

UNIVERSITY OF DELHI**Multi-Disciplinary Programme with History as MAJOR (Module-II)**
(SEMESTER-I)

based on

Undergraduate Curriculum Framework 2022 (UGCF) (Effective
from Academic Year 2022-23)**DSC-1- History of India from earliest times up to 300 CE**

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
History of India from earliest times up to 300 CE	DSC-01	4	L	T	P	Class XII Pass
			3	1	0	

Contents of the course and reference is in *Annexure-I***DSC-2- Ancient Societies**

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
Ancient Societies	DSC-02	4	L	T	P	Class XII Pass
			3	1	0	

Contents of the course and reference is in *Annexure-II*

UNIVERSITY OF DELHI**Multi-Disciplinary Programme with History as MINOR (Module-I)**
(SEMESTER-I)

based on

Undergraduate Curriculum Framework 2022 (UGCF) (Effective
from Academic Year 2022-23)**DSC-1- History of India from earliest times up to c. 300 CE**

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
			L	T	P	
History of India from earliest times up to c. 300 CE	DSC-01	4				Class XII Pass
			3	1	0	

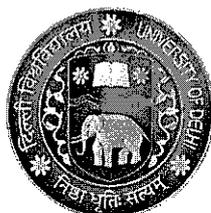
Contents of the course and reference is in *Annexure-III*

UNIVERSITY OF DELHI**Generic Electives in Bachelor of Multidiscipline (History)**
(SEMESTER-I)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



Sl. No.	Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Pre-requisite	Content of the Course & Reference
				L	T	P		
1	Culture & Everyday life in India	GE-01	4	3	1	0		<i>Annexure-IV</i>
2	Understanding History	GE-02	4	3	1	0		<i>Annexure-V</i>

UGCF- 2022
BA (MULTIDISCIPLINARY)
SEMESTER – I

Course Type: DSC (Discipline Specific Core)

Course Title: History of India from earliest times up to c. 300 CE

Course Objectives:

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

Learning Outcomes:

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

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

Course Content:

UNIT I: Sources for interpreting early Indian history

UNIT II: Survey of Prehistoric Cultures: Paleolithic, Mesolithic, Neolithic.

UNIT III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline.

UNIT IV: Vedic and Megalithic cultures: an overview

UNIT V: Second urbanization, material and social changes, Buddhism and Jainism.

UNIT VI: The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts

UNIT VII: Early Tamilkam: Survey of Sangam literature, polity, economy and society

UNIT VIII: Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas

Essential Readings and Unit-Wise Teaching Outcomes:

Unit I: In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 1 week approx.)

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

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

- Agrawal, D.P. (1982) *The Archaeology of India*. London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). *Origin of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Printworld. (अध्याय 3-5)
- जयसवाल विदुला (1987) *भारतीय इतिहास के आदि चरण की रूपरेखा*. दिल्ली: स्वाति पब्लिकेशन
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

Unit III: This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 3 weeks approx.)

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

Unit IV: The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 2 weeks approx.)

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

Unit V: This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 3)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्द्धन. (अध्याय 6 and 7)
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar. (Chapter 4)

- Sahu, B.P. (ed.) (2006), *Iron and Social Change in Early India*, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin. (Chapter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

Unit VI: This Unit shall introduce students to the evolving administrative framework, economy and concept of *Dhamma* during the Mauryan Empire. (Teaching Time: 3 weeks approx.)

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

Unit VII: This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 1 week approx.)

- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press. (Chapter 2)
- Sastri, K. A. Nilakantha. (1955) *A History of South India from Prehistoric Times to the fall of Vijayanagar*. New Delhi: OUP (also available in Hindi)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson (chapter 8)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 8)

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas.(Teaching Time: 2 weeks approx.)

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

Suggested Readings:

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

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 powerpoint 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 To-
tal: 100 Marks

Keywords: Prehistory, Harappan civilization, Megalithic, second urbanisation, Empire, *Dhamma, Tamilakam*.

Course Type: DSC (Discipline Specific Core)

Course Title: Ancient Societies

Course Objective:

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

Learning Outcomes:

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

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

Course Content:

UNIT I: Defining Civilization, Sources and Historiography, Urban Revolution and Bronze Age, Debating Metal Technology

UNIT II: Bronze Age Civilizations- India / China (Shang Dynasty)

UNIT III: Bronze Age Civilizations- Mesopotamia (Sumerian and Akkadian Period)/Egypt (Old Kingdom) Ecological Context, Kingship and State, Social Pattern and Economy. Art, Religion and Culture

UNIT IV: Bronze Age Civilizations- Minoan/ Mycenaean, Ecological Context, Kingship and State, Social Pattern and Economy Art, Religion and Culture

Essential Readings and Unit wise Teaching outcome:

Unit I: This Unit will help students understand the concept of Civilization. The important milestones in the growth and spread of civilizations viz. urban revolution, Bronze Age and advent of metal technology will also be dealt with. (Teaching period: 2 Weeks approx.)

- Childe, G. (1950). “The Urban Revolution, “The Town Planning Review, Vol. 21, No. 1, April 1950, pp. 3-17.

- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations* (3rd edn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- Childe, V.G. 1930. *The Bronze Age*. Cambridge: Cambridge University Press.
- Childe, V. Gordon. 1957. 'The Bronze Age'. *Past and Present*. 12 (November): 2-15

UNIT II: This unit will deal with the idea of civilizations and the evolution of complex societies associated with the Bronze Age Civilizations in India / China during the Shang Dynasty. As such it will delve into factors leading to the use of metallurgy, its function in socio-religious complex and political structures thereof. (Teaching period: 4 Weeks approx.):

India:

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222).
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261).
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, Pp. 6-42, 103-115, 122-152.
- Ratnagar, Shereen. *Approaches to the Study of Ancient Technology*.
- Ratnagar, Shereen. (2007). *Makers and Shapers: Early Indian Technology in the Home, Village and Urban Workshop*, Delhi, pp. 156, 196, 218 n. 12.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 4, pp. 132- 181.) (Available in Hindi).
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). *Sindhu Sabhyata (तं संधु सभ्यता)*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363.
- China
- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999). "The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.
- Thorp, R. L. (2006). *China in the Early Bronze Age. Shang Civilization*. Pennsylvania: University of Pennsylvania Press.

UNIT III:(Teaching period: 4 Weeks)

Mesopotamia is considered to be the cradle of civilization and this unit will trace the evolution of complex societies, especially in relation to civilizational trait markers such as religion, urbanization, social stratification ranging from early farming in Zagros to mature urbanization in Southern Mesopotamia. The unit will also deal with Egypt that presented another model of civilizational development with the Pharaonic model of kingship, development of writing, distinct geography and monumental art and architecture.

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East.* San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). *Ancient Iraq*, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). *The First Civilizations*, Oxford: Phaidon, Chapters 3, 4, 5, pp. 33-115.
- Trigger, Bruce G. 2003. *Understanding Early Civilizations: A Comparative Study.* Cambridge: Cambridge University Press.
- फारूकी, A. (2015). *प्राचीन और मध्यकालीन साम्राज्यिक संरचनाएँ और संस्कृत तर्कों, दिल्ली: मानक प्रकाशन (Ch. 4)*
- Egypt:
- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt*, New York: Knopf/RandomHouse.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). *Ancient Egypt A Social History.* Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Silverman, D. P. (Ed.). (2003). *Ancient Egypt.* New York: Oxford University Press (Ed.) pp. 10 - 27.
- Warden, L. A. 2014. *Pottery and Economy in the Old Kingdom.* Leiden: Brill.
- Teeter, Emily. 2011. *Religion and Ritual in Ancient Egypt.* New York: Cambridge University Press.
- Wolinski, Arelene. 1987. 'Egyptian Masks: The Priest and His Role', *Archaeology*, 40 (1): 22.
- Morenz, S. 1960. *Egyptian Religion.* (A. E. Keep, trans.) New York: Cornell University Press.
- फारूकी, A. (2015). *प्राचीन और मध्यकालीन साम्राज्यिक संरचनाएँ और संस्कृत तर्कों, दिल्ली: मानक प्रकाशन (Ch. 5).*

UNIT IV: This unit will deal with another model of Bronze Age Civilizations in the Greek archipelago that has been termed Minoan/ Mycenaean within their Ecological Context. It will look at the manner in which Kingship was intertwined with the evolution of State, Social Patterns and Economy. Further it will delve into Art, Religion and Culture especially in context of Greek mythology and pantheon. (Teaching Period: 4 Weeks)

- M. I. Finley, The Ancient Greeks, 1963.
- M. I. Finley, Early Greece: The Bronze and Archaic Ages, 1970.
- Sarah Pomeroy, Goddesses, whores, wives and Slaves, 1995 reprint, pp.16-31
- Bridenthal and Koonz (Ed). Becoming Visible: Women in European History, 1977, pp.36-59.
- Renfrew, Colin. (1999). The Emergence of Civilisation. The Cyclades and the Aegean in the Third Millennium B.C. London: Methuen, 1972.
- Bintliff, John L. "Settlement and Territory." In Companion Encyclopedia of Archaeology. Edited by Graeme Barker, Vol. 1. London: Routledge, 1999, pp. 505–545.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृत तर्कों, तिल्ली: मानक प्रकाशन (Ch. 6).
- Suggested Readings:
- Burns, Edward McNall, and Philip Lee Ralph. (1982). World Civilizations: Their History and Their Culture. Norton, New York.
- Fagan, Brian M. People of the Earth. (1977). Little, Brown.
- Farooqui, Amar. (2001). Early Social Formation, New Delhi.
- UNESCO Series: History of Mankind, Vols. I – III / or New ed. History of Humanity.
- Cambridge History of Africa, Vol I. CUP, Cambridge, 1975.
- Childe, Vere Gordon. (1946). What happened in history. Baltimore, MD. (Available in Hindi also).
- Roux, Georges. (1992). Ancient Iraq. Penguin.
- Childe, Vere Gordon. (1951). Social Evolution. London: Watts.
- Curtin, P. D. 1984. Cross-Cultural Trade in World History. Melbourne: Cambridge University Press.
- Frankfort, Henri. 1978. Kingship and God: A Study of Ancient Near Eastern Religion as the integration of Society and Nature. Chicago: Chicago University Press.
- Bogucki, P. & Pam J. Crabtree, (2004). Ancient Europe (8000 B.C -A.D. 1000). An Encyclopedia of the Barbarian World, Charles Scribner's Sons, New York.

Video Recommendations:

- How Ancient Chinese Bronzes were created: <https://www.youtube.com/watch>
- Oracle Bone, Shang Dynasty: <https://www.youtube.com/watch>
- <https://egyankosh.ac.in/handle/>

Teaching Learning Process:

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. Classroom teaching, classroom discussions, and student presentations in class and/or in tutorials will be followed. Thematic presentations, individual/group, or civilization specific can be done. Since this paper traces the history of civilizations, 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 paper engages with the Bronze Age civilizations, much focus will also be on debates around technological specialisation and its contribution to the social growth. Attention shall be given to background introductory lectures and discussions.

Assessment Methods:

Continuous assessment process shall be adapted to measure their grasp on debates and discussions covered in the class. Two written assignments along with one presentation can 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

Key Words: Civilization, historiography, sources, urban revolution, technology, bronze age, kingship, religion, culture, ecological

UGCF- 2022
BA (MULTIDISCIPLINARY)
MODULE I
SEMESTER – I

Course Type: DSC (Discipline Specific Core)

Course Title: History of India from earliest times up to c. 300 CE

Course Objectives:

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

Learning Outcomes:

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

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

Course Content:

UNIT I: Sources for interpreting early Indian history

UNIT II: Survey of Prehistoric Cultures: Paleolithic, Mesolithic, Neolithic.

UNIT III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline.

UNIT IV: Vedic and Megalithic cultures: an overview

UNIT V: Second urbanization, material and social changes, Buddhism and Jainism.

UNIT VI: The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts

UNIT VII: Early Tamilkam: Survey of Sangam literature, polity, economy and society

UNIT VIII: Post Mauryan age: polity economy, society and culture with special reference to Satavahanas and Kushanas

Essential Readings and Unit-Wise Teaching Outcomes:

Unit I: In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 1 week approx.)

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

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

- Agrawal, D.P. (1982) *The Archaeology of India*. London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). *Origin of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world. (अध्याय 3-5)
- जयसवाल विदुला (1987) *भारतीय इतिहास के आदि चरण की रूपरेखा*. दिल्ली: स्वाति पब्लिकेशन
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

Unit III: This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 3 weeks approx.)

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

Unit IV: The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 2 weeks approx.)

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

Unit V: This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 3)

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

Unit VI: This Unit shall introduce students to the evolving administrative framework, economy and concept of *Dhamma* during the Mauryan Empire. (Teaching Time: 3 weeks approx.)

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

Unit VII: This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 1 week approx.)

- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press. (Chapter 2)
- Sastri, K. A. Nilakantha. (1955) *A History of South India from Prehistoric Times to the fall of Vijayanagar*. New Delhi: OUP (also available in Hindi)

- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson (chapter 8)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 8)

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas.(Teaching Time: 2 weeks approx.)

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

Suggested Readings:

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

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 powerpoint presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks
Total: 100 Marks

Keywords: Prehistory, Harappan civilization, Megalithic, second urbanisation, Empire, *Dhamma*, *Tamilakam*.

presentations by specialists in the field. Since this paper engages with the Bronze Age civilizations, much focus will also be on debates around technological specialisation and its contribution to the social growth. Attention shall be given to background introductory lectures and discussions.

Assessment Methods:

Continuous assessment process shall be adapted to measure their grasp on debates and discussions covered in the class. Two written assignments along with one presentation can 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

Key Words: Civilization, historiography, sources, urban revolution, technology, bronze age, kingship, religion, culture, ecological

Course Type: Generic Elective (GE)

Course Title: Culture & Everyday Life in India

Course Objectives:

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

Learning Outcomes:

At the completion of this course the student will be able to:

- Identify some of the basic components of culture that determine our everyday existence
- The complex nature of the relationship between everyday life and society in urban India.
- Appreciate that culture is multifaceted and evolves in response to historical circumstance and that culture cannot be essentialized.
- Appreciate an interdisciplinary approach that is indispensable for reading culture in any given society.
- Analyse cultural behaviour through multiple frames of reference.

Course Content:

Unit I: Culture and everyday life

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

Unit III: Religion everyday - at the threshold, shrine, and online

Unit IV: The everyday global in g/local: Metro, malls, and pilgrimage online

Essential Readings and Unit wise Teaching outcome:

Unit I. Culture and everyday life

The readings in this Unit initiate discussion about the emergence of culture as a specific field of sociological analysis and draw attention to the relationship between ‘culture’ and ‘everyday life’. Further, these readings discuss if there is something peculiar about Indian culture. **(12 Lectures)**

- David Inglis, “Introduction” in *Culture and Everyday Life*, London & New York: Routledge, Taylor & Francis Group, 2005, pp. 1-14.
- S. Radhakrishnan, “Culture of India” in *The Annals of the American Academy of Political and Social Science*, Vol. 233, India Speaking (May 1944), pp. 18-21.
- A. K. Ramanujan, “Is There an Indian Way of Thinking? An Informal Essay” in Vinay Dharwarkar ed., *The Collected Essays of A.K. Ramanujan*, New Delhi: OUP, 1999, pp. 34- 51.
- Kathryn Hansen, “Who wants to be a cosmopolitan? Readings from the composite culture”, *The Indian Economic and Social History Review*, Vol. 47, No. 3 (2010), pp. 291–308.

Unit II. Sustenance and beyond: Chai, coffee & paan

In the opinion of some scholars India, traditionally, most discourses on food have centred on social and religious rituals. The following articles discuss how historical circumstance has redefined culinary patterns in India by introducing new foods and beverages like tea and coffee. **(12 Lectures)**

- Ashis Nandy, “The Changing Popular Culture of Indian Food: Preliminary Notes”, *South Asia Research*, Vol. 24, No. 1 (May 2004), pp. 9–19.
- Philip Lutgendorf, “Making tea in India: Chai, capitalism, culture”, *Thesis Eleven*, vol. 113(1), pp. 11-31.
- A. R. Venkatachalapathy, ““In those days there was no coffee’: Coffee-drinking and middle-class culture in colonial Tamilnadu”, *The Indian Economic & Social History Review*, vol. 39 (2–3), pp. 301–316.
- M. Gowda, “The Story of Pan Chewing in India”, *Botanical Museum Leaflets*, Harvard University, Vol. 14, No. 8 (January 15, 1951), pp. 181-214.

Unit III. Religion everyday - at the threshold, shrine, and online

Religion is a significant aspect of everyday life. Rituals define the boundary between the private and public lives. Ritual observance in the public sphere invites community participation and defines religiosity in a wider cultural context. **(12 Lectures)**

- Jyotsna S. Kilambi, “Toward an Understanding of the Muggu: Threshold Drawings in Hyderabad”, *RES: Anthropology and Aesthetics*, No. 10 (Autumn, 1985), pp. 71-102.
- Harjot Singh Oberoi, “The Worship of Pir Sakhi Sarvar: Illness, Healing and Popular Culture in the Punjab”, *Studies in History*, vol. 3/1 (February 1987), pp. 29–55.
- Heinz Scheifinger, “The Jagannath Temple and Online Darshan”, *Journal of Contemporary Religion*, vol. 24:3, pp. 277-290.

Unit IV: The everyday global in g/local: Metro, malls, and leisure

Life in a metropolitan is largely regulated by means of commutation, access to utilities and convenience of rendering the everyday business of living. This theme identifies cinema, modern holy cum entertaining urban spaces as significant for creating leisure in city life. The four essays discuss our changing response to everyday existence in a globalized world. **(9 Lectures)**

- Rashmi Sadana, “On the Delhi Metro: An Ethnographic View”, *Economic and Political Weekly*, Vol. 45, No. 46 (November 13-19, 2010), pp. 77-83.
- Malcolm Voyce, “Shopping Malls in India: New Social 'Dividing Practices'”, *Economic and Political Weekly*, Vol. 42, No. 22 (Jun. 2-8, 2007), pp. 2055-2062.
- Philip Lutgendorf, “Is There an Indian Way of Filmmaking?”, *International Journal of Hindu Studies*, Vol. 10, No. 3 (December 2006), pp. 227-256.
- Joanne Punzo Waghorne, “Engineering an Artful Practice: On Jaggi Vasudev’s Isha Yoga and Sri Sri Ravishankar’s Art of Living” in *Gurus of Modern Yoga*, eds., Mark Singleton & Ellen Goldberg, New York: OUP (2014), pp. 283-307.

Suggested Readings:

- David Inglis, *Culture and Everyday Life*, London & New York: Routledge, Taylor & Francis Group, 2005.
- Maya Warriar, “Online Bhakti in a Modern Guru Organization”, Chapter 14 in *Gurus in Modern Yoga*, eds., Mark Singleton and Ellen Goldberg, New York: OUP, 2013, pp. 308- 327.
- K.N. Panikkar, “Culture as a Site of Struggle”, in *Social Scientist*, Vol. 37, No. 5/6 (May-June 2009), pp. 21-37.
- Pushpesh Pant, “INDIA: Food and the Making of the Nation”, in *India International Centre Quarterly*, Vol. 40, No. 2 (AUTUMN 2013), pp. 1-34.
- R. S. Khare, “Anna”, in Sushil Mittal and Gene Thursby, eds., *The Hindu World*, New York: Routledge, 2004
- Samta P. Pandya, “‘Guru’ Culture in South Asia: The Case of Chinmaya Mission in India”, in *Society and Culture in South Asia*, 2016, Vol. 2(2), pp. 204–232.
- Darshana Sreedhar Mini, “Attukal 'Pongala': The 'Everydayness' in a Religious Space”, *Journal of Ritual Studies*, Vol. 30, No. 1, Special Issue: Transformations in Contemporary South Asian Ritual: From Sacred Action to Public Performance (2016), pp. 63-73.
- Yousuf Saeed, “Jannat ki Rail: Images of Paradise in India’s Muslim Popular Culture”, in Mumtaz Currim (ed.), *Jannat: Paradise in Islamic Art*, Mumbai: Marg Foundation, 2012.
- Sanjay Srivastava, “Shop Talk: Shopping Malls and Their Publics”, in *Consumer Culture, Modernity and Identity*, edited by Nita Mathur, Sage, 2014, pp. 45-70.
- Sanjay Srivastava, “Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi,” *Economic and Political Weekly*, Vol. 44, No. 26/27 (June 27 - Jul. 10, 2009), pp. 338-345.

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_To-
tal:_100 Marks

Keywords: Chai,_Coffee,_Paan,_Everyday_Religion,_Pilgrimage_online,_Metro,_Mall,_Leisure,_Yoga

Course Type: Generic Elective (GE)

Course Title: Understanding History

Course Objective:

This course aims to familiarise students with what it means to historicize human activities, and to think historically. It seeks to equip students with an understanding of what historians do, i.e., explore causation; contingency; explain factors that influence individuals and human society; and how historians build on generalizations to construct consistent narratives from historical facts and credible sources. It also familiarizes students with broad kinds of histories written, and the relationship shared between history and other disciplines.

Learning outcomes:

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 the essential skills of a historian, and explain the key aspects of the historian's work.
- Delineate sources that can be used to describe and interpret a social issue, an event, a given time period, or a wider social development.
- Differentiate between various kinds of histories.
- Situate history among other disciplines and distinguish the key aspects of their interface.

Course Content:

Unit-I What History Can Tell Us

Unit-II The Historian at Work

Unit-III Issues in History Writing

Unit-IV History and Other Disciplines

Essential Readings and Unit wise Teaching outcome:

Unit-I: This Unit shall explore the meaning of history and historical thinking. The students will be equipped to distinguish the historical perspective from other ways of understanding our individual and collective pasts. (**Teaching time: 3 weeks approx.**)

- Schlabach, Gerald. A Sense of History: Some Components <http://www.geralschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch.1 and Ch. 2).
- Marwick, Arthur. (1989). *The Nature of History*. Third edition, Hampshire and London: MacMillan (pp. 14-25 - "The Necessity of History" and "Stories and Dialogues").
- Daniels, Robert V. (1981). *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.11-13 and 25-39.

- Hobsbawm, Eric J. (1998). *On History*, UK: Abacus (Ch.2, “A Sense of the Past”, and Ch.3, “What Can History Tell Us About Contemporary Society”).
- आथार मारतवक, इततहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवाि)

Unit-II: This Unit shall explore how the historian establishes historical facts, traces historical contexts from the facts, and how the historian evaluates and uses different kinds of sources for history writing. It will familiarize the students with different varieties and frameworks in history writing (social, economic, local, global, etc.). **(Teaching time: 4 weeks approx.)**

- Carr, E.H. (1991). *What is History*. Penguin. Reprint. (Ch.1, “The Historian and His Facts”).
- Marwick, Arthur. (1989). *The Nature of History*. Third edition, Hampshire and London: MacMillan (Ch. 5, The Historian at Work: Historical Facts and Historical Sources).
- Daniels, Robert V. (1981), *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall (pp. 47-61).
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch. 3, “Mapping the Field”, Ch. 4, “The Raw Materials” and Ch. 5, “Using the Sources”).
- अशोक चक्रधर (अनुवािक), इततहास क्या है – ई.एच. कार। Macmillan, 2000. (Chapter-1)
- आथार मारतवक, इततहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवाि) (Chapter-5)

Unit-III: This Unit will familiarise the students about how historians understand, describe and explain the past. The student will be introduced to some of key aspects of history writing, i.e., causation, narrative building, explanation and generalization. **(Teaching time: 4 weeks approx.)**

- Carr, E.H. (1991). *What is History*. Penguin. Reprint. (Ch.4, “Causation in History”).
- Marwick, Arthur. (1989) *The Nature of History*. Third edition, Hampshire and London: MacMillan (Ch. 6, pp. 242-255).
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch.6, “Writing and Interpretation”).
- अशोक चक्रधर (अनुवािक), इततहास क्या है – ई.एच. कार। Macmillan, 2000.
- एररक हॉब्सबॉम, इततहासकार की तचंता । ग्रंथ तशल्पी, 2007 (अनुवाि) ।

Unit-IV: This Unit will familiarize the students with the relationship between history and other disciplines, and how the interface enriches history writing, as well as their understanding of other disciplines. **(Teaching time: 3 weeks approx.)**

- Carr, E.H. (1991). *What is History*. Penguin. Reprint. (Ch.3, “History, Science and Morality”).
- Jordonova, Ludmilla. (2000). *History in Practice*, London/New York: Arnold and Oxford University Press Inc. (Ch. 3, “History and Other Disciplines”).

- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*. Centre for South Indian Studies: Trivandrum [Ch.2-Part II: History and Social Science; Ch.2-Part III: History and the Humanities; Ch.5; Ch.7]. [Also available in Hindi].
- अशोक चक्रधर (अनुवाकिक), इततहास क्या है – ई.एच. कार। Macmillan, 2000.

Suggested readings:

- Ambedkar, B.R. (1948). 'Preface' in *The Untouchables: Who were They and Why did They Become Untouchables?*. Reproduced in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 7, New Delhi: Ministry of Social Justice and Empowerment, 1990, pp. 239-245.
- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7)
- Becker, Carl. (1931). *American Historical Review* 37 (January), pp. 221-36, reprinted in Adam Budd (Ed.). (2009). *The Modern Historiography Reader*. London and N.Y: Routledge (“Everyman His Own Historian”, Presidential Address).
- Bloch, Marc. (1992). *The Historian’s Craft*, Manchester: Manchester University Press, reprint, pp. 190-197; 60-69 and 138-144.
- Budd, Adam. (Ed.). (2009). *The Modern Historiography Reader: Western Sources*. London and N.Y: Routledge, pp. 70-79, 81-87, 89-91 (“What is a Historian?”).
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus (Ch. 21, “Identity History is Not Enough”).
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, “Public History” and “Ch.7, “Historians’ Skills”).
- Smith, Bonnie G. (1998). *The Gender of History: Men, Women and Historical Practice*. Cambridge, M.A.: Harvard University Press. (Relevant chapters).
- Tosh, John. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch.5, “The Themes of Mainstream History”).
- लाल बहादुर वमां, इततहास के बारे में । 1984
- माका ब्लॉक, इततहासकार का तशल्प । मेधा पम्भबलतशंग हाउस, 2013 (अनुवाकिक)

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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: History, Collective Past, Causation, Narrative, Generalization, Explanation, Interpretations, Disciplines