DEPARTMENT OF HISTORY
UNIVERSITY OF DELHI
Delhi 110007

This document is the Revised LOCF format CBCS BA Programme History syllabus submitted on 30th July 2019 by the Department of History to the University of Delhi

We would be grateful to receive your valued observations and suggestions on its contents. Please submit your responses by 15th September 2019 to <history2019.course.revision@gmail.com>

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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

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. History Programme offers students access to recent historiography in the field organised in a pedagogical form that is accessible and interesting. It is structured for students in an inter-disciplinary programme providing them with a concise and thorough introduction to the discipline of History and remaining sensitive to the cognate discipline that they are also studying. It seeks to provide multiple points of intersection with disciplines in the Humanities and the Social Sciences, communicating modes by which a historical sensibility can enrich analysis and problem solving. The B.A. Programme is flexible to their needs and works with the objective of trying to achieve observable intellectual outcomes through its three year duration.

The University of Delhi hopes that the LOCF approach of the B.A. History Programme will help students in making an informed decision regarding the goals that they wish to pursue in further higher education and more generally in life.

1 Introduction to BA History Programme:

The Department of History is one of the founding departments of the University of Delhi and its Honours and Programme courses are regarded as the strongest in the country. It is a source of some pride that almost all reputed Departments of History in the World have teachers and students that received instruction in History at the University of Delhi.

We believe that History is a discipline which instructs students on how to read and process information on people, societies, cultures, events and places that are far removed in time and space from our own experience. Knowledge of this past is critical in understanding the ways in which our world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people.

2. Learning Outcome based Curriculum Framework in BA History Programme

The B.A. History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines. With its mix of Core, Discipline Specific

Electives and Skill Enhancement Courses it provides multiple points where students can participate in inter-disciplinary reflections on cross-cutting themes.

2.1 Nature and Extent of the Programme:

The duration of the BA History Programme is three academic years. Each academic year is divided into two semesters. The B.A. History Programme therefore spans six semesters. Each semester is for the duration of sixteen weeks.

The teaching and learning modalities in the B.A. History Programme will involve theory classes (lectures) of one hour each and tutorial classes. The curriculum will be taught through formal lectures with the aid, wherever the teacher feels the need, of power-point presentations, audio and video tools. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums, class reports, discussions and project work. These are built into the teaching and assessment of many courses.

2.2 Aims of Bachelor Degree Programme in BA History Programme

At a general level, our courses are structured with the **objective** of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. In the B.A, Programme these details are carefully parsed so that students can follow the narrative within particular papers and themes without feeling over-burdened. The care in framing these courses is evident in that the objective of guiding students into the foundations of the discipline remains undiluted. The expected **outcome** is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions. Our tutorial discussions,

written assignments, class room presentations, field-work projects, consolidate their ability to analyse, research and process information.

3. Graduate Attributes in BA History Programme:

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that are important in the study of human society. The attributes expected from the graduates of B.A. History Programme are:

1) Knowledge of multiple perspectives through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence.

2) Familiarity with the significant patterns of development in certain parts of the modern and early modern world as well as certain non-Indian ancient societies.

3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same

4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones

5) Greater ability to distinguish between that which is historical -- that is time-place-context driven, hence changeable and challengeable -- from that which is not.

6) Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues

7) Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values

8) Skill of picking up disparate sets of information from varied sources and weaving them into a coherent argument with a view to reveal identifiable patterns of development

9) Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.

10) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi cultural society and interact with diverse groups.

4. Qualification Descriptors for Graduates in BA History Programme:

Upon successful completion of the course, the students receive a degree in the B.A. History Programme. The curriculum includes majors in Core Courses (CCs), of which four Core Courses are in the discipline of History while the remaining are from other subjects in which the B.A. Programme student is enrolled. A student of B.A. History Programme would also need to complete two Discipline Specific Elective Courses (DSEs) in History, and two Inter-disciplinary Generic Electives offered by cognate disciplines. Each of the Core Courses, Discipline Specific Elective Courses and Generic Elective Courses are of six credits each. The B.A. History Programme also includes minors in four discipline-centred Skill Enhancement Courses, with each of these four courses carrying four credits. BA Programme students of non-history stream and students of B.Com Programme can also opt for the History courses specifically designed in lieu of M.I.L. These courses are of six credits and are offered in the first/ second and third/fourth Semster.

Thus, it is an undergraduate degree that initiates the student into essentials of the discipline of history on the one hand, and exposes her/him to the rigors of a couple of other cognate disciplines of her/his choice.

5. Programme Learning Outcomes for Graduates in BA History Programme

B.A. Programme graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. They will be able to demonstrate knowledge of major historical work and the ability to provide an overview of scholarly debates relating to History. This will establish a platform over which the student can pursue higher studies in History. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, ultimately enable learners to live rich, productive and meaningful lives. The list below provides a synoptic overview of possible career paths provided by an undergraduate training in history:

Teaching	Administration
Research	Social Work
Politics	Law
Journalism	Management
Media	Policy Making
Performing Arts	Human Resource Development
International Relations	

6. Structure of BA History Programme:

The programme consists of six and four credit courses. The six credit courses will comprise of theory classes (five credits) and tutorials (one credit). The four credit courses will comprise solely of theory classes. Each credit is equivalent to one hour of class-room instruction per week

To acquire a degree in B.A. Programme with History a student must study twelve Core Courses (CC), of which four are in the discipline of History. The four Core Courses in History are spread over semester 1, 2, 3 and 4; with one Core Course offered in each of the four semesters. The Core Courses are six credits each.

The student also needs to take two Discipline Specific Elective Courses (DSE) in History. DSE papers are elective and out of the six such papers offered by the History Department, students have to select any two – one each in semesters 5 and 6. DSE courses are of six credits each.

Students are also required to take two interdisciplinary Generic Electives (GE) courses. GE papers are elective, and students can opt for any two such Generic Elective Courses offered in cognate disciplines by the different departments in their colleges. They have to opt for one such Generic Elective Course in semester 5 and another Generic Elective Course in semester 6. The Department of History offers six Generic Elective Courses of six credits each. From these students can opt for two Generic Elective Courses.

Students are expected to take four discipline centred Skill Enhancement Courses (SEC), of which two Skill Enhancement Courses can be in History. Skill Enhancement Courses are offered in semester 3, 4, 5 and 6. There are eight Skill Enhancement Courses offered by the Department of History over these four semesters and students can opt for any two. The Skill Enhancement Courses are of four credits each.

Additionally they must also take two Ability Enhancement Compulsory Courses (AECC), one each in semesters 1 and 2. The AECC papers are of four credits each. Please note that AECC papers are not in History. The two courses are: AECC 1, English/ Hindi/ Urdu Communication, and AECC 2, Environmental Sciences.

BA Programme students of non-history stream and students of B.Com Programme can also opt for the History courses specifically designed in lieu of M.I.L. These courses are of six credits and are offered in the first/second and third/fourth Semster.

6.1 Credit distribution for B.A. History Programme

CORE COURSES			
Semester	Course Code	Name of the Course	Credits
I		History of India from earliest times up to c. 300 CE.	5+1
II		History of India c. 300-1200	5+1
III		History of India c. 1200-1700	5+1
IV		History of India c. 1700-1950	5+1

DSE PAPERS			
Semester	Course Code	Name of the Course	Credits
V DSE I		Europe from the Middle Ages to the Renaissance (7th to 16th century) Or	5+1

		Economy and Politics: Histories of Capitalism and Colonialism-I Or	
		Issues in twentieth Century World History I	
VI DSE II		History of Europe 1500-1848 Or	5+1
		Economy and Politics: Histories of Capitalism and Colonialism II Or	
		Issues in Twentieth Century World History II	

GE PAPERS			
Semester	**Course Code**	**Name of the Course**	**Credits**
V GE I		Women in Indian History Or	5+1
		Gender in Modern World Or	
		Culture and Everyday Life in India	
V GE II		Nature in Human History Or	5+1
		Investigating Inequalities Or	
		Delhi Through the Ages	
SEC PAPERS			
III SEC I		Heritage and Tourism Or	4
		Introduction to Art in the Indian Subcontinent	
IV SEC II		History and Archaeology Or	4

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		Archives and Museum	
V SEC III		Popular Culture Or	4
		Language, Literature and Region in Early Modern Times	
VI SEC IV		Understanding Text, Rituals and Orality in Indian History Or	4
		Radio and Cinema in India: A Social History	

AECC PAPERS			
Semester	**Course Code**	**Name of the Course**	**Credits**
I AECC I		English / Hindi/ MIL Communication Or Environmental Science	4
II AECC II		English / Hindi/ MIL Communication Or Environmental Science	4

6.2. BA Program Semester-wise Distribution of Courses

Semester	Core Courses	Discipline Selective Courses	GE	SEC	Ability Enhancement Courses
1	History of India from earliest times up to c. 300 CE				English / Hindi/ Communication Or Environmental Science
	Second Discipline				
	English/ Hindi/MIL-I (Communicating Culture: Tellings, Representations and Leisure)				

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2	History of India c. 300 to 1200				English / Hindi/ MIL Communication Or Environmental Science
	Second Discipline				
	English/ Hindi/MIL-I (Communicating Culture: Tellings, Representations and Leisure)				
3	History of India c. 1200-1700			Choice of SEC I papers	
	Second Discipline				
	English/ Hindi/MIL-II (History of Inequalities)				
4	History of India c. 1700-1950			Choice of SEC II papers	
	Second Discipline				
	English/ Hindi/MIL-II (History of Inequalities)				
5		Choice of DSE I-A papers	Choice of GE I papers	Choice of SEC III papers	
		Choice of DSE I-B papers			
6		Choice of DSE II-A papers	Choice of GE II papers	Choice of SEC IV papers	
		Choice of DSE II-B papers			

7. Courses for BA History Programme

Core Courses:

CC I: History of India from earliest times up to c. 300 CE

CC II: History of India, c. 300 to 1200

CC III: History of India, c. 1200-1700

CC IV: History of India, c. 1700-1950

Discipline Specific Electives:

DSE I: Europe from the Middle Ages to the Renaissance (7th to the 16th century)

DSE II: Economy and Politics: Histories of Capitalism and Colonialism -I

DSE III: Issues in Twentieth Century World History -I

DSE IV: History of Europe 1500-1848

DSE V: Economy and Politics: Histories of Capitalism and Colonialism-II

DSE VI: Issues in Twentieth Century World History - II

Generic Electives

GE I: Women in Indian History

GE II: Gender in the Modern World

GE III: Culture and Everyday Life in India

GE IV: Nature in Human History

GE V: Investigating Inequalities

GE VI: Delhi through the Ages

Skill Enhancement Courses

SEC I: Heritage and Tourism

SEC II: Introduction to Art in the Indian Subcontinent

SEC III: History and Archaeology

SEC IV: Archives and Museum

SEC V: Popular Culture

SEC VI: Language, Literature and Region in Early Modern Times

SEC VII: Understanding Text, Rituals and Orality in Indian History

SEC VIII: Radio and Cinema in India: A Social History

In Lieu of MIL: (Also offered to students of B.Com. programme)

In Lieu I: Communicating Culture: Tellings, Representations and Leisure

In Lieu II: History of Inequalities

7.1 Course Learning Objective

The three year undergraduate History Programme offered by the Department of History in various colleges of the University of Delhi aims to familiarise students with significant developments in the history of South Asia and certain other parts of the world, through different time periods. While the primary focus remains on the Indian subcontinent, students also study about other parts of the world, European as well as non-European. The course aims to make the students challenge the idea of history as seamless, or historical knowledge as fixed/finished product that the textbooks at the school level create. It seeks to expose the students to various problems and conflicts that are an inherent part of the historical exercise of reconstructing the past. The purpose is to sensitize students to the existence and desirability of multiple perspectives through which knowledge about past is constructed. Probably the most important goal is to enable students to cultivate a historically sensitive way of thinking with due regard to time, place, context and roles of human agencies involved. Thus, the students are encouraged to think critically, analyze different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the major strands of historical scholarship in the field, available in secondary texts. By the end of the three years of the B.A. programme, students would have obtained a fundamental grounding in some of the important issues that crop up in a historian's reading and interpretation of primary sources. Certain thematic courses like those on gender and environment are designed to sensitise students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources.

In the course of their engagement with historical material, we also aim to equip students with an 'appropriate' vocabulary of the discipline, such that they may be able to articulate their own complex ideas regarding various themes in History. It is our attempt that students achieve this objective through systematic reading and class lectures and through feedback on their written work – essays, project/research papers,

etc. as well as in the oral form – presentations, debates, discussions, etc. It is our intention to train students to formulate cogent arguments, presenting the necessary evidence to establish these, all based on a training in the rigorous methods of the discipline of History.

Besides these objectives regarding the intellectual development of the pupil, the larger goals of this programme are those that are common to any other educational programme, particularly in the field of humanities and social sciences. These are goals such as developing a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at the same time.

Graduates of the B.A. Programme do branch out to different spheres of knowledge, and domains of professional work, besides pursuing higher studies within the discipline. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live rich, productive and meaningful lives.

7.2 Course Learning Outcomes

After completing the undergraduate programme in B.A. Programme with History, the student is expected to –

A. Construct historical narratives

- Describe significant developments within the historical contexts, covered in the syllabus,
- Identify and analyse the significance of historical changes that take place within a society or culture,
- Explain the patterns of such transitions,

- Assess patterns of continuities within such historical contexts.

B. *Formulate arguments based on a historiographical engagement*

- Formulate, sustain, and justify a historical argument,

- Support and establish such arguments with historical evidence drawn mainly from secondary sources,

- Situate historical arguments within a larger scholarly narrative,

- Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretations of the past,

- Exhibit a familiarity with 'the historian's craft' – methods and rigours of the discipline.

C. *Engage with scholarly writings and presentations*

- Abstract the main arguments/concepts/ideas embedded in scholarly writings in History,

- Comprehend, and explain the structure of arguments and claims made in such writings,

- Note the empirical evidence used to establish such claims.

D. *Answer questions, write essays and research papers*

- Synthesize arguments and facts culled from scholarly writings,

- Articulate a persuasive and well-structured historical argument on the basis of such synthesis,

- Employ multiple forms of evidence in this historical argument,

- Formulate relevant and meaningful historical questions,

- Write clear, cogent, and well – researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history, avoiding plagiarism,

- Use proper citations and footnotes within formal written assignments,

- Deliver presentations based on such well – researched material orally as well,
- Participate in debates and other forms of verbal historical discussion.

*E. **Work collaboratively***

- Make presentations,
- Listen attentively to presentations made by peers,
- Participate in discussion and ask thoughtful questions,
- Provide formal feedback to peers in the course of such discussion,
- Learn the formal protocol of academic engagement in a seminar and conference.

7.3 Course Teaching-Learning Process

The pedagogic methods adopted for the B.A. History Programme involves direct lectures, tutorial discussions, as well as technology-supported presentations. We believe that education is interactive and all sessions between students and teachers are based upon reciprocity and respect.

1) The lectures (of one hour each) delivered to one whole class at a time systematically deal with the themes of the syllabus. This constitutes the core of the teaching-learning process. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.

2) For tutorials, the class is divided up into smaller groups of eight to ten students who interact with the respective teacher once every week for each course. Teaching in the tutorial sessions is customized to the specific needs of the individual students, where the latter can raise a series of questions ranging from what s/he could not follow in the class, the everyday implications of what the teacher said in the lectures or what the student read in a prescribed reading, and so forth. Indeed, tutorial discussions are a crucial and indispensable part of the teaching learning process of B.A. History Programme offered in colleges. This is the site where the teachers and students are able to establish a more relaxed relationship that go a long way in creating the ideal

atmosphere for free and fearless exchange of ideas and information. Tutorials are also the place where a teacher may keep an eye over the social dynamics among the students and ensure that nobody feels marginalized or side-lined in the class due to gender, region, class or any other reason.

3) Wherever needed, teachers use audio-video based technological devices (e.g. Power Point) to make their presentations more effective. Some courses require that students see a documentary or feature film and course themes are structured so that discussions of these will further nuance the critical engagement of students with ideas introduced in their textual materials.

7.4 Assessment Methods

Graded assessment of all papers is broadly carried out in two forms:

a) There is an end of semester [theory] examination which covers the entire syllabus. Students are asked ten questions and are required to answer five in three hours. The end of semester examination comprises 75% of the final grade.

b) The second assessment is through internal evaluation of term papers, presentations, exams, and project work which is carried out throughout the term and comprises 25% of the final grade.

8 Keywords

History, History of India, World History, History of Europe, History of Ancient India, History of Medieval India, History of Modern India, Political History, Social History, Economic History, Cultural History, Archaeology, Gender, Art, Anthropology, Languages, Literatures, Environment Studies, Cinema, Music, Documentaries, Radio, Fieldwork, Museums, Archives, Chronicles, Inscriptions, Monuments, Coinage, Heritage, Historiography, Historical Analysis, Interdisciplinary studies, Caste, Class, Religion, Agrarian Economy, Maritime Trade, Taxation, Ideology, Antiquity, Early Medieval, Early Modern, Modernity, Periodisation, Women, Masculinity, Peasantry,

Merchants, Kingship, Feudalism, Reformation, Despotism, Absolutism, Renaissance, Enlightenment, Humanism, Capitalism, Colonialism, Imperialism, Fascism, Democracy,

Discipline Core Courses

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.
- रोमिला ,थापर. (2008). प्रारम्भसे :पूर्वकालीनभारत *1300* ,हिंदीमाध्यमकार्या न्वयनिदेशालय .तक .ई दिल्लीविश्वविद्यालय,.
- 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). पाषाणकालसे :प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास *12.*वीशताब्दीतक पियरसन :नईदिल्ली.
- श्रीमाली .एम .एवमके .एन .डी ,झा. (2000). :दिल्ली .प्राचीनभारतकाइतिहास पुनर्मुद्रन ,दिल्लीविश्वविद्यालय ,हिंदीमाध्यमकार्यान्वयनिदेशालय.
- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- एस .आर ,शर्मा. (2000). :दिल्ली .प्रारम्भिकभारतका आर्थिकऔरसामाजिकइतिहास दिल्लीविश्वविद्यालय ,हिंदीमाध्यमकार्यान्वयनिदेशालय.

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.
- के .वी ,जैन. (2008). नईदिल्ली .एकअवलोकन :भारतकाप्रागैतिहासऔरआद्यइतिहास: 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.
- उपिन्दर ,सिंह. (2016). पाषाणकालसे :प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास *12.*वीशताब्दीतक पियरसन :नईदिल्ली.
- 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.
- उपिन्दर, सिंह. (2016). पाषाणकालसे :प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास *12.*वीशताब्दीतक पियरसन :नईदिल्ली.
- औरसंकटाप्रसादशुक्ल .के .के ,थपलियाल. (2003). ,उत्तरप्रदेशहिंदीसंस्था न :लखनऊ .सिन्धुसभ्यता संशोधितएवमपरिवर्धितसंस्करण.
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld (Chapter on Chalcolithic Cultures).
- के .वी ,जैन. (2008). नईदि ल्ली .एकअवलोकन :भारतकाप्रा गैति हासऔरआद्यइतिहास: 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.)**

- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- एस .आर ,शर्मा. (2000). :दिल्ली .प्रारम्भिकभारतका आर्थिकऔरसामाजिकइतिहास दिल्लीविश्वविद्यालय ,हिंदीमाध्यमकार्यान्वयनिदेशालय.
- 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.
- रणबीर ,चक्रवर्ती. (2012). ओरिंएटब्लैकस्वान :नईदिल्ली ,आदिकाल :भारतीयइतिहास.
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.
- के .वी ,जैन. (2008). नईदि ल्ली .एकअवलोकन :भारतकाप्रा गैति हासऔरआद्यइतिहास: 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.)**

- 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.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- रोमिला ,थापर. (2008). प्रारम्भसे :पूर्वकालीनभारत *1300* ,हिंदीमाध्यमकार्यान्वयनिदेशालय :दिल्ली .तक .ई दिल्लीविश्वविद्यालय.
- श्रीमाली .एम .एवमके .एन .डी ,झा. (2000) ,हिंदीमाध्यमकार्यान्वयनिदेशालय :दिल्ली .प्राचीनभारतकाइतिहास पुनर्मुद्रन ,दिल्लीविश्वविद्यालय.

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.)**

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

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.)**

- 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.
- उपिन्दर ,सिंह. (2016). पाषाणकालसे :प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास *12.*वीशताब्दीतक पियरसन :नईदिल्ली.

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.
- एस.आर ,शर्मा. (1990). ,राजकमलप्रकाशन :नईदिल्ली ,प्राचीनभारतमेराजनीतिकविचरएवमसंस्थाए दूसरासंस्करण.

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- रणबीर ,चक्रवर्ती. (2012). ओरिंएटब्लैकस्वान :नईदिल्ली.आदिकाल :भारतीयइतिहास.

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*

Core Course II

History of India, c. 300 to 1200

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.
- शर्मा .एस .आर. (2000). :दिल्ली .प्रारम्भि कभारतका आर्थिकऔरसामाजिकइतिहास भूमिअनुदानसेसम्बंधितअध्याय) दिल्लीविश्वविद्यालय ,हिंदीमाध्यमकार्यान्वयनिदेशालय)
- 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.
- उपिन्दरसिंह. (2016). पाषाणकालसे .प्राचीनएवमपूर्व मध्यकाली नभारतकाइतिहास *12*:नईदिल्ली .वीशताब्दीतक 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.
- रणबीर ,चक्रवर्ती. (2012). ओरिएंटब्लैकस्वान :नईदिल्ली.आदिकाल .भारतीयइतिहास.
- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas.
- एस.आर ,शर्मा. (1990). ,राजकमलप्रकाशन :नईदिल्ली .प्राचीनभारतमेरा जनीतिकविचरएवमसंस्थाए 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.
- एस .आर ,शर्मा. (2009). :नईदिल्ली .पूर्वमध्य कालीनभा रतकासामंतीसमाजऔरसंस्कृति राजकमलप्रकाशन.
- 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.
- श्रीमाली .एम .एवमके .एन .डी ,झा. (2000). ,हिंदीमाध्यमकार्यान्वयनिदेशालय :दिल्ली .प्राचीनभारतकाइतिहास पुनर्मुंद्रन ,दिल्लीविश्वविद्यालय.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- रोमिला ,थापर. (2008). प्रारम्भसे :पूर्वकालीनभारत *1300* ,हिंदीमाध्यमकार्या न्वयनिदेशालय :दिल्ली .तक .ई दिल्लीविश्वविद्यालय
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- रणबीर ,चक्रवर्ती. (2012). ओरिंएटब्लैकस्वान :नईदिल्ली.आदिकाल :भारतीयइतिहास.

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).
- श्रीमाली .एम .एवमके .एन .डी ,झा. (2000). ,हिंदीमाध्यमकार्यान्वयनिदेशालय :दिल्ली .प्राचीनभारतकाइतिहास पुनर्मुंद्रन ,दिल्लीविश्वविद्यालय.
- 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.
- उपिन्दर ,सिंह. (2016). पाषाणकालसे :प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास *12*:नईदिल्ली .वीशताब्दीतक 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.
- रोमिला ,थापर. (2008). प्रारम्भसे :पूर्वकालीनभारत *1300* ,हिंदीमाध्यमकार्या न्वयनिदेशालय :दिल्ली .तक .ई 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

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 as well as at least one presentation will be considered essential for the final assessment of a student's overall performance.

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

Core Course IV
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.
- सेखर ,बंद्योपाध्याय. (2012).आधुनिकभारतकाइतिहास :प्लासीसेविभाजनतक. Hyderabad: Orient Longman.
- आर॰एल ,शुक्ल.(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.
- 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.
- एल .बी ,ग्रोवर. (1995). आधुनिकभारतकाइतिहास. New Delhi: S. Chand & Co.
- सेखर ,बंद्योपाध्याय. (2012).आधुनिकभारतकाइतिहास :प्लासीसेविभाजनतक. 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.
- सब्यसाची ,भट्टाचार्य (2008).राजकमल :दिल्ली .आधुनिकभारतकाआर्थिकइतिहास.
- सेखर ,बंद्योपाध्याय. (2012).आधुनिकभारतकाइतिहास :प्लासीसेविभाजनतक. Hyderabad: Orient Longman.
- आर॰एल ,शुक्ल, (ed.). (1987). आधुनिकभारतकाइतिहास Delhi: हिन्दीमाध्यमकार्यानवयनिदेशालय, 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.
- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History.* Mumbai: Popular Prakashan, pp. 93-126.
- सेखर ,बंद्योपाध्याय. (2012). आधुनिकभारतकाइतिहास :प्लासीसेविभाजनतक. Hyderabad: Orient Longman.
- आर॰एल ,शुक्ल, (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.
- सेखर ,बंद्योपाध्याय. (2012). आधुनिकभारतकाइतिहास :प्लासी सेविभाजनतक. Delhi: Orient Longman, relevant chapters.
- आर॰एल ,शुक्ल. (Ed.). (1987). हिन्दीमाध्यमकार्यानवयनिदेशालय) आधुनिकभारतकाइति हास. 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.
- सुमित ,सरकार (2009). आधुनिकभारत. Delhi: राजकमल, relevant chapters.
- सेखर ,बंद्योपाध्याय (2012). आधुनिकभारतकाइतिहास *:* प्लासी सेविभाजनतक. 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.
- सुमित ,सरकार (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 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.

Discipline Specific Elective

Europe from the Middle Ages to the Renaissance (7th to the 16th century)

Course Objective:

The objective of this course is to make the students familiar with the history of modern Europe. The purpose is to enable them to understand the linkages between themes in Indian history papers and those of European history. The idea is to give them a European perspective of themes involved.

Learning Outcomes: After completing this Course, students will be able to:

- Interpret the importance and implications of periodization

- Explain the development of what are conventionally called modern sensibilities in politics and the arts

- Discuss the development of important institutions such as the Church and political formations such as the city-states

- Point out the category of the 'Renaissance'.

Course Content:

Unit I: **Periodization and its implications**: Antiquity; Middle Ages/Dark Ages; the Renaissance; Late Antiquity and the Early Medieval: Charlemagne and the Holy Roman Empire

Unit II: **Making of the Papacy, cult of saints and monasticism**

Unit III: **Christianity, the Church and the State**:
           [a] Church and the three Orders;
           [b] Feudalism and the agrarian economy

Unit IV: **The Mediterranean world and the crusades**

Unit V: **City States and the Renaissance**

Unit VI: **Art, Science and Literature**
           [a] Humanism in art and literature
           [b] Developments in science and philosophy
           [c] Renaissance beyond Italy

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit shall discuss and familiarize the students with the essential historiographical concerns stemming from periodization in the European context. **(Teaching Time: 2 weeks approx.)**

- Anderson, P. (1996). *Passages From Antiquity To Feudalism*. London and New York: Verso.
- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in M. M. Postan. (Ed.). *The Cambridge Economic History of Europe.* Volume 1: *The Agrarian Life of the Middle Ages*. Cambridge: Cambridge University Press, pp. 224-77.
- Brown, E.A.R. (1974). "The Tyranny of a Construct: Feudalism and Historians of Medieval Europe." *The American Historical Review* vol. 79, pp. 1063-1088.
- Cipolla, C.M., (Ed.). (1976). *Fontana Economic History*. Volume I: *The Middle Ages*. New York: Harvester Press/Barnes and Noble.
- Goff, J.L. (2007). *The Birth of Europe*. Oxford: Blackwell (Introduction).
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present.* Volume 1. New York, London: W.W. Norton (Ch.1).

Unit II: This Unit shall trace the emergence of the institution of the papacy and social-cultural practices revolving around monasticism. **(Teaching Time: 3 weeks approx.)**

- De Jong, M. (1995). "Carolingian Monasticism: The Power of Prayer." in R. McKitter, (ed.). *The New Cambridge Medieval History*. Volume 2. Cambridge: Cambridge University Press.
- Duby, G. (1977). *The Chivalrous Society.* (trans. Cynthia Postan). Berkeley: University of California Press.
- Noble, Thomas F.X. (1995). "The Papacy in the 8th and 9th centuries." in R. McKitter, (Ed.). *The New Cambridge Medieval History*. Volume 2. Cambridge: Cambridge University Press.
- Brown, P. (1982). *The Cult of the Saints: Its Rise and Function in Latin Christianity*. Chicago: University of Chicago Press.
- Innes, M. (2008). *Cambridge History of Europe – Volume 1- Europe from Antiquity to the Twelfth Century (Part I)*. Cambridge: Cambridge University Press.
- Goff, J.L. (2007). *The Birth of Europe*. Oxford: Blackwell.

Unit III: This Unit shall highlight the evolution of the church and state relations, and the socio-economic structure that developed within the rural countryside. **(Teaching Time: 4 weeks approx.)**

- Power, D. (Ed.). (2006). *The Central Middle Ages*: *950-1320*. Oxford: Oxford University Press.
- Duby, G. (1974). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth Century*. Ithaca: Cornell University Press.
- Le Goff, J. (1999). *Medieval Civilisation 400-1500*. (Trans. by Julia Barrow.) Oxford: Blackwell. (Reprint.)
- Swanson, R.N. (Ed.). (2015). *The Routledge History of Medieval Christianity: 1050-1500*. London/New York: Routledge.
- Bloch M. (1961). *Feudal Society*. Volume I, Chicago: University of Chicago Press.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit IV: This Unit shall provide an overview of the key historical developments of the Mediterranean world, leading up to the crusades. **(Teaching Time: 2 weeks approx.)**

- Swanson, Robert. (2006). *Cambridge History of Europe – Volume 1-Medieval Europe 1100-1450 (Part II)*. Cambridge: Cambridge University Press.
- Riley-Smith, J. (Ed.). (1995). *The Oxford Illustrated History of the Crusades*. Oxford: Oxford University Press.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit V: This Unit shall familiarize students with the historical context which paved the way for the advent of the Renaissance. It shall also help students identify the key socio-political and economic milieu of the Renaissance. **(Teaching Time: 2.5 weeks approx.)**

- Kaborycha, Lisa. (2011). *A Short History of Renaissance Italy*. New York: Pearson.
- Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650.* New York: Oxford University Press.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present.* Volume 1. New York, London: W.W. Norton (Ch.2).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit VI: This Unit shall discuss key developments in the realms of art, science and literature during the Renaissance. **(Teaching Time: 2.5 weeks approx.)**

- Martines, L. (1988). *Power and Imagination: City-States in Renaissance Italy*. Baltimore: John Hopkins University Press.
- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy.* Princeton: Princeton University Press.

- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present.* Volume 1. New York, London: W.W. Norton (Ch.2).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

SUGGESTED READINGS
- Davies, Norman. (1998). *Europe; A History*. New York: Harper Collins.
- Goldthwaite, R. (1993). *Wealth and the Demand for Art in Italy: 1300-1600*. Baltimore: John Hopkins University Press.
- Huizinga, J. (2017). *The Waning of the Middle Ages*. Reprint. London: Stellar Classics.
- King, Margaret L. (1994). *Western Civilizations: A Social and Cultural History*. New York: Prentice Hall.
- Pocock, J.G.A. (1975). *The Machiavellian Moment: Florentine Political Thought and the Atlantic Republican Tradition*. New Jersey: Princeton University Press.
- Ralph, L. P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. (1993). *Western Civilizations*. Volume II. New York/London: W.W. Norton & Co.
- Wiesner-Hanks, M.E. (2013). *Early Modern Europe, 1450-1789*. Cambridge: Cambridge University Press.
- देवेश, विजय (सं.). (2010). यूरोपीयसंस्कृति, दिल्ली:हिंदीमाध्यमकार्यान्वयनिदेशालय, 2010
- सिन्हा,अरविन्द. (2009). संक्रांतिकालीनयूरोप.नईदिल्ली:ग्रन्थशिल्पी.

Teaching Learning Process:
Classroom teaching will concern key concepts and discussions of important readings. As this is a paper tracing aspects of World history and Europe, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Antiquity, problem of periodisation, three orders, dark ages, feudalism, city states and renaissance, Christianity church and state, humanism.

DSE II

Economy and Politics: Histories of Capitalism and Colonialism - I

Course Objective:

The paper familiarizes the students with the basic concepts of Capitalism, Imperialism and Colonialism. It also introduces the strategies of European capitalism and the importance of slave trade, plantation economies in the emergence of Capitalism. It provides the student with an opportunity to analyze capitalism and the global economy.

Learning Outcomes:

On completion of this course, the student will be able to:
- Define what is meant by capitalism, colonialism and imperialism.

- Delineate the crucial linkages between Atlantic slavery and European capitalism,

- Explain the global interconnectedness of capital.

- Examine the process of colonial expansion via trade.

- Discuss the linking of the non-European economies with the capitalist-dominated world market via case studies of certain commodities.

- Describe the significance of the American Revolution.

Course Content:

Unit I: Key Concepts and their implications: Understanding capitalism, colonialism and imperialism

Unit II: Atlantic slavery and European capitalism

Unit III: Dutch and English East India Companies and colonial expansion

Unit IV: Commodities, capital and empire: Sugar, tea and cotton

Unit V: The American Revolution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This Unit shall familiarize the students with the key concepts. It shall enable the students to outline the essential differences as well as connections between the concepts of capitalism, colonialism and imperialism. **(Teaching Time: 4 weeks approx.)**

- Hilton, Rodney. (2006). *The Transition from Feudalism to Capitalism.* Delhi: Aakar Books. [Available in Hindi].
- Bottomore, Tom. (1991). *Dictionary of Marxist Thought*. New Delhi: Blackwell (entries on "Capitalism", "Colonialism" and "Imperialism and World Market").
- Beaud. Michel. (2001). *A History of Capitalism 1500 to 2000*. Trans. by Tom Dickman and Anny Lefebvre. New York: Monthly Review Press (Ch.1).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit 2: This Unit shall highlight the centrality of the African slave trade in European economic development. **(Teaching Time: 3 weeks approx.)**

- Williams, Eric. (1994). *Capitalism and Slavery*. Reprint. Chapel Hill: University of North Carolina.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present.* Volume 1. New York, London: W.W. Norton, pp. 178-186, 200-204.
- Beaud, Michel. (2001). *A History of Capitalism 1500 to 2000*. (Trans. by Tom Dickman and Anny Lefebvre.) New York: Monthly Review Press (Ch.1)
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit 3: This Unit shall familiarize the students with the important features of commercial trading companies and their colonial expansion into resource-rich regions and vibrant non-European economies. **(Teaching Time: 3 weeks approx.)**

- Chaudhuri, K.N. (1978). *The Trading World of Asia and the English East India Company, 1660-1760*. Cambridge: Cambridge University Press (Ch.1, Ch.3 and Ch.6).
- Zwart, Pim de. (2016). *Globalization and the Colonial Origins of the Great Divergence: Intercontinental Trade and Living Standards in the Dutch East India Company's Commercial Empire c. 1600-1800.* Leiden, Boston: Brill (Ch.1, "Introduction").
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present - Volume 1*. New York, London: W.W. Norton, pp. 248-252.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit 4: This Unit shall use case studies of important commodities to trace the interconnectedness of the emerging capitalist economies and other economies linked to the world market. Using relevant case studies, this Unit shall equip students with global history of capitalism. **(Teaching Time: 3 weeks approx.)**

- Beckert, Sven. (2014). *Empire of Cotton: A Global History*. New York: Vintage Books ("Introduction" and Ch.2. Ch.5 and Ch.6).
- Chaudhuri, K.N. (1978). *The Trading World of Asia and the English East India Company, 1660-1760*. Cambridge: Cambridge University Press (Ch.12).
- Mintz, S.W. (1985). *Sweetness and Power: The Place of Sugar in Modern Industry*. New York: Penguin (Ch.2, pp.32-72, Ch.4).
- Ellis, M.; R. Coulton and M. Mauger. (2015). *Empire of Tea: The Asian Leaf that Conquered the World*. London: Reaktion Books (Ch.3, Ch.4, Ch.8 and Ch.10).

Unit 5: This Unit shall discuss the importance of the American Revolution in the coming of age of capitalism. This case study shall help students to identify important developments involving colonial settlers and the metropole. **(Teaching Time: 3 weeks approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. Second edition. New York: W.W. Norton & Co.
- Lyles, L. D. and E. T. Lyles. (2003). *Historical Development of Capitalism in the United States, 2 volumes*. New York, Lincoln, Shanghai: iUniverse, Inc.
- Beaud. Michel. (2001). *A History of Capitalism 1500 to 2000*. Trans. by Tom Dickman and Anny Lefebvre. New York: Monthly Review Press (Ch.2)
- Dattar, K. (1997). *America Ka Itihas*. Delhi:University of Delhi, Directorate of Hindi Medium Implementation Board.

Suggested Readings:
- Brenner, Robert. (1976). "Agrarian Class Structure and Economic Development in Pre-Industrial Europe." *Past & Present* vol. 70, pp. 30-75.
- Ralph, Davis. (1973). *The Rise of Atlantic Economies*. Ithaca, N.Y: Cornell University Press.
- Drescher, S. (1997). "Capitalism and Slavery After Fifty Years." *Slavery and Abolition* vol 18 no.3, pp. 212-227.
- Dutta, Arup Kumar. (1992). *Cha Garam: The Tea Story*. Guwahati. Paloma Publications.
- Galbraith, J.K. *American Capitalism: The Concept of Prevailing Power*. USA: Transaction Publishers, 1993 (8th printing).
- Joll, J. (1990). *Europe since 1870: An International History*. Fourth edition. London: Penguin (Ch.4, "Imperialism"). [Available in Hindi].
- Kocka, J. (2014). *Capitalism: A Short History*. (Trans. Jeremiah Reimer). Princeton and Oxford: Princeton University Press (Chs.1-3).
- Moxham, Roy. (2003). *Tea, Addiction, Exploitation and Empire*. New York: Carroll and Graff.

- Ormrod, D. (2003). *The Rise of Commercial Empires: England and the Netherlands in the Age of Mercantilism*. Cambridge: Cambridge University Press.
- Porter, A. (1994). *European Imperialism, 1860-1914.* London: Palgrave Macmillan.
- Rappaport, E. (2017). *A Thirst for Empire: How Tea Shaped the Modern World*. Princeton and London: Princeton University Press (Ch.3 and Ch.5).
- Roy, Tirthankar. (2012). *The East India Company: The World's Most Powerful Corporation*. New Delhi: Penguin.
- Smith, Andrew F. (2015). *Sugar: A Global History.* London: Reaktion Books (Ch.2, "New World Sugar to 1900).
- Sweezy, Paul M. (1970). *Theory of Capitalist Development.* New York: Monthly Review Press.
- Wallenstein, Immanuel. (1989). *Modern World System- III.* Berkeley: University of California Press.
- Wood, E.M. (2002). *The Origin of Capitalism: A Longer View*. London: Verso ("Introduction", and Ch.4, Ch.5, Ch.6 and Ch.7).

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Capitalism, colonialism, imperialism, Atlantic slavery, American Revolution, trans-Atlantic trade, East India Companies.

DSE III

Issues in Twentieth Century World History-I (the 20th Century)

Course Objectives:

This course aims to provide an understanding of 20th century world history not as a history of parts, individual nations but as an interconnected world history. The paper focuses on how the world changed in the first half of the twentieth century, from the World Wars to new radical and social movements. The course discusses how this world, ridden with conflict and violence, also witnessed growing desires for peace by through an organisation such as the United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

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

* Define world history and explain the evolving polities.

* Categorise the economies and cultures of the twentieth century world.

* Define the making of the geopolitical order and 'North-South' distinctions.

* Delineate the complex character of modernity and its differences.

* Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

Course Content:

Unit I: The Concept and Definition: What is World History?
Unit II: First World War:
    (a) Consequences in Europe and the world,
    (b) League of Nations
Unit III: 1917 Russian Revolution:
    (a) Formation of the USSR;
    (b) Debates on socialism and the role of the Communist International (Comintern)
Unit IV: Fascism and Nazism: Germany and Japan and Second World War
Unit V: Modernity, Rights and Democracy:
    (a) The suffragette movement (England)
    (b) Anti-colonial struggles (Indonesia)
    (c) The formation of the United Nations

(d) Art and politics (Picasso)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This Unit shall introduce the students to the concept and definition of world history. **(Teaching Time: 2 weeks approx.)**

- Krippner-Martinez, J. (1995). "Teaching World History: Why We Should Start!" *The History Teacher* 29 (1), pp. 85-92. https://www.jstor.org/stable/494534
- Christian, David. (2003). "World History in Context." *Journal of World History* vol. 14 no.4, pp. 437-458. https://www.jstor.org/stable/20079239
- Mazlish, Bruce. (1998). "Comparing Global History to World History" *The Journal of Interdisciplinary History* vol. 28 no. 3, pp. 385-395. https://www.jstor.org/stable/205420
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.

Unit II: This Unit will familiarize the students with the key consequences of the First World War; including the formation of the League of Nations. **(Teaching Time: 3 weeks approx.)**

- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (pp. 1011-1016; 1056-1077; 1083-1087).
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Henig, R. (1995). *Versailles and After 1919-1933*. Lancaster Pamphlets Series. Second edition. New York, London: Routledge.
- Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवींशता ब्दीकाविश्वइतिहास*:* एकझलक*(भाग-२)*. दिल्ली : लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्वइतिहासकेप्रमुखमु द्दे*:* बदलतेआयाम. दिल्ली: दिल्लीविश्वविद्यालयप्रकाशन.

Unit III: This Unit will provide the students a broad outline of the history of the USSR post the 1917 October Revolution and shall familiarize them with the functioning of the Comintern. **(Teaching Time: 3 weeks approx.)**

bibliography- Nove, Alec. (1992). *An Economic History of the USSR 1917-1991*. London: Penguin.
- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes*- अतिरेकोंकायुग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Mahajan, Sneh. (2009) *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवीशताब्दीकाविश्वइतिहास: एकझलक(भाग-२). दिल्ली: लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्वइतिहासकेप्रमुखमु दे: बदलतेआयाम. दिल्ली: दिल्लीविश्वविद्यालयप्रकाशन.

Unit IV: This Unit shall introduce the students to important case studies related to the growth of fascism post First World War. The Unit shall connect the discussion on fascism to the Second World War. **(Teaching Time: 3 weeks approx.)**

bibliography- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes*-अतिरेकोंकायुग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन.
- Lee, Stephen J. (1982). *Aspects of European History 1789–1980*. London, New York: Routledge (Ch.22, Ch.23, Ch.24 and Ch.30).
- Lee, Stephen J. (2008). *European Dictatorships 1918-1945*. London, New York: Routledge (Ch.5).
- Fairbank, John K., et al. (1965). *East Asia: Modern Transformation*. Boston: Houghton Mifflin; Highlighting edition (section on militarism in Japan).
- Duikar, William J. (2005) *Twentieth-Century World History*. Third edition. USA: Wadsworth Cencgage Learning.
- Henig, R. (2005). *The Origins of the Second World War 1933-1941*. Lancaster Pamphlets Series. Second edition. London, New York: Routledge.
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवीशताब्दीकाविश्वइतिहास: एकझलक(भाग-२). दिल्ली: लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्वइतिहासकेप्रमुखमु दे: बदलतेआयाम. दिल्ली: दिल्लीविश्वविद्यालयप्रकाशन.

Unit V: This Unit shall highlight important trends in the development of modern political movements and institutions that unfolded in the first half of the twentieth century. The discussion shall evolve around specified case studies. **(Teaching Time: 5 weeks approx.)**

- Lang, Sean. (2005). *Parliamentary Reform 1789-1928*. Second edition. London, New York: Routledge. (Ch.8, "Votes for Women).
- Thomson, D. (1990). *Europe Since Napoleon*. London: Penguin (Ch.32).
- Perry, Marvin et al. (2016).*Western Civilization: Ideas, Politics, and Society: Since 1400*. Eleventh edition. Canada: Cencgage Learning (Ch. 27 – section on Picasso).
- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes*-अतिरेकोंकायुग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन.
- Duikar, William J. (2005) *Twentieth-Century World History*. Third edition. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवींशताब्दीकाविश्वइतिहास: एकझलक(भाग-२). दिल्ली : लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्वइतिहासकेप्रमुखमुद्दे: बदलतेआयाम. दिल्ली: दिल्लीविश्वविद्यालयप्रकाशन.

Suggested Readings:
- Atkin, N. and M. Biddis. (2009). *Themes in Modern European History, 1890–1945*. London, New York: Routledge (Ch.4, Ch.5, Ch.9 and Ch.10).
- Ferguson, Niall. (2006). *The War of the World: Twentieth-Century Conflict and the Descent of the West*. New York: The Penguin Press.
- Martel, G. (Ed.). (2006). *A Companion to Europe 1900-1945*. Malden, M.A. and Oxford: Blackwell.
- Wakeman, R. (Ed). (2003). *Themes in Modern European History Since 1945*. London, New York: Routledge (Ch.1 and Ch.2).

Teaching Learning Process:
Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from

the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

World History, First World war, Russian Revolution, Fascism, Nazism, Second World war, Suffragette Movement, anti-colonial struggles, United Nations

History of Europe 1500-1848

Course Objective:

The objective of this course is to make the students familiar with the history of modern Europe. The purpose is to enable them to understand the linkages between themes in Indian history papers and to give them a European perspective of themes involved.

Learning Outcomes:

On completion of this course, the student will be able to:
* Define the role of Europe in the world during the period under study.
* Describe Reformation.
* Explain the scientific 'discoveries'.
* Outline the contemporary state and politics.

Course Content:

Unit I. Reformation:
    [a] The Papacy and its critics
    [b] The Protestant reformation: Calvinism; the English Reformation
    [c] Catholic Reformation

Unit II. Science, Navigation and the ' Discoveries'
    [a] Voyages
    [b] Reflections on the scientific method
    [c] Hobbes, Locke and the Philosophes
    [d] Despotism and the limits of Enlightenment

Unit III. State and Politics:
    [a] King and Parliament in 17th century England
    [b] Absolutism and the peasantry in Eastern Europe

Unit IV. Gender, Literature and Art
    [a] Literary trends from Dante to Shakespeare
    [b] Art from Baroque to Rococo and Neo Classicism
    [c] Women Family and the Public Sphere

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I.: At the completion of this unit students would have learnt about the ascendancy of the Church and Papacy, the Reformation in Europe and England and its impact on Catholicism and Protestantism. **(Teaching Time: 3 weeks approx.)**

- Elton, G.R. (1990). *Reformation Europe, 1517-1559.* London: Fontana Press.
- Hill, Christopher. (1969). *Reformation to Industrial Revolution.* London: Penguin Books.
- Mac Culloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490-1700.* London: Penguin Books Ltd.
- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present.* Volume 1. New York, London: W.W. Norton (Ch.3).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit II: At the completion of this unit, students would have learnt about the shifts in human history that were a result of the 'Enlightenment' and the Renaissance. **(Teaching Time: 4 weeks approx.)**

- Parry, J. H. (1963). *Age of Reconnaissance.* London: Weidenfield & Nicholson.
- Pagden, Anthony. (2013). *The, Enlightenment: And Why it Still Matters.* Oxford: Oxford University Press.
- Cameron, E. (2001). *Early Modern Europe: An Oxford Dictionary*. Oxford: Oxford University Press.
- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present.* Volume 1. New York, London: W.W. Norton (Ch.8).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit III. At the completion of this unit, students would have learnt about the making of the modern state, its early representative systems and their exclusions. **(Teaching Time: 4 week approx.)**

- Kumin, Beat (ed.). (2013). *The European World 1500-1800: An Introduction to Early Modern History*. New York: Routledge.
- Wolf, Eric R. (2010). *Europe and the People without History.* Berkeley: University of California Press.
- Cameron, E. (2001). *Early Modern Europe: An Oxford Dictionary*. Oxford: Oxford University Press.
- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present.* Volume 1. New York, London: W.W. Norton (Ch.7).

Unit IV. At the Completion of this unit, students would have learnt about the social changes in Europe history through interventions in the field of gender, literature and art. **(Teaching Time: 5 weeks approx.)**

- Rogers, Pat (Ed.). (2001). *The Oxford Illustrated History of English Literature*. Oxford: Oxford University Press, pp. 59-159.
- Landes, J.B. (1988). *Women and the Public Sphere in the Age of the Revolution.* New York: Cornell University Press.
- Power, E. (1997). *Medieval Women*. Cambridge: Cambridge University Press.
- Hauser, Arnold. (2005). *The Social History of Art, Vol. III: Rococo, Classicism and Romanticism*. London: Routledge.
- Cameron, E. (2001). *Early Modern Europe: An Oxford Dictionary*. Oxford: Oxford University Press.

Suggested Readings:
- Anderson, M.S. (1976). *Europe in the 18th century*. New York: Longman
- Anderson, Perry. (1979). *Lineages of the Absolutist State.* London: Verso Edition.
- Davies, Norman. (1998). *Europe; A History.* New York: Harper Collins.
- Eisenstein, E. (1980). *The Printing Press as an Agent of Change*. 2 Vols. Cambridge: Cambridge University Press.
- Gay, Peter. (1966). *The Enlightenment: An Interpretation*. New York: Alfred K. Knopf.
- Greaves, R. L., Robert Zallor and J. T. Roberts. (1994). *Civilizations of the West: From 1660 to the Present.* New York.:, Harper and Collins College Publishers.
- Kearney, Hugh. (1971). *Science and Social Change, 1500-1700*. University of Wisconsin-Madison: McGraw-Hill.
- King, Margaret L. (1994). *Western Civilizations: A Social and Cultural History.* New York: Prentice Hall.
- Ralph, L. P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. (1993). *Western Civilizations, Vol. II.* New York, London: W.W. Norton & Co.
- Wiesner, Merry E. (2013). *Hanks, Early Modern Europe, 1450-1789.* New York: Cambridge University Press.
- विजय, देवेश (सं.). (2010). यूरोपीयसंस्कृति, नईदिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय
- सिन्हा, अरविन्द. (2009). संक्रांतिकालीनयूरोप, नईदिल्ली: ग्रन्थशिल्पी.

Teaching Learning Process:
Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall

focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Reformation, the Papacy, Catholic reformation, discoveries, theory of social contract, despotism, absolutism, enlightenment, Neo-classicism, public sphere

Economy and Politics: Capitalism and Colonialism-II

Course Objective:

The course familiarizes the students understand the process of transformation and the uniqueness of Capitalism and Imperialism. It will introduce the student to the impact of imperialist economic policies in China, South Africa and Southeast Asia. The student will also study the impact of the Imperialist interventions in Africa and West Asia. The students will also study the development of capitalism outside the Atlantic economy and examine the rise of Japan as an important economic power.

Learning Outcomes:

- Demonstrate the implications of capitalist developments and their socio-economic impacts in the colonial world.
- Distinguish the nature of imperialist expansion and exploitation of weaker nations.
- Explain the impact of imperialism on various colonies.

Course Content:

Unit I: The Civil War and the emergence of USA as a capitalist power

Unit II: Finance Capital and Imperialism:
      [a] Theories of Capitalism; Hobson, Lenin and Schumpeter
      [b] Railways (China) / Gold (South Africa) / Rubber (Southeast Asia)

Unit III: Capitalist developments in Japan (1868-1920s)

Unit IV: Colonialist partition of Africa

Unit V: West Asia 1914-1930s:
      [a] Ottoman Empire and the first world war
      [b] Redrawing the Map: The British and French mandates

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This Unit will highlight the development of capitalism in USA in the latter half of the nineteenth century and accordingly contextualize the Civil War. **(Teaching Time: 3 weeks approx.)**

- Randall, J. G. and David Herbert Donald. (1969). *Civil War and Reconstruction.* U.S.A.**:** D.C. Heath & Company.
- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. Second edition. New York: W.W. Norton & Co.
- Lyles, L. D. and E. T. Lyles. (2003). *Historical Development of Capitalism in the United States*. 2 vols. New York, Lincoln, Shanghai: iUniverse, Inc.
- Barrington, M. Jr. (2015). "The American Civil War: The Last Capitalist Revolution." *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press.
- Datar, K. (1997). *America Ka Itihas*. Delhi: Directorate of Hindi Medium Implementation Board, University of Delhi.

Unit 2: In this Unit the students will be provided an overview of the key theories of imperialism and shall proceed to look at a case study of one of the regions of imperialist competition. **(Teaching Time: 4 weeks approx.)**

- Brewer, Anthony. (1990). *Marxist Theories of Imperialism*. London, New York: Routledge (Ch.1, Ch.4 and Ch.6).
- Joll, J. (1990). *Europe since 1870: An International History.* Fourth edition. London: Penguin (Ch.4, "Imperialism"). [Available in Hindi].
- Kocka, J. (2014). *Capitalism: A Short History*. (Trans. Jeremiah Reimer.) Princeton and Oxford: Princeton University Press (Ch.4).
- Beaud. Michel. (2001). *A History of Capitalism 1500 to 2000*. (Trans. by Tom Dickman and Anny Lefebvre.) New York: Monthly Review Press (Ch.3, and Ch.4).
- Jean Chesneaux et al. (1977). *China from the 1911 Revolution to Liberation*. New York: Pantheon Books.
- Chung, Tan. (2013). *Triton and Dragon*: *Studies on the Nineteenth Century China and Imperialism*. Reprint. Delhi: Gyan Publishing (Ch.6 and Ch.7).
- Tarling, Nicholas. (2001). *Imperialism in Southeast Asia: 'A Fleeting, Passing Phase'*. London and New York: Routledge (Ch.6).
- Osborne, Milton. (2002). *South East Asia: An Introductory History*. Sydney: Allen and Unwin
- Meredith, M. (2007). *Diamonds, Gold and War: The Making of South Africa.* Simon & Schuster.

Unit 3: This Unit shall provide the students a detailed overview of how an Asian power, Japan, developed along capitalist and imperialist lines from the second half of the nineteenth century. **(Teaching Time: 3 weeks approx.)**

- Allen, G. C. (2003). A *Short Economic History of Modern Japan, 1867-1937*. London: Routledge.
- Fairbank, John K., et al. (1965). *East Asia: Modern Transformation*. Boston: Houghton Mifflin; Highlighting edition.
- Hane, Mikiso. (2000). *Japan: A Short History*. Great Britain: Oneworld Publications.
- Norman, E H. (2000). *Japan's Emergence as Modern State*. Canada: UBC Press.

Unit 4: This Unit shall familiarize the students with the land grab and aggressive partitioning of the African continent by advanced imperialist powers. **(Teaching Time: 3 weeks approx.)**

- Klein, Herbert S and Ben Vinson. (1986). *African Slavery in Latin America and Caribbean*. Oxford: Oxford University Press.
- Hobsbawm, E. J. (1975). *Age of Capital, 1848-1875*. London: Phoenix Press.
- Joll, James and Gordon Martel. (2006). *Origins of the First World War.* London, New York: Routledge.
- Roth J.J. (Ed.). (1968). *World War I: A Turning Point in Modern History*. Second edition. New York: Knopf.
- Mazrui, Ali A. (1993). *UNESCO General History of Africa, Africa since 1935.* Vol. 8. California: UNESCO.
- Mackenzie. J. (1983). *The Partition of Africa and European Imperialism of the Nineteenth Century*. London, New York: Methuen.
- Wolf, Eric. (2010). *Europe and the People without History*. California: University of California Press.
- वर्मालालबहादुर, यूरोपकाइतिहासe-book: https://epustakalay.com/book/67721-europ-ka-itihas-by-lal-bahadur-varma/

Unit 5: This Unit shall provide the students an overview of the key developments that unfolded in West Asia from the period of First World War to the end of the Second World War. **(Teaching Time: 3 weeks approx.)**

- Aksakal, Mustafa. (2008). *The Ottoman Road to War in 1914: The Ottoman Empire and the First World War*. London, New York, Singapore, Delhi: Cambridge University Press ("Introduction", Ch.3 and Ch.4).
- Provence, Michael. (2017). *The Last Ottoman Generation and the Making of the Modern Middle East.* Cambridge: Cambridge University Press (pp. 56-100; 190-260).
- Fieldhouse, D.K. (2006). *Western Imperialism in the Middle East 1914-1958*. Oxford: Oxford University Press (sections on Britain and Mesopotamia/Transjordan/Syria-Leabonan, and the French).

Suggested Readings:

- Austen, Ralph. (1987). *African Economic History*. London: James Currey.
- Davies, Norman. (1998). *Europe: A History.* New York: Harper Collins.
- Faulkner, H. U. (1958). *American Economic History.* New York: Harper Bros.
- Galbraith, J.K. (1993). *American Capitalism: The Concept of Prevailing Power.* USA: Transaction Publishers.
- Hobsbawm, E.J. (1987). *The Age of Empire 1875-1914*. New York: Pantheon Books.
- Jelavich, Charles and Barbara Jelavich. (1977). *Establishment of the Balkan National States 1840 – 1920*. Seattle/London: University of Washington Press.
- Kemp, Tom. (1967). *Theories of Imperialism*. London: Dobson Books.
- Lowe, Norman. (1997). *Mastering Modern World History.* Third edition. Delhi: Macmillan India Ltd.
- Martel, G. (Ed.). (2006). *A Companion to Europe 1900-1945.* Malden, M.A. and Oxford: Blackwell.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 2. New York, London: W.W. Norton.
- Pedersen, Susan. (2015). *The Guardians: The League of Nations and the Crisis of Empire*. Oxford: Oxford University Press (pp. 17-106).
- Porter, A. (1994). *European Imperialism, 1860-1914.* London: Palgrave Macmillan.
- Stephens, J.J. (2003). *Fuelling the Empire: South Africa's Gold and the Road to War*. New Jersey: Wiley.
- Tarling, Nicholas. (Ed.). (1992). *Cambridge History of South-East Asia*. Vol. II. Cambridge: Cambridge University Press.
- Tran, Binh Tu. (1985). *The Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation*. (Trans. by John Spragens Jr.) Ohio City: Centre for Research in International Studies, Ohio University.
- Wesseling, H.L. (1996). *Divide and Rule: The Partition of Africa, 1880-1914*. Michigan: Praeger.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from

the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:
American civil war, Theories of capitalism, Imperialism, Africa, China., Southeast Asia, Capitalist Japan, the Ottoman empire and the first world war.

DSE VI
Issues in Twentieth Century World History-II

Course Objectives:

This course aims to provide an understanding of 20th century world history not as history of parts, individual nations but as interconnected world history. Through events focus is on how the world evolved from the Wars of Nations to new radical and social movements. World ridden with conflict and violence also witness growing desires for Peace by forming United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

• Define world history.

• Discuss and explain the evolving polities, economies and cultures of the twentieth century world.

• Analyze the interconnectedness in world history.

• Demonstrate critical skills to discuss diverse social movements and cultural trends.

Course Content:

Unit I: The World Divided: The Cold War-case studies, Korea/Vietnam

Unit II: Decolonization and the long shadow of colonial exploitation: Ghana/Algeria

Unit III: Popular Movements:
   (a) Environmental Struggles: Chipko Movement; Struggles for the Amazon; Bhopal
   (b) Student Movements: Paris 1968
   (c) Anti-apartheid movements in S. Africa and Civil Rights Movement USA
   (d) Women's Movements: Issues and Debates/Women and Work Place-Vishakha Guidelines
Unit IV: Leisure and Entertainment
   (a) Spectator Sports (football/Olympics)
   (b) Cinema (James Bond films in the context of the Cold War, Satyajit Ray's films and Bicycle Thief in the context of the Depression)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This Unit shall discuss the global impact of the Cold War though specified case studies. **(Teaching Time: 3 weeks approx.)**

- Dickinson, Edward Ross. (2018). *The World in the Long Twentieth-Century, An Interpretive History*. USA: University of California Press.
- Lightbody, Bradley. (1999). *The Cold War*. New York and London: Routledge.
- McMahon, Robert. (2003). *Cold War-A very Short Introduction*. USA: Oxford University Press.
- Lee, Stephen J. (1982). *Aspects of European History 1789–1980*. London, New York: Routledge (Ch.31).
- Anderson, David L. (2005). *The Vietnam War*. New York: Palgrave Macmillan.
- Stueck, W. (2010). "The Korean War." in M.P. Leffler and O.A. Westad, (Eds.). *The Cambridge History of the Cold War*. Volume 1. Cambridge: Cambridge University Press.

Unit 2: This Unit shall familiarize the students with the decolonization process and with the politics of persisting colonial interests through a prescribed case study from the African/South American region. **(Teaching Time: 3 weeks approx.)**

- Lee, Stephen J. (1982). *Aspects of European History 1789–1980*. London, New York: Routledge (Ch.36).
- Whitfield, Lindsay. (2018). *Economies after Colonialism: Ghana and the Struggle for Power*. Cambridge: Cambridge University Press, pp. 133-177.
- Choi, Sung-Eun. (2016). *Decolonization and the French of Algeria: Bringing the Settler Colony Home*. New York: Springer (Introduction).
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Duikar, William J. (2005) *Twentieth-Century World History*. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- महाजन, स्नेह. (२०१६). बीसवी शताब्दी का विश्व इतिहास: एक झलक *(भाग-२)*. दिल्ली : लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन

Unit 3: This Unit shall provide an outline of important case studies of popular movements that emerged in the latter half of the twentieth century. **(Teaching Time: 6 weeks approx.)**

- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.

- Duikar, William J. (2005) *Twentieth-Century World History*. USA: Wadsworth Cengage Learning.
- Burkett, Elinor. (YEAR). "Women's Rights Movement - Political and Social Movement." *Encyclopaedia Britannica* (https://www.britannica.com/topic/womens-movement).
- Flavia Agnes. (2001). *Law and Gender Equality: The Politics of Women's Rights in India.* Delhi: Oxford University Press (relevant sections in Part-II).
- 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)
- McNeill, J. R. (2001). *Something New Under the Sun: An Environmental History of Twentieth-Century World*. New York & London: W.W. Norton & Company. (Especially Introduction)
- Mitchell, Timothy. (2013). *Carbon Democracy: Political Power in the age of Oil*. London & New York: Verso (Introduction).
- Skinner, R. (2017). *Modern South Africa in World History: Beyond Imperialism*. London: Bloomsbury (Ch.6 and Ch.7).
- महाजन, स्नेह. (२०१६). बीसवीशताब्दीकाविश्वइतिहास: एकझलक*(भाग-२)*. दिल्ली: लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्वइतिहासकेप्रमुखमुद्दे: बदलतेआयाम. दिल्ली : दिल्लीविश्वविद्यालयप्रकाशन

Unit 4: This Unit shall discuss important trends in the realm of spectator sports and in cinema. The focus shall be on specified case studies. **(Teaching Time: 4 weeks approx.)**

- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes*, translated into Hindi : अतिरेकोंकायुग : बीसवींसदीकाइतिहास : 1914-1991; अनुवादक, प्रकाश दीक्षित ; मेरठ : संवाद प्रकाशन
- Duikar, William J. (2005) *Twentieth-Century World History*. USA: Wadsworth Cengage Learning.
- Leab, D.L. (1998). "Introduction: The Cold War and the Movies." *Film History* vol. 10 no.3, pp. 251-53.
- महाजन, स्नेह. (२०१६). बीसवी शताब्दी का विश्व इतिहास: एक झलक *(भाग-२)*. दिल्ली लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्वइतिहासकेप्रमुखमुद्दे बदलतेआयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन

Suggested Readings:

- Chapman, James. (2005). *Cinemas of the World--Film and Society from 1895 to the Present.* London: Reation Books.
- Cumings, Bruce. (2010). *The Korean War: A History*. New York: Modern Library.
- Falola, Toyin and Achberger, Jessica. (Eds). (2012). *The Political Economy of Development and Underdevelopment in Africa*. New York and London: Routledge.
- Forbes, Geraldine. (1999). *Women in Modern India. The New Cambridge History of India – Volume 4*. Cambridge: Cambridge University Press (Chs.7-8).
- Grosfoguel, Ramonand Cervantes-Rodriguez, Ana Magarita (Eds.). (2002). *The Modern/ Colonial/Capitalist World-System in the Twentieth Century: Global Processes, Antisystemic Movements, and the Geopolitics of Knowledge*. USA: Greenwood Press.
- Guelke, Adrian. (2005). *Rethinking the Rise and fall of Apartheid-South Africa and World Politics*. New York: Palgrave Macmillan.
- Guttmann, A. (1986). *Sports Spectators*. New York: Columbia University Press (Chs. 4-6).
- John, M. (2014). "Fears and Furies of Sexual Harassment." *The Economic and Political Weekly* vol. 49 no.15, 29-32.
- Klimke, M. and J. Scharloth. (Eds.). (2008). *1968 in Europe: A History of Protest and Activism 1956-1977*. Basingstoke: Palgrave Macmillan.
- Kumar, Radha. (1993). *The History of Doing*. Delhi: Zubaan (Chs.6-12).
- McNeill, J. R. and Erin Stewart Mauldin (Eds.). (2012). *A Companion to Global Environmental History*. West Sussex: Wiley-Blackwell.
- Moore, Jason W. (2015). *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. London & New York: Verso.
- Rajadhyaksha, Ashish. (2016). *Indian Cinema: A Very Short Introduction*. Delhi: Oxford University Press.
- Rathbone, Richard. (2000). *Nkrumah and the Chiefs: The politics of Chieftaincy in Ghana 1951-60*. Athens: Ohio University Press, pp 1-28, 89-150.
- Schofield, John, Johnson, William Gray and Beek, Colleen M. (Eds.). (2002). *Material Culture-the Archaeology of Twentieth Century Conflict*. New York and London: Routledge.
- Sen, Samita. (2000). "Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective." Policy Research Report on Gender and Development Working Paper Series No. 9. (World Bank), pp. 20-46.
- Sorlin, Pierre. (1998). "The Cinema: The American Weapon for the Cold War." *Film History* vol. 10 no.3, pp. 375-381.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching, Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Cold war, Decolonisation, Vietnam War, Anti-apartheid movement, students' movement: Paris 1968, Chipko Movement, Bhopal gas tragedy, Vishakha Guidelines, sports, cinema

Generic Elective

Women in Indian History

Course Objectives:

The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women's issues with reference to latest researches in the field. The course seeks to make students reflect on the specificity of women's issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.

Learning Outcomes: After successful completion of the course, students will be able to:
- Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.
- Explore women's experiences within specific contexts at specific historical moments.
- Appreciate the contradictions that marked the 'rise' of powerful and 'exceptional' women like Razia, Nur Jahan or Mirabai.
- To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

Course Content:

Unit I. Theory and Concepts
> a) Understanding gender and patriarchy

Unit II. Women in Ancient India
> a) Historiographic Overview
> b) Evolution of Patriarchy with focus on Brahmanical patriarchy
> c) Women and property
> d) Women and work: voices from Tamilakam

Unit III. Women in Medieval India
> a) Historiography and the politics of the harem and the household
> b) Case studies: Razia Sultan, Nur Jahan, Jahanara
> c) Women Bhaktas

Unit IV. Women in Modern India
> a) Gender debate in Colonial India: a case study of sati / women's education
> b) Gandhi, Women's participation and Indian Nationalism
> c) Partition, Refugee Women and Rehabilitation – taught through the movie 'Pinjar'.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. The unit aims to familiarize students with the theoretical framework of Gender with special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis. **(Teaching Time: 2 weeks approx.)**

- Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Women Unlimited.

Unit II. The segment should apprise students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments. **(Teaching Time: 5 weeks approx.)**

- Chakravarti, Uma. (1993). "Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State'". *Economic and Political Weekly*. Vol. 28 no.14, pp. 579-85.
- Ramaswamy, Vijaya. (2000). "Aspects of Women and Work in Early South India". Kumkum, Roy (Ed.). *Women in Early Indian Societies*. New Delhi: Oxford University Press.
- Shah, Shalini. (2012). "Patriarchy and Property", in *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised Edition. Delhi: Manohar, pp. 32-62.
- Roy Kumkum (2018). "Introduction" in *Beyond the Woman Question, Reconstructing Gendered Identities in Early India*. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).

Unit III. The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics through some exceptional women. **(Teaching Time: 4 weeks approx.)**

- Bokhari, Afshan. (2012). "Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India". in John Curry and Erik Ohlander, (eds.). *Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200–1800*.Oxon: Routledge.
- Habib, Irfan. (2000). "Exploring Medieval Gender History". *IHC* 61st Session, Symposia Paper No.23, Calicut. pp. 263-75.
- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. New York: Cambridge Studies in Islamic Civilization.
- Ramaswamy, Vijaya. (2011). "Gender and the Writing of South Indian History". in S. Bhattacharya, (ed.). *Approaches to History: Essays in Indian Historiography,* Delhi: ICHR and Primus. pp.199-224.

- Sharma, Sunil. (2009). "FromʿĀʾesha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women". *Journal of Persianate Studies* vol. 2, pp. 148-64.
- Sangari, Kumkum. (1990). "Mirabai and the Spiritual Economy of Bhakti". *Economic and Political Weekly.* vol. 25/27, pp. 1461-75.

Unit IV. The section focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition. **(Teaching Time: 5 Weeks approx.)**

- Basu, Aparna. (2003). *Mridula Sarabhai, A Rebel with a Cause*. Oxford: Oxford University Press. (Ch.8, "Recovery of Abducted Women", pp. 133-146).
- Forbes, Geraldine. (1996). *Women in Modern India*. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
- Gupta, Charu. (Ed.). (2012). *Gendering Colonial India: Reforms, Print, Caste and Communalism.* Delhi: Orient Blackswan, [Introduction].
- Kumar, Radha. (1997). *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India. 1800-1990.* Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
- Menon, Ritu and Kamla Bhasin. (1998). *Borders & Boundaries*. Delhi: Kali for Women, pp. 3-29.
- Sharma, Yuthika. (2015). "Indian Women's Movement in the 20th Century: Resistance or Reaction". *Proceedings of Gender Issues.* 5th Annual Conference, Nalanda.

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:

Patriarchy, Property, Tamilakam, Razia, Nur Jahan, Jahanara, Bhakti, Sati, Nationalist Movement, Partition

Gender in the Modern World

Course Objectives:

The course seeks to introduce to learners, location of Gender in historical past of modern world. The focus is on specific processes across regions. Through analysis of rubrics, complexities of historical issues involving women and state will be unfolded.

Learning Outcomes:

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

* Discuss the issues related to gender in world history in a comparative frame.
* Analyze gender realities in larger International context.
* Describe the main facets of Suffrage movement in Britain or in the USA.
* Delineate the role of women in anti-aparthied movement in South Africa.
* Trace the role of women in the Russian revolutions.
* Critically discuss the women's participation in Chinese revolution.

Course Content:

Unit I.	**Historicizing Gender**: Patriarchy and feminism
Unit II.	**Gender in the French Revolution**: Women participation; iconography
Unit III.	**Women's Suffrage movement in Britain or USA**
Unit IV.	**Women and anti-Apartheid movement in South Africa**
Unit V.	**Women in the Russian Revolution**
Unit VI.	**Engendering the Chinese Revolution**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. The unit aims to make students conversant with the conceptual issues around Gender with special focus on patriarchy and feminism. **(Teaching Time: 2 Weeks)**

* Bock, Gisela. (1989). "Women's History and Gender History: Aspects of an International Debate". *Gender and History* vol. 1 no.1, pp. 7-30.
* Learner, Gerda. (1987). *The Creation of Patriarchy*. New York and Oxford: OUP. (Chapter 1 and 10).

- Michelet, Juliet and Ann Oakley. (Eds.). (1986). *What is Feminism?* London: Pantheon books. (Introduction).
- DuBois, Ellen Carol. (1999). *Feminism and Suffrage: The Emergence of an Independent Women's movement in America1848-1869*. Ithaca: Cornell University Press.
- Smith, Bonnie G. (Ed.). (2008). *Encyclopaedia of Women in World History*. New York: Oxford University Press [IV Volumes relevant sections].
- Weisner-Hanks, Merry. (2007)."World History and the History of Women, Gender, and Sexuality". *Journal of World History* vol. 18 no.1, pp. 53-67.

Unit II. The focus in the unit is on the significant role played by the women in the French Revolution and how the French political paintings of the time reflected a growing image of the revolution from a gendered perspective. **(Teaching Time: 3 Weeks)**

- Graham, Ruth. (1984). "Loaves and Liberty: Women in the French Revolution". in Bridenthal Renate and Claudia Koonz (Eds.). *Becoming Visible: Women in European History.* New York: Monthly Review Press, pp. 236-54.
- Juneja, Monica. (1996). "Imaging the Revolution: Gender and Iconography in French Political Prints". *Studies in History* vol. 12 no.1, pp. 1-65.

Unit III. The unit elucidates the trajectory of suffrage movement in two states across the Atlantic; Britain and USA in late 19th and early 20th centuries. This bears testimony to growing feminist consciousness especially in the fields of politics and power. **(Teaching Time: 3 Weeks)**

- Harrison, Patricia Greenwood. (2000). *Connecting Links: The British and American Women's suffrage movements, 1900-1914.* Westport, CT: Greenwood Press.
- Wingerden, Sophia A. (1999). *The Women's Suffrage Movement in Britain, 1866-1928.* New York: St. Martin's Press.

Unit IV. The unit focuses on anti-apartheid resistance in South Africa a very crucial role played by women whose agony doubled on account of being both women as well as black. **(Teaching Time: 2 Weeks)**

- Walker, Cherryl. (1982). *Resistance in South Africa*, New York: Monthly Review Press.

Unit V. The focal point in the unit is to analyse location of women both in the Russian Revolution and after formation of Soviet Union and whether they worked towards the spread of the fundamental ideals of Russian Revolution. **(Teaching Time: 3 Weeks)**

- Rosenthal, Bernice Glatzer. (1984). "Love on the Tractor: Women in the Russian Revolution and After". In Bridenthal Renate and Claudia Koonz (Eds.), *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 370-399.

Unit VI. There is the need to investigate the Chinese revolution from a gendered perspective. Women not just participated in the Chinese Communist movement but worked towards radicalizing it as well, making it a genuine mass movement. **(Teaching Time: 3 Weeks)**

- Gilmartin, Christina. (1995). *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*. Berkeley: University of California 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

Keywords:
Feminism, Patriarchy, French Revolution, Suffrage movement, Anti-Apartheid movement, Russian revolution, China

GE III
Culture and Everyday Life in India

Course Objective:

Our everyday lives are filled with activities so routine and mundane that it hardly seems worth talking about them—getting up, doing daily ablutions, drinking a cup of tea or coffee, performing daily prayers and rituals, getting dressed for work place, boarding the metro to work, returning home, finding leisure in watching TV, shopping and even planning a holiday. All these sorts of activities are part of our everyday lives and most people have the same sort of everyday experiences. At the same time, however, different people across the world have different sorts of everyday lives that are defined by their society. Further, society itself is defined by peoples' ideas, values customs, beliefs and ways of thinking. All these things may be explained as 'culture'. While there are several definitions of culture, in this module we will take culture to mean the 'whole way of life' of a given group of people who form the urban populace in India. This course explores the everyday life of people in India through mundane aspects like food, beverage and masticatory habits; manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema or recreational outings. In reading these themes we hope to stimulate discussion about particularities of cultural forms that have evolved and continue to change in response to historical circumstance.

Learning Outcomes: With the completion of this course, the students will be able to:
- Identify the complex nature of relationship between the everyday life and society in urban India.
- Discuss human response to specific historical circumstance.
- Describe the role of Tea, Coffee and betel leave chewing in everyday cultural life and interactions.
- Delineate human interactions with each other in a shrine complex or on the streets.
- Analyze the importance of new avenues of interaction such as Metros, malls or pilgrim centres.
- Discuss the leisurely activities of social groups and resultant spread of ideas.

Course Contents:

Unit I: **Culture and everyday life**

Unit II: **Sustenance and beyond**: Chai, coffee and paan

Unit III: **Religion everyday** - at the threshold, shrine & street

Unit IV: **The everyday global in g/local**: Metro, mall & pilgrimage online

Unit V: **Leisure and everyday**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. This section equips students to locatethe complex nature of relationship between the everyday life and society mainly in urban India keeping in mind the nature of culture. **(Teaching Time: 3 weeks approx.)**

- Radhakrishnan, S. (1944). "Culture of India". *The Annals of the American Academy of Political and Social Science* vol. 233 (India Speaking), pp. 18-21.
- Ramanujan, A. K. (1999). "Is There an Indian Way of Thinking? An Informal Essay." in Vinay Dharwarkar, (ed.). *The Collected Essays of A.K. Ramanujan*. New Delhi: Oxford University Press. pp. 34-51.
- Hansen, Kathryn. (2010). "Who wants to be a cosmopolitan? Readings from the composite culture.*" The Indian Economic and Social History Review* vol. 47 no.3, pp. 291–308.

Unit II. The segment examines that culture is multifaceted and evolves in response to historical circumstance and that culture cannot be essentialized. It explores the everyday life in India through mundane aspects like food, beverage and masticatory habits. **(Teaching Time: 3 weeks approx.)**

- Nandy, Ashish. (2004). "The Changing Popular Culture of Indian Food: Preliminary Notes." *South Asia Research* vol. 24 no.1, pp. 9–19.
- Lutgendorf, Philip. (2012). "Making tea in India: Chai, capitalism, culture." *Thesis Eleven* vol. 113 no.1, pp. 11-31.
- Venkatachalapathy, A. R. (2002). "'In those days there was no coffee': Coffee-drinking and middle-class culture in colonial Tamilnadu." *The Indian Economic & Social History Review* vol. 39 nos.2–3, pp. 301–316.
- Gowda, M. (1951). "The Story of Pan Chewing in India". *Botanical Museum Leaflets* Harvard University vol. 14 no.8, pp. 181-214.

Unit III. The unit communicates the complex, diverse and everyday location of culture -- performing daily prayers and rituals, getting dressed for work, finding leisure in watching TV, shopping and planning a holiday. People across the world have different sorts of everyday lives that are framed and negotiated within their respective societies. This unit elaborates on how the

social and cultural world is defined by peoples' ideas, values, customs, beliefs and ways of thinking. **(Teaching Time: 4 weeks approx.)**

- Kilambi, Jyotsna S. (1985). "Toward an Understanding of the Muggu: Threshold Drawings in Hyderabad." *RES: Anthropology and Aesthetics* vol. 10, pp. 71-102.
- Qureshi, Regula. (1992-1993). ""Muslim Devotional": Popular Religious Music and Muslim Identity under British, Indian and Pakistani Hegemony". *Asian Music* vol. 24 no. 1, pp. 111-121.
- Raj, Selva J. (2008). "Public display, communal devotion: Procession at a South Indian Catholic festival". in A. Jacobson Knut, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 77-91.
- Mini, Darshana Sreedhar. (2016). "Attukal 'Pongala': The 'Everydayness' in a Religious Space". *Journal of Ritual Studies.* vol. 30 no. 1. Special Issue: Transformations in Contemporary South Asian Ritual: From Sacred Action to Public Performance, pp. 63-73.

Unit IV. The purpose is to apprise students and to help them identify the complex nature of relationships that constitute everyday lives in urban society. This will be useful in stimulating further inquiry and develop ability to analyse culture through multiple frames of reference. **(Teaching Time: 3 weeks approx.)**

- Sadana, Rashmi. (2010). "On the Delhi Metro: An Ethnographic View". *Economic and Political Weekly* vol. 45/46, pp. 77-83.
- Voyce, Malcolm. (2007). "Shopping Malls in India: New Social 'Dividing Practices". *Economic and Political Weekly* vol. 42 no. 22, pp. 2055-62.
- Scheifinger, Heinz. (2009). "The Jagannath Temple and Online Darshan". *Journal of Contemporary Religion* vol. 24 no.3, pp. 277-90.
- Saeed, Yousuf. (2012). "Jannat ki Rail: Images of Paradise in India's Muslim Popular Culture". in Mumtaz, Currim, (ed.). *Jannat: Paradise In Islamic Art*. Mumbai: Marg Foundation.

Unit V. This segment will take culture to mean the 'whole way of life' of a given group of people who form the urban populace. It explores the everyday life in India through manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema or recreational outings. **(Teaching Time: 3 weeks approx.)**

- Lutgendorf, Philip. (2006). "Is There an Indian Way of Filmmaking?". *International Journal of Hindu Studies* vol. 10 no. 3, pp. 227-256.

- Srivastava, Sanjay. (2009). "Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi". *Economic and Political Weekly* vol. 44 no.26/27, pp. 338-45.
- Waghorne, Joanne Punzo. (2014). "Engineering an Artful Practice: On Jaggi Vasudev's Isha Yoga and Sri Sri Ravishankar's Art of Living". in Mark Singleton & Ellen Goldberg, (ed.). *Gurus of Modern Yoga*. New York: Oxford University Press, pp. 283-307.

Suggested Readings.
- Pant, Pushpesh. (2013). "INDIA: Food and the Making of the Nation". *India International Centre Quarterly* vol. 40 no.2. pp. 1-34.
- Pandya, Samta P. (2016). "Guru' Culture in South Asia: The Case of Chinmaya Mission in India". *Society and Culture in South Asia.* vol. 2 no.2. pp. 204–232.
- Srivastava, Sanjay. (2014). "Shop Talk: Shopping Malls and Their Publics". In Nita Mathur (Ed.). *Consumer Culture, Modernity and Identity*. Delhi: Sage, pp. 45-70.
- Warrier, Maya. (2013). "Online Bhakti in a Modern Guru Organization". In Mark Singleton and Ellen Goldberg (Eds.), *Gurus in Modern* Yoga. New York: Oxford University Press. pp. 308-327. (Chapter 14).

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:

Chai, Coffee, Paan, Everyday Religion, Pilgrimage online, Metro, Mall, Leisure, Yoga

Nature in Human History

Course Objectives:

This course proposes to examine the history of change in human-nature interactions. It unpacks standard environmental narratives which reduce environmental concerns to pollution and global warming, on the one hand, and human-nature harmony in pre-colonial era on the other. This will help students understand the usually invisible interplay of political, economic and ideological factors on questions of nature and natural resources. In what ways were environmental concerns mitigated by the class imprint of aspirational consumerism? This course also draws attention to the call of 'national interest' while addressing contemporary environmental concerns, often designated by specialists as anthropocene.

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

- Critique an understanding of environmental concerns based on a narrow scientific/ technological perspective

- Discuss environmental issues within a social- political framework

- Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources, in an understanding of 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 the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

Course Content:

Unit I.   Society and Nature
        a. Unending quest for Energy resources
        b. Livelihood patterns: Agriculture, Pastoralist
Unit II.   Conquest, Colonialisms, and Control
        a. Global Ecological interconnectedness

b. Conquests, Colonialisms and Control: Forest rights and forest dwellers

　　c. Insatiable appetite: agrarian production, commercial plantation

Unit III.　Waterscapes

　　a.　Water harvesting: Conventional vs. Multi Purpose River Valley Projects

　　b.　Contemporary Urban water disparities

　　c.　Water rights

Unit IV.　Climate Change: Genesis and mitigation

　　a. International Cooperation vs. national interests

　　b. Debating Anthropocene

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces student to conflict over natural resources. Changing livelihood patterns and its impact on nature is focus of this unit.**(Teaching Time: 3 weeks approx.)**

- Agarwal, Anil. (1985). "The Politics of Environment I & II." in *The State of India's Environment 1984-85: The Second Citizens' Report*. New Delhi: Centre for Science and Environment. pp. 354-80.[Available in Hindi also].
- McNeill, John. (2000). "Prologue: Peculiarities of a Prodigal Century." in *Something New Under the Sun: An Environmental History of the Twentieth- Century World*.New York: W. W. Norton & Company. pp. 3-17.
- Roy, Dunu. (2007). "Environmentalism and Political Economy." in Mahesh Rangarajan, (ed.), *Environmental Issues in India*. Delhi: Pearson. pp. 521-29.
- रॉय, दुनू. (2010). "पर्यावरणवादऔरराजनैति कअर्थव्यवस्था", महेशरं गाराजन (संपादक), भारतमेंपर्यावरणकेमुद्दे: एकसंकलन. दिल्ली: पीयरसन. पृष्ठ 331-38.
- Singh, Chetan. (2017). "Forest, Pastoralists and Agrarian Society in Mughal India." in Meena Bhargava, (ed.). *Frontiers of Environment: Issues in Medieval and Early Modern India*. Hyderabad: Orient Blackswan. pp. 71-97.

Unit II: This unit examines the role and impact of colonial power in redefining the character of natural resources exploitation and consequent changes in the livelihood patterns. It also critical examines the significance of discovery of 'new world' and its impact on flora-fauna across the globe. **(Teaching Time: 5 weeks approx.)**

- Bhattacharya, Neeladri. (1995). "Pastoralists in a Colonial World." in David Arnold and Ramachandra Guha, (Ed.). *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press. pp. 49-85.

- 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.103-117.
- Gadgil, Madhav & Ramachandra Guha. (1992). "Conquest and Control",in *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press.
- माधवगाडगीळएवंरामचंद्रगुहा. (2010). भारतमेंपारिस्थितिकीसंघर्षऔरपर्यवरणोयआंदोलन, महेशरंगाराजन (संपादक), भारतमेंपर्यावरणकेमुद्दे: एकसंकलन. दिल्ली: पीयरसन. पृष्ठ, 225-57.
- Tucker, Richard. (2007). "Conclusion: Consuming Appetites." in *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World.* Plymouth: Rowman & Littlefield Publishers Inc. pp. 217-22.

Unit III: This unit highlights the significance of water management in general and the monsoon ecology of Indian sub-continent in particular. Vagaries of nature, vulnerabilities of human society and resultant contestations focus of the unit. **(Teaching Time: 4 weeks approx.)**

- D'Souza, Rohan. (2003). "Supply-Side Hydrology in India: The Last Gasp". *Economic and Political Weekly* vol. 38 no.36, pp. 3785-90.
- Kumar, Mayank. (2013). "Visibly Invisible: "Ecological Imprints". In *Monsoon Ecologies: Irrigation, Agriculture, and Settlement Patterns in Rajasthan during the Pre-colonial period*. New Delhi: Manohar, pp. 233-64.
- कुमार, मयंक. (2015). "मानसूनसेसामंजस्यबनातासमाज: सन्दर्भराजस्थान". प्रतिमान, अंक-3 संख्या3, पृष्ठ. 602-16.
- Sharan, Awadhendra. (2014). "Contaminated Flows: Water in City, 1868-1956," in *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press, pp. 28-67.
- Singh, Chhatrapati. (1991). "The Jurisprudence of Water Rights." in *Water Rights and Principles of Water Resources Management*. Delhi: Indian Law Institute, pp. 62-97.

Unit IV: This unit addresses the complex issue of Climate Change, its genesis, impact and mitigation with special reference to anthropocene. **(Teaching Time: 4 weeks approx.)**

- Dubash, Navroz K., Radhika Khosla, Ulka Kelkar, and Sharachchandra Lele. (2018). "India and Climate Change: Evolving Ideas and Increasing Policy Engagement". *Annual Review of Environment and Resources* vol. 43no.1, pp. 395-424.
- Seffen, Will., Paul J. Crutzen, and J. R. McNeill. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature". *Ambio* vol. 36 no.8, pp. 614-21.

SUGGESTED READINGS:

- Agarwal Anil and Narain, Sunita (Eds.). (1997). *Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting Systems*. New Delhi: Centre for Science and Environment. [Available in Hindi also].
- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India."*Feminist Studies* vol. 18 no.1, pp. 119-158.
- Bauer, Jordan and Martin V. Melosi. (2012). "Cities and the Environment." in J. R. McNeill and E. S. Maudlin, (eds.). *Companion to Environmental History*. Chichester, United Kingdom: Blackwell, pp. 360-376.
- Baviskar, Amita. (2012). "Written on the Body, Written on the Land: Violence and Environmental Struggles in Colonial India", in Mahesh Rangarajan and K. Sivramakrishnan, (Eds.). *India's Environmental History,* Vol. II: "Colonialism, Modernity and the Nation". Ranikhet: Permanent Black, pp. 517-549.
- Botkin, Daniel B. (2012). *The Moon in the Nautilus Shell: From Climate Change to Species Extinction, How Life Persists in an ever-changing world*. Oxford: Oxford University Press, pp. 3-96.
- Moore, Jason W. (2015). "The Long Green Revolution: the Life and Times of Cheap Food in the Long Twentieth Century." in *Capitalism in the Web of Life: Ecology and Accumulation of Capital*. London: Verso, pp. 241-290.
- Urry, John. (2013). "The Century of Oil", in*Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books, pp. 36-52.
- Water Resources Law. (2004). *Indian Juridical Review* 1. Special Issue.
- एस.ऍम ,स्वामीनाथन. (2010). ,(संपादक) महेशरंगाराजन ,अंतरिक्षयानपृथ्वीपरखेती पृष्ठ .पीयरसन :दिल्ली .एकसंकलन :भारतमेंपर्यावरणकेमुद्दे, 115-33.

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 Resources, Forest Rights, Water Harvesting, Water, Climate Change

Investigating Inequalities

Course Objectives:

This course proposes to examine the meaning, definition and types of inequality, types of inequality. The paper conveys that difference need not necessarily lead to inequalities; differences are often historical and may result in inequalities. The paper shows that inequalities generate sub-ordination and exploitation. The paper examines inequalities in the larger context of socio-politico-economic-legal structures. It makes a conscious attempt to convey historical processes though which differences and inequalities emerge and change; thereby . Paper critically engages with the political-social mobilization on the basis of 'identity politics', which are linked to issues of inequalities, in an era of electoral politics.

Learning Outcomes: After completing this course, students should be able to:
- Critique the prevalent dominant understanding of Caste, Gender, and Tribe.
- Discuss the complex relations between differences and inequalities.
- Examine the inherent politics in the creation of inequalities and differences.
- Critically engage with various initiatives taken by the state to prohibit caste-gender atrocities and upliftment of deprived sections of society.

Course Content:

Unit.**I.**   **Inequalities**: Caste: Varna, jati/race and untouchables
Unit **II**.   **Gender and the Domestic**
Unit **III**.   **Slavery and Servitude**
Unit **IV**.   **Tribes and Forest Dwellers**
Unit **V**.   **Equality and the Indian Constitution**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-1: This unit introduces students to structure of Inequalities with special reference to Caste system. Fluidity of category visible over long historical past is examined to show the role of socio-politico-economic structures of the time in shaping the character of inequalities. **(Teaching Time: 4 Weeks Approx.)**

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

- जायसवाल, सुबीरा. (2004). वर्णजातिव्यवस्था: उद्भव, प्रकार्यऔररूपांतरण (अनुवादक: आदित्यनारायणसिंह). नईदिल्ली: ग्रंथशिल्पी. पृष्ठ15-43.

- Jha, Vivekanand. (1973). "Stages in the History of Untouchables". *Indian Historical Review* vol. 2 no.1, pp 14-31.

- Singh, Upinder. (2014). "Varna and Jati in Ancient India." in Veluthat, Kesavan and D R Davis, (Eds.). *Irreverent History: Essays for M G S Narayanan*. Delhi: Primus, pp. 205-214.

- Singh, Yogender. (1977). "Sociology of Social Stratification." in *Social Stratification and Change in India*. Delhi: Manohar, pp.1-90

- आंबेडकर, भीमराव. (2006). अछूत: कौनऔरकैसे (अनुवादक:जुगलकिशोरबौद्ध). नईदिल्ली: सम्यकप्रकाशन. पृष्ठ31-46एवं117-124.

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.

- चक्रवर्ती, उमा. (२०११). जातिसमाजमेंपितृसत्ता: नारीवादीनजरि येसे (अनुवादक: विजयकुमारझा). नईदिल्ली: ग्रन्थशिल्पी. पृष्ठ 43-66.

- 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: Inequalities are defined by their socio-political contexts which are by their character dynamic. This unit will exemplify it with the help of forms of bondage: Ganikas, and slavery in medieval India. **(Teaching Time: 3 Weeks Approx.)**

- Kumar, Sunil. (2006). "Service, Status and Military Slavery in the Delhi Sultanate of the thirteenth and early fourteenth centuries." in Richard Eaton and Indrani Chatterjee, (eds.). *Slavery in South Asia*. Bloomington: Indiana University Press, pp. 83-114.

- Saxena, Monika. (2006). "Ganikas in Early India: Its genesis and dimensions". *Social Scientist* vol. 34 no.11-12, pp. 2-17.

Unit-4: This unit examines, in what ways dominant mode of social structure has used/uses social distancing and exclusion to reinforce their hegemony through the case study of forest dwellers and tribes. **(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.
- गुसा, रमणिका(संपादक). (2008). आदिवासीकौ न.   नईदिल्ली: राधाकृष्णप्रकाशन. पृष्ठ, 13-24, 25-28एवं29-40.

Unit-5: Indian Constitution envisaged a society based on social and political equality and enacted several acts to achieve this objective. Present unit evaluates the functioning of the constitutional provisions through the prism of their stated objectives. **(Teaching Time: 3 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. (2008). "Introduction: Questions of Caste." in Ishita Banerjee-Dube*,* (Ed.). *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.
- Metcalf, Thomas. (2005). *Ideology of the Raj*, *The New Cambridge History of India*, Volume III. Part 4. Cambridge: Cambridge University Press, pp. 66-112 & 113-59.
- Parasher-Sen, Aloka. (2007). "Naming and Social Exclusion: The Outcaste and the Outsider." inPatrick Olivelle, (Ed.), *Between the Empires: Society in India 300 BCE to 400CE*. New Delhi: Oxford University Press, pp 415-55.
- Risley, H. H. (2008). "Caste and Nationality." in Ishita Banerjee-Dube, (Ed.). *Caste in History*, New Delhi: Oxford University Press, pp. 70-75.
- Rodrigues, V. (Ed.). (2005). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, pp. 1-44.

- Sen, Amartya. (2005). "Secularism and Its Discontents", in *The Argumentative Indian.* New Delhi: Penguin, pp. 294-316.
- 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.
- Xaxa, V. (2014). "Sociology of Tribes." in Y. Singh, (Ed.). *Indian Sociology: Identity, Communication and Culture.* New Delhi: Oxford University Press. Pp. 53-105.
- नंदी, आशिस. (2019). जिगरीदुश्मन: उपनिवेशवादकेसायेमेंआत्म-छयऔरआत्मोद्धार, (अनुवादक: अभयकुमारदुबे), नईदिल्ली:वाणीप्रकाशन. पृष्ठ. 95-156.
- शर्मा, रामशरण. (1990). प्राचीनभारतमेंभौतिकप्रगतिंएवसामाजिकसरचनाएं, (अनुवादक: पूरनचंदपंत), नईदिल्ली:राजकमलप्रकाशन. पृष्ठ. 29-52.
- सरकार, सुमित. (2001) सामाजिकइतिहासले खनकीचुनौती, (अनुवादक: एन. ए. खां'शाहिद'). नईदिल्ली: ग्रंथशिल्पी. पृष्ठ. 377-409.

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:

Caste, Gender, Tribes, Ganikas, Equality and the Constitution

GE VI
Delhi through the Ages

Course Objectives:

The aim of this paper is to acquaint the students with the historical evolution of Delhi. Students are introduced to significant archaeological sites and cities of Delhi from the prehistoric to the contemporary period. The paper focuses on how ecological and historical aspects of Delhi contributed to the gradual growth of the city's hybrid cultural milieu.

Learning Outcomes:

After the completion of this Course, the students will be able to:
- Analyze the historical contexts of tangible and intangible heritage of Delhi.
- Discuss the Ecology of Delhi and outline changes in it through the ages.
- Describe the archaeological cultures that flourished in and around Delhi.
- Analyze the processes leading to the establishment of urban settlements of Delhi
- Outline the importance of Shahjahanabad and its importance in the development of the great imperial city of Delhi.
- Trace the role of Delhi College in the political and literary culture of Delhi.
- Discuss various aspects of the Revolt of 1857 and its consequences for the future development of Delhi.
- Delineate the processes leading to the making of the New Imperial Capital under the British.
- Analyze the impact of Partition on the structure and settlement pattern of Delhi.
- Describe Delhi's importance as economic and cultural centre.

Course Content:

Unit I. **Many pasts of Delhi**: Ecology, Archaeology and History

Unit II. **Cities of Delhi**: Urban Settlements from the 13th and 14th centuries – Focus on any two Mehrauli, Siri, Tughluqabad, Firuzabad

Unit III. **18th and early 19th Century Shahjahanabad**: Politics, Literary Culture and Delhi College

Unit IV. **Delhi in 1857**: Revolt and Re-conquest

Unit V. **Making of the New Imperial Capital**: Delhi 1911-1930

Unit VI. **Delhi in 1947**: Partition and After

Unit VII. **Delhi as economic and cultural centre**: Case study (Any Two)
  a. Crafts and artisans

b. Music
c. *Hazrat-i Dehli*
d. Tombs of Delhi
e. Coronation park

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-1. This section should apprisestudents about the early pasts of Delhi by focussing on its ecology, archaeology and historical Methodology. **(Teaching Time: 2 weeks approx.)**

- Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi, Social Science Press. (see the articles by Grover and Bakliwal; Dilip K. Chakrabarti and Nayanjot Lahiri; A.K. Sharma; B. R. Mani; and B. D. Chattopadhyaya; pp. 3-25, 36-40, 68-76).
- Singh, Upinder. (Ed.). (2010). *Dilli: Prachin Itihas*. New Delhi: Orient Blackswan (above text published in Hindi, refer to same articles).
- Singh, Upinder. (1999). *Ancient Delhi*. Delhi: Oxford University Press, pp. 46-62, 75-87

Unit-2. In this section the learning outcomes would focus on the readings and field trips that students would plan pertaining to 13-14th century settlements in Delhi with specific focus on any two: Mehrauli, Siri, Tughluqabad, Firuzabad. **(Teaching Time: 3 weeks approx.)**

- Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi: Social Science Press (articles by B. R. Mani and I. D. Dwivedi; pp. 185-211).
- 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. 123-48.

Unit-3. This segment should apprise students about the politics, literary culture and the role of Delhi College in 18th and early 19th Century Shahjahanabad. **(Teaching Time: 2 weeks approx.)**

- Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*. Delhi: Primus Books. (Ch.6, "The Palace and the City", pp. 106-133).
- Naim, C. M. (2004). "Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors." in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*. Delhi: Permanent Black, pp. 250-79.

- Ataullah. (2006-2007). "Mapping 18th Century Delhi: The Cityscape of a Pre-Modern Sovereign City." *Proceedings of the Indian History Congress*. Session 67, pp. 1042-1057.

Unit-4. The unit should familiarise students about the revolt and the process of British reconquest of Delhi in 1857. It would examinepolitical developments and their legacy during 1857 and how the rebellion in Delhi influenced the city. **(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.

Unit-5. This section examines the motivation, planning and the ideological impact that the British wanted to make through the making of the new Imperial Capital in Delhi. **(Teaching Time: 2 weeks approx.)**

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp 160-182.
- Metcalf, Thomas R. (1986). "Architecture and Empire: Sir Herbert Baker and the Building of New Delhi." in R. E. Frykenberg, (ed.). *Delhi through the Ages*. Delhi: Oxford University Press. pp. 391-400.

Unit-6. 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, Gyanendra. (2001). *Remembering Partition*. Cambridge: Cambridge University Press, pp. 121-51
- Kidwai, Begum Anis. (2011). *In Freedom's Shade*. (Trans. by Ayesha Kidwai.) New Delhi: Penguin. (Chapters 3 and 4.)
- Tan, Tai Yong and Gyanesh Kudaisya. *The Aftermath of Partition in South Asia*. New York: Routledge (Ch.7, "Capitol Landscapes", pp. 193-200).

Unit-7. The segment would help students focus on intensive understanding of the city through the essential and suggested readings and fieldwork on any of the two mentioned subjects/sites. **(Teaching Time: 2 weeks approx.)**

Suggested Readings:

- Dalrymple, William. (2004). *City of Djinns: A Year in Delhi*. New Delhi: Penguin, pp. 27-37.
- Koch, Ebba. (2001). "The Mughal Waterfront Garden." *Mughal Art and Imperial Ideology*. New Delhi: Oxford University Press, pp. 183-202.
- Lowry, Glenn D. (1987). "Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture." *Muqarnas* vol. 4, pp. 133-148
- Metcalf, Thomas. (1989). *Imperial Visions*. New Delhi: Oxford University Press, pp. 211-39.
- Pernau, Margrit (Ed.). (2006). *The Delhi College.* New Delhi: Oxford University Press, pp. 1-32.
- Pinto, Desiderio S.J. (2004). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims." in Christian W. Troll, (ed.). *Muslim Shrines in India*. New Delhi: Oxford University Press, pp. 112-124.
- Spear, Percival. (2002). *Twilight of the Mughals* (sic). In *The Delhi Omnibus*. Delhi: Oxford University Press. (Chapter IV).
- Tarlo, Emma. (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.

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:

Settlements, Sultanate Delhi, Mughal Delhi, Delhi College, 1857, New Delhi, Partition

Skill Enhancement Courses

SEC I

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.

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.)**

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- 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

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:

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: प्राच्यविद्यासंस्थान.
- ह्वीलर, सरमोर्टीमर. (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 BuddhistEstablishment." *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.

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
- संजय ,जैन. (2009). कनिकाप्रकाशन :बड़ौदा .एकपरिचय :म्यूजियमएवंम्युज़िओलोजी.

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

SEC V
Popular Culture

Course Objective:

One of the purposes of learning History is to be able to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a major component of that experience, surrounding us at all times, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the objectives of the course is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focussing particularly on themes pertaining to religion, performative traditions, food cultures as well as the constitution of a 'new public' with regard to its patterns of consumption of culture, in contemporary times.

Learning Outcomes:

Upon successful completion of course students will be able to:
- Engage with a range of theoretical perspectives in an attempt to define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond it,
- Interpret the above theoretical concerns to actual historical studies, through a case study,
- Estimate the popular aspects of everyday experience of religion and religiosity, through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/ regional identities,
- Identify the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie,
- Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema

Course Content:

Unit I: Understanding Popular Culture: Some Issues
   [a] Defining Popular Culture : Popular Culture as Folk Culture, Mass Culture, as the 'other' of High Culture, People's culture, etc.
   [b] Popular Culture and History: The Historian and the archives
   [c] Popular Culture in Early Modern Europe or the City of Mumbai

Unit II: Some Aspects of Popular Culture in India
   (*Students should choose any three from the four rubrics [a] – [d] mentioned below*)
   [a] Religion and everyday practice
      (i) Festivals and Rituals: Case studies of Navaratri in Madras / Urs in Ajmer / Kumbh Mela
      (ii) Everyday healing and petitioning the divine: Case studies of Jinns in Delhi / Popular Hinduism / Tantric practices
      (iii) Sacred Geographies, Sacred Spaces: Pilgrimage and pilgrim practices
   [b] Performative Traditions
      (i) Orality, Memory and the Popular: Case studies of women's Ramayanas in the oral tradition Andhra/ Rajasthan
      (ii) Theatre and Dance:
      (iii) Music: Popular music and Technology; Case studies of Devotional music / the Ghazal and the Cassette
   [c] Food Cultures
      (i) Recipes and the national project: Popular recipe books
      (ii) Food and Public Cultures of Eating: Udpi Hotels, Dum Pukht, South Asian food in a global world
      (iii) Cultures of Consumption: Tea-Coffee and the Indian Middle Class
   [d] Making of a new '*Public*'
      (i) Popular Art: Imagining the nation in Calendar art
      (ii) Print media: Amar Chitra Katha
      (iii) Cinema: Constructing Family, Gender and Marriage through popular cinema

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: Thisunit introduces students to various theoretical dimensions of popular culture coming through more abstract readings on the subject culled from early modern European and contemporary Indian history. This will establish the foundations on the basis of which the student can focus on more detailed case studies of popular culture in the second rubric. **(Teaching Time: 5 weeks approx.)**

- Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*. Edinburgh: Edinburgh University Press.
- Groot, Jerome de. (2009). *Consuming History: Historians and heritage in contemporary popular culture*. London: Routledge
- Jain, Jyotindra. (2007). *India's Popular Culture: Iconic Spaces and Fluid Images*. Marg Publications. vol. 59 no.2, pp. 6-31, 60-75, 90-113.
- Burke, Peter. (2009). *Popular Culture in Early Modern Europe.* Surrey: Ashgate, pp. 23-132.

or

- Prakash, Gyan. (2010). *Bombay Fables*. Delhi: Harper Collins, pp. 75-156.

Unit II: This rubric introduces students to different aspects of popular culture through precise case studies. These will cover subjects like popular festivals, religious practices, oral traditions, recorded music, recipe books, popular restaurants, consumption of tea/coffee, calendar art, comics and TV serials. Students are required to choose readings to correlate with their three choices from the four available. **(Teaching Time: 11 weeks approx.)**

- Hancock, Mary Elizabeth. (2018). *Womanhood in the Making: Domestic Ritual and Public Culture in Urban South India*. New York: Routledge.
- Kakkar, Sudhir. (1991). *Shamans, Mystics and Doctors: A Psychological Inquiry into India and its Healing Traditions.* Chicago: University of Chicago Press.
- Taneja, Anand Vivek. (2018). *Jinnealogy: Time, Islam and Ecological Thought in the Medieval Ruins of Delhi*. Stanford: Stanford University Press.
- Mohammad, Afsar. (2013). *The Festival of Pirs: Popular Islam and Shared Devotion in South India.* Delhi: Oxford University Press.
- Waghorne, Joanne Punzo. (2004). *Diaspora of Gods: Modern Hindu Temples in an Urban Middle Class World*, Delhi: Oxford University Press.
- Henn, Alexander. (2014). *Hindu-Catholic Engagements in Goa: Religion, Colonialism and Modernity.* Delhi: Orient BlackSwan, pp. 126-168.
- Rao, Velcheru Narayana. (2016). *Text and Tradition in South India*. Delhi: Permanent Black. (The section on "A Ramayana of their Own", pp. 240-69).
- Bharucha, Rustam. (2003). *Rajasthan: An Oral History, Conversations with Komal Kothari.* Delhi: Penguin.
- Rege, Sharmila. (2002). "Conceptualising Popular Culture: Lavani and Powada in Maharashtra". *Economic and Political Weekly* vol. 37 no.11, pp. 1038-1047.
- Oberoi, Patricia. (2006). *Freedom and Destiny: Gender, Daily and Popular Culture in India*. Delhi: Oxford University Press.

- Manuel, Peter. (1993). *The Cassette Culture: Popular Music and technology in North India*. Chicago: University of Chicago Press.
- Appadurai, Arjun. (1988). "How to Make a National Cuisine: Cookbooks in Contemporary India". *Comparative Studies in Society and History* vol. 30 no.1, pp. 3-24.
- Ray, Krishnendu and Tulasi Srinivas (2012). C*urried Cultures: Globalization, Food and South Asia*. Los Angeles: University of California Press.
- Bhadra, Gautam. (2005). *From an Imperial Product to a National Drink: The Culture of Tea Consumption in Modern India*. Kolkota: CSSSC.
- Venkatachalapathy, A. R. (2006). *In Those Days There Was No Coffee: Writings in Cultural History.* Delhi: Yoda Press.
- Oberoi, Patricia. (2006). "Unity in Diversity? Dilemmas of Nationhood in Indian Calendar Art." in Dilip M Menon, (ed.). *Readings in History: Cultural History of Modern India.* Delhi: Social Science Press.
- Ramaswamy, Sumathi. (2001). "Maps and Mother Goddesses in Modern India." *Imago Mundi* vol. 53 no.1, pp. 97-114.
- Jain, Kajri. (2007). *Gods in the Bazaar: The Economies of Indian Calendar Art*. London: Duke University Press.
- Chandra, Nandini. (2008). *The Classic Popular Amar Chitra Katha, 1967-2007*. Delhi: Yoda Press.
- Aguiar, Marian. (2013). "Arranged Marriage: Cultural Regeneration in Transnational South Asian Popular Culture". *Cultural Critique* vol. 84, pp. 181-213.
- Oberoi, Patricia. (2006). *Freedom and Destiny: Gender Family and Popular Culture in India.* Delhi: Oxford University Press.
  Online Resources:
- Students should use the online resources from the project entitled "Visual Pilgrim Project: Mapping Popular Visuality and Devotional Media at Sufi Shrines and Other Islamic Institutions in South Asia":
- Abeer Gupta, The Visual and Material Culture of Islam in Ladakh
- Amit Madheshiya and Shirley Abraham, Syncretic posters at the Sailani baba shrine in Maharashtra: Exploring portability of religious iconography through networks of circulation
- Snehi, Yogesh. (2013). "Replicating Memory, Creating Images: Pirs and Darghas in Popular Art and Media of Contemporary Punjab". *South Asia's Islamic Shrines and Transcultural Visuality* (online journal).
- Torsten Tschacher, 'You have to Grant Your Vision': Ideas and Practices of Visuality in Popular Muslim Art in Tamil Nadu

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 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: Definitions of popular culture, History, contemporary Mumbai, Festivals, Navratri, Urs, Jinns, Pilgrimage, Oral traditions, Cassettes, Devotional music, recipe books, Udupi resturants, Dum Pukht food, Tea and Coffee, Calendar Art, Amar Chitra Katha, Popular television and cinema.

SEC VI
Language, Literature and Region in Early Modern Times

Course Objective:

This course provides students with an understanding of complex historical relationships between development of languages, formation of identities and the politics of region, community and nation. These relationships changed over a period of time and the course attempts to apprise students of the diverse ways in which scholars explain the process of the emergence of regional/ vernacular languages as literary media. It also attempts to equip students with the ability to analyse the politics of language as it is implicated in the politics of regional pride, as well as communal and national identities.

Learning Outcomes:

Upon successful completion of course students will have knowledge and skills to:
- Describe the chronology of the emergence and literarization of major languages in India.
- Analyse and articulate the various ways in which scholars have attempted to examine the histories and politics of languages, especially vis-à-vis the formation of regional, communal and national pride and identities.
- Identify and analyse the larger socio-political implications of the choice of a language, or a particular register of a given language, especially in literature and cinema.
- Justify that language function at multiple levels and in multiple facets of life.
- Examine the differences and why and how these are created has will be identified.

Course Content:

Unit I: Languages in a Multilingual Culture
      a. Regionalization or Vernacularization?
      b. Forms and Histories of Multilingualism

Unit II: Language, Region, Identities: a case study of Telugu
      a. Emergence of Regional identity
      b. Role of Political Patronage

Unit III: Hindi and Urdu in the Age of Nationalism
      a. One Language, Two Scripts
      b. Hindi, Hindui, Rekhta, Urdu, Deccani

Unit IV: Spot the Difference: Language Projects with Literature and Cinema
      a. Language of Premchand, Renu and Hazari Prasad Dvivedi

b. Sarkari Hindi (Akashvani and GOI official communication) vs. Popular Bollywood Language

c. Differing Registers in Hindi Films: Barsat (Urdu), Chupke Chupke (Satire), Party (Sarkari Hindi), Pink (Hinglish)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit locates the interplay between languages and literary cultures in a multilingual Culture. It also problematises the label regionalisation and Vernacularization as well as forms and histories of Multilingualism. **(Teaching Time: 4 Weeks Approx.)**

- Majumdar, R. C. (Ed.) (n.d.). *History and Culture of the Indian People*. Bombay: Bhartiya Vidya Bhawan (Chapter XV: 'Language and Literature').
- Pollock, Sheldon. (1998). "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500". in Shmuel Eisenstadt, Wolfgang Schluchter and Bjorn Wittrock, (eds.). *Early Modernities Special Issue of Daedalus* vol. 127 no.3, pp. 41-74.
- Pollock, Sheldon. (1995). "Literary History, Region and Nation in South Asia: Introductory Note." *Social Scientist* vol. 23 no.10-12, pp. 1-7.
- Jha, Pankaj. (2019). "Multilingualism." *A Political History of Literature: Vidyapati and the Fifteenth Century*. Delhi: Oxford University Press, pp. 58-67.
- Orsini, Francesca. (2012). "How to do Multilingual Literary History." *Indian Economic and Social History Review* vol. 49 no.2, pp. 225-46.

Unit II: This unit examines the interrelationship between language and region in the process of identities formation. It will examine this process through a case study of Telugu**. (Teaching Time: 4 Weeks Approx.)**

- Nagaraju, S. (1995). "Emergence of Regional Identity and Beginnings of Vernacular Literature: a Case Study of Telugu." *Social Scientist* vol. 23 no.10-12, pp. 8-23.
- Rao, V. Narayana (1995). "Coconut and Honey: Sanskrit and Telugu in Medieval Andhra."*Social Scientist* vol. 23 no.10-12, pp. 24-40.

Unit III: This unit examines the emergence of Hindi and Urdu in the Age of Nationalism and its histories. It also examines the appropriation of language to reduce it to religious identities and associated politics. **(Teaching Time: 4 Weeks Approx.)**

- Faruqui, S. R. (2003). "A Long History of Urdu Literary Culture". in Sheldon Pollock, (ed.). *Literary Cultures in History: Reconstructions from South Asia.* Berkeley: University of California Press, pp. 805-63.
- Rai, Alok. (2001). *Hindi Nationalism.* Delhi: Orient Longman.
- Petievich, Carla. (2001). "Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti."*Indian Economic and Social History Review* vol. 38 no.3, pp. 223-48.

Unit-IV: This unit suggest that language function at multiple levels and in multiple facets of life. What are the difference and why and how these are created has will be examined through this unit. **(Teaching Time: 4 Weeks Approx.)**

- McGregor, R. S. (2003). "The Progress of Hindi." in Pollock, (ed.). *Literary Cultures in History: Reconstructions from South Asia.* Berkeley: University of California Press, Part-I, pp. 912-57.
- One story/essay each of Premchand, Phanishwar Nath Renu and Hazari Prasad Dvivedi.
- Samples of Akashvani Hindi and Gazette of the Government of India for students to observe and comment on the nature of their language
- Watching the films mentioned and to observe and comment on the difference in their languages

Suggested Readings

- Ali, S. Athar. (1992). "Translations of Sanskrit Works at Akbar's Court". *Social Scientist* vol. 20 no.9/10, pp. 38-45. (Also reproduced in Iqtidar Alam Khan, ed., (1999). *Akbar and His Age.* Delhi: ICHR and Northern Book Centre.)
- An interesting debate between Alok Rai and Shahid Amin can be accessed here: http://www.urdustudies.com/pdf/20/12AminRai.pdf
- Bangha, Imre. (2018). "The Emergence of Hindi Literature: From Transregional Maru-Gurjar to Madhyadeśī Narratives", in Tyler Williams, Anshu Malhotra and John Stratton Hawley, (Eds.). *Text and Tradition in Early Modern North India*. New Delhi: Oxford University Press, pp. 3-39.
- Busch, Allison. (2011). *Poetry of Kings:The Classical Hindi Literature of Mughal India.* New York: Oxford University Press. ("Introduction").
- Ernst, Carl W. (2003). "Muslim Studies of Hinduism?: A Reconsideration of Arabic and Persian Translations from Indian Languages."*Iranian Studies* vol. 36 no.2, pp. 173-95.

- Faruqui, Munis. (2014). "Dara Shukoh, Vedanta and Imperial Succession in Mughal India." in Vasudha Dalmia and Munis Faruqui, (Eds.). *Religious Interactions in Mughal India*. Delhi: Oxford University Press, pp. 30-64.
- Pollock, Sheldon. (2001). "The Death of Sanskrit." *Comparative Studies in Society and History*. Vol. 43 no.2, pp. 392-426.
- Shukla, Ramchandra. (1929). *Hindi Sāhitya ka Itihās*. Allahabad: Lokabharati Prakashan (Reprint, 2009).
- Truschke, Audrey. (2016). *Culture of Encounters: Sanskrit at the Mughal Court*. Gurgaon: Penguin Books. ("Introduction: The Mughal Culture of Power").

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 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:

Regions, Vernacular, Multilingualism, One Language two scripts, Rekhta, Deccani, Sarkari Hindi, Bollywood Language

Understanding Texts, Rituals and Orality in Indian History

Course Objectives:

This course will seek to provide students with skills in using a variety of archives, namely documents, ritual practice and performance, and oral materials. The course will familiarise them with the ways in which historians regard the underlying structures and meanings of documents, rituals and oral expressions as historical significant. Here students will be invited to study critical research that deals with these issues and undertake case that draws out the value of these archives.

Learning Outcomes:

Upon successful completion of course students shall able to:
- Organise archival or field work relating to historical research.
- Contextualise sources in a meaningful and critical manner.
- Analyse texts, point out ethnography of ritual practices and performances, and use oral narratives for historical purposes.
- Demonstrate a variety of vocational areas like administration, development, culture and art, economy and environmental work.

Course Content:

Unit 1: **Introduction**: Critically understanding historical documents, rituals and orality
Unit 2: **Reading Documents**: Structure and Meaning of Documents
Unit 3: **Exploring Ritual Practices and Performance**: The Dynamics of the Field
Unit 4: **Listening to Oral Narratives**: The Mnemonics of Speech
Unit 5: **Case Study of historical documents, ritual practices and oral traditions**
(with a paper on any one)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This unit, through a few path-breaking articles, will seek to introduce the students to thinking critically about historical documents, rituals and oral traditions. **(Teaching Time: 4 Weeks Approx.)**
- Cohn, Bernard, (1998). *Anthropologist Among Historians and Other Essays.* Delhi: Oxford University Press.

- Skaria, Ajay. (1998). *Hybrid Histories: Forests, Frontiers and Wilderness in Western India.* Delhi: Oxford University Press.
- Guha, Ranajit, Gayatri Chakravarty Spivak. (1998). *Selected Subaltern Studies.* Delhi: Oxford University Press.

Unit 2: In this unit, a few studies based on the critical use of documents will be read closely so that the students get to experience how historians critically open up the structures and meanings of archival material. **(Teaching Time: 3 Weeks Approx.)**

- Cohn, Bernard, (1998). *Anthropologist Among Historians and Other Essays.* Delhi: Oxford University Press.
- Guha, Ranajit. (1987). *Subaltern Studies No.5: Writings on South Asian History and Society.* Delhi: Oxford University Press.
- Pati, Biswamoy (Ed.). (2011). *Adivasis in Colonial India: Survival, Resistance and Negotiation*. New Delhi: Orient Blackswan.

Unit 3: Here, students will read researches that seek to understand ritual practice and performance and their historical coding, and become familiar with field-work based histories. **(Teaching Time: 2 Weeks Approx.)**

- Dube, Saurabh. (2009). *Historical Anthropology.*Delhi: Oxford University Press.

Unit 4: In this unit, students will be exposed to works that use oral material to write histories; and therefore to the nature and methods of using orality for historical writings. **(Teaching Time: 4 Weeks Approx.)**

- Chakrabarty, Dipesh and Shahid Amin. (1996). *Subaltern Studies No. 9.* Delhi: Oxford University Press.
- Butalia, Urvashi. (2017). *The Other Side of Silence: Voices from the Partition of India.* Delhi: Penguin.
- Banerjee, Prathama, (2006). "Culture/Politics: The Double Bind of Indian Adivasi". *Indian Historical Review*. vol. 33 no.1, pp. 99-126.

Unit 5: By studying a few documents, rituals and oral narratives, students will develop skills to deal with these sources in a meaningful and critical manner. **(Teaching Time: 3 Weeks Approx.)**
To be decided by students in consultation with teachers according to case studies. Possible Readings: Sections from
- H. H. Risley, *The Report on the Census of India, 1901*
- *The Imperial Gazetteer of India*

- Todd's *Annales and Antiquities;*
- W. G. Archer's *Hill of Flutes,* etc.

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:

Historical documents, rituals, orality, performances, The Mnemonics of Speech,

Radio and Cinema in India: A Social History

Course Objectives:

The course will apprise students with the elementary outlines of the history of radio and cinema in India from its beginnings till the 1980s. It will familiarize them with the varied ways in which the Indian state attempted to regulate and conduct radio broadcasting during and after the colonial period. It will also impart an understanding of the basic trends in the development of cinema as a narrative medium that drew from diverse traditions of story-telling already present in the subcontinent. The material as well as the generic contexts of these developments would also be made comprehensible to the students.

Learning Outcomes:
Upon successful completion of course students shall be able to:
*   Delineate the historical context within which the beginnings of cinema and radio might be understood.
*   Analyse the state's attempt to control and deploy radio as a medium that carried forward the state agenda.
*   Explain how cinema reflected and engaged with the larger ideological and material tensions of society even as it was also subject to technological changes that helped mediate these developments.
*   Identify how Indian cinema engaged with social and ideological issues of its time, especially in the three decades after independence.

Course Content:

Unit 1: Broadcasting in India (Colonial period)
        a. Colonial Foundations in Inter-War Years
        b. AIR Programming, Policies and Propaganda
        c. Quit India Movement and Congress Radio
Unit 2: Establishment and Expansion of Akashvani under Keskar
        a. Classical vs. Popular
        b. 'Ban' on Film Music; Radio Ceylon, VividhBharati
Unit 3: Early Years of Indian Cinema
        a. Silent era to Talkies: Social, Historical, Mythological and Action
        b. Women enter Films
        c. Studio Era: AVM and Gemini Studios
        d. Colonial Censorship and Patriotic Creativity

Unit 4: Social Films of Nehruvian Era and its Aftermath
     a. Angry Young Man, Melodrama
     b. Music: song genres

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: At the end of this unit, the students should be able to describe the complex trajectories of the development of Radio under the colonial government. **(Teaching Time: 4 Weeks Approx.)**

- Gupta, Parthasarathi. (2001). "Radio and the Raj."*Power, Politics and the People: Studies in British Imperialism and Indian Nationalism*. New Delhi: Permanent Black. Pp. 447-80.
- Lelyveld, David. (1995). "Upon the Subdominant: Administering Music on All India Radio." *Social Text* vol. 39, pp. 111-27.
- Pinkerton, Alasdair. (2008). "Radio and the Raj: Broadcasting in British India, 1920-1940." *Journal of the Royal Asiatic Society* no. 18 no.2, pp. 167-91.

Unit II: Having completed this unit, the students will be able to demonstrate their knowledge of how All India Radio's programming policies especially vis-à-vis music shaped up immediately before and after the independence. **(Teaching Time: 4 weeks approx.)**

- Kripalani, Coonoor. (2018). "All India Radio's Glory Days and Its Search for Autonomy." *Economic and Political Weekly* vol. 53 no.37, pp. 42-50.
- Jhingan, Shikha. (2011). "Re-embodying the Classical: The Bombay Film Song in the 1950s." *Bioscope* vol. 2 no.2, pp. 157-79.

Unit III: After finishing this unit, the learners would be able to trace the development of Indian cinema in its early years, especially as it advanced from the silent era to talkies, and as it experimented with different forms and genres. **(Teaching Time: 4 weeks approx.)**

- Rajadhyaksha, Ashish. (2016). *Indian Cinema: A Very Short Introduction*. Delhi: Oxford University Press.
- Barnouw, Erik and Subrahmanyam Krishnaswamy. (1963). *Indian Film*. New York: Columbia University Press. (The book is more accessible in its many Indian reprints by Indian publishers.)
- Lakshmi, C.S. (2008). "A Good Woman, A Very Good Woman: Tamil Cinema's Women." in Selvaraj Velayutham. *Tamil Cinema: The Cultural Politics of India's Other Film Industry.* Oxford: Routledge, pp. 16-29.

- Mohan, Reena and Dibya Choudhuri. (1996). "Of Wayward Girls and Wicket Women: Women in Indian Silent Feature Films, 1913-1934."*Deepfocus* vol. VI, pp. 4-14.

Unit IV: At the end of the unit, the students will be able to demonstrate fair degree of familiarity with how Indian cinema engaged with social and ideological issues of its time, especially in the three decades after independence. **(Teaching Time: 4 weeks approx.)**

- Prasad, Madhava. (1998). "The Aesthetic of Mobilization." *The Ideology of the Hindi Film: A Historical Reconstruction*. Delhi: Oxford University Press, pp. 138-159.
- Punathambekar, Aswin. (2010). "From Indiafm.com to Radio Ceylon: New media and the making of the Hindi film industry."*Media, Culture and Society* vol. 32 no.5, pp. 841-57.
- Doraiswamy, Rashmi. (2008). "The Golden Fifties."*Gurudutt: through Light and Shade*. New Delhi: Wisdom Tree, pp. 7-27.
- Griffiths, Alison. (1996). "Discourses of Nationalism in Guru Dutt's Pyaasa."*Deepfocus*, vol. 6, pp. 24-31.

Suggested Readings:
- Mishra, Vijay. (2002). *Bollywood Cinema: Temples of Desire*. New York: Routledge. (See especially the chapters entitled "Inventing Bombay Cinema" and "Melodramatic Staging".)
- Pandian, M.S.S. (2015). *The Image Trap: MG Ramachandran in Film and Politics*. Delhi: Sage.
- Pillai, Swarnavel Eswaran. (2015). *Madras Studios: Narrative, Genre and Ideology in Tamil Cinema*. Delhi: Sage.
- Raghavendra, M.K. (2016). *Bollywood*. Delhi: Oxford University Press.
- Rajadhyaksha, Ashish and Paul Willemen (Eds.). (1994). *Encyclopaedia of Indian Cinema*. Delhi: Oxford University Press.

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 but may not exclude readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Radio, Cinema, All India Radio, Akashvani, VividhBharati, Silent Movies, Talkies, Gemini Studio, Social Films.

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

In lieu of MIL (Semester I/II)
Also offered to students of B.Com. programme

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

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 forM 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.

HISTORY DEPARTMENT FACULTY MEMBERS
ASSOCIATED WITH COURSE REVISIONS

The list below includes the names of faculty members of the Department of History who were involved in different ways in the LOCF Course Revision exercise of the History CBCS Undergraduate Honours and Programme curricula. Other than those listed below, College Teachers also met in two General Body meetings on 15th March and 10th June 2019 during which there were wide ranging discussions regarding these courses. Unfortunately we could not record the names of all those who participated in this list but would like to record our gratitude for their help and support. Finally, this work was eased considerably because of the help and cooperation of the Department Administrative Staff listed below. We would like to formally record our appreciation.

Department Administrative Staff:

Durga Rai

Ankita

Madhu Chanda Yadav

Shivprasad

Sarita Gupta

Alphabetised list of Faculty Members:

Aditya Pratap Deo (St. Stephen's College)

Alka Saikia (Gargi College)

Amar Farooqui (Department of History, University of Delhi)

Amita Paliwal (Jesus and Mary College)

Amrit Kaur Basra (Delhi College of Arts of Commerce)

Amrita Singh (Shyama Prasad Mukherjee College for Women)

Amrita Tulika (St. Stephen's College)

Anubhuti Maurya (Bharati College)

Aparna Balachandran (Department of History, University of Delhi)

Archana Ojha (Kamala Nehru College)

Archana Verma (Hindu College)

Asha Shukla Choubey (Indraprastha College for Women)

Ataullah (Zakir Husain Delhi College)

Bhairabi P. Sahu (Department of History, University of Delhi)

Bharati Jagannathan (Miranda House)

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