BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY
3rd SEMESTER PAPERS
# SEMESTER 3 PAPERS: BA HISTORY HONOURS

## 1. CREDIT DISTRIBUTION FOR BA HONOURS HISTORY

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## 2 SEMESTER-WISE DISTRIBUTION OF COURSES

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Core Course V

History of India- III (c. 750-1200)

Course Objective:

This course is designed to make students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the ‘early medieval period’ (c. A.D. 750 – A.D. 1200) of Indian history. With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

Learning Outcomes:

Upon completion of this course the student shall be able to:
- Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number ‘regional’ languages.

Course Content:

Unit I: Studying early medieval India
   [a] Dynamic and divergent topographies
   [b] Sources: texts; inscriptions; coins
   [c] Debates on the early medieval

Unit II: Political structures and processes
   [a] Evolution of political structures: Rajput polities; Chola state; Odisha
   [b] Symbols of political power: Brahmans and temples; sacred spaces and conflicts; courtly cultures
   [c] Issue of ‘Foreign and Indian’: Arabs and Ghazanavids in the north-west, Cholas in Southeast Asia

Unit III: Social and economic processes
   [a] Agricultural expansion; forest-dwellers, peasants and landlords
Unit IV: Religious, literary and visual cultures

[a] Bhakti: Alvars and Nayanars
[b] Puranic Hinduism; Tantra; Buddhism and Jainism
[c] Sanskrit and regional languages: interactions
[d] Art and architecture: temples – regional styles

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit seeks to familiarise students with the nature of historical geography and the range of sources available for the early medieval period of Indian history. Most importantly, students will engage with the debates and varied scholarly views on the nature of early medieval Indian social formation and the most important aspects and factors of change therein. (Teaching Time: 4 weeks Approx.)


- भारतीय इतिहास-रचनात्मक चरित्र (भारत-राज) (2007). लखनऊ: भारतीय इतिहास-रचनात्मक चरित्र. 10: 'भारतीय इतिहास-रचनात्मक चरित्र'.

Unit II: This unit aims to apprise students of the dynamic nature of political structures and the varied perspectives from which scholars study them. (Teaching Time: 3 weeks Approx.)


• दादू, दीर्घ. (1998). ‘चोलने जेरनेना अहुंसा कस्ता?’, *व्याकरण-सूत्रशास्त्र कविता*, (पी. ), दिल्ली राज्य, कला योजना: भारतीय साहित्य, पी. पी. 50-86.


• दादू, दीर्घ. (1992). ‘चोलने जेरनेना अहुंसा कस्ता आणि नाला’, *व्याकरण-सूत्रशास्त्र कविता*, (पी. ) दिल्ली राज्य, कला योजना: भारतीय साहित्य, पी. पी. 9-23.
Unit III: This unit will familiarise students with social and economic processes of the early medieval period in Indian history. The diverse ways in which these have been studied will be the chief focus. (Teaching Time: 4 weeks Approx.)


Unit IV: The focus of this unit will be on the religious, literary and visual cultures of the early medieval period in the Indian subcontinent. Having done this unit, students will be able to trace the patterns of change in these spheres of life. (Teaching Time: 3weeks Approx.)


SUGGESTED READINGS:


• Subbarayalu, Y. (2011). *South India under the Cholas*. New Delhi: Oxford University Press. (Especially important are ‘Introduction’ and the last two sections on ‘The Chola State’ and ‘Characterizing the Chola State’.)


**Teaching Learning Process:**
Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

**Assessment Methods:**
Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

**Keywords:**

Feudalism, Inscriptions, Ghazanavids, Cholas, Rajputs, Agriculture, Maritime Trade, Urbanization, Religion, Architecture, Bhakti.
Core Course VI
Rise of the Modern West- I

Course Objectives:

The focus of the course is on transition from feudalism to capitalism in Europe. The paper familiarises the student with important transitions and transformations in the economy, polity, and socio-cultural life from late medieval period to 1600 in various parts of Europe. The course shall critically examine the dynamics of economic and political power within Europe, and contact with the New World. The processes by which Europe’s economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained. Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion; trends in state formation; and the relationship between state and religion. Students will be introduced to the concept of Eurocentrism in our understanding of the Rise of the Modern West.

Learning Outcomes:

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

- Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions unfolded in Europe’s economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe’s state system and trade and empire.

Course Content:

I. Transition from Feudalism to Capitalism
   [a] Issues and debates
   [b] Question of Eurocentrism

II. Early colonial expansion
   [a] Factors for colonization
   [b] Trade and Empire
   [c] Mines and plantations
   [d] Labour Systems - indigenous populations and African slaves

III. Renaissance
[a] In Italy: its social roots
[b] Humanism and its spread in Europe
[c] Art

IV. Origins, course, and results of the European Reformation in the 16th century.

V. Economic developments of the 16th century
   [a] Shift of economic balance from the Mediterranean to the Atlantic
   [b] Commercial Revolution
   [c] Price Revolution

VI. Emergence of European State system: with two case studies (Spain, France, England, Russia).

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: The Unit will give an overview to the paper through issues and debates related to transition from feudalism to capitalism in Europe. The concept of Eurocentrism will be introduced. (Teaching Time: 3 Weeks Approx.)


Unit-II: The Unit discusses the process of early colonization, inter-linkages, and impact of trade and empire on Western Europe, the New World, West Africa and parts of Asia. (Teaching Time: 2 weeks Approx.)


**Unit- III:** The Unit emphasizes social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism. (Teaching Time: 3 weeks Approx.)


**Unit-IV:** The Unit outlines the economic, political, social and intellectual dimensions of Reformation and Reformation’s impact on different regions of Europe. (Teaching Time: 2 weeks Approx.)


**Unit- V:** The Unit deals with European economy, decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe. (Teaching Time: 2weeks Approx.)

**Unit- VI:** The Unit emphasizes the nature of the European state system and interconnections between economy, society, religion, and polity with case studies. *(Teaching Time: 2 weeks Approx.)*


**SUGGESTED READINGS**

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this history is of an unfamiliar region an overview of the feudal background will be provided to students. Overall, the teaching and learning process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:
Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:
The Transition Debate, Eurocentrism, Colonialism, Renaissance, Humanism, Reformation, Commercial Revolution, European state system.
Core Course VII
History of India- IV (c. 1200–1500)

Course Objective:

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti ‘movement’ are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.

Learning Outcomes:

On completion of this course, the students shall be able to:
- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

Course Content:

Unit I. Survey of sources
[a] Persian ta’rikh traditions: Barani and Mushtaqi
[b] Malfuzat and premakhyans; Persian, Sanskrit and Vernacular interactions
[c] Inscriptions and regional identity: Kakatiyas
[d] Architecture: the study of Hampi

Unit II. Political structures
[a] Sultanates of Delhi: transitions in ruling elites, service cultures, iqtas
[b] Articulating political authority: monuments and rituals
[c] Consolidation of identities: Rajputs and other warrior lineages
[d] Political cultures: Vijayanagara and Gujarat

Unit III. Society and economy
[a] Ecological context; agricultural production  
[b] Technology and changes in society  
[c] Monetization; market regulations; urban centres; trade and craft

**Unit IV. Religion, society and cultures**  
[a] Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles  
[b] Bhakti; Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari  
[c] Gender roles: women bhaktas and rulers  
[d] Terms of Identification: Modern Labels and Contingent Identities

**ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit I:** This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources. *(Teaching Time: 4 weeks Approx.)*

- Alam, Muzaffar. (2004). *The Languages of Political Islam in India*, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly important is the section on Zia Barani.
- Ernst, Carl W. (1992).*Eternal Garden: Mysticism, History and Politics at a South

- http://www.vijayanagara.org/default.html for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- दलित, अंतरजाति. (2014). 'कुश्याकुष्यांना भिन्नीक आहे असेही जणांना विद्यालयासाठी', अंतरजाति पेपर. (२०१२) जनवरी ते मार्च, अंतर 9, आंतरिक: अंतरिक पेपर, अंतर 11-50.
Unit II: Students will critically interact, in this unit, with the rather uneven historiography on political structures and cultures across different realms of the Rajputs, Delhi Sultanate and Vijayanagara. (Teaching Time: 3weeks Approx.)


- हबीब, इरफ़ान. 2007. '13वीं सदी में सल्तनत के शासक वर्ग का विकास', मध्यकालीन भारत, अंक - 7, (सं.) इरफ़ान हबीब, दिल्ली: राजकमलप्रकाशन.

- कॉल्फ, डिर्क. 2012. 'पुरी तयार की में एक नए अनुभव का प्रवास', इरफान हबीब, संस्कृति एवं सामाजिक इतिहास, भाग 3, पृ. 134-53.

**Unit III:** This unit will apprise students of the economic, ecological and technological changes during this period and explore the interlinkages between them. *(Teaching Time: 3 weeks Approx.)*


• वांग, लिनग. (1999). ‘南印度1300-1500年間的製造業’, 《印度歷史研究》第21卷第4期, pp. 159-68.


Unit IV: This unit is chiefly focussed on the religious-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender and cross-confessional interactions. (Teaching Time: 4 weeks Approx.)

- भारत, रामचंद्र. (1999). 'मूलकल्पक कल्पना के माध्यम से हिन्दू-मुस्लिम सम्बन्धों की तारीख रचना के विषयों पर', *महत्त्वपूर्ण कल्पना*.
SUGGESTED READINGS


Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:
Ta‘rikh, Delhi Sultans, Kakatiyas, Vijayanagara, Agricultural Production, Iqtas, Monetization, Sufism, Bhakti.
GE-VI

Politics of Nature

Course Objective:

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

Learning Outcomes

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

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

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

Unit 2: Energy in Human History: –
   a. Before the era of coal, gas and oil
   b. Era of fossil energy

Unit 3: Ecological Imperialism
   a. Flora-fauna transfer
   b. Diseases and Migration

Unit 4: Unequal access and Industrial Production,
   a. Industrial Agriculture
   b. Gendered access to natural resources
   c. Cities and inequalities

Unit 5: Anthropocene
   a. Climate change and writing ecological histories
   b. Debating the Anthropocene / Capitalocene

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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


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


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


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


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


**SUGGESTED READINGS:**


**Teaching Learning Process:**

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.
Assessment Methods:
Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Energy, Fossil, Ecological Imperialism, Inequalities, Anthropocene, Capitalocene,
Making of Post Colonial India

Course Objectives:

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

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

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

Course Content:

Unit I: Laying the foundation of independent India
  [a] Making of the Constitution
  [b] Linguistic re-organisation

Unit II: Envisioning a new order
  [a] Economic Development: five year plans; Problems of Development
  case study of Punjab and Bihar
  [b] Indian Foreign Policy till 1964

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

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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


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

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


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


SUGGESTED READINGS:

• Bhargava, Rajeev and Vanaik Achin (eds.). (2010). *Understanding Contemporary India*. Orient Blackswan

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

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

- Internal Assessment: 25 Marks
- Written Exam: 75 Marks
- Total: 100 Marks

**Keywords:**
Constitution, Linguistic re-organisation, Development, foreign policy, national and state politics, the Emergency, Mandal, Judicial activism, popular cinema.
SEC I
Understanding Heritage

Course Objectives:

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

Learning Outcomes:

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

Course Content:

Unit I: Defining heritage:
Meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’

Unit II: Evolution of heritage legislation and the institutional framework:
[a] Conventions and Acts -- national and international
[b] Heritage-related government departments, museums, regulatory bodies
[c] Conservation initiatives

Unit III: Challenges facing tangible and intangible heritage
Development, antiquity smuggling, conflict (specific cases studies)

Unit IV: Heritage and travel:
[a] Viewing heritage sites
The relationship between cultural heritage, landscape and travel; recent trends

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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


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


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

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


SUGGESTED READINGS:

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

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

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

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

Learning Outcomes:

Upon completion of this course the student shall be able to:
- Examine these two repositories of history from close quarters.
- Discuss the role of Colonialism in the growth of Archives and Museums.
- Explain how the documents and artefacts are preserved and the difficulties faced in the process.
- Demonstrate the way in which museums are organised and managed.
- Examine the considerations which govern the way exhibitions in museums are managed.

Course Content:

Unit 1: The Archive:

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

Unit 2: The Museum
a. The colonial gaze  
b. Artefacts  
c. The post-colonial state and the museum – project work: National Museum and National Gallery of Modern Art

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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


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

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

Assessment methods:

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

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:
Manuscripts, Collections, National Archives, Cataloguing, Artefacts, National Museum National Gallery of Modern Art
Course Objective:

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

Learning outcomes:

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

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

Contents

Unit 1: Historicizing Human Activities

Unit 2: The Historian’s Craft
Unit 3: Sources and interpretations

Unit 4: Primary sources in application

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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

- Schlabach, Gerald. *A Sense of History: Some Components*
- http://www.geraldsschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/

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


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


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


**SUGGESTED READINGS:**


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

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

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

**Keywords:**

Historical Thinking, Perspectives, Facts, Historical Contexts, Interpretation of Sources, Discourses, Analysis
B.A. History Programme

1 Credit distribution for B.A. History Programme

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>CORE COURSE</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>III</td>
<td></td>
<td>History of India c. 1200-1700</td>
<td>5+1</td>
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<table>
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<th>Course Code</th>
<th>CORE COURSE</th>
<th>Credits</th>
</tr>
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<tr>
<td>III</td>
<td></td>
<td>Heritage and Tourism</td>
<td>4</td>
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<tr>
<td>SEC I</td>
<td>Or</td>
<td>Introduction to Art in the Indian Subcontinent</td>
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2. BA Program Semester-wise Distribution of Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Courses</th>
<th>Discipline Selective Courses</th>
<th>GE</th>
<th>SEC</th>
<th>Ability Enhancement Courses</th>
</tr>
</thead>
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<tr>
<td>3</td>
<td>History of India c. 1200-1700</td>
<td></td>
<td></td>
<td>Choice of SEC I papers</td>
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<td></td>
<td>Second Discipline</td>
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<td>English/ Hindi/MIL-II</td>
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<td></td>
<td>In Lieu of MIL: Histories of Inequalities</td>
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Core Course III

History of India, c. 1200-1700

Course Objective:

This course provides an analytical study of the history of India from 1200 to 1700 CE. It introduces students to a thematic study of the main aspects of the period, delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, the Mughal state, Vijayanagara and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies the course also underlines the inter-connectedness of the subcontinental region in its transition to the Early Modern period.

Learning Outcomes:

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

- Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

Course Outline:

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

Unit II. Regional political formations: Vijayanagara

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

Unit IV. 17th century transitions: Marathas; Sikhs

Unit V. Art and architecture in medieval India: Qutb complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal miniature painting
Unit VI. **Society, culture and religion:** Bhakti -- Kabir and Mira Bai; Sufism – Nizamuddin Auliya and Sufism in popular literature from the Deccan: *Chakki-Nama* and *Charkha-Nama*.

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

**ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:**

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


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


**Unit III:** This unit will teach students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed and also to the various historiographical debates on Aurangzeb. *(Teaching Time: 3 weeks approx.)*


**Unit IV:** In this unit students will learn about the emerging political formations in the Deccan and the Punjab plains. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations. *(Teaching Time: 2 weeks approx.)*


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


**Unit VI:** This unit would have taught students about the cultural traditions in the medieval period with special reference to Kabir and Mirabai, and Nizam al-Din Auliya and popular mystic literature from the South. *(Teaching Time: 2 weeks approx.)*


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


Suggested Readings:


• Lefèvre, Corinne. (2007). “Recovering a Missing Voice from Mughal India: The Imperial Discourse of Jahāngīr (r. 1605-1627) in His Memoirs”, Journal of the Economic and Social History of the Orient vol. 50 no.4, pp. 452- 489


**Teaching Learning Process:**

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

**Assessment Methods:**

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

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

**Keywords:**

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

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

Learning Outcomes:

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

Course Content:

Unit I: Constitution of heritage in colonial India

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

Unit III: Sustainable Tourism
a. Interface with local sensibilities: case study of Agra, Simla, Goa
b. Conservation of Heritage: Humayun’s Tomb, Ajanta Caves

Unit IV: Field trips/Project work: Some suggestions:
b. Heritage walks/trails to monuments and sites
c. Visit to light and sound shows and live performances at monuments, sites
d. Documenting the impact of tourism on heritage sites and local communities
e. Making a report on the ongoing conservation projects of various sites by the ASI, Aga Khan Trust for Culture, INTACH and other community and private organizations
f. Food tourism etc.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

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


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

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

- For Humayun’s Tomb conservation by the Agha Khan Trust for Culture: [https://www.akdn.org/sites/akdn/files/media/publications/2013_09__aktc__india___humayun_tomb_conservation.pdf](https://www.akdn.org/sites/akdn/files/media/publications/2013_09__aktc__india___humayun_tomb_conservation.pdf)

**Suggested Readings**


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

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

**Keywords:**
Course Objective:

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

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

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

Course Content:

Unit I: Indian Art; historiographical issues

Unit II: Sculpture
(a) Stone: Gandhara and Mathura
(b) Metal: Chola Bronzes
(c) Terracotta: Contemporary

Unit III: Architecture
(a) Evolution of Temples
   (i) Nagar: Sun Temple, Konark
   (ii) Dravida: Nataraja Temple, Chidambaram
(b) Mosques and Mausoleums
(i) Quwwat al-Islam mosque, Delhi  
(ii) Taj Mahal, Agra  
(c) Forts  
   (i) Kumbhalgarh Fort  
(d) Colonial  
   (i) Rashtrapati Bhawan, Delhi  
   (ii) Victoria Terminus, Mumbai  

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

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

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


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


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


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


**Suggested Readings:**


Teaching Learning Process:

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

Assessment Methods:
Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.
Internal Assessment: 25 Marks  
Written Exam: 75 Marks  
Total: 100 Marks

Keywords: 
Historiographical issues, Art, Sculpture, Architecture, Painting, temples, Mosques, forts
COURSE IN LIEU OF MIL (SEMESTER III/IV)
Also offered to students of B.Com. programme

Histories of Inequalities

Course Objective:

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

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

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

Course Content:

Unit I: Caste: Varna and Jati
Unit II: Gender and the household
Unit III: Untouchability
Unit IV: Tribes and forest dwellers
Unit V: Equality and the Indian constitution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

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


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


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


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

*(Teaching Time: 3 Weeks approx.)*


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


Suggested Readings:

Teaching Learning Process:

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

**Assessment Methods:**
Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

**Keywords:**

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