

B.A. PROGRAMME

DISCIPLINE COURSE



HISTORY

COURSE CONTENTS

(Effective from the Academic Year 2011-2012 onwards)

DEPARTMENT OF HISTORY
UNIVERSITY OF DELHI
DELHI

B.A. PROGRAMME (DISCIPLINE COURSE) HISTORY

SEMESTER	
I	History of India upto c. 300 B.C.E./ Cultures in the Indian Subcontinent --I
II	History of India c. 300 B.C. to Eighth Century A.D./ Cultures in the Indian Subcontinent --II
III	History of India III (8 th to 18 th Century)/ Cultural Transformation in early Modern Europe I (c. 1500-1800)
IV	History of India IV (8 th to 18 th Century)/ Cultural Transformation in early Modern Europe II (c. 1500-1800)
V	History of India V (c. 1750s- 1970s)/ Issues in the World History I (The 20 th Century)
VI	History of India VI (c. 1750s- 1970s)/ Issues in the World History II (The 20 th Century)

1. Students opting for History as part of the B.A. Programme are expected to do Six papers out of a total of Twelve.
2. In each year they can choose among Four papers. However each students must take up at least Two Non Indian History papers over the three years, i.e. *Cultural Transformations in Early Modern Europe- I (c. 1500-1800) and Cultural Transformations in Early Modern Europe –II (c.1500-1800) Or Issues in World History: The Twentieth Century – I and Issues in World History: The Twentieth Century – II.*

B.A. PROGRAMME

SEMESTER I

HISTORY OF INDIA UP TO C. 300 B.C.E.

1. Survey of sources and Historiographical Trends; Regions, Environment and People and their significance for understanding early India.
2. Palaeolithic and Mesolithic Cultures: Sequence and Geographical distribution rock-art.
3. Advent of food-production; Neolithic Cultures.
4. Harappan Civilization: Origin and extent, political and economic organization art and religion. Decline and Late Harappan Cultures; Chalcolithic cultures outside and Harappan distribution zone.
5. Society, polity, economy and Religion as reflected in Vedic Literature. The Arya Problem; Iron Age Cultures with special reference to PGW and Megaliths.
6. Development from sixth to fourth centuries B.C. : rise of territorial states emergence of cities, social and material life, new religious movements.

Suggested Readings:

Agrawal, D.P.	<i>The Archaeology of India</i>
Alichin, F.R. and B	<i>Origins of a Civilization: The Prehistory and Early Archaeology of South Asia</i>
Basham, A.L.	<i>The Wonder That was India</i>
Chakrabarti, D.K.	<i>Archaeology of Ancient Indian Cities</i>
Jaiswal, Suvira	<i>Caste: Origin, Function and Dimensions</i>
Sharma, R.S.	<i>Perspective in Social and Economic History of Early India</i>
Subramanian, N.	<i>Sangam Polity</i>
Thapar, Romila	<i>History of Early India</i>

SEMESTER I

CULTURES IN THE INDIAN SUBCONTINENT - I

Definitions of Culture and its various aspects.

- (i) Perspective on Cultures : Indian Cultural tradition: An overview.
- (ii) Plurality of Cultures: Social Content of Culture

1. *Language and Literature*

Sanskrit: Kavya - Kalidasa's *Ritusambhara*: **Prakrit**: *Gatha Saptasati*, Development of vernacular language and literature; Indo-Persian Literature: Amir Khusro's works: **Urdu** poetry and prose: Ghalib.

2. *Performing Arts*

- a) Hindustani, (b) Carnatic classical Music, (c) Devotional music: bhakti and sufi:
 - Classical and Folk Dance
 - Theatre: Classical, Folk, Colonial and Modern

3. *Architecture: Meanings, form and Function*

- (a) Rock-cut-Mamallapuram (b) structural – temple architecture- Khajuraho complex and Tanjavur temple; (c) fort – Dalulatabad or Chittor forts; (d) palace-*dargah* at Fatehpur Sikri; (e) colonial – Lutyen's Delhi.

SUGGESTED READINGS :

Asher Catherine, (ed.): *Perceptions of India's Visual Past*, AIIS, Delhi, 1994

Asher Catherine, *Architecture of Mughal India*

Basham A.L., *The Wonder that was India*. Volume I, New Delhi

Brown Percy, *Indian Architecture, Buddhist Hindu and Islamic*, Vol. I, II, Mumbai, 1956

Chandra Prainod, ed, *Studies in Indian Temple Architecture*; Chapter 1. AIIS, 1975.

Deva, B.C., *An introduction to Indian Music*, Delhi, 1973.

Maxwell, T.S., *Image: Text and Meaning: Gods of South Asia*, OUP, Delhi

Tillotson G, *Havelis of Rajasthan*.

Zimmer, H., *Myths and Symbolism in Indian Art and Civilization*, Princeton Press, New Jersey, n.d.

Cohn. Bernard, *India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus*, OUP, 2004

Vatasayana Kapila; *Indian Classical Dance*, Publications Divisions, New Delhi, 1974 (in Hindi Translation also)

SEMESTER II

HISTORY OF INDIA C. 300 B.C. TO EIGHTH CENTURY A.D.

1. Survey of sources and Historiographical Trends.
2. The Mauryan Patterns: state, administration and economy, Ashoka's *Dhamma*, art and architecture.
3. Post-Mauryan Patterns: Social, economic, political and cultural (literature: religion, art and architecture) developments with special reference to India's external trade and cultural interactions; Sangam Age – literature, society and culture.
4. The Guptas and their contemporaries: state and administrative institutions, social and economic changes, religion, art and architecture, literature.
5. Towards the Early Medieval: Changes in society, polity, economy and culture with special reference to the Pallavas, Chalukyas and Vardhanas.

* *Rubrics 2 to 5 should taught with reference to recent studies on gender, caste and property relations.*

Suggested Readings:

Chatopadhyay, B.	<i>Kushan State and Indian Society</i>
Gonda, J.	<i>Vishnuism and Shivaism: A Comparison</i>
Huntington, S.L.	<i>The Art of Ancient India</i>
Jha, D.N.	<i>Ancient India in Historical Outline (1998 edn.)</i>
Kosambi, D.D.	<i>Culture and Civilization of Ancient India in Historical Outline</i>
Kulke H. and Rothemund, D.	<i>A History of India</i>
Ray, H.P.	<i>Monastery and Guild</i>
Ray, Niharrajan	<i>Maurya and Post Maurya Art</i>
Sastri, K.A.N.	<i>A History of South India</i>
Sharma, R.S.	<i>Aspects of Political Ideas and Institutions in Ancient India (1991 edn.)</i>
Thapar, Romila	<i>Ashoka and the Decline of the Mauryas (1997 edn)</i>
Yazdani, G.	<i>Early History of Deccan</i>

SEMESTER II

CULTURES IN THE INDIAN SUBCONTINENT – II

1. *Perceptions of visual Past and Present*
2. *Sculpture and Painting*
 - (a) Silpashastric normative tradition: (b) Classicism – Narrative and Sculptural, Mural fresco paintings: (c) post Classicism – Pallava – Cola; (d) medieval idiom – Mughal paintings, painters and illustrated texts: (e) Modern – company school, Ravi Varma, Bengal School, Amrita Shrengil and Progressive Artists.
3. *Popular Culture*
 - Folk Lore and Oral tradition of *Kathas*, narratives, legends and proverbs, Linkages of bardic and literary traditions.
 - Festivals, fairs and fasts; Links with *tirtha*, pilgrimage and localities.
 - Textile and Crafts; the Culture of Food.
4. *Communication, Patronage and Audiences*
 - Court Merchant groups and communities.
 - Culture as Communication.
 - Nationalism and the issue of Culture; Institutions of Cultural Practices Colonial and Post Colonial.

SUGGESTED READINGS :

- K. T. Achaya, *A Historical Dictionary of Indian Food*, OUP.
Banerjee J.N.: *The Development of Hindu Iconography*, Calcutta, 1956
Bussagli M and Srivaramamurthy C.: *5000 Years of Indian Art*, New York, n.d.
History and Culture of the Indian People, Bharatiya Vidya Bhavan Series.
Huntington Susan L: *The Art of Ancient India*, Tokyo New York, 1985.
Kramrisch, Stella, *The Art of India*, Orient Book Depot. Delhi, 1987.
Miller Barbara Stoler: *The Powers of Art: Patronage in Indian Culture*, OUP, Delhi 1992.
Mitter Partha: *Much Maligned Monsters*, Oxford, 1977.
Mitter Partha: *Art and Nationalism in Colonial India*, OUP, Delhi.
Mukherji: *Folk Art of India*
Ramanujsan, A.K., *Collected Papers* OUP.
Richman, Paula, *Many Ramayanas* OUP.
Rizvi, S.A.A.: *The Wonder that Was India: Volume II.*, New Delhi.
Varadpande M.L. *History of Indian Theatre: Invitation to Indian Theatre*, New Delhi, 1987.
Traditional Indian Theatre: Multiple Streams, Hindi translation: *Paramparik Bharatiya Rangmanch*: Anant Dharayad NBT, New Delhi 1995.

SEMESTER III

HISTORY OF INDIA III (8th to 18th CENTURY)

1. Characterizing Early Medieval India.
2. Social and economic conditions in India 8th - 12th Centuries; Evolution of Political structures of Rashtrakutas, Palas, Pratihars, Cholas and Rajput.
3. Indian Merchants in Overseas Trade (8th – 15th Centuries)
4. Arabs in Sind: Polity Religion and Society.
5. A Survey of religious and cultural developments including *Tantricism* and *Nathpanhis*.
6. Evolution of regional styles in art and architecture.
7. Foundation, Expansion and Consolidation of the Delhi Sultanate; North West Frontier and the Mongols.
8. Military, administrative and economic reforms under the Khaljis and the Tughlaqs.
9. Sultanate Nobility and the working of *iqta* system.
10. Bhakti and Sufi Movements,

SUGGESTED READINGS:

- R. S. Sharma : *Indian Feudalism*
- B. D. Chattopadhyaya : *Making of Early Medieval India*
- Derryl N. Maclean : *Religion and Society in Arab Sindh*
- K. M. Ashraf : *Life and Conditions of the People of Hindustan*
- M. Habib and K.A. Nizami : *A Comprehensive History of India, Vol.V*
- Tapan Ray Chaudhary and Irfan Habib (ed.) : *The Cambridge Economic History of India, Vol.I*
- Peter Jackson : *Delhi Sultanate: A Political and Military History*
- Tara Chand : *Influence of Islam on Indian Culture*
- Satish Chandra : *A History of Medieval India, 2 Volumes*
- Percy Brown, : *Islamic Architecture*

SEMESTER III

CULTURAL TRANSFORMATION IN EARLY MODERN EUROPE I (c. 1500 – 1800)

Key Concepts and Historical Background

- (a) The Idea of Early Modern; Perspectives on Culture in History
- (b) An overview of the Classical and Medieval Legacy

1. The Renaissance

- (a) Society and Politics in Italian City States
- (b) Humanism in Art and Literature
- (c) Developments in Science and Philosophy
- (d) Renaissance beyond Italy

2. Upheaval in Religion

- (a) Papacy and its critics
- (b) The spread of Protestant sects in Northern Europe
- (c) Counter Reformation and religious strife
- (d) The economic and cultural impact of the Reformations

3. The Conquest of the New World: Material, Social and Cultural Aspects

BASIC READING:

1. Illustrated Histories of Europe and / or the World such as Margaret King Western. *Civilisation : A Social and Cultural History*, Ralph and Lerner, W.W. Norton & Co. New York / London; Zaller and Greavres, Harper & Row Publications, New York; W. Burns, *History of Civilisations*, (Indian Reprint); Marvin Perry, Houghton Mifflin Co., Boston etc.
2. Relevant chapters on religion, education, literature and the arts in H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century Pennington*, Europe in the Europe in the Seventeenth century and M.S. Anderson, *Europe in the Eighteenth Century*, (All published by Longman)
3. Peter Burke, *Popular Culture in Early Modern Europe*
4. John Berger, *Ways of Seeing*
5. Relevant Chapters in Norman Davis Europe
6. Tzevatan Todorov, *Conquest of America*

BESIDES TEXTS:

1. Critical appreciation of contemporary novels like *Pride and Prejudice* and Gulliver's Travels and of dramatic productions of the era (The Marriage of Figaro, The Three-penny Opera).
2. Documentary films from the BBC, The Learning Channel and The History Channel etc on European artists, monarchs, museums and developments like the Renaissance.

SUGGESTED FURTHER READINGS:

- Jacob Burckhardt, *The Civilisation of the Renaissance in Italy*, 1860 / 1958.
J. Huizinga, *The Waning of the Middle Ages*, 1925/ 1978.
Ferdinand Braudel, *Civilisation and Capitalism*, Phoenix, 1988.
Perry Anderson, *The Lineages of the Absolutist State*. 1974.
Philip Aries and George Duby eds. *A History of Private Life*. Vol II. Harvard, 1988.
Keith Thomas, *Religion and the Decline of Magic*, 1974.
Leroy Ladurie, *The Peasants of Languedoc*, 1974.
Werner Rosener, *The Peasantry of Europe*. Basil Blackwell, 1994 (from German)
Carlo Ginsberg, *Cheese and the Worms*, John Hopkins University Press (JHUP). 1983
Natalie Zemon Davis, *The Return of Martin Guerre*, Harvard Univ. Press, 1983/2001.
Margaret Jacob, *The Cultural Meaning of the Scientific Revolution*, 1988.
Hugh Kearney, *Science and Social Change 1500 – 1700*, 1971.
Peter Gay, *The Enlightenment: An Interpretation*, 1967.

SEMESTER IV

HISTORY OF INDIA IV (8th to 18th CENTURY)

1. Fragmentation of the Sultanate; Rise of provincial kingdoms of (a) Gujarat (b) Mewar (c) Bengal (d) Vijayanagara (e) Bahamanis.
2. The Mughal-Afghan conflict and the Second Afghan empire
3. Emergence and Consolidation of Mughal State c. 16th c.- mid 17th Century.
4. Akbar to Aurangzeb: administrative structure- *mansab and Jagir*; State and Religion- socio religious movements.
5. Agriculture Production, Land Revenue, Village Community, zamindars and peasantry.
6. Crafts, Artisans and *Karkhanas*, Internal and Overland Trade, Indian Merchants and overseas Trade (15th -18th Centuries).
7. Architecture and Paintings under the Mughals.
8. Mughal decline; interpreting the 18th Century.

SUGGESTED READINGS:

- Irfan Habib : *The Agrarian System of Mughal India 1556-1707*,
Irfan Habib (ed.) : *Madhya Kaleen Bharat*, (in Hindi), 8 Volumes,
M. Athar Ali : *Mughal Nobility under Aurangzeb*,
Shireen Moosvi : *The Economy of the Mughal Empire*
S.A.A.Rizvi : *Muslim Revivalist Movements in Northern India
during 16th and 17th Centuries*
R.P. Tripathi : *The Rise and Fall of the Mughal Empire*, 2 vol.
I. H. Siddiqi : *Some Aspects of Afghan Despotism*
Kesvan Veluthat : *Political Structure of Early Medieval South India*
P.J. Marshall : *The Eighteenth Century in Indian History*.
Stewart Gordon, : *The Marathas 1600-1818*
Percy Brown, : *Islamic Architecture*

SEMESTER IV

CULTURE TRANSFORMATION IN EARLY MODERN EUROPE II (c. 1500 –1800)

1. The Scientific Revolution and the Enlightenment

- (a) A New View of Universe and Matter
- (b) Reflections on the scientific method
- (c) Hobbes Locke and the Philosophes
- (d) Despotism and the Limits of Enlightenment

2. Literacy and Artistic Developments

- (a) Literacy Trends from Dante to Shakespeare
- (b) Art from Baroque to Rococco and Neo Classicism
- (c) Novels as an Art form
- (d) Women and the new Public Sphere

3. Transitions in popular culture and everyday life c. 1550 – 1750

- (a) Family and Marriage Patterns
- (b) The decline of magic and witchtrials
- (c) Popular Protests Jacqueries and Food Riots
- (d) Absolutism and the Peasantry in Eastern Europe

BASIC READINGS:

1. Illustrated Histories of Europe and / or the World such as Margaret King Western. *Civilisation : A Social and Cultural History*, Ralph and Lerner, W.W. Norton & Co. New York / London; Zaller and Greaves, Harper & Row Publications, New York; W. Burns, *History of Civilisations*, (Indian Reprint); Marvin Perry, Houghton Mifflin Co., Boston etc.
2. Relevant chapters on religion, education, literature and the arts in H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*; Pennington, *Europe in the Seventeenth century* and M.S. Anderson, *Europe in the Eighteenth Century*, All published by Longman.
3. Peter Burke, *Popular Culture in Early Modern Europe*
4. John Berger, *Ways of Seeing*
5. Relevant Chapters in Norman Davis Europe
6. Tzevatan Todorov, *Conquest of America*

BESIDES TEXTS:

1. Critical appreciation of contemporary novels like *Pride and Prejudice* and *Gulliver's Travels* and of Dramatic Productions of the Era (*The Marriage of Figaro*, *The Three-penny Opera*).
2. Documentary films from the BBC, The Learning Channel and The History Channel etc on European artists, monarchs, museums and developments like the Renaissance.

SUGGESTED FURTHER READINGS:

Jacob Burckhardt. *The Civilisation of the Renaissance in Italy*, 1860 / 1958.
J. Huizinga, *The Waning of the Middle Ages*, 1925/ 1978.
Ferdinand Braudel, *Civilisation and Capitalism*, Phoenix, 1988.
Perry Anderson, *The Lineages of the Absolutist State*, 1974.
Philip Aries and George Duby eds. *A History of Private Life*, Vol II. Harvard, 1988.
Keith Thomas, *Religion and the Decline of Magic*, 1974.
Leroy Ladurie, *The Peasants of Languedoc*, 1974.
Werner Rosener, *The Peasantry of Europe*, Basic Blackwell, 1994 (from German)
Carlo Ginsberg, *Cheese and the Worms*, John Hopkins University Press (JHUP). 1983
Natalie Zemon Davis, *The Return of Martin Guerre*, Harvard Univ. Press, 1983/2001.
Margaret Jacob, *The Cultural Meaning of the Scientific Revolution*, 1988.
Hugh Kearney, *Science and Social Change 1500 – 1700*, 1971.
Peter Gay, *The Enlightenment: An Interpretation*, 1967

SEMESTER V

HISTORY OF INDIA V (c. 1750s – 1970s)

(Apart from the Text Books, use of selected historical and literary texts / films should be encouraged as pedagogical tools. Project work / Assignments could be based on some of the listed literary historical texts / films, field visits, interviews and oral history)

- 1. The First Century of Colonial Rule:**
 - Expansion and Consolidation of British Power
 - Institutions and Policies
 - Making of a Colonial Economy
 - Cultural Responses – Tradition and Reform

- 2. The Revolt of 1857: Social and regional spread, consequences.**

- 3. Modern Colonial State After the Revolt: 1858 – 1947.**
 - Idioms of Rule:**
 - (i) Knowing India – Race Caste, Religion, Custom
 - (ii) Representative Politics – Constitutional Developments.

- 4. Colonial Economy and Society:**
 - (a) Features of Colonial economy
 - Patterns of Trade
 - Decline of traditional industry
 - Commercialization and Agrarian stagnation
 - Growth of Modern industry 1914 – 1947
 - (b) Features of Colonial Society
 - English Education and Middle Class
 - Indian capitalist class and growth of working class

READING LIST:

- Sugata Bose and Ayesha Jalal: *Modern South Asia: History, Culture, Political Economy*, New Delhi, 1998
- Sekhar Bandyopadhyay *From Plassey to Partition*
- Barbara D Metcalf and T.R. Metcalf *A Concise History of India*, Cambridge, 2002
- C.A. Bayly: *An Illustrated History of Modern India 1600 – 1947*, London 1990
- Sumit Sarkar *Modern India 1885 – 1947*, Mamillan, 1983
- Mushirul Hasan *John Company to the Republic: A story of Modern India*.
- R.P. Dutt *India Today*.
- Thomas Metcalf *Ideologies of the Raj*.
- R. Jeffery, J Masselos, P Reeves (ed) *From Rebellion to the Republic*.
- Bipan Chandra: *Nationalism and Colonialism*.
- Urvashi Butalia *The Other side of Silence*.
- Francine Frankel *India's Political Economy 1947- 1977*.
- Parul Brass *The Politics of India since Independence*.
- Lloyd and Susan Rudolph *In Pursuit of Laxmi: the Political Economy of the Indian State*, Chicago, 1987.
- Bipan Chandra, Aditya Mukherjee, Mridula Mukherjee *India After Independence*, Viking, 1999.
- Gail Omvedt *Dalits and Democratic Revolution*.
- Ramachandra Guha *The Fissured Land*.
- K.G. Subrahmanyam *The Living Tradition: Perspectives on Modern Indian Art*.
- Radha Kumar *A History of Doing*.
- Wimal Dissanayake and K. Moti Gokulsingh *Indian Popular Cinema: A Narrative of Cultural Change*.

SELECTED HISTORICAL LITERARY TEXTS:

1. Jyotiba Phule - *Ghulomgiri*
2. Bipan Chandra Pal – *My Life*
3. Mahatma Gandhi – *Hind Swaraj / My Experiments with Truth*
4. Jawaharlal Nehru - *Discovery of India, Shyam Benegal (Relevant Sections of the Serial Bharat Ek Khoj)*
5. Tagore Satyajit Ray-Ghare Baire
6. M.M. Srinivas- *Remembered Village*
7. Prakash Tandon- *Punjab Century, Vol. I*
8. Profulla Mohanty- *My Village*
9. James Freeman – *Untouchable a Life History*
10. Rahi Massom Raza- *Aadha Gaon*
11. Gopinath Mohanty- *Poraia*

SEMESTER V

ISSUES IN WORLD HISTORY I (The 20th CENTURY)

1. Concept and definitions: contemporary era: capitalist industrialization. Modernity: Imperialism.
2. First World War – analysis of its causes, courses and consequence in Europe and the World.

Paris Peace Settlement: League of Nations: Mandate System.
3. 1917 Russian Revolution: origins: course.
Impact on Russia and the World.
4. Economic recovery and instability in Europe to 1929.
Global Depression, its impact on industrialized and semi- colonial worlds.
The Soviet experience to 1941.
5. Rise of fascism and its relationship to parliamentary democracy. Liberalism and Communism: case studies of Germany and Japan to the Second World War: the meaning of the Second World War.

BASIC READING MATERIALS:

- E.J. Hobsbawm, *The Age of Extremes. 1914 – 1991*, New York: Vintage, 1996
- Carter V. Findley and John Rothey, *Twentieth-Century World* 3rd edn Boston: Houghton-Mifflin, 1994 5th ed, 2003
- Norman Lowe. *Mastering Modern World History*, London: Palgrave MCMILLAN, 1997
[Macmillan Master Series: designed for UK CGSE exams]
- Richard Overy, *The Times Complete History of the World*, 6th edn. London: Collins, 2004
- Excerpts from writings of Virginia Woolf, George Orwell, Promodya Ananta Toer, Chinua Achebe, others. [There are Hindi translations of texts of some of these writers)

SUGGESTED ADDITIONAL READINGS:

- Jeffrey Weeks, *Sex, Politics and Society: the Regulation of Sexuality in Britain Since 1800*, 2d edn. Chapter, 13-14, London: Longman, 1989
- John Dower, *Embracing Defeat: Japan in the Wake of World War Two*, New York: W.W. Norton, 2000
- Mark Mazower, *The Balkans: A Short History* [especially chap. 4], New York: Modern Library, 2000: paperback, 2002
- Basil Davidson, *Modern Africa: A Social and Political History*, 3rd edn., London / New Jersey: Addison – Wesley, 1995
- Ernest Mandel. *The Meaning of the Second World War*, London: Verso, 1986
- I, Rigoberta Menchu: *An Indian Woman in Guatemala* [memoir of 1992 Nobel Peace Prize winner] London: Verso, 1987 {Hindi translation is available}
- Jamaica Kincaid, *A Small Place* New York: New American Library, 1989
- Jonathan Spence, *The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895 – 1980* Penguin, 1982
- Neil Postman. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* Penguin, 1986
- V. Kiernan, ‘Nationalist Movements and Social Classes,’ in A.D. Smith, ed., *Nationalist Movements* London: Macmillan, 1976), pp. 110-33
- W.H.G. Armytage, *The Rise of the Technocrats: A Social History*, London: Routledge and Kegan Paul, 1965

SEMESTER VI

HISTORY OF INDIA VI (c. 1750s – 1970s)

(Apart from the text Books, use of selected historical and literary texts / films should be encouraged as pedagogical tools. Project work / Assignments could be based on some of the listed literary historical texts / films, field visits, interviews and oral history)

1. Social Movements:

Issues of Social Reform: The 'Womens' Question
Phule, Ambedkar and the Caste question
Dalit. Peasant. Tribal Movements

2. Nationalist Politics, 1858 – 1947

Phases of National Movement
Economic Nationalism and Cultural Nationalism
Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements
Growth of Communal Politics
Partition of India

3. Independent India: Economy and Polity

Constituent Assembly and Establishment of the Republic
Economic and Social Change 1950 – 1970s
Planned Economy
Industrialization. Models of Growth
Land Reform and the Structures of Dominations in Rural India
Foreign Policy: Non-Alignment Panchsheel
Federalism and the Linguistic States
Politics Parties and Indian Politics 1950 – 1977.

3. Independent India:

Culture and Society
Modern Indian Literature, Art and Films
Scientific and Technological Developments
Dalit and Backward Caste Self Assertion
Origins of environmentalism
Peasant and Labour Movements

READING LIST:

- Sugata Bose and Ayesha Jalal: *Modern South Asia:History, Culture, Political Economy*, New Delhi, 1998
- Sekhar Bandyopadhyay *From Plassey to Partition*
- Barbara D Metcalf and T.R. Metcalf *A Concise History of India*, Cambridge, 2002
- C.A. Bayly *An Illustrated History of Modern India 1600 – 1947*, London 1990
- Sumit Sarkar *Modern India 1885 – 1947*, Macmillan, 1983
- Mushirul Hasan *John Company to the Republic: A story of Modern India*
- R.P. Dutt *India Today*
- Thomas Metcalf *Ideologies of the Raj*
- R. Jeffery, J Masselos, P Reeves (ed) *From Rebellion to the Republic*
- Bipan Chandra: *Nationalism and Colonialism*
- Urvashi Butalia *The Other side of Silence*
- Francine Frankel *India's Political Economy 1947- 1977*
- Parul Brass *The Politics of India since Independence*
- Lloyd and Susan Rudolph *In Pursuit of Laxmi: the Political Economy of the Indian State*, Chicago, 1987.
- Bipan Chandra, Aditya Mukherjee, Mridula Mukherjee *India After Independence*, Viking, 1999.
- Gail Omvedt *Dalits and Democratic Revolution*
- Ramachandra Guha *The Fissured Land*
- K.G. Subrahmanyam *The Living Tradition: Perspectives on Modern Indian Art*
- Radha Kumar *A History of Doing*
- Wimal Dissanayake and K. Moti Gokulsingh *Indian Popular Cinema: A Narrative of Change*

SELECTED HISTORICAL LITERARY TEXTS:

1. Jyotiba Phule - *Ghulomgiri*
2. Bipan Chandra Pal – *My Life*
3. Mahatma Gandhi – *Hind Swaraj / My Experiments with Truth*
4. Jawaharlal Nehru - *Discovery of India*, Shyam Benegal (Relevant Sections of *the Serial Bharat Ek Khoj*)
5. Tagore Satyajit Ray-*Ghare Baire*
6. M.M. Srinivas- *Remembered Village*
7. Prakash Tandon- *Punjab Century*, Vol I
8. Profulla Mohanty- *My Village*
9. James Freeman – *Untouchable a Life History*
10. Rahi Massom Raza- *Aadha Gaon*
11. Gopinath Mohanty- *Poraia*

SEMESTER VI

ISSUES IN WORLD HISTORY II (THE 20TH CENTURY)

1. Colonialism and Nationalism: a Synoptic view: Social Transformation after the Second World War: Cold War: the character of Communist States.
2. Perspectives on Development and Underdevelopment: Globalisation: a long view.
3. Social Movements in the North and the South: Ecological, Feminist, Human Rights issues.
4. Modernity and Cultural Transformation: Emerging trends in Culture. Media and Consumption.

BASIC READING MATERIALS:

- E.J. Hobsbawm, *The Age of Extremes, 1914 – 1991*, New York: Vintage, 1996
- Carter V. Findley and John Rothey, *Twentieth-Century World*, 3rd edn. Boston: Houghton-Mifflin, 1994 5th ed. 2003
- Norman Lowe, *Mastering Modern World History*, London: Palgrave Macmillan, 1997
[Macmillan Master Series: designed for UK CGSE exams]
- Richard Overy, *The times Complete History of the World*, 6th edn. London: Collins, 2004
- Excerpts from writings of Virginia Woolf, George Orwell, Promoedya Ananta Toer, Chinua Achebe, others. [There are Hindi translations of texts of some of these writers)

SIGGESTED ADDITIONAL READINGS:

- Jeffrey Weeks, *Sex, Politics and Society: the Regulation of Sexuality in Britain Since 1800*, 2d edn. [Chapter, 13-14], London: Longman, 1989
- John Dower, *Embracing Defeat: Japan in the Wake of the World War Two*, New York: W.W. Norton, 2000
- Mark Mazower, *The Balkans: A Short History* [especially chap. 4], New York: Modern Library, 2000: paperback, 2002
- Basil Davidson, *Modern Africa: A Social and Political History*, 3d edn. London / New Jersey: Addison – Wesley, 1995
- Ernest Mandel, *The Meaning of the Second World War*, London: Verso, 1986
- I, Rigoberta Menchu, *An India Woman in Guatemala* [Memoir of 1992 Nobel Peace Prize Winner, London: Verso.1987 {Hindi translation available}]
- Jamaica Kincaid, *A Small Place*, New York: New American Library, 1989
- Jonathan Spence, *The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895 – 1980*, Penguin, 1982
- Neil Postman. *Amusing Ourselves to Death: Public Discourse in the Age of Show business*, Penguin, 1986
- V. Kiernan, ‘Nationalist Movements and Social Classes,’ in A.D. Smith, ed., *Nationalist Movements*, London: Macmillan, 1976, pp. 110-33
- W.H.G. Armytage, *The Rise of the Technocrats: A Social History*, London: Routledge and Kegan Paul, 1965

The Restructured B.A. Honours Programme
Effective from July 2005
University of Delhi

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GUIDELINES FOR THE RESTRUCTURED B.A. HONOURS PROGRAMME

W.E.F. 2005

CONCURRENT COURSES

Introduction

The Restructured B.A. Honours Programme will come into effect from July 2005. The Programme will replace the earlier B.A. Honours Programme in respect to what were earlier called subsidiary courses. Subsidiary courses are now known as Concurrent courses. The Academic Council of the University of Delhi adopted the report of the B.A. Honours Restructuring Committee set up by the Vice Chancellor in its meeting held on 11/12 October, 2004. Subsequently University Departments drafted courses in their respective fields. The first set of courses were approved by the Academic Council at its meeting held on 17th March, 2005 and the second set of courses was approved on 23rd April, 2005.

Perspective

Concurrent courses are of tremendous importance to any student pursuing an Honours degree in one subject. In the absence of stimulating, informed and cross-fertilising subsidiary courses, which expose the student to a range of challenging academic debates in areas other than the one covered by the main subject, the student tends to get over-specialized in one discipline. He or she is thereby predisposed to acquire for that reason a narrow vision. However, today no discipline can afford to be self-referential, since the academic concerns of any discipline both overlap with and are embedded in wider concerns of social sciences and humanities. Consequently, the objectives of the Restructured B.A. (Hons.) Programme are:

- * To put in place structures whereby students can be made familiar with development in knowledge in fields related to his or her main discipline.
- * To develop critical social awareness; which is the prime aim of a liberal university education.

- * To allow students to understand and evaluate issues that are of great relevance of his or her everyday existence such as environment or the democratic functioning of a plural society.

Keeping these objectives in view, the status of subsidiaries has been upgraded to that of concurrent courses and the marks of the concurrent courses shall count in the final result of the student. However, the course contents of the main discipline courses have been left untouched.

The essentials of the Restructured B.A. (Hons.) Programme with respect to Concurrent Courses are given in the following pages:

Structure of Concurrent Courses

Each student will be required to take four credit courses, and one qualifying course.

Concurrent courses have four components

- 1 Language credit course
- 2 Qualifying course
- 3 Interdisciplinary course
- 4 Discipline centred course

- * In the first year a student shall offer 1, 2 and 3.
- * In the second year a student shall offer two discipline centred courses out of the various options provided.

Marks

- * Each course carries 50 marks: annual examination 38 marks, internal assessments 12 marks.
- * Total marks : 200
- * The pass mark for the credit courses is 40 percent.
- * The pass mark for the qualifying courses is 36 percent. A student has to pass in the qualifying course to be eligible for Honours degree; however, the marks in this course will not be counted in the final division awarded.

Time

2 hours per week or 2 classes for all concurrent courses plus 1 hour of consultation/tutorials. Tutorials will be held fortnightly for students.

Internal Assessments will be held for credit but not for the qualifying course.

Promotion Rules

The minimum marks required to pass the examination at the end of each year shall be 40% in the aggregate as in the main discipline courses of the existing B.A. (Hons.) Programme. The promotion rules for the main discipline of B.A. (Hons.) shall be applicable to all concurrent credit courses. The minimum marks required to pass the qualifying language courses shall be 36%.

Ordinance relating to B.A. Honours Programme

Amendment to Appendix II to Ordinance-V(2) and VII relating to B.A. (Hons.) Programme Examination (Page 43 of the University Calendar, Volume II, 1989).

With the implementation of this B.A. (Hons.) Programme, the existing B.A. (Hons.) Programme with respect to subsidiary courses shall stand discontinued w.e.f. July 2005.

Those admitted to the B.A. (Hons.) on or before 2004 shall be governed by the provisions of the earlier Ordinance till the expiry of the respective span period.

The Restructured B.A. (Hons.) Programme, as approved by the Academic Council at its meeting held on 11/12 October, 2004 vide Resolution No. 69 and the Executive Council at its meeting held on 25 October, 2004 vide Resolution No. 141 (1), be also applicable to : (i) B.A. (Hons.) Mathematics starting from the academic year July 2005 until the Department of Mathematics restructures its B.A. (Hons.) and B.Sc. (Hons.) Mathematics Courses; and (ii) B.A. (Hons.) - Hindustani Music/Karnatak Music starting from the academic year July 2005.

The Inter-disciplinary Course of the Restructured B.A. (Hons.) Programme - Mathematical Awareness shall not be available to the students admitted to the B.A. (Hons.) Mathematics Course and shall be offered to students who studied mathematics upto secondary level and admitted in the first year of B.A. (Hons.) in disciplines other than Mathematics.

The erstwhile subsidiary courses of B.A (Hons.) Mathematics and B.A. (Hons.) Hindustani Music/Karnatak Music shall stand discontinued w.e.f. 2005-2006.

The erstwhile subsidiary course, Music offered to the students of B.A. (Hons.) in Humanities, Social Sciences and Mathematics shall stand discontinued w.e.f. July 2005 and the Faculty will formulate a discipline centred concurrent course in Music and will be placed before the AC/EC for consideration so that this course will be available from the academic session 2006-2007.

Components

First Year Honours in subjects other than Literature

Students will offer

* **One** compulsory language course from any of the following :

- 1 English
- 2 Hindi
- 3 Urdu
- 4 Persian
- 5 Punjabi
- 6 Bengali
- 7 Marathi
- 8 Tamil
9. Telugu
10. Assamese
11. Sanskrit

Note

Students who have not studied any of the languages after Class VIII, or if the language they have studied beyond Class VIII is not offered by the College, will not be required to take the compulsory course in a language. Instead they will opt for one of the interdisciplinary courses in lieu thereof.

*** Qualifying Course**

Students will offer one qualifying course in any language other than the one offered above.

For example, if a student chooses English as a compulsory language course, he or she shall be required to offer one qualifying course from Hindi or any other Indian language or vice-versa. The options are

- 1 English [Higher/Lower]
- 2 Hindi [Higher/Lower]
- 3 Urdu [Higher/Lower]
- 4 Bengali
- 5 Marathi
- 6 Tamil
7. Telugu
8. Assamese
9. Sanskrit

- * Honours students in subjects other than language/literature who opt for the compulsory language course in say English will offer the higher qualifying course in Hindi and vice versa.
- * Honours students in subjects other than language/literature shall take the lower course if they have studied the language only upto class VIII.
- * Students who have not studied any of the languages after Class VIII, or if the language they have studied beyond Class VIII is not offered by the College, will not be required to take the qualifying course in a language. Instead they will opt for one of the interdisciplinary courses in lieu thereof.

First Year Honours in Literature

A student who is enrolled in a B.A. (Hons.) course where a literature subject is the main discipline (namely, English, Hindi, Urdu, Bengali, Sanskrit, Punjabi, Arabic, Persian) shall not be required to take a Compulsory Language Course.

He/she can opt for one of the following in lieu of a compulsory language :

The Individual and Society. English Department

Or

Hindi Language, Literature and Culture. Hindi Department

Such students may opt for a language course **provided it is not the same language as the main discipline.**

Qualifying Course: For Language/Literature students, the qualifying, language course has to be chosen from among the remaining languages (i.e. neither the language of the main discipline nor the one chosen as a language course for credit).

First Year: All Honours

- * All First Year Honours Students are required to opt for one of the following interdisciplinary concurrent courses.
- * Those literature honours students who have offered 4(a) or (b) in lieu of compulsory language cannot offer this set of courses as an option.

Interdisciplinary concurrent Nodal Department courses:

- | | |
|----------------------------------|------------------------------|
| 1. Ethics in the Public Domain | Philosophy Department |
| 2. Environmental Issues in India | History Department |
| 3. Reading Gandhi | Political Science Department |
| 4. The Individual and Society | (a) English Department |

or

- | | |
|--------------------------------------------|-------------------------------------|
| Hindi Language,
Literature, and Culture | (b) Hindi Department |
| 5. Gender and Society | Sociology Department |
| 6. Mathematical Awareness
Department | M a t h e m a t i c s
Department |

Note

Individual departments are responsible for administering the course. Teachers from other departments can contribute to the teaching of the course, if needed.

Second Year : All Honours

- * All students will opt for any **two** of the following discipline centred concurrent courses.
- * These courses should be in subjects **other** than their main discipline.
- * In those subjects where more than one discipline centred course is offered, the student shall opt for one of the course.

- | Discipline centred courses | Nodal Department |
|-----------------------------------|-------------------------|
| 1. Psychology for Living | Psychology Department |
| 2. Urdu Literature | Urdu Department |
| 3. Persian Literature | Persian Department |
| 4. Hindi Literature | Hindi Department |

5. Modern Indian Literature, Poems, and Short Stories; Novel or Play English Department
- Or
- Cultural Diversity, Linguistic Plurality and Literary Traditions in India
6. Punjabi Literature Punjabi Department
7. Sanskrit Literature Sanskrit Department
8. Students can offer *one* course out of the following: Philosophy Department
- (i) Formal Logic or Symbolic Logic
- (ii) Philosophical Investigations (Readings in Western Philosophy)
- (iii) Theories of Consciousness (Readings in Classical Indian Philosophy)
9. Citizenship in a Globalizing World Political Science Department
10. Group A may be offered for a four year period 2005-2009 and then Group B in rotation: History Department
- (i) Culture in India: A Historical Perspective
- (ii) Delhi: Ancient/Medieval/Modern
- (iii) Religion and Religiosity in India
- (iv) Inequality and Difference in India
11. Sociology of Contemporary India Sociology Department

12. Anyone of the following: Geography Department

(i) Principles of Geography

or

(ii) Geography of India

13. Mathematics Department

For Honours other than Economics Honours

13a Algebra and Calculus

or

13b Mathematical Methods

For Economic Honours

13c Elements of Analysis

or

13d Linear Algebra and Calculus

14 Course yet to be approved Economics Department

LANGUAGE CREDIT COURSES

ENGLISH

Comtemporary English : An Anthology for Undergraduates I (Delhi
: Oxford University Press 1991)

Note : However, the course will use only fourteen out of the twenty-eight readings in this textbook. The deleted authors are : Gerald Durrell, W.B. Yeats, R.A. Robinson, Vikram Seth, Rabindranath Tagore, Nissim Ezekiel, Arthur C. Clarke, Chidananda Dasgupta, Keki Daruwalla, James Matthews, Ray Bradbury, Eugene Ionesco, David Campton.

The course aims at developing comprehension and composition skills through exposure to samples of writing in English, carefully graded according to the level of grammatical, lexical and rhetorical complexity. Emphasis will be laid on analysis of texts, with special attention to the unity of paragraphs and transition between paragraphs, identification of topic sentences and general argument etc. Rhetorical methods employed in narration, description, and exposition will also be introduced. Composition exercises would include various kinds of writing styles such as description, narration, definition, and dialogue and special attention will be paid to vocabulary enrichment.

हिंदी

हिन्दी भाषा (प्रथम वर्ष)

(विद्यार्थी हिन्दी/अन्य भारतीय भाषा अथवा अंग्रेजी भाषा में से एक का चुनाव करेंगे।)

I हिन्दी भाषा का विकास : परिचय

अंक-१५/२० पीरियड

(अ) पूर्वपीठिका : आधुनिक भारतीय भाषाओं का विकास

(ब) मध्यकालीन हिन्दी के विविध रूप

(स) आधुनिक काल में हिन्दी का विकास :

आज़ादी से पूर्व-फ़ोर्ट विलियम कॉलेज की भूमिका
मिशनरियों की भूमिका

हिन्दी-उर्दू : अंतः संबंध

राजा शिव प्रसाद सितारे हिन्द, भारतेन्दु

हरिश्चन्द्र,

राजा लक्ष्मण

सिंह आदि का योगदान

सामाजिक-सांस्कृतिक संस्थाएँ और हिन्दी
-आर्यसमाज, नागरी प्रचारिणी सभा इत्यादि

साहित्यिक हिन्दी का स्वरूप :

(१) साहित्यिक पत्र-पत्रिकाओं में हिन्दी का स्वरूप
(२) खड़ी बोली का कव्य भाषा के रूप में विकास
राष्ट्रीय आन्दोलन में हिन्दी की भूमिका
आज़ादी के बाद - हिन्दी का अखिल भारतीय
स्वरूप

- राष्ट्रभाषा, राजभाषा, सम्पर्क भाषा, मानक भाषा
- हिन्दी की अंतर्राष्ट्रीय व्याप्ति

II प्रिंट एवं इलेक्ट्रॉनिक मीडिया में हिन्दी

अंक-१५/१५ पीरियड

- प्रिंट मीडिया-(दैनिक एवं साप्ताहिक पत्रों की भाषा)
सम्पादक के नाम पत्र व्यवहार (व्यावहारिक)
- इलेक्ट्रॉनिक मीडिया
- रेडियो (समाचार, विज्ञापन, मनोरंजन, परिचर्चा की भाषा)
- टेलीविजन (समाचार, विज्ञापन, मनोरंजन, परिचर्चा की भाषा)
- फिल्म पटकथा, गीत, संवाद
- इंटरनेट की हिन्दी, एस.एम.एस. की हिन्दी
(सहायक सामग्री विभाग द्वारा तैयार की जाएगी)

III पारिभाषिक शब्दावली एवं अनुवाद

अंक-१०/५ पीरियड

- (i) पारिभाषिक शब्दावली
- (ii) अंग्रेजी के अनुच्छेद का हिन्दी में अनुवाद

पारिभाषिक शब्द-सूची

1. Audience
2. Audio-Visual display
3. Audition
4. Authentic
5. Authority
6. Autograph
7. Autonomous
8. Awareness
9. Bearer
10. Bonafide
11. Bureaucracy
12. Bye-law
13. Capital
14. Cash sheet
15. Charge
16. Circular
17. Class-struggle
18. Clearing
19. Cognition
20. Commission
21. Compensaton
22. Complex
23. Comfirmation
24. Contract
25. Currency
26. Current Account
27. Depositor
28. Diagnosis
29. Dialectics
30. Direction
31. Discretion
32. Dispatcher
33. Dividend
34. Editorial
35. Empire
36. Enclosure
37. Endorsement
38. Enforcement
39. Epistemology
40. Feudalism
41. Finance
42. Fiscal year
43. Globlisation
44. Good will
45. Guaranty
46. Honorarium
47. Idea
48. Image
49. Indentity
50. Infrastructure
51. Instinct
52. Investment
53. Labour-force
54. Land-relations
55. Lumpsum
56. Management
57. Means of production
58. Memoramdum
59. Metaphor
60. Metaphysics
61. Mobilisation
62. Mode of production
63. Modus operandi
64. Mortagage
65. Multinational
66. Non-allignment

67. Notification
68. Out of stock
69. Outut
70. Outstanding
71. Owners
72. Panel
73. Patnership
74. Payable
75. Payment
76. Perception
77. Pervert
78. Poetic justice
79. Postponement
80. Pre-history
81. Proceedings
82. Production-relation
83. Prognosis
84. Purgation
85. Qualitative
86. Quality certificate
87. Quantitative
88. Recommendation
89. Record
90. Recovery of dues
91. Rectification
92. Renewal
93. Rental value
94. Repression
95. Reservation
96. Resistance
97. Resources
98. Restoration
99. Revenue
100. Sensex
101. Short-term credit
102. Small Savings
103. Squeeze
104. Stagnation
105. Sublimation
106. Sur-charge
107. Telecommunication
108. Third Party
109. Transaction
110. Transition
111. Treasury
112. Tropes
113. Typical
114. Unconscious
115. Undertaking
116. Validity
117. Variation
118. Verification
119. Vision
120. White-paper
121. Winding up
122. Withdrawal
123. World-association
124. Working capital
125. Yellow journalism

IV सर्जनात्मक लेखन एवं व्यावसायिक लेखन के अभ्यास

अंक-१०/१० पीरियड

(वार्ता, फीचर, पटकथा, शीर्षक लेखन, स्लोगन
समाचार लेखन, विज्ञापन लेखन आदि)

सहायक-ग्रंथ

- | | |
|----------------------------------------|------------------------|
| १. हिंदी भाषा का इतिहास - | धीरेन्द्र वर्मा |
| २. भारत की भाषा-समस्या - | रामविलास शर्मा |
| ३. हिंदी भाषा : संरचना के विविध आयाम - | रवीन्द्रनाथ श्रीवास्तव |
| ४. भारत की भाषाएँ - | राजमल बोरा |
| ५. हिंदी भाषा की उद्गम और विकास - | उदयनारायण तिवारी |
| ६. समाचार संपादन और पृष्ठसज्जा - | रमेश कुमार जैन |
| ७. समाचार पत्र : मुद्रण और साजसज्जा - | श्याम सुंदर शर्मा |
| ८. समाचार-संकलन और लेखन - | नंदकिशोर त्रिखा |
| ९. रेडियो वार्ता शिल्प - | सिद्धनाथ कुमार |
| १०. रेडियो प्रसारण - | कौशल शर्मा |
| ११. रेडियो नाटक - | उषा सक्सेना |
| १२. रेडियो और दूरदर्शन पत्रकारिता - | हरिमोहन |
| १३. ब्रेक के बाद - | सुधीष पचौरी |
| १४. विज्ञापन की दुनिया - | कुमुद शर्मा |
| १५. समाचार फीचर लेखन एवं संपादन कला - | हरिमोहन |

URDU

Unit-1	Urdu Ki Adabi Tehrikat (a) Aligarh Tehreek (b) Roomani Tehreek (c) Taraqqui Pasand Tehreek (d) Jadidyat	10 Marks / 20 Lectures
Unit-2	Azadi Ke Bad Urdu Sher-o-Adab (a) Urdu Ghazal (b) Urdu Nazm (c) Urdu Novel (d) Urdu Afsana (e) Urdu Drama	10 Marks / 20 Lectures
Unit-3	A wami Zaraye Tarseel Mein Urdu (a) Introduction of Mass Media Print Media & Electronic Media (b) Study and Practice of : (i) Khabar Nigari (ii) Feature Nigari (iii) Interview	10 Marks / 10 Lectures
Unit-4	Adabi Istilahat Ki Farhang (a) English Terms Aur Unke Urdu Mutaradifat	8 Marks / 10 Lectures

Recommended Books

- (1) Sir Syed Aur Unke Namwar Rufaqa, By Syed Abdullah, Pub. Educational Book House, Aligarh.
- (2) Classikiyat Aur Roomaniyat, By Ali Jawed, Pub. Writers' Guild India, Delhi.
- (3) Urdu Mein Taraqqui Pasand Adabi Tehreek, By Khalilul Rehman Azmi, Pub. Educational Book House, Aligarh.
- (4) Jadeediyat Aur Adab, By AI-e-Ahmed Suroor, Pub. Department of Urdu, A.M.U., Aligarh.
- (5) Urdu Adab Azadi Ke Baad, By Khurshidul Islam, A.M.U., Aligarh.

- (6) Biswien Sadi Mein Urdu Adab, By Gopichand Narang, Pub. Sahitya Academy, New Delhi.
- (7) Urdu Adab Azadi Ke Baad, By Mohammed Zakir, Pub. Maktaba Jamia Ltd., New Delhi.
- (8) Awami Zaraye Iblagh Aur Taleem-o-Taraqqi, By Devender Isser, Pub. N.C.P.U .L., New Delhi.
- (9) Rehbar-e-Akhbaar Naweesi, By Syed Iqbal Qadri, Pub. N.C.P.U.L., New Delhi.
- (10) Iblaghiyat, By Mohd. Shahid Husain, Pub. Educational Publishing House, Delhi.

* Attendance (2) Home Examinations (5) Assignment (5) =12 Marks

PERSIAN

Unit - I

Persian Language (Prose)

Farsi Barai Ghair-e-Farsi Zabanani by Samina Baghcheban 08

The following chapters :

1,2,3,4,5,16,19,25,26, 27, 28, 35, 36.

Unit-II

Persian Language (Poetry)

08

1. Shahnameh-e-Firdousi 50 opening verses
2. Rubaiyat-e-Khayyam 10 first Rubaiyat
3. Hafiz-e-Shirazi First 05 ghazals
4. Bahar Chashm-o-Sang, Dar Rah-e-Ishq

Unit-III

Grammar

Verb (all tenses) 06

Ism-e-Fa'il

Ism-e-Maful

Sifat wa Mausuf

Wahid wa Jama

Morakkebat-e-Adabi

Tashbih

Iste'era

Muzaf

Muzaf Elaih

Zamir

Quad

Unit-IV

1. Fill in the blanks 06

Unit-V

Translation and Vacabulary

- (a) Translation of an unseen English passage into Persian.
- (b) Translation of an unseen Persian passage into English.

(c) Meaning of the following words:

Communication, Defence, External Affairs, Accountancy, Culture, Atomic Energy, Electricity, Talk, Orbit, Satellite, Artillery, Missile, Shipping, Aircraft, Mobile, Pilot, Cinema, History, Architecture, Engineer, Monuments, Archives, Museum, Zoology, Linguistics, Sociology, Operation, Nurse, Attendant, Patient, File, Library, Competition, Stationary, Award, Furniture, PM, MP, Advocate, Assembly, Chief Minister, Supreme Court, Chief Justice, Self, Bank, Cheque, Ticket, Foreign Exchange, Receipt, Journal, Mutual Relation.

Internal Assessment	12
a) Attendance	02
b) Assignment	05
c) Home Examination	05

PUNJABI

1. Punjabi pattarkari da itihaas, rozana Punjabi akhbaran da daut. Khabn Seway an ate agencian, electronic pattarkari, pattarkarita de kaushal (Khabran da ikatrikaran, sampadan, vishesh lekh rachna, feature lekhan, review, mulankan 8 marks
2. Punjabi cinema da bunyadi sankalp, cinemaee bimb, sampadan shellian pachhmi te bharati cinemaee vidhavan, darshakpan ate sweekriti, star da bimb ate prashansak sabhiachar. 8 marks
3. Radio te television da takniki vikas, cassetan, C.D.'s, video filman, internet, sangeetak vidhvan, mandian ate sambandhit sanskritian (classical, Punjabi folk, Punjabi pop ate rock), ishtiharbazi, programman di viharik samikhaya 6 marks
4. Punjabi prakashan media vich ishtiharbazi, radio duara ishtiharbazi, visual ate electronic media, ishtiharbazi de rachna-path ate samajik manovigian, prashaski dhang. 8 marks
5. Anuvad da sarup, khetar, prakiriya ate vidhi, daftari Punjabi ate anuvad, jan-sanchar madhiaman da anuvad, ishtiharbazi vich anuvad, sahit-anuvad, viganik- takniki khetran vich anuvad, khatan, dastavezan de anuvad, dohasie di pravidhi 8 marks

Recommended Books

1. *Punjabi Sanchar Yogta Abhias*, Punjab State University Text-book Board, Chandigarh.
2. Gill, M.K., *Viharik Punjabi*, Surjit Book Depot, Delhi.
3. Grover, D.R., *Suchna-Sewavaan*, Punjabi University, Patiala.
4. Waraich, Amarjit, *Ih Akashvani Ein*, Punjabi University, Patiala.
5. Behl, Navnindra, *Rangmanch ate Television Nanak*, Punjabi Academy, Delhi.
6. Sushil Kumar, *Anuvad da Sumvad*, Udan Publishers, Mansa, 2003.

BENGALI

A. Credit Course - I

- (a) A novel - 15 marks
'Pather Panchali' by Bibhuti
Bhusan Bandopadhyay
- (b) A long poem (1) - 15 marks
'Karna-Kunti Samvad' by
Rabindranath Tagore
- (c) Translation from English to the - 8 marks
concerned Indian language

Students will have to translate a
passage from English to Bengali

[There will be five questions in total. The students will be expected to answer 2 questions from the novel, 2 questions from poetry. There will be one English passage to be translated into the concerned Indian language.]

B. Credit Course - II

- (a) An autobiography - 15 marks
Jibansmriti by Rabindranath
Tagore
- (b) A play - 15 marks
Buro saliker Ghade Ro by
Madhusudan Datta
- (c) Format of journalism - 8 marks
Letters to the Editor, Editorial
Reportage

[There will be five questions in total. The students will be required to answer 2 questions from the autobiography, 2 questions from play. One question from journalism - Letter to the editor/writing an editorial/reportage.]

MARATHI

A. Credit Course - I

- (a) A novel - 15 marks
Gharagangechya Kathi by Jyotsna
Devdhar Popular Prakashan,
Mumbai.
- (b) A long poem - 15 marks
Virahatarang by Madhav Julian
Venus Prakashan, Pune
- (c) Translation from English to Marathi - 8 marks

[There will be five questions in total. The students will be expected to answer 2 questions from the novel, 2 questions from poetry. There will be one English passage to be translated into the concerned Indian language.]

B. Credit Course - II

- (a) An autobiography - 15 marks
Ramnagari by Ram Nagarkar
Majestic Prakashan, Pune
- (b) A play - 15 marks
Natasamrat by V.V. Shirwadkar
Popular Prakashan, Mumbai
- (c) Format of journalism in Marathi - 8 marks

[There will be five questions in total. The students will be required to answer 2 questions from the autobiography, 2 questions from play. One question from journalism - Letter to the editor/writing an editorial/reportage.]

TAMIL

A. Credit Course - I

- (a) A novel - 15 marks
Sennel by Solai Sundara Perumal
Kamalam Pathippakam
Thiruvaarur Year : 1999 (F.E.)
- (b) A long poem - 15 marks
Thaippaavai by Kannadhasan
Vanathi Pathippakam Chennai
Year : 1988 (9th Edn.)
- (c) Translation from English to Tamil - 8 marks
(No. of question : 2+2+1=5)

[There will be five questions in total. The students will be expected to answer 2 questions from the novel, 2 questions from poetry. There will be one English passage to be translated into the concerned Indian language.]

B. Credit Course - II

- (a) An autobiography - 15 marks
Ithuvurai Naan by Vairamuthu
Soorya Literature Pvt. Ltd. Trust
Puram Chennai
Year : 1992 (6th Edn.)
- (b) A play (Drama) - 15 marks
Kumara Kurubara
by Bharathidhasan Kaavya
Bangalore, Year : 1995
- (c) Format of journalism - 8 marks
Letters to the Editor, Editorial,
Reporter Ref. Book : Ithazhiyal
Kalai Ma. Pa. Kurusami
Thiruchendur, Year 1988 (F.E.)

TELUGU

Credit Course-I

- (a) A novel 15 marks
'Vadlaginjalu' by Sripada
Subrahmanya Sastry
Published by EMESCO
Publications. Available at A.P.
Book Distributors, Secunderabad.
- (b) A long poem (1) 15 marks
'Viswambhara' by Dr. C.
Narayana Reddy, Visalandhra
Publishers Hyderabad.
- (c) Translation from English to Telugu. 8 marks

[There will be five questions in total. The students will be expected to answer 2 questions from the novel, 2 questions from poetry. There will be one English passage to be translated into the concerned Indian language.]

Credit Course - II

- (a) An autobiography -- 15 marks

Na Jeevitha Yathra by Tanguturi
Prakasam Panthulu

Chapters :

1. Anati Rajamahendra Varam
2. Natakalu
3. Municipal Rajakiyalu
4. Swarajya Patrika
5. Hindu Mahammadiya Sanghika Poratalu
6. Gunturuzillalo Pannula Nirakarna
7. Mathavargala Madhya
Malli Malli Kalahalu

Published by EMESCO
Publications, Machili Patnam
Available at A.P. Book
Distributions - SD.

(b) A play - 15 marks

Nijam by Rachakonda Viswanatha
Sastry
Navayuga Publishers, Vijayawada

(c) Format of journalism - 8 marks

News - Collection
News - Writing
Lead - Body
Editor - Editorial
Features Writing
Interviews
Letters to the Editor

Ref. Book : *Samacharala Chera Vetha* by Prof. S.G.D. Chandra
Sekhar, Department of Telugu, S.V. University, Tirupati

[There will be five questions in total. The students will be required to answer 2 questions from the autobiography, 2 questions from play. One question from journalism - Letter to the editor/writing an editorial/reportage.]

ASSAMESE

Credit Course - I

- (a) A novel -- 15 marks
'Jivanar Batat' by B.K. Baruah
- (b) A long poem (1) -- 15 marks
'Ravan' by Naba Kanta Baruah
- (c) Translation from English to the -- 8 marks
concerned Indian language.

Students will have to translate a passage from English to Assamese

[There will be five questions in total. The students will be expected to answer, 2 questions from the novel, 2 questions from poetry. There will be one English passage to be translated into the concerned Indian language.]

Credit Course-II

- (a) An autobiography -- 15 marks
Mor Jivanar Sanwarn
- (b) A play -- 15 marks
Karengur Ligiri by Jyoti Prasad
Agarwalla
- (c) Format of journalism -- 8 marks

Letter to the Editor, Editorial Reportage

[There will be five questions in total. The students will be required to answer 2 questions from the autobiography, 2 questions from play. One questions from journalism-Letter to the editor/writing an editorial/reportage.]

SANSKRIT

Time 2 hrs. per week

१. रघुवंशम् (भास)
(संदर्भ अर्थ व्याख्या एवं पाठ्यांश पर आधारित प्रश्न)
२. दूतवाक्यम् (भास)
(सरलार्थ एवं ग्रन्थ पर आधारित प्रश्न)
३. व्याकरण
 १. कारक (वाक्य रचना एवं अशुद्धियों का संशोधन)
 २. अनुवाद (सरल)

सहायक ग्रन्थ सूची :-

- | | |
|----------------------------------------|------------------------------|
| १. रघुवंशम् (प्रथमसर्ग) | कालिदास |
| २. दूतवाक्यम् | भास |
| ३. अनुवादचन्द्रिका | चक्रधर नौटियाल |
| ४. हायर संस्कृत ग्रामर (हिन्दी अनुवाद) | एम. आर. काले |
| ५. संस्कृत साहित्य का इतिहास | कपिल देव द्विवेदी |
| ६. संस्कृत साहित्य का इतिहास | बलदेव उपाध्याय |
| ७. संस्कृत साहित्य की रूपरेखा | चन्द्रशेखर पाण्डेय एवं व्यास |

LANGUAGE QUALIFYING COURSES

ENGLISH (HIGHER)

Alan McConnell Duff, *Tiger's Eye* (Oxford : Oxford University Press, 1998)

The objectives of this course are:

1. to expose the students to an extended prose text which is plot-driven and addressed to second language learners
2. to learn the skills of English in the workplace and the word around us
3. to teach writing skills such as comprehension, exposition, summary making etc.
4. enrich the students' vocabulary

ENGLISH (LOWER)

A Foundation English Course for Undergraduates. Book II (Delhi : Publication Division University of Delhi. 1992).

Note : Sections 7, 8, 17, 18, and 19 of this textbook will not be taught for this course.

The objectives of this course are:

1. to expose the students to a variety of both literary and non-literary genres (such as poster, advertisements and dialogues) which they are likely to encounter in daily life
2. to teach reading skills such as scanning, identifying the main ideas, and locating specific information
3. to teach writing skills such as narrating past and present events, describing, summarizing, writing applications and filling forms
4. to enrich the students' vocabulary

The teaching of the grammatical items has been interwoven in the units to bring home to the students not only their syntactic structure but the context in which they are more likely to occur. The two parts of the book, the Reader and the Workbook, are designed to be taught simultaneously as what is taught in the Reader is reinforced in the Workbook.

HINDI (HIGHER)

(उन विद्यार्थियों के लिए जिन्होंने दसवीं कक्षा तक हिन्दी पढ़ी है)

I. आधुनिक काल में हिन्दी भाषा का भौगोलिक-विस्तार अंक-१५/१५ पीरियड

- (क) आज़ादी से पहले हिन्दी भाषा का मानचित्र
- (ख) राष्ट्रीय आन्दोलन में हिन्दी की भूमिका
- (ग) आज़ादी के बाद हिन्दी का स्वरूप और विस्तार
(राष्ट्रभाषा, राजभाषा, संपर्क भाषा एवं मानक भाषा के रूप में)

II. संचार माध्यमों में हिन्दी के विविध रूप अंक-१५/१५ पीरियड

- १. संचार माध्यम की अवधारणा
- २. प्रिंट मीडिया में हिन्दी भाषा के विविध रूप
 - (i) समाचार के विविध रूप और उनकी भाषा
 - (ii) फीचर की भाषा
 - (iii) सम्पादकीय भाषा
- ३. इलैक्ट्रॉनिक मीडिया में हिन्दी भाषा के विविध रूप
 - (i) समाचार की भाषा
 - (ii) मनोरंजन की भाषा रेडियो एवं टेलीविजन के संदर्भ में
 - (iii) विज्ञापन की भाषा

III. कार्यालयी हिन्दी : कार्यालयी पत्र लेखन (सरकारी और व्यावसायिक), आवेदन, स्ववृत्त लेखन (बायो डाटा), टिप्पण, प्रारूपण, पारिभाषिक शब्दावली, प्रशासनिक प्रयुक्तियाँ, मुहावरे/लोकोक्तियाँ (अंग्रेजी से हिन्दी)

पारिभाषिक शब्दावली (सूची)

अंक-१०/१० पीरियड

- 1. Audience
- 2. Audio-Visual Display
- 3. Audition
- 4. Authentic
- 5. Authority
- 6. Autograph
- 7. Autonomous
- 8. Awareness
- 9. Bearer
- 10. Bonafide
- 11. Bureaucracy
- 12. Bye-law
- 13. Capital

14. Cash sheet
15. Charge
16. Circular
17. Class-struggle
18. Clearing
19. Cognition
20. Commission
21. Compensation
22. Complex
23. Confirmation
24. Contract
25. Currency
26. Current Account
27. Depositor
28. Diagnosis
29. Dialectics
30. Direction
31. Discretion
32. Dispatcher
33. Dividend
34. Editorial
35. Empire
36. Enclosure
37. Endorsement
38. Enforcement
39. Epistemology
40. Feudalism
41. Finance
42. Fiscal year
43. Globalisation
44. Good will
45. Guaranty
46. Honorarium
47. Idea
48. Image
49. Identity
50. Infrastructure

अंग्रेजी मुहावरों और लोकोक्तियों के हिन्दी प्रतिरूप

1. A bone of contention
2. Apple of one's eye
3. Beggars must/should not be choosers
4. Between the devil and deep sea
5. Birds of a feather flock together
6. Brain drain
7. Easy come easy go
8. Empty vassels make much noise
9. Handsome is that handsome does
10. Hold the candle to the sun
11. Hold your mouth
12. Mind one's own business
13. Once in a blue moon
14. Out of frying pan into the fire
15. Pull one's leg
16. Thrown on one's back
17. To Beat about the bush
18. To blow hot and cold
19. To clear the air
20. To do one's level best
21. To freeze out
22. To look blank
23. To take the words out of mouth
24. To walk on air
25. Where there is a will there is a way

अ. अंग्रेजी की प्रशासनिक अभिव्यक्तियों के हिंदी प्रतिरूप

1. Accepted for payment
2. Action has already been taken in the matter
3. Action may be taken as proposed
4. Application may be rejected
5. As per details below
6. Call for an explanation
7. Carried forward
8. Charge handed over
9. Seen, thanks

10. Seen and returned
11. For information only
12. Submitted for orders
13. Kindly acknowledge
14. Needful has been done
15. The proposal is self - explanatory
16. No further action is called for
17. This may please be treated as urgent
18. The papers are sent herewith
19. Seen and returned with thanks
20. Delay in returning the file is regretted
21. The matter is still under consideration
22. No decision has so far been taken in the matter
23. We have no remarks to offer
24. The proposal is quite in order
25. Administrative approval may be obtained
26. Please speak
27. Please discuss
28. Issue reminder urgently
29. I agree
30. Draft approved as amended
31. Please make a special note of this decision
32. We are competent to grant permission
33. A draft sanction letter is put up for approval

IV. पल्लवन, संक्षेपण, निबंध लेखन

अंक-१०/१० पीरियड

सहायक ग्रंथ

- | | |
|-----------------------------------------|---------------------------------------|
| १. हिन्दी भाषा का इतिहास - | धीरेन्द्र वर्मा |
| २. हिन्दी भाषा : संरचना के विविध आयाम - | रवीन्द्रनाथ श्रीवास्तव |
| ३. हिन्दी भाषा का इतिहास - | भोलानाथ तिवारी |
| ४. हिन्दी भाषा - अतीत से आज तक - | विजय अग्रवाल |
| ५. भारत की भाषाएँ - | राजमल बोरा |
| ६. व्यावहारिक हिन्दी और रचना - | कृष्णकुमार गोस्वामी |
| ७. व्यावहारिक हिन्दी - | रवीन्द्रनाथ श्रीवास्तव/भोलानाथ तिवारी |
| ८. प्रशासनिक हिन्दी-निपुणता - | हरिबाबू कंसल |

६. प्रयोजनमूलक हिंदी : संरचना और अनुप्रयोग : डॉ० रामप्रकाश, डॉ० दिनेश कुमार गुप्त
१०. कथा पटकथा - मन्नू भण्डारी
११. पटकथा लेखन - मनोहरश्याम जोशी
१२. फीचर लेखन का स्वरूप - सं. रामशरण जोशी
१३. रेडियो वार्ता शिल्प - सिद्धनाथ कुमार
१४. रेडियो प्रसारण - कौशल शर्मा
१५. टी०वी० टाइम्स - सुधीश पचौरी
१६. रेडियो और दूरदर्शन पत्रकारिता - हरिमोहन
१७. पटकथा लेखन : फीचर फिल्म - उमेश राठौर
१८. भूमंडलीकरण और मीडिया : कुमुद शर्मा

HINDI (LOWER)

(उन विद्यार्थियों ने जिन्होंने केवल आठवीं कक्षा तक हिन्दी पढ़ी हैं)

१. हिन्दी भाषा : सामान्य परिचय अंक १५/१५ पीरियड
(क) हिन्दी का भौगोलिक विस्तार
(ख) भाषा और बोली : स्वरूप और अंतर
(ग) हिन्दी वर्तनी : मानक रूप
 २. हिन्दी का शब्द-भण्डार और शब्द-रचना अंक १०/१० पीरियड
(क) संज्ञा, सर्वनाम, विशेषण, क्रिया
(ख) पर्याय और विलोम
(ग) अशुद्धि-शोधन
(घ) मुहावरे और लोकोक्तियाँ
 ३. पल्लवन अथवा अनुच्छेद लेखन अंक ५/५ पीरियड
 ४. निबंध-लेखन अंक १०/१० पीरियड
प्रत्यक्ष अनुभव से जुड़े विविध पक्षों (घटना, दृश्य, पर्यटन, खेलकूद) पर आधारित
 ५. पत्र लेखन अंक १०/१० पीरियड
(क) माता-पिता अथवा मित्र के लिए पत्र
छात्र-जीवन के अनुभव के संदर्भ में
(ख) समाचार पत्र के संपादक को पत्र
अपने क्षेत्र की किसी समस्या के विषय में
(ग) प्रधानाचार्य को पत्र
छात्रवृत्ति, अवकाश तथा छात्र-जीवन से जुड़ी समस्याओं के बारे में
- सहायक ग्रंथ
१. बेसिक ग्रामर ऑफ हिन्दी (केन्द्रीय हिन्दी निदेशालय)
 २. Spoken Hindi : Fair Banks & G.B. Mishra
 ३. हिन्दी भाषा : हरदेव बाहरी
 ४. हिन्दी का समसामयिक व्याकरण : यमुना काचरू
 ५. हिन्दी व्याकरण (एन.सी.ई.आर.टी.)

URDU (HIGHER)

- Unit-1 Jadeed Urdu Nasr 10 Marks/15 Lectures
- (a) Sir Syed Ahmad Khan (Guzra Hua Zamana, Suraab-e-Hayaat)
- (b) Mohammad Hussain Azad (Insaan Kisi Haal Mein Khush Nahein Rahta, Sach Aur Jhoot Ka Razm Naama)
- Unit -2 Azaadi Ke Baad Urdu Shairi 10 Marks / 15 Lectures
- (a) Urdu Ghazal
Firaq Gorakhpuri (Ghazal No.1,2,4,6,7)
Majrooh Sultanpuri (Ghazal No. 1,2,3,4,5)
Nasir Kazmi (Ghazal No.1,2,3,4,7)
- (b) Urdu Nazm
Noon Meem Rashid (Rukhsat, Bekaraan Raat Ke Sannate Mein) Akhtarul Iman (Qabr, Yaadein)
Makhdoom Mohiuddin (Intezaar, Chand Taron Ka Ban)
- Unit -3 Azadi Ke Baad Urdu Fiction 10 Marks / 15 Lectures
- (a) Ek Chadar Maili Si (Rajender Singh Bedi)
- (b) Chotein (Ismat Chughtai) First Five Short-Stories
- Unit-4 Essay and Translation 8 Marks / 15 Lectures

Recommended Books

- (1) Mazameen-e-Sir Syed, Pub. Maktaba Jamia Ltd., Delhi.
- (2) Nairang-e-Khayal, Pub. Maktaba Jamia Ltd., Delhi.
- (3) Muntakhib Ghazaliyat, Edited by Dr. Ibne Kanwal, Pub. Kitabi Duniya, Delhi.
- (4) Muntakhib Nazmein, Edited by Dr. Ibne Kanwal, Pub. Kitabi Duniya, Delhi.
- (5) Sir Syed Aur Unke Nanwar Rufaqa, by Syed Abdullah, Pub. Educational Book House, Aligarh.
- (6) Taareekh-e-Adab-e-Urdu, by Syed Ejaz Hussain & Syed Aquil Rizvi, Pub. Educational Book House, Aligarh.
- (7) Taraqqi Pasand Adab, by Khalilur Rahman Azmi, Pub. Educational Book House, Aligarh.

*Attendance (2) Home Examinations (5) Assignment (5) = 12 Marks

URDU (LOWER)

- Unit-1 Urdu Abad Ka Mukhtasar Tanuf 12 Marks / 15 Lectures
Prescribed Book : Urdu Ki Kahani By Syed Ehtisham Husain
Publisher : N.C.P.U.L., New Delhi
Following Topics :
(a) Urdu Zaban Ka Irtiqa
(b) Dilli Aur Lucknow Ki Shairi
(c) Naya Zamana - Naya Adab
- Unit-2 Urdu Nazm 12 Marks / 15 Lectures
Prescribed Book: Muntakhib Nazmein
Published by Uttar Pradesh Urdu Academy, Lucknow
Following Poems:
(1) Muflisi (Nazeer Akbarabadi)
(2) Qata: Farzi Latifa (Akbar Allahabadi)
(3) Naqqad (Josh Malihabadi)
(4) Aye Ishq Kahin Ley Chal (Akhtar Shirani)
(5) Taj Mahal (Sahir Ludhyanvi)
- Unit-3 Urdu Nasr (i) 14 Marks / 15 Lectures
Prescribed Book: Urdu Ke Shaahkar Afsane Ed. Sadique
Modern Publishing House, New Delhi
Following Afsane:
(a) Kafan: Prem Chand
(b) Tobatek Singh: Sadat Hasan Manto
(c) Adhe Ghante Ka Khuda: Krishn Chander
(d) Garam Coat: Rajinder Singh Bedi
(e) Peetal Ka Ghanta: Qazi Abdus Sattar

Recommended Books

- (1) Urdu Adab Ki Tanqeedi Tareekh, By Syed Ehtisham Husain, Pub. N.C.P.U.L., New Delhi.
- (2) Tareekh-e-Adab-e-Urdu, By Noorul Hasan Naqvi, Pub. Educational Book House, Aligarh

- (3) Aaj Ka Urdu Adab, By Abulleis Siddiqui, Pub. Educational Book House, Aligarh.
- (4) Azadi Ke Bad Urdu Fiction, Ed. Abul Kalam Qasmi, Pub. Sahitya Academy, New Delhi.
- (5) Urdu Shairi Ka Fanni Irtiqa, By Farman Fatehpuri, Pub. Educational Publishing House, Delhi.
- (6) Urdu Nasr Ka Fanni Irtiqa, By Farman Fatehpuri, Pub. Educational Publishing House, Delhi.

*Attendance (2) Home Examinations (5) Assignment (5) = 12 Marks

BENGALI

- (a) Short Stories Collection - 15 marks
'Galpagucchha' (Pratham Khanda)
by Rabindranath Tagore
The following short stories are being recommended :
Samapti
Post Master
Jibito O Mrito
Madhyabortini
Kabuliwala
- (b) A modern play - 15 marks
Ballavpurer Rupkatha by Badal Sirkar
- (c) A short essay on a current topic - 8 marks

[There will be five questions in total. The students will be required to answer 2 questions from the five short stories, 2 questions from the play. The essay will on a current topic.]

MARATHI

- (a) Five short stories from an Anthology - 15 marks

Anthology : Saha Kathakar Ed.
Bhalchandra Phadke Continental
Prakashan, Pune

Short-Stories to be studied :

1. *Kidaleli Manase* by Gangadhar Gadgil
2. *Shala* by Vyankatesh Madgulkar
3. Natak by Shankar Patil
4. Radhi by G.A. Kulkarni
5. Bhook by Baburao Bagul

- (b) A modern play - 15 marks

Safar by Vijay Tendulkar Popular
Prakashan, Mumbai

- (c) A short essay on a current topic - 8 marks

[There will be five questions in total. The students will be required to answer 2 questions from the five short stories, 2 questions from the play. The essay will be on a current topic.]

TAMIL

- (a) Short Stories Collection - 15 marks
Aimbathandu Tamil eirukathaikal
(first five stories)
Ed. S. Kandasamy Kavitha
Publications T. Nagar, Chennai
Year : 2000 (F.E.)
- (b) A modern play - 15 marks
Panivaal by Velu Saravanan
Tharkkala Tamil Nadakangal Ed.
Veli Rangarajan Kaavya Trust
Puram, Chennai Year : 1988 (F.E.)
- (c) A short essay on a current topic - 8 marks

[There will be five questions in total. The students will be required to answer 2 questions from the five short stories, 2 questions from the play. The essay will on a current topic.]

TELUGU

- (a) Short Stories Collection -- 15 marks
1. *Devuni Jeevitham* -- Gopichand
 2. *Yagnam* -- Kalipatnam Ramarao
 3. *Vadina Pushpam* -- Buchhi Babu
 4. *Muga Jeevulu* -- Gokhale
 5. *Tea Kappulo Thuphanu* -- Mokkalapati Narasimha Rao

Available at : Telugu Department, S.V. College, New Delhi

- (b) A modern play -- 15 marks
Vilunama by D.V. Narasaraju,
Srikanth Publications, Vijayawads
- (c) A short essay on a current topic -- 8 marks

[There will be five questions in total. The students will be required to answer 2 questions from the five short stories, 2 questions from the play. The essay will on a current topic .]

ASSAMESE

- (a) Short Stories Collection -- 15 marks

Assamiya Galpa Sankalan, published by Publication Board, Guwahati.

The following short stories are recommended. Only following writers are prescribed :

1. Syed Abdul Mallik
2. Bhabendra Nath Saikia
3. Mahim Bora
4. Nagendra Narayan Chaudhury

- (b) A modern play -- 15 marks

Bagh by Hemendra Barthakur

- (c) A short essay on a current topic -- 8 marks.

[There will be five questions in total. The students will be required answer 2 questions from the five stories, 2 questions from the play. The essay will on a current topic.]

SANSKRIT

Time 2 hrs. per week

१. नीतिशतकम् (भर्तृहरि) - १ से ५० श्लोक तक
(संदर्भ, अर्थ, व्याख्या)
२. श्रीमद्भगवद्गीता- द्वादश अध्याय (भक्तियोग)
३. संस्कृत व्याकरण -
 १. स्वर सन्धि (सन्धि, सन्धिविच्छेद, अशुद्धियों का संशोधन)
 २. लघु निबन्ध
 ३. अनुवाद (सरल)

सहायक-ग्रन्थ-सूची :-

- | | |
|----------------------------------------|-----------------------|
| १. नीतिशतकम् | |
| २. श्रीमद्भगवद्गीता, हिन्दी अनुवादसहित | गीता प्रेस गोरखपुर |
| ३. अनुवादचन्द्रिका | चक्रधर नौटियाल |
| ४. हायर संस्कृत ग्रामर (हिन्दी अनुवाद) | एम. आर. काले |
| ५. संस्कृत साहित्य का इतिहास | कपिलदेव द्विवेदी |
| ६. संस्कृत साहित्य का इतिहास | बलदेव उपाध्याय |
| ७. संस्कृत साहित्य की रूपरेखा
व्यास | चन्देशेखर पाण्डेय एवं |

IN LIEU OF COMPULSORY LANGUAGE COURSE

ENGLISH

'The Individual and Society' Concept Note

This course makes the assumption that literature is an important and relevant way of making sense of the world we live in, though literature employs myth, metaphor, fictional characters, irony, rhyme, and other devices of language that might not be seen as legitimate in more 'scientific' subjects. By these means, literature can, for example, enable the reader to identify temporarily with people from other cultures and backgrounds, and offer an 'experience' of being a Dalit boy rejected by a school (Valmiki's 'Jhootan'), or a Black African rejected as a tenant by a white landlady (Soyinka's 'Telephone Conversation') - and an opportunity to compare the two. Discussion of one text in the light of other texts is an important part of this course. For example, several of the chosen texts vividly illustrate the socialization of the girl child into roles acceptable to a patriarchal society and show this same phenomenon occurring in widely different cultures—inviting revealing comparisons. At least two pieces use poetic language and irony in very quiet ways to make a devastating criticism of the unnaturalness of war. We expect students to discuss how the use of language and choice of genre affect the writer's meaning and the reader's response.

We deliberately chose texts from widely different backgrounds precisely because we wanted the student to appreciate the ways in which his or her situation is comparable or analogous to the experiences of other races, classes or nationalities. We also strongly felt that though our students are Indian, they cannot possibly be untouched by western and other cultural influences, and since we live in the so-called 'global village' the essays and stories selected should reflect that reality. We have chosen 29 writers in all in this paper and 13 of them are from the Indian subcontinent. Nearly all are twentieth century authors as their themes and experiences are closer to the students' world.

The course comprises fictional writing, essays of different types and styles, and poems. It is arranged according to themes that we thought would

not only be of interest and relevance to students but would be similar to those likely to appear in the new courses of other disciplines. But where a Sociology or Political Science course would handle 'Gender,' or 'Race,' etc, according to the specific approaches of those disciplines, our course would bring these concepts to life for the student by literary means and thus reinforce and deepen the impact of the other courses he or she may be studying.

The Course

The course will consist of an anthology, *The Individual and Society*, comprising a wide selection of poems, short stories and prose pieces. These have been grouped under four broad themes : *Caste/Class; Gender; Race and Violence and War*. Readings will comprise 110 - 120 pages. The anthology, including the readings, head notes, and annotations, will be produced by the Department of English.

Section 1 Theme : Caste/Class 10 marks

B.R. Ambedkar	'Who were the Shudras?'	Essay
Jotirao Phule	Caste laws	Essay (Extract)
Valmiki	Jhootan	Narrative Essay
Premchand	Deliverance	Short Story
Ismat Chughtai	Kallu	Short Story
Hira Bansode	Bosom Friend	Poem

Section 2 Theme: Gender 9 marks

Virginia Woolf	Shakespeare's Sister	Essay
Rabindranath Tagore	The Exercise Book	Short Story
Jamaica Kincaid	Girl	Prose Monologue
Marge Piercy	Breaking Out	Poem
W B Yeats	A Prayer for My Daughter	Poem
Eunice D'Souza	Marriages are made	Poem
Ambai	Yellow Fish	Short Story
Margaret Atwood	Reincarnation of Captain Cook	Poem
A K Ramanujan	Highway Stripper	Poem

Section 3 Theme: Race 9 marks

Roger Mais	Blackout	Short Story
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Wole Soyinka	Telephone Conversation	Poem
Maya Angelou	Still I Rise	Poem
Nadine Gordimer	Jump	Short Story
Langston Hughes	Harlem	Poem

Section 4 Theme: Violence and War

10 marks

Siegfried Sassoon	Return from the Somme	Prose description
Wilfred Owen	Dulce et Decorum Est	Poem
Edna St Vincent Millay	Conscientious Objector	Poem
Henry Reed	The Naming of Parts	Poem
Bertolt Brecht	General that Tank...	Poem
Imtiaz Hussain	A Chronicle of the Peacocks	Essay
Manto	The Dog of Tetwal	Short Story
Amitav Ghosh	Ghosts of Mrs Gandhi	Anecdotal Essay

हिन्दी भाषा, साहित्य और संस्कृति

१. भाषा :- भाषा का महत्व अंक १५/१५ पीरियड
- भाषा के प्रकार्य : (क) वक्ता-श्रोता-संदेश, (ख) स्वनिम विज्ञान, व्याकरण, अर्थविज्ञान

भाषा और समाज :

- भाषा और वर्ग
- भाषा और लिंग बोध
- भाषा और जातीयता
- भाषा और अस्मिता के प्रश्न

हिन्दी भाषा :

- संक्षिप्त विकास-परिचय
- हिन्दी की बोलियाँ
- भाषा-नीति का विकास :
 - ब्रिटिश काल में भाषा-नीति
 - राष्ट्रीय आंदोलन और भाषा
 - संवैधानिक व्यवस्था
(संपर्कभाषा, राजभाषा, राष्ट्रभाषा)
 - बहुभाषिकता अंक २०/२० पीरियड

२. भाषा और साहित्य :

- मौखिक एवं लिखित हिन्दी साहित्य
- प्राचीन भाषा और हिन्दी साहित्य (संस्कृत, पालि, अपभ्रंश)
- राष्ट्रीय आंदोलन और हिन्दी साहित्य
- स्वतंत्रता पश्चात् हिन्दी साहित्य : कविता, कथा-साहित्य (कवल परिचयात्मक)
- स्त्रीवादी साहित्य
- दलित साहित्य अंक १५/१५ पीरियड

३. संस्कृति और समकालीन समाज :

- संस्कृति-अध्ययन :
- संस्कृति की अवधारणा
 - पॉपुलर कल्चर की अवधारणा और रूप
 - भारतीय संस्कृति : मूल्य बोध

संस्कृति और मीडिया

- हिन्दी पत्र-पत्रिकाओं के इतिवृत्त का परिचय
- रेडियो, सिनेमा, टेलीविजन, इंटरनेट
- विज्ञापन और उपभोक्ता-संस्कृति
- भूमंडलीकरण और संस्कृति

नोट : यह पाठ्यक्रम परिचयात्मक, अवधारणाबोधक और न्यूनतम सूचना मूलक रहेगा।

सहायक ग्रंथ

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|---------------------------------------|---|-------------------------|
| १. भाषा और समाज | : | रामविलास शर्मा |
| २. मूल्य-मीमांसा | : | गोविन्द चंद्र पांडे |
| ३. हिन्दी भाषा और उसकी बोलियाँ | : | विमलेश कांति वर्मा |
| ४. संस्कृति के चार अध्याय | : | रामधारी सिंह दिनकर |
| ५. राष्ट्रभाषा की समस्याएँ और समाधान | : | देवेन्द्रनाथ शर्मा |
| ६. हिन्दी भाषा : संरचना के विविध आयाम | : | रवीन्द्र नाथ श्रीवास्तव |
| ७. पॉपुलर कल्चर | : | सुधीश पचौरी |
| ८. दूरदर्शन : दशा और दिशा | : | सुधीश पचौरी |
| ९. विज्ञापन की दुनिया | : | कुमुद शर्मा |
| १०. सिने-सिद्धांत | : | अनुपम |
| ११. हिन्दी पत्रकारिता और साहित्य | : | क्षमा शर्मा |
| १२. रेडियो और दूरदर्शन पत्रकारिता | : | हरिमोहन |
| १३. दलित साहित्य की समस्याएँ | : | तेज सिंह |

INTER-DISCIPLINARY COURSES

ETHICS IN THE PUBLIC DOMAIN

This is a general course designed to introduce students to some central ethical issues of public policy and public debate. This course will touch upon questions of moral agency, freedom and moral commitment in both personal and public life. The broad themes within the course, touch on different aspects of everyday life that students are exposed to. It thus attempts to raise questions relevant to their self-understanding as moral agents. It is designed to sharpen this understanding and provide them with some conceptual tools to grapple with the complexities of the modern world.

COURSE CONTENT

1. What is Ethics ? : Subjectivism, Relativism, Good, Moral Standards :
Prescribed Text :
Bernard Williams : *Morality : An introduction to Ethics, Harper and Row*, London, 1972
2. Family, Marriage and Dowry
Prescribed Texts :
Patricia Oberoi : 'Family, Kinship, and Marriage in India, Student's Encyclopedia, New Delhi-2000 (pp. 145-55)
Simone de Beauvoir, *Second Sex* (Part V chapter 1 : The Married Woman)
James Rachels, 'Morality, Parents and Children, 'in *Ethics in Practice*, ed. Hume Lafollette, Blackwell, 2002 (pp 167-178)
3. Structures of Inequality : Caste, Hunger, Poverty
Prescribed Texts :
B.R. Ambedkar 'Caste in India' (from *Writings and Speeches Vol. 3*. Bombay, 1987 (pp 99-111)
Amartya Sen *Inequality Reexamined*, Oxford 1992 (Chapters 4 & 7) Peter Singer 'Famine, Affluence and Morality,' (in *Ethics in Practice*, pp. 572-581)
4. Media and Ethics : Agency, Privacy Censorship
Prescribed Texts :

Herbert Dreyfuss '*Nihilism on the information highway*' (in *On The Internet* by Herbert Dreyfuss Routledge 2001 (pp. 73-87)

David Archard '*Privacy, the public interest and a prurient public*' (in *Media Ethics* ed. Mathew Kieran, Routledge 1998 (pp 82-94) Ann Garry '*Sex, Lies and Pornography,*' (in *Ethics in Practice*, (pp. 344-355)

5. Secularism and Tolerance

Prescribed Text :-

T.N. Madan, Modern Myths, Locked Minds, Oxford University Press 1997, Chapters 1, 8.

ENVIRONMENTAL ISSUES IN INDIA

This course has the following objectives

- * To introduce the student to pressing issues in environment;
- * To familiarise the student with the history of environmental issues in India;
- * To throw light on some of the dilemmas and problems in environmental debates

Course Content

1. The Importance of Environment
2. Geography, ecology and cultures in Pre-Colonial India
Land, Forests, Water, Pastures, Ecology of Hills and Mountains
3. Colonialism and Developments in the Environment
New Regimes of Land, Forests Water and Irrigation
Resistance : Peasants, Tribals, and Pastoralists
4. Environmental Issues in Independent India
Forests, Dams, Displacement, Pollution Degradation
5. Environmental Movements in Independent India
Forests, Dams, Displacements, Pollution
6. Environmental Concerns in a Globalising World.

Suggested Readings

- * Anil Aggarwal et al, 1985, *The State of India's Environment : The Second Citizen's Report*, Delhi.
- * 1992, *The State of India's Environment : A Civizen's Report*, Delhi.
- * Madhav Gadgil and Ramchandra Guha, 1999, *This Fissured Land, An Ecological History of India*, Delhi, OUP, second edition.
- * Madhav Gadgil and Ramchandra Guha, 1995, *Ecology and Equity*, The use and abuse of nature in Contemporary India, Delhi, Penguin.
- * David Arnold and Ramchandra Guha, 1995, Eds, *Nature, Culture, Imperialism*, Delhi, OUP, selected chapters.
- * Salim Ali, 1985, *The Fall of a Sparrow*, Delhi, O.U.P.

READING GANDHI

The course seeks to meet two essential objectives : one, to acquaint the students with the art of reading texts, to enable students to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and social historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. We focus on Gandhi for three reasons : first, Gandhi is highly original; second, some of his texts have the requisite argumentative structure; third, the availability of a wide range of critical commentaries on his work. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

1. Ways to read a text:
 - a. Textual
 - b. Contextual
 - (a) Terence Ball, *Reappraising Political Theory*, Chapter I, OUP, 1995.
 - (b) "Meaning and Understanding in the History of Ideas: in *Visions of Politics*, Quentin Skinner (ed.), Vol. I, CUP, Cambridge, 2002.
2. Gandhi in his own words : a close reading of *Hind Swaraj*.
3. Commentaries on *Hind Swaraj* and Gandhian thought :
 - (a) "Introduction", M.K. *Gandhi, Hind Swaraj and other writings* ed. A.J. Parel (1997).
 - (b) B.Parekh, *Gandhi* (1997), chs. 4("Satyagraha") and 5("The critique of modernity").
 - c) D. Hardiman, *Gandhi in his time and ours* (2003), ch.4 ("An alternative modernity").
4. Gandhi and modern India :
 - a. Nationalism.
 - b. Communal unity
 - c. Women's Question
 - d. Untouchability.

This component will contain the following selections from Gandhi's *India of my Dreams* (compiled R.K. Prabhu) : "The meaning of Swaraj" (no. 2); "In defence of Nationalism" (no.3); "India's cultural heritage" (no. 45); "Regeneration of Indian women" (no. 54); "Women's education" (no. 55); "Communal unity" (no. 59); "The curse of untouchability" (no. 61); "Religious tolerance in India" (no. 62); and, "The problem of minorities" (no. 66)

ENGLISH

'The Individual and Society' Concept Note

This course makes the assumption that literature is an important and relevant way of making sense of the world we live in, though literature employs myth, metaphor, fictional characters, irony, rhyme, and other devices of language that might not be seen as legitimate in more 'scientific' subjects. By these means, literature can, for example, enable the reader to identify temporarily with people from other cultures and backgrounds, and offer an 'experience' of being a Dalit boy rejected by a school (Valmiki's *Jhootan*), or a Black African rejected as a tenant by a white landlady (Soyinka's *Telephone Conversation*) and an opportunity to compare the two. Discussion of one text in the light of other texts is an important part of this course. For example, several of the chosen texts vividly illustrate the socialization of the girl child into roles acceptable to a patriarchal society and show this same phenomenon occurring in widely different cultures—inviting revealing comparisons. At least two pieces use poetic language and irony in very quiet ways to make a devastating criticism of the unnaturalness of war. We expect students to discuss how the use of language and choice of genre affect the writer's meaning and the reader's response.

We deliberately chose texts from widely different backgrounds precisely because we wanted the student to appreciate the ways in which his or her situation is comparable or analogous to the experiences of other races, classes or nationalities. We also strongly felt that though our students are Indian, they cannot possibly be untouched by western and other cultural influences, and since we live in the so-called 'global village' the essays and stories selected should reflect that reality. We have chosen 29 writers in all in this paper and 13 of them are from the Indian subcontinent. Nearly all are twentieth century authors as their themes and experiences are closer to the students' world.

The course comprises fictional writing, essays of different types and styles, and poems. It is arranged according to themes that we thought would not only be of interest and relevance to students but would be similar to

those likely to appear in the new courses of other disciplines. But where a Sociology or Political Science course would handle 'Gender,' or 'Race,' etc, according to the specific approaches of those disciplines, our course would bring these concepts to life for the student by literary means and thus reinforce and deepen the impact of the other courses he or she may be studying.

The Course

The course will consist of an anthology, *The Individual and Society*, comprising a wide selection of poems, short stories and prose pieces. These have been grouped under four broad themes : *Caste/Class; Gender; Race and Violence and War*. Reading will comprise 110 - 120 pages. The anthology, including the readings, head notes, and annotations, will be produced by the Department of English.

Section 1 Theme : Caste/Class 10 marks

B.R. Ambedkar	'Who were the Shudras'	Essay
Jotirao Phule	Caste laws	Essay (Extract)
Valmiki	Jhootan	Narrative Essay
Premchand	Deliverance	Short Story
Ismat Chughtai	Kallu	Short Story
Hira Bansode	Bosom Friend	Poem

Section 2 Theme : Gender 9 marks

Virginia Woolf	Shakespeare's Sister	Essay
Rabindranath Tagore	The Exercise Book	Short Story
Jamaica Kincaid	Girl	Prose Monologue
Marge Piercy	Breaking Out	Poem
W B Yeats	A Prayer for My Daughter	Poem
Eunice D' Souza	Marriages are made	Poem
Ambai	Yellow Fish	Short Story
Margaret Atwood	Reincarnation of Captain Cook	Poem
A K Ramanujan	Highway Stripper	Poem

Section 3 Theme : Race 9 marks

Roger Mais	Blackout	Short Story
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Wole Soyinka	Telephone Conversation	Poem
Maya Angelou	Still I Rise	Poem
Nadine Gordimer	Jump	Short Story
Langston Hughes	Harlem	Poem

Section 4 Theme : Violence and War

10 marks

Siegfried Sassoon	Return from the Somme	Prose description
Wilfred Owen	Dulce et Decorum Est	Poem
Edna St Vincent Millay	Conscientious Objector	Poem
Henry Reed	The Naming of Parts	Poem
Bertolt Brecht	General that Tank...	Poem
Imtiaz Hussain	A Chronicle of the Peacocks	Essay
Manto	The Dog of Tetwal	Short Story
Amitav Ghosh	Ghosts of Mrs. Gandhi	Anecdotal Essay

हिन्दी

हिन्दी भाषा, साहित्य और संस्कृति

१. भाषा :- भाषा का महत्व अंक १५/१५ पीरियड
- भाषा के प्रकार्य : (क) वक्ता-श्रोता-संदेश, (ख) स्वनिम
विज्ञान, व्याकरण, अर्थविज्ञान

भाषा और समाज :

- भाषा और वर्ग
- भाषा और लिंगबोध
- भाषा और जातीयता
- भाषा और अस्मिता के प्रश्न

हिन्दी भाषा :

- संक्षिप्त विकास-परिचय
- हिन्दी की बोलियाँ
- भाषा-नीति का विकास :
 - ब्रिटिश काल में भाषा-नीति
 - राष्ट्रीय आंदोलन और भाषा
 - संवैधानिक व्यवस्था
(संपर्कभाषा, राजभाषा, राष्ट्रभाषा)
 - बहुभाषिकता

२. भाषा और साहित्य : अंक २०/२० पीरियड

- मौखिक एवं लिखित हिंदी साहित्य
- प्राचीन भाषा और हिंदी साहित्य (संस्कृत, पालि, अपभ्रंश)
- राष्ट्रीय आंदोलन और हिंदी साहित्य
- स्वतंत्रता पश्चात् हिन्दी साहित्य : कविता, कथा-साहित्य (केवल परिचयात्मक)
- स्त्रीवादी साहित्य
- दलित साहित्य

३. संस्कृति और समकालीन समाज : अंक १५/१५ पीरियड

- संस्कृति-अध्ययन :
 - संस्कृति की अवधारणा
 - पॉपुलर कल्चर की अवधारणा और रूप
 - भारतीय संस्कृति : मूल्य बोध

संस्कृति और मीडिया

- हिन्दी पत्र-पत्रिकाओं के इतिवृत्त का परिचय
- रेडियो, सिनेमा, टेलीविजन, इंटरनेट

- विज्ञापन और उपभोक्ता-संस्कृति
- भूमंडलीकरण और संस्कृति

नोट : यह पाठ्यक्रम परिचयात्मक : अवधारणाबोधक और न्यूनतम सूचनामूलक रहेगा।

सहायक ग्रंथ

- | | | |
|---------------------------------------|---|---------------------------|
| १. भाषा और समाज | : | रामविलास शर्मा |
| २. मूल्य-मीमांसा | : | गोविन्दचंद्र पांडे |
| ३. हिन्दी भाषा और उसकी बोलियाँ | : | विमलेश कांति वर्मा |
| ४. संस्कृति के चार अध्याय | : | रामधारी सिंह दिनकर |
| ५. राष्ट्रभाषा की समस्याएँ और समाधान | : | देवेन्द्रनाथ शर्मा |
| ६. हिन्दी भाषा : संरचना के विविध आयाम | : | रवीन्द्रनाथ श्रीवास्तव |
| ७. पॉपुलर कल्चर | : | सुधीश पचौरी |
| ८. दूरदर्शन : दशा और दिशा | : | सुधीश पचौरी |
| ९. विज्ञापन की दुनिया | : | कुमुद शर्मा |
| १०. सिने-सिद्धान्त | : | अनुपम |
| ११. हिन्दी पत्रकारिता और सहित्य | : | क्षमा शर्मा |
| १२. रेडियो और दूरदर्शन पत्रकारिता | : | हरिमोहन |
| १३. दलित साहित्य की समस्याएँ | : | तेज सिंह |
| १४. दलित साहित्य की समस्याएँ | : | शरण कुमार |
| १५. परिधि पर स्त्री | : | मृणाल पांडे |
| १६. उपनिवेशवाद में स्त्री | : | प्रभा खेतान |
| १७. संस्कृति विकास और संचार क्रांति | : | पूरनचन्द जोशी |
| १८. स्त्री पराधीनता | : | जॉन स्टुवर्ट मिल्स (अनु.) |
| १९. स्त्री उपेक्षिता | : | सीमोन द बोबुआर (अनु.) |

GENDER AND SOCIETY

Course Objectives

This course will introduce the student to basic concepts of gender and convey a sense of the multiple relations of gender and society. A comparative frame that cuts across disciplines as well as cultures is intrinsic to the framework of the course and readings. Issues of private and public articulations of gender are explored within the domestic domain as a context for power as well as the larger domain of politics and social movements.

Expected Learning Outcomes

Students offering this course will be able to develop a perspective on gender relations, gendered institutions and gender politics within a comparative cultural frame to understand the dynamic and changing nature of gender and society. Questions in the Annual Examination should cut across topics.

I. Social constructions of gender

- a. Concepts of sex and gender
- b. Dislocating gender identity

II. Everyday formations of gender

- a. Divisions of work and property
- b. Familial domain

III. Politics of gender

- a. Gender and resistance
- b. Sexual liberation movements

Readings :

1. Oakley, Ann, 1972. *Sex, Gender and Society*. London : Temple Smith.
2. Scott, Joan W., 1988. *Gender and the Politics of History*, New York: Columbia University Press (Part I: Chapter 2).
3. Harre, Rom 1998. Contested constructions : Man and Woman. In Donn Welton (Ed.) *Body and Flesh: A Philosophical Reader*. Pp. 11-27. Oxford : Blackwell.
4. Nanda, Serena, 1990. *Neither man nor woman : The hijras of India*. Belmont: Wadsworth Publishing.

5. Cornwall, Andrea and Lindisfarne, Nancy (Eds.) 1994. *Dislocating masculinities: Comparative ethnographies* (Chapter 1). London and New York : Routledge.
6. Leacock, Eleanor, Safa, Helen, et al. (Eds) 1986. *Women's work: Development and the division of labour* (articles by Weiner pp. 96-110, Afonja pp. 122-139, Lourdes and Arande 174-193) Massachusetts: Bergin and Garvey Publishers.
7. Agarwal, Bina, 1998. "Who Sows? Who Reaps? Women and land rights in India *Journal of Peasant Studies*. 15 (4): 531-581.
8. Papanek, Hanna 1990. To each less than she needs, From each more than she can do: Allocations, entitlements and value. In Irene Tinker (Ed.) *Persistent Inequalities: Women and World Development*. Pp. 162-181. Oxford: Oxford University Press.
9. Pineda, Javier, 2001. Partners in women headed households: Emerging masculinities? In Cecile Jackson (Ed.) *Men at work: Labour, masculinities, development*. Pp. 72-92. London: Frank Cass.
10. Jeffrey, Patricia, 1979/2000. *Frogs in a well: Indian women in purdah*. Delhi: Manohar .
11. De Pina Cabral, Joao, 1984. Female power and the inequality of wealth and motherhood in Portugal. In Renee Hirschon (ed.) *Women and property, women as property*. Pp. 75-90. London: Croom Helm.
12. Ray, Raka, 2000. *Fields of Protest: Women's movements in India*. New Delhi: Kali for Women.
13. Kumar, Radha, 1989. *A history of doing: An illustrated account of movement's for women's rights and feminism in India*. New Delhi: Kali for Women.
14. Radway, Janice, 1983. *Women read the romance: The interaction of text and context*. *Feminist Studies* 8, (Spring) pp. 53-78.
15. Castells, Manuel: 1983. "Cultural identity, sexual liberation and urban structure: the gay community in San Francisco" In *The city and the grassroots: A cross- cultural theory of urban movements*. Pp 138-170. Berkeley: University of California Press.
16. Millet, Kate, 1970. *Sexual Politics* New York: Doubleday.

MATHEMATICAL AWARENESS

Preamble

The above-mentioned course on Mathematical Awareness is designed to create appreciation of the beauty and importance of mathematics in our everyday lives. Care has been taken to gently yet purposefully introduce the student to some central yet elementary aspects of mathematics. The contents are to be taught with emphasis on the use of intuition, and history rather than on rigour. Skills for visual interpretation shall be brought into focus and yet some theoretical aspects with stress on enhancing numerical ability shall be developed.

Mathematical Awareness

The aim of this course is to enhance mathematical ability and increase awareness of mathematical developments, with a special relevance to the real world. Keeping these objectives in view.

- * the emphasis will be on an intuitive approach
- * historical background relevant to each topic will be given and
- * special emphasis will be on skill of visual interpretation and enhancing numerical ability

The syllabus for this course is given below.

Unit I - Brief Biographical Sketches

6 marks

A brief introduction to the lives and information on the works of the following Mathematicians:

Archimedes, Euclid, Pythagoras, Aryabhata, Bhaskaracharya II, Brahmagupta, Madhavacharya, Neelkantha, Newton, Cauchy, Euler, Abel, Galois, Gauss, Germain, Kovalyskaya, Noether, Riemann, Hilbert, Noether and Ramanujan, Harish Chandra.

Of the above, biographies of Euclid, Newton, Noether, Ramanujan and Riemann will be examined.

The biographies of the remaining mathematicians in the above list are to be covered via projects for internal assessment.

Unit II - Numbers**12 marks**

An overview of number systems, including algebraic and transcendental numbers, with some historical background.

Divisibility of integers, The Euclidean algorithm, Modular Arithmetic and some divisibility criteria. Magic squares.

Prime numbers, the sieve of Eratosthenes, the fundamental theorem of arithmetic, Euclid's Theorem. Mersenne Numbers and Mersenne Primes, Goldbach Conjectures, Prime testing method of Fermat, Statement and significance of The Prime number theorem. Uses of prime numbers, for example in RSA.

Pythagorean triples, Statement and historic background of Fermat's Last Theorem. Fibonacci sequences in nature.

Multiplication Principle, Permutation and Combinations.

The emphasis will be on enhancing numerical ability through these concepts.

Unit III - Graph Theory and Geometry**12 marks**

Basics of Graph theory, the Konigsberg Bridge problem, Four-Colour map theorem.

Introduction to functions, graphs of function. Increasing and decreasing functions, even and odd functions, location of points of extrema, inflection, periodic functions-all via graphs.

Perspective and Projection. Perspective geometry: lines and points in 2D and 3D, Fundamental trigonometric functions. Use of perspective in drawing, historical background. Common tools adopted by artists for such representations. Analysis of some paintings to spot use of perspective and techniques. Escher's art.

Types of symmetry, concrete examples of symmetry groups, Basic tilings.

Study of symmetry and patterns by looking at monuments/buildings/ornamental art.

Shapes and solids. The regular Polyhedra, Euler's formula, Golden ratio, Golden rectangle.

The importance of Platonic solids and mystical significance to the ancient Greeks. Construction of Altars and geometry in ancient India.

Fractals in nature, for example snowflakes and coastlines.

The Mobius Strip and the Klein Bottle.

The emphasis while dealing with the above topics will be on enhancing skills of visual perception and interpretation.

Unit IV - Statistical and Related Concepts **8 marks**

Histograms, pie charts, tabular forms and ogives. Mean, Median, Mode, Variance, and Standard Deviation. Data analysis, interpretation and prediction.

Classical approach to probability, the addition and multiplication laws of probability.

Solutions of linear inequalities using graphs. Historical development of operations research.

Use of computer based spreadsheets for simple statistical analysis.

Project work for internal assessment
12 marks

Projects based on one of the following:

1. Data analysis, interpretation and prediction using an appropriate computing tool.
2. The biographies of the mathematicians listed above. (Excluding the five that are examinable)

Texts

- * Gulberg, Jan, *Mathematics: from the birth of numbers*, W. W. Norton and Company, New York & London, 1996.
- * Ioan, James, *Remarkable Mathematicians*, Cambridge University Press, 2004.
- * Salkind, Neil J., *Statistics for people who (think they) hate Statistics*, Sage Publications, Inc.2000.

Supplements

- * Bibhutibhusan Datta, *Ancient Hindu Geometry: The Science of the Sulbas*, Calcutta Univ. Press, 1932, Reprinted, Cosmo. Pub., New Delhi, 1993.
- * Farmer, David, W., *Groups and Symmetry: A Guide to Discovering Mathematics*, AMS 1996.
- * Stillwell, John, *Mathematics and its History*, Springer-Verlag, 2002.
- * Tattersall, James J., *Elementary Number Theory*, Cambridge University Press, 1999.
- * Taha, Hamdy A., *Operations Research: An Introduction*, 5th ed., Prentice Hall, 1995.
- * Various issues of *Ganita Bharati*, the Bulletin of the Indian Society for History of Mathematics.
- * Website: www.math.iupui.edu/m290 (for Perspective and Art).

DISCIPLINE CENTRED COURSES

PSYCHOLOGY FOR LIVING (for Non Psychology Students)

Preamble

This course addressed to the needs of the students who wish to study Psychology as a means of providing an understanding of a person situated in social context. Its aim is to introduce the general principles and approaches that psychologists use to understand behaviour. It also offers an understanding of the expanding field, its relevance to problems and concerns of every day life, and the strategies for a healthy life. It attempts to provide the students up-to-date knowledge of the key concerns of psychology in context of the Self. It enables the student to develop an understanding of himself, his relationships, and his discordant behaviours. The syllabus integrates the conceptual with the experiential by integrating short experiential exercises along with the core concepts.

Theory

- Unit 1: Self Direction in a Changing World : Social Change; The challenge of Self Direction.
Marks : 5
- Unit 2: The Physical Self : The body and health; Body image; Psychological factors and physical illness; Promoting wellbeing.
Marks : 5
- Unit 3 : The Knowing Self : Cognitive Processes : Consciousness, learning, memory, language, thinking & intelligence.
Marks : 6
- Unit 4 : The Emotional Self : Understanding emotions; Expressing emotions; Managing emotions.
Marks : 5
- Unit 5 : Self in Relationships : Interpersonal relationships : Family, peer group, culture.
Marks : 5
- Unit 6 : Self in Disintegrative Experiences : Anxiety, stress and depression; Understanding stress and coping with it.
Marks : 6

Unit 7 : Growth and Actualizing Self : Subjective well being in relation to social world; Suffering and resilience; Hope; Happiness; Compassion.

Marks : 6

Note : Each Unit will be supported by experiential exercises. These exercises will be done in groups of 10-12 students for more effective implementation.

Reference Texts

1. Atwater Eastwood (1995). *Psychology for living : Adjustment, growth and behaviour today*. New Delhi : Prentice Hall.
2. Berk L.E. (2003). *Development through the Lifespan*. (3rd Edition). Allyn & Bacon.
3. Burnard, C. (2002), *Interpersonal skills training*. New Delhi : Viva Books Private Ltd.
4. Capacchione, L (2003) *The well-being journal*. India : Penguin Books.
5. Carr. Alan (2004). *Positive Psychology : The science of happiness and human strength*. New York : Brunner Routledge.
6. Kakar, S. (Ed.) (1979). *Identity and adulthood*. Delhi : Oxford University Press Pg. 3-36.
7. Kolb, David A. (1984). *Experiential learning : Experience as the source of learning and development*. Englewood Cliffs, N.J : Prentice-Hall.
8. Lynn, A.B. (2002). *The emotional intelligence activity book*. New York : AMACOM.
9. Mayer, J.D., Solovey, P., & Caruso, D.R. (2000). Models of emotional intelligence. In R.J. Sternberg (Ed.) *The handbook of intelligence (pp. 396-420)*. New York : Cambridge University Press.
10. Nelson-Jones, R. (1997). *Practical counselling & Helping Skills*. 4th ed. London/New York : Continuum.

Reference Readings

1. Seligman, Martin E.P., & Csikszentmihalyi, Mihaly (2000). Positive psychology : an introduction *American Psychologist*, 55, 5-14.
2. Smith, Donna M., & David A. Kolb. (1986). *The user's guide for the learning-style inventory: a manual for teachers and trainers*. Boston, MA : McBer & Company.
3. Sternberg R.J. (2001). *In search of the human mind*. New York : Harcourt.
4. Wade, C. & Tavris, C. (2004) *Invitation to psychology (3rd Edition)*. New Jersey : Prentice-Hall.
5. Wallace, R.H. & Masters, A.L. (2001). *Personal development for life and work* (8th edition). South-Western, Thomson Learning.
6. Winnicott, D.W. (1971). *Playing and reality*. London : Tavistock Publications Ltd. (Pg. 138-150)
7. Zimbardo, P.G. and Pusch, F.L. (1996) *Psychology and life* (15 Ed.). New-York : Harper Collins.

Internal Assessment

12 marks

Attendance

:

2 marks

Presentation/Assignment/

:

10 marks

Home Examination/Experimental Exercise

Norms

2 Theory per week + 1 Tutorial (per group) fortnightly.

Tutorial group size 12-15

URDU LITERATURE

Time : 2 Hours (2 classes per week)

- Unit-1 Urdu Zaban-o-Adab Ki Ibtida 10 Marks / 20 Lectures
Introduction of the following:
(1) Sanskrit Aur Prakrit Zabaanein
(2) Urdu Ki Ibtida Se Mutalliq Nazaryat
(3) Amir Khusrau Aur Hindvi Shairi
- Unit-2 Urdu Sher-o-Adab 10 Marks / 20 Lectures
(1) Deccan Mein Urdu Sher-o-Adab Ka Irtiqa
Quli Qutab Shah - Mulla Wajhi, Nusrati, Wali Dakani, Siraj
Aurangabadi
(2) Shumali Hind Mein Urdu Sher-o-Adab-Ka Irtiqa
Meer, Nazeer Akbarabadi, Ghalib, Anees, Iqbal
- Unit-3 Urdu Ka Afsanvi Adab 10 Marks / 10 Lectures
(1) Daastanien
(2) Novel
(3) Mukhtasar Afsana
- Unit-4 Takhliqi Adab Ki Amali Mashq 8 Marks / 10 Lectures
1) Afsana Nigaari
2) Khaka Nigari
3) Reportage

Recommended Books

- (1) Urdu Adab Ki Tanqeedi Tareekh, By Syed Ehtisham Husain, Pub. N.C.P.U.L., New Delhi.
- (2) Mayar-O-Meezan, By Masih Uzzaman, Allahabad.
- (3) Amir Khusrau, By Waheed Mirza, Pub. National Amir Khusrau Society, Delhi.
- (4) Dakani Adab Ki Tareekh, By Mohioddin Qadri Zor, Pub. Educational Book House, Aligarh.
- (5) Dakan Mein Urdu, By Naseeruddin Hashmi, Pub. N.C.P.U.L., New Delhi
- (6) Tareekh-e-Adab-e-Urdu, By Noorul Hasan Naqvi, Pub. Educational Book House, Aligarh.

- (7) Dastan Se Afsane Tak, By Waqaar Azeem, Pub. Educational Book House, Aligarh.
- (8) Dastan Se Novel Tak, By Ibne Kanwal, Pub. Maktaba Jamia Ltd., Delhi.
- (9) Biswin Sadi Mein Urdu Novel, By Yousuf Sarmast, Pub. N.C.P.U.L., New Delhi.
- (10) Urdu Asnaf Ki Tadris, By Onkar Kaul, Pub. N.C.P.U.L., New Delhi.
- (11) Fan-e-Afsana Nigari, By Waqaar Azeem, Pub. Educational Book House, Aligarh.
- (12) Adab Ka Mutalia, By Athar Parvez, Pub. Urdu Ghar, Aligarh.
- (13) Urdu Mein Reportage Nigari, By Abdul Aziz, Pub. Saqi Book Depot, Delhi.
- (14) Urdu Reportage Tareekh-o-Tanqeed, By Talat Gul, Pub. Kitabi Duniya, Delhi.

* Attendance (2) Home Examinations (5) Assignment (5) = 12 Marks

PERSIAN LITERATURE

1. Rubaiyat-e-Khayam (First 25 Rubaiyat)
Ghazalyat-e-Hafiz
(next 5 from Naseb-e-Jaid-e-farsi)
Hikayat-e-Sa'di (from Chapter I & III)
Marks 8

2. Introduction of important Literary Personalities.
Hafiz Shrazi
Sa'di Shirazi
Firdausi
Umar Khayyam
Iraj Mirza
Parveen Etesami
Marks 8

3. Introduction of cultural background of Iran.
Jashn-e-Mehragan
Jashn-e-Sadeh
Jashn-e-Norooz
Jashn-e-Chahar shamb-e-suri
Marks 8

4. Introduction of Indo-Persian Historians
Abulfazl
Minhaj Siraj
Abdul Qadir Badauni
Marks 8

5. Grammar & Translation :
Verb (all the tenses)
Ism-e-Faail
Ism-e-Maful
Sifat Mosoof
Wahid-o-Jama
Morakkab-e-adadi
Tashbih
Iste'arah
Mozaf
Mozaf Elaih
Marks 8

6. Internal Assessment
Marks 10

हिन्दी साहित्य

(HINDI LITERATURE)

I हिन्दी साहित्य का संक्षिप्त परिचय अंक-१०/१५ पीरियड

(अ) आदिकालीन और मध्यकालीन साहित्य का संक्षिप्त परिचय

(कालविभाजन एवं नामकरण की समस्या पर विचार)

(ब) आधुनिक का अर्थ, मध्यकालीन बोध और आधुनिक बोध में अंतर

(स) हिन्दी साहित्य में नवजागरण एवं विकास की दिशा

II हिन्दी कविता अंक-१५/१५ पीरियड

१. भारतेन्दु समग्र - (प्रचारक ग्रंथावली परियोजना) नये ज़माने की मुकरी' प्रथम-१०

२. सुभद्रा कुमारी चौहान - बालिका का परिचय

३. प्रसाद - अशोक की चिंता

४. निराला - कुकुरमुत्ता - I

५. बच्चन - मधुशाला - पाठ्यअंश (४६ से ५८)

६. दिनकर - जनतंत्र का जन्म (हुंकार)

७. नागार्जुन - पाँचपूत

८. धूमिल - शांतिपाठ

९. दुष्यन्त - गज़लें - (i) कहाँ तो तय था चिरागाँ हरेक घर के लिए । ..

(ii) हो गई है पीर पर्वत-सी पिघलनी चाहिए ।.....

१०. रघुबीर सहाय - अधिनायक

III हिन्दी गद्य (विविध रूप) अंक - १५/१५ पीरियड

१. गुलेरी - उसने कहा था

२. प्रेमचन्द - दूध का दाम

३. स्वयं प्रकाश - पार्टीशन

४. महादेवी वर्मा - बिबिया

५. हरिशंकर परसाई - विज्ञापन में बिकती नारी

६. फणीश्वर नाथ 'रेणु' - पुरानी कहानी : नया पाठ

७. हजारी प्रसाद द्विवेदी - घर जोड़ने की माया

IV द्रुतपाठ अंक - १०/५ पीरियड

नाटक - भीष्म साहनी : माधवी अथवा स्वदेश दीपक : कोर्ट मार्शल

उपन्यास - श्रीलाल शुक्ल : रागदरबारी अथवा मनोहरश्याम जोशी : कसप

सहायक ग्रंथ

१. हिन्दी साहित्य का इतिहास - रामचन्द्र शुक्ल
२. हिन्दी साहित्य की भूमिका - हजारीप्रसाद द्विवेदी
३. मध्यकालीन बोध का स्वरूप - हजारीप्रसाद द्विवेदी
४. हिन्दी जाति का साहित्य - रामविलास शर्मा
५. निराला की साहित्य-साधना (भाग-२) - रामविलास शर्मा
६. प्रेमचन्द और उनका युग - रामविलास शर्मा
७. भारतेन्दु हरिश्चन्द्र - रामविलास शर्मा
८. भारतेन्दु और उनके सहयोगी कवि - किशोरीलाल गुप्त
९. प्रसाद का काव्य - प्रेमशंकर
१०. दूसरी परंपरा की खोज - नामवर सिंह
११. शाँतिनिकेतन से शिवालिक तक - संपा. शिवप्रसाद सिंह
१२. नागार्जुन की कविता - अजय तिवारी
१३. कटघरे का कवि : धूमिल-गणेश तुलसीराम अष्टेकर
१४. रघुवीर सहाय - संपा. विष्णुनागर, असद जैदी
१५. आधुनिक साहित्य और इतिहास बोध - नित्यानंद तिवारी
१६. युगचारण दिनकर - सावित्री सिन्हा
१७. देश के इस दौर में - विश्वनाथ त्रिपाठी
१८. महादेवी - संपा. परमानंद श्रीवास्तव
१९. सृजनशीलता का संकट - नित्यानंद तिवारी
२०. बच्चन - कृष्णचंद्र पंड्या
२१. आत्यकथा : स्वरूप और विकास - विनीता अग्रवाल
२२. हिन्दी नाटक : मिथक और यथार्थ - रमेश गौतम

ENGLISH LITERATURE

- I. Modern *Indian Literature* : 18 marks
Poems and Short Stories
(Delhi : Oxford University Press, 1999)
- II. Shakespeare, *The Merchant of Venice* 20 marks
- Or
- Bertolt Brecht, *Mother Courage*
- Or
- Emily Bronte, *Wuthering Heights*
- Or
- E. M. Forster. *A Passage to India*

The aims of this course are to train the students to read and appreciate various literary forms such as poetry, prose, novel and drama and to write essays and short notes involving explanations and critical comments.

CULTURAL DIVERSITY, LINGUISTIC PLURALITY AND LITERARY TRADITION IN INDIA

Concept :

This course aims at introducing the student to some literary currents in the contexts of cultural diversity and linguistic plurality of India. The objective is to demonstrate the interface between language and culture and the evolving of literary traditions from medieval times. With the help of selected essays and creative writing in this area, the course will endeavour to show that "Unity in diversity" is not a mere slogan but an idea that has emerged out of the lived experience of the subcontinent over centuries. It finds its expression in the multi-lingual consciousness of its people, something that is completely lacking in the mono-lingual cultures of many Western nations.

When languages are politicized and polarized, an artificial insularity is imposed, which then severely damages the very fabric of society. For instance, the Sanskritization of Hindi or the Persianisation of Urdu over the last 150 years has had alarming consequences, creating a crisis of identity for many speakers of the languages. Sectarian politics can affect and distort a whole way of life.

This course will provide a perspective to the students to comprehend the complexity of the cultural context of our multilingual society. Such an objective can be fulfilled through a close reading of some seminal essays and selected creative writing that captures the varied nuances of living in India.

Content

- I. Extracts from the following essays : 14 Marks
1. Sisir Kumar Das. "The Mad Lover", from *Indian Literature*, no. 215, May-June 2003, pp. 149-178.
 2. Rabindra Nath Tagore, "Baul Songs" (pp. 42-48), "The Bengali of Mahtabs and Madarsas" (p. 358-360), *Selected Writing on Literature and Language*, ed. Sukanta Chaudhuri, OUP, Delhi, 2001.

3. "The Origin and Development of Hindi/Hindavi,' from Amrit Rai : *A House Divided*, OUP, 1984, pp. 285-289.
4. M.K. Naik, "Indian Pride and Indian Prejudice : Reflection on the Relationship between Regional Indian Literatures and Indian Writing in English", *Indian Literature*, New Delhi.
5. A. K. Ramanujan : "Towards a Countersystem : Women's Tales" (pp. 29-447), *The Collected Essays of A.K. Ramanujan*, ed. Vinay Dharwadker, Oxford India Paperbacks, 2004, pp. 96-114.
6. Ali Asani, "At teh Crossroads of Indic and Iranian Civilization' : Sindhi Literary Culture. "*Literary Cultures in History*, ed. Sheldon Pollock, OUP, 2003. pp.615-624. 627-639.
7. Sitanshu Yashaschandra, "From Hemacandra to Hind Swaraj', Region and Power in Gujarati Literary Culture", *Literary Cultures in History*, ed, Sheldon Pollock, OUP, 2003 (17 pages)
8. Eleanor Zelliot, "Dalit Sahitya, The Historical Background", *An Anthology of Dalit Literature*, ed. Mulk Raj Anand and Eleanor Zelliot, Gyan Publishing House, Delhi, 1992. pp. 1-19.
9. Sujit Mukherji : "Propositions" from *Some Position on a Literary History of India*. Central Institute of Indian Language, Mysore, 1981, pp. 43-53.
10. Nabneeta Deb Sen, "A Woman's Retelling of the Rama-Tale', Narrative Strategies employed in the Chandrabati Ramayana", *Narrative: A Seminar*, Sahitya Akademi, 1994, pp. 166-179.
11. G.N. Devy, Introduction, *An Anthology of Tribal Literature*, Penguin Books, 2002, pp. IX-XVII.

II. Creative Writing : 24 Marks

1. 3 Poems in translation : Raghubir Sahai from Hindi ("Hindi"); Ayyappa Paniker from Malayalam; Padma Sachdev from Dogri ("Mother Tongue").
2. Short Story : Urdu story in translation by Rajinder Singh Bedi : "Lajwanti".

3. 3 poems from Bhakti in translation : Kabir /Nanak/ Chaitanya and A.K. Ramanujan's translation of *vachanas*.
4. A selection of Sufi poetry in translation : Amir Khusro/Baba Farid/ Bulle Shah
5. Iqbal "Qaumi Tarana'
6. 2 Dalit poems from *No Entry for the New Sun*, ed. Arjun Dangle, Disha Books, Delhi, 1992.
7. "Songs of Birth and Death", A selection of tribal verse, from G.N. Devy ed., *Anthology of Tribal Literature*, Penguin Books 2002, pp. 170-172.
8. An extract from Raja Rao's novel *Kanthapura*.
9. A story by U.R. Anantha Murthy.

Suggested Readings (For teachers and Interested students) :

Aijaz Ahmad, "Indian Literature : Notes towards the Definition of a Category", *In Theory, Classes, Nations, Literatures*, OUP, India, 1992.

Vinay, Dharwadker, "Orientalism and the Study of Indian Literature", *Orientalism and the Postcolonial Predicament*, ed. Carol A. Breckenridge & Peter Van Der Veer, OUP. Delhi, 1994.

Anjam Hasan, "The North-east : A Tale of Two Literatures", *Indian Review of Books*, A..... Special, 16th Sept.,-15 Nov. 1995.

Jawaharlal Nehru. "The Variety and Unity of India', *The Discovery of India*, OUP, 1940/1994. pp. 61-62, pp. 99-109.

Gopal Guru, "Dalits in pursuit of Modernity", *India Another Millenium*, ed, Romila Thapar, Penguin India, 2000,.

Rustom Barucha, "Thanking Through Culture", *India Another Millenium*.

U.R. Anantha Murthy, "Tradition and Creativity", Govt. Sanskrit College Committee, Tripurithura, 1994/Essay from A.J. Thomas's collection of U.R. Anantha Murthy's prose writings.

E. Annamalai, "Language and the Indian Constitution", *Language and the State Perspectives on the Eighth Schedule*, ed. R.S. Gupta, Anvita

Abbi, Kailash Aggarwal, Creative Books, New Delhi, (4 pages).

N.B. : Literature Honours students (English, Hindi, Sanskrit, any other Indian Language) who are not required to take a compulsory Language Credit Course may opt for either of these two courses.

These courses may be made available to other Honours students as well.

The scheme of examinations will be as per the University Ordinances.

PUNJABI LITERATURE

Pattern and Structure

1. The summary of the theme of any poem (One question is to be asked out of two alternative questions). 8 marks
2. The theme or artistic peculiarities of the novelette (One question is to be asked out of two alternative questions). 8 marks
3. The theme or artistic peculiarities of the travelogue (One question is to be asked out of two alternative questions). 8 marks
4. The theme or artistic peculiarities of any one-act play (One question is to be asked out of two alternative questions). 6 marks
5. History of Punjabi Literature (One question is to be asked out of two alternative questions). 8 marks
6. Internal assessment 12 marks

Syllabus

1. Arshi, Gurcharan Singh (ed.), *Kav-Lok*, Arsee Publishers, Delhi.
2. Pritam, Amrita, *Pinjar*, Nagmani Prakashan, New Delhi.
3. Gargi, Balwant, *Pataal di Dharti*, Arsee Publishers, Delhi.
4. Attar Singh (ed.), *Chonvan Ikangi Sangreh*, Sahit Academy, Delhi.
5. Sital, Jit Singh, *Punjabi Sahit da Itihas*, Punjabi University, Patiala.

Recommended Books

1. Arshi Gurcharan Singh, *Bawa Balwant di Kavya Kala*, Arsee Publishers, Delhi 1993.
2. _____, *Sathi Samikhya*, Arsee Publishers, Delhi 2001, 'Kav-Sidhant', pp. 45-53, 'Pritam Singh Safeer di Kavita', pp. 100-113.
3. _____, *Novel di Sanrachna*, National Book Shop, Delhi.
4. Behl, Navnindra (ed.), *Rangmanch ate Television Natak*, Punjabi Academy, Delhi, 1989.
5. Cheema, Gurdip Kaur, *Amrita Pritam de Novelan vich Manavi Rishte*. Lokait Prakashan, Chandigarh, 1983.

6. Harcharan Kaur (Dr.), *Samikhya Sabhiachar*, Sapt-Sindhu Publications, Delhi, 1995.
7. Noor, Sutinder Singh, *Navin Kavita : Seema te Sambhavana*, Vadwan Prakashan, Ambala Cant., 1972, 'Haribhajan Singh', pp. 70-77, 'Jaswant Singh Neki', pp. 78-83, "Tara Singh", pp. 84-89, "S.S. Misha", pp. 90-94, "Shiv Kumar", pp. 95-100, "Jagtar", pp. 101-105, 'Pash', pp. 118-122.
8. *Punjabi Sahit Kosh*, Part I, Punjabi University, Patiala, 1971, 'Ikangi', pp. 127-129, Safarnama, pp. 145-147.
9. Rachhpal Kaur (Dr.), *Punjabi Safarnama : Sarup te Sambhavana*, Vrijesh Prakashan Nabha, 1991, 'Safarnama : Sarup te Vishesh-tavan', pp 1-12, 'Punjabi Safarnama Pichhokar ate Sarvekhan', pp. 13-32.

SANSKRIT

Paper I --Text and Grammar

Internal Assessment
Annual Examination

A. Text (Translation, Explanation)

- (i) Bhagavadgita, Chapter 2
- (ii) Svapnavasavadattam of Bhasa
(Character Analysis & literary Criticism)

B. Grammar based on the prescribed texts (Sandhi and Karakas only)

Books Recommended :-

- | | | |
|------------------------|----|------------------------------------------------------------|
| (1) Jaidayal Goendeka | -- | Bhagavadgita (Gita Press Gorakhpur) |
| (2) S. Radhakrishnan | -- | The Bhagavadgita (Hindi Translation) |
| (3) Baladeva Upadhyaya | -- | Sanskrit Sahitya Ka Itihasa |
| (4) M.R. Kale | -- | A Higher Sankrit Grammar |
| (5) V.S. Apte | -- | A Guide to Sanskrit Composition |
| (6) Varadraj | -- | Laghu Siddhanta Kaumudi
(Sridharanand Shastri's Tika) |
| (7) Jaipal Vidyalkar | -- | Svapnavasavadattam (Hindi) |
| (8) M. Hirianna | -- | Outlines of Indian Philosophy
(Chapter on Bhagavadgita) |
| (9) Kapil Dev Dwivedi | -- | Sanskrit Sahitya Ka Itihasa |
| *** Attendance | -- | 2 marks |
| House Exam. | -- | 5 marks |
| Assignment | -- | 5 marks |

PHILOSOPHY

- Note :** 1. There are three courses out of which a student may choose one.
2. Every college should offer at least two of these courses.

1. (a) *Formal Logic*
or
(b) *Symbolic Logic*
2. **Philosophical Investigations**
(Readings in Western Philosophy)
3. **Theories of Consciousness**
(Readings in Classical Indian
Philosophy)

COURSE - I

1. (a) Formal Logic

This course is designed as an introductory course in logic which will bring out the standard forms of formal and informal reasoning, introducing basic logical concepts and providing for an understanding of the structure of arguments and the nature of inferential reasoning as well as some account of development of techniques for formal testing of syllogisms.

Prescribed Text

Irvin M. Copi : *Introduction to Logic (tenth or later editions) chapter 1-9*

Or

1. (b) Symbolic Logic

This course is designed for students who are comfortable with elementary mathematical and algebraic techniques. It will look at both truth functional logic and methods of deductive proof, quantification and predicate logic as well as the logic of relations.

Prescribed Text

Irvin M. Copi : *Symbolic Logic (fifth or later editions) chapter 1-6*

COURSE - II

READINGS IN WESTERN PHILOSOPHY

This introductory course provides a selection of readings from the western philosophical tradition. The essays or excerpts in this selection, from some of the most celebrated thinkers in the western philosophical tradition, have in common an engagement with and an investigation of issues of general interest and contemporary relevance. The aim of this course is to stimulate philosophical thinking by providing varied examples of such reflection.

Prescribed Readings

1. Plato : On Love and madness: *Phaedrus* 227a-258
(in Plato's: *Phaedrus*, translated by Walter Hamilton, Penquin Books, Harmondsworth 1973)
2. Aristotle: On Friendship: *Nichomachean Ethics* Bk IX
(in Works of Aristotle vol. IX,(ed) W.D.Ross, Oxford 1975)
3. JJ Rousseau : "The origin and foundation of inequality among men"
(in Jean-Jacques Rousseau, *The First and Second Discourses* (ed) Roger D. Masters, St. Martin's Press New York, 1964)
4. I. Kant : "On Enlightenment" (in Immanuel Kant, *Perpetual Peace and other essays*, Hackett 1983)
5. A.Schopenhauer : "On Religion: a dialogue" (in Schopenhauer, *Essays and Aphorisms*, trans R.J. HoIIingdale, Harmondsworth, 1970)
6. F. Nietzsche : "What do Ascetic Ideals mean?" (in Nietzsche: *On the Geneology of Morality* (ed) Keith Ansell Pearson Cambridge 2002)
7. J.P. Sartre : "The body"(in *Being and Nothingness*, part 3 chapter 2, trans. Hazel Barnes, New York 1970)
8. Richard Taylor : "The meaning of life (in Richard Taylor, *Good and Evil*, New York 1970)

9. Thomas Nagel : “The absurd” (in *Mortal Questions*, Cambridge 1979)

Note: Equal weightage will be given to each topic.

Recommended Readings

1. Martha Nussbaum : 'this is isn't true' : Madness, reason and recantation in The Fragility of Goodness, chapter 7, Cambridge :CUP 1987.
2. A.W. Price : Love and Friendship in Plat and Aristotle, Oxford : Clarendon Press, 1990.
3. Arthur Koestler, Rousseau, Kant and Goethe, Harper Torch Rooks : New Yok, 1963.
4. Micheal Foucault, 'What is Enlightenment?' in the Foucault Reader, Blackwell 1990.
5. Keith Ansell-Pearson, Nietzsche contra Rousseau, Cambridge, CUP, 1996 (esp. chapters 2-4)
6. Leszek Kolakowski, Religion, Fontana Books, 1982.
7. Peter Caws, Sartre, London : Routledge and Kegan Paul 1979 (chapter VII).
8. Marjorie Grene, Sartre, New York : New Viewpoints, 1973 (chapters 4 & 5).
9. David Wiggins, "Truth invention and the meaning of life" *Proceedings of the British Academy* 1979.
10. Albert Camus, The Myth of Sisyphus, Penguin Books 1975.

COURSE - III
THEORIES OF CONSCIOUSNESS
(Readings in Classical Indian Philosophy)

The students opting for this course will be given a general perspective on “Cit” or “Consciousness” from Indian classical orthodox and heterodox traditions. The aim of this course is to introduce the students to the diverse theories of consciousness in Indian philosophy, those of Upanishad, Early Buddhism, Jainism, Carvaka, Mimamsa, and Advaita Vedanta. Students will be introduced to selective readings from classical texts with suitable secondary critical readings that will enrich their understanding of diversity in Indian thinking.

Prescribed Text

1. Kathopanisad : Chapter 1: Valli, I, II & III, *Katha Upanisad* in “*Ekadasopansadah*”, Ed. By V.S. Sastri, (Motilal Banarasidas, Delhi -1966).
2. *Bhagavat Gita*: Chapter II, Verses 11-30, *The Bhagavad Gita* (Text & Translation) by R.C. Zaehner, (Oxford University Press (New York) -1973).
3. *The Questions of King Milinda*, Book II Translated from Pali by T.W. Rhys David, (Motilal Banarasidas Delhi -1965) pp 40-99.
4. *Umasvati, Tattvartha Sutra*: Chapter 2 (The Institute of Jainology, Harper Collins Publishers USA, 1994) pp 33-63.
5. Jayanta Bhatta, *Nyayamanjari*: Dehatmavada (Sariratma-Vadi Carvaka Mata) (*Indian Council of Philosophical Research, New Delhi, 1990*), pp 109-128.
6. Narayan, *Manameyodaya* (edited with an English Translation by C. Kunhan Raja and S.S. Suryanarayana Sastri) (The Adyar Library and Research Centre) pp 195-217.
7. Sankara’s Introduction to the *Brahmasutras* called *Upodghata*, pp 1-4, *Brahmasutrasamkarabhasya*, (Edited by Vasudeva Sharma, Published by Tukaram Javaji, Nimaya Sagara, Bombay).

Recommended Readings

1. *Thirteen Principal Upanisads* (Translated by Hune R.E., Oxford University Press, Oxford -1921).
2. *The Bhagavad Gita* (Text & Translated by Anneie Besant & Bhagwan Das, Anmol Publication, Delhi -1987).
3. *History of Indian Philosophy Vol.-I* (S.N. Dasgupta, Motilal Banarsi Das, Delhi - 1975).
4. *Outline of Indian Philosophy* (M. Hiriyana, George Allen & Unwin India-1973).
5. *Indian Philosophy - A Counter Perspective* (Daya Krishna, Oxford University Press, Delhi-1992).
6. *Constructive Survey of Upanisadic Philosophy* (R.D. Ranade, Bharatiya Vidya Bhawan, Bombay-1968).

CITIZENSHIP IN A GLOBALIZING WORLD

Course Objective

The idea of citizenship holds a prominent place in human history. It defines who belongs to a political community and who does not. Citizenship assigns a legal status, a set of rights, immunities and protections in the modern age. In many ways, the trajectory of the debates surrounding citizenship have delved into the heart of justice in a community, namely the relationship between the individual and the collective, the meaning of membership, and the distribution of benefits and burdens of that membership. Some concerns about these normative dimensions of citizenship have changed over time.

The contemporary revival of interest in the concept of citizenship is a response to developments such as the disintegration of the Soviet Bloc and the rise of independent states in its wake, the rise of new forms of virulent nationalism and sub-nationalism, and globalization and migration. In addition, demands for political recognition by minorities based on new sources and forms of identity have wrought significant changes in the way we conceive of citizenship. States are scrambling to deal with tensions created in increasingly complex and diverse societies and the idea of citizenship seeks to simultaneously cross national boundaries.

This course will explore theories of citizenship, the historical development of the concept and its practice of in an increasingly globalizing world.

1. Classical conceptions of citizenship
2. The Evolution of Citizenship and the Modern State
3. Citizenship and Diversity
4. Citizenship beyond the Nation-state: Globalization and global justice
5. The idea of cosmopolitan citizenship

Readings

Required :

- * Beiner, R. (1995) *Theorising Citizenship*. Albany : State University of New York Press.
- * Held, David (1995), *Democracy and the Global Order : From the*

Modern State to Cosmopolitan Governance (Stanford : Stanford University Press).

- * Kymlicka, Will (1999), "Citizenship in an Era of Globalization : A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon (eds.) *Democracy's Edges* (Cambridge. UK : Cambridge University Press).
- * Oliver, D. and D. Heater (1994). *The Foundations of Citizenship*. London. Harvester Wheatsheaf.
- * Schotle, Jan Aart (2000), *Globalization : A Critical Introduction* (New York : St. Martin's).
- * Zolo, Danilo (1997), *Cosmopolis : Prospects for World Government* (Cambridge. UK : Polity Press).
- * Spinner. J. (1994). *The Boundaries of Citizenship : Race, Ethnicity and Nationality in the Liberal State*. Baltimore, Johns Hopkins University Press.

Recommended :

- * Archibugi, Daniele, Held, David and Koehler, Martin (ed.) (1998), *Re-imagining Political Community : Studies in Cosmopolitan Democracy* (Stanford : Stanford University Press).
- * Baubock, R. (1994). *Transnational Citizenship : Membership and Rights in International Migration*. Brookfield : Edward Elgar.
- * Carcfa C.N. (1996). *Consumers and Citizens : Multicultural conflicts in the proceses of globalization*. Minneapolis : University of Minneapolis Press.
- * Clarke, P., ed. (1994). *Citizenship*. London, Pluto Press.
- * Dallmayr, Fred (1998), *Alternative Visions : Paths in the Global Village* (Lanham, Md. : Rowman & Littlefield).
- * Jones, Charles (1999), *Global Justice : Defending Cosmopolitanism* (Oxford : Oxford University Press).
- * Pogge, Thomas (2001), "Priorities of Global Justice," *Metaphilosophy* 32; 6-24.
- * Scheuerman, William E. (1999), "Globalization, Exceptional Powers, and the Erosion of Liberal Democracy," *Radical Philosophy* 93; 14-23.

HISTORY

Group A

- (1) Culture in India : a historical perspective.
- (2) Delhi : Ancient, Medieval and Modern.

Group B

- (1) Religion and Religiosity in India.
- (2) Inequality and Difference in India.

Note : To abviate administrative difficulties, the four courses have been divided into two groups : A and B. Colleges are requird to offer at least two papers choosing one from each course. Group A may be offered for a four year period 2005-9 and then Group B in rotation.

The four courses have been designed keeping several important factors in mind.

- (1) As per the requirements of the University's proposal that these courses be of B.A. (Honours) standard, therefore requiring a serious engagement with the discipline and its variety.
- (2) Since those opting for these courses will be completing an Honours degree in disciplines other than History, these courses try to engage with interdisciplinary work done by historians engaging with methods in literary criticism, sociology and economics etc.
- (3) Keeping in mind the fact that a) the courses are of 50 marks and b) that teachers at the undergraduate level have heavy workloads, each course is structured around readings that do not run into more than 300 pages to be done over the year.
- (4) The syllabi are structured in a user-friendly manner in which the themes and the readings associated with them are clearly demarcated and a supplementary list of readings for further information on historical background is provided.
- (5) Given that college teachers are appointed according to specialization, each course has an Ancient, Medieval and Modern section so that colleges can opt to teach any of these sections, depending on the teacher-specializations in that particular college.

- (6) An important feature of this course is that it attempts to introduce the best and most innovative of historical scholarship to a student audience drawn from disciplines other than history. The choice of themes rather than a strict chronological sequence arises from the assumption that students will have already a basic knowledge of Indian history from their years of schooling.
- (7) The success of such a multidisciplinary course depends on the UGC and other grant making bodies making a one-time special grant to all colleges for acquisition of the readings.

CULTURE IN INDIA : ANCIENT

This course explores various aspects of Indian culture in a historical perspective through scholarship of an interdisciplinary nature. Classical and folk narratives, textual and visual traditions, the interpretation of cultural practices through material remains, the iconography and meaning of ancient images are explored in the section on ancient India.

1. Interpreting the material remains of cultural practice.

Alexandra Ardeleanu-Jansen, "The Terracotta Figurines from Mohenjo Daro : Considerations on Tradition, Craft and Ideology in the Harappan Civilization (c. 2400-1800 BC).

S.Settar, "Memorial Stones in South India," in S. Settar and Gunther D. Sontheimer eds. *Memorial Stones: a study of their origin, significance and variety* (Dharwad: no date).

2. Classical Sanskrit drama and poetry.

The Natyashastra of Bharatamuni, transl. by Adya Rangachari (Delhi, 1986), chap. 25 ('Men and Women: outward characterizations') and chap. 34 (Types of character').

Meghadutam, Uttara-Meghad section in Chandra Rajan, *The Loom of Time* (New Delhi, Penguin, 1989), verses 66-174 (pp. 152-164), and Introduction.

Romila Thapar, *Shakuntala: Texts, Readings, Histories* (N. Delhi, 2000), Chapter 3, pp. 44-82.

3. The Ramayana and Mahabharata - stories, characters, versions.

A.K. Ramanujan, "300 Ramayanas : five examples and three thoughts on translation." In Paula Richman ed., *Many Ramayanas: the diversity of a narrative tradition in South Asia* (N. Delhi, 1992), pp. 22-49.

Iravati Karve, *Yuganta : The end of an epoch* (Hyderabad : Disha Books, 1974), Chapter 9, pp. 138-158 (chapter on Karna).

4. Early Tamil poems, poets, and patrons.

A.K. Ramanujan, *The Interior landscape: love poems from a classical Tamil anthology* (Bloomington and London, 1975).

David Shulman, "Poets and Patrons in Tamil Literary legend," In *The Wisdom of Poets : Studies in Tamil, Talugu and Sanskrit* (New Delhi, 2001), pp. 63-102.

5. Folk narratives, ancient and contemporary.

Uma Chakravarti, "Women, Men, and Beasts : The Jatakas as Popular Tradition," *Studies in History*, 9, 1, n.s. (1993), pp 43-70.

A.K. Ramanujan, *Folk Tales from India; a selection of oral tales from twenty-two-language* (New York, 1991), Introduction, pp. xiii-xxxii.

Vijaya Ramaswamy, "Women and the 'Domestic' in Tamil folk Songs," in Kumkum Sangari and Uma Chakravarti eds. *From Myths to Markets: Essay on Gender* (Simla and N. Delhi, 2001), pp. 39-55.

6. Religious icons and their makers; the modern histories of ancient images.

Susan L. Huntington, *The Art of Ancient India : Buddhist, Hindu, Jain* (New York Tokyo), pp. 532-36 (on the metal images of South India and the iconography of the Nataraja).

Vijaya Ramaswamy, "Visvakarma craftsmen in Medieval Peninsular India," *Journal of the Economic and Social History of the Orient*, vol. 47, No. 4 (2004).

Richard H. Davis, *The Lives of Indian Images*, (N. Delhi, 1999), chapter 7 ('Loss and Recovery of Ritual Self,' pp. 222-259).

Supplementary readings : Michel Postel and Zarine Cooper, *Bastar Fold Art: Shrines, figurines and memorials* (Mumbai : Project for Indian Cultural Studies Publication VII, 1999).

Paula Richman ed., *Many Ramayanas: the diversity of a narrative tradition in South Asia* (N. Delhi, 1992).

Paula Richman ed., *Questioning Ramayanas : a South Asian tradition* (N. Delhi, 2000).

Robert P. Goldman, *The Ramayana of Valmiki : an epic of ancient India*, Interoduction.

C. Sivaramamurti, *Nataraja in art, though and literature*.

Ananda K. Coomaraswamy, "The Dance of Shiva," in *The Dance of Shiva* (reprint edn., New Delhi, 1968), pp. 66-78.

CULTURE IN INDIA MEDIEVAL

Medieval culture is analysed through the themes of kingship traditions, social processes of religious devotion, records of inter-cultural perception, forms of identities, and aesthetics. The idea is to integrate existing historiography of the period which deals with issues of state policy and formation with the larger domain of culture.

Required Readings :

1. Kingship & court : mixing the classic with the folk

David Shulman, *The King & Clown in South Indian Myth & Poetry* (Princeton : Princeton University Press, 1985) Chapter 4, pp. 152-213.

C.M. Naim, "Popular Jokes and Political History, The Case of Akbar, Birbal and Mulla Do-Piyaza" in *Economic and Political Weekly*, vol. XXXV, June 1995, pp. 1456-1464.

Monika Horstmann, "Religious dignitaries in the court protocol of Jaipur, mid 18th to early 19th century", in George Berkemer ed. *Explorations in the history of South Asia : essays in honour of Dietmar Rothermund* (Delhi; Manohar, 2001), pp. 139-55.

2. Devotionalism

J.R.I. Cole, "Popular Shi'ism" in *idem, Roots of North Indian Shi'ism in Iran and Iraq, Religion and State in Awadh, 1722-1859* (Delhi : OUP, 1989) pp. 92-119.

R. Champakalakshmi, "From devotion and dissent to dominance : The bhakti of the Tamil Alvars and Nayanars" in Champakalakshmi & S. Gopal, eds, *Tradition, Dissent and Ideology : Essays in Honour of Romila Thapar* (Delhi : OUP, 1996).

3. Perceiving Cultures

Brajadulal Chattopadhyaya, *Representing the Other? Sanskrit Sources and the Muslims (Eight to Fourteenth Century)* (New Delhi : Manohar, 1998) pp. 28-43, 92-97.

Richard Eaton, "The Articulation of Islamic Space in the Medieval Deccan" in *Essays on Islam & Indian History* (Delhi: OUP, 2000) pp.159-175.

Richard Eaton, "Multiple Lenses: Differing Perspectives of Fifteenth Century Calicut" in *Essays on Islam & Indian History* (Delhi : OUP, 2000) pp. 76-92.

4. Negotiating identities

Carla Petievich, "Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti" in *The Indian the Economic and Social/History Review*, vol. 38/3, 2001, pp. 223-248.

Aditya Behl, "The Magic Doe: Desire and Narrative in a Hindavi Sufi Romance, circa 1503" in Richard Eaton, ed., *India's Islamic Traditions 711-1750* (Delhi : OUP, 2003) pp. 180-208.

5. Painting, architecture, music

Ebba Koch, "The Hierarchical Principles of Shah-Jahani Painting" in *Mughal Art and Imperial Ideology* (Delhi : OUP) pp. 130-162.

Brian Silver, 'The *Adab* of Musicians', in B.D. Metcalfe, *Moral Conduct and Authority*, (Berkeley : University of California Press, 1984), pp. 315-332.

General Readings

Muzaffar Alam & Sanjay Subrahmanyam, eds, *The Mughal State (1526-1750)* (Delhi : OUP, 1998) pp. 126-167.

Karine Schomer & W.H. McLeod eds. *The Sants, Studies in Devotional Tradition of India* (Delhi : Motilal Banarsidass, 1987) pp. 375-383.

J.S. Hawley, *Three Bhakti Voice, Mirabai, Surdas, and Kabir in their Time and Ours* (Delhi : OUP, 2005) pp. 181-193 & 368-371.

M.H. Fisher, *Counterflows to Colonialism : Indian Travellers & Settlers in Britain 1600-1857* (New Delhi : Permanent Black, 2004).

Barbara Daly Metcalf, ed., *Moral Conduct and Authority, The Place of Adab in South Asian Islam*, (Berkeley : University of California Press, 1984) pp. 357-371.

R.P. Rana, "Change protest and politics : situating Jat revolts of the late 17th and early 18th centuries", *Social Science Probings*, 16, 2, 2004, pp. 53-74.

CULTURE IN INDIA : MODERN

In the section on modern India, the staples of history writing-nationalism, the state, and the people are looked at through newer perspectives like oral history, film, and the popular imagination. The readings are specially designed for non-specialists to allow them window into the historians craft and the use of methods of different social sciences like sociology, anthropology and literary criticism.

1. History of Sport

Ramachandra Guha, "Cricket and politics in colonial India", *Past and Present*, 161, 1998, pp. 155-90.

Ashis Nandy, "The wistful camel and the eye of the needle", in *The Tao of Cricket : on Games of Destiny and the Destiny of Games* (Delhi : Oxford University Press, 2000), pp. 52-89.

2. Film and the Arts

Sumita Chakravarty, "National Identity and the realist aesthetic" in *National Identity in Indian Popular Cinema, 1947-87* (Delhi : Oxford University Press, 1998), pp. 80-118.

Tapati Guha-Thakurta, "The demands of independence: from a national exhibition to a national museum", in *Monuments, Objects, Histories : Institutions of Art in Colonial and Post-Colonial India* (Delhi : Permanent Black, 2005), 175-204.

3. Gender identities

Ashis Nandy, *The Intimate Enemy : Loss and recovery of Self under Colonialism* (Delhi Oxford University Press, 1983), pp.

Tanika Sarkar, "A book of her own, a life of her own : the autobiography of a 19th century woman", in *Hindu Wife, Hindu Nation: Community, Religion and Cultural nationalism* (Delhi: Permanent Black, 2001), pp. 95-134.

4. Oral History

Rustom Bharucha, "The past in the present", in *Rajasthan : an Oral History : Conversations with Komal Kothari* (Delhi : Penguin Books, 2003), pp. 16-35.

Stuart Blackburn, "Colonial contract in the "hidden land: oral history among the Apatanis of Arunachal Pradesh", *Indian Economic and Social History Review*, 40, 3, 2003.

5. Music and the Music Industry

Peter Manuel, "Cassettes and the modern *ghazal*", in *Cassette Culture : Popular Music and Technology in North India* (Delhi : Oxford University Press, 2001), pp. 89-104.

Amanda Weidman, "The guru and the gramophone : fantasies of fidelity and modern technologies of the real", in *Public Culture*, 15, 3, 2003, 453-76

6. Popular visual culture

Christopher Pinney, "The politics of popular images : from cow protection to M.K. Gandhi", in *Photos of the Gods' : the Printed Image and Political Struggle in India* (London : Reaktion Books, 2004), pp. 105-44 (including plates).

Patricia Uberoi, "Unity in diversity' : dilemmas of nationhood in Indian calender art", *Contributions to India Sociology*, 36, 2, 2002, p. 191-232 (including plates).

General reading

Richard Lannoy, *The Speaking Tree* (New York : Oxford University Press, 1981).

K.Moti Gokulsing and Wimal Dissanayake, *Indian Popular Cinema : A Narrative of Cultural Change* (Hyderabad : Orient Longman, 1998).

Tapati Guha-Thakurta, *The making of a New 'Indian' Art" Artists, Aesthetics and Nationalism in Bengal, 1850-1920* (Delhi : Cambridge University Press, 1992).

ANCIENT DELHI

This course segment will discuss the history of Delhi and its surrounding areas as reflected in literature, archaeology, myth, history and memory. The section of Ancient Delhi will have a special focus on the remains of the stone age, late Harappan sites, the Purana Qila excavations and the Mahabharata legend, the Ashokan edict at Bahapur, the iron pillar at Mehrauli, and the remains of an early medieval settlement at Lal Kot. The reconstitution and reinterpretation of ancient remains in medieval and modern times will be illustrated through a discussion of the iron pillar at Mehrauli, the two Ashokan pillar, and the practice of the worship of ancient images in modern village shrines.

1. Stone age sites in the Delhi area.

A. K. Grover and P.L. Bakliwal, "River Migration and the Floods-A Study of Yamuna river through Remote Sensing," *Man and Environment* 9 (1985), pp. 151-3.

Dilip K. Chakrabarti and N. Lahiri, "A Preliminary Report on the Stone Age of the Union Territory of Delhi and Haryana," *Man and Environment*, 11 (1987), pp. 109-16.

A.K. Sharma, *Prehistoric Delhi and its Neighbourhood*, New Delhi, 1993.

Upinder Singh, *Ancient Delhi* (New Delhi, 1999), pp. 1-20.

2. Protohistoric settlements : later Harappan remains at Bhorgarh and Mandoli.

B.S.R. Babu, "A Late Harappan Settlement in Delhi," in C. Margabandhu and K.S. Ramachandran eds., *Spectrum of Indian* (Prof. S.B. Deo Felicitation vol.), Delhi, 1996, pp. 98-104.

B.S.R. Babu, "Excavations at Bhorgarh," *Puratattva*, No. 25 (1994-95), pp. 88-93.

B.R. Mani, *Delhi : Threshold of the Orient (Studies in Archaeological Excavations)* (New Delhi, 1997), pp. 17-25.

R.C. Thakran, "Protohistorical archaeological remains in the Union Territory of Delhi", *Proceedings of the Indian History Congress*, Calcutta session, 1990, pp. 800-806.

3. Archaeology and legend: The Purana Qila excavations and the Mahabharata legend; Painted Grey Ware sites.

Indian Archaeology - A Review, 1954-55 (pp. 13-14); 1969-70 (pp.4-6); 1970-71) (pp. 8-11).

J.B. van Buitenen trans. *Mahabharata*, (Chicago : Chicago University Press) *Sabha Parva* (description of Indraprastha)

B.D. Chattopadhyaya, "Indian Archaeology and the Epic Traditions," in *Studying Early India : Archeology, Texts, and Historical Issues* (N. Delhi, 2003), pp. 29-38.

S.P. Gupta and K.S. Ramachandran eds., *Mahabharata - Myth and Relaiity . differing views* (Delhi, 1976), Introduction.

4. The early historic period; the Ashokan rock edict at Shrinivaspuri/Bahapur.

M.C. Joshi and B.M. Pande, "A Newly-discovered Inscription of Ashoka at Bahapur. Delhi," *Journal of the Royal Asiatic Society of Great Britain and Ireland*, 1967, parts 3-4, pp. 96-98. D.C. Sircar, "New Delhi Inscription of Asoka," *Epigraphia Indica*, 38 (1969-70), pp. 1-4. Upinder Singh, *Ancient Delhi* (New Delhi, 1999), pp. 46-56.

B.r. Mani, *Delhi threshold of the Orient (Studies in Archaeological Excavations)* (New Delhi, 1997), pp. 35-37.

5. Remains of the 4th-6th centuries; the Mehrauli iron pillar

M.C. Joshi ed., *Kind Chandra and the Meharauli pillar* (Meerut, 1989).

B. Chhabra and G.S. Gai ed., *Corpus Inscriptionum Indicarum*, vol. 3 : *Inscriptions of the early Gupta kings* (New Delhi, 1981), pp. 257-259.

6. The early medieval period; Lal Kot and Anangpur

B.R. Mani, Excavations at Lal Kot 1991 and Further Explorations in Delhi," *Puratattva*, No. 22 (1991-2), pp. 75-87.

B.R. Mani and I.D. Dwivedi, 'Anangpur Fort : The Earliest Tomar Settlement near Delhi," *Puratattava*, No. 24 (1993-4), pp. 41-43.

7. The medieval and modern history of ancient remains : the Ashokan Delhi-Meerut and Delhi-Topra pillars; the iron pillar; and the worship of ancient images in modern village shrines.

Upinder Singh. *Ancient Delhi* (New Delhi, 1999), pp. 56-62, 73-74, 81-83.

Nayanjot Lahiri and Upinder Singh, "In the shadow of New Delhi : understanding the landscape through village eyes.: In Peter J. Ucko and Robert Layton, *The Archaeology and Anthropology of Landscape*, (1999), pp. 175-188.

Supplementary Readings :

Delhi Gazetteer (Delhi, 1976), pp 1-46.

Upinder Singh, *Ancient Delhi* (New Delhi, 1999)

Alexander Cunningham, *Archaeological Survey of India : Four Reports made during the year 1862-63. 64-65*, vol. 1 (Simla, 1871; reprint edn., Delhi, Varanasi), pp. 131-174.

Y.d. Sharma, *Delhi and its neighbourhood* (New Delhi : Archaeological Survey of India, 1990) pp. 1-2, 8-16.

B.R. Mani, *Delhi: Threshold of the Orient (Studies in Archaeological Excavations)* (New Delhi, 1997), pp. 25-35.

R.C. Thakran, "Implications of Partition on the proto-historical investigation in the Ghaggar-Ganga basin", *Social Scientist*, 2000, pp. 42-67.

MEDIEVAL DELHI

The medieval history of the cities of Delhi is associated with the Sultanate and the Mughals, with the Sufis, the courtiers and the poets who resided here. It is concerned with the artisanate, the commercial groups and brokers, the bazaars and their hinterlands that created a glittering emporium and a culture of urbanity that seized the imagination of the people of the age.

Required Readings :

(1) An account of the many cities :

Athar Ali, 'Capital of the Sultans : Delhi during the 13th and 14th centuries' in R. Frykenberg, *Delhi through the Ages*, (Delhi ; OUP, 1986), pp. 34-44.

J. Burton Page, 'Dihli: History, Monuments' in *Encyclopaedia of Islam*, vol. 2, pp. 255-66.

Ebba Koch, 'The Delhi of the Mughals prior to Shahjahanabad as reflected in the patterns of Imperial Visits', in Ebba Koch, *Mughal Art and Imperial Ideology*, (Delhi : OUP, 2001), pp. 163-82.

(2) Delhi as Imperial Camp and City :

Mohammad Habib, 'Introduction to Elliot and Dowson's History of India vol. II', in, Khaliq Nizami, ed., *Politics and Society during the Early Medieval Period, Collected Works of Professor Habib*, vol. 1, pp. 80-4.

Sunil Kumar, 'Qutb and Modern Memory' in Sunil Kumar, *The Present in Delhi's Pasts*, (Delhi: Three Essays Press, 2002), pp. 1-61.

Peter Jackson, 'The Problems of a vast Military Encampment', in R.E. Frykenberg, *Delhi Through the Ages : Essays in Urban History, Culture and Society*, (Delhi : OUP, 1986) pp. 18-33.

Stephen P. Blake, 'Cityscape of an Imperial Capital : Shahjahanabad in 1739' in R.E. Frykenburg, *Delhi Through the Ages : Essays in Urban History, Culture and Society*, (Delhi : OUP, 1986), pp. 152-91.

(3) Delhi as Economic centre :

Selections relating to the bazaars and artisanal activities in Shahjahanabad from Francois Bernier, *Travels in the Mogul Empire, AD 1656-68*, (Delhi : Low Price Publications, 1989 reprint), pp. 239-84.

Shama Mitra Chenoy, *Shahjahanabad : A City of Delhi, 1638-1857*, (Delhi : Vedamse Books (P) Ltd., 1998), Chapter 7.

(4) Delhi as social and cultural centre :

Zoya' al-Din Barani, *Ta'rikh-i-Firuz Shahi*, Hindi trans. S.A.A. Rizvi, *Adi Turk Kalin Bharat*, PP. 232-9; *Adi Khalaji kalin Bharat*, pp. 15-21.

Selections from Dargah Quli Khan, Moraqqa-i-Dehli, trans. Chandra Shekhar and Shama Mitra Chenoy, (Delhi : Deputy Publication, 1989).

Niccolao Manucci, *Storia do Mogor*, trans. William Irvine, (Delhi : Low Price Publications, 1990 reprint), vol. 2, pp. 308-58.

Shamsur Rahman Faruqi, *Early Urdu Literary Culture and History*, (Delhi : OUP, 2001), pp. 145-84.

General Reading

Y.D. Sharma, *Delhi and its neighbourhood* (N. Delhi : Archaeological Survey of India, 1990).

J.A. Page, *An Historical Memoir on the Qutb: Delhi*, (Delhi : ASI Memoir no. 22, 1998 reprint).

J.A. Page, ed., *List of Mohammedan and Hindu Monuments, Delhi Province*, (Delhi: ASI, 1913), 4 vols..

R.E. Frykenberg, *Delhi Through the Ages : Essays in Urban History, Culture and Society*, (Delhi: OUP, 1986).

Stephen Blake, *Shahjahanabad: the Sovereign City in Mughal India, 1639-1739*, (Cambridge : University Press, 1991).

Ebba Koch, *Mughal Art and Imperial Ideology*, (Delhi: OUP, 2001).

MODERN DELHI

Modern Delhi is explored through its imperial monuments and architecture, its literary and visual culture as also the formation of the city through histories of migration, displacement and violence. It takes the student from the 18th century to the 20th century and maps on the history of colonialism, and the post colonial experience on to social history and the history of imaginative practices.

Required Readings

1. Delhi : from the Battle of Patparganj to the Ghadar of 1857 - An Overview.

Narayani Gupta, *Delhi Between the Empires: 1803-1931* (Delhi: OUP, second impression, 1999), ch. 1, pp. 1-20.

Gali Minault, 'Qiran al-Sa'adain: The Dialogue between Eastern and Western Learning at Delhi College', in Jamal Malikk ed., *Perspectives on Mutual Encounters in South Asian History* (Leiden, Brill, 2000), pp. 260-277.

2. **Literary Cultures of Delhi**

Pavan Varma, *Ghalib, the Man, His Times* (Penguin, 1989), pp. 86-139.

C.M. Naim, 'Ghalib's Delhi: a Shamelessly Revisionist Look at two Popular Metaphors', (Delhi : Permanent Black, 2004), pp. 250-73.

3. **The Ghadar and its aftermath in the life of Delhi**

Narayani Gupta, *Delhi between the Empires*, pp. 20-31, 50-66.

Nayanjot Lahiri, 'Commemorating and Remembering 1857 : The Revolt in Delhi and its Afterlife', *World Archaeology* vol. 35, no 1 (June 2003).

4. **The Making of New Delhi**

Thomas Metcalf, 'Architecture and Empire : Herbert Baker and New Delhi', in Frykenberg ed., *Delhi Through the Ages*, pp. 391-400.

R.G. Irving, *Indian Summer: Lutyens, Baker and the Making of Imperial Delhi* (Yale University Press, Yale, 1981).

5. Delhi : Partition and After

Gynaendra Pandey, *Remembering Partition* (Cambridge University Press, 2001), Ch. 6.

Begum Anees Kidwai, *Azaadi ki Chhaon Mein* (NBT, Delhi : Hindi tr. of Urdu original, 1980), c. 3. pp. 38-65.

V.N. Datta, 'Punjabi Refugees and the Urban Development of Delhi', in Frykenberg ed., *Delhi through the Ages*, 442-462.

6. Violence, Dislocations, Expansions

Emma Tarlo, 'Welcome to History : A Resettlement Colony in the Making', in V. Duppont et al ed., *Delhi: Urban Spaces and Human Destinies* (Delhi: Manohar Publications, 1999) pp. 51-75.

Anita Soni, 'Urban Conquest of Outer Delhi : Beneficiaries, Intermediaries and Victims', in *Delhi: Urban Spaces and Human Destinies*, pp. 75-94.

Aditya Nigam, 'Theatre of the Urban: The Strange Case of the Monkey Man', in *Sarai Reader 02* (Delhi : CSDS, 2002).

7. Layers of History and Memory in Delhi

Charles and Karoki Lewis, *Delhi's Historic Villages : A Photographic Evocation* (Delhi : Ravi Dayal Publisher. 1997), Begampur, pp. 33-54.

Narayani Gupta, 'From Architecture to Archaeology : The "Monumentalizing" of Delhi's History in the Nineteenth Century', in Jamal Malik ed., *Perspectives on Mutual Encounters in South Asian History* (Leiden, Brill, 2000), pp. 49-65.

Shahid Amin, 'Past Remains', *Conversations*, vol. 3, no. 2, Summer 2003, pp. 77-84 (with plates); *IIC Quarterly*, Winter 2001, pp. (without plates)

Supplementary Readings/Viewings

Ali Sardar Jafri, *Deevan-e-Ghalib* (Hindi) (Delhi : Rajkamal Paperbacks, 1990) *bhumika*, pp. 1-15 and Poem no. 21 (except sh'ers 3, 4, 8); no. 27 (except sh'ers 3 and 9); no. 33 no. 79 (except sh'ers 2,5 and 6); no. 111 (except sh'ers 3,4,6 and 7).

Media Nagar 01 (Sarai, CSDS, 2004) (Hindi), p. 7-13, 14-19, 20-30 (articles by Pulorna Pal, Faizan Ahmad, Bhagwati Prasad. English version in *Publics and Practices in the History of the Present* (Resource CD, produced by, Sarai/CSDS) Focus on Delhi. <http://p.php.sarai.net/>

Begum Akhtar Sings Ghalib, LP and cassette, HMV

Gulzar's Mirza Ghalib, 1988, TV serial (VCD)

Ralph Russell and Khurshidul Islam, *Three Mughal Poets : Mir-Sauda-Mir Hasan* (Delhi : OUP, 1988) section on Mir.

Ameer Ali, *Twilight in Delhi* (A Novel in English) Urdu tr. by Bilkqis Jahan *Dilli Ki Ek Sham* (*Maktab-Jamia Millia, New Delhi*)

Mohan Rakesh, *Andhere Band Kamre* : A Novel in Hindi (Rajkamal Prakashan, Dilli)

Krishna Sobti, 'Abhi Dilli Door Hai', Pts. I-II, *Hans*, Sept-Oct. 1987.

The Past is a Foreign Country a The Past is a Foreign Country [on Purana Qila] documentary (on Purana Qila), by Anand V. Taneja, Akshay Singh, Sakina Ali on Purana Qila documentary, by Anand v. Taneja, Akshay Singh, Sakina Ali (2004).

Narayani Gupta & James Masselos, *Beato's Delhi, 1857, 1997* (Delhi: Ravi Dayal Publishers 2000).

RELIGION AND RELIGIOUSITY : ANCIENT INDIA

This course explores problems both of belief and faith as well as of defining religious boundaries. It looks at identities through a nuanced notion of overlaps and shared symbols, institutions, beliefs, and practices.

1. The problem of defining religious categories :

Gavin Flood, *An Introduction to Hinduism*, (N. Delhi, 2004), pp. 5-22.

David N. Lorenzen, "Who Invented Hinduism?" *Comparative Studies in Society and History*, 1999, pp. 630-59.

2. The renunciatory traditions :

Peter Harvey, *An Introduction to Buddhism : teachings, history and practices* (N. Delhi, 1991), chap. 3 (pp. 47-72).

Uma Chakravarti, "The Social Philosophy of Buddhism and the Problem of Inequality," in *Social Compass*, 33, 2-3 (1986), pp. 199-221.

Kendall W. Folkert, *Scripture and Community: Collected Essays on the Jains* ed. By John E. Cort (Atlanta, 1993), Chapter 1 (pp. 1-19).

3. Vaishnava and Shaiva devotional cults :

Bimal Matilal, "Krsna : In Defence of a Devious Divinity," in "The Collected Essays of Bimal Krishna Motilal: Ethics and Epics," ed. J. Ganeri (N. Delhi, 2002), pp. 91-108.

Selections from A.K. Ramanujan, *Hymns for the Drowning* (Delhi, Penguin, 1993) pp. 4-6, 22-27, 54-57.

A.K. Ramanujan, *Speaking of Siva* (Harmondsworth, 1973), Introduction (pp. 19-55).

Uma Chakravarti, "The World of the Bhaktin in South Indian Traditions - The body and beyond," *Manushi*, 50-2, 1982, pp. 18-29; reprinted in Kumkum Roy ed., *Women in Early Indian Societies*, pp. 299-321.

4. The temple; temple cities; royal temple policy:

R. Champakalakshmi, "Urbanization from Above : Tanjavur, The Ceremonial City of the Colas," in *Trade, Ideology and Urbanization:*

South India 3000 BC to AD 1300 (Delhi, 1996), Chapter 8, pp. 424-441.

Hermann Kulke, "Royal Temple Policy and the Structure of Medieval Hindu Kingdoms" in A. Eschmann, H. Kulke, and G.C. Tripathi eds., *The Cult of Jagannath and the Regional Tradition of Orissa* (N. Delhi, 1978), pp. 125-38.

5. Pilgrimage and patronage

Romila Thapar, "Patronage and the Community," in Barbara Stoler Miller ed., *The Powers of Art : Patronage in Indian Culture* (Delhi, 1992), pp. 19-34.

U. Singh, "Sanchi : The History of the patronage of an ancient Buddhist establishment," in *The Indian Economic and Social History Review*, 33, 1 (1996), pp. 1-35.

General Readings

R. Champakalakshmi and Usha Kris, *The Hindu Temple* (New Delhi, Roli Books, 2001), Chaps. 1 and 2, pp. 9-26.

S.M. Bhardwaj, *Hindu Places of Pilgrimage in India* (Delhi and Berkeley, 1973).

Gunther-Dietz Sontheimer, "Hinduism: The five components and their interaction," in Gunther-Dietz Sontheimer and Hermann Kulke eds, *Hinduism Reconsidered* (New Delhi: Manohar Publications 2001), pp. 305-324.

Lous Renou, "Religions of Ancient India," (New Delhi reprint, 1972), Chap. 6 (pp. 111-133. (chapter on Jainism).

Mandakranta Bose ed. *Faces of the Feminine in Ancient, Medieval, and Modern India* (N. Delhi, 2000), pp. 124-147.

I.B. Horner, *Women Under Primitive Buddhism : Laywomen and Almswomen*, extract in Kumkum Roy ed. *Women in Early Indian Society*, pp. 82-112.

Uma Chakravarti, *The Social Dimensions of Early Buddhism* (Delhi : Oxford University Press, 1996).

Dilip Chakrabarti, "The Archaeology of Hinduism," in Timothy Insoll ed., *Archaeology and World Religion* (London and New York : Routledge 2001) pp. 33-59.

Elizabeth A. Bachus and Nayanjot Lahiri eds. *The Archaeology of Hinduism*, "World Archaeology", vol. 36, No. 3, Sept. 2004, pp. 313-325.

Vijaya Ramaswamy, *Walking Naked: Women, Society, Spirituality in South India* (Shimla : IIAS, 1997).

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

A.L. Basham, *The Wonder That Was India*, pp. 256-312.

RELIGION AND RELIGIOSITY : MEDIEVAL INDIA

This course explores problems both belief and faith as well as of defining religious boundaries. The Middle Ages in India were the years that saw the historical evolution of piety and religious systems into forms familiar to us today. Through themes that touch upon communities of belief sustained through visual and oral practices, practices, shared spaces between beliefs and practices and 'conversions', students are introduced to the universe of a multitude of religious organizations and an infinite variety of religiosity.

Required Readings:

1. Communities of Belief :

Carl Ernst, 'The Textual Formation of Oral Teachings in the Early Chishti Order in *Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center*, (Albany : State University of New York Press), pp. 62-84.

W.H. McLeod, 'The Janam-Sakhis' in *The Evolution of the Sikh Community : Five Essays*, (Oxford : Clarendon Press, 1976), pp. 20-36.

A.K. Ramanujan, *Hymns for the Drawing*, (Delhi : Penguin, 1993), pp. 4-6, 22-7, 54-7.

2. Practices :

Carl W. Ernst and Bruce B. Lawrence, 'The Major Chishti Shrines' in *The Chishti Order in South Asia and Beyond*, (New York : Palgrave Macmillan, 2002), pp. 85-104.

Richard Eaton, 'Sufi Folk Literature and the Expansion of Indian Islam' in *Essays on Islam and Indian History*, (Delhi ; OUP, 2000), pp. 189-99.

David N. Lorenzen, 'Who invented Hinduism', *Comparative Studies in Society and History*, vol. 41, (1999), pp. 630-59.

3. Shared Spaces :

Phillip B. Wagoner, "Sultan among Hindu Kings: Dress, Titles and the Islamicization of Hindu Culture at Vijayanagara" in *Journal of Asian Studies* 55 (1996), pp. 851-880.

Subrahmanyam, Sanjay, 'Violence and Identities in South Asia: Grievances and Memory in Community Formation', *Purusartha*, 22 (2001), pp. 47-70.

Phukan, Shantanu, "Through throats where many rivers meet" : the Ecology of Hindi in the world of Persian', *Indian Economic and Social History Review*, 38 (2001), 33-58.

4. Conversions :

Richard M. Eaton, *The Rise of Islam and the Bengal Frontier 1204-1760*, (Delhi : OUP, 1997 reprint), Ch. 10.

Dominique Sila-Khan, *Conversions and Shifting Identities : Ramdeo Pir and Ismailis and Rajasthan* (Delhi : Manohar, 2003), pp 29-59.

General/Reading

Marshal Hodgson, *Venture of Islam : Conscience and History in a World Civilization*, (Chicago University of Chicago Press, 1974), vol. 1, pp. 3-69, 315-472; 201-54; 437-531.

Carl W. Ernst and Bruce B. Lawrence, *The Chishti Order in South Asia and Beyond*, (New York : Palgrave Macmillan, 2002).

Richard Eaton, *The Rise of Islam and the Bengal Frontier 1204-1760*, (Delhi : OUP, 1997 reprint).

Richard Eaton, *Sufis of Bijapur*, (Princeton : University Press, 1978).

Simon Digby, "Sufi Sheikh as the source of authority in medieval India", *Purusartha*, 9, 1989, 52-79.

Charlotte Vaudverille, *Kabir*, (Oxford : Clarendon Press, 1974), pp. 81-148.

David Lorenzen ed., *Religious Movements in South Asia, 600-1800*, (Delhi : OUP, 2004)

Karine Schomer and W.H. McLeod, *The Sants : Studies in a Devotional Tradition of India*, (Delhi : Motilal Banarsidas, 1987).

Vijaya Ramaswamy, *Walking Naked : Women, Society, Spirituality in South India* (Shimla : IAS, 1997).

Athar Ali, "Encounter and efflorescence : genesis of the medieval civilization" *Proceeding of the Indian History Congress, 1989-90*, pp. 1-17.

RELIGION AND RELIGIOSITY IN MODERN INDIA

This paper looks at the transition from a religious imagination to a modern perception of secularism. It also attempts to integrate notions of state, politics and self through their articulation in the space of religion. Religion emerges both as a site of belief and faith as much as social protest.

1. Traditions of Epics texts :

A.K. Ramanujan, "Thee hundred Ramayanas : five examples and three thoughts on translation", in Vinay Dharwadker ed. *A.K. Ramanujan's Collected essays* (Delhi: Oxford University Press, 1999), pp. 131-60.

Philip Lutgendorf, "Words made flesh: the text enacted", in *The Life of a Text : Performing the Ramcaritmanas of Tulasidas* (Delhi : Oxford University Press, 1991), pp. 248-66.

2. Dissenting Reading of Religious Tradition :

Mark Juergensmeyer, "The rise of Ad Dharm", in *Religion as Social Vision: the Movement Against Untouchability in 20th century Punjab* (Berkeley : University of California Press, 1982), pp. 33-72.

R.S. Khare, *The Untouchable as Himself* (Cambridge : Cambridge University Press, 1984), pp. 21-50.

3. Shared spaces of Religion :

Susan Bayly, "warrior martyr pirs in the 18th century", in *Saints, Goddesses and Kings : Muslims and Christians in South Indian Society, 1700-1900* (Cambridge : Cambridge University Press, 1989), pp. 187-215.

Shahid Amin, "On retelling the Muslim Conquest of northern India", in Partha Chatterjee and Anjan Ghosh ed., *History and the Present* (Delhi : Permanent Black, 2004), pp. 24-43.

4. Politics of Religion :

Sarah Ansari, in *Sufi Saints and State Power : the Pirs of Sind, 1843-1947* (Cambridge Cambridge University Press, 1992), pp.

Peter van der Veer, "God must be liberated' : A Hindu Liberation

Movement in Ayodhya", in *Modern Asian Studies*, 21, 2, 1987, pp.283-301.

5. Conversion and Identity :

Meera Kosambi, "An Indian Response to Christianity, Church and Colonialism. The Case of Pandita Ramabai", *Economic and Political Weekly*, XXVII, 43-4, 1992, pp. WS 61-71.

Valerian Rodrigues, "Making a Tradition Critical : Ambedkar's Reading of Buddhism", in Peter Robb ed. *Dalit Movements and the Meanings of Labour in India* (Delhi : Oxford University Press, 1993), pp. 299-339.

6. Religion and Secularism :

Romila Thapar, "Imagined Religious Communities? Ancient History and the Modern Search for a Hindu Identity", *Modern Asian Studies*, 23, 2, 1989, pp. 209-31.

D.E. Smith, "India as a secular state", in Rajeev Bhargava ed. *Secularism and its Critics* (Delhi : Oxford University Press, 1999), pp. 177-233.

General Reading

Kenneth Jones, *Socio Religious Reform Movements in British India* (Cambridge : Cambridge University Press, 1989).

Sunil Khilnani, *The Idea of India* (Delhi : Penguin Books, 1995).

Peter Hardy, *The Muslims of British India* (Cambridge : Cambridge University Press, 1972)

Mushirul Hasan, *Legacy of a Divided Nation : Indias Muslims since Independence* (Delhi : Manohar Publications)

C.J. Fuller, *The Camphor Flame; Popular Hinduism and Society in India* (Princeton : Princeton University Press, 1992).

Peter van der Veer, *Religious Nationalism : Hindus and Muslims in India* (Delhi : Oxford University Press, 1994).

INEQUALITY AND DIFFERENCE : ANCIENT INDIA

This course attempts to lay out the parameters of Indian history through the theme of inequality and difference. Even as India evolved a composite culture within a notion of civilizational unity, differences persisted and were maintained. Using a variety of primary and secondary texts, key issues in ancient Indian social history such as varna, jati, class caste, gender and perceptions of cultural difference are explored.

1. Social stratification, with special reference to varna and jati.

The Purushashukta; transl. In Wendy Doniger O'Flaherty, *The Rig Veda: An Anthology* (Penguin, 1981), pp. 29-32.

The Aggana Sutta, in T.W. Rhys Davids, *Dialogues of the Buddha*, vol. 3, pp. 77-94 (Sacred Books of the Buddhist series).

The Manu Smriti; G. Buhler transl. *The Laws of Manu* (1886; New Delhi rep. Edn. 1984), pp. 419-430 (on the duties of the varnas and duties in times of distress).

2. Gender, family and the household.

Uma Chakravarti, "Exploring a 'No-Conflict Zone : Interest, Emotion and the Family in Early India," in *Studies in History*, 18, 2, n.s. (2002), pp. 165-187.

Kumkum Roy, "The King's Household : Structure and Space in the Sastric Tradition," in Kumkum Sangari and Uma Chakravarti eds. *From Myths to Markets : Essays in Gender* (Shimla and New Delhi, 2001," pp. 18-38.

Vijaya Ramaswamy, "Aspects of Women and Work in Early South India," in *The Indian Economic and Social History Review*, 26 (1989), pp. 81-99.

3. Slavery, untouchability.

Dev Raj Chanana, "Slavery in Ancient India : As Depicted in Pali and Sanskrit Texts," Extracts in Alok Parasher-Sen ed., *Subordinate and marginal Groups in Early India* (N. Delhi, 2004), pp. 96-124.

Vivekanand Jha, "Stages in the History of Untouchables," *Indian Historical Review*, vol. 2 No. 1 (July 1973), pp. 14-31.

4. Tribes and forest people; perceptions of cultural difference.

Andre Beteille, "The Definition of Tribe," Seminar, Oct. 1960.

N.K. Bose, "Some forest-dwelling communities" *in idem. The Structure of Hindu Society*, pp. 29-40.

Brajadulal Chattopadhyaya, "Other, or the Others? Varieties of Difference in Indian Society at the Turn of the First Millennium and Their Historiographical Implications," in B. Chattopadhyaya, *Studying early India: Archaeology, Texts, and Historical Issues* (New Delhi, 2003), pp. 191-213.

General Readings :

P.V. Kane, *History of Dharmashastra*, vol. II, part I Poona, 1941), Chap. 2.

Uma Chakravarti, *Gendering Caste : Through a Feminist Lens* (Calcutta, 2003).

Kumkum Roy ed. *Women in Early Indian Societies* (New Delhi, 1999).

Aloka Parasher-Sen ed., *Subordinate and Marginal Groups in Early India* (N. Delhi, 2004), pp. 275-313.

Romila Thapar, "Perceiving the forest : early India," *in Studies in History*, vol. 17, No. 1, Jan.-June 2001, pp. 1-16.

V. Jha, "Candala and the Origin of Untouchability." *Indian Historical Review*, 13, no. 1-2 (July 1986-Jan 1987), pp. 1-36.

S.C. Dube, *Indian Society* (N. Delhi, 1990).

Dipankar Gupta ed., *Social Stratification* (New Delhi, 1991).

R.S. Sharma, *Shudras in Ancient India* (Delhi, 1983).

INEQUALITY AND DIFFERENCE : MEDIEVAL INDIA

This course attempts to lay out the parameters of Indian history through the theme of inequality and difference. In the Middle ages, with the formation of authoritarian regimes, the expansion of agrarian societies, and the emergence of pan-regional market economics, rather unique ways of articulating individual and collective identities, noting differences, formulating, displaying and reproducing social and economic inequalities came into being.

Required readings :

1. Class inequalities :

Zia al-Din Barani, 'Advice XIX : On the Noble Birth of the Supporters of the State' and 'Advice XXI: On the High Born and the Low Born', trans., Mohammad Habib and Dr. Mrs. Afsar Umar Salim Khan, *Fatawa-i-Jahandari : The Political Theory of the Delhi Sultanate*, (Allahabad : Kitab Mahal, nd.), pp. 91-6, 97-100.

Satish Chandra, 'The Structure of Village Society in northern India : the *Khud-kasht* and *Pahi-kasht*', in *Medieval India : Society, the Jagirdari Crisis and the Village*, (Delhi: Macmillan India, 1986 reprint), pp. 29-45.

Irfan Habib, "Forms of class struggle in Mughal India", in *Essays in Indian History : Towards a Marxist Perspective*, (Delhi : Tulika, 1995), pp. 233-258.

2. Slavery and Caste :

Sunil Kumar, 'When Slaves were Nobles', *Studies in History, ns 10 (1994)*, pp. 23-52.

Sumit Guha and Indrani Chatterjee, 'Slave-queen, Waif-prince : Slavery and Social Capital in Eighteenth-Century India', *Indian Economic and Social History Review*, vol. 36, (1999), pp. 165- 86.

Salim Kidwai, "Sultans, eunuchs and domestics : new forms of bondage in medieval India", in Utsa Patnaik and Dingwaney ed. *Chains of Servitude : bondage and slavery in India*. Madras : Sangam Books, 1985), pp. 76-96.

Irfan Habib, "Caste in Indian History", in *Essays in Indian History: Towards a Marxist Perspective*, (Delhi : Tulika, 1995), pp. 161-79.

3. Narrating Differences :

Romila Thapar, 'The Tyranny of Labels', in *Cultural Pasts: Essays in Early Indian History*, (Delhi : OUP, 2000), pp. 990-1014.

Cynthia Talbot, 'Inscribing the Other, Inscribing the Self: Hindu-Muslim Identities in Pre-Colonial India', in Richard Eaton, *India's Islamic Tradition, 711-1750*, (Delhi : OUP, 2003), pp. 83-117.

Sanjay Subrahmanyam, 'Taking Stock of the Franks: South Asian Views of Europeans and Europe, 1500-1800', *Indian Economic and Social History Review*, vol. 42 (2005).

5. Lordship and hierarchy :

Velcheru Narayana Rao, David Shulman and Sanjay Subrahmanyam, 'The Rhetoric of Kingship' in *Symbols of Substance : Court and State in Noyaka Period Tamilnadu*, (Delhi : OUP, 1992), pp. 169-188.

Norbert Peabody, 'In whose turban does the lord reside?: Kings, saints and merchants in western India', in *Hindu Kingship and Polity in Precolonial India*, (Cambridge : University Press, 2003), pp. 50-79.

6. Gender difference - inequality :

A.K. Ramanujan, 'On Women Saints', John S. Hawley, and Donna M. Wulff, *The Divine Consort : Radha and the Goddesses of India*, (Boston : Beacon Press, 1982), pp. 316-26.

John Stratton Hawley and Mark Juergensmeyer, *Songs of the Saints of India* (New York : Oxford University Press, 1988), chapter on Mirabai, pp. 119-40.

General Reading

Irfan Habib, *Essays in Indian History : Towards a Marxist Perspective*, (Delhi : Tulika, 1995).

Louise Marlow, *Hierarchy and Egalitarianism in Islamic Thought*, (Cambridge : University Press, 1997).

Cynthia Talbot, *Precolonial India in Practice: Society, Region and Identity in Medieval Andhra*, (Delhi : OUP, 2001).

Frederique Apffel Marglin, *Wives of the God-King, The Rituals of the Devadasis of Puri*, (Dehli : OUP, 1985), pp. 46-88.

Women bhakta poets, *Manushi Special issue*, 50-52, 1989.

INEQUALITY AND DIFFERENCE : MODERN INDIA

In the modern period, under the impact of colonialism and a renewed engagement with tradition by indigenous intellectuals as well as the conscious attempt to frame the history of India in terms of equality and justice, differences were negotiated and transformed. The course looks at the persisting search for equality and for a politics that engages with the idea of difference within evolving political frameworks.

1. Caste

Jotirao Phule, "Slavery", in G.P. Deshpande ed. *Selected Writings of Jotirao Phule* (Delhi : Leftword Books, 2002), pp. 26-46.

B.R. Ambedkar, *What Congress and Gandhi have Done to the Untouchables* (Bombay : Thaker and Co., 1946), pp. 126-64.

2. Gender

Lata Mani, "Abstract disquisitions : *bhadralok* and the normative violence of *sati*", in *Contentious Traditions : the Debate on Sati in Colonial India* (Delhi : Oxford University Press, 1998), pp. 42-82.

Gali Minault, "Role Models : Educated Muslim women-real and ideal", in *Secluded Scholars: Women's Education and Social Reform in Colonial India* (Delhi : Oxford University Press, 1999), pp. 14-57.

3. Social Movements

V. Geetha and S. Rajadurai, "Problems of caste and the new order", in *Towards a Non-Brahmin Millenium: from lyothee Dass to Periyar* (Calcutta: Samya Publications, 1998), pp. 351-77.

Sekhar Bandyopadhyaya, *Caste, Protest and Identity in Colonial India: the Namasudras of Bengal 1872-1947* (Richmond: Curzon Press, 1997).

4. Tribe

David Hardiman, "Assertion, conversion and Indian nationalism: Govind's movement among the Bhils", in Rowena Robinson and Sathianathan Clarke ed., *Religious conversion in India: Modes, Motivation and Meanings* (Delhi: Oxford University Press, 2003), pp. 255-84.

Sanjib Baruah, "Confronting constructionism : ending the Naga war", in *Durable Disorder : understanding the politics of North East India* (Delhi : Oxford University Press, 2005), pp. 98-122.

5. Religious communities

Gyanendra Pandey, "Disciplining difference", in *remembering Partitions: Violence, Nationalism and History in India* (Cambridge : Cambridge University Press 2001), pp. 152-74.

Omvedt, "Colonial challenges, Indian responses and Buddhist revival", in *Buddhism in India: Challenging Brahmanism and Caste* (New Delhi : Sage Publication, 2003), pp. 217-42.

6. Development in Modern India

Amita Baviskar, *In the Belly of the River: Tribal Conflict over Development in the Narmada Valley* (Delhi: Oxford University Press, 1995), pp.

Partha Chatterjee, "Development planning and the Indian State", in Terence J. Byres ed. *The State, Development Planning and Liberalization in India* (Delhi: Oxford University Press, 1998), pp. 82-103.

General Reading

Susan Bayly,, *Caste Society and Politics in India from the 18th century to the Modern Age* (Cambridge: Cambridge University Press, 1999).

M.N. Srinivas, *Social Change in Modern India* (Hyderabad: Orient Longman, 1977).

Geraldine Forbes, *Women in Colonial India* (Cambridge: Cambridge University Press,)

Andre Beteille, *Society and Politics in India* (London: Athlone Press, 1991).

Francine Frankel, *India's Political Economy, 1947-77: the Gradual revolution* (Princeton : Oricenton University Press, 1978).

Paul Brass, *The Politics of India since Independence* (Cambridge: Cambridge University Press, 1990).

Oliver Mendelsohn ad Marika Vicziany, *The Untouchables: subordinateion poverty and the state in Modern India* (Cambridge: Cambridge Press, 1998).

SOCIOLOGY OF CONTEMPORARY INDIA

1. *Understanding India*
 - (a) India as an object of Study
 - (b) Tradition and Modernity
 - (c) India as a plural society
 - (d) Social Movements.
2. *Social Institutions and Practices*
 - (a) Caste
 - (b) Tribes
 - (c) Class
 - (d) Village
 - (e) Family and Kinship
 - (f) Gender

Readings:

1. B.S. Cohn. 1987. *An Anthropologist among the Historians and other Essays*. Delhi: OUP. (Chapter 1).
2. Milton Singer. 1972. *When a Great Tradition Modernizes*. New York: Praeger Press. (Chapter 5 and 9).
3. Mukul Kesavan. 2002. *Secular Common Sense*. New Delhi: Penguin.
4. T.N. Madan (ed). 2004. *India's Religions*. Delhi: OUP. (Chapter 1).
5. Phillip Mason. 1967. *India and Ceylon: Unity and Diversity*. Delhi: OUP. (Chapter 3).
6. M.S. Gore. (2002). *Unity in Diversity: The Indian Experience in Nation Building*. Delhi: Rawat Publications. (Chapter 6).
7. M. L. Dantwalla. H. Sethi and P. Visaria (ed) 1998. *Social Change Through : Voluntary Action*. New Delhi: Sage Publications. Pp 74-92.
8. M.N. Srinivas. 1969. *The Caste System in India*. In Andre Beteille (ed) *Social Inequality*. England: Penguin Books.
9. Gail Omvedt. 1995. *Dalit Visions: The anti-caste movement and the construction of an Indian identity*. Delhi: Orient Longman.

10. C.J. Fuller. 1991. *Kerala Christians and the Caste System*. In Dipankar Gupta *Social Stratification*. Delhi: OUP.
11. Virginius Xaxa. 2002. "Tribes in India". In Veena Das (ed) *The Encyclopaedia of Sociology and Social Anthropology*. Pp 373-408.
12. Andre Beteille. 1974. *Studies in Agrarian Social Structure*. Delhi: OUP. (Chapter 1).
13. Mark Holmstrom. 1991. "Who are the Working Class?" In Dipankar Gupta (ed). *Social Stratification*. Delhi: OUP.
14. Jan Breman. et.al. 1997. *The Village in Asia Revisited*. Delhi: OUP. (Introduction. Pp. 126-174).
15. Viramma, Jociane Racine and Jean-Luc Racine. 2000. *Viramma: Life of a Dalit*. New Delhi: Social Science Press.
16. A.M. Shah. 1998. *Critical Essays on the Family in India*. Delhi: Orient Longman. (Chapters 2, 3).
17. Patricia Uberoi (ed.). 1993. *Family Kinship and Marriage in India*. Delhi: OUP. (Chapters 1 & 15).
18. Rajeshwari Sunder Rajan. 2003. *Scandal of the State* Duke: Duke University Press (Chapter 6).
19. Uma Chakravarti. 2003. *Gendering Caste: Through a Feminist Lens*. Calcutta: Stree. (Chapters 2 & 9).

GEOGRAPHY

Principles of Geography

Unit I - Introduction

- * Definition, nature and scope of Geography
- * Concepts : Location, space, place, region, spatial interaction
- * Methods & Techniques : Elements of maps, remot sensing and GIS

Unit II-Physical Geography

- * Internal structure on the earth
- * Plate Tectonics: Plate movements and interactions; volcanism, earthquakes, mountain building
- * Landform Development: Geographical cycle of W.M. Davis
- * Atmospheric circulation and composition

Unit III -Human Geography

- * World Population: Growth and distribution; demographic transition model
- * Settlements: Definition, types and patterns, Christaller's central place theory

Unit IV -Economic Geography

- * Agriculture: Determinants of agriculture, types of agriculture - Intensive subsistence and commercial farming; Von Thunen's Model
- * Industry: Factors of industrial location, Weber's theory of industrial location major industrial regions

Suggested Readings

1. Alexander, J.W. and Hartshorne, T. (1988), Economic Geography, New Jersey: Prentice Hall.
2. Chandna, R. C. (2000), Geography of Population, New Delhi: Kalyani Publishers.
3. Conte, D. J. and Thomson, D. J. (1994), Earth Sciences, New York: John Wiley and Sons.
4. Danial, P. and Hopkinson, M. (1994), The Geography of Settlements, Harlow, Essex: Oliver and Boyd.
5. Fellmann, J. D., Getis, A. and Getis, J. (2003), Human Geography: Landscapes of Human Activities, New Delhi: McGraw Hill.

6. Leong, G. C. and Morgan, G. L. (2004), *Human and Economic Geography*, Delhi: Oxford University Press.
7. Rubenstein, J. M. (2004), *Cultural Landscape: An Introduction to Human Geography*, Prentice Hall.
8. Singh, S. (2000), *Physical Geography*, Allahabad: Prayag Pustak Bhawan.
9. Strahler, A. H. and Strahler, A. N. (1997), *Physical Geography: Science and Systems of the Human Environment*, New York: John Wiley and Sons.
10. Strahler, A. H. and Strahler, A. N. (2000), *Introducing Physical Geography*, New York: John Wiley and Sons.

GEOGRAPHY OF INDIA

Unit I : Physical Base

- * Physiographic divisions
- * Climate -Distribution of temperature and precipitation, mechanism of monsoons
- * Soil and vegetation -Types and distribution

Unit II: Human Dimensions ..

- * Population distribution
- * Growth
- * Problems and policies

Unit III: Economic Activities

- * Agricultural landuse and cropping patterns; Green Revolution and White Revolution
- * Infrastructural development - Roads, railways and power
- * Industrial regions and complexes
- * Information technology & services

Unit IV: Contemporary Issues

- * Urbanization and metropolitanization
- * Food security
- * Land degradation
- * Natural hazards and disasters

Suggested Readings:

1. Barrow, C.J. (1994), Land Degradation, Cambridge: Cambridge University Press, pp 1-20.
2. Bhargava, K.K. and Khatri, S.K. (eds), (2002), South Asia 2010: Challenges and Opportunitites, Konark Publishers, Delhi, pp. 173-195.
3. Chand, M. and Puri, V.K. (2004), Regional Planning in India, Allied Publishers Pvt. Ltd., Mumbai, pp. 219-267.
4. Chandna, R.C. (2000), A Geography of Population, Kalyani Publishers, Ludhiana, pp.68-84.
5. Govt. of India: INDIA: Annual Reference, New Delhi: Publication Division, Ministry of Information and Technology.

6. Indira Gandhi Institute of Development Research: India Development Report: A Annual Reference, New Delhi: Oxford University Press.
7. Johnson, B.L.C. (1980), India: Resources and Development, New Delhi (India): Arnold-Heinemann Publishers.
8. Mamoria, C.B., Economic and Commercial Geography of India, .Agra: Shivalal Aggarwal and Co.
9. Pal, S.K. (1997), Physical Geography of India: A Study in Regional Earth Sciences, Hyderabad :Orient Longman.
10. Raychaudhuri, S.P.(1996), Land and Soil, New Delhi: National Book Trust of India.
11. Sharma, J.C.Bharat Ka Praroop, Merrut: Kedar Nath Ram Nath.
12. Sharma, T.C.(2003), India: An Economic and Commercial Geography, Vikas Publishing House Pvt. Ltd.
13. Tewari, V.N., Bharat Ka Bhugolik Swaroop, Agra: Ram Prasad and Sons.
14. Tirtha, Ranjit and Krishan, Gopal (1996), Geography of India, New Delhi : Rawat Publication.

ALGEBRA AND CALCULUS
(Other than Economics) (II Year)
(3 lectures per week)

Unit-I Algebra and Geometry 12 marks

\mathbb{R} , \mathbb{R}^2 , \mathbb{R}^3 as Vector Spaces over \mathbb{R} . Standard basis for each of them. Concept of linear independence. Matrices, basic concepts and algebraic operations. Determinants. System of linear equations and their solutions. Methods for finding inverse of a matrix.

Cramer's rule. Solution of problems arising in psychology, geography and other Social Sciences.

Cartesian Coordinates in 2 and 3 dimensions. Techniques of tracing of standard curves like straight lines, circle, ellipse, parabola and hyperbola. Reflection Property.

Interpretation of Equations for surfaces like Sphere, Cones, Ellipsoid and their pictures.

Functions and analysis of graphical information. Graphs of functions such as polynomials, trigonometric functions, exponential and logarithmic functions, inverse trigonometric functions arising in problems of geography, political science, psychology etc. such as growth, decay and population growth. Concept of shifting and scaling of graphs.

Unit-II: Calculus-I 14 marks

Concept of limit and continuity along with the intuitive and graphical approach. Input output examples for motivation.

Statement and implication of intermediate value theorem and other properties such as maximum and minimum attained for continuous functions on closed bounded intervals. Examples from common everyday phenomena related to social sciences and humanities. Differentiation and derivatives of first and second order. Statement and interpretation of algebra of derivatives. The derivative in graphing and applications. Slope of a graph, tangent lines. Increasing and decreasing behaviour of a function. Concavity and convexity. Maxima, minima and point of inflexion. Applications to problems in Social Sciences.

Statements, interpretation and practical applications of Rolle's theorem and Lagrange's mean value theorem.

Sequences to be introduced through the examples arising in social sciences beginning with finite sequences, followed by concepts of recursion and difference equations. The Fibonacci sequence arising from the branching habit of trees and the breeding habit of rabbits.

Intuitive idea of the convergence of series, especially geometric series. Taylor and Maclaurin series formula for $\exp x$, $\log(1+x)$, $\sin x$, $\cos x$.

Unit-III: Calculus-II

12 marks

Integration of simple trigonometric, rational and irrational functions. Concept of definite integral as sum of limits. Calculation of area and length of curves with emphasis on solution of problems arising in geography, psychology and other social sciences. Mathematical modelling with differential equations of first order. Formulation and verification of solution of differential equations such as population growth and spread of disease.

References:

1. H.Anton, I.Bivens and S. Davis: Calculus, John Wiley and Sons (Asia), 2002.
2. B. Thomas, R.L. Finney: Calculus and Analytic Geometry, Pearson Education (Singapore), 2001.
3. T.M.Apostol, Calculus, volume I. John Wiley and Sons (Asia) Ltd., 2002.
4. H.S. Bear, Understanding Calculus, John Wiley and Sons, 2003.

MATHEMATICAL METHODS

(Other than Economics) (II year)

(3 lectures a week)

Emphasis will be on examples from Social Sciences and Humanities :

Unit-I Approximation and Numerical Methods 13 marks

Linearization and differentials, estimating change with differentials, the error in approximation. Newton's method or finding roots, particularly of polynomial equations.

Concept of sum of a series, Infinite Geometric series. Series formulas for e^x , $\log(1+x)$ and their use in polynomial approximation and error estimation.

Numerical integration: Simpson's rule, trapezoidal approximation. Roots of equations: bisection method, method of false position, Newton-Raphson method. Solution of linear equations: Gauss elimination, Gauss-Seidel method.

Programming: Data types, variables, control structure, functions and modules, arrays, interface with databases.

Unit-II : Statistical Methods 17 marks

Skewness, Kurtosis, Elementary Probability and basic laws. Discrete and continuous random variables. Mathematical expectation, mean and variance of binomial, Poisson and normal distributions; normal distribution curve.

Sample mean, sampling variance, standard error, confidence interval, t-test, z-test. Chi-square goodness of fit. Analysis of variance for one way classification. Least squares method. Correlation, multiple correlation, linear regression. Concept of multiple regression. Elementary Factor analysis.

Use of standard softwares (spreadsheets) for simple statistical analysis.

Unit-III : Linear Programming and Game Theory 8 marks

Formation of linear programming problem (LPP), graphical method, solving simple LPP by simplex method.

Theory of Games: Introduction to basic concepts of game theory including strategic games examples like prisoner's dilemma. Principle of dominance. Notion of zero sum and non-zero sum games. Formulation of two person zero sum game and strategies for players. Solution of simple games.

Recommended Books:

1. R.J.Shavelson, Statistical Reasoning for the Behavioural Sciences, Allyn and Bacon, Inc. 1981.
2. B.E. James and G.M.Barber, Elementary Statistics for Geographers, The Guilford Press, London, 1996.
3. G.B. Thomas and R.L. Finney. Calculus and Analytic Geometry, Pearson Education, 2001.
4. V. Rajaraman, Fundamentals of Computers, Prentice Hall of India, 2002.
5. S.S.Hillier and G.J. Lieberman, Introduction to Operational Research, Tata McGraw Hill, 2001.

Project Work for Internal Assessment

Project based on

1. Statistical Analysis using an appropriate computing tool.
2. Analysis and approximation of experimental data e.g. coastal disturbances, floods, cyclone, election results, child Psychology and behavioural patterns etc.

ELEMENTS OF ANALYSIS

Economics (II Year)

(3 lectures per week)

Unit I: Real Sequences

16 marks

Finite and infinite sets examples of countable and uncountable sets. Real line; absolute value bounded sets suprema and infima, statement of order completeness property of \mathbb{R} , Archimedean property of \mathbb{R} , intervals. Real sequences, convergence, sum and product of convergent sequences, proof of convergence of some simple sequences such as $(-1)^n/n$, $1/n^2$, $(1+1/n)^n$, x^n with $|x| < 1$, a_n/n , where a_n is a bounded sequence. Concept of cluster points and statement of Bolzano Weierstrass' theorem. Statement and illustration of Cauchy convergence criterion for sequences. Cauchy's theorem on limits, order preservation and squeeze theorem, monotone sequences and their convergence.

Unit II: Infinite Series

12 marks

Definition and a necessary condition for convergence of an infinite series. Cauchy convergence criterion for series, positive term series, geometric series, comparison test, limit comparison test, convergence of p-series, Root test, Ratio test, alternating series, Leibnitz's test. Definition and examples of absolute and conditional convergence.

Unit III: Power series

10 marks

Definition of power series: radius of convergence, Cauchy-Hadamard theorem, statement and illustration of term-by-term differentiation and integration of power series. Power series expansions for $\exp(x)$, $\sin(x)$, $\cos(x)$, $\log(1+x)$ and their properties.

Recommended books:

1. R. G. Bartle and D. R. Sherbert: Introduction to Real Analysis, John Wiley and Sons (Asia) Pte. Ltd., 2000.
2. C. P. Simon and L. Blume: Mathematics for Economists, W W Norton and Company, 1994.
3. K. Sydsaeter and P.J. Hammod, Mathematics for Economic Analysis, Pearson Education, 2002.

LINEAR ALGEBRA AND CALCULUS

Economics (II Year)

(3 lectures per week)

Unit I: Linear Algebra 16 marks

\mathbf{R}^n as a vector space over \mathbf{R} , subspaces of \mathbf{R}^n , linear independence and linear span, standard basis for \mathbf{R}^n and examples of different bases in \mathbf{R}^2 and \mathbf{R}^3 . Linear transformations from \mathbf{R}^n to \mathbf{R}^m , null space, range space, statement and illustration of the rank-nullity theorem, matrix of a linear transformation with respect to standard basis, matrices as linear transformations. Hermitian, unitary and normal matrices.

\mathbf{R}^n as a real inner product space (dot product), orthogonality, length of a vector, examples of orthonormal basis, Pythagoras' theorem, Cauchy-Schwartz Inequality.

Unit II: Real valued functions of one variable 12 marks

Limit and continuity of real valued functions of one variable, sum and product of continuous functions, sign preserving property for continuous functions, intermediate value theorem, extreme value theorem for continuous functions. Derivability of real valued functions of one variable, Rolle's theorem, mean value theorem.

Unit III: Calculus of several variables 10 marks

Definition and examples of sequences, open sets, closed sets, compact sets, connected subsets of \mathbf{R}^1 and \mathbf{R}^2 Limit and continuity for real valued functions on \mathbf{R}^2 , differentiability of real valued functions on \mathbf{R}^2 , directional derivatives and gradients for these functions. Statement of Taylor's theorem for functions of two variables, Maxima and Minima of functions of two variables.

Recommended books:

1. T. M. Apostol: Calculus, Volume 1, John Wiley and Sons (Asia) Pvt. Ltd., 2002.
2. R. G. Bartle and D. R. Sherbert: Introduction to real analysis, John Wiley and Sons (Asia) Pte. Ltd. 2000.

3. H. Anton, I Bivens and S. Davis: Calculus, John Wiley and Sons (Asia) Pvt. Ltd., 2002.
4. C. P. Simon and L. Blume: Mathematics for Economists, W W Norton and Company, 1994.

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF HISTORY

**UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)**



SYLLABUS OF COURSES TO BE OFFERED **Core Courses, Elective Courses & Ability Enhancement Courses**

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
 - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<u>I. Core Course</u> (12 Papers) Two papers – English Two papers – MIL Four papers – Discipline 1. Four papers – Discipline 2. Core Course Practical / Tutorial* (12 Practicals)	12X4= 48	12X5=60
<u>II. Elective Course</u> (6 Papers) Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Inter disciplinary Two papers from each discipline of choice and two papers of interdisciplinary nature. Elective Course Practical / Tutorials* (6 Practical/ Tutorials*) Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Generic (Inter disciplinary) Two papers from each discipline of choice including papers of interdisciplinary nature.	6x4=24	6X5=30
	6 X 2=12	6X1=6
<ul style="list-style-type: none"> • Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester 		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory (2 Papers of 2 credits each) Environmental Science English Communication/MIL	2 X 2=4	2 X 2=4
2. Ability Enhancement Elective (Skill Based) (4 Papers of 2 credits each)	4 X 2=8	4 X 2=8
	<hr/> Total credit= 120	<hr/> Total = 120

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

***wherever there is a practical there will be no tutorial and vice-versa.**

Structure of B.A (Programme) History

Core Courses-4

1. History of India from the Earliest Times upto 300 CE
2. History of India from C.300 to 1206.
3. History of India from C. 1206 to 1707
4. History of India from 1707 to 1950

Discipline Specific Elective (DSE) Any Two

1. Patterns of Colonialism in the World: 15TH TO 19 Centuries.
2. National liberation Movements in 20th Century World.
3. Some Aspects of European History: C.1780-1945.
4. Patterns of Capitalism in Europe: C.16TH Century to early 20th Century
5. Paper-5: Some Aspects of Society &Economy of Modern Europe: 15 – 18 Century
6. Political History of Modern Europe: 15 th-18th Century

Generic Elective (Inter-Disciplinary) Any Two

1. Women Studies in India.
2. Women in Politics &Governance.
3. Some Perspectives on Women's Rights in India.
4. Gender and Education in India.
5. History of Indian Journalism: Colonial &Post Colonial Period.

Paper 6.CULTURES IN THE INDIAN SUBCONTINENT

1. Ability Enhancement Elective Course (AEEC) Any Four
2. Historical Tourism: Theory &Practice
3. Museums &Archives in India
4. Indian History &Culture
5. Ethnographic Practices in India: Tradition of Embroidery;TextileMaking, Knitting, Handicrafts
6. An Introduction to Archaeology
7. Documentation &Visual Culture
8. Orality and Oral Culture in India

Core Courses: 4

1. History of India from Earliest Times up to 300 CE

I. Sources & Interpretation

II. A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures.

III. Harappan Civilization ; Origin, Extent, dominant features & decline, Chalcolithic age.

iv. The Vedic Period: Polity, Society, Economy and Religion, Iron age with reference to PGW & Megaliths.

v. Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the

Causes of Magadha's success

vi. Iranian and Macedonian Invasions, Alexander's Invasion and impact

vii. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions

viii. The Satvahanas Phase; Aspects of Political History, Material Culture, Administration, Religion

viii. Emergence and Growth of Mauryan Empire; State ,Administration, Economy, Ashoka's Dhamma, Art & Architecture

ix. The Satvahana Phase: Aspects of Political History, Material Culture, and Administration & Religion

x. The Sangam Age: Samgam Literature, The three Early Kingdoms, Society & the Tamil language

xi. The age of Shakas: Parthians & Kushanas, Aspects of Polity, Society, Religion, Arts & Crafts, Coins, Commerce and Towns.

References:

1. Agrawal, D.P. The Archaeology of India
2. Basham, A.L. The Wonder That was India
3. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
4. Jaiswal, Suvira Caste: Origin, Function and Dimensions
5. Subramanian, N. Sangam Polity
6. Thapar, Romila History of Early India
7. Allchin, F.R. and B Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
8. Basham, A.L. The Wonder That was India
9. Jha, D.N. Ancient India in Historical Outline (1998 edn.)
10. Kosambi, D.D. Culture and Civilization of Ancient India
11. Ray, H.P. Monastery and Guild India in Historical Outline
12. Sastri, K.A.N. A History of South India
13. R.S Sharma, India's Ancient Past
14. Ray, Niharranjan Maurya and Post Maurya Art
15. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991 edn.)
16. Thapar, Romila Ashoka and the Decline of the Mauryas (1997 edn)
17. Yazdani, G. Early History of Deccan
18. Aspects of Political Ideas and Institutions in
19. Ancient India (1991 edn.)
20. Thapar, Romila Ashoka and the Decline of the Mauryas (1997 edn)
21. Yazdani, G. Early History of Deccan

Paper-2: History of India from. C.300 to1206

I. The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science &Technology.

II. Harsha & His Times: Harsha's Kingdom, Administration, Buddhism & Nalanda

III. South India: Polity, Society, and Economy & Culture

IV. Towards the Early Medieval: Changes in Society, Polity Economy and Culture with reference to the Pallavas, Chalukayas and Vardhanas..

V. Evolution of Political structures of Rashtakutas, Pala &Pratiharas.

VI. Emergence of Rajput States in Northern India: Polity, Economy &Society.

VII. Arabs in Sindh: Polity, Religion &Society.

VIII. Struggle for power in Northern India &establishment of Sultanate.

References:

1. R. S. Sharma: Indian Feudalism-India's Ancient Past
2. B. D. Chattopadhaya: Making of Early Medieval India
3. Derryl N. Maclean: Religion and Society in Arab Sindh
4. K. M. Ashraf: Life and Conditions of the People of Hindustan
5. M. Habib and K.A. Nizami: A Comprehensive History of India Vol.V
6. Tapan Ray Chaudhary and Irfan Habib (ed.)
7. : The Cambridge Economic History of India, Vol.I
8. Peter Jackson: Delhi Sultanate: A Political and Military History
9. Tara Chand: Influence of Islam on Indian Culture
10. Satish Chandra: A History of Medieval India, 2 Volumes
11. Percy Brown, : Islamic Architecture

Paper -3:History of India from 1206 to 1707

- I. Foundation, Expansion & consolidation of the Delhi Sultanate; Nobility & Iqta system.
- II. Military, administrative & economic reforms under the Khiljis & the Tughlaqs.
- III. Bhakti & Sufi Movements.
- IV. Provincial kingdoms: Mewar, Bengal, Vijaynagara & Bahamanis.
- V. Second Afghan State.
- VI. Emergence and consolidation of Mughal State, C.16th century to mid 17th century.
- VII. Akbar to Aurangzeb: administrative structure-Mansab & Jagirs, State & Religion, Socio-Religious Movements.
- VIII. Economy, Society & Culture under the Mughals.
- IX. Emergence of Maratha Power.

References:

1. Irfan Habib: The Agrarian System of Mughal India 1556-1707,
2. Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8 Volumes,
3. M. Athar Ali: Mughal Nobility under Aurangzeb,
4. Shireen Moosvi: The Economy of the Mughal Empire
5. S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
6. R.P. Tripathi: The Rise and Fall of the Mughal Empire, 2 vol.
I. H. Siddiqui: Some Aspects of Afghan Despotism
7. Kesvan Veluthat: Political Structure of Early Medieval South India
8. P.J. Marshall: The Eighteenth Century in Indian History.
9. Stewart Gordon, : The Marathas 1600-1818
10. Percy Brown, : Islamic Architecture

Paper-4: History of India; 1707-1950.

- I. Interpreting the 18th Century.
- II. Emergence of Independent States & establishment of Colonial power.
- III. Expansion & consolidation of Colonial Power upto 1857.
- IV. Uprising of 1857: Causes, Nature & Aftermath.
- V. Colonial economy: Agriculture, Trade & Industry.
- VI. Socio-Religious Movements in the 19th century.
- VII. Emergence & Growth of Nationalism with focus on Gandhian nationalism.
- VIII. Communalism: Genesis, Growth and partition of India.
- IX. Advent of Freedom: Constituent Assembly, establishment of Republic.

References:

1. Sugata Bose and Ayesha Jalal: Modern South Asia: History, Culture, Political Economy, New Delhi, 1998
2. Sekhar Bandyopadhyay From Plassey to Partition
3. Barbara D Metcalf and T.R. Metcalf A Concise History of India, Cambridge, 2002
4. C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990
5. Sumit Sarkar Modern India 1885 ñ 1947, Mamillan, 1983
6. Mushirul Hasan John Company to the Republic: A story of Modern India
7. R.P. Dutt, India Today.
8. Thomas Metcalf Ideologies of the Raj.
9. R. Jeffery, J Masseloss, From Rebellion to the Republic.
10. Bipan Chandra: Nationalism and Colonialism.
11. Urvashi Butalia The Other side of Silence.
12. Francine Frankel India's Political Economy 1947- 1977.
13. Parul Brass The Politics of India since Independence.
14. Lloyd and Susan Rudolph In Pursuit of Laxmi: the Political Economy of the Indian State, Chicago, 1987
15. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
16. Gail Omvedt Dalits and Democratic Revolution.

17. Ramachandra Guha The Fissured Land.
18. K.G. Subramanian The Living Tradition: Perspectives on Modern Indian Art.
19. Radha Kumar A History of Doing.

Discipline Specific Elective: Any Two

Paper-1: Patterns of Colonialism in the World: 15th to 19th Century

- I. Defining Colonialism.
- II. Establishment of Colonial Empires by Spain and Portugal in 15th-16th centuries.
- III. French in Canada: 1534-1763
- IV. British in India in 18th century.
- V. Informal Empire in 19th century Africa.
- VI. Scramble for Power in late 19th century China.
- VII. Nature of Colonial control and patterns of subjugation.

References:

1. Ralph Davis, *The Rise of the Atlantic Economies*, New York, 1973,
2. J.H Perry, *The Establishment of the European Hegemony 1415-1715, Trade & Exploration in the Age of the Renaissance*, Harper Torch books, 1959,
3. K.R.G.Nair & Romey Borges, *Discovering French Canada*, Allied Publishers, 2002
4. Ralph Davis, *The Rise of the Atlantic Economies*,
5. Christopher Hill, *From Reformation to Industrial Revolution*
6. Basil Davidson, *Modern Africa: A Social and Political History*, 3d edn. London / New Jersey: Addison ñ Wesley, 1995
7. Arvind Sinha, *Europe in Transition*, Delhi, 2010 (also in Hindi)

Paper-2: National Liberation Movements in 20th century World

I. Nationalism: Theory and Practice.

II. Nature of Imperialism and colonialism

III. National Movements in Nigeria, Kenya, Congo, Angola & South Africa.

IV. China between 1911-1949: Revolution of 1911, May Fourth Movement and Cultural Revolution under Mao Tse Tung.

Indonesian Revolution 1945-1949.

VI. National Movement in India.

References:

1. Lucian Bianco, *Origins of the Chinese Revolution, 1915-1946.*
2. A.J. Temu & Roger Owen eds, *Studies in the theory of Imperialism, 1970.*
3. E.F. Penrose, ed, *European Imperialism the partition of Africa, 1980.*
4. Milton Osborne, *Southeast Asia: An Introductory History.*
5. Sumit Sarkar, *Modern India, Macmillan, 1984.*

Paper-3: Some Aspects of European History: C.1780-1939

- I.The French Revolution: Genesis Nature & Consequences
- II.Napoleonic Era and aftermath.
- III.Revolutions of 1830 & 1848.
- IV.Unification of Italy &Germany.
- V.Social and economic Changes.
- VI. Imperialist Conflicts: W.W I
- VII.Rise of Fascism and Nazism.
- VIII.Origin of W.W.II

References:

1. E.J. Hobsbawm: The Age of Revolution.
2. Lynn Hunt: Politics, Culture and Class in the French Revolution.
3. Andrew Porter, European Imperialism, 18760 -1914 (1994).
4. E.J. Hobsbawm, The Age of Extremes, 1914 - 1991, New York: Vintage, 1996
5. Carter V. Findley and John Rothey, Twentieth-Century World, Boston: Houghton-Mifflin, 5th ed. 2003

Paper 4: Patterns of Capitalism in Europe: C.16TH Century to early 20th Century

- I. Definitions & Concepts
- II. Commercial Capitalism: 1500-1700
- III. Industrial Revolution in England: Causes & Nature
- IV. Industrial Capitalism in France: Genesis & Nature
- V. Growth of Industries in Germany
- VI. Impact of Industrial Revolution on European Society, Polity & Economy.

References:

Jerry Müller, *The Mind & the Market*

1. Karl Polany, *The Great Transformation*
2. Joseph Schumpeter, *Capitalism, Socialism & Democracy*
3. Wallerstein, *World System Analysis: An Introduction*, 2004
4. Cipolla Carlo, M, *Fontana Economic History of Europe*, VOL I&II
5. Christopher Hill, *From Reformation to Industrial Revolution*,
6. Jan De Vries, *The Industrial Revolution & the Industrious Revolution*, 1994

Paper-5: Society & Economy of Modern Europe: 15th - 18th Century

- 1: Historiographical Trends
- II. Feudal Crisis: Main strands
- III. Renaissance: Origin, Spread & Dominant Features
- IV. European Reformation: Genesis, nature & Impact
- V. Beginning of the era of colonization: motives; mining and plantation; the African slaves
- VI. Economic developments of the sixteenth century; Shift of economic balance from the Mediterranean to the Atlantic
- VII. Transition from Feudalism to Capitalism: Industrial Revolution in England

References:

1. P S Gupta, *Aadhunik Paschim Ka Uday*, Delhi
2. J H Plumb, *The Pelican Book of the Renaissance*, Penguin, 1982
3. G. R. Elton, *Reformation Europe 1517, 1559*, Wiley, 1999
4. Ralph Davis, *The Rise of the Atlantic Economies*, New York, 1973
5. Arvind Sinha, *Europe in Transition*, Delhi, 2010 (also in Hindi)
6. Rodney Hilton, *The Transition from Feudalism to Capitalism*, Delhi, 2006.
7. Fernand Braudel, *Civilization and Capitalism*, Vols. I, II, III, California, 1992
8. Butterfield, Herbert. *The origins of modern science*. Vol. 90507. Free Press, 1997

Paper-6 Political History of Modern Europe: 15TH -18 Century

- I. Europe in the 15th century: Political dimensions of feudal crisis
- II. From City States to emergence of Absolutist States: Case Studies of Italy, Spain, France, England and Russia.
- III. Constitutional Conflict in 17th century England: Causes, nature and results.
- IV. Thirty Year War: Causes, nature and Impact
- V. Absolutist State in 18th Century: Case studies of Prussia, Russia & England.
- VI. Crisis of the Absolutist State in France

References:

1. ArvindSinha, Europe in Transition, Delhi, 2010 (also in Hindi)
2. Rodney Hilton, The Transition from Feudalism to Capitalism, Delhi, 2006.
3. Perry Anderson, Lineages of the Absolutist State, Verso, London 2013
4. John Merriman, A History of Modern Europe, New York, 2010

Generic Elective (Inter-Disciplinary) Any Two

Paper 1: Women Studies in India.

I. Basic Concepts & Theories:

- Defining Gender,
- Patriarchy : Ideology & Practice
- Relationship between Gender, Caste, Class, Religion & Politics

II. Emergence of Women Studies in India

III. Gender & Social History:

- Family & Marriage
- Women's Question in the 19th century
- Women's Movement in Colonial & Post Colonial in India

IV. Gender, Law & Politics:

- Political participation
- Violence against women & Preventive laws

V. Gender, Development & Culture:

- Issues of labour & Health
- Access to resources
- Gender audit

References:

1. Kamla Bhasin, Understanding Gender
2. Kamla Bhasin, What is Patriarchy?
3. Madhu Vij, et al, Women Studies in India, A journey of 25 Years, Rawat, 2014
4. Kumkum Sangari & Sudesh Vaid, Recasting Women, Essay in Colonial History, Kali for women, Reprint, 2006
5. Sushila Kaushik, Panchayati Raj in Action: Challenges to Women's Role, Delhi, 1996
6. Nivedita Menon, Gender & Politics in India, New Delhi, OUP, 1999
7. Women in Print –The change over the last half century in reporting on women & Gender Issues in Indian newspapers, A study by UNIFEM, by Shri Venkatram, 2003

Paper 2: Women in Politics & Governance.

- I. Theoretical Perspectives on Politics & Governance
- II. Pre-Colonial Period: Women of learning & ruling classes
- III. Colonial Period: Leaders in reforming activities, politics and national movement
- IV. Electoral Politics, Women as voters & elected Representatives
- V. Case Studies at local government levels, State Assemblies & Parliament.

References:

1. Raj Kumar, Women in Politics, Anmol Publishers, New Delhi, 2000
2. Raj Kumar, Women & Leadership, 2000
3. L.M. Sanghvi, Democracy & the Rule of Law, Ocean Books, Pvt Ltd, New Delhi, 2002

Paper 3: Some Perspectives on Women's Rights in India.

- I. Definition of Human Rights: UN Conventions & Indian Context
- II. Indian Constitution & Women's Rights
- III. Preventive Acts: Minimum Wage Act, 1948, Family Courts Act, 1986, Dowry Prohibition Act, 1961, Immoral Traffic Prevention Act, 1986, Domestic Violence Act, PNDT Act, 1994, latest measures
- IV. Issues of violence against women and remedial measures
- V. Role of Non Government Institutions
- VI. Present Status: Issues of enabling & empowering modalities.

References:

1. Bina Agarwal, Field of Her Own, New Delhi, Kali for Women,
2. Urvashi Butalia & T. Sarkar, ed, Women & Hindu Rights, New Delhi, Kali for Women, 1996,
3. Zoya Hasan, ed, Forging Identities: Gender, Communities & Patriarchies, EPW, December, 1995.

Paper: 4.Gender and Education in India.

- I. Historiographical Trends
- II. Education in Early and medieval times; Formal & Informal
- III. Colonial Period: Socio-religious reform women & education for females.
- IV. Role of School and Colleges in Colonial and Post Colonial Period.
- V. Contours of Female literacy since 1950,
- VI. Present Scenario: Education as a tool of empowerment.

References:

1. Aparna Basu, Growth of Education and Political Development in India, 1898-1920, 1974
2. Aparna Basu, Bharati Ray, Women Struggle, A History of the All India Women's Conference, 2002
3. Ram Nath Sharma Rajender Nath Sharma, History of Education in India, Atlantic Publishers, 1996
4. Radha Kumar, A History of Doing
5. Usha Sharma, Women Education in Modern India

Paper 5: History of Indian Journalism: Colonial & Post Colonial Period.

- I. Pre-colonial History of written records & modalities of dissemination
- II. Advent of Print media : Imperialist Ideologies
- III. Nationalism & Print Culture: Selective study of prominent newspapers: Tribune, Amrita Bazar Patrika, and Hindustan Times
- IV. Writing & Reporting: Field Work

References:

1. Natrajan. J, History of Indian Journalism, Vol. –ii of Press Commission Report, New Delhi, 1954
2. Natrajan. J, A history of the Press in India, Asian Publishing House, Bombay, 1962
3. Ghosh, Hamendra Prasad, Newspapers in India, University of Calcutta, 1952
4. Ananda. Prakash, A History of the Tribune, A Centenary Publication by the Tribune Trust, 1986

Paper 6.CULTURES IN THE INDIAN SUBCONTINENT

(I). Definitions of Culture and its various aspects.

1. Languages and Literature

Sanskrit: Kavya - Kalidasa's Ritusambhara: Prakrit: Gatha Saptasati, Development of vernacular language and literature; Indo-Persian Literature: Amir Khusro's works: Urdu poetry and prose: Ghalib.

2. Performing Arts

a) Hindustani, (b) Carnatic classical Music, (c) Devotional music: bhakti and Sufi: -Classical and Folk Dance, Theatre: Classical, Folk, Colonial and Modern

3. Architecture: Meanings, form and Function

(a) Rock-cut-Mamallapuram (b) structural ñ temple architecture-Khajuraho complex

and Tanjavur temple; (c) fort of Dalulatabad or Chittor forts; (d) palace-dargah at

Fatehpur Sikri; (e) Lutyen's Delhi.

4. 1. Perceptions of visual Past and Present

2. Sculptures and Painting

(a) Silpashastric normative tradition: (b) Classicism ñ Narrative and Sculptural, Mural

Fresco paintings: (c) post Classicism : Pallava , Cola; (d) medieval idiom and Mughal paintings, painters and illustrated texts: (e) Modern and company school, Ravi Varma, Bengal School, Amrita Shergil and Progressive Artists.

5. Popular Culture

-Folk Lore and Oral tradition of Kathas, narratives, legends and proverbs, Linkages of bardic and literary traditions.

- Festivals, fairs and fasts; Links with tirtha, pilgrimage and localities.

-Textile and Crafts; the Culture of Food.

6. Communication, Patronage and Audiences

-Court Merchant groups and communities.

-Culture as Communication.
-Nationalism and the issue of Culture; Institutions of Cultural Practices Colonial and Post Colonial

SUGGESTED READINGS:

1. Asher Catherine, (ed.): Perceptions of India's Visual Past, AIIS, Delhi, 1994
2. Asher Catherine, Architecture of Mughal India
3. Basham A.L., The Wonder that was India. Volume I, New Delhi
4. Brown Percy, Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956
5. Chandra Prainod, ed, Studies in Indian Temple Architecture; Chapter 1. AIIS, 1975.
6. Deva, B.C., An introduction to Indian Music, Delhi, 1973.
7. Maxwell, T.S., Image: Text and Meaning: Gods of South Asia, OUP, Delhi
8. Tillotson G, Havelis of Rajasthan.
9. Zimmer, H., Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, n.d.
10. Cohn. Bernard, India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, OUP, 2004
11. Vatasayana Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (in Hindi Translation also)
12. K. T. Achaya, A Historical Dictionary of Indian Food, OUP.
13. Banerjea J.N.: The Development of Hindu Iconography, Calcutta, 1956
14. Bussagli M and Srivaramamurthy C.: 5000 Years of Indian Art, New York, n.d.
15. History and Culture of the Indian People, Bharatiya Vidya Bhavan Series.

16. Huntington Susan L: The Art of Ancient India, Tokyo New York, 1985.
17. Kramrisch, Stella, The Art of India, Orient Book Depot. Delhi, 1987.
18. Miller Barbara Stoler: The Powers of Art: Patronage in Indian Culture, OUP, Delhi 1992.
19. Mitter Partha: Much Maligned Monsters, Oxford, 1977.
20. Mitter Partha: Art and Nationalism in Colonial India, OUP, and Delhi.
21. Mukherji: Folk Art of India
22. Ramanujan, A.K., Collected Papers OUP.
23. Richman, Paula, Many Ramayanas OUP.
24. Rizvi, S.A.A.: The Wonder that Was India: Volume II., New Delhi.
25. Varadpande M.L. History of Indian Theatre: Invitation to Indian Theatre, New Delhi, 1987.
26. Traditional Indian Theatre: Multiple Streams, Hindi translation: Paramparik Bharatiya
27. Rangmanch: Anant Dharayed NBT, New Delhi 1995.

Ability Enhancement Elective Course (AEEC) Any Four

Paper 1: Historical Tourism: Theory & Practice

I. Defining Heritage

- Art & Architecture in India: An overview:
- Field Work: Visit to historical sites & Museums

II. Understanding Built Heritage:

- Stupa Architecture
- Temple Architecture
- Indo Persian Architecture, Forts, Palaces, Mosques
- Colonial Architecture
- Present day structures

III. Field Work: Visit to site & Conducting of research

IV. Modalities of conducting tourism

References:

1. Sunil Kumar, The Present in Delhi's Past, Delhi, Gyan Publishing House, 2002
2. Peter Howard, Heritage: Management, Interpretation, Identity, and London, 2003
3. V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972
4. Percy Brown, Indian Architecture, Bombay, D.B. Taraporevala Sons & Co, 1940
5. James Harle, The Art & Architecture of the Indian Subcontinent, Harmondsworth, Penguin, 1988
6. S.K. Bhowmik, Heritage Management: Care, Understanding & Appreciation of Cultural Heritage, Jaipur, 2004.

Paper 2: Museums & Archives in India

I. Definitions

II. History of setting up of Museums and Archives: Some case studies

III. Field Work; Studying of structures & Functions

IV. Training & Employment

References:

1. G. Edson & Dean David, Handbook for Museum, London, Routledge, 1986
2. John Ridener, From Folders to Post Modernism: A Concise History of Archival Theory, 2009

Paper 3: Indian History & Culture

I. Environment; Culture, Tradition & Practices:

- Historical overview
- Oral & codified information on medicinal Plants
- Water & Water Bodies
- Fieldwork

II. Urbanization & Urbanism:

- Issues of settlements & Landscapes
- Social differentiations
- Communication networks

III. Social inequality & Gender:

- Status within Households: An overview
- Present context
- Issues of Violence
- Employment, distribution of resources

IV. Cultural Heritage:

- Main components
- Built Heritage
- Historical Tourism

V. Cultural Forms & Cultural Expressions:

- Performing Arts
- Fairs & Festivals
- Fieldwork

References:

1. Indu Banga, ed. The City in Indian History: Urban Demography, Society & Polity, Delhi, Manohar,,1991
2. Koch, E. Mughal Art & Imperial Ideology
3. Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights & Feminism in India 1880-1990, Zubaan, 2007
4. V. Vasudev, Fairs & Festivals, Incredible India Series, 2007
5. V. Singh, The Human Footprint on Environment: Issues in India, New Delhi, and Macmillan, 2012
6. B. Parikh, Composite Culture in a multicultural Society, Delhi, NBT, 2007
7. N. Mehta, Introduction: Satellite Television, Identity & Globalization in Contemporary India in N. Mehta, ED, Television in India, New York, Routledge, 2008
8. R.C. Thakran & Sheo Dutt, ed Bhartiya Upmahaduip ki Sanskritiyan, University of Delhi

Paper 4: Ethnographic Practices in India: Tradition of Embroidery, Textile making, Knitting, Handicrafts

I. History: Evidences and writings;

- Early India
- Medieval period
- Colonial and Post Colonial

II. Contemporary Practices:

- North
- West
- East
- South

III. Field work:

- Practitioners & Issues of sustenance
- Codification of Information
- Relationship between market & Conservation

References:

1. Textile Museum, Ahmadabad
2. Sanskrit Museum of Indian Textiles, Gurgaon
3. Indian Mirror.com,
4. Local & National Museums, Dharohar Museum, Kurukshetra University,
5. Museum, Punjabi University, Patiala

Paper 5: An Introduction to Archaeology

- I. Definition & Components
- II. Historiographical Trends
- III. Research Methodologies
- IV. Definition of Historical Sites & Explorations
- V. Field Work & Tools of research
- VI. Documentation, Codification, Classification, Analysis of findings and publications

References:

1. John.A. Bintliff, *A Companion to Archaeology*
2. D.R. Chakrabarti, *A History of Indian Archaeology: From the Beginning to 1947*, New Delhi, Manohar, 1988
3. M. Hall & W.S.W. Silliman, *Historical Archaeology, USA*, Blackwell, 2006
4. Mathew Johnson, *Archaeological Theory: An Introduction*, Blackwell Publishing, New Edition, 2010
5. Published Works by ASI

Paper 6: .Documentation &Visual Culture

I. Conceptual Framework

II. Visual Culture: Colonial & Post Colonial Contexts

III. Politics of Documentation

IV. Methods of Documentation: Photographs, Films, Videos and digital

V. Fieldwork, Internship and Training

References:

1. Gayatri Sinha, ed, Art & Visual Culture in India: 1857-2007
2. Geeta Kapoor, When was Modernism-Essays on Cultural Practices in India, Delhi, Tulika Publications, 2000
3. Publications by Sarai, CSDS, Rajpur Road, Delhi

Paper 7: Orality and Oral Culture in India

- I. Defining orality
- II. History & Historiography of Orality
- III. Life Histories: Sociological Aspects
- IV. Research Methodologies
- V. Documentation: Written & Visual

References:

1. Humphries: The Handbook of Oral History
2. H. Roberts. Ed. Doing Feminist Research, Routledge & Kegan Paul, London, 1981
3. M.F.D. Knowledge & Control, London, 1971
4. John Miles Foley, Oral Formulaic-Theory: An Introduction & Annotated Bibliography, New York & London: Garland, 1985
5. Veena Das, ed, Mirros of Violence: Communities, Riots & Survivors in South Asia, Delhi, OUP, 1990
6. Prasad M. Mahadeva, Ideology of the Hindi Film: A Historical Construction, Delhi, OUP, 1998
7. Srirupa Roy, 'The Post Colonial State & Visual Representations of India' Contributions to Indian Sociology, 2006, 36, 1&2: 233-263



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University of Delhi

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Dated: 20th September, 2016

Ref. No. CNC-I/2016-17/

NOTIFICATION

The Academic Council at its meeting held on 19-20 July 2016 made the following resolutions:

7.7/ The Council in principle accepted the recommendations of the Standing
7.8/ Committee regarding the syllabus and sequence of courses (recommended by the Faculty of Social Sciences at its meeting held on 30.06.2016) for BA (Hons.) History under the Choice Based Credit System, syllabus and sequence of courses (recommended by the Faculty of Social Sciences at its meeting held on 30.06.2016) for BA (Programme) History under the Choice Based Credit System, subject to the following:

1. The Head, Department of History would incorporate the suggestions made by the members of the Academic Council.
2. Contents of various courses need to be elaborated, wherever applicable.
3. Books in Hindi medium and from other Indian authors relevant to the contents of the various courses be added.

The Council decided to record that the Department concerned shall bear the responsibility for the contents of the syllabus.

Further, the Council authorized the Vice-Chancellor to take appropriate action in the matter including accord of approval to the syllabus of B.A. (Hons.) History and B.A. (Programme) History after the compliance of above suggestions.

Following this, the Committee of Courses, Department of History at its meetings held on 12.08.2016, 17.08.2016 and 18.09.2016 revised the syllabus for B.A. (Hons.) History and B.A. (Prog.) History under the CBCS for the Academic Session 2016-17 incorporating the suggestions made by the members of the Academic Council.

The Vice-Chancellor on 19.09.2016 approved the same for implementation with immediate effect.

{Revised syllabus for B.A. (Hons.) History and B.A. (Prog.) History under the CBCS for the Academic Session 2016-17 details are uploaded on the Delhi University website www.du.ac.in under Study at DU → Courses/Syllabi: <http://du.ac.in/du/index.php?page=cbs-syllabus> (Faculty of Social Sciences/History)}


REGISTRAR



Revised
BA Programme History
CBCS Syllabus
2016

As approved by the Academic Council on 19th July, 2016
[Item No. 4.03.8; A.C – 19.07.2016]

Revised BA Programme History CBCS Courses
2016

Core Courses:

CC I: History of India from earliest times up to c. 300 CE

CC II: History of India, c. 300 to 1200

CC III: History of India, c. 1200-1700

CC IV: History of India, c. 1700-1950

Discipline Specific Electives:

DSE I: Cultural Transformations in Early Modern Europe-I (1500-1800)

DSE II: Capitalism and Colonialism-I (16th to mid19th Century)

DSE III: Issues in World History-I (the 20th Century)

DSE IV: Cultural Transformations in Early Modern Europe-II (1500-1800)

DSE V: Capitalism and Colonialism-II (mid19th to 20th century)

DSE VI: Issues in World History-II (the 20th Century)

Generic Electives

GE I: Women in Indian History

GE II: Gender in the Modern World

GE III: Cultural Diversity in India

GE IV: Environmental Issues in India

GE V: Inequality and Difference

GE VI: Delhi through the Ages

Skill Enhancement Courses

SEC I: History and Tourism

SEC II: Introducing Indian Art

SEC III: An Introduction to Archaeology

SEC IV: Archives and Museums

SEC V: Crafts and Artisans: Living Traditions

SEC VI: Popular Culture

SEC VII: Body and Healing in India

History course to be offered in lieu of MIL: Cultural Diversity in India (GE III)

Sequence of Revised CBCS BA (Programme) Courses (2016 onwards)

Semester	Core	Discipline Specific Elective - Any Two	Skill Enhancement Courses - Any Four	Generic Elective - Any Two
Semester 1	Core 1 History of India from earliest times to c. 300 CE			
Semester 2	Core 2 History of India, c. 300-1200			
Semester 3	Core 3 History of India, c. 1200-1700		Paper 1: History and Tourism	
Semester 4	Core 4 History of India, c. 1700-1950		Paper 2: Introducing Indian Art OR Paper 3: An Introduction to Archaeology	
Semester 5		Paper 1: Cultural Transformations in Early Modern Europe- I (1500-1800) OR Paper 2: Capitalism and Colonialism- I (16th to mid 19th Century) OR Paper 3: Issues in World History- I (the 20th Century)	Paper 4: Archives and Museum OR Paper 5: Crafts and Artisans: Living Traditions	Paper 1: Women in Indian History OR Paper 2: Gender in the Modern World OR Paper 3: Cultural Diversity in India
Semester 6		Paper 4: Cultural Transformations in Early Modern Europe- II (1500-1800) OR Paper 5: Capitalism and Colonialism- II (mid 19th to 20th Century) OR Paper 6: Issues in World History- II (the 20th Century)	Paper 6: Popular Culture OR Paper 7: Body and Healing in India	Paper 4: Environmental Issues in India OR Paper 5: Inequality and Difference OR Paper 6: Delhi through the Ages

Core Course I

History of India from earliest times up to c.300 CE

- I. Interpreting ancient India; survey of sources
- II. Survey of Palaeolithic, Mesolithic and Neolithic cultures: rock art
- III. Harappan Civilization : origin, extent; urban features – town planning, economy, society and religion; decline. Chalcolithic cultures
- IV. *Vedic* culture: polity, economy, society and religion. Beginnings of the iron age. Megalithic cultures
- V. Emergence of *Mahajanapadas* (territorial states); *rājyas* and *ganas/sanghas*; Magadhan expansion
- VI. *Buddhism* and *Jainism*: doctrines; spread
- VII. The *Mauryan* empire: state and administration, economy, Ashoka's *Dhamma*, art and architecture
- VIII. Post Mauryan Age with special reference to *Satavahanas* and *Kushanas*: polity, economy, society, art
- IX. *Sangam* Age: polity, economy and society.

ESSENTIAL READINGS

- Allchin, F.R. and B., *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking, 1997.
- Basham, A.L. *The Wonder That Was India*. New Delhi: Rupa & Co, 1967.
- बैषम, ए. एल. *अद्भुत भारत*. शिवलाल अग्रवाल एंड कंपनी. आगरा
- Chakrabarti, Dilip K. *India: An Archaeological History- Palaeolithic Beginnings to Early Historic Foundations*. Delhi: OUP, 1999.
- Chakravarti, Ranabir. *Exploring Early India Upto C. AD 1300*. New Delhi: MacMillan, 2010.
- चक्रवर्ती, रणबीर. *भारतीय इतिहास: आदिकाल*, नई दिल्ली ,ओरियेंट ब्लैकस्वा ,2012.
- Jain, V. K. *Pre and Protohistory of India*. New Delhi: D.K. Printworld, 2006.
- जैन, वी. के. *भारत का प्रागैतिहास और आद्य इतिहास: एक अवलोकन*. नई दिल्ली: 2008.

- Jha, D.N. *Ancient India in Historical Outline*. New Delhi: Manohar Publishers, revised and enlarged edition, 2009.
- झा, डी. एन. *प्राचीनभारत: एक रूपरेखा*, 2013.
- Jha, D.N. *Early India: A Concise History*. Delhi: Manohar, 2004.
- Jha, D.N. and K. M. Shrimali, *प्राचीन भारत का इतिहास*, हिंदी माध्यम कार्यान्वय निदेशालय दिल्ली विश्वविद्यालय .
- Kosambi, D.D. *An Introduction to the Study of Indian History*. New Delhi: Popular Prakashan, 1975.
- कोसाम्बी, डी. डी. *मिथक और यतार्थ*.
- Ratnagar, Shereen. *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika, 2001.
- Karsashima, Noboru ed. *A Concise History of South India*. New Delhi: OUP, 2014.
- Ray, H. P. *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: OUP, 1986.
- रे, न. आर. *मौर्य एवं मौर्योत्तर कला*.
- Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. New Delhi: Pearson, 2013.
- सिंह, उपिन्दर. *प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास से पाषाणकाल :12 वीं शताब्दी तक*, New Delhi: Pearson, 2016.
- Sharma, R.S. *Perspectives in Social and Economic History of Early India*. New Delhi: MunshiramManoharlal, 1995.
- शर्मा, आर. एस. *प्राचीन भारत के सामाजिक और आर्थिक इतिहास के परिपेक्ष*.
- शर्मा, आर. एस. *प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास*, हिंदी माध्यम कार्यान्वय निदेशालय ,दिल्ली विश्वविद्यालय ,2000)
- Thapar, Romila. *Early India from the Origins to AD 1300*. New Delhi: Penguin, 2002.
- थापर, रोमिला. *पूर्वकालीन भारत : प्रारम्भ से 1300 ई. तक*, हिंदी माध्यम कार्यान्वय निदेशालयदिल्ली , विश्वविद्यालय, 2008.
- Thapar, Romila. *Ashoka and the Decline of the Mauryas*, third edition. New Delhi: OUP, 2012.
- थापर, रोमिला. *अशोक और मौर्य साम्राज्य का पतन*, ग्रंथशिल्पी.

Core Course II

History of India, c. 300 to 1200

- I. The Guptas and Vakatakas: state and administration, economy, society, religion, art, literature, science and technology
- II. Towards the early medieval: changes in society, polity, economy and culture with special reference to Pallavas, Chalukyas and Vardhanas
- III. Evolution of political structures of the Rastrakutas, Palas and Pratiharas; economy; religious and cultural developments
- IV. Emergence of Rajput states in Northern India; socio-economic foundations
- V. The Cholas: state, administration, economy and culture.
- VI. The Arabs; the Ghaznavids in the Northwest; establishment of the Delhi Sultanate; overland and maritime trade

ESSENTIAL READINGS

- Asher, Catherine and Talbot, Cynthia. *India before Europe*. Cambridge: CUP, 2006.
- Basham, A.L. *The Origins and Development of Classical Hinduism*. Delhi: OUP, 1991.
- Chakrabarti, Dilip K. *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*. Delhi: OUP, 1991.
- Chakrabarti, Ranabir. *Exploring Early India Up to c. AD 1300*. New Delhi: MacMillan, 2010 (In Hindi, भारतीय इतिहास: आदिकाल, नई दिल्ली, ओरियेंट ब्लैकस्वान, 2012)
- Chakrabarti, Ranabir. *Trade and Traders in Early India*. New Delhi: Manohar, 2007.
- Champakalakshmi, R. *Trade, Ideology and Urbanisation: South India 300 BC - AD 1300*. New Delhi: OUP, 2010.
- Chandra, Satish. *Medieval India: From Sultanate to the Mughals*, Part One: Delhi Sultanate (1206 – 1526), New Delhi: Jawahar Publishers, 2015. (In Hindi: मध्यकालीन भारत: सल्तनत से मुग़ल काल तक (दिल्ली सल्तनत 1206 – 1526, Jawahar Publishers, 2011)
- Chattopadhyaya, B.D. *The Making of Early Medieval India*. New Delhi: OUP, 1994.
- Devahuti, D. *Harsha: A Political Study*. New Delhi: OUP, third edition, 1999.
- Dutt, Sukumar. *Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture*. Delhi: Motilal Banarsidas Publishers, 1988.
- Habib, M. and K. A. Nizami. *A Comprehensive History of India*, vol. 5. Delhi: People's Publishing House, 1970.
- Huntington, Susan. *The Art of Ancient India: Buddhist, Hindu, Jain*. New York, Weatherhill, 1985.
- Karashima, Noboru ed. *A Concise History of South India*. New Delhi: OUP, 2014.

- Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century* (In Hindi: प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाणकाल से 12वीं शताब्दी तक, New Delhi: Pearson, 2016).
- Sharma, R. S. *Indian Feudalism c. 300 - 1200 AD*. Third edition. Macmillan, 2006. (In Hindi: भारतीयसामंतवाद)
- Sharma, R. S. *Early Medieval Society: A Study in Feudalization*. Delhi: Orient Longman, 2001 (In Hindi: पूर्व मध्यकालीन भारत का सामंती समाज और संस्कृति, राजकमल प्रकाशन, 2009)
- Thapar, Romila. *Early India from the Origins to AD 1300*. New Delhi: Penguin, 2002 (in Hindi: पूर्वकालीनभारत :प्रारम्भसे1300 ई .तक, हिंदी माध्यम कार्यान्वय निदेशालयदिल्ली , विश्वविद्यालय, 2008.
- Veluthat, Kesavan. *The Political Structure of Early Medieval South India* (second revised edition). Delhi: Orient Longman, 2012.

Core Course III
History of India, c. 1200-1700

I. Foundation, expansion and consolidation of the Sultanates of Delhi c. 13th to 15th century:

Expansion; iqta system; administrative reforms; nobility

II. Regional political formations: Gujarat and Vijayanagara

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

IV. 17th century transitions: Marathas; Sikhs

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

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

VII. Economy and integrated patterns of exchange: rural and urban linkages; commercial practices
(usury and banking); maritime trade and non-agrarian production

ESSENTIAL READINGS

- Alam, M., and S. Subrahmanayam. *The Mughal State 1526-1750*. New Delhi: Oxford University Press, 1998.
- Asher, Catherine B. and Cynthia Talbot. *India before Europe*. Cambridge: Cambridge University Press, 2006.
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- -----*. मध्यकालीन भारत, भाग 1&2*.Delhi: Jawahar Publishers,2009.
- -----,ed. *Religion, State and Society in Medieval India, collected works of S Nurul Hasan*.New Delhi: Oxford University Press, 2005.
- -----*. मध्यकालीन भारत: राजनीति, समाज और संस्कृति: आठवीं से सत्रहवीं सदी तक* . Delhi: Orient Black Swan, 2007.
- Gordon, S. *The Marathas 1600-1818*. Cambridge: Cambridge University Press, 1993.
- Habib, I. *मध्यकालीन भारत का आर्थिक इतिहास: एक सर्वेक्षण*. Delhi: Rajkamal, 2003.
- -----, ed. *मध्यकालीन भारत*, 8 volumes. Delhi; Rajkamal.
- -----*.The Agrarian System of Mughal India,1554-1707*.New Delhi: Oxford University Press,1999.
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- Jackson, P. *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press, 2003.
- Khanna, M. *मध्यकालीन भारत का सांस्कृतिक इतिहास*. Delhi: Orient Black Swan, 2012.
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- Moosvi, S. *The Economy of the Mughal Empire c.1595:A Statistical Study*. Delhi: Oxford University Press, 1987.
- Ray Chaudhuri, T and I. Habib., ed. *The Cambridge Economic History of India, Vol.1:c1200-1750*. Delhi: Orient Longman, 1982.
- Richards, J F. *The Mughal Empire*. Cambridge: Cambridge University Press, 1996.
- Rizvi, SAA. *Muslim Revivalist Movements in Northern India during 16th and 17th centuries*. Delhi: MunshiramManoharlal, 1993.
- Verma, HC.,ed. *मध्यकालीन भारत, भाग 1&2*, New Delhi: Hindi Madhyam Karyanvaya Nideshalaya (Univ. of Delhi), 2003(reprint).

Core Course IV
History of India, c. 1700-1950

- I. India in the 18th century-society, economy, polity and culture

- II. Expansion and consolidation of British power with special reference to Bengal, Mysore, Maratha and Punjab

- III. Making of a Colonial Economy:
 - [a] Land revenue settlements, Drain of Wealth
 - [b] De-industrialisation, commercialisation of agriculture

- IV.
 - [a] Socio-religious reform movements in the 19th century: an overview
 - [b] Phule, Ambedkar and the caste question
 - [c] Peasant and tribal movements

- V. The Revolt of 1857--causes, nature and consequences

- VI. Nationalist politics, 1858-1947:
 - [a] Foundation of the Indian National Congress.
 - [b] Moderates' economic critique of British Rule
 - [c] Extremists and Militant Nationalists
 - [d] Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements

- VII. Growth of communal politics and the Partition of India

VIII. Independence, Indian Constitution and the establishment of the Republic

ESSENTIAL READINGS:

- Bandyopadhyay, S. *From Plassey to Partition*. Delhi: Orient Longman, 2004.
- बंद्योपाध्याय, शेखर. *पलासी से विभाजन तक: आधुनिक भारत का इतिहास*, दिल्ली, Orient Longman, 2012.
- Bayly, C.A. *An Illustrated History of Modern India 1600-1947*. London: National Portrait Gallery, 1990.
- Bhattacharya, S. *आधुनिक भारत का आर्थिक इतिहास*. Delhi: Rajkamal, 2008.
- Bose, S and Ayesha Jalal. *Modern South Asia: History, Culture, Political Economy*. New Delhi: OUP, 1998.
- Chandra, B. *India After Independence*. Delhi: Penguin Books, 2000.
- Chandra, B. *India's Struggle for Independence*. Delhi: Penguin, 1989.
- चंद्रा, बि. *आधुनिक भारत का इतिहास*. Delhi, Orient Blackswan, 2009.
- Chandra, B. *Nationalism and Colonialism in Modern India*. Delhi: Orient Longman, 1996.
- Desai, A.R. *Social Background of Indian Nationalism*. Delhi: Popular Prakashan, 1981.
- Dube, Ishita Banerjee. *A History of Modern India*. Delhi: Cambridge University Press, 2015.
- Dutt, R.P. *India Today*. Calcutta: Manisha, 1986.
- Grover, B.L. *Modern Indian History*, New Delhi :S. Chand & Co., 1995.
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- Metcalf, T. *Ideology of the Raj*. Delhi: Cambridge University Press, 2001
- Omvedt, G. 1994. *Dalits and Democratic Revolution*. Delhi: Sage, 1994.
- Sarkar, S. *Modern India 1885-1947*. Delhi: Macmillan, 1983.
- सरकार, सुमित. *आधुनिक भारत का इतिहास*.
- Shukla, R.L., ed. *आधुनिक भार का इतिहास*. Delhi: Hindi Madhayam Karyanvay Nideshalay, 1987.
- वर्मा, आनंदस्वरूप, *भारत का स्वाधीनता संग्राम*. दिल्ली: ग्रंथशिल्पी, 2004.

DSE I

Cultural Transformations in Early Modern Europe- I (c. 1500-1800)

I. Key concepts and historical background

- [a] The idea of the early Modern; perspectives on culture in history
- [b] An overview of the classical and medieval legacy

II. The Renaissance

- [a] Society and politics in Italian city states
- [b] Humanism in art and literature
- [c] Developments in science and philosophy
- [d] Renaissance beyond Italy

III. Upheaval in religion

- [a] The Papacy and its critics
- [b] The spread of Protestant sects in Northern Europe
- [c] Counter Reformation and religious strife
- [d] The economic and cultural impact of the Reformations

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

ESSENTIAL READINGS:

- Anderson, M.S. *Europe in the Eighteenth Century, 1713-1783*. 2nd edn. New York: Longman, 1976.
- Burke, Peter. *Popular Culture in Early Modern Europe*. UK: Ashgate, 2009.
- Davies, Norman, *Europe: A History*. New York: Harper Collins, 1998.
- Greaves R.L., Robert Zaller and J.T. Roberts. *Civilizations of the West: From 1660 to the Present*. New York: Harper Collins College Publishers, 1994.
- Hunt, Lynn, Thomas R. Martin, Barbara H. Rosenwein, Bonnie G. Smith. *Making of the West, Vol. II: Since 1500: Peoples and Cultures*. Boston: Bedford/ St. Martin's, 4th edition, 2012.
- King, Margaret L. *Western Civilisation: A Social and Cultural History*. New York: Prentice Hall, 1999.

- Koenigsberger, H.G., G.L. Mosse and G.Q. Bowler, *Europe in the Sixteenth Century*. U.S.A.: Routledge, 2012.
- Pennington, D. H. *Europe in the Seventeenth century*, New York: Longman, 1989.
- Ralph L.P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. *Western Civilizations, Vol.II*. New York/ London: W.W. Norton & Co., 1993.
- Todorov, Tzevatan. *Conquest of America*. New York: Harper Collins, 1996.
- Wiesner- Hanks, M. E., *Early Modern Europe, 1450-1789*. UK: Cambridge University Press, 2013.
- सिन्हा, अरविन्द, *संक्रान्तिकालीन यूरोप*, नई दिल्ली: ग्रंथशिल्पी, 2009.

BESIDES TEXTS:

1. Critical appreciation of contemporary novels like *Pride and Prejudice* and *Gulliver's Travels* and of dramatic productions of the era (*The Marriage of Figaro*, *The Threepenny Opera*).
2. Documentary films from the BBC, The Learning Channel and The History Channel etc. on European artists, monarchs, museums and developments like the Renaissance.

SUGGESTED READINGS:

- Anderson, Perry. *Lineages of the Absolutist State*. London: New Left books, 1974.
- Braudel, Ferdinand. *Civilisation and Capitalism- 15th to 18th century, Vol.I*. California: University of California Press, 1992 (paperback).
- Burckhardt, Jacob. *The Civilisation of the Renaissance in Italy*. University of Virginia: Phaidon Press, 1965.
- Chartier, Roger. Arthur Goldhammer, Phillippe Aries and George Duby, eds. *A History of Private Life, Vol III: Passions of the Renaissance*. U.S.A.: Harvard University Press, 1988.
- Davis, Natalie Zemon. *The Return of Martin Guerre*, Massachusetts, London: Harvard University Press, 1983.
- Gay, Peter. *The Enlightenment: An Interpretation*. New York: Alfred K. Knopf, 1966.
- Ginsberg, Carlo. *The Cheese and the Worms*. U.S.A.: John Hopkins University Press (JHUP) 1983.
- Huizinga, J. *The Waning of the Middle Ages*. New York: Dover Publications, 1999.
- Jacob, Margaret C. *The Cultural Meaning of the Scientific Revolution*, U.S.A.: Temple University Press, 1988.
- Kearney, Hugh. *Science and Social Change 1500 – 1700*. University of Wisconsin-Madison: McGraw- Hill, 1971.

- Ladurie, Emmanuel Le Roy. *The Peasants of Languedoc*. Urbana and Chicago: University of Illinois Press, 1974.
- Rosener, Werner. *The Peasantry of Europe*. England: Basil Blackwell, 1994 (translated from German).
- Thomas, Keith. *Religion and the Decline of Magic*. England: Penguin Books, 1991 reprint.

DSE II

Capitalism and Colonialism- I (16th to mid19th Century)

- I. Key concepts -- Capitalism, colonialism and imperialism; questions of free labour/ slavery in agriculture, industry and trade
- II. Rise of Atlantic economy; origin of capitalism as a global system
- III. European expansion;plantation slavery in the New World; African slavery and the Caribbean
- IV. Industrial Revolution in Europe; origins, causes, spread in Britain and Germany.

ESSENTIAL READINGS

- Davies, Norman, *Europe: A History*. New York: Harper Collins, 1998. (Chapters 7, 8, 9)
- Greaves R.L., Robert Zaller and J.T. Roberts. *Civilizations of the West: From 1660 to the Present*. New York: Harper Collins College Publishers, 1994.
- Hill, C. *From Reformation to Industrial Revolution- 1530 to 1780*. England: Penguin Books Ltd., 1988.
- Hobsbawm, E.J. *Industry and Empire: The Birth of the Industrial Revolution*. New York: The New Press, 1999.
- Merriman, J. *A History of Modern Europe: From Renaissance to the Present, Volume I*. New York: W.W. Norton, 2010.
- Parthasarathi, Prasannan. *Why Europe Grew Rich and India did Not: Global Economic Divergence, 1600-1850*. Cambridge: Cambridge University Press, 2011.
- Ralph L.P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. *Western Civilizations, Vol.II*. New York/ London: W.W. Norton & Co., 1993.
- Wolf, Eric. *Europe and the People without History*. California: University of California Press, 2010.
- पार्थसारथी गुप्त, *ब्रिटेन का इतिहास* .दिल्ली विश्वविद्यालय.
- देवेश विजय , *यूरोपीय संस्कृति-1400-1800*, दिल्ली विश्वविद्यालय.

SUGGESTED READINGS

- Braudel, Fernand, *Civilization and Capitalism, 15th- 18th Century, Volume I*. California: University of California Press, 1992.

- Byers, Terence J. *Capitalism from Above and Capitalism from Below*. New York: Palgrave Macmillan, 1996.
- Hilton, R. *The Transition from Feudalism to Capitalism*. Delhi: Aakar Books, 2006. [Available in Hindi].
- Lowe, Norman. *Mastering Modern World History*. Delhi: Macmillan India Ltd., 1997(3rd edition).
- Sinha, A. *Europe in Transition*. Delhi: Manohar Publishers and Distributors, 2010.
- सिन्हा, अरविन्द, *संक्रान्तिकालीन यूरोप*, नई दिल्ली: ग्रंथशिल्पी, 2009.

DSE III

Issues in World History- I (The 20th Century)

- I. Concept and definitions: contemporary era, capitalist industrialization, modernity, imperialism.
- II. First World War: analysis of its causes, course and consequences in Europe and the world. Paris Peace settlement, League of Nations, Mandate System.
- III. 1917 Russian Revolution: origins, course, impact on Russia and the world.
- IV. Economic recovery and instability in Europe up to 1929. Global Depression, its impact on industrialized and semi-colonial worlds.
- V. Rise of fascism and its relationship to parliamentary democracy. Liberalism and Communism; case studies of Germany and Japan up to the Second World War; the meaning of the Second World War.

ESSENTIAL READINGS:

- Findley, Carter V. and John Rothey. *Twentieth-Century World*. USA: Wadsworth Publishing, 7th edn. 2011.
- Hobsbawm, E.J. *The Age of Extremes. 1914 – 1991*. New York: Vintage, 1996.
- Lowe, Norman. *Mastering Modern World History*. London: Palgrave Macmillan, 1997 [Macmillan Master Series: designed for UK CGSE exams]
- Overy, Richard. *The Times Complete History of the World*, 6th edn. London: Collins, 2004.
- Excerpts from writings of Virginia Woolf, George Orwell, Promedya Ananta Toer, Chinua Achebe, others. [There are Hindi translations of texts of some of these writers]

SUGGESTED READINGS:

- Armytage, W.H.G. *The Rise of the Technocrats: A Social History*. London: Routledge and Kegan Paul, 1965.
- Davidson, Basil. *Modern Africa: A Social and Political History*. 3d edn. London / New Jersey: Addison-Wesley, 1995.
- Dower, John. *Embracing Defeat: Japan in the Wake of the World War Two*. New York: W.W. Norton, 2000.
- Kiernan, V. "Nationalist Movements and Social Classes", in *Nationalist Movements*, edited by A.D. Smith, pp. 110-33. London: Macmillan, 1976.
- Kincaid, Jamaica. *A Small Place*. New York: New American Library, 1989.

- Mandel, Ernest. *The Meaning of the Second World War*. London: Verso, 1986.
- Mazower, Mark. *The Balkans: A Short History*. New York: Modern Library, [2000] paperback, 2002. (especially Chap. 4)
- Menchu, I. Rigoberta. *An India Woman in Guatemala* (Memoir of 1992 Nobel Peace Prize Winner). London: Verso, 1987. (Available in Hindi)
- Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. USA: Penguin, 1986.
- Spence, Jonathan D. *The Gate of Heavenly Peace: The Chinese and Their Revolution 1895 – 1980*. Penguin Books, 1982.
- Weeks, Jeffrey. *Sex, Politics and Society: the Regulation of Sexuality in Britain since 1800*. 2d edn. London: Longman, 1989 (Chapters 13-14).
- सिंह, रीता. *विश्व का इतिहास*.

DSE IV

Cultural Transformations in Early Modern Europe- II (c. 1500 – 1800)

I. The Scientific Revolution and the Enlightenment

- [a] A new view of the universe and matter
- [b] Reflections on the scientific method
- [c] Hobbes, Locke and the Philosophes
- [d] Despotism and the limits of Enlightenment

II. Literacy and artistic developments

- [a] Literacy trends from Dante to Shakespeare
- [b] Art from Baroque to Rococo and Neo Classicism
- [c] Novels as an art form
- [d] Women and the new Public Sphere

III. Transitions in popular culture and mentalities c. 1550 – 1780

- [a] Family and marriage patterns
- [b] The decline of magic, the rise of ‘witch’ trials
- [c] Changing mentalities and popular protests: Jacqueries, food riots and the crowd
- [d] Absolutism and the peasantry in Eastern Europe

ESSENTIAL READINGS:

- Anderson, M.S. *Europe in the Eighteenth Century, 1713-1783*. 2nd edn. New York: Longman, 1976.
- Burke, Peter. *Popular Culture in Early Modern Europe*. UK: Ashgate, 2009.
- Davies, Norman, *Europe: A History*. New York: Harper Collins, 1998.
- Greaves R.L., Robert Zaller and J.T. Roberts. *Civilizations of the West: From 1660 to the Present*. New York: Harper Collins College Publishers, 1994.
- Hunt, Lynn, Thomas R. Martin, Barbara H. Rosenwein, Bonnie G. Smith. *Making of the West, Vol. II: Since 1500: Peoples and Cultures*. Boston: Bedford/ St. Martin's, 4th edition, 2012.
- King, Margaret L. *Western Civilisation: A Social and Cultural History*. New York: Prentice Hall, 1999.
- Koenigsberger, H.G., G.L. Mosse and G.Q. Bowler, *Europe in the Sixteenth Century*. U.S.A.: Routledge, 2012.
- Pennington, D. H. *Europe in the Seventeenth century*, New York: Longman, 1989.
- Ralph L.P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. *Western Civilizations, Vol.II*. New York/ London: W.W. Norton & Co., 1993.
- Todorov, Tzevatan. *Conquest of America*. New York: Harper Collins, 1996.

- Wiesner- Hanks, M. E., *Early Modern Europe, 1450-1789*. UK: Cambridge University Press, 2013.
- वर्मा, लाल बहादुर, *आधुनिक विश्व की झलक*.
- गुप्ता, परथा सारथी (सं.), *आधुनिक पश्चिम का उदय*.

BESIDES TEXTS:

1. Critical appreciation of contemporary novels like *Pride and Prejudice* and *Gulliver's Travels* and of dramatic productions of the era (*The Marriage of Figaro*, *The Threepenny Opera*).
2. Documentary films from the BBC, The Learning Channel and The History Channel etc. on European artists, monarchs, museums and developments like the Renaissance.

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- Anderson, Perry. *Lineages of the Absolutist State*. London: New Left books, 1974.
- Braudel, Ferdinand. *Civilisation and Capitalism- 15th to 18th century, Vol.I*. California: University of California Press, 1992 (paperback).
- Burckhardt, Jacob. *The Civilisation of the Renaissance in Italy*. University of Virginia: Phaidon Press, 1965.
- Chartier, Roger, Arthur Goldhammer, Phillippe Aries and George Duby, eds. *A History of Private Life, Vol III: Passions of the Renaissance*. U.S.A.: Harvard University Press, 1988.
- Davis, Natalie Zemon. *The Return of Martin Guerre*, Massachusetts, London: Harvard University Press, 1983.
- Gay, Peter. *The Enlightenment: An Interpretation*. New York: Alfred K. Knopf, 1966.
- Ginsberg, Carlo. *Cheese and the Worms*. U.S.A.: John Hopkins University Press (JHUP) 1983.
- Huizinga, J. *The Waning of the Middle Ages*, New York: Dover Publications, 1999.
- Jacob, Margaret C. *The Cultural Meaning of the Scientific Revolution*. U.S.A.: Temple University Press, 1988.
- Kearney, Hugh. *Science and Social Change 1500 – 1700*. University of Wisconsin-Madison: McGraw- Hill, 1971.
- Ladurie, Emmanuel LeRoy. *The Peasants of Languedoc*. Urbana and Chicago: University of Illinois Press, 1974.
- Rosener, Werner. *The Peasantry of Europe*. England: Basil Blackwell, 1994 (from German)
- Thomas, Keith. *Religion and the Decline of Magic*. England: Penguin Books, 1991 reprint.
- विजय, देवेश (एड.). *यूरोपीय संस्कृति*. नई दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, 2010.

DSE V

Capitalism and Colonialism- II (Mid-19th to 20th Century)

- I. Capitalism in the United States, pre and post-Civil War.
- II. Capitalist development in Japan: economic development and changes until 1945; post-war reconstruction until 1965; technological innovations; the peculiarities of Japanese capitalism.
- III. Imperialism and socialism; the Russian experiment
- IV. Imperialism and the scramble for colonies: India, China, Africa

ESSENTIAL READINGS

- Allen, G. C. *A Short Economic History of Modern Japan, 1867-1937*. London: Routledge, 2003.
- Davies, Norman. *Europe: A History*. New York: Harper Collins, 1998.
- Hane, Mikiso. *Japan: A Short History*. Great Britain: Oneworld Publications, 2000.
- Hobsbawm, E. J. *Age of Capital, 1848-1875*. London: Phoenix Press, 1975.
- Lyles, L. D. and E. T. Lyles. *Historical Development of Capitalism in the United States, 2 volumes*. New York, Lincoln, Shanghai: Universe, Inc., 2003.
- Merriman, J. *A History of Modern Europe: From Renaissance to the Present*, volume 1. New York: W.W. Norton, 2010.
- Nove, Alec. *An Economic History of the USSR 1917- 1991*. Harmondsworth, Middlesex, England; New York, U.S.A.: Penguin Books, 1993.
- Randall, J. G. and David Herbert Donald. *Civil War and Reconstruction*. U.S.A.: D.C. Heath & Company, 1969.

SUGGESTED READINGS

- Carr, E. H. *A History of Soviet Russia: Socialism in One Country*, Volume III. UK: Penguin, 1972.
- Carr, E. H. *A History of Soviet Russia: The Bolshevik Revolution 1917-1923*, Volume I. UK: Penguin, 1966.
- Dobb, M. *Soviet Economic Development Since 1917*. London: Routledge & Kegan Paul Ltd., 1953 (3rd edition).
- Faulkner, H. U. *American Economic History*. Harper and Brothers, 1958.

- Galbraith, J.K. *American Capitalism: The Concept of Prevailing Power*. USA: Transaction Publishers, 1993 (8th printing).
- Joll, J. *Europe since 1870: An International History*. England: Penguin, 4th
- Porter, A. *European Imperialism, 1860-1914*. London: Palgrave Macmillan, 1994.

DSE VI

Issues in World History- II (the 20th Century)

edition, 1990.

[translated into Hindi by Sneh Mahajan].

I. Colonialism and Nationalism: a synoptic view. Social transformations after the Second World War; the Cold War; the character of Communist states

II. Perspectives on development and underdevelopment; globalisation -- a long view

III. Social movements in the North and the South: ecological, feminist, human rights issues.

IV. Modernity and cultural transformation: emerging trends in culture. Media and consumption

ESSENTIAL READINGS:

- Findley, Carter V. and John Rothey. *Twentieth-Century World*. USA: Wadsworth Publishing, 7thedn. 2011.
- Hobsbawm, E.J. *The Age of Extremes. 1914 – 1991*. New York: Vintage, 1996.
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- Kiernan, V. “Nationalist Movements and Social Classes”, in *Nationalist Movements*, edited by A.D. Smith, pp. 110-33. London: Macmillan, 1976.
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- Mazower, Mark. *The Balkans: A Short History*. New York: Modern Library, [2000] paperback, 2002. (especially Chap. 4)

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- Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. USA: Penguin, 1986.
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- Weeks, Jeffrey. *Sex, Politics and Society: the Regulation of Sexuality in Britain Since 1800*. 2nd edn. London: Longman, 1989 (Chapters 13-14).

GE I

Women in Indian History

I. Theory and concepts

- [a] Understanding gender and patriarchy
- [b] Historiography: women's history in India

II. Women in ancient India

- [a] Brahmanical patriarchy in India
- [b] Women and property
- [c] Women and work: voices from Tamilakam

III. Women in medieval India

- [a] Political processes, the harem and household
- [b] Imperial women: Razia Sultan, Nur Jahan, Jahanara
- [c] Women and literary activities

IV. Women in Modern India

- [a] Social reforms and women in the 19th century: social base, issues, Achievements and limitations
- [b] Women and Indian Nationalism: prior to 1920; Gandhi and women's participation; programmes; limitations and constraints
- [c] Women and Partition: trauma, dislocation and disruption; refugee women and rehabilitation

ESSENTIAL READINGS

- Bhasin, Kamla. *Understanding Gender*. New Delhi: Women Unlimited, 2000.
- Bokhari, Afshan. 'Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India'. In *Arrangements of the Mystical in the Muslim World, 1200–1800*. Taylor and Francis, 2011.
- Chakravarti, Uma. 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State'. *Economic and Political Weekly*, 28(14), 3 April 1993, pp.579-85.
- Forbes, Geraldine. *Women in Modern India*. Cambridge: Cambridge University Press, 1996.
- Gupta, Charu, ed. *Gendering Colonial India: Reforms, Print, Caste and Communalism*. Delhi: Orient Blackswan, 2012 [Introduction].
- Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. Delhi: Zubaan, 1997 [Also available in Hindi].

- Lal, Ruby. *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge University Press, 2005.
- Menon, Ritu and Kamla Bhasin. *Borders & Boundaries*. Delhi: Kali for Women, 1998.
- Ramaswamy, Vijaya. 'Aspects of Women and Work in Early South India'. In Kumkum Roy, ed. *Women in Early Indian Societies*. New Delhi: Oxford University Press, 2000.
- Shah, Shalini. 'Patriarchy and Property'. In *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised edn. Delhi: Manohar, 2012, pp. 32-62.
- Sharma, Sunil. 'From 'Ā' esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women'. *Journal of Persianate Studies*, 2, 2009, pp. 148-164.

GE II

Gender in the Modern World

- I. Historicizing gender in history: patriarchy; masculinity and femininity
- II. Gender in the French Revolution: iconography; women writers and Feminism
- III. Women's Suffragette movements in Europe and the USA
- IV. Gender relations in West Asia: Struggles for women's rights; women's movements; Islamic Feminists
- V. Socialist Revolution in Russia and China: Women's rights; the household; Socialist Feminism
- VI. Women and the anti-apartheid movement in Africa

ESSENTIAL READINGS

- Bock, Gisela. 'Women's History and Gender History: Aspects of an International Debate'. *Gender and History*, 1 (1), Spring 1989, pp. 7-30.
- DuBois, Ellen Carol. *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America 1848-1869*. Ithaca: Cornell University Press, 1999.
- Gilmartin, Christina. *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*. Berkeley: University of California Press, 1995.
- Graham, Ruth. 'Loaves and Liberty: Women in the French Revolution'. In Renate Bridenthal and Claudia Koonz, eds. *Becoming Visible: Women in European History*. New York: Monthly Review Press, 1984, pp. 236-54.
- Juneja, Monica. 'Imaging the Revolution: Gender and Iconography in French Political Prints'. *Studies in History*, 12 (1), 1996, pp. 1-65.
- Mernissi, F. *Beyond the Veil: Male-Female Dynamics in Modern Muslim Society*. Bloomington: Indiana University Press, 1987.
- Moghadam, V. M. 'Islamist Movements and Women's Responses'. In Valentine Modghadam, *Modernizing Women: Gender and Social Change in the Middle East*. London: Lynn Rienner, 2003, pp. 151-92.
- Rosenthal, Bernice Glatzer. 'Love on the Tractor: Women in the Russian Revolution and After'. In Renate Bridenthal and Claudia Koonz, eds. *Becoming Visible: Women in European History*. New York: Monthly Review Press, 1984, pp. 370-399.
- Smith, Bonnie G., ed. *Encyclopedia of Women in World History, IV Volumes*. New York: Oxford University Press, 2008 [relevant sections].
- Walker, Cheryl. *Women and Resistance in South Africa*. London: Onyx

University Press, 1982.

- Weisner-Hanks, Merry. 'World History and the History of Women, Gender, and Sexuality' *Journal of World History*, 18 (1), March 2007, pp. 53-67.
- Wingerden, Sophia A. *The Women's Suffrage Movement in Britain, 1866-1928*. New York: St. Martin's Press, 1999.

GE III

Cultural Diversity in India

- I. The literary imagination
- II. Folk traditions and cultures of orality
- III. Religious processes
- IV. Food and attire
- V. Visual culture
- VI. Music and performance
- VII. Sport

ESSENTIAL READINGS

- Amin, Shahid. "Gandhi as Mahatma: Gorakhpur district, eastern U. P., 1921-22." *Subaltern Studies* 3 (1984): 247-72.
- Asher, Frederick. "Historical and political allegory in Gupta art." In *Essays in Gupta Culture*, edited by B. L. Smith, 53-66. Columbia: Columbia University Press, 1983.
- Bayly, C.A. "The Origins of Swadeshi: Cloth and Indian Society, 1700-1930." In *Origins of Nationality in South Asia*, by C.A. Bayly. New Delhi: Oxford University Press, 1998.
- Behl, Aditya "Emotion and Meaning in Mirigavati: Strategies of spiritual signification in Hindavi Sufi," in *After Timur Left*, edited by Francesca Orsini and Samira Shaikh, 273-98. New Delhi: Oxford University Press, 2014.
- Bhattacharya, Sabyasachi. *VandeMataram: The Biography of a Song*. 2nd rev. edn. Delhi: Primus, 2013.
- Bose, N.K. "Culture Zones of India." In *Culture and Society in India* by N. K. Bose, 12-23. New Delhi: Asia Publishing House, 1977 (reprint).
- Chakravarti, Uma. "Women, Men and Beasts: The *Jataka* as Popular Traditon." In *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*, by Uma Chakravarti, 198-221 (New Delhi, Tulika, 2006).

- Delvoye, François 'Nalini'. "Collections of Lyrics in Hindustani Music: The Case of Dhrupad." In Francois 'Nalini' Delvoye, [et.al.](#), *Hindustani Music: Thirteenth to Twentieth Centuries* (New Delhi: Manohar, 2010), pp. 141-158
- Dimeo, Paul and James Mills, eds. *Soccer in South Asia*, Routledge, Abingdon, 2013 (first published, Frank Cass, 2001). Introduction; and Novy Kapadia, 'Story of Indian Football, 1889-2000'.
- Divyabhanusinh, 'The great Mughals go hunting lions.' In *Environmental Issues in India*, edited by Mahesh Rangarajan, 49-69. Delhi: Pearson, 2007.
- Guha, Ramachandra. "Cricket and politics in colonial India." *Past and Present* 161 (1998): 155-90.
- Karlekar, Malavika. *Visual Histories: Photography in the Visual Imagination*, OUP, New Delhi, 2013, section I.
- Kumar, Sunil. "The Pir's Barakat and the Servitor's Ardour: Contrasting History of two Sufi Shrines in Delhi." In *Celebrating Delhi*, edited by Maya Dayal, 47-75. Delhi: Ravi Dayal and Penguin, 2010.
- Lata Singh, ed. *Theatre in Colonial India: Play-house of Power*. New Delhi: Oxford University Press, 2009.
- Prakash, Gyan. *Mumbai Fables*. NOIDA: HarperCollins, 2011. Chapter 4 (on Manto).
- Ramanujan, A.K. "Towards and Anthology of City Images." In *The Collected Essays of A.K. Ramanujan*, edited by V. Dharwadkar, 52-72. New Delhi: Oxford University Press, 2012 (5th impression).
- Ray, Utsa. *Culinary Culture in Colonial Bengal: A Cosmopolitan Platter and the Middle Class*. Delhi: Cambridge University Press, 2015 (pp. 1-22 & 192-229).
- Sangari, Kumkum. "Mirabai and the Spiritual Economy of Bhakti." *Economic and Political Weekly*, July 7, 1990 pp. 1464-75 and July 14, 1990, pp. 1537-52.
- Sikand, Yoginder. *Sacred Spaces: Exploring Traditions of Shared Faith in India*. New Delhi: Penguin, 2003, pp. 1-20.
- Sreenivasan, Ramya. "Warrior tales at hinterland courts in north India." In *AfterTimur Left*, edited by Francesca Orsini and Samira Shaikh, 247-72. New Delhi: Oxford University Press, 2014.
- Subramanian, Lakshmi. "A language for music: revisiting the Tamil Isai Iyakkam." *Indian Economic and Social History Review* 44, 1 (March 2007): 19-40.

GE IV

Environmental Issues in India

- I. Social perspectives on environment
 - [a] Studying human-nature interactions
 - [b] Recent trends
 - [c] Debating anthropocene

- II. Geography, Ecology and Cultures in Pre-Colonial India:
 - [a] Land, Forests, Pastures,
 - [b] Monsoon, river systems and oceans

- III. Colonialism and Environment:
 - [a] New Regimes of Land, Forests, Water and Irrigation;
 - [b] Resistances to New Regimes: Peasants, Tribal and Pastoralists

- IV. Independent India and environment:
 - [a] Forests; Human-wildlife conflict, threat to Bio-diversity, movements
 - [b] Water; Dams, Displacement, Pollution, Degradation, movements
 - [c] Mitigating Hunger; Green Revolution

- V. Environment as global concern:
 - [a] Climate change and global efforts

[b] Alternative visions

[c] Industrial Disasters

ESSENTIAL READINGS

- Agarwal Anil and S. Narain, eds. *The Fifth Citizen's Report on the Environment in India*. Delhi: Centre for Science and Environment, 1999.
- Agarwal Anil and S. Narain, eds. *The Second Citizen's Report on the Environment in India, 1984-85*. Delhi: Centre for Science and Environment, 1985. Hindi translation by Anupam Mishra, *हमारा पर्यावरण*. Delhi: Gandhi Shanti Pratishthan, 1988.
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- Gadgil Madhav & Ramachandra Guha. *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press, 1992.
- Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds. *Nature and the Orient: The Environmental History of South and Southeast Asia*. New Delhi: Oxford University Press, 2000.
- Guha R. *Environmentalism: A Global History*. New Delhi: Oxford University Press, 2001.
- Lahiri Nayanjot. ed. *The Decline and Fall of the Indus Civilization*. Ranikhet: Permanent Black, 2002.
- McNeill J.R., *Something New Under the Sun: An Environmental History of Twentieth-Century World*. New York & London: W.W. Morton & Company, 2000.
- Rajan S. Ravi, 'Toward a metaphysics of Environmental Violence: The Case of the Bhopal Gas Disaster' in *Violent Environments*. Edited by Nancy Lee Peluso and Michael Watts, 380-98. Ithaca and London: Cornell University Press, 2001.
- Rangarajan Mahesh, ed. *Environmental Issues in India*. New Delhi: Pearson, 2007. Hindi translation: *भारत में पर्यावरण के मुद्दे*. New Delhi: Pearson, 2011.
- Rangarajan Mahesh and K. Sivaramakrishnan, eds. *India's Environmental History*. Two Volumes. Ranikhet: Permanent Black, 2012.
- Ratnagar Shereen. *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika, 2001.
- Shiva Vandana. *The Violence of the Green Revolution*. London and New Jersey: Zed Books, 1993.

GE V

Inequality and Difference

- I. Caste: varna and jati
- II. Class, status and power
- III. Gender and the household
- IV. Forms of bondage: slavery and servitude
- V. Social distancing and exclusion; untouchability
- VI. Tribes and forest dwellers
- VII. Race and colonial knowledge
- VIII. Equality and the Indian constitution

ESSENTIAL READINGS

- Buckler, F.W. “The Oriental Despot”, *Anglican Theological Review*, vol. 10 (1927): 11-22, reprinted in M.N. Pearson, *Legitimacy and Symbols: the South Asian Writings of F.W. Buckler*, Ann Arbor: Michigan Papers on South and South East Asian Studies, 1985, pp. 176-188.
- Chakravarti, U. “Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State.” In *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*, by U. Chakravarti, 138-55, Delhi: Tulika 2006.
- Chanana, Dev Raj. *Slavery in Ancient India: As Depicted in Pali and Sanskrit Texts.* In *Subordinate and Marginalized groups in early India*, edited by Alok Parasher Sen, New Delhi: Oxford University Press, pp. 96-124.
- Chaube, Shibani Kinkar. *The Making and Working of the Indian Constitution*, National Book Trust, Delhi, 2009, pp.1-67.
- Dirks, Nicholas. “The Ethnographic State.” In *Postcolonial Passages*, edited by Saurabh Dube, 70-88. New Delhi: Oxford University Press, 2004.
- Dube, Ishita-Banerjee. ed. *Caste in History*, New Delhi: Oxford University Press, 2008, Introduction, pp. i-xlvi.
- Gupta, Charu. “Mapping the Domestic Domain.” In *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*, by Charu Gupta, 123-95. Delhi: Permanent Black, 2001.

- Kumar, Dharma. "Caste and Landlessness in South India." In *Caste in Modern India*, vol.2, edited by Sumit Sarkar and Tanika Sarkar, 30-63. Ranikhet: Permanent Black, 2015.
- Kumar, Sunil. "Service, Status and Military Slavery in the Delhi Sultanate of the thirteenth and early fourteenth centuries." In *Slavery in South Asia*, edited by Richard Eaton and Indrani Chatterjee, 83-114. Bloomington: Indiana University Press, 2006.
- Parasher-Sen, Aloka. "Naming and Social Exclusion: The Outcaste and the Outsider." In *Between the Empires: Society in India 300 BCE to 400CE*, edited by Patrick Olivelle, 415-55. New Delhi: Oxford University Press, 2007.
- Rodrigues, V. ed. *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, Introduction, pp. 1-44.
- Sen, Amartya. "Secularism and Its Discontents." In *The Argumentative Indian*, by Amartya Sen, 294-316. Delhi: Penguin, 2005.
- Singh, Chetan. "Conformity and Conflict: Tribes and the 'agrarian system' of Mughal India." *Indian Economic and Social History Review* 23 (1988): 319-340.
- Singh, Upinder. "Varṇa and Jāti in ancient India: some questions." In *Irreverent History: Essays for M. G. S. Narayanan*, edited by Kesavan Veluthat and Donald R. Davis Jr., 205-14. Delhi: Primus, 2014.
- Thapar, Romila. "Perceiving the Forest in Early India." *Studies in History*, 17 (2001): 1-16.
- Xaxa, V. "Tribes as Indigenous People of India." *Economic and Political Weekly*, 34, 51 (December 1999) 3589-95.

GE VI

Delhi through the Ages

- I. The environmental setting; prehistoric and protohistoric sites; PuranaQila: archaeology and legend
- II. The transition to the historical period: Ashokan edicts; the Mehrauli iron pillar; Anangpur
- III. Settlements between the 11th and 16th century: Lal Kot, Delhi Kuhna
- IV. The tomb, the garden and the river: Humayun's tomb, Nizamuddin, Shahjahanabad
- V. Shahjahanabad: the Company and the Mughal Court; Delhi College; Ghalib
- VI. 1857 in Delhi
- VII. From the 1877 Durbar to the New Imperial Capital
- VIII. Partition, Violence and Relocation: 1947 onwards

ESSENTIAL READINGS

- Dalrymple, William. *City of Djinn: A Year in Delhi*. New Delhi: Penguin, 2004. Chapter II., pp. 27-37.
- Gupta, Narayani. *Delhi between the Empires: 1803-1931*, New Delhi: Oxford University Press, 1999. pp. 20-31, 50-66, 160-82.
- Koch, Ebba. "The Mughal Waterfront Garden." In *Mughal Art and Imperial Ideology* by Ebba Koch, 183-202. New Delhi: Oxford University Press, 2001.
- Kumar, Sunil. "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE." In *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries* edited by Albrecht Fuess and Jan Peter Hartung, 123-148. London: Routledge, 2011.
- Lahiri, Nayanjot. "Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife." *World Archaeology*, 35:1, (2003): 35-60.
- Lowry, Glenn D. "Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture," *Muqarnas*, Vol. 4 (1987), pp. 133-148 {???
- Metcalf, Thomas. *Imperial Visions*, New Delhi: Oxford University Press, 1989. Chap. 7, pp. 211-239.

- Naim, C. M. "Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors." In *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, by C. M. Naim, 250-279. New Delhi: Permanent Black, 2004.
- Pandey, Gyan. *Remembering Partition*. Cambridge: Cambridge University Press, 2001. Chapter 6, pp. 121-51.
- Pernau, Margrit. *The Delhi College*. New Delhi: Oxford University Press, 2006; Introduction, pp. 1-32.
- Pinto, s.j., Desiderio. "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims." In *Muslim Shrines in India*, edited by Christian W. Troll, 112-124. New Delhi: Oxford University Press, 1989.
- Singh, Upinder ed. *Delhi: Ancient History*, New Delhi: Social Science Press, 2006, pp. 185-92, 200-204.
- उपिन्दर सिंह, *दिल्ली: प्राचीन इतिहास*. New Delhi: Orient Blackswan, 2010.
- Singh, Upinder. *Ancient Delhi*. 2ndedn. New Delhi: Oxford University Press. Introduction; pp. 5-45, 46-62, 75-83.
- Spear, Percival. *Twilight of the Mughuls*. In *The Delhi Omnibus*, Cambridge, Cambridge University Press, 2002, Chapter IV.
- Tarlo, Emma. "Welcome to History: A Resettlement Colony in the Making." In *Delhi: Urban Spaces and Human Destinies*, edited by Veronique Dupont et al, 75-94. Delhi: Manohar, 2000.

SEC I

History and Tourism

I. Defining heritage

Art and architecture in India: an overview

II. Understanding built heritage

Stupa architecture – Sanchi

Temple architecture -- a case study of any temple/temple complex

Indo-Persian architecture, forts, palaces, mosques: Delhi

Colonial architecture: Delhi

IV. Varieties of tourism

Tourism management

Tour packages

A visit to a historical site/museum is part of this course.

ESSENTIAL READINGS:

- Agarwal, V.S. *Indian Art*. Varanasi: PrithviPrakashan, 1972.
- Bhowmik, S. K. *Heritage Management: Care, Understanding & Appreciation of Cultural Heritage*, Jaipur, 2004.
- Harle, J. *The Art and Architecture of the Indian Subcontinent*. Harmondsworth: Penguin, 1988.
- Howard, P. *Heritage: Management, Interpretation, Identity and London*. London: Continuum International Publishing, 2003.
- Kumar, S. *The Present in Delhi's Past*. Delhi: Gyan Publishing House, 2002.
- Ghosh, B. *Tourism and Travel Management*. New Delhi: Vikas Publishing House, 1998.

- Study material of IGNOU, Bachelor of Tourism, TS-1 and 6; Study material of B.A.(Prog.) Application courses, Tourism, Dept. of Commerce, Prepared by Prof. K.V. Bhanumurthy. Univ. of Delhi.

SEC II

Introducing Indian Art

I. Understanding key terms in art appreciation: art, craft, etc.

II. Sculpture

[a] Iconography: Hindu, Buddhist and Jaina

[b] Modern sculpture

III. Architecture

[a] Temple architecture -- Nagara, Dravida and Vesara

[b] Mosques and Mausoleums -- Qutb Complex; Humayun's tomb; Jama Masjid; Taj Mahal (any one)

[c] Colonial architecture

[e] Modern and contemporary architecture

IV. Painting

[a] Mural painting -- Ajanta

[b] Mughal and Rajput- miniature styles

[c] Raja Ravi Verma and the Bengal School

[d] Modern and contemporary artists

A visit to a museum/monument/art gallery is part of this course.

ESSENTIAL READINGS:

- Beach, M.C. *The New Cambridge History of India: 3, Mughal and Rajput Painting*. Delhi: CUP, 1992.

- Dehejia, V. *Looking Again At Indian Art*. Delhi: Publication Division, Govt. of India, 2012.
- Dhar, P.P.(ed.). *Indian Art History Changing Perspectives*. New Delhi: DK, 2011 (Chapters 1-4).
- Goswamy, B.N. *Essence of Indian Art*.Asian Art Museum of San Francisco, 1986.
- Huntington, S.*The Art of Ancient India: Hindu Buddhist, Jain*. New York:Weather Hill,1985.
- Mitter, P. *Art and Nationalism in Colonial India 1850-1922: Occidental Orientations*.Cambridge:CUP, 1994. (Only Introduction)
- Shrinivashan, K.R. *Dakshin Bharat KeMandir*. Delhi: National Book Trust, 2005.
- Thakran, R.C., Shiv Dutt and Sanjay Kumar (eds.). *भारतीय उपमहाद्वीप की संस्कृतियाँ*. Vol. I&II, Delhi: Hindi Madyam Karyanvay Nideshalay, 2013.

SEC III

An Introduction to Archaeology

I. Defining archaeology; understanding its origins and development

II. The variety of archaeological evidence

III. Survey and excavation of sites and features

IV. Discovering human experience through archaeology – environment, technology, subsistence, society, trade and ways of thinking

A visit to a site/museum is part of this course.

ESSENTIAL READINGS:

- ASI publications
- Bahn, P. *Archaeology – A Very Short Introduction*. Oxford: Oxford University Paperback, 1996.
- Chakrabarti, D. K. *The Oxford Companion to Indian Archaeology*. New Delhi: Oxford University Press, 2006.
- Hall, M. & W. Silliman, *Historical Archaeology*. USA: Wiley-Blackwell, 2006.
- Renfrew, C. and Paul Bahn. *Archaeology – Theories Methods and Practice*. London: Thames and Hudson Paperback, 1991.

SEC IV

Archives and Museums

I. Defining museums and archives

II. History of the setting up of museums: case study of Indian Museum, Calcutta; Salarjung Museum, Hyderabad; and National Museum, Delhi (one case study)

III. History of the setting up of archives: Case study of the National Archives of India, Delhi (one case study)

IV. New kinds of museums and archives: virtual; digital; crafts; media.

A visit to a museum and/or archive is part of this course.

ESSENTIAL READINGS:

- *A Guide to the National Museum*. New Delhi:National Museum, 1997.
- Agarwal, O.P. *Essentials of Conservation and Museology*. Delhi: SundeepPrakashan, 2007.
- Agarwal, O.P. *PustakalayaSamagriAur Kala-VastuonKaParirakshan*. Delhi: NBT, 1999.
- Edson, G. and D. David. *Handbook for Museums*. London: Routledge, 1986.
- GuhaThakurta, Tapati. *Monuments, Objects, Histories: Institutions of Art in Colonial India*. Delhi: Permanent Black, 2004.
- Kathpalia, Y.P. *Conservation and Restoration of Archive Materials*. UNESCO, 1973.
- Ridener, J. *From Foiders to Post Modernism: A Concise History of Archival Theory*. LLC: Litwin Books, 2009.

SEC V

Crafts and Artisans: Living Traditions

- I. Stone carvings: traditional stone carvers, architects and sculptors -- Mahabalipuram and Rajasthan
- II. Painting: Madhubani and Worli
- III. Metal crafts: Bidari, Dokra, Sthapati bronzes
- IV. Woodwork, weaving and basketry: Northeastern India
- V. Textile and carpet weaving: Banarasi, Patola, Bandhni and Kanjeevaram; Bhadoi
- VI. Ivory, gems and jewellery

A visit to a craft exhibition is part of this course.

ESSENTIAL READINGS:

- Chattopadhyay, K. *India's Craft Tradition*. Delhi: Publication Division, 1980.
- Dhamija, J. and J. Jain. *Hand Woven Fabrics of India*. Middletown, NJ: Mapin, 1989.
- Dwivedi, V.P. *Indian Ivories*. Delhi: Agam Prakashan, 1976.
- Jain, Jyotindra, ed. *Other Masters: Five Contemporary Folk and Tribal Artists of India*. New Delhi: South Asia Books, 1998.
- Jaitley, J. *The Crafts Traditions of India*. New Delhi: Lustre Press, 1990.
- Jayakar, Pupul. *The Earthen Drum*. New Delhi: National Museum, 1980.
- Nanavati, J.M., M.P. Vora and M.A. Dhaky. *The Embroidery and Beadwork of Kutch and Saurashtra*. Baroda: Department of Archaeology, Gujarat, 1966.
- Stronge, S., ed. *A Golden Treasury, Jewellery from the Indian Sub-continent*. London: Victoria & Albert Museum, 1989.

SEC VI

Popular Culture

- I. Defining popular culture
- II. Theatre-folk, tales, songs and dances
- III. Folklore and oral traditions of kathas, narratives, legends
- IV. Festivals, fairs and rituals
- V. Pilgrimage and pilgrim practices
- VI. Food cultures of India

A visit to a cultural event/ exhibition/performance is part of this course.

ESSENTIAL READINGS:

- Acharya, K.T. *Indian Food: A Historical Companion*. New Delhi: OUP, 1994.
- Bhardwaj, R.M. *Vratas and Utsavas in North and Central India (Literary and Epigraphic Sources : c400-1200)*, New Delhi: Eastern Book Linkers, 2015.
- Buck, C.H. *Faiths, Fairs and Festivals of India*. New Delhi: Asian Publishing Services, 1977.
- Jha, M., ed. *Social Anthropology of Pilgrimage*. New Delhi: Inter-India Publication, 1991.
- Storey, J. *Cultural Theory and Popular Culture*. Delhi: Pearson Prentice Hall, 2009.
- Thakran, R.C., Shiv Dutt and Sanjay Kumar, eds. *भारतीय उपमहाद्वीप की संस्कृतियाँ*, Vol. I&II, Delhi: Hindi Madyam Karyanvay Nideshalay, 2013.
- Verma, L.B. *भारत की जन्कथा*. Allahabad: Itihasbodh Prakashan, 2012.

SEC VII

Body and Healing in India

- I. The Ayurveda tradition
- II. Yunani healing and its practitioners
- III. Vaid, hakims, homoeopaths and doctors
- IV. Medical institutions: colleges, hospitals, pharmacies

A visit to a healing/medical institution is part of this course.

ESSENTIAL READINGS:

- Alavi, S. *Islam and Healing: Loss and Recovery of an Indo-Muslim Medical Tradition, 1600-1900*. Basingstoke: Palgrave Macmillan, 2008.
- Attewell, G. N. A. *Refiguring Unani Tibb: Plural Healing in Late Colonial India*, New Delhi: Orient Longman, 2007.
- Ghosh, AK. *A Short History of the Development of Homeopathy in India*. LAP Lambert: Academic Publishing, 2012.
- Mukharji P.B. *Nationalizing the Body: The Medical Market, Print and Dakitari Medicine*, London and New York: Anthem Press, 2009.
- Pati, Biswamoy and Mark Harrison. *The Social History of Health and Medicine in Colonial India*. London and New York: Routledge, 2011.
- Sivaramakrishnan, Kavita. *Old Potions, New Bottles: Recasting Indigenous Medicine in Colonial Punjab (1850-1945)*. New Delhi: Orient Blackswan, 2013.
- Wujastyk, D. *The Roots of Ayurveda*. New Delhi: Penguin, 1999.