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

## CORE PAPERS

<table>
<thead>
<tr>
<th>II</th>
<th>History of India – II</th>
<th>5+1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Formations and Cultural Patterns of the Ancient and Medieval World – II</td>
<td>5+1</td>
</tr>
</tbody>
</table>

## GE PAPERS

<table>
<thead>
<tr>
<th>Semester II GE</th>
<th>GE Course III: Delhi Through the Ages: From Colonial to Contemporary Times Or GE Course IV: The World After 1945 Or GE Course V: History and Culture: Representations in Texts, Objects &amp; Performance</th>
<th>5+1</th>
</tr>
</thead>
</table>

## AECC PAPERS

<table>
<thead>
<tr>
<th>Semester II AECC II</th>
<th>English / Hindi/ MIL Communication Or Environmental Sciences</th>
<th>4</th>
</tr>
</thead>
</table>
CORE COURSES SEMESTER 2

Core Course III

History of India- II

Course Objectives:

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

Learning Outcomes:

After completing this course, the students will be able to

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

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

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

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

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

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

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit seeks to take stock of the nature of sources and the historiography for the period between 600 BC to 750 CE. (Teaching Time: 1week Approx.)
• Thapar, Romila. (2002). Reading History from Inscriptions: Professor D. C. Sircar Memorial Lecture Delivered at the University of North Bengal. Kolkata: K. P. Baghchi. Pp. 1-17

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

• Allchin, F. R. (et al.) (1995). The Archaeology of Early Historic South Asia: The Emergence of Cities and States. Cambridge: Cambridge University Press. Chapter 6 (pp.73-98) & Chapter 10 (pp. 185-221).
• Sharma, R.S. (1996). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarsidas. (Chapters XV(pp.197-232), XVIII (pp. 275-290), XIX (pp.291-310), XX (pp. 311-320), XXIII (pp.371-402) (Available in Hindi also)
• Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (More relevant parts are Chapters 6, 7 and 8)(Also available in Hindi)
• Thapar, Romila. (2012). Asoka and the Decline of the Mauryas. Delhi: Oxford University Press. PP. 119-227. (Also available in Hindi)
Unit III. This unit will apprise students of the socio-economic developments up to 300 CE, with particular attention to agrarian relations and production as well as varna, jati, gender and class relations. (Teaching Time: 3 weeks Approx.)

- Chakravarti, Uma. (1996). *The Social Dimensions of Early Buddhism*. Delhi: Munshiram Manoharlal. (Chapters 2, 3, 4 and 5 pp. 7-149)

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

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

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

SUGGESTED READING:

• Lahiri, Nayanjot. 2015. *Ashoka in Ancient India*. Delhi: Permanent Black.
• Sharma, R. S. (1987).*Urban Decay in India c.300- c. 1000*. Delhi: Munshiram Manoharlal. (Available in Hindi also).
• Thapar, R. (2003). *Early India: From the Origins to AD 1300*. Delhi: Penguin. [Also available in Hindi]
Teaching Learning Process:

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

Assessment Methods:

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

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

Keywords:

Core Course IV

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

Course Objectives:

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

Learning Outcomes:

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

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

Course Content

Unit 1: Ancient Greece and Rome:
  [b] Rome from Republic to Principate (c. 500 BCE- 200 CE)
     i) Conflict of the Orders: Imperial expansion and social tensions in the Republic
  [c] Slavery in the Ancient Greek and Roman world (emergence, expansion, role and features in Greek society; its role in Roman economy and society).
  [d] Culture and religion in Ancient Greece and Rome

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

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This Unit will be disaggregated and taught in sequence, first Greece then Rome. In the context of Greece it will provide an understanding of the changing cultural, social, economic and political trends in Ancient Greece. It will then focus on Roman
military expansion and its impact on social conflict, institutionalisation of slavery, and shaping of Roman law and religion. **(Teaching Time: 7 weeks Approx.)**


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

Unit 3: This Unit will enable students to engage with the question of emergence and spread of Islam and its impact on the shaping of political authority in West Asia. (Teaching Time: 4 weeks Approx.)

• फ़ारूकी, आ. (2015). प्राचीन और मध्यकालीन सार्मातिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानकप्रकाशन.

SUGGESTED READINGS:

Teaching Learning Process:

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

Assessment Methods:

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

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

Keywords:
Polis, Hellenic society, Roman Empire, Slavery, Feudalism, Three orders, Chivalry, Church, state, Serfdom, Seigniorial authority, Crisis of feudalism, Rise of Islam, Caliphate, *Ummah*, Umayyads, Abbasids
GE COURSES SEMESTER II

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

Course Objectives:

This course examines the physical and social transformation of Delhi from the colonial to the contemporary times. Focusing on the echoes of political developments on urban form and social experience, it aims to explore the historical antecedents of some of the capital’s contemporary dilemmas.

Learning Outcomes:

Upon completion of this course the student shall be able to:
• Contextualize contemporary questions with regard to the city in the light of its colonial past and lived present.
• Analyse the political developments and their legacy for the shaping of the city.
• Discern importance of ‘local’ social, ecological and cultural processes that shape and reshape the city
• Explain the historical roots of the problems of sustainable urbanization with regards to Delhi.

Course Contents:

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

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

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

Unit IV: Delhi in 1947: Partition and its Aftermath

Unit V: Making of Contemporary Delhi: Displacement and Resettlement

Unit VI: Capital Culture: Public Spaces and Socialities
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1. This unit should familiarise students with the city in light of the colonial past and the present. It will also help them locate the political developments for shaping of the city. (Teaching time: 3 weeks Approx.)


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


Unit-3. This unit enquires into the historical antecedents of some of the capital’s contemporary issues. The section should apprise the students of the historical roots of the problems of sustainable urbanization with regards to Delhi. (Teaching time: 2 weeks Approx.)

Unit-4. This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times. (Teaching time: 2 weeks Approx.)


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


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

SUGGESTED READINGS:


Teaching Learning Process:

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

Assessment Methods:

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

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

Keywords:

Imperial, British, Morphology, Contemporary History, Displacement, Resettlement, Capital
GE Course IV
The World After 1945

Course objectives

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

Learning Outcomes:

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

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

Course Content:

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

Unit II: Social Movements
a. Environmental disasters and Struggles: Chipko Movement; Struggles for the Amazon; Bhopal; Chernobyl
b. Student Movements: Paris 1968; Beijing 1989
c. Civil Rights Movement: Martin Luther King and Malcom X
d. Movements for Democracy: The Arab Spring
e. Women’s Movements: Issues and Debates (focus on Black feminism and Feminism in the Islamic World)

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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


Unit-II: This unit examine history of social movements with reference to questions of livelihood, students’ perceptions, Civil rights movements. It also deals with history of movements for Democracy in Arab; The Arab Spring. It also examines women’s movements. (Teaching time: 5 weeks Approx.)


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


SUGGESTED READING:


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

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

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

**Keywords:**

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

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

Course Objective:

The objective of the course is to teach culture through its intangible and tangible attributes that are discussed in four themes including traditions of kingship and courtly culture; inter-cultural perceptions of ‘other’ religious communities and gender; performing ritual devotions by recitation of songs and processions; and exploring performance of narrative traditions using inanimate objects like, masks, puppets and cloth/paper scrolls. This course requires students to explore the continuity of cultural patterns, iconic representations, and styles of performance into our present times. For example, the iconic raja (king) of the pre-modern times continues to perform royal ritual and sacrificial ceremonies, into contemporary times when India is a republic. The court jester of the past lingers on into the present as represented by Hajari Bhand. The complex nature of inter-cultural discourse between the Hindus and Muslims continues into the present and we know that neither community represents monolithic form. What shall we make of these multifaceted representations? How do performative traditions evolve over time? The pedagogy of an interdisciplinary approach is thus inbuilt into the structure of this course. Readings and audio-visual material have been knitted into themes to encourage active participation and discussion in the classroom.

Learning Outcomes:

Upon completion of this course the student shall be able to:
- Identify complex nature of kingship in medieval times through the case study of Krishnadevaraya of Vijayanagara.
- Discuss the nature of identities and interactions between different groups of people in the past and the present.
- Examine the complex nature of religious communities in the past and their fluid participation in ritual and culture.
- Illustrate how culture is communicated through narrative strategies and performative acts.
- Distinguish that textuality and performativity are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: Kingship is identified as a key component of India’s civilizational ethos. In the years following Indian Independence, kingdoms were dissolved, but this did not provoke the disappearance of ‘royal’ rituals which continued to be celebrated in different ways and court jesters lingered on as buffoons. (Teaching Time: 4 weeks Approx.)


Unit II: This rubric draws on four essays based on multilingual textual sources such as inscriptions, poetic texts, chronicles and travellers accounts composed during 8th to 19th centuries. The historians have problematised issues relating to cultural perceptions and identities of religion and gender and presented a complex understanding of identities that were not monolithic. These readings will clarify the methodological approaches used by historians to unravel narratives from the past in the quest for explaining the present. (Teaching Time: 4 weeks Approx.)

Unit III: The acts of devotion, whether these are observed in private spaces or in public sphere, formulate expressions of religious identities. Many rituals, like the recitation of songs dedicated to Siva or the procession of icons in the temple at Madurai; lamentation over the martyrdom of Husain and parading of the replica of his tomb shrine during Muharram, developed during medieval times. Political patronage was necessary for such devotional acts in the past as well as in the present. (Teaching Time: 3 weeks Approx.)


• "लोक प्रचलित शियाधर्म", मध्यकालीन भारत का सांस्कृतिक इतिहास: मीनाक्षी खन्ना (संपादित) (अनुवाद उमा शंकर शर्मा कुंज्रि'), नयी दिल्ली: ऑरिएंटल व्लैकस्वान, पृष्ठ, 76-104.

Unit IV: In the three narrative traditions discussed in this rubric the human agency (Purusha) exists in a specific kind of relation with inanimate objects used in different types of dramatic performances. These objects have meanings embedded in the social and political contexts of various cultural traditions and express processes by which notions of ‘self’/‘selves’ are constructed and reconstructed. (Teaching Time: 3 weeks Approx.)


* For illustrations https://www.sahapedia.org/tag/shadow-puppetry


SUGGESTED READINGS:

- ईटन, रिचर्ड (2007) “मध्यकालीन दक्षिण में इस्लामिक स्थान की अभिव्यक्ति”, मध्यकालीन भारत का सांस्कृतिक इतिहास, मीनाक्षी खन्ना (संपादित) (अनुवाद उमाशंकर शर्मा ऋति), नवी दिल्ली: ओरिएण्टल व्लैकस्वान, पृष्ठ 134-151.
- Foley, Kathy and Dadi Pudumjee “India” in *World Encyclopaedia of Puppetry Arts called “WEPA” or “EMAM” for Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima)
- खन्ना, मीनाक्षी. (2007). “भूमिका”, मध्यकालीन भारत का सांस्कृतिक इतिहास, मीनाक्षी खन्ना (संपादित) (अनुवाद उमाशंकर शर्मा ऋति), नवी दिल्ली: ओरिएण्टल व्लैकस्वान, पृष्ठ ix-xxxiv.

**Teaching Learning Process:**

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

**Assessment Methods:**

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

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

**Keywords:**

Bhand, Vidushak, Kullu, Masks, Puppets, Tolu Bommalu Kattu, Scrolls, Picture Showmen, Patikam Patuvar, Muharram, Kathakali
B.A. History Programme

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

History of India, c. 300 to 1200

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

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

- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

Course Content:

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

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

- आर. एस. शर्मा. (2000). प्राचीन भारत का आर्थिक और सामाजिक इतिहास. दिल्ली: हिंदी माध्यम कार्यालय, दिल्ली विश्वविद्यालय (भूमि अनुदान से सम्बंधित अध्याय)
- उपिंदेर सिंह. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पापाणकालसे 12 वीं शताब्दी तक. नई दिल्ली: पियरसन

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


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

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


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

- भारत, रोमिला. (2008). *पूर्व कालीन भारत: प्रारंभ से 1300 ई. तक*. दिल्ली: हिंदी माध्यम कायामन्त्र निदेशालय, दिल्ली विश्वविद्यालय

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


Unit VII. This Unit shall introduce the students to another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed. (Teaching Time: 2 weeks approx.)

• सिंह, उपिन्द्र. (2016). प्राचीन एवम पूर्वमध्यकालीन भारत का इतिहास: पापाण काल से 12 की शताब्दी तक. नई दिल्ली: पियरसन
• Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin.
• थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक. दिल्ली: हिन्दीमध्यमकायामन्ियतनिेशालय, दिल्लीविश्वविद्यालय

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


Suggested Readings:

Teaching Learning Process:

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

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

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

Keywords:
Gupta age, early medieval, tripartite struggle, Rajputs, Cholas, Arabs, Ghaznavids, transregional exchange
Course Objectives:

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

Learning Outcome:
After the successful completion of the course, the student will be able to:

- Identify significant features of India’s intangible cultural heritage.
- Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.
- Identify how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performance are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

Course Content:

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

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This theme explores the meaning, form and function of storytelling in Indian context. It starts with the earliest forms of Oral traditions concerning myths, legends,
folktales, proverbs, riddles, jokes and songs. Besides oral traditions, folklore, includes material culture, such as handmade toys, and customary lore, such as rituals etc. Such acts of telling are communication strategies for re-invention and dissemination of culture. (Teaching Time: 4 weeks approx.)


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

  * The Ramnagar Ramlila [https://www.youtube.com/watch?v=AiAgXRHZRDw](https://www.youtube.com/watch?v=AiAgXRHZRDw)
  * For illustrations [https://www.sahapedia.org/tag/shadow-puppetry](https://www.sahapedia.org/tag/shadow-puppetry)

Unit III. Processions as display: Yatra, barat & julus: There are many types of processions in India that are organized on various occasions like military parades, political processions, protest marches, religious processions and others such as weddings,
festivals and pilgrimages. Processions are about display, public space and domination and communicate cultural identities. (Teaching Time: 4 weeks approx.)


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


Suggested Readings:


- Foley, Kathy and Dadi Pudumjee. (2013). “India” in World Encyclopaedia of Puppetry Artscalled “WEPA” or “EMAM” for Encyclopédie Mondiale des Arts de la Marionnette, a project of International Unima.
Teaching Learning Process:
Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments and phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

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

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

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