

**BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY  
3<sup>rd</sup> SEMESTER PAPERS**

## SEMESTER 3 PAPERS: BA HISTORY HONOURS

### 1. CREDIT DISTRIBUTION FOR BA HONOURS HISTORY

#### Core Papers

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

#### GE Papers

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

#### SEC Papers

III Sem SEC I Papers		Understanding Heritage <b>Or</b>	4
		Archives and Museums <b>Or</b>	
		Historian's Craft	

### 2 SEMESTER-WISE DISTRIBUTION OF COURSES

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

## **Core Course V**

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

#### **Course Objective:**

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

#### **Learning Outcomes:**

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

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

#### **Course Content:**

##### **Unit I: Studying early medieval India**

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

##### **Unit II: Political structures and processes**

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

##### **Unit III: Social and economic processes**

- [a] Agricultural expansion; forest-dwellers, peasants and landlords

- [b] Expansion of varna-jati order and brahmanization
- [c] Forms of exchange; inter-regional and maritime trade
- [d] Processes of urbanization

#### **Unit IV: Religious, literary and visual cultures**

- [a] Bhakti: Alvars and Nayanars
- [b] Puranic Hinduism; Tantra; Buddhism and Jainism
- [c] Sanskrit and regional languages: interactions
- [d] Art and architecture: temples – regional styles

#### **ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit I:** This unit seeks to familiarise students with the nature of historical geography and the range of sources available for the early medieval period of Indian history. Most importantly, students will engage with the debates and varied scholarly views on the nature of early medieval Indian social formation and the most important aspects and factors of change therein. **(Teaching Time: 4 weeks Approx.)**

- Saloman, Richard. (1998). *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and the Other Indo-Aryan Languages*. New York: Oxford University Press. (The relevant portions are: Chapter I: 'The Scope and Significance of Epigraphy in Indological Studies', pp. 3-6; Chapter VII: 'Epigraphy as a Source for the Study of Indian Culture', pp. 226-51.)
- Schwartzberg, J. (1993). *Historical Atlas of South Asia*. New York: Oxford University Press. (To be used mostly as a reference book)
- Jha, D.N. (2000). 'Introduction', *The Feudal Order: State, Society and Ideology in Early Medieval India*, (ed.), D.N. Jha, Delhi: Manohar, pp. 1-60. [Also available in Hindi]
- Sharma, R.S. (1958). 'Origins of Feudalism in India'. *Journal of the Economic and Social History of the Orient*, vol. 1, pp. 297-328.
- Mukhia, H. (1981). 'Was there Feudalism in Indian History?' *The Journal of Peasant Studies*, vol. 8, pp. 273-310. Also reproduced in *The State in India, 1000-1700*, ed., H. Kulke, pp. 86-133. New Delhi: Oxford University Press, 1995. Paperback edition, 1997.
- Sharma, R.S. (1982). 'The Kali Age: A Period of Social Crisis' in *The Feudal Order: State, Society and Ideology in Early Medieval India*, ed., D.N. Jha, Delhi: Manohar, pp. 61-77. (Originally published in S.N. Mukherjea, ed., *India: History and Thought*. Essays in Honour of Professor A.L. Basham.)
- Chattopadhyaya, B.D. (1983). 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective'. Presidential Address, Ancient India

- Section, Indian History Congress, 44<sup>th</sup> Session. This is also reproduced in *The State in India, 1000-1700*, ed., H. Kulke, Delhi: Oxford University Press, pp. 195-232. Paperback edition, 1997.
- सिंह, उपिन्दर. (2017). प्राचीन एवं पूर्व-मध्यकालीन भारत का इतिहास: पाषाण-काल से 12वीं शताब्दी तक. नई दिल्ली: पीयर्सन इंडिया एजुकेशन. प्रासंगिक भाग है, अध्याय 10: 'उभरता क्षेत्रीय विन्यास', पृ. सं. 588-689.
  - झा, द्विजेन्द्र नारायण (सं.) (2007). भारतीय सामंतवाद: राज्य, समाज और विचारधारा. नई दिल्ली: ग्रंथशिल्पी.
  - शर्मा, रामशरण. (1993). भारतीय सामंतवाद. नई दिल्ली: राजकमल प्रकाशन.
  - मुखिया, हरबंस. (1998). 'क्या भारतीय इतिहास में फ्यूडलिज़्म रहा है?', *फ्यूडलिज़्म और गैर-यूरोपीय समाज*, (सं.), हरबंस मुखिया. नई दिल्ली: ग्रंथशिल्पी, पृ. सं. 1-49.
  - स्टाइन, बर्टन. (1998). 'मध्यकालीन भारत में राजनीति, किसान और फ्यूडलिज़्म का विखंडन', *फ्यूडलिज़्म और गैर-यूरोपीय समाज*, (सं.), हरबंस मुखिया. नई दिल्ली: ग्रंथशिल्पी, पृ. सं. 183-226.

**Unit II:** This unit aims to apprise students of the dynamic nature of political structures and the varied perspectives from which scholars study them. **(Teaching Time: 3 weeks Approx.)**

- Sharma, R.S. (1965). *Indian Feudalism, c.300-1200*. Delhi: Macmillan (2<sup>nd</sup> edition, 1980) (Especially relevant are, pp. 63-90.).
- Chattopadhyaya, B.D. (1983). 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective', Presidential Address, Ancient India Section, Indian History Congress, 44<sup>th</sup> Session. This is also reproduced in *The State in India, 1000-1700*, ed., H. Kulke, pp. 195-232.
- Kulke, Hermann. (1995). 'The Early and the Imperial Kingdom: A Processual Model of Integrative State Formation in Early Medieval India'. In *The State in India, 1000-1700*, ed., Kulke, New Delhi: Oxford University Press. 233-262. Paperback edition, 1997.
- Chattopadhyaya, B.D. (1976). 'Origin of the Rajputs: The Political, Economic and Social Processes in Early Medieval Rajasthan', *Indian Historical Review*, vol. 3, no. 1. Also reproduced in B.D. Chattopadhyaya, *The Making of Early Medieval India*, Delhi: Oxford University Press, pp. 1-37. Paperback edition, 1997.
- Stein, Burton. (1977). 'The Segmentary State in South Indian History'. In *Realm and Region in Traditional India*, ed., Richard Fox, New Delhi: Vikas, pp. 3-51. Stein's views might also be accessed in another article by him, more easily accessible: Stein, Burton. 1995. The Segmentary State: Interim Reflections. In *The State in India*, ed., Kulke, 134-161. New Delhi: Oxford University Press. Paperback edition, 1997. Originally published in *Purusartha*, vol. 13 (1991): 217-88.

- Heitzman, James. (1987). 'State Formation in South India, 850-1280', *Indian Economic and Social History Review*, 24, no. 1, pp. 35-61. Also reproduced in *The State in India: 1000-1700*, ed. H. Kulke, pp. 162-94.
- Ali, Daud. (2004). *Courtly Culture and Political Life in Early Medieval India*. New Delhi: Cambridge University Press, 2006. (Especially useful is Chapter 2: 'The Culture of the Court', pp. 69-102.)
- Davis, Richard. (1999). *Lives of Indian Images*. New Delhi: Motilal Banarsidas Publishers, pp. 88-112 and pp. 186-221.
- Chattopadhyaya, B.D. (2017). 'The Concept of Bharatavarsha and Its Historiographical Implications', in B. D. Chattopadhyaya, *The Concept of Bharatavarsha and Other Essays*. New Delhi: Permanent Black, pp. 1-30.
- Maclean, Derryl N. (1989). *Religion and Society in Arab Sind*. Leiden: E.J.Brill. (Chapter II: 'Conquest and Conversion', pp. 22-82).
- Habib, Mohammad. (1927). 'Sultan Mahmud of Ghaznin', in *Politics and Society during the Early Medieval Period, Collected Works of Professor Habib*, vol. 2, (Ed.) K.A. Nizami, New Delhi: People's Publishing House, pp. 36-104. Reprint, 1981.
- Kulke, Hermann, Kesavapany & Sakhuja, (Eds.) (2009). *Nagapattinam to Suvarnadvipa: Reflections on the Chola Naval Expeditions to Southeast Asia*, Singapore: Institute of Southeast Asian Studies.
- शर्मा, रामशरण. (1998). 'भारतीय सामंतवाद कितना सामंती?', *फ्यूडलिज़्म और गैर-यूरोपीय समाज*, (सं.), हरबंस मुखिया. नई दिल्ली: ग्रंथशिल्पी, पृ. सं. 50-86.
- मुखिया, हरबंस. (1998). 'कृषक उत्पादन और मध्यकालीन भारतीय समाज', *फ्यूडलिज़्म और गैर-यूरोपीय समाज*, (सं.), हरबंस मुखिया. नई दिल्ली: ग्रंथशिल्पी, पृ. सं. 310-339.
- चट्टोपाध्याय, ब्रजदुलाल. (2000). 'राजपूतों की उत्पत्ति: पूर्व-मध्ययुगीन राजस्थान में राजनैतिक, आर्थिक एवं सामाजिक प्रक्रियाएं', *प्राचीन भारत*, पृ. सं. 136-153.
- हबीब, मोहम्मद. (1992). 'महमूद के कार्यों का चरित्र और मूल्य', *मध्यकालीन भारत*, अंक - 4, (सं.) इरफ़ान हबीब, नई दिल्ली: राजकमल प्रकाशन, पृ. सं. 9-23.
- थापर, रोमिला. (2000). 'सोमनाथ और महमूद', *सहमत मुक्तनाद*, वर्ष 2, अंक 1-2, पृ. सं. 37-44.
- थापर, रोमिला. (2015). *सोमनाथ: इतिहास एक, स्वर अनेक*. नयी दिल्ली: ग्रंथशिल्पी.
- हबीब, इरफ़ान. (1999). 'भारतीय राष्ट्र के निर्माण की प्रक्रिया और अवधारणा: ऐतिहासिक परिप्रेक्ष्य', *सहमत मुक्तनाद*, वर्ष 1, अंक 3, पृ. सं. 26-30.
- चट्टोपाध्याय, ब्रजदुलाल. (2012). 'आक्रमकों और शासकों की छवियाँ', *मध्यकालीन भारत का सांस्कृतिक इतिहास*, (सं.), मीनाक्षी खन्ना. नयी दिल्ली: ओरियंट ब्लैकस्वॉन, पृ. सं. 107-33.
- शास्त्री, नीलकंठ. 1979. *चोलवंश*. नयी दिल्ली: मैकमिलन.

**Unit III:** This unit will familiarise students with social and economic processes of the early medieval period in Indian history. The diverse ways in which these have been studied will be the chief focus. **(Teaching Time: 4 weeks Approx.)**

- Sharma, R.S. (1987). *Urban Decay in India c. 300 – c. 1000*. New Delhi: Munshiram Manoharlal. (Especially important parts are, Chapter 2: 'Urban Growth and Decay in the North', pp. 10-27; Chapter 8: 'Explaining the Urban Eclipse', pp. 132-42; and Chapter 10: 'Agrarian Expansion', pp. 168-77.)
- Champakalakshmi, R. (1995). 'State and Economy: South India, c. A.D. 400-1300', in Romila Thapar (ed.), *Recent Perspectives of Early Medieval India*. Delhi: Popular Prakashan in association with Book Review Trust, pp. 275-317.
- Yadava, B.N.S. (1997). 'Immobility and Subjection of Indian Peasantry', in B.P. Sahu (Ed.), *Land System and Rural Society in Early India*. Delhi: Manohar, pp. 329-42.
- Sharma, R.S. (1969). *Social Changes in Early Medieval India*. The first Devraj Chanana Memorial Lecture. New Delhi: People's Publishing House. Also reproduced (with slight changes) in *Early Medieval Indian Society* (2001) R.S. Sharma, (Ed.) Kolkata: Orient Longman, pp. 186-213.
- Chattopadhyaya, B.D. (1994). *The Making of Early Medieval India*. Relevant parts are, Chapter 4: 'Markets and Merchants in Early Medieval Rajasthan', pp. 89-119; Chapter 6: 'Trade and Urban Centres in Early Medieval North India', pp. 130-54; Chapter 7: 'Urban Centres in Early Medieval India: An Overview', pp. 155-182. New Delhi: Oxford University Press. Paperback edition, 1997.
- Bhandare, Shailendra. (2015). 'Evaluating the Paucity of Metallic Currency in Medieval India', in Himanshu Prabha Ray, ed., *Negotiating Cultural Identity: Landscapes in Early Medieval South Asian History*, Delhi: Routledge, pp. 159-202.
- Chakravarti, Ranabir. (2004). 'Introduction' to *Trade in Early India*, ed. Ranabir Chakravarti, pp. 72-101. Delhi: Oxford University Press.
- Malik, Anjali. (1998). *Merchants and Merchandise in Early Medieval Northern India, A.D. 600-1000*. Delhi: Manohar. Relevant sections are, 'Introduction', pp. 15-33; Chapter 4: 'The Changing Patterns of Trade', pp. 89-109.
- शर्मा, रामशरण. (2000). *भारत के प्राचीन नगरों का पतन*. राजकमल प्रकाशन, नयी दिल्ली. विशेष महत्वपूर्ण व प्रासंगिक हिस्से इस प्रकार हैं: अध्याय 2: 'उत्तर में शहरी विकास और पतन', पृ.सं. 25-47; अध्याय 8: 'शहरी पतन की व्याख्या', पृ.सं. 173-84; अध्याय 10: 'कृषि का प्रसार', पृ.सं. 21३-23.
- शर्मा, रामशरण. (1995). *पूर्व-मध्यकालीन भारत में सामाजिक परिवर्तन*, नयी दिल्ली.
- यादव, बी.एन.एस. (1981). 'प्रारंभिक-मध्यकालीन व्यवस्था में भारतीय किसान वर्ग की अगतिशीलता और दासता', *मध्यकालीन भारत*, अंक 1, (सं.), इरफ़ान हबीब, नई दिल्ली: राजकमल प्रकाशन, पृ.सं. 3-12.

**Unit IV:** The focus of this unit will be on the religious, literary and visual cultures of the early medieval period in the Indian subcontinent. Having done this unit, students will be able to trace the patterns of change in these spheres of life. **(Teaching Time: 3weeks Approx.)**

- Champakalakshmi, R. (1996). 'From Devotion and Dissent to Dominance: The Bhakti of the Tamil Alvars and Nayanars', in *Tradition, Dissent and Ideology*, ed. R. Champakalakshmi & S. Gopal, pp. 135-63. New Delhi: Oxford University Press.
- Narayanan, M.G.S. and K. Veluthat. (2000). 'Bhakti Movement in South India', in *The Feudal Order: State, Society and Ideology in Early Medieval India*, ed. D.N. Jha, pp. 385-410. New Delhi: Manohar. The essay was originally published in *Indian Movements: Some Aspects of Dissent, Protest and Reform*, ed. S.C. Malik. Simla: Indian Institute of Advanced Study, 1978. The same was also reproduced in *Feudal Social Formation in Early India*, ed. D.N. Jha. Delhi: Chanakya Publications, 1987.
- Mahalakshmi, R. (2000). 'Outside the Norm, Within the Tradition: Karaikkal Ammaiyar and the Ideology of Tamil Bhakti', *Studies in History*, 16, no. 1, pp. 17-40.
- Chakrabarti, Kunal. (1996). 'Texts and Traditions: The Making of the Bengal Puranas', in *Tradition, Dissent and Ideology*, ed. R. Champakalakshmi and S. Gopal, pp. 55-88. New Delhi: Oxford University Press.
- Stein, Burton. (1968). 'Social Mobility and Medieval South Indian Hindu Sects', in *Social Mobility in the Caste System in India: An Interdisciplinary Symposium*, ed. James Silverberg, pp. 78-94. The Hague: Mouton. The article is also reproduced in *Religious Movements in South Asia 600-1800*, ed. David N. Lorenzen, pp. 81-101. New Delhi: Oxford University Press, 2004. Paperback edition, 2005.
- Majumdar, R.C. n.d. ed. *History and Culture of the Indian People: The Struggle for Empire*. Bombay: Bharatiya Vidya Bhawan. Relevant part is Chapter XV ('Language and Literature'), pp. 297-397.
- Pollock, Sheldon. (1998). 'India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500', in *Early Modernities*, ed. Shmuel Eisenstadt, Wolfgang Schluchter and Bjorn Wittrock, special issue of *Daedalus*, 127 (3), pp. 41-74.
- Desai, Devangana. (1989). 'Social Dimensions of Art in Early India', *Presidential Address (Ancient India), Proceeding of the Indian History Congress, 50<sup>th</sup> session, Gorakhpur*, pp. 21-56.
- Patel, Alka. (2008). 'The Mosque in South Asia: Beginnings', in Finbarr B. Flood, ed., *Piety and Politics in the Early Indian Mosque*, Oxford: Oxford University Press, 2008.
- नंदी, रमेन्द्रनाथ. (1998). *प्राचीन भारत में धर्म के सामाजिक आधार*. नई दिल्ली: ग्रंथशिल्पी.



- सिंह, उपिन्द्र. (2017). प्राचीनएवंपूर्व-मध्यकालीनभारतकाइतिहासः पाषाण-कालसे 12वींशताब्दीतक. नईदिल्ली: पीयर्सनइंडियाएजुकेशन. प्रासंगिक भाग है, अध्याय 10: 'उभरता क्षेत्रीय विन्यास', पृ. सं. 588-689.

#### SUGGESTED READINGS:

- Bosworth, C.E. (1966). 'Mahmud of Ghazna in Contemporary Eyes and in Later Persian literature', *Iran*, 4, pp. 85-92. (Alternatively, see Mahmud B. Sebuktigin, in *Encyclopaedia of Islam*, ed. H.A.R. Gibb et al. Leiden: E.J. Brill.)
- Chattopadhyaya, B.D. (1998). *Representing the Other? Sanskrit Sources and the Muslims (eight to fourteenth century)*. New Delhi: Manohar.
- Chattopadhyaya, B.D. (2003). 'The Study of Early India'. In *Studying Early India* by B.D. Chattopadhyaya, pp. 3-25. Delhi: Permanent Black.
- Desai, Devangana. (1974). 'Art under Feudalism in India (c. A.D. 500-1300)', *The Indian Historical Review*, 1, no. 1, pp. 10-17. Reprinted in Jha, *Feudal Social Formation in Early India*. 1987, pp. 391-401.
- Deyell, J.S. (1990). *Living Without Silver: The Monetary History of Early Medieval North India*. Delhi: Oxford University Press.
- Eaton, Richard M. (2002). 'Temple Desecration and Indo-Muslim States', in *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*, ed. David Gilmartin and Bruce B. Lawrence, pp. 246-81. New Delhi: India Research Press. The article can also be accessed in Richard M. Eaton, *Essays on Islam and Indian History*, New Delhi: Oxford University Press, 2000.
- Huntington, Susan. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain* New York and Tokyo: Weather Hill.
- Kulke, Hermann. (2001). 'Royal Temple Policy and the Structure of Medieval Hindu Kingdoms', in *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, by Kulke, pp. 1-16. Delhi: Manohar.
- H. Kulke and B. P. Sahu, (2018). *History of Precolonial India: Issues and Debates*, Delhi: Oxford University Press, Part II.
- Ramaswamy, Vijaya. (1982). 'Peasant, State and Society in Medieval South India: A Review Article', *Studies in History*, 4, pp. 307-19.
- Sahu, B.P. (1997). "Introduction", in *Land System and Rural Society in Early India*, (Ed.). B.P. Sahu. Delhi: Manohar, pp. 1-58.
- Sharma, R.S. (1985). 'How Feudal was Indian Feudalism', *The Journal of Peasant Studies*, vol. 12, no. 2/3, pp. 19-43. A revised and updated version of this article is to be found in, *The State in India, 1000-1700*, ed., H. Kulke, pp. 48-85. New Delhi: Oxford University Press, 1995. Paperback edition, 1997. The same essay is also

- reproduced in *The Feudalism Debate*, ed., H. Mukhia, pp. 82-111. Delhi: Manohar, 1999.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. New Delhi: Pearson Education. Relevant part is, Chapter 10: Emerging Regional Configurations, c. 600-1200 CE, pp. 546-643.
  - Spencer, G.W. (1969). 'Religious Networks and Royal Influence in Eleventh Century South India', *Journal of the Economic and Social History of the Orient*, 12, no. 1, pp. 42-56.
  - Subbarayalu, Y. (2011). *South India under the Cholas*. New Delhi: Oxford University Press. (Especially important are 'Introduction' and the last two sections on 'The Chola State' and 'Characterizing the Chola State'.)
  - Veluthat, Kesavan. (2000). 'The Role of Nadu in the Socio-Political Structure of South India (c.AD 600-1200)' in *The Feudal Order: State, Society and Ideology in Medieval South India*, ed. D.N. Jha, pp. 179-96. Delhi: Manohar.
  - Veluthat, Kesavan. (2000). 'The Role of Nadu in the Socio-Political Structure of South India (c.AD 600-1200)', in *The Feudal Order: State, Society and Ideology in Medieval South India*, ed. D.N. Jha, pp. 179-96. Delhi: Manohar.

### **Teaching Learning Process:**

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

### **Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

### **Keywords:**

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

## **Core Course VI**

### **Rise of the Modern West- I**

#### **Course Objectives:**

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

#### **Learning Outcomes:**

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

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

#### **Course Content:**

##### **I. Transition from Feudalism to Capitalism**

- [a] Issues and debates
- [b] Question of Eurocentrism

##### **II. Early colonial expansion**

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

##### **III. Renaissance**

- [a] In Italy: its social roots
- [b] Humanism and its spread in Europe
- [c] Art

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

#### **V. Economic developments of the 16<sup>th</sup> century**

- [a] Shift of economic balance from the Mediterranean to the Atlantic
- [b] Commercial Revolution
- [c] Price Revolution

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

### **ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit I:** The Unit will give an overview to the paper through issues and debates related to transition from feudalism to capitalism in Europe. The concept of Eurocentrism will be introduced. **(Teaching Time: 3 Weeks Approx.)**

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

**Unit-II:** The Unit discusses the process of early colonization, inter-linkages, and impact of trade and empire on Western Europe, the New World, West Africa and parts of Asia. **(Teaching Time: 2 weeks Approx.)**

- Braudel, Fernand. (1988). *Civilization and Capitalism, 15<sup>th</sup> to 18<sup>th</sup> Centuries, Vols. I, II, III*. London: Collins/Fontana Press.

- Burbank, Jane and Frederick Cooper. (2010). *Empires in World History - Power and Politics of Difference*. Princeton: Princeton University Press.
- Crosby, Alfred W. (2004). *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. Cambridge: Cambridge University Press (2nd edition).
- Davis, Ralph. (1973). *The Rise of the Atlantic Economies*. London: Weidenfield and Nicolson.
- Waites, Bernard. (1999) *Europe and the Third World: From Colonisation to Decolonisation, c 1500-1998*. London: Palgrave Macmillan.

**Unit- III:** The Unit emphasizes social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism. **(Teaching Time: 3 weeks Approx.)**

- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy*. Princeton: Princeton University Press. (Chaps: Introduction, chaps:1, 2, 3, 4 & 6)
- Kaborycha, Lisa. (2011). *A Short History of Renaissance Italy*. New York: Pearson.
- Mac Kenny, Richard. (2005). *Renaissances: The Cultures of Italy, 1300-1600*. London/New York: Palgrave Macmillan.
- Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650*. New York: Oxford University Press.
- Woolfson, Jonathan, (Ed.). (2004). *Palgrave Advances in Renaissance Historiography*. London: Palgrave Macmillan.

**Unit-IV:** The Unit outlines the economic, political, social and intellectual dimensions of Reformation and Reformation's impact on different regions of Europe. **(Teaching Time: 2 weeks Approx.)**

- Dixon, C. Scott. (2002). *The Reformation in Germany*. Oxford: Blackwell Publishers Limited.
- Ferguson, Niall. (2011). *Civilization: The West and the Rest*. London: Allen Lane.
- Greengrass, Mark. (2015). *Christendom Destroyed, Europe 1517-1648*. London: Penguin Books.
- Parish, Helen L. (2018). *A Short History of the Reformation*. New York: I. B. Tauris.
- Mac Culloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books Ltd.

**Unit- V:** The Unit deals with European economy, decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe. **(Teaching Time: 2 weeks Approx.)**

- Frankopan, Peter. (2015). *The Silk Roads: A New History of the World*. London: Bloomsbury.
- Heller, Henry. (2011). *Birth of Capitalism: a 21<sup>st</sup> Century Perspective*. London: Pluto Press. (Chapter 4).
- Hill, Christopher. (1969). *Reformation to Industrial Revolution*. London: Penguin Books. (Chap. 2, pp 11 - 93)
- Kriedte, Peter. (1983). *Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800*. Cambridge: Cambridge University Press. (Chap- 1)
- Wiesner-Hanks, Merry E. (2006). *Early Modern Europe: 1450-1789*. Cambridge: Cambridge University Press.

**Unit- VI:** The Unit emphasizes the nature of the European state system and interconnections between economy, society, religion, and polity with case studies. **(Teaching Time: 2 weeks Approx.)**

- Anderson, Perry. (1979). *Lineages of the Absolutist State*. London: Verso Edition. (pp. 15-42, 60-84, 85-142, 195-220, 328-360).
- Cameron, Euan, (Ed.). (2001). *Early Modern Europe, An Oxford History*. Oxford: Oxford University Press.
- Cuttica, Cesare and Glenn Burgess, (Eds.). (2011). *Monarchism and Absolutism in Early Modern Europe*. London: Routledge.
- Ertman, Thomas. (1997). *Birth of the Leviathan: Building States and Regimes in the Medieval and Early Modern Europe*. Cambridge: Cambridge University Press.
- Kumin, Beat, (Ed.). (2013). *The European World 1500-1800: An Introduction to Early Modern History*. New York: Routledge.

## **SUGGESTED READINGS**

- Cipolla, Carlo M., (Ed.). (1994), *Before the Industrial Revolution: European Society and Economy 1000-1700*. New York: WW Norton & Co.
- Cipolla, Carlo M., (Ed.). (1976). *Fontana Economic History of Europe*, Vols. II, III. New York: Barnes and Noble.
- Dickens, A.G. (1974). *German Nation and Martin Luther*. London: Edward Arnold.
- Dobb, Maurice. (1963). *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul.
- Findlen, Paula, (Ed.). (2002). *The Italian Renaissance. The Essential Readings*. Oxford: Blackwell Publishers Ltd.
- हिल्टन, रोडनी(2007) सामंतवादसेपूंजीवादमेंसंक्रमण. New Delhi. Granth Shilpi.

- Kamen, Henry. (1996). *European Society, 1500-1700*. London: Routledge.
- Lee, Stephen. (1984). *Aspects of European History 1494-1789*. London: Methuen & Co. Ltd.
- Lynch, John. (1984). *Spain under the Habsburgs, Vol. I, Empire and Absolutism, 1516-1598*. New York: New York University Press.
- Parry, J. H. (1963). *Age of Reconnaissance*. London: Weidenfield & Nicolson.
- Scammell, G.V. (1989). *The First Imperial Age: European Overseas Expansion 1400-1715*. London/New York: Routledge.
- Tilly, Charles. (1992). *Coercion, Capital and European States, AD 990-1992*. Hoboken, NJ: Wiley-Blackwell.
- Verma, Lal Bahadur. (2008). *Europe ka Itihas*. Bhag 9. Delhi: Prakashan Sansthan.
- Wood, E.M. (2002). *The Origin of Capitalism: A Longer View*. London: Verso, (rev. ed.).

### **Teaching Learning Process:**

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

### **Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

### **Keywords:**

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



**Core Course VII**  
**History of India- IV (c. 1200–1500)**

**Course Objective:**

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

**Learning Outcomes:**

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

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

**Course Content:**

**Unit I. Survey of sources**

- [a] Persian *ta’rīkh* traditions: Barani and Mushtaqi
- [b] *Malfuzat* and *premakhyans*; Persian, Sanskrit and Vernacular interactions
- [c] Inscriptions and regional identity: Kakatiyas
- [d] Architecture: the study of Hampi

**Unit II. Political structures**

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

**Unit III. Society and economy**

- [a] Ecological context; agricultural production
- [b] Technology and changes in society
- [c] Monetization; market regulations; urban centres; trade and craft

#### **Unit IV. Religion, society and cultures**

- [a] Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
- [b] Bhakti; Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari
- [c] Gender roles: women bhaktas and rulers
- [d] Terms of Identification: Modern Labels and Contingent Identities

#### **ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit I:** This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources. **(Teaching Time: 4 weeks Approx.)**

- Habib, Irfan. (1981). “Barani’s Theory of the History of the Delhi Sultanate”, *Indian Historical Review*, vol. 7, pp. 99-115.
- Alam, Muzaffar. (2004). *The Languages of Political Islam in India*, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly important is the section on Zia Barani.
- Kumar, Sunil. (2007). Appendix: ‘Persian Literary Traditions and Narrativizing the Delhi Sultanate’. In *The Emergence of the Delhi Sultanate 1192-1286*, by Sunil Kumar, Ranikhet: Permanent Black, pp. 362-77.
- Hardy, Peter. (1962). ‘Some Studies in Pre-Mughal Muslim Historiography’, in *Historians of India, Pakistan and Ceylon*, edited by C.H. Philips, pp. 115-27. (Alternatively, you may find Hardy’s views in the relevant chapter in his book entitled *Historians of Medieval India*.)
- Shaikh Rizq Ullāh Mushtāquī, (1993). *Waqi ‘at-e-Mushtaqui*, translated and edited by Iqtidar Husain Siddiqui, New Delhi: Indian Council of Historical Research and Northern Book Centre, pp. IX-XXXI (the “Introduction” by the translator is particularly important).
- Digby, Simon. (2001). ‘The Indo-Persian Historiography of the Lodi Sultans’, in F. Grimal, ed., *Les Sources et le temps*, Pondicherry: École Française d’Extrême Orient, pp. 243-61, (pp. 243-251 provide a very rich account of Mushtaqi’s *Waqi ‘at-i Mushtaqi*).
- Anooshahr, Ali. (2012). ‘Author of One’s Fate: Fatalism and Agency in Indo-Persian Histories’, *Indian Economic and Social History Review*, vol. 49, no. 2, pp. 197-224.
- Ernst, Carl W. (1992). *Eternal Garden: Mysticism, History and Politics at a South*

- Asian Sufi Center*. Albany: State University of New York Press, 1992. The relevant portion is Chapter 4, entitled 'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.
- Trivedi, Madhu. (2008). 'Images of Women from the Fourteenth to the Sixteenth century: A Study of Sufi *Premakhyaans*'. In *Rethinking A Millennium: Perspectives on Indian History from Eighth to the Eighteenth Century*, edited by Rajat Datta, Delhi: Aakar Books, pp. 198-221.
  - Behl, Aditya . 2012. *Love's Subtle Magic: An Indian Islamic Literary Tradition 1379–1545*, edited by Wendy Doniger, New York: Oxford University Press, pp. 286-338 (chap. 9-10: 'Hierarchies of Response' and 'The Story of Stories').
  - Orsini, Francesca. (2012). 'How to Do Multilingual Literary History? Lessons from fifteenth- and sixteenth-century north India', *Indian Economic and Social History Review*, vol. 49 (2), pp. 225-46.
  - Pollock, Sheldon. (1998). 'The Cosmopolitan Vernacular', *The Journal of Asian Studies*, vol. 57, no. 1, pp. 6-37.
  - Talbot, Cynthia. (2001). *Precolonial India in Practice*, Delhi: Oxford University Press. See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215.
  - Michell, George & John M. Fritz. (2001). *New Light on Hampi: Recent Research at Vijayanagara*, Mumbai: Marg.
  - <http://www.vijayanagara.org/default.html> for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
  - Vijaya Ramaswamy, *Walking Naked: Women, Society and Spirituality in South India*, IAS, Simla, 1997.
  - हबीब, मोहम्मद. (2014). 'सल्तनत काल की चिश्तिया सूफी दस्तावेजें', *मध्यकालीन भारत*, (सं.) इरफ़ान हबीब, अंक - 9, दिल्ली: राज कमल प्रकाशन, पृ.सं. 11-50.
  - हबीब, मोहम्मद. (2000). *दिल्ली सल्तनत का राजनीतिक सिद्धांत: ज़ियाउद्दीन बरनी के फ़तवा-ए जहांदारी के अनुवाद सहित*, दिल्ली: ग्रंथशिल्पी।
  - रिज़वी, सैयद अतहर अब्बास. (1957). *तुग़लक़ कालीन भारत*, भाग 2, राज कमल प्रकाशन (प्रासंगिकभाग: 'अनूदितग्रंथों की समीक्षा', पृ.सं. क-ड.
  - बहल, आदित्य. (2012). 'मायावीमृगी: एक हिंदवी सूफी प्रेमाख्यान (1503 ई.)', *मध्यकालीन भारत का सांस्कृतिक इतिहास*, (सं.) मीनाक्षी खन्ना. ओरियंट ब्लैकस्वॉन, पृ.सं. 185-218.

**Unit II:** Students will critically interact, in this unit, with the rather uneven historiography on political structures and cultures across different realms of the Rajputs, Delhi Sultanate and Vijayanagara. **(Teaching Time: 3weeks Approx.)**

- Habib, Irfan. (1992). 'Formation of the Sultanate Ruling Class of the Thirteenth Century', in *Medieval India: Researches in the History of India 1200-1750*, vol. I, edited by Irfan Habib, New Delhi: Oxford University Press, pp. 1-21.
- Kumar, Sunil. (1992). 'When Slaves were Nobles: The Shamsi *Bandagān* in the Early Delhi Sultanate', *Studies in History*, vol. 10, pp. 23-52.
- Kumar, Sunil. (2009). 'The Ignored Elites: Turks, Mongols and a Persian Secretarial Class in the Early Delhi Sultanates, 13<sup>th</sup> – 16<sup>th</sup> Centuries', *Modern Asian Studies*, vol. 43, no. 1, pp. 45-77.
- Kumar, Sunil. (2011). 'Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE', in *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, edited by Albrecht Fuess and Jan Peter Hartung, London: Routledge, pp. 123-48.
- Kumar, Sunil. (2014). '*Bandagi and Naukari*: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13<sup>th</sup>-16<sup>th</sup> Centuries', in *After Timur Left*, edited by Francesca Orsini and Samira Sheikh, Delhi: Oxford University Press, pp. 60-108.
- Ali, Athar. (1981). 'Nobility under Mohammad Tughluq', *Proceedings of the Indian History Congress*, vol. 42, pp. 197-202.
- Habib, Irfan. (1982). 'Iqta', in *Cambridge Economic History of India*, vol. 2, edited by Tapan Raychaudhuri and Irfan Habib, Cambridge: Cambridge University Press, pp. 68-75. Note that the entire section on agrarian economy (pp. 48-75) should be read for a fuller understanding.
- Moreland, W.H. (1929). *Agrarian System of Moslem India: A Historical Essay with Appendices*, Allahabad: Central Book Depot. See especially Chapter 2 and Appendix B & C.
- Hardy, Peter. (1998). 'Growth of Authority over a Conquered Political Elite: Early Delhi Sultanate as a Possible Case Study', in *Kingship and Authority in South Asia*, edited by J. F. Richards, Delhi: Oxford University Press. (first published, 1978)
- Kumar, Sunil. (2001). 'Qutb and Modern Memory' in *Partitions of Memory: The Afterlife of the Division of India*, edited by Suvir Kaul. Delhi: Permanent Black, pp. 140-82. (Reprinted in Sunil Kumar's *The Present in Delhi's Pasts*, Delhi: Three Essays Press, 2002, pp. 1-61.)
- Sreenivasan, Ramya. (2014). 'Warrior Tales at Hinterland Courts in North India, c. 1370-1550', in *After Timur Left*, edited by Francesca Orsini and Samira Sheikh, Delhi: Oxford University Press, pp. 242-72.
- Kolff, Dirk H. A. (1990). *Naukar, Sepoy and Rajputs: The Ethnohistory of the Military Labour Market in Hindustan*, Cambridge: Cambridge University Press.
- Wagoner, Philip. (1996). 'Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara', *Journal of Asian Studies*, vol. 55, no. 4, pp. 851-80.

- Sheikh, Samira. (2010). *Forging a Region: sultans, traders and pilgrims in Gujarat, 1200-1500*. Delhi: Oxford University Press.
- हबीब, इरफ़ान. 2007. '13वीं सदी में सल्तनत के शासक वर्ग का विकास', *मध्यकालीन भारत*, अंक - 7, (सं.) इरफ़ान हबीब, दिल्ली: राजकमलप्रकाशन.
- ईटन, रिचर्ड. 2012. 'मध्यकालीन दक्कन में इस्लामिक स्थान की अभिव्यक्ति'. *मध्यकालीन भारत का सांस्कृतिक इतिहास*, (सं.) मीनाक्षीखन्ना. ओरियंटब्लैकस्वॉन, पृ.सं. 134-53.

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

- Habib, Muhammad. (1974). 'Introduction' to Elliot and Dowson's History of India vol. II. Reprinted in *Politics and Society during the Early Medieval Period: Collected Works of Professor Habib*, vol. 1, edited by K.A. Nizami. New Delhi: People's Publishing House, pp. 33-110.
- Moreland, W.H. (1988 reprint). 'Chapter 2: The Thirteenth and Fourteenth Centuries', in *Agrarian System of Moslem India*. Delhi: Kanti Publications. Reprint, pp. 21-66.
- Habib, Irfan. 1982. "The Geographical Background" in Tapan Raychaudhuri and Irfan Habib, eds. *The Cambridge Economic History of India, vol. 1: c. 1200-1750*. Delhi: Orient Logman. pp. 1-13;
- Stein, Burton. 1982. "South India: Some General Consideration of the Region and its Early History" in Tapan Raychaudhuri and Irfan Habib, eds. *The Cambridge Economic History of India, vol. 1: c. 1200-1750*. Delhi: Orient Logman. pp. 14-23.
- Habib, Irfan. (1991). 'Agricultural Production', in *The Cambridge Economic History of India*, vol. I, edited by I. Habib and T. Raychaudhuri, 48-53. Delhi: Orient Longman reprint.
- Habib, Irfan. (1969). 'Technological Changes and Society, Thirteenth and Fourteenth Centuries', Presidential Address, Section II. *Proceedings of the Indian History Congress*, vol. 31, pp. 139-161.
- Siddiqui, I.H. (1992). 'Social Mobility in the Delhi Sultanate', in *Medieval India1: Researches in the History of India 1200-1750*, edited by Irfan Habib. New Delhi: Oxford University Press, pp. 22-48.
- Habib, Irfan.(1984). 'Price Regulations of Alauddin Khalji – A Defence of Zia Barani', *Indian Economic and Social History Review*, vol. 21, no. 4, pp. 393-414. Also reprinted in *Money and the Market in India: 1100-1700*, edited by Sanjay Subrahmanyam, New Delhi: Oxford University Press, 1994, pp. 85-111.
- Habib, Irfan. (1978). "Economic History of the Delhi Sultanate – An Essay in Interpretation", *Indian Historical Review* Vol. 4, pp. 287-303

- Sinopoli, Carla. (2003). *Political Economy of Craft Production: Crafting Empire in South India, 1350-1650*. Cambridge: Cambridge University Press, pp. 156-294 (Chapters 6-7).
- Phillip B. Wagoner, 'Money Use in the Deccan, c. 1350–1687: The Role of Vijayanagara *hons* in the Bahmani Currency System', *Indian Economic and Social History Review* 51, no. 4 (2014)
- Novetzke, Christian. (2016). *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India*. New York: Columbia University Press, "Introduction".
- Subrahmanyam, Sanjay. (1994). 'Introduction' to *Money and the Market in India 1100-1700*, edited by Sanjay Subrahmanyam, New Delhi: Oxford University Press, pp. 1-56.
- Digby, Simon. (1982). Chapter V: 'The Maritime Trade of India', in *Cambridge Economic History of India*, edited by Irfan Habib & Tapan Raychaudhuri, Hyderabad: Orient Longman, pp. 121-159.
- हबीब, इरफ़ान. (2016). *मध्यकालीन भारत में प्राद्यौगिकी*. नयीदिल्ली: राजकमल.
- हबीब, इरफ़ान. (2017). *मध्यकालीन भारत का आर्थिक इतिहास: एक सर्वेक्षण*. नयीदिल्ली: राजकमल.
- मिश्र, एस. सी. (2014). 'मुग़ल पूर्व भारत में सामाजिक गतिशीलता', *मध्यकालीन भारत*, अंक - 9, (सं.) इरफ़ान हबीब, दिल्ली: राजकमल प्रकाशन, पृ.सं. 51-58.
- हबीब, इरफ़ान. (1999). उत्तर भारत में सामाजिक और आर्थिक परिवर्तन (1200-1500 ई.), *भारतीय इतिहास में मध्यकाल*, (सं.) इरफ़ान हबीब. नयीदिल्ली: सफ़दरहाशमी मेमोरियल ट्रस्ट, पृ.सं. 159-68.
- हबीब, इरफ़ान. (2016). 'दिल्ली सल्तनत का आर्थिक इतिहास: एक व्याख्यालेख', *मध्यकालीन भारत*, खण्ड 9, पृ.सं. 35-67.
- हबीब, मोहम्मद. (2014). 'उत्तरी भारत में नगरीय क्रांति', *मध्यकालीन भारत*, अंक - 3, (सं.) इरफ़ान हबीब, दिल्ली: राजकमल प्रकाशन, पृ.सं. 51-58.
- हबीब, इरफ़ान. (1992). 'अला उद्दीन खिलजी के मूल्यनियंत्रण के उपाय: ज़ियावरनी के समर्थन में', *मध्यकालीन भारत*, अंक - 4, (सं.) इरफ़ान हबीब, दिल्ली: राजकमल प्रकाशन, पृ.सं. 24-46.

**Unit IV:** This unit is chiefly focussed on the religious-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender and cross-confessional interactions. **(Teaching Time: 4 weeks Approx.)**

- Rizvi, S.A.A. (1978). *A History of Sufism*, vol. 1. Delhi: Munshiram Manoharlal.
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', *Purusartha*, vol. 9, pp. 57-78. Reprinted in *India's Islamic Traditions, 711-*

- 1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', *Iran*, vol. 28, pp. 71-81.
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  - Chattopadhyaya, B.D. (1998). *Representing the Other? Sanskrit Sources and the Muslims (eighth to fourteenth century)*. New Delhi: Manohar.
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  - Kumar, Sunil. (2008). 'Politics, the Muslim Community and Hindu-Muslim Relations Reconsidered: North India in the Early Thirteenth Century', in *Rethinking A Millennium: Perspectives on Indian History from Eighth to the Eighteenth Century*, edited by Rajat Datta, Delhi: Aakar Books, pp. 139-67.
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- Kumar, Mayank. (2013). *Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period*. New Delhi: Manohar.



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- Schomer, K. and W.H. McLeod, eds. (1987). *The Sants: Studies in a Devotional Tradition of India*. Delhi: Motilal Banarsidas Publishers.
- Sharma, Sunil (2005). *Amir Khusraw: The Poet of Sultans and Sufis*. Oxford: One World.
- Sreenivasan, Ramya. (2002). 'Alauddin Khalji Remembered: Conquest, Gender and Community in Medieval Rajput Narratives', *Studies in History*, vol. 18, no. 2, pp. 275-96.
- Stein, B. (1980). *Peasant, State and Society in Medieval South India*. New Delhi: Oxford University Press.
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### **Teaching Learning Process:**

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

### **Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

### **Keywords:**

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

## **GE-VI**

### **Politics of Nature**

#### **Course Objective:**

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

#### **Learning Outcomes**

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

- Critique an understanding of environmental concerns based on a narrow scientific/ technological perspective
- Discuss environmental issues within a social and political (or *social scientific?*) framework
- Examine the role of social inequality. How does unequal distribution of and unequal access to environmental resources help understand the environmental crisis of the world - from the global to the local
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
- Locate solutions to environmental problems within a framework of greater democratisation of resource use
- Problematise (or *critique?*) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

#### **Course Content:**

**Unit 1: ‘Spaceship called earth’ – competition for bounded resources and livelihoods**

**Unit 2: Energy in Human History: –**

- a. Before the era of coal, gas and oil
- b. Era of fossil energy

**Unit 3: Ecological Imperialism**

- a. Flora-fauna transfer
- b. Diseases and Migration

**Unit 4: Unequal access and Industrial Production,**

- a. Industrial Agriculture
- b. Gendered access to natural resources
- c. Cities and inequalities

**Unit 5: Anthropocene**

- a. Climate change and writing ecological histories
- b. Debating the Anthropocene / Capitalocene

#### **ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

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

- Bhattacharya, Neeladri. (1995). “Pastoralists in a Colonial World”, in David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press. pp. 49-85. *(Available in Hindi also)*
- Swaminathan, M S. (2008), ‘Agriculture on Spaceship Earth’, in Mahesh Rangarajan, ed., *Environmental Issues in India*. Delhi: Pearson. pp.161-183. *(Available in Hindi also)*

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

- Burke III, Edmund. (2009), “The Big Story: Human History, Energy Regime and the Environment” in Edmund Burke III and Kenneth Pomeranz, eds., *The Environment and World History*. Berkeley: University of California Press. pp. 33-53.
- Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Colombia University Press.
- Urry, John. (2013). ‘The Century of Oil’, in *Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books. pp. 36-52.
- Crosby, Alfred W. (2006). *Children of the Sun: A History of Humanity’s Unappeasable Appetite for Energy*. New York: W. W. Norton. pp. 159-166 & pp. 117-158.

**Unit-3:** This unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local societies and completely transformed landscapes. The second rubric explains how colonialism generated new patterns of consumption by appropriating global resources and fossil fuels for industry, to produce an inter-connected but unequal world.**(Teaching Time: 4 weeks Approx.)**

- Crosby, Alfred W. (1988), “Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon” in Donald Worster, ed., *The Ends of the Earth*. New York: Cambridge University Press. pp. 104-105.
- Cronon, William. (1983). *Changes in the Land: Indians, Colonists and the Ecology of New England*. New York: Hill and Wang, pp.3-18.
- Crosby, Alfred W. (1967). “Conquistadory Pestilencia: The First New World Pandemic and the Fall of the Great Indian Empires”. *The Hispanic American Historical Review*, Vol.47(No.3), pp.321-337.

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

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

- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India". *Feminist Studies*, Vol. 18(No. 1), pp. 119-158.
- Merchant, Carolyn. (2017). 'Gender and Environmental History', in J. R. McNeill and Alan Roe, eds., *Global Environmental History*. London: Routledge. pp. 82-87.
- Bauer, Jordan and Melosi, Martin V. (2012). "Cities and the Environment" in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell. pp. 360-376.
- Heynen, Nik, Kaika, Maria and Swyngedouw, Erik. (2006). 'Urban Political Ecology: Politicizing the production of Urban nature' in Nik Heynen et al. eds., *In the Nature of Cities: Urban Political Ecology and Politics of Urban Metabolism*. London: Routledge. pp. 1-19.

**Unit-5:** Introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet's history. This provides a long-term historical perspective on contemporary environmental issues including global warming and need for innovation, policy change at the international level and the production of post humanist histories. **(Teaching Time: 2 weeks Approx.)**

- White, Sam. (2012). 'Climate Change in Global Environmental History' in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell. pp. 394-410.
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene", *Nature*, Vol. 519, pp. 171-80.
- Steffen, Will, Crutzen, Paul J. and McNeill, J. R. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature". *Ambio*, Vol. 36(No.8), pp. 614-621
- Moore Jason W. (ed.,) (2016) *Anthropocene or Capitalocene? Nature, History and the Crisis of Capitalism*. Oakland: PM Press.
- Morrison, Kathleen D. (2015). "Provincializing the Anthropocene". *Seminar*, Vol.673 (Sept), pp. 75-80.

#### **SUGGESTED READINGS:**

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

- and Thomas Lekan, eds., *RCC Perspectives: Transformations in Environment and Society*. No. 2, pp.103–113.
- Hugo, G. (1996). “Environmental Concerns and International Migration”. *International Migration Review*, Vol.30(No. 1), pp. 105-31.
  - Jodha, N. S. (1986). ‘Common Property Resources and Rural Poor in Dry Regions of India. *Economic and Political Weekly*, Vol. XXI(No. 27) pp. 1169-1181.
  - Kalof, Linda. (2007). *Looking at Animals in Human History* . London: Reaktion Books. pp. 1-71
  - Lübken, Uwe. (2012). “Chasing a Ghost? Environmental Change and Migration in History”. *Global Environment: A Journal of History and Natural and Social Sciences*, No.9 pp. -25.
  - Malm, Andreas. (2016), ‘In the Heat of the Past: Towards a History of the Fossil Economy’ in Andres Malm, *The Rise of Steam Power and the Roots of Global Warming*. London: Verso, pp. 1-32.
  - Prasad, Archana. (1998). The Baiga: Survival strategies and local economy in the Central Provinces. *Studies in History*, Vol. 14(No. 2), pp. 325-348.
  - Shiva, Vandana. (1988). ‘Women in the Food Chain’ (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. pp. 96-178.
  - Tucker, Richard. (2007). ‘The Tropical Cost of the Automotive Age: Corporate Rubber Empires and the Rainforest’, in Richard Tucker, *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*. Plymouth: Rowman & Littlefield Publishers. pp. 113-50.
  - Vaclav Smil. (1994). “Preindustrial Prime Movers and Fuels”, in Vaclav Smil, *Energy in World History*. Boulder: Westview, pp. 92-156.
  - John Tully. (2011). *The Devil’s Milk: A Social History of Rubber*. New York: Monthly Review Press, pp, 17-26 and 35-50.

### **Teaching Learning Process:**

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

**Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

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



## **GE – VII**

### **Making of Post Colonial India**

#### **Course Objectives:**

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

#### **Learning Outcomes:**

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

- Explain the complexities involved in the making of constitution.
- Analyse the reasons behind the linguistic reorganisation of states.
- Analyse foreign policy of India during formative stages of independent India.
- Draw inferences to explain the functioning of different political parties.
- Explain the character of emergency and its consequences.
- Discern the nuances of Indian judicial system.

#### **Course Content:**

##### **Unit I: Laying the foundation of independent India**

- [a] Making of the Constitution
- [b] Linguistic re-organisation

##### **Unit II: Envisioning a new order**

- [a] Economic Development: five year plans; Problems of Development case study of Punjab and Bihar
- [b] Indian Foreign Policy till 1964

##### **Unit III: Democracy at Work**

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

##### **Unit IV: Turning Point: Emergency and After**

- [a] Railway Strike, J.P. Movement and Emergency
- [b] Developments in the 1980's: (i) Coalition politics; (ii) Mandal Commission and aftermath
- [c] Judiciary, Civil Society and Rights: Judicial Activism and Public Interest Litigation
- [d] Popular and parallel Cinema

## ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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

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

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

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

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

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

- Barnett, Marguerite Ross. (1976). *The Politics of Cultural Nationalism in South India*, New Jersey: Princeton.
- Stanley, Kochanek. (1968). *The Congress Party of India: The Dynamics of One-Party Democracy*. Princeton: Princeton University Press.
- Pandian, M.S.S. (2008). *Brahmin and Non Brahmin: Genealogies of the Tamil Political Present*. Delhi: Permanent Black.
- Kumar, Radha. (1993). *The History of Doing: An illustrated account of movements or women rights and feminism in India, 1800-1990*, New Delhi: Kali for Women.
- Menon, Nivedita. (2001). *Gender and Politics in India*. Delhi: OUP.
- Flavia Agnes. (2001). *Law and Gender Equality: The Politics of Women's Rights in India*. Delhi: OUP.
- Jaffrelot, Christophe. (1999). *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s*. New Delhi: Penguin.
- Jaffrelot, Christophe (2003). *India's Silent Revolution: The Rise of the Lower Castes in North India*. London: Hurst.
- Baru, S. (2000). "Economic Policy and the Development of Capitalism in India: The Role of Regional Capitalists and Political Parties". in Francine Frankel et al, (eds.). *Transforming India: Social and Political Dynamics of Democracy*. New Delhi: Oxford University Press

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

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

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

### **SUGGESTED READINGS:**

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

### **Teaching Learning Process:**

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

**Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

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

## **SEC I**

### **Understanding Heritage**

#### **Course Objectives:**

The aim of this paper is to make students familiar with the concept of heritage and its numerous forms. It will develop the contested character of heritage and why and it needs to be conserved. Paper will also acquaint students with the evolution of heritage legislation and the ways in which its institutional framework developed. Accessing monumental or cultural heritage can be a very difficult task and economic and commercial considerations play an important role. The paper will be of particular value to those who are interested in seeking a career in the travel industry and art and cultural studies.

#### **Learning Outcomes:**

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

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

#### **Course Content:**

##### **Unit I: Defining heritage:**

Meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’

##### **Unit II: Evolution of heritage legislation and the institutional framework:**

[a] Conventions and Acts -- national and international

[b] Heritage-related government departments, museums, regulatory bodies

[c] Conservation initiatives

##### **Unit III: Challenges facing tangible and intangible heritage**

Development, antiquity smuggling, conflict (specific cases studies)

##### **Unit IV: Heritage and travel:**

[a] Viewing heritage sites

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

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

### **ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit-I:** This unit will introduce the meaning/s of heritage and associated politics. For a better understanding students will be encouraged to engage with terms like the meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’. **(Teaching time: 4 weeks Approx.)**

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

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

- Biswas, S.S. (1999). *Protecting the Cultural Heritage* (National Legislation and International Conventions). New Delhi: INTACH,
- Layton, R.P. Stone and J. Thomas. (2001). *Destruction and Conservation of Cultural Property*. London: Routledge.

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

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

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

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

#### **SUGGESTED READINGS:**

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

#### **Teaching Learning Process:**

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

#### **Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

#### **Keywords:**

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



## **SEC-II**

### **Archives and Museums**

#### **Course Objective:**

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

#### **Learning Outcomes:**

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

- Examine these two repositories of history from close quarters.
- Discuss the role of Colonialism in the growth of Archives and Museums.
- Explain how the documents and artefacts are preserved and the difficulties faced in the process.
- Demonstrate the way in which museums are organised and managed.
- Examine the considerations which govern the way exhibitions in museums are managed.

#### **Course Content:**

##### **Unit 1: The Archive:**

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

##### **Unit 2: The Museum**

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

## **ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

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

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

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

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

### **Teaching Learning Process:**

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

### **Assessment methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

### **Keywords:**

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

## **Skill Enhancement Paper III**

### **Historian's Craft**

#### **Course Objective:**

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

#### **Learning outcomes:**

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

- Outline / illustrate the need for historical perspective
- Explain the historical nature of all human activities and social sphere
- Distinguish essential features of historical inquiry
- Identify a social phenomenon and use a historical perspective to contextualize the concerned phenomenon, i.e. trace its changing nature / dynamics.
- Delineate sources that can be used to describe and interpret a social issue, an event, a given time period, or a wider social development.
- Differentiate between sources and assess their credibility in defining a historical development
- Demonstrate the ability to interpret sources, and to identify biases and blind spots in a historical narrative.

#### **Contents**

##### **Unit 1: Historicizing Human Activities**

##### **Unit 2: The Historian's Craft**

### **Unit 3: Sources and interpretations**

### **Unit 4: Primary sources in application**

#### **ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

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

- Schlabach, Gerald. *A Sense of History: Some Components*
- <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Bloch, Marc. (1992). *The Historian's Craft*, Manchester University Press. Reprint ("Introduction", pp. 1-19).
- Hobsbawm, Eric J. (1998). *On History*, UK: Abacus (Ch.2, "A Sense of the Past", and Ch.3, "What Can History Tell Us About Contemporary Society").
- Daniels, Robert V. (1981), *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.11-13 and 25-39.

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

- Carr, E.H. (1991). *What is History*. Penguin. Reprint. (Ch.1, "The Historian and His Facts", Ch.3, "History, Science and Morality", and Ch.4, "Causation in History").
- Daniels, Robert V. (1981), *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.47-61.

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

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

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

- Buitenen, J.A.B. van. (Trans.) (1973). “Chapters 62 to 69 - Adi parvan.” in *The Mahabharata –Volume 1, The Book of the Beginning*. Chicago: Chicago University Press; Johnson, W.J. (Trans.) (2001). “Acts 4, 5 and 6.” *The Recognition of Śakuntala: A Play in Seven Acts; Śakuntala in the Mahabharata*. Oxford: Oxford University Press. With secondary reading Thapar, Romila. (1999), *Shakuntala: Texts, Readings, Histories*. New York: Columbia University Press, pp. 22-62.
- “Allahabad posthumous stone pillar inscription of Samudragupta.” in Fleet, J.F. (Ed.). (1888). *Corpus Inscriptionum Indicarum Vol. III*. Calcutta: Superintendent of Government Printing, pp. 1-17. With secondary reading: Goyal, S.R. (1967). *History of the Imperial Guptas*. Allahabad: Central Book Depot (Chapter 2).
- “Section CCXXVIII to Section CCXXXI: Khandava-daha Parva.” In *Mahabharata*. Available at <https://www.sacred-texts.com/hin/m01/m01232.htm> With secondary reading: Thapar, Romila. (2007). “Forests and Settlements, in Mahesh Rangarajan, (Ed.). *Environmental Issues in India*. New Delhi: Pearson, pp.33-41 (also available in Hindi translation). Zimmerman, F. (1987). *Jungle and the Aroma of Meats: An Ecological Theme in Hindu Medicine*. Berkeley: University of California Press (“Introduction”).
- *Aṅgulimālasutta* of the *Majjhima Nikaya* in *The Collection of the Middle Length Sayings – Three Volumes*. Translated by I.B. Horner. (1957, 1996). Volume II. London: The Pali Text Society, pp. 284-292, n.86. With secondary reading: Brancaccio, P. (1999). “Aṅgulimāla or the Taming of the Forest.” *East and West* 49 (1/4), pp. 105-118.
- “X 1-90.” *Manusmṛiti*. Translated by G. Buhler. (1886). Oxford: Clarendon Press. pp. 401-421. With secondary reading: Sahu, B. P. (2009). “Brahmanical Conception of the Origin of Jatis: A Case Study of the Manusmṛiti” in B. D. Chattopadhyaya. (2009). *A Social History of Early India*. Delhi: Pearson Longman, pp. 43-53.
- See the Vijayanagara inscriptions in Rao, T.A. Gopinatha. (1915-16). “Triplicane Plates of Panta-Mailara, dated Saka-Samvat 1350, in the reign of Devaraya II”, Vol 13, pp.1-11. See also online: <https://ia801606.us.archive.org/9/items/in.ernet.dli.2015.56662/2015.56662.Epi-graphia-Indica-Vol13.pdf> – see pp.1-11 in this document. With secondary

- reading: Wagoner, Philip. (1996). "Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara." *Journal of Asian Studies* 55 (4), pp. 851-80.
- Abu'l Fazl Allami. *Ain-i Akbari*. Translated by H.S. Jarrett. (1949, 2006). Vol. III. Delhi: Low Price Publications, pp. 1-11, with secondary reading: Ali, Athar. (1980). "Sulh-i Kul and the Religious Ideas of Akbar." in *Proceedings of Indian History Congress* 41, pp. 326-39, Kinra, Rajeev. "Handling Diversity with Absolute Civility: The Global Historical Legacy of Mughal *Ṣulh.-i Kull*", *The Medieval History Journal*, vol. 16, 2 (2013): 251–295
  - Malik Muhammad Jaisi. *Padumawat*. Translated by V.S. Agrawal (2010). Allahabad: Lok Bharti Prakashan, pp. 508-556. With secondary reading: Sreenivasan, Ramya. (2007). *The Many Lives of a Rajput Queen: Heroic Past in India C. 1500–1900*. Washington: University of Washington Press (Ch.2, "Sufi Tale of Rajputs in Sixteenth century Avadh"); Saksena, Banarsi Prasad. (1992). "The Khaljis: Alauddin Khalji." in Mohammad Habib and Khaliq Ahmad Nizami, (Eds.). *A Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*. Second edition. New Delhi: The Indian History Congress / People's Publishing House.
  - Emmanuel-Joseph Sieyès (1789). *What is the Third Estate?* [Available at: <https://pages.uoregon.edu/dluebke/301ModernEurope/Sieyes3dEstate.pdf>]. With secondary reading: Bossenga, Gail. (1997), "Rights and Citizens in the Old Regime." *French Historical Studies* 20 (2), pp. 217-243.
  - "The 1905 Revolution." in Gregory L. Freeze (1988). *Supplication to Revolution: A Documentary Social History of Imperial Russia*. Oxford University Press, pp. 274-285.
  - The Azimgarh Proclamation (25 August 1857)." in Mukherjee, Rudrangshu. (2018). *The Year of Blood: Essays on the Revolt of 1857*. N.Y.: Routledge and Social Science Press, pp. 23-27. With secondary reading Mukherjee, Rudrangshu. (2018). *The Year of Blood: Essays on the Revolt of 1857*. N.Y.: Routledge and Social Science Press ("Introduction" and "The Azimgarh Proclamation and Some Questions on the Revolt of 1857 in the Northwestern Provinces").
  - "The Personal Becomes Public: Dilliwalas and the Uprising." In Mahmood Farooqui (2010), (trans.). *Besieged: Voices from Delhi 1857*. New Delhi: Penguin Books/Viking.
  - H. H. Risley. (1908). *The People of India*. Calcutta, London: Thacker, pp. xi-xxi; 5-17; 128-148; 178-213. With secondary reading Dirks, Nicholas. (2001). *Castes of Mind: The Enumeration of Caste: Anthropology as Colonial Rule*. New Jersey: Princeton University Press ("The Enumeration of Caste: Anthropology as Colonial Rule").

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



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

### **SUGGESTED READINGS:**

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7)
- Becker, Carl. (1931). *American Historical Review* 37 (January), pp. 221-36, reprinted in Adam Budd (Ed.). (2009). *The Modern Historiography Reader*. London and N.Y: Routledge (“Everyman His Own Historian”, Presidential Address).
- Bloch, Marc. (1992). *The Historian’s Craft*, Manchester: Manchester University Press, reprint, pp. 190-197; 60-69 and 138-144.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus (Ch. 21, “Identity History is Not Enough”).
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, “Public History” and “Ch.7, “Historians’ Skills”).
- Kosambi, D.D. (2005). *Combined Methods in Indology and Other Writings*, compiled, edited and introduced by Brajadulal Chattopadhyaya. New Delhi: Oxford University Press.
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press (“Fact and Relevance, History and the Social Sciences in Historical Study”).
- Smith, Bonnie G. (1998). *The Gender of History: Men, Women and Historical Practice*. Cambridge, M.A.: Harvard University Press, reprinted in Adam Budd. (Ed.). (2009). *The Modern Historiography Reader*. London and N.Y: Routledge, pp. 70-79, 81-87, 89-91 (“What is a Historian?”).
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, “Historical Facts”, Ch.11, “The Process of History” – the section on Causality and Determinism, Ch.18, “The Authenticity of Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)
- Tosh, John. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (“Historical Awareness”, Ch.5, “The Themes of Mainstream History” and Ch.6, “Writing and Interpretation”).

### **Teaching-Learning process:**

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

**Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

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

# B.A. History Programme

## 1 Credit distribution for B.A. History Programme

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

## 2. BA Program Semester-wise Distribution of Courses

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

## **Core Course III**

### **History of India, c. 1200-1700**

#### **Course Objective:**

This course provides an analytical study of the history of India from 1200 to 1700 CE. It introduces students to a thematic study of the main aspects of the period, delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, the Mughal state, Vijayanagara and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies the course also underlines the inter-connectedness of the subcontinental region in its transition to the Early Modern period.

#### **Learning Outcomes:**

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

- Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

#### **Course Outline:**

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

**Unit II. Regional political formations:** Vijayanagara

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

**Unit IV. 17<sup>th</sup> 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. I: 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, 13<sup>th</sup>-16<sup>th</sup> 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 production in this unit. The establishment of circuits of exchange gradually tied rural, qasbah and city production, a process that will be charted 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 17<sup>th</sup> centuries*. Delhi: Munshiram Manoharlal.
- Vaniana, Eugenia. (2004). *Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries)*. Delhi: Munshiram Manoharlal.
- Verghese, Anila. (2002). *Hampi*. Delhi: Oxford University Press.

### **Teaching Learning Process:**

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

### **Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

### **Keywords:**

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

## **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 19<sup>th</sup> 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 19<sup>th</sup> and 20<sup>th</sup> 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](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](https://www.jica.go.jp/english/our_work/evaluation/oda_loan/post/2007/pdf/project28_full.pdf)  
<http://ajantacaves.com/Howtoeach/Conservation/>  
<https://frontline.thehindu.com/static/html/fl1523/15230650.htm>

### **Suggested Readings**

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

### **Teaching Learning Process:**

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

**Assessment Methods:**

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

**Keywords:**

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

## **SEC II**

### **Introduction to Art in the Indian Subcontinent**

#### **Course Objective:**

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

#### **Learning Outcome:**

Upon successful completion of course students shall be able to:

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

#### **Course Content:**

##### **Unit I: Indian Art; historiographical issues**

##### **Unit II: Sculpture**

- (a) Stone: Gandhara and Mathura
- (b) Metal: Chola Bronzes
- (c) Terracotta: Contemporary

##### **Unit III: Architecture**

- (a) Evolution of Temples
  - (i) Nagar: Sun Temple, Konark
  - (ii) Dravida: Nataraja Temple, Chidambaram
- (b) Mosques and Mausoleums



- (i) Quwwat al-Islam mosque, Delhi
- (ii) Taj Mahal, Agra
- (c) Forts
  - (i) Kumbhalgarh Fort
- (d) Colonial
  - (i) Rashtrapati Bhawan, Delhi
  - (ii) Victoria Terminus, Mumbai

#### **Unit IV: Painting**

- (a) Mural Tradition: Ajanta
- (b) Miniature Tradition: Mughal and Rajput
- (c) Nationalist Tradition: Bengal School
- (d) Contemporary Tradition: Calendar Art

### **ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:**

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

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

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

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

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

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

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

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

#### **Suggested Readings:**

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

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

### **Teaching Learning Process:**

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

### **Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

### **Keywords:**

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

## **COURSE IN LIEU OF MIL (SEMESTER III/IV)**

**Also offered to students of B.Com. programme**

### **Histories of Inequalities**

#### **Course Objective:**

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

**Learning Outcome:** Upon successful completion of course, students will be able to:

- Outline how hierarchies and inequalities are a part of their histories and everyday experiences.
- Explain the contexts that produce these inequalities.
- Identify the importance of social justice.
- They learn the difficulty in studying the impoverished and the disadvantaged.
- Delineate the problems associated with the hegemonic historical narratives which are circulated by the elites.

#### **Course Content:**

**Unit I: Caste: *Varna* and *Jati***

**Unit II: Gender and the household**

**Unit III: Untouchability**

**Unit IV: Tribes and forest dwellers**

**Unit V: Equality and the Indian constitution**

#### **ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:**

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

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

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

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

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

**Unit-3:** This unit examines extreme form of 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.