

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Gender in Indian History, c.1500-1950

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Gender in Indian History, c.1500-1950	4	3	1	0	Class XII	

Learning Objectives

The module will delineate gendered constructs in Early Modern and Modern India. It contextualizes the participation and contribution of women in courtly culture and domestic spaces. While examining questions and debates on law, education, social differentiation and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyse institutions of family and norms of manhood. The course also tries to give students a critical overview of the tangled paradigms that labels women as victims and agents, and objects and subjects.

Learning outcomes

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

- Critically assess popularly held notions about women in Islamic empires.
- Examine critical issues of gender and power in the context of Early Modern and Modern Indian history.
- Examine the issues around the 'women's question' in the modern period of Indian history.
- Discuss issues of gender in the context of partition and the post-partition period of the construction of the independent state.

SYLLABUS OF DSE – 1

Unit I: Women in Early Modern India: 1500 to 1750's

Rethinking Courtly and Domestic Spaces: Power, Household and Family
Constructing Gender Identities: Behaviour and Practices

Unit II: Women, Colonialism and Modernity: 1750's to 1950's

The Women's Question: Social Reform, Law and Education
Women, Work and Social Differentiation
Gender and Print Culture

Unit III: Partition and Women: Family, Community and State

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Women in Early Modern India: 1500 to 1750's

The learning outcome of this unit is to question gender stereotypes about women in Early Modern India. It provides for a more contextual and nuanced understanding of how historical and gendered constructions of spaces, institutions and norms helped create sensibilities in Early Modern India. (Teaching time: 18 hours)

- Joshi, Varsha, *Polygamy and Purdah: Women and Society among Rajputs*. Jaipur: Rawat Publications, 1995.
- Lal, Ruby, *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge Studies in Islamic Civilization, 2005, pp. 1-49, 212-226.
- O'Hanlon, Rosalind, "Kingdom, Household and Body: History, Gender and Imperial Service under Akbar", *Modern Asian Studies*, 2007, vol. 41/5, pp. 889-923.
- Peirce, Leslie, *Women and Sovereignty in the Ottoman Empire*. New York: Oxford University of Press, 1993. (Preface, Introduction, Chapter 1, pp vi-27 Conclusion, pp 267-285).
- Sarkar, Nilanjan, "Forbidden Privileges and History-Writing in Medieval India". *The Medieval History Journal*, 2013, 16 (1), pp. 21-62.
- Sreenivasan, Ramya, "Honouring the Family: Narratives and Politics of Kinship in Pre-Colonial Rajasthan" in Indrani Chatterjee, ed., *Unfamiliar Relations: Family and History in South Asia*. Delhi: Permanent Black, 2004, pp. 46-72.

Unit II: Women, Colonialism and Modernity: 1750's to 1950's

This segment enquires into questions of law and education in terms of the women's question. It explores the linkages of gender with various social identities. It further investigates gender histories of print and popular culture. (Teaching time: 21 hours)

- Anandi, S. "Women's Question in the Dravidian Movement c. 1925-1948", *Social Scientist*, 1991, vol. 19/5, pp. 24-41.
- Carroll, Lucy, "Law, Custom and Statutory Social Reform: The Widows' Remarriage Act of 1856" in Tanika Sarkar & Sumit Sarkar, ed., *Women and Social Reform movement in Modern India*, Ranikhet: Permanent Black, 2007, pp. 113-144.
- Forbes, Geraldine, *Women in Modern India*, Cambridge: Cambridge University Press, 1998, pp. 32-63.
- Gupta, Charu, "Introduction", in *Gendering Colonial India*, ed., Charu Gupta, New Delhi: Orient Blackswan, 2012, pp.1-36.
- Orsini, Francesca, *The Hindi Public Sphere, 1920-1940*, Delhi: Oxford University Press, 2002. (Chapter 4, pp.241-308).
- Warriar, Shobhana, "Women and Workplace", Shakti Kak and Biswamoy Pati, ed., *Exploring Gender Equations. Colonial and Post-Colonial India*. New Delhi: Nehru Memorial Museum and Library, 2005, pp. 231-265.

Unit III: Partition and Women: State, Community and Family

This section explores and reflects on the relationship between women and partition, and the role of state, community and family. (Teaching time: 9 hours)

- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*. Delhi: Penguin, 2003. (Chapter 4, pp.109-71).
- Menon, Ritu, *Borders and Boundaries: Women in India's Partition*. New Brunswick:

Suggestive readings (if any)

- Anooshahr, Ali, "The King Who Would Be Man: The Gender Roles of the Warrior King in Early Mughal History". *Journal of the Royal Asiatic Society Third Series*, 2008, vol. 18/3, pp. 327-340.
- Faruqui, Munis D., *Princes of the Mughal Empire*. New York: Cambridge University Press, 2012. (Chapter 3 – The Princely Household)
- Flavia, Agnes, *Law and Gender Inequality: The Politics of Women's rights in India*, New Delhi: Oxford University Press, 2001. (Chapter 4, 5 & 6, pp. 41-90).
- Gupta, Charu, *Streetva se Hindutva Tak*, Delhi: Rajkamal Prakashan, 2012. (Chapters 4, 7, 10 & 11).
- Gupta, Charu, ed., *Gendering Colonial India: Reforms, Print, Caste and Communalism*, Delhi: Orient Blackswan, 2012.
- Hambly, Gavin R.G., (ed). *Women in Medieval Islamic Empires*. New York: St. Martin's Press, 1998. (Introduction, Chapters 10, 16, 19, 20).
- Kumar, Radha, *The History of Doing. An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1960*, New Delhi: Kali for Women, 1993, pp. 7-26. (Available in Hindi)
- O'Hanlon, Rosalind, "Manliness and Imperial Service in Mughal North India", *Journal of the Economic and Social History of the Orient*, 1999, vol. 42/1, pp. 47-93.
- Malhotra, Anshu, "The Pativrata and Domestic Ideologies in Early Twentieth Century Punjab", Shakti Kak & Biswamoy Pati, ed., *Exploring Gender Equations. Colonial and Post-Colonial India*, New Delhi: Nehru Memorial Museum and Library, 2005, pp.1-27.
- Mishra, Yuthika, *Hindu Woman and Legislative Reforms: A Discourse on Marriage*, Delhi: Indu Prakashan, 2016.
- Mukhia, Harbans, *Bhartiya Mughal*, Oxford: Blackwell, 2004. (Chapter 3).
- Nair, Janaki, *Women and Law in Colonial India: A Social History*, New Delhi: Kali for Women, 1996. (Chapters 3 & 6).
- Petievich, Carla, "Gender Politics and the Urdu Ghazal", *Indian Economic and Social History Review*, 2001, vol.38, (3), pp. 223-248.
- Ruggles, D. Fairchild, (ed). *Women, Patronage and Self-Representation in Islamic Societies*, New York: State University of New York Press, 2000. (Introduction & Chapter 6).
- Sangari, Kumkum and Sudesh Vaid, *Recasting Women: Essays in Colonial History*, New Delhi: Kali for Women, 1989.
- Singh, Dilbagh. "Regulating the Domestic: Notes in the Pre-colonial States and the Family", *Studies in History*, 2003, vol.19/1, pp. 69-86.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE : Fundamentals of Historical Methodology

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Historical Methodology DSE – No.#	4	3	1	-	Class 12th Pass	Nil

Learning Objectives

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

Learning Outcomes

Having finished the course, the students would have learnt:

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

SYLLABUS OF DSE

Unit I: Distinctiveness of historical inquiry

1. The nature of history
2. The scope of historical research

Unit II: Issues and problems in historical research

1. Facts and inference
2. Explanation and historical research
3. Objectivity and history writing
4. History writing and relations of power

Unit III: Sources and interpretation

1. Types of historical sources: their use and limitations
2. Analytical frames in historical research
3. Varieties of approaches to sources and methods

Unit IV: Conducting historical research

1. Selecting a topic and preliminary work
2. Protocols of academic writing and avoiding plagiarism

Practical component (if any) - NIL

Essential/recommended readings:

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

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

- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, "History and Social Theory": pp. 214-225, and Ch.3, "Mapping the Field").

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

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

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

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

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

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

Suggested Readings:

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

- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.6, "Historical Research Methodology").
- Topolski, Jerzy. (1976). Methodology of History, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, "Historical Facts", Ch.11, "The Process of History" – the section on Causality and Determinism, Ch.18, "The Authenticity of Sources and the Reliability of Informants", Ch.19, "Methods of Establishing Historical Facts.")
- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, "Historical Awareness" and Ch.6, "Writing and Interpretation").
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.6, "Historiographic Evidence and Confirmation", Ch.10, "Explanation in Historiography" and Ch.14, "Historiographic Objectivity").

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

DISCIPLINE SPECIFIC CORE COURSE (DSE-3) – : Select Themes in the History of Education in India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

This course will provide students with a critical understanding of different historical traditions of education in India from ancient to colonial periods and their socio-political aspects. It is a thematic course, which seeks to focus on various aspects of formal and informal systems of education in India from the earliest times to the modern period. The course takes up some aspects of the rich and varied epistemological traditions, practices and pedagogies that emerged, evolved, adopted or adapted in the Indian subcontinent.

Learning outcomes

- The course will enhance learners' comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in India;
- It will allow them to understand the diverse manner in which production and reproduction of knowledge took place through formal and informal socio-cultural networks.
- It will make them aware about the rich educational legacy of India and enable them to make a critical appraisal of the same.
- The course will create a greater understanding of the linkage between education and power, the role of the state, the elite and different social categories in deciding what construes as 'knowledge', its transmission, the strategies of inclusion and exclusion in knowledge dissemination in different regions and in varied chronological frameworks.
- It will provide them historical insights to engage with the issues of contemporary education.

SYLLABUS OF DSE-3

Unit 1. Knowledge Traditions, Pedagogy and Centres of Learning in Ancient India.

Unit 2. Educational Institutions and Knowledge Formation in India from 11th to 18th century.

Unit 3. History of Education during Colonial Period.

Unit 4. Educational Discourse of Freedom Struggle.

Practical component (if any) - NIL

Essential/recommended readings

Unit 1. This unit will trace the emergence of diverse knowledge traditions and the methods adopted for their transmission and dissemination. Students will be introduced to the key epistemological concepts and the philosophical traditions, and how what was construed as knowledge and education was constantly being debated, contested and modified. The unit will explore the varied pedagogic practices prevalent in ancient India - from the early Vedic śākhās to centres of learnings like Taxila and Nalanda; along with others. This unit will also familiarise the students with diverse knowledge systems from the Vedic and post-Vedic corpus, Buddhist and Jain scriptures, Carvaka and Tantric philosophy, early numerical systems, along with practices and traditions of healing, such as Ayurveda and Yoga. Knowledge traditions, concepts and educational practices will be critically interpreted in the context of their linkages with socio-political and religious structures of power and social stratifications and the question of their accessibility to caste, gender and other marginalised categories. (eleven hours)

Essential Readings:

- Divakaran, P.P. (2019), *The Mathematics of India: Concepts, Methods, Connections*, Springer, Singapore. Introduction. pp. 1-21.
- Lowe, Roy, Yasuhara, Yoshihito. (2016), *The Origins of Higher Learning: Knowledge Networks and the Early Development of Universities*, Routledge. Chapter Two 'From the Indus to the Ganges, Spread of Higher Learning in India'.
- Scharfe, Hartmut. (2002), *Education in Ancient India*. Brill, Lieden.
- Shrimali, Krishna Mohan. (2011), "Knowledge Transmission: Processes, Contents and Apparatus in Early India," *Social Scientist*, Vol. 39, No. 5/6: 3–22.
- Witzel. M. (1987), *On the Localisation of Vedic Texts and Schools, India and the Ancient World: History, Trade and Culture before A.D. 650*. P.H.L. Eggermont Jubilee Volume, edited by G. Pollet, *Orientalia Lovaniensia Analecta* 25, Leuven, pp. 173-213.

Unit 2. This unit engages with different kinds of institutional, communitarian and individual arrangements of learning and structures of patronage that existed in India from 11th to 18th century. It explores how these arrangements promoted the development of different knowledge traditions in different trans-local linguistic idioms, such as Sanskrit, Arabic and Persian alongside with a wide range of literature and genres within regional languages and translation projects in different fields like Philosophy, Philology, Aesthetics, Astrology, Law,

Mathematics, Physical Sciences, Medicine, Music, Hermeneutics, Grammar, Lexicography and Doxography. It will also deal with the questions of what were the forces of educational expansion as well as control over it, and what does this history of education tell us about social relations in the period under study. (eleven hours)

Essential Readings:

- Alam, Muzaffar. (2003), 'The Culture and Politics of Persian in Pre-colonial Hindustan,' in Sheldon Pollock (ed.), *Literary Cultures in History: Reconstructions from South Asia*, University of California Press, 2003, pp. 131-198.
- Ali, Daud. (2006), 'The culture of court' (Chapter 2, pp. 69-96) and 'The education of Disposition', (Chapter 5 pp. 183-201) in his *Courtly Culture and Political Life in Early Medieval India*. Delhi: Cambridge University Press.
- Bor, Joep. Françoise 'Nalini'delvoye, Jane Harvey and Emmie Te Nijenhuis (eds.). (2010), *Hindustani Music: Thirteenth to Twentieth Centuries*. New Delhi: Manohar Publishers.
- George, Gheverghese Joseph. (2009), *A Passage to Infinity: Medieval Indian Mathematics from Kerala and its Impact*, Delhi: SAGE Publications India Pvt Ltd, (Chapter-7, pp. 142-156 and 8, 156-178).
- Ghosh, Suresh Chandra. (2001), *History of Education in Medieval India, 1192 A.D.-1757 A.D.* India Originals.
- Hussain, SM Azizuddin (ed.). (2005), *Madrassa Education in India: Eleventh to Twenty First Century*. New Delhi: Kanishka Publishers.
- Jafri, Saiyid Zaheer Husain. (2021), 'Education and the Transmission of Knowledge in India's Medieval Past: Contents, Processes and implications' in Cristiano Casalini, Edward Choi and Ayenachew A. Woldegiyorgis (Eds.), *Education beyond Europe: Models and Traditions before Modernities*. Brill, pp. 129-151.
- Makdisi, Goerge. (1981), *The Rise of Colleges, Institutions of Learning in Islam*, Edinburg University Press, Edinburg. Chapters 1, 2, and 3.
- Nizami, K.A. (1996), 'Development of the Muslim Educational System in Medieval India', in *Islamic Culture*, October.
- Pollock, Sheldon (ed.). (2011), *Forms of Knowledge in Early Modern Asia: Explorations in the Intellectual History of India and Tibet 1500-1800*, Manohar, Delhi.
- Ray, Krishnalal. (1984), *Education in Medieval India*, Delhi: B.R. Publishing, (Chapter 4, pp. 34-57 and 5 pp-57-66).
- Rezavi, Syed Ali Nadeem. (2007), 'The Organization of Education in Mughal India'." *Proceedings of the Indian History Congress*, 68, pp. 389-97. <http://www.jstor.org/stable/44147851>.
- Robinson, Francis. (2001), 'Perso-Islamic Culture in India from the 17th to the Early 20th Century', pp. 9-40 (chapter 1); and 'Atamans, Safavids, Moghuls: Shared Knowledge and Connective Systems', pp. 211-251 (chapter 8), in his *The*

'Ulama of Farangi Mahal and Islamic Culture in South Asia. Permanent Black, Delhi.

- Venkatasubramanian, T. K. (2010, Music as History in Tamilnadu. New Delhi: Primus Books. (Chapters 4, 5 and 8, pp. 45-75 and 100-107).

Unit 3. This unit deals with the emergence of colonial education and marginalization of indigenous education from 18th century onwards. How the two systems, indigenous and the colonial, impacted each other during this period. How this transition was shaped by the interventions of the colonial state, Christian missionaries, dominant castes and classes and the social reformers?? It will engage with how the nature of education during this period was shaped by the colonial state and dominant sections of Indian society, and what were the implications of this alliance in general and particularly for marginalised sections. It will also explore how the colonial education transformed language hierarchies and knowledge traditions in India. (twelve hours)

Essential Readings:

- Acharya, Poromesh. (2000), Desaj Siksha, Aupniveshik Virasat and Jatiya Vikalp, (translated in Hindi by Anil Rajimwale), Granth Shilpi, New Delhi.
- Allender, Tim. (2016), Learning Femininity in Colonial India, 1820–1932, Manchester: Manchester University Press.
- Babu, Senthil. (2022), Mathematics and Society: Numbers and Measures in Early Modern South India. Oxford University Press.
- Bhattacharya, Sabyasachi. (ed.) (2002), Education and the Dis-privileged: Nineteenth and Twentieth Century India, Orient Longman Private Limited, New Delhi.
- Chavan, Dilip. (2013), Language politics under colonialism: Caste, class and language pedagogy in western India. Cambridge Scholars Publishing.
- Crook, Nigel (ed.). (1996), The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics, Delhi, Oxford University Press.
- Dharampal (ed.), (1983) The Beautiful Tree: Indigenous Education in the Eighteenth Century, New Delhi, Biblia Impex, (Specially Introduction)
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (ed.). (2021), Education and Inequality: Historical and Contemporary Trajectories, Orient Blackswan, Hyderabad.
- Kumar, Arun. (2019), 'The "Untouchable School": American Missionaries, Hindu Social Reformers and the Educational Dreams of Labouring Dalits in Colonial North India', South Asia: Journal of South Asian Studies, 42(5): 823-844.
- Paik, Shailaja. (2014), Dalit Women's Education in Modern India, New York: Routledge.
- Rao, Parimala V. (2020), Beyond Macaulay: Education in India, 1780-1860, New York, Routledge.
- Sarangapani, Padma M. and Rekha Pappu. (2021), Handbook of Education Systems in South Asia, Springer Nature, Singapore. (Volume 1).

- Tschurennev, Jana. (2019), *Empire, civil society, and the beginnings of colonial education in India*, Delhi: Cambridge University Press.

Unit 4. This unit explores the alternative demands that were articulated within the educational discourse of the freedom struggle. It also engages with the fate of the national education movement as may be seen in the examples of Swadeshi and Nai Talim; along with the struggle for compulsory elementary education in colonial India. (eleven hours)

Essential Readings:

- Bhattacharya, Sabyasachi (ed.). (1998), *The Contested Terrain: Perspectives on Education in India*, Orient Longman, New Delhi.
- Bhattacharya, Sabyasachi. Bara, Joseph. and Yagati, Chinna Rao. (eds). (2003), *Educating the Nation: Documents on the Discourse of National Education in India (1880-1920)*, Kanishka Publishers Distributors.
- Chatterji, Basudev (ed.). (1999), 'Towards Freedom (1938 Watershed)' Oxford University Press for ICHR, (Vol. I. chapter 8).
- Rao, Parimala V. (2013), 'Compulsory Education and the Political Leadership in Colonial India, 1840-1947' in Parimala V. Rao. (ed.), *New Perspectives in the History of Indian Education*, Orient BlackSwan, New Delhi, pp. 151-175
- Sadgopal, Anil. (2017), 'Macaulay Banam Phule, Gandhi-Ambedkar ka Muktidai Shaikshik Vimarsh' in Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi (eds.), *Macaulay, Elphinstone Aur Bhartiya Shiksha*, Vani Prakashan, New Delhi, pp. 82-95.
- Sarkar, Sumit. (1973), *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).

Suggestive readings

- Acharya, Poromesh. (1997), "Educational Ideals of Tagore and Gandhi: A Comparative Study" *Economic & Political Weekly*, 32, pp 601-06.
- Alavi, Seema. (2007), 'Indo-Muslim Medicine: Unani in Pre-Modern India', in *her Islam and Healing: Loss and Recovery of and Indo-Muslim Medical Tradition 1600-1900*. New Delhi: Permanent Black, pp. 18-43.
- Altekar, A. S. (1944). *Education in Ancient India*. Benares: Nand Kishore & Bros.
- Bandyopadhyay, D. (2002), 'Madrasa Education and the Condition of Indian Muslims', *Economic and Political Weekly*, Vol. 37, No. 16, pp. 1481-1484.
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- Bronkhorst, Johannes. (2013), *Buddhist Teaching in India*. Boston: Wisdom Publications.
- Bryant, Edwin. (2009). *The Yoga Sutras of Patanjali: A New Edition, Translation, and Commentary*, North Point Press, New York.
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- George L. Hart (1975), The Poems of Ancient Tamil, Their Milieu and Their Sanskrit Counterparts, Issue 21 of Center for South and Southeast Asia Studies, UC Berkeley Publications of the Center for South and Southeast Asia studies.
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- Gupta, Vikas. (2017) "Macaulay se Pare", in Hariday Kant Dewan, Rama Kant Agnihotri, Arun Chaturvedi, Ved Dan Sudhir, and Rajni Dwivedi, eds., Macaulay, Elphinstone Aur Bhartiya Shiksha, New Delhi: Vani Prakashan
- Gupta, Vikas. (2018), "Bhaurao Patil's Educational Work and Social Integration", Inclusive, Vol. 1, Issue 12.
- Gupta, Vikas. (2022) 'Educational Inequities in Colonial India and the Agency of Teacher: Lens of Molvi Zaka Ullah', Social Scientist, Vol. 50, Nos. 9-10 (September-October), pp. 21-41.
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- Hardy, Peter. (1972), Muslims of British India, Cambridge: Cambridge University Press.
- Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi. (eds.), Macaulay, Elphinstone Aur Bhartiya Shiksha, Vani Prakashan, New Delhi.
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- Jafri, Saiyid Zaheer Husain. (2012). 'Education and transmission of knowledge in medieval India', Intellectual Discourse, 20 (1), 79-102.
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- Kumar, Krishna. and Oesterheld, Joachem. (eds.). (2007), *Education and Social Change in South Asia*, New Delhi, Orient Longman (Essays by Sanjay Seth, Heike Liebau, Sonia Nishat Amin, and Margret Frenz).
- Lahiri, Latika. (1986), *Chinese Monks in India: Biography of Eminent Monks Who Went to the Western World in Search of the Law During the Great T'ang Dynasty*. Motilal Banarsidass, Delhi.
- Mondal, Ajit and Mete, Jayanta. (2016), *Right to Education in India* (two volumes), Gyan Publishing House, Delhi.
- Mondal, Ajit. (2017), "Free and Compulsory Primary Education in India under the British Raj" SAGE Open, SAGE Publications.
- Naik, J.P. & Nurullah, Syed. (2004) *A Students' History of Education in India, (1800-1973)*, Delhi, Macmillan India Ltd, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004. (Also available in Hindi).
- Naik, J.P. (1941), "Compulsory Primary Education in Baroda State: Retrospect and Prospect", (First published in the *Progress of Education*, Poona, and thereafter published in book form).
- Nambissan, Geetha B. (1996), "Equity in Education? Schooling of Dalit Children in India" *Economic & Political Weekly*, Vol. 31, pp. 1011-24.
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- Hartung, Jan-Peter and Reifeld, Helmut (Ed.). (2006), *Islamic Education, Diversity and National Identity*, Sage.
- Rai, Lajpat. (1966), *The Problem of National Education in India*, Publications Division, New Delhi.
- Rao, Parimala V. (ed.). (2014), *New Perspectives in the History of Indian Education*, Orient BlackSwan, New Delhi.
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- Sangwan, Satpal. (1990), 'Science Education in India under Colonial Constraints, 1792-1857', *Oxford Review of Education*, Vol. 16, No. 1.
- Shetty, Parinita. (2008), 'Missionary pedagogy and Christianization of the heathens: The educational institutions introduced by the Basel Mission in Mangalore', *Indian Economic Social History Review*, Vol. 45, pp. 509-51.
- Shukla, Suresh Chandra. (1959), *Elementary Education in British India during Later Nineteenth Century*, New Delhi: Central institute of Education.
- Sikand, Y. (2005), *Bastions of the Believers: Madrasas and Islamic Education in India*. New Delhi: Penguin.
- Soni, Jayandra (2000), "Basic Jaina Epistemology", *Philosophy East and West*, Vol. 50, Issue 3, pp. 367–377.

- Suman, Amit K. (2020), "Colonial State and Indigenous Islamic Learning: A Case Study of Calcutta Madrasa", *Paedagogica Historica: International Journal of the History of Education*, Routledge: Taylor & Francis, pp. 1-18.
- Suman, Amit K. (2014), "Indigenous Educational Institutions in Upper Gangetic Valley: Curriculum, Structure and Patronage", *Social Scientist*, Vol.42, No.3-4, March-April.
- Suman, Amit K. (2018), "The Quest for Education: An Insight into the Educational Theories and Practices of the Colonial Government in Bengal Presidency", in the *Indian Historical Review*, Vol. 45, Issue 2, SAGE Publications, pp. 1-16.
- Venkatanarayanan, S. (2013), "Tracing the Genealogy of Elementary Education Policy in India Till Independence", *SAGE Open*, Sage Publications.
- Wujastyk, Dominik. (2003) *The Roots of Ayurveda* (Penguin Classics). Penguin. Introduction p.1-38.
- Zelliott, Eleanor. (2014), 'Dalit Initiatives in Education, 1880-1992', in Parimala V. Rao, (Ed.), *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 45-67.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-4): History of Latin America c. 1500 – 1960s

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Latin America c. 1500 – 1960s	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper offers a historical overview of Latin America. It traces major long-term continuities and changes in Latin America's socio-economic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate years post-independence, and situates the specific positioning of Latin America in connected histories of a globalising world.

Learning outcomes

On completion of this course the student shall be able to

- Critique stereotypes on Latin America and outline major shifts in Latin American history.
- Explain elements of change and continuity in Latin American polities, economy, society and cultural milieu from the 16th to 20th centuries.
- Contextualise the impact of colonialism on Latin America.
- Explain social protest and anti-colonial resistance in Latin America, as well as practices of 'transculturation'.
- Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

SYLLABUS OF DSE-4

Unit I: Historiography

Unit II: Colonization of Central and South America by Iberian powers and Movements for In-dependence:

1. Driving forces for conquest; Impacts of colonization – key agrarian transformation; the question of labour and slavery; transatlantic commerce

and the modern world system; institutions of state; the advent of Christianity and evangelization.

2. Movements for independence in the early 19th century

Unit III: Developments in the new Latin American Nations (1830s-1930s): Case studies of Mexico, Argentina, and Brazil

1. Class and state formation, industrialization, export economies, immigration
2. Popular culture

Unit IV: Political and socio-cultural developments, 1930s to the 1960s

1. Authoritarianism, populism, revolutions
2. Politics of literature, music and sports

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit provides an introduction into what constitutes as Latin America and the importance of the engaging with the modern history of the region. The Unit also familiarizes the students with the historiography of Latin America. **(Teaching time: 9 hours Approx.)**

- Bethell, L., ed. (1997). Cambridge History of Latin America: Colonial Latin America, Vol. II. Cambridge: Cambridge University Press.
- Bethell, L., ed. (2002). Cambridge History of Latin America: From Independence to c. 1870, Vol. III. Cambridge: Cambridge University Press.

Unit II: This Unit provides an overview of the colonization of Central and South America by Spain and Portugal from 1490s onwards. It will also examine the nature of important transformations ushered in by the colonial encounter, as well as the early independence struggles against the Spanish and Portuguese. **(Teaching time: 9 hours Approx.)**

- Chasteen, J. (2006). Born in Blood and Fire: A Concise History of Latin America. New York: W.W. Norton and Company.
- Frank, A.G. (1967). Capitalism and Underdevelopment in Latin America. New York: Monthly Review Press.
- Galeano, E. (2010). Century of the Wind: Memories of Fire, Volume III. New York: Nation Books
- Burns, E.B. (1992). Latin America Conflict and Creation: A Historical Reader. New York: Pearson.
- Skidmore, T. and Peter H. Smith. (2010). Modern Latin America. New York: Oxford University Press.
- Williamson, E. (2010). The Penguin History of Latin America. London: Penguin Books.

Unit-III: This Unit address history of class and state formation, industrialization, immigration, and popular culture from 1830s to the 1930s with specific reference to case studies of Mexico, Argentina, and Brazil. **(Teaching time: 9 hours Approx.)**

- Bothell, L., ed. (1985). Mexico Since Independence. Cambridge: Cambridge University Press.
- Galeano, E. (2010). Faces and Masks: Memories of Fire, Volume II. New York: Nation Books.
- Galeano, E. (2010). Genesis: Memories of Fire Volume I. New York: Nation Books.
- Levine, R.M., and John Crocitti, (Eds.). (2002). The Brazil Reader: History, Culture, Politics. Durham: Duke University Press.
- Nouzeilles, G., and Graciela Montaldo. (Eds.). (2002). The Argentine Reader: History, Culture, Politics. Durham: Duke University Press.

Unit-IV: This Unit deals with emergence of authoritarianism, reactions against it as manifested in populism and subsequent revolutions. It will also examine the politics of literature, music and sports; 1930s to the 1960s. **(Teaching time: 9 hrs Approx.)**

- Galeano, E. (1997). Open Veins of Latin America: Five Centuries of the Pillage of a Continent. New York: Monthly Review Press.
- Gott, R. (2005). Cuba A New History. New Haven: Yale University Press.
- Wright, T. (2001). Latin America in the Era of the Cuban Revolution. Connecticut: Praeger

Suggested Readings:

- Bellos, A. Futebal. (2003). The Brazilian Way of Life. London: Bloomsbury.
- Chavez, L., 9ed). (2005). Capitalism, God and Good Cigar. Durham: Duke University Press.
- Craske, N. (1999). Women and Politics in Latin America. New Brunswick: Rutgers University Press.
- Hanke, L., and Jane M. Rausch. (Eds.). (1999). Latin American History from Independence to the Present. Princeton: Markus Wiener.
- Karush, M.B., and O. Chamosa, (Eds.). (2010). The New Cultural History of Peronism. Durham: Duke University Press.
- Levine, R.M. (1998). Father of the Poor: Vargas and His Era. Cambridge: Cambridge University Press.
- Marichal, C. etal. (2006). From Silver to Cocaine: Latin American Commodity Chains and the Building of World Economy, 1500-2000. Durham: Duke University Press.
- Marquez, G.G. (1996). Autumn of the Patriarch. London: Penguin.

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

Pool of DSE for Multidisciplinary Studies

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Art, Society and Culture in India c. 300 BCE to 1000 CE	4	3	1	0	12 th Pass	NIL

Learning Objectives

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

Learning outcomes

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

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

SYLLABUS OF DSE-1

UNIT I:

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

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

UNIT II:

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

Unit III:

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

Practical component (if any) - NIL

Essential/recommended readings

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

- Agarwal, V.S. (1965) Studies in Indian Art. Varanasi: Vishwavidyalaya Prakashan. (Chapters 4-8)
- अग्रवाल.वी. एस. (2015) भारतीर् कला: प्रारं तभकर्ुग से तीसरी शती ईस्वी तक. वाराणसी: पृतथवी प्रकाशन.(अध्यार्7-14)
- Brown, Percy. Indian Architecture. Buddhist and Hindu Periods. Bombay: D.B. Taraporevala Sons & Co. Private Ltd. (Chapters 2-16)
- Harle, J.C. (1986). The Art and Architecture of Indian Subcontinent, Penguin Books (Chapters 1-9, 20)
- Huntington, Susan. (1985) Art of Ancient India: Buddhist, Hindu, Jain, Weatherhill, New York, Tokyo. (Chapters 4-15)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 7-10)
- तसंह,उतपंरि. (2016). प्राचीनएवंपूवामध्यकालीनभारतकाइतहासः पाषाणकालसे12वीशताब्दीतक. नईतिल्ली. तपरसन.(अध्यार्7-10)

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

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

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

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

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

Suggested Readings:

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

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

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Historical Methodology DSE – No.#	4	3	1	-	12 th Pass	NIL

Learning Objectives

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

Learning Outcomes

Having finished the course, the students would have learnt:

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

SYLLABUS OF DSE

Unit I: Distinctiveness of historical inquiry

3. The nature of history

4. The scope of historical research

Unit II: Issues and problems in historical research

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

Unit III: Sources and interpretation

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

Unit IV: Conducting historical research

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

Practical component (if any) - NIL

Essential/recommended readings:

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

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

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

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

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

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

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

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

Suggested Readings:

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-3): Travel in History: Trade, Politics and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Travel in History: Trade, Politics and Society	4	3	1	0	12 th Pass	NIL

Learning Objectives

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

Learning outcomes

After completing the course students will be able to:

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

SYLLABUS OF DSE-3

Unit I: Writing Travel:

1. Writing Travel: Genre, Time and Place

2. Travel in History: Religion, Society and Economy

Unit II: Travel in the Modern Era

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

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

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

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

Practical component (if any) - NIL

Essential/recommended readings

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

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

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

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

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

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

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

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

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

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

Suggestive readings

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

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

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