

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: 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.
- Faruqui, 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.

**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.
- संक्रांतकलीनर ूरोप : अरतवंम् तसन्हा , ग्रंथ तशल्पी प्राइवटे तलतमटि, 2015.
- आधुतनक र ोप का इततहास : आर ाम एवं ततशाए : म् े वेश मीना तवर,

भारद्वाम् एवंम् नार्ौधरी

- आधुतनक र ूरोप का इततहास: आर ाम एवम ततशाएं] (सह-संपाम्न), तहन्दी माध्यम कार ा ान्वनच ततनशे ालरत्तल्ली-7, 2010 (revised second edition, 2013)
- र ोपीरर् संस्कृ तत (1400-1800): म् े वेश तवरर् संपाततत, तहन्दी माध्यम कार ा ान्वनच ततनशे ालर, ततल्ली- 7, 2006,2010.
- आधुतनक पतश्र्म के म्उर् का इततहास , मीनाक्षी फूकन, लक्ष्मी पमभब्लक शन,2012.
- आधुतनक पतश्र्म के म्उर् , 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.)**

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- Bhargava, Meena. ed. (2010). Exploring Medieval India: Sixteenth to the Eighteenth centuries, Delhi: Orient Black Swan.
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- 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.

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- 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.
- Faruqui, 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. Weather 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). 'संस्कृततकाम 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://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.