

SEMESTER	NATURE OF COURSE	TITLE OF COURSE		SEMESTER	NATURE OF COURSE	TITLE OF COURSE
VII	HONOURS			VIII	HONOURS	
	DSC	Reading Sources in Indian History: An Introduction to Literary Traditions I			DSC	Reading Sources in Indian History: An Introduction to Literary Traditions II
	DSE	Sources and the Practice of History – I			DSE	Sources and the Practice of History-II
		Practice of History – I				Sources and the Practice of History-III
		Archaeology: Theory and Practice				Practice of History – II
		Fundamentals of Historical Methodology				History of Labour in Colonial and Postcolonial India
		Reading Social Relations through Texts and Visuals—I				Introduction to Epigraphy and Numismatics
		Environmental History of the World				Reading Social Relations through Texts and Visuals II
	GE	History of Health and Medicine in India			GE	History of Theatre
		Colonialism and Nationalism: Nineteenth to early twentieth century India				Ideas and Institutions in Indian History
		Money and Monetary History of India				Life Narrative and History
						Migration and Indian Diaspora: Social and Cultural Histories
	DISSERTATION	Dissertation Writing Track of Research Methods-I			DISSERTATION	Dissertation Writing Track of Research Methods-I
	MULTIDISCIPLINARY				MULTIDISCIPLINARY	
	DSC	Contemporary India (1950 – 1990s)			DSC	Reconstructing the Past
	DSE	Methods of studying material cultures			DSE	Methods of studying archival and literary sources
		Histories of Regional Literature				Social History of Education in India
		Fundamentals of Historical Methodology				Cultural Transactions between India and the World
		History of Travellers and Travelogues				History of Diseases and Epidemics
	GE	History of Health and Medicine in India			GE	History of Theatre
		Colonialism and Nationalism: Nineteenth to early twentieth century India				Ideas and Institutions in Indian History
		Money and Monetary History of India				Life Narrative and History
						Migration and Indian Diaspora: Social and Cultural Histories
	DISSERTATION	Dissertation Writing Track of Research Methods-I			DISSERTATION	Dissertation Writing Track of Research Methods-I

UGCF- 2022
SEMESTER- VII
DEPARTMENT OF HISTORY
CATEGORY I
B.A. HONOURS HISTORY

DISCIPLINE SPECIFIC CORE (DSC): Reading Sources in Indian History: An Introduction to Literary Traditions I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Reading Sources in Indian History: An Introduction to Literary Traditions I	4	3	1	0		

Learning Objectives

Historians know what they do because they are trained to read and interpret texts and material finds from past. This paper initiates students into an early interface with 'primary' sources - from times far removed from our own. While this assorted list cannot be representative of the vast extant literary corpus, it is meant to give the readers a glimpse of it. Each of the texts have been chosen carefully with a view to familiarise the students with varied kinds of texts, and the diverse set of problems they pose for the historian trying to use them. It is also intended to apprise the students of the ways in which historians interpret and deploy these textual resources along with other similar or dissimilar sources to create a meaningful narrative about the past. Additionally, they should also be able to appreciate the need for and legitimacy of more than one way of reading the same source.

Learning outcomes

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

- Contextualize the source in its own time, space, and genre
- Understand the issues that arise in the process of using a source for the reconstruction of history

Syllabus

Unit I: Vedic to Puranic Source: *Rgveda* (10th Mandala); *Yajnavalkya Smriti* (section on *Acharya*); *Matsyapurana* (ch.93-97)

Unit II: Buddhist text: *Vajrasuchi* of Asvaghosa

Unit III: Tamil Sangam text (*Akam* poetry)

Unit IV: Medieval Sources: *Lekhpadhati* (2 documents); *Chachnama* (Ch. 1); Amir Khusrau's *Nuh Siphir*. (Description of India)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Vedic to Puranic (teaching time: approx. 4 weeks)

- *Rgveda*, ed. Satvalekar, Paradi, 1985
- J. Gonda, *Vedic Literature*, Leiden, 1975
- *A Treatise on Yajnavalkya*, by Patrick Olivelle, Murty Collection, 2019. .
- Kane, P V: History of the Dharmashastras. Motilal Banarsidass.
- Taluqdar Of Oudh (trans.), *The Matsya Puranam*, Munshiram Manoharlal Publishers (repnt.), Delhi
- Jaya Tyagi, *Contestation and Compliance: Retrieving Women's 'Agency' from Puranic Traditions*, OUP, 2014.
- R. C. Hazra, *Studies in the Puranic Records on Hindu Rites and Customs*, Motilal Banarsidass (new edn.), Delhi, 1988.

Unit II: Buddhist text: *Vajrasuchi* (teaching time: approx.. 2 weeks)

- Sujitkumar, Mukhopadhyaya, ed & tr, *The Vajrasuchi of Asvaghosa*, Shantiniketan, 1960
- Ramesh, Bhardwaj, *Vajrasuchi of Asvaghosa and the concept of varna jati*, Delhi, 2007
- Law, B.C, *Asvaghosa*, Calcutta, 1946

Unit III: Tamil Sangam poems (*Akam*) (teaching time: approx. 2 weeks)

- K. Ramanujam (trans.), *The Interior Landscape: Love Poems from a Classical Tamil Anthology*, OUP, Delhi, 1994. (Published online by Cambridge University Press on 23 March, 2011)
- George Hart (trans.), *The Poems of Ancient Tamil: Their Milieu and Their Sanskrit Counterparts*, OUP India, 2000.
- V. Palampal, *Studies in the History of the Sangam Age*, Kalinga Publications, Tamil Nadu, 1998.

Unit IV: Medieval Sources: teaching time: approx. 6 weeks)

This unit is meant to familiarise students with a variety of sources of the medieval period and how they have been interpreted by historians.

- *Lekhapaddhati: Documents of State and Everyday Life from Ancient and Early Medieval Gujarat*, Aligarh Historians' Society Series, translated by Pushpa Prasad, New Delhi: Oxford University Press, 2007.
- L.D. Barnett, 'Review of *Lekhapaddhati*, *Journal of the Royal Asiatic Society of Great Britain, and Ireland*, 1926-10-01 (4), pp. 771-773.
- The Chachnama: Ancient history of Sind; Tr. Sani Husain; 2008, Los Angeles.
- Yohanan Friedmann, "The Origins and Significance of the Chach Nama", in Yohanan Friedmann, ed., *Islam in Asia*, vol. I, South Asia (Boulder: Westview Press, 1984), pp. 23-37.
- Mohammad Wahid Mirza, *Nuh Siphir of Amir Khusrau*, Oxford University Press, 1949, Introduction (pp. xvii-xxxviii).
- Sunil Sharma, *Amir Khusraw: The Poet of Sultans and Sufis*, Oneworld Publications, May 2005, Introduction, pp. 37-92 & Chapter-4.
- Ansari, Zoe (ed.). *Life, Times & Works of Amir Khusrau Dehlavi*. New Delhi: National Amir Khusrau Society, pp. 74-82, 200-214, 241-322.

Suggested Readings:

- Irfan Habib, 'Persian Book Writing and Book Use in the pre printing age', *Proceedings of the Indian History Congress*, Vol. 66 (2005-2006), pp. 514-537.
- R.S Sharma, *Material Culture and Social Formation in Ancient India*, Macmillan, 1983
- V. Nath, *The Puranic World: Environment, Gender, Ritual, and Myth*, Manohar, Delhi, 2009.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Sources and the Practice of History – I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Sources and the Practice of History – I	4	3	1	0		

Learning Objectives

This course is a sequel to its counterpart in the previous semester and trains the student in the close reading, analysis and contextualization of historical sources. It consists of primary texts of different genres from Indian history. Students will be confronted with the challenges of historical interpretation and reconstruction of a variety of concepts, perspectives and experiences including those relating authority, gender, religion, social categorization, caste, and history. Students will learn to evaluate sources in conjunction with each other to develop their analytical abilities and the use of evidence so as to gain a richer historical understanding. They will also be introduced to the distinctiveness of British colonialism, its modes of exploitation and governance as well as a diversity of critical perspectives from India on fundamental subjects such as that of the state, nation, religion, caste and gender. A study of these themes will prepare students to specialise further in the discipline. Each of the texts has been provided with a standard translated version where required and a few secondary readings around it, which are indicative of historical contexts and inferences drawn from them in Indian history writing.

Learning outcomes

Students will be exposed to :

- nuanced readings of important texts produced during the early modern and colonial period.
- a range of ideas including that of the nation, state, society, development, religion.
- the critique of caste and patriarchy, as well as the different strands of nationalism which encompass multiple and connected ideas of India. Syllabus

Unit I: 1. James Mill : History of British India 2. M.K Gandhi : Hind Swaraj

Unit II: 1. Jyotirao Phule Gulamgiri 2. Dr. BR Ambedkar :Annihilation of Caste 3. Tarabai Shinde : Stri Purush Tulana.

Unit III: 1. JL Nehru : Discovery of India 2. V D Savarkar: *Six Epochs of Indian History*

Unit IV: 1. The Forest Act of 1878. 2. Royal Commission on Labour in India, 1931 3. Constituent Assembly Debates : Fundamental Rights and Duties

Practical component (if any) - NIL

Essential/recommended readings:

Unit 1 (12 Lectures)

- * James Mill, History of British India, 3 vols. London: Baldwin, Cradock, and Joy, 1826.
- * MK Gandhi, Hind Swaraj in A. Parel Ed. Hind Swaraj and other writings Cambridge; New York: Cambridge University Press, 2009.
- * 'Rhetoric of Reform', Modern Asian Studies, Vol. 24, No. 2, (May 1990), pp. 209-224.
- * Mehta, Uday. (1999) Liberalism and Empire, Chicago: University of Chicago Press (chapter 3)
- * Hardiman, David. (2003). Gandhi in his time and ours. New Delhi: Permanent Black.
- * Guha, Ramachandra. (2018.). Gandhi: the years that changed the world, 1914-1948. Gurugram: Penguin Random House India.
- * Gandhi, M.K. (1997). Hind Swaraj and other writings, (ed.), Anthony J. Parel, Cambridge: Cambridge University Press

Unit 2 (12 Lectures)

- * Jyotirao Phule Gulamgiri in G.P. Deshpande (2012) Ed. Selected Writings of Jotirao Phule New Delhi: Leftword Books.
- * Dr. BR Ambedkar, Annihilation of Caste in Valerian Rodrigues Ed. The essential writings of B.R. Ambedkar Delhi; Oxford: Oxford University Press, 2004.
- * Tarabai Shinde, Stri Purush Tulana., Translation: O'Hanlon, Rosalind. (1994). A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India. Madras: Oxford University Press
- * O'Hanlon, Roslind. (1985). Caste, Conflict and Ideology Cambridge: Cambridge University Press
- * Zelliott, Eleanor. (2010). From Untouchable to Dalit: Essays on Ambedkar Movements, New Delhi: Manohar.
- * Nagaraj, D.R. (2010). The Flaming Feet and Other Essays: The Dalit Movement in India, ed. Prithvi Datta and Chandra Shobhi, Ranikhet: Permanent Black.
- * Banyopadhyay, Shekhar (Ed.). (2009). Nationalist Movement in India, A Reader. New Delhi: Oxford University Press.

Unit 3 (12)Lectures

- * JL Nehru, Discovery of India. New Delhi: Jawaharlal Nehru Memorial Fund : Distributed by Oxford University Press, [1981] (1994 printing)
- * V D Savarkar : *Six Epochs of Indian History*, (translated and edited by S T Godbole) Bal Savarkar Publishers, Mumbai 1971.

- * Chatterjee, Partha. (1999). The Partha Chatterjee Omnibus. New Delhi: Oxford University Press.
- * Khilnani, Sunil. (2004, rpt.). The Idea of India. New Delhi: Penguin.
- * Parekh, Bhiku. (1991) "Nehru and the National Philosophy of India", Economic and Political Weekly Vol. 26, No. 1/2 (Jan. 5-12, 1991), pp. 35-48.
- * Bhargava, Rajeev. (2017). "Nehru against Nehruvians: on religion and secularism". Economic and Political Weekly. 52(8), pp. 34 – 40
- * Bakhle, Janaki. (2024). Savarkar and the making of Hindutva; Princeton University Press, 2024.
- * Bhagwan Josh, 'V D Savarkar's the Indian War of Independence, The first Nationalist Reconstruction of the Revolt of 1857', in Crispin Bates ed. *Mutiny at the Margins: New Perspectives on the Indian Uprising of 1857*, Vol VI, Sage 2014, pp 29-41

Unit 4 (12 Lectures)

- * The Forest Act of 1878. * Royal Commission on Labour in India, 1931 (several vols.).
- * Gadgil, Madhav, and Ramchandra Guha. (2000). The Use and Abuse of Nature, This Fissured Land- An Ecological History of India. New Delhi: Oxford University Press.
- * Guha, Ramachandra. (1991). The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. New Delhi: Oxford University Press.
- * Grove, Richard H. (1998). Ecology, Climate and Empire, The Indian Legacy in Global Environmental History, 1400-1940. New Delhi: Oxford University Press.
- * Kumar, Dharma and Meghand Desai, (Eds.). (1984). Cambridge Economic History of India, Vol II, 1657-1970. Hyderabad: Orient Longman Ltd
- * Constituent Assembly Debates on fundamental rights, language, separation of power, judicial review, etc. * Constituent Assembly Debates
- * Vol.III: 28-4-1947 to 2-5-1947 (Fundamental Rights)https://eparlib.nic.in/bitstream/123456789/762962/1/cad_29-04-1947.pdf
- * Vol.VII: 4-11-1948 to 8-1-1949 (Directive Principles of State Policy)
https://eparlib.nic.in/bitstream/123456789/763029/1/cad_19-11-1948.pdf.
- * Austin, Granville. (1999). Working a Democratic Constitution: the Indian Experience. Delhi: Oxford University Press.
- * Chandra, Bipan. (2008). India Since Independence. Delhi: Penguin.

Suggested Readings:

- * Gokhale, Balkrishna Govind. (1978). 'Nehru and History' History and Theory, Vol. 17, No. 3 (Oct., 1978), pp. 311-322.
- * Pandey, Gyanendra (1993). "Which of us are Hindus" in Gyanendra Pandey, Ed. Hindus and Others: The Question of Identity in India Today (New Delhi: Viking, 1993)
- * Kumar, Ravi, V.M. (2010). 'Green Colonialism and Forest Policies in South India, 1800-1900', Global Environment, Vol. 3, No. 5, pp. 100-125.
- * Nigam, Aditya. (2004). 'A Text without Author: Locating Constituent Assembly as Event', Economic and Political Weekly, Vol. 39, No. 21 (May 22-28, 2004), pp. 2107-2113.
- * Omvedt, Gail. (2013). Dalits and the Democratic Revolution: Dr.Ambedkar and the Dalit Movement in Colonial India, New Delhi: Sage Publications.
- * Panesar, Amerdeep, Stoddart, Amy, Turner, James, Ward, Paul and Wells, Sarah. (2017) J.H. Whitley and the Royal Commission on Labour in India 1929–31. In: Liberal Reform and

Industrial Relations: J.H. Whitley (1866–1935), Halifax Radical and Speaker of the House of Commons. Routledge Studies in Modern British History, Routledge, London, pp. 129-142.

* Tucker, Richard P. (1982). 'The Forests of the Western Himalayas: The Legacy of British Colonial Administration' Journal of Forest History, Vol. 26, No. 3 (Jul., 1982), pp. 112-123.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch

DISCIPLINE SPECIFIC ELECTIVE (DSE): Practice of History – I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Practice of History – I	4	3	1	0		

Learning Objectives

This course aims to familiarize, and at the same time re-emphasize the concepts and methods used in the practice of history, especially those pertaining to the pre-colonial past. Under the catch-all umbrella of historical practice come disciplinary inputs from allied fields such as archaeology, art history, and record-keeping and archival studies. For a holistic understanding of the past, a multi-pronged approach needs to be applied in the scrutiny of sources and the study of history. Thus, while the unique contribution of each field in terms of distinctive features, objectives, principles, and processes will be explained, their cross-fertilization and interaction with history to draw out meaning will be constantly underscored.

Learning outcomes

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

- Understand how the study of history has evolved and developed as a discipline and practice.
- Explain the significance of archaeology in the study of the past – its tools, methods and the mutual reliance of the two domains to better understand times gone by.
- Discuss the historiographical traditions in different chronological and cultural contexts, and be able to contextualize the study of history.
- Develop an awareness of the field of art history and its dynamics, and better appreciate the iconography and symbolism which become culture and civilizational markers.
- Delineate how record keeping, documentation and the writing of annals fed into coeval processes and, over time become vital tools for a historian's craft.

Syllabus

Unit I: The Practice of History: An overview of concepts, tools, sources and the accompanying historiographical methods.

Unit II: Relationship between Archaeology and History: Definitions, Features and interpretations of evidences.

Unit III: Pre-modern Historical Traditions: History and Historical Writings; Memory and Recording – Mythology, Hagiography, Biography and History; Greeco-Roman historiographical traditions; Chinese, Arab and Persian writings on history; Indian historical genres; the colonial interlude.

Unit IV: Conjunction of Art and History: Beginnings and Development; Evolution of iconography and symbolism across mediums; genres and styles – rock art, terracotta art, sculpture, and painting; Discourses of art history

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will introduce the paper, and in sync with the overview nature of the course, spell out the core themes and their concerns and working templates. A stimulating discussion on the nature and purpose of history, the historiography that has been meticulously produced, and operating principles of tools, sources etc. can initiate students into this course. **(Teaching Tim: 3 weeks)**

- Carr, E.H. 2008. *What is History* (also available in Hindi), London: Penguin Books
- Bloch, M. 2004. *The Historian's Craft*, with an Introduction by Peter Burke, Manchester: Manchester University Press
- Collingwood, R.G. 1994. *The Idea of History*. New York: Oxford University Press
- Philips, C.H. ed. 1967. *Historians of India, Pakistan and Ceylon*. London: Oxford University Press

Unit II: This unit seeks to address a very vital question: Is archaeology the hand-maiden of history? There is no escaping the filial relationship of the two primary disciplines that seek to investigate the past, and no denying the symbiotic relationship between the two. Accordingly, this rubric will familiarize students with the aims, concepts, and survey and excavation methods that lead to the formation of the archaeological knowledge corpus, and its intertwined relationship with history. (Teaching Time: 3 weeks).

- Bahn, P. 1996. *Archaeology: A Very Short Introduction*. Oxford: Oxford University Press.
- Wheeler, R.E.M. 1954. *Archaeology from the Earth*. London: Oxford University Press
- Chakrabarti, D.K. 2006. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. New Delhi: Oxford University Press
- Singh, U. 2005. *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*. Delhi: Permanent Black (Chapters 1-2, Chapter 4, Chapters 9-10).

- ओझा, राम प्रकाश .1978. पुरातत्व विज्ञान, लखनऊ, प्रकाशन केंद्र I
- पाण्डेय, जयनारायण (2015). पुरातत्व विमर्श, इलाहाबाद, प्राच्य विद्या संस्थान I
- व्हीलर, सर मार्टिन 1954. पृथ्वी से पुरातत्व, पटना, बिहार हिंदी ग्रन्थ अकादमी I
- एलिंग, एम., एफ. फोल्सम (. 2008. पुरातत्व विज्ञान की कहानी, दिल्ली, भारतीय विज्ञान समिति I

Unit III: Pre-modern Historical Traditions The study of the past is recorded across societies and cultures. Human beings are keepers of memories that have spawned different commemorative rituals and learning traditions, besides vast fields of knowledge in the form of texts, inscriptions, and sacred geographies. This unit will acquaint the students with pre-modern history writing traditions, and other forms in which the past lies encoded. **(Teaching Time: 2 ½ weeks)**

- Kelley, D.R. 1991. *Versions of History from Antiquity to the Enlightenment*. New Haven: Yale University Press
- Marincola, J. 1997. *Authority and Traditions in Ancient Historiography*, Cambridge: University Press, pp. 3-19 ('Introduction' 'Myth and History')
- Pulleybank, E.G. and Beasley, W.G. eds. 1961. *Historians of China and Japan*. London: Oxford University Press
- Warder, A.K. 1972. *An Introduction to Indian Historiography*. Bombay: Popular Prakashan

Unit IV: Conjunction of Art and History The creation of art and artistic expression across medium is an important signifier of a culture and its development. Art history forms a vital part of cultural history and in employing its methods, historians can better gauge the socio-cultural ethos and the economic processes and transactions that allowed for its creation. Thus, the value addition of art history refines our understanding of past processes of production, patronage, belief, and practice. (Teaching time: 2 ½ weeks)

- Huntington, Susan L. 2016. *The Art Of Ancient India: Buddhist, Hindu, Jain*, Delhi: Motilal Banarsidass
- Neumayer, E. 2010. *Rock Art Of India*, New Delhi: Oxford University Press.
- Ray, N.R, 1974. *An Approach to Indian Art*, Chandigarh: Panjab University Publication Bureau
- Agrawala, V.S. 2022. *Indian Art*. Varanasi: Prithvi Prakashan
- Agrawala, V.S. 2010. *Bharatiya Kala*. Varanasi: Prithvi Prakashan
- Coomaraswamy, A.K. Rpt. 2010. *Introduction To Indian Art*. Kessinger Legacy Reprints
- Tomory, E. 1989. *History Of Fine Arts in India and The West*. New Delhi: Orient Blackswan

Suggested Reading:

- Puri, B.N. 1994. *Ancient Indian Historiography*. Delhi and Lucknow: Atma Ram & Sons

- Lahiri, N. 2011. *Finding Forgotten Cities: How the Indus Civilization was Discovered*. New Delhi: Hachette India
- Avikunthak, A. 2021. *Bureaucratic Archaeology: State, Science, and Past in Postcolonial India*. Cambridge: Cambridge University Press
- Kumar, S. 2014. *Domestication of Animals in Harappan Civilization*. New Delhi: Research India Press.
- Stern, F. ed. 1973. *Varieties of History: From Voltaire to the Present*. New York: Vintage (Introduction)
- Haskell, F. 1993. *History and Its Images: Art and the Interpretation of the Past*. New Haven and London: Yale University Press
- Adams, L, S. 1996. *The Methodologies of Art: An Introduction*. New York: Harper Collins.
- Preziosi, D. 2009. *The Art of Art History: A Critical Anthology*. Oxford: Oxford University Press
- Ginzburg, C. and John Tedeschi, Anne C. Tedeschi. 1993, 'Micro history: Two or Three things that I know about it', *Critical Inquiry*, The University of Chicago Press, 20, 1, pp. 10–35.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

Discipline Specific Elective (DSE): Archaeology: Theory and Practice

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Archaeology: Theory and Practice	4	3	0	1	12th Pass	

Learning Objectives

The objective of this course is to explore different varieties of archaeology and examine the theories, methods and techniques used by archaeologists to retrieve the material culture of the human past. As part of this course we aim to provide a basic introduction to different aspects of archaeology, its development as a distinct discipline and understanding of the latest methodologies in this field. This course introduces students to the process of archaeological investigation from the discovery of sites to their excavation and analysis of the recovered archaeological evidences. This course includes training in field methods including visits to archaeological sites or museums or both. Field trip to an ongoing excavation or exploration of any site/sites is suggested.

Learning outcomes

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

- Develop a foundation on the understanding of the nature, development, and value of archaeology as a discipline.
- Understand the characteristics and chronology of cultural deposition; and significance of pottery and other artifacts.
- Be able to identify and differentiate between the artifacts of different time periods

SYLLABUS :

Unit I: Introduction to Archaeology

- a) Definition aims and scope
- b) Archaeological findings and their significance

Unit II: Field Methods

- a) Development of Field Archaeology in India
- b) Exploration Techniques (Practical aspect: Exploration kit, Site form, Survey data sheet, label/labelling of antiquity and pottery)

- c) Excavation Techniques: vertical and horizontal (Practical aspect: Stratigraphy, Site
- d) Notebook, 3D Recording, Trench Layout, Elevation and Plan, Drawings- section, structure, pottery, antiquity; photography, label of antiquity)

Unit III: Analysis of Archaeological Evidences

- a) Classification of objects/findings (Practical aspect: identification of artifacts, features and Ecofacts)
- b) Characteristic features of Pottery: from Neolithic to Mughal Period (Practical aspect: Identification and drawing of potteries)

Unit IV: Field Tour

- a) Explorations, ongoing excavations, visit of archaeological site and historical monuments
- b) Identification of archaeological material through the visit of museums (National Museum, Delhi; Art and Archaeological Museum, Department of History, DU; Archaeological Museum, Old Fort Museum, Delhi; Indraprastha Museum, The Indian Archaeological society, Delhi)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Introduction to Archaeology

This unit introduces archaeology as a scientific study of past human cultures through material remains. It defines archaeology, explores its aims—such as understanding human evolution, culture, and societal development—and outlines its interdisciplinary scope involving history, anthropology, and science. The unit emphasizes the importance of archaeological findings, including tools, pottery, and structures, in reconstructing past lifeways. These artifacts provide vital clues to economic, social, and religious aspects of ancient civilizations, contributing significantly to our understanding of human history and cultural heritage. (Teaching Time: 3 weeks Approx.)

- Childe, V.G. 1960. *A Short Introduction to Archaeology*. New York: Collier
- Childe, V. Gordon. 1956. *Piecing Together the Past: The Interpretation of Archaeological Data*. London: Routledge & Kegan Paul.
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi), *Prachya Vidya Sansthan*, Allahabad
- Sharer, R. J. & Ashmore, W. 1979, *Fundamentals of Archaeology*, The Benjamin/Cummings Publishing Company, California.
- Raman, K.V. 1991. *Principal and Methods of Archaeology*. Parthanjan Pub. Madras
- Wheeler, R.E.M. 1961. *Archaeology from the Earth*. Penguin (Also available in Hindi)
- शर्मा, जी. आर. 2006. पुरातत्व का परिचय. वाराणसी: बाणारस हिंदू यूनिवर्सिटी प्रकाशन।
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi). *Prachya Vidya Sansthan*, Allahabad.

Unit II: Field Methods

This unit covers the evolution of field archaeology in India, highlighting pioneers and key excavations. It teaches exploration techniques, including the use of kits, site forms, and survey data sheets, along with the proper labelling of antiquities. Excavation methods such as vertical (for chronological layering) and horizontal (for spatial understanding) are discussed. Practical components include maintaining site notebooks, creating trench layouts, stratigraphic analysis, and 3D recording. It also involves elevation and plan drawing, artifact photography, and systematic labelling—essential for recording and interpreting archaeological data. (Teaching Time: 6 weeks Approx.)

- Chakrabarty, D.K., 1990, *India An Archaeological History*, Oxford: OUP.
- Rajan, K. 2016. *Understanding Archaeology: Field Methods, Theories and Practices*. Thanjavoor: Manoo Pathippakam.
- Raman, K.V. 1991. *Principal and Methods of Archaeology*. Parthanjan Pub. Madras
- Schiffer, M.B. 1991. 'Archaeological Method and Theory', *Journal of Field Archaeology* 18(4), pp. 523-526
- Wheeler, R.E.M. 1961. *Archaeology from the Earth*. Penguin (Also available in Hindi)
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi). Prachya Vidya Sansthan, Allahabad.
- त्रिपाठी, वी. 2012. भारतीय पुरातत्व: सिद्धांत और प्रक्रिया. दिल्ली: अभिलाषी प्रकाशन।

Unit III: Analysis of Archaeological Evidences

This unit focuses on the classification and analysis of archaeological materials. It distinguishes between artifacts (human-made objects), features (immovable elements like walls), and ecofacts (natural remains). Students learn identification skills and methods for interpreting these finds. A major focus is the study of pottery, a key chronological and cultural indicator. Practical exercises include recognizing stylistic and functional characteristics of pottery from the Neolithic to the Mughal period and documenting them through detailed drawings, aiding in the reconstruction of ancient technologies and societal practices. (Teaching Time: 6 weeks Approx.)

- Dhavalikar, M.K., 1999, *Historical Archaeology of India*, New Delhi: Books and Books
- Jain, V.K., 2017, *Prehistory and Protohistory of India: An Appraisal*, Delhi: DK Print World (Also available in Hindi)
- Paddaya, K., 2011, 'Stone age technology in India', *Ancient India, New Series, No. 1*
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi). *Prachya Vidya Sansthan*, Allahabad.
- Sankalia, H.D., 1982, *Stone age tools: Their techniques, names and probable functions*, Pune: Deccan College.
- Sinha, B.P. (ed). 1969, *Potteries in Ancient India*, Patna: Patna University Press
- Renfrew, Colin, and Paul Bahn. 1991. *Archaeology: Theories, Methods and Practice*. London: Thames and Hudson.
- मिश्र, टी. एन. 2005. भारतीय पुरातत्व में सामग्री संस्कृति का विश्लेषण. लखनऊ: भारतीय विद्या संस्थान।

Unit IV: Field Tour

The field tour provides hands-on exposure to archaeological practices and materials. Students participate in site explorations, visit ongoing excavations, and study historical monuments to understand contextual archaeology. Visits to major museums such as the National Museum and Archaeological Museum at Old Fort allow students to observe and identify authentic artifacts, gaining insight into typology, material culture, and preservation techniques. These experiences enhance practical understanding of archaeological processes, bridging classroom knowledge with real-world application and fostering appreciation for cultural heritage and archaeological research. (Teaching Time: 3 – 5 days Approx.)

- Balme, J, and Alistair Paterson (eds). 2014, *Archaeology in Practice*, Willey Blackwell, UK
- Drewett, Peter, 1999, *Field Archaeology: An Introduction*, UCL press, London
- Verma, R.K., 2000, *Kshetriya Puratatva*, Paramajyoti Prakashan, Allahbad
- Atkinson, R. J. C. 1953. *Field Archaeology*. London: Methuen.
- शर्मा, आर. एस. 1990. भारत की पुरातात्विक धरोहर. पटना: बिहार राष्ट्रभाषा परिषद्।

Suggestive readings (if any)

- Anthony Agrawal, D.P. 1982. *Archaeology in India*, Copen Hagen Scandinavian Institute of Asian Studies.
- Allchin, B and F.R. Allchin 1983. *The Rise of Civilization in India and Pakistan*. New Delhi: Select Book Service Syndicate.
- Atkinson, RJC. 1953. *Field Archaeology*. Methunen, London.
- Brothwell, D.R. and A.M. Pollard (eds). 2001. *Handbook of Archaeological Sciences*. John Wiley and Sons: New York.
- Chakrabarthi, D.K. 1988. *A History of Indian Archaeology: From the beginning to 1947*, New Delhi, Munshiram Manoharlal.
- Harris, E.C. 1979. *Principles of Archaeological Stratigraphy*. London: Academic Press.
- Kenyon, K.M. 1961. *Beginnings in Archaeology*, London
- Linda, Ellis. (ed). 2000. *Archaeological Method and Theory: An Encyclopedia*, Garland Publishing, Inc, New York & London
- Mathew and Co. Basker, P. 1982. *Techniques of Archaeological Excavation*, London, Batsford
- Renfrew, Colin and Paul G. Bahn. 2000. *Archaeology: Theories, Methods and Practice (3rd Edition)*. London: Thames and Hudson.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Fundamentals of Historical Methodology

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Fundamentals of Historical Methodology	4	3	1	0		

Learning Objectives

This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework. It does so by familiarising them with the theoretical frameworks and procedures/techniques of research that historians deploy in order to construct a meaningful narrative about the past. The course proceeds to equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

Learning outcomes

Having finished the course, the students would have learnt:

- The distinctiveness of historical research
- The issues and problems in writing history
- How to carefully choose interpretative techniques when reading sources
- How to choose a historical "field" and within that field a specific research question
- The skills and protocols related to academic writing and research in history
- The essentials of research ethics.

Syllabus

Unit I: Distinctiveness of historical inquiry

1. The nature of history
2. The scope of historical research

Unit II: Issues and problems in historical research

1. Facts and inference
2. Explanation and historical research
3. Objectivity and history writing
4. History writing and relations of power

Unit III: Sources and interpretation

1. Types of historical sources: their use and limitations
2. Analytical frames in historical research
3. Varieties of approaches to sources and methods

Unit IV: Conducting historical research

1. Selecting a topic and preliminary work
2. Protocols of academic writing and avoiding plagiarism

Practical component (if any) - NIL**Essential/recommended readings:**

Unit I: This introductory Unit seeks to enable students to i) distinguish the historical from the past, memory, and myth; ii) comprehend the relationship of history with social science theories and concepts; iii) distinguish aspects of history (social, political, economic, religious, cultural, ecological). **(Teaching Time: 9 hours)**

- 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”).
- Bloch, Marc. (1992). The Historian’s Craft, Manchester University Press. Reprint (“Introduction,” pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - “The Necessity of History” and “Stories and Dialogues”).
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, “The Nature of History,” and Ch.6, “History and Related Studies”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, “History and Social Theory”: pp. 214-225, and Ch.3, “Mapping the Field”). 212

Unit-II: This unit will deal with some important issues such as identifying historical facts, context, causal explanations, generalizations, objectivity; and configurations of power and history writing. **(Teaching Time: 12 hours)**

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, “The Historian and His Facts”, Ch.3, “History, Science and Morality”, and Ch.4, “Causation in History”).
- Marwick, Arthur (1989). The Nature of History. Third edition, Hampshire and London: MacMillan. (Ch.6, “The Historian at Work: The Writing of History,” pp. 242-254).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.7, “Causation in History”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.3, “The Critical Philosophy of History-Part I” and Ch.4, “The Critical Philosophy of History-Part II”).
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.3, “The Historian and His Work,” and Ch.4, “Explanation and History”).
- Michel-Rolph Trouillot (1995), Silencing the Past: Power and the Production of History. Boston: Beacon Press. (Ch.1, Ch.3 and Ch.5).
- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.10, “Partisanship”).

Unit-III: This unit looks at (i) Different sources and analytical frameworks; (ii) types of history and their connection to sources (global, national, regional, micro, oral, visual, archival, textual-official and private). **(Teaching Time: 12 hours)**

- Jordonova, Ludmilla. (2000). History in Practice, London/New York: Arnold and Oxford University Press Inc. (Ch.2, “Mapping the Discipline of History”, Ch.4, “The Status of Historical Knowledge”, and Ch.7, “Historians’ Skills”).
- Brundage. Anthony (2018). Going to the Sources: A Guide to Historical Research and Writing, Sixth edition, Wiley Blackwell. (Ch. 2, “The Nature and Variety of Historical Sources”, Ch.5, “Beyond Textual Sources”, and Ch.7, “Engaging with Primary Sources”).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.4, “The Raw Materials” and Ch.5, “Using the Sources”).
- Black, J., MacRaid, D.M. (1997). Studying History. How to Study. Palgrave, London. (Ch.4, “Approaches to History: Sources, Methods and Historians”).
- Howell, Martha and Walter Prevenier (2001). From Reliable Sources: An Introduction to Historical Methods. Ithaca: Cornell University Press. (Ch.2, “Technical Analysis of Sources,” Ch.3, “Historical Interpretation: The Traditional Basics,” and Ch.4, “New Interpretative Approaches”).

Unit IV: This unit will familiarize students with i) framing a research question and building an argument, (ii) literature review and scope of research, iii) research ethics, dangers of plagiarism and styles of referencing/citation. **(Teaching Time: 12 hours)**

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. *The Craft of Research: From Planning to Reporting*. University of Chicago Press.
- Brundage, Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*. Sixth edition, Wiley Blackwell. (Ch.3, “Finding Your Sources”, Ch.4, “Getting the Most out of History Books”, Ch.6, “Exploring Changing Interpretations” and Ch.7, “Engaging with Primary Sources”).
- Sorenson, Sharron (1995), *How to Write a Research Paper*, MacMillan
- Nayak, Dhanwanti (2011), 'Karaoked Plagiarism in the Classroom', *Economic and Political Weekly*, vol. 46, no. 9 (pp. 49-53).
- Katju, Manjari (2011), “Plagiarism and Social Sciences,” *Economic and Political Weekly*, vol. 46, no. 9 (pp. 45-48).
- *Chicago Manual of Style*. 15th edition, Chicago: Chicago University Press, 2003.
- *MLA Handbook for Writers of Research Papers* 5th edition, New York: Modern Language Association of America, 1999.

Suggested Readings:

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, “Studying History”). • Elton, G.R., *The Practice of History*, London: Fontana Press, 1987. • Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- 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”).
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, “The Emergence of Modern Historical Thinking,” Ch.1, “History and/as Science,” and Ch.3, “Forms of History”).
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press (“Fact and Relevance, History and the Social Sciences in Historical Study”).
- Sarkar, Sumit (1997), “The Many Worlds of Indian History”, *Writing Social History*, New Delhi: OUP.
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, “Historical Research Methodology”).
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, “Historical Facts”, Ch.11, “The Process of History” 214 – the section on Causality and Determinism, Ch.18, “The Authenticity of

Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)

- Tosh, John. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
- Tucker, Aviezer (ed.) (2009), *A Companion to the Philosophy of History and Historiography*, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Reading Social Relations through Texts and Visuals—I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Reading Social Relations through Texts and Visuals—I	4	3	0	1		

Learning Objectives

This course enables students to critically analyze the intersection of texts and visual representations in shaping social history. By examining classical literary works—drama, epics, folktales, and Sufi literature—students will explore themes of politics, power and tradition. They will also explore Indian architectural and artistic heritage assessing their cultural significance. Through comparative analysis and field research, students will apply theoretical concepts to real-world heritage studies, developing strong analytical and research skills for interpreting historical and cultural narratives.

Learning Outcomes:

By the end of this course, students will be able to:

- Understanding the Interplay Between Texts and Visuals in Social History. Develop a conceptual framework for studying social history through literary and visual sources. Analyze how texts and visual forms shape and reflect historical and cultural narratives.
 - Examine the Relationship Between Political Acumen, Power, and Tradition in Classical Works. Critically engage with drama, epics, folktales, and *Malfūzāt* to explore themes of authority, morality, and social structures. Compare and contrast different literary traditions and their influence on societal norms.
 - Analyze Architectural and Artistic Expressions in Indian Cultural History. Study the symbolism, function, and evolution of architectural forms such as *stupas*, temples, minarets, and *baolis*. Explore how stone art and monuments convey religious, political, and social meanings across time.
 - Develop Analytical and Research Skills Through Field Study. Conduct a heritage or cultural site analysis, applying theoretical knowledge to real-world observations. Synthesize findings into a structured analytical report, demonstrating critical thinking and research skills.
- These Learning Objectives and Outcomes ensure that the course develops students' analytical, comparative, and research skills while deepening their understanding of social history through texts and visuals.

Unit I: Concepts and Ideas

Conceptualizing Social History in Texts

Ideating Social History through Visual Representations

Unit II: Wisdom, Power, and Tradition: A Study of Any Two Classical Works

Drama: *Mricchakatikam*

Epics: *Sabha Parva*

Folktales: *Jatakas*

Malfūzāt: *Fawaid al Fawad*

Unit III: Stone, Symbolism, and Structure: Focus on Two Visual Forms

Stupa: Bharhut/ Sanchi

Art on stone: Elephanta Caves/ Mahabalipuram

Temple: Konark Temple / Virupaksha Temple

Minarets and *Baolis*: Qutub Minar/ Agrasen Ki Baoli/ Rani ki Vav

Unit IV: Practical Component:

This component involves a field-based analytical study, requiring students to engage directly with a designated heritage or cultural site. Students must produce a critically reflective report that documents their observations, interpretations, and contextual insights. All submissions must be substantiated with geo-tagged photographs to verify on-site engagement and experiential learning.

The student may choose to study and write a report on any of the centrally protected monuments listed by the government of India given in the link below.

https://www.nma.gov.in/showfile.php?lang=1&level=1&ls_id=965&lid=1276&nma_type=0

Readings for Unit I:

In Reference to the Text Section

1. Thapar, Romila, *Ancient Indian social history: Some interpretations*, New Delhi: Orient Longman, 1978, pp. 211-239.
2. Olivelle, Patrick: *Collected Essays III: Reading Texts and Narrating History*, Delhi: Primus Books, 2022. (Introduction).

In Reference to the Visual Section:

1. Hauser, Arnold, *The Social History of Art, vol.1*, United Kingdom: Routledge, 3rd edition, 1999. (Introduction).
2. Bawa, Seema, “Seeing Hierarchies and Difference in Early Indian Art”, *Proceedings Indian History Congress Warangal*, 2023. pp 983-1012.
3. Devangana Desai, ‘Social Dimensions of Art in Early India’, *Social Scientist*, Vol. 18, No. 3, 1990), pp. 3-32.
4. Miller, Barbara Stoller (ed). *The Powers of Art: Patronage in Indian Culture*, Delhi: OUP, 1992, pp.1-18.

Readings for Unit II

1. Kale, M. R., (tr) *Sudraka: The Mrichchhakatika: A Study*, Prakash Book Depot, 2020. (Introduction). [Available in Hindi]
2. Shah, Shalini, ‘The Socio- Sexual World of Vesavasa and Antahpura: A Study in Contrast ’in D.N Jha (ed) *The Complex Heritage of Early India: Essays in Honour of R.S Sharma*, Delhi: Manohar, 2014, pp. 429-445.
3. Buitenen, J.A.B.van (ed). *Mahabharata Book 2. The Book of the Assembly Hall, (Sabha Parvan)* London: The University of Chicago, 1975.
4. Kisari Mohan Ganguli, tr., *The Mahabharata, Book 2: Sabha Parva*, 1883-1896.
5. Chakravarti, Uma, ‘Who Speaks for Whom? The Queen, the Dāsī and Sexual Politics in the *Sabhāparvan*’, *Mahabharata Now, Narration, Aesthetics, Ethics*, (ed) Arindam Chakrabarti, Sibaji Bandyopadhyay, London: Routledge India, 2014, pp.132-152.
6. Sahgal, Smita, ‘The Mahabharata Conundrum: Querying Draupadi’s Rights and Responsibilities’, in *NIU*, vol.8, 2021, pp.18-31.
7. Fausboll, V. (ed.), *The Jatakas together with its Commentary*. London: Trubner & Co., 6 vols., 1877-96, (nos. 240, 420, 520, 546).
8. Gopesh Kumar Ojha, *Jatakaparijata* (2 volumes), Delhi: Motilal Banarsidass Publishing House.
9. Wagle, N.K., ‘Kinship Groups in the Jātakas’, in (ed.) Thomas R. Trautmann, *Kinship and History in South Asia: Four Lectures*, The University of Michigan: Center for South and Southeast Asian Studies, 1974, pp.105-157.
10. Roy, Kumkum, ‘Justice in the Jatakas ’in *The Gender of Power and the Power of Gender: Explorations in Early Indian History*, Delhi: OUP, 2010, pp.290-310.

11. Chakravarti, Uma, 'Women, Men and Beasts: The Jatakas as Popular Tradition 'in *Everyday Lives, Everyday Histories: Beyond Kings and Brahmins of Ancient India*, New Delhi: Tulika Books, 2006, pp.198-221.
12. Bruce, Lawrence, tr., *Nizam ad Din Awliya, Morals for the Heart*, Paulist Press, New York, 1992.
13. Ernst, Carl W., *Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Center*, New York: State Univ of New York Press, 1992.
14. Kugle, Scott, 'Sufi Attitudes Towards Homosexuality: Chishti Perspectives from South Asia', Raziuddin Aquil and David L. Curley (ed.), *Literary and Religious Practices in Medieval and Early Modern India*. New Delhi: Manohar, 2016, pp. 31-59.

Readings for Unit III

1. Bhatt, Purnima Mehta, *Her Space, Her Story: Exploring the Stepwells of Gujarat*, New Delhi: Zubaan, 2014.
2. Carmel Berkson, *Elephanta: The Cave of Shiva*, Delhi: Motilal Banarsidass Publishing House, 1999.
3. Dehejia, Vidya, *Discourse in Early Buddhist Art: Visual Narrative in India*, Delhi: Munshiram Manoharlal Publishers, 2002, pp.75-134.
4. Jain-Neubauer Jutta, *The Stepwells of Delhi*, INTACH Delhi Chapter lecture, October 2011.
5. Kumar, Sunil, Qutb and Modern Memory, *The Present in Delhi's Pasts*, New Delhi: Three Essays, 2002, pp.1-61.
6. Nagaswamy, R., *Mahabalipuram (Monumental Legacy Series)*, Delhi: Oxford University Press, 2008.
7. Singh, Snigdha, *Inscribing Identities: Proclaiming Piety: Exploring Recording Practices in Early Historic India*, Delhi: Primus Books, 2022, pp.88-191.

Recommended Readings:

1. Olivelle, Patrick: *Collected Essays III: Reading Texts and Narrating History*, Delhi: Primus Books, 2022. (Chapter 4).
2. Desai, Devangana, *Art and Icon: Essays on Early Indian Art*, Delhi, 2013. (Chapter 1 & 3).
3. Dehejia, Vidya, 'Collective and Popular Bases of Early Buddhist Patronage: Sacred Monuments, 100 BC-AD 250 'in (ed). Miller, Barbara Stoller, *The Powers of Art: Patronage in Indian Culture*, Delhi: OUP, 1992, pp.35-45.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

Discipline Specific Elective (DSE): Environmental History of the World

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Environmental History of the World	4	3	1	0		

Learning Objectives

This course introduces key themes in world environmental history. Students will learn about pre-modern ideas about nature, economic and urban development, the effects of epidemics and environmental changes, and the impact of industrialization. It will critically analyse how colonialism and imperialism have shaped human-environment relationships around the world. This course will also help students develop a historical perspective on today's environmental challenges such as global warming and climate change.

Learning outcomes

After completing this course, students should be able to -

- Understand the historical relationship between non-human environment and human societies.
- Examine case studies from around the world to illustrate the impact of environmental changes on human civilizations and vice versa.
- Explain how colonialism, capitalism, and ecological imperialism have shaped environmental and ecological changes.
- Explore historical case studies of climate change and environmental crises.
- Critically engage with the concept of environmentalism.
- Connect historical environmental changes to contemporary global issues.

Syllabus

Unit 1: Living with Nature

1. Methods and Sources in Environmental History
2. Human-Nature Interactions in Pre-Modern Societies; Beginning of Agriculture
3. Urban Societies and Idea of States- Case study of Maya
4. Imperial Cities- Case study of Athens and Constantinople

Unit 2: Divorce with Nature: Colonialism and Ecological Imperialism

1. The Concept of Ecological Imperialism; Syphilis
2. Plantation Economies and Environmental Degradation; Deforestation, Tea plantation
3. Resource Extraction and Colonialism, Green Imperialism

Unit 3: Human Societies in the Face of Climate Change

1. Climate and Civilization: A Historical Overview
2. The Little Ice Age and the General Crisis of the 17th Century
3. Industrialization and Carbon Economies; London as a case study
4. Global Warming and Climate Change; The Great Acceleration

Unit 4: Science, Conservation and Environmentalism

1. Aswan dam, Bali's Green Revolution- Case study of Any one
2. Socialism and Environmentalism in the 20th Century; Soviet Russia
3. Environmentalism in Global North and South; IPCC

Practical component (if any) - NIL

Essential / Recommended Readings

Unit 1: This module examines the evolution of human societies from early agricultural settlements to the rise of urban centers and imperial cities. (Teaching time: 9 hrs. approx.)

- J. Donald Hughes, *What is Environmental History?* (2016), Ch. 1
- J. Donald Hughes, “An Ecological Paradigm of the Ancient City,” in Richard J. Borden, ed., *Human Ecology: A Gathering of Perspectives*, Baltimore: The Society for Human Ecology, 1986, 214–20.
- J. Eric S. Thompson, *The Rise and Fall of Maya Civilization*, Norman: Oklahoma University Press, 1954
- J. Donald Hughes, *An Environmental History of the World*, London: Routledge, 2001; Ch.4. (Imperial Cities)
- Jelena Bogdanović, “The Relational Spiritual Geopolitics of Constantinople, the Capital of the Byzantine Empire.” In *Political Landscapes of Capital Cities*, edited by Jelena Bogdanović, Jessica Joyce Christie, and Eulogio Guzmán, University Press of Colorado, 2016, 97–154.

Unit 2: This module explores key themes such as **ecological imperialism, plantation economies and colonial resource extraction**. It examines how colonialism reshaped landscapes, disrupted ecosystems, and transformed human-environment relationships. (Teaching time: 9 hrs. approx.)

- Alfred W. Crosby, “Ecological Imperialism: The Overseas Migration of Western Europeans as Biological Phenomenon”, in *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster, Cambridge: Cambridge University Press, 1988, 103-117.
- Alfred Crosby, “The Early History of Syphilis: A Reappraisal”, *American Anthropologist* 71, no. 2 (1969): 218–27.
- Richard Grove, *Green Imperialism: Colonial Expansion, Tropical Island Edens, and the Origins of Environmentalism* (1995), Introduction, Ch. 3 & 4
- Madhav Gadgil and Ramchandra Guha, *This Fissured Land*, Delhi: OUP, 1992; Ch.4 & 5. Also available in Hindi [माधव गाडगिल एवं रामचंद्र गुहा, इयाह दरकती ज़मीन, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस, 2018; अध्याय 4 एवं 5]
- Arnab Dey, *Tea Environments and Plantation Culture: Imperial Disarray in Eastern India*. Cambridge: Cambridge University Press, 2018.

Unit 3: This module explores historical climate change and its impact on human societies, examining how civilizations were shaped by environmental shifts. (Teaching time: 9 hrs. approx.)

- Geoffrey Parker, *Global Crisis: War, Climate Change, and Catastrophe in the Seventeenth Century*, New Haven: Yale University Press, 2013, Ch. 1
- John L. Brooke, *Climate change and the course of Global History* (New York: Cambridge University Press, 2014), pp.444-466.

- Peter Brimblecombe, *The Big Smoke: A History of Air Pollution in London Since Medieval Times*, London: Methuen, 1987.
- John McNeill & Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945*, Harvard: Belknap Press, 2016, Ch.1

Unit 4: This module explores how scientific knowledge, conservation efforts, and political ideologies shape environmental policies and practices. (Teaching time: 9 hrs. approx.)

- Hussein M.Fahim, *Dams, People and Development: The Aswan High Dam Case*, New York: Pergamon Press, 1981.
- J.Stephen Lansing, *Priests and Programmers: Technologies of Power in the Engineered Landscape of Bali*, Princeton: Princeton University Press, 1991.
- Stephen Brain, *Song of the Forest: Russian Forestry and Stalinist Environmentalism*, Pittsburgh: University of Pittsburgh Press, 2011, 140-167. Ch.6.
- “The Intergovernmental Panel on Climate Change: Challenges and Opportunities” by Diana Liverman and Ronald L. Mitchell, *Annual Review of Environment and Resources*.
- Ramachandra Guha, *Environmentalism: A Global History*, Delhi: Allen lane, 2014, Ch. 7 and 8.

Additional Readings:

- Brian M. Fagan, *People of the Earth*, Delhi: Pearson, 2014.
- Donald Worster ed., *Ends of the Earth*, Cambridge: Cambridge University Press, 1988.
- Ramachandra Guha, *Environmentalism, A Global History*, OUP, 2000.
- John McNeill, *Something New Under the Sun*, Penguin, Allen Lane, 2000.
- J.Donald Hughes, *An Environmental History of the World*, London: Routledge, 2001.
- Michael E. Mann, *The Madhouse Effect: How Climate Change Denial Threatening Our Planet*, New York: Columbia University Press, 2016.
- माधव गाडगिल एवं रामचंद्र गुहा, इयाह दरकती ज़मीन, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस, 2018.
- वि. सिंह, पर्यावरण पर मानव पदचिह्न, दिल्ली: ट्रिनिटी प्रेस, 2015.
- Madhav Gadgil and Ramchandra Guha, *This Fissured Land*, Delhi: OUP, 1992.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTICE (GE): History of Health and Medicine in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Health and Medicine in India	4	3	1	0		

Learning Objectives

The objective of the course is to provoke the learners about emerging areas of historical understanding. Tracing the history of health and medicine from ancient to the contemporary times, the course will enrich learners about the cultural and social sensibilities to explore changing human experiences across time and space. It will help students to analyse the diverse facets of health, healing systems and medicine. Beginning with historiography, this course will explore unique set of themes capturing the diverse population globally. The course intends to trace the development of knowledge about physical and psychological illness, diseases, diagnosis, cure and treatment of illness from the early period to modern times. Further, this paper will discuss about medical pluralism and institutionalization of health care system during colonial times such as hospitals, dispensaries, pharmacy, sanatoriums, lock hospitals and so on. The course will equip the students with adequate expertise to analyze the historical developments in this area taking place during the swadeshi and Indian national movement. They will be familiarized with the new challenges and issue of holistic wellbeing in the contemporary times.

Learning outcomes

After completing this course, the students will be able to:

- Develop critical thinking towards understanding health and medicine.
- Discuss the new area of historical understanding and grasp significant aspects related to medicine, health and illness in historical perspective.
- Trace the processes of institutionalization of health.
- Describe the developments during the national movement.
- Through class discussions, students would also get equipped to conduct further research in the emerging area of history of health and medicine.

Syllabus

Unit 1: Health and Healing practices in Ancient and Medieval Times (Teaching time: 4 weeks)

Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching time: 4 weeks)

- Quackery versus Degree: Honouring Designations and Professional titles

- Hospital, Public Health and Sanitary measures
- New Legal framework, New Medical Technology & Standardization of medicine

Unit 3: Medicine and Nationalist Rhetoric and new challenges in the 20th century India (Teaching time: 4 weeks)

- Medicine and Nationalism
- Policy making & Emergence of holistic wellbeing: State intervention and WHO

Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (Teaching time: 4 weeks)

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: Unit 1: Health and Healing practices in Ancient and Medieval Times (Teaching Time: 4 weeks approx.)

This unit will analyse the debates and discourses related to health, healing practices and medicine. Students will delve into the diverse healing systems and practices in India. They will explore the emergence of a syncretic culture of health, healing practices and healers.

- Olivelle, P. (2017). The medical profession in ancient India: Its social, religious, and legal status. *eJournal of Indian Medicine*, 9(1), 1-21.
- Saini, A. (2016). Physicians of ancient India. *Journal of Family Medicine and Primary Care*, 5(2), 254-258.
- Reddy, D. S. (1969). The Origins and Growth of Indigenous Unani Medical Literature in Medieval India. *Journal of Indian Medical Heritage*, 14(1), 20-25.
- Pernau, M. (2012). The Indian body and unani medicine: Body history as entangled history. In *Images of the Body in India* (pp. 97-108). Routledge India.
- Arnold, David, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, California: University of California Press, 1993. **(Introduction).**
- Kumar, Anil, *Medicine and the Raj: British Medical Policy, 1835-1911*, New Delhi: Sage, 1998. **(Introduction)**
- Leslie, C. "The Ambiguities of Medical Revivalism in Modern India" in Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Sharma, Madhuri, *Indigenous and Western Medicine in Colonial India*, Foundation Books: CUP, 2011 **(Introduction)**
- Majumdar, R.C. (1971). 'Ayurveda: Origins and Antiquity', in D.M. Bose, *Concise History of Science in India*, New Delhi: Indian National Science Academy, pp. 213-216; 'Ayurveda and its Classical Division', pp. 227-234; 'Ayurveda in the Middle Ages', pp. 262-265.

Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching Time: 4 weeks approx.)

In this unit student will study the growth and development of modern medical institutions such as hospitals and sanatoriums. This unit will focus on the emergence of professionalization of medicine, development of entrepreneurship in medicine. Ayurveda/Unani/Homeopathy/Allopathy. Contestation between *Vaidyas*, *Hakims* and Doctors.

- Keswani, N. H. (1968). *Medical education in India since ancient times*. All India Institute of Medical Sciences.

- Sahay, S. (2023). Traditional Knowledge of Medicine in Ancient India: (Based on Classical Texts and Treatises). In *Aspects of Science and Technology in Ancient India* (pp. 117-133). Routledge India.
- Zysk, K. G. (1998). *Asceticism and healing in ancient India: Medicine in the Buddhist monastery* (Vol. 2). Motilal Banarsidass.
- Kumar, Deepak and Raj Shekhar Basu, eds., *Medical Encounters in British India*, New Delhi: Oxford University Press, 2013. (Introduction and pp 160-86)
- Sharma, Madhuri 'Creating a Consumer: Exploring medical advertisements in colonial India', in Mark Harrison and Biswamoy Pati (eds.), *The Social History of Health and Medicine in Colonial India*, Routledge, London & New York, 2009, pp. 213-28. ISBN10:0-415-46231-2(hbk).
- Sivaramakrishnan, K., *Old Potions, New Bottles: Recasting Indigenous Medicine in Colonial Punjab (1850-1945)*, New Delhi, Orient Longman, 2006. (Introduction)

Unit 3: Medicine and Nationalist Rhetoric and new challenges in the 20th century India (Teaching Time: 4 weeks approx.)

This will help to develop an understanding about the nuances of social interaction and encounter with western medicine during colonial times and role played by medical practitioners in the ongoing *swadeshi* and national movement. This unit will help to understand the role of state in controlling diseases. It will further acquaint students with the emergence of the concept of holistic well being

- Quaiser Nishat, Colonial Politics of Medicine and Popular Unani Resistance, *Indian Horizons*, April-June 2000, pp. 29-41.
- Lal, Vinay (2020), *The Fury of COVID-19: The Politics, Histories, and Unrequited Love of the Coronavirus*, New Delhi: Pan Macmillan India.
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', *समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका*.

Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (teaching time 4 weeks)

This unit will help students to know about how Health and Healing practices were represented in art, literature and cinema. Feminization of health such as *sitala mata*, plague ki *churail* etc.

- Hanson, M., Small, L.' Pandemic Patterns: How Artistic Depictions of Past Epidemics Illuminate Thematic and Structural Responses to COVID-19 Today', *Journal of General Internal Medicine* Vol. 37, 878–884 (2022)
- Niels Brimnes, 'Fallacy, Sacrilege, Betrayal and Conspiracy: The Cultural Construction of Opposition to Immunisation in India,' in *The Politics of Vaccination: A Global History*, edited by Christine Holmberg, Stuart Bulme and Paul Greenough (Manchester United Press, 2017).
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.

- शुक्ल, श्रीप्रकाश (2021). *महामारी और कविता*, नयीदिल्ली: सेतुप्रकाशन.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', *समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका*.
- मास्टर भगवानदास, 'प्लेग की चुड़ैल', सरस्वती, 1902.
- Suggested Novels: King of Maladies, Love in the Time of Cholera, The Plague
- Suggested Movies: Contagion, Outbreak, Khushboo, The Black Death

Suggested Readings:

- Arnold, David, ed., *Imperial Medicine and Indigenous Societies*, Delhi: Oxford University Press, 1989.
- Bhattacharya, N., *Disparate Remedies: Making Medicines in Modern India*, McGill Queen's University Press, 2023, pp.3-20
- Chatterjee, S., *Western medicine and Colonial Society: Hospitals of Calcutta, c. 1757-1860*, Primus, 2017, pp. 1-28
- Foucault, Michel, 'The Politics of Health in the Eighteenth Century', in *Essential Works of Foucault, 1954-84, Vol. 3: Power*, ed. Michel Foucault, James D. Faubion, tr. Robert Hurley et al., New York: The New Press, 1994.
- Harrison, Mark, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914*, New Delhi: Cambridge University Press, 1994.
- Kumar, S. & Jugal Kishore, *Public Healthcare in India: historical Background and Current Realities*, Century Publications, New Delhi, 2020, pp.1-48
- Kumar, D. (2010). Probing history of medicine and public health in India. *Indian Historical Review*, 37(2), 259-273.
- Valiathan, M. S. (2001). Diseases in ancient India. In SALEMA, A. *Ayurveda at the Crossroads of Care and Cure: Proceedings of the Indo-European Seminar on Ayurveda Held at Arrábida, Portugal, in November* (pp. 18-24).
- Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Levine, Philippa, *Prostitution, Race and Politics: Policing, Venereal Disease in the British Empire*, New York, London: Routledge, 2003.
- Madhwi, *Health, Medicine & Migration : The Formation of Indentured Labour c.1834-1920*. Primus 2020. pp 1-30
- Mishra, Sabyasachi R., 'An Empire "De-Masculinized": The British Colonial State and the Problem of Syphilis in Nineteenth Century India', in *Diseases and Medicine in India: A Historical Overview*, ed. Deepak Kumar, New Delhi: Tulika Books, 2001, pp. 166-79.
- Mills, James H., *Madness, Cannabis and Colonialism: The 'Native Only' Lunatic Asylums of British India, 1857-1900*, Great Britain: Macmillan, 2000. (Introduction)
- Pati, Biswamoy and Mark Harrison eds., *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009. (Introduction)
- Sharma, Madhuri 'Knowing Health and Medicine: A Case Study of Benares, c. 1900-1950', in Deepak Kumar & Raj Sekhar Basu (eds), *Medical Encounters in British India*, Oxford University Press, New Delhi, 2013, pp 160-86. ISBN: 13:978-0-19-808921-6 (hbk)
- Syed Ejaz Hussain & Mohit Saha (eds.), *India's Indigenous medical Systems: A cross Disciplinary Approach*, Primus, 2015, Introduction

- Pati, Biswamoy and Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*, Delhi: Orient Longman Limited, 2001. **(Introduction)**.
- Bala Poonam ed. *Contesting Colonial Authority Medicine and Indigenous Responses in Nineteenth and Twentieth Century India*, Primus Books, Delhi 2016.(Introduction)
- Harrison, Mark, 'Public Health and Medicine in British India: An Assessment of the British Contribution', based on a paper delivered to the Liverpool Medical Society on 5 March 1988; see <http://www.evolve360.co.uk/Data/10/Docs/10/10Harrison.pdf>.
- Gupta Charu, *Procreation and Pleasure: Writings of a Woman Ayurvedic Practitioner in Colonial North India*, *Studies in History*, Volume 21 No.1, 2005, pp. 17-44.
- S. Manasi & K.V.Raju, "Policy options for sustainable holistic health care intervention", *Policy Brief*, May 2019
- Zysk, K. G. (1998). *Asceticism and healing in ancient India: Medicine in the Buddhist monastery* (Vol. 2). Motilal Banarsidass.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTICE (GE): Colonialism and Nationalism: Nineteenth to early twentieth century India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Colonialism and Nationalism: Nineteenth to early twentieth century India	4	3	1	0		

Learning Objectives

This course will familiarize the students with the dynamics of colonial rule in India and the unfolding process of nationalist agitation and nation-building.

Learning outcomes

On completion of the course, students would be able to:

- Trace the important features of colonial exploitation and governance and how these features evolved from the early colonial to later colonial period.
- Trace the origins and dynamics of nationalism in India.
- Highlight the relationship between mainstream nationalism and competing ideas of nationalist thought and nation-building.
- Highlight some of the complexities involved in the process of nation-building in the 1940s.

Syllabus

Unit 1: Facets of colonial rule in India: i) impacts on trade, agriculture, and manufacture; ii) colonial governance and changes in society (choose a case study:- colonial law or colonial education or surveys and census enumeration)

Unit 2: Emergence of nationalist thoughts and trends within Indian nationalism: i) social composition;
ii) phases

Unit 3: Challenging dominance: many voices of a nation in making: i) tribal and peasant movements;
ii) labour and marginalized social groups; iii) the role of Indian industrialists in the national movement

Unit 4: Towards freedom: i) constitutional developments, 1930s-1950; ii) Partition

Unit 1: This Unit briefly traces the East India Company's trading practices and the impact of colonial rule on India's pattern of trade. It proceeds to highlight the impact of colonial rule on artisanal production, revenue policies, agrarian relations, land market, and its role in the creation of a factory labour force. The unit also briefly outlines the repercussions of colonial governance on society by drawing on a case study of evolving colonial law or the case of colonial education policy or the case of census enumeration.

- भट्टाचार्य, सब्यसाची (2015 edition), *आधुनिक भारत का आर्थिक इतिहास*, दिल्ली: राजकमल प्रकाशन
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 7 & 10]
- Cohn, Bernard S. (1987), 'The census, social structure and objectification in South Asia,' *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 224-54.
- Constable, Philip (2014), 'Sitting on the School Veranda,' in Sumit Sarkar and Tanika Sarkar (eds), *Caste in India*, vol. 2, New Delhi: Permanent Black.
- Kumar, K. (2005), *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, Delhi: SAGE.
- Sarangi, Asha (2010), 'Enumeration and the Linguistic Identity Formation in Colonial North India,' *Studies in History*, vol. 25, pp. 197-227.
- Sarkar, Sumit (2015), *Modern Times: India 1880s-1950s*, Ranikhet: Permanent Black. [Chapters 2 & 4]
- Singha, Radhika (1998), *A Despotism of Law*, Oxford and New York: OUP. [Preface, Chapter-4 & Epilogue]
- Skuy, David (July 1998), 'Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century', *Modern Asian Studies*, 32 (3), pp. 513-557.

Unit 2: This unit provides an overview of the phases of and trajectories within the anti-colonial struggle. It also draws attention to the social composition of the national movement.

- Bandopadhyay, Shekhar (ed) (2009), 'Part I' & 'Part II,' *Nationalist Movement in India: A Reader*: OUP.
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 12 to 16]

- Chandra, Bipan (2010), *The Rise and Growth of Economic Nationalism in India*, Delhi: Har-Anand Publications Pvt Ltd. (revised edition).
- Desai, A.R. (1981), *Social Background of Indian Nationalism*, Delhi: Popular Prakashan. **Also available in Hindi.**
- Sarkar, Sumit (1989), *Modern India: 1885-1947*, Delhi: Macmillan. [Chapters 3 to 5]. **Also available in Hindi.**

Unit 3: The unit explores the relationship of the tribal and peasant movements with mainstream nationalism from the 1850s to the 1940s. Relevant case studies for discussion are the Santhal Rebellion, the 1857 Revolt, Deccan Riots, the Kisan Sabha movement, Eka movement, Bardoli satyagraha, and Tebhaga movement. The unit briefly outlines the key features of the non-Brahmin and Dalit movements from the early 1900s to the 1940s, and proceeds to explain the build-up of demands such as separate representation. It also acquaints students with the interface between the labour movement and mainstream nationalism, as well as the relationship between the Indian capitalist class and the anti-colonial struggle.

- Bahl, Vinay (1988), 'Attitudes of the Indian National Congress towards the working-class struggle in India, 1918-1947,' in K. Kumar (ed.) *Congress and Classes: Nationalism, Workers and Peasants*, New Delhi: Manohar, pp. 1-31.
- Bandopadhyay, Shekhar (ed) (2009), *Nationalist Movement in India: A Reader*: OUP. [Chapters 15 & 18]
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान. **Also available in English.**
- Bayly, Susan (2001 reprint), *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP. [Chapters 5 & 6]
- चंद्रा, बिपन (2015), *भारत का स्वतंत्रता संघर्ष*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Hardiman, David (1993), 'Introduction,' *Peasant Resistance in India, 1858-1914*, Delhi: OUP.
- Markovits, Claude (1985), *Indian Business and Nationalist Politics 1931 – 1939: The Indigenous Capitalist Class and the Rise of the Congress Party*, Cambridge, London & New York: CUP.
- Pati, Biswamoy (ed.) (2010), *The Great Rebellion of 1857: Exploring Transgressions, Contests and Diversities*, Abingdon & New York: Routledge. [Chapters 1, 3, 4 & 5]
- Pati, Biswamoy (ed.) (2011), *Adivasis in Colonial India: Survival, Resistance and Negotiation*, New Delhi: Orient BlackSwan. [Chapters 7 & 8]

Unit 4: This unit highlights the making of the Government of India Act, 1935, provides an overview of the build-up to Partition in 1947, and of constitution framing.

- Austin, Granville (1999), *The Indian Constitution: Cornerstone of Nation*, New Delhi: OUP [relevant sections].

- Bayly, Susan (2001 reprint), 'Chapter 7: State Policies and 'Reservations' – The Politicization of Caste-based Social Welfare Schemes,' *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP.
- Butalia, Urvashi (1993), 'Community, State and Gender on Women's Agency During Partition,' *Economic and Political Weekly*, vol. 28, no. 17, 1993, pp. 12–21.
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapter 17 & 18]
- Chatterji, Joya (2007), 'Chapter-1,' *The Spoils of Partition: Bengal and India, 1947-1967*, Cambridge: CUP.
- चंद्रा, बिपन, मृदुला मुखर्जी इत्यादि (2009), *स्वतंत्रता के बाद का भारत*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Chaube, Shibani Kinkar (2009), *The Making of the Indian Constitution*, pp. 1-67, Delhi: National Book Trust. **Also available in Hindi.**
- Chiriyankandath, James (1992), "'Democracy" under the Raj: Elections and separate representation in British India,' *The Journal of Commonwealth and Comparative Politics*, Vol. 30 (1), pp. 39-63.
- Moore, R.J. (1970), 'The Making of India's Paper Federation, 1927-35,' in C.H. Philip and M.D. Wainwright (eds) *The Partition of India: Policies and Perspectives, 1935-47*, London: George Allen and Unwin Ltd.

Suggested readings:

- Bandopadhyay, Shekhar (ed) (2009), 'Chapter 20: Popular Movements and National Leadership' (Sumit Sarkar), *Nationalist Movement in India: A Reader*: OUP.
- Brass, Paul (2005), 'Chapter 3: Muslim Separatism in the United Provinces: The Social Context and Political Strategy of the Muslim Minority before Partition,' *Language, Religion and Politics in North India*, Lincoln: IUUniverse.Inc
- Butalia, Urvashi (2000), ' ', *The Other Side of Silence: Voices from the Partition of India*, London: Hurst & Co.
- Chandavarkar, Rajnarayan (1998), *Imperial Power and Popular Politics: Class, Resistance and the State in India, 1850-1950*, Cambridge: CUP. [Chapters 3, 4, 5 & 8]
- Chandra, Bipan *et al* (1999), 'Chapters 4 to 10,' *India Since Independence*, New Delhi: Penguin Books. **Also available in Hindi.**
- चंद्रा, बिपन (2019 edition), *आधुनिक भारत में उपनिवेशवाद और राष्ट्रवाद*, दिल्ली: अनामिका पब्लिशर्स
- Chatterjee, Partha (1993), 'Chapters 1, 3, 8, 9 & 11,' *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton: Princeton University Press.
- Farooqui, Amar (2014), *The Establishment of British Rule: 1757-1813, A People's History of India*, Vol. 23, New Delhi: Tulika Books. **Also available in Hindi.**
- Gooptu, Nandini (2001), 'Chapters 2, 5, 8 & 9,' *The Politics of the Urban Poor in Early Twentieth Century India*, Cambridge: CUP.

- Hasan, Mushirul (ed.) (1995), *India Partitioned: The Other Face of Freedom*, 2 vols, Delhi: Roli Books.
- John, M. (2016). “(De)skilling Caste: Exploring the Relationship between Caste, State Regulations and the Labour Market in Late Colonial India,” in Sabyasachi Bhattacharya and Rana P. Behal (eds), *The Vernacularization of Labour Politics*, New Delhi: Tulika (pp. 267-293).
- Omvedt, Gail (2011), ‘Chapters 7 to 11,’ *Cultural Revolt in a Colonial Society: The Non-Brahmin Movement in Western India*, New Delhi: Manohar.
- Oommen, T.K. (2010), ‘Indian Labour Movement: Colonial Era to the Global Age,’ *Economic and Political Weekly*, December 26, 2009-January 1, 2010, Vol. 44 (52), pp. 81-89.
- Pandey, Gyan (1982), ‘Peasant Revolt and Indian Nationalism: Peasant Movement in Awadh, 1919-22,’ in Ranajit Guha (ed.), *Subaltern Studies*, Vol. 1, Delhi: OUP.
- Prashad, Vijay. (1995). “Between Economism and Emancipation: Untouchables and Indian Nationalism, 1920-1950,” *Left History*, Vol. 3(1), spring—summer, pp. 5-30.
- शुक्ला, रामलखन (1993), *आधुनिक भारत का इतिहास*, नई दिल्ली: दिल्ली विश्वविद्यालय हिन्दी माध्यम कार्यान्वयन निदेशालय.
- Skaria, Ajay (1999), *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*, Delhi: OUP.
- Stokes, Eric (1980), ‘Introduction,’ & ‘Chapter 7,’ *Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Volume 23 of Cambridge South Asian Studies, Cambridge: CUP.
- Tomlinson, B.R. (2013), ‘Chapter 1: Introduction,’ ‘Chapter 2: Agriculture, 1860-1950,’ & ‘Chapter 3: Trade and Manufacture, 1860-1945,’ *The Economy of Modern India: From 1860 to the Twenty-First Century*, Cambridge & New York: CUP.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTICE (GE): Money and Monetary History of India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Money and Monetary History of India	4	3	1	0		

Learning Objective

The aim of this course is to familiarise students with the ideas of money and the development of monetary policies and institutions in Indian history. It provides an overview of technological development and exchange networks from the earliest times till 1947.

Learning outcomes

After doing this course the students will be able to:

- Understanding the concept of money and origin of coinage
- Distinguish between various technologies of minting coins
- Continuity and shifts in the role of monetary economy
- Locate the development of various metallic coins
- Standardisation of the currency system and State interventions
- Development of modern financial institutions and colonialism

Syllabus

UNIT I: Introduction

1. Concept of money
2. Nature of exchange before the advent of coinage: barter, cowries, hundi.

UNIT II: Origin and development of coinage upto 900 CE: Manufacturing technology, metrology and expansion

1. Punchmarked Coins
2. Post-Mauryan Coins with special reference to Satavahana, Kushana and *Ganasangha*
3. Gupta coinage
4. Post-Gupta coinage; paucity of coins

UNIT III: Coinage and changing patterns in monetary system (900 – 1700 CE)

1. Nature of coinage under Delhi Sultanate; monetary experiment under Allaudin Khilji and Muhammad Bin Tughlaq

2. Development of coinage under Cholas, Vijaynagara and Bahamani
3. Monetary system under Mughals: Nature and significance

UNIT IV: Institutions and Money (1700-1947 CE)

1. Money, finance and trade under the indigenous states
2. East India Company; trade, conquest and bullion
3. The Colonial State and its Financial Institutions
4. The Nationalist critique of the Colonial Economy

Practical component (if any) - NIL

Essential/recommended readings

UNIT I: This unit seeks to introduce an understanding about the concept of money and monetary systems. The unit would also talk about the nature of exchange before coinage in the Indian sub continent. (Teaching time: 2 weeks)

- Cribb, Joe (ed.), 1986, *Money: From Cowrie Shells to Credit Cards*, London: British Museum Press.
- Graeber, D., 2011, *Debt: The First Five Thousand Years*, New York: Melville House Publishing. (Chapters 2 and 3)

Unit II: This unit seeks to develop an understanding of various minting/manufacturing technologies. This unit also deals with changes about continuity and change in monetary systems in the Indian subcontinent. (Teaching time: 5 weeks)

- Gupta, P.L., 1996, *Coins*, Delhi: South Asia House (Available in Hindi also)
- Jha, Amiteshwar, 2003, *Bharatiya Sikke: Ek Aitihāsik Parichay*, Nasik: IIRNS Publication.
- Mitchiner, Michael, 1973, *The Origin of Indian Coinage*, London: Hawkins Publications.
- Mukherjee, B.N., 1997, *The Technique of Minting Coins in Ancient and Medieval India*, Calcutta: Indian Museum.
- Pokharna, Premlata, 2006, *Coins of Northern India (500-1200 AD)*, Jaipur: Unique Traders.

Unit III: This unit deals with the development and changes in the monetary system in the medieval times. The state intervention and regional variation in coinage at regional levels will also be explored. (Teaching time: 4 weeks)

- Haider, Najaf, October 1999, *The Quantity Theory and Mughal Monetary History*, The Medieval History Journal 2, pp. 309-348.
- Habib, Irfan, 1984, *The price regulations of Aluddin Khilji - A Defence of Zian Barni*, Indian Economic and Social History Review, 21(4), pp. 393-414.
- Subramanyam, Sanjay, 1999, *Money and the Market in India, 1100-1700* (Oxford in India Readings: Themes in Indian History), Delhi: Oxford University Press.

Unit IV: This unit deals with the standardization of the currency system and development of modern financial institutions, the development of colonial economic system and its critique
(Teaching time: 5 weeks)

- Bagchi, Amiya, 1985, Transition from Indian to British Indian Systems of Money and Banking 1800–1850, *Modern Asian Studies*, 501-519
- Chandra, Bipin, 2016, *India's Struggle for Independence 1857-1947*, Delhi: Penguin Random House (Chapter 7)
- Chaudhury, Sushil, 1991, Trade, Bullion and Conquest, *Itinerario* 15 (2):21-32
- Chaudhury, Sushil, 2000, *Prelude to Empire*, Manohar (Chapter 9)
- Garg, S. (Ed.), 2019, *Monetary Foundations of the Raj*, Delhi: Routledge (Introduction, Chapters 1 and 3)
- Patnik, U., 2017, Mr Keynes and the forgotten holocaust in Bengal, 1943–44: Or, the macroeconomics of extreme demand compression, *Studies in People's History*, Vol.4 (2), pp. 197-210.
- S. Sen, 2003, *Tributes and Transfers from Colonial India*, in G. Balachandran (Ed.) *India and the Global Economy*, New Delhi: Oxford University Press.

Suggested Readings:

- Balachandran, G. (Ed.), 2003, *India and the Global Economy*, New Delhi: Oxford University Press.
- Deyell, John S, 1990, *Living Without Silver: The Monetary History of Early Medieval North India*, Delhi: Oxford University Press
- Handa, Devendra, 2007, *Tribal Coins of Ancient India*, Delhi: Aryan Books International
- Maity, S.K., 1970, *Early Indian Coins and Currency System*, Delhi, Munshilal Manoharlal
- Moosvi, Shireen, 1989, *Numismatic Evidence and the Economic History of the Delhi Sultanate*, Proceedings of the Indian History Congress, Vol. 50.
- Om Prakash, 2004, *Bullion for Goods*, Delhi: Manohar
- Narain, A.K. and P.L. Gupta (Eds.), 1961, *Journal of the numismatic society of India (Golden Jubilee Volume)*, Volume XXIII.
- Patnaik, U. and P. Patnaik, 2021, *Capital and Empire*, New Delhi: Tulika/ Columbia University Press (Chapters 1, 8-13)

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISSERTATION : Dissertation Writing
Dissertation Writing Track of Research Methods-I
(The department has opted for Dissertation)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Dissertation Writing Track of Research Methods-I	4	3	1	0		

Learning Objectives

This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research, to identify primary and secondary sources towards that end, as well as to observe patterns in collected data. They should also be able to forge complex and novel arguments on the basis of demonstrable patterns in available information.

Learning outcomes

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography
- Identify and respect the need to avoid pitfalls of plagiarism

Syllabus

Unit I: Understanding Academic Writing in History

Unit II: Reading and Collating Secondary Sources

Unit III: Reading and Analysing Primary Sources

Unit IV: Formulating questions, and arguments

Unit V: Research Ethics

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit should familiarise students with the ability to identify and understand specific requirements of academic writing, and how it is different from non-academic writing.

- Katherine Pickering Antonova, '2: What is Academic Writing' and '3: What is History?' in Antonova, *The Essential Guide to Writing History Essays*, New York: Oxford University Press, 2020.

Unit II: This unit should train students to read, understand and collate relevant ideas and information from secondary sources with a view to arrive at an understanding of desiderata as well as the covered and contested grounds in a research area.

- Katherine Pickering Antonova, '5: The Response Paper; '8; The Historiographical Essay' and '10: Historical Research' in Antonova, *The Essential Guide to Writing History Essays*, New York: Oxford University Press, 2020.

Unit III: This unit seeks to train students to read, interpret and engage with relevant ideas and information in primary sources with due attention to nuances and complexities.

- Katherine Pickering Antonova, '9: Primary Source Interpretation'; and '10: Historical Research' in Antonova, *The Essential Guide to Writing History Essays*, New York: Oxford University Press, 2020.

Unit IV: This unit makes students cultivate the art of observing obvious and not-so-obvious patterns of data in primary and secondary materials with a view to forge and narrativize arguments out of them. It should prepare them with the skill to write a research essay that is based on original research.

- Katherine Pickering Antonova, '11: The Research Essay' in Antonova, *The Essential Guide to Writing History Essays*, New York: Oxford University Press, 2020.

Unit V: This unit will familiarise the students with the pitfalls of plagiarism as well as the ethics and requirements of avoiding plagiarism.

- Manjari Katju, 'Plagiarism and Social Sciences', *Economic and Political Weekly*, vol. 46, no. 9 (2011), pp. 45-48.

Suggested Readings:

- Zachary M. Schrag, *The Princeton Guide to Historical Research*, Princeton University Press, 2021
- Anirudh Deshpande, *The Practice of History in India: Essays in Search of a New Past*, Aakar Books, Delhi, 2020.
- Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspective*, OUP, 2016
- E. Sreedharan, *A Textbook of Historiography, 500BC to 2000AD*, Orient Black Swan, 2005.
- Prabhat Kumar Shukla ed. *Itihas Lekhan Ki Vibhinn Drishtiyan*, Granthshilpi,

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

UGCF- 2022
CATEGORY II
BA (MULTIDISCIPLINARY) with History as Major

DISCIPLINE SPECIFIC CORE (DSC): Contemporary India (1950 – 1990s)

SEMESTER – VII

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary India (1950 – 1990s)	4	3	1	0		

Learning Objectives

This course seeks to familiarise students with the trajectory of significant changes in the Indian state, politics and economy during the 1950s to 1990s. Students will study the transformation of political organizations, and the emergence of new forms of political mobilization along the axes of caste, class, gender, region and community. The course also offers an overview of the new developments in education, cinema, art, literature and sports over this period.

Learning outcomes

On completion of this course the student shall be able to

- Draw a broad outline of the history of key debates that unfolded during the framing of the Constitution.
- Highlight key moments in the process of reorganization of provincial boundaries.
- Examine the trajectory of economic policies and nature of economic developments, particularly the problems of uneven development.
- Trace the significant developments with respect to party politics, electoral coalitions, regional aspirations and inequalities; caste and religion in politics
- Assess the shift from mixed economy to liberalization.
- Evaluate the history of important social movements around axes of class, caste, gender, and region.
- Familiarize the key developments in art, literature, cinema, science and education.

Syllabus

Unit-I Laying the Foundation of Independent India (3 weeks)

1. Making of the Constitution: Key debates and amendments
2. Reorganization of states; regional inequalities and foreign Policy
3. Economic development: concept of planning; agriculture and industry; problems of uneven development

Unit-II: Major Trends in Politics and Society (4 weeks)

1. Changing nature of party system: Congress, Jansangh-BJP, growth of regional parties; Left parties; coalition politics; Emergency
2. People's movements: Dalit, adivasi, labour and peasant movements
3. The Women's Movement and institutional changes: debating personal laws, women atrocities acts.

Unit-III: Turning Points in the 1980s and 1990s (4 weeks)

1. Changing forms of political mobilization
2. Liberalization of the Indian economy

Unit-IV The New Public Sphere (3 weeks)

1. Popular and parallel cinema
2. Art and literature
3. Science, Technology and Education

Practical component (if any) - NIL

Essential/recommended readings

Relevant chapters from:

- Chandra, Bipan. (2008). India Since Independence. Delhi: Penguin
- बिपन चंद्र (2015), आज़ादी के बाद का भारत, दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
- Guha, Ramachandra. (2008). India After Gandhi. Delhi: Picador
- रामचंद्र गुहा. (2016). भारत गांधी के बाद, दिल्ली: पेंगुइन बुक्स

Unit-I: Laying the Foundation of Independent India (Teaching time: 3 weeks)

This unit outlines the history of key debates that unfolded during the framing of the Constitution. It deals with the history and politics of the early years of Independence. It also deals with the linguistic re-organisation of states and important milestones in foreign policy. It examines the trajectory of economic policies and nature of economic developments up to the 1990s, particularly the problems of uneven development.

- Austin, Granville (1999). The Indian Constitution: Cornerstone of Nation, New Delhi: OUP. Pp. 1-62, 384-411. Also available in Hindi ग्रैन्विल ऑस्टिन – भारतीय संविधान : राष्ट्र की आधारशिला, (अनुवाद: नरेश गोस्वामी) वाणी प्रकाशन, 2017
- Asha Sarangi, Sudha Pai. (2011). - Interrogating Reorganisation of States: Culture, Identity and Politics in India, Routledge India
- Abraham, Itti (2008), Foreign policy of India. Commonwealth & Comparative Politics Vol. 46, No. 2, April 2008 , pp195–219.

- Frankel, Francine R. (2005). *India's Political Economy*. New Delhi: OUP. Chapters 1,3,4
- Kohli, Atul (2006). "Politics of Economic Growth in India, 1980-2005: Part I: The 1980s". *EPW*, Vol. 41(13), April 1-7, 2006, pp 1251-1259
- Chadha, G.K. Khurana, M.R. (1989). *Backward Agriculture, Unrewarded Labour and Economic Deprivation: Bihar's Contrast with Punjab*. *EPWI*, Nov 25, 1989, pp. 2617 - 2623
- Roy, Tirthankar. *Indian Economy after Independence: Economic History of India 1857-2010*. [Chapter-13].
- Pai, Sudha and Asha Sarangi, *Interrogating Reorganisation of State, Culture, identity and politics*, chapter 1-Introduction, Forward by BG Vargese

Unit II: This unit deals with history of congress party and other political formations that emerge to challenge its hegemony, tracing the developments in party politics, electoral coalitions, regional aspirations and inequalities. The unit also seeks to highlight Dalit, adivasi, labour and peasant movements. It also examines history of social reform with reference to Women and Hindu Code Bill (Teaching time: 4 weeks)

- Stanley, Kochanek. *The Congress Party of India: The Dynamics of One-Party Democracy*. Princeton: Princeton University Press. (1968).
- Chatterjee Partha (ed.). (1997). *State and Politics in India*. Delhi: Oxford University Press. Pp 92-124
- Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press. Chapters 9&10
- Kumar, Ashutosh (ed) (2016), *Rethinking State Politics in India: Regions within Regions*, New Delhi: Routledge India, pp. 35-111
- Kumar, Radha. (1993). *The History of Doing: An illustrated account of movements or women rights and feminism in India, 1800-1990*, New Delhi: Kali for Women.
- Sangeeta Dasgupta, Introduction: Reading the archive, reframing 'adivasi' histories. *IESHR*, 53, 1, 2016, pp 1-8
- Gadgil, Madhav and Ramachandra Guha (1994), *Ecological Conflicts and the Environmental Movement in India, Development and Change*. Vol 25, pp.101-136.
- Sen, Sukomal. (2010). *Working Class of India : History of Emergence and Movement, 1830–1970*. Calcutta: Prajashakti. [relevant chapters.]
- Banerjee, Sumanta. (1984). *India's Simmering Revolution: The Naxalite Uprising*. London: Zed Books. Chapters 3 and 4.

Unit III: This unit deals with the important turning points in the polity and economy of India from about 1990s. It traces the consolidation of caste and religion in politics in this period, and also marks the regional aspirations of new states like Uttarakhand/Jharkhand/Chhattisgarh. The unit also assesses the shift from mixed economy towards liberalization and its impact. (Teaching time: 4 weeks)

- Kumar, Ashutosh (ed) (2016), *Rethinking State Politics in India: Regions within Regions*, New Delhi: Routledge India

- Christophe Jaffrelot, (2003), *India's Silent Revolution: The Rise of the Lower Castes in North India. Part II Uneven emancipation of the Lower Castes...*
- Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press. Relevant Chapters
- Bruce Desmond Graham (1990), *Hindu Nationalism and Indian Politics_ The Origins and Development of the Bharatiya Jana Sangh*. Cambridge University Press.
- Kohli, Atul (2006). "Politics of Economic Growth in India, 1980-2005: Part II: The 1990s and Beyond", *EPW*, Vol. 41, No. 14 (Apr. 8-14), pp. 1361-1370
- P Sainath. (1996). "Reforms that Weren't," *Asian Studies Review*.

Unit IV: This unit deals with the emergence of postcolonial public sphere, and its artistic, literary and cinematic manifestations. It also examines key developments in the field of science and education (Teaching time: 3 weeks)

- Gayatri Sinha - (2009), *Art and visual culture in India, 1857-2007*. (Relevant Chapters)
- Zoya Hasan (ed.), (2019), *Forging Identities: Gender, Communities, And the State in India*, Routledge. (Relevant chapters).
- Sahu, Sudhansubala. (2018). "Revisiting Television in India," *Sociological Bulletin*, Vol. 67 (2), August, pp. 204-219.
- Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.
- Gupta, Vikas. (2014), 'Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism', in Ravi Kumar, (Ed.), *Education, State and Market: Anatomy of Neoliberal Impact*, Aakaar, pp 19-57.
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (Ed.), (2021). *Education and Inequality: Historical and Contemporary Trajectories*. Orient Blackswan. (Relevant Chapters)
- Qaiser, Rizwan. (2013), "Building Academic, Scientific and Cultural Institutions, 1947-1958", in his *Resisting Colonialism and Communal Politics*, Delhi, Manohar, (First published 2011). Pp. 179-240.
- Raina, Dhruv. "Science Since Independence." *India International Centre Quarterly* 33, no. 3/4 (2006): 182–95. <http://www.jstor.org/stable/23006080>.
- Stanley, Kochanek and R.L. Hardgrave. (2007). *India: Government and Politics in a Developing Nation*. Cengage Learning.
- Sunil Khilnani - *The Idea of India*-Penguin Books India (2012), Also available in Hindi as *भारतनामा*, Rajkamal Prakashan , 2016
- Basu, Durga Das (2020). *Introduction to the Constitution of India*, Nagpur: Lexis Nexis Pp. 3-50 [MOVE TO SUGGESTED READINGS.]
- Kudaisya, Gyanesh. (2014). *Reorganisation of States in India: Text and Context*. Delhi: National Book Trust. Chapter on Introduction
- Damodaran, A.K (1987). *Roots of Indian Foreign Policy*. *India International Centre Quarterly*. Vol.14. No. 3., pp. 53-65. [MOVE TO SUGGESTED READINGS.]

- Dhavan, Rajeev. (2008). “Book Review: Sarbani Sen, Popular Sovereignty and Democratic Transformations: The Constitution of India,” Indian Journal of Constitutional Law, Vol.8, pp.204-220.
- Sanjaya Baru, Economic Policy and the Development of Capitalism in India: the role of regional capitalists and political parties
- D. R. Nagaraj. 2010. The Flaming Feet and Other Essays (Permanent Black) Chapter 5: “The Cultural Politics of the Dalit Movement”
- Urvashi Butalia, “Women’s Movement in India: Action and Reflection.” (Originally published, Communique (Nos. 42-43, July-Aug 1997)
- Jayal, Niraja Gopal & Pratap Bhanu Mehta (eds.). (2010). The Oxford Companion to Politics in India. Delhi: Oxford University Press.
- Prasad, Archana (2003). Against Ecological Romanticism Verrier Elwin and the Making of an Anti-Modern Tribal Identity. Preface: Ecological Romanticism and Environmental History.
- Bhattacharya, Sabyasachi and N.N. Vohra (eds.) (2002). Looking Back: India in the Twentieth Century. New Delhi: National Book Trust.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Methods of studying material cultures

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Methods of studying material cultures	4	3	1	0		

Learning Objectives

To familiarize students with the material evidence that has been left behind by the past, and the craft of dealing with them. Students will be able to rationalise the sources as the information which adds to the sum of our knowledge of the past. A basic appreciation about the sources will familiarise students with the important tools for developing an understanding of any development in the past. The objective is to make the learner aware of the ways of securing access to the records of cultural, social, scientific, economic and political thought and achievement produced by people who lived during the specific period to be studied.

Learning outcomes

- The learners will be able to have a sense of what it was like to be alive during the bygone times.
- They will be able to critically evaluate generalization, analysis, synthesis, interpretation and evaluation of the original information.
- They will be able to question and make inferences about the material, purpose, point of view and bias inherent into the sources.

Syllabus

Unit I: Primary sources and historian's craft

- Construction of sources, historical imagination and biases,
- Scope and limitations of primary sources,

Unit II: Archaeological sources

- Study of past through material remains: explorations and excavations
- Scientific techniques useful in archaeology

- Interpreting archaeological evidence: New archaeology, Processual Archaeology, Post-Processual Archaeology, Cognitive Archaeology, Ethno-archaeology

Unit III: Epigraphic records

- Scope and significance of epigraphic material: the case of Indian history
- A survey of inscriptions: from Ancient to Medieval Indian history

Unit IV: Numismatic Records

- A brief history of Indian Coinage (upto 18th century)
- Coins as a source for reconstructing Indian history (upto 18th century)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Primary sources and historian's craft

1. Arthur Marwick. 2003. *The New Nature of History: Knowledge, evidence, Language*. Palgrave: Hampshire.
2. Carr, E.H. [1961] 1987. *What is History?* Penguin Books: London.
3. Poovey, Mary. (1998). "The Modern Fact, the Problem of Induction, and Questions of Method" in *A History of the Modern Fact: Problems of Knowledge in the Sciences of Wealth and Society*, Chicago: University of Chicago, (Chapter 1).

Unit II: Archaeological sources

- Bahn, Paul. 1996. *Archaeology: A Very Short Introduction*. Oxford: Oxford University Press
- Iqtidar Alam Khan, "Methodologies and Approaches for Medieval Archaeology: A Report of Exploration of Public Buildings and Minor Structures along Mughal Highways", *Indian Archaeology Since Independence*, ed. K.M. Shrimali, Delhi, 1996.
- Jain, V.K. 2006. *Prehistory and Protohistory of India: An Appraisal*. New Delhi: D.K. Printworld, pp. 1-18.
- Renfrew, Colin and Paul Bahn. [1991] 2016. *Archaeology: Theories, Methods and Practice*. 7th edn. London: Thames and Hudson.
- Singh, Upinder. 2016. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Noida: Pearson, pp. 34-41

Unit III: Epigraphic records

- Prasad, Pushpa. (1990). *Sanskrit Inscriptions of Delhi Sultanate, 1191-1526*. OUP, Delhi, pp. xv- xxxii.
- Ray, Himanshu Prabha. 2006. *Coins in India: Power and Communication*. Mumbai: Marg Publications. Introduction.
- Raza, S. Jabir. (2014). 'Coinage and Metallurgy under the Ghaznavid Sultan Mahmud', in *Proceedings of Indian History Congress*, Vol 75, Platinum Jubilee, pp. 224-231.
- Salomon, Richard. 1998. *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages*. New York: Oxford University Press.
- Singh, Upinder. 2016. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Noida: Pearson, pp. 42-56
- Sircar, D.C. 1965. *Indian Epigraphy*, Motilal Banarasidass: Delhi.

- Tirmizi, S.A.I. (1968). *Ajmer Through Inscriptions*, New Delhi: Indian Institute of Islamic Studies, pp. 11-24.

Unit IV: Numismatic records

- Cribb, Joe. 2005. *The Indian Coinage Tradition: Origins, Continuity and Change*. Nashik: Indian Institute of Research in Numismatic Studies.
- Grierson, Philip. 1975. *Numismatics*. London: Oxford University Press.
- Siddiqui, I.H. (2012). “Money and Social Change in India during Medieval Times” in S.Z.H. Jafri (ed.) *Recording the Progress of Indian History: Symposia Papers of the Indian History Congress, 1992-2010*, 433-458.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Histories of Regional Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Histories of Regional Literature	4	3	1	0		

Learning Objectives

The settling down of humans across the world, created thousands of languages. Yet all languages are not equal. In each region, there are dominant languages with standardised rules for writing and articulation, while others live on without a written form. Shaping the histories of the region, the elite languages tend to be spoken by a minority, while other languages - of those who interact with the speakers of the elite/cosmopolitan language - evolve interacting with those languages. In the Indian subcontinent, Sanskrit, the name itself meaning refined, was the language of the elite for exacting standards of scientific inquiry, administration, and aesthetic exploration, whereas assorted Prakrit grew into what came to be called Indian vernaculars. Southern India saw Tamil serving in that role for the region's other languages such as Kannada, Telugu and Malayalam, all of which interacted with Sanskrit as well.

Learning outcomes

1. This paper would help the student perceive the historical development of different regions and its relation to the development of specific regional languages.
2. It would also trace the historicity of some of the stateless languages in the Indian subcontinent
3. It would help in understanding how the languages define shaping of culture and its transmission across geographies and generations, as well as in constituting identities – of the self and that of imagined communities.

Syllabus

Unit 1: Histories of regions, language, and its significance

1. Historiographical debates:
2. Issues of stateless languages (Sindhi, Urdu)

Unit 2: Language, Culture, and the History of the Region from the South

1. Tamilakam
2. Kannada

Unit 3: Language and Region in Early Modern India

1. Marathas and Marathi
2. Hindavi: Awadhi, Braj and the Vernacular debate

Unit 4: The Colonial State, the language question, and the region

1. Language policy and perspectives
2. Language Movements and Identities: Tamil and Telugu; Odia; North East
3. National to Regional: Tamil; Hindi and Urdu; standardisation of language

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: Histories of regions, language, and its significance: This unit will familiarise students with India's regional histories and situate its meaningfulness through their languages. It will also delve into the several issues of stateless languages in India (Teaching Hours: 03 weeks)

- Dimock Jr., Edward C. Braj B. Kachru, & Bh. Krishnamurti (eds), Dimensions of sociolinguistics in South Asia: Papers in memory of Gerald B. Kelley. New Delhi: Oxford & IBH Publishing Co., 1992
- Metcalf, Barbara D., 'Urdu in India in the 21st Century: A Historian's Perspective' Social Scientist, May - Jun., 2003, Vol. 31, No. 5/6 (May - Jun., 2003), pp. 29-37
- Orsini, Francesca, "How to do Multi-lingual Literary History? Lessons from Fifteenth- and Sixteenth-century North India", The Indian Economic & Social History Review, June 2012, pp. 225-246.
- Partha Chatterjee and Raziuddin Aquil (eds), History in the Vernacular, Permanent Black, Ranikhet/New Delhi, 2008 (Introduction).
- Pollock, Sheldon, "The Cosmopolitan Vernacular", The Journal of Asian Studies, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "En/Gendering Language: The Poetics of Tamil Identity" Comparative Studies in Society and History, Vol. 35, No. 4 Oct., 1993

Unit 2: Language, Culture, and the History of Southern India: The notion of the making of the regions - the concept of South India, the making of the Tamil region - is integral to understanding our distinct and yet interconnected cultural pasts. The connections between languages, for example, Sanskrit and the rise of early Kannada would be useful for students to engage with for understanding the Kannadiga region. (Teaching time: 03 weeks)

- Gurukkal, Rajan, "Characterizing Ancient Society: The Case of South India" Proceedings of the Indian History Congress, 1998, Vol. 59, 1998, pp. 30-57.
- Ganesh, K.N., "Spaces in History: A Study in Human Geography in the Context of Sangam Texts", Studies in History, 25(2), 151-195, 2009.
- Pollock, Sheldon, "The Cosmopolitan Vernacular Author", Journal of Asian Studies, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "Language of the People in the World of Gods: Ideologies of Tamil before the Nation", Journal of Asian Studies, Vol. 57, No. 1, February 1998, pp. 66-92.
- Ramaswamy, Sumathi, Passions of the Tongue: Language Devotion in Tamil India, 1891-1970, University of California Press, 1997.
- Venkatachalapathy, A. R. "Dravidian Movement and Saivites: 1927-1944", Economic & Political Weekly, Vol. 30, No. 14, Apr. 8, 1995, pp. 761-768.

Unit 3: This unit will help the student engage with the formation of regional languages and identities through some case studies. The study of language and literature shaping the voice of the region will help to understand the linkages between geography and culture. (Teaching time: 03 weeks)

- Busch, Allison, “Hidden in Plain View: Brajbhasha Poets at the Mughal Court”, *Modern Asian Studies*, Vol. 44, No. 2, 2010, pp. 267-309.
- Deshpande, Prachi, *Scripts of Power: Writing, Language Practices and Cultural History in Western India*, Permanent Black and Ashoka University, 2023
- Narayanan, Varadarajan and Prakash, Rabi, “Emerging Scholarship on Vernacular Languages in Early Modern North India: A Conversation with Imre Bangha”, in *Economic & Political Weekly*, Vol. 56, No. 02, January 2021, Engage (Online), accessed on 6th May 2022.
- Novetzke, Christian Lee, *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India*, Columbia University Press, 2016
- Pollock, Sheldon, “India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500,” *Daedalus*, Vol. 127, No. 3, *Early Modernities*, 1998, pp. 41-74.
- Rai, Amrit, *The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.

Unit 4: The period of the nineteenth and the twentieth centuries was when the mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became part of public discourse and political action. The period became a site of contestation in the making of the region and the nation. (Teaching Time: 05 weeks)

- Cohn, Bernard, ‘The Command of Language and the Language of Command,’ in *Colonialism and Its Forms of Knowledge*, Princeton University Press, 1996
- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
- Kharingpam, A.C. and Saima Malik (eds), *Re-imagining Northeast Writings and Narratives: Language, Culture and Border Identity*, 2024
- Misra, Salil, ‘Transition from the Syncretic to the Plural: the World of Hindi and Urdu’, Jamal Malik and Helmut Reifeld (ed.), *Religious Pluralism in South Asia and Europe*, New Delhi, OUP, 2005, pp. 268-97.
- Sahu, B. P., *The Making of Regions in Indian History: Society, State and Identity in Pre-modern Orissa*, Primus Books, Delhi, 2019.
- Venkatachalapathy, A. R., “The ‘Classical’ Language Issue”, *Economic & Political Weekly*, Vol. 44, No. 2, Jan., 10-16, 2009, pp. 13-15

मिश्र, अरुण प्रकाश, भाषा की भूमिका, संस्कृति प्रकाशन, 2015

मिश्र, सलिल, हिंदी और उर्दू: साझा अतीत, खंडित वर्तमान, नया पथ, अप्रैल-जून 2008

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Fundamentals of Historical Methodology

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Historical Methodology	4	3	1	0		

Learning Objectives

This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework. It does so by familiarising them with the theoretical frameworks and procedures/techniques of research that historians deploy in order to construct a meaningful narrative about the past. The course proceeds to equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

Learning outcomes

Having finished the course, the students would have learnt:

- The distinctiveness of historical research
- The issues and problems in writing history
- How to carefully choose interpretative techniques when reading sources
- How to choose a historical "field" and within that field a specific research question
- The skills and protocols related to academic writing and research in history
- The essentials of research ethics.

Syllabus

Unit I: Distinctiveness of historical inquiry

1. The nature of history
2. The scope of historical research

Unit II: Issues and problems in historical research

1. Facts and inference
2. Explanation and historical research

3. Objectivity and history writing
4. History writing and relations of power

Unit III: Sources and interpretation

1. Types of historical sources: their use and limitations
2. Analytical frames in historical research
3. Varieties of approaches to sources and methods

Unit IV: Conducting historical research

1. Selecting a topic and preliminary work
2. Protocols of academic writing and avoiding plagiarism

Practical component (if any) - NIL

Essential/recommended readings:

Unit I: This introductory Unit seeks to enable students to i) distinguish the historical from the past, memory and myth; ii) comprehend the relationship of history with social science theories and concepts; iii) distinguish aspects of history (social, political, economic, religious, cultural, ecological). **(Teaching Time: 9 hours)**

- 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”).
- Bloch, Marc. (1992). The Historian’s Craft, Manchester University Press. Reprint (“Introduction,” pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - “The Necessity of History” and “Stories and Dialogues”).
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, “The Nature of History,” and Ch.6, “History and Related Studies”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20). 176
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, “History and Social Theory”: pp. 214-225, and Ch.3, “Mapping the Field”).

Unit-II: This unit will deal with some important issues such as identifying historical facts, context, causal explanations, generalizations, objectivity; and configurations of power and history writing. **(Teaching Time: 12 hours)**

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, “The Historian and His Facts”, Ch.3, “History, Science and Morality”, and Ch.4, “Causation in History”).
- Marwick, Arthur (1989). The Nature of History. Third edition, Hampshire and London: MacMillan. (Ch.6, “The Historian at Work: The Writing of History,” pp. 242-254).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.7, “Causation in History”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.3, “The Critical Philosophy of History-Part I” and Ch.4, “The Critical Philosophy of History-Part II”).
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.3, “The Historian and His Work,” and Ch.4, “Explanation and History”).
- Michel-Rolph Trouillot (1995), Silencing the Past: Power and the Production of History. Boston: Beacon Press. (Ch.1, Ch.3 and Ch.5).
- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.10, “Partisanship”).

Unit-III: This unit looks at (i) Different sources and analytical frameworks; (ii) types of history and their connection to sources (global, national, regional, micro, oral, visual, archival, textual-official and private). **(Teaching Time: 12 hours)**

- Jordonova, Ludmilla. (2000). History in Practice, London/New York: Arnold and Oxford University Press Inc. (Ch.2, “Mapping the Discipline of History”, Ch.4, “The Status of Historical Knowledge”, and Ch.7, “Historians’ Skills”).
- Brundage. Anthony (2018). Going to the Sources: A Guide to Historical Research and Writing, Sixth edition, Wiley Blackwell. (Ch. 2, “The Nature and Variety of Historical Sources”, Ch.5, “Beyond Textual Sources”, and Ch.7, “Engaging with Primary Sources”).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.4, “The Raw Materials” and Ch.5, “Using the Sources”).
- Black, J., MacRaild, D.M. (1997). Studying History. How to Study. Palgrave, London. (Ch.4, “Approaches to History: Sources, Methods and Historians”).
- Howell, Martha and Walter Prevenier (2001). From Reliable Sources: An Introduction to Historical Methods. Ithaca: Cornell University Press. (Ch.2, “Technical Analysis of Sources,” Ch.3, “Historical Interpretation: The Traditional Basics,” and Ch.4, “New Interpretative Approaches”).

Unit IV: This unit will familiarize students with i) framing a research question and building an argument, (ii) literature review and scope of research, iii) research ethics, dangers of plagiarism and styles of referencing/citation. **(Teaching Time: 12 hours)**

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. *The Craft of Research : From Planning to Reporting*. University of Chicago Press.
- Brundage, Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*. Sixth edition, Wiley Blackwell. (Ch.3, “Finding Your Sources”, Ch.4, “Getting the Most out of History Books”, Ch.6, “Exploring Changing Interpretations” and Ch.7, “Engaging with Primary Sources”).
- Sorenson, Sharron (1995), *How to Write a Research Paper*, MacMillan
- Nayak, Dhanwanti (2011), 'Karaoked Plagiarism in the Classroom', *Economic and Political Weekly*, vol. 46, no. 9 (pp. 49-53).
- Katju, Manjari (2011), “Plagiarism and Social Sciences,” *Economic and Political Weekly*, vol. 46, no. 9 (pp. 45-48).
- *Chicago Manual of Style*. 15th edition, Chicago: Chicago University Press, 2003.
- *MLA Handbook for Writers of Research Papers* 5th edition, New York: Modern Language Association of America, 1999.

Suggested Readings:

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaid, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, “Studying History”).
- Elton, G.R., *The Practice of History*, London: Fontana Press, 1987.
- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- 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”).
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, “The Emergence of Modern Historical Thinking,” Ch.1, “History and/as Science,” and Ch.3, “Forms of History”).
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press (“Fact and Relevance, History and the Social Sciences in Historical Study”).
- Sarkar, Sumit (1997), “The Many Worlds of Indian History”, *Writing Social History*, New Delhi: OUP.
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, “Historical Research Methodology”).
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, “Historical Facts”, Ch.11, “The Process of History” – the section on Causality and Determinism, Ch.18, “The Authenticity of

Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)

- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): History of Travellers and Travelogues

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Travellers and Travelogues	4	3	1	0		

Learning Objectives

This paper shall provide an overview of the history of travel and travelogues across a swathe of time and space. It will acquaint students with the various genres, contexts, and cultural literary traditions in which these travels were undertaken and written about. The course will trace the transformative nature of travel and its changing character till the modern contemporary times. Through a critical historical and literary study of a select list of travelogues, the course would introduce the students to the varied interests of travellers and their descriptions of local societies, economic practices, and socio-cultural traditions. It will engage students with a series of problematics and issues arising from writings on cross cultural engagements. This course will equip students to critically read travelogues and commentaries on travels as a tool of historical research.

Learning outcomes

After completing the course students will be able to:

- Describe the various contexts in which these travel accounts and texts were produced
- Trace the historically changing experience and character of travel
- Analyse the evolving concerns of the travellers especially in the early modern and colonial periods
- Develop the skills to analyse travelogues and critically evaluate cross cultural literature
- Critically engage with the Eurocentric emphasis in travel narratives
- Critically engage with questions of race, language, gender and religion in travel narratives

Syllabus

Unit I: Reading and Writing Travel

1. Travel writing through the ages
2. Travelogues: Place, Landscapes, Forms and Genre

Unit II: Reconnaissance, Science and Pilgrimage

1. Travel and travelogues as Reconnaissance and Scientific texts
2. Religion and Pilgrimage

Unit III: Discoveries, Trade and Colonialism

1. The Age of Discoveries 1400-1800
2. Colonial and Post Colonial travelogues

Unit IV: Travel, Texts and History

(select 1 traveller from any two sections A, B & C)

A. Travel in the Pre Modern World

1. Huen Tsang and Fa Hein
2. John Mandeville
3. Ibn Batuta

B. Travel in the Early Modern World

1. Christopher Colombus
2. Varthema
3. Guru Nanak
4. Bhimsen Saxena

C. Travel in the Modern World

1. Sheikh Itesamuddin
2. Durgabati Das
3. Rahul Sankrtyayana

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit aims to familiarise the students with the various kinds of travel writing. They will read about the various genres, geographical and political contexts in which these texts were produced. They will explore the questions and concerns of travel-writers and the contours of the distinct popular gaze shaped by the text. Students will be familiarised with how travelogues have been used to build cross cultural engagements, and in the process, how these establish certain cultural and social stereotypes. They shall learn to read travelogues as distinct texts that introduce the readers to distinct historical geographies. **(Teaching Time: 4 weeks)**

- Das, Nandini and Youngs, Tim (Eds.) *The Cambridge History of Travel Writing*, Cambridge University Press, Cambridge, 2019
- Duncan, James and Gregory, Derek, *Writes of Passage: reading travel writing*, Routledge, 1999
- Moroz, Grzegorz and Sztachelska, Jolanta (eds.) *Metamorphoses of Travel Writing: Across theories, Genres, Centuries and Literary traditions*, Cambridge Scholars Publishing, Newcastle, 2010
- Pratt, Mary Louise, *Imperial Eyes: Travel Writing and Transculturation*, Routledge, London, 1992.
- Thompson, Carl, *Travel Writing*, Routledge, London, 2011.

Unit II: In this unit, students shall study about the experience of travel through a study of pilgrimages and as reconnaissance missions. Students shall engage with themes of race, gender, and culture. They will trace how various themes like geography, culture, language, social practices, economic activity, and religion are conceptualised differently across time. **(Teaching Time: 3 weeks)**

- Brummett, Palmira, Introduction: Genre, Witness and Time in the 'Book of Travels', in Palmira Brummett, *The Book of Travels: Genre, Ethnology, and Pilgrimage, 1250-1700*, Brill, Leiden, 2009. p241-282
- Gosch, Stephens S., and Stearns, Peter N., *Premodern Travel in World History*, Routledge, London, 2008 p.1-111
- Greenblatt, Stephen, *Marvellous Possessions: The Wonder of the New World*, University of Chicago Press, Chicago, 1991. p. 52-119.
- Buitelaar, Marjo, Stephan-Emmrich, Manja and Thimm, Viola, *Muslim Women's Pilgrimage to Mecca and beyond: Reconfiguring Gender, Religion and Mobility*, London, Routledge, 2021. p. 1-19, 56-74, 127-147.

Unit III: In this unit, students shall study about travel in the early modern and modern. They shall read about the experience of travel and the impact of new emerging national identities on travel writing. Students shall engage with themes of race, gender, colonialism and culture. Using the perspectives offered in the study of the above themes through different periods of

time, students will acquire the necessary insights on how to engage with the readings prescribed in the last unit. **(Teaching Time: 3 weeks)**

- Green, Nile, *Writing Travel in Central Asian History*, Bloomington, Indiana University Press, 2014. p. 1-69 & 193-212
- Pratt, Mary Louise, *Imperial Eyes: Travel Writing and Transculturation*, London, Routledge, 2003. p. 124-213
- Javed Majeed, Autobiography, *Travel and Post-national Identity: Gandhi, Nehru and Iqbal*, Palgrave Macmillan, New York, 2007. p.10-135
- Youngs, Tim (ed.) *Travel Writing in the Nineteenth Century: Filling the Blank Spaces*, Anthem Press, London, 2006. p. 19-37 & 87-106

Unit IV: In this unit the student will focus on specific travelogues as case studies, read alongside other secondary literature. The student will write an essay on any one of the explorers listed under this unit. He or she will analyse the varying approaches of each author and use the insights from the earlier units to critically analyse these texts. The learners shall be encouraged to explore in greater detail specific themes that interest them, such as gender, religion, race, social practices, economic exchanges, etc. **(Teaching Time: 4 weeks)**

A. Travel in the premodern world

- Gosch, Stephens S., and Stearns, Peter N., *Premodern Travel in World History*, Routledge, 2008 p.134-160
- Faxian. *A Record of Buddhistic Kingdoms*. United Kingdom, Clarendon Press, 1886.
- Si-Yu-Ki, *Buddhist Records of the Western World: Translated from the Chinese of Hiren Tsiang (AD 629)* (trans. Samuel Beal), Oriental Books Reprint Corporation, Delhi, 1969
- Devahuti D., *The Unknown Hsuan-Tsang*, India, OUP India, 2006.
- Mandeville, John, *Book of Marvels and Travels*, Oxford World Classics, Oxford University Press: Oxford, 2012
- Akbari, Suzanne Conklin, 'The Diversity of Mankind in The Book of John Mandeville.' in *Eastward Bound, Travel and Travellers 1050-1550*, by Rosamund Allen, 157-176. Manchester, Manchester University Press, 2004.
- Battuta, Ibn, *Travels in Asia and Africa 1325-1354*, (trans. H A R Gibb), Low Price Publications, Delhi 2004
- Ibn Batuta. *The Travels of Ibn Batūta*, with Notes, Illustrative of the History, Geography, Botany, Antiquities, Etc. Occurring Throughout the Work, United Kingdom, Cambridge University Press, 2012.

B. Travel in the Early Modern World

- Columbus, Christopher, *The Four Voyages of Christopher Columbus: Being his own log book, letters, and dispatches with connecting narratives*, (trans. J Cohen), Oxford, Oxford University Press, 1969
- Varthema, Ludovico Di, *The Itinerary of Ludovico Di Varthema of Bologna*, (trans.) John Winter Jones, Asian Educational Services, New Delhi 1997
- Rubies, Joan Pau, *Travel and ethnology in the Renaissance: South India through European eyes 1250-1652*, Cambridge, Cambridge University Press, 2000
- Saxena, Bhimsen, *Nushka-i-Dilkasha*, Edited by V.G. Khobrekar. Translated by Sir Jadunath Sarkar, Vol. Sir Jadunath Sarkar Birth Centenary Volume. Mumbai, The Department of the Archives, Government of Maharashtra, 1972.
- Kohli, Surinder Singh, *Travels of Guru Nanak*, Punjab University Publication Bureau, 1978

C. Travel in the Modern World

- Hasan, Mushirul (ed.), *Exploring the West, Three Travel Narratives*, Oxford University Press, New Delhi, 2009.
- Fisher, Michael F., *Counterflows to Colonialism: Indian Travellers and Settlers in Britain 1600-1857*, Permanent Black, 2004. P1-49, 243-337
- Khan, Gulfishan, *Indian Muslim Perceptions of the West During the Eighteenth Century*, Oxford University Press, 1998.
- Das, Durgabati, *The Westward Traveller* (ed & trans by Somdatta Mandal), Orient Blackswan, January 2010
- Dandal, Somdatta, *Indian Travel Narratives: New Perspectives*, Pencraft International, 2020
- Sankrtyayana, Rahul, *Volga to Ganga: A Picture in Nineteen Stories of the Historical, Economic and Political Evolution of the Human Society from 6000 B.C. to 1922 A.D.* (trans.. Victor Gordon Kiernan), Punjab Book Centre, 2015.
- Whitmore, Luke, *Mountain, Water, Rock, God: Understanding Kedarnath in the Twenty-First Century*, 2018, pp. 84-106

Suggested Readings:

- Allen Rosamund, *Eastward Bound: Travel and Travellers, 1050-1550*. United Kingdom, Manchester University Press, 2004.
- Banerjee, Rita, *India in Early Modern English Travel Writing: Protestantism, Enlightenment, and Toleration*, Brill, Leiden, 2021.
- Blanton, Casey, *Travel Writing: The self and the World*, Routledge, 2002
- Brock, Aske Laursen, Meersbergen, Guido Van and Smith, Edmond, *Trading Companies and Travel Knowledge in the Early Modern World*, Hakluyt Society Studies in history of Travel, Routledge 2022

- Clarke, Robert, *The Cambridge Companion to Postcolonial Travel Writing*, Cambridge University Press, Cambridge, 2018
- Duncan, James and Gregory, Derek, *Writes of Passage: reading travel writing*, Routledge, 1999
- Elsner, Jas and Rubies, Joan-Pau, *Voyages and Visions: Towards a Cultural History of Travel*, Reaktion Books, 1999.
- Grewal, Inderpal, *Home and Harem: Nation, Gender, Empire and the Cultures of Travel*, Duke University Press, Durham, 1996
- Henes, Mary and Murray, Brian H.(eds.), *Travel Writing, Visual Culture and Form, 1760-1900*, Palgrave Macmillan, 2016
- Peterson, Jennifer Lynn, *Education in the School of Dreams: Travelogues and Early Nonfiction Film*, Duke University Press, Durham, 2013
- Stagl, Justin, *A History of Curiosity: The Theory of Travel 1550-1800*, Routledge, London, 2004.
- Taylor, Tom, *Modern Travel in World History*, London, Routledge, 2022
- Bracewell, Wendy (ed.) *Orientations: An Anthology of East European Travel Writing, ca. 1550-2000*, Central European University Press, Budapest, 2009.
- Rodenas, Adriana Mendez, *Transatlantic Travels in Nineteenth century Latin America: European Women Pilgrims*, Bucknell University Press, Lewisburg, 2014

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTICE (GE): History of Health and Medicine in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Health and Medicine in India	4	3	1	0		

Learning Objectives

The objective of the course is to provoke the learners about emerging areas of historical understanding. Tracing the history of health and medicine from ancient to the contemporary times, the course will enrich learners about the cultural and social sensibilities to explore changing human experiences across time and space. It will help students to analyse the diverse facets of health, healing systems and medicine. Beginning with historiography, this course will explore unique set of themes capturing the diverse population globally. The course intends to trace the development of knowledge about physical and psychological illness, diseases, diagnosis, cure and treatment of illness from the early period to modern times. Further, this paper will discuss about medical pluralism and institutionalization of health care system during colonial times such as hospitals, dispensaries, pharmacy, sanatoriums, lock hospitals and so on. The course will equip the students with adequate expertise to analyze the historical developments in this area taking place during the swadeshi and Indian national movement. They will be familiarized with the new challenges and issue of holistic wellbeing in the contemporary times.

Learning outcomes

After completing this course, the students will be able to:

- Develop critical thinking towards understanding health and medicine.
- Discuss the new area of historical understanding and grasp significant aspects related to medicine, health and illness in historical perspective.
- Trace the processes of institutionalization of health.
- Describe the developments during the national movement.
- Through class discussions, students would also get equipped to conduct further research in the emerging area of history of health and medicine.

Syllabus

Unit 1: Health and Healing practices in Ancient and Medieval Times (Teaching time: 4 weeks)

Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching time: 4 weeks)

- Quackery versus Degree: Honouring Designations and Professional titles
- Hospital, Public Health and Sanitary measures
- New Legal framework, New Medical Technology & Standardization of medicine

Unit 3: Medicine and Nationalist Rhetoric and new challenges in the 20th century India (Teaching time: 4 weeks)

- Medicine and Nationalism
- Policy making & Emergence of holistic wellbeing: State intervention and WHO

Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (Teaching time: 4 weeks)

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: Unit 1: Health and Healing practices in Ancient and Medieval Times (Teaching Time: 4 weeks approx.)

This unit will analyse the debates and discourses related to health, healing practices and medicine. Students will delve into the diverse healing systems and practices in India. They will explore the emergence of a syncretic culture of health, healing practices and healers.

- Olivelle, P. (2017). The medical profession in ancient India: Its social, religious, and legal status. *eJournal of Indian Medicine*, 9(1), 1-21.
- Saini, A. (2016). Physicians of ancient India. *Journal of Family Medicine and Primary Care*, 5(2), 254-258.
- Reddy, D. S. (1969). The Origins and Growth of Indigenous Unani Medical Literature in Medieval India. *Journal of Indian Medical Heritage*, 14(1), 20-25.
- Pernau, M. (2012). The Indian body and unani medicine: Body history as entangled history. In *Images of the Body in India* (pp. 97-108). Routledge India.
- Arnold, David, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, California: University of California Press, 1993. **(Introduction)**.
- Kumar, Anil, *Medicine and the Raj: British Medical Policy, 1835-1911*, New Delhi: Sage, 1998. **(Introduction)**
- Leslie, C. "The Ambiguities of Medical Revivalism in Modern India" in Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Sharma, Madhuri, *Indigenous and Western Medicine in Colonial India*, Foundation Books: CUP, 2011 **(Introduction)**
- Majumdar, R.C. (1971). 'Ayurveda: Origins and Antiquity', in D.M. Bose, *Concise History of Science in India*, New Delhi: Indian National Science Academy, pp. 213-216; 'Ayurveda and its Classical Division', pp. 227-234; 'Ayurveda in the Middle Ages', pp. 262-265.

Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching Time: 4 weeks approx.)

In this unit student will study the growth and development of modern medical institutions such as hospitals and sanatoriums. This unit will focus on the emergence of professionalization of medicine, development of entrepreneurship in medicine. Ayurveda/Unani/Homeopathy/Allopathy. Contestation between *Vaidyas*, *Hakims* and Doctors.

- Keswani, N. H. (1968). *Medical education in India since ancient times*. All India Institute of Medical Sciences.

- Sahay, S. (2023). Traditional Knowledge of Medicine in Ancient India: (Based on Classical Texts and Treatises). In *Aspects of Science and Technology in Ancient India* (pp. 117-133). Routledge India.
- Zysk, K. G. (1998). *Asceticism and healing in ancient India: Medicine in the Buddhist monastery* (Vol. 2). Motilal Banarsidass.
- Kumar, Deepak and Raj Shekhar Basu, eds., *Medical Encounters in British India*, New Delhi: Oxford University Press, 2013. (Introduction and pp 160-86)
- Sharma, Madhuri 'Creating a Consumer: Exploring medical advertisements in colonial India', in Mark Harrison and Biswamoy Pati (eds.), *The Social History of Health and Medicine in Colonial India*, Routledge, London & New York, 2009, pp. 213-28. ISBN10:0-415-46231-2(hbk).
- Sivaramakrishnan, K., *Old Potions, New Bottles: Recasting Indigenous Medicine in Colonial Punjab (1850-1945)*, New Delhi, Orient Longman, 2006. (Introduction)

Unit 3: Medicine and Nationalist Rhetoric and new challenges in the 20th century India (Teaching Time: 4 weeks approx.)

This will help to develop an understanding about the nuances of social interaction and encounter with western medicine during colonial times and role played by medical practitioners in the ongoing *swadeshi* and national movement. This unit will help to understand the role of state in controlling diseases. It will further acquaint students with the emergence of the concept of holistic well being

- Quaiser Nishat, Colonial Politics of Medicine and Popular Unani Resistance, *Indian Horizons*, April-June 2000, pp. 29-41.
- Lal, Vinay (2020), *The Fury of COVID-19: The Politics, Histories, and Unrequited Love of the Coronavirus*, New Delhi: Pan Macmillan India.
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', *समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका*.

Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (teaching time 4 weeks)

This unit will help students to know about how Health and Healing practices were represented in art, literature and cinema. Feminization of health such as *sitala mata*, plague ki *churail* etc.

- Hanson, M., Small, L.' Pandemic Patterns: How Artistic Depictions of Past Epidemics Illuminate Thematic and Structural Responses to COVID-19 Today', *Journal of General Internal Medicine* Vol. 37, 878–884 (2022)
- Niels Brimnes, 'Fallacy, Sacrilege, Betrayal and Conspiracy: The Cultural Construction of Opposition to Immunisation in India,' in *The Politics of Vaccination: A Global History*, edited by Christine Holmberg, Stuart Bulme and Paul Greenough (Manchester United Press, 2017).
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.

- शुक्ल, श्रीप्रकाश (2021). *महामारी और कविता*, नयीदिल्ली: सेतुप्रकाशन.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', *समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका*.
- मास्टर भगवानदास, 'प्लेग की चुड़ैल', सरस्वती, 1902.
- Suggested Novels: King of Maladies, Love in the Time of Cholera, The Plague
- Suggested Movies: Contagion, Outbreak, Khushboo, The Black Death

Suggested Readings:

- Arnold, David, ed., *Imperial Medicine and Indigenous Societies*, Delhi: Oxford University Press, 1989.
- Bhattacharya, N., *Disparate Remedies: Making Medicines in Modern India*, McGill Queen's University Press, 2023, pp.3-20
- Chatterjee, S., *Western medicine and Colonial Society: Hospitals of Calcutta, c. 1757-1860*, Primus, 2017, pp. 1-28
- Foucault, Michel, 'The Politics of Health in the Eighteenth Century', in *Essential Works of Foucault, 1954-84, Vol. 3: Power*, ed. Michel Foucault, James D. Faubion, tr. Robert Hurley et al., New York: The New Press, 1994.
- Harrison, Mark, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914*, New Delhi: Cambridge University Press, 1994.
- Kumar, S. & Jugal Kishore, *Public Healthcare in India: historical Background and Current Realities*, Century Publications, New Delhi, 2020, pp.1-48
- Kumar, D. (2010). Probing history of medicine and public health in India. *Indian Historical Review*, 37(2), 259-273.
- Valiathan, M. S. (2001). Diseases in ancient India. In SALEMA, A. *Ayurveda at the Crossroads of Care and Cure: Proceedings of the Indo-European Seminar on Ayurveda Held at Arrábida, Portugal, in November* (pp. 18-24).
- Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Levine, Philippa, *Prostitution, Race and Politics: Policing, Venereal Disease in the British Empire*, New York, London: Routledge, 2003.
- Madhwi, *Health, Medicine & Migration : The Formation of Indentured Labour c.1834-1920*. Primus 2020. pp 1-30
- Mishra, Sabyasachi R., 'An Empire "De-Masculinized": The British Colonial State and the Problem of Syphilis in Nineteenth Century India', in *Diseases and Medicine in India: A Historical Overview*, ed. Deepak Kumar, New Delhi: Tulika Books, 2001, pp. 166-79.
- Mills, James H., *Madness, Cannabis and Colonialism: The 'Native Only' Lunatic Asylums of British India, 1857-1900*, Great Britain: Macmillan, 2000. (Introduction)
- Pati, Biswamoy and Mark Harrison eds., *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009. (Introduction)
- Sharma, Madhuri 'Knowing Health and Medicine: A Case Study of Benares, c. 1900-1950', in Deepak Kumar & Raj Sekhar Basu (eds), *Medical Encounters in British India*, Oxford University Press, New Delhi, 2013, pp 160-86. ISBN: 13:978-0-19-808921-6 (hbk)
- Syed Ejaz Hussain & Mohit Saha (eds.), *India's Indigenous medical Systems: A cross Disciplinary Approach*, Primus, 2015, Introduction

- Pati, Biswamoy and Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*, Delhi: Orient Longman Limited, 2001. **(Introduction)**.
- Bala Poonam ed. *Contesting Colonial Authority Medicine and Indigenous Responses in Nineteenth and Twentieth Century India*, Primus Books, Delhi 2016.(Introduction)
- Harrison, Mark, 'Public Health and Medicine in British India: An Assessment of the British Contribution', based on a paper delivered to the Liverpool Medical Society on 5 March 1988; see <http://www.evolve360.co.uk/Data/10/Docs/10/10Harrison.pdf>.
- Gupta Charu, *Procreation and Pleasure: Writings of a Woman Ayurvedic Practitioner in Colonial North India*, *Studies in History*, Volume 21 No.1, 2005, pp. 17-44.
- S. Manasi & K.V.Raju, "Policy options for sustainable holistic health care intervention", *Policy Brief*, May 2019
- Zysk, K. G. (1998). *Asceticism and healing in ancient India: Medicine in the Buddhist monastery* (Vol. 2). Motilal Banarsidass.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTIVE (GE): Colonialism and Nationalism: Nineteenth to early twentieth century India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Colonialism and Nationalism: Nineteenth to early twentieth century India	4	3	1	0		

Learning Objectives

This course will familiarize the students with the dynamics of colonial rule in India and the unfolding process of nationalist agitation and nation-building.

Learning outcomes

On completion of the course, students would be able to:

- Trace the important features of colonial exploitation and governance and how these features evolved from the early colonial to later colonial period.
- Trace the origins and dynamics of nationalism in India.
- Highlight the relationship between mainstream nationalism and competing ideas of nationalist thought and nation-building.
- Highlight some of the complexities involved in the process of nation-building in the 1940s.

Syllabus

Unit 1: Facets of colonial rule in India: i) impacts on trade, agriculture, and manufacture; ii) colonial governance and changes in society (choose a case study:- colonial law or colonial education or surveys and census enumeration)

Unit 2: Emergence of nationalist thoughts and trends within Indian nationalism: i) social composition;
ii) phases

Unit 3: Challenging dominance: many voices of a nation in making: i) tribal and peasant movements;
ii) labour and marginalized social groups; iii) the role of Indian industrialists in the national movement

Unit 4: Towards freedom: i) constitutional developments, 1930s-1950; ii) Partition

Unit 1: This Unit briefly traces the East India Company's trading practices and the impact of colonial rule on India's pattern of trade. It proceeds to highlight the impact of colonial rule on artisanal production, revenue policies, agrarian relations, land market, and its role in the creation of a factory labour force. The unit also briefly outlines the repercussions of colonial governance on society by drawing on a case study of evolving colonial law or the case of colonial education policy or the case of census enumeration.

- भट्टाचार्य, सब्यसाची (2015 edition), *आधुनिक भारत का आर्थिक इतिहास*, दिल्ली: राजकमल प्रकाशन
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 7 & 10]
- Cohn, Bernard S. (1987), 'The census, social structure and objectification in South Asia,' *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 224-54.
- Constable, Philip (2014), 'Sitting on the School Veranda,' in Sumit Sarkar and Tanika Sarkar (eds), *Caste in India*, vol. 2, New Delhi: Permanent Black.
- Kumar, K. (2005), *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, Delhi: SAGE.
- Sarangi, Asha (2010), 'Enumeration and the Linguistic Identity Formation in Colonial North India,' *Studies in History*, vol. 25, pp. 197-227.
- Sarkar, Sumit (2015), *Modern Times: India 1880s-1950s*, Ranikhet: Permanent Black. [Chapters 2 & 4]
- Singha, Radhika (1998), *A Despotism of Law*, Oxford and New York: OUP. [Preface, Chapter-4 & Epilogue]
- Skuy, David (July 1998), 'Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century', *Modern Asian Studies*, 32 (3), pp. 513-557.

Unit 2: This unit provides an overview of the phases of and trajectories within the anti-colonial struggle. It also draws attention to the social composition of the national movement.

- Bandopadhyay, Shekhar (ed) (2009), 'Part I' & 'Part II,' *Nationalist Movement in India: A Reader*: OUP.
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 12 to 16]
- Chandra, Bipan (2010), *The Rise and Growth of Economic Nationalism in India*, Delhi: Har-Anand Publications Pvt Ltd. (revised edition).
- Desai, A.R. (1981), *Social Background of Indian Nationalism*, Delhi: Popular Prakashan. **Also available in Hindi.**
- Sarkar, Sumit (1989), *Modern India: 1885-1947*, Delhi: Macmillan. [Chapters 3 to 5]. **Also available in Hindi.**

Unit 3: The unit explores the relationship of the tribal and peasant movements with mainstream nationalism from the 1850s to the 1940s. Relevant case studies for discussion are the Santhal Rebellion, the 1857 Revolt, Deccan Riots, the Kisan Sabha movement, Eka movement, Bardoli satyagraha, and Tebhaga movement. The unit briefly outlines the key features of the non-Brahmin and Dalit movements from the early 1900s to the 1940s, and proceeds to explain the build-up of demands such as separate representation. It also acquaints students with the interface between the labour movement and mainstream nationalism, as well as the relationship between the Indian capitalist class and the anti-colonial struggle.

- Bahl, Vinay (1988), 'Attitudes of the Indian National Congress towards the working-class struggle in India, 1918-1947,' in K. Kumar (ed.) *Congress and Classes: Nationalism, Workers and Peasants*, New Delhi: Manohar, pp. 1-31.
- Bandopadhyay, Shekhar (ed) (2009), *Nationalist Movement in India: A Reader*: OUP. [Chapters 15 & 18]
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान. **Also available in English.**
- Bayly, Susan (2001 reprint), *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP. [Chapters 5 & 6]
- चंद्रा, बिपन (2015), *भारत का स्वतंत्रता संघर्ष*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Hardiman, David (1993), 'Introduction,' *Peasant Resistance in India, 1858-1914*, Delhi: OUP.
- Markovits, Claude (1985), *Indian Business and Nationalist Politics 1931 – 1939: The Indigenous Capitalist Class and the Rise of the Congress Party*, Cambridge, London & New York: CUP.
- Pati, Biswamoy (ed.) (2010), *The Great Rebellion of 1857: Exploring Transgressions, Contests and Diversities*, Abingdon & New York: Routledge. [Chapters 1, 3, 4 & 5]
- Pati, Biswamoy (ed.) (2011), *Adivasis in Colonial India: Survival, Resistance and Negotiation*, New Delhi: Orient BlackSwan. [Chapters 7 & 8]

Unit 4: This unit highlights the making of the Government of India Act, 1935, provides an overview of the build-up to Partition in 1947, and of constitution framing.

- Austin, Granville (1999, *The Indian Constitution: Cornerstone of Nation*, New Delhi: OUP [relevant sections].
- Bayly, Susan (2001 reprint), 'Chapter 7: State Policies and 'Reservations' – The Politicization of Caste-based Social Welfare Schemes,' *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP.
- Butalia, Urvashi (1993), 'Community, State and Gender on Women's Agency During Partition,' *Economic and Political Weekly*, vol. 28, no. 17, 1993, pp. 12–21.
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapter 17 & 18]
- Chatterji, Joya (2007), 'Chapter-1,' *The Spoils of Partition: Bengal and India, 1947-1967*, Cambridge: CUP.
- चंद्रा, बिपन, मृदुला मुखर्जी इत्यादि (2009), *स्वतंत्रता के बाद का भारत*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Chaube, Shibani Kinkar (2009), *The Making of the Indian Constitution*, pp. 1-67, Delhi: National Book Trust. **Also available in Hindi.**
- Chiriyankandath, James (1992), "'Democracy" under the Raj: Elections and separate representation in British India,' *The Journal of Commonwealth and Comparative Politics*, Vol. 30 (1), pp. 39-63.
- Moore, R.J. (1970), 'The Making of India's Paper Federation, 1927-35,' in C.H. Philip and M.D. Wainwright (eds) *The Partition of India: Policies and Perspectives, 1935-47*, London: George Allen and Unwin Ltd.

Suggested readings:

- Bandopadhyay, Shekhar (ed) (2009), 'Chapter 20: Popular Movements and National Leadership' (Sumit Sarkar), *Nationalist Movement in India: A Reader*: OUP.
- Brass, Paul (2005), 'Chapter 3: Muslim Separatism in the United Provinces: The Social Context and Political Strategy of the Muslim Minority before Partition,' *Language, Religion and Politics in North India*, Lincoln: IUUniverse.Inc
- Butalia, Urvashi (2000), ' ', *The Other Side of Silence: Voices from the Partition of India*, London: Hurst & Co.
- Chandavarkar, Rajnarayan (1998), *Imperial Power and Popular Politics: Class, Resistance and the State in India, 1850-1950*, Cambridge: CUP. [Chapters 3, 4, 5 & 8]
- Chandra, Bipan *et al* (1999), 'Chapters 4 to 10,' *India Since Independence*, New Delhi: Penguin Books. **Also available in Hindi.**
- चंद्रा, बिपन (2019 edition), *आधुनिक भारत में उपनिवेशवाद और राष्ट्रवाद*, दिल्ली: अनामिका पब्लिशर्स

- Chatterjee, Partha (1993), 'Chapters 1, 3, 8, 9 & 11,' *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton: Princeton University Press.
- Farooqui, Amar (2014), *The Establishment of British Rule: 1757-1813, A People's History of India*, Vol. 23, New Delhi: Tulika Books. **Also available in Hindi.**
- Gooptu, Nandini (2001), 'Chapters 2, 5, 8 & 9,' *The Politics of the Urban Poor in Early Twentieth Century India*, Cambridge: CUP.
- Hasan, Mushirul (ed.) (1995), *India Partitioned: The Other Face of Freedom*, 2 vols, Delhi: Roli Books.
- John, M. (2016). "(De)skilling Caste: Exploring the Relationship between Caste, State Regulations and the Labour Market in Late Colonial India," in Sabyasachi Bhattacharya and Rana P. Behal (eds), *The Vernacularization of Labour Politics*, New Delhi: Tulika (pp. 267-293).
- Omvedt, Gail (2011), 'Chapters 7 to 11,' *Cultural Revolt in a Colonial Society: The Non-Brahmin Movement in Western India*, New Delhi: Manohar.
- Oommen, T.K. (2010), 'Indian Labour Movement: Colonial Era to the Global Age,' *Economic and Political Weekly*, December 26, 2009-January 1, 2010, Vol. 44 (52), pp. 81-89.
- Pandey, Gyan (1982), 'Peasant Revolt and Indian Nationalism: Peasant Movement in Awadh, 1919-22,' in Ranajit Guha (ed.), *Subaltern Studies*, Vol. 1, Delhi: OUP.
- Prashad, Vijay. (1995). "Between Economism and Emancipation: Untouchables and Indian Nationalism, 1920-1950," *Left History*, Vol. 3(1), spring—summer, pp. 5-30.
- शुक्ला, रामलखन (1993), *आधुनिक भारत का इतिहास*, नई दिल्ली: दिल्ली विश्वविद्यालय हिन्दी माध्यम कार्यान्वयन निदेशालय.
- Skaria, Ajay (1999), *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*, Delhi: OUP.
- Stokes, Eric (1980), 'Introduction,' & 'Chapter 7,' *Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Volume 23 of Cambridge South Asian Studies, Cambridge: CUP.
- Tomlinson, B.R. (2013), 'Chapter 1: Introduction,' 'Chapter 2: Agriculture, 1860-1950,' & 'Chapter 3: Trade and Manufacture, 1860-1945,' *The Economy of Modern India: From 1860 to the Twenty-First Century*, Cambridge & New York: CUP.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTICE (GE): Money and Monetary History of India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Money and Monetary History of India	4	3	1	0		

Learning Objectives

The aim of this course is to familiarise students with the ideas of money and the development of monetary policies and institutions in Indian history. It provides an overview of technological development and exchange networks from the earliest times till 1947.

Learning outcomes

After doing this course the students will be able to:

- Understanding the concept of money and origin of coinage
- Distinguish between various technologies of minting coins
- Continuity and shifts in the role of monetary economy
- Locate the development of various metallic coins
- Standardisation of the currency system and State interventions
- Development of modern financial institutions and colonialism

Syllabus

UNIT I: Introduction

1. Concept of money
2. Nature of exchange before the advent of coinage, barter, cowries, and hundis

UNIT II: Origin and development of coinage upto 900 CE: Manufacturing technology, metrology and expansion

1. Punchmarked Coins
2. Post-Mauryan Coins with special reference to Satavahana, Kushana and Ganasangha
3. Gupta coinage
4. Post-Gupta coinage; paucity of coins

UNIT III: Coinage and changing patterns in monetary system (900 – 1700 CE)

1. Nature of coinage under Delhi Sultanate; monetary experiment under Allaudin Khilji and Muhammad Bin Tughlaq
2. Development of coinage under Cholas, Vijaynagar and Bahamani
3. Monetary system under Mughals: Nature and significance

UNIT IV: Institutions and Money (1700-1947 CE)

1. Money, finance and trade under the indigenous states
2. East India Company; trade, conquest and bullion
3. The Colonial State and its Financial Institutions
4. The Nationalist critique of the Colonial Economy

Practical component (if any) - NIL

Essential/recommended readings

UNIT I: This unit seeks to introduce an understanding about the concept of money and monetary systems. The unit would also talk about the nature of exchange before coinage in the Indian subcontinent. (Teaching time:2 weeks)

- Cribb, Joe(ed.), 1986, *Money: From Cowrie Shells to Credit Cards*, London: British Museum Press.
- Graeber, D., 2011, *Debt: The First Five Thousand Years*, New York: Melville House Publishing. (Chapters 2 and 3)

Unit II: This unit seeks to develop an understanding of various minting/manufacturing technologies. This unit also deals with changes about continuity and change in monetary systems in the Indian subcontinent. (Teaching time:5 weeks)

- Gupta, P.L., 1996, *Coins*, Delhi: South Asia House(Available in Hindi also)
- Jha, Amiteshwar, 2003, *Bharatiya Sikke: Ek Aitihasik Parichay*, Nasik: IIRNS Publication.
- Mitchiner, Michael, 1973, *The Origin of Indian Coinage*, London: Hawkins Publications.
- Mukherjee, B.N., 1997, *The Technique of Minting Coins in Ancient and Medieval India*, Calcutta: Indian Museum.
- Pokharna, Premlata, 2006, *Coins of Northern India (500-1200 AD)*, Jaipur: Unique Traders.

Unit III: This unit deals with the development and changes in the monetary system in the medieval times. The state intervention and regional variation in coinage at regional levels will also be explored. (Teaching time: 4 weeks)

- Haider, Najaf, October 1999, *The Quantity Theory and Mughal Monetary History*, The Medieval History Journal 2, pp. 309-348.
- Habib, Irfan, 1984, *The price regulations of Aluddin Khilji - A Defence of ZianBarni*, Indian Economic and Social History Review, 21(4), pp. 393-414.
- Subramanyam, Sanjay, 1999, *Money and the Market in India, 1100-1700* (Oxford in India Readings: Themes in Indian History), Delhi: Oxford University Press.

Unit IV: This unit deals with the standardization of the currency system and development of modern financial institutions, the development of colonial economic system and its critique (Teaching time: 5 weeks)

- Bagchi, Amiya, 1985, *Transition from Indian to British Indian Systems of Money and Banking 1800–1850*, *Modern Asian Studies*, 501-519
- Chandra, Bipin, 2016, *India's Struggle for Independence 1857-1947*, Delhi: Penguin Random House (Chapter 7)
- Chaudhury, Sushil, 1991, Trade, Bullion and Conquest, *Itinerario* 15 (2):21-32
- Chaudhury, Sushil, 2000, *Prelude to Empire*, Manohar (Chapter 9)
- Garg, S. (Ed.), 2019, *Monetary Foundations of the Raj*, Delhi: Routledge (Introduction, Chapters 1 and 3)
- Patnik, U., 2017, Mr Keynes and the forgotten holocaust in Bengal, 1943–44: Or, the macroeconomics of extreme demand compression, *Studies in People's History*, Vol.4 (2), pp. 197-210.
- S. Sen, 2003, *Tributes and Transfers from Colonial India*, in G. Balachandran (Ed.) *India and the Global Economy*, New Delhi: Oxford University Press.

Suggested Readings:

- Balachandran, G. (Ed.), 2003, *India and the Global Economy*, New Delhi: Oxford University Press.
- Deyell, John S, 1990, *Living Without Silver: The Monetary History of Early Medieval North India*, Delhi: Oxford University Press
- Handa, Devendra, 2007, *Tribal Coins of Ancient India*, Delhi: Aryan Books International
- Maity, S.K., 1970, *Early Indian Coins and Currency System*, Delhi, Munshilal Manoharlal
- Moosvi, Shireen, 1989, *Numismatic Evidence and the Economic History of the Delhi Sultanate*, Proceedings of the Indian History Congress, Vol. 50.
- Om Prakash, 2004, *Bullion for Goods*, Delhi: Manohar
- Narain, A.K. and P.L. Gupta (Eds.), 1961, *Journal of the numismatic society of India (Golden Jubilee Volume)*, Volume XXIII.
- Patnaik, U. and P. Patnaik, 2021, *Capital and Empire*, New Delhi: Tulika/ Columbia University Press (Chapters 1, 8-13)

DISSERTATION: Dissertation Writing
Dissertation Writing Track of Research Methods-I

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Dissertation Writing Track of Research Methods-I	6					

Learning Objectives

This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research, to identify primary and secondary sources towards that end, as well as to observe patterns in collected data. They should also be able to forge complex and novel arguments on the basis of demonstrable patterns in available information.

Learning outcomes

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography

- Identify and respect the need to avoid pitfalls of plagiarism

I. Outcomes expected of Dissertation writing track in the 4th Year of UG Programmes

Semester VII

The following **four** outcomes must be achieved by the end of VII Semester:

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of fieldwork, or similar tasks: exploring primary sources from Museum, historical sites, Archives etc.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

**UGCF- 2022
SEMESTER- VIII
DEPARTMENT OF HISTORY
CATEGORY I
B.A. HONOURS HISTORY**

DISCIPLINE SPECIFIC CORE (DSC): Reading Sources in Indian History : An Introduction to Literary Traditions II

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Reading Sources in Indian History: An Introduction to Literary Traditions II	4	3	1	0		

Learning Objectives

This course endeavors to introduce undergraduate students to the field of research, raise and frame questions of inquiry and interpretation and pay attention to the intersection of history, archive and literary imagination. Students should learn to explore the documents and given themes in conjunction with other evidence and readings. While documents often reveal information, a critical approach will consider hidden agendas, unintended meanings, and bias or point of view of the creator of the document provoking the students to verify the information with photographs, objects, oral histories, or other available sources to reconstruct the material world.

Learning outcomes

Introducing students to primary sources enable students to:

- develop critical thinking
- develop the skills for contextualized interpretation of sources
- sympathetically engage with and critique alternative interpretations

Syllabus

Unit I: *Nuskha-i Dilkusha*

Unit II: Census of India, 1901 and 1931; Land Surveys; District Gazeteers (British Period)

Unit III:

1. Bankimchandra Chattopadhyay's *Anandmath*

2. Mahmud Farooqui/ W. W Hunter
3. Swami Vivekananda's East and the West or *Prachya o Paschatya*

Unit IV:

1. Premchand's *Rangbhoomi*
2. Phaniswar Nath Renu's *Maila Anchal*

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: *Nuskha-i Dilkusha* of Bhimsen (Teaching time: 2 weeks approximately)

With its focus on a Persian text composed by a kayastha soldier and writer in Aurangzeb's regime, this unit seeks to apprise students of how the Mughal state appeared to one of its own employees. Considering that Aurangzeb's reign was one of the most contentious in the history of the Mughals, this text may potentially reveal to students a state in tumult. With reference to the ways in which historians have used the book, it will also expose students to the varied challenges that such texts throw for historians, and the diverse ways in which the latter deal with them. **(time: 3 weeks approximately)**

- Bhimsen Burnhanpuri, *Nuskha-i Dilkusha*, edited and translated by V.G. Khobrekar, Sir Jadunath Sarkar Birth Centenary Commemoration Volume, Bombay, 1972.
- Taymiya R. Zaman (2015), 'Nostalgia, Lahore, and the Ghost of Aurangzeb,' in *Fragments*, vol. 4.
- Majida Khan (1980), 'A Kayastha Family of Mughal Officials in the Reign of Aurangzeb', *Proceedings of the Indian History Congress*, vol. 41, pp. 386-394.
- Majida N. Khan. 'Bhimsen's Views on the Political and Economic Problems of the Mughal Empire During Aurangzeb's Reign', *Proceedings of the Indian History Congress*, vol. 39, Volume I (1978), pp. 549-554.

Unit 2: *Census of India, 1901 an1931; Land Surveys; District Gazeteers* (British Period) **(Teaching time: 4 weeks approximately)**

- B. Padmanabh Samarendra, 'Census in Colonial India and the Birth of Caste,' *Economic & Political Weekly*, August 13, 2011 vol. xlvI no. 33, pp.51-58.
- Timothy L. Alborn, 'Age and Empire in the Indian Census, 1871–1931', *Journal of Interdisciplinary History*, xxx:1 (Summer, 1999), 61–89.
- Nicholas B. Dirks, *Castes of Mind: Colonialism and the Making of Modern India*, Delhi: Permanent Black, 2006.
- Bernard S. Cohn, *An Anthropologist Among the Historians and Other Essays*, Delhi: Oxford University Press, 1987.
- C. J. Fuller "Anthropologists and Viceroy: Colonial Knowledge and Policy Making in India, 1871–1911." *Modern Asian Studies* 50, no. 1 (2016): 217–58.
- Véronique Bénéï, 'Reappropriating Colonial Documents in Kolhapur (Maharashtra): Variations on a Nationalist Theme', *Modern Asian Studies*, Oct., 1999, Vol. 33, No. 4 (Oct., 1999), pp. 913-950.

Unit 3: Bankimchandra Chattopadhyaya's *Anandmath*; Mahmud Farooqui/ W W Hunter; Swami Vivekananda's *East and the West or Prachya o Paschatya* (**Teaching time: 4 weeks approximately**)

- Jasodhara Bagchi 'Positivism and Nationalism: Womanhood and Crisis in Nationalist Fiction: Bankimchandra's *Anandmath*, *Economic and Political Weekly*, Oct. 26, 1985, Vol. 20, No. 43 (Oct. 26, 1985), pp. WS58-WS62
- W W Hunter; *Indian Musalmans: Are they bound in Conscience to rebel against the Queen?* Lahore: The Premier Book House, Reprinted in 1968.
- Syed Ahmad Khan (1872), *Review on Dr Hunter's Indian Musalmans: Are they bound in Conscience to rebel against the Queen?* Benaras: Printed at medical Hall Press.
- Mahmud Faruqui, *Beseiged Voices from Delhi 1857*; Penguin, 2010.
- *Gadar 1857 : Aankhon Dekha Vivaran* by Moinuddin Hasan tr. Abdul Haq, Delhi University Hindi Nideshalay 1999.
- Santosh Kumar Rai, 'Bhartiya Muslim Samaj mein Jati aur Pitrisatta' in *Samajiki: A Peer Reviewed Magazine of Social Science and Humanities*, New Delhi: Rajkamal Prakashan and Govind Ballabh Pant Social Science Institute, Allahabad, October-December 2021, pp.47-60.
- Amiya P. Sen, Swami Vivekananda, New Delhi: OUP, 2013.

Unit 4: Premchand's *Rangbhoomi*, Phaniswar Nath Renu's *Maila Anchal*; (**Teaching time: 3 weeks approximately**)

- Geetanjali Pandey, '*Premchand and the Peasantry: Constrained Radicalism*,' *Economic and Political Weekly*, Jun. 25, 1983, Vol. 18, No. 26 (Jun. 25, 1983), pp. 1149-1155.
- Sudhir Chandra, '*Premchand and Indian Nationalism*', *Modern Asian Studies*, 1982, Vol. 16, No. 4 (1982), pp. 601-621.
- Akhilesh Kumar, '*The Intersection of Caste and Disability in Premchand's Rangbhoomi*', *Indian Literature*, September–October 2023, Vol. 67, No. 5 (337) (September–October 2023), pp.126-135, Sahitya Akademi.
- Kathryn Hansen, '*Renu's Regionalism: Language and Form*', *The Journal of Asian Studies*, Feb., 1981, Vol. 40, No. 2, pp. 273-294.
- Nemichandra Jain and Rupert Snell, '*SENSITIVE AND MUSICAL: "MAILA ANCHAL"*', *Journal of South Asian Literature*, Summer, Fall 1982, Vol. 17, No. 2, pp. 131-136, Asian Studies Center, Michigan State University. Stable URL: <https://www.jstor.org/stable/40872481>.

Suggested Readings:

- Bernard S. Cohn, *Colonialism and its Forms of Knowledge: The British in India*, Princeton, New Jersey: Princeton University Press, 1996.
- Norbert Peabody, 'Cents, Sense, Census: Human Inventories in Late Precolonial and Early Colonial India', *Comparative Studies in Society and History*, 43 (4), 2001, pp.819-850.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC Elective (DSE): Sources and the Practice of History – II

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sources and the Practice of History-II	4	3	1	0		

Learning Objectives

This course is a sequel to its counterpart in the previous semester and trains the student in the close reading, analysis and contextualization of primary historical sources. It consists of primary texts of different genres from Indian history. Historians know what they do because they are trained to read and interpret texts and material finds from past. This paper initiates students into the study of “primary sources” from times far removed from our own. While this assorted list cannot be representative of the vast extant literary corpus, it is meant to give the readers a glimpse of it. Each of the texts have been chosen carefully with a view to familiarise the students with varied kinds of texts, and the diverse problems they pose for the historian trying to use them. It is also intended to apprise the students of the ways in which historians interpret and deploy these textual resources along with other similar or dissimilar sources to create a meaningful narrative about the past. Students will be confronted with the challenges of historical interpretation and reconstruction of a variety of concepts, perspectives and experiences including those relating authority, gender, social categorization, caste, ecology, emotions, and art. A study of these themes will prepare students to specialise further in the discipline.

Each of the texts has been provided with a standard translated version and a few secondary readings around it, which are indicative of historical contexts and inferences drawn from them in Indian history writing.

Learning outcomes

- Upon completion of this course student should be able to identify:
- The importance of the primary texts for broader historical understandings
- To gain an understanding of several themes such as authority, society, gender, caste, ecology and culture.
- Trace the emergence and trajectories of institutions, ideologies and concepts.

Syllabus

Unit I: Arthashastra,

Unit II: Meghaduta

Unit III: Divyavadana

Unit IV: Rajatarangini

Essential/recommended readings

Unit 1: Arthashastra (12 Lectures)

- Translation: R.P. Kangle, (transl.) The Kautiliya Arthasastra, Part I: Sanskrit Text with a Glossary; The Kautiliya Arthasastra, Part II: An English Translation
- Thomas Trautmann, (transl.) Arthashastra: The Science of Wealth, Penguin, 2012
- Heesterman JC (1985) The Inner Conflict of Tradition Essays in Indian Ritual, Kingship, and Society, (Chapter 9, “Kautilya and the Ancient Indian State”)
- Olivelle, Patrick (1 January 2004). "Manu and the Arthasāstra, A Study in Śāstric Intertextuality", Journal of Indian Philosophy Journal of Indian Philosophy, 32 (2–3):281–291.

Unit 2: Meghaduta (12 Lectures)

- Translation: M.R. Kale, (transl.), The Meghaduta of Kalidasa, Motilal Banarsidass, (1January2008)
- Daniel H.H. Ingalls, ‘Kalidasa and the Attitudes of the Golden Age’, Journal of the American Oriental Society, Vol. 96, No.1 (Jan.-Mar., 1976), pp. 15-26.
- Ram Gopal, Kalidasa: His Art and Culture, Concept Publishing Company, 1984.
- Simona Sawhney, ‘Who is Kalidasa? Sanskrit poetry in modern India’, Postcolonial Studies, Vol. 7, Issue 3, 2004, pp. 295-312.

Unit -3 Divyavadana (12 Lectures)

- Translation: E.B.Cowell and R.A. Neil, The Divyavadana : A Collection of Early Buddhist Legends, Gyan Publishing House, 2021
- Kalpana Upreti, ‘ Institutional and Ideological Usage of Dana in Divyavadana’. Proceedings of the Indian History Congress, Vol.50, 1989, pp.88-95.
- Kalpana Upreti, India A Reflected in Divyavadana, Munshiram Manoharlal Publishers Pvt. Ltd, 1995

Unit 4: Rajatarangini (12 Lectures)

- Translation: A. Stein, (transl.) Kalhana’s Rajatarangini: A Chronicle of the Kings of Kashmir: 3 Volumes – vols. 1 and 2 in English, vol. 3 in Sanskrit (1892), Motilal Banarsidass, 5th edition (1 January 2017).
- Thapar, Romila. 'Historical Ideas of Kalhan as Expressed in the Rajatarangini', in Mohibul Hasan (ed.) Historians of Medieval India, Delhi, 1968.
- Rangachari, Devika, 'Kalhana's Rajatarangini: A gender Perspective ' The Medieval History Journal, 5(1), 2002, pp. 37-75.

- Roy, Kumkum, 'The Making of a Mandala: Fuzzy Frontiers of Kalhana's Kashmir' in idem., ed., *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, OUP, 2010.

Practical component (if any) - NIL

Suggested Readings:

- Translation: Rangarajan, L.N., (transl.) *Kautilya: The Arthashastra*, Penguin Classics, 1992
- Translation: Olivelle, Patrick, (transl.) *King, Governance and Law in Ancient India: Kautilya's Arthashastra*, Oxford: Oxford University Press, 2013.
- Shiv Subramaniam, 'How a Philosopher Reads Kalidasa: Vedantadesika's Art of Devotion', *Journal of Indian Philosophy*, 49(1), 2021, pp. 45-80.
- Agnihotri, Manisha, *Life and Times of Two Shikhandis in the Mirror of History*, Motilal Banarsidass, Delhi, 2025, Part -II (for Divyavadana) , pp. 41-8
- Agnihotri, Manisha, *Do Shikhandiyon Ka jeevancharitra Avam Unka Kaal: Itihaas ke Darpan Mein*, Motilal Banarsidass, Delhi, 2025, Dvitiya Khand (for Divyavadana), pp. 43-93.
- Translation: *Rajatarangini: The Saga of the Kings of Kashmir* by Ranjit Sitaram Pandit, (English Translation) The Indian Press, Allahabad, 1935. (South Asia Books; Reprint edition, 1 December 1990) (Sahitya Academy, Government of India, New Delhi).
* Translation: *Rajatarangini* (with Hindi Commentary by Ramtej Shastri Pandey), Chaukhamba Sanskrit Pratishthan, 2015
- Kaul, Shonaleeka, 'Seeing the Past: Text and Questions of History in Kalhana's *Rajatarangini*', *History and Theory*, Vol. 53, Issue 2, 2014, pp.194-211.
- Bronner, Yigal, 'From Conqueror to Connoisseur: Kalhana's Account of Jayapida and the Fashioning of Kashmir as a Kingdom of Learning', *The Indian Economic and Social History Review*, 2013.
- Zutshi, Chitralekha, ed., *Kashmir's Contested Past: Narratives, Sacred Geographies and the Historical Imagination*, OUP, 2014

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Sources and the Practice of History - III

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sources and the Practice of History-III	4	3	1	0		

Learning Objectives

This course is a sequel to its counterpart in the previous semester and trains the student in the close reading, analysis and contextualization of primary historical sources. It consists of primary texts of different genres from Indian history. Historians know what they do because they are trained to read and interpret texts and material finds from past. This paper initiates students into the study of “primary sources” from times far removed from our own. While this assorted list cannot be representative of the vast extant literary corpus, it is meant to give the readers a glimpse of it. Each of the texts have been chosen carefully with a view to familiarise the students with varied kinds of texts, and the diverse problems they pose for the historian trying to use them. It is also intended to apprise the students of the ways in which historians interpret and deploy these textual resources along with other similar or dissimilar sources to create a meaningful narrative about the past. Students will be confronted with the challenges of historical interpretation and reconstruction of a variety of concepts, perspectives and experiences including those relating authority, gender, social categorization, caste, ecology, emotions and art. A study of these themes will prepare students to specialise further in the discipline.

Each of the texts has been provided with a standard translated version and a few secondary readings around it, which are indicative of historical contexts and inferences drawn from them in Indian history writing.

Learning outcomes

- Upon completion of this course student should be able to identify:
- The importance of the primary texts for broader historical understandings
- To gain an understanding of several themes such as authority, society, gender, caste, ecology and culture.
- Trace the emergence and trajectories of institutions, ideologies and concepts.

Syllabus

Unit I : Rayvachkamu

Unit II: The Ain i Akbari

Unit-III: Dabistan – i Mazahib

Unit-IV: The Mertiyo Rathors of Merto Rajasthan

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: Rayvachkamu (12 Lectures)

- Translation: Philip B. Wagoner, Tidings of the King: A Translation and Ethnohistorical Analysis of the Rayavacakamu, University of Hawaii Press, 1993.
- Cynthia Talbot, Precolonial India in Practice: Society, Region and Identity in Medieval Andhra, 2001, OUP, pp. 197-202.
- Nilkanta Sastri et.al, Further Sources of Vijaynagara History, 3 Volumes, University of Madras, 1946.

Unit 2: The Ain-i Akbari (12 Lectures)

- Translation: Ain-i-Akbari of Abul Fazl-i- Allami. Vol.1 Translated by H. Blochmann, Revised and edited by Colonel D.C. Phillott, Third edition, 1977.
- Translation: Ain-i-Akbari, Vol. II & III Translated by Colonel H.S Jarrett, corrected and further annotated by Sir Jadunath Sarkar, New Delhi, 1978.
- Athar Ali, 'The Perception of India in Akbar and Abul Fazl', in Irfan Habib ed., Akbar And His India, OUP, 2000, pp., 215-24. Also available in Hindi, Akbar Aur Abul Fazl Ke Bharat Sambandhi Vichar, in Irfan Habib ed., Akbar Aur Tatkaleen Bharat, Rajkamal Prakashan, Delhi 2005
- Irfan Habib - A Political Theory for the Mughal Empire: A study of the ideas of Abul Fazl (PIHC, 59 Session, 1998), pp. 329-340.
- Zamindars in the Ain (PIHC, Trivandrum Session, 1958) Pp. 320-324
- Audrey Truschke, Culture of Encounters: Sanskrit at the Mughal Court, Columbia University Press, 2018. Chapter- 4, 'Abul Fazl Redefines Islamicate Knowledge and Akbar's Sovereignty', pp. 142-165.
- Shireen Moosvi. (1987), The Economy of the Mughal Empire, C. 1595: A Statistical Study, Oxford Collected Essays, 2008.

Unit 3: Dabistan – i Mazahib (12 Lectures)

- Translation: David Shea and Anthony Troyer (Trans.), The Dabistan, or School of Manners, Paris, 1843, Vol.-II.
- M. Athar Ali, 'Pursuing an Elusive Seeker of Universal Truth – the Identity and Environment of the Author of the Dabistan-i-Mazahib', Journal of the Royal Asiatic Society, Vol.9, Part-3, Nov, 1999.
- Irfan Habib, 'A Fragmentary Exploration of an Indian Text on Religions and Sects: Notes on Earlier Version of the Dabistan -i- Mazahib', Proceedings of the Indian History Congress; Kolkatta, 2000-01
- Manisha Mishra, 'Traces of Syncretic Novelties in the Religious Systems of the Hindus in the Dabistan', Proceedings of the Indian History Congress, Session – 2002, pp. 447-452.
- Manisha Mishra, 'Paradigm Shifts in the Indian Philosophical Systems During the 17th Century: A Study of Dabistan -i-Mazahib', U.P. Historical Review, Vols. II & III,

2007:66-84. Hindi version of this article is also available, मनीषा अग्निहोत्री, 'दग्निस्तान के अनुशीलन से ज्ञात सत्रहवीं शताब्दी के

- भारतीय दाशशामनक पद्धततरीयों में पररवतशनशीलता तथा अनुरूपता का स्वरूप'; in Pratima Asthana and S.Z.H. Jafri(eds.), Transformations in Indian History , Anamika Publishers,2009:715-730.

Unit-IV: The Mertiyo Rathors of Merto Rajasthan (12 Lectures)

- The Mertiyo Rathors of Merto Rajasthan: The History of a Rajput Family 1462-1660, 2 Volumes, Translation by Richard Saran and Norman P.Ziegler, University of Michigan Press, 2001.(pp. 1-33 ,51-70,81-190)
- T Norman P. Ziegler, "Some Notes on Rajput Loyalties during the Mughal Period" in J. F. Richards, ed., Kingship and Authority in South Asia, University of Wisconsin, 1978, pp. 215-51.

Suggested Readings:

- Hermann Kulke et. al., Maharajas, Mahants and Historians: Reflections of the Historiography of Early Vijayanagara and Sringeri, In Vijayanagara-City and Empire: New Currents of Research, ed. A.L. Dallapiccola and S.Z. Lallemand Stuttgart: Steiner Verlag Wiesbaden,1985.
- Velcheru Narayan Rao, 'Kings, Gods and Poets: Ideologies of Patronage in Medieval Andhra, in the Powers of Art:' Patronage in Indian Culture ed. Barbara Stoler Miller, Delhi: Oxford University Press, 1992
- J F Richards, The Formulation of Imperial Authority under Akbar and Jahangir; in Muzaffar Alam and Sanjay Subramanyam (eds).The Mughal State , 1526-1750; Delhi 1998.
- S.A.A Rizvi , Religious and Intellectual History of the Muslims During the Reign of Akbar (1556- 1605); Delhi;1975.
- Harbans Mukhia, Historians and Historiography during the Reign of Akbar . Vikas Publishing House;1976.
- K. A.Nizami , On History and Historians of Medieval India , New Delhi , Vedic Books; 1983. * Afzar Moin, The Millennial Sovereign: Sacred Kingship & Sainthood in Islam, New York: Columbia University Press, 2014 Introduction, pp. 1-22.
- एच.सी. वमाश (सम्पादनत), मध्यकालीनभारत (वॉल्यूम II) १५४०-१७६१; महीदी माध्यम कायाशान्वयन मनदेशालय, मन्दल्ली गनवश्वगनवद्यालय; २०१७
- सतीश चींद्र, मध्यकालीन भारत (भाग II), सलतनत से मुगल काल तक, नई मन्दल्ली, जवाहर पब्लिशसश & मिस्ट्रीब्यूटसश.
- ई. श्रीधरन, इमतहास लेख: एक पाठ्यपुस्तक, मन्दल्ली, २०११.
- Irfan Habib, "Sikhism and the Sikhs, 1645-46" From 'Dabistan -i-Mazahib' in J.S.Grewal and Irfan Habib (eds.), Persian Sources of Sikh History, Aligarh; New Delhi, 2000
- Karim Najafi Barzegar , , Introducing A Hitherto Undiscovered Copy of Dabestan-e Mazaheb', Proceedings of the Indian History Congress , 2009-10, vol.70 , pp.318-28.
- Aditya Behl, 'Pages from the Book of Religions: Encountering Difference in Mughal India', in Sheldon Pollock ed. Forms of Knowledge in Early Modern Asia: Explorations in the Intellectual History of India and Tibet, 1500-1800, Delhi: Manohar 2011 pp 210-239.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Practice of History – II

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Practice of History – II	4	3	1	0		

Learning Objectives

This course aims to introduce students to some important methodological approaches and tools to the writing of several important fields of history-writing (connected history, social history, micro-history, history of emotions and oral history). Each unit contains core historical texts along with readings that will allow the student to critically engage with the methods of research and analysis used by the author. The course will both give students a sense of the wide range of the historiographical advances in the discipline, as well as equip them to read and interpret primary sources by familiarizing them with some crucial tools of historical analysis.

Learning outcomes

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

- Critically read and engage with the arguments as well as the methodology used by historians in texts of historiographical importance
- Understand the methodological perspectives and tools of analysis in different fields.
- Reflect on how these diverse practices of history could be used by them to read and interpret primary sources.

Syllabus

Unit 1: Connected Histories: Circulations and Entanglements, Trans-national Histories

Unit 2: Social History, history of emotions and senses

Unit 3: Micro-History: Local and Particular, Issues of Context

Unit 4: Oral History: History and Ethnography; Memory and Narrative; Practice

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: This unit focuses on scholarship that looks at the history of movement of people, goods and ideas across regions and locales. **(Teaching Time: 03 weeks approximately).**

- Bayly, Christopher et al. "AHR Conversation: On Transnational History." *The American Historical Review*, 111 (5), 2006: 1441-1464.

- Scott, Julius S., *The Common Wind: Afro-American Currents in the Age of the Haitian Revolution*, Duke, 2018.
- Subrahmanyam, Sanjay. "Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia." *Modern Asian Studies*, Vol. 31, No. 3, 1997: 735–62.
- Wiesner, Merry, "Crossing Borders in Transnational Gender History," *Journal of Global History*, Vol. 6, Issue 3, November 2011, pp. 357-379.

Unit II: This unit focuses on readings intersectionality in social history, history of emotions and senses that have been particularly pertinent in the Indian context. **(Teaching Time: 06 weeks approximately).**

- Sarkar, Tanika, "A Book of Her Own, A Life of Her Own," in Kumkum Sangari and Uma Chakravarti (eds), *From Myths to Markets*, Manohar, 1999.
- Scott, Joan, "Gender: A Useful Category of Historical Analysis," *American Historical Review*, Vol. 91, No. 5, 1986, pp. 1053-75.
- Sinha, Mrinalini, "Giving Masculinity a History," *Gender and History*, Vol. 11, No. 3, November 1999, pp. 445–460.
- Caste
- Rawat, Ramnarayan S., *Reconsidering Untouchability: Chamars and Dalit History in North India*, Permanent Black, 2010, Chapters 1 and 2.
- Rege, Sharmila, *Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies*, Zubaan, 2013. (Chapter 1)
- V. Geetha, "Bereft of Being: The Humiliations of Untouchability," in Gopal Guru ed. *Humiliation: Claims and Context*, OUP, 2009.
- Ali, Daud, "Towards a history of courtly emotions in early medieval India, c. 300–700 CE," *South Asian History and Culture*, Vol. 12, Issue 2-3, 2021, 129-145.
- Corbin, Alain, *Village Bells: The Culture of the Senses in the 19th century French Countryside*, Columbia University Press, 1998. (Chapters 1, 3, 6 and 7).
- Febvre, Lucien, "Sensibility and History: How to Reconstitute the Emotional Life of the Past," in Peter Burke (ed.), *A New Kind of History: From the Writings of Febvre*, trans. K. Folca, Harper & Row, New York, 1973, pp. 12-26.
- Smith, Mark M., "Producing Sense, Consuming Sense, Making Sense: Perils and Prospects for Sensory History," *Journal of Social History*, Vol. 40, No. 4, 2007, pp. 841–58.

Unit III: This unit will consist of readings that use the local and the specific to illustrate larger historical trends and developments. **(Teaching Time: 02 weeks approximately).**

- Ginzburg, Carlo, *The Cheese and the Worms: the Cosmos of a 16th-century Miller*, John Hopkins University Press, Baltimore, 1982. (Chapters 1, 3, 11, 14).
- Ginzburg, Carlo, et al., "Microhistory: Two or Three Things That I Know about It," *Critical Inquiry*, Vol. 20, No. 1, 1993, pp. 10–35.
- Levi, Giovanni, "On Microhistory," in Peter Burke (ed.), *New Perspectives on Historical Writing*, Polity Press, Cambridge, 1991, pp. 97-119.
- Revel, Jacques, "Microanalysis and the Construction of the Social," in Jacques Revel and Lynn Hunt, *Histories: French Constructions of the Past*, New Press, 1998, pp. 492-502.

Unit IV: This unit focuses on key texts on oral tellings , listening and the making of historical narratives. **(Teaching Time: 03 weeks approximately).**

- Bharucha, Rustom, *Rajasthan: An Oral History: Conversations with Komal Kothari*, Penguin Books, India, 2007.
- Butalia, Urvashi, "Beginnings," in *The Other Side of Silence: Voices from the Partition of India*, Penguin Books, 1998, p. 1-20.
- Singer, Wendy, *Creating Histories: Oral Narratives and the Politics of History Making*, OUP, 1997. (Chapters 1, 2, 3 and Conclusion).
- Thompson, Paul, "The Voice of the Past: Oral History," in Robert Perks and Alistair Thomson (eds), *The Oral History Reader*, Routledge, 1978, pp. 33-39.

Suggested Readings:

- Amin, Shahid, *Event, Metaphor, Memory: Chauri Chaura 1922-1992*, OUP, 1995. (Part 1, Part 5).
- Bama, Karukku, OUP, 2014. (Chapters 1, 2 and 3).
- Bourke, J. (2003), 'Fear and Anxiety: Writing about Emotion in Modern History', *History Workshop Journal*, 55, pp. 111-133.
- Chowdhury, Indira, "Speaking of the Past: Perspectives on Oral History." *Economic and Political Weekly*, Vol. 49, No. 30, 2014, pp. 39-42.
- Cooper, Frederick. "What is the Concept of Globalization Good for? An African Historian's Perspective." *African Affairs*, Vol. 100, No. 399, 2001, pp. 189-213.
- Davis, Natalie Zemon, "Decentering History: Local Stories and Cultural Crossing in a Global World", *History and Theory*, Vol. 50, No. 2, 2011, pp. 188-202.
- Davis, Natalie Zemon, *The Return of Martin Guerre*, Harvard University Press, Cambridge, 1983. (See Chapters 1, 2, 5, 9, 11).
- Gruzinski, Sergei, *What Time Is It There: America and Islam at the Dawn of Modern Times*, Polity Press, 2010. (Introduction, Chapters 1, 5 and 9).
- Hall, Catherine, *White Male and Middle Class: Explorations in Feminism and History*, Polity Press, 1995. (Chapters 1, 6 and 9).
- Jaaware, Aniket, "(Un)touchability of Things and People", in idem. *Practicing Caste: On Touching and Not Touching*, Fordham University Press, 2019, pp. 149-168.
- LaCapra, Dominick, "The Cheese and the Worms: The Cosmos of a Twentieth-Century Historian", in idem., *History and Criticism*, Cornell University Press, Ithaca, 1985, pp. 45-70.
- Linebaugh, Peter and Marcus Rediker, *The Many Headed Hydra: The Hidden History of the Revolutionary Atlantic*, Verso, 2012. (Introduction, Chapters 6, 7).
- Mohan, P. Sanal, *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala*, OUP, 2015 (Chapters 1, 5 and 6)
- Pernau, Margrit, "From Morality to Psychology: Emotion concepts in Urdu, 1870-1920", *Contributions to the History of Concepts*, Vol. 11, Issue 1, 2016, pp. 38-57.
- Portelli, Alessandro, *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*, CUNY Press, 1991, pp. 1-28

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): History of Labour in Colonial and Postcolonial India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Labour in Colonial and Postcolonial India	4	3	1	0		

Course objectives: This course will trace major themes and issues of labour history from the colonial to the postcolonial period. It shall introduce students to important concepts through a broad historiographical survey of labour issues that have emerged. The course proceeds to delve into key case studies that will further familiarise the students about the major themes and debates in Indian labour history.

Learning outcomes: On completion of the course, students would be able to:

- Trace important historiographical issues informing labour history writing.
- Comprehend the historical as well as contemporary transformations unfolding within the world of labour.
- Examine how workers are positioned in different work settings.
- Trace how labour negotiates and contests different historically produced identities that also shape the work experiences.
- Evaluation of labour's contestation and resistance with respect to work regimes, living conditions and state policies.

Unit-1: Historiographical trends: This Unit familiarizes the students with key conceptual and historiographical contributions in the field of labour history. It introduces the students to broad trends in labour history writing. **(Teaching time: 2 weeks)**

- Ahuja, Ravi. (2020) "‘Produce or Perish’. The crisis of the late 1940s and the place of labour in post-colonial India," *Modern Asian Studies*. 54 (5), pp. 1041-1112.
- Breman, Jan (2016). "Chapter-2: A Short History of Informal Sector. In *At Work in the Informal Economy of India: A Perspective from the Bottom Up*. New Delhi: OUP.
- Gupta, Ranajit Das and Dipesh Chakravarty (2019 reprint). *Some Aspects of Labour History of Bengal in the Nineteenth Century: Two Views (Social Science Across Disciplines)*. Delhi: OUP.
- Chandavarkar, Rajnarayan. (1997). "‘The Making of the Working Class’: E. P. Thompson and Indian History." *History Workshop Journal*, Vol. 43(1), spring, pp. 177–196.
- Joshi, Chitra, Prabhu Mohapatra and Rana P. Behal (2010). "India." In *Histories of Labour. National and International Perspectives*, edited by Joan Allen, Alan Campbell and John McIlroy. Pontypool.

Unit-2: Different Labour Regimes and Work Settings: This Unit provides an overview of how different forms of labour have existed under different work settings and systems of control. It will also familiarize the students as to how these labour regimes have changed over time. (**Teaching time: 5 weeks**)

I. Labour in agriculture, plantations, domestic services and artisanal work:

- Breman, Jan (2008). *Labour Bondage in West India from Past to Present*. Delhi: Oxford University.
- Prakash, Gyan (ed.) (1992). "Introduction." *The World of Rural Labourer*. Delhi: Oxford University Press.
- Behal, Rana P. and Prabhu P. Mohapatra (1992). "'Tea and Money versus Human Life': The Rise and Fall of the Indenture System in the Assam Tea Plantations 1840–1908." In *Plantations, Proletarians and Peasants in Colonial Asia*, edited by E. Valentine Daniel, Henry Bernstein, and Tom Brass. London: Routledge.
- Sen, Samita and Nilanjana Sengupta (2018). "Introduction." *Domestic Days: Women, Work, and Politics in Contemporary Kolkata*. Delhi: OUP.
- Rai, Santosh Kumar (2021). "Introduction." *Weaving Hierarchies: Handloom Weavers in Early Twentieth Century United Provinces*. Delhi: Primus.
- Roy, Tirthankar. (1999). "Introduction." *Traditional Industry in the Economy of Colonial India*. Cambridge: CUP.

II. Labour in factories, workshops and urban informal employment:

- Chandavarkar, Rajnarayan. (2002). "Problems and Perspectives." *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay 1900-1940*. Cambridge: CUP.
- Masselos, J.C. (1982). "Jobs and Jobbery: The Sweeper in Bombay under the Raj," *IESHR*, Vol. XIX (2), pp. 101-39.
- John, M. (2018). "The 'Half-timer': Colonial Indian Regulation of Child Labourers." In *Law and Time*, edited by Siân Beynon-Jones and Emily Grabham (Eds.). London: Routledge Social Justice Book Series. (pp. 162–78).
- Bandyopadhyay, Ritajyoti (2016). "Institutionalizing Informality: The Hawkers' Question in Post-colonial Calcutta." *Modern Asian Studies*, Vol. 50(2) (March), pp. 675-717.

Unit-3: Labour and social identities: caste, gender, religion, nation: This Unit will familiarize the students with the interplay between key social identities and the class position of the labouring masses. (**Teaching time: 4 weeks**)

I. Caste and labour

- Gooptu, Nandini (1993). "Caste, Deprivation and Politics: The Untouchables in U.P. Towns in the Early Twentieth Century." In *Dalits and Meanings of Labour*, edited by Peter Robb. Delhi: OUP.
- Sarkar, Tanika. (2013). "'Dirty Work, Filthy Caste': Calcutta Scavengers in the 1920s." In *Working Lives and Worker Militancy*, edited by Ravi Ahuja. Delhi: Tulika.

- John, M. (2016). “(De)skilling Caste: Exploring the Relationship between Caste, State Regulations and the Labour Market in Late Colonial India.” In *The Vernacularization of Labour Politics*, edited by Sabyasachi Bhattacharya and Rana P. Behal. New Delhi: Tulika (pp. 267-293).

II. Gender and labour

- Sen, Samita. (2008). “Gender and Class: Women in Indian Industry, 1890–1990,” *Modern Asian Studies*, Vol. 42(1), pp. 75-116.
- Kumar, Radha. (1983). “Family and Factory: Women in the Bombay Cotton Textile Industry,” 1919-39, *IESHR*, Vol. 20 (1), pp. 81-110.
- Forbes, Geraldine. (1996). “Chapter 4: Women’s Work in Colonial India.” *Women in Modern India*. Cambridge: Cambridge University Press.

III. Community and Nation

- Bhattacharya, Sabyasachi. (1988). “Swaraj and the Kamgar: The Indian National Congress and the Bombay Working Class, 1919-31.” In *Congress and Indian Nationalism: The Pre-Independence Phase*, edited by R. Sisson and S. Wolpert. Berkeley and Los Angeles, pp. 223-49.
- Chakravarty, Dipesh. (1989). “Class and Community.” *Rethinking Working Class History*. Princeton University Press.
- Joshi, Chitra. (1985). “Bonds of Community, Ties of Religion: Kanpur Textile Workers in the Early Twentieth Century,” *Indian Economic & Social History Review*, Vol. 22(3), pp. 251-280.

Unit-4: Tracing labour resistance: This Unit will trace how labour has continued to resist and contest work conditions, living conditions and state policies in the colonial times as well as in the contemporary time period. It will familiarize the students with important typologies of labour resistance and movements. **(Teaching time: 3 weeks)**

- Bhattacharya, Sabyasachi. (2016). “Introduction.” In *The Vernacularization of Labour Politics*, edited by Sabyasachi Bhattacharya and Rana P. Behal. New Delhi: Tulika.
- Bhattacharya, Shahana. (2013). “Rotting Hides and Runaway Labour: Labour Control and Workers' Resistance in the Indian Leather Industry, c. 1860-1960.” In *Working Lives and Worker Militancy*, edited by Ravi Ahuja. Delhi: Tulika.
- Breman, Jan. (2016). “Chapter-6: Resistance to Exclusion and Coping with Insecurity.” In *At Work in the Informal Economy of India: A Perspective from the Bottom Up*. New Delhi: OUP.
- Chandavarkar, Rajnarayan. (2004). “From Neighbourhood to Nation: The Rise and Fall of the Left in Bombay's Girangaon in the Twentieth Century.” In *One Hundred Years, One Hundred Voices: The Mill Workers of Girangaon: An Oral History*, edited by Meena Menon and Neera Adarkar. Calcutta: Seagull Books.
- De Neve, Geert. (2005). “Introduction.” *The Everyday Politics of Labour*. Berghahn Books.
- Joshi, Chitra (1999). “Hope and Despair: Textile Worker in Kanpur in 1937-38 and the 1990s.” In *Lost Worlds*. Delhi

Suggested readings:

- Agarwala, Rina. (2013). *Informal Labor, Formal Politics, and Dignified Discontent in India*. Cambridge University Press. [Chapters 2 & 3]
- Breman, Jan. (1996). *Footloose Labour: Working in India's Informal Economy*. Cambridge: CUP.
- Dupré, J. and Regenia Gagnier. (1996). A Brief History of Work. *Journal of Economic Issues*, 30 (2), pp.553-59.
- Joshi, Chitra. (2002). "Notes on the Breadwinner Debate: Gender and Household Strategies in Working-Class Families," *Studies in History*, Vol.18(2): 261-27.
- Mohapatra, Prabhu. (2005). "Regulated Informality Legal Constructions of Labour Relations in Colonial India 1814–1926." In *Workers in the Informal Sector. Studies in Labour History 1800–2000*, edited by Sabyasachi Bhattacharya and Jan Lucassen. New Delhi: Macmillan India.
- Ness, I. (2014). "Introduction: New Forms of Worker Organizations"; and Arup K. Sen, "Chapter-4: The Struggle for Independent Unions in India's Industrial Belts: Domination, Resistance, and the Maruti Suzuki Auto Workers." In *New Forms of Worker Organization: The Syndicalist and Autonomist Restoration of Class- Struggle Unionism*. PM Press, Oakland, CA.
- Oommen, T.K. (2010). "Indian Labour Movement: Colonial Era to the Global Age," *Economic and Political Weekly*, December 26, 2009-January 1, 2010, Vol. 44 (52), pp. 81-89.
- Robb, Peter. (1993). *Dalits and Meanings of Labour*. Delhi: OUP. (Chapters 5, 7, 8 and 12). RoyChowdhury, Supriya (2015). "Bringing Class Back In: Informality in Bangalore," *Socialist Register* Vol.51 (Transforming Classes). London: Merlin Press.
- Sinha, Nitin, Nitin Verma and Pankaj Jha. (2019). "Introduction." *Servants' Past: Late Eighteenth to Twentieth Century South Asia*. Delhi: Orient Blackswan.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Introduction to Epigraphy and Numismatics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Epigraphy and Numismatics	4	3	1	0		

Learning Objectives

This course covers essential aspects of two important categories of archaeological sources namely epigraphy and numismatics. It will introduce students to explore the field of epigraphy and numismatics and equip them to understand its handling and how to use them for historical reconstruction a new. Being aware of epigraphy and its significance for historical reconstruction encourage students to learn about scripts, languages and thereby its evolution and development. Similarly, understanding of numismatics and concerned methodologies provide students ideas as to how they may infer its pertinence to debasement and fiscal history. Parameters of analysis involved in epigraphy and numismatics gives a firm background to understand and explore these potential field with promising research scopes to enrich understanding of social, cultural, political and economic history.

Learning outcomes

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

- know the nature and importance of original sources for historical reconstruction
- variations in and different types of inscriptions and coins of different historical periods
- learning of languages and scripts used in inscriptions and coins; practical experience of different physical aspects of inscriptions and coins.
- Learn classical languages and scripts of India and circulation of coins in the society.

Syllabus

Unit-I: Elements of Epigraphy

1. The decipherment of ancient scripts and the evolution of epigraphic research in India.
2. Classifying inscriptions on the basis of language, script and purport. Analyzing inscriptions: the role and potential of epigraphic evidence in historical reconstruction; modes of analysis -- quantitative methods; mapping; issues of intent, purpose, audience, context; the relationship between inscriptions and literature.

Unit-2: Development and Evolution of Epigraphy The Harappan script: basic features; claims to decipherment; the role of writing in the Harappan civilization.

1. The origins, paleographic features, and development of early historic Indic scripts, with special reference to Brahmi, Kharoshthi and Tamil-Brahmi.

Unit-II: Elements of Numismatics

1. Survey of Numismatic Studies (early 18th century to the present).

2. Methods for using coins for reconstruction of different kinds of histories of early India: economic, social, political, religious, and cultural.
3. Numismatic Terminology.

Unit-IV: Development and Evolution of Numismatics

4. Origin and Evolution of Coins – Techniques of Manufacturing.
5. Metrology of Coins: Weight Standards.
6. Survey of Early Coins (up to circa 1300 CE).

Practical component (if any) - Reading and interpreting inscriptions: A close reading and analysis of at least 6 different types of inscriptions (eg. edicts, prasastis, votive inscriptions, land grants and records of the proceedings of local bodies) belonging to different periods and regions.

Essential/recommended readings

Unit: I: This unit introduces the students to the essentials of epigraphy. It explores history of epigraphic research in India, classification of inscriptions, **(Teaching time: 12 hrs. approximately)**

- Sircar, D.C.: ed. Select Inscriptions bearing on Indian History and Civilisation, vol.1&2, 1 983.
- Singh, K.S. and Manoharan S. : Language and Scripts, vol-9, 1993.
- गौरीशंकर हीराचंद ओझा: प्राचीन भारतीय लिपिमाला, 2016.
- Salomon Richard. 1999. Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages (South Asia Research). Oxford: Oxford University Press.
- Hultzsch, E. 1925. Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI

Unit II: This unit deals with evolution and development of early historic Indian scripts and interpretation of inscriptional data. **(Teaching time: 11 hrs. approximately)**

- Dani, A. H. Indian Epigraphy. New Delhi: Munshiram Manoharlal.1986, 1997.
- Bühler, G. Indian Palaeography ([1904], 2004). New Delhi: Munshiram Manoharlal, 1904, 2004.
- Subrahmanian, N.and Venkataraman, R. 1980 Tamil Epigraphy Madurai: Ennes Publications, 1980.
- शर्मा अमिता:भारतीय अभिलेखशास्त्र,पुरालिपिशास्त्र एवं कालक्रम पद्धति, 2010.

Unit: III: This unit introduces the students to the essentials of numismatics. It explores history of numismatics research in India, methods of using coins for reconstruction of history,**(Teaching time: 11 hours approximately)**

- Sircar. D. C. Studies in Indian Coins. Delhi: Motilal Banarsidas Publisher. 1968.
- Elliot, Walter. Coins of South India. Delhi: Bharatiya Kala Prakashan, 2005.
- Cunningham, Alexander. Coins of Ancient India: From the Earliest Times Down to the Seventh Century A.D. Delhi: ASI, 1996.
- Allan, John: Catalogue of the Coins of Ancient India in the British Museum (1936, Indian Reprint 1975)

Unit IV : This unit deals with familiarizing students with the origin and evolution of coins, metrology of coins and survey of early coins. **(Teaching time: 11 hours approximately)**

- Mukherjee, N. The Techniques of Minting Coins in Ancient and Medieval India. 1997. वासुदेव उपाध्याय: भारतीय सिक्के, 1948.
- Gupta, P. L. Kuṣāṇa coins and history. Delhi: D.K. Printworld. 1994.
- Sharma, I.K.: Coinage of the Satavahana Empire 1980.
- Tylecote, R.F.: Metallurgy in Archaeology: Readings for various Coin Series 1962.
- Chattopadhyay, Bhaskar: The Age of the Kushanas: A Numismatic Study 1967.
- Pokharna, Premalata : Coins of North India (500-1200 AD): A Comprehensive Study on Indo-Sassanian Coins, Unique Traders, Jaipur, 2006.

Suggestive readings:

- Hultzsch, E. 1925. Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI
- Diskalkar D. B.: Selections from Sanskrit Inscriptions, 1977.
- वासुदेव उपाध्याय: भारतीय सिक्के, 1948
- Cribb, Joe : “Investigating the Introduction of Coinage in India – A Review of Recent Research”, JNSI, Vol.XLV, 1983, pp.80-107.
- Chakraborty S.K. : Study of Ancient Indian Numismatics 1931.
- Guillaume, Olivier : Analysis of Reasonings in Archaeology: The Case of GraecoBactrian and Indo-Greek Numismatics 1990
- Deyell, John S. : Living Without Silver: The Monetary History of Early Medieval North India, OUP, Delhi, 1990.
- Jha, Amiteshwar and Dilip Rajgor : Studies in the Coinage of the Western Kshatrapas (1994)
- Altekar A.S.: Coinage of the Gupta Empire (1957)
- Chattopadhyay, Bhaskar : The Age of the Kushanas : A Numismatic Study (1967)
- Ray, S.C.: Stratigraphic Evidence of Coins in Indian Excavations and Some Allied Issues (1959)
- Gupta, P.L. and T.R. Hardekar : Ancient Indian Silver Punch-Marked Coins (1985)
- Casey, P. John : Understanding Ancient Coins : An Introduction for Archaeologists and Historians (1986)
- Tiwari, J.N. & P.L. Gupta : “A Survey of Indian Numismatography”, JNSI, Vol. XXIII, 1961, pp.21-48
- Mitchiner, Michael : The Origins of Indian Coinage (1973)
- Dasgupta, K.K. : A Tribal History of Ancient India – A Numismatic Approach (1974)
- Mahadevan, Iravatham. 2003. Early Tamil Epigraphy: From the Earliest Times to the Sixth Century AD. Chennai: Cre-A and the Department of Sanskrit and Indian Studies, Harvard University.
- Ojha, G. H. (1918] 1993) The Palaeography of India. New Delhi: Munshiram Manoharlal.
- Pollock, Sheldon. ([2006] 2007) The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India. New Delhi: Permanent Black.
- Ramesh, K. V. 1984. Indian Epigraphy, vol. 1. Delhi: Sundeep Prakashan
- Subrahmanian, N. and Venkataraman, R. 1980. Tamil Epigraphy Madurai: Ennes Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Reading Social Relations through Texts and Visuals II

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Reading Social Relations through Texts and Visuals II	4	3	0	1		

Learning Objectives

This course explores the interplay between texts and visual arts in shaping social history and cultural memory. Students will critically examine autobiographies, historical chronicles, and calligraphy to understand how narratives of power, identity, and resistance are constructed. Simultaneously, they will analyze paintings, architecture, theatre, early cinema, and music as visual mediums that document and challenge historical discourse. The course examines the intersections of social hierarchies, cultural identities, and political structures, encouraging students to critically engage with dominant narratives. Through experiential research and site documentation, students will develop methodological tools for critical analysis, enhancing their ability to interpret and reframe historical and cultural representations.

Learning Outcomes:

After completing this course, students will be able to:

- Critically Analyze Textual and Visual Narratives
- Understand the social, cultural, and historical significance of texts and visual arts.
- Engage in Interdisciplinary Approaches to History and Culture
- Explore the role of calligraphy, autobiography, and historical texts in shaping perspectives on power and identity.
- Examine theatre, cinema, and music as tools for capturing and expressing social change.
- Evaluate the Representation of Social Relations in Different Mediums
- Study how paintings, architecture, and performing arts depict and influence societal structures.
- The course explores the intersections of historical structures, cultural frameworks, and political authority, encouraging students to critically analyze dominant narratives.
- Apply Research Skills Through Experiential Learning
- Conduct field-based research and document findings in an academic report.
- Develop methodological skills to assess historical and cultural sites critically.

These objectives and outcomes ensure that students develop a multidisciplinary understanding of historical and cultural narratives while strengthening their analytical and research capabilities.

Unit I: Concepts in Text and Visual Arts

- (a) Exploring Social Narratives in Textual Sources
- (b) Capturing Social History Through Visual Expression

Unit II: Voices and Scripts of History: An Analytical Exploration of Two Chosen Texts

- (a) Gulbadan Begum, *Ahval-i Humayun Badshah*
- (b) Calligraphy: In Early Modern India
- (c) Autobiography: *Amar Jiban*
- (d) Jainendra Kumar, *Sunita* (1935, Hindi)

Unit III: Visual Narratives: A Critical Examination of Two Artistic Works

- (a) Paintings: Rajput /Pahari
- (b) Architecture: Taj Mahal/ Red Fort /Jantar Mantar
- (c) Theatre: *Binodini Dasi* (1863-1941)
- (d) Early Cinema: Fearless Nadia's Films
- (e) Music: *Gauhar Jaan* (1873-1930)

Unit IV: Practical Component:

This component involves a field-based analytical **study**, requiring students to engage directly with a designated heritage or cultural site. Students must produce a critically reflective report that documents their observations, interpretations, and contextual insights. All submissions must be substantiated with geo-tagged photographs to verify on-site engagement and experiential learning.

The student may choose to study and write a report on any of the centrally protected monuments listed by the government of India given in the link below.

https://www.nma.gov.in/showfile.php?lang=1&level=1&ls_id=965&lid=1276&nma_type=0

Readings for Unit I:

Text-Based Reading Material:

- (1) D. Fairchild Ruggles, ed., *Women, Patronage and Self-Representation in Islamic Societies*, New York: State University of New York Press, 2000, Introduction, pp.1-15.
- (2) Anshu Malhotra & Siobhan Lambert-Hurley, eds., *Speaking of the Self: Gender, Performance and Autobiography in South Asia*, New Delhi: Zubaan, 2017, Introduction, pp. 1-30.
- (3) Sarkar, Sumit, *Writing Social History*, Delhi: Oxford University Press, 1997.

Readings for Visual and Performative Arts:

- (1) Blair, Sheila S., 'Islamic Art as a Source for the Study of Women in Premodern Societies', Amira El-Azhary Sonbol, *Beyond the Exotic: Women's Histories in Islamic Societies*, New York: Syracuse University Press, 2005, pp. 336-46.
- (2) Davis, Richard (ed) *Picturing the Nation: Iconographies of Modern India* Delhi: Orient Longman, 2007, Introduction: 1-31.

- (3) Pinny, Christopher, *Camera Indica: The Social Life of Indian Photographs Envisioning Asia*, Chicago: University of Chicago Press, 1997.

Readings for Unit II

- (1) Calabria, Michael D., *The Language of the Taj Mahal*, New Delhi: Bloomsbury, 2022, Chapters 1-2, pp. 1-54.
- (2) Govind, Nikhil, 'Jainendra Kumar and the Hindi Novelistic Tradition', in Govind, *Between Love and Freedom*, London: Routledge, 2014, pp.82-108.
- (3) Lal, Ruby, *Vagabond Princess: The Great Adventures of Gulbadan*, New Delhi: Juggernaut, 2024.
- (4) Dass, Bruj Ratan, *Gulbadan Begum Ka Humayunaama* (Hindi tr.), Delhi: National Book Trust 2020.
- (5) O' Hanlon, Rosalind, *A Comparison Between Women and Men*, Delhi: Oxford University Press, 1994.
- (6) Roxburgh, David J., "The Eye is Favoured for Seeing the Writing's Form": On the Sensual and the Sensuous in Islamic Calligraphy', *Muqarnas*, Vol. 25, 2008, pp. 275-98.

Readings for Unit III

- (1) Aitken, Molly, Purdah and Portrayal: Rajput Women as Subjects, Patrons and Collectors, *Artibus Asiae*, Vol. 62, No. 2, 2002, pp. 247-80.
- (2) Dasi, Binodini, *My Story and My Life as an Actress*, Delhi: Kali for Women, 1998.
- (3) Giles Tillotson, *Taj Mahal*, Gurgaon: Penguin Random house, 2008.
- (4) Goswamy, B.N., 'A Complex Web: Approaches to Time in Rajput and Mughal Painting', in *Indian Aesthetics and the Philosophy of Art*, (ed.) Arindam Chakrabarti, New York: Bloomsbury, 2016, pp. 215-220.
- (5) Koch, Ebba, *The Complete Taj Mahal*, London: Thames & Hudson, 2012.
- (6) Mukherji, Anisha Shekhar, *The Red Fort of Shahjahanabad: An Architectural History*, New Delhi, Oxford University Press, 2003.
- (7) Sampat, Vikram, *Gauhar Jaan: The Life and Times of a Musician*, Delhi: Rupa, 2010.
- (8) Pandey, Anshuman (translated by), *Mera Naam Hai Gauhar Jaan*, New Delhi: Jnanpith Vani Prakashan, 2021.
- (9) Sharma, Virendra Nath, *Sawai Jai Singh and His Astronomy*, Delhi: Motilal Banarsidass Publication, 1995.
- (10) Wenner, Dorothee, *Fearless Nadia: The True Story of Bollywood's Original Stunt Queen*, Penguin India, 2005.

Recommended Readings:

- (1) Khanna, Meenakshi, *Madhyakaleen Bharat ka Sanskritik Itihas*, Delhi: Orient Blackswan, 2012. (Hindi)
- (2) Necipoglu, Gulru, Framing the Gaze in Ottoman, Safavid and Mughal Palaces, *Ars Orientalis*, Vol. 23, 1993, pp. 303-42.
- (3) Roxburgh, David, 'The Eye is Favoured for Seeing the Writing's Form: On the Sensual and the Sensuous in Islamic Calligraphy', *Muqarnas*, Vol. 25, 2008, pp. 275-98.
- (4) Singh, Kavita, Visibility, Veiling and Voyeurism: The Depiction of Women in Mughal Art, *YouTube* 2020.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTICE (GE): History of Theatre

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Theatre	4	3	1	0		

Learning Objectives

The course will apprise the students with the elementary outlines of the history of theatre in India, from its beginnings to contemporary times. The different forms of theatre – classical, folk, Parsi, and modern will be discussed, and their nuances will be examined.

Learning outcomes

Upon successful completion of the course, students will be able to:

- Outline the historical context within which the beginnings of theatre can be understood.
- Analyze the changes which appeared at different times.
- Not only to see theatre as a mode of entertainment but also as an instrument to raise socio-political issues.

Syllabus

Unit I: Origins and Theory & Practice

1. Classical Theatre: Bharat Muni's Natyasastra, Rasa Theory
2. Performativity and classical theatre
3. Sanskrit writers and Plays – Mattavilasa Prahasana by Mahendravarman I, Abhijanshakuntalam by Kalidas.

Unit II: Regional and Folk Theatre

1. Jatra, Tamasha, Nautanki, Koodiyattam, Krishnattam, Mobile Theatre.
2. Influence of folk theatre on media and art practices.

Unit III: Institutionalization of Theatre

1. The Dramatic Performances Act 1876, Theatre from 1876 to 1959, Parsi Theatre, IPTA
2. Institutions of Drama and Training-National School of Drama, Regional Drama Schools

Unit IV: Modern Indian Theatre: People, Themes, and Spaces

1. Locating playwrights within socio-cultural contexts - Bharatendu Harishchandra, Jaishankar Prasad, Mohan Rakesh, and Girish Karnad
2. Study of Indian Directors- BV Karanth, Habib Tanvir, Satyadev Dubey, Vijaya Mehta, and Shambhu Mitra

Practical component (if any) - NIL

Essential/recommended readings

- Kapila Vatsyayana; Traditional Indian Theatre National book House 1980
- Parsi Theatre Udbhav aur Vikas – Somnath Gupt
- Somanath Gupta; tr. Kathryn Hansen (2005). The Parsi Theatre: Its Origins and Development. Seagull Books
- Devendra Sharma, Community, Artistry, and Storytelling in the Cultural Confluence of Nautanki and Ramlila, Asian Theatre Journal, Volume 37, Number 1, Spring 2020, pp. 107-132 (Article), Published by University of Hawai'i Press DOI: <https://doi.org/10.1353/ark.2020.0027>
- Hansen, K. (1983) Indian folk traditions and the modern theatre. Asian Folklore Studies, pp.77-89.
- Varadpande, M.L. (1987) History of Indian theatre (Vol. 1). Abhinav Publications.
- Bhatia, N. (1997) Staging Resistance: The Indian People's Theatre Association. In The Politics of Culture in the Shadow of Capital (pp. 432-460). Duke University Press.

Suggested Readings:

- "History of the Parsi Theatre" Zoroastrian Educational Institute.
- Sense of Direction: Some Observations on the Art of Directing Paperback – October 9, 2003 by William Ball (Author)
- The Craft of Play Direction by Curtis Candfield
- Dutt, U., 2009. On Theatre. Seagull Books.
- Gokhale, S. (2000). Playwright at the Centre. Seagull Books.
- Karnad, G. (1995) Performance, Meaning, and the Materials of Modern Indian Theatre. New Theatre Quarterly, 11(44), pp.355-370.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTIVE (GE): Ideas and Institutions in Indian History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Ideas and Institutions in Indian History	4	3	1	0		

Learning Objectives

This course intends to introduce students to the complex relations that have historically existed between ideas and institutions. It aims to inquire into fundamental categories like the state, religion, economy and society as they have evolved over time. Students will be able to thereby trace the long term trajectories that have shaped the history of India.

Learning outcomes

Course Outcome:

The interdisciplinary nature of this course will introduce both history and non-history students to some of the long term processes that have shaped Indian history. It will help students develop their analytical abilities by introducing them to a wide range of themes and sources.

Course Content

- Unit I: In The State's Purview: Ideas and Institutions
- Unit II: On Religion and Dharma: Debates, Identities and Communities
- Unit III: The Economic Setup: Structures and Processes
- Unit IV: Social Practices and Institutions: Varna, Jati, and Tribe

Unit I: In The State's Purview: Ideas and Institutions

The focus of this unit will be an examination of political formation in the Indian subcontinent over the longue duree. Issues and aspects relating to power, authority, governance and its legitimization will be analysed.

Essential Readings:

- R. S. Sharma. 1996. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas.

- S. Kumar, “Courts, Capitals and Kingship: Delhi and its Sultans in the 13th and 14th centuries” in Jan Peter Hartung and Albrecht Fuess, eds., *Court Cultures in the Muslim World*, London: SOAS/Routledge Studies on the Middle East, pp. 123-148.
- J. F Richards. 1998. *Kingship and Authority in South Asia*, Delhi: Oxford University Press,
- H. Kulke, 1997. *The State in India 1000-1700*, Delhi: Oxford University Press
- C.A.Bayly.1990. *Indian Society and the Making of the British Empire (The New Cambridge History of India)*
- A.Farooqui. 2023. *The Establishment of British Rule in India, 1757-1813*. New Delhi: Tulika Books
- N. Hussain, 2019. *The Jurisprudence of Emergency: Colonialism and the Rule of Law* Ann Arbor : University of Michigan Press

Unit II: On Religion and Dharma: Debate, Identities and Communities

The subject matter of this unit is the domain of the ‘other world’ in this world – essentially, the sphere of religion, spirituality, and matters of faith. The term dharma encapsulates it closely, and the paper will seek to understand its myriad connotations over time. Through a text-based elucidation and discussion, students will be encouraged to probe the debates and religious identities that have evolved uniquely in South Asia, and the institutions that have helped articulate and formalize communities formed thereof.

Essential Readings:

- M.Biardeau. 1989. *Hinduism: The Anthropology of a Civilization*. New Delhi: Oxford University Press
- P.Olivelle, 2016 *A Dharma Reader: Classical Indian Law*. Columbia University Press
- W. Halbfass 1991. *Reflection and Tradition* Delhi: Motilal Banarasidas (Chapters 2-4, 8-10)
- V. Eltschinger. 2015 *Caste and Buddhist Philosophy* Delhi: Motilal Banarasidas (Chapter 1)
- M. Devadan, 2016. *A Pre-History of Hinduism* Berlin: De Gruyter Open Ltd
- S. Kumar “Assertions of Authority: a Study of the Discursive Statements of Two Sultans of Delhi—‘Ala al-Din Khalaji and Nizam al-Din Auliya”, in *The Making of Indo-Persian Culture: Indian and French Studies*, ed. Muzaffar Alam, Francoise ‘Nalini’ Delvoye, and Marc Gaborieau, Delhi: Manohar, pp. 37-65
- A. Truschke. 2015. *Culture of Encounters* New York : Columbia University Press
- M. Alam. 2021. *The Mughals and the Sufis* Ranikhet: Permanent Black
- K. Jones. 2006. *Socio-Religious Reform Movements* New York : Cambridge University Press
- V. Geetha. 1998. *Towards a Non Brahmin Millennium: From Jyothee Thas to Periyar* Calcutta : Samya.

Unit III: The Economic Setup: Structures and Processes

The economic setup of any area provides the basis and matrix in which other socio-cultural forms germinate. How were economic relations transacted, and which were the core principles and ideas that provided the structures and exchanges for the economic functioning of India in pre-modern times? Trade, money economy, operation of guilds, labour relations, economic measures and taxation as well as deindustrialization, commercialization of agriculture will be issues within the ambit of Unit III.

Essential Readings:

- N.Lahiri. 1992. *The Archaeology of Indian Trade Routes Up to c.200 BC: Resource Use, Resource Access and Lines of Communication*. New Delhi: Oxford University Press
- R.Chakravarti, ed.2004. *Trade in Early India*. New Delhi: Oxford University Press
- B.P.Sahu & B.D.Chattopadhyay ed.1997. *Land, System and Rural Society in Early India*. New Delhi: Oxford University Press
- J.Deyell.1990. *Living Without Silver: The Monetary History of Early Medieval North India*. New Delhi: Oxford University Press
- R.S.Sharma. 2000.*Pracheen Bharat Ka Arthik evam Samajik Itihas*. Delhi: Directorate of Hindi Medium Education, University of Delhi
- T.Raychaudhuri & I.Habib.ed. 1982. *Cambridge Economic History of India, Vol. I, 1200-1750*. Cambridge: Cambridge University Press.
- D.Kumar.ed. 2000. *Cambridge Economic History of India, Vol. II*. Cambridge: Cambridge University Press
- T.Roy. 2011. *The Economic History of India 1857-1947*. New Delhi: Oxford University Press
- Agarwal, Ankit; Development of Economic Organisations and their role in Human Empowerment during the Gupta Period' published in History Today 13, a journal of the Indian History and Culture Society, 2012, pp.14-21 (ISSN No. 2249-748x)

Unit IV: Social Practices and Institutions: Varna, Jati, and Tribe

Unit IV will cover perhaps the most pervasive of the social ideas that manifest as identities and are further perpetuated through institutions, both orthodox and heterodox. In the process, issues self-identity and 'othering', hierarchies and inequalities, and marginalized social entities will be brought to light.

Essential Readings:

- A.Parasher-Sen ed. 2004. *Subordinate and Marginalized Groups in Early India*. New Delhi: Oxford University Press
- S. Jaiswal, 1998. *Caste: Origin, Function and Dimensions of Change*, New Delhi: Manohar Publishers & Distributors.
- जायसवाल, सुबीरा. (२००४), वणर्-जातिव्यवस्था: उद्भव, प्रकायर् और रूपांतरण (अनुवादक: आदित्य नारायणिसंह). नई िदल्ली: ग्रंथिशल्पी. पृष्ठ१५-४३.

- S. Guha, 1999. *Environment and Ethnicity in India, 1200-1900*. Cambridge: Cambridge University Press.
- T. Trautmann. 1997. *Aryans and British India* Berkeley: University of California Press
- V. Rodrigues, *The Essential Writings of B.R. Ambedkar* New Delhi: Oxford University Press 2005. pp. 1-44; 47-53; 191-205; 219-239; 383-407.

Suggested Readings:

- A. Hildebeitel. 2011, *Dharma: Its Early History in Law, Religion, and Narrative*. New York: Oxford University Press
- H. Kulke and B.P. Sahu ed. 2022. *The Routledge Handbook of the State in Premodern India* Routledge India
- Rajat Ray. ed. 1994. *Entrepreneurship and Industry in India*. New Delhi: Oxford University Press
- P. Parthasarathy, 2011, *Why Europe Grew Rich and Asia did not: Global Economic Divergence, 1600-1850*, Cambridge: Cambridge University Press

GENERIC ELECTICE (GE): Life Narrative and History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life Narrative and History	4	3	1	0		

Learning Objectives

This course explores life narratives, including autobiography, biography, memoir and life writing as a form of history. While covering the ancient and the medieval period, it particularly focuses on modern India, when life writing emerged as a systematic genre. It discusses important personalities, regional histories, and histories of gender and caste through life narratives.

Learning outcomes

After the completion of the course the students would be able to:

- Understand how and why life narratives are critical to history as a discipline.
- Discuss life writing, biographies and autobiographies as a systematic genre.
- Analyse autobiographies and life writings of some leading personalities of India.
- Contemplate on the relationship between regional histories, gender and caste on the one hand and life narratives on the other.

Syllabus

Unit I: Life Histories in India: An Introduction

Unit II: Life Narratives and Leading Political Figures: Harsha, Dara Shukoh, M K Gandhi, J L Nehru, Vallabhbhai Patel

Unit III: Regional Histories and Life Narratives: Rajasthan, Kerala, West Bengal, Kashmir, North East (do any three)

Unit IV: Autobiographies and Biographies: Women, Caste and Theatre

Practical Component (if any): NIL

Essential / Recommended Readings

Unit I: In this unit the students will be introduced to the writings of leading scholars on Life Narratives. They will also be introduced to the importance of life narratives for studying histories of India.

- Arnold, David and Stuart Blackburn. (2004). 'Introduction: Life Histories in India', in David Arnold and Stuart Blackburn (eds), Telling Lives in India: Biography, Autobiography, and Life History, Delhi: Permanent Black, pp. 1-28.

- Ramaswamy, Vijaya. (2008). 'Introduction', in Vijaya Ramaswamy and Yogesh Sharma (eds), *Biography as History: Indian Perspectives*, New Delhi: Orient Blackswan, pp. 1-15.
- Zaman, Taymiya R. (2011). 'Instructive Memory: An Analysis of Auto/Biographical Writing in Early Mughal India', *Journal of the Economic and Social History of the Orient*, vol. 54, pp. 677-700.

Unit II: In this unit the students will study the life narratives of some leading political figures from ancient, medieval and modern India.

- Gandhi, Supriya. (2020). *The emperor who never was: Dara Shukoh in Mughal India*
- Gandhi, Rajmohan. (2011). *Patel: A Life*, Delhi: Navjivan Trust.
- Harshacarita of Banabhatta. (1968). Translated by E.W. Cowell and F.W. Thomas. Delhi: Motilal Banarasidass (Reprint). Introduction.
- Majeed, Javed. (2007). *Autobiography, Travel and Postnational Identity: Gandhi, Nehru and Iqbal*, New York: Palgrave.

Unit III: This unit will teach students life narratives from regional perspectives. Here, life writings, autobiographies and biographies that have emanated from any three regions will be taught.

- Busch, Allison Busch. (2012). 'Portrait of a Raja in a Badshah's World: Amrit Rai's Biography of Man Singh (1585)', *Journal of the Economic and Social History of the Orient*, vol. 55, pp. 287-328.
- Kaviraj, Sudipto. (2015). *The Invention of Private Life: Literature and Ideas*, New York: Columbia University Press.
- Kumar, Udaya. (2016). *Writing the First Person: Literature, History, and Autobiography in Modern Kerala*, Ranikhet: Permanent Black.
- Roy, Kumkum. (2008). 'The Artful Biographer (Sandhyakar Nandi on Rampalacharita)', in Vijaya Ramaswamy and Yogesh Sharma (eds), *Biography as History: Indian Perspectives*, New Delhi: Orient Blackswan.
- Zutshi, Chitrlekha. (2023). *Sheikh Abdullah: The Caged Lion of Kashmir, India: Fourth Estate India*

Unit IV: In this unit students will be taught different ways to examine contours of biography and autobiography in relation to women, caste and theatre.

- Dasi, Binodini. (1998). *My Story and My Life as an Actress*. Delhi: Kali for Women.
- Hansen, Kathryn. (2011). *Stages of Life: Indian Theatre Autobiographies*. Ranikhet: Permanent Black
- Koppedrayar, K. I. (1991). 'The Varnasramacandrika and the Sudra's Right to Preceptorhood: The social background of a philosophical debate in late medieval south India', *Journal of Indian Philosophy*, vol. 19, pp. 297-314.
- Kumar, Raj (2010). *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Hyderabad: Orient Blackswan.
- Malhotra, Anshu and Siobhan Lambert-Hurley (eds). (2015). *Speaking of the Self: Gender, Performance, and Autobiography in South Asia*, Durham, NC: Duke University Press.

- Rege, Sharmila. (2006). Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios. Delhi: Zubaan.
- Sarkar, Tanika Sarkar. (1993). 'A Book of Her Own, A Life of Her Own: autobiography of a nineteenth century woman', History Workshop, vol. 36, pp. 35-65.
- Shah, Shalini. (2008). 'Poetesses in Classical Sanskrit Literature: 7th-13th Centuries CE', Indian Journal of Gender Studies, Vol.15 (1), Jan-Apr: 1-27.
- Shankar, S. and Charu Gupta, eds. (2017). Biography: An Interdisciplinary Quarterly: Special Issue on Caste and Life Narratives, 40, 1, Winter.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTIVE (GE): Migration and Indian Diaspora: Social and Cultural Histories

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Migration and Indian Diaspora: Social and Cultural Histories	4	3	1	0		

Learning Objectives

This paper explores the historical patterns of Indian migration and the socio-cultural transformations within diasporic communities. It examines their political and economic contributions in host countries and India, highlighting their impact on global economies and policy frameworks. The study evaluates key theoretical approaches to migration, identity formation, and transnationalism, offering insights into cultural hybridity and diasporic belonging. Additionally, it assesses government policies and international frameworks related to diaspora engagement, dual nationality, and economic partnerships. By integrating historical, cultural, political, and economic perspectives, this paper provides a comprehensive understanding of the Indian diaspora's evolving role in a globalized world.

Learning outcomes

After completing this course, students will be able to:

- Critically engage with primary and secondary sources on migration and diaspora studies.
- Explain key historical events and their role in shaping Indian migration patterns.
- Analyze how migration influences identity, belonging, and cultural hybridity.
- Assess the impact of Indian diasporic communities on host countries and their connections to India.
- Develop independent research skills in migration and diaspora studies.

Syllabus

Unit I: Understanding Migration and Diaspora: Theoretical and Historical Frameworks

1. Concepts and theories of migration and diaspora
2. Ancient, medieval, and early modern Indian migration patterns
3. Colonial-era migration: Indentured labor and the global dispersal of Indian laborers
4. Post-colonial migration: The Indian diaspora in North America, Europe, and the Middle East.

Unit II: Social and Cultural Histories of the Indian Diaspora

1. Cultural adaptations, hybridity, and syncretism and social categories within the Indian diasporic communities.
2. Indian cinema, literature, and popular culture in diasporic identity formation

Unit III : Political Economy and Contemporary Issues in the Indian Diaspora

1. Economic contributions and remittances to India
2. Diaspora engagement in Indian politics and foreign policy

Unit IV: Challenges faced by Diasporic communities

1. Citizenship, belonging, and challenges of multiculturalism in host nations
2. Contemporary issues faced by the diasporic communities: Xenophobia, racism, and identity politics

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will enable students to develop a theoretical understanding of migration and diaspora studies while exploring historical migration patterns and their socio-political contexts. It will help them analyze the economic, political, and social factors that contributed to migration, particularly the impact of colonialism and indentured labor systems. Students will also examine post-colonial migration trends and their implications for Indian communities in North America, Europe, and the Middle East. (Teaching time: 15 lectures 5 weeks)

- Vertovec, Steven. (2009). *Transnationalism*. London: Routledge.
- Cohen, Robin. (2008). *Global Diasporas: An Introduction*. London: Routledge.
- Jayaram, N. (Ed.). (2004). *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage.
- Tinker, Hugh. (1974). *A New System of Slavery: The Export of Indian Labour Overseas 1830–1920*. Oxford: Oxford University Press.
- Jain, Ravindra K. (1993). *Indian Communities Abroad: Themes and Literature*. New Delhi: Manohar.
- Safran, William. Ajaya Sahoo, Ajaya & Brij V. Lal (Ed.). (2019). *Transnational Migrations The Indian Diaspora*. Routledge India.
- Mishra, Vijay (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. New Delhi: Routledge.

Unit II This unit will help students critically engage with how caste, class, and gender influence migration experiences, shaping the socio-cultural fabric of Indian diasporic communities. It will enhance their understanding of cultural adaptation, hybridity, and syncretism, exploring the role of religion, traditions, and social networks in maintaining diasporic identity. The unit will also introduce students to how Indian cinema, literature, and popular culture contribute to diasporic narratives, fostering a sense of belonging while negotiating identity within the host society. (Teaching time: 15 lectures 5 weeks)

- Lal, Brij V., Peter Reeves, and Rajesh Rai (Eds.). (2006). *The Encyclopedia of the Indian Diaspora*. Honolulu: University of Hawaii Press.
- Appadurai, Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.
- Mishra, Vijay. (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. London: Routledge.
- Ghosh, Amitav. (2008). *Sea of Poppies*. London: Penguin.
- Vertovec, Steven. 1997. "Three Meanings of Diaspora: Exemplified among South Asian Religions". *Diaspora*, Vol. 6 (3): 277-330.

Unit III: This unit will equip students with an understanding of the Indian diaspora's economic impact, particularly through remittances and investments in India. It will enable them to analyze how the diaspora engages in Indian politics and influences international relations. (Teaching time: 18 lectures 6 weeks)

- Khadria, Binod. (1999). *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage.
- Shain, Yossi, and Aharon Barth. (2003). "Diasporas and International Relations Theory." *International Organization*, 57(3), pp. 449–479.
- Kapur, Devesh. (2014). *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*. Princeton University Press
- Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge. [Introduction]

Unit 4: This unit will familiarize students with the challenges faced by diasporic communities. Students will critically examine issues of citizenship, multiculturalism, and identity politics in host nations while understanding contemporary challenges such as xenophobia, racism, and social exclusion. This unit will also provide insights into the policies shaping diaspora engagement and their implications for global migration governance.

- Raj, Dhooлека Sarhadi. (2003). *Where Are You From?: Middle-Class Migrants in the Modern World*. Berkeley: University of California Press.
- Varadarajan, Latha. (2010). *The Domestic Abroad: Diasporas in International Relations*. Oxford: Oxford University Press.
- Clarke, C et al. (1990). *South Asians Overseas: Migration and Ethnicity*. Cambridge: Cambridge University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISSERTATION: Dissertation Writing

Dissertation Writing Track of Research Methods-I

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Dissertation Writing Track of Research Methods-I	6					

Learning Objectives

This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research, to identify primary and secondary sources towards that end, as well as to observe patterns in collected data. They should also be able to forge complex and novel arguments on the basis of demonstrable patterns in available information.

Learning outcomes

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography
- Identify and respect the need to avoid pitfalls of plagiarism

Outcomes expected of Dissertation writing track in the 4th Year of UG Programmes

The following **three** outcomes must be achieved by the end of VIII Semester:

- i. Completion of fieldwork, and tracking the primary sources.
- ii. Submission of dissertation

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

UGCF- 2022
CATEGORY II
BA (MULTIDISCIPLINARY) with History as Major
SEMESTER – VIII

DISCIPLINE SPECIFIC CORE (DSC): Reconstructing the Past

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Reconstructing the Past	4	3	1	0		

Learning Objectives

This paper aims to familiarize the students with the most commonly tried and tested ways in which historians reconstruct past. It does so by apprising them of the manner in which the discipline of history, in relation to certain other comparable disciplines, developed diverse techniques and approaches to understand a society. How did historians have done so in the past? It also allows students to describe and critically assess the best practices of modern historiography, especially that of the last two centuries. The paper impresses upon them that a historian has an option of choosing her analytical thrust from a variety of options. She must exercise this choice with care, and after taking due cognizance of the specificity of sources, time and place.

Learning outcomes

Having finished the course, the students would have learnt to-

- Assess how historians approach, understand and describe past in diverse ways
- Understand and analyse how historiographies changed over a period of time
- Appreciate the value of multiple histories
- Notice how historians deploy specific categories of analysis in historical reconstruction
- Coherently weave information from sources

Syllabus

Unit 1: Positivism and its Other: Ranke and Collingwood

Unit 2: Annales and Marxist Historiography; Social History

Unit 3: Feminist historiography; History from Below

Unit 4: Microhistory, Global History and Connected Histories

Practical component (if any) - NIL

Essential/recommended readings

Unit 1

Teaching Time: 2 Weeks

- Carr, E.H. (1987, 1990). *What is History*. Second edition, London: Penguin. [Ch. 1: The Historian and His Facts].
- Collingwood, *The Idea of History*, Oxford: Clarendon Press, 1946 [Part V, Sections on 'History and Freedom', and 'Progress and Created by Historical Thinking', pp. 315-334.]

Unit 2

Teaching Time: 4 Weeks

- Doug Lorimer (1999). *Fundamentals of Historical Materialism: The Marxist View of History and Politics*, Resistance Books, [Introduction and Ch. 1: Historical Materialism as a Science]
- Sarkar, Sumit (1997), 'The Many Worlds of Indian History', in Sarkar, *Writing Social History*, Delhi: Oxford University Press.
- E.P. Thompson (1963). 'Preface', *The Making of the English Working Class*, New York: Vintage, pp. 9-14.
- Jacques Le Goff (1974), 'Mentalities: A History of Ambiguities', in *Constructing the Past: Essays in Historical Methodology*, edited by Le Goff and Nora. Cambridge: Cambridge University Press, pp. 166-80. (First published in English in 1985)

Unit 3

Teaching Time: 4 Weeks

- Meyerowitz, Joanne. (2008). "A History of 'Gender'," *American Historical Review*, Vol, 113, No. 5. December, pp. 1346-56.
- Joan W. Scott (1988), 'Gender: A Useful Category of Historical Analysis', in *Gender and the Politics of History*, New York, Columbia University Press, pp. 41-50.
- Linda Gordon (1990). Review of "Gender and the Politics of History" by Joan W. Scott, in *Signs*, Vol. 15. No. 4, Summer, 848-60.

- Guha, Ranajit (1982) *Subaltern Studies 1: Writings on South Asian History and Society*, Delhi: Oxford University Press ['Preface' and Ch. 1: 'On Some Aspects on the Historiography of Colonial India', pp. 1-8]

Unit 4

Teaching Time: 4 Weeks

- Ginzburg, Carlo (1993). 'Two or Three Things That I Know about It', *Critical Inquiry*, Vol. 2, No. 1, pp. 10-35.
- Berger, Stefan. (2007). Introduction. In *Writing the Nation: A Global Perspective*. Palgrave MacMillan.
- Conrad, Sebastian. (2016). *What is Global History*. Princeton and Oxford: Princeton University Press. (Introduction and Chapter 4: Global History as a Distinct Approach).
- Subrahmanyam, Sanjay (199). 'Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia', *Modern Asian Studies*, Vol. 31, No. 3, pp. 735-762.

Suggested readings:

- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Appadurai, The Social Life of Things: Commodities in Cultural Perspective, Cambridge: Cambridge University Press, 1986.
- Sayer, Derek. (1987). "The Historicity of Concepts." *The Violence of Abstraction: The Analytical Foundations of Historical Materialism*. Oxford: Basil Blackwell.
- Riley, Denise. (2008). "Does a Sex Have a History?" *The Sociology of Gender*, ed. Sarah Franklin, and Joan W. Scott, "Unanswered Questions", *American Historical Review*, 113, no. 5. December.
- Croce, B. (2008 reprint). Ch.19: Denationalisation of History, in idem, *Philosophy and Other Essays on the Moral and Political Problems of our Time*. Read Books
- Eley, Geoff and K. Nield (2010), "Introduction" and "Conclusions", *The Future of Class in History: What's Left of the Social?* Ann Arbor: University of Michigan Press.
- Haraway, Donna. (2001). "'Gender' For A Marxist Dictionary." *Feminism: Critical Concepts in Literary & Cultural Studies*. Ed. Mary Evans. London: Routledge.
- Skeggs, Beverley. "(Dis)Identifications of Class: On Not Being Working Class." *Formations of Class And Gender*. London: SAGE, 2002, pp. 74-97.
- Wood, E.M. (1986). "Autonomization of Ideology and Politics." In *Retreat from Class: A New True Socialism*. London: Verso.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Methods of studying archival and literary sources

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Methods of studying archival and literary sources	4	3	1	0		

Learning Objectives

- To understand diverse historical sources (literary, archival, artistic) for reconstructing the past.
- To critically analyze the authenticity, biases, and limitations of these sources across cultural contexts.
- To explore the interplay of history, literature, art, and archives in shaping historical narratives.
- To integrate various sources to build well-rounded historical arguments.
- To appreciate the socio-political and cultural contexts influencing historical sources.

Learning outcomes

- Ability to analyze and interpret literary, archival, and artistic sources to reconstruct history.
- Proficiency in critically evaluating the reliability and biases of diverse sources using recommended methodologies.
- Capacity to synthesize multiple sources into nuanced historical narratives.
- Application of interdisciplinary approaches, effectively integrating literary, archival, and artistic evidence.
- Awareness of the cultural and political contexts shaping historical sources.

Syllabus

Unit I: Literary Sources and Historical Imagination

1. Literary traditions in Sanskrit, Pali, Prakrit, Persian and Urdu languages.
2. Literary traditions in Dravidian languages: Tamil, Kannada, Telugu, Malayalam.

Unit II: Vernacular and Foreign Literary Sources

1. Literary trends in Vernacular languages: *Khari boli*, *braja bhasha*, Bengali.
2. Accounts and Chronicles by foreign travellers.

Unit III : Archival Sources

1. Official records, farmans, official letters and manuals
2. Private Archives, family papers, letters

3. Cartography and maps
4. Oral evidence

Unit IV: Art as source of recovering history:

1. Paintings, miniatures, portraits and scrolls,
2. Museums, films and documentaries,

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Literary Sources and Historical Imagination

- Athar Ali, "Translations of Sanskrit Works at Akbar's Court" *Social Scientist*, vol. 20 no.9, 1992, pp, 38-45
- Audrey Truschke, *Culture of Encounters: Sanskrit at the Mughal Court*, Columbia University Press, 2018, Introduction.
- David L. Curely, *Poetry and History. Bengali Mangal-Kavya and Social Change in Pre-Colonial Bengal*, New Delhi: Chronicle Books, 2008 (Chaps. 1 and 5).
- Gossman, Lionel. *Between History and Literature*, Harvard University Press, Cambridge, 1990.
- Mugali, R. S. 1975. *History of Kannada Literature*. New Delhi: SahityaAkademi
- Muzaffar Alam, *Languages of Political Islam*, Delhi: Permanent Black, 2004, Chapter 4, 'Language and Power', pp. 115-140.
- Nair, P.K. Parameswaran. 1967. *History of Malayalam Literature*. New Delhi: Sahitya Akademi.
- Pollock, Sheldon. 2003. *Literary Cultures in History: Reconstructions from South Asia*. Delhi: Oxford University Press. Introduction.
- S.R. Faruqi, "A long History of Urdu Literary Culture: Part 1: Naming, Placing a Literary Culture" Chap 14, in Pollock, Sheldon. (Ed.). *Literary Cultures in History: Reconstructions from South Asia*, Berkeley: University of California Press, 2003.
- Singh, Upinder. 2016. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Noida: Pearson, pp. 13-32
- Sisir Kumar Das. 2006. *A History of Indian Literature, 500-1399: From Courtly to the Popular*. Delhi: Sahitya Akademi Publications.
- V. N. Rao, David Shulman and Sanjay Subrahmanyam (eds.) (2001). *Textures of Time: Writing History in South India 1600-1800*, Delhi: Permanent Black
- Varadarajan, Mu. 1988. *A History of Tamil Literature*. E. Sa Viswanathan (trans. from Tamil). Delhi: Sahitya Akademi.
- Walter Hakala, *Negotiating Languages: Urdu, Hindi, and the Definition of Modern South Asia*, 2016, Columbia University Press.
- हरीश चंद्र वर्मा संपादक मध्यकालीन भारत, भाग २, १५४०-१७६१, दिल्ली, हिंदी माध्यम निदेशालय, दिल्ली विश्वविद्यालय, १९९३, पृष्ठ ५६७-६३३.

Unit II: Vernacular and Foreign Literary Sources

- Allison Busch, "Hidden in Plain view: Brajbhasha poets at the Mughal Court" *Modern Asian Studies*. 2010, Vol. 44, No.2, pp 267-309
- Ray, (2005). "Francoise Bernier's Idea of India" in Irfan Habib, ed., *India: Studies in the History of an Idea*, New Delhi: MunshiramManoharlal, 2005.
- Alam, Muzaffar and Sanjay Subrahmanyam. (2007). *Indo-Persian Travels in the Age of Discoveries, 1400-1800*, (Cambridge: Cambridge University Press.

- Singh, Upinder. 2016. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Noida: Pearson, pp. 13-32

Unit III: Archival Sources

- Amin, Shahid. (1987) "Approver's Testimony, Judicial Discourse: The Case of Chauri Chaura," in Ranajit Guha (ed.), *Subaltern Studies* 5, Delhi: OUP, pp. 166-202.
- B.N. Goswami, "The Records kept by Priests at Centres of Pilgrimage as a Source of Social and Economic History", *Indian Economic and Social History Review* Vol. III No. 2, pp. 174-84.
- Benison, Saul. (1960). "Reflections on Oral History." *The American Archivist* 28:1, pp. 71-77.
- Farooqui, N.R. (2017). "An Overview of Ottoman Archival Documents and their Relevance for Medieval Indian History", *Medieval History Journal*, Vol. 20., Issue I, April. pp. 192-229.
- Irfan Habib, 'Cartography in Mughal India', *Medieval India — a Miscellany*, ed.K.A. Nizami, Vol.IV, Bombay, 1977.
- Jeremy Black, *Maps and History: Constructing Images of the Past*, New Haven and London: Yale University Press, 1997.
- John Seyller, "The Inspection and Valuation of Manuscripts in the Imperial Mughal Library", *Artibus Asiae*, Vol. 57, No. 3/4 (1997), pp. 243-349.
- Srivastava, K.P. (ed.), (1974). *Mughal Farmans [1540 to 1706]*, vol.1, Uttar Pradesh State Archives, Lucknow, 1-71.
- Thompson, E.P. (Jan 1977) 'Folklore, Anthropology and History', *Indian Historical Review*, III, no. 2, pp. 247-66.
- Zemon-Davis, Natalie. (1990). *Fiction in the Archives: Pardon Tales and their Tellers in Sixteenth Century France*, Princeton: Princeton University Press, 1987, pp. 1-35, 76-110.

Unit IV: Art as source of recovering history:

- Deshpande, Anirudh, 'Films as Historical Sources or Alternative History' *Economic and Political Weekly*, Vol. 39, No. 40 (Oct. 2-8, 2004), pp. 4455-4459.
- Koch, Ebba, "How the Mughal padshahs referenced Iran in their visual construction of universal rule" in Peter Fibiger Bang and Dariusz Kołodziejczyk ed., *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge: Cambridge University Press, 2012, pp. 194-209.
- Ramaswamy Sumathi, 'Conceit of the Globe in Mughal Visual Practice', *Comparative Studies in History and Society*, vol.49, no.4, 2007, pp.751-782.
- Shaw, Wendy. (2007) "Museums and Narratives of Display from the Late Ottoman Empire to the Turkish Republic." *Muqarnas* 24, pp. 253-79.
- Singh, K. (2002). "The Museum is National," *India International Centre Quarterly*, 29(3/4), pp. 176-196.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Social History of Education in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social History of Education in India	4	3	1	0		

Learning Objectives

This course will provide students a historical perspective on different traditions of education in India from ancient to colonial periods. In addition to studying the so-called mainstream pattern, it seeks to engage predominantly with alternative ideas, traditions and perspectives. It seeks to underscore complex trajectories of continuity and change in the field of education over a longer period.

• Learning outcomes

- The course will enhance learners' comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in pre-colonial India; the diversity of knowledge production and its transmission.
- The course will lead to a better understanding of the connection between knowledge and power: the role of state and different social categories.
- It will make learners more informed about the historical patterns of educational inclusion and exclusion in India.
- It will make students aware of the rich legacy of alternative education in

Syllabus

Unit 1: Indigenous Education in pre-Colonial India: from ancient to medieval Period. (3 weeks)

Unit 2: Interface of Indigenous and Colonial Education during eighteenth and nineteenth centuries. (3 weeks).

Unit 3: Impact of Colonial Educational Policies on Society: Female education, socio-Religious and Ethnic Communities and children with disabilities. (5 weeks)

Unit 4: Campaign for Free and Compulsory Elementary Education in Colonial India and Some Alternative Education Models Evolved During Freedom Struggle. (3 weeks)

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: This unit examines the key aspects of educational arrangements in ancient and medieval India, such as patronage, knowledge traditions, pedagogical practices, and translation initiatives. What these arrangements and traditions reveal about social relations during the

period under study. What were the major changes and continuities during this period? (3 weeks)

- Altekar, A. S. (1944), *Education in Ancient India*. Benares: Nand Kishore & Bros.
- Alam, Muzaffar. (2003), 'The Culture and Politics of Persian in Pre-colonial Hindustan,' in Sheldon Pollock (ed.), *Literary Cultures in History: Reconstructions from South Asia*, University of California Press, 2003, pp. 131-198.
- Hussain, S. M. Azizuddin (ed.) (2005), *Madrassa Education in India: Eleventh to Twenty First Century*. Kanishka Publishers, New Delhi.
- Jafri, Saiyid Zaheer Husain. (2021), 'Education and the Transmission of Knowledge in India's Medieval Past: Contents, Processes, and implications' in Cristiano Casalini, Edward Choi and Ayenachew A. Woldegiyorgis (Eds.), *Education beyond Europe: Models and Traditions before Modernities*. Brill, pp. 129-151.
- Lowe, Roy and Yasuhara, Yoshihito (2016), *The Origins of Higher Learning: Knowledge Networks and the Early Development of Universities*, Routledge. Chapter Two, 'From the Indus to the Ganges, Spread of Higher Learning in India.'
- Rezavi, Syed Ali Nadeem. (2007), 'The Organization of Education in Mughal India'." Proceedings of the Indian History Congress, 68, pp. 389-97.
- Salgado, Nirmala, S. (1996), 'Ways of Knowing and Transmitting Religious Knowledge: Case Studies of Theravada Buddhist Nun', *Journal of the International Association of Buddhist Studies*, Volume 19, Number 1, Summer 1996, pp. 61-80.
- Scharfe, Hartmut (2002). *Education in Ancient India*, Leiden: Brill.
- Shrimali, Krishna Mohan. (2011). 'Knowledge Transmission: Processes, Contents and Apparatus in Early India.' *Social Scientist*, Vol. 39, No. 5/6, pp. 3–22.

Unit 2. This unit deals with the transition from pre-colonial indigenous learning to Western-style modern education in colonial India. It surveys the Early and recent historiographical discourse on indigenous education; its salient features; and different explanations for its decline or interface with colonial system of education. This unit shows how the two systems, traditional and modern interfaced with or encountered each other during 18th and 19th century. It will engage with how a complex relationship of coalition and conflict emerged between European officers and upper classes and castes of Indian society which shaped the extent and nature of education in colonial India, and what kind of structure of education emerged out of this coalition and interface. (3 weeks)

- Acharya, Poromesh. (1996). "Indigenous Education and Brahminical Hegemony in Bengal". In Nigel Crook, (Ed.), *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi: Oxford University Press, pp. 98-118.
- Chaudhary, I. K. (2013), "Sanskrit learning in colonial Mithila: continuity and change". In Kumar, Deepak., Bara, Joseph., Khadria, Nandita., & Gayathri, Radha Ch (Eds.), *Education in Colonial India: Historical insights*. (pp. 125-146). Manohar, New Delhi.
- Dharampal. (Ed.), (1983), *The beautiful tree: indigenous education in the eighteenth century*. Biblia Impex New Delhi. (Specially Introduction).
- Di Bona, Joseph. (Ed.) (1983), *One teacher one school*. Biblia Impex New Delhi. (Specially Introduction).

- Farooqui, Amar (2021), 'Some Aspects of Education and Knowledge Formation in Nineteenth-Century Delhi', in Vikas Gupta, Rama Kant Agnihotri, & Minati Panda (Eds.), *Education and Inequality: Historical Trajectories and Contemporary Challenges*, Orient Blackswan, pp. 211-225.
- Gupta, Vikas. (2017a), 'Macaulay se Pare', in Hariday Kant Dewan, Rama Kant Agnihotri, Arun Chaturvedi, Ved Dan Sudhir, and Rajni Dwivedi, (eds), *Macaulay, Elphinstone aur Bhartiya Shiksha*, Vani Prakashan, New Delhi.
- Jafri, S.Z.H., (2020), "Indo Islamic Learning and the Colonial State: Bengal Presidency under East India Company". *J.P.H.S.*, 68 (2), pp. 47-68.
- Rao, Parimala V. (2020), *Beyond Macaulay: Education in India, 1780-1860*, New York, Routledge.
- Seth, Sanjay. (2008), *Subject Lessons: The Western Education of Colonial India*, Delhi, OUP, pp. 17-46.
- Shahidullah, Kazi. (1996), "The purpose and impact of Government policy on pathshala gurumohashoys in nineteenth-century Bengal". In Nigel Crook. (Ed.). *The transmission of knowledge in South Asia: essays on education, religion, history and politics* (pp. 119-134). Oxford University Press, Delhi.

Unit 3. This unit critically examines the effects of colonial educational policies on various social groups in India, focusing on how education functioned either as an emancipatory project or as an instrument of social control and subjugation. It explores the historical debates and historiographical perspectives on the impact of colonial education on marginalized and disadvantaged communities, including Dalits, tribal groups, women, Muslims, and children with disabilities. The unit interrogates the role of Christian missionaries, the colonial state, social reformers, and community leaders in shaping access to and the nature of education. The overarching question guiding this unit is whether colonial education contributed to social mobility and empowerment or whether it reinforced existing structures of exclusion, dominance, patriarchy, and majoritarianism. (5 weeks)

- Ahmed, Rafiuddin. (1981). *The Bengal Muslims 1871-1906: A Quest for Identity*. Delhi: Oxford University Press. (Especially Chapter 5).
- Allender, Tim. (2016). *Learning Femininity in Colonial India, 1820–1932*. Manchester: Manchester University Press.
- Bagchi, Barnita. (2009). "Towards Ladyland: Rokeya Sakhawat Hossain and the Movement for Women's Education in Bengal, c. 1900–c. 1932." *Paedagogica Historica* 45, no. 6: 743-755.
- Bara, Joseph (2005). Seeds of mistrust: tribal and colonial perspectives on education in Chhotanagpur, 1834–c. 1850. *History of Education*, 34(6), 617-637.
- Bara, Joseph (2010). Schooling 'Truant' Tribes: British Colonial Compulsions and Educational Evolution in Chhotanagpur, 1870–1930. *Studies in History*, 26(2), 143-173.
- Bhattacharya, Sabyasachi. (Ed.), *Education and the Disprivileged: Nineteenth and Twentieth Century India* (pp. 153-160). Hyderabad: Orient Longman.

- Bhattacharya, Sabyasachi. Ed. (1998) *The Contested Terrain: Perspectives on Education in India*, Orient Longman Limited. (Specially Introduction and the essays by Suresh Chandra Sukla and B.M. Sankhdher, pp. 1-53 and 290-302).
- Constable, Philip (2000). Sitting on the School Verandah: The ideology and Practice of 'Untouchable' Educational Protest in Late Nineteenth-Century Western India. *The Indian Economic and Social History Review*, 37(4), 383-422.
- Gupta, Vikas. (2022). "Educational Inequities in Colonial India and the Agency of Teacher: Lens of Molvi Zaka Ullah." *Social Scientist* 50, nos. 9-10 (September-October): 21-41.
- Kitchlu, T.N. ED. *A Century of Blind Welfare in India*, Penman, Delhi, 1991.
- Kumar, Arun (2019). The 'Untouchable School': American Missionaries, Hindu Social Reformers and the Educational Dreams of Labouring Dalits in Colonial North India. *South Asia: Journal of South Asian Studies*, 42(5), 823-844.
- Miles, M. 1995. Disability Care & Education in 19th Century India: Dates, Places & Documentation, with Some Additional Material on Mental Retardation and Physical Disabilities up to 1947. Revised Version. 1997-05. ERIC
- Pandey, R.S. and Advani, Lal, *Perspectives in Disability and Rehabilitation*, Vikas, New Delhi, 1995.
- Paul, M. C. (1989). "Colonialism and Women's Education in India." *Social Change* 19: 3-17.
- Robinson, Francis. (1975). *Separatism Among Indian Muslims: The Politics of The United Province Muslims, 1860-1923*. Delhi: Vikas Publishing House, First Indian Edition.
- Zelliot, Eleanor (2014). Dalit Initiatives in Education, 1880-1992. In Parimala V. Rao (Ed.), *New Perspectives in the History of Indian Education* (pp. 45-67). New Delhi: Orient BlackSwan.

Unit 4. This unit focusses on two interrelated aspects. Firstly, this unit critically assesses the successes and the failures of the efforts of colonial state, social reformers, and nationalist leaders to provide free and Compulsory Primary Education in colonial India. Secondly, it seeks to decode legacy of the Educational discourse of freedom struggle in India and the educational alternatives established by Indians, such as the Swadeshi Movement, Gandhian initiatives, Tagore's educational activities, work of Bhaurao Patil and others.

- Acharya, Poromesh. (1997) "Educational Ideals of Tagore and Gandhi: A Comparative Study" *EPW*, 32, pp 601-06. Firstly, it seeks to decode legacy of the Educational discourse of freedom struggle in India and the educational alternatives established by Indians.
- Bhattacharya, Sabyasachi. Bara, Joseph. and Yagati, Chinna Rao. eds., (2003) *Educating the Nation: Documents on the Discourse of National Education in India (1880-1920)*, Kanishka Publishers Distributors (Specially Introduction).
- Chatterji, Basudev. ed., (1999) "Towards Freedom (1938 Watershed)" Oxford University Press for *ICHR*, (Vol. I. chapter 8.)

- Gupta, Vikas. (2018) 'BhauraoPatil's Educational Work and Social Integration', Inclusive, Vol. 1, Issue 12. (January).
- Kumar, Krishna. (2009) "Listening to Gandhi" in his *What is Worth Teaching?* Orient Longman, (Third Edition), Ch. 9, pp 111-128.
- Mondal, Ajit. (2017), 'Free and Compulsory Primary Education in India Under the British Raj', *SAGE Open*, SAGE Publications.
- Naik, J.P. (1941) Compulsory Primary Education in Baroda State: Retrospect and Prospect, (First published in the *Progress of Education*, Poona, and thereafter separately published in book form).
- Oesterheld, Joachim. (2009) 'National Education as a Community Issue: The Muslim Response to the Wardha Scheme', in Krishna Kumar and Joachem Oesterheld, eds., *Education and Social Change in South Asia*, New Delhi, Orient Longman, pp. 166-195.
- Rao, Parimala V. (2013), 'Compulsory Education and the Political Leadership in Colonial India, 1840-1947', in Parimala V. Rao ed., *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 151-175.
- Sadgopal, Anil. (2017) "Macaulay Banam Phule, Gandhi-Ambedkarka Muktidai Shaikshik Vimarsh" in Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan and Rajni Dwivedi. eds., *Macaulay, Elphinstone Aur Bhartiya Shiksha*, New Delhi, VaniPrakashan, pp. 82-95.
- Sarkar, Sumit. (1973) *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).
- Venkatanarayanan, S. (2013), 'Tracing the Genealogy of Elementary Education Policy in India Till Independence', *SAGE Open*, Sage Publications.

Suggested Readings:

- Awan, Maqbool Ahmad. (2019). "Role of the Muslim Anjumans for the Promotion of Education in the Colonial Punjab: A Historical Analysis." *Bulletin of Education and Research* 41, no. 3: 1-18.
- Bandyopadhyay, D. (2002), 'Madrassa Education and the Condition of Indian Muslims', *Economic and Political Weekly*, Vol. 37, No. 16, pp. 1481-1484.
- Basu, Aparna. (1974) *The Growth of Education and Political Development in India, 1898-1920*. Delhi: Oxford University Press.
- Bronkhorst, Johannes (2013), *Buddhist Teaching in India*. Boston: Wisdom Publications.
- Bryant, Edwin (2009), *The Yoga Sutras of Patañjali: A New Edition, Translation, and Commentary*, New York, USA: North Point Press.
- Crook, Nigel. ed., (1996), *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi, Oxford University Press.
- Divakaran, P.P. (2019), *The Mathematics of India: Concepts, Methods, Connections*, Springer, Singapore. Introduction. pp. 1-21.
- Fagg, Henry. (2002), *A Study of Gandhi's Basic Education*, Delhi: National Book Trust.

- Frykenberg, R. E. (1986), 'Modern Education in South India, 1784-1854: Its Roots and Role as a Vehicle of Integration under Company Raj', *American Historical Review*, Vol. 91, No. 1, February, pp. 37-65.
- George L. Hart (1975), *The Poems of Ancient Tamil, Their Milieu and Their Sanskrit Counterparts*, Issue 21, Center for South and Southeast Asia Studies, UC Berkeley Publications, Center for South and Southeast Asia studies.
- Gupta, Vikas. (2021) (Ed). *Education and Inequality: Historical Trajectories and Contemporary Challenges*, edited by Vikas Gupta, Rama Kant Agnihotri, and Minati Panda. Orient Blackswan.
- Habib, Irfan. *Technology in Medieval India: C. 650-1750*. India: Tulika Books, 2013. Chapter to be specified.
- Hindustani Talimi Sangh. (1950). *Educational reconstruction: A collection of Gandhiji's articles on the Wardha Scheme along with a summary of the proceedings of the All-India National Educational Conference held at Wardha—1937* (5th ed.).
- Jafar, S.M., (1936), *Education in Muslim India*, S. Muhammad Sadiq Khan, Peshawar.
- Jafri, S.Z.H. (2020). "Indo Islamic Learning and the Colonial State: Bengal Presidency under East India Company." *Journal of the Pakistan Historical Society* 68, no. 2: 47-68.
- Kamal, M. M. (1998), 'The Epistemology of the Carvaka Philosophy', *Journal of Indian and Buddhist Studies*, 46(2), pp. 13–16.
- Kannan, Divya (2022). Caste, space, and schooling in nineteenth century South India. *Children's Geographies*, 20(6), 845–860.
- Kumar, Krishna. (2014) *Politics of Education in Colonial India*. New Delhi: Routledge.
- Kumar, Krishna. and Oesterheld, Joachem. (eds) (2007), *Education and Social Change in South Asia*, New Delhi, Orient Longman (Essays by Sanjay Seth, Heike Liebau, Sonia Nishat Amin, Margret Frenz and Joachim Oesterheld).
- Kumar, Nita. (2000) *Lessons from Schools: History of Education in Banaras*. New Delhi: Sage Publication.
- miles, m. 'blind and sighted pioneer teachers in nineteenth century china and india'. independent living institute(revised ed), 2011, online version www.independentliving.org/docs7/miles201104.pdf
- Mondal, Ajit and Mete, Jayanta. (2016), *Right to Education in India* (two Volumes), Delhi: Gyan Publishing House.
- Naik, J.P. & Nurullah, Syed (2004), *A Students' History of Education in India, (1800-1973)*, Delhi, Macmillan India Ltd, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004. (Also available in Hindi).
- Nizami, K.A., (1996), 'Development of the Muslim Educational System in Medieval India', *Islamic Culture*.
- Paik, Shailaja (2014). *Dalit Women's Education in Modern India: Double Discrimination*. Routledge.

- Pollock, Sheldon. (2006), *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India*, University of California Press, California.
- Rupavath, R. (2016). Tribal Education: A Perspective from Below. *South Asia Research*, 36(2), 206-228.
- Sadgopal, Anil. (2013) “The Pedagogic Essence of Nai Talim: Exploring its Role in Contemporary School Curriculum” in Tara Sethia and Anjana Narayan eds., *The Living Gandhi: Lessons of Our Times*, New Delhi, Penguin Books India, pp. 163-179.
- Shetty, Parinita (2008). Missionary pedagogy and Christianization of the heathens: The educational institutions introduced by the Basel Mission in Mangalore. *Indian Economic Social History Review*, 45, 509-551.
- Siddiqui, I. H. (2005), ‘Madrasa-education in medieval India’, in Husain SM Azizuddin (ed.) *Madrasa Education in India: Eleventh to Twenty First Century*. Kanishka Publishers, New Delhi, 7–23.
- Soni, Jayandra. (2000). ‘Basic Jaina Epistemology’. *Philosophy East and West*, Vol. 50, Issue 3, pp. 367–377.
- Viswanathan, Gauri. (1990) *Masks of Conquest: Literary Study and British Rule in India*. London: Faber and Faber.
- Walsh, Judith. (2004). *Domesticity in Colonial India: What Women Learned When Men Gave Her Advice*. Delhi: Oxford University Press.
- Witzel. M. (1987), *On the localisation of Vedic texts and schools, India and the Ancient world. History, Trade and Culture before A.D. 650*. P.H.L. Eggermont Jubilee Volume, ed.by G. Pollet, Orientalia Lovaniensia Analecta 25, Leuven, pp. 173-213.
- Wujastyk, Dominik(2003), *The Roots of Ayurveda*. Penguin. Introduction, pp.1-38.

हिंदी पाठ्यसामग्री

- आचार्य, परमेश (2000). देसज शिक्षा, औपनिवेशिक विरासत और जातीय विकल्प, (अनुवाद: अनिल राजीमवाले), ग्रंथशिल्पी, नई दिल्ली।
- धर्मपाल (संपा.), (2005), सुंदर वृक्ष: अठारहवीं सदी में भारत की स्वदेशी शिक्षा, धर्मपाल समग्र लेखन (खंड 3), पुनरुत्थान ट्रस्ट, अहमदाबाद।
- दीवान, हृदय कांत , अग्निहोत्री रमाकांत , चतुर्वेदी अरुण , वेददान सुधीर और द्विवेदी रजनी (सम्पादित)। मैकॉले, एल्फिंस्टोन और भारतीय शिक्षा। नई दिल्ली, वाणी प्रकाशन। (विशेष रूप से अनिल सद्गोपाल और विकास गुप्ता के निबंध)।
- गुप्ता, विकास। (2021). औपनिवेशिक भारत में व्यवस्थिकरण का शिक्षाशास्त्र, शिक्षक और शिक्षा की चुनौतियाँ: 19वीं और शुरुआती 20वीं सदी के चार शिक्षाशास्त्रियों का नज़रिया। शिवानी नाग, हृदयकान्त देवन और मनोज कुमार (संपादित), अध्यापन कर्म, अध्यापक की छवि व अस्मिता, नई दिल्ली, वाणी प्रकाशन। ISBN 9789390678334।
- नुरुल्लाह, सैयद एवं नायक, जे. पी. (2004), भारत में शिक्षा का इतिहास (1800–1973), मैकमिलन इंडिया लिमिटेड, दिल्ली।
- शाह, शालिनी। (2016). नारीत्व का गठन। नई दिल्ली, ग्रंथशिल्पी। (पृष्ठसंख्या 179-185)

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Cultural Transactions between India and the World

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Cultural Transactions between India and the World	4	3	1	0		

Learning Objectives

The paper explores in historical context the varied forms of cultural interactions that had taken place between India and the Greco- Roman world, the areas of East Asia and Tibet in early times. Within this ambit, the paper focuses on the trading networks, which moving along land and maritime spheres linked these areas closely to each other. Just as commerce flowed easily across these paths that had been created assiduously and through regular use, cross cultural dialogues also simultaneously took place. This was reflected in cultural diversities that manifested as a result. Demographic dynamics, language, literature, art forms, were a few of the areas that bore remarkable evidence of the transaction that ensued.

Learning outcomes

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

- Understand in detail the various perspectives that have evolved among historians regarding the various aspects of cultural transactions between early India on the one hand and the eastern countries, Tibet on the other.
- Comprehend the complexities of the trading linkages that developed over time
- Get familiarised with the significant role and contribution of specific people and localities in these interactions

Syllabus

Unit I: Historical Background for early India's contact with Greco- Roman world, East and Tibet; Contacts between South Indian states and the world.

Unit II: Trade Networks between India and the World: Maritime and Land routes

Unit III: Cross cultural impact of trade and commerce

Unit IV: Agents of trade and cultural Transactions: People and localities

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This Unit will introduce students, within spatial and chronological framework to early India's contact with Greco- Roman world, Tibet, East and South East Asia

(Teaching Time: 3 weeks approx.)

- Radha Madhav Bharadwaj, 'Tibet' in Sarao, KTS and Long, Jeffrey D. (eds), Buddhism and Jainism, - Encyclopaedia of Indian Religions, vol.1, Springer, The Netherlands, pp. 1252-1260 (e Book ISBN-978-94-024-0852-2; ISBN-978-94-024-0853-9 Print and electronic bundle).
- Xinru Liu, The Silk Road in World History (The New Oxford World History), OUP 2010.
- Tarling, N., ed. (2000). The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). History, Culture and Region in Southeast Asian Perspectives, Singapore: Institute of Southeast Asian Studies
- Miksic, John N. and Geok Yian Goh. (2017). Ancient Southeast Asia, London: Routledge
- Kenneth R. Hall, (2011). A History of Early Southeast Asia: Maritime Trade and Societal Development, 100-1500, London: Rowman & Littlefield Publishers
- Kulke, H. (1993; 2001). Kings and Cults: State Formation and Legitimation in India and Southeast Asia, New Delhi: Manohar.
- Tomber, Roberta; Indo Roman Trade : From pots to pepper; Duckworth, London; 2008.

Unit II: This unit will familiarise with the trade networks that were in use between India and the World: Maritime and Land routes **(Teaching Time: 4 weeks approx.)**

1. E. H. Warmington, Commerce between the Roman Empire and India, Curzon Press, 1974.
2. J. Thorley, 'The Silk Trade between China and the Roman empire at its Height, CIRCA A.D 90- 130', *Greece and Rome*, vol. 18, No. 1, pp. 71-80.
3. Jason Emmanuel Neelis 'Old Roads in the Northwestern Borderlands' in *Early Buddhist Transmission and Trade Networks: Mobility and Exchange within and beyond the Northwestern Borderlands of South Asia*, Brill, 2011. (chapter 4)
4. Marilyn Martin Rhie (2002): Early Buddhist Art of China and Central Asia. Volume II: The Eastern Chin and Sixteen Kingdoms Period in China and Tumshuk, Kucha and Karashar in Central Asia, Leiden: Brill, pp. 388-399.
5. Mortimer Wheeler, *Rome Beyond the Imperial Frontiers*, London, G. Bell and Sons, Ltd, 1954.
6. Philip D Curtin, Cross-Cultural Trade in World History, CUP 1985.

7. Raheshwari Ghose, (ed.) *Kizil on the Silk Road: Crossroads of Commerce and Meeting of Minds*, Marg Foundation, 2008, pp. 24-31.
8. Xinru Liu, 'Silk and Religions in South Asia c. AD 600-1200', *Journal of World History*, Vol. 6, no. 1 (spring 1995).

Unit III: The unit familiarises the student with various aspects of the Cross cultural impacts of trade and commerce (**Teaching Time: 4 weeks approx.**)

1. Bonnie Cheng. 'THE SPACE BETWEEN: Locating "Culture" in Artistic Exchange', *Ars Orientalis*, Vol. 8, pp. 81 – 120.
2. Dieter Schlingloff, 'The Oldest Extant Parvan list of the Mahabharat', *Journal of the American Oriental Society*, Vol. 89. No.2 (April-June 1969), pp.334-338.
3. E. Errington et al, eds, *The Crossroads of Asia. Transformation in Image and Symbol in the Art of Ancient Afghanistan and Pakistan*, Ancient India and Iran Trust, 1992.
4. Luce Boulnois, *Silk Road: Monks, Warriors and Merchants*, Hong Kong: Odyssey books, (2015 reprint).
5. Marshak B and Rospopova Wall Paintings from a House with a Granary, Panjikent The Silk Road Key Papers, Part 1: The Pre-Islamic Period, Ed. Valerie Hansen, Global Oriental, 2012.

Unit IV: This unit introduces the learners to the various people and localities that emerged as significant in the area and period of the study (**Teaching Time: 5 weeks approx.**)

1. Doney, Lewis. 'Padmasambhava in Tibetan Buddhism' in Silk, Jonathan A. et al. Brill's Encyclopedia of Buddhism, pp. 1197-1212. BRILL, Leiden, Boston.
2. Ines Konczak-Nagel, Monika Zin, *Essays and Studies in the Art of Kucha*, Dev Publishers & Distributors, 2020. (Introduction).
3. Kurt Behrendt, *Tibet and India: Buddhist Traditions and Transformations*, The Metropolitan Museum of Art; Distributed by Harry N. Abrams; 1st edition, 2014.
4. Lokesh Chandra and Nirmala Sharma, *Buddhist Paintings of Tun-Huang*, Niyogi Books, 2012.
5. Radha Madhav Bharadwaj, 'Atisa' in Sarao, KTS and Long, Jeffrey D. (eds), *Buddhism and Jainism*, - Encyclopaedia of Indian Religions, vol.1, Springer, The Netherlands, pp. 195-197 (e Book ISBN-978-94-024-0852-2; ISBN-978-94-024-0853-9 Print and electronic bundle).
6. Rajeshwari Ghose, (ed.) *Kizil on the Silk Road: Crossroads of Commerce and Meeting of Minds*, Marg Foundation, 2008, pp. 8-23 and 106-115.
7. Translation of Kumarajiva's biography as it is told in the Gaoseng zhuan compiled by Hui Jiao of the Liang Dynasty (502-551 CE).

Suggested Readings:

1. Buddha Prakash, *Indian and the World*, Vishvesharanand Vedic Research Institute, 1964
2. पी. वी. बापट, बौद्ध धर्म का 2500 वर्षों का इतिहास, पुब्लिकेशन्स डिवीजन, गवर्नमेंट ऑफ़ इंडिया, 1956. (अध्याय V, VIII, IX और XI)

3. P.V. Bapat, *2500 years of Buddhism*, The Publications Division, Government of India, 1965. (Chapters V, VIII, IX and XI)
4. The Silk Roads: An ICOMOS Thematic Study by Tim Williams on behalf of ICOMOS 2014.
5. Weblink-
https://www.icomos.org/images/mediatheque/ICOMOS_WHThematicStudy_SilkRoads_final_lv_201406.pdf
6. Christopher I. Beckwith, *Empires of the Silk Road: A History of Central Asia from the Bronze age to the Present*, Princeton: Princeton University Press, 2009
7. <https://en.unesco.org/silkroad/silk-road-themes/cities-silk-roads>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): History of Diseases and Epidemics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Diseases and Epidemics	4	3	1	0		

Learning Objectives

The objective of the course is to engage the learners about emerging areas of historical understanding. Tracing the history of diseases and epidemics from ancient to the contemporary times, the course will enrich learners about the cultural and social sensibilities to explore changing human experiences across time and space. With reference to some of the diseases and pandemics like cholera, plague, influenza, malaria, smallpox, and covid-19, the issues of public health, medicines, vaccination, local healers, local responses and more will be discussed. This course also proposes to familiarize the learners with community spread and circulations of diseases and epidemics in the public spaces and role played by jails, ships and railways. Further this course will help learners to understand the how diseases were perceived, treated, and imagined in terms of cultural taboos, state intervention and rise of public health systems. Through art, literature and cinema students will be able to understand representation of disease and therapeutic cultures. The student will develop a basic understanding and awareness how

these diseases and epidemics were remembered and shaped the lives and livelihood of the affected population.

Learning outcomes

After completing this course, the students will be able:

- To develop critical thinking about human experiences of diseases and epidemics.
- To enhance their analytical facility about diseases and epidemics in historical and contemporary time.
- To discuss and debate social, scientific, economic and political nuances of such phenomenon.
- To be equipped to conduct further research in the emerging area of history of diseases and epidemics.

Syllabus

UNIT I: Diseases, Epidemics and Pandemics: A historiographical trend in Indian context

1. Healthcare system and healers in Ancient India: *Charak* and *Sushruta*
2. Health and medicinal system in Medieval India

UNIT II: Experiences of Curing and Healing Practices: Trust, Faith and Rituals

1. Empire and the Spread of Diseases: Railways, Ships, Jails, Pilgrim sites and Quarantine Stations (any one site) with reference to any disease (Cholera/Plague/Influenza/Malaria or any other disease).
2. Therapeutic rituals: quacks, quackery and local healers
3. The rise of the alternatives medical traditions: *Ayurveda*, *Unani*, Homeopathy, *Siddha*, Naturopathy (any two)

UNIT III: Consequences, Challenges and Learning:

1. State Intervention and emergence of Public Health (WHO)
2. New Threats and Challenges in the 21st century

UNIT IV: Popular Representation and Responses: Art, cinema and literature

Practical component (if any) - NIL

Essential/recommended readings

UNIT I: Diseases, Epidemics and Pandemics: A historiographical trend in Indian context (Teaching Time: 3 weeks approx.)

This unit will help to understand the emerging writings on disease and epidemics. Various perceptions and debates about diseases and therapeutic rituals performed in various culture.

- Basham, A. L. (1976). "The practice of medicine in Ancient and Medieval India", *Asian medical systems: A comparative study*, 18-43.
- Subbarayappa, B. V. (2001). "The roots of ancient medicine: an historical outline", *Journal of Biosciences-Bangalore-*, 26(2), 135-143.
- Muthu, C. (1913). "A Short Review of the History of Ancient Hindu Medicin", *Proceedings of the Royal Society of Medicine*, 6(Sect_Hist_Med), 177-190.
- Hayes, J.N. (2005). *Epidemics and Pandemics: Their Impacts on Human History*. ABC-CLIO.
- Watts S., *Epidemics and History: Disease, Power, and Imperialism*, Yale University Press, New Haven, USA, 1997.
- राय, सौरव कुमार (15 मई 2020), 'महामारी: आर्थिक, राजनीतिक एवं सामाजिक दृष्टिकोण', समालोचन: साहित्य, विचार और कलाओं की वेब-पत्रिका.

UNIT II: Experiences of Curing and Healing Practices: Trust, Faith and Rituals (Teaching Time: 3 weeks approx.)

This Unit will help students to understand people's faith and trust associated with disease, state intervention to control epidemic outbreak and emergence of public health systems. It will also help students to understand the eruption and spreading of diseases from one place to other. Various sites such as pilgrim centres, jails etc become a breeding ground and diseases were transported from these places to others through fluctuating population via trains and ships.

- Kerr, I. J. (1995). *Building the Railways of the Raj, 1850-1900* (p. 180). New Delhi: Oxford University Press.
- Arnold, David (1986). 'Cholera and Colonialism in British India'. *Past and Present*, 113, 118-151.
- Harrison, Mark. "Quarantine, Pilgrimage and Colonial Trade: India 1866-1900", *Public Health in British India: Anglo-Indian Preventive Medicine 1859-1914* (CUP, 1994) pp. 117-38.
- Pati, Biswamoy and Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*, Delhi: Orient Longman Limited, 2001. (Introduction).
- आर्नल्ड, डेविड 'देह पर दस्तदराजी: भारतीय प्लेग के परिप्रेक्ष्य, (1896-1900)', शाहिद अमीन, ज्ञानेंद्र पांडेय (सं), निम्न वर्गीय प्रसंग, खंड 2, राजकमल प्रकाशन, दिल्ली.
- Madhwi, *Health, Medicine & Migration : The Formation of Indentured Labour c.1834-1920*. Primus 2020. Introduction & Chapter 3
- Quaiser Nishat, Colonial Politics of Medicine and Popular Unani Resistance, *Indian Horizons*, April-June 2000, pp. 29-41.
- Ralph Nicholas, 'The Goddess Sitala and the Epidemic Smallpox in Bengal', *Journal of Asian Studies*, 41 (1) (1981), pp. 21-44.

- Samanta, Arabinda (2017). *Living with Pandemics in Colonial Bengal, 1818-1945*. Delhi: Manohar.

UNIT III: Consequences, Challenges and Learning: (Teaching Time: 3 weeks approx.)

In this unit, students will explore the pivotal role of the state in disease control and the evolution of public health systems in India. Additionally, they will examine emerging health threats and challenges of the 21st century.

- Harrison, Mark, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914*, New Delhi: Cambridge University Press, 1994.
- Sivaramakrishnan, Kavita. Constructing Boundaries, Contesting Identities: The Politics of Ayurved in Punjab (1930–40) *Studies in History* 2006; 22; 253.
- Arnold, David, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, California: University of California Press, 1993. **(Introduction)**.
- Kumar, Anil, *Medicine and the Raj: British Medical Policy, 1835-1911*, New Delhi: Sage, 1998. **(Introduction)**
- Sharma, Madhuri, *Indigenous and Western Medicine in Colonial India*, Foundation Books: CUP, 2011 **(Introduction)**
- Lal, Vinay (2020), *The Fury of COVID-19: The Politics, Histories, and Unrequited Love of the Coronavirus*, New Delhi: Pan Macmillan India.
- Alavi, Seema. (2008). *Islam and Healing: Loss and Recovery of an Indo-Islamic Medical Tradition, 1600-1900*. New Delhi: Permanent Black **(Introduction)**.
- Singh, Madhu (2022). *Outbreaks: An Indian Pandemic Reader*. Delhi: Pencraft International.

UNIT IV: Popular Representation and Responses: Art, cinema and literature (Teaching Time: 3 weeks approx.)

This unit will help students to know about how diseases and epidemics were represented in art, literature and cinema. Feminization of diseases such as *sitalamata*, plague ki *churail* etc.

- Hanson, M., Small, L. 'Pandemic Patterns: How Artistic Depictions of Past Epidemics Illuminate Thematic and Structural Responses to COVID-19 Today', [Journal of General Internal Medicine](#) Vol. 37, 878–884 (2022)
- Niels Brimnes, 'Fallacy, Sacrilege, Betrayal and Conspiracy: The Cultural Construction of Opposition to Immunisation in India,' in *The Politics of Vaccination: A Global History*, edited by Christine Holmberg, Stuart Bulme and Paul Greenough (Manchester United Press, 2017).
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.

- शुक्ल, श्रीप्रकाश (2021). महामारी और कविता, नयीदिल्ली: सेतुप्रकाशन.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका.
- मास्टर भगवानदास, 'प्लेग की चुड़ैल', सरस्वती, 1902.
- Suggested Novels: King of Maladies, Love in the Time of Cholera, The Plague
- Suggested Movies: Contagion, Outbreak, Khushboo, The Black Death

Suggestive Reading

- Arnold, David (1987). 'Touching the Body: Perspectives on the Indian Plague, 1896-1900'. In R. Guha (Ed.) *Subaltern Studies V: Writings on South Asian History and Society* (pp. 55-90). New Delhi: Oxford University Press.
- Guha, Sumit, 'Nutrition, Sanitation, Hygiene, and the Likelihood of Deaths: The British Army in India c. 1870-1920', *Population Studies*, vol. 47, no. 3, 1993, pp. 385-401.
- Khan, Enayatullah (2013). 'Visitations of Plague in Mughal India'. *Proceedings of Indian History Congress*, Vol. 74, 305-12.
- Klein, Ira (1994). 'Imperialism, Ecology and Disease: Cholera in India, 1850-1950'. *Indian Economic and Social History Review*, 31 (4), 491-518.
- Madhuri Sharma- Indigenous and Western Medicine in colonial India, Foundation Books-CUP, 2011.
- Mills, I.D. (1986). 'The 1918-1919 Influenza Pandemic: The Indian Experience'. *Indian Economic and Social History Review*, 23(1), 1-40.
- Singh, Madhu (2021). 'Bombay Fever/Spanish Flu: Public health and native press in Colonial Bombay, 1918-19'. *South Asia Research*, 41(1).
- Singh, A. (2000). The Bias against India In Western Literature On History Of Medicine-With Special Emphasis On Public Health. *Journal of Indian Medical Heritage*, 30(1), 41-58.
- Keswani, N. H. (1968). *Medical education in India since ancient times*. All India Institute of Medical Sciences.
- Sahay, S. (2023). Traditional Knowledge of Medicine in Ancient India:(Based on Classical Texts and Treatises). In *Aspects of Science and Technology in Ancient India* (pp. 117-133). Routledge India.
- Valiathan, M. S. (2001). Diseases in ancient India. In SALEMA, A. *Ayurveda at the Crossroads of Care and Cure: Proceedings of the Indo-European Seminar on Ayurveda Held at Arrábida, Portugal, in November* (pp. 18-24).
- Prasad, H., & Bujari, M. Public Health in Ancient India: A Historical Review.
- Vedam, R., & Ayyagari, S. (2022). On Hygiene Practices in Ancient India & its Relation to Ritual Purity. In *WAVES Conference, New Delhi*.
- Kumar, D. (2010). Probing history of medicine and public health in India. *Indian Historical Review*, 37(2), 259-273.

A visual history of pandemics:

- <https://www.weforum.org/agenda/2020/03/a-visual-history-of-pandemics>
- <https://www.medievalists.net/tag/disease/page/2/>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTIVE (GE): History of Theatre

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Theatre	4	3	1	0		

Learning Objectives

The course will apprise the students with the elementary outlines of the history of theatre in India, from its beginnings to contemporary times. The different forms of theatre – classical, folk, Parsi, and modern will be discussed, and their nuances will be examined.

Learning outcomes

Upon successful completion of the course, students will be able to:

- Outline the historical context within which the beginnings of theatre can be understood.
- Analyze the changes which appeared at different times.
- Not only to see theatre as a mode of entertainment but also as an instrument to raise socio-political issues.

Syllabus

Unit I: Origins and Theory & Practice

1. Classical Theatre: Bharat Muni's Natyasastra, Rasa Theory
2. Performativity and classical theatre
3. Sanskrit writers and Plays – Mattavilasa Prahasana by Mahendravarman I, Abhijanshakuntalam by Kalidas.

Unit II: Regional and Folk Theatre

1. Jatra, Tamasha, Nautanki, Koddityattam, Krishnattam, Mobile Theatre.
2. Influence of folk theatre on media and art practices.

Unit III: Institutionalization of Theatre

1. The Dramatic Performances Act 1876, Theatre from 1876 to 1959, Parsi Theatre, IPTA
2. Institutions of Drama and Training-National School of Drama, Regional Drama Schools

Unit IV: Modern Indian Theatre: People, Themes, and Spaces

1. Locating playwrights within socio-cultural contexts - Bharatendu Harishchandra, Jaishankar Prasad, Mohan Rakesh, and Girish Karnad
2. Study of Indian Directors- BV Karanth, Habib Tanvir, Satyadev Dubey, Vijaya Mehta, and Shambhu Mitra.

Practical component (if any) - NIL

Essential/recommended readings

- Kapila Vatsyayana; Traditional Indian Theatre National book House 1980
- Parsi Theatre Udbhav aur Vikas – Somnath Gupt
- Somanath Gupta; tr. Kathryn Hansen (2005). The Parsi Theatre: Its Origins and Development. Seagull Books
- Devendra Sharma, Community, Artistry, and Storytelling in the Cultural Confluence of Nautanki and Ramlila, Asian Theatre Journal, Volume 37, Number 1, Spring 2020, pp. 107-132 (Article), Published by University of Hawai'i Press DOI: <https://doi.org/10.1353/ark.2020.0027>
- Hansen, K. (1983) Indian folk traditions and the modern theatre. Asian Folklore Studies, pp.77-89.
- Varadpande, M.L. (1987) History of Indian theatre (Vol. 1). Abhinav Publications.
- Bhatia, N. (1997) Staging Resistance: The Indian People's Theatre Association. In The Politics of Culture in the Shadow of Capital (pp. 432-460). Duke University Press.

Suggested Readings:

1. "History of the Parsi Theatre" Zoroastrian Educational Institute.
2. Sense of Direction: Some Observations on the Art of Directing Paperback – October 9, 2003 by William Ball (Author)
3. The Craft of Play Direction by Curtis Candfield
4. Dutt, U., 2009. On Theatre. Seagull Books.
5. Gokhale, S. (2000). Playwright at the Centre. Seagull Books.
6. Karnad, G. (1995) Performance, Meaning, and the Materials of Modern Indian Theatre. New Theatre Quarterly, 11(44), pp.355-370.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTIVE (GE): Ideas and Institutions in Indian History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Ideas and Institutions in Indian History	4	3	1	0		

Learning Objectives

This course intends to introduce students to the complex relations that have historically existed between ideas and institutions. It aims to inquire into fundamental categories like the state, religion, art, society and education as they have evolved over time. Students will be able to thereby trace the long term trajectories that have shaped the history of India.

Theory and Practical/ Fieldwork/Hands-on-learning: A separate supplement to this framework could be the use of resources such as libraries, websites, museums, archives, and historic sites. The use of alternative primary sources such as texts, artifacts, photographs, audio, video, multimedia, background articles, and instructional strategies along with secondary sources, group discussion will further expand the horizons of the students.

Learning Objectives

The interdisciplinary nature of this course will introduce both history and non-history students to some of the long term processes that have shaped Indian history. It will help students develop their analytical abilities by introducing them to a wide range of themes and sources.

Syllabus

- Unit I: In The State's Purview: Ideas and Institutions
- Unit II: On Religion and Dharma: Debates, Identities and Communities
- Unit III: The Economic Setup: Structures and Processes
- Unit IV: Social Practices and Institutions: Varna, Jati, and Tribe

Unit I: In The State's Purview: Ideas and Institutions

The focus of this unit will be an examination of political formation in the Indian subcontinent over the longue duree. Issues and aspects relating to power, authority, governance and its legitimization will be analysed.

Essential Readings:

- R. S. Sharma. 1996. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas.

- S. Kumar, “Courts, Capitals and Kingship: Delhi and its Sultans in the 13th and 14th centuries” in Jan Peter Hartung and Albrecht Fuess, eds., *Court Cultures in the Muslim World*, London: SOAS/Routledge Studies on the Middle East, pp. 123-148.
- J. F Richards. 1998. *Kingship and Authority in South Asia*, Delhi: Oxford University Press,
- H. Kulke, 1997. *The State in India 1000-1700*, Delhi: Oxford University Press
- C.A.Bayly.1990. *Indian Society and the Making of the British Empire (The New Cambridge History of India)*
- A.Farooqui. 2023. *The Establishment of British Rule in India, 1757-1813*. New Delhi: Tulika Books
- N. Hussain, 2019. *The Jurisprudence of Emergency: Colonialism and the Rule of Law* Ann Arbor : University of Michigan Press

Unit II: On Religion and Dharma: Debate, Identities and Communities

The subject matter of this unit is the domain of the ‘other world’ in this world – essentially, the sphere of religion, spirituality, and matters of faith. The term dharma encapsulates it closely, and the paper will seek to understand its myriad connotations over time. Through a text-based elucidation and discussion, students will be encouraged to probe the debates and religious identities that have evolved uniquely in South Asia, and the institutions that have helped articulate and formalize communities formed thereof.

Essential Readings:

- M.Biardeau. 1989. *Hinduism: The Anthropology of a Civilization*. New Delhi: Oxford University Press
- P.Olivelle, 2016 *A Dharma Reader: Classical Indian Law*. Columbia University Press
- W. Halbfass 1991. *Reflection and Tradition* Delhi: Motilal Banarasidas (Chapters 2-4, 8-10)
- V. Eltschinger. 2015 *Caste and Buddhist Philosophy* Delhi: Motilal Banarasidas (Chapter 1)
- M. Devadan, 2016. *A Pre-History of Hinduism* Berlin: De Gruyter Open Ltd
- S. Kumar “Assertions of Authority: a Study of the Discursive Statements of Two Sultans of Delhi—‘Ala al-Din Khalaji and Nizam al-Din Auliya”, in *The Making of Indo-Persian Culture: Indian and French Studies*, ed. Muzaffar Alam, Francoise ‘Nalini’ Delvoe, and Marc Gaborieau, Delhi: Manohar, pp. 37-65
- A. Truschke. 2015. *Culture of Encounters* New York : Columbia University Press
- M. Alam. 2021. *The Mughals and the Sufis* Ranikhet: Permanent Black
- K. Jones. 2006. *Socio-Religious Reform Movements* New York : Cambridge University Press
- V. Geetha. 1998. *Towards a Non Brahmin Millennium: From Jyothee Thas to Periyar* Calcutta : Samya.

Unit III: The Economic Setup: Structures and Processes

The economic setup of any area provides the basis and matrix in which other socio-cultural forms germinate. How were economic relations transacted, and which were the core principles and ideas that provided the structures and exchanges for the economic functioning of India in pre-modern times? Trade, money economy, operation of guilds, labour relations, economic measures and taxation as well as deindustrialization, commercialization of agriculture will be issues within the ambit of Unit III.

Essential Readings:

- N.Lahiri. 1992. *The Archaeology of Indian Trade Routes Up to c.200 BC: Resource Use, Resource Access and Lines of Communication*. New Delhi: Oxford University Press
- R.Chakravarti, ed.2004. *Trade in Early India*. New Delhi: Oxford University Press
- B.P.Sahu & B.D.Chattopadhyay ed.1997. *Land, System and Rural Society in Early India*. New Delhi: Oxford University Press
- J.Deyell.1990. *Living Without Silver: The Monetary History of Early Medieval North India*. New Delhi: Oxford University Press
- R.S.Sharma. 2000.*Pracheen Bharat Ka Arthik evam Samajik Itihas*. Delhi: Directorate of Hindi Medium Education, University of Delhi
- T.Raychaudhuri & I.Habib.ed. 1982. *Cambridge Economic History of India, Vol. I, 1200-1750*. Cambridge: Cambridge University Press.
- D.Kumar.ed. 2000. *Cambridge Economic History of India, Vol. II*. Cambridge: Cambridge University Press
- T.Roy. 2011. *The Economic History of India 1857-1947*. New Delhi: Oxford University Press
- Agarwal, Ankit; 'Development of Economic Organisations and their role in Human Empowerment during the Gupta Period'; published in History Today 13, a journal of the Indian History and Cultrual Society, 2012, pp. 14-21.

Unit IV: Social Practices and Institutions: Varna, Jati, and Tribe

It will cover perhaps the most pervasive of the social ideas that manifest as identities and are further perpetuated through institutions, both orthodox and heterodox. In the process, issues self-identity and 'othering', hierarchies and inequalities, and marginalized social entities will be brought to light.

Essential Readings:

- A.Parasher-Sen ed. 2004. *Subordinate and Marginalized Groups in Early India*. New Delhi: Oxford University Press
- S. Jaiswal, 1998. *Caste: Origin, Function and Dimensions of Change*, New Delhi: Manohar Publishers & Distributors.

- जायसवाल, सुबीरा. (२००४), वणर्-जातिव्यवस्था: उद्भव, प्रकार और रूपांतरण (अनुवादक: आदित्य नारायणिसंह). नई दिल्ली: ग्रंथिशाली. पृष्ठ १५-४३.
- S. Guha, 1999. *Environment and Ethnicity in India, 1200-1900*. Cambridge: Cambridge University Press.
- T. Trautmann. 1997. *Aryans and British India* Berkeley: University of California Press
- V. Rodrigues, *The Essential Writings of B.R. Ambedkar* New Delhi: Oxford University Press 2005. pp. 1-44; 47-53; 191-205; 219-239; 383-407.

Suggested Readings:

- A. Hiltebeitel. 2011, *Dharma: Its Early History in Law, Religion, and Narrative*. New York: Oxford University Press
- H. Kulke and B.P. Sahu ed. 2022. *The Routledge Handbook of the State in Premodern India* Routledge India
- Rajat Ray. ed. 1994. *Entrepreneurship and Industry in India*. New Delhi: Oxford University Press
- P. Parthasarathy, 2011, *Why Europe Grew Rich and Asia did not: Global Economic Divergence, 1600-1850*, Cambridge: Cambridge University Press

GENERIC ELECTICE (GE): Migration and Indian Diaspora: Social and Cultural Histories

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Migration and Indian Diaspora: Social and Cultural Histories	4	3	1	0		

Learning Objectives

This paper explores the historical patterns of Indian migration and the socio-cultural transformations within diasporic communities. It examines their political and economic contributions in host countries and India, highlighting their impact on global economies and policy frameworks. The study evaluates key theoretical approaches to migration, identity formation, and transnationalism, offering insights into cultural hybridity and diasporic belonging. Additionally, it assesses government policies and international frameworks related to diaspora engagement, dual nationality, and economic partnerships. By integrating historical, cultural, political, and economic perspectives, this paper provides a comprehensive understanding of the Indian diaspora's evolving role in a globalized world.

Learning outcomes

After completing this course, students will be able to:

- Critically engage with primary and secondary sources on migration and diaspora studies.
- Explain key historical events and their role in shaping Indian migration patterns.
- Analyze how migration influences identity, belonging, and cultural hybridity.
- Assess the impact of Indian diasporic communities on host countries and their connections to India.
- Develop independent research skills in migration and diaspora studies.

Syllabus

Unit I: Understanding Migration and Diaspora: Theoretical and Historical Frameworks

1. Concepts and theories of migration and diaspora
2. Ancient, medieval, and early modern Indian migration patterns
3. Colonial-era migration: Indentured labor and the global dispersal of Indian laborers
4. Post-colonial migration: The Indian diaspora in North America, Europe, and the Middle East.

Unit II: Social and Cultural Histories of the Indian Diaspora

3. Cultural adaptations, hybridity, and syncretism and social categories within the Indian diasporic communities.

4. Indian cinema, literature, and popular culture in diasporic identity formation

Unit III : Political Economy and Contemporary Issues in the Indian Diaspora

1. Economic contributions and remittances to India
2. Diaspora engagement in Indian politics and foreign policy

Unit IV: Challenges faced by Diasporic communities

1. Citizenship, belonging, and challenges of multiculturalism in host nations
2. Contemporary issues faced by the diasporic communities: Xenophobia, racism, and identity politics

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will enable students to develop a theoretical understanding of migration and diaspora studies while exploring historical migration patterns and their socio-political contexts. It will help them analyze the economic, political, and social factors that contributed to migration, particularly the impact of colonialism and indentured labor systems. Students will also examine post-colonial migration trends and their implications for Indian communities in North America, Europe, and the Middle East. (Teaching time: 15 lectures 5 weeks)

- Vertovec, Steven. (2009). *Transnationalism*. London: Routledge.
- Cohen, Robin. (2008). *Global Diasporas: An Introduction*. London: Routledge.
- Jayaram, N. (Ed.). (2004). *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage.
- Tinker, Hugh. (1974). *A New System of Slavery: The Export of Indian Labour Overseas 1830–1920*. Oxford: Oxford University Press.
- Jain, Ravindra K. (1993). *Indian Communities Abroad: Themes and Literature*. New Delhi: Manohar.
- Safran, William. Ajaya Sahoo, Ajaya & Brij V. Lal (Ed.). (2019). *Transnational Migrations The Indian Diaspora*. Routledge India.
- Mishra, Vijay (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. New Delhi: Routledge.

Unit II This unit will help students critically engage with how caste, class, and gender influence migration experiences, shaping the socio-cultural fabric of Indian diasporic communities. It will enhance their understanding of cultural adaptation, hybridity, and syncretism, exploring the role of religion, traditions, and social networks in maintaining diasporic identity. The unit will also introduce students to how Indian cinema, literature, and popular culture contribute to diasporic narratives, fostering a sense of belonging while negotiating identity within the host society. (Teaching time: 15 lectures 5 weeks)

- Lal, Brij V., Peter Reeves, and Rajesh Rai (Eds.). (2006). *The Encyclopedia of the Indian Diaspora*. Honolulu: University of Hawaii Press.
- Appadurai, Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.
- Mishra, Vijay. (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. London: Routledge.
- Ghosh, Amitav. (2008). *Sea of Poppies*. London: Penguin.
- Vertovec, Steven. 1997. "Three Meanings of Diaspora: Exemplified among South Asian Religions". *Diaspora*, Vol. 6 (3): 277-330.

Unit III: This unit will equip students with an understanding of the Indian diaspora's economic impact, particularly through remittances and investments in India. It will enable them to analyze how the diaspora engages in Indian politics and influences international relations. (Teaching time: 18 lectures 6 weeks)

- Khadria, Binod. (1999). *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage.
- Shain, Yossi, and Aharon Barth. (2003). "Diasporas and International Relations Theory." *International Organization*, 57(3), pp. 449–479.
- Kapur, Devesh. (2014). *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*. Princeton University Press
- Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge. [Introduction]

Unit 4: This unit will familiarize students with the challenges faced by diasporic communities. Students will critically examine issues of citizenship, multiculturalism, and identity politics in host nations while understanding contemporary challenges such as xenophobia, racism, and social exclusion. This unit will also provide insights into the policies shaping diaspora engagement and their implications for global migration governance.

- Raj, Dhooлека Sarhadi. (2003). *Where Are You From?: Middle-Class Migrants in the Modern World*. Berkeley: University of California Press.
- Varadarajan, Latha. (2010). *The Domestic Abroad: Diasporas in International Relations*. Oxford: Oxford University Press.
- Clarke, C et al. (1990). *South Asians Overseas: Migration and Ethnicity*. Cambridge: Cambridge University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISSERTATION: Dissertation Writing

Dissertation Writing Track of Research Methods-I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Dissertation Writing Track of Research Methods-I	6					

Learning Objectives

This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research, to identify primary and secondary sources towards that end, as well as to observe patterns in collected data. They should also be able to forge complex and novel arguments on the basis of demonstrable patterns in available information.

Learning outcomes

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography
- Identify and respect the need to avoid pitfalls of plagiarism

Outcomes expected of Dissertation writing track in the 4th Year of UG Programmes

The following **three** outcomes must be achieved by the end of VIII Semester:

- i. Completion of fieldwork, and tracking the primary sources.

- ii. Submission of dissertation

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.