BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY

1ST SEMESTER PAPERS

B.A. HISTORY HONOURS

DEPARTMENT OF HISTORY, DELHI UNIVERSITY

Core Course I

History of India- I

Course Objectives:

Being the first paper of the History Honours course, it intends to provide an extensive survey of early Indian history to the students and familiarise them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long period of India's ancient past – from pre-historic times to the end of Vedic cultures in India – the course dwells upon major landmarks of ancient Indian history from the beginning of early human hunter gatherers to food producers. This course will equip the students with adequate expertise to analyse the further development of Indian culture which resulted in an advanced Harappan civilization. In course of time students will learn about the processes of cultural development and regional variations.

Learning Outcomes:

After completing the course the students will be able to:
- Discussthe landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
- List the main tools made by prehistoric and proto- historic humans in India along with their find spots.
- Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.
- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

Course Content:

Unit I: Reconstructing ancient Indian history
        [a] The Indian subcontinent: landscapes and environments
        [b] Sources of historical reconstruction (up to 600 BCE)
        [c] Changing historiography
        [d] Early Indian notions of history

Unit II: Prehistoric hunter-gatherers
        [a] Palaeolithic cultures: sequence and distribution; Tool typology and technology and subsistence pattern
        [b] Mesolithic cultures: regional and chronological distribution; new developments in technology and economy
        [c] The prehistoric mind: funerary practices and art

Unit III: The advent of food production
The regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange

Unit IV: The Harappan civilization
Origins; settlement patterns and town planning; agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions

Unit V: Cultures in transition up to c. 600 BCE
Settlement patterns; technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan question; megaliths
        a) North India
        b) Central India, the Deccan and South India

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit aims to familiarise students with the varied sources for, divergent landscapes of and the various approaches to the history of ancient India.**(Teaching Time: 2weeks Approx.)**

- Allchin, B., and R. Allchin.(1997).*Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters- 1 & 2.)

- Arunachalam, B. (2013). "Geography and Environment" in *Prehistory of India, A Comprehensive History of India*, vol. 1, Part 1.New Delhi: Manohar Publishers. (Chapter 1, pp. 21-28.)
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12ᵗʰ Century*. Delhi: Pearson Longman. (Introduction and Chapter 1.) (Available in Hindi)
- Thapar, Romila. (2013). *The Past Before Us; Historical Traditions of Early India*, Delhi: Permanent Black, Part 1, pp. 3-84.

Unit II: This unit aims to familiarise students with the distribution of as well as the economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent. It also enables students to describe some of their cultural practices especially with regard to their art and funerary practices.**(Teaching Time: 3weeks Approx.)**

- Allchin, B., and R. Allchin. (1997).*Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Delhi: Viking.(Chapters 3, 4 & 5.)
- 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
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12ᵗʰ Century*. Delhi: Pearson Longman.(Chapter 2, pp. 58-93.) (Available in Hindi)
- Neumayer, Erwin. (2014). "Rock Paintings of the Mesolithic Period" in Shonaleeka Kaul (Ed.). *Cultural History of Early South Asia: A Reader*. Delhi: Orient Blakswan. Pp. 55-88.

Unit III. This unit seeks to understand the beginnings of organized food production in the pre-historic times in the Indian subcontinent. It also explains the ways in which that could leave its impact on other aspects of the life of the Neolithic and Chalcolithic men and women.**(Teaching Time: 3 weeks Approx.)**

- Allchin, B., and R. Allchin.(1997).*Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 5.)
- Chakrabarti, D.K. (1999). *India: An archaeological History, Palaeolithic Beginnings to Early Historic Foundations.* Delhi: Oxford University Press. PP. 41-116.
- Singh, Upinder.(2008).*A History of Ancient and Early Medieval India: From the Stone Age to the 12ᵗʰ Century*. Delhi: Pearson Longman. (Chapter 3, pp. 94- 131.) (Available in Hindi)

Unit IV. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied.**(Teaching Time: 3 weeks Approx.)**

* 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)
* Lahiri, Nayanjot, ed. (2000).*The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
* Ratnagar, Shereen. (2001).*Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, pp. Pp. 6-42, 103-115, 122-152.
* 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* (सिंधु सभ्यता). Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363

Unit V. This unit seeks to understand the post-Harappan patterns of settlement and civilisation up to 600 BC in the Indian subcontinent. It should equip students with the ability to explain the patterns of development in the religio-philosophical, political and technological spheres, and would familiarise them with social, economic, and cultural life of people during this period.**(Teaching Time: 3 weeks Approx.)**

* Allchin, Bridget and Raymond.(1982).*The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, Part III. Pp. 229- 346.
* Sahu, B.P. (ed.). (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (Introduction pp.1-31.)
* Sharma, R.S. (1996).*Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters VII-XIV pp.87-196 and XXII pp. 349-370) (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. Pp. 22- 88) (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. (Chapter V, pp. 182-255.) (Also available in Hindi)
- 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. (PP. xi – xliii.)

Suggested 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. (2006).*The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. Delhi: Oxford University Press.
- 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: Printworld. (in Hindi Also)
- Kenoyer, J. Mark. (1998). *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press.
- Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan.
- Moorti, U.S. (1994).*Megalithic Culture of South India: Socio-economic Perspectives.* Varanasi: Ganga Kaveri Publishing House.
- Neumayer, E. (1993).*Lines on Stone: The Prehistoric Rock Art of India*. Delhi: Manohar.
- Pathak, V. S.(1966). *Ancient Historians of India: A Study in Historical Biographies.* Bombay: Asia Publishing House.
- Possehl, Gregory L. (2002). *The Indus Civilization: A Contemporary Perspective*. Delhi: Vistaar Publications.
- Ratnagar, Shereen. (2015).*Harappan Archaeology: Early State Perspectives*, Delhi: Primus.
- 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.

Teaching Learning Process:
Classroom lecture and discussion method, problem solving method, question - answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching learning process. Presentations shall focus either on important themes covered in the class lectures, or around specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline the ways in which various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:
Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. Two written assignments and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and trace historiographical changes reflected in the assigned readings.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:
Itihas-Purana tradition, Changing Historical Interpretations, Hunting-gathering Stage, Tool Technologies, Food production, Civilization, Culture, Aryan, Social Stratification, Megaliths, Urbanization.

Core Course II

Social Formations and Cultural Patterns of the Ancient World-I

Course Objectives:

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 a 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 interlinked history of humanity is therefore the prime objective of this Course.

Learning Outcomes:

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

Course Content:

Unit-I: Evolution of humankind and Palaeolithic cultures
   a. Comprehending prehistory and history: issues and interpretative frameworks
   b. Environmental context of human evolution
   c. Biological evolution of hominins
   d. Social and cultural adaptations: mobility and migration; development of lithic and other technologies; changes in the hunting gathering economy; social organization; art and graves.

Unit-II: Understanding the Mesolithic
   a. Mesolithic as a transitional stage in prehistory
   b. Ecological change and changes in subsistence strategies based on case studies from West Asia, Europe and Meso-America: seasonal and broad-spectrum exploitation of resources, food storage, tools, semi-sedentism and features of social complexity

Unit-III: The Neolithic
   a. Debating the origins of food production – climate change; population pressure; ecological choices; cognitive reorientations
   b. Features of the Neolithic based on sites from West Asia, Europe and China: nature and size of settlements; tool-kits, artefacts and pottery; family and household
   c. Features of social complexity in late Neolithic communities; ceremonial sites and structures

Unit-IV: The Bronze Age
   Note: Rubrics b, c and d are to be based on any one case study:
   Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).
   a. Concepts: 'Bronze Age', 'Civilization' 'Urban Revolution' and 'State'
   b. Ecological context of early civilizations
   c. Aspects of social complexity: class, gender and economic specialization
   d. Forms of kingship, religion and state

Unit V: Nomadic Pastoralism: Concept of Pastoralism; Emergence in West Asia and interaction with urban-state societies between the third and second millennium

Unit-VI: The Advent of Iron: Spread of iron technology and complex technological and economic changes

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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 Hominines.**(Teaching Time: 3 weeks Approx.)**

- Bogucki, P. (1999).*The Origins of Human Society.* Wiley-Blackwell 1999, Chapter 2, pp. 29-77.
- Carr, E.H. (1961/1991). "The Historian and his facts", in E.H. Carr, *What is History*? Penguin Modern Classics (2ⁿᵈEdn.), pp.7-30.
- Childe, V.G. (1942/1971). "Archaeology and History", Chapter 1, in 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*. (15ᵗʰedn.). New York: Routledge, Chapters 2-5, pp. 22-134.
- Website: www.humanorigins.si.edu (website of the Smithsonian Museum)
- कार, E.H.(1976).'इतिहासकर और उसके तथ्य', E.H. कार, इतिहास क्या है? में अध्याय 1, मेकमिलन पब्लिकेशन (हिन्दी अनुवाद, 1976).
- चाइल्ड,V.गॉर्डन,इतिहास का इतिहास, राजकमल प्रकाशन, अध्याय 1.
- चाइल्ड,V.गॉर्डन. (2019) औजारों का इतिहास (अनुवाद सुशील कुमार), दिल्ली: गार्गी प्रकाशन.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.
- मजूमदार, D.N तथा गोपाल शरण, प्रागितिहास, दिल्ली विश्वविद्यालय, हिन्दी माध्यम कार्यान्वन निर्देशलय.

Unit II. This Unit will familiarise students with a significant stage in prehistory called the Mesolithic when advanced Hunter-Gatherer communities responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals.**(Teaching Time: 3 weeks 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

- Zvelebil, M. (1989). "Economic Intensification and Postglacial Hunter-Gatherers in North Temperate Europe." in C. Bonsall, (Ed). *The Mesolithic in Europe.* Edinburgh: University of Edinburgh Press1989, pp. 80-88.
- फ़ारूक़ी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Unit III. This Unit deals with the debate on the beginning of agriculture and related changes in the subsistence pattern and ways of life.**(Teaching Time: 3 weeks Approx.)**

- 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 Pre-history*. New York: Routledge (15th Ed.), Chapters 8, 9, 10, 12, pp. 178-218, 228-245.
- Hodder, I. (2007). "Catalhoyuk in the context of Middle Eastern Neolithic", *Annual Review of Anthropology*, Vol. 36, 2007, pp. 105-120.
- Price, T.D. and O. Bar-Yosef.(2011). "The Origins of Agriculture: New Data, New Ideas", 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.
- फ़ारूक़ी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Unit IV. 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: 3 weeks 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* (3[rd]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.
- फ़ारूक़ी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: 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 V. This unit will discuss pastoralism as a conceptual social category and enlarge on its evolution in Western Asia. The unit will also discuss the relationship of pastoralism with sedentary regimes and urban-state societies in the third and second Millenium BCE. **(Teaching Time: 1 week Approx.)**

- 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 Laeted. London: Routledge, pp. 37-43.
- 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.

Unit VI: This Unit highlights the discussion on the introduction of iron technology and the impact that it had on parts of West Asia and Europe. **(Teaching Time: 1 week Approx.)**

- 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 Seventh 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.

SUGGESTED READINGS:
- Bar-Yosef, O, and F. Valla. (1990). "The Natufian culture and the origins of the Neolithic 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. Cohen 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. 9 – 183.
- 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 Evolution*s: 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, 2005Ann Arbor, 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.
- कोरोवकिन, फ्योदोर. (2019). प्राचीन विश्व इतिहास का परिचय, Delhi: Medha Publishing House.
- राय, U.N. (2017). विश्व सभ्यता का इतिहास, दिल्ली: राजकमल प्रकाशन

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is a history of a region/s relatively unfamiliar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Human Evolution, Pleistocene, Hominines, Hunter-gatherers, bands, Palaeolithic, Prehistoric art, Holocene, Mesolithic, Domestication, Neolithic Revolution, Complex Society, Food-production, Lithic technologies, Urban Revolution, 'State', Kingship, Bronze Age.

Delhi through the Ages: The Making of its Early Modern History

Course Objective:

The objective of the paper is to teach students about the changes in the city of Delhi from its early inception to the eighteenth century. The course teaches how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time. As the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life. But the course also wants students to learn that the city was not merely dependent upon its rulers for cultural and political sustenance. It focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence. Other than recourse to readings the course tries to acquaint students with Delhi through project work and introspection of Delhi's presence and its uneasy relationship with its past.

Learning Outcomes:

Upon completion of this course the student shall be able to:
* Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.
* Use these materials and correlate their sometimes discordant information.
* Analyse processes of urbanization and state formation.
* Describe the difficulties in appropriating narratives of the state with the history of particular localities.

Course Content:

Unit I: Between Myth and History -- Delhi's Early Pasts: Indraprastha, Lalkot
Unit II: From settlements to cityscape – Understanding the Many cities of Delhi
Unit III: Delhi's 13th and 14th Century settlements
      Case study of **any two**: 1) Dehli-ikuhna's*masjid-ijami '*(old Delhi/Mehrauli), 2)
      Siri, 3) Ghiyaspur-Kilukhri, 4) Tughluqabad, 5) Jahanpanah, and 6) Firuzabad
Unit IV: Shajahanabad: Qila Mubarak (Red Fort) as a site of power and the morphology of the city.
Unit V: 18th century Delhi: political upheaval and social empowerment – complicated understandings of 'decline'.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha and the Tomara and Chauhan constructions. **(Teaching Time: 2 weeks Approx.)**

- Richard J. Cohen, "An Early Attestation of the Toponym Ḍhillī", *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513-519.
- Singh, Upinder. (2006). *Ancient Delhi*, Delhi: Oxford University Press

Unit 2: This unit will study the proverbial 'seven cities of Delhi', focusing primarily on Sultanate settlements. It will discuss the possible reasons for the shift of capitals, how settlements of the 13th century gradually appeared as conjoined cities under the Tughluqs, and the differences between these urban spaces.**(Teaching Time: 3 weeks Approx.)**

- 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
- Habib, Irfan. (1978). 'Economic History of the Delhi Sultanate -- an Essay in Interpretation',*Indian Historical Review* vol. 4, pp. 287-303.
- 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. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and NainaDayal.(Ed.).*Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.

Unit 3: This unit will study any two of the six sites in Delhi in detail. Students will be encouraged to use the readings mentioned below and correlated to the teaching units in the course content to plan field trips.**(Teaching Time: 3 weeks Approx.)**

- Flood, Finbarr B. (2008). "Introduction" in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii

- 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
- 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.
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and NainaDayal ed, *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.
- 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.
- Flood, Finbarr B. (2003). "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi" R*ES: 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).

Unit 4: This unit will study the Qila Mubarak (Red Fort) in detail as the site of power under Shah Jahan. It will also focus on Shahjahanabad (Old Delhi) as a mercantile and cultural centre.**(Teaching Time: 3 weeks Approx.)**

- 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.
- 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-iʿAmm and ChihilSutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, 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 5 This unit will discuss the complicated developments in Shahjahanabad in the 18th century. The 'decline' in the authority meant turbulence, perhaps, in the city, but it

also empowered new groups of people and created a cultural and social dynamism that was embraced and seen as a challenge by different types of people.**(Teaching Time: 4 weeks Approx.)**

- 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: MunshiramManoharlal Publishers.
- RaziuddinAquil, (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 Center 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 Blake. (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 66-99.
- 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, S. Nurul. (1991). "The Morphology of a Medieval Indian City: A Case study of Shahjahanabad", in Indus Banga, (Ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.

- Hasan, Zafar. (1922). *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India #10
- 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). *An 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

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Science, Technologies and Humans: Contested Histories

Course Objective

This course proposes to examine the histories 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 western societies'. Human instinct to understand unknown and need to predict future which often venture into providence has been explored through case study of astronomy and astrology. Paper analyses impact of hegemony of Colonial science on traditional knowledge systems. Paper proposes two case studies to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitute important component of paper. A brief discussion on Science and nation making has been introduced to highlight the role of important figures that shaped the nature of Scientific development in India.

Learning Outcomes:

After completing this course, students should be able to:
- 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 government for promotion of science and technology.

Course Content

Unit 1: Science, technology and Society
      a. Revisiting 'Scientific Revolution'
      b. Colonialism and Science

Unit 2: Contested 'Scientific' heritage
      a. Decimal and Zero
      b. Arch and Dome

Unit 3: Knowing unknown: Cross-cultural Exchanges
      a. Mitigating uncertainties: Popular saying and predictions

b. Hegemony of documentation

Unit 4: Economics of Technologies: Questions of Ethics
    a. Generic Medicines
    b. Industrial Disasters

Unit 5: Science and the nation making
    a. Atomic Power
    b. Policies and Institutions
    c. Homi Jehangir Bhaba, MeghnadShaha

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: Science and technology have a very complex relationship with Society. Popular understanding of 'Science' and 'Technology' will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. **(Teaching Time: 3 weeks Approx.)**

- Pati, Biswamoy& Harrison, Mark. (2001). Introduction in BiswamoyPati& Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*. New Delhi: Orient Longman. pp. 1-24/36.
- मुले, गुणाकर. (२००५). भारतीयइतिहासमेंविज्ञान. दिल्ली:यात्रीप्रकाशन. (अध्याय: विज्ञानऔरसमाज; पृष्ठ११-29, ज्योतिषकाआरम्भऔरविकास; पृष्ठ४१-49, वैदिकगणितकीसमीक्षा; पृष्ठ५0--66).
- Bernel, 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 &Dhurv Raina, 'Introduction' in *Social History of Science in Colonial India*, New Delhi: Oxford University Press, 2007, pp. XII-XL.)

Unit-2: Student will understand the politics associated with appropriation of 'Scientific' heritage through the case study of the decimal and Zero. It will also suggest that 'superior' technology may not always be economically viable and thus socially marginalised.**(Teaching Time: 3 weeks Approx.)**

- Nanda, Meera. (2016). Nothing that is: Zero's Fleeting Footsteps, in idem, *Science in Saffron: Skeptical Essays on History of Science*. Delhi: Three Essays Collective. pp. 49-92.
- Kumar, Ravindra. (2012). Composite Culture: Portrayal in Architecture, in B L Bhadani, ed., *Medieval India 3: Researches in the History of India*. Delhi: Manohar. pp. 47-75. (Also available in Hindi as IGNOU Reading material: EHI-03 Block-8 Unit-31 & 33 and EHI 04 Block-8 Unit-33).

Unit-3: This unit will teach students about the evolutionary character of scientific knowledge and understand the significance of traditional knowledge on which it was based. It will also teach them about the politics of documentation and its importance during early modern times. **(Teaching Time: 3 weeks Approx.)**

- Kumar, Mayank. (2013). Traditional Notions of Monsoon, in Mayank Kumar, *Monsoon Ecologies: irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period*. Delhi: Manohar. pp. 105-118.
- कुमार, मयंक. (२०१५). मानसून से सामंजस्यबनाता समाज: सन्दर्भ राजस्थान. *प्रतिमान*, अंक-३(संख्या-३), पृष्ठ, ६०२-१६.
- 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.

Unit-4: This unit will make an attempt to convey that science and technology need to be carefullly historicised in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science.**(Teaching Time: 3 weeks 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)

Unit-5: This unit will highlight the role of science in 'nation-making'. It will also examine the role of a few scientists and associated institutions and their contribution in nation making.**(Teaching Time: 2 weeks 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. *Available in Hindi also*
- Banerjee, Somaditya. (2016). MeghnadShaha: Physicist and Nationalists. *Physics Today*, 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.

SUGGESTED READINGS:

- Bhattacharya, Nandini. (2018). Interrogating the Hegemony of Biomedicine. *Economic and Political Weekly*, Vol. LIII(No.9), pp. 45-47
- Chaterjee, Santimay. (1994). MeghnadShaha: 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 Technologyand Culture AD 1498-1707*. Bombay: Oxford University Press.
- Rahman, A. (1979). Science and Culture in India: A socio-Historical Perspective, in B D Nag Chaudhuri, ed., *New Technological Civilisation and Indian Society*. New Delhi: Indian Institute of Advanced Study and Indus Publishing Company. pp.27-41.
- 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 also : (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 Willey & 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

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Scientific Revolution, Colonialism, Hegemony, Predictions, Cross-cultural, Documentation

B.A. PROGRAMME IN HISTORY

DEPARTMENT OF HISTORY, DELHI UNIVERSITY

Core Course I
History of India from the earliest times up to c. 300 CE

Course Objectives:

This course explores various stages and processes of Indian history from prehistoric period to early historic centuries. It examines the historiographical shifts pertaining to what is termed as 'Ancient/early' India. Underlining the pan-Indian historical changes, it also focuses on regional diversities. The varied experiences in the Indian subcontinent can be seen in archaeological cultures and questions concerning literacy, nature of state formation and attendant cultural growth.

Learning Outcomes:

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

- Delineate changing perceptions on 'Ancient/early' India.

- Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.

- Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.

- Outline the key features of the first ever empire under the Mauryas.

- Locate the shift of historical focus from Gangetic belt to newer areas.

- Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.

Course Content:

I.   **Interpreting Ancient India; survey of sources**
II.   **Prehistoric Cultures**: Palaeolithic, Mesolithic, Neolithic; rock art
III.   **Harappan Civilization:**Origin and extent, town planning, economy, society and religion, decline and continuity. Chalcolithic cultures
IV.   **Vedic Culture:**polity, economy, society and religion. Beginnings of the iron age; Megalithic cultures
V.   **Post-Vedic Period:**material and social changes, Mahajanapadas and the rise of Magadha, Buddhism and Jainism: doctrines; spread
VI.   **The Mauryan Empire:**state and administration, society, economy, Ashoka's Dhamma,decline, art and architecture
VII.   **The Far South:**Tamilakam; polity, economy and society
VIII.   **Post-Mauryan age with special reference to Satavahanas and Kushanas:** polity, economy, society, culture

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. In this Unit the students shall be introduced to the varied sources used for writing history of ancient India. Key interpretations stemming from historians' use of such sources shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे *1300* ई. तक. हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय,.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- सिंह, उपिन्दर. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे *12*वींशताब्दीतक. नईदिल्ली: पियरसन.
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुंद्रन.
- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- शर्मा, आर. एस. (2000). प्रारम्भिकभारतकाआर्थिकऔरसामाजिकइतिहास.दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.

Unit II. This Unit shall familiarize the students with the essential features of early human societies and help them distinguish between various subsistence patterns and material cultures of these societies. **(Teaching Time: 2 weeks approx.)**

- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.
- जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास: एकअवलोकन. नईदिल्ली: D.K. Printworld.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- सिंह, उपिन्दर. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे *12*वींशताब्दीतक. नईदिल्ली: पियरसन.
- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking.

Unit III. This Unit shall introduce students to one of the earliest urban civilizations in Asia of the Indian subcontinent. The unit shall also provide an overview of other material cultures. **(Teaching Time: 2 weeks approx.)**

- Ratnagar, Shereen.(2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika.

- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia.* New Delhi: Viking.
- सिंह, उपिन्दर. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास*:* पाषाणकालसे *12*वीशताब्दीतक. नईदिल्ली: पियरसन.
- थपलियाल, के. के. औरसंकटाप्रसादशुक्ल. (2003). सिन्धुसभ्यता. लखनऊ: उत्तरप्रदेशहिंदीसंस्थान, संशोधितएवमपरिवर्धितसंस्करण.
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld (Chapter on Chalcolithic Cultures).
- जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास*:* एकअवलोकन. नईदिल्ली: D.K. Printworld (ताम्रपाषाणसेसम्बंधितअध्याय)

Unit IV. This Unit shall provide the students a detailed overview of the evolving cultural traditions, socio-economic structures and political formations in the northern Indian subcontinent. The Unit shall also 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: 2 weeks approx.)**

a. Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
b. शर्मा, आर. एस. (2000). प्रारम्भिकभारतकाआर्थिकऔरसामाजिकइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- चक्रवर्ती, रणबीर. (2012). भारतीयइतिहास*:* आदिकाल, नईदिल्ली: ओरिएंटब्लैकस्वान.
f. Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.
g. जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास*:* एकअवलोकन. नईदिल्ली: D.K. Printworld.

Unit V. This unit shall familiarize the students with major social transformations that unfolded from
roughly c. 600 BCE to c. 200 BCE. **(Teaching Time: 2 weeks approx.)**

a. R. S. Sharma. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.
c. Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत*:* प्रारम्भसे *1300* ई. तक. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.

- झा, डी. एन. एवमके. एम. श्रीमाली. (2000) प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.

Unit VI. This Unit shall introduce students to the evolving administrative framework, social structure, economy and cultural life of one of the earliest empires of the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

   a. Thapar, Romila. (2012). *Ashoka and the Decline of the Mauryas,* third edition, New Delhi: Oxford University Press.
   b. थापर, रोमिला. (2005). अशोकऔरमौर्यसाम्राज्यकापतन, दिल्ली; ग्रंथशिल्पी.
   c. Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300.* New Delhi: MacMillan.
   - चक्रवर्ती, रणबीर. (2012). भारतीयइतिहास: आदिकाल.नईदिल्ली: ओरिएंटब्लैकस्वान.

Unit VII. This Unit shall familiarize the students with important social transformations and cultural traditions that developed within communities settled the southern reaches of the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

   a. Karashima, Noborou (Ed.). (2014). *A Concise History of South India.* New Delhi: Oxford University Press.
   - Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century.* New Delhi: Pearson.
   - सिंह, उपिन्दर. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे *12*वीशताब्दीतक. नईदिल्ली: पियरसन.

Unit VIII. This Unit shall discuss the key features of polities and material life that emerged in the period c. 100 BCE to c. 300 CE, using the case studies of the Satavahanas and Kushanas. **(Teaching Time: 2 weeks approx.)**

   - Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India.* Delhi: Motilal Banarasidas.
   - शर्मा, आर.एस. (1990). प्राचीनभारतमेराजनीतिकविचरएवमसंस्थाए, नईदिल्ली: राजकमलप्रकाशन, दूसरासंस्करण.
   - Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300.* New Delhi: MacMillan.
   - चक्रवर्ती, रणबीर. (2012). भारतीयइतिहास: आदिकाल.नईदिल्ली: ओरिएंटब्लैकस्वान.

Suggested 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.
- Ray, Niharranjan. (1975). *Maurya and Post-Maurya Art: A Study in Social and Formal Contrasts.* New Delhi: Indian Council of Historical Research.
- Moorti, Udayaravi S. (1994). *Megalithic Culture of South India.* Varanasi: Ganga Kaveri.
- Gurukkal, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), *Recent Perspectives of Early Indian History.* Bombay: Popular Prakshan.

Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords: Prehistory, Chalcolithic, Megalithic, *Mahajanapadas*, Empire, *Dhamma*, *Tamilakam*

Communicating Culture: Tellings, Representations and Leisure

Course Objectives:

The aim of the course is to explore culture through its intangible attributes that include traditions inherited from our ancestors – such as oral myths and folktales, performative practices including theatre, music, dance, rituals and festive events, knowledge and practices concerning nature, food, crafts and cultural pursuits like sports. Even though such aspects of culture are a part of our intangible heritage, they are nevertheless crucial in determining ideas that inform material aspects of our life, such as objects, monuments, artefacts and places. Both the intangible and tangible aspects collectively define culture in any given society. The aim of this course is to introduce students into an investigation of the subcontinent's cultural traditions through its intangible components discussed over four themes that address diverse narrative traditions; multiple performances; processional displays; and sporting activities.

Learning Outcome:
After the successful completion of the course, the student will be able to:
- Identify significant features of India's intangible cultural heritage.
- Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.
- Identify how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performance 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.

Course Content:

Unit I: **Tellings:** Myths, tales and folklore
Unit II: **Performance as communication:** Theatre, puppetry and music
Unit III: **Processions as display:** *Yatra*, *barat&julus*
Unit IV: **Sporting:** Mind, body & nation

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I.: This theme explores the meaning, form and function of storytelling in Indian context. It starts with the earliest forms of Oral traditions concerning myths, legends,

folktales, proverbs, riddles, jokes and songs. Besides oral traditions, folklore, includes material culture, such as handmade toys, and customary lore, such as rituals etc. Such acts of telling are communication strategies for re-invention and dissemination of culture. **(Teaching Time: 4 weeks approx.)**

- Mital, Kanak. (1995). "A Santhal Myth, Five Elements" in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 119-125
- Chandran, M.D. Subhash. (1995). "Peasant Perception of Bhutas, Uttara Kannada." in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 151-166

- Ramanujan, A. K. (1997). "'A Flowering Tree': A Woman's Tale." *Oral Tradition* vol. 12 no.1, pp. 226-243.
- Blackburn, Stuart H. (1978). "The Folk Hero and Class Interests in Tamil Heroic Ballads." *Asian Folklore Studies* vol.. 37 no.1, pp. 131-149
- Hauser, Beatrix. (2002). "From Oral Tradition to "Folk Art": Reevaluating Bengali Scroll Paintings." *Asian Folklore Studies* vol. 61 no.1, pp. 105-122.

Unit II. Performance as communication: Divine-play, bardic storytelling & puppetry: A traditional point of view suggests that in the West culture was preserved in texts and artefacts, while in the East culture was communicated as performance. The following essays suggest that it is counterproductive to define textuality and performativity as binary opposites even for heuristic purposes. **(Teaching Time: 4 weeks approx.)**

- Rani, Varsha. (2014). "The unforgettable magic of the Ramnagar Ramlila." *Indian Horizons* vol. 61 no.2, pp. 12-27.
  * *The Ramnagar Ramlila https://www.youtube.com/watch?v=AiAgXRHZRDw*

- Jain, Jyotindra. (1998). "The Painted Scrolls of the Garoda Picture Showmen of Gujarat." *Marg* vol. 49 no.3, pp. 10-25.
- Sorensen, Niels Roed. (1975). "Tolu Bommalu Kattu: Shadow Theatre Re: Andhra Pradesh." *Journal of South Asian Literature* vol. 10 no.2/4, THEATRE IN INDIA, pp. 1-19
  * For illustrations *https://www.sahapedia.org/tag/shadow-puppetry*

Unit III. Processions as display: Yatra, barat & julus: There are many types of processions in India that are organized on various occasions like military parades, political processions, protest marches, religious processions and others such as weddings,

festivals and pilgrimages. Processions are about display, public space and domination and communicate cultural identities. **(Teaching Time: 4 weeks approx.)**

- Kulke, Hermann. (1979). "Rathas and Rajas: The car festival at Puri", "Art and Archaeological Research Papers" (AARP, London) XVI, Dec. 1979, on "Mobile Architecture in Asia: Ceremonial Chariots. Floats and Carriages", pp. 19-26
  * A clipping *https://timesofindia.indiatimes.com/videos/news/explained-the-significance-of-puris-jagannath-yatra/videoshow/65095341.cms*

- Booth, Gregory D. (2008). "Space, sound, auspiciousness, and performance in North Indian wedding processions" in Knut A. Jacobson, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora.* London & New York: Routledge, pp. 63-76.
- Balasubrahmanyam, Suchitra. (2016). "Imagining the Indian Nation: The Design of Gandhi's Dandi March and Nehru's Republic Day Parade", in Kjetil Fallan, Grace Lees-Maffei, (eds.). *Designing Worlds*: *National Design Histories in an Age of Globalization.* New York: Berghahn Books, pp. 108-124.

Unit IV: Sporting: Mind, body & nation: Sports are specific to leisure activities in cultural traditions. But games and sports often travel from their point of origin to influence other cultural traditions. Some like cricket have been appropriated at the national level in India. The following essays explain the historical process of such transfers. **(Teaching Time: 4 weeks approx.)**

- Hillyer Levitt, Stephan. (1991-92). "Chess—Its South Asian Origin and Meaning." *Annals of the Bhandarkar Oriental Research Institute* vol. 72/73 no1/4, *Amrtamahotsava* (1917-1992), pp. 533-547.
- Zarrilli, Phillip B. (1989). "Three Bodies of Practice in a Traditional South Indian Martial Art." *Social Science & Medicine* vol. 28 no.12, pp. 1289-1309.
- Guha, Ramachandra. (1998). "Cricket and Politics in Colonial India." *Past & Present.* Vol. 161 no.1, pp. 155-190 (is available in Hindi).

Suggested Readings:

- Awasthi, Induja. (2019). "Ramlila: Tradition and Styles", pp. 23-36 accessed on 19 May 2019 from the *Sahapedia An open online resource on the arts, cultures and heritage of India https://www.sahapedia.org/tag/dashavatara*
- Bradford Clark, (2005). "Putul Yatra: A Celebration of Indian Puppetry", *Asian Theatre Journal.* vol. 22, No. 2, pp. 334-347.
- Foley, Kathy and Dadi Pudumjee. (2013). "India" in *World Encyclopaedia of Puppetry Artscalled "WEPA" or "EMAM" for Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima.

https://scholarworks.iu.edu/journals/index.php/resound/article/view/26293/31918)

Available in English https://wepa.unima.org/en/india/

Available in Hindi at https://wepa.unima.org/en/india/

- Korom, Frank J. (2017). "Introduction: locating the study of folklore in modern South Asian studies." *South Asian History and Culture* vol. 8 no.4, pp. 404-413.
- Kothari, Komal. (1981). "Myths, Tales and Folklore: Exploring the Substratum of Cinema." *India International Centre Quarterly* vol. 8 no.1,Indian Popular Cinema: Myth, Meaning and Metaphor, pp. 31-42.
- Masselos, Jim. (1985). "Audiences, Actors and Congress Dramas: Crowd Events in Bombay City in 1930." *South Asia: Journal of South Asian Studies* vol. 8 no.1-2, pp. 71-86.
- Wadley, Susan S. (1988). **"**Singing for the Audience: Aesthetic Demands and the Creation of Oral Epics", *RESOUND, A Quarterly of the Archives of Traditional Music* vol. VII no.2

Teaching Learning Process:
Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments and phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:
Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Myths, Oral Epics, Ramlila, Performance, Puppetry, Garoda scrolls, Processions, Sports, Chess, Kalarippayattu, Cricket

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY 2nd SEMESTER PAPERS

SEMESTER 2 PAPERS: BA HISTORY HONOURS

CORE PAPERS

II	History of India – II	5+1
	Social Formations and Cultural Patterns of the Ancient and Medieval World – II	5+1

GE PAPERS

Semester II GE		GE Course III: Delhi Through the Ages: From Colonial to Contemporary Times **Or**	5 +1
		GE Course IV: The World After 1945 **Or**	
		GE Course V: History and Culture: Representations in Texts, Objects & Performance	

AECC PAPERS			
Semester II AECC II		English / Hindi/ MIL Communication **Or** Environmental Sciences	4

CORE COURSES SEMESTER 2

Core Course III

History of India- II

Course Objectives:

This course is about early historical and early medieval periods of Indian history. It explores the transition from proto-historical to early medieval phase highlighting major changes that shaped the character of the Indian civilization. Highlighting the features of early historic times, the course tries to trace the emergence of state system from tribal stage to 'early-state' stage and at the same time seeks to underline the important developments in the arena of economy, society and culture. The purpose of this course is to familiarise the students with the ways in which historians work with the sources of various kinds and reach at conclusions.

Learning Outcomes:

After completing this course, the students will be able to
- Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.
- Analyse the processes and the stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires.
- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.
- Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.
- Trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India.
- Analyse critically the changes in the *varna*/caste systems and changing nature of gender relations and property rights.
- Write and undertake projects related to literature, science, art and architecture.

Course Content:

Unit: I. Introducing the early historical: Sources (600 BCE onwards) and historiographical trends

Unit: II. Changing political formations (c. 600 BCE to c. 300 CE)
    [a] The *mahajanapada*s; monarchies and *gana*s/*sangha*s
    [b] The Mauryan empire: political structure; the nature of *dhamma*
    [c] Post-Mauryan polities with special reference to the Kushanas and the Satavahanas
    [d] Tamilakam

Unit: III. Economy and society (c. 600 BCE to c. 300 CE)
    [a] Expansion of agrarian economy and production relations
    [b] Urban growth: north India, central India, the Deccan and south India; craft production; trade interactions across India, Asia and beyond
    [c] Social stratification: class; *varna*; *jati*; untouchability; gender; marriage and property relations

Unit: IV. Towards early medieval India (c. 4th century to 750 CE)
    [a] Introducing the early medieval: changing perspectives
    [b] The nature of polities: the Gupta Empire and its contemporaries; post-Gupta polities -- Pallavas, Chalukyas and Vardhanas
    [c] Agrarian expansion; land grants; changing production relations; graded land rights and peasantry
    [d] Urban patterns; trade and currency
    [e] *Varna*; the proliferation of *jatis*; changing norms of marriage and inheritance

Unit: V. Religion, philosophy and society (c. 600 BCE – 750 CE)
    [a] Shramanic traditions with special reference to Buddhism and Jainism
    [b] Consolidation of the Brahmanical tradition
    [c] Puranic Hinduism

Unit: VI. Cultural developments (*c*. 600 BCE – 750 CE)
    [a] A brief survey of creative literature; scientific and technical treatises
    [b] Art and architecture; forms of patronage

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit seeks to take stock of the nature of sources and the historiography for the period between 600 BC to 750 CE. **(Teaching Time: 1week Approx.)**

- Allchin, F. R, *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 2 pp. 10-25 & chapter 5 pp. 54-72.)
- Chattopadhyaya, B. D. (1994).*The Making of Early Medieval India*, Delhi: Oxford University Press. (Introduction, pp. 1-37.)
- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. Delhi: Munshiram Manoharlal. (Second edition. See especially, Chapters 16 and 18.)
- 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. Chapters 4(pp. 7-71) and 7(226-251).
- Thapar, Romila. (2002).*Reading History from Inscriptions*: *Professor D. C. Sircar Memorial Lecture Delivered at the University of North Bengal*. Kolkata: K. P. Baghchi. Pp. 1-17

Unit II. This unit would enable students to trace the history of changing political formations in India from the mahajanapadas to the Mauryan and the post-Mauryan states. **(Teaching Time: 3 weeks Approx.)**

- Alcock, Susan E. (*et. al.*) (2001). *Empires: Perspectives from Archaeology and History*, Cambridge: Cambridge University Press. (Chapter 6, pp. 155- 178.)
- 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 (pp.73-98) & Chapter 10 (pp. 185- 221).
- Chattopadhyaya, B.D. (2003). *Studying Early India: Archaeology, Texts, and Historical Issues*. Delhi: Permanent Black. Chapter 3 (pp.39-47).
- Gurukkal, Rajan. (2010).*Social Formations of Early South India.* Delhi: Oxford University Press. (Chapters 6 and 7 pp.136-165.)
- Sharma, R.S. (1996).*Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters XV(pp.197-232), XVIII (pp. 275-290), XIX (pp.291-310), XX (pp. 311-320, XXIII (pp.371-402) (Available in Hindi also)
- Singh, Upinder. (2008).*A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (More relevant parts are Chapters 6, 7 and 8)(Also available in Hindi)
- Thapar, Romila. (1987).*Mauryas Revisited*. In Romila Thapar, Cultural Pasts: Essays in Early Indian History. Delhi: OUP. PP. 462-488.(Available in Hindi also)
- Thapar, Romila. (2012). *Asoka and the Decline of the Mauryas.* Delhi: Oxford University Press. PP. 119-227.(Also available in Hindi)

Unit III. This unit will apprise students of the socio-economic developments up to 300 CE, with particular attention to agrarian relations and production as well as varna, jati, gender and class relations.**(Teaching Time: 3 weeks Approx.)**

- Allchin, F.R. *et al.* (1995).*The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapters 5,6,7 & 8 PP. 54-151)
- Chakravarti, Uma. (1996). *The Social Dimensions of Early Buddhism*. Delhi: Munshiram Manoharlal.(Chapters 2,3,4 and 5.pp. 7-149)
- Champakalakshmi, R. (1996).*Trade, Ideology and Urbanization: South India 300BC to Ad 1300*. Delhi: Oxford University Press. (Chapters 1 and 2.pp. 24-154)
- Jaiswal, Suvira. (1998).*Caste: Origin, Function and Dimensions of Change*, Delhi: Manohar. (pp.1-131.) (available in Hindi also)
- Sahu, B. P. (2006). *Iron and Social Change in Early India.* Delhi: Oxford University Press. (pp. 1-31).
- Sharma, R. S. (1983).*Material Culture and Social Formations in Ancient India*. Delhi: Macmillan. (pp.89-116.) (available in Hindi also).
- Sharma, R. S. (1990).*Sudras in Ancient India*: *A Social History of the Lower Order Down to circa. A. D. 600.*Delhi: Motilal Banarsidas. (pp. 90-254) (Available in Hindi also).
- 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.) (Available in Hindi also).

Unit IV. This unit introduces students to the varied perspectives on the early medieval India with regard to the nature of polities, agrarian expansion as well as social and urban processes. **(Teaching Time: 2weeks Approx.)**

- Chattopadhyaya, B. D. (1994).*The Making of Early Medieval India*. Delhi: Oxford University Press. (Chapters 7 & 8.)
- Roy, Kumkum. (ed.) (2001).*Women in Early Indian Societies*. Delhi: Manohar. (Introduction and pp. 113-122.)
- Sharma, R. S. (1990). *Sudras in Ancient India*: *A Social History of the Lower Order Down to circa. A. D. 600.* Delhi: Motilal Banarsidas. (pp. 245-326.) (Available in Hindi also)
- Sharma, R.S. (1980). *Indian Feudalism*. Madras: Macmillan. (Chapter 1.) (Also available in Hindi).
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidas. (Chapters XXI, pp.321-348 and XXIII (III, pp. 386-392) (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.) (Available in Hindi also)

Unit V. This unit traces the religious and philosophical developments in the period of study especially with regard to the emergence of the Shramanic traditions and the consolidation of the Puranic tradition. **(Teaching Time: 3 weeks Approx.)**

- Brockington, J.L. (1997).*The Sacred Thread: A Short History of Hinduism.* Delhi: Oxford University Press. (2nd edition).PP.1-129
- Jaiswal, Suvira. (1981).*The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500.* Delhi: Munshiram Manoharlal. (Chapters 3 (pp.32-115), 6 (pp. 167-228) and 7 (pp. 229-235). (available in Hindi also)
- Shrimali, K. M. (2017). *Prachin Bhartiya Dharmon ka Itihas* (प्राचीनभारतीयधर्मोंकाइतिहास). Delhi: Granth Shilpi. (In Hindi). PP. 1-80.
- Singh, Upinder. (2008).*A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 6,8, 9& 10) (Available in Hindi also)

Unit VI. This unit aims at familiarising students with the salient developments during the period of study in the field of art and literature as well as science and technology. **(Teaching Time: 2 weeks Approx.)**

- Huntington, S. (1985).*The Art of Ancient India: Buddhist, Hindu, Jain.* New Delhi: Weather Hill.(pp. 41-321)
- 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. pp. 348-507. (Available in Hindi also)
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century.* Delhi: Pearson Longman. (Chapters 7 (pp. 356-366), 8 (pp. 445-471), and 9 (pp. 526- 545) (Available in Hindi also)

SUGGESTED READINGS:

- Chakravarti, R. (2010). *Exploring Early India up to c. AD 1300*. Delhi: Primus. (2016, 3rd edition). [Also available in Hindi]
  Desai, D. (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International.
- Gethin, Rupert. (1998).*The Foundations of Buddhism*. Oxford: Oxford University Press.

- Habib, Irfan and Faiz Habib. (2012).*Atlas of Ancient Indian History.* Delhi: Oxford University Press.
- Jaini, Padmanabh S. (1979).*The Jaina Path of Purification*. Berkeley: University of California Press.
- Jha, D.N. (ed.) (2003).*The Feudal Order: State, Society and Ideology in Early Medieval India*. New Delhi: Manohar.
- Karashima, N. (ed.) (2000). *A Concise History of South India: Issues and Interpretations.* New Delhi: Oxford University Press.
- Kosambi, D. D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan. (Available in Hindi also)
- Lahiri, Nayanjot. 2015. *Ashoka in Ancient India*. Delhi: Permanent Black.
- 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* (बौद्धधर्मकेविकासकाइतिहास) .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.
- Ray, H.P. (1994). *The Winds of Change: Buddhism and the Maritime Links of Early South Asia*. Delhi: Oxford University Press.
- Ray, H.P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. Delhi: Oxford University Press.
- Roy, Kumkum. (2010). *The Power of Gender & the Gender of Power: Explorations in Early Indian History.* Delhi: Oxford University Press.
- Sahu, B. P. (2015). *Society and Culture in Post-Mauryan India: c. 200 BC- AD 300*. Delhi: Tulika.
- Sharma, R. S. (1987).*Urban Decay in India c.300- c. 1000*. Delhi: Munshiram Manoharlal. (Available in Hindi also).
- Shrimali, K.M. (2007). *The Age of Iron and the Religious Revolution*. Delhi: Tulika.
- Singh, Upinder. (2016).*The Idea of Ancient India: Essays on Religion, Politics, and Archaeology*. Delhi: Sage.
- Thapar, R. (2003). *Early India: From the Origins to AD 1300*. Delhi: Penguin. [Also available in Hindi]
- Thapar, Romila. (1998). *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan.

Teaching Learning Process:

Classroom lecture method, group discussion,, student presentations in class and/or in tutorials, assignments. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp through debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to them for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Early Historical Period, Early-Medieval Period, Second Urbanization, *Mahajanapada*, *Ganasangha*, *Dhamma*, *Tinai*, *Varna*, *Jati*, Untouchability, *Varnasankara*, *Sreni*, Buddhism, Jainism, *Stupa*, *Dravida*, *Nagara*, Gandhara art, Mathura Art, Indian feudalism, Integrative Model, Brahmadeya, Puranic Hinduism, Patronage.

Core Course IV

Social Formations and Cultural Patterns of the Ancient and Medieval World-II

Course 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 undertaken 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. One of the objectives of the course is to highlight the interconnectedness of Greek and Roman religion, culture and society. 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 shaped into an intricate structure comprising powerful institutions like monarchy and the Church. The Course provides 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 that it played in the transformation of a tribal society to a Caliphal State in West Asia from the 7th to the 9th centuries widens the quest for 'training' students to understand 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.

Course Content

Unit 1: Ancient Greece and Rome:
[a] Evolution of the 'polis' and changing political formations in ancient Greece: Athens and Sparta.
[b] Rome from Republic to Principate (c. 500 BCE- 200 CE)
    i) Conflict of the Orders: Imperial expansion and social tensions in the Republic
    ii) The Augustan experiment – the Principate and the crisis in the Empire.
[c] Slavery in the Ancient Greek and Roman world (emergence, expansion, role and features in Greek society; its role in Roman economy and society).
[d] Culture and religion in Ancient Greece and Rome

Unit 2: Feudal societies in medieval Europe (8th – 14 centuries)
[a] The emergence of medieval monarchies, aristocracies and nobilities
[b] Growth of seigneurial authority: a dependent peasantry and transitions from Colonate to serfdom.
[c] Early feudal state and the Church
[d] Cultural Patterns in medieval Europe
[e] Transitions in the feudal economy from $11^{th} – 14^{th}$ centuries
    (i) Agriculture: changes in *serfdom* and *seigneurie*
    (ii) Growth of trade and towns and their impact
    (iii) Onset of 'feudal crisis' in 13th and 14th centuries

Unit 3: Early Islamic Societies in West Asia: Transition from tribe to state
[a] Pre-Islamic tribal society in Arabia
[b] The Prophet and the *Ummah*
[c] State formation: The Caliphate – Rashidun, Ummayads and early Abbasids (c.632 CE to c. 800CE)
[d] Cultural transformations: *Adab*, literature and the urban tradition

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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 shaping of Roman law and religion. **(Teaching Time: 7 weeks Approx.)**

- 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.
- फ़ारूक़ी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.

Unit 2: This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy. **(Teaching Time: 3 weeks Approx.)**

- 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, प्राचीनऔरमध्ययुगीनसमाज, 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.
- फ़ारूकी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.
- ब्लॉक, M. (2002). 'सामंतीसमाज', भाग-1,नईदिल्ली: ग्रंथशिल्पी

Unit 3: 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. **(Teaching Time: 4 weeks Approx.)**

- Berkey, 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.
- 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.
- 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.

- 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.
- Lapidus, I.M. (1988/2002). *A History of Islamic Societies*, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
- इंजीनियर, A. A. (2018). इस्लामकाजन्मऔरविकास. दिल्ली:राजकमलप्रकाशन
- फ़ारूकी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.

SUGGESTED READINGS:

- 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: Chatty 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
- कोरोवकिन, फ्योदोर. (2019). प्राचीनविश्वइतिहासकापरिचय, Medha Publishing House.
- गोयल, S. R. (2011). विश्वकीप्राचीनसभ्यताएँ, बनारस: विश्वविद्यालयप्रकाशन.
- राय, U.N. (2017). विश्वसभ्यताकाइतिहास. दिल्ली: राजकमलप्रकाशन

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Polis, Hellenic society, Roman Empire, Slavery, Feudalism, Three orders, Chivalry, Church, state, Serfdom, Seigniorial authority, Crisis of feudalism, Rise of Islam, Caliphate, *Ummah*, Ummayads, Abbasids

GE COURSES SEMESTER II

GE Course III:
Delhi through the Ages: From Colonial to Contemporary Times

Course Objectives:

This course examines the physical and social transformation of Delhi from the colonial to the 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:
- Contextualize contemporary questions with regard to the city in the light of its colonial past and lived present.
- Analyse the political developments and their legacy for the shaping of the city.
- Discern 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 regards to Delhi.

Course Contents:

Unit I: Delhi before 1857: Company Raj, Mughal Court and Literary Culture

Unit II: 1857 in Delhi: Rebel violence and British re-conquest

Unit III: Making of New Delhi: Imperial ideology and Urban Morphology

Unit IV: Delhi in 1947: Partition and its Aftermath

Unit V: Making of Contemporary Delhi: Displacement and Resettlement

Unit VI: Capital Culture: Public Spaces and Socialities

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1. 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.**(Teaching time: 3 weeks Approx.)**

- 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")
- 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

Unit-2. The unit examines political developments and their legacy during 1857 and how the rebellion in Delhi influenced its evolution. **(Teaching time: 3 weeks Approx.)**

- Gupta, Narayani. (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".

Unit-3. This unit 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 regards to Delhi. **(Teaching time: 2 weeks Approx.)**

- 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").
- 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

Unit-4. 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.
(Teaching time: 2 weeks Approx.)

- 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
- 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-5: The unit examines and locate 'local' social, ecological and cultural processes that shape and reshape the city. **(Teaching time: 2 weeks Approx.)**

- 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

Unit-6. The aim of this unit is to explore the historical antecedents of some of the capital's contemporary dilemmas.**(Teaching time: 2 weeks Approx.)**

- 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, pp. 275-28

SUGGESTED 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 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: Oxford University Press. Also available at: http://www.columbia.edu/itc/mealac/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.)

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Imperial, British, Morphology ,Contemporary History, Displacement,Resettlement, Capital

OR

<div align="center">

GE Course IV
The World After 1945

</div>

Course objectives

This course seeks to familiarise students with broad trends in politics, society and culture in the latter half of the twentieth century and the early part of the twenty first century. It seeks to familiarise the student to the historical processes that led to the dismantling of older powers and the formation of new political and cultural regimes. The emergence of the new social movements challenging these regimes and the move towards unipolarity by the end of the 20th century constitutes important themes of study for students. In the end the course seeks to develop a critical understanding of globalization with its diverse implications across continents. It does so by encouraging students to critically engage with selected themes such as environment, social movements, art, digital media, etc.

Learning Outcomes:

Upon completion of this course the student shall be able to:
- Analyse the evolving polities, societies and cultures of an increasingly global world.
- Analyse diverse social movements and cultural trends.
- Analyse processes of Decolonisation and politics during Cold War era.
- Draw inferences to explain the inter-connectedness of various facets of culture; sports, music, cinema, etc.

Course Content:

Unit I: A New World Order
   a. De-colonisation and after (Focus on Algeria and Indonesia)
   b. Politics of Cold War: Super Power Rivalries (Focus on Korea and Vietnam)
   c. United Kingdom: The Challenge of the Welfare State
   d. South Africa: From Apartheid to Reconciliation

Unit II: Social Movements
   a. Environmental disasters and Struggles: Chipko Movement; Struggles for the Amazon; Bhopal; Chernobyl
   b. Student Movements: Paris 1968; Beijing 1989
   c. Civil Rights Movement: Martin Luther King and Malcom X
   d. Movements for Democracy: The Arab Spring

e. Women's Movements: Issues and Debates (focus on Black feminism and Feminism in the Islamic World)

Unit III: A Global Culture:
a.Spectator Sports
b.Cinema and Digital Media
c.Music: Cross Cultural Influences
d.Food and Globalisation

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit deals with the history of decolonisation and subsequent era when Super Power rivalries manifested in multiple ways. It will also examine the challenges of the welfare state with reference to United Kingdom. Unit also touches upon the important issue of Apartheid and history of reconciliation. **(Teaching time: 5 weeks Approx.)**

- Le Sueur, J.D. (2003). *The Decolonization Reader.* London and New York: Routledge.
- Betts, R.F. (1998). *Decolonization*. London and New York: Routledge.
- Kahin, George McTuman. (2003). *Nationalism and Revolution in Indonesia,* Cornell: Cornell University Press.
- Horne, Alistair. (1977/2006). A *Savage War of Peace: Algeria, 1954-1962*, New York: Books.
- Beresford, M. (1989). *National Unification and Economic Development in Vietnam.* New York: St. Martin's.
- Garland, David. (2016). *The Welfare state: A very Short Introduction,* Oxford: Oxford University Press.
- Guelke, Adrian. (2005). *Rethinking the rise and fall of Apartheid: South Africa and World Politics.* Basingstoke and New York: Palgrave Macmillan.

Unit-II: This unit examine history of social movements with reference to questions of livelihood, students' perceptions, Civil rights movements. It also deals with history of movements for Democracy in Arab; The Arab Spring. It also examines women's movements.**(Teaching time: 5 weeks Approx.)**
- Joan Martinez-Alier. (2012). *"The Environmentalism of the Poor: Its Origins and Spread"* in *A Companion to Global Environmental History*, Eds. J. R. McNeill and Erin Stewart Mauldin, West Sussex: Wiley-Blackwell, pp. 455-73.

- Nagraj, Vijay K. & Nithya V Raman (2006). "Are we Prepared for Another Bhopal." in *Environmental Issues in India*, ed. Mahesh Rangarajan, Delhi: Pearson. (Available in Hindi also)
- Rodrigues, Gomercindo. (2007). *Walking the Forest with Chico Mendes: Struggle for Justice in the Amazon.* Austin: University of Texas Press.
- Dierenfield, Bruce J*.,* (2008). *The Civil Rights Movement*, Revised ed., London: Routledge (Available as eBook: http://staff.rentonschools.us/rhs/review-for-hl-seniors/civil-rights-and-social-movements-post-1945/download/The_Civil_Rights_Mov_by_Bruce_J._D_www_pdfbook_co_ke_.pdf?id=446471)
- Bayar, Safe, (2017). *Revolution without Revolutionaries: Making Sense of the Arab Spring.* Stanford: Stanford University Press.
- Gillis, S., G. Howie and R. Munford (Eds.). (2004/07) *Third Wave Feminism: Critical Exploration.* Hampshire: Palgrave.
- Kemp, S. and J. Squires(1997). *Feminisms.* Oxford: Oxford University Press.
- Breines, Winifred. (2007). "Struggling to Connect: White and Black Feminism in the Movement Years." *Contexts* 6 (1), pp. 18-24.(Available online: https://journals.sagepub.com/doi/pdf/10.1525/ctx.2007.6.1.18)
- Springer, Kimberly. (2005). *Living for the Revolution: Black Feminist Organizations, 1968–1980.* USA: Duke University Press (Ch.1 and Ch.4)
- Badran, Margot. (2009). *Feminism in Islam: Secular and Religious Convergences.* London: Oneworld Publications (Ch.5 and Ch.7).

Unit-III: This unit deals with history of culture in world after 1945 with specific reference to spectator sports, Cinema and digital Media. It also deals with cross cultural influences in Music and relations between food and Globalisation.**(Teaching time: 4 weeks Approx.)**

- Mangan. J. A. (Ed.). (2001). *Europe, Sport, World: Shaping Global Societies*. London: Frank Cass Publishers.
- Shove, Elizabeth, F. Trentmann and R. Wilk. (2009). *Time, Consumption and Everyday Life: Practice, Materiality and Culture.* London: Bloomsbury.
- Chapman, James. (2003). *Cinemas of the World: Film and Society from 1895 to the Present.* London: Reakton Books.
- Inglis, David and Gimlin Debra (eds.) (2009). *The Globalisation of Food.* New York: Berg Publishers.
- Hoffman, Frank W, (2015). *History of Popular Music; From Edison to the 21st Century,* Create Space Independent Publishing Platform.

SUGGESTED READING:

- Hobsbawm, Eric. (1996). *Age of Extremes.* Delhi: Rupa. (translated into Hindi by Lal Bahadur Verma, Allahabad, 2013)
- Lowe, Norman. (2013). *Mastering World History.* London: Palgrave Macmillan.
- Winders, James A. (2001). , *European Culture since 1848: From modern to postmodern and Beyond*, New York: Palgrave
- Heywood, Andrew. (2011). *Global Politics.* New York: Palgrave Macmillan.
- Mahajan, Sneh. (2009). *Issues in Twentieth Century World History.* Delhi: Macmillan. (available in Hindi)
- Fage, J.D. (1993). *A History of Africa*. London: Unwin and Hyman.
- Hobsbawm, Eric. (2013). *Fractured Times: Social and Cultural History of the Twentieth Century*. New York: New Press.
- Lancaster, R.N. and M.D. Leonardo. (1997). *The Gender/ Sexuality Reader: Culture, History, Political Economy.* London: Routledge.
- Appadurai Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press.
- Gorbachev, Mikhael. (1996). *Memoirs.* New York: Doubleday.
- Guha, Ramchandra. (2000). *Environmentalism: A Global History.* Delhi: Oxford University Press.
- Oulette, L., (ed.) (2013). *The Media Studies Reader* New York: Routledge, 2013.
- Stiglitz. Joseph (2003). *Globalisation and its Discontents*. Delhi: Penguin India.
- Parker, R. and P. Aggleton (Ed.). (2007). *Culture, Society and Sexuality: A Reader*. London: Routledge.
- Safranski, Rudiger. (2003). *How Much Globalization can we bear?* Cambridge and Malden: Polity. (pp. 1-25 & 42-69.)
- Mathews, Jessica T. (2000). "The Information Revolution", *Foreign Policy*, Vol.119. pp. 63-65.
- Choudhary, Kameshwar. (2014). "Globalization and Culture" in *Indian Sociology: Identity, Communication and Culture*. (Ed.).Yogender Singh. Delhi: Oxford University Press, pp.223-230, 238-242, 251-52 & 255-57, 283-90. Music: 294-97)
- Ross, Robert. (1997). *Concise History of South Africa*. Cambridge: Cambridge University Press.
- Smith, Sharon. (2013-14). "Black Feminism and Intersectionality." *International Socialist Review* 91 (Available online: https://isreview.org/issue/91/black-feminism-and-intersectionality)

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

De-colonisation, Cold War, Apartheid, Environment, Feminism, Welfare State, Student Movements, Arab Spring, Cinema, Sports, Food

OR

GE V
History and Culture: Representations in Texts, Objects & Performance

Course Objective:

The objective of the course is to teach 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 by recitation of songs and processions; and exploring performance of narrative traditions using inanimate objects like, masks, puppets and cloth/paper scrolls. This course requires students 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 pre-modern 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? The pedagogy of an 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.

Learning Outcomes:

Upon completion of this course the student shall be able to:
- Identify complex nature of kingship in medieval times through the case study of Krishnadevaraya of Vijayanagara.
- Discuss the nature of identities and interactions between different groups of people in the past and the present.
- Examine the complex nature of religious communities in the past and their fluid participation in ritual and culture.
- Illustrate how culture is communicated through narrative strategies and performative acts.
- Distinguish 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.

Course Content:

Unit I: Kings, *bhands* and politicians
Unit II: Perceiving cultures and negotiating identities
Unit III: Performing Devotion: rituals, songs & processions
Unit IV: Storytelling with objects: Masks, puppets & scrolls

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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 'royal' rituals which continued to be celebrated in different ways and court jesters lingered on as buffoons. **(Teaching Time: 4 weeks Approx.)**

- Shulman, David Dean. (1985). *The King and the Clown in South Indian Myth & Poetry*, Princeton: Princeton University Press. (Excerpt from Chapter 4, "The Kingdom of Clowns: Brahmins, Jesters & Magicians", pp. 152-213, available in Meenakshi Khanna (ed.), (2007). *The Cultural History of Medieval India.* New Delhi: Social Science Press, pp. 3-24
  शुलमन, डेविडदीन (2007)."मसख़रों काराज्य: ब्राह्मण, मसख़रे और जादूगर", *मध्यकालीन भारत का सांस्कृतिक इतिहास*, मीनाक्षी खन्ना, (संपादित) (अनुवादउमाशंकरशर्मा' ऋषि'), नयीदिल्ली: ओरिएण्टलब्लैकस्वान, पृष्ठ. 3-25.
- Emigh, John and Ulrike Emigh, (1986). "Hajari Bhand of Rajasthan: A Joker in the Deck", *The Drama Review: TDR*, vol. 30, No. 1, pp. 101-130.
- Berti, Daniela. (2006). "Kingship, divine bureaucracy and electoral politics in Kullu", *European Bulletin of Himalayan Research*, vol. 29-30, pp. 39-61

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 historians have problematised issues relating to cultural perceptions and identities of religion and gender and presented a complex understanding of identities that were not monolithic. These readings will clarify the methodological approaches used by historians to unravel narratives from the past in the quest for explaining the present. **(Teaching Time: 4 weeks Approx.)**

- Chattopadhyaya, Brajadulal. (1998). "Images of Raiders and Rulers" in B. D. Chattopadhyaya, (ed.), *Representing the Other: Sanskrit Sources and the Muslims, Eighth to Fourteen Century*, New Delhi: Manohar, pp. 101-125

चट्टोपाध्याय, बृजदुलाल. (2007). "आक्रामकों और शासकों की छवियां", *मध्यकालीन भारत का सांस्कृतिक इतिहास.* मीनाक्षी खन्ना, (संपादित) (अनुवाद उमाशंकर शर्मा' ऋषि'), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 107-133

- Behl, Aditya. (2003). "The Magic Doe: Desire and Narrative in a Hindavi Sufi Romance, circa 1503" in Richard M. Eaton (ed.), *India's Islamic Traditions: 711-1750*, Oxford: Oxford University Press, pp. 180-208

  बहल, आदित्य (2007) "मायावीमृग: एक हिंदी सूफ़ी प्रेमाख्यान में कामना और आख्यान (1503 ईसवीं)", *मध्यकालीन भारत का सांस्कृतिक इतिहास.* मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा' ऋषि'), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ 185-216

- Eaton, R. M. (2002). "Multiple Lenses: Differing Perspectives of Fifteenth Century Calicut", R. M. Eaton (ed.), *Essays on Islam and Indian History*, New Delhi: OUP, pp. 76-93.

- Petievich, Carla. (2001). "Gender politics and the Urdu ghazal: Exploratory observations on *Rekhta* versus *Rekhti*", *The Indian Economic & Social History Review*, vol. 38, no.3, 223–248.

  पेतिएविच, कार्ला. (2007). "लिंग की राजनीति तथा उर्दू ग़ज़ल: रख़ता बनाम रख़ती का खोज परक अवलोकन", *मध्यकालीन भारत का सांस्कृतिक इतिहास* .मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा' ऋषि'), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ 154-184

- Jenny, Nilsson. (2004). "The Sense of a Lady': An Exploration of Transvestite Roles in Kathakali and their Relation to Keralan Gender Constructions", *The Cambridge Journal of Anthropology*, vol. 24, no. 3, 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 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.**(Teaching Time: 3 weeks Approx.)**

- Champakalakshmi, R. (1994). "Patikam Pātuvār: Ritual Singing as a Means of Communication in Early Medieval South India", *Studies in History*, vol.10, no.2, pp. 199–215.

  चंपकलक्ष्मी, राधा. (2007). "पाटीकम्पटुआर: आधुनिक मध्यकालीन दक्षिण भारत में संवाद-माध्यम के रूप में धार्मिक गायन", *मध्यकालीन भारत का सांस्कृतिक इतिहास.* मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा' ऋषि'), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 50-75

- Orr, Leslie. (2004). "Processions in the Medieval South Indian Temple: Sociology, Sovereignty and Soteriology", *in South Indian Horizons: Felicitation Volume for François Gros on the Occasion of his 70th Birthday*, ed. Jean-Luc Chevillard and Eva Wilden, Pondichéry: Institutfrançais de Pondichéry/ Ecole françaised'Extrême-Orient, pp. 437-470.
- Qureshi, Regula Burckhardt. (1981). "Islamic Music in an Indian Environment: The Shi'a Majlis" in *Ethnomusicology*, vol. 25, No. 1, pp. 41-71
- Cole, J.R.I. (1988). *Roots of North Indian Shi'ism in Iran and Iraq: Religion and State in Awadh, 1722-1859.* Berkley: University of California Press. (Chapter 4, "Popular Shi`ism", pp. 92-119.)
  कोल,जे.आर.आई.(2007). "लोक प्रचलित शियाधर्म", *मध्यकालीन भारत का सांस्कृतिक इतिहास.* मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा' ऋषि'), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 76-104.

Unit IV: In the three narrative traditions discussed in this rubric the human agency (*Purusha*) exists in a specific kind of relation with inanimate objects used in different types of dramatic performances. 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 and reconstructed. **(Teaching Time: 3 weeks Approx.)**

- Vishalakshi, Nigam Chandra and Veronica Chishi. (2010). "Tradition of Story Telling in India through Masks" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India.*, New Delhi: IGNCA, pp. 28-33
- Emigh, John. (2013). "Crisis and Contestation in the Prahlada Nataka of Ganjam", in Hermann Kulke, (ed.), *Imaging Orissa,* Bhubaneshwar: Prafulla Publication, 2013.
- Sarma, Dhurjjati and Ahanthem Homen Singh. (2010). "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
- Sorensen, Niels Roed. (1975). "Tolu Bommalu Kattu: Shadow Theater Re: Andhra Pradesh". *Journal of South Asian Literature*, vol. 10, No. 2/4, Special Issue: Theatre in India, pp. 1-19
  * For illustrations *https://www.sahapedia.org/tag/shadow-puppetry*
- Jyotindra, Jain. (2010). "Indian Picture Showmen: Tradition and Transformation" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, pp. 14-27.
- Wickett, Elizabeth. (2910). "The epic of Pabujiki par in performance", *World Oral Literature Project. Voices of Vanishing Worlds, Occasional Paper 3*, Cambridge: University of Cambridge, pp. 1-27.

Short documentary https://www.youtube.com/watch?v=f4EiAdeKi_E

SUGGESTED READINGS:

- Clark, Bradford. (2005). "Putul Yatra: A Celebration of Indian Puppetry", in *Asian Theatre Journal*, vol. 22, no. 2, pp. 334-347.
- Eaton, Richard. M. (2007). "The Articulation of Islamic Space in the Medieval Deccan", reprinted in *Cultural History of Medieval India*, (ed.), Meenakshi Khanna. New Delhi: Social Science Press, pp. 126-141.
  ईटन, रिचर्ड. (2007) "मध्यकालीन दक्कन में इस्लामिक स्थान की अभिव्यक्ति", *मध्यकालीन भारत का सांस्कृतिक इतिहास.* मीनाक्षी खन्ना, (संपादित) (अनुवाद उमाशंकर शर्मा' ऋषि'), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 134-151.
- Fischer-Lichte, Erika. (2009). "Culture as Performance" *Modern Austrian Literature.* vol. 42, no. 3, Special Issue: Performance, pp. 1-10.
- Foley, Kathy and Dadi Pudumjee "India" in *World Encyclopaedia 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/)
- Katz, Marc. (2004). *Banaras Muharram and the Coals of Karbala*. Written, produced, and narrated by Marc J. Katz. *DVD*, colour, 70 minutes; 2004.
- Khanna, Meenakshi. (2007). "Introduction", in *Cultural History of Medieval India.* (ed.). Delhi: New Delhi: Social Science Press, pp. ix-xxxiv.
  खन्ना, मीनाक्षी. (2007). "भूमिका", *मध्यकालीन भारत का सांस्कृतिक इतिहास.* मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा' ऋषि'), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, ix-xxxiv.
- Lochtefeld, James G. (2004). "The Construction of the Kumbha Mela", *South Asian Popular Culture.* vol. 2 No. 2, pp. 103-126.
- Sarkar, Pabitra. (1975). "Jatra: The Popular Traditional Theatre of Bengal", in *Journal of South Asian Literature*, Vol. 10, No. 2/4, Special Issue: Theatre in India, pp. 87-107.
- Schomer, Karine. (1990). "The "Ālhā" Epic in Contemporary Performance", *The World of* Music Vol. 32, No. 2, pp. 58-80.
- Singh, Karan. (2016). "Structural Peripheries and Ideological Underpinnings: Performative Narration in Par of Pabuji", *Dialogue: A Journal Devoted to Literary Appreciation*, vol. XII, no. 1, pp. 35-45.
- Sivasankaran, Sreekala. (2010. "Akhyan: Masks, Puppets and Picture Showmen Traditions of India - An Introduction" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, 2010, pp. 8-11.

- Smith, John D. *The Epic of Pābūjī. A study, transcription and translation,* second revised edition available electronically at:
http://bombay.indology.info/pabuji/statement.html

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:
Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Bhand, Vidushak, Kullu, Masks, Puppets, Tolu Bommalu Kattu, Scrolls, Picture Showmen, Patikam Patuvar, Muharram, Kathakali

B.A. History Programme

Semester 2	Core Paper II: **History of India c. 300 to 1200**	English / Hindi/ MIL Communication **Or** Environmental Science
	Second Discipline	
	English/ Hindi/MIL-I (In Lieu of MIL (Also offered to students of B.Com programme) **Communicating Culture: Tellings, Representations and Leisure**	

<div align="center">

Core Course II

History of India, c. 300 to 1200

</div>

Course Objectives:

This course broadly covers from the last phase of early historic centuries to the early medieval. Considered as a watershed, Gupta period was known for beginnings of some historical changes that were likely to dominate the next five-six centuries. This course aims to underline and analyze how these changes in the all Indian provide important bases understanding transition to medieval period. This period of transition, called 'early medieval' seeks to examine regional manifestations.

Learning Outcomes: On successful completion of this Course, the students will be able to:

- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.

- Delineate changes in the realm of polity and culture; *puranic* religion; the growth of vernacular languages and 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.

Course Content:

Unit-I:	**Survey of the sources**
Unit-II:	**The Guptas and Vakatakas:** State and administration, economy, society, religion, literature, art
Unit-III:	**Changes in the post-Gupta period, characterizing early medieval India**
Unit-IV:	**Vardhanas, Pallavas and Chalukyas:** political and cultural developments
Unit-V:	**Rashtrakutas, Palas and Pratiharas:** The tripartite struggle
Unit-VI:	**Emergence of Rajput states in Northern India:** Socio-economic foundations
Unit-VII:	**The Cholas:** State and administration, economy and culture
Unit-VIII:	**The Arabs, the Ghaznavids in the northwest, trans-regional exchange**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-I. In this Unit the students shall be introduced to the varied sources used for writing history of ancient India from c. 300 CE onwards. Key interpretations stemming from historians' use of such sources shall be discussed. **(Teaching Time: 2 weeks approx.)**

- 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.
- आर. एस. शर्मा. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय (भूमि अनुदान से सम्बंधित अध्याय)
- Chopra, P. N. (Ed.). (1973). "Source Material of Indian History" (relevant section). in *The Gazetteer of India, Vol. Two: History and Culture*. New Delhi: Publications Division.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- उपिन्दर सिंह. (2016). प्राचीन एवम पूर्व मध्यकालीन भारत का इतिहास: पाषाणकालसे *12* वी शताब्दी तक. नई दिल्ली: पियरसन

Unit II. This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two important and vast empires that emerged in the mid-third century CE. **(Teaching Time: 2 weeks approx.)**

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- चक्रवर्ती, रणबीर. (2012). भारती यइतिहास: आदि काल .नई दिल्ली: ओरिएंट ब्लैकस्वान.
- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas.
- शर्मा, आर.एस. (1990). प्राचीनभारतमेराजनीतिकविचरएवमसंस्थाए. नईदिल्ली: राजकमलप्रकाशन, दूसरासंस्करण.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.

Unit III. This Unit shall introduce students to the evolving state formation and socio-economic transformations that debated by historians and used to distinguish the early medieval period in the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

- Chattopadhyaya, B. D. (1994). "Introduction." *The Making of Early Medieval India*. New Delhi: Oxford University Press.
- Sharma, R. S. (2001). *Early Medieval Indian Society: A Study in Feudalization*. Delhi: Orient Longman.
- शर्मा, आर. एस. (2009). पूर्व मध्यकालीन भारत का सामंती समाज और संस्कृति. नई दिल्ली: राजकम लप्रकाशन.
- Champakalakshmi, R. and B. D. Chattopadhyaya. (1995). Chapters on state and economy In Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakshan.

Unit IV. This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. **(Teaching Time: 2 weeks approx.)**

- Devahuti, D. (1999). *Harsha: A Political Study.* New Delhi: Oxford University Press, third edition.
- Harle, J.C. (1994). *The Art & Architecture of the Indian Subcontinent.* PLACE: Yale University Press.
- Sharma, R.S. (2005). *India's Ancient Past.* New Delhi: Oxford University Press.
- Karashima, Noborou (ed.). (2014). *A Concise History of South India.* New Delhi: Oxford University Press.

Unit V. This Unit shall introduce students to the evolving state formation of post-Gupta polities. **(Teaching Time: 2 weeks approx.)**

- Mazumdar, R. C. (1952). 'Chapter 5' *Ancient India.* Delhi: Motilal Banarsidas, Book III.
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुंद्रन.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से *1300* ई. तक. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- चक्रवर्ती, रणबीर. (2012). भारतीय इतिहास: आदिकाल. नई दिल्ली: ओरिएंट ब्लैकस्वान.

Unit VI. This Unit shall introduce students to another important case study of state formation in the medieval period. The nature of evolving Rajput polity, social structure and economic developments shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India.* New Delhi: Oxford University Press (Chapter on origins of the Rajput).
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीन भारत का इतिहास. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, पुन मुंद्रन.
- Singh, Vipul. (2009). *Interpreting Medieval India, Vol. I.* New Delhi: Macmillan.

Unit VII. This Unit shall introduce the students to 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. **(Teaching Time: 2 weeks approx.)**

- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century.* New Delhi: Pearson.

- सिंह, उपिन्दर. (2016). *प्राचीन एवम पूर्वमध्यकालीन भारत का इतिहास: पाषाण काल से 12 वी शताब्दी तक.* नई दिल्ली: पियरसन
- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). *पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक.* दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय

Unit VIII. This Unit shall provide students a detailed overview of transregional exchange that unfolded with the growing presence of the Arabs and Ghaznavids in the northwest region. **(Teaching Time: 2 weeks approx.)**

- Avari, Burjor. (2013). *Islamic Civilization in South Asia: A History of Muslim Power and Presence in the Indian Subcontinent*. London: Routledge (Ch.2).
- Maclean, Derryl N. (1989). *Religion and Society in Arab Sind*. Leiden: E.J. Brill.
- Flood, Barry Finbarr. (2009). *Objects of Translation: Material Culture and Medieval 'Hindu-Muslim' Encounter*. Delhi: Permanent Black (Ch.1, "The Mercantile Cosmopolis" and Ch.2, "Cultural Cross-Dressing")
- Anooshahr, Ali. (2018). "The Elephant and Sovereign: India circa 1000 CE". *Journal of Royal Asiatic Society*. Series 3, pp. 615-44.

Suggested 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),

Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Gupta age, early medieval, tripartite struggle, Rajputs, Cholas, Arabs, Ghaznavids, transregional exchange

Communicating Culture: Tellings, Representations and Leisure

Course Objectives:

The aim of the course is to explore culture through its intangible attributes that include traditions inherited from our ancestors – such as oral myths and folktales, performative practices including theatre, music, dance, rituals and festive events, knowledge and practices concerning nature, food, crafts and cultural pursuits like sports. Even though such aspects of culture are a part of our intangible heritage, they are nevertheless crucial in determining ideas that inform material aspects of our life, such as objects, monuments, artefacts and places. Both the intangible and tangible aspects collectively define culture in any given society. The aim of this course is to introduce students into an investigation of the subcontinent's cultural traditions through its intangible components discussed over four themes that address diverse narrative traditions; multiple performances; processional displays; and sporting activities.

Learning Outcome:
After the successful completion of the course, the student will be able to:
- Identify significant features of India's intangible cultural heritage.
- Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.
- Identify how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performance 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.

Course Content:

Unit I: **Tellings:** Myths, tales and folklore
Unit II: **Performance as communication:** Theatre, puppetry and music
Unit III: **Processions as display:** *Yatra*, *barat&julus*
Unit IV: **Sporting:** Mind, body & nation

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I.: This theme explores the meaning, form and function of storytelling in Indian context. It starts with the earliest forms of Oral traditions concerning myths, legends,

folktales, proverbs, riddles, jokes and songs. Besides oral traditions, folklore, includes material culture, such as handmade toys, and customary lore, such as rituals etc. Such acts of telling are communication strategies for re-invention and dissemination of culture. **(Teaching Time: 4 weeks approx.)**

- Mital, Kanak. (1995). "A Santhal Myth, Five Elements" in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 119-125
- Chandran, M.D. Subhash. (1995). "Peasant Perception of Bhutas, Uttara Kannada." in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 151-166

- Ramanujan, A. K. (1997). "'A Flowering Tree': A Woman's Tale." *Oral Tradition* vol. 12 no.1, pp. 226-243.
- Blackburn, Stuart H. (1978). "The Folk Hero and Class Interests in Tamil Heroic Ballads." *Asian Folklore Studies* vol.. 37 no.1, pp. 131-149
- Hauser, Beatrix. (2002). "From Oral Tradition to "Folk Art": Reevaluating Bengali Scroll Paintings." *Asian Folklore Studies* vol. 61 no.1, pp. 105-122.

Unit II. Performance as communication: Divine-play, bardic storytelling & puppetry: A traditional point of view suggests that in the West culture was preserved in texts and artefacts, while in the East culture was communicated as performance. The following essays suggest that it is counterproductive to define textuality and performativity as binary opposites even for heuristic purposes. **(Teaching Time: 4 weeks approx.)**

- Rani, Varsha. (2014). "The unforgettable magic of the Ramnagar Ramlila." *Indian Horizons* vol. 61 no.2, pp. 12-27.
  * *The Ramnagar Ramlila* https://www.youtube.com/watch?v=AiAgXRHZRDw

- Jain, Jyotindra. (1998). "The Painted Scrolls of the Garoda Picture Showmen of Gujarat." *Marg* vol. 49 no.3, pp. 10-25.
- Sorensen, Niels Roed. (1975). "Tolu Bommalu Kattu: Shadow Theatre Re: Andhra Pradesh." *Journal of South Asian Literature* vol. 10 no.2/4, THEATRE IN INDIA, pp. 1-19
  * For illustrations https://www.sahapedia.org/tag/shadow-puppetry

Unit III. Processions as display: Yatra, barat & julus: There are many types of processions in India that are organized on various occasions like military parades, political processions, protest marches, religious processions and others such as weddings,

festivals and pilgrimages. Processions are about display, public space and domination and communicate cultural identities. **(Teaching Time: 4 weeks approx.)**

- Kulke, Hermann. (1979). "Rathas and Rajas: The car festival at Puri", "Art and Archaeological Research Papers" (AARP, London) XVI, Dec. 1979, on "Mobile Architecture in Asia: Ceremonial Chariots. Floats and Carriages", pp. 19-26
  * A clipping https://timesofindia.indiatimes.com/videos/news/explained-the-significance-of-puris-jagannath-yatra/videoshow/65095341.cms

- Booth, Gregory D. (2008). "Space, sound, auspiciousness, and performance in North Indian wedding processions" in Knut A. Jacobson, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 63-76.
- Balasubrahmanyam, Suchitra. (2016). "Imagining the Indian Nation: The Design of Gandhi's Dandi March and Nehru's Republic Day Parade", in Kjetil Fallan, Grace Lees-Maffei, (eds.). *Designing Worlds*: *National Design Histories in an Age of Globalization*. New York: Berghahn Books, pp. 108-124.

Unit IV: Sporting: Mind, body & nation: Sports are specific to leisure activities in cultural traditions. But games and sports often travel from their point of origin to influence other cultural traditions. Some like cricket have been appropriated at the national level in India. The following essays explain the historical process of such transfers. **(Teaching Time: 4 weeks approx.)**

- Hillyer Levitt, Stephan. (1991-92). "Chess—Its South Asian Origin and Meaning." *Annals of the Bhandarkar Oriental Research Institute* vol. 72/73 no1/4, *Amrtamahotsava* (1917-1992), pp. 533-547.
- Zarrilli, Phillip B. (1989). "Three Bodies of Practice in a Traditional South Indian Martial Art." *Social Science & Medicine* vol. 28 no.12, pp. 1289-1309.
- Guha, Ramachandra. (1998). "Cricket and Politics in Colonial India." *Past & Present*. Vol. 161 no.1, pp. 155-190 (is available in Hindi).

Suggested Readings:

- Awasthi, Induja. (2019). "Ramlila: Tradition and Styles", pp. 23-36 accessed on 19 May 2019 from the *Sahapedia An open online resource on the arts, cultures and heritage of India* https://www.sahapedia.org/tag/dashavatara
- Bradford Clark, (2005). "Putul Yatra: A Celebration of Indian Puppetry", *Asian Theatre Journal*. vol. 22, No. 2, pp. 334-347.
- Foley, Kathy and Dadi Pudumjee. (2013). "India" in *World Encyclopaedia of Puppetry Artscalled "WEPA" or "EMAM" for Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima.

https://scholarworks.iu.edu/journals/index.php/resound/article/view/26293/31918)

Available in English *https://wepa.unima.org/en/india/*

Available in Hindi at https://wepa.unima.org/en/india/

- Korom, Frank J. (2017). "Introduction: locating the study of folklore in modern South Asian studies." *South Asian History and Culture* vol. 8 no.4, pp. 404-413.
- Kothari, Komal. (1981). "Myths, Tales and Folklore: Exploring the Substratum of Cinema." *India International Centre Quarterly* vol. 8 no.1,Indian Popular Cinema: Myth, Meaning and Metaphor, pp. 31-42.
- Masselos, Jim. (1985). "Audiences, Actors and Congress Dramas: Crowd Events in Bombay City in 1930." *South Asia: Journal of South Asian Studies* vol. 8 no.1-2, pp. 71-86.
- Wadley, Susan S. (1988). **"**Singing for the Audience: Aesthetic Demands and the Creation of Oral Epics", *RESOUND, A Quarterly of the Archives of Traditional Music* vol. VII no.2

Teaching Learning Process:
Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments and phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:
Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:
Myths, Oral Epics, Ramlila, Performance, Puppetry, Garoda scrolls, Processions, Sports, Chess, Kalarippayattu, Cricket

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY 3rd SEMESTER PAPERS

SEMESTER 3 PAPERS: BA HISTORY HONOURS

1. CREDIT DISTRIBUTION FOR BA HONOURS HISTORY
Core Papers

III Sem Core Papers		History of India – III (c. 750-1200 CE)	5+1
		Rise of the Modern West – I	5+1
		History of India – IV (c. 1200-1500)	5+1

GE Papers

III Sem GE III Papers		Politics of Nature **Or**	5+1
		Making of Post-Colonial India (c. 1950-1990)	

SEC Papers

III Sem SEC I Papers		Understanding Heritage **Or**	4
		Archives and Museums **Or**	
		Historian's Craft	

2 SEMESTER-WISE DISTRIBUTION OF COURSES

Semester	Core Courses	Discipline Specific Courses	Generic Elective	Skill Enhancement Courses	Ability Enhancement Courses
3	History of India III – (c. 750-1200 CE)		GE III Papers	SEC I Papers	
	Rise of the Modern West – I				
	History of India IV (c. 1200-1500)				

Core Course V

History of India- III (c. 750-1200)

Course Objective:

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. A.D. 750 – A.D. 1200) 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 development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

Course Content:

Unit I: Studying early medieval India
  [a] Dynamic and divergent topographies
  [b] Sources: texts; inscriptions; coins
  [c] Debates on the early medieval

Unit II: Political structures and processes
  [a] Evolution of political structures: Rajput polities; Chola state; Odisha
  [b] Symbols of political power: Brahmanas and temples; sacred spaces and conflicts; courtly cultures
  [c] Issue of 'Foreign and Indian': Arabs and Ghazanavids in the north-west, Cholas in Southeast Asia

Unit III: Social and economic processes
  [a] Agricultural expansion; forest-dwellers, peasants and landlords

[b] Expansion of varna-jati order and brahmanization

[c] Forms of exchange; inter-regional and maritime trade

[d] Processes of urbanization

Unit IV: Religious, literary and visual cultures

[a] Bhakti: Alvars and Nayanars

[b] Puranic Hinduism; Tantra; Buddhism and Jainism

[c] Sanskrit and regional languages: interactions

[d] Art and architecture: temples – regional styles

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit seeks to familiarise students with the nature of historical geography and 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: 4 weeks Approx.)**

- Saloman, 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', *The Feudal Order: State, Society and Ideology in Early Medieval India*, (ed.), D.N. Jha, Delhi: Manohar, pp. 1-60. [Also available in Hindi]
- Sharma, R.S. (1958). 'Origins of Feudalism in India'. *Journal of the Economic and Social History of the Orient*, vol. 1, pp. 297-328.
- Mukhia, H. (1981). 'Was there Feudalism in Indian History?' *The Journal of Peasant Studies,* vol. 8, pp. 273-310. Also reproduced in *The State in India, 1000-1700*, ed., H. Kulke, pp. 86-133. New Delhi: Oxford University Press, 1995. Paperback edition, 1997.
- Sharma, R.S. (1982). 'The Kali Age: A Period of Social Crisis' in *The Feudal Order: State, Society and Ideology in Early Medieval India*, ed., D.N. Jha, Delhi: Manohar, pp. 61-77. (Originally published in S.N. Mukherjea, 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, 44th Session. This is also reproduced in *The State in India, 1000-1700,* ed., H. Kulke, Delhi: Oxford University Press, pp. 195-232. Paperback edition, 1997.

- □□□□, □□□□□□□. (2017). □□□□□□□□□□□□□□-□□□□□□□□□□□□□□□□□□□□□□*:* □□□□□-□□□□□ *12*□□□□□□□□□□□. □□□□□□□□□: □□□□□□□□□□□□□□□□□□. □□□□□□□□□□□□□□, □□□□□□ 10: '□□□□□□□□□□□□□□□□□□□□□', □□. □□. 588-689.
- □□, □□□□□□□□□□□□□□□□□ (□□.) (2007). □□□□□□□□□□□□□□□*:* □□□□□, □□□□□□□□□□□□□□□□. □□□□□□□□□: □□□□□□□□□□□□.
- □□□□□□, □□□□□□□. (1993). □□□□□□□□□□□□□□□. □□□□□□□□□: □□□□□□□□□□□□□□.
- □□□□□□□, □□□□□. (1998). '□□□□□□□□□□□□□□□□ □□□ □□□□□□□□□□ □□□ □□?', *□□□□□□□□□□ □□ □□□–□□□□□□□ □□□□*, (□□.), □□□□□ □□□□□□□. □□ □□□□□□: □□□□□□□□□□□, □□. □□. 1-49.
- □□□□□□□, □□□□□. (1998). '□□□□□□□□□ □□□□ □□□ □□□□□□□, □□□□□ □□ □□□□□□□□□ □□ □□□□□□', *□□□□□□□□□□ □□ □□□–□□□□□□□ □□□□*, (□□.), □□□□□ □□□□□□. □□□□□□□□□: □□□□□□□□□□□, □□. □□. 183-226.

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: 3weeks Approx.)**

- Sharma, R.S. (1965). *Indian Feudalism, c.300-1200*. Delhi: Macmillan (2nd edition, 1980) (Especially relevant are, pp. 63-90.).
- 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 *The State in India, 1000-1700,* ed., H. Kulke, pp. 195-232.
- Kulke, Hermann. (1995). 'The Early and the Imperial Kingdom: A Processural Model of Integrative State Formation in Early Medieval India'. In *The State in India, 1000-1700*, ed., Kulke, New Delhi: Oxford University Press. 233-262. Paperback edition, 1997.
- Chattopadhyaya, B.D. (1976). 'Origin of the Rajputs: The Political, Economic and Social Processes in Early Medieval Rajasthan', *Indian Historical Review*, vol. 3, no. 1. Also reproduced in B.D. Chattopadhyaya, *The Making of Early Medieval India*, Delhi: Oxford University Press, pp. 1-37. Paperback edition, 1997.

- Stein, Burton. (1977). 'The Segmentary State in South Indian History'. In *Realm and Region in Traditional India*, ed., Richard Fox, 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 *The State in India*, ed., Kulke, 134-161. New Delhi: Oxford University Press. Paperback edition, 1997. Originally published in *Purusartha*, vol. 13 (1991): 217-88.

- Heitzman, James. (1987). 'State Formation in South India, 850-1280', *Indian Economic and Social History Review*, 24, no. 1, pp. 35-61. Also reproduced in *The State in India: 1000-1700*, ed. H. Kulke, pp. 162-94.

- Ali, Daud. (2004).*Courtly Culture and Political Life in Early Medieval India.* New Delhi: Cambridge University Press, 2006. (Especially useful is Chapter 2: 'The Culture of the Court', 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). 'Sultan Mahmud of Ghaznin', in *Politics and Society during the Early Medieval Period, Collected Works of Professor Habib*, vol. 2, (Ed.) K.A. Nizami, New Delhi: People's Publishing House, pp. 36-104. Reprint, 1981.

- Kulke, Hermann, Kesavapany & Sakhuja, (Eds.) (2009). *Nagapattinam to Suvarnadvipa: Reflections on the Chola Naval Expeditions to Southeast Asia*, Singapore: Institute of Southeast Asian Studies.

- □□□□□, □□□□□□. (1998). '□□□□□□ □□□□□□□□ □□□□□ □□□□□□?', *□□□□□□□□□□□ □□ □□□-□□□□□□□ □□□□*, (□□.), □□□□□□ □□□□□□. □□ □□□□□□□: □□□□□□□□□□□□, □□. □□. 50-86.

- □□□□□□□, □□□□□. (1998). '□□□□ □□□□□□□ □□ □□□□□□□□□ □□□□□□ □□□□', *□□□□□□□□□□□ □□ □□□-□□□□□□□ □□□□*, (□□.), □□□□□□ □□□□□□. □□ □□□□□□: □□□□□□□□□□□□, □□. □□. 310-339.

- □□□□□□□□□□□, □□□□□□□□□. (2000). '□□□□□□□□ □□ □□□□□□□□: □□□□-□□□□□□□□ □□□□□□□□ □□□ □□□□□□□, □□□□□□ □□□ □□□□□□ □□□□□□□□□□□', *□□□□□□□ □□□□*, □□. □□. 136-153.

- □□□□, □□□□□□□. (1992). □□□□□□ □□ □□□□□□□ □□ □□□□□□ □□ □□□□□□', *□□□□□□□□□ □□□□,* □□□ - 4, (□□.) □□□□□□ □□□□, □□ □□□□□□: □□□□□□ □□□□□□□, □□. □□. 9-23.

- □□□□, □□□□□□. (2000). '□□□□□□□ □□ □□□□□', *□□□□ □□□□□□□□□*, □□□□ 2, □□□ 1-2, □□. □□. 37-44.
- □□□□, □□□□□□. (2015). *□□□□□□: □□□□□□ □□, □□□□ □□□□*. □□□ □□□□□□: □□□□□□□□□□□□□.
- □□□□, □□□□□□. (1999). '□□□□□□□ □□□□□□□□ □□ □□□□□□□□ □□ □□□□□□□□□□ □□ □□□□□□□: □□□□□□□□ □□□□□□□□□□□□□', *□□□□ □□□□□□□□*, □□□□ 1, □□□ 3, □□. □□. 26-30.
- □□□□□□□□□□□□□, □□□□□□□□□□. (2012). '□□□□□□□□□ □□ □□□□□□ □□ □□□□□□', *□□□□□□□□□□ □□□□ □□ □□□□□□□□□□ □□□□□□*, (□□.), □□□□□□□□ □□□□□.□□□ □□□□□□: □□□□□□ □□□□□□□□□□, □□. □□. 107-33.
- □□□□□□□□□, □□□□□□. 1979.*□□□□□□*. □□□ □□□□□□: □□□□□□□□.

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: 4 weeks 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, *c.* A.D. 400-1300', in Romila Thapar (ed.), *Recent Perspectives of Early Medieval India.* Delhi: Popular Prakashan in association with Book Review Trust, pp. 275-317.
- Yadava, B.N.S. (1997). 'Immobility and Subjection of Indian Peasantry', in B.P. 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) in *Early Medieval Indian Society* (2001) R.S. Sharma, (Ed.) Kolkata: Orient Longman¸ pp. 186-213.
- Chattopadhyaya, B.D. (1994). *The Making of Early Medieval India*. 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. New Delhi: Oxford University Press. Paperback edition, 1997.

- 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' to *Trade in Early India*, ed. Ranabir Chakravarti, pp. 72-101. Delhi: Oxford University Press.
- 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.
- □□□□□, □□□□□□. (2000). *□□□□ □□ □□□□□□□ □□□□□ □□ □□□*. □□□□□□ □□□□□□□□, □□□ □□□□□□. □□□□□ □□□□□□□□□□□ □ □□□□□□□□□ □□□□□□ □□ □□□□□□ □□□: □□□□□□ 2: '□□□□□ □□□ □□□□ □□□□□ □□ □□□', □□.□□. 25-47; □□□□□□ 8: '□□□□ □□□ □□ □□□□□□□□', □□.□□. 173-84; □□□□□□ 10: '□□□□ □□ □□□□□□', □□.□□. 21□-23.
- □□□□□, □□□□□□. (1995). *□□□□□–□□□□□□□□□ □□□□ □□□ □□□□□□□ □□□□□□□□*, □□□ □□□□□□.
- □□□□, □□.□□.□□. (1981). '□□□□□□□□□–□□□□□□□□□ □□□□□□□□ □□□ □□□□□□ □□□□□ □□□□ □□ □□□□□□□□ □□ □□□□□', *□□□□□□□□□ □□□□*, □□□ 1, (□□.), □□□□□□ □□□□, □□ □□□□□□: □□□□□□ □□□□□□□, □□.□□. 3-12.

Unit IV: The focus of this unit will be on the religious, literary 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: 3weeks Approx.)**

- Champakalakshmi, R. (1996). 'From Devotion and Dissent to Dominance: The Bhakti of the Tamil Alvars and Nayanars', in *Tradition, Dissent and Ideology*, ed. R. Champakalakshmi& S. Gopal, pp. 135-63. New Delhi: Oxford University Press.
- Narayanan, M.G.S. and K. Veluthat. (2000). 'Bhakti Movement in South India', in *The Feudal Order: State, Society and Ideology in Early Medieval India*, ed. D.N. Jha, pp. 385-410. New Delhi: Manohar. The essay was originally published in *Indian Movements: Some Aspects of Dissent, Protest and Reform*, ed. S.C. Malik. Simla: Indian Institute of Advanced Study, 1978. The same was also reproduced in *Feudal Social Formation in Early India*, ed. D.N. Jha. Delhi: Chanakya Publications, 1987.
- Mahalakshmi, R. (2000). 'Outside the Norm, Within the Tradition: Karaikkal Ammaiyar and the Ideology of Tamil Bhakti', *Studies in History*, 16, no. 1, pp. 17-40.

- Chakrabarti, Kunal. (1996). 'Texts and Traditions: The Making of the Bengal Puranas', in *Tradition, Dissent and Ideology*, ed. R. Champakalakshmi and S. Gopal, pp. 55-88. New Delhi: Oxford University Press.
- Stein, Burton. (1968). 'Social Mobility and Medieval South Indian Hindu Sects', in *Social Mobility in the Caste System in India: An Interdisciplinary Symposium*, ed. James Silverberg, pp. 78-94. The Hague: Mouton. The article is also reproduced in *Religious Movements in South Asia 600-1800*, ed. David N. Lorenzen, pp. 81-101. New Delhi: Oxford University Press, 2004. Paperback edition, 2005.
- Majumdar, R.C. n.d. ed. *History and Culture of the Indian People: The Struggle for Empire*. Bombay: Bharatiya Vidya Bhawan. Relevant part is Chapter XV ('Language and Literature'), pp. 297-397.
- Pollock, Sheldon. (1998). ' India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500', in *Early Modernities*, ed. Shmuel Eisenstadt, Wolfgang Schluchter and Bjorn Wittrock, special issue of *Daedalus*, 127 (3), pp. 41-74.
- Desai, Devangana. (1989). 'Social Dimensions of Art in Early India', *Presidential Address (Ancient India), Proceeding of the Indian History Congress, 50th session, Gorakhpur*, pp. 21-56.
- Patel, Alka. (2008). 'The Mosque in South Asia: Beginnings', in Finbarr B. Flood, ed., *Piety and Politics in the Early Indian Mosque*, Oxford: Oxford University Press, 2008.
- □□□□, □□□□□□□□□□□□. (1998). *□□□□□□□□□ □□□□□ □□□ □□□□□ □□ □□□□□□□ □□□□*. □□□□□□□□□: □□□□□□□□□□□□.
- □□□□, □□□□□□□□. (2017). □□□□□□□□□□□□□□□□□- □□□□□□□□□□□□□□□□□□□□□□□□□□□: □□□□□-□□□□□ *12*□□□□□□□□□□□□. □□□□□□□□□: □□□□□□□□□□□□□□□□□□□□□□. □□□□□□□□□□ □□□ □□, □□□□□□ 10: '□□□□□ □□□□□□□□□ □□□□□□□□', □□. □□. 588-689.

SUGGESTED READINGS:

- Bosworth, C.E. (1966). 'Mahmud of Ghazna in Contemporary Eyes and in Later Persian literature', *Iran*, 4, pp. 85-92. (Alternatively, see Mahmud B. Sebuktigin, in *Encyclopaedia of Islam*, ed. H.A.R. Gibb et al. Leiden: E.J. Brill.)
- Chattopadhyaya, B.D. (1998). *Representing the Other? Sanskrit Sources and the Muslims (eight to fourteenth century).* New Delhi: Manohar.
- Chattopadhyaya, B.D. (2003). 'The Study of Early India'. In *Studying Early India* by B.D. Chattopadhyaya, pp. 3-25. Delhi: Permanent Black.
- Desai. Devangana. (1974). 'Art under Feudalism in India (c. A.D. 500-1300)', *The Indian Historical Review,* 1, no. 1, pp. 10-17. Reprinted in Jha, *Feudal Social Formation in Early India*. 1987, pp. 391-401.

- 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 *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*, ed. David Gilmartin and Bruce B. Lawrence, pp. 246-81. New Delhi: India Research Press. The article can also be accessed in Richard M. Eaton, *Essays on Islam and Indian History*, New Delhi: Oxford University Press, 2000.
- Huntington, Susan. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain* New York and Tokyo: Weather Hill.
- Kulke, Hermann. (2001). 'Royal Temple Policy and the Structure of Medieval Hindu Kingdoms', in *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, by Kulke, pp. 1-16. Delhi: Manohar.
- H. Kulke and B. P. Sahu, (2018). *History of Precolonial India: Issues and Debates*, Delhi: Oxford University Press, Part II.
- Ramaswamy, Vijaya. (1982). 'Peasant, State and Society in Medieval South India: A Review Article', *Studies in History*, 4,pp. 307-19.
- Sahu, B.P. (1997). "Introduction", in *Land System and Rural Society in Early India*, (Ed.). B.P. Sahu. Delhi: Manohar, pp. 1-58.
- Sharma, R.S. (1985). 'How Feudal was Indian Feudalism', *The Journal of Peasant Studies,* vol. 12, no. 2/3, pp. 19-43. A revised and updated version of this article is to be found in, *The State in India, 1000-1700,* ed., H. Kulke, pp. 48-85. New Delhi: Oxford University Press, 1995. Paperback edition, 1997. The same essay is also reproduced in *The Feudalism Debate*, ed., H. Mukhia, pp. 82-111. Delhi: Manohar, 1999.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. New Delhi: Pearson Education. Relevant part is, Chapter 10: Emerging Regional Configurations, c. 600-1200 CE, 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*, 12, no. 1, pp. 42-56.
- Subbarayalu, Y. (2011). *South India under the Cholas.* New Delhi: Oxford University Press. (Especially important are 'Introduction' and the last two sections on '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 *The Feudal Order: State, Society and Ideology in Medieval South India*, ed. D.N. Jha, pp. 179-96. Delhi: Manohar.
- Veluthat, Kesavan. (2000). 'The Role of Nadu in the Socio-Political Structure of South India (*c.*AD 600-1200)', in *The Feudal Order: State, Society and Ideology in Medieval South India*, ed. D.N. Jha, pp. 179-96. Delhi: Manohar.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Feudalism, Inscriptions, Ghazanavids, Cholas, Rajputs, Agriculture, Maritime Trade, Urbanization, Religion, Architecture, Bhakti.

Core Course VI
Rise of the Modern West- I

Course Objectives:

The focus of the course is on transition from feudalism to capitalism in Europe. The paper familiarises the student with important transitions and transformations in the economy, polity, and socio-cultural life from late medieval period to 1600 in various parts of Europe. The course shall critically examine the dynamics of economic and political power within Europe, and contact 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 relationship 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:

Upon completion of this course the student shall be able to:
- Outline important changes that took place in Europe from the medieval period.
- 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.

Course Content:

I. Transition from Feudalism to Capitalism
  [a] Issues and debates
  [b] Question of Eurocentrism

II. Early colonial expansion
  [a] Factors for colonization
  [b] Trade and Empire
  [c] Mines and plantations
  [d] Labour Systems - indigenous populations and African slaves

III. Renaissance

[a] In Italy: its social roots

[b] Humanism and its spread in Europe

[c] Art

IV. Origins, course, and results of the European Reformation in the 16th century.

V. Economic developments of the 16th century

[a] Shift of economic balance from the Mediterranean to the Atlantic

[b] Commercial Revolution

[c] Price Revolution

VI. Emergence of European State system: with two case studies (Spain, France, England, Russia).

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: 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: 3 Weeks Approx.)**

- Aston, T.H. and C.H.E. Philpin, (Ed.). (2005). *The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe.* Cambridge/Delhi: Cambridge University Press.
- 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* (संक्रांतिकालीन यूरोप). 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.(Chaps: Introduction and 1)

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: 2 weeks Approx.)**

- 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: 3 weeks Approx.)**

- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy*. Princeton: Princeton University Press. (Chaps: Introduction,chaps:1, 2, 3, 4 & 6)
- Kaborycha, Lisa. (2011). *A Short History of Renaissance Italy*. New York: Pearson.
- Mac Kenny, Richard. (2005). *Renaissances: The Cultures of Italy, 1300-1600*. London/New York: 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: 2 weeks Approx.)**

- 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.
- Parish, Helen L. (2018). *A Short History of the Reformation*. New York: I. B. Tauris.
- Mac Culloch, 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: 2weeks Approx.)**

- 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. (Chapter 4.
- Hill, Christopher. (1969). *Reformation to Industrial Revolution.* London: Penguin Books. (Chap. 2, pp 11 - 93)
- Kriedte, Peter. (1983). *Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800.* Cambridge: Cambridge University Press. (Chap- 1)
- Wiesner-Hanks, Merry E. (2006). *Early Modern Europe: 1450-1789.* 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: 2 weeks Approx.)**

- Anderson, Perry. (1979). *Lineages of the Absolutist State.* London: Verso Edition. (pp. 15-42, 60-84, 85-142, 195-220, 328-360).
- 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.
- Ertman, Thomas. (1997). *Birth of the Leviathan: Building States and Regimes in the Medieval and Early Modern Europe.* Cambridge: Cambridge University Press.
- Kumin, Beat, (Ed.). (2013).*The European World 1500-1800: An Introduction to Early Modern History*. New York: Routledge.

SUGGESTED READINGS

- Cipolla, Carlo M., (Ed.). (1994), B*efore the Industrial Revolution: European Society and Economy1000-1700.* 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.

- □□□□□, □□□□(2007) □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□. 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.
- 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.
- Tilly, Charles. (1992).*Coercion, Capital and European States, AD 990-1992.* Hoboken, NJ: Wiley-Blackwell.
- Verma, Lal Bahadur. (2008). *Europe ka Itihas.* Bhag 9. Delhi: Prakashan Sansthan.
- Wood, E.M. (2002). *The Origin of Capitalism: A Longer View.* London: Verso, (rev. ed.).

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this history is of an unfamiliar region an overview of the feudal background will be provided to students. Overall, the teaching and learning process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

The Transition Debate, Eurocentrism, Colonialism, Renaissance, Humanism, Reformation, Commercial Revolution, European state system.

History of India- IV (c. 1200–1500)

Course Objective:

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 Rajput polities, 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.

Course Content:

Unit I. Survey of sources
　　[a] Persian *ta'rīkh* traditions: Barani and Mushtaqi
　　[b] *Malfuzat* and *premakhyans*; Persian, Sanskrit and Vernacular interactions
　　[c] Inscriptions and regional identity: Kakatiyas
　　[d] Architecture: the study of Hampi

Unit II. Political structures
　　[a] Sultanates of Delhi: transitions in ruling elites, service cultures, iqtas
　　[b] Articulating political authority: monuments and rituals
　　[c] Consolidation of identities: Rajputs and other warrior lineages
　　[d] Political cultures: Vijayanagara and Gujarat

Unit III. Society and economy

[a] Ecological context; agricultural production

[b] Technology and changes in society

[c] Monetization; market regulations; urban centres; trade and craft

Unit IV. Religion, society and cultures

[a] Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles

[b] Bhakti; Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari

[c] Gender roles: women bhaktas and rulers

[d] Terms of Identification: Modern Labels and Contingent Identities

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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: 4 weeks 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*.)

- Shaikh Rizq Ullāh Mushtāquī, (1993). *Waqiʻat-e-Mushtaqui*, translated and edited by Iqtidar Husain Siddiqui, New Delhi: Indian Council of Historical Research and Northern Book Centre, pp. IX-XXXI (the "Introduction" by the translator is particularly important).

- Digby, Simon. (2001) . 'The Indo-Persian Historiography of the Lodi Sultans', in F. Grimal, ed., *Les Sources et le temps*, Pondicherry: Ēcole Française d'Extrême Orient, pp. 243-61, (pp. 243-251 provide a very rich account of Mushtaqi's *Waqiʻat-i Mushtaqi*).

- Anooshahr, Ali. (2012). 'Author of One's Fate: Fatalism and Agency in Indo-Persian Histories', *Indian Economic and Social History Review*, vol. 49, no. 2, pp. 197-224.

- 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 *Premakhyans*'. 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.

- Pollock, Sheldon. (1998). 'The Cosmopolitan Vernacular', *The Journal of Asian Studies*, vol. 57, no. 1, pp. 6-37.

- Talbot, Cynthia. (2001).*Precolonial India in Practice*, 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.

- Michell, George & John M. Fritz. (2001). *New Light on Hampi: Recent Research at Vijayanagara*, Mumbai: Marg.

- http://www.vijayanagara.org/default.htmlfor the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.

- Vijaya Ramaswamy, *Walking Naked: Women, Society and Spirituality in South India,* IIAS, Simla, 1997.

- □□□□, □□□□□□□. (2014). '□□□□□□□ □□□ □□ □□□□□□□□□ □□□□□□ □□□□□□□□□□□□□', *□□□□□□□□□□ □□□□*, (□□.) □□□□□□□ □□□□□, □□□ - 9, □□□□□□□: □□□ □□□ □□□□□□□□, □□.□□. 11-50.

- □□□□, □□□□□□□. (2000).*□□□□□□□ □□□□□□ □□ □□□□□□□□ □□□□□□□□: □□□□□□□□□□□ □□□□ □□ □□□□□-□ □□□□□□□□□ □□ □□□□□□ □□□□*, □□□□□□□: □□□□□□□□□□□□□□

- □□□□□□□, □□□□ □□□□ □□□□□□□. (1957).*□□□□□□□ □□□□□□ □□□□*, □□□ 2, □□□□ □□□ □□□□□□□□ (□□□□□□□□□□□□: '□□□□□□□□□□□□□ □□ □□□□□□□□', □□.□□. □-□□.

- □□□, □□□□□□□. (2012). '□□□□□□□□□□□: □□ □□□□□□□ □□□□□ □□□□□□□□□□□□ (1503 □.)', *□□□□□□□□□ □□□□ □□ □□□□□□□□□ □□□□□□□*, (□□.) □□□□□□□□ □□□□□. □□□□□□ □□□□□□□□□□, □□.□□. 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 Rajputs, Delhi Sultanate and Vijayanagara.**(Teaching Time: 3weeks 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 Nineteenth 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 Delhi 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 Afterlife of the Division of India*, edited by Suvir Kaul. Delhi: Permanent Black, pp. 140-82. (Reprinted in Sunil Kumar's *The Present in Delhi's Pasts*, Delhi: Three Essays Press, 2002, pp. 1-61.)
- Sreenivasan, Ramya. (2014). 'Warrior Tales at Hinterland Courts in North India, c. 1370-1550', in *After Timur Left*, edited by Francesca Orsini and Samira Sheikh, Delhi: Oxford University Press, pp. 242-72.

- Kolff, Dirk H. A. (1990). *Naukar, Sepoy and Rajputs: The Ethnohistory of the Military Labour Market in Hindustan*, Cambridge: Cambridge University Press.
- 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.
- Sheikh, 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, (सं.) इरफ़ान हबीब, दिल्ली: राजकमलप्रकाशन.
- ▯▯▯, ▯▯▯▯▯▯. 2012. '▯▯▯▯▯▯▯▯▯▯ ▯▯▯▯▯ ▯▯▯ ▯▯▯▯▯▯▯▯ ▯▯▯▯▯ ▯▯ ▯▯▯▯▯▯▯▯▯▯▯'. *▯▯▯▯▯▯▯▯▯ ▯▯▯▯ ▯▯ ▯▯▯▯▯▯▯▯▯ ▯▯▯▯▯▯*, (▯▯.) ▯▯▯▯▯▯▯▯▯▯▯▯▯▯▯. ▯▯▯▯▯▯▯▯▯▯▯▯▯▯▯▯▯, ▯▯.▯▯. 134-53.

Unit III: This unit will apprise students of the economic, ecological and technological changes during this period and explore the interlinkages between them.**(Teaching Time: 3weeks Approx.)**

- Habib, Muhammad. (1974). 'Introduction' to Elliot and Dowson's History of India vol. II. 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. 1982. "The Geographical Background" in Tapan Raychaudhuri and Irfan Habib, eds. *The Cambridge Economic History of India, vol. 1: c. 1200-1750*. Delhi: Orient Logman. pp. 1-13;
- Stein, Burton. 1982. "South India: Some General Consideration of the Region and its Early History" in Tapan Raychaudhuri and Irfan Habib, eds. *The Cambridge Economic History of India, vol. 1: c. 1200-1750*. Delhi: Orient Logman. pp. 14-23.
- 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 II. *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 *hon*s in the Bahmani Currency System', *Indian Economic and Social History Review* 51, no. 4 (2014)

- Novetzke, Christian. (2016). *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India.* New York: Columbia University Press, "Introduction".

- 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.

- □□□□, □□□□□□. (2016).*□□□□□□□□□□ □□□□ □□□ □□□□□□□□□□□□□.* □□□□□□□□□□□: □□□□□□□.

- □□□□, □□□□□□. (2017).*□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□: □□□□□□□□□□□□□.* □□□□□□□□□□□: □□□□□□□.

- □□□□□□, □□. □□. (2014.) '□□□□□□ □□□□□□ □□□□□ □□□ □□□□□□□ □□□□□□□□□□□', *□□□□□□□□□□ □□□□*, □□□ - 9, (□□.) □□□□□□□ □□□□□, □□□□□□□: □□□□□□□ □□□□□□□□, □□.□□. 51-58.

- □□□□, □□□□□□. (1999). □□□□□□ □□□□□ □□□ □□□□□□□ □□□□□□□□ □□□□□□□□ (1200-1500 □.), *□□□□□□□□ □□□□□ □□□ □□□□□□□*, (□□.) □□□□□□□□□□□□. □□□□□□□□□□□: □□□□□□□□□□□□□□□□□□□□□□□□□, □□.□□. 159-68.

- □□□□, □□□□□□. (2016). '□□□□□□□ □□□□□□□ □□ □□□□□□□ □□□□□□: □□ □□□□□□□□□□□□□', □□□□□□□□□□ □□□□□, □□□□□ *9*, □□.□□. 35-67.

- □□□□, □□□□□□□. (2014). '□□□□□□□ □□□□□ □□□ □□□□□□ □□□□□□□□', *□□□□□□□□□□ □□□□*, □□□ - 3, (□□.) □□□□□□□□□□□□, □□□□□□□: □□□□□□□□□□□□□□□□□, □□.□□. 51-58.

- ▯▯▯▯, ▯▯▯▯▯▯. (1992). '▯▯▯ ▯▯▯▯▯▯▯ ▯▯▯▯▯ ▯▯ ▯▯▯▯▯▯▯▯▯▯▯▯ ▯▯ ▯▯▯▯: ▯▯▯▯▯▯▯▯▯ ▯▯ ▯▯▯▯▯▯ ▯▯▯', *▯▯▯▯▯▯▯▯▯ ▯▯▯▯*, ▯▯▯ - 4, (▯▯.) ▯▯▯▯▯▯▯▯▯▯▯▯, ▯▯▯▯▯▯: ▯▯▯▯▯▯▯▯▯▯▯▯▯, ▯▯.▯▯. 24-46.

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 and cross-confessional interactions.**(Teaching Time: 4 weeks 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 and Burckhardt Schnepel. (2001). *Jagannath Revisited, Studying Society, Religion, and State in Orissa,* Delhi: Manohar Publishers.
- Grewal, J.S. (1993). *Contesting Interpretations of Sikh Tradition*. New Delhi: Manohar.
- Chattopadhyaya. B.D. (1998). *Representing the Other? Sanskrit Sources and the Muslims (eight to fourteenth century).* New Delhi: Manohar.
- Amin, Shahid. (2002). 'On Retelling the Muslim Conquest of North India', in *History and the Present*, edited by Partha Chatterjee and Anjan Ghosh, Ranikhet: Permanent Black, pp. 24-43.
- Kumar, Sunil. (2008). 'Politics, the Muslim Community and Hindu-Muslim Relations Reconsidered: North India in the Early Thirteenth Century', in *Rethinking A Millennium: Perspectives on Indian History from Eighth to the Eighteenth Century*, edited by Rajat Datta, Delhi: Aakar Books, pp. 139-67.
- Romila Thapar, 'Tyranny of Labels', *Social Scientist*, vol. 24, no. 9/10 (1996), pp. 3-23.
- ▯▯▯▯, ▯▯▯▯▯▯. (1999). '▯▯▯▯▯▯▯▯▯ ▯▯▯▯▯▯▯ ▯▯▯▯▯▯▯▯▯▯ ▯▯ ▯▯▯▯▯▯▯ ▯▯▯▯▯▯ ▯▯ ▯▯▯▯▯▯▯▯ ▯▯▯▯▯▯', *▯▯▯▯▯▯ ▯▯▯▯▯▯ ▯▯▯*

▪ □□□□□□□, (□□.) □□□□□□□□□□, □□□□□□: □□□□□□□□□□□□□, □□.□□.145-58.

• □□□□□□, □□□□. (1999). '□□□□□ □□□□□ □□□ □□□□□ □□□□□□ □□ □□□ □□ □□□□□□□ □□□□□□□□□□',*□□□□□□□□□□ □□□□ □□□ □□□□□□ □□□□, □□□□ □□ □□□□□ □□ □□□□□□,*□□□□□□: □□□□□□□□□□□, □□.□□. 83-97.

• □□□□□□□□, □□.□□. (2009). *□□□□□□□□□□ □□□□ □□□ □□□□□ □□ □□□□□ □□□□□□*, □□□□□□: □□□□□□□□□□□.

• □□□□□□□□, □□□□□□□. (2010). *□□□□□□□ □□□□□ □□ □□□□□□*. □□□□□□: □□□□□□ □□□□□□□.

SUGGESTED 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.

• Behl, Aditya. (2009). 'The Path of True Feeling: On Translating Qutban's *Mrigavati*', New York.

• Chekuri, Christopher. (2012). '"Fathers" and "Sons": Inscribing Self and Empire at Vijayanagara, Fifteenth and Sixteenth Centuries', *Medieval History Journal* 15, no. 1.

• Dallapiccola, Anna L. (2010). *The Great Platform at Vijayanagara: Architecture & Sculpture.* New Delhi: Manohar.

• 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.) Pow*er, 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.

• Flood, F.B., ed. (2008).*Piety and Politics in the Early Indian Mosque.* New Delhi: Oxford University Press.

• Flood, Finbarr B. (2009). *Objects of Translation: Material Culture and Medieval 'Hindu-Muslim' Encounter* Princeton: Princeton University Press.

• Habib, I. ed. (1992).*Medieval India1: 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.
- Kothiyal, Tanuja. (2016). *Nomadic Narratives: A History of Mobility and Identity in the Great Indian Desert,* Delhi: Cambridge University Press
- Kumar, Mayank. (2013).*Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period.* New Delhi: Manohar.
- Kumar, Sunil. (2007).*The Emergence of the Delhi Sultanate, 1192-1286.*Ranikhet: Permanent Black.
- Kumar, Sunil. (2013). "The Ignored Elites: Turks, Mongols and a Persian Secretarial Class in the early Delhi Sultanate", in *Expanding Frontiers in South Asian and World History*, R. Eaton, M. Faruqui, et al. (Eds.), Delhi: Cambridge University Press, pp. 39-71, especially pp. 54-57.
- Kumar, Sunil. (Ed.). (2007).*Demolishing Myths or Mosques and Temples? Readings on History and Temple Desecration in Medieval India*. Delhi: Three Essays Collective.
- Lal, K.S. (1980). *Twilight of the Sultanate*. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Lorenzen, David N. (1978). "Warrior Ascetics in Indian History", *Journal of the American Oriental Society,* 98 (1): 61-75
- Lorenzen, David N. (2004).*Religious Movements in South Asia 600-1800.* New Delhi: Oxford University Press. [Paperback edition, 2005]
- 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.
- Prasad, P. (1990). *Sanskrit Inscriptions of Delhi Sultanate, 1191-1526*. Delhi: Oxford University Press.
- 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.

- 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.
- Sreenivasan, Ramya. (2002). 'Alauddin Khalji Remembered: Conquest, Gender and Community in Medieval Rajput Narratives', *Studies in History*, vol. 18, no. 2, pp. 275-96.
- Stein, B. (1980).*Peasant, State and Society in Medieval South India.* New Delhi: Oxford University Press.
- Tod, James. (1920). *Annals and Antiquities of Rajasthan*, William Crooke (Ed.). London: Oxford University Press, 3 volumes.
- Vaudeville, C. (1996).*Myths, Saints and Legends in Medieval India.* New Delhi: Oxford University Press.
- □□□□□□□. (2006). □□□□□□ □□□□□□□□ □□ □□□□□□ □□ □□□□□□. □□□ □□□□□□: □□□□□□□□□□□□.
- □□□□, □□□□□□□ □□ □□□□□□ □□□□ □□□□□□□. (1998). (□□.) □□□□□□ □□□□□□. □□□□□□, □□□□□□□.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Ta'rīkh, Delhi Sultans, Kakatiyas, Vijayanagara, Agricultural Production, *Iqtas*, Monetization, Sufism, Bhakti.

GE-VI

Politics of Nature

Course Objective:

This introductory course familiarises students with the major themes in the history of human organization of nature -- for food, energy and raw materials. It studies the long-term transformations in the organization of Nature by the state and to manage energy production, plant and animal transfers, circulation of commodities and people, urbanization and industrialization of production. This will help students understand the ecological articulation of social inequalities including class, gender, ethnicity, caste, and nationality. By focusing on the planetary scale of ecological interconnectedness students will learn how to situate the politics of Nature that integrates extremes: poverty in the fertile plains, the development of cities and related environmental degradation elsewhere, scarcity of energy where dams and mines exists, and inequalities produced by carbon-energy regimes. Unit 5 will introduce the students to the issues and debates related to the ecological predicaments of the twenty-first century in a historical perspective.

Learning Outcomes

Upon completion of this course the student shall be able to:
- Critique an understanding of environmental concerns based on a narrow scientific/ technological perspective
- Discuss environmental issues within a social and political *(*or *social scientific?)* 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
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
- Locate solutions to environmental problems within a framework of greater democratisation of resource use
- Problematise (or *critique?*) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

Course Content:

Unit 1: 'Spaceship called earth' – competition for bounded resources and livelihoods

Unit 2: Energy in Human History: –
      a. Before the era of coal, gas and oil
      b. Era of fossil energy

Unit 3: Ecological Imperialism
      a. Flora-fauna transfer
      b. Diseases and Migration

Unit 4: Unequal access and Industrial Production,
      a. Industrial Agriculture
      b. Gendered access to natural resources
      c. Cities and inequalities

Unit 5: Anthropocene
      a. Climate change and writing ecological histories
      b. Debating the Anthropocene / Capitalocene

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit introduces student to conflict over natural resources and changing livelihood patterns.**(Teaching Time: 2 weeks Approx.)**

- Bhattacharya, Neeladri. (1995). "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. pp. 49-85. (*Available in Hindi also*)
- Swaminathan, M S. (2008), 'Agriculture on Spaceship Earth', in Mahesh Rangarajan, ed., *Environmental Issues in India*. Delhi: Pearson. pp.161-183. (*Available in Hindi also*)

Unit-2: Introduces the emerging field of energy studies to understand the way societies fulfilled their energy requirements. In-depth reading of the use of forest, pastures, agricultural land and related issues on environmental changes will enable students to critique the predominant notion of harmony that existed between man and nature in the pre-modern societies.**(Teaching Time: 3 weeks Approx.)**

- Burke III, Edmund. (2009), "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. pp. 33-53.
- Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal* Relationships. New York: Colombia University Press.
- Urry, John. (2013). 'The Century of Oil', in *Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books. pp. 36-52.
- 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.

Unit-3: 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 inter-connected but unequal world.**(Teaching Time: 4 weeks Approx.)**

- 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.
- 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.

Unit-4: This unit studies the new energy regimes of the modern world, with a special focus on industrial agriculture. It offers a historical perspective on increasing inequality of access to natural resources for women and the poor (within their own locations and across the world). It also critically examines the new forms of deprivation.**(Teaching Time: 3 weeks Approx.)**

- Kroese, Ron. (2002). "Machine Logic: Industrialising Nature and Agriculture", in Andrew Kimbrell, ed., *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture*. London: Island Press. pp. 87-91
- McKittrick, Meredith. (2012). "Industrial Agriculture", in J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell. pp. 411-432.

- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India". *Feminist Studies,* Vol. 18(No. 1), pp. 119-158.
- Merchant, Carolyn. (2017). 'Gender and Environmental History', in J. R. McNeill and Alan Roe, eds., *Global Environmental History*. London: Routledge. pp. 82-87.
- 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.
- Heynen, Nik, Kaika, Maria and Swyngedouw, Erik. (2006). 'Urban Political Ecology: Politicizing the production of Urban nature" in Nik Heynen et al. eds., In *the Nature of Cities: Urban Political Ecology and Politics of Urban Metabolism*. London: Routledge. pp. 1-19.

Unit-5: 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 need for innovation, policy change at the international level and the production of post humanist histories.**(Teaching Time: 2 weeks Approx.)**

- 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.
- 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
- Moore Jason W. (ed.,) (2016) *Anthropocene or Capitalocene? Nature, History and the Crisis of Capitalism*. Oakland: PM Press.
- Morrison, Kathleen D. (2015). "Provincializing the Anthropocene". *Seminar*, Vol.673 (Sept), pp. 75-80.

SUGGESTED READINGS:

- Altvater, Elmer. (2007). 'The Social and Natural Environment of Fossil Capitalism'. *Socialist Register,* Vol. 43, pp. 37-59.
- Brockway, Lucile H. (1979). "Science and Colonial Expansion: The Role of the British Royal Botanic Gardens". *American Ethnologist,* Vol. 6(No. 3), pp. 449-465.
- Chakrabarty, Dipesh. (2016). "Whose Anthropocene? A Response" 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.103–113.

- Hugo, G. (1996). "Environmental Concerns and International Migration". *International Migration Review*,Vol.30(No. 1), pp. 105-31.
- Jodha, N. S. (1986). 'Common Property Resources and Rural Poor in Dry Regions of India. *Economic and Political Weekly,* Vol. XXI(No. 27) pp. 1169-1181.
- Kalof, Linda. (2007). *Looking at Animals in Human History* . London: Reaktion Books. pp. 1-71
- Lübken, Uwe. (2012). "Chasing a Ghost? Environmental Change and Migration in History". *Global Environment: A Journal of History and Natural and Social Sciences*, No.9 pp. -25.
- Malm, Andreas. (2016), 'In the Heat of the Past: Towards a History of the Fossil Economy' in Andres Malm, *The Rise of Steam Power and the Roots of Global Warming*. London: Verso, pp. 1-32.
- Prasad, Archana. (1998). The Baiga: Survival strategies and local economy in the Central Provinces. *Studies in History,* Vol. 14(No. 2), pp. 325-348.
- 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.
- Tucker, Richard. (2007). 'The Tropical Cost of the Automotive Age: Corporate Rubber Empires and the Rainforest", in Richard Tucker, *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*. Plymouth: Rowman & Littlefield Publishers. pp. 113-50.
- Vaclav Smil. (1994). "Preindustrial Prime Movers and Fuels", in Vaclav Smil, *Energy in World History*. Boulder: Westview, pp. 92-156.
- John Tully. (2011). *The Devil's Milk: A Social History of Rubber.* New York: Monthly Review Press, pp, 17-26 and 35-50.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:
Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Energy, Fossil, Ecological Imperialism, Inequalities, Anthropocene, Capitalocene,

GE – VII

Making of Post Colonial India

Course Objectives:

The course provides various perspectives on India's evolving political, economic and cultural situations from 1950-1990s and tracks a dynamic trajectory of contemporary India. The course seeks to familiarise students with the trajectory of growth of the Indian state, politics and economy and the shaping of the Indian public following the country's independence in
1947.

Learning Outcomes:
Upon completion of this course the student shall be able to:
- Explain the complexities involved in the making of constitution.
- Analyse the reasons behind the linguistic reorganisation of states.
- Analyse foreign policy of India during formative stages of independent India.
- Draw inferences to explain the functioning of different political parties.
- Explain the character of emergency and its consequences.
- Discern the nuances of Indian judicial system.

Course Content:

Unit I: Laying the foundation of independent India
  [a] Making of the Constitution
  [b] Linguistic re-organisation

Unit II: Envisioning a new order
  [a] Economic Development: five year plans; Problems of Development case study of Punjab and Bihar
  [b] Indian Foreign Policy till 1964

Unit III: Democracy at Work
  [a] Congress and other political formations
  [b] (i) Left parties (ii) Caste politics (iii) Dravidian movement
  [c] Women and politics (i)Hindu Code Bill (ii)Status of Women in India Report

Unit IV: Turning Point: Emergency and After

[a] Railway Strike, J.P. Movement and Emergency

[b] Developments in the1980's: (i) Coalition politics; (ii) Mandal Commission and aftermath

[c] Judiciary, Civil Society and Rights: Judicial Activism and Public Interest Litigation

[d] Popular and parallel Cinema

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit deals with making of the constitution. The history and politics of the early years of Independence have been discussed. It also deals with the linguistic re-organisation of states. **(Teaching Time: 3 weeks Approx.)**

- Chakrabarty, D., Rochona Majumdar & Andrew Sartori. (2007). *From the Colonial to the Post- Colonial: India and Pakistan in Transition*. New Delhi: OUP.
- Basu, B.D. (2011). *Introduction to the Constitution of India*. Delhi: Lexis Nexis. (20th Edition)
- Austin, Granville. (1999). *Working a Democratic Constitution: the Indian Experience*. New Delhi: OUP.
- De, Rohit. (2018). *A People's Constitution*, Delhi: Penguin.
- Ramaswamy, Sumathi. (1997). *Passions of the Tongue: Language Devotion in Tamil India, 1890-1970*. Berkeley: University of California Press.
- King, Robert D. (1997) *Nehru and the language politics in India.* Delhi: OUP

Unit-II: This unit deals with the history of economic developments in the early years of Independent India. It also deals with the problems of development with the case study of Punjab and Bihar. It also deals with the history of Non-Alignment and Panchsheel.**(Teaching Time: 3 weeks Approx.)**

- Balakrishnan, P. (2005). *Economic Growth and its Distribution in India.* Hyderabad: Orient BlackSwan.
- Frankel, Francine R. (2005). *India's Political Economy*. New Delhi: OUP.
- Frankel, Francine R., (ed.). (2000). *Transforming India: Social and Political Dynamics of Democracy*. Oxford: OUP.
- Bhalla, G.S. (1995). "Agricultural Growth and Industrial Development in Punjab" in *Agriculture on the road to Industrialisation*. John, W. Mellor (ed.). Baltimore: International Food Policy Research Institute, pp. 67-112.

- Golam Rasul and Eklabya Sharma, (2014). "Understanding the Poor Performance of Bihar and Uttar Pradesh in India: A Macro Perspective". *Regional Studies, Regional Science*.vol. 1:1, 221-239, http:/dx.doi.org.2014.943804

Unit-III: This unit deals with history of working of democracy in India 1947 with special reference to history of congress party and other political formations. It also deals with history of Left parties, J P Movement and Dravidian movements. It also examines history of social reform with reference to Women and Hindu Code Bill. **(Teaching Time: 4 weeks Approx.)**

- Barnett, Marguerite Ross. (1976). *The Politics of Cultural Nationalism in South India,* New Jersey: Princeton.
- Stanley, Kochanek. (1968). *The Congress Party of India: The Dynamics of One-Party Democracy.* Princeton: Princeton University Press.
- Pandian, M.S.S. (2008). *Brahmin and Non Brahmin: Genealogies of the Tamil Political Present.* Delhi: Permanent Black.
- 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.
- Menon, Nivedita. (2001). *Gender and Politics in India.* Delhi: OUP.
- Flavia Agnes. (2001). *Law and Gender Equality: The Politics of Women's Rights in India.* Delhi: OUP.
- Jaffrelot, Christophe. (1999). *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s.* New Delhi: Penguin.
- Jaffrelot, Christophe (2003). *India's Silent Revolution: The Rise of the Lower Castes in North India*. London: Hurst.
- Baru, S. (2000). "Economic Policy and the Development of Capitalism in India: The Role of Regional Capitalists and Political Parties". in Francine Frankel et al, (eds.). *Transforming India: Social and Political Dynamics of Democracy.* New Delhi: Oxford University Press

Unit- IV: This unit deals with history of Indian Politics since Emergency with special reference to Railway Strike, and J P Movement. It examines history of Coalition politics It also deals with the history of Judiciary in Independent India with special reference to Public Interest litigation. It also deals with the history of Media in modern India along with an analysis of popular Cinema and alternatives.**(Teaching Time: 4 weeks Approx.)**

- Chandra, Bipan (2017). *In the Name of Democracy: JP Movement and Emergency*. Delhi: Penguin Random House India.

- Tarlo, Emma. (2003). *Unsettling Memories: Narratives of the Emergency in Delhi*, Berkeley: University of California Press.
- Das, Veena: (1996). *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: OUP.
- Bhuwania, Anuj. (2017). *Courting the People: Public Interest Litigation in Post Emergency India.* Delhi: Cambridge University Press.
- Ranganathan Maya & Usha M Rodrigues. (2010). *Indian Media in a Globalised World*, Sage Publications India Pvt. Ltd.
- Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.
- Kapur, Geeta. (2000). *When was Modernism: Essays on Contemporary Cultural Practice in India.* New Delhi: Tulika.

SUGGESTED READINGS:

- Chandra, Bipan. (2008). *India Since Independence.* Delhi: Penguin
- Bhargava, Rajeev and Vanaik Achin (eds.). (2010). *Understanding Contemporary India*. Orient Blackswan
- Damodaran, H. (2008). *India's New Capitalists: Caste, Business, and Industry in a Modern Nation*. Basingstoke: Palgrave Macmillan.
- Deshpande, Satish, (2003). *Contemporary India: A Sociological View.* Delhi: Viking
- Guha, Ramachandra. (2008). *India After Gandhi*. Delhi: Picador
- Jayal, Niraja Gopal & Pratap Bhanu Mehta (eds.). (2010). *The Oxford Companion to Politics in India*. Delhi: Oxford University Press.
- Kothari, Rajni. (1970). *Caste in Indian Politics*. New Delhi: Orient Longman.
- Beteille, A. (2012)*Democracy and Its Institutions*. New Delhi: Oxford University Press.
- Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press.
- Dhawan, Rajeev, (ed.). (1997). *Law and Society in Modern India*. New Delhi: Oxford University Press.
- Brass, Paul. (1997). *Politics of India since Independence*. Cambridge: Cambridge University Press.
- Chatterjee Partha (ed.). (1997). S*tate and Politics in India.* Delhi: Oxford University Press

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Constitution, Linguistic re-organisation, Development, foreign policy, national and state politics, the Emergency, Mandal, Judicial activism, popular cinema.

SEC I
Understanding Heritage

Course 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 and it needs to be conserved. Paper will also acquaint students with the evolution of heritage legislation and the ways in which its institutional framework developed. Accessing monumental or cultural heritage can be a very difficult task and economic and commercial considerations play an important role. The paper will be of particular value to those who are interested in seeking a career in the travel industry and art and cultural studies.

Learning Outcomes:

Upon completion of this course the student shall be able to:
- Explain the complex character of heritage.
- Analyse the historical processes which result into the making of heritage.
- Describe the significance of cultural diversity in the creation of heritage.
- Illustrate how heritage can be a medium to generate revenue
- Discern the nuances of heritage and will appreciate its importance.

Course Content:

Unit I: Defining heritage:
> Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'

Unit II: Evolution of heritage legislation and the institutional framework:
> [a] Conventions and Acts -- national and international
> [b] Heritage-related government departments, museums, regulatory bodies
> [c] Conservation initiatives

Unit III: Challenges facing tangible and intangible heritage
> Development, antiquity smuggling, conflict (specific cases studies)

Unit IV: Heritage and travel:
> [a] Viewing heritage sites

[b] The relationship between cultural heritage, landscape and travel; recent trends

Unit V: A visit to a heritage site is an essential part of this course.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit will introduce the meaning/s of heritage and 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'. **(Teaching time: 4 weeks Approx.)**

- Lowenthal, D. (2010). *Possessed By The Past: The Heritage Crusade and The Spoils of History.* Cambridge: Cambridge University Press.
- Lahiri, N. (2012). *Marshalling the Past- Ancient India and its Modern Histories.* Ranikhet: Permanent Black. (Chapter 4 and 5)
- Singh, U. (2016). *The Idea of Ancient India: Essays on Religion, Politics and Archaeology.* New Delhi: Sage. (Chapters 7, 8).

Unit-II: This unit deals with the history of heritage legislation. It also elaborates upon the institutional framework which manages heritage in India and at the global level. It will also examine the nature and relevance of conservation initiatives. **(Teaching time: 4 weeks Approx.)**

- 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-III: This unit addresses the challenges posed in the conservation of tangible and intangible heritage. It also elaborates on the global character of the smuggling of antiquities and challenges faced by national governments. **(Teaching time: 3 weeks Approx.)**

- Biswas, S.S. (1999). *Protecting the Cultural Heritage* (National Legislation and International Conventions). New Delhi: INTACH.
- Lowenthal, D. (2010). *Possessed By The Past: The Heritage Crusade and The Spoils of History.* Cambridge: Cambridge University Press.

Unit-IV: This unit deals with social and political efforts to identify heritage as something personal or national. Over time antiquities have frequently 'travelled' from their place of origin, and the questions of belonging are contentious and complex. **(Teaching time: 3 weeks Approx.)**

- Agrawal, O.P. (2006). *Essentials of Conservation and Museology.* Delhi: Motilal Banarsidas.
- Chainani, S. (2007). *Heritage and Environment.* Mumbai: Urban Design Research Institute.

SUGGESTED READINGS:

- Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards pointing out the advantages of an interdisciplinary approach as students come in contact with field work and step into the shoes of critical observers of the remnants of the past and complex present conditions.

Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project should be a professionally written and referenced one, as well as creatively put together. The project has to be based on active field and library work and should reflect an analysis of primary source material and an engagement with secondary material.

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Defining Heritage, National and International legislation, Government departments, Conservation, Tangible and intangible heritage, Travel

Archives and Museums

Course Objective:

The aim of this course is to make students familiar with the structure and functioning of archives and museums with a view to understand how history is written. The special focus of the paper will be India and it will enlarge on the relationship between the reading, writing and interpretation of history and the preservation and display of its manuscripts, art objects and heritage. It will show how carefully archives and museums organise their materials to create particular interpretations of the past. The paper will be of particular value to those who are interested in seeking careers as archivists or working in museums, art galleries and keepers of private and public collections.

Learning Outcomes:

Upon completion of this course the student shall be able to:
- Examine these two repositories of history from close quarters.
- Discuss the role of Colonialism in the growth of Archives and Museums.
- Explain how the documents and artefacts are preserved and the difficulties faced in the process.
- Demonstrate the way in which museums are organised and managed.
- Examine the considerations which govern the way exhibitions in museums are managed.

Course Content:

Unit 1: The Archive:

   a. Early Manuscript Collections (Jain, Persian, Sitamau Library)
   b. Colonialism and collections
   c. National project and the archive
   d. Taxonomies and cataloguing
   e. Project work: learn the cataloguing system of your college library and compare with the catalogue of a major collection (see online catalogues of Ethe and Rieu).

Unit 2: The Museum

a. The colonial gaze
b. Artefacts
c. The post-colonial state and the museum – project work: National Museum and National Gallery of Modern Art

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit introduces students to the concept of Archive. It traces the history and nature of collections maintained since early times. It also deals with the impact of Colonial policies. The course examines the context for the establishment and maintenance of archives, and questions their purpose and institutions to manage it are examined. It also elaborates on the questions of access to the archival materials. Students will also be exposed to taxonomies and cataloguing. **(Teaching Time: 9 weeks Approx.)**

- Bhattacharya, Sabyasachi. (2018). A*rchiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947.*Delhi: OUP
- Kathpalia, Y. P. (1973). *Conservation and Restoration of Archive Material.* Paris: UNESCO 1973
- Singh, Kavita.(2003). "Museum is National: The Nation as Narrated by the National Museum New Delhi" in Geeti Sen, (ed.), *India: A National Culture.* Delhi: Sage.
- Carol Breckenridge. (1989). "Aesthetics and Politics of Colonial Collecting India at World Fairs", *Comparative Studies in Society and History*, vol. 31, No 2 April, pp. 195-216
- Ravindran, Jayaprabha. (2013). 'Liberalization of access policy and changing trends of research in the National Archives of India, 1947–2007', *Comma*, vol. 2013, Issue 2, pp. 103-19. (https://doi.org/10.3828/comma.2013.2.11)
- Aziz, Sana. (2017). 'The Colonisation of Knowledge and Politics of Preservation', *Economic and Political Weekly.* Vol. 52, No.16 pp.

Unit-II: This unit introduces students to the concept of Museum. It traces the history of collection of artefacts and subsequent display in Museums. It also deals with the impact of Colonial policies. This unit elaborates upon distinct characteristics of collection. This unit tells the way museum are organised or presented. It also examines the considerations which govern the way exhibitions in museums are organised. Unit also examine the ways in which collections and Museums have catered to national project.**(Teaching time: 5 weeks Approx.)**

- Guha-Thakurta, Tapati. (2004). *Objects, Histories: Institution of Art in Colonial India*, New York: Columbia University Press.
- Choudhary, R. D. (1988). *Museums of India and their Maladies.* Calcutta: Agam Prakashan.
- Aggarwal, O. P. (2006). *Essentials of Conservation and Restoration and Museology,* Delhi: Sundeep Prakashan.
- Nair, S. N. (2011). *Bio-Deterioration of Museum Materials,* Calcutta: Agam Prakashan
- Mathur, Saloni.(2000). "Living Ethnological Exhibits: The Case of 1886", *Cultural Anthropology,* Vol. 15 No. 4, pp 492-524
- Mathur, Saloni. (2007).*India by Design: Colonial History and Cultural Display.* Berkeley: University of California.

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards pointing out the advantages of an interdisciplinary approach as students come in contact with field work and step into the shoes of critical observers of the remnants of the past and complex present conditions.

Assessment methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project should be professionally written and referenced, as well as creatively put together. The project has to be based on active field and library work and should reflect an analysis of primary source material and an engagement with secondary material.

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Manuscripts, Collections, National Archives, Cataloguing, Artefacts, National Museum National Gallery of Modern Art

Skill Enhancement Paper III
Historian's Craft

Course Objective:

This course aims to familiarise students with what it means to historicize human activities. It seeks to equip students with an understanding of what historians do, i.e. exploring causation, contingency, understanding human experiences, comprehending factors affecting human life and its surroundings, identifying structuring social forces. It examines how historians choose a historical frame, contextualize, and use different social categories like class, caste, gender, race, region, religion when producing a historical narrative. The course also discusses how to locate a source for history writing, check the credibility of sources, and distinguish between different kinds of sources. By familiarising the students with the essential tools of historical analysis, the course shall enable them to examine primary sources and their application to address a historical issue, problem or interpretation.

Learning outcomes:

On successful completion of this course, the students shall be able to:
- 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 a social phenomenon and use a historical perspective to contextualize the concerned phenomenon, i.e. trace its changing nature / dynamics.
- 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 sources and assess their credibility in defining a historical development
- Demonstrate the ability to interpret sources, and to identify biases and blind spots in a historical narrative.

Contents

Unit 1: Historicizing Human Activities

Unit 2: The Historian's Craft

Unit 3: Sources and interpretations

Unit 4: Primary sources in application

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit shall explore the meaning of historical thinking/historical perspective. **(Teaching time: 2 weeks Approx.)**

- Schlabach, Gerald. *A Sense of History: Some Components*
- http://www.geraldschlabach.net/about/relationships/benedictine/courses/handout s/sense-of-history/
- Bloch, Marc. (1992). *The Historian's Craft*, Manchester University Press. Reprint ("Introduction", pp. 1-19).
- 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").
- Daniels, Robert V. (1981), *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.11-13 and 25-39.

Unit-II: This unit shall help students identify historical contexts, arguments, causation, facts and generalization. **(Teaching time: 3 weeks Approx.)**

- 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").
- Daniels, Robert V. (1981), *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.47-61.

Unit-III: This Unit shall introduce students to essential aspects about sources and their application; namely, differing sources, truth, bias, discourse, questions and analytical frameworks. **(Teaching time: 5 weeks Approx.)**

- Jordonova, Ludmilla. (2000). *History in Practice*, London/New York: Arnold and Oxford University Press Inc., pp.27-57, 92-112 and 184-193 (Ch.2, "Mapping the Discipline of History", Ch.4, "The Status of Historical Knowledge", and Ch.7, "Historians' Skills").
- Daniels, R. V. (1981). *Studying History: How and Why*. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, pp.76-97 and 104-110.
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch.4, "Using the Sources").

Unit-IV: This unit shall make students apply their understanding of historical analysis to examine sources from ancient, medieval, modern and contemporary time periods. [*Students are to choose from the list of sources given below and should examine any two sources.*] **(Teaching time: 4 weeks Approx.)**

- Buitenen, J.A.B. van. (Trans.) (1973). "Chapters 62 to 69 - Adi parvan." in *The Mahabharata –Volume 1, The Book of the Beginning*. Chicago: Chicago University Press; Johnson, W.J. (Trans.) (2001). "Acts 4, 5 and 6." *The Recognition of Śakuntala: A Play in Seven Acts; Śakuntala in the Mahabharata*. Oxford: Oxford University Press. With <u>secondary reading</u> Thapar, Romila. (1999), *Shakuntala: Texts, Readings, Histories*. New York: Columbia University Press, pp. 22-62.

- "Allahabad posthumous stone pillar inscription of Samudragupta." in Fleet, J.F. (Ed.). (1888). *Corpus Inscriptionum Indicarum Vol. III*. Calcutta: Superintendent of Government Printing, pp. 1-17. With <u>secondary reading:</u> Goyal, S.R. (1967). *History of the Imperial Guptas*. Allahabad: Central Book Depot (Chapter 2).

- "Section CCXXVIII to Section CCXXXI: Khandava-daha Parva." In *Mahabharata*. Available at https://www.sacred-texts.com/hin/m01/m01232.htm With <u>secondary reading:</u> Thapar, Romila. (2007). "Forests and Settlements, in Mahesh Rangarajan, (Ed.). *Environmental Issues in India*. New Delhi: Pearson, pp.33-41 (also available in Hindi translation). Zimmerman, F. (1987). *Jungle and the Aroma of Meats: An Ecological Theme in Hindu Medicine*. Berkeley: University of California Press ("Introduction").

- *Aṅgulimālasutta* of the *Majjhima Nikaya* in *The Collection of the Middle Length Sayings – Three Volumes*. Translated by I.B. Horner. (1957, 1996). Volume II. London: The Pali Text Society, pp. 284-292, n.86. With <u>secondary reading:</u> Brancaccio, P. (1999). "Aṅgulimāla or the Taming of the Forest." *East and West* 49 (1/4), pp. 105-118.

- "X 1-90." *Manusmriti*. Translated by G. Buhler. (1886). Oxford: Clarendon Press. pp. 401-421. With <u>secondary reading</u>: Sahu, B. P. (2009). "Brahmanical Conception of the Origin of Jatis: A Case Study of the Manusmrti" in B. D. Chattopadhyaya. (2009). *A Social History of Early India*. Delhi: Pearson Longman, pp. 43-53.

- See the Vijayanagara inscriptions in Rao, T.A. Gopinatha. (1915-16). "Triplicane Plates of Panta-Mailara, dated Saka-Samvat 1350, in the reign of Devaraya II", Vol 13, pp.1-11. See also online: https://ia801606.us.archive.org/9/items/in.ernet.dli.2015.56662/2015.56662.Epigraphia-Indica-Vol13.pdf – see pp.1-11 in this document. With <u>secondary</u>

reading: Wagoner, Philip. (1996). "Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara." *Journal of Asian Studies* 55 (4), pp. 851-80.

- Abu'l Fazl Allami. *Ain-i Akbari*. Translated by H.S. Jarrett. (1949, 2006). Vol. III. Delhi: Low Price Publications, pp. 1-11, with secondary reading: Ali, Athar. (1980). "Sulh-i Kul and the Religious Ideas of Akbar." in *Proceedings of Indian History Congress* 41, pp. 326-39, Kinra, Rajeev. "Handling Diversity with Absolute Civility: The Global Historical Legacy of Mughal *Ṣulh.-i Kull*", *The Medieval History Journal,* vol. 16, 2 (2013): 251–295

- Malik Muhammad Jaisi. *Padumawat*. Translated by V.S. Agrawal (2010). Allahabad: Lok Bharti Prakashan, pp. 508-556. With secondary reading: Sreenivasan, Ramya. (2007). *The Many Lives of a Rajput Queen: Heroic Pasts in India C. 1500–1900.* Washington: University of Washington Press (Ch.2, "Sufi Tale of Rajputs in Sixteenth century Avadh"); Saksena, Banarsi Prasad. (1992). "The Khaljis: Alauddin Khalji." in Mohammad Habib and Khaliq Ahmad Nizami, (Eds.). *A Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526).* Second edition. New Delhi: The Indian History Congress / People's Publishing House.

- Emmanuel-Joseph Sieyès (1789). *What is the Third Estate?* [Available at: https://pages.uoregon.edu/dluebke/301ModernEurope/Sieyes3dEstate.pdf]. With secondary reading: Bossenga, Gail. (1997), "Rights and Citizens in the Old Regime." *French Historical Studies* 20 (2), pp. 217-243.

- "The 1905 Revolution." in Gregory L. Freeze (1988). *Supplication to Revolution: A Documentary Social History of Imperial Russia.* Oxford University Press, pp. 274-285.

- The Azimgarh Proclamation (25 August 1857)." in Mukherjee, Rudrangshu. (2018). *The Year of Blood: Essays on the Revolt of 1857*. N.Y.: Routledge and Social Science Press, pp. 23-27. With secondary reading Mukherjee, Rudrangshu. (2018). *The Year of Blood: Essays on the Revolt of 1857*. N.Y.: Routledge and Social Science Press ("Introduction" and "The Azimgarh Proclamation and Some Questions on the Revolt of 1857 in the Northwestern Provinces").

- "The Personal Becomes Public: Dilliwalas and the Uprising." In Mahmood Farooqui (2010), (trans.). *Besieged: Voices from Delhi 1857*. New Delhi: Penguin Books/Viking.

- H. H. Risley. (1908). *The People of India*. Calcutta, London: Thacker, pp. xi-xxi; 5-17; 128-148; 178-213. With secondary reading Dirks, Nicholas. (2001). *Castes of Mind: The Enumeration of Caste: Anthropology as Colonial Rule.* New Jersey: Princeton University Press ("The Enumeration of Caste: Anthropology as Colonial Rule").

- "Mr. Dadabhai Naoroji at Walthamstow-'India must be bled'." (*Poverty and un-British Rule in India.* Available at: http://historydepartmentphilos.weebly.com/uploads/2/6/6/1/26612531/poverty_and_unbritish_rule_in_india_by_dadabai_nauroji.pdf. With <u>secondary reading</u> Chandra, Bipin. (2010), *The Rise and Growth of Economic Nationalism in India*, Har-Anand Publishers, revised edition.
- "Chapter 14: Statement in the Sessions Court" (Bhagat Singh's writings). In *Inquilab: Bhagat Singh on Religion and Revolution*. Irfan, Habib, S. (Ed.). (2018). Delhi: Yoda Press.
- "Chapters 2, 3 and 7." *Report of the Kanpur Riots Enquiry Committee, 1931*. Delhi: National Book Trust, pp. 19-52 and pp.123-140. With <u>secondary reading</u> Chandra, B. (2008). *Communalism in Modern India*. Delhi: Har-Anand, and Pandey, G. (1994). in David Arnold and David Hardiman, (ed.). *Subaltern Studies VIII: Essays in Honour of Ranajit Guha*. New Delhi: Oxford University Press, pp.195-203 ("Prose of Otherness").
- Begum Anis Kidwai. *Azadi kiChaon Mein*. Translated by Ayesha Kidwai. (2011). *In Freedom's Shade*. New Delhi: Penguin, pp. 19-34; 215-246 and pp. 281-296. With <u>secondary reading</u> Pandey, G. (1994). in David Arnold and David Hardiman, (eds.). *Subaltern Studies VIII: Essays in Honour of Ranajit Guha*. New Delhi: Oxford University Press, pp.213-221 ("Prose of Otherness").
- B.R. Ambedkar, *Twenty-Two Vows Administered on Conversion*. in Omvedt, Gail. (2003). *Buddhism in India: Challenging Brahmanism and Caste*. New Delhi: Sage Publications, pp. 261–262, with <u>secondary reading</u> Rodrigues, V. (Ed.). (2002). *The Essential Writings of B. R. Ambedkar*. New Delhi: Oxford University Press.
- Press note on the special camp in Kasturba Hospital, inaugurated on Dec. 26, 1975; Press note on the application of incentives to sterilization, Apr. 19, 1976; Office order on measures to be taken to ensure officers comply with sterilization laws, Apr. 15, 1976, with sterilization targets for Apr. 14 to 30, 1976; Request of sterilization certificate made to all Civil Line Municipal Corporation's eligible employees, Apr. 26, 1976, uploaded by John Dayal on <u>https://qz.com/india/296395/heres-proof-that-india-has-been-in-a-state-of-emergency-for-37-years/</u>. With <u>secondary reading</u>Tarlo, Emma. (2000). in Veronique Dupontet al, (eds.). *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar Publishers and Distributors, pp.75-94 ("Welcome to History: A Resettlement Colony in the Making"). (r) "Introduction". *Report of Justice Verma Committee, 2013*. Available at http://apneaap.org/wp-content/uploads/2012/10/Justice-Verma-Committee-Report.pdf. With <u>secondary reading</u>, i.e. Cagna, Paola and Nitya Rao. (2016). "Feminist Mobilisation for

Policy Change on Violence Against Women: Insights from Asia." *Gender and Development* 24 (2), pp. 277-290.

SUGGESTED READINGS:

- 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.
- 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").
- Kosambi, D.D. (2005). *Combined Methods in Indology and Other Writings*, compiled, edited and introduced by BrajadulalChattopadhyaya. New Delhi: Oxford University Press.
- 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").
- Smith, Bonnie G. (1998). *The Gender of History: Men, Women and Historical Practice*. Cambridge, M.A.: Harvard University Press, reprinted in Adam Budd. (Ed.). (2009). *The Modern Historiography Reader*. London and N.Y: Routledge, pp. 70-79, 81-87, 89-91 ("What is a Historian?").
- Topolski, Jerzy. (1976). *Methodology of History*, translated by OlgierdWojtasiewicz, 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 ("Historical Awareness", Ch.5, "The Themes of Mainstream History" and Ch.6, "Writing and Interpretation").

Teaching-Learning process:

The course will be taught through classroom lectures which will cover subjects on historical awareness, sense of the past, contours of the historical approach, varied nature of sources and categories/historical frames used by historians. These lectures shall be combined with group discussions on specific readings, screening of interviews of historians who explain how they began researching on/revisiting a particular issue/period/event, etc. Regular student presentations, short write-ups and a project shall be assigned on themes like myth and history; history and memory; the past *vs* study of the past, history as a social science; delineating sources that can be used for a historical inquiry on themes such as everyday life in a bustling city, an educational institution, labour migration, censorship and Indian cinema, the Aravallis, the Northern Ridge (Delhi), family heirloom, an industrial tragedy, Ghazipur landfill, refugee communities in Delhi, etc.; and experience with reading a primary source.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Student presentation/group discussion and two written submissions; one of which could be a project, will be used for final grading of the students. Students will be assessed on their ability to distinguish the historical perspective and explain important tools of historical analysis.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Historical Thinking, Perspectives, Facts, Historical Contexts, Interpretation of Sources, Discourses, Analysis

B.A. History Programme

1 Credit distribution for B.A. History Programme

CORE COURSE			
Semester	Course Code	Name of the Course	Credits
III		History of India c. 1200-1700	5+1
SEC PAPERS			
III SEC I		Heritage and Tourism **Or**	4
		Introduction to Art in the Indian Subcontinent	

2. BA Program Semester-wise Distribution of Courses

Semester	Core Courses	Discipline Selective Courses	GE	SEC	Ability Enhancement Courses
3	History of India c. 1200-1700			Choice of SEC I papers	
	Second Discipline				
	English/ Hindi/MIL-II **In Lieu of MIL:** Histories of Inequalities				

Core Course III

History of India, c. 1200-1700

Course Objective:

This course provides an analytical study of the history of India from 1200 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 Delhi Sultanate, the Mughal state, Vijayanagara and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies the course also underlines the inter-connectedness of the subcontinental region in its transition to the Early Modern period.

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 seventeenth 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.

Course Outline:

Unit I. Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15th century: Expansion; *Iqta* system; administrative reforms; nobility

Unit II. Regional political formations: Vijayanagara

Unit III. Foundation, expansion and consolidation of the Mughal State, c.16th to 17th century: Expansion and consolidation; Rajputs; *Mansabdari* and *Jagirdari*; imperial ideology; reassessing Aurangzeb

Unit IV. 17th century transitions: Marathas; Sikhs

Unit V. Art and architecture in medieval India: Qutb complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal miniature painting

Unit VI. Society, culture and religion: Bhakti -- Kabir and Mira Bai; Sufism – Nizamuddin Auliya and Sufism in popular literature from the Deccan: *Chakki-Nama* and *Charkha-Nama*.

Unit VII. Economy and integrated patterns of exchange: Rural and urban linkages; maritime trade and non-agrarian production

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit would have taught students about the politics, political economy and administrative transitions under the various Sultanate regimes. **(Teaching Time: 3 weeks approx.)**

- Jackson, P. (2003). *The Delhi Sultanate: A Political and Military History.* Cambridge: Cambridge University Press.
- Ray Chaudhuri, T and I. Habib (Ed.). (1982). *The Cambridge Economic History of India, Vol.1: c1200-1750.* Delhi: Orient Longman, pp. 45-101.
- Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan.* Delhi: Rajkamal.
- Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat,* 7 volumes. Delhi; Rajkamal.
- Verma, H.C. (ed.). (2003). *Madhyakalin Bharat, Bhag 1&2,* Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
- 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.

Unit II: This unit introduces students to recent historiography on the politics, society and economy of the Vijayanagara state. While learning about the historical details of the Vijayanagara state they will also be introduced to the role of rituals and cultural representations in the reproduction of power in the Vijayanagara state. **(Teaching Time: 2 weeks 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.

Unit III: This unit will teach students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed and also to the various historiographical debates on Aurangzeb. **(Teaching Time: 3 weeks 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.
- Ray Chaudhuri, 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 Blackswan.
- Habib, I. (Ed.). (1997). *Akbar and his India*, Delhi: Oxford University Press.
- Habib. I. (Ed.). (2016). *Akbar aur Tatkalin Bharat*, Delhi: Rajkamal Prakashan Samuh.
- Verma, H.C. (Ed.). (2003). *Madhyakalin Bharat, Bhag 1&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.
- Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.
- 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.

Unit IV: In this unit students will learn about the emerging political formations in the Deccan and the Punjab plains. 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: 2 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: 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 V: This unit introduces students to the architectural and painting traditions in the medieval period. The student will learn the political and artistic contributions of patrons, painters, architects and artisans in the development of artistic representations of this period. This will be achieved through a series of case studies of a mosque (the Qutb Complex), imperial cities (Fatehpur Sikri and Hampi) and Mughal miniature paintings. **(Teaching Time: 2 weeks approx.)**

- Asher, Catherine B. (1992). *The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4*, Cambridge: Cambridge University Press, pp. 39-98 (Ch.3, "The Age of Akbar")
- Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Delhi: Oxford University Press. pp. 1-11 & 130-162.
- 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 VI: This unit would have taught students about the cultural traditions in the medieval period with special reference to Kabir and Mirabai, and Nizam al-Din Auliya and popular mystic literature from the South. **(Teaching Time: 2 weeks approx.)**

- Charlotte Vaudeville. (2007). *A Weaver named Kabir.* Delhi: Oxford University Press.
- Schomer, Karine and W.H. McLeod. (Eds.). (1987). *The Sants Studies in Devotional Traditions in India*. Delhi, Motilal Banarasidas.
- 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.
- 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.)
- Digby, Simon. (1986). "The Sufi Shaikh as a Source of Authority in Medieval India". *Purusartha (Islam and Society in Medieval India)* vol. 9, pp. 57-77.
- 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.)
- 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.

Unit VII: Students will learn about the gradual integration of agricultural and artisanal productionin this unit. The establishment of circuits of exchange gradually tied rural, qasbah and city production, a process that will be charte from the medieval into the early modern period. They will also be expected to develop an understanding of the Indian Ocean trade and its impact on South Asian economy. **(Teaching Time: 2 weeks approx.)**

- Ray Chaudhuri, 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 Blackswan
- 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.

Suggested 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.
- Chandra, S. (2004). *Medieval India: From Sultanate to the Mughals, Part 1&2*. Delhi: Haranand Publications.

- Chandra, S. (2004). *Madhyakalin Bharat: Sultanate se Mughal tak*, Bhag 1& 2. 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.
- 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*. 7 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.
- 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.
- Lefèvre, Corinne. (2007). "Recovering a Missing Voice from Mughal India: The Imperial Discourse of Jahāngīr (r. 1605-1627) in His Memoirs", *Journal of the Economic and Social History of the Orient* vol. 50 no.4, pp. 452- 489
- Moosvi, Shireen. (1987). *The Economy of the Mughal Empire.* Delhi: Oxford University Press.

- Orsini Francesca and Samira Sheikh (Eds.). (2014). *After Timur Left: Culture and Circulation in fifteenth century North India.* 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.
- Verghese, Anila. (2002). *Hampi.* Delhi: Oxford University Press.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings shall be the format. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall focus on tracing broad historical trends so that the students develop an overview of the Indian subcontinent during the time period under study. Given that the students are also pursuing another discipline, the process shall consistently emphasize what is meant by the historical approach and delineate the contributions/importance of historical analysis. With an expanding exposure to historical view points, the BA Programme student shall increasingly imbibe an interdisciplinary approach.

Assessment Methods:

Students will be assessed on the basis of their analytical answers, critical understanding of historical debates and class room comprehension as well as readings. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Delhi Sultanate, *Iqta* System, Nobility, Gujarat Sultanate, Vijayanagara, Mughal State, Mansabdari, Jagirdari, Imperial Ideology, Marathas, Sikhs, Architecture, Miniature Painting, Bhakti, Sufism, Agrarian Economy, Maritime Trade

Heritage and Tourism

Course Objectives:

The objective of this course is to enable the students to understand the social, historic, scientific, aesthetic and economic values that are inherent in a cultural heritage. The template is set with practices of visual representation in colonial India and the institutionalizing of colonial archaeology. In the last quarter of the 19th century, Indian artefacts get museumized with the coming of exhibitions, fairs, collections, setting up of museums and botanical gardens. This making of Indian heritage through the rhetoric of spectacle in the colonial period forms part of the first unit. Moving to the contemporary times, to make the course more conducive to employment opportunities, present day practices of marketing heritage are explored in the next unit. Religious tourism, commercialization of nature tourism, nostalgia tourism and the lived experience of heritage walks as cultural representations are studied here. While there are obvious advantages of Tourism as being economically viable, the last unit deals with the impact of overkill tourism practices. Case studies of three different socio-ecological spaces, as also issues of conservation of heritage sites, making a case for sustainable tourism, are studied in the last unit. The objective of the course, strengthened with project work and field trips, is to equip the students to appreciate the nature of industries associated with heritage and tourism.

Learning Outcomes:

Upon successful completion of course students will have knowledge and skills to:
- Enhance his/her ability to discern the nature of the cultural heritage of the nation.
- Contextualise his/her country's history of heritage representation, to effectively comprehend the present.
- Draw inference from different aspects of tourism, its varieties and be sensitive to the impact of overkill tourism in different geographical areas with specific local sensibilities, thus making a case for sustainable tourism.
- Equip himself / herself with theoretical knowledge of heritage and tourism.

Course Content:

Unit I: Constitution of heritage in colonial India

Institutionalization and commodification of Indian art and architecture: collections, exhibitions, museums and monumentalization – case study of the Great Exhibition, London; Kew Gardens, London; Indian Museum, Kolkata; Tranquebar; guide books and travel literature.

Unit II: Tourism: marketing heritage
  a. Religious Tourism: Case studies of Kashi, Sarnath, Ajmer Sharif, Amritsar, Bom Jesus Cathedral of old Goa
  b. Memory and tourism: Raj nostalgia, Indian diaspora's search for roots
  c. Ecotourism: commercialising nature
  d. Exhibiting culture: handicrafts, heritage walks and tours, palaces, heritage festivals

Unit III: Sustainable Tourism
  a. Interface with local sensibilities: case study of Agra, Simla, Goa
  b. Conservation of Heritage: Humayun's Tomb, Ajanta Caves

Unit IV: Field trips/Project work: Some suggestions:
  a. Field Trips to Mathura Museum, National Museum, National Gallery of Modern Art, Rail Museum, Sulabh International Museum of Toilets, National Craft Museum, galleries, exhibitions
  b. Heritage walks/trails to monuments and sites
  c. Visit to light and sound shows and live performances at monuments, sites
  d. Documenting the impact of tourism on heritage sites and local communities
  e. Making a report on the ongoing conservation projects of various sites by the ASI, Aga Khan Trust for Culture, INTACH and other community and private organizations
  f. Food tourism etc.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit explains institutionalization and commodification of Indian art and architecture during colonial period. In what ways collections, exhibitions, Museums etc. were institutionalised during British India to Constitute Heritage. **(Teaching Time: 5 Weeks Approx.)**

- Breckenridge, Carol A. (1989). "The Aesthetics and Politics of Colonial Collecting: India at World fairs". *Comparative Studies in Society and History* vol. 31 no.2, pp. 195-216.
- Brockway, Lucile H. (1979). "Science and Colonial Expansion: The Role of the British Royal Botanic Gardens". *American Ethnologist* vol. 6 no.3, pp. 449-65.

- Guha-Thakurta, Tapati, (2004). "The Museum in the Colony: Collecting, Conserving, Classifying." in *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*. Ranikhet: Permanent Black, pp. 43-82.
- Fihl, Esther. (2017). "Collections at the National Museum of Denmark." in Esther Fihl (ed.). *Intercultural Heritage and Historical Identities: Cultural Exchange on the Coromandel Coast of India*.Copenhagen: The National Museum of Denmark, pp. 17-32.
- Mackenzie, John M. (2005). "Empires of Travel: British Guidebooks and Cultural Imperialism in the 19th and 20th centuries." in John K. Walton, (ed.). *Histories of Tourism: Representation, Identity and Conflict.* Buffalo, Toronto: Channel View Publications, pp. 19-38.

Unit II: This unit will examine marketing of heritage as a tourism product. It will examine case study of religious tourism, ecotourism and cultural practices. **(Teaching Time: 5 Weeks Approx.)**

- Bandyopadhyay, Rumki and Kushagra Rajendra. (2018). "Religious Tourism: The Beginning of a New Era with Special Reference to India." in Shin Yesuda, Razaq Raj and Kevin Griffin (eds.). *Religious Tourism in Asia: Tradition and Change through Case Studies and Narratives*. Boston: CABI Publishing, pp. 67-76 (Chapter 8).
- Majumdar, Nandini. (2014). *Banaras: Walks through India's Sacred City*. New Delhi: Roli Books.
- Kejriwal, Om Prakash (Ed.). (2010). *Kashi Nagari Ek: Roop Anek*. New Delhi: Publication Division, Govt. of India.
- Sanyal, Usha. (2007). "Tourists, Pilgrims and Saints: The Shrine of Mu'in al-Din Chishti of Ajmer." in Carol Henderson and Maxine Weisgrau (Eds.). *Raj Rhapsodies: Tourism, Heritage and the Seduction of History.* Hampshire: Ashgate, pp. 183-202; (Ashgate e-book.)
- Kalra, Vikram. (2005). *Amritsar: The City of Spirituality and Valour.* New Delhi: INTACH.
- Rajagopalan, S. (1975). *Old Goa*. New Delhi: Archaeological Survey of India.
- Bandyopadhyay, Ranjan. (2012). "'Raj Revival' Tourism: Consuming Imperial/ Colonial Nostalgia". *Annals of Tourism Research* vol. 39 no.3, pp. 1718-1722.
- Seshadri, Swathi. (2012). "Missing the Woods for the Trees?"*Economic and Political Weekly* vol. 47 no.36, pp. 12-14.
- Karanth K. Ullas and Krithi K. Karanth. (2012). 'A Tiger in the Drawing Room: Can Luxury Tourism Benefit Wildlife?' *Economic and Political Weekly* vol. 47 no.38, pp. 38-43.

Unit III: This unit deals with questions of guest-host relationships and its'' impact on tourism potential. It also examines important concerns of conservation concerning heritage sites -- natural as well as manmade. **(Teaching Time: 6 Weeks Approx.)**

- Chakravarty, Surajit and Clara Irazabal. (2011). "Golden Geese or White Elephants? The Paradoxes of World Heritage Sites and Community-based Tourism Development in Agra, India."*Community Development: Journal of the Community Development Society* vol. 42 no.3, pp. 359-76.
- Batra, Adarsh. (2002). "A Case Study of Major Issues and Sustainable Solutions to Mountain Tourism in the Capital of Himachal Pradesh, Eternal India."*Anatolia: An International Journal of Tourism and Hospitality Research* vol. 3 no.2, pp. 213-20.
- Pal, Anil and B. K. Pal. (2016) "Tourism and its impact on Socio-Economic Life of Simla District, Himachal Pradesh."*Essence: International Journal for Environmental Rehabilitation and Conservation.* Vol.VII no.2, pp. 1-16.
- Anon, (1994). "Simla losing its Charm."*India Green File*.
- Noronha, Frederick. (1997). "Goa: Fighting the Bane of Tourism". *Economic and Political Weekly* vol. 32 no.51, pp. 3253-56.
- Routledge, Paul. (2000). "Consuming Goa: Tourist Site as Dispensable Space". *Economic and Political Weekly* vol. 35 no.30, pp. 2647-56.
- For Humayun's Tomb conservation by the Agha Khan Trust for Culture: https://www.akdn.org/sites/akdn/files/media/publications/2013_09_-_aktc_-_india_-_humayun_tomb_conservation.pdf
- For Ajanta conservation: https://www.jica.go.jp/english/our_work/evaluation/oda_loan/post/2007/pdf/project28_full.pdf
http://ajantacaves.com/Howtoreach/Conservation/
https://frontline.thehindu.com/static/html/fl1523/15230650.htm

Suggested Readings
- Bandyopadhyay, Ranjan. (2018). "Longing for the British Raj: Imperial/colonial nostalgia and tourism." *Hospitality & Society* vol. 8 no.3, pp. 253-71.
- Jafa, Navina. (2012). *Performing Heritage: Art of Exhibit Walks.* New Delhi: Sage Publications (See "Introduction", pp. xxi-xxix.).
- Pubby, Vipin. (1988). *Simla Then and Now.* New Delhi:Indus Publishing Co.
- Thapar, Romila. (2018). *Indian Cultures as Heritage: Contemporary Pasts.* New Delhi: Aleph Book Company.

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work.

Keywords:

Institutionalization of Indian Art, Colonial Knowledge, Kew Gardens London, India Museum, Colonial Heritage – Tranquebar & Kolkata, Religious Kashi, Ajmer, Amritsar, Sarnath, Tourism, Nostalgia, Handicrafts, Heritage Walks, Conservation.

SEC II
Introduction to Art in the Indian Subcontinent

Course Objective:

The paper provides a glimpse of the art of India from ancient to contemporary times. Starting with a historiographical enquiry of Indian art, it tries to touch upon the broader aspects and examples of sculpture (stone, metal and terracotta), architecture (temples, mosques, mausoleums and forts) and paintings (ancient to contemporary). The purpose of the paper is to familiarize the students with the basic features of the various art forms of India with the details of representative examples to enhance their skills. This course will familiarize the students with the nuances of various aspects of art like sculpture, architecture and paintings. This will help them in understanding various forms of art and art appreciation.

Learning Outcome:

Upon successful completion of course students shall be able to:

- Identify the diversity of Indian art including sculpture, architecture and paintings cutting across time and space.
- Examine the development in architecture in India with reference to temples, mosques, forts and colonial buildings. The ideological underpinning of architecture is also introduced.
- Explain the traditions of painting in India with reference to Mural, miniature; Mughal and Rajputs.
- Demonstrate the major trends in painting during the national movement and in contemporary India.
- Outline the nuances and intricacies of various forms of art.

Course Content:

Unit I: Indian Art; historiographical issues
Unit II: Sculpture
  (a) Stone: Gandhara and Mathura
  (b) Metal: Chola Bronzes
  (c) Terracotta: Contemporary
Unit III: Architecture
  (a) Evolution of Temples
    (i) Nagar: Sun Temple, Konark
    (ii) Dravida: Nataraja Temple, Chidambaram
  (b) Mosques and Mausoleums

(i) Quwwat al-Islam mosque, Delhi

(ii)Taj Mahal, Agra

(c) Forts

(i) Kumbhalgarh Fort

(d) Colonial

(i) Rashtrapati Bhawan, Delhi

(ii) Victoria Terminus, Mumbai

Unit IV: Painting

(a) Mural Tradition: Ajanta

(b) Miniature Tradition: Mughal and Rajput

(c) Nationalist Tradition: Bengal School

(d) Contemporary Tradition: Calendar Art

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces student to the historiographical issues related to the study of Indian Art. The focus of this Unit is how the study of Indian art has changed over a period of time. **(Teaching Time: 2 Weeks Approx.)**

- Dhar, P. P. (Ed). (2011). *Indian Art History: Changing Perspectives*. New Delhi: DK.
- Mitter, Partha. (2001). *Indian Art*. Oxford: Oxford University Press..
- Huntington, Susan L. (1985). *The Art of Ancient India: Hindu, Buddhist, Jain*. New York: Weather Hill.

Unit II: This unit examines historical development in the evolution of sculpture with special reference to stone, metal and terracotta. **(Teaching Time: 4 Weeks Approx.)**

- Banerjea, J. N. (1975). *The Development of Hindu Iconography*. New Delhi: Munshi Ram Manohar Lal.
- Dehejia, Vidya et al. (2007). *Chola: Sacred Bronzes of Southern India*. London: Royal Academy.
- Huyler, Stephen P. (1996). *Gifts of Earth; Terracottas & Clay Sculptures of India*. New Delhi: IGNCA.

Unit III: This unit examines development in architecture in India with reference to temples, mosques, forts and colonial buildings. The ideological underpinning of architecture is also introduced. **(Teaching Time: 6 Weeks Approx.)**

- Brown, Percy. (1942). *Indian Architecture (Buddhist and Hindu period).* Delhi: CBS Publishers. (Reprint, 2005).
- Brown, Percy. (1942). *Indian Architecture (Islamic period).* Bombay: D. B. Taraporevala Sons & Co.
- Thiagrajan, K. (2009). *Meenakshi Temple, Madurai.* Madurai: MSTRC.
- Behera, K. S. (2005). *Konark. The Black Pagoda.* Delhi: Publication Division.
- Tejwani, Amit. (2017). *Wonderful India Kumbhalgarh, The Majestic.* Chennai: Notion.
- Prasad, H. Y. Sharada. (1992). *Rashtrapati Bhawan: The Story of President's House*. New Delhi: Publication Division.
- Rahul Mehrotra et al. (2006). *A City Icon; Victoria Terminus Bombay.* Bombay: Eminence Designs.
- Krishnadeva. (2011). *Uttar Bharat ke Mandir.* Delhi: NBT.
- Shrinivashan,K. R. (2005). *Dakshin Bharat ke Mandir.* Delhi: NBT.

Unit IV: This unit deals with the traditions of painting in India with reference to Mural, miniature; Mughal and Rajputs. It also examines the major trends in painting during the national movement and in contemporary India. **(Teaching Time: 4 Weeks Approx.)**

- Jamkhedkar, A. P. (2008). *Ajanta; Monumental Legacy*. New Delhi: OUP.
- Verma, Som Prakash. (2009). *Aspects of Mughal Painting; Expressions and Impressions.* Volume 1. New Delhi: Abhinav Publications.
- Beach, M.C. (1982). *The New Cambridge History of India: Mughal and Rajput Painting*. Delhi: Cambridge University Press.
- Uberoi, Patricia. (2002-03). "Chicks, Kids and Couples: the nation in calendar art". *India International Centre Quarterly* vol. 29 no.3-4, pp. 197-210.
- Uberoi, Patricia. (1990). "Feminine Identity and National Ethos in Indian Calendar Art". *Economic and Political Weekly* vol. 25 no.17, pp. 41-48.

Suggested Readings:

- Coomaraswamy, Ananda K. (1927). *History of Indian and Indonesian Art.* New York: Dover Publications.
- Gupta, S. P. & Shashi P. Asthana. (2002). *Elements of Indian Art.* Delhi: D. K. Printworld.
- Meister, Michael W. and M. A. Dhaky. (Eds.). (1983). *Encyclopaedia of Indian Temple Architecture, South India: Lower Dravidadesa 200 BC-AD 1324.* New Delhi: American Institute of Indian Studies.

- Meister, Michael W. et al. (Eds.). (1988) *Encyclopaedia of Indian Temple Architecture, North India: Foundations of North Indian Style c. 250 BC-AD 1100*, Volume 2, Part 1. Delhi: American Institute of Indian Studies.
- Mitter, Partha. (1994). *Art and Nationalism in Colonial India 1850-1922; Occidental Orientations*. Cambridge: Cambridge University Press.
- Pandya, Yatin. (2005). *Concepts of Space in Traditional Indian Architecture*. Ahmedabad: Granth Corporation.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Historiographical issues, Art, Sculpture, Architecture, Painting, temples, Mosques, forts

COURSE IN LIEU OF MIL (SEMESTER III/IV)
Also offered to students of B.Com. programme

Histories of Inequalities

Course Objective:

The object of the course is to introduce students to the ways historians and sociologists study questions of inequality and difference. Since these concepts have been very critically examined by sociologists and historians, the course carries a blend of readings that reflects both disciplines.

Learning Outcome: Upon successful completion of course, students will be able to:
- Outline how hierarchies and inequalities are a part of their histories and everyday experiences.
- Explain the contexts that produce these inequalities.
- Identify the importance of social justice.
- They learn the difficulty in studying the impoverished and the disadvanted.
- Delineate the problems associated with the hegemonic historical narratives which are circulated by the elites.

Course Content:

Unit I: **Caste: *Varna* and *Jati***
Unit II: **Gender and the household**
Unit III: **Untouchability**
Unit IV: **Tribes and forest dwellers**
Unit V: **Equality and the Indian constitution**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-1: This unit examines meaning and definition of inequality along with types of inequality. It is explored by examining Caste, Varna, Race, Gender, Occupation, and Religion. **(Teaching Time: 3 Weeks approx.)**

- Jaiswal, Suvira. (1998). *Caste: Origins, functions and dimensions of change*. Delhi: Manohar, pp. 1-25.

- Metcalf, Thomas. (2005). *Ideology of the Raj*, *The New Cambridge History of India*, Vol.-III. Part 4. Cambridge: Cambridge University Press, pp. 66-112 & 113-159.
- Singh, Upinder. (2014). "Varna and Jati in Ancient India." in, Kesavan Veluthat and D R Davis, (ed.). *Irreverent History: Essays for M.G.S. Narayanan*. Delhi: Primus, pp. 205- 14.

Unit-2: This unit will exemplify how gender identities constitute one of the most prevalent forms of inequalities. These are most fervently enforced and reinforced in the household. **(Teaching Time: 3 Weeks approx.)**

- Chakravarti, Uma. (2006). "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State." in *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Delhi: Tulika, pp. 138-55.
- Gupta, Charu. (2001). "Mapping the Domestic Domain." in *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*. Delhi: Permanent Black, pp.123-95.

Unit-3: This unit examines extreme form f social exclusion known as Untouchability. It also examines differentiation in terms of regional variations, cultural practices and communities' rituals. **(Teaching Time: 3 Weeks approx.)**

- Jha, Vivekanand. (1973). "Stages in the History of Untouchables". *Indian Historical Review* vol. 2 no.1, pp 14-31.
- Rodrigues, V. (ed.). (2005). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, pp. 1-44.

Unit-4: Through the case study of forest dwellers and tribes this unit examines the ways in which dominant social structures continue to use social distancing and exclusion to reinforce their hegemony.
(Teaching Time: 3 Weeks approx.)

- Singh, Chetan. (1988). "Conformity and Conflict: Tribes and the 'agrarian system' of Mughal India." *Indian Economic and Social History Review* vol. 23 no.2, pp. 319-340.
- Singh, K.S. (1978). "Colonial transformation of Tribal Society in Middle India." *Economic and Political Weekly* vol. 13 no.30, pp. 1221-32.

Unit-5: Indian Constitution envisaged a society based on social and political equality and enacted several acts to achieve this objective. This unit evaluates the functioning of constitutional provision and their stated objectives. **(Teaching Time: 4 Weeks approx.)**

- Austin, Granville. (2011). *Working a Democratic Constitution: The Indian Experience*. New York: Oxford University Press. (Introduction).
- Galanter, Marc. (1997). "Pursuing Equality: An Assessment of India's Policy of Compensatory Discrimination for Disadvantaged Groups." in Sudipta Kaviraj, (ed.). *Politics in India*. New Delhi: Oxford University Press, pp. 187-99.

Suggested Readings:
- Banerjee-Dube, Ishita. (ed.). (2008). "Introduction - Questions of Caste." in *Caste in History*. New Delhi: OUP, pp xv- lxii.
- Chaube, Shibani Kinkar. (2009). *The Making and Working of the Indian Constitution*. Delhi: National Book Trust, pp 1-67.
- Ghure, G S. (2008). "Caste and British Rule." in Ishita Banerjee-Dube, (ed.). *Caste in History*. New Delhi: Oxford University Press, pp. 39-45.
- Kumar, Vivek. (2014). "Dalit Studies: Continuities and Change." in Yogender Singh, (ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press. Pp.19-52
- Risley, H.H. (2008). "Caste and Nationality", in Ishita Banerjee-Dube, (ed.) *Caste in History*. New Delhi: Oxford University Press, pp. 70-75.
- Sethi, Raj Mohini. (2014). "Sociology of Gender: Some Reflections." in Y Singh, (ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: OUP, pp. 106-157.
- Singh, Yogender. (1977). "Sociology of Social Stratification." *Social Stratification and Change in India*. Delhi: Manohar, pp.1-90.
- Xaxa V. (2014). "Sociology of Tribes." in Y Singh. (ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press. Pp. 53-105

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments and phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like

documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Caste, Gender, Untouchability, Tribes Equality, inequality, silencing.

दिल्लीविश्वविद्यालय
UNIVERSITY OF DELHI

B.A. History Programme

(Effective from Academic Year 2019-20)

Revised Syllabus as   **approved by**

Academic Council

Date: No:

Executive Council

Date: No:

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

List of Contents

History of India, c. 1700-1950

Course Objectives:

This paper provides a thematically arranged overview of the history of India from the beginning of the eighteenth-century to the making of the republic in 1950. The first two units examine the British colonial expansion in the eighteenth-century and proceed to discuss the consolidation of the colonial state power in the political settings of nineteenth-century India. The third unit critically situates the links between land revenue administration, export-oriented commercialisation of agricultural production and deindustrialisation and the rampant famine in colonial India. With a long-term perspective on the ideological, institutional and political formations, the last four units introduce the major tendencies in the anti-colonial nationalist and popular movements in colonial and immediate post-colonial India.

Learning Outcomes:

After the successful completion of this Course, the students will be able to:
- Trace the British colonial expansion in the political contexts of eighteenth-century India and the gradual consolidation of the colonial state power in the nineteenth century.
- Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, commercialisation of agricultural production, trade policies and deindustrialisation.
- Delineate and explain the ideological, institutional, and political formations of the anti-colonial nationalist movement.
- Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.

Course content:

Unit I.	**India in the 18th century-** Background and Debates
Unit II.	**Expansion and consolidation of British power:** Special reference to Bengal, Mysore, Maratha and Punjab
Unit III.	**Making of the British Colonial Economy:**
	[a] Land revenue settlements;
	[b] Commercialisation of agriculture;
	[c] Deindustrialisation;
	[d] Drain of wealth
Unit IV.	**The Revolt of 1857:** Causes, nature and consequences
Unit V	**Social and Religious Reform Movements in Colonial India:**
	[a] Overview of reformist and revivalist movements in the 19th century;

[b] Caste Movements (Phule, Sree Narayan Guru, Ambedkar);

[c] Peasant and tribal movements: an overview

Unit VI.   **Growth of the National Movement, 1858-1947:**

[a] Early nationalism and foundation of the Indian National Congress;

[b] A critique of colonialism (moderates, extremists and militant nationalists);

[c] Mahatma Gandhi and mass nationalism: Non-cooperation, Civil Disobedience, and Quit India movements; relationship between the masses and leaders

Unit VII.   **Development of Communalism and the Partition of India:**

[a] An overview of the growth of communalism;

[b] Towards Freedom and Partition

Unit VIII.   **Independent India:** Making of the Constitution: The evolution of the Constitution and its Main Provisions; basic features of the Constitution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. **(Teaching Time: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 1-138.
- 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, pp. 38-69.
- Lakshmi Subramanian. (2010). *History of India, 1707-1857*. Hyderabad: Orient Blackswan, pp. 1-98.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 2-79.
- बंद्योपाध्याय, सेखर. (2012).प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर॰एल. (Ed). (1987). आधुनिकभारतकाइतिहास, Delhi: हिन्दीमाध्यमकार्यानवयनिदेशालय, pp. 1-44.

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: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004) *From Plassey to Partition*. Delhi: Orient Longman, pp. 1-65.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge, pp. 20-53.

अध्यक्ष / Head
...istory
... / Delhi-11000?

- Chaudhary, Latika et al. (Eds.). (2016). *A New Economic History of Colonial India*. London: Routledge, pp. 33-51.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*. Hyderabad: Orient Longman, pp. 39-125.
- ग्रोवर, बी. एल. (1995). आधुनिकभारतकाइतिहास. New Delhi: S. Chand & Co.
- बंद्योपाध्याय, सेखर. (2012).प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.

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: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 82-138.
- Dutt, R.P. (1986). *India Today*. Calcutta: Manisha, pp. 21-96.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge, pp. 264-314.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press, pp. 53-69.
- Chaudhary, Latika (et. al. eds.). (2016). *A New Economic History of Colonial India*. London: Routledge, pp. 52-66.
- Sarkar, Sumit. 2014. *Modern Times: India 1880s-1950s: Environment, Economy and Culture*. Ranikhet: Permanent Black, pp. 106-216.
- भट्टाचार्य, सब्यसाची (2008).आधुनिकभारतकाआर्थिकइतिहास. दिल्ली: राजकमल.
- बंद्योपाध्याय, सेखर. (2012).प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर॰एल, (ed.). (1987). आधुनिकभारतकाइतिहास Delhi: हिन्दीमाध्यमकार्यान्वयनिदेशालय, pp. 92-95 and 104-178.

Unit IV. This unit elaborates the various aspects of the Revolt of 1857 and understand its impact on colonial rule and the Indian society. **(Teaching Time: 1 week approx.)**

- Bandyopadhyay, Sekhar (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 169-183.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge, pp. 264-314, 55-62.
- Pati, Biswamoy. (Ed.). (2007). *The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities*. London: Routledge, pp. 1-15; 111-128.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press, pp. 70-77.

अध्यक्ष / Head
इतिहास विभाग
Department of History
University / Delhi
दिल्ली-110007 / Delhi-110007

- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan, pp. 93-126.
- बंद्योपाध्याय, सेखर. (2012). प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर॰एल, (Ed). (1987) आधुनिकभारतकाइतिहास.Delhi: हिन्दीमाध्यमकार्यानवयनिदेशालय, pp. 238-280.

Unit V. This unit discusses the social and religious reform movements and early rural insurgency in colonial India as a response to British colonialism. **(Teaching Time: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 139-168; 342-47; 353-356.
- Joshi, V.C. (1975). *Rammohun Roy and the process of modernization in India*. Delhi: Vikas. relevant chapters.
- 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, pp. 3-14; 105-134.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 346-360.
- बंद्योपाध्याय, सेखर. (2012). प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Delhi: Orient Longman, relevant chapters.
- शुक्ल, आर॰एल. (Ed.). (1987). आधुनिकभारतकाइतिहास (हिन्दीमाध्यमकार्यानवयनिदेशालय. Delhi: Delhi University, pp. 190-212.

Unit VI. This unit explores the long-term development of institutions, ideologies and different groups and individuals that shaped the political fields of the anti-colonial nationalist movement in the nineteenth and twentieth centuries. **(Teaching Time: 2 weeks approx.)**

- Sarkar, Sumit. (1983). *Modern India 1885-1947*. Delhi: Macmillan, pp. 37-298.
- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 279-404.
- Chandra, Bipan. (1989). *India's Struggle for Independence*. Delhi: Penguin, pp. 170-310.
- Pandey, Gyanendra. (2002). *The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization*. New Delhi: Anthem Press (Second edition). ("Introduction" and Ch.4).
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press, pp. 86-101.
- Amin, Shahid. (1984). "Gandhi as Mahatma: Gorakhpur District, Eastern UP, 1921-22." in Ranajit Guha, (Ed.). *Subaltern Studies III*. Delhi: OUP, pp. 1-61.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 260-302.

- सरकार, सुमित (2009). आधुनिकभारत. Delhi: राजकमल, relevant chapters.
- बंद्योपाध्याय, सेखर (2012). प्लासीसेविभाजनतक : आधुनिकभारतकाइतिहास. Delhi: Orient Longman, relevant chapters.

Unit VII. This unit critically situates the political and social contexts that led to communal mobilization and its impact on the sub-continent's social and political fabric. **(Teaching Time: 2 weeks approx.)**

- Sarkar, Sumit. (1983). *Modern India 1885-1947,* Delhi: Macmillan, pp. 355-390 (relevant sections)
- Pandey, Gyanendra. (1990). *The Construction of Communalism in Colonial North India.* Delhi: Oxford University Press, pp. 1-22.
- Chandra, Bipan.(2008). *Communalism in Modern India.* New Delhi: Har Anand, pp. 50-96; 238-324 (all other chapters and relevant as suggested reading).
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy.* New Delhi: OUP, pp. 135-156.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India.* Hyderabad: Orient Longman, pp. 257-302.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), *Perspectives of Modern Indian History.* Mumbai: Popular Prakashan, pp. 223-258.
- सरकार, सुमित (2009) आधुनिकभारत. Delhi: राजकमल, relevant chapters.

Unit VIII. This unit situates the process of making the constitution as an attempt to decolonize Indian society and its political practices. **(Teaching Time: 2 weeks approx.)**

- Chandra, Bipan. (2000). *IndiaSince Independence.* Delhi: Penguin Books, pp. 38-85.
- Guha, Ramachandra. (2007). *India after Gandhi: The History of the World's Largest Democracy.* Delhi: Macmillan, pp. xi-126
- Austin, Granville. (1966). *The Indian Constitution: Cornerstone of a Nation.* New Delhi: Oxford University Press, pp. 1-144.
- Hasan, Mushirul. (2012). "India's Partition: Unresolved Issues." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History.* Mumbai: Popular Prakashan, pp. 313-339.
- Dube, Ishita Banerjee. (2015). *A History of Modern India.* Delhi: Cambridge University Press, pp. 436-465.

SUGGESTED READINGS:

Bahl, Vinay. (1988). "Attitudes of the Indian National Congress towards the working class struggle in India." in K. Kumar, (Ed.). *Congress and Classes: Nationalism, Workers, and Peasants.* New Delhi: Manohar, pp.1-33.
- Bandyopadhyay, Sekhar. (Ed.). (2009). *National Movement in India: A Reader.* New Delhi: Oxford University Press.

- Bhargava, Rajeev. (Ed.). (2009). *Politics and Ethics of the Indian Constitution*. New Delhi: OUP.
- 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.
- चन्द्र, बिपन. (2009). आधुनिकभारतकाइतिहास. Delhi: Oriental BlackSwan.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level

अध्यक्ष / Head
...tory
...
...ी 11000? / ...

developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Colonialism, Land Revenue Settlement, deindustrialisation, Drain of wealth, commercialisation, nationalism, Gandhi, anti-colonial movement, caste question, Phule, Ambedkar, Partition, Constitution.

History and Archaeology

Course Objectives

This course is about acquainting students with some basic concepts and methods of archaeological research such as excavation, survey, analysis of artefacts and various dating methods. This course will also make them aware of the contributions of key archaeologists and institutions in the evolution of archaeology as a discipline in India. Students will learn an integrative approach to the theoretical perspectives and praxis of archaeology in this paper. The main pedagogical tools for achieving these objectives would be case studies and project work in the context of the Indian subcontinent.

Learning Outcomes:

Upon successful completion of course students will have knowledge and skills to:
- Describe various stages of development of archaeology as a discipline.
- Discuss the methods of excavations.
- Explain various dating methods employed by the archaeologists.
- Identify and contextualize the past objects found during explorations and excavations of sites.
- Interpret aspects of past societies.
- Analyse the role of institutions and individuals in the development of Indian archaeology.
- Undertake projects related to the search of places related to the epics, Sangama texts and the Buddhist tradition.

Course Content:

Unit 1: Defining Archaeology: Aims and methods; Understanding its origins and Development; Variety of archaeological evidence; Survey and excavation of sites and features; Stratigraphy.
Unit 2: Origin and development of archaeology in India; Role of archaeologists and institutions.
Unit 3: Exploring human experience through archaeology in India: Environment, Technology and Subsistence patterns; Society, Trade and Art.
Unit 4: Problems of Correlating Textual Materials and Archaeological Evidence: the epics, Sangama texts and the Buddhist tradition.
Unit 5: Visit to a museum, an archaeological site, report preparation and presentations are part of this course.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

80

Unit 1: This unit defines archaeology, its aims and methods. Unit also traces its origins in India. Student will be taught variety of archaeological evidence and Stratigraphy. **(Teaching Time: 4 Weeks Approx.)**

- Bahn, Paul.(1996). *Archaeology: A Very Short Introduction*. Oxford: Oxford University Press.
- Renfrew, Colin and Paul Bahn. (2016). *Archaeology- Theories, Methods, and Practice*. London: Thames & Hudson.
- Wheeler, Sir Mortimer. (1954). *Archaeology from the Earth*. London: Oxford University Press.
- ओझा, रामप्रकाश (1978). पुरातत्वविज्ञान. लखनऊ: प्रकाशनकेंद्र.
- पाण्डेय, जयनारायण. (2015). पुरातत्वविमर्श. इलाहाबाद: प्राच्यविद्यासंसथान.
- ह्वीलर, सरमोटींमर. (1954). पृथ्वीसेपुरातत्व. पटना: बिहारहिंदीग्रन्थअकादमी.

Unit II: This unit deals with the origin and development of archaeology in India. It also examines the role of archaeologists and institutions in India. **(Teaching Time: 4 Weeks Approx.)**

- Chakrabarti, Dilip K. (2003). *Archaeology in the Third World: A History of Indian Archaeology Since 1947*. Delhi: D. K. Printworld Ltd.
- Lahiri, Nayanjot. (2012). *Marshalling the Past: Ancient India and its Modern Histories*. Delhi: Permanent Black (Chs.10-12).
- Ray, H. P. (2007). *Colonial Archaeology in South Asia: The Legacy of Sir Mortimer Wheeler*. Delhi: OUP ("Introduction", Ch.2, and Ch.6).
- Singh, Upinder. (2005). *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*. Delhi: Permanent Black (Chs.1-2, Ch.4, Chs.9-10).

Unit III: This unit teaches students how to explore human experience through archaeology in India. It also teaches role of environment, technology in understanding the subsistence patterns and art through archaeological investigation. **(Teaching Time: 4 Weeks Approx.)**

- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Delhi: Viking (Relevant matters can be found in all chapters).
- Chakrabarti, D. K. (1999). *India: An archaeological History, Palaeolithic beginnings to Early Historic Foundations*. Delhi: OUP (Relevant matters can be found in all chapters).
- Renfrew, Colin, and Paul Bahn. (2016). *Archaeology- Theories, Methods, and Practice*. London: Thames & Hudson.

Unit IV: This unit examines the problems of correlating textual materials and archaeological Evidence with specific reference to the epics, Sangama texts and the Buddhist tradition. **(Teaching Time: 4 Weeks Approx.)**

- Champakalakshmi, R. (1975-76)."Archaeology and Tamil Literary Tradition." *Puratattva* vol. 8, pp. 110-112.
- Chattopadhyaya, B. D. (1975-76). "Indian Archaeology and the Epic Traditions." *Puratattva* vol. 8, pp. 67-72.
- Maloney, Clarence. (1975). "Archaeology in South India: Accomplishments and Prospects." in Burton Stein, (ed.). *Essays on South India*. Delhi: Munshiram Manoharlal, pp. 1-40.
- Singh, Upinder. (1996). "Sanchi: The History of the Patronage of an Ancient Buddhist Establishment." *Indian Economic and Social History Review* vol. 33 no.1, pp. 1-35.
- Thapar, Romila. (2010). "Puranic Lineages and Archaeological Cultures." *Ancient Indian Social History: Some Interpretations*. Second edition. Delhi: Orient BlackSwan, pp. 214-37.
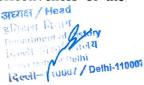
Suggested Readings

- Archaeological survey of India Publications on Archaeological Sites.
- Chakrabarti, D. K. (2006). *The Oxford Companion to Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century*. Delhi: Oxford University Press.
- Deo, Sushma G. (2000-2002). "Computer Applications in Archaeology at the Deccan College." *Bulletin of the Deccan College Research Institute* vol. 60/61, pp. 137-42.
- Guha, Sudeshna. (2015). *Artefacts of History: Archaeology, Historiography and Indian Pasts*. Delhi: Sage India.
- Hall, Martin and Stephen W. Silliman (Eds.). (2006). *Historical Archaeology*. Malden: Blackwell Publishing.
- Ray, H. P. and Carla M. Sinopoli (Eds.). (2005). *Archaeology as History in Early South Asia*. Delhi: Aryan Books International.
- एल्टिंग, ऍम., ऍफ़. फोल्सम. (2008). पुरातत्वविज्ञानकीकहानी.दिल्ली: भारतज्ञानविज्ञानसमिति.
- **Websites:**
  https://www.harappa.com/
  https://www.sahapedia.org/

Teaching Learning Process:

Lecture and discussion method, problem- solving method, question - answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching learning process. Presentations shall focus either on important themes covered in the class lectures, around an archaeological site, an institution or an eminent archaeologist. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the

methods used in classrooms. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the discipline.

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Archaeological evidence, Antiquarianism, Artefact, Ecofact, Survey, Excavation, Stratigraphy, Tool-technology, Alexander Cunningham, Prehistoric art, John Marshall, Mortimer Wheeler, Archaeological Survey of India.

SEC IV

Archives and Museum

Course Objective:

The aim of this course is to make the students familiar with the structure and functioning of both, archives and museums in India. This subject will also be taught with a view to give an insight into the aspects of employability in these institutions.

Learning Outcomes:

Upon successful completion of course students will be able to:
- Examine these two repositories of history from close quarters.
- Contextualise how the heritage is preserved and kept alive here and the difficulties faced in the process.
- Demonstrate the way in which museums are organised and managed.
- Examine the considerations which govern the way exhibitions in museums are managed.
- Assessment will be based on assignments and projects involving visits to the archives and museum, which is an essential component of this course.

Course Content:

Unit I: **Definition of Archives and Museum:** types - digital, virtual, crafts, media; difference between archives, museum and library

Unit II: **History of development of archives and museums in India with one case study each**

Unit III: **Collection, documentation, preservation**

Unit IV: **Museum presentation and exhibition**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-I: This unit defines Archives and Museum. It also elaborates on the types of archives and museums which includes; digital, virtual, crafts, media. It also tells the difference between archives, museum and library. **(Teaching Time: 4 Weeks Approx.)**

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

Unit-II: This unit examines the history of development of archives and museums in India with one case study each. **(Teaching Time: 4 Weeks Approx.)**

- Bhattacharya, Sabyasachi. (2018). *Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947*. Delhi: Oxford University Press.
- Singh, Kavita. (2003). "Museum is National: The Nation as Narrated by the National Museum New Delhi". in Geeti Sen, (ed.). *India: A National Culture*. New Delhi:Sage.

Unit-III: This unit elaborates upon distinct characteristics of collection. It also examines the concerns which govern its documentation and preservation. **(Teaching Time: 4 Weeks Approx.)**

- Agrawal, O. P. (2007). *Essentials of Conservation and Museology*. Delhi: Sundeep.
- Kathpalia, Y. P. (1973). *Conservation and Restoration of Archive Material*. Paris: UNESCO.

Unit- IV: This unit familiarizes students with the way in which museums are organised and managed. It also examines the considerations which govern the way exhibitions in museums are managed. **(Teaching Time: 4 Weeks Approx.)**

- Mathur, Saloni. (2000). "Living Ethnological Exhibits: The Case of 1886". *Cultural Anthropology* vol. 15 no.4, pp. 492-524.
- Breckenridge, Carol. (1989). "Aesthetics and Politics of Colonial Collecting: India at World Fairs." *Comparative Studies in Society and History* vol. 31 no.2, pp. 195-216
- जैन, संजय. (2009). म्यूजियमएवंम्युज़िओलोजी: एकपरिचय. बड़ौदा: कनिकाप्रकाशन.

Suggested Readings:

- Ambrose, Timothy & Crispin Paine. (1993). *Museum Basics*. London: Routledge.
- Choudhary, R. D. (1988). *Museums of India and their Maladies*. Calcutta: Agam Prakashan.
- Mathur, Saloni. *India by Design: Colonial History and Cultural Display*. Berkeley: University of California.
- Nair, S. N. (2011). *Bio-Deterioration of Museum Materials*. Calcutta: Agam Prakashan.
- Sengupta, S. (2004). *Experiencing History through Archives*. Delhi: Munshiram Manoharlal.

Teaching Learning Process:
Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work

towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Digital, Archives, Library, Museums, Collections, Preservation, Exhibition