

DEPARTMENT OF HISTORY

B. A. (Hons) History

Category I

DISCIPLINE SPECIFIC CORE COURSE -I (DSC-1) – : History of India – I (From the beginning to fourth century BCE)

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 India I (From the beginning to fourth century BCE) – DSC 01	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

The course intends to provide an extensive and deep understanding of early Indian history to students who will be introduced to the manner in which diverse aspects of ancient Indian history has been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. The course, with an interdisciplinary approach, will help students trace elements of continuity and changes in processes spanning over several millennia, from pre-historic times up to the 400 BCE. The emphasis on historiography will allow students to understand how historians have approached ancient India and how our present knowledge and perceptions have played a role in interpreting the past.

Learning outcomes

The Learning Outcomes of this course are as follows:

After completing the course, the students will be able to appreciate the diverse histories of our past and the significant technological, social and cultural changes in the Indian Subcontinent from prehistoric times. The students will understand the significance of environment and ecology and have an understanding of the historical trajectory of the relationships between communities and their subsistence strategies, regions, landscapes and resources. They will be able to understand the transitions to early state formations, social complexity and emergence of religious and philosophical traditions. The students will learn about early artifacts, texts, coins and epigraphs, and recognise the

need to study and preserve the rich cultural heritage of our past while also realizing the possibilities and future potential of the study of ancient Indian history.

SYLLABUS OF DSC-1

Unit I: Introducing early Indian history: Sources (upto 750 CE) and historiographical trends. (12 hours)

Unit II: Prehistoric hunter-gatherers and early food producing societies (16 hours)

1. Paleolithic cultures: sequence and distribution; tool typology and technology, subsistence patterns.
2. Mesolithic Cultures: regional distribution, tool typology and subsistence patterns.
3. Early food producing communities: Regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange.

Unit III: The Harappan civilization (16 hours)

Origins; settlement patterns and town planning; agrarian base; pyrotechnology and water management; craft production and trade; social and political organization; religious beliefs and practices; art; Late/ Post Harappan evidence.

Unit IV: Social and Cultural Transitions (up to 400 BCE) (16 hours)

1. Archeological cultures: PGW, NBPW, megalithic; metallic coins; role of iron technology.
2. Literary and textual traditions: Vedic and Brahmanical; Shramanic.
3. The Aryan Question.
4. Emergence of Social and political institutions; urbanization; social stratification and state formation.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit aims to familiarise students with the divergent landscapes, varied sources and the different approaches to the history of ancient India. (Teaching Time: 8 hours Approx.)
Relevant chapters from General readings

- Subbarao, B. (1958). The Personality of India. (Baroda: M. S. University). Chapter II.
- Chattopadhyaya, B. D. (2017). _The Concept of Bharatavarsha and Other Essays. (Ranikhet: Permanent Black). Chapter 1.
- Thapar, Romila. (2013). The Past Before Us; Historical Traditions of Early India, Del-hi: Permanent Black, Part 1, pp. 3-84.

Unit II: This unit aims to familiarize students with the distribution, economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent, and the beginnings of organized food production in pre-historic times in the Indian subcontinent. It also explains the impact on other aspects of the life of the Neolithic and Chalcolithic humans, their cultural practices, their art and funerary practices. (Teaching Time: 16 hours Approx.)

Relevant chapters from General readings:

- Chattopadhyaya, U. C. (1996). "Settlement Pattern and the Spatial Organization of Subsistence and Mortuary Practices in the Mesolithic Ganges Valley, North-Central India, *World Archaeology*, vol. 27(3), pp. 461-476
- Neumayer, E. (1993). *Lines on Stone: The Prehistoric Rock Art of India*. Delhi: Manohar.

Unit III: At the end of this unit, students shall be familiar with various aspects of Harappan Civilization, their technological expertise, as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied. (Teaching Time: 16 hours Approx.)

Relevant chapters from General readings

- Kenoyer, J. Mark. (1998). *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press.
- Possehl, Gregory L. (2002). *The Indus Civilization: A Contemporary Perspective*. Delhi: Vistaar Publications.
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika.
- Ratnagar, Shereen. (2015). *Harappan Archaeology: Early State Perspectives*, Delhi: Primus.
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). *Sindhu Sabhyata*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi)

Unit IV: This unit traces the archaeological and textual evidence for processes that led to the emergence of states, social complexity, intensive agriculture and urban patterns. The unit also covers debates around the origins and coming of the Aryans, the cosmogonies, cosmology and world view of Vedic, Brahmanical texts and religio-philosophical thought in Upanishads, Buddhism, Jainism and Shramanic traditions. (Teaching Time: 6 weeks)

Relevant chapters in General Readings (for archaeological cultures)

- Harvey, Peter (2017 edition). *Buddha in his Indian Context*, Chapter in *An Introduction to Buddhism*, p.8-31, Cambridge University Press, (first published in 1992)
- Moorti, U.S. (1994). *Megalithic Culture of South India: Socio-economic Perspectives*. Varanasi: Ganga Kaveri Publishing House.
- Sahu, B.P. (ed.). (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (Most relevant is the 'Introduction'.)
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters VII-XIV and XXII.) (Also available in Hindi)
- Sharma, R.S. (1983). *Material Culture and Social Formations in Ancient India*, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5.) (Also available in Hindi)
- Staal, Frits (2017). *Discovering the Vedas, Origins, Mantras, Rituals, Insights, Part I and II*, Penguin.
- Thapar, Romila. (1984). *From Lineage to State: Social Formations in the Mid-First Millennium B. C. In the Ganga Valley*. Delhi: Oxford University Press. (Chapter 2, pp. 21-69.) (Also available in Hindi).
- Trautmann, T.R. (ed.) (2005). *The Aryan Debate*. New Delhi: Oxford University Press.
- श्रीमाली, कृष्ण मोहन. (2017). *आर्थिक संरचना और धर्म* (रिली:आकार). पाठ, 3, 4, 5, 6, 7, 8, 9.

Suggestive readings

- Allchin, F.R. et al. (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 6.)
- Chakrabarti, D. K. (1999). *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*, Delhi: Oxford University Press.
- Chakrabarti, D. K. and Makkhan Lal, (2013). *History of Ancient India*, vol. 1, Delhi: Ary-an Books International. (Section III.2, pp. 301-346.)
- Dhavalikar, M. K. (ed.) (2013). *Prehistory of India: A Comprehensive History of India*, vol. 1, Part 1. Delhi: Manohar.
- Habib, Irfan & Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Habib, Irfan. (2001). *Prehistory*, Delhi: Tulika. (Available in Hindi Also)
- Habib, Irfan. (2002). *The Indus Civilization*. Delhi: Tulika.
- Jain, V. K. (2006). *Prehistory and Protohistory of India: An Appraisal*. Delhi: Print-world. (in Hindi Also)
- Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan.
- Lahiri, Nayanjot, ed. (2000). *The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
- Pathak, V. S. (1966). *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.
- Subbarao, Bendapudi. (1958). *The Personality of India: Pre and Proto-Historic Foundations of India and Pakistan*. Baroda: University of Baroda.
- Thapar, Romila. (2000). *Cultural Pasts: Essays in Early Indian History*. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)
- Wright, Rita P. (2010). *The Ancient Indus: Urbanism, Economy, and Society*. Cambridge: Cambridge University Press.
- Patrick Olivelle, (2017) *Introduction in The Early Upanisads*, Annotated Text and Translation, OUP, p3-28.
- Neelis, Jason. (2011). "Historical Contexts for the Emergence and Transmission of Buddhism Within South Asia" In *Early Buddhist Transmission and Trade Networks: Mobility and Exchange within and beyond the Northwestern Borderlands of South Asia*, 65–182. Brill. 2011. <http://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8>. Stable URL: <https://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8>, PP 65-78.
- Dundass, Paul. (2002 edition) Chapter One in *The Jainas* p.1-44, Routledge, (first published in 1992)

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Social Formations and Cultural Patterns of the Ancient World – I

Credit distribution, Eligibility and Prerequisites 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 Formations and Cultural Patterns of the Ancient World-I – DSC 02	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

The Course aims to introduce students to significant developments in world history that have shaped the complexity of human existence. To begin with, it offers a historical survey of human evolution. It details the transition from the hunting-gathering subsistence pattern to more advanced adaptations to a sedentary farming economy. The course content is based on the premise that the pace and nature of change differed in different parts of the world. Further, changes in social formations that facilitated the emergence of socially stratified and state-ordered societies are explained through a study of some of the early Bronze Age Civilizations. The impact of specific ecological conditions on different trajectories of growth, higher population density and social complexity, the emergence of the city and newer crafts and trade and the unfolding of cultural patterns in the early civilizations are concerns that are central to this course. This therefore, provides a sound foundation in the historical discipline, and helps in engaging in a variety of subject matters of history – social relations, economics, political formations, religion, and culture from a global perspective. Understanding the dissimilar but inter-linked history of humanity is therefore the prime objective of this Course.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.
- Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
- Delineate the significance of early food production and the beginning of social complexity.
- Analyze the process of state formation and urbanism in the early Bronze Age Civilizations.
- Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.

SYLLABUS OF DSC- 2

Unit-I: Evolution of Humans and Hunting-Gathering Cultures (12 hours)

1. Understanding Prehistory
2. Biological and Cultural Evolution of Humans: lithic and other technologies
3. Changing subsistence patterns; funerary practices and art

Unit-II: Transition to Food Production (16 hours)

1. Mesolithic Cultures: West Asia and Europe
2. Origins of Food Production: Debates
3. Features of the Neolithic based on sites from West Asia, Europe, Mesoamerica / China

Unit-III: The Bronze Age (16 hours)

Note: Rubrics b, and c are to be based on any one case study:

1. Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).
2. Concepts: 'Bronze Age', 'Civilization', 'Urban Revolution' and 'State'
3. Ecological context of early civilizations
4. Kingship, religion and state; Social and economic complexity: Class, Gender

Unit IV: Nomadic Cultures in Transition (16 hours)

1. Nomadic Pastoralism in West Asia in the third and second millennium BCE
2. Iron technology and its spread

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit introduces students to the basic aspects of world prehistory particularly with reference to the debate on the biological and cultural evolution of Humans (Teaching Time: 16 hours Approx.)

- Bogucki, P. (1999). The Origins of Human Society. Wiley-Blackwell 1999, Chapter 2, pp. 2977.
- V.G. Childe, What Happened in History? Great Britain: Pelican, 1942, reprint 1971, pp. 13-32.
- Fagan, B.M. and N. Durrani. eds. (2019). The People of the Earth: An Introduction to World Pre-history. (15th edn.). New York: Routledge, Chapters 2-5, pp. 22-134.
- Website: www.humanorigins.si.edu (website of the Smithsonian Museum)
- चाइल्ड, V. गॉडनर, ईतहास का ईतहास, राजकमल प्रकाशन, अध्याय 1.
- चाइल्ड, V. गॉडनर. (2019) औजारों का ईतहास (अनुवृत्ति) सशिलु कु मार), र िल्ली: गागीर प्रकाशन.
- फ़ारुकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृति तथा, र िल्ली: मानक प्रकाशन.
- मजूमर, D.N तथा गोपाल शरण, प्रागैतहास, र िल्ली र वर्िविद्यालय, र हन्ी माध्यम कायान्विन र िशिलय.

Unit II. This Unit will familiarise students with the transition to food production when the advanced Hunter-Gatherer communities primarily of the Mesolithic cultures responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals. The debates on the origins of food production will enable students to understand the complexity of the Neolithic cultures. The discussion on the Neolithic sites in different parts of the world will help in understanding the process of beginning of food production and variations in Neo-lithic Cultures. (Teaching Time: 16 hours Approx.)

- Bogucki, P. (1999). *The Origins of Human Society*. Massachusetts: Blackwell, pp. 127- 159.
- Price, T.D. (1991). "The Mesolithic of Northern Europe", *Annual Review of Anthropology*, Vol. 20, pp.211-233.
- Shea, J. J. and D.E. Lieberman. (2009). eds. *Transitions in Prehistory. Essays in Honour of Ofer Bar-Yosef*. Oxbow Books, pp. 185-222
- Zvevibel, M. (1989). "Economic Intensification and Postglacial Hunter-Gatherers in North Temperate Europe." in C. Bonsall, (Ed). *The Mesolithic in Europe*. Edinburgh: University of Edinburgh Press 1989, pp. 80-88.
- फ़ारुकी, A. (2015). प्राचीन और मध्यकालीन सामार जक संरचनाएँ और संस्कृ र तयाँ, र िल्ली: मानक प्रकाशन.
- Cohen M. (2009). 'Introduction. Rethinking the Origins of Agriculture'. October 2009, *Current Anthropology*. 50 (5), pp.591-595.
- Fagan, B.M. and N. Durrani. (2019). *The People of the Earth: An Introduction to World Prehistory*. New York: Routledge (15th Ed.), Chapters 8, 9, 10, 12, pp. 178-218, 228-245.
- Price, T.D. and O. Bar-Yosef. (2011). "The Origins of Agriculture: New Data, New Ide-as", *An Introduction to Supplement 4. Current Anthropology*, Vol. 52, No. S4, October 2011, pp. S163-S174.
- Wenke, R.J. and D. Olzewski. (2007). *Patterns in Prehistory: Humankind's First Three Million Years*. New York: Oxford University Press, pp. 228-268.
- फ़ारुकी, A. (2015). प्राचीन और मध्यकालीन सामार जक संरचनाएँ और संस्कृ र तयाँ, र िल्ली: मानक प्रकाशन.

Unit III. This Unit will enable students to contextualize the beginning of urban settlements, appearance of complex society and state with reference to some of the early civilisations of the world. (Teaching Time: 16 hours Approx.)

- Childe, G. (1950). "The Urban Revolution", *The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations (3rd edn.)*, New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7- 15 and 177-199.
- फ़ारुकी, A. (2015). प्राचीन और मध्यकालीन सामार जक संरचनाएँ और संस्कृ र तयाँ, र िल्ली: मानक प्रकाशन.

Mesopotamia

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East.* San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). *Ancient Iraq*, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). *The First Civilizations*, Oxford: Phaidon, Chapters 3, 4, 5, pp 33-115.

OR

China

- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999). "The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.
- Thorp, R. L. (2006). *China in the Early Bronze Age. Shang Civilization*. Pennsylvania: University of Pennsylvania Press.

OR

Egypt

- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt*, New York: Knopf/Random House, pp. 285-299.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). *Ancient Egypt A Social History*. Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Wilkinson, T. (2010). *The Rise and Fall of Ancient Egypt: The History of a Civilisation from 30,000 BC to Cleopatra*. London: Bloomsbury Publishing, pp. 13-114.
- Silverman, D. P. (Ed.). (2003). *Ancient Egypt*. New York: Oxford University Press (Ed.) pp. 10 - 27.

Unit IV. This unit will discuss the Nomadic cultures in West Asia in the third and second Millennium BCE. The use and spread of iron technology will enable students to be familiar with the technological and other changes related to it. (Teaching Time: 16 hours Approx.)

- Schmidt, Conrad. (2018) "Pastoral Nomadism in Third Millenium BC Eastern Arabia,"
- *Paleorient*, Vol 44, No. 1, pp.105 -118.
- Lees, S. And D.G. Bates. (April 1974), "The Emergence of Specialised Nomadic Pastoralism: A Systemic model," *American Antiquity*, Vol. 39, No. 2, pp. 187-193.
- Sherratt, A. "Sedentary Agriculture and nomadic pastoral populations." in *History of Humanity: from the third millennium to the seventh century BCE*, vol. II, (Ed.) S.J. de Laet. London: Routledge, pp. 37-43.
- Villard, P. (1996). "The beginning of the Iron Age and its Consequences", in *History of Humanity (Scientific and Cultural Developments) Vol. II. From the Third Millennium to the Sev-enth Century B.C.* Paris, London: Routledge: UNESCO.

- Maddin, R., J.D. Muhly, T.S. Wheeler (1977). "How the Iron Age Began", *Scientific American*, Vol. 237, No. 4, Oct. 1977, pp. 122-131.
- Cotterell, A. (1985). "The Coming of Iron", in A. Cotterell, *Origins of European Civilization*, London: Michael Joseph/ Rainbird, pp. 118-140.
- ErbSatullo, Nathaniel L. (2019). "The Innovation and Adoption of Iron in the Ancient Near East," *Journal of Archaeological Research* 27:557-607 <https://doi.org/10.1007/s10814-01929-6>, pp.557 – 593.
- Snodgrass, A.M. (1980). "Iron and Early Metallurgy in the Mediterranean" in T.H. Wer-time and J.D. Muhly (eds.) *The Coming of the Age of Iron*. New Haven and London, pp.335 -374.

Suggestive readings (if any)

- Carr, E.H. (1961/1991). "The Historian and his facts", in E.H. Carr, *What is History?* Penguin Modern Classics (2ndEdn.), pp.7-30.
- कार, E.H.(1976). 'ईतहासकर और उसके तथ्य', E.H. कार, ईतहास क्या है? में अध्याय 1, मेकमलन पब्लिके शन (रहन्ी)
- अनुवाि, 1976).
- Bar-Yosef, O. and F. Valla. (1990). "The Natufian culture and the origins of the Neolith-ic in the Levant", *Current Anthropology*, Vol. 31, No. 4, Aug-Oct, pp. 433-436
- Binford, L.R. (1968). 'Post-Pleistocene adaptations' in L. R. Binford and S. R. Binford, eds. *New perspectives in Archaeology*. Chicago: Aldine, pp. 313-342.
- Chang, K.C. (1986). *The Archaeology of Ancient China*, New Haven, Conn: Yale University Press, pp. 234-294.
- Clark, G. (1977). *World Prehistory in New Perspective*, Cambridge: Cambridge University Press (3rd edn.) pp. 1- 61.
- Darwin, C. (1859, 2003). *On the Origin of Species by Means of Natural Selection*, Joseph Carroll Ed. Canada: Broadview Press (2003 edn.) Chapters 1-5/
- Flannery, K.V. (1973). "Origins of Food Production", *Annual Review of Anthropology*, 2 (1973), pp.271- 310.
- Fried, M. (1978). "The State, the Chicken, and the Egg; or, What Came First" in R. Co-hen and E. Service Ed. *Origins of the State: The Anthropology of Political Evolution* (Institute for the Study of Human Issues, 1978), pp. 3-47.
- James, T.G.H. (1979, 2005). *The British Museum's Concise Introduction to Ancient Egypt*
- British Museum Publications, Michigan: University of Michigan Press.
- Johnson, A. W. and Timothy Earle (2000). *The Evolution of Human Societies: From Foraging Group to Agrarian State*, Stanford: Stanford University Press.
- Kemp, B. (1989). *Ancient Egypt. Anatomy of a Civilisation*. London: Routledge.
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage.
- Lamberg-Karlovsky, C.C. and J.A. Sabloff. (1979). *Ancient Civilizations, The Near East and Mesoamerica*. California: Benjamin-Cummings Publishing Company.
- Leakey, R. (1981). *The Making of Mankind*. London: Michael Joseph Limited, 1981, pp. 9183.
- Lerner, G. (1986). *The Creation of Patriarchy*. Oxford University Press, pp. 54-76.

- Lewin, R. (2005). *Evolution: An Illustrated Introduction*. (5th edn.) USA, UK, Australia: Blackwell Publishing, pp. 1-29, 39-55, 60-66, 95-127, 131-156, 159-175, 179-235.
- Lewis-Williams, D. (2002). *The Mind in the Cave: Consciousness and the Origins of Art*, London: Thames and Hudson.
- Maisels, C. K. (1987). "Models of Social Evolution: Trajectories from the Neolithic to the State", *Man, New Series*, Col. 22, No. 2, June, pp. 331-359.
- McAdams, Robert. (1966). *The Evolution of Urban Society: Early Mesopotamia and Prehispanic Mexico*. New Brunswick (USA) and London: Aldine Transaction (Second Reprint 2007).
- Postgate, J.N. (1992). *Early Mesopotamia. Society and Economy at the dawn of history*, London and New York: Routledge, pp. 1- 154.
- Service, E. (1973). *Origins of the State and Civilization. The Process of Cultural Evolutions*: W.W. Norton & Co.
- Sherratt, A. (1996) "Sedentary Agricultural and nomadic pastoral populations' in *History of Humanity: From the third millennium to the seventh century B.C.* vol. II, edited by S. J. de Laet, 37-43, Paris, London: Routledge, UNESCO, pp. 37- 43.
- Starr, H. (2005). "Subsistence Models and metaphors for the Transition to Agriculture in North western Europe", *MDIA, Issue Title: Subsistence and Sustenance*, Vol.15, no. 1,
- Arbor, Ann. (2005) Publishing, University of Michigan Library url: <http://hdl.handle.net/2027/spo.0522508.0015.103>. Website: www.bradshawfoundation.com
- Wright, G. A. (1992). "Origins of Food Production in Southwestern Asia: A Survey of Ideas", *Current Anthropology, Supplement: Inquiry and Debate in Human Sciences: Contributions from Current Anthropology, 1960-1990*, Vol.33, No. 1, Feb., 1992, pp. 109-139.
- Yoffee, Norman. (2004). *Myths of the Archaic State: Evolution of the Earliest Cities, States and Civilisation*, New York: Cambridge University Press, Chapter 3, pp. 44-90.
- कोरोवकन, फ्योर्. (2019). *प्राचीन रू वि ईतहास का परचय*, Delhi: Medha Pub-lishing House.
- राय, U.N. (2017). *रू वि सभ्यता का ईतहास*, रू िल्ली: राजकमल प्रकाशन

**DISCIPLINE SPECIFIC CORE COURSE- 3 (DSC-3): History of the USA:
Independence to Civil War – DSC 03**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course any)
		Lecture	Tutorial	Practical/ Practice		
History of the USA: Independence to Civil War – DSC 03	4	3	1	0	12 th Pass	NIL

Learning Objectives

DEPARTMENT OF HISTORY

Category I

BA (Hons.) History

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – II: c.4th century BCE to 750 CE

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 India – II c. 4th Century BCE to 750 CE DSC 1	4	3	1	0	12 th Pass	Should have studied History of India -I (From the beginning to fourth century BCE)

Learning Objectives

The Learning Objectives of this course are as follows:

This course is about the early historical and the early medieval periods of Indian history. It explores the transition from the early historical to the early medieval phase highlighting major changes that shaped the character of Indian civilization. The course tries to delineate the important developments in the arena of economy, society, religion and culture. The purpose of this course is to familiarise students with the ways in which historians work with sources of various kinds and reconstruct our past.

Learning outcomes

After completing this course, the students will be able to

- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate changes in agriculture, technology, craft-production, urban development, trade and use of currency.
- Analyse critically the changes in the varna/caste systems and the changing nature of gen-der relations and property rights.
- Write and undertake projects related to religious developments, art, architecture, and forms of patronage.

SYLLABUS OF DSC-1

Unit I: Development of Political Structures (c. 4th century BCE to c. 300 CE) (12 Hours)

1. The Mauryan empire; the nature of dhamma
2. Post-Mauryan polities with special reference to the Kushanas and the Satavahanas
3. Tamilakam

Unit II: Economy and society (c. 4th century BCE to c. 300 CE) (16 Hours)

1. Expansion of agrarian economy and production relations
2. Urban growth: north India, central India, the Deccan and south India; craft production; trade interactions across the Indian sub-continent and beyond
3. Social stratification: varna; jati; untouchability; gender; marriage and property relations

Unit III: Polity, Economy and Society (c. 4th century to 750 CE) (16 Hours)

1. The nature of polities
2. Agrarian developments, land grants and peasantry
3. Urban patterns; trade and currency
4. Society: the proliferation of jatis: changing norms of marriage and inheritance

Unit IV: Religion and Cultural developments (c. 4th century BCE – 750 CE) (16 Hours)

1. Theistic Traditions
2. Art and architecture; forms of patronage (Sculptures, Stupas, Rock Cut Caves, and Temples)

Practical component (if any) - NIL

Essential/recommended readings

Unit I. This unit would enable students to trace the history of changing political developments from the Mauryan to post-Mauryan states.

- Allchin, F. R. (et al.) (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 10).
- Karashima, N. (ed.) (2000). *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press. (Chapter 2).
- Patrick Olivelle. (2012). 'Asoka's Inscriptions as Text and Ideology' by in *Reimagining Asoka Memory and History*, (ed.) Patrick Olivelle, Janice Leoshko, and Himanshu Prabha Ray, pp. 158-183.
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters XVIII, XIX, XXIII) (Also available in Hindi).
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 6, 7 and 8) (Also available in Hindi).
- Thapar, Romila. (2012). *Asoka and the Decline of the Mauryas*. Delhi: Oxford University Press. (Also available in Hindi).
- Early India: From the Origins to AD 1300. Delhi: Penguin. (Also available in Hindi).

Unit II. This unit will apprise students of the socio-economic developments with particular attention to agrarian relations and production as well as varna, jati, gender relations.

- Chakravarti, Ranabir. (2016). *Exploring Early India up to c. AD 1300*, Delhi: Primus, 3rd edition. (Chapter 5). (Also available in Hindi).
- Chakravarti, Uma. (2018). *Gendering Caste: Through a Feminist Lens*, SAGE Publications Pvt Ltd, 1st edition, (Chapter 3 and 4).
- Champakalakshmi, R. (1996). *Trade, Ideology and Urbanization: South India 300BC to AD 1300*. Delhi: Oxford University Press, pp 14-36.
- Jaiswal, Suvira. (1998). *Caste: Origin, Function and Dimensions of Change*, Delhi: Manohar. (Chapter 2.) (Also available in Hindi).
- Jha. Vivekanand. (1997). *Caste, 'Untouchability and Social Justice: Early North Indian Perspective'*. *Social Scientist*, 25, pp. 19-30.
- Ray, H.P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. Delhi: Oxford University Press.

- Sahu, B. P. (ed). (1997). Land system and Rural society in Early India, Delhi: Manohar. (Introduction.).
- Shah, Shalini (2012). The Making of Womanhood: Gender Relations in The Mahabharata, Delhi: Manohar. (Chapters 2 and 4). (Also available in Hindi, Granthshilpi, 2016).
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6 and 8). (Also available in Hindi).

Unit III. This unit introduces students to the varied perspectives with regard to the nature of polities, agrarian expansion as well as social and urban processes.

- Chakravarti, Ranabir. (2016). Exploring Early India up to c. AD 1300, Delhi: Primus, 3rd edition. (Chapter 6 and 7). (Also available in Hindi).
- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. Delhi: Ox-ford University Press. (Introduction.)
- Roy, Kumkum. (2010). ‘Gender Relations during the First Millennium, An Overview’, in The Power of Gender & the Gender of Power: Explorations in Early Indian History. Delhi: Oxford University Press. (Chapter 10).
- Sharma, R. S. (1990). Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600. Delhi: Motilal Banarsidas. (Chapters 7 and 8.)
- (Also available in Hindi).
- (1980). Indian Feudalism. Madras: Macmillan. (Chapter 1.) (Also available in Hindi).
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 9 and 10.) (Also available in Hindi).

Unit IV. This unit traces the religious and cultural developments in the period of study with regard to Puranic Hinduism. It also aims at familiarising students with developments in the fields of art, architecture and changing forms of patronage.

- Brockington, J.L. (1997). The Sacred Thread: A Short History of Hinduism. Delhi: Ox-ford University Press, 2nd edition.
- Huntington, S. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New Delhi: Weather Hill.
- Miller, B.S. (1992). The Powers of Art: Patronage in Indian Culture. Delhi: Ox-ford University Press.
- Nath, Vijay, (2001). ‘From 'Brahmanism' to 'Hinduism': Negotiating the Myth of the Great Tradition’, Social Scientist, Vol. 29, pp. 19-50.
- Shrimali, K. M. (2017). Prachin Bhartiya Dharmon ka Itihas. Delhi: Granth Shilpi.
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 7, 8, 9 & 10) (Also available in Hindi).

Suggestive readings

- Agrawal, V.S. (2004). Studies in Indian Art, Varanasi: Vishwavidyalaya Prakashan.
- Alcock, Susan E. (et. al.) (2001). Empires: Perspectives from Archaeology and History, Cambridge: Cambridge University Press. (Chapter 6, pp. 155- 178).
- Basham, A.L. (1954). The Wonder that was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims. Calcutta: Rupa.

- Bhattacharji, Sukumari. (1970). *The Indian Theogony*, Cambridge University Press.
- Chakrabarti, Kunal. (2001) *Religious Process: The Puranas and the Making of a Regional Tradition*. New Delhi: Oxford University Press.
- Chakrabarti, Kunal & Sinha, Kanad. (2019). *State, Power and Legitimacy the Gupta Kingdom*, New Delhi: Primus.
- Chattopadhyaya, B.D. (2003). *Studying Early India: Archaeology, Texts, and Historical Issues*. Delhi: Permanent Black. (Chapter 3.)
- Desai, D. (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International.
- Dehejia, V. (2005). *Discourse In Early Buddhist Art: Visual Narratives of India*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. 5th edition.
- Dhar, Parul P. (ed.). (2006). *Indian Art: Changing Perspectives*. Delhi: D. K. Printworld P Ltd. and National Museum. (Introduction).
- Flood, Gavin. (2003). *The Blackwell Companion to Hinduism*, Blackwell Publishing Ltd.
- Gethin, Rupert. (1998). *The Foundations of Buddhism*. Oxford: Oxford University Press.
- Gurukkal, Rajan. (2010). *Social Formations of Early South India*. Delhi: Oxford University Press. (Chapters 6 and 7).
- Gupta, S.P. and Asthana, Shashi Prabha. (2004). *Elements of Indian art*, Delhi: DK Printworld, 2nd edition. (Chapter 1 and 2).
- Habib, Irfan and Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Harle, J. C. (1986). *The Art and Architecture of the Indian Subcontinent*, New York: Viking Penguin.
- Jaini, P. (1979). *The Jaina Path of Purification*. Berkeley: University of California Press.
- Jaiswal, Suvira. (1981). *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500*. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. (Chapters 3, 6 7, and Conclusion) (Also available in Hindi).
- Jha, D.N. (2020). *Ancient India in Historical Outline*, 4th Revised Edition, New Delhi: Manohar Publishers & Distributors. (Chapter 7 and 8.) (Also available in Hindi).
- Jha, D.N. (ed.) (2003). *The Feudal Order: State, Society and Ideology in Early Medieval India*. New Delhi: Manohar Publishers and Distributors.
- Kosambi, D. D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan. (Also available in Hindi).
- Lahiri, Nayanjot. (2015). *Ashoka in Ancient India*. Delhi: Permanent Black.
- Majumdar, R.C. (1970). *The Classical Age*. Bombay: Bharatiya Vidya Bhavan (3rd edition). (Also available in Hindi).
- Mitter, Partha. (2011). *Indian Art*, Delhi: Oxford University Press.
- Mukherjee, B.N. (1989). *Rise and Fall of the Kushana Empire*. Calcutta: Firma K.L. Mukhopadhyay.
- Olivelle, P. (ed.) (2006). *Between the Empires: Society in India 300 BCE to 400 CE*. New York: Oxford University Press.
- Olivelle, P., J. Leoshko and H.P. Ray. (eds.) (2012). *Reimagining Asoka: Memory and History*. New Delhi: Oxford University Press.
- Pandey, G. C. (1990). *Bauddha Dharma ke Vikas ka Itihas*. Lucknow: Uttar Pradesh Hindi Sansthan, 3rd edition.
- Pollock, Sheldon. (2007). *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*, Delhi: Permanent Black.

- Raychaudhuri, H.C. 1996. Political History of Ancient India (With a Commentary by B.N. Mukherjee). New Delhi: Oxford University Press.
- Ray, H.P. (1994). The Winds of Change: Buddhism and the Maritime Links of Early South Asia. Delhi: Oxford University Press.
- Roy, Kumkum. (ed.) (2001). Women in Early Indian Societies. Delhi: Manohar. (Introduction and pp. 113-122.)
- Sahu, B. P. (2015). Society and Culture in Post-Mauryan India: c. 200 BC- AD 300. Delhi: Tulika.
- Sharma, R.S. (1996). Aspects of Political Ideas and Institutions in Ancient India, Delhi: Motilal Banarsidas. (Chapters XXI and XXIII (III) (Also available in Hindi)
- --- (1987). Urban Decay in India c.300- c.1000. Delhi: Munshiram Manohar-lal. (Also available in Hindi).
- Shrimali, K.M. (2007). The Age of Iron and the Religious Revolution. Delhi: Tulika.
- ---1991 'Cash nexus on western Coast C 850-1250: A Study of the Shilaharas' in AK Jha's Ed. Coinage, Trade and Economy, 3rd International Colloquium of the Indian Institute of Research in Numismatic Studies, Nasik, pp 178-93.
- Shrimali, K. M ed (1988). Essays in Indian Art, Religion and Society, (Indian History Congress Golden Jubilee Year Publication Ser. Vol 1). Delhi: Munshiram Manoharlal Publishers.
- Singh, Upinder. (2016). The Idea of Ancient India: Essays on Religion, Politics, and Archaeology. Delhi: Sage.
- --- (2011) Rethinking Early Medieval India: A Reader. Edited by Delhi: Ox-ford University. (Introduction)
- Thapar, Romila. (1998). Recent Perspectives of Early Indian History. Bombay: Popular Prakashan.
- --- (1987). Mauryas Revisited. Kolkata: K. P. Baghchi. (Also available in Hindi).

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Social Formations and Cultural Patterns of the Medieval World – II

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code DSC 2	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social Formations and Cultural Patterns of the Medieval World – II	4	3	1	0	12 th Pass	Should have studied Social Formations and Cultural Patterns of the Ancient World – I

Learning Objectives

The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world. These include the process of colonisation undertaken by the Greek city-states (polis) and by Rome and the far-reaching political experiments under-taken here. The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world and this in turn prepares the students to understand historically the concepts of freedom and bondage as also the larger process of ordering and reordering of society through coercion, consent and revolts. We discuss the Medieval world in the Course by analysing the nature of European 'feudal' society and economy of the 8th to the 14th centuries. As different sections of society forged newer military and economic ties, the medieval institutions, particularly the Church, played an important role in the confirmation of these ties. The European social world was shaped into an intricate structure comprising powerful institutions like monarchy and the Church. The Course provides a scope to understand the medieval economy of Western Europe, particularly through its agrarian dimensions and relatively newer labour systems like serfdom. And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role of Islam in the transformation of a tribal identity to a Caliphal State in West Asia from the 7th to 9th centuries deepens the understanding of the long-term historical processes.

Learning outcomes

Upon completion of this course the student shall be able to:

- Identify the main historical developments in Ancient Greece and Rome.
- Gain an understanding of the restructuring of state and society from tribe-based polities to
- those based on territorial identity and citizenship.
- Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.
- Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.

- Understand the role of religion and other cultural practices in community organisation.

SYLLABUS OF DSC- 2

Unit 1: Ancient Greece and Rome: (20 Hours)

1. Evolution of the 'polis' and changing political formations in Ancient Greece: Athens and Sparta.
2. Rome from the Republic to Principate (c. 500 BCE- 200 CE)
 - a. Conflict of the Orders: Imperial expansion and social tensions in the Republic
3. Slavery in Ancient Greece and Rome
4. Crisis of the Roman Empire

Unit II: Feudal societies in medieval Europe (8th – 14 centuries) (20 Hours)

1. The emergence of Feudal states: Church, State and Society
2. Growth of the Medieval economy- Patterns and Processes: 8th - 11th centuries
3. Transition in the feudal economy from 11th – 14th centuries– (i) Agriculture: changes in serfdom and seigneurie (ii) Growth of towns and trade and their impact (iii) Onset of 'feudal crisis' in 13th and 14th centuries[S1]

Unit III: Early Islamic Societies in West Asia: Transition from tribe to state (20 Hours)

1. Pre-Islamic tribal society in Arabia and Rise of Islam
2. State formation: The Caliphate – Rashidun, Ummayyads and early Abbasids (c.632 CE to c. 800CE)

Practical component (if any) - NIL

Essential/recommended readings

1. **Unit 1:** This Unit will be disaggregated and taught in sequence, first Greece then Rome. In the context of Greece, it will provide an understanding of the changing cultural, social, economic and political trends in Ancient Greece. It will then focus on Roman military expansion and its impact on social conflict, institutionalisation of slavery, and the crisis of the Roman Empire.
 - Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, (Greece) Part One/I/ Chapters 1, 2, pp. 18-44; (Rome) Part One/I/ Chapters 1, 4 (pp. 18-28 and 53-103).
 - Finley, M.I. (1963/1991). *The Ancient Greeks*, London: Penguin (1991 reprint), Chapters 1-4, pp.15-94.
 - Finley, M.I. (1973). "Masters and Slaves," in M.I. Finley, *The Ancient Economy*. Berkeley and Los Angeles: University of California Press, pp. 62-94.
 - Green, P. (1973). *A Concise History of Ancient Greece to the close of Classical era*, London: Thames and Hudson Ltd., Chapters 1-5, pp. 9-172.
 - Scarre, C. and B. Fagan. (2008). *Ancient Civilisations*. New Jersey: Pearson, (on Greece) Chapters 9, 10, pp. 223-277; (on Rome) Chapter 11, pp. 278-303.
 - Bradley, K. (1994). *Slavery and Society at Rome*, Cambridge: Cambridge University Press, Chapter 2, pp. 10-30.
 - Brunt, P.A. (1966). "The Roman Mob," *Past and Present*, No. 35, Dec. 1966, pp. 3-27
 - Hopkins, K. (1978). *Conquerors and Slaves*. Cambridge: Cambridge University Press, 1978, Chapter 2, pp. 99-132.

- Joshel, S. R. (2010). *Slavery in the Roman World*, Cambridge: Cambridge University Press, Chapters 1, 2 and 5, pp.18-76 and 161-214.
- फ़ारूकी,अ. (2015). *पाचीन और मधकालीन सामार् जक संरचनाएँऔर संस्कृ तयाँ, र िली: मानक पकाशन.*
- कोरोवकन, फोर्ि. (2019). *पाचीन र वश ईतहास का पंचय*, Medha Publishing House.

Unit II: This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy.

- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
- Bloch M. (1973). “The Seigneurie down to the crisis of the fourteenth and fifteenth centuries”, Chapter 3 in Marc Bloch, *French Rural History: An Essay on its Basic Characteristics*. Berkeley: University of California, pp. 64-101.
- Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp. 175-220.
- Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp. 157-180.
- Georges Duby, (1977). “Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision”, “Youth in Aristocratic Society”, in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
- Hilton, R.H. (1976). “Introduction” in R.H. Hilton, *Peasants, Knights and Heretics: Studies in Medieval English Social History*. Cambridge: Cambridge University Press, pp. 1-10.
- IGNOU Study Material in Hindi, MAH, *पाचीन और मध्युगीन समाज*, MHI-01 बॉक 6, ‘सामंतवाि’ यर्ू नट
- 20, 21, 22, 23. (website: [www.egyankosh.ac.in](http://www.egyankosh.ac.in/handle/123456789/44611))
- Le Goff, J. (2000). “Introduction” and “Medieval Western Europe” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 207-220.
- Merrington, J. (1978) “Town and Country in the Transition to Capitalism”, in R.H. Hilton (Ed.), *The Transition from Feudalism to Capitalism*. London: Verso, 1978, Aakar, Delhi, 2006.
- फ़ारूकी,अ. (2015). *पाचीन और मधकालीन सामार् जक संरचनाएँऔर संस्कृ तयाँ, . र िली: मानक पकाशन.*
- बलोक, म. (2002). ‘सामंती समाज’, भाग-1,नई: गंथशली

Unit III: This Unit will enable students to engage with the question of emergence and spread of Islam and its impact on the shaping of political authority in West Asia.

1. Berkey, J. (2002). *The Formation of Islam. Religion and Society in the Near East*, 600– 1800.

2. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
3. Bosworth, C. E. (2000). "The Formation of Early Islamic Polity and Society: General Characteristics" in History of Humanity: Scientific and Cultural Development, Volume IV, From
4. the Seventh to the Sixteenth Century, UNESCO, pp. 271-273.
5. Crone, P. (1999). "The Rise of Islam in the World." in Francis Robinson and Ira M. Lapidus
6. (Ed.), The Cambridge Illustrated History of the Islamic World, Cambridge: Cambridge University Press, pp. 2-31.
7. Duri, A.A. (2000). "The Rise of Islam," in History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century, UNESCO, pp. 264- 267.
8. Lapidus, I.M. (1988/2002). A History of Islamic Societies, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
9. इजीर् नयर, A. A. (2018). इसाम का जन और र् वकास. र् िली:राजकमल पकाशन
10. फ़ारूकी,अ. (2015). पाचीन और मधकालीन सामार् जक संरचनाएँऔर संस् र तयॉ, र् िली: मानक पकाशन.

Suggestive readings (if any)

- Bloch, M. (1961). Feudal Society Vol. I, Chicago: University of Chicago Press.
- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in
- M.M. Postan (Ed.), The Cambridge Economic History of Europe, Volume 1. Cambridge: Cambridge University Press.
- Boardman, J., J. Griffin, O. Murray (Eds.) (2001). The Oxford History of Greece and the Hellenistic World. Oxford: Oxford University Press.
- Brunt, P.A. (1971). Social Conflicts in the Roman Republic. London: Chatto and Windus.
- Dobb, M. (1950) Studies in the Development of Capitalism, London: Routledge and Kegan Paul.
- Donner, F.M. (2010). Muhammad and the Believers at the Origins of Islam. Harvard: Harvard University Press.
- Donner, F.M. ed. (2016). The Expansion of the Early Islamic State, London and New York: Routledge.
- Duby, G. (1978). The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century. Cornell: Cornell University Press.
- Ehrenberg, V. (1990). From Solon to Socrates: Greek History and Civilisation during the 5th and the 6th centuries BC, London: Routledge, Chapters1-4, and 6-7, pp. 1-97, 154-265.
- Finley, M.I. (1980). Ancient Slavery Modern Ideology. London: Chatto and Windus.
- Finley, M.I. (1983). Politics in the Ancient World. Cambridge: Cambridge University Press.
- Hilton, R. (1973). Bond Men Made Free: Medieval Peasant Movements and the English Rising of 1381. London: Routledge.
- Hodgson, M.G.S. (1974). The Venture of Islam, Volume 1: The Classical Age of Islam, Chicago: University of Chicago Press, pp. 101-314; and pp. 444-472.
- Kumar, R. (2018). Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism, New Delhi: Sage.

- Le Goff, J. (1992) *Medieval Civilisation, 400-1500*, (translated by Julia Barrow), Oxford UK & Cambridge USA: Blackwell.
- Matthews, J. (2006) "Roman Law and Roman History" in D. S. Potter (Ed.), *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing, pp. 477-491.
- Potter, D. S. (Ed.), (2006). *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing.
- Serjeant, R.B. (1990). "Meccan Trade and the Rise of Islam: Misconceptions and flawed polemics," *Journal of the American Oriental Society*, Vol. 110, No. 3 (Jul-Sep., 1990), pp. 472-486.
- Temin, P. (2004), "The Labor Market of the Early Roman Empire," *Journal of Interdisciplinary History*, Vol.34, No. 4, pp. 513-538.
- Watt, W.M. (1970/2000). "Muhammad" in P.M. Holt, A.K.S. Lambton, B. Lewis (Eds.), *The Cambridge History of Islam, Volume IA*, Cambridge: Cambridge University Press, Part I, Chapter 2, pp. 30-56.
- Wood, E. M. (1988/2015), *Peasant-Citizen and Slave: The Foundations of Athenian Democracy*, London, New York: Verso
- कोरोर्वकन, फोिोर. (2019). *पाचीन र् वश ईतहास का र् परचय*, Medha Publishing House.
- गोयल, S. R. (2011). *र् वश की पाचीन सभताएँ, बनारस: र् वर्शविलय पकाशन*.
- राय, U.N. (2017). *र् वश सभता का ईतहास. र् िली: राजकमल पकाशन*

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

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of the USA: Reconstruction to New Age Politics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code DSC 3	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of the USA: Reconstruction to New Age Politics	4	3	1	0	12 th Pass	Should have studied History of the USA: Independence to Civil War

Learning Objectives

The course attempts to understand the changing political culture of the USA in the aftermath of the Civil War. The focus is not only to delineate the changes brought in during the phase of Reconstruction followed by the growth and expansion of industrialization and urbanization process with its inherent contradictions and complexities that had an impact on the gender roles giving way to the Feminist Movement and assisted in the mobilization of the African-Americans gravitating towards the beginnings of the Civil Rights Movement. The course links the consolidation of American capitalism with the crystallization of American imperialism and its eventual emergence as a global power.

Learning outcomes

Upon the completion of this course the student shall be able to:

- Explain the reasons for the implementation of ‘Radical’ Reconstruction and the causes for its limited success
- Analyze the growth of capitalism in the USA
- Discern the history of Populist and Progressive Movements
- Describe the nature of the Women’s Liberation Movement and its changing contours from the nineteenth to twentieth centuries
- Trace the significance of the African-American Movement and how it eventually assisted in the emergence of Civil Rights Movement under Martin Luther King Jr.

SYLLABUS OF DSC-3

Unit I: Reconstruction (12 Hours)

1. The Makings of Radical Reconstruction; Rise of New Social Groups in the South, Carpetbaggers, Scalawags, Ku Klux Klan and Free Blacks

Unit II: The Gilded Age - Economic, Social Divide and Reform (16 Hours)

1. Growth of Capitalism – Big Business; Competition, Consolidation, Monopolism
2. The Populist Challenge: Agrarian Crisis and Discontent

3. The Politics of Progressivism: Movement, Manifestations under Theodore Roosevelt and Woodrow Wilson

Unit III: Gender Roles and the Rise of African-American Movement (16 Hours)

1. Cult of Womanhood in the nineteenth century: The White (Case study of Lowell Textile Mill Women Workers), Black and Indigenous Women
2. The Emergence of Black Leadership: Booker T. Washington; W.E.B. DuBois, NAACP
3. The Rise of the Civil Rights Movement: Martin Luther King Jr.

Unit IV: USA in the World Politics (16 Hours)

1. Imperialistic Ambition and Power: The Spanish-American War; Role of USA in East Asia and Latin America
2. USA in the First and Second World Wars

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The Unit examines the reasons for the Radical Congressmen taking over the Reconstruction process and how the establishment of radical governments in the Southern states led to the rise of new social groups and the resultant consequences thereof.

- Boyer, P.S., H. Sitkoff et al. The Enduring Vision: A History of the American People. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Foner, E. Reconstruction: America's Unfinished Revolution, 1863-1877. New York: Harper Perennial, 2002.
- Foner, E. 'The New View of Reconstruction'. American Heritage, Vol. 34, Issue 6, October-November 1983.

Unit II: This Unit delves into the three most important aspects of American history. The rise of Big Businesses their methods and techniques to capture and monopolize markets and the impact these sweeping economic changes had on American society eventually led to the rise of two most significant movements, the Populist movement at the agrarian level and the Progressive movement at the urban and industrial level.

- Hicks, J.D. The Populist Revolt: A History of the Farmers' Alliance and the Peoples Party. Connecticut: Greenwood Press, 1981.
- Boyer, P.S., H. Sitkoff et al. The Enduring Vision: A History of the American People. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Foner, E. Give Me Liberty! An American History. Vol. II. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. Interpretations of American History: Patterns and Perspectives. Vol. II. New York: The Free Press, 2000.
- Mann, A. The Progressive Era: Liberal Renaissance or Liberal Failure. New York: Holt, Rinehart & Winston, 1963. (Peter Smith Publication, Online Open Library, 2016).
- McMath, R. & E. Foner (ed.). American Populism: A Social History, 1877-1898. New York: Hill & Wang, 1993.

Unit III: This Unit takes into account the accepted patriarchal notions of being an 'accepted' woman in 19th century America and how they were established and resisted by the White,

Indigenous and Black women. The unit also explores the roles of two important leaders in the emergence of the African-American movement and reasons for the rise of Civil Rights Movement with the major role played by Martin Luther King Jr.

- Dublin, T. *Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1890*. New York: Columbia University Press, 1993.
- Dublin, T. 'Women, Work and Protest in the Early Lowell Mills: The Oppressive Hand of Avarice Would Enslave Us'. *Labour History*, Vol. 16, No. 1, Winter 1975.
- Foner, E. *Americas Black Past: A Reader in Afro-American History*. New York: Harper Collins, 1970.
- Higginbotham, E.B. 'African-American Women's History and the Metalanguage of Race'. *Signs*, Vol. 17, No. 2. Winter 1992.
- Kerber, Linda & J. Sherron De Hart, *Women's America: Refocusing the Past*. 8th edn. New York: Oxford University Press, 2016.
- Welter, B. 'The Cult of True Womanhood, 1820-1860'. *American Quarterly*, Vol. 18, No. 2, 1966. (Articles in *Journal of Women's History*. Vol. 14, No. 1, Spring 2002 to debate Barbara Welter's Article).
- White, J. *Black Leadership in America, 1895-1968*. *Studies in Modern History*. London & New York: Longman, 2nd edn, 1990 (Digitized in 2008).

Unit IV: In this Unit importance is given to the understanding of the U.S. into global politics with its own brand of imperialism and its eventual role in the two World Wars

- Boyer, P.S., H. Sitkoff et al. *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. *The American Nation, A History of the United States*. 12th edn. New York: Pearson Longman, 2006.
- Datar K. *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
- Foner, E. *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press, 2000.

Suggested Readings:

- Bailyn, B., D. Wood, J.L. Thomas et.al. *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company, 2000.
- Boyer, P.S., H. Sitkoff et al. *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. *The American Nation, A History of the United States*. 12th edn. New York: Pearson Longman, 2006.
- Datar K. *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
- Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People*. Vol. II. New Jersey: Prentice Hall, 1995.
- Foner, E. *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press, 2000.

- Zinn, H. A People's History of the United States, 1492-Present. New York: Harper Collins, 2003.

Few Selected Films

- 'King' (story of Dr. Martin Luther King Jr.) Directed by Abby Mann, 1979.
- 'The Long Walk Home' (two women black and white in 1955 Montgomery, Alabama Bus Boycott) Directed by Richard Pearce, 1990.
- 'Boycott' (African-American boycott of the buses during the Civil Rights Movement) Directed by Clark Johnson, 2001.
- 'The Rosa Parks Story' (a seamstress story in 1955 bus boycott), TV Movie, 2002.
- 'Separate but Equal' (American court case that destroyed legal validity of racial segregation), 1991.
- 'The Colour Purple' (story of a young African-American girl and the problems faced by African-American women during early twentieth century) Directed and Co-produced by Steven Spielberg, 1985.
- 'Selma' (based on 1965 Selma to Montgomery voting rights marches) Directed by Ava DuVernay and Produced by Christian Colson & others, 2014.
- 'Frida' (based on the professional and private life of surrealist Mexican painter Frida Kahlo) Directed by Julie Taymor and produced by Sarah Green & others, 2002.
- 'Lowell Mill Girls' by Colleen G. Casey, YouTube, December 7, 2010.
- 'The Lowell Mill Girls (Student Film) by Laureen Meyering, YouTube, December 23, 2011.
- 'And That's How We did in the Mill'- Women in the Lowell Textile Mills, Historymemoryculture.org, YouTube, September 2, 2016.

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

DEPARTMENT OF HISTORY

COURSES OFFERED BY DEPARTMENT OF HISTORY

Category I

[UG Programme for Bachelor in History (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – III: 750 – 1200

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 India – III: 750 – 1200	4	3	1	0	12 th Pass	Should have studied History of India- II Fourth century to 750

Learning Objectives

This course is designed to make students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the ‘early medieval period’ (c. 750 – 1200 CE) of Indian history. With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

Learning outcomes

Upon completion of this course the student shall be able to:

- Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of developments in the cultural sphere, namely Bhakti movement, Puranic Hinduism, Tantricism, architecture and art.

SYLLABUS OF DSC-1

Unit I: Studying early medieval India

1. Sources: texts; inscriptions; coins
2. Perspectives on the early medieval

Unit II: Political structures and processes

1. Evolution of political structures: Rajput polities; Chola state; Odisha
2. Symbols of political power: Brahmanas and temples; courtly cultures
3. Issue of 'Foreign and Indian': Arabs and Ghaznavids in the north-west, Cholas in Southeast Asia

Unit III: Social and economic processes

1. Agricultural expansion and social changes
2. Trade and urbanization

Unit IV: Religious and visual cultures

1. Bhakti, Puranic Hinduism; Tantra; Buddhism and Jainism
2. Art and architecture: temples – regional styles

Practical component (if any) - NIL

Essential/recommended readings

Unit I. This unit seeks to familiarise students with the range of sources available for the early medieval period of Indian history. Most importantly, students will engage with the debates and varied scholarly views on the nature of early medieval Indian social formation and the most important aspects and factors of change therein. **(Teaching Time: 12 hrs. approx.)**

- 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. (The relevant portions are: Chapter I: 'The Scope and Significance of Epigraphy in Indological Studies', pp. 3-6; Chapter VII: 'Epigraphy as a Source for the Study of Indian Culture,' pp. 226-51.)
- Schwartzberg, J. 1993. *Historical Atlas of South Asia*. New York: Oxford University Press. (To be used mostly as a reference book)
- Jha, D.N. 2000. 'Introduction'. In *The Feudal Order: State, Society and Ideology in Early Medieval India*. Delhi: Manohar, pp. 1-60. [Also available in Hindi]
- Sharma, RS 1958. 'Origins of Feudalism in India (c. A.D. 400-650)'. *Journal of the Economic and Social History of the Orient*, vol. 1: 297-328.
- Mukhia, H. 1981. 'Was there Feudalism in Indian History?' *The Journal of Peasant Studies* vol. 8(3): 273-310. Also reproduced in Kulke, Hermann. (ed). 1995. *The State in India, 1000-1700*. New Delhi: Oxford University Press, pp. 86-133.
- Sharma, R.S. 1982. 'The Kali Age: A Period of Social Crisis'. In D.N. Jha (ed). *The Feudal Order: State, Society and Ideology in Early Medieval India*, Delhi: Manohar, pp. 61-77. (Originally published in S.N. Mukherjee, (ed). *India: History and Thought. Essays in Honour of Professor A.L. Basham.*)

- Chattopadhyaya, B.D. 1983. 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective'. Presidential Address, Ancient India Section, Indian History Congress, 44 Session. This is also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 195-232.
- Kulke, Hermann and Bhairabi Prasad Sahu (eds). 2022. 'Introduction'. The Routledge Handbook of the State in Premodern India. London and New York: Routledge, pp. 1-43.
- सिंह, उर्ष्वि. 2017. प्राचीन एवं प व-मध्यकालीन भारत का इतिहास: पाषाण-काल से 12वीं शताब्दी तक. नई दिल्ली: पर्यासिन् इर् डया एजुकेशन. प्रासंगिक भाग है, अध्याय 10: 'उभरता क्षेत्रीय वर्णन्यास', पृष्ठ संख्या 588-689.)
- झा, रजिंद्र नारायण (सं.). 2007. भारतीय सामंतवाद: राज्य, समाज और तवचारधारा. नई दिल्ली: ग्रंथ शिल्पी.
- शर्मा, रामशरण. 1993. भारतीय सामंतवाद. नई दिल्ली: राजकमल प्रकाशन.
- मर्खु खया, हरबंस. 1998. 'क्या भारतीय इतिहास में फ्यलर्ज़म रहा है?'. फ्यतलर्ज़म और गैर-यूरोपीय समाज. (सं.) हरबंस मुख्या, नई दिल्ली: ग्रंथ शिल्पी, पृष्ठ संख्या 1-49.

Unit II. This unit aims to apprise students of the dynamic nature of political structures and the varied perspectives from which scholars study them. **(Teaching Time: 12 hrs. approx.)**

- Sharma, R.S. [1965] 2006. Indian Feudalism: c. AD 300-1200. 3rd edition, Delhi: Macmillan (Especially relevant are, pp. 67-95.).
- Chattopadhyaya, B.D. 1983. 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective', Presidential Address, Ancient India Section, Indian History Congress, 44th Session. This is also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 195-232.
- Kulke, Hermann. 1995. 'The Early and the Imperial Kingdom: A Processual Model of Integrative State Formation in Early Medieval India'. In idem. (ed). The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 233-62.
- Chattopadhyaya, B.D. 1976. 'Origin of the Rajputs: The Political, Economic and Social Processes in Early Medieval Rajasthan'. Indian Historical Review, vol. 3(1): 59-82. Also reproduced in B.D. Chattopadhyaya, The Making of Early Medieval India, Delhi: Oxford University Press, pp. 57-88. Paperback edition, 1997.
- Stein, Burton. 1977. 'The Segmentary State in South Indian History'. In Richard Fox (ed.). Realm and Region in Traditional India. New Delhi: Vikas, pp. 3-51. Stein's views might also be accessed in another article by him, more easily accessible: Stein, Burton. (1995). 'The Segmentary State: Interim Reflections'. In Hermann Kulke. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 134-61.
- Heitzman, James. 1987. 'State Formation in South India, 850-1280', Indian Economic and Social History Review, vol. 24 (1), pp. 35-61. Also reproduced in Hermann Kulke. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 162-94.

- Ali, Daud. 2006. 'Chapter 2: 'The Culture of the Court'. In idem. *Courtly Culture and Political Life in Early Medieval India*. New Delhi: Cambridge University Press, (Especially useful is, pp. 69-102.)
- Davis, Richard. 1999. *Lives of Indian Images*. New Delhi: Motilal Banarsidas Publishers, pp. 88-112 and pp. 186-221.
- Chattopadhyaya, B.D. 2017. 'The Concept of Bharatavarsha and Its Historiographical Implications'. In B. D. Chattopadhyaya *The Concept of Bharatavarsha and Other Essays*. New Delhi: Permanent Black, pp. 1-30.
- Maclean, Derryl N. 1989. *Religion and Society in Arab Sind*. Leiden: E.J. Brill. (Chapter II: 'Conquest and Conversion', pp. 22-82).
- Habib, Mohammad. [1927] 1981. 'Sultan Mahmud of Ghazni'. In K.A. Nizami (ed.) *Politics and Society during the Early Medieval Period, Collected Works of Professor Habib*, vol. 2. New Delhi: People's Publishing House, pp. 36-104.
- Thapar, Romila. 2005. *Somnath: The Many Voices of a History*. Penguin.
- Chattopadhyaya, B.D. [1998] 2017. *Representing the Other? Sanskrit Sources and the Muslims (eighth to fourteenth Century)*. Primus Books: Delhi.
- Kulke, Hermann, K. Kesavapany and Vijay Sakhuja (eds). 2009. *Nagapattinam to Su-varnadvipa: Reflections on the Chola Naval Expeditions to Southeast Asia*. Singapore: Institute of Southeast Asian Studies.
- शर्मा, रामशरण. 1998. 'भारतीय सामंतवाङ्मय की तना सामंती?'. हरबंस मर्ु खया (सं.). फ्यूडलज्म और गैर-यूरोपीय समाज. नई र्िल्ली: ग्रंथशल्पी, पष्ठ सखं या 50-86.
- मर्ु खया, हरबंस. 1998 'कृ षक उत्पांि और मध्यकालीन भारतीय समाज', हरबंस मर्ु खया (सं.). फ्यू तलज्म और गैर-यूरोपीय समाज. नई र्िल्ली: ग्रंथशल्पी, पष्ठ सखं या 310-339.
- चट्टोपाध्याय, बजिलाल. 1978. 'राजपतू ों की उत्पर्ि; पूव-ि मध्ययगु ीन राजस्थान में राजनैर्तक, आर्थिक एवं सामार्जक प्रक्रयाए', ं एच. डी. संकार्लया आर्ि (सं.). प्राचीन भारत. मैकर्मलन: नई र्िल्ली. पष्ठ सखं या, 136-153.
- हबीब, मोहम्मि. 1992. 'महमि के कार्यों का चररत्र और मल्ू य', इरफान हबीब (स.) ं मध्यकालीन भारत, अंक -4. नई र्िल्ली: राजकमल प्रकाशन, पष्ठ सखं या 9-23.
- थापर, रोर्मला. 2000. 'सोमनाथ और महमिू'. सहमत मक्तनाद वषि-2, अंक 1-2. पष्ठ संख्या 37-44.
- थापर, रोर्मला. 2015. *सोमनाथ: इततहास एक, स्वर अनेक*. नई र्िल्ली: ग्रंथशल्पी.
- हबीब, इरफान. 1999. 'भारतीय राष्ट्र के र्णमांि की प्रक्रया और अवधारणा: ऐर्तहासक पररप्रेक्ष्य'. सहमत मक्तसंख्या 26-30. नाद वषि-1, अंक 3. पष्ठ
- चट्टोपाध्याय, बजिलाल. 2012. 'आक्रामकों और शासकों की छर्वयाँ', मीनाक्षी खन्ना (स.) ं मध्यकालीन भारत का सांस्कृ ततक इततहास. नई र्िल्ली: ओररएंठ ब्लैकस्वान, पष्ठ संख्या 107-33.
- शास्त्री, नीलकं ठ. 1979. *चोलवंश*. नयी र्िल्ली: मैकर्मलन .

Unit III. This unit will familiarise students with social and economic processes of the early medieval period in Indian history. The diverse ways in which these have been studied will be the chief focus. **(Teaching Time: 9 hrs approx.)**

- Sharma, R.S. 1987. *Urban Decay in India c. 300 – c. 1000*. New Delhi: Munshiram Manoharlal. (Especially important parts are, Chapter 2: 'Urban Growth and Decay in the North', pp. 10-27; Chapter 8: 'Explaining the Urban Eclipse', pp. 132-42; and Chapter 10: 'Agrarian Expansion', pp. 168-77.)
- Champakalakshmi, R. 1995. 'State and Economy: South India, Circa A.D. 400-1300'. In Romila Thapar (ed.). *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan, pp. 266- 301.
- Yadava, B.N.S. 1997. 'Immobility and Subjection of Indian Peasantry'. In Bhairabi Prasad Sahu (ed.). *Land System and Rural Society in Early India*. Delhi: Manohar, pp. 329-42.
- Sharma, R.S. 1969. *Social Changes in Early Medieval India*. The first Devraj Chanana Memorial Lecture. New Delhi: People's Publishing House. Also reproduced (with slight changes) as Sharma, R.S. 2001. 'Changes in Social Structure'. In idem. *Early Medieval Indian Society: A Study in Feudalisation*. Hyderabad: Orient Longman, pp. 186-213.
- Chattopadhyaya, B.D. 1994. *The Making of Early Medieval India*. Oxford: Oxford University Press. (Relevant parts are, Chapter 4: 'Markets and Merchants in Early Medieval Rajasthan', pp. 89-119; Chapter 6: 'Trade and Urban Centres in Early Medieval North India', pp. 130-54; Chapter 7: 'Urban Centres in Early Medieval India: An Overview', pp. 155-182).
- Bhandare, Shailendra. 2015. 'Evaluating the Paucity of Metallic Currency in Medieval India'. In Himanshu Prabha Ray (ed). *Negotiating Cultural Identity: Landscapes in Early Medieval South Asian History*. Delhi: Routledge, pp. 159-202.
- Chakravarti, Ranabir. 2004. 'Introduction'. In idem. (ed). *Trade in Early India*. Delhi: Oxford University Press, pp. 1-101.
- Malik, Anjali. 1998. *Merchants and Merchandise in Early Medieval Northern India, A.D. 600-1000*. Delhi: Manohar. Relevant sections are, 'Introduction', pp. 15-33; Chapter 4: 'The Changing Patterns of Trade', pp. 89-109.
- शर्मा, रामशरण. 2000. *भारत के प्राचीन नगरों का पतन*. राजकमल प्रकाशन: नयी दिल्ली. प्रासंगिक हिस्से इस प्रकार हैं: अध्याय-2 : 'उत्तर में शहरी विकास और पतन', पृष्ठ संख्या 25-47; अध्याय-8: 'शहरी पतन की व्याख्या', पृष्ठ संख्या 173-84; अध्याय 10: 'कृषि का प्रसार', पृष्ठ संख्या 213-23.
- शर्मा, रामशरण. 1995. *पूर्व-मध्यकालीन भारत में सामाजिक परिवर्तन*, नई दिल्ली. संशोधित संस्करण शर्मा, रामशरण. 1996. *पूर्व-मध्यकालीन भारत का सामंती समाज और संस्कृति*. नयी दिल्ली : राजकमल प्रकाशन में प्रकाशित है.
- यादव, बी.एन. एस. 1981. 'प्रारंभिक-मध्यकालीन व्यवस्था में भारतीय किसान वर्ग की अगतिशीलता और स्थिति', इरफान हबीब (सं.). *मध्यकालीन भारत*, अंक-1. नयी दिल्ली: राजकमल प्रकाशन, पृष्ठ संख्या 3-12.

Unit IV. The focus of this unit will be on the religious and visual cultures of the early medieval period in the Indian subcontinent. Having done this unit, students will be able to trace the patterns of change in these spheres of life. **(Teaching Time: 12 hrs. approx.)**

- Champakalakshmi, R. 1996. 'From Devotion and Dissent to Dominance: The Bhakti of the Tamil Alvars and Nayanars'. In R. Champakalakshmi and S. Gopal (ed). Tradition, Dissent and Ideology. New Delhi: Oxford University Press, pp. 135-63.
- Narayanan, M.G.S. and K. Veluthat. 2000. 'Bhakti Movement in South India'. In Jha, D.N. (ed). The Feudal Order: State, Society and Ideology in Early Medieval India. New Delhi: Manohar, pp. 385-410. The essay was originally published in S.C. Malik. (ed.). 1978. Indian Movements: Some Aspects of Dissent, Protest and Reform. Simla: Indian Institute of Advanced Study, 1978. The same was also reproduced in D.N. Jha. (ed). 1987. Feudal Social Formation in Early India. Delhi: Chanakya Publications.
- Mahalakshmi, R. 2000. 'Outside the Norm, Within the Tradition: Karaikkal Ammaiyar and the Ideology of Tamil Bhakti', Studies in History, vol. 16(1): pp. 17-40.
- Chakrabarti, Kunal. 1996. 'Texts and Traditions: The Making of the Bengal Puranas'. In R. Champakalakshmi and S. Gopal (eds). Tradition, Dissent and Ideology. New Delhi: Oxford University Press, pp. 55-88.
- Desai, Devangana. 1989. 'Social Dimensions of Art in Early India'. Presidential Address (Ancient India Section). Proceeding of the Indian History Congress, 50th session, Gorakhpur: pp. 21-56.
- नंिी, रमेन्द्रनाथ. 1998. प्राचीन भारत में धर्म के सामाजिक आधार. नई र्िल्ली: ग्रंथशिल्पी.
- सिंह, उर्पनरि. 2017. प्राचीन एवं प व-मध्यकालीन भारत का इतिहास: पाषाण काल से 12 वीं शताब्दी तक. नई र्िल्ली: पर्यटन इंडिया एजुकेशन. प्रासंगिक भाग है, अध्याय 10: 'उभरता क्षेत्रीय वर्णन्यास', पृष्ठ संख्या 588-689.

Suggestive readings

- Bosworth, C.E. 1966. 'Mahmud of Ghazna in Contemporary Eyes and in Later Persian literature'. Iran. vol. 4, pp. 85-92. (Alternatively, see Mahmud B. Sebuktigin. in Encyclopaedia of Islam, ed. H.A.R. Gibb et al. Leiden: E.J. Brill.)
- Champakalakshmi, R. 1996. Trade, Ideology and Urbanization: South India 300 BC to AD 1300, New Delhi: Oxford University Press.
- Chattopadhyaya, B.D. 2003. 'The Study of Early India'. In idem. Studying Early India. Delhi: Permanent Black, pp. 3-25.
- Desai. Devangana. 1974. 'Art under Feudalism in India (c. A.D. 500-1300)'. The Indian Historical Review vol. 1(1): pp. 10-17. Reprinted in Jha, D.N. 1987. The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 487-496.
- Deyell, J.S. 1990. Living Without Silver: The Monetary History of Early Medieval North India. Delhi: Oxford University Press.
- Eaton, Richard M. 2002. 'Temple Desecration and Indo-Muslim States'. In David Gil-martin and Bruce B. Lawrence (eds). Beyond Turk and Hindu: Rethinking

Religious Identities in Islamicate South Asia. New Delhi: India Research Press, pp. 246-81. The article can also be accessed in Eaton, Richard M. 2000. Essays on Islam and Indian History, New Delhi: Oxford University Press.

- Huntington, Susan. 1985. The Art of Ancient India: Buddhist, Hindu, Jain. New York and Tokyo: Weather Hill.
- Jha, D.N. 2000. The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar Publishers.
- Kulke, Hermann. 2001. 'Royal Temple Policy and the Structure of Medieval Hindu Kingdoms'. In idem. Kings and Cults: State Formation and Legitimation in India and Southeast Asia. Delhi: Manohar, pp. 1-16.
- Kulke, Hermann and B. P. Sahu. 2018. History of Precolonial India: Issues and Debates. Delhi: Oxford University Press, pp. 141-278.
- Pollock, Sheldon. 1998. 'India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500'. Daedalus, vol. 127(3). 1998: pp. 41-74.
- Ramaswamy, Vijaya. 1982. 'Peasant, State and Society in Medieval South India: A Re-view Article', Studies in History, vol. 4, pp. 307-19.
- Sahu, B.P. (ed). 1997. 'Introduction'. In idem. Land System and Rural Society in Early India. Delhi: Manohar, pp. 1-58.
- Sharma, R.S. (1985). 'How Feudal was Indian Feudalism?'. The Journal of Peasant Studies, vol. 12 (2-3), pp. 19-43. A revised and updated version of this article is to be found in, Kulke, Hermann (ed). 1995. The State in India 1000-1700. New Delhi: Oxford University Press, pp. 48-85.
- Singh, Upinder. (2008). 'Chapter 10: Emerging Regional Configurations, c. 600-1200 CE'. In idem. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi: Pearson Education, pp. 546-643.
- Spencer, G.W. (1969). 'Religious Networks and Royal Influence in Eleventh Century South India'. Journal of the Economic and Social History of the Orient. vol. 12 (1): pp. 42- 56.
- Subbarayalu, Y. 2011. South India under the Cholas. New Delhi: Oxford University Press. (Especially important are chapters titled 'Introduction', 'The Chola State' and 'Characterizing the Chola State'.)
- Veluthat, Kesavan. 2000. 'The Role of Nadu in the Socio-Political Structure of South India (c. AD 600-1200)'. In D.N. Jha (ed). The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 179-96.

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Rise of the Modern West – I

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course		

		Lecture	Tutorial	Practical/ Practice	Eligibility criteria	Pre-requisite of the course (if any)
Rise of the Modern West – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

The focus of the course is on transition from feudalism to capitalism in Europe. The paper familiarizes the student with important transitions and transformations in the economy, polity, and socio-cultural life from mid fifteenth century to 1600 in various parts of Europe. The course shall critically examine the dynamics of economic and political power within Europe, and contacts with the New World. The processes by which Europe's economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained. Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion; trends in state formation; and the relation-ship between state and religion. Students will be introduced to the concept of Eurocentrism in our understanding of the Rise of the Modern West.

Learning outcomes

On completion of this course students will be able to:

- Outline important changes that took place in Europe from the mid fifteenth century.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe's State system and trade and empire.

SYLLABUS OF DSC- 2

Unit 1: Transition from Feudalism to Capitalism

1. Issues and debates
2. Question of Eurocentricism

Unit II: Early colonial Expansion

1. Trade and Empire-Mines and Plantations
2. Labour Systems-Indigenous populations and African Slaves

Unit III: Renaissance

1. Origins
2. Humanism in Italy and its spread in Europe, Art

Unit IV: Origins, course and results of the European Reformation

Unit V: Economic development of the sixteenth century

1. Shift of economic balance from the Mediterranean to the Atlantic
2. Price Revolution

Unit VI: European State Systems: with any two case studies-Spain, France, England and Russia

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: The Unit will give an overview to the paper through issues and debates related to transition from feudalism to capitalism in Europe. The concept of Eurocentrism will be introduced. **(Teaching Time: 9 hrs. approximately)**

- Aston, T.H. and C.H.E. Philpin, (Eds.). (2005). The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe. Cambridge/Delhi: Cambridge University Press, 1st South Asian Edition.
- Blaut, J.M., et.al. (1992). 1492 - The Debate on Colonialism, Eurocentrism, and History. Trenton, N J: Africa World Press, Inc.
- Hilton, Rodney, (Ed.). (1985). The Transition from Feudalism to Capitalism. London: Verso.
- Sinha, Arvind. (2009). Sankrantikaleen Europe. New Delhi: Granth Shilpi. [and English edition].
- Wallerstein, Immanuel. (1974). The Modern World System, Vol. I, Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century. New York: Academic Press.

Unit II: The Unit discusses the process of early colonization, inter-linkages, and impact of trade and empire on Western Europe, the New World, West Africa and parts of Asia.

(Teaching Time: 6 hrs. approximately)

- Braudel, Fernand. (1988). Civilization and Capitalism, 15th to 18th Centuries, Vols. I, II, III. London: Collins/Fontana Press.
- Burbank, Jane and Frederick Cooper. (2010). Empires in World History - Power and Politics of Difference. Princeton: Princeton University Press.
- Crosby, Alfred W. (2004). Ecological Imperialism: The Biological Expansion of Europe, 900-1900. Cambridge: Cambridge University Press (2nd edition).
- Davis, Ralph. (1973). The Rise of the Atlantic Economies. London: Weidenfield and Nicolson.
- Waites, Bernard. (1999) Europe and the Third World: From Colonisation to Decolonisation, c 1500-1998. London: Palgrave Macmillan.

Unit III: The Unit emphasizes social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism.

(Teaching Time: 9 hrs. approximately)

- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy*. Princeton: Princeton University Press.
- Mac Kenny, Richard. (2005). *Renaissances: The Cultures of Italy, 1300-1600*. London/NewYork: Palgrave Macmillan.
- Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650*. New York: Oxford University Press.
- Woolfson, Jonathan. (Ed.). (2004). *Palgrave Advances in Renaissance Historiography*. London: Palgrave Macmillan.

Unit IV: The Unit outlines the economic, political, social and intellectual dimensions of Reformation, and Reformation's impact on different regions of Europe. **(Teaching Time: 6 hrs. approximately)**

- Dixon, C. Scott. (2002). *The Reformation in Germany*. Oxford: Blackwell Publishers Limited.
- Ferguson, Niall. (2011). *Civilization: The West and the Rest*. London: Allen Lane.
- Greengrass, Mark. (2015). *Christendom Destroyed, Europe 1517-1648*. London: Penguin Books.
- MacCulloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books Ltd.

Unit V: The Unit deals with European economy, decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe. **(Teaching Time: 9 hrs. approximately)**

- Frankopan, Peter. (2015). *The Silk Roads: A New History of the World*. London: Bloomsbury.
- Heller, Henry. (2011). *Birth of Capitalism: a 21st Century Perspective*. London: Pluto Press.
- Hill, Christopher. (1969). *Reformation to Industrial Revolution*. London: Penguin Books.
- Kriedte, Peter. (1983). *Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800*. Cambridge: Cambridge University Press.

Unit VI: The Unit emphasizes the nature of the European State system and interconnections between economy, society, religion, and polity with case studies. **(Teaching Time: 6 hrs. approximately)**

- Anderson, Perry. (1979). *Lineages of the Absolutist State*. London: Verso Edition.
- Cameron, Euan. (Ed). (2001). *Early Modern Europe, An Oxford History*. Oxford: Oxford University Press.
- Cuttica, Cesare and Glenn Burgess. (Eds). (2011). *Monarchism and Absolutism in Early Modern Europe*. London: Routledge.
- Kumin, Beat, (Ed.). (2013). *The European World 1500-1800: An Introduction to Early Modern History*. New York: Routledge.

Suggestive readings (if any)

- Cipolla, Carlo M., (ed). (1994), Before the Industrial Revolution: European Society and Economy 1000-1700. New York: WW Norton & Co.
- Cipolla, Carlo M., (ed). (1976). Fontana Economic History of Europe, Vols. II, III. New York: Barnes and Noble.
- Dickens, A.G. (1974). German Nation and Martin Luther. London: Edward Arnold.
- Dobb, Maurice. (1963). Studies in the Development of Capitalism. London: Routledge and Kegan Paul.
- Findlen, Paula, (ed). (2002). The Italian Renaissance. The Essential Readings. Oxford: Blackwell Publishers Ltd.
- Hilton, Rodney. (2007) Samantvaad se Poonjivaad mein Sankraman. New Delhi. Granth Shilpi.
- Kamen, Henry. (1996). European Society, 1500-1700. London: Routledge.
- Lee, Stephen. (1984). Aspects of European History 1494-1789. London: Methuen & Co. Ltd. (2nd edition)
- Lynch, John. (1984). Spain under the Habsburgs, Vol. I, Empire and Absolutism, 1516- 1598. New York: New York University Press.
- Parry, J. H. (1963). Age of Reconnaissance. London: Weidenfield & Nicolson.
- Scammell, G.V. (1989). The First Imperial Age: European Overseas Expansion 1400- 1715. London/New York: Routledge.
- Verma, Lal Bahadur. (2008). Europe ka Itihaas. Bhaag 9. (Delhi: Prakashan Sansthan)
- Wiesner-Hanks, Merry E. (2006). Early Modern Europe: 1450-1789. Cambridge: Cambridge University Press.
- Wood, E.M. (2002). The Origin of Capitalism: A Longer View. London: Verso, (rev. ed.).

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of Modern China (1840 – 1950s)

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 Modern China (1840 – 1950s)	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country's numerous internal fissures and contradictions. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China's political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.

Learning outcomes

Upon the completion of this course the student shall be able to:

- Develop an in-depth understanding of China's engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/ capitalist modernity.
- To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.
- Analyse significant historiographical shifts in Chinese history, especially with reference to the dis-courses on nationalism, imperialism, and communism.
- Investigate the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
- Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.
- Locate the rise of China and Japan in the spheres of Asian and world politics respectively.

SYLLABUS OF DSC-3

Unit I: Late Imperial China and Western Imperialism

1. Confucian Value System; Society, Economy, Polity
2. Opium Wars and the Unequal Treaty System (9 lectures)

Unit II: Popular Movements and Reforms in the 19th century

1. Taiping and Boxer Movements – Genesis, Ideology, Nature
2. Self-Strengthening Movement; Hundred Days Reforms of 1898 (13 lectures)

Unit III: Emergence of Nationalism

- The Revolution of 1911: Nature and Significance
- The May Fourth Movement of 1919 (10 lectures)

Unit IV: Communist Movement in China

1. 1921-1927: Formation of the CCP and the First United Front

2. 1928-1949: Evolution of Maoist Strategy and Revolutionary Measures in Kiangsi and Yenan ; Communist victory (13 lectures)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will introduce the students to the salient features of Late Imperial China and its confrontation with Western Imperialism. As a backdrop, it will discuss Confucianism. **(Teaching Time: 9 hrs. approx.)**

- Chesneaux, J. (Ed.). (1972). Popular Movements and Secret Societies in China 1840-1950. Stanford: Stanford University.
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 9).
- Hsu, C. Y. Immanuel, (1970) The Rise of Modern China, Oxford University Press.
- Sharma, K. R. (2022). The Third Birth of Confucius: Reconstructing the Ancient Chinese Philosophy in the Post-Mao China. New Delhi: Manohar. (Chapters 1-5).

Unit II: This unit examines the nature and consequences of popular movements and reforms attempted by the ruling elite. **(Teaching time: 12 hrs. approx.)**

- Pfeffer, N. (1994). The Far East- A Modern History. New Delhi: Surjeet Publications, (Chapter 6 & Chapter 7).
- Chung, Tan. (1978). China and the Brave New World: A Study of the Origins of the Opium War. New Delhi: Allied Publishers, (Chapter 2, Chapter 6 & Chapter 7).
- Vinacke, H.M. (1982). A History of the Far East in Modern Times. Delhi: Kalyani Publishers, (Chapter 2).
- Chesneaux, J. (1973). Peasant Revolts in China 1840-1949. London: Thames and Hudson, (Chapter 2).
- Cohen, P.A. (1997). History in Three Keys: The Boxer as Event, Experience and Myth. New York: Columbia University Press.
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 10 & Chapter 11).
- Gray, J. (1990 reprint). Rebellions and Revolutions: China from 1800s to the 1980s. Oxford: Oxford University Press, (Chapter 3 & Chapter 6).
- Greenberg, M. (1951). British Trade and the Opening of China. Cambridge: Cambridge University Press.
- Michael, F.H. (1966-1971). The Taiping Rebellion: History and Documents. Seattle: University of Washington Press.
- Purcell, V. (1963). The Boxer Rebellion: A Background Study. Cambridge: Cambridge University Press, (Chapter 6, Chapters 9, Chapter 10 & Conclusion).
- Tan, Chester C. (1967). The Boxer Catastrophe, New York: Octagon Books.
- Teng, S.Y. (1971). The Taiping Rebellion and the Western Powers: A Comprehensive Survey. Oxford: Clarendon Press.
- Tan Chung. (1986). Triton and Dragon: Studies on the 19th Century China and Imperialism. New Delhi: Gian Publishing House.
- Shih, Vincent. (1967). Taiping Ideology: Its Sources, Interpretations and Influences. Seattle: University of Washington Press.

Unit III: This unit examines the history of the emergence of nationalism in China; nature, character and significance of the Revolution of 1911 and the May Fourth Movement. **(Teaching time: 12 hrs. approx..)**

- Wright, M. C. (Ed.). (1968). *China in Revolution: the First Phase, 1900-1913*. London: Yale University Press, (Introduction).
- Zarrow, P. (2005). *China in War and Revolution 1895-1949*. London: Routledge.
- Lazzerani, Edward J. (Ed.). (1999). *The Chinese Revolution*. Westport, Connecticut: Greenwood Press, pp 19-32.
- Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949*. Stanford: Stanford University Press, (Chapter 2).
- Chow, Tse-tung. (1960). *The May Fourth Movement*. Stanford: Stanford University Press, (Chapter 1, Chapter 14).
- Spence, J. (1999). *The Search for Modern China*. New York: W.W. Norton, (Chapters 11 and 13).
- Shinkichi, E. and H. Z. Schiffrin, (Ed.). (1984). *The 1911 Revolution in China: Interpretive Essays*. Tokyo: University of Tokyo Press, pp. 3-13.

Unit IV: This unit examines the emergence of Communism in China, the relations between the CCP and the KMT (Nationalist Party) and the evolution of the distinctive traits of Maoist Strategies of Revolution. **(Teaching Time: 12 hrs. approx.)**

- Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949*. Stanford: Stanford University Press, (Chapter 3 -4).
- Fairbank, J.K. (1987). *The Great Chinese Revolution 1800-1985, Part Three*. London: Chatto and Windus, (Chapters 12-14).
- Harrison, J.P. (1972). *The Long March to Power: A History of the Chinese Communist Party, 1921- 1972*, London: Macmillan, (Chapter 2-3 & Chapter 9).
- Isaacs, H. (1961). *The Tragedy of the Chinese Revolution*. Stanford: Stanford University Press, (Preface, Chapters 1-4 & Chapter 18).
- Johnson, Chalmers A. (1962). *Peasant Nationalism and Communist Power: The Emergence of Revolutionary China, 1937-1945*. Stanford: Stanford University Press, (Chapter I).
- Selden, M. (1971). *The Yen-an Way in Revolutionary China*. Cambridge: Harvard University Press, (Chapter 1 & Chapter 6).
- Sheridan, J.E. (1975). *China in Disintegration: The Republican Era in Chinese History 1912-1949*. London: Free Press, Collier Macmillan Publishers, (Chapter 4).
- Snow, E. (1937). *Red Star over China, Part Three*. London: Victor Gollancz, (Chapter 2).
- Spence, J. (1999). *The Search for Modern China*. New York: W.W. Norton, (Chapter 16).
- Vohra, Ranbir. (1987). *China's Path to Modernization: A Historical Review From 1800 to the Present*. Englewood: New Jersey.: Prentice Hall.
- Waller, D. *Kiangsi Soviets Republic: Mao and the National Congress of 1931 and 1934*. Berkeley: University of California Press.

Suggested Readings:

- Bailey, Paul J. (2007). *Gender and Education in China: Gender discourses and women's schooling in the early twentieth century*. London: Routledge.
- Cameron, Meribeth H. (1931). *The Reform Movement in China, 1898-1912*, Stanford: Stanford University Press.
- Chen, J. (1965). *Mao and the Chinese Revolution*. London: Oxford University Press.
- Chesneaux, Jean et. al. (1976). *China from the Opium Wars to the 1911 Revolution*. New York: Random House, (Chapters 2-4, 7).
- Cohen, P. A. and John E. Schrecker. (1976). *Reform in Nineteenth Century China*, Cambridge: Harvard University Press.
- Duara, Prasenjit. (2009). *The global and the regional in China's nation-formation*. London: Routledge.
- Fairbank, J. K. (1953). *Trade and Diplomacy on the China Coast: the opening of the treaty ports, 1842-54*. Cambridge: Harvard University Press.
- Fairbank, J.K. (Ed.). (1983). *Cambridge History of China: Volume XII: Republican China 1912-1949*, Cambridge: Cambridge University Press
- Fairbank, J.K. and Merle Goldman. (2006). *China: A New History*. Harvard: Harvard University Press, (Chapter 12).
- Fairbank, J.K., E.O. Reischauer and A.M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin.
- Fenby, J. (2009). *The Penguin History of Modern China: The Fall and Rise of a Great Power 1850- 2009*. London: Penguin Books, 2009.
- Franke, Wolfgang. (1980). *A Century of Chinese Revolution, 1851-1949*, Colombia: University of South Carolina Press.
- Goodman, Bryna and Wendy Larson (Ed.). (2005). *Gender in Motion: Divisions of Labor and Cultural Change in Late Imperial and Modern China*. Lanham: Rowman and Littlefield Publishers.
- Hsu, I.C.Y. (1985). *The Rise of Modern China*. Hong Kong: Oxford University Press, (Chapter 10).
- Hsu, I.C.Y. (Ed.). (1971). *Readings in Modern Chinese History, Part Two*. Hong Kong: Oxford University Press, (Chapter 2).
- Lovell, J. (2011). *The Opium War: Drugs, Dreams, and the Making of China*, London: Picador.
- Schram, S.R. (1963). *The Politics and Thoughts of Mao Tse Tung*. London: Pall Mall.
- Schurmann, F. and O. Schell (Ed.). (1968). *China Reader Series: Vol. I— Imperial China, Vol. II— Republican China*. Harmondsworth: Penguin Books.
- Schwartz, B. (Ed.). (1972). *The Reflections on the May Fourth Movement: A Symposium*. Cambridge: Harvard University Press.
- Sheng, Hu. (1981). *Imperialism and Chinese Politics*, Beijing: Foreign Languages Press.
- Spence, J.D. (1972). *The Gate of Heavenly Peace*. London: Faber and Faber Limited.
- Twitchett, D. and J.K. Fairbank. (1978). *The Cambridge History of China*. Cambridge: Cambridge University Press.
- Wasserstorm, Jeffrey N. (2003). *Twentieth Century China: New Approaches (Rewriting Histories)*. London: Routledge.

- Wasserstorm, Jeffrey N. (2016). The Oxford Illustrated History of Modern China, Oxford: Oxford University Press.
- पुणतांबेकर, . ीकृ 1ण व3कटेश.(1967) ए>शया क@ अवकासोँमुख एकता. लखनऊ : कहँिN स>मOत, सच उURVिेश. ना अवभाग,
- अवनाके , हरे िड, एम. (1974). पवZ ए>शया का आधOनक इOतहास. लखनऊ: कहँिN स>मOत सच ना अवभाग.
- ए^सटाइन, इजराइल.(1984). अफ@म युध से मर्ु eततक.KिलN: अँतररा1fNय Vकाशन. चीन का भग ोल, (1985). Aविशी भाषा Vकाशन गह, पेड़ाचग
- पंत, शैला. (2005) आधुOनक चीन का डिय. KिलN : इmडप3ड3ट पनलके शन कं पनी
- >म.,कृ 1णकाँत.(2005).बीसवीं सिN का चीन: रा1fवाि और सापयवाि, qँथ>शापी.
- अवत्यालंकार, सस्यके तु. (2015). ए>शया का आधOनक इOतहास, मसरु N: . ी सरत्वती सिन. सराओ, के . टN. एस. (2015) आधO Oनिशालय. नक चीन का इOतहास. KिलN अवववAवत्यालय: कहँिN माwयम कायाZँवय
- मोहतं ी, मनोरंजन.(2017) माओ sसे-तंग का राजनीOतक िचतन. KिलN : qँथ>शापी.
- पांडेय, धनपOत. (2017). आधOनक ए>शया का इOतहास. KिलN: मोतीलाल बनारसीिास.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE-1): Global Environmental 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		
Global Environmental History	4	3	1	0	12 th Pass	NIL

Learning Objectives

The objective of this course is to introduce the students to the emerging field of global environmental history. It will explore the transformations in the relationship between society and nature in various places and various time periods around the world. Drawing on environmental, political ecology, and historical geography studies perspectives, the course will introduce the concepts, methods and ideas of global history. Moving beyond regional and national scales of analysing historical processes, the following units elaborate the global interconnectedness of socio-environmental histories. The course adopts a chronological approach to address issues such as human interactions with other living species, modes of resource use, technologies of energy harnessing, migration, modes of transportation, nature protection, pollution, use of fossil fuel and carbon emission, and global warming, among others. Each unit focuses on a general period in history, based on major patterns and large-scale changes in the relationship between societies and the natural world. The role of human agency and unequal power relations in organizing, exploiting, and transforming the natural world will be the central focus of the course. This will enable students to critically assess how historical experiences provide insights in understanding what is happening to human-nature interactions today and to explore ways to achieve socially inclusive ways of addressing climate crisis.

Learning outcomes

Upon the completion of this course the student shall be able to:

- Understand the interconnected histories of the relationship between social formations and environmental transformations around the globe from prehistory to the present.
- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
- Discuss environmental issues within a socio-political framework.

- Identify the historical roots of current climate crisis.
- Apply interdisciplinary methods of Humanities and Social Sciences to understand the past.
- Examine the role of social inequality, i.e., unequal distribution of and unequal access to environmental resources. This is critical in gaining an understanding of the environmental crisis of the world - from the global to the local
- Locate solutions to environmental problems within a framework of greater democratisation of resource use.
- Problematised the notion of a pristine past and of perfect balance between human societies and nature in pre-modern times.

SYLLABUS OF DSC-3

Unit I: Thinking Globally in the Era of Climate Crisis

1. What is Global Environmental History
2. Interdisciplinary Approaches: Archaeology, Anthropology, Historical-Geography, Political Ecology

Unit II: Ecologies of Subsistence in the Early Societies

1. Human-animal interactions
2. Pre-Industrial Prime Movers and Fuels

Unit III: Into the Early Modern Condition

1. Emergence of the European Empires as Ecological Process; The Columbian Exchange
2. Early Colonialism and Environmental Transformations of the small islands-St. Helena and Mauritius
3. Global Cooling and General Crisis in the Seventeenth Century.

Unit IV: Fossil Fuel, Capitalism, and Planetary Environmental Changes

1. Industrial Agriculture
2. Steam Ships and Hydraulic Engineering
3. Cities and Environment

Unit V: The Great Acceleration and the Anthropocene

1. Carbon Politics; the Middle East Crisis
2. Anthropogenic Natural Disasters; Fukushima
3. The Anthropocene Debate

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will introduce the important themes and perspectives within the emerging field of global environmental history. The readings and discussion will help

the students to understand the interdisciplinary methodologies developed by environmental historians to examine source materials. **(Teaching time: 9 hrs. approx.)**

- McNeil, J. R. and Mauldin, E. S. (2012), *A Companion to Global Environmental History*. Oxford: Wiley-Blackwell, Introduction pp. xvi-xxiv.
- Conrad, Sebastian (2016), *What is Global History*. Princeton: Princeton University Press, pp. 1-17, ["Introduction"].
- Corona, Gabriella (2008), "What is Global Environmental History?" *Global Environment*, No. 2, pp. 228-249.
- Bayly, C. A, et al., "AHR Conversation: On Transnational History," *The American Historical Review*, Vol. 111, No. 5, pp. 1440-64.
- Hughes, Donald J. (2001), *An Environmental History of the World: Humankind's Changing Role in the Community of Life*. London: Routledge, pp. 242-248 ["Bibliographical Essay: Writing on Global Environmental History"]

Unit II: This unit provides an overview on the nature and dynamics of human interactions with the environment in the pre-modern world. By focusing on the changing technologies and modes of energy harnessing, the themes discussed in this unit expects the students to explore how the relationship of humans with the animals, plants, landforms and water bodies in turn shaped social relationships, ideas and beliefs. **(Teaching time: 9 hrs. approx.)**

- Radkau, Joachim (2008), *Nature and Power: A Global History of the Environment*. Cambridge: Cambridge University Press, pp. 45-54 [Chapter 2.2; "Humans and Animals: Hunting and Domestication"].
- Smil, Vaclav (1994), *Energy in World History*. Colorado: Westview, 1994 [Chapter 2 "Energy in Prehistory", pp. 15-27; Chapter 3 "Traditional Agriculture," pp. 28-91; Chapter 4 "Pre-Industrial Prime Movers and Fuel, 92-156].
- Bulliet, Richard (2005), *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Columbia University Press, pp. 205-224.
- Edmund Burke III. "The Big Story: Human History, Energy Regime and the Environment" in Edmund Burke III and Kenneth Pomeranz, eds., *the Environment and World History*. Berkeley: University of California Press, 2009. pp. 33-53.

Unit III: The first rubric of this unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local societies and completely transformed landscapes. The second rubric explores how the colonial plantations resulted in rapid socio- environmental changes on oceanic islands, with special focus on the small islands-St. Helena and Mauritius. The third rubric explores the social and cultural impacts of the "Little Ice Age", or the global cooling that continued from the thirteenth through the eighteenth century, with special focus on interlinking climate change and the intensification of famines, and spread of epidemics in the seventeenth century. **(Teaching time: 9 hrs. approx.)**

- Crosby, Alfred W. (1986). *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. New York. Cambridge University Press, pp.294-308.

- McNeill, J.R. (2012). "Biological Exchange in Global Environmental History", in J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 433-452.
- Grove, Richard H. (1995), *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*. Cambridge: Cambridge University Press, pp. 16-72 ["Edens, Islands and Early Empires"].
- Brooke, John L. (2014), *Climate Change and the Course of Global History: A Rough Journey*. New York: Cambridge University Press, pp. 370-383 ["The Little Ice Age and the Black Death"].
- Parker, Geoffrey (2013), *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*. New Haven: Yale University Press, pp. xxi-xxix ["Introduction: The 'Little Ice Age' and the 'General Crisis'"].

Unit IV: This unit studies the new energy regimes of the modern world, with a special focus on industrialization and a major shift towards fossil fuel. It offers a historical perspective on the increasing inequality of access to natural resources, especially in the context of industrialisation of agricultural production, hydraulic engineering, urbanization of natural resources, and industrial pollution. **(Teaching time: 9 hrs. approx.)**

- McKittrick, Meredith (2012), "Industrial Agriculture", In J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 411-432.
- Carse, Ashley (2014), *Beyond the Big Ditch: Politics, Ecology, and Infrastructure at the Panama Canal*. Cambridge, MA: The MIT Press, [Chapter 3: Making the Panama Canal Watershed, pp. 37-58; Chapter 6: "Canal Construction and the Politics of Water, 93-120; Chapter 13: "A Demanding Environment, 129-222].
- Bauer Jordan and Melosi, Martin V. (2012). "Cities and the Environment" in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell, pp. 360-376.
- Culver, Lawrence. (2014). "Confluence of Nature and Culture: Cities in Environmental History", in A. C. Isenberg (ed.), *The Oxford Handbook of Environmental History*. New York: OUP, pp. 553-572.
- McNeill, John R. (2000), *Something New Under the Sun: An Environmental History of the Twentieth-Century World*, New York, pp. 50-83 [Chapter 3: "The Atmosphere: Urban History"].

Unit V: This unit provides a critical historical perspective on contemporary environmental issues including the global-imperial competition to control oil resources, environmental issues created by nuclear plants, and issues related to carbon emission and global warming. This unit also introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet's history. **(Teaching time: 9 hrs. approx.)**

- Jones, Toby C. (2012), "America, Oil, and the War in the Middle East," *Journal of American History*, Vol. 99, No. 1, pp. 208-218.
- Mitchell, Timothy. (2011). *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, "Conclusion: No More Counting on Oil," pp. 231-254.
- Smil, Vaclav (2005), "The Next 50 years: Unfolding Trends," *Population and Development Review*, Vol 31, No. 4, pp. 605-643.

- Pritchard, Sara B. (2013), "An Envirotechnical Disaster: Negotiating Nature, Technology, and Politics at Fukushima," In Ian Jared Miller, et al. eds., *Japan at Nature's Edge: The Environmental Context of a Global Power*. Honolulu: University of Hawaii Press, 2013, pp. 255-279.
- Steffen, Will, Crutzen, Paul J and McNeill J. R. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature", *Ambio*, Vol. 36, No.8, pp. 614-621.

Suggested Readings:

- Beinart William and Hughes Lotte. eds. (2007). *Environment and Empire*. Oxford: OUP, pp. 200-214 [Imperial Scientists, Ecology and Conservation]
- Beinart William and Middleton, Karen. (2004), "Plant Transfers in Historical Perspective: A Review Article". *Environment and History*, Vol. 10, No. 1, pp. 3-29.
- Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Colombia University Press. pp. 205-224.
- Chakrabarty, Dipesh (2021), *The Climate of History in a Planetary Age*. Chicago: The University of Chicago Press.
- Crist, Eileen. And Helen Kopina (2014), "Unsettling Anthropocentrism", *Dialectical Anthropology*, Vol. 38, No 4, pp. 387-396.
- Crosby, Alfred W. (2006). *Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy*. New York: W. W. Norton. pp. 159-166 & pp. 117-158
- Dickinson, William. (2013). "Changing Times: The Holocene Legacy" in J. R. McNeil and Alan Roe, eds., *Global Environmental History: An Introductory Reader*. London: Routledge, pp 3-23.
- Fitzgerald, Amy J. (2015). *Animals as Food Reconnecting Production, Processing and Impacts*. Michigan: Michigan State University Press, pp 9-34.
- Freese, Barbara (2003), *Coal: A Human History*. Cambridge: Perseus Publishing, Chapter 8: "A Sort of Black Stone", pp. 199-232.
- Guha, Ramachandra. (2000). *Environmentalism: A Global History*. New York: Longman.
- Kalof, Linda. (2007). *Looking at Animals in Human History*. London: Reaktion Books. pp. 1-71
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene", *Nature*, Vol.519(12March), 171-80.
- Malm, Andreas. (2016). *The Rise of Steam Power and the Roots of Global Warming*. London: Verso. pp.389-394
- McAfee, Kathleen. (2016). "The Politics of Nature in the Anthropocene" in "Whose Anthropocene? Revisiting Dipesh Chakrabarty's 'Four Theses,'" Robert Emmett and Thomas Lekan (eds.), *RCC Perspectives: Transformations in Environment and Society* No. 2, pp.65-72.
- McKenney Jason. (2002). *Artificial Fertility: "The Environmental Costs of Industrial Age Fertilisers"* In Andrew Kimbrell (ed.), *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture*. London: Island Press, pp.121-129

- Moore, Jason W. (ed.) (2016) *Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism*. Oakland: PM Press. pp. 173-195.
- Moore, Jason W. (2015), *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. London: Verso, pp. 241-290 ["The Long Green Revolution: The Life and Times of Cheap Food in the Long Twentieth Century"]
- Morrison, Kathleen D. (2015). "Provincializing the Anthropocene", *Seminar*, No. 673, 75- 80.
- Nunn, Nathan and Qian, Nancy (2010) "The Columbian Exchange: A History of Disease, Food, and Ideas", *Journal of Economic Perspectives*, Vol. 24, No.2, pp. 163–188.
- Radkau, Joachim (2008), *Nature and Power: A Global History of the Environment*. Cambridge: Cambridge University Press.
- Sayre, Nathan F. (2012). "The Politics of the Anthropogenic", *Annual Review of Anthropology*, Vol. 41, pp. 57-70.
- Urry, John. (2013) *Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books, pp. 202 -240.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE-2): History of South East Asia – I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course	Eligibility criteria	

		Lecture	Tutorial	Practical/ Practice		Pre-requisite of the course (if any)
History of South East Asia – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course offers an overview of pre-colonial Southeast Asian history. It seeks to familiarise students with historiographical debates involving the construction of Southeast Asia as a region. It analyses processes of state formations, the impact of maritime activity on society and polity in the mainland and the archipelago. It focuses on the development and localization of religious traditions across a linguistically and culturally diverse region. The paper will require students to engage with recent developments in the historiography especially with recent research on aspects of social and political history, external influences on the region, architecture, urban history and its local histories. Through this the student will develop a clear and comprehensive understanding of different aspects of pre modern Southeast Asian history.

Learning outcomes

Upon the completion of this course the student shall be able to:

- Explain the processes of state formation, the localization and spread of religious traditions like Islam and Buddhism
- Analyse the impact of the European presence on local society
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
- Describe the historiographical trends to study history of Southeast Asia

SYLLABUS OF DSC-3

Unit I: Introducing maritime and mainland Southeast Asia

1. Environments, Language, Cultures and People; the macro region
2. Sources and the study of Southeast Asian History
3. Perceptions of the Region, historiographical trends

Unit II: Early State formations

1. The religion, architecture, economy and state formation: Pagan, Khmer
2. The maritime trade and political formations in Sea Asia: Champa, Srivijaya-Java

Unit III: Religion in Early Southeast Asia

1. Localisation of Buddhism and Hinduism; The Epics and Buddhist texts

Unit IV: Early modern in South East Asia

1. Majapahit Empire, regional formations

Unit V: Religion in Early Modern Southeast Asia

1. Localisation of Islam: The Hikayats
2. Christianity in Pre Colonial Southeast Asia

Practical component (if any) - NIL**Essential/recommended readings**

Unit I: In this unit the student will better appreciate the region and its linguistic, ecological and ethnic diversity. She/he will become familiar with various aspects of the regions micro histories. Recent historiographical debates. In this unit the student will be introduced to the important aspects of the recent historiographical debates. She/he will be familiarised with the questions of social formations linked to the influence of India and China over the region. The student will also engage with recent debates that draw attention to local factors in the regions development. **(Teaching time: 9 hrs. approx.)**

- Tarling, N., ed. (2000). The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). History, Culture and Region in Southeast Asian Perspectives, Singapore: Institute of Southeast Asian Studies
- Andaya, Leonard Y. (2008). Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka, Honolulu: University of Hawaii Press
- Monica L Smith. (1999). "'Indianization' from the Indian Point of View: Trade and Cultural Contacts with Southeast Asia in the Early First Millennium C.E", Journal of the Economic and Social History of the Orient, Vol. 42, No. 1, pp. 1-26
- Suarez, Thomas. (1999). Early Mapping of Southeast Asia: The Epic Story of Sea-farers, Adventurers and Cartographers who first mapped the regions between China and India, Singapore: Periplus.
- Hall, D.G.E. (eds.) (1961) Historians of South East Asia, Oxford University Press, London.
- Mabbet, I. W. The 'Indianization' of Southeast Asia, reflections on the Historical Sources, Journal of Southeast Asian Studies, Vol.8, No.2 9Sept., 1977), pp.143-161
- Coedes, George. (1968), The Indianized States of Southeast Asia, Hawaiian University Press, Honolulu.

Unit II: At the end of this rubric the students would be able to discuss the process of state formation in the region. They will develop a better understanding of the evolving social structures in the region and will be familiar with the important networks of trade and artistic patronage. **(Teaching time: 12 hrs. approx.)**

- Miksic, John N. and Geok Yian Goh. (2017). *Ancient Southeast Asia*, London: Routledge
- Kenneth R. Hall, (2011). *A History of Early Southeast Asia: Maritime Trade and Societal Development, 100-1500*, London: Rowman & Littlefield Publishers
- Kulke, H. (1993; 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, New Delhi: Manohar.
- Tarling, N., ed. (2000). *The Cambridge History of Southeast Asia* (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). *History, Culture and Region in Southeast Asian Perspectives*, Singapore: Institute of Southeast Asian Studies
- Andaya, Leonard Y. (2008). *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, Honolulu: University of Hawaii Press
- Majumdar, R.C. (1927) *Ancient Indian Colonies in the Far East*, Vol. 01, Modern Greater India Society: Lahore
- Coedes, George, (1968), *The Indianized States of Southeast Asia*, Honolulu: University of Hawaii Press
- Kulke, Hermann, (2016) *Śrīvijaya Revisited: Reflections on State Formation of a Southeast Asian Thalassocracy*, *Bulletin de l'École française d'Extrême-Orient*, Vol. 102, pp. 45-96
- Kumar, Bachchan, (2011) *Art and Archaeology of Southeast Asia*, Delhi: Aryan Book International

Unit III: The student will be expected to develop an understanding of local beliefs and ritual practices in both maritime and mainland southeast Asia. She/he will be able to demonstrate familiarity with the historical time line and local impact of the spread and localization of important religious traditions in the region. **(Teaching time 6 hrs. approx.)**

- Miksic, John N. and Geok Yian Goh. (2017). *Ancient Southeast Asia*, London: Routledge
- Klokke, M., (Ed.) (2000). *Narrative Sculpture and Literary Traditions in South and Southeast Asia*. Leiden: Brill.
- Kulke, H. (1993; 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, New Delhi: Manohar.
- Girard-Geslan, M., M. Klokke, A. Le Bonheur, D.M. Stadtner, T. Zephir, (1998). *Art of Southeast Asia*, London: Harry N. Abrams
- Guy, J., et al. (2014). *Lost Kingdoms: Hindu-Buddhist Sculpture of South and Southeast Asia*. New York: Metropolitan Museum of Art and Yale University Press.
- Aciri, Andrea, Helen Creese and Arlo Griffiths (Eds.). (2011). *From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia*, Leiden: Brill
- Klokke, M., (Ed.) (2000). *Narrative Sculpture and Literary Traditions in South and Southeast Asia*. Leiden: Brill.
- Majumdar, R.C. (1938), *Ancient Indian Colonies in the Far East*, Vol. 02, Calcutta: Modern Publishing.

Unit IV: By the end of this rubric the students will be able to trace the changing character of political formations and the establishment of a European presence in Southeast Asia. The student will learn about various dimensions of the maritime activity involving communities, commodities and port cities. The student will read about the beginnings of the European presence in the region and its impact on the local polities, patterns of trade and social networks. **(Teaching time: 12 hrs. approx.)**

- Andaya, Leonard Y. (2008). *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, Honolulu: University of Hawaii Press
- Pinto, Paulo Jorge de Sousa. (2012). *The Portuguese and the Straits of Melaka, 1575-1619: Power Trade and Diplomacy*, Singapore: National University of Singapore Press
- Reid, Anthony. (1988). *Southeast Asia in the Age of Commerce, 1450-1680: The Lands Below the Winds*, New Haven: Yale University Press
- Reid, Anthony (Ed.). (1993). *Southeast Asia in the early modern era: Trade, power and belief*, Ithaca, New York: Cornell University Press
- Bulbeck, David, Anthony Reid, Lay Cheng Tan and Yiqi Wu,(1998). *Southeast Asian Exports since the 14th century: Cloves, Pepper, Coffee and Sugar*, Singapore: Institute of Southeast Asian Studies

Unit V: The student will be expected to learn about the spread of Islam and Christianity in the region. She/he will develop an understanding of how practitioners of these monotheistic religious traditions interfaced with local beliefs and ritual practices in southeast Asia. She/he will be able to demonstrate familiarity with the historical time line and local impact of the spread and localization of important religious traditions in the region. **(Teaching time: 6 hrs. approx.)**

- Hill, A.H., (1963) *The Coming of Islam to North Sumatra*, *Journal of Southeast Asian History*, Vol.4, No.1, (Mar), pp.6-21
- Hussein, Ismail, (1966) *The Study of Traditional Malay Literature*, *Journal of the Malaysian Branch of the Royal Asiatic Society*, Vol 39, No 2 (210), December, pp.1-22
- Porath, Nathan, (2011) *Hikayat Patani: The Kingdom of Patani in the Malay and Thai Political World*, *The Journal of the Malaysian Branch of the Royal Asiatic Society*, Vol 84, No 2 (301), December, pp.45-65
- Morgan David O. and Anthony Reid. (2010). *The New Cambridge history of Islam: The Eastern Islamic World eleventh to eighteenth centuries*, Vol. 3, Cambridge: Cambridge University Press
- Aritonang, Jan Sihar and Karel Steenbrink (Eds.). (2008). *A History of Christianity in Indonesia*, Leiden: Brill
- Tara Albert. (2014). *Conflict and Conversion: Catholicism in Southeast Asia, 1500- 1700*, Oxford: Oxford University Press
- Reid, Anthony, (2006) *Continuity and Change in. The Austronesian Transition to Islam and Christianity in* Peter Billwood, James J Fox and Darrell Tyron (eds.) *The Austronesians, Historical and Comparative Perspectives*, Perth: Australia National University Press.

Suggested Readings:

- Ahmad, Abu Talib and Tan Liok Ee, (2003). *New Terrains in Southeast Asian History*, Singapore: Singapore University Press
- Andrea, Acri, Helen Creese and Arlo Griffiths (eds.) (2011). *From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia*, Leiden; Brill
- Borschnerg, Peter. (2010). *The Singapore and Melaka Straits: Violence, Security and Diplomacy in the 17th century*, Singapore: National University of Singapore
- Broese, Frank. (1997). *Gateways of Asia: Port Cities of Asia in the 13th - 20th centuries*, London: Routledge.
- Chaudhuri, K.N. (1985). *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, New Delhi: Munshiram Manoharlal.
- Goh, Robbie B.H. (2005). *Christianity in Southeast Asia*, Singapore: Institute of Southeast Asian Studies
- Hall, K. (1985). *Maritime Trade and State Development in Early Southeast Asia*. Honolulu: University of Hawaii Press.
- Hall, K.R. and Whitmore, J.K. (1976). *Explorations in Early Southeast Asian History: the origins of Southeast Asian Statecraft*. Ann Arbor: Centre for Southeast Asian Studies, University of Michigan. Michigan Papers on South and Southeast Asia,
- Henley, David and Henk Schulte Nordholt (eds.). (2015). *Environment, Trade and Society in Southeast Asia*, Leiden: Brill
- Kulke, H, K. Kesavapany, and V. Sakhuja. (2009). *Nagapattinam to Suvarnadwipa: Reflections on the Chola Expeditions to Southeast Asia*. Singapore: Institute of Southeast Asian Studies.
- Kulke, H. ([1993] 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*. New Delhi: Manohar.
- Lieberman, Victor. (2009), *Strange Parallels: Southeast Asia in Global Context, c.800- 1830, Volume 2, Mainland Mirrors: Europe, Japan, China, South Asia and the Islands*, Cambridge: Cambridge University Press
- Manguin, Pierre-Yves, A. Mani & Geoff Wade (eds.). (2012). *Early Interactions between South and Southeast Asia: Reflections on Cross Cultural Exchange*, Singapore: Institute of Southeast Asian Studies.
- Morgan, David O. and Anthony Reid. (2010), *The New Cambridge history of Islam: The Eastern Islamic World eleventh to eighteenth centuries*, Vol. 3, Cambridge: Cambridge University Press
- Ray, H.P. (1994). *The Winds of Change: Buddhism and the Maritime links of Early South Asia* Delhi: Oxford University Press.
- Singh, Upinder and P. Dhar ed., (2014). *Asian Encounters: exploring connected histories*, New Delhi: Oxford
- Smith, R.B. and W. Watson. (1979). *Early South East Asia: Essays in Archaeology, History and Historical Geography*, New York and Kuala Lumpur: Oxford University Press.
- पुरी, बैधनाथ, सुंरू पूवि में भारतीय संस्कृ र्त और उसका इर्तहास, हिं ी सर्मर्त, सनार्वभाग डिर प्रिश।
- Majumdar, R.C. *Ancient Indian Colonies in the Far East*, Vol. 02, Modern Publishing, Calcutta, 1938.

- Majumdar, R.C. Ancient Indian Colonies in the Far East, Vol. 01, Modern Greater India Society, Lahore, 1927
- Kumar, Bachchan, (2005) "The Devaraja Cult and Khmer Architecture", God and King, the Devaraja Cult in South Asian Art and Architecture: Proceedings of the Seminar 2001, No.2, Delhi: Daya Books
- Kulke, Hermann, (2010) Nagapattinam to Suvarnadwipa: Reflections on the Chola Naval Expeditions to Southeast Asia, Delhi: Manohar
- Ray, Himanshu Prabha (2021) Coastal Shrines and Transnational Maritime Networks Across India and Southeast Asia, Delhi: Routledge.
- Coedes, George, (1966) The Making of Southeast Asia, translated in English by H. M. Wright, London: Routledge & Paul.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -3): Environment 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		
Environment in Indian History	4	3	1	0	12 th Pass	NIL

Learning Objectives:

This course aims to introduce the students to the major themes in the environmental history of the Indian subcontinent. A historically informed understanding on how the past societies shaped the natural world shall enable the students to critically situate the environmental issues that we encounter at present. The issues include global warming, contestation over natural resources, changing land use patterns, human interaction with other living species, impacts of agrarian expansion, ecological consequences of imperialism, impacts of mega infrastructure projects, urban pollution, emergence of environmental justice movements and environmental regulations, changing ideas about the natural world, and gendered dimension of environmental degradation. The course has the following broad objectives: a) to introduce the historical studies that explores the long-term trajectories of man-nature interactions and revises the political history-based periodization of the sub-continent's past as self-contained ancient, medieval, and modern periods; b) to introduce interdisciplinary approaches- cartographic, geological, zoological, ecological knowledges -that helps historians study the crucial role played by ecology in the shaping of the past societies; c) to familiarize the students to the methods of using archaeological, bio and geo-archival sources, artistic depictions and oral history sources to study the past relationship between humans and the natural world. By the end of this course, the students are expected to develop an in-depth understanding of the interdisciplinary approaches to historical thinking and the significance of the environment in human history.

Learning Outcomes:

After completing this course, students should be able to:

- Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.
- Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.
- Discuss how societies developed technologies, sources of energy, and modes of organizing lives to adapt to varied ecological landscapes.
- Discuss environmental issues within a socio-cultural framework.
- Examine the social, political and economic contexts of creating inequalities in resource use, with reference to the case studies regarding water rights, forest rights, and the right to have livable cities.
- Locate solutions to environmental problems within a framework of greater democratization of resource use.

Course Content:**Unit I:** What is Environmental History

1. Historiography and Sources
2. Interdisciplinarity

Unit II: Living with Nature

1. Environment and Early Urban Societies: Harappan Civilization
2. Beliefs, Practices and Natural Resources

Unit III: Era of Major Agrarian Expansion

1. Pastoralism, Agrarian Expansion
2. Forests and Tribal Groups
3. Irrigation and Canals

Unit IV: Colonialism and Transformation of Nature

1. Changing Land Use Patterns; Railway and Deforestation, Dams and Hydroelectric Power
2. Inland Waterbodies and Fisheries
3. Urbanization and Environment; Delhi

Unit V: Development, Environment, and Migration in Contemporary India

1. Big Dams and Displacement; Narmada and Tehri
2. Gender and Environmental Justice
3. Green Revolution; Biodiversity Loss; Species Extinction

Essential Readings and Unit Wise Teaching Outcomes:

Unit 1: This unit provides an overview of environmental historiography of the Indian subcontinent. The first rubric introduces the methods, theoretical concepts, sources, and the major sub-fields of environmental history. The second rubric explores how archeological records, literary sources, bio-mass, artistic depictions of nature, material cultural artifacts and oral history sources are integrated into environmental history narratives. **(Teaching time: 9 hrs. approx)**

- Hughes, Donald (2006), *What is Environmental History?* Cambridge: Polity Press. pp. 1-17 [Chapter 1: “Defining Environmental History”]
- Mann, Michael (2013), “Environmental History and Historiography on South Asia: Context and some Recent Publications,” *South Asia Chronicle*, Vol. 3, pp. 324-357.
- Rangarajan, Mahesh (2015), *Nature and Nation: Essay on Environmental History*. Ranikhet: Permanent Black, pp. 1-45 [Chapter 1: “Introduction: Issues in the Writing of Environmental History”]

Unit II: This unit gives a synoptic overview of human interaction with the animals, plants, and natural elements that sustained life. It shows how from the times of gathering, scavenging and hunting to the beginning of agriculture, humans adapted to the environment even as they tried to manipulate it, and maintained harmony with it and advocated conservation of earthly resources. **(Teaching time: 9 hrs. approx.)**

- Mishra, V. N. (2008), “Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond,” In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 7-16.
- वी. एन मिश्रा (2010) जलवायु, सिंधुघाटी सभ्यता के उत्थान - पतन में एक घटक: राजस्थान और पार के तथ्य, महेश रंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Allchin, Bridget (1998), “Early Man and Environment in South Asia,” In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 29-50.
- Lal, Makkhan, “Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains,” In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 18-32.
- मखनलाल, (2010), गंगा के मैदानों में लोहे के उपकरण, वनों की सफाई और नगरीकरण का संबंध, महेश रंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Thapar, Romila (2008), “Forests and Settlements”, In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 33-41.
- रोमिला थापर, वन और बस्ती, महेश रंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली, 2010

- Gosling, David L. (2001), *Religion and Ecology in India and Southeast Asia*. London: Routledge.
- Rangarajan, Mahesh (2008), "The Forest and the field in Ancient India," In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 42-48.
- महेशरंगाराजन (2010), प्राचीन भारत में वन और खेत, महेशरंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Chakravarti, Ranabir, "The Creation and Expansion of Settlements and Managements of Hydraulic Resources in Ancient India," In Richard Grove, et al, eds, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Oxford: Oxford University Press, 1998, pp. 87-105.

Unit III: This unit explores the patterns and processes of the expansion of agrarian landscapes, pastoralism and forest economies in India up to the eighteenth century. Providing an overview of the dynamics of human-nature interaction during the medieval times will help students to challenge the notions of considering pre-modern environments as a timeless continuum.

(Teaching time: 9 hrs. approx.)

- Murty, M. L. K, (2012), "Sheep/Goat Pastoral Cultures in the South Decan: The Narrative as a Metaphor," In Rangarajan, Mahesh and K. Sivaramakrishnan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black.
- Singh, Chetan (1995), "Forests, Pastoralists and Agrarian Society in Mughal India," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 21-48.
- Guha, Sumit (2008), "A Historical Study of the Control of Grass and Fodder Resources in Eighteenth-Century Maharashtra," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 97-106.
- सुमितगुहा (2010) अठारहवींशताब्दीकेमहाराष्ट्रमेंघासऔरचारेपरनियंत्रण: एकऐतिहासिकअध्ययन, महेशरंगाराजनसंपादितभारतमेंपर्यावरणकेमुद्दे, पियर्सन, दिल्ली.
- Singh, Abha (2014), "Irrigating Haryana: The Pre-Modern History of the Western Yamuna Canal", in Habib, Irfan, *Medieval India 1: Researches in the History of India 1200-1750*, Delhi: Oxford University Press, pp.49-61.
- Sengupta, Nirmal (1985), "Irrigation: Traditional vs Modern", *Economic and Political Weekly*, Vol. 20, No.45-47, pp.1919-1938.

Unit IV: This unit explores how colonial capitalism as a powerful agent of environmental transformations made fundamental changes to the land use patterns and livelihood resources. The first rubric explores the environmental history of the colonial appropriation of forests as raw material for railways expansion and rivers as dams and other hydraulic infrastructures for industrial production and long-distance transportation. The second rubric elaborates how the colonial appropriation of water bodies and common lands through the new revenue policies, acts and regulations affected indigenous fishing and other livelihood patterns based on hydraulic resources. The third rubric elaborates the environmental problems of urbanization in the context of the colonial city of Delhi. **(Teaching time: 9 hrs. approx.)**

- Das, Pallavi (2013), "Railway fuel and its impact on the forests in colonial India: The case of the Punjab, 1860– 1884", *Modern Asian Studies*, Vol.47, No.4, pp.1283-1309.
- Morrison, Kathleen D. (2010), "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," *Conservation and Society*, Vol. 8, No. 3, pp. 182-195.
- D'Souza, Rohan (2012), "Damming the Mahanadi River: The Emergence of Multi-Purpose River Valley Development in India (1943-946)," In Mahesh Rangarajan & K.

Sivaramakrishnan, eds., *India's Environmental History: Colonialism, Modernity, and the Nation*. Ranikhet: Permanent Black, pp. 550-583.

- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].
- Reeves, Peter, (1995), "Inland Waters and Freshwater Fisheries: Some Issues of Control, Access and Conservation in Colonial India," In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 260-292.
- Gadgil, Madhav and Guha, Ramachandra. (1992). "Conquest and control." In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An Ecological History of India*. Delhi: OUP, pp. 113- 145.
- Sharan, Awadhendra B. (2014), *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press ["Introduction" and Chapter 4: "Pollution: Industrial Landscapes, 1936-2000"].

Unit V: This unit explains how the issues of development such as the construction of big dams and other mega infrastructural projects are often associated with displacement, biodiversity loss, species extinction, and how the industrialization of agricultural production transforms livelihood patterns and cultural landscapes. It offers a historical perspective on increasing the inequality of access to natural resources for women and the poor (**Teaching time: 9 hrs. approx.**)

- Sangvai, Sanjay (2008), "The Tragedy of Displacement," In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 437-443.
- संजय संगवई (2010), विस्थापना का एक दर्दनाक किस्सा, महेशरंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Asthana, Vandana (2012), "Forced Displacement: A Gendered Analysis of the Tehri Dam Project," *Economic and Political Weekly*, Vol. 47, No. 47/48, pp. 96-102.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*, Vol. 25, No. 11, pp. 561-574.
- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India", *Feminist Studies*, Vol. 18, No.1. pp. 119-158.
- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. pp.96-178.
- McNeill, J. R. (2008), "The Green Revolution," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 184-194.
- Shiva, Vandana (2016), *Stolen Harvest: The Hijacking of the Global Food Supply*. Kentucky: The University Press of Kentucky, [Chapter 1: "The Hijacking of the Global Food Supply"] pp. 5-20.
- Shiva, Vandana (1993), *The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics*, London and New Jersey: Zed Books, pp. 19-60; [Chapter 1: "Science and Politics in the Green Revolution"], pp. 61-102 [Chapter 2: "Miracle Seeds' and the destruction of Genetic Diversity"]; pp. 171-193 [Chapter 5: "The Political and Cultural Costs of the Green Revolution"].

Suggested Readings:

- Erdosy, George (1998), "Deforestation in Pre- and Proto Historic South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The*

- Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 51-69.
- Adve, Nagraj (2022), *Global Warming in India: Science, Impacts, and Politics*. Bhopal: Eklavya Foundation.
 - Agarwal, Ravi (2010), "Fight for a Forest," In *Seminar*, No. 613, pp. 48-52 (On Delhi Ridge)
 - Bhattacharya, Neeladri (1992), 'Colonial State and Agrarian Society,' In Burton Stein, ed. *The Making of Agrarian Policy in British India, 1770-1900*. Delhi: Oxford University Press.
 - Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Colombia University Press. pp. 205 -224.
 - D'souza, Rohan (2006), *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*. New Delhi: Oxford University Press.
 - Dangwal, Dharendra Datt (2009), *Himalayan Degradation: Colonial Forestry and Environmental Change in India*. New Delhi: Cambridge University Press.
 - Gadgil, Madhav and Ramachandra Guha (2000), *The Use and Abuse of Nature*. Delhi: Oxford University Press.
 - Grove, Richard (1997), *Ecology, Climate and Empire*. Delhi: Oxford University Press.
 - Hardiman, David (1996), 'Small-dam Systems of the Sahyadris,' in David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 185-209.
 - Kapur, Nandini Sinha (2011), *Environmental History of Early India: A Reader*. New Delhi: Oxford University Press.
 - Malamoud, Charles (1998), *Village and Forest in Ancient India*. Delhi: Oxford University Press.
 - Mann, Michael (2007), "Delhi's Belly: The Management of Water, Sewerage and Excreta in a Changing Urban environment during the Nineteenth Century," *Studies in History*, Vol. 23, No. 1, pp. 1-31.
 - Meadow, R. H. (1981), "Early Animal Domestication in South Asia: A First Report of Faunal Remains from Mehrgarh, Pakistan," In H. Hartel, ed. *South Asian Archaeology*. Berlin: Dietrich Reimer Verlag, pp. 143-79.
 - Murali, Atluri (1995), "Whose Trees? Forest Practices and Local Communities in Andhra, 1600-1922," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 86-122.
 - Rangarajan, Mahesh (2002), "Polity, Ecology and Landscape: Fresh Writing on South Asia's Past," *Studies in History*, Vol 17, No. 1, pp. 135-48.
 - Rangarajan, Mahesh ed. (2008), *Environmental Issues in India*. Delhi: Pearson.
 - Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*, Vol. 25, No. 11, pp. 561-574.
 - Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -4): Cultures in Indian Subcontinent – I

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		
Cultures in Indian Subcontinent – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course aims to provide an overview of Indian cultural traditions and cultural experience. It will help students to understand the meaning, perspectives and approaches to the study of culture. The section dealing with Indian languages and literature focuses upon the development of Sanskrit, Prakrit, vernacular, Indo-Persian and Urdu language and literature respectively. The content of performing arts will help one appreciate the traditions of music, dance and drama in Indian culture through the ages. This also explores the development of different forms of architecture in India since ancient period.

Learning outcomes

After the successful completion of this Course, the students will be able to:

- understand different perspectives and approaches to the study of culture,
- explain the plurality in Indian cultural traditions,
- learn the growth of Sanskrit, Prakrit, vernacular, Indo-Persian and Urdu language and literature,
- trace the evolution of and the distinction between the Hindustani and Carnatic music culture,
- identify Indian classical dance forms, musical and theatre cultures,
- explain the rich architectural traditions of India.

SYLLABUS OF DSC-1

Unit I: Definitions of Culture and its various aspects

1. Perspective on Cultures: Indian Cultural tradition: An overview.
2. Plurality of Cultures: Social Content of Culture

Unit II: Language and Literature

1. Sanskrit: Kavya – Kalidasa’s Ritusamhara; Prakrit: Gatha Saptasati.
2. Development of Vernacular language and literature.
3. Indo-Persian literature: Amir Khusro’s works; Urdu poetry and prose: Ghalib.

Unit III: Performing Arts

1. Music: Hindustani, Carnatic Classical Music, Devotional Music: Bhakti and Sufi
2. Dance: Classical and Folk
3. Theatre: Classical, Folk, Colonial and Modern

Unit IV: Architecture: Meanings, Forms and Functions

1. Rock-cut and structural temples: Mamallapuram or Ellora; Khajuraho complex and Tanjavur temple.
2. Fort – Daulatabad or Chittor forts; Palace–dargah at Fatehpur Sikri.
3. Colonial architecture– Lutyens’ Delhi.

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This unit will enable students to understand the meaning of culture and its various perspectives. It will further help them to explain the plural characteristics of cultures in the Indian subcontinent and explore their content which conveys diverse ideas. **(Teaching Time: 9 hrs. approx.)**

- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)

- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi, 2013.

Unit II: This unit will help students to understand the literary traditions of India since ancient times. The section deals with some of the important literary works of Sanskrit and Prakrit literature in ancient India. It also explores about the origin and development of vernacular literature in India along with the development of Indo-Persian literature in medieval times and, Urdu poetry and prose of modern period. **(Teaching Time: 12 hrs. approx.)**

- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritic lihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.

Unit III: This unit highlights various kinds of performing art forms practiced in India since our ancient past. These include music, dance and theatre. This part deals with the musical traditions of north and south India. The focus is also on the devotional music of the Bhakti and Sufi traditions. Classical and folk forms of dance and theatre are also dealt with. **(Teaching Time: 12 hrs. approx.)**

- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Vatsyayan Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (also in Hindi translation)
- Venkatasubramanian, T.K. Music as History in Tamil Nadu, Primus Books, Delhi, 2010.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

Unit IV: This unit explains the different architectural forms in India through the ages. It deals with the rock-cut and structural temples of India, fort and palaces of medieval period and the colonial buildings of modern era with special reference to Lutyens' Delhi. **(Teaching Time: 12 hrs. approx.)**

- Agrawala, Vasudev Sharan, Bhartiya Kala (in Hindi), New Edition, Prithvi Prakashan, Delhi, 2020.

- Asher, Catherine. (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Asher, Catherine, Architecture of Mughal India, Cambridge University Press, 1992.
- Brown, Percy. Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956 Chandra Pramod, ed. Studies in Indian Temple Architecture, American Institute of Indian Studies, Delhi, 1975. (Chapter 1)
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Thakran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

Suggestive readings

- Agrawala, Vasudev Sharan, Kala Aur Sanskriti (in Hindi), New Edition, Prabhat Prakashan, Delhi, 2019.
- Agrawala, Vasudev Sharan, Bhartiya Kala (in Hindi), New Edition, Prithvi Prakashan, Delhi, 2020.
- Asher, Catherine. (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Asher, Catherine, Architecture of Mughal India, Cambridge University Press, 1992.
- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
- Brown, Percy. Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956 Chandra Pramod, ed. Studies in Indian Temple Architecture, American Institute of Indian Studies, Delhi, 1975. (Chapter 1)
- Cohn. Bernard. India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, Oxford University Press, 2004
- Deva, B.C. An introduction to Indian Music, Delhi, 1973.
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritic lihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Thakran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Vatsyayan Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (also in Hindi translation)

- Venkatasubramanian, T.K. Music as History in Tamil Nadu, Primus Books, Delhi, 2010.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

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

SEMESTER – IV
DEPARTMENT OF HISTORY
Category I
BA (Hons.) History

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – IV: c.1200 – 1500

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 India – IV: c.1200 – 1500	4	3	1	0	12 th Pass	Should have studied History of India- III : 750-1200

Learning Objectives

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes of the time especially with reference to Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.

Learning outcomes

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

- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

SYLLABUS OF DSC-1

Unit I: Survey of sources

1. Persian ta'rikh traditions
2. Malfuzat and premakhyan

3. Inscriptions and regional identity: Kakatiyas

Unit II: Political structures

1. Sultanates of Delhi: transitions in ruling elites, service cultures, iqta
2. Articulating political authority: monuments and rituals
3. Political cultures: Vijayanagara and '**Surāṣṭrān**'

Unit III: Society and economy

1. Agricultural production,
2. Technology and changes in society
3. Monetization; market regulations; urban centres; trade and craft

Unit IV: Religion, society and cultures

1. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
2. Bhakti; Sant tradition: Kabir and Nanak, **Jnanaeshwar**. and **Namdev** cults: Jagannath and Warkari
3. Gender roles: women bhaktas and rulers

Practical component (if any) – NIL

Essential/Recommended Readings

Unit I: This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources. (**Teaching Time: 12 hrs. Approx.**)

- Habib, Irfan. (1981). "Barani's Theory of the History of the Delhi Sultanate", Indian Historical Review, vol. 7, pp. 99-115.
- Alam, Muzaffar. (2004). The Languages of Political Islam in India, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly important is the section on Zia Barani.
- Kumar, Sunil. (2007). Appendix: 'Persian Literary Traditions and Narrativizing the Delhi Sultanate'. In The Emergence of the Delhi Sultanate 1192-1286, by Sunil Kumar, Ranikhet: Permanent Black, pp. 362-77.
- Hardy, Peter. (1962). 'Some Studies in Pre-Mughal Muslim Historiography', in Historians of India, Pakistan and Ceylon, edited by C.H. Philips, pp. 115-27. (Alternatively, you may find Hardy's views in the relevant chapter in his book entitled Historians of Medieval India.)
- Ernst, Carl W. (1992). Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center. Albany: State University of New York Press, 1992. The relevant portion is Chapter 4, entitled 'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.
- Trivedi, Madhu. (2008). 'Images of Women from the Fourteenth to the Sixteenth century: A Study of Sufi Premakhyan'. In Rethinking A Millennium: Perspectives

on Indian History from Eighth to the Eighteenth Century, edited by Rajat Datta, Delhi: Aakar Books, pp. 198-221.

- Behl, Aditya. 2012. *Love's Subtle Magic: An Indian Islamic Literary Tradition 1379–1545*, edited by Wendy Doniger, New York: Oxford University Press, pp. 286-338 (chap. 9-10: 'Hierarchies of Response' and 'The Story of Stories').
- Orsini, Francesca. (2012). 'How to Do Multilingual Literary History? Lessons from fifteenth- and sixteenth-century north India', *Indian Economic and Social History Review*, vol. 49 (2), pp. 225-46.
- Talbot, Cynthia. (2001). *Precolonial India in Practice: Society, Region and Identity in Medieval Andhra*, Delhi: Oxford University Press. See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215.

- हबीब, मोहम्मद. (2014). 'सल्तनत काल के र्तया सी म्स्तावेज़', मध्यकालीन -9, रम् ल्ली: राजकमल प्रकाशन, सल्तनत का राजतनतक तसद् ा:ग्रंथशृपी.
- :ततआउद्दीन बरनी के फतवा- एजहा ा दारी के अनुवाद सतहत, र् ल्ली
- ररज़वी, सैतय अतहर अब्बास. (1957). तुगलक कालीन भारत, भाग -2, ,राजकमल प्रकाशन, प्रासंगक भाग; 'अनुद् त ग्रंथो की समीक्षा', पष्ठ संख्या -क-६.
- बहल, आर् त्. (2012). 'मायावी मगृ ि: एक हचनर् वी सूफी प्रेमाख्यान (1503 ई), मध्यकालीन भारत का सांस्कृ ततक इततहास (सं.) मीनाक्षी खन्ना, ओररएंट ब्लैकस्वॉन, पष्ठ संखं या.185-218.

Unit II: Students will critically interact, in this unit, with the rather uneven historiography on political structures and cultures across different realms of the Delhi Sultanate and Vijayanagara. **(Teaching Time: 12 hrs. approx.)**

- Habib, Irfan. (1992). 'Formation of the Sultanate Ruling Class of the Thirteenth Century', In Medieval India: Researches In The History Of India 1200-1750, Vol. I, Edited By Irfan Habib, New Delhi: Oxford University Press, Pp. 1-21.
- Kumar, Sunil. (1992). 'When Slaves Were Nobles: The Shamsi Bandagān In The Early Delhi Sultanate', Studies In History, Vol. 10, Pp. 23-52.
- Kumar, Sunil. (2009). 'The Ignored Elites: Turks, Mongols and A Persian Secretarial Class In The Early Delhi Sultanates, 13th – 16th Centuries', Modern Asian Studies, Vol. 43, No. 1, Pp. 45-77.
- Kumar, Sunil. (2011). 'Courts, Capitals and Kingship: Delhi and Its Sultans in the Thirteenth and Fourteenth Centuries Ce', In Court Cultures In The Muslim World: Seventh To Nine-teenth Centuries, Edited By Albrecht Fuess And Jan Peter Hartung, London: Routledge, Pp. 123-48.
- Kumar, Sunil. (2014). 'bandagi And Naukari: Studying Transitions In Political Culture And Service Under The North Indian Sultanates, 13th-16th Centuries', In After Timur Left, Edited By Francesca Orsini And Samira Sheikh, Delhi: Oxford University Press, Pp. 60- 108.
- Ali, Athar. (1981). 'Nobility Under Mohammad Tughluq', Proceedings Of The Indian History Congress, Vol. 42, Pp. 197-202.
- Habib, Irfan. (1982). 'iqta', In Cambridge Economic History Of India, Vol. 2, Edited By Tapan Raychaudhuri And Irfan Habib, Cambridge: Cambridge University Press, Pp. 68-75. Note That The Entire Section On Agrarian Economy (Pp. 48-75) Should Be Read For A Fuller Understanding.
- Moreland, W.H. (1929). Agrarian System of Moslem India: A Historical Essay With Appendices, Allahabad: Central Book Depot. See Especially Chapter 2 And Appendix B & C.
- Hardy, Peter. (1998). 'growth Of Authority Over A Conquered Political Elite: Early Del-hi Sultanate As A Possible Case Study', In Kingship And Authority In South Asia,

Edited By J. F. Richards, Delhi: Oxford University Press. (First Published, 1978).

- Kumar, Sunil. (2001). 'qutb And Modern Memory' In Partitions Of Memory: The After-life Of The Division Of India, Edited By Suvir Kaul. Delhi: Permanent Black, Pp. 140-82. (Re-printed In Sunil Kumar's The Present In Delhi's Pasts, Delhi: Three Essays Press, 2002, Pp. 1-61.)
- Meister, Michael W. (1972). 'the Two-And-A-Half-Day Mosque', Oriental Art, Vol. 18, Pp. 57-63. Reproduced In Architecture In Medieval India: Forms, Contexts, Histories, Edited By Monica Juneja, New Delhi: Permanent Black, 2001, Pp. 303-314.
- Wagoner, Philip.(1996). 'sultan Among Hindu Kings: Dress, Titles, And The Islamicization Of Hindu Culture At Vijayanagara', Journal Of Asian Studies,Vol. 55, No. 4, Pp. 851-80.
- Sheik, Samira. (2010). Forging A Region: Sultans, Traders And Pilgrims In Gujarat, 1200- 1500. Delhi: Oxford University Press.
- हबीब, इरफ़ान. 2007. '13वीं सदी में सल्तनत के शासक वर्ग का विकास', मध्यकालीन भारत, अंक - 7, (संपादक.) इरफ़ान हबीब, रज़्ज़ लली: राजकमल प्रकाशन.
- ईटन, ररर्डि. 2012. 'मध्यकालीन मुक्कन में इस्लामिक स्थान की अभिव्यक्ति'
- मध्यकालीनभारत का सांस्कृतिक इतिहास, (सं.) मीनाक्षी खन्ना
- ,ओरएंटलब्लैकस्वॉन, पृष्ठ संख्या. 134-53.

Unit III: This unit will apprise students of the economic and technological changes during this period and explore the interlinkages between them. **(Teaching Time: 9 hrs. approx.)**

Habib, Muhammad. (1974). 'introduction' To Elliot and Dowson's History Of India Vol. li. Reprinted In Politics and Society During the Early Medieval Period: Collected Works Of Professor Habib, Vol. 1, Edited By K.A. Nizami. New Delhi: People's Publishing House, Pp. 33-110.

- Moreland, W.H. (1988 Reprint). 'Chapter 2: The Thirteenth and Fourteenth Centuries', In
- Agrarian System Of Moslem India. Delhi: Kanti Publications. Reprint, Pp. 21- 66.
- Habib, Irfan. (1991). 'Agricultural Production', In the Cambridge Economic History of India, Vol. I, Edited by I. Habib and T. Raychaudhuri, 48-53. Delhi: Orient Longman Reprint.
- Habib, Irfan. (1969). 'Technological Changes and Society, Thirteenth and Fourteenth Centuries', Presidential Address, Section li. Proceedings Of the Indian History Congress, Vol. 31, Pp. 139-161.
- Siddiqui, I.H. (1992). 'Social Mobility In The Delhi Sultanate', In Medieval India1: Researches In The History Of India 1200-1750, Edited By Irfan Habib. New Delhi: Oxford University Press, Pp. 22-48.
- Habib, Irfan. (1984). 'Price Regulations Of Alauddin Khalji – A Defence Of Zia Barani',
- Indian Economic And Social History Review, Vol. 21, No. 4, Pp. 393-414. Also Reprinted In Money And The Market In India: 1100-1700, Edited By Sanjay

- Subrahmanyam, New Delhi: Oxford University Press, 1994, Pp. 85-111.
- Habib, Irfan. (1978). "Economic History Of The Delhi Sultanate – An Essay In Interpretation", Indian Historical Review Vol. 4, Pp. 287-303.
 - Sinopoli, Carla. (2003). Political Economy of Craft Production: Crafting Empire in South India, 1350-1650. Cambridge: Cambridge University Press, Pp. 156- 294 (Chapters 6-7).
 - 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).
 - Subrahmanyam, Sanjay. (1994). 'introduction' To Money And The Market In India 1100- 1700, Edited By Sanjay Subrahmanyam, New Delhi: Oxford University Press, Pp. 1-56.
 - Digby, Simon. (1982). Chapter V: 'the Maritime Trade Of India', In Cambridge Economic History Of India, Edited By Irfan Habib & Tapan Raychaudhuri, Hyderabad: Orient Longman, Pp. 121-159.
 - हबीब, इरफान. (2016). मध्यकालीन भारत में प्रद्योतगकी: नई रत्न लली: राजकमल.
 - हबीब, इरफान. (2017). मध्यका
 - लीन भारत का आतथवक इततहास: एक सवेक्षण. नई रत्न लली: राजकमल.
 - मश एस. सी. (2014). 'मगु ल पूव भारत में सामाजकतशीलता ', मध्यकालीन
 - भारत, अक-9, (सं.) इरफान हबीब, रत्न लली: राजकमल प्रकाशन. पष्ठ सखं्या.51-58.
 - हबीब, इरफान. (1999). 'भारत में सामाजक और आगथक रवततन (1200-1500 ई.)', भारतीय इततहास में मध्यकाल, (सं.) इरफान हबीब: नई रत्न लली: सफर हातमी मेमोरयल रस्ट पष्ठ सखं्या. 159-68.
 - हबीब, इरफान. (2016). 'रत्न लली सलतनत का आगथक मध्यकालीन भारत, खंि-9 पष्ठ सखं्या- 35-67. इतहास: एक व्याख्या लेख',
 - हबीब, मोहम्मम. (2014). ' मूरी भारत में नगरीय क्ांतच ', मध्यकालीन भारत, अं.) इरफान हबीब, रत्न लली: राजकमल प्रकाशन. पष्ठ संख्या.51-58.
 - 7 हबीब, इरफान. (1992). 'अलाउद्दीन खली के मलूय नयत्तण के उपाय: जया बरनी के समगथन में, मध्यकालीन भारत, अककाशन , पष्ठ सखं्या 24-46. -4.(सं). इरफान हबीब, रत्न लली, राजकमल

Unit IV: This unit is chiefly focussed on the religious-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender roles. **(Teaching Time: 12 hrs. approx.)**

- Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: Munshiram Manoharlal.
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', Iran, vol. 28, pp. 71-81.
- Kumar, Sunil. (2000). 'Assertions of Authority: A Study of the Discursive Statements of Two Sultans of Delhi', in The Making of Indo-Persian Culture: Indian and French Studies, edited by Muzaffar Alam, N. Delvoye & Marc Gaborieau. Delhi: Manohar, pp. 37-65.
- Sharma, Krishna. (2002). Bhakti and the Bhakti Movement: A New Perspective. Delhi: Munshiram Manoharlal. Especially useful is 'Chapter I: Towards a New Perspective', pp. 1-38.
- Kulke, Hermann. (1993). Kings and Cults: State Formation and Legitimation in India and Southeast Asia, South Asia Books.
- Grewal, J.S. (1993). Contesting Interpretations of Sikh Tradition. New Delhi: Manohar.
- Vaudeville, C. (1996). Myths, Saints and Legends in Medieval India. New Delhi: Oxford University Press.
- Ramaswamy, Vijaya. (1997). Walking Naked : Women, Society, Spirituality in South India. Shimla: Indian Institute for Advanced Study, Simla.
- Manushi: Women Bhakta Poets (1989), Nos. 50-51-52, (January- June 1989), New Delhi, Manushi Trust, 1989.
- **Christian Lee Novetzke, *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India*. Chapter 3 and Chapter 4 will be good enough for Jnanadev.**
- **For Namdev., Christian Lee Novetzke, *Religion and public memory: a cultural history of Saint Namdev in India*, Chapter 1: A Sant between Memory and History, pp. 35-73**
- हबीब, इरफान. (1999). 'मध्यकालीन लोकवाग्नी एके मूर्खता का मानवीय स्वरूप
- और ऐतिहासिक परवर्धन', भारतीय इतिहास में मध्यकाल, (सं.) इरफान हबीब, रत्न लाली: राजकमल प्रकाशन. पृष्ठ संख्या. 145-58.
- रंजित, सतीश (1999). 'भारत में भक्ति आंदोलन के उदय की ऐतिहासिक पृष्ठभूमि
- में', मध्यकालीन भारत में इतिहास लेखन, धर्म और राज्य का स्वरूप, रत्न लाली: ग्रंथशिल्पी. पृष्ठ संख्या. 83-97.
- बहुगुणा, आर. पी. (2009). मध्यकालीन भारत में भक्ति और साहित्यिक आंदोलन, रत्न लाली: ग्रंथशिल्पी.

- लॉरेन्स जे. रिचर्ड्स. (2010). नयुग संतों के स्वप्न. रत्न लाली: राजकमल प्रकाशन.

Suggestive readings

- Asher, C.B. and C. Talbot, eds. (2006). India before Europe. Cambridge: Cambridge University Press.
- Behl, Aditya. (2007). 'Presence and Absence in Bhakti', International Journal of Hindu Studies, vol. XI, no. 3, pp. 319-24.
- Chekuri, Christopher. (2012). "'Fathers" and "Sons": Inscribing Self and Empire at Vijayanagara, Fifteenth and Sixteenth Centuries', Medieval History Journal 15, no. 1.
- Digby, Simon. (2004). 'Before Timur Came: Provincialization of the Delhi Sultanate through the Fourteenth Century', Journal of the Economic and Social History of the Orient 47, no. 3.
- Eaton, R.M. & P.B. Wagoner. (2014.) Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press.
- Eaton, R.M. (2000). Essays on Islam and Indian History. New Delhi: Oxford University Press
- Eaton, R.M., ed. (2003). India's Islamic Traditions. 711-1750. New Delhi: Oxford University Press. <http://www.vijayanagara.org/default.html> for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- Flood, F.B., ed. (2008). Piety and Politics in the Early Indian Mosque. New Delhi: Oxford University Press.
- Habib, I. ed. (1992). Medieval India 1: Researches in the History of India 1200- 1750. New Delhi: Oxford University Press.
- Jackson, P. (1999). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Jha, Pankaj. (2016). 'Literary Conduits for "Consent": Cultural Groundwork of the Mughal State in the Fifteenth Century', Medieval History Journal, vol. 19, no. 2, pp. 322-50.
- Juneja, M., ed. (2001). Architecture in Medieval India: Forms, Contexts, Histories. Delhi: Permanent Black.
- Kapadia, Aparna, (2013). 'The Last Chakravartin? The Gujarat Sultan as "Universal King" in Fifteenth Century Sanskrit Poetry', Medieval History Journal 16, no. 1, pp. 63– 88.
- Karashima, N. (2002). A Concordance of Nayakas: The Vijayanagara Inscriptions in South India. Delhi: Oxford University Press.
- Kolff, Dirk H. A. (1990). Naukar, Sepoy and Rajputs: The Ethnohistory of the Military Labour Market in Hindustan, Cambridge: Cambridge University Press, pp. 1-31
- Kumar, Sunil. (2007). The Emergence of the Delhi Sultanate, 1192- 1286. Ranikhet: Permanent Black.
- Lal, K.S. (1980). Twilight of the Sultanate. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Lorenzen, David N. (2004). Religious Movements in South Asia 600-1800. New Delhi: Oxford University Press. [Paperback edition, 2005]
- Pollock, Sheldon. (1998). 'The Cosmopolitan Vernacular', The Journal of Asian Studies, vol. 57, no. 1, pp. 6-37.
- Prasad, P. (1990). Sanskrit Inscriptions of Delhi Sultanate, 1191-1526. Delhi: Oxford

University Press.

- Ramaswamy, Vijaya. (1991). 'Anklets on the Feet: Women Saints in Medieval Indian Society', *The Indian Historical Review*, vol. XVII, NOS.1-2, 60-89.
- Rao, Ajay. (2011). 'A New Perspective on the Royal Rama Cult at Vijayanagara', in Yigal Bronner, Whitney Cox and Lawrence McCrea (eds), *South Asian Texts in History: Critical Engagements with Sheldon Pollock* Ann Arbor: Association for Asian Studies.
- Sangari, Kumkum. (1990) 'Mirabai and the Spiritual Economy of Bhakti', *Economic & Political Weekly*, Vol. 25, Issue No. 28.
- Schomer, K. and W.H. McLeod, eds. (1987). *The Sants: Studies in a Devotional Tradition of India*. Delhi: Motilal Banarsidas Publishers.
- Sharma, Sunil (2005). *Amir Khusraw: The Poet of Sultans and Sufis*. Oxford: One World.
- रूद्र, सतीश. मध्यकालीन भारत: सल्तनत से मगुल काल तक (1206-1526) , भाग -1, जवाहर पब्लिशर्स एंड डिस्ट्रीब्यूटर्स पब्लिकेशन.
- तारारंम् . (2006). भारतीय संस्कृति पर इस्लाम का प्रभाव, नई दिल्ली, ग्रंथशाली. वमाम् , हररंद्र (सं). मध्यकालीन भारत , भाग -1 -(750-1540), हिंदी माध्यम
- कायाम् न्वय तनिशालय , दिल्ली विश्वविद्यालय .
- हबीब, मोहम्मद और खलीक अहमद नज़ामी. (1998). (सं.). *तदल्ली सल्तनत, तदल्ली मैकमलन*

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Rise of the Modern West – II

Credit distribution, Eligibility and Prerequisites 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		
Rise of the Modern West – II	4	3	1	0	12 th Pass	Should have studied Rise of the Modern West – I

Learning Objectives

This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. Cyclical and secular trends in history, important political shifts, modern scientific views, and intellectual developments of the 17th and 18th centuries will be analysed closely. The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 18th century Britain. The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism. The divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.

Learning outcomes

Upon completion of this course the student shall be able to:

- Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.

SYLLABUS OF DSC- 2

Unit 1: The 17th century European crisis: economic, social, and political dimensions.

Unit 2: The English Revolution (1603-1688): major issues, strands and implications.

Unit 3: Mercantilism and European economies: Trade and Empire - 17th - 18th centuries.

Unit 4: Scientific Revolution. Enlightenment: political, economic and social ideas.

Unit 5: Origins of the Industrial Revolution and the Divergence debate.

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: The Unit examines various aspects of the 17th century crisis and economic recovery in different parts of Europe. **(Teaching period: 9hrs. approx.)**

- Benedict, Philip and Myron P. Gutmann, (Eds.). (2006) Early Modern Europe: From Crisis to Stability. Newark: University of Delaware Press.
- Black, Jeremy. (2002) Europe and the World, 1650-1830. New York: Routledge.
- Parker, G. and L.M. Smith, (Eds.). (1997). The General Crisis of the Seventeenth Century. London: Routledge. (Introduction, Chapters: 2, 4, 5 & 7)
- de Vries, Jan. (1976). Economy of Europe in an Age of Crisis 1600-1750. Cambridge: Cambridge University Press.
- Wallerstein, Immanuel. (1980). The Modern World System, Vol. II, Mercantilism and the Consolidation of the European World Economy, 1600-1750. New York: Academic Press.

Unit-II: The unit examines the social origins of the English Revolution. Important strands within the Revolution and their outcomes will be analysed. **(Teaching period: 9 hrs. approx.)**

- Gaunt, Peter, (Ed.). (2000). The English Civil War: The Essential Readings. Oxford: Blackwell Publishers Limited.
- Hill, Christopher. (1985). The Collected Essays of Christopher Hill, Vol. 2, Religion and Politics in Seventeenth-Century England. Amherst: The University of Massachusetts Press.
- Hill, Christopher. (1986). The Collected Essays of Christopher Hill, Vol. 3, People and Ideas in Seventeenth-Century England. Amherst: The University of Massachusetts Press.
- Kennedy, Geoff. (2008). Diggers, Levellers, and Agrarian Capitalism: Radical Political Thought in Seventeenth-Century England. Lexington: Lexington Books.

Unit-III: The Unit will define the concept and features of Mercantilism. Trade and Empire and their impact on Europe and the periphery will be dealt with in detail. **(Teaching period: 9 hrs. approx.)**

- Stern, Philip J and Carl Wennerlind, (Eds.). (2013). *Mercantilism Reimagined: Political Economy in Early Modern Britain and its Empire*. Oxford: Oxford University Press.
- Solow, Barbara L. (Ed.). (1991). *Slavery and the Rise of the Atlantic System*. Cambridge: Cambridge University Press.
- Solow, Barbara L. and Stanley L. Engerman, (Eds.). (1987). *British Capitalism and Caribbean Slavery*. Cambridge: Cambridge University Press.
- Mintz, Sidney W. (1986). *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books.
- Beckert, Sven. (2013). *The Empire of Cotton: A New History of Global Capitalism*, Penguin Random House.

Unit-IV: The origins of modern science will be explained with its linkages to society, economy, and Enlightenment. Scientific advances and their relationship with the rise of Modern West will be highlighted. The unit will also define the phenomenon of Enlightenment. Main thinkers and their ideas, and the connection between Enlightenment and modernity will be analysed.

(Teaching period: 9 hrs. approx.)

- Hellyer, Marcus, (Ed.) (2003). *The Scientific Revolution. The Essential Readings*. Oxford: Blackwell Publishers Limited.
- Henry, John. (2008). *The Scientific Revolution and the Origin of Modern Science*. London: Palgrave.
- Conrad, Sebastian. (2012). *Enlightenment in Global History: A Historiographical Critique*. American Historical Review, Vol. 117, Issue 4, October, pp. 999-1027.
- Fitzpatrick, Martin, et. al. (Ed.). (2004). *The Enlightenment World*. London: Routledge.
- Pagden, Anthony. (2013). *The Enlightenment: And Why it Still Matters*. Oxford: Oxford University Press. (Introduction and conclusion).

Unit-V: The Unit will trace the causes of Industrial Revolution in Britain and the contribution of colonial networks, exploitation and slavery to industrial capitalism in Europe. The divergence debate will broaden the understanding of the path to industrialization. **(Teaching period: 9 hrs. approx.)**

- Deane, Phyllis. (1965). *The First Industrial Revolution*. Cambridge: Cambridge University Press.
- Hobsbawm, E. J. (1999). *Industry and Empire*. London: Penguin Books.
- Inikori, Joseph E. (2002). *Africans and Industrial Revolution in England - A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press.
- Parthasarathi, Prasannan. (2011). *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1800*. Cambridge: Cambridge University Press.

- Pomeranz, Kenneth. (2000). The Great Divergence: China, Europe and the Making of the Modern World. Princeton: Princeton University Press.

Suggestive readings (if any)

- Anderson, M. S. (1976). Europe in the Eighteenth Century, 1713-1783. Oxford: Oxford University Press.
- Canny, Nicholas. (Ed.). (1998). The Oxford History of the British Empire, Vol. I, The Origins of Empire, British Overseas Enterprise to the Close of the Seventeenth Century. Oxford: Oxford University Press.
- Coleman, D.C. (Ed.). (1969). Revisions in Mercantilism. London: Methuen Young Books.
- Floud, Roderick, and D.N. McCloskey (Eds.). (1997). The Economic History of Britain Since 1700, Vol. I: 1700-1860. Cambridge: Cambridge University Press.
- Henry, John. (2011). A Short History of Scientific Thought. London. Macmillan International.
- Hill, Christopher. (1997). Puritanism and Revolution: Studies in the Interpretation of the English Revolution of the 17th Century. London/New York: Palgrave Macmillan.
- Huff, Toby E. (2003). The Rise of Early Modern Science: Islam, China and the West. Cambridge: Cambridge University Press (2nd edition).
- Marshall, P. J. (Ed.). (1998). The Oxford History of the British Empire, Vol. II, The Eighteenth Century. Oxford: Oxford University Press.
- Mathias, Peter. (2001). The First Industrial Nation. London: Routledge.
- Stone, Lawrence. (2002). The Causes of the English Revolution, 1529-1642. New York: Routledge.
- Studer, Roman. (2015). The Great Divergence Reconsidered - Europe, India, and the Rise to Global Economic Power. Cambridge: Cambridge University Press.
- de Vries, Jan. (2008). The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the Present. Cambridge: Cambridge University Press.
- Williams, Eric. (1944). Capitalism and Slavery. Chapel Hill: University of North Carolina Press.

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

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of Modern Japan (c. 1868 – 1950s)

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 Modern Japan (c. 1868 – 1950s)	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course studies the transition of Japan from quasi-feudalism to a modern industrialised capitalist nation. It focuses on the political and economic strategies adopted by Japan to meet the challenges posed by western imperialistic intrusions. It facilitates an understanding of Japan's emergence as a major non-European power within an international order dominated by western imperial powers. It studies the trajectory of Japan towards ultra-nationalism and militarism in the context of a failed parliamentary democracy, eventually leading to disaster in the Second World War. The course aims to pay close attention to historiographical shifts, contextualizing these against the backdrop of their contemporary history and politics.

Learning outcomes

Upon the completion of this course the student shall be able to:

- Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.
- Analyse historiographical shifts in Japanese history in the context of global politics. Examine the divergent pathways to modernity followed by Japan.
- Locate and contextualise the history of Japan in world politics.
- Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.

SYLLABUS OF DSC-3

Unit 1: Transition from Feudalism to Capitalism

1. Crisis of the Tokugawa Bakufu System
2. The Meiji Restoration: Nature and Significance; Early Meiji Reforms
3. Economic Development in the Meiji Era

Unit 2: Democracy and Militarism

1. Meiji Constitution
2. Failure of Parliamentary Democracy; Militarism and Fascism

Unit 3: Imperialistic Expansion

1. Korea
2. Manchuria
3. China

Unit 4: American Occupation, post-War Reconstruction

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: This unit will introduce students to the history of Japan's transition from feudalism to capitalism. The Unit will also examine historical processes which led to Meiji Restoration and its impact on the economy of Japan. **(Teaching Time: 9 hrs. approx.)**

- Gordon, A. (2003). A Modern History Of Japan- From Tokugawa Times To The Present. New York: Oxford University Press, Chapter 3- The Intellectual World Of Late Tokugawa & Chapter 4- Overthrow Of The Tokugawa.
- Hall, J.W. (1991). (Ed.). Cambridge History Of Japan. Volume Iv: Early Modern Japan. Cup. Cambridge.
- Jansen, M.B. (2000). The Making Of Modern Japan. Cambridge: Harvard University Press.
- Jansen. M.B. And Gilbert Rozman. (1986). Japan In Transition From Tokugawa To Meiji. Princeton, Princeton University Press
- Livingston, J. Et Al. (1974). The Japan Reader: Volume I- Imperial Japan: 1800-1945. Pantheon Asia Library, 1974.
- McClain, J.L. (2002). Japan – A Modern History. W.W. Norton And Company. Chapter 3- Self And Society.
- Pyle, K.B. (1995). The Making Of Modern Japan. Lexington: D.C. Heath.
- Sansom, G.B. (2015). The Western World And Japan-- A Study In The Interaction Of European And Asiatic Cultures. Bibliolife DbA Of Biblio Bazaar Llc. Chapters 14 And 15.
- Totman, C. (1980). Collapse Of The Tokugawa Bakufu. 1862-1868. University Of Hawaii Press.

Unit 2: This unit deals with the emergence and growth of democratic governance in Japan.

The polemics of Meiji Constitution, and failure of democracy and subsequent rise of Militarism have been examined in this unit. **(Teaching Time: 12 hrs. approx.)**

- Moore Jr., Barrington. (2015). Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World. Boston: Beacon Press.
- Beasley, W.G. (2000). The Rise of Modern Japan: Political, Economic and Social Change Since 1850. Palgrave Macmillan. Chapter 6- Protest and Dissent.
- Beckmann, G.M. (1957). The Making of the Meiji Constitution: The Oligarchs and the Constitutional Development of Japan, 1868-1891. University of Kansas Press.
- Jansen, M. B. et. al ed. (1988). Cambridge History of Japan. Volume V: The Twentieth Century. Cambridge, CUP.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). East Asia: Tradition and Transformation. New Jersey: Houghton Mifflin. Chapter 23- Imperial Japan: Democracy and Militarism.
- Gordon, A. (2003). A Modern History of Japan- From Tokugawa Times to the Present. New York: Oxford University Press. pp 88-91.
- Ike, N. The Beginnings of Political Democracy in Japan. Praeger, 1969.
- Jansen, M.B. (1988). Cambridge History of Japan. Volume V: The Nineteenth Century. Cambridge: Cambridge University Press. pp 651-673
- Hall, J.W. (1970). Japan from Pre-history to Modern Times. Centre for Japanese Studies, the University of Michigan. Chapter 16- The Meiji Constitution and the Emergence of Imperial Japan. Chapter 17- The Decade of the 20's- Political Parties and Mass Movements.

Unit 3: This unit will enable students to understand the imperialistic designs of Japan and the role of nationalism in its conception. It will also examine the nature and consequences of Japanese colonialism in Korea, Manchuria and China. **(Teaching Time: 12 hrs. approx.)**

- Beasley, W.G. (1987) Japanese Imperialism 1894-1945. Oxford: Clarendon Press.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). East Asia: Tradition and Transformation. New Jersey, Houghton Mifflin, 1998, Chapter 26- The New Japan.
- Hall, J.W. (1970). Japan from Pre-history to Modern Times. Centre for Japanese Studies, the University of Michigan. Chapter 18- From Manchuria to War in the Pacific.
- Iriye, A. (1981). Power and Culture, The Japanese-American War, 1941-1945. Harvard University Press.
- Jansen, M.B. (1975). Japan and China: From War to Peace, 1894-1972. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 4- Japan and Change in Korea, Chapter 7-The New Generation, pp 241-247, Chapter 10-The Road to the Pacific War.
- Mayo, J.M.(Ed.). (1970). The Emergence of Imperial Japan-Self Defence or Calculated Aggression? Lexington, Massachusetts: D.C. Heath and Company. pp 19-24, 25-30, 47- 53, 55- 58, 69-73.
- Morley, J.W. (Ed). (1971). Dilemmas of Growth in Pre-war Japan. Princeton, New Jersey: Princeton University Press. Chapter I- introduction: Choice and

- Consequence, Chapter IV The Failure of Military Expansionism, Chapter VI- Rural origins of Japanese Fascism, Chapter IX- Intellectuals as Visionaries of the New Asian Order, Chapter XIII- What Went Wrong?.

Unit 4: This unit deals with the American occupation of Japan after World War-II and the post-war reconstruction. **(Teaching Time: 12 hrs. approx)**

- Dower, J.W. (1999). *Embracing Defeat: Japan in the Wake of World War II*. New York. W.W. Norton & Company.
- Duus, P. (1997). *Modern Japan*. Boston. Houghton Mifflin
- Jansen, M.B. (1975). *Japan and China: From War to Peace, 1894-1972*. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 12- The Postwar Era, pp 447-462.
- Porter, E.A. and Porter, Ran Ying, (2018) *Japanese Reflections on World War II and the American Occupation*. Amsterdam, Amsterdam University Press.
- Takemae, E. (2002). *The Allied Occupation of Japan*. New York, London: The Continuum International publishing group.

Suggested Readings:

- Akita, G. (1967). *Foundations of the Constitutional Government in Japan, 1868-1900*. Harvard East Asian Series, 23. Cambridge, Mass: Harvard University Press.
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin. (Chapter 2).
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin, 1946, Chapter 2.
- Barnhart, M.A. (1995). *Japan and the World since 1868*. New York: Edward Arnold.
- Beasley, W.G. (1963). *The Making of Modern Japan*. London: Wardenfield and Nicolson, 1963, Chapter VI- New Men and New Methods 1868-1873.
- Beasley, W.G. (1972). *The Meiji Restoration*. Stanford University Press.
- Borton, H. (1955). *Japan's Modern Century*. New York: Ronald Press Co.
- Chatterji, B.R. (1966). *Modern Japan: Perry to Sato*. Meerut, Meenakshi Prakashan, India.
- Duus, P. (1968). *Party Rivalry and Political Change in Taisho Japan*. Harvard: Harvard University Press.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin, Chapter 15- Tokugawa Japan: A Centralized Feudal State, Chapter 17- Japan's Response to the West, and Chapter 18- Modernization in Meiji Japan.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan.
- Hall, J.W. (1991). ed. *Cambridge History of Japan*. Volume IV: Early Modern Japan. Cambridge University Press. Beasley, W.G. (1963). *The Making of*

- Modern Japan. London: Werdenfield and Nicolson Chapter 1- Japan in the Early 19th Century.
- Hane, M. (1992). *Modern Japan: A Historical Survey*. Avalon Publishing.
- Ike, N. (1969). *The Beginnings of Political Democracy in Japan*. Praeger.
- Jansen, M.B. (1965). ed. *Changing Japanese Attitudes toward Modernization*. Princeton: Princeton University Press.
- Jansen, M.B. (1988). ed. *The Cambridge History of Japan*. Volumes IV, V and VI. Cambridge, Cambridge University Press.
- Jansen, M.B. and Gilbert Rozmaned, (1986). *Japan in Transition: From Tokugawa to Meiji*. Princeton, New Jersey: Princeton University Press.
- Karlin, J.G. (2014). *Gender and Nation in Meiji Japan: Modernity, Loss, And The Doing of History*. Honolulu: University of Hawai'i Press, 2014.
- Kiguchi, Junko. *Japanese Women's Rights in the Meiji Era*. <https://www.soka.ac.jp/Kunio>
- Y. (1967). *Japanese Economic Development: A Short Introduction*. Oxford University Press. Third edition 1995.
- Lockwood, W.W. (1954). *The Economic development of Japan: Growth and Structural Change, 1868-1938*. Princeton, N.J.: Princeton University press.
- Lockwood, W.W. (1965). *The State and Economic Enterprise in Japan*. Part I and II. Princeton: Princeton University Press.
- McClain, J.L. (2002). *Japan – A Modern History*. Boston. W.W. Norton and Company.
- McLaren, W.W. (1923). *A Political History of Japan during the Meiji Era 1867- 1912*. Reproduction by Nabu Press, 2000.
- Morris I. (Ed.). (1963). *Japan 1931-1945: Militarism, Fascism, Japanism?* D.C. Heath and Company.
- Myers, R.H. and Mark R. Peattie (Ed.). (1984). *The Japanese Colonial Empire, 1895-1945*. Princeton University Press.
- Norman, E.H. (1940). *Japan's Emergence as a Modern State*. New York: International Secretariat, Institute of Pacific Relations, First Indian Reprint 1977, Khosla and Co., Chapter III The Restoration.
- Pepper, N. (1958). *The Far East: A Modern History*. University of Michigan Press. Chapter 14- Constitutionalism, Japanese Style.
- Sansom, G.B. (1931). *Japan: A Short Cultural History*. London and New York: Cresset Press and D. Appleton.
- Scalapino, R.A. (1953). *Democracy and Party Movement in Pre-War Japan: the Failure of the First Attempt*. Berkeley: California University Press.
- Smethurst, R.J. (1974). *A Social Basis for Pre-War Japanese Militarism: The Army and the Rural Community*. University of California Press.
- Storry, R. (1991). *A History of Modern Japan*. Original Publication 1961. Penguin Publishing Group.
- Tipton, E.K. (2002) *Modern Japan: A Social and Political History*. London and New York: Routledge.

- Tsutsui, W.M. (2009). ed. A Companion to Japanese History. Oxford: Wiley- Blackwell.
- Wray, H. and H. Conroy. (1983). Japan Examined: Perspectives on Modern Japanese History. University of Hawaii Press, Honolulu.
- Yanaga, C. (1949). Japan since Perry. New York: McGraw-Hill Book Company.
- लातोरेत, के नेथ ,कॉट. (1965) जापान का इ9तहास. <म् >ल?: वैC ा9नक तथा तकनीकE शGम् ावल? आयोग, भारत सरकार.
- पणु तांबेकर, P ीक ँRण वSकटेश.(1967) एVशया कE WवकासोXमख ँ एकता. लखनऊ: <हXम् ? सVम9त, सर्न्ना Wवभाग, उ_रम् ेश.
- Wवनाके , हरे >िःएम. (1974). पवू एc Vशया का आधुनक इ9तहास. लखनऊ: <हXम् ? सVम9त सर्न्ना Wवभाग.
- तवार?, ेमशंकर. (2005). जापान का इ9तहास. Wवग्व भारती: Wवग्व भारतीपुगलके शXस. ुनक जापान का इ9तहास. <म् >ल?: खोसला पुगलVशगं हाउस.
- नॉमनc , ई. ए. (2015) आध
- सराओ, कै. ट?. एस. (2015) आधुनक जापान का इ9तहास. <म् >ल? Wवग्वWवक्यालय: <हXम् ? म्ायम कायााXवयन9तनेशालय
- Wवक्यालंकार, समयके त. ँ (2015). एVशया का आधुनक इ9तहास, मसरू?: P ी सर,वतीससन.
- पांिये , धनप9त. (2017). आधुनक एVशया का इ9तहास. <म् >ल?: मोतीलाल बनारसीम् ास

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 4 (DSE): Environmental History of the Indian Subcontinent

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		
Environmental History of the Indian Subcontinent	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course aims to introduce the students to the environmental historiography of the Indian subcontinent. The idea is to familiarize the students to the recent interventions in the methodologies, theories, and concepts of doing environmental history. The course has the following broad objectives: To introduce historical studies that explore the long-term trajectories of man-nature interactions and revise the political history-based periodization of the sub-continent's past as self-contained ancient, medieval, and modern periods. The course also introduces inter-disciplinary approaches- cartographic, geological, zoological, ecological knowledge -that helps historians study the crucial role played by ecology in the shaping of past societies. The themes and issues discussed in this course familiarizes the students to the methods of using archaeological, bio and geo-archival sources, artistic depictions and oral history sources to study the past relationship between human and environment. This will also enable students to situate the environmental historiography that revises the colonial notion of depicting pre-colonial India as an unchanging landscape.

Learning outcomes

After completing this course, students should be able to -

- Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.
- Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.
- Discuss how societies developed technologies, sources of energy, and modes of organising lives to adapt to varied ecological landscapes.
- Discuss environmental issues within a socio-cultural framework.

- Examine the social, political and economic contexts of creating inequalities in resource use, with reference to the case studies regarding water rights, forest rights, and the right to have liveable cities.
- Locate solutions to environmental problems within a framework of greater democratisation of resource use.

SYLLABUS OF DSE

Unit 1: Introduction to the Environmental History of the Indian Subcontinent

1. Doing Environmental History: Issues and Perspectives, Historiography
2. Sources: Archaeological, Bio and Geo-Archives, Arts and Crafts, and Oral History

Unit 2: Living with Nature

1. Environment and Early Urban Societies: Harappan Civilization
2. Beliefs, Practices, and Natural Resources

Unit 3: Environment and Livelihood in Medieval Times

1. Pastoralism, Animal Husbandry, and Agriculture
2. Forests and Tribal Groups

Unit 4: Colonial Capitalism and Natural Resources

1. Changing Energy Regimes; Railway and Deforestation, Dams and Hydroelectric Power
2. Rivers, Canals, and Embankments

Unit 5: Environmental Crisis and the Future

1. Factories and Urban Spaces; Bombay, Calcutta and Delhi
2. Industrial Agriculture; Biodiversity Loss; Species Extinction

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: This unit provides an overview of environmental historiography of the Indian subcontinent. The first rubric introduces the methods, theoretical concepts, and the major sub-fields of environmental history. The second rubric explores how archeological records, bio-mass, artistic depictions of nature, and oral history sources are integrated into environmental history narratives. **(Teaching time: 9 hrs. approx.)**

- Mann, Michael (2013), "Environmental History and Historiography on South Asia: Context and some Recent Publications," South Asia Chronicle, Vol. 3, pp. 324-357.
- Rangarajan, Mahesh (2015), Nature and Nation: Essay on Environmental History. Ranikhet: Permanent Black, pp. 1-45 [Chapter 1: "Introduction: Issues in the Writing of Environmental History"]

- Rangarajan, Mahesh (2002), "Polity, Ecology and Landscape: Fresh Writing on South Asia's Past," *Studies in History*, Vol 17, No. 1, pp. 135-48.
- Arnold, David and Ramachandra Guha (1995), "Themes and Issues in the Environmental History of South Asia," In David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 1-20.

Unit 2: This unit gives a synoptic overview of human interaction with the animals, plants, and natural elements that sustained life. It shows how from the times of gathering, scavenging and hunting to the beginning of agriculture, humans adapted to the environment even as they tried to manipulate it, and maintained harmony with it and advocated conservation of earthly resources. **(Teaching time: 9 hrs.approx)**

- Mishra, V. N. (2008), "Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 7-16.
- Lal, Makkhan (2008), "Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 18-32.
- Thapar, Romila (2008), "Forests and Settlements," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 33-41.
- Gosling, David L. (2001), *Religion and Ecology in India and Southeast Asia*. London: Routledge.
- Hughes, Donald J. (1998), "Early Ecological Knowledge of India from Alexander to Aristotle to Aelian," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 70-86.

Unit 3: This unit explores the patterns and processes of the expansion of agrarian landscapes, pastoralism, and forest economies in India up to the eighteenth century. Providing an overview of the dynamics of human-nature interaction during the medieval times will help students to challenge the notions of considering pre- modern environments as a timeless continuum. **(Teaching time: 9 hrs. approx.)**

- Murty, M. L. K, (2012), "Sheep/Goat Pastoral Cultures in the South Decan: The Narrative as a Metaphor," In Rangarajan, Mahesh and K. Sivaramakrishnan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: PermanentBlack.
- Guha, Sumit (2008), "A Historical Study of the Control of Grass and Fodder Resources in Eighteenth-Century Maharashtra," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*, pp. 97-106.
- Singh, Chetan, (1995), "Forests, Pastoralists and Agrarian Society in Mughal India," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 21-48.

- Murali, Atluri (1995), "Whose Trees? Forest Practices and Local Communities in Andhra, 1600-1922," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 86-122.

Unit 4: This unit explores how colonial capitalism as a powerful agent of environmental transformations made fundamental changes to the land use patterns and livelihood resources. The first rubric explores the environmental history of the colonial appropriation of forests as raw material for railways expansion and rivers as dams and other hydraulic infrastructures for industrial production and long-distance transportation. The second rubric elaborates how the colonial appropriation of waterbodies and common lands through the new revenue policies, acts and regulations affected indigenous fishing and other livelihood patterns based on hydraulic resources. **(Teaching time: 9 hrs. approx.)**

- Gadgil, Madhav and Guha, Ramachandra. (1992). "Conquest and control." In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An Ecological History of India*. Delhi: OUP, pp. 113- 145.
- Guha, Ramchandra (1983), "Colonialism, Capitalism and Deforestation," *Social Scientist*, Vol. 11, No.4, pp.61-64.
- Das, Pallavi (2013), "Railway fuel and its impact on the forests in colonial India: The case of the Punjab, 1860– 1884", *Modern Asian Studies*, Vol.47, No.4, pp.1283-1309.
- Morrison, Kathleen D. (2010), "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," *Conservation and Society*, Vol. 8, No. 3, pp. 182-195.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].
- D'Souza, Rohan, (2012), "Damming the Mahanadi River: The Emergence of Multi-Purpose River Valley Development in India (1943-946)," In Mahesh Rangarajan & K. Sivaramakrishnan, eds., *India's Environmental History: Colonialism, Modernity, and the Nation*. Ranikhet: Permanent Black, pp. 550- 583.
- Rao, G. N. (1988), "Canal Irrigation and Agrarian Change in Colonial Andhra: A Study of Godavari District, c. 1850-1890, *Indian Economic and Social History Review*, Vol. 25, No. 1, pp. 25-60.
- Hardiman, David (1996), 'Small-dam Systems of the Sahyadris," in David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 185- 209.
- Gilmartin, David (1996), "Models of the Hydraulic Environment: Colonial Irrigation, State Power and Community in the Indus Basin, In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the*

Environmental History of South Asia. Delhi: Oxford University Press, pp. 210-36.

Unit 5: Historical thinking and writing on climate change help to provide a long-term perspective on contemporary social, ecological, economic crisis with the question of socio-environmental justice as a central concern. By focusing on the specific contexts of Bombay, Calcutta and Delhi, the first rubric provides a historical perspective to the contemporary urban problems of air and water pollution, and issues related to access to energy sources as social issues of urbanized environment. The second rubric explains how the issues of biodiversity loss, species extinction, and the industrialization of agricultural production transforms livelihood patterns and cultural landscapes. **(Teaching time: 9 hrs. approx)**

- Awadhendra B. Sharan. In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000. Delhi: Oxford University Press, 2014 [Introduction; Chapter 4: Pollution]
- Agarwal, Ravi (2010), "Fight for a Forest," In Seminar, No. 613, pp. 48-52.
- Riding, Tim (2018), "'Making of Bombay Island': Land Reclamation and Geographical Conception of Bombay, 1661-1728, Journal of Historical Geography, Vol. 59, pp. 27-39.
- Klein, Ira (1986), "Urban Development and Death: Bombay City, 1870-1914", Modern Asian Studies, Vol.20, No.4, pp.725-754.
- Mann, Michael (2007), "Delhi's Belly: The Management of Water, Sewerage and Excreta in a Changing Urban Environment during the Nineteenth Century, Studies in History, Vol. 23, No. 1, pp. 1-31.
- Shiva, Vandana (2016), Stolen Harvest: The Hijacking of the Global Food Supply. Kentucky: The University Press of Kentucky, Chapter 1: "The Hijacking of the Global Food Supply", pp. 5-20.
- Adve, Nagraj (2022), Global Warming in India: Science, Impacts, and Politics. Bhopal: Eklavya Foundation.

Suggested Readings:

- Bhattacharya, Neeladri (1992), 'Colonial State and Agrarian Society,' In Burton Stein, ed. The Making of Agrarian Policy in British India, 1770-1900. Delhi: Oxford University Press.
- Bulliet, Richard. (2005). Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships. New York: Colombia University Press. pp. 205 -224.
- Chakravarti, Ranabir, (1998), "The Creation and Expansion of Settlements and Managements of Hydraulic Resources in Ancient India," In Richard Grove, et al, eds, Nature and the Orient: The Environmental History of South and Southeast Asia. Oxford: Oxford University Press, pp. 87-105.
- D'souza, Rohan (2006), Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India. New Delhi: Oxford University Press.

- Erdosy, George (1998), "Deforestation in Pre and Proto Historic South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, Nature and the Orient: The Environmental History of South and Southeast Asia. Delhi: Oxford University Press.
- Fisher, Michael H. (2018), An Environmental History of India: From Earliest Times to the Twenty-first Century. New York: Cambridge University Press.
- Gadgil, Madhav and Ramachandra Guha (2000), The Use and Abuse of Nature. Delhi: Oxford University Press.
- Grove, Richard (1997), Ecology, Climate and Empire. Delhi: Oxford University Press.
- Hughes, Donald (2006), What is Environmental History?. Cambridge: Polity Press. Chapter 1: Defining Environmental History: pp. 1-17
- Malamoud, Charles (1998), Village and Forest in Ancient India. Delhi: Oxford University Press.
- Meadow, R. H. (1981), "Early Animal Domestication in South Asia: A First Report of Faunal Remains from Mehrgarh, Pakistan," In H. Hartel, ed. South Asian Archaeology. Berlin: Dietrich Reimer Verlag, pp. 143-79.
- Rangarajan, Mahesh (2008), "The Forest and the field in Ancient India," In Rangarajan, Mahesh, Environmental Issues in India: A Reader. Delhi: Pearson, pp. 42-48.
- Rangarajan, Mahesh and K. Sivaramakrishnan, eds (2014), India's Environmental History: A Reader. Ranikhet: Permanent Black [Introduction]
- Rodrigues, Louiza (2019), Development and Deforestation: The Making of Urban Bombay, C. 1800-1880. Delhi: Primus Books.
- Satya, Laxman D. (1997), Cotton and Famine in Berar, 1850-1900, Delhi: Manohar Publishers.
- Thapar, Romila, (2008), "Perceiving the Forest: Early India," In Rangarajan, Mahesh and
- K. Sivaramakrishnan, eds (2014), India's Environmental History: A Reader. Ranikhet: Permanent Black.
- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, Staying Alive: Women, Ecology and Survival in India. New Delhi: Kali for Women. pp.96-178.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," Economic and Political Weekly, Vol. 25, No. 11, pp. 561-574.
- Singh, Vipul (2018), Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885. Delhi: Primus Books.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE): History of South East Asia – 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		
History of South East Asia – II	4	3	1	0	12 th Pass	Should have studied History of South East Asia – I

Learning Objectives

This paper offers an overview of modern Southeast Asian history to students who could be familiar or unfamiliar with the region. A study of the social, economic, and political transformations in Southeast Asia during the colonial period will enable students to develop a critical and comparative approach, given their in-depth study of South Asian history. In this paper students will learn how to engage with recent historiographical developments, especially on themes of education, gender, race, historical anthropology, and maritime history. The paper offers analysis of impact of colonialism and the process of decolonisation on the region. The student shall analyse the establishment and changing character of the European presence from a commercial enterprise to a colonial state; the transformation of local society and the emergence of anti-colonial movements; and the transformations in the region since the Second World War.

Learning outcomes

Upon the completion of this course the student shall be able to:

- Explain the character and functioning of colonial state and society.
- Analyse the impact of the European presence on maritime and agrarian economy of the region.
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Discern the influences of new forms of knowledge, Euro-centric notions of modernity and how ideas of race defined local religion.
- Illustrate the transformation of the local agrarian and labour economy.
- Interpret the history of popular movements and peasant revolts
- Describe the historiographical trends to study history of Southeast Asia

SYLLABUS OF DSC-3

Unit 1: From Commerce to Colonialism:

1. The Dutch and English ascendancy
2. Changing Patterns of Maritime Trade: The Straits of Malaka

Unit II: Colonialism in Dutch Indonesia, British Burma: The 19th and 20th centuries

1. The Colonial State: Traditional elite, Race and the Legal Order
2. Agrarian Transformation: Plantation Economy, Peasant Protests
3. Colonial Modernity: Education and religion in the early twentieth century

Unit III: Southeast Asia: Nationalism, Anti-Colonial Movements 1900-1970s

1. Burma: From Independence to the Revolutionary Council
2. Indonesia: The Revolution, the making of Indonesia, Sukarno

Unit IV: Post War Southeast Asia

1. Language and Politics in Modern Southeast Asia: The Malay and the making of modern Malaysia
2. The Port and City in Southeast Asia: Singapore

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: The student will be able to demonstrate their understanding of the beginnings of European Colonialism in the region by specifically taking up the case studies of the English and Dutch East India Companies in the 17th and 18th centuries. They will also demonstrate an understanding of how ethnic communities like those in the straits of Melaka responded to the changes in trade and politics. **(Teaching time: 6 hrs. approx.)**

- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume I & II, Cambridge: Cambridge University Press
- Reid, Anthony. (1993). Southeast Asia in Early Modern era: Trade, Power and Belief, Ithaca and London: Cornell University Press
- Goor, Jurrien van. (2004). Prelude to Colonialism: The Dutch in Asia, Hilversum: Uitgeverij Verloren

Unit- II: At the end of this rubric the students will be able to demonstrate an understanding of the nature of the colonial state in Southeast Asia. They will through the case studies of Dutch Indonesia and British Burma learn about the structure and organization of the colonial state and how the agrarian plantation economy altered the political and economic landscape of the region during this period. They will also through a specific case study of Indonesia, show how certain policies of the colonial state and western notions of modernity impacted local society and Islam. **(Teaching time: 15 hrs. approx.)**

- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume II, Cambridge: Cambridge University Press
- Saha, Jonathan. (2013). Law, Disorder and the State: Corruption in Burma c.1900, New York: Palgrave Macmillan
- Keck, Stephen L. (2015). British Burma in the New Century, 1895-1918, London: Palgrave Macmillan
- Vickers, Adrian. (2015). A History of Modern Indonesia, Cambridge: Cambridge University Press
- Bosma Ulbe and Raben Remco. (2008). Being “Dutch” in the Indies: A history of creolization and Empire, 1500-1920 (trans. Wendie Shaffer), Singapore: Ohio University Press and National University of Singapore
- Breman, Jan. (1989). Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia, Delhi: Oxford University Press
- Scott, James. (1976). Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia, New Haven: Yale University Press
- Ann Stoler, ‘Plantation, Politics and Protest on Sumatra’s East Coast’, Journal of Pesant Studies, Vol.13, No.2, 1986
- Pannu, Paula, Production and Transmission of Knowledge in Colonial Malaya, Asian Journal of Social Science, Vol 37, No 3, Special Focus, Beyond Sociology, 2009, pp.427- 451
- Laffan, Michael. (2011). The Makings of Indonesian Islam: Orientalism and the Narration of a Sufi past, Princeton: Princeton University Press
- Ali, Muhammad. (2016). Islam and Colonialism: Becoming Modern in Indonesia and Malaya, Edinburgh: Edinburgh University Press

Unit-III: After completing this rubric, the students will demonstrate a detailed understanding of the nationalist and anti colonial movements in Southeast Asia through the case studies of Indonesia, Vietnam and Burma. They will also be expected to demonstrate an understanding of how the nationalist movements and post war politics in the region came to shape these countries in the early decades after independence (in the 1950s and 70s). **(Teaching time: 15 hrs. approx.)**

- Christie, Clive J. (2000). A Modern History of Southeast Asia: Decolonization, Nationalism and Separatism, London: I.B. Tauris
- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume II, Cambridge: Cambridge University Press
- Tarling, Nicholas. (1998). Nations and States in Southeast Asia, Cambridge: Cambridge University Press
- Callahan, Mary P. (2003). Making Enemies: War and State Building in Burma, Ithaca: Cornell University Press
- Myint-U, Thant. (2001). The Making of Modern Burma, Cambridge: Cambridge University Press
- Vickers, Adrian. (2015). A History of Modern Indonesia, Cambridge: Cambridge University Press

- Elson, R.E. (2008). *The Idea of Indonesia: A History*, Cambridge: Cambridge University Press

Unit-IV: At the end of this rubric the students will be expected to demonstrate an understanding of how the colonialism has impacted the nature of post colonial politics. Examining Malaysia and Singapore as case studies, they will show how, decolonization and modern state building have required certain approaches towards remembering the past and projecting the future. **(Teaching time: 9 hrs. approx.)**

- Harper, T.N. (1999). *The End of Empire and the Making of Malaya*, Cambridge: Cambridge University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press
- Kevin Blackburn and ZongLun Wu. (2019). *Decolonising the History Curriculum in Malaysia and Singapore*, London: Routledge
- Ahmad, Abu Talib. (2015) *Museums, History and Culture in Malaysia*. Singapore: National University of Singapore Press

Suggested Readings:

- Adas, Michael. (1974). *Burma Delta: Economic Development and Social Change on the Rice Frontier, 1852-1941*, Wisconsin: University of Wisconsin Press
- Bloembergen Marieke. (2006). *Colonial Spectacles: The Netherlands and the Dutch East Indies at the World Exhibitions, 1880-1931*, (trans. Beverley Jackson) Singapore: Singapore National University Press
- Blusse, Leonard. (1981). 'Batavia, 1619-1740: The Rise and Fall of a Chinese Colonial Town', *Journal of Southeast Asian Studies*, Vol.12, No.1, Ethnic Chinese in Southeast Asia, pp.159-178
- Charney, Michael W. (2010). *A History of Modern Burma*, Cambridge: Cambridge University Press
- Christie, Clive. (2001). *Ideology and Revolution in Southeast Asia 1900-1980: Political Ideas of the Anti-Colonial era*, London: Curzon
- Day, Tony. (2002). *Fluid Iron: State formation in Southeast Asia*, Honolulu: University of Hawaii Press Honolulu
- Goscha, Christopher. (2016). *The Penguin History of Modern Vietnam*, London: Penguin
- Gouda, Francis. (2008). *Dutch Culture Overseas; Colonial Practice in the Netherlands Indies 1900-1942*, Jakarta: Equinox Publishing
- Keyes, Charles F., E. Jane Keyes and Nancy Donnelly. (1991). *Reshaping Local Worlds: Formal Education and Cultural Change in Rural Southeast Asia*, New Haven: Yale University Press
- Knapman, Gareth. (2016). *Race and British Colonialism in South-East Asia, 1770-1870: John Crawford and the Politics of Equality*, London: Routledge
- Laffan, Michael Francis. (2003). *Islamic Nationhood and Colonial Indonesia: The umma below the winds*, London: Routledge

- Owen, Norman G. (2014). Routledge Handbook of Southeast Asian History, London: Routledge
- Phongpaichit, Pasuk, Chris Baker, Christopher John Baker. (2005). A History of Thailand, Cambridge: Cambridge University Press
- Rachael Loew. (2016). Taming Babel: Language in the Making of Malaysia, Cambridge: Cambridge University Press
- Sardesai, D.R. (1997). Southeast Asia: Past and Present, New Delhi: Harper Collins
- Scott, James. (2009). The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia', Yale University Press
- Seekins, Donald M. (2011). State and Society in Modern Rangoon, London: Routledge
- Segawa, Noriyuki. (2019). National Identity, Language and Education in Malaysia: Search for a Middle Ground between Malay Hegemony and Equality, London: Routledge
- Shiraishi, Saya and Takashi Shiraishi (ed.) (1993). The Japanese in Colonial Southeast Asia, Ithaca: Cornell University Press
- Tarling Nicholas. (2001). Imperialism in Southeast Asia: A Fleeting, Passing Phase, London: Routledge
- Tiffin Sarah. (2016). Southeast Asia in Ruins: Empire in the early 19th century, Singapore: National University of Singapore
- Trocki, Carl A. (2006). Singapore: Wealth, Power and the culture of control, London: Routledge
- Tucker, Shelby. (2002). Burma: The Curse of Independence, New Delhi: Penguin

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

DSE for BA (Hons.)**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): History of Vernacular Literature****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		
DSE- History of Vernacular Literature	4	3	1	0	12th Pass	-

Learning Objectives

In their peregrinations across the globe, humans have created thousands of languages. Yet all languages are not equal. In each region, there are dominant languages with better standardisation of the rules for writing and articulation, and other languages. The elite languages tend to be spoken by a minority and other languages, of peoples who interact with the speakers of the elite/cosmopolitan language, evolve interacting with those languages. In ancient Europe, Latin was the cosmopolitan language, the languages of the regions conquered or influenced by Rome, such as the Germanic realms, England, Gaul and Iberia were deemed vernaculars. Over time, these vernaculars, German, French, English and Spanish evolved into fully articulated languages of high status in their own right and serving as the cosmopolitan language of the colonies of their respective empires.

In the Indian subcontinent, too, it is possible to see a similar evolution of different languages in different parts of the country. Sanskrit, the name itself meaning refined, was the elite language for exacting standards of scientific inquiry, administration, and aesthetic exploration, whereas assorted Prakrit grew into what came to be called Indian vernaculars. While Sanskrit had a pan-India presence, Southern India saw Tamil serving in that role for the region's other languages such as Kannada, Telugu and Malayalam, all of which interacted with Sanskrit as well.

The evolution of these languages — some developed elaborate grammar and capacity to become the written standard for assorted variations and dialects, others live on without a written form — played a huge role in shaping the histories of India's regions. The Indian Constitution's recognition of 22 languages in the Eighth Schedule is testimony to how core these languages are to the identities of their speakers.

Learning Outcomes

This paper would help the student perceive the historical development of different regions and their particular languages. A defining characteristic of humans is language, the medium for communication, coherent conceptualisation, accumulation and development as well as revision of knowledge, creation of culture and its transmission across geography and generations. Language plays a big role in constituting identity – of the self and of imagined communities.

SYLLABUS OF DSC-3

Unit 1: Debating the Vernacular and its significance for History

Unit 2: Language Culture and Histories from the South

Unit 3: The Early Modern Context of Language and Region

Unit 4: The Colonial Context

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: Debating the Vernacular and its significance for History: This section would introduce students to appreciating India's history by looking at different regional histories through the prism of their languages. A discussion of the debates relating to the use of the terminology 'vernacular' and its meanings in the Indian context would be the focal point. (Teaching Hours: 09 hours)

Essential Readings

- Orsini, Francesca, "How to do Multi-lingual Literary History? Lessons from Fifteenth- and Sixteenth-century North India", *The Indian Economic & Social History Review*, June 2012, pp. 225-246.
- Partha Chatterjee and Raziuddin Aquil (eds), *History in the Vernacular*, Permanent Black, Ranikhet/New Delhi, 2008 (Introduction).
- Pollock, Sheldon, "The Cosmopolitan Vernacular", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Zutshi, Chitralekha, "Translating the Past: Rethinking 'Rajatarangini' Narratives in Colonial India", *The Journal of Asian Studies*, Vol. 70, No. 1, February 2011, pp. 5-27.

Unit 2: Language Culture and Histories from the South: In the context of Indian History, the significance of the continuities and discontinuities that constitute the concept of the Tamil region and its dynamics of regional histories. The connections between Sanskrit and early Kannada scholarship would be a point of discussion for studying the Kannadiga region. (Teaching time: 09 hours)

1. Tamizhakkam
2. Kannada and state patronage

Essential Readings

- Ganesh, K.N., "Spaces in History: A Study in Human Geography in the Context of Sangam Texts", *Human Geography in the Context of Sangam Texts*, *Studies in History*, 25(2), 151-195, 2009
- Pollock, Sheldon, "The Cosmopolitan Vernacular Author", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "Language of the People in the World of Gods: Ideologies of Tamil before the Nation", *Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 66-92.
- Ramaswamy, Sumathi, *Passions of the Tongue Language Devotion in Tamil India, 1891-1970*, University of California Press, 1997.

Unit 3: In this section, the student will engage with the formation of regional languages and identities through some case studies. Promising areas of language and literature shaping the voice of the region will induce exciting conversations. (Teaching time: 09 hours)

The Early Modern Context of Language and Region:

1. Marathas and Marathi
2. Hindavi/ Awadhi
3. Braj and the Vernacular debate

Essential Readings

- Busch, Allison, "Hidden in Plain View: Brajbhasha Poets at the Mughal Court", *Modern Asian Studies*, Vol. 44, No. 2, 2010, pp. 267-309.
- Deshpande, Prachi, *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*, Columbia University Press, 2007.
- Narayanan, Varadarajan and Prakash, Rabi, "Emerging Scholarship on Vernacular Languages in Early Modern North India: A Conversation with Imre Bangha", in *Economic & Political Weekly*, Vol. 56, No. 02, January 2021, Engage (Online), accessed on 6th May 2022.
- Pollock, Sheldon, "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500," *Daedalus*, Vol. 127, No. 3, Early Modernities, 1998, pp. 41-74.

Unit 4: The period of the nineteenth and the twentieth centuries in some ways is also about the making of the idea of India. The mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became the turf of immense discussion and debate, indicating moments of crisis and shifts. The period became a site of contestation in the making of the region and the nation. (Teaching Time:18 hours)

The Colonial Context:

1. Standardisation of Language
2. Language Movements and Identities: Odia/ North East (Kuki or Assamese)
3. Vernacular to National

Essential Readings

- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
- Guite, Jangkhomang, "Colonialism and Its Unruly? - The Colonial State and Kuki Raids in Nineteenth Century Northeast India", *Modern Asian Studies*, Vol. 48, No. 5, September 2014, pp.1188-1232.
- Guite, Jangkhomang, "Memory and Forgetting in Postcolonial North-East India", *Economic & Political Weekly*, Vol. 46, No. 8, February 2011, pp. 56-64.
- Mishra, Pritipuspa, *Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha, 1803-1956*, Cambridge University Press, 2020.
- Misra, Salil, 'Transition from the Syncretic to the Plural: the World of Hindi and Urdu', Jamal Malik and Helmut Reifeld (ed.) *Religious Pluralism in South Asia and Europe*, New Delhi, OUP, 2005, pp. 268-97.
- Tuteja, K.L., *Religion, Community and Nation: Hindu Consciousness And Nationalism in Colonial Punjab*, Primus Books, 2021.

Suggested Readings:

- Borek, Piotr, "Indian Vernacular History-writing and Its Ideological Engagement: A Contemporary Account on Shivaji's Visit to Agra (1666) in Brajbhāṣā Verse", *Cracow Indological Studies*, Vol. XXII, No. 1, 2020, pp. 1-17.
- Mantena, Rama Sundari, "Vernacular Publics and Political Modernity: Language and Progress in Colonial South India", *Modern Asian Studies*, Vol. 47, No. 5, 2013, pp. 1678-1705.
- Pandian, M.S., *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, 2007.
- Rai, Amrit, *The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.
- Sahu, B. P., *The Making of Regions in Indian History: Society, State and Identity in Pre-modern Orissa*, Primus Books, Delhi, 2019.
- Sardesai, Govind Sakharam, *New History of the Marathas*, Vol. 1, 2 and 3, Phoenix Publications, Bombay, 2018.

- Thakur, Gautam Basu, "Vernacular Objects | Indian Mutiny | Imperial Panic: Victorian Literature and Culture", Vol. 44, No. 3, 2016, pp. 557-576.

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

DSE for BA (Hons.)**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Delhi Through the Ages**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- Delhi Through the Ages	4	3	1	0	12th Pass	

Course Objective

This introductory course looks at watershed moments in Delhi's historical past concerning politics, urbanization, culture, and crisis to provide a background to Delhi's significance and dilemmas today.

Learning Outcome

Upon completion of this course, the student shall be able to:

- To provide a framework within which to locate and study the history of Delhi till the early modern period.
- Analyse and comprehend the challenges of Delhi through the study of the history of its political, urban, and socio-cultural developments and changes

Course Content**Unit I: The Historical Polities of Delhi:**

- Indraprastha: from Earliest time to 1000CE
- Delhi in the Tomar-Chauhan period
- Sultanate Delhi
- Shahjahanabad
- The colonial capital

Unit II: Delhi's Urbanization and its Challenges:

- Lal Kot to Tughluqabad
- Delhi under the Mughals
- Delhi's modern transformation in the 20th Century

Unit III: The Syncretic and Changing Culture of Delhi:

- Ashokan Edicts and Iron Pillars
- Hazrat-i Delhi: Nizamuddin Auliya and Nasiruddin Chirag Delhi
- Humayun Tomb
- Growth of Urdu language and literature in 18th -19th Century Delhi
- Delhi University

Unit IV: A City of Crises, Resilience and Transition

- The Mongols Invasions
- Delhi when it was not the Mughal capital
- 'Crisis' of the 18th Century?
- Delhi in the 19th Century: Between the Mughals and the Colonial
- The Revolt of 1857
- Delhi in 1947

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: This unit will seek to introduce the students to the various significant historical political formations that emerged in Delhi by focusing on the debate on Indraprastha; evidence for Lalkot-Rai Pithora; the nature of the Sultanate polity and the city; the imperial design of Shahjahanabad and the British conception of the city as an imperial capital. (Teaching Time: 12 hours Approx.)

Essential Reading

- Singh, Upinder. 2006. Ancient Delhi, Delhi: Oxford University Press
- R., Mani B., and I. D. Dwivedi 2006. 'Anangpur Fort: The Earliest Tomar Settlements, Near Delhi,' in Upinder Singh, ed., Delhi: Ancient History, Social Science Press, New Delhi, pp 200–204.
- Mani, B.R. 1997. Delhi: Threshold of the Orient; (Studies in Archaeological Investigations), Aryan Books International
- Kumar, Sunil. 2011. "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE"; in Albrecht Fuess and Jan Peter Hartung. (eds.). Court Cultures in the Muslim World: Seventh to Nineteenth Centuries, London: Routledge, pp. 123-148
- Kumar, Sunil. (2009) 'Qutb in Modern Memory.' In: Kaul, Suvir, (ed.), Partitions of Memory. Delhi: Permanent Black, pp. 140–182.
- Blake, Stephen, 1985. "Cityscape of an Imperial City: Shahjahanabad in 1739"; in R.E. Frykenberg, Delhi Through the Ages: Essays in Urban History, Culture and Society, Oxford University Press, pp. 66-99
- Metcalf, Thomas. 1989. Imperial Visions. Delhi: Oxford University Press, 211–239, (Ch.7 & 39; New Delhi: The Beginning of the End').

Unit II: This unit will briefly explore significant periods of urbanization in Delhi and some of the challenges faced during these developments. It will trace the early urbanization of Delhi from Lal Kot to Tughluqabad, the changes during the Mughal Period, Marathas and Sikhs in Delhi and finally, the transformation of Delhi in the 20 th Century, focusing on migration and displacement. (Teaching Time: 12 hours Approx.)

Essential Readings:

- Ali, Athar. 1985; Capital of the Sultans: Delhi through the 13th and 14th Centuries, in R.E. Frykenberg, ed., Delhi Through the Age: Essays in Urban History, Culture and Society, Delhi: Oxford University Press, pp. 34-44
- Shokoohy, Mehrdad. 2007. Tughluqabad: a paradigm for Indo-Islamic Urban Planning and its architectural components. London: Araxus Books.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate": Muqarnas, vol. 1 pp. 123-166.
- Hasan, Nurul, S. (1991). "The Morphology of a Medieval Indian City: A Case Study of Shahjahanabad", In Indu Banga (ed.). The City in Indian History, Delhi: Manohar, pp. 87-98.
- Gupta. Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., Shahjahanabad / Old Delhi: Tradition and Change. Delhi: Manohar, pp. 29-44.
- Rezavi, Syed Ali Nadeem, (2010). "The Mighty Defensive Fort': Red Fort at Delhi Under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris."
- Proceedings of the Indian History Congress 71, pp. 1108–1121.
- Chenoy, Shama Mitra. (1998). Shahjahanabad, a City of Delhi, 1638-1857. New Delhi: Munshiram Manohar Lal Publishers.
- Datta, V N. 1986.; Punjabi Refugees and the Urban Development of Greater Delhi, ; in Robert Frykenberg(ed), Delhi Through the Ages: Essays in Urban History Culture and Society. Delhi: OUP, 442–462.
- Tarlo, Emma. 2001. Welcome to History: A Resettlement Colony in the Making. Manohar Publishers and Distributors, 51-69.

Unit III: This unit will touch upon some episodes in the past of Delhi that show the historical shaping and reshaping of a syncretic culture over time, with a focus on the names of Delhi, beliefs about the Iron Pillar, Ashokan Edict, the emergence of Sufi tradition in Sultanate Delhi, Mughal architecture, Urdu language and literature in the 18 th - 19 th Century Delhi Renaissance and the emergence of Delhi University. (Teaching Time: 9 Hours Approx.)

Essential Reading:

- Richard J. Cohen, "An Early Attestation of the Toponym Dhillī," *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513–519.
- Singh, Upinder. 2006. *Ancient Delhi*, Delhi: Oxford University Press
- Haidar, Najaf. 2014; *Persian Histories and a Lost City of Delhi*, *Studies in People History*, vol. 1, pp. 163–171
- Pinto, Desiderios. J. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims," in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112–124.
- Aquil, R. 2008.; *Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam*, *South Asia Research* 28: 23–48.
- Sunil Kumar, *The Pir's Barakat and the Servitor's Ardour: The Contrasting History of the two Sufi Shrines in Delhi* in Mala Dayal ed. *Celebrating Delhi*, Penguin, 2010.
- Lowry, Glenn D. 1987. *Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture*. *Muqarnas*, Vol. 4, pp. 133-148
- Koch, Ebba. (1994). "Diwan-i'Am and Chihil Sutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, pp. 143-165.
- Alam, Muzaffar. 2013; *Introduction to the second edition: Revisiting the Mughal Eighteenth Century*; in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp. xiii-lxiv
- Shamsur Rahman Faruqi. *A Long History of Urdu Literary Culture*, Part 1: Naming and Placing a Literary Culture in Sheldon Pollock ed. *Literary Cultures in History: Reconstruction from South Asia*, University of California Press, 2003, pp. 803-863.
- Hardeep Puri, *DELHI UNIVERSITY: Celebrating 100 Glorious Years*, Delhi, 2022
- Naim, C. M. 2004. *Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors* ; in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, Delhi: Permanent Black, pp. 250–279.
- Verma, Pavan K. (2008). *Ghalib: The Man, the Times*, Penguin India.
- Basu, Aparna. 1986; *The Foundations and Early History of Delhi University* ; in
- Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, Delhi: Oxford University Press, pp 401-430

Unit IV: This unit will examine a few exceptional periods of crisis in the history of Delhi and how these phenomena shaped the city over time. (Teaching Time: 12 hours Approx.)

Essential Readings:

- Jackson, Peter. 1986. 'Delhi: The Problem of a Vast Military Encampment,' in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), 18–33.
- Ojha, Archana, *Impact of Mongol Invasions on the Delhi Sultanate*, *Proceedings of Indian History Congress*, no. 52, 1991, pp. 245-248.
- Chandra, Satish. 1991; *Cultural and Political Role of Delhi, 1675-1725*;; in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, 106–116.
- Spear, TGP. *Twilight of the Mughals*. Alam, Muzaffar. 2013, "Introduction to the second edition: Revisiting the Mughal Eighteenth Century" in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp. xiii-Ixiv
- Liddle Swapna, *The Broken Script: Delhi Under the East India Company and the Fall of the Mughal Dynasty 1803-1857*, Speaking Tiger Books, 2022.

- Lahiri, Nayanjot. 2003; Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife ; World Archaeology, vol. 35, no.1, 35–60.
- Pandey, Gyan. 2001. Remembering Partition, Cambridge: Cambridge University Press. (Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121–151.

Suggested Readings

- Anthony Welch, 'The Shrine of the Holy Footprint in Delhi', *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. 2000. "Delhi Walled: Changing Boundaries"; in James D. Tracy, *City Walls: The Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247–281.
- Bayly, Christopher Alan. (1986). "Delhi and Other Cities of North India during the "Twilight,"" in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221–36.
- Blake, Stephen P. 1991. *Shahjahanabad: The Sovereign City in Mughal India, 1639- 1739*. Cambridge; New York: Cambridge University Press.
- Hasan, Zafar. 1922. *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India,
- Habib, Irfan. 1978. 'Economic History of the Delhi Sultanate -- an Essay in Interpretation', *Indian Historical Review*, vol. 4, pp. 287-303.
- Flood, Finbarr B. 2008. "Introduction"; in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii
- Page, J.A. 1926. *A Historical Memoir on the Qutb*. New Delhi: Memoirs of the Archaeological Survey of India No,22
- Page, J.A. 1937. *A Memoir on Kotla Firoz Shah*, Delhi. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shamsur Rahman Faruqi, (2001). "A True Beginning in the North" and "A Phenomenon called 'Vali'" in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Singh, Upinder. Ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press
- Flood, Finbarr B. 2003. "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi; *RES: Anthropology and Aesthetics*, No. 43, *Islamic Arts*, pp. 95–116.
- Anand Taneja. *Saintly Visions: Other Histories and History's Others in the Medieval Ruins of Delhi*; *IESHR*, 49 (2012).
- Pinto, Desiderios. J. (1989). *The Mystery of the Nizamuddin Dargah: the Account of Pilgrims*," in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112–124.
- Frances W. Pritchett, *A Long History of Urdu Literary Culture*, Part 2: *Histories, Performances, and Masters in Sheldon Pollock ed. Literary Cultures in History: Reconstruction from South Asia*, University of California Press, 2003, pp. 864–911.
- Upinder Singh, *Discovering Ancient in Modern Delhi*. In Mala Dayal ed. *Celebrating Delhi*, Penguin, 2010.
- Farooqui, Mahmood. 2013. *Besieged: Voices from Delhi, 1857*. Delhi: Penguin.
- (Dateline pp. xix-xxvii; In the Name of the Sarkar, pp 407-432.)
- Mann, Michael. 2005. *Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857* ; *South Asia: Journal of South Asian Studies*, vol.28, no.1, pp. 5-34
- Pilar, Maria Guerrieri, (2017). 'The Megacity of Delhi: Colonies, Hybridisation and Old New Paradigms,' in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by Gülsün Sağlamer, Meltem Aksoy, Fatima Erkök, Cambridge: Cambridge Scholars Publishing, pp. 18-33
- Russell, Ralph. 1998. "Ghalib: A Self Portrait," in Ralph Russell, *Ghalib: The Poet and His Age*. Delhi: OUP. Also available at: http://www.columbia.edu/itc/mealc/pritchett/00ghalib/texts/txt_ralphrussell_1972.pdf
- Vazira, Fazila Yacoobali Zamindar. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

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

SEMESTER – V

DEPARTMENT OF HISTORY

COURSES OFFERED BY DEPARTMENT OF HISTORY

Category I

[UG Programme for Bachelor in History (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – V: c. 1500 – 1600

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 India – V: c. 1500 – 1600	4	3	1	0	12 th Pass	Should have studied History of India – IV: c. 1200 – 1500

Learning Objectives

The course is intended to engage students into a critical discussion of political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state in India. It also provides a basic understanding of major developments in other regions of the Indian sub-continent not ruled by the Mughals in the sixteenth century. The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them

Learning outcomes

Upon completion of this course the student shall be able to:

- Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment and consolidation of the Mughal state.
- Explain the religious milieu of the time by engaging with some prominent religious traditions.
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

SYLLABUS OF DSC

Unit I: Sources and Historiography

1. An overview of Persian Literary Traditions
2. Vernacular Literature- Brajbhasha and Telugu/Tamil

Unit II: Political Formations and Institutions

1. Mughal state- Role of Military tactics and technology; Changing notions of Kingship ; Institutions (Evolution of Mansab, Jagir and land revenue system)
2. Rajput and Ahom Political culture
3. Formation of Nayaka states of Madurai, Thanjavur and Jinji

Unit III: Political and Religious Ideas

1. Sulh-i-kul and Akhlaqi tradition; Ideological challenges
2. Vaishnava Bhakti Traditions of North India
3. Shaivite traditions

Unit IV: Visual culture and articulation of Authority

1. Fatehpur Sikri.
2. Chittor Fort.
3. Temples and Gopurams of the Nayakas: Meenakshi temple

Practical component (if any) – NIL**Essential/recommended readings**

Unit I. This unit introduces students to the available Persian and vernacular literary sources for the study of the period under study. It also provides an opportunity to the students to critically analyse these sources based on their modern historiographical interpretations. **(Teaching Time: 9 hrs. approx.)**

Essential Readings:

- Rizvi, S. A. A. (1975)- Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605), Delhi: Munshiram Manoharlal
- Truschke, Audrey (2016). Culture of Encounters, New Delhi: Penguin Allen Lane, (Chapter 4 'Abul Fazl Redefines Islamic Knowledge and Akbar's Sovereignty', pp. 142- 165)
- Alam, Muzaffar (2004). Languages of Political Islam, Delhi: Permanent Black, (Chapter 4, 'Language and Power', pp. 115-140)
- Ali, S Athar. (1992). "Translations of Sanskrit Works at Akbar's Court" Social Scientist, vol. 20 no.9, pp, 38-45
- Busch, Allison (2005), "Literary Responses to the Mughal Imperium: the Historical Poems of Kesavdas" in South Asia Research, Vol. 25, No.1, pp 31-54
- Busch, Allison (2010) "Hidden in Plain view: Brajbhasha poets at the Mughal Court" Modern Asian Studies. Vol. 44, No.2, pp 267-309
- Sharma, Sandhya (2011). Literature, Culture and History in Mughal North India, 1550- 1800, Delhi: Primus (Introduction and Chapter 5)
- Rao, V N, David Shulman, and Sanjay Subrahmanyam (eds.) (2001). Textures of Time: Writing History in South India 1600-1800, Delhi: Permanent Black
- Sreenivasan, Ramya (2014) "Rethinking Kingship and Authority in South Asia: Amber (Rajasthan), Ca. 1560-1615." Journal of the Economic and Social History of the Orient 57, no. 4, pp 549–86

Unit II. This unit enables students to understand the various contexts and processes involved in the establishment and consolidation of the Mughal state encompassing such themes as the role of military tactics and technology, legitimacy through innovative notions of kingship and administrative institutions. Besides the Mughal state, it also discusses other political formations, some of considerable resilience and importance that complicated the processes of imperial integration. To provide a rounded picture of these developments the unit also discusses the histories of the emerging Rajput regimes. To underline the variegated nature of politics of this period, the unit also studies the Nayaka state formation in South India. **(Teaching Time- 15 hrs. approx.)**

- Gommans, Jos J L. (2002). *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700*, London and New York: Routledge
- Gommans, Jos J L & Dirk H A Kolff, eds. (2001). *Warfare and Weaponry in South Asia 1000-1800*, New Delhi: OUP, (Introduction)
- Streusand, Douglas E. (1989). *The Formation of the Mughal Empire*, Delhi: Oxford University Press
- Tripathi, R P. (1959). *Some Aspects of Muslim Administration*. Allahabad: The Indian Press. (Chapter on 'Turko-Mongol Theory of Kingship')
- Khan, I.A. (1972). "The Turko-Mongol Theory of Kingship", in K A Nizami (Ed.).
- *Medieval India-A Miscellany*, Vol. II, London: Asia Publishing House.
- Richards, J F. (1996). *The Mughal Empire*, Cambridge, Cambridge University Press. (Introduction & Chapters 1-4)
- Alam, M and S Subrahmanyam (eds.) (1998). *The Mughal State, 1526-1750*, Delhi: OUP, (Introduction)
- Ali, S Athar (Revised 1997) -*The Mughal Nobility Under Aurangzeb*, Delhi: Oxford University Press (Chapter 2)
- Moosvi, Shireen. (1981). "The Evolution of the Mansab System under Akbar until 1596- 97", *Journal of the Royal Asiatic Society of Great Britain & Ireland*, Vol. 113 No. 2, pp. 173-85,
- Habib, Irfan (1999), *The Agrarian System of Mughal India (1556-1707)*, OUP, New Delhi (Chapter 6)
- Khan, Iqtidar Alam (1968). "The Nobility Under Akbar and the Development of his Religious Policy ,1560-80", *Journal of Royal Asiatic Society*, No 1-2 , pp.29- 36
- Ziegler, Norman P (1998)- "Some Notes on Rajput Loyalties During the Mughal Period" in John F. Richards, (Ed.). *Kingship and Authority in South Asia*, Delhi: Oxford University Press, pp. 242-284.
- Zaidi, S Inayat A. (1997). "Akbar and Rajput Principalities- Integration into Empire" in Irfan Habib (ed.) *Akbar and His India*, Delhi: Oxford University Press
- Chandra, Satish. (1993). *Mughal Religious Policies, The Rajputs and The Deccan*, Delhi: Vikas Publishing House.
- Balabanlilar, Lisa (2013). *Imperial Identity in the Mughal Empire*, New Delhi: Viva Books. (Introduction and Chapters 1 and 2)
- Rao, V N, David Shulman, and S. Subrahmanyam (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*, Delhi: Oxford University Press
- Rao, V, & Subrahmanyam, S. (2012). 'Ideologies of state building in Vijayanagara and post-Vijayanagara south India: Some reflections' In P. Bang & D. Kolodziejczyk (Eds.), *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge, Cambridge University Press, pp 210-232

- Dirks, Nicholas B (2007). *The Hollow Crown. Ethnohistory of an Indian Kingdom*, Cambridge: Cambridge University Press (Introduction)
- Howes, Jennifer (2003). *The Courts of Pre-colonial South India*, London: Routledge. (Introduction and Chapter 3)
- Karashima, Noboru (1985). "Nayaka Rule in North and South Arcot Districts in South India During the 16th Century", *Acta Asiatica*, Vol. 48, pp. 1-25

UNIT III: This unit seeks to capture the political and religious milieu of the times focussing on developments in Indian Islam as well as more generally on cross-cutting ideas in circulation in north India manifested in the teachings of Vaishnava Bhakti saints. **(Teaching Time: 12 hrs. approx.)**

- Rizvi, S.A.A. (1975). *Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605)*. New Delhi: Munshiram Manoharlal
- Alam, Muzaffar (2004). *The Languages of Political Islam: India (1200-1800)*, Delhi: Permanent Black (Introduction, Chapters 2 and 5)
- Ali, S Athar (2008), "Sulh-i-Kul and Religious Ideas of Akbar" in *Mughal India: Studies in Polity, Ideas, Society and Culture*, Delhi: Oxford University Press
- Moosvi, Shireen (2007). "The Road to Sulh-i-Kul: Akbar's Alienation from Theological Islam" in Irfan Habib (ed.) *Religion in History*, Delhi: Tulika
- Friedman, Yohanan (1971), *Shaykh Ahmad Sirhindi: An Outline of His Thought and a Study of His Image in the Eyes of Posterity*, McGill-Queen's University Press, Montreal (Introduction)
- Lorenzen, David N. (1995). *Bhakti Religion in North India: Community Identity and Political Action*, New York: State University of New York Press (Introduction)
- Chatterjee, K. (2009). "Cultural Flows and Cosmopolitanism in Mughal India: The Bishnupur Kingdom", *Indian Economic and Social History Review*, vol. 46, No. 2, pp. 147- 82.
- Dalmia, Vasudha (2015), 'Hagiography and the "other" in the Vallabha Sampradaya' in Vasudha Dalmia and Munis D Faruqi (eds), *Religious Interactions in Mughal India*, New Delhi, OUP.
- Stewart, Tony K (2013), 'Religion in Subjunctive: Vaishnava Narrative Sufi Counter-Narrative in Early Modern Bengal', *The Journal of Hindu Studies*, Vol 6, pp 52-72

Unit IV: This unit focuses on the nuanced usage of visual culture (particularly architecture) an effective means to articulate authority by rulers of different backgrounds and political ambitions. **(Teaching Time: 9 hrs. approx.)**

- Asher, Catherine B. (1992). *Architecture of Mughal India*, Cambridge: Cambridge University Press (PP 51-74)
- Brand, Michael, and Glen D Lowry (Eds.). (1987). *Fatehpur Sikri*, Bombay: Marg Publications (Chapters 2-7)
- Koch, Ebba. (2002). *Mughal Architecture: An Outline of its History and Development, 1526-1858*, New Delhi, New York: Oxford University Press (Introduction, Chapter on Akbar)
- Sharma, Rita and Sharma, Vijay (2020), *Forts of Rajasthan*, Rupa Publications
- Jaweed, Md Salim (2012), 'Rajput Architecture of Mewar From 13th to 18th Centuries', PIHC, Vol 73, pp 400-407

- Asher, Catherine B (2020), 'Making Sense of Temples and Tirthas: Rajput Construction Under Mughal Rule', *The Medieval History Journal*, Vol 23, Part1, pp 9-49
- Tillotson, Giles Henry Rupert (1987). *The Rajput Palaces: The development of an architectural style, 1450-1750*. Yale Univ. Press, (Chapters 1-3)
- Mitchell, George. (1995). *Architecture and Art of Southern India: Vijayanagara and the Successor States 1350-1750*, Cambridge: Cambridge University Press
- Eaton, Richard M. And Phillip B. Wagoner. (2014). *Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*. New Delhi:Oxford University Press. (Chapters 2 and 3)
- Karashima, Noboru (2014). *A Concise History of South India: Issues and Interpretations*, New Delhi,Oxford University Press. (Section 6.1-6.6)
- Rao, V N, David Shulman, and S. Subrahmanyam. (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*, Delhi: Oxford University Press

Suggestive readings

- Eaton, Richard (2019). *India in the Persianate Age, 1000-1765*, New Delhi, Penguin Allen Lane (Chapter 5).
- Kolff, Dirk H.A. (1990). *Naukar, Rajput and Sepoy: the Ethnohistory of the military labour market in Hindustan, 1450-1850*. Cambridge: Cambridge University Press, pp. 1-116 (valuable for the social contexts of political and military expansion in the 16th century).
- Talbot, Cynthia (2013), 'Becoming Turk the Rajput Way: Conversion & Identity in an Indian Warrior Narrative', Richard Eaton et al, *Expanding Frontiers in South Asian and World History, Essays in Honour of JF Richards*, Cambridge University Press
- RaziuddinAquil. (2007). *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, Oxford: Oxford University Press.
- Richards, J F. (1998). "The Formulation of Imperial Authority under Akbar and Jahangir" in *Kingship and Authority in South Asia*, Delhi: Oxford University Press, pp. 285-326.
- Sharma, Krishna (2003). *Bhakti and Bhakti Movement*, Delhi: Munshiram Manoharlal Publishers
- Habib, Irfan (ed.1997) *Akbar and His India*, Delhi: Oxford University Press
- Siddiqui, N A. (reprint 1989). *Land Revenue Administration under the Mughals(1700-1750)*. New Delhi: Munshiram Manoharlal Publishers
- Chandra, Satish. (Ed.) (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*, Delhi: Oxford University Press
- Aquil, Raziuddin and Kaushik Roy (2012)- *Warfare, Religion and Society in Indian History*, Delhi: Manohar publishers and Distributors (Chapters 3 and 4)
- Nizami, K A (1983). *On History and Historians of Medieval India*, New Delhi: Vedic Books
- Spear, Percival (2009). "The Mughal Mansabdari System" in Edmund Leechand S N Mukherjee (eds.) *Elites in South Asia*, Cambridge: Cambridge University Press
- Alam, Muzaffar (2021). *The Mughal and the Sufis: Islam and Political Imagination in India*, Ranikhet: Permanent Black, pp 1-93 (Chapters 1 and 2)
- Talbot, Cynthia, and Catherine B Asher (2006). *India Before Europe*, Cambridge: Cambridge University Press

- Bahugana, R.P. (2008). “Kabir and other Medieval Saints in Vaishnava Tradition”, PIHC, Vol. 69, pp 373-383
- Rezavi, Nadeem, (2013) Fatehpur Sikri Revisited, OUP. Readings in Hindi Medium
- Chandra, Satish (2018). Madhyakalin Bharat (Part II), Sultanat se Mughal Ka Itak, New Delhi: Jawahar Publishers & Distributors
- Habib, Irfan (Ed.).(2000). Madhyakalin Bharat, (Vols. 1-8, relevant articles), New Delhi: Rajkamal Prakashan
- Habib, Irfan (Ed.). (2016). Akbar Aur Tatkaleen Bharat, New Delhi: Rajkamal Prakashan
- Habib, Irfan. (2017). Madhyakalin Bharat ka ArthikItihas: Ek Sarvekshan, NewDelhi: Rajkamal Prakashan
- Verma H C. (Ed.) (2017). Madhyakalin Bharat (Vol. II) 1540-1761, HindiMadhyam Karyanvan Nideshalaya, Delhi University
- Mukhia Harbans (2008), Bhartiya Mughal, Urdu Bazaar, New Delhi

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): History of India – VI: c. 1750 – 1857

Credit distribution, Eligibility and Prerequisites 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 India – VI: c. 1750 – 1857	4	3	1	0	12 th Pass	Should have studied History of India – IV: c. 1200 – 1500

Learning Objectives

The paper introduces students to key features of the 18th century in the Indian subcontinent. It analyses the interface between the 18th century kingdoms and the early colonial state. The paper also discusses the processes by which the British East India Company transformed itself into a state and gradually consolidated its position over a vast expanse. Apart from the evolution of colonial institutions of governance and developing forms of colonial exploitation, the paper also highlights the interface between Company Raj and indigenous elite on various social issues. The paper concludes with a critical survey of peasant resistance to colonial agrarian policies, and the 1857 revolt against the Company Raj.

Learning outcomes

Upon completion of this course the student shall be able to:

- Outline key developments of the 18th century in the Indian subcontinent.
- Explain the establishment of Company rule and important features of the early colonial regime.
- Explain the peculiarities of evolving colonial institutions and their impact.
- Elucidate the impact of colonial rule on the economy.
- Discuss the social churning on questions of tradition, reform, etc. during the first century of British colonial rule.
- Assess the issues of landed elites, and those of struggling peasants, tribals and artisans during the Company Raj.

SYLLABUS OF DSC

Unit I: India in the mid-18th Century: society, economy, polity and culture

1. Issues and Debates
2. Continuity and change

Unit II: Colonial expansion: policies and methods with reference to any two of the following Bengal, Mysore, Marathas, Awadh, Punjab and the North- East

Unit III: Colonial state and ideology

1. Imperial ideologies: Orientalism, Utilitarianism, and Evangelicalism
2. Indigenous and colonial education

Unit IV: Economy and Society

1. Land revenue systems and its impact
2. Commercialization of agriculture
3. De-industrialization

Unit V: 19th Century: Reforms and Revival

1. Young Bengal, Brahmo Samaj, Prathana Samaj, Faraizis and Wahabis, AryaSamaj
2. Discourse on Gender and Caste in Reform and revival movement

Unit VI: Popular resistance

1. The Uprising of 1857
2. Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion(1860). Kol Uprising (1830-32)

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit enables the students to outline key developments of the 18th century in the Indian subcontinent. These developments are discussed through key debates on the varied historical evidence used by historians when examining the weakening Mughal state, growth of regional kingdoms, changing dynamics of the economy, evolving social structures, cultural patterns, etc. **(Teaching Time: 9 hrs. approx.)**

- Alavi, Seema(ed.). (2002). The Eighteenth Century in India. New Delhi: OUP (Introduction).
- Bayly, C.A. 1988. Indian Society and the making of the British Empire. Cambridge: CUP (Chapter1, pp. 7- 44).
- Parthasarathi, Prasannan. 2011. Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600- 1850. Cambridge: CUP (Introduction and Part I, pp. 1-88; Part III, pp. 185- 269).
- Faruqui, Munis D. 2013. "At Empire's End: The Nizam, Hyderabad and Eighteenth Century India," In Richard M. Eaton, Munis D. Faruqui, David Gilmartin and Sunil Kumar (Eds.), Expanding Frontiers in South Asian and World History: Essays in Honour of John

- F. Richards (pp. 1- 38).

Unit- II: This Unit introduces the students to the political process by which Company rules was established in the Indian subcontinent. The unit shall also acquaint students with the important features of the 18th century states and how they came to be positioned vis-à-vis an expanding Company state. **(Teaching Time: 6 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. New Delhi: Orient Blackswan (Chapter 1, 'Transition to the Eighteenth Century', pp. 37- 62).
- Bayly, C. A. (2008). Indian Society and the making of the British Empire. Cambridge: CUP (Chapter 2, 'Indian Capital and the Emergence of Colonial Society' pp. 45- 78; Chapter 3, 'The Crisis of the Indian State', pp. 79- 105).
- Fisher, Michael H. (1996). The Politics of British Annexation of India 1757-1857. Oxford: OUP (Introduction).
- Marshall, P.J. (1990). Bengal: The British Bridgehead. Cambridge: CUP.
- Cederlof, Gunnel. (2014). Founding an Empire on India's North- Eastern Frontiers 1790- 1840: Climate, Commerce, Polity. OUP.
- Farooqui, Amar, (2013), Zafar and The Raj: Anglo- Mughal Delhi c. 1800-1850, Primus Books, Delhi.

Unit-III: The unit shall discuss in detail and familiarise students with the evolving ideological underpinnings of the Company state, the idea of difference which developed within the imperial discourse and the manner in which colonial education policy and system evolved. **(Teaching Time: 6 hrs. approx.)**

- Metcalf, Thomas R. (2007 reprint). Ideologies of the Raj, Cambridge: CUP (Chapters 1,2 & 3).
- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". Comparative Studies in Society and History, 45 (4), pp. 783- 814.
- Stokes, Eric. (1982 reprint). The English Utilitarians and India. Oxford: OUP (Chapter 'Doctrine and its Setting')
- Rocher, Rosanne. (1993). "British Orientalism in the Eighteenth Century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. Oriental- ism and the Post- colonial Predicament: Perspectives on South Asia. University of Pennsylvania Press, pp. 215-250.
- Viswanathan, Gauri. (2014 reprint). Masks of Conquest: Literary Study and British Rule in India. New York: Columbia University Press (Introduction and Chapters 1 to 4).
- Copland, Ian. (2007). "The Limits of Hegemony: Elite Responses to Nineteenth-Century Imperial and Missionary Acculturation Strategies in India". Comparative Studies in Society and History. Vol. 49. No. 3. (637- 665).
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan ("Introduction").
- Dharampal. The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century. Vol III, Goa, Other India Press

Unit-IV: This Unit shall familiarise students with the key debates on the economic impact of Company Raj. Students shall assess this impact by looking at changing agrarian relations, crop cultivation, and handicraft production. **(Teaching Time: 9 hrs.approx.)**

- Stein, Burton. (ed.). (1992). *The Making of Agrarian Policy in British India 1770-1900*. Oxford: OUP (Introduction (pp.1-32)& Chapter 4(pp.113-149)).
- Tomlinson, B.R. (2005). *The Economy of Modern India 1860-1970*. Cambridge: CUP (Chapter 2, pp.47- 67)
- Bose, Sugata. (Ed.). (1994). *Credit, Markets and the Agrarian Economy of Colonial India*. New Delhi: Oxford University Press (Introduction (pp. 1-28) & Chapter 2 (pp. 57-79)).
- Chandra, Bipan. (1999). "Colonialism, Stages of Colonialism and the Colonial State", in- Bipan Chandra, *Essays on Colonialism*, New Delhi: Orient Longman, pp. 58-78.
- Ray, Indrajit. (2016). "The Myth and Reality of Deindustrialization in Early Modern India", in Latika Chaudhary et al. (Eds.) *A New Economic History of Colonial India*. New York: Routledge. (52- 66).
- Sumit Sarkar (2014) *Modern Times, India 1880s – 1950s*, Permanent Black, New Delhi. Chapters 3 & 4
- Shrivastava, Sharmila, *Slopes of struggle: Coffee on Baba Budan hills*, *Indian Economic and Social History Review*, Volume LVII, Number 2, (April – June 2020) pp. 199 - 228

Unit-V: This Unit shall acquaint students with the social churning on questions of tradition, modernity, reform, etc. that unfolded during first century of British colonial rule. Through special focus on gender concerns, gender roles in the household and ideas of 'ideal womanhood', the unit shall enable students to contextualize the endeavours of nineteenth-century social reformers and nationalists. **(Teaching Time: 9 hrs. approx.)**

- Jones, Kenneth. (2003). *Socio-Religious Reform Movements in British India* (pp. 15-47; pp. 122- 131).
- Joshi, V.C. (ed.). (1975). *Rammohun Roy and the Process of Modernization in India*. Vikas Publishing House (essays by A.K. Majumdar and Sumit Sarkar).
- Singh, Hulas. (2015). *Rise of Reason: Intellectual History of 19th-century Maharashtra*. Taylor and Francis (pp. 1- 197).
- Sarkar, Sumit and Tanika Sarkar (eds.). (2008). *Women and Social Reform in India: A Reader*. Bloomington and Indianapolis: Indiana University Press (Chapters 1, 2 and 4).
- Loomba, Ania. (Autumn 1993). "Dead Women Tell No Tales: Issues of Female Subjectivity, Subaltern Agency and Tradition in Colonial and Post- Colonial Writings on Widow Immolation in India". *History Workshop*, 36, pp.209–227.
- Kopf, David. (1969). *British Orientalism and the Bengal Renaissance: The Dynamics of Modernization*. Berkeley, Los Angeles: University of California Press (Introduction).

- Panikkar, K.N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi: Tulika(pp. 1-26 & pp. 47-53).
- Chakravarti, Uma. (1998). Rewriting History: The Life and Times of Pandita Ramabai. New Delhi: Kali for Women (Chapter, 'Caste, Gender and the State in Eighteenth Century Maha- rashtra', pp. 3-42).

Unit-VI: This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those of struggling peasants and tribals during the Company Raj. **(Teaching Time: 6 hrs. approx.)**

- Stokes, Eric and C.A. Bayly. (1986). The Peasant Armed: the Indian Revolt of 1857. Clarendon Press (Introduction).
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and
- Narayani Gupta (Eds.), India's Colonial Encounter, New Delhi: Manohar
- David, Saul. (2010). "Greased Cartridges and the Great Mutiny of 1857: A Pretext to Rebel or the Final Straw", In Kaushik Roy (ed.) War and Society in Colonial India (82-113).
- Hardiman, David. (1993). Peasant Resistance in India, 1858- 1914. New Delhi: OUP. Introduction & pp. 1-125.
- Desai, A.R. (ed.) (1979). Peasant Struggles in India. Bombay: UP. (136- 158)
- Mukherjee, Rudrangshu. (1984) Awadh in Revolt 1857-1858. New Delhi: Oxford University Press.

Suggestive readings (if any)

- Alavi, Seema ed. (2002). The Eighteenth Century in India. New Delhi: OUP. Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In Education and the Disprivileged : Nineteenth and Twentieth Century India, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman, pp. 123-152.
- Bayly, Susan. (1999). "Chapter 2: Kings and Service People 1700-1830." Caste, Society and Politics in India from the 18th Century to the Modern Age. Cambridge: Cambridge University Press. The New Cambridge History of India Series, pp. 64-79.
- Bhattacharya, Sabyasachi ed. (2007). Rethinking 1857. Delhi: Orient Longman.
- Chaudhury, Sushil. (2000). The Prelude to Empire: Plassey Revolution of 1757. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late Nineteenth and Early Twentieth Century Western India". Journal of Asian Studies, 60 (2), pp. 439- 78.
- Dirks, Nicholas B. (2001). Castes of Mind. Princeton, New Jersey: Princeton University Press,

- Green, William A. et al. (Spring 1985). "Unifying Themes in the History of British India, 1757-1857: An Historiographical Analysis" *Albion: A Quarterly Journal Concerned with British Studies*, 17 (1), pp. 15-45. [pp. 20-24 is a survey of British strategy/calculations during its territorial expansion]
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press (Introduction & Chapter 'Territoriality').
- Hutchins, Francis. (1967). *The Illusion of Permanence*. Princeton, New Jersey: Princeton University Press.
- Jones, Kenneth. (2003) *Socio-Religious Reform Movements in British India*. New Cambridge
- *History of India*, Vol.3.1. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). *An Intellectual History for India*. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). *Agricultural Production and South Asian History*. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). *Ideologies of the Raj*. Cambridge: Cambridge University Press (Chapter 4, Ordering Difference, pp. 92-.128).
- Mukherjee, Mithi. (2010) *India in the Shadows of Empire: A Legal and Political History 1774- 1950*. New Delhi: Oxford University Press (Introduction and Chapter 1, 'The Colonial and the Imperial', pp. 1- 44).
- Mukherjee, Rudrangshu. (2018). "The Azimgarh Proclamation and Some Questions on the Revolt of 1857 in the North western Provinces". *The Year of Blood: Essays on the Revolt of 1857*. New Delhi: Social Science Press and Routledge.
- Pollock, Sheldon ed. (2011). *Forms of Knowledge in Early Modern Asia*. Delhi: Manohar. Introduction (1- 16).
- Parthasarathi, Prasannan. (2001). *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800*. Cambridge: Cambridge University Press.
- Raj, K N. et al ed. (1985). *Essays on the Commercialization of Indian Agriculture*. New Delhi: Oxford University Press.
- Robb, Peter, ed. (1993). *Dalit movements and the meanings of labour in India*. New Delhi: Oxford University Press.
- Roy, Tirthankar. (2010). *Company of Kinsmen: Enterprise and Community in South Asian History 1700-1940*. New Delhi: OUP (Chapter 6, pp. 190- 219).
- Skuy, David. (July 1998). "Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century", *Modern Asian Studies*, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). *The Making of Agrarian Policy in British India, 1770-1900*. Delhi: Oxford University Press.
- Stern, Phillip. (2011). *The Company-State: Corporate Sovereignty and the Early Modern Foundations of the British Empire in India*. New York: Oxford University Press.

- Stokes, Eric. (1986). *The Peasant Armed: The Indian Rebellion of 1857* In C.A. Bayly (ed.). New Delhi: Oxford University Press.
- Tilak, Lakshmi Bai. (2017, 1973). *Smritichitre: The Memoirs of a Spirited Wife*. New Delhi: Speaking Tiger. (Translated by Shanta Gokhale).
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, University of Pennsylvania Press, 1993.
- Books in Hindi:
- Bandyopadhyay, Sekhar, (2007), *Plassey se vibhajan tak aur uske baad*, Orient Blackswan, New Delhi
- Shukla, R. L. (ed). *Adhunik Bharat Ka Itihas*, Hindi Madhyam Karyanvayan Nideshalay, Delhi University
- Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, K. N. Panikkar, Sucheta Mahajan, *Bharat ka Swatantrata Sangharsh* Hindi Madhyam Karyanvayan Nideshalay, Delhi University
- Sumit Sarkar, *Adhunik Bharat (1885 – 1947)* Rajkamal Prakashan
- Sumit Sarkar, *Adhunik Kaal (1880 – 1950)*, Rajkamal Prakashan
- Bipan Chandra, *Adhunik Bharat Ka Itihas*, Orient Blackswan
- Bipan Chandra, *Adhunik Bharat Mein Upnivesh vad aur Rashtravad*, Medha Publishing House
- B. L. Grover, Alka Mehta, Yashpal, *Adhunik Bharat Ka Itihas*, S. Chand
- Lakshmi Subramanian, *Bharat Ka Itihas: 1707 – 1857*, Orient Blackswan

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

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of Modern Europe – I

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 Modern Europe – I	4	3	1	0	12 th Pass	Nil

Learning Objectives

This paper shall provide a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond France. It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of the 19th century. The debates on the development and impact of industrial capitalism shall be discussed. The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.

Learning outcomes

On completing this course, the students will be able to:

- Identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
- Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

SYLLABUS OF DSC-3

Unit I: The French Revolution

1. The Enlightenment, political and economic crisis of the Ancien Regime
2. A new political culture and transformations: Democratisation of polity and academies, changing social relations
3. Historiographical Perspectives on the French Revolution

Unit II: Continuity and change in the early nineteenth century

1. First French empire and monarchical consolidation
2. Revolutions 1830s-1850s

Unit III: Industrial Revolution and Social Transformation (the 19th century)

1. Experience of Industrialisation France, Germany and Eastern / Southern Europe
2. Impact of the Industrial Revolution: Work, Family and Gender

Unit IV: Political movements in the 19th century

1. Parliamentary and institutional reforms in Britain, chartists & suffragettes
2. Industrial unrest, development of socialism: Utopians, Marxism, the International working class movement and social democracy

Unit V: Culture and Society: 1789-1850s

1. Popular Consumption of Culture: Neo Classical Art, Romanticism and Realism in art and literature
2. The City in the age of Industrialization

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: In this rubric the students would have learnt about the origins of the French Revolution and political transformation in late eighteenth century France. They would have explored various themes linking the phases of the revolution with various key developments during the revolutionary years, transformation of institutions and social relations. **(Teaching time: 15 hrs. approx.)**

- McPhee, Peter. (2002). The French Revolution 1789-1799. New York: Oxford University Press (Chs.1 -- 9) E book by Peter Mc. Phee
- Campbell, Peter R. (Ed.).(2006). The Origins of the Revolution. New York: Palgrave Macmillan, pp. 1-34, 139-159 (Introduction and Ch.5).
- Rude, George (2000). Revolutionary Europe 1783-1815. Somerset, New Jersey, U.S.A.: Wiley-Blackwell (Ch.1).
- Furet, Francois, (1988). The French Revolution 1770-1814. Oxford: Blackwell, pp.3-100 and 211-66.
- Landes, Joan B. (1988). Women and the Public Sphere in the Age of the French Revolution. Ithaca, London: Cornell University Press,
- Darnton, Robert. (1996). "What was Revolutionary About the French Revolution." in Peter Jones, (Ed.). The French Revolution in Social and Political Perspective. London: Edward Arnold, pp. 18-29.
- Kates, Gary. (Ed.).(1998). The French Revolution: Recent debates and Controversies. London and New York: Routledge.
- Frey, Linda S. and Marsha S. Frey.(2004). The French Revolution, Westport, CT: Greenwood Press, pp. 37-46 ("A New Political Culture").
- Kennedy, Emmet. (1989). A Cultural History of the French Revolution. New Haven and London: Yale University Press. Chapter 9

- Hunt, Lynn.(2004).Politics, Culture, and Class in the French Revolution. Oakland: University of California Press.
- Hunt, Lynn.(1989). "Introduction: The French Revolution in Culture, New Approaches and Perspectives."Eighteenth-Century Studies 22(3), Special Issue: The French Revolution in Culture, Spring.
- लालबहादुर वमाणि।यूरोप का इर्हास: फ्रांसीसी क्रांति से रीय वर्त युद्ध तक।
- पाथिसारी गुप्ता (संपादिका)।यूरोप का इर्हास। Hindi Madhyam Karyanvaya Nideshalaya, DU.

At the end of this rubric students would have developed an understanding of the significant transformations in European polity and society till the mid nineteenth century. They would have studied about the establishment of Napoleonic Empire, its impact on France and Europe. They would have read about the consolidation of monarchical power and about events leading up to the revolutions 1848. **(Teaching time: 6 hrs. approx.)**

- Grabb, Alexander.(2003).Napoleon and the Transformation of Europe. NewYork: Palgrave Macmillan (Ch. 2 &Ch.3).
- Lyons, Martin. (2006).Post-Revolutionary Europe, 1815-1856, New York:Palgrave Macmillan.
- Price, Roger (1988).The Revolutions of 1848. London: Macmillan.
- David Thomson, Europe since Napoleon, 1957, Part-II Chapter 6 and 7
- Sperber, Jonathan (2005). The European Revolutions, 1848-1851. Cambridge:Cambridge University Press.
- लाल बहादुर वमाणि। यूरोप का इर्हास: फ्रांसीसी क्रांति से रीय वर्त युद्ध तक।
- पाथिसारी गुप्ता (संपादिका)। यूरोप का इर्हास। Hindi Madhyam Karyanvaya Nideshalaya, DU.

Unit III: In this Unit the student would learn about the social and economic changes in Europe during the nineteenth century. The student would be expected to develop on her/his understanding of the social and economic dimensions of the Industrial revolution in eighteenth century Britain to compare and understand the specific case studies of France, Germany and Russia in the nineteenth century. **(Teaching time: 9 hrs. approx.)**

- Stearns, Peter N.(2013).The Industrial Revolution in World History. Boulder: West-view Press.
- Trebilcock, Clive. (2000). "Industrialization of Modern Europe 1750-1914." in T.C.W. Blanning (Ed.).The Oxford History of Modern Europe. Oxford: OxfordUniversity Press, pp. 46-75.
- Cameron, Rondo. (1985). "A New View of European Industrialization."Economic History Review 38 (1), pp. 1-23.
- Beaudoin, Steven M.(2003).The Industrial Revolution. Boston, New York:Houghton Mifflin Company (Ch.4 & Ch.5)
- Simonton, Deborah. (1998).The Routledge History of Women in Europe since1700, London and New York: Routledge, pp.134-176 (Ch.5).
- Louise Tilly and Joan Scott, Women, Work and Family, 1978 Routledge,London and New York

- Tom Kemp, Industrialisation in Nineteenth Century Europe, 1974, Routledge
- लाल बहादुरि वमाणि । यरु ोप का इर्हासः फ् ासीसं ी क्रार् से रि र्तीय वर्त युद्ध क् ।
- पाथिसारि गुप्ता (संपािक)। यरु ोप का इर्ह Nideshalaya, DU. ास। Hindi Madhyam Karyanvaya
- रि वेश वजय, मीना भारराज, वंिना चौधरी (संपािक)। आधर ुनक यरु ोप का इर्हासः आयाम और रि शार्। Hindi Madhyam Karyanvaya Nideshalaya, DU

Unit IV: At the end of this rubric the student will be expected to demonstrate an understanding of the transformations of the political systems in nineteenth century Europe. Taking up the case study of nineteenth century Britain the student will study the development of parliamentary institutions alongside a new politically assertive working class. The student will also be expected to bring together her/his understanding of the economic and political transformations in this period when exploring the emergence of socialist thought and critique of capitalism. **(Teaching time: 9 hrs. approx.)**

- Lang, Sean (2005).Parliamentary Reform, 1785-1928. London and New York: Routledge.
- Willis, Michael. (1999). Democracy and the State, 1830-1945.Cambridge: Cam-bridge University Press.
- Walton, John K.(1999).Chartism, London and New York: Routledge.
- Geary, Dick (1981).European Labour Protest 1848-1939. London: Croom Helm London
- Kolakowski, Leszec. (1978).Main Currents of Marxism. Volume I. Oxford:Clarendon Press.
- Lichthem, George. (1970). A Short History of Socialism. London: Weidenfieldand Nicolson.
- Joll, James. (1990).Europe Since1870.New York: Penguin Books, pp. 49-77
- लालबहादुरि वमाणि । यरु ोप का इर्हासः फ् ासीसं ी क्रार् से रि र्तीय वर्त युद्ध क् ।
- पाथिसारि गुप्ता (संपािक)। यरु ोप का इर्ह ास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- रिवेश वजय, मीना भारराज, वंिना चौधरी (संपािक)। आधर णक यरु ोप का इर्हासः आयाम और रि शार्। Hindi Madhyam Karyanvaya Nideshalaya, DU

इर्हासः आयाम और रि शार्। Hindi Madhyam Karyanvaya Nideshalaya, DU

Unit V: Culture and Society: 1789-1850s: Approx. In this Unit the student will be expected to link various themes from the earlier rubrics and develop an understanding of the cultural, artistic and urban transformations in nineteenth century Europe. The student will be expected to develop a competent understanding of the emergence of new art forms, reformation of various art and cultural academies, the developing notions of consumption of culture and the changing patterns of urbanism. **(Teaching time: 6 hrs. approx.)**

- Blanning, T.C.W. (2000). "The Commercialization and Sacralization of European Culture in the Nineteenth Century." in T.C.W. Blanning, (ed.).The Oxford History of Modern Europe. Oxford: Oxford University Press, pp. 101- 125 &126-152.
- Blanning, T.C.W. (2010). The Romantic Revolution: A History. London: George Weidenfeld & Nicholson.
- Blanning, T.C.W. (ed.) (2000). Nineteenth Century Europe, Short Oxford History of Europe, Oxford: Oxford University Press (Chapter 4)

- Schneider, Joan, (2007) The Age of Romanticism, Greenwood Guides to Historical Events 1500-1900, Greenwood Press, London
- Lees, Andrew and Lynn Hollen Lees.(2007).Cities and the Making of Modern Europe 1750-1914. Cambridge: Cambridge University Press.
- लालबहादुरि वमणि।यूपकाइहसः फासोसंीत् सैरियइतक।
- पाथिसारीगन्तु (संपािक)।यूपकाइहसः फासोसंीत् सैरियइतक। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- रिवेशम्, मीनाभासज, किनाचौधरी (संपािक)।आधुनकयूपकाइहसः आयाम और रि शरं। Hindi Madhyam Karyanvaya Nideshalaya, DU

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

DISCIPLINE ELECTIVE CORE COURSE– 1 (DSE): History of the USSR: From Revolution to Disintegration (c. 1917 – 1991)

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 the USSR: From Revolution to Disintegration (c. 1917 –1991)	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course introduces students to the history of the USSR from the two revolutions of 1917 to the disintegration of USSR. Students study the various challenges faced by the Bolsheviks and the steps taken to resolve these issues. Students will also trace the evolution of new institutions and ways of organizing production both in the factory and at the farm. They will also evaluate important foreign policy issues and the Soviet Union's involvement and role in the World War II. The course studies the most dramatic years in the history of the USSR i.e., the period between 1945 to 1991. The extent of major economic and political changes between 1956 and 1991 will be examined and the period of reconstruction, stagnation and growth will be examined. The reforms of the Gorbachev era will provide some of the contexts for the study of the larger [global] processes that led to the dissolution of the Soviet Union.

Learning outcomes

On completion of this course students shall be able to

- Explain how USSR emerged out of Imperial Russia.
- Explain the new organization of production in the fields and in the factory.
- Outline and explain key developments in the history of the USSR between 1917 and 1991.
- Examine Soviet policies for the period of the course in relation to nationalities and gender questions.
- Outline Soviet foreign policy issues.
- Analyse the factors leading to disintegration of the Soviet Union and the formation of
- Confederation of Independent States.

SYLLABUS OF DSE

- I. The Russian Revolutions of February and October 1917; Background, Causes and Outbreak.
- II. Aspects of Socialist Industrialization -Ideas, Debates and Planning
 - a) War Communism, NEP, Great Debate
 - b) Collectivization
 - c) Industrialization and Planning

III. Soviet Foreign Policy from World War II to Cold War – (1930s-64)

IV. Soviet Union from Reconstruction to Stagnation to Recovery

- a) Khrushchev
- b) Brezhnev
- c) Gorbachev

V. Question of Nationalism and Disintegration of USSR

VI. Aspects of Culture in Soviet Union

- a) Gender 1917-45
- b) Literature and Arts 1917-64
- c) Cinema and Sports 1920s-91

Essential Readings and Unit Wise Teaching Outcomes:

Unit I: In this unit students will learn about the background to the Russian Revolutions of February and October 1917 its causes and outbreak.

- Acton, Edward, Vladimir Cherniaev and William Rosenberg eds. (1997). Critical Companion to the Russian Revolution, 1914-1921. London: Arnold. Pp.3 -34
- Figs, Orlando. (1996). A People's Tragedy: A History of the Russian Revolution. London: Jonathan Cape. PART TWO THE CRISIS OF AUTHORITY (1891-1917) pp. 157- 305
- Kenz, Peter. (1999). A History of the Soviet Union from the beginning to the end. Cambridge: Cambridge University Press. Chapters 1 and 2, pp. 1- 40
- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia. Volume 3. Cambridge: Cambridge University Press. Chapters 1 to 4, pp 5- 139
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 1: साम्राज्यवादी रूस; अध्याय तीन - 1905 की क्रांति और उसके बाद की स्थिति 1905 - 1914, अध्याय चार- प्रथम विश्व युद्ध से लेकर बोल्शेविक क्रांति तक।

Unit II: In this unit students will learn about economic policies of the Bolsheviks and associated debate in the 1920s. The students will also learn about the issues related to processes of Collectivisation and Industrialisation in Russia.

- Fitzpatrick, Sheila. (2001). The Russian Revolution 1917-1932. New York, USA: Oxford University Press. Chapter 3: The Civil War, Chapter 4: NEP and Future of the Revolution. Pp 68- 119
- Nove, Alec. (1993). An Economic History of the USSR, 1917-1991. London: Penguin Books, (revised edition), Chapters 3 to 6, pp 39- 158
- Kenz, Peter. (1999). A History of the Soviet Union from the beginning to the end. Cambridge: Cambridge University Press. Chapters 2 and 3, pp 14- 78, Chapters 7 to 9, pp 159- 272
- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia. Volume 3. Cambridge: Cambridge University Press. Chapters 5 and 6, pp 140- 191
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 2: साम्यवादी रूस; अध्याय पांच- साम्यवादी रूस के प्रारंभिक चरण, अध्याय सात- नवीन आर्थिक नीति एवं अन्य प्रयोग। खंड 2: साम्यवादी

रूस; अध्याय नौ- औद्योगिकरण एवं कृषि 1928 - 1941, अध्याय - समूहिककरण, स्तालिनकालीन उपोत्पादक तथा चौथी पर पांचवी योजनाएं।

- Lewin, Moshe. (1985). *The Making of the Soviet System: Essays in the Social History of Inter-war Russia*. New York: Pantheon.
- Allen, Robert. (2003). *From Farm to Factory: A Reinterpretation of the Soviet Industrial Revolution*. Princeton and Oxford: Princeton University Press. Chapter 8, pp 153- 171
- Fitzpatrick, Sheila. (1999). *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*. New York: Oxford University Press. Ch. 2, pp 40-66
- Davies, R.W., Mark Harrison and S.G. Wheatcroft (Eds.). (1994). *The Economic Transformation of the Soviet Union, 1913-1945*. Cambridge: Cambridge University Press. . (Whole book relevant)

Unit III: In this unit students will learn about Soviet foreign policy issues with reference to Comintern and Nazi Soviet Pact. It also examines the role of the USSR during the second World War. This unit will also teach students about the history of the Cold War, its origins, major developments, and transitions.

- McDermott, Kevin and Jeremy Agnew. (1996). *The Comintern: A History of International Communism from Lenin to Stalin*. Basingstoke: Macmillan. Whole book
- Roberts, Geoffrey. (2006). *Stalin's Wars 1939-53: From World War to Cold War*. New Haven: Yale University Press.
- Suny, Ronald Grigor. (Ed.). (2006). *Cambridge History of Russia*. Volume 3. Cambridge: Cambridge University Press. Chapters 8 and 23, pp 217- 242 and 636- 661
- Kenez, Peter. (1999). *A History of the Soviet Union from the beginning to the end*. Cambridge: Cambridge University Press. Chapter 6, pp 132- 159
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 3: साम्यवादी रूस की विदेशनीति; अध्याय चौदह- बोल्शेविक क्रांति से लेकर हिटलर के उत्कर्ष तक, अध्याय पंद्रह- अनाक्रमण समझौता, द्वितीय विश्वयुद्ध कालीन कूटनीतिज्ञता।
- Gaddis, John Lewis. (1997), *We Now Know*, Oxford University Press, pp. 1- 53 and 281- 295
- McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave pp 156- 193
- The Cambridge History of the Cold War, Volumes I and II, Reprint edition. Cambridge: Cambridge University Press. Chapters 1, 2, 4, 5, 7 and 9 from volume 1 and chapters 3, 4 and 7 from volume 2
- Zubok, Vladislav M, (2007), *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev*, University of North Carolina Press, Chapel Hill, pp 29-162

Unit IV: This unit deals with the Khrushchev Era, history of De-Stalinisation and Khrushchev's industrial and agricultural reforms. : This unit also deals with the era of Conservatism and reform in the Soviet political system. It begins with the period of Brezhnev. goes up to Gorbachev.

- McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave Macmillan. Pp 1- 29, 61- 70 and 95- 137
- Hanson, Philip. (2014). *The Rise and Fall of the Soviet Economy: An Economic History of the USSR, 1945-1991*. New York: Routledge. Pp 48- 97
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia* Volume 3. Cambridge: Cambridge University Press. Pp 268- 291
- Nove, Alec (1993), *An Economic History of the USSR*, Penguin, pp 331- 377
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई। - 1965 ई खंड 2: साम्यवादी रूस; अध्याय

- बारह- खुश्चेव का उत्कर्ष और कृषि सम्बन्धी सुधार, अध्याय तेरह - खुश्चेव की बीसवीं कांग्रेस, उद्योगीकरण, दाल संगठन व अन्य महत्वपूर्ण सीमा चिन्ह।
- Crump, Thomas (2013). *Brezhnev and the Decline of the Soviet Union*, Routledge. Pp 71- 117
- Brown, Archie. (1996). *The Gorbachov Factor*. Oxford: Oxford University Press, Paperback. Pp 130- 211
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia Volume 3*. Cambridge: Cambridge University Press. Pp 292- 351
- Fainberg, Dina and Artemy M. Kalinovsky, ed, (Volume 19, Number 4, Fall 2017) *Reconsidering Stagnation in the Brezhnev Era: Ideology and Exchange*, *Journal of Cold War Studies*, The MIT Press introduction and pp 3- 20, 43- 76

Unit V: This unit deals with the history of dissolution of the Soviet Union around 1991 and the emergence of Confederation of Independent States. (Teaching time: 3 weeks Approx.)

- Kotz, David and Fred Weir. (2007). *Russia's Path from Gorbachev to Putin*, Routledge, chapters 4-8
- Suny, Ronald Grigor. (1993). *The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union*. Stanford: Stanford University Press. Pp 127- 162
- Suny, Ronald Grigor. (1997). *The Soviet Experiment: Russia, the USSR and the Successor States*. New York: Oxford University Press.
- Keeran, Roger and Kenny, Thomas (2010), *Socialism Betrayed: Behind the Collapse of the Soviet Union*, Bloomington, New York, Epilogue

Unit VI: In this unit students will learn about women and aspects of culture such as literature, arts cinema and sports during the period of the Soviet system.

- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia. Volume 3*. Cambridge: Cambridge University Press. Chapter 17 and 18, pp 468- 522
- Suny, Ronald Grigor and Martin, Terry. (2001). *A State of Nation: Empire and Nation Making in the Age of Lenin and Stalin*, OUP, pp 67- 90
- Fitzpatrick, Sheila. (1999). *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*. New York: Oxford University Press. Chapter 6, pp 164- 189
- Parks, Jenifer (2017), *The Olympic Games, the Soviet Sports Bureaucracy and the Cold War: Red Sport, Red Tape*, Lexington Books, Introduction, chapters 3- 5
- Sarantakes, Nicholas Evan (2010), *Dropping the Torch: Jimmy Carter, the Olympic Boycott and the Cold War*, Cambridge University Press, Introduction, chapters 2, 5, 8 13, 14 and 15

Suggested Readings:

- Carley, M.J. (1999). *1939: The Alliance that Never Was and the Coming of World War II*. Chicago: Ivan R. Dee.
- Carr, E.H. (1950-1964). *A History of Soviet Russia*, 7 volumes. New York: Macmillan.
- Cohen, Stephen. (1973). *Bukharin and the Russian Revolution: A Political Biography, 1888-1938*. New York: Alfred Knopf.
- Conquest, Robert (1986) *Harvest of Sorrow: Soviet Collectivization and the Terror Famine*, Oxford University Press,
- Davies, R.W. (1980-1996). *The Industrialization of Soviet Russia. Vol. 1: The Socialist Offensive: The Collectivization of Soviet Agriculture, 1929-1930*. Basingstoke: Macmillan, Vols. 2, 3, and 5.
- Dobrenko, Evgeny and Marina Balina ed. (2011). *The Cambridge Companion to Twentieth Century Literature*. Cambridge: Cambridge University Press.

- Dobrenko, Evgeny. (2007). Political Economy of Socialist Realism, New Haven: Yale University Press.
- Filtzer, Donald. (1986). Soviet Workers and Stalinist Industrialization, 1928-1941. Pluto Press.
- Gatrell, Peter. (2014). Russia's First World War: a social and economic history. New York: Routledge.
- Goldman, Wendy. (2002). Women at the Gates: gender and industry in Stalin's Russia. Cambridge: Cambridge University Press.
- Gregory, Paul. (2004). The Political Economy of Stalinism: Evidence from the Soviet Secret Archives. Cambridge: Cambridge University Press.
- Kotkin, Stephen. (1995). Magnetic Mountain: Stalinism as a Civilization. Berkeley: University of California Press.
- Lieven, Dominic.(Ed.). (2006). Cambridge History of Russia, Vol. 2: Imperial Russia, 1689-1917. Cambridge: Cambridge University Press.
- Overy, Richard. (1998). Russia's War, 1941-1945. New York: Penguin.
- Viola, Lynne.(Ed.). (2002). Contending with Stalinism: Soviet Power and Popular Resistance in the 1930s. Ithaca: Cornell University Press.
- करुणा कौशिक (1990): साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई, हिंदी माध्यम कार्यान्वयन निदेशालय
- Brown, Archie. (2009). Seven Years That Changed the World: Perestroika in Perspective. Oxford: Oxford University Press.
- Ellman, Michael and Vladimir Kontorovich. (1998). The Destruction of the Soviet Economic System: An Insider's History. London and New York: Routledge.
- Figes, Orlando. (2014). Revolutionary Russia, 1891-1991. United Kingdom: Pelican paperback.
- Hosking, Geoffrey. (1992). History of the Soviet Union: 1917-1991. Third edition: Fontana Press.
- Brown, Archie. (2010). The Rise and Fall of Communism. London: Vintage. Leffler, Melvyn P., ed. (2010).
- Kotkin, Stephen. (2008). Armageddon Averted: The Soviet Collapse, 1970-2000. Second edition. Oxford and New York: Oxford University Press.
- Nove, Alec. (1977). The Soviet Economic System. London: Allen & Unwin. from Stalin to Khrushchev. Cambridge: Cambridge University Press.
- Service, Robert. (2015). The End of the Cold War: 1985-1991. London: Pan MacMillan

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE): Gender in Indian History upto 1500

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		
Gender in Indian History up to 1500	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course teaches how 'Gender' is not a 'value free' term denoting biological differences but indicates social and culturally constructed unequal relationships that need careful historical analysis in the context of Indian history. The focus is not merely on studying 'women's history' but to go beyond and explore aspect of masculinities as well as alternative sexualities, spanning temporal frames from earliest times to 1500 CE. There is an added emphasis on learning inter- disciplinary analytical tools and frames of analysis concerning familiar topics such as class, caste and patronage that enriches an understanding of historical processes.

Learning outcomes

On completion of this course students shall be able to

- Explain critical concepts such as gender and patriarchy and demonstrate their use as tools for historical analysis
- Examine the role and functioning of power equations within social contexts in Indian history during the ancient and medieval period, in the construction of gender identities
- Critically examine representations of gender in literature, art, focusing on ideas of love, manliness and religiosity

SYLLABUS OF DSE

Unit I: Gender in Context of historical analysis: Theories and concepts

1. Understanding Structures of Patriarchy, Patrilocality Patriliney and Matriarchy, Matrilocality and Matriliney
2. Gender: a tool of Historical Analysis

Unit II: Aspects of Gender: Socio-Economic and Political Ramifications

1. Types of households, property and patronage

2. Women and exercise of Power, with special reference to Rudrama-Devi and Razia Sultan
3. Questions of Sexualities including masculinities and alternative gender

Unit III: Gendered Representations in the World of Divinity and Art

1. Vedic-Puranic, Buddhist, Koravai-Durga, Shakta and Warkari Panths
2. Visual Representation at Mathura and Khajurao

Practical component (if any) - NIL

Essential/recommended readings

Unit -I: The unit should familiarise students with theoretical frames of patriarchy and gender and how these concepts provide tools for historical analysis. **(Teaching time: 12 hrs. approx.)**

- Geetha, V. (2002). Gender. Calcutta: Stree.
- Kent, Susan Kingley. (2012). Gender and History. New York: Palgrave MacMillan. pp. 49-75.
- Scott, J. W. (1986). "Gender a useful Category of Historical Analysis". The American Historical Review vol.91/9, pp.1056-1075.
- Rose, Sonya, (2018). What is Gender History?. Jaipur; Rawat Publication (Indian Reprint). pp.1-35.
- Walby, S. (1990). Theorizing Patriarchy. Oxford: Basil Blackwell. pp.1-24, 109-127.
- Vinita, Ruth. (2003). The self is not Gendered: Sulabha's debate with King Janaka. NWSA Journal, Summer, 2003, Vol. 15, No. 2 (Summer, 2003), pp. 76-93

Unit II: This section should equip students to locate fluctuating gender relations within households, court and also explore linkages between gender, power and politics. Additionally, discussion on the question of sexualities would open up vistas for a nuanced historical learning of normative and alternative sexualities as well as issues of masculinities. **(Teaching time: 18 hrs. approx.)**

- Chakravarti, U. (2006). Everyday Lives Every Day Histories: Beyond the Kings and Brahmins of 'Ancient' India. Tulika Books: New Delhi. pp.253-274.
- Gabbay, Alyssa. (2011). "In Reality a Man: Sultan Iltutmish, His Daughter, Raziya, and Gender Ambiguity in Thirteenth Century Northern India". Journal of Persianate Studies, vol. 4, 45-63.
- Jha, Pankaj. (2019). 'Political Ethics and the Art of Being a Man'. Pankaj Jha, A political History of Literature: Vidyapati and the Fifteenth Century. Delhi: Oxford University Press, pp.133-183.
- Roy, K. (2010). The Power of Gender and the Gender of Power, Explorations in Early Indian History, New Delhi: Oxford University Press, pp.70-87 and pp.271-289.
- Sahgal, Smita. (2017). Niyoga: Alternative Mechanism to Lineage Perpetuation in Early India; A Socio-Historical Enquiry, Delhi: ICHR and Primus Books, pp.126-175.

- Shah, Shalini.(2019).“Engendering the Material Body: A Study of Sanskrit Literature”.
- Social Scientist vol. 47,no 7-8, pp.31-52.
- Singh, Snigdha. (2022). Inscribing Identities Proclaiming Piety
- Exploring Recording Practices In Early Historic India, Delhi: Primus, pp 53- 81.
- Talbot, Cynthia. (1995). “Rudrama Devi The Female King: Gender and Political authority in medieval India”. David Shulman(Ed.), Syllables of the Sky: Studies in South Indian Civilisation. OUP: New Delhi, pp.391-428.
- Tyagi, Jaya, (2015). 'The Dynamics of Early Indian Household: Domesticity, Patronage and Propriety in Textual Traditions', in Kumkum Roy, ed. Looking Within Looking Without; Exploring Households in Subcontinent Through Time.Delhi; Primus Books pp.137-172.

Unit III: The focus is on studying gender representation in in the world of divinity and art.
(Teaching time: 15 hrs. approx.)

- Bawa, Seema. (2021). ‘Idyllic, Intimate, Beautiful Pleasures in Visual Culture at Mathura in Locating Pleasure’, in Seema Bawa (ed.). Locating Pleasure in Indian History: Prescribed and Proscribed Desires in Visual and Literary Cultures, Bloomsbury Academic India, pp. 54-93.
- Blackstone, R. K. (1998). Women in the Footsteps of Buddha: Struggle for Liberation in the Therigathas. Britain: Curzon Press. pp. 37-58.
- Desai, Devangana. (1975). Erotic Sculpture of India: A Socio-Cultural Study. New Delhi: Tata McGraw Hill, pp. 40-70.
- Mahalaksmi, R. (2011). “Inscribing the Goddess: Female Deities in Early Medieval Inscriptions from Tamil Region”, R., Mahalakshmi. The Making of the Goddess: Korraivai-Durga in Tamil Traditions. New Delhi: Penguin Books India, pp. 1-39.
- Roy, Kumkum. (2002). “Goddess in the Rgveda-An Investigation” in Nilima Chitgopekar (ed.). Invoking Goddess, Gender Politics in Indian Religion. Delhi: Shakti Books, pp.11-61.
- Saxena, Monika. (2019). Women and the Puranic tradition in India. New York: Routledge, pp.96-157.
- Zelliott, Eleanor and Mokashi Puneekar, Rohini. (eds.). (2005). Untouchable Saints ..an Indian Phenomenon. Delhi: Manohar Publications.pp157-167.

Suggested Readings:

- Abbott, E. Justin.(1985). Bahina Bai A Translation of Her Autobiography and Verses.Delhi: Motilal Banarasidass.(Reprint).
- Ali, A. (2013). “Women in Delhi Sultanate”. The Oxford Encyclopaedia of Islam and Women, vol. 1. New York: Oxford University Press, pp.197-200.
- Bawa, Seema. (2013). Gods, Men and Women Gender and Sexuality in Early Indian Art. Delhi: D.K. Print World Ltd.
- Bhattacharya, N.N. (1999). “Proprietary Rights of Women in Ancient India”, Kumkum, Roy (ed.). Women in Early Indian Societies. Delhi: Manohar, pp.113- 122.
- Bhattacharya, S. (2014). “Issues of Power and Identity: Probing the absence of Maharani- A survey of the Vakataka inscription”. Indian Historical Review vol.41/1, pp. 19-34.
- -----(2019). “Access to Political Spaces and Bhauma-Kara Queens:

Symbols of Power and Authority in Early Medieval Odisha” in Sadananda Nayak and Sankarshan Malik ed. *Reconstruction of Indian History: Society and Religion*. Ghaziabad: N B Publications. pp.131-144.

- Cabezon, J. I. (ed.).(1992). *Buddhism, Sexuality and Gender*, Albany: State University of New York Press.
- Chakravarti, Uma. (2018). *Gendering Caste through Feminist Lens*. New Delhi: Sage. Revised Edition.
- Dehejia, Vidya. (2009). *The Body Adorned: Dissolving Boundaries Between Sacred and Profane in India’s Art*, New York: Columbia University Press, pp.1- 23.
- Jaiswal, Suvira. (2008). “Caste, Gender and Ideology in the making of India”. *Social Scientist* vol. 36, no. 1-2. pp. 3-39.
- Orr, Leslie, (2000). “Women’s Wealth and Worship: Female Patronage of Hinduism, Jainism and Buddhism in Medieval Tamil Nadu”. Mandakranta Bose (ed.). *Faces of the Feminine in Ancient Medieval and Modern India*. New Delhi: Oxford University Press, pp. 124-146.
- Rangachari, Devika. (2013). *Exploring Spaces for Women in Early Medieval Kashmir*, NMML Occasional Papers.
- Roy, Kumkum.(1994). *Emergence of Monarchy in North India, Eighth-Fourth Centuries BC: As Reflected in the Brahmanical Tradition*. Delhi: Oxford University Press.
- Sahgal, Smita. (2022). “Locating Non-Normative Gender Constructions within Early Textual Traditions of India”, in Vasundhara Mahajan et al (ed.) *Gender Equity: Challenges and Opportunities*, Proceedings of 2nd International Conference of Sardar Vallabhbhai National Institute of Technology, Singapore:Springer Nature Singapore Pte Ltd. pp. 441-450
- ----- (2019). “Goddess Worship and Mutating Gender Relations within Hindu Pantheon: From Vedic to Puranic”. Veenus Jain and Pushpraj Singh (eds.), *Women: A Journey Through The Ages*, New Delhi: New Delhi Publishers, pp.23-32.
- Shah, S. (2012). *The Making of Womanhood; Gender Relations in the Mahabharata*. Revised Edition, Delhi: Manohar. (Also available in Hindi, Granthshilpi, 2016).
- ----- (2009). *Love, Eroticism and Female Sexuality in Classical Sanskrit literature 7-13 centuries*. Delhi : Manohar Publishers.
- ----- (2017). “Articulation ,Dissent and Subversion: Voices of female emancipation in Sanskrit literature”. *Social Scientist* vol. 45, no. 9 -10, pp. 79- 86.
- Singh, Snigdha. (2022). “Women in transition at Mathura Sanctuaries”. VeenusJain and Pushpraj Singh (eds.), *Women: A Journey Through The Ages*, New Delhi: New Delhi Publishers, pp.72-96.
- Tyagi, Jaya. (2014). *Contestation and Compliance :Retrieving Women Agency from Puranic traditions*. Delhi: OUP.
- ----- (2008). *Engendering the Early Households, Brahmanical Precepts in early Grhyasutras, middle of the First millennium BCE*, Delhi: Orient Longman.
- Karve, Iravati, (1992). "On the Road; A Maharashtrian Pilgrimage" in Zelliott, Eleanor and Berntsen, Maxine.(eds.). *The Experience Of Hinduism: Essays on Religion in Maharashtra*.Delhi: Shri Satguru Publications pp 142-171.
- Zwilling, L and M. Sweet. (1996). “Like a City Ablaze’: The Third Sex and the Creation of Sexuality in Jain Religious Literature.” *Journal of History of Sexuality*. vol.6/3, pp. 359- 384.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE): History of Africa c. 1500 – 1960s

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 Africa c. 1500 – 1960s	4	3	1	0	12th Pass	NIL

Learning Objectives

This paper offers a historical overview of the African continent. It traces major long-term continuities and changes in Africa's socio-economic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate post-independence years, and situates the specific positioning of Africa in connected histories of a globalizing world.

Learning outcomes

On completion of this course the student shall be able to

- Critique stereotypes on the African continent and outline major shifts in African history.
- Explain elements of change and continuity in the African political experience, political regimes and national formations, economy, society and cultural milieu from the 16th to 20th centuries.
- Contextualize the impact of colonialism on the African continent.
- Explain social protest and anti-colonial resistance in Africa, as well as practices of 'transculturation'.
- Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

SYLLABUS OF DSE

Unit I: Historiographies on Africa: Development of historiography on Africa and abrief survey of pre-15th century cultures and civilizations.

Unit II: Africa and World: Trade Relations from 15th century to 19th century:Economy, society and state in Africa from the end of the 15th to 19th centuries.

Unit III: Colonization of Africa: Atlantic Slave trade; Africa's contribution to the development of European capitalism.

Unit IV: Movements against Slave Trade and Slave Autobiographies: the end of the slave trade, and the shift to 'Legitimate Commerce' and 'Informal Empire'.

Unit V: Race, Imperialism and Apartheid:

1. The historical roots and meaning of Apartheid in South Africa and the struggle against Apartheid
2. The making of colonial economies in Sub-Saharan Africa, towards the end of the 19th century
3. The colonial experience of Algeria under the French, and the National Liberation Movement of Algeria

Unit VI: Negritude, Diaspora and Independence Movement: Various forms of protest and National Liberation Movements century to 1939; peasant and worker protests, popular culture, gender and ethnicity.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit deals with Development of historiography on Africa and a brief survey of pre-15th century cultures and civilizations in Africa. **(Teaching time: 6 hrs. approx.)**

- Manning, P., (2013). 'African and World Historiography', Journal of African History, Vol. 54, No.3, pp. 319-30. London: Cambridge University Press.
- Mazrui, A.A., (Ed.). (1993). UNESCO General History of Africa: Africa Since 1935 Vol. VIII. London: Heinemann.
- Fanon, F. (1963). The Wretched of the Earth. New York: Grove Press.
- Rediker, M., (2007). The Slave Ship: A Human History. New York: Viking.
- Ischie, E., (1997). A History of African Societies upto 1870. London: Cambridge University press.

Unit-II: This unit will deal with Africa and World, trading relations from the end of the fifteenth to the nineteenth centuries. It would also examine the nature of economy, society and state in Africa. **(Teaching time: 9 hrs. approx.)**

- Rodney, W. (1972). How Europe Underdeveloped Africa. London: Bogle- L'Ouver- ture Publications.
- Williams, E. (1944). Capitalism and Slavery. University of North Carolina Press.
- Sparks, A. (1991). The Mind of South Africa: The Story of the Rise and Fall of Apartheid. New York: Ballantine Books.

Unit III: This unit examines the colonization of Africa, the history of Africa in the Atlantic world with specific reference to slaves, slave-ships, piracy and slave

rebellions. It also elaborates upon Africa's contribution to the development of European capitalism. **(Teaching time: 6 hrs. approx.)**

- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Austen, R. (1987). *African Economic History*. London: Heinemann.
- Reid, R. J. (2012). *A History of Modern Africa: 1800 to the Present*. Hoboken: Wiley Blackwell.

Unit-IV: This unit deals with the movements against slave trade leading to its end and the shift to 'Legitimate Commerce' and 'Informal Empire' from 1800 onwards. It also familiarizes students about the experience of the native Africans through the slave autobiographies. **(Teaching time: 6 hrs. approx.)**

- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Freund, B. (1988). *The African Worker*. Cambridge: Cambridge University Press.
- Vansina, J. (1990). *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press.
- Douglass, F., (1995). *Narrative of the Life of Frederick Douglass, an American Slave*. Boston: Dover Publications.

Unit V: This unit deals with the history of Imperialism and the historical roots and meaning of Apartheid in South Africa and the struggle against it. It also deals with the making of colonial economies in Sub-Saharan Africa towards the end of the 19th century. **(Teaching time: 9 hrs. approx.)**

- Ahmida, A.A. (Ed.). (2000). *Beyond Colonialism and Nationalism in the Maghrib: History, Culture, Politics*. London: Palgrave.
- Vansina, J. (1990). *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press.
- Davidson, B. (1978). *Africa in Modern History: The Search for a New Society*. London: Allen Lane.
- Ross, R. (1999). *A Concise History of South Africa*. Cambridge: Cambridge University Press.
- Ruedy, J. *Modern Algeria: The Origins and Development of a Nation*. Bloomington: Indiana University Press, 2005.
- Stora, B. *Algeria, 1830-2000: A Short History*. (2001). Ithaca: Cornell University Press, 2001.
- Thompson, L. *A History of South Africa*. (2000). New Haven and London: Yale University Press.

Unit-VI: This unit traces the history of various forms of protest and national liberation movements' upto 1939; peasant and worker protests, popular culture, gender and ethnicity. It also examines Worker protests, peasant rebellions and National Liberation Movements in Africa. **(Teaching time: 9 hrs. approx.)**

- Crummy, D. (Ed.). (1986). *Banditry, Rebellion and Social Protest in Africa*. London: Heinemann.

- Sueur, J.L. (Ed.). The Decolonization Reader. Abingdon: Psychology Press, 2003.
- Freund, B. (1988). The Making of Contemporary Africa. London: Palgrave Macmillan.

Suggested Readings:

- Jewsiewicki, B. and Newbury, D., (1985). African Historiographies: What history for Which Africa? London: Sage Publications.
- Memmi, A. (1991). The Colonizer and the Colonized. Boston: Beacon Press.
- Owen, R., and Bob Sutcliffe. (Eds.). (1972). Studies in the Theory of Imperialism. London: Longman Publishing Group, 1972.
- Robinson, D., and Douglas Smith. (Eds.). (1979). Sources of the African Past: Case Studies of Five Nineteenth-Century African Societies. London: Heinemann.
- Bennoune, M. (1988). The Making of Contemporary Algeria: Colonial Upheavals and Post-Independence Development. Cambridge: Cambridge University Press.
- Callinicos, L. (1995). A People's History of South Africa: Gold and Workers 1886-1924, Volume 1. Johannesburg: Ravan Press Ltd.
- Callinicos, L. (1987). A People's History of South Africa: Working Life 1886-1940, Volume 2. Johannesburg: Ravan Press Ltd.
- Callinicos, L. (1993). A People's History of South Africa: A Place in the City, Volume 3. Johannesburg: Ravan Press Ltd.
- Du bois, W.E.B. (1979) The World and Africa: An Inquiry into the part which Africa has played in World History. New York: International Publishers.
- Rediker, M. (2014). Outlaws of the Atlantic: Sailors, Pirates and Motley Crews in the Age of Sail. Boston: Beacon Press.
- Inikori, J.E. (2002). Africans and the Industrial Revolution in England: A Study in International Trade and Economic Development. Cambridge: Cambridge University Press.
- Equiano, Olaudah., (1789). The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African. London : T. Wilkins, etc.
- Asanti, Molefi K., (2019). The History of Africa: The Quest for Eternal Harmony. Routledge.
- Collins, Robert O. and Iyob, R. (Eds.). (2015). The Problems in African History: The Precolonial Centuries. Markus Wiener Publishers.

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

SEMESTER – VI

DEPARTMENT OF HISTORY

Category I

[UG Programme for Bachelor in History (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – VII: 1600 – 1750s

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 India – VII: 1600 – 1750s	4	3	1	0	Class XII	Should have studies History of India I – VI

Learning Objectives

The course draws students into a discussion of the multiple historiographical narratives available for the history of India in the period between the early seventeenth and the mid-eighteenth centuries. It intends to familiarise them with challenges that the Mughal Empire faced in the process of territorial expansion and regional contestations. Students also get to explore state sponsored art and architecture as a visual expression of authority. They would also be introduced to the nature of the pre-colonial agrarian society as well as Indian participation in the international trade. In addition, the course aims to introduce students to contrasting religious ideologies of the times and their effect on the contemporary political dispensation.

Learning outcomes

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

- Critically evaluate the gamut of non-Persian contemporaneous literature available in the form of personal accounts and vernacular tradition.
- Describe the major social, economic, political and cultural developments of the times
- Explain the intellectual ferment of the seventeenth and eighteenth centuries and its relation to state policies.
- Discern the larger motives behind the Imperial patronage of art and architecture

- Understand the complexities of medieval Indian rural society and appreciate the resilience of the mercantile communities in furthering the maritime trade of India with long term economic implications.

SYLLABUS OF DSC-1

Unit I. Sources

1. Sanskrit Sources
2. Travelogues- Bernier and Manucci
3. Vernacular Literary Traditions- Mangal Kavya

Unit II. Political Developments and State Formation

1. Rajput State Formation and Negotiations
2. Mughal State- Changes and Crises
3. Maratha State under Shivaji and Peshwas

Unit III. Religious Ideas and Visual Culture

1. Religious ideas of Dara Shikoh; Aurangzeb's policy towards Jizya, Temples and Music
2. Articulation of Imperial Ideology: Mughals and Nayakas
3. Art- Allegory and Symbolism in the Paintings of Rajput and Mughal Paintings
4. Architecture- Shahjahanabad

Unit IV. Economy and Society

1. Rural Society- Village Community; Role of Zamindars
2. Merchant Communities
3. Pattern of India's Oceanic Trade and its impact on the Indian Economy

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Introduces students to the historical source materials of the seventeenth and the eighteenth centuries other than the official chronicles. Through reading non-official, courtly and vernacular, public and personal accounts students shall be urged to think through histories, genres, and sources and rethink the above categories. The unit thus, contemplates a critical historiography. (Teaching Time: 9 hours Approx.)

- Truschke, Audrey (2016), Culture of Encounters: Sanskrit at the Mughal Court, New Delhi: Penguin Allen Lane, (Introduction, Chapters 5 and 6)
- Tambiah, S.J. (1988). "What did Bernier Actually say? Profiling the Mughal Empire",
- Contribution to Indian Sociology, vol.31 no.2, pp. 361-86.
- Ray, A. (2005). "Francoise Bernier's Idea of India" in I.Habib, (Ed.). India: Studies in the History of an Idea, New Delhi: Munshiram Manoharlal

- Subrahmanyam, Sanjay. (2008). "Further thoughts on an Enigma: The tortuous life of Niccolao Manucci 1638-c.1720" in *Journal of the Economic and Social History of the Orient*, Vol. 45. No. 1, pp. 35-76.
- Curley, David L. (2008), *Poetry and History. Bengali Mangal-Kabya and Social Change in Pre-Colonial Bengal*, New Delhi: Chronicle Books (Chaps. 1 and 5).
- Chatterjee, Kumkum (2013), "Goddess Encounters: Mughals, Monsters and the Goddess in Bengal" in *Modern Asian Studies*, Vol. 47, Issue-5, pp. 1435-87

Unit II: Foregrounds issues in the formation and maintenance of political power and its challenges in the Mughal, Rajput and Maratha states. It analyses events of alliances and contestations to sketch an image of state formations in pre-colonial India. (Teaching Time: 15 hours Approx.)

- Alam, Muzaffar. (2013), *Crisis of the Empire in Mughal North India*, Delhi: Oxford University Press. (Introduction)
- Richards, J. F. (2007). *The Mughal Empire: The New Cambridge History of India*, Volume 5, Cambridge: Cambridge University Press
- Richard Eaton (2019). *India in the Persianate Age, 1000-1765*, New Delhi, Penguin Allen Lane (Introduction, Chapters 6 and 7)
- Moin, Afzar. (2012), *The Millennial Sovereign: Sacred Kingship and Sainthood in Islam*, New York: Columbia University Press. (Introduction, Chapter 5)
- Lefèvre, Corinne (2007), "Recovering a Missing Voice from Mughal India: The Imperial discourse of Jahangir (1605-27) in his *Memoirs*", in *Journal of Economic and Social History of the Orient*, Vol. 50, No. 4, pp. 452-89.
- Chandra, Satish (1993). *Mughal Religious Policies, Rajputs and the Deccan*, New Delhi: Oxford University Press. (Chapters 1,2 and 4)
- Bhargava, Meena (Ed.,) (2014). *The decline of the Mughal Empire*, Delhi: OUP (Introduction, Chapters 2 and 3)
- Sharma, G D. (1997). *Rajput Polity: A Study of Politics and Administration of the State of Marwar*, Delhi: Manohar
- Ziegler, Norman P. (2010). "Evolution of the Rathor State of Marwar: Horses, Structural Change and Warfare" in Meena Bhargava (ed.) *Exploring Medieval India. Sixteenth to Eighteenth Century*, Vol. II, Delhi: Orient Black Swan
- Ziegler, Norman. P. (1998). "Some notes on Rajput Loyalties during the Mughal Period" in J. F. Richards (Ed.) *Kingship and Authority in Southeast Asia*. Delhi: Oxford University Press.
- Hallissey, Robert C. (1977). *The Rajput Rebellion against Aurangzeb: A Study of the Mughal Empire in Seventeenth-Century India*, Columbia: University of Missouri Press.
- Sreenivasan, Ramya (2004). "Honoring the family: Narratives & Politics of Kingship in Pre-colonial Rajasthan, in Chatterjee, Indrani, ed., *Unfamiliar Relations: Family and History in South Asia*. New Brunswick, NJ: Rutgers University Press.
- Sreenivasan, Ramya (2014). "Rethinking Kingship and Authority in South Asia: Amber (Rajasthan), Ca. 1560-1615." *Journal of the Economic and Social History of the Orient* 57, no. 4, pp 549–86

- Gordon, Stewart. (1998). *The Marathas, 1600-1818*, Cambridge: Cambridge University Press.
- Chandra, Satish. (1982). *Medieval India: Society, the Jagirdari Crisis and the Village*. Delhi: Macmillan (Chapters 8,9 and 10)
- Wink, Andre (1986), *Land and Sovereignty in India: Agrarian Society and Politics under Eighteenth Century Maratha Swarajya*, Cambridge: Cambridge University Press.

Unit III: Contends with state and doctrinal attitudes towards religious belief and practice and their relation to state policy. In addition, the unit also highlights nuances of the visual culture (art and architecture) as a mechanism to promote imperial ideology. (Teaching Time: 12 hours Approx.)

- Faruqui, Munis (2014). "Dara Shukoh, Vedanta and Imperial Succession", in Vasudha Dalmia and MunisFaruqui, (Eds.). "Religious Interaction in Mughal India. Delhi: Oxford University Press, pp.30-64.
- Gandhi, Supriya (2020), *The Emperor Who Never Was. Dara Shukoh in Mughal India*, Harvard University Press. (Introduction, Chapters 6 and 7)
- Chandra, Satish. (1993). *Mughal Religious Policies, the Rajputs and the Deccan*. Delhi: Vikas Publishing House. (Chapter 9 and 11)
- Husain, Azizuddin S M (2000), 'Jizya- Its Reimposition During the Reign of Aurangzeb',
- Indian Historical Review, Vol 27, Issue 2, pp 87-121
- Brown Katherine B. (2007). "Did Aurangzeb Ban Music? Questions for the Historiography of his Reign" *Modern Asian Studies*, Vol. 41, No. 1, pp. 77-120.
- Eaton, Richard M. (2003). *Essays in Islam & Indian History 711-1750*, Delhi: OUP. (Introduction and Chapter 4).
- Asher, Catherine (1995). *Architecture of Mughal India*, The Cambridge History of India: Vol. 1 Part 4. Cambridge: Cambridge University Press.
- Koch, Ebba. (2001). *Mughal art and Imperial Ideology: Collected Essays*, Delhi: Oxford University Press.
- Koch, Ebba. (2013). *Mughal Architecture: An outline of its History and Development (1526- 1858)*. Delhi: Primus.
- Blake, Stephen. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*.
- Cambridge: Cambridge University Press.
- Moin, Afzar. (2012), *The Millennial Sovereign: Sacred Kingship and Sainthood in Islam*, New York: Columbia University Press (Chapter 6)
- Beach, M.C. (1992), *Mughal and Rajput Painting*, New Cambridge History of India Vol.1. Part 3. Cambridge: Cambridge University Press.
- Desai, Vishakha N (1990), 'Painting and Politics in Seventeenth-Century North India: Mewar, Bikaner and the Mughal Court', *Art Journal*, Vol 49, No 4, pp 370-378

Unit IV: Acquaints students with core elements of the economy and society in pre-Modern India. Alongside dealing with the complex rural society involving peasants and

Zamindars, this unit also highlights the often ignored mercantile communities and their role in facilitating India's overseas trade during the seventeenth and eighteenth centuries. Besides it deals with the activities of the European trading companies in the Indian Ocean trade network and its impact on the Indian economy. (Teaching Time: 9 Hours Approx.)

- Kulkarni, A R, (1991), The Indian Village with special Reference to Medieval Deccan (Maratha Country), General Presidential Address, PIHC, Vol 52, pp 1-43
- Habib, Irfan (1999), The Agrarian System of Mughal India (1556-1707), OUP, New Delhi (Chapter 4)
- Habib, Irfan (1996). "Peasant Differentiation and the Structure of Village Community: 16th and 17th Century Evidence From Northern India" in V K Thakur and A Anshuman (Eds.) Peasants in Indian History, Patna
- Chandra, Satish (1982), Medieval India: Society, The Jagirdari Crisis and The Village, New Delhi, Macmillan India Limited. (Chapters 3,4 and 6)
- S Nurl Hasan, (2008), Religion, State and Society in Medieval India: Edited and Introduced by Satish Chandra, OUP, New Delhi (Chapters 12 and 21)
- Chaudhuri, K. N.(1982), "European Trade with India" in Tapan Raychaudhuri and Irfan Habib (eds.) The Cambridge Economic History of India, Vol. 1 (c.1200-c. 1750). Delhi: Orient Longman
- Das Gupta, Ashin and M N Pearson (eds) (1987), India and the Indian Ocean 1500-1800, Calcutta, OUP
- Pearson, Michael N (1988), 'Brokers in Western Indian Port Cities: their role in servicing Foreign Merchants', Modern Asian Studies, Vol 22, No 3, pp 455-472
- Das Gupta, Ashin (2001), The World of the Indian Ocean Merchant, 1500-1800, OUP
- Gupta, Ashin Das (1998), "Trade and Politics in 18th Century India" in Alam, Muzaffar and Subrahmanayam, Sanjay. (ed.) The Mughal State. Delhi: Oxford University Press
- Om Prakash, J. (1998). European Commercial Enterprise in Pre-colonial India. The Cambridge History of India II.5, Cambridge: Cambridge University Press
- Chaudhuri, Sushil. (2017). Trade, Politics and Society: The Indian Milieu in the Early Modern Era, London: Routledge, (Chapter 1)

Suggestive readings

- Faruqi, Munis D (2012), The Princes of the Mughal Empire, 1504-1719, New York, Cambridge University Press. (Introduction, Chapters 4,5 and 6)
- Alam, Muzaffar and S Subrahmanyam (2014). Writing the Mughal World: Studies in Political Culture, Delhi: Permanent Black
- Habib, Irfan. (1995). Essays in Indian History: Towards a Marxist Perspective, Delhi: Tulika.
- Taft Frances H. (1994). "Honour and Alliance: Reconsidering Mughal-Rajput Marriages" in Karine Schomer, Joan L. Erdman, Deryck O. Lodrick and Lloyd I. Rudolph, (Eds.). The Idea of Rajasthan, Delhi: Manohar, Vol. 1, pp. 217-41.

- Dalmia Vasudha & Faruqui, Munis, (ed.) (2014). Religious Interactions in Mughal India, Delhi: Oxford University Press, (Chap. 1-2)
- Koch, Ebba. (2001). "The Hierarchical Principles of Shah Jahani Painting" in Ebba Koch,
- Mughal Art and Imperial Ideology. Delhi: Oxford University Press.
- Richards, J. F. (1998). "Formulation of Imperial Authority under Akbar and Jahangir" in Muzaffar Alam and Sanjay Subrahmanyam ed. The Mughal State, Delhi: Oxford University Press
- Mukhia, Harbans. (2009). The Mughals of India, Delhi: Blackwell Publishing.
- Alavi, Seema. (ed.) (2002). The eighteenth century in India. Delhi: Oxford University Press
- Alam Muzaffar and Sanjay Subrahmanyam (1998). The Mughal state 1526 – 1750, Delhi: Oxford University Press
- Chenoy, ShamaMitra (1998), Shahjahanabad, Delhi: Munshiram Manoharlal
- Dutta, Rajat (2003) "Commercialization, Tribute and the transition from Late Mughal to early Colonial in India" The Medieval History Journal , Vol:6 , No 2, pp.259-91.
- Ehlers, Eckart and Krafft, Thomas (2003), Shahjahanabad / Old Delhi. Tradition and Colonial Change, Delhi: Manohar
- Jha, Mridula (2017). "Mingling of the Oceans: A Journey through the Works of Dara Shikuh", in RaziuddinAquil& David L. Curley, (Ed..) Literary and Religious Interactions in Medieval and Early Modern India, New Delhi: Routledge, pp. 62-93.
- Mukherjee, Anisha Shekhar (2003). The Red Fort of Shahjahanabad, New Delhi: Oxford University Press
- Tillotson, G.H.R (1990), Mughal India, New Delhi: Penguin Books. (Chapter on Shahjahanabad and Red Fort)
- Bahuguna, R P (2017), 'Religious Festivals as Political Rituals: Kingship and Legitimation in Late Pre-Colonial Rajasthan' in Suraj Bhan Bhardwaj, R P Bahuguna and Mayank Kumar (eds) Revisiting the History of Medieval Rajasthan. Essays for Professor Dilbagh Singh, Delhi,Primus Books
- Sreenivasan, Ramya. (2014). "Faith and Allegiance in the Mughal Era: Perspectives from Rajasthan" in Vasudha Dalmia and Munis D. Faruqui (Ed.). Religious Interactions in Mughal India, Delhi: Oxford University Press, pp. 159-191.
- Talbot, Cynthia and Asher, Catherine B. (2006). India Before Europe, Cambridge; Cambridge University Press.
- Kinra Rajeev. (2009). "Infantilizing Baba Dara: The Cultural Memory of Dara", in Journal of Persianate Studies, Vol. 2, pp. 165-93

Readings in Hindi Medium:

- Chandra, Satish (2018). *Madhyakalin Bharat (Part II), Sultanat se Mughal Ka ITak*, NewDelhi: Jawahar Publishers & Distributors
- Habib, Irfan (Ed.).(2000). *Madhyakalin Bharat*, (Vols. 1-8, relevant articles), New

Delhi:Rajkamal Prakashan

- Habib, Irfan. (2017). *Madhyakalin Bharat ka ArthikItihas: Ek Sarvekshan*, New Delhi:Rajkamal Prakashan
- Verma H C. (Ed.) (2017). *Madhyakalin Bharat (Vol. II) 1540-1761*, Hindi MadhyamKaryanvan Nideshalaya, Delhi University

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): History of India – VIII: c. 1857 – 1950

Credit distribution, Eligibility and Prerequisites 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 India – VIII: c. 1857 – 1950	4	3	1	0	Class XII	Should have studies History of India I – VI

Learning Objectives

This paper introduces students to broad aspects of formation of identities and the manner in which these identities unfolded themselves during the course of the Indian freedom struggle. It provides an overview of socio-economic and political trends in colonial India from the latter half of the 19th century. The paper critically analyses the various trends in the national liberation movement and other aspects of politics which were foundational for the modern Indian state. The aim is to develop interdisciplinary analytical skills at the undergraduate level.

Learning outcomes

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

- Identify how community, caste, and national identity developed in the late 19th, and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement.
- Explain the various trends of anti-colonial struggles in colonial India.
- Analyse the complex developments leading to partition and independence.
- Discuss the key debates on the making of the Indian Constitution, and need for socio- economic restructuring after independence

SYLLABUS OF DSC- 2

Unit 1: Colonial Economy

1. Economic critique of colonial rule with special reference to Drain of Wealth
2. Rise of modern industry and capitalist class

Unit 2: Early Nationalism

1. Emergence of Indian National Congress (INC)

2. 'Moderates' and 'Extremists' Nationalist
3. Swadeshi and early Revolutionary Movements

Unit 3: Emergence and social base of Gandhian Nationalism

1. Foundations of Gandhian Nationalism
2. Gandhi and National Movements
 - a. Champaran, Kheda, Ahmedabad,
 - b. Rowlatt, Khilafat and Non-Cooperation Movements
 - c. Civil Disobedience Movement
 - d. Quit India Movement

Unit 4: Alternative trends in National Movement

1. Ambedkar and the Dalit Movement, Dravidian movements
2. Hindustan Socialist Republican Association (HSRA) and Revolutionary Movements
3. Gadhar, Singh Sabha and the Akali Movement
4. Peasants, Workers and Tribal movements; Emergence of the Left
5. Subhas Chandra Bose and Indian National Army; Royal Indian Navy Mutiny

Unit 5: Towards Independence and after

1. Independence and Partition
2. The Making of the Constitution

Unit 6: Formation of Identities

1. Caste
2. Community
3. Nation

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit studies aspects of the colonial economy and its critique particularly with reference to the phenomenon of 'Drain of Wealth'. It develops an understanding of the emergence of modern industry and capitalist class in colonial India. **(Teaching Time: 6 hours Approx.)**

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905. New Delhi: People's Publishing House (Introduction).
- Bagchi, Amiya Kumar. (2002). "The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies", Economic and Political Weekly, Vol. 37 (23), pp. 2229 - 2238.
- Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press, pp. 3-25

- Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage (Introduction).
- Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press, pp.1-69.

Unit II: After the successful completion of this unit, students will be able to understand various aspects of early nationalism and nationalist resistance. (Teaching Time: 6 hours Approx.)

- McLane, J.R. (1977). Indian Nationalism and the Early Congress. Princeton: Princeton University Press, pp.3-21; 89-178
- Tripathi, Amal. (1967). The Extremist Challenge. India between 1890 and 1910. Bombay, Calcutta, Madras, New Delhi: Orient Longmans, Chapters 1-5
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). India's Struggle for Independence. Delhi: Penguin Books, chapters 4 to 10.
- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India : A Reader, New Delhi: Oxford University Press, pp.30 - 48
- Sarkar, Sumit. (1973). Swadeshi Movement in Bengal, 1903 – 08. New Delhi, People's Publishing House. (also in Hindi: स्वदेशी आंदोलन (1903-1908), Chapter 1 and 2.
- Sarkar, Sumit. (1983). Modern India: 1885—1947. Delhi: Macmillan. chapters III & IV.

Unit III: This unit deals with Gandhian mass nationalism and Gandhi's methods of mass mobilization cutting across different social groups in the national movement. (Teaching Time: 9 hours Approx.)

- Mohandas Karamchand Gandhi 'Hind Swaraj'
- Hardiman, David. (2005). Gandhi in his time and ours. Delhi: Orient Blackswan, pp.1-81; 109-184.
- Bandyopadhyay, Sekhar. (Ed.) (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press, pp. 55-155.
- Poucheпадасс, Jacques. (1974). "Local leaders and the intelligentsia in the Champaran satyagraha (1917): a study in peasant mobilization", Contributions to Indian Sociology, Vol. 8 (1), Jan 1, pp. 67-87
- Kumar, Ravinder. (1971). Essays on Gandhian Politics, Rowlatt Satyagraha 1919. Oxford: Clarendon Press, pp. 1-30
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). India's Struggle for Independence. Delhi: Penguin Books.
- Sarkar, Sumit. (1983). Modern India: 1885—1947. Delhi: Macmillan.
- Minault, Gail. (1982). The Khilafat Movement: Religious Symbolism and Political Mobilisation in India. Delhi: Oxford University Press (Introduction, Chapters II, III, IV).

- Amin, Shahid. (1996). *Event, Metaphor, Memory: Chauri Chaura, 1922 – 1992*. Delhi: Penguin. Re- print, 2006, pp. 9-19, 45-56, 69-93.
- Sarkar, Sumit. (1983). *Popular Movements and Middle Class Leadership in Late Colonial India*. S.G. Deuskar Lectures on Indian History. Centre for Studies in Social Sciences, Calcutta.
- Pandey, Gyanendra. (1988). *The Indian Nation in 1942*. Calcutta: K.P. Bagchi and Company (Chapters 1,2,3, 4, 8).

Unit IV: It enables students to understand the way in which the national movement gave a new meaning to social and political movements and to diverse range of struggles. **(Teaching Time: 12 hours Approx.)**

- Zelliot, Eleanor. (1996). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar Publications, pp. 53 - 177
- Grewal, J.S. (1990) *The New Cambridge history*. II.3. *The Sikhs of the Punjab*, Chapter 8, pp.157-180
- Habib, S.Irfan. (2007). *To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Com- rades*, New Delhi: Three Essays Collective, pp. 29 - 141
- Bandyopadhyay, Sekhar. (2017). *From Plassey to Partition and After: A History of Modern India*, New Delhi: Orient Blackswan, 2nd edition (Chapter 7, “Many Voices of a Nation”).
- Nagaraj, D.R. (2011). *Flaming Feet*, Delhi, Seagull Books. (Chapter 1).
- Sarkar, Sumit. (1983). *Popular Movements and Middle Class Leadership in Late Colonial India*. S.G. Deuskar Lectures on Indian History. Centre for Studies in Social Sciences, Calcutta.
- Habib, Irfan. (1998). “The Left and the National Movement”, *Social Scientist*, Vol. 26 (5/6), May-June, pp. 3-33.
- Chandra, Bipan. (1983) *The Indian Left: Critical Appraisal*. New Delhi: Vikas.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). *India’s Struggle for Independence*. Delhi: Penguin Books.
- Dhanagare, D.N. (1991). in *Peasant Movements India 1920-1950*.
- Amin, Shahid. (1988). “Agrarian Bases of Nationalist Agitation in India: An Historiographical Survey,” in D.A. Low (Ed.), *The Indian National Congress: Centenary Highlights*, New Delhi: OUP, pp. 54-97.
- Pandey, Gyan. (1982). ‘Peasant Revolt and Indian Nationalism: The Peasant Movement in Awadh, 1919- 1922’ in Ranajit Guha ed. *Subaltern Studies I. Writings on South Asian History and Society*. Delhi: Oxford University Press, pp. 143 – 197.
- Arnold, David. (1982). ‘Rebellious Hillmen: the Gudem-Rampa Risings, 1839-1924’, in Ranajit Guha (Ed.), *Subaltern Studies I. Writings on South Asian History and Society*. Delhi: Oxford University Press, pp. 88 – 142
- Mohapatra, Prabhu P. (2005). ‘Regulated Informality: Legal Construction of Labour Relations in Colonial India, 1814-1926’, in Sabyasachi Bhattacharya and Jan Lucassen (Ed.), *Workers in the Informal Sector: Studies in Labour History, 1800-2000*. Delhi: Macmillan India Ltd.

- Sarkar, Sumit. (1983). *Modern India 1885-1947*. Delhi: Macmillan, pp. 153-155, 198-203, 239-243, 266-278, 339-342.

Unit V: This unit will enable students to analyse the complex developments leading to communal violence, independence and partition. Students will be introduced to the key debates on the making of the constitution of India. **(Teaching Time: 6 hours Approx.)**

- Pandey, Gyanendra. (1992). *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press (Chapters 1, 2&7).
- Chandra, Bipan. (2008). *Communalism in Modern India*. New Delhi: Har-Anand Publications.
- Peter Hardy, *The Muslims of British India*, Cambridge University Press, Cambridge, 1972
- Jaffrelot, Christophe. (1996). *The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s*. London: C. Hurst & Company Publishers, pp. 1-45
- Chatterjee, Joya. (1995). *Bengal Divided: Hindu Communalism and Partition 1932 - 1947*. Cambridge, Cambridge University Press (Introduction and Chapters 3,5 & 6)
- Jalal, Ayesha. (1985). *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*. Cambridge, Cambridge University Press (Introduction, Chapters 1, 2& 5).
- Lelyveld, David. (2005). 'The Colonial Context of Muslim Separatism: from Sayyid Ahmad Barelvi to Sayyid Ahmad Khan,' in Mushirul Hasan and Asim Roy (Ed.). *Living Together Separately: Cultural India in History and Politics*. Delhi, Oxford University Press.
- Metcalf, Barbara D. (2017). 'Maulana Ahmad Madani and the Jami'at 'Ulama-i-Hind: Against Pakistan, against the Muslim League' in Qasmi, Ali Usman, (Ed.), *Muslims against the Muslim League: Critiques of the Idea of Pakistan*, Cambridge, Cambridge University Press, pp. 1-34 and pp. 220-254.
- Arbab, Safoora. (2017). 'Nonviolence, Pukhtunwali and Decolonization: Abdul Ghaffar Khan and the Khudai Khidmatgar Politics of Friendship', in Qasmi, Ali Usman. ed., *Muslims against the Muslim League: Critiques of the Idea of Pakistan*, Cambridge, Cambridge University Press, pp. 220-254.
- Brown, Judith. (1984). *Modern India. The Origins of an Asian Democracy*. Oxford: Oxford University Press, pp. 307 - 350
- Mukherjee, Rudrangshu. (2015). *Nehru and Bose: Parallel Lives*. Delhi, Penguin.
- Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power in India*, Sage Publications, New Delhi
- Menon, V.P. (2014). *Integration of the Indian States*. New Delhi: Orient Blackswan. Chapter III, IV, V
- Kamtekar, Indivar. (2002). "A Different War Dance: State and Class in India 1939-1945,"
- Past & Present, Vol. 176, pp. 187-221.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee. (2000). *India Since Independence*. New Delhi: Penguin books, chapters 3, 4 and 5

- Granville, Austin. (1966). *The Indian Constitution: Cornerstone of a Nation*. Oxford: Clarendon Press.
- Chaube, S.K. (2009). *The Making and Working of the Indian Constitution*, Delhi, National Book Trust.

Unit VI: Caste, Community and Nation: The unit seeks to identify the developments in post-1857 India in terms of the shaping of caste, religious/community and national identities in the late 19th and early 20th centuries and the role of reform and debates in this. **(Teaching Time: 6 hours Approx.)**

- Dirks, Nicholas B, (1997), "The invention of caste: civil society in colonial India" in. H L Seneviratne (Ed.), *Identity, Consciousness and the Past; Forging of Caste and Community in India and Sri Lanka*. Delhi: Oxford University Press.
- Sarkar, Sumit and Tanika Sarkar. (Eds.). (2013). *Caste in Modern India*, Vols. 1 & 2. Delhi: Permanent Black (Vol. I-Chapters 2 & 3, pp. 24-87; Vol. 2-Chapter 8, pp. 200-233).
- O'Hanlon, Rosalind. (2002). *Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India*. Ranikhet: Permanent Black, pp. 3-11
- Bandyopadhyay, Sekhar. (1997). *Caste, Protest and Identity in Colonial India: the Namasudras of Bengal, 1872-1947*. London: Curzon Press.
- Jalal, Ayesha. (2000). *Self and Sovereignty: Individual and Community in South Asian Islam since 1850*. London: Routledge.
- Rai, Santosh Kumar. (2021). *Weaving Hierarchies: Handloom Weavers in Early Twentieth Century United Provinces*. Delhi: Primus Books.
- Hatcher, Brian A. (2020). *Hinduism Before Reform*. Massachusetts: Harvard University Press.
- Anderson, Benedict. (1994) "Imagined Communities" in J. Hutchinson and A.D. Smith (Eds.) *Nationalism* Oxford: Oxford University Press, pp. 225-231
- Hardgrove, Anne. (2004). *Community and Public Culture: the Marwaris in Calcutta*. New York: Oxford University Press, chapter 1.
- Prakash, Gyan. (2002) 'Civil society, community, and the nation in Colonial India' *Etnografica*, Vol. 6 (1), pp.27-40.
- Jones, Kenneth. (1994). *Socio-Religious Reform Movements in British India*. New Delhi: Cambridge University Press, pp.73-101.
- Oberoi, Harjot. (1994). *The Construction of Religious Boundaries: Culture, Identity and Diversity, in the Sikh Tradition*. Chicago: University of Chicago Press, Chapter 4,5,6
- Hardgrave, R.L. (1968). "The Breast-Cloth Controversy: Caste consciousness and Social Change in Southern Travancore", *Indian Economic and Social History Review (IESHR)*, June 1, Vol. 5 (2), pp. 171-87.

Suggestive readings (if any)

- Bagchi, Amiya Kumar. (2002.) *Capital and Labour Redefined: India and the Third World*. New Delhi: Tulika.

- Bandyopadhyay, Sekhar. (2017). *From Plassey to Partition and After: A History of Modern India*, New Delhi: Orient Blackswan, 2nd edition
- Banerjee-Dube, I. (2015). *A History of Modern India*. Delhi: Cambridge University Press.
- Banerji, A.K. (1982). *Aspects of Indo-British Economic Relations 1858 – 1898*. Bombay: Oxford University Press.
- Basra, Amrit Kaur. (2015). *Communal Riots in the Punjab, 1923 – 28*. Delhi: Shree Kala Prakashan.
- Bhargava, Rajeev (ed). (2008). *Politics and Ethics of the Indian Constitution*. New Delhi, Oxford University Press.
- Brown, Judith. (1977). *Gandhi and Civil Disobedience. The Mahatma in Indian Politics 1928-34*. Cambridge: Cambridge University Press.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). *India's Struggle for Independence*. Delhi: Penguin Books.
- Chatterjee, Partha. (1986). *Nationalist Thought and the Colonial World. A Derivative Discourse?*. Delhi: Oxford University Press.
- Deshpande, Anirudh. (2009). "Sailors and the Crowd: Popular Protest in Karachi, 1946", in Sekhar Bandyopadhyay, *Nationalist Movement in India: A Reader*. New Delhi: Oxford University Press, pp.336 -- 358.
- Dutta, Vishwa Nath. (2000). *Gandhi and Bhagat Singh*. New Delhi: Rupa and Company.
- Gandhi, Rajmohan. (2017). *Modern South India: A History from the 17th Century to our Times*, Delhi, Aleph Press
- Gilmartin, David. (1988). *Empire and Islam: Punjab and the Making of Pakistan*. California: University of California.
- Guha, Amalendu. (2019). *Freedom Struggle & Electoral Politics in Assam From Planter Raj to Swara*.
- Delhi, Tulika Books (Chapters 5 & 6).
- Guha, Ramachandra. (2018). *Gandhi: The Years That Changed the World: 1914-1948*. New Delhi: Penguin.
- Guha, Ranajit. (2000). *A Subaltern Studies Reader, 1986-1995*. Delhi: Oxford University.
- Gupta, Amit (1997). "Defying Death: Nationalist Revolutionism in India, 1897-1938",
- *Social Scientist*, Vol. 25 (9/10), pp. 3-27.
- O'Hanlon Rosalind (2017). *Caste and its Histories in Colonial India: A Reappraisal,*
- *Modern Asian Studies* 51, 2 pp. 432–461
- Hasan, Mushirul and Asim Roy (Eds.). (2005). *Living Together Separately: Cultural India in History and Politics*. New Delhi: Oxford University Press.
- Hasan, Mushirul ed. (1993). *India's Partition: Process, Strategy and Mobilization*. (Themes in Indian History. Oxford india Readings. Delhi: Oxford University Press.

- Hasan, Mushirul, Gupta, Narayani. (1993). *India's Colonial Encounter. Essays in Memory of Eric Stokes*. Delhi: Manohar, pp. 183-199; 325-362.
- Kumar, Dharma. (1983) *The Cambridge Economic History of India*. Vol. 2: c. 1757-1970. Delhi: Orient Longman in association with Cambridge University Press.
- Kumar, Ravinder. (1969). 'Class, Community or Nation? Gandhi's Quest for a Popular Consensus in India' *Modern Asian Studies*, Vol. 3, Issue. 4, pp. 357-376.
- Metcalfe, Barbara. (2014). *Islamic Revival in British India: Deoband, 1860-1900*. Princeton: Princeton University Press
- Mishra, Yuthika. (2004). "The Indian National Movement and Women's Issues: 1850- 1950", in *The Encyclopaedia of Women's Studies*, Vol. I. Women's Movements, ed. Subhadra Channa, New Delhi: Cosmo Publications.
- Mukhopadhyay, Amitabh. (1995). *Militant Nationalism in India: 1876 – 1947*. Calcutta: Institute of Historical Studies.
- Naik, J.V. (2001). "Forerunners of Dadabhai Naoroji's Drain Theory", *Economic and Political Weekly*, Vol. 36 (46), pp. 4428-32.
- Pandey, Gyanendra. (2001). *Remembering Partition: Violence, Nationalism and History of India*. Cambridge: Cambridge University Press
- Pandey, Gyanendra. (2002). *The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization*. Second edition. New Delhi: Anthem Press (Introduction and Chapter 4).
- Parekh, Bhikhu. (2001). *Gandhi a Very Short Introduction*. Oxford: Oxford University Press, e-book.
- Pati, Biswamoy. (Ed.). (2000). *Issues in Modern Indian History: For Sumit Sarkar*. Mumbai: Popular Prakshan (Chapter 8).
- Robinson, Francis. (1994). *Separatism Amongst Indian Muslims: The Politics of the United Provinces' Muslims, 1860-1923*. New Delhi: Oxford University Press.
- Roy, Tirthankar. (2000). *The Economic History of India 1857-1947*. New Delhi: Oxford University Press.
- Sarkar, Sumit. (2014). *Modern Times: 1880s-1950s, Environment, Economy and Culture*. Ranikhet: Permanent Black.
- Sarkar, Sumit. (1998). *Writing Social History*. Delhi: Oxford University Press.
- Singh, Kumar Suresh. (2002). *Birsa Munda and His Movement, 1872 – 1901: A Study of a Millenarian Movement in Chotanagpur*. Chotanagpur: Seagull Books.
- Tomlinson, B.R. (1979). *The Political Economy of the Raj: 1914-1947, The Economics of Decolonisation in India*. London: Macmillan Press.
- Panikkar, K.N. (Ed.). (1980). *National and Left Movements in India*. Delhi: Vikas.
- Sen, Amartya. (1981). *Poverty and Famines. An Essay on Entitlement and Deprivation*. Oxford: Oxford University Press, pp. 52 – 85
- Srimanjari. (1998). 'Denial, Dissent and Hunger: Wartime Bengal, 1942-44', in B. Pati ed.,
- *Turbulent Times: India 1940-44*. Mumbai: PPH, 1998, pp. 39-66

- Suhrud, Tridip. (2011). The Cambridge Companion to Gandhi. Cambridge: CUP, pp. 71- 92.

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-3): History of Modern Europe – 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		
History of Modern Europe – II	4	3	1	0	Class XII	Should have studies History of India I – VI

Learning Objectives

This paper offers a historical overview of the development of nationalities and nation-states in the 19th and 20th centuries. Among the various case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It also introduces students to the concept of imperialism. In this light, the paper discusses the varied historical writings on World War One and on the nature of developments during the inter-war period. It familiarises students with the intellectual and art movements that were linked to the changes in the socio-economic and political milieu of 19th and early 20th century Europe.

Learning outcomes

Upon completion of this course the student shall be able to:

- Trace varieties of nationalists and the processes by which new nation-states were carved out.
- Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- Contextualise major currents in the intellectual sphere and arts.

SYLLABUS OF DSC-3

Unit I: Nations and Nationalism in the nineteenth century

1. Theories of Nationalism

2. Nationalist aspirations in Germany, Italy and the Austro-Hungarian Empire / Ottoman Empire
3. State and Politics in post-unification Germany / Italy

Unit II: The First World War and Revolutions

1. Theories of Imperialism
2. Causes and Impact of the War: Historiographical debates
3. Revolutions: Russia 1905 and 1917

Unit III: Europe Between the World Wars

1. Fascism: Historiographical debates
2. Nature of the State in Fascist Italy / Nazi Germany
3. Origins of the Second World War

Unit IV: Cultural Transformation of Europe (1850-1939)

Choose any two sub themes for study (1) or (2) or (3)

- Trends in Painting, Architecture and National Art Galleries
- [Emerging Forms of Expression: Photography, Radio and Cinema
- Institutions of Knowledge: Exhibitions, Museums / Archives and History as a discipline

Practical component (if any) - NIL

Essential/recommended readings

Unit I: At the end of this rubric the student will be expected to comprehend the important theories on nationalism, which are crucial for recognising the nature of different nationalist aspirations that emerged in nineteenth century Europe. The student would also be able to demonstrate an understanding of the complex political and economic interplay associated with the unification of Germany and Italy. Students will be able to trace these complexities into the politics of state formation post unification. **(Teaching time: 12 hours Approx.)**

- Beals, Derek and Eugenio F. Biagini. (2002). The Risorgimento and the Unification of Italy. London and New York: Routledge (Chapters 5 to 9)
- Blackbourn, David. (2002). History of Germany 1780-1918: The Long Nineteenth Century. Oxford: Oxford University Press. (Chapters 5-9)
- Waller, Bruce (ed.) (1990) Themes in Modern European History 1830-90, London: Routledge. (Chapters 5 & 8)
- Eley, Geoff. (1986). From Unification to Nazism: Reinterpreting the German Past. London and New York: Routledge. (PLEASE INDICATE CHAPTERS...I DO NOT HAVE THIS BOOK)
- Hutchinson, John and Anthony Smith (eds.). (1994). Nationalism. Oxford: Oxford University Press. (Chapters 9 to 12, 14, 16, 25 & 27)
- Mazower, Mark. (2002). The Balkans: A Short History, The Modern Library: New York

- Waller, Bruce (ed.), (1990) Themes in Modern European History 1830-90, Routledge: London
- Riall, Lucy. (1994). The Italian Risorgimento: State, Society and National Unification. London and New York: Routledge. (Chapters 5 & 6)
- Sarnoff, Daniella. (2017). "Nationalism: Triumphs and Challenges in the Long Nineteenth Century and Beyond. In Revisiting Modern European History: 1789–1945, edited by Vandana Joshi. Pearson.
- लाल बहादुर जयप्रसाद। यूरॉप का इतहास: फ्रांसीसी क्रांति से तृतीय विश्व युद्ध तक।
- पाथिसारथी गुप्ता (संपादक)। यूरॉप का इतहास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- रविशंकर वर्मा, मीना भारिज, वंदना चौधरी (संपादक)। आधुनिक यूरॉप का इतहास: आरंभ और अंत। Hindi Madhyam Karyanvaya Nideshalaya, DU

Unit-II: At the end of this rubric the student will be familiar with the key theories on imperialism which are important for understanding the outbreak of the World Wars and the complex post-War scenarios. The student will also be familiarized with a range of historiographical issues reflected in historical analyses of the First World War. The student will also learn of how revolutionary possibilities emerged during the First World War. In this regard, the economic, social and political issues that led to the fall of the Tsarist regime in Russia and emergence of a socialist state by October 1917 will be explained. **(Teaching time: 12 hours Approx.)**

- Brewer, Anthony. (2001). Marxist Theories of Imperialism. A Critical Survey. London and New York: Routledge. (Chapters 4, 5, 6 & 7)
- Fitzpatrick, Sheila. (1994). The Russian Revolution. Oxford: Oxford University Press. (Chapters 1 & 2)
- Gleason, Abbot (Ed.). (2009). A Companion to Russian History. Sussex: Wiley-Blackwell. (Chapters 12, 13, 14, & 16)
- Henig, Ruth. (2003). The Origins of the First World War. London and New York: Routledge.
- Jones, Heather. (2013). "Historiographical Review As The Centenary Approaches: The Regeneration Of First World War Historiography." In The Historical Journal Vol. 56 (3): 857-78.
- Kiernan, V.G. (1974). "The Marxist Theory of Imperialism and its Historical Formation." In Marxism and Imperialism. London: Edward Arnold.
- Martel, Gordon (ed). (2006). A Companion to Europe 1900-1945. (Chapter 15, 16, 17 & 18). Malden, Oxford, Victoria: Blackwell Publishing.
- Porter, A. (1994). European Imperialism 1860-1914. Hampshire: Palgrave Macmillan. (Chapters 2,4 & 5)
- Wood, Alan. (2003). The Origins of the Russian Revolution 1861-1917. London and New York: Routledge.

- लाल बहादुर जवाहर। यरूोप का इतहास: फ्रांसीसी क्रांति से र्तीय वि युद्ध तक।
- पाथिसारथी गुप्ता (संपादिक)। यरूोप का इतहास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- र्विवेश वजय, मीना भारिज, वंिना चौधरी (संपादिक)। आधर्ु नक यरूोप का इतहास: आयाम और र्शिाएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

Unit- III: The student will be expected to develop an understanding of European politics of the inter-war period. She/he will examine the emergence of international institutions and the impact of war on European society and economy. This would also be essential to the students' understanding of the emergence of right wing movements in Europe. The student will be expected to demonstrate a familiarity with the historiographical debates and discussion associated with the rise and development of the fascist/Nazi state in Italy and Germany, eventually leading to the outbreak of the Second World War. **(Teaching time: 12 hours Approx.)**

- Thurlow, Richard. (1999). Fascism. Cambridge: Cambridge University Press. (Chapters 1- 4)
- McDonough, Frank. (1999). Hitler and Nazi Germany. Cambridge: Cambridge University Press.
- Passamore, K. (2002). Fascism: A Very Short Introduction. Oxford: Oxford University Press. (Chapters 1 to 5; Chapters 8 to 10)
- Kershaw, Ian. (1985). The Nazi Dictatorship: Problems and perspectives of Interpretation. London: Edward Arnold. (Chapters 1 and 2)
- McDonough, Frank . (1997). The Origins of the First and the Second World War. Cambridge: Cambridge University Press. (Chapters 4, 6, 7, 11, 13, 15, 17, 24, 26 & 29)
- लाल बहादुर जवाहर। यरूोप का इतहास: फ्रांसीसी क्रांति से र्तीय वि युद्ध तक।
- पाथिसारथी गुप्ता (संपादिक)। यरूोप का इतहास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- र्विवेश वजय, मीना भारिज, वंिना चौधरी (संपादिक)। आधर्ु नक यरूोप का इतहास: आयाम और र्शिाएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

Unit-IV: At the end of the rubric the student will be expected to build on her/his understanding of European history to understand the cultural and intellectual transformations experienced in late nineteenth and early twentieth century Europe. The student will develop familiarity with how mass education, print culture, changes in artistic styles, emergence of photography and the academic institutionalization of disciplines shaped the modern European worldview. **(Teaching time: 9 hours Approx.)**
Winders, James A. (2001). European Culture Since 1848. New York: Palgrave

- Whitehead, Christopher, (2005) *The Public Art Museum in Nineteenth Century Britain: The Development of the National gallery*, Routledge: London. (Chapters 1,5 and 7)
- Aronsson, Peter and Elgenius, Gabriella, (2015), *National Museums and Nation Building in Europe 1750-2010: Mobilisation and legitimacy, continuity and change*, Routledge: London (Chapters 1, 3, 6 and 7)
- Vincent, David. (2000). *The Rise of Mass Literacy: Reading and Writing in Modern Europe*. New Jersey: Wiley.
- Brettell, Richard. (1999). *Modern Art, 1851-1929: Capitalism and Representation*. Oxford: Oxford University Press
- Colquhoun, Alan. (2002). *Modern Architecture*. Oxford: Oxford University Press, pp. 13- 35 & 87-109.
- Clarke, Graham. (1997). *The Photograph*. Oxford University Press, Oxford, 1997 (p. 11- 54)
- Thompson, Kenneth. (1976). *August Comte: the Foundation of Sociology*. New Jersey: Wiley.
- Kuper, Adam. (1975). *Anthropology and Anthropologists*. London: Penguin Books.
- Eriksen, T.H. and F.S. Nielsen. (2013). *A History of Anthropology*. London: Pluto Press.

Suggested Readings:

- Bayly, C. A. (2004). *The Birth of the Modern World, 1780-1914*. Oxford: Blackwell Publishing, pp.199-242.
- Berger, Stefan (Ed.). (2004). *A Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing.
- Berger, Stefan. (Ed.). (2004) .*A Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing, pp. 178-192
- Gooch, John. (2001). *The Unification of Italy*. London: Routledge.
- Gorman, Michael. (1989). *The Unification of Germany*. Cambridge: Cambridge University Press (Introduction).
- Henig, Ruth. (2003). *Origins of the First World War*. London and New York: Routledge.
- Hobsbawm, E.J. (1990). *Nations and Nationalism: Programme, Myth, Reality*. Cambridge: Cambridge University Press.
- Hopkins, A.G. (2000). "Overseas Expansion, Imperialism, and Europe" in T.C.W. Blanning, (Ed.). *The Nineteenth Century: Europe 1789-1914*. Oxford: OUP, pp. 210-24.
- Hunt, Lynn, Tomas R. Martin, Barbara H, Rosenwein, Bonnie G. Smith. (2010). *The Making of the West: Peoples and Cultures, A Concise History*. Boston and New York: Bedford / St. Marti.
- Joll, James. (1999). *Europe since 1870*. London: Penguin Books, pp. 78-112

- Kohn, David. (1985). *The Darwinian Heritage*. Princeton: Princeton University Press.
- McMaster, Neil. (2001). *Racism in Europe*. UK: Macmillan Education.
- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. London. New York: W.W. Norton.
- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. London, New York: W.W. Norton. pp. 1056-1111
- Merriman, John. Open Yale Course Lectures [audio].
- Perry, Marvin and George W. Bock. (1993). *An Intellectual History of Modern Europe*. Princeton: Houghton Mifflin Company.
- Perry, Marvin et.al. (2008). *Western Civilization: Ideas, Politics and Society*, Vol.2. Boston and New York: Houghton Mifflin Harcourt Publishing Company
- Perry, Marvin et.al. (2008). *Western Civilization: Ideas, Politics and Society*, Vol. 2. Boston and New York: Houghton Mifflin Harcourt Publishing Company, pp. 708-745
- Rapport, Michael. (2005). *Nineteenth Century Europe*. Hampshire: Palgrave Macmillan
- Rapport, Michael. (2005). *Nineteenth Century Europe*. New York: Palgrave Macmillan.
- Said, Edward. (1978). *Orientalism; Western Conception of the Orient*. New York: Pantheon Books.
- Sheehan, James J. (2000). "Culture", in T.C.W. Blanning (Ed.) *The Nineteenth Century: Europe 1789-1914*. Oxford: Oxford University Press.
- Simonton, Deborah. (1998). *A History of European Women's Work: 1700 to the Present*. London and New York: Routledge.
- Teich, Mikulas and Roy Porter. (Eds.). (1993). *The National Question in Europe in Historical Context*. Cambridge: Cambridge University Press, pp. 181 - 194
- Thompson, David. (1990). *Europe Since Napoleon*. London: Penguin Books.
- Todd, Allan. (2002). *The European Dictatorships: Hitler, Stalin, Mussolini*. Cambridge: Cambridge University Press.
- Wade, Rex A. (2000). *The Russian Revolution, 1917*. Cambridge: Cambridge University Press.
- Wagner, Kim A., and Roque, Ricardo, (2012) *Engaging Colonial Knowledge: Reading European Archives in World History*, Palgrave Macmillan: London.
- Waller, Bruce (ed.). (2002). *Themes in Modern European History 1830-1890*. London and N.Y.: Routledge. (Chapter: Germany: Independence and Unification with Power, pp. 99- 122.)
- स्नेह महाजन। यूरोप का इतिहास: 1870-1914 | प्रगति प्रकाशन ।
- ए.के. मित्त । आधुनिक यूरोप का इतिहास: 1789 से 1945 तक । साहित्य भवन प्रकाशन
- एररक हॉब्सबॉम, साम्राज्य का युग: १८७५ - १९१४ , अनुवाकिक प्रकाश िीक्षित, संवाि प्रकाशन, मेरठ, २००९

- एररक हॉब्सबॉम, अर्तरेकों का युग: १९१४-१९९१ , अनुवाकिक प्रकाश िीक्षत, संवाि प्रकाशन, मेरठ, २००९
- आधर्ु नक यूरोप का इर्तहास: आयाम एवं र्िशिएं, (संपार्ित) िेवेश वजय, मीना भारिज एवं वंिना चौधरी, हंन्िी माध्यम कायािन्वय निशालय, र्िल्ली विवधालय, 2010 ।
- यूरोप का इर्तहास, भाग 1 एवं भाग 2, प्रकाशन संस्थान, 1998।
- आधर्ु नक वि का इर्तहास, लाल बहारि वमाि, हिंी माध्यम कायािन्वय निशालय र्िल्ली विवधालय, 2013।
- सांस्कृ त्तक इर्तहास एक तुलनात्मक सवेक्षण, िेवेश वजय, हंन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय, 2009।
- प्रारंभक आधर्ु नक यरू ोप में सांस्कृ त्तक पररवतिन, संपार्ित िेवेश वजय, हंन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय, 2006।
- यरू ोप का इर्तहास, पाथि सारर्थ गुप्ता, हंन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय
- यरू ोप 1870 से जेम्स जॉल, स्नेह महाजन (अनुवाकिक) हंन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय
- बीसवीं शताब्िी का वि इर्तहास : एक झलक भाग 1 स्नेह महाजन हंन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय
- वि इर्तहास 1500 1950 , जैन एवं माथुर, जैन प्रकाशन मंर्िर, 2016
- मास्टररंग मॉडनि वल्डि हसी आधुनक वि इर्तहास नॉमिन लो, (अनुवाकिक) अरुणा गुप्ता एवं डिंु खन्ना, िेव पब्लिशसि, 2020।

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Gender in Indian History, c.1500-1950

Credit distribution, Eligibility and Prerequisites 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		
Gender in Indian History, c.1500-1950	4	3	1	0	Class XII	

Learning Objectives

The module will delineate gendered constructs in Early Modern and Modern India. It contextualizes the participation and contribution of women in courtly culture and domestic spaces. While examining questions and debates on law, education, social differentiation and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyse institutions of family and norms of manhood. The course also tries to give students a critical overview of the tangled paradigms that labels women as victims and agents, and objects and subjects.

Learning outcomes

Upon completion of this course the student shall be able to:

- Critically assess popularly held notions about women in Islamic empires.
- Examine critical issues of gender and power in the context of Early Modern and Modern Indian history.
- Examine the issues around the 'women's question' in the modern period of Indian history.
- Discuss issues of gender in the context of partition and the post-partition period of the construction of the independent state.

SYLLABUS OF DSE – 1

Unit I: Women in Early Modern India: 1500 to 1750's

Rethinking Courtly and Domestic Spaces: Power, Household and Family
Constructing Gender Identities: Behaviour and Practices

Unit II: Women, Colonialism and Modernity: 1750's to 1950's

The Women's Question: Social Reform, Law and Education
Women, Work and Social Differentiation
Gender and Print Culture

Unit III: Partition and Women: Family, Community and State

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Women in Early Modern India: 1500 to 1750's

The learning outcome of this unit is to question gender stereotypes about women in Early Modern India. It provides for a more contextual and nuanced understanding of how historical and gendered constructions of spaces, institutions and norms helped create sensibilities in Early Modern India. (Teaching time: 18 hours)

- Joshi, Varsha, *Polygamy and Purdah: Women and Society among Rajputs*. Jaipur: Rawat Publications, 1995.
- Lal, Ruby, *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge Studies in Islamic Civilization, 2005, pp. 1-49, 212-226.
- O'Hanlon, Rosalind, "Kingdom, Household and Body: History, Gender and Imperial Service under Akbar", *Modern Asian Studies*, 2007, vol. 41/5, pp. 889-923.
- Peirce, Leslie, *Women and Sovereignty in the Ottoman Empire*. New York: Oxford University of Press, 1993. (Preface, Introduction, Chapter 1, pp vi-27 Conclusion, pp 267-285).
- Sarkar, Nilanjan, "Forbidden Privileges and History-Writing in Medieval India". *The Medieval History Journal*, 2013, 16 (1), pp. 21-62.
- Sreenivasan, Ramya, "Honouring the Family: Narratives and Politics of Kinship in Pre-Colonial Rajasthan" in Indrani Chatterjee, ed., *Unfamiliar Relations: Family and History in South Asia*. Delhi: Permanent Black, 2004, pp. 46-72.

Unit II: Women, Colonialism and Modernity: 1750's to 1950's

This segment enquires into questions of law and education in terms of the women's question. It explores the linkages of gender with various social identities. It further investigates gender histories of print and popular culture. (Teaching time: 21 hours)

- Anandi, S. "Women's Question in the Dravidian Movement c. 1925-1948", *Social Scientist*, 1991, vol. 19/5, pp. 24-41.
- Carroll, Lucy, "Law, Custom and Statutory Social Reform: The Widows' Remarriage Act of 1856" in Tanika Sarkar & Sumit Sarkar, ed., *Women and Social Reform movement in Modern India*, Ranikhet: Permanent Black, 2007, pp. 113-144.
- Forbes, Geraldine, *Women in Modern India*, Cambridge: Cambridge University Press, 1998, pp. 32-63.
- Gupta, Charu, "Introduction", in *Gendering Colonial India*, ed., Charu Gupta, New Delhi: Orient Blackswan, 2012, pp.1-36.
- Orsini, Francesca, *The Hindi Public Sphere, 1920-1940*, Delhi: Oxford University Press, 2002. (Chapter 4, pp.241-308).
- Warriar, Shobhana, "Women and Workplace", Shakti Kak and Biswamoy Pati, ed., *Exploring Gender Equations. Colonial and Post-Colonial India*. New Delhi: Nehru Memorial Museum and Library, 2005, pp. 231-265.

Unit III: Partition and Women: State, Community and Family

This section explores and reflects on the relationship between women and partition, and the role of state, community and family. (Teaching time: 9 hours)

- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*. Delhi: Penguin, 2003. (Chapter 4, pp.109-71).
- Menon, Ritu, *Borders and Boundaries: Women in India's Partition*. New Brunswick:

Rutgers University Press, 1998, pp.3-29.

Suggestive readings (if any)

- Anooshahr, Ali, "The King Who Would Be Man: The Gender Roles of the Warrior King in Early Mughal History". *Journal of the Royal Asiatic Society Third Series*, 2008, vol. 18/3, pp. 327-340.
- Faruqi, Munis D., *Princes of the Mughal Empire*. New York: Cambridge University Press, 2012. (Chapter 3 – The Princely Household)
- Flavia, Agnes, *Law and Gender Inequality: The Politics of Women's rights in India*, New Delhi: Oxford University Press, 2001. (Chapter 4, 5 & 6, pp. 41-90).
- Gupta, Charu, *Streetva se Hindutva Tak*, Delhi: Rajkamal Prakashan, 2012. (Chapters 4, 7, 10 & 11).
- Gupta, Charu, ed., *Gendering Colonial India: Reforms, Print, Caste and Communalism*, Delhi: Orient Blackswan, 2012.
- Hambly, Gavin R.G., (ed). *Women in Medieval Islamic Empires*. New York: St. Martin's Press, 1998. (Introduction, Chapters 10, 16, 19, 20).
- Kumar, Radha, *The History of Doing. An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1960*, New Delhi: Kali for Women, 1993, pp. 7-26. (Available in Hindi)
- O'Hanlon, Rosalind, "Manliness and Imperial Service in Mughal North India", *Journal of the Economic and Social History of the Orient*, 1999, vol. 42/1, pp. 47-93.
- Malhotra, Anshu, "The Pativrata and Domestic Ideologies in Early Twentieth Century Punjab", Shakti Kak & Biswamoy Pati, ed., *Exploring Gender Equations. Colonial and Post-Colonial India*, New Delhi: Nehru Memorial Museum and Library, 2005, pp.1-27.
- Mishra, Yuthika, *Hindu Woman and Legislative Reforms: A Discourse on Marriage*, Delhi: Indu Prakashan, 2016.
- Mukhia, Harbans, *Bhartiya Mughal*, Oxford: Blackwell, 2004. (Chapter 3).
- Nair, Janaki, *Women and Law in Colonial India: A Social History*, New Delhi: Kali for Women, 1996. (Chapters 3 & 6).
- Petievich, Carla, "Gender Politics and the Urdu Ghazal", *Indian Economic and Social History Review*, 2001, vol.38, (3), pp. 223-248.
- Ruggles, D. Fairchild, (ed). *Women, Patronage and Self-Representation in Islamic Societies*, New York: State University of New York Press, 2000. (Introduction & Chapter 6).
- Sangari, Kumkum and Sudesh Vaid, *Recasting Women: Essays in Colonial History*, New Delhi: Kali for Women, 1989.
- Singh, Dilbagh. "Regulating the Domestic: Notes in the Pre-colonial States and the Family", *Studies in History*, 2003, vol.19/1, pp. 69-86.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE : Fundamentals of Historical Methodology

NOTE: 'Fundamentals of Historical Methodology' is offered as one of the DSE courses in VI and VII Semesters. Students of the History Honors Program can opt for it either in the VI semester or VII semester.

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		
Fundamentals of Historical Methodology DSE – No.#	4	3	1	-	Class 12th Pass	Nil

Learning Objectives

This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework. It does so by familiarising them with the theoretical frameworks and procedures/techniques of research that historians deploy in order to construct a meaningful narrative about the past. The course proceeds to equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

Learning Outcomes

Having finished the course, the students would have learnt:

- The distinctiveness of historical research
- The issues and problems in writing history
- How to carefully choose interpretative techniques when reading sources
- How to choose a historical "field" and within that field a specific research question
- The skills and protocols related to academic writing and research in history
- The essentials of research ethics.

SYLLABUS OF DSE

Unit I: Distinctiveness of historical inquiry

1. The nature of history
2. The scope of historical research

Unit II: Issues and problems in historical research

1. Facts and inference
2. Explanation and historical research
3. Objectivity and history writing
4. History writing and relations of power

Unit III: Sources and interpretation

1. Types of historical sources: their use and limitations
2. Analytical frames in historical research
3. Varieties of approaches to sources and methods

Unit IV: Conducting historical research

1. Selecting a topic and preliminary work
2. Protocols of academic writing and avoiding plagiarism

Practical component (if any) - NIL

Essential/recommended readings:

Unit I: This introductory Unit seeks to enable students to i) distinguish the historical from the past, memory and myth; ii) comprehend the relationship of history with social science theories and concepts; iii) distinguish aspects of history (social, political, economic, religious, cultural, ecological). (Teaching Time: 9 hours)

- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, "A Sense of the Past", and Ch.3, "What Can History Tell Us About Contemporary Society").
- Bloch, Marc. (1992). The Historian's Craft, Manchester University Press. Reprint ("Introduction," pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - "The Necessity of History" and "Stories and Dialogues").
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, "The Nature of History," and Ch.6, "History and Related Studies").
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20).

- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, "History and Social Theory": pp. 214-225, and Ch.3, "Mapping the Field").

Unit-II: This unit will deal with some important issues such as identifying historical facts, context, causal explanations, generalizations, objectivity; and configurations of power and history writing. (Teaching Time: 12 hours)

- Carr, E.H. (1991). *What is History*. Penguin. Reprint. (Ch.1, "The Historian and His Facts", Ch.3, "History, Science and Morality", and Ch.4, "Causation in History").
- Marwick, Arthur (1989). *The Nature of History*. Third edition, Hampshire and London: MacMillan. (Ch.6, "The Historian at Work: The Writing of History," pp. 242-254).
- Tucker, Aviezer (ed.) (2009), *A Companion to the Philosophy of History and Historiography*, Chichester: Wiley Blackwell Publishing (Ch.7, "Causation in History").
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.3, "The Critical Philosophy of History-Part I" and Ch.4, "The Critical Philosophy of History-Part II").
- Stephens, Lester D. (1977), *Probing the Past: A Guide to the Study and Teaching of History*, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.3, "The Historian and His Work," and Ch.4, "Explanation and History").
- Michel-Rolph Trouillot (1995), *Silencing the Past: Power and the Production of History*. Boston: Beacon Press. (Ch.1, Ch.3 and Ch.5).
- Hobsbawm, Eric J. (1998). *On History*, UK: Abacus (Ch.10, "Partisanship").

Unit-III: This unit looks at (i) Different sources and analytical frameworks; (ii) types of history and their connection to sources (global, national, regional, micro, oral, visual, archival, textual-official and private). (Teaching Time: 12 hours)

- Jordonova, Ludmilla. (2000). *History in Practice*, London/New York: Arnold and Oxford University Press Inc. (Ch.2, "Mapping the Discipline of History", Ch.4, "The Status of Historical Knowledge", and Ch.7, "Historians' Skills").
- Brundage. Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*, Sixth edition, Wiley Blackwell. (Ch. 2, "The Nature and Variety of Historical Sources", Ch.5, "Beyond Textual Sources", and Ch.7, "Engaging with Primary Sources").
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.4, "The Raw Materials" and Ch.5, "Using the Sources").
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.4, "Approaches to History: Sources, Methods and Historians").
- Howell, Martha and Walter Prevenier (2001). *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press. (Ch.2, "Technical Analysis of Sources," Ch.3, "Historical Interpretation: The Traditional Basics," and Ch.4, "New Interpretative Approaches").

Unit IV: This unit will familiarize students with i) framing a research question and building an argument, (ii) literature review and scope of research, (iii) research ethics, dangers of plagiarism and styles of referencing/citation. (Teaching Time: 12 hours)

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. *The Craft of Research : From Planning to Reporting*. University of Chicago Press.
- Brundage, Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*. Sixth edition, Wiley Blackwell. (Ch.3, "Finding Your Sources", Ch.4, "Getting the Most out of History Books", Ch.6, "Exploring Changing Interpretations" and Ch.7, "Engaging with Primary Sources").
- Sorenson, Sharron (1995), *How to Write a Research Paper*, MacMillan
- Nayak, Dhanwanti (2011), 'Karaoked Plagiarism in the Classroom', *Economic and Political Weekly*, vol. 46, no. 9 (pp. 49-53).
- Katju, Manjari (2011), "Plagiarism and Social Sciences," *Economic and Political Weekly*, vol. 46, no. 9 (pp. 45-48).
- *Chicago Manual of Style*. 15th edition, Chicago: Chicago University Press, 2003.
- *MLA Handbook for Writers of Research Papers* 5th edition, New York: Modern Language Association of America, 1999.

Suggested Readings:

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, "Studying History").
- Elton, G.R., *The Practice of History*, London: Fontana Press, 1987.
- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, "Public History").
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, "The Emergence of Modern Historical Thinking," Ch.1, "History and/as Science," and Ch.3, "Forms of History").
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press ("Fact and Relevance, History and the Social Sciences in Historical Study").
- Sarkar, Sumit (1997), "The Many Worlds of Indian History", *Writing Social History*, New Delhi: OUP.

- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.6, "Historical Research Methodology").
- Topolski, Jerzy. (1976). Methodology of History, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, "Historical Facts", Ch.11, "The Process of History" – the section on Causality and Determinism, Ch.18, "The Authenticity of Sources and the Reliability of Informants", Ch.19, "Methods of Establishing Historical Facts.")
- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, "Historical Awareness" and Ch.6, "Writing and Interpretation").
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.6, "Historiographic Evidence and Confirmation", Ch.10, "Explanation in Historiography" and Ch.14, "Historiographic Objectivity").

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

DISCIPLINE SPECIFIC CORE COURSE (DSE-3) – : Select Themes in the 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		
Select Themes in the History of Education in India	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course will provide students with a critical understanding of different historical traditions of education in India from ancient to colonial periods and their socio-political aspects. It is a thematic course, which seeks to focus on various aspects of formal and informal systems of education in India from the earliest times to the modern period. The course takes up some aspects of the rich and varied epistemological traditions, practices and pedagogies that emerged, evolved, adopted or adapted in the Indian subcontinent.

Learning outcomes

- The course will enhance learners' comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in India;
- It will allow them to understand the diverse manner in which production and reproduction of knowledge took place through formal and informal socio-cultural networks.
- It will make them aware about the rich educational legacy of India and enable them to make a critical appraisal of the same.
- The course will create a greater understanding of the linkage between education and power, the role of the state, the elite and different social categories in deciding what construes as 'knowledge', its transmission, the strategies of inclusion and exclusion in knowledge dissemination in different regions and in varied chronological frameworks.
- It will provide them historical insights to engage with the issues of contemporary education.

SYLLABUS OF DSE-3

Unit 1. Knowledge Traditions, Pedagogy and Centres of Learning in Ancient India.

Unit 2. Educational Institutions and Knowledge Formation in India from 11th to 18th century.

Unit 3. History of Education during Colonial Period.

Unit 4. Educational Discourse of Freedom Struggle.

Practical component (if any) - NIL

Essential/recommended readings

Unit 1. This unit will trace the emergence of diverse knowledge traditions and the methods adopted for their transmission and dissemination. Students will be introduced to the key epistemological concepts and the philosophical traditions, and how what was construed as knowledge and education was constantly being debated, contested and modified. The unit will explore the varied pedagogic practices prevalent in ancient India - from the early Vedic śākhās to centres of learnings like Taxila and Nalanda; along with others. This unit will also familiarise the students with diverse knowledge systems from the Vedic and post-Vedic corpus, Buddhist and Jain scriptures, Carvaka and Tantric philosophy, early numerical systems, along with practices and traditions of healing, such as Ayurveda and Yoga. Knowledge traditions, concepts and educational practices will be critically interpreted in the context of their linkages with socio-political and religious structures of power and social stratifications and the question of their accessibility to caste, gender and other marginalised categories. (eleven hours)

Essential Readings:

- Divakaran, P.P. (2019), *The Mathematics of India: Concepts, Methods, Connections*, Springer, Singapore. Introduction. pp. 1-21.
- Lowe, Roy, 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'.
- Scharfe, Hartmut. (2002), *Education in Ancient India*. Brill, Lieden.
- Shrimali, Krishna Mohan. (2011), "Knowledge Transmission: Processes, Contents and Apparatus in Early India," *Social Scientist*, Vol. 39, No. 5/6: 3–22.
- 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, edited by G. Pollet, *Orientalia Lovaniensia Analecta* 25, Leuven, pp. 173-213.

Unit 2. This unit engages with different kinds of institutional, communitarian and individual arrangements of learning and structures of patronage that existed in India from 11th to 18th century. It explores how these arrangements promoted the development of different knowledge traditions in different trans-local linguistic idioms, such as Sanskrit, Arabic and Persian alongside with a wide range of literature and genres within regional languages and translation projects in different fields like Philosophy, Philology, Aesthetics, Astrology, Law,

Mathematics, Physical Sciences, Medicine, Music, Hermeneutics, Grammar, Lexicography and Doxography. It will also deal with the questions of what were the forces of educational expansion as well as control over it, and what does this history of education tell us about social relations in the period under study. (eleven hours)

Essential Readings:

- 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.
- Ali, Daud. (2006), 'The culture of court' (Chapter 2, pp. 69-96) and 'The education of Disposition', (Chapter 5 pp. 183-201) in his *Courtly Culture and Political Life in Early Medieval India*. Delhi: Cambridge University Press.
- Bor, Joep. Françoise 'Nalini'delvoye, Jane Harvey and Emmie Te Nijenhuis (eds.). (2010), *Hindustani Music: Thirteenth to Twentieth Centuries*. New Delhi: Manohar Publishers.
- George, Gheverghese Joseph. (2009), *A Passage to Infinity: Medieval Indian Mathematics from Kerala and its Impact*, Delhi: SAGE Publications India Pvt Ltd, (Chapter-7, pp. 142-156 and 8, 156-178).
- Ghosh, Suresh Chandra. (2001), *History of Education in Medieval India, 1192 A.D.-1757 A.D.* India Originals.
- Hussain, SM Azizuddin (ed.). (2005), *Madrasa Education in India: Eleventh to Twenty First Century*. New Delhi: Kanishka Publishers.
- 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.
- Makdisi, Goerge. (1981), *The Rise of Colleges, Institutions of Learning in Islam*, Edinburg University Press, Edinburg. Chapters 1, 2, and 3.
- Nizami, K.A. (1996), 'Development of the Muslim Educational System in Medieval India', in *Islamic Culture*, October.
- Pollock, Sheldon (ed.). (2011), *Forms of Knowledge in Early Modern Asia: Explorations in the Intellectual History of India and Tibet 1500-1800*, Manohar, Delhi.
- Ray, Krishnalal. (1984), *Education in Medieval India*, Delhi: B.R. Publishing, (Chapter 4, pp. 34-57 and 5 pp-57-66).
- Rezavi, Syed Ali Nadeem. (2007), 'The Organization of Education in Mughal India'." *Proceedings of the Indian History Congress*, 68, pp. 389-97. <http://www.jstor.org/stable/44147851>.
- Robinson, Francis. (2001), 'Perso-Islamic Culture in India from the 17th to the Early 20th Century', pp. 9-40 (chapter 1); and 'Atamans, Safavids, Moghuls: Shared Knowledge and Connective Systems', pp. 211-251 (chapter 8), in his *The*

'Ulama of Farangi Mahal and Islamic Culture in South Asia. Permanent Black, Delhi.

- Venkatasubramanian, T. K. (2010), Music as History in Tamilnadu. New Delhi: Primus Books. (Chapters 4, 5 and 8, pp. 45-75 and 100-107).

Unit 3. This unit deals with the emergence of colonial education and marginalization of indigenous education from 18th century onwards. How the two systems, indigenous and the colonial, impacted each other during this period. How this transition was shaped by the interventions of the colonial state, Christian missionaries, dominant castes and classes and the social reformers?? It will engage with how the nature of education during this period was shaped by the colonial state and dominant sections of Indian society, and what were the implications of this alliance in general and particularly for marginalised sections. It will also explore how the colonial education transformed language hierarchies and knowledge traditions in India. (twelve hours)

Essential Readings:

- Acharya, Poromesh. (2000), Desaj Siksha, Aupniveshik Virasat and Jatiya Vikalp, (translated in Hindi by Anil Rajimwale), Granth Shilpi, New Delhi.
- Allender, Tim. (2016), Learning Femininity in Colonial India, 1820–1932, Manchester: Manchester University Press.
- Babu, Senthil. (2022), Mathematics and Society: Numbers and Measures in Early Modern South India. Oxford University Press.
- Bhattacharya, Sabyasachi. (ed.) (2002), Education and the Dis-privileged: Nineteenth and Twentieth Century India, Orient Longman Private Limited, New Delhi.
- Chavan, Dilip. (2013), Language politics under colonialism: Caste, class and language pedagogy in western India. Cambridge Scholars Publishing.
- Crook, Nigel (ed.). (1996), The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics, Delhi, Oxford University Press.
- Dharampal (ed.), (1983) The Beautiful Tree: Indigenous Education in the Eighteenth Century, New Delhi, Biblia Impex, (Specially Introduction)
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (ed.). (2021), Education and Inequality: Historical and Contemporary Trajectories, Orient Blackswan, Hyderabad.
- 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.
- Paik, Shailaja. (2014), Dalit Women's Education in Modern India, New York: Routledge.
- Rao, Parimala V. (2020), Beyond Macaulay: Education in India, 1780-1860, New York, Routledge.
- Sarangapani, Padma M. and Rekha Pappu. (2021), Handbook of Education Systems in South Asia, Springer Nature, Singapore. (Volume 1).

- Tschurennev, Jana. (2019), *Empire, civil society, and the beginnings of colonial education in India*, Delhi: Cambridge University Press.

Unit 4. This unit explores the alternative demands that were articulated within the educational discourse of the freedom struggle. It also engages with the fate of the national education movement as may be seen in the examples of Swadeshi and Nai Talim; along with the struggle for compulsory elementary education in colonial India. (eleven hours)

Essential Readings:

- Bhattacharya, Sabyasachi (ed.). (1998), *The Contested Terrain: Perspectives on Education in India*, Orient Longman, New Delhi.
- 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.
- Chatterji, Basudev (ed.). (1999), 'Towards Freedom (1938 Watershed)' Oxford University Press for ICHR, (Vol. I. chapter 8).
- 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*, Orient BlackSwan, New Delhi, pp. 151-175
- Sadgopal, Anil. (2017), 'Macaulay Banam Phule, Gandhi-Ambedkar ka Muktidai Shaikshik Vimarsh' in Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi (eds.), *Macaulay, Elphinstone Aur Bhartiya Shiksha*, Vani Prakashan, New Delhi, pp. 82-95.
- Sarkar, Sumit. (1973), *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).

Suggestive readings

- Acharya, Poromesh. (1997), "Educational Ideals of Tagore and Gandhi: A Comparative Study" *Economic & Political Weekly*, 32, pp 601-06.
- Alavi, Seema. (2007), 'Indo-Muslim Medicine: Unani in Pre-Modern India', in *her Islam and Healing: Loss and Recovery of and Indo-Muslim Medical Tradition 1600-1900*. New Delhi: Permanent Black, pp. 18-43.
- Altekar, A. S. (1944). *Education in Ancient India*. Benares: Nand Kishore & Bros.
- Bandyopadhyay, D. (2002), 'Madrasa Education and the Condition of Indian Muslims', *Economic and Political Weekly*, Vol. 37, No. 16, pp. 1481-1484.
- Bhattacharya, Sabyasachi (ed.), *Development of Women's Education in India 1850-1920 (A collection of Documents)*, Kanishka Publications, New Delhi, 2001. (Introduction)
- Bronkhorst, Johannes. (2013), *Buddhist Teaching in India*. Boston: Wisdom Publications.
- Bryant, Edwin. (2009). *The Yoga Sutras of Patanjali: A New Edition, Translation, and Commentary*, North Point Press, New York.
- Charney, Michael W. (2011), 'Literary Culture on the Burma–Manipur Frontier in the Eighteenth and Nineteenth Centuries'. *The Medieval History Journal*, (14) 2, pp 159-181.

- Chatterji, Basudev. (ed.) (1999), "Towards Freedom (1938 Watershed)", Oxford University Press for ICHR, (Vol. I. chapter 8.)
- Constable, Philip. (2000), "Sitting on the School Verandah: The ideology and Practice of 'Untouchable' Educational protest in late Nineteenth-Century Western India", IESHR, Vol. 37, No. 4, pp. 383-422.
- Deshpande, Madhav. (2020), "Language and Testimony in Classical Indian Philosophy", in Edward N. Zalta (ed.), The Stanford Encyclopedia of Philosophy.
- 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.
- Gandhi, Mahatma. (1938), Educational Reconstruction, Hindustani Talimi Sangh, Wardha.
- George L. Hart (1975), The Poems of Ancient Tamil, Their Milieu and Their Sanskrit Counterparts, Issue 21 of Center for South and Southeast Asia Studies, UC Berkeley Publications of the Center for South and Southeast Asia studies.
- Ghosh, S. C. (2007), History of Education in India, Rawat Publications.
- Gupta, Vikas. (2017) "Macaulay se Pare", in Hariday Kant Dewan, Rama Kant Agnihotri, Arun Chaturvedi, Ved Dan Sudhir, and Rajni Dwivedi, eds., Macaulay, Elphinstone Aur Bhartiya Shiksha, New Delhi: Vani Prakashan
- Gupta, Vikas. (2018), "Bhaurao Patil's Educational Work and Social Integration", Inclusive, Vol. 1, Issue 12.
- Gupta, Vikas. (2022) 'Educational Inequities in Colonial India and the Agency of Teacher: Lens of Molvi Zaka Ullah', Social Scientist, Vol. 50, Nos. 9-10 (September-October), pp. 21-41.
- Habib, Irfan. Technology in Medieval India: C. 650-1750. India: Tulika Books, 2013.
- Habib, S Irfan and Raina Dhruv (Ed. (2007), Social History of Science in Colonial India. India: Oxford University Press.
- Hardy, Peter. (1972), Muslims of British India, Cambridge: Cambridge University Press.
- Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi. (eds.), Macaulay, Elphinstone Aur Bhartiya Shiksha, Vani Prakashan, New Delhi.
- Jafar, S.M. (1936), Education in Muslim India, S. Muhammad Sadiq Khan, Peshawar.
- Jafri, Saiyid Zaheer Husain. (2012). 'Education and transmission of knowledge in medieval India', Intellectual Discourse, 20 (1), 79-102.
- Jafri, Saiyid Zaheer Husain. (2020), 'Making of the Indo-Islamic Intellectual Tradition in the Upper Gangetic Valley: Migrations, Settlements, Adaptations and 'Crises'', The Historian, Vol 18 (Summer): 16-39.
- Kamal, MM. (1998), The Epistemology of the Carvaka Philosophy, Journal of Indian and Buddhist Studies, 46(2), pp. 13-16.
- Kumar, Krishna. (2009), "Listening to Gandhi" in his What is Worth Teaching?, Orient Longman, (Third Edition), Ch. 9, pp. 111-128.

- 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, and Margret Frenz).
- Lahiri, Latika. (1986), *Chinese Monks in India: Biography of Eminent Monks Who Went to the Western World in Search of the Law During the Great T'ang Dynasty*. Motilal Banarsidass, Delhi.
- Mondal, Ajit and Mete, Jayanta. (2016), *Right to Education in India* (two volumes), Gyan Publishing House, Delhi.
- Mondal, Ajit. (2017), "Free and Compulsory Primary Education in India under the British Raj" SAGE Open, SAGE Publications.
- 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).
- Naik, J.P. (1941), "Compulsory Primary Education in Baroda State: Retrospect and Prospect", (First published in the *Progress of Education*, Poona, and thereafter published in book form).
- Nambissan, Geetha B. (1996), "Equity in Education? Schooling of Dalit Children in India" *Economic & Political Weekly*, Vol. 31, pp. 1011-24.
- Oesterheld, Joachim. (2009), "National Education as a Community Issue: The Muslim Response to the Wardha Scheme" in Krishna Kumar and Joachem Oesterheld (eds.), *Education and Social Change in South Asia*, Orient Longman, New Delhi, pp. 166-195.
- Hartung, Jan-Peter and Reifeld, Helmut (Ed.). (2006), *Islamic Education, Diversity and National Identity*, Sage.
- Rai, Lajpat. (1966), *The Problem of National Education in India*, Publications Division, New Delhi.
- Rao, Parimala V. (ed.). (2014), *New Perspectives in the History of Indian Education*, Orient BlackSwan, New Delhi.
- 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, pp. 61-80.
- Sangwan, Satpal. (1990), 'Science Education in India under Colonial Constraints, 1792-1857', *Oxford Review of Education*, Vol. 16, No. 1.
- 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*, Vol. 45, pp. 509-51.
- Shukla, Suresh Chandra. (1959), *Elementary Education in British India during Later Nineteenth Century*, New Delhi: Central institute of Education.
- Sikand, Y. (2005), *Bastions of the Believers: Madrasas and Islamic Education in India*. New Delhi: Penguin.
- Soni, Jayandra (2000), "Basic Jaina Epistemology", *Philosophy East and West*, Vol. 50, Issue 3, pp. 367-377.

- Suman, Amit K. (2020), "Colonial State and Indigenous Islamic Learning: A Case Study of Calcutta Madrasa", *Paedagogica Historica: International Journal of the History of Education*, Routledge: Taylor & Francis, pp. 1-18.
- Suman, Amit K. (2014), "Indigenous Educational Institutions in Upper Gangetic Valley: Curriculum, Structure and Patronage", *Social Scientist*, Vol.42, No.3-4, March-April.
- Suman, Amit K. (2018), "The Quest for Education: An Insight into the Educational Theories and Practices of the Colonial Government in Bengal Presidency", in the *Indian Historical Review*, Vol. 45, Issue 2, SAGE Publications, pp. 1-16.
- Venkatanarayanan, S. (2013), "Tracing the Genealogy of Elementary Education Policy in India Till Independence", SAGE Open, Sage Publications.
- Wujastyk, Dominik. (2003) *The Roots of Ayurveda* (Penguin Classics). Penguin. Introduction p.1-38.
- Zelliot, Eleanor. (2014), 'Dalit Initiatives in Education, 1880-1992', in Parimala V. Rao, (Ed.), *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 45-67.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-4): History of Latin America c. 1500 – 1960s

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 Latin America c. 1500 – 1960s	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper offers a historical overview of Latin America. It traces major long-term continuities and changes in Latin America's socio-economic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate years post-independence, and situates the specific positioning of Latin America in connected histories of a globalising world.

Learning outcomes

On completion of this course the student shall be able to

- Critique stereotypes on Latin America and outline major shifts in Latin American history.
- Explain elements of change and continuity in Latin American polities, economy, society and cultural milieu from the 16th to 20th centuries.
- Contextualise the impact of colonialism on Latin America.
- Explain social protest and anti-colonial resistance in Latin America, as well as practices of 'transculturation'.
- Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

SYLLABUS OF DSE-4

Unit I: Historiography

Unit II: Colonization of Central and South America by Iberian powers and Movements for In-dependence:

1. Driving forces for conquest; Impacts of colonization – key agrarian transformation; the question of labour and slavery; transatlantic commerce

and the modern world system; institutions of state; the advent of Christianity and evangelization.

2. Movements for independence in the early 19th century

Unit III: Developments in the new Latin American Nations (1830s-1930s): Case studies of Mexico, Argentina, and Brazil

1. Class and state formation, industrialization, export economies, immigration
2. Popular culture

Unit IV: Political and socio-cultural developments, 1930s to the 1960s

1. Authoritarianism, populism, revolutions
2. Politics of literature, music and sports

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit provides an introduction into what constitutes as Latin America and the importance of the engaging with the modern history of the region. The Unit also familiarizes the students with the historiography of Latin America. **(Teaching time: 9 hours Approx.)**

- Bethell, L., ed. (1997). Cambridge History of Latin America: Colonial Latin America, Vol. II. Cambridge: Cambridge University Press.
- Bethell, L., ed. (2002). Cambridge History of Latin America: From Independence to c. 1870, Vol. III. Cambridge: Cambridge University Press.

Unit II: This Unit provides an overview of the colonization of Central and South America by Spain and Portugal from 1490s onwards. It will also examine the nature of important transformations ushered in by the colonial encounter, as well as the early independence struggles against the Spanish and Portuguese. **(Teaching time: 9 hours Approx.)**

- Chasteen, J. (2006). Born in Blood and Fire: A Concise History of Latin America. New York: W.W. Norton and Company.
- Frank, A.G. (1967). Capitalism and Underdevelopment in Latin America. New York: Monthly Review Press.
- Galeano, E. (2010). Century of the Wind: Memories of Fire, Volume III. New York: Nation Books
- Burns, E.B. (1992). Latin America Conflict and Creation: A Historical Reader. New York: Pearson.
- Skidmore, T. and Peter H. Smith. (2010). Modern Latin America. New York: Oxford University Press.
- Williamson, E. (2010). The Penguin History of Latin America. London: Penguin Books.

Unit-III: This Unit address history of class and state formation, industrialization, immigration, and popular culture from 1830s to the 1930s with specific reference to case studies of Mexico, Argentina, and Brazil. **(Teaching time: 9 hours Approx.)**

- Bothell, L., ed. (1985). *Mexico Since Independence*. Cambridge: Cambridge University Press.
- Galeano, E. (2010). *Faces and Masks: Memories of Fire, Volume II*. New York: Nation Books.
- Galeano, E. (2010). *Genesis: Memories of Fire Volume I*. New York: Nation Books.
- Levine, R.M., and John Crocitti, (Eds.). (2002). *The Brazil Reader: History, Culture, Politics*. Durham: Duke University Press.
- Nouzeilles, G., and Graciela Montaldo. (Eds.). (2002). *The Argentine Reader: History, Culture, Politics*. Durham: Duke University Press.

Unit-IV: This Unit deals with emergence of authoritarianism, reactions against it as manifested in populism and subsequent revolutions. It will also examine the politics of literature, music and sports; 1930s to the 1960s. **(Teaching time: 9 hrs Approx.)**

- Galeano, E. (1997). *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York: Monthly Review Press.
- Gott, R. (2005). *Cuba A New History*. New Haven: Yale University Press.
- Wright, T. (2001). *Latin America in the Era of the Cuban Revolution*. Connecticut: Praeger

Suggested Readings:

- Bellos, A. Futebal. (2003). *The Brazilian Way of Life*. London: Bloomsbury.
- Chavez, L., 9ed). (2005). *Capitalism, God and Good Cigar*. Durham: Duke University Press.
- Craske, N. (1999). *Women and Politics in Latin America*. New Brunswick: Rutgers University Press.
- Hanke, L., and Jane M. Rausch. (Eds.). (1999). *Latin American History from Independence to the Present*. Princeton: Markus Wiener.
- Karush, M.B., and O. Chamosa, (Eds.). (2010). *The New Cultural History of Peronism*. Durham: Duke University Press.
- Levine, R.M. (1998). *Father of the Poor: Vargas and His Era*. Cambridge: Cambridge University Press.
- Marichal, C. etal. (2006). *From Silver to Cocaine: Latin American Commodity Chains and the Building of World Economy, 1500-2000*. Durham: Duke University Press.
- Marquez, G.G. (1996). *Autumn of the Patriarch*. London: Penguin.

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

BA (Prog.) with History as Major
Category II

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India from earliest times up to c. 300 CE

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 India from earliest times up to c. 300 CE	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

This course explores various historical phases and processes of Indian history from prehistoric period to early historic centuries through the lens of archaeological and literary evidence. An overview of various transformations, cultural shifts, developments in all aspects from the earliest times up to the phase of Empire building is provided to the learner. Alongside the pan-Indian historical changes, it also focuses on regional diversities.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Explain the importance of various sources for study of prehistory and proto-history
- Distinguish between civilization and culture, particularly in the context of the Harappan civilization
- Locate the developments related to the introduction of Iron in early societies leading to urbanism and state formation
- Outline the key features of the Mauryan period.
- Locate the shift of historical focus from Gangetic belt to newer areas alongside the process of assimilation.

SYLLABUS OF DSC-I

Unit I: Sources for interpreting early Indian history (4 hours)

Unit II: Survey of Prehistoric Cultures: Palaeolithic, Mesolithic, Neolithic. (8 hours)

Unit III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline. (8 hours)

Unit IV: Vedic and Megalithic cultures: an overview (8 hours)

- Unit V:** Second urbanization, material and social changes, Buddhism and Jainism. (8 hours)
- Unit VI:** The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts (8 hours)
- Unit VII:** Early Tamilkam: Survey of Sangam literature, polity, economy and society (8 hours)
- Unit VIII:** Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas (8 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 4 hours approx.)

- Chakrabarti, D.K. (1990). India: An Archaeological History. New Delhi: OUP (Chapter 7)
- Goyal, S.R. (1995). The Coinage of Ancient India. Jodhpur: Kusumanjali Prakashan.
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्मुद्रन. (अध्याय 2)
- Salomon, Richard. (1998). Indian Epigraphy. Delhi: OUP.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 2)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का सामाजिक और आर्थिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 2)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 1)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 1)
- थापर, रोमिला. (2008). पूर्वकालीन भारत : प्रारम्भ से 1300 ई. तक. दिल्ली: हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 1)

Unit II: This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 2 weeks approx.)

- Agrawal, D.P. (1982) The Archaeology of India: London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world. (अध्याय 3-5)
- जयसवाल विदुला (1987) भारतीय इतिहास के आदि चरण की रूपरेखा. दिल्ली: स्वाति पब्लिकेशन

- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

Unit III: This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 12 hours approx.)

- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapters 6-9)
- Ratnagar, Shereen. (2001). Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika. (All Chapters)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 4)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 4)
- थपलियाल. के. के. और संकटा प्रसाद शुक्ल (2003) सिंधु सभ्यता. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान संशोधित एवं संस्करण. (सभी अध्याय)

Unit IV: The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 2)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 2)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Appendix I)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world (परिशिष्ट I)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 3)
- Majumdar, R.C. and Pusalkar A.D., (ed.): The History and Culture of Indian People. Vol. I: Vedic Age.
- Moorti, Udayaravi S. (1994). Megalithic Culture of South India. Varanasi: Ganga Kaveri.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 11)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 11)
- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press (Chapter 1)

Unit V: This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 3)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्द्धन. (अध्याय 6 and 7)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), Iron and Social Change in Early India, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India. New Delhi: Macmillan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

Unit VI: This Unit shall introduce students to the evolving administrative framework, economy and concept of Dhamma during the Mauryan Empire. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 4)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 4)
- Lahiri, Nayanjot (2015) Ashoka in Ancient India. New Delhi: Oriental Blackswan
- Raychaudhary, H.C. (rev edn 1997). Political History of Ancient India. New Delh: OUP
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (chapter 7)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 7)
- Thapar, Romila. (2012). Ashoka and the Decline of the Mauryas, third edition, New Del-hi: Oxford University Press. (All Chapters)
- थापर, रोमिला. (2005). अशोक और मौर्य साम्राज्य का पतन. दिल्ली. ग्रंथ शिल्पी. (सभी अध्याय)

Unit VII: This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 4 hours approx.)

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 2)

- Sastri, K. A. Nilakantha. (1955) A History of South India from Prehistoric Times to the fall of Vijayanagar. New Delhi: OUP (also available in Hindi)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (chapter 8)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 8)

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas. (Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 5)
- चक्रवर्ती, रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन (अध्याय 5)
- Sahu, B.P. (2015) Society and Culture in Post-Mauryan India c.200 BC to AD 300. A People's History of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 18 and 19)
- शर्मा, आर. एस. (2000). प्राचीन भारत में राजनीतिक विचार एवं संस्थाएं. दिल्ली: राजकमल प्रकाशन. दूसरा संस्करण. (अध्याय 18 एवं 19)

Suggestive readings

- Basham, A.L. (1967). The Wonder That Was India. New Delhi: Rupa & Co.
- Thapar, Romila. (2013) Cultural Pasts: Essays in Early Indian History. New Delhi: Oxford University Press.
- Kosambi, D. D. (1975). An Introduction to the Study of Indian History. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). Monastery and Guild: Commerce under the Satavahanas. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). The Decline and Fall of the Indus Civilization. New Delhi: Permanent Black.
- Gurukul, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakashan.

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Ancient Societies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Ancient Societies	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

The course aims towards enabling students to have a broad understanding of various Ancient Civilizations with special focus on complexities in State Formation, society, economy, religion and culture. An overview of the ecological impact on their emergence, craft and trade, emerging cultural patterns, art and architecture and religion will be discussed related to the Indian, Mesopotamian, Egyptian, Greek and Chinese Civilizations. Students will get to familiarize themselves with fundamental concepts like 'Bronze Age', 'Civilization', 'Culture', 'Urban Revolution', and 'State'. Various craft technology especially metal technology and debates around it will also be introduced to them. The course strives to generate interest in students to learn about metal technology and its contribution to the emergence and growth of Ancient Civilizations.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Define and explain concepts like Urban Revolution, Bronze Age and Civilization.
- Discuss the debate around metal technology.
- Describe ecological and other reasons for emergence of the various civilizations.
- Understand social complexities of different civilizations.
- Explain trends in the economy of these civilizations.
- Gain an understanding of cultural patterns and religious developments.

SYLLABUS OF DSC-I

Unit I: Defining Civilization, Sources and Historiography, Urban Revolution and Bronze Age, Debating Metal Technology (12 hours)

Unit II: Bronze Age Civilizations- India / China (Shang Dynasty) (16 hours)

Unit III: Bronze Age Civilizations- Mesopotamia (Sumerian and Akkadian Period)/Egypt (Old Kingdom) Ecological Context, Kingship and State, Social Pattern and Economy. Art, Religion and Culture (16 hours)

Unit IV: Bronze Age Civilizations- Minoan/ Mycenaean, Ecological Context, Kingship and State, Social Pattern and Economy Art, Religion and Culture (16 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This Unit will help students understand the concept of Civilization. The important milestones in the growth and spread of civilizations viz. urban revolution, Bronze Age and advent of metal technology will also be dealt with. (Teaching period: 8 hours approx.)

- Childe, G. (1950). "The Urban Revolution," *The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations* (3rd edn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- Childe, V.G. 1930. *The Bronze Age*. Cambridge: Cambridge University Press.
- Childe, V. Gordon. 1957. 'The Bronze Age'. *Past and Present*. 12 (November): 2-15

Unit II: This unit will deal with the idea of civilizations and the evolution of complex societies associated with the Bronze Age Civilizations in India / China during the Shang Dynasty. As such it will delve into factors leading to the use of metallurgy, its function in socio-religious complex and political structures thereof. (Teaching period: 16 hours approx.):

India:

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222).
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261).
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, Pp. 6-42, 103-115, 122-152.
- Ratnagar, Shereen. *Approaches to the Study of Ancient Technology*.
- Ratnagar, Shereen. (2007). *Makers and Shapers: Early Indian Technology in the Home, Village and Urban Workshop*, Delhi, pp. 156, 196, 218 n. 12.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 4, pp. 132- 181.) (Available in Hindi).
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). *Sindhu Sabhyata (त संधु सभ्यता)*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363.

China

- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999). "The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessy. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.

- Thorp, R. L. (2006). *China in the Early Bronze Age. Shang Civilization*. Pennsylvania: University of Pennsylvania Press.

Unit III: (Teaching period: 16 hours)

Mesopotamia is considered to be the cradle of civilization and this unit will trace the evolution of complex societies, especially in relation to civilizational trait markers such as religion, urbanization, social stratification ranging from early farming in Zagros to mature urbanization in South-ern Mesopotamia. The unit will also deal with Egypt that presented another model of civilizational development with the Pharaonic model of kingship, development of writing, distinct geography and monumental art and architecture.

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East*. San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). *Ancient Iraq*, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). *The First Civilizations*, Oxford: Phaidon, Chapters 3, 4, 5, pp. 33-115.
- Trigger, Bruce G. 2003. *Understanding Early Civilizations: A Comparative Study*. Cambridge: Cambridge University Press.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृत तर्ज़, तिल्ली: मानक प्रकाशन (Ch. 4)

Egypt:

- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt*, New York: Knopf/Random House.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). *Ancient Egypt A Social History*. Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Silverman, D. P. (Ed.). (2003). *Ancient Egypt*. New York: Oxford University Press (Ed.) pp. 10 - 27.
- Warden, L. A. 2014. *Pottery and Economy in the Old Kingdom*. Leiden: Brill.
- Teeter, Emily. 2011. *Religion and Ritual in Ancient Egypt*. New York: Cambridge University Press.
- Wolinski, Arelene. 1987. 'Egyptian Masks: The Priest and His Role', *Archaeology*, 40 (1): 22.
- Morenz, S. 1960. *Egyptian Religion*. (A. E. Keep, trans.) New York: Cornell University Press.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृत तर्ज़, तिल्ली: मानक प्रकाशन (Ch. 5).

Unit IV: This unit will deal with another model of Bronze Age Civilizations in the Greek archipelago that has been termed Minoan/ Mycenaean within their Ecological Context. It will look at the manner in which Kingship was intertwined with the evolution of State, Social Patterns

and Economy. Further it will delve into Art, Religion and Culture especially in context of Greek mythology and pantheon. (Teaching Period: 16 hours)

- M. I. Finley, *The Ancient Greeks*, 1963.
- M. I. Finley, *Early Greece: The Bronze and Archaic Ages*, 1970.
- Sarah Pomeroy, *Godesses, whores, wives and Slaves*, 1995 reprint, pp.16-31
- Bridenthal and Koonz (Ed). *Becoming Visible: Women in European History*, 1977, pp.36-59.
- Renfrew, Colin. (1999). *The Emergence of Civilisation. The Cyclades and the Aegean in the Third Millennium B.C.* London: Methuen, 1972.
- Bintliff, John L. "Settlement and Territory." In *Companion Encyclopedia of Archaeology*. Edited by Graeme Barker, Vol. 1. London: Routledge, 1999, pp. 505-545.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृत तत्वात्, तिल्ली: मानक प्रकाशन (Ch. 6).

Suggested Readings:

- Burns, Edward McNall, and Philip Lee Ralph. (1982). *World Civilizations: Their History and Their Culture*. Norton, New York.
- Fagan, Brian M. *People of the Earth*. (1977). Little, Brown.
- Farooqui, Amar. (2001). *Early Social Formation*, New Delhi.
- UNESCO Series: *History of Mankind*, Vols. I – III / or New ed. *History of Humanity*.
- *Cambridge History of Africa*, Vol I. CUP, Cambridge, 1975.
- Childe, Vere Gordon. (1946). *What happened in history*. Baltimore, MD. (Available in Hindi also).
- Roux, Georges. (1992). *Ancient Iraq*. Penguin.
- Childe, Vere Gordon. (1951). *Social Evolution*. London: Watts.
- Curtin, P. D. 1984. *Cross-Cultural Trade in World History*. Melbourne: Cambridge University Press.
- Frankfort, Henri. 1978. *Kingship and God: A Study of Ancient Near Eastern Religion as the integration of Society and Nature*. Chicago: Chicago University Press.
- Bogucki, P. & Pam J. Crabtree, (2004). *Ancient Europe (8000 B.C -A.D. 1000)*. An Encyclopedia of the Barbarian World, Charles Scribner's Sons, New York.

Video Recommendations

- How Ancient Chinese Bronzes were created: <https://www.youtube.com/watch>
- Oracle Bone, Shang Dynasty: <https://www.youtube.com/watch>
- <https://egyankosh.ac.in/handle/>

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

BA (Prog.) with History as Minor
Category III

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India from earliest times up to c. 300 CE

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 India from earliest times up to c. 300 CE	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

This course explores various historical phases and processes of Indian history from prehistoric period to early historic centuries through the lens of archaeological and literary evidence. An overview of various transformations, cultural shifts, developments in all aspects from the earliest times up to the phase of Empire building is provided to the learner. Alongside the pan-Indian historical changes, it also focuses on regional diversities.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Explain the importance of various sources for study of prehistory and proto-history
- Distinguish between civilization and culture, particularly in the context of the Harappan civilization
- Locate the developments related to the introduction of Iron in early societies leading to urbanism and state formation
- Outline the key features of the Mauryan period.
- Locate the shift of historical focus from Gangetic belt to newer areas alongside the process of assimilation.

SYLLABUS OF DSC-1

Unit I: Sources for interpreting early Indian history **(4 hours)**

Unit II: Survey of Prehistoric Cultures: Paleolithic, Mesolithic, Neolithic. **(8 hours)**

Unit III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline. **(8 hours)**

Unit IV: Vedic and Megalithic cultures: an overview **(8 hours)**

- Unit V:** Second urbanization, material and social changes, Buddhism and Jainism. (8 hours)
- Unit VI:** The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts (8 hours)
- Unit VII:** Early Tamilkam: Survey of Sangam literature, polity, economy and society (8 hours)
- Unit VIII:** Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas (8 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 4 hours approx.)

- Chakrabarti, D.K. (1990). India: An Archaeological History. New Delhi: OUP (Chapter 7)
- Goyal, S.R. (1995). The Coinage of Ancient India. Jodhpur: Kusumanjali Prakashan.
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्मुद्रन. (अध्याय 2)
- Salomon, Richard. (1998). Indian Epigraphy. Delhi: OUP.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Mun-shiram Manoharlal. (Chapter 2)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का सामाजिक और आर्थिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 2)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 1)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 1)
- थापर, रोमिला. (2008). पूर्वकालीन भारत : प्रारम्भ से 1300 ई.तक. दिल्ली: हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 1)

Unit II: This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 8 hours approx.)

- Agrawal, D.P. (1982) The Archaeology of India. London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Printworld. (अध्याय 3-5)
- जयसवाल विदुला (1987) भारतीय इतिहास के आदि चरण की रूपरेखा. दिल्ली: स्वाति पब्लिकेशन

- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

Unit III: This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 12 hours approx.)

- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapters 6-9)
- Ratnagar, Shereen. (2001). Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika. (All Chapters)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 4)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 4)
- थपलियाल, के. के. और संकटा प्रसाद शुक्ल (2003) सिंधु सभ्यता. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान संशोधित एवं संस्करण. (सभी अध्याय)

Unit IV: The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 2)
- चक्रवर्ती, रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 2)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Appendix I)
- जैन, वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Printworld (परिशिष्ट I)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 3)
- Majumdar, R.C. and Pusalkar A.D., (ed.): The History and Culture of Indian People. Vol. I: Vedic Age.
- Moorti, Udayaravi S. (1994). Megalithic Culture of South India. Varanasi: Ganga Kaveri.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Mun-shiram Manoharlal. (Chapter 11)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 11)
- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press (Chapter 1)

Unit V: This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 3)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्द्धन. (अध्याय 6 and 7)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), Iron and Social Change in Early India, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India. New Delhi: Mac-millan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

Unit VI: This Unit shall introduce students to the evolving administrative framework, economy and concept of Dhamma during the Mauryan Empire. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 4)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 4)
- Lahiri, Nayanjot (2015) Ashoka in Ancient India. New Delhi: Oriental Blackswan
- Raychaudhary, H.C. (rev edn 1997). Political History of Ancient India. New Delh: OUP
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (chapter 7)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 7)
- Thapar, Romila. (2012). Ashoka and the Decline of the Mauryas, third edition, New Delhi: Ox-ford University Press. (All Chapters)
- थापर, रोमिला. (2005). अशोक और मौर्य साम्राज्य का पतन. दिल्ली. ग्रंथ शिल्पी. (सभी अध्याय)

Unit VII: This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 4 hours approx.)

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 2)

- Sastri, K. A. Nilakantha. (1955) A History of South India from Prehistoric Times to the fall of Vija-yanagar. New Delhi: OUP (also available in Hindi)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (chapter 8)
- सिंह, उपेंद्र. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 8)

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas. (Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 5)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन (अध्याय 5)
- Sahu, B.P. (2015) Society and Culture in Post-Mauryan India c.200 BC to AD 300. A People's History of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarsidas. (Chapters 18 and 19)
- शर्मा, आर. एस. (2000). प्राचीन भारत में राजनीतिक विचार एवं संस्थाएं. दिल्ली: राजकमल प्रकाशन. दूसरा संस्करण. (अध्याय 18 एवं 19)

Suggestive readings

- Basham, A.L. (1967). The Wonder That Was India. New Delhi: Rupa & Co.
- Thapar, Romila. (2013) Cultural Pasts: Essays in Early Indian History. New Delhi: Oxford University Press.
- Kosambi, D. D. (1975). An Introduction to the Study of Indian History. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). Monastery and Guild: Commerce under the Satavahanas. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). The Decline and Fall of the Indus Civilization. New Delhi: Permanent Black.
- Gurukul, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakashan.

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

Category II

BA(Prog.) with History as Major

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 300 CE to 1200 CE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code DSc 1	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India, 300 CE to 1200 CE	4	3	1	0	12 th Pass	Should have studied History of India from earliest times up to 300 CE

Learning Objectives

This course broadly covers period from late historic centuries to the early medieval times. Considered as a watershed, Gupta period marked the beginnings of some significant historical changes that left their imprint on the coming centuries. The aim of this course is to analyze these changes in terms of their spatial context and chronological framework that led to the transition towards the early medieval period.

Learning outcomes

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

- Develop an understanding of the ever fluid political scenario of the period identified in this paper, with special focus on regional polities.
- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of economy, society and culture with emphasis on newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

SYLLABUS OF DSC-1

Unit I: Survey of the Sources. (8 Hours)

Unit II: The Guptas and the Vakatakas: Administration, economy, society and cultural development. (12 Hours)

Unit III: Towards Early Medieval: changes in post - Gupta period with special reference to Vardhanas, Pallavas and Chalukyas. (12 Hours)

Unit IV: Rashtrakutas, Palas and Pratiharas: tripartite struggle for supremacy. (8 Hours)

Unit V: Emergence of Rajput states in Northern India: Socio - economic foundations. (12 Hours)

Unit VI: The Cholas: State and administration, economy and culture. (8 Hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit introduces the student to the varied sources used for writing history of ancient India from c. 300 CE onwards and their interpretations.

- Sharma, R.S. (1995). "An Analysis of Land grants and their Value for Economic History" in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 18)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आतथाक सामाजिक और इतिहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनि शालर्, दिल्ली तवश्वतवद्यालर्. (अध्यार् 18)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- तसंह, उत्तपंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. तपरसन. (अध्यार् 1)

Unit II: This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two contemporary and vast empires that emerged in the third century CE.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan. (Chapter 6)
- चक्रवर्ती, रणबीर. (2012) भारतीर् इतिहास. आतिका. नई दिल्ली. ओरएं टल ब्लैकस्वेन. (अध्यार् 6)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 8)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 20, 21)
- शर्मा, आर. एस. (2000). प्राचीन भारत में रािनीततक तवचार एवं संस्थाएं . दिल्ली: रािकिमल प्रकाशन.
- िूसरा संस्कारण. (अध्यार् 20, 21)

Unit III: This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. It will introduce students to the evolving state formation and socio-economic transformations that are debated by historians and used to distinguish the early medieval period in the Indian subcontinent.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 1)
- Devahuti, D. (1999). Harsha: A Political Study. New Delhi: Oxford University Press, third edition. (All Chapters)
- Harle, J.C. (1994). The Art & Architecture of the Indian Subcontinent. PLACE: Yale University Press. (Chapter 20)

- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 9)
- Karashima, Noborou (ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 3)
- Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization. Delhi: Orient Longman. (Chapter 1, 3 and 6)
- शर्मा, आर. एस. पूवा मध्यकालीन भारत का सामंती समाधि और संस्कृतित. नई दिल्ली: राधिकमल प्रकाशन. (अध्याय 1, 3 and 6)
- Sharma, R.S. (2005). India's Ancient Past. New Delhi: Oxford University Press. (Chapters 27 and 31)
- शर्मा, आर. एस. (2016). प्रारम्भिक भारत का पररचर. नई दिल्ली. ओररएं टल ब्लैकस्वेन. पुनमुद्रन. (अध्याय 27 और 31)
- Romila Thapar (ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan. (Chapters 6-8)

Unit IV: This Unit shall introduce students to the evolving process of state formation and political struggle for supremacy in post-Gupta polities.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 7)
- चक्रवर्ती. रणबीर. (2012) भारतीय इततहास. आतिकाल. नई दिल्ली. ओररएं टल ब्लैकस्वेन. (अध्याय 7)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. पुनमुद्रन. (अध्याय 13)
- Mazumdar, R. C. (1952). Ancient India. Delhi: Motilal Banarsidas, (Book III Chapter 5)
- मिूमिर , आर. सी. (2019) प्राचीन भारत, मोतीलाल बनारसीसि (खंड III अध्याय 5)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 12)
- थापर, रीतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. दिल्ली: तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. (अध्याय 12)

Unit V: This Unit shall introduce students to the nature of evolving Rajput polity, their social structure and accompanying economic developments.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 3).
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. पुनमुद्रन. (अध्याय 13)
- Singh, Vipul. (2009). Interpreting Medieval India, Vol. I. New Delhi: Macmillan. (Chapter 3)

Unit VI: This Unit presents another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed.

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 4)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 10)
- तसंह, उत्तपंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इततहासः पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपरसन. (अध्यार् 10)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 11)
- थापर, रेतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. तिल्ली: तहन्दी माध्यम कार्ान्वर् तनिशालर्, तिल्ली तवश्वतवद्यालर्. (अध्यार् 11)

Suggestive readings

- Basham, A. L. (1991). The Origins and Development of Classical Hinduism. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). Trade and Traders in Early India. New Delhi: Manohar.
- Champakalakshmi, R. (2010). Trade, Ideology and Urbanisation: South India 300 BC-AD 1300. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). Harsha and Buddhism. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in The State in India 1000- 1700. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj. Bombay: Bhartiya Vidya Bhawan, second edition.
- Stein, Burton. (1980). Peasant, State and Society in Medieval South India. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." Studies in History vol. 4 no.2, pp.265-306.
- Veluthat, Kesavan. (2012). The Political Structure of South India. Delhi: Orient Longman. (second revised edition).

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

(DSC-2): Medieval Societies: Global Perspectives

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code DSC 2	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
MEDIEVAL SOCIETIES: GLOBAL PERSPECTIVES	4	3	1	0	12th Pass	Should have studied Ancient Societies

Learning Objectives

1. The objective of the course is to enable the students to have a comprehensive understanding of evolution and establishment of medieval civilization with special focus on polity, society, economy, religion and culture during medieval times. The attempt would be to study feudalism in medieval European context. The endeavor would be to trace the trajectory of origin, development and crisis of feudalism. Alongside, the course intends to acquaint the learners about the rise and spread of Islam during medieval era along with the forms of cultural pattern that shaped the popular Islamic practices like tassawuf. In addition to that, students would also be exposed to medieval China particularly with Sung, Mongols and Ming dynasties. The focus is just not on dynastic changes but also the dynamism in administrative machinery, political ideology, economy, culture and China's external relations in the period under survey. The technology of China gave way to spectacular growth in wealth, commerce, agricultural surplus, trade and monetization which finally led to cultural efflorescence.

Learning outcomes

After completion of the course the student shall be able to –

- Identify the medieval societies in global context especially focussing on Europe, Central Asia, India and China with clarity in.
- Analyse the rise of Islam and move towards state formation in west Asia.
- Understand the role of religion and other cultural practices in community organisation.
- What was medieval China and the science and civilization there.
- Finally the technological growth that led to cultural efflorescence during the later period. (Ming period)

COURSE CONTENT

UNIT I.

MEDIEVAL WORLD (20 Hours)

- (a) Understanding Feudalism: European and Indian
- (b) Church and nobility; Peasants and state
- (c) Feudal relationships and socio-economic changes: growth of trade and emergence of urban centres; feudal crisis
- (d) Cultural Patterns: Crystallization of hierarchies; medieval life and thought

Readings

1. Bloch, Marc, Feudal Society Volume I (Asha jyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 4 & 5, Part II; Chapter 11 & 12, Chapter 18 & 19
 2. Bloch, Marc, Feudal Society Volume II (Ashajyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 23, Chapter 26
 3. Sinha, Arvind, Europe in Transition from Feudalism to Industrialization Manohar Publishers and Distributors, 2010
 4. Le Goff, Jacques, 'Introduction: Medieval Man' in The Medieval World, edited by Jacques Le Goff, Translated by Lydia G.C. Cochrane, Parkgate Books, London, 1990
 5. Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
 6. Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp.175-220.
 7. Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp.157-180.
- Georges Duby, (1977). "Lineage, Nobility and Knighthood: the Macconnaiss in the twelfth century – a revision", "Youth in Aristocratic Society", in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
- Hilton, R.H. (1976). "Introduction" in R.H. Hilton, *Peasants, Knights and Heretics: Studies in Medieval English Social History*. Cambridge: Cambridge University Press, pp. 1-10.
- IGNOU Study Material in Hindi, MAH, प्राचीन और मध्ययुगीन समाज, MHI-01 ब्लॉक 6, 'सामंतवाद', यूनिट 20, 21, 22, 23. (website: www.egyankosh.ac.in)
<http://www.egyankosh.ac.in/handle/123456789/44611>
- Le Goff, J. (2000). "Introduction" and "Medieval Western Europe" in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 207-220.
- Merrington, J. (1978) "Town and Country in the Transition to Capitalism", in R.H. Hilton (Ed.), *The Transition from Feudalism to Capitalism*. London: Verso, 1978, Aakar, Delhi, 2006.

Sharma, R. S. (2001). *Early Medieval Indian Society – A Study in Feudalization*, Delhi: Orient Longman.

R.S. Sharma (1984), “How feudal was Indian Feudalism?” *Social Scientist*, Vol. 12, No. 2, pp. 16-41.

Harban Mukhia (1997), “Was There Feudalism in Indian History?” *Feudalism* in *Burton Stein ed., The State in India 1000-1700*, New Delhi: Oxford University Press, pp. 86-133.

फ़ारूकी, A. (2015). *प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ*, दिल्ली: मानक प्रकाशन. ब्लॉक, M. (2002). ‘सामंती समाज’, भाग-1, ग्रंथिशल्पी

UNIT II. Genesis Of A New Social Order And Islamic Culture (20 Hours)

- (a) Pre-Islamic tribal society in Arabia; formation of ummah
- (b) The Caliphates – Rashidun, Umayyads and early Abbasids (c. 632 CE to c. 800 CE)
- (c) Cultural Patterns: Adab, Akhlaq, Sufism

1. Chase F. Robinson ed., *The Cambridge History of Islam, Vol I. The Formation of the Islamic World Sixth to Eleventh Centuries*, Cambridge University Press, Chapter 4 “Pre Islamic Arabia”, pp. 153-170; Chapter 5, “The Rise of Islam, 600-705”, pp. 173-225, “Conclusion: From Formative Islam to Classical Islam”, pp. 683-695.
2. Berkeley, J. (2002). *The Formation of Islam. Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
3. Bosworth, C. E. (2000). “The Formation of Early Islamic Polity and Society: General Characteristics” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 271-273.
4. Marshall G.S. Hodgson, *The Venture of Islam: Concise and History in a World Civilization, Vol. I- The Classical Age of Islam*, University of Chicago Press, 1974, Chapter “The Absolutism in Flower, 750-813”, pp. 280-314; Chapter “Adab: The Bloom of Arabic Literary Culture, c. 813-945”, pp. 444-472.
5. Crone, P. (1999). “The Rise of Islam in the World.” in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press, pp. 2-31.
6. Duri, A.A. (2000). “The Rise of Islam,” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 264-267.
7. Lapidus, I.M. (1988/2002). *A History of Islamic Societies*, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
8. इंजीनियर, A. A. (2018). *इस्लाम का जन्म और विकास*. दिल्ली: राजकमल प्रकाशन
9. फ़ारूकी, A. (2015). *प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ*, दिल्ली: मानक प्रकाशन.

UNIT III.

MEDIEVAL CHINA (20 Hours)

- (a) Dynastic change (Tang, Song, Mongols and Ming Period), Confucianism and Changing State Ideology, Administrative Machinery.
- (b) Agriculture and Trade, Technological Growth, Cultural efflorescence (Ming period)

Essential Readings:

1. E.O Reischauer and John King Fairbank (eds.). (1958) East Asia: The Great Tradition (Vol I).
2. Joseph Needham, (1954). Science and Civilization in China Vol 1.
3. History of Humanity Volume IV, From the Seventh to the Sixteenth Century (UNESCO series) Routledge 1994, Chapter 27, PP. 421-446.

Suggested Readings:

1. Jian Bozan, Shao Xunzheng and Hu Hua (eds.), A Concise History of China. Foreign Languages Press, China Publications Centre, 1981
2. Kenneth Scott Latourette, The Chinese: Their History and Culture. MacMillan Publishing Company, 1964

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

Category III

B.A. (Prog.) with History as non-Major or Minor discipline

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 300 CE to 1200 CE

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 India, 300 CE to 1200 CE	4	3	1	0	12 th Pass	Should have studied History of India from earliest times up to 300 CE

Learning Objectives

This course broadly covers period from late historic centuries to the early medieval times. Considered as a watershed, Gupta period marked the beginnings of some significant historical changes that left their imprint on the coming centuries. The aim of this course is to analyse these changes in terms of their spatial context and chronological framework that led to the transition towards the early medieval period.

Learning outcomes

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

- Develop an understanding of the ever fluid political scenario of the period identified in this paper, with special focus on regional polities.
- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of economy, society and culture with emphasis on newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

SYLLABUS OF DSC-1

Unit I: Survey of the Sources. (8 Hours)

Unit II: The Guptas and the Vakatakas: Administration, economy, society and cultural development. (12 Hours)

Unit III: Towards Early Medieval: changes in post - Gupta period with special reference to Vardhanas, Pallavas and Chalukyas. (12 Hours)

Unit IV: Rashtrakutas, Palas and Pratiharas: tripartite struggle for supremacy. (8 Hours)

Unit V: Emergence of Rajput states in Northern India: Socio - economic foundations. (12 Hours)

Unit VI: The Cholas: State and administration, economy and culture. (8 Hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit introduces the student to the varied sources used for writing history of ancient India from c. 300 CE onwards and their interpretations.

- Sharma, R.S. (1995). "An Analysis of Land grants and their Value for Economic History" in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 18)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आतथाक सामाजिक और इतिहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनि शालर्, दिल्ली तवश्वतवद्यालर्. (अध्यार् 18)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- तसंह, उत्तर्पंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. तर्परसन. (अध्यार् 1)

Unit II: This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two contemporary and vast empires that emerged in the third century CE.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan. (Chapter 6)
- चक्रवर्ती, रणबीर. (2012) भारतीर् इतिहास. आतिकां. नई दिल्ली. ओररं टल ब्लैकस्वेन. (अध्यार् 6)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 8)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 20, 21)
- शर्मा, आर. एस. (2000). प्राचीन भारत में रानिनीतक तवचार एवं संस्थाएं . दिल्ली: राकिमल प्रकाशन.
- िूसरा संस्कारण. (अध्यार् 20, 21)

Unit III: This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. It will introduce students to the evolving state formation and socio-economic transformations that are debated by historians and used to distinguish the early medieval period in the Indian subcontinent.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 1)
- Devahuti, D. (1999). Harsha: A Political Study. New Delhi: Oxford University Press, third edition. (All Chapters)
- Harle, J.C. (1994). The Art & Architecture of the Indian Subcontinent. PLACE: Yale University Press. (Chapter 20)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 9)
- Karashima, Noborou (ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 3)

- Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization. Delhi: Orient Longman. (Chapter 1, 3 and 6)
- शर्मा, आर. एस. पूवा मध्यकालीन भारत का सामंती समाधि और संस्कृतित. नई दिल्ली: राक्षिकमल प्रकाशन. (अध्याय 1, 3 and 6)
- Sharma, R.S. (2005). India's Ancient Past. New Delhi: Oxford University Press. (Chapters 27 and 31)
- शर्मा, आर. एस. (2016). प्रारम्भिक भारत का पररचर्. नई दिल्ली. ओररएं टल ब्लैकस्वेन. पुनमुद्रन. (अध्याय 27 और 31)
- Romila Thapar (ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan. (Chapters 6-8)

Unit IV: This Unit shall introduce students to the evolving process of state formation and political struggle for supremacy in post-Gupta polities.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 7)
- चक्रवर्ती. रणबीर. (2012) भारतीर् इततहास. आतिकांल. नई दिल्ली. ओररएं टल ब्लैकस्वेन. (अध्याय 7)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ांन्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. पुनमुद्रन. (अध्याय 13)
- Mazumdar, R. C. (1952). Ancient India. Delhi: Motilal Banarsidas, (Book III Chapter 5)
- मिूमिर , आर. सी. (2019) प्राचीन भारत, मोतीलाल बनारसीसि (खंड III अध्याय 5)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 12)
- थापर, रीतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. दिल्ली: तहन्दी माध्यम कार्ांन्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. (अध्याय 12)

Unit V: This Unit shall introduce students to the nature of evolving Rajput polity, their social structure and accompanying economic developments.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 3).
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ांन्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. पुनमुद्रन. (अध्याय 13)
- Singh, Vipul. (2009). Interpreting Medieval India, Vol. I. New Delhi: Macmillan. (Chapter 3)

Unit VI: This Unit presents another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed.

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 4)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 10)

- तसंह, उत्तपंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इततहास: पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपरसन. (अध्यार् 10)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 11)
- थापर, रेतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. तिल्ली: तहन्दी माध्यम कार्ाान्वर् तनिशालर्, तिल्ली तवश्वतवद्यालर्. (अध्यार् 11)

Suggestive readings

- Basham, A. L. (1991). The Origins and Development of Classical Hinduism. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). Trade and Traders in Early India. New Delhi: Manohar.
- Champakalakshmi, R. (2010). Trade, Ideology and Urbanisation: South India 300 BC-AD 1300. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). Harsha and Buddhism. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in The State in India 1000- 1700. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj. Bombay: Bhartiya Vidya Bhawan, second edition.
- Stein, Burton. (1980). Peasant, State and Society in Medieval South India. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." Studies in History vol. 4 no.2, pp.265-306.
- Veluthat, Kesavan. (2012). The Political Structure of South India. Delhi: Orient Longman. (second revised edition).

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

Category II

(Courses for Undergraduate Programme of study with Discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 1200 – 1550

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 India 1200 – 1550	4	3	1	0	12 th Pass	Should have studied History of India 750-1200

Learning Objectives

This course provides an analytical study of the history of India from 1200 to 1550 CE. It introduces students to a thematic study of the main aspects of the period delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, Vijayanagara and Bahmani, encompassing political, administrative, cultural and economic aspects. Through selected regional case studies it also underlines the inter-connectedness of the sub continental region in its transition.

Learning outcomes

After the successful completion of this Course, the students will be able to:

- Identify the major political developments in the history of India during the period between the thirteenth and the first half of sixteenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, Bhakti movement and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

SYLLABUS OF DSC-1

Unit I: Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15th century:

Expansion; Iqta system; nobility; North-Western frontier and the Mongols.

Unit II: Military, administrative and economic structure under the Khaljis and Tughlaqs.

Unit III: Regional political formations: Vijayanagara and Bahmanis.

Unit IV: Second Afghan Empire.

Unit V: Society, culture and religion: Bhakti -- Kabir and Mira Bai; Sufism – Chishti and Suhrawardy.

Unit VI: Art and architecture: Qutb complex; Vijaynagara (Hampi).

Unit VII: Trade and Commerce: Indian merchants in overseas trade, 12th -15th century.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit would have provided students an insight about foundation, expansion and process of consolidation under the various Sultanate regimes. (**Teaching Time: 9 hrs.** approx.)

- Jackson, P. (2003). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Raychaudhuri, T and I. Habib (Ed.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 45-101
- Habib, Irfan. (1992). 'Formation of Sultanate Ruling class during the thirteenth century', in Medieval India: Researches in the History of India 1200-1750, Vol.1, ed.by Irfan Habib, OUP, New Delhi, pp.1-21.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan. Delhi: Rajkamal.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat, 10 volumes. Delhi; Rajkamal.
- Verma, H.C. (ed.). (2003). Madhyakalin Bharat, Bhag 1, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.

Unit II: This unit would have imparted students an overview of military, political, economic and administrative structure under the Khaljis and Tughlaqs. (Teaching Time: 9 hrs. approx.)

- Chandra, Satish. (2004). Medieval India: From Sultanate to the Mughals, Part 1, Haranand Publications, Delhi.
- Jackson, Peter. (2003). The Delhi Sultanate: A Political and Military History, University, Press, Cambridge.
- Habib, Irfan (1984), 'Price Regulations of Alauddin Khilji-A Defence of Zia Barani', Indian Economic and Social History Review, Vol. 21. No. 4. pp. 393-414. Also reprinted in Money and the Market in India: 1100-1700, ed., by Sanjay Subrahmanyam, OUP, New Delhi, 1994. Pp. 85-111.
- -----, (1992), 'Alauddin Khilji ke mulya niyantaran ke upay: Zia Barani ke samarthan mein', Madhyakalin Bharat, Vol. 4 (ed.), Irfan Habib. Delhi. Rajkamal Prakashan, pp.24-46.
- Verma, H C. (ed.). Madhyakalin Bharat, Part 1, Hindi Madhyam Karyanvayan Nideshalaya, Delhi University.

Unit III: This unit would have taught students about the politics, society and economy of the southern kingdoms. They will also learn how recent studies have looked at the

representations in the Vijayanagara state in context to culture, rituals, etc. (Teaching Time: 6 hrs. approx.)

- Stein, Burton. (1989). *The New Cambridge History of India I.1, Vijayanagara*. Cambridge: Cambridge University Press.
- 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, Carla. (2003). *Political Economy of Craft Production: Crafting empire in South India c.1350-1650*. Cambridge: Cambridge University Press. ("The South Asian State" and "Vijayanagara: The Historical Setting")
- Wagoner, Phillip B. (1996). "Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara". *Journal of Asian Studies*, vol.55 no.4, pp. 851-80.
- Sastri, K. A. Nilakanta. (1976). *A History of South India from Prehistoric Times to the Fall of Vijayanagar*. Madras. OUP.
- Ali, B Sheik. (2011). *History of Bahmani and Adil Shahi Rulers*. Mysore.

Unit IV: This unit would have taught students about politics, economy and administrative set up under the second Afghan empire. (Teaching Time: 6 hrs. approx.)

- Aquil, Raziuddin. (2007), *Sufism, Culture and Politics, Afghans and Islam in Medieval North India*. Delhi, OUP.
- Siddiqui, IH. (1996). *Sher Shah Suri and his dynasty*. Jaipur. Publication Scheme.
- ----- . (1969). *Some Aspects of Afghan despotism*. India. Aligarh. Three Men Publication.

Unit V: This unit would have taught students about the cultural and religious traditions in the medieval period with special reference to Kabir, Mirabai, Chishti and Suhrawardy silsilah. (Teaching Time: 9 hrs. approx.)

- Charlotte Vaudeville. (2007). *A Weaver named Kabir*. Delhi: Oxford University Press.
- Dwivedi, Hazari Prasad. (2019) *Kabir*. Delhi: Rajkamal Prakashan.
- Habib, Irfan. (2007), 'Kabir; The Historical Setting', in Irfan Habib (Ed.) *Religion in Indian History*, Tulika Books. New Delhi.
- Hawley, John Stratton. (2005). *Three Bhakti Voices, Mira Bai, Kabir and Surdas in their Times*. Delhi: Oxford University Press.
- Manushi (1989). Special Issue. Nos. 50-51-52 (Jan-June). (Madhu Kishwar, Ruth Vanita and Parita Mukta articles on Mirabai.)
- Pinto, Desiderio S.J. (1989). "The Mystery of the Nizamuddin Dargah: The Account of Pilgrims" in Christian W Troll (ed.) *Muslim Shrines in India*. Delhi: Oxford University Press, pp.112-124.
- Lawrence, Bruce B. (1986). "The Earliest Chishtiya and Shaikh Nizam al-Din Awliya." in R E Frykenberg, (Ed.). *Delhi Through the Ages*. Delhi: Oxford University Press, pp.104-128.
- Currie, P M (1989). *The Shrine and Cult of Muin-al-Din Chisti of Ajmer*. Delhi. OUP
- Rizvi, S A A (1978). *A History of Sufism, Vol. 1*. Delhi: Munshiram Manoharlal. (Chapters on Chishti and Suhrawardy).

Unit VI: This unit deals with the architectural traditions in the Sultanate period. The students will be able to appreciate the political and artistic complexities that played an important role during the period of study and for this as case study, Qutb Complex and Hampi, the imperial city of Vijayanagra has been taken up. (Teaching Time: 6 hrs approx.)

- Kumar, Sunil. (2002). 'Qutub and Modern Memory' in The Present in Delhi's, Delhi: The Three Essay Press, pp1-61.
- Spear, Percival. (1994). Delhi, Its Monuments and History, New Delhi, Oxford University Press.
- Verghese, Anila (2002). Hampi, Delhi: Oxford University Press.
- Fritz, M John and Michell. George. (2014). Hampi Vijaynagara, Delhi. Jaico Publishing House.

Unit VII: This unit will provide an overview about the trade and commerce from 12th to 15th century especially the Indian Ocean trade, the trading communities and its impact on the South Asian economy and beyond. (Teaching Time: 6 hrs. approx.)

- Raychaudhuri, T and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434.
- Chandra, Satish. (2005). Religion, State and Society in Medieval India: Collected Works of Nurul Hasan. Delhi: Oxford University Press, pp. 173-278.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient Black Swan.
- Prakash, Om. (1998). The New Cambridge History of India: European Commercial Enterprise in Pre-Colonial India. Delhi: Cambridge University Press.
- Gupta, Ashin Das and M.N. Pearson. (1997) India and the Indian Ocean 1500-1800. Delhi: Oxford University Press.

Suggestive readings

- Asher, Catherine B. and Cynthia Talbot. (2006). India before Europe. Cambridge: Cambridge University Press.
- Aquil, Raziuddin. ed. (2010). Sufism and Society in Medieval India. Delhi: Oxford University Press.
- Bahuguna, RP (2009). Madhyakalin Bharat mein Bhakti aur Sufi Andolan. Delhi: Granth Shilpi.
- Brown, Percy. (1968). Indian Architecture: Islamic Period. Bombay. DB Taraporevala.
- Chandra, S. (2004). Medieval India: From Sultanate to the Mughals, Part 1. Delhi: Haranand Publications.
- Chandra, S. (2004). Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 1. Delhi: Jawahar Publishers.
- Chandra, S. (2007). History of Medieval India (800-1700). Delhi: Orient Longman.
- Chandra, S. (2007). Madhyakalin Bharat: Rajniti, Samajaur Sanskriti, Aathwi se Satrahvis shtabditak. Delhi: Orient Black Swan.
- Digby, Simon. (2004). "Before Timur came: Provincialization of the Delhi Sultanate through the fourteenth century." Journal of the Economic and Social History of the Orient vol. 47no.3, pp. 298-356

- Ernst, Carl W. and Bruce Lawrence. (2002). "The Major Chishti Shrines" in *Sufi Martyrs of Love in the Chishti Order in South Asia and Beyond*. New York: Palgrave Macmillan, pp.85-104.
- Flood, Finbarr Barry (Ed.). (2008). *Piety and Politics in the Early Indian Mosque*. Delhi: Oxford University Press.
- Eaton, Richard M. (1996). *The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India*. Princeton: Princeton University Press.
- Green, Nile. (2002). *Sufis and Settlers in the Early Modern Deccan*, Delhi: Oxford University Press.
- Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan*. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat*. 10 volumes. Delhi; Rajkamal.
- Hess, Linda. (1983). "The Cow is Sucking at the Calf's Teat: Kabir's Upside-Down Language." *History of Religions* vol. 22, pp. 313-37.
- Khanna, M. (2007). *Cultural History of Medieval India*. Delhi: Social Science Press.
- Khanna, M. (2012). *Madhyakalin Bharat Ka Sanskritik Itihas*. Delhi: Orient Black Swan.
- Koch, E. (2013). *Mughal Architecture: An Outline of its History and Development (1526-1858)*. Delhi: Primus.
- Kumar, S. (2007). *The Emergence of the Delhi Sultanate*. Delhi: Permanent Black
- Kumar, Sunil. (2014). "Bandagi and Naukari: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th centuries" in Francesca Orsini and Samira Sheikh, (Eds.), *After Timur Left: Culture and Circulation in fifteenth century North India*. Delhi: Oxford University Press, pp. 60-108.
- Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*. Delhi: Oxford University Press.
- Sastri, K. A. Nilkanta. (1998). *A History of South India*. Delhi. OUP.
- Vaniana, Eugenia. (2004). *Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries)*. Delhi: Munshiram Manoharlal.

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Cultural Transformations in Early Modern Europe-I

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		
Cultural Transformations in Early Modern Europe – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

The objective of the course is designed to make the students familiar with the essential transitions and transformations in early modern European economy, polity and socio-cultural life. The first unit aims to critically examine the dynamics of Europe that emerged from the Middle Age. The second unit dealing with the Renaissance focuses on the developments in art, literature, science and philosophy and also deals with Renaissance beyond Italy. The content in third unit will enable them to understand the spread of Reformation and Counter Reformation and its economic and cultural impact. The last unit will explore the conquest of the New World with focus on: material, social and cultural aspects. The idea is to give them European perspective of cultural transformations in early modern Europe.

Learning outcomes

After completing this course, students will be able to:

- Understand the different perspectives of cultural developments in Europe.
- Explain the Renaissance in the realm of art, literature, science and philosophy and the processes by which major transformation unfolded in European society and culture.
- Trace the upheaval in Religion in the form of Protestant Reformation and Counter Reformation.
- Identify the material, social and cultural aspects after the conquest of the New World.

SYLLABUS OF DSC-1

Unit I. Key concepts and historical background

1. The idea of the early Modern; perspectives on culture in history
2. An overview of the classical and medieval legacy

Unit II. The Renaissance

1. Society and politics in Italian city-states
2. Humanism in Art and literature
3. Development in science and philosophy
4. Renaissance beyond Italy

Unit III. Upheaval in Religion

1. The papacy and its critics
2. The spread of Protestant sects in Northern Europe
3. Counter Reformation and Religious Strife
4. The economic and cultural impact of the Reformations

Unit IV. The Conquest of the New World: material, social and cultural aspects

1. A Case Study of Portugal or Spain

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The Unit will give critical concepts for the understating of early modern and the perspective on culture in history. The idea of Early modern Europe will be introduced.

(Teaching Time: 9 hrs. approx.)

- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. New York: Longman.
- Burke, Peter. Popular Culture in Early Modern Europe. UK: Ashgate, 2009.
- Davies, Norman, Europe: A History. New York: Harper Collins, 1998.

Unit II. This Unit imparts the understanding of the socio-cultural movements and progress in science and philosophy in medieval and early modern Europe. Renaissance artists and scholars celebrated the beauty of nature and the dignity of humanity, helping shape the intellectual and cultural history of the early modern world.

(Teaching Time: 12 hrs. approx.)

- Burckhardt, Jacob. The Civilisation of the Renaissance in Italy. University of Virginia: Phaidon Press, 1965.
- Burke, Peter. (1999). The Italian Renaissance, Culture and Society in Italy. Princeton: Princeton University Press. (Chpts: Introduction, chpts:1, 2, 3, 4 & 6)
- Kaborycha, Lisa. (2011). A Short History of Renaissance Italy. New York: Pearson
- Nauert, C.G. (2006) Humanism and the culture of Renaissance Europe. Cambridge University Press.
- Kraye, J. and Jill, K. eds. (1996) The Cambridge companion to Renaissance humanism. Cambridge University Press.

Unit III. The Unit emphasizes different dimensions of Reformation and Counter-Reformation and helps in learning the challenges and changes in the religious sphere and their influences on the economic and socio-cultural lives of the people in various regions of Europe. **(Teaching Time: 12 hrs. approx.)**

- King, Margaret L. Western Civilisation: A Social and Cultural History. New York: Prentice- Hall, 1999
- Parish, Helen L. (2018). A Short History of the Reformation. London, New York: I. B. Tauris.
- Mac Culloch, Diarmaid. (2004). Reformation: Europe's House Divided, 1490-1700. London: Penguin Books Ltd.

- Cameron, E. (2012) The European Reformation. Oxford University Press.
- MacCulloch, D. (2005) The reformation. Penguin.

Unit IV. This Unit engages the students with the beginning of the explorations and conquests of the world beyond Europe and their socio-cultural and economic effects.

(Teaching Time: 12 hrs. approx.)

- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. 2nd and. New York: Longman
- Burke, Peter. Popular Culture in Early Modern Europe. UK: Ashgate, 2009.
- Davies, Norman, Europe: A History. New York: Harper Collins, 1998
- Burns, E. M., Ralph, P. L., Lerner, R. E., & Meacham, S. (1986). World Civilisation, vol. AWW Norton & Co., New York, NY.
- McAlister, L.N. (1984) Spain and Portugal in the New World, 1492-1700 (Vol. 3). U of Minnesota Press

Suggested Readings:

- Rosener, Werner. The Peasantry of Europe. England: Basil Blackwell, 1994 (translated from German).
- Anderson, Perry. Lineages of the Absolutist State. London: New Left books, 1974.
- Braudel, Ferdinand. Civilisation and Capitalism- 15th to 18th century Vol. I. California: University of California Press, 1992 (paperback).
- Burckhardt, Jacob. The Civilisation of the Renaissance in Italy. University of Virginia: Phaidon Press, 1965.
- Chartier, Roger. Arthur Goldhammer, Phillippe Aries and George Duby, eds. A History of Private Life, Vol III: Passions of the Renaissance. U.S.A.: Harvard University Press, 1988.
- Davis, Natalie Zemon. The Return of Martin Guerre, Massachusetts, London: Harvard University Press, 1983. • Gay, Peter. The Enlightenment: An Interpretation. New York: Alfred K. Knopf, 1966
- Ginsberg, Carlo. The Cheese and the Worms. U.S.A.: John Hopkins University Press (JHUP) 1983
- Huizinga, J. The Waning of the Middle Ages. New York: Dover Publications, 1999.
- Jacob, Margaret C. The Cultural Meaning of the Scientific Revolution, U.S.A.: Tem-ple University Press, 1988.
- Kearney, Hugh. Science and Social Change 1500 – 1700. University of Wisconsin-Madison: McGraw- Hill, 1971.
- Thomas, Keith. Religion and the Decline of Magic. England: Penguin Books, 1991.
- Ladurie, Emmanuel Le Roy. The Peasants of Languedoc. Urbana and Chicago: Universi-ty of Illinois Press, 1974.
- Merriman, J. (2009) A History of Modern Europe: from the Renaissance to the Present (Vol. 1). WW Norton & Company.
- Merriman, J. (2019) A History of Modern Europe: Volume 2 (Vol. 2). WW Norton & Company.
- संक्रांतकलीन रूरोप : अस्तवर्ति तसन्हा , ग्रंथ तशल्पी प्राइवेट तलतमटेड, 2015.

- आधुनिक यूरोप का इतिहास : आराम एवं विशाँ : विवेश विर, मीना भारद्वाँ एवं वँना चौधरी
- आधुनिक यूरोप का इतिहास: आराम एवम विशाँ] (सह-संपाँन), तहन्दी माध्यम कार्ाँन्वर्न तनिशालर् तिल्ली-7, 2010 (revised second edition, 2013)
- यूरोपीर् संस्कृ तत (1400-1800): विवेश विर,संपातित, तहन्दी माध्यम कार्ाँन्वर्न तनिशालर्, तिल्ली- 7, 2006,2010.
- आधुनिक पतश्चम के उिर् का इतिहास , मीनाक्षी फू कन, लक्ष्मी पम्भल्लके शन,2012.
- आधुनिक पतश्चम के उिर् , पाथासारतथ गुप्ता, तहन्दी माध्यम कार्ाँन्वर्न तनिशालर् ,तिल्ली- 7,2015(New Edition)

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

Category III

Courses for Undergraduate Programme of study with discipline as one of the Core Disciplines

(For e.g. courses for B.A. Programmes with (discipline's name) as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 1200 – 1550

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 India 1200 – 1550	4	3	1	0	12 th Pass	Should have studied History of India 750-1200

Learning Objectives

This course provides an analytical study of the history of India from 1200 to 1550 CE. It introduces students to a thematic study of the main aspects of the period delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, Vijayanagara and Bahmani, encompassing political, administrative, cultural and economic aspects. Through selected regional case studies it also underlines the inter-connectedness of the sub continental region in its transition.

Learning outcomes

After the successful completion of this Course, the students will be able to:

- Identify the major political developments in the history of India during the period between the thirteenth and the first half of sixteenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, Bhakti movement and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

SYLLABUS OF DSC-1

Unit I: Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15th century:

Expansion; Iqta system; nobility; North-Western frontier and the Mongols.

Unit II: Military, administrative and economic structure under the Khaljis and Tughlaqs.

Unit III: Regional political formations: Vijayanagara and Bahmanis.

Unit IV: Second Afghan Empire.

Unit V: Society, culture and religion: Bhakti -- Kabir and Mira Bai; Sufism – Chishti and Suhrawardy.

Unit VI: Art and architecture: Qutb complex; Vijaynagara (Hampi).

Unit VII: Trade and Commerce: Indian merchants in overseas trade, 12th -15th century.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit would have provided students an insight about foundation, expansion and process of consolidation under the various Sultanate regimes. **(Teaching Time: 9 hrs. approx.)**

- Jackson, P. (2003). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Raychaudhuri, T and I. Habib (Ed.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 45-101
- Habib, Irfan. (1992). 'Formation of Sultanate Ruling class during the thirteenth century', in Medieval India: Researches in the History of India 1200-1750, Vol.1, ed.by Irfan Habib, OUP, New Delhi, pp.1-21.
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- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat, 10 volumes. Delhi; Rajkamal.
- Verma, H.C. (ed.). (2003). Madhyakalin Bharat, Bhag 1, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.

Unit II: This unit would have imparted students an overview of military, political, economic and administrative structure under the Khaljis and Tughlaqs. **(Teaching Time: 9 hrs. approx.)**

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- Jackson, Peter. (2003). The Delhi Sultanate: A Political and Military History, University, Press, Cambridge.
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- Verma, H C. (ed.). Madhyakalin Bharat, Part 1, Hindi Madhyam Karyanvayan Nideshalaya, Delhi University.

Unit III: This unit would have taught students about the politics, society and economy of the southern kingdoms. They will also learn how recent studies have looked at the representations in the Vijayanagara state in context to culture, rituals, etc. **(Teaching Time: 6 hrs. approx.)**

- Stein, Burton. (1989). The New Cambridge History of India I.1, Vijayanagara. Cambridge: Cambridge University Press.
- 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, Carla. (2003). Political Economy of Craft Production: Crafting empire in South India c.1350-1650. Cambridge: Cambridge University Press. ("The South Asian State" and "Vijayanagara: The Historical Setting")
- Wagoner, Phillip B. (1996). "Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara". Journal of Asian Studies, vol.55 no.4, pp. 851-80.
- Sastri, K. A. Nilakanta. (1976). A History of South India from Prehistoric Times to the Fall of Vijayanagar. Madras. OUP.
- Ali, B Sheik. (2011). History of Bahmani and Adil Shahi Rulers. Mysore.

Unit IV: This unit would have taught students about politics, economy and administrative set up under the second Afghan empire. **(Teaching Time: 6 hrs. approx.)**

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- Siddiqui, IH. (1996). Sher Shah Suri and his dynasty. Jaipur. Publication Scheme.
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- Habib, Irfan. (2007), 'Kabir; The Historical Setting', in Irfan Habib (Ed.) Religion in Indian History, Tulika Books. New Delhi.
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- Manushi (1989). Special Issue. Nos. 50-51-52 (Jan-June). (Madhu Kishwar, Ruth Vanita and Parita Mukta articles on Mirabai.)
- Pinto, Desiderio S.J. (1989). "The Mystery of the Nizamuddin Dargah: The Account of Pilgrims" in Christian W Troll (ed.) Muslim Shrines in India. Delhi: Oxford University Press, pp.112-124.

- Lawrence, Bruce B. (1986). "The Earliest Chishtiya and Shaikh Nizam al-Din Awliya." in R E Frykenberg, (Ed.). Delhi Through the Ages. Delhi: Oxford University Press, pp.104-128.
- Currie, P M (1989). The Shrine and Cult of Muin-al-Din Chisti of Ajmer. Delhi. OUP
- Rizvi, S A A (1978). A History of Sufism, Vol. 1. Delhi: Munshiram Manoharlal. (Chapters on Chishti and Suhrawardy).

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- Kumar, Sunil. (2002). 'Qutub and Modern Memory' in The Present in Delhi's, Delhi: The Three Essay Press, pp1-61.
- Spear, Percival. (1994). Delhi, Its Monuments and History, New Delhi, Oxford University Press.
- Verghese, Anila (2002). Hampi, Delhi: Oxford University Press.
- Fritz, M John and Michell. George. (2014). Hampi Vijaynagara, Delhi. Jaico Publishing House.

Unit VII: This unit will provide an overview about the trade and commerce from 12th to 15th century especially the Indian Ocean trade, the trading communities and its impact on the South Asian economy and beyond. **(Teaching Time: 6 hrs. approx.)**

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- Chandra, Satish. (2005). Religion, State and Society in Medieval India: Collected Works of Nurul Hasan. Delhi: Oxford University Press, pp. 173-278.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient Black Swan.
- Prakash, Om. (1998). The New Cambridge History of India: European Commercial Enterprise in Pre-Colonial India. Delhi: Cambridge University Press.
- Gupta, Ashin Das and M.N. Pearson. (1997) India and the Indian Ocean 1500-1800. Delhi: Oxford University Press.

Suggestive readings

- Asher, Catherine B. and Cynthia Talbot. (2006). India before Europe. Cambridge: Cambridge University Press.
- Aquil, Raziuddin. ed. (2010). Sufism and Society in Medieval India. Delhi: Oxford University Press.
- Bahuguna, RP (2009). Madhyakalin Bharat mein Bhakti aur Sufi Andolan. Delhi: Granth Shilpi.
- Brown, Percy. (1968). Indian Architecture: Islamic Period. Bombay. DB Taraporevala.
- Chandra, S. (2004). Medieval India: From Sultanate to the Mughals, Part 1. Delhi: Haranand Publications.

- Chandra, S. (2004). *Madhyakalin Bharat: Sultanate se Mughal tak*, Bhag 1. Delhi: Jawahar Publishers.
- Chandra, S. (2007). *History of Medieval India (800-1700)*. Delhi: Orient Longman.
- Chandra, S. (2007). *Madhyakalin Bharat: Rajniti, Samajaur Sanskriti, Aathwi se Satrahvis shtabditak*. Delhi: Orient Black Swan.
- Digby, Simon. (2004). "Before Timur came: Provincialization of the Delhi Sultanate through the fourteenth century." *Journal of the Economic and Social History of the Orient* vol. 47no.3, pp. 298-356
- Ernst, Carl W. and Bruce Lawrence. (2002). "The Major Chishti Shrines" in *Sufi Martyrs of Love in the Chishti Order in South Asia and Beyond*. New York: Palgrave Macmillan, pp.85-104.
- Flood, Finbarr Barry (Ed.). (2008). *Piety and Politics in the Early Indian Mosque*. Delhi: Oxford University Press.
- Eaton, Richard M. (1996). *The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India*. Princeton: Princeton University Press.
- Green, Nile. (2002). *Sufis and Settlers in the Early Modern Deccan*, Delhi: Oxford University Press.
- Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan*. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat*. 10 volumes. Delhi; Rajkamal.
- Hess, Linda. (1983). "The Cow is Sucking at the Calf's Teat: Kabir's Upside-Down Language." *History of Religions* vol. 22, pp. 313-37.
- Khanna, M. (2007). *Cultural History of Medieval India*. Delhi: Social Science Press.
- Khanna, M. (2012). *Madhyakalin Bharat Ka Sanskritik Itihas*. Delhi: Orient Black Swan.
- Koch, E. (2013). *Mughal Architecture: An Outline of its History and Development (1526-1858)*. Delhi: Primus.
- Kumar, S. (2007). *The Emergence of the Delhi Sultanate*. Delhi: Permanent Black
- Kumar, Sunil. (2014). "Bandagi and Naukari: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th centuries" in Francesca Orsini and Samira Sheikh, (Eds.), *After Timur Left: Culture and Circulation in fifteenth century North India*. Delhi: Oxford University Press, pp. 60-108.
- Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*. Delhi: Oxford University Press.
- Sastri, K. A. Nilkanta. (1998). *A History of South India*. Delhi. OUP.
- Vaniana, Eugenia. (2004). *Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries)*. Delhi: Munshiram Manoharlal.

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

Category II
BA (Prog.) with History as Major

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India c.1550 – 1700

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 India c. 1550 – 1700	4	3	1	0	12 th Pass	Should have studied History of India, 1200-1550

Learning Objectives

This course provides an analytical study of the history of India from 1550 to 1700 CE. It introduces students to a thematic study of the main aspects of the period delineating major transitions, changes and developments that include the establishment of the Mughal state and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies it also underlines the interconnectedness of the subcontinental region in its transition.

Learning outcomes

After the successful completion of this Course, the students will be able to:

- Identify the major political developments in the history of India during the period between the sixteenth century and between the beginning of the eighteenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

SYLLABUS OF DSC-1

Unit I: Foundation, expansion and consolidation of the Mughal State, c.16th to 17th century: Expansion and consolidation; Administrative structures: Mansabdari and Jagirdari.

Unit II: Akbar to Aurangzeb: Rajputs, imperial ideology; religious policy.

Unit III: 17th century transition: Marathas, Sikhs.

Unit IV: Art and architecture: Taj Mahal and Red Fort; Mughal painting.

Unit V: Society, culture and religion: Sufism: Naqshbandi; popular literature from the Deccan: Chakki-Nama and Charkha-Nama.

Unit VI: Economy and integrated patterns of exchange: Inland and maritime trade; non-agrarian production.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit would have taught students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the administrative structure of the Mughal state. **(Teaching Time: 9 hrs)**

- Alam, M., and S. Subrahmanayam. (1998). The Mughal State 1526-1750. Delhi: Oxford University Press.
- Richards, J F. (1996). The New Cambridge History of India: The Mughal Empire. Cambridge: Cambridge University Press.
- Raychaudhuri, T. and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 163-192.
- Bhargava, Meena. ed. (2010). Exploring Medieval India: Sixteenth to the Eighteenth centuries, Delhi: Orient Black Swan.
- Habib, I. (Ed.). (1997). Akbar and his India, Delhi: Oxford University Press. (Relevant chapters).
- Habib, I. (Ed.). (2016). Akbar aur Tatkalin Bharat, Delhi: Rajkamal Prakashan Samuh. (Relevant Chapters).
- Verma, H.C. (Ed.). (2003). Madhyakalin Bharat, Bhag 2, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
- Ali, M. Athar. (1996). Mughal Nobility under Aurangzeb, Delhi: Oxford University Press.
- Habib, I. (1999). The Agrarian System of Mughal India, 1554-1707. Delhi: Oxford University Press.

Unit II: This unit would have taught students about the Mughal relation with the Rajputs along with their religious ideas which shaped the Mughal state. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed. **(Teaching Time: 12 hrs. approx.)**

- Ali, S Athar. (2008). 'Sulh-i-Kul and Religious Ideas of Akbar' in Mughal India: Studies in Polity, Ideas, Society and Culture, Delhi, OUP.

- Butler-Brown, Katherine. (2007). "Did Aurangzeb Ban Music? Questions for the historiography of his reign," *Modern Asian Studies* vol. 41, no.1, pp. 77- 120.
- Sreenivasan, Ramya. (2014) 'Faith and allegiance in the Mughal Era: Perspectives from Rajasthan' in Vasudha Dalmia and Munis D Faruqi, *Religious Interactions in Mughal India*, Delhi. OUP.
- Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.
- Ziegler, P Norman. (1998). 'Some Aspects on Rajput Loyalties during the Mughal period'. in J F Richards (ed.) *Kingship and Authority in South East Asia*. Delhi. OUP.

Unit III: This unit would have taught students about emerging political formation in the Deccan. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations. **(Teaching Time: 6 hrs. approx.)**

- Gordon, S. (1993). *The New Cambridge History of India: The Marathas, 1600- 1818*.
- Cambridge: Cambridge University Press.
- Wink, Andre. (1986). *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*. Delhi: Orient Longman, pp. 51 – 65.
- Grewal, J.S. (1986). *The New Cambridge History of India: The Sikhs*. Delhi: Cambridge University Press.
- Singh, Chetan. (1991). *Region and Empire: Punjab in the Seventeenth Century*. Delhi: Oxford University Press.

Unit IV: This unit would have taught students about the architectural and painting traditions in the Mughal period. The student would be expected to appreciate the political and artistic complexities that played an important role during the period. This will be achieved through case studies of a tomb (the Taj Mahal), imperial fort (Red Fort) and Mughal paintings. **(Teaching Time: 7 hrs. approx.)**

- Koch, Ebba. (2006). *The Complete Taj Mahal and the river front gardens of Agra*, London. Thames & Hudson.
- Asher, Catherine B. (1992). *The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4*, Cambridge: Cambridge University Press, pp. 169-215. (Chapter-5: Shah Jahan and the crystallization of Mughal style)
- Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Delhi: Oxford University Press. pp. 1-11 & 130-162.
- Blake, Stephen, (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Oxford University Press, pp. 66-99.
- Koch, Ebba. (1990). *Mughal Architecture*. Delhi: Oxford University Press. pp. 97-115.

- Rezavi, Syed Ali Nadeem, (2010). “‘The Mighty Defensive Fort’: Red Fort at Delhi under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris.” Proceedings of the Indian History Congress 71, pp. 1108–1121.
- Desai, Vishaka N. (1990). “Painting and politics in Seventeenth Century North India: Mewar, Bikaner and the Mughal Court.” Art journal vol. no.4, pp.370- 378.
- Verma, Som Prakash. (2009). Interpreting Mughal Painting: Essays on Art,Society, and Culture. Delhi: Oxford University Press.

Unit V: This unit would have taught students about the cultural traditions in the Mughal period with special reference to Naqshbandi, Sufi and popular mystic literature from the South. **(Teaching Time: 5 hrs. approx.)**

- Eaton, Richard M. (1974, 2000). “Sufi Folk Literature and the Expansion of Islam,” History of Religion vol. 14, pp.117-127. (Also available as Essays on Islam and Indian History. Delhi: Oxford University Press, pp.189-199.).
- Habib, Irfan. (1981), ‘The Political Role of Sheikh Ahmad Sirhindi and Shah Waliullah’.
- Proceedings of Indian History Congress.
- Hasan, Nurul. (2005). ‘Shaikh Ahmad Sirhindi and Mughal Politics’ in SatishChandra (ed.),
- Religion State and Society in Medieval India: Collected works of Nurul Hasan,New Delhi.
- Nizami, K A. “Naqshbandi Influence on Mughal rulers and politics’, IslamicCulture, 39, 1(1965): pp. 41-52.
- Schimmel, Annemarie. (1973). “The Sufi Ideas of Shaykh Ahmad Sirhindi”, DieWelt des Islams, New Series, Vol. 14, Issue ¼. Pp.199-203.

Unit VI: This unit would have taught students about the gradual integrations of agricultural and artisanal production, and the establishment of circuits of exchange during Mughal period. They will also be able to develop an understanding of Inland as well as Indian Ocean trade and its impact on the South Asian economy. **(Teaching Time: 6hrs. approx.)**

- Raychaudhuri, T and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient BlackSwan, pp. 307-327.
- Prakash, Om. (1998). The New Cambridge History of India: EuropeanCommercial Enterprise in Pre-Colonial India. Delhi: Cambridge University Press.
- Gupta, Ashin Das and M.N. Pearson. (1997) India and the Indian Ocean 1500- 1800. Delhi: Oxford University Press.

Suggestive readings

- Asher, Catherine B. and Cynthia Talbot. (2006). India before Europe.Cambridge: Cambridge University Press.

- Chandra, S. (2004). Medieval India: From Sultanate to the Mughals, Part 2. Delhi: Haranand Publications.
- Chandra, S. (2004). Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 2. Delhi: Jawahar Publishers.
- Chandra, S. (2007). History of Medieval India (800-1700). Delhi: Orient Longman.
- Chandra, S. (2007). Madhyakalin Bharat: Rajniti, Samaj aur Sanskriti, Aathwi se Satrahvis shtabditak. Delhi: Orient Black Swan.
- Eaton, Richard M. (1996). The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India. Princeton: Princeton University Press.
- Faruqui, Munis D. (2012) The Princes of the Mughal Empire, 1504-1719. Cambridge: Cambridge University Press
- Green, Nile. (2002). Sufis and Settlers in the Early Modern Deccan, Delhi: Oxford University Press.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat. 10 volumes. Delhi; Rajkamal.
- Hasan, S. Nurul. (2008). Religion, State and Society in Medieval India. Delhi: Oxford University Press.
- Khanna, M. (2007). Cultural History of Medieval India. Delhi: Social Science Press. pp.203- 236.
- Khanna, M. (2012). Madhyakalin Bharat Ka Sanskritik Itihas. Delhi: Orient Black Swan. pp.219-254.
- Koch, Ebba. (2013). Mughal Architecture: An Outline of its History and Development (1526- 1858). Delhi: Primus.
- Moosvi, Shrieen. (2007), 'The Road to Sulh-i-Kul Akbar's Alienation from Theological Islam in Irfan Habib (ed.) Religion in Indian History. Delhi. Tulika Books.
- Moosvi, Shireen. (1987). The Economy of the Mughal Empire. Delhi: Oxford University Press.
- Rizvi, SAA. (1993). Muslim Revivalist Movements in Northern India during 16th and 17th centuries. Delhi: Munshiram Manoharlal.
- Vaniana, Eugenia. (2004). Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries). Delhi: Munshiram Manoharlal.

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

DISCIPLINE SPECIFIC CORE COURSE (DSC -2): Cultural Transformations in Early Modern Europe – 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		
Cultural Transformations in Early Modern Europe – II	4	3	1	0	12th Pass	Should have studied Cultural Transformations in Early Modern Europe – I

Learning Objectives

The objective of the course is designed to make the students familiar with the essential transitions and transformations in early modern European socio-cultural life, economy and polity. The first unit aims to critically examine the dynamics of Scientific Revolution and the Enlightenment in Europe that emerged from the Middle Ages. The second unit deals with the Literary and artistic developments which focus on the developments in art, literature, science and philosophy and also deals with women and the new Public Sphere. The content in the third unit will enable them to understand the spread of popular culture and the mentalities of the Europeans and its cultural impact. The idea is to give them European perspective of cultural transformations in early modern Europe.

Learning outcomes

After completing this course, students will be able to:

- Understand the different perspectives of Cultural and Scientific developments in Europe.
- Explain the impact of Renaissance in the realm of art, literature, science and philosophy and the processes by which major transformation unfolded in European society and culture.
- Trace the developments in Literacy and artistic field.
- Identify the social and cultural aspects after the transitions in popular culture and mentalities.

SYLLABUS OF DSC

Unit-I: The Scientific Revolution and the Enlightenment

1. A new view of the universe and matter[b] Reflections on the scientific method.
2. Hobbes, Locke and the Philosophes and the ideas of Enlightenment

Unit-II: Literary and artistic Developments

1. Literary trends from Dante to Shakespeare
2. Art from Baroque to Rococo and Neoclassicism
3. Novels as an art form
4. Women and the new Public Sphere

Unit-III: Transitions in popular culture and mentalities c. 1550-1780

1. Family and marriage patterns
2. The decline of magic, the rise of witch trials
3. Changing mentalities and popular protests: Jacqueries, food riots and the crowd

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: The Unit will give concepts and explanations behind the rise of Scientific Revolution and the Enlightenment during the early Modern Europe. The dominant ideas of Hobbes, Locke, and the philosophes will be introduced to the students. **(Teaching Time: 15 hrs. approx.)**

- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. New York: Longman
- Burke, Peter. Popular Culture in Early Modern Europe. UK: Ashgate, 2009.
- Davies, Norman, Europe: A History. New York: Harper Collins, 1998.

Unit-II: This Unit imparts the understanding of the literary and artistic developments during c. 1500- 1800. **(Teaching Time: 15 hrs. approx.)**

- Burckhardt, Jacob. The Civilisation of the Renaissance in Italy. University of Virginia: Phaidon Press, 1965.
- Burke, Peter. (1999). The Italian Renaissance, Culture and Society in Italy. Princeton: Princeton University Press. (Chpts: Introduction, chpts:1, 2, 3, 4 & 6)
- Kaborycha, Lisa. (2011). A Short History of Renaissance Italy. New York: Pearson
- Nauert, C.G. (2006) Humanism and the culture of Renaissance Europe. Cambridge University Press.
- Kraye, J. and Jill, K. eds. (1996) The Cambridge companion to Renaissance humanism. Cambridge University Press.

Unit-III: The Unit emphasises different dimensions of popular culture and the mentalities of the early Modern Europeans that helps in learning the challenges and changes in the socio-economic, religious and political sphere and their influences on the lives of the people in various regions of Europe. **(Teaching Time: 15 hrs**

- King, Margaret L. *Western Civilisation: A Social and Cultural History*. New York: Prentice- Hall, 1999
- Parish, Helen L. (2018). *A Short History of the Reformation*. London, New York:
 - B. Tauris.
- Mac Culloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books Ltd.
- Cameron, E. (2012) *The European Reformation*. Oxford University Press.
- MacCulloch, D. (2005) *The reformation*.
- Anderson, M.S. *Europe in the Eighteenth Century, 1713-1783*. 2nd and. NewYork: Longman
- Burke, Peter. *Popular Culture in Early Modern Europe*. UK: Ashgate, 2009.
- Davies, Norman, *Europe: A History*. New York: Harper Collins, 1998
- Burns, E. M., Ralph, P. L., Lerner, R. E., & Meacham, S. (1986). *Worldcivilisation*, vol. AWW Norton & Co., New York, NY.

Suggested Readings:

- Anderson, Perry. *Lineages of the Absolutist State*. London: New Left books, 1974.
- Braudel, Ferdinand. *Civilisation and Capitalism- 15th to 18th century Vol. I*. California: University of California Press, 1992 (paperback).
- Burckhardt, Jacob. *The Civilisation of the Renaissance in Italy*. University of Virginia: Phaidon Press, 1965.
- Chartier, Roger. Arthur Goldhammer, Phillippe Aries and George Duby, eds. *A History of Private Life, Vol III: Passions of the Renaissance*. U.S.A.: Harvard University Press, 1988.
- Davis, Natalie Zemon. *The Return of Martin Guerre*, Massachusetts, London: Harvard University Press, 1983. • Gay, Peter. *The Enlightenment: An Interpretation*. New York: Alfred K. Knopf, 1966
- Ginsberg, Carlo. *The Cheese and the Worms*. U.S.A.: John Hopkins University Press (JHUP) 1983
- Huizinga, J. *The Waning of the Middle Ages*. New York: Dover Publications, 1999.
- Jacob, Margaret C. *The Cultural Meaning of the Scientific Revolution*, U.S.A.: Temple University Press, 1988.
- Kearney, Hugh. *Science and Social Change 1500 – 1700*. University of Wisconsin-Madison: McGraw- Hill, 1971.
- Thomas, Keith. *Religion and the Decline of Magic*. England: Penguin Books, 1991.
- Ladurie, Emmanuel Le Roy. *The Peasants of Languedoc*. Urbana and Chicago: University of Illinois Press, 1974.

- Merriman, J. (2009) A History of Modern Europe: from the Renaissance to the Present (Vol. 1). WW Norton & Company.
- Merriman, J. (2019) A History of Modern Europe: Volume 2 (Vol. 2). WW Norton & Company.
- संक्रांतकलीनर ूरोप : अरतवंम् तसन्हा , ग्रंथ तशल्पी प्राइवटे तलतमटि, 2015.
- आधुतनक र ोप का इततहास : आर ाम एवं ततशाए : म् े वेश मीना तवर,

भारद्वाम् एवं वंम् नार्ौधरी

- आधुतनक र ूरोप का इततहास: आर ाम एवम ततशाएं] (सह-संपाम्न), तहन्दी माध्यम कार ा ान्वनच ततनशे ालरत्तल्ली-7, 2010 (revised second edition, 2013)
- र ोपीरर् संस्कृ तत (1400-1800): म् े वेश तवरर् संपाततत, तहन्दी माध्यम कार ा ान्वनच ततनशे ालर, ततल्ली- 7, 2006, 2010.
- आधुतनक पतश्र्म के म्उर् का इततहास , मीनाक्षी फूकन, लक्ष्मी पमभल्लक शन, 2012.
- आधुतनक पतश्र्म के म्उर् , पाथासारतथ गुप्ता, तहन्दी माध्यम ा ान्वन कारततने शालर् , ततल्ली-7, 2015(New Edition).

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

Category III
BA (Prog.) with History as Non-Major

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India c. 1550 – 1700

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 India c. 1550 – 1700	4	3	1	0	12 th Pass	Should have studied History of India c. 1200-1550

Learning Objectives

This course provides an analytical study of the history of India from 1550 to 1700 CE. It introduces students to a thematic study of the main aspects of the period delineating major transitions, changes and developments that include the establishment of the Mughal state and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies it also underlines the interconnectedness of the subcontinental region in its transition.

Learning outcomes

After the successful completion of this Course, the students will be able to:

- ② Identify the major political developments in the history of India during the period between the sixteenth century and between the beginning of the eighteenth century.
- ② Outline the changes and continuities in the field of culture, especially with regard to art, architecture and Sufi movement.
- ② Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- ② Delineate the development of trade and urban complexes during this period.

SYLLABUS OF DSC-1

Unit I: Foundation, expansion and consolidation of the Mughal State, c.16th to 17th century: Expansion and consolidation; Administrative structures: Mansabdari and Jagirdari.

Unit II: Akbar to Aurangzeb: Rajputs, imperial ideology; religious policy.

Unit III: 17th century transition: Marathas, Sikhs.

Unit IV: Art and architecture: Taj Mahal and Red Fort; Mughal painting.

Unit V: Society, culture and religion: Sufism: Naqshbandi; popular literature from the Deccan: Chakki-Nama and Charkha-Nama.

Unit VI: Economy and integrated patterns of exchange: Inland and maritime trade; non-agrarian production.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit would have taught students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the administrative structure of the Mughal state. **(Teaching Time: 9 hrs. approx.)**

- Alam, M., and S. Subrahmanayam. (1998). The Mughal State 1526-1750. Delhi: Oxford University Press.
- Richards, J F. (1996). The New Cambridge History of India: The Mughal Empire. Cambridge: Cambridge University Press.
- Raychaudhuri, T. and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 163-192.
- Bhargava, Meena. ed. (2010). Exploring Medieval India: Sixteenth to the Eighteenth centuries, Delhi: Orient Black Swan.
- Habib, I. (Ed.). (1997). Akbar and his India, Delhi: Oxford University Press. (Relevant chapters).
- Habib, I. (Ed.). (2016). Akbar aur Tatkalin Bharat, Delhi: Rajkamal Prakashan Samuh. (Relevant Chapters).
- Verma, H.C. (Ed.). (2003). Madhyakalin Bharat, Bhag 2, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
- Ali, M. Athar. (1996). Mughal Nobility under Aurangzeb, Delhi: Oxford University Press.
- Habib, I. (1999). The Agrarian System of Mughal India, 1554-1707. Delhi: Oxford University Press.

Unit II: This unit would have taught students about the Mughal relation with the Rajputs along with their religious ideas which shaped the Mughal state. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed. **(Teaching Time: 12 hrs. approx.)**

- Ali, S Athar. (2008). 'Sulh-i-Kul and Religious Ideas of Akbar' in Mughal India: Studies in Polity, Ideas, Society and Culture, Delhi, OUP.

- Butler-Brown, Katherine. (2007). "Did Aurangzeb Ban Music? Questions for the historiography of his reign," *Modern Asian Studies* vol. 41, no.1, pp. 77- 120.
- Sreenivasan, Ramya. (2014) 'Faith and allegiance in the Mughal Era: Perspectives from Rajasthan' in Vasudha Dalmia and Munis D Faruqi, *Religious Interactions in Mughal India*, Delhi. OUP.
- Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.
- Ziegler. P Norman. (1998). Some Aspects on Rajput Loyalties during the Mughal period'.in J F Richards (ed.) *Kingship and Authority in South East Asia*. Delhi. OUP.

Unit III: This unit would have taught students about emerging political formation in the Deccan. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations. **(Teaching Time: 6 hrs. weeks approx.)**

- Gordon, S. (1993). *The New Cambridge History of India: The Marathas, 1600- 1818*.
- Cambridge: Cambridge University Press.
- Wink, Andre. (1986). *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*. Delhi: OrientLongman, pp. 51 – 65.
- Grewal, J.S. (1986). *The New Cambridge History of India: The Sikhs*. Delhi: Cambridge University Press.
- Singh, Chetan. (1991). *Region and Empire: Punjab in the Seventeenth Century*. Delhi: Oxford University Press.

Unit IV: This unit would have taught students about the architectural and painting traditions in the Mughal period. The student would be expected to appreciate the political and artistic complexities that played an important role during the period. This will be achieved through case studies of a tomb (the Taj Mahal), imperial fort (Red Fort) and Mughal paintings. **(Teaching Time: 7 hrs. approx.)**

- Koch, Ebba. (2006). *The Complete Taj Mahal and the river front gardens of Agra*, London. Thames & Hudson.
- Asher, Catherine B. (1992). *The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4*, Cambridge: Cambridge University Press, pp. 169-215. (Chapter-5: Shah Jahan and the crystallization of Mughal style)
- Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Delhi: Oxford University Press. pp. 1-11 & 130-162.
- Blake, Stephen, (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Oxford University Press, pp. 66-99.
- Koch, Ebba. (1990). *Mughal Architecture*. Delhi: Oxford University Press. pp. 97-115.

- Rezavi, Syed Ali Nadeem, (2010). “‘The Mighty Defensive Fort’: Red Fort at Delhi under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris.” Proceedings of the Indian History Congress 71, pp. 1108–1121.
- Desai, Vishaka N. (1990). “Painting and politics in Seventeenth Century North India: Mewar, Bikaner and the Mughal Court.” Art journal vol. no.4, pp.370- 378.
- Verma, Som Prakash. (2009). Interpreting Mughal Painting: Essays on Art,Society, and Culture. Delhi: Oxford University Press.

Unit V: This unit would have taught students about the cultural traditions in the Mughal period with special reference to Naqshbandi Sufi and popular mystic literature from the South. **(Teaching Time: 5 hrs. approx.)**

- Eaton, Richard M. (1974, 2000). “Sufi Folk Literature and the Expansion of Islam,” History of Religion vol. 14, pp.117-127. (Also available as Essays on Islam and Indian History. Delhi: Oxford University Press, pp.189-199.).
- Habib, Irfan. (1981), ‘The Political Role of Sheikh Ahmad Sirhindi and Shah Waliullah’.
- Proceedings of Indian History Congress.
- Hasan, Nurul. (2005). ‘Shaikh Ahmad Sirhindi and Mughal Politics’ in SatishChandra (ed.),
- Religion State and Society in Medieval India: Collected works of Nurul Hasan,New Delhi.
- Nizami, K A. “Naqshbandi Influence on Mughal rulers and politics’, IslamicCulture, 39, 1(1965): pp. 41-52.
- Schimmel, Annemarie. (1973). “The Sufi Ideas of Shaykh Ahmad Sirhindi”, DieWelt des Islams, New Series, Vol. 14, Issue ¼. Pp.199-203.

Unit VI: This unit would have taught students about the gradual integrations of agricultural and artisanal production, and the establishment of circuits of exchange during Mughal period. They will also be able to develop an understanding of Inland as well as Indian Ocean trade and its impact on the South Asian economy. **(Teaching Time: 6 hrs. approx.)**

- Raychaudhuri, T and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient BlackSwan, pp. 307-327.
- Prakash, Om. (1998). The New Cambridge History of India: EuropeanCommercial Enterprise in Pre-Colonial India. Delhi: Cambridge University Press.
- Gupta, Ashin Das and M.N. Pearson. (1997) India and the Indian Ocean 1500- 1800. Delhi: Oxford University Press.

Suggestive readings

- Asher, Catherine B. and Cynthia Talbot. (2006). India before Europe.Cambridge: Cambridge University Press.

- Chandra, S. (2004). Medieval India: From Sultanate to the Mughals, Part 2. Delhi: Haranand Publications.
- Chandra, S. (2004). Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 2. Delhi: Jawahar Publishers.
- Chandra, S. (2007). History of Medieval India (800-1700). Delhi: Orient Longman.
- Chandra, S. (2007). Madhyakalin Bharat: Rajniti, Samaj aur Sanskriti, Aathwi se Satrahvis shtabditak. Delhi: Orient Black Swan.
- Eaton, Richard M. (1996). The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India. Princeton: Princeton University Press.
- Faruqui, Munis D. (2012) The Princes of the Mughal Empire, 1504-1719. Cambridge: Cambridge University Press
- Green, Nile. (2002). Sufis and Settlers in the Early Modern Deccan, Delhi: Oxford University Press.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat. 10 volumes. Delhi; Rajkamal.
- Hasan, S. Nurul. (2008). Religion, State and Society in Medieval India. Delhi: Oxford University Press.
- Khanna, M. (2007). Cultural History of Medieval India. Delhi: Social Science Press. pp.203- 236.
- Khanna, M. (2012). Madhyakalin Bharat Ka Sanskritik Itihas. Delhi: Orient Black Swan. pp.219-254.
- Koch, Ebba. (2013). Mughal Architecture: An Outline of its History and Development (1526- 1858). Delhi: Primus.
- Moosvi, Shrieen. (2007), 'The Road to Sulh-i-Kul Akbar's Alienation from Theological Islam in Irfan Habib (ed.) Religion in Indian History. Delhi. Tulika Books.
- Moosvi, Shireen. (1987). The Economy of the Mughal Empire. Delhi: Oxford University Press.
- Rizvi, SAA. (1993). Muslim Revivalist Movements in Northern India during 16th and 17th centuries. Delhi: Munshiram Manoharlal.
- Vaniana, Eugenia. (2004). Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries). Delhi: Munshiram Manoharlal.

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

Pool of DSE for BA (prog.)

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Cultures in Indian Subcontinent – 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		
Cultures in Indian Subcontinent – II	4	3	1	0	12 th Pass	Should have studied Cultures in Indian Subcontinent – I

Learning Objectives

This course aims to provide an overview of cultures of the Indian subcontinent. It will help the students to understand different traditions of sculpture, painting, etc. along with varied popular cultures through the ages in India. This paper also aims to acquaint students with the social aspects like the role of different classes which extended patronage to varied activities in different periods of Indian history. It will also elucidate the cultural issues and the institutions of cultural practices in colonial and post-colonial India, which cemented the sentiments of Nationalism among Indians.

Learning outcomes

After studying this lesson, the students will be able to comprehend:

- The various schools of Sculpture over the ages in India;
- The evolution of Painting from the ancient, medieval to modern period;
- Folklores and oral traditions of kathas;
- Festivals, fairs and fasts;
- Textiles and crafts;
- Culture of food;
- Issues of culture and the concept of Nationalism

SYLLABUS OF DSE-2

Unit - I: Visual Cultures: Perceptions of visual Past and Present

1. Silpashastric normative tradition;

2. Indian Sculpture: Classicism- Mathura, Gandhara and Amravati Schools, Gupta period; late Classicism: Pallava and Chola.;
3. Indian Painting: Classicism -Narrative Mural and Fresco paintings; late Classicism: Pallava- Chola;
4. Medieval idioms-Mughal painting: Rajput and Pahari miniature paintings
5. Modern-Company school, Raja Ravi Varma, Bengal school, Amrita Sher-Gil and Progressive Artists Group.

Unit-II: Popular Culture

1. Folklore and Oral tradition of Kathas, narratives, legends and proverbs; Linkages of bardic and literary traditions.
2. Festivals, fairs and fasts; Links with tirtha, pilgrimage and localities.
3. Textile and Crafts; the Culture of Food.

Unit-III: Communication, Patronage and Audiences

1. Royalty, Merchants groups, Religious communities and Commoners
2. Culture as communication.
3. Nationalism and the issues of Culture; Institutions of Cultural Practices-Colonial and Post-Colonial.

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This unit will give an insight to the students about evolution of sculpture and painting right from the ancient to modern period and will help in understanding marked variations at different stages in Indian context. **(Teaching Time: 21 hrs.approx.)**

- Basham, A.L. The Wonder That Was India. Vol I, Rupa & Co., Delhi, 1991. (in Hindi: Adhbhut Bharat)
- Coomaraswami, Anand K. Introduction to Indian Art, Munshiram Manoharlal, New Delhi, 1999.
- Kramrisch, Stella. The Art of India. Orient Book Depot, Delhi, 1987.
- Harle, J.C. The Art and Architecture of Indian Subcontinent. Penguin Books, New York, 1990.
- Huntington, Susan L. The Art of Ancient India: Buddhist Hindu and Jain. Wadsworth, New York, 1985.
- Maxwell, T.S. Gods of Asia: Text, Image and Meaning. OUP, New Delhi, 1996.
- Miller, Barbara Stoler. The Power of Art: Patronage in Indian Culture. OUP, Delhi, 1992.
- Mitter, Partha. Indian Art. OUP, Delhi, 2011.
- Ray, Nihar Ranjan. Maurya and Shunga Art. Indian Studies, Calcutta, 1965.
- Rizvi, S.A.A. The Wonder that Was India. Vol. II, Picador, India, 2001.
- Welch, Stuart Carey. Imperial Mughal Paintings. New York, 1978.

- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.

Unit-II: This unit will enable students to know about the rich traditions of popular culture of India in three sub-sections covering almost every aspect of our day to day life. **(Teaching Time: 12 hrs. approx.)**

- Acharya, K.T. A Historical Dictionary of Indian Food. OUP, 1998.
- Dhali, Rajshree. 'Perspectives on Pilgrimage to Folk Deities', International Journal of Religious Tourism and Pilgrimage, Vol VIII, Issue I, 2020.
- Dubey, Shyam Charan. Manav aur Sanskriti. Rajkamal Prakashan, New Delhi, 2010.
- Gupta, Shakti M. Festivals, Fairs and Fast of India. Clarian Books, New Delhi, 1990.
- Gupta, Ved Prakash. Bhartiye Melon aur Utsavon ke divyadarshan. Jivan Jyoti Prakashan, 1995.
- Jain, Shanti. Vrat aur Tyohar Pauranik avam Sanskritik Pristhabhumi. Hindustani Academy, Allahabad, 1988.
- Jaitly, Jaya. The Craft Tradition of India. NCERT, Delhi, 1990.
- Kidd Warren. Culture and Identity. Palgrave, 2002.
- Strinati, Dominic. An Introduction to Theories of Popular Culture. Routledge, London, 2000.
- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.
- Verma, Lal Bahadur. Bharat ki Jankatha. Itihasbodh Prakashan, Allahabad, 2012.

Unit-III: This unit will provide students the knowledge about the individuals as well as social classes which used to give exclusive patronage to art and culture leading to its evolution in India. What kind of message was carried or permeated to the society by the rise and growth of art and culture and how it paved the way for the growth of cultural nationalism in India will also be covered under this broad topic. **(Teaching Time: 12 hrs. approx.)**

- Mitter, Partha. Art and Nationalism in Colonial India. OUP, Delhi, 1994.
- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.

Websites:

- <http://kasi.nic.in>
- <http://kasi.legislation.asp>
- www.iccrindia.org
- <http://www.indiaculture.nic.in>

Suggestive readings

- Acharya, K.T. A Historical Dictionary of Indian Food. OUP, 2001.
- Agarwala, Vasudev Sharan. Bhartiya Kala (in Hindi), Prithvi Prakashan, Delhi, 2020.
- Asher, Catherine B (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Basham, A.L. The Wonder that was India. Volume I, Rupa & Co., New Delhi, 1981. (in Hindi
- : Adhbhut Bharat)
- Chopra, P.N. (ed.), The Gazetteer of India, History and Culture, Vol. II, Publication Division, Govt. of India, 1988.
- Cohn, Bernard S. India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, Oxford University Press, 2004.
- Dhali, Rajshree. 'Pilgrimage to the Abode of a Folk Deity', International Journal of Religious Tourism and Pilgrimage. Vol. 4, Issue 6, Art. 8, 2016.
- Harle, J.C., The Art and Architecture of Indian Subcontinent, Penguin Books, 1986. Huntington, Susan L. The Art of Ancient India: Buddhist Hindu and Jain. Wadsworth, New York, 1985.
- Jaitly, Jaya. The Craft Tradition of India. Delhi, 1990.
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritic lihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi: Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Miller, Barbara Stoler. The Power of Art: Patronage in Indian Culture. OUP, Delhi, 1992.
- Mitter, Partha. Indian Art. OUP, Delhi, 2011.
- Strinati, Dominic. An Introduction to Theories of Popular Culture. Routledge, London, 2000.
- Thakran, R.C., Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvip ki Sanskritiyan, Vol. I and II (in Hindi), Hindi Madhayam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.
- Verma, Lal Bahadur. Bharat ki Jankatha. Itihasbodh Prakashan, Allahabad, 2012.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Popular Culture

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		
Popular Culture	4	3	1	0	12 th Pass	NIL

Learning Objectives

One of the purposes of learning History is to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a significant component of that experience surrounding us, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the course objectives is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focusing particularly on themes about religion, performative traditions, food cultures as well as the constitution of a 'new public' concerning its patterns of consumption of culture, in contemporary times.

Learning outcomes

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

- Engage with a range of theoretical perspectives in an attempt to define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- Identify the relevant archives necessary for undertaking a study of popular culture while pointing out the problems with conventional archives and the need to move beyond them,
- Interpret the above theoretical concerns to actual historical studies through a case study,
- Estimate the popular aspects of the everyday experience of religion and religiosity through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/regional identities,
- Identify the history of the cultures of food consumption and its relationship with the

- constitution of a modern bourgeoisie,
- Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema

SYLLABUS OF DSE-3

Unit I: Defining Popular Culture:

1. Popular Culture as Folk Culture,
2. Mass Culture- High Culture,
3. People's culture

Unit II: Popular Culture and Visual Expressions:

1. Folk art, calendar art, photography, advertisements;
2. Cinema (themes and trends like freedom struggle and nation-building), television (Case study of televised serials, Ramayana and Chanakya)
3. Internet: Digital age and popular culture

Unit III: Performative traditions, fairs, festivals and pilgrimage:

1. Folktales & folk theatre: swang and nautanki;
2. Music- folksongs and folk dances
3. Festivals and Rituals: Case studies of Navaratri in Madras / Urs in Ajmer /Kumbh Mela

Unit IV: Cuisine as an expression of culture:

1. Food and Public Cultures of Eating
2. Regional cuisines
3. Cultures of Consumption

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit intends to apprise students of the conceptual and theoretical categories that scholars deploy to classify and analyse various forms of popular culture. **(Teaching Time: 12 hrs. approx.)**

- Fiske, John. (2010) *Understanding popular culture*. Routledge.
- Storey, J. (2001) *Cultural Theory and Popular Culture*. London: Routledge. (Chap. 1, 'What is Popular Culture', pp. 1-17)
- Dubey, Shyam Charan. *Manav aur Sanskriti*. Rajkamal Prakashan, New Delhi, 2010.

Unit II: This unit focuses on a study of the various audio and visual forms of popular culture. It also explores the more recent forms of popular culture as embodied in the new age technologies of communication. **(Teaching Time: 12 hrs. approx.)**

- Dissanayake W. and K.M. Gokul Singh, (1998). *Indian Popular Cinema, A Narrative of Cultural Change*. New Delhi: Orient Longman.
- Fiske, John. (2001) *Television Culture: Popular Pleasures and Politics*. London: Routledge.
- Spracklen, Karl. (2015) *Digital Leisure, the Internet and Popular Culture: Communities and identities in a Digital Age*. London: Palgrave Macmillan, pp. 1-52.

Unit III: The Indian subcontinent is rich in diverse beliefs and practices of rituals, pilgrimages, and performative traditions. This unit will focus on exploring the meanings of performative traditions (folk music, folk tales, etc.), rituals, pilgrimages, etc. **(Teaching Time: 12 hrs. approx.)**

- Bharucha, Rustam. (2003) *Rajasthan: An Oral History, Conversations with Komal Kothari*, Delhi: Penguin, chap 1, 'The Past in the Present: Women's Songs', pp. 16-35.
- शकु धव. (2015). 'लोक - आखान: यशकीघोषणा' , तानाबाना, प्रवेशांक, pp. 19-26.

Unit IV: The focus of this unit will be on food and its history. The units will encourage students to think about cooking and eating habits of 'people' as historical, subject to change and embodying social and political significations that go much beyond individual initiatives. **(Teaching Time: 9 hrs. approx.)**

- Appadurai, Arjun. (1988) 'How to Make a National Cuisine: Cookbooks in Contemporary India', *Comparative Studies in Society and History*, Vol. 30, No. 1, pp. 3-24.
- Ray, Utsa. (2014) *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle Class*, Cambridge: Cambridge University Press

Suggestive readings

- Kasbekar, Asha. (2006). *Popular Culture India!: Media, Arts and Lifestyle*. Santa Barbara: ABC-CLIO, 2006.
- Chauhan, V. (2019) From Sujata to Kachra: Decoding Dalit representation in popular Hindi cinema. *South Asian Popular Culture*, 17(3), pp.327-336.
- Lichtner, G. and Bandyopadhyay, S. (2008) Indian Cinema and the Presentist Use of History: Conceptions of "'Nationhood'" in Earth and Lagaan. *Asian Survey*, 48(3), pp.431-452.
- Sen, C.T. (2004) *Food culture in India*. Greenwood publishing group.
- Thakurta, T.G. (1991) Women as 'calendar art' icons: Emergence of pictorial stereotype in colonial India. *Economic and Political Weekly*, pp.WS91-W599.
- Vatuk, Ved Prakash. (1979) *Studies in Indian Folk Traditions*. New Delhi: Manohar, 1979.
- कु मार, इला(2015). 'संस्कृ ततकाम बोध' , तानाबाना, प्रवेशांक, pp. 102-104.

Suggested weblinks:

- <http://visionsofindia.blogspot.in/p/history-of-photography-in-india.html>
- <https://lens.blogs.nytimes.com/2015/06/18/indias-earliest-photographers/>
- [http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs- ever-taken-in-india/](http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs-ever-taken-in-india/)
- <http://ccrtindia.gov.in/performingart.php>

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

Category II
BA (Prog.) with History as Major

DISCIPLINE SPECIFIC CORE COURSE– 1 (DSC): History of India 1700 – 1857

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 India 1700 – 1857	4	3	1	0	12 th Pass	Should have studied History of India 1550 – 1700

Learning Objectives

The paper introduces the students to the key features of the 18th century, and contextualise the establishment of the early colonial state. The paper will focus on colonial policies and their impact on the socio-economic life of the people of India as well as the discontent caused by such policies. While introducing reform measures, colonial rule created a sense of self-consciousness and assertion which manifested itself in various uprisings against the colonial rule.

Learning outcomes

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

- Explain the process of the establishment of Company rule and the policies and practises to sustain the process of expansion and consolidation of the Company rule.
- Understand the impact of various economic policies and how they contributed to dissatisfaction with colonial rule.
- Evaluate the reform measures implemented during under the colonial rule and how they served the interests of the Empire, particularly in the context of education.

SYLLABUS OF DSC

Unit I: India in the 18th century: Background, Debate

Unit II: Expansion and consolidation of British power:

1. Bengal, Mysore, Maratha, Punjab
2. Ideologies/Strategies of Raj

Unit III: Making of a colonial Economy:

1. Land Revenue Settlements
2. Commercialisation of Agriculture
3. De-Industrialisation

Unit IV: Social and Religious Reform Movements:

1. An overview of the reformist movements of the 19th century

2. Indigenous and Modern education

Unit V: The Revolt of 1857: Causes, Nature, and Consequences

Practical component (if any) - NIL

Essential/recommended readings

Unit I. This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. **(Teaching Time: 6 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman,
- Bayly, C.A. (1990). An Illustrated History of Modern India 1600-1947. London: National Portrait Gallery.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Lakshmi Subramanian. (2010). History of India, 1707-1857. Hyderabad: Orient Blackswan. (Also in Hindi)
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press
- बंधोपाध्याय, शेखर. (2013). भारत का इतिहास (1700-1857), नूतन, ओरिएण्टल ब्लैकस्वान
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम का संस्करण, नूतन, नूतन विश्वविद्यालय, नूतनी

Unit II. This unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies. **(Teaching Time: 9 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004) From Plassey to Partition. Delhi: Orient Longman.
- Metcalf, Thomas R. (2007 reprint). Ideologies of the Raj, Cambridge: CUP
- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". Comparative Studies in Society and History, 45 (4), pp. 783- 814
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Chaudhary, Latika et al. (Eds.). (2016). A New Economic History of Colonial India. London: Routledge.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- मेहता, बी. एल. (1995). आधुनिक भारत का इतिहास, New Delhi: S. Chand & Co.

Unit III. This unit provides a critical perspective on the changing patterns of land relations, agricultural practices, and trade and industry in the Indian sub-continent under the British colonial rule. **(Teaching Time: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Dutt, R.P. (1986). India Today. Calcutta: Manisha.
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press
- Chaudhary, Latika (et. al. Eds.). (2016). A New Economic History of Colonial India. London: Routledge
- Sarkar, Sumit. 2014. Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- भट्टाचार्य, सबासचयी (2008). आधुनिक भारत का आर्थिक इतिहास, (1850-1947)
मुंबई, रॉयल कमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास.
Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम
कार : अखिल भारतीय विश्वविद्यालय, मुंबई

Unit IV. This unit examines social and religious reform movements, the state of education in India, and the influence of various policies designed to serve the interests of the Empire.
(Teaching Time: 12 hrs. approx.)

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas
- O'Hanlon, Rosalind. (2012). Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth-Century Western India. Cambridge: Cambridge University Press.
- Panikkar, K.N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi: Tulika.
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास.
Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम
कार : अखिल भारतीय विश्वविद्यालय, मुंबई

Unit-V: This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those of struggling peasants and tribals during the Company Raj. **(Teaching Time: 6 hrs. approx.)**

- Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. Clarendon Press
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and Narayani Gupta (Eds.), *India's Colonial Encounter*, New Delhi: Manohar
- Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP.
- Desai, A.R. (ed.) (1979). *Peasant Struggles in India*. Bombay, OUP
- Bandyopadhyay, Sekhar (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge.
- Pati, Biswamoy. (Ed.). (2007). *The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities*. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press.
- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press
- Chandra, Bipan. (et.al Eds.) (1989). *India's Struggle for Independence*. Delhi: Penguin
- सरकार, सुर्मर् (2009). *आधुनिक भारत, नल्लि, रािकमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से वर्भािनर्क: आधुनिक भारत का इर्हास*. Hyderabad: Orient Longman.
- शुक्ल, आर.एल. (Ed). (1987). *आधुनिक भारत का इर्हास, हर्िी माध्यमकार ा ान्वनत नर्नशे ालर, नल्लिी वर्श्वर्वदयालर, नल्लिी*

Suggestive readings

- Alavi, Seema ed. (2002). *The Eighteenth Century in India*. New Delhi: OUP.
- Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In *Education and the Disprivileged: Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman.
- Bayly, Susan. (1999). *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: Cambridge University Press.
- Bhattacharya, Sabyasachi ed. (2007). *Rethinking 1857*. Delhi: Orient Longman.
- Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late

Nineteenth and Early Twentieth Century Western India". *Journal of Asian Studies*, 60 (2), pp. 439- 78.

- Dirks, Nicholas B. (2001). *Castes of Mind*. Princeton, New Jersey: Princeton University Press.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press .
- Jones, Kenneth. (2003) *Socio-Religious Reform Movements in British India*. New Cambridge History of India, Vol.3.1. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). *An Intellectual History for India*. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). *Agricultural Production and South Asian History*. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). *Ideologies of the Raj*. Cambridge: Cambridge University Press
- Mukherjee, Mithi. (2010) *India in the Shadows of Empire: A Legal and Political History 1774- 1950*. New Delhi: Oxford University Press.
- Mukherjee, Rudrangshu. (1984) *Awadh in Revolt 1857-1858*. New Delhi: Oxford University Press.
- Pollock, Sheldon ed. (2011). *Forms of Knowledge in Early Modern Asia*. Delhi: Manohar.
- Raj, K N. et al ed. (1985). *Essays on the Commercialization of Indian Agriculture*. New Delhi: Oxford University Press.
- Skuy, David. (July 1998). "Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century", *Modern Asian Studies*, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). *The Making of Agrarian Policy in British India, 1770- 1900*. Delhi: Oxford University Press.
- Stokes, Eric. (1986). *The Peasant Armed: The Indian Rebellion of 1857* In C.A. Bayly (Ed.). New Delhi: Oxford University Press.
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, University of Pennsylvania Press, 1993.

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): History of Europe: 1789-1870

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 Europe: 1789-1870	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper offers a historical overview of the development stemming from the French revolution and the subsequent period of revolutionary upheavals in Europe during the first half the nineteenth century. It traces the different trajectories of industrialization in various parts of Europe, the accompanying transformations in social life and the world of work, as well as the development of new ideologies that accompanied the formation of new social classes in the industrial era. Students will also be familiarized with the factors that fuelled the emergence of nationalism and nation-states in the given period.

Learning outcomes

Upon completion of this course the student shall be able to:

- Trace the key repercussions of the French revolution and Empire-building by France.
- Distinguish the patterns of industrialization in Europe and assess the widespread impact of the industrial revolution.
- Highlight the growth of labour movements and new ideologies in the industrial era.
- Comprehend the broad varieties of nationalist aspirations that emerged in the nineteenth century, and the processes by which new nation-states were carved out in Italy and Germany.

SYLLABUS OF DSC

Unit- 1: The French revolution

1. Causes, phases, and legacy
2. Napoleonic reforms and their impacts: authoritarian state, stirrings of nationalism in the First French Empire

Unit- 2: Restoration and revolutions, 1815-1848

1. Congress of Vienna and Concert of Europe
2. Revolutions of 1830 and 1848

Unit-3: Socio-economic transformations in the early 19th century

1. Industrialization: patterns, changing nature of work, transformations in society, life in the industrial city
2. Social ferment: labour movements; rise of liberalism and early socialism

Unit-4: Nations and nationalism

1. Patterns of nationalism
2. Unification of Italy and Germany

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: At the end of this rubric students would have developed an understanding of the conditions that paved the way for a revolution in late eighteenth century France, and the subsequent transformations in French society since 1789. They will be familiarized with the larger legacy of the French revolution, as well as the impact of Napoleonic rule on monarchies and socio-economic structures outside France. **(Teaching time: 12 hrs. approx.)**

- Hunt, Jocelyn. (1998). The French Revolution. Questions and Analysis in History Series. London and New York: Routledge.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London: Routledge. [Chapter 1, 2, 3 and 4]
- Rude, George. (1964). Revolutionary Europe, 1783-1815. London and Glasgow: Collins. [chapters 4 to 9; chapter 13]
- लालबहादुर शास्त्री (संपादक)। **रोप का इतिहास: फ्रांस और संसदीयता से नवीर तक**।
के।
- पण्डित सूर्यकिशोर (संपादक)। **रोप का इतिहास**। Hindi Madhyam Karyanvaya
DU.

Unit-II: At the end of this rubric students would have developed an understanding of the significant developments post the Congress of Vienna (1814–1815) which settled the boundaries of post- Napoleonic Europe and restored monarchs to power. Despite the conservative reaction, political revolts broke out which culminated in cycle of revolutions in 1830 and 1848. **(Teaching time: 9 hrs. approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston. [Chapter 1 to 3; Chapter-5].
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapter 5 & 7].

- Seaman, L.C.B. (2003). From Vienna to Versailles. London and New York: Routledge, Taylor & Francis. [Chapter-2].
- लालबहादुर शास्त्री (संपादक)। पत्रकारिता: फ्री प्रेस और लोकतंत्र। हिन्दी माध्यम कानून विश्वविद्यालय, दिल्ली।
- पत्रकारिता (संपादक)। Nideshalaya, पत्रकारिता। हिन्दी माध्यम कानून विश्वविद्यालय, दिल्ली।

Unit-III: In this Unit the student would learn about the social and economic dimensions of the Industrial revolution. The response of labour and middle-class liberals to unfolding capitalist industrialization will be examined by tracing key forms of labour protests and the development of early socialist and liberal ideologies. **(Teaching time: 15 hrs. approx.)**

- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers. [Chapters 2 and 3].
- Perry, Marvin et al (ed.). (2008). Western Civilizations: Ideas, Politics and Society. Ninth edition. Boston and New York: Houghton Mifflin Harcourt Publishing Company. [Chapter- 21; Chapter-22: pp. 534– 541].
- Stearns, Peter. (2013). Industrial Revolution in World History. Fourth edition. Philadelphia: Westview Press & Perseus Books Group. [Chapters 2 to 4].
- Lang, Sean. (1999). Parliamentary Reform, 1785–1928. London and New York: Routledge. [Chapter-3]
- लालबहादुर शास्त्री (संपादक)। पत्रकारिता: फ्री प्रेस और लोकतंत्र। हिन्दी माध्यम कानून विश्वविद्यालय, दिल्ली।
- पत्रकारिता (संपादक)। Nideshalaya, पत्रकारिता। हिन्दी माध्यम कानून विश्वविद्यालय, दिल्ली।
- पत्रकारिता 1870 से। अनवरत: तन्महा। हिन्दी माध्यम कानून विश्वविद्यालय, दिल्ली।

Unit-IV: In this rubric the student will be expected to demonstrate an understanding of the making of modern nation-states. In this regard, the students will be exposed to a close analysis of the complex political and economic factors associated with the unification of Germany and Italy, as well as the processes by which nation-states strengthened themselves. **(Teaching time: 9 hrs. approx.)**

- Cowie, L.W. (1985). Years of Nationalism: European History, 1818-1890. Hodder & Stoughton. [Parts 3 & 4].
- Craig, Gordon. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 9 & 10].
- Seaman, L.C.B. (2003). From Vienna to Versailles. London and New York: Routledge, Taylor & Francis. [Chapters 10 and 11].

- लालबहादुर शास्त्री का जीवन (संपादित)। लेखक: इतिहास: फ. ए. ए. साहू। सेन। र. क. 1970।
पुस्तक: हिन्दी। Madhyam Karyanvaya Nideshalaya, DU.
- वि. ए. सैलार रोप 1870 से। अनवरत: तन्महा। हिन्दी। Madhyam Karyanvaya Nideshalaya, DU.

Suggestive readings

- Edmund Burke: reflections on the French Revolution.
- Blanning, T.C.W. (ed.). (2000). The Oxford History of Modern Europe. Oxford: OUP. [Chapters 2 and 4].
- Hobsbawm, E. J. (1996). The Age of Revolution, 1789–1848. New York: Vintage Books.
- Merriman, John. (2002). A History of Modern Europe: From Renaissance to the Present. Vol. II. London and New York: W.W. Norton [Chapters 12 and 14].
- स्व. शिव, मीनाभासा, वि. नाचौधरी (संपादित)। आधुनिक लेखक।
- स: आर. एम. और शा. ए. हिन्दी। Madhyam Karyanvaya Nideshalaya, DU
- तन्महा। नार लेखक: 1870-1914। प्रकाशन।
- ए. के. रमल। आधुनिक लेखक: 1789 से 1945।
का. सा. तन्महा। प्रकाशन।

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

Category III

BA (Prog.) with History as Non-Major

DISCIPLINE SPECIFIC CORE – HISTORY OF INDIA 1700-1857

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 India 1700 – 1857	4	3	1	0	12 th Pass	Should have studied History of India 1550 – 1700

Learning Objectives

The paper introduces the students to the key features of the 18th century, and contextualise the establishment of the early colonial state. The paper will focus on colonial policies and their impact on the socio-economic life of the people of India as well as the discontent caused by such policies. While introducing reform measures, colonial rule created a sense of self-consciousness and assertion which manifested itself in various uprisings against the colonial rule.

Learning outcomes

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

- Explain the process of the establishment of Company rule and the policies and practises to sustain the process of expansion and consolidation of the Company rule.
- Understand the impact of various economic policies and how they contributed to dissatisfaction with colonial rule.
- Evaluate the reform measures implemented during under the colonial rule and how they served the interests of the Empire, particularly in the context of education.

SYLLABUS OF DSC-1

Unit I: India in the 18th century: Background, Debate

Unit II: Expansion and consolidation of British power:

3. Bengal, Mysore, Maratha, Punjab
4. Ideologies/Strategies of Raj

Unit III: Making of a colonial Economy:

4. Land Revenue Settlements
5. Commercialisation of Agriculture
6. De-Industrialisation

Unit IV: Social and Religious Reform Movements:

3. An overview of the reformist movements of the 19th century
4. Indigenous and Modern education

Unit V: The Revolt of 1857: Causes, Nature, and Consequences

Practical component (if any) - NIL

Essential/recommended readings

Unit I. This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. **(Teaching time: 6 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman,
- Bayly, C.A. (1990). An Illustrated History of Modern India 1600-1947. London: National Portrait Gallery.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Lakshmi Subramanian. (2010). History of India, 1707-1857. Hyderabad: Orient Blackswan. (Also in Hindi)
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press
- समग्र्यण, लक्ष्मी, (2013), भारत का इतिहास (1700-1857), नूतन, ओरिएंटलैकटवान
- बंधोपाध्याय, शेखर. (2012). आधुनिक भारत का इतिहास: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, द्वितीय भाग का प्रथम खण्ड, नूतन, ओरिएंटलैकटवान, नूतन

Unit II. This unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies. **(Teaching time: 9 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004) From Plassey to Partition. Delhi: Orient Longman.
- Metcalf, Thomas R. (2007 reprint). Ideologies of the Raj, Cambridge: CUP
- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". Comparative Studies in Society and History, 45 (4), pp. 783- 814
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Chaudhary, Latika et al. (Eds.). (2016). A New Economic History of Colonial India. London: Routledge.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- बंधोपाध्याय, शेखर. (2012). आधुनिक भारत का इतिहास: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शर्मा, बी. एल. (1995). आधुनिक भारत का इतिहास, New Delhi: S. Chand & Co.

Unit III. This unit provides a critical perspective on the changing patterns of land relations, agricultural practices, and trade and industry in the Indian sub-continent under the British colonial rule. **(Teaching time: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Dutt, R.P. (1986). India Today. Calcutta: Manisha.
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press
- Chaudhary, Latika (et. al. Eds.). (2016). A New Economic History of Colonial India. London: Routledge
- Sarkar, Sumit. 2014. Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- भट्टाचार्य, सत्यसाची (2008). आधुनिक भारत का आर्थिक इतिहास, (1850-1947)
मुंबई, रा. क. मल्लिकार्जुन
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास.
Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम
काठमांडू, नवतन्त्र शासन, नवलपरासी, नवलपरासी

Unit IV. This unit examines social and religious reform movements, the state of education in India, and the influence of various policies designed to serve the interests of the Empire. **(Teaching time: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas
- O'Hanlon, Rosalind. (2012). Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth-Century Western India. Cambridge: Cambridge University Press.
- Panikkar, K.N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi: Tulika.
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास.
Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम
काठमांडू, नवतन्त्र शासन, नवलपरासी, नवलपरासी

Unit-V: This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those

of struggling peasants and tribals during the Company Raj. **(Teaching time: 6 hrs. approx.)**

- Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. Clarendon Press
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and Narayani Gupta (Eds.), *India's Colonial Encounter*, New Delhi: Manohar
- Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP.
- Desai, A.R. (ed.) (1979). *Peasant Struggles in India*. Bombay, OUP
- Bandyopadhyay, Sekhar (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge.
- Pati, Biswamoy. (Ed.). (2007). *The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities*. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press.
- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press
- Chandra, Bipan. (et.al Eds.) (1989). *India's Struggle for Independence*. Delhi: Penguin
- सरकार, सम्म (2009). *आधुनिक भारत, ग़लती, रॉिकमलकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासीसर्वभाषिन्क: आधुनिकभारतकाईहास*. Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). *आधुनिक भारत का ईहास, रूढ़ि ि माध्यम*
कार ि वनतानशे ाल, ग़लतीवावद्याल, ग़लती

Suggestive readings

- Alavi, Seema ed. (2002). *The Eighteenth Century in India*. New Delhi: OUP.
- Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In *Education and the Disprivileged: Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman.
- Bayly, Susan. (1999). *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: Cambridge University Press.
- Bhattacharya, Sabyasachi ed. (2007). *Rethinking 1857*. Delhi: Orient Longman.
- Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late Nineteenth and Early Twentieth Century Western India". *Journal of Asian Studies*, 60 (2), pp. 439- 78.
- Dirks, Nicholas B. (2001). *Castes of Mind*. Princeton, New Jersey: Princeton University Press.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press .

- Jones, Kenneth. (2003) *Socio-Religious Reform Movements in British India*. New Cambridge History of India, Vol.3.1. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). *An Intellectual History for India*. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). *Agricultural Production and South Asian History*. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). *Ideologies of the Raj*. Cambridge: Cambridge University Press
- Mukherjee, Mithi. (2010) *India in the Shadows of Empire: A Legal and Political History 1774- 1950*. New Delhi: Oxford University Press.
- Mukherjee, Rudrangshu. (1984) *Awadh in Revolt 1857-1858*. New Delhi: Oxford University Press.
- Pollock, Sheldon ed. (2011). *Forms of Knowledge in Early Modern Asia*. Delhi: Manohar.
- Raj, K N. et al ed. (1985). *Essays on the Commercialization of Indian Agriculture*. New Delhi: Oxford University Press.
- Skuy, David. (July 1998). "Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century", *Modern Asian Studies*, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). *The Making of Agrarian Policy in British India, 1770- 1900*. Delhi: Oxford University Press.
- Stokes, Eric. (1986). *The Peasant Armed: The Indian Rebellion of 1857* In C.A. Bayly (Ed.). New Delhi: Oxford University Press.
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, University of Pennsylvania Press, 1993.

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

Pool of DSE for BA (Prog.)

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Merchant and Mercantile Practices 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		
Merchant and Mercantile Practices in India	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course explores the ways in which merchants and mercantile practices have been approached, appropriated and understood in Indian history. The diverse narratives of a high degree of merchant mobility, institutional adaptation, and diversification into banking and manufacturing map out dimensions of variation reflected in a huge diversity of business practice and social organization. The endeavor is to familiarize students with merchant communities and practices distinguished by location, geographic scope, and type of commodities traded. Their regional distribution, internal and social organization, standards for behaviour, and resource opportunities varied accordingly and thus one could analysis historical evolution of merchants and mercantile communities of the IndianSubcontinent and their changing role. Here response and adaptation of the mercantile communities towards the changing socio-political environment too becomes vital to be explored.

Learning outcomes

Students will also learn what histories of merchants and mercantile practices can tell us about ex-change patterns across social formations. We will aim simultaneously to see merchants and mate-rial culture more generally, as playing a fundamental role inthe shaping of our past.

Theory and Practical/ Field work/Hands-on-learning:

Through the course students are expected to continuously interact with the mercantile sector through programmes built into the academic curriculum like field studies, internships, projects, audio-visual projects and its cluster initiatives.

SYLLABUS OF DSE

Unit I: Introduction: Situating merchants and mercantile practices in Indian History

1. Sources and Historiography: Inscriptions, Bahis, Khata, Khatpatras,
2. Inception: Mechanism and means of exchange and involvement of groups (barter, coined and uncoined money)

Unit II: Origins, Identities and Organizations of Merchant Communities:

1. Crafts and commerce in early historical India: Craft Guilds and Trading Guilds (Shreni, Puga, Nigama, Sartha) the Craftsperson as a Petty Trader: Organization, rules, and regulations;
2. Occupational specialisation and spatial distribution: Nagaram,
3. Mercantile Public Identities: Chettiars, Baniyas, Jains, Marwaris, Shikarpuris, Banjaras, Bohras, Parsis

Unit III: Social Interface and world of the Merchants

1. Momentum of Markets, Urbanisation and engagement of merchants in exchange practices/development of Mercantile spaces- qasbas, bazaars, katras, melas and haats,
2. Merchants and mercantile practices in relation to the state and temple in Medieval India.

Unit IV: Changing patterns of Mercantile Communities & Practices:

1. Growth of interregional specialisation and India's interaction with Global trade.
2. Merchant families, marriage alliances, family firms, and mercantile elites,
3. Money, instruments of exchange, banking and interest,
4. European Trade, Companies and Agency houses.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit seeks to introduce the concept of Mercantile activities and the role of merchants through the analysis of Inscriptions, Bahis, Khata, Khatpatras, The idea is to make student familiar with the inception of mechanism and means of exchange and involvement of groups. **(Teaching time: 9 hrs. approx.)**

- Adhya, G.L., Early Indian Economics: Studies in the Economic Life of Northern and Western India c. 200 B.C.-300 A.D; Bombay, 1966. {Chapters II ('Industry') and III ('Trade')}
- Gokhale, B G; 'The Merchant in Ancient India'; Journal of the American Oriental Society; Apr-Jun 1977; Vol. 97, no.2; pp. 125-130.
- राधाकण्ठचौधरी, प्रगोन भारुकाआर्िकर्हास, पटनाईगल्लौ; 1979, िनकीप्रकाशन.
- {अध्याय 10 एवं 12.}

- Majumdar, R.C., *Corporate Life in Ancient India*; (third edition), Firma K. L. Mukhopadhyay, Calcutta, 1969, {Chapter I ('Corporate Activities in Economic Life')}

Unit II: This unit deals with origins, identities and Organizations of Merchant Communities. The unit will also trace Crafts and commerce in early historical India and look at Religious, Caste and Regional Variations in Mercantile Public Identity. **(Teaching time: 12 hrs. approx.)**

- Champakalakshmi, R., *Trade, Ideology and Urbanisation: South India 300 BC to AD 1300*; Oxford University Press, Delhi. 1996, {Chapter 5 ('The South Indian Guilds: Their Role in Early Medieval Trade and Urbanization')}
- Chakravarti, Ranabir; 'Monarchs, merchants and a matha in Northern Konkan (c. 900-1053 AD)'; *IESHR*: 27,2, 1990.
- ———; *Trade and Traders in Early India*; London, 2020.
- Das, Dipakranjan, *Economic History of the Deccan: from the First to the Sixth century A.D.*; Munshiram Manoharlal; Delhi; 1969. {Chapters XII ('Organisation of Industry and Trade') and XIV ('Banking and Allied Business')}
- Gopal, Lallanji, *The Economic Life of Northern India, c. A.D. 700 – 1200*; Motilal Banarsidass; Varanasi; 1965. {Chapter IV ('Guilds')}
- Subbarayalu, Y., 'Trade Guilds of South India up to Tenth Century'. *Studies in People's History*, 2(1), 2015, pp. 21–26.
- Jain, V K; *Traders and Traders in Western India 1000-1300 AD*; South Asia Books; 1990.
- Jain, Shalin, "The Urban Jain Community, Commercial Mobility and Diaspora", (Chapter 4) pp. 158-205; portions dealing with social role of Jain merchants- Shantidas Jauhari and Virji Vora, pp. 255-267 in *Identity, Community and State: The Jains under the Mughals*, Primus Delhi, 2017
- Karashima, N., Y. Subbarayalu and P. Shanmugam, 'Nagaram during the Cola and Pandya Period: Commerce and Towns in the Tamil Country, A.D 850- 1350'. *The Indian Historical Review*, Volume XXXV, No I (January 2008), pp. 1- 33.
- Kosambi, D.D., 'Indian Feudal Trade Charters', *Journal of Economic and Social History of the Orient*, 2(3), 1959, pp. 281-293. Reprinted in B.D. Chattopadhyaya, ed., *Oxford India Kosambi*.
- Markovits, Claude, "The Gate of Khorassan: the Shikarpuri network, c. 1750- 1947", *The Global World of Indian Merchants, 1750-1947 Traders of Sind from Bukhara to Panama*, CUP, 2000, pp. 57-109.
- Markovits, Claude (2008). *Merchants, Traders, Entrepreneurs: Indian Business in the Colonial Era*. Basingstoke: Palgrave Macmillan (Part III on 'Merchant Networks').
- Mehta, Makrand, *Indian Merchants and Entrepreneurs in Historical Perspective*, Delhi, 1991.
- Mehta, Shirin, 'The Mahajans and The Business Communities of Ahmedabad' in Dwijendra Tripathi ed., *Business Communities of India*, Manohar, 1984, pp. 173-184.
- Nilakanta Sastri, K.A., *The Coḷas* (Revised edition, 1955), {Chapter XXII ('Industry and Trade')}.
- Sircar, D.C., *Studies in the Political and Administrative Systems in Ancient and Medieval India*; Motilal Banarsidass; Delhi; 1974), {Chapter XIII ('Charter of Viṣṇuṣeṇa') and Appendix VI ('Traders' Privileges Guaranteed by Kings')}
- Ray, Rajat Kanta ed, 1992, *Entrepreneurship and Industry in India, 1800-1947*, Delhi, OUP

Unit III: This unit will explore the growth and expansion of mercantile world of activity and its

interface with Urbanization, exchange spaces, state and temple in Medieval India. **(Teaching Time: 12 hrs. approx.)**

- The Cambridge Economic History of India 1, 1200-1750, edited by Tapan Raychaudhuri and Irfan Habib (Chapters II, III.3-4, IV, V, VII, X-XIII)
- Ardhakathanak, Translation: Mukund Lath. (ed. Translation), Half a Tale, Ardhakathanak, Jaipur, 1989
- Irfan Habib, 'Banking in Mughal India', Contributions to Indian Economic History, ed. Tapan Raychaudhuri, Calcutta, 1960, pp. 1-20.
- ———; 'The Currency System of the Mughal Empire', Medieval India Quarterly, Vol. iv, 1961.
- ———; 'Merchant Communities in Precolonial India', The Rise of Merchant Empires, Long-Distance Trade in the Early Modern World 1350-1750, ed. James D. Tracy, Cambridge, 1990.
- Hall, Kenneth R., Trade and Statecraft in the Age of Cōlas; Abhinav Publications; New Delhi, 1980.
- Haider, Najaf, "The Moneychangers (Sarrafis) in Mughal India", Studies in People's History, 6, 2, 2019, pp. 146-161.
- Om Prakash; 'The Indian Maritime Merchant, 1500-1800'; Journal of the Economic and Social History of the Orient, 2004, Vol. 47, No. 3, Between the Flux and Facts of Indian History: Papers in Honor of Dirk Kolff (2004), pp. 435-457; URL: <https://www.jstor.org/stable/25165056>
- Pradhan, Sulagna; 'Three Merchant of Thirteenth Century Gujarat'; Proceedings of the Indian History Congress, 2017, Vol. 78 (2017), pp. 275-281; URL: <https://www.jstor.org/stable/10.2307/26906095>.

Unit IV: This unit will take up changing patterns of Mercantile Communities & Practices with Growth of interregional specialisation and Global prospective of trade, establishment of mercantile elite groups/families. The unit will also deal with the gradual and increasing involvement of European trading companies and emergence of agency houses. **(Teaching time: 12 hrs. approx.)**

- The Cambridge Economic History of India 2, 1757-1970, edited by Dharma Kumar and Meghnad Desai (Chapter IX, 'Money and Credit, 1858-1947', by A.G. Chandavarkar).
- Chaudhary, Sushil and Michel Morineau ed., Merchants, Companies and Trade: Europe and Asia in the Early Modern Era, CUP, 1999.
- Ray, Rajat Kanta, 'Asian Capital in the Age of European Domination: The Rise of the Bazaar, 800-1914', Modern Asian Studies, 29(3), pp. 449-554.
- Roy, Tirthankar, "States: A Political Theory of the Community", (Chapter 2), pp. 45-88; "Merchants: Guild as Corporation", (Chapter 3), pp. 89-129; "Artisans: Guilds for Training", (Chapter 4), pp. 130-152 in Tirthankar Roy, Company of Kinsmen: Enterprise and Community in South Asian History 1700-1940, OUP, 2018.
- Rudner, David; 'Banker's Trust and the Culture of Banking among the Nattukottai Chettis of Colonial South India'; Modern Asian Studies, 1989, Vol. 23, No. 3 (1989), pp. 417-458; URL: <https://www.jstor.org/stable/312703>.

Suggestive readings

- Business Practices And Monetary History, Unit 22 in Block-5 Expansion and Growth of Medieval Economy-II,

<http://egyankosh.ac.in/handle/123456789/44532>

- C.A. Bayly, *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*, New Delhi: Cambridge University Press, 1988.
- Chakravarti, Ranabir; 'Nakhudas and Nauvittakas: Ship-Owners Merchants in the West Coast of India (C. AD 1000-1500)'; *Journal of the Economic and Social History of the Orient*, 2000, Vol. 43, No. 1 (2000), pp. 34-64; URL: <https://www.jstor.org/stable/3632772>.
- Chatterjee, Kumkum; 'Collaboration and conflict: Bankers and early colonial rule in India: 1757-1813'; *IESHR*; 30,3, 1993'.
- Colonialism And Trade:1857-1947 Unit 27 in Block-6 Trade and Markets <http://egyankosh.ac.in/handle/123456789/44534>
- Goitein, S.D., 'Portrait of a Medieval India Trader: Three Letters from the Cairo Geniza, *Bulletin of the School of Oriental and African Studies* 50(3), 1987, pp. 449-64.'
- Habib, Irfan, 'Usury in Medieval India', *Comparative Studies in Society and History* 6 (1964), pp. 393-419.
- Irfan Habib, 'The System of Bills of Exchange (Hundis) in the Mughal Empire', *Proceedings of the Indian History Congress, 35 Session, Muzaffarpur, 1972*, pp. 290-303.
- Mahalingham, T.V. 1940 (1975), *Administration and Social life under Vijayanagar - Part II Social Life* (Revised edn).
- Mehta, Makrand. (1991). "Vaishnav Banias as Merchants, Sharafs and Brokers: The 17th Century Parekhs of Surat" in Makrand Mehta ed., *Indian Merchants and Entrepreneurs in Historical Perspective with Special Reference to Shroffs of Gujarat: 17th to 19th Centuries*, Delhi: Academic Foundation, pp. 65- 90.
- Merchants And Markets:1757-1857 Unit 26 in Block-6 Trade and Markets <http://egyankosh.ac.in/handle/123456789/44535>
- Mukherjee, Rila; 'The Story of Kasimbazar: Silk merchants and Commerce in Eighteenth Century India'; *Review (Fern-and Braudel Center)*, Fall, 1994, Vol 17, No. 4, pp 499-554; URL: <https://www.jstor.org/stable/40241304>
- Pushpa Prasad, 'Credit and Mortgage Documents in the Lekhapaddhati', *Puratattva*, No. 18, 1987- 88, pp.94-95.
- Patra, Benudhar; 'Merchants, guild and trade in Ancient India: An Orissan Perspective'; *Annals of the Bhandarkar Oriental Research Institute*; Vol 89, 2008; pp.133- 168.
- Steensgaard, Niels, *The Asian Trade Revolution of the Seventeenth Century: The East India Companies and the Decline of the Caravan Trade*. Chicago: University of Chicago Press. 1974.
- Trade, Trading Networks and Urbanisation: North India, C.AD 300 to C. AD 1300, Unit 14 in Block-3 Early Medieval Economy and Its Continuities, <http://egyankosh.ac.in/handle/123456789/44516>
- Tripathi, Dwijendra. (1984) (ed.), *Business Communities of India: A Historical Perspective*, Delhi: Manohar.
 - टेंबेगा, िँमस ए. (1978). *मारवाड़ी समाज व्यवसाय से उद्योग में*, नई दिल्ली: राधाकृष्ण प्रकाशन.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -2): Urbanisation and Urbanism in Indian

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		
Urbanisation and Urbanism in Indian History	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course provides a comprehensive insight into the concepts of urbanisation, urbanism and urban centres in historical context. It aims to give the students an understanding of the process of urban development and decline in different historical periods and phases emphasising on the role of various factors and impetus including technology, trade, economic institutions, state-system and religious ideologies in the urbanization of prominent cities of Indian history.

Learning outcomes

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

- Discern the idea of urbanisation, urbanism, quintessential characteristics of an urban centre in distinct historical background and the determining factors of the emergence of urban centres in Indian history.
- Comprehend the origin and fall of early urbanism and urban centres in the light of archaeological evidence with special reference to first urbanization.
- Recognise the role of technology, economic development and state formations in the revival of urbanisation and important urban cities in ancient times.
- Identify the causes and features of urbanisation in medieval India after obtaining the knowledge of the cities in context of economic growth, political transformation and religious institutions.
- Engage with the idea of imperial ideology of the British government shaping the creation of colonial cities.
- Get acquainted with the various aspects of urbanization in the colonial period centred on trade, urban planning, transportation and polity.

SYLLABUS OF DSE-2

UNIT I: Interpreting Urbanization, Urbanism, and Urban-Rural Fringe; Survey of Sources and Historiography.

UNIT II: The First and Second Urbanization: Origin, Development, Decline and Continuity; Case studies - Harappa, Rakhigarhi, Mathura, Sopara and Kanchipuram.

UNIT III: Urban efflorescence in the medieval period: State, Trade and Religion; Case studies - Thanjavur, Hampi, Puri, Agra.

UNIT IV: Urbanization in the colonial period with special reference to trade, urban planning, transportation and polity; Case Studies - Madras, Calcutta, Bombay, New Delhi.

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This unit lays stress on the concepts of urbanisation, de-urbanisation, urbanism, and urban-rural relations in historical perspective. It further explains the subtle nuances of the various sources such as archaeological, literary and archival records while discussing the process of urbanisation, its several phases, patterns and classifications in Indian history. (Teaching Time: 6 hours approx.)

- A. K. Ramanujan, 'Towards an Anthology of City Images', in Vinay Dharwadker (ed.), *The Collected Essays of A.K. Ramanujan*, Oxford University Press, Delhi, 2012, pp. 52-72.
- B.D. Chattopadhyaya, *Studying Early India: Archaeology, Text and Historical Issues*, Permanent Black, 2003, pp. 29-38, 105-125.
- Indu Banga (ed.), *The City in Indian History*, Manohar, New Delhi, 1991, pp. 1-8, 69-80.
- R. Ramachandran, *Urbanization and Urban System in India*, Oxford University Press, Delhi, 1991.
- Shonaleeka Kaul, *Imagining the Urban*, Permanent Black, Delhi, 2010, (Introduction).

Unit II. This Unit shall introduce students to the evolution of urbanisation in the protohistoric period, its development and decline; the re-emergence of material culture, state-organization, belief systems and some of the important urban centres in the Indian sub-continent (Teaching Time: 12 hours approx.)

- Adhir Chakravarti, *Urban Development in Ancient India*, The Asiatic Society, Kolkata, 2006. (Chapter 1 & 2).
- B.D. Chattopadhyaya, *Studying Early India: Archaeology, Texts and Historical Issues*, Permanent Black, Delhi, 2003. pp. 105-134.
- D. K. Chakrabarti and Makkhan Lal (ed.), *History of Ancient India*, Vol. 3, Aryan Books International, New Delhi, 2014, pp. 435-500.
- Indu Banga (ed.), *The City in Indian History*, Manohar Publishers and Distributors, New Delhi, 2005, pp. 9-18.
- J.M. Kenoyer, *Ancient cities of Indus valley civilization*, Oxford University Press, Oxford, 1998.
- R. Champakalakshmi, *Trade, Ideology and Urbanization*, Oxford University Press, Delhi, 1996. (Chapter 1, 6 & 7).
- Seema Bawa (ed.), *Locating Pleasure in Indian History: Prescribed and Proscribed Desires in Visual and Literary Cultures*, Bloomsbury, New Delhi, 2021, Chapter 2.
- Vasant Shinde, 'Peopling and Early Cultural Development in South Asia as Revealed by the First of its Kind Research Based on Archaeogenetic Analysis and Craniofacial Reconstruction of the Human Skeleton Data from Rakhigarhi', *Purattatva*, Vol. 50, 2020, pp. 34-53.
- Vijaya Laxmi Singh, *Mathura, the Settlement and Cultural Profile of an Early Historic City*, Sandeep Prakashan, Delhi, 2005, (Chapter 2 & 3).
- Vijaya Laxmi Singh, *The Saga of the First Urbanism in Harappan Civilization*, Sandeep Prakashan, Delhi, 2006.
- राय उदय नारायण, प्राचीन भारत में नगर तथा नगर जीवन, हिंदुस्तान एकेडेमी, इलाहाबाद, 1965.
- संजू शर्मा, ऊपरी गंगाघाटी द्वितीय नगरीकरण, लोकभारती प्रकाशन, इलाहाबाद, 2017.
- किरण कुमार थपलियाल, सिंधु सभ्यता, उत्तर प्रदेश हिंदी संस्थान, लखनऊ, 2003.

- उपिंद्र सिंह, प्राचीन एवम पूर्व मध्यकालीन भारत का इतिहास पाषाणकाल से 12वीं शताब्दी तक, पियरसन, नई दिल्ली, 2016, (अध्याय 4, 6,8).

Unit III. This unit elaborates the urban development and growth of cities in medieval period with regard to the establishment of new state-polity, expansion of trade and mercantile activities as well as consolidation of religious ideologies, in which the architectural structures of the cities too hold a significant place as the manifestation of power, authority and glory. In order to describe the political, economic and cultural aspect of the medieval cities, the unit focuses on the study of Thanjavur, Hampi, Agra and Puri. (Teaching Time: 4 weeks approx.)

- Aniruddha Ray, *Towns and Cities of Medieval India: A Brief Survey*, Manohar, New Delhi, 2015.
- Bhairabi Prasad Sahu, 'Trade and Traders: An Exploration into Trading Communities and their Activities in Early Medieval Odisha', *Studies in People's History*, Vol. 6, No. 2, 2019, pp. 134-145.
- James Heitzman, 'Temple Urbanism in Medieval South India', *The Journal of Asian Studies*, Vol. 46, No. 4, November 1987, pp. 791-826.
- John M. Fritz and George Michell, *Hampi Vijayanagar*, Jaico, Mumbai, 2014.
- K. K. Trivedi, *Medieval City of Agra*, Primus Books, Delhi, 2017.
- R. Champakalakshmi, *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*, Oxford University Press, Delhi, 1996.
- Stephen, S. Jeyaseela, 'Thanjavur: The Making of a Medieval Metropolis' in Yogesh Sharma and Pius Malekandathil (eds), *Cities in Medieval India*, Primus Books, Delhi, 2014.
- देवी दयाल माथुर, आगरा व फतेहपुर सीकरी के ऐतिहासिक भवन, सर्वोदय प्रकाशन, दिल्ली, 1954.
- वेंकट सुब्रमनियम, मुगल भारत में शहरीकरण, हरीशचंद्र वर्मा (संपादक), मध्यकालीन भारत, भाग द्वितीय, हिंदी माध्यम कार्यन्वय निदेशालय, दिल्ली विश्वविद्यालय, 2008 (19 वां संस्करण).

Unit IV. This unit aims to familiarise the students with the process of urbanization that was broadly influenced by the colonial policies of the British rule in India, and with the fact that urban centres were created as symbols of Imperialism. It further engages with the idea that trade and commerce, transportation, urban planning including landscapes allotted for administrative and educational purposes, as well as for cantonments, were linked to the creation of colonial cities. (Teaching Time: 4 weeks approx.)

- Amar Farooqui, 'Urban Development in a Colonial Situation: Early Nineteenth Century Bombay', *Economic and Political Weekly*, Vol. 31, No. 40, October 5, 1996, pp. 2746-2759.
- David A. Johnson, 'A British Empire for the Twentieth century: the Inauguration of New Delhi, 1931', *Urban History*, Vol. 35, No. 3, December 2008, pp. 462-484.
- Maansi Parpiani, 'Urban Planning in Bombay (1898-1928): Ambivalences, Inconsistencies and Struggles of the Colonial State', *Economic and Political Weekly*, Vol. 47, No. 28, July 2012, pp. 64-70.
- R. E. Frykenberg (ed.), *Delhi through the Ages: Selected Essays in Urban History, Culture and Society*, Oxford University Press, Delhi, 1993, pp. 223 - 286
- Narayani Gupta, *Delhi between Two Empires, 1803-1931: Society, Government, and Urban Growth*, Oxford University Press, Delhi, 1981, pp. 157-225.
- Partho Dutta, *Planning the City: Urbanisation and Reform in Calcutta, c. 1800 – c. 1940*, Tulika Books, Delhi, 2012.
- Susan M. Neild, 'Colonial Urbanism: The Development of Madras City in the Eighteenth

and Nineteenth Centuries', *Modern Asian Studies*, Volume 13, Issue 02, April 1979, pp. 217 – 246.

- निर्मला जैन, दिल्ली शहर दर शहर, राजकमल प्रकाशन, दिल्ली, 2009.

Suggestive readings

- Ghosh (ed.) *The City in Early Historical India: An Encyclopaedia in Indian Archaeology*, Vol. I, Munshiram Manoharlal, Delhi, 1973.
- P. Shah, *Life in Medieval Orissa*, Chaukhamba, Varanasi, 1976.
- Varghese, *New Perspectives on Vijayanagara: Archaeology, Art, and Religion*, Oxford University Press, New Delhi, 2000.
- Akinori Useugi, 'Perspectives on the Iron Age/ Early Historic Archaeology in South Asia', *Purattava*, Vol. 50, 2020, pp. 138-164.
- Alexandra Mack, 'One Landscape, Many Experiences: Differing Perspectives of the Temple Districts of Vijayanagara', *Journal of Archaeological Method and Theory*, Vol. 11, No. 1, 2004, pp. 59–81.
- Aloka Parashar, 'Social Structure and Economy of Settlements in the Central Deccan (200 BC- AD 200)', in Indu Banga (ed.) *The City in Indian History*, Manohar Publications, Delhi, 1991.
- Anil Varghese, *Hampi*, Oxford University Press, New Delhi, 2002.
- Attilio Petruccioli, 'The City as an Image of the King: Some Notes on the Town-Planning of Mughal Capitals in the Sixteenth and Seventeenth Centuries', in Monica Juneja (ed.) *Architecture in Medieval India: Forms, Context, Histories*, Permanent Black, Ranikhet, 2015.
- D. Chattopadhyaya, 'Transition to the Early Historical Phase in the Deccan: A Note', in B M Pandey and B. D. Chattopadhyaya (eds) *Archaeology and History: Vol. II (Essays in Memory of A. Ghosh)*, Agam Kala Prakashan, Delhi, 1987.
- K. Malik, *Medieval Orissa: Literature, Society and Economy*, Mayur Publications, Bhubaneswar, 1996.
- Burton Stein, 'The Economic Function of a Medieval South Indian Temple', *The Journal of Asian Studies*, Vol. 19, No. 2, February 1960, pp. 163-176.
- K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, Oxford University Press, Delhi, 1995.
- Doris Meth Srinivasan, *Mathura: The Cultural Heritage*, South Asia book, Delhi, 1984.
- Ebba Koch, 'Mughal Agra: A Riverfront Garden', in Renata Halod, Attilio Petruccioli and Andre Raymond, (eds) *The City in the Islamic World Vol. I*, Leiden, Brill, 2008.
- R. Allchin, *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*, Cambridge University Press, Cambridge, 1995.
- Howard Spodek, 'City Planning in India under British Rule', *Economic and Political Weekly*, Vol. 48, No. 4, January 26, 2013, pp. 53-61.
- J. Gollings, John M. Fritz and George Michell, *City of Victory, Vijayanagara: The Medieval Capital of South India*, Aperture, New York, 1991.
- J. M. Fritz, G. Michell and M. S. Nagaraja Rao, *Where Gods and Kings Meet: The Royal Center at Vijayanagara*, University of Arizona Press, Tucson, 1984.
- J. M. Kenoyer, 'The Indus Tradition: The Integration and Diversity of Indus Cities', *Purattava*, Vol. 50, 2020, pp. 19-34.
- James Heitzman, 'Ritual Polity and Economy: The Transactional Network of an Imperial Temple in Medieval South India', *Journal of the Economic and Social History of the Orient*, Vol. 34, No. 1/2, 1991, pp. 23-54.
- John M. Fritz and George Michell, (eds), *New Light on Hampi, Recent Research at*

Vijayanagara, Marg Publications, Mumbai, 2001.

- K.K. Trivedi, 'The Emergence of Agra As a Capital and a City: A Note on Its Spatial and Historical Background During the Sixteenth and Seventeenth Centuries', *Journal of the Economic and Social History of the Orient*, Vol. 37, No. 2, 1994, pp. 147-170.
- Krupali Krusche and Vinayak Bharne, *Rediscovering the Hindu Temple: The Sacred Architecture and Urbanism of India*, Cambridge Scholars Publishing, London, 2012.
- Meera Kosambi and John E. Brush, *Three Colonial Port Cities in India*, *Geographical Review*, Vol. 78, No. 1, January 1988, pp. 32-47.
- Narayani Gupta, 'Military Security and Urban Development: A Case Study of Delhi 1857-1912', *Modern Asian Studies*, Vol. 5, No. 1, 1971, pp. 61-77.
- P. K. Basant, *The City and the Country in Early India: A Study of Malawa*, Primus Books, Delhi, 2012.
- R. Nath, *Agra and Its Monuments*, The Historical Research Documentation Programme, Agra, 1997.
- R.S. Sharma, *Urban Decay in India*, Munshiram Manoharlal, Delhi, 1987.
- Shane Ewen, *What is Urban History?*, Polity Press, Cambridge, 2016.
- Sumanta Banerjee, *Memoirs of Roads: Calcutta from Colonial Urbanization to Global Modernization*, Oxford University Press, New Delhi, 2016.
- T. V. Mahalingam, *Economic Life in the Vijayanagar Empire*, Nuri Press, Madras, 1951.
- Murali Ranganathan (ed. & tr.), *Govind Narayan's Mumbai: An Urban Biography from 1863*, Anthem Press, London, 2008.
- कृष्णादत्त वाजपेयी, *ब्रज का इतिहास*, अखिल भारतीय ब्रज साहित्य मंडल, मथुरा, 1955.
- नीलकंठ शास्त्री, *दक्षिण भारत का इतिहास*, पटना, बिहार हिंदी ग्रंथ एकडेमी, 2006.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 3 (DSE): Prehistory and Protohistory of 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		
Prehistory and Protohistory of India	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course aims to introduce the concepts of pre and proto history through a survey of various cultures/periods of the Indian subcontinent. The course provides an understanding of the shifts and developments in the technology and subsistence practices through the hunting-gathering, food producing, urban and Iron using societies. The cultural diversity of different geographical zones of the Indian subcontinent would be highlighted through a study of settlement patterns.

Learning outcomes

At the end of the course, students would:

- Have the ability to differentiate between various pre and proto historic cultures/periods.
- Understand the changes and continuity in distribution, tool technology and subsistence practices during the Palaeolithic and Mesolithic periods.
- Identify the characteristic features of Neolithic cultures in the Indian subcontinent with their regional distribution
- Recognise the various copper using cultures of India.
- Distinguish the different phases of Harappan civilization.
- Locate the development of Iron technology in different geographical zones of India.

SYLLABUS OF DSE

Unit 1: Introduction Understanding the concept, scope and terminology of Pre and Proto history

1. Sources

Unit 2: Prehistoric Hunter Gatherers

1. Survey of Palaeolithic cultures: Sites, Sequence, tool typology and technology, Subsistence patterns
2. Survey of Mesolithic cultures in India: distribution, tool technology and typology and artefacts
3. Survey of rock art in India

Unit 3: Early Farming Communities: Beginning of Food Production

1. Understanding Neolithic: Regional distribution, subsistence practices and settlement patterns

2. Survey of Chalcolithic cultures in Indian subcontinent

Unit 4: Harappan Civilization: Extent, features of urbanisation and legacy (4 Weeks)

1. Early Harappan
2. Mature Harappan
3. Late Harappan

Unit 5: Early Iron using societies: Beginning and development of iron technology (3 Weeks)

1. Survey of PGW Cultures in Indian Subcontinent with special reference to Ahichhatra and Atranjikhhera
2. Megalithic Cultures: Distribution pattern, Burial practices and types

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: In this unit the students will be introduced to the major concepts and terminologies relating to the prehistoric archaeology. They will also be introduced to the other such disciplines which are utilized in the interpretation of prehistoric objects. **(Teaching Time: 6 hrs. approx.)**

- Chakrabarti, D.K. (1999). India: An Archaeological History, Oxford University Press, pp. 1- 18.
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld.
- Misra, V.N. (1989). "Stone Age India: an Ecological Perspective", Man and Environment, Vol. 14, pp.17-64.
- शर्मा, वी. के. (2008). भारतीय इतिहास और आधुनिकता: एक अवलोकन. नई दिल्ली: डी.के. प्रिंटवर्ल्ड.

Unit 2: In this unit the students will acquire comprehensive knowledge about the hunting-gathering stage of human cultural evolution in the context of Indian subcontinent. Early artistic expressions and their significance will add to their interpretive skills. **(Teaching Time: 9 hrs. approx.)**

- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld(Also available in Hindi).
- Misra, V.D. and J.N. Pal (eds). (2002). Mesolithic India. Allahabad: Department of Ancient History, Culture and Archaeology, University of Allahabad, pp. 13- 124.
- Mishra, S. (2008). "The Lower Palaeolithic: A Review of Recent Findings". Man and Environment, Vol. 33, pp. 14-29.
- Paddayya, K. (2008). India: Palaeolithic Cultures, in Encyclopaedia of Archaeology. Edited by D. M. Pearsall, pp. 768-791. New York: Elsevier.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India, New Delhi: Pearson, pp. 94-131.
- शर्मा, उषा . (2016). प्राचीन एवं पुरा मध्यकालीन भारत का इतिहास पाणिपतकाल से 12वीं शताब्दी तक, नई दिल्ली, रस्तसन.

Unit 3: This Unit will equip students with the appearance of a new way of life when humans

transited to plant and animal domestication and subsequently acquiring technical knowledge of copper smelting laying the foundation of agrarian societies in different parts of Indian subcontinent. **(Teaching Time: 9hrs. approx.)**

- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Also available in Hindi).
- Jarrige, C., Jarrige, J.-F., Meadow, R. H. & Quivron, G. (eds). (1995). Mehrgarh Field Reports 1974–1985. From Neolithic Times to Indus Civilization (Department of Culture & Tourism, Karachi, 5-511).
- Saraswat, K.S. (2005). "Archaeological Background of the Early Farming Communities in the Middle Ganga Plain", Pragdhara, Vol. 15, pp. 145-177.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (Also available in Hindi).
- Tewari, R., R.K. Srivastava, K.S. Saraswat, I.B. Singh, K.K. Singh (2006). "Early Farming at Lahuradewa" in Pragdhara, Vol. 18, Lucknow, pp. 347-373.

Unit 4: In this unit students will acquire comprehensive knowledge about the evolution, expansion, flourishing and transformation of the Harappan Civilization. **(Teaching Time: 12 hrs. approx.)**

- Allchin, F.R.A. and Allchin, B. (1995). The Origins of a Civilization. Delhi: Viking, pp. 10-79.
- Chakrabarti, D.K. (1999). India An Archaeological History Palaeolithic Beginnings to Early Historical Foundations, Delhi: Oxford University Press, pp. 117-148.
- Dhavalikar, M.K. (1997). Indian Protohistory. New Delhi: Books and Books, pp.110-280. Dikshit, K.N., 2011, "The decline of Harappan civilization", Ancient India, pp. 125-178.
- Possehl, G. 1999. Indus Age: The Beginnings. Delhi: Oxford and IBH, pp. . 442- 556.
- Ratnagar, Shereen. (2001). Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India, New Delhi: Pearson, pp. 94-131. (Also available in Hindi)
- िपलर ाल, के. के., और शकुल, संकटा प्रसाि). 2003). तसन्ध सभ्यता (संशोधन एवम परवर्धितकरण) उत्तेश: लखनऊ.

Unit 5: In this unit the focus will be given on the evolution of Iron using cultures and their significance in the history of the Indian subcontinent. **(Teaching Time: 9hrs. approx.)**

- Chakrabarti, D.K. (1992). The Early Use of Iron in India. Delhi: Oxford University Press, pp. 1-125.
- Sahu, B.P. (2006). Iron and Social Change in Early India. New Delhi: Oxford University Press, 1-140.
- Selvakumar, V. 2020, "Megalithic architecture of south India: A few observation", in SV Rajesh, Abhyayan GS, Ajit Kumar and Ehsan rahmat ilahi (eds) the Archaeology of burials: example from Indian subcontinent, Delhi: New Bhartiya Book Corporation. pp. 25-46.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (Also available in Hindi).
- Tripathi, Vibha. (2008). History of Iron Technology in India: From Beginning to Pre-modern Times. Rupa publication.

Suggestive readings

- Agrawal, D.P. and Chakrabarti, D.K. (1979). Essays in Indian Protohistory. New Delhi: B.R. Publishing Corporation.
- Allchin, B., and Allchin, R., (1982). The Rise of Civilization in India and Pakistan, C.U.P. Cambridge.
- Banerjee, N. R. (1965). The Iron Age in India, Munishiram Manoharlal, New Delhi.
- Chakrabarti, D. K. (1988). A History of Indian Archaeology from the beginning to 1947. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Kumar, S. (2014). Domestication of Animals in Harappan Civilisation, Delhi: Research India Press, pp. 1-190.
- Neumayer, E. (2010). Rock Art of India, Oxford and New Delhi: Oxford University Press.
- Pisipaty, S Rama Krishnan (Ed.), (2019). Early Iron Age in South Asia, LAP Lambert Academic Publishing.
- Possehl, G.L. (1993). Harappan Civilization – A Recent Perspective, Oxford and IBH New Delhi.

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

Category II
BA (Prog.) with History as Major

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India 1858 – 1947

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 India 1858 – 1947	4	3	1	0	Class XII	Should have History of India I – VI

Learning Objectives

The paper aims to engage students in a critical discussion of socio-economic and political trends in colonial India since the latter half of the 19th century. The paper focuses on the rise of national consciousness which manifested itself into a powerful anti-colonial nationalist movement that developed along several trajectories. It makes an attempt to critically examine various currents of the national movement which often intersected with one another each other. The paper would also look at the development of communal politics as well as Partition and Independence.

Learning outcomes

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

- Examine various reform movements as well as issues such as gender and caste.
- Understand how the socio-political and economic experiences of the people of India under colonial rule provided a context for the emergence of a powerful anti-colonial nationalist movement in India.
- Analyse the complexities of communal politics that resulted in Partition and Independence.

SYLLABUS OF DSC-1

Unit I: Social issues and Reform Movements:

1. Revivalist / Reformist Movements of the 19th century
2. Phule, Ambedkar and the Caste question
3. Women
4. Peasants, Tribal and the Caste movements
5. Arya Samaj

Unit II: Economy under the colonial state:

1. Drain of Wealth
2. Modern Industries and Industrialization
3. Indian capitalist class

Unit III: Nationalist Politics:

1. Rise and Growth of Nationalism
2. Foundation of Indian National Congress
3. 'Moderates' and 'Extremists' Nationalists
4. Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements

Unit IV: Other currents in Nationalism:

1. Hindustan Socialist Republican Association (HSRA) and Bhagat Singh
2. Subhas Chandra Bose and INA
3. Left: peasants, workers movements, Jayaprakash and Narayans socialist party
4. Nationalist politics in southern India

Unit V: Towards Freedom:

1. Overview of the growth of communal politics
2. Freedom and Partition

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit seeks to study various reform movements as well as issues such as gender and caste. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit and Tanika Sarkar. (Ed.). Caste in Modern India, Vol. 1&2. Delhi: Permanent Black.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press
- Jones, Kenneth. (1994). Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press
- O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black
- O'Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,' Modern Asian Studies 51, 2
- Kumar, Radha. (1993). History of Doing. New Delhi: Kali for Women,
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas.

- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली

Unit II: This unit examines aspects of the colonial economy and its critique, as well as the emergence of the capitalist class. **(Teaching time: 6 hours Approx.)**

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905, New Delhi: People's Publishing House.
- Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage,
- Bagchi, Amiya Kumar. (2002). 'The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies', Economic and Political Weekly, XXXVII (23)
- Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press
- Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press
- Bahl, Vinay. (2009). 'Attitude of the Indian National Congress Towards the Working Class Struggle in India, 1918-1947', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India: A Reader, New Delhi: Oxford University Press, • भट्टाचार्ा, सब्यसाची (2008). आधुनिक भारत का आतथाक इतिहास, (1850-1947) तिल्ली, रािकिमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.

Unit III: After the successful completion of this unit, students will be able to grasp many facets of anti-colonial resistance and how Gandhi's politics constituted a new paradigm of rallying vastly divergent social groups in the national movement. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Chandra, Bipan. (1989). India's Struggle for Independence. Delhi: Penguin, (Also in Hindi)
- Pandey, Gyanendra. (2002). The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization. New Delhi: Anthem Press (Second edition).

- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India : A Reader, New Delhi: Oxford University Press.
- Bandyopadhyay, Sekhar. (Ed), (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press.
- तत्रपाठी, अमलेश. भारतीर् रािनीतत में गरमपंथ की चुनौती, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- हालिर, मोतहत कु मार ,भारतीर् नविगरण और पुनरुत्थानवािी चेतना, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- तसंह, हीरालाल , (1971). असहर्ोग आंिलन की झाँतकर्ाँ, तिल्ली, प्रकाशन तवभाग
- िेसाई, ए. आर. , (2018), भारतीर् राष्टर वाि की सामातिक पृष्ठभूतम, सेि प्रकाशन, नई तिल्ली
- तमतल, सतीश चंद्र, (2012), भारत का स्वाधीनता संघषा (1858-1947), नई तिल्ली, ग्राफी वर्ल्ा
- पाण्डेर्, प्रीप कु मार (1990), गांधी का आतथाक और सामातिक तचंतन, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली
- गोपाल, राम, (1986), भारतीर् स्वतंत्रता संग्राम, लखनऊ, सुलभ प्रकाशन

Unit IV: This unit looks at the history of caste, class, and community mobilisation, as well as revolutionary movements and the I.N.A. **(Teaching time: 12 hours Approx.)**

- Moffat, Chris. (2019). India's Revolutionary Inheritance; Politics and the Promise of Bhagat Singh. Cambridge: Cambridge University Press, pp. 21-114.
- Habib, S. Irfan. (2007). To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades, New Delhi: Three Essays, 2007.
- Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition. (Also, in Hindi)
- Marston, Daniel. (2014), The Indian Army and the end of the Raj, CUP
- Stephen P Cohen. (1963). 'Subhas Chandra Bose and the Indian National Army', Pacific Affairs, 411-429,
- Sarkar, Sumit. (1983). Modern India: 1885—1947, Delhi, Macmillan. (Also in Hindi)
- Barnett, M. Ross (2015). The Politics of Cultural Nationalism in South India, Princeton University Press.

- Basu, Raj Sekhar. 'The Making of Adi-Dravid Politics in early Twentieth century Tamil Nadu', *Social Scientist*, Vol. 39, No.7/8, July-August 2011.
- Blackburn, Stuart. (2001) *Print, Folklore and Nationalism in Colonial South India*. Delhi, Permanent Black.
- सरकार, सुतमत (2009). *आधुनिक भारत, तिल्ली, राकिमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से तवभांन तक: आधुनिक भारत का इततहास*. Hyderabad: Orient Longman
- शुक्ल, आर.एल. (Ed). (1987). *आधुनिक भारत का इततहास, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली*

Unit V: This unit critically contextualise the political and social conditions that led to communal mobilisation as well as its impact on the social and political fabric of the Indian subcontinent. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). *Modern India 1885-1947*, Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman.
- Pandey, Gyanendra. (1990). *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press.
- Chandra, Bipan. (2008). *Communalism in Modern India*. New Delhi: Har Anand.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: OUP.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*. Hyderabad: Orient Longman.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan.
- Jaffrelot, Christophe. (1996). *The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s*. London: C. Hurst & Company Publishers
- सरकार, सुतमत (2009). *आधुनिक भारत, तिल्ली, राकिमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से तवभांन तक: आधुनिक भारत का इततहास*. Hyderabad: Orient Longman.

Suggestive readings

- Bandyopadhyay, Sekhar. (Ed.). (2009). *National Movement in India: A Reader*. New Delhi: Oxford University Press.
- Brown, Judith. (1972). *Gandhi's Rise to Power*, Cambridge: Cambridge University Press.
- Chandra, Bipan. (1996). *Nationalism and Colonialism in Modern India*, Delhi: Orient Longman.
- Chandra, Bipan. (1966, Reprint 2004). *The Rise and Growth of Economic Nationalism in India*. New Delhi: Anamika Publishers.

- Desai, A.R. (1981). Social Background of Indian Nationalism. Delhi: Popular Prakashan.
- Gopinath, Ravindran. (2012). "The British Imperium and the Agrarian Economy", in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History, Mumbai: Popular Prakashan, pp. 62- 90.
- Habib, Irfan. (2013). Indian Economy 1757-1857, New Delhi: Tulika Books. · Habib, Irfan. (2006). Indian Economy 1858-1914, New Delhi: Tulika Books. · Hasan, Mushirul, (1993). India's Partition: Process, Strategy and Mobilisation. New Delhi: Oxford University Press.
- Kumar, K. (Ed.). (1998). Congress and Classes: Nationalism, Workers and Peasants, Delhi: Manohar.
- Metcalf, B. D. and T.R. Metcalf. (2002). A Concise History of India, Cambridge: University Press.
- Metcalf, Thomas. (2001). Ideology of the Raj, Delhi: Cambridge University Press.
- Omvedt, Gail. (1994). Dalits and Democratic Revolution, Delhi: Sage.
- Pandey, Gyanendra. (2001). Remembering Partition, Cambridge: Cambridge University Press.
- Pati, Biswamoy (Ed.). (2007). The 1857 Rebellion, Delhi: Oxford University Press.
- Roy, Tirthankar. (2000). The Economic History of India 1857-1947, New Delhi: Oxford University Press.
- Sarkar, Sumit and Tanika Sarkar (Eds.). (2014). Caste in Modern India: A Reader, Vols. I & II, Delhi: Permanent Black.
- Sarkar, Sumit. (2014). Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- Sarkar, Sumit (1993). Popular movements and Middleclass leadership in late colonial India. Delhi: Aakar.
- Stein, Burton. (1998). A History of India. New Delhi: Oxford University Press, pp. 239- 366.
- चंद्र, तबतपन, (2009), आधुनिक भारत का इतिहास, Delhi: Oriental BlackSwan.

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): History of Europe: 1870 – 1945

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 Europe: 1870 – 1945	4	3	1	0	12th Pass	NIL

Learning Objectives

This paper offers a historical overview of the consolidation of capitalist industrialization in the late nineteenth century, and its impact in terms of facilitating the age of 'new imperialism'. Among the key case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It details the formation of defensive alliances and power blocs, as well as contentious international issues that led up to First World War. The paper proceeds to discuss the crucial aspects of the post-War Peace Settlement, and the emergence of ultra-nationalist regimes prior to the Second World War. The course of the Second World War and important developments stemming from it are also highlighted in the paper.

Learning outcomes

Upon completion of this course the student shall be able to:

- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Distinguish the varied impacts of the First World War as well as the outbreak of a revolution in the Russian Empire during the War.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe between the World Wars.
- Delineate the reasons for the outbreak of the Second World War, and the course of the War.
- Analyse the key, immediate repercussions of the Second World War

SYLLABUS OF DSC-2

Unit-I: The European economy in the late 19th century

1. Second Industrial Revolution, new business practices, new consumption patterns
2. The economic down turn of 1873; growth of finance capital

Unit II: European politics, 1870-1918

1. Political developments in the Russian Empire (1905 revolution; February and October revolutions of 1917)
2. The 'Eastern question' and Balkan nationalism; scramble for African colonies; imperialist rivalries; power blocks and alliances
3. The First World War 1914-1918

Unit III: Europe between the World Wars

1. The Post-War Peace Settlement (treaties, League of Nations and International Labour Organization); Comintern on national liberation struggles and fascism; economic crisis-the Great Depression of 1929
2. Growth of Fascism (Italy) and Nazism (Germany)
3. Spanish Civil War

Unit IV: Catastrophe of WWII

1. World War II: Causes, civilian resistance to allied victory
2. Repercussions of WWII: UNO; origins of the Cold War

Practical component (if any) - NIL

Essential/recommended readings

Unit-1: In this Unit, the students will discuss the industrial, technological, and commercial innovations that characterized the latter half of the nineteenth century, and which backed the ambitions of the emerging nation-states in Europe. An overview will be provided of the growth the capitalism in its imperialist phase. **(Teaching time: 9 hours approx.)**

- Hunt, Lynn et al. The Making of the West: Peoples and Cultures: A Concise History. Vol. II. Third edition. [Chapter-18: pp.701-706]
- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers.[Chapter-4].
- Perry, Marvin et al (ed.). (2008). Western Civilizations: Ideas, Politics and Society. Ninth edition. Boston and New York: Houghton Mifflin Harcourt Publishing Company. [Chapter- 21].
- Stearns, Peter. (2013). Industrial Revolution in World History. Fourth edition. Philadelphia: Westview Press & Perseus Books Group. [Chapter-9].
- लालबहादुर लाल। यूरोप का इतिहास: फ्रांसीसी क्रांत से तीर्थवश्वरुद्ध तक।
- पाठासाधकगुप्ता (संपादक)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- तिवेशवर्मा, मीनाभारि, वंनिकाधरी(संपादक)। आधुनिक यूरोप का इतिहास: आरंभ और तिशाण। Hindi Madhyam Karyanvayan Nideshalaya, DU

Unit-2: At the end of this rubric the student will be to trace the nature of imperialist rivalries and identify the intense competition that informed repeated conflagrations on certain international affairs / regions. Students will be familiarized with historical analyses of the First World War, as well as the revolutionary possibilities which emerged in the Russian empire during the First World War. **(Teaching time: 12 hours approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston. [relevant chapter on the 'Eastern Question' and Balkan nationalism].
- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers. [Chapter-4].
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 13, 15 & 16, 18 & 19].
- Waller, Bruce (ed.). Themes in Modern European history 1830–90. London and NY: Routledge. 1990. [Chapters 2, 3 & 4]
- Wood, Alan. (2003). The Origins of the Russian Revolution 1861–1917. Lancaster Pamphlet. Third Edition.
- लालबहादुर शास्त्री। यूरोप का इतिहास: फ्रांसीसी क्रांतिसी तत्त्वों से तत्त्वों तक। पाठासाधक गुप्ता
- (संपादित)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- डी. एम. ए.। यूरोप 1870 से। अनुवादक: स्नेहमहाल। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Unit-3: In this Unit, the students will examine the emergence of key international institutions within the context of the Peace Settlement and post-War order First World War. Within the backdrop of fast changing European society and economic downturn of 1929, the students will be familiarized with the emergence of ultra-nationalist movements in Europe, in particular the growth of fascism in Italy and Germany. The Unit will also proceed to provide an overview of the Spanish Civil War which represented a showdown between the fascist and the Left forces before the outbreak of the Second World War. **(Teaching time: 15 hours approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Lee, Stephen J. (1998, 2000). Hitler and Nazi Germany. Questions and Analysis in History. London and New York: Routledge.
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 20 to 23, 26 & 27].
- Forrest, Andrew. The Spanish Civil War. Questions and Analysis in History. London and New York: Routledge.
- Maul, David. The International Labour Organization: 100 Years of Global Policy. De Gruyter and ILO. 2019 ["Antecedents" & Chapter-1: The Washington

Conference, An International Organization in the Making, The Invention of Tripartism, Standard-setting in the 1920s]

- लालबहादुर शास्त्री द्वारा रचित। यूरोप का इतिहास: फ्रांसीसी क्रांत से तृतीय विश्व युद्ध तक।
- पाठासाधक गुप्ता (संपादक)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- मिस्सोल। यूरोप 1870 से। अनुवादक: स्नेहमहाल। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Unit-4: In this Unit, the students will examine the factors that facilitated the outbreak of the Second World War. It will also explore the War's overall trajectory in terms of the role of civilian resistance to military occupation and fascism. The students will be able to delineate the important developments in terms of the formation of the United Nations and the start of the Cold War. **(Teaching time: 9 hours approx.)**

- Hunt, Lynn et al. The Making of the West: Peoples and Cultures: A Concise History. Vol. II. Third edition. [Chapter-21, Chapter-22: 870-880].
- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Henig, Ruth. Origins of the First World War. London and NY: Routledge. 2003.
- Redfern, Neil. (2017). "The Comintern and Imperialism: A Balance Sheet," Journal of Labour and Society, 20(1): 42-60
- लालबहादुर शास्त्री द्वारा रचित। यूरोप का इतिहास: फ्रांसीसी क्रांत से तृतीय विश्व युद्ध तक।
- पाठासाधक गुप्ता (संपादक)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- मिस्सोल। यूरोप 1870 से। अनुवादक: स्नेहमहाल। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Suggestive readings

- Hayes, Paul (ed.). Themes in Modern European History 1890–1945. London and NY: Routledge and Taylor & Francis. 1992. [Chapters 5 & 6].
- Hobsbawm, E.J. Nation and Nationalism Cambridge: CUP. 1970
- Merriman, John. History of Modern Europe. Vol. II. Third edition. New York and London:
- W.W. Norton & Company. [Chapter-19]
- Porter, Andrew. European Imperialism 1860-1914. Hampshire: Palgrave Macmillan. 1994.
- Thompson, David. (1957, 1966). Europe since Napoleon. Penguin.
- तिवेश तिवरी, मीना भारती, वनिता चौधरी (संपादक)। आधुनिक यूरोप का इतिहास: आराम और विश्राम। Hindi Madhyam Karyanvayan Nideshalaya, DU
- स्नेहमहाल। यूरोप का इतिहास: 1870-1914। प्रगत प्रकाशन।

- ए.के. तमत्तल।आधुनिक रूरोप का इतहासः 1789 से 1945 तक।सातहत्यभवनप्रकाशन

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

Category III

BA (Prog.) with History as Non-Major

Credit distribution, Eligibility and Pre-requisites of the Course

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India 1858 – 1947

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India 1858 – 1947	4	3	1	0	Class XII	History of India V

Learning Objectives

The paper aims to engage students in a critical discussion of socio-economic and political trends in colonial India since the latter half of the 19th century. The paper focuses on the rise of national consciousness which manifested itself into a powerful anti-colonial nationalist movement that developed along several trajectories. It makes an attempt to critically examine various currents of the national movement which often intersected with one another each other. The paper would also look at the development of communal politics as well as Partition and Independence.

Learning outcomes

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

- Examine various reform movements as well as issues such as gender and caste.
- Understand how the socio-political and economic experiences of the people of India under colonial rule provided a context for the emergence of a powerful anti-colonial nationalist movement in India.
- Analyse the complexities of communal politics that resulted in Partition and Independence.

SYLLABUS OF DSC-1

Unit I: Social issues and Reform Movements:

6. Revivalist / Reformist Movements of the 19th century
7. Phule, Ambedkar and the Caste question
8. Women
9. Peasants, Tribal and the Caste movements
10. Arya Samaj

Unit II: Economy under the colonial state:

4. Drain of Wealth
5. Modern Industries and Industrialization
6. Indian capitalist class

Unit III: Nationalist Politics:

5. Rise and Growth of Nationalism
6. Foundation of Indian National Congress
7. 'Moderates' and 'Extremists' Nationalists
8. Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements

Unit IV: Other currents in Nationalism:

5. Hindustan Socialist Republican Association (HSRA) and Bhagat Singh
6. Subhas Chandra Bose and INA
7. Left: peasants, workers movements, Jayaprakash and Narayans socialist party
8. Nationalist politics in southern India

Unit V: Towards Freedom:

3. Overview of the growth of communal politics
4. Freedom and Partition

Practical component (if any) - NIL**Essential/recommended readings**

Unit I: The unit seeks to study various reform movements as well as issues such as gender and caste. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit and Tanika Sarkar. (Ed.). Caste in Modern India, Vol. 1&2. Delhi: Permanent Black.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press
- Jones, Kenneth. (1994). Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press
- O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black
- O'Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,' Modern Asian Studies 51, 2
- Kumar, Radha. (1993). History of Doing. New Delhi: Kali for Women,
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांनि तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.

- शुक्ल, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम कार्यान्वयन तनिशालर, दिल्ली तवश्वतवद्यालर, दिल्ली

Unit II: This unit examines aspects of the colonial economy and its critique, as well as the emergence of the capitalist class. **(Teaching time: 6 hours Approx.)**

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905, New Delhi: People's Publishing House.
- Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage,
- Bagchi, Amiya Kumar. (2002). 'The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies', Economic and Political Weekly, XXXVII (23)
- Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press
- Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press
- Bahl, Vinay. (2009). 'Attitude of the Indian National Congress Towards the Working Class Struggle in India, 1918-1947', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India: A Reader, New Delhi: Oxford University Press, • भट्टाचार्य, सब्यसाची (2008). आधुनिक भारत का आतथाक इतिहास, (1850-1947) दिल्ली, राकिकमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभाति तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.

Unit III: After the successful completion of this unit, students will be able to grasp many facets of anti-colonial resistance and how Gandhi's politics constituted a new paradigm of rallying vastly divergent social groups in the national movement. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Chandra, Bipan. (1989). India's Struggle for Independence. Delhi: Penguin, (Also in Hindi)
- Pandey, Gyanendra. (2002). The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization. New Delhi: Anthem Press (Second edition).
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.

- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India : A Reader, New Delhi: Oxford University Press.
- Bandyopadhyay, Sekhar. (Ed), (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press.
- तत्रपाठी, अमलेश. भारतीर् रािनीतत में गरमपंथ की चुनौती, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- हालिर, मोतहत कु मार ,भारतीर् नवागरण और पुनरुत्थानवािी चेतना, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- तसंह, हीरालाल , (1971). असहर्ोग आंिलन की झाँतकर्ाँ, तिल्ली, प्रकाशन तवभाग
- िेसाई, ए. आर. , (2018), भारतीर् राष्टर वाि की सामातिक पृष्ठभूतम, सेिप्रकाशन, नई तिल्ली
- तमतल, सतीश चंद्र, (2012), भारत का स्वाधीनता संघषा (1858-1947), नई तिल्ली, ग्राफी वर्ल्ा
- पाण्डेर्, प्रीप कु मार (1990), गांधी का आतथाक और सामातिक तचंतन, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली
- गोपाल, राम, (1986), भारतीर् स्वतंत्रता संग्राम, लखनऊ, सुलभ प्रकाशन

Unit IV: This unit looks at the history of caste, class, and community mobilisation, as well as revolutionary movements and the I.N.A. **(Teaching time: 12 hours Approx.)**

- Moffat, Chris. (2019). India's Revolutionary Inheritance; Politics and the Promise of Bhagat Singh. Cambridge: Cambridge University Press, pp. 21-114.
- Habib, S. Irfan. (2007). To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades, New Delhi: Three Essays, 2007.
- Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition. (Also, in Hindi)
- Marston, Daniel. (2014), The Indian Army and the end of the Raj, CUP
- Stephen P Cohen. (1963). 'Subhas Chandra Bose and the Indian National Army', Pacific Affairs, 411-429,
- Sarkar, Sumit. (1983). Modern India: 1885—1947, Delhi, Macmillan. (Also in Hindi)
- Barnett, M. Ross (2015). The Politics of Cultural Nationalism in South India, Princeton University Press.
- Basu, Raj Sekhar. 'The Making of Adi-Dravid Politics in early Twentieth century Tamil Nadu', Social Scientist, Vol. 39, No.7/8, July-August2011.
- Blackburn, Stuart. (2001) Print, Folklore and Nationalism in Colonial South India. Delhi, Permanent Black.
- सरकार, सुतमत (2009). आधुतनक भारत, तिल्ली, रािकमल प्रकाशन

- बंधोपाध्याय, शेखर. (2012). प्लासी से तबक्का तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman
- शुक्ल, आर.एल. (Ed.). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम कार्यान्वयन निदेशालय, दिल्ली तबक्कातवद्यालय, दिल्ली

Unit V: This unit critically contextualise the political and social conditions that led to communal mobilisation as well as its impact on the social and political fabric of the Indian subcontinent. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947, Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Pandey, Gyanendra. (1990). The Construction of Communalism in Colonial North India. Delhi: Oxford University Press.
- Chandra, Bipan. (2008). Communalism in Modern India. New Delhi: Har Anand.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), Perspectives of Modern Indian History. Mumbai: Popular Prakashan.
- Jaffrelot, Christophe. (1996). The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s. London: C. Hurst & Company Publishers
- सरकार, सुतम (2009). आधुनिक भारत, दिल्ली, राकमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तबक्का तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.

Suggestive readings

- Bandyopadhyay, Sekhar. (Ed.). (2009). National Movement in India: A Reader. New Delhi: Oxford University Press.
- Brown, Judith. (1972). Gandhi's Rise to Power, Cambridge: Cambridge University Press.
- Chandra, Bipan. (1996). Nationalism and Colonialism in Modern India, Delhi: Orient Longman.
- Chandra, Bipan. (1966, Reprint 2004). The Rise and Growth of Economic Nationalism in India. New Delhi: Anamika Publishers.
- Desai, A.R. (1981). Social Background of Indian Nationalism. Delhi: Popular Prakashan.
- Gopinath, Ravindran. (2012). "The British Imperium and the Agrarian Economy", in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History, Mumbai: Popular Prakashan, pp. 62- 90.
- Habib, Irfan. (2013). Indian Economy 1757-1857, New Delhi: Tulika Books. ·
- Habib, Irfan. (2006). Indian Economy 1858-1914, New Delhi: Tulika Books. ·

- Hasan, Mushirul, (1993). India's Partition: Process, Strategy and Mobilisation. New Delhi: Oxford University Press.
- Kumar, K. (Ed.). (1998). Congress and Classes: Nationalism, Workers and Peasants, Delhi: Manohar.
 - Metcalf, B. D. and T.R. Metcalf. (2002). A Concise History of India, Cambridge: University Press.
 - Metcalf, Thomas. (2001). Ideology of the Raj, Delhi: Cambridge University Press.
 - Omvedt, Gail. (1994). Dalits and Democratic Revolution, Delhi: Sage.
 - Pandey, Gyanendra. (2001). Remembering Partition, Cambridge: Cambridge University Press.
 - Pati, Biswamoy (Ed.). (2007). The 1857 Rebellion, Delhi: Oxford University Press.
 - Roy, Tirthankar. (2000). The Economic History of India 1857-1947, New Delhi: Oxford University Press.
 - Sarkar, Sumit and Tanika Sarkar (Eds.). (2014). Caste in Modern India: A Reader, Vols. I & II, Delhi: Permanent Black.
 - Sarkar, Sumit. (2014). Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
 - Sarkar, Sumit (1993). Popular movements and Middleclass leadership in late colonial India. Delhi: Aakar.
 - Stein, Burton. (1998). A History of India. New Delhi: Oxford University Press, pp. 239- 366.
 - चंद्र, तबतपन, (2009), आधुनिक भारत का इतिहास, Delhi: Oriental BlackSwan.

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

Pool of DSE for Multidisciplinary Studies

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -1): Art, Society and Culture in India c. 300 BCE to 1000 CE

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		
Art, Society and Culture in India c. 300 BCE to 1000 CE	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper deals with the three most important and interconnected broad facets of history i.e art, society and culture from early historical to early medieval periods. Their trajectory of development, dynamic and ever evolving nature is highlighted clearly through this study. A regional representational approach has been adopted in order to provide a comprehensive approach to the paper.

Learning outcomes

At the end of the course students should be able to:

- Grasp various dimensions of visual medium of art, architecture, sculpture and paintings, as a primary source of history, which will enable them to develop a deep understanding of the theme.
- Comprehend the different perspectives that explain the emergence and crystallization of various social structures – varna, jati, untouchability and also gender relations.
- Understand that the society displayed flexibility in terms of assimilation, mobility, providing corresponding spaces to new entrants.
- Grasp the essentials of the major religious traditions of the given time period.
- Develop an understanding about the cultural florescence as reflected in rich literature produced in Sanskrit and vernacular languages.

SYLLABUS OF DSE-1

UNIT I:

1. Mauryan period: architecture, sculpture, terracotta; sources of inspiration

2. Post Mauryan period: features of Stupa architecture and relief sculptures: case study of Sanchi or Amravati – narrative art; patronage of art, terracottas; Mathura, Gandhara and Amravati schools of art
3. Rock architecture of western ghats
4. Gupta period: temples, rock cut caves and sculpture, Paintings
5. Post – Gupta period: Pratiharas, Pallava and Chalukya architecture

UNIT II:

1. Social stratification and changes within: class; varna; jati; varnasamkara, untouchability; gender relations; marriage and property relations

Unit III:

2. Religious doctrines and practices: renunciatory tradition with special reference to Buddhism, Jainism
3. Theistic trends: Puranic Hinduism – Visnuism, Sivaism and Saktism; Murugan cult of south India; the Mahayana schools; the emergence of Tantra
4. Literary and technical works in Sanskrit, Prakrit and Tamil

Practical component (if any) - NIL

Essential/recommended readings

UNIT I: This unit will introduce the students to the significant features of art in the period of their study. **(Teaching Time: 15 hours approx.)**

- Agarwal, V.S. (1965) Studies in Indian Art. Varanasi: Vishwavidyalaya Prakashan. (Chapters 4-8)
- अग्रवाल.वी. एस. (2015) भारतीय कला: प्रारं तभक्रुग से तीसरी शती ईस्वी तक. वाराणसी: पृथ्वी प्रकाशन.(अध्याय7-14)
- Brown, Percy. Indian Architecture. Buddhist and Hindu Periods. Bombay: D.B. Taraporevala Sons & Co. Private Ltd. (Chapters 2-16)
- Harle, J.C. (1986). The Art and Architecture of Indian Subcontinent, Penguin Books (Chapters 1-9, 20)
- Huntington, Susan. (1985) Art of Ancient India: Buddhist, Hindu, Jain, Weatherhill, New York, Tokyo. (Chapters 4-15)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 7-10)
- तसंह,उतपंरि. (2016). प्राचीनएवंप्रामध्यकालीनभारतकाइततहासः पाषाणकालसे12वीशताब्दीतक. नईतिल्ली. तपरसन.(अध्याय7-10)

UNIT II: This unit will provide an overview of the social structures, relations and changes taking place within them. **(Teaching Time: 15 hours approx.)**

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapters 4-7)

- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आतिका. नई दिल्ली. ओरए टलब्लैकस्वेन. (अध्याय 4-7)
- Roy, Kumkum. (ed.) (2001). Women in Early Indian Societies. Delhi: Manohar. (Introduction)
- Sharma, R.S. (2007) Material Culture and Social Formations in Ancient India, Delhi: Macmillan. (Chapters 6,7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राकमलप्रकाशन. (अध्याय 6 और 7)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6-10)
- तसंह, उतपंरि. (2016). प्राचीन एवं पूर्वामध्यकालीन भारत का इतिहास: पाषाणकाल से 12वीं शताब्दी तक. नई दिल्ली. तपरसन. (अध्याय 6-10)

Unit III: This unit imparts to the student an understanding to the teachings, beliefs and practices of various ancient Indian religions as well as the rich literature produced in their period of study. **(Teaching Time: 15 hours approx.)**

- Basham, A.L. (1954). The Wonder that was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims. Calcutta: Rupa. (Chapters 7, 9)
- बाशम. ए.एल. (2020) अि भुतभारत। तशवलाल अगरवाल एंड कं पनी (अध्याय 7-9)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6-10)
- तसंह, उतपंरि. (2016). प्राचीन एवं पूर्वामध्यकालीन भारत का इतिहास: पाषाणकाल से 12वीं शताब्दी तक. नई दिल्ली. तपरसन. (अध्याय 6-10)
- Zvebil, Kamil V. (1991). Tamil Traditions on Subrahmanya-Murugan. Madras (Chennai): Institute of Asian Studies.

Suggested Readings:

- Bhattacharji, Sukumari. (1970). The Indian Theogony: A Comparative study of Indian Mythology From the Vedas to the Puranas. Cambridge University Press.
- Partha, Mitter. (2001) Oxford History of Art, Indian Art, Oxford University Press.
- Ray, Niharranjan. (1975) Maurya and Post-Maurya Art: a study in social and formal contrasts. New Delhi: ICHR, New Delhi.
- Sastri, K.A. Nilakanta. (1963). Development of Religion in South India. Bombay: Orient Longmans.
- Shrimali, K.M. (2015) Essays in Indian Art, Religion and Society. Delhi: Indian History Conference.
- श्रीमली, के.एम. (2017). प्राचीन भारतीय धर्मों का इतिहास. दिल्ली: ग्रंथ तशल्पी.
- Zvebil, Kamil V. (1973). The Smile of Murugan, Leiden.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-2): Basics of Historical Research Methodology

NOTE: 'Fundamentals of Historical Methodology' is offered as one of the DSE courses in VI and VII Semesters. Students of the History Honors Program can opt for it either in the VI semester or VII semester.

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		
Fundamentals of Historical Methodology DSE – No.#	4	3	1	-	12 th Pass	NIL

Learning Objectives

This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework. It does so by familiarising them with the theoretical frameworks and procedures/techniques of research that historians deploy in order to construct a meaningful narrative about the past. The course proceeds to equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

Learning Outcomes

Having finished the course, the students would have learnt:

- The distinctiveness of historical research
- The issues and problems in writing history
- How to carefully choose interpretative techniques when reading sources
- How to choose a historical "field" and within that field a specific research question
- The skills and protocols related to academic writing and research in history
- The essentials of research ethics.

SYLLABUS OF DSE

Unit I: Distinctiveness of historical inquiry

3. The nature of history

4. The scope of historical research

Unit II: Issues and problems in historical research

5. Facts and inference
6. Explanation and historical research
7. Objectivity and history writing
8. History writing and relations of power

Unit III: Sources and interpretation

4. Types of historical sources: their use and limitations
5. Analytical frames in historical research
6. Varieties of approaches to sources and methods

Unit IV: Conducting historical research

3. Selecting a topic and preliminary work
4. Protocols of academic writing and avoiding plagiarism

Practical component (if any) - NIL

Essential/recommended readings:

Unit I: This introductory Unit seeks to enable students to i) distinguish the historical from the past, memory and myth; ii) comprehend the relationship of history with social science theories and concepts; iii) distinguish aspects of history (social, political, economic, religious, cultural, ecological). (Teaching Time: 9 hours)

- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, "A Sense of the Past", and Ch.3, "What Can History Tell Us About Contemporary Society").
- Bloch, Marc. (1992). The Historian's Craft, Manchester University Press. Reprint ("Introduction," pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - "The Necessity of History" and "Stories and Dialogues").
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, "The Nature of History," and Ch.6, "History and Related Studies").
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, "History and Social Theory": pp. 214-225, and Ch.3, "Mapping the Field").

Unit-II: This unit will deal with some important issues such as identifying historical facts, context, causal explanations, generalizations, objectivity; and configurations of power and history writing. (Teaching Time: 12 hours)

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, "The Historian and His Facts", Ch.3, "History, Science and Morality", and Ch.4, "Causation in History").
- Marwick, Arthur (1989). The Nature of History. Third edition, Hampshire and London: MacMillan. (Ch.6, "The Historian at Work: The Writing of History," pp. 242-254).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.7, "Causation in History").
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.3, "The Critical Philosophy of History-Part I" and Ch.4, "The Critical Philosophy of History-Part II").
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.3, "The Historian and His Work," and Ch.4, "Explanation and History").
- Michel-Rolph Trouillot (1995), Silencing the Past: Power and the Production of History. Boston: Beacon Press. (Ch.1, Ch.3 and Ch.5).
- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.10, "Partisanship").

Unit-III: This unit looks at (i) Different sources and analytical frameworks; (ii) types of history and their connection to sources (global, national, regional, micro, oral, visual, archival, textual-official and private). (Teaching Time: 12 hours)

- Jordonova, Ludmilla. (2000). History in Practice, London/New York: Arnold and Oxford University Press Inc. (Ch.2, "Mapping the Discipline of History", Ch.4, "The Status of Historical Knowledge", and Ch.7, "Historians' Skills").
- Brundage. Anthony (2018). Going to the Sources: A Guide to Historical Research and Writing, Sixth edition, Wiley Blackwell. (Ch. 2, "The Nature and Variety of Historical Sources", Ch.5, "Beyond Textual Sources", and Ch.7, "Engaging with Primary Sources").
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.4, "The Raw Materials" and Ch.5, "Using the Sources").
- Black, J., MacRaid, D.M. (1997). Studying History. How to Study. Palgrave, London. (Ch.4, "Approaches to History: Sources, Methods and Historians").
- Howell, Martha and Walter Prevenier (2001). From Reliable Sources: An Introduction to Historical Methods. Ithaca: Cornell University Press. (Ch.2, "Technical Analysis of Sources," Ch.3, "Historical Interpretation: The Traditional Basics," and Ch.4, "New Interpretative Approaches").

Unit IV: This unit will familiarize students with i) framing a research question and building an argument, (ii) literature review and scope of research, iii) research ethics, dangers of plagiarism and styles of referencing/citation. (Teaching Time: 12 hours)

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. *The Craft of Research : From Planning to Reporting*. University of Chicago Press.
- Brundage, Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*. Sixth edition, Wiley Blackwell. (Ch.3, "Finding Your Sources", Ch.4, "Getting the Most out of History Books", Ch.6, "Exploring Changing Interpretations" and Ch.7, "Engaging with Primary Sources").
- Sorenson, Sharron (1995), *How to Write a Research Paper*, MacMillan
- Nayak, Dhanwanti (2011), 'Karaoked Plagiarism in the Classroom', *Economic and Political Weekly*, vol. 46, no. 9 (pp. 49-53).
- Katju, Manjari (2011), "Plagiarism and Social Sciences," *Economic and Political Weekly*, vol. 46, no. 9 (pp. 45-48).
- *Chicago Manual of Style*. 15th edition, Chicago: Chicago University Press, 2003.
- *MLA Handbook for Writers of Research Papers* 5th edition, New York: Modern Language Association of America, 1999.

Suggested Readings:

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, "Studying History").
- Elton, G.R., *The Practice of History*, London: Fontana Press, 1987.
- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, "Public History").
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, "The Emergence of Modern Historical Thinking," Ch.1, "History and/as Science," and Ch.3, "Forms of History").
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press ("Fact and Relevance, History and the Social Sciences in Historical Study").
- Sarkar, Sumit (1997), "The Many Worlds of Indian History", *Writing Social History*, New Delhi: OUP.
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, "Historical Research Methodology").
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, "Historical Facts", Ch.11, "The Process of History")

- the section on Causality and Determinism, Ch.18, “The Authenticity of Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)
- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-3): Travel in History: Trade, Politics and Society

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		
Travel in History: Trade, Politics and Society	4	3	1	0	12th Pass	NIL

Learning Objectives

This paper shall provide an overview of the history of travel. It will acquaint students with the various genres, contexts and cultural literary traditions in which these travels were undertaken and written about. The course focusses on the transformative nature of travel especially the impact of industrialisation. The course will show the student how new technologies impacted the movement of people and their ability to record their experiences. 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 and social stereotyping associated with European colonialism. This course will equip students to critically read travelogues and commentaries on travels.

Learning outcomes

After completing the course students will be able to:

- Describe and historically analyse various aspects of travel experience and writing.
- Analyse the the varied and changing engagements of travellers in time.
- Develop the skills to analyse travelogues and critically evaluate cross cultural literature.
- Critically engage with the Eurocentric emphasis in travel narratives.
- Critically examine questions of colonialism, technology, race, language, gender and religion in travel narratives.

SYLLABUS OF DSE-3

Unit I: Writing Travel:

1. Writing Travel: Genre, Time and Place

2. Travel in History: Religion, Society and Economy

Unit II: Travel in the Modern Era

1. Industrialisation and a new travel culture: Railways and Photography
2. The Nineteenth and Twentieth centuries

Unit III: Travel, Texts and History (choose any 3 travellers, select at least 1 from each category)

Travel in the Pre-Modern World: [i] Huen tsang [ii] Marco Polo [iii] Christopher Colombus [iv] Varthema [v] Jan Huygen van Linschoten [vi] Guru Nanak

B. Travel in the Modern World: [i] Durgabati Das [ii] Cathanar Thomman Paremmakkal [iii] Rahul Sankrtyaya-na [iv] W. S. Caine [v] Samanth Subramanian [vi] R. L. Stevenson

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit aims to familiarise the students with travel writing. They will read about the varied contexts in which travellers come to record their experiences. Students will be familiarised with how travelogues have been used to enabling cross cultural engagements, and in establishing certain cultural and social stereotypes. They shall learn to read travelogues as distinct texts that introduce the readers to layered visions of diverse communi-ties and practices. **(Teaching Time: 15 hours approx.)**

- Das, Nandini and Youngs, Tim (Eds.) The Cambridge History of Travel Writing, Cambridge University Press, Cambridge, 2019
- Gosch, Stephens S., and Stearns, Peter N., Premodern Travel in World History, Routledge, 2008 p.134-160
- Greenblatt, Stephen, Marvellous Possessions: The Wonder of the New World, University of Chicago Press, Chicago, 1991
- Kamps, Ivo and Singh, Jyotsna G. (eds.) Travel Knowledge: European "Discoveries" in the Early Modern Peri-od, Palgrave, New York, 2001
- Moroz, Grzegorz and Sztachelska, Jolanta (eds.) Metamorphoses of Travel Writing: Across theories, Genres, Centuries and Literary traditions, Cambridge Scholars Publishing, Newcastle, 2010
- Muzaffar Alam and Sanjay Subrahmanyam, Indo Persian Travels in the Age of Discoveries 1400-1800, Cam-bridge University Press, Cambridge, 2007
- Petting, Alasdair and Youngs, Tim (eds.) The Routledge Research Companion to Travel Writing, Routledge, London, 2020

Unit II: In this unit, students shall study about transformations in travel and travel writing. They shall read about the experience of travel through in a period shaped by Colonialism and the industrial revolution. The stu-dents will read about how the introduction of railways and new machines like the camera transformed the nature of

travel. They will engage with these transformations alongside questions of race, gender, and culture in travel narratives. They will engage with how geography, culture, language, social practices, economic activity and religion have been conceptualised by different actors. **(Teaching Time: 15 hours approx.)**

- Edwards, Justin D. And Graulund, Rune (eds.) *Postcolonial Travel Writing: Critical Explorations*, Palgrave Macmillan, New York, 2011
- Gharipour, Mohammad and Ozlu Nilay (eds.) *The City in the Muslim World: Depictions by Western Travel Writers*, Routledge, London, 2015
- Gupta, Jayati, *Travel Culture. Travel Writing and Bengali Women, 1870-1940*, Routledge, London, 2021
- Henes, Mary and Murray, Brian.H., *Travel Writing, Visual Culture and Form 1760-1900*, Palgrave Macmillan, Singapore, 2016
- Nayar, Pramod K., *Indian Travel Writing in. The Age of Empire 1830-1940*, Bloomsbury, Delhi, 2020
- Pratt, Mary Louise, *Imperial Eyes: Travel Writing and Transculturation*, Routledge, London, 1992. p. 111-200
- Schivelbusch, Wolfgang, *The Railway Journey: The Industrialisation of Time and Space in the Nineteenth Cen-tury*, University of California Press, Oakland, 2014. p.83-193
- Sohrabi, Naghmeh, *Taken for Wonder: Nineteenth-Century Travel Accounts from Iran to Europe*, Oxford Uni-versity Press, New York, 2012
- Youngs, Tim (ed.) *Travel Writing in the Nineteenth Century: Filling the Blank Spaces*, Anthem Press, London, 2006
- Zilcosky, John (ed), *Writing Travel: The Poetics and Politics of the Modern Journey*, University of Toronto Press, Toronto, 2008. P.3-56

Unit III: In this unit the student will choose travelogues as case studies. The student will select 3 travelogues from a list of 12. S/he will focus on these three and use the insights discussed in 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, technology, architecture, ecology & nature, economic ex-changes, etc. **(Teaching Time: 15 hours approx.)**

- Travel in the Pre Modern World: [i] Huen tsang [ii] Marco Polo [iii] Christopher Colombus [iv] Varthema [v] Jan Huygen van Linschoten [vi] Guru Nanak
- Polo, Marco, *Travels*, (Trans.Nigel Cliff), Penguin Classics, 2019
- Si-Yu-Ki, *Buddhist Records of the Western World: Translated from the Chinese of Hiren Tsiang (AD 629) (trans. Samuel Beal)*, Oriental Books Reprint Corporation, Delhi, 1969
- Gosch, Stephens S., and Stearns, Peter N., *Premodern Travel in World History*, Routledge, 2008 p.134-160
- Devahuti, D., *The Unknown Hsuan Tsang*, Oxford University Press, Delhi, 2006
- Columbus, Christopher, *The Four Voyages of Christopher Columbus: Being his own log book, letters and dis-patches 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
- Joan-Pau Rubies, *Travel and Ethnology in the Renaissance: South India through European Eyes, 1250-1625*, Cambridge University Press, 2000. p. 1-84, 164-250
- Linschoten, Jan Huygen van, *The Voyage of Jan Huygen van Linschoten to the East Indies: From the Old English translation of 1598*, vol I and II, Hakluyt Society, London, 1885
- Kohli, Surinder Singh, *Travels of Guru Nanak*, Punjab University Publication Bureau, 1978

B. Travel in the Modern World: [i] Durgabati Das [ii] Cathanar Thomman Paremmakkal [iii] Rahul Sankrtyaya-na [iv] W. S. Caine [v] Samanth Subramanian [vi] R. L. Stevenson

- Das, Durgabati, *The Westward Traveller* (ed & trans by Somdatta Mandal), Orient Blackswan, January 2010
- Paremmakkal, Cathanar Thomman, *Varthamanappusthakam*, An account of the history of the Malabar Church between the years 1773 and 1786 with special emphasis on the events connected with the journey from Malabar to Rome via Lisbon and back undertaken by Malpan Mar Joseph Cariattil and Cathanar
- Thomas Paremmakkal, (trans. Placid J. Podipara, CMI), *Orientalia Christiana Analecta* 190, Pont. Institutum Orientalium Studiorum, Roma, 1971
- 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
- Irumbayam, George, *Books of Yesteryears - I : 'Varthamanapusthakam' : The first ever travelogues in Indian languages*, Indian Literature, July-August, 1987, Vol 30, No 4 (120) July-August 1987, pp. 81-85
- Caine, W.S., *Picturesque India: A Handbook for European Travellers*, George Routledge and Sons, London 1891
- Manfredi, Carla, *Robert Louis Stevenson's Pacific Impressions: Photography and Travel Writing, 1888-1894*, Palgrave macmillan, Switzerland, 2018.
- Stevenson, R.L. *In the South Seas: The Marquesas, Paumotu and Gilbert Islands*, Deadtree Publishing, London, 2013
- Subramanian, Samanth, *Following Fish: Travels around the Indian Coast*, Penguin, Delhi, 2010

Suggestive readings

- Banerjee, Rita, *India in Early Modern English Travel Writing: Protestantism, Enlightenment, and Toleration*, Brill, Leiden, 2021.
- 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
- 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
- Mueller, Christian and Salonia, Matteo (eds.) *Travel Writings on Asia: Curiosity, Identities and Knowledge Across the East, c. 1200 to the Present*, Palgrave Macmillan, Singapore, 2022
- Peterson, Jennifer Lynn, *Education in the School of Dreams: Travelogues and Early Nonfiction Film*, Duke University Press, Durham, 2013
- Taylor, Tom, *Modern Travel in World History*, London, Routledge, 2022
- Rodenas, Adriana Mendez, *Transatlantic Travels in Nineteenth century Latin America: European Women Pil-grims*, Bucknell University Press, Lewisburg, 2014

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered By Department Of History
Category-IV

GENERIC ELECTIVES (GE-1): Delhi Through the Ages: The making of its early Modern 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
		Lecture	Tutorial	Practical/ Practice		
Delhi Through the Ages: The making of its early Modern History	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

The objective of the paper is to explore the city of Delhi from its early history to the eighteenth century. The city grew into one of the largest cities in the world and was the capital of some of the great empires. As capital Delhi profited from continuous immigration, state patronage and vibrant cultural life. The city was not merely dependent upon its rulers for cultural and political sustenance. The course also focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence.

Learning outcomes

Upon completion of this course the student shall be able to:

- To acquaint students with the history of Delhi till the early modern period.
- Analyse the processes of urbanization as shaped by political, economic and social changes

SYLLABUS OF GE-1

Unit I: Ancient Delhi and adjoining sites: (12 hours)

1. Indraprastha- Hastinapur, Panipat, Tilpat
2. Ashokan Edicts
3. Mehrauli Iron Pillar
4. Lalkot

Unit II: From Settlements to Cityscape - Understanding the 10th and 14th Century Cities of Delhi. Case Study Any Two: (16 hours)

1. Anangpur Fort
2. Dehli-i Kuhna's Masjid-i Jami
3. Siri
4. Ghiyaspur-Kilukhari
5. Tughulqabad
6. Firuzabad

Unit III: 16th to 17th Century Delhi: (16 hours)

1. Humayun's Garden Tomb
2. Morphology of Shahjahanabad

Unit IV: 18th Century Delhi - Understanding political and social changes (16 hours)

Essential/recommended readings

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha, ancient edicts and pillars and the Tomar and Chauhan constructions. (Teaching Time: 12 hours)

- Richard J. Cohen, "An Early Attestation of the Toponym Dhillī", *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513-519.
- Singh, Upinder. (2006). *Ancient Delhi*, Delhi: Oxford University Press
- Mani, B.R. (1997). *Delhi: Threshold of the Orient*; (Studies in Archaeological Investigations), Aryan Books International

Unit 2: This unit will study the cities of Sultanate Delhi in the 10th to 14th centuries. It will discuss the various reasons for the shift of capitals and the changing character of the city. Case studies of any two of these cities will be undertaken. Students will be encouraged to plan field trips related to the themes and readings. (Teaching Time: 16 hours)

- B.R. Mani and I.D. Dwivedi (2006). 'Anangpur Fort: The Earliest Tomar Settlements Near Delhi', in Upinder Singh, ed., *Delhi: Ancient History*, Social Science Press, New Delhi, pp. 200-204.
- Ali, Athar. (1985). "Capital of the Sultans: Delhi through the 13th and 14th Centuries", in
- R.E. Frykenberg, ed., *Delhi Through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 34-44
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and Naina Dayal. (Ed.). *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp. 222-235.
- Kumar, Sunil. (2011). "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE" in Albrecht Fuess and Jan Peter Hartung. (eds.). *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, London: Routledge, pp. 123-148
- Kumar, Sunil. (2009) 'Qutb in Modern Memory'. In: Kaul, Suvir, (ed.), *Partitions of Memory. Delhi: Permanent Black*, pp. 140-182.
- Jackson, Peter. (1986). 'Delhi: The Problem of a Vast Military Encampment', in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), pp. 18-33.

- Haidar, Najaf. (2014). 'Persian Histories and a Lost City of Delhi', *Studies in People's History*, vol. 1, pp. 163–171
- Aquil, R. (2008). "Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam." *South Asia Research* 28: 23–48.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate ":", *Muqarnas*, vol. 1 pp. 123-166.
- Welch, Anthony. (1993). *Architectural Patronage and the Past: The Tughluq Sultans of India: Muqarnas*, Vol. 10, Essays in Honor of Oleg Graber, pp. 311-322, Published by Brill. <https://www.jstore.org/stable/1523196>

Unit 3: This unit will explore the structure and meanings of Humayun's Garden Tomb and morphology of the imperial city of Shahjahanabad, in the 16th and 17th centuries (Teaching time: 16 hours)

- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Blake, Stephen, (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, *Delhi Through the Ages: Essays in Urban History, Culture and Society*, Oxford University Press, pp. 66-99.
- Hasan, Nurul, S. (1991). "The Morphology of a Medieval Indian City: A Case Study of Shahjahanabad", In Indu Banga (ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.
- Gupta, Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Koch, Ebba. (1994). "Diwan-i' Amm and Chihil Sutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, pp. 143-165.
- Lowry, Glenn D. (1987). *Humayun's Tomb: Form Function, and Meaning in Early Mughal Architecture*. *Muqarnas*, Vol. 4, pp. 133-148
- Dickie, James (Zaki, Yakub), (1985). *The Mughal Garden: Gateway to Paradise*, *Muqarnas*, Vol. 3, pp. 128-137.
- Koch, Ebba. (1997). 'Mughal Palace Gardens from Babur to Shahjahan (1526-1648)', *Muqarnas*, pp. 143-165.
- Rezavi, Syed Ali Nadeem, (2010). "The Mighty Defensive Fort': Red Fort at Delhi Under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris." *Proceedings of the Indian History Congress* 71, pp. 1108–1121.

Unit 4: This unit will discuss the developments in Shahjahanabad in the 18th century. The 'decline' in the authority meant turbulence in the city, but it also empowered new groups of people and created a cultural and social dynamism that was embraced by some and seen as a challenge by others. (Teaching Time: 16 hours)

- Alam, Muzaffar. (2013) "Introduction to the second edition: Revisiting the Mughal Eighteenth Century" in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp. xiii-lxiv
- Ataullah. (2006-2007). "Mapping 18th Century Delhi: the cityscape of a pre-Modern sovereign city" *Proceedings of the Indian History Congress*, vol. 67 pp. 1042-1057.

- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: Munshiram Manohar Lal Publishers.
- Raziuddin Aquil, (2017) "Violating Norms of Conduct" in *The Muslim Question: understanding Islam and Indian History*, Delhi: Penguin Random House, pp. 133-156.

Suggested readings

- Anthony Welch, 'A Medieval Centre of Learning in India: The Hauz Khas Madrasa in Delhi', *Muqarnas*, 13 (1996): 165-90;
- Anthony Welch, 'The Shrine of the Holy Footprint in Delhi', *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. (2000). "Delhi Walled: Changing Boundaries" in James D. Tracy, *City Walls: The Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247-281.
- Bayly, Christopher Alan. (1986). "Delhi and Other Cities of North India during the 'Twilight'", in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221-36.
- Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*. Cambridge; New York: Cambridge University Press.
- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Hasan, Zafar. (1922). *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India #10
- Habib, Irfan. (1978). 'Economic History of the Delhi Sultanate -- an Essay in Interpretation', *Indian Historical Review* vol. 4, pp. 287-303.
- Flood, Finbarr B. (2008). "Introduction" in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii
- Matsuo, Ara. (1982). "The Lodi Rulers and the Construction of Tomb-Buildings in Delhi", *Acta Asiatica*, vol. 43, pp. 61-80.
- Moosvi, Shireen. (1985) "Expenditure on Buildings under Shahjahan--A Chapter of Imperial Financial History." *Proceedings of the Indian History Congress*, vol. 46 pp. 285-99.
- Page, J.A. (1926). *An Historical Memoir on the Qutb*. New Delhi: Memoirs of the Archaeological Survey of India #22
- Page, J.A. (1937). *A Memoir on Kotla Firoz Shah, Delhi*. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shamsur Rahman Faruqi, (2001). "A True Beginning in the North" and "A Phenomenon called 'Vali'" in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Shokoohy, Mehrdad. (2007). *Tughluqabad: a paradigm for Indo-Islamic Urban planning and its architectural components*. London: Araxus Books.
- Singh, Upinder. ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press
- Flood, Finbarr B. (2003). "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi" *RES: Anthropology and Aesthetics*, No. 43, Islamic Arts, pp. 95-116.

- Anand Taneja, 'Saintly Visions: Other histories and history's others in the medieval ruins of Delhi' IESHR, 49 (2012).
- Pinto, Desiderios. J. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims", in Christian W. Troll, ed., Muslim Shrines in India, Delhi: Oxford University Press, pp. 112-124.

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

GENERIC ELECTIVES (GE-2): Science, Technologies and Humans: Contested Histories

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
		Lecture	Tutorial	Practical/ Practice		
Science, Technologies and Humans: Contested Histories	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

This course proposes to examine the history of science and technology with respect to social acceptance, economic viability and politics associated with it. While dealing with the history of science and technology this paper challenges the notion of 'modern origins of science in west-ern societies. Human instinct to understand the unknown and the need to predict the future which often ventures into providence has been explored through case studies of astronomy and astrology. The paper analyses the impact of hegemony of colonial science on traditional knowledge systems. It proposes a case study to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitutes an important component of this paper. A brief discussion on science and nation making has been introduced to highlight the role of important figures and women in sciences that shaped the nature of scientific development in India.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Critique the prevalent dominant understanding of science and technology.
- Discuss the complex relations between science, technology and society.
- Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy
- Examine the character of 'dual use' technologies.
- Define various initiatives taken by the government for promotion of science and technology.

SYLLABUS OF GE-2

Unit 1: Science, Technology and Society (12 hours)

1. Revisiting 'Scientific Revolution'
2. Colonialism and Science

Unit 2: Science: Contestation and Exchanges (16 hours)

1. Decimal and Zero
2. Hegemony of documentation

Unit 3: Economics of Technologies: Questions of Ethics (16 hours)

1. Generic Medicines
2. Industrial Disasters

Unit 4: Science and nation making (16 hours)

1. Atomic Power
2. Policies and Institutions
3. Homi Jehangir Bhabha, Meghnad Shaha, E. K. Janaki Ammal

Practical component (if any) - NIL

Essential/recommended readings

Unit-1: Science and technology have a very complex relationship with society. Populating of 'Science' and 'Technology' will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. (Teaching Time: 16 hours Approx.)

- Pati, Biswamoy & Harrison, Mark. (2001). Introduction in Biswamoy Pati & Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*. New Delhi: Orient Longman. pp. 1-24/36.
- मले, गुणाकर. (२००५). भारतीयईतहासमेंवज्ञान. र िल्ली:यात्रीप्रकाशन. (अध्याय:वज्ञानऔरसमाज; पृष्ठ ११-२९, ज्योर् तषकाआरम्भऔररवकास; पृष्ठ ४१-४९, वैर् िकगणतकीसमीक्षा; पृष्ठ ५०-६६).
- Bernal, J D. (1969). *Science in History* Vol, I: The Emergence of Science. Middlesex: Penguin Books, pp. 27-57.
- Raj, Kapil. (2017). 'Thinking Without the Scientific Revolution: Global Interactions and the Construction of Knowledge'. *Journal of Early Modern History*, Vol. 21 (No.5), pp. 445-458.
- Habib, S Irfan and Raina, Dhruv. (2007). 'Introduction', in S Irfan Habib & Dhruv Raina, (Eds.). *Social History of Science in Colonial India*. Delhi: Oxford University Press. pp. XII-XL.
- (Revised version published as S Irfan Habib & Dhruv Raina, 'Introduction' in *Social History of Science in Colonial India*, New Delhi: Oxford University Press, 2007, pp. XII- XL.)
- Kumar, Deepak, *Science and the Raj*, OUP, 1998 (Introduction).

Unit-2: Students will understand the politics associated with appropriation of 'Scientific' her-itage through the case study of the decimal and zero. It will also teach them about the politics of

documentation and its importance during early modern times. (Teaching Time: 16 hours Approx.)

- Nanda, Meera. (2016). 'Nothing that is: Zero's Fleeting Footsteps', in Science in Saffron: Skeptical Essays on History of Science. Delhi: Three Essays Collective. pp. 49-92.
- Grove, Richard. (1996). 'Indigenous Knowledge and the Significance of South-West India for Portuguese and Dutch Constructions of Tropical Nature'. Modern Asian Studies, Vol. 30 (No. 1), pp. 121-143.
- Joseph, George V., A Passage to Infinity: Medieval Indian Mathematics from Kerala and Its Impact, Sage Publication, 2009 (Introduction).

Unit-3: This unit will make an attempt to convey that science and technology need to be care-fully historicized in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science. (Teaching Time: 12 hours Approx.)

- Mazumdar, Pradip. (2017). 'The Generic manoeuvre'. Economic and Political Weekly, Vol. LII (No.35), pp. 22-26.
- Nagaraj, Vijay K. and Raman, Nithya V. (2007). 'Are we prepared for another Bhopal?' in Mahesh Rangarajan, ed., Environmental Issues in India: A Reader. Delhi: Pearson. pp. 530-43. (Also available in Hindi)
- Banerjee, Madhulika, Power, Knowledge, Medicine: Ayurvedic Pharmaceuticals at Home and in the World', Hyderabad: Orient Blackswan, 2009 (Introduction).

Unit-4: This unit will highlight the role of science in 'nation-making'. It will also examine the role of a few scientists and women; associated institutions and their contribution in nation making. (Teaching Time: 12 hours Approx.)

- Kosambi, D. D. (2016). 'Atomic Energy for India', in Ram Ramaswamy, ed., D.D.Kosambi:Adventures into the unknown: Gurgaon: Three Essays Collective. pp. 59-70.
- Marshal, Eliot. (2007). 'Is the Friendly Atom Poised for a Comeback?' in Mahesh Rangarajan, ed., Environmental Issues in India: A Reader. Delhi: Pearson. pp.544-49. (Also available in Hindi)
- Banerjee, Somaditya. (2016). 'Meghnad Shaha: Physicist and Nationalists'. Physics To-day, Vol.69 (No.8), pp. 39-44.
- Wadia, Spenta R. (2009). 'Homi Jehangir Bhaba and the Tata Institute of Fundamental Research'. Current Science, Vol.96 (No.5), pp. 725-33.
- Krishna, V.V. (2013). 'Science, Technology and Innovation Policy 2013: High on Goals, Low on Commitment'. Economic and Political Weekly, Vol. 48 (No.16), pp. 15-19.
- Damodaran, Vinita. (2013). 'Gender, Race and Science in Twentieth-Century India: E.K. Janaki Ammal and the History of Science.' History of Science, Vol. 51 (No. 3), pp. 283- 307.
- Chattopadhyay, Anjana. (2018). 'Janaki Ammal, Edavaleth Kakkat (1897-1984)', in Women Scientists in India: Lives, Struggles and Achievements, New Delhi: National Book Trust, pp. 170-172.

Suggestive readings -

- Bhattacharya, Nandini. (2018). Interrogating the Hegemony of Biomedicine. Economic and Political Weekly, Vol. LIII (No.9), pp. 45-47.
- Chatterjee, Santimay. (1994). 'Meghnad Shaha: The Scientist and the Institution maker.' Indian Journal of History of Science, Vol.29 (No.1), pp. 99-110.

- Habib, Irfan. (2008). Technology in Medieval India. c. 650-1750. New Delhi: Tulika (Also available in Hindi).
- Qaisar, A J. (1982). Indian Response to European Technology and Culture AD 1498-1707, Bombay: Oxford University Press.
- Rahman, Abdur. (1984). Science and Technology in Indian Culture: A Historical Perspective. Delhi: National Institute of Science, Technology & Development Studies Science, Technology and Innovation Policy 2013, Government of India, India. (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf>) Available in Hindi Al-so :(<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013%20Hindi.pdf>).
- Zimmerman, F. (1987). 'Monsoon in Traditional Culture', in Jay S. Fein and Pamela L. Stephens, eds., Monsoon. New York, Chichester, Brisbane, Toronto, Singapore: John Wiley & Sons. pp. 51-76.

FILMS:

- The Fugitive A movie featuring Harrison Ford.
- The Effects of the Atomic Bomb on Hiroshima and Nagasaki (<https://www.youtube.com/watch?v=3wxWNAM8Cso> and <https://www.youtube.com/watch?v=n7fT6Mur6Gg&list=PLD7F1A06CE1780AD5&index=5>)

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

GENERIC ELECTIVES (GE-3): Culture and Everyday Life in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course
		Lecture	Tutorial	Practical/ Practice		
Culture Everyday Life India	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

Our everyday lives are filled with activities so routine and mundane that it hardly seems worth talking about them—getting up, doing daily ablutions, drinking a cup of tea or coffee, performing daily prayers and rituals, getting dressed for workplace, boarding the metro to work, returning home, finding leisure in watching TV, shopping and even planning a holiday. All these sorts of activities are part of our everyday lives, and most people have the same sorts of everyday experiences. At the same time, however, different people across the world have different sorts of every-day lives that are defined by their society. Further, the society itself is defined by peoples' ideas, values, customs, beliefs, and ways of thinking. All these things may be explained as 'culture'. While there are several

definitions of culture, in this module we will take culture to mean the 'whole way of life' of a given group of people who form the urban populace in India. This course explores everyday life in India through mundane aspects like food, beverage, and masticatory habits; manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema, recreational outings or seeking guidance for well-being. In reading these themes we hope to stimulate discussion about particularities of cultural forms that have evolved and continue to change in response to historical circumstances.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Identify some of the basic components of culture that determine our everyday existence
- The complex nature of the relationship between everyday life and society in urban India.
- Appreciate that culture is multifaceted and evolves in response to historical circumstance and that culture cannot be essentialized.
- Appreciate an interdisciplinary approach that is indispensable for reading culture in any given society.
- Analyse cultural behaviour through multiple frames of reference.

SYLLABUS OF GE-3

Unit I: Culture and everyday life (12 hours)

Unit II: Sustenance and beyond: Chai, Coffee & Paan (16 hours)

Unit III: Religion everyday - at the threshold, shrine, and online (16 hours)

Unit IV: The everyday global in g/local: Metro, malls, and pilgrimage online (16 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This Unit tries to initiate discussion about the emergence of culture as a specific field of sociological analysis and draw attention to the relationship between 'culture' and 'everyday life'. Further, these readings discuss if there is something peculiar about Indian culture. (Teaching time: 12 hours)

- David Inglis, "Introduction" in *Culture and Everyday Life*, London & New York: Routledge, Taylor & Francis Group, 2005, pp. 1-14.
- S. Radhakrishnan, "Culture of India" in *The Annals of the American Academy of Political and Social Science*, Vol. 233, India Speaking (May 1944), pp. 18-21.
- K. Ramanujan, "Is There an Indian Way of Thinking? An Informal Essay" in Vinay Dharwarkar ed., *The Collected Essays of A.K. Ramanujan*, New Delhi: OUP, 1999, pp. 34-51.
- Kathryn Hansen, "Who wants to be a cosmopolitan? Readings from the composite culture", *The Indian Economic and Social History Review*, Vol. 47, No. 3 (2010), pp. 291-308.

Unit II: In the opinion of some scholars India, traditionally, most discourses on food have centered on social and religious rituals. The following articles discuss how historical circumstances has redefined culinary patterns in India by introducing new foods and beverages like tea and coffee. (Teaching time: 12 hours)

- Ashis Nandy, "The Changing Popular Culture of Indian Food: Preliminary Notes", *South Asia Research*, Vol. 24, No. 1 (May 2004), pp. 9–19
- Philip Lutgendorf, "Making tea in India: Chai, capitalism, culture", *Thesis Eleven*, vol. 113(1), pp. 11–31
- R. Venkatachalapathy, "'In those days there was no coffee': Coffee-drinking and middle-class culture in colonial Tamilnadu", *The Indian Economic & Social History Review*, vol. 39 (2–3), pp. 301–316.
- M. Gowda, "The Story of Pan Chewing in India", *Botanical Museum Leaflets, Harvard University*, Vol. 14, No. 8 (January 15, 1951), pp. 181–214.

Unit III: Religion is a significant aspect of everyday life. Rituals define the boundary between the private and public lives. Ritual observance in the public sphere invites community participation and defines religiosity in a wider cultural context. (Teaching time: 12 hours)

- Jyotsna S. Kilambi, "Toward an Understanding of the Muggu: Threshold Drawings in Hyderabad", *RES: Anthropology and Aesthetics*, No. 10 (Autumn, 1985), pp. 71–102.
- Harjot Singh Oberoi, "The Worship of Pir Sakhi Sarvar: Illness, Healing and Popular Culture in the Punjab", *Studies in History*, vol. 3/1 (February 1987), pp. 29–55.
- Heinz Scheifinger, "The Jagannath Temple and Online Darshan", *Journal of Contemporary Religion*, vol. 24:3, pp. 277–290.

Unit IV: Life in a metropolitan is largely regulated by means of commutation, access to utilities and convenience of rendering the everyday business of living. This theme identifies cinema, modern holy cum entertaining urban spaces as significant for creating leisure in city life. The four essays discuss our changing response to everyday existence in a globalized world. (Teaching time: 8 hours approx.)

- Rashmi Sadana, "On the Delhi Metro: An Ethnographic View", *Economic and Political Weekly*, Vol. 45, No. 46 (November 13–19, 2010), pp. 77–83.
- Malcolm Voyce, "Shopping Malls in India: New Social 'Dividing Practices'", *Economic and Political Weekly*, Vol. 42, No. 22 (Jun. 2–8, 2007), pp. 2055–2062.
- Philip Lutgendorf, "Is There an Indian Way of Filmmaking?", *International Journal of Hindu Studies*, Vol. 10, No. 3 (December 2006), pp. 227–256.
- Joanne Punzo Waghorne, "Engineering an Artful Practice: On Jaggi Vasudev's Isha Yoga and Sri Sri Ravishankar's Art of Living" in *Gurus of Modern Yoga*, eds., Mark Singleton & Ellen Goldberg, New York: OUP (2014), pp. 283–307.

Suggestive readings

- David Inglis, *Culture and Everyday Life*, London & New York: Routledge, Taylor & Francis Group, 2005.
- Maya Warrier, "Online Bhakti in a Modern Guru Organization", Chapter 14 in *Gurus in Modern Yoga*, eds., Mark Singleton and Ellen Goldberg, New York: OUP, 2013, pp. 308–327.

- K.N. Panikkar, "Culture as a Site of Struggle", in *Social Scientist*, Vol. 37, No. 5/6 (May-June 2009), pp. 21-37.
- Pushpesh Pant, "INDIA: Food and the Making of the Nation", in *India International Centre Quarterly*, Vol. 40, No. 2 (AUTUMN 2013), pp. 1-34.
- R. S. Khare, "Anna", in Sushil Mittal and Gene Thursby, eds., *The Hindu World*, New York: Routledge, 2004
- Samta P. Pandya, "'Guru' Culture in South Asia: The Case of Chinmaya Mission in India", in *Society and Culture in South Asia*, 2016, Vol. 2(2), pp. 204-232.
- Darshana Sreedhar Mini, "Attukal 'Pongala': The 'Everydayness' in a Religious Space", *Journal of Ritual Studies*, Vol. 30, No. 1, Special Issue: Transformations in Contemporary South Asian Ritual: From Sacred Action to Public Performance (2016), pp. 63-73.
- Yousuf Saeed, "Jannat ki Rail: Images of Paradise in India's Muslim Popular Culture", in Mumtaz Currim (ed.), *Jannat: Paradise in Islamic Art*, Mumbai: Marg Foundation, 2012.
- Sanjay Srivastava, "Shop Talk: Shopping Malls and Their Publics", in *Consumer Culture, Modernity and Identity*, edited by Nita Mathur, Sage, 2014, pp. 45-70.
- Sanjay Srivastava, "Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi," *Economic and Political Weekly*, Vol. 44, No. 26/27 (June 27 - Jul. 10, 2009), pp. 338-345.

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

GENERIC ELECTIVES (GE-4): Understanding History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course
		Lecture	Tutorial	Practical/ Practice		
Understanding History	4	3	1	0	12 th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

This course aims to familiarize students with what it means to historicize human activities, and to think historically. It seeks to equip students with an understanding of what historians do, i.e., explore causation; contingency; explain factors that influence individuals and human society; and how historians build on generalizations to construct consistent narratives from historical facts and credible sources. It also familiarizes students with broad kinds of histories written, and the relationship shared between history and other disciplines.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Outline / illustrate the need for historical perspective.

- Explain the historical nature of all human activities and social sphere.
- Distinguish essential features of historical inquiry.
- Identify the essential skills of a historian, and explain the key aspects of the historian's work.
- Delineate sources that can be used to describe and interpret a social issue, an event, a given time period, or a wider social development.
- Differentiate between various kinds of histories.
- Situate history among other disciplines and distinguish the key aspects of their interface.

SYLLABUS OF GE-3

Unit I: What History Can Tell Us (12 hours)

Unit II: The Historian at Work (16 hours)

Unit III: Issues in History Writing (16 hours)

Unit IV: History and Other Disciplines (16 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit-1: This Unit shall explore the meaning of history and historical thinking. The students will be equipped to distinguish the historical perspective from other ways of understanding our individual and collective pasts. (Teaching time: 12 hours approx.)

- Schlabach, Gerald. A Sense of History: Some Components <http://www.geralschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Long-man (Ch.1 and Ch. 2).
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - "The Necessity of History" and "Stories and Dialogues").
- Daniels, Robert V. (1981). Studying History: How and Why, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.11-13 and 25-39.
- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, "A Sense of the Past", and Ch.3, "What Can History Tell Us About Contemporary Society").
- आधार मारतवक, इततहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवांि)

Unit-2: This Unit shall explore how the historian establishes historical facts, traces historical contexts from the facts, and how the historian evaluates and uses different kinds of sources for history writing. It will familiarize the students with different varieties and frameworks in history writing (social, economic, local, global, etc.). (Teaching time: 16 hours approx.)

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, "The Historian and His Facts").
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (Ch. 5, The Historian at Work: Historical Facts and Historical Sources).
- Daniels, Robert V. (1981), Studying History: How and Why, third edition, Englewood Cliffs, N.J.: Prentice-Hall (pp. 47-61).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Long-man (Ch. 3, "Mapping the Field", Ch. 4, "The Raw Materials" and Ch. 5, "Using the Sources").

- अशोक चक्रधर (अनुवाङ्गिक), इतहास क्या है – ई.एच. कार। Macmillan, 2000. (Chapter-1)
- आथार मारतवक, इतहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवाङ्गिक) (Chapter-5)

Unit-3: This Unit will familiarise the students about how historians understand, describe and explain the past. The student will be introduced to some of key aspects of history writing, i.e., causation, narrative building, explanation and generalization. (Teaching time: 16 hours approx.)

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.4, "Causation in History").
- Marwick, Arthur. (1989) The Nature of History. Third edition, Hampshire and London: Macmillan (Ch. 6, pp. 242-255).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.6, "Writing and Interpretation").
- अशोक चक्रधर (अनुवाङ्गिक), इतहास क्या है – ई.एच. कार। Macmillan, 2000.
- एररक हॉब्सबॉम, इतहासकार की तर्चता । ग्रंथ तशल्पी, 2007 (अनुवाङ्गिक) ।

Unit-4: This Unit will familiarize the students with the relationship between history and other disciplines, and how the interface enriches history writing, as well as their understanding of other disciplines. (Teaching time: 12 hours approx.)

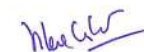
- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.3, "History, Science and Morality").
- Jordanova, Ludmilla. (2000). History in Practice, London/New York: Arnold and Oxford University Press Inc. (Ch. 3, "History and Other Disciplines").
- Sreedharan, E. (2007). A Manual of Historical Research Methodology. Centre for South Indian Studies: Trivandrum [Ch.2-Part II: History and Social Science; Ch.2-Part III: History and the Humanities; Ch.5; Ch.7]. [Also available in Hindi].
- अशोक चक्रधर (अनुवाङ्गिक), इतहास क्या है – ई.एच. कार। Macmillan, 2000.

Suggestive readings

- Ambedkar, B.R. (1948). 'Preface' in The Untouchables: Who were They and Why did They Become Untouchables?. Reproduced in Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 7, New Delhi: Ministry of Social Justice and Empowerment, 1990, pp. 239-245.
- Arnold, J.H. (2000). History: A Very Short Introduction. Oxford: Oxford University Press (Ch.3. & Ch.7)
- Becker, Carl. (1931). American Historical Review 37 (January), pp. 221-36, reprinted in Adam Budd (Ed.). (2009). The Modern Historiography Reader. London and N.Y: Routledge ("Everyman His Own Historian", Presidential Address).
- Bloch, Marc. (1992). The Historian's Craft, Manchester: Manchester University Press, reprint, pp. 190-197; 60-69 and 138-144.
- Budd, Adam. (Ed.). (2009). The Modern Historiography Reader: Western Sources. London and N.Y: Routledge, pp. 70-79, 81-87, 89-91 ("What is a Historian?").
- Hobsbawm, Eric J. (1998). On History. UK: Abacus (Ch. 21, "Identity History is Not Enough").

- Jordonova, Ludmilla. (2000). History in Practice. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, "Public History" and "Ch.7, "Historians' Skills").
- Smith, Bonnie G. (1998). The Gender of History: Men, Women and Historical Practice. Cambridge, M.A.: Harvard University Press. (Relevant chapters).
- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.5, "The Themes of Mainstream History").
- लाल बहादुर वमा, इतहास के बारे में । 1984
- माका ब्लॉक, इतहासकार का तथल्प । मेधा पम्बलतशंग हाउस, 2013 (अनुवांि)

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


REGISTRAR

Category-IV

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY DEPARTMENT OF HISTORY

GENERIC ELECTIVES (GE-1): Delhi through the Ages: From Colonial to Contemporary Times

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
		Lecture	Tutorial	Practical/ Practice		
Delhi through the Ages: From Colonial to Contemporary Times	4	3	1	0	12 th Pass	Should have studied Delhi through the Ages: The Making of its Early Modern History

Learning Objectives

This course examines the physical and social transformation of Delhi from colonial to contemporary times. Focusing on the echoes of political developments on urban form and social experience, it aims to explore the historical antecedents of some of the capital's contemporary dilemmas.

Learning outcomes

Upon completion of this course the student shall be able to:

- Analyse the political developments and their legacy for the shaping of the city.
- Discern the importance of 'local' social, ecological and cultural processes that shape and reshape the city
- Explain the historical roots of the problems of sustainable urbanization with regard to Delhi.

SYLLABUS OF GE-1

Unit I: Delhi in the 19th Century - Mughal Court, Company Raj, 1857 and its Aftermath (16 Hours)

Unit II: Building New Delhi - Imperial Ideology and Urban Morphology (12 Hours)

Unit III: Delhi in 1947- Partition and its Aftermath (16 Hours)

Unit IV: Making of Contemporary Delhi – Spaces, Politics and Socialites (16 Hours)

Essential Readings

Unit I. This unit should familiarise students with the city in light of the colonial past and the present. It will also help them locate the political developments for shaping of the city. The unit examine political developments and their legacy during 1857 and how the rebellion in Delhi influenced its evolution.

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: OUP, pp. 1-20
- Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*, Delhi: Primus Books, pp.106-133, (chap. 6: "The Palace and the City")
- Farooqui, Mahmod. (2006). *Ghadar. Sarai Reader*, 2006, pp. 254-270
- C. M. Naim. (2004). 'Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors,' in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, Delhi: Permanent Black, pp. 250-279.
- Gail Minault. (2003). "Master Ramchandra of Delhi College: Teacher, Journalist, and Cultural Intermediary," *Annual of Urdu Studies*, Vol. 18, pp. 95-104
- --- ; (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp. 20-31, 50-66
- Lahiri, Nayanjot. (2003). "Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife,' *World Archaeology*, vol. 35, no.1, pp. 35-60 .
- Dalrymple, William, (2006). *The Last Mughal: The Fall of a Dynasty*, Delhi: Penguin/Viking, pp. 193-229, 346-392. (Chap 6 "The Day of Ruin and Riot" and Chap. 10 "To Shoot Every Soul".
- Verma, Pavan K. (2008). *Ghalib: The Man, the Times*, Penguin India.

Unit II. This segment enquires into the historical antecedents of some of the capital's contemporary issues. The section should apprise the students of the historical roots of the problems of sustainable urbanization with regard to Delhi.

- Metcalf, Thomas. (1989). *Imperial Visions*. Delhi: Oxford University Press, pp. 211-239, (Ch. 7 'New Delhi: The Beginning of the End').
- Johnson, David A. (2015). *New Delhi: The Last Imperial City*. Basingstoke: Palgrave 2015. (Chap. 8, "Land Acquisition, Landlessness and the Building of New Delhi").
- Johnson, David. A (2008). *A British Empire for the Twentieth century: The inauguration of New Delhi, 1931*. *Urban History* 35, 3, Cambridge University Press, U.K.
- Mann, Michael. (2007). "Delhi's Belly: On the Management of Water, Sewage and Excreta in a Changing Urban Environment during the Nineteenth Century," *Studies in History*, Vol. 23:1, pp. 1-30
- Liddle, Swapna (2017). *Chandni Chowk: The Mughal City of Old Delhi*, Speaking Tree Publications, Pvt. LTD. pp. 25-121.

Unit III. This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times.

- Pandey, Gyan. (2001). *Remembering Partition*, Cambridge: Cambridge University Press. (Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121-151)
- Datta, V N. (1986). "Punjabi Refugees and the Urban Development of Greater Delhi,' in Robert Frykenberg(ed), *Delhi Through the Ages: Essays in Urban History Culture and Society*. Delhi: OUP, pp 442-462.

- Kaur, Ravinder (2008). Narrative absence: An 'Untouchable' account of Partition Migration. In *Contribution to Indian Sociology* (no.) 42, 2: Sage Publications, pp. 281-306.
- Tan, Tai Yong and Gyanesh Kudaisya. (2000). *The Aftermath of Partition in South Asia*. New York: Routledge, pp 193-200, (Chap. 7, "Capitol Landscapes")

Unit IV. The unit examines and locate 'local' social, ecological and cultural processes that shape and reshape the city.

- Emma. Tarlo. (2000). "Welcome to History: A Resettlement Colony in the Making," in Veronique Dupont et al ed. *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar, pp. 75-94
- Soni, Anita. (2000). "Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries and Victims", in Veronique Dupont et al (Ed.). *Delhi: Urban Spaces and Human Destinies*, Delhi: Manohar, pp. 75-94
- Ghosh, Amitav. (1985)., 'The Ghosts of Mrs Gandhi,' *The New Yorker*, (Available online: <https://www.amitavghosh.com/essays/ghost.html>)
- Beg, Mirza Farhatullah. (2012). *Bahadur Shah and the Festival of Flower-Sellers*, tr., Mohammed Zakir, Hyderabad: Orient Blackswan.
- Basu, Aparna. (1986). "The Foundations and Early History of Delhi University," in Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, Delhi: Oxford University Press, pp 401-430
- Gupta, Narayani. (1994). 'From Kingsway to Rajpath-the Democratization of Lutyens' New Delhi,' in C. Asher and T.R. Metcalf, eds. *Perceptions of South Asia's Visual Past*. Delhi: Oxford University Press
- Sharma, Ravikant. (2016). "Architecture of intellectual sociality: Tea and coffeehouses in post-colonial Delhi," *City, Culture and Society*, vol.7, 275-28

Suggestive readings

- Farooqui, Mahmood. (2013). *Besieged: Voices from Delhi, 1857*. Delhi: Penguin. (Dateline pp. xix-xxvii; In the Name of the Sarkar, pp 407-432.)
- Mann, Michael and Samiksha Sehrawat. (2009). "A City with a View: The Afforestation of the Delhi Ridge, 1883-1913", *Modern Asian Studies*, Vol. 43, No. 2, pp. 543-570
- Mann, Michael. (2005). 'Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857,' *South Asia: Journal of South Asian Studies*, vol.28, no.1, pp. 5-34
- Pilar, Maria Guerrieri, (2017). 'The Megacity of Delhi: Colonies, Hybridisation and Old New Paradigms,' in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by GülsünSağlam, Meltem Aksoy, Fatima Erkök, Cambridge: Cambridge Scholars Publishing, pp. 18-33
- Russell, Ralph. (1998). "Ghalib: A Self Portrait", in Ralph Russell, *Ghalib: The Poet and His Age*. Delhi: OUP. Also available at: http://www.columbia.edu/itc/mealc/pritchett/00ghalib/texts/txt_ralphrussell_1972.pdf
- Vazira, Fazila Yacoobali Zamindar. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

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

GENERIC ELECTIVES (GE-2): History and Culture: Representations in Texts, Objects and Performance Histories

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
		Lecture	Tutorial	Practical/ Practice		
History and Culture: Representations in Texts, Objects and Performance Histories	4	3	1	0	12th Pass	NIL

Learning Objectives

This course aims to explore culture through its intangible and tangible attributes that are discussed in four themes including traditions of kingship and courtly culture; inter-cultural perceptions of ‘other’ religious communities and gender; performing ritual devotions through recitation of songs and processions; and exploring performance of narrative traditions using inanimate objects like, masks, puppets and cloth/paper scrolls. The themes are representations from oral and manuscript cultures from India. Specialized essays have been attached to every theme with the purpose of explaining the meaning, form, and context of these representations from the past. The readings represent ethnic and spatial (across geographical space and time) range and draw on diverse methodologies.

Further, this module seeks to explore the continuity of cultural patterns, iconic representations, and styles of performance into our present times. For example, the iconic raja (king) of the premodern times continues to perform royal ritual and sacrificial ceremonies, into contemporary times when India is a republic. The court jester of the past lingers on into the present as represented by Hajari Bhand. The complex nature of inter-cultural discourse between the Hindus and Muslims continues into the present and we know that neither community represents monolithic form. What shall we make of these multifaceted representations? How do performative traditions evolve over time? In absence of kingly patrons who will patronize the bhand, temple priest, picture showman with his scrolls? What kind of changes have evolved in the narrative traditions? The pedagogy of interdisciplinary approach is thus inbuilt into the structure of this course. Readings and audio- visual material have been knitted into themes to encourage active participation and discussion in the classroom. It will be impossible to claim any ‘com-prehensive’ treatment of India’s culture over the duration of one semester. We may, however, be introduced to some significant vignettes of the whole.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Identify complex nature of kingship in medieval times through the case study of Krishnadevaraya of Vijayanagara.

- Understand the nature of interaction between the two dominant communities in the past. The paradigm of 'clash of civilizations' appears to be an exaggerated view.
- Appreciate the complex nature of religious communities in the past, when neither the Hindu nor Muslims represented monolithic identities.
- Read the intricate nature of interactions between men and women and the fact that identities were differently expressed than in the colonial times.
- Understand how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performativity are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

SYLLABUS OF GE-2

Unit I: Kings, bhands & politicians	(16 Hours)
Unit II: Perceiving cultures & Negotiating identities	(16 Hours)
Unit III: Performing Devotion: Rituals, songs & processions	(16 Hours)
Unit IV: Storytelling with objects: Masks, puppets & scrolls	(12 Hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Kingship is identified as a key component of India's civilizational ethos. In the years following Indian Independence, kingdoms were dissolved, but this did not provoke the disappearance of kings: royal rituals continued to be celebrated as members of the royal families became politicians; and court jesters linger on as buffoons.

- David Dean Shulman, *The King and the Clown in South Indian Myth & Poetry*, Princeton University Press, 1985, Excerpt from Chapter 4, "The Kingdom of Clowns: Brahmins, Jesters & Magicians", Princeton: Princeton University Press, 1985, pp. 152-213, available in Meenakshi Khanna, ed., *The Cultural History of Medieval India*, New Delhi: Social Science Press, 2012 (2007), pp. 3-24.
- डेवड िीन शलु मन, "मसखरों का राज्य: ब्राह्मण, मसखरेऔर जागिरू ", मध्यकालीन भारत का सांस्कृतिक इतिहास, संपादित, मीनाक्षी
- खन्ना, अनुरा ाि उमाशंकर शर्मा 'ऋतु', नयी दिल्ली: ओरएण्टल ब्लैकसर््स ान, 2007, पृष्ठ 3-25.
- John Emigh and Ulrike Emigh, "Hajari Bhand of Rajasthan: A Joker in the Deck", in *The Drama Review: TDR*, Vol. 30, No. 1 (Spring, 1986), pp. 101-130.

Unit II: This rubric draws on four essays based on multilingual textual sources such as inscriptions, poetic texts, chronicles and travellers accounts composed during 8th to 19th centuries. The scholars have problematised issues relating to cultural perceptions and identities of religion and gender. Contrary to popular view that an encounter between the Hindus and Muslims perpetuated clashes, the authors of these essays present a complex understanding of identities that were not perceived as monolithic. These readings will clarify the methodological approaches used by historians to unravel narratives from the past in the quest for explaining the present.

- Brajadulal Chattopadhyaya, "Images of Raiders and Rulers" in B. D. Chattopadhyaya, ed., *Representing the Other: Sanskrit Sources and the Muslims, Eighth to Fourteenth Century*, New Delhi: Manohar, 1998, pp. 101-125
- बज्रुलाल चट्टोपाध्याय, "आक्रामकों और शासकों की छवियाँ", मध्यकालीन भारत का सांस्कृतिक इतिहास, संपादित, मीनाक्षी खन्ना,
- अनुराग उमाशंकर शर्मा 'ऋतु', नयी दिल्ली: ओरिएण्टल ब्लैकस् साइन्स, 2007, पृष्ठ 107-133
- R. M. Eaton "Multiple Lenses: Differing Perspectives of Fifteenth Century Calicut", R. M. Eaton ed., *Essays on Islam and Indian History*, New Delhi: OUP, 2002, pp. 76-93
- Carla Petievich, "Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti", in *The Indian Economic & Social History Review*, vol. 38(3), 223-248
- कालापेवतएवच, "वलंग की राजनीति तथा डिग्रेजल : रेखता बनाम रखती का खोजपरक अलोकन ", मध्यकालीन भारत का
- सांस्कृतिक इतिहास, संपादित, मीनाक्षी खन्ना, अनुराग उमाशंकर शर्मा 'ऋतु', नयी दिल्ली: ओरिएण्टल ब्लैकस् साइन्स, 2007,
- पृष्ठ 154-184
- Jenny Nilsson, "The Sense of a Lady': An Exploration of Transvestite Roles in Kathakali and their Relation to Keralan Gender Constructions", in *The Cambridge Journal of Anthropology*, Vol. 24, No. 3 (2004), pp. 1-40

Unit III. The acts of devotion, whether these are observed in private spaces or in public sphere, formulate expressions of religious identities. Many rituals, like the recitation of songs dedicated to Siva or and the procession of icons in the temple at Madurai; lamentation over the martyrdom of Husain and parading of the replica of his tomb shrine during Muharram, developed during medieval times. Political patronage was necessary for such devotional acts in the past as well as in the present.

- R. Champakalakshmi, "Patikam Pātvār: Ritual Singing as a Means of Communication in Early Medieval South India", *Studies in History*, 10(2) (1994), pp. 199-215
- राधा चंपकलक्ष्मी, "पाटीकम्पटुआर : आरवर्भक मध्यकालीन विवक्षण र भारत में संरक्षित माध्यम के रूप में धावमाक गायन", मध्यकालीन
- भारत का सांस्कृतिक इतिहास, संपादित, मीनाक्षी खन्ना, अनुराग उमाशंकर शर्मा 'ऋतु', नयी दिल्ली: ओरिएण्टल ब्लैकस् साइन्स, 2007, पृष्ठ 50-75
- Khalsa, Nirinjan Kaur. "Renegotiating Orthopraxy in the Presence of The Bani Guru." *Sikh Formations* 10, no. 3 (2014): 313-34
- J.R.I. Cole, *Roots of North Indian Shi'ism in Iran and Iraq: Religion and State in Awadh, 1722-1859*, Berkley: University of California Press, 1988, Chapter 4, "Popular Shi'ism", pp. 92-119.
- जे. आर. आई. कोल "लोकप्रचलित वश्या धमा", मध्यकालीन भारत का सांस्कृतिक इतिहास, संपादित, मीनाक्षी खन्ना, अनुराग उमाशंकर शर्मा 'ऋतु', नयी दिल्ली: ओरिएण्टल ब्लैकस् साइन्स, 2007, पृष्ठ 76-104.

- Selva J. Raj, "Public display, communal devotion: Procession at a South Indian Catholic festival", in Jacobsen, K.A. (Ed.) *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora* (1st ed.), Routledge, pp. 77-91

Unit IV. In the three narrative traditions discussed in this rubric the human agency (Purusha) exists in specific kind of relation with inanimate objects used in performance. These objects have meanings embedded in the social and political contexts of various cultural traditions and express processes by which notions of 'self/ 'selves' are constructed & reconstructed.

a) Masks:

- Vishalakshi Nigam Chandra and Veronica Chishi, "Tradition of Story Telling in India through Masks" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, 2010, pp. 28-33.
- John Emigh, "Crisis and Contestation in the Pahlada Nataka of Ganjam", in Hermann Kulke, ed., *Imaging Orissa*, Prafulla Publication, 2013.

b) Puppets:

- Dhurjjati Sarma and Ahanthem Homen Singh, "Storytelling and Puppet Traditions of India" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, 2010, pp. 34-41.
- Niels Roed Sorensen, "Tolu Bommalu Kattu: Shadow Theater Re: Andhra Pradesh", *Journal of South Asian Literature*, Vol. 10, No. 2/4, THEATRE IN INDIA (Winter, Spring, Summer 1975), pp. 1-19.
- For illustrations <https://www.sahapedia.org/tag/shadow-puppetry>

c) Scrolls:

- Jyotindra Jain, "Indian Picture Showmen: Tradition and Transformation" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, 2010, pp. 14-27.
- Elizabeth Wickett, "The epic of Pabuji ki par in performance", *World Oral Literature Project. Voices of Vanishing Worlds, Occasional Paper 3*, Cambridge: University of Cambridge, 2010, pp. 1-27.
- Short documentary https://www.youtube.com/watch?v=f4EiAdeKi_E

Suggestive readings -

- Bradford Clark, "Putul Yatra: A Celebration of Indian Puppetry", in *Asian Theatre Journal*, Vol. 22, No. 2 (Autumn, 2005), pp. 334-347.
- Erika Fischer-Lichte, "Culture as Performance" *Modern Austrian Literature*, Vol. 42, No. 3, Special Issue: Performance (2009), pp. 1-10.
- James G. Lochtefeld, "The Construction of the Kumbha Mela", in *South Asian Popular Culture*, 2004, Vol. 2:2, PP. 103-126.5
- John D. Smith, *The Epic of Pābūjī. A study, transcription and translation, second revised edition available electronically at* <http://bombay.indology.info/pabuji/statement.html>
- Karan Singh, "Structural Peripheries and Ideological Underpinnings: Performative Narration in Par of Pabuji", in *Dialogue: A Journal Devoted to Literary Appreciation*, Vol. XII, No. 1, June 2016, pp. 35-45.
- Karine Schomer, "The "Ālhā" Epic in Contemporary Performance", *The World of Music* Vol. 32, No. 2, India (1990), pp. 58-80.

- Kathy Foley & Dadi Pudumjee, “India” in World Encyclopedia of Puppetry Arts called “WEPA” or “EMAM” for Encyclopédie Mondiale des Arts de la Marionnette, a project of International Unima
- Available in English <https://wepa.unima.org/en/india/>
- Available in Hindi at <https://wepa.unima.org/en/india/>
- Marc Katz, Banaras Muharram and the Coals of Karbala. Written, produced, and narrated by Marc J. Katz. DVD, color, 70 minutes; 2004.
- Meenakshi Khanna, Cultural History of Medieval India, Introduction, New Delhi: Social Science Press, 2007, pp. ix-xxxiv.
- “र वमू का”, मध्यकालीन भारत का सांस्कृतिक इतिहास, संपादित, मीनाक्षी खन्ना, अनुराग उमाशंकर शर्मा 'ऋतु', नयी दिल्ली:
- ओरिएण्टल ब्लैकस्पाइन, 2007, पृष्ठ ix-xxxiv.
- Pabitra Sarkar, “Jatra: The Popular Traditional Theatre of Bengal”, in Journal of South
- Asian Literature, Vol. 10, No. 2/4, THEATRE IN INDIA (Winter, Spring, Summer 1975), pp. 87-107.
- Regula Burckhardt Qureshi, “Sufism and the Globalization of Sacred Music.” In Philip V.
- Bohlman edited, The Cambridge History of World Music, 584–605. The Cambridge
- History of Music. Cambridge: Cambridge University Press, 2013.
- Richard. M. Eaton, “The Articulation of Islamic Space in the Medieval Deccan”, reprinted in Cultural History of Medieval India, ed., Meenakshi Khanna, New Delhi: Social Science Press, 2007, pp. 126-141.
- रचडाईटन, “मध्यकालीन विक्रम मेइस्लावमक स्थान की अव्यवस्था”, मध्यकालीन भारत का सांस्कृतिक इतिहास, संपादित, मीनाक्षी
- खन्ना, अनुराग उमाशंकर शर्मा 'ऋतु', नयी दिल्ली: ओरिएण्टल ब्लैकस्पाइन, 2007, पृष्ठ 134-151.
- Sreekala Sivasankaran, “Akhyani: Masks, Puppets and Picture Showmen Traditions of India - An Introduction” in Akhyani Celebration of Masks, Puppets and Picture Showmen Traditions of India, New Delhi: IGNCA, 2010, pp. 8-11.

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

GENERIC ELECTIVES (GE-3): Indian Society: A Historical Perspective

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
		Lecture	Tutorial	Practical/ Practice		
Indian Society: A Historical Perspective	4	3	1	0	12 th Pass	NIL

Learning Objectives

Indian society has witnessed the evolution of a composite culture with coming together of multiple traditions after negotiating existing differences in the society, which persist even today. This course uses a socio-historical perspective to trace the processes of continuity and change through which various social categories have emerged and got entrenched, even while the society itself evolved and remained fluid. The first unit uses a variety of primary and secondary texts intends to explore key issues in ancient Indian social history such as varna, jati, class, caste, gender, marriage relations, different types of social and religious thinking and varied cultural experiences. During the medieval period, with the expansion of agrarian societies there was formation and proliferation of castes which had sub-regional specificities and variations. There is a need to take cognizance of the fact that there was considerable economic, social and occupational mobility at both individual and group level. The medieval period also saw conforming and conflicting trends in the religious sphere which manifested itself through the various branches and schools, like the Bhakti cults. After the advent of colonial rule, the national movement witnessed various alternative tendencies which many a times ran counter to the nationalist agenda which gave the national movement its own distinctive identity. The persisting search for uniformity is problematised in the face of existing differences that existed at various levels of the society and also highlight the contestation between forces of exclusion and inclusion. This course makes a conscious attempt to convey historical processes through which various 'categories' have emerged and thereby emphasize the fluid character of categorization. The goal is to focus on moments of convergence and divergences in society and how a composite, multi-layered, complex society emerged after negotiating differences in the society, some of which even persists today.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Develop a critical understanding of the historical context of institutions like varna, jati, caste, kinship and marriage relations and early religious thought.
- Examine the complex relations between different social groups beginning from the hunter gatherers to the medieval trading and artisan communities.
- Understand the inherent politics and contradictions in the religious milieu of the medieval period.
- Outline various alternative currents in subaltern voices.
- Have a better understanding of the contemporary issues and challenges in the society

SYLLABUS OF GE-3

Unit I: Varna and jati; kinship and marriage; socio-religious ideologies in Early Traditions:
(12 Hours)

1. Varna and jati in Vedic and Brahmanical traditions.

2. Forms of Kinship and regional variations; Marriage, family and households in early traditions,
3. Buddhism and Jainism.

Unit II: Social and occupational categories (some case studies from earliest times to 1700 CE): (16 Hours)

1. Early Hunter gatherers and Pastoral communities,
2. Tribal and Peasant communities,
3. Traders, Crafts persons and artisan communities.

Unit III: Social and Religious Movements (Case studies from 1000 -1800 CE): (16 Hours)

1. Devotional movements and social change

Unit IV: Contemporary society and its challenges: (some case studies) (16 Hours)

1. Subaltern voices and Social movements,
2. Environmental and Urban movement,
3. Gender and social imbalance
4. Plurality and Cultural diversities.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit traces the historical context of social institutions like varna, jati, caste, kinship and marriage relations and explores the social context of Vedic, Brahmanical, Buddhist, Jain and Shramanic thought in early India.

- Frits Staal, *Discovering the Vedas, Origins, Mantras, Rituals, Insights*, Part III and IV, Penguin, 2017, pp.47-63
- S. Jaiswal, *Introduction. Caste, Origin, Function and Dimensions of change*, Delhi: Manohar, 2000, Introduction
- Trautmann, Thomas R. *Dravidian Kinship*, (Cambridge Studies in Social and Cultural Anthropology, Series Number 36) Cambridge University Press, 1982 (Ch-1,4)
- Peter Harvey, *Buddha in his Indian context in an Introduction to Buddhism*, Cambridge University Press, 2017, pp.8-31.
- Paul Dunda, *The Jains*, Psychology Press, 2002, Introduction

Unit II: In this unit an attempt is made at exploration of the variegated societies that existed in the ancient, the lives of hunter- gatherers, pastoralist, peasants and tribal communities from earliest times. It also tracks the formation of authoritarian regimes and with the emergence of pan-regional market economics, there emerged various occupational categories with their unique identities and culture. The idea is to emphasize fluidity and reflect mobility in caste system which would be the key to understanding processes of change and continuity.

- S. Ratnagar, 2004 *The Other Indians, Essays on Pastoralists and Prehistoric Tribal People*, New Delhi: Three Essays Collective, 2004. (Ch-1,2)
- Olivelle, P. *Showbiz in Ancient India, Data from the Arthashastra*, In Osmund Bopeararchi and Ghosh ed, *Early Indian History and Beyond*, Primus Books, 2019, pp.56-65.
- I.H.Siddiqui, *Social Mobility in the Delhi Sultanat* in Irfan Habib (ed.) *Medieval India 1: Researches in the History of India, 1200-1750*, pp. 24-48.
- Carla Sinopoli, *The Political Economy of Craft Production* Cambridge University Press 2003 (Chapter 6,7).

- Chetan Singh, Forests and Pastoralists and Agrarian Society in Mughal India. In D.Arnold and R.Gujarat (ed.) Nature, Culture, Imperialism, OUP, 1995.pp. 21-48.

Unit III: This unit discusses the role of devotional movement in challenging the Brahmanical superiority which played a catalytic role in social change.

- Ray, Niharranjan, “Socio- Religious Movements of Protest in Medieval India: Synopotal View” PIHC 36(1975), pp.LXIII-LXIX.
- David N. Lorenzen, “Dissent in Kabir and the Kabir Panth” in Vijaya Ramaswamy (ed.) Devotion and Dissent in Indian History, Foundation Books, 2014. pp.169-187.
- Richard M.Eaton, The Sufis of Bijapur,1300-1700- Social Roles of Sufis in Medieval Deccan, Princeton University Press, 2015. Chapter-5
- Philip Constable,” Setting on the School Verandah: The Ideology and Practice of Untouchable Educational Protest in Late nineteenth century in Western India, The Indian Economic and Social History Review, Oct-Dec,2000 pp.383- 419.

Unit IV: This unit explores how encounters with the colonial state led to many social and political contestations in the Indian subcontinent. These alternative tendencies came to be represented by various subaltern, environmental and gender related movements. Subaltern voices and Social movement, Environmental and Urban movement, Gender and social imbalance, Plurality and Cultural diversities.

- Susan Bayly, The New Cambridge History of India, Caste, Society and Politics in India from 18th.C to the Modern Age, Cambridge University Press, 1999 ch-5 and 6.
- Somen Chakraborty: A Critique of Social Movements in India: Experiences of Chipko, Uttarakhand, and Fishworkers' Movement, Indian Social Institute, 1999.
- Yogendra Singh, “Social Transformation of the Indian Society in Yogendra Singh (ed.) Social Change in India: Crisis and Resilience; New Delhi, pp.41-61.
- K.S.Singh,” The People of India : Diversities and Affinities”, pp. 88-100 and ”Pluralism, Synthesis, Unity in Diversities,, Diversities in Unity” in K.S.Singh (ed.) Diversity, Identity and Linkages, Explorations in Historical Ethnography.
- Richard Fox, “Varna Schemes and Ideological Integration in Indian Society”, Comparative studies in Society and History, Vol. 11,1969, pp.27-44.

Suggestive readings

- Roy, Kumkum 1994, Marriage as communication: An exploration of norms and narratives in Early India, Studies in History, 10 2, n.s pp 183-19
- Aloka Parashar- Sen, 2004 Introduction in Subordinate and Marginal Groups in Early India, Oxford University Press, p.1-82.
- Brian Smith, Classifying the Universe, The Ancient Indian Varna System and the Origins of Caste, OUP,1994, Introduction
- Suraj Bhan Bhardwaj – Migration, Mobility and Memories Meos in the process of peasantization and Islamisation in the medieval Period. In Vijaya Ramaswamy (ed) Migrations in Medieval and Early Colonial India., Routledge, 2016.
- Eleanor Zelliott and Rohini Mokashi – Puneekar – Untouchable Saints -An Indian Phenomenon, Manohar ,2005 Chapter19- Bhakti voices on Untouchability.
- Lindsey Harlan,”Perfection and Devotion: Sati Tradition in Rajasthan” in John Stratton Hawley (ed) Sati- The blessing and the Curse- The Burning of Wives in India,1994.

- Gail Omvedt, Understanding Caste: From Buddha to Ambedkar and Beyond, Orient Blackswan, 2011.
- S.C.Dubey, Indian Society, NBT, 2001.
- Indian Society Historical Probing, In memory of D.D.Kosambi, Indian Council Of Historical Research, 1974, pp.175-189, 337-349.
- I.H.Siddiqui- Delhi Sultanate : Urbanization and Social change, Viva Books, 2009
- Vijaya Ramaswamy (ed.) Devotion and Dissent in Indian History, Foundation Books , 2014
- Chakravarti, Uma- Understanding Caste in Gendering caste Through a Feminist lens, Calcutta: Stree. Pp.6-23 .
- Raj Mohan Gandhi, The Good Boat Man, Penguin Books, 2018.
- Rajiv Bhargava, “Political Responses to Religious Diversity in Ancient and Modern India”, Studies in History, Vol.1, 2013, pp. 21-41.
- Thomas Metcalf, “The Ordering of Difference” in Sumit Sarkar (ed.) Caste in Modern India, pp.88-112.
- Das Veena, Dipankar Gupta, Paricia Oberoi(eds.), Tradition, Pluralism and Identity : In Honour of T.N.Madan, Sage Publications, New Delhi, 1999.
- Hulas Singh “Social Questioning” in Hulas Singh, Rise of Reason :Intellectual History of 19th C. Maharashtra, Routledge, Delhi, 2015, pp. 88-168.

Hindi Readings:

- G.S Ghurye, जाति, वंश और व्यवसाय: समाज-संरचना के प्राणात्मक ग्रन्थ, राधिका एंड सन्स,
- सुतमत सरकार, आधुनिक काल: भारत 1880 से 1950, राधिका प्रकाशन, 2020
- Gail Omvedt, Jati ke samajha: महात्मा बुद्ध से बाबासाहेब अम्बेडकर, ओरएंट ब्लैकस्वान, 2018.
- Gail Omvedt, भारत में बौद्ध धर्म: ब्राह्मणवादी और जातिवाद को चुनौती, से, 2018.
- N.R.Farooqi, सूफिवाद को छ महत्वपूर्ण लेख, ओरएंट ब्लैकस्वान,
- Shahabuddin Iraqi ,मध्यकालीन भारत में भूमि आंदोलन। चौखम्बा सुरभारती प्रकाशन, 2012
- Pandey, G. C. (1990). बौद्ध धर्म के विकास का इतिहास (बौद्ध धर्म के विकास का इतिहास)। लखनऊ: उत्तर प्रेश तहसील संस्थान। (तीसरा संस्करण)
- .त मश्र, एस. सी. (2014.) 'मुगल पूर्व भारत में सामाजिक तगतशीलता', मध्यकालीन भारत, अंक - (सं.) इरफान हबीब, त िल्ली: राधिका प्रकाशन, पृ.सं. 51-58.
- बहुगुणा, आर.पी. (2009). मध्यकालीन भारत में तमि और सूफि आंदोलन, त िल्ली: ग्रंथशिल्पी.

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

GENERIC ELECTIVES (GE-4): Understanding Indian Heritage

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code GE-4	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Understanding Indian Heritage	4	3	1	0	12 th Pass	NIL

Learning Objectives

The aim of this paper is to make students familiar with the concept of heritage and its numerous forms. It will develop the contested character of heritage and why it needs to be conserved. More importantly the paper highlights how both tangible and intangible heritage needs to be accessed. Issues of loot and repatriation and heritage preservation and conservation in turn point out how heritage and culture often becomes tropes to status claims of a country, a nation, a society and a region in front of the international world community. Matters of selective preservation and conservation can be addressed. It seeks to familiarize students with the evolution of heritage legislation and how ‘measures from above are not always arbitrary. In some cases they have been a reaction to demands from below. The paper hence would be of particular value to students who are interested in heritage by also highlighting the national significance (international and domestic) raising public consciousness and sensitivity to heritage preservation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Explain the complex character of heritage.
- Analyse the historical processes which result in the making of heritage.
- Describe the significance of cultural diversity in the creation of heritage.
- Discuss the issues of ownership and legislation to prevent ‘loss’ of heritage.
- Assess initiative of government bodies and NGO’s to conserve and preserve heritage given the prioritization of development as well as in ‘conflict’ ridden zones/spaces.
- Discuss the importance of heritage for the country, the communities, region and society at large.

SYLLABUS OF GE-3

Unit I: Defining Heritage: (12 Hours)

MEANING of antiquity; ‘archaeological site’; ‘tangible and intangible heritage’; ‘art treasure’. Regional case studies of intangible heritage—dances, music, dance drama, oral stories, theatre, folk performances etc—can be given to make the concept more clear.

Unit II: Issues of Loot and Repatriation: Heritage, Ownership and Legislation: (16 Hours)

1. Conventions and Acts—International and National.
2. Antiquity smuggling and repatriation.

Unit III: Heritage Preservation and Conservation: (16 Hours)

1. Development, conflict (specific case study of UNESCO site Nizamuddin Basti or any such space where both tangible and intangible heritage merge; Muziris heritage project etc).
2. Heritage related Government departments, museums and regulatory bodies.
3. Conservation initiatives.

Unit IV: Heritage Interpretation: (16 Hours)

1. Heritage, Modernity and memory.
2. Participatory Heritage, Exhibitions, Heritage walks etc.
3. Digitizing Heritage
4. Management tools for interpretive projects

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit will introduce the meanings of heritage associated politics. For a better understanding students will be encouraged to engage with terms like the meaning of antiquity, archaeological site, tangible heritage, intangible heritage and art treasure. The challenges posed in conservation of intangible heritage: case studies of food culture (Old Delhi, Lucknow, Hyderabad, Calicut, Calcutta or any UNESCO heritage site in India) or folk theatre or art (madhubani, Gond etc) can be taken up.

- Charters and Conventions available on UNESCO and ASI websites. (www.unesco.org ; www.asi.nic.in)
- Keynote address by Bouchenaki, Mounir . ‘The Interdependency of the Tangible and Intangible Cultural Heritage.’ ICOMOS 14th General Assembly and Scientific Symposium
- Lahiri, N. (2012), Marshalling the Past—Ancient Indian and its Modern Histories. Ranikhet: Permanent Black (Chapter 4 and 5
- Lowenthal, D. (2010). Possessed by the Past: the Heritage Crusade and the Spoils of History. Cambridge: Cambridge University Press.
- <https://www.lifestyleasia.com/ind/culture/events/durga-puja-unescos-intangible-cultural-heritage-list/>

Unit II: The unit will look into issues of loot, smuggling, illegal sale of artefacts. It also looks at repatriation of such artifacts for which many international and national laws are formulated and put into effect.

- Acts on Unesco website (<https://legislative.gov.in/sites/default/files/A1972-52.pdf> ; https://en.unesco.org/sites/default/files/inde_act52_1972_enorof.pdf ;
- Mankodi, Kirit L. ‘The Case of the Contraband Cargo or, Atru’s Amorous Couple.’ in Temple Architecture and Imagery of South and Southeast Asia, Prasadanihi: Papers presented to Professor M A Dhaky, edited by Parul Pandya Dhar and Gerd JR Mevissen, Delhi: Aryan Books International, pp. 369-379.
- Richard Davis, “Indian Art Objects as Loot.” The Journal of Asian Studies, 23 March 2011
- Vijay Kumar, The Idol Thief. Juggernaut

Unit III: The unit will discuss the efforts at heritage preservation by various organizations both Govt funded organizations and NGO’s.

- Biswas, S.S. (1999). Protecting the Cultural Heritage (National Legislation and International Conventions). New Delhi, INTACH.
- Layton, R.P Stone and J. Thomas (2001). Destruction and Conservation of Cultural Property. London: Routledge.

Unit IV: The unit will highlight the use of new techniques and technology in making heritage a 'lived' experience for a wider audience. It hence explores heritage interpretation, management and how people become participants in giving new meanings to both tangible and intangible heritage.

- Anupama Malik, Santanu Chaudhury, Vijay Chandru, Sharda Srinivasan (eds.), Digital Hampi: Preserving Indian Cultural Heritage.
- Howard, Peter (2003). Heritage: Management, Interpretation, Identity. Bloomsbury Publications, United Kingdom.
- Patrick Daly and Tim Winter (ed.), Routledge Handbook of Heritage in Asia. Chapters 1 and 18 (pp 1-36, 283-294).

Suggestive readings

- Himanshu Prabha Ray and Manoj Kumar (eds.) 2014. Indian World Heritage Sites in Con-text. Aryan Books, New Delhi.
- King, Victor T. (ed.) ,2015. UNESCO in Southeast Asia: World Heritage Sites in Comparative Perspective. NIAS Press, Copenhagen.
- Kulkarni, Subhash. 2016. Heritage of India, MRM Publication.
- Shikha Jain, Vinay Sheel Oberoi, 2021. Incredible Treasures: UNESCO World Heritage sites of India, Mapin Publishing, Ahmedabad
- Singh, Upinder, 2021. Idea of Ancient India: Essays on Religion, Politics and Archaeology. Sage Publications, India.
- World Heritage Sites, 8th Edition by UNESCO

Hindi Readings:

- प्रतमलागुप्ता (2016). भारतके तवश्वप्रतसद्दधरोहरस्थल, प्रभातप्रकाशन, नईतिल्ली ।
- रे खाफोगट (2021). भारतके तवशिवास्मरक, पाठकपम्भब्लसरएं डतडस्टीब्युटसानईतिल्ली ।
- अमरतसंह (2012). भारतकीसांस्कृ ततकतवरासत, नेहापम्भब्लसरएं डतडस्टीब्युटसा, शाहिरा ।
- रमास्याल, तवश्वतवख्यातभारतीर्कलाऔरसांस्कृ ततऔरतवरासत । ग्लोबलतविनपम्भब्लससा, नईतिल्ली ।
- तपर्ांशिीऔझा (2021). पर्ाटनऔरसांस्कृ ततकतवरासत, तहमांशुपम्भब्लके शन्स, िरर्ागंि ।
- मधुअग्रवालवसीपीअग्रवाल (2019)। सांस्कृ ततकपर्ाटनसेधरोहरकासंरक्षणएवंसंवधान, तहमांशुपम्भब्लके शन्स, िरर्ागंि ।

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



REGISTRAR

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-1): Politics of Nature

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
		Lecture	Tutorial	Practical/ Practice		
Politics of Nature	4	3	1	0	XII Pass	NIL

Learning Objectives

This introductory course familiarizes students with major themes in the history of human inter-action with nature. It studies the long-term transformations made by humans on their surrounding environment and the reciprocal effects of nature on societies. The themes include the inter-actions between humans and other living species, link between imperialism and environmental transformations, profligate use of resources, population growth, increasing urbanisation, carbon emission, and climate crisis. By focusing on the planetary scale of ecological interconnected-ness, the course enables students to understand the social, political, and cultural roots of the current environmental crisis. The course will also elaborate how the interdisciplinary approach enabled the environmental historians to arrive at new methodology in critically understanding the past. It integrates concepts and insights from Anthropology, Historical-Geography, Climate Science, Political Ecology, and Economics. The paper explains the politics of nature in terms of an increasing inequality in access to natural resources and the social responses to the unequal distribution of the effects of environmental degradation. Discussions on the politics of nature on a planetary scale will encourage students to innovate and suggest policy changes at the national and international level.

Learning outcomes

Upon completion of this course the student shall be able to:

- Discuss environmental issues within a social and political framework.

- Examine the role of social inequality. How does unequal distribution of and unequal access to environmental resources help understand the environmental crisis of the world - from the global to the local.
- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective.
- Analyse the historical agency of animals.
- Understand how ideas about the environment have evolved in various socio-ecological contexts.
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding the urban-environmental problems, industrial hazards and the environmental impacts of the mega-infrastructure projects.
- Locate solutions to the contemporary environmental problems within a framework of greater democratisation of resource use.

SYLLABUS OF GE-1

Unit I: Doing Environmental History

1. The themes of Environmental History.
2. Interdisciplinarity; Historical-Geography, Anthropology, Archaeology, and Political Ecology

Unit II: Societies and Natural Resources in the Pre-Modern World

1. Human-animal interactions
2. Pre-Industrial Prime Movers and Fuels

Unit III: Ecology and Imperial Power in the Early Modern World

1. The Columbian Exchange; Diseases
2. Colonialism and Natural Resources; Ecological Imperialism

Unit IV: The Worlds of Fossil Energy

1. Industrial Agriculture Steam Ships and Hydraulic Engineering
2. Cities and Environment; Delhi and Bombay

Unit V: The Great Acceleration and the Future

1. Carbon Emission and Environmental Justice; Climate Change
2. The Anthropocene Debate

Essential Readings

Unit I. This unit provides an overview of the major themes of environmental history and elaborates the interdisciplinary approaches developed by the environmental historians to study the past. **(Teaching time: 9 Hours approx)**

- Hughes, Donald (2006), What is Environmental History?. Cambridge: Polity Press. Chapter 1, pp. 1-17 ["Defining Environmental History"]
- McNeil, J. R. and Mauldin, E. S. (2012). A Companion to Global Environmental History. Oxford: Wiley-Blackwell, Introduction pp. xvi-xxiv.
- Conrad, Sebastian (2016), What is Global History. Princeton: Princeton University Press, pp. 1-17 ["Introduction"].

- Bayly, C. A, et al., "AHR Conversation: On Transnational History," *The American Historical Review*, Vol. 111, No. 5, pp. 1440-64.

Unit II. This unit examines human interactions with the environment in pre-modern societies. The two rubrics are aimed to explore how human interaction with animals and the development of energy harnessing technologies transformed social relationships, practices, and ideas. **(Teaching time: 9 Hours approx.)**

- Richard Bulliet. *Hunters, Herders and Hamburgers: The Past and Future of Human- Animal Relationships*. New York: Columbia University Press, 2005, pp. 205 -224.
- Edmund Burke III. "The Big Story: Human History, Energy Regime and the Environment" in Edmund Burke III and Kenneth Pomeranz, eds., *the Environment and World History*. Berkeley: University of California Press, 2009. pp. 33-53.
- Smil, Vaclav (1994), *Energy in World History*. Colorado: Westview, 1994 [Chapter 2 "Energy in Prehistory, pp. 15-27; Chapter 3 "Traditional Agriculture," pp. 28-91; Chapter 4 "Pre-Industrial Prime Movers and Fuel, 92-156].
- Deloche, John (1993), *Transport and Communication in India: Prior to Steam Locomotion*. New Delhi: Oxford University Press, pp. 227-254.

Unit III. : This unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local societies and completely transformed landscapes. The second rubric explains how colonialism generated new patterns of consumption by appropriating global resources and fossil fuels for industry, to produce an interconnected but unequal world. **(Teaching time: 9 Hours approx.)**

- Crosby, Alfred W. (1967). "Conquistadory Pestilencia: The First New World Pandemic and the Fall of the Great Indian Empires," *The Hispanic American Historical Review*, Vol.47(No.3), pp. 321-337.
- Crosby, Alfred W. (1988), "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon," In Donald Worster, ed., *The Ends of the Earth*. New York: Cambridge University Press. pp. 104-105.
- Cronon, William (1983), *Changes in the Land: Indians, Colonists and the Ecology of New England*. New York: Hill and Wang, pp.3-18.
- McNeill, J.R. (2012). "Biological Exchange in Global Environmental History," In J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 433-452.

Unit IV. This unit studies the new energy regimes of the modern world, with a special focus on the histories of landscape transformations. It offers a historical perspective on the increasing inequality of access to natural resources, especially in the context of industrialisation of agricultural production, hydraulic engineering, and the urbanization of natural resources. **(Teaching time: 9 Hours approx.)**

- McKittrick, Meredith (2012), "Industrial Agriculture," In J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 411-432.

- Carse, Ashley (2014), *Beyond the Big Ditch: Politics, Ecology, and Infrastructure at the Panama Canal*. Cambridge, MA: The MIT Press, [Chapter 3: "Making the Panama Canal Watershed", pp. 37-58; Chapter 6: "Canal Construction and the Politics of Water", pp. 93- 120; Chapter 13: "A Demanding Environment," pp. 129-222].
- Awadhendra B. Sharan. *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press, 2014 [Introduction; Chapter 4: Pollution-page numbers to be added]
- Riding, Tim (2018), "'Making of Bombay Island': Land Reclamation and Geographical Conception of Bombay, 1661-1728," *Journal of Historical Geography*, Vol. 59, pp. 27-39.
- Klein, Ira (1986), "Urban Development and Death: Bombay City, 1870-1914", *Modern Asian Studies*, Vol.20, No.4, pp.725-754.

Unit V. This unit introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet's history. This provides a long-term historical perspective on contemporary environmental issues including global warming and the need for innovation and policy change at the national and international levels. **(Teaching time: 9 Hours approx)**

- Carruthers, Jane, (2011), "Recapturing Justice and Passion in Environmental His-tory: A Future Path", *RCC Perspectives*, No. 3, pp. 57-59.
- White, Sam. (2012). "Climate Change in Global Environmental History," In J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell, pp. 394-410.
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene," *Nature*, Vol. 519, pp. 171-80.
- Moore Jason W. ed., (2016), *Capitalism in the Web of Life: Ecology and the Accumula-tion of Capital*. London: Verso, pp. 169-192 ["Anthropocene or Capitalocene?: On the Nature and Origins of Our Ecological Crisis,"].

Suggestive readings

- Agarwal, Ravi (2010), "Fight for a Forest," In *Seminar*, No. 613, pp. 48-52 (On Delhi Ridge)
- Bauer Jordan and Melosi, Martin V. (2012). "Cities and the Environment," In J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell, pp. 360-376.
- Brooke, John L. (2014), *Climate Change and the Course of Global History: A Rough Journey*. New York: Cambridge University Press, pp. 370-383 ["The Little Ice Age and the Black Death"].
- Bulliet, Richard. (2005), *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Columbia University Press, pp. 205 -224.
- Byrne, John, Leigh Glover and Cecilia Martinez, eds. (2002), *Environmental Justice: Discourses in International Political Economy*. London: Routledge, pp. 261-291 ["The Production of Unequal Nature"]
- Corona, Gabriella (2008), "What is Global Environmental History?" *Global Environment*, No. 2, pp. 228-249.

- Culver, Lawrence. (2014). "Confluence of Nature and Culture: Cities in Environmental History," In A. C. Isenberg (ed.), *The Oxford Handbook of Environmental History*. New York: OUP, pp. 553-572.
- Fitzgerald, Amy J. (2015). *Animals as Food Reconnecting Production, Processing and Impacts*. Michigan: Michigan State University Press, pp 9-34.
- Grove, Richard H. (1995), *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*. Cambridge: Cambridge University Press, pp. 16-72 ["Edens, Islands and Early Empires"].
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene", *Nature*, Vol.519(12March), 171-80.
- Malm, Andreas. (2016). *The Rise of Steam Power and the Roots of Global Warming*. London: Verso. pp.389-394
- McKenney Jason. (2002). *Artificial Fertility: "The Environmental Costs of Industrial Age Fertilisers"* In Andrew Kimbrell (ed.), *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture*. London: Island Press, pp.121-129
- Mitchell, Timothy. (2011), *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, "Conclusion: No More Counting on Oil," pp. 231-254.
- Moore Jason W. (ed.) (2016) *Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism*. Oakland: PM Press. pp. 173-195
- Moore, Jason W (2015), *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. London: Verso, pp. 241-306 ["The Long Green Revolution: The Life and Times of Cheap Food in the Long Twentieth Century", and "Conclusion: The End of Cheap Nature?"]
- Moore, Jason W. (2014), "The Value of Everything? Work, Capital, and Historical Nature in the Capitalist Ecology," *Review (Fernand Braudel Centre)*, Vol. 37, No. 3-4, pp. 245- 292.
- Morrison, Kathleen D. (2015), "Provincializing the Anthropocene", *Seminar*, No. 673, 75- 80.
- Moss, Jeremy (2015), *Climate Change and Justice*: Cambridge: Cambridge University Press, 2015, pp. 1-16 [Introduction: Climate Justice].
- Nunn, Nathan and Qian, Nancy. "The Columbian Exchange: A History of Disease, Food, and Ideas", *Journal of Economic Perspectives*, Vol. 24, No.2 (2010), 163–188.
- Steffen, Will, Crutzen, Paul J and McNeill J. R. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature," *Ambio*, Vol. 36, (No.8), 614-21.
- Sutter, Paul S. (2007), "Nature's Agents or Agents of Empire? Entomological Workers and Environmental Change during the Construction of the Panama Canal," *Isis*, Vol. 98, No. 4, pp. 724-753.
- White Jr, Lynn (1974), *Medieval Technology and Social Change*. London: Oxford University Press, pp. q-38.
- सुर्मत गुहा, (2010) "अठारहवीं शताब्दी के महाराष्ट्र में घास और चारे पर नियंत्रण: एक ऐतिहासिक अध्ययन", महेश भारत में पर्यावरण के मुद्दे, पयसिन, रिल्ली.

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

GENERIC ELECTIVES (GE-2): Making of Post-Colonial 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
		Lecture	Tutorial	Practical/ Practice		
Making of Post-Colonial India	4	3	1	0	XII Pass	NIL

Learning Objectives

This thematic course introduces the students to various perspectives on India's evolving political, economic, social and cultural conditions from the 1940s to the 2000. The course intends to familiarise the students with some select themes pertaining to the gradual historical transformation of political organizations, the emergence of new forms of socio-political mobilization, the patterns of economic development and cultural representation and peoples' movements in the period under study.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Draw a broad outline of the history of the early years of the Indian Republic, focusing on the framing of the Constitution, the integration of princely states, the reorganization of states and the features of our foreign policy.
- Examine critically patterns of economic development in the early years of Independence and the subsequent shifts and the persistent problems of uneven development.
- Trace a broad history of political organizations at the national level and political developments in the regional contexts.
- Examine issues of critical relevance with respect to the assertions and mobilization in the movements on the questions of caste, tribe and women.

SYLLABUS OF GE-2

Unit I: Laying the Foundation of the Nation State

1. Making of Indian Constitution and its salient features;
2. Integration of princely states, delineating provincial boundaries and the formation of newer states;

Unit II: Political Trajectories.

1. Politics and Political Parties: I. Congress hegemony and counter-hegemony, the rise of regional political parties; II. left political parties and Left wing political radicalism; III. J.P. movement / Nav Nirman movement, Emergency and Janta interregnum; and IV. Jansangh and Rise of the BJP.
2. Key features of the foreign policy of India.

Unit III: Socio-Economic Development and underdevelopment

1. Concept of planned economy and the key features of respective five year plans for agrarian, industrial and other sectors;
2. Shift from the model of mixed economy and public sectors to economic liberalization, privatization and globalisation;
3. Discontents amongst peasants and workers and the larger concerns of economic re-distribution, inequality, sustainability and environment.
4. Peoples' Movements for Rights, Liberation and Social Justice: Dalits, Adivasis and women.

Unit IV: Shaping a new public sphere and its discontents

1. Education, science and technology;
2. Language and Literature;
3. Cinema and visual art.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit deals with laying the foundations of the Indian republic by discussing key debates in the framing of the Constitution, some aspects of the finally adopted Constitution and amendments within it particularly focusing upon the questions of citizenship, language, fundamental rights, directive principles and the rights of the minorities. The unit also deals with the integration of princely states and the process of delineating or reorganizing the provincial boundaries. **(Teaching Time: 3 weeks approx.)**

- Agnihotri, Rama Kant (2015), Constituent Assembly Debates on Language, EPW, Feb 21, 2015, pp. 47-56.
- Bhargava Rajiv. (ed.), (2009), Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press.
- Khosla, Madhav. (2020), India's Founding Moment. HUP.
- Ahmad, Aijaz. (1992). "Three World Theory: End of the Debate". In Theory. London: Verso.
- Asha Sarangi, Sudha Pai. (2011), Interrogating Reorganisation of States: Culture, Identity and Politics in India, Routledge India
- Austin, Granville (1999). The Indian Constitution: Cornerstone of Nation, New Delhi: OUP [relevant sections].
- Damodaran, A.K (1987), "Roots of Indian Foreign Policy", India International Centre Quarterly. Vol.14. No. 3., pp. 53-65
- Dhavan, Rajeev. (2008). "Book Review: Sarbani Sen, Popular Sovereignty and Democratic Transformations: The Constitution of India," Indian Journal of Constitutional Law, Vol.8, pp.204-220.

- Markovits, Claude. (2004), A History of Modern India. Anthem Press. (Chapter 21)

Unit II: This unit traces the trends of the emergence of political parties and movements in post-independence India. This unit will also focus on the key features of India's foreign policy in the period under study, including the non-alignment.

(Teaching Time: 4 weeks approx.)

- Bipan Chandra. In the name of Democracy: JP Movement and the Emergency. Penguin Random House India. [Relevant chapters].
- Chatterjee, Partha (ed.). (1997). State and Politics in India. Delhi: Oxford University Press. [pp. 92-124].
- Francine Frankel et al, (eds.). (2002), Transforming India: Social and Political Dynamics of Democracy. Delhi: Oxford University Press. [Relevant chapters].
- Hasan, Zoya. (2004). Parties and Party Politics in India. New Delhi: Oxford University Press. Chapters 9 and 10.
- Jaffrelot, Christophe. (1999). The Hindu Nationalist Movement and Indian Politics 1925 to 1990s. New Delhi: Penguin. Chapters 3, 5, 7, 11 to 13.
- Chhibber, Pradeep K (1999). State Policy, Party Politics, and the Rise of the BJP in Democracy without Associations: Transformation of the Party System and Social Cleavages in India. Ann Arbor: University of Michigan Press. (pp. 159-176).
- Kochanek, Stanley. (1968). The Congress Party of India: The Dynamics of One-Party Democracy. Princeton: Princeton University Press. Chapters 1 to 4, 13 and 16.
- Kumar, Ashutosh (ed). (2016), Rethinking State Politics in India: Regions within Regions. New Delhi: Routledge India. [Relevant chapters].
- Nirija Gopal Jayal and Pratap Bhanu Mehta (2011) Oxford Companion to Politics in India Oxford University Press
- Subhash C. Kashyap, Our Parliament (National Book Trust) (Chapter 15).
- Tarlo, Emma. (2003) Unsettling Memories: Narratives of the Emergency in Delhi, Berkeley: University of California Press. Introduction and C (2017), Chapte (2017), r 2.

Unit III. This unit deals with the history of economic developments from 1950s till 2000. It focuses on planning, agrarian issue and industrialisation in the first two decades of Independence and goes on to explore the subsequent liberalization of the Indian economy and the concomitant uneven development. It also links this history with the unrest amongst peasants and workers as well as with the issues of sustainability and environment. **(Teaching Time: 4 weeks approx.)**

- Bhalla, G.S. (2007). Indian Agriculture since Independence, New Delhi: National Book Trust
- Chadha, G.K. Khurana, M.R. (1989). Backward Agriculture, Unrewarded Labour and Economic Deprivation: Bihar's Contrast with Punjab. EPW, Nov 25, 1989, pp. 2617 - 2623
- Partha Chatterjee (ed.) (1997 State and Politics in India. Delhi: OUP) "Chapter-7: Development Planning and Indian State."

- Roy, Tirthankar. Indian Economy after Independence: Economic History of India 1857- 2010. [Chapter-13].
- Singh, Satyajit K. (2010).“State, Planning and Politics of Irrigation Development: A Critique of Large Dams”, in Achin Vanaik and Rajeev Bhargava (eds.), Understanding Contemporary India: Critical Perspective (Hyderabad: Orient BlackSwan), pp. 105-148.
- Kohli, Atul (2006). Politics of Economic Growth in India, 1980-2005: Part I & 2 -- The 1980s. EPW, V 41, No 13, April 1-7, 2006, pp 1251-1259; and EPW, Vol. 41, No. 14 (Apr. 8-14, 2006), pp. 1361-1370.
- Frankel, Francine R. (2005). India’s Political Economy. New Delhi: OUP. Chapters 1, 3 and 4.
- Prasad, Archana (2003). Preface: Ecological Romanticism and Environmental History. In Against Ecological Romanticism Verrier Elwin and the Making of an Anti-Modern Tribal Identity.
- Sangeeta Dasgupta, Introduction: Reading the Archive, Reframing ‘Adivasi’ Histories. IESHR, 53, 1, 2016, pp 1-8.
- Gadgil, Madhav and Ramachandra Guha (1994), Ecological Conflicts and the Environmental Movement in India, Development and Change. Vol 25. pp.101-136.

Unit IV. Shaping a new public sphere and its discontents: This unit traces the official policies as well as their contestations and alternatives with regard to some key themes of public sphere in post-independence India, such as Education policy: issues of access and participation; role and nature of the intervention of science and technology; politics over Language; emerging trends in Literature; and representations in Cinema and visual art. **(Teaching Time: 4 weeks approx.)**

- Balaran, Rakhee., Mitter, Partha., Mukherji, Parul Dave. (2021) 20th Century Indian Art: Modern, Post- Independence, Contemporary. Thames & Hudson.
- Brass, Paul R. (2005), Language, Religion and Politics in North India. Cambridge University Press, 1974. (Specially Introduction pp 3-50 and Chapters 3-5 pp 119-275).
- Das Gupta, Jyotirindra. (2018), Language Conflict and National Development: Group Politics and National Language Policy in India. University of California Press. First published, 1970.
- Deshpande Anirudh. (2014), Class, Power and Consciousness in Indian Cinema.
- Dwyer, Rachel. (2002). Cinema India: The Visual Culture of Hindu Film. New Jersey: Rutgers University Press.
- Gupta, Vikas. (2014), ‘Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism’, in Ravi Kumar, (Ed.), Education, State and Market: Anatomy of Neoliberal Impact, Aakaar, pp 19-57.
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (Ed.), (2021). Education and Inequality: Historical and Contemporary Trajectories. Orient Blackswan. (Relevant Chapters)
- Hasan Zoya. (ed.), (2019), Forging Identities: Gender, Communities, And The State In India. Routledge. Relevant chapters.

- Qaiser, Rizwan. (2013), "Building Academic, Scientific and Cultural Institutions, 1947- 1958", in his *Resisting Colonialism and Communal Politics*, Delhi, Manohar, (First published 2011). Pp. 179-240.
- Raina, Dhruv. (2006), "Science Since Independence." *India International Centre Quarterly* 33, no. 3/4: 182–95, <http://www.jstor.org/stable/23006080>.
- Sahu, Sudhansubala. (2018). "Revisiting Television in India," *Sociological Bulletin*, Vol. 67 (2), August, pp. 204-219.
- Sinha Gayatri. (2009), *Art and visual culture in India, 1857-2007*. Relevant Chapters.
- Vasudevan, Ravi. (2011), *The Melodramatic Public: Film Form and Spectatorship in Indian Cinema*. Palgrave Macmillan.

Suggestive readings - NIL

- Chandra, Bipan. (2008). *India Since Independence*. Delhi: Penguin
- Guha, Ramachandra. (2008). *India After Gandhi*.
- रामचंद्र गुहा. (2016). *भारत गांधी के बाद*, रिल्ली: पेंगुइन बुक्स

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

GENERIC ELECTIVES (GE-3): Indian Science and Technology

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
		Lecture	Tutorial	Practical/ Practice		
Indian Science and Technology	4	3	1	0	XII Pass	NIL

Learning Objectives

This course proposes to examine the interlinkages between science and technology with respect to society in India and its historical relevance and evolution. This paper is thematically arranged and provides a historical overview of Indian Science and Technology and acquaints students with historiographical debates. Further this paper takes a brief survey of the material culture as it evolved in Indian history. The students will study the evolution of agriculture in relation to the environment and animals. This paper will also explore the Indian contribution to the development of astronomy and mathematics, medicine, military and warfare technologies.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Critically understand the evolution of science and technology in India.
- Understand the interrelationship between science, technology and society.

SYLLABUS OF GE-3

Unit I: Historiography of Science and Technology

Unit II: The Environment, Agriculture and Animals

Unit III: Mathematics and Astronomy: From Aryabhatta to Sawai Jai Singh

Unit IV: Patients, Doctors and Medicines

Unit V: Military and Warfare Technologies

Practical component (if any) - NIL

Essential/recommended readings

Unit I: In this unit students will understand the debates pertaining to the historiography of Science and Technology in India. They will also examine and explore the question why science did not flourish in India despite significant scientific developments. Factors like the prevalence of social inequality acting as a barrier to the development of scientific temperament and experimentation will be explored. **(Teaching Time: 3 weeks approx.)**

- Chattopadhyay, D.P. (1986). History of Science and Technology in Ancient India: The Beginnings, Calcutta: Farma KLM Pvt Ltd, pp. 1-54.
- मुले, गुणाकर. (२००५). भारतीरतइतहासमेंतवज्ञान. त
िल्लीःरात्रीप्रकाशन. (अध्यात वज्ञानऔरसमाि; पृष्ठ११-29, ज्योत
तषकाआरिऔरवकास; पृष्ठ४१-49, वैत िकितगणतकीसमीक्षा; पृष्ठ५0--66).

Unit II: In this unit students will explore the process of human settlement, domestication of animals and transformation in the environment due to the advent of agriculture and introduction of new crops. **(Teaching Time: 2.5 weeks approx.)**

- Saxena, R.C. et al. (1994). A Textbook on Ancient History of Indian Agriculture. Secunderabad: Asian Agri-History Foundation (Chapter 5 Crop Domestication and Diffusion, pp. 29-36).

Unit III: This unit will trace the development of astronomical and mathematical sciences from Aryabhatta to Sawai Jai Singh. Students will be acquainted with the rich Indian heritage of astronomy and mathematics. **(Teaching Time: 3.5 weeks approx.)**

- Kochar, Rajesh and Jayant Narlikar. (1995). Astronomy in India: A Perspective, New Delhi: INSA, pp. 1-27.
- Bag, A.K. (1995). 'Mathematical and Astronomical Heritage of India' in D.P. Chattopadhyay et. al., Mathematics Astronomy and Biology in Indian Tradition: Some Conceptual Preliminaries, Delhi: Indian Council for Philosophical Research, pp. 110-128.

Unit IV: In this unit, students will delve into the diverse healing systems and practices in India. They will explore the emergence of a syncretic culture of health, healing practices and healers. **(Teaching Time: 3 weeks approx.)**

- Majumdar, R.C. (1971). 'Ayurveda: Origins and Antiquity', in D.M. Bose, Concise History of Science in India, New Delhi: Indian National Science Academy, pp. 213-216; 'Ayurveda and its Classical Division', pp. 227-234; 'Ayurveda in the Middle Ages', pp. 262-265.
- Arnold, David (2000). Science, Technology and Medicine in Colonial India, The New Cambridge History of India, Cambridge: Cambridge University Press, pp. 1-9.
- Nanda, Meera. (2016). Science in Saffron, Delhi: Three Essays (Chapter 3, 'Genetics, Plastic Surgery and other Wonders of Ancient Medicines', pp. 93-120).
- Alavi, Seema. (2008). Islam and Healing: Loss and Recovery of an Indo-Islamic Medical Tradition, 1600-1900. New Delhi: Permanent Black (Introduction).

Unit V: This unit will examine the emergence of new military technologies and how these changed the course of warfare techniques in medieval times. Further this unit will also explore the advance-ment of military technologies for colonial dominance in the Indian subcontinent. **(Teaching Time: 3 weeks approx.)**

- Khan, I.A. (2004). Gunpowder and Firearms: Warfare in Medieval India. New Delhi: Ox-ford University Press.
- Habib, Irfan. (2008). Technology in Medieval India 650-1750, New Delhi: Tulika, pp. 87- 98.

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

GENERIC ELECTIVES (GE-4): Media in 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
		Lecture	Tutorial	Practical/ Practice		
Media in History	4	3	1	0	XII Pass	Nil

Print media – Radio Transmission – The Cinematic Turn – Television and Digital Media

Learning Objectives:

The course will apprise the students with the elementary outlines of the history of media in India, from its beginnings to contemporary times. The different forms of media – Print, Audio-Visual and Electronic – the modes and methods will be discussed, and the potent ways in which technology and larger socio-political and economic trends intersected will be highlighted.

Learning Outcomes:

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

- Delineate the historical context within which the beginnings of each media platform can be understood.
- Analyze the state's attempts to control and organize media output through laws and policies.
- Explain the conjunctures of technological breakthroughs, advances and larger socio-economic and political matrices.
- Better appreciate the trends in media production, and its efforts in engaging with current ideological and socio-political issues.

Course Content

Unit I: Forms and Contexts

1. Introduction – Types of media to be studied and their unique Indian context and adaptation
2. Significance and impact of media in history

Unit II: Press/Print media

1. Press censorship in British India; Vernacular Press Act
2. Role of the Indian press in the freedom movement; views of Leaders,
3. Press in India after independence: The Press Commissions, Contemporary Opportunities and Challenges

Unit III: Radio Transmission

1. Radio Transmission in Colonial India – Foundation, Inter-war years; AIR Programming, Expansion and broadening of listenership base
2. Establishment and Expansion of Akashvani after 1947 – The Keskar years; Classical vs. Popular; Radio Ceylon and Vividh Bharati
3. Government Policies and Bandwidth matters since the 1970s – end of License Raj; FM Radio Wave; Community Radio; Podcasts

Unit IV: The Cinematic Turn

1. Cinema during Colonial Period - Silent Era, Genres and Censorship
2. Post-Independence Cinema till 1980s- Nation Building, Mainstream cinema and Parallel Cinema
3. Era of Liberalization, Globalization and Privatization- Changes in Production, Distribution and Exhibition, Experimental Cinema

Unit V: Studying Television and Digital Media

1. Television in India-The Doordarshan era- Entertainment, Infotainment
2. Rise of the Satellite TV – Soap Operas and 24x7 News, Changes and Effects.
3. Digital Media - Effects of Digital Media-Privacy and Surveillance, Misinformation and Disinformation

Essential Readings and Unit-Wise Teaching Outcomes:

Unit I: As the introductory unit, the focus will be on types of media to be studied and their unique Indian context and adaptations. The cross-fertilization between the terrains of technology, circulation of ideas, means and methods of propagation, and patterns of patronage, production and consumption can be elucidated. **(Teaching time: 2 week approx.)**

- Sarkar, S. 2015. Modern Times: India 1880s to 1950s: Environment, Economy, Culture. New Delhi: Orient Blackswan.
- Khanna, A. 2019. Words. Sounds. Images: A History of Media and Entertainment in India. New Delhi: Harper Collins.
- Chatterjee, K, 2020. Media and Nation Building in Twentieth-Century India: Life and Times of Ramananda Chatterjee. New Delhi: Routledge.

Unit II This unit will give a broad historical overview of the coming of the printing press in the Indian Subcontinent, and discuss aspects of book production under colonial conditions. It aims to make a historical assessment of how Indian readers consume printed contents through well-chosen case studies. **(Teaching time: 3 weeks approx.)**

- Robert Darnton (2002) “Book Production in British India, 1850-1900” Book History, vol. 5, pp. 239-262.
- A.R. Venkatachalapathy (2012) The Province of the Book, Ranikhet: Permanent Black, “Readers, Reading practices, modes of reading” (chapter 7).
- Krishna Murthy, Nadig (1966) Journalism - Origin Growth and Development of Indian Journalism from Ashoka to Nehru, Prasaraanga, University of Mysore.
- Rao, M. Chalapathi (1974) The Press. National Book Trust, New Delhi.
- Devika Sethi. 2016. War over Words : Censorship in India, 1930-1960. Cambridge: Cambridge University Press.
- रामशरण जोशी (2012), मीडिया, मिथ और समाज, Shilpayan; First edition.
- रत्नाकर पाण्डेय, हिंदी पत्रकारिता और समाचारों की दुनिया.

- बिपिन चंद्र, मृदुला मुखर्जी, आदित्य मुखर्जी, के एन पन्नीकर, सुचेता महाजन: भारत का स्वतंत्रता संघर्ष, अध्याय आठ- प्रेस की आज़ादी के लिए संघर्ष।

Unit III: The section on Radio will help the students to understand the complex trajectories of the beginnings and development of Radio transmission in India. With its establishment in the colonial period, radio has expanded its reach and remains the most widespread popular medium of entertainment, infotainment and news across the country. The shifts in government policies, technical and programming/content related matters reflect the changing socio-political and economic milieu, and this section will acquaint the students with the same. **(Teaching Time: 3 weeks approx.)**

- Malik, K.K. Mixed Signals: Radio Broadcasting Policy in India.
- Chatterjee, P.C. Broadcasting in India
- Bandopadhyay, P.K. 2015. The Genesis and Growth of Broadcasting in India: From Lionel Fielden to the Present Day. New Delhi: B.R.Publishing Corporation Ld
- Gupta, P.S. 2001. "Radio and the Raj." Power, Politics and the People: Studies in British Imperialism and Indian Nationalism. New Delhi: Permanent Black, pp 447-80.
- Pinkerton, A. 2008. "Radio and the Raj: Broadcasting in British India, 1920- 1940." Journal of the Royal Asiatic Society, Vol. 18, No. 2, pp 167-91.

Unit IV: The unit will focus on the development of Indian cinema during the colonial period and afterwards. The post-independence cinema and the changes brought about in 1990s and after will also be studied. **(Teaching time: 4 weeks approx.)**

- Rangoonwala, Firoze, 75 years of Indian Cinema, Indian Book Company, Delhi, 1975
- Rangoonwala, Firoze, Bhartiya Chalchitra Ka Itihas, Rajpal & Sons, Delhi, 1975
- Kaul, Gautam, Cinema and the Indian Freedom Struggle, Sterling Publishers Pvt. Ltd., Delhi, 1999
- Vasudev, Aruna, Liberty and Licence in the Indian Cinema, Vikas Publishing House Pvt. Ltd., Delhi, 1978
- Sharma, Manoj, National Movement and Currents of Social Reform in Hindi Cinema: 1931-1947, Proceedings of Indian History Congress, Vol. 66, (2005-2006), pp.492-498, JSTOR
- Chatterji, Shoma A. Subject: Cinema, Object: Women: A Study of the Portrayal of Women in Indian Cinema, Parumita Publications, Calcutta, 1998

Unit V: The unit will focus on the development of television and spread of its programming. It will also look into the arrival of 24x7 televisions programming and viewing. Digital media will also be discussed and analyzed. **(Teaching time: 3 weeks approx)**

- Conrad, P. (2016). Television: The medium and its manners. Routledge.
- Devi, S. (2022) Media Discourse in Contemporary India: A study of select news channels. Routledge.
- Fiske, J. (2004) Reading Television. Routledge.
- Ghose, B. (2005). Doordarshan Days. Penguin/Viking
- Gray, J., & Lotz, A. D. (2019). Television Studies. John Wiley & Sons

Suggested Readings:

- Finkelstein, D. & Peers, D.M. 2000. Negotiating India in Nineteenth Century Media. London: Palgrave Macmillan

- AS Iyengar. Role of Press and Indian Freedom Struggle
- Madan Gopal. Freedom Movement & The Press : The Role of Hindi Newspapers
- Mann, M. 2017. Wiring the Nation: Telecommunication, Newspaper-Reportage, and Nation Building in British India, 1850–1930. New Delhi: Oxford University Press
- Robert Darnton (2001) “Literary Surveillance in the British Raj: The Contradictions of Liberal Imperialism”, Book History, Volume 4, 2001, pp. 133-176.
- Lelyveld, D. 1995. “Upon the Subdominant: Administering Music on All India Radio.” Social Text, Vol. 39, pp 111-27
- Kripalani, C. 2018. “All India Radio’s Glory Days and Its Search for Autonomy” in Economic and Political Weekly, Vol. 53, No. 37, pp 42-50.
- Jhingan, S. 2011. “Re-embodiment of the Classical: The Bombay Film Song in the 1950s” in Bioscope, Vol 2, No. 2, pp 157-79
- Vasudev, Aruna, New Indian Cinema, Delhi, MacMillan, 1986
- Thoravel, Yves, The Cinemas of India, Macmillan, Delhi, 2000
- Rini Bhattacharya Mehta & Rajeshwari V. Pandharipande ed, Bollywood and Globalisation; Indian Popular cinema: Nation and Diaspora, Anthem Press, London, 2010
- डॉ. परमवीर सिंह , भारतीय टेलिविज़न का इतिहास। एडुक्रीएशन पब्लिशिंग, (२०१७)

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

- <http://visionsofindia.blogspot.in/p/history-of-photography-in-india.html>
- <https://lens.blogs.nytimes.com/2015/06/18/indias-earliest-photographers/>
- [http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs- ever-taken-in-india/](http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs-ever-taken-in-india/)
- <http://ccrtindia.gov.in/performingart.php>

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-1): Religious Traditions in the Indian Subcontinent

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
		Lecture	Tutorial	Practical/ Practice		
Religious Traditions in the Indian Subcontinent	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course seeks to provide an understanding of (a) multiple religious traditions that flourished through the ages in the Indian subcontinent; (b) how each religious tradition is dynamic and changing in relation to each other and in relation to its own past; (c) the ways in which each expanded or contracted; (d) how the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs; and (e) to understand the varied approaches to each of the issues out-lined above.

Learning outcomes

Upon completion of this course the student shall be able to:

- Describe the basic chronological, spatial and substantive contours of each of the religious traditions as well as certain intellectual currents that questioned them.
- Analyse and articulate the long-term changes that each religious tradition undergoes in a dynamic relationship with its own past, with non-religious aspects of life, and with other religious traditions. · Identify and describe the formation of religious identities and the scope for the liminal spaces in between.
- Appreciate, examine and relate to the debates on the ways in which the modern Indian state and its constitution must deal with the issue of plurality of religious beliefs and practices.

SYLLABUS OF GE

Unit-I: Major Religious Traditions in Ancient India

1. Vedic and Puranic traditions

2. Schools of Buddhism and Jainism

Unit-II: Major Religious Traditions in Medieval India

1. Bhakti traditions: Saguna; Nirguna
2. Sufi traditions: Development of Chishtiyya and Suhrawardiyya
3. Emergence of Sikhism

Unit-III: Socialisation and Dissemination from the Early Medieval to Early Modern Era

1. Approaches to Shaiva, Shakta and Vaishnava in the Early Medieval Era
2. Approaches to Islamisation in the Medieval Period

Unit-IV: Modernity and Religion

1. Making of Sacred Spaces: Banaras; Modern Religious Identities
2. Debates on Secularism and the Indian Constitution

Practical component (if any) - NIL

Essential/recommended readings

Unit-I. The unit should familiarise students with diverse religious traditions that originated in the Indian-subcontinent. It also explores intellectual currents that questioned them.

(Teaching Time: 12 hrs. approx.)

- Shrimali, K. M. (1998). 'Religion, Ideology and Society', Proceedings of Indian History Congress, General Presidential Address, 66th Session. यह ल ख हह म् म प . शम ल क ह एक हकत ब म स कहलत ह . शम ल, क षम हन.
(2005). धम , सम ज और स स हत, नई हल: ग थहल. (अध य 6: धम , ह(र रध र और सम ज, pp. 196-258).
- Chakrabarti, Kunal. (2001). Religious Process: The Puranas and the Making of a Regional Tradition, New Delhi: Oxford University Press, Chapter 2, pp. 44-80.
- Basham, A. L. (1954). The Wonder that was India, Calcutta: Rupa. Reprint, 1982. (Available online at the url: <https://archive.org/details/TheWonderThatWasIndiaByALBasham>). Also available in hindi, ब \$म, ए.एल. (1996). म् अ* +, त + रत, आगर : ह \$(ल ल अग(ल ए ि क पन.
- Sharma, R.S.(2006). India's Ancient Past, Oxford University Press, Relevant part is Chapter-14 ' Jainism and Budhhism'. यह ल ख हह म् म प . र म \$रण \$म क ह एक हकत ब म स कहलत ह . \$म , र म \$रण (2016), प र ह + क + रत क पररय, और ए ट ब कसन , (अध य -14: ज न और ब 7 म् धम , pp.132-146).
- Schopen, G. (1997). Bones, Stones, and Buddhist Monks: Collected Papers on the Archaeology, Epigraphy, and Texts of Monastic Buddhism in India, Honolulu:

University of Hawaii Press. (Especially relevant is in Chapter-I 'Archaeology and the Protestant Presuppositions in the Study of Indian Buddhism', pp 1 – 22.)

- Jaini, P. S. (1979). The Jaina Path of Purification, Berkeley: University of California Press. (The most relevant portion is to be found in the 'Introduction').

Unit II. The unit equips students to analyse and articulate the long-term changes that religious tradition undergoes in a dynamic relationship with its own past, with non-religious aspects of life, and with other religious traditions. **(Teaching Time: 12 hrs. approx.)**

- Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: Munshiram Manoharlal. (The chapters on Chishtiyya and Suhrawardiyya are useful)
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', Iran, vol. 28, pp. 71-81. • Sharma, Krishna. (2002). Bhakti and the Bhakti Movement : A New Perspective. Delhi : Munshiram Manoharlal. Especially useful is 'Chapter-1: Towards a New Perspective', pp.1-38.
- Habib, Irfan. (2007). 'Kabir: The Historical Setting', in Religion in Indian History edited by Irfan Habib, New Delhi , Tulika Books , 2007, pp.142-157. Also available in hindi , इरफ न हबब , ' मधक लन ल क (म् एक शर (म् क म न (य सरप और ऐहतह हसक परर (\$ ' , + रतय इहतह स म मधक ल (स .) इरफ न हबब , सहमत, 1999 , प . स . 145 -158.
- बहग,ण ,आर. प. (2009). मधकलन + रत म +कC और सDफ आन लन , हेल , गनह\$ल.
लरनज* न , िह (िः . एन. (2010), हनग, ण सन क सपन, हेल, रजकमल पक \$न. •
- Grewal, J. S. (1993). Contesting Interpretations of the Sikh Traditions, Delhi: Manohar.

Unit-III. The segment enquires into varied scholarly approaches to the issues pertaining to multiple religious traditions that flourished through the ages and how each religious tradition is changing in relation to each other and in the ways in which each expanded or contracted. **(Teaching Time: 12 hrs. approx.)**

- Chakrabarti, Kunal. (1992). 'Anthropological Models of Cultural Interaction and the Study of Religious Process', Studies in History, vol. 8 (1), pp. 123-49.
- Chattopadhyaya, B.D. (1994). 'Political Processes and the Structure of Polity in Early Medieval India' , in idem The Making of Early Medieval India, Oxford University Press.
- Eaton, Richard. (1987). 'Approaches to the Study of Conversion to Islam in India', in Islam in Religious Studies, edited by Richard C. Martin, New York: One World Press, pp. 106- 23.

- Wagoner, Philip. (1996). 'Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara,' *Journal of Asian Studies*, vol. 55, no. 4, pp. 851-80.

Unit IV: This section should apprise students about the making of sacred spaces and to Identify and describe the formation of religious identities .Besides the focus is on how the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs and practices.(Teaching Time: 9 hrs. approx.)

- Eck, Diana L. (1999). *Banaras: City of Light*, Columbia University Press , Revised edition.
- Oberoi, Harjot. (1994). *The Construction of Religious Boundaries: Culture, Identity and Diversity in the Sikh Tradition*, Delhi: OUP. (Particularly relevant is pp. 1-40).
- Pandey, Gyanendra. (2000). 'Can a Muslim be an Indian', *Comparative Studies in Society and History*, vol. 41, no. 4, pp. 608- 629.
- Jha, Shefali. (2002). 'Secularism in the Constituent Assembly Debates, 1946-1950', *Economic and Political Weekly*, vol. 37, no. 30, pp. 3175- 3180.

Suggestive readings - NIL

- ② Bailey, G. & I. Mabbett. (2003). *The Sociology of Early Buddhism*, Cambridge: CUP. (The Introduction (pp. 1-12) and Chapter 1: The Problem: Asceticism and Urban Life, (pp. 13- 26) of the book are most relevant.)
- ② Eaton, Richard.M. (2000). ' Sufi Folk Literature and the Expansion of Indian Islam', in idem, *Essays on Islam and Indian History* , Delhi: OUP, pp.189-202.
- ② ईटन , ररर्ि एम. (2012). ' मधक लन म् कन म इस हमक सथ न क अह+वकC ', मन क खन(स), मधक लन + रत क स स हतक इहतह स,नय हेल , ओरए ट ब कस न , 4
- ② Ernst, Carl. (2011). *Sufism: An Introduction to the Mystical Tradition of Islam* , Shambhala; Reprint .
- ② Habib, Irfan.(ed.).(2007). *Religion in Indian History*,New Delhi , Tulika Books.
- ② Hawley , J.S.(2005). *Three Bhakti Voices : Mirabai, Surdas, and Kabir in theirTime and Ours*, New Delhi , OUP.
- ② Mukul, Akshay. (2015). *Geeta Press and the Making of Hindu India*, Delhi: Harper Collins. (More important portions on pp. 287-344.)
- ② Rodrigues, Hillary P. (ed.). (2011). *Studying Hinduism in Practice*, Abingdon: Routledge (especially Chapter 4).
- ② Sahu, B. P. (2015). *Society and Culture in Post-Mauryan India, c. 200 BC – AD 300*. New Delhi: Tulika Books. (See especially the Chapter on Religion, pp. 20 – 37. And sections on Buddhism, Jainism, Brahmanism, their chronologies and extracts from the Dhammapada. Also, 2.1. – 'Religion in History' and, 2.2. – Bibliographical Note.)

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

GENERIC ELECTIVES (GE-2): Sacred Spaces, Temple and Temple Economy (North and South Indian Traditions)

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
		Lecture	Tutorial	Practical/ Practice		
Sacred Spaces, Temple and Temple Economy (North and South Indian Traditions)	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course seeks to inculcate an appreciation for sacred spaces in Indian context with its multi-facetness and complexity. The idea is to treat sacred space not only as a geographical entity but as vibrant texts which have multi-layered histories and give us an insight how communities and individuals relate with them over time. Sacred spaces are demarcated or conceptualized with the establishment of temples which are also architectural embodiments of divinity. The course begins with the conceptualization of sacred space and how they were thoroughly enmeshed in their respective temples spatially and temporally. The next unit intends to study in brief the meanings and normative models of temple style. Another area of exploration is how temples have played the role in legitimization of political institutions, patronage patterns and the how pilgrimages, rituals and festivals are embedded in sacred spaces within which they are generated and persists. Highlighting the political and social significance of temple the template is set to study the role of temple complexes as major instruments of integration and economic development. Apart from situating temples in historical context it's significance in contemporary times is also explored. Skilled with this knowledge, the student can be employed in fields of tourism, journalism and other like industries, besides being aware of significant temple towns and country's rich heritage.

Learning outcomes

At the end of the course, the student should be able to:

- Understand the concept of sacred spaces and the role of temples in defining and ensuring longevity of those spaces.
- Differentiate between various styles of temples.
- Discuss the themes of legitimization and sacred kingship in historical temples.
- Understand patronage patterns, deity- patron relationship and gender roles in temple.
- Comprehend the ideas disseminated by sculptures.

- Point out the regional variations and cultural diversity in temple traditions.
- Linking historical sacred spaces to their contemporary times.

SYLLABUS OF GE

Unit I: Defining Sacred Spaces: Sacred Sites, Forests Hills and Rivers

Unit II: Sacred spaces and Monumentality: Temple

1. Structure and Forms
2. Ecological dimension
3. Temple and sacred kingship

Unit III: Royal patronage and community integration

1. Patronage patterns and power affiliations
2. Pilgrimage, Rituals and festivals
3. Temple spaces and gender roles

Unit IV: Temple Towns and Economy

1. Interconnecting temples, corresponding towns and urbanism.
2. Urbanization and economic growth
3. Situating Temple in contemporary spaces

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit will introduce the meaning of sacred spaces along with the inherent understanding of sacred and profane. The dominant paradigms for conceptualizing sacred space in a given context will also be examined as they are historically contingent and constructed by specific circumstances and perspectives. **(Teaching time: 12 hrs. approx.)**

- S.Verma and H.P.Ray, (2017) The Archaeology of Sacred Spaces- Introduction, Routledge, New York.
- Vinayak Bharne and Krupali Krusche (2012) Rediscovering the Hindu Temple: The Sacred Architecture and Urbanism of India, Cambridge Scholars Publishing, Chapter 1, 5, 8, 9, 11 (Relevant for all the rubrics).
- Baidyanath, Sarawati (1984) The Spectrum of the Sacred: Essays on the Religious Traditions of India, Concept Publishing Company, New Delhi.
- Eck, Diana L, (1998), The Imagined Landscape in Pattern in Construction of Hindu Sacred Geography, CIS, (32) (2).

UNIT II: Under this rubric an attempt is made to study temple's meaning and forms encompassing the regional variation which also articulate the tangible and symbolic authority of the sacred spaces. Temples in different spaces and time cannot be treated in isolation from

other processes and discourses on power and legitimization. The evolution of temple tradition also needs to be highlighted right from the stage of its inception to formalized structure of worship. One also needs to highlight how temples depict the political processes particularly the changing nature of kingship, glorified the ruler and legitimized power in the domain of deity. **(Teaching time: 12 hrs. approx.)**

- George Michell, (1977) *The Hindu Temple: An Introduction to its Meaning and Forms*, New Delhi, B.I Publications.
- B.D.Chattopadhyaya, (1993), *Historiography, History and Religious centres: Early medieval North India, ad 700-1200* in V.N.Desai and Darielle Mason (ed) *Gods, Guardians and Lovers: Temple Sculptures from North India A.D 700- 1200 A.D.*, New York: The Asia Society Galleries, pp.32-48.
- Appadurai, Arjun, "Kings, Sects and Temples in South India, 1350-1700 A.D.", *Indian Economic and Social History Review*, 14, 1977, pp. 47-73
- M.Willis, *Religious and royal patronage in North India*, in V.N.Desai and Darielle Mason (ed) *Gods, Guardians and Lovers: Temple Sculptures from North India A.D 700-1200 A.D.*, New York: The Asia Society Galleries, 1993, pp.49-65.
- Kaimal, Padma, "Early Chola Kings and Early Chola Temples: Art and the Evolution of Kingship", *Artibus Asiae*, Vol. 56, No. 1-4, 1996, pp.33-66.

Unit III: This unit will discuss the patterns of patronage and how power of the patrons are reflected in the temples they built. Another area of study would be how temples tend to create their respective pilgrim fields and their rituals, festivals integrate individual into society by symbolically articulating social patterns and relationships. The nature of activities and roles played by women in these sacred spaces is also explored. It is also intended to examine how sculptural panels transmit ideas which can be a useful source of historical knowledge. **(Teaching time: 12 hrs. approx.)**

- Devangana Desai, 'The Patronage of Lakshamana Temple at Khajuraho', in B. Stoler Miller, *The Powers of Art: Patronage in Indian Culture*, New Delhi OUP, 1992, pp 78-88
- Stein, B., "Patronage and Vijayanagara Religious Foundations", in B.S. Miller (ed.), *Powers of Art: Patronage in Indian Culture*, Oxford University Press, Delhi, 1992, pp 160-167.
- Behera, D.K. *Pilgrimage: Some Theoretical Perspectives* in Makhan Jha (ed.), *Pilgrimages: Concepts, Themes, Issues*, Inter India Publication, New Delhi, 1995 pp.44-64.
- Mack, Alexandra, *Spiritual Journey, Imperial city: Pilgrimages to the temple of Vijayanagara*.
- H.Kulke- *Rathas and Rajas- Car festival at Puri* in H.Kulke (ed.) *Kings and Cults : State Formation and Legitimation in India and Southeast Asia*, pp 66-81.
- Leslie C.Orr, *Donors, Devotees and Daughters of God: Temple Women in Medieval Tamil Nadu*. Ch 1,3,6.
- Seema Bawa, *Visualizing the Ramayana: Power, Redemption and Emotion in early*

Narrative Sculptures (c.Fifth to Sixth Centuries CE), *Indian Historical Review* 45(1) 92-123.

Unit 4: This unit will emphasize that temples are also integral to the towns that surround them. Temple and its related activities are of significance for the entry it provides in the construction of social, cultural and religious dimensions of any sanctified place. With the help of case studies, it would be demonstrated that temple was a major instrument of agrarian expansion and integration. An attempt would also be made to situate temples in its contemporaneity reinforcing that sacredness still plays a pivotal role in the shaping of towns and cities. **(Teaching time: 9 hrs.approx.)**

- George Michell, (1993) *Temple Towns of Tamil Nadu*, Marg Publication.
- D. N.Jha, (1974) *Temple as Landed Magnates in Early Medieval South India (AD700-1300)* in R. S .Sharma(ed.), *Indian Society Historical Probings*, Delhi, pp.202-16.
- Dilip K. Chakravarti (2019), *Ancient Rajasthan- Research Developments, Epigraphic Evidence on Political Power Centres and Historical Perspectives*, Aryan Book International.
- Hall, Kenneth, R., "Merchants, Rulers and Priests in an Early Indian Sacred Centres", in K. Hall (ed.), *Structure and Society in Early South India – Essays in Honour of Noboru Karashima*, Oxford University Press, New York, 2001.
- John Stratton Hawley, (2019) "Vrindavan and the drama of Keshi Ghat in Annapurna Garimella, Shriya Sridharan, A.Srivathsan *The Contemporary Hindu temple: Fragments for a History*, The Marg Foundation.

Suggestive readings:

- Preston, James J., "Sacred Centres and Symbolic Networks in India" in Sitakant Mahapatra (ed.), *The Realm of the Sacred*, Oxford University Press, Delhi, 1992.
- Talbot, Cynthia, "Temples, Donors and Gifts: Patterns of Patronage in Thirteenth Century South India", *Journal of Asian Studies*, 50, no. 2, 1991.
- Paul Yonger, *Playing Host to Deity: Festival Religion in the South Indian Tradition*, Oxford University Press, 1992. Introduction.
- K.Raman, *Temple. Art, Icons and Culture of India and South East Asia*, 2006, Sharda, CH- 3, *The Role of Temple in the socio- economic life of the people*.
- Appadurai, A. and Breckenridge, C., "The South Indian Temple: Authority, Honour and Redistribution", *Contributions to Indian Sociology (NS)*, 10(2), 1976.
- Bhardwaj, Surinder Mohan, *Hindu Places of Pilgrimage in India*, University of California Press, Berkeley, 1973.
- Holly B. Reynolds and Bardwell L. Smith, *City as a Sacred Centre, Essays on Six Asian Contexts*, E.J. Brill, Leiden, 1987.
- Heitzman, James, "Ritual Policy and Economy: The Transactional Network of an Imperial Temple in Medieval South India", *Journal of Economic and Social History of the Orient*, Vol. 24, 1991.
- _____, "Temple Urbanism in Medieval South India", *Journal of Asian Studies*,

Vol. 46, No. 4, 1987.

- Christophe Hioco and Luca Poggi (ed.) (2021) Hampi- Sacred India, Glorious India by Pierre-Sylvain Filliozat and Vasundhara Filliozat, 5 Continents Edn, Milan, Italy.
- Radha Madhav Bahradwaj (2015), Vratas and Utsava in North and Central India (Literary and Epigraphic sources: c. A.D 400-1200), Eastern Book Linkers, Delhi, ch-5, pp.255-352.

Hindi readings:

- Hiralal Pandey (1980), Uttabharatiya Rajo ki dharmic niti, Janaki Prakashan, Patna.
- Jagdeesh Chandra Jain (1952), Bharat key Prachin Jain Tirtha.
- Vasudev Agarwal, (2008) Prachen Bharatiya Stupa, Guh aaivam Mandir, Bihar Granth Academy, Patna.

Field trips/Project work

- Visit to the temple towns to gain a hands-on knowledge are part of the course. Some suggested samples for projects:
- How are modern day temples, like the Birla Mandir and the Akshardham Mandir different/similar from/to the Khajuraho assemblage and the Tanjore?
- Comparison of festivals and rituals in both North and South Indian tradition appreciating the plurality of traditions.
- To look into the possibilities of preservation and conservation of sacred spaces.

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

GENERIC ELECTIVES (GE-3): Climate Change and Human 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
		Lecture	Tutorial	Practical/ Practice		
Climate Change and Human History	4	3	1	0	12 th Pass	NIL

Learning Objectives

Climate change is an urgent and significant global challenge that has far-reaching implications for human societies. This course explores the historical dimensions of climate change and its impact on human civilizations. By examining the complex relationship between climate, global warming and cooling, and human societies, students will gain a comprehensive understanding of how we arrived at the current state of the climate crisis, which is considered a defining feature of the Anthropocene era. By introducing students to interdisciplinary, it welcomes students from various academic backgrounds, including humanities and social sciences. By integrating perspectives from different disciplines, we aim to foster a comprehensive understanding of climate change as a multifaceted issue with profound implications for human societies. The course critically analyzes climate change denialism, exploring its historical roots, ideological underpinnings, and its impact on public discourse and policy-making.

Learning outcomes

After completing this course, students should be able to -

- Understand the historical relationship between climate and human societies.
- Explore climate as an active historical actor rather than a passive backdrop.
- Examine case studies from around the world to illustrate the impact of climate on human civilizations.
- Gain insights into the history of weather and climate.
- Analyze the phenomenon of climate change denialism and its historical and ideological roots.
- Foster interdisciplinary dialogue and collaboration among students from different academic backgrounds.

SYLLABUS OF GE

Unit 1: Anthropogenic Climate Change and Studying History

Unit 2: End of the Ice Age and the Early Holocene Human History; Plant and Animal Domestication; Civilisations; Mining

Unit 3: Climate Disasters and Social Transformations-Empires; Wars; Famine: Population Movements and Migrations

Unit 4: Little Ice Age and Seventeenth Century Crisis

Unit 5: Capitalism and Nature- Climate Change Denialism vs. Climate Justice; Metabolic Rift; Planetary Boundaries.

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: The unit explains the concept of climate change and how climate can be studied as a historical actor. The unit is also aimed to evaluate the various scientific traditions that engage anthropogenic climate change. This will enable the students to appreciate the history of scientific ideas on the issues of global warming and the Anthropocene. (Teaching time: 9 hours approx.)

Readings:

- James R. Fleming, "Climate, Change and History", *Environment and History*, Vol. 20, No. 4, (November 2014), pp. 577-586
- David Wallace-Wells, *The Uninhabitable Earth: Life After Warming* (New York: Tim Duggan Books, 2019).
- Steffen, Will, Crutzen, Paul J and McNeill J. R. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature", *Ambio*, Vol. 36, No.8, pp. 614-621.
- Michael E. Mann, *The Madhouse Effect: How Climate Change Denial Threatening Our Planet* (New York: Columbia University Press, 2016), Chapter 2, pp. 15-29;

Unit 2: This unit will examine the influence of climate on human civilisations, including the ecological, migratory, and cultural implications of changing climate conditions. They provide a deeper understanding of how past climatic shifts have impacted the trajectory of human societies. This unit shall provide overview on how domestication and agriculture began with the end of the Ice Age and what was the influence of climate on human civilisations. (Teaching time: 3 weeks approx.- 9 lectures)

Readings:

- R. Fleming, *Historical Perspectives on Climate Change* (New York: Oxford University Press, 1998).
- John L. Brooke, *Climate Change and the Course of Global History* (New York: Cambridge University Press, 2014), Chapter 7.
- Vardy, Mark, Michael Oppenheimer, Navroz K. Dubash, Jessica O'Reilly, and Dale Jamieson. "The Intergovernmental Panel on Climate Change: Challenges and Opportunities." *Annual Review of Environment and Resources*, Vol. 42, No.1, (2017), pp. 55-75.

Unit 3: The unit examines how shifts in climate, including cooling temperatures and droughts, disrupted agricultural production, weakened the empire's economy, and contributed to social and political instability. The unit also considers the role of climate change as contributing factor to the collapse of the empires of the past centuries. (Teaching time: 9 hours approx.)

Readings:

- Kyle Harper, *The Fate of Rome: Climate, Disease, and the End of an Empire*
- Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking 2005, pp. 157-177.
- Joseph Tainter, *Collapse of Complex Societies*. Cambridge: CUP, 1988, pp. 1-21.
- Brian M. Fagan. *Floods, Famines and Emperors: El Nino and the Fate of Civilizations*. Basic Books, 1999.
- Vasile Ersek, How climate change caused the world's first ever empire to collapse, *Future of the Environment*, 9th January 2019, <https://www.weforum.org/agenda/2019/01/how->

climate-change-caused-the-world-s-first-ever-empire-to-collapse/

Unit 4: This unit enquires into the Seventeenth Century Crisis that coincided with the peak of the Little Ice Age and refers to a period of widespread political, social, and economic turmoil that occurred in Europe during the 17th century. The unit will also explain to the students how its impact varied across different regions. (Teaching time: 3 weeks approx.- 9 lectures)

Readings:

- John L. Brooke, *Climate Change and the Course of Global History* (New York: Cambridge University Press, 2014), pp.444-466.
- Dagmore Degroot, *The Frigid Golden Age: Climate Change, the Little Ice Age, and the Dutch Republic, 1560–1720* (Cambridge: Cambridge University Press, 2018).
- Wolfgang Behringer, *A Cultural History of Climate*. Cambridge: Polity. Chapters 2 & 3.
- G. Parker, *Global Crisis, War, Climate Change and Catastrophe in the Seventeenth Century*. Yale University Press, 2013, [Introduction and chapter 1]

Unit 5: The use of fossil fuels as the main source of energy has fundamentally redefined human relationships with nature. By exploring the link between the use of fossil fuels and the emergence of capitalism, this unit explores how industrialisation did play a central role in anthropogenic climate change. It also introduces and elaborates on two key theoretical concepts- the Metabolic Rift and Planetary Boundaries to understand how climate change reproduces class, gender, and race. It also elaborates on the nature of the ongoing debates on the issues of climate change, including the powerful tendency to deny climate change as well as the strengthening of climate justice movements in the global peripheries. (Teaching time: 9 hours approx.)

Readings:

- Michael E. Mann, *The Madhouse Effect: How Climate Change Denial Threatening Our Planet* (New York: Columbia University Press, 2016).
- "The Intergovernmental Panel on Climate Change: Challenges and Opportunities" by Diana Liverman and Ronald L. Mitchell, *Annual Review of Environment and Resources*.
- J. N. Foster, *The Vulnerable Planet: A Short Economic History of the Environment*. New York: Monthly Review Press, 1999.
- J. B. Clark, "Ecological Imperialism and the Global Metabolic Rift: Unequal Exchange and the Guano Nitrates Trade," *International Journal of Comparative Sociology*, 50, 2009, 311-334.
- Vardy, Mark, Michael Oppenheimer, Navroz K. Dubash, Jessica O'Reilly, and Dale Jamieson. "The Intergovernmental Panel on Climate Change: Challenges and Opportunities." *Annual Review of Environment and Resources*, Vol. 42, No.1, (2017), pp. 55–75.

Suggestive readings:

- Ashley Dawson. *Extinction: A Radical History*. New York: OR Books, 2016.
- Amitav Ghosh. *The Great Derangement: Climate Change and the Unthinkable*. Chicago: The University of Chicago Press, 2017.
- Amitav Ghosh. *The Nutmeg's Curse: Parables for a Planet in Crisis*. Chicago: The University of Chicago Press, 2021.
- Awadhendra B. Sharan. *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press, 2014.
- B. L Turner and Jeremy A. Sabloff. "Classic Period Collapse of the Central Maya Lowlands: Insights About Human-Environmental Relationship for Sustainability," *Proceedings of the National Academy of Sciences*, 109, (2012), 13908-14.

- Bhattacharya, Neeladri. "Pastoralists in a Colonial World", in David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, 1995. pp. 49-85.
- C. Merchant, *Ecological Revolutions: Nature, Gender, and Science in New England*. University of North Carolina Press, 1989.
- Carolyn Merchant. *The Death of Nature: Women, Ecology and the Scientific Revolution*. San Francisco: Harper, 1980.
- Christian Parenti. *Tropic of Chaos: Climate Change and the New Geography of Violence*. New York: Nation Books, 2011.
- Dipesh Chakraborty. "The Climate of History: Four Theses." *Critical Inquiry* 35, no. 2 (213), 197-222.
- Edmund Burke III. "The Big Story: Human History, Energy Regime and the Environment" in Edmund Burke III and Kenneth Pomeranz, eds., *the Environment and World History*. Berkeley: University of California Press, 2009. pp. 33-53.
- Eileen Crist. and Helen Kopnina. "Unsettling Anthropocentrism", *Dialectical Anthropology*, Vol. 38, No 4, (2014) pp. 387-396.
- J. R. McNeil and Mauldin. *A Companion to Global Environmental History*. Oxford: Wiley-Blackwell, 2012. Introduction pp. xvi-xxiv.
- J. R. Stewart and C. B. Stringer. "Human Evolution Out of Africa: The Role of Refugia and Climate Change." *Science* 335, no 6074 (2012), 1317-1321.
- Jason Moore. *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. London: Verso, 2015.
- Joshua P. Howe, *Behind the Curve: Science and Politics of Global Warming*. Seattle: University of Washington Press, 2014.
- Lamb, Helmut H., *Climate History and the Modern World*, London, 1995.
- Mike Davis. *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. London: Verso, 2001.
- Naomi Klein. *This Changes Everything: Capitalism vs the Climate*. London: Allen Lane, 2014.
- Richard Bulliet. *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Colombia University Press, 2005, pp. 205 -224.
- Shiva, Vandana. *Soil, not Oil. Climate Change, Peak Oil and Food Security*. Zed Books, 2009.
- Timothy Mitchell. *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, 2011.
- Timothy Mitchell. *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, 2011. pp. 231-254.
- Vaclav Smil. *Energy and Civilisation* Cambridge: MIT, 2007. pp. 127-224.
- William Dickinson. "Changing Times: the Holocene Legacy" in J. R. McNeil and Alan Roe, eds., *Global Environmental History: An Introductory Reader*. London: Routledge, 2013. pp 3-23.
- Weart, Spencer, *The Discovery of Global Warming*. Cambridge, MA, 2003.
- White, Sam, 'Climate Change in Global Environmental History' in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*, (Oxford: Blackwell, 2012) pp. 394-410.
- Wolfgang Behringer, "Weather, Hunger and Fear: Origins of the European Witch-Hunts in Climate", *Society and Mentality, German History*, Vol. 13, No. 1, (January 1995), pp. 1-27

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

GENERIC ELECTIVES (GE-4): Educational Arrangements and Knowledge in Modern 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
		Lecture	Tutorial	Practical/ Practice		
Educational Arrangements and Knowledge in Modern India	4	3	1	0	12th Pass	NIL

Learning Objectives

This course will provide students a critical understanding of different historical traditions of transmission of learning and educational apparatus in India from indigenous to colonial and their socio-political aspects.

Learning outcomes

- The course will allow them to understand the diverse manner in which production of knowledge and its preservation and transmission took place through formal and informal
- socio-cultural networks within indigenous education in India at the eve of colonial encounter.
- It will enhance learners' comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in India during colonial and post-colonial periods.
- It will help them to engage with the issues of contemporary education in light of colonial trajectories of our historical development.

SYLLABUS OF GE

Unit 1. Debates on Forms of Knowledge, nature of institutions, pedagogy and social participation within Indigenous Education in India and its interface with colonialism.

Unit 2. Colonial Education in India.

Unit 3. Chief characteristic features of educational discourse of Freedom Struggle in India.

Unit 4. Critical appraisal of educational policies, institutions and practices in Independent India from 1947 to 1990s.

Practical component (if any) - NIL**Essential/recommended readings**

Unit 1. This unit will familiarize students with different forms of knowledge and institutions of learning that were prevalent in India during late 18th and 19th centuries. It will engage with the question of their decline in relation with the different historiographical debates. It shows how the two systems, indigenous and colonial interfaced or encountered with each other during 18th and 19th century. How this impacted upon different spheres of knowledge formation and forms of transmission or pedagogy within informal as well as formal centres of learning. (Ten hours)

Essential Readings:

- Acharya, Poromesh. (2000), *Desaj Siksha, Aupniveshik Virasat and Jatiya Vikalp*, (translated in Hindi by Anil Rajimwale), Granth Shilpi, New Delhi. Alternatively, Acharya, Poromesh. (1978) 'Indigenous Vernacular Education in Pre-British Era: Traditions and Problems', *Economic and Political Weekly*, 13, 1983-88.
- Dharampal. (1971), *Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts*, Delhi: Impex India. (Especially Introduction, pp. 1-36).
- Dharampal (ed.). (1983), *The Beautiful Tree: Indigenous Education in the Eighteenth Century*, New Delhi, Biblia Impex, (Specially Introduction, pp. 7-80).
- Dibona, Joseph (ed.). (1983), *One Teacher One School*, New Delhi, Biblia Impex (Specially Introduction, pp. 4-40).
- Rajan, Janaki. (2022), 'The School Teacher in India', in Vikas Gupta, Rama Kant Agnihotri & Minati Panda, (eds.), *Education and Inequality: Historical Trajectories and Contemporary Challenges*, Hyderabad: Orient Blackswan, pp. 135-159.
- 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*, Hyderabad: Orient Blackswan, pp. 211-224.
- Shukla, Suresh Chandra. (1959), *Elementary Education in British India during Later Nineteenth Century*, New Delhi: Central institute of Education.

Unit 2. This unit explores how a complex relationship of coalition and conflict emerged between European officers and upper classes and castes of Indian society with the arrival of European trading companies and Christian Missionaries and how it reordered the arrangements of knowledge and learning in India. What kind of structure of curricular knowledge and formal education emerged out of this coalition and interface? What were its implications for knowledge formation and languages of its transmission? The unit also examines the efforts made by non-state agencies like Christian Missionaries and social reformers for spreading this knowledge to backward castes, Muslims and women. (Thirteen Hours)

Essential Readings:

- Bhattacharya, Sabyasachi (ed.), (2002), *Education and the Disprivileged: Nineteenth and Twentieth Century India*, New Delhi: Orient Longman Private Limited.
- Constable, Philip. (2000), 'Sitting on the School Verandah: The ideology and Practice of 'Untouchable' Educational protest in late Nineteenth-Century Western India', *IESHR*, Vol. 37, No. 4, pp. 383-422.
- Dewan, Hariday Kant, Agnihotri, Rama Kant, Chaturvedi Arun, Sudhir, Ved Dan and Dwivedi Rajni, eds., (2017), *Macaulay, Elphinstone Aur Bhartiya Shiksha*, New Delhi: Vani Prakashan.
- 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.
- Gupta, Vikas. Agnihotri, Rama Kant and Panda Minati (eds.). (2021), *Education and Inequality: Historical and Contemporary Trajectories*, Hyderabad: Orient Blackswan. (Parts I and II, pp. 1-312).
- Gupta, Vikas. (2012), 'Pluralism versus Contest of Identities', *Seminar*, no. 638, (Oct.), pp. 30-36.
- Hardy, Peter. (1972), *Muslims of British India*, Cambridge: Cambridge University Press. (Especially Chapters 2, 3 and 4, pp. 31-115).

- 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, and Margret Frenz).
- Minault, Gail. (2003), 'Master Ramchandra of the Delhi College: Teacher, Journalist, and Cultural Intermediary', *Annual of Urdu Studies* 18: 95–104.
- Nambissan, Geetha B. (1996), 'Equity in Education? Schooling of Dalit Children in India', *EPW* 31, pp. 1011-24.
- Raina Dhruv. (2021), *Transcultural Networks and Connectivities: The Circulation of Mathematical Ideas between India and England in the Nineteenth Century*, Contemporary Education Dialogue.
- Rao, Parimala V. (2020), *Beyond Macaulay: Education in India, 1780-1860*, New York, Routledge.
- Sangwan, Satpal. (1990), 'Science Education in India under Colonial Constraints, 1792-1857', *Oxford Review of Education*, vol. 16, no. 1.
- 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*, Vol. 45, pp. 509-51.
- Zelliot, Eleanor. (2014), 'Dalit Initiatives in Education, 1880-1992', in Parimala V. Rao, (ed.), *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 45-67.

Unit 3. This unit explores various educational demands as articulated during freedom struggle as a critique of colonial as well as internal social hegemony. It also critically examines the politics, fate and legacy of specific education movements and experiments, such as Swadeshi, Nai Talim and the campaign for compulsory elementary education. (Ten hours)

Essential Readings:

- Acharya, Poromesh. (1997), 'Educational Ideals of Tagore and Gandhi: A Comparative Study', *EPW*, 32, pp 601-06.
- Bhattacharya, Sabyasachi (ed.). (1998.), *The Contested Terrain: Perspective on Education in India*, Orient Longman, New Delhi, (Especially Introduction pp. 3-26; Chapter 1 pp. 29-53; Chapters 11 and 12 pp. 255-274; Chapter 14 pp. 290-302; and Chapter 18 pp. 357-379).
- 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, pp. vii-xxviii).
- Bhattacharya, Sabyasachi (ed.). (2001), *Development of Women's Education in India 1850-1920 (A collection of Documents)*, Kanishka Publications, New Delhi (Introduction pp. ix-xxviii).
- Chatterji, Basudev (ed.). (1999), 'Towards Freedom (1938 Watershed)' Oxford University Press for ICHR, (Vol. I. chapter 8 pp. 754-836).
- Gupta, Vikas. (2018), 'Bhaurao Patil's Educational Work and Social Integration', *Inclusive*, Vol. 1, Issue 12. (January), 2018. <http://www.theinclusive.org/posts/2018-01-spart-04.html>
- Mondal, Ajit and Mete, Jayanta. (2016), *Right to Education in India (two Volumes)*, Delhi: Gyan Publishing House.
- 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.

- Sarkar, Sumit. (1973), *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).

Unit 4. Focussing upon post-independence period, this unit makes a critical appraisal of the Constitutional values and framework for education; foundation of newer educational-cultural institutions; national integration of communities; promotion of science and technology; national education policies, schemes and amendments (issues of access, participation, equity and governance); debates on the medium of education and 3 language formula; and the social context of learning. (Twelve hours)

Essential Readings:

- Agnihotri, R. K. (2015), 'Constituent Assembly Debates on Language', *Economic & Political Weekly*, vol. no. L 8, (February 21), pp. 47-56.
- Kumar, Krishna. (1983) 'Educational Experience of Scheduled Castes and Tribes,' *Economic and Political Weekly*, vol. 18, no. 36, pp. 1566–1572.
- Gupta, Vikas. (2014), 'Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism', in Ravi Kumar, (Ed.), *Education, State and Market: Anatomy of Neoliberal Impact*, Aakaar, pp. 19-57.
- Naik, J.P. (1975), *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*, New Delhi, Allied Publishers.
- Naik, J.P. (1982). *The education commission and after*. APH Publishing.
- Pathak, Avijit. (2002), *Social Implications of schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, Delhi.
- Pandey, R.S. And Advani, Lal. (1995), *Perspectives in Disability and Rehabilitation*, New Delhi, Vikas Publishing House.
- Raina, Dhruv. (2006), 'Science since Independence', *India International Centre Quarterly*, 33, no. 3/4: 182–95. <http://www.jstor.org/stable/23006080>.
- Vaugier-Chatterjee, Anne. (2004), *Education and Democracy in India*, New Delhi, Manohar.
- Qaiser, Rizwan. (2013), 'Building Academic, Scientific and Cultural Institutions, 1947-1958' in his *Resisting Colonialism and Communal Politics*, Delhi, Manohar, (First published 2011). pp. 179-240.

Suggestive readings:

- Crook, Nigel. (ed.). (1996), *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi, Oxford University Press.
- Das Gupta, Jyotirindra. (2018), *Language Conflict and National Development: Group Politics and National Language Policy in India*. University of California Press. First published, 1970.
- Gandhi, Mahatma. (1938), *Educational Reconstruction*, Wardha, Hindustani Talimi Sangh.
- Ghosh, S. C. (2007), *History of education in India*, Rawat Publications.
- Gupta, Vikas. (2017a), 'Cultural Marginality and Reproduction of Stereotypes: An Insider's View on Practices of School' in Manoj Kumar Tiwary, Sanjay Kumar and Arvind Mishra (eds.), *Social Diversity, Inclusive Classroom and Primary Education in India*, New Delhi, Orient Blackswan.
- Habib, S. Irfan and Raina, Dhruv (eds.). (2007), *Social History of Science in Colonial India*. India, Oxford University Press.
- Hunter, William Wilson. (1883), *Report of the Indian Education Commission*, Calcutta, Superintendent of Government Printing, (Specially Chapter 3, pp. 55-79).
- Kumar, Krishna. (2009), 'Listening to Gandhi' in his *What is Worth Teaching?* Orient

Longman, (Third Edition), Ch. 9, pp 111-128.

- Minault, Gail. (1998), *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*. Delhi: Oxford University Press.
- 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).
- Naik, J.P. (1941), 'Compulsory Primary Education in Baroda State: Retrospect and Prospect' (First published in the Progress of Education, Poona, and thereafter published in book form).
- Oesterheld, Joachim. (2009) 'National Education as a Community Issue: The Muslim Response to the Wardha Scheme', in Krishna Kumar and Joachem Oesterheld, (eds.), *Education and Social Change in South Asia*, New Delhi, Orient Longman, pp. 166-195.
- Rai, Lajpat. (1966), *The Problem of National Education in India*, Publications Division, New Delhi.
- Sarangapani, Padma M. and Pappu Rekha. (2021), *Handbook of education systems in South Asia, Singapore*: Spingar Nature. (Volume 1).
- Seth, Sanjay. (2008), *Subject Lessons: The Western Education of Colonial India*, Delhi, OUP, pp. 17-46.
- Suman, Amit K. (2014), 'Indigenous Educational Institutions in Upper Gangetic Valley: Curriculum, Structure and Patronage', *Social Scientist*, vol.42, no.3-4, March-April.
- Suman, Amit K. (2018), 'The Quest for Education: An Insight into the Educational Theories and Practices of the Colonial Government in Bengal Presidency', in the *Indian Historical Review*, vol. 45, issue 2, Sage Publications, pp. 1-16.
- Venkatanarayanan, S. (2013), "Tracing the Genealogy of Elementary Education Policy in India Till Independence" SAGE Open, Sage Publications

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-1): Twentieth Century World History: 1900 – 1945.

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
		Lecture	Tutorial	Practical/ Practice		
Twentieth Century World History: 1900 – 1945.	4	3	1	0	12th Pass	NIL

Learning Objectives

This course conveys an understanding of an interconnected world history in the twentieth century. The course focuses on, why and how the world changed in the first half of the twentieth century. It also offers specific case studies to empirically underline the holistic nature of world history. One of the aims of this course is to make UG students aware of the contemporary world of ideas they inhabit.

Learning outcomes

This course will enable the students to:

- Define world history, and the factors, that determined it in the twentieth century.
- Understand key concepts like Imperialism, Colonialism and the world wars which acted as catalysts of historical change throughout the world
- Comprehend the twentieth century revolutions and dictatorships in their various forms.

SYLLABUS OF GE

Unit I: The Concept and Definition of World History: An Overview

Modernity, Imperialism, Colonialism, Interconnectedness, Economic Crisis, Revolutions, anti-colonial struggles

Unit II: First World War:

1. Consequences in Europe and the world,
2. League of Nations

Unit III: 1917 Russian Revolution:

1. Formation of the USSR;
2. Debates on socialism and the role of the Communist International (Comintern)

Unit IV: Fascism, Nazism and Militarism:

1. Italy,
2. Germany
3. Japan
4. Spain

Unit V: Second World War

1. Causes
2. Main Events
3. Consequences

Essential Readings

Unit 1: This Unit shall introduce the students to the concept and definition of world history.
(Teaching Time: 6 hrs. approx.)

- Krippner-Martinez, J. (1995). "Teaching World History: Why We Should Start!" The History Teacher 29 (1), pp. 85-92. <https://www.jstor.org/stable/494534>
- Christian, David. (2003). "World History in Context." Journal of World History vol. 14 no.4, pp. 437-458. <https://www.jstor.org/stable/20079239>
- Mazlish, Bruce. (1998). "Comparing Global History to World History" The Journal of Interdisciplinary History vol. 28 no. 3, pp. 385-395. <https://www.jstor.org/stable/205420>
- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Lowe, Norman (1997). Mastering Modern World History, Macmillan Press

Unit II: This Unit will familiarize the students with the key consequences of the First World War; including the formation of the League of Nations. **(Teaching Time:9 hrs. approx.)**

- Merriman, J. (YEAR). A History of Modern Europe: From Renaissance to the Present. Volume 1. New York, London: W.W. Norton (pp. 1011-1016; 1056- 1077; 1083-1087).
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Henig, R. (1995). Versailles and After 1919-1933. Lancaster Pamphlets Series. Second edition. New York, London: Routledge.

- Lee, Stephen.J.(1982) Aspects of European History (1789-1980), New York: Routledge
- Mahajan, Sneh. (2009). Issues in Twentieth Century World History. Delhi:Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). रीतलै: जैन प्रकाशन.
- शिरोपंडे, अनुरा. (२०१४). विश्व इतिहास के प्रमुख दृष्टिकोण: ब्रह्मर्षि आचार्य. रीतलै: रीतलै विश्वविद्यालय प्रकाशन.
- जैन प्रकाशिका (२००७) आधुनिक विश्व का इतिहास, जयपुर: जैन प्रकाशन मंडल
- वमणि, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास रीतलै: हर्षनाथ शास्त्री

Unit III: This Unit will provide the students a broad outline of the history of the USSR upto the 1917 Revolution and thereafter. It shall familiarize them with the functioning of the Comintern. **(Teaching Time: 9 hrs. approx.)**

- Nove, Alec. (1992). An Economic History of the USSR 1917-1991. London:Penguin.
- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
- Hobsbawm, E.J. (2009). The Age Of Extremes- अस्के का कायग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवा प्रकाशन
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Mahajan, Sneh. (2009) Issues in Twentieth Century World History. Delhi:Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). रीतलै: जैन प्रकाशन.
- शिरोपंडे, अनुरा. (२०१४). विश्व इतिहास के प्रमुख दृष्टिकोण: ब्रह्मर्षि आचार्य. रीतलै: रीतलै विश्वविद्यालय प्रकाशन.
- वमणि, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास रीतलै: हर्षनाथ शास्त्री जैन प्रकाशिका (२००७) आधुनिक विश्व का इतिहास,
- जयपुर: जैन प्रकाशन मंडल

Unit IV: This unit shall introduce the students to important case studies related to the growth of fascism post First World War. The Unit shall connect the discussion on fascism to the Second World War. **(Teaching Time: 12 hrs. approx.)**

- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
 - Hobsbawm, E.J. (2009). The Age Of Extremes- अस्के का कायग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवा प्रकाशन.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.22, Ch.23, Ch.24 and Ch.30).
- Lee, Stephen J. (2008). European Dictatorships 1918-1945. London, New York: Routledge (Ch.5).
- Fairbank, John K., et al. (1965). East Asia: Modern Transformation. Boston: Houghton Mifflin; Highlighting edition (section on militarism in Japan).
- Duikar, William J. (2005) Twentieth-Century World History. Third edition. USA: Wadsworth Cengage Learning.
- Henig, R. (2005). The Origins of the Second World War 1933-1941. Lancaster

- Pamphlets Series. Second edition. London, New York: Routledge.
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Sarao, KTS (2017), Modern History of Japan, Surjeet Publications
- Graham, Helen (2002) The Spanish Civil War: A Very Short Introduction, Cambridge: Cambridge University Press
- Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). रीली: लक्ष्मी प्रकाशन.
- शिंशपांडे, अनुरोध. (२०१४). विश्व इतिहास के प्रमुख मद्दुःख: बबलर-आयाम. रीली: रीली विश्वविद्यालय प्रकाशन.
- वमि, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास रीली: हस्तनिर्माणशाला

Unit V: The Unit shall connect the discussion on fascism to the Second World War.
(Teaching Time: 9 hrs. approx.)

- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
- Hobsbawm, E.J. (2009). The Age Of Extremes-आगे का युग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवर्धन प्रकाशन.
- Duikar, William J. (2005) Twentieth-Century World History. Third edition. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge.
- Gluckstein, Donny (2012). A Peoples History of Second World War, Pluto Press
- Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी की कावर्ड लक्ष्मी प्रकाशन. हिंस: एक झलक (भाग-२). रीली :
- शिंशपांडे, अनुरोध. (२०१४). विश्व इतिहास के प्रमुख मद्दुःख: बबलर-आयाम. रीली: रीली विश्वविद्यालय प्रकाशन.

Suggestive readings

- Atkin, N. and M. Biddis. (2009). Themes in Modern European History, 1890–1945. London, New York: Routledge (Ch.4, Ch.5, Ch.9 and Ch.10).
- Ferguson, Niall. (2006). The War of the World: Twentieth-Century Conflict and the Descent of the West. New York: The Penguin Press.
- Martel, G. (Ed.). (2006). A Companion to Europe 1900-1945. Malden, M.A. and Oxford: Blackwell.
- Wakeman, R. (Ed). (2003). Themes in Modern European History Since 1945. London, New York: Routledge (Ch.1 and Ch.2).

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

GENERIC ELECTIVES (GE-2): Women 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
		Lecture	Tutorial	Practical/ Practice		
Women in Indian History	4	3	1	0	12 th Pass	NIL

Learning Objectives

The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women's issues with reference to latest researches in the field. The course seeks to make students reflect on the specificity of women's issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.

Learning outcomes

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

- Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.
- Explore women's experiences within specific contexts at specific historical moments.
- To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

SYLLABUS OF GE

Unit I: Exploring Aspects of History of women in India

1. Understanding Gender
2. Patriarchy, Patrilocality, Patriline, and Matriarchy, Matrilocality and Matriline

Unit II: Women in Ancient India

1. Evolution of Patriarchy in Early India
2. Women and work: voices from Sangam Corpus

Unit III: Women in Medieval India

1. Politics of the Harem and Public Sphere
2. Women Queens and Bhaktas: Case Studies of Queen Kittur Chennamma and Mira Bai

Unit IV: Women in Modern India

1. Debates on Women Education: Women Participation in Indian National Movement

2. Partition, Refugee Women and Rehabilitation.

Practical component (if any) - NIL

Essential/recommended readings

Unit I. The unit aims to familiarize students with the theoretical framework of Gender with special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis. **(Teaching Time: 6 hrs. approx.)**

- Bhasin, Kamla. (2000). Understanding Gender. New Delhi: Women Unlimited.

Unit II. The segment should apprise students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments. **(Teaching Time: 15 hrs. approx.)**

- Instead put Uma Chakravarti.(2009). Of Meta Narratives and Master Paradigms: Sexuality and the Reification of Women in Early India. CWDS Occasional Paper.and State". Economic and Political Weekly. Vol. 28 no.14, pp. 579- 85.
- Ramaswamy, Vijaya. (2000). "Aspects of Women and Work in Early South India".

Unit III. The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics.**(Teaching Time: 12 hrs. approx.)**

- Lal, Ruby. (2005). Domesticity and Power in the Early Mughal World. New York: Cambridge Studies in Islamic Civilization. (Ch. 5 and 7), pp. 103-139 and 176-213.
- Mukta, Parita (1994). Upholding the Common Life: The Community of Mirabai. Delhi: Oxford University Press. pp. 19-45

Unit IV. The section focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition. **(Teaching Time: 12 hrs. approx.)**

- Forbes, Geraldine. (1996). Women in Modern India. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
- Gupta, Charu. (Ed.). (2012). Gendering Colonial India: Reforms, Print, Caste and Communalism. Delhi: Orient Blackswan, [Introduction].
- Menon, Ritu and Kamla Bhasin. (1998). Borders & Boundaries. Delhi: Kalika Women, pp. 3-29.

Suggestive readings - NIL

- Shah, Shalini. (2012). "Patriarchy and Property", in The Making of Womanhood: Gender Relations in the Mahabharata, Revised Edition. Delhi: Manohar, pp. 32-62.
- Roy Kumkum (2018). "Introduction" in Beyond the Woman Question,Reconstructing Gendered Identities in Early India. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).
- Bokhari, Afshan. (2012). "Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India". in John Curry and Erik Ohlander, (eds.). Sufism and Society: Arrangements of theMystical in the Muslim World, 1200– 1800.Oxon: Routledge.

- Habib, Irfan. (2000). "Exploring Medieval Gender History". IHC 61st Session, Symposia Paper No.23, Calicut. pp. 263-75.
- Sharma, Sunil. (2009). "From 'Ā'esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women". *Journal of Persianate Studies* vol. 2, pp. 148-64.
- Basu, Aparna. (2003). *Mridula Sarabhai, A Rebel with a Cause*. Oxford: Oxford University Press. (Ch.8, "Recovery of Abducted Women", pp. 133-146).
- Kumar, Radha. (1997). *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India. 1800-1990*. Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
- Mishra, Yuthika. (2015). "Indian Women's Movement in the 20th Century: Resistance or Reaction". *Proceedings of Gender Issues. 5th Annual Conference, Nalanda*.

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-1): Media and Cinema

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
		Lecture	Tutorial	Practical/ Practice		
Media and Cinema	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course will apprise the students with the elementary outlines of the history of media in India, from its beginnings to contemporary times. The different forms of media – Print, Audio-Visual and Electronic – the modes and methods will be discussed, and the potent ways in which technology and larger socio-political and economic trends intersected will be highlighted.

Learning outcomes

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

- Delineate the historical context within which the beginnings of each media platform can be understood.
- Analyze the state's attempts to control and organize media output through laws and policies.
- Explain the conjunctures of technological breakthroughs, advances and larger socio- economic and political matrices.
- Better appreciate the trends in media production, and its efforts in engaging with current ideological and socio-political issues.

SYLLABUS OF GE-1

Unit I: Forms and Contexts - 9 Hours

1. Introduction – Types of media to be studied and their unique Indian context and adaptations

2. Significance and impact of media in history

Unit II: Press/Print media - 9 Hours

1. Press censorship in British India; Vernacular Press Act
2. Role of the Indian press in the freedom movement; views of Leaders,
3. Press in India after independence

Unit III: Radio Transmission - 9 Hours

1. Radio Transmission in Colonial India – Foundation, Inter-war years; AIR Programming, Expansion and broadening of listenership base
2. Establishment and Expansion of Akashvani after 1947 – The Keshkar years; Classical vs. Popular; Radio Ceylon and Vividh Bharati
3. Government Policies and Bandwidth matters since the 1970s – end of License Raj; FM Radio Wave; Community Radio; Podcasts

Unit IV: The Cinematic Turn - 9 Hours

1. Cinema during Colonial Period - Silent Era, Genres, Censorship
2. Post-Independence Cinema till 1980s- Nation Building, Mainstream Cinema and Parallel Cinema
3. Era of Liberalization, Globalization and Privatization- Changes in Production, Distribution and Exhibition, Experimental Cinema

Unit V: Studying Television and Digital Media - 9 Hours

1. Television in India-The Doordarshan era- Entertainment, Infotainment
2. Rise of the Satellite TV – Soap Operas and 24x7 News, Changes and Effects
3. Digital Media - Effects of Digital Media - Privacy and Surveillance, Misinformation and Disinformation

Essential Readings

- Krishna Murthy, Nadig (1966): *lit&& Journalism - Origin Growth and Development of Indian Journalism from Ashoka to Nehru*, Prasanga, University of Mysore.
- Devika Sethi: *War over Words : Censorship in India, 1930-1960*, Cambridge University Press (2019)
- AS Iyengar: *Role of Press and Indian Freedom Struggle*, APH Publishing Corporation (2001)
- Dismembering media diversity: A tryst with two press commissions by Vibodh Parthasarathi
<https://journals.sagepub.com/doi/abs/10.1177/0163443721994552>
- भारत की समाचार पत्र क्रांति, रॉबर्ट जेफ्री
- Sarkar, S. 2015. *Modern Times: India 1880s to 1950s: Environment, Economy, Culture*.
- New Delhi: Orient Blackswan
- Khanna, A. 2019. *Words. Sounds. Images: A History of Media and Entertainment in India*. New Delhi: Harper Collins

- Chatterjee, K, 2020. Media and Nation Building in Twentieth-Century India: Life and Times of Ramananda Chatterjee. New Delhi: Routledge
- Malik, K.K. Mixed Signals: Radio Broadcasting Policy in India
- Bandopadhyay, P.K. 2015. The Genesis and Growth of Broadcasting in India: From Lionel Fielden to The Present Day
- Gupta, P.S. 2001. "Radio and the Raj." Power, Politics and the People: Studies in British Imperialism and Indian Nationalism. New Delhi: Permanent Black, pp 447-80.
- Lelyveld, D. 1995. "Upon the Subdominant: Administering Music on All India Radio." Social Text, Vol. 39, pp 111-27
- Pinkerton, A. 2008. "Radio and the Raj: Broadcasting in British India, 1920-1940." Journal of the Royal Asiatic Society, Vol. 18, No. 2, pp 167-91.
- Rangoonwala, Firoze, Bhartiya Chalchitra Ka Itihas, Rajpal & Sons, Delhi, 1975
- Kaul, Gautam, Cinema and the Indian Freedom Struggle, Sterling Publishers Pvt. Ltd., Delhi, 1999
- Sharma, Manoj, National Movement and Currents of Social Reform in Hindi Cinema: 1931-1947, Proceedings of Indian History Congress, Vol. 66, (2005-2006), pp.492-498, JSTOR
- Vasudev, Aruna, New Indian Cinema, Delhi, MacMillan, 1986
- Thoravel, Yves, The Cinemas of India, Macmillan, Delhi, 20
- Rini Bhattacharya Mehta & Rajeshwari V. Pandharipande ed, Bollywood and Globalisation; Indian Popular cinema: Nation and Diaspora, Anthem press, London, 2010
- Ghose, B. Doordarshan Days. Penguin/Viking, (2005)
- डॉ. परमवीर सिंह , भारतीय टेलिविजन का इतिहास। एडुक्रिएशन पब्लिशिंग, (२०१७)

Suggestive readings

- Chandra, Bipin, Mridula Mukherjee, Aditya Mukherjee, K N Pannikar, Sucheta Mahajan: India's Struggle For Independence 1857-1947 (1987), Penguin Books. Chapter 8. The Fight To Secure Press Freedom.
- बर्पन चंद्र, मि ल ले संघर्ष। मखजी, आर्त्ति मुखजी, के एन पन्नीकर, सुचेता महाजन: भारत का स्वतंत्रता संघर्ष, अध्याय आठ- प्रेस की आज़ादी के रामशरण जोशी, मीडिया और बाजारवा
- Kripalani, C. 2018. "All India Radio's Glory Days and Its Search for Autonomy" in Economic and Political Weekly, Vol. 53, No. 37, pp 42-50.
- Jhingan, S. 2011. "Re-embodiment of the Classical: The Bombay Film Song in the 1950s" in Bioscope, Vol 2, No. 2, pp 157-79
- Short, K. R. M. ed., Feature Film as History, Croom Helm Ltd., London, 1981
- Saari, Anil Hindi Cinema: An Insider's View, OUP Delhi, 2009
- Sinha, Mala and Chauhan, Vishal (2013). Deconstructing Lajja as a Marker of Indian Womanhood. Psychology and Developing Societies. 25 (1): pp.133-163. Available at: <https://doi.org/10.1177/0971333613477314>
- Lectures on Cinema - <https://www.youtube.com/user/cecedusat>

- Butler, Bred and Mirza, Karen, The Cinema of Prayoga: Indian Experimental Film and Video 1913-2006, published in 2006
- Conrad, P. (2016). Television: The medium and its manners. Routledge
- डॉ. तयाम कृतयप एवं मकु े श कु मार (२००८) टेलिविज़न की कहानी। नई र्िल्ली: राजकमल प्रकाशन

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

GENERIC ELECTIVES (GE-2): Gender in Modern World

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
		Lecture	Tutorial	Practical/ Practice		
Gender in Modern World	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course seeks to introduce students to the location of gender in the historical pasts of the modern world. It focusses on different regions and locations, and analyses complexities of historical issues involving women's representation, mass movement and gendered mobilization.

Learning outcomes

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

- Understanding larger histories of patriarchy and feminism
- Analyse gender realities in international contexts
- Discuss issues of gender in world history in comparative frames
- Delineate women's movements across different regions of the world

SYLLABUS OF GE-2

Unit I: Historicizing Gender: Patriarchy, Matriarchy and Feminism

Unit II: Gender in the French Revolution: Women's participation; iconography

Unit III: Liberal Democratic Women's movements: Case Studies- Britain/ USA/South Africa

Unit IV: Women in the Socialist, Communist & Other Political Mobilization-Russian Revolution/ Chinese Revolution/ West Asia

Practical component (if any) - NIL

Essential/recommended readings

Unit I. The unit aims to make students conversant with the conceptual issues around Gender with a special focus on patriarchy and feminism. **(Teaching Time: 9 hours approx.)**

- Bock, Gisela. (1989). "Women's History and Gender History: Aspects of an International Debate". *Gender and History*, Vol. 1, no.1, pp. 7-30.
- Learner, Gerda. (1987). *The Creation of Patriarchy*. New York and Oxford: OUP. (Chapters 1 and 10).
- Michelet, Juliet and Ann Oakley. (Eds.). (1986). *What is Feminism?* London: Pantheon books. (Introduction).
- Smith, Bonnie G. (Ed.). (2008). *Encyclopedia of Women in World History*. New York: Oxford University Press [IV Volumes relevant sections].
- Weisner-Hanks, Merry. (2007). "World History and the History of Women, Gender, and Sexuality". *Journal of World History* vol. 18 no.1, pp. 53-67.
- Millet, Kate. (2000). *Sexual Politics*. Urbana and Chicago: University of Illinois Press. pp. 23-58.

Unit II. The focus in the unit is on the significant role played by women in the French Revolution and how the French political paintings of the time reflected a growing image of the revolution from a gendered perspective. **(Teaching Time: 9 hours approx.)**

- Graham, Ruth. (1984). "Loaves and Liberty: Women in the French Revolution". in
- Bridenthal Renate and Claudia Koonz (Eds.). *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 236-54.
- Juneja, Monica. (1996). "Imaging the Revolution: Gender and Iconography in French Political Prints". *Studies in History* vol. 12 no.1, pp. 1-65.

Unit III. The unit elucidates the trajectory of women's movement across different countries in 19th and 20th century such as Britain/ USA/South Africa. It bears testimony to developing women's consciousness in the realm of suffrage movement, rights, and law. **(Teaching Time: 12 hours approx.)**

- Harrison, Patricia Greenwood. (2000). *Connecting Links: The British and American*
- *Women's suffrage movements, 1900-1914*. Westport, CT: Greenwood Press. (Introduction)
- Wingerden, Sophia A. (1999). *The Women's Suffrage Movement in Britain, 1866-1928*. New York: St. Martin's Press. Chapter 4, pp. 70-95.
- DuBois, Ellen Carol. (1999). *Feminism and Suffrage: The Emergence of an Independent Women's movement in America 1848-1869*. Ithaca: Cornell University Press. (Introduction)
- Lodge, Tom. (1983). *Black Politics in South Africa since 1945*. New York: Longman Group Limited. Chapter-6, pp. 139-152.

Unit IV. The focal point in the unit is to analyze the question of Gender in the Russian Revolution or the Chinese revolution or West Asia. Questions of women's agency, participation and mobilization will be discussed. **(Teaching Time: 12 hours approx.)**

- Rosenthal, Bernice Glatzer. (1984). "Love on the Tractor: Women in the Russian Revolution and After". In Bridenthal Renate and Claudia Koonz (Eds.), *Becoming*

Visible: Women in European History. New York: Monthly Review Press, pp. 370-399.

- Gilmartin, Christina. (1995). *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*. Berkeley: University of California Press. Chapter 3 & 7, pp. 71-95 & 174-200.
- Mernissi, F. (1987). *Beyond the Veil: Male-Female Dynamics in Modern Muslim Society*. Bloomington: Indiana University Press. Chapter 1 & 2, pp. 56-116.
- Moghadam, V. M. (2003). "Islamist Movements and Women's Responses". In Valentine Modghadam, *Modernizing Women: Gender and Social Change in the Middle East*. London: Lynn Rienner, pp. 151-92.

Suggestive readings -

- Bose, R.B. (1995). "Feminism, Women and the French Revolution". *Historical Reflections/Reflexions Historiques*. Vol. 21, No. 1. pp. 187-205. Berhghahn Books.
- Landes, Joan, B. *Women and the Public Sphere in the Age of the French Revolution*.
- Morgan, Sue. (2006). "Introduction: Writing Feminist History: Theoretical Debates and Critical Practices". In Sue Morgan. (eds.). *The Feminist History Reader*. Routledge, pp. 1- 47.
- Scott, Joan W. (1986). "Gender: A Useful Category of Historical Analysis". *The American Historical Review*, vol, 91. No. 5, pp. 1053-75.
- Melzer, Sara E. and Leslie W. Rabine. (1992). "Introduction". In Sara E. Melzer and Leslie W. Rabine. (eds.) *Rebel Daughters: Women and the French Revolution*. New York: Oxford University Press, pp. 3-11.
- Tilghman, Carolyn. (2011). "Staging Suffrage: Women, Politics and The Edwardian Theatre". *Comparative Drama*, vol. 45, no. 4, pp. 339-60.

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

GENERIC ELECTIVES (GE-3): History of Textiles

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
		Lecture	Tutorial	Practical/ Practice		
History of Textiles	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course explores the ways in which textiles has been approached, appropriated and understood in Indian history and beyond. The patterns in which textiles have been situated in history, how they are made, what they are made of, where they are made, what use or function they serve, what they codify for different communities, rituals and events, their historical and economic significance, etc. will be our main focus. The multiple narratives embedded in textiles, especially the hand woven and handcrafted textiles, which go back millennia and which, through centuries, have linked India to the rest of the world will enable the students to dialogue with a great culture of textiles.

Learning outcomes

Students will also learn what textile can tell us about trade and commerce, empire, gender, sexuality, class, race, industry, revolution, nation-building, identity politics and globalization. We will aim simultaneously to see textile and material culture more generally, as playing a fundamental role in the shaping of our past.

Theory and Practical/ Field work/Hands-on-learning

Through the course students are expected to continuously interact with the textile sector through programmes built into the academic curriculum like field studies, internships, design projects, audio-visual projects and its cluster initiatives.

SYLLABUS OF GE-3

Unit 1: Textiles (Past to Present)

1. Sources and Historiography
2. Textiles in ancient India.
3. Textiles in Medieval India.
4. Textiles in Modern India.
5. Textiles in Contemporary India.

Unit 2: Theories of evolution of Textiles and Regional perspectives.

1. Local skills, Craftsmen (Case study of Weavers, Iron Smith and Carpenters) and Knowledge systems of Textiles.
2. Textiles of North, East, South, West and North-East.
3. Traditional and tribal costumes of India – North, East, South, West and North-East. d) Effect of textile culture and colours for different ceremonies and occasions.

Unit 3: Material Culture of Textiles: Study of Textile Crafts of India: with reference to history, production centers, techniques, designs, colours, products and gender (Case study of Female Weavers).

1. Woven Textiles: Benaras Brocades, Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir, Bhagalpuri Silk and Kachipuram Silk.
2. Embroidered Textiles: Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries.
3. Painted and Printed textiles: Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan, Ajarakh prints of Gujarat.
4. Dyed textiles: Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas / Sambalpuri of Orissa and Telia Rumal of Andhra Pradesh

Unit 4: Making of Modern Textiles, Responses and Resistance.

1. Introduction of Powerloom and Weavers.
2. Khadi, Gandhi and Indian Nationalism.
3. Conservation and Preservation of Textiles
4. Textiles and Globalization.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The Unit will give an overview to the paper through sources, historiography and past history and present conditions of the textile. (Teaching Time: 9 hours approx.)

- Harris J, 5000 years of Textiles, British Museum, London, 1993.
- Prasannan Parthasarathi and Giorgio Riello, eds, The Spinning World: A Global History of Cotton Textiles, 1200-1850 (Oxford, 2009).
- Ray, Tirthankar., Cloth and Commerce: Textile in Colonial India, Sage Publications, Delhi, 1996

Unit II: The Unit discusses the Local skills, Knowledge systems, Textiles and Traditional and tribal costumes of India – North, East, South, West and North-East., Effect of textile culture and colours for different ceremonies and occasions. (Teaching Time: 12 hours approx.)

- Braj Bhushan, Jamila, The Crafts of Weavers, the Costumes and Textiles of India, D.E. Tarapore
- Valla Sons and Co. Pvt. Ltd., Bombay, 1958.

- Chattopadhyaya, Kamaladevi, *Handicrafts of India*, Wiley Eastern Limited, New Delhi, 1995. Coomarswamy, Ananda K., *The Arts and Crafts of India and Ceylon*, London, UK: T.N. Foulis, 1913
- Emma Tarlo, *Clothing Matters: Dress and Identity in India*, Chicago, University of Chicago Press, 1996.
- Rai, Santosh Kumar, "Pleasures of Fashion and sorrows of Production—the Handloom industry in united Provinces, India, 1860s–1940" in Seema Bawa, ed., *Locating Pleasure in Indian History*.
- *Prescribed and Proscribed Desires in Visual and Literary Cultures*, New Delhi: Bloomsbury, 2021, pp.243-265.

Unit III: The Unit will help students understand the study of Textile Crafts of India such as woven, embroidered, dyed textiles from various parts of India and production centers, techniques as well. The students will also become aware of the gender issues associated with the textiles. (Teaching Time: 12 hours approx.)

- Dhamija, Jasleen, *The Survey of Embroidery Traditions in Textiles and Embroideries of India*, Mark Publications, Bombay, 1965.
- Diana Crane, *Fashion and Its Social Agendas*, Chicago, University of Chicago Press, 2000.
- Chattopadhyaya, Kamaladevi, *Indian Embroidery*, Wiley Eastern, New Delhi, 1977. Jayakar. Pupul, *Textiles and embroideries of India*, Bombay, Marg Publications, 1956. Maheshwari, A.K., & Sivaprakasam, P., *Status of Women Weavers in Handloom Sector*, 2002
- Rai, Santosh Kumar, "Weaving Hierarchies: Production Networks of the Handloom Industry in Colonial Eastern Uttar Pradesh", in *Studies in History*, August 2012, vol. 28, no.2, Sage Publications, Los Angeles/London, ISSN:0257-6430, eISSN:0973-080X, pp.203-230.
- Sudan, Amrik Singh., *Marketing of Handloom Products in J&K*, Anmol Publishing Pvt. Ltd., New Delhi, 1977.
- Verma, R., & Verma, J. (2014). Historical Transition from Cultural Entrepreneurs to Commercial Entrepreneurs: A Case Study of Handloom Weavers of North East India. *Journal of Business Management and Information Systems*, 1(1), 131-140. Retrieved from <https://qtanalytics.in/journals/index.php/JBMIS/article/view/125>.

Unit IV: This Unit emphasizes introduction of powerlooms, Gandhi's contribution, Khadi, preservation and globalizing process. (Teaching Time: 12 hours approx.)

- Hussain, Majid, N.S. Olaniya, *Indian Textiles in the 20th century: Crisis in transformation*, Marg Publications, 2000.
- Kanakalatha, M and Syamsundari, B., *Traditional Industry in the New Market Economy: The Cotton Handlooms of Andhra Pradesh*, Sage Publications, Delhi, 2011.
- Riello, Giorgio and Tirthankar Ray, *How India Clothed the World, The World of South Asian*

- Textiles 1500-1850, Brill, 2009.
- Rai, Santosh Kumar, 'Colonial Knowledge Economy: Handloom Weavers in Early Twentieth- Century United Provinces, India', International Review of Social History, Cambridge University Press, March 2022, pp.1-31.
- Verma, R., Panda, S., & Bansal, V. (2015). Dwindling Handloom, Sinking Weavers in Western
- Uttar Pradesh: A Case Study of Pilkhuwa, Amroha and Muradnagar. Journal of Business
- Management and Information Systems, 2(1), 10-20.
<https://doi.org/10.48001/jbmis.2015.0201002>.

Suggested Reading:

- Bernard S. Cohn, 'Cloth, Clothes and Colonialism: India in the Nineteenth Century', in Cloth and Human Experience, ed. A. Weiner and J. Schneider, Washington: Smithsonian Books, 1989, pp. 106–62.
- Brouwer, Jan . (1995) The Makers of the World: Caste, Craft and Mind of South Indian Artisans.
- Delhi: OUP. h tC.A. Bayly, 'The Origins of Swadeshi (Home Industry): Cloth and Indian Society, 1700–1930', in Origin of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India, ed. C.A. Bayly, Delhi: Oxford University Press, 1998, pp. 172–209.
- Das, Shukla, Fabric Art- Heritage of India, Abhinav Publications, New Delhi, 1992.
- Dhamija, Jasleen. (1981) 'Women and handicrafts: myth and reality', Seeds, 4:1-16.
- Dhamija, Jasleen. (Eds.), Sacred Textiles of India. Mumbai: Marg Publications, 2014.
- Jayakar, Pupul and Irwin John. (1956) Textiles and Ornaments of India : A Collection of Designs, New York, UK.
- McGowan, Abigail. (2009) Crafting the Nation in Colonial India. New York, USA: Palgrave Macmillan.
- Nita Kumar, The Artisans of Banaras: Popular Culture and Identity, 1880–1986, Princeton: Princeton University Press, 1988.
- Ramaswamy, Vijaya, Textiles and Weavers in Medieval South India. Delhi, Oxford University Press, 1985.
- Varadrajan, Lotika.(1983) Traditions of Textile Printing in Kutch, Ajrakh and Related Techniques.
- Ahmedabad.India: New Order Book Company, 1983.

Selected Websites and Films:

- <http://www.paramparikkarigar.com/artandcraft.html>
- <http://www.paramparikkarigar.com/artandcraft.html>
- <http://collections.vam.ac.uk/item/O77243/textile-unknown/>
- <http://collections.vam.ac.uk/item/O68430/textile-unknown/>

- <http://thedreamstress.com/2014/07/brocade-and-jacquard-whats-the-difference-or-the-history-of-the-jacquard-loom-and-all-the-weaves-it-cancreate/>
- Anjuman (1986), Film on Lucknow 'chikan' embroidery workers directed by Muzaffar Ali.
- The True Cost, (2015), documentary film that focuses on fast fashion, directed by Andrew Morgan.

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

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

DISCIPLINE SPECIFIC CORE (DSC): Reading Sources in Indian History: An Introduction to Literary Traditions I

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 I	4	3	1	0		

Learning Objectives

Historians know what they do because they are trained to read and interpret texts and material finds from past. This paper initiates students into an early interface with 'primary' sources - from times far removed from our own. While this assorted list cannot be representative of the vast extant literary corpus, it is meant to give the readers a glimpse of it. Each of the texts have been chosen carefully with a view to familiarise the students with varied kinds of texts, and the diverse set of 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. Additionally, they should also be able to appreciate the need for and legitimacy of more than one way of reading the same source.

Learning outcomes

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

- Contextualize the source in its own time, space, and genre
- Understand the issues that arise in the process of using a source for the reconstruction of history

Syllabus

Unit I: Vedic to Puranic Source: *Rgveda* (10th Mandala); *Yajnavalkya Smriti* (section on *Achara*); *Matsyapurana* (ch.93-97)

Unit II: Buddhist text: *Vajrasuchi* of Asvaghosa

Unit III: Tamil Sangam text (*Akam* poetry)

Unit IV: Medieval Sources: *Lekhapaddhati* (2 documents); *Chachnama* (Ch. 1); Amir Khusrau's *Nuh Siphir*.(Description of India)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Vedic to Puranic (teaching time: approx. 4 weeks)

- *Rgveda*, ed. Satvalekar, Paradi,1985
- J. Gonda, *Vedic Literature* , Leiden,1975
- *A Treatise on Yajnavalkya*, by Patrick Olivelle, Murty Collection, 2019. .
- Kane, P V: History of the Dharmashastras.Motilal Banarasidass.
- Taluqdar Of Oudh (trans.), *The Matsya Puranam*, Munshiram Manoharlal Publishers (repnt.), Delhi
- Jaya Tyagi, *Contestation and Compliance: Retrieving Women's 'Agency' from Puranic Traditions*, OUP, 2014.
- R. C. Hazra, *Studies in the Puranic Records on Hindu Rites and Customs*, Motilal Banarsidass (new edn.), Delhi, 1988.

Unit II: Buddhist text: *Vajrasuchi* (teaching time:approx.. 2 weeks)

- Sujitkumar, Mukhopadhyaya, ed & tr, *The Vajrasuchi of Asvaghosa*, Shantiniketan,1960
- Ramesh, Bhardwaj, *Vajrasuchi of Asvaghosa and the concept of varna jati*, Delhi,2007
- Law, B.C, *Asvaghosa*, Calcutta, 1946

Unit III: Tamil Sangam poems (*Akam*) (teaching time: approx. 2 weeks)

- K. Ramanujam (trans.), *The Interior Landscape: Love Poems from a Classical Tamil Anthology*, OUP, Delhi, 1994. (Published online by Cambridge University Press on 23 March, 2011)
- George Hart (trans.), *The Poems of Ancient Tamil: Their Milieu and Their Sanskrit Counterparts*, OUP India, 2000.
- V. Palampal, *Studies in the History of the Sangam Age*, Kalinga Publications, Tamil Nadu, 1998.

Unit IV: Medieval Sources: teaching time: approx. 6 weeks)

This unit is meant to familiarise students with a variety of sources of the medieval period and how they have been interpreted by historians.

- *Lekhapaddhati: Documents of State and Everyday Life from Ancient and Early Medieval Gujarat*, Aligarh Historians' Society Series, translated by Pushpa Prasad, New Delhi: Oxford University Press, 2007.
- L.D. Barnett, 'Review of *Lekhapaddhati*, *Journal of the Royal Asiatic Society of Great Britain, and Ireland*, 1926-10-01 (4), pp. 771-773.
- The Chachnama: Ancient history of Sind; Tr. Sani Husain; 2008, Los Angeles.
- Yohanan Friedmann, "The Origins and Significance of the Chach Nama", in Yohanan Friedmann, ed., *Islam in Asia*, vol. I, South Asia (Boulder: Westview Press, 1984), pp. 23-37.
- Mohammad Wahid Mirza, *Nuh Siphir of Amir Khusrau*, Oxford University Press, 1949, Introduction (pp. xvii-xxxviii).
- Sunil Sharma, *Amir Khusraw: The Poet of Sultans and Sufis*, Oneworld Publications, May 2005, Introduction, pp. 37-92 & Chapter-4.
- Ansari, Zoe (ed.). *Life, Times & Works of Amir Khusrau Dehlavi*. New Delhi: National Amir Khusrau Society, pp. 74-82, 200-214, 241-322.

Suggested Readings:

- Irfan Habib, 'Persian Book Writing and Book Use in the pre printing age', *Proceedings of the Indian History Congress*, Vol. 66 (2005-2006), pp. 514-537.
- R.S Sharma, *Material Culture and Social Formation in Ancient India*, Macmillan, 1983
- V. Nath, *The Puranic World: Environment, Gender, Ritual, and Myth*, Manohar, Delhi, 2009.

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 – I

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 – I	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 historical sources. It consists of primary texts of different genres from Indian history. 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, religion, social categorization, caste, and history. Students will learn to evaluate sources in conjunction with each other to develop their analytical abilities and the use of evidence so as to gain a richer historical understanding. They will also be introduced to the distinctiveness of British colonialism, its modes of exploitation and governance as well as a diversity of critical perspectives from India on fundamental subjects such as that of the state, nation, religion, caste and gender. A study of these themes will prepare students to specialise further in the discipline. Each of the texts has been provided with a standard translated version where required and a few secondary readings around it, which are indicative of historical contexts and inferences drawn from them in Indian history writing.

Learning outcomes

Students will be exposed to :

- nuanced readings of important texts produced during the early modern and colonial period.
- a range of ideas including that of the nation, state, society, development, religion.
- the critique of caste and patriarchy, as well as the different strands of nationalism which encompass multiple and connected ideas of India. Syllabus

Unit I: 1. James Mill : History of British India 2. M.K Gandhi : Hind Swaraj

Unit II: 1. Jyotirao Phule Gulamgiri 2. Dr. BR Ambedkar :Annihilation of Caste 3. Tarabai Shinde : Stri Purush Tulana.

Unit III: 1. JL Nehru : Discovery of India 2. V D Savarkar: *Six Epochs of Indian History*

Unit IV: 1. The Forest Act of 1878. 2. Royal Commission on Labour in India, 1931 3. Constituent Assembly Debates : Fundamental Rights and Duties

Practical component (if any) - NIL

Essential/recommended readings:

Unit 1 (12 Lectures)

- * James Mill, History of British India, 3 vols. London: Baldwin, Cradock, and Joy, 1826.
- * MK Gandhi, Hind Swaraj in A. Parel Ed. Hind Swaraj and other writings Cambridge; New York: Cambridge University Press, 2009.
- * Rhetoric of Reform', Modern Asian Studies, Vol. 24, No. 2, (May 1990), pp. 209-224.
- * Mehta, Uday. (1999) Liberalism and Empire, Chicago: University of Chicago Press (chapter 3)
- * Hardiman, David. (2003). Gandhi in his time and ours. New Delhi: Permanent Black.
- * Guha, Ramachandra. (2018.). Gandhi: the years that changed the world, 1914-1948. Gurugram: Penguin Random House India.
- * Gandhi, M.K. (1997). Hind Swaraj and other writings, (ed.), Anthony J. Parel, Cambridge: Cambridge University Press

Unit 2 (12 Lectures)

- * Jyotirao Phule Gulamgiri in G.P. Deshpande (2012) Ed. Selected Writings of Jotirao Phule New Delhi: Leftword Books.
- * Dr. BR Ambedkar, Annihilation of Caste in Valerian Rodrigues Ed. The essential writings of B.R. Ambedkar Delhi; Oxford: Oxford University Press, 2004.
- * Tarabai Shinde, Stri Purush Tulana., Translation: O'Hanlon, Rosalind. (1994). A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India. Madras: Oxford University Press
- * O'Hanlon, Roslind. (1985). Caste, Conflict and Ideology Cambridge: Cambridge University Press
- * Zelliot, Eleanor. (2010). From Untouchable to Dalit: Essays on Ambedkar Movements, New Delhi: Manohar.
- * Nagaraj, D.R. (2010). The Flaming Feet and Other Essays: The Dalit Movement in India, ed. Prithvi Datta and Chandra Shobhi, Ranikhet: Permanent Black.
- * Banyopadhyay, Shekhar (Ed.). (2009). Nationalist Movement in India, A Reader. New Delhi: Oxford University Press.

Unit 3 (12)Lectures

- * JL Nehru, Discovery of India. New Delhi: Jawaharlal Nehru Memorial Fund : Distributed by Oxford University Press, [1981] (1994 printing)
- * V D Savarkar : *Six Epochs of Indian History*, (translated and edited by S T Godbole) Bal Savarkar Publishers, Mumbai 1971.

- * Chatterjee, Partha. (1999). The Partha Chatterjee Omnibus. New Delhi: Oxford University Press.
- * Khilnani, Sunil. (2004, rpt.). The Idea of India. New Delhi: Penguin.
- * Parekh, Bhiku. (1991) "Nehru and the National Philosophy of India", Economic and Political Weekly Vol. 26, No. 1/2 (Jan. 5-12, 1991), pp. 35-48.
- * Bhargava, Rajeev. (2017). "Nehru against Nehruvians: on religion and secularism". Economic and Political Weekly. 52(8), pp. 34 – 40
- * Bakhle, Janaki. (2024). Savarkar and the making of Hindutva; Princeton University Press, 2024.
- * Bhagwan Josh, 'V D Savarkar's the Indian War of Independence, The first Nationalist Reconstruction of the Revolt of 1857', in Crispin Bates ed. *Mutiny at the Margins: New Perspectives on the Indian Uprising of 1857*, Vol VI, Sage 2014, pp 29-41

Unit 4 (12 Lectures)

- * The Forest Act of 1878. * Royal Commission on Labour in India, 1931 (several vols.).
- * Gadgil, Madhav, and Ramchandra Guha. (2000). The Use and Abuse of Nature, This Fissured Land- An Ecological History of India. New Delhi: Oxford University Press.
- * Guha, Ramachandra. (1991). The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. New Delhi: Oxford University Press.
- * Grove, Richard H. (1998). Ecology, Climate and Empire, The Indian Legacy in Global Environmental History, 1400-1940. New Delhi: Oxford University Press.
- * Kumar, Dharma and Meghand Desai, (Eds.). (1984). Cambridge Economic History of India, Vol II, 1657-1970. Hyderabad: Orient Longman Ltd
- * Constituent Assembly Debates on fundamental rights, language, separation of power, judicial review, etc. * Constituent Assembly Debates
- * Vol.III: 28-4-1947 to 2-5-1947 (Fundamental Rights)https://eparlib.nic.in/bitstream/123456789/762962/1/cad_29-04-1947.pdf
- * Vol.VII: 4-11-1948 to 8-1-1949 (Directive Principles of State Policy)
https://eparlib.nic.in/bitstream/123456789/763029/1/cad_19-11-1948.pdf.
- * Austin, Granville. (1999). Working a Democratic Constitution: the Indian Experience. Delhi: Oxford University Press.
- * Chandra, Bipan. (2008). India Since Independence. Delhi: Penguin.

Suggested Readings:

- * Gokhale, Balkrishna Govind. (1978). 'Nehru and History' History and Theory, Vol. 17, No. 3 (Oct., 1978), pp. 311-322.
- * Pandey, Gyanendra (1993). "Which of us are Hindus" in Gyanendra Pandey, Ed. Hindus and Others: The Question of Identity in India Today (New Delhi: Viking, 1993)
- * Kumar, Ravi, V.M. (2010). 'Green Colonialism and Forest Policies in South India, 1800-1900', Global Environment, Vol. 3, No. 5, pp. 100-125.
- * Nigam, Aditya. (2004). 'A Text without Author: Locating Constituent Assembly as Event', Economic and Political Weekly, Vol. 39, No. 21 (May 22-28, 2004), pp. 2107-2113.
- * Omvedt, Gail. (2013). Dalits and the Democratic Revolution: Dr.Ambedkar and the Dalit Movement in Colonial India, New Delhi: Sage Publications.
- * Panesar, Amerdeep, Stoddart, Amy, Turner, James, Ward, Paul and Wells, Sarah. (2017) J.H. Whitley and the Royal Commission on Labour in India 1929–31. In: Liberal Reform and

Industrial Relations: J.H. Whitley (1866–1935), Halifax Radical and Speaker of the House of Commons. Routledge Studies in Modern British History, Routledge, London, pp. 129-142.

* Tucker, Richard P. (1982). 'The Forests of the Western Himalayas: The Legacy of British Colonial Administration' Journal of Forest History, Vol. 26, No. 3 (Jul., 1982), pp. 112-123.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch

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

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 – I	4	3	1	0		

Learning Objectives

This course aims to familiarize, and at the same time re-emphasize the concepts and methods used in the practice of history, especially those pertaining to the pre-colonial past. Under the catch-all umbrella of historical practice come disciplinary inputs from allied fields such as archaeology, art history, and record-keeping and archival studies. For a holistic understanding of the past, a multi-pronged approach needs to be applied in the scrutiny of sources and the study of history. Thus, while the unique contribution of each field in terms of distinctive features, objectives, principles, and processes will be explained, their cross-fertilization and interaction with history to draw out meaning will be constantly underscored.

Learning outcomes

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

- Understand how the study of history has evolved and developed as a discipline and practice.
- Explain the significance of archaeology in the study of the past – its tools, methods and the mutual reliance of the two domains to better understand times gone by.
- Discuss the historiographical traditions in different chronological and cultural contexts, and be able to contextualize the study of history.
- Develop an awareness of the field of art history and its dynamics, and better appreciate the iconography and symbolism which become culture and civilizational markers.
- Delineate how record keeping, documentation and the writing of annals fed into coeval processes and, over time become vital tools for a historian's craft.

Syllabus

Unit I: The Practice of History: An overview of concepts, tools, sources and the accompanying historiographical methods.

Unit II: Relationship between Archaeology and History: Definitions, Features and interpretations of evidences.

Unit III: Pre-modern Historical Traditions: History and Historical Writings; Memory and Recording – Mythology, Hagiography, Biography and History; Greeco-Roman historiographical traditions; Chinese, Arab and Persian writings on history; Indian historical genres; the colonial interlude.

Unit IV: Conjunction of Art and History: Beginnings and Development; Evolution of iconography and symbolism across mediums; genres and styles – rock art, terracotta art, sculpture, and painting; Discourses of art history

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will introduce the paper, and in sync with the overview nature of the course, spell out the core themes and their concerns and working templates. A stimulating discussion on the nature and purpose of history, the historiography that has been meticulously produced, and operating principles of tools, sources etc. can initiate students into this course. **(Teaching**

Tim: 3 weeks)

- Carr, E.H. 2008. *What is History* (also available in Hindi), London: Penguin Books
- Bloch, M. 2004. *The Historian's Craft*, with an Introduction by Peter Burke, Manchester: Manchester University Press
- Collingwood, R.G. 1994. *The Idea of History*. New York: Oxford University Press
- Philips, C.H. ed. 1967. *Historians of India, Pakistan and Ceylon*. London: Oxford University Press

Unit II: This unit seeks to address a very vital question: Is archaeology the hand-maiden of history? There is no escaping the filial relationship of the two primary disciplines that seek to investigate the past, and no denying the symbiotic relationship between the two. Accordingly, this rubric will familiarize students with the aims, concepts, and survey and excavation methods that lead to the formation of the archaeological knowledge corpus, and its intertwined relationship with history. (Teaching Time: 3 weeks).

- Bahn, P. 1996. *Archaeology: A Very Short Introduction*. Oxford: Oxford University Press.
- Wheeler, R.E.M. 1954. *Archaeology from the Earth*. London: Oxford University Press
- Chakrabarti, D.K. 2006. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. New Delhi: Oxford University Press
- Singh, U. 2005. *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*. Delhi: Permanent Black (Chapters 1-2, Chapter 4, Chapters 9-10).

- ओझा, राम प्रकाश .1978. पुरातत्व विज्ञान, लखनऊ, प्रकाशन केंद्र I
- पाण्डेय, जयनारायण (2015). पुरातत्व विमर्श, इलाहाबाद, प्राच्य विद्या संस्थान I
- व्हीलर, सर मार्टिन 1954. पृथ्वी से पुरातत्व, पटना, बिहार हिंदी ग्रन्थ अकादमी I
- एलिंग, एम., एफ. फोल्सम (. 2008). पुरातत्व विज्ञान की कहानी, दिल्ली, भारतीय विज्ञान समिति I

Unit III: Pre-modern Historical Traditions The study of the past is recorded across societies and cultures. Human beings are keepers of memories that have spawned different commemorative rituals and learning traditions, besides vast fields of knowledge in the form of texts, inscriptions, and sacred geographies. This unit will acquaint the students with pre-modern history writing traditions, and other forms in which the past lies encoded. **(Teaching Time: 2 ½ weeks)**

- Kelley, D.R. 1991. *Versions of History from Antiquity to the Enlightenment*. New Haven: Yale University Press
- Marincola, J. 1997. *Authority and Traditions in Ancient Historiography*, Cambridge: University Press, pp. 3-19 ('Introduction' 'Myth and History')
- Pulleybank, E.G. and Beasley, W.G. eds. 1961. *Historians of China and Japan*. London: Oxford University Press
- Warder, A.K. 1972. *An Introduction to Indian Historiography*. Bombay: Popular Prakashan

Unit IV: Conjunction of Art and History The creation of art and artistic expression across medium is an important signifier of a culture and its development. Art history forms a vital part of cultural history and in employing its methods, historians can better gauge the socio-cultural ethos and the economic processes and transactions that allowed for its creation. Thus, the value addition of art history refines our understanding of past processes of production, patronage, belief, and practice. (Teaching time: 2 ½ weeks)

- Huntington, Susan L. 2016. *The Art Of Ancient India: Buddhist, Hindu, Jain*, Delhi: Motilal Banarsidass
- Neumayer, E. 2010. *Rock Art Of India*, New Delhi: Oxford University Press.
- Ray, N.R, 1974. *An Approach to Indian Art*, Chandigarh: Panjab University Publication Bureau
- Agrawala, V.S. 2022. *Indian Art*. Varanasi: Prithvi Prakashan
- Agrawala, V.S. 2010. *Bharatiya Kala*. Varanasi: Prithvi Prakashan
- Coomaraswamy, A.K. Rpt. 2010. *Introduction To Indian Art*. Kessinger Legacy Reprints
- Tomory, E. 1989. *History Of Fine Arts in India and The West*. New Delhi: Orient Blackswan

Suggested Reading:

- Puri, B.N. 1994. *Ancient Indian Historiography*. Delhi and Lucknow: Atma Ram & Sons

- Lahiri, N. 2011. *Finding Forgotten Cities: How the Indus Civilization was Discovered*. New Delhi: Hachette India
- Avikunthak, A. 2021. *Bureaucratic Archaeology: State, Science, and Past in Postcolonial India*. Cambridge: Cambridge University Press
- Kumar, S. 2014. *Domestication of Animals in Harappan Civilization*. New Delhi: Research India Press.
- Stern, F. ed. 1973. *Varieties of History: From Voltaire to the Present*. New York: Vintage (Introduction)
- Haskell, F. 1993. *History and Its Images: Art and the Interpretation of the Past*. New Haven and London: Yale University Press
- Adams, L, S. 1996. *The Methodologies of Art: An Introduction*. New York: Harper Collins.
- Preziosi, D. 2009. *The Art of Art History: A Critical Anthology*. Oxford: Oxford University Press
- Ginzburg, C. and John Tedeschi, Anne C. Tedeschi. 1993, 'Micro history: Two or Three things that I know about it', *Critical Inquiry*, The University of Chicago Press, 20, 1, pp. 10–35.

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

Discipline Specific Elective (DSE): Archaeology: Theory and Practice

Credit distribution, Eligibility and Prerequisites 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		
Archaeology: Theory and Practice	4	3	0	1	12th Pass	

Learning Objectives

The objective of this course is to explore different varieties of archaeology and examine the theories, methods and techniques used by archaeologists to retrieve the material culture of the human past. As part of this course we aim to provide a basic introduction to different aspects of archaeology, its development as a distinct discipline and understanding of the latest methodologies in this field. This course introduces students to the process of archaeological investigation from the discovery of sites to their excavation and analysis of the recovered archaeological evidences. This course includes training in field methods including visits to archaeological sites or museums or both. Field trip to an ongoing excavation or exploration of any site/sites is suggested.

Learning outcomes

Upon completion of this course the student shall be able to:

- Develop a foundation on the understanding of the nature, development, and value of archaeology as a discipline.
- Understand the characteristics and chronology of cultural deposition; and significance of pottery and other artifacts.
- Be able to identify and differentiate between the artifacts of different time periods

SYLLABUS :

Unit I: Introduction to Archaeology

- a) Definition aims and scope
- b) Archaeological findings and their significance

Unit II: Field Methods

- a) Development of Field Archaeology in India
- b) Exploration Techniques (Practical aspect: Exploration kit, Site form, Survey data sheet, label/labelling of antiquity and pottery)

- c) Excavation Techniques: vertical and horizontal (Practical aspect: Stratigraphy, Site
- d) Notebook, 3D Recording, Trench Layout, Elevation and Plan, Drawings- section, structure, pottery, antiquity; photography, label of antiquity)

Unit III: Analysis of Archaeological Evidences

- a) Classification of objects/findings (Practical aspect: identification of artifacts, features and Ecofacts)
- b) Characteristic features of Pottery: from Neolithic to Mughal Period (Practical aspect: Identification and drawing of potteries)

Unit IV: Field Tour

- a) Explorations, ongoing excavations, visit of archaeological site and historical monuments
- b) Identification of archaeological material through the visit of museums (National Museum, Delhi; Art and Archaeological Museum, Department of History, DU; Archaeological Museum, Old Fort Museum, Delhi; Indraprastha Museum, The Indian Archaeological society, Delhi)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Introduction to Archaeology

This unit introduces archaeology as a scientific study of past human cultures through material remains. It defines archaeology, explores its aims—such as understanding human evolution, culture, and societal development—and outlines its interdisciplinary scope involving history, anthropology, and science. The unit emphasizes the importance of archaeological findings, including tools, pottery, and structures, in reconstructing past lifeways. These artifacts provide vital clues to economic, social, and religious aspects of ancient civilizations, contributing significantly to our understanding of human history and cultural heritage. (Teaching Time: 3 weeks Approx.)

- Childe, V.G. 1960. *A Short Introduction to Archaeology*. New York: Collier
- Childe, V. Gordon. 1956. *Piecing Together the Past: The Interpretation of Archaeological Data*. London: Routledge & Kegan Paul.
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi), *Prachya Vidya Sansthan*, Allahabad
- Sharer, R. J. & Ashmore, W. 1979, *Fundamentals of Archaeology*, The Benjamin/Cummings Publishing Company, California.
- Raman, K.V. 1991. *Principal and Methods of Archaeology*. Parthanjan Pub. Madras
- Wheeler, R.E.M. 1961. *Archaeology from the Earth*. Penguin (Also available in Hindi)
- शर्मा, जी. आर. 2006. पुरातत्व का परिचय. वाराणसी: बाणारस हिंदू यूनिवर्सिटी प्रकाशन।
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi). *Prachya Vidya Sansthan*, Allahabad.

Unit II: Field Methods

This unit covers the evolution of field archaeology in India, highlighting pioneers and key excavations. It teaches exploration techniques, including the use of kits, site forms, and survey data sheets, along with the proper labelling of antiquities. Excavation methods such as vertical (for chronological layering) and horizontal (for spatial understanding) are discussed. Practical components include maintaining site notebooks, creating trench layouts, stratigraphic analysis, and 3D recording. It also involves elevation and plan drawing, artifact photography, and systematic labelling—essential for recording and interpreting archaeological data. (Teaching Time: 6 weeks Approx.)

- Chakrabarty, D.K., 1990, *India An Archaeological History*, Oxford: OUP.
- Rajan, K. 2016. *Understanding Archaeology: Field Methods, Theories and Practices*. Thanjavoor: Manoo Pathippakam.
- Raman, K.V. 1991. *Principal and Methods of Archaeology*. Parthanjan Pub. Madras
- Schiffer, M.B. 1991. 'Archaeological Method and Theory', *Journal of Field Archaeology* 18(4), pp. 523-526
- Wheeler, R.E.M. 1961. *Archaeology from the Earth*. Penguin (Also available in Hindi)
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi). Prachya Vidya Sansthan, Allahabad.
- त्रिपाठी, वी. 2012. भारतीय पुरातत्व: सिद्धांत और प्रक्रिया. दिल्ली: अभिलाषी प्रकाशना

Unit III: Analysis of Archaeological Evidences

This unit focuses on the classification and analysis of archaeological materials. It distinguishes between artifacts (human-made objects), features (immovable elements like walls), and ecofacts (natural remains). Students learn identification skills and methods for interpreting these finds. A major focus is the study of pottery, a key chronological and cultural indicator. Practical exercises include recognizing stylistic and functional characteristics of pottery from the Neolithic to the Mughal period and documenting them through detailed drawings, aiding in the reconstruction of ancient technologies and societal practices. (Teaching Time: 6 weeks Approx.)

- Dhavalikar, M.K., 1999, *Historical Archaeology of India*, New Delhi: Books and Books
- Jain, V.K., 2017, *Prehistory and Protohistory of India: An Appraisal*, Delhi: DK Print World (Also available in Hindi)
- Paddaya, K., 2011, 'Stone age technology in India', *Ancient India, New Series, No. 1*
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi). Prachya Vidya Sansthan, Allahabad.
- Sankalia, H.D., 1982, *Stone age tools: Their techniques, names and probable functions*, Pune: Deccan College.
- Sinha, B.P. (ed). 1969, *Potteries in Ancient India*, Patna: Patna University Press
- Renfrew, Colin, and Paul Bahn. 1991. *Archaeology: Theories, Methods and Practice*. London: Thames and Hudson.
- मिश्र, टी. एन. 2005. भारतीय पुरातत्व में सामग्री संस्कृति का विश्लेषण. लखनऊ: भारतीय विद्या संस्थान

Unit IV: Field Tour

The field tour provides hands-on exposure to archaeological practices and materials. Students participate in site explorations, visit ongoing excavations, and study historical monuments to understand contextual archaeology. Visits to major museums such as the National Museum and Archaeological Museum at Old Fort allow students to observe and identify authentic artifacts, gaining insight into typology, material culture, and preservation techniques. These experiences enhance practical understanding of archaeological processes, bridging classroom knowledge with real-world application and fostering appreciation for cultural heritage and archaeological research. (Teaching Time: 3 – 5 days Approx.)

- Balme, J, and Alistair Paterson (eds). 2014, *Archaeology in Practice*, Willey Blackwell, UK
- Drewett, Peter, 1999, *Field Archaeology: An Introduction*, UCl press, London
- Verma, R.K., 2000, *Kshetriya Puratatva*, Paramajyoti Prakashan, Allahbad
- Atkinson, R. J. C. 1953. *Field Archaeology*. London: Methuen.
- शर्मा, आर. एस. 1990. भारत की पुरातात्विक धरोहर. पटना: बिहार राष्ट्रभाषा परिषद्।

Suggestive readings (if any)

- Anthony Agrawal, D.P. 1982. *Archaeology in India*, Copen Hagen Scandinavian Institute of Asian Studies.
- Allchin, B and F.R. Allchin 1983. *The Rise of Civilization in India and Pakistan*. New Delhi: Select Book Service Syndicate.
- Atkinson, RJC. 1953. *Field Archaeology*. Methunen, London.
- Brothwell, D.R. and A.M. Pollard (eds). 2001. *Handbook of Archaeological Sciences*. John Wiley and Sons: New York.
- Chakrabarhi, D.K. 1988. *A History of Indian Archaeology: From the beginning to 1947*, New Delhi, Munshiram Manoharlal.
- Harris, E.C. 1979. *Principles of Archaeological Stratigraphy*. London: Academic Press.
- Kenyon, K.M. 1961. *Beginnings in Archaeology*, London
- Linda, Ellis. (ed). 2000. *Archaeological Method and Theory: An Encyclopedia*, Garland Publishing, Inc, New York & London
- Mathew and Co. Basker, P. 1982. *Techniques of Archaeological Excavation*, London, Batsford
- Renfrew, Colin and Paul G. Bahn. 2000. *Archaeology: Theories, Methods and Practice (3rd Edition)*. London: Thames and Hudson.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE): Fundamentals of Historical Methodology

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		
Fundamentals of Historical Methodology	4	3	1	0		

Learning Objectives

This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework. It does so by familiarising them with the theoretical frameworks and procedures/techniques of research that historians deploy in order to construct a meaningful narrative about the past. The course proceeds to equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

Learning outcomes

Having finished the course, the students would have learnt:

- The distinctiveness of historical research
- The issues and problems in writing history
- How to carefully choose interpretative techniques when reading sources
- How to choose a historical "field" and within that field a specific research question
- The skills and protocols related to academic writing and research in history
- The essentials of research ethics.

Syllabus

Unit I: Distinctiveness of historical inquiry

1. The nature of history
2. The scope of historical research

Unit II: Issues and problems in historical research

1. Facts and inference
2. Explanation and historical research
3. Objectivity and history writing
4. History writing and relations of power

Unit III: Sources and interpretation

1. Types of historical sources: their use and limitations
2. Analytical frames in historical research
3. Varieties of approaches to sources and methods

Unit IV: Conducting historical research

1. Selecting a topic and preliminary work
2. Protocols of academic writing and avoiding plagiarism

Practical component (if any) - NIL**Essential/recommended readings:**

Unit I: This introductory Unit seeks to enable students to i) distinguish the historical from the past, memory, and myth; ii) comprehend the relationship of history with social science theories and concepts; iii) distinguish aspects of history (social, political, economic, religious, cultural, ecological). **(Teaching Time: 9 hours)**

- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, “A Sense of the Past”, and Ch.3, “What Can History Tell Us About Contemporary Society”).
- Bloch, Marc. (1992). The Historian’s Craft, Manchester University Press. Reprint (“Introduction,” pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - “The Necessity of History” and “Stories and Dialogues”).
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, “The Nature of History,” and Ch.6, “History and Related Studies”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, “History and Social Theory”: pp. 214-225, and Ch.3, “Mapping the Field”). 212

Unit-II: This unit will deal with some important issues such as identifying historical facts, context, causal explanations, generalizations, objectivity; and configurations of power and history writing. **(Teaching Time: 12 hours)**

- Carr, E.H. (1991). *What is History*. Penguin. Reprint. (Ch.1, “The Historian and His Facts”, Ch.3, “History, Science and Morality”, and Ch.4, “Causation in History”).
- Marwick, Arthur (1989). *The Nature of History*. Third edition, Hampshire and London: MacMillan. (Ch.6, “The Historian at Work: The Writing of History,” pp. 242-254).
- Tucker, Aviezer (ed.) (2009), *A Companion to the Philosophy of History and Historiography*, Chichester: Wiley Blackwell Publishing (Ch.7, “Causation in History”).
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.3, “The Critical Philosophy of History-Part I” and Ch.4, “The Critical Philosophy of History-Part II”).
- Stephens, Lester D. (1977), *Probing the Past: A Guide to the Study and Teaching of History*, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.3, “The Historian and His Work,” and Ch.4, “Explanation and History”).
- Michel-Rolph Trouillot (1995), *Silencing the Past: Power and the Production of History*. Boston: Beacon Press. (Ch.1, Ch.3 and Ch.5).
- Hobsbawm, Eric J. (1998). *On History*, UK: Abacus (Ch.10, “Partisanship”).

Unit-III: This unit looks at (i) Different sources and analytical frameworks; (ii) types of history and their connection to sources (global, national, regional, micro, oral, visual, archival, textual-official and private). **(Teaching Time: 12 hours)**

- Jordonova, Ludmilla. (2000). *History in Practice*, London/New York: Arnold and Oxford University Press Inc. (Ch.2, “Mapping the Discipline of History”, Ch.4, “The Status of Historical Knowledge”, and Ch.7, “Historians’ Skills”).
- Brundage. Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*, Sixth edition, Wiley Blackwell. (Ch. 2, “The Nature and Variety of Historical Sources”, Ch.5, “Beyond Textual Sources”, and Ch.7, “Engaging with Primary Sources”).
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.4, “The Raw Materials” and Ch.5, “Using the Sources”).
- Black, J., MacRaid, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.4, “Approaches to History: Sources, Methods and Historians”).
- Howell, Martha and Walter Prevenier (2001). *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press. (Ch.2, “Technical Analysis of Sources,” Ch.3, “Historical Interpretation: The Traditional Basics,” and Ch.4, “New Interpretative Approaches”).

Unit IV: This unit will familiarize students with i) framing a research question and building an argument, (ii) literature review and scope of research, iii) research ethics, dangers of plagiarism and styles of referencing/citation. **(Teaching Time: 12 hours)**

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. *The Craft of Research: From Planning to Reporting*. University of Chicago Press.
- Brundage, Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*. Sixth edition, Wiley Blackwell. (Ch.3, “Finding Your Sources”, Ch.4, “Getting the Most out of History Books”, Ch.6, “Exploring Changing Interpretations” and Ch.7, “Engaging with Primary Sources”).
- Sorenson, Sharron (1995), *How to Write a Research Paper*, MacMillan
- Nayak, Dhanwanti (2011), 'Karaoked Plagiarism in the Classroom', *Economic and Political Weekly*, vol. 46, no. 9 (pp. 49-53).
- Katju, Manjari (2011), “Plagiarism and Social Sciences,” *Economic and Political Weekly*, vol. 46, no. 9 (pp. 45-48).
- Chicago Manual of Style. 15th edition, Chicago: Chicago University Press, 2003.
- MLA Handbook for Writers of Research Papers 5th edition, New York: Modern Language Association of America, 1999.

Suggested Readings:

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaid, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, “Studying History”). • Elton, G.R., *The Practice of History*, London: Fontana Press, 1987. • Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, “Public History”).
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, “The Emergence of Modern Historical Thinking,” Ch.1, “History and/as Science,” and Ch.3, “Forms of History”).
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press (“Fact and Relevance, History and the Social Sciences in Historical Study”).
- Sarkar, Sumit (1997), “The Many Worlds of Indian History”, *Writing Social History*, New Delhi: OUP.
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, “Historical Research Methodology”).
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, “Historical Facts”, Ch.11, “The Process of History” 214 – the section on Causality and Determinism, Ch.18, “The Authenticity of

Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)

- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

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

DISCIPLINE SPECIFIC ELECTIVE (DSE): Reading Social Relations through Texts and Visuals—I

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 Social Relations through Texts and Visuals—I	4	3	0	1		

Learning Objectives

This course enables students to critically analyze the intersection of texts and visual representations in shaping social history. By examining classical literary works—drama, epics, folktales, and Sufi literature—students will explore themes of politics, power and tradition. They will also explore Indian architectural and artistic heritage assessing their cultural significance. Through comparative analysis and field research, students will apply theoretical concepts to real-world heritage studies, developing strong analytical and research skills for interpreting historical and cultural narratives.

Learning Outcomes:

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

- Understanding the Interplay Between Texts and Visuals in Social History. Develop a conceptual framework for studying social history through literary and visual sources. Analyze how texts and visual forms shape and reflect historical and cultural narratives.
 - Examine the Relationship Between Political Acumen, Power, and Tradition in Classical Works. Critically engage with drama, epics, folktales, and Malfūzāt to explore themes of authority, morality, and social structures. Compare and contrast different literary traditions and their influence on societal norms.
 - Analyze Architectural and Artistic Expressions in Indian Cultural History. Study the symbolism, function, and evolution of architectural forms such as *stupas*, temples, minarets, and *baolis*. Explore how stone art and monuments convey religious, political, and social meanings across time.
 - Develop Analytical and Research Skills Through Field Study. Conduct a heritage or cultural site analysis, applying theoretical knowledge to real-world observations. Synthesize findings into a structured analytical report, demonstrating critical thinking and research skills.
- These Learning Objectives and Outcomes ensure that the course develops students' analytical, comparative, and research skills while deepening their understanding of social history through texts and visuals.

Unit I: Concepts and Ideas

Conceptualizing Social History in Texts

Ideating Social History through Visual Representations

Unit II: Wisdom, Power, and Tradition: A Study of Any Two Classical Works

Drama: *Mricchakatikam*

Epics: *Sabha Parva*

Folktales: *Jatakas*

Malfūzāt: *Fawaid al Fawad*

Unit III: Stone, Symbolism, and Structure: Focus on Two Visual Forms

Stupa: Bharhut/ Sanchi

Art on stone: Elephanta Caves/ Mahabalipuram

Temple: Konark Temple / Virupaksha Temple

Minarets and *Baolis*: Qutub Minar/ Agrasen Ki Baoli/ Rani ki Vav

Unit IV: Practical Component:

This component involves a field-based analytical study, requiring students to engage directly with a designated heritage or cultural site. Students must produce a critically reflective report that documents their observations, interpretations, and contextual insights. All submissions must be substantiated with geo-tagged photographs to verify on-site engagement and experiential learning.

The student may choose to study and write a report on any of the centrally protected monuments listed by the government of India given in the link below.

https://www.nma.gov.in/showfile.php?lang=1&level=1&ls_id=965&lid=1276&nma_type=0

Readings for Unit I:

In Reference to the Text Section

1. Thapar, Romila, *Ancient Indian social history: Some interpretations*, New Delhi: Orient Longman, 1978, pp. 211-239.
2. Olivelle, Patrick: *Collected Essays III: Reading Texts and Narrating History*, Delhi: Primus Books, 2022. (Introduction).

In Reference to the Visual Section:

1. Hauser, Arnold, *The Social History of Art, vol.1*, United Kingdom: Routledge, 3rd edition, 1999. (Introduction).
2. Bawa, Seema, “Seeing Hierarchies and Difference in Early Indian Art”, *Proceedings Indian History Congress Warangal*, 2023. pp 983-1012.
3. Devangana Desai, ‘Social Dimensions of Art in Early India’, *Social Scientist*, Vol. 18, No. 3, 1990), pp. 3-32.
4. Miller, Barbara Stoller (ed). *The Powers of Art: Patronage in Indian Culture*, Delhi: OUP, 1992, pp.1-18.

Readings for Unit II

1. Kale, M. R., (tr) *Sudraka: The Mrichchhakatika: A Study*, Prakash Book Depot, 2020. (Introduction). [Available in Hindi]
2. Shah, Shalini, ‘The Socio- Sexual World of Vesavasa and Antahpura: A Study in Contrast ’in D.N Jha (ed) *The Complex Heritage of Early India: Essays in Honour of R.S Sharma*, Delhi: Manohar, 2014, pp. 429-445.
3. Buitenen, J.A.B.van (ed). *Mahabharata Book 2. The Book of the Assembly Hall, (Sabha Parvan)* London: The University of Chicago, 1975.
4. Kisari Mohan Ganguli, tr., *The Mahabharata, Book 2: Sabha Parva*, 1883-1896.
5. Chakravarti, Uma, ‘Who Speaks for Whom? The Queen, the Dāsī and Sexual Politics in the *Sabhāparvan*’, *Mahabharata Now, Narration, Aesthetics, Ethics*, (ed) Arindam Chakrabarti, Sibaji Bandyopadhyay, London: Routledge India, 2014, pp.132-152.
6. Sahgal, Smita, ‘The Mahabharata Conundrum: Querying Draupadi’s Rights and Responsibilities’, in *NIU*, vol.8, 2021, pp.18-31.
7. Fausboll, V. (ed.), *The Jatakas together with its Commentary*. London: Trubner & Co., 6 vols., 1877-96, (nos. 240, 420, 520, 546).
8. Gopesh Kumar Ojha, *Jatakaparijata* (2 volumes), Delhi: Motilal Banarsidass Publishing House.
9. Wagle, N.K., ‘Kinship Groups in the Jātakas’, in (ed.) Thomas R. Trautmann, *Kinship and History in South Asia: Four Lectures*, The University of Michigan: Center for South and Southeast Asian Studies, 1974, pp.105-157.
10. Roy, Kumkum, ‘Justice in the Jatakas ’in *The Gender of Power and the Power of Gender: Explorations in Early Indian History*, Delhi: OUP, 2010, pp.290-310.

11. Chakravarti, Uma, 'Women, Men and Beasts: The Jatakas as Popular Tradition 'in *Everyday Lives, Everyday Histories: Beyond Kings and Brahmins of Ancient India*, New Delhi: Tulika Books, 2006, pp.198-221.
12. Bruce, Lawrence, tr., *Nizam ad Din Awliya, Morals for the Heart*, Paulist Press, New York, 1992.
13. Ernst, Carl W., *Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Center*, New York: State Univ of New York Press, 1992.
14. Kugle, Scott, 'Sufi Attitudes Towards Homosexuality: Chishti Perspectives from South Asia', Raziuddin Aquil and David L. Curley (ed.), *Literary and Religious Practices in Medieval and Early Modern India*. New Delhi: Manohar, 2016, pp. 31-59.

Readings for Unit III

1. Bhatt, Purnima Mehta, *Her Space, Her Story: Exploring the Stepwells of Gujarat*, New Delhi: Zubaan, 2014.
2. Carmel Berkson, *Elephanta: The Cave of Shiva*, Delhi: Motilal Banarsidass Publishing House, 1999.
3. Dehejia, Vidya, *Discourse in Early Buddhist Art: Visual Narrative in India*, Delhi: Munshiram Manoharlal Publishers, 2002, pp.75-134.
4. Jain-Neubauer Jutta, *The Stepwells of Delhi*, INTACH Delhi Chapter lecture, October 2011.
5. Kumar, Sunil, Qutb and Modern Memory, *The Present in Delhi 's Pasts*, New Delhi: Three Essays, 2002, pp.1-61.
6. Nagaswamy, R., *Mahabalipuram (Monumental Legacy Series)*, Delhi: Oxford University Press, 2008.
7. Singh, Snigdha, *Inscribing Identities: Proclaiming Piety: Exploring Recording Practices in Early Historic India*, Delhi: Primus Books, 2022, pp.88-191.

Recommended Readings:

1. Olivelle, Patrick: *Collected Essays III: Reading Texts and Narrating History*, Delhi: Primus Books, 2022. (Chapter 4).
2. Desai, Devangana, *Art and Icon: Essays on Early Indian Art*, Delhi, 2013. (Chapter 1& 3).
3. Dehejia, Vidya, 'Collective and Popular Bases of Early Buddhist Patronage: Sacred Monuments, 100 BC-AD 250 'in (ed). Miller, Barbara Stoller, *The Powers of Art: Patronage in Indian Culture*, Delhi: OUP, 1992, pp.35-45.

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

Discipline Specific Elective (DSE): Environmental History of the World

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		
Environmental History of the World	4	3	1	0		

Learning Objectives

This course introduces key themes in world environmental history. Students will learn about pre-modern ideas about nature, economic and urban development, the effects of epidemics and environmental changes, and the impact of industrialization. It will critically analyse how colonialism and imperialism have shaped human-environment relationships around the world. This course will also help students develop a historical perspective on today's environmental challenges such as global warming and climate change.

Learning outcomes

After completing this course, students should be able to -

- Understand the historical relationship between non-human environment and human societies.
- Examine case studies from around the world to illustrate the impact of environmental changes on human civilizations and vice versa.
- Explain how colonialism, capitalism, and ecological imperialism have shaped environmental and ecological changes.
- Explore historical case studies of climate change and environmental crises.
- Critically engage with the concept of environmentalism.
- Connect historical environmental changes to contemporary global issues.

Syllabus

Unit 1: Living with Nature

1. Methods and Sources in Environmental History
2. Human-Nature Interactions in Pre-Modern Societies; Beginning of Agriculture
3. Urban Societies and Idea of States- Case study of Maya
4. Imperial Cities- Case study of Athens and Constantinople

Unit 2: Divorce with Nature: Colonialism and Ecological Imperialism

1. The Concept of Ecological Imperialism; Syphilis
2. Plantation Economies and Environmental Degradation; Deforestation, Tea plantation
3. Resource Extraction and Colonialism, Green Imperialism

Unit 3: Human Societies in the Face of Climate Change

1. Climate and Civilization: A Historical Overview
2. The Little Ice Age and the General Crisis of the 17th Century
3. Industrialization and Carbon Economies; London as a case study
4. Global Warming and Climate Change; The Great Acceleration

Unit 4: Science, Conservation and Environmentalism

1. Aswan dam, Bali's Green Revolution- Case study of Any one
2. Socialism and Environmentalism in the 20th Century; Soviet Russia
3. Environmentalism in Global North and South; IPCC

Practical component (if any) - NIL

Essential / Recommended Readings

Unit 1: This module examines the evolution of human societies from early agricultural settlements to the rise of urban centers and imperial cities. (Teaching time: 9 hrs. approx.)

- J. Donald Hughes, *What is Environmental History?* (2016), Ch. 1
- J. Donald Hughes, “An Ecological Paradigm of the Ancient City,” in Richard J. Borden, ed., *Human Ecology: A Gathering of Perspectives*, Baltimore: The Society for Human Ecology, 1986, 214–20.
- J. Eric S. Thompson, *The Rise and Fall of Maya Civilization*, Norman: Oklahoma University Press, 1954
- J. Donald Hughes, *An Environmental History of the World*, London: Routledge, 2001; Ch.4. (Imperial Cities)
- Jelena Bogdanović, “The Relational Spiritual Geopolitics of Constantinople, the Capital of the Byzantine Empire.” In *Political Landscapes of Capital Cities*, edited by Jelena Bogdanović, Jessica Joyce Christie, and Eulogio Guzmán, University Press of Colorado, 2016, 97–154.

Unit 2: This module explores key themes such as **ecological imperialism, plantation economies and colonial resource extraction**. It examines how colonialism reshaped landscapes, disrupted ecosystems, and transformed human-environment relationships. (Teaching time: 9 hrs. approx.)

- Alfred W. Crosby, “Ecological Imperialism: The Overseas Migration of Western Europeans as Biological Phenomenon”, in *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster, Cambridge: Cambridge University Press, 1988, 103-117.
- Alfred Crosby, “The Early History of Syphilis: A Reappraisal”, *American Anthropologist* 71, no. 2 (1969): 218–27.
- Richard Grove, *Green Imperialism: Colonial Expansion, Tropical Island Edens, and the Origins of Environmentalism* (1995), Introduction, Ch. 3 & 4
- Madhav Gadgil and Ramchandra Guha, *This Fissured Land*, Delhi: OUP, 1992; Ch.4 & 5. Also available in Hindi [माधव गाडगिल एवं रामचंद्र गुहा, इयाह दरकती ज़मीन, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस, 2018; अध्याय 4 एवं 5]
- Arnab Dey, *Tea Environments and Plantation Culture: Imperial Disarray in Eastern India*. Cambridge: Cambridge University Press, 2018.

Unit 3: This module explores historical climate change and its impact on human societies, examining how civilizations were shaped by environmental shifts. (Teaching time: 9 hrs. approx.)

- Geoffrey Parker, *Global Crisis: War, Climate Change, and Catastrophe in the Seventeenth Century*, New Haven: Yale University Press, 2013, Ch. 1
- John L. Brooke, *Climate change and the course of Global History* (New York: Cambridge University Press, 2014), pp.444-466.

- Peter Brimblecombe, *The Big Smoke: A History of Air Pollution in London Since Medieval Times*, London: Methuen, 1987.
- John McNeill & Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945*, Harvard: Belknap Press, 2016, Ch.1

Unit 4: This module explores how scientific knowledge, conservation efforts, and political ideologies shape environmental policies and practices. (Teaching time: 9 hrs. approx.)

- Hussein M.Fahim, *Dams, People and Development: The Aswan High Dam Case*, New York: Pergamon Press, 1981.
- J.Stephen Lansing, *Priests and Programmers: Technologies of Power in the Engineered Landscape of Bali*, Princeton: Princeton University Press, 1991.
- Stephen Brain, *Song of the Forest: Russian Forestry and Stalinist Environmentalism*, Pittsburgh: University of Pittsburgh Press, 2011, 140-167. Ch.6.
- “The Intergovernmental Panel on Climate Change: Challenges and Opportunities” by Diana Liverman and Ronald L. Mitchell, *Annual Review of Environment and Resources*.
- Ramachandra Guha, *Environmentalism: A Global History*, Delhi: Allen lane, 2014, Ch. 7 and 8.

Additional Readings:

- Brian M. Fagan, *People of the Earth*, Delhi: Pearson, 2014.
- Donald Worster ed., *Ends of the Earth*, Cambridge: Cambridge University Press, 1988.
- Ramachandra Guha, *Environmentalism, A Global History*, OUP, 2000.
- John McNeill, *Something New Under the Sun*, Penguin, Allen Lane, 2000.
- J.Donald Hughes, *An Environmental History of the World*, London: Routledge, 2001.
- Michael E. Mann, *The Madhouse Effect: How Climate Change Denial Threatening Our Planet*, New York: Columbia University Press, 2016.
- माधव गाडगिल एवं रामचंद्र गुहा, इयाह दरकती ज़मीन, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस, 2018.
- वि. सिंह, पर्यावरण पर मानव पदचिह्न, दिल्ली: ट्रिनिटी प्रेस, 2015.
- Madhav Gadgil and Ramchandra Guha, *This Fissured Land*, Delhi: OUP, 1992.

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

GENERIC ELECTICE (GE): History of Health and Medicine 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		
History of Health and Medicine in India	4	3	1	0		

Learning Objectives

The objective of the course is to provoke the learners about emerging areas of historical understanding. Tracing the history of health and medicine from ancient to the contemporary times, the course will enrich learners about the cultural and social sensibilities to explore changing human experiences across time and space. It will help students to analyse the diverse facets of health, healing systems and medicine. Beginning with historiography, this course will explore unique set of themes capturing the diverse population globally. The course intends to trace the development of knowledge about physical and psychological illness, diseases, diagnosis, cure and treatment of illness from the early period to modern times. Further, this paper will discuss about medical pluralism and institutionalization of health care system during colonial times such as hospitals, dispensaries, pharmacy, sanatoriums, lock hospitals and so on. The course will equip the students with adequate expertise to analyze the historical developments in this area taking place during the swadeshi and Indian national movement. They will be familiarized with the new challenges and issue of holistic wellbeing in the contemporary times.

Learning outcomes

After completing this course, the students will be able to:

- Develop critical thinking towards understanding health and medicine.
- Discuss the new area of historical understanding and grasp significant aspects related to medicine, health and illness in historical perspective.
- Trace the processes of institutionalization of health.
- Describe the developments during the national movement.
- Through class discussions, students would also get equipped to conduct further research in the emerging area of history of health and medicine.

Syllabus

Unit 1: Health and Healing practices in Ancient and Medieval Times (Teaching time: 4 weeks)

Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching time: 4 weeks)

- Quackery versus Degree: Honouring Designations and Professional titles

- Hospital, Public Health and Sanitary measures
- New Legal framework, New Medical Technology & Standardization of medicine

Unit 3: Medicine and Nationalist Rhetoric and new challenges in the 20th century India (Teaching time: 4 weeks)

- Medicine and Nationalism
- Policy making & Emergence of holistic wellbeing: State intervention and WHO

Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (Teaching time: 4 weeks)

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: Unit 1: Health and Healing practices in Ancient and Medieval Times (Teaching Time: 4 weeks approx.)

This unit will analyse the debates and discourses related to health, healing practices and medicine. Students will delve into the diverse healing systems and practices in India. They will explore the emergence of a syncretic culture of health, healing practices and healers.

- Olivelle, P. (2017). The medical profession in ancient India: Its social, religious, and legal status. *eJournal of Indian Medicine*, 9(1), 1-21.
- Saini, A. (2016). Physicians of ancient India. *Journal of Family Medicine and Primary Care*, 5(2), 254-258.
- Reddy, D. S. (1969). The Origins and Growth of Indigenous Unani Medical Literature in Medieval India. *Journal of Indian Medical Heritage*, 14(1), 20-25.
- Pernau, M. (2012). The Indian body and unani medicine: Body history as entangled history. In *Images of the Body in India* (pp. 97-108). Routledge India.
- Arnold, David, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, California: University of California Press, 1993. **(Introduction).**
- Kumar, Anil, *Medicine and the Raj: British Medical Policy, 1835-1911*, New Delhi: Sage, 1998. **(Introduction)**
- Leslie, C. "The Ambiguities of Medical Revivalism in Modern India" in Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Sharma, Madhuri, *Indigenous and Western Medicine in Colonial India*, Foundation Books: CUP, 2011 **(Introduction)**
- Majumdar, R.C. (1971). 'Ayurveda: Origins and Antiquity', in D.M. Bose, *Concise History of Science in India*, New Delhi: Indian National Science Academy, pp. 213-216; 'Ayurveda and its Classical Division', pp. 227-234; 'Ayurveda in the Middle Ages', pp. 262-265.

Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching Time: 4 weeks approx.)

In this unit student will study the growth and development of modern medical institutions such as hospitals and sanatoriums. This unit will focus on the emergence of professionalization of medicine, development of entrepreneurship in medicine. Ayurveda/Unani/Homeopathy/Allopathy. Contestation between *Vaidyas*, *Hakims* and Doctors.

- Keswani, N. H. (1968). *Medical education in India since ancient times*. All India Institute of Medical Sciences.

- Sahay, S. (2023). Traditional Knowledge of Medicine in Ancient India:(Based on Classical Texts and Treatises). In *Aspects of Science and Technology in Ancient India* (pp. 117-133). Routledge India.
- Zysk, K. G. (1998). *Asceticism and healing in ancient India: Medicine in the Buddhist monastery* (Vol. 2). Motilal Banarsidass.
- Kumar, Deepak and Raj Shekhar Basu, eds., *Medical Encounters in British India*, New Delhi: Oxford University Press, 2013.(Introduction and pp 160-86)
- Sharma, Madhuri 'Creating a Consumer: Exploring medical advertisements in colonial India', in Mark Harrison and Biswamoy Pati (eds.), *The Social History of Health and Medicine in Colonial India*, Routledge, London& New York, 2009, pp. 213-28. ISBN10:0-415-46231-2(hbk).
- Sivaramakrishnan, K., *Old Potions, New Bottles: Recasting Indigenous Medicine in Colonial Punjab (1850-1945)*, New Delhi, Orient Longman, 2006.(Introduction)

Unit 3: Medicine and Nationalist Rhetoric and new challenges in the 20th century India (Teaching Time: 4 weeks approx.)

This will help to develop an understanding about the nuances of social interaction and encounter with western medicine during colonial times and role played by medical practitioners in the ongoing *swadeshi* and national movement. This unit will help to understand the role of state in controlling diseases. It will further acquaint students with the emergence of the concept of holistic well being

- Quaiser Nishat, Colonial Politics of Medicine and Popular Unani Resistance, *Indian Horizons*, April-June 2000, pp. 29-41.
- Lal, Vinay (2020), *The Fury of COVID-19: The Politics, Histories, and Unrequited Love of the Coronavirus*, New Delhi: Pan Macmillan India.
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', *समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका*.

Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (teaching time 4 weeks)

This unit will help students to know about how Health and Healing practices were represented in art, literature and cinema. Feminization of health such as *sitala mata*, plague ki *churail* etc.

- Hanson, M., Small, L.' Pandemic Patterns: How Artistic Depictions of Past Epidemics Illuminate Thematic and Structural Responses to COVID-19 Today', *Journal of General Internal Medicine* Vol. 37, 878–884 (2022)
- Niels Brimnes, 'Fallacy, Sacrilege, Betrayal and Conspiracy: The Cultural Construction of Opposition to Immunisation in India,' in *The Politics of Vaccination: A Global History*, edited by Christine Holmberg, Stuart Bulme and Paul Greenough (Manchester United Press, 2017).
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.

- शुक्ल, श्रीप्रकाश (2021). *महामारी और कविता*, नयीदिल्ली: सेतुप्रकाशन.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', *समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका*.
- मास्टर भगवानदास, 'प्लेग की चुड़ैल', सरस्वती, 1902.
- Suggested Novels: King of Maladies, Love in the Time of Cholera, The Plague
- Suggested Movies: Contagion, Outbreak, Khushboo, The Black Death

Suggested Readings:

- Arnold, David, ed., *Imperial Medicine and Indigenous Societies*, Delhi: Oxford University Press, 1989.
- Bhattacharya, N., *Disparate Remedies: Making Medicines in Modern India*, McGill Queen's University Press, 2023, pp.3-20
- Chatterjee, S., *Western medicine and Colonial Society: Hospitals of Calcutta, c. 1757-1860*, Primus, 2017, pp. 1-28
- Foucault, Michel, 'The Politics of Health in the Eighteenth Century', in *Essential Works of Foucault, 1954-84, Vol. 3: Power*, ed. Michel Foucault, James D. Faubion, tr. Robert Hurley et al., New York: The New Press, 1994.
- Harrison, Mark, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914*, New Delhi: Cambridge University Press, 1994.
- Kumar, S. & Jugal Kishore, *Public Healthcare in India: historical Background and Current Realities*, Century Publications, New Delhi, 2020, pp1-48
- Kumar, D. (2010). Probing history of medicine and public health in India. *Indian Historical Review*, 37(2), 259-273.
- Valiathan, M. S. (2001). Diseases in ancient India. In SALEMA, A. *Ayurveda at the Crossroads of Care and Cure: Proceedings of the Indo-European Seminar on Ayurveda Held at Arrábida, Portugal, in November* (pp. 18-24).
- Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Levine, Philippa, *Prostitution, Race and Politics: Policing, Venereal Disease in the British Empire*, New York, London: Routledge, 2003.
- Madhwi, *Health, Medicine & Migration : The Formation of Indentured Labour c.1834-1920*. Primus 2020. pp 1-30
- Mishra, Sabyasachi R., 'An Empire "De-Masculinized": The British Colonial State and the Problem of Syphilis in Nineteenth Century India', in *Diseases and Medicine in India: A Historical Overview*, ed. Deepak Kumar, New Delhi: Tulika Books, 2001, pp. 166-79.
- Mills, James H., *Madness, Cannabis and Colonialism: The 'Native Only' Lunatic Asylums of British India, 1857-1900*, Great Britain: Macmillan, 2000. (Introduction)
- Pati, Biswamoy and Mark Harrison eds., *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009. (Introduction)
- Sharma, Madhuri 'Knowing Health and Medicine: A Case Study of Benares, c. 1900-1950', in Deepak Kumar & Raj Sekhar Basu (eds), *Medical Encounters in British India*, Oxford University Press, New Delhi, 2013, pp 160-86. ISBN: 13:978-0-19-808921-6 (hbk)
- Syed Ejaz Hussain & Mohit Saha (eds.), *India's Indigenous medical Systems: A cross Disciplinary Approach*, Primus, 2015, Introduction

- Pati, Biswamoy and Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*, Delhi: Orient Longman Limited, 2001. **(Introduction)**.
- Bala Poonam ed. *Contesting Colonial Authority Medicine and Indigenous Responses in Nineteenth and Twentieth Century India*, Primus Books, Delhi 2016.(Introduction)
- Harrison, Mark, 'Public Health and Medicine in British India: An Assessment of the British Contribution', based on a paper delivered to the Liverpool Medical Society on 5 March 1988; see <http://www.evolve360.co.uk/Data/10/Docs/10/10Harrison.pdf>.
- Gupta Charu, *Procreation and Pleasure: Writings of a Woman Ayurvedic Practitioner in Colonial North India*, *Studies in History*, Volume 21 No.1, 2005, pp. 17-44.
- S. Manasi & K.V.Raju, "Policy options for sustainable holistic health care intervention", *Policy Brief*, May 2019
- Zysk, K. G. (1998). *Asceticism and healing in ancient India: Medicine in the Buddhist monastery* (Vol. 2). Motilal Banarsidass.

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

GENERIC ELECTICE (GE): Colonialism and Nationalism: Nineteenth to early twentieth century 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		
Colonialism and Nationalism: Nineteenth to early twentieth century India	4	3	1	0		

Learning Objectives

This course will familiarize the students with the dynamics of colonial rule in India and the unfolding process of nationalist agitation and nation-building.

Learning outcomes

On completion of the course, students would be able to:

- Trace the important features of colonial exploitation and governance and how these features evolved from the early colonial to later colonial period.
- Trace the origins and dynamics of nationalism in India.
- Highlight the relationship between mainstream nationalism and competing ideas of nationalist thought and nation-building.
- Highlight some of the complexities involved in the process of nation-building in the 1940s.

Syllabus

Unit 1: Facets of colonial rule in India: i) impacts on trade, agriculture, and manufacture; ii) colonial governance and changes in society (choose a case study:- colonial law or colonial education or surveys and census enumeration)

Unit 2: Emergence of nationalist thoughts and trends within Indian nationalism: i) social composition;
ii) phases

Unit 3: Challenging dominance: many voices of a nation in making: i) tribal and peasant movements;
ii) labour and marginalized social groups; iii) the role of Indian industrialists in the national movement

Unit 4: Towards freedom: i) constitutional developments, 1930s-1950; ii) Partition

Unit 1: This Unit briefly traces the East India Company's trading practices and the impact of colonial rule on India's pattern of trade. It proceeds to highlight the impact of colonial rule on artisanal production, revenue policies, agrarian relations, land market, and its role in the creation of a factory labour force. The unit also briefly outlines the repercussions of colonial governance on society by drawing on a case study of evolving colonial law or the case of colonial education policy or the case of census enumeration.

- भट्टाचार्य, सब्यसाची (2015 edition), *आधुनिक भारत का आर्थिक इतिहास*, दिल्ली: राजकमल प्रकाशन
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 7 & 10]
- Cohn, Bernard S. (1987), 'The census, social structure and objectification in South Asia,' *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 224-54.
- Constable, Philip (2014), 'Sitting on the School Veranda,' in Sumit Sarkar and Tanika Sarkar (eds), *Caste in India*, vol. 2, New Delhi: Permanent Black.
- Kumar, K. (2005), *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, Delhi: SAGE.
- Sarangi, Asha (2010), 'Enumeration and the Linguistic Identity Formation in Colonial North India,' *Studies in History*, vol. 25, pp. 197-227.
- Sarkar, Sumit (2015), *Modern Times: India 1880s-1950s*, Ranikhet: Permanent Black. [Chapters 2 & 4]
- Singha, Radhika (1998), *A Despotism of Law*, Oxford and New York: OUP. [Preface, Chapter-4 & Epilogue]
- Skuy, David (July 1998), 'Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century', *Modern Asian Studies*, 32 (3), pp. 513-557.

Unit 2: This unit provides an overview of the phases of and trajectories within the anti-colonial struggle. It also draws attention to the social composition of the national movement.

- Bandopadhyay, Shekhar (ed) (2009), 'Part I' & 'Part II,' *Nationalist Movement in India: A Reader*: OUP.
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 12 to 16]

- Chandra, Bipan (2010), *The Rise and Growth of Economic Nationalism in India*, Delhi: Har-Anand Publications Pvt Ltd. (revised edition).
- Desai, A.R. (1981), *Social Background of Indian Nationalism*, Delhi: Popular Prakashan. **Also available in Hindi.**
- Sarkar, Sumit (1989), *Modern India: 1885-1947*, Delhi: Macmillan. [Chapters 3 to 5]. **Also available in Hindi.**

Unit 3: The unit explores the relationship of the tribal and peasant movements with mainstream nationalism from the 1850s to the 1940s. Relevant case studies for discussion are the Santhal Rebellion, the 1857 Revolt, Deccan Riots, the Kisan Sabha movement, Eka movement, Bardoli satyagraha, and Tebhaga movement. The unit briefly outlines the key features of the non-Brahmin and Dalit movements from the early 1900s to the 1940s, and proceeds to explain the build-up of demands such as separate representation. It also acquaints students with the interface between the labour movement and mainstream nationalism, as well as the relationship between the Indian capitalist class and the anti-colonial struggle.

- Bahl, Vinay (1988), 'Attitudes of the Indian National Congress towards the working-class struggle in India, 1918-1947,' in K. Kumar (ed.) *Congress and Classes: Nationalism, Workers and Peasants*, New Delhi: Manohar, pp. 1-31.
- Bandopadhyay, Shekhar (ed) (2009), *Nationalist Movement in India: A Reader*: OUP. [Chapters 15 & 18]
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान. **Also available in English.**
- Bayly, Susan (2001 reprint), *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP. [Chapters 5 & 6]
- चंद्रा, बिपन (2015), *भारत का स्वतंत्रता संघर्ष*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Hardiman, David (1993), 'Introduction,' *Peasant Resistance in India, 1858-1914*, Delhi: OUP.
- Markovits, Claude (1985), *Indian Business and Nationalist Politics 1931 – 1939: The Indigenous Capitalist Class and the Rise of the Congress Party*, Cambridge, London & New York: CUP.
- Pati, Biswamoy (ed.) (2010), *The Great Rebellion of 1857: Exploring Transgressions, Contests and Diversities*, Abingdon & New York: Routledge. [Chapters 1, 3, 4 & 5]
- Pati, Biswamoy (ed.) (2011), *Adivasis in Colonial India: Survival, Resistance and Negotiation*, New Delhi: Orient BlackSwan. [Chapters 7 & 8]

Unit 4: This unit highlights the making of the Government of India Act, 1935, provides an overview of the build-up to Partition in 1947, and of constitution framing.

- Austin, Granville (1999), *The Indian Constitution: Cornerstone of Nation*, New Delhi: OUP [relevant sections].

- Bayly, Susan (2001 reprint), 'Chapter 7: State Policies and 'Reservations' – The Politicization of Caste-based Social Welfare Schemes,' *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP.
- Butalia, Urvashi (1993), 'Community, State and Gender on Women's Agency During Partition,' *Economic and Political Weekly*, vol. 28, no. 17, 1993, pp. 12–21.
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapter 17 & 18]
- Chatterji, Joya (2007), 'Chapter-1,' *The Spoils of Partition: Bengal and India, 1947-1967*, Cambridge: CUP.
- चंद्रा, बिपन, मृदुला मुखर्जी इत्यादि (2009), *स्वतंत्रता के बाद का भारत*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Chaube, Shibani Kinkar (2009), *The Making of the Indian Constitution*, pp. 1-67, Delhi: National Book Trust. **Also available in Hindi.**
- Chiriyankandath, James (1992), "'Democracy" under the Raj: Elections and separate representation in British India,' *The Journal of Commonwealth and Comparative Politics*, Vol. 30 (1), pp. 39-63.
- Moore, R.J. (1970), 'The Making of India's Paper Federation, 1927-35,' in C.H. Philip and M.D. Wainwright (eds) *The Partition of India: Policies and Perspectives, 1935-47*, London: George Allen and Unwin Ltd.

Suggested readings:

- Bandopadhyay, Shekhar (ed) (2009), 'Chapter 20: Popular Movements and National Leadership' (Sumit Sarkar), *Nationalist Movement in India: A Reader*: OUP.
- Brass, Paul (2005), 'Chapter 3: Muslim Separatism in the United Provinces: The Social Context and Political Strategy of the Muslim Minority before Partition,' *Language, Religion and Politics in North India*, Lincoln: IUUniverse.Inc
- Butalia, Urvashi (2000), ' ', *The Other Side of Silence: Voices from the Partition of India*, London: Hurst & Co.
- Chandavarkar, Rajnarayan (1998), *Imperial Power and Popular Politics: Class, Resistance and the State in India, 1850-1950*, Cambridge: CUP. [Chapters 3, 4, 5 & 8]
- Chandra, Bipan *et al* (1999), 'Chapters 4 to 10,' *India Since Independence*, New Delhi: Penguin Books. **Also available in Hindi.**
- चंद्रा, बिपन (2019 edition), *आधुनिक भारत में उपनिवेशवाद और राष्ट्रवाद*, दिल्ली: अनामिका पब्लिशर्स
- Chatterjee, Partha (1993), 'Chapters 1, 3, 8, 9 & 11,' *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton: Princeton University Press.
- Farooqui, Amar (2014), *The Establishment of British Rule: 1757-1813, A People's History of India*, Vol. 23, New Delhi: Tulika Books. **Also available in Hindi.**
- Gooptu, Nandini (2001), 'Chapters 2, 5, 8 & 9,' *The Politics of the Urban Poor in Early Twentieth Century India*, Cambridge: CUP.

- Hasan, Mushirul (ed.) (1995), *India Partitioned: The Other Face of Freedom*, 2 vols, Delhi: Roli Books.
- John, M. (2016). “(De)skilling Caste: Exploring the Relationship between Caste, State Regulations and the Labour Market in Late Colonial India,” in Sabyasachi Bhattacharya and Rana P. Behal (eds), *The Vernacularization of Labour Politics*, New Delhi: Tulika (pp. 267-293).
- Omvedt, Gail (2011), ‘Chapters 7 to 11,’ *Cultural Revolt in a Colonial Society: The Non-Brahmin Movement in Western India*, New Delhi: Manohar.
- Oommen, T.K. (2010), ‘Indian Labour Movement: Colonial Era to the Global Age,’ *Economic and Political Weekly*, December 26, 2009-January 1, 2010, Vol. 44 (52), pp. 81-89.
- Pandey, Gyan (1982), ‘Peasant Revolt and Indian Nationalism: Peasant Movement in Awadh, 1919-22,’ in Ranajit Guha (ed.), *Subaltern Studies*, Vol. 1, Delhi: OUP.
- Prashad, Vijay. (1995). “Between Economism and Emancipation: Untouchables and Indian Nationalism, 1920-1950,” *Left History*, Vol. 3(1), spring—summer, pp. 5-30.
- शुक्ला, रामलखन (1993), *आधुनिक भारत का इतिहास*, नई दिल्ली: दिल्ली विश्वविद्यालय हिन्दी माध्यम कार्यान्वयन निदेशालय.
- Skaria, Ajay (1999), *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*, Delhi: OUP.
- Stokes, Eric (1980), ‘Introduction,’ & ‘Chapter 7,’ *Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Volume 23 of Cambridge South Asian Studies, Cambridge: CUP.
- Tomlinson, B.R. (2013), ‘Chapter 1: Introduction,’ ‘Chapter 2: Agriculture, 1860-1950,’ & ‘Chapter 3: Trade and Manufacture, 1860-1945,’ *The Economy of Modern India: From 1860 to the Twenty-First Century*, Cambridge & New York: CUP.

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

GENERIC ELECTICE (GE): Money and Monetary History of 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		
Money and Monetary History of India	4	3	1	0		

Learning Objective

The aim of this course is to familiarise students with the ideas of money and the development of monetary policies and institutions in Indian history. It provides an overview of technological development and exchange networks from the earliest times till 1947.

Learning outcomes

After doing this course the students will be able to:

- Understanding the concept of money and origin of coinage
- Distinguish between various technologies of minting coins
- Continuity and shifts in the role of monetary economy
- Locate the development of various metallic coins
- Standardisation of the currency system and State interventions
- Development of modern financial institutions and colonialism

Syllabus

UNIT I: Introduction

1. Concept of money
2. Nature of exchange before the advent of coinage: barter, cowries, hundi.

UNIT II: Origin and development of coinage upto 900 CE: Manufacturing technology, metrology and expansion

1. Punchmarked Coins
2. Post-Mauryan Coins with special reference to Satavahana, Kushana and *Ganasangha*
3. Gupta coinage
4. Post-Gupta coinage; paucity of coins

UNIT III: Coinage and changing patterns in monetary system (900 – 1700 CE)

1. Nature of coinage under Delhi Sultanate; monetary experiment under Allaudin Khilji and Muhammad Bin Tughlaq

2. Development of coinage under Cholas, Vijaynagara and Bahamani
3. Monetary system under Mughals: Nature and significance

UNIT IV: Institutions and Money (1700-1947 CE)

1. Money, finance and trade under the indigenous states
2. East India Company; trade, conquest and bullion
3. The Colonial State and its Financial Institutions
4. The Nationalist critique of the Colonial Economy

Practical component (if any) - NIL

Essential/recommended readings

UNIT I: This unit seeks to introduce an understanding about the concept of money and monetary systems. The unit would also talk about the nature of exchange before coinage in the Indian sub continent. (Teaching time: 2 weeks)

- Cribb, Joe (ed.), 1986, *Money: From Cowrie Shells to Credit Cards*, London: British Museum Press.
- Graeber, D., 2011, *Debt: The First Five Thousand Years*, New York: Melville House Publishing. (Chapters 2 and 3)

Unit II: This unit seeks to develop an understanding of various minting/manufacturing technologies. This unit also deals with changes about continuity and change in monetary systems in the Indian subcontinent. (Teaching time: 5 weeks)

- Gupta, P.L., 1996, *Coins*, Delhi: South Asia House (Available in Hindi also)
- Jha, Amiteshwar, 2003, *Bharatiya Sikke: Ek Aitihāsik Parichay*, Nasik: IIRNS Publication.
- Mitchiner, Michael, 1973, *The Origin of Indian Coinage*, London: Hawkins Publications.
- Mukherjee, B.N., 1997, *The Technique of Minting Coins in Ancient and Medieval India*, Calcutta: Indian Museum.
- Pokharna, Premlata, 2006, *Coins of Northern India (500-1200 AD)*, Jaipur: Unique Traders.

Unit III: This unit deals with the development and changes in the monetary system in the medieval times. The state intervention and regional variation in coinage at regional levels will also be explored. (Teaching time: 4 weeks)

- Haider, Najaf, October 1999, *The Quantity Theory and Mughal Monetary History*, The Medieval History Journal 2, pp. 309-348.
- Habib, Irfan, 1984, *The price regulations of Aluddin Khilji - A Defence of Zian Barni*, Indian Economic and Social History Review, 21(4), pp. 393-414.
- Subramanyam, Sanjay, 1999, *Money and the Market in India, 1100-1700* (Oxford in India Readings: Themes in Indian History), Delhi: Oxford University Press.

Unit IV: This unit deals with the standardization of the currency system and development of modern financial institutions, the development of colonial economic system and its critique
(Teaching time: 5 weeks)

- Bagchi, Amiya, 1985, Transition from Indian to British Indian Systems of Money and Banking 1800–1850, *Modern Asian Studies*, 501-519
- Chandra, Bipin, 2016, *India's Struggle for Independence 1857-1947*, Delhi: Penguin Random House (Chapter 7)
- Chaudhury, Sushil, 1991, Trade, Bullion and Conquest, *Itinerario* 15 (2):21-32
- Chaudhury, Sushil, 2000, *Prelude to Empire*, Manohar (Chapter 9)
- Garg, S. (Ed.), 2019, *Monetary Foundations of the Raj*, Delhi: Routledge (Introduction, Chapters 1 and 3)
- Patnik, U., 2017, Mr Keynes and the forgotten holocaust in Bengal, 1943–44: Or, the macroeconomics of extreme demand compression, *Studies in People's History*, Vol.4 (2), pp. 197-210.
- S. Sen, 2003, *Tributes and Transfers from Colonial India*, in G. Balachandran (Ed.) *India and the Global Economy*, New Delhi: Oxford University Press.

Suggested Readings:

- Balachandran, G. (Ed.), 2003, *India and the Global Economy*, New Delhi: Oxford University Press.
- Deyell, John S, 1990, *Living Without Silver: The Monetary History of Early Medieval North India*, Delhi: Oxford University Press
- Handa, Devendra, 2007, *Tribal Coins of Ancient India*, Delhi: Aryan Books International
- Maity, S.K., 1970, *Early Indian Coins and Currency System*, Delhi, Munshilal Manoharlal
- Moosvi, Shireen, 1989, *Numismatic Evidence and the Economic History of the Delhi Sultanate*, *Proceedings of the Indian History Congress*, Vol. 50.
- Om Prakash, 2004, *Bullion for Goods*, Delhi: Manohar
- Narain, A.K. and P.L. Gupta (Eds.), 1961, *Journal of the numismatic society of India (Golden Jubilee Volume)*, Volume XXIII.
- Patnaik, U. and P. Patnaik, 2021, *Capital and Empire*, New Delhi: Tulika/ Columbia University Press (Chapters 1, 8-13)

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

DISSERTATION : Dissertation Writing
Dissertation Writing Track of Research Methods-I
(The department has opted for Dissertation)

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		
Dissertation Writing Track of Research Methods-I	4	3	1	0		

Learning Objectives

This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research, to identify primary and secondary sources towards that end, as well as to observe patterns in collected data. They should also be able to forge complex and novel arguments on the basis of demonstrable patterns in available information.

Learning outcomes

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography
- Identify and respect the need to avoid pitfalls of plagiarism

Syllabus

Unit I: Understanding Academic Writing in History

Unit II: Reading and Collating Secondary Sources

Unit III: Reading and Analysing Primary Sources

Unit IV: Formulating questions, and arguments

Unit V: Research Ethics

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit should familiarise students with the ability to identify and understand specific requirements of academic writing, and how it is different from non-academic writing.

- Katherine Pickering Antonova, '2: What is Academic Writing' and '3: What is History?' in Antonova, *The Essential Guide to Writing History Essays*, New York: Oxford University Press, 2020.

Unit II: This unit should train students to read, understand and collate relevant ideas and information from secondary sources with a view to arrive at an understanding of desiderata as well as the covered and contested grounds in a research area.

- Katherine Pickering Antonova, '5: The Response Paper; '8; The Historiographical Essay' and '10: Historical Research' in Antonova, *The Essential Guide to Writing History Essays*, New York: Oxford University Press, 2020.

Unit III: This unit seeks to train students to read, interpret and engage with relevant ideas and information in primary sources with due attention to nuances and complexities.

- Katherine Pickering Antonova, '9: Primary Source Interpretation'; and '10: Historical Research' in Antonova, *The Essential Guide to Writing History Essays*, New York: Oxford University Press, 2020.

Unit IV: This unit makes students cultivate the art of observing obvious and not-so-obvious patterns of data in primary and secondary materials with a view to forge and narrativize arguments out of them. It should prepare them with the skill to write a research essay that is based on original research.

- Katherine Pickering Antonova, '11: The Research Essay' in Antonova, *The Essential Guide to Writing History Essays*, New York: Oxford University Press, 2020.

Unit V: This unit will familiarise the students with the pitfalls of plagiarism as well as the ethics and requirements of avoiding plagiarism.

- Manjari Katju, 'Plagiarism and Social Sciences', *Economic and Political Weekly*, vol. 46, no. 9 (2011), pp. 45-48.

Suggested Readings:

- Zachary M. Schrag, *The Princeton Guide to Historical Research*, Princeton University Press, 2021
- Anirudh Deshpande, *The Practice of History in India: Essays in Search of a New Past*, Aakar Books, Delhi, 2020.
- Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspective*, OUP, 2016
- E. Sreedharan, *A Textbook of Historiography, 500BC to 2000AD*, Orient Black Swan, 2005.
- Prabhat Kumar Shukla ed. *Itihas Lekhan Ki Vibhinn Drishtiyan*, Granthshilpi,

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

DISCIPLINE SPECIFIC CORE (DSC): Contemporary India (1950 – 1990s)

SEMESTER – VII

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		
Contemporary India (1950 – 1990s)	4	3	1	0		

Learning Objectives

This course seeks to familiarise students with the trajectory of significant changes in the Indian state, politics and economy during the 1950s to 1990s. Students will study the transformation of political organizations, and the emergence of new forms of political mobilization along the axes of caste, class, gender, region and community. The course also offers an overview of the new developments in education, cinema, art, literature and sports over this period.

Learning outcomes

On completion of this course the student shall be able to

- Draw a broad outline of the history of key debates that unfolded during the framing of the Constitution.
- Highlight key moments in the process of reorganization of provincial boundaries.
- Examine the trajectory of economic policies and nature of economic developments, particularly the problems of uneven development.
- Trace the significant developments with respect to party politics, electoral coalitions, regional aspirations and inequalities; caste and religion in politics
- Assess the shift from mixed economy to liberalization.
- Evaluate the history of important social movements around axes of class, caste, gender, and region.
- Familiarize the key developments in art, literature, cinema, science and education.

Syllabus

Unit-I Laying the Foundation of Independent India (3 weeks)

1. Making of the Constitution: Key debates and amendments
2. Reorganization of states; regional inequalities and foreign Policy
3. Economic development: concept of planning; agriculture and industry; problems of uneven development

Unit-II: Major Trends in Politics and Society (4 weeks)

1. Changing nature of party system: Congress, Jansangh-BJP, growth of regional parties; Left parties; coalition politics; Emergency
2. People's movements: Dalit, adivasi, labour and peasant movements
3. The Women's Movement and institutional changes: debating personal laws, women atrocities acts.

Unit-III: Turning Points in the 1980s and 1990s (4 weeks)

1. Changing forms of political mobilization
2. Liberalization of the Indian economy

Unit-IV The New Public Sphere (3 weeks)

1. Popular and parallel cinema
2. Art and literature
3. Science, Technology and Education

Practical component (if any) - NIL

Essential/recommended readings

Relevant chapters from:

- Chandra, Bipan. (2008). India Since Independence. Delhi: Penguin
- बिपन चंद्र (2015), आज़ादी के बाद का भारत, दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
- Guha, Ramachandra. (2008). India After Gandhi. Delhi: Picador
- रामचंद्र गुहा. (2016). भारत गांधी के बाद, दिल्ली: पेंगुइन बुक्स

Unit-I: Laying the Foundation of Independent India (Teaching time: 3 weeks)

This unit outlines the history of key debates that unfolded during the framing of the Constitution. It deals with the history and politics of the early years of Independence. It also deals with the linguistic re-organisation of states and important milestones in foreign policy. It examines the trajectory of economic policies and nature of economic developments up to the 1990s, particularly the problems of uneven development.

- Austin, Granville (1999). The Indian Constitution: Cornerstone of Nation, New Delhi: OUP. Pp. 1-62, 384-411. Also available in Hindi ग्रैन्विल ऑस्टिन – भारतीय संविधान : राष्ट्र की आधारशिला, (अनुवाद: नरेश गोस्वामी) वाणी प्रकाशन, 2017
- Asha Sarangi, Sudha Pai. (2011). - Interrogating Reorganisation of States: Culture, Identity and Politics in India, Routledge India
- Abraham, Itti (2008), Foreign policy of India. Commonwealth & Comparative Politics Vol. 46, No. 2, April 2008 , pp195–219.

- Frankel, Francine R. (2005). *India's Political Economy*. New Delhi: OUP. Chapters 1,3,4
- Kohli, Atul (2006). "Politics of Economic Growth in India, 1980-2005: Part I: The 1980s". *EPW*, Vol. 41(13), April 1-7, 2006, pp 1251-1259
- Chadha, G.K. Khurana, M.R. (1989). *Backward Agriculture, Unrewarded Labour and Economic Deprivation: Bihar's Contrast with Punjab*. *EPWI*, Nov 25, 1989, pp. 2617 - 2623
- Roy, Tirthankar. *Indian Economy after Independence: Economic History of India 1857-2010*. [Chapter-13].
- Pai, Sudha and Asha Sarangi, *Interrogating Reorganisation of State, Culture, identity and politics*, chapter 1-Introduction, Forward by BG Vargese

Unit II: This unit deals with history of congress party and other political formations that emerge to challenge its hegemony, tracing the developments in party politics, electoral coalitions, regional aspirations and inequalities. The unit also seeks to highlight Dalit, adivasi, labour and peasant movements. It also examines history of social reform with reference to Women and Hindu Code Bill (Teaching time: 4 weeks)

- Stanley, Kochanek. *The Congress Party of India: The Dynamics of One-Party Democracy*. Princeton: Princeton University Press. (1968).
- Chatterjee Partha (ed.). (1997). *State and Politics in India*. Delhi: Oxford University Press. Pp 92-124
- Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press. Chapters 9&10
- Kumar, Ashutosh (ed) (2016), *Rethinking State Politics in India: Regions within Regions*, New Delhi: Routledge India, pp. 35-111
- Kumar, Radha. (1993). *The History of Doing: An illustrated account of movements or women rights and feminism in India, 1800-1990*, New Delhi: Kali for Women.
- Sangeeta Dasgupta, Introduction: Reading the archive, reframing 'adivasi' histories. *IESHR*, 53, 1, 2016, pp 1-8
- Gadgil, Madhav and Ramachandra Guha (1994), *Ecological Conflicts and the Environmental Movement in India, Development and Change*. Vol 25, pp.101-136.
- Sen, Sukomal. (2010). *Working Class of India : History of Emergence and Movement, 1830–1970*. Calcutta: Prajashakti. [relevant chapters.]
- Banerjee, Sumanta. (1984). *India's Simmering Revolution: The Naxalite Uprising*. London: Zed Books. Chapters 3 and 4.

Unit III: This unit deals with the important turning points in the polity and economy of India from about 1990s. It traces the consolidation of caste and religion in politics in this period, and also marks the regional aspirations of new states like Uttarakhand/Jharkhand/Chhattisgarh. The unit also assesses the shift from mixed economy towards liberalization and its impact. (Teaching time: 4 weeks)

- Kumar, Ashutosh (ed) (2016), *Rethinking State Politics in India: Regions within Regions*, New Delhi: Routledge India

- Christophe Jaffrelot, (2003), *India's Silent Revolution: The Rise of the Lower Castes in North India. Part II Uneven emancipation of the Lower Castes...*
- Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press. Relevant Chapters
- Bruce Desmond Graham (1990), *Hindu Nationalism and Indian Politics_ The Origins and Development of the Bharatiya Jana Sangh*. Cambridge University Press.
- Kohli, Atul (2006). "Politics of Economic Growth in India, 1980-2005: Part II: The 1990s and Beyond", *EPW*, Vol. 41, No. 14 (Apr. 8-14), pp. 1361-1370
- P Sainath. (1996). "Reforms that Weren't," *Asian Studies Review*.

Unit IV: This unit deals with the emergence of postcolonial public sphere, and its artistic, literary and cinematic manifestations. It also examines key developments in the field of science and education (Teaching time: 3 weeks)

- Gayatri Sinha - (2009), *Art and visual culture in India, 1857-2007*. (Relevant Chapters)
- Zoya Hasan (ed.), (2019), *Forging Identities: Gender, Communities, And the State in India*, Routledge. (Relevant chapters).
- Sahu, Sudhansubala. (2018). "Revisiting Television in India," *Sociological Bulletin*, Vol. 67 (2), August, pp. 204-219.
- Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.
- Gupta, Vikas. (2014), 'Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism', in Ravi Kumar, (Ed.), *Education, State and Market: Anatomy of Neoliberal Impact*, Aakaar, pp 19-57.
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (Ed.), (2021). *Education and Inequality: Historical and Contemporary Trajectories*. Orient Blackswan. (Relevant Chapters)
- Qaiser, Rizwan. (2013), "Building Academic, Scientific and Cultural Institutions, 1947-1958", in his *Resisting Colonialism and Communal Politics*, Delhi, Manohar, (First published 2011). Pp. 179-240.
- Raina, Dhruv. "Science Since Independence." *India International Centre Quarterly* 33, no. 3/4 (2006): 182–95. <http://www.jstor.org/stable/23006080>.
- Stanley, Kochanek and R.L. Hardgrave. (2007). *India: Government and Politics in a Developing Nation*. Cengage Learning.
- Sunil Khilnani - *The Idea of India*-Penguin Books India (2012), Also available in Hindi as *भारतनामा*, Rajkamal Prakashan , 2016
- Basu, Durga Das (2020). *Introduction to the Constitution of India*, Nagpur: Lexis Nexis Pp. 3-50 [MOVE TO SUGGESTED READINGS.]
- Kudaisya, Gyanesh. (2014). *Reorganisation of States in India: Text and Context*. Delhi: National Book Trust. Chapter on Introduction
- Damodaran, A.K (1987). *Roots of Indian Foreign Policy*. *India International Centre Quarterly*. Vol.14. No. 3., pp. 53-65. [MOVE TO SUGGESTED READINGS.]

- Dhavan, Rajeev. (2008). “Book Review: Sarbani Sen, Popular Sovereignty and Democratic Transformations: The Constitution of India,” Indian Journal of Constitutional Law, Vol.8, pp.204-220.
- Sanjaya Baru, Economic Policy and the Development of Capitalism in India: the role of regional capitalists and political parties
- D. R. Nagaraj. 2010. The Flaming Feet and Other Essays (Permanent Black) Chapter 5: “The Cultural Politics of the Dalit Movement”
- Urvashi Butalia, “Women’s Movement in India: Action and Reflection.” (Originally published, Communique (Nos. 42-43, July-Aug 1997)
- Jayal, Niraja Gopal & Pratap Bhanu Mehta (eds.). (2010). The Oxford Companion to Politics in India. Delhi: Oxford University Press.
- Prasad, Archana (2003). Against Ecological Romanticism Verrier Elwin and the Making of an Anti-Modern Tribal Identity. Preface: Ecological Romanticism and Environmental History.
- Bhattacharya, Sabyasachi and N.N. Vohra (eds.) (2002). Looking Back: India in the Twentieth Century. New Delhi: National Book Trust.

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

- Construction of sources, historical imagination and biases,
- Scope and limitations of primary sources,

Unit II: Archaeological sources

- Study of past through material remains: explorations and excavations
- Scientific techniques useful in archaeology

- Interpreting archaeological evidence: New archaeology, Processual Archaeology, Post-Processual Archaeology, Cognitive Archaeology, Ethno-archaeology

Unit III: Epigraphic records

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

Unit IV: Numismatic Records

- A brief history of Indian Coinage (upto 18th century)
- 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

1. Arthur Marwick. 2003. *The New Nature of History: Knowledge, evidence, Language*. Palgrave: Hampshire.
2. Carr, E.H. [1961] 1987. *What is History?* Penguin Books: London.
3. 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

- 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

- 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

- 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): Histories of Regional Literature

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 Regional Literature	4	3	1	0		

Learning Objectives

The settling down of humans across the world, created thousands of languages. Yet all languages are not equal. In each region, there are dominant languages with standardised rules for writing and articulation, while others live on without a written form. Shaping the histories of the region, the elite languages tend to be spoken by a minority, while other languages - of those who interact with the speakers of the elite/cosmopolitan language - evolve interacting with those languages. In the Indian subcontinent, Sanskrit, the name itself meaning refined, was the language of the elite for exacting standards of scientific inquiry, administration, and aesthetic exploration, whereas assorted Prakrit grew into what came to be called Indian vernaculars. Southern India saw Tamil serving in that role for the region's other languages such as Kannada, Telugu and Malayalam, all of which interacted with Sanskrit as well.

Learning outcomes

1. This paper would help the student perceive the historical development of different regions and its relation to the development of specific regional languages.
2. It would also trace the historicity of some of the stateless languages in the Indian subcontinent
3. It would help in understanding how the languages define shaping of culture and its transmission across geographies and generations, as well as in constituting identities – of the self and that of imagined communities.

Syllabus

Unit 1: Histories of regions, language, and its significance

1. Historiographical debates:
2. Issues of stateless languages (Sindhi, Urdu)

Unit 2: Language, Culture, and the History of the Region from the South

1. Tamilakam
2. Kannada

Unit 3: Language and Region in Early Modern India

1. Marathas and Marathi
2. Hindavi: Awadhi, Braj and the Vernacular debate

Unit 4: The Colonial State, the language question, and the region

1. Language policy and perspectives
2. Language Movements and Identities: Tamil and Telugu; Odia; North East
3. National to Regional: Tamil; Hindi and Urdu; standardisation of language

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: Histories of regions, language, and its significance: This unit will familiarise students with India's regional histories and situate its meaningfulness through their languages. It will also delve into the several issues of stateless languages in India (Teaching Hours: 03 weeks)

- Dimock Jr., Edward C. Braj B. Kachru, & Bh. Krishnamurti (eds), Dimensions of sociolinguistics in South Asia: Papers in memory of Gerald B. Kelley. New Delhi: Oxford & IBH Publishing Co., 1992
- Metcalf, Barbara D., 'Urdu in India in the 21st Century: A Historian's Perspective' Social Scientist, May - Jun., 2003, Vol. 31, No. 5/6 (May - Jun., 2003), pp. 29-37
- Orsini, Francesca, "How to do Multi-lingual Literary History? Lessons from Fifteenth- and Sixteenth-century North India", The Indian Economic & Social History Review, June 2012, pp. 225-246.
- Partha Chatterjee and Raziuddin Aquil (eds), History in the Vernacular, Permanent Black, Ranikhet/New Delhi, 2008 (Introduction).
- Pollock, Sheldon, "The Cosmopolitan Vernacular", The Journal of Asian Studies, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "En/Gendering Language: The Poetics of Tamil Identity" Comparative Studies in Society and History, Vol. 35, No. 4 Oct., 1993

Unit 2: Language, Culture, and the History of Southern India: The notion of the making of the regions - the concept of South India, the making of the Tamil region - is integral to understanding our distinct and yet interconnected cultural pasts. The connections between languages, for example, Sanskrit and the rise of early Kannada would be useful for students to engage with for understanding the Kannadiga region. (Teaching time: 03 weeks)

- Gurukkal, Rajan, "Characterizing Ancient Society: The Case of South India" Proceedings of the Indian History Congress, 1998, Vol. 59, 1998, pp. 30-57.
- Ganesh, K.N., "Spaces in History: A Study in Human Geography in the Context of Sangam Texts", Studies in History, 25(2), 151-195, 2009.
- Pollock, Sheldon, "The Cosmopolitan Vernacular Author", Journal of Asian Studies, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "Language of the People in the World of Gods: Ideologies of Tamil before the Nation", Journal of Asian Studies, Vol. 57, No. 1, February 1998, pp. 66-92.
- Ramaswamy, Sumathi, Passions of the Tongue: Language Devotion in Tamil India, 1891-1970, University of California Press, 1997.
- Venkatachalapathy, A. R. "Dravidian Movement and Saivites: 1927-1944", Economic & Political Weekly, Vol. 30, No. 14, Apr. 8, 1995, pp. 761-768.

Unit 3: This unit will help the student engage with the formation of regional languages and identities through some case studies. The study of language and literature shaping the voice of the region will help to understand the linkages between geography and culture. (Teaching time: 03 weeks)

- Busch, Allison, “Hidden in Plain View: Brajbhasha Poets at the Mughal Court”, *Modern Asian Studies*, Vol. 44, No. 2, 2010, pp. 267-309.
- Deshpande, Prachi, *Scripts of Power: Writing, Language Practices and Cultural History in Western India*, Permanent Black and Ashoka University, 2023
- Narayanan, Varadarajan and Prakash, Rabi, “Emerging Scholarship on Vernacular Languages in Early Modern North India: A Conversation with Imre Bangha”, in *Economic & Political Weekly*, Vol. 56, No. 02, January 2021, Engage (Online), accessed on 6th May 2022.
- Novetzke, Christian Lee, *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India*, Columbia University Press, 2016
- Pollock, Sheldon, “India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500,” *Daedalus*, Vol. 127, No. 3, *Early Modernities*, 1998, pp. 41-74.
- Rai, Amrit, *The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.

Unit 4: The period of the nineteenth and the twentieth centuries was when the mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became part of public discourse and political action. The period became a site of contestation in the making of the region and the nation. (Teaching Time: 05 weeks)

- Cohn, Bernard, ‘The Command of Language and the Language of Command,’ in *Colonialism and Its Forms of Knowledge*, Princeton University Press, 1996
- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
- Kharingsam, A.C. and Saima Malik (eds), *Re-imagining Northeast Writings and Narratives: Language, Culture and Border Identity*, 2024
- Misra, Salil, ‘Transition from the Syncretic to the Plural: the World of Hindi and Urdu’, Jamal Malik and Helmut Reifeld (ed.), *Religious Pluralism in South Asia and Europe*, New Delhi, OUP, 2005, pp. 268-97.
- Sahu, B. P., *The Making of Regions in Indian History: Society, State and Identity in Pre-modern Orissa*, Primus Books, Delhi, 2019.
- Venkatachalapathy, A. R., “The ‘Classical’ Language Issue”, *Economic & Political Weekly*, Vol. 44, No. 2, Jan., 10-16, 2009, pp. 13-15

मिश्र, अरुण प्रकाश, भाषा की भूमिका, संस्कृति प्रकाशन, 2015

मिश्र, सलिल, हिंदी और उर्दू: साझा अतीत, खंडित वर्तमान, नया पथ, अप्रैल-जून 2008

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

DISCIPLINE SPECIFIC ELECTIVE (DSE): Fundamentals of Historical Methodology

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		
Fundamentals of Historical Methodology	4	3	1	0		

Learning Objectives

This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework. It does so by familiarising them with the theoretical frameworks and procedures/techniques of research that historians deploy in order to construct a meaningful narrative about the past. The course proceeds to equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

Learning outcomes

Having finished the course, the students would have learnt:

- The distinctiveness of historical research
- The issues and problems in writing history
- How to carefully choose interpretative techniques when reading sources
- How to choose a historical "field" and within that field a specific research question
- The skills and protocols related to academic writing and research in history
- The essentials of research ethics.

Syllabus

Unit I: Distinctiveness of historical inquiry

1. The nature of history
2. The scope of historical research

Unit II: Issues and problems in historical research

1. Facts and inference
2. Explanation and historical research

3. Objectivity and history writing
4. History writing and relations of power

Unit III: Sources and interpretation

1. Types of historical sources: their use and limitations
2. Analytical frames in historical research
3. Varieties of approaches to sources and methods

Unit IV: Conducting historical research

1. Selecting a topic and preliminary work
2. Protocols of academic writing and avoiding plagiarism

Practical component (if any) - NIL

Essential/recommended readings:

Unit I: This introductory Unit seeks to enable students to i) distinguish the historical from the past, memory and myth; ii) comprehend the relationship of history with social science theories and concepts; iii) distinguish aspects of history (social, political, economic, religious, cultural, ecological). **(Teaching Time: 9 hours)**

- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, “A Sense of the Past”, and Ch.3, “What Can History Tell Us About Contemporary Society”).
- Bloch, Marc. (1992). The Historian’s Craft, Manchester University Press. Reprint (“Introduction,” pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - “The Necessity of History” and “Stories and Dialogues”).
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, “The Nature of History,” and Ch.6, “History and Related Studies”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20). 176
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, “History and Social Theory”: pp. 214-225, and Ch.3, “Mapping the Field”).

Unit-II: This unit will deal with some important issues such as identifying historical facts, context, causal explanations, generalizations, objectivity; and configurations of power and history writing. **(Teaching Time: 12 hours)**

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, “The Historian and His Facts”, Ch.3, “History, Science and Morality”, and Ch.4, “Causation in History”).
- Marwick, Arthur (1989). The Nature of History. Third edition, Hampshire and London: MacMillan. (Ch.6, “The Historian at Work: The Writing of History,” pp. 242-254).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.7, “Causation in History”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.3, “The Critical Philosophy of History-Part I” and Ch.4, “The Critical Philosophy of History-Part II”).
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.3, “The Historian and His Work,” and Ch.4, “Explanation and History”).
- Michel-Rolph Trouillot (1995), Silencing the Past: Power and the Production of History. Boston: Beacon Press. (Ch.1, Ch.3 and Ch.5).
- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.10, “Partisanship”).

Unit-III: This unit looks at (i) Different sources and analytical frameworks; (ii) types of history and their connection to sources (global, national, regional, micro, oral, visual, archival, textual-official and private). **(Teaching Time: 12 hours)**

- Jordonova, Ludmilla. (2000). History in Practice, London/New York: Arnold and Oxford University Press Inc. (Ch.2, “Mapping the Discipline of History”, Ch.4, “The Status of Historical Knowledge”, and Ch.7, “Historians’ Skills”).
- Brundage. Anthony (2018). Going to the Sources: A Guide to Historical Research and Writing, Sixth edition, Wiley Blackwell. (Ch. 2, “The Nature and Variety of Historical Sources”, Ch.5, “Beyond Textual Sources”, and Ch.7, “Engaging with Primary Sources”).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.4, “The Raw Materials” and Ch.5, “Using the Sources”).
- Black, J., MacRaild, D.M. (1997). Studying History. How to Study. Palgrave, London. (Ch.4, “Approaches to History: Sources, Methods and Historians”).
- Howell, Martha and Walter Prevenier (2001). From Reliable Sources: An Introduction to Historical Methods. Ithaca: Cornell University Press. (Ch.2, “Technical Analysis of Sources,” Ch.3, “Historical Interpretation: The Traditional Basics,” and Ch.4, “New Interpretative Approaches”).

Unit IV: This unit will familiarize students with i) framing a research question and building an argument, (ii) literature review and scope of research, iii) research ethics, dangers of plagiarism and styles of referencing/citation. **(Teaching Time: 12 hours)**

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. *The Craft of Research : From Planning to Reporting*. University of Chicago Press.
- Brundage, Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*. Sixth edition, Wiley Blackwell. (Ch.3, “Finding Your Sources”, Ch.4, “Getting the Most out of History Books”, Ch.6, “Exploring Changing Interpretations” and Ch.7, “Engaging with Primary Sources”).
- Sorenson, Sharron (1995), *How to Write a Research Paper*, MacMillan
- Nayak, Dhanwanti (2011), 'Karaoked Plagiarism in the Classroom', *Economic and Political Weekly*, vol. 46, no. 9 (pp. 49-53).
- Katju, Manjari (2011), “Plagiarism and Social Sciences,” *Economic and Political Weekly*, vol. 46, no. 9 (pp. 45-48).
- *Chicago Manual of Style*. 15th edition, Chicago: Chicago University Press, 2003.
- *MLA Handbook for Writers of Research Papers* 5th edition, New York: Modern Language Association of America, 1999.

Suggested Readings:

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, “Studying History”).
- Elton, G.R., *The Practice of History*, London: Fontana Press, 1987.
- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, “Public History”).
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, “The Emergence of Modern Historical Thinking,” Ch.1, “History and/as Science,” and Ch.3, “Forms of History”).
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press (“Fact and Relevance, History and the Social Sciences in Historical Study”).
- Sarkar, Sumit (1997), “The Many Worlds of Indian History”, *Writing Social History*, New Delhi: OUP.
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, “Historical Research Methodology”).
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, “Historical Facts”, Ch.11, “The Process of History” – the section on Causality and Determinism, Ch.18, “The Authenticity of

Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)

- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

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

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

Unit II: Reconnaissance, Science and Pilgrimage

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

Unit III: Discoveries, Trade and Colonialism

1. The Age of Discoveries 1400-1800
2. Colonial and Post Colonial travelogues

Unit IV: Travel, Texts and History

(select 1 traveller from any two 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. **(Teaching Time: 4 weeks)**

- 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. **(Teaching Time: 3 weeks)**

- 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. **(Teaching Time: 3 weeks)**

- 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. **(Teaching Time: 4 weeks)**

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 Tsiang (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.

GENERIC ELECTICE (GE): History of Health and Medicine 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		
History of Health and Medicine in India	4	3	1	0		

Learning Objectives

The objective of the course is to provoke the learners about emerging areas of historical understanding. Tracing the history of health and medicine from ancient to the contemporary times, the course will enrich learners about the cultural and social sensibilities to explore changing human experiences across time and space. It will help students to analyse the diverse facets of health, healing systems and medicine. Beginning with historiography, this course will explore unique set of themes capturing the diverse population globally. The course intends to trace the development of knowledge about physical and psychological illness, diseases, diagnosis, cure and treatment of illness from the early period to modern times. Further, this paper will discuss about medical pluralism and institutionalization of health care system during colonial times such as hospitals, dispensaries, pharmacy, sanatoriums, lock hospitals and so on. The course will equip the students with adequate expertise to analyze the historical developments in this area taking place during the swadeshi and Indian national movement. They will be familiarized with the new challenges and issue of holistic wellbeing in the contemporary times.

Learning outcomes

After completing this course, the students will be able to:

- Develop critical thinking towards understanding health and medicine.
- Discuss the new area of historical understanding and grasp significant aspects related to medicine, health and illness in historical perspective.
- Trace the processes of institutionalization of health.
- Describe the developments during the national movement.
- Through class discussions, students would also get equipped to conduct further research in the emerging area of history of health and medicine.

Syllabus

Unit 1: Health and Healing practices in Ancient and Medieval Times (Teaching time: 4 weeks)

Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching time: 4 weeks)

- Quackery versus Degree: Honouring Designations and Professional titles
- Hospital, Public Health and Sanitary measures
- New Legal framework, New Medical Technology & Standardization of medicine

Unit 3: Medicine and Nationalist Rhetoric and new challenges in the 20th century India (Teaching time: 4 weeks)

- Medicine and Nationalism
- Policy making & Emergence of holistic wellbeing: State intervention and WHO

Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (Teaching time: 4 weeks)

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: Unit 1: Health and Healing practices in Ancient and Medieval Times (Teaching Time: 4 weeks approx.)

This unit will analyse the debates and discourses related to health, healing practices and medicine. Students will delve into the diverse healing systems and practices in India. They will explore the emergence of a syncretic culture of health, healing practices and healers.

- Olivelle, P. (2017). The medical profession in ancient India: Its social, religious, and legal status. *eJournal of Indian Medicine*, 9(1), 1-21.
- Saini, A. (2016). Physicians of ancient India. *Journal of Family Medicine and Primary Care*, 5(2), 254-258.
- Reddy, D. S. (1969). The Origins and Growth of Indigenous Unani Medical Literature in Medieval India. *Journal of Indian Medical Heritage*, 14(1), 20-25.
- Pernau, M. (2012). The Indian body and unani medicine: Body history as entangled history. In *Images of the Body in India* (pp. 97-108). Routledge India.
- Arnold, David, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, California: University of California Press, 1993. **(Introduction)**.
- Kumar, Anil, *Medicine and the Raj: British Medical Policy, 1835-1911*, New Delhi: Sage, 1998. **(Introduction)**
- Leslie, C. "The Ambiguities of Medical Revivalism in Modern India" in Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Sharma, Madhuri, *Indigenous and Western Medicine in Colonial India*, Foundation Books: CUP, 2011 **(Introduction)**
- Majumdar, R.C. (1971). 'Ayurveda: Origins and Antiquity', in D.M. Bose, *Concise History of Science in India*, New Delhi: Indian National Science Academy, pp. 213-216; 'Ayurveda and its Classical Division', pp. 227-234; 'Ayurveda in the Middle Ages', pp. 262-265.

Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching Time: 4 weeks approx.)

In this unit student will study the growth and development of modern medical institutions such as hospitals and sanatoriums. This unit will focus on the emergence of professionalization of medicine, development of entrepreneurship in medicine. Ayurveda/Unani/Homeopathy/Allopathy. Contestation between *Vaidyas*, *Hakims* and Doctors.

- Keswani, N. H. (1968). *Medical education in India since ancient times*. All India Institute of Medical Sciences.

- Sahay, S. (2023). Traditional Knowledge of Medicine in Ancient India:(Based on Classical Texts and Treatises). In *Aspects of Science and Technology in Ancient India* (pp. 117-133). Routledge India.
- Zysk, K. G. (1998). *Asceticism and healing in ancient India: Medicine in the Buddhist monastery* (Vol. 2). Motilal Banarsidass.
- Kumar, Deepak and Raj Shekhar Basu, eds., *Medical Encounters in British India*, New Delhi: Oxford University Press, 2013.(Introduction and pp 160-86)
- Sharma, Madhuri 'Creating a Consumer: Exploring medical advertisements in colonial India', in Mark Harrison and Biswamoy Pati (eds.), *The Social History of Health and Medicine in Colonial India*, Routledge, London& New York, 2009, pp. 213-28. ISBN10:0-415-46231-2(hbk).
- Sivaramakrishnan, K., *Old Potions, New Bottles: Recasting Indigenous Medicine in Colonial Punjab (1850-1945)*, New Delhi, Orient Longman, 2006.(Introduction)

Unit 3: Medicine and Nationalist Rhetoric and new challenges in the 20th century India (Teaching Time: 4 weeks approx.)

This will help to develop an understanding about the nuances of social interaction and encounter with western medicine during colonial times and role played by medical practitioners in the ongoing *swadeshi* and national movement. This unit will help to understand the role of state in controlling diseases. It will further acquaint students with the emergence of the concept of holistic well being

- Quaiser Nishat, Colonial Politics of Medicine and Popular Unani Resistance, *Indian Horizons*, April-June 2000, pp. 29-41.
- Lal, Vinay (2020), *The Fury of COVID-19: The Politics, Histories, and Unrequited Love of the Coronavirus*, New Delhi: Pan Macmillan India.
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', *समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका*.

Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (teaching time 4 weeks)

This unit will help students to know about how Health and Healing practices were represented in art, literature and cinema. Feminization of health such as *sitala mata*, plague ki *churail* etc.

- Hanson, M., Small, L.' Pandemic Patterns: How Artistic Depictions of Past Epidemics Illuminate Thematic and Structural Responses to COVID-19 Today', *Journal of General Internal Medicine* Vol. 37, 878–884 (2022)
- Niels Brimnes, 'Fallacy, Sacrilege, Betrayal and Conspiracy: The Cultural Construction of Opposition to Immunisation in India,' in *The Politics of Vaccination: A Global History*, edited by Christine Holmberg, Stuart Bulme and Paul Greenough (Manchester United Press, 2017).
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.

- शुक्ल, श्रीप्रकाश (2021). *महामारी और कविता*, नयीदिल्ली: सेतुप्रकाशन.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', *समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका*.
- मास्टर भगवानदास, 'प्लेग की चुड़ैल', सरस्वती, 1902.
- Suggested Novels: King of Maladies, Love in the Time of Cholera, The Plague
- Suggested Movies: Contagion, Outbreak, Khushboo, The Black Death

Suggested Readings:

- Arnold, David, ed., *Imperial Medicine and Indigenous Societies*, Delhi: Oxford University Press, 1989.
- Bhattacharya, N., *Disparate Remedies: Making Medicines in Modern India*, McGill Queen's University Press, 2023, pp.3-20
- Chatterjee, S., *Western medicine and Colonial Society: Hospitals of Calcutta, c. 1757-1860*, Primus, 2017, pp. 1-28
- Foucault, Michel, 'The Politics of Health in the Eighteenth Century', in *Essential Works of Foucault, 1954-84, Vol. 3: Power*, ed. Michel Foucault, James D. Faubion, tr. Robert Hurley et al., New York: The New Press, 1994.
- Harrison, Mark, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914*, New Delhi: Cambridge University Press, 1994.
- Kumar, S. & Jugal Kishore, *Public Healthcare in India: historical Background and Current Realities*, Century Publications, New Delhi, 2020, pp1-48
- Kumar, D. (2010). Probing history of medicine and public health in India. *Indian Historical Review*, 37(2), 259-273.
- Valiathan, M. S. (2001). Diseases in ancient India. In SALEMA, A. *Ayurveda at the Crossroads of Care and Cure: Proceedings of the Indo-European Seminar on Ayurveda Held at Arrábida, Portugal, in November* (pp. 18-24).
- Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Levine, Philippa, *Prostitution, Race and Politics: Policing, Venereal Disease in the British Empire*, New York, London: Routledge, 2003.
- Madhwi, *Health, Medicine & Migration : The Formation of Indentured Labour c.1834-1920*. Primus 2020. pp 1-30
- Mishra, Sabyasachi R., 'An Empire "De-Masculinized": The British Colonial State and the Problem of Syphilis in Nineteenth Century India', in *Diseases and Medicine in India: A Historical Overview*, ed. Deepak Kumar, New Delhi: Tulika Books, 2001, pp. 166-79.
- Mills, James H., *Madness, Cannabis and Colonialism: The 'Native Only' Lunatic Asylums of British India, 1857-1900*, Great Britain: Macmillan, 2000. (Introduction)
- Pati, Biswamoy and Mark Harrison eds., *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009. (Introduction)
- Sharma, Madhuri 'Knowing Health and Medicine: A Case Study of Benares, c. 1900-1950', in Deepak Kumar & Raj Sekhar Basu (eds), *Medical Encounters in British India*, Oxford University Press, New Delhi, 2013, pp 160-86. ISBN: 13:978-0-19-808921-6 (hbk)
- Syed Ejaz Hussain & Mohit Saha (eds.), *India's Indigenous medical Systems: A cross Disciplinary Approach*, Primus, 2015, Introduction

- Pati, Biswamoy and Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*, Delhi: Orient Longman Limited, 2001. **(Introduction)**.
- Bala Poonam ed. *Contesting Colonial Authority Medicine and Indigenous Responses in Nineteenth and Twentieth Century India*, Primus Books, Delhi 2016.(Introduction)
- Harrison, Mark, 'Public Health and Medicine in British India: An Assessment of the British Contribution', based on a paper delivered to the Liverpool Medical Society on 5 March 1988; see <http://www.evolve360.co.uk/Data/10/Docs/10/10Harrison.pdf>.
- Gupta Charu, *Procreation and Pleasure: Writings of a Woman Ayurvedic Practitioner in Colonial North India*, *Studies in History*, Volume 21 No.1, 2005, pp. 17-44.
- S. Manasi & K.V.Raju, "Policy options for sustainable holistic health care intervention", *Policy Brief*, May 2019
- Zysk, K. G. (1998). *Asceticism and healing in ancient India: Medicine in the Buddhist monastery* (Vol. 2). Motilal Banarsidass.

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

GENERIC ELECTIVE (GE): Colonialism and Nationalism: Nineteenth to early twentieth century 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		
Colonialism and Nationalism: Nineteenth to early twentieth century India	4	3	1	0		

Learning Objectives

This course will familiarize the students with the dynamics of colonial rule in India and the unfolding process of nationalist agitation and nation-building.

Learning outcomes

On completion of the course, students would be able to:

- Trace the important features of colonial exploitation and governance and how these features evolved from the early colonial to later colonial period.
- Trace the origins and dynamics of nationalism in India.
- Highlight the relationship between mainstream nationalism and competing ideas of nationalist thought and nation-building.
- Highlight some of the complexities involved in the process of nation-building in the 1940s.

Syllabus

Unit 1: Facets of colonial rule in India: i) impacts on trade, agriculture, and manufacture; ii) colonial governance and changes in society (choose a case study:- colonial law or colonial education or surveys and census enumeration)

Unit 2: Emergence of nationalist thoughts and trends within Indian nationalism: i) social composition;
ii) phases

Unit 3: Challenging dominance: many voices of a nation in making: i) tribal and peasant movements;
ii) labour and marginalized social groups; iii) the role of Indian industrialists in the national movement

Unit 4: Towards freedom: i) constitutional developments, 1930s-1950; ii) Partition

Unit 1: This Unit briefly traces the East India Company's trading practices and the impact of colonial rule on India's pattern of trade. It proceeds to highlight the impact of colonial rule on artisanal production, revenue policies, agrarian relations, land market, and its role in the creation of a factory labour force. The unit also briefly outlines the repercussions of colonial governance on society by drawing on a case study of evolving colonial law or the case of colonial education policy or the case of census enumeration.

- भट्टाचार्य, सब्यसाची (2015 edition), *आधुनिक भारत का आर्थिक इतिहास*, दिल्ली: राजकमल प्रकाशन
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 7 & 10]
- Cohn, Bernard S. (1987), 'The census, social structure and objectification in South Asia,' *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 224-54.
- Constable, Philip (2014), 'Sitting on the School Veranda,' in Sumit Sarkar and Tanika Sarkar (eds), *Caste in India*, vol. 2, New Delhi: Permanent Black.
- Kumar, K. (2005), *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, Delhi: SAGE.
- Sarangi, Asha (2010), 'Enumeration and the Linguistic Identity Formation in Colonial North India,' *Studies in History*, vol. 25, pp. 197-227.
- Sarkar, Sumit (2015), *Modern Times: India 1880s-1950s*, Ranikhet: Permanent Black. [Chapters 2 & 4]
- Singha, Radhika (1998), *A Despotism of Law*, Oxford and New York: OUP. [Preface, Chapter-4 & Epilogue]
- Skuy, David (July 1998), 'Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century', *Modern Asian Studies*, 32 (3), pp. 513-557.

Unit 2: This unit provides an overview of the phases of and trajectories within the anti-colonial struggle. It also draws attention to the social composition of the national movement.

- Bandopadhyay, Shekhar (ed) (2009), 'Part I' & 'Part II,' *Nationalist Movement in India: A Reader*: OUP.
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 12 to 16]
- Chandra, Bipan (2010), *The Rise and Growth of Economic Nationalism in India*, Delhi: Har-Anand Publications Pvt Ltd. (revised edition).
- Desai, A.R. (1981), *Social Background of Indian Nationalism*, Delhi: Popular Prakashan. **Also available in Hindi.**
- Sarkar, Sumit (1989), *Modern India: 1885-1947*, Delhi: Macmillan. [Chapters 3 to 5]. **Also available in Hindi.**

Unit 3: The unit explores the relationship of the tribal and peasant movements with mainstream nationalism from the 1850s to the 1940s. Relevant case studies for discussion are the Santhal Rebellion, the 1857 Revolt, Deccan Riots, the Kisan Sabha movement, Eka movement, Bardoli satyagraha, and Tebhaga movement. The unit briefly outlines the key features of the non-Brahmin and Dalit movements from the early 1900s to the 1940s, and proceeds to explain the build-up of demands such as separate representation. It also acquaints students with the interface between the labour movement and mainstream nationalism, as well as the relationship between the Indian capitalist class and the anti-colonial struggle.

- Bahl, Vinay (1988), 'Attitudes of the Indian National Congress towards the working-class struggle in India, 1918-1947,' in K. Kumar (ed.) *Congress and Classes: Nationalism, Workers and Peasants*, New Delhi: Manohar, pp. 1-31.
- Bandopadhyay, Shekhar (ed) (2009), *Nationalist Movement in India: A Reader*: OUP. [Chapters 15 & 18]
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान. **Also available in English.**
- Bayly, Susan (2001 reprint), *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP. [Chapters 5 & 6]
- चंद्रा, बिपन (2015), *भारत का स्वतंत्रता संघर्ष*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Hardiman, David (1993), 'Introduction,' *Peasant Resistance in India, 1858-1914*, Delhi: OUP.
- Markovits, Claude (1985), *Indian Business and Nationalist Politics 1931 – 1939: The Indigenous Capitalist Class and the Rise of the Congress Party*, Cambridge, London & New York: CUP.
- Pati, Biswamoy (ed.) (2010), *The Great Rebellion of 1857: Exploring Transgressions, Contests and Diversities*, Abingdon & New York: Routledge. [Chapters 1, 3, 4 & 5]
- Pati, Biswamoy (ed.) (2011), *Adivasis in Colonial India: Survival, Resistance and Negotiation*, New Delhi: Orient BlackSwan. [Chapters 7 & 8]

Unit 4: This unit highlights the making of the Government of India Act, 1935, provides an overview of the build-up to Partition in 1947, and of constitution framing.

- Austin, Granville (1999, *The Indian Constitution: Cornerstone of Nation*, New Delhi: OUP [relevant sections].
- Bayly, Susan (2001 reprint), 'Chapter 7: State Policies and 'Reservations' – The Politicization of Caste-based Social Welfare Schemes,' *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP.
- Butalia, Urvashi (1993), 'Community, State and Gender on Women's Agency During Partition,' *Economic and Political Weekly*, vol. 28, no. 17, 1993, pp. 12–21.
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapter 17 & 18]
- Chatterji, Joya (2007), 'Chapter-1,' *The Spoils of Partition: Bengal and India, 1947-1967*, Cambridge: CUP.
- चंद्रा, बिपन, मृदुला मुखर्जी इत्यादि (2009), *स्वतंत्रता के बाद का भारत*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Chaube, Shibani Kinkar (2009), *The Making of the Indian Constitution*, pp. 1-67, Delhi: National Book Trust. **Also available in Hindi.**
- Chiriyankandath, James (1992), "'Democracy" under the Raj: Elections and separate representation in British India,' *The Journal of Commonwealth and Comparative Politics*, Vol. 30 (1), pp. 39-63.
- Moore, R.J. (1970), 'The Making of India's Paper Federation, 1927-35,' in C.H. Philip and M.D. Wainwright (eds) *The Partition of India: Policies and Perspectives, 1935-47*, London: George Allen and Unwin Ltd.

Suggested readings:

- Bandopadhyay, Shekhar (ed) (2009), 'Chapter 20: Popular Movements and National Leadership' (Sumit Sarkar), *Nationalist Movement in India: A Reader*: OUP.
- Brass, Paul (2005), 'Chapter 3: Muslim Separatism in the United Provinces: The Social Context and Political Strategy of the Muslim Minority before Partition,' *Language, Religion and Politics in North India*, Lincoln: IUUniverse.Inc
- Butalia, Urvashi (2000), ' ', *The Other Side of Silence: Voices from the Partition of India*, London: Hurst & Co.
- Chandavarkar, Rajnarayan (1998), *Imperial Power and Popular Politics: Class, Resistance and the State in India, 1850-1950*, Cambridge: CUP. [Chapters 3, 4, 5 & 8]
- Chandra, Bipan *et al* (1999), 'Chapters 4 to 10,' *India Since Independence*, New Delhi: Penguin Books. **Also available in Hindi.**
- चंद्रा, बिपन (2019 edition), *आधुनिक भारत में उपनिवेशवाद और राष्ट्रवाद*, दिल्ली: अनामिका पब्लिशर्स

- Chatterjee, Partha (1993), 'Chapters 1, 3, 8, 9 & 11,' *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton: Princeton University Press.
- Farooqui, Amar (2014), *The Establishment of British Rule: 1757-1813, A People's History of India*, Vol. 23, New Delhi: Tulika Books. **Also available in Hindi.**
- Gooptu, Nandini (2001), 'Chapters 2, 5, 8 & 9,' *The Politics of the Urban Poor in Early Twentieth Century India*, Cambridge: CUP.
- Hasan, Mushirul (ed.) (1995), *India Partitioned: The Other Face of Freedom*, 2 vols, Delhi: Roli Books.
- John, M. (2016). "(De)skilling Caste: Exploring the Relationship between Caste, State Regulations and the Labour Market in Late Colonial India," in Sabyasachi Bhattacharya and Rana P. Behal (eds), *The Vernacularization of Labour Politics*, New Delhi: Tulika (pp. 267-293).
- Omvedt, Gail (2011), 'Chapters 7 to 11,' *Cultural Revolt in a Colonial Society: The Non-Brahmin Movement in Western India*, New Delhi: Manohar.
- Oommen, T.K. (2010), 'Indian Labour Movement: Colonial Era to the Global Age,' *Economic and Political Weekly*, December 26, 2009-January 1, 2010, Vol. 44 (52), pp. 81-89.
- Pandey, Gyan (1982), 'Peasant Revolt and Indian Nationalism: Peasant Movement in Awadh, 1919-22,' in Ranajit Guha (ed.), *Subaltern Studies*, Vol. 1, Delhi: OUP.
- Prashad, Vijay. (1995). "Between Economism and Emancipation: Untouchables and Indian Nationalism, 1920-1950," *Left History*, Vol. 3(1), spring—summer, pp. 5-30.
- शुक्ला, रामलखन (1993), *आधुनिक भारत का इतिहास*, नई दिल्ली: दिल्ली विश्वविद्यालय हिन्दी माध्यम कार्यान्वयन निदेशालय.
- Skaria, Ajay (1999), *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*, Delhi: OUP.
- Stokes, Eric (1980), 'Introduction,' & 'Chapter 7,' *Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Volume 23 of Cambridge South Asian Studies, Cambridge: CUP.
- Tomlinson, B.R. (2013), 'Chapter 1: Introduction,' 'Chapter 2: Agriculture, 1860-1950,' & 'Chapter 3: Trade and Manufacture, 1860-1945,' *The Economy of Modern India: From 1860 to the Twenty-First Century*, Cambridge & New York: CUP.

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

GENERIC ELECTICE (GE): Money and Monetary History of 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		
Money and Monetary History of India	4	3	1	0		

Learning Objectives

The aim of this course is to familiarise students with the ideas of money and the development of monetary policies and institutions in Indian history. It provides an overview of technological development and exchange networks from the earliest times till 1947.

Learning outcomes

After doing this course the students will be able to:

- Understanding the concept of money and origin of coinage
- Distinguish between various technologies of minting coins
- Continuity and shifts in the role of monetary economy
- Locate the development of various metallic coins
- Standardisation of the currency system and State interventions
- Development of modern financial institutions and colonialism

Syllabus

UNIT I: Introduction

1. Concept of money
2. Nature of exchange before the advent of coinage, barter, cowries, and hundis

UNIT II: Origin and development of coinage upto 900 CE: Manufacturing technology, metrology and expansion

1. Punchmarked Coins
2. Post-Mauryan Coins with special reference to Satavahana, Kushana and Ganasangha
3. Gupta coinage
4. Post-Gupta coinage; paucity of coins

UNIT III: Coinage and changing patterns in monetary system (900 – 1700 CE)

1. Nature of coinage under Delhi Sultanate; monetary experiment under Allaudin Khilji and Muhammad Bin Tughlaq
2. Development of coinage under Cholas, Vijaynagar and Bahamani
3. Monetary system under Mughals: Nature and significance

UNIT IV: Institutions and Money (1700-1947 CE)

1. Money, finance and trade under the indigenous states
2. East India Company; trade, conquest and bullion
3. The Colonial State and its Financial Institutions
4. The Nationalist critique of the Colonial Economy

Practical component (if any) - NIL

Essential/recommended readings

UNIT I: This unit seeks to introduce an understanding about the concept of money and monetary systems. The unit would also talk about the nature of exchange before coinage in the Indian subcontinent. (Teaching time: 2 weeks)

- Cribb, Joe (ed.), 1986, *Money: From Cowrie Shells to Credit Cards*, London: British Museum Press.
- Graeber, D., 2011, *Debt: The First Five Thousand Years*, New York: Melville House Publishing. (Chapters 2 and 3)

Unit II: This unit seeks to develop an understanding of various minting/manufacturing technologies. This unit also deals with changes about continuity and change in monetary systems in the Indian subcontinent. (Teaching time: 5 weeks)

- Gupta, P.L., 1996, *Coins*, Delhi: South Asia House (Available in Hindi also)
- Jha, Amiteshwar, 2003, *Bharatiya Sikke: Ek Aitihasik Parichay*, Nasik: IIRNS Publication.
- Mitchiner, Michael, 1973, *The Origin of Indian Coinage*, London: Hawkins Publications.
- Mukherjee, B.N., 1997, *The Technique of Minting Coins in Ancient and Medieval India*, Calcutta: Indian Museum.
- Pokharna, Premlata, 2006, *Coins of Northern India (500-1200 AD)*, Jaipur: Unique Traders.

Unit III: This unit deals with the development and changes in the monetary system in the medieval times. The state intervention and regional variation in coinage at regional levels will also be explored. (Teaching time: 4 weeks)

- Haider, Najaf, October 1999, *The Quantity Theory and Mughal Monetary History*, The Medieval History Journal 2, pp. 309-348.
- Habib, Irfan, 1984, *The price regulations of Aluddin Khilji - A Defence of ZianBarni*, Indian Economic and Social History Review, 21(4), pp. 393-414.
- Subramanyam, Sanjay, 1999, *Money and the Market in India, 1100-1700* (Oxford in India Readings: Themes in Indian History), Delhi: Oxford University Press.

Unit IV: This unit deals with the standardization of the currency system and development of modern financial institutions, the development of colonial economic system and its critique (Teaching time: 5 weeks)

- Bagchi, Amiya, 1985, *Transition from Indian to British Indian Systems of Money and Banking 1800–1850*, *Modern Asian Studies*, 501-519
- Chandra, Bipin, 2016, *India's Struggle for Independence 1857-1947*, Delhi: Penguin Random House (Chapter 7)
- Chaudhury, Sushil, 1991, Trade, Bullion and Conquest, *Itinerario* 15 (2):21-32
- Chaudhury, Sushil, 2000, *Prelude to Empire*, Manohar (Chapter 9)
- Garg, S. (Ed.), 2019, *Monetary Foundations of the Raj*, Delhi: Routledge (Introduction, Chapters 1 and 3)
- Patnik, U., 2017, Mr Keynes and the forgotten holocaust in Bengal, 1943–44: Or, the macroeconomics of extreme demand compression, *Studies in People's History*, Vol.4 (2), pp. 197-210.
- S. Sen, 2003, *Tributes and Transfers from Colonial India*, in G. Balachandran (Ed.) *India and the Global Economy*, New Delhi: Oxford University Press.

Suggested Readings:

- Balachandran, G. (Ed.), 2003, *India and the Global Economy*, New Delhi: Oxford University Press.
- Deyell, John S, 1990, *Living Without Silver: The Monetary History of Early Medieval North India*, Delhi: Oxford University Press
- Handa, Devendra, 2007, *Tribal Coins of Ancient India*, Delhi: Aryan Books International
- Maity, S.K., 1970, *Early Indian Coins and Currency System*, Delhi, Munshilal Manoharlal
- Moosvi, Shireen, 1989, *Numismatic Evidence and the Economic History of the Delhi Sultanate*, Proceedings of the Indian History Congress, Vol. 50.
- Om Prakash, 2004, *Bullion for Goods*, Delhi: Manohar
- Narain, A.K. and P.L. Gupta (Eds.), 1961, *Journal of the numismatic society of India (Golden Jubilee Volume)*, Volume XXIII.
- Patnaik, U. and P. Patnaik, 2021, *Capital and Empire*, New Delhi: Tulika/ Columbia University Press (Chapters 1, 8-13)

DISSERTATION: Dissertation Writing
Dissertation Writing Track of Research Methods-I

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

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		
Dissertation Writing Track of Research Methods-I	6					

Learning Objectives

This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research, to identify primary and secondary sources towards that end, as well as to observe patterns in collected data. They should also be able to forge complex and novel arguments on the basis of demonstrable patterns in available information.

Learning outcomes

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography

- Identify and respect the need to avoid pitfalls of plagiarism

I. Outcomes expected of Dissertation writing track in the 4th Year of UG Programmes

Semester VII

The following **four** outcomes must be achieved by the end of VII Semester:

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of fieldwork, or similar tasks: exploring primary sources from Museum, historical sites, Archives etc.

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

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

DISCIPLINE SPECIFIC CORE (DSC): Reading Sources in Indian History : An Introduction to Literary Traditions 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

Introducing students to primary sources enable students 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:

1. Bankimchandra Chattopadhyay's *Anandmath*

2. Mahmud Farooqui/ W. W Hunter
3. 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: 2 weeks 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. **(time: 3 weeks approximately)**

- Bhimsen Burnhanpuri, *Nuskha-i Dilkusha*, edited and translated by V.G. Khobrekar, Sir Jadunath Sarkar Birth Centenary Commemoration Volume, Bombay, 1972.
- Taymiya R. Zaman (2015), 'Nostalgia, Lahore, and the Ghost of Aurangzeb,' in *Fragments*, vol. 4.
- Majida Khan (1980), 'A Kayastha Family of Mughal Officials in the Reign of Aurangzeb', *Proceedings of the Indian History Congress*, vol. 41, pp. 386-394.
- 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.

Unit 2: *Census of India, 1901 an1931; Land Surveys; District Gazeteers* (British Period) **(Teaching time: 4 weeks approximately)**

- 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.
- Timothy L. Alborn, 'Age and Empire in the Indian Census, 1871–1931', *Journal of Interdisciplinary History*, xxx:1 (Summer, 1999), 61–89.
- Nicholas B. Dirks, *Castes of Mind: Colonialism and the Making of Modern India*, Delhi: Permanent Black, 2006.
- 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.
- 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: 4 weeks approximately**)

- 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
- W W Hunter; *Indian Musalmans: Are they bound in Conscience to rebel against the Queen?* Lahore: The Premier Book House, Reprinted in 1968.
- 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.
- Mahmud Faruqui, *Beseiged Voices from Delhi 1857*; Penguin, 2010.
- *Gadar 1857 : Aankhon Dekha Vivaran* by Moinuddin Hasan tr. Abdul Haq, Delhi University Hindi Nideshalay 1999.
- 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.
- Amiya P. Sen, Swami Vivekananda, New Delhi: OUP, 2013.

Unit 4: Premchand's *Rangbhoomi*, Phaniswar Nath Renu's *Maila Anchal*; (**Teaching time: 3 weeks approximately**)

- 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.
- Sudhir Chandra, 'Premchand and Indian Nationalism', *Modern Asian Studies*, 1982, Vol. 16, No. 4 (1982), pp. 601-621.
- Akhilesh Kumar, '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.
- Kathryn Hansen, 'Renu's Regionalism: Language and Form', *The Journal of Asian Studies*, Feb., 1981, Vol. 40, No. 2, pp. 273-294.
- 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>.

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. While this assorted list cannot be representative of the vast extant literary corpus, it is meant to give the readers a glimpse of it. 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. 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. A study of these themes will prepare students to specialise further in the discipline.

Each of the texts has been provided with a standard translated version and a few secondary readings around it, which are indicative of historical contexts and inferences drawn from them in Indian history writing.

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)

- Translation: R.P. Kangle, (transl.) The Kautiliya Arthasastra, Part I: Sanskrit Text with a Glossary; The Kautiliya Arthasastra, Part II: An English Translation
- Thomas Trautmann, (transl.) Arthashastra: The Science of Wealth, Penguin, 2012
- Heesterman JC (1985) The Inner Conflict of Tradition Essays in Indian Ritual, Kingship, and Society, (Chapter 9, “Kautilya and the Ancient Indian State”)
- Olivelle, Patrick (1 January 2004). "Manu and the Arthaśāstra, A Study in Śāstric Intertextuality", Journal of Indian Philosophy Journal of Indian Philosophy, 32 (2–3):281–291.

Unit 2: Meghaduta (12 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 (12 Lectures)

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

Unit 4: Rajatarangini (12 Lectures)

- Translation: A. Stein, (transl.) 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.

Practical component (if any) - NIL

Suggested Readings:

- Translation: Rangarajan, L.N., (transl.) *Kautilya: The Arthashastra*, Penguin Classics, 1992
- Translation: Olivelle, Patrick, (transl.) *King, Governance and Law in Ancient India: Kautilya's Arthashastra*, Oxford: Oxford University Press, 2013.
- Shiv Subramaniam, 'How a Philosopher Reads Kalidasa: Vedantadesika's Art of Devotion', *Journal of Indian Philosophy*, 49(1), 2021, pp. 45-80.
- Agnihotri, Manisha, *Life and Times of Two Shikhandis in the Mirror of History*, Motilal Banarsidass, Delhi, 2025, Part -II (for Divyavadana) , pp. 41-8
- Agnihotri, Manisha, *Do Shikhandiyon Ka jeevancharitra Avam Unka Kaal: Itihaas ke Darpan Mein*, Motilal Banarsidass, Delhi, 2025, Dvitiya Khand (for Divyavadana), pp. 43-93.
- 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: *Rajatarangini* (with Hindi Commentary by Ramtej Shastri Pandey), Chaukhamba Sanskrit Pratishthan, 2015
- 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.
- 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.
- Zutshi, Chitralekha, ed., *Kashmir's Contested Past: Narratives, Sacred Geographies and the Historical Imagination*, OUP, 2014

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. 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. While this assorted list cannot be representative of the vast extant literary corpus, it is meant to give the readers a glimpse of it. 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. 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. A study of these themes will prepare students to specialise further in the discipline.

Each of the texts has been provided with a standard translated version and a few secondary readings around it, which are indicative of historical contexts and inferences drawn from them in Indian history writing.

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)

- Translation: Philip B.Wagoner, Tidings of the King: A Translation and Ethnohistorical Analysis of the Rayavacakamu, University of Hawaii Press, 1993.
- 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.

Unit 2: The Ain-i Akbari (12 Lectures)

- 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: Ain-i-Akbari, Vol.II & III Translated by Colonel H.S Jarrett, corrected and further annotated by Sir Jadunath Sarkar, New Delhi, 1978.
- 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
- Irfan Habib - A Political Theory for the Mughal Empire: A study of the ideas of Abul Fazl (PIHC, 59 Session, 1998), pp. 329-340.
- Zamindars in the Ain (PIHC, Trivandrum Session, 1958) Pp. 320-324
- Audrey Truschke, Culture of Encounters: Sanskrit at the Mughal Court, Columbia University Press, 2018. Chapter- 4, 'Abul Fazl Redefines Islamicate Knowledge and Akbar's Sovereignty', pp. 142-165.
- Shireen Moosvi. (1987), The Economy of the Mughal Empire, C. 1595: A Statistical Study, Oxford Collected Essays, 2008.

Unit 3: Dabistan – i Mazahib (12 Lectures)

- Translation: David Shea and Anthony Troyer (Trans.), The Dabistan, or School of Manners, Paris, 1843, Vol.-II.
- 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.
- 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
- 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.
- 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 दाशशामननक पद्धनतयों में पररवतशनशीलता तथा अनुरूपता का स्वरूप'; in Pratima Asthana and S.Z.H. Jafri(eds.), Transformations in Indian History , Anamika Publishers,2009:715-730.

Unit-IV: The Mertiyo Rathors of Merto Rajasthan (12 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:

- 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.
- 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
- 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.
- S.A.A Rizvi , Religious and Intellectual History of the Muslims During the Reign of Akbar (1556- 1605); Delhi;1975.
- Harbans Mukhia, Historians and Historiography during the Reign of Akbar . Vikas Publishing House;1976.
- 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.
- एच.सी. वमाश (सम्पादनत), मध्यकालीनभारत (वॉल्यूम II) १५४०-१७६१; महींदी माध्यम कायाशान्वयन मनदेशालय, मन्दल्ली गनवश्वगनवद्यालय; २०१७
- सतीश चींद्र, मध्यकालीन भारत (भाग II), सलतनत से मुगल काल तक, नई मन्दल्ली, जवाहर पब्लिशसश & मिस्ट्रीब्यूटसश.
- ई. श्रीधरन, इमनतहास लेख: एक पाठ्यपुस्तक, मन्दल्ली, २०११.
- 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
- 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.
- 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.

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: 03 weeks approximately).**

- 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: 06 weeks approximately).**

- 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.
- Caste
- 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)
- V. Geetha, "Bereft of Being: The Humiliations of Untouchability," in Gopal Guru ed. *Humiliation: Claims and Context*, OUP, 2009.
- 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.
- 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.

Unit III: This unit will consist of readings that use the local and the specific to illustrate larger historical trends and developments. **(Teaching Time: 02 weeks approximately).**

- 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).
- Ginzburg, Carlo, et al., "Microhistory: Two or Three Things That I Know about It," *Critical Inquiry*, Vol. 20, No. 1, 1993, pp. 10–35.
- 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 IV: This unit focuses on key texts on oral tellings , listening and the making of historical narratives. **(Teaching Time: 03 weeks approximately).**

- 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).
- Bama, Karukku, OUP, 2014. (Chapters 1, 2 and 3).
- 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

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

DISCIPLINE SPECIFIC ELECTIVE (DSE): History of Labour in Colonial and Postcolonial India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Labour in Colonial and Postcolonial India	4	3	1	0		

Course objectives: This course will trace major themes and issues of labour history from the colonial to the postcolonial period. It shall introduce students to important concepts through a broad historiographical survey of labour issues that have emerged. The course proceeds to delve into key case studies that will further familiarise the students about the major themes and debates in Indian labour history.

Learning outcomes: On completion of the course, students would be able to:

- Trace important historiographical issues informing labour history writing.
- Comprehend the historical as well as contemporary transformations unfolding within the world of labour.
- Examine how workers are positioned in different work settings.
- Trace how labour negotiates and contests different historically produced identities that also shape the work experiences.
- Evaluation of labour's contestation and resistance with respect to work regimes, living conditions and state policies.

Unit-1: Historiographical trends: This Unit familiarizes the students with key conceptual and historiographical contributions in the field of labour history. It introduces the students to broad trends in labour history writing. **(Teaching time: 2 weeks)**

- Ahuja, Ravi. (2020) "‘Produce or Perish’. The crisis of the late 1940s and the place of labour in post-colonial India," *Modern Asian Studies*. 54 (5), pp. 1041-1112.
- Breman, Jan (2016). "Chapter-2: A Short History of Informal Sector. In *At Work in the Informal Economy of India: A Perspective from the Bottom Up*. New Delhi: OUP.
- Gupta, Ranajit Das and Dipesh Chakravarty (2019 reprint). *Some Aspects of Labour History of Bengal in the Nineteenth Century: Two Views (Social Science Across Disciplines)*. Delhi: OUP.
- Chandavarkar, Rajnarayan. (1997). "‘The Making of the Working Class’: E. P. Thompson and Indian History." *History Workshop Journal*, Vol. 43(1), spring, pp. 177–196.
- Joshi, Chitra, Prabhu Mohapatra and Rana P. Behal (2010). "India." In *Histories of Labour. National and International Perspectives*, edited by Joan Allen, Alan Campbell and John McIlroy. Pontypool.

Unit-2: Different Labour Regimes and Work Settings: This Unit provides an overview of how different forms of labour have existed under different work settings and systems of control. It will also familiarize the students as to how these labour regimes have changed over time. **(Teaching time: 5 weeks)**

I. Labour in agriculture, plantations, domestic services and artisanal work:

- Breman, Jan (2008). *Labour Bondage in West India from Past to Present*. Delhi: Oxford University.
- Prakash, Gyan (ed.) (1992). "Introduction." *The World of Rural Labourer*. Delhi: Oxford University Press.
- Behal, Rana P. and Prabhu P. Mohapatra (1992). "'Tea and Money versus Human Life': The Rise and Fall of the Indenture System in the Assam Tea Plantations 1840–1908." In *Plantations, Proletarians and Peasants in Colonial Asia*, edited by E. Valentine Daniel, Henry Bernstein, and Tom Brass. London: Routledge.
- Sen, Samita and Nilanjana Sengupta (2018). "Introduction." *Domestic Days: Women, Work, and Politics in Contemporary Kolkata*. Delhi: OUP.
- Rai, Santosh Kumar (2021). "Introduction." *Weaving Hierarchies: Handloom Weavers in Early Twentieth Century United Provinces*. Delhi: Primus.
- Roy, Tirthankar. (1999). "Introduction." *Traditional Industry in the Economy of Colonial India*. Cambridge: CUP.

II. Labour in factories, workshops and urban informal employment:

- Chandavarkar, Rajnarayan. (2002). "Problems and Perspectives." *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay 1900-1940*. Cambridge: CUP.
- Masselos, J.C. (1982). "Jobs and Jobbery: The Sweeper in Bombay under the Raj," *IESHR*, Vol. XIX (2), pp. 101-39.
- John, M. (2018). "The 'Half-timer': Colonial Indian Regulation of Child Labourers." In *Law and Time*, edited by Siân Beynon-Jones and Emily Grabham (Eds.). London: Routledge Social Justice Book Series. (pp. 162–78).
- Bandyopadhyay, Ritajyoti (2016). "Institutionalizing Informality: The Hawkers' Question in Post- colonial Calcutta." *Modern Asian Studies*, Vol. 50(2) (March), pp. 675-717.

Unit-3: Labour and social identities: caste, gender, religion, nation: This Unit will familiarize the students with the interplay between key social identities and the class position of the labouring masses. **(Teaching time: 4 weeks)**

I. Caste and labour

- Gooptu, Nandini (1993). "Caste, Deprivation and Politics: The Untouchables in U.P. Towns in the Early Twentieth Century." In *Dalits and Meanings of Labour*, edited by Peter Robb. Delhi: OUP.
- Sarkar, Tanika. (2013). "'Dirty Work, Filthy Caste': Calcutta Scavengers in the 1920s." In *Working Lives and Worker Militancy*, edited by Ravi Ahuja. Delhi: Tulika.

- John, M. (2016). “(De)skilling Caste: Exploring the Relationship between Caste, State Regulations and the Labour Market in Late Colonial India.” In *The Vernacularization of Labour Politics*, edited by Sabyasachi Bhattacharya and Rana P. Behal. New Delhi: Tulika (pp. 267-293).

II. Gender and labour

- Sen, Samita. (2008). “Gender and Class: Women in Indian Industry, 1890–1990,” *Modern Asian Studies*, Vol. 42(1), pp. 75-116.
- Kumar, Radha. (1983). “Family and Factory: Women in the Bombay Cotton Textile Industry,” 1919-39, *IESHR*, Vol. 20 (1), pp. 81-110.
- Forbes, Geraldine. (1996). “Chapter 4: Women’s Work in Colonial India.” *Women in Modern India*. Cambridge: Cambridge University Press.

III. Community and Nation

- Bhattacharya, Sabyasachi. (1988). “Swaraj and the Kamgar: The Indian National Congress and the Bombay Working Class, 1919-31.” In *Congress and Indian Nationalism: The Pre-Independence Phase*, edited by R. Sisson and S. Wolpert. Berkeley and Los Angeles, pp. 223-49.
- Chakravarty, Dipesh. (1989). “Class and Community.” *Rethinking Working Class History*. Princeton University Press.
- Joshi, Chitra. (1985). “Bonds of Community, Ties of Religion: Kanpur Textile Workers in the Early Twentieth Century,” *Indian Economic & Social History Review*, Vol. 22(3), pp. 251-280.

Unit-4: Tracing labour resistance: This Unit will trace how labour has continued to resist and contest work conditions, living conditions and state policies in the colonial times as well as in the contemporary time period. It will familiarize the students with important typologies of labour resistance and movements. **(Teaching time: 3 weeks)**

- Bhattacharya, Sabyasachi. (2016). “Introduction.” In *The Vernacularization of Labour Politics*, edited by Sabyasachi Bhattacharya and Rana P. Behal. New Delhi: Tulika.
- Bhattacharya, Shahana. (2013). “Rotting Hides and Runaway Labour: Labour Control and Workers' Resistance in the Indian Leather Industry, c. 1860-1960.” In *Working Lives and Worker Militancy*, edited by Ravi Ahuja. Delhi: Tulika.
- Breman, Jan. (2016). “Chapter-6: Resistance to Exclusion and Coping with Insecurity.” In *At Work in the Informal Economy of India: A Perspective from the Bottom Up*. New Delhi: OUP.
- Chandavarkar, Rajnarayan. (2004). “From Neighbourhood to Nation: The Rise and Fall of the Left in Bombay's Girangaon in the Twentieth Century.” In *One Hundred Years, One Hundred Voices: The Mill Workers of Girangaon: An Oral History*, edited by Meena Menon and Neera Adarkar. Calcutta: Seagull Books.
- De Neve, Geert. (2005). “Introduction.” *The Everyday Politics of Labour*. Berghahn Books.
- Joshi, Chitra (1999). “Hope and Despair: Textile Worker in Kanpur in 1937-38 and the 1990s.” In *Lost Worlds*. Delhi

Suggested readings:

- Agarwala, Rina. (2013). *Informal Labor, Formal Politics, and Dignified Discontent in India*. Cambridge University Press. [Chapters 2 & 3]
- Breman, Jan. (1996). *Footloose Labour: Working in India's Informal Economy*. Cambridge: CUP.
- Dupré, J. and Regenia Gagnier. (1996). A Brief History of Work. *Journal of Economic Issues*, 30 (2), pp.553-59.
- Joshi, Chitra. (2002). "Notes on the Breadwinner Debate: Gender and Household Strategies in Working-Class Families," *Studies in History*, Vol.18(2): 261-27.
- Mohapatra, Prabhu. (2005). "Regulated Informality Legal Constructions of Labour Relations in Colonial India 1814–1926." In *Workers in the Informal Sector. Studies in Labour History 1800–2000*, edited by Sabyasachi Bhattacharya and Jan Lucassen. New Delhi: Macmillan India.
- Ness, I. (2014). "Introduction: New Forms of Worker Organizations"; and Arup K. Sen, "Chapter-4: The Struggle for Independent Unions in India's Industrial Belts: Domination, Resistance, and the Maruti Suzuki Auto Workers." In *New Forms of Worker Organization: The Syndicalist and Autonomist Restoration of Class- Struggle Unionism*. PM Press, Oakland, CA.
- Oommen, T.K. (2010). "Indian Labour Movement: Colonial Era to the Global Age," *Economic and Political Weekly*, December 26, 2009-January 1, 2010, Vol. 44 (52), pp. 81-89.
- Robb, Peter. (1993). *Dalits and Meanings of Labour*. Delhi: OUP. (Chapters 5, 7, 8 and 12).
- RoyChowdhury, Supriya (2015). "Bringing Class Back In: Informality in Bangalore," *Socialist Register* Vol.51 (Transforming Classes). London: Merlin Press.
- Sinha, Nitin, Nitin Verma and Pankaj Jha. (2019). "Introduction." *Servants' Past: Late Eighteenth to Twentieth Century South Asia*. Delhi: Orient Blackswan.

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

This course covers essential aspects of two important categories of archaeological sources namely epigraphy and numismatics. 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. Being aware of epigraphy and its significance for historical reconstruction encourage students to learn about scripts, languages and thereby its evolution and development. Similarly, understanding of numismatics and concerned methodologies provide students ideas as to how they may infer its pertinence to debasement and fiscal history. Parameters of analysis involved in epigraphy and numismatics gives a firm background 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)**

- Sircar, D.C.: ed. Select Inscriptions bearing on Indian History and Civilisation, vol.1&2, 1 983.
- Singh, K.S. and Manoharan S. : Language and Scripts, vol-9, 1993.
- गौरीशंकर हीराचंद ओझा: प्राचीन भारतीय लिपिमाला, 2016.
- 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.
- Hultzsch, E. 1925. Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI

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

- Dani, A. H. Indian Epigraphy. New Delhi: Munshiram Manoharlal.1986, 1997.
- Bühler, G. Indian Palaeography ([1904], 2004). New Delhi: Munshiram Manoharlal, 1904, 2004.
- 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)**

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

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)**

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

Suggestive readings:

- Hultsch, E. 1925. Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI
- Diskalkar D. B.: Selections from Sanskrit Inscriptions, 1977.
- वासुदेव उपाध्याय: भारतीय सिक्के, 1948
- Cribb, Joe : “Investigating the Introduction of Coinage in India – A Review of Recent Research”, JNSI, Vol.XLV, 1983, pp.80-107.
- Chakraborty S.K. : Study of Ancient Indian Numismatics 1931.
- Guillaume, Olivier : Analysis of Reasonings in Archaeology:The Case of GraecoBactrian and Indo-Greek Numismatics 1990
- Deyell, John S. : Living Without Silver: The Monetary History of Early Medieval North India, OUP, Delhi, 1990.
- Jha, Amiteshwar and Dilip Rajgor : Studies in the Coinage of the Western Kshatrapas (1994)
- Altekar A.S.: Coinage of the Gupta Empire (1957)
- Chattopadhyay, Bhaskar : The Age of the Kushanas : A Numismatic Study (1967)
- Ray, S.C.: Stratigraphic Evidence of Coins in Indian Excavations and Some Allied Issues (1959)
- Gupta, P.L. and T.R.Hardekar : Ancient Indian Silver Punch-Marked Coins (1985)
- Casey , P.John : Understanding Ancient Coins : An Introduction for Archaeologists and Historians (1986)
- Tiwari, J.N. & P.L.Gupta : “A Survey of Indian Numismatography”, JNSI, Vol.XXIII, 1961, pp.21-48
- Mitchiner, Michael : The Origins of Indian Coinage (1973)
- Dasgupta, K.K. :A Tribal History of Ancient India – A Numismatic Approach (1974)
- 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.
- 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
- Subrahmanian, N.and Venkataraman, R. 1980. Tamil Epigraphy Madurai: Ennes Publications.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE): Reading Social Relations through Texts and Visuals 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 Social Relations through Texts and Visuals II	4	3	0	1		

Learning Objectives

This course explores the interplay between texts and visual arts in shaping social history and cultural memory. Students will critically examine autobiographies, historical chronicles, and calligraphy to understand how narratives of power, identity, and resistance are constructed. Simultaneously, they will analyze paintings, architecture, theatre, early cinema, and music as visual mediums that document and challenge historical discourse. The course examines the intersections of social hierarchies, cultural identities, and political structures, encouraging students to critically engage with dominant narratives. Through experiential research and site documentation, students will develop methodological tools for critical analysis, enhancing their ability to interpret and reframe historical and cultural representations.

Learning Outcomes:

After completing this course, students will be able to:

- Critically Analyze Textual and Visual Narratives
- Understand the social, cultural, and historical significance of texts and visual arts.
- Engage in Interdisciplinary Approaches to History and Culture
- Explore the role of calligraphy, autobiography, and historical texts in shaping perspectives on power and identity.
- Examine theatre, cinema, and music as tools for capturing and expressing social change.
- Evaluate the Representation of Social Relations in Different Mediums
- Study how paintings, architecture, and performing arts depict and influence societal structures.
- The course explores the intersections of historical structures, cultural frameworks, and political authority, encouraging students to critically analyze dominant narratives.
- Apply Research Skills Through Experiential Learning
- Conduct field-based research and document findings in an academic report.
- Develop methodological skills to assess historical and cultural sites critically.

These objectives and outcomes ensure that students develop a multidisciplinary understanding of historical and cultural narratives while strengthening their analytical and research capabilities.

Unit I: Concepts in Text and Visual Arts

- (a) Exploring Social Narratives in Textual Sources
- (b) Capturing Social History Through Visual Expression

Unit II: Voices and Scripts of History: An Analytical Exploration of Two Chosen Texts

- (a) Gulbadan Begum, *Ahval-i Humayun Badshah*
- (b) Calligraphy: In Early Modern India
- (c) Autobiography: *Amar Jiban*
- (d) Jainendra Kumar, *Sunita* (1935, Hindi)

Unit III: Visual Narratives: A Critical Examination of Two Artistic Works

- (a) Paintings: Rajput /Pahari
- (b) Architecture: Taj Mahal/ Red Fort /Jantar Mantar
- (c) Theatre: *Binodini Dasi* (1863-1941)
- (d) Early Cinema: Fearless Nadia's Films
- (e) Music: *Gauhar Jaan* (1873-1930)

Unit IV: Practical Component:

This component involves a field-based analytical **study**, requiring students to engage directly with a designated heritage or cultural site. Students must produce a critically reflective report that documents their observations, interpretations, and contextual insights. All submissions must be substantiated with geo-tagged photographs to verify on-site engagement and experiential learning.

The student may choose to study and write a report on any of the centrally protected monuments listed by the government of India given in the link below.

https://www.nma.gov.in/showfile.php?lang=1&level=1&ls_id=965&lid=1276&nma_type=0

Readings for Unit I:

Text-Based Reading Material:

- (1) D. Fairchild Ruggles, ed., *Women, Patronage and Self-Representation in Islamic Societies*, New York: State University of New York Press, 2000, Introduction, pp.1-15.
- (2) Anshu Malhotra & Siobhan Lambert-Hurley, eds., *Speaking of the Self: Gender, Performance and Autobiography in South Asia*, New Delhi: Zubaan, 2017, Introduction, pp. 1-30.
- (3) Sarkar, Sumit, *Writing Social History*, Delhi: Oxford University Press, 1997.

Readings for Visual and Performative Arts:

- (1) Blair, Sheila S., 'Islamic Art as a Source for the Study of Women in Premodern Societies', Amira El-Azhary Sonbol, *Beyond the Exotic; Women's Histories in Islamic Societies*, New York: Syracuse University Press, 2005, pp. 336-46.
- (2) Davis, Richard (ed) *Picturing the Nation: Iconographies of Modern India* Delhi: Orient Longman, 2007, Introduction: 1-31.

- (3) Pinny, Christopher, *Camera Indica: The Social Life of Indian Photographs Envisioning Asia*, Chicago: University of Chicago Press, 1997.

Readings for Unit II

- (1) Calabria, Michael D., *The Language of the Taj Mahal*, New Delhi: Bloomsbury, 2022, Chapters 1-2, pp. 1-54.
- (2) Govind, Nikhil, 'Jainendra Kumar and the Hindi Novelistic Tradition', in Govind, *Between Love and Freedom*, London: Routledge, 2014, pp.82-108.
- (3) Lal, Ruby, *Vagabond Princess: The Great Adventures of Gulbadan*, New Delhi: Juggernaut, 2024.
- (4) Dass, Bruj Ratan, *Gulbadan Begum Ka Humayunaama* (Hindi tr.), Delhi: National Book Trust 2020.
- (5) O' Hanlon, Rosalind, *A Comparison Between Women and Men*, Delhi: Oxford University Press, 1994.
- (6) Roxburgh, David J., "The Eye is Favoured for Seeing the Writing's Form": On the Sensual and the Sensuous in Islamic Calligraphy', *Muqarnas*, Vol. 25, 2008, pp. 275-98.

Readings for Unit III

- (1) Aitken, Molly, Purdah and Portrayal: Rajput Women as Subjects, Patrons and Collectors, *Artibus Asiae*, Vol. 62, No. 2, 2002, pp. 247-80.
- (2) Dasi, Binodini, *My Story and My Life as an Actress*, Delhi: Kali for Women, 1998.
- (3) Giles Tillotson, *Taj Mahal*, Gurgaon: Penguin Random house, 2008.
- (4) Goswamy, B.N., 'A Complex Web: Approaches to Time in Rajput and Mughal Painting', in *Indian Aesthetics and the Philosophy of Art*, (ed.) Arindam Chakrabarti, New York: Bloomsbury, 2016, pp. 215-220.
- (5) Koch, Ebba, *The Complete Taj Mahal*, London: Thames & Hudson, 2012.
- (6) Mukherji, Anisha Shekhar, *The Red Fort of Shahjahanabad: An Architectural History*, New Delhi, Oxford University Press, 2003.
- (7) Sampat, Vikram, *Gauhar Jaan: The Life and Times of a Musician*, Delhi: Rupa, 2010.
- (8) Pandey, Anshuman (translated by), *Mera Naam Hai Gauhar Jaan*, New Delhi: Jnanpith Vani Prakashan, 2021.
- (9) Sharma, Virendra Nath, *Sawai Jai Singh and His Astronomy*, Delhi: Motilal Banarsidass Publication, 1995.
- (10) Wenner, Dorothee, *Fearless Nadia: The True Story of Bollywood's Original Stunt Queen*, Penguin India, 2005.

Recommended Readings:

- (1) Khanna, Meenakshi, *Madhyakaleen Bharat ka Sanskritik Itihas*, Delhi: Orient Blackswan, 2012. (Hindi)
- (2) Necipoglu, Gulru, Framing the Gaze in Ottoman, Safavid and Mughal Palaces, *Ars Orientalis*, Vol. 23, 1993, pp. 303-42.
- (3) Roxburgh, David, 'The Eye is Favoured for Seeing the Writing's Form: On the Sensual and the Sensuous in Islamic Calligraphy', *Muquarnas*, Vol. 25, 2008, pp. 275-98.
- (4) Singh, Kavita, Visibility, Veiling and Voyeurism: The Depiction of Women in Mughal Art, *YouTube* 2020.

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

GENERIC ELECTICE (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

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

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

Unit III: Institutionalization of Theatre

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

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

- Kapila Vatsyayana; Traditional Indian Theatre National book House 1980
- Parsi Theatre Udbhav aur Vikas – Somnath Gupt
- Somanath Gupta; tr. Kathryn Hansen (2005). The Parsi Theatre: Its Origins and Development. Seagull Books
- 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.
- Varadpande, M.L. (1987) History of Indian theatre (Vol. 1). Abhinav Publications.
- 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.

Suggested Readings:

- "History of the Parsi Theatre" Zoroastrian Educational Institute.
- Sense of Direction: Some Observations on the Art of Directing Paperback – October 9, 2003 by William Ball (Author)
- The Craft of Play Direction by Curtis Candfield
- Dutt, U., 2009. On Theatre. Seagull Books.
- Gokhale, S. (2000). Playwright at the Centre. Seagull Books.
- 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 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 intends to introduce students to the complex relations that have historically existed between ideas and institutions. It aims to inquire 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

Course Outcome:

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
- Unit II: On Religion and Dharma: Debates, Identities and Communities
- Unit III: The Economic Setup: Structures and Processes
- Unit IV: Social Practices and Institutions: Varna, Jati, and Tribe
-

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.

Essential Readings:

- 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.
- J. F Richards. 1998. *Kingship and Authority in South Asia*, Delhi: Oxford University Press,
- H. Kulke, 1997. *The State in India 1000-1700*, Delhi: Oxford University Press
- C.A.Bayly.1990. *Indian Society and the Making of the British Empire (The New Cambridge History of India)*
- A.Farooqui. 2023. *The Establishment of British Rule in India, 1757-1813*. New Delhi: Tulika Books
- N. Hussain, 2019. *The Jurisprudence of Emergency: Colonialism and the Rule of Law* Ann Arbor : University of Michigan Press

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.

Essential Readings:

- 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
- W. Halbfass 1991. *Reflection and Tradition* Delhi: Motilal Banarasidas (Chapters 2-4, 8-10)
- V. Eltschinger. 2015 *Caste and Buddhist Philosophy* Delhi: Motilal Banarasidas (Chapter 1)
- M. Devadan, 2016. *A Pre-History of Hinduism* Berlin: De Gruyter Open Ltd
- 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, Françoise ‘Nalini’ Delvoye, and Marc Gaborieau, Delhi: Manohar, pp. 37-65
- A. Truschke. 2015. *Culture of Encounters* New York : Columbia University Press
- M. Alam. 2021. *The Mughals and the Sufis* Ranikhet: Permanent Black
- K. Jones. 2006. *Socio-Religious Reform Movements* New York : Cambridge University Press
- V. Geetha. 1998. *Towards a Non Brahmin Millennium: From Jyothee Thas to Periyar* Calcutta : Samya.

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.

Essential Readings:

- 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
- B.P.Sahu & B.D.Chattopadhyay ed.1997. *Land, System and Rural Society in Early India*. New Delhi: Oxford University Press
- J.Deyell.1990. *Living Without Silver: The Monetary History of Early Medieval North 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.
- D.Kumar.ed. 2000. *Cambridge Economic History of India, Vol. II*. Cambridge: Cambridge University Press
- T.Roy. 2011. *The Economic History of India 1857-1947*. New Delhi: Oxford University Press
- Agarwal, Ankit; Development of Economic Organisations and their role in Human Empowerment during the Gupta Period' published in History Today 13, a journal of the Indian History and Culture Society, 2012, pp.14-21 (ISSN No. 2249-748x)

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.

Essential Readings:

- 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), वणर्-जातिव्यवस्था: उद्भव, प्रकायर् और रूपांतरण (अनुवादक: आदित्य नारायणिसंह). नई िदल्ली: ग्रंथिशल्पी. पृष्ठ१५-४३.

- 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

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

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

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

Unit IV: Autobiographies and Biographies: Women, Caste and Theatre

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, Chitrlekha. (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.

GENERIC ELECTIVE (GE): Migration and Indian Diaspora: Social and Cultural Histories

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		
Migration and Indian Diaspora: Social and Cultural Histories	4	3	1	0		

Learning Objectives

This paper explores the historical patterns of Indian migration and the socio-cultural transformations within diasporic communities. It examines their political and economic contributions in host countries and India, highlighting their impact on global economies and policy frameworks. The study evaluates key theoretical approaches to migration, identity formation, and transnationalism, offering insights into cultural hybridity and diasporic belonging. Additionally, it assesses government policies and international frameworks related to diaspora engagement, dual nationality, and economic partnerships. By integrating historical, cultural, political, and economic perspectives, this paper provides a comprehensive understanding of the Indian diaspora's evolving role in a globalized world.

Learning outcomes

After completing this course, students will be able to:

- Critically engage with primary and secondary sources on migration and diaspora studies.
- Explain key historical events and their role in shaping Indian migration patterns.
- Analyze how migration influences identity, belonging, and cultural hybridity.
- Assess the impact of Indian diasporic communities on host countries and their connections to India.
- Develop independent research skills in migration and diaspora studies.

Syllabus

Unit I: Understanding Migration and Diaspora: Theoretical and Historical Frameworks

1. Concepts and theories of migration and diaspora
2. Ancient, medieval, and early modern Indian migration patterns
3. Colonial-era migration: Indentured labor and the global dispersal of Indian laborers
4. Post-colonial migration: The Indian diaspora in North America, Europe, and the Middle East.

Unit II: Social and Cultural Histories of the Indian Diaspora

1. Cultural adaptations, hybridity, and syncretism and social categories within the Indian diasporic communities.
2. Indian cinema, literature, and popular culture in diasporic identity formation

Unit III : Political Economy and Contemporary Issues in the Indian Diaspora

1. Economic contributions and remittances to India
2. Diaspora engagement in Indian politics and foreign policy

Unit IV: Challenges faced by Diasporic communities

1. Citizenship, belonging, and challenges of multiculturalism in host nations
2. Contemporary issues faced by the diasporic communities: Xenophobia, racism, and identity politics

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will enable students to develop a theoretical understanding of migration and diaspora studies while exploring historical migration patterns and their socio-political contexts. It will help them analyze the economic, political, and social factors that contributed to migration, particularly the impact of colonialism and indentured labor systems. Students will also examine post-colonial migration trends and their implications for Indian communities in North America, Europe, and the Middle East. (Teaching time: 15 lectures 5 weeks)

- Vertovec, Steven. (2009). *Transnationalism*. London: Routledge.
- Cohen, Robin. (2008). *Global Diasporas: An Introduction*. London: Routledge.
- Jayaram, N. (Ed.). (2004). *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage.
- Tinker, Hugh. (1974). *A New System of Slavery: The Export of Indian Labour Overseas 1830–1920*. Oxford: Oxford University Press.
- Jain, Ravindra K. (1993). *Indian Communities Abroad: Themes and Literature*. New Delhi: Manohar.
- Safran, William. Ajaya Sahoo, Ajaya & Brij V. Lal (Ed.). (2019). *Transnational Migrations The Indian Diaspora*. Routledge India.
- Mishra, Vijay (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. New Delhi: Routledge.

Unit II This unit will help students critically engage with how caste, class, and gender influence migration experiences, shaping the socio-cultural fabric of Indian diasporic communities. It will enhance their understanding of cultural adaptation, hybridity, and syncretism, exploring the role of religion, traditions, and social networks in maintaining diasporic identity. The unit will also introduce students to how Indian cinema, literature, and popular culture contribute to diasporic narratives, fostering a sense of belonging while negotiating identity within the host society. (Teaching time: 15 lectures 5 weeks)

- Lal, Brij V., Peter Reeves, and Rajesh Rai (Eds.). (2006). *The Encyclopedia of the Indian Diaspora*. Honolulu: University of Hawaii Press.
- Appadurai, Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.
- Mishra, Vijay. (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. London: Routledge.
- Ghosh, Amitav. (2008). *Sea of Poppies*. London: Penguin.
- Vertovec, Steven. 1997. "Three Meanings of Diaspora: Exemplified among South Asian Religions". *Diaspora*, Vol. 6 (3): 277-330.

Unit III: This unit will equip students with an understanding of the Indian diaspora's economic impact, particularly through remittances and investments in India. It will enable them to analyze how the diaspora engages in Indian politics and influences international relations. (Teaching time: 18 lectures 6 weeks)

- Khadria, Binod. (1999). *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage.
- Shain, Yossi, and Aharon Barth. (2003). "Diasporas and International Relations Theory." *International Organization*, 57(3), pp. 449–479.
- Kapur, Devesh. (2014). *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*. Princeton University Press
- Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge. [Introduction]

Unit 4: This unit will familiarize students with the challenges faced by diasporic communities. Students will critically examine issues of citizenship, multiculturalism, and identity politics in host nations while understanding contemporary challenges such as xenophobia, racism, and social exclusion. This unit will also provide insights into the policies shaping diaspora engagement and their implications for global migration governance.

- Raj, Dhooлека Sarhadi. (2003). *Where Are You From?: Middle-Class Migrants in the Modern World*. Berkeley: University of California Press.
- Varadarajan, Latha. (2010). *The Domestic Abroad: Diasporas in International Relations*. Oxford: Oxford University Press.
- Clarke, C et al. (1990). *South Asians Overseas: Migration and Ethnicity*. Cambridge: Cambridge University Press.

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

DISSERTATION: Dissertation Writing

Dissertation Writing Track of Research Methods-I

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Dissertation Writing Track of Research Methods-I	6					

Learning Objectives

This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research, to identify primary and secondary sources towards that end, as well as to observe patterns in collected data. They should also be able to forge complex and novel arguments on the basis of demonstrable patterns in available information.

Learning outcomes

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography
- Identify and respect the need to avoid pitfalls of plagiarism

Outcomes expected of Dissertation writing track in the 4th Year of UG Programmes

The following **three** outcomes must be achieved by the end of VIII Semester:

- i. Completion of fieldwork, and tracking the primary sources.
- ii. Submission of dissertation

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

**UGC- 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

This paper aims to familiarize the students with the most commonly tried and tested ways in which historians reconstruct past. It does so by apprising them of the manner in which the discipline of history, in relation to certain other comparable disciplines, developed 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. The paper impresses upon them that a historian has an option of choosing her analytical thrust from a variety of options. She must exercise this choice with care, and after taking due cognizance of the specificity of sources, time and place.

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

Teaching Time: 2 Weeks

- 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

Teaching Time: 4 Weeks

- 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

Teaching Time: 4 Weeks

- 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

Teaching Time: 4 Weeks

- 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:

- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Appadurai, The Social Life of Things: Commodities in Cultural Perspective, Cambridge: Cambridge University Press, 1986.
- Sayer, Derek. (1987). "The Historicity of Concepts." *The Violence of Abstraction: The Analytical Foundations of Historical Materialism*. Oxford: Basil Blackwell.
- 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.
- 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.
- Haraway, Donna. (2001). "'Gender' For A Marxist Dictionary." *Feminism: Critical Concepts in Literary & Cultural Studies*. Ed. Mary Evans. London: Routledge.
- 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 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

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

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

Unit III : Archival Sources

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:

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. Faruqi, “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

- 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.
- Alam, Muzaffar and Sanjay Subrahmanyam. (2007). *Indo-Persian Travels in the Age of Discoveries, 1400-1800*, (Cambridge: Cambridge University Press.

- 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: from ancient to medieval Period. (3 weeks)

Unit 2: Interface of Indigenous and Colonial Education during eighteenth and nineteenth centuries. (3 weeks).

Unit 3: Impact of Colonial Educational Policies on Society: Female education, socio-Religious and Ethnic Communities and children with disabilities. (5 weeks)

Unit 4: Campaign for Free and Compulsory Elementary Education in Colonial India and Some Alternative Education Models Evolved During Freedom Struggle. (3 weeks)

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? (3 weeks)

- Altekar, A. S. (1944), *Education in Ancient India*. Benares: Nand Kishore & Bros.
- 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.
- Hussain, S. M. Azizuddin (ed.) (2005), *Madrassa Education in India: Eleventh to Twenty First Century*. Kanishka Publishers, New Delhi.
- 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.
- 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.'
- Rezavi, Syed Ali Nadeem. (2007), 'The Organization of Education in Mughal India'." Proceedings of the Indian History Congress, 68, pp. 389-97.
- 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.
- Scharfe, Hartmut (2002). *Education in Ancient India*, Leiden: Brill.
- 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. (3 weeks)

- 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. (5 weeks)

- 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).
- Oesterheld, Joachim. (2009) 'National Education as a Community Issue: The Muslim Response to the Wardha Scheme', in Krishna Kumar and Joachem Oesterheld, 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), 'Madrassa 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.
- Jafri, S.Z.H. (2020). "Indo Islamic Learning and the Colonial State: Bengal Presidency under East India Company." *Journal of the Pakistan Historical Society* 68, no. 2: 47-68.
- 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 चुनौतियाँ: 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। (पृष्ठसंख्या 179-185)

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

DISCIPLINE SPECIFIC ELECTIVE (DSE): Cultural Transactions between India and the World

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		
Cultural Transactions between India and the World	4	3	1	0		

Learning Objectives

The paper explores in historical context the varied forms of cultural interactions that had taken place between India and the Greco- Roman world, the areas of East Asia and Tibet in early times. Within this ambit, the paper focuses on the trading networks, which moving along land and maritime spheres linked these areas closely to each other. Just as commerce flowed easily across these paths that had been created assiduously and through regular use, cross cultural dialogues also simultaneously took place. This was reflected in cultural diversities that manifested as a result. Demographic dynamics, language, literature, art forms, were a few of the areas that bore remarkable evidence of the transaction that ensued.

Learning outcomes

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

- Understand in detail the various perspectives that have evolved among historians regarding the various aspects of cultural transactions between early India on the one hand and the eastern countries, Tibet on the other.
- Comprehend the complexities of the trading linkages that developed over time
- Get familiarised with the significant role and contribution of specific people and localities in these interactions

Syllabus

Unit I: Historical Background for early India's contact with Greco- Roman world, East and Tibet; Contacts between South Indian states and the world.

Unit II: Trade Networks between India and the World: Maritime and Land routes

Unit III: Cross cultural impact of trade and commerce

Unit IV: Agents of trade and cultural Transactions: People and localities

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This Unit will introduce students, within spatial and chronological framework to early India's contact with Greco- Roman world, Tibet, East and South East Asia

(Teaching Time: 3 weeks approx.)

- Radha Madhav Bharadwaj, 'Tibet' in Sarao, KTS and Long, Jeffrey D. (eds), Buddhism and Jainism, - Encyclopaedia of Indian Religions, vol.1, Springer, The Netherlands, pp. 1252-1260 (e Book ISBN-978-94-024-0852-2; ISBN-978-94-024-0853-9 Print and electronic bundle).
- Xinru Liu, The Silk Road in World History (The New Oxford World History), OUP 2010.
- Tarling, N., ed. (2000). The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). History, Culture and Region in Southeast Asian Perspectives, Singapore: Institute of Southeast Asian Studies
- Miksic, John N. and Geok Yian Goh. (2017). Ancient Southeast Asia, London: Routledge
- Kenneth R. Hall, (2011). A History of Early Southeast Asia: Maritime Trade and Societal Development, 100-1500, London: Rowman & Littlefield Publishers
- Kulke, H. (1993; 2001). Kings and Cults: State Formation and Legitimation in India and Southeast Asia, New Delhi: Manohar.
- Tomber, Roberta; Indo Roman Trade : From pots to pepper; Duckworth, London; 2008.

Unit II: This unit will familiarise with the trade networks that were in use between India and the World: Maritime and Land routes **(Teaching Time: 4 weeks approx.)**

1. E. H. Warmigton, Commerce between the Roman Empire and India, Curzon Press, 1974.
2. J. Thorley, 'The Silk Trade between China and the Roman empire at its Height, CIRCA A.D 90- 130', *Greece and Rome*, vol. 18, No. 1, pp. 71-80.
3. Jason Emmanuel Neelis 'Old Roads in the Northwestern Borderlands' in *Early Buddhist Transmission and Trade Networks: Mobility and Exchange within and beyond the Northwestern Borderlands of South Asia*, Brill, 2011. (chapter 4)
4. Marilyn Martin Rhie (2002): Early Buddhist Art of China and Central Asia. Volume II: The Eastern Chin and Sixteen Kingdoms Period in China and Tumshuk, Kucha and Karashar in Central Asia, Leiden: Brill, pp. 388-399.
5. Mortimer Wheeler, *Rome Beyond the Imperial Frontiers*, London, G. Bell and Sons, Ltd, 1954.
6. Philip D Curtin, Cross-Cultural Trade in World History, CUP 1985.

7. Raheshwari Ghose, (ed.) *Kizil on the Silk Road: Crossroads of Commerce and Meeting of Minds*, Marg Foundation, 2008, pp. 24-31.
8. Xinru Liu, 'Silk and Religions in South Asia c. AD 600-1200', *Journal of World History*, Vol. 6, no. 1 (spring 1995).

Unit III: The unit familiarises the student with various aspects of the Cross cultural impacts of trade and commerce **(Teaching Time: 4 weeks approx.)**

1. Bonnie Cheng. 'THE SPACE BETWEEN: Locating "Culture" in Artistic Exchange', *Ars Orientalis*, Vol. 8, pp. 81 – 120.
2. Dieter Schlingloff, 'The Oldest Extant Parvan list of the Mahabharat', *Journal of the American Oriental Society*, Vol. 89. No.2 (April-June 1969), pp.334-338.
3. E. Errington et al, eds, *The Crossroads of Asia. Transformation in Image and Symbol in the Art of Ancient Afghanistan and Pakistan*, Ancient India and Iran Trust, 1992.
4. Luce Boulnois, *Silk Road: Monks, Warriors and Merchants*, Hong Kong: Odyssey books, (2015 reprint).
5. Marshak B and Rospopova Wall Paintings from a House with a Granary, Panjikent The Silk Road Key Papers, Part 1: The Pre-Islamic Period, Ed. Valerie Hansen, Global Oriental, 2012.

Unit IV: This unit introduces the learners to the various people and localities that emerged as significant in the area and period of the study **(Teaching Time: 5 weeks approx.)**

1. Doney, Lewis. 'Padmasambhava in Tibetan Buddhism' in Silk, Jonathan A. et al. Brill's Encyclopedia of Buddhism, pp. 1197-1212. BRILL, Leiden, Boston.
2. Ines Konczak-Nagel, Monika Zin, *Essays and Studies in the Art of Kucha*, Dev Publishers & Distributors, 2020. (Introduction).
3. Kurt Behrendt, *Tibet and India: Buddhist Traditions and Transformations*, The Metropolitan Museum of Art; Distributed by Harry N. Abrams; 1st edition, 2014.
4. Lokesh Chandra and Nirmala Sharma, *Buddhist Paintings of Tun-Huang*, Niyogi Books, 2012.
5. Radha Madhav Bharadwaj, 'Atisa' in Sarao, KTS and Long, Jeffrey D. (eds), *Buddhism and Jainism*, - Encyclopaedia of Indian Religions, vol.1, Springer, The Netherlands, pp. 195-197 (e Book ISBN-978-94-024-0852-2; ISBN-978-94-024-0853-9 Print and electronic bundle).
6. Rajeshwari Ghose, (ed.) *Kizil on the Silk Road: Crossroads of Commerce and Meeting of Minds*, Marg Foundation, 2008, pp. 8-23 and 106-115.
7. Translation of Kumarajiva's biography as it is told in the Gaoseng zhuan compiled by Hui Jiao of the Liang Dynasty (502-551 CE).

Suggested Readings:

1. Buddha Prakash, *Indian and the World*, Vishvesharanand Vedic Research Institute, 1964
2. पी. वी. बापट, बौद्ध धर्म का 2500 वर्षों का इतिहास, पुब्लिकेशन्स डिवीजन, गवर्नमेंट ऑफ़ इंडिया, 1956. (अध्याय V, VIII, IX और XI)

3. P.V. Bapat, *2500 years of Buddhism*, The Publications Division, Government of India, 1965. (Chapters V, VIII, IX and XI)
4. The Silk Roads: An ICOMOS Thematic Study by Tim Williams on behalf of ICOMOS 2014.
5. Weblink-
https://www.icomos.org/images/mediatheque/ICOMOS_WHThematicStudy_SilkRoads_final_lv_201406.pdf
6. Christopher I. Beckwith, *Empires of the Silk Road: A History of Central Asia from the Bronze age to the Present*, Princeton: Princeton University Press, 2009
7. <https://en.unesco.org/silkroad/silk-road-themes/cities-silk-roads>

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

DISCIPLINE SPECIFIC ELECTIVE (DSE): History of Diseases and Epidemics

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 Diseases and Epidemics	4	3	1	0		

Learning Objectives

The objective of the course is to engage the learners about emerging areas of historical understanding. Tracing the history of diseases and epidemics from ancient to the contemporary times, the course will enrich learners about the cultural and social sensibilities to explore changing human experiences across time and space. With reference to some of the diseases and pandemics like cholera, plague, influenza, malaria, smallpox, and covid-19, the issues of public health, medicines, vaccination, local healers, local responses and more will be discussed. This course also proposes to familiarize the learners with community spread and circulations of diseases and epidemics in the public spaces and role played by jails, ships and railways. Further this course will help learners to understand the how diseases were perceived, treated, and imagined in terms of cultural taboos, state intervention and rise of public health systems. Through art, literature and cinema students will be able to understand representation of disease and therapeutic cultures. The student will develop a basic understanding and awareness how

these diseases and epidemics were remembered and shaped the lives and livelihood of the affected population.

Learning outcomes

After completing this course, the students will be able:

- To develop critical thinking about human experiences of diseases and epidemics.
- To enhance their analytical facility about diseases and epidemics in historical and contemporary time.
- To discuss and debate social, scientific, economic and political nuances of such phenomenon.
- To be equipped to conduct further research in the emerging area of history of diseases and epidemics.

Syllabus

UNIT I: Diseases, Epidemics and Pandemics: A historiographical trend in Indian context

1. Healthcare system and healers in Ancient India: *Charak* and *Sushruta*
2. Health and medicinal system in Medieval India

UNIT II: Experiences of Curing and Healing Practices: Trust, Faith and Rituals

1. Empire and the Spread of Diseases: Railways, Ships, Jails, Pilgrim sites and Quarantine Stations (any one site) with reference to any disease (Cholera/Plague/Influenza/Malaria or any other disease).
2. Therapeutic rituals: quacks, quackery and local healers
3. The rise of the alternatives medical traditions: *Ayurveda*, *Unani*, Homeopathy, *Siddha*, Naturopathy (any two)

UNIT III: Consequences, Challenges and Learning:

1. State Intervention and emergence of Public Health (WHO)
2. New Threats and Challenges in the 21st century

UNIT IV: Popular Representation and Responses: Art, cinema and literature

Practical component (if any) - NIL

Essential/recommended readings

UNIT I: Diseases, Epidemics and Pandemics: A historiographical trend in Indian context (Teaching Time: 3 weeks approx.)

This unit will help to understand the emerging writings on disease and epidemics. Various perceptions and debates about diseases and therapeutic rituals performed in various culture.

- Basham, A. L. (1976). "The practice of medicine in Ancient and Medieval India", *Asian medical systems: A comparative study*, 18-43.
- Subbarayappa, B. V. (2001). "The roots of ancient medicine: an historical outline", *Journal of Biosciences-Bangalore-*, 26(2), 135-143.
- Muthu, C. (1913). "A Short Review of the History of Ancient Hindu Medicin", *Proceedings of the Royal Society of Medicine*, 6(Sect_Hist_Med), 177-190.
- Hayes, J.N. (2005). *Epidemics and Pandemics: Their Impacts on Human History*. ABC-CLIO.
- Watts S., *Epidemics and History: Disease, Power, and Imperialism*, Yale University Press, New Haven, USA, 1997.
- राय, सौरव कुमार (15 मई 2020), 'महामारी: आर्थिक, राजनीतिक एवं सामाजिक दृष्टिकोण', समालोचन: साहित्य, विचार और कलाओं की वेब-पत्रिका.

UNIT II: Experiences of Curing and Healing Practices: Trust, Faith and Rituals (Teaching Time: 3 weeks approx.)

This Unit will help students to understand people's faith and trust associated with disease, state intervention to control epidemic outbreak and emergence of public health systems. It will also help students to understand the eruption and spreading of diseases from one place to other. Various sites such as pilgrim centres, jails etc become a breeding ground and diseases were transported from these places to others through fluctuating population via trains and ships.

- Kerr, I. J. (1995). *Building the Railways of the Raj, 1850-1900* (p. 180). New Delhi: Oxford University Press.
- Arnold, David (1986). 'Cholera and Colonialism in British India'. *Past and Present*, 113, 118-151.
- Harrison, Mark. "Quarantine, Pilgrimage and Colonial Trade: India 1866-1900", *Public Health in British India: Anglo-Indian Preventive Medicine 1859-1914* (CUP, 1994) pp. 117-38.
- Pati, Biswamoy and Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*, Delhi: Orient Longman Limited, 2001. (Introduction).
- आर्नल्ड, डेविड 'देह पर दस्तदराजी: भारतीय प्लेग के परिप्रेक्ष्य, (1896-1900)', शाहिद अमीन, ज्ञानेंद्र पांडेय (सं), निम्न वर्गीय प्रसंग, खंड 2, राजकमल प्रकाशन, दिल्ली.
- Madhwi, *Health, Medicine & Migration : The Formation of Indentured Labour c.1834-1920*. Primus 2020. Introduction & Chapter 3
- Quaiser Nishat, Colonial Politics of Medicine and Popular Unani Resistance, *Indian Horizons*, April-June 2000, pp. 29-41.
- Ralph Nicholas, 'The Goddess Sitala and the Epidemic Smallpox in Bengal', *Journal of Asian Studies*, 41 (1) (1981), pp. 21-44.

- Samanta, Arabinda (2017). *Living with Pandemics in Colonial Bengal, 1818-1945*. Delhi: Manohar.

UNIT III: Consequences, Challenges and Learning: (Teaching Time: 3 weeks approx.)

In this unit, students will explore the pivotal role of the state in disease control and the evolution of public health systems in India. Additionally, they will examine emerging health threats and challenges of the 21st century.

- Harrison, Mark, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914*, New Delhi: Cambridge University Press, 1994.
- Sivaramakrishnan, Kavita. Constructing Boundaries, Contesting Identities: The Politics of Ayurved in Punjab (1930–40) *Studies in History* 2006; 22; 253.
- Arnold, David, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, California: University of California Press, 1993. **(Introduction)**.
- Kumar, Anil, *Medicine and the Raj: British Medical Policy, 1835-1911*, New Delhi: Sage, 1998. **(Introduction)**
- Sharma, Madhuri, *Indigenous and Western Medicine in Colonial India*, Foundation Books: CUP, 2011 **(Introduction)**
- Lal, Vinay (2020), *The Fury of COVID-19: The Politics, Histories, and Unrequited Love of the Coronavirus*, New Delhi: Pan Macmillan India.
- Alavi, Seema. (2008). *Islam and Healing: Loss and Recovery of an Indo-Islamic Medical Tradition, 1600-1900*. New Delhi: Permanent Black **(Introduction)**.
- Singh, Madhu (2022). *Outbreaks: An Indian Pandemic Reader*. Delhi: Pencraft International.

UNIT IV: Popular Representation and Responses: Art, cinema and literature (Teaching Time: 3 weeks approx.)

This unit will help students to know about how diseases and epidemics were represented in art, literature and cinema. Feminization of diseases such as *sitalamata*, plague ki *churail* etc.

- Hanson, M., Small, L.' Pandemic Patterns: How Artistic Depictions of Past Epidemics Illuminate Thematic and Structural Responses to COVID-19 Today', [Journal of General Internal Medicine](#) Vol. 37, 878–884 (2022)
- Niels Brimnes, 'Fallacy, Sacrilege, Betrayal and Conspiracy: The Cultural Construction of Opposition to Immunisation in India,' in *The Politics of Vaccination: A Global History*, edited by Christine Holmberg, Stuart Bulme and Paul Greenough (Manchester United Press, 2017).
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.

- शुक्ल, श्रीप्रकाश (2021). महामारी और कविता, नयीदिल्ली: सेतुप्रकाशन.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका.
- मास्टर भगवानदास, 'प्लेग की चुड़ैल', सरस्वती, 1902.
- Suggested Novels: King of Maladies, Love in the Time of Cholera, The Plague
- Suggested Movies: Contagion, Outbreak, Khushboo, The Black Death

Suggestive Reading

- Arnold, David (1987). 'Touching the Body: Perspectives on the Indian Plague, 1896-1900'. In R. Guha (Ed.) *Subaltern Studies V: Writings on South Asian History and Society* (pp. 55-90). New Delhi: Oxford University Press.
- Guha, Sumit, 'Nutrition, Sanitation, Hygiene, and the Likelihood of Deaths: The British Army in India c. 1870-1920', *Population Studies*, vol. 47, no. 3, 1993, pp. 385-401.
- Khan, Enayatullah (2013). 'Visitations of Plague in Mughal India'. *Proceedings of Indian History Congress*, Vol. 74, 305-12.
- Klein, Ira (1994). 'Imperialism, Ecology and Disease: Cholera in India, 1850-1950'. *Indian Economic and Social History Review*, 31 (4), 491-518.
- Madhuri Sharma- Indigenous and Western Medicine in colonial India, Foundation Books-CUP, 2011.
- Mills, I.D. (1986). 'The 1918-1919 Influenza Pandemic: The Indian Experience'. *Indian Economic and Social History Review*, 23(1), 1-40.
- Singh, Madhu (2021). 'Bombay Fever/Spanish Flu: Public health and native press in Colonial Bombay, 1918-19'. *South Asia Research*, 41(1).
- Singh, A. (2000). The Bias against India In Western Literature On History Of Medicine-With Special Emphasis On Public Health. *Journal of Indian Medical Heritage*, 30(1), 41-58.
- Keswani, N. H. (1968). *Medical education in India since ancient times*. All India Institute of Medical Sciences.
- Sahay, S. (2023). Traditional Knowledge of Medicine in Ancient India:(Based on Classical Texts and Treatises). In *Aspects of Science and Technology in Ancient India* (pp. 117-133). Routledge India.
- Valiathan, M. S. (2001). Diseases in ancient India. In SALEMA, A. *Ayurveda at the Crossroads of Care and Cure: Proceedings of the Indo-European Seminar on Ayurveda Held at Arrábida, Portugal, in November* (pp. 18-24).
- Prasad, H., & Bujari, M. Public Health in Ancient India: A Historical Review.
- Vedam, R., & Ayyagari, S. (2022). On Hygiene Practices in Ancient India & its Relation to Ritual Purity. In *WAVES Conference, New Delhi*.
- Kumar, D. (2010). Probing history of medicine and public health in India. *Indian Historical Review*, 37(2), 259-273.

A visual history of pandemics:

- <https://www.weforum.org/agenda/2020/03/a-visual-history-of-pandemics>
- <https://www.medievalists.net/tag/disease/page/2/>

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

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

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

Unit III: Institutionalization of Theatre

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

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

- Kapila Vatsyayana; Traditional Indian Theatre National book House 1980
- Parsi Theatre Udbhav aur Vikas – Somnath Gupt
- Somanath Gupta; tr. Kathryn Hansen (2005). The Parsi Theatre: Its Origins and Development. Seagull Books
- 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.
- Varadpande, M.L. (1987) History of Indian theatre (Vol. 1). Abhinav Publications.
- 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.

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

Theory and Practical/ Fieldwork/Hands-on-learning: A separate supplement to this framework could be the use of resources such as libraries, websites, museums, archives, and historic sites. The use of alternative primary sources such as texts, artifacts, photographs, audio, video, multimedia, background articles, and instructional strategies along with secondary sources, group discussion will further expand the horizons of the students.

Learning Objectives

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.

Syllabus

- Unit I: In The State's Purview: Ideas and Institutions
- Unit II: On Religion and Dharma: Debates, Identities and Communities
- Unit III: The Economic Setup: Structures and Processes
- Unit IV: Social Practices and Institutions: Varna, Jati, and Tribe

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.

Essential Readings:

- 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.
- J. F Richards. 1998. *Kingship and Authority in South Asia*, Delhi: Oxford University Press,
- H. Kulke, 1997. *The State in India 1000-1700*, Delhi: Oxford University Press
- C.A.Bayly.1990. *Indian Society and the Making of the British Empire (The New Cambridge History of India)*
- A.Farooqui. 2023. *The Establishment of British Rule in India, 1757-1813*. New Delhi: Tulika Books
- N. Hussain, 2019. *The Jurisprudence of Emergency: Colonialism and the Rule of Law* Ann Arbor : University of Michigan Press

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.

Essential Readings:

- 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
- W. Halbfass 1991. *Reflection and Tradition* Delhi: Motilal Banarasidas (Chapters 2-4, 8-10)
- V. Eltschinger. 2015 *Caste and Buddhist Philosophy* Delhi: Motilal Banarasidas (Chapter 1)
- M. Devadan, 2016. *A Pre-History of Hinduism* Berlin: De Gruyter Open Ltd
- 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’ Delvoe, and Marc Gaborieau, Delhi: Manohar, pp. 37-65
- A. Truschke. 2015. *Culture of Encounters* New York : Columbia University Press
- M. Alam. 2021. *The Mughals and the Sufis* Ranikhet: Permanent Black
- K. Jones. 2006. *Socio-Religious Reform Movements* New York : Cambridge University Press
- V. Geetha. 1998. *Towards a Non Brahmin Millennium: From Jyothee Thas to Periyar* Calcutta : Samya.

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.

Essential Readings:

- 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
- B.P.Sahu & B.D.Chattopadhyay ed.1997. *Land, System and Rural Society in Early India*. New Delhi: Oxford University Press
- J.Deyell.1990. *Living Without Silver: The Monetary History of Early Medieval North 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.
- D.Kumar.ed. 2000. *Cambridge Economic History of India, Vol. II*. Cambridge: Cambridge University Press
- T.Roy. 2011. *The Economic History of India 1857-1947*. New Delhi: Oxford University Press
- Agarwal, Ankit; 'Development of Economic Organisations and their role in Human Empowerment during the Gupta Period'; published in History Today 13, a journal of the Indian History and Cultrual Society, 2012, pp. 14-21.

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

It 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.

Essential Readings:

- 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), वणर्-जातिव्यवस्था: उद्भव, प्रकार और रूपांतरण (अनुवादक: आदित्य नारायणिसंह). नई दिल्ली: ग्रंथिशाली. 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

GENERIC ELECTICE (GE): Migration and Indian Diaspora: Social and Cultural Histories

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		
Migration and Indian Diaspora: Social and Cultural Histories	4	3	1	0		

Learning Objectives

This paper explores the historical patterns of Indian migration and the socio-cultural transformations within diasporic communities. It examines their political and economic contributions in host countries and India, highlighting their impact on global economies and policy frameworks. The study evaluates key theoretical approaches to migration, identity formation, and transnationalism, offering insights into cultural hybridity and diasporic belonging. Additionally, it assesses government policies and international frameworks related to diaspora engagement, dual nationality, and economic partnerships. By integrating historical, cultural, political, and economic perspectives, this paper provides a comprehensive understanding of the Indian diaspora's evolving role in a globalized world.

Learning outcomes

After completing this course, students will be able to:

- Critically engage with primary and secondary sources on migration and diaspora studies.
- Explain key historical events and their role in shaping Indian migration patterns.
- Analyze how migration influences identity, belonging, and cultural hybridity.
- Assess the impact of Indian diasporic communities on host countries and their connections to India.
- Develop independent research skills in migration and diaspora studies.

Syllabus

Unit I: Understanding Migration and Diaspora: Theoretical and Historical Frameworks

1. Concepts and theories of migration and diaspora
2. Ancient, medieval, and early modern Indian migration patterns
3. Colonial-era migration: Indentured labor and the global dispersal of Indian laborers
4. Post-colonial migration: The Indian diaspora in North America, Europe, and the Middle East.

Unit II: Social and Cultural Histories of the Indian Diaspora

3. Cultural adaptations, hybridity, and syncretism and social categories within the Indian diasporic communities.

4. Indian cinema, literature, and popular culture in diasporic identity formation

Unit III : Political Economy and Contemporary Issues in the Indian Diaspora

1. Economic contributions and remittances to India
2. Diaspora engagement in Indian politics and foreign policy

Unit IV: Challenges faced by Diasporic communities

1. Citizenship, belonging, and challenges of multiculturalism in host nations
2. Contemporary issues faced by the diasporic communities: Xenophobia, racism, and identity politics

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will enable students to develop a theoretical understanding of migration and diaspora studies while exploring historical migration patterns and their socio-political contexts. It will help them analyze the economic, political, and social factors that contributed to migration, particularly the impact of colonialism and indentured labor systems. Students will also examine post-colonial migration trends and their implications for Indian communities in North America, Europe, and the Middle East. (Teaching time: 15 lectures 5 weeks)

- Vertovec, Steven. (2009). *Transnationalism*. London: Routledge.
- Cohen, Robin. (2008). *Global Diasporas: An Introduction*. London: Routledge.
- Jayaram, N. (Ed.). (2004). *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage.
- Tinker, Hugh. (1974). *A New System of Slavery: The Export of Indian Labour Overseas 1830–1920*. Oxford: Oxford University Press.
- Jain, Ravindra K. (1993). *Indian Communities Abroad: Themes and Literature*. New Delhi: Manohar.
- Safran, William. Ajaya Sahoo, Ajaya & Brij V. Lal (Ed.). (2019). *Transnational Migrations The Indian Diaspora*. Routledge India.
- Mishra, Vijay (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. New Delhi: Routledge.

Unit II This unit will help students critically engage with how caste, class, and gender influence migration experiences, shaping the socio-cultural fabric of Indian diasporic communities. It will enhance their understanding of cultural adaptation, hybridity, and syncretism, exploring the role of religion, traditions, and social networks in maintaining diasporic identity. The unit will also introduce students to how Indian cinema, literature, and popular culture contribute to diasporic narratives, fostering a sense of belonging while negotiating identity within the host society. (Teaching time: 15 lectures 5 weeks)

- Lal, Brij V., Peter Reeves, and Rajesh Rai (Eds.). (2006). *The Encyclopedia of the Indian Diaspora*. Honolulu: University of Hawaii Press.
- Appadurai, Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.
- Mishra, Vijay. (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. London: Routledge.
- Ghosh, Amitav. (2008). *Sea of Poppies*. London: Penguin.
- Vertovec, Steven. 1997. "Three Meanings of Diaspora: Exemplified among South Asian Religions". *Diaspora*, Vol. 6 (3): 277-330.

Unit III: This unit will equip students with an understanding of the Indian diaspora's economic impact, particularly through remittances and investments in India. It will enable them to analyze how the diaspora engages in Indian politics and influences international relations. (Teaching time: 18 lectures 6 weeks)

- Khadria, Binod. (1999). *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage.
- Shain, Yossi, and Aharon Barth. (2003). "Diasporas and International Relations Theory." *International Organization*, 57(3), pp. 449–479.
- Kapur, Devesh. (2014). *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*. Princeton University Press
- Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge. [Introduction]

Unit 4: This unit will familiarize students with the challenges faced by diasporic communities. Students will critically examine issues of citizenship, multiculturalism, and identity politics in host nations while understanding contemporary challenges such as xenophobia, racism, and social exclusion. This unit will also provide insights into the policies shaping diaspora engagement and their implications for global migration governance.

- Raj, Dhooлека Sarhadi. (2003). *Where Are You From?: Middle-Class Migrants in the Modern World*. Berkeley: University of California Press.
- Varadarajan, Latha. (2010). *The Domestic Abroad: Diasporas in International Relations*. Oxford: Oxford University Press.
- Clarke, C et al. (1990). *South Asians Overseas: Migration and Ethnicity*. Cambridge: Cambridge University Press.

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

DISSERTATION: Dissertation Writing

Dissertation Writing Track of Research Methods-I

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		
Dissertation Writing Track of Research Methods-I	6					

Learning Objectives

This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research, to identify primary and secondary sources towards that end, as well as to observe patterns in collected data. They should also be able to forge complex and novel arguments on the basis of demonstrable patterns in available information.

Learning outcomes

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography
- Identify and respect the need to avoid pitfalls of plagiarism

Outcomes expected of Dissertation writing track in the 4th Year of UG Programmes

The following **three** outcomes must be achieved by the end of VIII Semester:

- i. Completion of fieldwork, and tracking the primary sources.

- ii. Submission of dissertation

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