This document is the Revised LOCF format CBCS BA History Honours syllabus submitted on 30th July 2019 by the Department of History to the University of Delhi.

We would be grateful to receive your valued observations and suggestions on its contents. Please submit your responses by 15th September 2019 to <history2019.course.revision@gmail.com>

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students’ experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. History (Hons.) offers students access to cutting edge scholarship organised in a pedagogical form that is accessible and interesting. It is structured for students who are new to the discipline, as well as those who already have an introduction and provides them with a cumulative process of learning. It is structured to enhance their analytical and intellectual abilities as they mature during the three year Undergraduate programme. The courses range in time and space and across themes. There are reading and writing exercises, field work expeditions, cinema, documentaries and on-line materials that consolidate and develop in-class instruction. Students have an array of choices to tailor their instruction according to their interests.

The University of Delhi hopes the LOCF approach of the programme B.A. (Hons.) History will help students in making an informed decision regarding the goals that they wish to pursue in further higher education and more generally in life.
1 Introduction to BA History Honours Programme:

The Department of History is one of the founding departments of the University of Delhi and its Honours and Programme courses are regarded as the strongest in the country. Our colleagues in the Colleges and the Department of History together comprise the largest body of specialists in the World working in one institution on Indian History. It is a source of some pride that almost all reputed Departments of History in the World have teachers and students that received instruction in History at some time in their career in the University of Delhi.

We believe that History is a discipline which instructs students on how to read and process information on people, societies, cultures, events and places that are far removed in time and space from our own experience. Knowledge of this past is critical in understanding the ways in which our world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people.

2. Learning Outcome based Curriculum Framework in BA Honours History

The BA Honours History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines. The BA Honours History programme is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines.

Through the three years of the Honours programme we build systematically, upon the learning outcomes of courses covered each semester. Each term students are introduced to courses that are temporally and spatially distinct. We continue to reinforce already
covered subjects in our thematic based courses even as our students mature through their assignments and more complex readings.

2.1 Nature and Extent of the Programme:

The duration of the BA History Honours Programme is three academic years. Each academic year is divided into two semesters. The History Honours Programme therefore spans six semesters. Each semester is for the duration of sixteen weeks.

The teaching and learning modalities in the Honours programme will involve theory classes (lectures) of one hour each and tutorial classes. The curriculum will be taught through formal lectures with the aid, wherever the teacher feels the need, of power-point presentations, audio and video tools. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums, class reports, discussions and project work. These are built into the teaching and assessment of many courses.

2.2 Aims of Bachelor Degree Programme in BA Honours History

At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions. Our tutorial discussions, written assignments, class room presentations, field-work projects, consolidate their ability to analyse, research and process information.
3. Graduate Attributes in BA Honours History:

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography. The attributes expected from the graduates of B.A. Honours in History are:

1) Knowledge of multiple perspectives through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence.

2) Familiarity with the significant patterns of development in certain parts of the modern and early modern world as well as certain non-Indian ancient societies.

3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same

4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones

5) Greater ability to distinguish between that which is historical -- that is time-place-context driven, hence changeable and challengeable -- from that which is not.

6) Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues

7) Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
8) Skill of picking up disparate sets of information from varied sources and weaving them into a coherent argument with a view to reveal identifiable patterns of development

9) Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.

10) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multicultural society and interact with diverse groups.

4. Qualification Descriptors for Graduates in BA Honours History:

Upon successful completion of the course, students receive a degree of B.A. Honours (History). This includes majors in fourteen Core Courses (CCs), four Discipline Specific Courses (DSEs) and four Inter-disciplinary General Elective Courses offered by cognate disciplines. Each of these twenty-two courses carries six credits. The curriculum also includes minors in two discipline-centred Skill Enhancement Courses and two Ability Enhancement Compulsory Courses, with each of these four courses carrying four credits.

It is a comprehensive, wide-ranging and rigorous programmed and, therefore, truly an undergraduate degree with ‘honours’. It initiates students into the essentials of the discipline of history while exposing her/him to the rigours of two cognate disciplines of her/his choice as well.

5. Programme Learning Outcomes for Graduates in BA Honours History

Graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. After graduating with History Honours from the University of Delhi, they will be able to demonstrate comprehensive knowledge of scholarly research and professional literature relating to the discipline. This will establish a platform from which the student can pursue higher studies in History. It is expected that besides the skills specific to the disci-
pline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, will ultimately enable learners to live rich, productive and meaningful lives. The list below provides a synoptic overview of possible career paths provided by the undergraduate training in history from the University of Delhi:

- Teaching
- Research
- Politics
- Journalism
- Media
- Performing Arts
- International Relations
- Administration
- Social Work
- Law
- Management
- Policy Making
- Human Resource Development

6 Structure of BA Honours History:

The programme consists of six and four credit courses. The six credit course will comprise of theory classes (five credits) and tutorials (one credit). The four credit courses will comprise solely of theory classes. Each credit is equivalent to one hour of classroom instruction per week.

To acquire a degree in BA History Honours a student must study fourteen Core Courses (CC) – two each in semesters 1 and 2; three each in semesters 3 and 4; and two each in semesters 5 and 6. These are compulsory courses of six credits each.

The student also needs to take four Discipline Specific Elective Courses (DSE). DSE papers are elective and out of the fourteen courses offered, students have to select any four – two each in semesters 5 and 6. These are all of six credits each.
Students are also required to take **four interdisciplinary General Elective Courses (GE)**. GE papers are elective, and students can take any four courses offered in cognate disciplines by **different** departments in their colleges. They have to opt for one course in each of the semesters 1, 2, 3 and 4. The Department of History lists nine GE papers in its Honours curriculum. These are of six credits each and open to enrolment for Honours students from other disciplines.

Students are expected to take two discipline centred **Skill Enhancement Courses (SEC)**. There are six SEC courses offered by the Department of History in semesters 3 and 4. Students are required to opt for one SEC paper in each of these semesters. These are of four credits each.

Additionally they must also take two Ability Enhancement Compulsory Courses (AECC), one each in semesters 1 and 2. The AECC courses are of four credit each. Please note that AECC courses are not in history. The two courses are: AECC 1, English/ Hindi/ MIL Communication and AECC 2, Environmental Sciences.

### 6.1 Credit distribution for BA Honours History

| CORE COURSES |
|---------------|------------------|--------------------------|
| **Semester**  | **Course Code**  | **Name of the Course**   | **Credits** |
| I             |                  | History of India – I     | 5+1         |
|               |                  | Social Formations and Cultural Patterns of the Ancient World – I | 5+1       |
| II            |                  | History of India – II    | 5+1         |
|               |                  | Social Formations and Cultural Patterns of the Ancient and Medieval World – II | 5+1     |
| III           |                  | History of India – III (c. 750-1200 CE) | 5+1 |
|               |                  | Rise of the Modern West – I | 5+1     |
|               |                  | History of India – IV (c. 1200-1500) | 5+1     |
### Core Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td></td>
<td>Rise of the Modern West – II</td>
<td>5+1</td>
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<tr>
<td></td>
<td></td>
<td>History of India – V (c. 1500-1600)</td>
<td>5+1</td>
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<tr>
<td></td>
<td></td>
<td>History of India – VI (c. 1750-1857)</td>
<td>5+1</td>
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<tr>
<td>V</td>
<td></td>
<td>History of Modern Europe – I</td>
<td>5+1</td>
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<tr>
<td></td>
<td></td>
<td>History of India – VII (c. 1600-1750)</td>
<td>5+1</td>
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<tr>
<td>VI</td>
<td></td>
<td>History of India – VIII (c. 1857-1950)</td>
<td>5+1</td>
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<tr>
<td></td>
<td></td>
<td>History of Modern Europe – II</td>
<td>5+1</td>
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### DSE Papers

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<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>V DSE I</td>
<td></td>
<td>History of the USA: Independence to Civil War</td>
<td>5+1</td>
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<td></td>
<td></td>
<td>History of the USSR: From Revolution to World Warc. 1917-1945</td>
<td>5+1</td>
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<td>Or</td>
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<td></td>
<td></td>
<td>History of Africa, (c. 1500-1960)</td>
<td>5+1</td>
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<td>Or</td>
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<td></td>
<td></td>
<td>Gender in Indian History up to 1500 CE</td>
<td>5+1</td>
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<tr>
<td>V DSE I</td>
<td></td>
<td>History of Modern China (c. 1840-1950s)</td>
<td>5+1</td>
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<td>Or</td>
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<td></td>
<td></td>
<td>The Making of pre-Colonial Southeast Asia</td>
<td>5+1</td>
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<td>Or</td>
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<td></td>
<td></td>
<td>Global Ecological Histories</td>
<td>5+1</td>
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<tr>
<td>VI DSE III</td>
<td></td>
<td>History of the USA: Reconstruction to New Age Politics</td>
<td>5+1</td>
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<td>Or</td>
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<td></td>
<td></td>
<td>History of the USSR: The Soviet Experience (c. 1945-1991)</td>
<td>5+1</td>
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<td></td>
<td></td>
<td>History of Latin America (c. 1500-1960s)</td>
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## DSE PAPERS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI DSE IV</td>
<td>Gender in Indian History (c. 1500-1950)</td>
<td>History of Modern Japan (c. 1868-1950s) Or History of Southeast Asia: Colonial to the Post Colonial Or The Making of Contemporary India (c. 1950-1990s)</td>
<td>5+1</td>
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</table>

## GE PAPERS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I GE I</td>
<td></td>
<td>Delhi Through the Ages: The Making of its early Modern History Or Science, Technologies and Humans: Contested Histories</td>
<td>5+1</td>
</tr>
<tr>
<td>II GE II</td>
<td></td>
<td>Delhi Through the Ages: From Colonial to Contemporary Times Or The World After 1945 Or History and Culture: Representations in Texts, Objects &amp; Performance</td>
<td>5+1</td>
</tr>
<tr>
<td>III GE III</td>
<td></td>
<td>Politics of Nature Or Making of Post-Colonial India (c. 1950-1990)</td>
<td>5+1</td>
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<tr>
<td>IV GE IV</td>
<td></td>
<td>Religion and Religiosity Or Inequality and Difference</td>
<td>5+1</td>
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</tbody>
</table>
### SEC PAPERS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>III SEC I</td>
<td></td>
<td>Understanding Heritage Or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Archives and Museums Or</td>
<td></td>
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<td></td>
<td></td>
<td>Historian's Craft</td>
<td></td>
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<tr>
<td>IV SEC II</td>
<td></td>
<td>Indian Art and Architecture Or</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>Understanding Popular Culture Or</td>
<td></td>
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<td></td>
<td></td>
<td>History, Sociology and Anthropology</td>
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### AECC PAPERS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I AECC I</td>
<td></td>
<td>English / Hindi/ MIL Communication Or Environmental Sciences</td>
<td>4</td>
</tr>
<tr>
<td>II AECC II</td>
<td></td>
<td>English / Hindi/ MIL Communication Or Environmental Sciences</td>
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</table>

### 6.2 Semester-wise Distribution of Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Courses</th>
<th>Discipline Specific Courses</th>
<th>Generic Elective</th>
<th>Skill Enhancement Courses</th>
<th>Ability Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History of India I Social Formations and Cultural Patterns of the Ancient World-I</td>
<td></td>
<td>GE I</td>
<td></td>
<td>English / MIL Or Environmental Sciences</td>
</tr>
<tr>
<td>2</td>
<td>History of India II</td>
<td></td>
<td>GE II</td>
<td></td>
<td>English / MIL Or</td>
</tr>
</tbody>
</table>
7. Courses for BA Honours History Programme

**Core Courses:**

CC I: History of India-I  
CC II: Social Formations and Cultural Patterns of the Ancient World-I  
CC III: History of India-II  
CC IV: Social Formations and Cultural Patterns of the Ancient and Medieval World-II  
CC V: History of India-III (c. 750 -1200)  
CC VI: Rise of the Modern West- I
CC VII: History of India- IV (c. 1200 - 1500)
CC VIII: Rise of the Modern West- II
CC IX: History of India-V (c. 1500-1600)
CC X: History of India-VI (c. 1750-1857)
CC XI: History of Modern Europe - I
CC XII: History of India- VII (c. 1600-1750)
CC XIII: History of India- VIII (c. 1857-1950)
CC XIV: History of Modern Europe- II

**Discipline Specific Courses:**

DSE I: History of the USA: Independence to Civil War
DSE II: History of the USSR: From Revolution to World War II (c. 1917 -1945)
DSE III: History of Africa, c.1500-1960s
DSE IV: Gender in Indian History up to 1500 CE
DSE V: History of the USA: Reconstruction to New Age Politics
DSE VI: History of the USSR: The Soviet Experience (c. 1945-1991)
DSE VII: History of Latin America, c.1500-c.1960s
DSE VIII: Gender in Indian History, c. 1500-1950
DSE IX: History of Modern China (c. 1840s-1950s)
DSE X: The Making of pre-Colonial Southeast Asia
DSE XI: Global Ecological Histories
DSE XII: History of Modern Japan (c. 1868-1950s)
DSE XIII: History of Southeast Asia: Colonial to the Post Colonial
DSE XIV: The Making of Contemporary India (c. 1950-1990s)

**Generic Electives:**

GE I: Delhi through the Ages: The Making of its Early Modern History
GE II: Science, Technologies and Humans: Contested Histories
GE III: The World After 1945
GE IV: History and Culture: Representations in Texts, Objects & Performance
GE V: Politics of Nature
GE VI: Making of Post Colonial India
GE VII: Religion and Religiosity
GE VIII: Inequality and Difference
GE IX: Delhi through the Ages: From Colonial to Contemporary Times

**Skill Enhancement Courses:**

SEC I: Understanding Heritage
SEC II: Archives and Museums
SEC III: Indian Art and Architecture
SEC IV: Understanding Popular Culture
SEC V: Historian's Craft
SEC VI: History, Sociology and Anthropology
7.1 Course Learning Objective

The three year undergraduate programme with honours offered by the Department of History in various colleges of the University of Delhi aims to familiarise students with significant developments in the history of South Asia and certain other parts of the world, through different time periods. While the primary focus remains on the Indian subcontinent, students also study about other parts of the world, European as well as non-European. The course aims to make the students challenge the idea of history as seamless, or historical knowledge as a fixed/finished product that the textbooks at the school level create. It seeks to expose students to various problems and conflicts that are an inherent part of the historical exercise of reconstructing the past. The purpose is to sensitize students to the existence and desirability of multiple perspectives through which knowledge about the past is constructed. Probably the most important goal is to enable students to cultivate a historically sensitive way of thinking with due regard to time, place, context and roles of human agencies involved. Thus, the students are encouraged to think critically, analyse different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the extant historical scholarship in the field, available in the form of secondary texts. By the end of the three years of the undergraduate programme, the students would have obtained elementary ideas of some of the more important issues that crop up in a historian’s reading and interpretation of primary sources. Certain thematic courses like those on gender and environment are designed to sensitise students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources.

In the course of their engagement with historical material, we also aim to equip students with an 'appropriate' vocabulary of the discipline, while sensitising them to the importance of specific terminology, such that they may be able to articulate their own complex ideas regarding various themes in History. The objective is that they should be able to do this through their written work – essays, projects, research papers, etc. as well as in the
oral form – presentations, debates and discussions. It is also intended that while doing so students should be able to formulate cogent arguments, presenting the necessary evidence to establish these, all based on a training in the rigorous methods of the discipline of History.

Besides these objectives regarding the intellectual development of the pupil, the larger goals of this programme are those that are common to any other educational programme, particularly in the field of humanities and social sciences. These are goals such as developing a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at the same time.

Graduates of the department do often branch out to different spheres of knowledge, and domains of professional work, besides pursuing higher studies within the discipline. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live rich, productive and meaningful lives.

7.2 Course Learning Outcomes

After completing the undergraduate programme in History, the student is expected to:

A. Construct historical narratives
- Describe significant developments within the historical contexts, covered in the syllabus,
- Identify and analyse the significance of historical changes that take place within a society or culture,
- Explain the patterns of such transitions,
• Assess patterns of continuities within such historical contexts.

**B. Formulate arguments based on a historiographical engagement**

- Formulate, sustain, and justify a historical argument,
- Support and establish such arguments with historical evidence drawn mainly from secondary sources and wherever possible also from primary sources,
- Situate historical arguments within a larger scholarly narrative,
- Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretations of the past,
- Exhibit a familiarity with “the historian’s craft” – methods and rigours of the discipline.

**C. Engage with scholarly writings and presentations**

Abstract the main arguments/concepts/ideas embedded in scholarly writings in History,

Comprehend, and explain the structure of arguments and claims made in such writings,

Note the empirical evidence used to establish such claims.

**D. Answer questions, write essays and research papers**

Access and identify reliable and appropriate source materials,

Evaluate source materials,

Incorporate ideas from these sources,

Synthesize arguments and facts culled from scholarly writings,

Articulate a persuasive and well-structured historical argument on the basis of such synthesis,

Employ multiple forms of evidence in this historical argument,

Formulate relevant and meaningful historical questions,

Read and interpret primary sources, at least at an elementary level, wherever there is an opportunity or requirement,
Interpret appropriately and answer questions based on the above,

Write clear, cogent, and well-researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history (evidence could include secondary and/or primary sources), avoiding plagiarism,

Use proper citations and footnotes within formal written assignments,

Deliver presentations based on such well-researched material orally as well,

Participate in debates and other forms of verbal historical discussion.

E. Work collaboratively

Make presentations,

Listen attentively to presentations made by peers,

Participate in discussion and ask thoughtful questions,

Provide formal feedback to peers in the course of such discussion,

Learn the formal protocol of academic engagement in a seminar and conference.

7.3 Course Teaching-Learning Process

The pedagogic methods adopted for the History (Honours) programme involves direct lectures, tutorial discussions, as well as technology-supported presentations. We believe that education is interactive and all sessions between students and teachers are based upon reciprocity and respect.

1) The lectures (of one hour each) delivered to one whole class at a time systematically deal with the themes of the syllabus. This constitutes the core of the teaching-learning process. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.

2) For tutorials, the class is divided up into smaller groups of eight to ten students who interact with the respective teacher once every week for each course. Teaching in the tutorial sessions is customized to the specific needs of the individual students, where the
latter can raise a series of questions ranging from what s/he could not follow in the class, the everyday implications of what the teacher said in the lectures or what the student read in a prescribed reading, and so forth. Indeed, tutorial discussions are a crucial and indispensable part of the teaching learning process of History Honours in colleges. This is the site where the teachers and students are able to establish a more relaxed relationship that go a long way in creating the ideal atmosphere for free and fearless exchange of ideas and information. Tutorials are also the place where a teacher may also keep an eye over the social dynamics among the students and ensure that nobody feels marginalized or side-lined in the class due to gender, region, class or any other reason.

3) Wherever needed, teachers use audio-video based technological devices (e.g. Power Point) to make their presentations more effective. Some courses require that students see a documentary or feature film and course themes are structured so that discussions of these will further nuance the critical engagement of students with ideas introduced in their textual materials.

7.4 Assessment Methods

Graded assessment of all papers is broadly carried out in two forms:

a) There is an end of semester [theory] examination which covers the entire syllabus. Students are asked eight questions in Core, DSE, GE and SEC papers and are required to answer four in three hours. The end of semester examination comprises 75% of the final grade.

b) The second assessment is through internal evaluation of term papers, presentations, exams, and project work which is carried out throughout the term and comprises 25% of the final grade.

8. Keywords

Pleistocene, Hominines, Hunter-gatherers, Palaeolithic, Prehistoric art, Holocene, Mesolithic, Neolithic Revolution, Complex Society, Food-production, Lithic technologies,
cene, Capitalocene, the Emergency, Mandal, Judicial activism, popular cinema, Manuscripts, National Archives, Cataloguing, Artefacts, Indian Art, Sculpture, Gandhara, Mathura, Chola Bronze, Architecture, Sanchi, Dravida and Nagara, Jama Masjid, Humayun’s Tomb, Dargahs Paintings, Murals, Ajanta, Miniature, Mughal, Kangra, Raja Ravi Verma, Amrita Sher-Gil, M.F. Husain, Oral Traditions, Ritual Practices, Religion, Environment
Discipline Core Courses
Core Course I

History of India- I

Course Objectives:

Being the first paper of the History Honours course, it intends to provide an extensive survey of early Indian history to the students and familiarise them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long period of India’s ancient past – from pre-historic times to the end of Vedic cultures in India – the course dwells upon major landmarks of ancient Indian history from the beginning of early human hunter gatherers to food producers. This course will equip the students with adequate expertise to analyse the further development of Indian culture which resulted in an advanced Harappan civilization. In course of time students will learn about the processes of cultural development and regional variations.

Learning Outcomes:

After completing the course the students will be able to:

• Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India’s history.
• Describe main features of prehistoric and proto-historic cultures.
• List the sources and evidence for reconstructing the history of Ancient India
• Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
• List the main tools made by prehistoric and proto-historic humans in India along with their find spots.
• Interpret the prehistoric art and mortuary practices.
• Discuss the beginning and the significance of food production.
• Analyse the factors responsible for the origins and decline of Harappan Civilization.
• Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
• Describe the main features of the megalithic cultures of the Central India, Deccan and South India.
Course Content:

Unit I: Reconstructing ancient Indian history
[a] The Indian subcontinent: landscapes and environments
[b] Sources of historical reconstruction (up to 600 BCE)
[c] Changing historiography
[d] Early Indian notions of history

Unit II: Prehistoric hunter-gatherers
[a] Palaeolithic cultures: sequence and distribution; Tool typology and technology and subsistence pattern
[b] Mesolithic cultures: regional and chronological distribution; new developments in technology and economy
[c] The prehistoric mind: funerary practices and art

Unit III: The advent of food production
The regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange

Unit IV: The Harappan civilization
Origins; settlement patterns and town planning; agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions

Unit V: Cultures in transition up to c. 600 BCE
Settlement patterns; technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan question; megaliths
a) North India
b) Central India, the Deccan and South India

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit aims to familiarise students with the varied sources for, divergent landscapes of and the various approaches to the history of ancient India. (Teaching Time: 2weeks Approx.)

• Thapar, Romila. (2013). The Past Before Us; Historical Traditions of Early India, Delhi: Permanent Black, Part 1, pp. 3-84.

Unit II: This unit aims to familiarise students with the distribution of as well as the economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent. It also enables students to describe some of their cultural practices especially with regard to their art and funerary practices. (Teaching Time: 3 weeks Approx.)


Unit III. This unit seeks to understand the beginnings of organized food production in the prehistoric times in the Indian subcontinent. It also explains the ways in which that could leave its impact on other aspects of the life of the Neolithic and Chalcolithic men and women. (Teaching Time: 3 weeks Approx.)


Unit IV. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied. (Teaching Time: 3 weeks Approx.)
Unit V. This unit seeks to understand the post-Harappan patterns of settlement and civilisation up to 600 BC in the Indian subcontinent. It should equip students with the ability to explain the patterns of development in the religio-philosophical, political and technological spheres, and would familiarise them with social, economic, and cultural life of people during this period. (Teaching Time: 3 weeks Approx.)

• Sharma, R.S. (1983). *Material Culture and Social Formations in Ancient India*, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5. Pp. 22-88) (Also available in Hindi)
• Thapar, Romila. (1984). *From Lineage to State: Social Formations in the Mid-First Millennium B. C. In the Ganga Valley*. Delhi: Oxford University Press. (Chapter 2, pp. 21-69.) (Also available in Hindi).
Suggested Readings:

- Thapar, Romila. (2000). *Cultural Pasts: Essays in Early Indian History*. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)

Teaching Learning Process:

Classroom lecture and discussion method, problem solving method, question - answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching learning process. Presentations shall focus either on important themes covered in the class lectures, or around specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. 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 the ways in which various macro and micro-level developments/phenomena can be historicised.

**Assessment Methods:**
Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. Two written assignments and at least one presentation 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 trace historiographical changes reflected in the assigned readings.

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

**Keywords:**
*Itihas-Purana* tradition, Changing Historical Interpretations, Hunting-gathering Stage, Tool Technologies, Food production, Civilization, Culture, Aryan, Social Stratification, Megaliths, Urbanization.
Core Course II

Social Formations and Cultural Patterns of the Ancient World-I

Course Objectives:

The Course aims to introduce students to significant developments in world history that have shaped the complexity of human existence. To begin with, it offers a historical survey of human evolution. It details the transition from the hunting-gathering subsistence pattern to a more advanced adaptations to a sedentary farming economy. The course content is based on the premise that the pace and nature of change differed in different parts of the world. Further, changes in social formations that facilitated the emergence of socially stratified and state-ordered societies are explained through a study of some of the early Bronze Age Civilizations. The impact of specific ecological conditions on different trajectories of growth, higher population density and social complexity, the emergence of the city and newer crafts and trade and the unfolding of cultural patterns in the early civilizations are concerns that are central to this course. This therefore, provides a sound foundation in the historical discipline, and helps in engaging in a variety of subject matters of history – social relations, economics, political formations, religion, and culture from a global perspective. Understanding the dissimilar but interlinked history of humanity is therefore the prime objective of this Course.

Learning Outcomes:

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

• Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.
• Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
• Delineate the significance of early food production and the beginning of social complexity.
• Analyse the process of state formation and urbanism in the early Bronze Age Civilizations.
• Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.

Course Content:

Unit-I: Evolution of humankind and Palaeolithic cultures
  a. Comprehending prehistory and history: issues and interpretative frameworks
  b. Environmental context of human evolution
c. Biological evolution of hominins
d. Social and cultural adaptations: mobility and migration; development of lithic and other technologies; changes in the hunting gathering economy; social organization; art and graves.

Unit-II: Understanding the Mesolithic
a. Mesolithic as a transitional stage in prehistory
b. Ecological change and changes in subsistence strategies based on case studies from West Asia, Europe and Meso-America: seasonal and broad-spectrum exploitation of resources, food storage, tools, semi-sedentism and features of social complexity

Unit-III: The Neolithic
a. Debating the origins of food production – climate change; population pressure; ecological choices; cognitive reorientations
b. Features of the Neolithic based on sites from West Asia, Europe and China: nature and size of settlements; tool-kits, artefacts and pottery; family and household
c. Features of social complexity in late Neolithic communities; ceremonial sites and structures

Unit-IV: The Bronze Age
*Note: Rubrics b, c and d are to be based on any one case study:*
 Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).
 a. Concepts: 'Bronze Age', 'Civilization' 'Urban Revolution’ and ‘State’
 b. Ecological context of early civilizations
 c. Aspects of social complexity: class, gender and economic specialization
d. Forms of kingship, religion and state

Unit V: Nomadic Pastoralism: Concept of Pastoralism; Emergence in West Asia and interaction with urban-state societies between the third and second millennium

Unit-VI: The Advent of Iron: Spread of iron technology and complex technological and economic changes

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This Unit introduces students to the basic aspects of world prehistory particularly with reference to the debate on the biological and cultural evolution of Hominines. *(Teaching Time: 3 weeks Approx.)*
Unit II. This Unit will familiarise students with a significant stage in prehistory called the Mesolithic when advanced Hunter-Gatherer communities responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals. (Teaching Time: 3 weeks Approx.)


Unit III. This Unit deals with the debate on the beginning of agriculture and related changes in the subsistence pattern and ways of life. (Teaching Time: 3 weeks Approx.)

• फारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

**Unit IV.** This Unit will enable students to contextualize the beginning of urban settlements, appearance of complex society and state with reference to some of the early civilisations of the world. *(Teaching Time: 3 weeks Approx.)*

• फारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

**Mesopotamia**


**OR**

**China**


OR

**Egypt**


**Unit V.** This unit will discuss pastoralism as a conceptual social category and enlarge on its evolution in Western Asia. The unit will also discuss the relationship of pastoralism with sedentary regimes and urban-state societies in the third and second Millenium BCE. (Teaching Time: 1 week Approx.)


**Unit VI:** This Unit highlights the discussion on the introduction of iron technology and the impact that it had on parts of West Asia and Europe. (Teaching Time: 1 week Approx.)


**SUGGESTED READINGS:**


Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation 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:

Core Course III  

History of India- II  

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

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

Course Content:  

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

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

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

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

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

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit seeks to take stock of the nature of sources and the historiography for the period between 600 BC to 750 CE. (Teaching Time: 1 week Approx.)


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

• Allchin, F. R. *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. Chapter 6 (pp. 73-98) & Chapter 10 (pp. 185-221).
• Gurukkal, Rajan. (2010). *Social Formations of Early South India*. Delhi: Oxford University Press. (Chapters 6 and 7 pp. 136-165.)
• Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters XV (pp. 197-232), XVIII (pp. 275-290), XIX (pp. 291-310), XX (pp. 311-320), XXIII (pp. 371-402) (Available in Hindi also)
• Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (More relevant parts are Chapters 6, 7 and 8) (Also available in Hindi)
• Thapar, Romila. (2012). *Asoka and the Decline of the Mauryas*. Delhi: Oxford University Press. PP. 119-227. (Also available in Hindi)

**Unit III.** This unit will apprise students of the socio-economic developments up to 300 CE, with particular attention to agrarian relations and production as well as varna, jati, gender and class relations. (**Teaching Time: 3 weeks Approx.**)

• Allchin, F.R. *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapters 5, 6, 7 & 8 PP. 54-151)
• Chakravarti, Uma. (1996). *The Social Dimensions of Early Buddhism*. Delhi: Munshiram-Manoharlal. (Chapters 2, 3, 4 and 5. pp. 7-149)
Unit IV. This unit introduces students to the varied perspectives on the early medieval India with regard to the nature of polities, agrarian expansion as well as social and urban processes. (Teaching Time: 2 weeks Approx.)

- Sharma, R.S. (1980). Indian Feudalism. Madras: Macmillan. (Chapter 1.) (Also available in Hindi).

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

- Jaiswal, Suvira. (1981). The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500. Delhi: MunshiramManoharlal.(Chapters 3 (pp.32-115), 6 (pp. 167-228)and 7 (pp. 229-235). (available in Hindi also)
Unit VI. This unit aims at familiarising students with the salient developments during the period of study in the field of art and literature as well as science and technology. (Teaching Time: 2 weeks Approx.)

- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12\textsuperscript{th} Century.* Delhi: Pearson Longman. (Chapters 6, 8, 9& 10) (Available in Hindi also)

SUGGESTED READINGS:

Teaching Learning Process:

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

Assessment Methods:

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

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

**Keywords:**

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

Course Objectives:

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

Learning Outcomes:

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

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

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

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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


• फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

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


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

- फ़ारूकी, ए. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

**SUGGESTED READINGS:**


Teaching Learning Process:

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

Assessment Methods:

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

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

Keywords:

Polis, Hellenic society, Roman Empire, Slavery, Feudalism, Three orders, Chivalry, Church, state, Serfdom, Seigniorial authority, Crisis of feudalism, Rise of Islam, Caliphate, Ummah, Ummayads, Abbasids
Core Course V

History of India- III (c. 750-1200)

Course Objective:

This course is designed to make students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the ‘early medieval period’ (c. A.D. 750 – A.D. 1200) of Indian history. With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

Learning Outcomes:

Upon completion of this course the student shall be able to:
• Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
• Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
• Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number ‘regional’ languages.

Course Content:

Unit I: Studying early medieval India
[a] Dynamic and divergent topographies
[b] Sources: texts; inscriptions; coins
[c] Debates on the early medieval

Unit II: Political structures and processes
[a] Evolution of political structures: Rajput polities; Chola state; Odisha
[b] Symbols of political power: Brahmanas and temples; sacred spaces and conflicts; courtly cultures
[c] Issue of ‘Foreign and Indian’: Arabs and Ghazanavids in the north-west, Cholas in Southeast Asia

Unit III: Social and economic processes
[a] Agricultural expansion; forest-dwellers, peasants and landlords
[b] Expansion of varna-jati order and brahmanization
[c] Forms of exchange; inter-regional and maritime trade
[d] Processes of urbanization

Unit IV: Religious, literary and visual cultures
[a] Bhakti: Alvars and Nayanars
[b] Puranic Hinduism; Tantra; Buddhism and Jainism
[c] Sanskrit and regional languages: interactions
[d] Art and architecture: temples – regional styles

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit seeks to familiarise students with the nature of historical geography and the range of sources available for the early medieval period of Indian history. Most importantly, students will engage with the debates and varied scholarly views on the nature of early medieval Indian social formation and the most important aspects and factors of change therein. (Teaching Time: 4 weeks Approx.)

UnitII: This unit aims to apprise students of the dynamic nature of political structures and the varied perspectives from which scholars study them. (Teaching Time: 3 weeks Approx.)

• शमार्, रामशरण. (1998). ‘भारतीय सामंतवाद कितना सामंती?’, *फ्यूडिलज़्म और गैर-यूरोपीय समाज*, (सं.), हरबंस मुखिया. नई दिल्ली: प्रथंशिल्पी, पृ. सं. 50-86.
• चट्टोपाध्याय, ब्रजदुलाल. (2000). राजपूतों की उत्पत्ति: पूर्व-मध्ययुगीन राजस्थान में राजनैतिक, आर्थिक एवं सामाजिक प्रक्रियाएं, प्राचीन भारत, पृ. सं. 136-153.
• हबीब, मोहम्मद. (1992). महमूद के कार्यों का चिरत्र और मूल्य, मध्यकालीन भारत, अंक - 4, (सं.) इरफान हबीब, नई दिल्ली: राजकमल प्रकाशन, पृ. सं. 9-23.
• थापर, रोिमला. (2000). 'सोमनाथ और महमूद', सहमत मुक्तनाद, वर्ष 2, अंक 1-2, पृ. सं. 37-44.
• हबीब, इरफान. (1999). ‘भारतीय राष्ट्र के निर्माण की प्रक्रिया और अवधारणा: ऐतिहासिक परिप्रेक्ष्य’, सहमत मुक्तनाद, वर्ष 1, अंक 3, पृ. सं. 26-30.
• चट्टोपाध्याय, ब्रजदुलाल. (2012). ‘आक्रमकों और शासकों की छवियाँ, मध्यकालीन भारत का सांस्कृतिक इतिहास’, (सं.), मीनाक्षी खन्ना. नयी दिल्ली: ओरियंट ब्लैकस्वॉन, पृ. सं. 107-33.
• शास्त्री, नीलकंठ. 1979. चोलवंश. नयी दिल्ली: मैकमिलन.

**Unit III:** This unit will familiarise students with social and economic processes of the early medieval period in Indian history. The diverse ways in which these have been studied will be the chief focus. *(Teaching Time: 4 weeks Approx.)*


• यादव, बी.एन.एस. (1981). 'प्रामुख्य-मध्यकालीन व्यवस्था में भारतीय किसान वर्ग की अग्रिम विशेषता और दासता', मध्यकालीन भारत, अंक 1, (सं.), इस्फान हबीब, नई दिल्ली: राजकमल प्रकाशन, पृ.सं. 3-12.

Unit IV: The focus of this unit will be on the religious, literary and visual cultures of the early medieval period in the Indian subcontinent. Having done this unit, students will be able to trace the patterns of change in these spheres of life. (Teaching Time: 3weeks Approx.)


**SUGGESTED READINGS:**


• Subbarayalu, Y. (2011). *South India under the Cholas*. New Delhi: Oxford University Press. (Especially important are ‘Introduction’ and the last two sections on ‘The Chola State’ and ‘Characterizing the Chola State’.)


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 submissions and at least one presentation 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:
Feudalism, Inscriptions, Ghazanavids, Cholas, Rajputs, Agriculture, Maritime Trade, Urbanization, Religion, Architecture, Bhakti.
Core Course VI
Rise of the Modern West- I

Course Objectives:

The focus of the course is on transition from feudalism to capitalism in Europe. The paper familiarises the student with important transitions and transformations in the economy, polity, and socio-cultural life from late medieval period to 1600 in various parts of Europe. The course shall critically examine the dynamics of economic and political power within Europe, and contact with the New World. The processes by which Europe’s economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained. Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion; trends in state formation; and the relationship between state and religion. Students will be introduced to the concept of Eurocentrism in our understanding of the Rise of the Modern West.

Learning Outcomes:

Upon completion of this course the student shall be able to:
• Outline important changes that took place in Europe from the medieval period.
• Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
• Explain the processes by which major transitions unfolded in Europe’s economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
• Critically analyse linkages between Europe’s state system and trade and empire.

Course Content:

I. Transition from Feudalism to Capitalism
   [a] Issues and debates
   [b] Question of Eurocentrism

II. Early colonial expansion
   [a] Factors for colonization
   [b] Trade and Empire
   [c] Mines and plantations
   [d] Labour Systems - indigenous populations and African slaves

III. Renaissance
   [a] In Italy: its social roots
   [b] Humanism and its spread in Europe
IV. Origins, course, and results of the European Reformation in the 16th century.

V. Economic developments of the 16th century
   [a] Shift of economic balance from the Mediterranean to the Atlantic
   [b] Commercial Revolution
   [c] Price Revolution

VI. Emergence of European State system: with two case studies (Spain, France, England, Russia).

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: The Unit will give an overview to the paper through issues and debates related to transition from feudalism to capitalism in Europe. The concept of Eurocentrism will be introduced. (Teaching Time: 3 Weeks Approx.)


Unit-II: The Unit discusses the process of early colonization, inter-linkages, and impact of trade and empire on Western Europe, the New World, West Africa and parts of Asia. (Teaching Time: 2 weeks Approx.)


**Unit- III:** The Unit emphasizes social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism. *(Teaching Time: 3 weeks Approx.)*


**Unit- IV:** The Unit outlines the economic, political, social and intellectual dimensions of Reformation and Reformation’s impact on different regions of Europe. *(Teaching Time: 2 weeks Approx.)*


**Unit- V:** The Unit deals with European economy, decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe. *(Teaching Time: 2 weeks Approx.)*


**Unit- VI:** The Unit emphasizes the nature of the European state system and interconnections between economy, society, religion, and polity with case studies. *(Teaching Time: 2 weeks Approx.)*


**SUGGESTED READINGS**


**Teaching Learning Process:**

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this history is of an unfamiliar region an overview of the feudal background will be provided to students. Overall, the teaching and 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 submissions and at least one presentation 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:**

The Transition Debate, Eurocentrism, Colonialism, Renaissance, Humanism, Reformation, Commercial Revolution, European state system.
Core Course VII
History of India- IV (c. 1200–1500)

Course Objective:

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti ‘movement’ are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.

Learning Outcomes:

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

• Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
• Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
• Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

Course Content:

Unit I. Survey of sources

[a] Persian ta’rikh traditions: Barani and Mushtaqi
[b] Malfuzat and premakhyans; Persian, Sanskrit and Vernacular interactions
[c] Inscriptions and regional identity: Kakatiyas
[d] Architecture: the study of Hampi

Unit II. Political structures

[a] Sultanates of Delhi: transitions in ruling elites, service cultures, iqtas
[b] Articulating political authority: monuments and rituals
[c] Consolidation of identities: Rajputs and other warrior lineages
[d] Political cultures: Vijayanagara and Gujarat

Unit III. Society and economy

[a] Ecological context; agricultural production
[b] Technology and changes in society
Unit IV. Religion, society and cultures
   [a] Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
   [b] Bhakti; Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari
   [c] Gender roles: women bhaktas and rulers
   [d] Terms of Identification: Modern Labels and Contingent Identities

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources. (Teaching Time: 4 weeks Approx.)

- Alam, Muzaffar. (2004). The Languages of Political Islam in India, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly important is the section on Zia Barani.
- Shaikh RizqUllāhMushtāquī, (1993). Waqī’at-e-Mushtaqui, translated and edited by Iqtidar Husain Siddiqui, New Delhi: Indian Council of Historical Research and Northern Book Centre, pp. IX-XXXI (the “Introduction” by the translator which is particularly important).


• http://www.vijayanagara.org/default.html for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.

• हबीब, मोहम्मद. (2014). ‘सल्तनत काल की चिह्निता सूक्ती दस्तावेज़ों’, मध्यकालीन भारत, (सं.) इरफ़ान हबीब, अंक - 9, दिल्ली: राज कमल प्रकाशन, पृ.सं. 11-50.

• हबीब, मोहम्मद. (2000). दिल्ली सल्तनत का राजनीतिक सिद्धांत: जियाउद्दीन बरसी के फ़तवा -ए ज़हांदारी के अनुवाद सहित, दिल्ली: ग्रंथिशल्पी।

• रिज़वी, सैयद अतहर अब्बास. (1957). तुग़लक कालीन भारत, भाग 2, राज कमल प्रकाशन (प्रासंगिकभाग: ‘अनुवादप्रश्नोंकीसमीक्षा’, पृ.सं. क-ढ़.

• बहल, आदित्य. (2012). ‘मायावी मृगी: एकहिंदीसूफ़ीप्रेमाख्यान (1503 ई.)’, मध्यकालीन भारत का सांस्कृतिक इतिहास, (सं.) मीनाक्षीखन्ना. ओरियंटब्लैकस्वॉन, पृ.सं. 185-218.

Unit II: Students will critically interact, in this unit, with the rather uneven historiography on political structures and cultures across different realms of the Rajputs, Delhi Sultanate and Vijayanagara. (Teaching Time: 3weeks Approx.)


हबीब, इरफान. 2007. '13वीं सदी में सल्तनत के शासक वर्ग का विकास', मध्यकालीन भारत, अंक - 7, (सं.) इरफान हबीब, दिल्ली: राजकमलप्रकाशन.

ईटन, रिचर्ड. 2012. 'मध्यकालीन भारत का इस्लामिक स्थान की अभिव्यक्ति'. मध्यकालीन भारत का सांस्कृतिक इतिहास, (सं.) मीनाक्षीखन्ना. ओरियंटब्लैकस्वॉन, पृ.सं. 134-53.

**Unit III:** This unit will apprise students of the economic, ecological and technological changes during this period and explore the interlinkages between them. *(Teaching Time: 3weeks Approx.)*


• Habib, Irfan. (2016). मध्यकालीन भारत में प्राद्यौिगकी. नयीिदल्ली: राजकमल.


• मिश्र, एस. सी. (2014.) ‘मुग़ल पूर्व भारत में सामाजिक गतिशीलता’, मध्यकालीन भारत, अंक - 9, (सं.) इरफ़ान हबीब, दिल्ली: राजकमल प्रकाशन, पृ.सं. 51-58.

• हबीब, इरफ़ान. (1999). उत्तर भारत में सामाजिक और आर्थिक परिवर्तन (1200-1500 ई.), भारतीयइ इतिहास में मध्यकाल, (सं.) इरफ़ानहबीब. नयीिदल्ली: सफ़दरहाशमीमेमोिरयलट्रस्ट, पृ.सं. 159-68.


Unit IV: This unit is chiefly focussed on the religio-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender and cross-confessional interactions. (Teaching Time: 4 weeks Approx.)

• लॉरेंजन, डेविडएन. (2010). निर्गुण संतों के स्वयम. दिल्ली: राजकमलप्रकाशन.

SUGGESTED READINGS

• Kumar, Mayank. (2013). Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period. New Delhi: Manohar.
• Kumar, Sunil. (2013). “The Ignored Elites: Turks, Mongols and a Persian Secretarial Class in the early Delhi Sultanate”, in Expanding Frontiers in South Asian and World History, R.


• हबीब, मोहम्मद और ख़लीक़ अहमद निजामी. (1998). (सं.) दिल्ली सल्तनत. दिल्ली, मैकमिलन.

**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 submissions and at least one presentation 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:

Ta’rikh, Delhi Sultans, Kakatiyas, Vijayanagara, Agricultural Production, Iqtas, Monetization, Sufism, Bhakti.
Core Course VIII

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.**)


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.**)


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: 2 weeks Approx.**)


**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.)*


**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.)*


**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.)*


SUGGESTED READINGS

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. 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 submissions and at least one presentation 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:

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


**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.)*


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 the 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.)

• Mayaram, Shail. (2004). Against History, Against State, Delhi: Orient Blackswan.
• Ali, S Athar (Revised 1997) -The Mughal Nobility Under Aurangzeb, Delhi: Oxford University Press
• Sharma, G D. (1997). Rajput Polity: A Study of Politics and Administration of the State of Marwar; Delhi: Manohar

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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.)**


**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.)**

• Bhardwaj, Suraj Bhan (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
• Habib, Irfan (1999), The Agrarian System of Mughal India 1556-1707, Delhi: Oxford University Press
• 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

UnitVI: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.)

• Alam, Muzaffar (2004). The Languages of Political Islam: India (1200-1800), Delhi: Permanent Black
• Rizvi, S.A.A. (reprint 2014). Muslim Revivalist Movements in Northern India In the 16th and 17th Century. New Delhi: Munshiram Manoharlal
• Habib, Irfan (1960). “Political Role of Shaikh Ahmad Sirhindi and Shah Waliullah” in *PIHC*
• 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, Raziusuddin and Kaushik Roy (2012)- *Warfare, Religion and Society in Indian History*, Delhi: Manohar publishers and Distributors
• Chandra, Satish (2018). *Madhyakalin Bharat (Part II), Sultanat se Mughal KalTak*, New Delhi: Jawahar Publishers & Distributors
• Habib, Irfan (2016). *Madhyakalin Bharat Mein Prodhyogiki*, New Delhi: Rajkamal Prakashan
• Habib, Irfan. (2002). “Akbar and Technology” in Irfan Habib (Ed.), Akbar and his India, Delhi: Oxford University Press
• Nizami, K A (1983). On History and Historians of Medieval India, New Delhi: Vedic Books
• Rezavi, S A N. (2013). Fatehpur Sikri Revisited, Delhi: OUP
• Rizvi, S.A.A. (2002).- Fatehpur Sikri, New Delhi: ASI and Eicher Goodearth Limited

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 submissions and at least one presentation 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-ikul. 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, Brahma Samaj, Prathana Samaj, Faraizis and Wahabis
  [b] Debating Gender: Traditions and Reform in the 19th 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.)


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.)


• Cederlof, Gunnel. (2014). *Founding an Empire on India’s North- Eastern Frontiers 1790-1840: Climate, Commerce, Polity*. OUP.


**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.)*


**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.)*

- 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)).


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)).


• 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)).


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.)*


**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.)*


**SUGGESTED READINGS**


Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. 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 submissions and at least one presentation 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
Core Course XI

History of Modern Europe – I

Course Objectives

This paper shall provide a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond France. It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of 19th century. The debates on the development and impact of industrial capitalism shall be discussed. The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.

Learning Outcomes:

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

• Identify what is meant by the French Revolution.
• Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
• Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.
• Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
• Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

Course Content:

Unit I: A Period of Revolutions 1789-1850

[a] Crisis of the Ancien Regime and the Enlightenment
[b] Phases of the French Revolution 1789-99
[c] Social classes and emerging gender relations
[d] Bonapartist State and Features of the first French Empire
[e] Restoration of the old order, social and political currents in the early nineteenth century, revolutions: 1830s-1850s

Unit II: Industrial Revolution and Social Transformation (the 19th century)

[a] Process of capitalist development in industry and agriculture; Changing class structure in France, Germany and Russia
[b] Industrial Revolution and Society: Family Life and Gender
Unit III: Liberal democracy, working class movements and Socialism in the 19th and 20th centuries

[a] The struggle for parliamentary democracy and civil liberties in Britain: Parliamentary and institutional reforms; working class discontent chartists; suffragettes
[b] Socialism: Early socialist thought, Marxian socialism, Debates and Strategies: The International working class movement

Unit IV: Culture and Society: 1789-1850s

[d] Art and culture in revolutionary France: neo classical art; reformation of the royal academies
[b] The Consumption of Culture in 19th century Europe; Romanticism in art and literature
[c] The City in the age of Industrialization

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: At the end of this rubric students would have developed an understanding of the significant transformations in European polity and society till the mid nineteenth century. They would have explored various themes starting from the French Revolution, transformations in French Society, the nature of the Bonapartist regime and events leading up to the revolutions 1848.

( Teaching time: 6 weeks Approx.)

• McPhee, Peter. (2002). *The French Revolution 1789-1799*. New York: Oxford University Press (Ch.1, Ch.2, Ch.3, Ch.4, Ch.5, Ch.6, Ch.7, Ch.8 & Ch.9)
• Grabb, Alexander.(2003).*Napoleon and the Transformation of Europe*. New York: Palgrave Macmillan (Ch. 2 &Ch.3).
Unit II: In this Unit the student would learn about the social and economic changes in Europe during the nineteenth century. The student would be expected to develop on her/his understanding of the social and economic dimensions of the Industrial revolution in eighteenth century Britain to compare and understand the specific case studies of France, Germany and Russia in the nineteenth century. (Teaching time: 3 weeks Approx.)


Unit III: At the end of this rubric the student will be expected to demonstrate an understanding of the transformations of the political systems in nineteenth century Europe. Taking up the case study of nineteenth century Britain the student will study the development of parliamentary institutions alongside a new politically assertive working class. The student will also be expected to bring together her/his understanding of the economic and political transformations in this period when exploring the emergence of socialist thought and critique of capitalism. (Teaching time: 3 weeks Approx.)


Unit IV: Culture and Society: 1789-1850s: Approx. In this Unit the student will be expected to link various themes from the earlier rubrics and develop an understanding of the cultural, artistic and urban transformations in nineteenth century Europe. The student will be expected to develop a competent understanding of the emergence of new art forms, reformation of various art and cultural academies, the developing notions of consumption of culture and the changing patterns of urbanism. (Teaching time: 2 weeks Approx.)

**SUGGESTED READINGS:**


McPhee, Peter. (2013). A Companion to the French Revolution. New Jersey: Wiley-Blackwell (Ch.2, Ch.3, Ch.12, Ch.13, Ch.14, Ch.26 and Ch.28).

Merriman, John. Open Yale Course Lectures [audio].


Thomson, David. (2007). Europe since Napoleon, New Delhi: Surjeet Publications, pp. 79-103 (Ch.6 & Ch.7).


Teaching Learning Process:

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

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**Assessment Methods:**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation 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:**

Ancien Regime, Gender Relations, Art and Culture, Napoleonic Consolidation, 1848, Industrialization, Demography, Gender, Family, British parliamentary Democracy, Protest Movements, Marxism, First & Second International
Core Course XII

History of India- VII (c. 1600-1750)

Course Objectives:

The course draws students into a discussion of the multiple historiographical narratives available for the history of India in the period between the early seventeenth and the mid-eighteenth centuries. It intends to familiarise them with internal as well as external problems and challenges that the Mughal state faced in the process of territorial expansion. Students also get to explore state sponsored art and architecture as part of the courtly cultures. Further they are encouraged to critically examine the major strides that were made in trade, technologies and artisanal activities during this period. In addition, the course aims to introduce students to contrasting religious ideologies of the time besides developing a critical insight into the historiographical debate on interpreting the eighteenth century in Indian history.

Learning Outcomes:

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

• Critically evaluate the gamut of contemporaneous literature available in Persian and non-Persian languages for the period under study
• Describe the major social, economic, political and cultural developments of the times
• Explain the intellectual ferment of the seventeenth and eighteenth centuries and its relation to state policies.
• Discern the larger motives behind the Imperial patronage of art and architecture
• Appreciate and express the continued expansion and dynamism of agriculture, crafts and maritime trade in India

Course Content

Unit 1: Sources
(a) Persian Histories, Memoirs: Jahangirnama, Ma’asir-i Alamgiri
(b) Travelogues: Bernier, Manucci
(c) Vernacular literary cultures: Mangalkavya and Rekhta

Unit 2: Political developments and state formation
(a) Issues in the wars of succession
(b) Mughal relations with Rajput States (Mewar and Marwar)
(c) Maratha state formation under Shivaji and expansion under the Peshwas
(d) Sikh Community formation in the seventeenth century

Unit 3: Religion, Society and the State
(a) Orthodoxy and syncretism: Naqshbandi Sufis and DaraShukoh
(b) Historiography on Aurangzeb: jizya, temples and music

Unit 4: Political and Visual Culture
(a) Mughal courtly culture: Umara, Haram, Mirzai
(b) Shahjahanabad
(c) Mughal Painting: allegory and symbolism under Jahangir and Shah Jahan

Unit 5: Trade and Crafts
(a) Indian Oceanic trade: European commercial enterprise-Kerala, Coromandel coast, Western India
(b) Crafts and technologies

Unit 6: Interpreting the Eighteenth Century

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: Introduces students to the writing of history in the seventeenth and the eighteenth centuries. Through reading official and non-official, courtly and vernacular, public and personal accounts students shall be urged to think through histories, genres, and sources and rethink the above categories. The unit thus, contemplates a critical historiography. (Teaching Time: 3 weeks Approx.)

• Irvine, William, (1907) tr. Storia do Mogor-Or Mogul India; 1653-1708 by Niccolao Manucci, Volume I, London: Royal Asiatic Society

Unit II: Foregrounds issues in the formation and maintenance of political power in the Mughal and Maratha states. It analyses events of successions, alliances, and contestations to sketch an image of pre-colonial India. (Teaching Time: 3 weeks Approx.)


Unit III: Contends with state and doctrinal attitudes towards religious belief and practice and their relation to state policy. To that end, it surveys taxations policy, orthodox observances and state sanctioned desecration in the 17th Century. (Teaching Time: 2 weeks Approx.)

• Habib, Irfan. (1960). “Political Role of Shaikh Ahmad Sirhindi and Shah Waliullah” in Proceeding of Indian History Congress.

Unit IV: Acquaints students with core elements and the constitution of a courtly culture. It attends to sites of authority and domesticity, norms of comportment and masculinity, issues of urbanism and imperial identity. (Teaching Time: 2 weeks Approx.)
• 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

Unit V. Discusses developments in the practices and representation of Oceanic trade and its attendant influence on craft and technology. (Teaching Time: 2 weeks Approx.)
• Malekandathil, Pius. (2013), The Mughals, the Portuguese and Indian Ocean: Changing Imagery of Maritime India, New Delhi: Ratna Sagar Private Limited,
• Habib, Irfan (2016). Technology in Medieval India c.650-1750, Tulika Books
• Qaisar, Ahsan Jan. (1998), The Indian Response to European Technology and Culture (AD 1498-1707), Delhi: Oxford University Press

Unit VI: Concerns with the debate centring on the eighteenth century as a dark age or as an era of prosperity and the diverse historiography related to it. (Teaching Time: 2 weeks Approx.)

• Alam, Muzaffar. (2013), Crisis of the Empire in Mughal North India, Delhi: Oxford University Press.

**SUGGESTED READINGS:**

• Bhargava, Meena (Ed.,) (2014). *The decline of the Mughal Empire*, Delhi: OUP
• Chenoy, ShamaMitra (1998), Shahjahanabad, Delhi: MunshiramManoharlal
• Ehlers, Eckart and Krafft, Thomas (2003), Shahjahanabad / Old Delhi. Tradition and Colonial Change, Delhi: Manohar
• Tillotson, G.H.R (1990), *Mughal India*, New Delhi: Penguin Books. (chapter on Shahjahanabad and Red Fort)

**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 submissions and at least one presentation 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:**

*Jahangirnama; Ma'asir-iAlamgiri, Manucci, Bernier, Mughal Conquest, the Deccan, War of Succession, Marathas, Shivaji, Peshwas, Sikhism, Dara Shukoh, Courtly Culture, Shahjahanabad, Mughal paintings, Indian Ocean, the 18th Century.*
Core Course XIII

History of India VIII (c.1857 - 1950)

Course Objectives: This paper deals with the broad socio-economic and political trends in colonial India from the latter half of the 19th century. It also critically analyses the various trends in the national liberation movement and other aspects of politics which were foundational for the modern Indian state. The aim is to develop interdisciplinary analytical skills at the undergraduate level.

Learning Outcomes: After successful completion of the course, the students will be able to:

• Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.

• Outline the social and economic facets of colonial India and their influence on the national movement.

• Explain the various trends of anti-colonial struggles in colonial India.

• Analyse the complex developments leading to communal violence and Partition.

• Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence.

Course Content:

Unit 1: Caste, Community and Nation

a) Regional, religious and linguistic identities
b) Assertions of gender and caste identity: Sanskritizing trends and lower caste movements, regional variations

Unit 2: Economy and social classes

a) Economic critique of colonial rule with special reference to Drain of Wealth
b) Rise of modern industry: emergence of capitalists and the working class
c) Famines and their impact

Unit 3: Early Nationalism

a) Emergence of Indian National Congress (INC)
b) Moderates and Extremists
c) Swadeshi and Revolutionary Movements

Unit 4: Emergence and social base of Gandhian Nationalism
a) Intellectual foundations of Gandhian Nationalism; Early Interventions: Champaran, Kheda, Ahmedabad; INC
b) Rowlatt, Khilafat and Non-Cooperation Movements
c) Civil Disobedience Movement
d) Quit India Movement

**Unit 5: Interfaces: Nationalism and Socio-Political Movements**
a) Ambedkar and the Dalit Movement
b) Bhagat Singh and H.S.R.A
c) Singh Sabha and the Akali Movement; Dravidian movements
d) Left movements: peasants and workers’ movements
e) Tribal Movements

**Unit 6: Communalism: ideologies and practices**
a) Trends in Communalism
b) Partition

**Unit 7: Independence and the New State**
a) World War II and the Post-War crisis
b) Negotiations for Independence
c) Integration of the Princely States
d) The Making of the Constitution

**ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit 1: Caste, Community and Nation:** The unit seeks to identify the developments in post-1857 India in terms of the shaping of different regional, caste, religious, linguistic and gender identities in the late 19th and early 20th centuries and the role of reform and debates in this. *(Teaching Time: 2 weeks Approx.)*


**Unit II:** This unit studies aspects of the colonial economy and its critique particularly with reference to the phenomenon of ‘Drain of Wealth; the emergence of capitalists and the working class and the recurrence of famines and agrarian distress. *(Teaching Time: 2 weeks Approx.)*


**Unit III:** After the successful completion of this unit, students will be able to understand various aspects of early nationalism and nationalist resistance. *(Teaching Time: 2 weeks Approx.)*


• ि◌उन्नाथ,अमलेश.भारतीयराजनीतिमनमोमंथकीचुनौती, नईदली: तंविशभी


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• मिहितकु मारहालदार, भारतीयवंजागरण और पुनरावासीवादित्य, नईदीली: इंदिरा समाचार, 107


**Unit IV:** This unit deals with how Gandhi’s politics represented a new model for mobilizing different social groups in the national movement. **(Teaching Time: 2 weeks Approx.)**


• हीरलालसंह, (1971). असहयोगदेशीआंदोलनकीज्ञानिकीयां.सिदिरी, उकाशांनिम्बान
Unit V: It enables students to understand the way in which the national movement gave a new meaning to social and political movements and to diverse range of local struggles. (Teaching Time: 2 weeks Approx.)


Unit VI: This unit will enable students to analyse the complex developments leading to communal violence and partition. (Teaching Time: 2 weeks Approx.)


Unit VII: This unit studies the political developments during and after World War II; the negotiations and discussions for Independence, the question of integration of the Princely States and the key debates on the making of the Constitution. (Teaching Time: 2 weeks Approx.)


Suggested Readings:


कु मार, उ.भाषा. (1994).‘तंतुतासांतोमासांतांसांतांचीकामां. हिदी: उ.भाषपान के शान.

गोपाल, गाम. (1986).‘भारतीयतंतूतांतां, लक्षण तंतूतांनांकारण.

देव, आर.पी. (1977).‘आजकाभारत, हिदी. माकिमतन.

देसाई, र. आर. भारतीयतंतूतांतांसांतांचीकामां. हिदीह. माकिमतन.
Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials is the main teaching method. Presentations shall focus either on important themes covered in the class lectures, or on specific readings with the aim to bring out the interconnectedness of the themes during the course of discussion. 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 submissions and at least one presentation 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:

Core Course XIV

History of Modern Europe- II

Course Objectives:

This paper offers a historical overview of the development of nationalities and nation-states in the 19th and 20th centuries. Among the various case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It also introduces students to the concept of imperialism. In this light, the paper discusses the varied historical writings on World War One and on the nature of developments during the inter-war period. It familiarises students with the intellectual and art movements that were linked to the changes in the socio-economic and political milieu of 19th and early 20th century Europe.

Learning Outcomes:

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

(a) Trace varieties of nationalists and the processes by which new nation-states were carved out.
(b) Discuss the peculiarities of the disintegration of large empires and remaking of Europe’s map.
(c) Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
(d) Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
(e) Contextualise major currents in the intellectual sphere and arts.

Course Content:

Unit I: Tsarist Russia and the coming of the Bolshevik Revolution
   [a] Serfdom, Populism and Social Democracy
   [b] The Revolution of 1905; the revolutions of 1917: origins, visions, movements

Unit II: Varieties of Nationalisms, Imperialism, Crisis and the Great War
   [a] Intellectual currents, popular movements and the formation of national identities: Germany and Italy
   [b] State and Politics in post-unification Germany and Italy
   [c] Imperialism: Theories, Race, Darwin and Orientalism
   [d] War of 1914-18: historiographical debates; developments leading to the Great War
Unit III: Europe Between Wars
[a] Post war developments, international institutions, social and economic consequences of the war
[b] Understanding Fascism; Origins, Forms, Nature of the Fascist/Nazi State: Germany, Italy
[c] Origins of the Second World War

Unit IV: Cultural and Intellectual Developments since c.1850
[a] Print culture, mass education and the extension of literacy
[b] Creation of new cultural forms: Realism, Impressionism, Post-Impressionism, Photography; Architecture: Art Nouveau, Expressionism and Futurism
[c] Institutionalization of disciplines: History, Anthropology and Sociology

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: At the end of this rubric the student will be familiar with the economic, social and political issues that troubled the Tsarist regime in Russia in the nineteenth century. She/he will develop an understanding of popular movements and the political ascendancy of the socialists eventually leading to the revolutions in the early 20th century. (Teaching time: 2 weeks Approx.)


Unit-II: At the end of this rubric the student will be expected to demonstrate an understanding of the complex political and economic interplay associated with the unification of Germany and Italy. They will be able to trace these complexities into the politics of state formation post unification. The students will also develop an understanding of imperialism, wherein they will explore theories and also how questions of race and orientalism shaped the colonial interactions of European nations. (Teaching time: 5 weeks Approx.)

(b) Beals, Derek and Eugenio F. Biagini. (2002). The Risorgimento and the Unification of Italy.London and New York: Routledge
Unit-III: The student will be expected to develop an understanding of European politics of this period. She/he will examine the emergence of international institutions and the impact of war on European society and economy. This would also be essential to the students understanding of the emergence of right wing movements in Europe. The student will be expected to demonstrate a familiarity with the historiographical debates and discussion associated with the rise and development of the fascist/Nazi state in Italy and Germany eventually leading to the outbreak of the second world war. (Teaching time: 4 weeks Approx.)


Unit-IV: At the end of the rubric the student will be expected to build on her/his understanding of European history to understand the cultural and intellectual transformations experienced in late nineteenth and early twentieth century Europe. The student will develop familiarity with how mass education, print culture, changes in artistic styles, emergence of photography and the academic institutionalization of disciplines shaped the modern European worldview. (Teaching time: 3 weeks Approx.)
SUGGESTED READINGS:

-Merriman, John. Open Yale Course Lectures [audio].
Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation 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.
Keywords:

Unification of Germany and Italy, Balkan Nationalism, Tsarist Russia, Russian Revolution, Imperialism, War of 1914018, Fascism and Nazism, New public Sphere, Art, Institutionalization of Disciplines, History, Anthropology and Psychology
Discipline Specific Elective
Course Objective

The course attempts to study the beginnings of the ‘New World’ and its diverse demography. It facilitates the understanding of the invaluable contributions of the marginalized social groups that contributed to the development of USA. It focuses on the evolution of American democracy, capitalism and its limitations along with USA’s quest for dominance in world politics.

Learning Outcomes:

Upon completion of this course the student shall be able to:
• Explain the evolving and changing contours of USA and its position in world politics.
• Examine the limits of American democracy in its formative stages.
• Analyse the character of early capitalism in USA and resultant inequities.
• Describe the economics of slavery in USA along with details of slave life and culture.
• Explain the main issues related with the Civil War in USA and its various interpretations

Course Content:

Unit I: A New World
[a] The Growth of American Colonies: Diverse Demography; Forms of Labour: indigenous tribes, indentured labour, slaves
[b] Revolution: sources, historiography

Unit II: Limits of American democracy
[b] Jeffersonian Democracy: Its Limitations
[c] Westward Expansion: Jefferson and Jackson; Marginalization, Displacement of the indigenous tribes; case histories of the Shawnee and the Cherokee tribes

Unit III: Early Capitalism and its inequities
[b] Immigrant Labour: religious, racial, ethnic bias; case history of Irish immigrants

Unit IV: U.S. quest for dominance
[a] Imperialism and Changing Diplomacy: Manifest Destiny, War of 1812; Monroe Doctrine
Unit V: Slavery
[a] The economics of slavery: South vs. North/Debate
[b] Slave life and culture; nature of female slavery; slave resistance (including female slave resistance)

Unit VI: The Civil War
[a] Issues of the War
[b] Interpretations

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: Student will know the growth of colonies in America, its diverse demography, forms of labour and indigenous tribes. Student will also learn about American Revolution. (Teaching time: 3 weeks Approx.)


Unit II. This unit will explain limits of American Democracy in its initial phase. It will also examine the westward expansion and its’ implications. Unit will also highlight marginalization and displacement of the indigenous tribes. (Teaching time: 2 weeks Approx.)

Unit III: This unit will examine the growth of early Capitalism through study of growth of market society, industrial labour. It will also explore resultant inequities most visible in terms of race, migrant labour. (Teaching time: 2 weeks Approx.)

Unit IV: This unit proposes to examine U.S. quest for dominance. US Imperialism and Changing Diplomacy which was manifested in Manifest Destiny and War of 1812 and subsequent enactment of Monroe Doctrine. (Teaching time: 2 weeks Approx.)


Unit V: This unit examines the economics of slavery and its diverse often contradictory implications for South and North. It will also examine slave life and culture, and nature of female slavery along with a study of slave resistance (including female slave resistance). (Teaching time: 3 weeks Approx.)


Unit VI: This unit deals with the history of Civil War in the United States. Various interpretations to explain the issues involved, causes and impact will be explained. (Teaching time: 2 weeks Approx.)


SUGGESTED READINGS


**Selected Films**

• ‘Glory’ (set during the Civil War) Directed by Edward Zwick, Produced by Freddie Fields, 1989.
• ’12 Years a Slave’ Directed and Co-produced by Steve McQueen, 2013.
• ‘Django Unchained’ (set in Old West and Ante-Bellum South) Directed by Quantin Tarantino, Produced by Stacey Sher and others, 2012.
• ‘Amistad’ (based on events in 1839 aboard the slave ship Le Amistad) Directed and Produced by Steven Spielberg, 1997.
• ‘Gone with the Wind’ (set in the Civil War era) Directed by Victor Fleming and Produced by David Selznick, 1939.

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. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

Colonies, Revolution, Federalist Constitution, Jeffersonian Democracy, Westward Expansion, Indigenous tribes, Capitalism, Labour, Gender, Race, Manifest Destiny, 1812, Monroe Doctrine, Slavery, The Civil War
Course objective:

The course introduces students to the history of the USSR from the two revolutions of 1917 to the end of the Second World War. Students study the various challenges faced by the Bolsheviks and the steps taken to resolve these issues. Students will also trace the evolution of new institutions and ways of organizing production both in the factory and at the farm. They will also evaluate important foreign policy issues like the setting up of the Comintern, Soviet foreign policy and the Soviet Union’s involvement and role in the World War.

Learning Outcomes:

Upon completion of this course the student shall be able to:
• Demonstrate a nuanced understanding of the major issues in the History of the USSR between 1917 to 1945.
• Explain how USSR emerged out of Imperial Russia.
• Summarize the steps in the consolidation of Bolshevik power.
• Explain the new organization of production in the fields and in the factory.
• Identify linkages between ideology, purges and propaganda.
• Examine Soviet policies for the period of the course in relation to nationalities and gender questions and literature and art forms.
• Outline Soviet foreign policy issues.

COURSE CONTENT:

Unit I: Background to the Russian Revolutions of February and October 1917:
  a) Peasants and workers movements
  b) Literature and arts in post emancipation Russia
  c) War and the revolutions of February and October

Unit II: Consolidation of Bolshevik Power, Economic Policies and Debate in the 1920s: an overview

Unit III: Collectivisation and industrialisation

Unit IV: Ideology Party and State: Centralization and its Problems
Unit V: Life under the Soviet System: 1917-1945
a) The Nationalities question
b) Gender
c) Literature and art forms

Unit VI: Foreign Policy Issues: Comintern [anti-colonial struggles-India/Indo-China; the politics of United Front]; World War II.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: In this unit students will learn about the background to the Russian Revolutions of February and October 1917. They will also examine peasant and labour movements along with role of literature and arts in post emancipation Russia. (Teaching time: 3 weeks Approx.)


Unit II: In this unit students will learn about the consolidation of Bolshevik Power, its economic policies and associated debate in the 1920s. (Teaching time: 3 weeks Approx.)

Unit III: In this unit students will learn about the issues related to processes of Collectivisation and Industrialisation in Russia. *(Teaching time: 2 weeks Approx.)*


Unit IV: In this unit student will understand the interplay between the ideology of the Party and the State. It will also address issues related to centralization and its problems. *(Teaching time: 2 weeks Approx.)*


Unit V: In this unit students will learn about women, the minorities and the question of “nationalities” during the period of the Soviet system, 1917-1945. *(Teaching time: 2 weeks Approx.)*

Unit VI: In this unit students will learn about Soviet foreign policy issues with reference to anti-colonial struggles in India/Indo-China. It also examine role of the USSR during the second World War. (Teaching time: 2 weeks Approx.)


SUGGESTED READINGS

Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

Keywords:

Russian Revolutions 1917, Peasants, Literature, Bolsheviks, Economic Policies, Collectivization, Centralization, Soviet System, Nationalities Question, Gender
DSE III

History of Africa, c.1500-1960s

Course Objectives:

This paper offers a historical overview of the African continent. It traces major long-term continuities and changes in Africa’s socio-economic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate post-independence years, and situates the specific positioning of Africa in connected histories of a globalising world.

Learning Outcomes:

On completion of this course the student shall be able to

- Critique stereotypes on the African continent and outline major shifts in African history.
- Explain elements of change and continuity in the African political experience, political regimes and national formations, economy, society and cultural milieu from the 16th to 20th centuries.
- Contextualise the impact of colonialism on the African continent.
- Explain social protest and anti-colonial resistance in Africa, as well as practices of ‘transcullturation’.
- Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

Course Content:

Unit I: Africa as ‘The Dark Continent’: The historiographic gaze and a brief survey of pre-15th century cultures and civilizations in Africa

Unit II: Trade in gold and slaves between Europe and Sub-Saharan Africa: economy, society and state in Africa from the end of the 15th to nineteenth centuries.

Unit III: Africa in the Atlantic world: slaves, slave-ships, piracy and slave rebellions; Africa’s contribution to the development of European capitalism.

Unit IV: The abolition of the slave trade 1800 onwards: the end of the slave trade and the shift to ‘Legitimate Commerce’ and ‘Informal Empire’.
Unit V: Imperialism and ‘The Scramble for Africa’
[a] Collaboration, conflict and state formation
[b] The making of colonial economies in Sub-Saharan Africa, between the end of the 19th

Unit VI: Decolonization, 1940’s to 1960’s: Worker protests, peasant rebellions and National
Liberation Movements century to 1939: cash crops, mining, forced labour; peasant and worker
protests, popular culture, gender and ethnicity.

Unit VII: Case studies:
[a] The historical roots and meaning of Apartheid in South Africa and the struggle against
Apartheid
[b] The colonial experience of Algeria under the French, and the National Liberation
Movement of Algeria

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit deals with portrayal of Africa as ‘The Dark Continent’ with reference to his-
toriography and a brief survey of pre-15thcentury cultures and civilizations in Africa.(Teaching
time: 2 weeks Approx.)


Unit-2: This unit will deal with the trade in gold and slaves between Europe and Sub-Saharan
Africa, from the end of the fifteenth to the nineteenth centuries. It also examines the nature of
economy, society and state in Africa.(Teaching time: 2 weeks Approx.)

llications.

Unit-3: This unit examines the history of Africa in the Atlantic world with specific reference to
slaves, slave-ships, piracy and slave rebellions. It also elaborates upon Africa’s contribution to
the development of European capitalism.(Teaching time: 2 weeks Approx.)

**Unit-4:** This unit traces history of the abolition of the slave trade and the shift to ‘Legitimate Commerce’ and ‘Informal Empire’, 1800 onwards. *(Teaching time: 2 weeks Approx.)*


**Unit-5:** This unit deals with the history of Imperialism and ‘The Scramble for Africa’. It also deals with the making of colonial economies in Sub-Saharan Africa towards the end of the 19th century. *(Teaching time: 2 weeks Approx.)*


**Unit-6:** This unit traces the history of Decolonization from 1940’s to 1960’s. It also examines Worker protests, peasant rebellions and National Liberation Movements in Africa. *(Teaching time: 2 weeks Approx.)*


**Unit-7:** This unit examines two Case studies to highlight the historical roots and meaning of Apartheid in South Africa and the struggle against Apartheid history. And the colonial experience of Algeria under the French, and the National Liberation Movement of Algeria. *(Teaching time: 2 weeks Approx.)*


**SUGGESTED READINGS:**


**Teaching Learning Process:**

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

**Assessment Methods:**
Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

Keywords:

Gold, Slavery, Europe and Sub Saharan Africa, Atlantic Slave Trade, European Capitalism, Imperialism and the Scramble for Africa, Nationalist Movements, Decolonization, Apartheid, Algeria
Course Objectives:

The course teaches how ‘Gender’ is not an innocent term denoting biological differences but a social and culturally constructed unequal relationship that needs careful historical analysis in the context of Indian history. The focus is not merely on studying ‘women’s history’ but to go beyond and explore aspects of masculinities as well as alternative sexualities, spanning temporal frames from prehistory to 1500 CE. There is an added emphasis on learning inter-disciplinary analytical tools and frames of analysis concerning familiar topics such as class, caste, and environment that enriches an understanding of historical processes.

Learning Outcomes:

On completion of this course students shall be able to

• Explain critical concepts such as gender and patriarchy and demonstrate their use as tools for historical analysis
• Examine the role and functioning of power equations within social contexts in Indian history during the ancient period, in the construction of gender identities
• Critically examine representations of gender in literature, focusing on ideas of love, manliness and religiosity
• Examine the role of social and political patronage of art and literature in perpetuating gendered inequalities

Course Content:

Unit I: Theories and concepts
   [a] Gender: a tool of historical analysis
   [b] Understanding Origins and Structures of patriarchy

Unit II: Aspects of Gender: Politics, Power and Household
   [a] Economic and Social Roles: household, patronage and Property
   [b] Women and Power: Raziyya and Rudramadevi
   [c] Questions of Sexualities

Unit III: Gender, Representation and Literature
   [a] Religious Literature in the early period: Vedic, Buddhist and Puranic
   [b] Love and Manliness in Hindawi Romances; case studies of Padmavat, Purushpariksha and histories of Mira
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit -1. The unit should familiarise students with theoretical frames of gender and patriarchy and how these concepts provide tools for historical analysis. (Teaching time: 3 weeks Approx.)


Unit -2. This section should apprise students to locate fluctuating gender relations within households, court and also explore linkages between gender, power and politics. Additionally discussion on the question of sexualities would open up vistas for a nuanced historical learning of normative and alternative sexualities as well as issues of masculinities. (Teaching time: 6 weeks Approx.)


**Unit -3.** The focus is on studying gender representation in literature that highlights the idea of love as well as manliness on the one hand and religiosity across temporal and regional spread on the other. *(Teaching time: 5 weeks Approx.)*

SUGGESTED READINGS:

• Miller, B.S. (Ed.) (1992), The Powers of Art and Patronage in Indian Culture, Delhi: OUP. pp.1-16.
Teaching Learning Process:

Students who opt for this course have already touched upon some fundamental concepts in their study of Indian history papers. So the classroom teaching can start with an element of recall that would help them to build on the course further. Tutorial classes can assist in both clarifying doubts as well as sharing knowledge and experience. Students can be encouraged not only to do meticulous readings but to make presentations, get feedback, and evolve their arguments. Audio-visual aids such as screening of films followed by discussions can add value to classroom interactions. The thrust should be on conducting micro studies and then connect it with macro historical processes analysed from the perspective of gender.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

Keywords:

Gender, Gender relations, historical analysis, household, power, politics, literary representations.
Course Objective

The course attempts to understand the changing political culture of USA following the Civil War and Reconstruction. It focuses on the gender roles and mobilization of the African-Americans in the long duration, charting the processes that marked the eventual beginnings of the Civil Rights Movement and the Feminist Movement. It studies worker’s culture, labour unions and movements, agrarian and urban reform even as it understands the strengthening and consolidation of American capitalism and imperialism and its impact on the global environment.

Learning Outcomes:

Upon completion of this course the student shall be able to:
• Explain the reasons for the implementation of ‘Reconstruction’ and the causes for its limited success.
• Analyse the growth of capitalism in USA especially in terms of big business, Monopolosim, etc.
• Examine the features of Labour Union movements.
• Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
• Describe the nature of Women’s Liberation movement and also explain the ‘Pastoralization’ of Housework
• Illustrate the significance of Civil Rights Movements and Martin Luther King Jr.

Course Content

Unit I: Reconstruction
[a] The Makings of Radical Reconstruction; Radical Reconstruction in the South: Blacks, Carpetbaggers, Scalawags, KKK (Ku Klux Klan)
[b] Redemption vs. Failure: an interpretation

Unit II: The Gilded Age – Economic and Social Divide
[a] Growth of Capitalism - Big Business: Competition, Consolidation, Monopolism
[b] Worker’s Culture; Organization of Labour Unions and Movements (both men and women)

Unit III: Resistance vs. Reform
[a] The Populist Challenge: Agrarian Crisis and Discontent
[b] The Politics of Progressivism: Varieties and Limitations
[c] The New Deal: Response to the Great Depression, Reformism or Economic Experimentation

Unit IV: Gender Roles
[a] Cult of Womanhood in the Nineteenth Century; The ‘Feminist Mystique’: Women’s Liberation
[b] White and Black Women in ‘Public’ Space
[c] Class and Gender: ‘Pastoralization’ of Housework; Sexual Division of Labor and Artisan Tradition; Lowell Textile Mill Workers

Unit V: African-American Movement
[a] Black Leadership: Booker T. Washington; W.E.B. Dubois; NAACP and Marcus Garvey, Malcolm X
[b] Civil Rights Movement: Martin Luther King Jr.

Unit VI: USA in World Politics
[a] Imperial ambition and power: the Spanish-American War; USA and East Asia; USA and Latin America; America in the First World War
[b] America in the Second World War; The Cold War: Strategy of ‘Containment’; Truman Doctrine
[c] Anti-Communist Crusade: McCarthyism; Korean War; Cuban Project

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:
Unit I. This unit engages with the issues associated with Reconstruction in post civil war USA. It also examines what historians describe as ‘redemption’ and its failure. (Teaching time: 3 weeks Approx.)


**Unit II:** This unit addresses the history of the growth of Capitalism in the USA which saw the emergence of Big Business. It also examines the economic and social divide in society by examining the organization of Labour Unions and Civil Rights movements which touched both men and women. *(Teaching time: 2 weeks Approx.)*


**Unit III.** This unit focuses on resistance and reforms. It also examines the politics of Progressivism and the making of the ‘New Deal’ as a response to the Great Depression and economic experimentation. *(Teaching time: 2 weeks Approx.)*


**Unit IV:** This unit explores gender roles by examining women’s liberation movements and White and Black Women in the emerging ‘Public’ Space. (*Teaching time: 2 weeks Approx.*)


**Unit V:** This unit examines the history of the African-American Movement. It also explores the Civil Right movements and the role of Martin Luther King. (*Teaching time: 3 weeks Approx.*)


Unit VI: This unit studies USA’s imperial ambition in terms of the Spanish-American War and the Anti-Communist Crusade, McCarthyism, Korean War and Cuban Project. *(Teaching time: 2 weeks Approx.)*


SUGGESTED READINGS


**Selected Films**

• ‘And That’s How We did in the Mill’- Women in the Lowell Textile Mills, Historymemoryculture.org, YouTube, September 2, 2016.


• ‘King’ (story of Dr. Martin Luther King Jr.) Directed by Abby Mann, 1979.


• ‘Separate but Equal’ (American court case that destroyed legal validity of racial segregation), 1991.


• ‘The Lowell Mill Girls (Student Film) by LaureenMeyering, YouTube, December 23, 2011.


**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. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

**Assessment Methods:**
Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

**Keywords:**

Reconstruction, Capitalism, Big Business, Populism, Progressivism, New Deal, Gender, Women Liberation, African-American Movement, American Imperialism, Anti-Communist Crusade, Korea, Cuba
DSE VI

History of the USSR: The Soviet Experience (c. 1945-1991)

Course Objectives:

The course studies the most dramatic years in the history of the USSR i.e. the period between 1945 to 1991. During these years the Soviet Union acquired the status of a super-power. The extent of major economic and political changes between 1956 and 1991 will be examined. Students will also study the origins of the Cold War and Khrushchev’s foreign policy and relations with Eastern European and other socialist countries. The students will be acquainted with trends in literature and culture during this period. The reforms of the Gorbachov era and the question of nuclear disarmament will provide some of the contexts for the study of the larger [global] processes that led to the dissolution of the Soviet Union.

Learning Outcomes:

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

• Outline and explain key developments in the history of the USSR between 1945 and 1991.
• Critically analyse the Soviet political system and its global impact
• Co-relate the various developments to culture and literary growth.
• Explain the origins, developments and the end of the Cold War.
• Analyse the factors leading to economic slowdown, disintegration of the Soviet Union and the formation of Confederation of Independent States.

Course Content:

Unit 1: The Cold War: Origins, major developments and Khrushchev’s foreign policy (1945-64)

Unit 2: The Khrushchev Era: De-Stalinisation and Khrushchev’s industrial and agricultural reforms

Unit 3: Conservatism and reform in the Soviet political system: from Brezhnev to Gorbachev; literature and culture

Unit 4: The economics and politics of the Cold War (1964-1991):

• Economic and social consequences for the Soviet system and Eastern Europe
• Glasnost; Perestroika; nuclear weapons and disarmament

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Unit 5: Dissolution of the Soviet Union (1991) and the Confederation of Independent States

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will teach students about the history of the Cold War, its origins, major developments and transitions introduced by Khrushchev’s foreign policy (1945-64). Student will learn about the politics of the bi-polar world. **(Teaching time: 3 weeks Approx.)**


Unit 2: This unit deals with the Khrushchev Era, history of De-Stalinisation and Khrushchev’s industrial and agricultural reforms. Student will understand history of changes in USSR. **(Teaching time: 3 weeks Approx.)**


Unit 3: This unit deals with the era of Conservatism and reform in the Soviet political system. It begins with the era of Brezhnev and goes up to the era of Gorbachev. It also examines the role of literature and culture of the period. **(Teaching time: 2 weeks Approx.)**


**Unit 4**: This unit addresses historical development during the Cold war era. The economics and politics of the Cold War (1964-1991) has been examined. *(Teaching time: 3 weeks Approx.)*


**Unit 5**: This unit deals with the history of dissolution of the Soviet Union around 1991 and the emergence of Confederation of Independent States. *(Teaching time: 3 weeks Approx.)*


**Suggested Readings**

• कौशिक, करुणा, (1999). साम्यवादी रूस, हिंदीमाध्यममकार्यान्वयननिरदेशालय.

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. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

Keywords:

Cold War, Khrushchev, De-Stalinisation, Soviet political system, Eastern Europe, Literature, Perestroika and Glasnost, Confederation of Independent States
Course Objectives:

This paper offers a historical overview of Latin America. It traces major long-term continuities and changes in Latin America’s socio-economic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate years post-independence, and situates the specific positioning of Latin America in connected histories of a globalising world.

Learning Outcomes:

On completion of this course the student shall be able to

• Critique stereotypes on Latin America and outline major shifts in Latin American history.
• Explain elements of change and continuity in Latin American polities, economy, society and cultural milieu from the 16th to 20th centuries.
• Contextualise the impact of colonialism on Latin America.
• Explain social protest and anti-colonial resistance in Latin America, as well as practices of ‘transculturation’.
• Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

Course Content:

Unit 1: Historiography and a brief survey of pre-15thcentury cultures and civilizations of Latin America

Unit 2: The colonization and conquest of Central and South America by Spain and Portugal, 1490's onwards:

[a] War and conquest; agrarian transformation; gold and silver mining; the question of labour and slavery; transatlantic commerce and the modern world system; institutions of state; the advent of Christianity and evangelization
[b] Demographic consequences; resistance, collaboration, survival; new and old hierarchies; gender, race, and culture: separateness or syncretism?
Unit 3: The breakdown of the colonial order and the movements for independence: social base, practices and ideologies

Unit 4: Class and state formation, industrialization, immigration, and popular culture, 1830’s to the 1930’s: case studies of Mexico, Argentina, and Brazil

Unit 5: Authoritarianism, populism, revolutions and the politics of literature, music and sports, 1930’s to the 1960’s

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit historiography and a brief survey of pre-15th century cultures and civilizations of Latin America. (Teaching time: 3 weeks Approx.)


Unit-2: This unit elaborates the colonization and conquest of Central and South America by Spain and Portugal from 1490’s onwards. It will also examine the nature of agrarian transformation, demographic changes etc. (Teaching time: 3 weeks Approx.)


Unit-3: This unit deals with the breakdown of the colonial order and the movements for independence. It also examines independence movement’s social base, practices and ideologies. (Teaching time: 3 weeks Approx.)

Unit-4: This unit address history of class and state formation, industrialization, immigration, and popular culture from 1830’s to the 1930’s with specific reference to case studies of Mexico, Argentina, and Brazil. **(Teaching time: 3 weeks Approx.)**


Unit-5: This unit deals with emergence of authoritarianism, reactions against it as manifested in populism and subsequent revolutions. It will also examine the politics of literature, music and sports; 1930’s to the 1960’s. **(Teaching time: 2 weeks Approx.)**


**SUGGESTED READINGS:**

Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

Keywords:

Colonization and Conquest, Agrarian Transformation, Mining, Labour, Slavery, Trans Atlantic Commerce, Christianity, Old and New Hierarchies, Gender, Race, Popular Movements, Literature, Sports
Course Objectives:

The module will delineate gendered constructs in Mughal and Modern India. It contextualizes the participation and contribution of women in imperial spaces, political and legal processes, which had male predominance. While examining questions and debates on social reforms, caste, religious identities, popular culture and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyse institutions of harem, household and norms of masculinity, through cultural expressions in music, literature and paintings. The course also tries to give students a critical overview of the tangled historiographical paradigm that labels women as ‘victims and agents’ and ‘objects and subjects’.

Learning Outcomes:

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

• Explain critical concepts such as gender and demonstrate its use as a tool for historical analysis, through a historiographical engagement
• Critically assess popularly held notions about women in Islamic empires
• Examine critical issues of gender and power in the context of medieval and early Modern Indian history
• Examine the social reforms around the ‘women’s question’ in the modern period of Indian history.
• Explore the popular culture of the modern period to study the dynamics of class and caste in the context of marriage and society
• Discuss issues of gender in the context of partition and the post-partition period of the construction of the independent state

Course Content:

Unit I: Gender and historiographical concerns 1500-1950

Unit II: Women in Early Modern India: 1500 to 1750’s
   Political Processes, law and gender
   Harem, Household and Family
   Masculinities and Sexualities
   Culture: Literature and Music
Unit III: Women, Colonialism and Modernity: 1750’s to 1950’s

The Women’s Question, social reforms, nationalism and political mobilisation
Engendering caste, class and religious identities
Histories of love and masculinities
Literature and popular culture

Unit IV: Women, Partition, and the State

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit -1. This section equips students to understand and discern gender as a device of historical assay. (Teaching time: 2 weeks Approx.)


Unit-2. The learning outcome of this unit is to question gender stereotypes about women in different, regimes where Islam was the religions of the ruling classes. It provides for a more contextual and nuanced understanding of how historical and gendered constructions of spaces, institutions and norms of comportment helped create political sensibilities and cultural templates in early modern India. (Teaching time: 4 weeks Approx.)


**Unit-3.** This segment enquires into social reforms in terms of the women’s question. It explores and questions the linkages of class and caste, women and work, the workplace, domestic ideologies, sentiments of love and (sometimes complicated by unequal) marriages. As a part of its exploration, the unit will focus also on the modes of representation of women, in literature certainly, but equally in the popular medium of calendar art. (*Teaching time: 5 weeks Approx.*)

Unit-4. This section explores and reflects on the time frame of pre-partition, during and post-partition and how partition took place over the bodies of women and intervention of the state, which came in after partition. **(Teaching time: 3 weeks Approx.)**


**SUGGESTED READINGS:**


• Warrier, Shobhana. “Interwoven identities: Gender, Class and Community in the Mills of Madurai 1914-51” an *unpublished article*.

**Teaching Learning Process:**

Classroom teaching will be enriched by discussions and presentations made by students in class and/or in tutorials. Presentations shall focus either on important themes covered in class lectures, or on specific readings. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period.

**Assessment Methods:**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

**Keywords:**

Gender, Haram, Masculinities and Sexualities, Class, Caste, Love, Popular Culture, Partition.
Course Objectives:

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country’s numerous internal fissures and contradictions. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China’s political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.

Learning Outcomes:

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

• Develop an in-depth understanding of China’s engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/capitalist modernity.
• To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.
• Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism, and communism.
• Investigate the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
• Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.
• Locate the rise of China and Japan in the spheres of Asian and world politics respectively.

Course Content:

Unit I: Late Imperial China: Society, Economy, Polity
(a) Confucian Value System
(b) China and the Great Divergence Debate
Unit II. Imperialism, Popular Movements and Reforms in the 19th century
(a) Opium Wars and the Unequal Treaty System
(b) Taiping and Boxer Movements – Causes, Ideology, Nature
(c) Self-Strengthening Movement; Hundred Days Reforms of 1898

Unit III: Emergence of Nationalism
(b). Sun Yat-sen (Sun Zhong Shan)— Ideology and Three Peoples Principles
(c) May Fourth Movement of 1919

Unit IV: Nationalism and Communism
(a). 1921-1927: Formation of the CCP and early activities; Reorganization of the KMT (Nationalist Party); The First United Front
(b). 1928-1949: Kiangsi (Jiangxi) Period; Evolution of Maoist Strategy and Revolutionary Measures; the Yenan Phase; Peasant Nationalism and Communist Victory

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit will introduce student to history of China since early modern times. As a backdrop it will discuss Confucianism and it will also examine the Great Divergence debate. (Teaching time: 4 weeks Approx.)


Unit II: This unit deals with European imperialism in China. It also examines the nature and consequences of popular Movements; Taiping and Boxer Movements. It also deals with Hundred Days Reforms of 1898. (Teaching Time: 4 weeks Approx.)
Unit III: This unit examines the history of emergence of Nationalism in China. The Revolution of 1911, its character, nature of protest and participation etc. It also deals with the rise and impact of Sun Yat-sen (Sun Zhong Shan), his ideology and Three Peoples Principles. (Teaching Time: 3weeks Approx.)


**Unit IV:** This unit will examine nature of Nationalism and emergence of Communism in China. It will also examine the formation of the CCP and its early activities. History of Reorganization of the KMT (Nationalist Party) and The First United Front will also be elaborated upon. *(Teaching time: 3 weeks Approx.)*


**SUGGESTED READINGS:**


• Chesneaux, Jean *et. al.* (1976). *China from Opium War to 1911 Revolution.* New York: Random House, (Chapters 2-4, 7).

Teaching Learning Process:

Classroom teaching will be enriched by discussions and presentations made by students in class and/or in tutorials. Presentations shall focus either on important themes covered in class lectures, or on specific readings. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period.

Assessment Methods:

Students shall submit two pieces of written work and shall make presentations based on the prescribed readings during tutorial classes. Since this is a discipline-specific elective paper chosen by the student, she should be encouraged to explore the subject through as many diverse media and in as many ways as possible. Students will be encouraged to innovatively use diverse learning aids, such as maps, texts on historical geography, literature, media reports, documentaries, and movies.

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

Keywords:

China, Nationalism, Canton, Opium, Communism, Mao, KMT, CCP, Soviet, Peasantry, Reform, Revolt, Revolution, Sun Yat-sen, Imperialism, Confucianism, Great divergence, Warlordism, Peasant nationalism, Soviets.
DSE X

The Making of pre-Colonial Southeast Asia

Course Objectives:

This course offers an overview of pre colonial Southeast Asian history. It seeks to familiarise students with historiographical debates involving the construction of Southeast Asia as a region. It analyses processes of state formations, the impact of maritime activity on society and polity in the mainland and the archipelago. It focuses on the development and localization of religious traditions across a linguistically and culturally diverse region. The paper will require students to engage with recent developments in the historiography especially with recent research on aspects of social and political history, external influences on the region, architecture, urban history and its local histories. Through this the student will develop a clear and comprehensive understanding of different aspects of pre modern Southeast Asian history.

Learning Outcomes:

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

• Explain the processes of state formation, the localization and spread of religious traditions like Islam and Buddhism
• Analyse the impact of the European presence on local society
• Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
• Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
• Describe the historiographical trends to study history of Southeast Asia

Course Content:

Unit-I: Introducing maritime and mainland Southeast Asia: Environments, Language, Cultures and People; the macro region

Unit-II: Sources and historiographical trends: Indianization / Sinicization / Localization

Unit-III:  a) State formation: the early kingdoms; later polities (Pagan, Srivijaya, Khmer);
             b) social structures
             c) Indian Ocean and overland routes
             d) art & architecture
Unit-IV: Religion: Popular beliefs; the spread and localization of Buddhism, Hinduism, Islam and Christianity

Unit-V: Political and Economic transformations the 14th century: Majapahit Empire, regional formations, the Portuguese and Spanish commercial enterprise

Unit-VI: The Age of European Commerce: Maritime economy, trade routes, commodities, business communities and port cities

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: In this unit the student will better appreciate the region and its linguistic, ecological and ethnic diversity. S/he will become familiar with recent historiographical debates. (Teaching time: 3 weeks Approx.)


Unit-II: At the end of this rubric the students would be able to discuss the process of state formation in the region. They will develop a better understanding of the evolving social structures in the region and will be familiar with the important networks of trade and artistic patronage. (Teaching time 4 weeks Approx.)


**Unit-III:** The student will be expected to develop an understanding of local beliefs and ritual practices in both maritime and mainland southeast Asia. She/he will be able to demonstrate familiarity with the historical time line and local impact of the spread and localization of important religious traditions in the region. (**Teaching time: 4 weeks Approx.**)  


**Unit- IV:** By the end of this rubric the students will be able to trace the changing character of regional political formations and the beginnings of the European presence in the region. They will also be better acquainted with the various dimensions of the maritime activity involving communities, commodities and port cities. (**Teaching time: 3 weeks Approx.**)  

SUGGESTED READINGS:

Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

Keywords:

Course Objectives:

This course will examine the relationship between society and nature from prehistoric times to the present. Drawing on environmental, political ecology, historical geography and gender studies perspectives, the course will introduce students to the concepts, methods and ideas of global ecological histories. Moving beyond regional and national scales of analysing historical processes, the following units elaborate the global interconnectedness of socio-ecological histories. With a long-term perspective on the overlapping nature of historical and geological time, the course provides critical perspectives on how social differences including class, gender, caste, ethnicity and nationality were articulated ecologically.

Learning Outcomes

Upon completion of this course the student shall be able to:
• Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
• Discuss environmental issues within a social-political framework
• Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources. This is critical in gaining an understanding of the environmental crisis of the world - from the global to the local
• Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
• Locate solutions to environmental problems within a framework of greater democratisation of resource use
• Problematise (or critique?) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

Course Content:

Unit-I: Political Ecologies and Societies
   Global Ecological interconnectedness and writing histories
   Anthropocentrism and critical histories

Unit-II: Energy Regimes in World History
   Prime Movers in Pre-Industrial Societies
   Industrial Energy Regimes
Unit-III: Ecologies of the Industrial World.
Ecological Imperialism
Colonialism and the re-articulation of inequalities
Colonialism and the re-articulation of inequalities

Unit-IV: Industrial Appropriation of Nature
Industrial Agriculture
Gendered access to natural resources
Cities and Urban Landscapes

Unit-V: Debating Anthropocene/Capitalocene
Climate change and writing ecological histories
Whose Anthropocene?

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit introduces students to history of conflict over natural resources. It also examines human nature interactions, with specific reference to anthropogenic activities. (Teaching Time: 4 weeks Approx.)


Unit-2: Introduces students to the emerging field of energy studies. An In-depth reading of energy histories, especially forest, pastoralism, agriculture will enable students to critique the assumption regarding harmonious co-existence between man and nature in pre-modern societies. (Teaching Time: 3 weeks Approx.)

Unit-3: This unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local societies and completely transformed landscapes. The second rubric explains how colonialism generated new patterns of consumption by appropriating global resources and fossil fuels for industry, to produce an inter-connected but unequal world. (Teaching Time: 3 weeks Approx.)


Unit-4: This unit studies the new energy regimes of the modern world, with a special focus on industrial agriculture. It offers a historical perspective on increasing inequality of access to natural resources for women and the poor (within their own locations and across the world). (Teaching Time: 3 weeks Approx.)


**Unit-5:** Introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet’s history. This provides a long-term historical perspective on contemporary environmental issues including global warming and need for innovation, policy change at the international level and the production of post humanist histories. *(Teaching Time: 1 week Approx.)*


**SUGGESTED READINGS:**

Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her en-
gagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

Keywords:

Energy Regimes, Industrialisation, Gender, Urban Landscapes, Anthropocene, Ecological Histories,
HISTORY OF MODERN JAPAN (c. 1868-1950s)

Course Objectives:

The course studies the transition of Japan from quasi-feudalism to a modern industrialised capitalist nation. It focuses on the political and economic strategies adopted by Japan to meet the challenges posed by western imperialistic intrusions. It facilitates an understanding of Japan’s emergence as a major non-European power within an international order dominated by western imperial powers. It studies the trajectory of Japan towards ultra-nationalism and militarism in the context of a failed parliamentary democracy, eventually leading to disaster in the Second World War. The course aims to pay close attention to historiographical shifts in all topics, contextualising these against the backdrop of their contemporary history and politics. Adequate attention is given to the study of social and cultural aspects with a special emphasis on the role of women in late 19th and early 20th century Japan.

Learning Outcomes:

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

• Explain Japan’s attempts to create new institutional structures and recast traditions to encounter challenges of the west.
• Analyse historiographical shifts in Japanese history in the context of global politics.
• Examine the divergent pathways to modernity followed by Japan.
• Examine distinct perspectives on imperialism and nationalism in East Asia, and understand how historiographical approaches are shaped by their contexts.
• Conceptualise how these distinct histories can be rooted in common cultural traditions.
• Locate and contextualise the history of Japan in world politics.
• Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.

Course Content:

Unit 1: Transition from Feudalism to Capitalism

a. Crisis of the Tokugawa Bakuhan System
b. The Meiji Restoration: Nature and Significance; Early Meiji Reforms
c. Economic Development in the Meiji Era
   Agrarian Settlement
   Industrialisation and Capitalism
Unit 2: Democracy and Militarism
   a. Popular Rights Movement
   b. Women’s Rights in the Meiji Era
   c. Meiji Constitution
   d. Failure of Parliamentary Democracy; Militarism and Fascism

Unit 3: Imperialistic Expansion and Resistance
   a. Imperialism and Japanese Nationalism
   b. Expansion in China and Manchuria
   c. Colonisation of Korea and Korean Nationalism

Unit 4: American Occupation, post-War Reconstruction and “Reverse Course”

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce student to the history of Japan from its transitions from feudalism to Capitalism. The Unit will also examine historical process which led to Meiji Restoration and its impact on the economy of Japan. (Teaching Time: 5weeks Approx.)

Unit 2: This unit deals with emergence and growth of democratic governance in Japan. Role of popular rights movements, polemics of Meiji constitution, and failure of democracy and subsequent rise of Militarism has been examined in this unit. (Teaching Time: 4 weeks Approx.)


Unit 3: This unit will enable students to understand the imperialistic design of Japan and the role of nationalism in its conception. This unit will examine the nature and consequences of Japanese colonialism over China and Manchuria. It also deals with Japanese colonialism over Korea and the growth of Korean Nationalism. (Teaching Time: 3 weeks Approx.)


**Unit 4:** This unit deals with the period between the two World wars and the subsequent history of Japan. The American occupation of Japan after World War-II and the post war reconstruction has been examined in this unit. *(Teaching Time: 2 weeks Approx.)*


**SUGGESTED READINGS**


• Molony, Barbara. *Feminism in Japan.* Oxford Research Encyclopaedia of Asian History.
• सत्यकेतु विद्यालंकार. (1952). एशिया का आधुनिक इतिहास, Masoori: Sarasvati Sadan.
• नोरमनई. एच. जापान का इतिहास. जापान का इतिहास. Delhi: Motilal Banarsidas.
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. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

Keywords:

Tokugawa, Meiji Era, Industrialisation and Capitalism, Popular Movements, Women Rights, Imperialism, Expansion into China, Korea, Post War Reconstruction
Course Objectives:

This paper offers an overview of modern Southeast Asian history to students who could be familiar or unfamiliar with the region. A study of the social, economic, and political transformations in Southeast Asia during the colonial period will enable students to develop a critical and comparative approach, given their in-depth study of South Asian history. In this paper students will learn how to engage with recent historiographical developments, especially on themes of education, gender, race, historical anthropology, and maritime history. The paper offers analysis of impact of colonialism and the process of de-colonisation on the region. The student shall analyse the establishment and changing character of the European presence from a commercial enterprise to a colonial state; the transformation of local society and the emergence of anti-colonial movements; and the transformations in the region since the Second World War.

Learning Outcomes:

Upon completion of this course the student shall be able to:
• Explain the character and functioning of colonial state and society.
• Analyse the impact of the European presence on maritime and agrarian economy of the region.
• Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
• Discern the influences of new forms of knowledge, Euro-centric notions of modernity and how ideas of race defined local religion.
• Illustrate the transformation of the local agrarian and labour economy.
• Interpret the history of popular movements and peasant revolts
• Describe the historiographical trends to study history of Southeast Asia

Course Content:

Unit 1: From Commerce to Colonialism:
[a] The Dutch and English ascendancy
[b] Changing Patterns of Maritime Trade: The Straits of Malaka

Unit 2: Colonialism in Dutch Indonesia, French Indo-China, British Burma: The 19th and 20th centuries
[a] The Colonial State: Traditional elite, legal systems
[b] Agrarian Transformation: Plantation Economy, Peasant Protests, Migrations
[c] Colonial Modernity: Education and religion in the early twentieth century

**Unit 3: Redrawing the Political Map of Southeast Asia: Nationalism, Anti-Colonial Movements 1900-1970s**

[a] Burma: From Independence to the Revolutionary Council
[b] Indonesia: The Revolution, the making of Indonesia, Sukarno

**Unit 4: Post War Southeast Asia**

[a] Language and Politics in Modern Southeast Asia: The Malay and the making of modern Malaysia
[b] The Port and City in Southeast Asia: Singapore

**ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit-1:** The student will be able to demonstrate their understanding of the beginnings of European Colonialism in the region by specifically taking up the case studies of the English and Dutch East India Companies in the 17th and 18th centuries. They will also demonstrate an understanding of how ethnic communities like those in the straits of Melaka responded to the changes in trade and politics. *(Teaching time: 3 weeks Approx.)*


**Unit- II:** At the end of this rubric the students will be able to demonstrate an understanding of the nature of the colonial state in Southeast Asia. They will through the specific case studies of Dutch Indonesia, British Burma and French Indo China show how the structure and organization of the colonial state and the agrarian plantation economy altered the political and economic land-
scape of the region during this period. They will also through a specific case study of Indonesia, show how certain policies of the colonial state and western notions of modernity impacted local society and Islam. (Teaching time: 5 weeks Approx.)


**Unit-III:** After completing this rubric, the students will demonstrate a detailed understanding of the nationalist and anti colonial movements in Southeast Asia through the case studies of Indonesia, Vietnam and Burma. They will also be expected to demonstrate an understanding of how the nationalist movements and post war politics in the region came to shape these countries in the early decades after independence (in the 1950s and 70s). (Teaching time: 4 weeks Approx.)


**Unit-IV:** At the end of this rubric the students will be expected to demonstrate an understanding of how the colonialism has impacted the nature of post colonial politics. Examining Malaysia and Singapore as case studies, they will show how, decolonization and modern state building have required certain approaches towards remembering the past and projecting the future. *(Teaching time: 2 weeks Approx.)*


**SUGGESTED READINGS:**


Gouda, Francis. (2008). Dutch Culture Overseas; Colonial Practice in the Netherlands Indies 1900-1942, Jakarta: Equinox Publishing


Tiffin Sarah. (2016). Southeast Asia in Ruins: Empire in the early 19th century, Singapore: National University of Singapore


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. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

Keywords:

Dutch and English Colonialism, Malaka, Colonial State in Indonesia, French Indo China and Burma, Colonial Law, Education, Nationalist Movement, Post War, Language and Politics, Malay World, Port City, Singapore
Course Objectives:

This course introduces the students to various perspectives on India’s evolving political, economic and cultural situations from the 1950s to the 1990s. The course intends to familiarise the students with the dynamic transformation of Indian society and its political expressions. Students will study the transformation of political organizations, the emergence of new forms of political mobilization and emerging challenges to Indian democracy.

Learning Outcomes:

On completion of this course the student shall be able to

• Draw a broad outline of the history and politics of the early years of Independence, including the framing of the constitution and the linguistic reorganisation of states.
• Examine critically issues of economic development in the early years of Independence, particularly the problems of development
• Summarize critical issues pertaining to the history of Non-Alignment and Panchsheel
• Trace the significant developments in the history of India, since 1947, including the history of the Congress party, the Naxalbari and the JP Movement, as well as political developments in the regional context
• Examine issues of critical relevance in the history of India from 1970s to 1990s, with special emphasis on caste assertion and mobilisation in politics and right-wing nationalism
• Outline and examine the major developments in the history of social reform around the question of ‘Women and law’
• Evaluate the history of Environmental movements in India since Independence
• Examine the formation of a ‘civil society’ and the emergence of popular movements in North East India
• Trace the history of Judiciary in Independent India with special focus on Public Interest Litigation
• Construct a history of Media in modern India, a history of Modern Indian Art and one of Sports as well as evaluate the significance of these in the making of a Modern Nation
Course Content:

Unit I: Laying the foundation of independent India
[a] Making of the Constitution
[b] Linguistic re-organisation

Unit II: Envisioning a New Order
[a] Economic Development: The Five Year Plans; problems of development - Punjab and Bihar
[b] Indian Foreign Policy till 1964: Non-Alignment and Panchsheel

Unit III: Indian Politics: National and regional aspirations
[a] Congress Party till 1977
[b] The Emergency, Naxalbari; J.P. Movement
[c] Regional political aspirations: Case study of Tamil Nadu: DMK; Maharashtra: Shiv Sena and the north-east: Assam/Nagaland

Unit IV: Indian Politics and Society: 1970s, 1980s and 1990s
[a] The Political Voice of Caste: Non Brahmin and Dalit Assertions, the Mandal Commission
[b] Women, Social Reform and the Law
[c] Right-Wing Nationalist Politics: The Jan Sangh and the rise of the BJP

Unit V: Development, Environment and Peoples Rights
[a] Environmental movements in India
[b] Civil Society and Popular Movements in North East India
[c] The Judiciary: Public Interest Litigation

Unit VI: The New Publics
[a] Media in Modern India: Press, Cinema and Television
[c] Modern Indian Art: The Progressive Artist Group
[d] Sports and the Modern Nation

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit deals with making of the constitution. The history and politics of the early years of Independence have been discussed. It also deals with the linguistic re-organisation of states. (Teaching time: 2 weeks Approx.)
• King, Robert D. (1997) *Nehru and the language politics in India*. Delhi: Oxford University Press

**Unit-II:** This unit deals with the history of economic developments in the early years of Independent India. It also deals with the problems of development with the case study of Punjab and Bihar. It also deals with the history of Non-Alignment and Panchsheel. (*Teaching time: 2 weeks Approx.*)


**Unit-III:** This unit deals with history of Indian Politics since 1947 with special reference to history of congress party till 1977. It also deals with history of Naxalbari, J P Movement. This unit also deals with regional political aspirations: Case study of Tamil Nadu: DMK; Maharashtra: Shiv Sena and the north-east: Assam/Nagaland. (*Teaching time: 3 weeks Approx.*)


Unit-IV: This unit examines history of Indian Politics and Society from 1970s to 1990s with special reference to political mobilisation of caste. It also deals with history of Right-wing Nationalist politics and history of social reform with reference to Women and Law. (Teaching time: 3 weeks Approx.)


Unit-V: This unit deals with the history of Environmental movements in India since Independence. It also deals with history of civil society and popular movements in North East India. It also deals with the history of Judiciary in Independent India with special reference to Public Interest litigation. (Teaching time: 2 weeks Approx.)


**Unit- VI:** This unit deals with the history of Media in modern India along with an analysis of Modern Indian Art. It also examines history of Sports and making of a Modern Nation. *(Teaching time: 2 weeks Approx.)*


**SUGGESTED READINGS:**

• Bhargava, Rajeev and VanaikAchin (eds.). (2010). *Understanding Contemporary India*. Orient Blackswan

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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. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

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

Keywords:

Generic Elective
GE I

Delhi through the Ages: The Making of its Early Modern History

Course Objective:

The objective of the paper is to teach students about the changes in the city of Delhi from its early inception to the eighteenth century. The course teaches how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time. As the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life. But the course also wants students to learn that the city was not merely dependent upon its rulers for cultural and political sustenance. It focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence. Other than recourse to readings the course tries to acquaint students with Delhi through project work and introspection of Delhi’s presence and its uneasy relationship with its past.

Learning Outcomes:

Upon completion of this course the student shall be able to:
• Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.
• Use these materials and correlate their sometimes discordant information.
• Analyse processes of urbanization and state formation.
• Describe the difficulties in appropriating narratives of the state with the history of particular localities.

Course Content:

Unit I: Between Myth and History -- Delhi’s Early Pasts: Indraprastha, Lalkot
Unit II: From settlements to cityscape -- Understanding the Many cities of Delhi
Unit III: Delhi’s 13th and 14th Century settlements
    Case study of any two: 1) Dehli-ikuhna’smasjid-ijami (old Delhi/Mehrauli), 2) Siri, 3) Ghiyaspur-Kilukhri, 4) Tughluqabad, 5) Jahanpanah, and 6) Firuzabad
Unit IV: Shajahanabad: Qila Mubarak (Red Fort) as a site of power and the morphology of the city.
Unit V: 18th century Delhi: political upheaval and social empowerment – complicated understandings of ‘decline’.
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha and the Tomara and Chauhan constructions. (Teaching Time: 2 weeks Approx.)


Unit 2: This unit will study the proverbial ‘seven cities of Delhi’, focusing primarily on Sultanate settlements. It will discuss the possible reasons for the shift of capitals, how settlements of the 13th century gradually appeared as conjoined cities under the Tughluqs, and the differences between these urban spaces. (Teaching Time: 3 weeks Approx.)


Unit 3: This unit will study any two of the six sites in Delhi in detail. Students will be encouraged to use the readings mentioned below and correlated to the teaching units in the course content to plan field trips. (Teaching Time: 3 weeks Approx.)


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• Anand Taneja, ‘Saintly Visions: Other histories and history’s others in the medieval ruins of Delhi’ IESHR, 49 (2012).

Unit 4: This unit will study the Qila Mubarak (Red Fort) in detail as the site of power under Shah Jahan. It will also focus on Shahjahanabad (Old Delhi) as a mercantile and cultural centre. (Teaching Time: 3 weeks Approx.)


Unit 5 This unit will discuss the complicated developments in Shahjahanabad in the 18th century. The ‘decline’ in the authority meant turbulence, perhaps, in the city, but it also empowered new groups of people and created a cultural and social dynamism that was embraced and seen as a challenge by different types of people. (Teaching Time: 4 weeks Approx.)


SUGGESTED READINGS:


**Teaching Learning Process:**

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

**Assessment Methods:**

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

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

**Keywords:**

Myth, history, settlements, cityscape, morphology, social empowerment, Delhi, urbanisation
Course Objective

This course proposes to examine the histories of science and technology with respect to social acceptance, economic viability and politics associated with it. While dealing with the history of science and technology this paper challenges the notion of ‘modern origins of science in western societies’. Human instinct to understand unknown and need to predict future which often venture into providence has been explored through case study of astronomy and astrology. Paper analyses impact of hegemony of Colonial science on traditional knowledge systems. Paper proposes two case studies to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitute important component of paper. A brief discussion on Science and nation making has been introduced to highlight the role of important figures that shaped the nature of Scientific development in India.

Learning Outcomes:

After completing this course, students should be able to:
• Critique the prevalent dominant understanding of science and technology.
• Discuss the complex relations between science, technology and society.
• Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy
• Examine the character of ‘dual use’ technologies.
• Define various initiatives taken by government for promotion of science and technology.

Course Content

Unit 1: Science, technology and Society
a. Revisiting ‘Scientific Revolution’
b. Colonialism and Science

Unit 2: Contested ‘Scientific’ heritage
a. Decimal and Zero
b. Arch and Dome

Unit 3: Knowing unknown: Cross-cultural Exchanges
a. Mitigating uncertainties: Popular saying and predictions
b. Hegemony of documentation
Unit 4: Economics of Technologies: Questions of Ethics
a. Generic Medicines
b. Industrial Disasters

Unit 5: Science and the nation making
a. Atomic Power
b. Policies and Institutions
c. Homi Jehangir Bhaba, MeghnadShaha

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: Science and technology have a very complex relationship with Society. Popular understanding of ‘Science’ and ‘Technology’ will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. (Teaching Time: 3 weeks Approx.)

- मुले, गुणाकर. (२००५). भारतीयइतिहासमेंविज्ञान, दिल्ली:यात्रीप्रकाशन, (अध्याय. विज्ञानऔरसमाज; पृष्ठ११-29, ज्योितषकाआरम्भऔरिवकास; पृष्ठ४१-49, बैंदिकाणितकीसमीक्षा; पृष्ठ५०-66).

Unit-2: Student will understand the politics associated with appropriation of ‘Scientific’ heritage through the case study of the decimal and Zero. It will also suggest that ‘superior’ technology may not always be economically viable and thus socially marginalised. (Teaching Time: 3 weeks Approx.)

available in Hindi as IGNOU Reading material: EHI-03 Block-8 Unit-31 & 33 and EHI 04 Block-8 Unit-33).

**Unit-3:** This unit will teach students about the evolutionary character of scientific knowledge and understand the significance of traditional knowledge on which it was based. It will also teach them about the politics of documentation and its importance during early modern times. *(Teaching Time: 3 weeks Approx.)*

- कुमार, मयंक. (२०१५). मानसून से सामंजस्यबनाता समाज: सन्दर्भ राजस्थान. प्रतिमान, अंक-३(संख्या-३), पृष्ठ, ६०२-१६.

**Unit-4:** This unit will make an attempt to convey that science and technology need to be carefully historicised in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science. *(Teaching Time: 3 weeks Approx.)*


**Unit-5:** This unit will highlight the role of science in ‘nation-making’. It will also examine the role of a few scientists and associated institutions and their contribution in nation making. *(Teaching Time: 2 weeks Approx.)*


**SUGGESTED READINGS:**


**FILMS:**

*The Fugitive* A movie featuring Harrison Ford.

*The Effects of the Atomic Bomb on Hiroshima and Nagasaki*(https://www.youtube.com/watch?v=3wxWNAM8Cso)

and

https://www.youtube.com/watch?v=n7fT6Mur6Gg&list=PLD7F1A06CE1780AD5&index=5

**Teaching Learning Process:**

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

**Assessment Methods:**

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

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

**Keywords:**

Scientific Revolution, Colonialism, Hegemony, Predictions, Cross-cultural, Documentation
GE III
The World After 1945

Course objectives

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

Learning Outcomes:

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

Course Content:

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

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

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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

   • Guelke, Adrian. (2005). Rethinking the rise and Fall of Apartheid: South Africa and World Politics. Basingstoke and New York: Palgrave Macmillan.

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


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


**SUGGESTED READING:**


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Teaching Learning Process:

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

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

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

Keywords:

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

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

Learning Outcomes:

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

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

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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


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

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

• कोल, जे.आर.आई.(2007). "लोकप्रचालितशिखियाधर्म", मध्यकालीनभारतकासांस्कृतिकइतिहास.मीनाक्षीखन्ना, (संपादित) (अनुवादउमाशंकरशमार् 'ऋिष'), नयीदिल्ली: ओिरिएण्टलब्लैकस्वान, पृष्ठ, 76-104.

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

  * For illustrations [https://www.sahapedia.org/tag/shadow-puppetry](https://www.sahapedia.org/tag/shadow-puppetry)
  Short documentary [https://www.youtube.com/watch?v=f4EiAdeKi_E](https://www.youtube.com/watch?v=f4EiAdeKi_E)

**SUGGESTED READINGS:**


• Foley, Kathy and DadiPudumjee “India” in World Encyclopedia of Puppetry Arts called “WEPA” or “EMAM” for EncyclopédieMondiale des Arts de la Marionnette, a project of International Unima

Available in English https://wepa.unima.org/en/india/


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 ap-
proach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

**Assessment Methods:**

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

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

**Keywords:**

Bhand, Vidushak, Kullu, Masks, Puppets, Tolu BommaluKattu, Scrolls, Picture Showmen, PatikamPatuvar, Muharram, Kathakali
Politics of Nature

Course Objective:

This introductory course familiarises students with the major themes in the history of human organization of nature -- for food, energy and raw materials. It studies the long-term transformations in the organization of Nature by the state and to manage energy production, plant and animal transfers, circulation of commodities and people, urbanization and industrialization of production. This will help students understand the ecological articulation of social inequalities including class, gender, ethnicity, caste, and nationality. By focusing on the planetary scale of ecological interconnectedness students will learn how to situate the politics of Nature that integrates extremes: poverty in the fertile plains, the development of cities and related environmental degradation elsewhere, scarcity of energy where dams and mines exists, and inequalities produced by carbon-energy regimes. Unit 5 will introduce the students to the issues and debates related to the ecological predicaments of the twenty-first century in a historical perspective.

Learning Outcomes

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

• Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
• Discuss environmental issues within a social and political (or social scientific?) framework
• Examine the role of social inequality. How does unequal distribution of and unequal access to environmental resources help understand the environmental crisis of the world - from the global to the local
• Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
• Locate solutions to environmental problems within a framework of greater democratisation of resource use
• Problematise (or critique?) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

Course Content:

Unit 1: ‘Spaceship called earth’ – competition for bounded resources and livelihoods

Unit 2: Energy in Human History: –
a. Before the era of coal, gas and oil
b. Era of fossil energy

Unit 3: Ecological Imperialism
a. Flora-fauna transfer
b. Diseases and Migration

Unit 4: Unequal access and Industrial Production,
   a. Industrial Agriculture
   b. Gendered access to natural resources
   c. Cities and inequalities

Unit 5: Anthropocene
a. Climate change and writing ecological histories
b. Debating the Anthropocene / Capitalocene

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit introduces student to conflict over natural resources and changing livelihood patterns. (Teaching Time: 2 weeks Approx.)


Unit-2: Introduces the emerging field of energy studies to understand the way societies fulfilled their energy requirements. In-depth reading of the use of forest, pastures, agricultural land and related issues on environmental changes will enable students to critique the predominant notion of harmony that existed between man and nature in the pre-modern societies. (Teaching Time: 3 weeks Approx.)


Unit-3: This unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local societies and completely transformed landscapes. The second rubric explains how colonialism generated new patterns of consumption by appropriating global resources and fossil fuels for industry, to produce an inter-connected but unequal world. (Teaching Time: 4 weeks Approx.)


Unit-4: This unit studies the new energy regimes of the modern world, with a special focus on industrial agriculture. It offers a historical perspective on increasing inequality of access to natural resources for women and the poor (within their own locations and across the world). It also critically examines the new forms of deprivation. (Teaching Time: 3 weeks Approx.)


Unit-5: Introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet’s history. This provides a long-term historical perspective on contemporary environmental issues including global warming and need for innovation, policy change at the international level and the production of post humanist histories. (Teaching Time: 2 weeks Approx.)


SUGGESTED READINGS:


**Teaching Learning Process:**

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

**Assessment Methods:**

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

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

**Keywords:**

Energy, Fossil, Ecological Imperialism, Inequalities, Anthropocene, Capitalocene,
Making of Post Colonial India

Course Objectives:

The course provides various perspectives on India’s evolving political, economic and cultural situations from 1950-1990s and tracks a dynamic trajectory of contemporary India. The course seeks to familiarise students with the trajectory of growth of the Indian state, politics and economy and the shaping of the Indian public following the country’s independence in 1947.

Learning Outcomes:

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

- Explain the complexities involved in the making of constitution.
- Analyse the reasons behind the linguistic reorganisation of states.
- Analyse foreign policy of India during formative stages of independent India.
- Draw inferences to explain the functioning of different political parties.
- Explain the character of emergency and its consequences.
- Discern the nuances of Indian judicial system.

Course Content:

Unit I: Laying the foundation of independent India

[a] Making of the Constitution
[b] Linguistic re-organisation

Unit II: Envisioning a new order

[a] Economic Development: five year plans; Problems of Development case study of Punjab and Bihar
[b] Indian Foreign Policy till 1964

Unit III: Democracy at Work

[a] Congress and other political formations
[b] (i) Left parties (ii) Caste politics (iii) Dravidian movement

Unit IV: Turning Point: Emergency and After

[a] Railway Strike, J.P. Movement and Emergency
[b] Developments in the 1980’s: (i) Coalition politics; (ii) Mandal Commission and aftermath
[c] Judiciary, Civil Society and Rights: Judicial Activism and Public Interest Litigation
[d] Popular and parallel Cinema

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit deals with making of the constitution. The history and politics of the early years of Independence have been discussed. It also deals with the linguistic re-organisation of states. (Teaching Time: 3 weeks Approx.)


Unit-II: This unit deals with the history of economic developments in the early years of Independent India. It also deals with the problems of development with the case study of Punjab and Bihar. It also deals with the history of Non-Alignment and Panchsheel. (Teaching Time: 3 weeks Approx.)

Unit-III: This unit deals with history of working of democracy in India 1947 with special reference to history of congress party and other political formations. It also deals with history of Left parties, J P Movement and Dravidian movements. It also examines history of social reform with reference to Women and Hindu Code Bill. (Teaching Time: 4 weeks Approx.)


Unit- IV: This unit deals with history of Indian Politics since Emergency with special reference to Railway Strike, and J P Movement. It examines history of Coalition politics It also deals with the history of Judiciary in Independent India with special reference to Public Interest litigation. It also deals with the history of Media in modern India along with an analysis of popular Cinema and alternatives. (Teaching Time: 4 weeks Approx.)


**SUGGESTED READINGS:**

• Bhargava, Rajeev and VanaikAchin (eds.). (2010). *Understanding Contemporary India*. Orient Blackswan

**Teaching Learning Process:**

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

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

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

**Keywords:**

Constitution, Linguistic re-organisation, Development, foreign policy, national and state politics, the Emergency, Mandal, Judicial activism, popular cinema
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.)**

- श्रीमाली, कृश्ण मोहन. (2005), धर्म, समाजऔरसंस्कृति, नईदिल्ली: ग्रंथशिल्पी. (अध्याय 6:धर्म, विचारधाराऔरसमाज, pp.196-258.)
- बाशम, ए.एल. (1996). अद्भुतभारत, आगरा:शिवललअग्रवालएंडकंपनी।
- 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’).

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.)


**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.)

- चट्टो पाध्या य, बृज दुलाल. (2007). “आ क्राम को और शासकों की छ वियां”, मध्यकालीनभारतकासांस्कृतिकइतिहास.मीनाक्षीखन्ना, (संपादित) (अनुवादउमाशंकरशमार्’ ऋषि’), नवोत्तिली: ओरिएण्टलब्लैकस्वान, पृष्ठ 107-133

**Unit-4:** This section should apprise students to identify and describe the formation of religious boundaries, identities and the scope for the liminal spaces in between. (Teaching Time: 3 weeks Approx.)


**Unit-5.** The focus is on how the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs and practices. *(Teaching Time: 2 weeks Approx.)*

- Pandey, Gyanendra. (2000). ‘Can a Muslim be an Indian’, *Comparative Studies in Society and History*, vol. 41, no. 4, pp. 608-629.

**SUGGESTED READINGS:**

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

Assessment Methods:

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

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

Keywords:

Puranic, Buddhism, Jainism, Ajivikas, Brahmanization, Islamisation
GE-VIII
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

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.)

• जायसवाल, सुबीरा. (२००४), वर्ण-जातिव्यवस्था: उद्धव, प्रकार्य और रूपांतरण (अनुवादक: आदित्य नारायण सिंह). नई दिल्ली: ग्रंथशिल्पी. पृष्ठ15-43.
• 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.)

• नंदी, आिशस. (२०१९), िजगरी दुस्मन: उपिनवेशवाद के साथ में आत्म-छय और आत्मोद्धार. (अनुवादक: अभय कुमार दुबे). नई दिल्ली: वाणी प्रकाशन. पृष्ठ, १५-१६.
• रमणिकागुप्ता, (संपादक), (२००४). आदिवासीकौन. नईदिल्ली: राधाकृष्णप्रकाशन, पृष्ठ, १३-२४, २५-२८एवं२८-४०.
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.)


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.)


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.)

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.)


SUGGESTED READINGS:

• शर्मा, रामशरण. (१९९०), प्राचीनभारतमेंभौतिकितिहासवांसामाजिकसंरचनाएं(अनुवादक: पूरनचंदपंत). नईदिल्ली: राजकमलप्रकाशन. पृष्ठ, २९-५२.

**Teaching Learning Process:**

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

**Assessment Methods:**

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

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

**Keywords:**

Inequalities, Race, Gender, Bondage, Untouchables, Constitution
GE –IX

Delhi through the Ages: From Colonial to Contemporary Times

Course Objectives:

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

Learning Outcomes:

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

Course Contents:

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

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

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

Unit IV: Delhi in 1947: Partition and its Aftermath

Unit V: Making of Contemporary Delhi: Displacement and Resettlement

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

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


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


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


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


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


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


SUGGESTED READINGS:


Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:
Imperial, British, Morphology, Contemporary History, Displacement, Resettlement, Capital
Skill Enhancement Course
SEC I
Understanding Heritage

Course Objectives:

The aim of this paper is to make students familiar with the concept of heritage and its numerous forms. It will develop the contested character of heritage and why and it needs to be conserved. Paper will also acquaint students with the evolution of heritage legislation and the ways in which its institutional framework developed. Accessing monumental or cultural heritage can be a very difficult task and economic and commercial consideration play an important role. The paper will be of particular value to those who are interested in seeking a career in the travel industry and art and cultural studies.

Learning Outcomes:

Upon completion of this course the student shall be able to:
• Explain the complex character of heritage.
• Analyse the historical processes which result into the making of heritage.
• Describe the significance of cultural diversity in the creation of heritage.
• Illustrate how heritage can be a medium to generate revenue
• Discern the nuances of heritage and will appreciate its importance.

Course Content:

Unit I: Defining heritage:
Meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’

Unit II: Evolution of heritage legislation and the institutional framework:
[a] Conventions and Acts -- national and international
[b] Heritage-related government departments, museums, regulatory bodies
[c] Conservation initiatives

Unit III: Challenges facing tangible and intangible heritage
Development, antiquity smuggling, conflict (specific cases studies)

Unit IV: Heritage and travel:
[a] Viewing heritage sites
[b] The relationship between cultural heritage, landscape and travel; recent trends
Unit V: A visit to a heritage site is an essential part of this course.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

**Unit-I:** This unit will introduce the meaning/s of heritage and associated politics. For a better understanding students will be encouraged to engage with terms like the meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’. *(Teaching time: 4 weeks Approx.)*


**Unit-II:** This unit deals with the history of heritage legislation. It also elaborates upon the institutional framework which manages heritage in India and at the global level. It will also examine the nature and relevance of conservation initiatives. *(Teaching time: 4 weeks Approx.)*


**Unit-III:** This unit addresses the challenges posed in the conservation of tangible and intangible heritage. It also elaborates on the global character of the smuggling of antiquities and challenges faced by the national governments.* (Teaching time: 3 weeks Approx.)*


**Unit-IV:** This unit deals with social efforts to identify heritage as something personal or national. Over time antiquities have frequently ‘travelled’ from their place of origin, the questions of ‘belonging’ are contentious and complex. *(Teaching time: 3 weeks Approx.)*


**SUGGESTED READINGS:**

• Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)

**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:**

Defining Heritage, National and International legislation, Government departments, Conservation, Tangible and intangible heritage, Travel
Course Objective:

The aim of this course is to make students familiar with the structure and functioning of archives and museums with a view to understand how history is written. The special focus of the paper will be India and it will enlarge on the relationship between the reading, writing and interpretation of history and the preservation and display of its manuscripts, art objects and heritage. It will show how carefully archives and museums organise their materials to create particular interpretations of the past. The paper will be of particular value to those who are interested in seeking careers as archivists or working in museums, art galleries and keepers of private and public collections.

Learning Outcomes:

Upon completion of this course the student shall be able to:
• Examine these two repositories of history from close quarters.
• Discuss the role of Colonialism in the growth of Archives and Museums.
• Explain how the documents and artefacts are preserved and the difficulties faced in the process.
• Demonstrate the way in which museums are organised and managed.
• Examine the considerations which govern the way exhibitions in museums are managed.

Course Content:

Unit 1: The Archive:

a. Early Manuscript Collections (Jain, Persian, Sitamau Library)
b. Colonialism and collections
c. National project and the archive
d. Taxonomies and cataloguing
e. Project work: learn the cataloguing system of your college library and compare with the catalogue of a major collection (see online catalogues of Ethe and Rieu).

Unit 2: The Museum

a. The colonial gaze
b. Artefacts
c. The post-colonial state and the museum – project work: National Museum and National Gallery of Modern Art

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit introduces students to the concept of Archive. It traces the history and nature of collections maintained since early times. It also deals with the impact of Colonial policies. The course examines the context for the establishment and maintenance of archives, and questions their purpose and institutions to manage it are examined. It also elaborates on the questions of access to the archival materials. Students will also be exposed to taxonomies and cataloguing. (Teaching Time: 9 weeks Approx.)


Unit-II: This unit introduces students to the concept of Museum. It traces the history of collection of artefacts and subsequent display in Museums. It also deals with the impact of Colonial policies. This unit elaborates upon distinct characteristics of collection. This unit tells the way museum are organised or presented. It also examines the considerations which govern the way exhibitions in museums are organised. Unit also examine the ways in which collections and Museums have catered to national project. (Teaching time: 5 weeks Approx.)


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 professionally written and referenced, 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:
Manuscripts, Collections, National Archives, Cataloguing, Artefacts, National Museum National Gallery of Modern Art
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.
   a. Gandhara and Mathura.
   b. Chola bronzes.
   c. Terracotta art.

Unit III: Architecture: forms, contexts.
   a. Sanchi: stupa and monastery architecture, pattern of patronage.
   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 chaharbagh.
   f. Sufi Dargahs: Nizamuddin 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 DilliHaat/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 chaharbagh.

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.)*


**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.)*


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.)


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.)
• Verma, S. P. (2005), *Painting the Mughal Experience*, Delhi: Oxford University Press

SUGGESTED READINGS:


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Gupta, Dr.Parmeshwari Lal. (2006). Bhartiya Vastukala, Varanasi: VishvidalayaPrakashan


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. BharatiyaChitrakala, Delhi: NBT.


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
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.)


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.)

- ओबेरॉय, पेट्रीिशया. (2010). ‘अनेकतामेंएकता?भारतीयकैलेंडरआर्टेस्टीयताकीदुविधा’ inदिलीप. एम. मेनन, आधुिनिकभारतकासांस्क ृ ितकइितहास, देहली:ओिरयंटब्लेकस्वान.
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.)*

- 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.)*

- श्रीवास्तव, संजीव. (2013). ‘समय, सिनेमा और इतिहास: हिंदी सिनेमा के सौसाल’, नई दिल्ली: प्रकाशन विभाग, सूचना और प्रसारण मंत्रालय, भारत सरकार.
- चक्रवतीर्थ, सुमिता. एस. (2010). ‘राष्ट्रीय पहचान और रियाक्रिटिक आर्ट्स’ in दिलीप म. मेनॉन, आधुनिक भारत का सांस्कृतिक इतिहास, देहली: ओरियंट ब्लेक्स, pp. 101-29.

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.)*

• 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.*)


**SUGGESTED READINGS:**

- 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
Course Objective:

This course aims to familiarise students with what it means to historicize human activities. It seeks to equip students with an understanding of what historians do, i.e. exploring causation, contingency, understanding human experiences, comprehending factors affecting human life and its surroundings, identifying structuring social forces. It examines how historians choose a historical frame, contextualize, and use different social categories like class, caste, gender, race, region, religion when producing a historical narrative. The course also discusses how to locate a source for history writing, check the credibility of sources, and distinguish between different kinds of sources. By familiarising the students with the essential tools of historical analysis, the course shall enable them to examine primary sources and their application to address a historical issue, problem or interpretation.

Learning outcomes:

On successful completion of this course, the students shall be able to:
• Outline / illustrate the need for historical perspective
• Explain the historical nature of all human activities and social sphere
• Distinguish essential features of historical inquiry
• Identify a social phenomenon and use a historical perspective to contextualize the concerned phenomenon, i.e. trace its changing nature / dynamics.
• Delineate sources that can be used to describe and interpret a social issue, an event, a given time period, or a wider social development.
• Differentiate between sources and assess their credibility in defining a historical development
• Demonstrate the ability to interpret sources, and to identify biases and blind spots in a historical narrative.

Contents

Unit 1: Historicizing Human Activities

Unit 2: The Historian’s Craft

Unit 3: Sources and interpretations
Unit 4: Primary sources in application

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit shall explore the meaning of historical thinking/historical perspective. (Teaching time: 2 weeks Approx.)

- Schlabach, Gerald. *A Sense of History: Some Components*
- http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/

Unit-II: This unit shall help students identify historical contexts, arguments, causation, facts and generalization. (Teaching time: 3 weeks Approx.)


Unit-III: This Unit shall introduce students to essential aspects about sources and their application; namely, differing sources, truth, bias, discourse, questions and analytical frameworks. (Teaching time: 5 weeks Approx.)


Unit-IV: This unit shall make students apply their understanding of historical analysis to examine sources from ancient, medieval, modern and contemporary time periods. [Students are
to choose from the list of sources given below and should examine any two sources.] (Teaching time: 4 weeks Approx.)

- Interface between settled communities and the forest as reflected in:
- See the Vijayanagara inscriptions in Rao, T.A. Gopinatha. (1915-16). “Triplicane Plates of Panta-Mailara, dated Saka-Samvat 1350, in the reign of Devaraya II”, Vol 13, pp.1-11. See also online:


**SUGGESTED READINGS:**


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**Teaching Learning process:**

The course will be taught through classroom lectures which will cover subjects on historical awareness, sense of the past, contours of the historical approach, varied nature of sources and categories/historical frames used by historians. These lectures shall be combined with group discussions on specific readings, screening of interviews of historians who explain how they began researching on/revisiting a particular issue/period/event, etc. Regular student presentations, short write-ups and a project shall be assigned on themes like myth and history; history and memory; the past vs study of the past, history as a social science; delineating sources that can be used for a historical inquiry on themes such as everyday life in a bustling city, an educational institution, labour migration, censorship and Indian cinema, the Aravallis, the Northern Ridge (Delhi), family heirloom, an industrial tragedy, Ghazipur landfill, refugee communities in Delhi, etc.; and experience with reading a primary source.

**Assessment Methods:**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Student presentation/group discussion and two written submissions; one of which could be a project, will be used for final grading of the students. Students will be assessed on their ability to distinguish the historical perspective and explain important tools of historical analysis.

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

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Keywords:

Historical Thinking, Perspectives, Facts, Historical Contexts, Interpretation of Sources, Discourses, Analysis
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.)

**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.)*


**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.)*

• 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:

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:

Archive, Oral Traditions, Ritual Practices, State, Religion, Gender and Environment
HISTORY DEPARTMENT FACULTY MEMBERS
ASSOCIATED WITH COURSE REVISIONS

The list below includes the names of faculty members of the Department of History who were involved in different ways in the LOCF Course Revision exercise of the History CBCS Undergraduate Honours and Programme curricula. Other than these members, members of the faculty of College Teachers met in two General Body meetings on 15th March 2019 and 10th June and there were wide ranging discussions regarding these courses. Unfortunately we could not record the names of all those participants but would like to record our gratitude for their help and support. This work was possible with the help and cooperation of the Departmental Administrative Support Staff listed below; we would like to record our gratitude:

Support Staff:

Durga Rai
Ankita
Madhu Chanda Yadav
Shivprasad
Sarita Gupta

Alphabetised list of Faculty Members:

Aditya Pratap Deo (St. Stephen’s College)
Alka Saikia (Gargi College)
Amar Farooqui (Department of History, University of Delhi)
AmritaPaliwal (Jesus and Mary College)
Amrit Kaur Basra (Delhi College of Arts of Commerce)
Amrita Singh (Shyama Prasad Mukherjee College for Women)
Amrita Tulika (St. Stephen’s College)
Anubhuti Maurya (Bharati College)
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Archana Ojha (Kamala Nehru College)
Archana Verma (Hindu College)
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Bhairabi P. Sahu (Department of History, University of Delhi)
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Gopika Bhandari (Vivekananda College)
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Kalpana Malik (Motilal Nehru College)
Khurshid Khan (Shivaji College)
Levin (Bharati College)
Madhuri Sharma (Bharati College)
Mahesh Gopalan (St. Stephen’s College)
Manisha Agnihotri (Janki Devi Memorial College)
Manoj Sharma (Kirori Mal College)
Maya John (Jesus and Mary College)
Mayank Kumar (Satyawati College Evening)
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NeeruAilawadi (Delhi College of Arts and Commerce)
Nirmal Kumar (Shri Venkateswara College)
Nishtha Srivastava (Shivaji College)
O. P. Singh (Delhi College of Arts and Commerce)
Padma Negi (Motilal Nehru College)
Pallavi Prasad (Satyawati College)
Pankaj Jha (Lady Shri Ram College for Women)
Parul Lau Gaur (Ram Lal Anand College)
Prabha Rani (Lady Shri Ram College for Women)
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Pragati Mohapatra (Indraprastha College for Women)
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Puneet Yadav (Kirori Mal College)
Rachna Singh (Hindu College)
Radha Madhav Bharadwaj (Deen Dayal Upadhyaya College)
Radhika Chadha (Miranda House)
Rahul Govind (Department of History, University of Delhi)
Rajesh Kumar (Motilal Nehru College Evening)
Rajiv Verma (Satyawati College Evening)
Rakesh Kumar (Ram Lal Anand College)
Ranjan Anand (Zakir Husain Delhi College Evening)
Ranjan Mehra (Swami Shraddhanand College)
Rashmi Pant (Indraprastha College for Women)
Rashmi Seth (Rajdhani College)
Richa Raj (Jesus and Mary College)
Rim Jhim Sharma (Pannalal Girdharlal Dayanand Anglo-Vedic College)
Saba Khan (Zakir Husain Delhi College)
Sandhya Sharma (Vivekananda College)
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Shobhika Mukul (Sri Guru Nanak Dev Khalsa College)
Shubhra Sinha (Camala Nehru College)
Smita Sahgal (Lady Shri Ram College for Women)
Sneh Jha (Miranda House)
Snigdha Singh (Miranda House)
Srimanjari (Miranda House)
Sunil Kumar (Department of History, University of Delhi)
Suraj Bhan Bhardwaj (Motilal Nehru College)
Sutapa Das (Bharati College)
Suvratta Khatri (Deshbandhu College)
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Vikram Chaudhary (Kirori Mal College)
Vinita Malik (Kamala Nehru College)
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