

BA (Prog.) with History as Major
Category II

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India from earliest times up to c. 300 CE

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 from earliest times up to c. 300 CE	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

This course explores various historical phases and processes of Indian history from prehistoric period to early historic centuries through the lens of archaeological and literary evidence. An overview of various transformations, cultural shifts, developments in all aspects from the earliest times up to the phase of Empire building is provided to the learner. Alongside the pan-Indian historical changes, it also focuses on regional diversities.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Explain the importance of various sources for study of prehistory and proto-history
- Distinguish between civilization and culture, particularly in the context of the Harappan civilization
- Locate the developments related to the introduction of Iron in early societies leading to urbanism and state formation
- Outline the key features of the Mauryan period.
- Locate the shift of historical focus from Gangetic belt to newer areas alongside the process of assimilation.

SYLLABUS OF DSC-1

Unit I: Sources for interpreting early Indian history (4 hours)

Unit II: Survey of Prehistoric Cultures: Palaeolithic, Mesolithic, Neolithic. (8 hours)

Unit III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline. (8 hours)

Unit IV: Vedic and Megalithic cultures: an overview (8 hours)

- Unit V:** Second urbanization, material and social changes, Buddhism and Jainism. (8 hours)
- Unit VI:** The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts (8 hours)
- Unit VII:** Early Tamilkam: Survey of Sangam literature, polity, economy and society (8 hours)
- Unit VIII:** Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas (8 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 4 hours approx.)

- Chakrabarti, D.K. (1990). India: An Archaeological History. New Delhi: OUP (Chapter 7)
- Goyal, S.R. (1995). The Coinage of Ancient India. Jodhpur: Kusumanjali Prakashan.
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्मुद्रन. (अध्याय 2)
- Salomon, Richard. (1998). Indian Epigraphy. Delhi: OUP.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 2)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का सामाजिक और आर्थिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 2)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 1)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 1)
- थापर, रोमिला. (2008). पूर्वकालीन भारत : प्रारम्भ से 1300 ई. तक. दिल्ली: हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 1)

Unit II: This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 2weeks approx.)

- Agrawal, D.P. (1982) The Archaeology of India: London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world. (अध्याय 3-5)
- जयसवाल विदुला (1987) भारतीय इतिहास के आदि चरण की रूपरेखा. दिल्ली: स्वाति पब्लिकेशन

- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

Unit III: This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 12 hours approx.)

- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapters 6-9)
- Ratnagar, Shereen.(2001). Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika. (All Chapters)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 4)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 4)
- थपलियाल. के. के. और संकटा प्रसाद शुक्ल (2003) सिंधु सभ्यता. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान संशोधित एवं संस्करण. (सभी अध्याय)

Unit IV: The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 2)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 2)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Appendix I)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world (परिशिष्ट I)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 3)
- Majumdar, R.C. and Pusalkar A.D., (ed.): The History and Culture of Indian People. Vol. I: Vedic Age.
- Moorti, Udayaravi S. (1994). Megalithic Culture of South India. Varanasi: Ganga Kaveri.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 11)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 11)
- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press (Chapter 1)

Unit V: This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 3)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्द्धन. (अध्याय 6 and 7)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), Iron and Social Change in Early India, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India. New Delhi: Macmillan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

Unit VI: This Unit shall introduce students to the evolving administrative framework, economy and concept of Dhamma during the Mauryan Empire. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 4)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 4)
- Lahiri, Nayanjot (2015) Ashoka in Ancient India. New Delhi: Oriental Blackswan
- Raychaudhary, H.C. (rev edn 1997). Political History of Ancient India. New Delh: OUP
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (chapter 7)
- सिंह, उषिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 7)
- Thapar, Romila. (2012). Ashoka and the Decline of the Mauryas, third edition, New Delhi: Oxford University Press. (All Chapters)
- थापर, रोमिला. (2005). अशोक और मौर्य साम्राज्य का पतन. दिल्ली. ग्रंथ शिल्पी. (सभी अध्याय)

Unit VII: This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 4 hours approx.)

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 2)

- Sastri, K. A. Nilakantha. (1955) A History of South India from Prehistoric Times to the fall of Vijayanagar. New Delhi: OUP (also available in Hindi)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (chapter 8)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 8)

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas. (Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 5)
- चक्रवर्ती, रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन (अध्याय 5)
- Sahu, B.P. (2015) Society and Culture in Post-Mauryan India c.200 BC to AD 300. A People's History of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 18 and 19)
- शर्मा, आर. एस. (2000). प्राचीन भारत में राजनीतिक विचार एवं संस्थाएं. दिल्ली: राजकमल प्रकाशन. दूसरा संस्करण. (अध्याय 18 एवं 19)

Suggestive readings

- Basham, A.L. (1967). The Wonder That Was India. New Delhi: Rupa & Co.
- Thapar, Romila. (2013) Cultural Pasts: Essays in Early Indian History. New Delhi: Oxford University Press.
- Kosambi, D. D. (1975). An Introduction to the Study of Indian History. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). Monastery and Guild: Commerce under the Satavahanas. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). The Decline and Fall of the Indus Civilization. New Delhi: Permanent Black.
- Gurukul, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakashan.

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): Ancient Societies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

The Learning Objectives of this course are as follows:

The course aims towards enabling students to have a broad understanding of various Ancient Civilizations with special focus on complexities in State Formation, society, economy, religion and culture. An overview of the ecological impact on their emergence, craft and trade, emerging cultural patterns, art and architecture and religion will be discussed related to the Indian, Mesopotamian, Egyptian, Greek and Chinese Civilizations. Students will get to familiarize themselves with fundamental concepts like 'Bronze Age', 'Civilization', 'Culture', 'Urban Revolution', and 'State'. Various craft technology especially metal technology and debates around it will also be introduced to them. The course strives to generate interest in students to learn about metal technology and its contribution to the emergence and growth of Ancient Civilizations.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Define and explain concepts like Urban Revolution, Bronze Age and Civilization.
- Discuss the debate around metal technology.
- Describe ecological and other reasons for emergence of the various civilizations.
- Understand social complexities of different civilizations.
- Explain trends in the economy of these civilizations.
- Gain an understanding of cultural patterns and religious developments.

SYLLABUS OF DSC-1

Unit I: Defining Civilization, Sources and Historiography, Urban Revolution and Bronze Age, Debating Metal Technology (12 hours)

Unit II: Bronze Age Civilizations- India / China (Shang Dynasty) (16 hours)

Unit III: Bronze Age Civilizations- Mesopotamia (Sumerian and Akkadian Period)/Egypt (Old Kingdom) Ecological Context, Kingship and State, Social Pattern and Economy. Art, Religion and Culture (16 hours)

Unit IV: Bronze Age Civilizations- Minoan/ Mycenaean, Ecological Context, Kingship and State, Social Pattern and Economy Art, Religion and Culture (16 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This Unit will help students understand the concept of Civilization. The important milestones in the growth and spread of civilizations viz. urban revolution, Bronze Age and advent of metal technology will also be dealt with. (Teaching period: 8 hours approx.)

- Childe, G. (1950). "The Urban Revolution," *The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations* (3rd edn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- Childe, V.G. 1930. *The Bronze Age*. Cambridge: Cambridge University Press.
- Childe, V. Gordon. 1957. 'The Bronze Age'. *Past and Present*. 12 (November): 2-15

Unit II: This unit will deal with the idea of civilizations and the evolution of complex societies associated with the Bronze Age Civilizations in India / China during the Shang Dynasty. As such it will delve into factors leading to the use of metallurgy, its function in socio-religious complex and political structures thereof. (Teaching period: 16 hours approx.):

India:

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222).
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261).
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, Pp. 6-42, 103-115, 122-152.
- Ratnagar, Shereen. *Approaches to the Study of Ancient Technology*.
- Ratnagar, Shereen. (2007). *Makers and Shapers: Early Indian Technology in the Home, Village and Urban Workshop*, Delhi, pp. 156, 196, 218 n. 12.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 4, pp. 132- 181.) (Available in Hindi).
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). *Sindhu Sabhyata (त संधु सभ्यता)*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363.

China

- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999). "The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.

- Thorp, R. L. (2006). China in the Early Bronze Age. Shang Civilization. Pennsylvania: University of Pennsylvania Press.

Unit III: (Teaching period: 16 hours)

Mesopotamia is considered to be the cradle of civilization and this unit will trace the evolution of complex societies, especially in relation to civilizational trait markers such as religion, urbanization, social stratification ranging from early farming in Zagros to mature urbanization in South-ern Mesopotamia. The unit will also deal with Egypt that presented another model of civilizational development with the Pharaonic model of kingship, development of writing, distinct geography and monumental art and architecture.

- Nissen, H.J. (2003). The Early History of the Ancient Near East, 9000-2000 B.C. Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East. San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). Ancient Iraq, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). The First Civilizations, Oxford: Phaidon, Chapters 3, 4, 5, pp. 33-115.
- Trigger, Bruce G. 2003. Understanding Early Civilizations: A Comparative Study. Cambridge: Cambridge University Press.
- फारुकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृत तर्का, तिल्ली: मानक प्रकाशन (Ch. 4)

Egypt:

- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt, New York: Knopf/Random House.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). Ancient Egypt A Social History. Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Silverman, D. P. (Ed.). (2003). Ancient Egypt. New York: Oxford University Press (Ed.) pp. 10 - 27.
- Warden, L. A. 2014. Pottery and Economy in the Old Kingdom. Leiden: Brill.
- Teeter, Emily. 2011. Religion and Ritual in Ancient Egypt. New York: Cambridge University Press.
- Wolinski, Arelene. 1987. 'Egyptian Masks: The Priest and His Role', Archaeology, 40 (1): 22.
- Morenz, S. 1960. Egyptian Religion. (A. E. Keep, trans.) New York: Cornell University Press.
- फारुकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृत तर्का, तिल्ली: मानक प्रकाशन (Ch. 5).

Unit IV: This unit will deal with another model of Bronze Age Civilizations in the Greek archipelago that has been termed Minoan/ Mycenaean within their Ecological Context. It will look at the manner in which Kingship was intertwined with the evolution of State, Social Patterns

and Economy. Further it will delve into Art, Religion and Culture especially in context of Greek mythology and pantheon. (Teaching Period: 16 hours)

- M. I. Finley, The Ancient Greeks, 1963.
- M. I. Finley, Early Greece: The Bronze and Archaic Ages, 1970.
- Sarah Pomeroy, Goddesses, whores, wives and Slaves, 1995 reprint, pp.16-31
- Bridenthal and Koonz (Ed). Becoming Visible: Women in European History, 1977, pp.36-59.
- Renfrew, Colin. (1999). The Emergence of Civilisation. The Cyclades and the Aegean in the Third Millennium B.C. London: Methuen, 1972.
- Bintliff, John L. "Settlement and Territory." In Companion Encyclopedia of Archaeology. Edited by Graeme Barker, Vol. 1. London: Routledge, 1999, pp. 505-545.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन साम्राज्यिक संरचनाएँ और संस्कृत तर्क, तिल्ली: मानक प्रकाशन (Ch. 6).

Suggested Readings:

- Burns, Edward McNall, and Philip Lee Ralph. (1982). World Civilizations: Their History and Their Culture. Norton, New York.
- Fagan, Brian M. People of the Earth. (1977). Little, Brown.
- Farooqui, Amar. (2001). Early Social Formation, New Delhi.
- UNESCO Series: History of Mankind, Vols. I – III / or New ed. History of Humanity.
- Cambridge History of Africa, Vol I. CUP, Cambridge, 1975.
- Childe, Vere Gordon. (1946). What happened in history. Baltimore, MD. (Available in Hindi also).
- Roux, Georges. (1992). Ancient Iraq. Penguin.
- Childe, Vere Gordon. (1951). Social Evolution. London: Watts.
- Curtin, P. D. 1984. Cross-Cultural Trade in World History. Melbourne: Cambridge University Press.
- Frankfort, Henri. 1978. Kingship and God: A Study of Ancient Near Eastern Religion as the integration of Society and Nature. Chicago: Chicago University Press.
- Bogucki, P. & Pam J. Crabtree, (2004). Ancient Europe (8000 B.C -A.D. 1000). An Encyclopedia of the Barbarian World, Charles Scribner's Sons, New York.

Video Recommendations

- How Ancient Chinese Bronzes were created: <https://www.youtube.com/watch>
- Oracle Bone, Shang Dynasty: <https://www.youtube.com/watch>
- <https://egyankosh.ac.in/handle/>

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

BA (Prog.) with History as Minor
Category III

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India from earliest times up to c. 300 CE

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 from earliest times up to c. 300 CE	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

This course explores various historical phases and processes of Indian history from prehistoric period to early historic centuries through the lens of archaeological and literary evidence. An overview of various transformations, cultural shifts, developments in all aspects from the earliest times up to the phase of Empire building is provided to the learner. Alongside the pan-Indian historical changes, it also focuses on regional diversities.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Explain the importance of various sources for study of prehistory and proto-history
- Distinguish between civilization and culture, particularly in the context of the Harappan civilization
- Locate the developments related to the introduction of Iron in early societies leading to urbanism and state formation
- Outline the key features of the Mauryan period.
- Locate the shift of historical focus from Gangetic belt to newer areas alongside the process of assimilation.

SYLLABUS OF DSC-1

Unit I: Sources for interpreting early Indian history (4 hours)

Unit II: Survey of Prehistoric Cultures: Paleolithic, Mesolithic, Neolithic. (8 hours)

Unit III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline. (8 hours)

Unit IV: Vedic and Megalithic cultures: an overview (8 hours)

- Unit V:** Second urbanization, material and social changes, Buddhism and Jainism. (8 hours)
- Unit VI:** The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts (8 hours)
- Unit VII:** Early Tamilkam: Survey of Sangam literature, polity, economy and society (8 hours)
- Unit VIII:** Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas (8 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 4 hours approx.)

- Chakrabarti, D.K. (1990). India: An Archaeological History. New Delhi: OUP (Chapter 7)
- Goyal, S.R. (1995). The Coinage of Ancient India. Jodhpur: Kusumanjali Prakashan.
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्मुद्रन. (अध्याय 2)
- Salomon, Richard. (1998). Indian Epigraphy. Delhi: OUP.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Mun-shiram Manoharlal. (Chapter 2)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का सामाजिक और आर्थिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 2)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 1)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 1)
- थापर, रोमिला. (2008). पूर्वकालीन भारत : प्रारम्भ से 1300 ई.तक. दिल्ली: हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 1)

Unit II: This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 8 hours approx.)

- Agrawal, D.P. (1982) The Archaeology of India. London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Printworld. (अध्याय 3-5)
- जयसवाल विदुला (1987) भारतीय इतिहास के आदि चरण की रूपरेखा. दिल्ली: स्वाति पब्लिकेशन

- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

Unit III: This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 12 hours approx.)

- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapters 6-9)
- Ratnagar, Shereen.(2001). Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika. (All Chapters)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 4)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 4)
- थपलियाल. के. के. और संकटा प्रसाद शुक्ल (2003) सिंधु सभ्यता. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान संशोधित एवं संस्करण. (सभी अध्याय)

Unit IV: The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 2)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 2)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Appendix I)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Printworld (परिशिष्ट I)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 3)
- Majumdar, R.C. and Pusalkar A.D., (ed.): The History and Culture of Indian People. Vol. I: Vedic Age.
- Moorti, Udayaravi S. (1994). Megalithic Culture of South India. Varanasi: Ganga Kaveri.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Mun-shiram Manoharlal. (Chapter 11)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 11)
- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press (Chapter 1)

Unit V: This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 3)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्द्धन. (अध्याय 6 and 7)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), Iron and Social Change in Early India, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India. New Delhi: Mac-millan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

Unit VI: This Unit shall introduce students to the evolving administrative framework, economy and concept of Dhamma during the Mauryan Empire. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 4)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 4)
- Lahiri, Nayanjot (2015) Ashoka in Ancient India. New Delhi: Oriental Blackswan
- Raychaudhary, H.C. (rev edn 1997). Political History of Ancient India. New Delh: OUP
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (chapter 7)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 7)
- Thapar, Romila. (2012). Ashoka and the Decline of the Mauryas, third edition, New Delhi: Ox-ford University Press. (All Chapters)
- थापर, रोमिला. (2005). अशोक और मौर्य साम्राज्य का पतन. दिल्ली. ग्रंथ शिल्पी. (सभी अध्याय)

Unit VII: This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 4 hours approx.)

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 2)

- Sastri, K. A. Nilakantha. (1955) A History of South India from Prehistoric Times to the fall of Vija-yanagar. New Delhi: OUP (also available in Hindi)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (chapter 8)
- सिंह, उपेंद्र. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 8)

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas.(Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 5)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन (अध्याय 5)
- Sahu, B.P. (2015) Society and Culture in Post-Mauryan India c.200 BC to AD 300. A People's His-tory of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Ba-narasidas. (Chapters 18 and 19)
- शर्मा, आर. एस. (2000). प्राचीन भारत में राजनीतिक विचार एवं संस्थाएं. दिल्ली: राजकमल प्रकाशन. दूसरा संस्करण. (अध्याय 18 एवं 19)

Suggestive readings

- Basham, A.L. (1967). The Wonder That Was India. New Delhi: Rupa & Co.
- Thapar, Romila. (2013) Cultural Pasts: Essays in Early Indian History. New Delhi: Oxford University Press.
- Kosambi, D. D. (1975). An Introduction to the Study of Indian History. New Delhi: Popular Pra-kashan.
- Ray, H. P. (1986). Monastery and Guild: Commerce under the Satavahanas. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). The Decline and Fall of the Indus Civilization. New Delhi: Permanent Black.
- Gurukkal, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan.

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 (DSC-1): History of India, 300 CE to 1200 CE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code DSc 1	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India, 300 CE to 1200 CE	4	3	1	0	12 th Pass	Should have studied History of India from earliest times up to 300 CE

Learning Objectives

This course broadly covers period from late historic centuries to the early medieval times. Considered as a watershed, Gupta period marked the beginnings of some significant historical changes that left their imprint on the coming centuries. The aim of this course is to analyze these changes in terms of their spatial context and chronological framework that led to the transition towards the early medieval period.

Learning outcomes

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

- Develop an understanding of the ever fluid political scenario of the period identified in this paper, with special focus on regional polities.
- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of economy, society and culture with emphasis on newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

SYLLABUS OF DSC-1

Unit I: Survey of the Sources. (8 Hours)

Unit II: The Guptas and the Vakatakas: Administration, economy, society and cultural development. (12 Hours)

Unit III: Towards Early Medieval: changes in post - Gupta period with special reference to Vardhanas, Pallavas and Chalukyas. (12 Hours)

Unit IV: Rashtrakutas, Palas and Pratiharas: tripartite struggle for supremacy. (8 Hours)

Unit V: Emergence of Rajput states in Northern India: Socio - economic foundations. (12 Hours)

Unit VI: The Cholas: State and administration, economy and culture. (8 Hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit introduces the student to the varied sources used for writing history of ancient India from c. 300 CE onwards and their interpretations.

- Sharma, R.S. (1995). “An Analysis of Land grants and their Value for Economic History” in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 18)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आतथाक सामाजिक और इततहास. तिल्ली : तहन्दी माध्यम कार्ान्वर् तनि शालर्, तिल्ली तवश्वतवद्यालर्. (अध्यार् 18)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- तसंह, उतपंि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इततहास: पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपर्सन. (अध्यार् 1)

Unit II: This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two contemporary and vast empires that emerged in the third century CE.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan. (Chapter 6)
- चक्रवती, रणबीर. (2012) भारतीर् इततहास. आतिकाल. नई तिल्ली. ओररएं टल ब्लैकस्वेन. (अध्यार् 6)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 8)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 20, 21)
- शर्मा, आर. एस. (2000). प्राचीन भारत में रािनीततक तवचार एवं संस्थाएं . तिल्ली: रािकिमल प्रकाशन.
- िूसरा संस्कारण. (अध्यार् 20, 21)

Unit III: This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. It will introduce students to the evolving state formation and socio-economic transformations that are debated by historians and used to distinguish the early medieval period in the Indian subcontinent.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 1)
- Devahuti, D. (1999). Harsha: A Political Study. New Delhi: Oxford University Press, third edition. (All Chapters)
- Harle, J.C. (1994). The Art & Architecture of the Indian Subcontinent. PLACE: Yale University Press. (Chapter 20)

- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 9)
- Karashima, Noborou (ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 3)
- Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization. Delhi: Orient Longman. (Chapter 1, 3 and 6)
- शर्मा, आर. एस. पूवा मध्यकालीन भारत का सामंती समाधि और संस्कृतित. नई दिल्ली: रािकिमल प्रकाशन. (अध्यार् 1, 3 and 6)
- Sharma, R.S. (2005). India's Ancient Past. New Delhi: Oxford University Press. (Chapters 27 and 31)
- शर्मा, आर. एस. (2016). प्रारम्भिक भारत का पररर्. नई दिल्ली. ओररएं टल ब्लैकस्वेन. पुनमुद्रन. (अध्यार् 27 और 31)
- Romila Thapar (ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan. (Chapters 6-8)

Unit IV: This Unit shall introduce students to the evolving process of state formation and political struggle for supremacy in post-Gupta polities.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 7)
- चक्रवती. रणबीर. (2012) भारतीय इततहास. आतिकाल. नई दिल्ली. ओररएं टल ब्लैकस्वेन. (अध्यार् 7)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. पुनमुद्रन. (अध्यार् 13)
- Mazumdar, R. C. (1952). Ancient India. Delhi: Motilal Banarsidas, (Book III Chapter 5)
- म्मिमर , आर. सी. (2019) प्राचीन भारत, मोतीलाल बनारसीसि (खंड III अध्यार् 5)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 12)
- थापर, रोटमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. दिल्ली: तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. (अध्यार् 12)

Unit V: This Unit shall introduce students to the nature of evolving Rajput polity, their social structure and accompanying economic developments.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 3).
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. पुनमुद्रन. (अध्यार् 13)
- Singh, Vipul. (2009). Interpreting Medieval India, Vol. I. New Delhi: Macmillan. (Chapter 3)

Unit VI: This Unit presents another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed.

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 4)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 10)
- तसंह, उत्तपंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इततहासः पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपरसन. (अध्यार् 10)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 11)
- थापर, रेतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. तिल्ली: तहन्दी माध्यम कार्ाान्वर् तनिशालर्, तिल्ली तवश्वतवद्यालर्. (अध्यार् 11)

Suggestive readings

- Basham, A. L. (1991). The Origins and Development of Classical Hinduism. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). Trade and Traders in Early India. New Delhi: Manohar.
- Champakalakshmi, R. (2010). Trade, Ideology and Urbanisation: South India 300 BC-AD 1300. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). Harsha and Buddhism. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in The State in India 1000- 1700. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj. Bombay: Bhartiya Vidya Bhawan, second edition.
- Stein, Burton. (1980). Peasant, State and Society in Medieval South India. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." Studies in History vol. 4 no.2, pp.265-306.
- Veluthat, Kesavan. (2012). The Political Structure of South India. Delhi: Orient Longman. (second revised edition).

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

(DSC-2): Medieval Societies: Global Perspectives

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		
DSC 2						
MEDIEVAL SOCIETIES: GLOBAL PERSPECTIVES	4	3	1	0	12th Pass	Should have studied Ancient Societies

Learning Objectives

1. The objective of the course is to enable the students to have a comprehensive understanding of evolution and establishment of medieval civilization with special focus on polity, society, economy, religion and culture during medieval times. The attempt would be to study feudalism in medieval European context. The endeavor would be to trace the trajectory of origin, development and crisis of feudalism. Alongside, the course intends to acquaint the learners about the rise and spread of Islam during medieval era along with the forms of cultural pattern that shaped the popular Islamic practices like tassawuf. In addition to that, students would also be exposed to medieval China particularly with Sung, Mongols and Ming dynasties. The focus is just not on dynastic changes but also the dynamism in administrative machinery, political ideology, economy, culture and China's external relations in the period under survey. The technology of China gave way to spectacular growth in wealth, commerce, agricultural surplus, trade and monetization which finally led to cultural efflorescence.

Learning outcomes

After completion of the course the student shall be able to –

- Identify the medieval societies in global context especially focussing on Europe, Central Asia, India and China with clarity in.
- Analyse the rise of Islam and move towards state formation in west Asia.
- Understand the role of religion and other cultural practices in community organisation.
- What was medieval China and the science and civilization there.
- Finally the technological growth that led to cultural efflorescence during the later period. (Ming period)

COURSE CONTENT

UNIT I.

MEDIEVAL WORLD (20 Hours)

- (a) Understanding Feudalism: European and Indian
- (b) Church and nobility; Peasants and state
- (c) Feudal relationships and socio-economic changes: growth of trade and emergence of urban centres; feudal crisis
- (d) Cultural Patterns: Crystallization of hierarchies; medieval life and thought

Readings

1. Bloch, Marc, Feudal Society Volume I (Asha jyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 4 & 5, Part II; Chapter 11 & 12, Chapter 18 & 19
2. Bloch, Marc, Feudal Society Volume II (Ashajyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 23, Chapter 26
3. Sinha ,Arvind, Europe in Transition from Feudalism to Industrialization Manohar Publishers and Distributors, 2010
4. Le Goff, Jacques, 'Introduction: Medieval Man' in The Medieval World, edited by Jacques Le Goff, Translated by Lydia G.C. Cochrane, Parkgate Books, London, 1990
5. Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
6. Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp.175-220.
7. Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp.157-180.

Georges Duby, (1977). "Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision", "Youth in Aristocratic Society", in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122

Hilton, R.H. (1976). "Introduction" in R.H. Hilton, *Peasants, Knights and Heretics: Studies in Medieval English Social History*. Cambridge: Cambridge University Press, pp. 1-10.

IGNOU Study Material in Hindi, MAH, प्राचीन और मध्ययुगीन समाज, MHI-01 ब्लॉक 6, 'सामंतवाद', यूनिट 20, 21, 22, 23. (website: www.egyankosh.ac.in)
<http://www.egyankosh.ac.in/handle/123456789/44611>

Le Goff, J. (2000). "Introduction" and "Medieval Western Europe" in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 207-220.

Merrington, J. (1978) "Town and Country in the Transition to Capitalism", in R.H. Hilton (Ed.), *The Transition from Feudalism to Capitalism*. London: Verso, 1978, Aakar, Delhi, 2006.

Sharma, R. S. (2001). *Early Medieval Indian Society – A Study in Feudalization*, Delhi: Orient Longman.

R.S. Sharma (1984), “How feudal was Indian Feudalism?” *Social Scientist*, Vol. 12, No. 2, pp. 16-41.

Harban Mukhia (1997), “Was There Feudalism in Indian History?” *Feudalism* in *Burton Stein ed., The State in India 1000-1700*, New Delhi: Oxford University Press, pp. 86-133.

फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन. ब्लॉक, M. (2002). ‘सामंती समाज’, भाग-1, ग्रंथिशल्पी

UNIT II. Genesis Of A New Social Order And Islamic Culture (20 Hours)

- (a) Pre-Islamic tribal society in Arabia; formation of ummah
- (b) The Caliphates – Rashidun, Ummayyads and early Abbasids (c. 632 CE to c. 800 CE)
- (c) Cultural Patterns: Adab, Akhlaq, Sufism

1. Chase F. Robinson ed., *The Cambridge History of Islam, Vol I. The Formation of the Islamic World Sixth to Eleventh Centuries*, Cambridge University Press, Chapter 4 “Pre Islamic Arabia”, pp. 153-170; Chapter 5, “The Rise of Islam, 600-705”, pp. 173-225, “Conclusion: From Formative Islam to Classical Islam”, pp. 683-695.
2. Berkey, J. (2002). *The Formation of Islam. Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
3. Bosworth, C. E. (2000). “The Formation of Early Islamic Polity and Society: General Characteristics” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 271-273.
4. Marshall G.S. Hodgson, *The Venture of Islam: Concise and History in a World Civilization, Vol. I- The Classical Age of Islam*, University of Chicago Press, 1974, Chapter “The Absolutism in Flower, 750-813”, pp. 280-314; Chapter “Adab: The Bloom of Arabic Literary Culture, c. 813-945”, pp. 444-472.
5. Crone, P. (1999). “The Rise of Islam in the World.” in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press, pp. 2-31.
6. Duri, A.A. (2000). “The Rise of Islam,” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 264-267.
7. Lapidus, I.M. (1988/2002). *A History of Islamic Societies*, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
8. इंजीनियर, A. A. (2018). इस्लाम का जन्म और विकास. दिल्ली: राजकमल प्रकाशन
9. फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

UNIT III.

MEDIEVAL CHINA (20 Hours)

- (a) Dynastic change (Tang, Song, Mongols and Ming Period), Confucianism and Changing State Ideology, Administrative Machinery.
- (b) Agriculture and Trade, Technological Growth, Cultural efflorescence (Ming period)

Essential Readings:

1. E.O Reischauer and John King Fairbank (eds.). (1958) East Asia: The Great Tradition (Vol I).
2. Joseph Needham, (1954). Science and Civilization in China Vol 1.
3. History of Humanity Volume IV, From the Seventh to the Sixteenth Century (UNESCO series) Routledge 1994, Chapter 27, PP. 421-446.

Suggested Readings:

1. Jian Bozan, Shao Xunzheng and Hu Hua (eds.), A Concise History of China. Foreign Languages Press, China Publications Centre, 1981
2. Kenneth Scott Latourette, The Chinese: Their History and Culture. MacMillan Publishing Company, 1964

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

Category III

B.A. (Prog.) with History as non-Major or Minor discipline

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 300 CE to 1200 CE

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, 300 CE to 1200 CE	4	3	1	0	12 th Pass	Should have studied History of India from earliest times up to 300 CE

Learning Objectives

This course broadly covers period from late historic centuries to the early medieval times. Considered as a watershed, Gupta period marked the beginnings of some significant historical changes that left their imprint on the coming centuries. The aim of this course is to analyse these changes in terms of their spatial context and chronological framework that led to the transition towards the early medieval period.

Learning outcomes

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

- Develop an understanding of the ever fluid political scenario of the period identified in this paper, with special focus on regional polities.
- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of economy, society and culture with emphasis on newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

SYLLABUS OF DSC-1

Unit I: Survey of the Sources. (8 Hours)

Unit II: The Guptas and the Vakatakas: Administration, economy, society and cultural development. (12 Hours)

Unit III: Towards Early Medieval: changes in post - Gupta period with special reference to Vardhanas, Pallavas and Chalukyas. (12 Hours)

Unit IV: Rashtrakutas, Palas and Pratiharas: tripartite struggle for supremacy. (8 Hours)

Unit V: Emergence of Rajput states in Northern India: Socio - economic foundations. (12 Hours)

Unit VI: The Cholas: State and administration, economy and culture. (8 Hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit introduces the student to the varied sources used for writing history of ancient India from c. 300 CE onwards and their interpretations.

- Sharma, R.S. (1995). “An Analysis of Land grants and their Value for Economic History” in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 18)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आतथाक सामाजिक और इततहास. तिल्ली : तहन्दी माध्यम कार्ान्वर् तनि शालर्, तिल्ली तवश्वतवद्यालर्. (अध्यार् 18)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- तसंह, उतपंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इततहास: पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपर्सन. (अध्यार् 1)

Unit II: This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two contemporary and vast empires that emerged in the third century CE.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan. (Chapter 6)
- चक्रवती, रणबीर. (2012) भारतीर् इततहास. आतिकाल. नई तिल्ली. ओररएं टल ब्लैकस्वेन. (अध्यार् 6)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 8)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 20, 21)
- शर्मा, आर. एस. (2000). प्राचीन भारत में रानिततक तवचार एवं संस्थाएं . तिल्ली: रािकमल प्रकाशन.
- िूसरा संस्कारण. (अध्यार् 20, 21)

Unit III: This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. It will introduce students to the evolving state formation and socio-economic transformations that are debated by historians and used to distinguish the early medieval period in the Indian subcontinent.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 1)
- Devahuti, D. (1999). Harsha: A Political Study. New Delhi: Oxford University Press, third edition. (All Chapters)
- Harle, J.C. (1994). The Art & Architecture of the Indian Subcontinent. PLACE: Yale University Press. (Chapter 20)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 9)
- Karashima, Noborou (ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 3)

- Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization. Delhi: Orient Longman. (Chapter 1, 3 and 6)
- शर्मा, आर. एस. पूवा मध्यकालीन भारत का सामंती समाधि और संस्कृतत. नई दिल्ली: राधिकमल प्रकाशन. (अध्याय 1, 3 and 6)
- Sharma, R.S. (2005). India's Ancient Past. New Delhi: Oxford University Press. (Chapters 27 and 31)
- शर्मा, आर. एस. (2016). प्रारम्भिक भारत का पररचर्. नई दिल्ली. ओररएं टल ब्लैकस्वेन. पुनमुद्रन. (अध्याय 27 और 31)
- Romila Thapar (ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan. (Chapters 6-8)

Unit IV: This Unit shall introduce students to the evolving process of state formation and political struggle for supremacy in post-Gupta polities.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 7)
- चक्रवती. रणबीर. (2012) भारतीर् इततहास. आतिकाल. नई दिल्ली. ओररएं टल ब्लैकस्वेन. (अध्याय 7)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. पुनमुद्रन. (अध्याय 13)
- Mazumdar, R. C. (1952). Ancient India. Delhi: Motilal Banarsidas, (Book III Chapter 5)
- मिूमिार , आर. सी. (2019) प्राचीन भारत, मोतीलाल बनारसीसि (खंड III अध्याय 5)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 12)
- थापर, रीतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. दिल्ली: तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. (अध्याय 12)

Unit V: This Unit shall introduce students to the nature of evolving Rajput polity, their social structure and accompanying economic developments.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 3).
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. पुनमुद्रन. (अध्याय 13)
- Singh, Vipul. (2009). Interpreting Medieval India, Vol. I. New Delhi: Macmillan. (Chapter 3)

Unit VI: This Unit presents another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed.

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 4)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 10)

- तसंह, उतपंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इततहासः पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपरसन. (अध्यार् 10)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 11)
- थापर, रेतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. तिल्ली: तहन्दी माध्यम कार्ान्वर् तनिशालर्, तिल्ली तवश्वतवद्यालर्. (अध्यार् 11)

Suggestive readings

- Basham, A. L. (1991). The Origins and Development of Classical Hinduism. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). Trade and Traders in Early India. New Delhi: Manohar.
- Champakalakshmi, R. (2010). Trade, Ideology and Urbanisation: South India 300 BC-AD 1300. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). Harsha and Buddhism. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in The State in India 1000- 1700. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj. Bombay: Bhartiya Vidya Bhawan, second edition.
- Stein, Burton. (1980). Peasant, State and Society in Medieval South India. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." Studies in History vol. 4 no.2, pp.265-306.
- Veluthat, Kesavan. (2012). The Political Structure of South India. Delhi: Orient Longman. (second revised edition).

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

Category II

(Courses for Undergraduate Programme of study with Discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 1200 – 1550

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 1200 – 1550	4	3	1	0	12 th Pass	Should have studied History of India 750-1200

Learning Objectives

This course provides an analytical study of the history of India from 1200 to 1550 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 Delhi Sultanate, Vijayanagara and Bahmani, encompassing political, administrative, cultural and economic aspects. Through selected regional case studies it also underlines the inter-connectedness of the sub continental 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 thirteenth and the first half of sixteenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, Bhakti movement 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 Sultanates of Delhi c.13th to 15th century:

Expansion; Iqta system; nobility; North-Western frontier and the Mongols.

Unit II: Military, administrative and economic structure under the Khaljis and Tughlaqs.

Unit III: Regional political formations: Vijayanagara and Bahmanis.

Unit IV: Second Afghan Empire.

Unit V: Society, culture and religion: Bhakti -- Kabir and Mira Bai; Sufism – Chishti and Suhrawardy.

Unit VI: Art and architecture: Qutb complex; Vijaynagara (Hampi).

Unit VII: Trade and Commerce: Indian merchants in overseas trade, 12th -15th century.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit would have provided students an insight about foundation, expansion and process of consolidation under the various Sultanate regimes. (**Teaching Time: 9 hrs. approx.**)

- Jackson, P. (2003). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Raychaudhuri, T and I. Habib (Ed.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 45-101
- Habib, Irfan. (1992). 'Formation of Sultanate Ruling class during the thirteenth century', in Medieval India: Researches in the History of India 1200-1750, Vol.1, ed.by Irfan Habib, OUP, New Delhi, pp.1-21.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan. Delhi: Rajkamal.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat, 10 volumes. Delhi; Rajkamal.
- Verma, H.C. (ed.). (2003). Madhyakalin Bharat, Bhag 1, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.

Unit II: This unit would have imparted students an overview of military, political, economic and administrative structure under the Khaljis and Tughlaqs. (Teaching Time: 9 hrs. approx.)

- Chandra, Satish. (2004). Medieval India: From Sultanate to the Mughals, Part 1, Haranand Publications, Delhi.
- Jackson, Peter. (2003). The Delhi Sultanate: A Political and Military History, University, Press, Cambridge.
- Habib, Irfan (1984), 'Price Regulations of Alauddin Khilji-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, ed., by Sanjay Subrahmanyam, OUP, New Delhi, 1994. Pp. 85-111.
- -----, (1992), 'Alauddin Khilji ke mulya niyantaran ke upay: Zia Barani ke samarthan mein', Madhyakalin Bharat, Vol. 4 (ed.), Irfan Habib. Delhi. Rajkamal Prakashan, pp.24-46.
- Verma, H C. (ed.). Madhyakalin Bharat, Part 1, Hindi Madhyam Karyanvayan Nideshalaya, Delhi University.

Unit III: This unit would have taught students about the politics, society and economy of the southern kingdoms. They will also learn how recent studies have looked at the

representations in the Vijayanagara state in context to culture, rituals, etc. (Teaching Time: 6 hrs. approx.)

- Stein, Burton. (1989). *The New Cambridge History of India I.1, Vijayanagara*. Cambridge: Cambridge University Press.
- Fritz, John M. (1986). "Vijayanagara: Authority and Meaning of a South Indian Imperial Capital". *American Anthropologist, New Series*, vol. 88 no.1, pp. 44-55
- Sinopoli, Carla. (2003). *Political Economy of Craft Production: Crafting empire in South India c.1350-1650*. Cambridge: Cambridge University Press. ("The South Asian State" and "Vijayanagara: The Historical Setting")
- Wagoner, Phillip B. (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.
- Sastri, K. A. Nilakanta. (1976). *A History of South India from Prehistoric Times to the Fall of Vijayanagar*. Madras. OUP.
- Ali, B Sheik. (2011). *History of Bahmani and Adil Shahi Rulers*. Mysore.

Unit IV: This unit would have taught students about politics, economy and administrative set up under the second Afghan empire. (Teaching Time: 6 hrs. approx.)

- Aquil, Raziuddin. (2007), *Sufism, Culture and Politics, Afghans and Islam in Medieval North India*. Delhi, OUP.
- Siddiqui, IH. (1996). *Sher Shah Suri and his dynasty*. Jaipur. Publication Scheme.
- ----- . (1969). *Some Aspects of Afghan despotism*. India. Aligarh. Three Men Publication.

Unit V: This unit would have taught students about the cultural and religious traditions in the medieval period with special reference to Kabir, Mirabai, Chishti and Suhrawardy silsilah. (Teaching Time: 9 hrs. approx.)

- Charlotte Vaudeville. (2007). *A Weaver named Kabir*. Delhi: Oxford University Press.
- Dwivedi, Hazari Prasad. (2019) *Kabir*. Delhi: Rajkamal Prakashan.
- Habib, Irfan. (2007), 'Kabir; The Historical Setting', in Irfan Habib (Ed.) *Religion in Indian History*, Tulika Books. New Delhi.
- Hawley, John Stratton. (2005). *Three Bhakti Voices, Mira Bai, Kabir and Surdas in their Times*. Delhi: Oxford University Press.
- Manushi (1989). Special Issue. Nos. 50-51-52 (Jan-June). (Madhu Kishwar, Ruth Vanita and Parita Mukta articles on Mirabai.)
- Pinto, Desiderio S.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.
- Lawrence, Bruce B. (1986). "The Earliest Chishtiya and Shaikh Nizam al-Din Awliya." in R E Frykenberg, (Ed.). *Delhi Through the Ages*. Delhi: Oxford University Press, pp.104-128.
- Currie, P M (1989). *The Shrine and Cult of Muin-al-Din Chisti of Ajmer*. Delhi. OUP
- Rizvi, S A A (1978). *A History of Sufism, Vol. 1*. Delhi: Munshiram Manoharlal. (Chapters on Chishti and Suhrawardy).

Unit VI: This unit deals with the architectural traditions in the Sultanate period. The students will be able to appreciate the political and artistic complexities that played an important role during the period of study and for this as case study, Qutb Complex and Hampi, the imperial city of Vijayanagra has been taken up. (Teaching Time: 6 hrs approx.)

- Kumar, Sunil. (2002). 'Qutub and Modern Memory' in *The Present in Delhi's*, Delhi: The Three Essay Press, pp1-61.
- Spear, Percival. (1994). *Delhi, Its Monuments and History*, New Delhi, Oxford University Press.
- Verghese, Anila (2002). *Hampi*, Delhi: Oxford University Press.
- Fritz, M John and Michell. George. (2014). *Hampi Vijaynagara*, Delhi. Jaico Publishing House.

Unit VII: This unit will provide an overview about the trade and commerce from 12th to 15th century especially the Indian Ocean trade, the trading communities and its impact on the South Asian economy and beyond. (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.
- Chandra, Satish. (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*. Delhi: Oxford University Press, pp. 173-278.
- Bhargava, Meena. (Ed.). (2010). *Exploring Medieval India: sixteenth to the eighteenth centuries*. Delhi: Orient Black Swan.
- 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.
- Aquil, Raziuddin. ed. (2010). *Sufism and Society in Medieval India*. Delhi: Oxford University Press.
- Bahuguna, RP (2009). *Madhyakalin Bharat mein Bhakti aur Sufi Andolan*. Delhi: Granth Shilpi.
- Brown, Percy. (1968). *Indian Architecture: Islamic Period*. Bombay. DB Taraporevala.
- Chandra, S. (2004). *Medieval India: From Sultanate to the Mughals, Part 1*. Delhi: Haranand Publications.
- Chandra, S. (2004). *Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 1*. Delhi: Jawahar Publishers.
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- Chandra, S. (2007). *Madhyakalin Bharat: Rajniti, Samajaur Sanskriti, Aathwi se Satrahvis shtabditak*. Delhi: Orient Black Swan.
- 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* vol. 47no.3, pp. 298-356

- Ernst, Carl W. and Bruce Lawrence. (2002). "The Major Chishti Shrines" in Sufi Martyrs of Love in the Chishti Order in South Asia and Beyond. New York: Palgrave Macmillan, pp.85-104.
- Flood, Finbarr Barry (Ed.). (2008). Piety and Politics in the Early Indian Mosque. Delhi: Oxford University Press.
- Eaton, Richard M. (1996). The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India. Princeton: Princeton 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.
- Hess, Linda. (1983). "The Cow is Sucking at the Calf's Teat: Kabir's Upside-Down Language." History of Religions vol. 22, pp. 313-37.
- Khanna, M. (2007). Cultural History of Medieval India. Delhi: Social Science Press.
- Khanna, M. (2012). Madhyakalin Bharat Ka Sanskritik Itihas. Delhi: Orient Black Swan.
- Koch, E. (2013). Mughal Architecture: An Outline of its History and Development (1526-1858). Delhi: Primus.
- Kumar, S. (2007). The Emergence of the Delhi Sultanate. Delhi: Permanent Black
- Kumar, Sunil. (2014). "Bandagi and Naukari: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th centuries" in Francesca Orsini and Samira Sheikh, (Eds.), After Timur Left: Culture and Circulation in fifteenth century North India. Delhi: Oxford University Press, pp. 60-108.
- Moosvi, Shireen. (1987). The Economy of the Mughal Empire. Delhi: Oxford University Press.
- Sastri, K. A. Nilkanta. (1998). A History of South India. Delhi. OUP.
- 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-I

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 – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

The objective of the course is designed to make the students familiar with the essential transitions and transformations in early modern European economy, polity and socio-cultural life. The first unit aims to critically examine the dynamics of Europe that emerged from the Middle Age. The second unit dealing with the Renaissance focuses on the developments in art, literature, science and philosophy and also deals with Renaissance beyond Italy. The content in third unit will enable them to understand the spread of Reformation and Counter Reformation and its economic and cultural impact. The last unit will explore the conquest of the New World with focus on: material, social and cultural aspects. 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 developments in Europe.
- Explain the 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 upheaval in Religion in the form of Protestant Reformation and Counter Reformation.
- Identify the material, social and cultural aspects after the conquest of the New World.

SYLLABUS OF DSC-1

Unit I. Key concepts and historical background

1. The idea of the early Modern; perspectives on culture in history
2. An overview of the classical and medieval legacy

Unit II. The Renaissance

1. Society and politics in Italian city-states
2. Humanism in Art and literature
3. Development in science and philosophy
4. Renaissance beyond Italy

Unit III. Upheaval in Religion

1. The papacy and its critics
2. The spread of Protestant sects in Northern Europe
3. Counter Reformation and Religious Strife
4. The economic and cultural impact of the Reformations

Unit IV. The Conquest of the New World: material, social and cultural aspects

1. A Case Study of Portugal or Spain

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The Unit will give critical concepts for the understating of early modern and the perspective on culture in history. The idea of Early modern Europe will be introduced.

(Teaching Time: 9 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 socio-cultural movements and progress in science and philosophy in medieval and early modern Europe. Renaissance artists and scholars celebrated the beauty of nature and the dignity of humanity, helping shape the intellectual and cultural history of the early modern world.

(Teaching Time: 12 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 emphasizes different dimensions of Reformation and Counter-Reformation and helps in learning the challenges and changes in the religious sphere and their influences on the economic and socio-cultural lives of the people in various regions of Europe. **(Teaching Time: 12 hrs. approx.)**

- 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: I. 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. Penguin.

Unit IV. This Unit engages the students with the beginning of the explorations and conquests of the world beyond Europe and their socio-cultural and economic effects.

(Teaching Time: 12 hrs. approx.)

- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. 2nd ed. New York: 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). World Civilisation, vol. AWW Norton & Co., New York, NY.
- McAlister, L.N. (1984) Spain and Portugal in the New World, 1492-1700 (Vol. 3). U of Minnesota Press

Suggested Readings:

- Rosener, Werner. The Peasantry of Europe. England: Basil Blackwell, 1994 (translated from German).
- 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 रूरोप : अरतवंि तसन्हा , ग्रंथ तशल्पी प्राइवेट तलतमटेड, 2015.

- आधुनिक यूरोप का इतिहास : आराम एवं तिशाएँ : विवेश तविर, मीना भारद्वाज एवं वंिना चौधरी
- आधुनिक यूरोप का इतिहास: आराम एवम तिशाएँ] (सह-संपािन), तहन्दी माध्यम कार्ान्वर्न तनिशालर् तिल्ली-7, 2010 (revised second edition, 2013)
- यूरोपीर् संस्कृ तत (1400-1800): विेश तविर, संपातित, तहन्दी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली- 7, 2006, 2010.
- आधुनिक पतश्चम के उिर् का इतिहास , मीनाक्षी फू कन, लक्ष्मी पम्भल्लके शन, 2012.
- आधुनिक पतश्चम के उिर् , पाथासारतथ गुप्ता, तहन्दी माध्यम कार्ान्वर्न तनिशालर् , तिल्ली- 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

Courses for Undergraduate Programme of study with discipline as one of the Core Disciplines

(For e.g. courses for B.A. Programmes with (discipline's name) as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 1200 – 1550

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 1200 – 1550	4	3	1	0	12 th Pass	Should have studied History of India 750-1200

Learning Objectives

This course provides an analytical study of the history of India from 1200 to 1550 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 Delhi Sultanate, Vijayanagara and Bahmani, encompassing political, administrative, cultural and economic aspects. Through selected regional case studies it also underlines the inter-connectedness of the sub continental 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 thirteenth and the first half of sixteenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, Bhakti movement 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 Sultanates of Delhi c.13th to 15th century:

Expansion; Iqta system; nobility; North-Western frontier and the Mongols.

Unit II: Military, administrative and economic structure under the Khaljis and Tughlaqs.

Unit III: Regional political formations: Vijayanagara and Bahmanis.

Unit IV: Second Afghan Empire.

Unit V: Society, culture and religion: Bhakti -- Kabir and Mira Bai; Sufism – Chishti and Suhrawardy.

Unit VI: Art and architecture: Qutb complex; Vijaynagara (Hampi).

Unit VII: Trade and Commerce: Indian merchants in overseas trade, 12th -15th century.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit would have provided students an insight about foundation, expansion and process of consolidation under the various Sultanate regimes. **(Teaching Time: 9 hrs. approx.)**

- Jackson, P. (2003). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Raychaudhuri, T and I. Habib (Ed.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 45-101
- Habib, Irfan. (1992). 'Formation of Sultanate Ruling class during the thirteenth century', in Medieval India: Researches in the History of India 1200-1750, Vol.1, ed.by Irfan Habib, OUP, New Delhi, pp.1-21.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan. Delhi: Rajkamal.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat, 10 volumes. Delhi; Rajkamal.
- Verma, H.C. (ed.). (2003). Madhyakalin Bharat, Bhag 1, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.

Unit II: This unit would have imparted students an overview of military, political, economic and administrative structure under the Khaljis and Tughlaqs. **(Teaching Time: 9 hrs. approx.)**

- Chandra, Satish. (2004). Medieval India: From Sultanate to the Mughals, Part 1, Haranand Publications, Delhi.
- Jackson, Peter. (2003). The Delhi Sultanate: A Political and Military History, University, Press, Cambridge.
- Habib, Irfan (1984), 'Price Regulations of Alauddin Khilji-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, ed., by Sanjay Subrahmanyam, OUP, New Delhi, 1994. Pp. 85-111.
- -----, (1992), 'Alauddin Khilji ke mulya niyantaran ke upay: Zia Barani ke samarthan mein', Madhyakalin Bharat, Vol. 4 (ed.), Irfan Habib. Delhi. Rajkamal Prakashan, pp.24-46.

- Verma, H C. (ed.). Madhyakalin Bharat, Part 1, Hindi Madhyam Karyanvayan Nideshalaya, Delhi University.

Unit III: This unit would have taught students about the politics, society and economy of the southern kingdoms. They will also learn how recent studies have looked at the representations in the Vijayanagara state in context to culture, rituals, etc. **(Teaching Time: 6 hrs. approx.)**

- Stein, Burton. (1989). The New Cambridge History of India I.1, Vijayanagara. Cambridge: Cambridge University Press.
- Fritz, John M. (1986). "Vijayanagara: Authority and Meaning of a South Indian Imperial Capital". American Anthropologist, New Series, vol. 88 no.1, pp. 44-55
- Sinopoli, Carla. (2003). Political Economy of Craft Production: Crafting empire in South India c.1350-1650. Cambridge: Cambridge University Press. ("The South Asian State" and "Vijayanagara: The Historical Setting")
- Wagoner, Phillip B. (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.
- Sastri, K. A. Nilakanta. (1976). A History of South India from Prehistoric Times to the Fall of Vijayanagar. Madras. OUP.
- Ali, B Sheik. (2011). History of Bahmani and Adil Shahi Rulers. Mysore.

Unit IV: This unit would have taught students about politics, economy and administrative set up under the second Afghan empire. **(Teaching Time: 6 hrs. approx.)**

- Aquil, Raziuddin. (2007), Sufism, Culture and Politics, Afghans and Islam in Medieval North India. Delhi, OUP.
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Unit V: This unit would have taught students about the cultural and religious traditions in the medieval period with special reference to Kabir, Mirabai, Chishti and Suhrawardy silsilah. **(Teaching Time: 9 hrs. approx.)**

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- Dwivedi, Hazari Prasad. (2019) Kabir. Delhi: Rajkamal Prakashan.
- Habib, Irfan. (2007), 'Kabir; The Historical Setting', in Irfan Habib (Ed.) Religion in Indian History, Tulika Books. New Delhi.
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- Manushi (1989). Special Issue. Nos. 50-51-52 (Jan-June). (Madhu Kishwar, Ruth Vanita and Parita Mukta articles on Mirabai.)
- Pinto, Desiderio S.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.

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- Currie, P M (1989). The Shrine and Cult of Muin-al-Din Chisti of Ajmer. Delhi. OUP
- Rizvi, S A A (1978). A History of Sufism, Vol. 1. Delhi: Munshiram Manoharlal. (Chapters on Chishti and Suhrawardy).

Unit VI: This unit deals with the architectural traditions in the Sultanate period. The students will be able to appreciate the political and artistic complexities that played an important role during the period of study and for this as case study, Qutb Complex and Hampi, the imperial city of Vijayanagra has been taken up. **(Teaching Time: 6 hrs. approx.)**

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- Fritz, M John and Michell. George. (2014). Hampi Vijaynagara, Delhi. Jaico Publishing House.

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- Raychaudhuri, T and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434.
- Chandra, Satish. (2005). Religion, State and Society in Medieval India: Collected Works of Nurul Hasan. Delhi: Oxford University Press, pp. 173-278.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient Black Swan.
- 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.
- Aquil, Raziuddin. ed. (2010). Sufism and Society in Medieval India. Delhi: Oxford University Press.
- Bahuguna, RP (2009). Madhyakalin Bharat mein Bhakti aur Sufi Andolan. Delhi: Granth Shilpi.
- Brown, Percy. (1968). Indian Architecture: Islamic Period. Bombay. DB Taraporevala.
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- Chandra, S. (2004). *Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 1*. Delhi: Jawahar Publishers.
- Chandra, S. (2007). *History of Medieval India (800-1700)*. Delhi: Orient Longman.
- Chandra, S. (2007). *Madhyakalin Bharat: Rajniti, Samajaur Sanskriti, Aathwi se Satrahvis shtabditak*. Delhi: Orient Black Swan.
- 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* vol. 47no.3, pp. 298-356
- Ernst, Carl W. and Bruce Lawrence. (2002). "The Major Chishti Shrines" in *Sufi Martyrs of Love in the Chishti Order in South Asia and Beyond*. New York: Palgrave Macmillan, pp.85-104.
- Flood, Finbarr Barry (Ed.). (2008). *Piety and Politics in the Early Indian Mosque*. Delhi: Oxford University Press.
- Eaton, Richard M. (1996). *The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India*. Princeton: Princeton 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.
- Hess, Linda. (1983). "The Cow is Sucking at the Calf's Teat: Kabir's Upside-Down Language." *History of Religions* vol. 22, pp. 313-37.
- Khanna, M. (2007). *Cultural History of Medieval India*. Delhi: Social Science Press.
- Khanna, M. (2012). *Madhyakalin Bharat Ka Sanskritik Itihas*. Delhi: Orient Black Swan.
- Koch, E. (2013). *Mughal Architecture: An Outline of its History and Development (1526-1858)*. Delhi: Primus.
- Kumar, S. (2007). *The Emergence of the Delhi Sultanate*. Delhi: Permanent Black
- Kumar, Sunil. (2014). "Bandagi and Naukari: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th centuries" in Francesca Orsini and Samira Sheikh, (Eds.), *After Timur Left: Culture and Circulation in fifteenth century North India*. Delhi: Oxford University Press, pp. 60-108.
- Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*. Delhi: Oxford University Press.
- Sastri, K. A. Nilkanta. (1998). *A History of South India*. Delhi. OUP.
- 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.

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: OrientLongman, 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 th 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 : अरतवम् 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-संपाम् न), 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.)**

- 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: OrientLongman, 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.
- 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.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 th 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.

Category II
BA (Prog.) with History as Major

DISCIPLINE SPECIFIC CORE COURSE– 1 (DSC): History of India 1700 – 1857

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 1700 – 1857	4	3	1	0	12 th Pass	Should have studied History of India 1550 – 1700

Learning Objectives

The paper introduces the students to the key features of the 18th century, and contextualise the establishment of the early colonial state. The paper will focus on colonial policies and their impact on the socio-economic life of the people of India as well as the discontent caused by such policies. While introducing reform measures, colonial rule created a sense of self-consciousness and assertion which manifested itself in various uprisings against the colonial rule.

Learning outcomes

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

- Explain the process of the establishment of Company rule and the policies and practises to sustain the process of expansion and consolidation of the Company rule.
- Understand the impact of various economic policies and how they contributed to dissatisfaction with colonial rule.
- Evaluate the reform measures implemented during under the colonial rule and how they served the interests of the Empire, particularly in the context of education.

SYLLABUS OF DSC

Unit I: India in the 18th century: Background, Debate

Unit II: Expansion and consolidation of British power:

1. Bengal, Mysore, Maratha, Punjab
2. Ideologies/Strategies of Raj

Unit III: Making of a colonial Economy:

1. Land Revenue Settlements
2. Commercialisation of Agriculture
3. De-Industrialisation

Unit IV: Social and Religious Reform Movements:

1. An overview of the reformist movements of the 19th century

2. Indigenous and Modern education

Unit V: The Revolt of 1857: Causes, Nature, and Consequences

Practical component (if any) - NIL

Essential/recommended readings

Unit I. This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. **(Teaching Time: 6 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman,
- Bayly, C.A. (1990). An Illustrated History of Modern India 1600-1947. London: National Portrait Gallery.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Lakshmi Subramanian. (2010). History of India, 1707-1857. Hyderabad: Orient Blackswan. (Also in Hindi)
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press
- सम्पूर्ण, लक्ष्मी, (2013), भारत का इतिहास (1700-1857), नूतन, ओरिएण्टल लैंग्वेज
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम काल के स्वतंत्रता संग्राम के लिए, नूतन विश्वविद्यालय, नूतनी

Unit II. This unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies. **(Teaching Time: 9 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004) From Plassey to Partition. Delhi: Orient Longman.
- Metcalf, Thomas R. (2007 reprint). Ideologies of the Raj, Cambridge: CUP
- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". Comparative Studies in Society and History, 45 (4), pp. 783- 814
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Chaudhary, Latika et al. (Eds.). (2016). A New Economic History of Colonial India. London: Routledge.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- मेहता, बी. एल. (1995). आधुनिक भारत का इतिहास, New Delhi: S. Chand & Co.

Unit III. This unit provides a critical perspective on the changing patterns of land relations, agricultural practices, and trade and industry in the Indian sub-continent under the British colonial rule. **(Teaching Time: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Dutt, R.P. (1986). India Today. Calcutta: Manisha.
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press
- Chaudhary, Latika (et. al. Eds.). (2016). A New Economic History of Colonial India. London: Routledge
- Sarkar, Sumit. 2014. Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- भट्टाचार्य, सव्यसाची (2008). आधुनिक भारत का आर्थिक इतिहास, (1850-1947) मूल्ती, राणिकेत कर्मल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम कक्षा का पाठ्यपुस्तक, मूलवीएववैएलएल, मूल्ती

Unit IV. This unit examines social and religious reform movements, the state of education in India, and the influence of various policies designed to serve the interests of the Empire. **(Teaching Time: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas
- O'Hanlon, Rosalind. (2012). Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth-Century Western India. Cambridge: Cambridge University Press.
- Panikkar, K.N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi: Tulika.
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम कक्षा का पाठ्यपुस्तक, मूलवीएववैएलएल, मूल्ती

Unit-V: This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those of struggling peasants and tribals during the Company Raj. **(Teaching Time: 6 hrs. approx.)**

- Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. Clarendon Press
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and Narayani Gupta (Eds.), *India's Colonial Encounter*, New Delhi: Manohar
- Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP.
- Desai, A.R. (ed.) (1979). *Peasant Struggles in India*. Bombay, OUP
- Bandyopadhyay, Sekhar (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge.
- Pati, Biswamoy. (Ed.). (2007). *The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities*. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press.
- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press
- Chandra, Bipan. (et.al Eds.) (1989). *India's Struggle for Independence*. Delhi: Penguin
- सरकार, सुर्मर् (2009). *आधुनिक भारत, नल्ल्री, रािकमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से वर्भािनर्क: आधुनिक भारत का इर्हास*. Hyderabad: Orient Longman.
- शुक्ल, आर.एल. (Ed). (1987). *आधुनिक भारत का इर्हास, ह्िी माध्यमकार ा ान्वन्त ननशे ालर, नल्ल्री वर्श्वर्वद्यालर, नल्ल्री*

Suggestive readings

- Alavi, Seema ed. (2002). *The Eighteenth Century in India*. New Delhi: OUP.
- Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In *Education and the Disprivileged: Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman.
- Bayly, Susan. (1999). *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: Cambridge University Press.
- Bhattacharya, Sabyasachi ed. (2007). *Rethinking 1857*. Delhi: Orient Longman.
- Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late

Nineteenth and Early Twentieth Century Western India". *Journal of Asian Studies*, 60 (2), pp. 439- 78.

- Dirks, Nicholas B. (2001). *Castes of Mind*. Princeton, New Jersey: Princeton University Press.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press .
- Jones, Kenneth. (2003) *Socio-Religious Reform Movements in British India*. New Cambridge History of India, Vol.3.1. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). *An Intellectual History for India*. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). *Agricultural Production and South Asian History*. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). *Ideologies of the Raj*. Cambridge: Cambridge University Press
- Mukherjee, Mithi. (2010) *India in the Shadows of Empire: A Legal and Political History 1774- 1950*. New Delhi: Oxford University Press.
- Mukherjee, Rudrangshu. (1984) *Awadh in Revolt 1857-1858*. New Delhi: Oxford University Press.
- Pollock, Sheldon ed. (2011). *Forms of Knowledge in Early Modern Asia*. Delhi: Manohar.
- Raj, K N. et al ed. (1985). *Essays on the Commercialization of Indian Agriculture*. New Delhi: Oxford University Press.
- Skuy, David. (July 1998). "Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century", *Modern Asian Studies*, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). *The Making of Agrarian Policy in British India, 1770- 1900*. Delhi: Oxford University Press.
- Stokes, Eric. (1986). *The Peasant Armed: The Indian Rebellion of 1857* In C.A. Bayly (Ed.). New Delhi: Oxford University Press.
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, University of Pennsylvania Press, 1993.

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): History of Europe: 1789-1870

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 Europe: 1789-1870	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper offers a historical overview of the development stemming from the French revolution and the subsequent period of revolutionary upheavals in Europe during the first half the nineteenth century. It traces the different trajectories of industrialization in various parts of Europe, the accompanying transformations in social life and the world of work, as well as the development of new ideologies that accompanied the formation of new social classes in the industrial era. Students will also be familiarized with the factors that fuelled the emergence of nationalism and nation-states in the given period.

Learning outcomes

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

- Trace the key repercussions of the French revolution and Empire-building by France.
- Distinguish the patterns of industrialization in Europe and assess the widespread impact of the industrial revolution.
- Highlight the growth of labour movements and new ideologies in the industrial era.
- Comprehend the broad varieties of nationalist aspirations that emerged in the nineteenth century, and the processes by which new nation-states were carved out in Italy and Germany.

SYLLABUS OF DSC

Unit- 1: The French revolution

1. Causes, phases, and legacy
2. Napoleonic reforms and their impacts: authoritarian state, stirrings of nationalism in the First French Empire

Unit- 2: Restoration and revolutions, 1815-1848

1. Congress of Vienna and Concert of Europe
2. Revolutions of 1830 and 1848

Unit-3: Socio-economic transformations in the early 19th century

1. Industrialization: patterns, changing nature of work, transformations in society, life in the industrial city
2. Social ferment: labour movements; rise of liberalism and early socialism

Unit-4: Nations and nationalism

1. Patterns of nationalism
2. Unification of Italy and Germany

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: At the end of this rubric students would have developed an understanding of the conditions that paved the way for a revolution in late eighteenth century France, and the subsequent transformations in French society since 1789. They will be familiarized with the larger legacy of the French revolution, as well as the impact of Napoleonic rule on monarchies and socio-economic structures outside France. **(Teaching time: 12 hrs. approx.)**

- Hunt, Jocelyn. (1998). The French Revolution. Questions and Analysis in History Series. London and New York: Routledge.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London: Routledge. [Chapter 1, 2, 3 and 4]
- Rude, George. (1964). Revolutionary Europe, 1783-1815. London and Glasgow: Collins. [chapters 4 to 9; chapter 13]
- लालबहादुर शास्त्री द्वारा रचित 'भारत का इतिहास: फ्रांस की क्रांति और उसके परिणाम'।
के।
- पत्रिका 'संस्कृत' (संपादक)। Nideshalaya, रोप का इतिहास। Hindi Madhyam Karyanvaya DU.

Unit-II: At the end of this rubric students would have developed an understanding of the significant developments post the Congress of Vienna (1814–1815) which settled the boundaries of post- Napoleonic Europe and restored monarchs to power. Despite the conservative reaction, political revolts broke out which culminated in cycle of revolutions in 1830 and 1848. **(Teaching time: 9 hrs. approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston. [Chapter 1 to 3; Chapter-5].
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapter 5 & 7].

- लालबहादुर शास्त्री (संपादक) का उपकांडीय इतिहास: फ्रांसीसी क्रांति से नरेश्वर तक
- पाणिनीय (संपादक) का उपकांडीय इतिहास: Hindi Madhyam Karyanvaya Nideshalaya, DU.
- विवेकानंद (संपादक) का उपकांडीय इतिहास: 1870 से अनवरत तक: तन्त्रमहाविद्यालय Hindi Madhyam Karyanvaya Nideshalaya, DU.

Suggestive readings

- Edmund Burke: reflections on the French Revolution.
- Blanning, T.C.W. (ed.). (2000). The Oxford History of Modern Europe. Oxford:OUP. [Chapters 2 and 4].
- Hobsbawm, E. J. (1996). The Age of Revolution, 1789–1848. New York: Vintage Books.
- Merriman, John. (2002). A History of Modern Europe: From Renaissance to the Present. Vol. II. London and New York: W.W. Norton [Chapters 12 and 14].
- नरेश्वर, मीनाभारती, विद्याधर (संपादक)। आधुनिक उपकांडीय इतिहास
- स: आर. म. और श. ए.। Hindi Madhyam Karyanvaya Nideshalaya, DU
- तन्त्रमहाविद्यालय का उपकांडीय इतिहास: 1870-1914 प्रकाशन।
- ए.के. शर्मा। आधुनिक उपकांडीय इतिहास: 1789 से 1945 का साहित्य भवन प्रकाशन

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 – HISTORY OF INDIA 1700-1857

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 1700 – 1857	4	3	1	0	12 th Pass	Should have studied History of India 1550 – 1700

Learning Objectives

The paper introduces the students to the key features of the 18th century, and contextualise the establishment of the early colonial state. The paper will focus on colonial policies and their impact on the socio-economic life of the people of India as well as the discontent caused by such policies. While introducing reform measures, colonial rule created a sense of self-consciousness and assertion which manifested itself in various uprisings against the colonial rule.

Learning outcomes

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

- Explain the process of the establishment of Company rule and the policies and practises to sustain the process of expansion and consolidation of the Company rule.
- Understand the impact of various economic policies and how they contributed to dissatisfaction with colonial rule.
- Evaluate the reform measures implemented during under the colonial rule and how they served the interests of the Empire, particularly in the context of education.

SYLLABUS OF DSC-1

Unit I: India in the 18th century: Background, Debate

Unit II: Expansion and consolidation of British power:

3. Bengal, Mysore, Maratha, Punjab
4. Ideologies/Strategies of Raj

Unit III: Making of a colonial Economy:

4. Land Revenue Settlements
5. Commercialisation of Agriculture
6. De-Industrialisation

Unit IV: Social and Religious Reform Movements:

3. An overview of the reformist movements of the 19th century
4. Indigenous and Modern education

Unit V: The Revolt of 1857: Causes, Nature, and Consequences

Practical component (if any) - NIL

Essential/recommended readings

Unit I. This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. **(Teaching time: 6 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman,
- Bayly, C.A. (1990). An Illustrated History of Modern India 1600-1947. London: National Portrait Gallery.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Lakshmi Subramanian. (2010). History of India, 1707-1857. Hyderabad: Orient Blackswan. (Also in Hindi)
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press
- सामन्यण, लक्ष्मी, (2013), भारत का इतिहास (1700-1857), नूतन, ओरिएण्टलैकतवान
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, सत्रिंशो मध्यम कक्षा के अन्वय में, नूतन विश्वविद्यालय, नूतनी

Unit II. This unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies. **(Teaching time: 9 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004) From Plassey to Partition. Delhi: Orient Longman.
- Metcalf, Thomas R. (2007 reprint). Ideologies of the Raj, Cambridge: CUP
- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". Comparative Studies in Society and History, 45 (4), pp. 783- 814
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Chaudhary, Latika et al. (Eds.). (2016). A New Economic History of Colonial India. London: Routledge.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.
- शर्मा, बी. एल. (1995). आधुनिक भारत का इतिहास, New Delhi: S. Chand & Co.

Unit III. This unit provides a critical perspective on the changing patterns of land relations, agricultural practices, and trade and industry in the Indian sub-continent under the British colonial rule. **(Teaching time: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Dutt, R.P. (1986). India Today. Calcutta: Manisha.
- Mann, Michael. (2015). South Asia's Modern History: Thematic Perspectives. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press
- Chaudhary, Latika (et. al. Eds.). (2016). A New Economic History of Colonial India. London: Routledge
- Sarkar, Sumit. 2014. Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- भट्टाचार्य, सव्यसाची (2008). आधुनिक भारत का आर्थिक इतिहास, (1850-1947)
मूल्य, रक्षा कमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास.
Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, राष्ट्रीय माध्यम
कार्यक्रम, नवीनतम संस्करण, दिल्ली विश्वविद्यालय, दिल्ली

Unit IV. This unit examines social and religious reform movements, the state of education in India, and the influence of various policies designed to serve the interests of the Empire. **(Teaching time: 12 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas
- O'Hanlon, Rosalind. (2012). Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth-Century Western India. Cambridge: Cambridge University Press.
- Panikkar, K.N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi: Tulika.
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan
- बंधोपाध्याय, शेखर. (2012). प्लासी से स्वतंत्रता तक: आधुनिक भारत का इतिहास.
Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, राष्ट्रीय माध्यम
कार्यक्रम, नवीनतम संस्करण, दिल्ली विश्वविद्यालय, दिल्ली

Unit-V: This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those

of struggling peasants and tribals during the Company Raj. **(Teaching time: 6 hrs. approx.)**

- Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. Clarendon Press
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and Narayani Gupta (Eds.), *India's Colonial Encounter*, New Delhi: Manohar
- Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP.
- Desai, A.R. (ed.) (1979). *Peasant Struggles in India*. Bombay, OUP
- Bandyopadhyay, Sekhar (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge.
- Pati, Biswamoy. (Ed.). (2007). *The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities*. London: Routledge.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press.
- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press
- Chandra, Bipan. (et.al Eds.) (1989). *India's Struggle for Independence*. Delhi: Penguin
- सरकार, सम्म (2009). *आधुनिक भारत, मूल्य, राक्षिकमलप्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासीसर्वभांगिनकः आधुनिकभारतका इतिहास*. Hyderabad: Orient Longman.
- शर्मा, आर.एल. (Ed). (1987). *आधुनिक भारत का इतिहास, द्वितीय माध्यम*
कार्यक्रमनतानुशेखर, मूल्यव्यवस्थापक, मूल्य

Suggestive readings

- Alavi, Seema ed. (2002). *The Eighteenth Century in India*. New Delhi: OUP.
- Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In *Education and the Disprivileged: Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman.
- Bayly, Susan. (1999). *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: Cambridge University Press.
- Bhattacharya, Sabyasachi ed. (2007). *Rethinking 1857*. Delhi: Orient Longman.
- Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late Nineteenth and Early Twentieth Century Western India". *Journal of Asian Studies*, 60 (2), pp. 439- 78.
- Dirks, Nicholas B. (2001). *Castes of Mind*. Princeton, New Jersey: Princeton University Press.
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press .

- Jones, Kenneth. (2003) Socio-Religious Reform Movements in British India. New Cambridge History of India, Vol.3.1. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). An Intellectual History for India. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). Agricultural Production and South Asian History. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). Ideologies of the Raj. Cambridge: Cambridge University Press
- Mukherjee, Mithi. (2010) India in the Shadows of Empire: A Legal and Political History 1774- 1950. New Delhi: Oxford University Press.
- Mukherjee, Rudrangshu. (1984) Awadh in Revolt 1857-1858. New Delhi: Oxford University Press.
- Pollock, Sheldon ed. (2011). Forms of Knowledge in Early Modern Asia. Delhi: Manohar.
- Raj, K N. et al ed. (1985). Essays on the Commercialization of Indian Agriculture. New Delhi: Oxford University Press.
- Skuy, David. (July 1998). "Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century", Modern Asian Studies, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). The Making of Agrarian Policy in British India, 1770- 1900. Delhi: Oxford University Press.
- Stokes, Eric. (1986). The Peasant Armed: The Indian Rebellion of 1857 In C.A. Bayly (Ed.). New Delhi: Oxford University Press.
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. Orientalism and the Postcolonial Predicament: Perspectives on South Asia, University of Pennsylvania Press, 1993.

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): Merchant and Mercantile Practices in 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Merchant and Mercantile Practices in India	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course explores the ways in which merchants and mercantile practices have been approached, appropriated and understood in Indian history. The diverse narratives of a high degree of merchant mobility, institutional adaptation, and diversification into banking and manufacturing map out dimensions of variation reflected in a huge diversity of business practice and social organization. The endeavor is to familiarize students with merchant communities and practices distinguished by location, geographic scope, and type of commodities traded. Their regional distribution, internal and social organization, standards for behaviour, and resource opportunities varied accordingly and thus one could analysis historical evolution of merchants and mercantile communities of the IndianSubcontinent and their changing role. Here response and adaptation of the mercantile communities towards the changing socio-political environment too becomes vital to be explored.

Learning outcomes

Students will also learn what histories of merchants and mercantile practices can tell us about ex-change patterns across social formations. We will aim simultaneously to see merchants and mate-rial culture more generally, as playing a fundamental role inthe shaping of our past.

Theory and Practical/ Field work/Hands-on-learning:

Through the course students are expected to continuously interact with the mercantile sector through programmes built into the academic curriculum like field studies, internships, projects, audio-visual projects and its cluster initiatives.

SYLLABUS OF DSE

Unit I: Introduction: Situating merchants and mercantile practices in Indian History

1. Sources and Historiography: Inscriptions, Bahis, Khatas, Khatpatras,
2. Inception: Mechanism and means of exchange and involvement of groups (barter, coined and uncoined money)

Unit II: Origins, Identities and Organizations of Merchant Communities:

1. Crafts and commerce in early historical India: Craft Guilds and Trading Guilds (Shreni, Puga, Nigama, Sartha) the Craftsperson as a Petty Trader: Organization, rules, and regulations;
2. Occupational specialisation and spatial distribution: Nagaram,
3. Mercantile Public Identities: Chettiars, Baniyas, Jains, Marwaris, Shikarpuris, Banjaras, Bohras, Parsis

Unit III: Social Interface and world of the Merchants

1. Momentum of Markets, Urbanisation and engagement of merchants in exchange practices/development of Mercantile spaces- qasbas, bazaars, katras, melas and haats,
2. Merchants and mercantile practices in relation to the state and temple in Medieval India.

Unit IV: Changing patterns of Mercantile Communities & Practices:

1. Growth of interregional specialisation and India's interaction with Global trade.
2. Merchant families, marriage alliances, family firms, and mercantile elites,
3. Money, instruments of exchange, banking and interest,
4. European Trade, Companies and Agency houses.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit seeks to introduce the concept of Mercantile activities and the role of merchants through the analysis of Inscriptions, Bahis, Khatas, Khatpatras, The idea is to make student familiar with the inception of mechanism and means of exchange and involvement of groups. **(Teaching time: 9 hrs. approx.)**

- Adhya, G.L., Early Indian Economics: Studies in the Economic Life of Northern and Western India c. 200 B.c.-300 A.D; Bombay, 1966. {Chapters II ('Industry') and III ('Trade')}
- Gokhale, B G; 'The Merchant in Ancient India'; Journal of the American Oriental Society; Apr-Jun 1977; Vol. 97, no.2; pp. 125-130.
- राधाकृष्णचौधरी, प्राचीन भारत का आर्थिक इतिहास, पटना ईश्वरजी; 1979, विनोद कृष्ण प्रकाशन.
- {अध्याय 10 एवं 12.}

- Majumdar, R.C., *Corporate Life in Ancient India*; (third edition), Firma K. L. Mukhopadhyay, Calcutta, 1969, {Chapter I ('Corporate Activities in Economic Life')}

Unit II: This unit deals with origins, identities and Organizations of Merchant Communities. The unit will also trace Crafts and commerce in early historical India and look at Religious, Caste and Regional Variations in Mercantile Public Identity. **(Teaching time: 12 hrs. approx.)**

- Champakalakshmi, R., *Trade, Ideology and Urbanisation: South India 300 BC to AD 1300*; Oxford University Press, Delhi. 1996, {Chapter 5 ('The South Indian Guilds: Their Role in Early Medieval Trade and Urbanization')}
- Chakravarti, Ranabir; 'Monarchs, merchants and a matha in Northern Konkan (c. 900-1053 AD)'; *IESHR*: 27,2, 1990.
- ———; *Trade and Traders in Early India*; London, 2020.
- Das, Dipakranjan, *Economic History of the Deccan: from the First to the Sixth century A.D.*; Munshiram Manoharlal; Delhi; 1969. {Chapters XII ('Organisation of Industry and Trade') and XIV ('Banking and Allied Business')}
- Gopal, Lallanji, *The Economic Life of Northern India, c. A.D. 700 – 1200*; Motilal Banarsidass; Varanasi; 1965. {Chapter IV ('Guilds')}
- Subbarayalu, Y., 'Trade Guilds of South India up to Tenth Century'. *Studies in People's History*, 2(1), 2015, pp. 21–26.
- Jain, V K; *Traders and Traders in Western India 1000-1300 AD*; South Asia Books; 1990.
- Jain, Shalin, "The Urban Jain Community, Commercial Mobility and Diaspora", (Chapter 4) pp. 158-205; portions dealing with social role of Jain merchants- Shantidas Jauhari and Virji Vora, pp. 255-267 in *Identity, Community and State: The Jains under the Mughals*, Primus Delhi, 2017
- Karashima, N., Y. Subbarayalu and P. Shanmugam, 'Nagaram during the Cola and Pandya Period: Commerce and Towns in the Tamil Country, A.D 850- 1350'. *The Indian Historical Review*, Volume XXXV, No I (January 2008), pp. 1- 33.
- Kosambi, D.D., 'Indian Feudal Trade Charters', *Journal of Economic and Social History of the Orient*, 2(3), 1959, pp. 281-293. Reprinted in B.D. Chattopadhyaya, ed., *Oxford India Kosambi*.
- Markovits, Claude, "The Gate of Khorassan: the Shikarpuri network, c. 1750- 1947", *The Global World of Indian Merchants, 1750-1947 Traders of Sind from Bukhara to Panama*, CUP, 2000, pp. 57-109.
- Markovits, Claude (2008). *Merchants, Traders, Entrepreneurs: Indian Business in the Colonial Era*. Basingstoke: Palgrave Macmillan (Part III on 'Merchant Networks').
- Mehta, Makrand, *Indian Merchants and Entrepreneurs in Historical Perspective*, Delhi, 1991.
- Mehta, Shirin, 'The Mahajans and The Business Communities of Ahmedabad' in Dwijendra Tripathi ed., *Business Communities of India*, Manohar, 1984, pp. 173-184.
- Nilakanta Sastri, K.A., *The Coḷas* (Revised edition, 1955), {Chapter XXII ('Industry and Trade')}
- Sircar, D.C., *Studies in the Political and Administrative Systems in Ancient and Medieval India*; Motilal Banarsidass; Delhi; 1974), {Chapter XIII ('Charter of Viṣṇuṣeṇa') and Appendix VI ('Traders' Privileges Guaranteed by Kings')}
- Ray, Rajat Kanta ed, 1992, *Entrepreneurship and Industry in India, 1800-1947*, Delhi, OUP

Unit III: This unit will explore the growth and expansion of mercantile world of activity and its

interface with Urbanization, exchange spaces, state and temple in Medieval India. **(Teaching Time: 12 hrs. approx.)**

- The Cambridge Economic History of India 1, 1200-1750, edited by Tapan Raychaudhuri and Irfan Habib (Chapters II, III.3-4, IV, V, VII, X-XIII)
- Ardhakathanak, Translation: Mukund Lath. (ed. Translation), Half a Tale, Ardhakathanak, Jaipur, 1989
- Irfan Habib, 'Banking in Mughal India', Contributions to Indian Economic History, ed. Tapan Raychaudhuri, Calcutta, 1960, pp. 1-20.
- ———; 'The Currency System of the Mughal Empire', Medieval India Quarterly, Vol. iv, 1961.
- ———; 'Merchant Communities in Precolonial India', The Rise of Merchant Empires, Long-Distance Trade in the Early Modern World 1350-1750, ed. James D. Tracy, Cambridge, 1990.
- Hall, Kenneth R., Trade and Statecraft in the Age of Cōlas; Abhinav Publications; New Delhi.; 1980.
- Haider, Najaf, "The Moneychangers (Sarrafs) in Mughal India", Studies in People's History, 6, 2, 2019, pp. 146-161.
- Om Prakash; 'The Indian Maritime Merchant, 1500-1800'; Journal of the Economic and Social History of the Orient, 2004, Vol. 47, No. 3, Between the Flux and Facts of Indian History: Papers in Honor of Dirk Kolff (2004), pp. 435- 457; URL: <https://www.jstor.org/stable/25165056>
- Pradhan, Sulagna; 'Three Merchant of Thirteenth Century Gujarat'; Proceedings of the Indian History Congress, 2017, Vol. 78 (2017), pp. 275-281; URL: <https://www.jstor.org/stable/10.2307/26906095>.

Unit IV: This unit will take up changing patterns of Mercantile Communities & Practices with Growth of interregional specialisation and Global prospective of trade, establishment of mercantile elite groups/families. The unit will also deal with the gradual and increasing involvement of European trading companies and emergence of agency houses. **(Teaching time: 12 hrs. approx.)**

- The Cambridge Economic History of India 2, 1757-1970, edited by Dharma Kumar and Meghnad Desai (Chapter IX, 'Money and Credit, 1858-1947', by A.G. Chandavarkar).
- Chaudhary, Sushil and Michel Morineau ed., Merchants, Companies and Trade: Europe and Asia in the Early Modern Era, CUP, 1999.
- Ray, Rajat Kanta, 'Asian Capital in the Age of European Domination: The Rise of the Bazaar, 800-1914', Modern Asian Studies, 29(3), pp. 449-554.
- Roy, Tirthankar, "States: A Political Theory of the Community", (Chapter 2), pp. 45-88; "Merchants: Guild as Corporation", (Chapter 3), pp. 89-129; "Artisans: Guilds for Training", (Chapter 4), pp. 130-152 in Tirthankar Roy, Company of Kinsmen: Enterprise and Community in South Asian History 1700- 1940, OUP, 2018.
- Rudner, David; 'Banker's Trust and the Culture of Banking among the Nattukottai Chettiars of Colonial South India'; Modern Asian Studies, 1989, Vol. 23, No. 3 (1989), pp. 417-458; URL: <https://www.jstor.org/stable/312703>.

Suggestive readings

- Business Practices And Monetary History, Unit 22 in Block-5 Expansion and Growth of Medieval Economy-II,

<http://egyankosh.ac.in//handle/123456789/44532>

- C.A. Bayly, *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*, New Delhi: Cambridge University Press, 1988.
- Chakravarti, Ranabir; 'Nakhudas and Nauvittakas: Ship-Owning Merchants in the West Coast of India (C. AD 1000-1500)'; *Journal of the Economic and Social History of the Orient*, 2000, Vol. 43, No. 1 (2000), pp. 34-64; URL: <https://www.jstor.org/stable/3632772>.
- Chatterjee, Kumkum; 'Collaboration and conflict: Bankers and early colonial rule in India: 1757-1813'; *IESHR*; 30,3, 1993'.
- Colonialism And Trade:1857-1947 Unit 27 in Block-6 Trade and Markets <http://egyankosh.ac.in//handle/123456789/44534>
- Goitein, S.D., 'Portrait of a Medieval India Trader: Three Letters from the Cairo Geniza, *Bulletin of the School of Oriental and African Studies* 50(3), 1987, pp. 449-64.'
- Habib, Irfan, 'Usury in Medieval India', *Comparative Studies in Society and History* 6 (1964), pp. 393-419.
- Irfan Habib, 'The System of Bills of Exchange (Hundis) in the Mughal Empire', *Proceedings of the Indian History Congress, 35 Session, Muzaffarpur, 1972*, pp. 290-303.
- Mahalingham, T.V. 1940 (1975), *Administration and Social life under Vijayanagar - Part II Social Life (Revised edn)*.
- Mehta, Makrand. (1991). "Vaishnav Banias as Merchants, Sharafs and Brokers: The 17th Century Parekhs of Surat" in Makrand Mehta ed., *Indian Merchants and Entrepreneurs in Historical Perspective with Special Reference to Shroffs of Gujarat: 17th to 19th Centuries*, Delhi: Academic Foundation, pp. 65- 90.
- Merchants And Markets:1757-1857 Unit 26 in Block-6 Trade and Markets <http://egyankosh.ac.in//handle/123456789/44535>
- Mukherjee, Rila; 'The Story of Kasimbazar: Silk merchants and Commerce in Eighteenth Century India'; *Review (Fern-and Braudel Center)*, Fall, 1994, Vol 17, No. 4, pp 499-554; URL: <https://www.jstor.org/stable/40241304>
- Pushpa Prasad, 'Credit and Mortgage Documents in the Lekhapaddhati', *Puratattva*, No. 18, 1987- 88, pp.94-95.
- Patra, Benudhar; 'Merchants, guild and trade in Ancient India: An Orissan Perspective'; *Annals of the Bhandarkar Oriental Research Institute*; Vol 89, 2008; pp.133- 168.
- Steensgaard, Niels, *The Asian Trade Revolution of the Seventeenth Century: The East India Companies and the Decline of the Caravan Trade*. Chicago: University of Chicago Press. 1974.
- Trade, Trading Networks and Urbanisation: North India, C.AD 300 to C. AD 1300, Unit 14 in Block-3 Early Medieval Economy and Its Continuities, <http://egyankosh.ac.in//handle/123456789/44516>
- Tripathi, Dwijendra. (1984) (ed.), *Business Communities of India: A Historical Perspective*, Delhi: Manohar.
 - टेंबगा, िॉमस ए. (1978). *मारवाडी समाधि व्यवसाय से उद्योग मरेें*, नईदिल्ली: राधाकृष्णप्रकाशन.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -2): Urbanisation and Urbanism in Indian

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

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

Learning outcomes

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

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

SYLLABUS OF DSE-2

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

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

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

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

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This unit lays stress on the concepts of urbanisation, de-urbanisation, urbanism, and urban-rural relations in historical perspective. It further explains the subtle nuances of the various sources such as archaeological, literary and archival records while discussing the process of urbanisation, its several phases, patterns and classifications in Indian history. (Teaching Time: 6 hours approx.)

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

Unit II. This Unit shall introduce students to the evolution of urbanisation in the protohistoric period, its development and decline; the re-emergence of material culture, state-organization, belief systems and some of the important urban centres in the Indian sub-continent (Teaching Time: 12 hours approx.)

- Adhir Chakravarti, Urban Development in Ancient India, The Asiatic Society, Kolkata, 2006. (Chapter 1 & 2).
- B.D. Chattopadhyaya, Studying Early India: Archaeology, Texts and Historical Issues, Permanent Black, Delhi, 2003. pp. 105-134.
- D. K. Chakrabarti and Makkhan Lal (ed.), History of Ancient India, Vol. 3, Aryan Books International, New Delhi, 2014, pp. 435-500.
- Indu Banga (ed.), The City in Indian History, Manohar Publishers and Distributors, New Delhi, 2005, pp. 9-18.
- J.M. Kenoyer, Ancient cities of Indus valley civilization, Oxford University Press, Oxford, 1998.
- R. Champakalakshmi, Trade, Ideology and Urbanization, Oxford University Press, Delhi, 1996. (Chapter 1, 6 & 7).
- Seema Bawa (ed.), Locating Pleasure in Indian History: Prescribed and Proscribed Desires in Visual and Literary Cultures, Bloomsbury, New Delhi, 2021, Chapter 2.
- Vasant Shinde, 'Peopling and Early Cultural Development in South Asia as Revealed by the First of its Kind Research Based on Archaeogenetic Analysis and Craniofacial Reconstruction of the Human Skeleton Data from Rakhigarhi', Purattatva, Vol. 50, 2020, pp. 34-53.
- Vijaya Laxmi Singh, Mathura, the Settlement and Cultural Profile of an Early Historic City, Sandeep Prakashan, Delhi, 2005, (Chapter 2 & 3).
- Vijaya Laxmi Singh, The Saga of the First Urbanism in Harappan Civilization, Sandeep Prakashan, Delhi, 2006.
- राय उदय नारायण, प्राचीन भारत में नगर तथा नगर जीवन, हिंदुस्तान एकेडेमी, इलाहाबाद, 1965.
- संजू शर्मा, ऊपरी गंगाघाटी द्वितीय नगरीकरण, लोकभारती प्रकाशन, इलाहाबाद, 2017.
- किरण कुमार थपलियाल, सिंधु सभ्यता, उत्तर प्रदेश हिंदी संस्थान, लखनऊ, 2003.

- उपिंद्र सिंह, प्राचीन एवम पूर्व मध्यकालीन भारत का इतिहास पाषाणकाल से 12वीं शताब्दी तक, पियरसन, नई दिल्ली, 2016, (अध्याय 4, 6,8).

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

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

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

- Amar Farooqui, 'Urban Development in a Colonial Situation: Early Nineteenth Century Bombay', *Economic and Political Weekly*, Vol. 31, No. 40, October 5, 1996, pp. 2746-2759.
- David A. Johnson, 'A British Empire for the Twentieth century: the Inauguration of New Delhi, 1931', *Urban History*, Vol. 35, No. 3, December 2008, pp. 462-484.
- Maansi Parpiani, 'Urban Planning in Bombay (1898-1928): Ambivalences, Inconsistencies and Struggles of the Colonial State', *Economic and Political Weekly*, Vol. 47, No. 28, July 2012, pp. 64-70.
- R. E. Frykenberg (ed.), *Delhi through the Ages: Selected Essays in Urban History, Culture and Society*, Oxford University Press, Delhi, 1993, pp. 223 - 286
- Narayani Gupta, *Delhi between Two Empires, 1803-1931: Society, Government, and Urban Growth*, Oxford University Press, Delhi, 1981, pp. 157-225.
- Partho Dutta, *Planning the City: Urbanisation and Reform in Calcutta, c. 1800 - c. 1940*, Tulika Books, Delhi, 2012.
- Susan M. Neild, 'Colonial Urbanism: The Development of Madras City in the Eighteenth

and Nineteenth Centuries', *Modern Asian Studies*, Volume 13, Issue 02, April 1979, pp. 217 – 246.

- निर्मला जैन, दिल्ली शहर दर शहर, राजकमल प्रकाशन, दिल्ली, 2009.

Suggestive readings

- Ghosh (ed.) *The City in Early Historical India: An Encyclopaedia in Indian Archaeology*, Vol. I, Munshiram Manoharlal, Delhi, 1973.
- P. Shah, *Life in Medieval Orissa*, Chaukhamba, Varanasi, 1976.
- Varghese, *New Perspectives on Vijayanagara: Archaeology, Art, and Religion*, Oxford University Press, New Delhi, 2000.
- Akinori Useugi, 'Perspectives on the Iron Age/ Early Historic Archaeology in South Asia', *Purattava*, Vol. 50, 2020, pp. 138-164.
- Alexandra Mack, 'One Landscape, Many Experiences: Differing Perspectives of the Temple Districts of Vijayanagara', *Journal of Archaeological Method and Theory*, Vol. 11, No. 1, 2004, pp. 59–81.
- Aloka Parashar, 'Social Structure and Economy of Settlements in the Central Deccan (200 BC- AD 200)', in Indu Banga (ed.) *The City in Indian History*, Manohar Publications, Delhi, 1991.
- Anil Varghese, *Hampi*, Oxford University Press, New Delhi, 2002.
- Attilio Petruccioli, 'The City as an Image of the King: Some Notes on the Town-Planning of Mughal Capitals in the Sixteenth and Seventeenth Centuries', in Monica Juneja (ed.) *Architecture in Medieval India: Forms, Context, Histories*, Permanent Black, Ranikhet, 2015.
- D. Chattopadhyaya, 'Transition to the Early Historical Phase in the Deccan: A Note', in B M Pandey and B. D. Chatyopadhyaya (eds) *Archaeology and History: Vol. II (Essays in Memory of A. Ghosh)*, Agam Kala Prakashan, Delhi, 1987.
- K. Malik, *Medieval Orissa: Literature, Society and Economy*, Mayur Publications, Bhubaneswar, 1996.
- Burton Stein, 'The Economic Function of a Medieval South Indian Temple', *The Journal of Asian Studies*, Vol. 19, No. 2, February 1960, pp. 163-176.
- K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, Oxford University Press, Delhi, 1995.
- Doris Meth Srinivasan, *Mathura: The Cultural Heritage*, South Asia book, Delhi, 1984.
- Ebba Koch, 'Mughal Agra: A Riverfront Garden', in Renata Halod, Attilio Petruccioli and Andre Raymond, (eds) *The City in the Islamic World Vol. I*, Leiden, Brill, 2008.
- R. Allchin, *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*, Cambridge University Press, Cambridge, 1995.
- Howard Spodek, 'City Planning in India under British Rule', *Economic and Political Weekly*, Vol. 48, No. 4, January 26, 2013, pp. 53-61.
- J. Gollings, John M. Fritz and George Michell, *City of Victory, Vijayanagara: The Medieval Capital of South India*, Aperture, New York, 1991.
- J. M. Fritz, G. Michell and M. S. Nagaraja Rao, *Where Gods and Kings Meet: The Royal Center at Vijayanagara*, University of Arizona Press, Tucson, 1984.
- J. M. Kenoyer, 'The Indus Tradition: The Integration and Diversity of Indus Cities', *Purattava*, Vol. 50, 2020, pp. 19-34.
- James Heitzman, 'Ritual Polity and Economy: The Transactional Network of an Imperial Temple in Medieval South India', *Journal of the Economic and Social History of the Orient*, Vol. 34, No. 1/2, 1991, pp. 23-54.
- John M. Fritz and George Michell, (eds), *New Light on Hampi, Recent Research at*

- Vijayanagara, Marg Publications, Mumbai, 2001.
- K.K. Trivedi, 'The Emergence of Agra As a Capital and a City: A Note on Its Spatial and Historical Background During the Sixteenth and Seventeenth Centuries', *Journal of the Economic and Social History of the Orient*, Vol. 37, No. 2, 1994, pp. 147-170.
 - Krupali Krusche and Vinayak Bharne, *Rediscovering the Hindu Temple: The Sacred Architecture and Urbanism of India*, Cambridge Scholars Publishing, London, 2012.
 - Meera Kosambi and John E. Brush, *Three Colonial Port Cities in India*, *Geographical Review*, Vol. 78, No. 1, January 1988, pp. 32-47.
 - Narayani Gupta, 'Military Security and Urban Development: A Case Study of Delhi 1857-1912', *Modern Asian Studies*, Vol. 5, No. 1, 1971, pp. 61-77.
 - P. K. Basant, *The City and the Country in Early India: A Study of Malawa*, Primus Books, Delhi, 2012.
 - R. Nath, *Agra and Its Monuments*, The Historical Research Documentation Programme, Agra, 1997.
 - R.S. Sharma, *Urban Decay in India*, Munshiram Manoharlal, Delhi, 1987.
 - Shane Ewen, *What is Urban History?*, Polity Press, Cambridge, 2016.
 - Sumanta Banerjee, *Memoirs of Roads: Calcutta from Colonial Urbanization to Global Modernization*, Oxford University Press, New Delhi, 2016.
 - T. V. Mahalingam, *Economic Life in the Vijayanagar Empire*, Nuri Press, Madras, 1951.
 - Murali Ranganathan (ed. & tr.), *Govind Narayan's Mumbai: An Urban Biography from 1863*, Anthem Press, London, 2008.
 - कृष्णादत्त वाजपेयी, *ब्रज का इतिहास*, अखिल भारतीय ब्रज साहित्य मंडल, मथुरा, 1955.
 - नीलकंठ शास्त्री, *दक्षिण भारत का इतिहास*, पटना, बिहार हिंदी ग्रंथ एकडेमी, 2006.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 3 (DSE): Prehistory and Protohistory of 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Prehistory and Protohistory of India	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course aims to introduce the concepts of pre and proto history through a survey of various cultures/periods of the Indian subcontinent. The course provides an understanding of the shifts and developments in the technology and subsistence practices through the hunting-gathering, food producing, urban and Iron using societies. The cultural diversity of different geographical zones of the Indian subcontinent would be highlighted through a study of settlement patterns.

Learning outcomes

At the end of the course, students would:

- Have the ability to differentiate between various pre and proto historic cultures/periods.
- Understand the changes and continuity in distribution, tool technology and subsistence practices during the Palaeolithic and Mesolithic periods.
- Identify the characteristic features of Neolithic cultures in the Indian subcontinent with their regional distribution
- Recognise the various copper using cultures of India.
- Distinguish the different phases of Harappan civilization.
- Locate the development of Iron technology in different geographical zones of India.

SYLLABUS OF DSE

Unit 1: Introduction Understanding the concept, scope and terminology of Pre and Proto history

1. Sources

Unit 2: Prehistoric Hunter Gatherers

1. Survey of Palaeolithic cultures: Sites, Sequence, tool typology and technology, Subsistence patterns
2. Survey of Mesolithic cultures in India: distribution, tool technology and typology and artefacts
3. Survey of rock art in India

Unit 3: Early Farming Communities: Beginning of Food Production

1. Understanding Neolithic: Regional distribution, subsistence practices and settlement patterns

2. Survey of Chalcolithic cultures in Indian subcontinent

Unit 4: Harappan Civilization: Extent, features of urbanisation and legacy (4 Weeks)

1. Early Harappan
2. Mature Harappan
3. Late Harappan

Unit 5: Early Iron using societies: Beginning and development of iron technology (3 Weeks)

1. Survey of PGW Cultures in Indian Subcontinent with special reference to Ahichhatra and Atranjikhhera
2. Megalithic Cultures: Distribution pattern, Burial practices and types

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: In this unit the students will be introduced to the major concepts and terminologies relating to the prehistoric archaeology. They will also be introduced to the other such disciplines which are utilized in the interpretation of prehistoric objects. **(Teaching Time: 6 hrs. approx.)**

- Chakrabarti, D.K. (1999). India: An Archaeological History, Oxford University Press, pp. 1- 18.
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld.
- Misra, V.N. (1989). "Stone Age India: an Ecological Perspective", Man and Environment, Vol. 14, pp.17-64.
- शिन्, वी. के. (2008). भारत का प्रागैतिहास और आध्यैतुहास: एक अवलोकन. नई दिल्ली: डीके प्रैटवर्ल्ड.

Unit 2: In this unit the students will acquire comprehensive knowledge about the hunting-gathering stage of human cultural evolution in the context of Indian subcontinent. Early artistic expressions and their significance will add to their interpretive skills. **(Teaching Time: 9 hrs. approx.)**

- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld(Also available in Hindi).
- Misra, V.D. and J.N. Pal (eds). (2002). Mesolithic India. Allahabad: Department of Ancient History, Culture and Archaeology, University of Allahabad, pp. 13- 124.
- Mishra, S. (2008). "The Lower Palaeolithic: A Review of Recent Findings". Man and Environment, Vol. 33, pp. 14-29.
- Paddayya, K. (2008). India: Palaeolithic Cultures, in Encyclopaedia of Archaeology. Edited by D. M. Pearsall, pp. 768-791. New York: Elsevier.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India, New Delhi: Pearson, pp. 94-131.
- सिंह, उपेंद्र . (2016). प्राचीन एवम पुरा मध्यकालीन भारत का इतिहास पाणिपतकालसे 12वीं शताब्दी तक, नई दिल्ली, स्प्रतसन.

Unit 3: This Unit will equip students with the appearance of a new way of life when humans

transited to plant and animal domestication and subsequently acquiring technical knowledge of copper smelting laying the foundation of agrarian societies in different parts of Indian subcontinent. **(Teaching Time: 9hrs. approx.)**

- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Also available in Hindi).
- Jarrige, C., Jarrige, J.-F., Meadow, R. H. & Quivron, G. (eds). (1995). Mehrgarh Field Reports 1974–1985. From Neolithic Times to Indus Civilization (Department of Culture & Tourism, Karachi, 5-511).
- Saraswat, K.S. (2005). "Archaeological Background of the Early Farming Communities in the Middle Ganga Plain", Pragdhara, Vol. 15, pp. 145-177.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (Also available in Hindi).
- Tewari, R., R.K. Srivastava, K.S. Saraswat, I.B. Singh, K.K. Singh (2006). "Early Farming at Lahuradewa" in Pragdhara, Vol. 18, Lucknow, pp. 347-373.

Unit 4: In this unit students will acquire comprehensive knowledge about the evolution, expansion, flourishing and transformation of the Harappan Civilization. **(Teaching Time: 12 hrs. approx.)**

- Allchin, F.R.A. and Allchin, B. (1995). The Origins of a Civilization. Delhi: Viking, pp. 10-79.
- Chakrabarti, D.K. (1999). India An Archaeological History Palaeolithic Beginnings to Early Historical Foundations, Delhi: Oxford University Press, pp. 117-148.
- Dhavalikar, M.K. (1997). Indian Protohistory. New Delhi: Books and Books, pp.110-280. Dikshit, K.N., 2011, "The decline of Harappan civilization", Ancient India, pp. 125-178.
- Possehl, G. 1999. Indus Age: The Beginnings. Delhi: Oxford and IBH, pp. . 442- 556.
- Ratnagar, Shereen. (2001). Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India, New Delhi: Pearson, pp. 94-131. (Also available in Hindi)
- पिप्लर, अल, के. के., और शर्मा, संकटा प्रसादि). (2003). इन्डस सभ्यता (संशोधन एवम परवर्धितकरण) उद्देश: लखनऊ.

Unit 5: In this unit the focus will be given on the evolution of Iron using cultures and their significance in the history of the Indian subcontinent. **(Teaching Time: 9hrs. approx.)**

- Chakrabarti, D.K. (1992). The Early Use of Iron in India. Delhi: Oxford University Press, pp. 1-125.
- Sahu, B.P. (2006). Iron and Social Change in Early India. New Delhi: Oxford University Press, 1-140.
- Selvakumar, V. 2020, "Megalithic architecture of south India: A few observation", in SV Rajesh, Abhyayan GS, Ajit Kumar and Ehsan rahmat ilahi (eds) the Archaeology of burials: example from Indian subcontinent, Delhi: New Bhartiya Book Corporation. pp. 25-46.
- Singh, Upinder. (2009). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (Also available in Hindi).
- Tripathi, Vibha. (2008). History of Iron Technology in India: From Beginning to Pre-modern Times. Rupa publication.

Suggestive readings

- Agrawal, D.P. and Chakrabarti, D.K. (1979). Essays in Indian Protohistory. New Delhi: B.R. Publishing Corporation.
- Allchin, B., and Allchin, R., (1982). The Rise of Civilization in India and Pakistan, C.U.P. Cambridge.
- Banerjee, N. R. (1965). The Iron Age in India, Munishiram Manoharlal, New Delhi.
- Chakrabarti, D. K. (1988). A History of Indian Archaeology from the beginning to 1947. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Kumar, S. (2014). Domestication of Animals in Harappan Civilisation, Delhi: Research India Press, pp. 1-190.
- Neumayer, E. (2010). Rock Art of India, Oxford and New Delhi: Oxford University Press.
- Pisipaty, S Rama Krishnan (Ed.), (2019). Early Iron Age in South Asia, LAP Lambert Academic Publishing.
- Possehl, G.L. (1993). Harappan Civilization – A Recent Perspective, Oxford and IBH New 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 (DSC-1): History of India 1858 – 1947

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 1858 – 1947	4	3	1	0	Class XII	Should have History of India I – VI

Learning Objectives

The paper aims to engage students in a critical discussion of socio-economic and political trends in colonial India since the latter half of the 19th century. The paper focuses on the rise of national consciousness which manifested itself into a powerful anti-colonial nationalist movement that developed along several trajectories. It makes an attempt to critically examine various currents of the national movement which often intersected with one another each other. The paper would also look at the development of communal politics as well as Partition and Independence.

Learning outcomes

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

- Examine various reform movements as well as issues such as gender and caste.
- Understand how the socio-political and economic experiences of the people of India under colonial rule provided a context for the emergence of a powerful anti-colonial nationalist movement in India.
- Analyse the complexities of communal politics that resulted in Partition and Independence.

SYLLABUS OF DSC-1

Unit I: Social issues and Reform Movements:

1. Revivalist / Reformist Movements of the 19th century
2. Phule, Ambedkar and the Caste question
3. Women
4. Peasants, Tribal and the Caste movements
5. Arya Samaj

Unit II: Economy under the colonial state:

1. Drain of Wealth
2. Modern Industries and Industrialization
3. Indian capitalist class

Unit III: Nationalist Politics:

1. Rise and Growth of Nationalism
2. Foundation of Indian National Congress
3. 'Moderates' and 'Extremists' Nationalists
4. Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements

Unit IV: Other currents in Nationalism:

1. Hindustan Socialist Republican Association (HSRA) and Bhagat Singh
2. Subhas Chandra Bose and INA
3. Left: peasants, workers movements, Jayaprakash and Narayans socialist party
4. Nationalist politics in southern India

Unit V: Towards Freedom:

1. Overview of the growth of communal politics
2. Freedom and Partition

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit seeks to study various reform movements as well as issues such as gender and caste. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit and Tanika Sarkar. (Ed.). Caste in Modern India, Vol. 1&2. Delhi: Permanent Black.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press
- Jones, Kenneth. (1994). Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press
- O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black
- O'Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,' Modern Asian Studies 51, 2
- Kumar, Radha. (1993). History of Doing. New Delhi: Kali for Women,
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas.

- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman.
- शुक्ल, आर.एल. (Ed). (1987). आधुतनक भारत का इततहास, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली

Unit II: This unit examines aspects of the colonial economy and its critique, as well as the emergence of the capitalist class. **(Teaching time: 6 hours Approx.)**

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905, New Delhi: People’s Publishing House.
- Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage,
- Bagchi, Amiya Kumar. (2002). ‘The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies’, Economic and Political Weekly, XXXVII (23)
- Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press
- Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press
- Bahl, Vinay. (2009). 'Attitude of the Indian National Congress Towards the Working Class Struggle in India, 1918-1947', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India: A Reader, New Delhi: Oxford University Press, .
- भट्टाचार्ा, सब्यसाची (2008). आधुतनक भारत का आतथाक इततहास, (1850-1947) तिल्ली, रािकिमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman.

Unit III: After the successful completion of this unit, students will be able to grasp many facets of anti-colonial resistance and how Gandhi's politics constituted a new paradigm of rallying vastly divergent social groups in the national movement. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Chandra, Bipan. (1989). India’s Struggle for Independence. Delhi: Penguin, (Also in Hindi)
- Pandey, Gyanendra. (2002). The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization. New Delhi: Anthem Press (Second edition).

- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India : A Reader, New Delhi: Oxford University Press.
- Bandyopadhyay, Sekhar. (Ed), (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press.
- तत्रपाठी, अमलेश. भारतीय रािनीतत में गरमपंथ की चुनौती, नई तिल्ली, ग्रंथ तशल्पी प्रकाशन ,
- हालिर, मोतहत कु मार ,भारतीय नविगरण और पुनरुत्थानवािी चेतना, नई तिल्ली, ग्रंथ तशल्पी प्रकाशन ,
- तसंह, हीरालाल , (1971). असहर्ोग आंिलन की झाँतकराँ, तिल्ली, प्रकाशन तवभाग
- िेसाई, ए. आर. , (2018), भारतीय रा्टर वाि की सामातिक पृष्ठभूतम, सेि प्रकाशन, नई तिल्ली
- तमतल, सतीश चंद्र, (2012), भारत का स्वाधीनता संघषा (1858-1947), नई तिल्ली, ग्राफी वर्ल्ा
- पाण्डेर्, प्रीप कु मार (1990), गांधी का आतथाक और सामातिक तचंतन, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली
- गोपाल, राम, (1986), भारतीय स्वतंत्रता संग्राम, लखनऊ, सुलभ प्रकाशन

Unit IV: This unit looks at the history of caste, class, and community mobilisation, as well as revolutionary movements and the I.N.A. **(Teaching time: 12 hours Approx.)**

- Moffat, Chris. (2019). India's Revolutionary Inheritance; Politics and the Promise of Bhagat Singh. Cambridge: Cambridge University Press, pp. 21-114.
- Habib, S. Irfan. (2007). To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades, New Delhi: Three Essays, 2007.
- Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition. (Also, in Hindi)
- Marston, Daniel. (2014), The Indian Army and the end of the Raj, CUP
- Stephen P Cohen. (1963). 'Subhas Chandra Bose and the Indian National Army', Pacific Affairs, 411-429,
- Sarkar, Sumit. (1983). Modern India: 1885—1947, Delhi, Macmillan. (Also in Hindi)
- Barnett, M. Ross (2015). The Politics of Cultural Nationalism in South India, Princeton University Press.

- Basu, Raj Sekhar. 'The Making of Adi-Dravid Politics in early Twentieth century Tamil Nadu', *Social Scientist*, Vol. 39, No.7/8, July-August 2011.
- Blackburn, Stuart. (2001) *Print, Folklore and Nationalism in Colonial South India*. Delhi, Permanent Black.
- सरकार, सुतमत (2009). *आधुनिक भारत, तिल्ली, रािकमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से तवभािन तक: आधुनिक भारत का इततहास*. Hyderabad: Orient Longman
- शुक्ल, आर.एल. (Ed). (1987). *आधुनिक भारत का इततहास, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली*

Unit V: This unit critically contextualise the political and social conditions that led to communal mobilisation as well as its impact on the social and political fabric of the Indian subcontinent. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). *Modern India 1885-1947*, Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman.
- Pandey, Gyanendra. (1990). *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press.
- Chandra, Bipan. (2008). *Communalism in Modern India*. New Delhi: Har Anand.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: OUP.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*. Hyderabad: Orient Longman.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan.
- Jaffrelot, Christophe. (1996). *The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s*. London: C. Hurst & Company Publishers
- सरकार, सुतमत (2009). *आधुनिक भारत, तिल्ली, रािकमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से तवभािन तक: आधुनिक भारत का इततहास*. Hyderabad: Orient Longman.

Suggestive readings

- Bandyopadhyay, Sekhar. (Ed.). (2009). *National Movement in India: A Reader*. New Delhi: Oxford University Press.
- Brown, Judith. (1972). *Gandhi's Rise to Power*, Cambridge: Cambridge University Press.
- Chandra, Bipan. (1996). *Nationalism and Colonialism in Modern India*, Delhi: Orient Longman.
- Chandra, Bipan. (1966, Reprint 2004). *The Rise and Growth of Economic Nationalism in India*. New Delhi: Anamika Publishers.

- Desai, A.R. (1981). Social Background of Indian Nationalism. Delhi: Popular Prakashan.
- Gopinath, Ravindran. (2012). "The British Imperium and the Agrarian Economy", in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History, Mumbai: Popular Prakashan, pp. 62- 90.
- Habib, Irfan. (2013). Indian Economy 1757-1857, New Delhi: Tulika Books. · Habib, Irfan. (2006). Indian Economy 1858-1914, New Delhi: Tulika Books. · Hasan, Mushirul, (1993). India's Partition: Process, Strategy and Mobilisation. New Delhi: Oxford University Press.
- Kumar, K. (Ed.). (1998). Congress and Classes: Nationalism, Workers and Peasants, Delhi: Manohar.
- Metcalf, B. D. and T.R. Metcalf. (2002). A Concise History of India, Cambridge: University Press.
- Metcalf, Thomas. (2001). Ideology of the Raj, Delhi: Cambridge University Press.
- Omvedt, Gail. (1994). Dalits and Democratic Revolution, Delhi: Sage.
- Pandey, Gyanendra. (2001). Remembering Partition, Cambridge: Cambridge University Press.
- Pati, Biswamoy (Ed.). (2007). The 1857 Rebellion, Delhi: Oxford University Press.
- Roy, Tirthankar. (2000). The Economic History of India 1857-1947, New Delhi: Oxford University Press.
- Sarkar, Sumit and Tanika Sarkar (Eds.). (2014). Caste in Modern India: A Reader, Vols. I & II, Delhi: Permanent Black.
- Sarkar, Sumit. (2014). Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- Sarkar, Sumit (1993). Popular movements and Middleclass leadership in late colonial India. Delhi: Aakar.
- Stein, Burton. (1998). A History of India. New Delhi: Oxford University Press, pp. 239- 366.
- चंद्र, तबतपन, (2009), आधुनिक भारत का इतिहास, Delhi: Oriental BlackSwan.

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): History of Europe: 1870 – 1945

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 Europe: 1870 – 1945	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper offers a historical overview of the consolidation of capitalist industrialization in the late nineteenth century, and its impact in terms of facilitating the age of 'new imperialism'. Among the key case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It details the formation of defensive alliances and power blocs, as well as contentious international issues that led up to First World War. The paper proceeds to discuss the crucial aspects of the post-War Peace Settlement, and the emergence of ultra-nationalist regimes prior to the Second World War. The course of the Second World War and important developments stemming from it are also highlighted in the paper.

Learning outcomes

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

- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Distinguish the varied impacts of the First World War as well as the outbreak of a revolution in the Russian Empire during the War.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe between the World Wars.
- Delineate the reasons for the outbreak of the Second World War, and the course of the War.
- Analyse the key, immediate repercussions of the Second World War

SYLLABUS OF DSC-2

Unit-I: The European economy in the late 19th century

1. Second Industrial Revolution, new business practices, new consumption patterns
2. The economic down turn of 1873; growth of finance capital

Unit II: European politics, 1870-1918

1. Political developments in the Russian Empire (1905 revolution; February and October revolutions of 1917)
2. The 'Eastern question' and Balkan nationalism; scramble for African colonies; imperialist rivalries; power blocks and alliances
3. The First World War 1914-1918

Unit III: Europe between the World Wars

1. The Post-War Peace Settlement (treaties, League of Nations and International Labour Organization); Comintern on national liberation struggles and fascism; economic crisis-the Great Depression of 1929
2. Growth of Fascism (Italy) and Nazism (Germany)
3. Spanish Civil War

Unit IV: Catastrophe of WWII

1. World War II: Causes, civilian resistance to allied victory
2. Repercussions of WWII: UNO; origins of the Cold War

Practical component (if any) - NIL

Essential/recommended readings

Unit-1: In this Unit, the students will discuss the industrial, technological, and commercial innovations that characterized the latter half of the nineteenth century, and which backed the ambitions of the emerging nation-states in Europe. An overview will be provided of the growth the capitalism in its imperialist phase. **(Teaching time: 9 hours approx.)**

- Hunt, Lynn et al. The Making of the West: Peoples and Cultures: A Concise History. Vol. II. Third edition. [Chapter-18: pp.701-706]
- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers.[Chapter-4].
- Perry, Marvin et al (ed.). (2008). Western Civilizations: Ideas, Politics and Society. Ninth edition. Boston and New York: Houghton Mifflin Harcourt Publishing Company. [Chapter- 21].
- Stearns, Peter. (2013). Industrial Revolution in World History. Fourth edition. Philadelphia: Westview Press & Perseus Books Group. [Chapter-9].
- लालबहादुरिुरवमा।रूरोपकाइततहासः फ्ांसीसीक्रांततसेतितीर्तवशवर्ुद्धतक।
- पाथासारथीगुप्ता (संपािक)।रूरोप का इततहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- तिवेशतविर, मीनाभारि, वंिनाचौधरी(संपािक)।आधुतनकरूरोपकाइततहासः आर्ामऔरतिशाएं।Hindi Madhyam Karyanvayan Nideshalaya, DU

Unit-2: At the end of this rubric the student will be to trace the nature of imperialist rivalries and identify the intense competition that informed repeated conflagrations on certain international affairs / regions. Students will be familiarized with historical analyses of the First World War, as well as the revolutionary possibilities which emerged in the Russian empire during the First World War. **(Teaching time: 12 hours approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston. [relevant chapter on the 'Eastern Question' and Balkan nationalism].
- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers. [Chapter-4].
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 13, 15 & 16, 18 & 19].
- Waller, Bruce (ed.). Themes in Modern European history 1830–90. London and NY: Routledge. 1990. [Chapters 2,3 & 4]
- Wood, Alan. (2003). The Origins of the Russian Revolution 1861–1917. Lancaster Pamphlet. Third Edition.
- लालबहादुर शास्त्री। यूरोप का इतिहास: फ्रांसीसी क्रांततसे तिसरी तवश्वरुद्ध तक। पाठासारथी गुप्ता
- (संपादित)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- डी. एम. सोल। यूरोप 1870 से। अनुवादित: स्नेहमहालिन। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Unit-3: In this Unit, the students will examine the emergence of key international institutions within the context of the Peace Settlement and post-War order First World War. Within the backdrop of fast changing European society and economic downturn of 1929, the students will be familiarized with the emergence of ultra-nationalist movements in Europe, in particular the growth of fascism in Italy and Germany. The Unit will also proceed to provide an overview of the Spanish Civil War which represented a showdown between the fascist and the Left forces before the outbreak of the Second World War. **(Teaching time: 15 hours approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Lee, Stephen J. (1998, 2000). Hitler and Nazi Germany. Questions and Analysis in History. London and New York: Routledge.
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 20 to 23, 26 & 27].
- Forrest, Andrew. The Spanish Civil War. Questions and Analysis in History. London and New York: Routledge.
- Maul, David. The International Labour Organization: 100 Years of Global Policy. De Gruyter and ILO. 2019 ["Antecedents" & Chapter-1: The Washington

Conference, An International Organization in the Making, The Invention of Tripartism, Standard-setting in the 1920s]

- लालबहादुरिुरवमाा।रूरोपकाइततहासः फ्ांसीसीक्रांततसेतितीर्तवश्वरुद्धतक।
- पाथासारथी गुप्ता(संपािक)।रूरोप का इततहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- िेम्सोल।रूरोप 1870 से।अनुवािकः स्नेहमहािनि। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Unit-4: In this Unit, the students will examine the factors that facilitated the outbreak of the Second World War. It will also explore the War's overall trajectory in terms of the role of civilian resistance to military occupation and fascism. The students will be able to delineate the important developments in terms of the formation of the United Nations and the start of the Cold War. **(Teaching time: 9 hours approx.)**

- Hunt, Lynn et al. The Making of the West: Peoples and Cultures: A Concise History. Vol. II. Third edition. [Chapter-21, Chapter-22: 870-880].
- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Henig, Ruth. Origins of the First World War. London and NY: Routledge. 2003.
- Redfern, Neil. (2017). "The Comintern and Imperialism: A Balance Sheet," Journal of Labour and Society, 20(1): 42-60
- लालबहादुरिुरवमाा।रूरोपका इततहासः फ्ांसीसी क्रांतत से तितीर्तवश्वरुद्धतक।
- पाथासारथीगुप्ता (संपािक)।रूरोप का इततहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- िेम्सोल।रूरोप 1870 से।अनुवािकः स्नेहमहािनि। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Suggestive readings

- Hayes, Paul (ed.). Themes in Modern European History 1890–1945. London and NY: Routledge and Taylor & Francis. 1992. [Chapters 5 & 6].
- Hobsbawm, E.J. Nation and Nationalism Cambridge: CUP. 1970
- Merriman, John. History of Modern Europe. Vol. II. Third edition. New York and London:
- W.W. Norton & Company. [Chapter-19]
- Porter, Andrew. European Imperialism 1860-1914. Hampshire: Palgrave Macmillan. 1994.
- Thompson, David. (1957, 1966). Europe since Napoleon. Penguin.
- तिवेशतविरु, मीना भारिाि, वंिना चौधरी (संपािक)।आधुतनकरूरोप का इततहासः आराम और तिशाएं। Hindi Madhyam Karyanvayan Nideshalaya, DU
- स्नेहमहािनि।रूरोप का इततहासः1870-1914।प्रगततप्रकाशन।

- ए.के. तमत्तल।आधुतनक रूरोप का इततहासः 1789 से 1945 तक।सातहत्यभवनप्रकाशन

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

Credit distribution, Eligibility and Pre-requisites of the Course

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India 1858 – 1947

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 1858 – 1947	4	3	1	0	Class XII	History of India V

Learning Objectives

The paper aims to engage students in a critical discussion of socio-economic and political trends in colonial India since the latter half of the 19th century. The paper focuses on the rise of national consciousness which manifested itself into a powerful anti-colonial nationalist movement that developed along several trajectories. It makes an attempt to critically examine various currents of the national movement which often intersected with one another each other. The paper would also look at the development of communal politics as well as Partition and Independence.

Learning outcomes

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

- Examine various reform movements as well as issues such as gender and caste.
- Understand how the socio-political and economic experiences of the people of India under colonial rule provided a context for the emergence of a powerful anti-colonial nationalist movement in India.
- Analyse the complexities of communal politics that resulted in Partition and Independence.

SYLLABUS OF DSC-1

Unit I: Social issues and Reform Movements:

6. Revivalist / Reformist Movements of the 19th century
7. Phule, Ambedkar and the Caste question
8. Women
9. Peasants, Tribal and the Caste movements
10. Arya Samaj

Unit II: Economy under the colonial state:

4. Drain of Wealth
5. Modern Industries and Industrialization
6. Indian capitalist class

Unit III: Nationalist Politics:

5. Rise and Growth of Nationalism
6. Foundation of Indian National Congress
7. 'Moderates' and 'Extremists' Nationalists
8. Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements

Unit IV: Other currents in Nationalism:

5. Hindustan Socialist Republican Association (HSRA) and Bhagat Singh
6. Subhas Chandra Bose and INA
7. Left: peasants, workers movements, Jayaprakash and Narayans socialist party
8. Nationalist politics in southern India

Unit V: Towards Freedom:

3. Overview of the growth of communal politics
4. Freedom and Partition

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit seeks to study various reform movements as well as issues such as gender and caste. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit and Tanika Sarkar. (Ed.). Caste in Modern India, Vol. 1&2. Delhi: Permanent Black.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press
- Jones, Kenneth. (1994). Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press
- O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black
- O'Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,' Modern Asian Studies 51, 2
- Kumar, Radha. (1993). History of Doing. New Delhi: Kali for Women,
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांजिन तक: आधुनिक भारत का इतहास. Hyderabad: Orient Longman.

- शुक्ल, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम कार्यान्वयन तनिशालर, दिल्ली तद्वतवद्यालर, दिल्ली

Unit II: This unit examines aspects of the colonial economy and its critique, as well as the emergence of the capitalist class. **(Teaching time: 6 hours Approx.)**

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905, New Delhi: People’s Publishing House.
- Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage,
- Bagchi, Amiya Kumar. (2002). ‘The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies’, Economic and Political Weekly, XXXVII (23)
- Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press
- Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press
- Bahl, Vinay. (2009). 'Attitude of the Indian National Congress Towards the Working Class Struggle in India, 1918-1947', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India: A Reader, New Delhi: Oxford University Press, .
- भट्टाचार्या, सब्यसाची (2008). आधुनिक भारत का आतथाक इतिहास, (1850-1947) दिल्ली, रािकमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तद्वभािन तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.

Unit III: After the successful completion of this unit, students will be able to grasp many facets of anti-colonial resistance and how Gandhi's politics constituted a new paradigm of rallying vastly divergent social groups in the national movement. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Chandra, Bipan. (1989). India’s Struggle for Independence. Delhi: Penguin, (Also in Hindi)
- Pandey, Gyanendra. (2002). The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization. New Delhi: Anthem Press (Second edition).
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.

- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India : A Reader, New Delhi: Oxford University Press.
- Bandyopadhyay, Sekhar. (Ed), (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press.
- तत्रपाठी, अमलेश. भारतीय राष्नीतत में गरमपंथ की चुनौती, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- हालिर, मोतहत कु मार ,भारतीय नवागरण और पुनरुत्थानवािी चेतना, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- तसंह, हीरालाल , (1971). असहर्ोग आंिलन की झाँतकर्ाँ, तिल्ली, प्रकाशन तवभाग
- िेसाई, ए. आर. , (2018), भारतीय राष्तर वािकी सामातिक पृष्ठभूतम, सेिप्रकाशन, नई तिल्ली
- तमतल, सतीश चंद्र, (2012), भारत का स्वाधीनता संघषा (1858-1947), नई तिल्ली, ग्राफी वर्ल्ला
- पाण्डेर्, प्रीप कु मार (1990), गांधी का आतथाक और सामातिक तचंतन, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली
- गोपाल, राम, (1986), भारतीय स्वतंत्रता संग्राम, लखनऊ, सुलभ प्रकाशन

Unit IV: This unit looks at the history of caste, class, and community mobilisation, as well as revolutionary movements and the I.N.A. **(Teaching time: 12 hours Approx.)**

- Moffat, Chris. (2019). India's Revolutionary Inheritance; Politics and the Promise of Bhagat Singh. Cambridge: Cambridge University Press, pp. 21-114.
- Habib, S. Irfan. (2007). To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades, New Delhi: Three Essays, 2007.
- Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition. (Also, in Hindi)
- Marston, Daniel. (2014), The Indian Army and the end of the Raj, CUP
- Stephen P Cohen. (1963). 'Subhas Chandra Bose and the Indian National Army', Pacific Affairs, 411-429,
- Sarkar, Sumit. (1983). Modern India: 1885—1947, Delhi, Macmillan. (Also in Hindi)
- Barnett, M. Ross (2015). The Politics of Cultural Nationalism in South India, Princeton University Press.
- Basu, Raj Sekhar. 'The Making of Adi-Dravid Politics in early Twentieth century Tamil Nadu', Social Scientist, Vol. 39, No.7/8, July-August2011.
- Blackburn, Stuart. (2001) Print, Folklore and Nationalism in Colonial South India. Delhi, Permanent Black.
- सरकार, सुतमत (2009). आधुतनक भारत, तिल्ली, रािकमल प्रकाशन

- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman
- शुक्ल, आर.एल. (Ed.). (1987). आधुतनक भारत का इततहास, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली

Unit V: This unit critically contextualise the political and social conditions that led to communal mobilisation as well as its impact on the social and political fabric of the Indian subcontinent. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947, Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Pandey, Gyanendra. (1990). The Construction of Communalism in Colonial North India. Delhi: Oxford University Press.
- Chandra, Bipan. (2008). Communalism in Modern India. New Delhi: Har Anand.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), Perspectives of Modern Indian History. Mumbai: Popular Prakashan.
- Jaffrelot, Christophe. (1996). The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s. London: C. Hurst & Company Publishers
- सरकार, सुतमत (2009). आधुतनक भारत, तिल्ली, रािकमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman.

Suggestive readings

- Bandyopadhyay, Sekhar. (Ed.). (2009). National Movement in India: A Reader. New Delhi: Oxford University Press.
- Brown, Judith. (1972). Gandhi's Rise to Power, Cambridge: Cambridge University Press.
- Chandra, Bipan. (1996). Nationalism and Colonialism in Modern India, Delhi: Orient Longman.
- Chandra, Bipan. (1966, Reprint 2004). The Rise and Growth of Economic Nationalism in India. New Delhi: Anamika Publishers.
- Desai, A.R. (1981). Social Background of Indian Nationalism. Delhi: Popular Prakashan.
- Gopinath, Ravindran. (2012). "The British Imperium and the Agrarian Economy", in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History, Mumbai: Popular Prakashan, pp. 62- 90.
- Habib, Irfan. (2013). Indian Economy 1757-1857, New Delhi: Tulika Books. ·
- Habib, Irfan. (2006). Indian Economy 1858-1914, New Delhi: Tulika Books. ·

- Hasan, Mushirul, (1993). India's Partition: Process, Strategy and Mobilisation. New Delhi: Oxford University Press.
- Kumar, K. (Ed.). (1998). Congress and Classes: Nationalism, Workers and Peasants, Delhi: Manohar.
 - Metcalf, B. D. and T.R. Metcalf. (2002). A Concise History of India, Cambridge: University Press.
 - Metcalf, Thomas. (2001). Ideology of the Raj, Delhi: Cambridge University Press.
 - Omvedt, Gail. (1994). Dalits and Democratic Revolution, Delhi: Sage.
 - Pandey, Gyanendra. (2001). Remembering Partition, Cambridge: Cambridge University Press.
 - Pati, Biswamoy (Ed.). (2007). The 1857 Rebellion, Delhi: Oxford University Press.
 - Roy, Tirthankar. (2000). The Economic History of India 1857-1947, New Delhi: Oxford University Press.
 - Sarkar, Sumit and Tanika Sarkar (Eds.). (2014). Caste in Modern India: A Reader, Vols. I & II, Delhi: Permanent Black.
 - Sarkar, Sumit. (2014). Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
 - Sarkar, Sumit (1993). Popular movements and Middleclass leadership in late colonial India. Delhi: Aakar.
 - Stein, Burton. (1998). A History of India. New Delhi: Oxford University Press, pp. 239- 366.
 - चंद्र, तबतपन, (2009), आधुनिक भारत का इतिहास, Delhi: Oriental BlackSwan.

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

Pool of DSE for Multidisciplinary Studies

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -1): Art, Society and Culture in India c. 300 BCE to 1000 CE

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		
Art, Society and Culture in India c. 300 BCE to 1000 CE	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper deals with the three most important and interconnected broad facets of history i.e art, society and culture from early historical to early medieval periods. Their trajectory of development, dynamic and ever evolving nature is highlighted clearly through this study. A regional representational approach has been adopted in order to provide a comprehensive approach to the paper.

Learning outcomes

At the end of the course students should be able to:

- Grasp various dimensions of visual medium of art, architecture, sculpture and paintings, as a primary source of history, which will enable them to develop a deep understanding of the theme.
- Comprehend the different perspectives that explain the emergence and crystallization of various social structures – varna, jati, untouchability and also gender relations.
- Understand that the society displayed flexibility in terms of assimilation, mobility, providing corresponding spaces to new entrants.
- Grasp the essentials of the major religious traditions of the given time period.
- Develop an understanding about the cultural florescence as reflected in rich literature produced in Sanskrit and vernacular languages.

SYLLABUS OF DSE-1

UNIT I:

1. Mauryan period: architecture, sculpture, terracotta; sources of inspiration

2. Post Mauryan period: features of Stupa architecture and relief sculptures: case study of Sanchi or Amravati – narrative art; patronage of art, terracottas; Mathura, Gandhara and Amravati schools of art
3. Rock architecture of western ghats
4. Gupta period: temples, rock cut caves and sculpture, Paintings
5. Post – Gupta period: Pratiharas, Pallava and Chalukya architecture

UNIT II:

1. Social stratification and changes within: class; varna; jati; varnasamkara, untouchability; gender relations; marriage and property relations

Unit III:

2. Religious doctrines and practices: renunciatory tradition with special reference to Buddhism, Jainism
3. Theistic trends: Puranic Hinduism – Visnuism, Sivaism and Saktism; Murugan cult of south India; the Mahayana schools; the emergence of Tantra
4. Literary and technical works in Sanskrit, Prakrit and Tamil

Practical component (if any) - NIL

Essential/recommended readings

UNIT I: This unit will introduce the students to the significant features of art in the period of their study. **(Teaching Time: 15 hours approx.)**

- Agarwal, V.S. (1965) Studies in Indian Art. Varanasi: Vishwavidyalaya Prakashan. (Chapters 4-8)
- अग्रवाल.वी. एस. (2015) भारतीय कला: प्रारंभिक काल से तीसरी शती ईस्वी तक. वाराणसी: पृथ्वी प्रकाशन.(अध्याय 7-14)
- Brown, Percy. Indian Architecture. Buddhist and Hindu Periods. Bombay: D.B. Taraporevala Sons & Co. Private Ltd. (Chapters 2-16)
- Harle, J.C. (1986). The Art and Architecture of Indian Subcontinent, Penguin Books (Chapters 1-9, 20)
- Huntington, Susan. (1985) Art of Ancient India: Buddhist, Hindu, Jain, Weatherhill, New York, Tokyo. (Chapters 4-15)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 7-10)
- तसंह, उतपंरि. (2016). प्राचीन एवं पूर्वामध्यकालीन भारत का इतिहास: पाषाणकाल से 12वीं शताब्दी तक. नई दिल्ली. तर्परसन.(अध्याय 7-10)

UNIT II: This unit will provide an overview of the social structures, relations and changes taking place within them. **(Teaching Time: 15 hours approx.)**

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapters 4-7)

- चक्रवती. रणबीर. (2012) भारतीयतहास. आतिकाल. नईतिल्ली. ओररएँ टलब्लैकस्वेन. (अध्यार्4-7)
- Roy, Kumkum. (ed.) (2001). Women in Early Indian Societies. Delhi: Manohar. (Introduction)
- Sharma, R.S. (2007) Material Culture and Social Formations in Ancient India, Delhi: Macmillan. (Chapters 6,7)
- शमा. आर . एस. (2008) प्राचीन भारत में भौतक संस्कृ तत एवं सामातिक संरचनाएँ .रािकमलप्रकाशन. (अध्यार्6और7)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6-10)
- तसंह,उतपंरि. (2016). प्राचीनएवंपूवामध्यकालीनभारतकाइततहासः पाषाणकालसे12वीशताब्दीतक. नईतिल्ली. तपरसन. (अध्यार्6-10)

Unit III: This unit imparts to the student an understanding to the teachings, beliefs and practices of various ancient Indian religions as well as the rich literature produced in their period of study. **(Teaching Time: 15 hours approx.)**

- Basham, A.L. (1954). The Wonder that was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims. Calcutta: Rupa. (Chapters 7, 9)
- बाशम. ए.एल.(2020) अि भुतभारत। तशवलाल अगरवाल एं ड कं पनी (अध्यार्7-9)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6-10)
- तसंह,उतपंरि. (2016). प्राचीनएवंपूवामध्यकालीनभारतकाइततहासः पाषाणकालसे12वीशताब्दीतक. नईतिल्ली. तपरसन. (अध्यार्6-10)
- Zvebil, Kamil V. (1991). Tamil Traditions on Subrahmanya-Murugan. Madras (Chennai): Institute of Asian Studies.

Suggested Readings:

- Bhattacharji, Sukumari. (1970). The Indian Theogony: A Comparative study of Indian Mythology From the Vedas to the Puranas. Cambridge University Press.
- Partha,Mitter. (2001) Oxford History of Art, Indian Art, Oxford University Press.
- Ray, Niharranjan. (1975) Maurya and Post-Maurya Art: a study in social and formal contrasts. New Delhi: ICHR, New Delhi.
- Sastri, K.A. Nilakanta. (1963). Development of Religion in South India. Bombay: Orient Longmans.
- Shrimali, K.M. (2015) Essays in Indian Art, Religion and Society. Delhi: Indian History Conference.
- श्रीमली, के.एम. (2017). प्राचीनभारतीर्धमौका इततहास. तिल्ली: ग्रंथ तशलपी.
- Zvebil, Kamil V. (1973).The Smile of Murugan, Leiden.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-2): Basics of Historical Research Methodology

NOTE: 'Fundamentals of Historical Methodology' is offered as one of the DSE courses in VI and VII Semesters. Students of the History Honors Program can opt for it either in the VI semester or VII semester.

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		
Fundamentals of Historical Methodology DSE – No.#	4	3	1	-	12 th Pass	NIL

Learning Objectives

This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework. It does so by familiarising them with the theoretical frameworks and procedures/techniques of research that historians deploy in order to construct a meaningful narrative about the past. The course proceeds to equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

Learning Outcomes

Having finished the course, the students would have learnt:

- The distinctiveness of historical research
- The issues and problems in writing history
- How to carefully choose interpretative techniques when reading sources
- How to choose a historical "field" and within that field a specific research question
- The skills and protocols related to academic writing and research in history
- The essentials of research ethics.

SYLLABUS OF DSE

Unit I: Distinctiveness of historical inquiry

3. The nature of history

4. The scope of historical research

Unit II: Issues and problems in historical research

5. Facts and inference
6. Explanation and historical research
7. Objectivity and history writing
8. History writing and relations of power

Unit III: Sources and interpretation

4. Types of historical sources: their use and limitations
5. Analytical frames in historical research
6. Varieties of approaches to sources and methods

Unit IV: Conducting historical research

3. Selecting a topic and preliminary work
4. Protocols of academic writing and avoiding plagiarism

Practical component (if any) - NIL

Essential/recommended readings:

Unit I: This introductory Unit seeks to enable students to i) distinguish the historical from the past, memory and myth; ii) comprehend the relationship of history with social science theories and concepts; iii) distinguish aspects of history (social, political, economic, religious, cultural, ecological). (Teaching Time: 9 hours)

- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, "A Sense of the Past", and Ch.3, "What Can History Tell Us About Contemporary Society").
- Bloch, Marc. (1992). The Historian's Craft, Manchester University Press. Reprint ("Introduction," pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - "The Necessity of History" and "Stories and Dialogues").
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, "The Nature of History," and Ch.6, "History and Related Studies").
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, "History and Social Theory": pp. 214-225, and Ch.3, "Mapping the Field").

Unit-II: This unit will deal with some important issues such as identifying historical facts, context, causal explanations, generalizations, objectivity; and configurations of power and history writing. (Teaching Time: 12 hours)

- Carr, E.H. (1991). *What is History*. Penguin. Reprint. (Ch.1, "The Historian and His Facts", Ch.3, "History, Science and Morality", and Ch.4, "Causation in History").
- Marwick, Arthur (1989). *The Nature of History*. Third edition, Hampshire and London: MacMillan. (Ch.6, "The Historian at Work: The Writing of History," pp. 242-254).
- Tucker, Aviezer (ed.) (2009), *A Companion to the Philosophy of History and Historiography*, Chichester: Wiley Blackwell Publishing (Ch.7, "Causation in History").
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.3, "The Critical Philosophy of History-Part I" and Ch.4, "The Critical Philosophy of History-Part II").
- Stephens, Lester D. (1977), *Probing the Past: A Guide to the Study and Teaching of History*, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.3, "The Historian and His Work," and Ch.4, "Explanation and History").
- Michel-Rolph Trouillot (1995), *Silencing the Past: Power and the Production of History*. Boston: Beacon Press. (Ch.1, Ch.3 and Ch.5).
- Hobsbawm, Eric J. (1998). *On History*, UK: Abacus (Ch.10, "Partisanship").

Unit-III: This unit looks at (i) Different sources and analytical frameworks; (ii) types of history and their connection to sources (global, national, regional, micro, oral, visual, archival, textual-official and private). (Teaching Time: 12 hours)

- Jordonova, Ludmilla. (2000). *History in Practice*, London/New York: Arnold and Oxford University Press Inc. (Ch.2, "Mapping the Discipline of History", Ch.4, "The Status of Historical Knowledge", and Ch.7, "Historians' Skills").
- Brundage. Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*, Sixth edition, Wiley Blackwell. (Ch. 2, "The Nature and Variety of Historical Sources", Ch.5, "Beyond Textual Sources", and Ch.7, "Engaging with Primary Sources").
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.4, "The Raw Materials" and Ch.5, "Using the Sources").
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.4, "Approaches to History: Sources, Methods and Historians").
- Howell, Martha and Walter Prevenier (2001). *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press. (Ch.2, "Technical Analysis of Sources," Ch.3, "Historical Interpretation: The Traditional Basics," and Ch.4, "New Interpretative Approaches").

Unit IV: This unit will familiarize students with i) framing a research question and building an argument, (ii) literature review and scope of research, (iii) research ethics, dangers of plagiarism and styles of referencing/citation. (Teaching Time: 12 hours)

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. *The Craft of Research : From Planning to Reporting*. University of Chicago Press.
- Brundage, Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*. Sixth edition, Wiley Blackwell. (Ch.3, "Finding Your Sources", Ch.4, "Getting the Most out of History Books", Ch.6, "Exploring Changing Interpretations" and Ch.7, "Engaging with Primary Sources").
- Sorenson, Sharron (1995), *How to Write a Research Paper*, MacMillan
- Nayak, Dhanwanti (2011), 'Karaoked Plagiarism in the Classroom', *Economic and Political Weekly*, vol. 46, no. 9 (pp. 49-53).
- Katju, Manjari (2011), "Plagiarism and Social Sciences," *Economic and Political Weekly*, vol. 46, no. 9 (pp. 45-48).
- *Chicago Manual of Style*. 15th edition, Chicago: Chicago University Press, 2003.
- *MLA Handbook for Writers of Research Papers* 5th edition, New York: Modern Language Association of America, 1999.

Suggested Readings:

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, "Studying History").
- Elton, G.R., *The Practice of History*, London: Fontana Press, 1987.
- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, "Public History").
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, "The Emergence of Modern Historical Thinking," Ch.1, "History and/as Science," and Ch.3, "Forms of History").
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press ("Fact and Relevance, History and the Social Sciences in Historical Study").
- Sarkar, Sumit (1997), "The Many Worlds of Indian History", *Writing Social History*, New Delhi: OUP.
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, "Historical Research Methodology").
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, "Historical Facts", Ch.11, "The Process of History")

- the section on Causality and Determinism, Ch.18, “The Authenticity of Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)
- Tosh, John. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
 - Tucker, Aviezer (ed.) (2009), *A Companion to the Philosophy of History and Historiography*, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

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-3): Travel in History: Trade, Politics and Society

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		
Travel in History: Trade, Politics and Society	4	3	1	0	12th Pass	NIL

Learning Objectives

This paper shall provide an overview of the history of travel. It will acquaint students with the various genres, contexts and cultural literary traditions in which these travels were undertaken and written about. The course focusses on the transformative nature of travel especially the impact of industrialisation. The course will show the student how new technologies impacted the movement of people and their ability to record their experiences. Through a critical historical and literary study of a select list of travelogues, the course would introduce the students to the varied interests of travellers and their descriptions of local societies, economic practices and socio-cultural traditions. It will engage students with a series of problematics and issues arising from writings on cross cultural engagements and social stereotyping associated with European colonialism. This course will equip students to critically read travelogues and commentaries on travels.

Learning outcomes

After completing the course students will be able to:

- Describe and historically analyse various aspects of travel experience and writing.
- Analyse the the varied and changing engagements of travellers in time.
- Develop the skills to analyse travelogues and critically evaluate cross cultural literature.
- Critically engage with the Eurocentric emphasis in travel narratives.
- Critically examine questions of colonialism, technology, race, language, gender and religion in travel narratives.

SYLLABUS OF DSE-3

Unit I: Writing Travel:

1. Writing Travel: Genre, Time and Place

2. Travel in History: Religion, Society and Economy

Unit II: Travel in the Modern Era

1. Industrialisation and a new travel culture: Railways and Photography
2. The Nineteenth and Twentieth centuries

Unit III: Travel, Texts and History (choose any 3 travellers, select at least 1 from each category)

Travel in the Pre-Modern World: [i] Huen tsang [ii] Marco Polo [iii] Christopher Columbus [iv] Varthema [v] Jan Huygen van Linschoten [vi] Guru Nanak

B. Travel in the Modern World: [i] Durgabati Das [ii] Cathanar Thomman Paremmakkal [iii] Rahul Sankrtyaya-na [iv] W. S. Caine [v] Samanth Subramanian [vi] R. L. Stevenson

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit aims to familiarise the students with travel writing. They will read about the varied contexts in which travellers come to record their experiences. Students will be familiarised with how travelogues have been used to enabling cross cultural engagements, and in establishing certain cultural and social stereotypes. They shall learn to read travelogues as distinct texts that introduce the readers to layered visions of diverse communi-ties and practices. **(Teaching Time: 15 hours approx.)**

- Das, Nandini and Youngs, Tim (Eds.) The Cambridge History of Travel Writing, Cambridge University Press, Cambridge, 2019
- Gosch, Stephens S., and Stearns, Peter N., Premodern Travel in World History, Routledge, 2008 p.134-160
- Greenblatt, Stephen, Marvellous Possessions: The Wonder of the New World, University of Chicago Press, Chicago, 1991
- Kamps, Ivo and Singh, Jyotsna G. (eds.) Travel Knowledge: European “Discoveries” in the Early Modern Peri-od, Palgrave, New York, 2001
- Moroz, Grzegorz and Sztachelska, Jolanta (eds.) Metamorphoses of Travel Writing: Across theories, Genres, Centuries and Literary traditions, Cambridge Scholars Publishing, Newcastle, 2010
- Muzaffar Alam and Sanjay Subrahmanyam, Indo Persian Travels in the Age of Discoveries 1400-1800, Cambridge University Press, Cambridge, 2007
- Petting, Alasdair and Youngs, Tim (eds.) The Routledge Research Companion to Travel Writing, Routledge, London, 2020

Unit II: In this unit, students shall study about transformations in travel and travel writing. They shall read about the experience of travel through in a period shaped by Colonialism and the industrial revolution. The students will read about how the introduction of railways and new machines like the camera transformed the nature of

travel. They will engage with these transformations alongside questions of race, gender, and culture in travel narratives. They will engage with how geography, culture, language, social practices, economic activity and religion have been conceptualised by different actors. **(Teaching Time: 15 hours approx.)**

- Edwards, Justin D. And Graulund, Rune (eds.) Postcolonial Travel Writing: Critical Explorations, Palgrave Macmillan, New York, 2011
- Gharipour, Mohammad and Ozlu Nilay (eds.) The City in the Muslim World: Depictions by Western Travel Writers, Routledge, London, 2015
- Gupta, Jayati, Travel Culture. Travel Writing and Bengali Women, 1870-1940, Routledge, London, 2021
- Henes, Mary and Murray, Brian.H., Travel Writing, Visual Culture and Form 1760-1900, Palgrave Macmillan, Singapore, 2016
- Nayar, Pramod K., Indian Travel Writing in. The Age of Empire 1830-1940, Bloomsbury, Delhi, 2020
- Pratt, Mary Louise, Imperial Eyes: Travel Writing and Transculturation, Routledge, London, 1992. p. 111-200
- Schivelbusch, Wolfgang, The Railway Journey: The Industrialisation of Time and Space in the Nineteenth Century, University of California Press, Oakland, 2014. p.83-193
- Sohrabi, Naghmeh, Taken for Wonder: Nineteenth-Century Travel Accounts from Iran to Europe, Oxford University Press, New York, 2012
- Youngs, Tim (ed.) Travel Writing in the Nineteenth Century: Filling the Blank Spaces, Anthem Press, London, 2006
- Zilcosky, John (ed), Writing Travel: The Poetics and Politics of the Modern Journey, University of Toronto Press, Toronto, 2008. P.3-56

Unit III: In this unit the student will choose travelogues as case studies. The student will select 3 travelogues from a list of 12. S/he will focus on these three and use the insights discussed in the earlier units to critically analyse these texts. The learners shall be encouraged to explore in greater detail specific themes that interest them, such as gender, religion, race, social practices, technology, architecture, ecology & nature, economic ex-changes, etc. **(Teaching Time: 15 hours approx.)**

- Travel in the Pre Modern World: [i] Huen tsang [ii] Marco Polo [iii] Christopher Columbus [iv] Varthema [v] Jan Huygen van Linschoten [vi] Guru Nanak
- Polo, Marco, Travels, (Trans.Nigel Cliff), Penguin Classics, 2019
- Si-Yu-Ki, Buddhist Records of the Western World: Translated from the Chinese of Hiren Tsiiang (AD 629) (trans. Samuel Beal), Oriental Books Reprint Corporation, Delhi,1969
- Gosch, Stephens S., and Stearns, Peter N., Premodern Travel in World History, Routledge, 2008 p.134-160
- Devahuti, D., The Unknown Hsuan Tsang, Oxford University Press, Delhi, 2006
- Columbus, Christopher, The Four Voyages of Christopher Columbus: Being his own log book, letters and dis-patches with connecting narratives, (trans. J Cohen), Oxford, Oxford University Press, 1969

- Varthema, Ludovico Di, *The Itinerary of Ludovico Di Varthema of Bologna*, (trans.) John Winter Jones, Asian Educational Services, New Delhi 1997
- Joan-Pau Rubies, *Travel and Ethnology in the Renaissance: South India through European Eyes, 1250-1625*, Cambridge University Press, 2000. p. 1-84, 164-250
- Linschoten, Jan Huygen van, *The Voyage of Jan Huygen van Linschoten to the East Indies: From the Old English translation of 1598*, vol I and II, Hakluyt Society, London, 1885
- Kohli, Surinder Singh, *Travels of Guru Nanak*, Punjab University Publication Bureau, 1978

B. Travel in the Modern World: [i] Durgabati Das [ii] Cathanar Thomman Paremmakkal [iii] Rahul Sankrtyaya-na [iv] W. S. Caine [v] Samanth Subramanian [vi] R. L. Stevenson

- Das, Durgabati, *The Westward Traveller* (ed & trans by Somdatta Mandal), Orient Blackswan, January 2010
- Paremmakkal, Cathanar Thomman, *Varthamanappusthakam*, An account of the history of the Malabar Church between the years 1773 and 1786 with special emphasis on the events connected with the journey from Malabar to Rome via Lisbon and back undertaken by Malpan Mar Joseph Cariattil and Cathanar
- Thomas Paremmakkal, (trans. Placid J. Podipara, CMI), *Orientalia Christiana Analecta* 190, Pont. Institutum Orientalium Studiorum, Roma, 1971
- Sankrtyayana, Rahul, *Volga to Ganga: A Picture in Nineteen Stories of the Historical, Economic and Political Evolution of the Human Society from 6000 B.C. to 1922 A.D.* (trans.. Victor Gordon Kiernan), Punjab Book Centre, 2015
- Irumbayam, George, *Books of Yesteryears - I : 'Varthamanapusthakam' : The first ever travelogues in Indian languages*, Indian Literature, July-August, 1987, Vol 30, No 4 (120) July-August 1987, pp. 81-85
- Caine, W.S., *Picturesque India: A Handbook for European Travellers*, George Routledge and Sons, London 1891
- Manfredi, Carla, *Robert Louis Stevenson's Pacific Impressions: Photography and Travel Writing, 1888-1894*, Palgrave macmillan, Switzerland, 2018.
- Stevenson, R.L. *In the South Seas: The Marquesas, Paumotus and Gilbert Islands*, Deadtree Publishing, London, 2013
- Subramanian, Samanth, *Following Fish: Travels around the Indian Coast*, Penguin, Delhi, 2010

Suggestive readings

- Banerjee, Rita, *India in Early Modern English Travel Writing: Protestantism, Enlightenment, and Toleration*, Brill, Leiden, 2021.
- Brock, Aske Laursen, Meersbergen, Guido Van and Smith, Edmond, *Trading Companies and Travel Knowledge in the Early Modern World*, Hakluyt Society Studies in history of Travel, Routledge 2022
- Clarke, Robert, *The Cambridge Companion to Postcolonial Travel Writing*, Cambridge University Press, Cambridge, 2018
- Elsner, Jas and Rubies, Joan-Pau, *Voyages and Visions: Towards a Cultural History of Travel*, Reaction Books, 1999.

- Grewal, Inderpal, Home and Harem: Nation, Gender, Empire and the Cultures of Travel, Duke University Press, Durham, 1996
- Mueller, Christian and Salonia, Matteo (eds.) Travel Writings on Asia: Curiosity, Identities and Knowledge Across the East, c. 1200 to the Present, Palgrave Macmillan, Singapore, 2022
- Peterson, Jennifer Lynn, Education in the School of Dreams: Travelogues and Early Nonfiction Film, Duke University Press, Durham, 2013
- Taylor, Tom, Modern Travel in World History, London, Routledge, 2022
- Rodenas, Adriana Mendez, Transatlantic Travels in Nineteenth century Latin America: European Women Pilgrims, Bucknell University Press, Lewisburg, 2014

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