

# UNIVERSITY OF DELHI

CNC-II/093/1/EC-1275/25/12

Dated: 31.07.2025

## NOTIFICATION

Sub: Amendment to Ordinance V

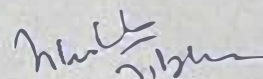
(ECR 07-18/ dated 23.05.2025)

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

**Add the following:**

The syllabi of Semester VII and VIII of the following Departments under the Faculty of Social Sciences based on Undergraduate Curriculum Framework 2022, is notified herewith for the information of all concerned:

Department	Syllabi
History	B.A. (Hons.) History Semester-VII and B.A. (Prog.) History Semester VII ( <b>Annexure-1</b> )
Political Science	B.A. (Hons.) Political Science Semester-VII and VIII ( <b>Annexure-2</b> )



**REGISTRAR**

UGCF- 2022  
SEMESTER- VII  
DEPARTMENT OF HISTORY  
CATEGORY I  
B.A. HONOURS HISTORY

**DISCIPLINE SPECIFIC CORE (DSC): Reading Sources in Indian History I**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Reading Sources in Indian History: An Introduction to Literary Traditions I</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>		

**Learning Objectives**

- This paper initiates students into an early interface with 'primary' sources - from times far removed from our own.
- It is also intended to apprise the students of the ways in which historians interpret and deploy these textual resources along with other similar or dissimilar sources to create a meaningful narrative about the past.
- To appreciate the need for and legitimacy of more than one way of reading the same source.

**Learning outcomes**

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

- Contextualize the source in its own time, space, and genre
- Understand the issues that arise in the process of using a source for the reconstruction of history

**Syllabus**

**Unit I: Vedic to Puranic Source:** *Rgveda* (10th Mandala); *Yajnavalkya Smriti* (section on Vyavhara); *Matsyapurana* (ch.11)

**Unit II: Buddhist text:** *Vajrasuchi* of Asvaghosa

**Unit III: Tamil Sangam** text (*Akam* poetry)

**Unit IV: Medieval Sources:** *Lekhapaddhati*; Palam Baoli Sanskrit Inscriptions of 13 century; *Kānhaḍade Prabandh*; Description of India in Amir Khusrau Nuh Siphir

**Practical component (if any) - NIL**

**Essential/recommended readings**

**Unit I: Vedic to Puranic** (teaching time: approx. 12 hours)

- *Rgveda*, ed. Satvalekar, Paradi, 1985
- J. Gonda, *Vedic Literature*, Leiden, 1975
- *A Treatise on Yajñavalkya*, by Patrick Olivelle, Murty Collection, 2019. .
- Derrett, JDM, *Dharmashastra and Juridical Literature: A History of Indian Literature*, vol 1, Delhi: Manohar, 2019
- Taluqdar Of Oudh (trans.), *The Matsya Puranam*, Munshiram Manoharlal Publishers (repnt.), Delhi
- Jaya Tyagi, *Contestation and Compliance: Retrieving Women's 'Agency' from Puranic Traditions*, OUP, 2014.
- R. C. Hazra, *Studies in the Puranic Records on Hindu Rites and Customs*, Motilal Banarsidass (new edn.), Delhi, 1988.

**Unit II: Buddhist text: Vajrasuchi** (teaching time: (approx. 6 hours)

- Sujitkumar, Mukhopadhyaya, ed & tr, *The Vajrasuchi of Asvaghosa*, Shantiniketan, 1960
- Ramesh, Bhardwaj, *Vajrasuchi of Asvaghosa and the concept of varna jati*, Delhi, 2007
- Law, B.C, *Asvaghosa*, Calcutta, 1946

**Unit III: Tamil Sangam poems (Akam)** (teaching time: approx. 6 hours)

- K. Ramanujam (trans.), *The Interior Landscape: Love Poems from a Classical Tamil Anthology*, OUP, Delhi, 1994. (Published online by Cambridge University Press on 23 March, 2011)
- George Hart (trans.), *The Poems of Ancient Tamil: Their Milieu and Their Sanskrit Counterparts*, OUP India, 2000.
- V. Palampal, *Studies in the History of the Sangam Age*, Kalinga Publications, Tamil Nadu, 1998.

**Unit IV: Medieval Sources:** teaching time: approx. 12 hours)

This unit is meant to familiarise students with a variety of sources of the medieval period and how they have been interpreted by historians.

- *Lekhapaddhati: Documents of State and Everyday Life from Ancient and Early Medieval Gujarat*, Aligarh Historians' Society Series, translated by Pushpa Prasad, New Delhi: Oxford University Press, 2007.

- L.D. Barnett, 'Review of *Lekhapaddhati*, *Journal of the Royal Asiatic Society of Great Britain, and Ireland*, 1926-10-01 (4), pp. 771-773.
- Pushpa Prasad, ed. and trans., *Sanskrit Inscriptions of Delhi Sultanate*, 1191-1526. New Delhi: Oxford University Press, 1990.
- Padmanabha, *Kānhaḍade Prabandh*, translated by V.S.Bhatnagar, New Delhi: Aditya Prakashan, 1991.
- Ramya Sreenivasan, 'Allauddin Khalji Remembered: Conquest, Gender and Community in Medieval Rajput Narratives', *Studies in History*, vol. 18 (2002), no. 2, pp. 275-96.
- Ramya Sreenivasan, 'The 'Marriage' of 'Hindu' and 'Turak': Medieval Rajput Histories of Jalor', *Medieval History Journal*, vol. 7 (2004), no. 1, pp. 87-108.
- Mohammad Wahid Mirza, *Nuh Siphir of Amir Khusrau*, Oxford University Press, 1949, Introduction (pp. xvii-xxxviii).
- Sunil Sharma, *Amir Khusraw: The Poet of Sultans and Sufis*, Oneworld Publications, May 2005, Introduction, pp. 37-92 & Chapter-4.
- Ansari, Zoe (ed.). *Life, Times & Works of Amir Khusrau Dehlavi*. New Delhi: National Amir Khusrau Society, pp. 74-82, 200-214, 241-322.

#### **Suggested Readings:**

- Irfan Habib, 'Persian Book Writing and Book Use in the pre printing age', *Proceedings of the Indian History Congress*, Vol. 66 (2005-2006), pp. 514-537.
- R.S Sharma, *Material Culture and Social Formation in Ancient India*, Macmillan, 1983
- V. Nath, *The Puranic World: Environment, Gender, Ritual, and Myth*, Manohar, Delhi, 2009.

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

## DISCIPLINE SPECIFIC ELECTIVE (DSE): Sources and the Practice of History – I

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Sources and the Practice of History – I	4	3	1	0		

### Learning Objectives

- It consists of primary texts of different genres from Indian history. Students will be confronted with the challenges of historical interpretation and reconstruction of a variety of concepts, perspectives and experiences including those relating authority, gender, religion, social categorization, caste, and history.
- Students will learn to evaluate sources in conjunction with each other to develop their analytical abilities and the use of evidence so as to gain a richer historical understanding.
- They will also be introduced to the distinctiveness of British colonialism, its modes of exploitation and governance as well as a diversity of critical perspectives from India on fundamental subjects such as that of the state, nation, religion, caste and gender

### Learning outcomes

- Students will be exposed to nuanced readings of important texts produced during the early modern and colonial period.
- The student will be study in depth a range of ideas including that of the nation, state, society, development, religion, the critique of caste and patriarchy.
- The different strands of nationalism which encompass multiple and connected ideas of India.

### Syllabus

**Unit I:** 1. James Mill : History of British India 2. M.K Gandhi : Hind Swaraj

**Unit II:** 1. Jyotirao Phule Gulamgiri 2. Dr. BR Ambedkar :Annihilation of Caste 3. Tarabai Shinde : Stri Purush Tulana.

**Unit III:** 1. JL Nehru : Discovery of India 2. V D Savarkar : Essentials of Hindutva (1923)

**Unit IV:** 1. The Forest Act of 1878. 2. Royal Commission on Labour in India, 1931 3. Constituent Assembly Debates : Fundamental Rights and Duties

**Practical component (if any) - NIL**

**Essential/recommended readings:**

**Unit 1 (12 Lectures )**

- \* James Mill, History of British India, 3 vols. London: Baldwin, Cradock, and Joy, 1826.
- \* MK Gandhi, Hind Swaraj in A. Parel Ed. Hind Swaraj and other writings Cambridge; New York: Cambridge University Press, 2009.
- \* Rhetoric of Reform', Modern Asian Studies, Vol. 24, No. 2, (May 1990), pp. 209-224.
- \* Mehta, Uday. (1999) Liberalism and Empire, Chicago: University of Chicago Press (chapter 3)
- \* Hardiman, David. (2003). Gandhi in his time and ours. New Delhi: Permanent Black.
- \* Guha, Ramachandra. (2018.). Gandhi: the years that changed the world, 1914-1948. Gurugram: Penguin Random House India.
- \* Gandhi, M.K. (1997). Hind Swaraj and other writings, (ed.), Anthony J. Parel, Cambridge: Cambridge University Press

**Unit 2 (12 Lectures)**

- \* Jyotirao Phule Gulamgiri in G.P. Deshpande (2012) Ed. Selected Writings of Jotirao Phule New Delhi: Leftword Books.
- \* Dr. BR Ambedkar, Annihilation of Caste in Valerian Rodrigues Ed. The essential writings of B.R. Ambedkar Delhi; Oxford: Oxford University Press, 2004.
- \* Tarabai Shinde, Stri Purush Tulana., Translation: O'Hanlon, Rosalind. (1994). A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India. Madras: Oxford University Press
- \* O'Hanlon, Roslind. (1985). Caste, Conflict and Ideology Cambridge: Cambridge University Press
- \* Zelliot, Eleanor. (2010). From Untouchable to Dalit: Essays on Ambedkar Movements, New Delhi: Manohar.
- \* Nagaraj, D.R. (2010). The Flaming Feet and Other Essays: The Dalit Movement in India, ed. Prithvi Datta and Chandra Shobhi, Ranikhet: Permanent Black.
- \* Banyopadhyay, Shekhar (Ed.). (2009). Nationalist Movement in India, A Reader. New Delhi: Oxford University Press.

**Unit 3 ( 12 )Lectures**

- \* JL Nehru, Discovery of India. New Delhi: Jawaharlal Nehru Memorial Fund : Distributed by Oxford University Press, [1981] (1994 printing)
- \* V D Savarkar, Essentials of Hindutva, Hindi Sahitya Sadan (1923)
- \* Chatterjee, Partha. (1999). The Partha Chatterjee Omnibus. New Delhi: Oxford University Press.
- \* Khilnani, Sunil. (2004, rpt.). The Idea of India. New Delhi: Penguin. \* Parekh, Bhiku. (1991) "Nehru and the National Philosophy of India", Economic and Political Weekly Vol. 26, No. 1/2 (Jan. 5-12, 1991), pp. 35-48.

- \* Bhargava, Rajeev. (2017). "Nehru against Nehruvians: on religion and secularism". *Economic and Political Weekly*. 52(8), pp. 34 – 40
- \* Bakhle, Janaki. (2010). "Savarkar (1883-1966), Sedition, and Surveillance: the rule of law in a colonial situation," in *Social History*. vol. 35, no. 1.
- \* Bakhle, Janaki. (2010) "Country First? Vinayak Damodar Savarkar ( 1883-1966) and the Writing of Essentials of Hindutva," *Public Culture* 22:1.
- \* Chaturvedi, Vinayak. (2010). "Rethinking Knowledge with Action: V.D. Savarkar, the Bhagavad Gita, and Histories of Warfare" *Modern Intellectual History*, 7, 2, 417-35.

**Unit 4 ( 12 Lectures)** \*The Forest Act of 1878. \* Royal Commission on Labour in India, 1931 (several vols.).

- \* Gadgil, Madhav, and Ramchandra Guha. (2000). *The Use and Abuse of Nature, This Fissured Land- An Ecological History of India*. New Delhi: Oxford University Press.
- \* Guha, Ramachandra. (1991). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. New Delhi: Oxford University Press.
- \* Grove, Richard H. (1998). *Ecology, Climate and Empire, The Indian Legacy in Global Environmental History, 1400-1940*. New Delhi: Oxford University Press.
- \* Kumar, Dharma and Meghand Desai, (Eds.). (1984). *Cambridge Economic History of India, Vol II, 1657-1970*. Hyderabad: Orient Longman Ltd
- \* Constituent Assembly Debates on fundamental rights, language, separation of power, judicial review, etc. \* Constituent Assembly Debates
- \* Vol.III: 28-4-1947 to 2-5-1947 (Fundamental Rights)[https://eparlib.nic.in/bitstream/123456789/762962/1/cad\\_29-04-1947.pdf](https://eparlib.nic.in/bitstream/123456789/762962/1/cad_29-04-1947.pdf)
- \* Vol.VII: 4-11-1948 to 8-1-1949 (Directive Principles of State Policy) [https://eparlib.nic.in/bitstream/123456789/763029/1/cad\\_19-11-1948.pdf](https://eparlib.nic.in/bitstream/123456789/763029/1/cad_19-11-1948.pdf).
- \* Austin, Granville. (1999). *Working a Democratic Constitution: the Indian Experience*. Delhi: Oxford University Press.
- \* Chandra, Bipan. (2008). *India Since Independence*. Delhi: Penguin.

**Suggested Readings:**

- \* Gokhale, Balkrishna Govind. (1978). 'Nehru and History' *History and Theory*, Vol. 17, No. 3 (Oct., 1978), pp. 311-322.
- \* Pandey, Gyanendra (1993). "Which of us are Hindus" in Gyanendra Pandey, Ed. *Hindus and Others: The Question of Identity in India Today* (New Delhi: Viking, 1993)
- \* Kumar, Ravi, V.M. (2010). 'Green Colonialism and Forest Policies in South India, 1800-1900', *Global Environment*, Vol. 3, No. 5, pp. 100-125.
- \* Nigam, Aditya. (2004). 'A Text without Author: Locating Constituent Assembly as Event', *Economic and Political Weekly*, Vol. 39, No. 21 (May 22-28, 2004), pp. 2107-2113.
- \* Omvedt, Gail. (2013). *Dalits and the Democratic Revolution: Dr.Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage Publications.
- \* Panesar, Amerdeep, Stoddart, Amy, Turner, James, Ward, Paul and Wells, Sarah. (2017) J.H. Whitley and the Royal Commission on Labour in India 1929–31. In: *Liberal Reform and Industrial Relations: J.H. Whitley (1866–1935), Halifax Radical and Speaker of the House of Commons*. Routledge Studies in Modern British History, Routledge, London, pp. 129-142.
- \* Tucker, Richard P. (1982). 'The Forests of the Western Himalayas: The Legacy of British Colonial Administration' *Journal of Forest History*, Vol. 26, No. 3 (Jul., 1982), pp. 112-123.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch**

**DISCIPLINE SPECIFIC ELECTIVE (DSE): Practice of History – I**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Practice of History – I	4	3	1	0		

**Learning Objectives**

- This course aims to familiarize, and at the same time re-emphasize the concepts and methods used in the practice of history, pertaining to the pre-colonial past.
- For a holistic understanding of the past, a multi-pronged approach needs to be applied in the scrutiny of sources and the study of history.

**Learning outcomes**

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

- Understand how the study of history has evolved and developed as a discipline and practice.
- Explain the significance of archaeology in the study of the past – its tools, methods and the mutual reliance of the two domains to better understand times gone by.
- Discuss the historiographical traditions in different chronological and cultural contexts, and be able to contextualize the study of history.
- Develop an awareness of the field of art history and its dynamics, and better appreciate the iconography and symbolism which become culture and civilizational markers.
- Delineate how record keeping, documentation and the writing of annals fed into coeval processes and, over time become vital tools for a historian's craft.



## Syllabus

**Unit I:** The Practice of History: An overview of concepts, tools, sources and the accompanying historiographical methods.

**Unit II:** Relationship between Archaeology and History: Definitions and Features; Academic trends, Research tools and methods; Exploration, survey, excavations and site typologies; Documentation, Analysis and Publication

**Unit III:** Pre-modern Historical Traditions: History and Historical Writings; Memory and Recording – Mythology, Hagiography, Biography and History; Greco-Roman historiographical traditions; Chinese, Arab and Persian writings on history; Indian historical genres; the colonial interlude.

**Unit IV:** Conjunction of Art and History: Beginnings and Development; Evolution of iconography and symbolism across mediums; genres and styles – rock art, terracotta art, sculpture, and painting; Discourses of art history

**Practical component (if any) - NIL**

### Essential/recommended readings

**Unit I:** This unit will introduce the paper, and in sync with the overview nature of the course, spell out the core themes and their concerns and working templates. A stimulating discussion on the nature and purpose of history, the historiography that has been meticulously produced, and operating principles of tools, sources etc. can initiate students into this course. (**Teaching Tim: 9 hours**)

- Carr, E.H. 2008. *What is History* (also available in Hindi), London: Penguin Books
- Bloch, M. 2004. *The Historian's Craft*, with an Introduction by Peter Burke, Manchester: Manchester University Press
- Collingwood, R.G. 1994. *The Idea of History*. New York: Oxford University Press
- Philips, C.H. ed. 1967. *Historians of India, Pakistan and Ceylon*. London: Oxford University Press

**Unit II:** This unit seeks to address a very vital question: Is archaeology the hand-maiden of history? There is no escaping the filial relationship of the two primary disciplines that seek to investigate the past, and no denying the symbiotic relationship between the two. Accordingly, this rubric will familiarize students with the aims, concepts, and survey and excavation methods that lead to the formation of the archaeological knowledge corpus, and its intertwined relationship with history. (Teaching Time: 9 hours).

- Bahn, P. 1996. *Archaeology: A Very Short Introduction*. Oxford: Oxford University Press.
- Renfrew, C and P. Bahn. 2016. *Archaeology: Theories, Methods, and Practice*. London: Thames & Hudson.
- Wheeler, R.E.M. 1954. *Archaeology from the Earth*. London: Oxford University Press
- Chakrabarti, D.K. 2006. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. New Delhi: Oxford University Press

- Singh, U. 2005. *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*. Delhi: Permanent Black (Chapters 1-2, Chapter 4, Chapters 9-10).
- ओझा, राम प्रकाश .1978. पुरातत्व विज्ञान, लखनऊ, प्रकाशन केंद्र I
- पाण्डेय, जयनारायण (2015. पुरातत्व विमर्श, इलाहाबाद, प्राच्य विद्या संस्थान I
- व्हीलर, सर मार्टिन 1954. पृथ्वी से पुरातत्व, पटना, बिहार हिंदी ग्रन्थ अकादमी I
- एलिंग, एम., एफ. फोल्सम (. 2008. पुरातत्व विज्ञान की कहानी, दिल्ली, भारतीय विज्ञान समिति I

**Unit III: Pre-modern Historical Traditions** The study of the past is recorded across societies and cultures. Human beings are keepers of memories that have spawned different commemorative rituals and learning traditions, besides vast fields of knowledge in the form of texts, inscriptions, and sacred geographies. This unit will acquaint the students with pre-modern history writing traditions, and other forms in which the past lies encoded. **(Teaching Time: 8 hours)**

- Kelley, D.R. 1991. *Versions of History from Antiquity to the Enlightenment*. New Haven: Yale University Press
- Marincola, J. 1997. *Authority and Traditions in Ancient Historiography*, Cambridge: University Press, pp. 3-19 ('Introduction' 'Myth and History')
- Pulleybank, E.G. and Beasley, W.G. eds. 1961. *Historians of China and Japan*. London: Oxford University Press
- Warder, A.K. 1972. *An Introduction to Indian Historiography*. Bombay: Popular Prakashan

**Unit IV: Conjunction of Art and History** The creation of art and artistic expression across medium is an important signifier of a culture and its development. Art history forms a vital part of cultural history and in employing its methods, historians can better gauge the socio-cultural ethos and the economic processes and transactions that allowed for its creation. Thus, the value addition of art history refines our understanding of past processes of production, patronage, belief, and practice. (Teaching time: 8 hours)

- Huntington, Susan L. 2016. *The Art Of Ancient India: Buddhist, Hindu, Jain*, Delhi: Motilal Banarsidass
- Neumayer, E. 2010. *Rock Art Of India*, New Delhi: Oxford University Press.
- Ray, N.R, 1974. *An Approach to Indian Art*, Chandigarh: Panjab University Publication Bureau
- Agrawala, V.S. 2022. *Indian Art*. Varanasi: Prithvi Prakashan
- Agrawala, V.S. 2010. *Bharatiya Kala*. Varanasi: Prithvi Prakashan
- Coomaraswamy, A.K. Rpt. 2010. *Introduction To Indian Art*. Kessinger Legacy Reprints
- Tomory, E. 1989. *History Of Fine Arts in India and The West*. New Delhi: Orient Blackswan

**Suggested Reading:**

- Puri, B.N. 1994. *Ancient Indian Historiography*. Delhi and Lucknow: Atma Ram & Sons
- Lahiri, N. 2011. *Finding Forgotten Cities: How the Indus Civilization was Discovered*. New Delhi: Hachette India
- Avikunthak, A. 2021. *Bureaucratic Archaeology: State, Science, and Past in Postcolonial India*. Cambridge: Cambridge University Press
- Kumar, S. 2014. *Domestication of Animals in Harappan Civilization*. New Delhi: Research India Press.
- Stern, F. ed. 1973. *Varieties of History: From Voltaire to the Present*. New York: Vintage (Introduction)
- Haskell, F. 1993. *History and Its Images: Art and the Interpretation of the Past*. New Haven and London: Yale University Press
- Adams, L, S. 1996. *The Methodologies of Art: An Introduction*. New York: Harper Collins.
- Preziosi, D. 2009. *The Art of Art History: A Critical Anthology*. Oxford: Oxford University Press
- Ginzburg, C. and John Tedeschi, Anne C. Tedeschi. 1993, 'Micro history: Two or Three things that I know about it', *Critical Inquiry*, The University of Chicago Press, 20, 1, pp. 10–35.

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

## Discipline Specific Elective (DSE): Archaeology: Theory and Practice

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Archaeology: Theory and Practice	4	3	1	0	12 <sup>th</sup> Pass	

### Learning Objectives

- The objective of this course is to explore different varieties of archaeology and examine the theories, methods and techniques used by archaeologists to retrieve the material culture of the human past.
- To provide a basic introduction to different aspects of archaeology, its development as a distinct discipline and understanding of the latest methodologies in this field.
- It introduces students to the process of archaeological investigation from the discovery of sites to their excavation and analysis of the recovered archaeological evidences.
- This course includes training in field methods including visits to archaeological sites or museums or both.

### Learning outcomes

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

- Develop a foundation on the understanding of the nature, development, and value of archaeology as a discipline.
- Understand the characteristics and chronology of cultural deposition; and significance of pottery and other artifacts.
- Be able to identify and differentiate between the artifacts of different time periods

## SYLLABUS OF DSC- 2

### Unit I: Introduction to Archaeology

- a) Definition aims and scope
- b) Archaeological findings and their significance

### Unit II: Field Methods

- a) Development of Field Archaeology in India
- b) Exploration Techniques (Practical aspect: Exploration kit, Site form, Survey data sheet, label/labelling of antiquity and pottery)
- c) Excavation Techniques: vertical and horizontal (Practical aspect: Stratigraphy, Site

- d) Notebook, 3D Recording, Trench Layout, Elevation and Plan, Drawings- section, structure, pottery, antiquity; photography, label of antiquity)

### **Unit III: Analysis of Archaeological Evidences**

- a) Classification of objects/findings (Practical aspect: identification of artifacts, features and Ecofacts)  
b) Characteristic features of Pottery: from Neolithic to Mughal Period (Practical aspect: Identification and drawing of potteries)

### **Unit IV: Field Tour**

- a) Explorations, ongoing excavations, visit of archaeological site and historical monuments  
b) Identification of archaeological material through the visit of museums (National Museum, Delhi; Art and Archaeological Museum, Department of History, DU; Archaeological Museum, Old Fort Museum, Delhi; Indraprastha Museum, The Indian Archaeological society, Delhi)

### **Practical component (if any) - NIL**

### **Essential/recommended readings**

#### **Unit I: Introduction to Archaeology**

This unit introduces archaeology as a scientific study of past human cultures through material remains. It defines archaeology, explores its aims—such as understanding human evolution, culture, and societal development—and outlines its interdisciplinary scope involving history, anthropology, and science. The unit emphasizes the importance of archaeological findings, including tools, pottery, and structures, in reconstructing past lifeways. These artifacts provide vital clues to economic, social, and religious aspects of ancient civilizations, contributing significantly to our understanding of human history and cultural heritage. (Teaching Time: 9 hours Approx.)

- Childe, V.G. 1960. *A Short Introduction to Archaeology*. New York: Collier
- Childe, V. Gordon. 1956. *Piecing Together the Past: The Interpretation of Archaeological Data*. London: Routledge & Kegan Paul.
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi), *Prachya Vidya Sansthan*, Allahabad
- Sharer, R. J. & Ashmore, W. 1979, *Fundamentals of Archaeology*, The Benjamin/Cummings Publishing Company, California.
- Raman, K.V. 1991. *Principal and Methods of Archaeology*. Parthanjan Pub. Madras
- Wheeler, R.E.M. 1961. *Archaeology from the Earth*. Penguin (Also available in Hindi)
- शर्मा, जी. आर. 2006. पुरातत्व का परिचय. वाराणसी: बाणारस हिंदू यूनिवर्सिटी प्रकाशन।

#### **Unit II: Field Methods**

This unit covers the evolution of field archaeology in India, highlighting pioneers and key excavations. It teaches exploration techniques, including the use of kits, site forms, and survey data sheets, along with the proper labelling of antiquities. Excavation methods such as vertical (for chronological layering) and horizontal (for spatial understanding) are discussed. Practical components include maintaining site notebooks, creating trench layouts, stratigraphic analysis, and 3D recording. It also involves elevation and plan drawing, artifact photography, and systematic labelling—essential for recording and interpreting archaeological data. (Teaching Time: 18 hours)

- Chakrabarty, D.K., 1990, *India An Archaeological History*, Oxford: OUP.
- Rajan, K. 2016. *Understanding Archaeology: Field Methods, Theories and Practices*. Thanjavoor: Manoo Pathippakam.
- Raman, K.V. 1991. *Principal and Methods of Archaeology*. Parthanjan Pub. Madras
- Schiffer, M.B. 1991. 'Archaeological Method and Theory', *Journal of Field Archaeology* 18(4), pp. 523-526
- Wheeler, R.E.M. 1961. *Archaeology from the Earth*. Penguin (Also available in Hindi)
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi). Prachya Vidya Sansthan, Allahabad.
- त्रिपाठी, वी. 2012. भारतीय पुरातत्व: सिद्धांत और प्रक्रिया. दिल्ली: अभिलाषी प्रकाशना

### Unit III: Analysis of Archaeological Evidences

This unit focuses on the classification and analysis of archaeological materials. It distinguishes between artifacts (human-made objects), features (immovable elements like walls), and ecofacts (natural remains). Students learn identification skills and methods for interpreting these finds. A major focus is the study of pottery, a key chronological and cultural indicator. Practical exercises include recognizing stylistic and functional characteristics of pottery from the Neolithic to the Mughal period and documenting them through detailed drawings, aiding in the reconstruction of ancient technologies and societal practices. (Teaching Time: 18 hours Approx.)

- Dhavalikar, M.K., 1999, *Historical Archaeology of India*, New Delhi: Books and Books
- Jain, V.K., 2017, *Prehistory and Protohistory of India: An Appraisal*, Delhi: DK Print World (Also available in Hindi)
- Paddaya, K., 2011, 'Stone age technology in India', *Ancient India, New Series, No. 1*
- Pandey, J.N. 2000. *Puratattva Vimarsha* (in Hindi). *Prachya Vidya Sansthan*, Allahabad.
- Sankalia, H.D., 1982, *Stone age tools: Their techniques, names and probable functions*, Pune: Deccan College.
- Sinha, B.P. (ed). 1969, *Potteries in Ancient India*, Patna: Patna University Press
- Renfrew, Colin, and Paul Bahn. 1991. *Archaeology: Theories, Methods and Practice*. London: Thames and Hudson.
- मिश्र, टी. एन. 2005. भारतीय पुरातत्व में सामग्री संस्कृति का विश्लेषण. लखनऊ: भारतीय विद्या संस्थान

### Unit IV: Field Tour

The field tour provides hands-on exposure to archaeological practices and materials. Students participate in site explorations, visit ongoing excavations, and study historical monuments to understand contextual archaeology. Visits to major museums such as the National Museum and Archaeological Museum at Old Fort allow students to observe and identify authentic artifacts, gaining insight into typology, material culture, and preservation techniques. These experiences enhance practical understanding of archaeological processes, bridging classroom knowledge with real-world application and fostering appreciation for cultural heritage and archaeological research. (Teaching Time: 3 – 5 days Approx.)

- Balme, J, and Alistair Paterson (eds). 2014, *Archaeology in Practice*, Willey Blackwell, UK
- Drewett, Peter, 1999, *Field Archaeology: An Introduction*, UCL press, London
- Verma, R.K., 2000, *Kshetriya Puratatva*, Paramajyoti Prakashan, Allahbad
- Atkinson, R. J. C. 1953. *Field Archaeology*. London: Methuen.
- शर्मा, आर. एस. 1990. भारत की पुरातात्विक धरोहर. पटना: बिहार राष्ट्रभाषा परिषद्।

#### **Suggestive readings (if any)**

- Anthony Agrawal, D.P. 1982. *Archaeology in India*, Copen Hagen Scandinavian Institute of Asian Studies.
- Allchin, B and F.R. Allchin 1983. *The Rise of Civilization in India and Pakistan*. New Delhi: Select Book Service Syndicate.
- Atkinson, RJC. 1953. *Field Archaeology*. Methunen, London.
- Brothwell, D.R. and A.M. Pollard (eds). 2001. *Handbook of Archaeological Sciences*. John Wiley and Sons: New York.
- Chakrabarthy, D.K. 1988. *A History of Indian Archaeology: From the beginning to 1947*, New Delhi, Munshiram Manoharlal.
- Harris, E.C. 1979. *Principles of Archaeological Stratigraphy*. London: Academic Press.
- Kenyon, K.M. 1961. *Beginnings in Archaeology*, London
- Linda, Ellis. (ed). 2000. *Archaeological Method and Theory: An Encyclopedia*, Garland Publishing, Inc, New York & London
- Mathew and Co. Basker, P. 1982. *Techniques of Archaeological Excavation, London, Batsford*
- Renfrew, Colin and Paul G. Bahn. 2000. *Archaeology: Theories, Methods and Practice (3<sup>rd</sup> Edition)*. London: Thames and Hudson.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch from time to time.

## DISCIPLINE SPECIFIC ELECTIVE (DSE): Fundamentals of Historical Research Methodology

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
<b>Fundamentals of Historical Methodology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>		

### Learning Objectives

- To prepare the students with elementary techniques of conducting historical research within the larger social science framework.
- To equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

### Learning outcomes

Having finished the course, the students would have learnt:

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

### Syllabus

#### Unit I: Distinctiveness of historical inquiry

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

#### Unit II: Issues and problems in historical research



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

### **Unit III: Sources and interpretation**

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

### **Unit IV: Conducting historical research**

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

### **Practical component (if any) - NIL**

### **Essential/recommended readings:**

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

- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, “A Sense of the Past”, and Ch.3, “What Can History Tell Us About Contemporary Society”).
- Bloch, Marc. (1992). The Historian’s Craft, Manchester University Press. Reprint (“Introduction,” pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - “The Necessity of History” and “Stories and Dialogues”).
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, “The Nature of History,” and Ch.6, “History and Related Studies”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, “History and Social Theory”: pp. 214-225, and Ch.3, “Mapping the Field”). 212

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

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

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

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

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

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. *The Craft of Research: From Planning to Reporting*. University of Chicago Press.

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

### **Suggested Readings:**

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, “Studying History”). • Elton, G.R., *The Practice of History*, London: Fontana Press, 1987. • Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, “Public History”).
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, “The Emergence of Modern Historical Thinking,” Ch.1, “History and/as Science,” and Ch.3, “Forms of History”).
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press (“Fact and Relevance, History and the Social Sciences in Historical Study”).
- Sarkar, Sumit (1997), “The Many Worlds of Indian History”, *Writing Social History*, New Delhi: OUP.
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, “Historical Research Methodology”).
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, “Historical Facts”, Ch.11, “The Process of History” 214 – the section on Causality and Determinism, Ch.18, “The Authenticity of Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)

- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
- Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

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

## DISCIPLINE SPECIFIC ELECTIVE (DSE): History of Diseases and Epidemics

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Diseases and Epidemics	4	3	1	0		

### Learning Objectives

- To trace the history of diseases and epidemics from ancient to the contemporary times, the course will enrich learners about the cultural and social sensibilities to explore changing human experiences across time and space.
- With reference to some of the diseases and pandemics like cholera, plague, influenza, malaria, smallpox, and covid-19, the issues of public health, medicines, vaccination, local healers, local responses will be discussed.
- This course also proposes to familiarize the learners with community spread and circulations of diseases and epidemics in the public spaces and role played by jails, ships and railways.
- To understand the how diseases were perceived, treated, and imagined in terms of cultural taboos, state intervention and rise of public health systems.
- Through art, literature and cinema students will be able to understand representation of disease and therapeutic cultures. **Learning outcomes**

After completing this course, the students will be able:

- To develop critical thinking about human experiences of diseases and epidemics.
- To enhance their analytical facility about diseases and epidemics in historical and contemporary time.

- To discuss and debate social, scientific, economic and political nuances of such phenomenon.
- To be equipped to conduct further research in the emerging area of history of diseases and epidemics.

## Syllabus

### UNIT I: Diseases, Epidemics and Pandemics: A historiographical trend in Indian context

1. Healthcare system and healers in Ancient India: *Charak* and *Sushruta*
2. Health and medicinal system in Medieval India

### UNIT II: Experiences of Curing and Healing Practices: Trust, Faith and Rituals

1. Empire and the Spread of Diseases: Railways, Ships, Jails, Pilgrim sites and Quarantine Stations (any one site) with reference to any disease (Cholera/Plague/Influenza/Malaria or any other disease).
2. Therapeutic rituals: quacks, quackery and local healers
3. The rise of the alternatives medical traditions: *Ayurveda*, *Unani*, Homeopathy, *Siddha*, Naturopathy (any two)

### UNIT III: Consequences, Challenges and Learning:

1. State Intervention and emergence of Public Health (WHO)
2. New Threats and Challenges in the 21<sup>st</sup> century

### UNIT IV: Popular Representation and Responses: Art, cinema and literature

#### Practical component (if any) - NIL

#### Essential/recommended readings

UNIT I: Diseases, Epidemics and Pandemics: A historiographical trend in Indian context (Teaching Time: 9 hours approx.)

This unit will help to understand the emerging writings on disease and epidemics. Various perceptions and debates about diseases and therapeutic rituals performed in various culture.

- Basham, A. L. (1976). "The practice of medicine in Ancient and Medieval India", *Asian medical systems: A comparative study*, 18-43.
- Subbarayappa, B. V. (2001). "The roots of ancient medicine: an historical outline", *Journal of Biosciences-Bangalore*-, 26(2), 135-143.
- Muthu, C. (1913). "A Short Review of the History of Ancient Hindu Medicin", *Proceedings of the Royal Society of Medicine*, 6(Sect\_Hist\_Med), 177-190.

- Hayes, J.N. (2005). *Epidemics and Pandemics: Their Impacts on Human History*. ABC-CLIO.
- Watts S., *Epidemics and History: Disease, Power, and Imperialism*, Yale University Press, New Haven, USA, 1997.
- राय, सौरव कुमार (15 मई 2020), 'महामारी: आर्थिक, राजनीतिक एवं सामाजिक दृष्टिकोण', समालोचन: साहित्य, विचार और कलाओं की वेब-पत्रिका.

**UNIT II:** Experiences of Curing and Healing Practices: Trust, Faith and Rituals (Teaching Time: 9 hours approx.)

This Unit will help students to understand people's faith and trust associated with disease, state intervention to control epidemic outbreak and emergence of public health systems. It will also help students to understand the eruption and spreading of diseases from one place to other. Various sites such as pilgrim centres, jails etc become a breeding ground and diseases were transported from these places to others through fluctuating population via trains and ships.

- Kerr, I. J. (1995). *Building the Railways of the Raj, 1850-1900* (p. 180). New Delhi: Oxford University Press.
- Arnold, David (1986). 'Cholera and Colonialism in British India'. *Past and Present*, 113, 118-151.
- Harrison, Mark. "Quarantine, Pilgrimage and Colonial Trade: India 1866-1900", *Public Health in British India: Anglo-Indian Preventive Medicine 1859-1914* (CUP, 1994) pp. 117-38.
- Pati, Biswamoy and Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*, Delhi: Orient Longman Limited, 2001. (Introduction).
- आर्नल्ड, डेविड 'देह पर दस्तदराजी: भारतीय प्लेग के परिप्रेक्ष्य, (1896-1900)', शाहिद अमीन, ज्ञानेंद्र पांडेय (सं), निम्न वर्गीय प्रसंग, खंड 2, राजकमल प्रकाशन, दिल्ली.
- Madhwi, *Health, Medicine & Migration : The Formation of Indentured Labour c.1834-1920*. Primus 2020. Introduction & Chapter 3
- Quaiser Nishat, Colonial Politics of Medicine and Popular Unani Resistance, *Indian Horizons*, April-June 2000, pp. 29-41.
- Ralph Nicholas, 'The Goddess Sitala and the Epidemic Smallpox in Bengal', *Journal of Asian Studies*, 41 (1) (1981), pp. 21-44.
- Samanta, Arabinda (2017). *Living with Pandemics in Colonial Bengal, 1818-1945*. Delhi: Manohar.

**UNIT III:** Consequences, Challenges and Learning: (Teaching Time: 9 hours approx.)

In this unit, students will explore the pivotal role of the state in disease control and the evolution of public health systems in India. Additionally, they will examine emerging health threats and challenges of the 21st century.

- Harrison, Mark, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914*, New Delhi: Cambridge University Press, 1994.
- Sivaramakrishnan, Kavita. Constructing Boundaries, Contesting Identities: The Politics of Ayurved in Punjab (1930–40) *Studies in History* 2006; 22; 253.
- Arnold, David, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, California: University of California Press, 1993. **(Introduction)**.
- Kumar, Anil, *Medicine and the Raj: British Medical Policy, 1835-1911*, New Delhi: Sage, 1998. **(Introduction)**
- Sharma, Madhuri, *Indigenous and Western Medicine in Colonial India*, Foundation Books: CUP, 2011 **(Introduction)**
- Lal, Vinay (2020), *The Fury of COVID-19: The Politics, Histories, and Unrequited Love of the Coronavirus*, New Delhi: Pan Macmillan India.
- Alavi, Seema. (2008). *Islam and Healing: Loss and Recovery of an Indo-Islamic Medical Tradition, 1600-1900*. New Delhi: Permanent Black **(Introduction)**.
- Singh, Madhu (2022). *Outbreaks: An Indian Pandemic Reader*. Delhi: Pencraft International.

**UNIT IV: Popular Representation and Responses: Art, cinema and literature (Teaching Time: 9 hours approx.)**

This unit will help students to know about how diseases and epidemics were represented in art, literature and cinema. Feminization of diseases such as *sitalamata*, plague ki *churail* etc.

- Hanson, M., Small, L.’ Pandemic Patterns: How Artistic Depictions of Past Epidemics Illuminate Thematic and Structural Responses to COVID-19 Today’, *Journal of General Internal Medicine* Vol. 37, 878–884 (2022)
- Niels Brimnes, ‘Fallacy, Sacrilege, Betrayal and Conspiracy: The Cultural Construction of Opposition to Immunisation in India,” in *The Politics of Vaccination: A Global History*, edited by Christine Holmberg, Stuart Bulme and Paul Greenough (Manchester United Press, 2017).
- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.
- शुक्ल, श्रीप्रकाश (2021). महामारी और कविता, नयीदिल्ली: सेतुप्रकाशन.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका.
- मास्टर भगवानदास, 'प्लेग की चुड़ैल', सरस्वती, 1902.
- Suggested Novels: King of Maladies, Love in the Time of Cholera, The Plague
- Suggested Movies: Contagion, Outbreak, Khushboo, The Black Death

### **Suggestive Reading**



- Arnold, David (1987). 'Touching the Body: Perspectives on the Indian Plague, 1896-1900'. In R. Guha (Ed.) *Subaltern Studies V: Writings on South Asian History and Society* (pp. 55-90). New Delhi: Oxford University Press.
- Guha, Sumit, 'Nutrition, Sanitation, Hygiene, and the Likelihood of Deaths: The British Army in India c. 1870-1920', *Population Studies*, vol. 47, no. 3, 1993, pp. 385–401.
- Khan, Enayatullah (2013). 'Visitations of Plague in Mughal India'. *Proceedings of Indian History Congress*, Vol. 74, 305-12.
- Klein, Ira (1994). 'Imperialism, Ecology and Disease: Cholera in India, 1850-1950'. *Indian Economic and Social History Review*, 31 (4), 491-518.
- Madhuri Sharma- Indigenous and Western Medicine in colonial India, Foundation Books-CUP, 2011.
- Mills, I.D. (1986). 'The 1918-1919 Influenza Pandemic: The Indian Experience'. *Indian Economic and Social History Review*, 23(1), 1–40.
- Singh, Madhu (2021). 'Bombay Fever/Spanish Flu: Public health and native press in Colonial Bombay, 1918–19'. *South Asia Research*, 41(1).
- Singh, A. (2000). The Bias against India In Western Literature On History Of Medicine-With Special Emphasis On Public Health. *Journal of Indian Medical Heritage*, 30(1), 41-58.
- Keswani, N. H. (1968). *Medical education in India since ancient times*. All India Institute of Medical Sciences.
- Sahay, S. (2023). Traditional Knowledge of Medicine in Ancient India:(Based on Classical Texts and Treatises). In *Aspects of Science and Technology in Ancient India* (pp. 117-133). Routledge India.
- Valiathan, M. S. (2001). Diseases in ancient India. In SALEMA, A. *Ayurveda at the Crossroads of Care and Cure: Proceedings of the Indo-European Seminar on Ayurveda Held at Arrábida, Portugal, in November* (pp. 18-24).
- Prasad, H., & Bujari, M. Public Health in Ancient India: A Historical Review.
- Vedam, R., & Ayyagari, S. (2022). On Hygiene Practices in Ancient India & its Relation to Ritual Purity. In *WAVES Conference, New Delhi*.
- Kumar, D. (2010). Probing history of medicine and public health in India. *Indian Historical Review*, 37(2), 259-273.

#### **A visual history of pandemics:**

- <https://www.weforum.org/agenda/2020/03/a-visual-history-of-pandemics>
- <https://www.medievalists.net/tag/disease/page/2/>

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

## DISCIPLINE SPECIFIC ELECTIVE (DSE): Reading Social Relations through Texts and Visuals—I

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
<b>Reading Social Relations through Texts and Visuals—I</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>		

### Learning Objectives

- This course enables students to critically analyze the intersection of texts and visual representations in shaping social history.
- By examining classical literary works—drama, epics, folktales, and Sufi literature — students will explore themes of politics, power and tradition.
- Through comparative analysis and field research, students will apply theoretical concepts to real-world heritage studies, developing strong analytical and research skills for interpreting historical and cultural narratives.

### Learning Outcomes:

By the end of this course, students will be able to:

- Understanding the Interplay Between Texts and Visuals in Social History. Develop a conceptual framework for studying social history through literary and visual sources. Analyze how texts and visual forms shape and reflect historical and cultural narratives.
- Examine the Relationship Between Political Acumen, Power, and Tradition in Classical Works. Critically engage with drama, epics, folktales, and Malfūzāt to explore themes of

authority, morality, and social structures. Compare and contrast different literary traditions and their influence on societal norms.

- Analyze Architectural and Artistic Expressions in Indian Cultural History. Study the symbolism, function, and evolution of architectural forms such as *stupas*, temples, minarets, and *baolis*. Explore how stone art and monuments convey religious, political, and social meanings across time.
  - Develop Analytical and Research Skills Through Field Study. Conduct a heritage or cultural site analysis, applying theoretical knowledge to real-world observations. Synthesize findings into a structured analytical report, demonstrating critical thinking and research skills.
- These Learning Objectives and Outcomes ensure that the course develops students' analytical, comparative, and research skills while deepening their understanding of social history through texts and visuals.

### **Unit I: Concepts and Ideas**

Conceptualizing Social History in Texts

Ideating Social History through Visual Representations

### **Unit II: Wisdom, Power, and Tradition: A Study of Any Two Classical Works**

Drama: *Mricchakatikam*

Epics: *Sabha Parva*

Folktales: *Jatakas*

*Malfūzāt: Fawa'id al Fawad*

### **Unit III: Stone, Symbolism, and Structure: Focus on Two Visual Forms**

*Stupa*: Bharhut/ Sanchi

Art on stone: Elephanta Caves/ Mahabalipuram

Temple: Konark Temple / Virupaksha Temple

Minarets and *Baolis*: Qutub Minar/ Agrasen Ki Baoli/ Rani ki Vav

### **Unit IV: Practical Component:**

This component involves a field-based analytical study, requiring students to engage directly with a designated heritage or cultural site. Students must produce a critically reflective report that documents their observations, interpretations, and contextual insights. All submissions must be substantiated with geo-tagged photographs to verify on-site engagement and experiential learning.

The student may choose to study and write a report on any of the centrally protected monuments listed by the government of India given in the link below.

[https://www.nma.gov.in/showfile.php?lang=1&level=1&ls\\_id=965&lid=1276&nma\\_type=0](https://www.nma.gov.in/showfile.php?lang=1&level=1&ls_id=965&lid=1276&nma_type=0)

### **Readings for Unit I:**

#### **In Reference to the Text Section**

1. Thapar, Romila, *Ancient Indian social history: Some interpretations*, New Delhi: Orient Longman, 1978, pp. 211-239.
2. Olivelle, Patrick: *Collected Essays III: Reading Texts and Narrating History*, Delhi: Primus Books, 2022. (Introduction).

#### **In Reference to the Visual Section:**

1. Hauser, Arnold, *The Social History of Art, vol.1*, United Kingdom: Routledge, 3<sup>rd</sup> edition, 1999. (Introduction).
2. Bawa, Seema, “Seeing Hierarchies and Difference in Early Indian Art”, *Proceedings Indian History Congress Warangal*, 2023. pp 983-1012.
3. Devangana Desai, ‘Social Dimensions of Art in Early India’, *Social Scientist*, Vol. 18, No. 3, 1990), pp. 3-32.
4. Miller, Barbara Stoller (ed). *The Powers of Art: Patronage in Indian Culture*, Delhi: OUP, 1992, pp.1-18.

#### **Readings for Unit II**

1. Kale, M. R., (tr) *Sudraka: The Mrichchhakatika: A Study*, Prakash Book Depot, 2020. (Introduction). [Available in Hindi]
2. Shah, Shalini, ‘The Socio- Sexual World of Vesavasa and Antahpura: A Study in Contrast ’in D.N Jha (ed) *The Complex Heritage of Early India: Essays in Honour of R.S Sharma*, Delhi: Manohar, 2014, pp. 429-445.
3. Buitenen, J.A.B.van (ed). *Mahabharata Book 2. The Book of the Assembly Hall, (Sabha Parvan)* London: The University of Chicago, 1975.
4. Kisari Mohan Ganguli, tr., *The Mahabharata, Book 2: Sabha Parva*, 1883-1896.
5. Chakravarti, Uma, ‘Who Speaks for Whom? The Queen, the Dāsī and Sexual Politics in the *Sabhāparvan*’, *Mahabharata Now, Narration, Aesthetics, Ethics*, (ed) Arindam Chakrabarti, Sibaji Bandyopadhyay, London: Routledge India, 2014, pp.132-152.
6. Sahgal, Smita, ‘The Mahabharata Conundrum: Querying Draupadi’s Rights and Responsibilities’, in *NIU*, vol.8, 2021, pp.18-31.
7. Fausboll, V. (ed.), *The Jatakas together with its Commentary*. London: Trubner & Co., 6 vols., 1877-96, (nos. 240, 420, 520, 546).
8. Gopesh Kumar Ojha, *Jatakaparijata* (2 volumes), Delhi: Motilal Banarsidass Publishing House.
9. Wagle, N.K., ‘Kinship Groups in the Jātakas’, in (ed.) Thomas R. Trautmann, *Kinship and History in South Asia: Four Lectures*, The University of Michigan: Center for South and Southeast Asian Studies, 1974, pp.105-157.
10. Roy, Kumkum, ‘Justice in the Jatakas ’in *The Gender of Power and the Power of Gender: Explorations in Early Indian History*, Delhi: OUP, 2010, pp.290-310.
11. Chakravarti, Uma, ‘Women, Men and Beasts: The Jatakas as Popular Tradition ’in *Everyday Lives, Everyday Histories: Beyond Kings and Brahmins of Ancient India*, New Delhi: Tulika Books, 2006, pp.198-221.
12. Bruce, Lawrence, tr., *Nizam ad Din Awliya, Morals for the Heart*, Paulist Press, New York, 1992.

13. Ernst, Carl W., *Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Center*, New York: State Univ of New York Press, 1992.
14. Kugle, Scott, 'Sufi Attitudes Towards Homosexuality: Chishti Perspectives from South Asia', Raziuddin Aquil and David L. Curley (ed.), *Literary and Religious Practices in Medieval and Early Modern India*. New Delhi: Manohar, 2016, pp. 31-59.

### **Readings for Unit III**

1. Bhatt, Purnima Mehta, *Her Space, Her Story: Exploring the Stepwells of Gujarat*, New Delhi: Zubaan, 2014.
2. Carmel Berkson, *Elephanta: The Cave of Shiva*, Delhi: Motilal Banarsidass Publishing House, 1999.
3. Dehejia, Vidya, *Discourse in Early Buddhist Art: Visual Narrative in India*, Delhi: Munshiram Manoharlal Publishers, 2002, pp.75-134.
4. Jain-Neubauer Jutta, *The Stepwells of Delhi*, INTACH Delhi Chapter lecture, October 2011.
5. Kumar, Sunil, Qutb and Modern Memory, *The Present in Delhi's Pasts*, New Delhi: Three Essays, 2002, pp.1-61.
6. Nagaswamy, R., *Mahabalipuram (Monumental Legacy Series)*, Delhi: Oxford University Press, 2008.
7. Singh, Snigdha, *Inscribing Identities: Proclaiming Piety: Exploring Recording Practices in Early Historic India*, Delhi: Primus Books, 2022, pp.88-191.

### **Recommended Readings:**

1. Olivelle, Patrick: *Collected Essays III: Reading Texts and Narrating History*, Delhi: Primus Books, 2022. (Chapter 4).
2. Desai, Devangana, *Art and Icon: Essays on Early Indian Art*, Delhi, 2013. (Chapter 1 & 3).
3. Dehejia, Vidya, 'Collective and Popular Bases of Early Buddhist Patronage: Sacred Monuments, 100 BC-AD 250 'in (ed). Miller, Barbara Stoller, *The Powers of Art: Patronage in Indian Culture*, Delhi: OUP, 1992, pp.35-45.

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

## Discipline Specific Elective (DSE): Environmental History of the World

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Environmental History of the World</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>		

### Learning Objectives

- Students will learn about pre-modern ideas about nature, economic and urban development, the effects of epidemics and environmental changes, and the impact of industrialization.
- It will critically analyse how colonialism and imperialism have shaped human-environment relationships around the world.
- This course will also help students develop a historical perspective on today's environmental challenges such as global warming and climate change.

### Learning outcomes

After completing this course, students should be able to -

- Understand the historical relationship between non-human environment and human societies.

- Examine case studies from around the world to illustrate the impact of environmental changes on human civilizations and vice versa.
- Explain how colonialism, capitalism, and ecological imperialism have shaped environmental and ecological changes.
- Explore historical case studies of climate change and environmental crises.
- Critically engage with the concept of environmentalism.
- Connect historical environmental changes to contemporary global issues.

## Syllabus

### Unit 1: Living with Nature

1. Methods and Sources in Environmental History
2. Human-Nature Interactions in Pre-Modern Societies; Beginning of Agriculture
3. Urban Societies and Idea of States- Case study of Maya
4. Imperial Cities- Case study of Athens and Constantinople

### Unit 2: Divorce with Nature: Colonialism and Ecological Imperialism

1. The Concept of Ecological Imperialism; Syphilis
2. Plantation Economies and Environmental Degradation; Deforestation, Tea plantation
3. Resource Extraction and Colonialism, Green Imperialism

### Unit 3: Human Societies in the Face of Climate Change

1. Climate and Civilization: A Historical Overview
2. The Little Ice Age and the General Crisis of the 17<sup>th</sup> Century
3. Industrialization and Carbon Economies; London as a case study
4. Global Warming and Climate Change; The Great Acceleration

### Unit 4: Science, Conservation and Environmentalism

1. Aswan dam, Bali's Green Revolution- Case study of Any one
2. Socialism and Environmentalism in the 20<sup>th</sup> Century; Soviet Russia
3. Environmentalism in Global North and South; IPCC

### Practical component (if any) - NIL

### Essential / Recommended Readings

**Unit 1:** This module examines the evolution of human societies from early agricultural settlements to the rise of urban centers and imperial cities. (Teaching time: 9 hrs. approx.)

- J. Donald Hughes, *What is Environmental History?* (2016), Ch. 1

- J.Donald Hughes, “An Ecological Paradigm of the Ancient City,” in Richard J.Borden, ed., *Human Ecology: A Gathering of Perspectives*, Baltimore: The Society for Human Ecology, 1986, 214–20.
- J.Eric S.Thompson, *The Rise and Fall of Maya Civilization*, Norman: Oklahoma University Press, 1954
- J.Donald Hughes, *An Environmental History of the World*, London: Routledge, 2001; Ch.4. (Imperial Cities)
- Jelena, Bogdanović, “The Relational Spiritual Geopolitics of Constantinople, the Capital of the Byzantine Empire.” In *Political Landscapes of Capital Cities*, edited by Jelena Bogdanović, Jessica Joyce Christie, and Eulogio Guzmán, University Press of Colorado, 2016, 97–154.

**Unit 2:** This module explores key themes such as **ecological imperialism, plantation economies and colonial resource extraction**. It examines how colonialism reshaped landscapes, disrupted ecosystems, and transformed human-environment relationships. (Teaching time: 9 hrs. approx.)

- Alfred W. Crosby, “Ecological Imperialism: The Overseas Migration of Western Europeans as Biological Phenomenon”, in *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster, Cambridge: Cambridge University Press, 1988, 103-117.
- Alfred Crosby, “The Early History of Syphilis: A Reappraisal”, *American Anthropologist* 71, no. 2 (1969): 218–27.
- Richard Grove, *Green Imperialism: Colonial Expansion, Tropical Island Edens, and the Origins of Environmentalism* (1995), Introduction, Ch. 3 & 4
- Madhav Gadgil and Ramchandra Guha, *This Fissured Land*, Delhi: OUP, 1992; Ch.4 & 5. Also available in Hindi [माधव गाडगिल एवं रामचंद्र गुहा, इयाह दरकती ज़मीन, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस, 2018; अध्याय 4 एवं 5]
- Arnab Dey, *Tea Environments and Plantation Culture: Imperial Disarray in Eastern India*. Cambridge: Cambridge University Press, 2018.

**Unit 3:** This module explores historical climate change and its impact on human societies, examining how civilizations were shaped by environmental shifts. (Teaching time: 9 hrs. approx.)

- Geoffrey Parker, *Global Crisis: War, Climate Change, and Catastrophe in the Seventeenth Century*, New Haven: Yale University Press, 2013, Ch. 1
- John L. Brooke, *Climate change and the course of Global History* (New York: Cambridge University Press, 2014), pp.444-466.
- Peter Brimblecombe, *The Big Smoke: A History of Air Pollution in London Since Medieval Times*, London: Methuen, 1987.
- John McNeill & Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945*, Harvard: Belknap Press, 2016, Ch.1



**Unit 4: This module** explores how scientific knowledge, conservation efforts, and political ideologies shape environmental policies and practices. (Teaching time: 9 hrs. approx.)

- Hussein M.Fahim, *Dams, People and Development: The Aswan High Dam Case*, New York: Pergamon Press, 1981.
- J.Stephen Lansing, *Priests and Programmers: Technologies of Power in the Engineered Landscape of Bali*, Princeton: Princeton University Press, 1991.
- Stephen Brain, *Song of the Forest: Russian Forestry and Stalinist Environmentalism*, Pittsburgh: University of Pittsburgh Press, 2011, 140-167. Ch.6.
- “The Intergovernmental Panel on Climate Change: Challenges and Opportunities” by Diana Liverman and Ronald L. Mitchell, *Annual Review of Environment and Resources*.
- Ramachandra Guha, *Environmentalism: A Global History*, Delhi: Allen lane, 2014, Ch. 7 and 8.

**Additional Readings:**

- Brian M. Fagan, *People of the Earth*, Delhi: Pearson, 2014.
- Donald Worster ed., *Ends of the Earth*, Cambridge: Cambridge University Press, 1988.
- Ramachandra Guha, *Environmentalism, A Global History*, OUP, 2000.
- John McNeill, *Something New Under the Sun*, Penguin, Allen Lane, 2000.
- J.Donald Hughes, *An Environmental History of the World*, London: Routledge, 2001.
- Michael E. Mann, *The Madhouse Effect: How Climate Change Denial Threatening Our Planet*, New York: Columbia University Press, 2016.
- माधव गाडगिल एवं रामचंद्र गुहा, इयाह दरकती ज़मीन, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस, 2018.
- वि. सिंह, पर्यावरण पर मानव पदचिह्न, दिल्ली: ट्रिनिटी प्रेस, 2015.
- Madhav Gadgil and Ramchandra Guha, *This Fissured Land*, Delhi: OUP, 1992.

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

**DISSERTATION : Dissertation Writing**  
**Dissertation Writing Track of Research Methods-I**  
**(The department has opted for Dissertation)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Dissertation Writing Track of Research Methods-I	6					

**Learning Objectives**

- This course seeks to make students learn the elementary aspects of research which include the ability to zero in on, define, and state the topic of research.
- To identify primary and secondary sources towards that end, as well as to observe patterns in collected data.
- To forge complex and novel arguments on the basis of demonstrable patterns in available information.

**Learning outcomes**

Upon completion of this course, students should be able to:

- Understand the specificity and value of academic writing.
- Develop the art of quickly identifying and grasping the arguments and relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Raise informed questions as well as make complex and nuanced arguments articulated in relation to and in contradistinction with existing historiography
- Identify and respect the need to avoid pitfalls of plagiarism

**I. Outcomes expected of Dissertation writing track in the 4<sup>th</sup> Year of UG Programmes**

**Semester VII**

The following **four** outcomes must be achieved by the end of VII Semester:

- i. Research Problem identification
- ii. Review of literature

**iii.** Research design formulation

**iv.** Commencement of fieldwork/similar tasks: exploring primary sources from Museum, historical sites, Archives etc.

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