

**SEMESTER – IV**  
**DEPARTMENT OF HISTORY**  
Category I  
**BA (Hons.) History**

**DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – IV: c.1200 – 1500**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India – IV: c.1200 – 1500	4	3	1	0	12 <sup>th</sup> Pass	Should have studied History of India- III : 750-1200

**Learning Objectives**

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 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.

**SYLLABUS OF DSC-1**

**Unit I: Survey of sources**

1. Persian ta’rīkh traditions
2. Malfuzat and premakhyan

3. Inscriptions and regional identity: Kakatiyas

#### **Unit II: Political structures**

1. Sultanates of Delhi: transitions in ruling elites, service cultures, iq̄tas
2. Articulating political authority: monuments and rituals
3. Political cultures: Vijayanagara and 'Surāṣṭrān'

#### **Unit III: Society and economy**

1. Agricultural production,
2. Technology and changes in society
3. Monetization; market regulations; urban centres; trade and craft

#### **Unit IV: Religion, society and cultures**

1. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
2. Bhakti; Sant tradition: Kabir and Nanak, **Jnanaeshwar. and Namdev** cults: Jagannath and Warkari
3. Gender roles: women bhaktas and rulers

#### **Practical component (if any) – NIL**

#### **Essential/Recommended Readings**

**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: 12 hrs. Approx.**)

- Habib, Irfan. (1981). "Barani's Theory of the History of the Delhi Sultanate", *Indian Historical Review*, vol. 7, pp. 99-115.
- 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.
- Kumar, Sunil. (2007). Appendix: 'Persian Literary Traditions and Narrativizing the Delhi Sultanate'. In *The Emergence of the Delhi Sultanate 1192-1286*, by Sunil Kumar, Ranikhet: Permanent Black, pp. 362-77.
- Hardy, Peter. (1962). 'Some Studies in Pre-Mughal Muslim Historiography', in *Historians of India, Pakistan and Ceylon*, edited by C.H. Philips, pp. 115-27. (Alternatively, you may find Hardy's views in the relevant chapter in his book entitled *Historians of Medieval India*.)
- Ernst, Carl W. (1992). *Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center*. Albany: State University of New York Press, 1992. The relevant portion is Chapter 4, entitled 'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.
- Trivedi, Madhu. (2008). 'Images of Women from the Fourteenth to the Sixteenth century: A Study of Sufi Premakhyanas'. In *Rethinking A Millennium: Perspectives*

on Indian History from Eighth to the Eighteenth Century, edited by Rajat Datta, Delhi: Aakar Books, pp. 198-221.

- Behl, Aditya. 2012. *Love's Subtle Magic: An Indian Islamic Literary Tradition 1379–1545*, edited by Wendy Doniger, New York: Oxford University Press, pp. 286-338 (chap. 9-10: 'Hier-archies of Response' and 'The Story of Stories').
- Orsini, Francesca. (2012). 'How to Do Multilingual Literary History? Lessons from fifteenth- and sixteenth-century north India', *Indian Economic and Social History Review*, vol. 49 (2), pp. 225-46.
- Talbot, Cynthia. (2001). *Precolonial India in Practice: Society, Region and Identity in Medieval Andhra*, Delhi: Oxford University Press. See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215.

- हबीब, मोहम्मम. (2014). 'सल्तनत काल के र्तया सी म्स्तावेज', मध्यकालीन -9, रम्ल्ली: राजकमल प्रकाशन, सल्तनत का राजतनतक तसद् ा:ग्रंथश्लपी.
- ततआउद्दीन बरनी के फतवा- ए जहा ा दारी के अनुवादसतहत, र् ल्ली
- ररज़वी, सैतय अतहर अब्बास. (1957). तुगलक कालीन भारत, भाग -2, ,राजकमल प्रकाशन, प्रासंगक भाग; 'अनुद् त ग्रंथो की समीक्षा', पष्ठसंख्या -क -ढ.
- बहल, आर् त्. (2012). 'मायावी मगृ िी: एक हचनर् वी स्फ्री फ़ेमाख्यान (1503 ई), मध्यकालीन भारत का सांस्कृतिक इतहास (सं.) मीनाक्षी खन्ना, ओररएंट ब्लैकस्वॉन, पष्ठसंख्या.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 Delhi Sultanate and Vijayanagara. **(Teaching Time: 12 hrs. approx.)**

- Habib, Irfan. (1992). 'Formation of the Sultanate Ruling Class of the Thirteenth Century', In Medieval India: Researches In The History Of India 1200-1750, Vol. I, Edited By Irfan Habib, New Delhi: Oxford University Press, Pp. 1-21.
- Kumar, Sunil. (1992). 'When Slaves Were Nobles: The Shamsi Bandagān In The Early Delhi Sultanate', Studies In History, Vol. 10, Pp. 23-52.
- Kumar, Sunil. (2009). 'The Ignored Elites: Turks, Mongols and A Persian Secretarial Class In The Early Delhi Sultanates, 13th – 16th Centuries', Modern Asian Studies, Vol. 43, No. 1, Pp. 45-77.
- Kumar, Sunil. (2011). 'Courts, Capitals and Kingship: Delhi and Its Sultans in the Thirteenth and Fourteenth Centuries Ce', In Court Cultures In The Muslim World: Seventh To Nine-teenth Centuries, Edited By Albrecht Fues And Jan Peter Hartung, London: Routledge, Pp. 123-48.
- Kumar, Sunil. (2014). 'bandagi And Naukari: Studying Transitions In Political Culture And Service Under The North Indian Sultanates, 13th-16th Centuries', In After Timur Left, Edited By Francesca Orsini And Samira Sheikh, Delhi:Oxford University Press, Pp. 60- 108.
- Ali, Athar. (1981). 'Nobility Under Mohammad Tughluq', Proceedings Of The Indian History Congress, Vol. 42, Pp. 197-202.
- Habib, Irfan. (1982). 'iqta', In Cambridge Economic History Of India, Vol. 2, Edited By Tapan Raychaudhuri And Irfan Habib, Cambridge: Cambridge University Press, Pp. 68-75. Note That The Entire Section On Agrarian Economy (Pp. 48-75) Should Be Read For A Fuller Understanding.
- Moreland, W.H. (1929). Agrarian System of Moslem India: A Historical Essay With Appendices, Allahabad: Central Book Depot. See Especially Chapter 2 And Appendix B & C.
- Hardy, Peter. (1998). 'growth Of Authority Over A Conquered Political Elite: Early Delhi Sultanate As A Possible Case Study', In Kingship And Authority In South Asia,

Edited By J. F. Richards, Delhi: Oxford University Press. (First Published, 1978).

- Kumar, Sunil. (2001). 'qutb And Modern Memory' In Partitions Of Memory: The After-life Of The Division Of India, Edited By Suvir Kaul. Delhi: Permanent Black, Pp. 140-82. (Re-printed In Sunil Kumar's The Present In Delhi's Pasts, Delhi: Three Essays Press, 2002, Pp. 1-61.)
- Meister, Michael W. (1972). 'the Two-And-A-Half-Day Mosque', Oriental Art, Vol. 18, Pp. 57-63. Reproduced In Architecture In Medieval India: Forms, Contexts, Histories, Edited By Monica Juneja, New Delhi: Permanent Black, 2001, Pp. 303-314.
- Wagoner, Philip.(1996). 'sultan Among Hindu Kings: Dress, Titles, And The Islamicization Of Hindu Culture At Vijayanagara', Journal Of Asian Studies,Vol. 55, No. 4, Pp. 851-80.
- Sheik, Samira. (2010). Forging A Region: Sultans, Traders And Pilgrims In Gujarat, 1200- 1500. Delhi: Oxford University Press.
- हबीब, इरफ़ान. 2007. '13वीं सदी में सल्तनत के शासक वर्ग का विकास', मध्यकालीन भारत, अंक-7, (संपादक.) इरफ़ान हबीब, रत्न लाली: राजकमल प्रकाशन.
- ईटन, ररडि. 2012. 'मध्यकालीन मुकन में इस्लामिक स्थान की अभिव्यक्ति'
- मध्यकालीनभारत का सांस्कृतिक इतिहास, (सं.) मीनाक्षी खन्ना
- ,ओरएंटब्लैकस्वॉन, पृष्ठ संख्या. 134-53.

**Unit III:** This unit will apprise students of the economic and technological changes during this period and explore the interlinkages between them. **(Teaching Time: 9 hrs. approx.)**

Habib, Muhammad. (1974). 'introduction' To Elliot and Dowson's History Of India Vol. II. Reprinted In Politics and Society During the Early Medieval Period: Collected Works Of Professor Habib, Vol. 1, Edited By K.A. Nizami. New Delhi: People's Publishing House, Pp. 33-110.

- Moreland, W.H. (1988 Reprint). 'Chapter 2: The Thirteenth and Fourteenth Centuries', In
- Agrarian System Of Moslem India. Delhi: Kanti Publications. Reprint, Pp. 21- 66.
- Habib, Irfan. (1991). 'Agricultural Production', In the Cambridge Economic History of India, Vol. I, Edited by I. Habib and T. Raychaudhuri, 48-53. Delhi: Orient Longman Reprint.
- Habib, Irfan. (1969). 'Technological Changes and Society, Thirteenth and Fourteenth Centuries', Presidential Address, Section II. Proceedings Of the Indian History Congress, Vol. 31, Pp. 139-161.
- Siddiqui, I.H. (1992). 'Social Mobility In The Delhi Sultanate', In Medieval India: Researches In The History Of India 1200-1750, Edited By Irfan Habib. New Delhi: Oxford University Press, Pp. 22-48.
- Habib, Irfan. (1984). 'Price Regulations Of Alauddin Khalji – A Defence Of Zia Barani',
- Indian Economic And Social History Review, Vol. 21, No. 4, Pp. 393-414. Also Reprinted In Money And The Market In India: 1100-1700, Edited By Sanjay

- Subrahmanyam, New Delhi: Oxford University Press, 1994, Pp. 85-111.
- Habib, Irfan. (1978). "Economic History Of The Delhi Sultanate – An Essay In Interpretation", Indian Historical Review Vol. 4, Pp. 287-303.
  - Sinopoli, Carla. (2003). Political Economy of Craft Production: Crafting Empire in South India, 1350-1650. Cambridge: Cambridge University Press, Pp. 156- 294 (Chapters 6-7).
  - Phillip B. Wagoner, 'money Use in The Deccan, C. 1350–1687: The Role Of Vijayanagara-ra Hons In The Bahmani Currency System', Indian Economic And Social History Review 51, No. 4 (2014).
  - Subrahmanyam, Sanjay. (1994). 'introduction' To Money And The Market In India 1100- 1700, Edited By Sanjay Subrahmanyam, New Delhi: Oxford University Press, Pp. 1-56.
  - Digby, Simon. (1982). Chapter V: 'the Maritime Trade Of India', In Cambridge Economic History Of India, Edited By Irfan Habib & Tapan Raychaudhuri, Hyderabad: Orient Longman, Pp. 121-159.
  - हबीब, इरफान. (2016). मध्यकालीन भारत में प्रद्योतगकी: नई रत्न लली: राजकमल.
  - हबीब, इरफान. (2017). मध्यका
  - लीन भारत का आतथवक इततहास: एक सवेक्षण. नई रत्न लली: राजकमल.
  - मश, एस. सी. (2014.) 'मगु ल पूव भारत में सामाजकतशीलता ', मध्यकालीन
  - भारत, अक-9, (सं.) इरफान हबीब, रत्न लली: राजकमल प्रकाशन. पष्ठ सखं्या.51-58.
  - हबीब, इरफान. (1999). 'मूर भारत में सामाजक और आगथकरवततन (1200-1500
  - ई.)', भारतीय इततहास में मध्यकाल, (सं.) इरफान हबीब: नई रत्न लली: सफर हातमी मेमोरयल रस्ट पष्ठ सखं्या. 159-68.
  - हबीब, इरफान. (2016). 'रत्न लली सलतनत का आगथकमध्यकालीन भारत, खंि-9 पष्ठ सखं्या- 35-67.इतहास: एक व्याख्या लेख',
  - हबीब, मोहम्मम. (2014). ' मूरी भारत में नगरीय क्ांतच ', मध्यकालीन भारत, आं.) इरफान हबीब, रत्न लली: राजकमल प्रकाशन. पष्ठ संख्यया.51-58.
- ▣ हबीब, इरफान. (1992). 'अलाउद्दीन खजी के मलय नयंत्रण के उपाय: जया बरनी के समगथन में, मध्यकालीन भारत, अककाशन , पष्ठ सखं्या 24-46. -4.(सं). इरफान हबीब, रत्न लली, राजकमल

**Unit IV:** This unit is chiefly focussed on the religious-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender roles. **(Teaching Time: 12 hrs. approx.)**

- Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: Munshiram Manoharlal.
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', Iran, vol. 28, pp. 71-81.
- Kumar, Sunil. (2000). 'Assertions of Authority: A Study of the Discursive Statements of Two Sultans of Delhi', in The Making of Indo-Persian Culture: Indian and French Studies, edited by Muzaffar Alam, N. Delvoye & Marc Gaborieau. Delhi: Manohar, pp. 37-65.
- Sharma, Krishna. (2002). Bhakti and the Bhakti Movement: A New Perspective. Delhi: Munshiram Manoharlal. Especially useful is 'Chapter I: Towards a New Perspective', pp. 1-38.
- Kulke, Hermann. (1993). Kings and Cults: State Formation and Legitimation in India and Southeast Asia, South Asia Books.
- Grewal, J.S. (1993). Contesting Interpretations of Sikh Tradition. New Delhi: Manohar.
- Vaudeville, C. (1996). Myths, Saints and Legends in Medieval India. New Delhi: Oxford University Press.
- Ramaswamy, Vijaya. (1997). Walking Naked: Women, Society, Spirituality in South India. Shimla: Indian Institute for Advanced Study, Simla.
- Manushi: Women Bhakta Poets (1989), Nos. 50-51-52, (January- June 1989), New Delhi, Manushi Trust, 1989.
- **Christian Lee Novetzke, *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India*. Chapter 3 and Chapter 4 will be good enough for Jnanadev.**
- **For Namdev., Christian Lee Novetzke, *Religion and public memory: a cultural history of Saint Namdev in India*, Chapter 1: A Sant between Memory and History, pp. 35-73**
- हबीब, इरफान. (1999). 'मध्यकालीन लोकवाग्नी एके म्स्वाम् का मानवीय स्वरूप और ऐतहासिक पररवेश', भारतीय इतहास में मध्यकाल, (सं.) इरफान हबीब, रत्न लाली: राजकमल प्रकाशन. पृष्ठ संख्या. 145-58.
- रंद्, सतीश (1999). 'उत्तर भारत में भग्ना आम्ोलन के म्स्वय की ऐतहासिक पृष्ठ भ्रम', मध्यकालीन भारत में इतहास लेखन, धर्म और राज्य का स्वरूप, रत्न लाली: ग्रंथशिल्पी. पृष्ठ संख्या. 83-97.
- बहुगुणा, आर. पी. (2009). मध्यकालीन भारत में भक्त और सती आदी आदी, रत्न लाली: ग्रंथशिल्पी.

- लॉरेन्स जेन विन्नि. (2010). नगुण संतोंके स्वप्न. रत्न लली: राजकमल प्रकाशन.

### Suggestive readings

- Asher, C.B. and C. Talbot, eds. (2006). India before Europe. Cambridge: Cambridge University Press.
- Behl, Aditya. (2007). 'Presence and Absence in Bhakti', International Journal of Hindu Studies, vol. XI, no. 3, pp. 319-24.
- Chekuri, Christopher. (2012). "'Fathers" and "Sons": Inscribing Self and Empire at Vijayanagara, Fifteenth and Sixteenth Centuries', Medieval History Journal 15, no. 1.
- Digby, Simon. (2004). 'Before Timur Came: Provincialization of the Delhi Sultanate through the Fourteenth Century', Journal of the Economic and Social History of the Orient 47, no. 3.
- Eaton, R.M. & P.B. Wagoner. (2014.) Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press.
- Eaton, R.M. (2000). Essays on Islam and Indian History. New Delhi: Oxford University Press
- Eaton, R.M., ed. (2003). India's Islamic Traditions. 711-1750. New Delhi: Oxford University Press. <http://www.vijayanagara.org/default.html> for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- Flood, F.B., ed. (2008). Piety and Politics in the Early Indian Mosque. New Delhi: Oxford University Press.
- Habib, I. ed. (1992). Medieval India: Researches in the History of India 1200- 1750. New Delhi: Oxford University Press.
- Jackson, P. (1999). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Jha, Pankaj. (2016). 'Literary Conduits for "Consent": Cultural Groundwork of the Mughal State in the Fifteenth Century', Medieval History Journal, vol. 19, no. 2, pp. 322-50.
- Juneja, M., ed. (2001). Architecture in Medieval India: Forms, Contexts, Histories. Delhi: Permanent Black.
- Kapadia, Aparna, (2013). 'The Last Chakravartin? The Gujarat Sultan as "Universal King" in Fifteenth Century Sanskrit Poetry', Medieval History Journal 16, no. 1, pp. 63– 88.
- Karashima, N. (2002). A Concordance of Nayakas: The Vijayanagara Inscriptions in South India. Delhi: Oxford University Press.
- Kolff, Dirk H. A. (1990). Naukar, Sepoy and Rajputs: The Ethnohistory of the Military Labour Market in Hindustan, Cambridge: Cambridge University Press, pp. 1-31
- Kumar, Sunil. (2007). The Emergence of the Delhi Sultanate, 1192- 1286. Ranikhet: Permanent Black.
- Lal, K.S. (1980). Twilight of the Sultanate. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Lorenzen, David N. (2004). Religious Movements in South Asia 600-1800. New Delhi: Oxford University Press. [Paperback edition, 2005]
- Pollock, Sheldon. (1998). 'The Cosmopolitan Vernacular', The Journal of Asian Studies, vol. 57, no. 1, pp. 6-37.
- Prasad, P. (1990). Sanskrit Inscriptions of Delhi Sultanate, 1191-1526. Delhi: Oxford



University Press.

- Ramaswamy, Vijaya. (1991). 'Anklets on the Feet: Women Saints in Medieval Indian Society', The Indian Historical Review, vol. XVII, NOS.1-2, 60-89.
- Rao, Ajay. (2011). 'A New Perspective on the Royal Rama Cult at Vijayanagara', in Yigal Bronner, Whitney Cox and Lawrence McCrea (eds), South Asian Texts in History: Critical Engagements with Sheldon Pollock Ann Arbor: Association for Asian Studies.
- Sangari, Kumkum. (1990) 'Mirabai and the Spiritual Economy of Bhakti', Economic & Political Weekly, Vol. 25, Issue No. 28.
- Schomer, K. and W.H. McLeod, eds. (1987). The Sants: Studies in a Devotional Tradition of India. Delhi: Motilal Banarsidas Publishers.
- Sharma, Sunil (2005). Amir Khusraw: The Poet of Sultans and Sufis. Oxford: One World.
- रंद्र, सतीश. मध्यकालीन भारत: सल्तनत से मगुल काल तक (1206-1526) , भाग -1, जवाहर पब्लिशर्स एंड डिस्ट्रीब्यूटर्स पब्लिकेशन.
- तारारंम् . (2006). भारतीय संस्कृति पर इस्लाम का प्रभाव, नई दिल्ली, ग्रंथशाली. वमाम्, हररश्रंद्र(सं). मध्यकालीन भारत , भाग -1 -(750-1540), हिंदी माध्यम
- कायाम् न्वय तनिशालय , दिल्ली विश्वविद्यालय .
- हबीब, मोहम्मद और खलीक अहसम नज़ामी. (1998). (सं.). तदल्ली सल्तनत, तदल्ली मैकमलन

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

## DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Rise of the Modern West – II

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Rise of the Modern West – II	4	3	1	0	12 <sup>th</sup> Pass	Should have studied Rise of the Modern West – I

### Learning 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.

### SYLLABUS OF DSC- 2

**Unit 1:** The 17th century European crisis: economic, social, and political dimensions.

**Unit 2:** The English Revolution (1603-1688): major issues, strands and implications.

**Unit 3:** Mercantilism and European economies: Trade and Empire - 17<sup>th</sup> - 18<sup>th</sup> centuries.

**Unit 4:** Scientific Revolution. Enlightenment: political, economic and social ideas.

**Unit 5:** Origins of the Industrial Revolution and the Divergence debate.

**Practical component (if any) - NIL**

### **Essential/recommended readings**

**Unit 1:** The Unit examines various aspects of the 17th century crisis and economic recovery in different parts of Europe. **(Teaching period: 9hrs. approx.)**

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

**Unit-II:** The unit examines the social origins of the English Revolution. Important strands within the Revolution and their outcomes will be analysed. **(Teaching period: 9 hrs. approx.)**

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

**Unit-III:** The 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: 9 hrs. approx.)**

- Stern, Philip J and Carl Wennerlind, (Eds.). (2013). Mercantilism Reimagined: Political Economy in Early Modern Britain and its Empire. Oxford: Oxford University Press.
- Solow, Barbara L. (Ed.). (1991). Slavery and the Rise of the Atlantic System. Cambridge: Cambridge University Press.
- Solow, Barbara L. and Stanley L. Engerman, (Eds.). (1987). British Capitalism and Caribbean Slavery. Cambridge: Cambridge University Press.
- Mintz, Sidney W. (1986). Sweetness and Power: The Place of Sugar in Modern History. New York: Penguin Books.
- Beckert, Sven. (2013). The Empire of Cotton: A New History of Global Capitalism, Penguin Random House.

**Unit-IV:** 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. The unit will also define the phenomenon of Enlightenment. Main thinkers and their ideas, and the connection between Enlightenment and modernity will be analysed.

**(Teaching period: 9 hrs. approx.)**

- Hellyer, Marcus, (Ed.) (2003). The Scientific Revolution. The Essential Readings. Oxford: Blackwell Publishers Limited.
- Henry, John. (2008). The Scientific Revolution and the Origin of Modern Science. London: Palgrave.
- Conrad, Sebastian. (2012). Enlightenment in Global History: A Historiographical Critique. American Historical Review, Vol. 117, Issue 4, October, pp. 999-1027.
- Fitzpatrick, Martin, et. al. (Ed.). (2004). The Enlightenment World. London: Routledge.
- Pagden, Anthony. (2013). The Enlightenment: And Why it Still Matters. Oxford: Oxford University Press. (Introduction and conclusion).

**Unit-V:** 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: 9 hrs. approx.)**

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

- Pomeranz, Kenneth. (2000). *The Great Divergence: China, Europe and the Making of the Modern World*. Princeton: Princeton University Press.

**Suggestive readings (if any)**

- Anderson, M. S. (1976). *Europe in the Eighteenth Century, 1713-1783*. Oxford: Oxford University Press.
- Canny, Nicholas. (Ed.). (1998). *The Oxford History of the British Empire, Vol. I, The Origins of Empire, British Overseas Enterprise to the Close of the Seventeenth Century*. Oxford: Oxford University Press.
- Coleman, D.C. (Ed.). (1969). *Revisions in Mercantilism*. London: Methuen Young Books.
- Floud, Roderick, and D.N. McCloskey (Eds.). (1997). *The Economic History of Britain Since 1700, Vol. I: 1700-1860*. Cambridge: Cambridge University Press.
- Henry, John. (2011). *A Short History of Scientific Thought*. London. Macmillan International.
- Hill, Christopher. (1997). *Puritanism and Revolution: Studies in the Interpretation of the English Revolution of the 17th Century*. London/New York: Palgrave Macmillan.
- Huff, Toby E. (2003). *The Rise of Early Modern Science: Islam, China and the West*. Cambridge: Cambridge University Press (2nd edition).
- Marshall, P. J. (Ed.). (1998). *The Oxford History of the British Empire, Vol. II, The Eighteenth Century*. Oxford: Oxford University Press.
- Mathias, Peter. (2001). *The First Industrial Nation*. London: Routledge.
- Stone, Lawrence. (2002). *The Causes of the English Revolution, 1529-1642*. New York: Routledge.
- Studer, Roman. (2015). *The Great Divergence Reconsidered - Europe, India, and the Rise to Global Economic Power*. Cambridge: Cambridge University Press.
- de Vries, Jan. (2008). *The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the Present*. Cambridge: Cambridge University Press.
- Williams, Eric. (1944). *Capitalism and Slavery*. Chapel Hill: University of North Carolina Press.

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

## DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of Modern Japan (c. 1868 – 1950s)

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Modern Japan (c. 1868 – 1950s)	4	3	1	0	12 th Pass	NIL

#### Learning 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, contextualizing these against the backdrop of their contemporary history and politics.

#### Learning outcomes

Upon the 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.
- 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.

#### SYLLABUS OF DSC-3

**Unit 1:** Transition from Feudalism to Capitalism

1. Crisis of the Tokugawa Bakuhan System
2. The Meiji Restoration: Nature and Significance; Early Meiji Reforms
3. Economic Development in the Meiji Era

**Unit 2: Democracy and Militarism**

1. Meiji Constitution
2. Failure of Parliamentary Democracy; Militarism and Fascism

**Unit 3: Imperialistic Expansion**

1. Korea
2. Manchuria
3. China

**Unit 4: American Occupation, post-War Reconstruction**

**Practical component (if any) – NIL**

**Essential/recommended readings**

**Unit 1:** This unit will introduce students to the history of Japan's transition from feudalism to capitalism. The Unit will also examine historical processes which led to Meiji Restoration and its impact on the economy of Japan. **(Teaching Time: 9 hrs. approx.)**

- Gordon, A. (2003). A Modern History Of Japan- From Tokugawa Times To The Present. New York: Oxford University Press, Chapter 3- The Intellectual World Of Late Tokugawa & Chapter 4- Overthrow Of The Tokugawa.
- Hall, J.W. (1991). (Ed.). Cambridge History Of Japan. Volume Iv: Early Modern Japan. Cup. Cambridge.
- Jansen, M.B. (2000). The Making Of Modern Japan. Cambridge: Harvard University Press.
- Jansen. M.B. And Gilbert Rozman. (1986). Japan In Transition From Tokugawa To Meiji. Princeton, Princeton University Press
- Livingston, J. Et Al. (1974). The Japan Reader: Volume I- Imperial Japan: 1800-1945. Pantheon Asia Library, 1974.
- McClain, J.L. (2002). Japan – A Modern History. W.W. Norton And Company. Chapter 3- Self And Society.
- Pyle, K.B. (1995). The Making Of Modern Japan. Lexington: D.C. Heath.
- Sansom, G.B. (2015). The Western World And Japan-- A Study In The Interaction Of European And Asiatic Cultures. Bibliolife DbA Of Biblio Bazaar Li Llc. Chapters 14 And 15.
- Totman, C. (1980). Collapse Of The Tokugawa Bakufu. 1862-1868. University Of Hawaii Press.

**Unit 2:** This unit deals with the emergence and growth of democratic governance in Japan.

The polemics of Meiji Constitution, and failure of democracy and subsequent rise of Militarism have been examined in this unit. **(Teaching Time: 12 hrs. approx. )**

- Moore Jr., Barrington. (2015). *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press.
- Beasley, W.G. (2000). *The Rise of Modern Japan: Political, Economic and Social Change Since 1850*. Palgrave Macmillan. Chapter 6- Protest and Dissent.
- Beckmann, G.M. (1957). *The Making of the Meiji Constitution: The Oligarchs and the Constitutional Development of Japan, 1868-1891*. University of Kansas Press.
- Jansen, M. B. et. al ed. (1988). *Cambridge History of Japan. Volume V: The Twentieth Century*. Cambridge, CUP.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin. Chapter 23- Imperial Japan: Democracy and Militarism.
- Gordon, A. (2003). *A Modern History of Japan- From Tokugawa Times to the Present*. New York: Oxford University Press. pp 88-91.
- Ike, N. *The Beginnings of Political Democracy in Japan*. Praeger, 1969.
- Jansen, M.B. (1988). *Cambridge History of Japan. Volume V: The Nineteenth Century*. Cambridge: Cambridge University Press. pp 651-673
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan. Chapter 16- The Meiji Constitution and the Emergence of Imperial Japan. Chapter 17- The Decade of the 20's- Political Parties and Mass Movements.

**Unit 3:** This unit will enable students to understand the imperialistic designs of Japan and the role of nationalism in its conception. It will also examine the nature and consequences of Japanese colonialism in Korea, Manchuria and China. **(Teaching Time: 12 hrs. approx.)**

- Beasley, W.G. (1987) *Japanese Imperialism 1894-1945*. Oxford: Clarendon Press.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey, Houghton Mifflin, 1998, Chapter 26- The New Japan.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan. Chapter 18- From Manchuria to War in the Pacific.
- Iriye, A. (1981). *Power and Culture, The Japanese-American War, 1941-1945*. Harvard University Press.
- Jansen, M.B. (1975). *Japan and China: From War to Peace, 1894-1972*. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 4- Japan and Change in Korea, Chapter 7-The New Generation, pp 241-247, Chapter 10-The Road to the Pacific War.
- Mayo, J.M.(Ed.). (1970). *The Emergence of Imperial Japan-Self Defence or Calculated Aggression?* Lexington, Massachusetts: D.C. Heath and Company. pp 19-24, 25-30, 47- 53, 55- 58, 69-73.
- Morley, J.W. (Ed). (1971). *Dilemmas of Growth in Pre-war Japan*. Princeton, New Jersey: Princeton University Press. Chapter I- introduction: Choice and



- Consequence, Chapter IV-The Failure of Military Expansionism, Chapter VI-Rural origins of Japanese Fascism, Chapter IX- Intellectuals as Visionaries of the New Asian Order, Chapter XIII- What Went Wrong?.

**Unit 4:** This unit deals with the American occupation of Japan after World War-II and the post-war reconstruction. **(Teaching Time: 12 hrs. approx )**

- Dower, J.W. (1999). *Embracing Defeat: Japan in the Wake of World War II*. New York. W.W. Norton & Company.
- Duus, P. (1997). *Modern Japan*. Boston. Houghton Mifflin
- Jansen, M.B. (1975). *Japan and China: From War to Peace, 1894-1972*. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 12- The Postwar Era, pp 447-462.
- Porter, E.A. and Porter, Ran Ying, (2018) *Japanese Reflections on World War II and the American Occupation*. Amsterdam, Amsterdam University Press.
- Takemae, E. (2002). *The Allied Occupation of Japan*. New York, London: The Continuum International publishing group.

**Suggested Readings:**

- Akita, G. (1967). *Foundations of the Constitutional Government in Japan, 1868-1900*. Harvard East Asian Series, 23. Cambridge, Mass: Harvard University Press.
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin. (Chapter 2).
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin, 1946, Chapter 2.
- Barnhart, M.A. (1995). *Japan and the World since 1868*. New York: Edward Arnold.
- Beasley, W.G. (1963). *The Making of Modern Japan*. London: Wardenfield and Nicolson, 1963, Chapter VI- New Men and New Methods 1868-1873.
- Beasley, W.G. (1972). *The Meiji Restoration*. Stanford University Press.
- Borton, H. (1955). *Japan's Modern Century*. New York: Ronald Press Co.
- Chatterji, B.R. (1966). *Modern Japan: Perry to Sato*. Meerut, Meenakshi Prakashan, India.
- Duus, P. (1968). *Party Rivalry and Political Change in Taisho Japan*. Harvard: Harvard University Press.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin, Chapter 15-Tokugawa Japan: A Centralized Feudal State, Chapter 17- Japan's Response to the West, and Chapter 18- Modernization in Meiji Japan.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan.
- Hall, J.W. (1991). ed. *Cambridge History of Japan*. Volume IV: Early Modern Japan. Cambridge University Press. Beasley, W.G. (1963). *The Making of*

- Modern Japan. London: Werdenfield and Nicolson Chapter 1- Japan in the Early 19th Century.
- Hane, M. (1992). *Modern Japan: A Historical Survey*. Avalon Publishing.
- Ike, N. (1969). *The Beginnings of Political Democracy in Japan*. Praeger.
- Jansen, M.B. (1965). ed. *Changing Japanese Attitudes toward Modernization*. Princeton: Princeton University Press.
- Jansen, M.B. (1988). ed. *The Cambridge History of Japan*. Volumes IV, V and VI. Cambridge, Cambridge University Press.
- Jansen, M.B. and Gilbert Rozmaned, (1986). *Japan in Transition: From Tokugawa to Meiji*. Princeton, New Jersey: Princeton University Press.
- Karlin, J.G. (2014). *Gender and Nation in Meiji Japan: Modernity, Loss, And The Doing of History*. Honolulu: University of Hawai'i Press, 2014.
- Kiguchi, Junko. *Japanese Women's Rights in the Meiji Era*. <https://www.soka.ac.jp/Kunio>
- Y. (1967). *Japanese Economic Development: A Short Introduction*. Oxford University Press. Third edition 1995.
- Lockwood, W.W. (1954). *The Economic development of Japan: Growth and Structural Change, 1868-1938*. Princeton, N.J.: Princeton University press.
- Lockwood, W.W. (1965). *The State and Economic Enterprise in Japan*. Part I and II. Princeton: Princeton University Press.
- McClain, J.L. (2002). *Japan – A Modern History*. Boston. W.W. Norton and Company.
- McLaren, W.W. (1923). *A Political History of Japan during the Meiji Era 1867- 1912*. Reproduction by Nabu Press, 2000.
- Morris I. (Ed.). (1963). *Japan 1931-1945: Militarism, Fascism, Japanism?* D.C. Heath and Company.
- Myers, R.H. and Mark R. Peattie (Ed.). (1984). *The Japanese Colonial Empire, 1895-1945*. Princeton University Press.
- Norman, E.H. (1940). *Japan's Emergence as a Modern State*. New York: International Secretariat, Institute of Pacific Relations, First Indian Reprint 1977, Khosla and Co., Chapter III The Restoration.
- Peffer, N. (1958). *The Far East: A Modern History*. University of Michigan Press. Chapter 14- Constitutionalism, Japanese Style.
- Sansom, G.B. (1931). *Japan: A Short Cultural History*. London and New York: Cresset Press and D. Appleton.
- Scalapino, R.A. (1953). *Democracy and Party Movement in Pre-War Japan: the Failure of the First Attempt*. Berkeley: California University Press.
- Smethurst, R.J. (1974). *A Social Basis for Pre-War Japanese Militarism: The Army and the Rural Community*. University of California Press.
- Storry, R. (1991). *A History of Modern Japan*. Original Publication 1961. Penguin Publishing Group.
- Tipton, E.K. (2002) *Modern Japan: A Social and Political History*. London and New York: Routledge.

- Tsutsui, W.M. (2009). ed. A Companion to Japanese History. Oxford: Wiley- Blackwell.
- Wray, H. and H. Conroy. (1983). Japan Examined: Perspectives on Modern Japanese History. University of Hawaii Press, Honolulu.
- Yanaga, C. (1949). Japan since Perry. New York: McGraw-Hill Book Company.
- लातोरैत, के नेथ ,कॉट. (1965) जापान का इ9तहास. <म् >ल?: वैC ा9नक तथा तकनीकE शGम् ावल? आयोग, भारत सरकार.
- पणु तांबेकर, P िक ँरुण वSकटेश.(1967) एVशया के WवकासोXमख ँु एकता. लखनऊ: <हXम् ? सVम9त, सर्र्ना Wवभाग, उ\_रम् ेश.
- Wवनाके , हरे >ि एम. (1974). पवू एc Vशया का आधुनक इ9तहास. लखनऊ: <हXम् ? सVम9त सर्र्ना Wवभाग.
- तवार?, ेमशंकर. (2005). जापान का इ9तहास. Wवहुव भारती: Wवहुव भारतीपुगलके शXस. ुनक जापान का इ9तहास. <म् >ल?: खोसला पुगलVशगं हाउस.
- नॉमनc, ई. एर्. (2015) आध
- सराओ, के. ट?. एस. (2015) आधुनक जापान का इ9तहास. <म् >ल? WवहुवWवक्यालय: <हXम् ? मायम कायाcXवयन9तनेशालय
- Wवक्यालंकार, समयके त. ँु (2015). एVशया का आधुनक इ9तहास, मसर्र्?: P ि सर,वती ससन.
- पांिये , धनप9त. (2017). आधुनक एVशया का इ9तहास. <म् >ल?: मोतीलाल बनारसीम् ास

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE– 4 (DSE): Environmental History of the Indian Subcontinent**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Environmental History of the Indian Subcontinent	4	3	1	0	12 th Pass	NIL

**Learning Objectives**

This course aims to introduce the students to the environmental historiography of the Indian subcontinent. The idea is to familiarize the students to the recent interventions in the methodologies, theories, and concepts of doing environmental history. The course has the following broad objectives: To introduce historical studies that explore the long-term trajectories of man-nature interactions and revise the political history-based periodization of the sub-continent's past as self-contained ancient, medieval, and modern periods. The course also introduces inter-disciplinary approaches- cartographic, geological, zoological, ecological knowledge -that helps historians study the crucial role played by ecology in the shaping of past societies. The themes and issues discussed in this course familiarizes the students to the methods of using archaeological, bio and geo-archival sources, artistic depictions and oral history sources to study the past relationship between human and environment. This will also enable students to situate the environmental historiography that revises the colonial notion of depicting pre-colonial India as an unchanging landscape.

**Learning outcomes**

After completing this course, students should be able to -

- Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.
- Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.
- Discuss how societies developed technologies, sources of energy, and modes of organising lives to adapt to varied ecological landscapes.
- Discuss environmental issues within a socio-cultural framework.

- Examine the social, political and economic contexts of creating inequalities in resource use, with reference to the case studies regarding water rights, forest rights, and the right to have liveable cities.
- Locate solutions to environmental problems within a framework of greater democratisation of resource use.

## SYLLABUS OF DSE

### Unit 1: Introduction to the Environmental History of the Indian Subcontinent

1. Doing Environmental History: Issues and Perspectives, Historiography
2. Sources: Archaeological, Bio and Geo-Archives, Arts and Crafts, and OralHistory

### Unit 2: Living with Nature

1. Environment and Early Urban Societies: Harappan Civilization
2. Beliefs, Practices, and Natural Resources

### Unit 3: Environment and Livelihood in Medieval Times

1. Pastoralism, Animal Husbandry, and Agriculture
2. Forests and Tribal Groups

### Unit 4: Colonial Capitalism and Natural Resources

1. Changing Energy Regimes; Railway and Deforestation, Dams and HydroelectricPower
2. Rivers, Canals, and Embankments

### Unit 5: Environmental Crisis and the Future

1. Factories and Urban Spaces; Bombay, Calcutta and Delhi
2. Industrial Agriculture; Biodiversity Loss; Species Extinction

### Practical component (if any) - NIL

### Essential/recommended readings

**Unit 1:** This unit provides an overview of environmental historiography of the Indian subcontinent. The first rubric introduces the methods, theoretical concepts, and the major sub- fields of environmental history. The second rubric explores how archeological records, bio-mass, artistic depictions of nature, and oral history sources are integrated into environmental history narratives. **(Teaching time: 9 hrs. approx.)**

- Mann, Michael (2013), "Environmental History and Historiography on South Asia: Context and some Recent Publications," South Asia Chronicle, Vol. 3, pp. 324-357.
- Rangarajan, Mahesh (2015), Nature and Nation: Essay on Environmental History. Ranikhet: Permanent Black, pp. 1-45 [Chapter 1: "Introduction: Issues in the Writing of Environmental History"]

- Rangarajan, Mahesh (2002), "Polity, Ecology and Landscape: Fresh Writing on South Asia's Past," *Studies in History*, Vol 17, No. 1, pp. 135-48.
- Arnold, David and Ramachandra Guha (1995), "Themes and Issues in the Environmental History of South Asia," In David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 1-20.

**Unit 2:** This unit gives a synoptic overview of human interaction with the animals, plants, and natural elements that sustained life. It shows how from the times of gathering, scavenging and hunting to the beginning of agriculture, humans adapted to the environment even as they tried to manipulate it, and maintained harmony with it and advocated conservation of earthly resources. **(Teaching time: 9 hrs. approx)**

- Mishra, V. N. (2008), "Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 7-16.
- Lal, Makkhan (2008), "Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 18-32.
- Thapar, Romila (2008), "Forests and Settlements," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 33-41.
- Gosling, David L. (2001), *Religion and Ecology in India and Southeast Asia*. London: Routledge.
- Hughes, Donald J. (1998), "Early Ecological Knowledge of India from Alexander to Aristotle to Aelian," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 70-86.

**Unit 3:** This unit explores the patterns and processes of the expansion of agrarian landscapes, pastoralism, and forest economies in India up to the eighteenth century. Providing an overview of the dynamics of human-nature interaction during the medieval times will help students to challenge the notions of considering pre-modern environments as a timeless continuum. **(Teaching time: 9 hrs. approx.)**

- Murty, M. L. K, (2012), "Sheep/Goat Pastoral Cultures in the South Decan: The Narrative as a Metaphor," In Rangarajan, Mahesh and K. Sivaramakrishanan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: PermanentBlack.
- Guha, Sumit (2008), "A Historical Study of the Control of Grass and Fodder Resources in Eighteenth-Century Maharashtra," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*, pp. 97-106.
- Singh, Chetan, (1995), "Forests, Pastoralists and Agrarian Society in Mughal India," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 21-48.

- Murali, Atluri (1995), "Whose Trees? Forest Practices and Local Communities in Andhra, 1600-1922," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 86-122.

**Unit 4:** This unit explores how colonial capitalism as a powerful agent of environmental transformations made fundamental changes to the land use patterns and livelihood resources. The first rubric explores the environmental history of the colonial appropriation of forests as raw material for railways expansion and rivers as dams and other hydraulic infrastructures for industrial production and long-distance transportation. The second rubric elaborates how the colonial appropriation of waterbodies and common lands through the new revenue policies, acts and regulations affected indigenous fishing and other livelihood patterns based on hydraulic resources. **(Teaching time: 9 hrs. approx.)**

- Gadgil, Madhav and Guha, Ramachandra. (1992). "Conquest and control." In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An Ecological History of India*. Delhi: OUP, pp. 113- 145.
- Guha, Ramchandra (1983), "Colonialism, Capitalism and Deforestation," *Social Scientist*, Vol. 11, No.4, pp.61-64.
- Das, Pallavi (2013), "Railway fuel and its impact on the forests in colonial India: The case of the Punjab, 1860– 1884", *Modern Asian Studies*, Vol.47, No.4, pp.1283-1309.
- Morrison, Kathleen D. (2010), "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," *Conservation and Society*, Vol. 8, No. 3, pp. 182-195.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].
- D'Souza, Rohan, (2012), "Damming the Mahanadi River: The Emergence of Multi-Purpose River Valley Development in India (1943-946)," In MaheshRangarajan & K. Sivaramakrishnan, eds., *India's Environmental History: Colonialism, Modernity, and the Nation*. Ranikhet: Permanent Black, pp. 550- 583.
- Rao, G. N. (1988), "Canal Irrigation and Agrarian Change in Colonial Andhra: A Study of Godavari District, c. 1850-1890, *Indian Economic and Social History Review*, Vol. 25, No. 1, pp. 25-60.
- Hardiman, David (1996), 'Small-dam Systems of the Sahyadris,' in David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 185- 209.
- Gilmartin, David (1996), "Models of the Hydraulic Environment: Colonial Irrigation, State Power and Community in the Indus Basin, In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the*

**Unit 5:** Historical thinking and writing on climate change help to provide a long-term perspective on contemporary social, ecological, economic crisis with the question of socio-environmental justice as a central concern. By focusing on the specific contexts of Bombay, Calcutta and Delhi, the first rubric provides a historical perspective to the contemporary urban problems of air and water pollution, and issues related to access to energy sources as social issues of urbanized environment. The second rubric explains how the issues of biodiversity loss, species extinction, and the industrialization of agricultural production transforms livelihood patterns and cultural landscapes. **(Teaching time: 9 hrs. approx)**

- Awadhendra B. Sharan. In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000. Delhi: Oxford University Press, 2014 [Introduction; Chapter 4: Pollution]
- Agarwal, Ravi (2010), "Fight for a Forest," In Seminar, No. 613, pp. 48-52.
- Riding, Tim (2018), "'Making of Bombay Island': Land Reclamation and Geographical Conception of Bombay, 1661-1728, Journal of Historical Geography, Vol. 59, pp. 27-39.
- Klein, Ira (1986), "Urban Development and Death: Bombay City, 1870-1914", Modern Asian Studies, Vol.20, No.4, pp.725-754.
- Mann, Michael (2007), "Delhi's Belly: The Management of Water, Sewerage and Excreta in a Changing Urban Environment during the Nineteenth Century, Studies in History, Vol. 23, No. 1, pp. 1-31.
- Shiva, Vandana (2016), Stolen Harvest: The Hijacking of the Global Food Supply. Kentucky: The University Press of Kentucky, Chapter 1: "The Hijacking of the Global Food Supply", pp. 5-20.
- Adve, Nagraj (2022), Global Warming in India: Science, Impacts, and Politics. Bhopal: Eklavya Foundation.

**Suggested Readings:**

- Bhattacharya, Neeladri (1992), 'Colonial State and Agrarian Society,' In Burton Stein, ed. The Making of Agrarian Policy in British India, 1770-1900. Delhi: Oxford University Press.
- Bulliet, Richard. (2005). Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships. New York: Columbia University Press. pp. 205 -224.
- Chakravarti, Ranabir, (1998), "The Creation and Expansion of Settlements and Managements of Hydraulic Resources in Ancient India," In Richard Grove, et al, eds, Nature and the Orient: The Environmental History of South and Southeast Asia. Oxford: Oxford University Press, pp. 87-105.
- D'souza, Rohan (2006), Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India. New Delhi: Oxford University Press.



- Erdosy, George (1998), "Deforestation in Pre and Proto Historic South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press.
- Fisher, Michael H. (2018), *An Environmental History of India: From Earliest Times to the Twenty-first Century*. New York: Cambridge University Press.
- Gadgil, Madhav and Ramachandra Guha (2000), *The Use and Abuse of Nature*. Delhi: Oxford University Press.
- Grove, Richard (1997), *Ecology, Climate and Empire*. Delhi: Oxford University Press.
- Hughes, Donald (2006), *What is Environmental History?*. Cambridge: Polity Press. Chapter 1: Defining Environmental History: pp. 1-17
- Malamoud, Charles (1998), *Village and Forest in Ancient India*. Delhi: Oxford University Press.
- Meadow, R. H. (1981), "Early Animal Domestication in South Asia: A First Report of Faunal Remains from Mehrgarh, Pakistan," In H. Hartel, ed. *South Asian Archaeology*. Berlin: Dietrich Reimer Verlag, pp. 143-79.
- Rangarajan, Mahesh (2008), "The Forest and the field in Ancient India," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 42-48.
- Rangarajan, Mahesh and K. Sivaramakrishanan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black [Introduction]
- Rodrigues, Louiza (2019), *Development and Deforestation: The Making of Urban Bombay, C. 1800-1880*. Delhi: Primus Books.
- Satya, Laxman D. (1997), *Cotton and Famine in Berar, 1850-1900*, Delhi: Manohar Publishers.
- Thapar, Romila, (2008), "Perceiving the Forest: Early India," In Rangarajan, Mahesh and K. Sivaramakrishanan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black.
- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. pp.96-178.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*, Vol. 25, No. 11, pp. 561-574.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE): History of South East Asia – II

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of South East Asia – II	4	3	1	0	12 <sup>th</sup> Pass	Should have studied History of South East Asia – I

#### Learning 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 decolonisation 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 the 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

## SYLLABUS OF DSC-3

### Unit 1: From Commerce to Colonialism:

1. The Dutch and English ascendancy
2. Changing Patterns of Maritime Trade: The Straits of Malaka

### Unit II: Colonialism in Dutch Indonesia, British Burma: The 19th and 20th centuries

1. The Colonial State: Traditional elite, Race and the Legal Order
2. Agrarian Transformation: Plantation Economy, Peasant Protests
3. Colonial Modernity: Education and religion in the early twentieth century

### Unit III: Southeast Asia: Nationalism, Anti-Colonial Movements 1900-1970s

1. Burma: From Independence to the Revolutionary Council
2. Indonesia: The Revolution, the making of Indonesia, Sukarno

### Unit IV: Post War Southeast Asia

1. Language and Politics in Modern Southeast Asia: The Malay and the making of modern Malaysia
2. The Port and City in Southeast Asia: Singapore

### Practical component (if any) - NIL

#### Essential/recommended readings

**Unit-I:** 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: 6 hrs. approx.)**

- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume I & II, Cambridge: Cambridge University Press
- Reid, Anthony. (1993). Southeast Asia in Early Modern era: Trade, Power and Belief, Ithaca and London: Cornell University Press
- Goor, Jurrien van. (2004). Prelude to Colonialism: The Dutch in Asia, Hilversum: Uitgeverij Verloren

**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 case studies of Dutch Indonesia and British Burma learn about the structure and organization of the colonial state and how the agrarian plantation economy altered the political and economic landscape 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: 15 hrs. approx.)**

- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume II, Cambridge: Cambridge University Press
- Saha, Jonathan. (2013). Law, Disorder and the State: Corruption in Burma c.1900, New York: Palgrave Macmillan
- Keck, Stephen L. (2015). British Burma in the New Century, 1895-1918, London: Palgrave Macmillan
- Vickers, Adrian. (2015). A History of Modern Indonesia, Cambridge: Cambridge University Press
- Bosma Ulbe and Raben Remco. (2008). Being “Dutch” in the Indies: A history of creolization and Empire, 1500-1920 (trans. Wendie Shaffer), Singapore: Ohio University Press and National University of Singapore
- Breman, Jan. (1989). Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia, Delhi: Oxford University Press
- Scott, James. (1976). Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia, New Haven: Yale University Press
- Ann Stoler, ‘Plantation, Politics and Protest on Sumatra’s East Coast’, Journal of Pesant Studies, Vol.13, No.2, 1986
- Pannu, Paula, Production and Transmission of Knowledge in Colonial Malaya, Asian Journal of Social Science, Vol 37, No 3, Special Focus, Beyond Sociology, 2009, pp.427- 451
- Laffan, Michael. (2011). The Makings of Indonesian Islam: Orientalism and the Narration of a Sufi past, Princeton: Princeton University Press
- Ali, Muhammad. (2016). Islam and Colonialism: Becoming Modern in Indonesia and Malaya, Edinburgh: Edinburgh University Press

**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: 15 hrs. approx.)**

- Christie, Clive J. (2000). A Modern History of Southeast Asia: Decolonization, Nationalism and Separatism, London: I.B. Tauris
- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume II, Cambridge: Cambridge University Press
- Tarling, Nicholas. (1998). Nations and States in Southeast Asia, Cambridge: Cambridge University Press
- Callahan, Mary P. (2003). Making Enemies: War and State Building in Burma, Ithaca: Cornell University Press
- Myint-U, Thant. (2001). The Making of Modern Burma, Cambridge: Cambridge University Press
- Vickers, Adrian. (2015). A History of Modern Indonesia, Cambridge: Cambridge University Press

- Elson, R.E. (2008). *The Idea of Indonesia: A History*, Cambridge: Cambridge University Press

**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: 9 hrs. approx.)**

- Harper, T.N. (1999). *The End of Empire and the Making of Malaya*, Cambridge: Cambridge University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press
- Kevin Blackburn and ZongLun Wu. (2019). *Decolonising the History Curriculum in Malaysia and Singapore*, London: Routledge
- Ahmad, Abu Talib. (2015) *Museums, History and Culture in Malaysia*. Singapore: National University of Singapore Press

#### **Suggested Readings:**

- Adas, Michael. (1974). *Burma Delta: Economic Development and Social Change on the Rice Frontier, 1852-1941*, Wisconsin: University of Wisconsin Press
- Bloembergen Marieke. (2006). *Colonial Spectacles: The Netherlands and the Dutch East Indies at the World Exhibitions, 1880-1931*, (trans. Beverley Jackson) Singapore: Singapore National University Press
- Blusse, Leonard. (1981). 'Batavia, 1619-1740: The Rise and Fall of a Chinese Colonial Town', *Journal of Southeast Asian Studies*, Vol.12, No.1, Ethnic Chinese in Southeast Asia, pp.159-178
- Charney, Michael W. (2010). *A History of Modern Burma*, Cambridge: Cambridge University Press
- Christie, Clive. (2001). *Ideology and Revolution in Southeast Asia 1900-1980: Political Ideas of the Anti-Colonial era*, London: Curzon
- Day, Tony. (2002). *Fluid Iron: State formation in Southeast Asia*, Honolulu: University of Hawaii Press Honolulu
- Goscha, Christopher. (2016). *The Penguin History of Modern Vietnam*, London: Penguin
- Gouda, Francis. (2008). *Dutch Culture Overseas; Colonial Practice in the Netherlands Indies 1900-1942*, Jakarta: Equinox Publishing
- Keyes, Charles F., E. Jane Keyes and Nancy Donnelly. (1991). *Reshaping Local Worlds: Formal Education and Cultural Change in Rural Southeast Asia*, New Haven: Yale University Press
- Knapman, Gareth. (2016). *Race and British Colonialism in South-East Asia, 1770-1870: John Crawford and the Politics of Equality*, London: Routledge
- Laffan, Michael Francis. (2003). *Islamic Nationhood and Colonial Indonesia: The umma below the winds*, London: Routledge

- Owen, Norman G. (2014). Routledge Handbook of Southeast Asian History, London: Routledge
- Phongpaichit, Pasuk, Chris Baker, Christopher John Baker. (2005). A History of Thailand, Cambridge: Cambridge University Press
- Rachael Loew. (2016). Taming Babel: Language in the Making of Malaysia, Cambridge: Cambridge University Press
- Sardesai, D.R. (1997). Southeast Asia: Past and Present, New Delhi: Harper Collins
- Scott, James. (2009). The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia', Yale University Press
- Seekins, Donald M. (2011). State and Society in Modern Rangoon, London: Routledge
- Segawa, Noriyuki. (2019). National Identity, Language and Education in Malaysia: Search for a Middle Ground between Malay Hegemony and Equality, London: Routledge
- Shiraishi, Saya and Takashi Shiraishi (ed.) (1993). The Japanese in Colonial Southeast Asia, Ithaca: Cornell University Press
- Tarling Nicholas. (2001). Imperialism in Southeast Asia: A Fleeting, Passing Phase, London: Routledge
- Tiffin Sarah. (2016). Southeast Asia in Ruins: Empire in the early 19th century, Singapore: National University of Singapore
- Trocki, Carl A. (2006). Singapore: Wealth, Power and the culture of control, London: Routledge
- Tucker, Shelby. (2002). Burma: The Curse of Independence, New Delhi: Penguin

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): History of Vernacular Literature

## Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- History of Vernacular Literature	4	3	1	0	12 <sup>th</sup> Pass	-

### Learning Objectives

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

In the Indian subcontinent, too, it is possible to see a similar evolution of different languages in different parts of the country. Sanskrit, the name itself meaning refined, was the elite language for exacting standards of scientific inquiry, administration, and aesthetic exploration, whereas assorted Prakrit grew into what came to be called Indian vernaculars. While Sanskrit had a pan-India presence, Southern India saw Tamil serving in that role for the region's other languages such as Kannada, Telugu and Malayalam, all of which interacted with Sanskrit as well.

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

### Learning Outcomes

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

### SYLLABUS OF DSC-3

**Unit 1:** Debating the Vernacular and its significance for History

**Unit 2:** Language Culture and Histories from the South

**Unit 3:** The Early Modern Context of Language and Region

**Unit 4:** The Colonial Context

**Practical component (if any) – NIL**

**Essential/recommended readings**

**Unit 1:** Debating the Vernacular and its significance for History: This section would introduce students to appreciating India's history by looking at different regional histories through the prism of their languages. A discussion of the debates relating to the use of the terminology 'vernacular' and its meanings in the Indian context would be the focal point. (Teaching Hours: 09 hours)

Essential Readings

- Orsini, Francesca, "How to do Multi-lingual Literary History? Lessons from Fifteenth- and Sixteenth-century North India", *The Indian Economic & Social History Review*, June 2012, pp. 225-246.
- Partha Chatterjee and Raziuddin Aquil (eds), *History in the Vernacular*, Permanent Black, Ranikhet/New Delhi, 2008 (Introduction).
- Pollock, Sheldon, "The Cosmopolitan Vernacular", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Zutshi, Chitralkha, "Translating the Past: Rethinking 'Rajatarangini' Narratives in Colonial India", *The Journal of Asian Studies*, Vol. 70, No. 1, February 2011, pp. 5-27.

**Unit 2:** Language Culture and Histories from the South: In the context of Indian History, the significance of the continuities and discontinuities that constitute the concept of the Tamil region and its dynamics of regional histories. The connections between Sanskrit and early Kannada scholarship would be a point of discussion for studying the Kannadiga region. (Teaching time: 09 hours)

1. Tamizhakkam
2. Kannada and state patronage

Essential Readings

- Ganesh, K.N., "Spaces in History: A Study in Human Geography in the Context of Sangam Texts", *Human Geography in the Context of Sangam Texts*, *Studies in History*, 25(2), 151-195, 2009
- Pollock, Sheldon, "The Cosmopolitan Vernacular Author", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "Language of the People in the World of Gods: Ideologies of Tamil before the Nation", *Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 66-92.
- Ramaswamy, Sumathi, *Passions of the Tongue Language Devotion in Tamil India, 1891-1970*, University of California Press, 1997.

**Unit 3:** In this section, the student will engage with the formation of regional languages and identities through some case studies. Promising areas of language and literature shaping the voice of the region will induce exciting conversations. (Teaching time: 09 hours)

**The Early Modern Context of Language and Region:**

1. Marathas and Marathi
2. Hindavi/ Awadhi
3. Braj and the Vernacular debate



### Essential Readings

- Busch, Allison, "Hidden in Plain View: Brajhasha Poets at the Mughal Court", *Modern Asian Studies*, Vol. 44, No. 2, 2010, pp. 267-309.
- Deshpande, Prachi, *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*, Columbia University Press, 2007.
- Narayanan, Varadarajan and Prakash, Rabi, "Emerging Scholarship on Vernacular Languages in Early Modern North India: A Conversation with Imre Bangha", in *Economic & Political Weekly*, Vol. 56, No. 02, January 2021, Engage (Online), accessed on 6th May 2022.
- Pollock, Sheldon, "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500," *Daedalus*, Vol. 127, No. 3, *Early Modernities*, 1998, pp. 41-74.

**Unit 4:** The period of the nineteenth and the twentieth centuries in some ways is also about the making of the idea of India. The mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became the turf of immense discussion and debate, indicating moments of crisis and shifts. The period became a site of contestation in the making of the region and the nation. (Teaching Time:18 hours)

#### **The Colonial Context:**

1. Standardisation of Language
2. Language Movements and Identities: Odia/ North East (Kuki or Assamese)
3. Vernacular to National

#### Essential Readings

- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
- Guite, Jangkhomang, "Colonialism and Its Unruly? - The Colonial State and Kuki Raids in Nineteenth Century Northeast India", *Modern Asian Studies*, Vol. 48, No. 5, September 2014, pp.1188-1232.
- Guite, Jangkhomang, "Memory and Forgetting in Postcolonial North-East India", *Economic & Political Weekly*, Vol. 46, No. 8, February 2011, pp. 56-64.
- Mishra, Pritipuspa, *Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha, 1803-1956*, Cambridge University Press, 2020.
- Misra, Salil, "Transition from the Syncretic to the Plural: the World of Hindi and Urdu", Jamal Malik and Helmut Reifeld (ed.) *Religious Pluralism in South Asia and Europe*, New Delhi, OUP, 2005, pp. 268-97.
- Tuteja, K.L., *Religion, Community and Nation: Hindu Consciousness And Nationalism in Colonial Punjab*, Primus Books, 2021.

#### **Suggested Readings:**

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

- Thakur, Gautam Basu, "Vernacular Objects | Indian Mutiny | Imperial Panic: Victorian Literature and Culture", Vol. 44, No. 3, 2016, pp. 557-576.

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

## DSE for BA (Hons.)

### DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Delhi Through the Ages

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- Delhi Through the Ages	4	3	1	0	12 <sup>th</sup> Pass	

#### Course Objective

This introductory course looks at watershed moments in Delhi's historical past concerning politics, urbanization, culture, and crisis to provide a background to Delhi's significance and dilemmas today.

#### Learning Outcome

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

- To provide a framework within which to locate and study the history of Delhi till the early modern period.
- Analyse and comprehend the challenges of Delhi through the study of the history of its political, urban, and socio-cultural developments and changes

#### Course Content

**Unit I:** The Historical Polities of Delhi:

- a) Indraprastha: from Earliest time to 1000CE
- b) Delhi in the Tomar-Chauhan period
- c) Sultanate Delhi
- d) Shahjahanabad
- e) The colonial capital

**Unit II:** Delhi's Urbanization and its Challenges:

- a) Lal Kot to Tughluqabad
- b) Delhi under the Mughals
- c) Delhi's modern transformation in the 20<sup>th</sup> Century

**Unit III:** The Syncretic and Changing Culture of Delhi:

- a) Ashokan Edicts and Iron Pillars
- b) Hazrat-i Delhi: Nizamuddin Auliya and Nasiruddin Chirag Delhi
- c) Humayun Tomb
- d) Growth of Urdu language and literature in 18<sup>th</sup> -19<sup>th</sup> Century Delhi
- e) Delhi University

**Unit IV:** A City of Crises, Resilience and Transition

- a) The Mongols Invasions
- b) Delhi when it was not the Mughal capital
- c) 'Crisis' of the 18<sup>th</sup> Century?
- d) Delhi in the 19<sup>th</sup> Century: Between the Mughals and the Colonial
- e) The Revolt of 1857
- f) Delhi in 1947

## *Practical component (if any) – NIL*

### *Essential/recommended readings*

Unit 1: This unit will seek to introduce the students to the various significant historical political formations that emerged in Delhi by focusing on the debate on Indraprastha; evidence for Lalkot-Rai Pithora; the nature of the Sultanate polity and the city; the imperial design of Shahjahanabad and the British conception of the city as an imperial capital. (Teaching Time: 12 hours Approx.)

#### Essential Reading

- Singh, Upinder. 2006. *Ancient Delhi*, Delhi: Oxford University Press
- R., Mani B., and I. D. Dwivedi 2006. 'Anangpur Fort: The Earliest Tomar Settlements, Near Delhi,' in Upinder Singh, ed., *Delhi: Ancient History*, Social Science Press, New Delhi, pp 200–204.
- Mani, B.R. 1997. *Delhi: Threshold of the Orient*; (Studies in Archaeological Investigations), Aryan Books International
- Kumar, Sunil. 2011. "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE"; in Albrecht Fuess and Jan Peter Hartung. (eds.) *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, London: Routledge, pp. 123-148
- Kumar, Sunil. (2009) 'Qutb in Modern Memory.' In: Kaul, Suvir, (ed.), *Partitions of Memory*. Delhi: Permanent Black, pp. 140–182.
- Blake, Stephen, 1985. "Cityscape of an Imperial City: Shahjahanabad in 1739"; in R.E. Frykenberg, *Delhi Through the Ages: Essays in Urban History, Culture and Society*, Oxford University Press, pp. 66-99
- Metcalf, Thomas. 1989. *Imperial Visions*. Delhi: Oxford University Press, 211–239, (Ch.7 & 39; New Delhi: *The Beginning of the End*);).

**Unit II:** This unit will briefly explore significant periods of urbanization in Delhi and some of the challenges faced during these developments. It will trace the early urbanization of Delhi from Lal Kot to Tughluqabad, the changes during the Mughal Period, Marathas and Sikhs in Delhi and finally, the transformation of Delhi in the 20 th Century, focusing on migration and displacement. (Teaching Time: 12 hours Approx.)

#### Essential Readings:

- Ali, Athar. 1985; *Capital of the Sultans: Delhi through the 13th and 14th Centuries*, in R.E. Frykenberg, ed., *Delhi Through the Age: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 34-44
- Shokoohy, Mehrdad. 2007. *Tughluqabad: a paradigm for Indo-Islamic Urban Planning and its architectural components*. London: Araxus Books.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate": *Muqarnas*, vol. 1 pp. 123-166.
- Hasan, Nurul, S. (1991). "The Morphology of a Medieval Indian City: A Case Study of Shahjahanabad", In Indu Banga (ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.
- Gupta. Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Rezavi, Syed Ali Nadeem, (2010). "The Mighty Defensive Fort': Red Fort at Delhi Under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris." *Proceedings of the Indian History Congress* 71, pp. 1108–1121.
- Cheney, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: Munshiram Manohar Lal Publishers.
- Datta, V N. 1986.; *Punjabi Refugees and the Urban Development of Greater Delhi*, ; in Robert Frykenberg(ed), *Delhi Through the Ages: Essays in Urban History Culture and Society*. Delhi: OUP, 442–462.
- Tarlo, Emma. 2001. *Welcome to History: A Resettlement Colony in the Making*. Manohar Publishers and Distributors, 51-69.

**Unit III:** This unit will touch upon some episodes in the past of Delhi that show the historical shaping and reshaping of a syncretic culture over time, with a focus on the names of Delhi, beliefs about the Iron Pillar, Ashokan Edict, the emergence of Sufi tradition in Sultanate Delhi, Mughal architecture, Urdu language and literature in the 18 th - 19 th Century Delhi Renaissance and the emergence of Delhi University. (Teaching Time: 9 Hours Approx.)

Essential Reading:

- Richard J. Cohen, “An Early Attestation of the Toponym Dhillī,” *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513–519.
- Singh, Upinder. 2006. *Ancient Delhi*, Delhi: Oxford University Press
- Haidar, Najaf. 2014; *Persian Histories and a Lost City of Delhi*, *Studies in People History*, vol. 1, pp. 163–171
- Pinto, Desiderios. J. (1989). “The Mystery of the Nizamuddin Dargah: the Account of Pilgrims,” in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112–124.
- Aquil, R. 2008.; *Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam*, *South Asia Research* 28: 23–48.
- Sunil Kumar, *The Pir’s Barakat and the Servitor’s Ardour: The Contrasting History of the two Sufi Shrines in Delhi* in Mala Dayal ed. *Celebrating Delhi*, Penguin, 2010.
- Lowry, Glenn D. 1987. *Humayun’s Tomb: Form, Function, and Meaning in Early Mughal Architecture*. *Muqarnas*, Vol. 4, pp. 133-148
- Koch, Ebba. (1994). “Diwan-i’Amm and Chihil Sutun: The Audience Halls of Shah Jahan”. *Muqarnas*, vol. 11, pp. 143-165.
- Alam, Muzaffar. 2013; *Introduction to the second edition: Revisiting the Mughal Eighteenth Century*; in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp. xiii-lxiv
- Shamsur Rahman Faruqi. *A Long History of Urdu Literary Culture, Part 1: Naming and Placing a Literary Culture in Sheldon Pollock ed. Literary Cultures in History: Reconstruction from South Asia*, University of California Press, 2003, pp. 803-863.
- Hardeep Puri, *DELHI UNIVERSITY: Celebrating 100 Glorious Years*, Delhi, 2022
- Naim, C. M. 2004. *Ghalib’s Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors* ; in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, Delhi: Permanent Black, pp. 250–279.
- Verma, Pavan K. (2008). *Ghalib: The Man, the Times*, Penguin India.
- Basu, Aparna. 1986; *The Foundations and Early History of Delhi University* ; in
- Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, Delhi: Oxford University Press, pp 401-430

**Unit IV:** This unit will examine a few exceptional periods of crisis in the history of Delhi and how these phenomena shaped the city over time. (Teaching Time: 12 hours Approx.)

Essential Readings:

- Jackson, Peter. 1986. ‘Delhi: The Problem of a Vast Military Encampment,’ in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), 18–33.
- Ojha, Archana, *Impact of Mongol Invasions on the Delhi Sultanate*, *Proceedings of Indian History Congress*, no. 52, 1991, pp. 245-248.
- Chandra, Satish. 1991; *Cultural and Political Role of Delhi, 1675-1725*; in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, 106–116.
- Spear, TGP. *Twilight of the Mughals*. Alam, Muzaffar. 2013, “Introduction to the second edition: Revisiting the Mughal Eighteenth Century” in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp. xiii-Ixiv
- Liddle Swapna, *The Broken Script: Delhi Under the East India Company and the Fall of the Mughal Dynasty 1803-1857*, Speaking Tiger Books, 2022.

- Lahiri, Nayanjot. 2003; *Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife* ; *World Archaeology*, vol. 35, no.1, 35–60.
- Pandey, Gyan. 2001. *Remembering Partition*, Cambridge: Cambridge University Press. (Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121–151.

#### Suggested Readings

- Anthony Welch, 'The Shrine of the Holy Footprint in Delhi', *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. 2000. "Delhi Walled: Changing Boundaries"; in James D. Tracy, *City Walls: The Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247–281.
- Bayly, Christopher Alan. (1986). "Delhi and Other Cities of North India during the "Twilight,"" in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221–36.
- Blake, Stephen P. 1991. *Shahjahanabad: The Sovereign City in Mughal India, 1639- 1739*. Cambridge; New York: Cambridge University Press.
- Hasan, Zafar. 1922. *A Guide to Nizamu-d Din*. New Delhi: *Memoirs of the Archaeological Survey of India*,
- Habib, Irfan. 1978. 'Economic History of the Delhi Sultanate -- an Essay in Interpretation', *Indian Historical Review*, vol. 4, pp. 287-303.
- Flood, Finbarr B. 2008. "Introduction"; in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii
- Page, J.A. 1926. *A Historical Memoir on the Qutb*. New Delhi: *Memoirs of the Archaeological Survey of India No,22*
- Page, J.A. 1937. *A Memoir on Kotla Firoz Shah, Delhi*. New Delhi: *Memoirs of the Archaeological Survey of India #52*
- Shamsur Rahman Faruqi, (2001). "A True Beginning in the North" and "A Phenomenon called 'Vali'" in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Singh, Upinder. Ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press
- Flood, Finbarr B. 2003. "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi; *RES: Anthropology and Aesthetics*, No. 43, *Islamic Arts*, pp. 95–116.
- Anand Taneja. *Saintly Visions: Other Histories and History's Others in the Medieval Ruins of Delhi*; *IESHR*, 49 (2012).
- Pinto, Desiderios. J. (1989). *The Mystery of the Nizamuddin Dargah: the Account of Pilgrims*," in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112–124.
- Frances W. Pritchett, *A Long History of Urdu Literary Culture, Part 2: Histories, Performances, and Masters in Sheldon Pollock ed. Literary Cultures in History: Reconstruction from South Asia*, University of California Press, 2003, pp. 864–911.
- Upinder Singh, *Discovering Ancient in Modern Delhi*. In Mala Dayal ed. *Celebrating Delhi*, Penguin, 2010.
- Farooqui, Mahmood. 2013. *Besieged: Voices from Delhi, 1857*. Delhi: Penguin.
- (Dateline pp. xix-xxvii; In the Name of the Sarkar, pp 407-432.)
- Mann, Michael. 2005. *Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857* ; *South Asia: Journal of South Asian Studies*, vol.28, no.1, pp. 5-34
- Pilar, Maria Guerrieri, (2017). 'The Megacity of Delhi: Colonies, Hybridisation and Old New Paradigms,' in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by Gülsün Sağlamer, Meltem Aksoy, Fatima Erkök, Cambridge: Cambridge Scholars Publishing, pp. 18-33
- Russell, Ralph. 1998. "Ghalib: A Self Portrait," in Ralph Russell, *Ghalib: The Poet and His Age*. Delhi: OUP. Also available at: [http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt\\_ralphrussell\\_1972.pdf](http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt_ralphrussell_1972.pdf)
- Vazira, Fazila Yacoobali Zamindar. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

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

## Category II

### BA (Prog.) with History as Major

#### DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India c.1550 – 1700

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India c. 1550 – 1700	4	3	1	0	12 th Pass	Should have studied History of India, 1200-1550

#### Learning Objectives

This course provides an analytical study of the history of India from 1550 to 1700 CE. It introduces students to a thematic study of the main aspects of the period delineating major transitions, changes and developments that include the establishment of the Mughal state and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies it also underlines the interconnectedness of the subcontinental region in its transition.

#### Learning outcomes

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

- Identify the major political developments in the history of India during the period between the sixteenth century and between the beginning of the eighteenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

#### SYLLABUS OF DSC-1

**Unit I:** Foundation, expansion and consolidation of the Mughal State, c.16th to 17th century: Expansion and consolidation; Administrative structures: Mansabdari and Jagirdari.

**Unit II:** Akbar to Aurangzeb: Rajputs, imperial ideology; religious policy.

**Unit III:** 17th century transition: Marathas, Sikhs.

**Unit IV:** Art and architecture: Taj Mahal and Red Fort; Mughal painting.

**Unit V:** Society, culture and religion: Sufism: Naqshbandi; popular literature from the Deccan: Chakki-Nama and Charkha-Nama.

**Unit VI:** Economy and integrated patterns of exchange: Inland and maritime trade; non-agrarian production.

**Practical component (if any) - NIL**

### **Essential/recommended readings**

**Unit I:** This unit would have taught students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the administrative structure of the Mughal state. **(Teaching Time: 9 hrs)**

- Alam, M., and S. Subrahmanayam. (1998). The Mughal State 1526-1750. Delhi:Oxford University Press.
- Richards, J F. (1996). The New Cambridge History of India: The Mughal Empire. Cambridge: Cambridge University Press.
- Raychaudhuri, T. and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 163-192.
- Bhargava, Meena. ed. (2010). Exploring Medieval India: Sixteenth to the Eighteenth centuries, Delhi: Orient Black Swan.
- Habib, I. (Ed.). (1997). Akbar and his India, Delhi: Oxford University Press. (Relevant chapters).
- Habib. I. (Ed.). (2016). Akbar aur Tatkalin Bharat, Delhi: Rajkamal Prakashan Samuh.(Relevant Chapters).
- Verma, H.C. (Ed.). (2003). Madhyakalin Bharat, Bhag 2, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
- Ali, M. Athar. (1996). Mughal Nobility under Aurangzeb, Delhi: Oxford University Press.
- Habib, I. (1999). The Agrarian System of Mughal India, 1554-1707. Delhi:Oxford University Press.

**Unit II:** This unit would have taught students about the Mughal relation with the Rajputs along with their religious ideas which shaped the Mughal state. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed. **(Teaching Time: 12 hrs. approx.)**

- Ali, S Athar. (2008). 'Sulh-i-Kul and Religious Ideas of Akbar' in Mughal India: Studies in Polity, Ideas, Society and Culture, Delhi, OUP.



- Butler-Brown, Katherine. (2007). "Did Aurangzeb Ban Music? Questions for the historiography of his reign," *Modern Asian Studies* vol. 41, no.1, pp. 77- 120.
- Sreenivasan, Ramya. (2014) 'Faith and allegiance in the Mughal Era: Perspectives from Rajasthan' in Vasudha Dalmia and Munis D Faruqi, *Religious Interactions in Mughal India*, Delhi. OUP.
- Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.
- Ziegler. P Norman. (1998). *Some Aspects on Rajput Loyalties during the Mughal period*.in J F Richards (ed.) *Kingship and Authority in South East Asia*. Delhi. OUP.

**Unit III:** This unit would have taught students about emerging political formation in the Deccan. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations. **(Teaching Time: 6 hrs. approx.)**

- Gordon, S. (1993). *The New Cambridge History of India: The Marathas, 1600- 1818*. Cambridge: Cambridge University Press.
- Wink, Andre. (1986). *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*. Delhi: Orient Longman, pp. 51 – 65.
- Grewal, J.S. (1986). *The New Cambridge History of India: The Sikhs*. Delhi: Cambridge University Press.
- Singh, Chetan. (1991). *Region and Empire: Punjab in the Seventeenth Century*. Delhi: Oxford University Press.

**Unit IV:** This unit would have taught students about the architectural and painting traditions in the Mughal period. The student would be expected to appreciate the political and artistic complexities that played an important role during the period. This will be achieved through case studies of a tomb (the Taj Mahal), imperial fort (Red Fort) and Mughal paintings. **(Teaching Time: 7 hrs. approx.)**

- Koch, Ebba. (2006). *The Complete Taj Mahal and the river front gardens of Agra*, London. Thames & Hudson.
- Asher, Catherine B. (1992). *The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4*, Cambridge: Cambridge University Press, pp. 169-215. (Chapter-5: Shah Jahan and the crystallization of Mughal style)
- Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Delhi: Oxford University Press. pp. 1-11 & 130-162.
- Blake, Stephen, (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Oxford University Press, pp. 66-99.
- Koch, Ebba. (1990). *Mughal Architecture*. Delhi: Oxford University Press. pp. 97-115.

- Rezavi, Syed Ali Nadeem, (2010). “‘The Mighty Defensive Fort’: Red Fort at Delhi under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris.” Proceedings of the Indian History Congress 71, pp. 1108–1121.
- Desai, Vishaka N. (1990). “Painting and politics in Seventeenth Century North India: Mewar, Bikaner and the Mughal Court.” Art journal vol. no.4, pp.370- 378.
- Verma, Som Prakash. (2009). Interpreting Mughal Painting: Essays on Art,Society, and Culture. Delhi: Oxford University Press.

**Unit V:** This unit would have taught students about the cultural traditions in the Mughal period with special reference to Naqshbandi, Sufi and popular mystic literature from the South. **(Teaching Time: 5 hrs. approx.)**

- Eaton, Richard M. (1974, 2000). “Sufi Folk Literature and the Expansion of Islam,” History of Religion vol. 14, pp.117-127. (Also available as Essays on Islam and Indian History. Delhi: Oxford University Press, pp.189-199.).
- Habib, Irfan. (1981), ‘The Political Role of Sheikh Ahmad Sirhindi and Shah Waliullah’.
- Proceedings of Indian History Congress.
- Hasan, Nurul. (2005). ‘Shaikh Ahmad Sirhindi and Mughal Politics’ in SatishChandra (ed.),
- Religion State and Society in Medieval India: Collected works of Nurul Hasan,New Delhi.
- Nizami, K A. “Naqshbandi Influence on Mughal rulers and politics’, IslamicCulture, 39, 1(1965): pp. 41-52.
- Schimmel, Annemarie. (1973). “The Sufi Ideas of Shaykh Ahmad Sirhindi”, DieWelt des Islams, New Series, Vol. 14, Issue ¼. Pp.199-203.

**Unit VI:** This unit would have taught students about the gradual integrations of agricultural and artisanal production, and the establishment of circuits of exchange during Mughal period. They will also be able to develop an understanding of Inland as well as Indian Ocean trade and its impact on the South Asian economy. **(Teaching Time: 6hrs. approx.)**

- Raychaudhuri, T and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient BlackSwan, pp. 307-327.
- Prakash, Om. (1998). The New Cambridge History of India: European Commercial Enterprise in Pre-Colonial India. Delhi: Cambridge University Press.
- Gupta, Ashin Das and M.N. Pearson. (1997) India and the Indian Ocean 1500- 1800. Delhi: Oxford University Press.

#### **Suggestive readings**

- Asher, Catherine B. and Cynthia Talbot. (2006). India before Europe. Cambridge: Cambridge University Press.

- Chandra, S. (2004). Medieval India: From Sultanate to the Mughals, Part 2. Delhi: Haranand Publications.
- Chandra, S. (2004). Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 2. Delhi: Jawahar Publishers.
- Chandra, S. (2007). History of Medieval India (800-1700). Delhi: Orient Longman.
- Chandra, S. (2007). Madhyakalin Bharat: Rajniti, Samaj aur Sanskriti, Aathwi se Satrahvis shtabditak. Delhi: Orient Black Swan.
- Eaton, Richard M. (1996). The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India. Princeton: Princeton University Press.
- Faruqi, Munis D. (2012) The Princes of the Mughal Empire, 1504-1719. Cambridge: Cambridge University Press
- Green, Nile. (2002). Sufis and Settlers in the Early Modern Deccan, Delhi: Oxford University Press.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat. 10 volumes. Delhi; Rajkamal.
- Hasan, S. Nurul. (2008). Religion, State and Society in Medieval India. Delhi: Oxford University Press.
- Khanna, M. (2007). Cultural History of Medieval India. Delhi: Social Science Press. pp.203- 236.
- Khanna, M. (2012). Madhyakalin Bharat Ka Sanskritik Itihas. Delhi: Orient Black Swan. pp.219-254.
- Koch, Ebba. (2013). Mughal Architecture: An Outline of its History and Development (1526- 1858). Delhi: Primus.
- Moosvi, Shrireen. (2007), 'The Road to Sulh-i-Kul Akbar's Alienation from Theological Islam in Irfan Habib (ed.) Religion in Indian History. Delhi. Tulika Books.
- Moosvi, Shireen. (1987). The Economy of the Mughal Empire. Delhi: Oxford University Press.
- Rizvi, SAA. (1993). Muslim Revivalist Movements in Northern India during 16th and 17th centuries. Delhi: Munshiram Manoharlal.
- Vaniana, Eugenia. (2004). Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries). Delhi: Munshiram Manoharlal.

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

## DISCIPLINE SPECIFIC CORE COURSE (DSC -2): Cultural Transformations in Early Modern Europe – II

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Cultural Transformations in Early Modern Europe – II	4	3	1	0	12 <sup>th</sup> Pass	Should have studied Cultural Transformations in Early Modern Europe – I

#### Learning Objectives

The objective of the course is designed to make the students familiar with the essential transitions and transformations in early modern European socio-cultural life, economy and polity. The first unit aims to critically examine the dynamics of Scientific Revolution and the Enlightenment in Europe that emerged from the Middle Age. The second unit deals with the Literary and artistic developments which focus on the developments in art, literature, science and philosophy and also deals with women and the new Public Sphere. The content in the third unit will enable them to understand the spread of popular culture and the mentalities of the Europeans and its cultural impact. The idea is to give them European perspective of cultural transformations in early modern Europe.

#### Learning outcomes

After completing this course, students will be able to:

- Understand the different perspectives of Cultural and Scientific developments in Europe.
- Explain the impact of Renaissance in the realm of art, literature, science and philosophy and the processes by which major transformation unfolded in European society and culture.
- Trace the developments in Literacy and artistic field.
- Identify the social and cultural aspects after the transitions in popular culture and mentalities.

#### SYLLABUS OF DSC

**Unit-I: The Scientific Revolution and the Enlightenment**

1. A new view of the universe and matter[b] Reflections on the scientific method.
2. Hobbes, Locke and the Philosophes and the ideas of Enlightenment

**Unit-II: Literary and artistic Developments**

1. Literary trends from Dante to Shakespeare
2. Art from Baroque to Rococo and Neoclassicism
3. Novels as an art form
4. Women and the new Public Sphere

**Unit-III: Transitions in popular culture and mentalities c. 1550-1780**

1. Family and marriage patterns
2. The decline of magic, the rise of witch trials
3. Changing mentalities and popular protests: Jacqueries, food riots and the crowd

**Practical component (if any) - NIL**

**Essential/recommended readings**

**Unit-I:** The Unit will give concepts and explanations behind the rise of Scientific Revolution and the Enlightenment during the early Modern Europe. The dominant ideas of Hobbes, Locke, and the philosophes will be introduced to the students. **(Teaching Time: 15 hrs. approx.)**

- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. New York: Longman
- Burke, Peter. Popular Culture in Early Modern Europe. UK: Ashgate, 2009.
- Davies, Norman, Europe: A History. New York: Harper Collins, 1998.

**Unit-II:** This Unit imparts the understanding of the literary and artistic developments during c. 1500- 1800. **(Teaching Time: 15 hrs. approx.)**

- Burckhardt, Jacob. The Civilisation of the Renaissance in Italy. University of Virginia: Phaidon Press, 1965.
- Burke, Peter. (1999). The Italian Renaissance, Culture and Society in Italy. Princeton: Princeton University Press. (Chpts: Introduction, chpts:1, 2, 3, 4 & 6)
- Kaborycha, Lisa. (2011). A Short History of Renaissance Italy. New York: Pearson
- Nauert, C.G. (2006) Humanism and the culture of Renaissance Europe. Cambridge University Press.
- Krayer, J. and Jill, K. eds. (1996) The Cambridge companion to Renaissance humanism. Cambridge University Press.

**Unit-III:** The Unit emphasises different dimensions of popular culture and the mentalities of the early Modern Europeans that helps in learning the challenges and changes in the socio-economic, religious and political sphere and their influences on the lives of the people in various regions of Europe. **(Teaching Time: 15 hrs**

- King, Margaret L. *Western Civilisation: A Social and Cultural History*. New York: Prentice- Hall, 1999
- Parish, Helen L. (2018). *A Short History of the Reformation*. London, New York: B. Tauris.
- Mac Culloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books Ltd.
- Cameron, E. (2012) *The European Reformation*. Oxford University Press.
- MacCulloch, D. (2005) *The reformation*.
- Anderson, M.S. *Europe in the Eighteenth Century, 1713-1783*. 2nd and. NewYork: Longman
- Burke, Peter. *Popular Culture in Early Modern Europe*. UK: Ashgate, 2009.
- Davies, Norman, *Europe: A History*. New York: Harper Collins, 1998
- Burns, E. M., Ralph, P. L., Lerner, R. E., & Meacham, S. (1986). *Worldcivilisation*, vol. AWW Norton & Co., New York, NY.

**Suggested Readings:**

- Anderson, Perry. *Lineages of the Absolutist State*. London: New Left books, 1974.
- Braudel, Ferdinand. *Civilisation and Capitalism- 15th to 18th century Vol. I*. California: University of California Press, 1992 (paperback).
- Burckhardt, Jacob. *The Civilisation of the Renaissance in Italy*. University of Virginia: Phaidon Press, 1965.
- Chartier, Roger. Arthur Goldhammer, Phillippe Aries and George Duby, eds. *A History of Private Life, Vol III: Passions of the Renaissance*. U.S.A.: Harvard University Press, 1988.
- Davis, Natalie Zemon. *The Return of Martin Guerre*, Massachusetts, London: Harvard University Press, 1983. • Gay, Peter. *The Enlightenment: An Interpretation*. New York: Alfred K. Knopf, 1966
- Ginsberg, Carlo. *The Cheese and the Worms*. U.S.A.: John Hopkins University Press (JHUP) 1983
- Huizinga, J. *The Waning of the Middle Ages*. New York: Dover Publications, 1999.
- Jacob, Margaret C. *The Cultural Meaning of the Scientific Revolution*, U.S.A.: Temple University Press, 1988.
- Kearney, Hugh. *Science and Social Change 1500 – 1700*. University of Wisconsin-Madison: McGraw- Hill, 1971.
- Thomas, Keith. *Religion and the Decline of Magic*. England: Penguin Books, 1991.
- Ladurie, Emmanuel Le Roy. *The Peasants of Languedoc*. Urbana and Chicago: University of Illinois Press, 1974.

- Merriman, J. (2009) A History of Modern Europe: from the Renaissance to the Present (Vol. 1). WW Norton & Company.
- Merriman, J. (2019) A History of Modern Europe: Volume 2 (Vol. 2). WW Norton & Company.
- संक्रांतकलीन रूरोपः अरतवम् तसन्हा, ग्रंथ तशल्पी प्राइवटे तलतमटि, 2015.
- आधुतनक रूरोप का इततहास : आराम एवं ततशाए : म् वेश मीना तववर,

भारद्वाम् एवं वम् नार्धरी

- आधुतनक रूरोप का इततहास: आराम एवम ततशाए] (सह-संपाम् न), तहन्दी माध्यम कारा ा ान्वनचतनशे ालरत्तल्ली-7, 2010 (revised second edition, 2013)
- रूरोपीर् संस्कृ तत (1400-1800): म् वेश तववरसंपातत, तहन्दी माध्यम कारा ा ान्वनचतनशे ालर, ततल्ली- 7, 2006,2010.
- आधुतनक पतशर्म के म् उर् का इततहास , मीनाक्षी फूकन, तक्ष्मी पमभब्लक शन,2012.
- आधुतनक पतशर्म के म् उर् , पाथासारतथ गुप्ता, तहन्दी माध्यम ा ान्वन कारततने शालर् ,ततल्ली-7, 2015(New Edition).

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

### Category III

#### BA (Prog.) with History as Non-Major

### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India c. 1550 – 1700

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India c. 1550 – 1700	4	3	1	0	12 th Pass	Should have studied History of India c. 1200-1550

#### Learning Objectives

This course provides an analytical study of the history of India from 1550 to 1700 CE. It introduces students to a thematic study of the main aspects of the period delineating major transitions, changes and developments that include the establishment of the Mughal state and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies it also underlines the interconnectedness of the subcontinental region in its transition.

#### Learning outcomes

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

- ☐ Identify the major political developments in the history of India during the period between the sixteenth century and between the beginning of the eighteenth century.
- ☐ Outline the changes and continuities in the field of culture, especially with regard to art, architecture and Sufi movement.
- ☐ Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- ☐ Delineate the development of trade and urban complexes during this period.

#### SYLLABUS OF DSC-1



**Unit I:** Foundation, expansion and consolidation of the Mughal State, c.16th to 17th century: Expansion and consolidation; Administrative structures: Mansabdari and Jagirdari.

**Unit II:** Akbar to Aurangzeb: Rajputs, imperial ideology; religious policy.

**Unit III:** 17th century transition: Marathas, Sikhs.

**Unit IV:** Art and architecture: Taj Mahal and Red Fort; Mughal painting.

**Unit V:** Society, culture and religion: Sufism: Naqshbandi; popular literature from the Deccan: Chakki-Nama and Charkha-Nama.

**Unit VI:** Economy and integrated patterns of exchange: Inland and maritime trade; non-agrarian production.

**Practical component (if any) - NIL**

### **Essential/recommended readings**

**Unit I:** This unit would have taught students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the administrative structure of the Mughal state. **(Teaching Time: 9 hrs. approx.)**

- Alam, M., and S. Subrahmanayam. (1998). The Mughal State 1526-1750. Delhi:Oxford University Press.
- Richards, J F. (1996). The New Cambridge History of India: The Mughal Empire. Cambridge: Cambridge University Press.
- Raychaudhuri, T. and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 163-192.
- Bhargava, Meena. ed. (2010). Exploring Medieval India: Sixteenth to the Eighteenth centuries, Delhi: Orient Black Swan.
- Habib, I. (Ed.). (1997). Akbar and his India, Delhi: Oxford University Press. (Relevant chapters).
- Habib. I. (Ed.). (2016). Akbar aur Tatkalin Bharat, Delhi: Rajkamal Prakashan Samuh.(Relevant Chapters).
- Verma, H.C. (Ed.). (2003). Madhyakalin Bharat, Bhag 2, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
- Ali, M. Athar. (1996). Mughal Nobility under Aurangzeb, Delhi: Oxford University Press.
- Habib, I. (1999). The Agrarian System of Mughal India, 1554-1707. Delhi:Oxford University Press.

**Unit II:** This unit would have taught students about the Mughal relation with the Rajputs along with their religious ideas which shaped the Mughal state. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed. **(Teaching Time: 12 hrs. approx.)**

- Ali, S Athar. (2008). 'Sulh-i-Kul and Religious Ideas of Akbar' in Mughal India: Studies in Polity, Ideas, Society and Culture, Delhi, OUP.

- Butler-Brown, Katherine. (2007). "Did Aurangzeb Ban Music? Questions for the historiography of his reign," *Modern Asian Studies* vol. 41, no.1, pp. 77- 120.
- Sreenivasan, Ramya. (2014) 'Faith and allegiance in the Mughal Era: Perspectives from Rajasthan' in Vasudha Dalmia and Munis D Faruqi, *Religious Interactions in Mughal India*, Delhi. OUP.
- Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.
- Ziegler. P Norman. (1998). 'Some Aspects on Rajput Loyalties during the Mughal period'.in J F Richards (ed.) *Kingship and Authority in South East Asia*. Delhi. OUP.

**Unit III:** This unit would have taught students about emerging political formation in the Deccan. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations. **(Teaching Time: 6 hrs. weeks approx.)**

- Gordon, S. (1993). *The New Cambridge History of India: The Marathas, 1600- 1818*. Cambridge: Cambridge University Press.
- Wink, Andre. (1986). *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*. Delhi: Orient Longman, pp. 51 – 65.
- Grewal, J.S. (1986). *The New Cambridge History of India: The Sikhs*. Delhi: Cambridge University Press.
- Singh, Chetan. (1991). *Region and Empire: Punjab in the Seventeenth Century*. Delhi: Oxford University Press.

**Unit IV:** This unit would have taught students about the architectural and painting traditions in the Mughal period. The student would be expected to appreciate the political and artistic complexities that played an important role during the period. This will be achieved through case studies of a tomb (the Taj Mahal), imperial fort (Red Fort) and Mughal paintings. **(Teaching Time: 7 hrs. approx.)**

- Koch, Ebba. (2006). *The Complete Taj Mahal and the river front gardens of Agra*, London. Thames & Hudson.
- Asher, Catherine B. (1992). *The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4*, Cambridge: Cambridge University Press, pp. 169-215. (Chapter-5: Shah Jahan and the crystallization of Mughal style)
- Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Delhi: Oxford University Press. pp. 1-11 & 130-162.
- Blake, Stephen, (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Oxford University Press, pp. 66-99.
- Koch, Ebba. (1990). *Mughal Architecture*. Delhi: Oxford University Press. pp. 97-115.

- Rezavi, Syed Ali Nadeem, (2010). “‘The Mighty Defensive Fort’: Red Fort at Delhi under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris.” Proceedings of the Indian History Congress 71, pp. 1108–1121.
- Desai, Vishaka N. (1990). “Painting and politics in Seventeenth Century North India: Mewar, Bikaner and the Mughal Court.” Art journal vol. no.4, pp.370- 378.
- Verma, Som Prakash. (2009). Interpreting Mughal Painting: Essays on Art,Society, and Culture. Delhi: Oxford University Press.

**Unit V:** This unit would have taught students about the cultural traditions in the Mughal period with special reference to Naqshbandi Sufi and popular mystic literature from the South. **(Teaching Time: 5 hrs. approx.)**

- Eaton, Richard M. (1974, 2000). “Sufi Folk Literature and the Expansion of Islam,” History of Religion vol. 14, pp.117-127. (Also available as Essays on Islam and Indian History. Delhi: Oxford University Press, pp.189-199.).
- Habib, Irfan. (1981), ‘The Political Role of Sheikh Ahmad Sirhindi and Shah Waliullah’.
- Proceedings of Indian History Congress.
- Hasan, Nurul. (2005). ‘Shaikh Ahmad Sirhindi and Mughal Politics’ in SatishChandra (ed.),
- Religion State and Society in Medieval India: Collected works of Nurul Hasan,New Delhi.
- Nizami, K A. “Naqshbandi Influence on Mughal rulers and politics’, IslamicCulture, 39, 1(1965): pp. 41-52.
- Schimmel, Annemarie. (1973). “The Sufi Ideas of Shaykh Ahmad Sirhindi”, DieWelt des Islams, New Series, Vol. 14, Issue ¼. Pp.199-203.

**Unit VI:** This unit would have taught students about the gradual integrations of agricultural and artisanal production, and the establishment of circuits of exchange during Mughal period. They will also be able to develop an understanding of Inland as well as Indian Ocean trade and its impact on the South Asian economy. **(Teaching Time: 6 hrs. approx.)**

- Raychaudhuri, T and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient BlackSwan, pp. 307-327.
- Prakash, Om. (1998). The New Cambridge History of India: EuropeanCommercial Enterprise in Pre-Colonial India. Delhi: Cambridge University Press.
- Gupta, Ashin Das and M.N. Pearson. (1997) India and the Indian Ocean 1500- 1800. Delhi: Oxford University Press.

#### **Suggestive readings**

- Asher, Catherine B. and Cynthia Talbot. (2006). India before Europe. Cambridge: Cambridge University Press.

- Chandra, S. (2004). Medieval India: From Sultanate to the Mughals, Part 2. Delhi: Haranand Publications.
- Chandra, S. (2004). Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 2. Delhi: Jawahar Publishers.
- Chandra, S. (2007). History of Medieval India (800-1700). Delhi: Orient Longman.
- Chandra, S. (2007). Madhyakalin Bharat: Rajniti, Samaj aur Sanskriti, Aathwi se Satrahvis shtabditak. Delhi: Orient Black Swan.
- Eaton, Richard M. (1996). The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India. Princeton: Princeton University Press.
- Faruqi, Munis D. (2012) The Princes of the Mughal Empire, 1504-1719. Cambridge: Cambridge University Press
- Green, Nile. (2002). Sufis and Settlers in the Early Modern Deccan, Delhi: Oxford University Press.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat. 10 volumes. Delhi; Rajkamal.
- Hasan, S. Nurul. (2008). Religion, State and Society in Medieval India. Delhi: Oxford University Press.
- Khanna, M. (2007). Cultural History of Medieval India. Delhi: Social Science Press. pp.203- 236.
- Khanna, M. (2012). Madhyakalin Bharat Ka Sanskritik Itihas. Delhi: Orient Black Swan. pp.219-254.
- Koch, Ebba. (2013). Mughal Architecture: An Outline of its History and Development (1526- 1858). Delhi: Primus.
- Moosvi, Shrieen. (2007), 'The Road to Sulh-i-Kul Akbar's Alienation from Theological Islam in Irfan Habib (ed.) Religion in Indian History. Delhi. Tulika Books.
- Moosvi, Shireen. (1987). The Economy of the Mughal Empire. Delhi: Oxford University Press.
- Rizvi, SAA. (1993). Muslim Revivalist Movements in Northern India during 16th and 17th centuries. Delhi: Munshiram Manoharlal.
- Vaniana, Eugenia. (2004). Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries). Delhi: Munshiram Manoharlal.

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

## Pool of DSE for BA (prog.)

### DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Cultures in Indian Subcontinent – II

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Cultures in Indian Subcontinent – II	4	3	1	0	12 th Pass	Should have studied Cultures in Indian Subcontinent – I

#### Learning Objectives

This course aims to provide an overview of cultures of the Indian subcontinent. It will help the students to understand different traditions of sculpture, painting, etc. along with varied popular cultures through the ages in India. This paper also aims to acquaint students with the social aspects like the role of different classes which extended patronage to varied activities in different periods of Indian history. It will also elucidate the cultural issues and the institutions of cultural practices in colonial and post-colonial India, which cemented the sentiments of Nationalism among Indians.

#### Learning outcomes

After studying this lesson, the students will be able to comprehend:

- The various schools of Sculpture over the ages in India;
- The evolution of Painting from the ancient, medieval to modern period;
- Folklores and oral traditions of kathas;
- Festivals, fairs and fasts;
- Textiles and crafts;
- Culture of food;
- Issues of culture and the concept of Nationalism

#### SYLLABUS OF DSE-2

**Unit - I:** Visual Cultures: Perceptions of visual Past and Present

1. Silpashastric normative tradition;

2. Indian Sculpture: Classicism- Mathura, Gandhara and Amravati Schools, Gupta period; late Classicism: Pallava and Chola.;
3. Indian Painting: Classicism -Narrative Mural and Fresco paintings; late Classicism: Pallava- Chola;
4. Medieval idioms-Mughal painting: Rajput and Pahari miniature paintings
5. Modern-Company school, Raja Ravi Varma, Bengal school, Amrita Sher-Gil and Progressive Artists Group.

**Unit-II: Popular Culture**

1. Folklore and Oral tradition of Kathas, narratives, legends and proverbs; Linkages of bardic and literary traditions.
2. Festivals, fairs and fasts; Links with tirtha, pilgrimage and localities.
3. Textile and Crafts; the Culture of Food.

**Unit-III: Communication, Patronage and Audiences**

1. Royalty, Merchants groups, Religious communities and Commoners
2. Culture as communication.
3. Nationalism and the issues of Culture; Institutions of Cultural Practices-Colonial and Post- Colonial.

**Practical component (if any) - NIL**

**Essential/recommended readings**

**Unit-I:** This unit will give an insight to the students about evolution of sculpture and painting right from the ancient to modern period and will help in understanding marked variations at different stages in Indian context. **(Teaching Time: 21 hrs.approx.)**

- Basham, A.L. The Wonder That Was India. Vol I, Rupa & Co., Delhi, 1991. (in Hindi: Adhbhut Bharat)
- Coomaraswami, Anand K. Introduction to Indian Art, Munshiram Manoharlal, New Delhi, 1999.
- Kramrisch, Stella. The Art of India. Orient Book Depot, Delhi, 1987.
- Harle, J.C. The Art and Architecture of Indian Subcontinent. Penguin Books, New York, 1990.
- Huntington, Susan L. The Art of Ancient India: Buddhist Hindu and Jain. Watear Hill, New York, 1985.
- Maxwell, T.S. Gods of Asia: Text, Image and Meaning. OUP, New Delhi, 1996.
- Miller, Barbara Stoler. The Power of Art: Patronage in Indian Culture. OUP, Delhi, 1992.
- Mitter, Partha. Indian Art. OUP, Delhi, 2011.
- Ray, Nihar Ranjan. Maurya and Shunga Art. Indian Studies, Calcutta, 1965.
- Rizvi, S.A.A. The Wonder that Was India. Vol. II, Picador, India, 2001.
- Welch, Stuart Carey. Imperial Mughal Paintings. New York, 1978.

- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.

**Unit-II:** This unit will enable students to know about the rich traditions of popular culture of India in three sub-sections covering almost every aspect of our day to day life. **(Teaching Time: 12 hrs. approx.)**

- Acharya, K.T. A Historical Dictionary of Indian Food. OUP, 1998.
- Dhali, Rajshree. 'Perspectives on Pilgrimage to Folk Deities', International Journal of Religious Tourism and Pilgrimage, Vol VIII, Issue I, 2020.
- Dubey, Shyam Charan. Manav aur Sanskriti. Rajkamal Prakashan, New Delhi, 2010.
- Gupta, Shakti M. Festivals, Fairs and Fast of India. Clarian Books, New Delhi, 1990.
- Gupta, Ved Prakash. Bhartiye Melon aur Utsavon ke divyadarshan. Jivan Jyoti Prakashan, 1995.
- Jain, Shanti. Vrat aur Tyohar Pauranik avam Sanskritik Pristhabhumi. Hindustani Academy, Allahabad, 1988.
- Jaitly, Jaya. The Craft Tradition of India. NCERT, Delhi, 1990.
- Kidd Warren. Culture and Identity. Palgrave, 2002.
- Strinati, Dominic. An Introduction to Theories of Popular Culture. Routledge, London, 2000.
- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.
- Verma, Lal Bahadur. Bharat ki Jankatha. Itihasbodh Prakashan, Allahabad, 2012.

**Unit-III:** This unit will provide students the knowledge about the individuals as well as social classes which used to give exclusive patronage to art and culture leading to its evolution in India. What kind of message was carried or permeated to the society by the rise and growth of art and culture and how it paved the way for the growth of cultural nationalism in India will also be covered under this broad topic. **(Teaching Time: 12 hrs. approx.)**

- Mitter, Partha. Art and Nationalism in Colonial India. OUP, Delhi, 1994.
- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.

**Websites:**

- <http://kasi.nic.in>
- <http://kasi.legislation.asp>
- [www.iccrindia.org](http://www.iccrindia.org)
- <http://www.indiaculture.nic.in>

### Suggestive readings

- Acharya, K.T. A Historical Dictionary of Indian Food. OUP, 2001.
- Agarwala, Vasudev Sharan. Bhartiya Kala (in Hindi), Prithvi Prakashan, Delhi, 2020.
- Asher, Catherine B (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Basham, A.L. The Wonder that was India. Volume I, Rupa & Co., New Delhi, 1981. (in Hindi : Adhbhut Bharat)
- Chopra, P.N. (ed.), The Gazetteer of India, History and Culture, Vol. II, Publication Division, Govt. of India, 1988.
- Cohn, Bernard S. India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, Oxford University Press, 2004.
- Dhali, Rajshree. 'Pilgrimage to the Abode of a Folk Deity', International Journal of Religious Tourism and Pilgrimage. Vol. 4, Issue 6, Art. 8, 2016.
- Harle, J.C, The Art and Architecture of Indian Subcontinent, Penguin Books, 1986. Huntington, Susan L. The Art of Ancient India: Buddhist Hindu and Jain. Watear Hill, New York, 1985.
- Jaitly, Jaya. The Craft Tradition of India. Delhi, 1990.
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritic lihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi: Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Miller, Barbara Stoler. The Power of Art: Patronage in Indian Culture. OUP, Delhi, 1992.
- Mitter, Partha. Indian Art. OUP, Delhi, 2011.
- Strinati, Dominic. An Introduction to Theories of Popular Culture. Routledge, London, 2000.
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvip ki Sanskritiyan, Vol. I and II (in Hindi), Hindi Madhayam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.
- Verma, Lal Bahadur. Bharat ki Jankatha. Itihasbodh Prakashan, Allahabad, 2012.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

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



## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Popular Culture

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Popular Culture	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

One of the purposes of learning History is to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a significant component of that experience surrounding us, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the course objectives is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focusing particularly on themes about religion, performative traditions, food cultures as well as the constitution of a 'new public' concerning its patterns of consumption of culture, in contemporary times.

#### Learning outcomes

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

- Engage with a range of theoretical perspectives in an attempt to 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 the above theoretical concerns to actual historical studies through a case study,
- Estimate the popular aspects of the everyday experience of religion and religiosity through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices,
- 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,
- Identify the history of the cultures of food consumption and its relationship with the

constitution of a modern bourgeoisie,

- Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema

### SYLLABUS OF DSE-3

**Unit I:** Defining Popular Culture:

1. Popular Culture as Folk Culture,
2. Mass Culture- High Culture,
3. People's culture

**Unit II:** Popular Culture and Visual Expressions:

1. Folk art, calendar art, photography, advertisements;
2. Cinema (themes and trends like freedom struggle and nation-building), television (Case study of televised serials, Ramayana and Chanakya)
3. Internet: Digital age and popular culture

**Unit III:** Performative traditions, fairs, festivals and pilgrimage:

1. Folktales & folk theatre: swang and nautanki;
2. Music- folksongs and folk dances
3. Festivals and Rituals: Case studies of Navaratri in Madras / Urs in Ajmer /Kumbh Mela

**Unit IV:** Cuisine as an expression of culture:

1. Food and Public Cultures of Eating
2. Regional cuisines
3. Cultures of Consumption

**Practical component (if any) - NIL**

### Essential/recommended readings

**Unit I:** This unit intends to apprise students of the conceptual and theoretical categories that scholars deploy to classify and analyse various forms of popular culture. **(Teaching Time: 12 hrs. approx.)**

- Fiske, John. (2010) *Understanding popular culture*. Routledge.
- Storey, J. (2001) *Cultural Theory and Popular Culture*. London: Routledge. (Chap. 1, 'What is Popular Culture', pp. 1-17)
- Dubey, Shyam Charan. *Manav aur Sanskriti*. Rajkamal Prakashan, NewDelhi, 2010.

**Unit II:** This unit focuses on a study of the various audio and visual forms of popular culture. It also explores the more recent forms of popular culture as embodied in the new age technologies of communication. **(Teaching Time: 12 hrs. approx.)**

- Dissanayake W. and K.M. Gokul Singh, (1998). *Indian Popular Cinema, A Narrative of Cultural Change*. New Delhi: Orient Longman.
- Fiske, John. (2001) *Television Culture: Popular Pleasures and Politics*. London: Routledge.
- Spracklen, Karl. (2015) *Digital Leisure, the Internet and Popular Culture: Communities and identities in a Digital Age*. London: Palgrave Macmillan, pp. 1-52.

**Unit III:** The Indian subcontinent is rich in diverse beliefs and practices of rituals, pilgrimages, and performative traditions. This unit will focus on exploring the meanings of performative traditions (folk music, folk tales, etc.), rituals, pilgrimages, etc. **(Teaching Time: 12 hrs. approx.)**

- Bharucha, Rustam. (2003) *Rajasthan: An Oral History, Conversations with Komal Kothari*, Delhi: Penguin, chap 1, 'The Past in the Present: Women's Songs', pp. 16-35.
- शकु धव. (2015). 'लोक - आखान: यशकीघोषणा' , तानाबाना, प्रवेशांक, pp. 19-26.

**Unit IV:** The focus of this unit will be on food and its history. The units will encourage students to think about cooking and eating habits of 'people' as historical, subject to change and embodying social and political significations that go much beyond individual initiatives. **(Teaching Time: 9 hrs. approx.)**

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

#### **Suggestive readings**

- Kasbekar, Asha. (2006). *Popular Culture India!: Media, Arts and Lifestyle*. Santa Barbara: ABC-CLIO, 2006.
- Chauhan, V. (2019) From Sujata to Kachra: Decoding Dalit representation in popular Hindi cinema. *South Asian Popular Culture*, 17(3), pp.327-336.
- Lichtner, G. and Bandyopadhyay, S. (2008) Indian Cinema and the Presentist Use of History: Conceptions of "Nationhood" in *Earth and Lagaan*. *Asian Survey*, 48(3), pp.431-452.
- Sen, C.T. (2004) *Food culture in India*. Greenwood publishing group.
- Thakurta, T.G. (1991) Women as 'calendar art' icons: Emergence of pictorial stereotype in colonial India. *Economic and Political Weekly*, pp.WS91-WS99.
- Vatuk, Ved Prakash. (1979) *Studies in Indian Folk Traditions*. New Delhi: Manohar, 1979.
- कु मार, इला(2015). 'संस्कृतत काम बोध', तानाबाना, प्रवेशांक, pp. 102-104.

#### **Suggested weblinks:**

- <http://visionsofindia.blogspot.in/p/history-of-photography-in-india.html>
- <https://lens.blogs.nytimes.com/2015/06/18/indias-earliest-photographers/>
- [http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs- ever-taken-in-india/](http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs-ever-taken-in-india/)
- <http://ccrtindia.gov.in/performingart.php>

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-1): Religious Traditions in the Indian Subcontinent

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Religious Traditions in the Indian Subcontinent	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning 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 approaches to each of the issues out-lined 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 identities and the scope for the liminal spaces in between.
- Appreciate, examine and relate to the debates on the ways in which the modern Indian state and its constitution must deal with the issue of plurality of religious beliefs and practices.

#### SYLLABUS OF GE

##### Unit-I: Major Religious Traditions in Ancient India

1. Vedic and Puranic traditions

## 2. Schools of Buddhism and Jainism

### Unit-II: Major Religious Traditions in Medieval India

1. Bhakti traditions: Saguna; Nirguna
2. Sufi traditions: Development of Chishtiyya and Suhrawardiyya
3. Emergence of Sikhism

### Unit-III: Socialisation and Dissemination from the Early Medieval to Early Modern Era

1. Approaches to Shaiva, Shakta and Vaishnava in the Early Medieval Era
2. Approaches to Islamisation in the Medieval Period

### Unit-IV: Modernity and Religion

1. Making of Sacred Spaces: Banaras; Modern Religious Identities
2. Debates on Secularism and the Indian Constitution

### Practical component (if any) - NIL

### Essential/recommended readings

**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: 12 hrs. approx.)**

- Shrimali, K. M. (1998). 'Religion, Ideology and Society', Proceedings of Indian History Congress, General Presidential Address, 66th Session. यह ल ख हह म् म प . शम ल क ह एक हकत ब म स कहलत ह .शम ल, क षम हन.  
(2005).धम ,सम ज और स स हत, नई हल: ग थहल. (अध य 6:धम , ह(र रध रऔर सम ज,  
pp. 196-258).
- Chakrabarti, Kunal. (2001). Religious Process: The Puranas and the Making of a Regional Tradition, New Delhi: Oxford University Press, Chapter 2, pp. 44-80.
- Basham, A. L. (1954). The Wonder that was India, Calcutta: Rupa. Reprint, 1982. (Available online at the url:  
<https://archive.org/details/TheWonderThatWasIndiaByALBasham>). Also available in hindi, ब \$म, ए.एल. (1996). म्अ\* +,त + रत, आगर :ह\$(ल लअग( ल ए िक पन.
- Sharma, R.S.(2006). India's Ancient Past, Oxford University Press, Relevant part is Chapter-14 ' Jainism and Budhhism'. यह ल ख हह म् म प . र म\$रण \$मक ह एक हकत ब म स कहलत ह . \$म , र म\$रण (2016), प र ह+क + रत क पररर्य,  
ओरए ट ब कसन , (अध य -14: ज न और ब 7म् धम , pp.132-146 ).
- Schopen, G. (1997). Bones, Stones, and Buddhist Monks: Collected Papers on the Archaeology, Epigraphy, and Texts of Monastic Buddhism in India, Honolulu:



- Wagoner, Philip. (1996). 'Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara,' *Journal of Asian Studies*, vol. 55, no. 4, pp. 851-80.

**Unit IV:** This section should apprise students about the making of sacred spaces and to identify and describe the formation of religious identities. Besides the focus is on how the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs and practices. **(Teaching Time: 9 hrs. approx.)**

- Eck, Diana L. (1999). *Banaras: City of Light*, Columbia University Press, Revised edition.
- Oberoi, Harjot. (1994). *The Construction of Religious Boundaries: Culture, Identity and Diversity in the Sikh Tradition*, Delhi: OUP. (Particularly relevant is pp. 1-40).
- Pandey, Gyanendra. (2000). 'Can a Muslim be an Indian', *Comparative Studies in Society and History*, vol. 41, no. 4, pp. 608- 629.
- Jha, Shefali. (2002). 'Secularism in the Constituent Assembly Debates, 1946-1950', *Economic and Political Weekly*, vol. 37, no. 30, pp. 3175- 3180.

#### **Suggestive readings - NIL**

- ☐ Bailey, G. & I. Mabbett. (2003). *The Sociology of Early Buddhism*, Cambridge: CUP. (The Introduction (pp. 1-12) and Chapter 1: The Problem: Asceticism and Urban Life, (pp. 13- 26) of the book are most relevant.)
- ☐ Eaton, Richard.M. (2000). 'Sufi Folk Literature and the Expansion of Indian Islam', in idem, *Essays on Islam and Indian History*, Delhi: OUP, pp.189-202.
- ☐ ईटन, ररर्ि एम. (2012). 'मधक लन म् कन म इस हमक सथ न क अह+वकC', *मन क खन(स)*, मधक लन + रत क स स हतक इहतह स,नय हेल, ओररण ट ब कस न, 4
- ☐ Ernst, Carl. (2011). *Sufism: An Introduction to the Mystical Tradition of Islam*, Shambhala; Reprint.
- ☐ Habib, Irfan.(ed.).(2007). *Religion in Indian History*,New Delhi, Tulika Books.
- ☐ Hawley, J.S.(2005). *Three Bhakti Voices: Mirabai, Surdas, and Kabir in their Time and Ours*, New Delhi, OUP.
- ☐ Mukul, Akshay. (2015). *Geeta Press and the Making of Hindu India*, Delhi: Harper Collins. (More important portions on pp. 287-344.)
- ☐ Rodrigues, Hillary P. (ed.). (2011). *Studying Hinduism in Practice*, Abingdon: Routledge (especially Chapter 4).
- ☐ Sahu, B. P. (2015). *Society and Culture in Post-Mauryan India, c. 200 BC – AD 300*. New Delhi: Tulika Books. (See especially the Chapter on Religion, pp. 20 – 37. And sections on Buddhism, Jainism, Brahmanism, their chronologies and extracts from the Dhammapada. Also, 2.1. – 'Religion in History' and, 2.2. – Bibliographical Note.)

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



## GENERIC ELECTIVES (GE-2): Sacred Spaces, Temple and Temple Economy (North and South Indian Traditions)

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sacred Spaces, Temple and Temple Economy (North and South Indian Traditions)	4	3	1	0	12 th Pass	NIL

### Learning Objectives

The course seeks to inculcate an appreciation for sacred spaces in Indian context with its multi-facetness and complexity. The idea is to treat sacred space not only as a geographical entity but as vibrant texts which have multi-layered histories and give us an insight how communities and individuals relate with them over time. Sacred spaces are demarcated or conceptualized with the establishment of temples which are also architectural embodiments of divinity. The course begins with the conceptualization of sacred space and how they were thoroughly enmeshed in their respective temples spatially and temporally. The next unit intends to study in brief the meanings and normative models of temple style. Another area of exploration is how temples have played the role in legitimization of political institutions, patronage patterns and the how pilgrimages, rituals and festivals are embedded in sacred spaces within which they are generated and persists. Highlighting the political and social significance of temple the template is set to study the role of temple complexes as major instruments of integration and economic development. Apart from situating temples in historical context it's significance in contemporary times is also explored. Skilled with this knowledge, the student can be employed in fields of tourism, journalism and other like industries, besides being aware of significant temple towns and country's rich heritage.

### Learning outcomes

At the end of the course, the student should be able to:

- Understand the concept of sacred spaces and the role of temples in defining and ensuring longevity of those spaces.
- Differentiate between various styles of temples.
- Discuss the themes of legitimization and sacred kingship in historical temples.
- Understand patronage patterns, deity- patron relationship and gender roles in temple.
- Comprehend the ideas disseminated by sculptures.

- Point out the regional variations and cultural diversity in temple traditions.
- Linking historical sacred spaces to their contemporary times.

## **SYLLABUS OF GE**

**Unit I:** Defining Sacred Spaces: Sacred Sites, Forests Hills and Rivers

**Unit II:** Sacred spaces and Monumentality: Temple

1. Structure and Forms
2. Ecological dimension
3. Temple and sacred kingship

**Unit III:** Royal patronage and community integration

1. Patronage patterns and power affiliations
2. Pilgrimage, Rituals and festivals
3. Temple spaces and gender roles

**Unit IV:** Temple Towns and Economy

1. Interconnecting temples, corresponding towns and urbanism.
2. Urbanization and economic growth
3. Situating Temple in contemporary spaces

**Practical component (if any) - NIL**

### **Essential/recommended readings**

**Unit I:** The unit will introduce the meaning of sacred spaces along with the inherent understanding of sacred and profane. The dominant paradigms for conceptualizing sacred space in a given context will also be examined as they are historically contingent and constructed by specific circumstances and perspectives. **(Teaching time: 12 hrs. approx.)**

- S.Verma and H.P.Ray, (2017)The Archaeology of Sacred Spaces- Introduction, Routledge, New York.
- Vinayak Bharne and Krupali Krusche (2012) Rediscovering the Hindu Temple: The Sacred Architecture and Urbanism of India, Cambridge Scholars Publishing, Chapter 1 ,5,8,9,11 (Relevant for all the rubrics).
- Baidyanath, Sarawati (1984) The Spectrum of the Sacred: Essays on the Religious Traditions of India, Concept Publishing Company, New Delhi.
- Eck, Diana L, (1998), The Imagined Landscape in Pattern in Construction of Hindu Sacred Geography, CIS, (32) (2).

**UNIT II:** Under this rubric an attempt is made to study temple's meaning and forms encompassing the regional variation which also articulate the tangible and symbolic authority of the sacred spaces. Temples in different spaces and time cannot be treated in isolation from

other processes and discourses on power and legitimization. The evolution of temple tradition also needs to be highlighted right from the stage of its inception to formalized structure of worship. One also needs to highlight how temples depict the political processes particularly the changing nature of kingship, glorified the ruler and legitimized power in the domain of deity. **(Teaching time: 12 hrs. approx.)**

- George Michell, (1977) *The Hindu Temple: An Introduction to its Meaning and Forms*, New Delhi, B.I Publications.
- B.D.Chattopadhyaya, (1993), *Historiography, History and Religious centres: Early medieval North India, ad 700-1200* in V.N.Desai and Darielle Mason (ed) *Gods, Guardians and Lovers: Temple Sculptures from North India A.D 700- 1200 A.D.*, New York: The Asia Society Galleries, pp.32-48.
- Appadurai, Arjun, "Kings, Sects and Temples in South India, 1350-1700 A.D.", *Indian Economic and Social History Review*, 14, 1977, pp. 47-73
- M.Willis, *Religious and royal patronage in North India*, in V.N.Desai and Darielle Mason (ed) *Gods, Guardians and Lovers: Temple Sculptures from North India A.D 700-1200 A.D.*, New York: The Asia Society Galleries, 1993, pp.49-65.
- Kaimal, Padma, "Early Chola Kings and Early Chola Temples: Art and the Evolution of Kingship", *Artibus Asiae*, Vol. 56, No. 1-4, 1996, pp.33-66.

**Unit III:** This unit will discuss the patterns of patronage and how power of the patrons are reflected in the temples they built. Another area of study would be how temples tend to create their respective pilgrim fields and their rituals, festivals integrate individual into society by symbolically articulating social patterns and relationships. The nature of activities and roles played by women in these sacred spaces is also explored. It is also intended to examine how sculptural panels transmit ideas which can be a useful source of historical knowledge. **(Teaching time: 12 hrs. approx.)**

- Devangana Desai, 'The Patronage of Lakshmana Temple at Khajuraho', in B. Stoler Miller, *The Powers of Art: Patronage in Indian Culture*, New Delhi OUP, 1992, pp 78-88
- Stein, B., "Patronage and Vijayanagara Religious Foundations", in B.S. Miller (ed.), *Powers of Art: Patronage in Indian Culture*, Oxford University Press, Delhi, 1992, pp 160-167.
- Behera, D.K. *Pilgrimage: Some Theoretical Perspectives* in Makhan Jha (ed.), *Pilgrimages: Concepts, Themes, Issues*, Inter India Publication, New Delhi, 1995 pp.44-64.
- Mack, Alexandra, *Spiritual Journey, Imperial city: Pilgrimages to the temple of Vijayanagara*.
- H.Kulke- *Rathas and Rajas- Car festival at Puri* in H.Kulke (ed.) *Kings and Cults : State Formation and Legitimation in India and Southeast Asia*, pp 66-81.
- Leslie C.Orr, *Donors, Devotees and Daughters of God: Temple Women in Medieval Tamil Nadu*. Ch 1,3,6.
- Seema Bawa, *Visualizing the Ramayana: Power, Redemption and Emotion in early*

Narrative Sculptures (c.Fifth to Sixth Centuries CE), *Indian Historical Review* 45(1) 92-123.

**Unit 4:** This unit will emphasize that temples are also integral to the towns that surround them. Temple and its related activities are of significance for the entry it provides in the construction of social, cultural and religious dimensions of any sanctified place. With the help of case studies, it would be demonstrated that temple was a major instrument of agrarian expansion and integration. An attempt would also be made to situate temples in its contemporaneity reinforcing that sacredness still plays a pivotal role in the shaping of towns and cities. **(Teaching time: 9 hrs.approx.)**

- George Michell, (1993) *Temple Towns of Tamil Nadu*, Marg Publication.
- D. N.Jha, (1974) *Temple as Landed Magnates in Early Medieval South India (AD700-1300)* in R. S .Sharma(ed.), *Indian Society Historical Probings*, Delhi, pp.202-16.
- Dilip K. Chakravarti (2019), *Ancient Rajasthan- Research Developments, Epigraphic Evidence on Political Power Centres and Historical Perspectives*, Aryan Book International.
- Hall, Kenneth, R., "Merchants, Rulers and Priests in an Early Indian Sacred Centres", in K. Hall (ed.), *Structure and Society in Early South India – Essays in Honour of Noboru Karashima*, Oxford University Press, New York, 2001.
- John Stratton Hawley, (2019) "Vrindavan and the drama of Keshi Ghat in Annapurna Garimella, Shriya Sridharan, A.Srivathsan *The Contemporary Hindu temple: Fragments for a History*, The Marg Foundation.

**Suggestive readings:**

- Preston, James J., "Sacred Centres and Symbolic Networks in India" in Sitakant Mahapatra (ed.), *The Realm of the Sacred*, Oxford University Press, Delhi, 1992.
- Talbot, Cynthia, "Temples, Donors and Gifts: Patterns of Patronage in Thirteenth Century South India", *Journal of Asian Studies*, 50, no. 2, 1991.
- Paul Yonger, *Playing Host to Deity: Festival Religion in the South Indian Tradition*, Oxford University Press, 1992. Introduction.
- K.Raman, *Temple. Art, Icons and Culture of India and South East Asia*, 2006, Sharda, CH- 3, *The Role of Temple in the socio- economic life of the people*.
- Appadurai, A. and Breckenridge, C., "The South Indian Temple: Authority, Honour and Redistribution", *Contributions to Indian Sociology (NS)*, 10(2), 1976.
- Bhardwaj, Surinder Mohan, *Hindu Places of Pilgrimage in India*, University of California Press, Berkeley, 1973.
- Holly B. Reynolds and Bardwell L. Smith, *City as a Sacred Centre, Essays on Six Asian Contexts*, E.J. Brill, Leiden, 1987.
- Heitzman, James, "Ritual Policy and Economy: The Transactional Network of an Imperial Temple in Medieval South India", *Journal of Economic and Social History of the Orient*, Vol. 24, 1991.
- \_\_\_\_\_, "Temple Urbanism in Medieval South India", *Journal of Asian Studies*,

Vol. 46, No. 4, 1987.

- Christophe Hioco and Luca Poggi (ed.) (2021) Hampi- Sacred India, Glorious India by Pierre-Sylvain Filliozat and Vasundhara Filliozat, 5 Continents Edn, Milan, Italy.
- Radha Madhav Bahradwaj (2015), Vratas and Utsava in North and Central India (Literary and Epigraphic sources: c. A.D 400-1200), Eastern Book Linkers, Delhi, ch-5, pp.255-352.

**Hindi readings:**

- Hiralal Pandey (1980), Uttabharatiya Rajo ki dharmic niti, Janaki Prakashan, Patna.
- Jagdeesh Chandra Jain (1952), Bharat key Prachin Jain Tirtha.
- Vasudev Agarwal, (2008) Prachen Bharatiya Stupa, Guh aavim Mandir, Bihar Granth Academy, Patna.

**Field trips/Project work**

- Visit to the temple towns to gain a hands-on knowledge are part of the course. Some suggested samples for projects:
- How are modern day temples, like the Birla Mandir and the Akshardham Mandir different/similar from/to the Khajuraho assemblage and the Tanjore?
- Comparison of festivals and rituals in both North and South Indian tradition appreciating the plurality of traditions.
- To look into the possibilities of preservation and conservation of sacred spaces.

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

## GENERIC ELECTIVES (GE-3): Climate Change and Human History

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Climate Change and Human History	4	3	1	0	12 th Pass	NIL

### Learning Objectives

Climate change is an urgent and significant global challenge that has far-reaching implications for human societies. This course explores the historical dimensions of climate change and its impact on human civilizations. By examining the complex relationship between climate, global warming and cooling, and human societies, students will gain a comprehensive understanding of how we arrived at the current state of the climate crisis, which is considered a defining feature of the Anthropocene era. By introducing students to interdisciplinary, it welcomes students from various academic backgrounds, including humanities and social sciences. By integrating perspectives from different disciplines, we aim to foster a comprehensive understanding of climate change as a multifaceted issue with profound implications for human societies. The course critically analyzes climate change denialism, exploring its historical roots, ideological underpinnings, and its impact on public discourse and policy-making.

### Learning outcomes

After completing this course, students should be able to -

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

### SYLLABUS OF GE

**Unit 1:** Anthropogenic Climate Change and Studying History

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

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

**Unit 4:** Little Ice Age and Seventeenth Century Crisis

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

## **Practical component (if any) - NIL**

### **Essential/recommended readings**

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

#### **Readings:**

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

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

#### **Readings:**

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

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

#### **Readings:**

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

climate-change-caused-the-world-s-first-ever-empire-to-collapse/

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

**Readings:**

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

**Unit 5:** The use of fossil fuels as the main source of energy has fundamentally redefined human relationships with nature. By exploring the link between the use of fossil fuels and the emergence of capitalism, this unit explores how industrialisation did play a central role in anthropogenic climate change. It also introduces and elaborates on two key theoretical concepts- the Metabolic Rift and Planetary Boundaries to understand how climate change reproduces class, gender, and race. It also elaborates on the nature of the ongoing debates on the issues of climate change, including the powerful tendency to deny climate change as well as the strengthening of climate justice movements in the global peripheries. (Teaching time: 9 hours approx.)

**Readings:**

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

**Suggestive readings:**

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



- Bhattacharya, Neeladri. "Pastoralists in a Colonial World", in David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, 1995. pp. 49-85.
- C. Merchant, *Ecological Revolutions: Nature, Gender, and Science in New England*. University of North Carolina Press, 1989.
- Carolyn Merchant. *The Death of Nature: Women, Ecology and the Scientific Revolution*. San Francisco: Harper, 1980.
- Christian Parenti. *Tropic of Chaos: Climate Change and the New Geography of Violence*. New York: Nation Books, 2011.
- Dipesh Chakraborty. "The Climate of History: Four Theses." *Critical Inquiry* 35, no. 2 (213), 197-222.
- Edmund Burke III. "The Big Story: Human History, Energy Regime and the Environment" in Edmund Burke III and Kenneth Pomeranz, eds., *The Environment and World History*. Berkeley: University of California Press, 2009. pp. 33-53.
- Eileen Crist. and Helen Kopnina. "Unsettling Anthropocentrism", *Dialectical Anthropology*, Vol. 38, No 4, (2014) pp. 387-396.
- J. R. McNeil and Maudlin. *A Companion to Global Environmental History*. Oxford: Wiley-Blackwell, 2012. Introduction pp. xvi-xxiv.
- J. R. Stewart and C. B. Stringer. "Human Evolution Out of Africa: The Role of Refugia and Climate Change." *Science* 335, no 6074 (2012), 1317-1321.
- Jason Moore. *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. London: Verso, 2015.
- Joshua P. Howe, *Behind the Curve: Science and Politics of Global Warming*. Seattle: University of Washington Press, 2014.
- Lamb, Helmut H., *Climate History and the Modern World*, London, 1995.
- Mike Davis. *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. London: Verso, 2001.
- Naomi Klein. *This Changes Everything: Capitalism vs the Climate*. London: Allen Lane, 2014.
- Richard Bulliet. *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Columbia University Press, 2005, pp. 205 -224.
- Shiva, Vandana. *Soil, not Oil. Climate Change, Peak Oil and Food Security*. Zed Books, 2009.
- Timothy Mitchell. *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, 2011.
- Timothy Mitchell. *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, 2011. pp. 231-254.
- Vaclav Smil. *Energy and Civilisation* Cambridge: MIT, 2007. pp. 127-224.
- William Dickinson. "Changing Times: the Holocene Legacy" in J. R. McNeil and Alan Roe, eds., *Global Environmental History: An Introductory Reader*. London: Routledge, 2013. pp 3-23.
- Weart, Spencer, *The Discovery of Global Warming*. Cambridge, MA, 2003.
- White, Sam, 'Climate Change in Global Environmental History' in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*, (Oxford: Blackwell, 2012) pp. 394-410.
- Wolfgang Behringer, "Weather, Hunger and Fear: Origins of the European Witch-Hunts in Climate", *Society and Mentality, German History*, Vol. 13, No. 1, (January 1995), pp. 1-27

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

## GENERIC ELECTIVES (GE-4): Educational Arrangements and Knowledge in Modern India

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Educational Arrangements and Knowledge in Modern India	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

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

### Learning outcomes

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

### SYLLABUS OF GE

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

**Unit 2.** Colonial Education in India.

**Unit 3.** Chief characteristic features of educational discourse of Freedom Struggle in India.

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

### Practical component (if any) - NIL

### Essential/recommended readings

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

### Essential Readings:

- Acharya, Poromesh. (2000), *Desaj Siksha, Aupniveshik Virasat and Jatiya Vikalp*, (translated in Hindi by Anil Rajimwale), Granth Shilpi, New Delhi. Alternatively, Acharya, Poromesh. (1978) 'Indigenous Vernacular Education in Pre-British Era: Traditions and Problems', *Economic and Political Weekly*, 13, 1983-88.
- Dharampal. (1971), *Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts*, Delhi: Impex India. (Especially Introduction, pp. 1-36).
- Dharampal (ed.). (1983), *The Beautiful Tree: Indigenous Education in the Eighteenth Century*, New Delhi, Biblia Impex, (Specially Introduction, pp. 7-80).
- Dibona, Joseph (ed.). (1983), *One Teacher One School*, New Delhi, Biblia Impex (Specially Introduction, pp. 4-40).
- Rajan, Janaki. (2022), 'The School Teacher in India', in Vikas Gupta, Rama Kant Agnihotri & Minati Panda, (eds.), *Education and Inequality: Historical Trajectories and Contemporary Challenges*, Hyderabad: Orient Blackswan, pp. 135-159.
- Farooqui, Amar. (2021), 'Some Aspects of Education and Knowledge Formation in Nineteenth-Century Delhi', in Vikas Gupta, Rama Kant Agnihotri & Minati Panda, (eds.), *Education and Inequality: Historical Trajectories and Contemporary Challenges*, Hyderabad: Orient Blackswan, pp. 211-224.
- Shukla, Suresh Chandra. (1959), *Elementary Education in British India during Later Nineteenth Century*, New Delhi: Central institute of Education.

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

### Essential Readings:

- Bhattacharya, Sabyasachi (ed.), (2002), *Education and the Disprivileged: Nineteenth and Twentieth Century India*, New Delhi: Orient Longman Private Limited.
- Constable, Philip. (2000), 'Sitting on the School Verandah: The ideology and Practice of 'Untouchable' Educational protest in late Nineteenth-Century Western India', *IESHR*, Vol. 37, No. 4, pp. 383-422.
- Dewan, Hariday Kant, Agnihotri, Rama Kant, Chaturvedi Arun, Sudhir, Ved Dan and Dwivedi Rajni, eds., (2017), *Macaulay, Elphinstone Aur Bhartiya Shiksha*, New Delhi: Vani Prakashan.
- Frykenberg, R. E. (1986), 'Modern Education in South India, 1784-1854: Its Roots and Role as a Vehicle of Integration under Company Raj', *American Historical Review*, Vol. 91, No. 1, February, pp. 37-65.
- Gupta, Vikas. Agnihotri, Rama Kant and Panda Minati (eds.). (2021), *Education and Inequality: Historical and Contemporary Trajectories*, Hyderabad: Orient Blackswan. (Parts I and II, pp. 1-312).
- Gupta, Vikas. (2012), 'Pluralism versus Contest of Identities', *Seminar*, no. 638, (Oct.), pp. 30-36.
- Hardy, Peter. (1972), *Muslims of British India*, Cambridge: Cambridge University Press. (Especially Chapters 2, 3 and 4, pp. 31-115).

- Kumar, Krishna. (2014), *Politics of Education in Colonial India*, New Delhi, Routledge.
- Kumar, Krishna and Oesterheld, Joachem (eds.). (2007), *Education and Social Change in South Asia*, New Delhi, Orient Longman (Essays by Sanjay Seth, Heike Liebau, Sonia Nishat Amin, and Margret Frenz).
- Minault, Gail. (2003), 'Master Ramchandra of the Delhi College: Teacher, Journalist, and Cultural Intermediary', *Annual of Urdu Studies* 18: 95–104.
- Nambissan, Geetha B. (1996), 'Equity in Education? Schooling of Dalit Children in India', *EPW* 31, pp. 1011-24.
- Raina Dhruv. (2021), *Transcultural Networks and Connectivities: The Circulation of Mathematical Ideas between India and England in the Nineteenth Century*, *Contemporary Education Dialogue*.
- Rao, Parimala V. (2020), *Beyond Macaulay: Education in India, 1780-1860*, New York, Routledge.
- Sangwan, Satpal. (1990), 'Science Education in India under Colonial Constraints, 1792-1857', *Oxford Review of Education*, vol. 16, no. 1.
- Shetty, Parinita. (2008), 'Missionary pedagogy and Christianization of the heathens: The educational institutions introduced by the Basel Mission in Mangalore', *Indian Economic Social History Review*, Vol. 45, pp. 509-51.
- Zelliott, Eleanor. (2014), 'Dalit Initiatives in Education, 1880-1992', in Parimala V. Rao, (ed.), *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 45-67.

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

#### **Essential Readings:**

- Acharya, Poromesh. (1997), 'Educational Ideals of Tagore and Gandhi: A Comparative Study', *EPW*, 32, pp 601-06.
- Bhattacharya, Sabyasachi (ed.). (1998.), *The Contested Terrain: Perspective on Education in India*, Orient Longman, New Delhi, (Especially Introduction pp. 3-26; Chapter 1 pp. 29-53; Chapters 11 and 12 pp. 255-274; Chapter 14 pp. 290-302; and Chapter 18 pp. 357-379).
- Bhattacharya, Sabyasachi, Bara, Joseph and Yagati, Chinna Rao (eds.). (2003), *Educating the Nation: Documents on the Discourse of National Education in India (1880-1920)*, Kanishka Publishers Distributors. (Specially Introduction, pp. vii-xxviii).
- Bhattacharya, Sabyasachi (ed.). (2001), *Development of Women's Education in India 1850-1920 (A collection of Documents)*, Kanishka Publications, New Delhi (Introduction pp. ix- xlviii).
- Chatterji, Basudev (ed.). (1999), 'Towards Freedom (1938 Watershed)' Oxford University Press for ICHR, (Vol. I. chapter 8 pp. 754-836).
- Gupta, Vikas. (2018), 'Bhaurao Patil's Educational Work and Social Integration', *Inclusive*, Vol. 1, Issue 12. (January), 2018. <http://www.theinclusive.org/posts/2018-01-spart-04.html>
- Mondal, Ajit and Mete, Jayanta. (2016), *Right to Education in India (two Volumes)*, Delhi: Gyan Publishing House.
- Rao, Parimala V. (2013) 'Compulsory Education and the Political Leadership in Colonial India, 1840-1947' in Parimala V. Rao (ed.), *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 151-175.

- Sarkar, Sumit. (1973), *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).

**Unit 4.** Focussing upon post-independence period, this unit makes a critical appraisal of the Constitutional values and framework for education; foundation of newer educational-cultural institutions; national integration of communities; promotion of science and technology; national education policies, schemes and amendments (issues of access, participation, equity and governance); debates on the medium of education and 3 language formula; and the social context of learning. (Twelve hours)

**Essential Readings:**

- Agnihotri, R. K. (2015), 'Constituent Assembly Debates on Language', *Economic & Political Weekly*, vol. no. L 8, (February 21), pp. 47-56.
- Kumar, Krishna. (1983) 'Educational Experience of Scheduled Castes and Tribes,' *Economic and Political Weekly*, vol. 18, no. 36, pp. 1566–1572.
- Gupta, Vikas. (2014), 'Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism', in Ravi Kumar, (Ed.), *Education, State and Market: Anatomy of Neoliberal Impact*, Aakaar, pp. 19-57.
- Naik, J.P. (1975), *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*, New Delhi, Allied Publishers.
- Naik, J.P. (1982). *The education commission and after*. APH Publishing.
- Pathak, Avijit. (2002), *Social Implications of schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, Delhi.
- Pandey, R.S. And Advani, Lal. (1995), *Perspectives in Disability and Rehabilitation*, New Delhi, Vikas Publishing House.
- Raina, Dhruv. (2006), 'Science since Independence', *India International Centre Quarterly*, 33, no. 3/4: 182–95. <http://www.jstor.org/stable/23006080>.
- Vaugier-Chatterjee, Anne. (2004), *Education and Democracy in India*, New Delhi, Manohar.
- Qaiser, Rizwan. (2013), 'Building Academic, Scientific and Cultural Institutions, 1947-1958' in his *Resisting Colonialism and Communal Politics*, Delhi, Manohar, (First published 2011). pp. 179-240.

**Suggestive readings:**

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

- Longman, (Third Edition), Ch. 9, pp 111-128.
- Minault, Gail. (1998), *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*. Delhi: Oxford University Press.
  - Naik, J.P. & Nurullah, Syed. (2004), *A Students' History of Education in India, (1800-1973)*, Delhi, Macmillan India Ltd, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004. (Also available in Hindi).
  - Naik, J.P. (1941), 'Compulsory Primary Education in Baroda State: Retrospect and Prospect' (First published in the Progress of Education, Poona, and thereafter published in book form).
  - Oesterheld, Joachim. (2009) 'National Education as a Community Issue: The Muslim Response to the Wardha Scheme', in Krishna Kumar and Joachem Oesterheld, (eds.), *Education and Social Change in South Asia*, New Delhi, Orient Longman, pp. 166-195.
  - Rai, Lajpat. (1966), *The Problem of National Education in India*, Publications Division, New Delhi.
  - Sarangapani, Padma M. and Pappu Rekha. (2021), *Handbook of education systems in South Asia, Singapore: Spingar Nature*. (Volume 1).
  - Seth, Sanjay. (2008), *Subject Lessons: The Western Education of Colonial India*, Delhi, OUP, pp. 17-46.
  - Suman, Amit K. (2014), 'Indigenous Educational Institutions in Upper Gangetic Valley: Curriculum, Structure and Patronage', *Social Scientist*, vol.42, no.3-4, March-April.
  - Suman, Amit K. (2018), 'The Quest for Education: An Insight into the Educational Theories and Practices of the Colonial Government in Bengal Presidency', in the *Indian Historical Review*, vol. 45, issue 2, Sage Publications, pp. 1-16.
  - Venkatanarayanan, S. (2013), "Tracing the Genealogy of Elementary Education Policy in India Till Independence" SAGE Open, Sage Publications

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