

GE-VI

Politics of Nature

Course Objective:

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

Learning Outcomes

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

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

Course Content:

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

Unit 2: Energy in Human History: –

- a. Before the era of coal, gas and oil
- b. Era of fossil energy

Unit 3: Ecological Imperialism

- a. Flora-fauna transfer
- b. Diseases and Migration

Unit 4: Unequal access and Industrial Production,

- a. Industrial Agriculture
- b. Gendered access to natural resources
- c. Cities and inequalities

Unit 5: Anthropocene

- a. Climate change and writing ecological histories
- b. Debating the Anthropocene / Capitalocene

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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

- Bhattacharya, Neeladri. (1995). “Pastoralists in a Colonial World”, in David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press. pp. 49-85. *(Available in Hindi also)*
- Swaminathan, M S. (2008), ‘Agriculture on Spaceship Earth’, in Mahesh Rangarajan, ed., *Environmental Issues in India*. Delhi: Pearson. pp.161-183. *(Available in Hindi also)*

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

- Burke III, Edmund. (2009), “The Big Story: Human History, Energy Regime and the Environment” in Edmund Burke III and Kenneth Pomeranz, eds., *The Environment and World History*. Berkeley: University of California Press. pp. 33-53.
- Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Colombia University Press.
- Urry, John. (2013). ‘The Century of Oil’, in *Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books. pp. 36-52.
- Crosby, Alfred W. (2006). *Children of the Sun: A History of Humanity’s Unappeasable Appetite for Energy*. New York: W. W. Norton. pp. 159-166 & pp. 117-158.

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

- Crosby, Alfred W. (1988), “Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon” in Donald Worster, ed., *The Ends of the Earth*. New York: Cambridge University Press. pp. 104-105.
- Cronon, William. (1983). *Changes in the Land: Indians, Colonists and the Ecology of New England*. New York: Hill and Wang, pp.3-18.
- Crosby, Alfred W. (1967). “Conquistadory Pestilencia: The First New World Pandemic and the Fall of the Great Indian Empires”. *The Hispanic American Historical Review*, Vol.47(No.3), pp.321-337.

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

- Kroese, Ron. (2002). “Machine Logic: Industrialising Nature and Agriculture”, in Andrew Kimbrell, ed., *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture*. London: Island Press. pp. 87-91
- McKittrick, Meredith. (2012). “Industrial Agriculture”, in J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell. pp. 411-432.

- Agarwal, Bina. (1992). “The Gender and Environment Debate: Lessons from India”. *Feminist Studies*, Vol. 18(No. 1), pp. 119-158.
- Merchant, Carolyn. (2017). ‘Gender and Environmental History’, in J. R. McNeill and Alan Roe, eds., *Global Environmental History*. London: Routledge. pp. 82-87.
- Bauer, Jordan and Melosi, Martin V. (2012). “Cities and the Environment” in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell. pp. 360-376.
- Heynen, Nik, Kaika, Maria and Swyngedouw, Erik. (2006). ‘Urban Political Ecology: Politicizing the production of Urban nature’ in Nik Heynen et al. eds., *In the Nature of Cities: Urban Political Ecology and Politics of Urban Metabolism*. London: Routledge. pp. 1-19.

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

- White, Sam. (2012). ‘Climate Change in Global Environmental History’ in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell. pp. 394-410.
- Lewis, Simon L. and Maslin, Mark A. (2015). “Defining the Anthropocene”, *Nature*, Vol. 519, pp. 171-80.
- Steffen, Will, Crutzen, Paul J. and McNeill, J. R. (2008). “The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature”. *Ambio*, Vol. 36(No,8), pp. 614-621
- Moore Jason W. (ed.,) (2016) *Anthropocene or Capitalocene? Nature, History and the Crisis of Capitalism*. Oakland: PM Press.
- Morrison, Kathleen D. (2015). “Provincializing the Anthropocene”. *Seminar*, Vol.673 (Sept), pp. 75-80.

SUGGESTED READINGS:

- Altvater, Elmer. (2007). ‘The Social and Natural Environment of Fossil Capitalism’. *Socialist Register*, Vol. 43, pp. 37-59.
- Brockway, Lucile H. (1979). “Science and Colonial Expansion: The Role of the British Royal Botanic Gardens”. *American Ethnologist*, Vol. 6(No. 3), pp. 449-465.
- Chakrabarty, Dipesh. (2016). “Whose Anthropocene? A Response” In: “Whose Anthropocene? Revisiting Dipesh Chakrabarty’s ‘Four Theses,’” Robert Emmett

- and Thomas Lekan, eds., *RCC Perspectives: Transformations in Environment and Society*. No. 2, pp.103–113.
- Hugo, G. (1996). “Environmental Concerns and International Migration”. *International Migration Review*, Vol.30(No. 1), pp. 105-31.
 - Jodha, N. S. (1986). ‘Common Property Resources and Rural Poor in Dry Regions of India. *Economic and Political Weekly*, Vol. XXI(No. 27) pp. 1169-1181.
 - Kalof, Linda. (2007). *Looking at Animals in Human History* . London: Reaktion Books. pp. 1-71
 - Lübken, Uwe. (2012). “Chasing a Ghost? Environmental Change and Migration in History”. *Global Environment: A Journal of History and Natural and Social Sciences*, No.9 pp. -25.
 - Malm, Andreas. (2016), ‘In the Heat of the Past: Towards a History of the Fossil Economy’ in Andres Malm, *The Rise of Steam Power and the Roots of Global Warming*. London: Verso, pp. 1-32.
 - Prasad, Archana. (1998). The Baiga: Survival strategies and local economy in the Central Provinces. *Studies in History*, Vol. 14(No. 2), pp. 325-348.
 - Shiva, Vandana. (1988). ‘Women in the Food Chain’ (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. pp. 96-178.
 - Tucker, Richard. (2007). ‘The Tropical Cost of the Automotive Age: Corporate Rubber Empires and the Rainforest’, in Richard Tucker, *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*. Plymouth: Rowman & Littlefield Publishers. pp. 113-50.
 - Vaclav Smil. (1994). “Preindustrial Prime Movers and Fuels”, in Vaclav Smil, *Energy in World History*. Boulder: Westview, pp. 92-156.
 - John Tully. (2011). *The Devil’s Milk: A Social History of Rubber*. New York: Monthly Review Press, pp, 17-26 and 35-50.

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Energy, Fossil, Ecological Imperialism, Inequalities, Anthropocene, Capitalocene,

GE – VII

Making of Post Colonial India

Course Objectives:

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

Learning Outcomes:

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

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

Course Content:

Unit I: Laying the foundation of independent India

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

Unit II: Envisioning a new order

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

Unit III: Democracy at Work

- [a] Congress and other political formations
- [b] (i) Left parties (ii) Caste politics (iii) Dravidian movement
- [c] Women and politics (i)Hindu Code Bill (ii)Status of Women in India Report

Unit IV: Turning Point: Emergency and After

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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

- Chakrabarty, D., Rochona Majumdar & Andrew Sartori. (2007). *From the Colonial to the Post- Colonial: India and Pakistan in Transition*. New Delhi: OUP.
- Basu, B.D. (2011). *Introduction to the Constitution of India*. Delhi: Lexis Nexis. (20th Edition)
- Austin, Granville. (1999). *Working a Democratic Constitution: the Indian Experience*. New Delhi: OUP.
- De, Rohit. (2018). *A People's Constitution*, Delhi: Penguin.
- Ramaswamy, Sumathi. (1997). *Passions of the Tongue: Language Devotion in Tamil India, 1890-1970*. Berkeley: University of California Press.
- King, Robert D. (1997) *Nehru and the language politics in India*. Delhi: OUP

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

- Balakrishnan, P. (2005). *Economic Growth and its Distribution in India*. Hyderabad: Orient BlackSwan.
- Frankel, Francine R. (2005). *India's Political Economy*. New Delhi: OUP.
- Frankel, Francine R., (ed.). (2000). *Transforming India: Social and Political Dynamics of Democracy*. Oxford: OUP.
- Bhalla, G.S. (1995). "Agricultural Growth and Industrial Development in Punjab" in *Agriculture on the road to Industrialisation*. John, W. Mellor (ed.). Baltimore: International Food Policy Research Institute, pp. 67-112.

- Golam Rasul and Eklabya Sharma, (2014). “Understanding the Poor Performance of Bihar and Uttar Pradesh in India: A Macro Perspective”. *Regional Studies, Regional Science*.vol. 1:1, 221-239, <http://dx.doi.org.2014.943804>

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

- Barnett, Marguerite Ross. (1976). *The Politics of Cultural Nationalism in South India*, New Jersey: Princeton.
- Stanley, Kochanek. (1968). *The Congress Party of India: The Dynamics of One-Party Democracy*. Princeton: Princeton University Press.
- Pandian, M.S.S. (2008). *Brahmin and Non Brahmin: Genealogies of the Tamil Political Present*. Delhi: Permanent Black.
- Kumar, Radha. (1993). *The History of Doing: An illustrated account of movements or women rights and feminism in India, 1800-1990*, New Delhi: Kali for Women.
- Menon, Nivedita. (2001). *Gender and Politics in India*. Delhi: OUP.
- Flavia Agnes. (2001). *Law and Gender Equality: The Politics of Women’s Rights in India*. Delhi: OUP.
- Jaffrelot, Christophe. (1999). *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s*. New Delhi: Penguin.
- Jaffrelot, Christophe (2003). *India’s Silent Revolution: The Rise of the Lower Castes in North India*. London: Hurst.
- Baru, S. (2000). "Economic Policy and the Development of Capitalism in India: The Role of Regional Capitalists and Political Parties". in Francine Frankel et al, (eds.). *Transforming India: Social and Political Dynamics of Democracy*. New Delhi: Oxford University Press

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

- Chandra, Bipan (2017). *In the Name of Democracy: JP Movement and Emergency*. Delhi: Penguin Random House India.

- Tarlo, Emma. (2003). *Unsettling Memories: Narratives of the Emergency in Delhi*, Berkeley: University of California Press.
- Das, Veena: (1996). *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: OUP.
- Bhuwania, Anuj. (2017). *Courting the People: Public Interest Litigation in Post Emergency India*. Delhi: Cambridge University Press.
- Ranganathan Maya & Usha M Rodrigues. (2010). *Indian Media in a Globalised World*, Sage Publications India Pvt. Ltd.
- Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.
- Kapur, Geeta. (2000). *When was Modernism: Essays on Contemporary Cultural Practice in India*. New Delhi: Tulika.

SUGGESTED READINGS:

- Chandra, Bipan. (2008). *India Since Independence*. Delhi: Penguin
- Bhargava, Rajeev and Vanaik Achin (eds.). (2010). *Understanding Contemporary India*. Orient Blackswan
- Damodaran, H. (2008). *India's New Capitalists: Caste, Business, and Industry in a Modern Nation*. Basingstoke: Palgrave Macmillan.
- Deshpande, Satish, (2003). *Contemporary India: A Sociological View*. Delhi: Viking
- Guha, Ramachandra. (2008). *India After Gandhi*. Delhi: Picador
- Jayal, Niraja Gopal & Pratap Bhanu Mehta (eds.). (2010). *The Oxford Companion to Politics in India*. Delhi: Oxford University Press.
- Kothari, Rajni. (1970). *Caste in Indian Politics*. New Delhi: Orient Longman.
- Beteille, A. (2012) *Democracy and Its Institutions*. New Delhi: Oxford University Press.
- Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press.
- Dhawan, Rajeev, (ed.). (1997). *Law and Society in Modern India*. New Delhi: Oxford University Press.
- Brass, Paul. (1997). *Politics of India since Independence*. Cambridge: Cambridge University Press.
- Chatterjee Partha (ed.). (1997). *State and Politics in India*. Delhi: Oxford University Press

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

SEC I

Understanding Heritage

Course Objectives:

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

Learning Outcomes:

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

- Explain the complex character of heritage.
- Analyse the historical processes which result into the making of heritage.
- Describe the significance of cultural diversity in the creation of heritage.
- Illustrate how heritage can be a medium to generate revenue
- Discern the nuances of heritage and will appreciate its importance.

Course Content:

Unit I: Defining heritage:

Meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’

Unit II: Evolution of heritage legislation and the institutional framework:

[a] Conventions and Acts -- national and international

[b] Heritage-related government departments, museums, regulatory bodies

[c] Conservation initiatives

Unit III: Challenges facing tangible and intangible heritage

Development, antiquity smuggling, conflict (specific cases studies)

Unit IV: Heritage and travel:

[a] Viewing heritage sites

[b] The relationship between cultural heritage, landscape and travel;
recent trends

Unit V: A visit to a heritage site is an essential part of this course.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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

- Lowenthal, D. (2010). *Possessed By The Past: The Heritage Crusade and The Spoils of History*. Cambridge: Cambridge University Press.
- Lahiri, N. (2012). *Marshalling the Past- Ancient India and its Modern Histories*. Ranikhet: Permanent Black. (Chapter 4 and 5)
- Singh, U. (2016). *The Idea of Ancient India: Essays on Religion, Politics and Archaeology*. New Delhi: Sage. (Chapters 7, 8).

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

- Biswas, S.S. (1999). *Protecting the Cultural Heritage (National Legislation and International Conventions)*. New Delhi: INTACH,
- Layton, R.P. Stone and J. Thomas. (2001). *Destruction and Conservation of Cultural Property*. London: Routledge.

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

- Biswas, S.S. (1999). *Protecting the Cultural Heritage (National Legislation and International Conventions)*. New Delhi: INTACH.
- Lowenthal, D. (2010). *Possessed By The Past: The Heritage Crusade and The Spoils of History*. Cambridge: Cambridge University Press.

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

- Agrawal, O.P. (2006). *Essentials of Conservation and Museology*. Delhi: Motilal Banarsidas.
- Chainani, S. (2007). *Heritage and Environment*. Mumbai: Urban Design Research Institute.

SUGGESTED READINGS:

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

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

SEC-II

Archives and Museums

Course Objective:

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

Learning Outcomes:

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

- Examine these two repositories of history from close quarters.
- Discuss the role of Colonialism in the growth of Archives and Museums.
- Explain how the documents and artefacts are preserved and the difficulties faced in the process.
- Demonstrate the way in which museums are organised and managed.
- Examine the considerations which govern the way exhibitions in museums are managed.

Course Content:

Unit 1: The Archive:

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

Unit 2: The Museum

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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

- Bhattacharya, Sabyasachi. (2018). *Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947*. Delhi: OUP
- Kathpalia, Y. P. (1973). *Conservation and Restoration of Archive Material*. Paris: UNESCO 1973
- Singh, Kavita.(2003). “Museum is National: The Nation as Narrated by the National Museum New Delhi” in Geeti Sen, (ed.), *India: A National Culture*. Delhi: Sage.
- Carol Breckenridge. (1989). “Aesthetics and Politics of Colonial Collecting India at World Fairs”, *Comparative Studies in Society and History*, vol. 31, No 2 April, pp. 195-216
- Ravindran, Jayaprabha. (2013). ‘Liberalization of access policy and changing trends of research in the National Archives of India, 1947–2007’, *Comma*, vol. 2013, Issue 2, pp. 103-19. (<https://doi.org/10.3828/comma.2013.2.11>)
- Aziz, Sana. (2017). ‘The Colonisation of Knowledge and Politics of Preservation’, *Economic and Political Weekly*. Vol. 52, No.16 pp.

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

- Guha-Thakurta, Tapati. (2004). *Objects, Histories: Institution of Art in Colonial India*, New York: Columbia University Press.
- Choudhary, R. D. (1988). *Museums of India and their Maladies*. Calcutta: Agam Prakashan.
- Aggarwal, O. P. (2006). *Essentials of Conservation and Restoration and Museology*, Delhi: Sundeep Prakashan.
- Nair, S. N. (2011). *Bio-Deterioration of Museum Materials*, Calcutta: Agam Prakashan
- Mathur, Saloni.(2000). “Living Ethnological Exhibits: The Case of 1886”, *Cultural Anthropology*, Vol. 15 No. 4, pp 492-524
- Mathur, Saloni. (2007).*India by Design: Colonial History and Cultural Display*. Berkeley: University of California.

Teaching Learning Process:

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

Assessment methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Manuscripts, Collections, National Archives, Cataloguing, Artefacts, National Museum National Gallery of Modern Art

Skill Enhancement Paper III

Historian's Craft

Course Objective:

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

Learning outcomes:

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

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

Contents

Unit 1: Historicizing Human Activities

Unit 2: The Historian's Craft

Unit 3: Sources and interpretations

Unit 4: Primary sources in application

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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

- Schlabach, Gerald. *A Sense of History: Some Components*
- <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Bloch, Marc. (1992). *The Historian's Craft*, Manchester University Press. Reprint ("Introduction", pp. 1-19).
- 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").
- Daniels, Robert V. (1981), *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.11-13 and 25-39.

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

- 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").
- Daniels, Robert V. (1981), *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.47-61.

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

- Jordonova, Ludmilla. (2000). *History in Practice*, London/New York: Arnold and Oxford University Press Inc., pp.27-57, 92-112 and 184-193 (Ch.2, "Mapping the Discipline of History", Ch.4, "The Status of Historical Knowledge", and Ch.7, "Historians' Skills").
- Daniels, R. V. (1981). *Studying History: How and Why*. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, pp.76-97 and 104-110.
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch.4, "Using the Sources").

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

- Buitenen, J.A.B. van. (Trans.) (1973). “Chapters 62 to 69 - Adi parvan.” in *The Mahabharata –Volume 1, The Book of the Beginning*. Chicago: Chicago University Press; Johnson, W.J. (Trans.) (2001). “Acts 4, 5 and 6.” *The Recognition of Śakuntala: A Play in Seven Acts; Śakuntala in the Mahabharata*. Oxford: Oxford University Press. With secondary reading Thapar, Romila. (1999), *Shakuntala: Texts, Readings, Histories*. New York: Columbia University Press, pp. 22-62.
- “Allahabad posthumous stone pillar inscription of Samudragupta.” in Fleet, J.F. (Ed.). (1888). *Corpus Inscriptionum Indicarum Vol. III*. Calcutta: Superintendent of Government Printing, pp. 1-17. With secondary reading: Goyal, S.R. (1967). *History of the Imperial Guptas*. Allahabad: Central Book Depot (Chapter 2).
- “Section CCXXVIII to Section CCXXXI: Khandava-daha Parva.” In *Mahabharata*. Available at <https://www.sacred-texts.com/hin/m01/m01232.htm> With secondary reading: Thapar, Romila. (2007). “Forests and Settlements, in Mahesh Rangarajan, (Ed.). *Environmental Issues in India*. New Delhi: Pearson, pp.33-41 (also available in Hindi translation). Zimmerman, F. (1987). *Jungle and the Aroma of Meats: An Ecological Theme in Hindu Medicine*. Berkeley: University of California Press (“Introduction”).
- *Aṅgulimālasutta* of the *Majjhima Nikaya* in *The Collection of the Middle Length Sayings – Three Volumes*. Translated by I.B. Horner. (1957, 1996). Volume II. London: The Pali Text Society, pp. 284-292, n.86. With secondary reading: Brancaccio, P. (1999). “Aṅgulimāla or the Taming of the Forest.” *East and West* 49 (1/4), pp. 105-118.
- “X 1-90.” *Manusmriti*. Translated by G. Buhler. (1886). Oxford: Clarendon Press. pp. 401-421. With secondary reading: Sahu, B. P. (2009). “Brahmanical Conception of the Origin of Jatis: A Case Study of the Manusmrti” in B. D. Chattopadhyaya. (2009). *A Social History of Early India*. Delhi: Pearson Longman, pp. 43-53.
- See the Vijayanagara inscriptions in Rao, T.A. Gopinatha. (1915-16). “Triplicane Plates of Panta-Mailara, dated Saka-Samvat 1350, in the reign of Devaraya II”, Vol 13, pp.1-11. See also online: <https://ia801606.us.archive.org/9/items/in.ernet.dli.2015.56662/2015.56662.Epi-Graphia-Indica-Voll3.pdf> – see pp.1-11 in this document. With secondary

- reading: Wagoner, Philip. (1996). "Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara." *Journal of Asian Studies* 55 (4), pp. 851-80.
- Abu'l Fazl Allami. *Ain-i Akbari*. Translated by H.S. Jarrett. (1949, 2006). Vol. III. Delhi: Low Price Publications, pp. 1-11, with secondary reading: Ali, Athar. (1980). "Sulh-i Kul and the Religious Ideas of Akbar." in *Proceedings of Indian History Congress* 41, pp. 326-39, Kinra, Rajeev. "Handling Diversity with Absolute Civility: The Global Historical Legacy of Mughal *Ṣulh.-i Kull*", *The Medieval History Journal*, vol. 16, 2 (2013): 251–295
 - Malik Muhammad Jaisi. *Padumawat*. Translated by V.S. Agrawal (2010). Allahabad: Lok Bharti Prakashan, pp. 508-556. With secondary reading: Sreenivasan, Ramya. (2007). *The Many Lives of a Rajput Queen: Heroic Past in India C. 1500–1900*. Washington: University of Washington Press (Ch.2, "Sufi Tale of Rajputs in Sixteenth century Avadh"); Saksena, Banarsi Prasad. (1992). "The Khaljis: Alauddin Khalji." in Mohammad Habib and Khaliq Ahmad Nizami, (Eds.). *A Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*. Second edition. New Delhi: The Indian History Congress / People's Publishing House.
 - Emmanuel-Joseph Sieyès (1789). *What is the Third Estate?* [Available at: <https://pages.uoregon.edu/dluebke/301ModernEurope/Sieyes3dEstate.pdf>]. With secondary reading: Bossenga, Gail. (1997), "Rights and Citizens in the Old Regime." *French Historical Studies* 20 (2), pp. 217-243.
 - "The 1905 Revolution." in Gregory L. Freeze (1988). *Supplication to Revolution: A Documentary Social History of Imperial Russia*. Oxford University Press, pp. 274-285.
 - The Azimgarh Proclamation (25 August 1857)." in Mukherjee, Rudrangshu. (2018). *The Year of Blood: Essays on the Revolt of 1857*. N.Y.: Routledge and Social Science Press, pp. 23-27. With secondary reading Mukherjee, Rudrangshu. (2018). *The Year of Blood: Essays on the Revolt of 1857*. N.Y.: Routledge and Social Science Press ("Introduction" and "The Azimgarh Proclamation and Some Questions on the Revolt of 1857 in the Northwestern Provinces").
 - "The Personal Becomes Public: Dilliwalas and the Uprising." In Mahmood Farooqui (2010), (trans.). *Besieged: Voices from Delhi 1857*. New Delhi: Penguin Books/Viking.
 - H. H. Risley. (1908). *The People of India*. Calcutta, London: Thacker, pp. xi-xxi; 5-17; 128-148; 178-213. With secondary reading Dirks, Nicholas. (2001). *Castes of Mind: The Enumeration of Caste: Anthropology as Colonial Rule*. New Jersey: Princeton University Press ("The Enumeration of Caste: Anthropology as Colonial Rule").

- “Mr. Dadabhai Naoroji at Walthamstow-‘India must be bled’.” (*Poverty and un-British Rule in India*. Available at: http://historydepartmentphilos.weebly.com/uploads/2/6/6/1/26612531/poverty_and_unbritish_rule_in_india_by_dadabai_nauroji.pdf. With secondary reading Chandra, Bipin. (2010), *The Rise and Growth of Economic Nationalism in India*, Har-Anand Publishers, revised edition.
- “Chapter 14: Statement in the Sessions Court” (Bhagat Singh’s writings). In *Inquilab: Bhagat Singh on Religion and Revolution*. Irfan, Habib, S. (Ed.). (2018). Delhi: Yoda Press.
- “Chapters 2, 3 and 7.” *Report of the Kanpur Riots Enquiry Committee, 1931*. Delhi: National Book Trust, pp. 19-52 and pp.123-140. With secondary reading Chandra, B. (2008). *Communalism in Modern India*. Delhi: Har-Anand, and Pandey, G. (1994). in David Arnold and David Hardiman, (ed.). *Subaltern Studies VIII: Essays in Honour of Ranajit Guha*. New Delhi: Oxford University Press, pp.195-203 (“Prose of Otherness”).
- Begum Anis Kidwai. *Azadi ki Chaon Mein*. Translated by Ayesha Kidwai. (2011). In *Freedom’s Shade*. New Delhi: Penguin, pp. 19-34; 215-246 and pp. 281-296. With secondary reading Pandey, G. (1994). in David Arnold and David Hardiman, (eds.). *Subaltern Studies VIII: Essays in Honour of Ranajit Guha*. New Delhi: Oxford University Press, pp.213-221 (“Prose of Otherness”).
- B.R. Ambedkar, *Twenty-Two Vows Administered on Conversion*. in Omvedt, Gail. (2003). *Buddhism in India: Challenging Brahmanism and Caste*. New Delhi: Sage Publications, pp. 261–262, with secondary reading Rodrigues, V. (Ed.). (2002). *The Essential Writings of B. R. Ambedkar*. New Delhi: Oxford University Press.
- Press note on the special camp in Kasturba Hospital, inaugurated on Dec. 26, 1975; Press note on the application of incentives to sterilization, Apr. 19, 1976; Office order on measures to be taken to ensure officers comply with sterilization laws, Apr. 15, 1976, with sterilization targets for Apr. 14 to 30, 1976; Request of sterilization certificate made to all Civil Line Municipal Corporation’s eligible employees, Apr. 26, 1976, uploaded by John Dayal on <https://qz.com/india/296395/heres-proof-that-india-has-been-in-a-state-of-emergency-for-37-years/>. With secondary reading Tarlo, Emma. (2000). in Veronique Dupont et al, (eds.). *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar Publishers and Distributors, pp.75-94 (“Welcome to History: A Resettlement Colony in the Making”). (r) “Introduction”. *Report of Justice Verma Committee, 2013*. Available at <http://apneap.org/wp-content/uploads/2012/10/Justice-Verma-Committee-Report.pdf>. With secondary reading, i.e. Cagna, Paola and Nitya Rao. (2016). “Feminist Mobilisation for

Policy Change on Violence Against Women: Insights from Asia.” *Gender and Development* 24 (2), pp. 277-290.

SUGGESTED READINGS:

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7)
- Becker, Carl. (1931). *American Historical Review* 37 (January), pp. 221-36, reprinted in Adam Budd (Ed.). (2009). *The Modern Historiography Reader*. London and N.Y: Routledge (“Everyman His Own Historian”, Presidential Address).
- Bloch, Marc. (1992). *The Historian’s Craft*, Manchester: Manchester University Press, reprint, pp. 190-197; 60-69 and 138-144.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus (Ch. 21, “Identity History is Not Enough”).
- 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” and “Ch.7, “Historians’ Skills”).
- Kosambi, D.D. (2005). *Combined Methods in Indology and Other Writings*, compiled, edited and introduced by Brajadulal Chattopadhyaya. New Delhi: Oxford University Press.
- 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”).
- Smith, Bonnie G. (1998). *The Gender of History: Men, Women and Historical Practice*. Cambridge, M.A.: Harvard University Press, reprinted in Adam Budd. (Ed.). (2009). *The Modern Historiography Reader*. London and N.Y: Routledge, pp. 70-79, 81-87, 89-91 (“What is a Historian?”).
- 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 (“Historical Awareness”, Ch.5, “The Themes of Mainstream History” and Ch.6, “Writing and Interpretation”).

Teaching-Learning process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

B.A. History Programme

1 Credit distribution for B.A. History Programme

CORE COURSE			
Semester	Course Code	Name of the Course	Credits
III		History of India c. 1200-1700	5+1
SEC PAPERS			
III SEC I		Heritage and Tourism Or	4
		Introduction to Art in the Indian Subcontinent	

2. BA Program Semester-wise Distribution of Courses

Semester	Core Courses	Discipline Selective Courses	GE	SEC	Ability Enhancement Courses
3	History of India c. 1200-1700			Choice of SEC I papers	
	Second Discipline				
	English/ Hindi/MIL-II In Lieu of MIL: Histories of Inequalities				

Core Course III

History of India, c. 1200-1700

Course Objective:

This course provides an analytical study of the history of India from 1200 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 Delhi Sultanate, the Mughal state, Vijayanagara and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies the course also underlines the inter-connectedness of the subcontinental region in its transition to the Early Modern period.

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 seventeenth 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.

Course Outline:

Unit I. Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15th century: Expansion; *Iqta* system; administrative reforms; nobility

Unit II. Regional political formations: Vijayanagara

Unit III. Foundation, expansion and consolidation of the Mughal State, c.16th to 17th century: Expansion and consolidation; Rajputs; *Mansabdari* and *Jagirdari*; imperial ideology; reassessing Aurangzeb

Unit IV. 17th century transitions: Marathas; Sikhs

Unit V. Art and architecture in medieval India: Qutb complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal miniature painting

Unit VI. Society, culture and religion: Bhakti -- Kabir and Mira Bai; Sufism – Nizamuddin Auliya and Sufism in popular literature from the Deccan: *Chakki-Nama* and *Charkha-Nama*.

Unit VII. Economy and integrated patterns of exchange: Rural and urban linkages; maritime trade and non-agrarian production

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit would have taught students about the politics, political economy and administrative transitions under the various Sultanate regimes. **(Teaching Time: 3 weeks approx.)**

- Jackson, P. (2003). *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press.
- Ray Chaudhuri, T and I. Habib (Ed.). (1982). *The Cambridge Economic History of India, Vol.1: c1200-1750*. Delhi: Orient Longman, pp. 45-101.
- Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan*. Delhi: Rajkamal.
- Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat*, 7 volumes. Delhi; Rajkamal.
- Verma, H.C. (ed.). (2003). *Madhyakalin Bharat, Bhag 1&2*, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
- 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.

Unit II: This unit introduces students to recent historiography on the politics, society and economy of the Vijayanagara state. While learning about the historical details of the Vijayanagara state they will also be introduced to the role of rituals and cultural representations in the reproduction of power in the Vijayanagara state. **(Teaching Time: 2 weeks 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.

Unit III: This unit will teach students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed and also to the various historiographical debates on Aurangzeb. **(Teaching Time: 3 weeks 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.
- Ray Chaudhuri, 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 Blackswan.
- Habib, I. (Ed.). (1997). *Akbar and his India*, Delhi: Oxford University Press.
- Habib, I. (Ed.). (2016). *Akbar aur Tatkalin Bharat*, Delhi: Rajkamal Prakashan Samuh.
- Verma, H.C. (Ed.). (2003). *Madhyakalin Bharat, Bhag 1&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.
- Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.
- 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.

Unit IV: In this unit students will learn about the emerging political formations in the Deccan and the Punjab plains. 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: 2 weeks approx.)**

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

Unit V: This unit introduces students to the architectural and painting traditions in the medieval period. The student will learn the political and artistic contributions of patrons, painters, architects and artisans in the development of artistic representations of this period. This will be achieved through a series of case studies of a mosque (the Qutb Complex), imperial cities (Fatehpur Sikri and Hampi) and Mughal miniature paintings. **(Teaching Time: 2 weeks approx.)**

- Asher, Catherine B. (1992). *The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4*, Cambridge: Cambridge University Press, pp. 39-98 (Ch.3, “The Age of Akbar”)
- Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Delhi: Oxford University Press. pp. 1-11 & 130-162.
- 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 VI: This unit would have taught students about the cultural traditions in the medieval period with special reference to Kabir and Mirabai, and Nizam al-Din Auliya and popular mystic literature from the South. **(Teaching Time: 2 weeks approx.)**

- Charlotte Vaudeville. (2007). *A Weaver named Kabir*. Delhi: Oxford University Press.
- Schomer, Karine and W.H. McLeod. (Eds.). (1987). *The Sants Studies in Devotional Traditions in India*. Delhi, Motilal Banarasidas.
- 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.
- 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.)
- Digby, Simon. (1986). "The Sufi Shaikh as a Source of Authority in Medieval India". *Purusartha (Islam and Society in Medieval India)* vol. 9, pp. 57-77.
- 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.)
- 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.

Unit VII: Students will learn about the gradual integration of agricultural and artisanal production in this unit. The establishment of circuits of exchange gradually tied rural, qasbah and city production, a process that will be charted from the medieval into the early modern period. They will also be expected to develop an understanding of the Indian Ocean trade and its impact on South Asian economy. (**Teaching Time: 2 weeks approx.**)

- Ray Chaudhuri, 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 Blackswan
- 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.

Suggested 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.
- Chandra, S. (2004). *Medieval India: From Sultanate to the Mughals, Part 1&2*. Delhi: Haranand Publications.

- Chandra, S. (2004). *Madhyakalin Bharat: Sultanate se Mughal tak*, Bhag 1& 2. 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.
- Faruqi, Munis D. (2012) *The Princes of the Mughal Empire, 1504-1719*. Cambridge: Cambridge University Press
- Green, Nile. (2002). *Sufis and Settlers in the Early Modern Deccan*, Delhi: Oxford University Press.
- Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan*. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat*. 7 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.
- 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.
- Lefèvre, Corinne. (2007). “Recovering a Missing Voice from Mughal India: The Imperial Discourse of Jahāngīr (r. 1605-1627) in His Memoirs”, *Journal of the Economic and Social History of the Orient* vol. 50 no.4, pp. 452- 489
- Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*. Delhi: Oxford University Press.

- Orsini Francesca and Samira Sheikh (Eds.). (2014). *After Timur Left: Culture and Circulation in fifteenth century North India*. 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.
- Verghese, Anila. (2002). *Hampi*. Delhi: Oxford University Press.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings shall be the format. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall focus on tracing broad historical trends so that the students develop an overview of the Indian subcontinent during the time period under study. Given that the students are also pursuing another discipline, the process shall consistently emphasize what is meant by the historical approach and delineate the contributions/importance of historical analysis. With an expanding exposure to historical view points, the BA Programme student shall increasingly imbibe an interdisciplinary approach.

Assessment Methods:

Students will be assessed on the basis of their analytical answers, critical understanding of historical debates and class room comprehension as well as readings. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Delhi Sultanate, *Iqta* System, Nobility, Gujarat Sultanate, Vijayanagara, Mughal State, Mansabdari, Jagirdari, Imperial Ideology, Marathas, Sikhs, Architecture, Miniature Painting, Bhakti, Sufism, Agrarian Economy, Maritime Trade

SEC I

Heritage and Tourism

Course Objectives:

The objective of this course is to enable the students to understand the social, historic, scientific, aesthetic and economic values that are inherent in a cultural heritage. The template is set with practices of visual representation in colonial India and the institutionalizing of colonial archaeology. In the last quarter of the 19th century, Indian artefacts get museumized with the coming of exhibitions, fairs, collections, setting up of museums and botanical gardens. This making of Indian heritage through the rhetoric of spectacle in the colonial period forms part of the first unit. Moving to the contemporary times, to make the course more conducive to employment opportunities, present day practices of marketing heritage are explored in the next unit. Religious tourism, commercialization of nature tourism, nostalgia tourism and the lived experience of heritage walks as cultural representations are studied here. While there are obvious advantages of Tourism as being economically viable, the last unit deals with the impact of overkill tourism practices. Case studies of three different socio-ecological spaces, as also issues of conservation of heritage sites, making a case for sustainable tourism, are studied in the last unit. The objective of the course, strengthened with project work and field trips, is to equip the students to appreciate the nature of industries associated with heritage and tourism.

Learning Outcomes:

Upon successful completion of course students will have knowledge and skills to:

- Enhance his/her ability to discern the nature of the cultural heritage of the nation.
- Contextualise his/her country's history of heritage representation, to effectively comprehend the present.
- Draw inference from different aspects of tourism, its varieties and be sensitive to the impact of overkill tourism in different geographical areas with specific local sensibilities, thus making a case for sustainable tourism.
- Equip himself / herself with theoretical knowledge of heritage and tourism.

Course Content:

Unit I: Constitution of heritage in colonial India

Institutionalization and commodification of Indian art and architecture: collections, exhibitions, museums and monumentalization – case study of the Great Exhibition, London; Kew Gardens, London; Indian Museum, Kolkata; Tranquebar; guide books and travel literature.

Unit II: Tourism: marketing heritage

- a. Religious Tourism: Case studies of Kashi, Sarnath, Ajmer Sharif, Amritsar, Bom Jesus Cathedral of old Goa
- b. Memory and tourism: Raj nostalgia, Indian diaspora's search for roots
- c. Ecotourism: commercialising nature
- d. Exhibiting culture: handicrafts, heritage walks and tours, palaces, heritage festivals

Unit III: Sustainable Tourism

- a. Interface with local sensibilities: case study of Agra, Simla, Goa
- b. Conservation of Heritage: Humayun's Tomb, Ajanta Caves

Unit IV: Field trips/Project work: Some suggestions:

- a. Field Trips to Mathura Museum, National Museum, National Gallery of Modern Art, Rail Museum, Sulabh International Museum of Toilets, National Craft Museum, galleries, exhibitions
- b. Heritage walks/trails to monuments and sites
- c. Visit to light and sound shows and live performances at monuments, sites
- d. Documenting the impact of tourism on heritage sites and local communities
- e. Making a report on the ongoing conservation projects of various sites by the ASI, Aga Khan Trust for Culture, INTACH and other community and private organizations
- f. Food tourism etc.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit explains institutionalization and commodification of Indian art and architecture during colonial period. In what ways collections, exhibitions, Museums etc. were institutionalised during British India to Constitute Heritage. **(Teaching Time: 5 Weeks Approx.)**

- Breckenridge, Carol A. (1989). "The Aesthetics and Politics of Colonial Collecting: India at World fairs". *Comparative Studies in Society and History* vol. 31 no.2, pp. 195-216.
- Brockway, Lucile H. (1979). "Science and Colonial Expansion: The Role of the British Royal Botanic Gardens". *American Ethnologist* vol. 6 no.3, pp. 449-65.

- Guha-Thakurta, Tapati, (2004). "The Museum in the Colony: Collecting, Conserving, Classifying." in *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*. Ranikhet: Permanent Black, pp. 43-82.
- Fihl, Esther. (2017). "Collections at the National Museum of Denmark." in Esther Fihl (ed.). *Intercultural Heritage and Historical Identities: Cultural Exchange on the Coromandel Coast of India*. Copenhagen: The National Museum of Denmark, pp. 17-32.
- Mackenzie, John M. (2005). "Empires of Travel: British Guidebooks and Cultural Imperialism in the 19th and 20th centuries." in John K. Walton, (ed.). *Histories of Tourism: Representation, Identity and Conflict*. Buffalo, Toronto: Channel View Publications, pp. 19-38.

Unit II: This unit will examine marketing of heritage as a tourism product. It will examine case study of religious tourism, ecotourism and cultural practices. **(Teaching Time: 5 Weeks Approx.)**

- Bandyopadhyay, Rumki and Kushagra Rajendra. (2018). "Religious Tourism: The Beginning of a New Era with Special Reference to India." in Shin Yesuda, Razaq Raj and Kevin Griffin (eds.). *Religious Tourism in Asia: Tradition and Change through Case Studies and Narratives*. Boston: CABI Publishing, pp. 67-76 (Chapter 8).
- Majumdar, Nandini. (2014). *Banaras: Walks through India's Sacred City*. New Delhi: Roli Books.
- Kejriwal, Om Prakash (Ed.). (2010). *Kashi Nagari Ek: Roop Anek*. New Delhi: Publication Division, Govt. of India.
- Sanyal, Usha. (2007). "Tourists, Pilgrims and Saints: The Shrine of Mu'in al-Din Chishti of Ajmer." in Carol Henderson and Maxine Weisgrau (Eds.). *Raj Rhapsodies: Tourism, Heritage and the Seduction of History*. Hampshire: Ashgate, pp. 183-202; (Ashgate e-book.)
- Kalra, Vikram. (2005). *Amritsar: The City of Spirituality and Valour*. New Delhi: INTACH.
- Rajagopalan, S. (1975). *Old Goa*. New Delhi: Archaeological Survey of India.
- Bandyopadhyay, Ranjan. (2012). "'Raj Revival' Tourism: Consuming Imperial/ Colonial Nostalgia". *Annals of Tourism Research* vol. 39 no.3, pp. 1718-1722.
- Seshadri, Swathi. (2012). "Missing the Woods for the Trees?" *Economic and Political Weekly* vol. 47 no.36, pp. 12-14.
- Karanth K. Ullas and Krithi K. Karanth. (2012). 'A Tiger in the Drawing Room: Can Luxury Tourism Benefit Wildlife?' *Economic and Political Weekly* vol. 47 no.38, pp. 38-43.

Unit III: This unit deals with questions of guest-host relationships and its' impact on tourism potential. It also examines important concerns of conservation concerning heritage sites -- natural as well as manmade. **(Teaching Time: 6 Weeks Approx.)**

- Chakravarty, Surajit and Clara Irazabal. (2011). "Golden Geese or White Elephants? The Paradoxes of World Heritage Sites and Community-based Tourism Development in Agra, India." *Community Development: Journal of the Community Development Society* vol. 42 no.3, pp. 359-76.
- Batra, Adarsh. (2002). "A Case Study of Major Issues and Sustainable Solutions to Mountain Tourism in the Capital of Himachal Pradesh, Eternal India." *Anatolia: An International Journal of Tourism and Hospitality Research* vol. 3 no.2, pp. 213-20.
- Pal, Anil and B. K. Pal. (2016) "Tourism and its impact on Socio-Economic Life of Simla District, Himachal Pradesh." *Essence: International Journal for Environmental Rehabilitation and Conservation*. Vol.VII no.2, pp. 1-16.
- Anon, (1994). "Simla losing its Charm." *India Green File*.
- Noronha, Frederick. (1997). "Goa: Fighting the Bane of Tourism". *Economic and Political Weekly* vol. 32 no.51, pp. 3253-56.
- Routledge, Paul. (2000). "Consuming Goa: Tourist Site as Dispensable Space". *Economic and Political Weekly* vol. 35 no.30, pp. 2647-56.
- For Humayun's Tomb conservation by the Agha Khan Trust for Culture: https://www.akdn.org/sites/akdn/files/media/publications/2013_09_-_aktc_-_india_-_humayun_tomb_conservation.pdf
- For Ajanta conservation: https://www.jica.go.jp/english/our_work/evaluation/oda_loan/post/2007/pdf/project28_full.pdf
<http://ajantacaves.com/Howtoeach/Conservation/>
<https://frontline.thehindu.com/static/html/fl1523/15230650.htm>

Suggested Readings

- Bandyopadhyay, Ranjan. (2018). "Longing for the British Raj: Imperial/colonial nostalgia and tourism." *Hospitality & Society* vol. 8 no.3, pp. 253-71.
- Jafa, Navina. (2012). *Performing Heritage: Art of Exhibit Walks*. New Delhi: Sage Publications (See "Introduction", pp. xxi-xxix.).
- Pubby, Vipin. (1988). *Simla Then and Now*. New Delhi: Indus Publishing Co.
- Thapar, Romila. (2018). *Indian Cultures as Heritage: Contemporary Pasts*. New Delhi: Aleph Book Company.

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work.

Keywords:

Institutionalization of Indian Art, Colonial Knowledge, Kew Gardens London, India Museum, Colonial Heritage – Tranquebar & Kolkata, Religious Kashi, Ajmer, Amritsar, Sarnath, Tourism, Nostalgia, Handicrafts, Heritage Walks, Conservation.

SEC II

Introduction to Art in the Indian Subcontinent

Course Objective:

The paper provides a glimpse of the art of India from ancient to contemporary times. Starting with a historiographical enquiry of Indian art, it tries to touch upon the broader aspects and examples of sculpture (stone, metal and terracotta), architecture (temples, mosques, mausoleums and forts) and paintings (ancient to contemporary). The purpose of the paper is to familiarize the students with the basic features of the various art forms of India with the details of representative examples to enhance their skills. This course will familiarize the students with the nuances of various aspects of art like sculpture, architecture and paintings. This will help them in understanding various forms of art and art appreciation.

Learning Outcome:

Upon successful completion of course students shall be able to:

- Identify the diversity of Indian art including sculpture, architecture and paintings cutting across time and space.
- Examine the development in architecture in India with reference to temples, mosques, forts and colonial buildings. The ideological underpinning of architecture is also introduced.
- Explain the traditions of painting in India with reference to Mural, miniature; Mughal and Rajputs.
- Demonstrate the major trends in painting during the national movement and in contemporary India.
- Outline the nuances and intricacies of various forms of art.

Course Content:

Unit I: Indian Art; historiographical issues

Unit II: Sculpture

- (a) Stone: Gandhara and Mathura
- (b) Metal: Chola Bronzes
- (c) Terracotta: Contemporary

Unit III: Architecture

- (a) Evolution of Temples
 - (i) Nagar: Sun Temple, Konark
 - (ii) Dravida: Nataraja Temple, Chidambaram
- (b) Mosques and Mausoleums

- (i) Quwwat al-Islam mosque, Delhi
- (ii) Taj Mahal, Agra
- (c) Forts
 - (i) Kumbhalgarh Fort
- (d) Colonial
 - (i) Rashtrapati Bhawan, Delhi
 - (ii) Victoria Terminus, Mumbai

Unit IV: Painting

- (a) Mural Tradition: Ajanta
- (b) Miniature Tradition: Mughal and Rajput
- (c) Nationalist Tradition: Bengal School
- (d) Contemporary Tradition: Calendar Art

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces student to the historiographical issues related to the study of Indian Art. The focus of this Unit is how the study of Indian art has changed over a period of time. **(Teaching Time: 2 Weeks Approx.)**

- Dhar, P. P. (Ed). (2011). *Indian Art History: Changing Perspectives*. New Delhi: DK.
- Mitter, Partha. (2001). *Indian Art*. Oxford: Oxford University Press..
- Huntington, Susan L. (1985). *The Art of Ancient India: Hindu, Buddhist, Jain*. New York: Weather Hill.

Unit II: This unit examines historical development in the evolution of sculpture with special reference to stone, metal and terracotta. **(Teaching Time: 4 Weeks Approx.)**

- Banerjea, J. N. (1975). *The Development of Hindu Iconography*. New Delhi: Munshi Ram Manohar Lal.
- Dehejia, Vidya et al. (2007). *Chola: Sacred Bronzes of Southern India*. London: Royal Academy.
- Huyler, Stephen P. (1996). *Gifts of Earth; Terracottas & Clay Sculptures of India*. New Delhi: IGNCA.

Unit III: This unit examines development in architecture in India with reference to temples, mosques, forts and colonial buildings. The ideological underpinning of architecture is also introduced. **(Teaching Time: 6 Weeks Approx.)**

- Brown, Percy. (1942). *Indian Architecture (Buddhist and Hindu period)*. Delhi: CBS Publishers. (Reprint, 2005).
- Brown, Percy. (1942). *Indian Architecture (Islamic period)*. Bombay: D. B. Taraporevala Sons & Co.
- Thiagrajan, K. (2009). *Meenakshi Temple, Madurai*. Madurai: MSTRC.
- Behera, K. S. (2005). *Konark. The Black Pagoda*. Delhi: Publication Division.
- Tejwani, Amit. (2017). *Wonderful India Kumbhalgarh, The Majestic*. Chennai: Notion.
- Prasad, H. Y. Sharada. (1992). *Rashtrapati Bhawan: The Story of President's House*. New Delhi: Publication Division.
- Rahul Mehrotra et al. (2006). *A City Icon; Victoria Terminus Bombay*. Bombay: Eminence Designs.
- Krishnadeva. (2011). *Uttar Bharat ke Mandir*. Delhi: NBT.
- Shrinivashan, K. R. (2005). *Dakshin Bharat ke Mandir*. Delhi: NBT.

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

- Jamkhedkar, A. P. (2008). *Ajanta; Monumental Legacy*. New Delhi: OUP.
- Verma, Som Prakash. (2009). *Aspects of Mughal Painting; Expressions and Impressions*. Volume 1. New Delhi: Abhinav Publications.
- Beach, M.C. (1982). *The New Cambridge History of India: Mughal and Rajput Painting*. Delhi: Cambridge University Press.
- Uberoi, Patricia. (2002-03). "Chicks, Kids and Couples: the nation in calendar art". *India International Centre Quarterly* vol. 29 no.3-4, pp. 197-210.
- Uberoi, Patricia. (1990). "Feminine Identity and National Ethos in Indian Calendar Art". *Economic and Political Weekly* vol. 25 no.17, pp. 41-48.

Suggested Readings:

- Coomaraswamy, Ananda K. (1927). *History of Indian and Indonesian Art*. New York: Dover Publications.
- Gupta, S. P. & Shashi P. Asthana. (2002). *Elements of Indian Art*. Delhi: D. K. Printworld.
- Meister, Michael W. and M. A. Dhaky. (Eds.). (1983). *Encyclopaedia of Indian Temple Architecture, South India: Lower Dravidadesa 200 BC-AD 1324*. New Delhi: American Institute of Indian Studies.

- Meister, Michael W. et al. (Eds.). (1988) *Encyclopaedia of Indian Temple Architecture, North India: Foundations of North Indian Style c. 250 BC-AD 1100*, Volume 2, Part 1. Delhi: American Institute of Indian Studies.
- Mitter, Partha. (1994). *Art and Nationalism in Colonial India 1850-1922; Occidental Orientations*. Cambridge: Cambridge University Press.
- Pandya, Yatin. (2005). *Concepts of Space in Traditional Indian Architecture*. Ahmedabad: Granth Corporation.

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Historiographical issues, Art, Sculpture, Architecture, Painting, temples, Mosques, forts

COURSE IN LIEU OF MIL (SEMESTER III/IV)

Also offered to students of B.Com. programme

Histories of Inequalities

Course Objective:

The object of the course is to introduce students to the ways historians and sociologists study questions of inequality and difference. Since these concepts have been very critically examined by sociologists and historians, the course carries a blend of readings that reflects both disciplines.

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

- Outline how hierarchies and inequalities are a part of their histories and everyday experiences.
- Explain the contexts that produce these inequalities.
- Identify the importance of social justice.
- They learn the difficulty in studying the impoverished and the disadvantaged.
- Delineate the problems associated with the hegemonic historical narratives which are circulated by the elites.

Course Content:

Unit I: Caste: *Varna and Jati*

Unit II: Gender and the household

Unit III: Untouchability

Unit IV: Tribes and forest dwellers

Unit V: Equality and the Indian constitution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-1: This unit examines meaning and definition of inequality along with types of inequality. It is explored by examining Caste, Varna, Race, Gender, Occupation, and Religion. (**Teaching Time: 3 Weeks approx.**)

- Jaiswal, Suvira. (1998). *Caste: Origins, functions and dimensions of change*. Delhi: Manohar, pp. 1-25.

- Metcalf, Thomas. (2005). *Ideology of the Raj, The New Cambridge History of India*, Vol.-III. Part 4. Cambridge: Cambridge University Press, pp. 66-112 & 113-159.
- Singh, Upinder. (2014). “Varna and Jati in Ancient India.” in, Kesavan Veluthat and D R Davis, (ed.). *Irreverent History: Essays for M.G.S. Narayanan*. Delhi: Primus, pp. 205- 14.

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

- Chakravarti, Uma. (2006). “Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State.” in *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Delhi: Tulika, pp. 138-55.
- Gupta, Charu. (2001). “Mapping the Domestic Domain.” in *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*. Delhi: Permanent Black, pp.123-95.

Unit-3: This unit examines extreme form of social exclusion known as Untouchability. It also examines differentiation in terms of regional variations, cultural practices and communities’ rituals. **(Teaching Time: 3 Weeks approx.)**

- Jha, Vivekanand. (1973). “Stages in the History of Untouchables”. *Indian Historical Review* vol. 2 no.1, pp 14-31.
- Rodrigues, V. (ed.). (2005). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, pp. 1-44.

Unit-4: Through the case study of forest dwellers and tribes this unit examines the ways in which dominant social structures continue to use social distancing and exclusion to reinforce their hegemony.

(Teaching Time: 3 Weeks approx.)

- Singh, Chetan. (1988). “Conformity and Conflict: Tribes and the ‘agrarian system’ of Mughal India.” *Indian Economic and Social History Review* vol. 23 no.2, pp. 319-340.
- Singh, K.S. (1978). “Colonial transformation of Tribal Society in Middle India.” *Economic and Political Weekly* vol. 13 no.30, pp. 1221-32.

Unit-5: Indian Constitution envisaged a society based on social and political equality and enacted several acts to achieve this objective. This unit evaluates the functioning of constitutional provision and their stated objectives. **(Teaching Time: 4 Weeks approx.)**

- Austin, Granville. (2011). *Working a Democratic Constitution: The Indian Experience*. New York: Oxford University Press. (Introduction).
- Galanter, Marc. (1997). "Pursuing Equality: An Assessment of India's Policy of Compensatory Discrimination for Disadvantaged Groups." in Sudipta Kaviraj, (ed.). *Politics in India*. New Delhi: Oxford University Press, pp. 187-99.

Suggested Readings:

- Banerjee-Dube, Ishita. (ed.). (2008). "Introduction - Questions of Caste." in *Caste in History*. New Delhi: OUP, pp xv- lxii.
- Chaube, Shibani Kinkar. (2009). *The Making and Working of the Indian Constitution*. Delhi: National Book Trust, pp 1-67.
- Ghure, G S. (2008). "Caste and British Rule." in Ishita Banerjee-Dube, (ed.). *Caste in History*. New Delhi: Oxford University Press, pp. 39-45.
- Kumar, Vivek. (2014). "Dalit Studies: Continuities and Change." in Yogender Singh, (ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press. Pp.19-52
- Risley, H.H. (2008). "Caste and Nationality", in Ishita Banerjee-Dube, (ed.) *Caste in History*. New Delhi: Oxford University Press, pp. 70-75.
- Sethi, Raj Mohini. (2014). "Sociology of Gender: Some Reflections." in Y Singh, (ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: OUP, pp. 106-157.
- Singh, Yogender. (1977). "Sociology of Social Stratification." *Social Stratification and Change in India*. Delhi: Manohar, pp.1-90.
- Xaxa V. (2014). "Sociology of Tribes." in Y Singh. (ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press. Pp. 53-105

Teaching Learning Process:

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

documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Caste, Gender, Untouchability, Tribes Equality, inequality, silencing.