

Semester IV Additions and replacement of dropped courses History (Hons) and
(Multidisciplinary)

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DEPARTMENT OF HISTORY

Semester-IV

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Addition Semester V for History

Semester-V

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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 Vernacular Literature	4	3	1	0	12 th Pass	-

Learning Objectives

In their peregrinations across the globe, humans have created thousands of languages. Yet all languages are not equal. In each region, there are dominant languages with better standardisation of the rules for writing and articulation, and other languages. The elite languages tend to be spoken by a minority and other languages, of peoples who interact with the speakers of the elite/cosmopolitan language, evolve interacting with those languages. In ancient Europe, Latin was the cosmopolitan language, the languages of the regions conquered or influenced by Rome, such as the Germanic realms, England, Gaul and Iberia were deemed vernaculars. Over time, these vernaculars, German, French, English and Spanish evolved into fully articulated languages of high status in their own right and serving as the cosmopolitan language of the colonies of their respective empires.

In the Indian subcontinent, too, it is possible to see a similar evolution of different languages in different parts of the country. Sanskrit, the name itself meaning refined, was the elite language for exacting standards of scientific inquiry, administration, and aesthetic exploration, whereas assorted Prakrit grew into what came to be called Indian vernaculars. While Sanskrit had a pan-India presence, 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.

The evolution of these languages — some developed elaborate grammar and capacity to become the written standard for assorted variations and dialects, others live on without a written form — played a huge role in shaping the histories of India's regions. The Indian Constitution's recognition of 22 languages in the Eighth Schedule is testimony to how

core these languages are to the identities of their speakers.

Learning outcomes

This paper would help the student perceive the historical development of different regions and their particular languages. A defining characteristic of humans is language, the medium for communication, coherent conceptualisation, accumulation and development as well as revision of knowledge, creation of culture and its transmission across geography and generations. Language plays a big role in constituting identity – of the self and of imagined communities.

SYLLABUS OF DSC-3

Unit 1: Debating the Vernacular and its significance for History

Unit 2: Language Culture and Histories from the South

Unit 3: The Early Modern Context of Language and Region

Unit 4: The Colonial Context

Practical component

(if any) – NIL

Essential/recommended readings

Unit 1: Debating the Vernacular and its significance for History: This section would introduce students to appreciating India's history by looking at different regional histories through the prism of their languages. A discussion of the debates relating to the use of the terminology 'vernacular' and its meanings in the Indian context would be the focal point. (Teaching Hours: 03 weeks)

- 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.
- Zutshi, Chitralekha, "Translating the Past: Rethinking

‘Rajatarangini’ Narratives in Colonial India, *The Journal of Asian Studies*, Vol. 70, No. 1, February 2011, pp. 5-27.

Unit 2: Language Culture and Histories from the South: In the context of Indian History, the significance of the continuities and discontinuities that constitute the concept of the Tamil region and its dynamics of regional histories. The connections between Sanskrit and early Kannada scholarship would be a point of discussion for studying the Kannadiga region. (Teaching time: 03 weeks)

1. Tamizhakkam
 2. Kannada and state patronage
- Ganesh, K.N., “Spaces in History: A Study in Human Geography in the Context of Sangam Texts”, *Human Geography in the Context of Sangam Texts*, *Studies in History*, 25(2), 151–195, 2009
 - Pollock, Sheldon, “The Cosmopolitan Vernacular Author”, *The 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.

Unit 3: In this section, the student will engage with the formation of regional languages and identities through some case studies. Promising areas of language and literature shaping the voice of the region will induce exciting conversations. (Teaching time: 03 weeks)

The Early Modern Context of Language and Region:

1. Marathas and Marathi
 2. Hindavi/ Awadhi
 3. Braj and the Vernacular debate
- 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, *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*, Columbia University Press, 2007.
 - 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.

- Pollock, Sheldon, "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500," *Daedalus*, Vol. 127, No. 3, Early Modernities, 1998, pp. 41-74.

Unit 4: The period of the nineteenth and the twentieth centuries in some ways is also about the making of the idea of India. The mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became the turf of immense discussion and debate, indicating moments of crisis and shifts. The period became a site of contestation in the making of the region and the nation. (Teaching Time: 05 weeks)

The Colonial Context:

1. Standardisation of Language
 2. Language Movements and Identities: Odia/ North East (Kuki or Assamese)
 3. Vernacular to National
- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
 - Guite, Jangkhomang, "Colonialism and Its Unruly? - The Colonial State and Kuki Raids in Nineteenth Century Northeast India", *Modern Asian Studies*, Vol. 48, No. 5, September 2014, pp.1188-1232.
 - Guite, Jangkhomang, "Memory and Forgetting in Postcolonial North-East India", *Economic & Political Weekly*, Vol. 46, No. 8, February 2011, pp. 56-64.
 - Mishra, Pritipuspa, *Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha, 1803–1956*, Cambridge University Press, 2020.
 - 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.
 - Tuteja, K.L., *Religion, Community and Nation: Hindu Consciousness And Nationalism in Colonial Punjab*, Primus Books, 2021.

Suggested Readings:

- Borek, Piotr, "Indian Vernacular History-writing and Its Ideological Engagement: A Contemporary Account on Shivaji's Visit to Agra (1666) in Brajbhāṣā Verse", *Cracow Indological Studies*, Vol. XXII, No. 1, 2020, pp. 1–17.
- Mantena, Rama Sundari, "Vernacular Publics and Political Modernity: Language and Progress in Colonial South India", *Modern Asian Studies*, Vol. 47, No. 5, 2013, pp. 1678-1705.
- Pandian, M.S., *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, 2007.
- Rai, Amrit, *The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.
- Sahu, B. P., *The Making of Regions in Indian History: Society, State and Identity in Pre-modern Orissa*, Primus Books, Delhi, 2019.
- Sardesai, Govind Sakharam, *New History of the Marathas*, Vol. 1, 2 and 3, Phoenix Publications, Bombay, 2018.
- Thakur, Gautam Basu, "Vernacular Objects | Indian Mutiny | Imperial Panic: Victorian Literature and Culture", Vol. 44, No. 3, 2016, pp. 557-576.

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

GENERIC ELECTIVES (GE-3): Climate Change and Human 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
		Lecture	Tutorial	Practical/ Practice		
Climate Change and Human History	4	3	1	0	12 th Pass	NIL

Learning Objectives

Climate change is an urgent and significant global challenge that has far-reaching implications for human societies. This course explores the historical dimensions of climate change and its impact on human civilizations. By examining the complex relationship between climate, global warming and cooling, and human societies, students will gain a comprehensive understanding of how we arrived at the current state of the climate crisis, which is considered a defining feature of the Anthropocene era. The course is divided into two main parts. In the first part, we will survey the role of climate as an active historical actor that has influenced the trajectory of global history. Rather than treating climate as a mere backdrop to political, social, and economic events, we will explore how climate has shaped human civilizations, migrations, conflicts, and cultural developments throughout history. Through a wide range of case studies from different regions of the world, we will examine the direct and indirect impacts of climate variability and change on societies. The second part of the course focuses on the history of weather and climate science, as well as the phenomenon of climate change denialism. The course critically analyzes climate change denialism, exploring its historical roots, ideological underpinnings, and its impact on public discourse and policy-making.

This interdisciplinary course welcomes students from various academic

backgrounds, including humanities and social sciences. By integrating perspectives from different disciplines, we aim to foster a comprehensive understanding of climate change as a multifaceted issue with profound implications for human societies.

Learning outcomes

After completing this course, students should be able to -

- Understand the historical relationship between climate and human societies.
- Explore climate as an active historical actor rather than a passive backdrop.
- Examine case studies from around the world to illustrate the impact of climate on human civilizations.
- Gain insights into the history of weather and climate.
- Analyze the phenomenon of climate change denialism and its historical and ideological roots.
- Foster interdisciplinary dialogue and collaboration among students from different academic backgrounds.

SYLLABUS OF GE

Unit 1: Anthropogenic Climate Change and Studying History

Unit 2: End of the Ice Age and the Early Holocene Human History; Plant and Animal Domestication; Civilisations; Mining

Unit 3: Climate Disasters and Social Transformations-Empires; Wars; Famine: Population Movements and Migrations

Unit 4: Little Ice Age and Seventeenth Century Crisis

Unit 5: Capitalism and Nature- Climate Change Denialism vs. Climate Justice; Metabolic Rift; Planetary Boundaries.

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: The unit explains the concept of climate change and how climate can be studied as a historical actor. The unit is also aimed to evaluate the various scientific traditions that engage anthropogenic climate change. This will enable the students to appreciate the history of scientific ideas on the issues of global warming and the Anthropocene. (Teaching time: 3 weeks approx..- 9 lectures)

Readings:

- James R. Fleming, "Climate, Change and History", *Environment and History*, Vol. 20, No. 4, (November 2014), pp. 577-586
- David Wallace-Wells, *The Uninhabitable Earth: Life After Warming* (New York: Tim Duggan Books, 2019).
- Steffen, Will, Crutzen, Paul J and McNeill J. R. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature", *Ambio*, Vol. 36, No.8, pp. 614-621.
- Michael E. Mann, *The Madhouse Effect: How Climate Change Denial Threatening Our Planet* (New York: Columbia University Press, 2016), Chapter 2, pp. 15-29;

Unit 2: This unit will examine the influence of climate on human civilisations, including the ecological, migratory, and cultural implications of changing climate conditions. They provide a deeper understanding of how past climatic shifts have impacted the trajectory of human societies. This unit shall provide overview on how domestication and agriculture began with the end of the Ice Age and what was the influence of climate on human civilisations. (Teaching time: 3 weeks approx.- 9 lectures)

Readings:

- R. Fleming, *Historical Perspectives on Climate Change* (New York: Oxford University Press, 1998).
- John L. Brooke, *Climate Change and the Course of Global History* (New York: Cambridge University Press, 2014), Chapter 7.
- Vardy, Mark, Michael Oppenheimer, Navroz K. Dubash, Jessica O'Reilly, and Dale Jamieson. "The Intergovernmental Panel on Climate Change: Challenges and Opportunities." *Annual Review of Environment and Resources*, Vol. 42, No.1, (2017), pp. 55–75.

Unit 3: The unit examines how shifts in climate, including cooling temperatures and droughts, disrupted agricultural production, weakened the empire's economy, and contributed to social and political instability. The unit also considers the role of climate change as contributing factor to the collapse of the empires of the past centuries. (Teaching time: 3 weeks approx.- 9 lectures)

Readings:

- Kyle Harper, *The Fate of Rome: Climate, Disease, and the End of an Empire*
- Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking 2005, pp. 157-177.
- Joseph Tainter, *Collapse of Complex Societies*. Cambridge: CUP, 1988, pp. 1-21.
- Brian M. Fagan. *Floods, Famines and Emperors: El Nino and the Fate of Civilizations*. Basic Books, 1999.
- Vasile Ersek, *How climate change caused the world's first ever empire to collapse*, *Future of the Environment*, 9th January 2019, <https://www.weforum.org/agenda/2019/01/how-climate-change-caused-the-world-s-first-ever-empire-to-collapse/>

Unit 4: This unit enquires into the Seventeenth Century Crisis that coincided with the peak of the Little Ice Age and refers to a period of widespread political, social, and economic turmoil that occurred in Europe during the 17th century. The unit will also explain to the students how its impact varied across different regions. (Teaching time: 3 weeks approx.- 9 lectures)

Readings:

- John L. Brooke, *Climate Change and the Course of Global History* (New York: Cambridge University Press, 2014), pp.444-466.
- Dagmore Degroot, *The Frigid Golden Age: Climate Change, the Little Ice Age, and the Dutch Republic, 1560–1720* (Cambridge: Cambridge University Press, 2018).
- Wolfgang Behringer, *A Cultural History of Climate*. Cambridge: Polity. Chapters 2 & 3.
- G. Parker, *Global Crisis, War, Climate Change and Catastrophe in the Seventeenth Century*. Yale University Press, 2013, [Introduction and chapter 1]

Unit 5: The use of fossil fuels as the main source of energy has fundamentally redefined human relationships with nature. By exploring the link between the use of fossil fuels and the emergence of capitalism, this unit explores how industrialisation did play a central role in anthropogenic climate change. It also introduces and elaborates on two key

theoretical concepts- the Metabolic Rift and Planetary Boundaries to understand how climate change reproduces class, gender, and race. It also elaborates on the nature of the ongoing debates on the issues of climate change, including the powerful tendency to deny climate change as well as the strengthening of climate justice movements in the global peripheries. (Teaching time: 3 weeks approx..- 9 lectures)

Readings:

- Michael E. Mann, *The Madhouse Effect: How Climate Change Denial Threatening Our Planet* (New York: Columbia University Press, 2016).
- "The Intergovernmental Panel on Climate Change: Challenges and Opportunities" by Diana Liverman and Ronald L. Mitchell, *Annual Review of Environment and Resources*.
- J. N. Foster, *The Vulnerable Planet: A Short Economic History of the Environment*. New York: Monthly Review Press, 1999.
- J. B. Clark, "Ecological Imperialism and the Global Metabolic Rift: Unequal Exchange and the Guano Nitrates Trade," *International Journal of Comparative Sociology*, 50, 2009, 311-334.
- Vardy, Mark, Michael Oppenheimer, Navroz K. Dubash, Jessica O'Reilly, and Dale Jamieson. "The Intergovernmental Panel on Climate Change: Challenges and Opportunities." *Annual Review of Environment and Resources*, Vol. 42, No.1, (2017), pp. 55–75.

Suggestive readings:

- *Ashley Dawson. Extinction: A Radical History. New York: OR Books, 2016.*
- *Amitav Ghosh. The Great Derangement: Climate Change and the Unthinkable. Chicago: The University of Chicago Press, 2017.*
- *Amitav Ghosh. The Nutmeg's Curse: Parables for a Planet in Crisis. Chicago: The University of Chicago Press, 2021.*
- *Awadhendra B. Sharan. In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000. Delhi: Oxford University Press, 2014.*
- *B. L Turner and Jeremy A. Sabloff. "Classic Period Collapse of the Central Maya Lowlands: Insights About Human-Environmental Relationship for Sustainability," Proceedings of the National Academy of Sciences, 109, (2012), 13908-14.*
- *Bhattacharya, Neeladri. "Pastoralists in a Colonial World", in David*

Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, 1995. pp. 49-85.

- C. Merchant, *Ecological Revolutions: Nature, Gender, and Science in New England*. University of North Carolina Press, 1989.
- Carolyn Merchant. *The Death of Nature: Women, Ecology and the Scientific Revolution*. San Francisco: Harper, 1980.
- Christian Parenti. *Tropic of Chaos: Climate Change and the New Geography of Violence*. New York: Nation Books, 2011.
- Dipesh Chakraborty. "The Climate of History: Four Theses." *Critical Inquiry* 35, no. 2 (2013), 197-222.
- Edmund Burke III. "The Big Story: Human History, Energy Regime and the Environment" in Edmund Burke III and Kenneth Pomeranz, eds., *the Environment and World History*. Berkeley: University of California Press, 2009. pp. 33-53.
- Eileen Crist. and Helen Kopnina. "Unsettling Anthropocentrism", *Dialectical Anthropology*, Vol. 38, No 4, (2014) pp. 387-396.
- J. R. McNeil and Mauldin. *A Companion to Global Environmental History*. Oxford: Wiley-Blackwell, 2012. Introduction pp. xvi-xxiv.
- J. R. Stewart and C. B. Stringer. "Human Evolution Out of Africa: The Role of Refugia and Climate Change." *Science* 335, no 6074 (2012), 1317-1321.
- Jason Moore. *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. London: Verso, 2015.
- Joshua P. Howe, *Behind the Curve: Science and Politics of Global Warming*. Seattle: University of Washington Press, 2014.
- Lamb, Helmut H., *Climate History and the Modern World*, London, 1995.
- Mike Davis. *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. London: Verso, 2001.
- Naomi Klein. *This Changes Everything: Capitalism vs the Climate*. London: Allen Lane, 2014.
- Richard Bulliet. *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Colombia University Press, 2005, pp. 205 -224.
- Shiva, Vandana. *Soil, not Oil. Climate Change, Peak Oil and Food Security*. Zed Books, 2009.
- Timothy Mitchell. *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, 2011.
- Timothy Mitchell. *Carbon Democracy: Political Power in the Age of*

Oil. London: Verso, 2011. pp. 231-254.

- Vaclav Smil. *Energy and Civilisation* Cambridge: MIT, 2007. pp. 127-224.
- William Dickinson. "Changing Times: the Holocene Legacy" in J. R. McNeil and Alan Roe, eds., *Global Environmental History: An Introductory Reader*. London: Routledge, 2013. pp 3-23.
- Weart, Spencer, *The Discovery of Global Warming*. Cambridge, MA, 2003.
- White, Sam, 'Climate Change in Global Environmental History' in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*, (Oxford: Blackwell, 2012) pp. 394-410.
- Wolfgang Behringer, "Weather, Hunger and Fear: Origins of the European Witch-Hunts in Climate", *Society and Mentality, German History*, Vol. 13, No. 1, (January 1995), pp. 1-27

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

GENERIC ELECTIVES (GE-4): Educational Arrangements and Knowledge in Modern 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
		Lecture	Tutorial	Practical/ Practice		
Educational Arrangements and Knowledge in Modern India	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course will provide students a critical understanding of different historical traditions of transmission of learning and educational apparatus in India from indigenous to colonial and their socio-political aspects.

Learning outcomes

- The course will allow them to understand the diverse manner in which production of knowledge and its preservation and transmission took place through formal and informal
- socio-cultural networks within indigenous education in India at the eve of colonial encounter.
- It will enhance learners' comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in India during colonial and post-colonial periods.
- It will help them to engage with the issues of contemporary education in light of colonial trajectories of our historical development.

SYLLABUS OF GE

Unit 1. Debates on Forms of Knowledge, nature of institutions, pedagogy and social participation within Indigenous Education in India and its interface with colonialism. (ten hours).

Unit 2. Colonial Education in India. (thirteen hours)

Unit 3. Chief characteristic features of Educational discourse of Freedom Struggle in India. (ten hours)

Unit 4. Critical appraisal of educational policies, institutions and practices in Independent India from 1947 to 1990s. (twelve hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit 1. This unit will familiarize students with different forms of knowledge and institutions of learning that were prevalent in India during late 18th and 19th centuries. It will engage with the question of their decline in relation with the different historiographical debates. It shows how the two systems, indigenous and colonial interfaced or encountered with each other during 18th and 19th century. How this impacted upon different spheres of knowledge formation and forms of transmission or pedagogy within informal as well as formal centres of learning.

Essential Readings:

- Acharya, Poromesh. (2000), *Desaj Siksha, Aupniveshik Virasat and Jatiya Vikalp*, (translated in Hindi by Anil Rajimwale), Granth Shilpi, New Delhi. Alternatively, Acharya, Poromesh. (1978) 'Indigenous Vernacular Education in Pre-British Era: Traditions and Problems', *Economic and Political Weekly*, 13, 1983-88.
- Dharampal. (1971), *Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts*, Delhi: Impex India. (Especially Introduction, pp. 1-36).
- Dharampal (ed.). (1983), *The Beautiful Tree: Indigenous Education in the Eighteenth Century*, New Delhi, Biblia Impex, (Specially Introduction, pp. 7-80).
- Dibona, Joseph (ed.). (1983), *One Teacher One School*, New Delhi, Biblia Impex (Specially Introduction, pp. 4-40).
- Rajan, Janaki. (2022), 'The School Teacher in India', in Vikas Gupta, Rama Kant Agnihotri & Minati Panda, (eds.), *Education and Inequality: Historical Trajectories and Contemporary Challenges*, Hyderabad: Orient Blackswan, pp. 135-159.
- 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*, Hyderabad: Orient Blackswan, pp. 211-224.
- Shukla, Suresh Chandra. (1959), *Elementary Education in British India during Later Nineteenth Century*, New Delhi: Central institute of

Education.

Unit 2. This unit explores how a complex relationship of coalition and conflict emerged between European officers and upper classes and castes of Indian society with the arrival of European trading companies and Christian Missionaries and how it reordered the arrangements of knowledge and learning in India. What kind of structure of curricular knowledge and formal education emerged out of this coalition and interface? What were its implications for knowledge formation and languages of its transmission? The unit also examines the efforts made by non-state agencies like Christian Missionaries and social reformers for spreading this knowledge to backward castes, Muslims and women.

Essential Readings:

- Bhattacharya, Sabyasachi (ed.), (2002), *Education and the Disprivileged: Nineteenth and Twentieth Century India*, New Delhi: Orient Longman Private Limited.
- Constable, Philip. (2000), 'Sitting on the School Verandah: The ideology and Practice of 'Untouchable' Educational protest in late Nineteenth-Century Western India', *IESHR*, Vol. 37, No. 4, pp. 383-422.
- Dewan, Hariday Kant, Agnihotri, Rama Kant, Chaturvedi Arun, Sudhir, Ved Dan and Dwivedi Rajni, eds., (2017), *Macaulay, Elphinstone Aur Bhartiya Shiksha*, New Delhi: Vani Prakashan.
- 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.
- Gupta, Vikas. Agnihotri, Rama Kant and Panda Minati (eds.). (2021), *Education and Inequality: Historical and Contemporary Trajectories*, Hyderabad: Orient Blackswan. (Parts I and II, pp. 1-312).
- Gupta, Vikas. (2012), 'Pluralism versus Contest of Identities', *Seminar*, no. 638, (Oct.), pp. 30-36.
- Hardy, Peter. (1972), *Muslims of British India*, Cambridge: Cambridge University Press. (Especially Chapters 2, 3 and 4, pp. 31-115).
- 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, and Margret Frenz).
- Minault, Gail. (2003), 'Master Ramchandra of the Delhi College: Teacher, Journalist, and Cultural

- Intermediary', *Annual of Urdu Studies* 18: 95–104.
- Nambissan, Geetha B. (1996), 'Equity in Education? Schooling of Dalit Children in India', *EPW* 31, pp. 1011-24.
- Raina Dhruv. (2021), *Transcultural Networks and Connectivities: The Circulation of Mathematical Ideas between India and England in the Nineteenth Century*, *Contemporary Education Dialogue*.
- Rao, Parimala V. (2020), *Beyond Macaulay: Education in India, 1780-1860*, New York, Routledge.
- Sangwan, Satpal. (1990), 'Science Education in India under Colonial Constraints, 1792-1857', *Oxford Review of Education*, vol. 16, no. 1.
- 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*, Vol. 45, pp. 509-51.
- Zelliott, Eleanor. (2014), 'Dalit Initiatives in Education, 1880-1992', in Parimala V. Rao, (ed.), *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 45-67.

Unit 3. This unit explores various educational demands as articulated during freedom struggle as a critique of colonial as well as internal social hegemony. It also critically examines the politics, fate and legacy of specific education movements and experiments, such as Swadeshi, Nai Talim and the campaign for compulsory elementary education.

Essential Readings:

- Acharya, Poromesh. (1997), 'Educational Ideals of Tagore and Gandhi: A Comparative Study', *EPW*, 32, pp 601-06.
- Bhattacharya, Sabyasachi (ed.). (1998.), *The Contested Terrain: Perspective on Education in India*, Orient Longman, New Delhi, (Especially Introduction pp. 3-26; Chapter 1 pp. 29-53; Chapters 11 and 12 pp. 255-274; Chapter 14 pp. 290-302; and Chapter 18 pp. 357-379).
- 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, pp. vii-xxviii).
- Bhattacharya, Sabyasachi (ed.). (2001), *Development of Women's Education in India 1850-1920 (A collection of Documents)*, Kanishka Publications, New Delhi (Introduction pp. ix-xlvi).
- Chatterji, Basudev (ed.). (1999), 'Towards Freedom (1938 Watershed)' *Oxford University Press for ICHR*, (Vol. I. chapter 8 pp. 754-836).
- Gupta, Vikas. (2018), 'Bhaurao Patil's Educational Work and Social

Integration', Inclusive, Vol. 1, Issue 12. (January), 2018.
<http://www.theinclusive.org/posts/2018-01-spart-04.html>

- Mondal, Ajit and Mete, Jayanta. (2016), Right to Education in India (two Volumes), Delhi: Gyan Publishing House.
- 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.
- Sarkar, Sumit. (1973), Swadeshi Movement in Bengal (1903-1908), People's Publishing House, (Chapter 4, pp. 149-181).
- **Unit 4.** Focussing upon post-independence period, this unit makes a critical appraisal of the Constitutional values and framework for education; foundation of newer educational-cultural institutions; national integration of communities; promotion of science and technology; national education policies, schemes and amendments (issues of access, participation, equity and governance); debates on the medium of education and 3 language formula; and the social context of learning.

Essential Readings:

- Agnihotri, R. K. (2015), 'Constituent Assembly Debates on Language', *Economic & Political Weekly*, vol. no. L 8, (February 21), pp. 47-56.
- Kumar, Krishna. (1983) 'Educational Experience of Scheduled Castes and Tribes,' *Economic and Political Weekly*, vol. 18, no. 36, pp. 1566-1572.
- 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.
- Naik, J.P. (1975), *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*, New Delhi, Allied Publishers.
- Naik, J.P. (1982). The education commission and after. APH Publishing.
- Pathak, Avijit. (2002), *Social Implications of schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, Delhi.
- Pandey, R.S. And Advani, Lal. (1995), *Perspectives in Disability and Rehabilitation*, New Delhi, Vikas Publishing House.
- Raina, Dhruv. (2006), 'Science since Independence', *India International Centre Quarterly*, 33, no. 3/4: 182-95.
<http://www.jstor.org/stable/23006080>.

- Vaugier-Chatterjee, Anne. (2004), *Education and Democracy in India*, New Delhi, Manohar.
- 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.

Suggestive readings:

- Crook, Nigel. (ed.). (1996), *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi, Oxford University Press.
- Das Gupta, Jyotirindra. (2018), *Language Conflict and National Development: Group Politics and National Language Policy in India*. University of California Press. First published, 1970.
- Gandhi, Mahatma. (1938), *Educational Reconstruction*, Wardha, Hindustani Talimi Sangh.
- Ghosh, S. C. (2007), *History of education in India*, Rawat Publications.
- Gupta, Vikas. (2017a), 'Cultural Marginality and Reproduction of Stereotypes: An Insider's View on Practices of School' in Manoj Kumar Tiwary, Sanjay Kumar and Arvind Mishra (eds.), *Social Diversity, Inclusive Classroom and Primary Education in India*, New Delhi, Orient Blackswan.
- Habib, S. Irfan and Raina, Dhruv (eds.). (2007), *Social History of Science in Colonial India*. India, Oxford University Press.
- Hunter, William Wilson. (1883), *Report of the Indian Education Commission*, Calcutta, Superintendent of Government Printing, (Specially Chapter 3, pp. 55-79).
- Kumar, Krishna. (2009), 'Listening to Gandhi' in his *What is Worth Teaching?* Orient Longman, (Third Edition), Ch. 9, pp 111-128.
- Minault, Gail. (1998), *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*. Delhi: Oxford University Press.
- 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).
- Naik, J.P. (1941), 'Compulsory Primary Education in Baroda State: Retrospect and Prospect' (First published in the *Progress of Education*, Poona, and thereafter 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.

- Rai, Lajpat. (1966), *The Problem of National Education in India*, Publications Division, New Delhi.
- Sarangapani, Padma M. and Pappu Rekha. (2021), *Handbook of education systems in South Asia, Singapore: Spingar Nature*. (Volume 1).
- Seth, Sanjay. (2008), *Subject Lessons: The Western Education of Colonial India*, Delhi, OUP, pp. 17-46.
- Suman, Amit K. (2014), 'Indigenous Educational Institutions in Upper Gangetic Valley: Curriculum, Structure and Patronage', *Social Scientist*, vol.42, no.3-4, March-April.
- Suman, Amit K. (2018), 'The Quest for Education: An Insight into the Educational Theories and Practices of the Colonial Government in Bengal Presidency', in the *Indian Historical Review*, vol. 45, issue 2, Sage Publications, pp. 1-16.
- Venkatanarayanan, S. (2013), "Tracing the Genealogy of Elementary Education Policy in India Till Independence" SAGE Open, Sage Publications

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -2): Urbanisation and Urbanism 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		
Urbanisation and Urbanism in Indian History	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course provides a comprehensive insight into the concepts of urbanisation, urbanism and urban centres in historical context. It aims to give the students an understanding of the process of urban development and decline in different historical periods and phases emphasising on the role of various factors and impetus including technology, trade, economic institutions, state-system and religious ideologies in the urbanization of prominent cities of Indian history.

Learning outcomes

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

- Discern the idea of urbanisation, urbanism, quintessential characteristics of an urban centre in distinct historical background and the determining factors of the emergence of urban centres in Indian history.
- Comprehend the origin and fall of early urbanism and urban centres in the light of archaeological evidence with special reference to first urbanization.
- Recognise the role of technology, economic development and state formations in the revival of urbanisation and important urban cities in ancient times.
- Identify the causes and features of urbanisation in medieval India after obtaining the knowledge of the cities in context of economic growth, political transformation and religious institutions.
- Engage with the idea of imperial ideology of the British government shaping the creation of colonial cities.
- Get acquainted with the various aspects of urbanization in the colonial period centred on trade, urban planning, transportation and polity.

SYLLABUS OF DSE-2

UNIT I: Interpreting Urbanization, Urbanism, and Urban-Rural Fringe; Survey of Sources and Historiography.

UNIT II: The First and Second Urbanization: Origin, Development, Decline and Continuity; Case studies - Harappa, Rakhigarhi, Mathura, and Kanchipuram.

UNIT III: Urban efflorescence in the medieval period: State, Trade and Religion; Case studies - Thanjavur, Hampi, Puri, Agra.

UNIT IV: Urbanization in the colonial period with special reference to trade, urban planning, transportation and polity; Case Studies - Madras, Calcutta, Bombay, New Delhi.

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This unit lays stress on the concepts of urbanisation, de-urbanisation, urbanism, and urban-rural relations in historical perspective. It further explains the subtle nuances of the various sources such as archaeological, literary and archival records while discussing the process of urbanisation, its several phases, patterns and classifications in Indian history. (Teaching Time: 2 weeks approx.)

- A. K. Ramanujan, 'Towards an Anthology of City Images', in Vinay Dharwadker (ed.), *The Collected Essays of A.K. Ramanujan*, Oxford University Press, Delhi, 2012, pp. 52-72.
- B.D. Chattopadhyaya, *Studying Early India: Archaeology, Text and Historical Issues*, Permanent Black, 2003, pp. 29-38, 105-125.
- Indu Banga (ed.), *The City in Indian History*, Manohar, New Delhi, 1991, pp. 1-8, 69-80.
- R. Ramachandran, *Urbanization and Urban System in India*, Oxford University Press, Delhi, 1991.
- Shonaleeka Kaul, *Imagining the Urban*, Permanent Black, Delhi, 2010, (Introduction).

Unit II. This Unit shall introduce students to the evolution of urbanisation in the protohistoric period, its development and decline; the re-emergence of material culture, state-organization, belief systems and some of the important urban centres in the Indian sub-continent (Teaching Time: 4 weeks approx.)

- Adhir Chakravarti, *Urban Development in Ancient India*, The Asiatic Society, Kolkata, 2006. (Chapter 1 & 2).
- B.D. Chattopadhyaya, *Studying Early India: Archaeology, Texts and Historical Issues*, Permanent Black, Delhi, 2003. pp. 105-134.
- D. K. Chakrabarti and Makkhan Lal (ed.), *History of Ancient India*, Vol. 3, Aryan Books International, New Delhi, 2014, pp. 435-500.
- Indu Banga (ed.), *The City in Indian History*, Manohar Publishers and Distributors, New Delhi, 2005, pp. 9-18.
- J.M. Kenoyer, *Ancient cities of Indus valley civilization*, Oxford University Press, Oxford, 1998.
- R. Champakalakshmi, *Trade, Ideology and Urbanization*, Oxford University Press, Delhi, 1996. (Chapter 1, 6 & 7).
- Seema Bawa (ed.), *Locating Pleasure in Indian History: Prescribed and Proscribed Desires in Visual and Literary Cultures*, Bloomsbury, New Delhi, 2021, Chapter 2.
- Vasant Shinde, 'Peopling and Early Cultural Development in South Asia as Revealed by the First of its Kind Research Based on Archaeogenetic Analysis and Craniofacial Reconstruction of the Human Skeleton Data from Rakhigarhi', *Puratattva*, Vol. 50, 2020, pp. 34-53.
- Vijaya Laxmi Singh, *Mathura, the Settlement and Cultural Profile of an Early Historic City*, Sandeep Prakashan, Delhi, 2005, (Chapter 2 & 3).

- Vijaya Laxmi Singh, *The Saga of the First Urbanism in Harappan Civilization*, Sandeep Prakashan, Delhi, 2006.
- राय उदय नारायण, प्राचीन भारत में नगर तथा नगर जीवन, हिंदुस्तान एकेडेमी, इलाहाबाद, 1965.
- संजु शर्मा, ऊपरी गंगाघाटी द्वितीय नगरीकरण, लोकभारती प्रकाशन, इलाहाबाद, 2017.
- किरण कुमार थपलियाल, सिंधु सभ्यता, उत्तर प्रदेश हिंदी संस्थान, लखनऊ, 2003.
- उपेंद्र सिंह, प्राचीन एवम पूर्व मध्यकालीन भारत का इतिहास पाषाणकाल से 12वीं शताब्दी तक, पियरसन, नई दिल्ली, 2016, (अध्याय 4, 6,8).

Unit III. This unit elaborates the urban development and growth of cities in medieval period with regard to the establishment of new state-polity, expansion of trade and mercantile activities as well as consolidation of religious ideologies, in which the architectural structures of the cities too hold a significant place as the manifestation of power, authority and glory. In order to describe the political, economic and cultural aspect of the medieval cities, the unit focusses on the study of Thanjavur, Hampi, Agra and Puri. (Teaching Time: 4 weeks approx.)

- Aniruddha Ray, *Towns and Cities of Medieval India: A Brief Survey*, Manohar, New Delhi, 2015.
- Bhairabi Prasad Sahu, 'Trade and Traders: An Exploration into Trading Communities and their Activities in Early Medieval Odisha', *Studies in People's History*, Vol. 6, No. 2, 2019, pp. 134-145.
- James Heitzman, 'Temple Urbanism in Medieval South India', *The Journal of Asian Studies*, Vol. 46, No. 4, November 1987, pp. 791-826.
- John M. Fritz and George Michell, *Hampi Vijayanagar*, Jaico, Mumbai, 2014.
- K. K. Trivedi, *Medieval City of Agra*, Primus Books, Delhi, 2017.
- R. Champakalakshmi, *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*, Oxford University Press, Delhi, 1996.
- Stephen, S. Jeyaseela, 'Thanjavur: The Making of a Medieval Metropolis' in Yogesh Sharma and Pius Malekandathil (eds), *Cities in Medieval India*, Primus Books, Delhi, 2014.
- देवी दयाल माथुर, आगरा व फतेहपुर सीकरी के ऐतिहासिक भवन, सर्वोदय प्रकाशन, दिल्ली, 1954.
- वैकट सुब्रमनियम, मुगल भारत में शहरीकरण, हरीशचंद्र वर्मा (संपादक), मध्यकालीन भारत, भाग द्वितीय, हिंदी माध्यम कार्यन्वय निदेशालय, दिल्ली विश्वविद्यालय, 2008 (19 वां संस्करण).

Unit IV. This unit aims to familiarise the students with the process of urbanization that was broadly influenced by the colonial policies of the British rule in India, and with the fact that urban centres were created as symbols of Imperialism. It further engages with the idea that trade and commerce, transportation, urban planning including landscapes allotted for administrative and educational purposes, as well as for cantonments, were linked to the creation of colonial cities. (Teaching Time: 4 weeks approx.)

- Amar Farooqui, 'Urban Development in a Colonial Situation: Early Nineteenth Century Bombay', *Economic and Political Weekly*, Vol. 31, No. 40, October 5, 1996, pp. 2746-2759.

- David A. Johnson, 'A British Empire for the Twentieth century: the Inauguration of New Delhi, 1931', *Urban History*, Vol. 35, No. 3, December 2008, pp. 462-484.
- Maansi Parpiani, 'Urban Planning in Bombay (1898-1928): Ambivalences, Inconsistencies and Struggles of the Colonial State', *Economic and Political Weekly*, Vol. 47, No. 28, July 2012, pp. 64-70.
- R. E. Frykenberg (ed.), *Delhi through the Ages: Selected Essays in Urban History, Culture and Society*, Oxford University Press, Delhi, 1993, pp. 223 - 286
- Narayani Gupta, *Delhi between Two Empires, 1803-1931: Society, Government, and Urban Growth*, Oxford University Press, Delhi, 1981, pp. 157-225.
- Partho Dutta, *Planning the City: Urbanisation and Reform in Calcutta, c. 1800 – c. 1940*, Tulika Books, Delhi, 2012.
- Susan M. Neild, 'Colonial Urbanism: The Development of Madras City in the Eighteenth and Nineteenth Centuries', *Modern Asian Studies*, Volume 13, Issue 02, April 1979, pp. 217 – 246.
- निर्मला जैन, *दिल्ली शहर दर शहर*, राजकमल प्रकाशन, दिल्ली, 2009.

Suggestive readings

- Ghosh (ed.) *The City in Early Historical India: An Encyclopaedia in Indian Archaeology*, Vol. I, Munshiram Manoharlal, Delhi, 1973.
- P. Shah, *Life in Medieval Orissa*, Chaukhamba, Varanasi, 1976.
- Varghese, *New Perspectives on Vijayanagara: Archaeology, Art, and Religion*, Oxford University Press, New Delhi, 2000.
- Akinori Useugi, 'Perspectives on the Iron Age/ Early Historic Archaeology in South Asia', *Purattava*, Vol. 50, 2020, pp. 138-164.
- Alexandra Mack, 'One Landscape, Many Experiences: Differing Perspectives of the Temple Districts of Vijayanagara', *Journal of Archaeological Method and Theory*, Vol. 11, No. 1, 2004, pp. 59-81.
- Aloka Parashar, 'Social Structure and Economy of Settlements in the Central Deccan (200 BC- AD 200)', in Indu Banga (ed.) *The City in Indian History*, Manohar Publications, Delhi, 1991.
- Anil Varghese, *Hampi*, Oxford University Press, New Delhi, 2002.
- Attilio Petruccioli, 'The City as an Image of the King: Some Notes on the Town-Planning of Mughal Capitals in the Sixteenth and Seventeenth Centuries', in Monica Juneja (ed.) *Architecture in Medieval India: Forms, Context, Histories*, Permanent Black, Ranikhet, 2015.
- D. Chattopadhyaya, 'Transition to the Early Historical Phase in the Deccan: A Note', in B M Pandey and B. D. Chattopadhyaya (eds) *Archaeology and History: Vol. II (Essays in Memory of A. Ghosh)*, Agam Kala Prakashan, Delhi, 1987.
- K. Malik, *Medieval Orissa: Literature, Society and Economy*, Mayur Publications, Bhubaneswar, 1996.
- Burton Stein, 'The Economic Function of a Medieval South Indian Temple', *The Journal of Asian Studies*, Vol. 19, No. 2, February 1960, pp. 163-176.
- K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, Oxford University Press, Delhi, 1995.
- Doris Meth Srinivasan, *Mathura: The Cultural Heritage*, South Asia book, Delhi, 1984.
- Ebba Koch, 'Mughal Agra: A Riverfront Garden', in Renata Halod, Attilio Petruccioli and Andre Raymond, (eds) *The City in the Islamic World Vol. I*, Leiden, Brill, 2008.

- R. Allchin, *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*, Cambridge University Press, Cambridge, 1995.
- Howard Spodek, 'City Planning in India under British Rule', *Economic and Political Weekly*, Vol. 48, No. 4, January 26, 2013, pp. 53-61.
- J. Gollings, John M. Fritz and George Michell, *City of Victory, Vijayanagara: The Medieval Capital of South India*, Aperture, New York, 1991.
- J. M. Fritz, G. Michell and M. S. Nagaraja Rao, *Where Gods and Kings Meet: The Royal Center at Vijayanagara*, University of Arizona Press, Tucson, 1984.
- J. M. Kenoyer, 'The Indus Tradition: The Integration and Diversity of Indus Cities', *Purattava*, Vol. 50, 2020, pp. 19-34.
- James Heitzman, 'Ritual Polity and Economy: The Transactional Network of an Imperial Temple in Medieval South India', *Journal of the Economic and Social History of the Orient*, Vol. 34, No. 1/2, 1991, pp. 23-54.
- John M. Fritz and George Michell, (eds), *New Light on Hampi, Recent Research at Vijayanagara*, Marg Publications, Mumbai, 2001.
- K.K. Trivedi, 'The Emergence of Agra As a Capital and a City: A Note on Its Spatial and Historical Background During the Sixteenth and Seventeenth Centuries', *Journal of the Economic and Social History of the Orient*, Vol. 37, No. 2, 1994, pp. 147-170.
- Krupali Krusche and Vinayak Bharne, *Rediscovering the Hindu Temple: The Sacred Architecture and Urbanism of India*, Cambridge Scholars Publishing, London, 2012.
- Meera Kosambi and John E. Brush, *Three Colonial Port Cities in India*, *Geographical Review*, Vol. 78, No. 1, January 1988, pp. 32-47.
- Narayani Gupta, 'Military Security and Urban Development: A Case Study of Delhi 1857-1912', *Modern Asian Studies*, Vol. 5, No. 1, 1971, pp. 61-77.
- P. K. Basant, *The City and the Country in Early India: A Study of Malawa*, Primus Books, Delhi, 2012.
- R. Nath, *Agra and Its Monuments*, The Historical Research Documentation Programme, Agra, 1997.
- R.S. Sharma, *Urban Decay in India*, Munshiram Manoharlal, Delhi, 1987.
- Shane Ewen, *What is Urban History?*, Polity Press, Cambridge, 2016.
- Sumanta Banerjee, *Memoirs of Roads: Calcutta from Colonial Urbanization to Global Modernization*, Oxford University Press, New Delhi, 2016.
- T. V. Mahalingam, *Economic Life in the Vijayanagar Empire*, Nuri Press, Madras, 1951.
- Murali Ranganathan (ed. & tr.), *Govind Narayan's Mumbai: An Urban Biography from 1863*, Anthem Press, London, 2008.
- कृष्णादत्त वाजपेयी, *ब्रज का इतिहास*, अखिल भारतीय ब्रज साहित्य मंडल, मथुरा, 1955.
- नीलकंठ शास्त्री, *दक्षिण भारत का इतिहास*, पटना, बिहार हिंदी ग्रंथ एकडेमी, 2006.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, 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
		Lecture	Tutorial	Practical/ Practice		
Thought in Indian History	4	3	1	0		

Learning Objectives

Thoughts and ideas across time and cultures have always been a fascination dimension of history, not long ago, even serving as entry-points for their understanding. Imageries about cosmology, human physiology, life and death, amongst several others, have helped mankind conceptualise everything around them – from real to fantasised experiences – in past. In historical times, with the accompanying complexities of human, social and institutional lives, these thoughts got more systematized and sophisticated in their articulation in historical records. Cosmological imageries underpinned astrological insights or vice-versa, soil irrigation facilitated medical models of human physiology, food chain and interdependence offered insights into social ordering and so forth.

Learning outcomes

The paper 'Thought in Indian History' attempts to cull and analyse several such thoughts and ideas that are germane to the Indian social, political and spiritual life across time in history. Notions about state, sovereignty, kingship, wellness, gender, social order, 'ahimsa', freedom and justice – as conceived and elaborated in a select set of historical works across the ancient, medieval and modern Indian history – constitute the reference coordinates to analyse and make sense of various trajectories of Indian past, including their spill-over to the contemporary times.

SYLLABUS OF GE-3

Arthashastra

Nitisara

Ziauddin Barani: Fatwa-i Jahandari

Rajatarangini

Mahatma Gandhi

B. R. Ambedkar

Practical component (if any) - NIL

Essential/recommended readings

Arthashastra

Essential Readings:

- Rangarajan, L.N. (1992), Kautilya: The Arthashastra, Penguin Classics
- Thomas Trautmann (2012), Arthashastra: The Science of Wealth, Penguin.
- Olivelle, Patrick (2013) King, Governance and Law in Ancient India: Kautilya's Arthashastra, Oxford: Oxford University Press.

Suggested Readings:

- Heesterman JC (1985) The Inner Conflict of Tradition Essays in Indian Ritual, Kingship, and Society, Chapter 9 , Kautilya and the Ancient Indian State
- R.P. Kangle, The Kautiliya Arthashastra, Part I: Sanskrit Text with a Glossary; The Kautiliya Arthashastra, Part II: An English Translation
- 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.

Nitisara

Essential Readings:

- Mitra, Rajendralal (ed.), (1982) The Nitisara or the Element of Polity by
- Kamandaki, revised with English translation by Sisir Kumar Mitra, Calcutta: The Asiatic Society.
- A.N.D. Haksar, 'A Post-Kautilyan View of Diplomacy: The Nitisara of Kamandaki', in Pradeep Kumar Gautam, Saurabh Mishra and Arvind Gupta (eds), Indigenous Historical Knowledge: Kautilya and His Vocabulary, Vol. I, New Delhi: IDSA/PentagonPress,2015
- Mukerji, K. P. "Fundamental Categories of Indian Political Theory." *The Indian Journal of Political Science* 11, no. 2 (1950): 1–12.

Suggested Readings:

- Gonda, J. "Ancient Indian Kingship from the Religious Point of View." *Numen* 3, no. 1(1956):36–71.
- Upinder Singh, 'Politics, Violence and War in Kamandaka's Nitisara', *The Indian Economic and Social History Review*, Vol. 47, No. 1, 2010, pp. 29–62

Ziauddin Barani: Fatwa-i Jahandari

Translation:

- Fatawa-i Jahandari, trans.by Afsar Khan in Mohammed Habib et al., The Political Theory of the Delhi Sultanate (Allahabad n.d.), Reprint, 2020. Also available in hindi ,हबीब , मोहम्मद (2000).तिल्ली सल्तनत का रािनीततक तसद्धांत: तिर्ाउद्दीन बरनी की फतवा- ए -िहाँिरी के अनुवािसतहत, तिल्ली , ग्रंथतशल्पी।

Essential Readings:

- Habib, Irfan. (1981). ' Barani's Theory of the History of the Delhi Sultanate ', *Indian Historical Review*, vol.7, pp.99-115. Also avaiable in Hindi, हबीब , इरफान.

(2003). 'हिंदी हली सलतनत के इतहास पर बरनी का तसद्धान्त', इरफान हबीब (सं.). मध्यकालीन भारत, अंक -8, नई दिल्ली, राकमल प्रकाशन, पृ. सं. 64 -82 .

- Alam, Muzaffar. (2004). The Languages of Political Islam in India: c. 1200-1800, Delhi: Permanent Black, section on Zia Barani, pp.31-43.
- Hardy, Peter. (1978). 'Unity and Variety in Indo-Islamic and Perso-Islamic Civilization: Some Ethical and Political Ideas of Diya'al-Din Barani of Delhi, of al-Ghazali and of Nasir al – Din Tusi Compared', Iran, 16, pp.127-36.
- Ray, Himanshu and Alam, Muzaffar. (2017) 'Zia Barani: Good Sultan and Ideal Polity'. In Roy, Himanshu and Singh, Mahendra Prasad, eds, Indian Political Thought: Themes and Thinker, (2nd Edition). Noida: Pearson, 2017 (Paperback).

Rajatarangini

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, 1990) (Sahitya Academy, Government of India, New Delhi).
- Rajatarangini with Hindi Commentary by Ramtej Shastri Pandey, Chaukhamba Sanskrit Pratishthan, 2015.

Essential Readings:

- Thapar, Romila. 'Historical Ideas of Kalhan as Expressed in the Rajatarangini', in Mohibul Hasan (ed.) Historians of Medieval India, Delhi, 1968.
- 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.
- 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.

Suggested Readings:

- Hardy, Peter, 'Some Studies in Pre-Mughal Muslim Historiography', in Historians of India, Pakistan and Ceylon, edited by C.H. Philips, 1962, pp.115-127.
- Zutshi, Chitrlekha, ed., Kashmir's Contested Past: Narratives, Sacred Geographies and the Historical Imagination, OUP, 2014
- 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.

Mahatma Gandhi

Translation/Primary reading:

- Anthony J. Parel, ed., Hind Swaraj and Other Writings, Cambridge University Press (second edition), 2009

Essential Readings:

- Raghavan N. Iyer, The Moral and Political Thought of Mahatma Gandhi, Oxford University Press, New York, 1973.
- Bhikhu Parekh, Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse, SAGE Publications Pvt. Ltd; New Delhi, 1989.

B. R. Ambedkar

Primary reading:

- B.R. Ambedkar, Who were the Shudras?, Thacker & CO. LTD, Bombay, 1946. (Also published as E -book by General Press, 9 November, 2020.)

Essential Readings:

- Valerian Rodrigues, The essential writings of B. R. Ambedkar, Oxford University Press, New Delhi, 2002.
- Dhananjay Keer, Dr. Babasaheb Ambedkar: Life & Mission, Popular Prakashan, (5th Reprint Edition), 2019.

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