

**UNIVERSITY OF HYDERABAD
DEPARTMENT OF HISTORY
SCHOOL OF SOCIAL SCIENCES**

MA History Programme Syllabus

M.A. I SEMESTER (Core courses)

Course Title	Cr.	Course No.
History and Theory	4	HS405
Approaches to Global History	4	HS406
Research Skills and Ethics	4	HS407
Doing History with Archives and Social Memory	4	HS408
SSE-MINOR (Offered by the other departments within the School of Social Sciences)	4	

M.A. II SEMESTER (Core courses)

Course Title	Cr.	Course No.
Social and Economic History of India I (From the earliest to 12th century)	4	HS409
Social and Economic History of India II (13th century to 1707)	4	HS410
Social and Economic History of India III (18th century to 1947)	4	HS411
Seminar Course (Methods & Historiography)	4	HS412
SSE-MINOR (Offered by the other departments within the School of Social Sciences)	4	

Basket of Electives for IMA IX/X and MA III/IV Semesters

	Old No.	New No.
Internship		HS500
Dissertation	HS601	HS552
A. State, Power, Authority:		
Indian National Movement 1885-1919	HS524	HS501
Indian National Movement 1919-1947	HS573	HS502
Interpreting India	HS595	HS503
Law and Society in Colonial India	HS585	HS504
B. Economic History (Agrarian)		
Agrarian System in Medieval India	HS536	HS505
History of Peasant Movements in Modern India	HS532	HS506
Business History of India (1800-1947)	HS602	HS508
C. History of Urbanization.		
Iron Age and urbanization in Early India	HS572	HS509
Urban History of Medieval India 1200-1715	HS531	HS510
Historical roots of Indian Economic development 1797-1947	HS542	HS511
Historical Archaeology of India		HS557
D. Social History with History of Caste:		
Hierarchy and Identity: Caste in Modern India	HS582	HS512
Social Change in Modern India	HS534	HS513
Marginality and Privilege in Early India	HS526	HS514
Women's History in India from 18 th -20 th Century	HS594	HS515
Women's History in India from the Earliest Times to the 17 th century	HS539	HS516
The Adivasi Political and Colonial State in India	HS605	HS517
E. Region:		
Modern Andhra	HS577	HS518
Fortifications of Medieval Deccan	HS538	HS519
The Medieval South Indian Temple	HS604	HS520
F. Cultural History (with Intellectual history)		
Visualizing Early Indian Culture	HS535	HS521
Indian Epigraphy (From the beginning till 1308 CE)	HS574	HS522
History of Architecture in Medieval India	HS589	HS553
Cartography in Medieval India	HS537	HS554
Cultural History of Modern India	HS584	HS525
History and World Making 1500-to present	HS592	HS526
History of Ideas in Modern India	HS575	HS527
Visual History: Themes in Photography and Mentality	HS603	HS555
Sensory History: Encounters, Experiences in Modern India	HS606	HS529
Maritime Histories: Sea, Memory, and the Everyday Life of Coastal Communities		HS551
G. History of Science and Technology Medicine and Environment:		
Science and Human Past	HS587	HS530
Science and Technology in Medieval India	HS578	HS531
Environmental Histories	HS540	HS532
Science, Technology and Colonialism	HS544	HS533
Disease, Medicine and Public health in Colonial India	HS596	HS556
Nature, Colonialism and Environment in Modern India 1800-1947	HS598	HS535
H. Non-Indian Histories:		
History and culture of Medieval Tibet	HS586	HS536
Bon and Tibetan Buddhism	HS541	HS547
Revolutionary Europe 1789-1848	HS528	HS548
Russian Revolution	HS543	HS549
World of Indian Ocean	HS591	HS550

**Department of History
School of Social Sciences
University of Hyderabad**

**Course no. HS 405 MA I Semester
Course: History and Theory
L.T.P. 1-0-0 Credits: 4**

Course Learning Outcomes:

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

- 1 Understand what is theory and identify the historical context and necessity of theory in history (**understand**)
2. Estimate various theories of history and identify gaps and flaws in analyzing socio-economic and political phenomenon in history (**understand**).
3. Demonstrate historical theory and apply them to understanding various dimensions of human past. (**apply**)
4. Estimate the universality of human science theories and identify the challenges in using such theories in Indian contest (**understand**)
5. Illustrate the power relations embed in the western epistemological constructions and formulate new ways of understanding Indian reality. (**Analyze and understand**)
6. Demonstrate new virtual/digital skills and develop history writing craft using interdisciplinary approaches with a strong sense of research ethics (**apply and create**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	3		2			2		1	1	1
CLO2	3	3	1	3		2	1		1	1	1
CLO3	1	3	1	3		2	1		1	1	1
CLO4	2	2	2	3		1	1		1	1	2
CLO5	3	2	2	2		2	1		1	1	1
CLO6	1				3	3	2	3	3	1	2

Course Outlines:

It is said that each 'historian and each age redefines categories of evidence in the light of its needs, sensibilities and perceptions'. Historical narratives are often foreground with various theoretical insights and conceptual categories. It varies from positivist to postmodern approaches and then touch to the history of emotions and sensorium. In fact, historical writing involves a 'craft' made by historians through the narrative concepts and methodological rigours. In brief, theories play a crucial role to make historical narrative as coherent as the 'event' of past, which historians deal with. Some of these theories or conceptual insights are specific to the discipline of history, but often crosses the boundaries of it and enable historians to have an interdisciplinary dialogue with larger field of history and social sciences. Past and contemporary historical writings are enhanced with gamut of conceptual categories and theoretical traditions and hence, the students of history should familiarise with these theories, terminologies and debates involved in not only to understand theoretical formulations but also to learn the 'historian's craft' to address the complexities of the pasts.

Objectives:

How have theories of the world impacted the ways in which historians write about the past? This class will survey the major schools of historical thought and examine their influence on historical writing in general; it aims to delineate various theoretical concepts while emphasising historical writings in different epochs and this will help students to understand major facets in historical theories and methods, the involved differences between various theoretical legacies and its relation with the logic of history and historical thinking; finally the course will facilitate a critical thinking and train students to follow the narrative craft of historical writings.

Unit I:

1. Classical Theories of History

- a. The European versions –The Greek Theory of History – Herodotus and Thucydides – Roman Historians-Livy, Tacitus, Xenophon and Polybius –Jewish and Christian Teleology –St. Augustine.
- b. The Non-European versions - The Chinese Theory of Alternative forces ; The Yin and Yang- the Indian concept of past : Puranic Genealogies –The Canonical Perceptions of the Jain and Buddhists Chronicles- reinvention of India's Pasts

2. Western Empiricism and Rationalism

- a. Idealism –Hegel and the Dialectics –Teleological Hegelianism and History.
- b. Positivism –Theories of Facts – Objectivity –Subjectivity and Theories of Truth-Value judgements -Bias and Prejudices –Realism -Causation and Generalization – Interpretation and Explanation –Is History an Art or Science?
- c. Historical Materialism –Deterministic and evolutionary Theories- Critiques of Determinism and Evolutionism Critical Theory – Marxist structuralism.
- d. Idealist and Grand Narratives, Spengler and Toynbee
- e. Annales :Theory of Total History –Marc Bloch and Lucien Febvre – Braudel's Theory of Long Duree – Structure Conjecture and Event.

Unit II:

1. The 'Glocal' turn

- a. World systems Theory – Immanuel Wallerstein Global perceptions – Gunder Frank and Samir Amin.
- b. Later Annals – Locality Theory – History of Mentalities and Emotions --Ladurie , Chartier and Revell – The History of Everyday life.
- c. Social History- History of Society –Linguistic approach – Experience and Practice – Questions of Culture.

2. Postcolonial Turn

- a. Contextualizing modernity—modernity debates in India—colonialism—emergence of normative history and forms of colonial knowledge—colonial mimicry
- b. Orientalism and its critic, revisiting subjectivity—decolonizing history— gender, subaltern and caste questions

3. Postmodern Turn

- a. Critique of grand Theories – The new Narrative History –Deconstruction – History from below.
- b. The Theory of New History – Power and Discourse – Theory of Discontinuity and Rupture.
- c. Hermeneutics and Effective History – Gadamer – Semiotics – Theories of Meanings and Symbols.

Unit III

1. Cultural Turn

- a. Vernacular histories—identity—affect, emotion and history—histories of the ordinary life—historicizing dalit experiences-slave and Adivasi subjectivity

- b. Materiality and artefact of history –emergence of new cultural history of India—language, body, cultural practices, performances, festivals and movements
 - c. Conceptualizing Environmental Histories
2. **The ‘new’ turn: *Virtual***
- a. Digital humanities and methods in history—formation of conjunctural histories in the age of digital and virtual—new media and historical signifiers

Readings (recommended and supplementary reading list)

Unit I.

- Hegel, G. W. F. *Reason in History: A General Introduction to the Philosophy of History*. Translated by Robert S. Hartman. Prentice Hall, 1997.
- Kleinberg, Ethan and William R. Pinch. ‘History and Theory in a Global Frame. *History and Theory, Theme Issue* 54 (December 2015), 1-4
- Marwick, Arthur. *Nature of History*. London; Macmillan, 1970
- Marwick, Arthur *The New Nature of History: Knowledge, Evidence, Language*. London: Bloomsbury, 2001(first two chapters)
- Carl Becker, "Everyman His Own Historian" *American Historical Review* 37/2 (1932): 221-236 (JSTOR)
- Collingwood. R. G. *The Idea of History*. London: OUP, 1999(1946)
- Goldstein L. J. *Historical Knowing*. London and Austin: University of Texas Press, 1976.
- Appleby, joyce, Lynn Hunt and Margaret Jacob, *Telling the Truth about History*. New York. 1994.
- Tosh, John , ‘The Limits of Historical Knowledge’, in *The Pursuit of History*, London 1994.
- Richard, Miller. *Fact and Method: Explanation , Confirmation and Reality in the Natural and Social Sciences*, Princeton, 1987.
- Thapar, Romila., *The Past before us: Historical Traditions of Early India*, Cambridge,Harvard University Press, 2013.
- Geyl, Pieter. *Debates with Historians*. London: Fontana/Collins 1970, 1974
- Burke, Peter. *New Perspectives on Historical Writing*. Pennsylvania State University Press, 2001
- Bloch, Marc, *The Historian’s Craft*. New York: Manchester University Press , (1954) 2006.)
- Elton, G.R., *The Practice of History*, Sydney University Press, London, 1967.
- Gardiner, Patrick[Ed.], *Theories of History*, Macmillan , New York, 1959.
- Michael Bently , *Modern Historiography* (New York 1999)
- Green, Anna and Kathleen Troup. *The House of History*”. Manchester University Press, 1999 (chapters 1,2&3).
- Blackledge, Paul. *Reflection on the Marxist Theory of History*. Manchester and New York: Manchester University Press, 2006.
- Thompson, E.P. "Time, Work-Discipline, and Industrial Capitalism." *Past and Present* No. 38 (1967): 56-97. (JSTOR)
- Thompson, E.P. *The Making of the English Working Class*. New York: Vintage Books, 1963.
- Hobsbawm, Eric. *On History*. London: Abacus, 2012 (chapters 10, 11, 13 and 16)

- Levi, Giovanni. "On Microhistory." In *New Perspectives on Historical Writing*, ed. Peter Burke, 97-119. Cambridge, UK: Polity, 2001.
- Ginzburg, Carlo. *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Baltimore: John Hopkins University Press, 1992.

Unit II

The 'Glocal' turn

- Wallerstein, Immanuel. *The Modern World System: Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century*, Academic Press, 1997.
- Gunder-Frank, Andre. *Capitalism and Underdevelopment in Latin America*. New York: Monthly Review Press, 1989.
- Aymard, Maurice and Harbans Mukhia (ed.). 1990. *French Studies in History Vol.1*, New Delhi: Orient Longman.
- Ricoeur, Paul. *The Contribution of French Historiography to the Theory of History*, London, 1980.
- Boddice, Rob. *The History of Emotions*. Manchester: Manchester University Press, 2017 (introduction)
- Plamper, Jan. *The History of emotions: An Introduction*. Translated by Keith Tribe. Oxford and New York: Oxford University Press, 2015.
- Ray, Rajat-Kanta, "Exploring Emotional History: Gender, Mentality and Literature in the Indian Awakening". Delhi: OUP, 2001.
- De Certeau, M. *Practice of everyday life*. University of California Press, 2011
- Burke, Pete. *History and Social Theory*, Cambridge. Polity Press. 1994.
- Sarkar, Sumit, "Writing Social History"

Postcolonial Turn

- Edward Said. *Orientalism*. London: Penguin, 2003 [1978].
- Young, Robert J.C. *Postcolonialism: A Very Short Introduction*. Oxford, UK: Oxford University Press, 2003.
- Menon Dilip M. 'Writing History in Colonial Times: Polemic and the Recovery of Self in Late Nineteenth-Century South India' *History and Theory, Theme Issue 54* (December 2015), 64-83
- Chakrabarty, Dipesh, 'Postcoloniality and the Artifice of History; Who Speaks for Indian Pasts?' *Representations*, 37 (1992) 1-22
- O'Hanlon, Rosalind and David Washbrook, 'After Orientalism, Culture, Criticism and Politics in the Third World', *Comparative Studies in Society and History*, 32(1990), pp 383-408
- Dirlik, Arif, 'The Postcolonial Aura: Third World Criticism in the age of Global Capitalism', *Critical Inquiry*, 20, 2(Winter 1994) PP-328-56
- Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton University Press, 2000).
- Guha Ranjit and Gayatri Chakravorty Spivak(eds) *Selected Subaltern Studies.*, Delhi, 1992.
- David Arnold, " Gramsci and Peasant Subalternity in India, *Journal of Peasant Studies*. Vol.11 No.4 (1984)
- Sarkar, Sumit. 'The Decline of the Subaltern in Subaltern Studies.' In *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalization of South Asia*, David Ludden (ed.), 400-29. Delhi: Permanent Black, 2002.

- Prakash Gyan, 'Writing Post-Orientalist Histories of the Third World: perspective From Indian Historiography', *Comparative Studies in Society and History*, 32(1990) pp 383-408.
- Scott, Joan, W "Preface" and "Gender: A Useful Category of Historical Analysis" in *Gender and the Politics of History*, New York: Colombia University Press, 2018.
- Scott, Joan W(eds), *Feminism and History*, Oxford 1996.
- Parr, Joy, 'Gender History and Historical Practice', *The Canadian Historical Review*, 76 (1995), pp354-76
- Gyan Prakash, "Subaltern Studies as Postcolonial Criticism" *AHR* 99/5 (1994): 1475-1490* (JSTOR)
- Foucault, Michel. *Discipline and Punish: The Birth of the Prison*, trans. Alan Sheridan. New York: Vintage Books, 1995. Further reading (theory and method): Hoefflerle, Caroline. *The*
- Guha, Ranajit. *Introduction to Subaltern Studies: Writings on South Asian History and Society*, vol 1. New Delhi: Oxford University Press, 1982.

Postmodern Turn

- Poster, Mark. 'Foucault and History', *Social Research* Vol.49 (1) Spring 1982,pp 116-142.
- Hawkes, Terence, *Structuralism and Semiotics* London: Routledge, 2003^[L]_[SEP]
- Attridge Derek; et al (eds,) *Post-Structuralism and the Question of History*. Cambridge University Press, 1997.
- Caroline Hoefflerle. "The Linguistic Turn, Postmodernism, and New Cultural History." Chap. 8 in *The Essential Historiography Reader*, 209-247.
- Peter Burke. "From Representation to Construction." Chap. 5 in *What Is Cultural History?* Cambridge, UK: Polity, 2008, 77-101.
- "The Challenge of Poststructuralism/Postmodernism." Chap. 12 in *The Houses of History*, 297-325.
- Paul Rabinow, ed. *The Foucault Reader*. New York: Pantheon Books, 1984.
- Flynn Thomas R. 'History and Structure', in ^[L]_[SEP] Sartre, Foucault and Historical Reason. *Toward an Existentialist theory ^[L]_[SEP]of History (V.1)* London and Chicago: The University of Chicago Press, 1997. Pp 237- 260

Unit III

Cultural Turn

- Burke, Peter. *What Is Cultural History?* Cambridge, UK: Polity, 2008, 31-50. ("The Moment of Historical Anthropology.")
- Lynn Hunt, "Introduction: History, Culture, Text," in *The New Cultural History*
- Lynn Hunt, *Writing History in the Global Era* (New York: W. W. Norton, 2015).
- Chatterjee, Partha. 'Introduction: History in the Vernacular, Raziuddin Aquil and Partha Chatterjee (eds,) *History in the Vernacular*, Ranikher: Permanent Black , 2008.
- Clements, Christopher. 'Between Affect and History: Sovereignty and Ordinary Life at Akwesasne, 1929–1942'. *History And Theory, Theme Issue* 54 (December 2015), 105-124 .
- Pandian, M S S. "Writing Ordinary Lives," in Gyanendra Pandey (ed.), *Subaltern Citizens and Their Histories: Investigations from India and the USA*, New York: Routledge: 2010.96:108.
- Kumar, Udaya. *Writing the First Person: Literature, History and Autobiography in Modern Kerala*, Ranikhet: Permanent Black. 2016
- Jaaware, Aniket.. *Practicing Caste: On Touching and Not Touching*, Hyderabad: Orient Blackswan. 2019.
- Lee, Joel. 'Disgust and untouchability: towards an affective theory of Caste', *South Asian History and Culture*, 12:2-3, 2021, pp 310-327.

- Sanal Mohan, P., *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala*, London, Oxford University Press, 2015.
- Bhukya, Bangya. 'Introduction' and 'Delinquent Subject (chapter 3), in *Subjugated Nomads: The Lambadas Under the Rule of the Nizams*. Orient Blackswan, 2010.
- Chatterjee, Partha, Tapati Guha-Thakurta and Bodhisattva Kar (eds). 2014. *New Cultural Histories of India: Materiality and Practices*, New Delhi: Oxford University Press.

The 'new' turn: *Virtual*

- Rigney, Ann. 'When the Monograph is no Longer the Medium: Historical Narrative in the Online Age' *History and Theory*, Theme Issue 49 (December 2010), 100-117
- Hölscher, Lucian. 'Virtual Historiography: Opening History Toward the Future'. *History and Theory* 0, no. 0 (January 2022), 1–16

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Assess the necessity of having a global lens for understanding historical changes from the vantage point of the present.

CLO-2: Appreciate the different ways in which global history has been practiced with their strengths and limits

CLO-3: Distinguish between the first phase of globalization and the ongoing one.

CLO-4: Analyze the ways in which global connections has been achieved through power, capital and ideas in modern times.

CLO-5: Assess the long term consequences of ecological change and impacts of pandemics on humanity beyond the confines of national borders.

CLO-6: Analyze a book or an article in terms of its content and argument, situated significance, scholarly departures and limitations by writing a review paper.

CLO-7: Construct a term paper by broadly following the protocols of research writing like citing, referencing and summarizing.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	2	2	2	2			2				
CLO2	2	3	3				2				
CLO3	3	3	2	2	2	1	2				
CLO4	3	3	3	2	2	2	2				
CLO5	2	2	3	2	2	2	2				
CLO6	2	2	3	2		1		1	2		
CLO7	2	2	3	3	3	2	2	2	2		

Course Description

This is a four-credit course intends to familiarise the students with the global frameworks of looking at history in the context of a renewed interest in global history under weight of globalization, climate change and pandemics. The economic, environmental and epidemiological dimensions that enables global orientation to history are the focus areas of this course.

Course Outline:

Unit - 1: Global History: Compulsions, Modalities and Possibilities

The global present and the renewed interest in Global History; Modernity and its histories – nations and regions; compulsions of imagining history beyond political and cultural frontiers at a time of global economy and national politics; beyond national and regional boxes; from meta-histories to comparative histories; from analytical frames of cumulative histories to situated global histories; Olstein's models of comparison, connection, conceptualization and contextualization; From common humanity to History in a planetary age.

Readings:

- Beckert, Sven and Dominic Sachsenmaier (eds). 2018. *Global History, Globally*, London: Bloomsbury.
- Chakrabarty, Dipesh. *The Climate of History in a Planetary Age*, New Delhi: Primus.
- Chakrabarty, Dipesh. *The Crises of Civilization: Exploring Global and Planetary Histories*, New Delhi: Oxford University Press.
- Gills, Barry K and William Thompson (eds.). 2006. *Globalization and Global History*, London: Routledge.
- Harari, Yuval Noah. 2017. *Homo Deus: A Brief History of Tomorrow*, London: Vintage.
- McKeown, Adam. 2007. "Periodizing Globalization," *History Workshop Journal*, 63(1): 218-230.
- Olstein, Diego. 2015. *Thanking History Globally*, London: Palgrave Macmillan.
- Sachsemaier, Dominic. 2011. *Global Perspectives on Global History: Theories and Approaches in a Connected World*, New York: Cambridge University Press.
- Subrahmanyam, Sanjay. 2022. *Connected History: Essays and Arguments*, London: verso.

Unit- 2: Economic Global

Modern world and specters of integration; World system and development of under-development; Colonialism and imperialism; Integration through flow of capital, people and things; technology and cultural responses to innovations. From first globalization to current globalization; Global ethnoscares, glolocalism and particularisms.

Readings:

- Bayly, Christopher A. 2004. *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*, Malden, MA: Blackwell.
- Berg, Maxine (ed.). 2013. *Writing the History of the Global: Challenges for the 21st Century*, Oxford: Oxford University Press.
- Chase-Dunn, Christopher. 1998. *Global Formation: Structure of World Economy*, Lanham: Rowman & Littlefield.
- Cohen, Robin. *Global Diasporas: An Introduction*, London: Routledge.
- Erlichman, Howard J. *Conquest, Tribute and Trade: The Quest for Precious Metals and the Birth of Globalization*, Amherst: Prometheus.
- Franke, Andre and Barry K. Gills (eds.). 1993. *The World System: Five Hundred Years or Five Thousand?* London: Routledge.
- Hall, Thomas D, et.al (eds). 2000. *A World Systems Reader: New Perspectives on Gender, Urbanism, Cultures, Indigenous Peoples, and Ecology*, Lanham: Rowman & Littlefield.
- Headrick, Daniel R. 1988. *The Tentacles of Progress: Technology Transfer in the Age of Imperialism, 1850-1940*, New York: Oxford University Press.
- James, Harold. 2001. *End of Globalization: Lessons from the Great Depression*, Cambridge, MA: Harvard University Press.
- Landes, David. 1998. *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor*, London: Little Brown.
- Linden, Marcel van der. 2008. *Workers of the World: Essays Toward a Global Labor History*, Leiden: Brill.
- Metcalf, Thomas R. 2008. *Imperial Connections: India in the Indian Ocean Arena, 1860 – 1920*, Berkley: University of California Press.
- Mintz, Sidney W. 1985. *Sweetness and Power: The Place of Sugar in Modern History*, New York: Viking.
- O'Rourke, Kevin H and Jeffrey G Williamson. 1999. *Globalization and History: The Evolution of a Nineteenth Century Atlantic Economy*, Cambridge: MIT Press.

Osterhammel, J and N Petersson. 2005. *Globalization: A Short History*, Princeton and Oxford: Princeton University Press.

Osterhammel, Jürgen. 2014. *The Transformation of the World: A Global History of the Nineteenth Century*, Princeton, NJ: Princeton University Press.

Singha, Radhika. 2020. *The Coole's Great War: Indian Labour in a Global Conflict 1914-1921*, London: HarperCollins.

Smith, Alan. 1991. *Creating a World Economy: merchant Capital, Colonialism and World Trade, 1400 -1825*, Boulder: Westview Press.

Thomas, Martin. 2015. *Violence and Colonial Order: Police, Workers and Protest in the European Colonial Empires*, Cambridge: Cambridge University Press.

Tracy, James (ed). 1991. *The Political Economy of Merchant Empires: State Power and World Trade, 1350-1750*, Cambridge, NY: Cambridge University Press.

Wallerstein, Immanuel. 1984. *Historical Capitalism*, London: Verso.

Wallerstein, Immanuel. 2004. *World-Systems Analysis: An Introduction*, Durham: Duke University Press.

Wesseling, H.L. 2015. *The European Colonial Empires: 1815-1919*, London: Routledge

Unit- 3: Ecological and Epidemiological Global

Empire and environment; global capitalism and resource exploitation; ecological imperialism, frontiers and diseases; Globalization and ecological change; Anthropocene time and Climate change; Pandemics in history; Pandemics in the Global Age; Unequal Resilience

Readings:

Arnold, David. 1991. "The Indian Ocean as a Disease Zone, 1500–1950," *South Asia: Journal of South Asian Studies*, 14(2): 1–22.

Barbier, Edward. 2011. *Scarcity and Frontiers: How Economies Have Developed Through Natural Resource Exploitation*. Cambridge, UK: Cambridge University Press.

Cronon, William. 1983. *Changes in the Land: Indians, Colonists and the Ecology of New England*, New York: Hill and Wang.

Crosby, Alfred W. 1976. *America's Forgotten Pandemic: The Influenza of 1918*, New York: Cambridge University Press.

Crosby, Alfred W. 1986. *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*, Cambridge: Cambridge University Press.

Curtin, Philip D. 2001. *Migration and Mortality in Africa and the Atlantic World, 1700–1900*, Aldershot: Ashgate.

Echenberg, Myron. 2007. *Plague Ports: The Global Urban Impact of Bubonic Plague, 1894–1901*, New York: New York University Press.

Guha, Ramachandra. 2000. *Environmentalism: A Global History*, New York: Longman.

Harrison, Mark. 2012. *Contagion: How Commerce Has Spread Disease*, New Haven: Yale University Press.

Ladurie, Emmanuel Le Roy. 1981. "A Concept: The Unification of the Globe by Disease," in his *Mind and Method of the Historian*, trans. Siân Reynolds and Ben Reynolds, Brighton: Harvester: 28–83.

McNeill, John R. 2010. *Mosquito Empires: Ecology and War in the Greater Caribbean, 1640-1914*, New York: Cambridge University Press.

McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the 20th-Century World*, New York: Norton.

McNeill, John R and Peter Engelke. 2016. *The Great Acceleration: An Environmental History of the Anthropocene since 1945*, Cambridge, MA: Harvard University Press.

McNeill, John R and Alan Roe. 2012. *Global Environmental History: An Introductory Reader*, London: Routledge.

McNeill, William H. 1976. *Plagues and Peoples*, New York: Anchor Press.

Evaluation:

Internal Evaluation: 40% (Best two performances out of the three below will be taken for final scores)

1. Class Test-1 (20 Marks)
2. Surprise test – Multiple Choice questions Term Paper (20 Marks)
3. Term Paper – An introduction to research writing. Students will be encouraged write a term paper on a theme of their choice related to Modern Asia, following the protocols of research writing such as citations, references, abstract and keywords. A workshop of three hour duration will be conducted to introduce the students into this, apart from regular one-to-one discussions.

End Semester Examination: 60% (descriptive questions)

Course Learning Outcomes:

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

1. Understand the role of research in producing historical knowledge (**Understand**).
2. Acquire skills of listening, speaking, reading and writing from a research point of view in English for academic writing and professional growth (**Understand**).
3. Categorize and arrange different set of sources and secondary literature as per the protocols of citations and referencing (**Analyze**)
4. Acquire the skills to engage in ethical research, to avoid developing purely opinion-based arguments in writing and to acknowledge prior knowledge appropriately (**Apply**)
5. Understand the importance of academic integrity in augmenting the credibility of a research. (**Understand**)
6. Designing a term paper adhering to the ethical practices in academic writing and with a standard bibliography (**Apply and Create**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	3	2	2	3	1	1		1	1	1
CLO2	1	2	2	2	2	2	1		1	1	1
CLO3	1	2	2	2	2	2	2	1	1	1	1
CLO4	1	1	1	1	1	1	1		1	1	1
CLO5	1	2	2	2	1	1	1		1	2	2
CLO6	2	2	2	2	2	2	2		2	1	2

Course Description

This is a four-credit course intends to familiarise the Masters students with the principles of research in History and in academic/research writing. The course will offer them a reasonable number of practical sessions in research writing. The course also seeks to teach them ethics to be followed in historical research, and codes and procedures to be adhered to avoid ethical pitfalls in writing.

Course Outline:

Unit-1: Research in History: What is historical research? Types of historical research; Sources and Methodologies; Role of historian and time/space; Research problem and research questions; Literature review; Working with archives; Ethno-historical research; Disciplinarity and inter-disciplinarity in historical research.

Unit-2: Reading and Writing Skills in Research: Reading and understanding – comprehension, analysis, interpretation and summary; Writing skills - Paragraph writing and linking paragraphs; Formats and formatting; Writing proposal, drafting chapters and structuring thesis, writing journal articles and transforming dissertation into publication; Referencing, citations, bibliography styles and publication procedures.

Unit-3: Research Ethics and Ethical writing: Ethics in Social Science and Humanities; What is ethical writing and why is it important? Academic honesty, paraphrasing and plagiarism, avoiding assumptions, emotions and stereotypes, avoiding bias and exclusive language (caste,

race, gender etc), respecting other arguments and ways to form a complete argument, citing sources and maintaining originality, promotion of academic integrity and institutional mechanisms.

Reading list:

Research in History and Academic Writing:

- Anderson, Marilyn, Pramod K. Nayar and Madhuchanda Sen. 2010. *Critical Thinking, Academic Writing and Presentation Skills*, Noida: Pearson India.
- Becker, H. 1986. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*, Chicago: University of Chicago Press.
- Berger, Stefan, Heiko Feldner and Kevin Passmore, (eds.). 2003. *Writing History: Theory & Practice*, London: Bloombury.
- Brundage, Anthony. 2017. *Going to the Sources: A Guide to Historical Research and Writing*, New Jersey: Wiley-Blackwell.
- Certeau de, Michel. 1992. *The Writing of History*, New York: Colombia University Press.
- Dean, Mitchell. 1994. *Critical and effective Histories: Foucault's Methods and Historical sociology*. London: Routledge.
- Faire, Lucy and Simon Gunn (eds). 2016. *Research Methods for History*, Edinburgh: Edinburgh University Press.
- Gupta, Renu. 2010. *A Course in Academic Writing*, Delhi: Orient Blackswan.
- Hartmann, Douglas K. 1992. 'Intertextuality and Reading: The text, the reader, the author and the context', *Linguistics and Education*, 4: 295-311.
- Hooks, Bell. 2010. *Teaching Critical Thinking: Practical Wisdom*, New York and London, Routledge.
- Joseph, Mathew and K.J. Jose. 2010. *Fine-tune your English*. Hyderabad: Orient Blackswan.
- Lemon. M.C. 2003. *Philosophy of History: A Guide for Students*, London: Routledge.
- Roberts, Rachael. 2004. *Practical English Grammar*. New Delhi: Viva Books.
- Schrag, Zachary. 2021. *The Princeton Guide to Historical Research*, New Jersey: Princeton University Press.
- Tinkler, Penny. 2013. *Using Photographs in Social and Historical Research*, London: Sage.

Research Ethics:

Ethics in Social Science and Humanities (2018, European Commission).
https://ec.europa.eu/info/sites/default/files/6_h2020_ethics-soc-science-humanities_en.pdf
Guetzjkow, J, 'What is Originality in the Humanities and the Social Sciences?', *American Sociological Review*, 2004.

Guidelines for Research Ethics in the Social Sciences, Law and the Humanities (2006, Norway).
https://graduateschool.nd.edu/assets/21765_guidelinesresearchethicsinthesocialscienceslawhumanities.pdf

Guidelines for Research Ethics in the Social Sciences, Humanities, Law and Theology (2019, Norway). <https://www.forskningsetikk.no/en/guidelines/social-sciences-humanities-law-and-theology/guidelines-for-research-ethics-in-the-social-sciences-humanities-law-and-theology/>
Journal of Academic Ethics (Springer)

Jenkins, Keith, 1999. *Why History? Ethics and Post Modernity*, London: Routledge.

'Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions', University Grants Commission, 2018.

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

1. Understand nature of archival data and social memory in reading and writing historical narratives. **(Understand)**
2. Able to develop abilities to think critically, and assess and evaluate the subject of a given topic. **(apply, analyse)**
3. Analyse and utilise scholarly articles and books related to major debates of each lecture theme, and develop their understanding and individual point of view. **(analyse)**
4. Acquaint themselves with understanding certain new themes related to use of archives and social memory and apply them in their own research. **(understand, apply, create)**
5. Follow history referencing style, knowledge between primary sources and secondary sources, understanding different historiographical positions, and conducting research and writing about a historical topic. Able to gather and synthesize information from a wide variety of sources, think critically and present their ideas in a lucid written format. **(apply, analyse, create)**
6. Students will be able to organize their schedule, and work independently. **(apply)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2	2	3	2	2	2		2
CLO2	2	2	3				2		2		
CLO3	2	2	3	3	1	2		2			2
CLO4						2			2	1	2
CLO5	2	2	2	2	2			2	2	2	2
CLO6						2	1	2	2	1	2

Course Description:

This course examines the epistemologies of archives and social memory. In history writing, evidence is fundamental to making any historical narrative. Yet, the creation and preservation of evidence constitutes power relations. What to report, what to preserve and deposit is purely the discretion of the ruling elites, as the state missionary does the whole craft. The archive is created to subjugate and hegemonize non-power groups, in the Indian case, the colonized. The paradox is that historians use the archives not meant for history writing but to maintain power. Further, the historian is also selective in choosing his evidence. This led to color history and historical evidence as constructions.

In recent studies, attempts have been made to revolutionize history writing by combining social memory with archives, which resulted in producing a hybrid history. The memories of various social groups (class, caste, ethnic, gender, and religious) of heroic and traumatic events are preserved in the community and passed on from one generation to another. The travel and authenticity of this social memory are also challenged. The social group is also selective in choosing and preserving their memories. In that sense, the social memory is also political in its own way and a construction. Dealing with archival data and social memory then is a challenge to a history researcher. This course helps the students to read the inner meanings of archival documents and social memory by exposing them to theoretical and practical aspects of evidence.

In this way, students not only rely entirely on the archival documents but also trace their own evidence by embracing social memory. Students learn reading original archival documents and social memory in tutorials.

Course Units:

Unit I: Discusses what is archival data, type of archival data, theories of archives and the power relations embedded in the preservation of archives, Indian case; digital humanities and digital archives. Changing of idea of archive;

Unit II: Discusses critical archives, how to handle archival data, Reading along the grain (Ann Stoler); and reading against the grain (Ranajit Guha). Peasant rebellions; tribal movements; silenced voices of women and victims; representing the coolie migrants (Arunima Datta).

Unit III: Discusses what is social memory, types of social memories, public histories and its contestation with academic history, memory as intellectual history, dynamic of memory, politics of memory, memory as construction and epistemologies of memory. Collecting social memory and recovering subjugated knowledge

Unit IV: Discusses how to read memory, critical social memory and how to use social memory in history writing by taking some case studies; Reading orality as intellectual history (Hardiman), negating periodization (Skaria) recovering criminalised politics (Amin), past as consciousness (Mayaram), tracing evidence Ranajit Guha), memories of partition (Pandey).

Evaluation methods:

1. Three internal assessments will be conducted, each for 20 marks. Best of the two are taken for final evaluation, which constitutes total 40 marks.
2. The internal evaluation would comprise of any of the following modes for assessment: (informed to the students in advance, at the beginning of the course), such as, Tests, Term papers, Seminars, Project Reports, Book reviews, and Discussions.
3. The end semester exam is for 60 marks for the duration of 3 hours. Three essay type answers are expected to be written, out of six questions, which would test a student's critical thinking skills, analytical ability, knowledge of the subject, and an ability to synthesize overall information within a stipulated time period.

Reading List:

Amin Shahid, *Conquest and Community. The Afterlife of Warrior Saint. Ghazi Miyan*, Chicago: The University of Chicago Press, 2015.

Amin Shahid, *Event, Metaphor, Memory. Chauri Chaura 1922-1992*, Berkeley: University of California Press, 1995.

Ann Laura Stoler. *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*, Princeton University Press, 2010.

Arunima Datta. *Fleeting Agencies: A Social History of Indian Coolie Women in British Malaya*, Cambridge University Press, 2021.

Ann Rigney and Thomas Smits, eds., *The Visual Memory of Past*, Amsterdam: Amsterdam University Press, 2023.

Abderrazak, Mkadmi, *Digital Archiving: Methods and Strategies*, Wiley Data and Cybersecurity, 2021.

Barbara Jones Denison, ed., *History Time, Meaning and Memory. Ideas for the sociology of Religion*, Leiden: Brill, 2011.

Battacharya Sabhyasachi, *Archiving the British Raj*, New Delhi: Oxford University Press, 2018.

Charlie Arp, *Archival Basics: A Practical Manual for Working with Historical Collections*, Rowman & Littlefield, 2019.

Elizabeth Jelin, (translated by Wndy Gosselin), *The Struggle for the Past. How We construct Social Memories*, New York: Berghahn Books, 2021.

Francis X. Blouin Jr. and William G. Rosenberg, eds., *Archives, Documentation and Institution of Social Memory*, Ann Arbor: The University of Michigan Press, 2007.

Guha Ranajit, 'Chandra's Death.' In *Subaltern Studies: Writings on South Asian History and Society*, Vol. 5, edited by Guha Ranajit, New Delhi: Oxford University Press, 1987, 135–65.

Gyanendra Pandey, *Memory, History and the Question of Violence. Reflections on the Reconstruction of Partition*, Calcutta: K.P Bagchi & Company, 1999.

Hardiman David, *The Coming of the Devi. Adivasi Assertion in Western India*, Delhi: Oxford University Press, 1987.

Ina Blom, Trond Lundemo and Eivind Rossaak, eds., *Memory in Motion. Archives, Technology and the Social*, Amsterdam: Amsterdam University Press, 2017.

Jamie A. Lee, *Producing the Archival Body*, Routledge, 2020.

Jussi Rantala, ed., *Gender, Memory, and Identity in the Roman World*, Amsterdam: Amsterdam University Press, 2019.

Joy Damousi, *Memory and Migration in the Shadow of War. Australi's Greek Immigrants after World War II and the Greek Civil War*, Cambridge: Cambridge University Press, 2015.

James M. O'Toole, Richard J. Cox, *Understanding Archives & Manuscripts*, Society of American Archives, 2006.

Johanna Drucker, *The Digital Humanities Course Book: An Introduction to Digital Methods for Research and Scholarship*, Routledge, 2021.

James E. Dobson, *Critical Digital Humanities: The Search for a Methodology*, University of Illinois Press, Chicago, 2019.

Jacques Le Goff, (translated by Steven Rendall and Elizabeth Claman), *History and Memory*, New York: Columbia University Press, 1992.

James Fentress and Chris Wickham, *Social Memory*, Oxford, Blackwell, 1992.
Michael Foucault, *The Archaeology of Knowledge*, Routledge, 2002.

Michael J. Kurtz, *Managing Archival & Manuscript Repositories*, Society of American Archivists, 2004.

Mayaram Shail, *Against History, Against State. Counterperspectives from the Margins*, New York: Columbia University Press, 2004.

Oliver Dimbath and Michael Heilein, (translated by Mirko Wittwar), *Social Memory. Classical Theories and New Perspectives*, Brill, 2022.

Prachi Deshpande. *Creative Pasts: Historical Memory and Identity in Western India*, Permanent Black, 2013.

Ranajit Guha. *Elementary Aspects of Peasant Insurgency in Colonial India*, Oxford University Press, Oxford University Press, 1983.

Robert Perks and Alistair Thomson (Eds.). *The Oral History Reader*, Routledge, 2015.

Richard J. Cox, Alison Lanmead, Eleanor Mattern, *Archival Research and Education: Selected Papers from the 2014 AERI Conference*, Litwin Books, 2015.

Ramaswamy Sumathi, *The Lost Land of Lemuria. Fabulous Geographies, Catastrophic Histories*, Berkeley: University of California Press, 2004.

Skaria Ajay, *Hybrid Histories. Forest, Frontiers and Wildness in Western India*, Delhi: Oxford University Press, 1999.

Verne Harris, *Ghosts of Archive: Deconstructive Intersectionality and Praxis*, Routledge, 2020.

Victoria Hoyle, *The Remaking of Archival Values*, Taylor & Francis, 2022.

Wendy W. Walters, *Archives of the Black Atlantic. Reading Between Literature and History*, New York: Routledge, 2013.

**DEPARTMENT OF HISTORY
SCHOOL OF SOCIAL SCIENCES
UNIVERSITY OF HYDERABAD**

**Course no. HS409
L.T.P. 1-0-0**

**IMA VIII Semester
Credits: 4**

Course title: Social and Economic History of India I

Course description

The course introduces the students to some of the major themes that has been explored in early and early medieval social and economic history. Each theme is discussed in such a way that the students get some idea of the primary sources. The significance of the themes within a broader framework is discussed e.g. forest people are discussed in the context of the reconstruction of marginalized groups, and agrahara system of land grant in the context of the Feudalism debate. The course wishes to revisit many established social norms and ideas of economic formation.

Course objectives

The course aims at providing a meta narrative of the socio-economic history of early and early medieval India. Socio-economic formations of the past society will be discussed to understand the present. To make the student understand that many areas of social and economic history intersect and these cannot be divided into water tight compartment always. The regional variations within India will be addressed. An idea of connected history will be imparted to them.

After completion of this course, the students will be able to

CLO-1 : have an understanding of the variety of sources and the usage of combined methods for reading early India. They will develop a fair idea of handling primary sources

CLO-2: develop abilities to think critically and assess and evaluate the themes that are discussed as a part of the course.

CLO-3 : discuss and deliberate on the debates and issues relating to early Indian socio-economic history and be able to understand conceptual categories like 'state society'

CLO4-: View history from the perspectives of the non-elite groups

CLO-5: understand Gender relations in early India from varied perspectives

CLO- 6 : develop an idea of the networks of trade /traders both oceanic and land. They will be having an exposure to the concepts of World history and Global history.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2	2	1					
CLO 2	3	3	3	3	3	1					
CLO 3	2	2	2	2	2	1					
CLO 4	2	2	2	2	2	1					
CLO 5	2	2	2	2	1	1					
CLO 6	2	2	2	2	1	1					

Course title: Social and Economic History of India II

Course Learning Outcomes:

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

- 1 Estimate the nature of medieval Indian history, and identify the relation between history and society (**understand**).
2. Demonstrate historical concepts such as Antyajias, Urban Revolution, Jagirdari, Zamindari, Dadni System, Jajmani System etc. to understand various dimensions of human past. (**apply**)
3. Understand theory, explanation, verification, the making of medieval India, the role of narrative and challenges and recent trends in medieval Indian history. (**understand**)
4. Illustrate making of society and its relationship with the evolution of culture and its different forms. Relationship between past and present and bearing of medieval on the present. (**Analyse and understand**)
5. Analyse the social structure and inter relationship in the medieval period and question the method of history writing done over a period of time. (**analyse**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2		1	1			1	1
CLO2	2	2	2	2		1	1	1	1	1	2
CLO3	2	2	2	2		1	1	1	1	1	2
CLO4	2	2	2	2	1	1	1	1	1	1	2
CLO5	2	2	2	2	1	1	1	1	1	1	2

Course Description

This course is intended to familiarize students with the medieval period of Indian History. The course covers the period between 13th Century to 18th century of Indian History. It gives the students an understanding of society and economy in this period. It also looks into social formation and making of cultures in the period. It explains the methods of production and the status of producers and their role and position in the society. It also focuses on various processes which were involved in the making of society and social structure and the economic life of people in Medieval India.

1. Social Structure: Making of Society, Composition of Nobility, Women in the Social Structure. Bhakti and Sufi movements, Cultural Synthesis
Education and Learning
2. System of Agricultural and non-Agricultural Production, Tools and Technology of Production.
3. Zamindars, Ijaradars, System of Land Revenue Administration. Condition of Peasants, Artisans and Industry
4. Trade and Commerce. Currency and Banking System

Evaluation: Students will be evaluated on the basis of a written test (20 marks), seminar paper (20 marks) and a term paper (20 marks) as is the practice for all four credit lecture courses. Of these three, the best two will be considered for the tabulation of the final grade. There will be an end-semester examination (60 marks) which will test the student on the total course content.

GENERAL READING LIST

1. Abraham Eraly, *The Last Spring*, Delhi, 2000.
2. A. Rashid, *Society and Culture in Medieval India*, Calcutta, 1969.
3. Firdos Anwar, *Nobility Under the Mughals*, Delhi, 2001.
4. Irfan Habib, *The Agrarian System of Mughal India*, Delhi, 1999.
5. Irfan Habib & Tapan Raychaudhary, *Cambridge Economic History of India vol.1*, Hyderabad, 1982.
6. K. M. Ashraf, *Life and Conditions of the People of Hindustan*, New Delhi, 1970.
7. Rekha Misra, *Women in Mughal India*, Delhi, 1967.
8. S.A.A. Rizvi, *History of Sufism 2 vols.* Delhi, 1992-94.

Course title: Social and Economic History of India III

Course Learning Outcomes:

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

CLO-1: Distinguish different schools of historiography on socio-economic changes in modern India with their ideological underpinnings.

CLO-2: Understand the linkage between the history of modern India and the larger history of global capitalism and the social changes it unleashed in India.

CLO-3: Read and examine a select number of primary sources – colonial and native – pertaining to diverse domains of socio-economic change in modern India.

CLO4-: Analyze both the advantages and limitations of Western social theory for the study of modern Indian economic and social processes.

CLO-5: Analyze persistence and active presence and self-mobilization of pre-modern social groups like peasants who carried on their active resistance to the dominant power bloc under colonialism (consisting of the colonial state, landowner class, and the moneylender class)

CLO-6: Examine the rise of new social groups in Indian society such as the middle-class intelligentsia, capitalists/industrialists, and urban area-based factory and small-enterprise workers

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	2	2	2	2			2				
CLO2	2	2	1				1				
CLO3	2	2	2	1	2	1	1				
CLO4	3	2	3	2	2	1	2				
CLO5	2	3	2	2	2	2	1				
CLO6	2	3	2	2		1		1	2		

Course Description

This is a survey course, and a sequel to the courses on the socio-economic history of ancient India and medieval India. It focuses on the changes that happened in the economy and society of modern India in a span of roughly two centuries. India got integrated into the orbit of the capitalist global economy. Indian society got modernized (or sometimes, westernized) under the impact of the British colonial rule. The administrative, political and economic changes that occurred during this phase laid the foundation for and acted as a pre-requisite for the genesis and eventual formation of the Indian nation. The new social processes and the newly arisen social groups that increasingly played an important role in the development of a new India receive a special attention in this course. This course consciously eschews topics such as politics of Indian nationalism and inter-religious ethnic conflict as those topics are separately/independently dealt with in other courses offered by the department.

Course Objectives

- To introduce students to broad trends and schools in the historiography of modern India

- To show the linkage between the history of modern India and the larger history of global capitalism
- To show both the advantages and limitations of Western social theory for the study of modern Indian economic and social processes
- To show the persistence and active presence and self-mobilization of pre-modern social groups like peasants who carried on their active resistance to the dominant power bloc under colonialism (consisting of the colonial state, landowner class, and the moneylender class)
- To pay attention to the rise of new social groups in Indian society such as the middle-class intelligentsia, capitalists/industrialists, and urban area-based factory and small-enterprise workers
- To impress upon the students the new method of political or social mobilization of the members of Indian society based on the principle of voluntary association for the achievement of consciously chosen objectives

Course Structure: Themes

- Early Phase of the East India Company Rule: Continuity and Change
- Peasantization and Sedentarization of Indian Society
- Fossilization of Caste Identity
- Traditionalization of Indian Society
- Religious and Social Reform
- Fixing of New Religious Identities
- Fixing of New Linguistic Identities
- Underdevelopment of the Indian Economy
- Nationalist Discourse on the Colonial Exploitation of the Indian Economy
- Growth of Indian Enterprise and Industry
- Growth of New Groups/Classes
- Growth of Voluntary Political and Social Associations in Indian Society
- Changes in the Condition of Women
- Weakening of the Logic of the Colonial Economy, and the Beginnings of Decolonization

Select Reading List

Breckenridge, Carol A and Peter van der Veer (ed), *Orientalism and Postcolonial Predicament: Perspectives on South Asia*, Philadelphia, University of Pennsylvania Press, 1993.

Chandra. Bipan. *The Rise and Growth of Economic Nationalism in India 1880-1905*, New Delhi, PPH, 1966.

Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*, Princeton, Princeton University Press, 1993.

Dirks, Nicholas B. *Castes of Mind: Colonialism and the Making of Modern India*, Princeton, PUP, 2011.

Forbes, Geraldine. *Women in Modern India*, Cambridge, CUP, 1996.

Mishra, B B. *The Indian Middle Classes*, London, OUP, 1961.

Roy, Tirthankar. *A Business History of India*, Cambridge, CUP, 2018.

Roy, Tirthankar. *Economic History of India 1857-1947*, New Delhi, Oxford University Press, 2011.

Sarkar, Sumit. *Modern India 1885-1947*, Delhi, Pearson, 2014.

Tomlinson, B R. *The Political Economy of the Raj 1914-1947: The Economics of Decolonization in India*, London, Palgrave Macmillan, 1979.

Course title: Methods and Historiography (Seminar Course)

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to

1. Independently chalk out further readings over and above the ones suggested by the course instructor.
2. Confidently paraphrase relevant arguments of the major works which will give them a confident grasp of domain knowledge.
3. Will be able to set out arguments and overall structures in original review essays.
4. Will be able to use primary data skillfully.
5. Will develop good articulation skills in these biweekly meetings with the course instructor where they have to do most of the talking.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	3		2			2		1	1	1
CLO2	2	2	1	2		2	1		1	1	1
CLO3	2	2	1	2		2	1		1	1	1
CLO4	2	2	2	2		1	1		1	1	2
CLO5	2	2	2	2		2	1		1	1	1

Course Outline:

The Seminar course turns on the conceptual pivot that Indian historical narratives are structured on many levels of historical awareness, that ultimately lead to self-knowledge. The artificial time zones cordoning off the ancient from the medieval and the medieval from the modern serve the purpose of achieving a high degree of domain expertise. The cluster of Seminar Courses addressing the thematics of Ancient Histories self-consciously assert the relatively small body of data that can be made to yield dynamic historical narratives as the agenda of the questions arising from within the present/the contemporary shift the parameters of research inquiry. The pre-colonial Indian historical imagination used the functions of memory and the recording of events in a different trajectory, which stood out in a stark difference from the colonial science' of history writing. The Islamic period, with its grand historical tradition, with precise dates, sharply imprinted chronological exactitude of events and the clear recording of the importance of politically significant personalities, and the rich traces of everyday lives of agricultural communities, of women, of the state and governance, is followed through in some well-chosen Seminar Courses.

From the colonial 'modern' period, roughly beginning from the eighteenth century, the writing of History opened up new historical fields. Seminar courses ranging within the Modern time zone will offer a range of courses that will follow the metanarratives (Nationalist movement, the colonial state, gender, labour, migration) and micro-narratives of Subaltern resistance, narratives of regionalisms and caste identities. The courses will sensitively underline there is no one dominant strand of history; instead there are shaded politico-religious- social choices that are hardly visible and shade into a complicated and complex present. The courses also addresses knowledge power nexus entering traditional knowledge systems through colonialism. The courses therefore address multifarious modern parameters of indigenous perceptions that receive and re-mould /recast the colonial ideas, institutions and practices at various levels within socio-cultural worlds and knowledge systems.

Pedagogical Method:

The seminar courses can choose any one or more zones of historical research outlined above, and first familiarize the student with the general trajectories of historical development. The student then will delve on his/her own initiative into developing more intensively the area indicated by the course instructor, and also in accordance with the research interests of particular students. The biweekly meetings with the course instructor where the students will read and paraphrase important and relevant books and primary sources will give them partially self-acquired domain knowledge (with valuable inputs from the instructor) The 2 term papers and one end semester examination will ensure a confident familiarity with the important skill of writing and reading secondary works and primary sources, and pulling these together into coherent arguments.

Evaluation: 4 credit course

2 presentations $25 \times 2 = 50$

One Final Essay (6000-7000 words) = 50

Total: 100 marks

MA III/IV Semester

Course: Indian Prehistory and Protohistory

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After Completion of this Course Successfully, the students will be able to

1. Understand the pre and protohistoric cultures of India;
2. Understand the material culture in different cultural periods;
3. The subsistence strategies adopted by the prehistoric communities;
4. Understand the socio, economic and religious aspects of the ancient communities;
5. Understand the overall cultural transformation of human communities.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	1	1	2	2	2	1	1				1	
CLO2	2	1	2	2	1			1		1		
CLO3	2	1	2	2	1	1		1		1	1	
CLO4	3	1	2	3	2	2	1	1		2	2	
CLO5	3	1	3	2	2	2	1	1		1	2	
CLO6												

INDIAN PRE-HISTORY AND PROTO-HISOTORY

Course Description:

The pre and proto-historic cultures of India represent the earliest history of the humans. In fact, more than 99 percent of human history lasted in the prehistoric period. The prehistoric period having different stages was characterized by the stone ages. The period lasted for about 2.5 million years. The foundation for the later cultures and civilizations was laid in this period, and hence very important in human history. The protohistoric period represents the earliest metal ages, and some of the important civilizations developed during this period. The course is designed to provide basic understanding of the pre-historic and proto-historic periods of India.

MODULE-1

Lower Palaeolithic culture – Tools, techniques and raw material – Sohan Industry and Madras Hand axe industry.

Middle Palaeolithic culture – the discovery - Tools, techniques and raw material – Subsistence.

Upper Palaeolithic culture – The discovery - Tools, techniques and raw material – subsistence.

Mesolithic culture - Tools, techniques and raw material – Sedentism and domestication of plants and animals – art and subsistence.

MODULE -2

Neolithic culture – Tools, techniques and raw material – Cultural zones – Settlement pattern and subsistence.

Chalcolithic Cultures – General features – Regional variations – Settlements and Subsistence.

MODULE -3

Indus Valley Civilization – Cultural features – Art, religious features, script – Decline of Indus civilization.

Iron Age and Megalithic culture – Origin of Iron – Types of Megaliths and Cultural features - Iron and urbanization.

Assessment

Three internal tests of 20 marks each would be conducted, and two best out of these three would be taken for final ranking. The End semester examination will consist of 60 marks. The final ranking will be decided on the combined ranking obtained in the internal as well as the end semester examination.

BIBLIOGRAPHY

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B.B. Lal & S.P. Gupta (Ed.) Frontiers of Indus civilization, Books and Books, New Delhi, 1984.
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- K.M.Srivatsava : New Era of Indian Archaeology, Cosmo Publications, New Delhi, 2003.
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Course: Economic History of Modern India, 1700-1947

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Distinguish different theories of development and historiographical debates on economic history of modern India with their ideological underpinnings.

CLO-2: Examine the purported crisis in the study of Indian economic history and ways to re-relevance the subject.

CLO-3: Assess critically structural (in)capabilities of Indian economy before colonialism to situate the divergence ensued since then.

CLO-4: Interpret the nuances of how the institutional changes brought by colonialism transformed agriculture, industry, capital formation and business in India

CLO-5: Analyze how colonialism and its politics engendered demographic change, new migration regimes and transformation of nature.

CLO-6: Analyze a book or an article in terms of its content and argument, situated significance, scholarly departures and limitations by writing a review paper.

CLO-7: Construct a term paper by broadly following the protocols of research writing like citing, referencing and summarizing.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	2	2	2	2			2				
CLO2	2	3	3				2				
CLO3	3	3	3	2	2	1	2				
CLO4	3	3	3	2	2	2	2				
CLO5	3	3	3	2	2	2	2				
CLO6	3	3	3	2		1		1	2		
CLO7	3	3	3	3	3	2	2	2	2		

Detailed Syllabus:

Unit-1

Necessity of Economic history and Economic development as a contested terrain

Ideological battle around India's economic development during the colonial times- from colonial to nationalists to the Aligarh school to Cambridge school to the Clio-metric Neo-Classicals /Neo-Cambridge school.

Unit-2

1. Transitions during the Mughals: Eighteenth and early nineteenth centuries
2. Indian's (in)-capabilities and the impact of colonialism on the development trajectory of India- the Divergence debate.

Unit-3

1. Commercialisation of agriculture and de-industrialisation; business and entrepreneurship in colonial India.
2. Institutional changes and development in colonial India: land tenure, legal and labour reforms

Unit-4

1. People in development: demographic transition, health and population mobility in colonial India
2. Space and gender in Indian development- environment & ecology; urbanisation and engendering of labour, development and well-being

Evaluation:

Internal Evaluation: 40% (Best two performances out of the three below will be taken for final scores)

1. Mid-term test (20 Marks)
2. Book / Article Review – Students will be given a two hour session on how to read and write a review of a book or an important research article (20 Marks)
3. Term Paper – An introduction to research writing. Students will be encouraged write a term paper on a theme of their choice related to the economic history of modern India, following the protocols of research writing such as citations, references, abstract and keywords. A workshop of three hour duration will be conducted to orient the students into this, apart from regular one-to-one discussions.

End Semester Examination: 60% (descriptive questions)

Readings:

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Fine, Ben. 1999. "The Development State is Dead: Long Live Social Capital," *Development and Change*, 30(1): 1-19.

Gadgil, Madhav and Ramachandra Guha. 1992. *This Fissured Land: An Ecological History of India*, Berkeley: University of California Press,

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Guha, Sumit. 1989. "The Handloom Industry of Central India, 1825-1950," *Indian Economic and Social History Review*, 26(3): 297-330.

Guha, Sumit. 2001. *Health and Population in South Asia from the Earliest Times to the Present*, New Delhi: Orient Blackswan.

Guha, Sumit. 2003. "The Politics of Identity and Enumeration in India, c.1600-1990," *Comparative Studies in Society and History*, 45(1): 148-67.

Gunder Frank, Andre. 1966. The Development of Underdevelopment, *Monthly Review*, September.

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Spodek, Howard. 1980. "Studying the History of Urbanization in India," *Journal of Urban History*, 6: 251-97.

Subrahmanyam, Sanjay. 1990. "Rural Industry and Commercial Agriculture in Late Seventeenth Century South-Eastern India," *Past and Present*, 126(1): 76-114.

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Course: Indian National Movement 1885-1919

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Distinguish the making of Indian nationalism from its Western ‘original’, with its philosophical and ideological origins.

CLO-2: Compare the different historiographies of Indian nationalism with their underlying political thoughts and visions.

CLO-3: Analyse how the British rule created conditions for the emergence of middle-class and nationalist feelings in India.

CLO-4: Discuss the debates on various forms of burgeoning anti-colonial resistances from the margins.

CLO-5: Assess how the social reform movements provided the inner domain / sovereign essence of Indian nationalism to mark its distinction.

CLO-6: Describe how social and cultural identities emerged through social reform initiatives intersected with the making of Indian nationalism and its character.

CLO-7: Distinguish between the moderate and extremist phase of Indian nationalism, with their strategies, issues and political vision.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	3	3	2	2	1				2
CLO2	3	3	3	3	2	2	1				2
CLO3	3	3	2	2	2	2	1				2
CLO4	3	3	3	3	2	2	2	1			2
CLO5	3	3	2	2	2	2	1	1			2
CLO6	3	2	2	2	2	2	1	1			2
CLO7	3	3	3	2	2	1	1	1			2

Detailed Syllabus:

This course involves a detailed study of the complex historical context of the latter nineteenth century that led to the making of Indian nationalism and the early phase of Indian national movement. It will start with a theoretical discussion on nationalism with special reference to the Indian case, goes on to discuss the important shifts in the British policy in the aftermath of the Revolt of 1857, the role of the rise and gradual spread of Western liberal ideas and their part in the spread of a ‘middle class’ nationalism in India, the role of social reform movement in producing nationalist consciousness and ends with the moderate phase of Indian national movement, its strategies and contributions.

1) Theoretical discussion on Indian nationalism

Nationalism and modernity - Nationalism as a Western Import; Derivation and Innovation; Claims of Nationalist ideology- the primordality and ancient origin for the nation; Nation as a construction and an ‘imagined’ community – nationalist writings; Historiography of Indian nationalism.

2) Consolidation of the British power and Emergence of Middle Class

Policy shifts aimed at enlisting collaborators for colonialism in the native princes and large landowners, invention of 'martial' races and their utilization for the military, consolidation of the empire and its more efficient control by means of telegraph, railways and elaborate bureaucratic procedures. Spread of English education, new employment opportunities and the emergence of middle class. Emergence of early voluntary nationalist associations and the founding of the Indian National Congress. Resistance from the margins – peasants, rural groups and tribals.

3) Discourse of 'social reform,' formation of modern religious identities

Social reform and Indian renaissance and its implications to Indian nationalism; Challenges of colonialism and Christianity and the refashioning of identity of Indian religions; the reciprocities between the new religious and the emerging Indian national identity; the spiritual domain of Indian nationalism and its discontents.

4) From Moderate to Extremist Phase of Indian nationalism, Economic critique of Colonialism and Swadeshi movement and the Aftermath

Moderate phase of Indian nationalism –petition and prayer; the role of the Indian professional groups, their interest in representative democracy; problems of working with Muslims; challenges to draw ordinary Indians to nationalism; Formulation of a coherent economic critique to colonialism – writings of early nationalists; the extremist phase, Swadeshi movement and the coming Gandhi;

Evaluation Procedure: There will be three units in the internal evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into consideration. The components of the internal evaluation consists of mid-term tests, quiz, term paper, book review and seminar presentation.

Readings:

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London: Verso, (1983) 2006.

Arnold, David. 'Touching the Body: Perspectives on the Indian Plague, 1896-1900,' in Ranajit Guha, ed, *Subaltern Studies*, Volume V, Delhi: Oxford University Press, 1987: 55-90.

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Marx, Karl. 'The British Rule in India' June 10, 1853, 'The Future Results of the British Rule in India' July 22, 1853, articles first published in "New York Herald Tribune," reprinted in Karl Marx and Frederick Engels, *On Colonialism*, Moscow, 1960.

McLane, John R. *Indian Nationalism and the Early Congress*, Princeton: Princeton University Press, 1977.

Mehrotra, S R. *The Emergence of the Indian National Congress*, New Delhi: Rupa, 2004.

Metcalf, Thomas R. *The Aftermath of Revolt: India, 1857-1870*, New Jersey: Princeton University Press, 1964.

Panikkar, K N. *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, London: Anthem Press, 2002.

Rag, Pankaj. 'Indian Nationalism 1885-1905: An Overview' *Social Scientist*, 23(4/6), 1995: 69-97.

Rande, M G. *Essays on Indian Economics*, New Delhi, 1982.

Sarkar, Tanika. "Domesticity and Middle-class Nationalism in Nineteenth Century Bengal" in Sanjay Joshi (ed), *The Middle Class in Colonial India*, New Delhi: Oxford University Press: 157-177.

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Course: Revolutionary Europe 1789-1848

L.T.P. 1-0-0

Credits: 4

Learning outcomes:

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

7. Develop abilities to think critically, and assess and evaluate the subject of the French Revolution. **(analyse)**
8. Understand the major themes and topics related to the significant developments in western European history since 14th Century to mid-19th Century. **(understand)**
9. Utilise scholarly articles and books, primary and secondary sources, thereby expressing their historical knowledge, both in speech and in writing, with clarity and understanding. **(apply, create)**
10. Debate and discuss course topics like what is 'age of enlightenment' (i.e., age of reason) and renaissance movement in Europe, why industrial revolution occurred in England, and why did European nations undertake the process of colonizing the world, if not for the better, and how mercantilism, capitalism, colonialism and imperialism came to manifest in world history between 17th and early 20th centuries. **(apply, analyse)**
11. Discuss theoretical and methodological understanding of the French Revolution of 1789, various historiographical debates and schools of thought, the French society, including the old regime, nobles, ecclesiastical order, bourgeoisie, and commoners; declaration of the rights of man and citizen; ideas of liberty, equality and fraternity; republicanism; Maximillian Robespierre and his intellectual and political philosophy; the reign of terror in France, Sancullotes, Jacobin political thinkers and their revolutionary ideas, reforms and changes in France, and why France was revolutionary throughout later 18th and early 19th centuries and why not other parts of Europe. How far the ideas of Rousseau, Voltaire, Montesquieu, and other enlightenment intellectuals and political philosophers influenced the course of revolution in France and elsewhere. **(understand, apply, analyse)**.
12. Distinguish the difference between Rural France in relation to Paris' France during the revolutionary epochs. **(analyse)**
13. Explain what they have learned from classroom discussion and debate on each day's lecture and gather and synthesize information from a wide variety of sources, think critically and present their ideas in a lucid and coherent written format. **(evaluate, create)**
14. Summarise their course knowledge through referencing style, knowledge between primary sources and secondary sources, and writing about a historical topic. **(create)**
15. Organize their schedule, and work independently. **(apply)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	2	2	1		1	2		1	1	1
CLO2	2	3	2	2	1		1		1	1	1
CLO3	2	3	1	3		2	1		1	1	1
CLO4	3	2	2	3		1	1		1	1	1
CLO5	2	3	2	2	2	2	1		1	1	1

CLO6	2	2	2	2							
CLO7	2	3	2	2	2	2	3		1	1	
CLO8	2	2	2	2						2	2
CLO9						2	3	2	1	2	3

Course outline:

Unit I: Prelude to Revolutionary Europe

Clarity and discussion on some key terms in modern European history: Renaissance, Reformation, Counter Reformation, Enlightenment, Absolutism, Mercantilism, Industrial Revolution, Colonialism, Capitalism and Imperialism. Early philosophical critiques of economic, social and political system in Europe, popularly known as the “early economic critiques and agrarian reformers.” Gracchus Babeuf (1760-1797), Thomas Spence (1750-1814), Charles Hall (1740-1820), Louis August Blanqui (1805-1881), Adam Smith (1723-1790), Thomas Paine (1737-1809), Henri De Saint-Simon (1760-1825), Charles Fourier (1772-1837), Victor-Prosper Considerant (1809-1893), Simon De Sismondi (1773-1842), William Godwin (1756-1836), William Thomson (1783-1837), Percy Revenstone (d. 1830), Thomas Hodgskin (1783-1869), William Cobbett (1762-1835), John Gray (1799-1850), John F. Bray (1809-1895), Minter Morgan (1789-1854).

Unit I: The Age of Revolutions/The French Revolution of 1789: social, political, philosophical, intellectual, ecclesiastical, cultural and economic history of France in the later 18th Century.

Europe in 1780s: the economic conditions and the new ideas that interrogated the political system. Historiography on French Revolution: a study of writers from Edmund Burke to George Rude and Francois Furet. Conservative, Liberal-conservative, Liberal, Social and Marxist historiographical traditions: Edmund Burke, Abbe Barruel, Hippolyte Taine, Augustin Cochin, J.L. Talmon, A. Thiers, F.A.M. Mignet, Germaine de Stael, Jules Michelet, Alexis de Tocqueville, Guizot, Alphonse Aulard, Jean Jaures, Albert Mathiez, Georges Lefebvre, Albert Soboul, Daniel Guerin, Alfred Cobban, Georges Rude, Francois Furet, Peter M. Jones, etc. The French Revolution of 1789: causes and consequences; from revolution to restoration will be discussed and debated with the help of the aforementioned historians works.

Unit III: 1830 and 1848 Revolutions in France and Crowd in History

The Revolutions of 1830 and 1848 - causes and consequences, provincial revolutions; A comparative study of 1789, 1830 and 1848 revolutions and their influences; Crowd in History; Luddites in 19th Century England, Chartist Movement in Britain, Class and Hierarchy in France and Britain. Origin and development of new ideological/philosophical traditions in France, Great Britain and Germany – basically those like Rousseau, Hobbs, Lock, Bentham, etc., whose ideas had a bearing on the history of revolutionary Europe. Ideas on Class and Gender; From Bourgeoisie feminism to Marxist discourse on Gender:

A) Detailed study of writings of Mary Wollstonecraft, *A Vindication of Rights of Women* (English in 1791, in French 1792); Olympe de Gouges, *the Declaration of Rights of Women* (1791); Etta Palm van Aelder and Marquis de Condorcet.

B) William Blake, William Longson, William Thompson, Richard Carlyle and Romanticists

C) From 1840s to 1870s: Marx and Engels ideas on Class and Gender Characterization of this era as ‘Revolutionary’: is this characterization valid?

Evaluation methods:

1. Three internal assessments will be conducted, each for 20 marks. Best of the two are taken for final evaluation, which constitutes total 40 marks.
2. The internal evaluation would comprise of any of the following modes of assessment: (informed to the students in advance, at the beginning of the course), such as, Tests, Term papers, Seminars, Project Reports, Book reviews, and Discussions.
3. The end semester exam is for 60 marks, for the duration of 3 hours. Students are required to write three essay type answers out of six questions, which would test a student's critical thinking skills, analytical ability, knowledge of the subject, and an ability to synthesize overall information within a stipulated time period.

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Course: Socio Economic History of Medieval India 1200-1750

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

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

- 1 Estimate the nature of medieval Indian history, and identify the relation between history and society (**understand**).
2. Demonstrate historical concepts such as Antyajas, Urban Revolution, Jagirdari, Zamindari, Dadni System, Jajmani System etc. to understand various dimensions of human past. (**apply**)
3. Understand theory, explanation, verification, the making of medieval India, the role of narrative and challenges and recent trends in medieval Indian history. (**understand**)
4. Illustrate making of society and its relationship with the evolution of culture and its different forms. Relationship between past and present and bearing of medieval on the present. (**Analyse and understand**)
5. Analyse the social structure and inter relationship in the medieval period and question the method of history writing done over a period of time. (**analyse**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2		1	1			1	1
CLO2	2	2	2	2		1	1	1	1	1	2
CLO3	2	2	2	2		1	1	1	1	1	2
CLO4	2	2	2	2	1	1	1	1	1	1	2
CLO5	2	2	2	2	1	1	1	1	1	1	2

Course Description

This course is intended to familiarize students with the medieval period of Indian History. The course covers the period between 13th Century to 18th century of Indian History. It gives the students an understanding of society and economy in this period. It also looks into social formation and making of cultures in the period. It explains the methods of production and the status of producers and their role and position in the society. It also focuses on various processes which were involved in the making of society and social structure and the economic life of people in Medieval India.

1. Social Structure, Nobility and Women. Bhakti and Sufi movements
Education and Learning
2. System of Agricultural and non-Agricultural Production
Condition of Peasants, Artisans and Industry
3. Currency and Banking System
Trade and Commerce

Evaluation: Students will be evaluated on the basis of a written test (20 marks), seminar paper (20 marks) and a term paper (20 marks) as is the practice for all four credit lecture courses. Of these three, the best two will be considered for the tabulation of the final grade. There will be an end-semester examination (60 marks) which will test the student on the total course content.

GENERAL READING LIST

1. Abraham Eraly, *The Last Spring*, Delhi, 2000.
2. A. Rashid, *Society and Culture in Medieval India*, Calcutta, 1969.
3. Firdos Anwar, *Nobility Under the Mughals*, Delhi, 2001.
4. Irfan Habib, *The Agrarian System of Mughal India*, Delhi, 1999.

5. Irfan Habib & Tapan Raychaudhary, ***Cambridge Economic History of India vol.1***, Hyderabad, 1982.
6. K. M. Ashraf, ***Life and Conditions of the People of Hindustan***, New Delhi, 1970.
7. Rekha Misra, ***Women in Mughal India***, Delhi, 1967.
8. S.A.A. Rizvi, ***History of Sufism 2 vols.*** Delhi, 1992-94.

Course: Art and architecture in Medieval India

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

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

1. Demonstrate a coherent and systematic understanding of various fields of art and architecture in India. (Remembering and understanding)
2. Employ the different methods of analyzing the schools and forms of art and architecture. (Applying)
3. Communicate their views and ideas with clarity of thought, lucidity of expression and logical rigour. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from art and architecture in the larger socio-economic and political contexts. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of art and architecture. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of art and create ideas that respond to issues of art. (Creating)

Mapping of Program Learning Outcomes (PLOs)

With Course Learning Outcomes (CLO's)

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CLO-1	2	2	2	1	2	2	1	2	1	1	1
CLO-2	2	1	2	1	1	1	1	1	1	1	1
CLO-3	2	1	2	2	2	2	1	1	1	1	1
CLO-4	1	1	2	1	2	2	1	1	1	1	1
CLO-5	2	2	1	1	1	1	1	1	1	1	1
CLO-6	2	1	1	1	1	1	1	1	1	1	1

Course Description:

The aim of this course is to acquaint students with the major traditions and the forms of architecture, iconography and painting in Medieval India. Beginning with an introduction to Buddhist architecture the course would move on to explore the Hindu temple and Indo-Islamic architecture along with defence architecture. Buddhist and Hindu iconography will then be explored taking some of the main examples that have been the staple of discussion in art history. The course would end with a survey of select examples in the Buddhist tradition and the regional traditions of medieval India. In the section on painting the focus would be on Mughal painting with an introduction to the earlier traditions. The transition to the painting tradition of the successor states to the Mughals, viz the Rajput and the Pahari traditions would be examined. The course would end by exploring the painting traditions of the Deccani sultanates and the Nayakas of South India.

There are three units for internal evaluation of 20 marks each: one examination, a term paper and a report on a field visit along with a final examination of 60 marks.

Themes

1. Buddhist architecture, stupa, chaitya and Vihara- introduction to the evolution of Buddhist architecture in the early period from funerary practices and its institutionalization in north India and its spread all over the subcontinent. Transformation

of the vihara to the mahavihara during the Gupta period and the spread of mahavaiharas in eastern India. This unit will also map the social processes that inform these changes.

2. Buddhist architecture of the Tibetan culture Area in India – introduction to the Tibetan culture Areas and specifically the Tibetan culture areas of India in a historical perspective. The contact between Tibet and the mahaviharas of eastern India and the spread of Buddhism to Tibet. Bon,Tantra and the evolution of a hybrid Buddhism and the rise of the Gompas of western Hiamalays. The continuity of monastic tradition in the western Himalayas, Tabo and Alchi.
3. Temple architecture-origins,Nagara and Dravidastyles- the origin of the Hindu temple and the various theories associated with the same. Transition to the typical temple building styles of the Guptas and the evolution of the Nagara School and its parameters. The evolution of regional styles among the nagara and the rise of Dravida architecture. Cave, rock-cut and structural temples. The rise of large temple complexes and agrarian expansion under the Cholas and the Vijayanagara. Patronage, royal and lay and the reorganization of society and the role of temple. Temples of Gujarat, Rajasthan and eastern India and the role of the bhakti movement.
4. Indo-Islamic architecture- rise of Islam in west Asia and the transmission of Islam to India and the rise of Islamic architecture and its interaction with Indian forms leading to a new idiom- the character of Indo-Islamic architecture- a survey through the early period and the establishment of the Delhi sultanate
5. Architecture during the Sultanate period- the rise of the Mamluks and the importance of architecture as a legitimizing symbol-the Khiljis and the Thugluqs and the spread of the Sultanate architecture beyond Delhi. Tombs, gardens and the changed character of architecture under the Lodhis.
6. Mughal architecture – inauguration of a new idiom blending foreign and Indian elements. The period of Akbar and the beginnings of defense and palatial architecture- Jahangir and the rise of opulence in arts and the emphasis on the palatial and profusion of Mughal architecture- Shah Jahan and the high point of Mughal splendor. Forts, huntingpavilions, tombs and mosques.
7. Forts and defense architecture – fortification and the rise of polities in early medieval India- rise of forts as part of empire building, a survey of north India and Deccan. Transformation of forts after the impact of gunpowder-Siddis and coastal forts and the rise of an African nobility.

II- iconography

8. Canons of iconography- Buddhist iconography- early Indian iconography of the Brahmanical religious traditions- Mudras,asanas,vahanas,alidhas and the context and the texts associated with iconography.
9. Temple sculptures and the religious process- rise of aniconic Buddhist imagery and its transformation to an iconic tradition and the emergence of iconography with the Puranic tradition- the bhakti movement and the rise of a sacred geography and profusion of

imagery- regional variations and the pantheons of images, north, north-western India, Deccan and south India and eastern India. Iconography of the temple complexes of south and eastern India.

III- painting

10. Early Indian painting and the Ajanta legacy- the emergence of the Ajanta tradition- the transformation to the regional traditions modelled on the Ajanta, Alchi, Sittanavasal and eastern Indian painting tradition. Subject matter and social base of early Indian painting
11. Paintings of the western Himalayas and the emergence of illustrations in medieval India- Buddhist paintings of the Gompas of western Himalayas, Tabo and Alchi-. Transformation of the monastic paintings after the Mongol interlude. Subject matter of the tantric paintings.
12. Mughal painting- the role of Humayun and the transmission from Persia-Akbar and the indianization of Mughal painting and the production of a royal atelier and the rise in production of Mughal paintings- Jahangir and the high point of Mughal art, ornamentation, technical advances and the rise of European themes. Shah Jahan and the continuation of Jahangiri style and its movement to court art-Aurangzeb and the decline of Mughal painting tradition and the brief revival under Muhammad Shah.
13. Successor schools of the hills- Rajput and Pahari painting- Rajput paintings and the region, blend of indigenous and Mughal tradition, the four schools of Rajput painting- Bhakti and love themes. Pahari centres and the commonalities with Rajput painting- the four centres of Pahari painting. Rasamanjari, Gita Govinda and Ragamala as illustrated paintings.
14. Deccani and Nayaka Painting- Bijapur and the patronage of paintings-rise of the Deccani Ragamala under Ibrahim Adil Shah II, the illustrated paintings and the syncretic themes blending Persian and Deccani bhakti religious imagery. Temple paintings of south India- performative aspects of a mural tradition, temple complexes of Tamil Nadu and Karnataka under the nayakas and other regional rulers.

Reference Books :

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- Archer, W.G. Indian Miniatures. New York: New York Graphic Society, 1960.
- Barrett, D. & B Gray. Indian Painting. Geneva: d'art Albert Skira, 1978.
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Nawab Publication, 1959.24

Okada, Amina. Indian Miniatures of the Mughal Court. New York: H.N. Abrams Inc., 1992.

Randhawa, M.S. Basohli Painting. New Delhi: Publications Divisions, Government of India, 1959.

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(Vol I- IV). New Delhi:Bhartiye Kala Prakashan, 2008.

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Grabar, O. The Formation of Islamic Art. New Haven, and London: Yale University Press,1978.

Juneja, Monica. Architecture in Medieval India: Forms, Contexts, Histories. Delhi: Permanent Black, 2001.

Koch, Ebba. Mughal Architecture: An Outline of Its History and Development (1526-1858). München, Federal Republic of Germany : Prestel, 1991.

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Kumar, Sunil. The Emergence of the Delhi Sultanate 1192- 1286. Delhi: Permanent Black, 2007.

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Shokoohy, Mehrdad. Bhadresvar: The Oldest Islamic Monuments in India. Leiden & New York: Brill Academic Publishers, 1988.

Tillotson, G.H.R. The Tradition of Indian Architecture: Continuity, Change, and the Politics of Style since 1850. New Haven: Yale University Press, 1989.

Tillotson, G.H.R. Mughal India. Delhi: 1991.

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Dehejia, V. (ed.) The Unseen Presence: Buddha and Sanchi. Mumbai: Marg Publications, 1996.

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Agrawal, Rashmi Kala. Early Indian Miniature Paintings: C. 1000- 1550. Delhi: Sundeep Prakashan, 2006.

Coomaraswamy, Ananda K. Introduction to Indian Art. New Delhi: Munshiram Manoharlal Publishers, 1996.

Gupte, R.S. 1972. Iconography of the Hindus, Buddhists and Jains, Bombay: D.B. Traporevala Sons and Co.

Huntington, Susan L. 1985. The Art of Ancient India: Buddhist, Hindu, Jain, New York: Weatherhill.

Miller, Barbara Stoler ed., 1992. The Powers of Art: Patronage in Indian Culture, Oxford University Press.

Misra, R.N., 1975. Ancient Indian Artists and Art Activity, Simla: Indian Institute of Advanced Study.

Mitter, Partha, 1977. Much Maligned Monsters: A History of European Reactions to Indian Art, Oxford: Clarendon Press.

Ray, Niharranjan, 1974. An Approach to Indian Art, Chandigarh: Panjab University Publication Bureau.

Course: Social Change in Modern India

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1The students will be able to absorb and make sense of information across a wide spatial/temporal bracket and they will be able to think analytically about socio-cultural and political parallels in these global connectivities.

CLO-2They will be able to understand that history itself is debated and constantly revised across cultural divides.

CLO-3The students will be able to confidently use conceptual tools like “modernity”, “progress and development”, “Social equality”, “modern education and Women’s empowerment”, print culture and modern redefinitions of private, personal and public spheres.

CLO-4The students are able to make connections to important modern structures of education, literacy, and knowledge systems as they developed in the west and were subsequently imported to non-Western societies via colonialism.

CLO-5They will understand that there is no one history, but interconnected histories yet with the rise of a dominant region, there is a projection of a single dominant historical narrative – the rise of modern West as the Western intellectuals wove it through the centuries.

CLO 6They will innovatively apply the above analytical categories to the histories of non-Western societies as they passed through the colonial phase.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	3	3	3	3		3			
CLO2	3	3	3	3	3	3		3			
CLO3	3	3	3	3	3	3		3			
CLO4	3	3	3	3	3	3		3			
CLO5	3	3	3	3	3	3		3		3	3
CLO6	3	3	3	3	3	3		3		3	3
....											

Detailed Syllabus:

Unit 1: A Pre-colonial location of Self, Society, and Understanding of Change. What are some templates of change as understood in this context of the pre-colonial. Pre-modern or Pre-colonial as an analytical category? How does this undergo a sharp shift in the colonial phase? Some general introductory remarks on shifts. What is modernity and tradition in the social-political context of the colonial phase? How would one place an Empire-oriented understanding of change (aka Cohn) vis-à-vis a more nuanced reading of social change, through a multiplicity of indigenous regional experiences? The politics of identities based on Occidental scholarship – both Indological and Imperialistic.

The emergence of different spaces, which are conditioned by the new dynamics of print, and a new stress on the emerging vernacular languages as the literary carriers of modern meaning. The journals, newspapers, committees and samitis and associations which mimic the Western public spaces. What is the public sphere? Bengal, Bombay, Madras and the North western Provinces have their own pre-colonial dynamics which provide different filters for understanding the emergence of community/regional identities. The questions of socio-political changes are influenced by these larger historical contexts.

Bengal had a long pre-colonial history of Muslim rulers, and this shaped the perception of the Bengali service communities, upper caste and the service castes – nine in number with strong literate traditions. The colonial criticism, pitched at two levels- missionary and imperialistic – shaped literate Bengal's response to the identification of socio-religious 'evils'. Roy, Vidyasagar, BrahmoSamaj all located religion and the position of women within it as issues that needed to be addressed.

Western India had an established Peshwa-dominated Brahminical polity. In western India, the double-handed missionary and imperialistic criticism unleashed a reappraisal of Brahminical domination first from within the upper-caste perspective, and then through a lower caste experiential world-view. DadojiPandurang and JyotiraoPhule

Southern India first underwent a Brahminical re-examination of socio-religious tenets, again stung by missionary and imperialistic criticism, but its long-powerful non-Brahminical communities connected to governance, state power and authority in the pre-colonial past, used the structures of Indological and imperialistic scholarship to claim for itself a new socio-political domain – thus ensuring its regional political dominance. Periyar (E.V. RamaswamyNaickar) and Narayan Guru came from this trajectory.

North India and the Hindi/Urdu belt had its own dynamics, based on the historical reality of being the heartland of Mughal India. Here the socio political dynamics were very different.

Unit 2: Caste as a concept in Western historiography and a new technology of control. How was caste viewed in colonial India, and its placement in the emerging Indian polity. The new dynamics of caste on the basis of emergent identities.

Unit 3: Gender and the emergence of a new socio-political women's consciousness. Theoretical understanding of gender. The new world of print and the arrival of women in the public sphere.

Assessment and Pedagogy:

Assessment of the students is done through 3 mid semester tests each carrying a total of 20 marks and the scores of 2 best performances (40%) are then added to the end-semester examination (60 %), bringing the total to 100%.

The tests are geared to test each student's grasp of the course.

There is special attention paid to training the student's reading skills, and the course instructor illustrates how the essential readings should be read, in order to increase the student's grasp of the main ideas and arguments presented in the book.

The course stresses the need to address questions in students' minds, and constantly underlines the key features of each lectures.

The course instructor constantly recapitulates the key connections made in the course, so that the class can follow the course through the semester.

The course instructor is particular that students participate in discussion and debate and question and answer sessions so that historical processes are analyzed and are connected to contemporary Indian situations and problems in students' minds.

Out of particular historical contexts, general trends –like modernity, new cultural identity, new spatial locations, new positions on gendered stereotypes – are highlighted, as these trends can be used to understand different contexts in everyday lives.

Reference Books:

Select Readings

Amin, Sonia Nishat, *The World of Muslim Women in Colonial Bengal, 1876-1939*, Liden, Brill Academic publishers, 1996.

Appadurai, Arjun. "Right and Left hand Castes in South India". *Indian Economic and Social History Review* 11, nos. 2,3 (June –September 1974): pp.216-59.

Bose, Pradip Kumar, 'Reconstituting Private Life: the Making of the Modern Family in Bengal' in Ghanashyam Shah (ed.), *social Transformation in India*, vol 2, essays in Honour of Professor I.P. Desai, Rawat Publications, 1997.

- 'Sons of the Nation: Child Rearing in the New Family' in Partha Chatterjee (ed.) *Texts of Power*, Minneapolis/London, University of Minnesota press, 1995.

Broomfield, J.h., *Elite Conflict in Plural Society*, OUP, Bombay, 1968.

Chakrabarty, Dipesh, *Provincializing Europe: Postcolonial Thought and Colonial difference*, Princeton University press, Princeton NJ, 2000.

Chakravarti, Uma, *Rewriting History: the Life and Times of Pandita Ramabai*, Kali for Women, New Delhi; V.S. Kadam, 'The Institution of marriage and Position of Women in Eighteenth Century Maharashtra', *India Economic and Social history Review*, 25-3-1988, New Delhi, pp. 347-370.

Fukazawa, Hiroshi, "State and Caste System (Jati) in the Eighteenth Century Maratha Kingdom", *Hitotsubashi Journal of Economics*, 9-1-1968, pp. 32-44.

Irschick, Eugene, *Politics and Social Conflict in South India*, Berkeley, University of California press, 1969.

Joshi, sanjay, *Fractured Modernity: making of a Middle Class in Colonial North India*, OUP, New Delhi, 2001.

Kumar Nita (ed.) *women as Subjects*, Stree, Calcutta, 1994.

Kumar, Ravinder, *Western India in the Nineteenth Century: A Study in the Social History of Maharashtra*, Routledge and Kegan Paul, London, 1968.

Malhotra, Anshu, *Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab*, OUP, New Delhi, 2002.

O'Hanlon, Rosalind, *Caste, Conflict, and Ideology: mahatma Jotirao Phule and Low Caste Protest in Nineteenth Century Western India*, Cambridge University Press, Cambridge, 1985.

Omvedt, Gail, *Cultural Revolt in a Colonial Society: The Non-Brahman Movement in Western India, 1873-1930*, Scientific Socialist Education Trust, Bombay, 1976.

Phule, Jotiba, *Collected Works of Jotiba Phule*, Bombay, 1991.

Ray, Bharati, *From the Seams of History*

Ray, Rajat. K., (ed.) *Mind. Body and Society: Life and Mentality in Colonial Bengal*, OUP, Calcutta, 1995.

Sangari, Kumkum and Suresh Vaid, *Recasting Women: Essays in Indian Colonial history*, New Brunswick, NJ: Rutgers University Press, 1990.

Sarkar, Sumit, *Writing Social History*, OUP, Delhi, 1997.

Sarkar, Tanika, *Hindu Wife, Hindu nation: Community, Religion and Cultural nationalism* Indiana University Press, Bloomington, 2002.

- *Words to win: The Making of Amar Jeeban, A Modern Autobiography*, New Delhi, Kali for women, 1999.

- *Rhetoric against Age of Consent Resisting Colonial Reason and Death of a Child Wife* in EPW, 4 Sept. Issue 36 (1993) pp 1869-78.

Krishnamurty, J., (ed.) Women in Colonial India, new Delhi, OUP, 1989.
Shinde, Tarabai, Stri- PurushaTulana, Pune 1882, from Rosalind O'Hanlon (ed.) OUP.
Tucker Richard, The Early Setting of the Non-Brahman Movement in Maharashtra', The Indian Historical Review, Vol 7, numbers 1-2, July 1980-Jan. 1981, New Delhi, pp. 134-159.

Course: Cartography in Medieval India
L.T.P. 1-0-0 **Credits: 2**

Course Learning Outcomes:

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

1. Demonstrate a coherent and systematic understanding of various fields of mapping in pre-modern India. (Remembering and understanding)
2. Employ the different methods of analyzing the typology of maps. (Applying)
3. Communicate their views and ideas with clarity of thought, lucidity of expression and logical rigour regarding a diverse set of sources. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from cartography by situating the same in concrete historical situations like wars. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the creation of maps and how space was represented. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of cartography and create ideas that respond to issues regarding representation of space in pre-modern India. (Creating)

Mapping of Program Learning Outcomes (PLOs)
With Course Learning Outcomes (CLO's)

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CLO-1	2	2	2	1	2	2	1	2	1	1	1
CLO-2	2	1	2	1	1	1	1	1	1	1	1
CLO-3	2	1	2	2	2	2	1	1	1	1	1
CLO-4	1	1	2	1	2	2	1	1	1	1	1
CLO-5	2	2	1	1	1	1	1	1	1	1	1
CLO-6	2	1	1	1	1	1	1	1	1	-	1

Course Description

Objectives : the main objective of this course is to introduce students to the indigenous Mapping traditions of India by exposing them to a variety of maps. The other objective also be to familiarise them with the diverse cartographic practices in the premodern world before the advent of modern cartography.

Course description: in this course, a brief survey of the nature of cartography in premodern societies would be discussed. Proceeding from this, the course would talk about the different type of maps Medieval India and also deal with the question of whether such artefacts can be called as maps. In the second unit the course would then focus on maps from the different regional traditions of India and described the nature of mapping techniques, including pilgrim age maps, religious maps, maps of forts, siege maps. In the third unit, there would be a more detailed study of the Mughal and Maratha Mapping traditions along with maps from Kashmir and other regions. In this unit the importance of maps and their relationship with military engagements would also be analysed. The course would end with a study of some of the other cartographic devices used by the indigenous communities.

Course outcomes: at the end of the course, the students would be able to understand the prevalence of non-European mapping and cartographic techniques in India. The other outcome would also be the familiarity with using maps as the source material for the reconstruction of history.

Unit one

Cartography in premodern societies

Different types of maps in premodern India

The problem of employing paintings and other descriptive devices as maps

Unit two

Sacred geography, pilgrim age and religious maps

Town maps, regional maps and maps of certain locations

Forts and military maps

Unit three

Maps of the Mogul Empire and the Marathas and other polities

Regional maps and revenue maps from Kashmir

Maps and military formations study of the city of Delhi

Globes, orbs and other cartographic devices used by the indigenous communities.

Reference Books :

Chandra, Satish. 1987. *The Indian Ocean: Explorations in History, Commerce, and Politics*. Sage Publications.

Dikshit, Kamal Rampriti. 1986. *Maharashtra in Maps*. Maharashtra State Board for Literature and Culture.

Eck, Diana L. 2012. *India: A Sacred Geography*. Potter/Ten Speed/Harmony/Rodale.

Gole, Susan. 1511. *A Series of Early Printed Maps of India in Facsimile*. Jayaprints.

Gole, Susan. 1976. *Early Maps of India*. Sanskriti.

Gole, Susan. 1989. *Indian Maps and Plans: From Earliest Times to the Advent of European Surveys*. Manohar Publications.

Habib, Irfan. 1974. "CARTOGRAPHY IN MUGHAL INDIA." *Proceedings of the Indian History Congress* 35: 150–62.

Harley, J. B., David Woodward, and G. Malcolm Lewis. 2015. *The History of Cartography*. University of Chicago Press.

Hasan, Javed. 1990. "Mapping the Mughal City of Agra." *Proceedings of the Indian History Congress* 51: 241–45.

India), Kalakriti Archives (Hyderabad. 2015. *Cosmology to Cartography: A Cultural Journey of Indian Maps : From the Collections of Kalakriti Archives, Hyderabad and National Museum*. National Museum.

India), Kalakriti Archives (Hyderabad. 2015. *Cosmology to Cartography: A Cultural Journey of Indian Maps : From the Collections of Kalakriti Archives, Hyderabad and National Museum*. National Museum.

Ramaswamy, Sumathi. 2007. "Conceit of the Globe in Mughal Visual Practice." *Comparative Studies in Society and History* 49 (4): 751–82.

Singh, Rana. 2009. *Geographical Thoughts in India: Snapshots and Visions for the 21st Century*. Cambridge Scholars Publishing.

Course: Women's History in India from the earliest times to 17th century

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Locate the issues related to women in the past in its multifarious dimensions and contexts.

CLO-2: Analyze the historical debates related to the growth of various institutions related to women in ancient and medieval India.

CLO-3: Interpret how the experience of patriarchy and the pre modern world moulded the modernity of Indian women

CLO-4: Contrast the conditions of the women in ancient and medieval times, from that of modern times with continuities and changes involved.

CLO-5: Analyse datasets and information regarding the status of women pertaining to diverse spheres of activity in ancient and mediaeval India.

CLO-6: Use digital media and relevant ICT tools to enhance learning and research capabilities related to women in ancient and medieval India.

CLO-7: Write a term paper by broadly following the protocols of research writing like citing, referencing and summarizing. and nationalist imagination of an empowered women.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	2	3	2	2	1	2	1		2
CLO2	2	2	2	2	3	2	1	2	2	1	2
CLO3	2	1	2	2	2	2		2	1		1
CLO4	2	2	2	2	2	1		2			1
CLO5	2	2	2	2	3	2		2			2
CLO6	2	2	2	2	2	1		3	1		2
CLO7	3	3	3	2	3	2	1	3			2

Course Content: Women's History, patriarchy, women in ancient period, medieval India, women in public and private realms, ritual and legal status of women.

Unit 1.

1. What is Women's History? Its sources and reconstruction.
2. Creation of Patriarchy- A Historical Background.
3. Discussions on Women's Status in Early India.
4. Buddhism and women.
5. Women in the family, Motherhood in ancient India
6. Rituals and samskaras.
7. Early age marriages
8. Legal Status of Women.

Required readings:

Altekar, A.S. 1962, *Position of women in Hindu Civilization From pre- historic times to present day*, New Delhi, Motilal Benarsi Das.

BhattacharjiSukumari , 1990, Motherhood in Ancient India: *Economic and Political Weekly*, Vol. 25, No. 42/43 (Oct. 20-27, pp. WS50-WS57 .

BhattacharjiSukumari ,1987, Prostitution in Ancient India *Social Scientist*, Vol. 15, No. 2 , Published by: Social Scientist, pp. 32-61.

Chakravarti, Uma, 1987, *Social dimension of early Buddhism*,New Delhi, Oxford University Press.

Chakravarti, Uma and Kumkum Roy, 1988, In Search of Our Past: A Review of the Limitations and Possibilities of the Historiography of Women in Early India: *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS2-WS10

Chakravarti, Uma. "Whatever Happened to the Vedic Dasi? Orientalism, Nationalism and Script for the Past." *InRecasting women: Essays in Colonial History*,New Delhi. Kali for Women.

Pande, Rekha, 2013, Early Age marriages in India- a historical perspective”, in *Journal of New aspects of History of Orissa*,Vol. XV, pp. 19-31.

Poonacha, Veena, 2005, ‘Negotiating Historical Spaces: Reclaiming Women’s Agency in the Writing of History’, in Kirit K. Shah (ed.): *History and Gender: Some Explorations*, pp. 15-33, New Delhi, Publications.

Tharu, Susie and K. Lalita, 1991, *Women writing in India*,Vol. 1, New Delhi, Oxford University Press.

Wadley , Susan S. 1977, Women and the Hindu Tradition *Signs*, Vol. 3, No. 1, Women and National Development: The Complexities of Change (Autumn, 1977), pp. 113-125 Published by: The University of Chicago Press

Unit 11

9. Bhakti Movement, its background.
10. Male attitudes and women
11. Women in Bhakti- North and Western India.
12. Women in Bhakti- South India.
13. Sufi movement and women
14. Devadasis
15. Impact of Islam on Indian society with reference to women.

Required readings:

Findly, Ellison B, 1988, The Capture of Maryam-uz-Zamānī's Ship: Mughal Women and European Traders , *Journal of the American Oriental Society*, Vol. 108, No. 2 , Apr. - Jun., pp. 227- 238.

Gulati, Saroj, 1985, *Women and Society, Northern India in 11th and 12th centuries*,New Delhi, Chankya Publications.

Gupta, Kamala, 2003, *Women in Hindu social system, 1206-1707 A.D.* New Delhi,Inter India publications.

Jeevanandam S. and Pande, Rekha, ,2017, Devdasis in South India – a Journey from sacred to profane spaces, New Delhi, Kalpaz Publications , Gyan Books.

Manushi, 1989, *Women bhakti poets*,No.50, 51,52, New Delhi, Manushi Trust.

Misra, Rekha, 1967, *Women in Mughal India*,New Delhi,Munshi Ram Manohar Lal.

Pande, Rekha, 2013, “When devotion opened gendered spaces: Journey through the terrain of Bhakti, 13th to 17th Centuries, *Hieron, Studies in Comparative Religion*, special issue on, Indian Religions across time and space, Vol. 2, No. XI, Department of Comparative Religion, Comenius University, Bratislava, pp.33-47.

Pande, Rekha, 2010, *Divine Sounds from the Heart, Singing unfettered in their own voices-The Bhakti Movement and its Women saints (12th to 17th century)*,U.K. Cambridge Scholars Publishing.

Pande, Rekha, 2006, Devadasis, in J.S. Grewal (ed), Religious Movements and Institutions in Medieval India, Vol. VII, Part, 2. in D.P. Chattopadhyay (general editor), *History of Science,Philosophy and Culture in Indian Civilization*, New Delhi, Oxford University Press, pp.493-504.

Pande, Rekha,2005, Religious Movements in Medieval India,New Delhi, Gyan Publishing House.

Pande, Rekha, 2004, At the service of the Lord- Temple girls in Medieval Deccan(11th to 17th centuries), in Deccan Studies,Vol.II, No.2, July-December-pp.25-43.

Pandey, S. M. and Zide, Norman; 1965, *Mīrābāī and Her Contributions to the Bhakti Movement*, History of Religions, Vol. 5, No. 1 , The University of Chicago Press.

ParitaMukta, 1994, *Upholding the common life: The community of Mira bai*, Oxford University Press.

Unit 11:

16. Purdah.
17. Harems.
18. Prostitution in early India.
19. Courtesans.
20. Representation of women in art and Sculptures
21. Women in Miniature paintings in Deccan.
22. Women in paintings in Vijayanagar period.

Required readings:

Dash, Bhagwan&Basu, R.N; 1968, Methods for Sterilization and Contraception in Ancient and Medieval India, *Planning Commission,NirmanBhavan*, New Delhi, Vol 3, No 1, pp 9-24.

Kozlowski, Gregory C. 1998, "Private Lives and Public Piety: Women and the Practice of Islam in Mughal India." In *Women in Medieval Islamic World*. Edited by Gavin Hambly. Palgrave Macmillan.

Lal, Ruby, 2003, Rethinking Mughal India: Challenge of a Princess' Memoir, *Economic and Political Weekly* (special article) January 4.

Meenal Tula and Pande, Rekha, 2014, Re-Inscribing the Indian Courtesan: A Genealogical Approach", *Journal of International Women's Studies*" USA, Volume 15, Issue 1, pp. 67-82.

Musallam, B. F. 1983, *Sex and Society in Islam: Birth Control before the Nineteenth Century*. New York, NY: Cambridge University Press,

Pande, Rekha, 2018, *Writing the history of women in the margins: The courtesans in India*", *Mizoram University Journal of Humanities and Social Sciences*, Vol. IV, Issue 2, pp.1-24.

Pande, Rekha, B.Lavanya, 2004, *Miniature paintings in Golconda and the representation of women (16th to 17th centuries)*, in *Journal Of Interdisciplinary studies in History and Archeology*, Vol. 1, No.1, pp73-86.

Saxena, Monika, 2006, Ganikas in early India: its genesis and dimensions, *Social Scientist*, Vol. 34, No.11/12, pp.2-17.

Evaluation Procedure: There will be three units of evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into consideration i.e. Maximum of 40 marks for internal evaluation. The end semester evaluation will carry a maximum of 60 marks.

1. The internal evaluation could comprise of any of the following modes of assessment, (informed to the students in advance, at the beginning of the course), such as, Tests.
2. Term papers
3. Seminars
4. Project Reports
5. Book reviews
6. Debates and Discussions.

Course: Select Religious Traditions in Medieval Indian Himalayas : Bon and Tibetan Buddhism

L.T.P. 1-0-0

Credits: 2

Course Learning Outcomes:

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

1. Demonstrate a coherent and systematic understanding of various religious traditions in India. (Remembering and understanding)
2. Employ the different methods of analyzing the schools and forms of religious expression. (Applying)
3. Communicate the views and ideas of the religious traditions with clarity of thought, lucidity of expression and logical rigour. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from Bon and Tibetan Buddhism in the larger socio-economic and political contexts. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of art and architecture. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of art and create ideas that respond to issues of religious diversity in the borderlands of India. (Creating)

Mapping of Program Learning Outcomes (PLOs) With Course Learning Outcomes (CLO's)

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CLO-1	2	2	2	1	2	2	1	2	1	1	1
CLO-2	2	1	2	1	1	1	1	1	1	1	1
CLO-3	2	1	2	2	2	2	1	1	1	1	1
CLO-4	1	1	2	1	2	2	1	1	1	1	1
CLO-5	2	2	1	1	1	1	1	1	1	1	1
CLO-6	2	1	1	1	1	1	1	1	1	1	-

Course Description

The aim of this course is to acquaint students with two of the important religious traditions that have shaped the socio-cultural profile of the Himalayas and were also the state religions of Tibet. It is divided into three units beginning with an introduction to the region and proceeds to trace the role of Bon and Tibetan Buddhism that have defined this region to a great extent.

UNIT I Tibetan Culture Area : Ladakh ,Lahaul,Spiti ,Kinnaur, Sikkim, Darjeeling , Tawang in India and ther connections with the Tibetan culture areas of Nepal,Bhutan,China,Tibet,Mongolia and Russia.

UNIT II Bon- The rise and fall of a tradition. OlmoTazig and the kingdom of Zhang Zhung rise of a state society and transformation of animistic Bon to yungdrung Bon in Western Himalayas- Emergence of a nomadic Empire in Tibet (7th c AD) and the elevation of Bon as the state Religion and spread of Bon in the eastern Himalayas. Bonpo-Buddhist Conflict and the collapse of the unified tibetan Empire under Lang Darma (842 A.D). Persecution and survival of Bon- Bonpo practices as residual elements in Tibetan buddhiam and Himalayan culture.

Unit III Tibetan Buddhism :Padmasambhava and the first transmission of Buddhism to Tibet- Collapse of the Tibetan Empire and Buddhist revival from Guge- *phyi-dar* (second transmission) Atisa, Rinchenzangpo and the establishment of a monastic network in Western himalayas- Mongol conquest and the changed nature of monasteries- the rise of the institution of the Dalai Lamas and the elevation of TsangyangGyatso from Tawang as the VIth Dalai Lama.

Reference Books :

- Balikci, Anna, “ The Apparent Diversity between Bon and Buddhism” in. Balikci, Anna *Lamas, Shamans and Ancestors: Village Religion in Sikkim*. BRILL, 2008.
- Handa, O. C. *Buddhist Monasteries of Himachal*. Indus Publishing, 2004.
- International Association for Tibetan Studies Seminar. *Discoveries in Western Tibet and the Western Himalayas: Essays on History, Literature, Archaeology and Art : PIATS 2003, Tibetan Studies, Proceedings of the Tenth Seminar of the International Association for Tibetan Studies, Oxford, 2003*. BRILL, 2007.
- Khosla, Romi. *Buddhist Monasteries in Western Himalaya*. RatnaPustakBhandar, 1979.
- Kværne, Per. *The Bon Religion of Tibet: The Iconography of a Living Tradition*. Serindia Pub., 1995.
- Laird, Thomas. *The Story of Tibet: Conversations with the Dalai Lama*. Grove Press, 2007.
- Norbu, ChogyalNamkhai. *A History of Zhang Zhung and Tibet, Volume One: The Early Period*. North Atlantic Books, 2013.
- Norbu, Namkhai. “Bon and Bonpos: in Norbu, Namkhai, *The Necklace of GZi: A Cultural History of Tibet*. Narthang, 1989.
- Petech, Luciano. *The Kingdom of Ladakh: C. 950-1842 A.D.* Istitutoitaliano per il Medioed Estremo Oriente, 1977.
- Powers, John. *Introduction to Tibetan Buddhism*. Snow Lion Publications, 2007.
- Rahul, Ram. *Central Asia: An Outline History*. Concept Publishing Company, 1997.
- Renqing, Long, and Mei Duo. *TsangyangGyatso: Geographical Poetry*. Strategic Book Publishing & Rights Agency (SBPRA), 2013.
- School, Matthew T. Kapstein Associate Professor in the Department of South Asian Languages and Civilizations University of Chicago Divinity. *The Tibetan Assimilation of Buddhism : Conversion, Contestation, and Memory: Conversion, Contestation, and Memory*. Oxford University Press, 2000.
- Shakabpa, Tsepon W. D. *TIBET: A Political History*. Paljor Publications Pvt. Limited, 2010.
- Snellgrove, David L., and Hugh Richardson. *A Cultural History of Tibet*. Orchid Press, 2003.
- Subba, J. R. *History, Culture and Customs of Sikkim*. Gyan Publishing House, 2008.
- Thakur, Laxman S. *Buddhism in the Western Himalaya: A Study of the Tabo Monastery*. Oxford University Press, 2001.
- Thakur, Laxman.S, “ Archaeology of an Extinct Religious Tradition : Bonpos of Western Himalaya” in Singh, Chetan ed. *Recognizing Diversity: Society and Culture in the Himalaya*. Oxford University Press, 2011.
- Tuttle, Gray, and Kurtis R. Schaeffer. *The Tibetan History Reader*. Columbia University Press, 2013.
- Verma, V. *Spiti: A Buddhist Land in Western Himalaya*. B.R. Pub. Corp., 1997.

Course: Russian Revolution
L.T.P. 1-0-0 **Credits: 4**

Course Learning Outcomes

After completing the course, the student will be able to

1. Distinguish the processes of continuity and change in society
2. Appraise the operation of structure and agency in social evolution
3. Compare and contrast modern classical revolutions
4. Explain the impact of ideas in projects of social transformation
5. Demonstrate the methods of studying histories of societies other than India

Mapping of Programme Learning Outcome

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	2	2	2	1	2	2	1	3	-	2
CLO2	2	3	2	3	2	2	2	1	3	-	2
CLO3	3	2	2	2	3	2	2	1	3	-	2
CLO4	2	3	2	3	2	2	2	1	3	-	2
CLO5	3	2	3	2	3	3	2	1	3	-	2

Course Outline

Objectives

- To locate the Russian Revolution in the comparative study of major revolutions
- To locate the Russian Revolution in the wider context of Russian history
- To study the structural features of the Russian society that pushed it in the direction of major political upheaval
- To study the processes of voluntary political mobilization that led to the revolution

The Russian Revolution of 1917 is ranked among the classical revolutions that took place in modern world history. A socialist revolution, it occurred in a part of the world marked by backward capitalism in contravention of previous predictions that the break with capitalism would first occur in and from the most advanced capitalist societies. The regime that came into being in the wake of the revolution, and the ideas inspired by it have had a major influence on world politics of the twentieth century and beyond. This course examines the background and context of the revolution, by taking into account the developments in Russian history of the

nineteenth century, continuity and change in the nature of the Tsarist regime in the same century, intellectual influences that shaped the rise of popularity of socialist ideas even before Marxism made its dent, growth of the working class in the big cities of Russia that created a favourable climate for the dissemination of the message of Marxism. We closely study the three revolutions – namely the 1905 Revolution, February Revolution of 1917, and the climactic event of October Revolution of 1917. We introduce a wide variety of new research that has become available after the Soviet archives were opened up in the wake of the fall of the Soviet regime.

Unit 1: Background and Introductory

Victor G Kiernan, 'Revolution', in Peter Burke (ed), *The New Cambridge Modern History XIII (Companion Volume)*, Cambridge (UK), Cambridge University Press, 1979.

Martin Malia, *History's Locomotives: Revolutions and the Making of the Modern World*, New Haven, Yale University Press, 2006.

Marshall T Poe, *The Russian Moment in World History*, Princeton, Princeton University Press, 2003.

Abraham Ascher, *The Russian Revolution: A Beginner's Guide*, London(UK), Oneworld Publications, 2014.

Alan Wood, *The Origins of the Russian Revolution (1861-1917)*, London, Routledge, 2003.

Sheila Fitzpatrick, *The Russian Revolution*, New York, Oxford University Press, 2008.

Unit 2: Intellectual Influences of the Nineteenth Century

Andrej Walicki, *The Flow of Ideas: Russian Thought from the Enlightenment to the Religious-Philosophical Renaissance*, Frankfurt, Peter Lang, 2015 (Especially for Chapters on Slavophilism, Westernizers, Origins of Russian Socialism, Populism and Marxism).

Franco Venturi, *Roots of Revolution: A History of the Populist and Socialist Movements in Nineteenth Century Russia*, New York, Alfred A Knoff, 1960.

Leonard Schapiro, 'Marxism in Russia', in Shlomo Avineri, (ed), *Varieties of Marxism*, The Hague, MartinusNijhoff, 1977.

Unit 3: Social and Political Developments, 1860-1905

Daniel Field, 'The Great Reforms of the 1860s', in Abbott Gleason (ed), *A Companion to Russian History*, Chichester(UK), Wiley-Blackwell, 2009.

Thomas C Owen, 'Industrialization and Capitalism', in Abbott Gleason (ed), *A Companion to Russian History*, Chichester(UK), Wiley-Blackwell, 2009.

Olga Crisp, 'Labour and Industrialization in Russia' in Peter Mathias (ed), *The Cambridge Economic History of Europe Volume VII*, Cambridge, Cambridge University Press, 1978.

E J Hobsbawm, 'The Politics of Democracy' and 'Workers of the World' in *The Age of Empire 1875-1914*, New York, Vintage Books, 1989.

‘Bolsheviks and Mensheviks’ in E H Carr, *The Bolshevik Revolution 1917-1923*, Vol.1, New York, WW Norton, 1985.

‘What Is To Be Done?’ in V I Lenin, *Collected Works Volume 5*, Moscow, Foreign Languages Publishing House, 1961.

‘Introduction’, in Lars T Lih, *Lenin Rediscovered: What Is To Be Done? In Context*, Chicago, Haymarket Books, 2008.

Unit 4: 1905 Revolution

Sidney Harcave, *The Russian Revolution of 1905*, London, Collier-Macmillan, 1970.

Abraham Ascher, *The Revolution of 1905: A Short History*, Stanford (USA), Stanford University Press, 2004.

Unit 5: Social and Political Developments, 1905-1917

Robert Geraci, ‘Russia: Minorities and Empire’, in Abbott Gleason (ed), *A Companion to Russian History*, Chichester(UK), Wiley-Blackwell, 2009.

Mark D. Steinberg, ‘Russia’s fin de siècle, 1900-1914’, in Ronald GrigorSuny (ed), *The Cambridge History of Russia Volume III: The Twentieth Century*, Cambridge, Cambridge University Press, 2006.

‘Revolutionary Russia,1894-1917’ in Abraham Ascher, *Russia: A Short History*, Oxford (UK), Oneworld Publications, 2002.

‘From Reform to War, 1906-1917’ in S A Smith, *Russia in Revolution: An Empire in Crisis, 1890-1928*, Oxford, Oxford University Press, 2017.

Unit 6: 1917 Revolutions

Marc Ferro, *The Russian Revolution of February 1917*, Englewood Cliffs, Prentice-Hall, 1972.

Tsuyoshi Hasegawa, *The February Revolution, Petrograd, 1917*, Leiden, Brill, 2018

‘From February to October 1917’, in S A Smith, *Russia in Revolution: An Empire in Crisis, 1890-1928*, Oxford, Oxford University Press, 2017.

Melissa Stockdale, ‘The Russian Experience of the First World War’, in Abbott Gleason, (ed), *A Companion to Russian History*, Chichester, Blackwell, 2009.

Steve A Smith, ‘Petrograd in 1917: The View from Below’ in Rex A Wade (ed), *Revolutionary Russia: New Approaches*, New York, Routledge, 2004.

Marc Ferro, *The Bolshevik Revolution: A Social History of the Russian Revolution*, London, Routledge & Kegan Paul, 1980.

China Mieville, *October: The Story of the Russian Revolution*, London, Verso, 2017.

Selections from Diane P Koenker, William G Rosenberg, *Strikes and Revolution in Russia, 1917*, Princeton, Princeton University Press, 1989.

‘Red October: The Revolution to End All Revolutions’, in Martin Malia, *History’s Locomotives: Revolutions and the Making of the Modern World*, New Haven, Yale University Press, 2006.

Rex A Wade, ‘The Revolution at One Hundred: Issues and Trends in the English Language Historiography of the Russian Revolution of 1917’ in *Journal of Modern Russian History and Historiography* 9 (2016).

General and Other Books

Richard Pipes, *A Concise History of the Russian Revolution*, New York, Vintage, 1996.

Orlando Figes, *A People’s Tragedy: A History of the Russian Revolution*, New York, Viking, 1996.

Michael Kort, *A Brief History of Russia*, New York, Facts on File, 2008.

Hugh Seton-Watson, *The Russian Empire 1801-1917*, Oxford, Oxford University Press, 1967.

Nicholas V Riasanovsky, *A History of Russia*, New York, Oxford University Press, 2005.

Lars T Lih, *Lenin*, London, Reaktion Books, 2011.

Paul Dukes, *October and the World: Perspectives on the Russian Revolution*, London, Macmillan, 1979.

John Reed, *Ten Days That Shook the World*, New York, St Martin’s Press, 1997.

E H Carr, *The Bolshevik Revolution: 1917-1923*, London, Macmillan, 1950-53 (in three volumes).

Leon Trotsky, *The History of the Russian Revolution*, Chicago, Haymarket Books, 2008.

Evaluation

Three internal mid-term examinations of 20 marks each will be conducted consisting of either test or term paper or another appropriate format out of which the best two scores will be taken, and a final examination (end-of-term) for 60 marks will be conducted.

Course: Hierarchy and Identity: Caste in Modern India

L.T.P. 1-0-0 Credits: 4

Course Learning Outcomes:

After completion of this course successfully, the students will be able to:

1. Discuss the remaking of caste-based hierarchy and status with the introduction of colonial revenue, educational and social policies.
2. Analyse the ways in which the colonial ethnology, anthropology and census reinvented caste in modern India.
- 3 Illustrate how the caste-Hindus used national movement to reinforce their cultural hegemony in newer ways.
4. Analyse how Gandhian Harijan movement was programmed to not only woo lower castes in national movement but also to cut their new aspiration.
5. Discuss how the lower castes reimagined their caste identities to negotiate a space in the modern state.
6. Explain how caste-based identity politics are instrumental in socialising democracy and nationalism but not divisive politics as often argued.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	2	3	2	2	1	1	1	1		2	2
CLO2	2	3	2	2	1	1	1	1		2	2
CLO3	3	3	2	2	1	1	1	1			2
CLO4	3	3	2	2	1	1	1	1		2	2
CLO5	2	3	2	2	1	1	1	1			2
CLO6	3	3	2	2	1	1	1	1		2	2

Course Outline:

Social hierarchy and Identity in India are primarily rooted in the caste system, which is unique to the Indian subcontinent. Domination, subordination, status, humiliation, untouchability, violence, deprivation and hunger are important cultural forms that deeply associated with caste system historically. The advent of colonial rule had reshaped many of the forms of caste. What is caste today was primarily made under colonial rule. Colonial modernity not only disturbed existing hierarchies but also produced them in newer ways through its revenue, education, and social policies. Mainly colonial ethnography had ceased mobility of caste. But, the caste groups reconfigured the fixedness of caste through a program of identity politics to carve out space in the colonial establishment as well as in post-colonial India. The dominant Caste-Hindus embraced nationalism to reinforce their cultural hegemony. In contrast, the lower castes reimagined their historically built identities to disturb not only the caste hierarchy but also negotiate a space in the modern public.

Units:

I. Colonial state interventions and caste: revenue, education and social policies and change in caste status; colonial ethnology, anthropology and census and invention of modern caste.

II. Caste-Hindus response to colonial state intervention: caste and social reform; caste in national movement; Gandhian Harijan movement and assimilation of dalits in the national movement.

III. New imagination of caste and identity politics: Anti-caste movements and lower caste mobilisation; the particular role of Jyotirao Phule, B. R. Ambedkar, Periyar Ramaswamy Narayana Guru, Iyothetta Thangal and Bhagya Reddy Varma; Role of anti-caste movement in socialising democracy and nationalism.

Evaluation Procedure: There will be three units in the internal evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into consideration. The components of the internal evaluation consists of mid-term tests, term paper, book review, seminar presentation, etc. (specific components will be announced in the class when the course commence).

References:

Aloysius, G., *Nationalism without a nation in India*, Delhi: OUP, 1997.

---Ambedkar on Nation and Nationalism, New Delhi: Critical Quest, 2009.

Anderson, Perry. *The Indian Ideology*, Gurgaon: Three Essays Collective, 2012.

Bayly, Susan, *Caste, Society and Politics in India*, Cambridge: Cambridge University Press, 1999.

Ambedkar, B. R. *Annihilation of Caste. The Annotated Critical Edition*. An Introduction by Arundati Roy, New Delhi: Navayana, 2013.

Bhattacharya, Sabyasachi, and Y. Chinna Rao, *The Past of the OutCaste. Reading in Dalit History*, New Delhi: Orient Blackswan, 2017.

Bhukya Bhangya, *Being Dalit, Being Modern: Caste and Culture in Hyderabad State*, NMML, Occasional Paper, New Delhi, 2014

Basu, Rajsekhar. *Nandanar's Children: The Paraiyans' Tryst with Destiny, Tamil Nadu 1850–1956*, New Delhi, 2011

Chatterjee, Partha, *The Nation and its Fragments. Colonial and Postcolonial Histories*, New Delhi: Oxford University Press, 1995.

----*Nationalist Thought and the Colonial World*, New Delhi: OUP, 1986.

Dumont, Louis, *Homo Hierarchicus*, Chicago: University of Chicago, 1980.

Dirks, Nicholas. B. *Castes of Mind. Colonialism and the Making of Modern India*, New Delhi: Permanent Black, 2002.

Kumar, Dharma. *Land and Caste in South India: Agricultural Labour in the Madras Presidency During the Nineteenth Century*, Cambridge: Cambridge University Press, 1995.

Ghurye. G. S, *Caste and Race in India*, Bombay: Sage, 2000.

Geetha. V. And S. V. Rajadurai, *Towards a Non-Brahmin Millennium. From Iyothetta Thangal to Periyar*, Calcutta: Popular Prakashan, 1998.

Gupta, Dipankar, *Interrogating Caste. Understanding Hierarchy & Differences in Indian Society*, New Delhi: Penguin, 2000.

Hutton, J.H., *Caste in India*, Cambridge: Cambridge University Press, 1946.

Inden, Roland B., *Imagining India*, London: Hurst & Company, 2000.

Jangam, Chinnaiah, *Dalits and the Making of Modern India*, OUP, New Delhi, 2017.

Jaffrelot, Christophe, *Analysing and Fighting Caste: Dr. Ambedkar and Untouchability*, New Delhi: C. Hurst & Co. Publishers, 2005.

Mani, Brajranjan, *De-Brahminising History*, Delhi: Manohar, 2006.

Menon, Dilip, *Caste, nationalism and communism in south India: Malabar, 1900-1948* Cambridge University Press, 1994.

----The blindness of insight: Essays on caste in modern India (Chennai: Navayana, 2006.

Nagaraj, D.R., Self-Purification Vs Self Respect: On the Roots of the Dalit Movement, in Sumit Sarkar & Tanika Sarkar (ed.), *Caste in Modern India, A Reader*, Permanent black, New Delhi, 2014, pp. 330-361.

O'Hanlon, Rosalind, The Creation of Lower Caste Identity in History and Popular Culture, 1869-1873, in Sumit Sarkar & Tanika Sarkar (ed.), *Caste in Modern India, A Reader*, Permanent black, New Delhi, 2014, pp. 382-401.

----'The Original Caste: Power, History and Hierarchy in South Asia', *Contributions to Indian Sociology*, 23 (1), 1989: 59-77.

Omvedt, Gail, *Dalits and Democratic Revolution*, New Delhi: Sage, 1994.

---- *Dalit Visions*, Hyderabad: Orient Blackswan, 2010.

-----*Ambedkar: Towards an Enlightened India*, New Delhi: Penguin, 2008.

Pandian. M. S.S., *Brahmin & Non-Brahmin. Genealogies of the Tamil Political Present*, New Delhi: Permanent Black, 2007.

-----, *One Step Outside Modernity: Caste, Identity Politics and Public Sphere*, Amsterdam/Dakar, SEPHIS, 2002.

Rao, ChinnaYagati, *Dalit s' Struggle for Identity: Andhra and Hyderabad, 1900–1950*, New Delhi, 2003

Rawat, Ramnarayan, *Reconsidering Untouchability: Chamars and Dalit History in North India* (Ranikhet: Permanent Black, 2012

Srinivas M.N., *Caste in Modern India and Other Essays*, Bombay, 1962.

Viswanath, Rupa, *The Pariah Problem Caste, Religion, and the Social in Modern India* Columbia University Press, 2014.

Course Title: Interpreting India1

L.T.P. 1-0-0Credits: 4

Course Learning Outcomes:

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

1. Estimate the coherently held visions of India, the macro-reality both at the descriptive and normative levels. (**Understand**)
2. Distinguish the opinions and constructions held by orientalist, imperialist, India's dominants and subordinates. (**Understand**)
3. Demonstrate the implications of reproduction of indological perspective of India in the post-colonial period. (**Apply**)
4. Analyse the political meanings of dominant paradigms of the Indian history (**Analyse**)
5. Demonstrate the sectional perception of India and its place in the making of modern India (**Apply**).
6. Formulate a critical understanding of Indian political, religious and philosophical history and ask related and relevant questions both in academics and in their everyday lives. (**Create**)
7. Construct a term paper by broadly following the protocols of research writing like citing, referencing and summarizing (**Create**).

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2		1	1		1	2	2
CLO2	2	2	2	2		1	1			2	2
CLO3	1	2	2	2						2	2
CLO4	1	2	2	2						1	1
CLO5	1	2	2	2						2	2
CLO6	2	2	2	2	2	3	1	2	1	1	2
CLO7			2		3	2	2	3	2	2	2

Description: The present course is an introductory attempt to uncover and interpret the macro and the long-term of India as they tend to sediment themselves as the taken-for-granted and influence our concrete debates. The problem is sought to be tackled from three inter-related vantage points. First, is the attempt to delineate the more or less systematically and comprehensively articulated Indologist and Orientalist visions of India. The second, is to analyse the dominant Indian versions and discourses of India. The third, is to view the totality from a sectional and sometimes even sectarian points of view. As this perspective is increasingly becoming influential it is necessary to examine them. The concern all through would be to critically introduce and interpret the macro and the totality of India in contrast to the micro, concrete and fragmented.

The course is interdisciplinary in nature and the effort all through would however be to introduce and interpret what has come to be conducted as India in the modern times. Selected texts by the personalities mentioned in the module would be taken up for discussion.

Modules:

I. Indologist and Orientalist interpretation of India; India of Albiruni, William Jones, Max Miller, James Mill, Hegel, and Karal Marx.

II. Dominant Version of India: India of M.K Gandhi, Jawaharlal Nehru Rabindranath Tagore, MS Golwalkar.

III. Sectional interpretation of India: India of Jotiba Phule, BR Ambedkar, Periyar Ramaswamy, Jaipal Singh Munda, Muhammad Ali Jinnah and Pandita Ramabai.

Assessment:

Out of a total of 100, 60 marks are earmarked for the end-of-the semester examination. 40 marks are earmarked for three internal assessments. In all three internal assessments will be conducted and the marks of the best two will be considered. These assessments can be in the form of classroom tests, term papers and/or Seminars.

Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

Compulsory Readings:

Aakash Singh Rathore and Rimiha Mohapatra eds., *Hegel's India. A Reinterpretation with texts*, New Delhi: Oxford University Press, 2017.

Aloysius, G., *Nationalism without a nation in India*, Delhi, OUP, 1997.

B. R. Ambedkar, *Annihilation of Caste*. The Annotated Critical Edition. An Introduction by Arundati Roy, New Delhi: Navayana, 2013

Chakravarty, Dipesh, *Provincialising Europe*, Princeton: Princeton University Press, 2001.

Dumont, Louis, *Homo Hierarchicus*, Chicago: University of Chicago, 1980.

Golwalkar, MS, *We or our Nationhood Defined*, Nagpur: Bharat Publications, 1939.

Ghurye, G.S., *The Scheduled Tribes*, Bombay: Popular Prakashan, 1943.

Iqbal Hussain, (Introduction by Irfan Habib), *Karal Marx on India*, New Delhi: Tulika Books, 2008.

Inden, Roland B, *Imagining India*, London: Hurst & Company, 2000

Jawaharlal Nehru, *The Discovery of India* (centenary edition), Delhi: Oxford University Press, 1985.

Perry Anderson, *The Indian Ideology*, Gurgaon: Three Essays Collective, 2012.

Phule, Jotiba, *Slavery*, New Delhi: Critical Quest, 2008.

Pooja Parmar, 'Undoing Historical Wrongs: Law and Indigeneity in India', *Osgoode Hall Law Journal*, Vol.49:3, 2012, pp. 491-525.

Pandita Ramabai, *The High-Caste Hindu woman*, Philadelphia: 1887.

Rabindranath Tagore, 'Nationalism', in Sisir Kumar Das (ed.), *The English Writings of Rabindranath Tagore*, Volume Two, New Delhi: Sahitya Akademi, 1917, pp. 417-65.

Sachau, E C, ed., *Alberuni's India*, London: Kegan Paul, 1914.

Said, Edward, *Orientalism*, London: Routledge Kegan Paul, 1979.

Suresh Sharma and TridipSuhrod, eds., 2010, M.K. Gandhi's Hind Swaraj. A Critical Edition, New Delhi: Orient BlackSwan.
Sanjay Subrahmanyam, *Europe's India. Words, People Empires-1500-1800*, Massachusetts: Harvard University Press, 2017.

References:

- Ahmad, S Maqbul, *Arabic Classical Accounts of India and China*, Shimla: Indian Institute of Advanced Study, 1989.
- Aloysius, G., *The Brahminical Inscribed in Bodypolitic*, New Delhi: Critical Quest, 2010
- Aloysius, G., *Ambedkar on Nation and Nationalism*, New Delhi: Critical Quest, 2009.
- Bhangya Bhukya, 'The Mapping of Adivasi Social: Colonial Anthropology and Adivasis', in *Economic and Political Weekly*, vol. XLIII, NO. 39, September 27, 2008, pp.103-109
- Bhukya Bhangya, *The Roots of the Periphery. A History of the Gonds of Deccan India*, New Delhi: Oxford University Press, 2017.
- Boehmer E & Rosinka, Chaudhuri ed., *The Indian Postcolonial: A Critical Reader*
- Chatterjee, Partha, *Nationalist Thought and the Colonial World*, New Delhi: OUP, 1986.
- Frykenberg, Robert E, *Constructions of Hinduism*, New Delhi: Critical Quest, 2009.
- Javed Majeed, *Ungoverned Imaginings . James Mills the History of British India and Orientalism*, New York: Oxford University Press, 1992.
- King, Richard, 2008, *Orientalism & the Myth of Modern Hinduism*, New Delhi: Critical Quest, 2008.
- Khilnani, Sunil, *The Idea of India*, London: Hamilton, 1997.
- McCrindle, J W, *Ancient India as Described by Megasthenes and Arrian*, Calcutta: Chatterjee and Co, 1960.
- Mukherjee, S. N. 'Sir William Jones and the British Attitude Towards India', *Journal of royal Asiatic society*, vol. 96: 1, January 1964. Pp. 37-47
- Mariott, McKim, ed., *India Through Hindu Categories*, New Delhi: Sage, 1990
- Mani, Brajranjan, *De-Brahminising History*, Delhi: Manohar, 2006.
- Nicholas. B. Dirks, *Castes of Mind. Colonialism and the Making of Modern India*, New Delhi: Permanent Black, 2002.
- Omvedt, Gail, *Dalits and Democratic Revolution*, New Delhi: Sage, 1994.
- Omvedt, Gail, *Dalit Visions*, Hyderabad: Black Swan, 2010
- Philips, C.H., ed., *Historian of India, Pakistan and Ceylon*, London: Oxford University Press, 1961.
- Patankar, B & Gail Omvedt, *Dalit Liberation Movement*, New Delhi: Critical Quest, 2004.
- Periyar EV Ramaswami, *Women Enslaved*, New Delhi: Critical Quest, 2009
- Prakash, Gyan, 'Writing Post-Orientalist Histories of the Third World: Perspectives from Indian Historiography', *Comparative Studies in Society and History*, Vol. 32:2, 1990.
- Prakash, Gyan, 'Postcolonial Criticism and Indian Historiography', *Social Text*, No. 31/32, 1992.
- Parekh, Bhikku, *Colonialism, Tradition and Reform*, Delhi: Sage, 1989.
- Sarkar, Tanika, 'Imagining a Hindu Nation: Hindus and Muslims in Bankim Chandra's later writings', *EPW*, Vol 29, No 39, 1994.
- Skaria, Ajay, *Hybrid History: Forest, Frontiers and Wildness in Western India*, Delhi: OUP, 1999.
- Thapar, Romila, *Imagined Religious Communities*, New Delhi: Critical Quest, 2004.
- Talbot Cynthia, ed. 2011, *Knowing India. Colonial and Modern Constructions of the Past*, New Delhi: Yoda Press, 2011.
- Teltscher, Kate, 1995, *India Inscribed: European and British Writing on India 1600-1800*, Delhi: OUP, 1995.

Course: Science, Technology and Colonialism

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

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

1. Identify the relationship between science and colonialism
2. Understand the debates on history of science and technology with special reference to modern India.
3. Explain the origin, development and institutionalisation of scientific disciplines in colonial India.
4. Develop skills in the analysing the secondary historical sources pertaining to science and technology in modern India.
5. Identify a range of techniques for writing about the history of science and technology.
6. Analyse the encounters of local knowledge and unravel people responses to western knowledge systems.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	2	3	2	1	2	2	1	1	-	2
CLO2	3	2	3	3	1	2	2	1	1	-	2
CLO3	3	2	3	3	2	2	2	1	1	-	2
CLO4	3	2	2	2	2	2	2	1	1	-	2
CLO5	3	2	3	2	1	2	2	1	1	-	2
CLO6	3	2	3	2	2	2	2	1	1	-	2

Objective of the course:

Studies so far on the history of science and technology opened up new domains of historical knowledge that reflected mostly on science and technology connection with colonialism.

Modern science while entering into the Indian domains through their policies outlined the power which also offered a claim as legitimate knowledge and in return defined social and political relations. The introduction of modern science and technology in colonial India was by the contested process with the contradictions and tensions between colonializes and their subjects. Given all these, this course will be exposed to a range of issues in the history of science and technology in India.

Module-1: Scientific solution for colonial problems: institutionalisation of scientific disciplines: geology, geography, cartography, mathematics, chemistry and botany in India

Module-II: Science Practice in the Colony: Methods, scientific research and links with metropolitan science

Module-III: Science in the age of nationalism and role of Indian scientific community; the local knowledge, and its challenges to western paradigms.

Assessments:

This course is for 100 marks and out of it 60 marks allotted for final exam and 40 marks for internal assessments. Three internal assignments will be conducted and out of three, best two only will be counted for 40 marks. These assessments are in the form of internal tests, term papers and seminar presentations.

Recommended Readings:

- Arnold, David, *Science, Technology and Medicine in Colonial India*, Cambridge University Press, Cambridge, 2004.
- _____, *Everyday Technology – Machines and the Making of India's Modernity*, University of Chicago Press, 2015
- Adas, Michael, *Machine is Measure of Men: Science, Technology and Ideologies of Western Dominance*, OUP, 1990.
- Alvares, Claude, *Decolonizing History: Technology and Culture in India, China and the West 1492 to the Present Day*, Apex Press, New York, 1993.
- Baber, Zaheer, *The Science of Empire: Scientific Knowledge, Civilization and Colonial Rule in India*, Oxford University Press, New Delhi, 1998.
- Dharmapal, *Indian Science and Technology in the 19th Century: Some Contemporary European Accounts*, Impex India, New Delhi, 1983.
- Habib, S. Irfan and Dhruv Raina (eds.), *Social History of Science in Colonial India*, Oxford University Press, New Delhi, 2007.
- Kumar, Deepak, *Science and the Raj: A Study of British India*, Delhi: OUP, 2006.
- Nanda, Meera, *Prophets Facing Backward: Postmodernism, Science and Hindu Nationalism*, Permanent Black, New Delhi, 2004.
- Nandy, Assis, *Alternative sciences: Creativity and authenticity in two Indian scientists*. Delhi: Oxford University Press, 1995.
- Raina, Dhruv and S. Irfan, *Domesticating Modern Science: Social History of Science and Culture in Colonial India*, Tulika Books, New Delhi, 2004.
- Raj, Kapil, *Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia and Europe, 1650-1900*, Palgrave Macmillan, 2010.
- Visvanathan, Shiv, *Organizing for Science: The Making of an Industrial Research Laboratory*, Oxford University Press, New Delhi, 1985.
- Kanigel, Robert, *The Man Who Knew Infinity: A Life of the Genius Ramanujan*, Abacus, 1991.
- MacLeod, Roy, *Tools of the Empire: Technology and European Imperialism in the Nineteenth Century*, Oxford University Press, 1981.

Additional Readings:

- Roy MacLeod, "Introduction," *Osiris* 15 (2000): 1-13.
- Roy MacLeod, "On Visiting the 'Moving Metropolis': Reflections on the Architecture of Imperial Science," in *Scientific Colonialism: A Cross-Cultural Comparison*, ed. by Nathan Reingold and Marc Rothenberg (Washington, D.C.: Smithsonian, 1987), 217-49.
- David Wade Chambers and Richard Gillespie, "Locality in the History of Science: Colonial Science, Technoscience, and Indigenous Knowledge," *Osiris* 15 (2000): 221-40.
- Pyenson, "Pure Learning and Political Economy: Science and European Expansion in the Age of Imperialism," in *New Trends in the History of Science*, ed. by R.P. W. Visser, et al. (Amsterdam: Rodopi, 1989), 209-78.
- Paolo Palladino and Michael Worboys, "Science and Imperialism," and Lewis Pyenson, "Cultural Imperialism and Exact Sciences Revisited," *Isis* 84 (1993): 91-108
- Bernard S. Cohn, "Introduction" and "The Transformation of Objects," in *Colonialism and Its Forms of Knowledge: The British in India*, Princeton: Princeton University Press, 1995), 3-15 and 76-105.
- Deepak Kumar, "Problems in Science Administration: A Study of the Scientific Surveys in British India, 1757-1900," in *Science and Empires: Historical Studies about Scientific Development and European Expansion*, ed. by Patrick Petitjean, Catherine Jami, and Anne-Marie Moulin (Boston: Kluwer, 1992), 269-280.
- Satpal Sangwan, "Natural History in Colonial Context: Profit or Pursuit? British Botanical Enterprise in India, 1778-1820," in *Science and Empires*, 281-298

- Gyan Prakash, *Another Reason: Science and the Imagination of Modern India*.
- Kapil Raj, "Colonial Encounters and the Forging of New Knowledge and National Identities: Great Britain and India, 1760-1850," *Osiris* 15 (2000): 119-34.
- Deepak Kumar, "Reconstructing India: Disunity in the Science and Technology for Development Discourse, 1900-1947," *Osiris* 15 (2000): 241-57.
- Clifford Geertz, "Common Sense as a Cultural System," in *Local Knowledge: Further Essays in Interpretive Anthropology* (New York: Basic Books).
- Nandy, Assis, *Science, Hegemony and Violence: Requiem for Modernity*, OUP, New Delhi, 1988.
- Rahman, A (ed.), *Science and Technology in Indian Culture: A Historical Perspective*, NISTADS, New Delhi, 1984.
- Leo Marx and Merritt Roe Smith, *Does Technology Drive History? The Dilemma of Technological Determinism*, MIT Press, 1994.

Course: Fortifications in Medieval Deccan
L.T.P. 1-0-0 **Credits: 2**

Course Learning Outcomes:

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

1. Demonstrate a coherent and systematic understanding of various types of defence architecture in India. (Remembering and understanding)
2. Employ the different methods of analyzing the typology of forts. (Applying)
3. Communicate their views and ideas with clarity of thought, lucidity of expression and logical rigour regarding the process of fortification in Medieval Deccan. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from defence architecture in the larger military and political contexts. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of forts in medieval Deccan. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of warfare and political history. (Creating)

**Mapping of Program Learning Outcomes (PLOs)
 With Course Learning Outcomes (CLO's)**

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CLO-1	2	2	2	1	2	2	1	2	1	1	1
CLO-2	2	1	2	1	1	1	1	1	1	1	1
CLO-3	2	1	2	2	2	2	1	1	1	1	1
CLO-4	1	1	2	1	2	2	1	2	1	1	1
CLO-5	2	2	1	1	1	1	1	1	1	1	1
CLO-6	1	1	1		1	1	1	1	1	-	1

Course description:

The objective of this course to familiarize students with aspects of fortification in Medieval Deccan. The students would also be familiarised with a typology of forts and the political context of food building in India. They would also understand the connection between military technology, war and fortification and the larger processes of polity in medieval India.

The course would begin with an introduction of fortification in India offering a synoptic view of the main trends in fortification from the earliest period. In the second part, the focus would be on the typology of forts in India, and particularly in Deccan with the study on the forms and different features of the forts in the architectural context. The third unit of the course would elaborate on select forts and given overview of the system of organisation, including the military organisation, the defence structures and the water management systems in the forts of Deccan. This unit would also comprise of a study of some of the text associated with the forts.

Outcome : At the end of the course the students would be able to understand the typology of forts and also the spread of fortification in medieval Deccan.

Unit one

Fortification in India From the earliest period to the mediaeval period

Historiography of fortification in India

Importance of fortification and the transition to Medieval India
Large-scale spread of fortification in mediaeval India.

Unit two

Typology of fortification and select examples

Forts of Deccan and examples of the different typology, including the forest forts, hill forts, etc

The features of the forts in Deccan-Gates, walls, Moats, Barbican's and other different structures.

The method of construction and the architectural features , including mud forts

Unit three

Forts and military organization

Forts and social organisation and their relation to the political process

Imperial and sub imperial patronage of forts

Water management and other defence aspects

Kaifiyats and other literary sources.

Reference Books :

ASHER, CATHERINE, Catherine Blanshard Asher, Catherine Ella Blanshard Asher, and

Catherine B. Asher. 1992. *Architecture of Mughal India*. Cambridge University Press.

Chilka, Amit. 2014. *Sea Forts of India*. Osmora Incorporated.

Deloche, Jean. 2007. *Studies on Fortification in India*. Institut Français de Pondichéry.

Fass, Virginia. 1986. *The Forts of India*. Rupa in association with Oberoi Hotels International.

Fass, Virginia. 1986. *The Forts of India*. Rupa in association with Oberoi Hotels International.

Gordon, Stewart. 1979. "Forts and Social Control in the Maratha State." *Modern Asian Studies* 13 (1): 1–17.

Michell, George, and Mark Zebrowski. 1999. *Architecture and Art of the Deccan Sultanates*. Cambridge University Press.

Murthy, N. S. Ramachandra. 1996. *Forts of Āndhra Pradesh: From the Earliest Times Upto 16th C. A.D.* Bharatiya Kala Prakashan.

Naravane, M. S. 1995. *Forts of Maharashtra*. APH Publishing Corporation.

Naravane, M. S. 1998. *The Maritime and Coastal Forts of India*. APH Publishing.

The Forts of Telangana. 2019. Bharath Cultural Academy.

Verma, Amrit. 1985. *Forts of India*. Publications Division, Ministry of Information and Broadcasting, Government of India.

Course: Indian National Movement 1919-947

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes

After completion of this course successfully, the students will be able to..

CLO-1: Discuss the historical circumstances that led to the making of Gandhi as a political leader by focusing on his political philosophies and early political activities in India.

CLO-2: Examine how Congress was re-organized under the Gandhian leadership, alongside bringing different Indian groups into the fold of the nationalist struggle.

CLO-3: Analyse how the economic adversity unleashed by colonialism affected different groups and mobilized them towards the mainstream nationalist struggle.

CLO-4: Distinguish the parallel mobilizations of groups against colonialism from that of the mainstream nationalist mobilization with their strategies, politics and problems.

CLO-5: Show how Gandhian mass movement was low in momentum during 1937-1945, leading to violent and spontaneous rebellions by the people.

CLO-6: Explain how communal politics have grown in India as a parallel to the nationalist struggle and has become a lingering problem for independent India.

CLO-7: Describe the complex political and historical circumstances that led to independence eventually and partition of India.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	2	2	2	1	1	1		2	2
CLO2	3	3	2	2	2	1	1	1		2	2
CLO3	3	3	3	2	2	1	1	1			2
CLO4	3	3	2	2	2	1	1	1		2	2
CLO5	3	3	2	2	2	1	1	1			2
CLO6	3	3	3	2	2	1	1	1			2
CLO7	3	3	2	2	2	1	1	1			2

Course Outlines:

This is a sequel to the course on the first phase of the Indian national movement and deals with the 'Extremist' and the 'Gandhian' phases of the movement. While the popular participation of the masses undoubtedly contributed to an increasing effectiveness of nationalism, it also introduced elements of contention in the nature of interaction between the so-called 'primary' contradiction (between the colonial rule and Indians as a whole) and the 'secondary' contradictions (oppositions between different Indian groups). The complexities of that interaction and debates concerning it have taken centre stage in the discussions about Indian nationalism in recent decades/years. A thorough discussion of those issues will be provided in the course, in addition to an analysis of the roles played by important nationalist leaders such as Gandhi, Jawaharlal Nehru and Subhas Chandra Bose whose contribution however will not be considered in isolation but as representative of larger ideological strands within nationalist politics.

Detailed Syllabus:

Unit-1:

Gandhi's rise to leadership, and the emergence of the national movement as mass movement (1919- 1927)

Gandhi's initial reputation as a leader who would take up specific issues and find solutions to them, role of rumour during Gandhi's early career, his elevation to the leadership of all-India politics, creation of a strong organizational structure for the Congress, Gandhi's success in forging unity between different Indian groups.

Unit-2:

The Great Depression, Civil Disobedience Movement and the deepening of the anti-colonial struggle (1927- 1937)

Economic adversity for several Indian groups as a result of incorporation to the web of the global economy, role of the impoverishment in propelling the Indian masses towards nationalist agitation, intensification of both breadth and depth of nationalist politics, much firmer organizational control over popular participation, willingness of the business groups and Indian capitalists to identify closely with nationalist politics, and the emergence of the 'Right' and 'Left' wings in nationalist politics.

Unit-3:

World War II, the Quit India Movement and Towards Freedom (1937-1947)

Decline of the politics of Gandhian mass movement, temptation and willingness of Congress leaders to participate in electoral politics and provincial government formation after 1937, decisive changes in the international and domestic political scenarios in the wake of the beginning of the World War II, 'Quit India' politics, violent and spontaneous rebellions by the people, Left's marginalization from nationalist political mainstream after controversial position on the war, etc.. Increasing recognition of the unsustainability of the Empire in the changed context post-World War II, heightened anti-colonial awareness among people as witnessed during the RIN Mutiny and the trial of INA prisoners, developments that eventually led to the Partition of the subcontinent, protracted negotiations on the transfer of power.

Evaluation Procedure: There will be three units in the internal evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into consideration. The components of the internal evaluation consists of mid-term tests, quiz, term paper, book review, seminar presentation, etc. (specific components will be announced in the class when the course commence).

Readings:

Alpes, Maybritt Jill. 'The Congress and the INA Trials, 1945-50: A Contest over the Perception of 'Nationalist' Politics,' *Studies in History*, 23(1), 2007: 135-58.

Azad, MaulanaAbulKalam.*India Wins Freedom*, Bombay: Orient Blackswan, 1959/1988.

Bhattacharya, Sanjoy. 'The Colonial State and the Communist Party of India, 1942-45: A Reappraisal,' *South Asia Research*, 15(1), 1995: 48-77.

Hutchins, Francis G. *Spontaneous Revolution*, Delhi: Manohar Books 1971.

Krishna, Gopal. 'The Development of the Indian National Congress as a Mass Organization, 1918-1923,' *Journal of Asian Studies*, 25(3), 1966: 413-430.

Kumar, Ravinder. 'Class, Community or Nation? Gandhi's Quest for a Popular Consensus in India,' *Modern Asian Studies*, III(4), 1969: 357-376.

Low, D A. 'The Government of India and the First Non-Cooperation Movement: 1920-1922', *Journal of Asian Studies*, 25(2), 1966: 241-259.

Mahajan, Sucheta. *Independence and Partition: The Erosion of Colonial Power in India*, New Delhi: Sage, 2000.

Markovits, Claude. 'Indian Business and the Congress Provincial Governments 1937-39,' *Modern Asian Studies*, 15(3), 1981: 487-526.

Nehru, Jawaharlal. *An Autobiography*, New Delhi: Penguin, 1997.

Pandey, Gyan. 'Mobilization in a Mass Movement: Congress Propaganda in the United Provinces, 1930-34,' *Modern Asian Studies*, 9(2), 1975: 205-226.

Pandey, Gyan. 'Peasant Revolt and Indian Nationalism: The Peasant Movement in Awadh, 1919-1922', *Subaltern Studies I*, New Delhi: Oxford University Press, 1982: 143-197.

Pandey, Gyanendra(ed.). *The Indian Nation in 1942: Writings on the Quit India Movement*, Calcutta: K.P. Bagchi & Sons, 1988.

Pouchepadass, Jacques. 'Local Leaders and the Intelligentsia in the Champaran Satyagraha (1917): A Study in Peasant Mobilization,' *Contributions to Indian Sociology (NS)*, No.8, 1974: 67-87.

Sarkar, Jayabrata. 'Power, Hegemony and Politics: Leadership Struggle in Congress in the 1930s,' *Modern Asian Studies*, 40(2), 2006: 333-70.

Sarkar, Sumit. *Modern India*, Noida: Pearson India Education Services, 1982/2014.

Shankardass, Rani Dhavan. 'Spokesman for the Peasantry: The Case of Vallabhbhai Patel and Bardoli,' *Studies in History*, 2(1) (New Series), 1986: 47-69.

Vasudevan, Ravi Shankar. 'Why the Congress Accepted Office in 1937,' *Studies in History*, 4(2), 1988: 37-84.

Course Title: Indian Epigraphy
LT.P-1-0-0 **Credits 4**

Course Learning outcomes:

After completion of this course, the students will be able to

1. Learn the different genres of epigraphy in South Asia along with the chronological development of Brahmi, the script in which these inscriptions were written. (understand)
2. Enable them to use the wonderful resource of inscriptions in their research.(analyze and apply)
3. Have some idea of the ancient scripts. The palaeography of the selected inscriptions or in some cases similar inscriptions would also be practiced simultaneously. (understand)
4. Understand the use of epigraphy for construction/reconstruction of our past.(apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2	1			2	1	1	1
CLO2	2	3	2	2	1			2	1	1	1
CLO3	2	3	2	2	1			2	1	1	1
CLO4	2	2	2	2	3	3		3	1	1	1
CLO5											
CLO6											

Course Description

Huge number of inscriptions in South Asia suggests the presence of literacy in a traditional society largely known for its sustained orality. Inseparably associated with it are the crucial issues of authorship and the intended audience of these inscriptions. Epigraphy offers a tool to explore and explain the past. This course provides a full treatment of the epigraphy as a historical discipline and besides the introduction to it, includes also an insightful look into South Asian history. Though inscriptions are commonly read as texts, it is essential that we consider their material context. The time frame chosen here hopes to cover the introduction of inscriptions in the subcontinent till the emergence of regional powers throughout the subcontinent.

Modules

1. Introduction--An overview of epigraphic studies in South Asia-Introducing the different genres of inscriptions and languages used -Overview of Tamil Brahmi; Asokan Edicts-a general understanding of the contents of Asokan inscriptions—Looking at Asokan inscriptions as an anthology- two examples from the corpus of Asokan inscriptions for thorough interpretative study.
2. Donative records, Image inscriptions and Memorial Inscriptions from different regions (200BCE- 600 CE)-Introduction to different types of donative and image inscriptions; Select donative records including Kharoshti inscriptions from different sites; Select image inscriptions; Select Memorial inscriptions
3. Land Grant Charters and Prashastis -Early charters—400-600 CE, Case studies; Prasastis as a genre of Epigraphy--Variations in Format in the early period-Representative examples of Prasastis

Assessment:

Out of a total of 100, 60 marks are earmarked for the end-of-the semester examination. 40 marks are earmarked for three internal assessments. In all three internal assessments will be conducted and the marks of the best two will be considered. These assessments can be in the form of classroom tests, term papers and/or Seminars, practical tests for paleography.

Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

Reading List

Corpus Inscriptionum Indicarum, vol.1, Inscriptions of Asoka – A. Cunningham. Reprint, Varanasi.1961

Corpus Inscriptionum Indicarum, vol.1, Inscriptions of Asoka. New Edition – E. Hultzsch. Reprint, Delhi, 1969

Corpus Inscriptionum Indicarum, Vol.2, Part I, Kharoṣṭhī Inscriptions with the Exception of those of Aśoka. Reprint, Varanasi.1969

Corpus Inscriptionum Indicarum, Vol.II, Part II, Bharhut Inscriptions, Revised by E. Waldschmidt and M.A. Mehendale. Ootacamund.1963

Corpus Inscriptionum Indicarum, Vol.III, Inscriptions of the Early Gupta Kings and their Successors- J.F. Fleet Reprint, Varanasi, 1963, 1970

Corpus Inscriptionum Indicarum, vol.IV, Inscriptions of the Kalacurī-Cedī Era- V.V. Mirashi, Ootacamund.1955

Corpus Inscriptionum Indicarum, vol.VI, Inscriptions of the Vākāṭakas. Ootacamund, 1963.

Epigraphia Indica. All published volumes. Archaeological Survey of India
Bajpayee. K.D. *Early Inscriptions of Mathura – A Study*. Calcutta.1980

Basak, R.G. *Aśokan Inscriptions*, Calcutta, 1959

Gai, G.S. *Inscriptions of the Early Kadambas*. New Delhi.1996

Gokhale, S. L. *Kanheri Inscriptions*. Pune.1991

Mahadevan Iravatham, Early Tamil Epigraphy. Harvard Oriental Series, Vol. 62, Harvard University Department of Sanskrit and Indian Studies, 2003.

Mirashi, V.V. *The History and the Inscriptions of the Sātavāhanas and the Western Kṣatrapas*. Bombay, 1981

Mukherji, B.N. *Studies in the Aramaic Inscriptions of Aśoka*, Calcutta, 1984

Salomon, R. *Indian Epigraphy*, New York.1998

Sircar, D.C. *Indian Epigraphy*, Delhi.1965

----- *Indian Epigraphical Glossary*, Delhi.1966

----- *Select Inscriptions Bearing on Indian History & Civilization*, vol.1. Calcutta, 1942, Vol.2, Delhi, 1983

All relevant volumes related to inscriptions of different regions of India.

Course: Cultural History of Modern India.

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1 Understand the complexities of the historical processes where different sets of indigenous cultures encounter the values and the material reality of the alien but also dominant culture with strong cultural homogeneity that had evolved over time, and divergent historical trajectories through this encounter tell different stories.

CLO-2 analyze that societies have many approaches to truth as there are many layers and differences in world views of the constituent communities in indigenous cultures and thus critical analytical skills are imparted to students as they are encouraged to examine their every-day cultural attitudes through the critical prism of the course.

CLO-3 discuss and summarise how pre-colonial religious and social identities in indigenous contexts are shifting under the pressure of the emerging secular fields of new professions and public domains shaped by Western values of individuality and personal freedoms to food, movement, speech and expression.

CLO-4 demonstrate analytically, using evidence from the past, how such new cultural trajectories have been transferred to the present day socio-cultural contexts in India.

CLO-5 develop academic open endedness and dialogic skills, and understand the importance of keeping an academic distance from cultural positions which are part of personal every-day lives, thus developing a critical and logical personality that can weigh rationally contradictory evidence and reach balanced and unprejudiced conclusions.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	3	3	3	3		3			
CLO2	3	3	3	3	3	3		3			
CLO3	3	3	3	3	3	3		3			
CLO4	3	3	3	3	3	3		3		3	3
CLO5	3	3	3	3	3	3		3		3	3
....											
....											

Detailed Syllabus:

A key feature for laying out a course outline for Cultural History in colonial India is the paradigm shift in the perceptions of the literate communities in India as to what constituted

Indian 'culture.' Across all linguistic regions, within communities with strong literate traditions, there was an abrupt turn in the understanding of a cultural self -location as all spheres of life that was constitutive of and constituted by 'the lived', that is the material, social and symbolic practices of everyday life, underwent shifts, some sharp, some graded, some barely perceptible, when the colonial cultural encounter derailed indigenous knowledge systems. The rapidity and totality of this encounter, which left no material aspect of life untouched, came through print culture, a new Western technology that made the circulation of ideas, debates, and discussions, both western and Indian, very rapid.

Unit 1: This course maps these cultural shifts in three units.

The first unit traces the impact of print on the literary forms in the British Presidencies – Bengal, Bombay and Madras. The emergence of a new vernacular and a new print culture, parallel to the cultivation of English, the language of the ruling race, transformed the cultural landscapes in these regions. The sudden burgeoning of new forms of literary forms, influenced by Western literary traditions, galvanized new ways of thinking. However, there were also important elements of cultural resistance in these new frames of culture.

Unit 2: The second unit examines the impact of education on perceptions of time and space, as also the notion of the body. This in turn gave rise to new sartorial styles, new perceptions of food and behavioural patterns – especially within masculine perceptions of modernity.

Unit 3: The third unit addresses the sea-change that print culture brought to traditional gender relations, family, the political economy of childhood and master/mistress-servant relations.

Assessment and Pedagogy

Assessment of the students is done through 3 mid semester tests each carrying a total of 20 marks and the scores of 2 best performances (40%) are then added to the end-semester examination, (60 %), bringing the total to 100%.

The tests are geared to test each student's grasp of the course.

There is special attention paid to training the student's reading skills, and the course instructor illustrates how the essential readings should be read, in order to increase the student's grasp of the main ideas and arguments presented in the book.

The course stresses the need to address questions in students' minds, and constantly underlines the key features of each lectures.

The course instructor constantly recapitulates the key connections made in the course, so that the class can follow the course through the semester.

The course instructor is particular that students participate in discussion and debate and question and answer sessions so that historical processes are analyzed and are connected to contemporary Indian situations and problems in students' minds.

Out of particular historical contexts, general trends –like modernity, new cultural identity, new spatial locations, new positions on gendered stereotypes – are highlighted, as these trends can be used to understand different contexts in everyday lives.

Reference Books:

Amin, Shahid, "Gandhi as Mahatma" . In selected Subaltern Studies. Edited by Ranajit Guha and Gayatri Chakravorty Spivak, OUP, New York, 1988.

Appadurai, Arjun, "Right and Left Hand Castes in South India". Indian Economic and Social History Review 11, nos. 2,3 (June – September 1974), pp. 216-59.

Bakhtin, M.M., The Dialogic Imagination: Four essays. Translated by Caryl Emerson and Michael Holquist, edited by Martin Holquist, University of Texas press, Austin, 1981.

Basham, A.L. Basham., The Wonder that was India, London, Sidwick and Jackson, 1954.

David Chaney, Scene –setting Essays on Contemporary Cultural History, London, New York, Routledge, 1994.

Gallagher, Catherine. The Industrial Reformation of English Fiction: Social discourse and the Narrative Form, 1832-67, Chicago: University of Chicago press, 1985.

Goffman, Erving, "The Nature of Deference and Demeanor" in *Interaction Ritual*, New York, Pantheon Books 1987.

The Body Versus the Social Body in the Works of Thomas Malthus and Henry Mayhew". In 'The making of the Modern Body: Sexuality and Society in the Nineteenth Century. Ed. By Thomas Laquer and Catherine Gallagher, Berkeley: University of California Press, 1987.

Hobsbawm, Eric and Terrance Ranger, eds., *The Invention of Tradition*, Cambridge, Cambridge University press, 1983.

Khanduri, RituGairola. *Caricaturing Culture in India: Cartoons and History in the Modern World*, Cambridge, Cambridge University press, 2014.

Marshall, Peter. *The British Discovery of Hinduism in the eighteenth Century*. Cambridge, Cambridge UniversityPress, 1970.

Mennell, Stephen. *Norbert Elias: Civilization and the Human Self Image*, London, Basil Blackwell, 1989.

Mines, Mattison, and VijaylakshmiGourishankar. "Leadership and Individuality in South Asia: The Case of the South Indian Big Man". *Journal of Asian Studies*, 49, no. 4 (November 1990), pp. 761-86.

Mitchell, Lisa. *Language, Emotion and Politics in South India. The Making of a Mother tongue*, Indiana University Press, Bloomington and Indianapolis, 2009.

Moffat, Michael. *An Untouchable Community in south India: Structure and Consensus*. Princeton: Princeton University press, 1979.

Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism.*, OUP, New Delhi, 1983.

Ram Ganga. *The Maharashtra Purana: An Eighteenth –Century Bengali Historical text*. Translated and edited by Edward dimock and P. C. Gupta. Honolulu: East-west Center Press, 1965.

Ramanujan, A.K., *The Interior Landscape*. Bloomington, Indiana University Press, 1975.

Said, Edward, *Orientalism*. New York, Vintage Books, 1978.

Selby, Martha, Ann. (ed.) *Tamil Geographies; Cultural Constructions of Space and place in South India*. State University of New York Press, Albany, 2008

Todorov, Tzvetan. *The Conquest of America: The Question of the Other*. New York: harper and Row, 1982.

Visvanathan, Gauri. *Masks of Power; Literary Study and British Rule in India*. New York: Columbia University press, 1989.

Course: Law and Society in Colonial India
L.T.P. 1-0-0 Credits: 4

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to.....

CLO-1absorb and make sense of information across a wide spatial/temporal bracket and they will be able to think analytically about socio-cultural and political parallels in these global connectivities.

CLO-2 They will be able to understand that history itself is debated and constantly revised across cultural divides.

CLO-3The students will be able to distill the central story of the rise of modern Western juristic principles, and connect it to the larger colonial contexts that rule, influence and connect the contemporary world of today, confidently using conceptual tools like “equality”, “progress and development”, representational /parliamentarian democracy, “liberty and freedom”.

CLO-4The students are able to make connections to important modern structures of governance, and state apparatus, knowledge systems as they developed in the west and were subsequently imported to non-Western societies via colonialism.

CLO-5 They will understand that there is no one history, but interconnected histories yet with the rise of a dominant region, there is a projection of a single dominant historical narrative – the rise of modern West as the Western intellectuals wove it through the centuries in the realms of law and governance.

CLO-6 They will innovatively apply the above analytical categories to the histories of non-Western societies as they passed through the colonial phase.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

[illegible]

Objectives of the Course is to show how a new legal language permeated the indigenous literate consciousness through the colonial interface, while at the same time major shifts happened at the level of socio-political structures, most importantly that of land and the notion of property.

Detailed Syllabus:

Unit 1: The Early Phase of Indian Familiarity with Western Judicial Processes and The Intellectual Origins of the Rule of Law.

The overlap of trust-oriented commercial practices by Indian merchants with the new concept of the legal contract and courts based on the European model. The Indian merchants' familiarity and participation with the European legal contact and its legal enforcement in European courts and European trading practices.

The Separation of trade and commerce via secular laws, branching out from the canonical laws of the Church, Common European theme underlying the understanding of legality in secular and spiritual domains – based on “WRITING”. Fundamental differences between written and oral cultures – the culture of law therefore based on a different key – elitist, retrievable from the archive with a linear understanding of “Time”. Therefore legal cases also formed histories that could be reclaimed

The inter-relationship of private property and the concept of governance in England. The clearly discernible patterns of parliamentary law historicized in the seventeenth century and eighteenth century. Intellectual debates in England over good governance in the light of the “Enlightened” Eighteenth century Europe. Debates over the efficiency of good laws, as opposed to bad laws. Jeremy Bentham, Edmund Burke, David Hume, different intellectual weightage of these intellectuals. Bentham stood for a utilitarian understanding of universal laws with no reference to custom – the greatest happiness of the greatest number. Burke understood the validity of custom and continuity. Burke's vision of imperial but universally uniform moral values that held the imperial notion of the Rule of Law together across continents – a new legalistic principle that could hold the different cultures and a variegated subject peoples together.

The Myth of the Impartiality of the Rule of Law – the fiction of the principle of Justice. The strategies of governance. The mentalities of the governed. The state's construction of legal categories of the “governable” and the “non-governable” which draws from the state's (and the ruling class's) understanding of “crime” and “criminality”, together with the State's power to punish.

Surely these are “valid” categories of governance for all societies across time and space? How then did the Enlightened West (working in India through the colonial rule) differ from the indigenous context in this most important plank that upheld “sovereignty”?

The Reordering of Indian politico-economic structures around land and land ownership through a new induction of legality, title deeds and a market-based transfer of land.

Unit 2: The Language of Western Law, Justice and Equity and the Indian Narrative of Freedom

The Indian Engagement with the western legal language.

Trial of Nand Kumar and the Mughal Emperor, Bahadur Shah Zafar.

The Political Trials of Indian nationalists where the Centrality of the Legal principle, and the Colonial State. The new Legal mentalities: Class and Elite Consciousness around the creation of the New Legal Subject.

Language of law and the empowerment of the marginalized communities. Ambedkar's position on law and social change.

Unit 3: Patriarchy and the colonial state.

Gender and colonial Law. Colonial Law, with its patriarchal language clearly designating women to the domestic sphere, has major overlaps with indigenous ideologies of patriarchy. The death of

PhulmoniDasi and the following trial, and Rukmabai's case are important windows to this commonality patriarchy shares across cultures.

Assessment and Pedagogy:

Assessment of the students is done through 3 mid semester tests each carrying a total of 20 marks and the scores of 2 best performances (40%) are then added to the end-semester examination (60 %), bringing the total to 100%.

The tests are geared to test each student's grasp of the course.

There is special attention paid to training the student's reading skills, and the course instructor illustrates how the essential readings should be read, in order to increase the student's grasp of the main ideas and arguments presented in the book.

The course stresses the need to address questions in students' minds, and constantly underlines the key features of each lectures.

The course instructor constantly recapitulates the key connections made in the course, so that the class can follow the course through the semester.

The course instructor is particular that students participate in discussion and debate and question and answer sessions so that historical processes are analyzed and are connected to contemporary Indian situations and problems in students' minds.

Reference Books:

Baden-Powell, B.H., *The Land System of British India*, 3 vols., Oxford, 1892.

Breckenbridge, Carol, "From protector to litigant – changing relations between Hindu temples and the Raja of Ramanad", in *South India temples*. Edited by Burton Stein, New Delhi, Vikas publishing House, 1978.

Brennig, Joseph J., "chief merchants and the European enclaves of Seventeenth Century Coromandel" *Modern Asian Studies* 11, (1977): 321 -41, pp. 321 -40.

Colebrooke, H.T., *A Digest of Hindoo Laws*, Calcutta, 1801

Colebrooke, Sir J.E., *A Digest of the Regulations and Laws*, 3 Vols, Calcutta, 1807.

Dow, Alexander, *The History of Indostan, From the Earliest Account of Time to the Death of Akbar; Translated from the Persian of MahummudCasimFerishtah...* (vols 1&2). *The History of Hindostan from the death of Akbar to the ...Settlement of the Empire under Aurangzebe... A Dissertation on the origin and nature of Despotism in Hindostan...an Enquiry into the State of Bengal*, 3 vols, London, 1768-72.

Grant, J., *An Enquiry into the Nature of Zamindary Tenures and the landed Property of Bengal*, London, 1790.

Halhed, N.B., *A Code of Gentoo Laws. Or Ordinations of the Pundits*, London, 1776.

Hay, Douglas, "Property, Authority and the Criminal Law", in *Albion's Fatal Tree: Crime and Society in eighteenth Century England*. Edited by Douglas Hay et.al. Hammonds worth, Penguin books, 1975.

Derrett, J.D. M., 'The Anonymous Svatva – Vicara: A legal Study by Seventeenth century Logician', *Essays on Classical and Modern Hindu Law*, Leiden, 1976.

- Religion, Law ad State in India, London, 1968.

Dirks, Nicholas B., *The Scandal of Empire: India and the Creation of Imperial Britain*. Harvard University press, Cambridge Massachusetts, London, 2006.

Frykenberg, R.E., *land Control and Social Structure in Indian history*, Madison, 1969.

Kapur, Ratna and Brenda Crossman, *Subversive Sites: Feminist Engagements with law in India*, Sage Publications, New Delhi, 1996.

Kolski, Elizabeth. *Colonial Justice in British India*. Cambridge University press, New Delhi, Cambridge, 2010.

Mani, Lata, 'Contentious Traditions: The Debate on Sati in Colonial India' in Sangari, Kumkum and Suresh Vaid, *Recasting Women: Essays in Indian Colonial History*, New Brunswick, NJ:Rutgers University Press, 1990.

Menon, Nivedita, Rights, Law and Feminist Politics: Rethinking our practice' in Mukhopadhyay, S. (ed.), in the name of justice: Women and Law in Society, Manohar Publishers and Distributers, ISST, N.Delhi, 1998.

Mines, mattison. The Merchant Warriors: textiles, Trade and Territory n South India. Cambridge, Cambridge University Press, 1984.

Panda, Chitta, The Decline of Bengal Zamindars, Delhi, 1996.

Ray, Ratnalekha, Changes in Bengal agrarian Society, Delhi, 1979.

Stokes, Eric, English Utilitarians and India, Oxford, Clarendon Press, 1959.

Washbrook, David, Law, State and Agrarian Society in Colonial India, Modern Asian Studies, 15(3), 1981.

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Course: History and Culture of Medieval Tibet

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

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

1. Demonstrate a coherent and systematic understanding of various regions and borderlands in India and Tibet. (Remembering and understanding)
2. Employ the different methods of analyzing the role of Inner Asia in world history. (Applying)
3. Communicate their views and ideas with clarity of thought, lucidity of expression and logical rigour. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from Tibetan history in larger socio-economic and political contexts. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of and formation of the Tibetan Culture Areas in transnational spaces. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of Tibet that respond to issues of Indian history and its linkages with inner Asia. (Creating)
7. Develop an overall-view of art and architecture by learning Indian and Tibetan historical traditions and identifying the commonalities and differences in their approach.
8. Relate to original historical texts by eminent historians belonging to diverse ages, traditions and systems and would acquire necessary hermeneutic competence to interpret them.

Mapping of Program Learning Outcomes (PLOs)

With Course Learning Outcomes (CLO's)

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CLO-1	2	2	2	1	2	2	1	2	1	1	1
CLO-2	2	1	2	1	1	1	1	1	1	1	1
CLO-3	2	1	2	2	2	2	1	1	1	1	1
CLO-4	1	1	2	1	2	2	1	1	1	1	1
CLO-5	2	2	1	1	1	1	1	1	1	1	1
CLO-6	2	1	1	1	1	1	1	1	1	1	1
CLO-7	1	1	1	1	1	1	1	1	-	-	-
CLO-8	1	1	1	1	1	-	-	-	-	-	-

1

Course description: This course is intended to serve as an introduction to the history and culture of the Himalayan region, with special reference to Tibet and Tibetan culture areas within and beyond India. The other broad objectives of the course are to familiarise students with the diverse cultural patterns of Himalayan societies and distinct features of Tibetan Buddhism. In this course, the central focus is on the history of Tibet, beginning with an introduction to the Tibetan landscape that serves as a geographical preface to the high-altitude regions of inner Asia. Proceeding from this, of course, would start with the theories of the true genesis of the Tibetans and the debates and state formation along with the rise of the Bon religion. The next autofocus on the rise, fall and the rise of Tibetan Buddhists and the emergence of the Tibetan Buddhist state. The remainder of the course would concentrate on the period of post-imperial Tibet and the Mongol interregnum.

The formation of distinct religious orders in Tibet and the rise of the institution of the Dalai Lama, along with a system of reincarnation and Sino Tibetan relations would be another area.

The emergence of distinct cultural patterns, focusing on Tibetan medicine, Tibetan art and architecture that evolved in the context of relative isolation and gave rise to the emergence of a regional particularity in Tibet would also be discussed in detail. The course would end with the debates on the fall of old Tibet and the large-scale encounter with modernity.

By the end of the course, students will be able to understand the emergence of Tibet and its role in history as a distinct narrative that did not conform to many patterns of world history. Further, there would also be able to appreciate the diversities of Indian history and the transnational connections of the border regions of India to regions as far as Russia and Mongolia.

Unit one

a geographical preface to the Tibetan landscape and a description of the Tibetan culture area
Central Asia, inner Asia or inner Eurasia-debates on geographical determinism vs geographical, possibilism

Ethnogenesis of the Tibetans and their relations with early Medieval India and China

Bon religion and the transition to a state society

The Dharma kings and the emergence of the Tibetan Empire and its decline in the context of the nomadic empires of Inner Asia

The rise, fall and rise of Tibetan Buddhist religion-the first and second transmissions

Unit two

The end of monarchy and the beginnings of monastic rule

Atisa, the Indian Masters and the second transmission of Buddhism

Emergence of the Tibetan Buddhist state

Mongol interregnum and the rise of the Sakyapas

The origin and evolution of the *cho-yon* (priest-patron) relationship

Karmapas and the relationship with the Ming dynasty and the system of reincarnations

The Fourth Dalai Lama and Mongolian leadership

The Great Fifth the Dalai Lama-monastic patronage and systematisation of cultural patterns

The Sixth Dalai Lama and the Indian connection

Unit Three

Gelugpas, new Mongol patrons and the changed situation in 16 the century Inner Asia

Nurachi- The empire builder and the transition from Jurchens to Manchu and their relations with Tibet

Russian Tsars and the Buddhization of Kalmykia, Buryatiya and Tuva

Gorkha invasion of 1799 and the rise of Chinese influence

Tibetan Isolation and the beginnings of the decline of Tibet

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- Tshans-dbyans-rgya-mtsho, Dalai Lama VI. 2004. *Songs of Love, Poems of Sadness: The Erotic Verse of the Sixth Dalai Lama*. I. B. Tauris.
- Twitchett, Denis C., Herbert Franke, and John King Fairbank. 1978. *The Cambridge History of China: Volume 6, Alien Regimes and Border States, 907-1368*. Cambridge University Press.
- YIHONG, PAN. 1992. "Early Chinese Settlement Policies towards the Nomads." *Asia Major* 5 (2): 41–77.

Course: Science and Human Past

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After Completion of this Course Successfully, the students will be able to

1. Learn the methods of discovering ancient sites;
2. Learn the methods of studying archaeological sites;
3. Work out chronology for the ancient sites and material;
4. Understand the past climate and its influence on cultures;
5. Understand the usefulness of scientific methods in analysing the ancient material.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3		1	1	3	3	2	3	3	2	2	
CLO2	2		2	1	3	3	3	3	3	2	2	
CLO3	1	1	2	2	3	3		2	3	2	2	
CLO4	1		3	2	2	3	2	1	1	2	2	
CLO5	1	1	2	1	2	3	2	1	2	2	2	
CLO6												

SCIENCE AND HUMAN PAST

Course Description:

The course is designed to provide understanding of the methods used in collecting data for understanding the ancient cultures and civilizations. The reconstruction of human history requires application of various methods. The traditional methods used for historical period are the study of ancient literature, inscriptions, coins, etc. These methods have some limitations, and they can be used only for the past about 4000 years of history. Beyond this period, we have to depend on material remains. Study of the material remains require application of modern techniques to piece together the meager evidence that survives. The aim of the Course is to study the role of sciences in the reconstruction of the human past from the material remains.

MODULE-1

1. Detection of ancient sites – nature of ancient habitations – Exploration methods – Electrical Resistivity Method, Remote sensing, Aerial Survey, Magnetic Survey, Sound Wave Survey.
2. Study of ancient sites – Vertical and Horizontal Excavation – Excavation of Burials – Retrieval of data from submerged sites - Scientific Recording of data.

MODULE-2

3. Chronology – scientific methods of dating –Carbon 14 dating, Thermoluminescence dating - Potassium argon dating – Fission Track dating – Archaeo-magnetic dating – Dendro chronology – Fluorine dating, etc.

MODULE-3

4. Man and Environment – Geological periods – Reconstruction of past environment – Pollen analysis – Palaeontology – Subsistence and natural sciences.
5. Reconstructing the past – Scientific analysis of antique material – Elemental analysis - X-ray diffraction technique, Neutron activation analysis - Contacts – Cultural change.

Assessment:

Assessment would be carried out in the following method:

1. Two internal tests for 20 marks each.
2. One practical test on the field methods for 20 marks.

Best two of the above tests would be taken for final Assessment.

3. End Semester Examination consisting of 60 marks.

The final assessment would be based on the combined performance in the internal tests and the end semester examination.

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- Shackley, M.L. Piecing Together the Past. London: Routledge and Kegan Paul, 1956.
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- and Ruth
- Brian M. Fagan In the Beginning, HarperCollinsCollege Publishers.
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- Current Archaeology, Lamb House,
www.archaeology.cko.uk

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Course: History of Architecture in Medieval India
L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

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

- 1 Estimate the nature of medieval Indian architecture and identify the relation between society and construction. **(understand)**.
2. Demonstrate historical concepts such as Trabeate, Arcuate, Aiwans, Gumbad, Mihrab, Cupola, Chahar Bagh, Serai, Kos Minar etc. and to understand various dimensions of constructions in the human past. **(apply)**
3. Understand theory, explanation, verification, the making of a building in medieval India, the role of state and contemporary knowledge and recent trends in historiography of medieval Indian architecture. **(understand)**
4. Illustrate making of a structure and its relationship with the evolution of culture and the knowledge in built in it. Relationship between past and present and evolution and growth of architecture. **(Analyse and understand)**
5. Analyse various principles of science in the construction and question the functioning of a historical structure. **(analyse)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2		1	2			2	2
CLO2	2	2	2	2		1	2	1	1	2	2
CLO3	2	2	2	2		1	1	1	1	2	2
CLO4	2	2	2	2	1	1	1	1	1	2	2
CLO5	2	2	2	2	1	1	1	1	1	2	2

Course Description

This is a **lecture course of four credits** for those students who have an interest in Architecture. In the realm of historical understanding, architecture has generally been understood in the sense of beauty. However, lately construction aspects and functioning of the structure too have become a part of study. The paper aims to familiarize students with the changing pattern of architecture throughout the medieval period, taking into account the construction technology as well. It would benefit those people too who are involved in the conservation and preservation of monuments.

UNIT ONE

Architecture in Pre- Mughal India: Trabeate, Corbelled and Arcuate Techniques Building and Binding Material.

The understanding of this unit will include introduction of new style of architecture with the coming of the Turks and broadening of the areas of architecture. It will also focus on the introduction of binding material and techniques of construction including use of Hydrology and Rain water harvesting techniques.

UNIT TWO

Emergence and Evolution of Mughal Architecture

Development of Decorative Patterns and Designs under the Mughals

This unit will explain the change in the architectural style with the coming of Mughals. This change would also explain usage of space, hydrology, acoustics and air dynamics inbuilt in the architecture

UNIT THREE

Regional Architectural Styles: Vijaynagar, Jaunpur, Rajputana, Gujarat and Deccan
Third Unit will focus on different regional styles and influence of external factors on their architecture

Evaluation: Students will be evaluated on each of the three units through a written test (20 marks), seminar paper (20 marks) and a term paper (20 marks) as is the practice for all four credit lecture courses. Of these three, the best two will be considered for the tabulation of the final grade. There will be an end-semester examination (60 marks) which will test the student on all four units.

GENERAL READING LIST

- A. Fuhrer, *The Sharqi Architecture of Jaunpur*, Delhi, 1994.
A.J.Qaisar, *Building Construction in Mughal India*, Delhi, 1989
Bianca Maria Alfieri, *Islamic Architecture of the Indian Subcontinent*, London, 2000
Catherine B. Asher, *Architecture of Mughal India*, Cambridge, 1992.
Ebba Koch, *Mughal Architecture*, Delhi, 2013.
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M. Fasih ud-Din, *The Sharqi Monuments of Jaunpur*, Allahabad, 1922.
Percy Brown, *Indian Architecture*, Delhi, 2005.
R. Nath, *History of Sultanate Architecture*, Delhi, 1978.
R. Nath, *History of Mughal Architecture*, Delhi, 2004.
Subhash Parihar, *Some Aspects of Indo-Islamic Architecture*, Delhi, 1999.
Syed Ali Nadeem Rezavi, *Fatehpur Sikri Revisited*, New Delhi, 2013

Course Title: THE WORLD OF THE INDIAN OCEAN
LT.P-1-0-0 **Credits 4**

Course Learning Outcomes:

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

1. Evaluate the importance of India in the Indian Ocean world from historical time until 1800. **(Analyze and understand)**.
2. Demonstrate how history can be studied from outside the terra-centric frames. **(apply)**
3. Grasp specific maritime tropes and apply them to understand an alternative history. **(Understand and apply)**
4. Comprehend the roles of coastal polities and littoral societies in shaping India's history. **(understand)**
5. Assess how climate and physical conditions have shaped Indian Ocean history. **(Analyze and understand)**
6. Develop the skill of critical thinking, which will enable the students to pursue their interests in strategic affairs and maritime policy. The critical mind developed in this course can create career opportunities for those who wish to join think tanks. **(apply and create)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2	1	1	1	1	1	1	1
CLO2	2	2	2	2				1	1	1	
CLO3	2	2	2	2			1	1	1	1	1
CLO4	2	2	2	2				1	1	1	1
CLO5	2	2	2	2				1	1	1	1
CLO6	1	2	2	2	2	1	1	2	3	2	1

Course Description:

This course familiarises students with India's maritime history. While maps and atlases show the centrality of India in the Indian Ocean world, India's history is usually studied from within terra-centric frames. This continental perspective is now challenged by what historians call a 'pull toward the coast' that became visible from the late ancient period. The course will introduce students to the importance of India in the Indian Ocean world in historical time until 1800 and help students assess the impact of trade flows, the relative weights of economic and cultural evolution and the roles of coastal polities and communities in India's history.

Modules:

This course is organised around specific themes and sub-themes to enable an easy understanding of India's history in the Indian Ocean. These are elaborated on in the three units below.

Unit 1:

Unit 1 consists of three themes. It looks at the importance of maritime history. It explains how oceans and seas have been perceived and studied by scholars, and it illustrates how a study of the Indian Ocean differs from approaches adopted toward other oceanic spaces.

Second, evaluating the differential weight of continental versus maritime influences in the writing of India's history, it introduces to students the importance of a maritime optic. Third, by suggesting specific maritime tropes through which such an alternative history can be discerned and understood, it familiarises students with themes in maritime history.

Unit 2:

Unit 2 introduces the Indian Ocean world and its multiple sectors. It interrogates the physical, environmental, cultural and networked limits of the Indian Ocean. It explains how climate and physical conditions have shaped Indian Ocean history and conditioned material culture, economic systems and political philosophy, and how humans have interacted with natural hazards in history.

Unit 3:

The last unit will survey Indian Ocean history from the early historical period up until 1800. It will emphasise influences from Europe, West Asia and China and show these regions have interacted with India's maritime world.

Assessment:

Since this is an optional course, I expect class sizes to be small. Evaluation will be based on

1) presentations, 2) critical evaluation of selected readings and 3) a term paper. There will be a written examination for the finals.

Reading list:

1) Edward A. Alpers, 2013. *The Indian Ocean in World History*, New Oxford World History Series, OUP New York. ISBN 978-0-19-533787-7.

2) Marc Jason Gilbert, 2017. *South Asia in World History*, New Oxford World History Series, OUP New York. ISBN: 9780195176537.

3) Michael N. Pearson, 2005. *The world of the Indian Ocean 1500-1800: Studies in Economic, Social and Cultural History*, Burlington: Ashgate. ISBN 978-0-86078-962-8.

4) Michael N. Pearson, 2003. *The Indian Ocean*, London/NY: Routledge, Series Seas in History, ISBN 0-415-21489-0.

5) K N Chaudhuri, 1985. *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, Cambridge University Press, ISBN 978-0521285421.

Course Title: Women's History in India from 18th century to 20th century
LT.P-1-0-0 Credits 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Discuss the historical making of modern woman in India, as different from her position in the pre-modern times.

CLO-2: Interpret how the experience of patriarchy and the colonialism moulded *our* modernity and nationalist imagination of an empowered woman.

CLO-3: Examine how modernity created spaces for women's mobility and empowerment, as much as engendering them in novel ways.

CLO-4: Contrast the changes brought by post-coloniality and globalisation into the conditions of women.

CLO-5: Demonstrate their historical training/knowledge in the interdisciplinary domains of knowledge to unravel everyday forms of gendering and patriarchy.

CLO-6: Use the new digital media and other ICT tools in order to enhance learning and research capabilities in the area of women's history.

CLO-7: Write a term paper by broadly following the protocols of research writing like citing, referencing and summarizing.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	3	2	2	2	1	3	1	1	2
CLO2	3	3	3	2	2	2	1	3	1	1	2
CLO3	3	2	3	1	3	2	1	3	1		1
CLO4	3	3	3	2	2	1	3	3			2
CLO5	2	2	3	3	2	2		3			2
CLO6	2	2	2	3	1	2		3			2
CLO7	3	3	3	3	3	2	2	3			

Course Content: women in colonial India, Public and private spaces, education for women, emergence of women's organizations, freedom struggle and partition. post Independence India. Women's movement, Globalization and women.

Unit 1:

1. What is Women's History? The need for women's history and its reconstruction.
2. Creation of Patriarchy- A Historical Background. And debates.
3. Gender in Pre-Colonial India
4. 18thcen and Eurasian women
5. Reforms in the 19th century.
6. Education and Women.
7. Emergence of Women's Organizations- The Women's Indian Association (WAI), National Council of women in India (NCWI) and All India Women's Conference (AIWC)
8. Movement for Women's rights.

Required readings:

Allender, Tim;2008,Educational Futures: Creating a Female Education Space in Colonial India, 1854-1934, *Seminar paper presented to the 17th Biennial Conference of the Asian Studies Association of Australia in Melbourne 1-3 July 2008.*

Allender, Tim; 2006, Instructing the Women: Changing State Agendas in Colonial India, 1854-1924 ,*seminar paper presented to the 16th Biennial Conference of the Asian Studies Association of Australia in Wollongong 26 June- 29 June 2006.*

Burton, Antoinette, 1966, Contesting the Zenana: The Mission to make “ Lady Doctors for India” 1874-1885, *Journal of British Studies*, 35 (July 1996), The North American Conference on British Studies.

Chakravarti, Uma and Kumkum Roy, 1988, In Search of Our Past: A Review of the Limitations and Possibilities of the Historiography of Women in Early India: *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS2-WS10

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Chawla Singh, Maina, 2006, Gender, Thrift and Indigenous Adaptations: money and missionary medicine in colonial India, *Women's History Review*, Vol. 15, No. 5, November, pp. 701–717, Routledge.

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Moles, David, 2000, *Mothers, Memsahib's, Goddesses and Whores: debates over women's education in late nineteenth-century India*, *Course Essay, Gender and Colonialism, Lincoln College*, 24 February.

Pande Rekha, 2010, *Divine Sounds from the Heart, Singing unfettered in their own voices, Women Bhaktas from 12th to 17th centuries*, Newcastle upon Tyne, Cambridge Scholars Publishing, U.K.

Tharu, Susie and K. Lalita, 1991, *Women writing in India*, Vol. 11, New Delhi, Oxford University Press.

Unit II

9. Widows. The issue of Sati and debates about Sati.
10. Devadasis, the anti nauch movement and the self respect movement.
11. Women's Journals.
12. Gandhi, Nehru, Ambedkar on women
13. Women in the Nationalist Movement.

14. Gender and Violence during partition.

Required readings:

Butalia, Urvashi, 1995, "Muslims and Hindus, Men and Women: Communal Stereotypes and the Partition of India." In *Women and the Hindu Right*. Edited by Tanika Sarkar and Urvashi Butalia. New Delhi, India: Kali for Women., pp. 58-81.

Chatterjee, Partha, 1989, Colonialism, Nationalism and Colonized women: The contest in India, *American Ethnologist*, Vol. 16, No. 4pp. 622-633.

Chatterjee, Partha. "The Nationalist Resolution of the Women's Question." In *Recasting women: Essays in Colonial History*, New Delhi, Kali for Women., pp. 233-53.

Forbes, Geraldine, 1998, *Women in modern India*, U.K. Cambridge University Press.

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Jeevanandam S. and Pande, Rekha, ,2017, Devdasis in South India – a Journey from sacred to profane spaces, New Delhi, Kalpaz Publications , Gyan Books.

Joshi, Rama and Liddle, Joanna, 1986, *Daughters of Independence- Gender, Caste and Class in India*, New Delhi, Kali for Women,

Kaur, Manmohan, 1985, *Women in India's freedom struggle*, New Delhi, Sterling Publications, New Delhi.

Kishwar, Madhu, 1985, "Women and Gandhi." *Economic and Political Weekly* 5 and 12 (October 1985): 1691-1702 and 1753-1758.

Krishna murthy, J. (ed), 1989, *Women in Colonial India: Essays on survival, work and the State*, New Delhi, Oxford University Press.

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Liddle, Joana & Rai Shrin, 1998, Feminism, Imperialism and Orientalism: the challenge of the 'Indian woman', *Women's History Review*, Vol. 7, No. 4.

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Pande, Rekha, 2004, *At the service of the Lord- Temple girls in Medieval Deccan(11th to 17th centuries)*, in **Deccan Studies**,Vol.II, No.2, July-December-pp.25-43.

Pande, Rekha (with K. C. Bindu and ViqarAtiya) 2007, “ Remade womanhoods, Refashioned Modernities: The construction of Good woman hood in Annisa an Early 20thCentury Women’s Magazine in Urdu, in *New Readings in the Literature of British India- C.1780-1947*,ed, ShafquatTowheed, Ibedem- Verlag, Stuttgart, Germany, pp.147-172.

Sangari, Kumkum and Vaid Sudesh, 1989, Recasting women: Essays in Colonial History,New Delhi, Kali for Women.

Sharma, Radha Krishna, 1981, *Nationalism, social reform and Indian women*,New Delhi,Janaki Prakashan.

Shinde, Tarabai. 2000, *A Comparison Between Women and Men: TarabaiShinde and the Critique of Gender Relations in Colonial India*. OUP India; New Ed edition

Sarkar, Tanika. 1993, "Rhetoric Against the Age of Consent. 1869-1878, *Economic and Political Weekly*,September 4.

Sharma, Karuna; 2006, The Social World of Prostitutes and *Devadasis*: A Study of the Social Structure and Its Politics in Early Modern India, presented at the *3rd Global Conference- Sex and Sexuality: Exploring Critical Issues*,Krakow, Poland,

Unit III

15. Women’s History in Contemporary India
16. Women and social movements in post independent India- The Anti Arrack, Chipko Movement and Movement against violence.
17. Globalization History and South Asia
18. Women, Globalisation and Information technology
19. Women, Globalisation, and issues of Trafficking.
20. Women, Globalisation, Organised and Unorganised sectors

Required readings:

Dorothy Stein , 1988, Burning Widows, Burning Brides: The Perils of Daughterhood in India *PacificAffairs*, Vol. 61, No. 3 (Autumn, 1988), pp. 465-485 Published by: Pacific Affairs, University of British Columbia Stable.

Leonard, Karen;, 1976, Women and Social Change in Modern India, *Feminist Studies*, Vol. 3, No ¾ , Spring-Summer.

Pande, Rekha,2001, *The Social costs of Globalization : Restructuring Developing World Economies*, *Journal of Asian Women's Studies*,Vol. 10, December, Kitakyushu Forum, Japan. pp.1-14.

Pande, Rekha,2002, *The public face of a private domestic violence*, *International Feminist Journal of Politics*, Rutledge, U.K. Vol. 4, No. 3, pp.342-367.

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Pande, Rekha, 2007," Local and Global Encounters-Gender, poverty and Globalization in India", *Journal of Society for International Development*, Volume, 50, No. 2, Palgrave Macmillan Ltd., Houndmills, Basingstoke, Hampshire, England, pp. 134-140.

Pande, Rekha, 2008, " Shaping of Muslim women's education- Issues and agendas: A historical survey" in A.V. Yadappanavar and Gyanmudra (eds), *Gender issues in Education*,Hyderabad. National Institute of Rural development, pp. 223-239.

Pande, Rekha, 2009, "Feminism and the Women's Movement in India- a historical perspective", *Journal of Women's Studies*,Vol. 1, No. 1, Bangalore,pp.22- 39.

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Pande, Rekha, 2015, "Feminism and Women's movement in India: Historical Context", Pande, Rekha (ed), 2015,Gender Lens: Women's issues and Perspectives,New Delhi, RawatPublication.pp. 3-18.

Pande, Rekha, 2015, Globalizing India: The sunshine Sector and its shadows- The Call Centre Industry: A case Study, in *Empowering women in Developing Countries ICT Application and Benefits* ,FinaryaLegoh , Suman Kapur (eds), Centre for Science and Technology of the Non Aligned and other developing countries .New Delhi, (NAM S and T Centre) and Daya Publishing House, pp. 241-260.

Patel, Ila, 1998, The Contemporary Women's Movement and Women's Education in India, *International Review of Education* , Vol. 44, No. 2/3, Social Movements and Education , Published by: Springer , pp. 155-175

Srinivas , M. N. 1977, The Changing Position of Indian Women, *Man*, New Series, Vol. 12, No. 2 Published by: Royal Anthropological Institute of Great Britain and Ireland. pp. 221-238

Sen Samita, 2000, Towards a Feminist Politics? The Indian Women's Movement in historical Perspective, *Policy research report on gender and development*,Working Paper

Tharakan M, Sophie M. and Tharakan, Michael, 1975, Status of Women in India: A Historical Perspective, *Social Scientist*, Vol. 4, No. 4/5, *Special Number on Women* (Nov. - Dec.

Evaluation Procedure: There will be three units of evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into consideration i.e. Maximum of 40 marks for internal evaluation. The end semester evaluation will carry a maximum of 60 marks.

1. The internal evaluation could comprise of any of the following modes of assessment, (informed to the students in advance, at the beginning of the course), such as, Tests.
2. Term papers
3. Seminars
4. Project Reports
5. Book reviews
6. Debates and Discussions.

Course Title: Health and Medicine in Modern India

LT.P-1-0-0

Credits 4

Course Learning Outcomes:

After completing this course, students will be able to:

1. Describe key themes in the history of medicine and public health
2. Develop skills in analysing the secondary literature.
3. Identify a range of technique on writings on the history of medicine.
4. Summarize arguments debates about how colonialism fashioned a new medical discourse.
5. Analyse the impact of western medicine in India.
6. Write a term paper broadly following protocols of research writing like citing, reference and summarising.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	3	3	2	1	-	1	1	2	-	2
CLO2	3	2	3	3	2	1	1	1	1	-	2
CLO3	3	2	2	2	2	1	1	1	2	-	1
CLO4	3	2	2	2	2	1	1	1	2	-	2
CLO5	3	2	2	2	1	1	2	1	1	-	2
CLO6	3	2	2	2	2	1	2	1	2	-	2

Objective of the Course:

The course introduces the major debates in the medical history particularly relationship between colonialism and medicine in modern India. Medicine have ability to demarcate power that can define the social and political relations. Western medicine in India through the various public health and sanitary policies of the colonial state interfered in the everyday affairs of people. These policies were also rooted their claims as legitimate and rational advanced modern medical science into India. This course also critically examine how medicine and its practitioners have produced and adapted different spaces and facilitated to circulation and validation of particular forms of medical knowledge and therapeutic practice. Therefore, spaces such as the clinic, the hospital, sanatorium and the asylum has been central to operate the medical practice in colonial India. At the same time, the course will reflect on the one hand, the changing basis of other 'local' traditions like Ayurveda, Yunani and siddha medical theory and practice and their complex interactions with Indian systems of knowledge and the contradictions and tensions between colonialize and colonized with the strong social implications.

Content:

Module-1: Introduction to the field of medical History; Colonial medicine and its role in colonial India:

- Marks, Shula. What is Colonial about Colonial Medicine? and what has happened to imperialism and health? *Social History of Medicine*, Vol. 10, No. 21997, pp.205-219.
- Frantz Fanon, "Medicine and Colonialism," in *A Dying Colonialism*, trans. by Haakon Chevalier (New York: Grove, 1965), 121-45.

- David Arnold, 'Medical Priorities and Practice in Nineteenth-Century British India', *South Asia Research*, 5 (1985), 167-83
- Bala, Poonam. *Imperialism and Medicine in Bengal: A Socio-Historical Perspective*, Sage, New Delhi, 1991.
- James A. Paul. Medicine and Imperialism, in John Ehrenreich (ed.), *The Cultural Crisis of Modern Medicine*, Monthly Review Press, New York, 1978, pp.271-286.
- Anil Kumar, *Medicine and the Raj: British Medical Policy 1835-1911* (New Delhi, 1998).
- _____, *Public Health in British India: Anglo-Indian Preventive Medicine 1859-1914* (Cambridge, 1994)
- Cook, Harold J. *Matters of Exchange: Commerce, Medicine and Science in the Dutch Golden Age*. Yale University Press, 2007.
- Arnold, David, The rise of western medicine in India, *The Lancet*, Vol 348, October 19, 1996.
- Radhika Ramasubban, 'Imperial Health in British India, 1857-1900', in R. MacLeod and M. Lewis (eds.), *Disease, Medicine, and Empire: Perspectives on Western India and the Experience of European Expansion* (London, 1988), 38-60.
- Mark Harrison, 'Towards a Sanitary Utopia? Professional Visions and Public Health in India, 1880-1914', *South Asia Research*, 10 (1990), 19-41.
- Arnold, David(ed.) *Imperial Medicine and Indigenous Societies*, Manchester University Press, Manchester, 1988.

Module-II: Medical practices, Policies and medical confinement:

Spread of epidemics and other diseases –plague, smallpox, cholera, malaria, venereal diseases, leprosy, fevers etc. Role of missionaries, Medical theories' and– race, class/ caste and gender Public Health and sanitary policies and Acts; vaccination policy; quarantine; spaces of healing, leprosy and lunatic asylums&lock hospitals, women's health- gender, and the body, conception and birth control.

- Arnold, David(ed.) *Imperial Medicine and Indigenous Societies*, Manchester University Press, Manchester, 1988.
- David Arnold, 'Medical Priorities and Practice in Nineteenth-Century British India', *South Asia Research*, 5 (1985), 167-83
- ——. *Colonizing Body: State Medicine and Epidemic Disease in Nineteenth Century India*, University of California Press, Berkeley, 1993.
- Sanchari Dutta, 'Plague, Quarantine and Empire: British-Indian Sanitary Strategies in Central Asia, 1897-1907', in Pati and Harrison (eds.), *The Social History of Health and Medicine in Colonial India* (London, 2009), pp. 93-112.
- Jane Buckingham, *Leprosy in Colonial South India: Medicine and Confinement*, Basingstoke: Palgrave, 2002.
- Muneesh, Lal. The Politics of Gender and Medicine in Colonial India: the counters of Duffrine's Fund, *Bulletin of the History of Medicine*, Vol. 68, 1994, pp.29-36.
- Ballhatchet, Kenneth. *Race, Sex and Class under the Raj, Imperial Attitudes and Policies and their Critics, 1793-1905*, Weidenfeld and Nicolson, London, 1980.
- Contraception, Colonialism and Commerce: Birth Control in South India, 1920-1940 (Aldershot: Ashgate, 2008).
- Reproductive Health in India: History, Politics, Controversies, Editor (Delhi: Orient Longman, 2006).
- Sujata Mukherjee, *Gender, Medicine and Society in Colonial India: Women's Health Care in Nineteenth and Early Twentieth Century Bengal*, 2017, Oxford University Press, New Delhi

Module-III: Contradictions and and complex interactions

Indigenous resistance- Pluralism - Unani and Ayurvedic medical systems, and other medical systems- the Adivasi.

- Pannikkar, K.N. Indigenous Medicine and Cultural Hegemony: A Study of the Revitalization Movement in Kerala, *Studies in History*, Vol.8, No.2, 1992, pp. 283-308.
- Kumar, Deepak. Unequal Contenders, Uneven Ground: Medical Encounters in British India, 1820-1920, in A. Cunningham and A. Birdie, (ed.), *Western Medicine as Contested Knowledge*, Manchester University Press, Manchester, 1997, pp.172-211.
- Guy Attewell, *Refiguring Unani Tibb: Plural Healing in Late Colonial India*, New Delhi: Orient Longman, 2007.
- P.B. Mukharji, *Nationalizing the Body: The Medical Market, Print and Dakarti Medicine*, London: Anthem 2009.

Additional Reading List:

- Arnold, David(ed.) *Imperial Medicine and Indigenous Societies*, Manchester University Press, Manchester, 1988.
- David Arnold, 'Medical Priorities and Practice in Nineteenth-Century British India', *South Asia Research*, 5 (1985), 167-83
- ——. *The New Cambridge History of India. Science, Technology, and Medicine in Colonial India*, Cambridge University Press, Cambridge, 1999.
- David Arnol, 'Cholera and Colonialism in British India', *Past and Present*, 113 (1986), 118-51.
- —, 'The Indian Ocean as a Disease Zone, 1500-1950', *South Asia: Journal of South Asian Studies*, 14 (1991), 1-22.
- MridulaRamanna,. Indian Attitudes towards Western Medicine: Bombay, A Case Study, *Indian Historical Review(IHR)*, Vol. XXVII, No.1, January 200, pp.44-55.
- Muneesh, Lal. The Politics of Gender and Medicine in Colonial India: the counters of Duffrine's Fund, *Bulletin of the History of Medicine*, Vol. 68, 1994, pp.29-36.
- Marks, Shula. What is Colonial about Colonial Medicine? and What has Happened to Imperialism and Health? *Social History of Medicine*, Vol. 10, No. 21997, pp.205-219.
- Kumar, Deepak. Unequal Contenders, Uneven Ground: Medical Encounters in British India, 1820-1920, in A. Cunningham and A. Birdie, (ed.), *Western Medicine as Contested Knowledge*, Manchester University Press, Manchester, 1997, pp.172-211.
- Klein, Ira. Death in India, 1871-1921, *Journal of Asian Studies*, Vol.XXXII, No.4, 1973, pp.639-59.
- James A. Paul. Medicine and Imperialism, in John Ehrenreich (ed.), *The Cultural Crisis of Modern Medicine*, Monthly Review Press, New York, 1978, pp.271-286.
- MacLeod, Roy. and Lewis, Milton. (eds.), *Disease, Medicine and Empire: Perspectives on Western Medicine and the Experience of European Expansion*, London, Routledge, 1988.
- BiswamoyPati and Mark Harrison (eds.), *Health, Medicine and Empire: Perspectives on Colonial India* (Hyderabad, 2001).
- BiswamoyPati and Mark Harrison (eds.), *The Social History of Health and Medicine in Colonial India* (London, 200
- Biswamoy Pati. Situating Social History: Orissa 1800-1997, Orient Longman, Hyderabad, 2001.
- Foucault, Michael, *The Birth of the Clinic: An Archaeology of Medical Perception*, Tavisock, London, 1973.
- Alan Bewell, *Romanticism and Colonial Disease* (Baltimore, 1999), 'Ch.7: Cholera, Sanitation and Colonial Representations of India,' pp. 242-276
- Niels Brimnes, 'Variolation, Vaccination and Popular Resistance in Early Colonial South India,' *Medical History* 48 (2004), 199-228.
- Pratik Chakrabarti, "'Neither of meat nor drink, but what the Doctor alloweth": Medicine amidst War and Commerce in Eighteenth-Century Madras', *Bulletin of the History of Medicine*, 80 (2006), 1-38

- Mark Harrison, 'Towards a Sanitary Utopia? Professional Visions and Public Health in India, 1880-1914', *South Asia Research*, 10 (1990), 19-41
- _____, *Climates and Constitutions: Health, Race, Environment and British Imperialism in India, 1600-1850* (Oxford, 1999)
- J.C. Hume, 'Colonialism and Sanitary Medicine: The Development of Preventive Health Policy in the Punjab, 1860-1900', *Modern Asian Studies*, 20 (1986), 703-24.
- Anil Kumar, *Medicine and the Raj: British Medical Policy 1835-1911* (New Delhi, 1998)
- Radhika Ramasubban, 'Imperial Health in British India, 1857-1900', in R. MacLeod and M. Lewis (eds.), *Disease, Medicine, and Empire: Perspectives on Western India and the Experience of European Expansion* (London, 1988), 38-60.
- Kumar, Deepak, Developing a History of Science and Technology in South Asia, EPW, Vol. 38, Issue No. 23, 07 Jun, 2003
- Adams, Annmarie. *Medicine by Design: The Architect and the Modern Hospital, 1893-1943*. Minneapolis: University of Minnesota Press, 2008, Chapter 1, "1893", 1-32.
- Gesler, Wilbert M. 1992. "Therapeutic Landscapes: Medical Issues in Light of the New Cultural Geography." *Social Science & Medicine* 34, no. 7:735-746.
- Frantz Fanon, "Medicine and Colonialism," in *A Dying Colonialism*, trans. by Haakon Chevalier (New York: Grove, 1965), 121-45.

Assessments:

Internal Evaluation: 40 marks

Mid-term test-20 Marks.

Book / Article Review/ Term Paper – 20 Marks.

End Semester Examination: 60% (descriptive questions)

Course: Contestation, Resistance and Insurgency in Colonial India

L.T.P. 1-0-0 Credits: 4

Course Learning Outcomes:

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

1. Distinguish colonial and postcolonial construction of adivasi social and politics and how such constructions constitute power relations. **(Understand)**
2. Demonstrate expansion of colonial state power in the hills and forest areas of India through revenue, forest and social policies, and how this project badly effected the adivasis. **(Apply)**.
3. Analyse the emergence of adivasi consciousness from within, not from outside, and demonstrate the role of adivasi intellectual history in providing agency for the new consciousness, which is often treated as folklore, rumour and irrational. **(Analyse)**
4. Distinguish the difference between adivasi modernity and colonial modernity and the tension between the two, and analyse what was colonial modernity to adivasis. **(Understand and analyse)**
5. Demonstrate the notion of autonomy was central in adivasi political and cultural movements, not really poverty and development issues. **(Apply)**
6. Demonstrates contestation, resistance and insurgency not only as political, but also as agent of change, and use political movements as social transformer not as anti-establishment. **(Apply)**
7. Construct a term paper by broadly following the protocols of research writing like citing, referencing and summarizing. **(Create)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2		1	2			2	2
CLO2	2	2	2	2		1	2			2	2
CLO3	2	2	2	2			1			2	2
CLO4	1	2	2	2			1			2	2
CLO5	2	2	2	2			1			2	2
CLO6	2	2	2	2			1			2	2
CLO7	1	1	1	1	3	3	2	3	2	2	2

Course description:

Under the colonial rule a range of forest dwellers who survived largely practising hunting and gathering or Slash-and-burn agriculture till recent times were came to be imagined as a singular and distinct social group, and they are called as tribe or Adivasi. The advent of the British rule in India opened forest and hill areas substantially by force and agreement with Adivasi chiefs. In general, Adivasis – whether living in the plains or in the forests – suffered increasing marginalisation throughout India under colonial rule. However, the expansion of British rule into forests and hills witnessed contestation, resistance and insurgency. These may be sporadic revolts, raids, dacoity, rebellions, resistances and cultural assertions grounded in Adivasi autonomy; land and forest question and cultural assertion. Colonial administration documented and opened a discourse on these insurgencies with an aim to criminalise adivasi politics. The same has been reproduced in postcolonial literature.

Modules:

- I. History of Adivasi communities and their social-cultural and economic systems; Construction of their social in colonial and postcolonial historiography
- II. History of colonial forest policies; administrative and juridical interventions; Adivasi's perception of colonial state, interventions in their life-world, both from the state and private agencies/groups

III. History of Adivasi contestation, resistance and insurgency; Historiographical and methodological issues of Adivasi political movements.

Assessment:

Out of a total of 100, 60 marks are earmarked for the end-of-the semester examination. 40 marks are earmarked for three internal assessments. In all three internal assessments will be conducted and the marks of the best two will be considered. These assessments can be in the form of classroom tests, term papers and/or Seminars.

Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

Compulsory Readings:

Arnold David 'Rebellious Hillmen: the Gudum-Rampa Risings 1839-1094', in Ranajit, Guha (ed), *Subaltern Studies I. Writings on South Asian History and Society*, Delhi: Oxford University Press, 1982, pp. 88-142.

Atluri Murali, 'Alluri Sitarama Raju and the Manyam Rebellion of 1922-24' *Social Scientist*, Vol. 12, No. 4, April, 1984, pp. 3-33.

Bates Crispin, 'Human Sacrifice in Colonial Central India: Myth, Agency and Representation' in Crispin Bates ed., *Beyond Representation: Colonial and Postcolonial Construction of Indian Identity*, New Delhi: Oxford University Press, 2006,, pp. 19-54.

Bhukya Bhangya, 'The Mapping of Adivasi Social: Colonial Anthropology and Adivasis', in *Economic and Political Weekly*, vol. XLIII, NO. 39, September 27, 2008, pp.103-109.

---- 'The Subordination of the Sovereigns: Colonialism and its Gond Rajas 1853 -1948' *Modern Asian Studies*, Vol. 47.1, January 2013, pp 288-317.

----- 'Delinquent Subjects': Dacoity and the Creation of a Surveillance Society in Hyderabad State', in *Indian Economic and Social History Review*, XLIV, no.2, April-June 2007, pp.179-212.

D. N. Dhanagare , 'Subaltern Consciousness and Populism: Two Approaches in the study of Social Movement in India' *Social Scientist*, Vol. 16: 11, November 1988, pp. 18-35.

Guha Ranajit, 'Introduction' in *Elementary Aspects of peasant Insurgency in Colonial India*, Delhi: OUP, 1983, pp. 1-17.

Guha Ramachandra, 'Forestry and Social Protest in British Kumaun, c. 1893-1921', Ranajit Guha, ed., *Subaltern Studies IV. Writings on South Asian History and Society*, New Delhi: Oxford University Press, 1985, pp. 54-101

Hardiman David, 'Origins and Transformations of the Devi, in Ranajit Guha ed. *A Subaltern Studies Reader 1986-1995*, New Delhi: OUP, 1997, pp. 140-178.

Kela Shashank, 'The Alirajpur Rebellion', in *A Rogue and Peasant Slave. Adivasi Resistance*, New Delhi: Navayana, 2012, pp.197-225

Prasad Archana, 'Unravelling the Forms of Adivasi Organisation and Resistance in Colonial India' in Biswamoy Pati, ed., *Adivasis in Colonial India. Survival, Resistance and Negotiation*, Delhi: Orient BlackSwan, 2011, pp. 216-36

Pati Biswamoy, 'Survival as Resistance: Tribals in Colonial Orissa in Biswamoy Pati, ed., *Adivasis in Colonial India. Survival, Resistance and Negotiation*, Delhi: Orient BlackSwan, 2011, pp.237-268.

Skaria Ajay, 'Shades of Wilderness Tribe, Caste, and Gender in Western India', *The Journal of Asian Studies*, Vol. 56, No. 3, Aug., 1997, pp. 726-745.

Shah Alpa, 'Religion and the secular left: subaltern studies, Birsa Munda and Maoists'.
<http://aotepress.com/author/alpa-shah/>

References :

Amin, Shahid, *Event Metaphor Memory. Chauri Chaura 1922-1992*, Berkeley: University of California Press, 1995.

Arnold, David, 'Dacoity and Rural Crime in Madras, 1860-1940', *The Journal of Peasant Studies*, vol. 6:2, January, 1979, 140-167.

----- Gramsci and peasant subalternity in India' *Journal of Peasant Studies*, Vol. 11: 4, 1984, pp. 155-77.

Bates Crispin and Alpa Shah, ed., *Savage Attack. Tribal Insurgency in India*, New Delhi: Social Science Press, 2014.

Bhukya Bhangya, *The Roots of the Periphery. A History of the Gonds of Deccan India*, New Delhi: Oxford University Press, 2017.

-----*Subjugated Nomads: The Lambadas Under the Rule of Nizams*. New Delhi: Orient BlackSwan, 2010.

----- 'Enclosing Land, Enclosing Adivasis: Colonial Agriculture and Adivasis in Central India, 1853-1948' *Indian Historical Review*, Vol. 40.1, June, 2013.

----'Unmasking Nationalist and Marxist Constructions of Adivasi Uprising: An Exercise in Historical Reassembling', *Journal of Tribal Intellectual Collective India*, vol. 2:6, February, 2015, pp. 61-73. <http://www.daltrijournals.org/jtici/V2I3No6.php>

Bhattacharya, Neeladri 'Pastoralists in a Colonial World' in David Arnold and Ramachandra Guha (eds.), *Nature, Culture, Imperialism. Essays on the Environmental History of South Asia*, Delhi: Oxford University Press, 1995, pp. 49-85.

Chaube S.K, *Hill Politics in Northeast India*, Hyderabad: Orient Longman, 1973.

Das Gupta Sanjukta, *Adivasis and the Raj. Socio-economic transition of the Hos, 1820-1932* New Delhi: Orient Blackswan, 2012.

D. N. Dhanagare, *Peasant Movements in India 1920-1950*, Delhi: Oxford University Press, 1983.

Furer-Haimendorf Ch. V., *Tribes of India. The struggle for survival*, New Delhi: Oxford University Press, 1989.

Gramsci, Antonio, *Selections from the Prison Notebooks*, trans. and ed. Quintin Hoare and Geoffrey Nowell Smith, London: Lawrence and Wishart, 1991.

Guha Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi: Oxford University Press, 1983.

-----'On Some Aspects of the Historiography of Colonial India', in Guha Ranajit (ed.), *Subaltern Studies I. Writings on South Asian History and Society*, New Delhi: Oxford University Press, 1994, pp. 1-8.

Guha, Ramachandra, 'Savaging the Civilised; Verrier Elwin and the Tribal Question in late Colonial India', in *Economic and Political Weekly*, XXXI: 35 (1996).

-----*The Unquiet Wood: Ecological Change and Peasant Resistance in the Himalaya*, New Delhi: Oxford University Press, 1989.

Hardiman, David, *The Coming of the Devi. Adivasi Assertion in Western India*, Delhi: Oxford University Press, 1987.

---'Community Patriarchy Honour: Raghu Bhanagre's Revolt', *The Journal of Peasant Studies*, vol. 23:1, London, October 1995, pp.88-130.

---- 'Dalit and Adivasi Assertion' in his *Gandhi in his time and ours*, New Delhi, Permanent Black, 2003. Pp.123-155.

Hobsbawm, E. J., *Bandits*, London: Ebenezer Baylis and Son Limited, 1969.

M. N. Srinivas, *Social Change in Modern India*, repr. New Delhi: Oriental Longman, 2001, of orig. edn, 1966.

Mayaram, Shail, *Against History, Against State. Counterperspectives from the Margins* Delhi: Permanent Black, 2003.

Nandini Sundar, *Subalterns and Sovereigns. An Anthropological History of Bastar (1858-1996)*, New Delhi: Oxford University Press, 1997.

Pati, Biswamoy, *Adivasis in Colonial India. Survival, resistance and negotiation*, New Delhi: Orient BlackSwan, 2011.

Prathama Banerjee, 'Writing the Adivasi: Some historiographical notes', *The Indian Economic and Social History Review*, 53: 1, 2016, pp. 131-153.

Radhakrishna Meena, *Dishonoured by History; Criminal Tribes and British Colonial Policy*, Hyderabad: Oriental Longman, 2001.

Skaria, Ajay, *Hybrid Histories. Forests, Frontiers and Wildness in Western India*, New Delhi: Oxford University Press, 1999.

Singh K. Suresh, *Tribal Movements in India*, Vol. I & II, New Delhi: Manohar Publication, 1982.

----- *Birsa Munda and His Movement 1874-1901: A Study of a Millenarian Movement in Chotanagpur*, Calcutta: Oxford university Press, 1983.

Srivastava A.R.N., *Tribal Freedom Fighters of India*, New Delhi: Publications Division, Government of India, 1986.

Scott James C., *Weapons of the Weak. Everyday Forms of peasant Resistance*, Delhi: Oxford University Press, 1990.

Sajal Nag, *Beleaguered Nation: The making and unmaking of the Assamese Nationality*, New Delhi: Manohar, 2017.

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Course: Nature, Colonialism and Environment in Modern India (1800-1947)

L.T.P. 1-0-0

Credits: 4

Learning outcomes:

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

16. Give examples on environmental history of India and the history of human-animal relations. **(understand)**
17. Develop abilities to think carefully, and assess and evaluate the subject of a given topic. **(apply, analyse, evaluate)**
18. Analyse scholarly articles and books related to major debates of each lecture theme, and develop their individual point of view. **(analyse)**
19. Apply and evaluate their thinking in theoretical and methodological understanding of the state versus environment, colonialism and its forms of oppression, Indian resistance movements in the sphere of environmental and wildlife history, understanding the difference between ecological discourses, conservation histories, and tribal histories of environment, and animal bio-diversity spheres. **(understand, apply, analyse, evaluate)**
20. Apply their readings to seminars, tutorials, tests and term papers and able to gather and synthesize information from a wide variety of sources, think critically and present their ideas in a lucid written format. **(analyse, create)**
21. Organize their schedules and work independently. **(apply, create)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	2	2	2	2	3	2	2	2		3
CLO2	2	2	2				2		2		
CLO3	2	2	1	3	1	2		2			2
CLO4						2	3	2	2	1	3
CLO5	2	3	2	1	2			2			2
CLO6					3	2	2	3	3	1	2

Course outline:

Unit I – State, society and environment in ancient India

First module offers an introductory summary of what is the discipline of environmental history? Methodological and historical approaches to understanding environment history across global history spectrum; History of environment in ancient India; The institution of kingship and the institution of war elephants in early India (1st millennium BCE); The forest and field in ancient India; The Buddhist Jataka stories, Indian environment and animal studies; Tribes and forest inhabitants in ancient India.

Unit II – Ecological spheres and predatory sovereignty in medieval India

Second module will examine the silent frontier of South Asia in relation to mapping out cultural geographies of India and the emergence of new kingdoms and empires in the second millennium CE in the Indian subcontinent. Animal histories and environmental geographies

are crucial part of the state making process in medieval India too. Finally, the second unit uncovers a brief history of Mughal hunting mores in relation to theory of predation and predatory sovereignty.

Unit III – Environmental history of modern India

Third module will examine the history of British forest policies; how those policies evolved a discourse of exclusion of traditional rights of indigenous communities, and the history of contestation between the local communities and the colonial state in the 19th and 20th centuries in India. The module also would discuss how far the commercialization of forest resources unsettled the life-world of indigenous communities (Adivasi as well as rural peasant communities) and dramatically altered their traditional modes of living will. Some case studies will be discussed around each issue. The module also covers the contemporary historiography on colonial forest policies, peasant and tribal struggles and the colonial state response to those indigenous communities' contestations on traditional rights, customs and access to commons. How some of these struggles turned into nationalist resistance movements will be of importance. The history of hunting mores in colonial India, Indian princes and shikar – contestation between the British colonizers and Indian princes in the realm of environmental history will be discussed. The indigenous systems of knowledge on Indian ecology and wildlife, agrarian and tribal histories of environment will also be elucidated. Cotton imperialism and ethics of nature in colonial environmental history will be debated at length and breadth.

Evaluation methods:

4. Three internal assessments will be conducted, each for 20 marks. Best of the two are taken for final evaluation, which constitutes total 40 marks.
5. The internal evaluation would comprise of any of the following modes for assessment: (informed to the students in advance, at the beginning of the course), such as, Tests, Term papers, Seminars, Project Reports, Book reviews, and Discussions.
6. The end semester exam is for 60 marks for the duration of 3 hours. Three essay type answers are expected to be written, out of six questions, which would test a student's critical thinking skills, analytical ability, knowledge of the subject, and an ability to synthesize overall information within a stipulated time period.

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HS 602 Business History of India (1800-1947)

Course outline

Unit I – Business History of India: Inland and coastal trade until 1700CE. 18th Century Indian business houses and business communities. Sloop Merchants of Bengal and Parsi Seths of India during the EEIC's expansion.

The first module offers an introductory outline of what constitutes economic history in general and business history in particular for modern India. Methodological and historical approaches to understanding India's business history will be explained. The trade and commerce in the Gangetic Basin and the sea coasts of India as "businesses of different spectrums" shall be explored. The first unit further elucidates the nature of British colonialism and local commercial groups in colonial India, as well as the history of the sloop merchants of Bengal and their role in the English East India Company's commercial escalation. Finally, this unit also deals with the Parsi business community in India between pre-colonial times and their transition to the colonial period as influential business entrepreneurs who eventually emerged as merchants with farsighted business acumen.

Unit II – Nineteen Century Business History: Asian Capital in the Age of European Domination (1800-1914). Cotton Imperialism (1840-1880). Cotton Industry and Artisanal Protests. The Ganga Canal Project and the Brickmakers Strike (1839-1854). The Political Economy of Coromandel Coast and Western India.

The second unit will examine how "banking", as we see it in today's world, existed without the European enlightenment's influence or their ideas on mercantilism and capitalism. The primary argument for the students of business history is that banking firms, loan systems, and sponsorships existed in the Indian subcontinent, China, and far-east Asia much before the European colonisation. To what extent did the influx of European colonisation in Asia affect the indigenous banking firms, merchant bankers, and the networks of currency exchanges? Unit II will explain the dynamics of the banking history of India concerning trade and business practices during the nineteenth century. Then, this section will explore the cotton industry's history in the age of British colonialism and how some skilled artisanal groups in coastal Andhra used the British colonial legal framework to gain concessions for their textile production during the East India Company period. Cotton imperialism in this course propels the students to think about the commercial governance of British utilitarian mercantilism and how Indian peasants devised their agricultural-business shrewdness that later defeated the British introduction of New Orleans cotton in the Dharwad region of southern Maratha country in the nineteenth century. Finally, the political economy of the coromandel coasts tells a historical tale of how skilled textile artisans in the coastal Andhra region migrated to the Tamil Nadu region by circulating their skills throughout the southern belt of India with the establishment of English EIC rule. The interchange of indigenous occupational skills in colonial southern India connected the hinterland regions with coastal trade and commerce networks, the western coast of India, and the colonial global economy.

Unit III – Business and Entrepreneurship In Colonial India. Mutiny and Merchants. Indian Famine Debate. Debate on Indian Railways and India's Economic Growth. The Indian Agriculture and Global Markets. British Commercial Enterprise and Indian Peasant's Rationality.

This unit examines the role of Indian merchants in aiding the British to defeat the Indian rebellion of 1857. Why did Indian business groups favour the British colonial rule over Indian confederate princely rule? Were they disloyal to the Indian people, or did business pragmatism

guide their concerns? Students will debate and discuss these questions to understand colonialism's link with business communities in India. The third unit will also show how after the 1920s, Indian groups began to take control of industrial ownership in major cities like Bombay, Calcutta, and Madras. The lecture theme on Indian famine will ask the students to contemplate whether famines and droughts during British rule in colonial India were human-made, caused by the natural environment, or lack of colonial government accountability and an adequate resource system. What was the role of Indian railways in connecting the hinterland regions to the colonial yoke of global trade and commerce? How did Indian railway companies perform in their business enterprise through freight trade and passenger travellers? Finally, how Indian agriculturalists responded to the project of globalisation of the Indian economy under British rule and maintained their local independence without submitting to colonial intimidations will be elucidated in this teaching component.

Unit IV – The Emergence of Indigenous Industrialists in India, 1850–1947. Parsis and Marwaris. Modern industries in colonial India. British Business Houses, Indian Business Houses, and the Indian National Congress.

The final unit will offer an understanding of India's history of modern industries. This unit will examine the history of British business policies in India and how these policies evolved into a discourse of exclusion of Indian ownership in jute, coal and tea-coffee industries in the nineteenth and early twentieth centuries. Industrialisation in India was a history of clandestine conflicts between British foreign power and a growing local Indian bourgeoisie over industrial ownership and control. Why were Marwaris and Parsis more successful than any other business community in modern industries? How did business nationalism among the indigenous merchant groups slowly take over business management positions from the control of European managing houses in the early twentieth century? How did the Indian National Congress, then the leading voice of India's struggle for independence, negotiate with the rising modern business class among Indians amid their contested priorities of favouring the working class and the rural poor? The final unit will provoke the students to understand various dynamics of business history, British business houses operations in India, Indian national movement's response to business and economic nationalism during the three decades after the first world war.

Evaluation methods:

7. Three internal assessments will be conducted, each for 20 marks. Finally, the best of the two are taken for final evaluation, which constitutes 40 marks.
8. The internal evaluation would comprise any of the following modes for assessment: (informed to the students in advance, at the beginning of the course), such as Tests, Term papers, Seminars, Project Reports, Book Reviews, and Discussions.
9. The end semester exam is for 60 marks for 3 hours. Three essay-type answers are expected to be written out of six questions, which would test a student's critical thinking skills, analytical ability, knowledge of the subject, and ability to synthesise comprehensive information within a stipulated time period.

Learning outcomes

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

22. Give examples of the business history of India in a comprehensive manner. **(understand)**
23. Develop abilities to think carefully and assess and evaluate the subject of a given topic. **(apply, analyse, evaluate)**

24. Analyse scholarly articles and books related to primary debates of each lecture theme, and develop their individual point of view. **(analyse)**
25. Apply and evaluate their thinking in the theoretical and methodological understanding of British mercantilist and commercial enterprise vis-à-vis Indian trade and commerce groups, understanding the difference between economic and business history and the interlayer of modern industrial history in colonial India. **(understand, apply, analyse, evaluate)**
26. Apply their readings to seminars, tutorials, tests and term papers and can gather and synthesise information from various sources, think critically and present their ideas in a lucidly written format. **(analyse, create)**
27. Organise their schedules and work independently. **(apply, create)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	2	2	2	2	3	2	2	2		3
CLO2	2	2	2				2		2		
CLO3	2	2	1	3	1	2		2			2
CLO4						2	3	2	2	1	3
CLO5	2	3	2	1	2			2			2
CLO6					3	2	2	3	3	1	2

Suggestive Readings

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Course Title: HS 603 Visual History: Themes in Photography and Mentality

Course outline

Various visual technologies—painting, photography, cartography, and cinema—have been central to the constitution and experience of modernity. As one of the technologies of representation, photography came to India during the later phase of colonialism; it invariably depicts many complex layers of Indian society. Through a close reading of some key writings on the history, practice and theory of photography, this course will examine how ideas of culture and modernity have emerged and how photography visualises the idea of the modern self. More specifically, we will look at how the subject of modernity is historically constituted through technology and how notions of tradition, identity and mentality are reconfigured. The course sets out as a threshold to enter the burgeoning field of study of visual culture and the social life of images.

The main objectives of this course are; to explore the emerging field of visual history or the historical narratives set out by the visual images—history in the images; to understand the history and political economy of photography; to explore the technique of representations and the facets of modernity in the late 19th and 20th century; to examine the photographically mediated visual histories, in conjunction with the other forms of representational practices which are involved in literature, art, cinema and new media; to situate the question of realism and its early forms. The course will also look at the contemporary ‘photographic movements’ which highlights the visual elaboration of ethical, moral and human right issues. Overall, the course will enable students to critically engage with visual images to explore how they are imbued with forms of power relationship, subjectivities, and resistance. It would help students to appreciate the multiple layers, and historical and social signifiers of images, by deploying various analytical tools such as historical, semiotic and discourse analysis. The course will also have workshops on documentary photography, which will help to learn basic skills in documentary photography and curatorial practices.

Unit I – Introduction: History, Photography, Materiality. How to read photography historically? The historical language of the photography. Interconnected theories and analysis of photography and history. Photography, memory and history

This introductory section of the course will explore the relationship between photography and materiality within the context of modernity. The section will have both empirical and theoretical analysis to explain how visual signifiers indexically illustrate their discursive context and different social and cultural dynamism. The themes include a general history of photography and the way it connected with imperialism, colonialism and vernacular visions of modernity. One of the primary objectives of this section is to analyse how visual language helps us to understand the social formation of society and also to explore whether photographic frames enable us to understand the cultural politics involved in social relations and their imaginary. This section also provides a basic introduction to a range of methods that can be used to interpret visual texts for social science research such as visual semiotics, discourse analysis, content, and psychoanalysis.

Unit II – Visual Signifiers: Technology, Modernity and Sensorium of the past. Colonialism and the construction of the subjectivity. Theoretical discussion on Modernity, Visual subject, and cultural mediation. Photography and the visual and political economy of colonialism. Fixing the Stereotype: reading photographic visual representation of race, caste, tribe and gender. Photography and commodity Culture. Histories of the visual idioms. Visual language of the elite and the subaltern. advertisements and popular culture.

This section of the course will theorise the transition and interface between verbal and visual discourse while focusing on the contemporary debate on visual/verbal dichotomy. This section will also focus on the materiality or discursive context of photography, as it was used within the domains of imperialism, colonialism, and nationalist discourses. What are the ways in which

photographic realism corresponds with various ideologies and politics of the time? How photography becomes a tool to represent docile bodies; a tool for the categorisation of people and natural resources, its commoditisation aspects; etc are some of the themes for the discussion. Apart from the ideological insights, this section also engages with the question of how photography invented new visual idioms within the political economy of colonialism as well as within the context of colonial modernity. The late 19th and early 20th century photographs were instrumental in creating a discourse of ethnography of different castes and tribes, leading to the creation of cultural tropes/stereotypes. Colonial and postcolonial photography followed these different conventions of visualisation in representing different social groups and subjectivities. The camera provided a new visual vocabulary for the cultural types, which became a recurring ethnographic sign for the other visual media, such as popular cinema, to familiarise and reproduce a visual language for stereotype representation of race, caste, and gender.

This section of the course will further describe the commercial and commodity aspects of the photographic medium; how photography becomes an instrument to reproduce illusion, desire and hallucination.

Unit III—Case studies: Anthropological, Studio and family photography. Histories in the image. Historical signification of the objects and materials in the photography. Social and visual spaces- the socialessness of photography. Visualisation of public and the private. Cultural history of gestures.

This section of the course will look at various photographic practices in India to examine how visual mediation of the social or social mediation of visual was practised in India. Here the photographic representation of social life is not contextualised within the context of Indian modernity and nationalism but also examines its relation with other forms of representation such as sketches, paintings and lithographs, etc. This section consists of sessions that deal with the questions such as how early photographic practices in India articulate the ideals of material/public and spiritual domains of the Indian society within the context of Indian modernity. How does photographic space provides a platform for native to articulate their idea of modernity, what props are used to enunciate their refashioned identity, and what are the social signifiers and connote meaning associated with the objects, things, pose, look and gesture of the photographed subjects and how does it delineate the social and hierarchical positions of communities and their cultural capitals, are some of the questions to be engaged.

Unit IV – Visual Turn: Iconography, nation, subalternity, religion in the historical and contemporary visual fields. Visual vocabularies of caste and gender. Contemporary visibility and the questions of violence and affect. Ethics and the political aesthetics photography.

This section of the course will look at how the nation is being visualised and what way the national imaginary is affiliated with certain hegemonic ideas that were part and parcel of the hierarchical social order of the society. What is the relation between national image-icon and politics of nationalism as well as how these image-signs are bounded with the ideas of Hindu nationalism within the colonial and postcolonial context? Further, this section will examine how contemporary image-making practices and their aesthetic domains continue with these socially and politically coded meanings or religious nationalism. The section of the course will also consider the aesthetic, ethical, and political concern and affective content of different genres of photographs and new media that have profoundly depicted many forms of violence and suffering in our public life.

Evaluation methods:

10. Three internal assessments will be conducted, each for 20 marks. Finally, the best of the two are taken for final evaluation, which constitutes 40 marks.
11. The internal evaluation would comprise any of the following modes for assessment: (informed to the students in advance, at the beginning of the course), such as Tests, Term papers, Seminars, Project Reports, Book Reviews, Visual Essays, Documentation and Discussions.

12. The end semester exam is for 60 marks for 3 hours. Two essay-type answers and four short-essays are expected to be written out of ten questions, which would test a student's critical thinking skills, analytical ability, knowledge of the subject, and ability to synthesise comprehensive information within a stipulated time period.

Learning outcomes

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

28. Understand the history and political economy of the Photography. **(understand)**
29. Identify the technique of representations and the facets of modernity in the late 19th and early 20th century. **(apply, analyse, evaluate)**
30. Examine the photographically mediated visual histories, in conjunction with the other forms of representational practices which are involved in Literature, Art and Architecture. Familiarize with the theoretical and critical scholarly work in the field of the study **(analyse)**
31. Understand the historical constituted visual language, interpret the question of realism and its early forms and evaluate how visual images are imbued with forms of power relationship, subjectivities and resistance. To understand the forms of digital imaging and its social and cultural mediation; to understand how these new media and digital photographic practices or documentary photographs generate ethical, political and human rights issues while representing as well as circulating within the domain of the public. **(understand, apply, analyse, evaluate)**
32. Value the multiple layers and social signifiers of images by deploying various analytical tools **(Apply and analysis)**.
33. Apply their readings to seminars, tutorials, tests and term papers and can gather and synthesise information from various sources, think critically and present their ideas in a lucidly written and visual format. They will develop skill related to visual documentation and archiving practices **(analyse, create)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	2	2	2	2	3	2	2	2		3
CLO2	2	2	2				2		2		
CLO3	2	2	1	3	1	2		2			2
CLO4						2	3	2	2	1	3
CLO5	2	3	2	1	2			2			2
CLO6					3	2	2	3	3	1	2

Suggestive Readings

Unit 1

- Kaja Silverman. *The Miracle of Analogy: or The History of Photography, Part 1*. California: Stanford University Press Stanford, pp-1—34
- Elisabeth Edwards and Janice Hart, "Introduction: Photographs as Objects" in *Photographs Objects Histories: On Materiality of Images*. London: Routledge, 2004
 - Hayden White, "Historiography and Historiophoty," *The American Historical Review* 93 (October 1988).
 - Barthes, Roland. *Camera Lucida: Reflections on Photography*. Trans. Richard Howard (New York: The Noonday Press, 1988) pp-1-45
 - Benjamin, Walter. "A Little History of Photography" in *The Work of Art in the Age of Its Technological Reproducibility and other writings on Media*, eds. Michael W. Jennings, Brigid Doherty, and Thomas Y. Levin, Cambridge MA: Harvard University Press. 274-298, 2008.

- Langford, Martha, "Orality and Photography" in Martha Langford (Ed), *Suspended Conversations: The Afterlife of Memory in Photographic Albums*(London: McGill-Queen's University Press Montreal & Kingston)pp-122-146.
- Sarkar, Sumit, "The Visual and Performing Arts" in *Modern Times: India 1880s-1950s*. (New Delhi: Permanent Black, 2014) Pp 372—435.

Unit II

- Pierre Bourdieu, "The Social Definition,"f Photography", in [Evans, Jessica](#); [Hall, Stuart](#) (eds) *Visual Culture: The Reader* (London: Sage Publications, 1999) 162-180
- Jacques Derrida, Copy, archive Signature: A Conversation on Photography (excerpts)
- Bazin, Andre, "The Ontology of the Photographic Image" in *What is Cinema?* Vol. I. Trans. Hugh Gray(Berkeley: University of California Press, 1967) 9-16
- Sontag, Susan. " In Plato's Cave" In *On Photography* (New York: Penguin, 1973)pp. 3-26
- Berger, J. *Ways of Seeing*. (London: British Broadcasting Association and Penguin. 1972, chapter 1)
- Jonathan Crary, "Modernity and the Problem of the Observer", in *Techniques of the observer: on Vision and Modernity in the Nineteenth Century* ([Cambridge: MIT Press, 1990](#))pp. 1-24
- Tagg. John.. "Evidence, Truth and Order: the photographic records and the Growth of the State, in *The Burden of Representation: Essays on Photographies and Histories* (London: Macmillan Education,1988) (Chapter 2)
- [Janaki Nair](#), *Mysore Modern: Rethinking the Region Under Princely Rule* (University of Minnesota Press, 2011) chapter 2 & 4
- Poole, Deborah *Vision, Race, and Modernity: A Visual Economy of the Andean Image World* (Princeton: Princeton University Press 1997), chapter 1
- Partha Chatterjee, 'Critique of Popular Culture, *Public Culture*, Vol.----2008

Unit III

- Nicholas Dirks, *Caste of Mind*. Princeton: Princeton University Press, 2001 (Introduction)
- Pinney Christopher, "Stern Fidelity and penetrating Certainty" In *Camera Indica: the Social Life of Indian Photographs* (Chicago: University of Chicago Press, 1997)pp. 17-71
- - ----, "Bruises and Blushes: Photography 'Beyond' Anthropology", in Erika Balsom and Hila Peleg eds. *Documentary Across Disciplines*, Berlin: Haus der Kulturen der Welt & Cambridge MA: MIT, 2016
- Tapati. Guha-Takurta, "The Contest over Tradition and Nationalism: Differing Aesthetic Formulations for 'Indian' Painting", in *The Making of a New "Indian" Art: Artists, Aesthetics, and Nationalism in Bengal, c. 1850-1920*(Cambridge: Cambridge University Press, 1992), pp.185-228
- Gutman, Judith. Mara. "Painted Photographs". In *Through Indian Eyes: 19th and early 20th-century Photography from India* (New York: Oxford University Press,1982)pp. 103-132
- Arunima G, 'Bonds of Love, Ties of Kinship?: Or Are There Other Ways of Imagining the Family', *Indian Economic and Social History Review*, Vol. 53, 3, (September 2016).
- Udaya Kumar. *Writing the First Person: Literature, History and Autobiography in Modern India*.New Delhi: Permanent Black. 2016 (Introduction and chapter three)
- Arjun Appadurai. "The Colonial Backdrop" *Afterimage: The Journal of Media Arts and Cultural Criticism* 24(5), 1997, pp.4-7.
- Malavika Karlekar, "The Bengali Experience", in *Re-visioning the Past: Early Photography in Bengal 1875-1915*,
- Suresh Punjabi,& Christopher Pinney, *Artisan Camera: Studio Photography from Central India*, Chennai: Tara Books, 2013.

- Anandi Ramamurthy. “Constructions of Illusions: Photography and Commodity Culture.” In *Photography: Critical Introduction*, ed. Liz Wells, (London: Routledge. 1997)pp. 151-198
- R. Srivatsan, *Conditions of Visibility: Writings on Photography in Contemporary India* (chapter1)
- Deepa Sreenivas, *Sculpting A Middle Class: History Masculinity and the Amar Chitra Katha in India*, New Delhi: Routledge, 2010 (introduction)
-

Unit IV

- Partha Chatterjee, ‘ The Sacred Circulation of National Image’, in Maria Antonella Pelizzari, ed., *Traces of India: Photography, Architecture, and the politics of representation, 1850-1900*(Montreal: Canadian Centre for Architecture and New Heaven: Yale Centre for British Art and Ahmedabad: Mapin Publishing, 2003), pp.278-291
- Christiane Brosius, "I am a National Artist": Popular Art in the Sphere of Hindutva”, in Richard H.Davis(ed.), *Picturing the Nation : Iconographies of Modern India* (New Delhi: Orient Longman,2007) pp .171-205.
- Christopher Pinney, *Photos of the Gods: The Printed Image and Political Struggle in India* (Delhi: Oxford University Press, 2004), Introduction, Chapters 1 and 6.
- Sandria B. Freitag, “Visions of the Nation: Theorizing the Nexus between Creation, Consumption and Participation in the Public Sphere”, in Rachel Dwyer, Christopher Pinney (eds.), *Pleasure and the Nation : The History, Politics, and Consumption of Public Culture In India*. [New Delhi: Oxford University Press, 2001](#), pp.35-75
- Greg Grandin, “Can the Subaltern Be Seen? Photography and the Affects of Nationalism” *Hispanic American Historical Review*, Volume 84,(1) 2004, **pp.**, 83—111.
- Pandian M S S. “Writing Ordinary Lives,” in Gyanendra Pandey (ed.), *Subaltern Citizens and Their Histories: Investigations from India and the USA*, New York: Routledge: 2010.96:108.
- Joel Lee. ‘Disgust and untouchability: towards an affective theory of Caste’, *South Asian History and Culture*, 12:2-3, 2021, pp. 310-327.
- Sanal Mohan, P., *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala*, London, Oxford University Press, 2015.
- Bangya.Bhukya, ‘Introduction’ and ‘Delinquent Subject (chapter 3), in *Subjugated Nomads: The Lambadas under the Rule of the Nizams*. Orient Blackswan 2010.
- Gopal Guru, The Idea of India : Derivative, Desi, and Beyond” *Economic and Political Weekly*, Vol. 46(37) 10 September 2011
- Christopher Pinney, “Classification and Fantasy in the Photographic Construction of Caste and Tribe,” *Visual Anthropology*, 3(2-3), pp. 259-288.
- Butler, J. ‘Torture and the ethics of photography: thinking with Sontag’, in *Frames of War: When is Life Grievable?* (London: Verso, 2009)
- Mirzoeff, N. *Watching Babylon: The War in Iraq and Global Visual Culture* (New York: Routledge, 2006) (selected chapters)
- Sontag, S. *Regarding the Pain of Others*. (Penguin: London, 2003)

Course Title: THE MEDIEVAL SOUTH INDIAN TEMPLE

The medieval South Indian temple

The main name of this course is to equip students with an understanding of the multifaceted nature of South Indian temples in the medieval period. Beginning with a debate on the origin and evolution of the temple the focus would move on to contextualise the temple and its geographical base. Temporally the course would be largely located

Part I geography and ecological base of the temples in South India – evolution of the temple cult and Puranic religion – the historical and regional context of societal organization – bhakti movement in the emergence of a sacred geography – Saiva and Vaisnava Sacred Geographies. The composition of the Tevaram and the Divyaprabandham.

Part II patterns of patronage- Royal articulation of power – societal reorganization and emergence of a new social groups – temple based economy and society and their relation to agrarian expansion and trade networks – Rise of Nagarams and temple based urbanism- Inscriptions and the redistribution of honours and material goods. Temple and landed structure.

Part III temple administration , rituals and their socio economic bearing – religious syncretism and regional idioms of worship – temple art and architecture – changes in the temple architecture and evolution of large temple complexes- Somaskanda, Harihara and the evolution of new iconographic programs.

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Part I

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- Balasubrahmanyam, S. R. 1977. *Middle Chola Temples: Rajaraja I to Kulottunga I (A.D. 985-1070)*. Oriental Press.
- Balasubrahmanyam, S. R., Balasubrahmanyam Venkataraman, and Balasubrahmanyam Ramachandran. 1979. *Later Chola Temples: Kulottunga I to Rajendra III (A.D. 1070-1280)*. Mudgala Trust.
- Bhattacharyya, Narendra Nath. 1973. *History of the Śākta Religion*. Munshiram Manoharlal Publishers.
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- . 2011. *Religion, Tradition, and Ideology: Pre-Colonial South India*. OUP India.
- Hardy, Friedhelm. 2015. *Viraha Bhakti: The Early History of Kṛṣṇa Devotion*. Motilal Banarsidass.
- Karashima, Noboru. 2014. *A Concise History of South India: Issues and Interpretations*. Oxford University Press.
- Sastri, K. Nilakanta. 1974. *The Pandyan Kingdom*. Ind-U. S. Incorporated
- Spencer, George. W. 1969. "Religious Networks and Royal Influence in Eleventh Century South India." *Journal of the Economic and Social History of the Orient* 12 (1): 42–56. <https://doi.org/10.2307/3595970>.
- Srinivasan, K. R. 2005. *Temples Of South India*. National Book Trust, India.
- Subbarayalu, Y. 2011. *South India Under the Cholas*. OUP India.
- Veluthat, Kesavan. 1979. "The Temple-Base of the Bhakti Movement in South India." *Proceedings of the Indian History Congress* 40: 185–94.

Part II

- Fuller, C. J. 2007. *Servants of the Goddess: The Priests of a South Indian Temple*. Cambridge University Press.
- Heitzman, James. 1987. "Temple Urbanism in Medieval South India." *The Journal of Asian Studies* 46 (4): 791–826. <https://doi.org/10.2307/2057102>.
- . 1991. "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* 34 (1/2): 23–54. <https://doi.org/10.2307/3632277>.

- Karashima, Noboru. 1984. *South Indian History and Society: Studies from Inscriptions, A.D. 850-1800*. Oxford.
- Peterson, Indira Viswanathan. 2014. *Poems to Siva: The Hymns of the Tamil Saints*. Princeton University Press.
- Ramaswamy, Vijaya. 1992. "Rebels — Conformists? Women Saints in Medieval South India." *Anthropos* 87 (1/3): 133–46.
- Stein, Burton. 1960. "The Economic Function of a Medieval South Indian Temple." *The Journal of Asian Studies* 19 (2): 163–76. <https://doi.org/10.2307/2943547>.
- . 2010. *A History of India*. John Wiley & Sons.

Part III

- Brown, Percy. 2013. *Indian Architecture (Buddhist and Hindu Period)*. Read Books Ltd.
- Champakalakshmi, R. 1981. *Vaiṣṇava Iconography in the Tamil Country*. Orient Longman.
- Champakalakshmi, Radha, and Usha Kris. 2001. *The Hindu Temple*. Roli Books.
- Hardy, Adam. 2007. *The Temple Architecture of India*. Wiley.
- Kramrisch, Stella. 1939. "Medieval Indian Sculpture." *Journal of the Royal Society of Arts* 87 (4535): 1180–94.
- . 1976. *The Hindu Temple*. Motilal Banarsidass Publ.
- Lorenzetti, Tiziana. 2015. *Understanding the Hindu Temple: History, Symbols and Forms*. EB-Verlag.
- Meister, Michael W. 1990. "De- and Re-Constructing the Indian Temple." *Art Journal* 49 (4): 395–400. <https://doi.org/10.2307/777141>.
- Michell, George. 1995. *Architecture and Art of Southern India: Vijayanagara and the Successor States 1350-1750*. Cambridge University Press.
- Shulman, David Dean. 2014. *Tamil Temple Myths: Sacrifice and Divine Marriage in the South Indian Saiva Tradition*. Princeton University Press.

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

1. Develop the skills necessary to read and make sense of primary sources. Would be able to make the past relevant to the present (Apply)
2. Demonstrate critical and reflective thinking, by contextualizing and sifting the data for temple studies and understand the same with reference to secondary sources. (Analyse and apply))
3. Analyse different types of sources such as texts, inscriptions and architecture to understand the historical evolution of culture in medieval south India. This could be done through seminars/projects and team work (Analyse and evaluate)
4. To acquaint the students with select themes related to temples and the larger questions on which there are debates among historians. All
5. Will be able to appreciate the variety of discourses about the past and to understand their basic features. (Analyse and apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	PLO 11
CLO1	1					6					
CLO2	1	2			5						
CLO3					5		7				
CLO4		2		4							

[illegible]

Course: Indian National Movement 1919-1947
L.T.P. 1-0-0 **Credits: 4**

Course Learning Outcomes

After completion of this course successfully, the students will be able to..

CLO-1: Discuss the historical circumstances that led to the making of Gandhi as a political leader by focusing on his political philosophies and early political activities in India.

CLO-2: Examine how Congress was re-organized under the Gandhian leadership, alongside bringing different Indian groups into the fold of the nationalist struggle.

CLO-3: Analyse how the economic adversity unleashed by colonialism affected different groups and mobilized them towards the mainstream nationalist struggle.

CLO-4: Distinguish the parallel mobilizations of groups against colonialism from that of the mainstream nationalist mobilization with their strategies, politics and problems.

CLO-5: Show how Gandhian mass movement was low in momentum during 1937-1945, leading to violent and spontaneous rebellions by the people.

CLO-6: Explain how communal politics have grown in India as a parallel to the nationalist struggle and has become a lingering problem for independent India.

CLO-7: Describe the complex political and historical circumstances that led to independence eventually and partition of India.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	2	2	2	1	1	1		2	2
CLO2	3	3	2	2	2	1	1	1		2	2
CLO3	3	3	3	2	2	1	1	1			2
CLO4	3	3	2	2	2	1	1	1		2	2
CLO5	3	3	2	2	2	1	1	1			2
CLO6	3	3	3	2	2	1	1	1			2
CLO7	3	3	2	2	2	1	1	1			2

Course Outlines:

This is a sequel to the course on the first phase of the Indian national movement and deals with the 'Extremist' and the 'Gandhian' phases of the movement. While the popular participation of the masses undoubtedly contributed to an increasing effectiveness of nationalism, it also introduced elements of contention in the nature of interaction between the so-called 'primary' contradiction (between the colonial rule and Indians as a whole) and the 'secondary' contradictions (oppositions between different Indian groups). The complexities of that interaction and debates concerning it have taken centre stage in the discussions about Indian nationalism in recent decades/years. A thorough discussion of those issues will be provided in the course, in addition to an analysis of the roles played by important nationalist leaders such as Gandhi, Jawaharlal Nehru and Subhas Chandra Bose whose contribution however will not be

considered in isolation but as representative of larger ideological strands within nationalist politics.

Detailed Syllabus:

Unit-1:

Gandhi's rise to leadership, and the emergence of the national movement as mass movement (1919- 1927)

Gandhi's initial reputation as a leader who would take up specific issues and find solutions to them, role of rumour during Gandhi's early career, his elevation to the leadership of all-India politics, creation of a strong organizational structure for the Congress, Gandhi's success in forging unity between different Indian groups.

Unit-2:

The Great Depression, Civil Disobedience Movement and the deepening of the anti-colonial struggle (1927- 1937)

Economic adversity for several Indian groups as a result of incorporation to the web of the global economy, role of the impoverishment in propelling the Indian masses towards nationalist agitation, intensification of both breadth and depth of nationalist politics, much firmer organizational control over popular participation, willingness of the business groups and Indian capitalists to identify closely with nationalist politics, and the emergence of the 'Right' and 'Left' wings in nationalist politics.

Unit-3:

World War II, the Quit India Movement and Towards Freedom (1937-1947)

Decline of the politics of Gandhian mass movement, temptation and willingness of Congress leaders to participate in electoral politics and provincial government formation after 1937, decisive changes in the international and domestic political scenarios in the wake of the beginning of the World War II, 'Quit India' politics, violent and spontaneous rebellions by the people, Left's marginalization from nationalist political mainstream after controversial position on the war, etc.. Increasing recognition of the unsustainability of the Empire in the changed context post-World War II, heightened anti-colonial awareness among people as witnessed during the RIN Mutiny and the trial of INA prisoners, developments that eventually led to the Partition of the subcontinent, protracted negotiations on the transfer of power.

Evaluation Procedure: There will be three units in the internal evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into consideration. The components of the internal evaluation consists of mid-term tests, quiz, term paper, book review, seminar presentation, etc. (specific components will be announced in the class when the course commence).

Readings:

Alpes, Maybritt Jill. 'The Congress and the INA Trials, 1945-50: A Contest over the Perception of 'Nationalist' Politics,' *Studies in History*, 23(1), 2007: 135-58.

Azad, MaulanaAbulKalam.*India Wins Freedom*, Bombay: Orient Blackswan, 1959/1988.

Bhattacharya, Sanjoy. 'The Colonial State and the Communist Party of India, 1942-45: A Reappraisal,' *South Asia Research*, 15(1), 1995: 48-77.

Hutchins, Francis G. *Spontaneous Revolution*, Delhi: Manohar Books 1971.

Krishna, Gopal. 'The Development of the Indian National Congress as a Mass Organization, 1918-1923,' *Journal of Asian Studies*, 25(3), 1966: 413-430.

Kumar, Ravinder. 'Class, Community or Nation? Gandhi's Quest for a Popular Consensus in India,' *Modern Asian Studies*, III(4), 1969: 357-376.

Low, D A. 'The Government of India and the First Non-Cooperation Movement: 1920-1922', *Journal of Asian Studies*, 25(2), 1966: 241-259.

Mahajan, Sucheta. *Independence and Partition: The Erosion of Colonial Power in India*, New Delhi: Sage, 2000.

Markovits, Claude. 'Indian Business and the Congress Provincial Governments 1937-39,' *Modern Asian Studies*, 15(3), 1981: 487-526.

Nehru, Jawaharlal. *An Autobiography*, New Delhi: Penguin, 1997.

Pandey, Gyan. 'Mobilization in a Mass Movement: Congress Propaganda in the United Provinces, 1930-34,' *Modern Asian Studies*, 9(2), 1975: 205-226.

Pandey, Gyan. 'Peasant Revolt and Indian Nationalism: The Peasant Movement in Awadh, 1919-1922', *Subaltern Studies I*, New Delhi: Oxford University Press, 1982: 143-197.

Pandey, Gyanendra(ed.). *The Indian Nation in 1942: Writings on the Quit India Movement*, Calcutta: K.P. Bagchi & Sons, 1988.

Pouchepadass, Jacques. 'Local Leaders and the Intelligentsia in the Champaran Satyagraha (1917): A Study in Peasant Mobilization,' *Contributions to Indian Sociology (NS)*, No.8, 1974: 67-87.

Sarkar, Jayabrata. 'Power, Hegemony and Politics: Leadership Struggle in Congress in the 1930s,' *Modern Asian Studies*, 40(2), 2006: 333-70.

Sarkar, Sumit. *Modern India*, Noida: Pearson India Education Services, 1982/2014.

Shankardass, Rani Dhavan. 'Spokesman for the Peasantry: The Case of Vallabhbhai Patel and Bardoli,' *Studies in History*, 2(1) (New Series), 1986: 47-69.

Vasudevan, Ravi Shankar. 'Why the Congress Accepted Office in 1937,' *Studies in History*, 4(2), 1988: 37-84.

Course: The Adivasi Political and Colonial State in India
L.T.P. 1-0-0 **Credits: 4**

Course Description:

Modern Western colonialism impacted the world in many ways. However, each country and community has had a different encounter and experience with colonialism. For Adivasis/indigenous people of India, it was catastrophic and marked a new phase in their history. Pre-colonial symbolizes a period of freedom in hills and forest, whereas the colonial era symbolizes state coercion, eviction from land and ceasing free movement in the forest. The proposed course discusses the Adivasis' encounter with the British colonial state. The course aims to look at Indian history from the Adivasi perspective juxtaposing the dominant paradigms of Indian history. In this way, the course allows the student to understand India from a sectional perspective, a perspective from below.

Under British colonialism, the diverse ethnic self-governing communities were imagined as primitive, uncivilized, barbarians, violent, backward mentalities and childlike people. The course discusses how such constructions impacted Adivasi social and development? How the expansion of the colonial state in forest and hills put an end to self-rule? How this process induced massive immigration from the plains of India? How the Adivasi areas were integrated in the colonial economy? How the colonial state used revenue and forest policies and regulation to bring these areas under its control? How commercialization of agriculture and forest conservation marginalized the Adivasis further? Why was Adivasi knowledge of cultivation and forest conservation viewed as irrational? Why colonial state encouraged the caste-Hindu peasant migration in Adivasi areas? How the expansion of the colonial state created immense tensions in the hills and forests of India? How the colonial intervention resulted in series of resistances, contestations and insurgency by the Adivasis? What are the forms of Adivasi resistances? The course primarily exposes the students to understand the effects of colonial modernity on the Adivasis and how they responded to it. The focus would be on the forms of Adivasi resistance, mainly how their intellectual history, which preserved in form of rumours, myths, orality, provided the base for their new insurgent consciousness.

Adivasi resistances have been documented and analyzed by the colonial rulers and anthropologists. The colonial discourses were successful in criminalizing Adivasi politics. Ironically many colonial discourses concerning the Adivasis were continued even in the post-colonial academics. However, the recent interventions by subaltern and sectional studies altered many of the dominant paradigms on the Adivasis society and politics. Students will be introduced to important progressive literature on the Adivasi anti-colonial insurgent consciousness and encouraged to think critically about the concepts and theories of subaltern politics. One aim of the course is to sensitize the students to how the political and cultural mobilizations by the subalterns socialized democracy in history.

Course Objectives:

The students will be able to:

- Understand indigenous perspectives on Indian culture and history

- Situate indigenous movements in relation to Subaltern Studies, dominant schools of historiography, and colonial and postcolonial ethnography
- Analyze primary sources and identify different schools of thought within secondary literature
- Analyze the impact of colonial practices and discourses on indigenous cultures, histories and practices, and the forms of resistance that indigenous groups have utilized
- Demonstrate expansion of colonial state power in the hills and forest areas of India through revenue, forest and social policies, and how these projects of modernity badly affected the Adivasis.
- Distinguish the difference between adivasi modernity and colonial modernity and the tension between the two, and analyze what was colonial modernity to Adivasis.
- Demonstrates contestation, resistance and insurgency not only as political, but also as agent of change, and understand how political movements are crucial in social transformer, which are often seen as anti-establishment.

Assessment:

Out of a total of 100, 60 marks are earmarked for the end-of-the semester examination. 40 marks are earmarked for three internal assessments. In all three internal assessments will be conducted and the marks of the best two will be considered. These assessments can be in the form of classroom tests, term papers and/or Seminars.

Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

Units:

Unit I: Who are the Adivasis? Introduction to Adivasis' social-cultural and economic systems;

Readings:

Bhukya Bhangya, 'Introduction', *The Roots of the Periphery. A History of the Gonds of Deccan India*, New Delhi: Oxford University Press, 2017.

Beteille, Andre, 'The Idea of Indigenous People', *Current Anthropology*, Vol. 39: 2, April 1998, PP. 187-191.

Das N.K, 'Indigeneity, Anthropology and the Indian Tribes. A Critique', *Journal of Adivasi and Indigenous Studies*, Vol. II, No.1, February 2015, pp. 11-34.

Haimendorf, CVF., *Tribes of India. The struggle for survival*, New Delhi: Oxford University Press, 1989.

Nandini Sundar, 'Recreated Past', part I, *Subalterns and Sovereigns. An Anthropological History of Bastar (1858-1996)*, New Delhi: Oxford University Press, 1997, pp.19-76.

Shashank Kela, 'Ways of Life' chapter two in *A Rogue and Peasant Slave. Adivasi Resistance*, New Delhi: Navayana, 2012, pp. 46-74.

Xaxa Virginius, 'The Global Indigenous Peoples Movement: It's Stirring in India', *Journal of Law, Property and Society*, Vol. 2, November 2016, pp. 141-160.

Unit II: Construction of Adivasi social in colonial and postcolonial historiography

Readings:

Andrew J. May, 'To Lay Down the Frontier of an Empire', *Circumscribing Identity in Northeast India*, *Studies in History*, Vol. 32:1, April 2016, pp. 5-20.

Bhukya Bhangya, 'The Mapping of Adivasi Social: Colonial Anthropology and Adivasis', *Economic and Political Weekly*, vol. XLIII, NO. 39, September 27, 2008, pp.103-109.

Damodaran, Vinita, 'Colonial Construction of the 'Tribe' in India. The Case of Chotanagpur', *Indian Historical Review*, Vol. 33:1, January 2006, PP. 44-75.

Das Gupta, Sangeeta, 'Heathen Aborigines: Christian Tribes and Animistic Races. Missionary Narratives on the Oraons of Chotanagpur in Colonial India', *Modern Asian Studies*, Vol. 50.2, March 2016, 437-478.

Guha, Ramachandra, 'Savaging the Civilised; Verrier Elwin and the Tribal Question in late Colonial India', in *Economic and Political Weekly*, XXXI: 35 (1996).

Radhakrishna Meena, 'Of Apes and Ancestors: Evolutionary Science and Colonial Ethnography'. Biswamoy Pati, ed. *Adivasis in Colonial India. Survival, Resistance and Negotiation* (New Delhi: Orient BlackSwan, 2011), pp. 31-54.

**Unit III: Administrative and juridical interventions and Revenue Policies;
Adivasi's perception of colonial modernity.**

Readings:

Bhukya Bhangya, 'The Subordination of the Sovereigns: Colonialism and its Gond Rajas 1853 -1948' *Modern Asian Studies*, Vol. 47.1, January 2013, pp 288-317.

Bhukya Bhagya, 'Enclosing Land, Enclosing Adivasis: Colonial Agriculture and Adivasis in Central India, 1853-1948' *Indian Historical Review*, Vol. 40.1, June, 2013.

Baker David, 'State Policy, the Market Economy, and Tribal Decline: The Central Provinces, The Indian Economic and Social History Review', Vol. 28:4, December 1991.

Das Gupta Sanjukta, 'three One', *Adivasis and the Raj. Socio-economic transition of the Hos, 1820-1932*, New Delhi: Orient Blackswan, 2012, pp. 89-132.

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Unit IV: History of colonial forest policies and conservation and its effects on Adivasis

Readings:

Atluri Murali, 'Whose Tree? Forest Practices and Local Communities in Andhra 1600-1922', David Arnold and Ramachandra Guha, *Nature Culture Imperialism. Essays on the Environmental History of South Asian*, New Delhi: Oxford University Press, 1995, pp.86-122.

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David Hardiman, 'Power in the Forest: The Dangs, 1820-1940' in David Arnold and David Hardiman, ed., *Subaltern Studies VIII. Writings on South Asian History and Society*, New Delhi: Oxford University Press, 1994, pp. 89-147. .

Mahesh Rangarajan, *Fencing the Forest: Conservation and Ecological Change in India's Central Provinces 1860-1914*

Ravi Rajan, 'Foresters and the Politics of Colonial Agroecology: The case of shifting cultivation and soil erosion, 1920-1950', in *Studies in History*, volume 14, number 2, July-December 1998, pp. 217-237.

Sivaramakrishnan, K., 'Colonialism and Forestry in India: Imagining the past in present politics', *Comparative Studies in Society and History*, Vol. 37:1, June 2009.

Unit V: Adivasi response to colonial rule: Raids, dacoity, cultural assertions and contestations.

Readings:

Bhangya Bhukya, 'Delinquent Subjects': Dacoity and the Creation of a Surveillance Society in Hyderabad State', in *Indian Economic and Social History Review*, XLIV, no.2, April-June 2007, pp.179-212.

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David Hardiman, 'Origins and Transformations of the Devi, in Ranajit Guha ed. *A Subaltern Studies Reader 1986-1995*, New Delhi: Oxford University Press, 1997, pp. 140-178.

Jangkhomang Guite, 'Colonialism and its Unruly? –The Colonial State and Kuki Raids in the Nineteenth Century northeast India', *Modern Asian Studies*, Vol. 48:5, September 2014, pp. 1188-1232.

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Shah Alpa, 'Religion and the secular left: subaltern studies, Birsa Munda and Maoists'.

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Unit VI: Adivasi resistance and insurgent consciousness, some select adivasi political movements and historiographical issues.

Readings:

Arnold David 'Rebellious Hillmen: the Gudum-Rampa Risings 1839-1894', in Ranajit, Guha (ed), *Subaltern Studies I. Writings on South Asian History and Society*, Delhi: Oxford University Press, 1982, pp. 88-142.

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Das Gupta, Sangeeta, 'Reordering a World: The Tana Bhagat Movement 1914-1919', *Studies in History*, Vol. 15;1 1999, pp. 1-44.

Guha Ranajit, 'Introduction' in *Elementary Aspects of peasant Insurgency in Colonial India*, Delhi: OUP, 1983, pp. 1-17.

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Pati Biswamoy, 'Survival as Resistance: Tribals in Colonial Orissa in Biswamoy Pati, ed., *Adivasis in Colonial India. Survival, Resistance and Negotiation*, Delhi: Orient BlackSwan, 2011, pp.237-268

Theoretical and Background Readings:

Ajay Skaria, *Hybrid Histories. Forests, Frontiers and Wildness in Western India*, New Delhi: Oxford University Press, 1999.

Amin, Shahid, *Event Metaphor Memory. Chauri Chaura 1922-1992*, Berkeley: University of California Press, 1995.

----- Gramsci and peasant subalternity in India' *Journal of Peasant Studies*, Vol. 11: 4, 1984, pp. 155-77.

Arnold David, 'Dacoity and Rural Crime in Madras, 1860-1940', *The Journal of Peasant Studies*, vol. 6:2, January, 1979, 140-167.

Andrew J. May, 'To Lay Down the Frontier of an Empire', Circumscribing Identity in Northeast India', *Studies in History*, Vol. 32:1, April 2016, pp. 5-20.

Bates Crispin and Alpa Shah, ed., *Savage Attack. Tribal Insurgency in India*, New Delhi: Social Science Press, 2014.

Bhangya Bhukya, *Subjugated Nomads: The Lambadas Under the Rule of Nizams*. New Delhi: Orient BlackSwan, 2010.

Bhattacharya, Neeladri 'Pastoralists in a Colonial World' in David Arnold and Ramachandra Guha (eds.), *Nature, Culture, Imperialism. Essays on the Environmental History of South Asia*, Delhi: Oxford University Press, 1995, pp. 49-85.

Chaube S.K, *Hill Politics in Northeast India*, Hyderabad: Orient Longman, 1973.

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Das N.K, 'Indigeneity, Anthropology and the Indian Tribes. A Critique', *Journal of Adivasi and Indigenous Studies*, Vol. II, No.1, February 2015, pp. 11-34.

D. N. Dhanagare, *Peasant Movements in India 1920-1950*, Delhi: Oxford University Press, 1983.

D. N. Dhanagare , 'Subaltern Consciousness and Populism: Two Approaches in the study of Social Movement in India' *Social Scientist*, Vol. 16: 11, November 1988, pp. 18-35.

David Arnold and Ramachandra Guha (eds.), *Nature, Culture, Imperialism. Essays othe Environmental History of South Asia*, Delhi: Oxford University Press, 1995,

Damodaran, Vinita, 'Colonial Construction of the 'Tribe' in India. The Case of Chotanagpur', *Indian Historical Review*, Vol. 33:1, January 2006, PP. 44-75.

David Hardiman, *The Coming of the Devi. Adivasi Assertion in Western India*, Delhi: Oxford University Press, 1987.

-----'Community Patriarchy Honour: Raghu Bhanagre's Revolt', *The Journal of Peasant Studies*, vol. 23:1, London, October 1995, pp.88-130.

---- 'Dalit and Adivasi Assertion' in *Gandhi in his time and ours*, New Delhi, Permanent Black, 2003. Pp.123-155.

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- Kela Shashank, *A Rogue and Peasant Slave. Adivasi Resistance*, New Delhi: Navayana, 2012,
- K. Suresh Singh , *Tribal Movements in India*, Vol. I & II, New Delhi: Manohar Publication, 1982.
- *Birsa Munda and His Movement 1874-1901: A Study of a Millenarian Movement in Chotanagpur*, Calcutta: Oxford university Press, 1983.
- Ludden David, *Reading Subaltern Studies, Critical History, Contested Meaning , and the Globalisation of South Asia*, New Delhi: Permanent Black, 2002.
- M. N. Srinivas, *Social Change in Modern India*, repr. New Delhi: Oriental Longman, 2001, of orig. edn, 1966.
- Mayaram, Shail, *Against History, Against State. Counterperspectives from the Margins* Delhi: Permanent Black, 2003.
- Nandini Sundar, *Subalterns and Sovereigns. An Anthropological History of Bastar (1858-1996)*, New Delhi: Oxford University Press, 1997.
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- Prathama Banerjee, 'Writing the Adivasi: Some historiographical notes', *The Indian Economic and Social History Review*, 53: 1, 2016, pp. 131–153.
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- Radhakrishna Meena , 'Of Apes and Ancestors: Evolutionary Science and Colonial Ethnography'. Biswamoy Pati, ed. *Adivasis in Colonial India. Survival, Resistance and Negotiation* (New Delhi: Orient BlackSwan, 2011), pp. 31-54.
- R. Grove, V. Damodaran & S. Sangwan, *Nature and the Orient* (New Delhi 1998)
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- Srivastava A.R.N., *Tribal Freedom Fighters of India*, New Delhi: Publications Division, Government of Indi, 1986.
- Scott James C., *Weapons of the Weak. Everyday Forms of peasant Resistance*, Delhi: Oxford University Press, 1990.
- Sajal Nag, *Beleaguered Nation: The making and unmaking of the Assamese Nationality*, New Delhi: Manohar, 2017.
- Sajal Nag, *Contesting Marginality: Ethnicity, Insurgency and Subnationalism in North-East India*, New Delhi: Manohar, 2002.

Course: History of Architecture in Medieval India

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

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

- 1 Estimate the nature of medieval Indian architecture and identify the relation between society and construction. (**understand**).
2. Demonstrate historical concepts such as Trabeate, Arcuate, Aiwans, Gumbad, Mihrab, Cupola, Chahar Bagh, Serai, Kos Minar etc. and to understand various dimensions of constructions in the human past. (**apply**)
3. Understand theory, explanation, verification, the making of a building in medieval India, the role of state and contemporary knowledge and recent trends in historiography of medieval Indian architecture. (**understand**)
4. Illustrate making of a structure and its relationship with the evolution of culture and the knowledge in built in it. Relationship between past and present and evolution and growth of architecture. (**Analyse and understand**)
5. Analyse various principles of science in the construction and question the functioning of a historical structure. (**analyse**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
	1	2	3	4	5	6	7	8	9	10	11
CLO 1	2	2	2	2		1	2			2	2
CLO2	2	2	2	2		1	2	1	1	2	2
CLO3	2	2	2	2		1	1	1	1	2	2
CLO4	2	2	2	2	1	1	1	1	1	2	2
CLO5	2	2	2	2	1	1	1	1	1	2	2

Course Description

This is a **lecture course of four credits** for those students who have an interest in Architecture. In the realm of historical understanding, architecture has generally been understood in the sense of beauty. However, lately construction aspects and functioning of the structure too have become a part of study. The paper aims to familiarize students with the changing pattern of architecture throughout the medieval period, taking into account the construction technology as well. It

would benefit those people too who are involved in the conservation and preservation of monuments.

UNIT ONE

Architecture in Pre- Mughal India: Trabeate, Corbelled and Arcuate Techniques Building and Binding Material.

The understanding of this unit will include introduction of new style of architecture with the coming of the Turks and broadening of the areas of architecture. It will also focus on the introduction of binding material and techniques of construction including use of Hydrology and Rain water harvesting techniques.

UNIT TWO

Emergence and Evolution of Mughal Architecture

Development of Decorative Patterns and Designs under the Mughals

This unit will explain the change in the architectural style with the coming of Mughals. This change would also explain usage of space, hydrology, acoustics and air dynamics inbuilt in the architecture

UNIT THREE

Regional Architectural Styles: Vijaynagar, Jaunpur, Rajputana, Gujarat and Deccan

Third Unit will focus on different regional styles and influence of external factors on their architecture

Evaluation: Students will be evaluated on each of the three units through a written test (20 marks), seminar paper (20 marks) and a term paper (20 marks) as is the practice for all four credit lecture courses. Of these three, the best two will be considered for the tabulation of the final grade. There will be an end-semester examination (60 marks) which will test the student on all four units.

GENERAL READING LIST

- B. Fuhrer, *The Sharqi Architecture of Jaunpur*, Delhi, 1994.
A.J.Qaisar, *Building Construction in Mughal India*, Delhi, 1989
Bianca Maria Alfieri, *Islamic Architecture of the Indian Subcontinent*, London, 2000
Catherine B. Asher, *Architecture of Mughal India*, Cambridge, 1992.
Ebba Koch, *Mughal Architecture*, Delhi, 2013.
G. Michell, *Islamic Heritage of the Deccan*, Bombay, 1986.
H. Cousens, *The Architectural Antiquities of Western India*, London, 1926.
M. Fasih ud-Din, *The Sharqi Monuments of Jaunpur*, Allahabad, 1922.
Percy Brown, *Indian Architecture*, Delhi, 2005.
R. Nath, *History of Sultanate Architecture*, Delhi, 1978.
R. Nath, *History of Mughal Architecture*, Delhi, 2004.
Subhash Parihar, *Some Aspects of Indo-Islamic Architecture*, Delhi, 1999.

Course: Cartography in Medieval India

L.T.P. 1-0-0

Credits: 2

Course Learning Outcomes:

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

1. Demonstrate a coherent and systematic understanding of various fields of mapping in pre-modern India. (Remembering and understanding)
2. Employ the different methods of analyzing the typology of maps. (Applying)
3. Communicate their views and ideas with clarity of thought, lucidity of expression and logical rigour regarding a diverse set of sources. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from cartography by situating the same in concrete historical situations like wars. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the creation of maps and how space was represented. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of cartography and create ideas that respond to issues regarding representation of space in pre-modern India. (Creating)

Mapping of Program Learning Outcomes (PLOs)

With Course Learning Outcomes (CLO's)

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CLO-1	2	2	2	1	2	2	1	2	1	1	1
CLO-2	2	1	2	1	1	1	1	1	1	1	1
CLO-3	2	1	2	2	2	2	1	1	1	1	1
CLO-4	1	1	2	1	2	2	1	1	1	1	1
CLO-5	2	2	1	1	1	1	1	1	1	1	1
CLO-6	2	1	1	1	1	1	1	1	1	-	1

Course Description

Objectives : the main objective of this course is to introduce students to the indigenous Mapping traditions of India by exposing them to a variety of maps. The other objective also be to familiarise them with the diverse cartographic practices in the premodern world before the advent of modern cartography.

Course description: in this course, a brief survey of the nature of cartography in premodern societies would be discussed. Proceeding from this, the course would talk about the different type of maps Medieval India and also deal with the question of whether such artefacts can be called as maps. In the second unit the course would then focus on maps from the different regional traditions of India and described the nature of mapping techniques, including pilgrim age maps, religious maps, maps of forts, siege maps. In the third unit, there would be a more

detailed study of the Mughal and Maratha Mapping traditions along with maps from Kashmir and other regions. In this unit the importance of maps and their relationship with military engagements would also be analysed. The course would end with a study of some of the other cartographic devices used by the indigenous communities.

Course outcomes: at the end of the course, the students would be able to understand the prevalence of non-European mapping and cartographic techniques in India. The other outcome would also be the familiarity with using maps as the source material for the reconstruction of history.

Unit one

Cartography in premodern societies

Different types of maps in premodern India

The problem of employing paintings and other descriptive devices as maps

Unit two

Sacred geography, pilgrim age and religious maps

Town maps, regional maps and maps of certain locations

Forts and military maps

Unit three

Maps of the Mogul Empire and the Marathas and other polities

Regional maps and revenue maps from Kashmir

Maps and military formations study of the city of Delhi

Globes, orbs and other cartographic devices used by the indigenous communities.

Reference Books :

Chandra, Satish. 1987. *The Indian Ocean: Explorations in History, Commerce, and Politics*.

Sage Publications.

Dikshit, Kamal Rampriti. 1986. *Maharashtra in Maps*. Maharashtra State Board for Literature and Culture.

Eck, Diana L. 2012. *India: A Sacred Geography*. Potter/Ten Speed/Harmony/Rodale.

Gole, Susan. 1511. *A Series of Early Printed Maps of India in Facsimile*. Jayaprints.

Gole, Susan. 1976. *Early Maps of India*. Sanskriti.

Gole, Susan. 1989. *Indian Maps and Plans: From Earliest Times to the Advent of European Surveys*. Manohar Publications.

Habib, Irfan. 1974. "CARTOGRAPHY IN MUGHAL INDIA." *Proceedings of the Indian History Congress* 35: 150–62.

Harley, J. B., David Woodward, and G. Malcolm Lewis. 2015. *The History of Cartography*. University of Chicago Press.

Hasan, Javed. 1990. "Mapping the Mughal City of Agra." *Proceedings of the Indian History Congress* 51: 241–45.

India), Kalakriti Archives (Hyderabad. 2015. *Cosmology to Cartography: A Cultural Journey of Indian Maps : From the Collections of Kalakriti Archives, Hyderabad and National Museum*. National Museum.

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Ramaswamy, Sumathi. 2007. "Conceit of the Globe in Mughal Visual Practice." *Comparative Studies in Society and History* 49 (4): 751–82.

Singh, Rana. 2009. *Geographical Thoughts in India: Snapshots and Visions for the 21st Century*. Cambridge Scholars Publishing.

Course: Bon and Tibetan Buddhism
L.T.P. 1-0-0 **Credits: 2**

Course Learning Outcomes:

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

1. Demonstrate a coherent and systematic understanding of various religious traditions in India. (Remembering and understanding)
2. Employ the different methods of analyzing the schools and forms of religious expression. (Applying)
3. Communicate the views and ideas of the religious traditions with clarity of thought, lucidity of expression and logical rigour. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from Bon and Tibetan Buddhism in the larger socio-economic and political contexts. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of art and architecture. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of art and create ideas that respond to issues of religious diversity in the borderlands of India. (Creating)

Mapping of Program Learning Outcomes (PLOs)

With Course Learning Outcomes (CLO's)

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CLO-1	2	2	2	1	2	2	1	2	1	1	1
CLO-2	2	1	2	1	1	1	1	1	1	1	1
CLO-3	2	1	2	2	2	2	1	1	1	1	1
CLO-4	1	1	2	1	2	2	1	1	1	1	1
CLO-5	2	2	1	1	1	1	1	1	1	1	1
CLO-6	2	1	1	1	1	1	1	1	1	1	-

Course Description

The aim of this course is to acquaint students with two of the important religious traditions that have shaped the socio-cultural profile of the Himalayas and were also the state religions of Tibet. It is divided into three units beginning with an introduction to the region and proceeds to trace the role of Bon and Tibetan Buddhism that have defined this region to a great extent.

UNIT I Tibetan Culture Area : Ladakh ,Lahaul,Spiti ,Kinnaur, Sikkim, Darjeeling , Tawang in India and ther connections with the Tibetan culture areas of Nepal,Bhutan,China,Tibet,Mongolia and Russia.

UNIT II Bon- The rise and fall of a tradition. OlmoTazig and the kingdom of Zhang Zhung rise of a state society and transformation of animistic Bon to yungdrung Bon in Western Himalayas-

Emergence of a nomadic Empire in Tibet (7th c AD) and the elevation of Bon as the state Religion and spread of Bon in the eastern Himalayas. Bonpo-Buddhist Conflict and the collapse of the unified Tibetan Empire under Lang Darma (842 A.D). Persecution and survival of Bon-Bonpo practices as residual elements in Tibetan Buddhism and Himalayan culture.

Unit III Tibetan Buddhism :Padmasambhava and the first transmission of Buddhism to Tibet- Collapse of the Tibetan Empire and Buddhist revival from Guge- *phyi-dar* (second transmission) Atisa, Rinchenzangpo and the establishment of a monastic network in Western Himalayas- Mongol conquest and the changed nature of monasteries- the rise of the institution of the Dalai Lamas and the elevation of Tsangyang Gyatso from Tawang as the VIth Dalai Lama.

Reference Books :

- Balikci, Anna, “ The Apparent Diversity between Bon and Buddhism” in. Balikci, Anna *Lamas, Shamans and Ancestors: Village Religion in Sikkim*. BRILL, 2008.
- Handa, O. C. *Buddhist Monasteries of Himachal*. Indus Publishing, 2004.
- International Association for Tibetan Studies Seminar. *Discoveries in Western Tibet and the Western Himalayas: Essays on History, Literature, Archaeology and Art : PIATS 2003, Tibetan Studies, Proceedings of the Tenth Seminar of the International Association for Tibetan Studies, Oxford, 2003*. BRILL, 2007.
- Khosla, Romi. *Buddhist Monasteries in Western Himalaya*. Ratna Pustak Bhandar, 1979.
- Kværne, Per. *The Bon Religion of Tibet: The Iconography of a Living Tradition*. Serindia Pub., 1995.
- Laird, Thomas. *The Story of Tibet: Conversations with the Dalai Lama*. Grove Press, 2007.
- Norbu, Chogyal Namkhai. *A History of Zhang Zhung and Tibet, Volume One: The Early Period*. North Atlantic Books, 2013.
- Norbu, Namkhai. “Bon and Bonpos: in Norbu, Namkhai, *The Necklace of GZi: A Cultural History of Tibet*. Narthang, 1989.
- Petech, Luciano. *The Kingdom of Ladakh: C. 950-1842 A.D.* Istituto Italiano per il Medio ed Estremo Oriente, 1977.
- Powers, John. *Introduction to Tibetan Buddhism*. Snow Lion Publications, 2007.
- Rahul, Ram. *Central Asia: An Outline History*. Concept Publishing Company, 1997.
- Renqing, Long, and Mei Duo. *Tsangyang Gyatso: Geographical Poetry*. Strategic Book Publishing & Rights Agency (SBPRA), 2013.
- School, Matthew T. Kapstein Associate Professor in the Department of South Asian Languages and Civilizations University of Chicago Divinity. *The Tibetan Assimilation of Buddhism : Conversion, Contestation, and Memory: Conversion, Contestation, and Memory*. Oxford University Press, 2000.
- Shakabpa, Tsepon W. D. *TIBET: A Political History*. Paljor Publications Pvt. Limited, 2010.

- Snellgrove, David L., and Hugh Richardson. *A Cultural History of Tibet*. Orchid Press, 2003.
- Subba, J. R. *History, Culture and Customs of Sikkim*. Gyan Publishing House, 2008.
- Thakur, Laxman S. *Buddhism in the Western Himalaya: A Study of the Tabo Monastery*. Oxford University Press, 2001.
- Thakur, Laxman.S, “ Archaeology of an Extinct Religious Tradition : Bonpos of Western Himalaya” in Singh, Chetan ed. *Recognizing Diversity: Society and Culture in the Himalaya*. Oxford University Press, 2011.
- Tuttle, Gray, and Kurtis R. Schaeffer. *The Tibetan History Reader*. Columbia University Press, 2013.
- Verma, V. *Spiti: A Buddhist Land in Western Himalaya*. B.R. Pub. Corp., 1997.

Course: Visual History: Themes in Photography and Mentality

L.T.P. 1-0-0

Credits: 4

Course outline

Various visual technologies—painting, photography, cartography, and cinema—have been central to the constitution and experience of modernity. As one of the technologies of representation, photography came to India during the later phase of colonialism; it invariably depicts many complex layers of Indian society. Through a close reading of some key writings on the history, practice and theory of photography, this course will examine how ideas of culture and modernity have emerged and how photography visualises the idea of the modern self. More specifically, we will look at how the subject of modernity is historically constituted through technology and how notions of tradition, identity and mentality are reconfigured. The course sets out as a threshold to enter the burgeoning field of study of visual culture and the social life of images.

The main objectives of this course are; to explore the emerging field of visual history or the historical narratives set out by the visual images—history in the images; to understand the history and political economy of photography; to explore the technique of representations and the facets of modernity in the late 19th and 20th century; to examine the photographically mediated visual histories, in conjunction with the other forms of representational practices which are involved in literature, art, cinema and new media; to situate the question of realism and its early forms. The course will also look at the contemporary ‘photographic movements’ which highlights the visual elaboration of ethical, moral and human right issues. Overall, the course will enable students to critically engage with visual images to explore how they are imbued with forms of power relationship, subjectivities, and resistance. It would help students to appreciate the multiple layers, and historical and social signifiers of images, by deploying various analytical tools such as historical, semiotic and discourse analysis. The course will also have workshops on documentary photography, which will help to learn basic skills in documentary photography and curatorial practices.

Unit I – Introduction: History, Photography, Materiality. How to read photography historically? The historical language of the photography. Interconnected theories and analysis of photography and history. Photography, memory and history

This introductory section of the course will explore the relationship between photography and materiality within the context of modernity. The section will have both empirical and theoretical analysis to explain how visual signifiers indexically illustrate their discursive context and different social and cultural dynamism. The themes include a general history of photography and the way it connected with imperialism, colonialism and vernacular visions of modernity. One of the primary objectives of this section is to analyse how visual language helps us to understand the social formation of society and also to explore whether photographic frames enable us to understand the cultural politics involved in social relations and their imaginary. This section also provides a basic introduction to a range of methods that can be used to interpret visual texts for social science research such as visual semiotics, discourse analysis, content, and psychoanalysis.

Unit II – Visual Signifiers: Technology, Modernity and Sensorium of the past. Colonialism and the construction of the subjectivity. Theoretical discussion on Modernity, Visual subject, and cultural mediation. Photography and the visual and political economy of colonialism. Fixing the Stereotype: reading photographic visual representation of race, caste, tribe and gender. Photography and commodity Culture. Histories of the visual idioms. Visual language of the elite and the subaltern. advertisements and popular culture.

This section of the course will theorise the transition and interface between verbal and visual discourse while focusing on the contemporary debate on visual/verbal dichotomy. This section will also focus on the materiality or discursive context of photography, as it was used within the domains of imperialism, colonialism, and nationalist discourses. What are the ways in which photographic realism corresponds with various ideologies and politics of the time? How

photography becomes a tool to represent docile bodies; a tool for the categorisation of people and natural resources, its commoditisation aspects; etc are some of the themes for the discussion. Apart from the ideological insights, this section also engages with the question of how photography invented new visual idioms within the political economy of colonialism as well as within the context of colonial modernity. The late 19th and early 20th century photographs were instrumental in creating a discourse of ethnography of different castes and tribes, leading to the creation of cultural tropes/stereotypes. Colonial and postcolonial photography followed these different conventions of visualisation in representing different social groups and subjectivities. The camera provided a new visual vocabulary for the cultural types, which became a recurring ethnographic sign for the other visual media, such as popular cinema, to familiarise and reproduce a visual language for stereotype representation of race, caste, and gender. This section of the course will further describe the commercial and commodity aspects of the photographic medium; how photography becomes an instrument to reproduce illusion, desire and hallucination.

Unit III—Case studies: Anthropological, Studio and family photography. Histories in the image. Historical signification of the objects and materials in the photography. Social and visual spaces- the socialessness of photography. Visualisation of public and the private. Cultural history of gestures.

This section of the course will look at various photographic practices in India to examine how visual mediation of the social or social mediation of visual was practised in India. Here the photographic representation of social life is not contextualised within the context of Indian modernity and nationalism but also examines its relation with other forms of representation such as sketches, paintings and lithographs, etc. This section consists of sessions that deal with the questions such as how early photographic practices in India articulate the ideals of material/public and spiritual domains of the Indian society within the context of Indian modernity. How does photographic space provides a platform for native to articulate their idea of modernity, what props are used to enunciate their refashioned identity, and what are the social signifiers and connote meaning associated with the objects, things, pose, look and gesture of the photographed subjects and how does it delineate the social and hierarchical positions of communities and their cultural capitals, are some of the questions to be engaged.

Unit IV – Visual Turn: Iconography, nation, subalternity, religion in the historical and contemporary visual fields. Visual vocabularies of caste and gender. Contemporary visuality and the questions of violence and affect. Ethics and the political aesthetics photography.

This section of the course will look at how the nation is being visualised and what way the national imaginary is affiliated with certain hegemonic ideas that were part and parcel of the hierarchical social order of the society. What is the relation between national image-icon and politics of nationalism as well as how these image-signs are bounded with the ideas of Hindu nationalism within the colonial and postcolonial context? Further, this section will examine how contemporary image-making practices and their aesthetic domains continue with these socially and politically coded meanings or religious nationalism. The section of the course will also consider the aesthetic, ethical, and political concern and affective content of different genres of photographs and new media that have profoundly depicted many forms of violence and suffering in our public life.

Evaluation methods:

13. Three internal assessments will be conducted, each for 20 marks. Finally, the best of the two are taken for final evaluation, which constitutes 40 marks.
14. The internal evaluation would comprise any of the following modes for assessment: (informed to the students in advance, at the beginning of the course), such as Tests, Term

papers, Seminars, Project Reports, Book Reviews, Visual Essays, Documentation and Discussions.

15. The end semester exam is for 60 marks for 3 hours. Two essay-type answers and four short-essays are expected to be written out of ten questions, which would test a student's critical thinking skills, analytical ability, knowledge of the subject, and ability to synthesise comprehensive information within a stipulated time period.

Learning outcomes

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

34. Understand the history and political economy of the Photography. (**understand**)
35. Identify the technique of representations and the facets of modernity in the late 19th and early 20th century. (**apply, analyse, evaluate**)
36. Examine the photographically mediated visual histories, in conjunction with the other forms of representational practices which are involved in Literature, Art and Architecture. Familiarize with the theoretical and critical scholarly work in the field of the study (**analyse**)
37. Understand the historical constituted visual language, interpret the question of realism and its early forms and evaluate how visual images are imbued with forms of power relationship, subjectivities and resistance. To understand the forms of digital imaging and its social and cultural mediation; to understand how these new media and digital photographic practices or documentary photographs generate ethical, political and human rights issues while representing as well as circulating within the domain of the public. (**understand, apply, analyse, evaluate**)
38. Value the multiple layers and social signifiers of images by deploying various analytical tools (**Apply and analysis**).
39. Apply their readings to seminars, tutorials, tests and term papers and can gather and synthesise information from various sources, think critically and present their ideas in a lucidly written and visual format. They will develop skill related to visual documentation and archiving practices (**analyse, create**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	2	2	2	2	3	2	2	2		3
CLO2	2	2	2				2		2		
CLO3	2	2	1	3	1	2		2			2
CLO4						2	3	2	2	1	3
CLO5	2	3	2	1	2			2			2
CLO6					3	2	2	3	3	1	2

Suggestive Readings

Unit 1

- Kaja Silverman. *The Miracle of Analogy: or The History of Photography, Part 1*. California: Stanford University Press Stanford, pp-1—34
- Elisabeth Edwards and Janice Hart, "Introduction: Photographs as Objects" in *Photographs Objects Histories: On Materiality of Images*. London: Routledge, 2004
 - Hayden White, "Historiography and Historiophoty," *The American Historical Review* 93 (October 1988).
 - Barthes, Roland. *Camera Lucida: Reflections on Photography*. Trans. Richard Howard (New York: The Noonday Press, 1988) pp-1-45

- Benjamin, Walter. "A Little History of Photography" in *The Work of Art in the Age of Its Technological Reproducibility and other writings on Media*, eds. Michael W. Jennings, Brigid Doherty, and Thomas Y. Levin, Cambridge MA: Harvard University Press. 274-298, 2008.
- Langford, Martha, "Orality and Photography" in Martha Langford (Ed), *Suspended Conversations: The Afterlife of Memory in Photographic Albums*(London: McGill-Queen's University Press Montreal & Kingston)pp-122-146.
- Sarkar, Sumit, "The Visual and Performing Arts" in *Modern Times: India 1880s-1950s*. (New Delhi: Permanent Black, 2014) Pp 372—435.

Unit II

- Pierre Bourdieu, "The Social Definition,"f Photography", in [Evans, Jessica](#); [Hall, Stuart](#) (eds) *Visual Culture: The Reader* ([London: Sage Publications, 1999](#)) 162-180
- Jacques Derrida, Copy, archive Signature: A Conversation on Photography (excerpts)
- Bazin, Andre, 'The Ontology of the Photographic Image" in *What is Cinema?* Vol. I. Trans. Hugh Gray(Berkeley: University of California Press, 1967) 9-16
- Sontag, Susan. " In Plato's Cave" In *On Photography* (New York: Penguin, 1973)pp. 3-26
- Berger, J. *Ways of Seeing*. (London: British Broadcasting Association and Penguin. 1972, chapter 1)
- Jonathan Crary, "Modernity and the Problem of the Observer", in *Techniques of the observer: on Vision and Modernity in the Nineteenth Century* ([Cambridge: MIT Press, 1990](#))pp. 1-24
- Tagg. John.. "Evidence, Truth and Order: the photographic records and the Growth of the State, in *The Burden of Representation: Essays on Photographies and Histories* (London: Macmillan Education,1988) (Chapter 2)
- [Janaki Nair](#), *Mysore Modern: Rethinking the Region Under Princely*

Rule (University of Minnesota Press, 2011) chapter 2 & 4

- Poole, Deborah *Vision, Race, and Modernity: A Visual Economy of the Andean Image World* (Princeton: Princeton University Press 1997), chapter 1
- Partha Chatterjee, 'Critique of Popular Culture, *Public Culture*, Vol.----2008

Unit III

- Nicholas Dirks, *Caste of Mind*. Princeton: Princeton University Press, 2001 (Introduction)
- Pinney Christopher, "Stern Fidelity and penetrating Certainty" In *Camera Indica: the Social Life of Indian Photographs* (Chicago: University of Chicago Press, 1997)pp. 17-71
- - ----, "Bruises and Blushes: Photography 'Beyond' Anthropology", in Erika Balsom and Hila Peleg eds. *Documentary Across Disciplines*, Berlin: Haus der Kulturen der Welt & Cambridge MA: MIT, 2016
- Tapati. Guha-Takurta, "The Contest over Tradition and Nationalism: Differing Aesthetic Formulations for 'Indian' Painting", in *The Making of a New "Indian" Art: Artists, Aesthetics, and Nationalism in Bengal, c. 1850-1920*(Cambridge: Cambridge University Press, 1992), pp.185-228
- Gutman, Judith. Mara. "Painted Photographs". In *Through Indian Eyes: 19th and early 20th-century Photography from India* (New York: Oxford University Press,1982)pp. 103-132

- Arunima G, 'Bonds of Love, Ties of Kinship?: Or Are There Other Ways of Imagining the Family', *Indian Economic and Social History Review*, Vol. 53, 3, (September 2016).
- Udaya Kumar. *Writing the First Person: Literature, History and Autobiography in Modern India*. New Delhi: Permanent Black. 2016 (Introduction and chapter three)
- Arjun Appadurai. "The Colonial Backdrop" *Afterimage: The Journal of Media Arts and Cultural Criticism* 24(5), 1997, pp.4-7.
- Malavika Karlekar, "The Bengali Experience", in *Re-visioning the Past: Early Photography in Bengal 1875-1915*,
- Suresh Punjabi, & Christopher Pinney, *Artisan Camera: Studio Photography from Central India*, Chennai: Tara Books, 2013.
- Anandi Ramamurthy. "Constructions of Illusions: Photography and Commodity Culture." In *Photography: Critical Introduction*, ed. Liz Wells, (London: Routledge. 1997) pp. 151-198
- R. Srivatsan, *Conditions of Visibility: Writings on Photography in Contemporary India* (chapter 1)
- Deepa Sreenivas, *Sculpting A Middle Class: History Masculinity and the Amar Chitra Katha in India*, New Delhi: Routledge, 2010 (introduction)
-

Unit IV

- Partha Chatterjee, 'The Sacred Circulation of National Image', in Maria Antonella Pelizzari, ed., *Traces of India: Photography, Architecture, and the politics of representation, 1850-1900* (Montreal: Canadian Centre for Architecture and New Heaven: Yale Centre for British Art and Ahmedabad: Mapin Publishing, 2003), pp.278-291
- Christiane Brosius, "I am a National Artist": Popular Art in the Sphere of Hindutva", in Richard H. Davis (ed.), *Picturing the Nation : Iconographies of Modern India* (New Delhi: Orient Longman, 2007) pp. 171-205.
- Christopher Pinney, *Photos of the Gods: The Printed Image and Political Struggle in India* (Delhi: Oxford University Press, 2004), Introduction, Chapters 1 and 6.
- Sandria B. Freitag, "Visions of the Nation: Theorizing the Nexus between Creation, Consumption and Participation in the Public Sphere", in Rachel Dwyer, Christopher Pinney (eds.), *Pleasure and the Nation : The History, Politics, and Consumption of Public Culture In India*. [New Delhi: Oxford University Press, 2001](#), pp.35-75
- Greg Grandin, "Can the Subaltern Be Seen? Photography and the Affects of Nationalism" *Hispanic American Historical Review*, Volume 84,(1) 2004, **pp.**, 83—111.
- Pandian M S S. "Writing Ordinary Lives," in Gyanendra Pandey (ed.), *Subaltern Citizens and Their Histories: Investigations from India and the USA*, New York: Routledge: 2010.96:108.
- Joel Lee. 'Disgust and untouchability: towards an affective theory of Caste', *South Asian History and Culture*, 12:2-3, 2021, pp. 310-327.
- Sanal Mohan, P., *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala*, London, Oxford University Press, 2015.
- Bangya Bhukya, 'Introduction' and 'Delinquent Subject (chapter 3), in *Subjugated Nomads: The Lambadas under the Rule of the Nizams*. Orient Blackswan 2010.
- Gopal Guru, 'The Idea of India : Derivative, Desi, and Beyond' *Economic and Political Weekly*, Vol. 46(37) 10 September 2011

- Christopher Pinney, "Classification and Fantasy in the Photographic Construction of Caste and Tribe," *Visual Anthropology*, 3(2-3), pp. 259-288.
- Butler, J. 'Torture and the ethics of photography: thinking with Sontag', in *Frames of War: When is Life Grievable?* (London: Verso, 2009)
- Mirzoeff, N. *Watching Babylon: The War in Iraq and Global Visual Culture* (New York: Routledge, 2006) (selected chapters)
- Sontag, S. *Regarding the Pain of Others*. (Penguin: London, 2003)

Course: Disease, Medicine and Public health in Colonial India

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completing this course, students will be able to:

7. Describe key themes in the history of medicine and public health
8. Develop skills in analysing the secondary literature.
9. Identify a range of technique on writings on the history of medicine.
10. Summarize arguments debates about how colonialism fashioned a new medical discourse.
11. Analyse the impact of western medicine in India.
12. Write a term paper broadly following protocols of research writing like citing, reference and summarising.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	3	3	2	1	-	1	1	2	-	2
CLO2	3	2	3	3	2	1	1	1	1	-	2
CLO3	3	2	2	2	2	1	1	1	2	-	1
CLO4	3	2	2	2	2	1	1	1	2	-	2
CLO5	3	2	2	2	1	1	2	1	1	-	2
CLO6	3	2	2	2	2	1	2	1	2	-	2

Objective of the Course:

The course introduces the major debates in the medical history particularly relationship between colonialism and medicine in modern India. Medicine have ability to demarcate power that can define the social and political relations. Western medicine in India through the various public health and sanitary policies of the colonial state interfered in the everyday affairs of people. These policies were also rooted their claims as legitimate and rational advanced modern medical science into India. This course also critically examine how medicine and its practitioners have produced and adapted different spaces and facilitated to circulation and validation of particular forms of medical knowledge and therapeutic practice. Therefore, spaces such as the clinic, the hospital, sanatorium and the asylum has been central to operate the medical practice in colonial India. At the same time, the course will reflect on the one hand, the changing basis of other 'local' traditions like Ayurveda, Yunani and siddha medical theory and practice and their complex interactions with Indian systems of knowledge and the contradictions and tensions between colonialize and colonized with the strong social implications.

Content:

Module-1: Introduction to the field of medical History; Colonial medicine and its role in colonial India:

- Marks, Shula. What is Colonial about Colonial Medicine? and what has happened to imperialism and health? *Social History of Medicine*, Vol. 10, No. 21997, pp.205-219.
- Frantz Fanon, "Medicine and Colonialism," in *A Dying Colonialism*, trans. by Haakon Chevalier (New York: Grove, 1965), 121-45.
- David Arnold, 'Medical Priorities and Practice in Nineteenth-Century British India', *South Asia Research*, 5 (1985), 167-83
- Bala, Poonam. *Imperialism and Medicine in Bengal: A Socio-Historical Perspective*, Sage, New Delhi, 1991.
- James A. Paul. Medicine and Imperialism, in John Ehrenreich (ed.), *The Cultural Crisis of Modern Medicine*, Monthly Review Press, New York, 1978, pp.271-286.
- Anil Kumar, *Medicine and the Raj: British Medical Policy 1835-1911* (New Delhi, 1998).
- ———, *Public Health in British India: Anglo-Indian Preventive Medicine 1859-1914* (Cambridge, 1994)
- Cook, Harold J. *Matters of Exchange: Commerce, Medicine and Science in the Dutch Golden Age*. Yale University Press, 2007.
- Arnold, David, The rise of western medicine in India, *The Lancet*, Vol 348, October 19, 1996.
- Radhika Ramasubban, 'Imperial Health in British India, 1857-1900', in R. MacLeod and M. Lewis (eds.), *Disease, Medicine, and Empire: Perspectives on Western India and the Experience of European Expansion* (London, 1988), 38-60.
- Mark Harrison, 'Towards a Sanitary Utopia? Professional Visions and Public Health in India, 1880-1914', *South Asia Research*, 10 (1990), 19-41.
- Arnold, David (ed.) *Imperial Medicine and Indigenous Societies*, Manchester University Press, Manchester, 1988.

Module-II: Medical practices, Policies and medical confinement:

Spread of epidemics and other diseases –plague, smallpox, cholera, malaria, venereal diseases, leprosy, fevers etc. Role of missionaries, Medical theories' and – race, class/ caste and gender Public Health and sanitary policies and Acts; vaccination policy; quarantine; spaces of healing, leprosy and lunatic asylums & lock hospitals, women's health- gender, and the body, conception and birth control.

- Arnold, David (ed.) *Imperial Medicine and Indigenous Societies*, Manchester University Press, Manchester, 1988.
- David Arnold, 'Medical Priorities and Practice in Nineteenth-Century British India', *South Asia Research*, 5 (1985), 167-83
- ———. *Colonizing Body: State Medicine and Epidemic Disease in Nineteenth Century India*, University of California Press, Berkeley, 1993.
- Sanchari Dutta, 'Plague, Quarantine and Empire: British-Indian Sanitary Strategies in Central Asia, 1897-1907', in Pati and Harrison (eds.), *The Social History of Health and Medicine in Colonial India* (London, 2009), pp. 93-112.
- Jane Buckingham, *Leprosy in Colonial South India: Medicine and Confinement*, Basingstoke: Palgrave, 2002.
- Muneesh, Lal. The Politics of Gender and Medicine in Colonial India: the counters of Duffrine's Fund, *Bulletin of the History of Medicine*, Vol. 68, 1994, pp.29-36.
- Ballhatchet, Kenneth. *Race, Sex and Class under the Raj, Imperial Attitudes and Policies and their Critics, 1793-1905*, Weidenfeld and Nicolson, London, 1980.
- Contraception, Colonialism and Commerce: Birth Control in South India, 1920-1940 (Aldershot: Ashgate, 2008).
- Reproductive Health in India: History, Politics, Controversies, Editor (Delhi: Orient Longman, 2006).

- Sujata Mukherjee, *Gender, Medicine and Society in Colonial India: Women's Health Care in Nineteenth and Early Twentieth Century Bengal*, 2017, Oxford University Press, New Delhi

Module-III: Contradictions and and complex interactions

Indigenous resistance- Pluralism - Unani and Ayurvedic medical systems, and other medical systems- the Adivasi.

- Pannikar, K.N. Indigenous Medicine and Cultural Hegemony: A Study of the Revitalization Movement in Kerala, *Studies in History*, Vol.8, No.2, 1992, pp. 283-308.
- Kumar, Deepak. Unequal Contenders, Uneven Ground: Medical Encounters in British India, 1820-1920, in A. Cunningham and A. Birdie, (ed.) *Western Medicine as Contested Knowledge*, Manchester University Press, Manchester, 1997, pp.172-211.
- Guy Attewell, *Refiguring Unani Tibb: Plural Healing in Late Colonial India*, New Delhi: Orient Longman, 2007.
- P.B. Mukharji, *Nationalizing the Body: The Medical Market, Print and Dakarti Medicine*, London: Anthem 2009.

Additional Reading List:

- Arnold, David(ed.) *Imperial Medicine and Indigenous Societies*, Manchester University Press, Manchester, 1988.
- David Arnold, 'Medical Priorities and Practice in Nineteenth-Century British India', *South Asia Research*, 5 (1985), 167-83
- ——. *The New Cambridge History of India. Science, Technology, and Medicine in Colonial India*, Cambridge University Press, Cambridge, 1999.
- David Arnol, 'Cholera and Colonialism in British India', *Past and Present*, 113 (1986), 118-51.
- ———, 'The Indian Ocean as a Disease Zone, 1500-1950', *South Asia: Journal of South Asian Studies*, 14 (1991), 1-22.
- MridulaRamanna., Indian Attitudes towards Western Medicine: Bombay, A Case Study, *Indian Historical Review(IHR)*, Vol. XXVII, No.1, January 200, pp.44-55.
- Muneesh, Lal. The Politics of Gender and Medicine in Colonial India: the counters of Duffrine's Fund, *Bulletin of the History of Medicine*, Vol. 68, 1994, pp.29-36.
- Marks, Shula. What is Colonial about Colonial Medicine? and What has Happened to Imperialism and Health? *Social History of Medicine*, Vol. 10, No. 21997, pp.205-219.
- Kumar, Deepak. Unequal Contenders, Uneven Ground: Medical Encounters in British India, 1820-1920, in A. Cunningham and A. Birdie, (ed.) *Western Medicine as Contested Knowledge*, Manchester University Press, Manchester, 1997, pp.172-211.
- Klein, Ira. Death in India, 1871-1921, *Journal of Asian Studies*, Vol.XXXII, No.4, 1973, pp.639-59.
- James A. Paul. Medicine and Imperialism, in John Ehrenreich (ed.), *The Cultural Crisis of Modern Medicine*, Monthly Review Press, New York, 1978, pp.271-286.
- MacLeod, Roy. and Lewis, Milton. (eds.), *Disease, Medicine and Empire: Perspectives on Western Medicine and the Experience of European Expansion*, London, Routledge, 1988.
- BiswamoyPati and Mark Harrison (eds.), *Health, Medicine and Empire: Perspectives on Colonial India* (Hyderabad, 2001).
- BiswamoyPati and Mark Harrison (eds.), *The Social History of Health and Medicine in Colonial India* (London, 200
- Biswamoy Pati. *Situating Social History: Orissa 1800-1997*, Orient Longman, Hyderabad, 2001.
- Foucault, Michael, *The Birth of the Clinic: An Archaeology of Medical Perception*, Tavisock, London, 1973.

- Alan Bewell, *Romanticism and Colonial Disease* (Baltimore, 1999), 'Ch.7: Cholera, Sanitation and Colonial Representations of India,' pp. 242-276
- Niels Brimnes, 'Variolation, Vaccination and Popular Resistance in Early Colonial South India,' *Medical History* 48 (2004), 199-228.
- Pratik Chakrabarti, "'Neither of meat nor drink, but what the Doctor alloweth': Medicine amidst War and Commerce in Eighteenth-Century Madras', *Bulletin of the History of Medicine*, 80 (2006), 1-38
- Mark Harrison, 'Towards a Sanitary Utopia? Professional Visions and Public Health in India, 1880-1914', *South Asia Research*, 10 (1990), 19-41
- _____, *Climates and Constitutions: Health, Race, Environment and British Imperialism in India, 1600-1850* (Oxford, 1999)
- J.C. Hume, 'Colonialism and Sanitary Medicine: The Development of Preventive Health Policy in the Punjab, 1860-1900', *Modern Asian Studies*, 20 (1986), 703-24.
- Anil Kumar, *Medicine and the Raj: British Medical Policy 1835-1911* (New Delhi, 1998)
- Radhika Ramasubban, 'Imperial Health in British India, 1857-1900', in R. MacLeod and M. Lewis (eds.), *Disease, Medicine, and Empire: Perspectives on Western India and the Experience of European Expansion* (London, 1988), 38-60.
- Kumar, Deepak, 'Developing a History of Science and Technology in South Asia', *EPW*, Vol. 38, Issue No. 23, 07 Jun, 2003
- Adams, Annmarie. *Medicine by Design: The Architect and the Modern Hospital, 1893-1943*. Minneapolis: University of Minnesota Press, 2008, Chapter 1, "1893", 1-32.
- Gesler, Wilbert M. 1992. "Therapeutic Landscapes: Medical Issues in Light of the New Cultural Geography." *Social Science & Medicine* 34, no. 7:735-746.
- Frantz Fanon, "Medicine and Colonialism," in *A Dying Colonialism*, trans. by Haakon Chevalier (New York: Grove, 1965), 121-45.

Course: Nature, Colonialism and Environment in Modern India (1800-1947)

L.T.P. 1-0-0

Credits: 4

Learning outcomes:

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

1. Give examples on environmental history of India and the history of human-animal relations. (understand)
2. Develop abilities to think carefully, and assess and evaluate the subject of a given topic. (apply, analyse, evaluate)
3. Analyse scholarly articles and books related to major debates of each lecture theme, and develop their individual point of view. (analyse)
4. Apply and evaluate their thinking in theoretical and methodological understanding of the state versus environment, colonialism and its forms of oppression, Indian resistance movements in the sphere of environmental and wildlife history, understanding the difference between ecological discourses, conservation histories, and tribal histories of environment, and animal bio-diversity spheres. (understand, apply, analyse, evaluate)
5. Apply their readings to seminars, tutorials, tests and term papers and able to gather and synthesize information from a wide variety of sources, think critically and present their ideas in a lucid written format. (analyse, create)
6. Organize their schedules and work independently. (apply, create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	2	2	2	2	3	2	2	2		3
CLO2	2	2	2				2		2		
CLO3	2	2	1	3	1	2		2			2
CLO4						2	3	2	2	1	3
CLO5	2	3	2	1	2			2			2
CLO6					3	2	2	3	3	1	2

Course outline:

Unit I – State, society and environment in ancient India

First module offers an introductory summary of what is the discipline of environmental history? Methodological and historical approaches to understanding environment history across global history spectrum; History of environment in ancient India; The institution of kingship and the institution of war elephants in early India (1st millennium BCE); The forest and field in ancient India; The Buddhist Jataka stories, Indian environment and animal studies; Tribes and forest inhabitants in ancient India.

Unit II – Ecological spheres and predatory sovereignty in medieval India

Second module will examine the silent frontier of South Asia in relation to mapping out cultural geographies of India and the emergence of new kingdoms and empires in the second millennium CE in the Indian subcontinent. Animal histories and environmental geographies are crucial part of

the state making process in medieval India too. Finally, the second unit uncovers a brief history of Mughal hunting mores in relation to theory of predation and predatory sovereignty.

Unit III – Environmental history of modern India

Third module will examine the history of British forest policies; how those policies evolved a discourse of exclusion of traditional rights of indigenous communities, and the history of contestation between the local communities and the colonial state in the 19th and 20th centuries in India. The module also would discuss how far the commercialization of forest resources unsettled the life-world of indigenous communities (Adivasi as well as rural peasant communities) and dramatically altered their traditional modes of living will. Some case studies will be discussed around each issue. The module also covers the contemporary historiography on colonial forest policies, peasant and tribal struggles and the colonial state response to those indigenous communities' contestations on traditional rights, customs and access to commons. How some of these struggles turned into nationalist resistance movements will be of importance. The history of hunting mores in colonial India, Indian princes and shikar – contestation between the British colonizers and Indian princes in the realm of environmental history will be discussed. The indigenous systems of knowledge on Indian ecology and wildlife, agrarian and tribal histories of environment will also be elucidated. Cotton imperialism and ethics of nature in colonial environmental history will be debated at length and breadth.

Evaluation methods:

16. Three internal assessments will be conducted, each for 20 marks. Best of the two are taken for final evaluation, which constitutes total 40 marks.
17. The internal evaluation would comprise of any of the following modes for assessment: (informed to the students in advance, at the beginning of the course), such as, Tests, Term papers, Seminars, Project Reports, Book reviews, and Discussions.
18. The end semester exam is for 60 marks for the duration of 3 hours. Three essay type answers are expected to be written, out of six questions, which would test a student's critical thinking skills, analytical ability, knowledge of the subject, and an ability to synthesize overall information within a stipulated time period.

Bibliography

Arnold, David and Ramchandra Guha, eds. *Nature & Culture & Imperialism*. New Delhi: Oxford University Press, 1995.

Barton, Gregory. "Empire Forestry and the Origins of Environmentalism." *Journal of Historical Geography* 27, no. 4 (2001): 529 – 552.

Beinart, William and Hughes, Lotte, eds. *Environment and Empire*, New York: Oxford University Press, 2007.

Divyabhanusinh, "Junagadh State and its Lions: Conservation in Princely India, 1879-1947."

Conservation and Society 4, no. 4 (2006): 520-540.

Gadgil, Madhav and Ramachandra Guha, eds. *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press, 1992.

Gommans, Jos. The Eurasian frontier after the first millennium AD: reflections along the fringe of time and space, *The Medieval History Journal* 1, no.1 (1998): 125-145.

Gommans, Jos. "The Silent Frontier of South Asia, c. 1100-1800 AD." *Journal of World History* 9, no. 1 (1998): 1-25.

Grove, Richard H. "Conserving Eden: The (European) East India Companies and their Environmental Policies on St. Helena, Mauritius and in Western India, 1660-1854." *Comparative Studies in Society and History* 35 (1993): 318-351.

Grove, Richard H. *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*. Cambridge: Cambridge University Press, 1995.

Grove, Richard, Vinita Damodaran, and Satpal Sangwan, eds., *Nature and the Orient: The Environmental History of South and Southeast Asia, Studies in Social Ecology and Environmental History*. New Delhi: Oxford University Press, 1998.

Guha, Ramachandra and Madhav Gadgil. "State Forestry and Social Conflict in British India." *Past and Present* 123 (1989): 141-177.

Guha, Ramachandra. *The Unquiet Woods, Ecological Change and Peasant Resistance in the Western Himalaya*, New Delhi: Oxford University Press, 1989.

Guha, Ramachandra. "Writing Environmental History in India" *Studies in History* 9, no.1, 1993: 119-129.

Guha, Sumit. *Environment and Ethnicity in India 1200-1991*, Cambridge: Cambridge University Press, 1999.

Hardiman, David. "Power in the Forests: The Dangs, 1820-1940." in *Subaltern Studies Vol. 8*, edited by David Arnold and David Hardiman, 89-147. New Delhi: Oxford University Press, 1994.

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Course Title: Historical Archaeology of India (4-Credits)

Course Description

This is a lecture course of four credits for those students who have an interest in the Historical Archaeology of India. The course explores the archaeological record of the Indian subcontinent from the beginning of the Historical Period (c. 8th/7th BCE) onwards. It introduces students to the distinct nature, scope, and tools of Historical Archaeology, emphasizing the critical and interdisciplinary interface between history and archaeology. The course provides a comprehensive understanding of material culture and its contribution in understanding and interpreting historical processes, with a focus on second urbanization, state formation, and subsequent developments. It covers archaeological research across various regions of India through the study of key excavated archaeological sites, spanning from the Early Historical Period upto the early phase of Medieval Period. The course also includes a practical component, offering hands-on experience to the students in the identification, classification, and documentation of cultural materials recovered from excavation.

Course objectives

This course aims to:

- Familiarize students with the interdisciplinary interface between History and Archaeology, demonstrating how they mutually inform the study of India's past.
- Familiarize students with the nature, scope, and primary tools of Historical Archaeology as a distinct approach, with a focus on the Indian context.
- Provide a comprehensive understanding of the archaeological record and material culture of the Historical Period of India.
- Enable students to critically evaluate and synthesize diverse sources of evidence such as - literary, epigraphic, and archaeological to reconstruct and interpret historical processes.
- To provide hands-on experience to the students with the practical methodologies for the systematic identification, classification, documentation, and preliminary analysis of a diverse range of cultural materials recovered from archaeological sites.

Course Learning Outcomes (CLOs):

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

- Explain the concept, scope, and development of Historical Archaeology as a distinct disciplinary approach.
- Critically evaluate the advantages and limitations of diverse sources including literary, epigraphic, and archaeological evidence to understand and interpret historical processes.
- Understand and analyze key archaeological sites and material culture known across different regions and cultural periods of Early India especially from starting from c. 8th/7th BCE onwards.
- Demonstrate a comprehensive understanding of major historical processes such as second urbanization, state formation, and de-urbanisation
- Apply standard archaeological techniques for the systematic identification, classification, documentation, and preliminary analysis of a range of cultural materials required for understanding the nature, function of material remains that provides insights in understanding historical processes.

Course Structure:

Unit I: Historical Archaeology

- a. Meaning and Concept of Historical Archaeology.
- b. Development of Historical Archaeology in India.
- c. Tools of Historical Archaeology: Advantages and Limitations
 - i. Written records both Literary and Epigraphic sources
 - ii. Excavations and Explorations

- iii. Material Culture - Structural Evidence, Pottery, Coins, Terracotta Figurines, Ornamental Objects, Objects of Belief, and Objects related to different kind of Production System.
- d. Beginning of Historical Period in India: A Regional Perspective.
- e. Process of Second Urbanization and State Formation in India: Historical and Archaeological Approaches.

Unit II: Archaeological Research across India on Early Historical Period: c. 8th/7th century BCE to c. 4th century CE with reference to mentioned sites.

(Note: Archaeological Research will be dealt with reference to region specific selected sites in Unit - II)

- a. Northwest Frontier
- b. Ganga-Yamuna Plain
- c. Western India: Gujarat and Rajasthan
- d. Central India and Deccan
- e. South India
- f. Eastern India (Bihar, Jharkhand, Orissa, and West Bengal)
- g. Important sites:

Taxila, Noh, Prabhas Patan (Somnath), Sonkh, Hastinapura, Shringaverapura, Pataliputra (Kumrahar), Vaishali, Chandraketugarh, Sisupalgarh, Jaugad, Palur, Besnagar, Eran, Malhar, Bhokardan, Nagardhan, Kaundinyapur, Nagarjungkonda, Kalingapatanam, Dantapuram, Dhulikata, Satanikota, Peddabankur, Banavasi, Brahmagiri, Kanaganahalli (Sannati), Kaveripattanam, Pattanam etc.

Unit III: Archaeological Research Across India from 4th century CE onwards

(Note: Archaeological Research will be dealt with reference to selected sites in Unit III. Additionally, few sites covered in Unit II will be revisited, as their historical significance continues into the timeframe covered in this unit)

- a. Archaeological studies of Gupta and Vakataka Period (c. 4th to 6th CE).
- b. Scope and limitations of Medieval Archaeology
- c. Discussion on deurbanisation
- d. Important sites:

Bhitri, Mansar, Paunar, Vidisha, Bhita, Sarnath, Sambar, Paithan, Daulatabad, Champaner-Pavagarh.

Unit IV: Practical Demonstration (Post-excavation analysis of cultural materials recovered from excavation/exploration)

- a. Identification, classification, documentation and analysis of cultural materials e.g objects made of terracotta, metal, shell, ivory, bone, stone, pottery etc. recovered from excavation/exploration.

Reading List:

Unit I

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Thapar, R. (1998). *Asoka and the Decline of the Mauryas: With a New Afterword, Bibliography and Index*. India: OUP India.

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Unit III

- Agrawal, A. (1989). *Rise and fall of the imperial Guptas*. New Delhi.
- Bakker, H. (1997). *The Vākāṭakas: An essay in Hindu iconology*. Groningen.
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Course Title: Maritime Histories: Sea, Memory, and Everyday Life of Coastal Communities

Course Description

This course explores the sea not simply as a backdrop to trade or empire but as a **lived space of history, culture, and memory**. By foregrounding the **everyday life of coastal communities**, it moves beyond conventional Indian Ocean historiography to emphasize littoral worlds as sites of ecological rhythms, ritual practices, caste negotiations, and embodied labor. The course integrates insights from **phenomenology, decolonial thought, and postcolonial theory**, asking how communities perceive and narrate the sea in ways that unsettle dominant narratives of modernity.

Drawing from **interdisciplinary scholarship**—history, archaeology, anthropology, cultural studies, and philosophy—the course interrogates how maritime spaces shape identity, belonging, and resistance. Students will engage with themes of **environmental history, ritual and religion, oral traditions, piracy, migration, and memory**, while critically examining how **colonialism, modernity, and global capitalism** reconfigured coastal lives. By incorporating works on **phenomenology** and **decoloniality**, the course also situates the ocean within **South–South epistemologies**, highlighting alternate frameworks for historical thinking.

Importantly, the course is part of an **ongoing SPARC (Scheme for Promotion of Academic and Research Collaboration) research project** and will be delivered in **both online and offline modes**. Its collaborative design ensures participation from **national and international scholars**, making it a unique opportunity for students to engage in globally connected discussions. The course will be coordinated and **hosted by the Department of History, University of Hyderabad**.

Course Objectives

- To **critically evaluate historiographical traditions** in maritime history.
- To **analyze the interplay** of ecology, caste, class, and gender in shaping littoral societies.
- To **apply theoretical frameworks** (e.g., *longue durée*, taskscape, maritime cultural landscape, vernacular cosmopolitanism).
- To **engage interdisciplinary perspectives** from history, anthropology, literature, and environmental studies.
- To **develop independent research skills**, producing original scholarship on maritime histories and coastal communities.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

- **CLO1 – Conceptual Understanding:** *Explain* key concepts and debates in maritime historiography and coastal histories. (*Understand*)
- **CLO2 – Historical & Ecological Analysis:** *Analyze* trade networks, ecological patterns, and social structures shaping coastal communities. (*Analyze*)
- **CLO3 – Interdisciplinary Engagement:** *Evaluate* religious, cultural, and diasporic practices across maritime worlds. (*Evaluate*)
- **CLO4 – Critical Reflection:** *Critically examine* colonialism, labor systems, and migration in everyday coastal life. (*Analyze/Evaluate*)
- **CLO5 – Research & Communication:** *Design and present* a research proposal using diverse sources and methodologies. (*Create*)

Mapping of CLOs with PLOs and PSOs

CLOs \ PLOs/PSOs	PLO1: Critical Thinking	PLO2 : Knowledge Application	PLO3: Interdisciplinary Understanding	PLO4: Social Awareness	PLO5 : Research Skills	PLO6 : Problem Solving	PLO7: Communication	PSO1: Historical Analysis	PSO2: Maritime & Coastal Studies
CLO1 – Explain historiography	3	3	2	–	–	–	–	3	3
CLO2 – Analyze trade, ecology, society	3	3	3	2	3	–	–	3	3
CLO3 – Evaluate religion & diaspora	3	–	3	2	1	–	–	3	3
CLO4 – Examine colonialism & labour	2	2	–	3	3	3	2	3	3
CLO5 – Research proposal	3	–	3	–	3	2	3	3	3

(Scale: 3 = High, 2 = Moderate, 1 = Low, – = Not Applicable)

Modules and Themes

Module 1: Foundations – Theorizing the Maritime World

This opening module establishes the conceptual and methodological foundations of maritime history. It encourages students to move beyond land-centered narratives by recognizing seas and oceans as dynamic historical actors rather than passive backdrops to human activity. Drawing on perspectives from global history, cultural studies, and subaltern historiography, the module emphasizes the ocean as both a physical and imaginative space that shapes trade, empire, memory, and knowledge. Students will critically engage with debates on temporality, scale, and interdisciplinarity, situating maritime history within broader historiographical conversations.

Module 2: Littoral as Lived Space – Environment, Culture, Practice

This module turns attention to the coastline as a lived environment and a site of everyday practices. The seashore is examined not simply as a geographical margin but as a cultural and ecological taskscape where work, ritual, conflict, and community life intersect. Students will analyze how ecological rhythms and resource practices inform social formations, how caste and class structure coastal labor, and how commons and conflicts define relations between humans and the sea. By foregrounding embodied experience and environmental knowledge, this module offers a grounded understanding of coastal life.

Module 3: Intersections – Religion, Ritual, Environment

Here, students explore the sea as a spiritual and cosmological presence, where religion, ecology, and cultural practice intersect. The module highlights the ritual economies of coastal communities, sacred seascapes, and the role of faith in shaping maritime mobility and diasporic identities. From ritual offerings and sea-goddess worship to transoceanic religious networks, students will analyze how communities construct meaning around the sea. This focus demonstrates how maritime histories are deeply embedded in cosmologies, ethics, and embodied practices of the everyday.

Module 4: Regional Case Studies – Western, Southern, and Deltaic Littorals

Moving from theory to empirical analysis, this module examines specific coastal regions across India's western, southern, and deltaic littorals. Through the study of piracy, caste-based labor, commercial networks, and ecological transformations, students will learn how larger maritime structures are localized in distinctive historical and cultural contexts. By comparing case studies, the module highlights diversity in coastal practices while also revealing recurring patterns of interaction, conflict, and adaptation. It grounds abstract frameworks in historical events and ethnographic realities, encouraging comparative and critical analysis.

Module 5: Memory, Heritage, and the Modern Maritime

The concluding module investigates the politics of remembering and representing maritime pasts. It asks how seas and coasts are memorialized, archived, and imagined in the modern

world. Students will explore issues of cultural heritage, maritime archaeology, and museological representation, alongside narratives of modern seafaring and coastal transformation. The module also considers how memory and heritage intersect with state projects, community identity, and global scholarship, ultimately asking how the sea continues to shape both everyday life and collective imagination in the present.

Assessment

19. Three internal assessments will be conducted, each for 20 marks. Finally, the best of the two are taken for final evaluation, which constitutes 40 marks.
20. The internal evaluation would comprise any of the following modes for assessment: (informed to the students in advance, at the beginning of the course), such as Tests, Term papers, Seminars, Project Reports, Book Reviews, Tutorial.
21. The end semester exam is for 60 marks for 3 hours. Two essay-type answers and four short-essays are expected to be written out of ten questions, which would test a student's critical thinking skills, analytical ability, knowledge of the subject, and ability to synthesise comprehensive information within a stipulated time period.

Course Modules and Readings

Module 1: Foundations – Theorizing the Maritime World

The Indian Ocean as Historical Space

- Chaudhuri, K. N. *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*. Cambridge: Cambridge University Press, 1985. (Introduction)
- Das Gupta, Ashin. *India and the Indian Ocean World: Trade and Politics*. New Delhi: Oxford University Press, 2004. (Chapter 1)
- Hau'ofa, Epeli. "Our Sea of Islands." *The Contemporary Pacific* 6, no. 1 (1994): 148–61.
- Menon, Dilip M., ed., along with Nishat Zaidi, Simi Malhotra, and Saarah Jappie. *Ocean as Method: Thinking with the Maritime*. Abingdon: Routledge, 2022.
- Pearson, Michael N. *The Indian Ocean*. London: Routledge, 2003. (Chapter 1)
- Santos, Boaventura de Sousa. *Epistemologies of the South: Justice against Epistemicide*. New York: Routledge, 2014. (selected chapters)
- **Stoler, Ann Laura**. *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*. Princeton: Princeton University Press, 2009.

Deep Time and Structures

- Beaujard, Philippe. *The Worlds of the Indian Ocean*. Cambridge UP, 2019. (Intro).
- Braudel, Fernand. *The Mediterranean and the Mediterranean World in the Age of Philip II*. UC Press, 1995. (Pt. I).

- Burke, Peter. *The French Historical Revolution: The Annales School, 1929–2014*. 2nd ed., Stanford UP, 2015. (Ch. 1–3).
- Horden, Peregrine, and Nicholas Purcell. *The Corrupting Sea*. Wiley-Blackwell, 2000. (Intro).

Perspective from the Margins

- **Bhukya Bhangya**, “Featuring Adivasi/Indigenous Studies”. *Economic and Political Weekly* 37, Vol no. 56, Issue No. 25, 19 Jun, 2021.
- Chakrabarty, Dipesh. *Provincializing Europe*. Princeton UP, 2000. (Intro).
- Guha, Ranajit. "The Prose of Counter-Insurgency." In *Selected Subaltern Studies*, OUP, 1988, pp. 45-86.
- **Guru, Gopal, and Sundar Sarukkai**. *The Cracked Mirror: An Indian Debate on Experience and Theory*. New Delhi: Oxford University Press, 2017. (Introduction)
- Rawat, Ramnarayan S., K. Satyanarayana, and P. Sanal Mohan, editors. *Dalit Journeys for Dignity: Religion, Freedom, and Caste*. SUNY Press, 2025 (Introduction)

Module 2: Littoral as Lived Space – Environment, Culture, Practice

Conceptualizing the Coast

- Gillis, John R. *The Human Shore*. U Chicago Press, 2012. (Ch. 1).
- Ingold, Tim. "The Temporality of the Landscape." *World Archaeology* 25.2 (1993): 152-174.
- Abusharaf, Rogaia, Uday Chandra, and Irene Promodh. “Introduction: Thinking with the Indian Ocean.” *Comparative Studies of South Asia, Africa and the Middle East* 43, no. 2 (August 2023): 139–145. Duke University Press.
- Ray, Himanshu Prabha (ed.). *The Archaeology of Seafaring in Ancient South Asia*. Cambridge UP, 2003. (Ch. 4).
- Westerdahl, Christer. "The Maritime Cultural Landscape." *IJNA* 21.1 (1992): 5-14.

Embodied Knowledge

- Vannini, Phillip, et al. "Making Sense of the Weather." *Space and Culture* 15.4 (2012): 361-380.
- DeLoughrey, Elizabeth M. *Routes and Roots*. University of Hawai‘I Press, 2007. (Intro).

Caste, Commons, and Conflict

- Subramanian, Ajantha. *Shorelines: Space and Rights in South India*. Stanford UP, 2009. (Ch. 1–2).
- Bavinck, Maarten. *Marine Resource Management*. Sage, 2001. (Ch. 3).

Module 3: Intersections – Religion, Ritual, Environment

Cosmologies & Spirits

- Jalais, Annu. *Forest of Tigers*. Routledge, 2010. (Ch. 3–4).

- Andaya, Barbara Watson. "Rivers, Oceans, and Spirits: Water Cosmologies, Gender, and Religious Change in Southeast Asia." *TRaNS: Trans-Regional and -National Studies of Southeast Asia* 4, no. 2 (2016): 239–263. <https://doi.org/10.1017/trn.2016.2>
- **Stoler, Ann Laura, and Karen Strassler.** "Castings for the Colonial: Memory Work in 'New Order' Java." *Comparative Studies in Society and History* 42, no. 1 (2000): 4–48

Trade, Faith & Mobility

- Prange, Sebastian R. *Monsoon Islam*. Cambridge UP, 2018. (Ch. 4).
- Bayly S. The Christian Paravas of southern Tamilnad. In: *Saints, Goddesses and Kings: Muslims and Christians in South Indian Society, 1700–1900*. Cambridge South Asian Studies. Cambridge University Press; 1990:321-378
- Ho, Engseng. *The Graves of Tarim*. UC Press, 2006. (Ch. 1).

Sacred Ecology

- Haberman, David L. *People Trees*. OUP, 2013. (Ch. 1).

Module 4: Regional Case Studies

Western Littoral

- Subramanian, Lakshmi. *The Sovereign and the Pirate*. OUP, 2016. (Ch. 2–3).
- Machado, Pedro. *Ocean of Trade*. Cambridge UP, 2014. (Intro & Ch. 1).
- Margariti, Roxani Eleni. *Aden and the Indian Ocean Trade*. UNC Press, 2007. (Ch. 3).
- Bishara, Fahad Ahmad. *A Sea of Debt*. Cambridge UP, 2017. (Intro).

Southern Coasts

- Subramanian, Ajantha. *Shorelines*. Stanford UP, 2009. (Ch. 5–6).
- Bavinck, Maarten. *Marine Resource Management*. SAGE, 2001. (Ch. 5).

Deltaic Frontiers

- Jalais, Annu. *Forest of Tigers*. Routledge, 2010. (Ch. 1–2).
- **Chakrabarti, Ranjan.** "Local People and the Global Tiger: An Environmental History of the Sundarbans." *Global Environment: A Journal of Transdisciplinary History*, vol. 2, no. 3, 2009, pp. 72–95. <https://doi.org/10.3197/ge.2009.020304>
- Amrith, Sunil S. *Crossing the Bay of Bengal*. Harvard UP, 2013. (Ch. 5).
- Parkash, Om. *The Dutch East India Company and the Economy of Bengal, 1630-1720*. Princeton UP, 1985. (Ch. 3).

Module 5: Memory, Heritage, and the Modern Maritime

Memory & Heritage

- Nora, Pierre. "Between Memory and History." *Representations* 26 (1989): 7–24.
- Portelli, Alessandro. *The Death of Luigi Trastulli*. SUNY Press, 1991. (Ch. 1).
- Chari, Sharad. "Salvage: Cultural Resilience." *CSSH* 60.4 (2018): 988-1017.

Synthesis & Futures of Maritime Studies

- Rediker, Marcus. *Between the Devil and the Deep Blue Sea*. Cambridge UP, 1987. (Conclusion).
- Sivasundaram, Sujit. *Waves Across the South*. UCP, 2021. (Intro).
- Moorthy, Shanti & Ashraf Jamal (eds.). *Indian Ocean Studies*. Routledge, 2010. (Intro).
- Ghosh, Amitav. *The Hungry Tide*. HarperCollins, 2004. (Excerpts).

Supplementary readings

- Carlo M. Cipolla, *Guns, Sails and Empires: Technological Innovation and the Early Phases of European Expansion, 1400-1700* (New York: Sunflower Univ. Press, 1966)
- Duncan Redford (ed.), *Maritime History and Identity: The Sea and Culture in the Modern World*, I.B. Tauris: London and New York, 2014; 336 pp.: ISBN 9781780763293, £59.50 (hbk)
- K. N. Chaudhuri, *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750* (Cambridge, 1985), pp. 34-62.
- Wink, 'From the Mediterranean to the Indian Ocean: Medieval History in Geographic Perspective,' *Comparative Studies in Society and History* (July, 2002), pp. 416-445.
- Bentley, Jerry H. "Sea and Ocean Basins as Frameworks of Historical Analysis." *Geographical Review* 89, no. 2 (1999): 215-24.
- Chakrabarty, D. (2021). *The climate of history in a planetary age*. University of Chicago Press
- Abusharaf, Rogaia, Uday Chandra, and Irene Promodh. "Introduction: Thinking with the Indian Ocean." *Comparative Studies of South Asia, Africa and the Middle East* 43, no. 2 (2023): 139–145. <https://doi.org/10.1215/1089201X-10615609>
- Sekhar, Nagendra. "Narrating the Sea: Mukkuvars of Kanyakumari." *Folklore* 120.2 (2009): 167-183.
- Chakrabarty, Dipesh. *The Climate of History in a Planetary Age*. Chicago: University of Chicago Press, 2021.
- Chakrabarty, Dipesh. *One Planet, Many Worlds: The Climate Parallax*. Waltham, MA: Brandeis University Press, 2023.

GEC Course no. FN 127 MA I Semester
Course: The Making of the World: A Survey of Three Civilizations

L.T.P. 1-0-0

Credits: 3

Course Learning Outcomes:

After completion of this course, the students will be able to: The students will be able to

1. Demonstrate a coherent and systematic understanding of various civilizations in the ancient world. (Remembering and understanding)
2. Employ the different methods of analyzing the different civilizations. (Applying)
3. Communicate the major elements of the ancient civilizations and their views and ideas with clarity of thought, lucidity of expression and logical rigour. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from ancient civilizations. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of civilizations. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of civilizations and create ideas that respond to issues of civilizations. (Creating)

**Mapping of Program Learning Outcomes (PLOs)
With Course Learning Outcomes (CLO's)**

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CLO-1	1	1	1	1	1	1	1	1	1	1	1
CLO-2	1	1	2	1	1	1	1	1	1	1	1
CLO-3	2	1	1	1	1	1	1	1	1	1	1
CLO-4	1	1	2	1	2	2	1	1	1	1	1
CLO-5	1	1	1	1	1	1	1	1	1	1	1
CLO-6	2	1	1	1	1	1	1	1	1	1	1

Course description: This is a survey course aimed at students who have had some knowledge of history at the secondary school level.

As the title suggests the emphasis is on three civilizations and is divided into three units beginning with a description of the meanings of civilization and focusing on the three main civilizations: Mesopotamia, Egypt and Indus Valley civilizations.

Beginning with a geographical introduction and origins, the course will cover the main achievements in society, religion, economy and art of the three civilizations and explain the decline.

At the end of the course the students will be able to understand the rise of civilizations, beginnings of agriculture and the rise of cities and the beginnings of writing and religion evolution of kingship and social and economic patterns and finally understand how these civilizations declined.

Unit I: Mesopotamia

The meaning of civilization and origins of Human civilization

The Fertile Crescent – Cradle of civilizations

Geographical setting of Mesopotamia

People settle down and start farming- the origins of agriculture

Firsts- Firstcities, FirstEmpires of the World 7 First writing system-
Sumerian priest-kingsand Ziggurats
City gods-religions-
Achievements – Hammurabi’s Code-Epic of Gilgamesh& the Hanging gardens of Babylon
Mesopotamian inventions Wheel, Plough & Sailboat
Rise of new powers and the end of Mesopotamian civilization

Unit II:Egypt

Geography- Egypt the Gift of the Nile
How Egypt began -The rise of Egypt-Annual flooding and agriculture
Age of Kings Early monarchy- King Narmer and the unification of Egypt-The secret of 3000 years of continuity
Classical Age- Belief in afterlife and religion -Mummies and the Age of the Pyramids
Writing and art - hieroglyphs and papyrus, wall paintings, the sphinx and other statues
Architecture- The great Pyramid of Giza- the lighthouse of Alexandria, temple of Karnak, etc.
Everyday life in Egyptian society- Pharaohs, merchants, peasants, scribes and slaves
Science and technology in ancient Egypt
Foreign invasions and the collapse of Egypt

Unit III:Indus Valley civilization

The discovery of the Indus Valley civilization
Early Indus The rise and the extent of the Induscivilization
Town planning – the greatest achievement of the Indus
Beads, Seals and the undeciphered Indus script
Drainage, houses, granaries and citadels
Religion in the Indus
Trade, networks and commodities
Famous Indus sites, Mohenjodaro, Harappa, Kalibangan, Lothal
Decline of Indus Valley civilization- multiple causes

Books

Allen, J. Michael, Robert E. Lerner, Philip Lee Ralph, and Standish Meacham, World Civilizations (W. W. Norton, Incorporated, 1997)
Habib, Irfan, The Indus Civilization (Tulika Books, 2015)
Ikram, Salima, Ancient Egypt: An Introduction (Cambridge University Press, 2009)
McLaughlin, John L., The Ancient Near East (Abingdon Press, 2012)
Prentice Hall History of Our World: The Early Ages. Teacher’s Edition (Pearson Prentice Hall, 2008)
Ratnagar, Shereen, Understanding Harappa: Civilization in the Greater Indus Valley (Tulika, 2001)
Sharma, Sehdev, and Damanjit Kaur Pahuja, Five Great Civilizations of Ancient World (Educreation Publishing, 2017)
Snell, Daniel C., Ancient Near East: The Basics (Routledge, 2013)
Thapar, Romila, The Penguin History of Early India: From the Origins to AD 1300 (Penguin UK, 2015)