अध्यक्ष /Head

दिल्लीविश्वविद्यालय
UNIVERSITY OF DELHI

Bachelor of Arts (Hons.) History

(Effective from Academic Year 2019-20)

Revised Syllabus as approved by

Academic Council

Date: No:

Executive Council

Date: No:

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

अध्यक्ष / Head
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Department of History
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Rise of the Modern West- II

Course Objectives:

This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. Cyclical and secular trends in history, important political shifts, modern scientific views, and intellectual developments of the 17th and 18th centuries will be analysed closely. The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 18th century Britain. The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism. The divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.

Learning Outcomes:

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

- Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.

Course Content:

Unit 1: The 17th century European crisis: economic, social, and political dimensions.
Unit 2: The English Revolution (1603-1688)
    [a] Major issues
    [b] Political, economic and social implications
Unit 3: European society and Modern Science: the Renaissance to the 17th century.
Unit 4: Mercantilism and European economies: trade and empire -- 17th -- 18th centuries.
Unit 5: Enlightenment: ideas and impact
Unit 6: Origins of the Industrial Revolution: divergence debate

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: The Unit examines various aspects of the 17th century crisis and economic recovery in different parts of Europe. **(Teaching period: 3 weeks Approx.)**

- Benedict, Philip and Myron P. Gutmann, (Eds.). (2006) *Early Modern Europe: From Crisis to Stability.* Newark: University of Delaware Press.
- Black, Jeremy. (2002) *Europe and the World, 1650-1830.* New York: Routledge.
- Parker, G. and L.M. Smith, (Eds.). (1997). *The General Crisis of the Seventeenth Century.* London: Routledge. (Introduction ,Chapters: 2,4, 5 & 7)
- de Vries, Jan. (1976). *Economy of Europe in an Age of Crisis 1600-1750.* Cambridge: Cambridge University Press.
- Wallerstein, Immanuel. (1980). *The Modern World System, Vol. II, Mercantilism and the Consolidation of the European World Economy, 1600-1750.* New York: Academic Press.

Unit-II: The unit examines the social origins of the English Revolution. Important strands within the Revolution and their outcomes will be analysed. **(Teaching period: 2 weeks Approx.)**

- Gaunt, Peter, (Ed.). (2000). *The English Civil War: The Essential Readings.* Oxford: Blackwell Publishers Limited.
- Harris, Tim. (2006). *Restoration: Charles II and his Kingdoms, 1660-1685.* London: Penguin.
- Hill, Christopher. (1985). *The Collected Essays of Christopher Hill, Vol. 2, Religion and Politics in Seventeenth Century England.* Amherst: The University of Massachusetts Press.
- Hill, Christopher. (1986). *The Collected Essays of Christopher Hill, Vol. 3, People and Ideas in Seventeenth Century England.* Amherst: The University of Massachusetts Press.
- Kennedy, Geoff. (2008). *Diggers, Levellers, and Agrarian Capitalism: Radical Political Thought in Seventeenth Century England.* Lexington: Lexington Books.

Unit-III: The origins of modern science will be explained with its linkages to society, economy, and Enlightenment. Scientific advances and their relationship with the rise of Modern West will be highlighted.**(Teaching period: 2weeksApprox.)**

- Hellyer, Marcus, (Ed.) (2003). *The Scientific Revolution. The Essential Readings.* Oxford: Blackwell Publishers Limited.
- Henry, John. (2008). *The Scientific Revolution and the Origin of Modern Science.* London: Palgrave.
- Henry, John. (2011). *A Short History of Scientific Thought.* London. Macmillan International.
- Huff, Toby E. (2003). *The Rise of Early Modern Science: Islam, China and the West.* Cambridge: Cambridge University Press (2nd edition).

Unit-IV: The Unit will define the concept and features of Mercantilism. Trade and Empire and their impact on Europe and the periphery will be dealt with in detail. **(Teaching period: 2 weeks Approx.)**

- Stern, Philip J and Carl Wennerlind, (Eds.). (2013). *Mercantilism Reimagined: Political Economy in Early Modern Britain and its Empire*. Oxford: Oxford University Press.
- Solow, Barbara L. (Ed.). (1991). *Slavery and the Rise of the Atlantic System*. Cambridge: Cambridge University Press.
- Solow, Barbara L. and Stanley L. Engerman, (Eds.). (1987). *British Capitalism and Caribbean Slavery*. Cambridge: Cambridge University Press.
- Mintz, Sidney W. (1986). *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books.
- Marshall, P. J. (Ed.). (1998). *The Oxford History of the British Empire, Vol. II, The Eighteenth Century*. Oxford: Oxford University Press.

Unit-V: The unit will define the phenomenon of Enlightenment. Main thinkers and their ideas, and connection between Enlightenment and modernity will be analysed. **(Teaching period: 2 weeks Approx.)**

- *Conrad,* Sebastian. (2012). *Enlightenment in Global History: A Historiographical Critique*. American Historical Review, Vol. 117, Issue 4, October, pp. 999-1027.
- Fitzpatrick, Martin, et. al. (Ed.). (2004). *The Enlightenment World*. London: Routledge.
- Jacob, Margaret C. (2016). *The Enlightenment: A Brief History with Documents*. New York: Bedford/St. Martins.
- Losonsky, Michael. (2001). *Enlightenment and Action from Descartes to Kant: Passionate Thought*. Cambridge: Cambridge University Press.
- Pagden, Anthony. (2013). *The Enlightenment: And Why it Still Matters*. Oxford: Oxford University Press. (Introduction and conclusion)

Unit-VI: The Unit will trace the causes of Industrial Revolution in Britain and the contribution of colonial networks, exploitation and slavery to industrial capitalism in Europe. The divergence debate will broaden the understanding of the path to industrialization. **(Teaching period: 3 weeks Approx.)**

- Deane, Phyllis. (1965). *The First Industrial Revolution*. Cambridge: Cambridge University Press.
- Hobsbawm, E. J.(1999). *Industry and Empire*. London: Penguin Books.
- Inikori, Joseph E. (2002). *Africans and Industrial Revolution in England - A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press.
- Parthasarathi, Prasannan. (2011). *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1800*. Cambridge: Cambridge University Press.
- Pomeranz, Kenneth. (2000). *The Great Divergence: China, Europe and the Making of the Modern World*. Princeton: Princeton University Press.

SUGGESTED READINGS

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- Anderson, M. S. (1976). *Europe in the Eighteenth Century, 1713-1783*. Oxford: Oxford University Press.
- Canny, Nicholas. (Ed.). (1998). *The Oxford History of the British Empire, Vol. I, The Origins of Empire, British Overseas Enterprise to the Close of the Seventeenth Century*. Oxford: Oxford University Press.
- Coleman, D.C. (Ed.). (1969). *Revisions in Mercantilism*. London: Methuen Young Books.
- Floud, Roderick, and D.N. McCloskey (Eds.). (1997). *The Economic History of Britain Since 1700, Vol. I: 1700-1860*. Cambridge: Cambridge University Press.
- Hall, A.R. (1970). *From Galileo to Newton 1630-1720*. London: Fontana-Collins.
- Hill, Christopher. (1997). *Puritanism and Revolution: Studies in the Interpretation of the English Revolution of the 17th Century*. London/New York: Palgrave Macmillan.
- Mathias, Peter. (2001). *The First Industrial Nation*. London: Routledge.
- Stone, Lawrence. (2002). *The Causes of the English Revolution, 1529-1642*. New York: Routledge.
- Studer, Roman. (2015). *The Great Divergence Reconsidered - Europe, India, and the Rise to Global Economic Power*. Cambridge: Cambridge University Press.
- de Vries, Jan. (2008). *The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the Present*. Cambridge: Cambridge University Press.
- Williams, Eric. (1944). *Capitalism and Slavery*. Chapel Hill: University of North Carolina Press.

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

17th century crisis, English Revolution, Modern Science, Mercantilism, Enlightenment, Origins of the Industrial Revolution, Divergence debate.

Core Course IX

History of India V (c. 1500-1600)

Course Objectives:

The course is intended to engage students into a critical discussion of political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state in India. It also provides a basic understanding of major developments in other areas of the Indian subcontinent that were not ruled by the Mughals in the sixteenth century. The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them.

Learning Outcomes:

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

- Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.
- Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

Course Content:

I. Sources and Historiography
a. Persian Literary traditions: *Tawarikh, Insha* and Translations
b. Vernacular Literature: *Brajbhasha* and *Telugu/Tamil*

II. Establishment of Political authority: Mughals and Rajputs
a. Historiographies on the nature of 16th century political formations.
b. Contexts, Campaigns and Conquests: Military tactics and technology
c. Chaghatayid notions of Kingship; Abu'l Fazl's interventions
d. Rajputs and other warrior groups

III. Consolidation of Political authority: Mughals, Rajputs and Nayakas
a. Evolution of Mughal administrative institutions: *Mansab, Jagir* Land Revenue Systems
b. Agrarian and revenue relations: Zamindars and Peasants

c. Rajput states (Mewar/Marwar/Amber)

d. State formation under the Nayakas: Madurai, Thanjavur and Senji

IV. Articulation of authority

a. Fatehpur Sikri

b. Temples and Gopurams of the Nayakas

V. Political and Religious ideas

a. *Akhlaqi* traditions; *sulh-i kull*

b. Revivalist trends in Indian Islam: Shaikh Ahmad Sirhindi

c. Vaishnava Bhakti Traditions of North India

d. Deccan Sultanates, trans-regional links and Shia Ideology

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I. This unit introduces students to the available Persian and vernacular literary sources for the study of the period under study. It also provides an opportunity to the students to critically analyse these sources based on their modern historiographical interpretations.**(Teaching Time: 2 weeks Approx.)**

- Rizvi, S. A. A. (1975)- *Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605),* Delhi: Munshiram Manoharlal

- Mukhia, Harbans (1976). *Historians and Historiography during the Reign of Akbar.* Vikas: Publishing House

- Zilli, Ishtiyaq Ahmad (2010). "Development of Insha literature to the End of Akbar's Reign" in Meena Bhargava (ed.) *Exploring Medieval India: Sixteenth to Eighteenth Century, Vol. II,* New Delhi: Orient Black Swan, pp. 74-112

- Momin, Mohiuddin, (1971). *The Chancery and Persian Epistolography under the Mughals,* Calcutta, Iran Society.

- Ali, S Athar. (1992). "Translations of Sanskrit Works at Akbar's Court" *Social Scientist*, vol. 20 no.9, pp, 38-45

- Truschke, Audrey (2011). "The Mughal Book of War: A Persian Translation of the Sanskrit Mahabharata" *Comparative Studies of South Asia, Africa and the Middle East,* 31, 506-20.

- Busch, Allison (2005), "Literary Responses to the Mughal Imperium: the Historical Poems of Kesavdas" in *South Asia Research*, Vol. 25, No.1, pp 31-54

- Busch, Allison (2010) "Hidden in Plain view: Brajbhasha poets at the Mughal Court" *Modern Asian Studies.* Vol. 44, No.2, pp 267-309

- Sharma, Sandhya (2011). *Literature, Culture and History in Mughal North India, 1550-1800,* Delhi: Primus

- Rao, V N, David Shulman and Sanjay Subrahmanyam (eds.) (2001). *Textures of Time: Writing History in South India 1600-1800,* Delhi: Permanent Black

- Zvelebil, Kamil (1974). *Tamil Literature (A History of Indian Literature X/I),* Wiesbaden: Otto Harrassowitz

Unit II. This unit enables students to understand the various contexts and processes involved in the establishment of the Mughal state. Other than Mughal conquests, their warfare tactics and technology, it also discusses other political formations, some of considerable resilience and importance that complicated processes of imperial integration. These factors also inflected Mughal and other notions of kingship. To underline the variegated nature of politics of this period, the unit also studies the Nayaka state formation in South India.

(Teaching Time- 3weeks Approx.)

- Kolff, Dirk H.A. (1990). *Naukar, Rajput and Sepoy: the Ethnohistory of the military labour market in Hindustan, 1450-1850.* Cambridge: Cambridge University Press, pp. 1-116 (valuable for the social contexts of political and military expansion in the 16th century).

- Aquil, Raziuddin. (2007). *Sufism, Culture and Politics: Afghans and Islam in Medieval North India,* Oxford: Oxford University Press.

- Tripathi, R P. (1959). *Some Aspects of Muslim Administration.* Allahabad: The Indian Press.

- Gommans, Jos J L. (2002). *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700,* London and New York: Routledge

- Khan, Iqtidar Alam. (2004). *Gunpowder and Firearms: Warfare in Medieval India,* Delhi: Oxford University Press

- Streusand, Douglas E. (1989). *The Formation of the Mughal Empire,* Delhi: Oxford University Press

- Khan, I.A. (1972). "The Turko-Mongol Theory of Kingship", in K A Nizami (Ed.). *Medieval India-A Miscellany,* Vol. II, London: Asia Publishing House

- Mukhia, Harbans (2004). *The Mughals of India,* Oxford, United Kingdom: Wiley India, Blackwell Publishing

- Rizvi, S.A.A. (1975). *Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605).* New Delhi: Munshiram Manoharlal.

- Khan, Iqtidar Alam (1968). "The Nobility Under Akbar and the Development of his Religious Policy ,1560-80" , *Journal of Royal Asiatic Society,* No 1-2 , pp.29-36

- Richards, J F. (1998). "The Formulation of Imperial Authority under Akbar and Jahangir" in *Kingship and Authority in South Asia,* Delhi: Oxford University Press, pp. 285-326.

- Ziegler, Norman P (1998)- "Some Notes on Rajput Loyalties During the Mughal Period" in John F. Richards, (Ed.). *Kingship and Authority in South* Asia, Delhi: Oxford University Press, pp. 242-284.

- Zaidi, S Inayat A.(1997). "Akbar and Rajput Principalities- Integration into Empire" in Irfan Habib (ed.) *Akbar and His India,* Delhi: Oxford University Press.

- Talbot, Cynthia. (2012), 'Justifying Defeat: A Rajput Perspective on the Age of Akbar', *Journal of the Economic and Social History of the Orient* 55, pp. 329–57.

- Busch, Allison. (2016). '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* 55, no. 2/3

- Rao, V N, David Shulman and S. Subrahmanyam (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu,* Delhi: Oxford University Press

- Dirks, Nicholas B (2007). *The Hollow Crown. Ethnohistory of an Indian Kingdom,* Cambridge: Cambridge University Press
- Howes, Jennifer (2003). *The Courts of Pre-colonial South India*, London: Routledge
- Karashima, Noboru (1985). "Nayaka Rule in North and South Arcot Districts in South India During the 16th Century ", *Acta Asiatica*, Vol. 48, pp. 1-25

Unit III: This unit will teach students about the key administrative institutions of the dominant political formation of the time, the Mughals, around whom there is now a rich historiography. Although centred around the Mughal state the readings and discussion will also enable students to explore questions relating to medieval state formations and the social contexts of early modern administrative institutions. To provide a rounded picture of these developments the unit also discusses the histories of the emerging Rajput regimes.**(Teaching Time: 3 weeks Approx.)**

- Alam, M and S Subrahmanyam (eds.) (1998). *The Mughal State, 1526-1750*, Delhi: OUP
- Richards, J F. (1996). *The Mughal Empire*, Cambridge, Cambridge University Press
- Streusand, Douglas E. (1989). *The Formation of the Mughal Empire*, Delhi: Oxford University Press
- Malik, Z. U. (1990). "The core and periphery: A contribution to the debate on 18th century", *Social Scientist*, Vol. 18 No.11/12, pp. 3-35
- Mayaram, Shail. (2004). *Against History, Against State*, Delhi: Orient Blackswan.
- Blake, S P (1979). "The Patrimonial-Bureaucratic State of the Mughals" *Journal of Asian Studies*, Vol. 19, No. 1, pp 77-94
- Ali, S Athar (Revised 1997) -*The Mughal Nobility Under Aurangzeb*, Delhi: Oxford University Press
- Richards, J F. (1996). *The Mughal Empire*, Cambridge, Cambridge University Press
- Moosvi, Shireen. (1981). "The Evolution of the Mansab System under Akbar until 1596-97", *Journal of the Royal Asiatic Society of Great Britain & Ireland*, Vol. 113 No. 2, pp. 173-85,
- Ray, Aniruddha (1984). *Some Aspects of Mughal Administration*, New Delhi: Kalyani Publishers
- Kapur, N S. (2002). *State Formation in Rajasthan: Mewar During the Seventh-Fifteenth Centuries,* Delhi: Manohar, pp. 194-286.
- Sharma, G D. (1997). *Rajput Polity: A Study of Politics and Administration of the State of Marwar,* Delhi: Manohar
- Ziegler, Norman P. (2010). "Evolution of the Rathor State of Marwar: Horses, Structural Change and Warfare" in Meena Bhargava (ed.) *Exploring Medieval India. Sixteenth to Eighteenth Century, Vol. II,* Delhi: Orient BlackSwan
- Bhargav, V S. (1979). *Rise of the Kachhawas in Dhundhar (Jaipur): from the earliest times to the death of Sawai Jai Singh, 1743 AD*, Ajmer: Shabd Sanchar
- Chandra, Satish. (1993). *Mughal Religious Policies, The Rajputs and The Deccan,* Delhi: Vikas Publishing House.

UNIT IV: This unit focuses on the nuanced usage of visual culture (particularly architecture) as a means to articulate authority by rulers of different backgrounds and political ambitions.**(Teaching Time: 2 weeks Approx.)**

- Asher, Catherine B. (1992). *Architecture of Mughal India*, Cambridge: Cambridge University Press
- Talbot, Cynthia and Catherine B Asher (2006). *India Before Europe*, Cambridge: Cambridge University Press
- Brand, Michael and Glen D Lowry (Eds.). (1987). *Fatehpur Sikri*, Bombay: Marg Publications
- Koch, Ebba. (2002). *Mughal Architecture: An Outline of its History and Development, 1526-1858*, New Delhi, New York: Oxford University Press
- Mitchell, George. (1995). *Architecture and Art of Southern India: Vijayanagara and the Successor States 1350-1750*, Cambridge: Cambridge University Press
- Eaton, Richard M. And Phillip B. Wagoner. (2014). *Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*. New Delhi: Oxford University Press.
- Karashima, Noboru (2014). *A Concise History of South India: Issues and Interpretations*, New Delhi: Oxford University Press
- Rao, V N, David Shulman and S. Subrahmanyam. (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*, Delhi: Oxford University Press

Unit V. This unit apprises students about the changing agrarian environment wherein the forest areas are brought under cultivation under the land revenue regime of dominant political regimes leading towards a process of peasantisation. Students would also grasp the crucial role of regional and local political formations, the Zamindars and the peasants in the agrarian society and economy of the period under study.**(Teaching Time- 2 weeks Approx.)**

- Singh, Chetan. (1995). "Forest, Tribes and Agrarian Society in Mughal India" in David Arnold and Ramchandra Guha, (Eds.), *Nature, Culture, Imperialism: Essays on Environmental History of South Asia*, New Delhi: Oxford University Press, pp. 21-48.
- Singh, Chetan.(2010). "Conformity and Conflict Tribes and the 'Agrarian System' of Mughal India" in Meena Bhargava (Ed.) *Exploring Medieval India, Vol. I*, Hyderabad: Orient Blackswan
- Bhargava, Meena (Ed.). (2017). *Frontiers of Environment: Issues in Medieval and Early Modern India*, Hyderabad: Orient Blackswan, (Introduction pp.1-42).
- Bhardwaj, Surajbhan (2012). "Migration, Mobility and Memories: Meos in the process of Peasantisation and Islamization in Medieval Period" *Indian Historical Review*, Vol. 39 No.1., pp. 217-250
- Ray, Aniruddha. (1984). *Some Aspects of Mughal Administration*, New Delhi: Kalyani Publishers
- Habib, Irfan (1999), *The Agrarian System of Mughal India 1556-1707*, Delhi: Oxford University Press

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- Siddiqui, N A. (reprint 1989). *Land Revenue Administration under the Mughals (1700-1750).* New Delhi: Munshiram Manoharlal Publishers

- Habib, Irfan. (1999). *The Agrarian System of Mughal India 1556-1707*, Delhi: Oxford University Press

- Habib, Irfan (1996). - "Peasant Differentiation and the Structure of Village Community: 16th and 17th Century Evidence From Northern India" in V K Thakur and A Anshuman (Eds.)*Peasants in Indian History,* Patna

- Chandra, Satish. (Ed.) (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan,* Delhi: Oxford University Press

- Chandra, Satish. (1982).*Medieval India: Society, Jagirdari Crisis and the Village.* Delhi: Macmillan

Unit VI: The concluding unit of the course teaches students about political and religious ideologies of the times focusing not just on the Mughal rulers but more generally on the cross cutting ideas in circulation. It uses the case studies of Shaikh Ahmad Sirhindi and the Vaishnava saints to enlarge on some of these trends. **Teaching Time: 2 weeks Approx.)**

- Rizvi, S.A.A. (1975). *Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605).*New Delhi: Munshiram Manoharlal

- Alam, Muzaffar. (2000). 'Akhlaqi Norms and Mughal Governance' in Muzaffar Alam, Françoise Nalini, Delvoye and Marc Gaborieau (eds.). *The Making of Indo-Persian Culture,* Delhi: Manohar

- Alam, Muzaffar (2004). *The Languages of Political Islam: India (1200-1800),* Delhi: Permanent Black

- Ali, S Athar (2008), "*Sulh-i-Kul* and Religious Ideas of Akbar" in *Mughal India: Studies in Polity, Ideas, Society and Culture,* Delhi: Oxford University Press

- Khan, A R. (2010). "Abu'l Fazl's Account of Akbar's Expansionism. Ambit of Reason and Tolerance" in Meena Bhargava (ed.) *Exploring Medieval India. Sixteenth to Eighteenth Century, Vol. II,* New Delhi: Orient BlackSwan

- Moosvi, Shireen (2007). "The Road to Sulh-i-Kul: Akbar's Alienation from Theological Islam" in Irfan Habib (ed.) *Religion in History*, Delhi: Tulika

- Rizvi, S.A.A. (reprint 2014). *Muslim Revivalist Movements in Northern India In the 16th and 17th Century.* New Delhi: Munshiram Manoharlal

- Friedmann, Y. (2001). *Shaykh Ahmad Sirhindi: An Outline of his thought and a study of his Image in the Eyes of Posterity,* Oxford: Oxford University Press

- Habib, Irfan (1960). "Political Role of Shaikh Ahmad Sirhindi and Shah Waliullah" in *PIHC*

- Hasan, Nurul. (2005). "Shaikh Ahmad Sirhindi and Mughal Politics" in Satish Chandra (Ed.), *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan,* New Delhi: The website on Vijayanagara is strongly recommended

- Lorenzen, David N. (1995). *Bhakti Religion in North India. Community Identity and Political Action,* New York: State University of New York Press

- Chatterjee, K. (2009). "Cultural Flows and Cosmopolitanism in Mughal India: The Bishnu-pur Kingdom", *Indian Economic and Social History Review*, vol. 46, No. 2, pp. 147-82.
- Bahugana, R.P. (2008). "Kabir and other Medieval Saints in Vaishnava Tradition", *PIHC*, Vol. 69
- Chakravarti. Ramakanta.(1977). "Gaudiya Vaisnavism in Bengal", in *Journal of Indian Philosophy,* Vol.5, No.1/2, pp. 107-49.
- Sharma, Krishna (2003). *Bhakti and Bhakti Movement*, Delhi: Munshiram Manoharlal Publishers

SUGGESTED READINGS:

- Alam, Muzaffar and S Subrahmanyam (2014). *Writing the Mughal World: Studies in Political Culture,* Delhi: Permanent Black
- Aquil, Raziuddin and Kaushik Roy (2012)- *Warfare, Religion and Society in Indian History,* Delhi: Manohar publishers and Distributors
- Balabanlilar, Lisa (2012). *Imperial Identity in the Mughal Empire: Memory and Dynastic Politics in Early Modern South and Central Asia.* New York: I B Tauris.
- Chandra, Satish (2018). *Madhyakalin Bharat (Part II), Sultanat se Mughal Kal Tak,* New Delhi: Jawahar Publishers & Distributors
- Day U.N. (2004). *Some Aspects of Medieval Indian History.* Delhi: Low Price Publications
- Grover, B R. (2004). "Nature of Dehat-i-Ta'aluqa (Zamindari Villages) and the Evolution of the Ta'aluqdari System During the Mughal Age" in Amrita Grover, Anju Grover and J C Jha, *Land Rights, Landed Hierarchy and Village Community During the Mughal Age: Collected Works of B R Grover*, Delhi: Books for All.
- Habib, Irfan (2016). *Madhyakalin Bharat Mein Prodhyogiki*, New Delhi: Rajkamal Prakashan
- Habib, Irfan (Ed.).(2000). *Madhyakalin Bharat*, (Vols. 1-8, relevant articles), New Delhi: Rajkamal Prakashan
- Habib, Irfan (Ed.).(2016). *Akbar Aur Tatkaleen Bharat*, New Delhi: Rajkamal Prakashan
- Habib, Irfan. (1966). "The Mansab System (1595-1637)", *PIHC*, pp 228-249
- Habib, Irfan. (1995). *Essays in Indian History: Towards a Marxist Perspective*, Delhi: Tulika
- Habib, Irfan. (2002). "Akbar and Technology" in Irfan Habib (Ed.), *Akbar and his India,* Delhi: Oxford University Press
- Habib, Irfan. (2017). *Madhyakalin Bharat ka Arthik Itihas: Ek Sarvekshan*, New Delhi: Rajkamal Prakashan
- Jha, Pankaj Kumar. (2016). 'Literary Conduits for "Consent": Cultural Groundwork of the Mughal State in the Fifteenth Century', *Medieval History Journal* 19, no. 2
- Nath, R. (2009). *Mysteries and Marvels of Mughal Architecture*, Gurgaon: Shubhi Publications
- Nizami, K A (1983). *On History and Historians of Medieval India*, New Delhi: Vedic Books
- Qaisar, A J. (1961). "Note on the date of institution of Mansab under Akbar", *PIHC*, pp155-157
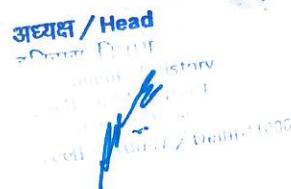
- Rezavi, S A N. (2013). *Fatehpur Sikri Revisited*, Delhi: OUP
- Rizvi, S.A.A. (2002).- *Fatehpur Sikri*, New Delhi: ASI and Eicher Goodearth Limited
- Saran, P. (1952). *Studies in Medieval Indian History*, Delhi: Ranjit Printers & Publishers.
- Siddiqui,I H. (1969). *Some aspects of Afghan Despotism in India,* Aligarh: Three Men Publications
- Spear, Percival (2009). "The Mughal Mansabdari System" in Edmund Leech and S N Mukherjee (eds.) *Elites in South Asia*, Cambridge: Cambridge University Press
- Verma H C. (Ed.) (2017). *Madhyakalin Bharat (Vol. II) 1540-1761*, Hindi Madhyam Karyanvan Nideshalaya Delhi University

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Tawarikh, vernacular literature, Mughal State, *Mansabdari*, *Jagirdari*, *Zamindars*, architecture, Nayaks, *sulh-i kul*. Deccan Sultanates

Core Course X

History of India- VI (c. 1750-1857)

Course Objectives:

The paper introduces students to key features of the 18th century in the Indian subcontinent. It analyses the interface between the 18th century kingdoms and the early colonial state. The paper also discusses the processes by which the British East India Company transformed itself into a state and gradually consolidated its position over a vast expanse. Apart from the evolution of colonial institutions of governance and developing forms of colonial exploitation, the paper also highlights the interface between Company Raj and indigenous elite on various social issues. The paper concludes with a critical survey of peasant resistance to colonial agrarian policies, and the 1857 revolt against the Company Raj.

Learning Outcomes:

Upon completion of this course the student shall be able to:
- Outline key developments of the 18th century in the Indian subcontinent.
- Explain the establishment of Company rule and important features of the early colonial regime.
- Explain the peculiarities of evolving colonial institutions and their impact.
- Elucidate the impact of colonial rule on the economy.
- Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.
- Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

Course Content:

Unit I: India in the mid-18th Century: society, economy, polity and culture
    [a] Issues and Debates
    [b] Continuity and change

Unit II: Dynamics of colonial expansion: indigenous states and Company power
    [a] Regional kingdoms: economic and military and political dimensions of colonial expansion: Bengal, Mysore, Marathas, Awadh, Punjab and the North- East.
    [b] Economic Developments, Culture and Society

Unit III: Colonial state and ideology: emergence of the Company State
    [a] Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of Race

[b] The colonial army: military culture and recruitment

Unit IV: Law and education
[a] Evolution of law and colonial courts
[b] Indigenous and colonial education: institutions and medium of instruction

Unit V: Economy and society
[a] Land revenue systems and agrarian relations
[b]Commercialization, indebtedness and famines
[c] Forests and pastoral economy
[d] Question of de-industrialization and foreign trade

Unit VI: Early 19th Century: Reforms and Revival
[a] Young Bengal, Brahmo Samaj, Prathana Samaj, Faraizis and Wahabis
[b] Debating Gender: Traditions and Reform in the 19[th]Century

Unit VII: Popular resistance
[a] The Uprising of 1857
[b] Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion (1860); Pabna Agrarian Leagues (1873); Deccan Riots (1875).

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This Unit enables the students to outline key developments of the 18th century in the Indian subcontinent. These developments are discussed through key debates on the varied historical evidences used by historians when examining the weakening Mughal state, growth of regional kingdoms, changing dynamics of the economy, evolving social structures, cultural patterns, etc.**(Teaching Time: 2 weeks Approx.)**

- Alavi, Seema(ed.). (2002). *The Eighteenth Century in* India. New Delhi: OUP (Introduction).
- Roy, Tirthankar. (2013). "Rethinking the Origins of British India: State Formation and Military-fiscal Undertakings in an Eighteenth Century World Region". *Modern Asian Studies*, 47 (4), 1125-1156.
- Bayly, C.A. 1988. *Indian Society and the making of the British Empire.* Cambridge: CUP (Chapter1, pp. 7- 44).
- Parthasarathi, Prasannan. 2011. *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600- 1850.* Cambridge: CUP (Introduction and Part I, pp. 1-88; Part III, pp. 185- 269).
- Vries, Peer. (September 2012). "Review: Challenges, (Non-) Responses, and Politics: A review of Prasannan Parthasarathi, 'Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850'."*Journal of World History*, 23(3), 639- 664.

- Faruqui, Munis D. 2013. "At Empire's End: The Nizam, Hyderabad and Eighteenth Century India," In Richard M. Eaton, Munis D. Faruqui, David Gilmartin and Sunil Kumar (Eds.), *Expanding Frontiers in South Asian and World History: Essays in Honour of John F. Richards* (pp. 1- 38).

Unit- II: This Unit introduces the students to the political process by which Company rules was established in the Indian subcontinent. The unit shall also acquaint students with the important features of the 18th century states and how they came to be positioned vis-à-vis an expanding Company state.**(Teaching Time: 2 weeks Approx.)**

- Bandyopadhyay, Sekhar .(2004). *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Blackswan (Chapter 1, 'Transition to the Eighteenth Century', pp. 37-62).
- Bayly, C. A. (2008). *Indian Society and the making of the British Empire*. Cambridge: CUP (Chapter 2, 'Indian Capital and the Emergence of Colonial Society' pp. 45- 78; Chapter 3, 'The Crisis of the Indian State', pp. 79- 105).
- Fisher, Michael H. (1996).*The Politics of British Annexation of India 1757- 1857*. Oxford: OUP (Introduction).
- Marshall, P.J. (1990). *Bengal: The British Bridgehead*. Cambridge: CUP.
- Marshall, P. J. (1975). "Economic and Political Expansion: The Case of Awadh". *Modern Asian Studies*, 9 (4), pp. 465- 82.
- Cederlof, Gunnel. (2014). *Founding an Empire on India's North- Eastern Frontiers 1790- 1840: Climate, Commerce, Polity*. OUP.
- Mukherjee, Rudrangshu. (February 1982). "Trade and Empire in Awadh, 1765- 1804". *Past and Present*, 94, pp. 85- 102.
- Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757*. New Delhi: Manohar.
- Bryant, G. J. (April 2004). "Asymmetric Warfare: The British Experience in Eighteenth-Century India". *The Journal of Military History,* 68 (2), April 2004, pp. 431- 469.
- Marshall, P.J. (ed.). *The Eighteenth Century In Indian History: Evolution or Revolution?* (Introduction, pp. 1- 49).
- Chakravarti, Uma. (1998). *Rewriting History: The Life and Times of Pandita Ramabai*. New Delhi: Kali for Women (Chapter, 'Caste, Gender and the State in Eighteenth Century Maharashtra', pp. 3-42).

Unit-III: The unit shall discuss in detail and familiarise students with the evolving ideological underpinnings of the Company state, the idea of difference which developed within the imperial discourse, the changing military requirements and military culture of the expanding colonial state.**(Teaching Time: 2 weeks Approx.)**

- Metcalf, Thomas R. (2007 reprint). *Ideologies of the Raj*, Cambridge: CUP (Chapters 1,2 & 3).

- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". *Comparative Studies in Society and History*, 45 (4), pp. 783- 814.
- Cohn, Bernard. (1996). "The Command of Language and the Language of Command" In B. Cohn, *Colonialism and its Forms of Knowledge: The British in India*, Princeton: Princeton University Press.
- Stokes, Eric. (1982 reprint). *The English Utilitarians and India*. Oxford: OUP (Chapter 'Doctrine and its Setting')
- Alavi, Seema. (1995).*The Sepoys and the Company: Tradition and Transition in Northern India 1770- 1830*. New Delhi: OUP (Introduction and Chapters 1-3, pp. 1- 154).
- Roy, Kaushik (ed.). (2010). *War and Society in Colonial India*. New Delhi: OUP (Introduction, pp. 1- 20).
- Rocher, Rosanne. (1993). "British Orientalism in the Eighteenth Century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Post- colonial Predicament: Perspectives on South Asia. University of Pennsylvania Press*, pp. 215-250.

Unit-IV: This Unit shall equip students to identify and explain the peculiarities of evolving colonial institutions and their impact. The discussion shall focus largely on the evolving legal apparatus and education structure and policy of the Company state.**(Teaching Time: 2 weeks Approx.)**

- Stokes, Eric. *The English Utilitarians and India*(Chapter, 'Law and Government').
- Metcalf, Thomas R. (2007 reprint). *Ideologies of the Raj*, Cambridge: CUP (Chapters 1 &2).
- Cohn, Bernard. "Law and the Colonial State" In Cohn, *Colonialism and its Forms of Knowledge.*
- Singha, Radhika. (2000). *A Despotism of Law: Crime and Justice in Early Colonial India*. New Delhi: OUP(Preface; Chapter 1 (pp.1- 35); Chapter 4 (pp.121- 167); Chapter 5 (pp. 168- 228); Epilogue (pp. 285- 301)).
- Viswanathan, Gauri. (2014 reprint). *Masks of Conquest: Literary Study and British Rule in India*. New York: Columbia University Press (Introduction and Chapters 1 to 4).
- Copland, Ian. (2007). "The Limits of Hegemony: Elite Responses to Nineteenth- Century Imperial and Missionary Acculturation Strategies in India". *Comparative Studies in Society and History*. Vol. 49. No. 3. (637- 665).
- Seth, Sanjay. (2007). "Changing the Subject: Western Knowledge and the Question of Difference". *Comparative Studies in Society and History*. Vol. 49. No. 3. (666- 688).
- Kopf, David. (1969). *British Orientalism and the Bengal Renaissance: The Dynamics of Modernization*. Berkeley, Los Angeles: University of California Press (Introduction).
- Panikkar, K.N. (1995). *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial* India. New Delhi: Tulika(pp. 1-26 & pp. 47-53).
- Bhattacharya, Sabyasachi (ed.). (1998).*The Contested Terrain: Perspectives on Education in India. New Delhi:* Orient Blackswan ("Introduction").

Unit-V: This Unit shall familiarise students with the key debates on the economic impact of Company Raj. Students shall assess this impact by looking at changing agrarian relations, crop cultivation, forest policy, handicraft production and trade patterns. **(Teaching Time: 2 weeks Approx.)**

- Stein, Burton. (ed.). (1992).*The Making of Agrarian Policy in British India 1770-1900*. Oxford: OUP (Introduction (pp.1-32)& Chapter 4(pp.113-149)).
- Tomlinson, B.R. (2005).*The Economy of Modern India 1860-1970*. Cambridge: CUP (Chapter 2, pp.47- 67)
- Bose, Sugata. (Ed.). (1994).*Credit, Markets and the Agrarian Economy of Colonial India*. New Delhi: Oxford University Press (Introduction (pp. 1-28) & Chapter 2 (pp. 57- 79)).
- Guha, Ramachandra. (1990). "An Early Environmental Debate". *Indian Economic and Social History Review (IESHR)*.
- Bhattacharya, Neeladri. (1995). "Pastoralists in a Colonial World", In David Arnold and Ramachandra Guha (Eds.), *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*, New Delhi: Oxford University Press.(49-85).
- Damodaran, Vinita. (June 1995). "Famine in a Forest Tract: Ecological Change and the Causes of the 1897 Famine in Chotanagpur", *Environment and History*, 1(2), pp. 129-158.
- Chandra, Bipan. (1999). "Colonialism, Stages of Colonialism and the Colonial State", in Bipan Chandra, *Essays on Colonialism*, New Delhi: Orient Longman, pp. 58-78.
- Ray, Indrajit. (2016). "The Myth and Reality of Deindustrialization in Early Modern India", in Latika Chaudhary et al. (Eds.) *A New Economic History of Colonial India*. New York: Routledge. (52- 66).

Unit-VI: This Unit shall acquaint students with the social churning on questions of tradition, modernity, reform, etc. that unfolded during first century of British colonial rule. Through special focus on gender concerns, gender roles in the household and ideas of 'ideal womanhood', the unit shall enable students to contextualize the endeavours of nineteenth-century social reformers and nationalists.**(Teaching Time: 2 weeks Approx.)**

- Jones, Kenneth. (2003). *Socio-Religious Reform Movements in British India* (pp. 15- 47; pp. 122- 131).
- Joshi, V.C. (ed.). (1975).*Rammohun Roy and the Process of Modernization in India*. Vikas Publishing House (essays by A.K. Majumdar and Sumit Sarkar).
- Singh, Hulas. (2015). *Rise of Reason: Intellectual History of 19th-century Maharashtra*. Taylor and Francis (pp. 1- 197).
- Sarkar, Sumit and Tanika Sarkar (eds.).(2008). *Women and Social Reform in India: A Reader*. Bloomington and Indianapolis: Indiana University Press (Chapters 1, 2 and 4).
- Loomba, Ania. (Autumn 1993). "Dead Women Tell No Tales: Issues of Female Subjectivity, Subaltern Agency and Tradition in Colonial and Post- Colonial Writings on Widow Immolation in India". *History Workshop*, 36, pp.209–227.

Unit-VII: This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those of struggling peasants and tribals during the Company Raj.**(Teaching Time: 2 weeks Approx.)**

- Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. Clarendon Press (Introduction).
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and Narayani Gupta (Eds.), *India's Colonial Encounter,* New Delhi: Manohar
- David, Saul. (2010). "Greased Cartridges and the Great Mutiny of 1857: A Pretext to Rebel or the Final Straw", In Kaushik Roy (ed.)*War and Society in Colonial India*(82-113).
- Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP. Introduction & pp. 1-125.
- Desai, A.R. (ed.) (1979). *Peasant Struggles in India*. Bombay: UP.(136- 158)

SUGGESTED READINGS

- Alavi, Seema ed. (2002).*The Eighteenth Century in India*. New Delhi: OUP.
- Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In *Education and the Disprivileged : Nineteenth and Twentieth Century India,* edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman, pp. 123-152.
- Bayly, Susan. (1999). "Chapter 2: Kings and Service People 1700-1830." *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: Cambridge University Press. The New Cambridge History of India Series, pp. 64-79.
- Bhattacharya, Sabyasachi ed. (2007).*Rethinking 1857*. Delhi: Orient Longman.
- Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late Nineteenth and Early Twentieth Century Western India". *Journal of Asian Studies*, 60 (2), pp. 439-78.
- Dirks, Nicholas B. (2001).*Castes of Mind*. Princeton, New Jersey: Princeton University Press,
- Green, William A. et al.(Spring 1985). "Unifying Themes in the History of British India, 1757-1857: An Historiographical Analysis" *Albion: A Quarterly Journal Concerned with British Studies*, 17 (1), pp. 15-45. [pp. 20-24 is a survey of British strategy/calculations during its territorial expansion]
- Guha, Ranajit.(1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press (Introduction & Chapter 'Territoriality').
- Hutchins, Francis. (1967). *The Illusion of Permanence*. Princeton, New Jersey: Princeton University Press.

- Jones, Kenneth. (2003)*Socio-Religious Reform Movements in British India.* New Cambridge History of India, Vol.3.1. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). *An Intellectual History for India.* Delhi: Cambridge University Press.
- Ludden, David ed. (2005). *Agricultural Production and South Asian History.* New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). *Ideologies of the Raj.* Cambridge: Cambridge University Press (Chapter 4, Ordering Difference, pp. 92-.128).
- Mukherjee, Mithi. (2010) I*ndia in the Shadows of Empire: A Legal and Political History 1774- 1950.* New Delhi: Oxford University Press (Introduction and Chapter 1, 'The Colonial and the Imperial', pp. 1- 44).
- Mukherjee, Rudrangshu. (1984)*Awadh in Revolt 1857-1858.* New Delhi: Oxford University Press.
- Mukherjee, Rudrangshu. (2018). "The Azimgarh Proclamation and Some Questions on the Revolt of 1857 in the North western Provinces". *The Year of Blood: Essays on the Revolt of 1857.* New Delhi: Social Science Press and Routledge.
- Pollock, Sheldon ed. (2011). *Forms of Knowledge in Early Modern Asia.* Delhi: Manohar. Introduction (1- 16).
- Parthasarathi, Prasannan. (2001). *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800.* Cambridge: Cambridge University Press.
- Raj N. et al ed. (1985). *Essays on the Commercialization of Indian Agriculture.* New Delhi: Oxford University Press.
- Robb, Peter, ed. (1993). D*alit movements and the meanings of labour in India.* New Delhi: Oxford University Press.
- Roy, Tirthankar. (2010). *Company of Kinsmen: Enterprise and Community in South Asian History 1700-1940.* New Delhi: OUP (Chapter 6, pp. 190- 219).
- 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.
- Stein, Burton (ed.) (1992).*The Making of Agrarian Policy in British India, 1770-1900.* Delhi: Oxford University Press.
- Stern, Phillip. (2011).*The Company-State: Corporate Sovereignty and the Early Modern Foundations of the British Empire in India.* New York: Oxford University Press.
- Stokes, Eric. (1986).*The Peasant Armed: The Indian Rebellion of 1857* In C.A. Bayly (ed.). New Delhi: Oxford University Press.
- Tilak, Lakshmibai. (2017, 1973).*Smritichitre: The Memoirs of a Spirited Wife.* New Delhi: Speaking Tiger. (Translated by Shanta Gokhale).
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Postcolonial Predicament: Perspectives on South Asia,* University of Pennsylvania Press, 1993.

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

18th century Debates, Bengal, Mysore, Awadh, Marathas, Colonial Expansion, Utilitarianism, Evangelicalism, race, Colonial Army, Law and Courts, Colonial Education, Land Revenue, Forests, de-Industrialization, Reformist and Revivalist Movements, Gender, Caste, 1857

अध्यक्ष / Head

GE-VIII

Religion and Religiosity

Course Objectives:

This course seeks to provide an understanding of (a) multiple religious traditions that flourished through the ages in the Indian subcontinent; (b) how each religious tradition is dynamic and changing in relation to each other and in relation to its own past; (c) the ways in which each expanded or contracted; (d) how the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs; and (e) to understand the varied scholarly approaches to each of the issues outlined above.

Learning Outcomes:

Upon completion of this course the student shall be able to:
- Describe the basic chronological, spatial and substantive contours of each of the religious traditions as well as certain intellectual currents that questioned them.
- Analyse and articulate the long-term changes that each religious tradition undergoes in a dynamic relationship with its own past, with non-religious aspects of life, and with other religious traditions.
- Identify and describe the formation of religious boundaries, identities and the scope for the liminal spaces in between.
- Appreciate, examine and relate to the debates on the ways in which modern Indian state and its constitution must deal with the issue of plurality of religious beliefs and practices.

Course Content:

Unit-I: Major Religious Traditions through the Ages I
    a. Textual Vedic and Puranic traditions
    b. Buddhism, Jainism and Ajivikas

Unit-II: Major Religious Traditions through the Ages II
    a. Juridical and Mystical Islam
    b. Emergence of Sikhism

Unit-III: Socialisation and Dissemination in the Medieval and Early Modern Era
    a. Scholarly Approaches to Brahmanization in the Early Medieval Era
    b. Scholarly Approaches to Islamisation (or 'Conversion to Islam') in the Medieval Period
    c. Religious Identities in the Medieval Period; Representation of the Self and the Other

Unit-IV: Plurality and Political Mobilisation of Religion
a. Religious Boundaries and Liminal Spaces
b. Construction of Modern Religious Identities

Unit-V: Religion, Secularism and Nation-State
a. Debates on Secularism and the Indian Constitution
b. Beyond Communal and Secular Discourse

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I. The unit should familiarise students with diverse religious traditions that originated in the Indian –subcontinent. It also explores intellectual currents that questioned them.**(Teaching Time: 3 weeks Approx.)**

- Shrimali, K. M. (1998). 'Religion, Ideology and Society', *Proceedings of Indian History Congress*, General Presidential Address, 66th Session. यहलेखहिंदीमेंप्रो. श्रीमालीकीहीएककिताबमेंसंकलितहै:

- श्रीमाली, कृष्णमोहन. (2005).*धर्म, समाज और संस्कृति,* नई दिल्ली: ग्रंथशिल्पी. (अध्याय 6:धर्म, विचार धारा और समाज, pp.196-258.)

- Chakrabarti, Kunal. (2001). *Religious Process: The Puranas and the Making of a Regional Tradition*, New Delhi: Oxford University Press, Chapter 2, pp. 44-80.

- Basham, A. L. (1954). *The Wonder that was India*, Calcutta: Rupa. Reprint, 1982. (Available online at the url: https://archive.org/details/TheWonderThatWasIndiaByALBasham).

- बाशम, ए.एल. (1996). *अद्भुतभारत,* आगरा:शिवलालअग्रवालएंडकंपनी।

- Schopen, G. (1997). *Bones, Stones, and Buddhist Monks: Collected Papers on the Archaeology, Epigraphy, and Texts of Monastic Buddhism in India*, Honolulu: University of Hawaii Press. Relevant part is in Chapter on 'Archaeology and the Protestant Presuppositions in the Study of Indian Buddhism', pp 1 – 22.

- Jaini, P. S. (1979). *The Jaina Path of Purification*, Berkeley: University of California Press.(The most relevant portion is to be found in the 'Introduction').

- Bailey, G. & I. Mabbett. (2003). *The Sociology of Early Buddhism*, Cambridge: CUP. (The Introduction (pp. 1-12) and Chapter 1: The Problem: Asceticism and Urban Life, (pp. 13-26) of the book are most relevant.)

Unit.2. The unit equips students to analyse and articulate the long-term changes that each religious tradition undergoes in a dynamic relationship with its own past, with non-religious aspects of life, and with other religious traditions.**(Teaching Time: 3 weeks Approx.)**

- Rizvi, S.A.A. (1978). *A History of Sufism*, vol. 1. Delhi: Munshiram Manoharlal. (The chapters on Chishtiyya and Suhrawardiyya are useful)

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अध्यक्ष / Head
इतिहास विभाग
History

- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', *Purusartha*, vol. 9, pp. 57-78. Reprinted in *India's Islamic Traditions, 711-1750*, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', *Iran*, vol. 28, pp. 71-81.
- Grewal, J. S. (1993). *Contesting Interpretations of the Sikh Traditions*, Delhi: Manohar.

Unit-3. The segment enquires into varied scholarly approaches to the issues pertaining to multiple religious traditions that flourished through the ages and how each religious tradition is changing in relation to each other and in the ways in which each expanded or contracted.**(Teaching Time: 3 weeks Approx.)**

- Eaton, Richard. (1987). 'Approaches to the Study of Conversion to Islam in India', in *Islam in Religious Studies*, edited by Richard C. Martin, New York: One World Press, pp. 106-23.
- Chakrabarti, Kunal. (1992). 'Anthropological Models of Cultural Interaction and the Study of Religious Process', *Studies in History*, vol. 8 (1), pp. 123-49.
- Eck, Diana L. (1981). "India's 'Tirthas': 'Crossings' in Sacred Geography", *History of Religions*, vol. 20 (4), pp. 323-44.
- Wagoner, Philip. (1996). 'Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara,' *Journal of Asian Studies*, vol. 55, no. 4, pp. 851-80.
- Chattopadhyaya, B. D. (1998). *Representing the Other: Sanskrit Sources and the Muslims (Eighth to Fourteenth Centuries)*, Delhi: Manohar.
- चट्टोपाध्याय, बृजदुलाल. (2007). "आक्रामकों और शासकों की छवियां", *मध्यकालीन भारत का सांस्कृतिक* मीनाक्षी खन्ना, (संपादित) (अनुवादउमा शंकर शर्मा' ऋषि'), नयी दिल्ली: ओरिएण्टलब्लैकस्वान, पृष्ठ, 107-133
- Talbot, Cynthia. (1995). 'Inscribing the Other, Inscribing the Self: Hindu-Muslim Identities in Pre-colonial India', *Comparative Studies in Society and History*, vol. 37, no. 4, pp. 692-722.

Unit-4: This section will teach students on the formation, identification and description of religious boundaries, identities and the scope for the liminal spaces in between. **(Teaching Time: 3 weeks Approx.)**

- Green, Nile. (2011). *Bombay Islam: The Religious Economy of the West Indian Ocean*, Delhi: Cambridge. (Particularly relevant is pp. 49-89)
- Oberoi, Harjot. (1994). *The Construction of Religious Boundaries: Culture, Identity and Diversity in the Sikh Tradition*, Delhi: OUP. (Particularly relevant is pp. 1-40).
- Pandey, Gyanendra. (2006). *The Construction of Communalism in Colonial North India*, Delhi: OUP. (Especially relevant portion is pp. 201-261).

Unit-5. This unit focuses on the ways in which the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs and practices. **(Teaching Time: 2 weeks Approx.)**

अध्यक्ष / Head

- Kesavan, Mukul. (2001). *Secular Commonsense*, Delhi: Penguin.
- Sen, Amartya. (2005). 'Secularism and Its Discontents', in idem, *The Argumentative Indian,* Penguin, pp. 294-316.
- Jha, Shefali. (2002). 'Secularism in the Constituent Assembly Debates, 1946-1950', *Economic and Political Weekly*, vol. 37, no. 30, pp. 3175-3180.
- Pandey, Gyanendra. (2000). 'Can a Muslim be an Indian', *Comparative Studies in Society and History*, vol. 41, no. 4, pp. 608-629.

SUGGESTED READINGS:

- Eaton, Richard. (1997). 'Comparative History as World History: Religious Conversion in Modern India', *Journal of World History*, vol. 8, No. 2, pp. 243-71.
- Ernst, Carl. (1992). *The Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Shrine*, Albany: State University of New York. (The relevant parts are Chapter 1 (entitled, Sufism) and Chapter 4 (The Textual Formation of Oral Teachings in the Early Chishti Order), pp. 5-17 and pp. 62-84 respectively.)
- Mukul, Akshay. (2015). *Geeta Press and the Making of Hindu India*, Delhi: Harper Collins. (More important portions on pp. 287-344.)
- Pandey, Gyanendra. (2006). 'The Time of the Dalit Conversion', *EPW*, vol. 41, No. 18, May 6-12, pp. 1779+1781-788.
- Rodrigues, Hillary P. (ed.). (2011). *Studying Hinduism in Practice*, Abingdon: Routledge (especially Chapter 4).
- Sahu, B. P. (2015). *Society and Culture in Post-Mauryan India, c. 200 BC – AD 300*. New Delhi: Tulika Books. (See especially the Chapter on Religion, pp. 20 – 37. And sections on Buddhism, Jainism, Brahmanism, their chronologies and extracts from the Dhammapada. Also, 2.1. – 'Religion in History' and, 2.2. – Bibliographical Note.)
- Thapar, Romila. (1989). 'Imagined Religious Communities? Ancient History and the Modern Search for a Hindu Identity', *Modern Asian Studies*, vol. 23, part II, pp. 209-223.
- Varma, Supriya and Jaya Menon. (2008). 'Archaeology and the Construction of Identities in Medieval North India', *Studies in History*, vol. 24, no. 2, pp. 173-93

Teaching Learning Process:

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

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

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

Keywords:

Puranic, Buddhism, Jainism, Ajivikas, Brahmanization, Islamisation

GE-IX
Inequality and Difference

Course Objective

Even as India evolved a composite culture within a notion of civilizational unity, differences persisted and were maintained. Using a variety of primary and secondary texts, key issues in ancient Indian social history such as varna, jati, class caste, gender and perceptions of cultural difference are explored. In the Middle ages, with the formation of authoritarian regimes, the expansion of agrarian societies, and the emergence of pan-regional market economics, rather unique ways of articulating individual and collective identities, noting differences, formulating, displaying and reproducing social and economic inequalities came into being. In the modern period, under the impact of colonialism and a renewed engagement with tradition by indigenous intellectuals as well as the conscious attempt to frame the history of India in terms of equality and justice, differences were negotiated and transformed. The course looks at the persisting search for equality and for a politics that engages with the idea of difference within evolving political frameworks. Paper makes a conscious attempt to convey historical process through which 'categories' emerge and thereby emphasis the fluid character of categories. Paper critically engages with the political mobilization on the basis of inequalities/'identity politics' in an era of participatory form of government.

Learning Outcomes:

After completing this course, students should be able to:
- Critique the prevalent dominant understanding of Caste, Gender, and Tribe.
- Discuss the complex relations between differences and inequalities.
- Examine the inherent politics in the creation of inequalities and differences.
- Outline various initiatives taken by government to prohibit caste-gender atrocities and uplift of deprived sections of society and its limitations.

Course Content:

Unit I:Structure of Inequalities: Caste; Normative and historical experiences

Unit II: Race, Tribe and colonial knowledge

Unit III: Gender, household and Public Sphere

IV: Forms of bondage: Ganikas, slavery and servitude

Unit V: Social distancing and exclusion; Forest dwellers and untouchables

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Unit VI: Indian Constitution and questions of Equality

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit introduce students to structures of Inequalities with special reference to Caste system. Fluidity of category visible over long historical past is examined to show the role of socio-politico-economic structures of the time in shaping the character of inequalities.**(Teaching Time:3 weeks Approx.)**

- Jaiswal, Suvira. (1998). *Caste: Origins, functions and dimensions of change.* Delhi: Manohar. pp. 1-25.
- जायसवाल, सुबीरा. (२००४), *वर्ण-जातिव्यवस्थाः उद्भव, प्रकार्य और रूपांतरण* (अनुवादक: आदित्य नारायण सिंह). नई दिल्ली: ग्रंथशिल्पी. पृष्ठ१५-४३.
- Singh, Upinder. (2014). "Varna and Jati in Ancient India" in Veluthat, Keshvan and D R Davis, EDS., *Irreverent History: Essays for M G S Narayanan.* Delhi: Primus, pp. 205-214.
- Singh, Yogender. (1977). "Sociology of Social Stratification", in Yogender Singh, *Social Stratification and Change in India.* Delhi: Manohar. pp.1-90
- Documentary film by V Stalin, "India Untouched".

Unit-2: In their efforts to govern Colonial power tried to map the social relations and social systems in India. Furthermore, relying on understanding of their own society, often they used categories which were alien to the region. This colonial knowledge needs to be unpacked. **(Teaching Time: 3 weeks Approx.)**

- Metcalf, Thomas. (2005). *Ideology of the Raj, The New Cambridge History of India,* Vol.-III. 4. Cambridge: Cambridge University Press, pp.66-112 & 113-159.
- नंदी, आशिस. (२०१९). *जिगरी दुश्मनः उपनिवेशवाद के साये में आत्म-छय और आत्मोद्धार.* (अनुवादक: अभय कुमार दुबे). नई दिल्ली: वाणी प्रकाशन. पृष्ठ, ९५-१५६.
- Singh, Chetan. (1988), Conformity and Conflict: Tribes and the 'agrarian system' of Mughal India. *Indian Economic and Social History Review,* Vol. 23, No.2, pp. 319-340.
- Xaxa, V. (2014). Sociology of Tribes, in Y Singh, *Indian Sociology: Identity, Communication and Culture.* New Delhi: Oxford University Press. pp. 53-105.
- रमणिकागुसा, (संपादक), (२००८). *आदिवासीकौन.* नईदिल्ली: राधाकृष्णप्रकाशन, पृष्ठ, १३-२४, २५-२८एवं२९-४०.

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

- Chakravarti, Uma. (2006). "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State", in Uma Chakravarti, *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India.* Delhi: Tulika. pp. 138-55.
- चक्रवर्ती, उमा. (२०११). *जातिसमाजमेंपितृसत्ताः नारीवादीनजरियेसे,* (अनुवादकः विजयकुमारझा). नईदिल्ली: ग्रन्थशिल्पी. पृष्ठ, ४३-६६.
- Gupta, Charu. (2001). "Mapping the Domestic Domain", in Charu Gupta, *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*, Delhi: Permanent Black. pp.123-195.

Unit-4: Differences have often constituted the basis on which inequalities are created, but inequalities are not absolute. Inequalities are defined in terms of socio-politico context which by character is dynamic. This unit will exemplify it with the help of forms of bondage: Ganikas, and slavery in medieval India. **(Teaching Time: 2 weeks Approx.)**

- Kumar, Sunil. (2019). "Theorising Service with Honour: Medieval and Early Modern (1300-1700) responses to Servile labour", in Nitin Verma, Nitin Sinha and Pankaj Jha (Eds.), *Servants' Pasts*. Delhi: Orient Blackswan, pp. 227-253.
- Saxena, Monika. (2006). "Ganikas in Early India: Its genesis and dimensions". *Social Scientist*, Vol. 34(No. 11-12), pp. 2-17.

Unit-5: This unit examines, in what ways dominant mode of social structure has used/uses social distancing and exclusion to reinforce their hegemony through the case study of forest dwellers and untouchables.**(Teaching Time: 2 weeks Approx.)**

- Jha, Vivekanand. (1973). Stages in the History of Untouchables. *Indian Historical Review*, Vol.2 (No.1), pp 14-31.
- Punalekar, S P. 'Dalit Consciousness and Sociology' in *Social Sciences: Communications, anthropology and sociology*, Ed. Y Singh, Project of History of Indian Science, Philosophy and Culture, Centre for studies in Civilisation, Longman, Pearson, Delhi 2010, pp.491-518.
- Rodrigues, V. Ed. (2005). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press. pp. 1-44.
- आंबेडकर, भीमराव. (२००६). *अछूतः कौन और कैसे* (अनुवादक:जुगल किशोर बौद्ध). नई दिल्ली: सम्यक प्रकाशन. पृष्ठ३१-४६एवं११७-१२४.

Unit-6: Indian Constitution envisaged a society based on social and political equality and enacted several acts to achieve this objective. Present unit evaluates the functioning of constitutional provision through the prism of their stated objectives. **(Teaching Time: 2 weeks Approx.)**

- Austin, Granville. (2011). *Working a Democratic Constitution: The Indian Experience*. New York: Oxford University Press. (Introduction).
- Chaube, Shibani Kinkar. (2009). *The Making and Working of the Indian Constitution*. Delhi: National Book Trust. pp. 1-67.

SUGGESTED READINGS:

- Banerjee-Dube, Ishita. (Ed.). (2008). "Introduction: Questions of Caste". in Ishita Banerjee-Dube. (Ed.).*Caste in History*. New Delhi: Oxford University Press. pp. xv- lxii.
- Basu, Swaraj. (2016). "Contested History of Dalits", in Swaraj Basu, (Ed.).*Readings on Dalit Identity*. Hyderabad: Orient BlackSwan. pp. 134-150.
- Beteille, Andre. (1966). *Caste Class and Power: Changing Patterns of Stratification in a Tanjore Village*. Bombay: Oxford University Press, pp. 1-18, 185-225("Introduction", and "Conclusion")
- Buckler, F.W. (1927). "The Oriental Despot", *Anglican Theological Review*, vol. 10, 11-22, reprinted in M.N. Pearson (1985). *Legitimacy and Symbols: the South Asian Writings of F.W. Buckler*, Ann Arbor: Michigan Papers on South and South East Asian Studies, pp. 176-188.
- Chanana, Dev Raj. (2007). *Slavery in Ancient India: As Depicted in Pali and Sanskrit Texts.*" In Aloka Parasher Sen. (Ed.).*Subordinate and Marginalized groups in early India*, New Delhi: Oxford University Press, pp. 96-124.
- Cohn, Bernard. (2008). "The Census, Social Structure and Objectification in South Asia", in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: Oxford University Press. pp. 28-38.
- Dirks, Nicholas. (2004). "The Ethnographic State", in Saurabh Dube, (Ed.). *Postcolonial Passages*. New Delhi: Oxford University Press, pp 70-88.
- Ghure, G S. (2008). Caste and British Rule, in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: Oxford University Press, pp. 39-45.
- Hardiman, David. (2011). "Introduction", in *Histories for the Subordinated*. Ranikhet: Permanent Black, pp. 1-17.
- Kumar, Dharma. (2015). "Caste and Landlessness in South India", in Sumit Sarkar and Tanika Sarkar, (Eds.). *Caste in Modern India*, Ranikhet: Permanent Black, vol.2, pp 30-63.
- Narain, Badri. (2016). Inventing Caste History: Dalit Mobilisation and Nationalists Past, in Swaraj Basu, (Ed.). *Readings on Dalit Identity*, Hyderabad: Orient BlackSwan. pp. 81-110.
- Parasher-Sen, Aloka. (2007). Naming and Social Exclusion: The Outcaste and the Outsider, in Patrick Olivelle, (Ed.). *Between the Empires: Society in India 300 BCE to 400CE*. New Delhi: Oxford University Press. 415-455.
- Risley, H.H. (2008). Caste and Nationality, in Ishita Banerjee-Dube, ed., *Caste in History*. New Delhi: Oxford University Press, pp. 70-75.
- Sharma, K L. (2014). Caste: Continuity and Change, in Y Singh, eds., *Indian Sociology: Emerging concepts, structural and change*. New Delhi: Oxford University Press. pp 197-262.
- शर्मा, रामशरण. (१९९०), *प्राचीनभारतमेंभौतिकप्रगतिएवंसामाजिकसंरचनाएं*(अनुवादकः पूरनचंदपंत). नईदिल्लीः राजकमलप्रकाशन. पृष्ठ, २९-५२.
- सरकार, सुमित. (२००१). *सामाजिकइतिहासलेखनकीचुनौती* (अनुवादकः एन. ए. खांशाहिद').नईदिल्लीः ग्रंथशिल्पी. पृष्ठ, ३७७-४०९.

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Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Inequalities, Race, Gender, Bondage, Untouchables, Constitution

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SEC-II

SEC IV-Indian Art and Architecture

Course Objective

This course aims to provide an understanding of Indian art forms from ancient to contemporary times, fostering appreciation of its diversity and plurality of aesthetic richness. The course begins with how Indian art was perceived in the west and the construction of the orientalist canon, laying stress on the primacy of religion and race in Indian art and superiority of Western aesthetics. It also explores the nationalist response, underlining the transcendental and metaphysical aspects of Indian art, which gave it its 'Indianess' and reviews new concerns in Indian art studies regarding its social context. The course studies three vital manifestations of Indian art, keeping in view the transitions in terms of style, material, historical contexts, regional variations, elite/popular art, patterns of patronage, representation of gender and the study of iconography of different works of art.

Learning Outcomes:

At the end of the course, the student should be able to:
- Explain how Indian art was perceived and received in the west under colonial rule and its changing perspectives. This will set the template for examining its various manifestations.
- Through specific examples the student will be able to identify the historical context, socio-economic processes that went in the formation of art and architectural forms.
- Identify the stylistic features of different genres of art.
- Discuss the iconography of art forms.
- Differentiate between high/courtly art, popular art/folk, and tribal art.
- Point out the continuity in patterns and regional variations.
- Elaborate patronage patterns, artist-patron relations and representation of gender.

Course Content

Unit I: Perspectives on Indian Art and Architecture.
    a. Historiography of Indian art: orientalists, nationalist and the making of 'Indian' art.
    b. Categories of classical/high/elite and popular/folk/tribal art and crafts; regional variations.

Unit II: Sculpture: styles, iconography.

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a. Gandhara and Mathura.
b. Chola bronzes.
c. Terracotta art.

Unit III: Architecture: forms, contexts.
a. Sanchi: stupa and monastery architecture, pattern of patronage.
b. Brihadeshwara: the Dravida style, imperial iconography.
c. Khajuraho temple complex: the Nagar style, iconic scheme, patterns of patronage.
d. Jama Masjid: the mosque of Shahjahanabad.
e. Humayun's Tomb: Timurid prototype, introduction of the Persian chahar bagh.
f. Sufi Dargahs: Nizamudin Auliya dargah at Delhi.
g. Construction of New Delhi and the imperial vision.

Unit IV: Painting: styles, representation, popular and folk.
a. Ajanta Murals: characteristics, material culture.
b. Mughal painting: formation of the school, features, themes, artist-patron relationship.
c. Kangra painting: spectatorship and femininity.
d. Colonial art and modernism in India: Raja Ravi Verma; the Bengal school; Amrita Sher-Gil; M. F. Husain.
e. Folk, tribal art: Maithili painting.

Unit V: Field trips as a part of the Project work are strongly recommended: Visit the National Museum to see the differences in the treatment of:
a. the human figure in Gandhara and Mathura art;
b. iconography of Chola bronzes, religious and secular; terracotta figurines from different regions and time spans.
c. Visit the National Museum to do a study of the sculptures from the gateway of the Sanchi stupa; temple sculptures from different regions.
d. Visit the National Museum to study the palm leaf Buddhist illustrations and their comparison with Ajanta tradition.
e. Visit the National museum to compare Mughal with other art of the book schools to understand their themes and aestheticism; to document the representation of the feminine in Kangra painting.
f. Visit the National Gallery of Modern Art to study the original works of academic art of Raja Ravi Verma, the Bengal school and the modernists.
g. Visit the National Crafts museum for folk arts and crafts, especially the work of Gangadevi, the Maithili artist.
h. Visit Dilli Haat/Surajkund Mela for studying the themes and technique of Maithili paintings.

i. Field trips to modern day temples, like the Birla Mandir and the Malai Mandir. Consider how they are different or similar to the Khajuraho assemblage and the Brihadeshwara?

j. Field trip to Jama masjid to study the architectural features and its comparisons with earlier mosques of Delhi.

k. Do the Sufi dargah trail in Delhi.

l. Compare Humayun's tomb with Nizamuddin dargah.

m. Compare Humayun's tomb with Tughluq and Lodi tombs in Delhi, bringing out the new Mughal architectural features.

n. Visit Mughal gardens at Rashtrapati Bhawan for modern renditions of the Persian chahar bagh.

o. Field trip to Lutyens Delhi for a sense of a carefully designed capital. Compare with a post-independence neighbourhood – Model Town, for example.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit introduces student to the historiographical issues related to study of Indian Art and how these have altered over time. Students will also be introduced to different categories of art; classical/high/elite and popular/folk/tribal art and crafts.**(Teaching Time: 2 Weeks Approx.)**

- Mitter, Partha. (2011).*Indian Art*, Delhi: Oxford University Press
- Dhar, P. P. (2011). ed. *Indian Art History Changing Perspective*, New Delhi: DK. (Introduction)
- Mitter, Partha. (1977).*Much Maligned Monsters: A History of European Reactions to Indian Art*, New Delhi: Oxford University Press

Unit-II: This unit examines historical development in the evolution of sculpture with special reference to stone, metal and terracotta. **(Teaching Time: 3 Weeks Approx.)**

- Huntington, Susan. (1985).*The Art of Ancient India: Buddhist, Hindu, Jain*, New York and Tokyo: John Weather Hill Inc.
- Mitter, Partha. (2011).*Indian Art*, Delhi: Oxford University Press
- Gupta S. P. (2006).*Elements of Indian Art*, Delhi: D.K. Print world
- Sivaramamurti C. (1962).*Indian Bronzes,* Bombay: Marg Publications
- Michell, George. (1977).*The Hindu Temple: An Introduction to its Meaning and Forms*, New Delhi, B.I Publications
- Dahejia, Vidya. (1992). 'Collective and Popular Bases of Early Buddhist Patronage: Sacred Monuments, 100 BC-AD 250, in Barbara Stoler Miller ed., *The Powers of Art: Patronage in Indian Culture,* New Delhi: OUP
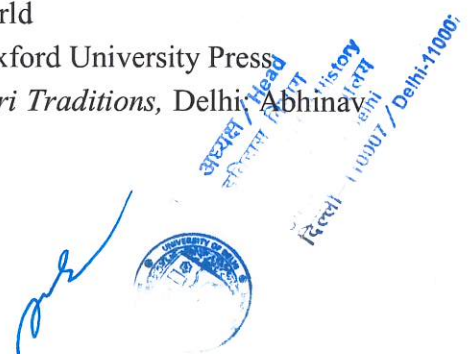
Unit-III: This unit examines developments in architecture in India with reference to temples, mosques, forts and colonial buildings. Students are also introduced to the differing ideological underpinnings noticeable in architectural constructions. **(Teaching Time: 5 Weeks Approx.)**

- Thapar, Romila. (1992). "Patronage and Community", in Barbara Stoler Miller ed., *The Powers of Art: Patronage in Indian Culture,* New Delhi: Oxford University Press
- Mitter, Partha. (2011). *Indian Art*, Delhi: Oxford University Press
- Trainor, Kevin. (1996), 'Constructing a Buddhist Ritual Site: Stupa and Monastery Architecture', in Vidya Dehejia, ed., *Unseen Presence: The Buddha and Sanchi*, Bombay: Marg Publications
- Willis, Janice D. (1992). 'Female Patronage in Indian Buddhism', in Barbara Stoler Miller.(Ed.).*The Powers of Art: Patronage in Indian Culture,* New Delhi: Oxford University Press
- Champakalakshmi, R. (2011). 'Iconographic Programme and Political Imagery in Early Medieval Tamilakam: The Rajasimhesvara and Rajarajeshvara', in R. Champakalakshmi, *Religion, Tradition, and Ideology: Pre Colonial South India*, New Delhi: Oxford University Press
- Desai, Devangana. (1992). 'The Patronage of Lakshamana Temple at Khajuraho', in Barbara Stoler Miller ed., *The Powers of Art: Patronage in Indian Culture,* New Delhi: Oxford University Press
- Desai, Devangana. (2013). 'The Temple as an Ordered Whole – The Iconic Scheme at Khajuraho', in Devangana Desai, ed., *Art and Icon –Essays on Early Indian Art'*, New Delhi: Aryan Books International
- Asher, Catherine B. (1992).*The New Cambridge History of India: Architecture of Mughal India, 1.4*, Cambridge: Cambridge University Press
- Dehlvi, Sadia. (2012).*The Sufi Courtyard –Dargahs of Delhi,* New Delhi: Harper Collins
- Metcalf, Thomas R. (1986). 'Architecture and Empire –Sir Herbert Baker and the Building of New Delhi' in R. E. Frykenberg, ed., *Delhi Through the Ages*: *Essays in Urban History, Culture and Society*, Delhi: OUP
- Sharma, Y. D. (2001).*Delhi and its Neighbourhood,* New Delhi: ASI (also in Hindi: *Dilli Aur Uska Aanchal*, Delhi: ASI).

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

- Huntington, Susan. (1985).*The Art of Ancient India: Buddhist, Hindu, Jain,* New York and Tokyo: John Weather Hill Inc.
- Gupta S. P. (2006).*Elements of Indian Art*, Delhi: D.K. Print world
- Verma, S. P. (2005), *Painting the Mughal Experience*, Delhi: Oxford University Press
- Chaitanya, Krishna. (2002).*A History of Indian Painting: Pahari Traditions,* Delhi: Abhinav Publications

- Jain, Jyotindra. (1994). 'Gangadevi: Tradition and Expression in Mithila (Madhubani) Painting', in Catherine B. Asher and Thomas R. Metcalf eds., *Perception of South Asia's Visual Past,* New Delhi: AIIS, Oxford University Press
- Mitter, Partha. (2011).*Indian Art*, Delhi: Oxford University Press

SUGGESTED READINGS:

- Dhar, Parul Pandya. (2011). "Introduction – A History of Art History: The Indian Context", in Parul Pandya Dhar,(Ed.).*Indian Art History: Changing Perspectives,* New Delhi: D. K Printworld and National Museum Institute
- Thakurta, Tapati Guha. (1994). "Orientalism, Nationalism and the Reconstruction of 'Indian' Art in Calcutta", in Catherine B. Asher and Thomas R. Metcalf. (Eds.).*Perception of South Asia's Visual Past,* New Delhi: AIIS, Oxford University Press, pp. 46-65.
- Desai, Devangana. (1990). 'Social Dimensions of Art', *Social Scientist,* vol. 18, no. 202, pp. 3-32.
- Ray, N.R. (1974).*An Approach to Indian Art,* Chandigarh: Publication Bureau
- Nehru, Lolita. (1989). *Origins of the Gandhara style: A study of Contributory Influences*, Delhi: Oxford University Press
- Dar, S. R. (1994). 'Classical Approaches to the Study of Gandhara Art', in Catherine B. Asher and Thomas R. Metcalf eds., *Perception of South Asia's Visual Past,* New Delhi: AIIS, Oxford University Press
- Srinivasan Doris M. (1989).(Ed.).*Mathura: The Cultural Heritage*, New Delhi: American Institute of Indian studies and Manohar Publishers
- Sivaramamurti, C. (1962).*Indian Bronzes,* Bombay: Marg Publications
- Poster, Amy G. (1986).*From Indian Earth: 4000 Years of Terracotta Art*, New York: the Brooklyn Museum
- Misra, Neeru and Tanay Misra (2003).*The Garden Tomb of Humayun: An Abode in Paradise* , Delhi: Aryan Books International
- Metcalf, T. R. (1989). 'New Delhi: The Beginning of the End', in T. R. Metcalf, *An Imperial Vision, Indian Architecture and Britain's Raj*, Delhi: OUP. pp 211-39.
- M.K. Dhavalikar, M. K. (1994).*Ajanta: The Perception of the Past* in Catherine B. Asher and Thomas R. Metcalf eds., *Perception of South Asia's Visual Past,* New Delhi: AIIS, OUP
- Aitken, Molly Emma. (1997). 'Spectatorship and Femininity in Kangra Style Painting', in Vidya Dehejia ed., *Representing the Body: gender issues in Indian Art,* New Delhi: Kali for Women in association with the Book Review Literary Trust
- Mitter, Partha. (1999).*Art and Nationalism in Colonial India 1850-1922: Occidental Orientations*, Delhi: Cambridge University Press
- Gupta, Parmeshwari Lal. (2006).*Bhartiya Vastukala,* Varanasi: Vishvidalaya Prakashan
- Singh, Arvind Kumar and Shivakant Dwivedi. (2005).*Bhartiya Vastutatha Kala ke Mool tatva,* Bhopal: M. P. Hindi Granth Academy

- Agarwal, Dr. Vasudeva. (2008).*Pracheen Bharatiya Stupa, Guha aivam Mandir*, Patna: Bihar Granth Academy
- Srinivas, K. R. *Dakshin Bharat keMandir*, Delhi: NBT
- Dev, Krishna. *Uttar Bharat ke Mandir*, Delhi: NBT
- Guide Books published by ASI on Ajanta , Sanchi.
- Shivramamurthy, C. *Bharatiya Chitrakala*, Delhi: NBT.
- Tarak Nath Barediya, Tarak Nath. (2004), *Bharatiya Chitrakala Ka Itihas*, Delhi: National Publishing House
- Goswami, Premchand. (1999).*Bharatiya Chitrakala ka Itihas*, Jaipur: Panchsheel Prakashan
- Thakran, R. C., Shiv Kumar and Sanjay Kumar. (2013). (Eds.). *Bharatiya Upmahadwip ki Sanskritiya*, Vol. I & II, Delhi: Hindi Madhyam Karyanvaya Nideshalaya
- Kashyap, Krishna Kumar and Shashbala. *Mithila Lokchitra*, Delhi: NBT.

Teaching Learning Process:

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

Assessment Methods:

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

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

Keywords:

Indian Art, Sculpture, Gandhara, Mathura, Chola Bronze, Architecture, Sanchi, Dravida and Nagara, Jama Masjid (Shahjahanabad), Humayun's Tomb, Dargahs Paintings, Murals, Ajanta, Miniature, Mughal, Kangra, Raja Ravi Verma, Amrita Sher-Gil, M.F. Husain, Painting

SEC-II

SEC V-Understanding Popular Culture

Course Objective:

The course aims to provide an overview of the various forms of the subcontinent's popular cultural practices, expressed through oral, visual and other mediums. Exploring the interface between various forms of popular culture and their historical evolution, the objective would be to sensitize learners to the rapidly evolving domain of popular culture. The course will enable students to grasp significant differences in cultural types as well as assess the impact of different types of cultural expressions on society.

Learning Outcomes:

Upon completion of this course the student shall be able to:
- Discuss the range of theoretical perspectives that define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond them
- Interpret these theoretical concerns through a case study,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/regional identities,
- Discuss the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.
- With specific reference to art, media and cinema, examine the processes through which a pattern of 'public cultural consumption' emerged in contemporary times

Course Content:

Unit 1: Defining Popular Culture: Popular Culture as Folk Culture, Mass Culture- High Culture, People's culture

Unit 2: Visual expressions: folk art, calendar art, photography, advertisements

Unit 3: Oral culture/ performances: folktales, folk theatre with social messages and themes- *swang* and *nautanki*; music- folksongs and folkdances

Unit 4: The audio-visual medium: cinema, television and internet
    (a) Indian cinema: major themes and trends like freedom struggle and nation building
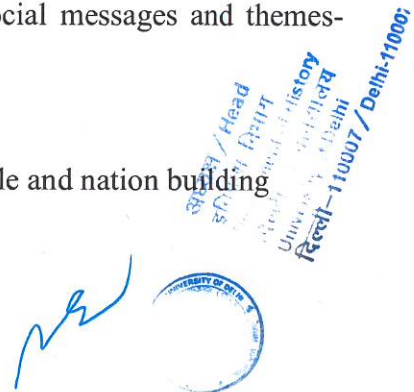
(b) Television: Case study of televised serials, Ramayana, Women and Family

Unit 5: Fairs, festivals and rituals, pilgrimage: disentangling mythological stories; patronage; religion as culture

Unit 6: Food Cultures: Regional cuisines and the National Project

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit will introduce students to the ways popular culture has been defined and also make them understand different sub-categories of popular culture.**(Teaching Time: 3 weeks Approx.)**

- Storey, J. (2001). *Cultural Theory and Popular Culture.* London: Routledge. (Chap. 1, 'What is Popular Culture', pp. 1-17)
- Burke Peter, (1978). *Popular Culture in Early Modern Europe.* New York: New York University Press. pp. 3-88. (Chap. 1, 'The Discovery of the People'; Chap. 2, 'Unity and Variety in Popular Culture' Chap. 3, 'An Elusive Quarry')

Unit II: This unit will explore the Visual expressions with specific reference to folk art, calendar art, photography, and advertisements to explain the manifestations of popular culture. **(Teaching Time: 3 weeks Approx.)**

- Princy C. (1998). *Camera Indica: The Social Life of Indian Photographs.* Chicago: University pg Chicago Press. (Introductions and Conclusion)
- Uberoi Patricia. (2006). 'Unity in Diversity? Dilemmas of Nationhood in Indian Calendar Art', in Dilip M. Menon (ed), *Readings in History: Cultural History of Modern India.* Delhi: Social Science Press, pp.113-153
- ओबेरॉय,पेट्रीशिया. (2010). 'अनेकतामेंएकता?भारतीयकैलेंडरआर्टमेंराष्ट्रीयताकीदुविधा' inदिलीप. एम. मेनन, आधुनिकभारतकासांस्कृतिकइतिहास, देहली:ओरियंटब्लेकस्वान.
- Jayakar, Pupul.(1980). *The Earthen Drum : an Introduction to the Ritual Arts of Rural India,* Delhi: National Museum of India.
- http://visionsofindia.blogspot.in/p/history-of-photography-in-india.html
- https://lens.blogs.nytimes.com/2015/06/18/indias-earliest-photographers/
- http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs-ever-taken-in-india/

Unit III: This unit will introduce students to the world of Oral culture and performances. Multiple mediums like folktales, folk theatre; *swang* and *nautanki,* along with folksongs and folk dances will be examined.**(Teaching Time: 2 weeks Approx.)**

- शुक्लध्रुव. (2015). 'लोक - आख्यान : यशकीघोषणा', *तानाबाना,* प्रवेशांक, pp. 19-26

- Islam, Mazharul. (1985). Folklore, "The Pulse of the People (in the context of Indic Folklore)", *Ranchi Anthropology Series – 7*, New Delhi: Concept Publishing Company.
- Bharucha, Rustam. (2003). *Rajasthan: An Oral History, Conversations with Komal Kothari*, Delhi: Penguin, chap 1, 'The Past in the Present: Women's Songs', pp. 16-35
- http://ccrtindia.gov.in/performingart.php

Unit IV: This unit will explore the audio-visual medium: cinema, television and internet. In what ways has the audio-visual medium shaped the popular?**(Teaching Time: 3 weeks Approx.)**

- Raghavendra, M.K. (2016). *Bollywood, Oxford India Short Introductions,* Delhi: OUP.
- श्रीवास्तव, संजीव. (2013). 'समय, सिनेमा और इतिहास: हिंदी सिनेमा के सौ साल', नई दिल्ली: प्रकाशन विभाग, सूचना और प्रसारण मंत्रालय, भारत सरकार.
- Chakravarty Sumita S. (2006). 'National Identity and the Realist Aesthetic' in Dilip M. Menon ed, *Readings in History: Cultural History of Modern India*, Delhi: Social Science Press, pp. 81-112.
- चक्रवर्ती, सुमिता. एस. (2010). 'राष्ट्रीय पहचान और यथार्थ वादी सौन्दर्य बोध' in दिलीप. एम. मेनन, आधुनिक भारत का सांस्कृतिक इतिहास, देहली: ओरियंट ब्लेकस्वान, pp. 101-29.
- Dissanayake W. and K.M. Gokul Singh, (1998). *Indian Popular Cinema*, A Narrative of Cultural Change. New Delhi : Orient Longman,
- Fiske, John. (2001). *Television Culture: Popular Pleasures and Politics*. London: Routledge. (This edition published in the Taylor & Francis e-Library, 2001) Chap. 1, pp. 1-20
- Spracklen, Karl. (2015). *Digital Leisure, the Internet and Popular Culture: Communities and identities in a Digital Age*. London: Palgrave Macmillan, pp. 1-52.

Unit V: This unit will explain the complex relationship between religion, myth and popular culture and discuss how fairs, festivals, rituals and pilgrimage have shaped popular culture.**(Teaching Time: 2 weeks Approx.)**

- Jha, Makhan. *Dimensions of Pilgrimage, An Anthropological Appraisal*. New Delhi: Inter – India Publications.
- Bharadwaj, R.M. (2015).*Vratas and Utsavas in North and Central India*, New Delhi: Eastern Book Linkers.
- Visual Pilgrim Project: Mapping Popular Visuality with Devotional Media at Sufi Shrines and other Islamic Institutions in South Asia

Unit VI: This unit will examine the multiple ways in which regional cuisines have marked cultural and social diversity and the ways in which these have been appropriated in the process of nation making.**(Teaching Time: 1 week Approx.)**

- Appadurai, Arjun. (1988). 'How to Make a National Cuisine: Cookbooks in Contemporary India', *Comparative Studies in Society and History*, Vol. 30, No. 1, pp. 3-24
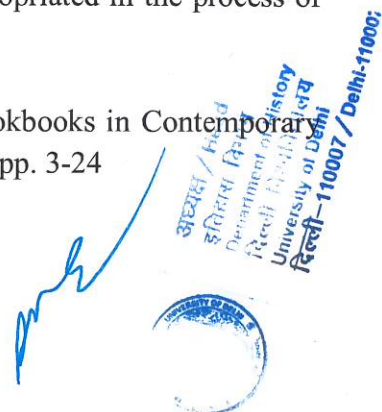
- Ray, Utsa. (2014). *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle Class*, Cambridge: Cambridge University Press.

SUGGESTED READINGS:

- Ahmed, Omar. (2015). *Studying Indian Cinema,* UK: Auteur.
- Chandra, Nandini. (2008). *The Classic Popular Amar Chitra Katha*, 1967-2007, Delhi: Yoda Press.
- Gujral, Diva and Nathanial Gaskell. (2019). *Photography in India: A Visual History from the 1850s to the Present*. London: Prestel
- Henderson, Carol. E. (1954).*Culture and Customs of India*. Westport: Greenwood Press, South Asian edition.
- Kasbekar, Asha. (2006). *Popular Culture India: Media, Arts and Lifestyle*. Santa Barbara: ABC-CLIO, 2006
- Oberoi, Patricia. (2009). *Freedom and Destiny: Gender, Family and Popular Culture in India*. Delhi: Oxford University Press.
- Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*, Edinburgh: Edinburgh University Press.
- Vatuk, Ved Prakash. (1979). *Studies in Indian Folk Traditions*, New Delhi: Manohar, 1979.
- Vidyarthi, L. P. ed. (1973). *Essays in Folklore* (Papers presented at the Centenary Festival of Rai Bahadur S. C. Roy). Calcutta: Indian Publications.
- कुमार, इला(2015). 'संस्कृतिकामूल्यबोध', *तानाबाना*, प्रवेशांक, pp. 102-104.

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Folk Culture, High Culture, Folk Art, Photography, Cinema, Television, Regional and National Cuisine

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SEC-II

SEC VI-History, Sociology and Anthropology

Course Objective

The purpose of this course is to introduce students to the interdisciplinary field of Sociological-Anthropological History. Through this course students will (a) explore the historical relationship between History, and Sociology-Anthropology, and (b) familiarise themselves with the challenges of archival and field-work for historical research. The course will equip students to undertake historical study that is sensitive to the underlying structures and meanings of texts, practices/performances and oral traditions of historical value.

Learning Outcomes:

Upon completion of this course the student shall be able to:
- Analyse the cultural meanings of texts and undertake field-work relating to oral and social practices
- Distinguish between the history, theory and practice of Sociological-Anthropological History.
- Discuss the relevance of historical ethnography applicable to a variety of vocational areas.
- Describe the significance of Sociological-Anthropological History to examine the questions of gender, religion and environment.

Course Content

Unit 1: The Field of Sociological-Anthropological History: Beginnings, history and present configurations, with special reference to nature of archives, oral traditions, and dynamics of ritual practice and performance.

Unit 2: Sociological-Anthropological Histories: State, Society and Economy

Unit 3:Sociological-Anthropological Histories: Religion, Gender and Environment

Unit 4: Case Study

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: In this unit, students will be introduced to a brief history of the field of Sociological-Anthropological History through a study of its origins, developments and present directions. They will be given a sense of the field's interdisciplinarity, and importance for historical research and study. **(Teaching time: 4 weeks Approx.)**
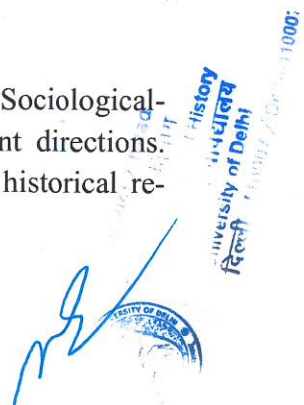
- Dube, Saurabh. (2009). *Historical Anthropology.* ("Introduction)

  Cohn, B. (1980). "History and Anthropology: The State of Play". *Comparative Studies in Society and History,* vol. 22 (2), pp. 198-221.
- Geertz, C. (1990). History and Anthropology. *New Literary History,21*(2), 321-335.
- Mathur, S. (2000). History and Anthropology in South Asia: Rethinking the Archive. *Annual Review of Anthropology, 29*, 89-106.

Unit 2: In this unit, through a study of three well-known articles on the anthropological histories of state, society and economy, the students will be given a view of how questions are framed and answered through research in this field. **(Teaching time: 4 weeks Approx.)**

- Guha, Ranajit. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India.* Delhi: Oxford University Press.
- Dirks, Nicholas (2009). *The Hollow Crown: The Ethnohistory of an Indian Kingdom.* Cambridge: Cambridge University Press.
- Guha, Ranajit. (1987). *Subaltern Studies No.5: Writings on South Asian History and Society.* Delhi: Oxford University Press.

Unit 3: In this unit, through a study of four articles on anthropological histories of three themes – religion, gender and environment – the students will be given a view of how questions are framed and answered through research in this field. **(Teaching time: 3 weeks Approx.)**

- Das, Veena ed.(1990). *Mirrors of Violence: Communities, Riots and Survivors in South Asia.* Delhi: Oxford University Press.
- Butalia, Urvashi. (1998) *The Other Side of Silence: Voices from the Partition of India.* Delhi: Penguin India.
- Skaria, Ajay. (1999). *Hybrid Histories: Forests, Frontiers and Wilderness in Western India.* Delhi: Oxford University Press.
- Guha, Ranajit. (1987). *Subaltern Studies No.5: Writings on South Asian History and Society.* Delhi: OUP.

Unit 4: In this unit, keeping what has been studied in mind, students will eventually be asked to undertake research on one of the themes of their choice from those discussed in units 2 and 3, which will involve either a close reading of a historical document or ethnographic fieldwork in relation to a historically rich social practice. **(Teaching time: 3 weeks Approx.)**

- As required by case study, to be decided in consultation with teacher.

Teaching Learning Process

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

Assessment Methods:

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Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Archive, Oral Traditions, Ritual Practices, State, Religion, Gender and Environment