

UGCF- 2022
CATEGORY II
BA (MULTIDISCIPLINARY) with History as Major

DISCIPLINE SPECIFIC CORE (DSC): Contemporary India (1950 – 1990s)

SEMESTER – VII

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		
Contemporary India (1950 – 1990s)	4	3	1	0		

Learning Objectives

- This course seeks to familiarise students with the trajectory of significant changes in the Indian state, politics and economy during the 1950s to 1990s.
- Students will study the transformation of political organizations, and the emergence of new forms of political mobilization along the axes of caste, class, gender, region and community.
- The course also offers an overview of the new developments in education, cinema, art, literature and sports over this period.

Learning outcomes

On completion of this course the student shall be able to

- Draw a broad outline of the history of key debates that unfolded during the framing of the Constitution.
- Highlight key moments in the process of reorganization of provincial boundaries.
- Examine the trajectory of economic policies and nature of economic developments, particularly the problems of uneven development.
- Trace the significant developments with respect to party politics, electoral coalitions, regional aspirations and inequalities; caste and religion in politics
- Assess the shift from mixed economy to liberalization.
- Evaluate the history of important social movements around axes of class, caste, gender, and region.
- Familiarize the key developments in art, literature, cinema, science and education.

Syllabus

Unit-I Laying the Foundation of Independent India (9 hours)

1. Making of the Constitution: Key debates and amendments
2. Reorganization of states; regional inequalities and foreign Policy
3. Economic development: concept of planning; agriculture and industry; problems of uneven development

Unit-II: Major Trends in Politics and Society (12)

1. Changing nature of party system: Congress, Jansangh-BJP, growth of regional parties; Left parties; coalition politics; Emergency
2. People's movements: Dalit, adivasi, labour and peasant movements
3. The Women's Movement and institutional changes: debating personal laws, women atrocities acts.

Unit-III: Turning Points in the 1980s and 1990s (12 hours)

1. Changing forms of political mobilization
2. Liberalization of the Indian economy

Unit-IV The New Public Sphere (9 hours)

1. Popular and parallel cinema
2. Art and literature
3. Science, Technology and Education

Practical component (if any) - NIL

Essential/recommended readings

Relevant chapters from:

- Chandra, Bipan. (2008). India Since Independence. Delhi: Penguin
- बिपन चंद्र (2015), आज़ादी के बाद का भारत, दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
- Guha, Ramachandra. (2008). India After Gandhi. Delhi: Picador
- रामचंद्र गुहा. (2016). भारत गांधी के बाद, दिल्ली: पेंगुइन बुक्स

Unit-I: Laying the Foundation of Independent India (Teaching time: 9 hours)

This unit outlines the history of key debates that unfolded during the framing of the Constitution. It deals with the history and politics of the early years of Independence. It also deals with the linguistic re-organisation of states and important milestones in foreign policy. It examines the trajectory of economic policies and nature of economic developments up to the 1990s, particularly the problems of uneven development.

- Austin, Granville (1999). The Indian Constitution: Cornerstone of Nation, New Delhi: OUP. Pp. 1-62, 384-411. Also available in Hindi ग्रैन्विल ऑस्टिन – भारतीय संविधान : राष्ट्र की आधारशिला, (अनुवाद: नरेश गोस्वामी) वाणी प्रकाशन, 2017
- Asha Sarangi, Sudha Pai. (2011). - Interrogating Reorganisation of States: Culture, Identity and Politics in India, Routledge India

- Abraham, Itti (2008), Foreign policy of India. Commonwealth & Comparative Politics Vol. 46, No. 2, April 2008 , pp195–219.
- Frankel, Francine R. (2005). India's Political Economy. New Delhi: OUP. Chapters 1,3,4
- Kohli, Atul (2006). "Politics of Economic Growth in India, 1980-2005: Part I: The 1980s". EPW, Vol. 41(13), April 1-7, 2006, pp 1251-1259
- Chadha, G.K. Khurana, M.R. (1989). Backward Agriculture, Unrewarded Labour and Economic Deprivation: Bihar's Contrast with Punjab. EPWI, Nov 25, 1989, pp. 2617 - 2623
- Roy, Tirthankar. Indian Economy after Independence: Economic History of India 1857-2010. [Chapter-13].
- Pai, Sudha and Asha Sarangi, Interrogating Reorganisation of State, Culture, identity and politics, chapter 1-Introduction, Forward by BG Vargese

Unit II: This unit deals with history of congress party and other political formations that emerge to challenge its hegemony, tracing the developments in party politics, electoral coalitions, regional aspirations and inequalities. The unit also seeks to highlight Dalit, adivasi, labour and peasant movements. It also examines history of social reform with reference to Women and Hindu Code Bill (Teaching time: 12 hours)

- Stanley, Kochanek. The Congress Party of India: The Dynamics of One-Party Democracy. Princeton: Princeton University Press. (1968).
- Chatterjee Partha (ed.). (1997). State and Politics in India. Delhi: Oxford University Press. Pp 92-124
- Hasan, Zoya. (2004). Parties and Party Politics in India. New Delhi: Oxford University Press. Chapters 9&10
- Kumar, Ashutosh (ed) (2016), Rethinking State Politics in India: Regions within Regions, New Delhi: Routledge India, pp. 35-111
- Kumar, Radha. (1993). The History of Doing: An illustrated account of movements or women rights and feminism in India, 1800-1990, New Delhi: Kali for Women.
- Sangeeta Dasgupta, Introduction: Reading the archive, reframing 'adivasi' histories. IESHR, 53, 1, 2016, pp 1-8
- Gadgil, Madhav and Ramachandra Guha (1994), Ecological Conflicts and the Environmental Movement in India, Development and Change. Vol 25, pp.101-136.
- Sen, Sukomal. (2010). Working Class of India : History of Emergence and Movement, 1830–1970. Calcutta: Prajashakti. [relevant chapters.]
- Banerjee, Sumanta. (1984). India's Simmering Revolution: The Naxalite Uprising. London: Zed Books. Chapters 3 and 4.

Unit III: This unit deals with the important turning points in the polity and economy of India from about 1990s. It traces the consolidation of caste and religion in politics in this period, and also marks the regional aspirations of new states like Uttarakhand/Jharkhand/Chhattisgarh. The unit also assesses the shift from mixed economy towards liberalization and its impact. (Teaching time: 12 hours)

- Kumar, Ashutosh (ed) (2016), *Rethinking State Politics in India: Regions within Regions*, New Delhi: Routledge India
- Christophe Jaffrelot, (2003), *India's Silent Revolution: The Rise of the Lower Castes in North India. Part II Uneven emancipation of the Lower Castes...*
- Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press. Relevant Chapters
- Bruce Desmond Graham (1990), *Hindu Nationalism and Indian Politics_ The Origins and Development of the Bharatiya Jana Sangh*. Cambridge University Press.
- Kohli, Atul (2006). "Politics of Economic Growth in India, 1980-2005: Part II: The 1990s and Beyond", *EPW*, Vol. 41, No. 14 (Apr. 8-14), pp. 1361-1370
- P Sainath. (1996). "Reforms that Weren't," *Asian Studies Review*.

Unit IV: This unit deals with the emergence of postcolonial public sphere, and its artistic, literary and cinematic manifestations. It also examines key developments in the field of science and education (Teaching time: 9 hours)

- Gayatri Sinha - (2009), *Art and visual culture in India, 1857-2007*. (Relevant Chapters)
- Zoya Hasan (ed.), (2019), *Forging Identities: Gender, Communities, And the State in India*, Routledge. (Relevant chapters).
- Sahu, Sudhansubala. (2018). "Revisiting Television in India," *Sociological Bulletin*, Vol. 67 (2), August, pp. 204-219.
- Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.
- Gupta, Vikas. (2014), 'Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism', in Ravi Kumar, (Ed.), *Education, State and Market: Anatomy of Neoliberal Impact*, Aakaar, pp 19-57.
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (Ed.), (2021). *Education and Inequality: Historical and Contemporary Trajectories*. Orient Blackswan. (Relevant Chapters)
- Qaiser, Rizwan. (2013), "Building Academic, Scientific and Cultural Institutions, 1947-1958", in his *Resisting Colonialism and Communal Politics*, Delhi, Manohar, (First published 2011). Pp. 179-240.
- Raina, Dhruv. "Science Since Independence." *India International Centre Quarterly* 33, no. 3/4 (2006): 182–95. <http://www.jstor.org/stable/23006080>.
- Stanley, Kochanek and R.L. Hardgrave. (2007). *India: Government and Politics in a Developing Nation*. Cengage Learning.
- Sunil Khilnani - *The Idea of India*-Penguin Books India (2012), Also available in Hindi as *भारतनामा*, Rajkamal Prakashan , 2016
- Basu, Durga Das (2020). *Introduction to the Constitution of India*, Nagpur: Lexis Nexis Pp. 3-50 [MOVE TO SUGGESTED READINGS.]
- Kudaisya, Gyanesh. (2014). *Reorganisation of States in India: Text and Context*. Delhi: National Book Trust. Chapter on Introduction

- Damodaran, A.K (1987). Roots of Indian Foreign Policy. India International Centre Quarterly. Vol.14. No. 3., pp. 53-65. [MOVE TO SUGGESTED READINGS.]
- Dhavan, Rajeev. (2008). “Book Review: Sarbani Sen, Popular Sovereignty and Democratic Transformations: The Constitution of India,” Indian Journal of Constitutional Law, Vol.8, pp.204-220.
- Sanjaya Baru, Economic Policy and the Development of Capitalism in India: the role of regional capitalists and political parties
- D. R. Nagaraj. 2010. The Flaming Feet and Other Essays (Permanent Black) Chapter 5: “The Cultural Politics of the Dalit Movement”
- Urvashi Butalia, “Women’s Movement in India: Action and Reflection.” (Originally published, Communique (Nos. 42-43, July-Aug 1997)
- Jayal, Niraja Gopal & Pratap Bhanu Mehta (eds.). (2010). The Oxford Companion to Politics in India. Delhi: Oxford University Press.
- Prasad, Archana (2003). Against Ecological Romanticism Verrier Elwin and the Making of an Anti-Modern Tribal Identity. Preface: Ecological Romanticism and Environmental History.
- Bhattacharya, Sabyasachi and N.N. Vohra (eds.) (2002). Looking Back: India in the Twentieth Century. New Delhi: National Book Trust.

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

Discipline Specific Elective: Migration and Indian Diaspora: Social and Cultural Histories

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		
Migration and Indian Diaspora: Social and Cultural Histories	4	3	1	0		

Learning Objectives

- This paper explores the historical patterns of Indian migration and the socio-cultural transformations within diasporic communities.
- It examines their political and economic contributions in host countries and India, highlighting their impact on global economies and policy frameworks.
- The study evaluates key theoretical approaches to migration, identity formation, and transnationalism, offering insights into cultural hybridity and diasporic belonging.
- Additionally, it assesses government policies and international frameworks related to diaspora engagement, dual nationality, and economic partnerships.
- It paper provides a comprehensive understanding of the Indian diaspora's evolving role in a globalized world.

Learning outcomes

After completing this course, students will be able to:

- Critically engage with primary and secondary sources on migration and diaspora studies.
- Explain key historical events and their role in shaping Indian migration patterns.
- Analyze how migration influences identity, belonging, and cultural hybridity.
- Assess the impact of Indian diasporic communities on host countries and their connections to India.
- Develop independent research skills in migration and diaspora studies.

Syllabus

Unit I: Understanding Migration and Diaspora: Theoretical and Historical Frameworks

- Concepts and theories of migration and diaspora
- Ancient, medieval, and early modern Indian migration patterns
- Colonial-era migration: Indentured labor and the global dispersal of Indian laborers
- Post-colonial migration: The Indian diaspora in North America, Europe, and the Middle East.

Unit II: Social and Cultural Histories of the Indian Diaspora

- Cultural adaptations, hybridity, and syncretism and social categories within the Indian diasporic communities.
- Indian cinema, literature, and popular culture in diasporic identity formation

Unit III : Political Economy and Contemporary Issues in the Indian Diaspora

1. Economic contributions and remittances to India

2. Diaspora engagement in Indian politics and foreign policy

Unit IV: Challenges faced by Diasporic communities

1. Citizenship, belonging, and challenges of multiculturalism in host nations
2. Contemporary issues faced by the diasporic communities: Xenophobia, racism, and identity politics

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will enable students to develop a theoretical understanding of migration and diaspora studies while exploring historical migration patterns and their socio-political contexts. It will help them analyze the economic, political, and social factors that contributed to migration, particularly the impact of colonialism and indentured labor systems. Students will also examine post-colonial migration trends and their implications for Indian communities in North America, Europe, and the Middle East. (Teaching time: 15 lectures 15 hours)

1. Vertovec, Steven. (2009). *Transnationalism*. London: Routledge.
2. Cohen, Robin. (2008). *Global Diasporas: An Introduction*. London: Routledge.
3. Jayaram, N. (Ed.). (2004). *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage.
4. Tinker, Hugh. (1974). *A New System of Slavery: The Export of Indian Labour Overseas 1830–1920*. Oxford: Oxford University Press.
5. Jain, Ravindra K. (1993). *Indian Communities Abroad: Themes and Literature*. New Delhi: Manohar.
6. Safran, William. Ajaya Sahoo, Ajaya & Brij V. Lal (Ed.). (2019). *Transnational Migrations The Indian Diaspora*. Routledge India.
7. Mishra, Vijay (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. New Delhi: Routledge.

Unit II This unit will help students critically engage with how caste, class, and gender influence migration experiences, shaping the socio-cultural fabric of Indian diasporic communities. It will enhance their understanding of cultural adaptation, hybridity, and syncretism, exploring the role of religion, traditions, and social networks in maintaining diasporic identity. The unit will also introduce students to how Indian cinema, literature, and popular culture contribute to diasporic narratives, fostering a sense of belonging while negotiating identity within the host society. (Teaching time: 15 lectures 15 hours)

1. Lal, Brij V., Peter Reeves, and Rajesh Rai (Eds.). (2006). *The Encyclopedia of the Indian Diaspora*. Honolulu: University of Hawaii Press.
2. Appadurai, Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.
3. Mishra, Vijay. (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. London: Routledge.
4. Ghosh, Amitav. (2008). *Sea of Poppies*. London: Penguin.
5. Vertovec, Steven. 1997. "Three Meanings of Diaspora: Exemplified among South Asian Religions". *Diaspora*, Vol. 6 (3): 277-330.

Unit III: This unit will equip students with an understanding of the Indian diaspora's economic impact, particularly through remittances and investments in India. It will enable them to analyze how the diaspora engages in Indian politics and influences international relations. (Teaching time: 18 lectures 18 hours)

1. Khadria, Binod. (1999). *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage.
2. Shain, Yossi, and Aharon Barth. (2003). "Diasporas and International Relations Theory." *International Organization*, 57(3), pp. 449–479.
3. Kapur, Devesh. (2014). *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*. Princeton University Press
4. Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge. [Introduction]

Unit 4: This unit will familiarize students with the challenges faced by diasporic communities. Students will critically examine issues of citizenship, multiculturalism, and identity politics in host nations while understanding contemporary challenges such as xenophobia, racism, and social exclusion. This unit will also provide insights into the policies shaping diaspora engagement and their implications for global migration governance.

5. Raj, Dhooлека Sarhadi. (2003). *Where Are You From?: Middle-Class Migrants in the Modern World*. Berkeley: University of California Press.
6. Varadarajan, Latha. (2010). *The Domestic Abroad: Diasporas in International Relations*. Oxford: Oxford University Press.
6. Clarke, C et al. (1990). *South Asians Overseas: Migration and Ethnicity*. Cambridge: Cambridge University Press.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE): Histories of Regional Literature

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		
Histories of Regional Literature	4	3	1	0		

Learning Objectives

- In the Indian subcontinent, to see a similar evolution of different languages in different parts of the country.
- Sanskrit, the name itself meaning refined, was the elite language for exacting standards of scientific inquiry, administration, and aesthetic exploration, whereas assorted Prakrit grew into what came to be called Indian vernaculars.
- Southern India saw Tamil serving in that role for the region's other languages such as Kannada, Telugu and Malayalam, all of which interacted with Sanskrit as well.

Learning outcomes

- This paper would help the student perceive the historical development of different regions and their particular languages
- Conceptualisation, accumulation and development as well as revision of knowledge, creation of culture and its transmission across geography and generations.
- How language plays a big role in constituting identity – of the self and of imagined communities.

Syllabus

Unit 1: Histories of regions, language, and its significance

1. Historiographical debates.

Unit 2: Language, Culture, and the History of the Region from the South

1. Tamilakam
2. Kannada and state patronage

Unit 3: Language and Region in Early Modern India

1. Marathas and Marathi
2. Hindavi: Awadhi/Braj and the Vernacular debate

Unit 4: The Colonial State, the Language question, and the region

1. Language policy and perspectives
2. Language Movements and Identities: Tamil and Telugu; Odia/ North East (Kuki or Assamese)
3. Vernacular to National: Tamil; Hindi and Urdu; standardisation of language

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: Histories of regions, language, and its significance: This unit will familiarise students with India's regional histories and situate its meaningfulness through their languages. (Teaching Hours: 9 hours)

- Orsini, Francesca, "How to do Multi-lingual Literary History? Lessons from Fifteenth- and Sixteenth-century North India", *The Indian Economic & Social History Review*, June 2012, pp. 225-246.
- Partha Chatterjee and Raziuddin Aquil (eds), *History in the Vernacular*, Permanent Black, Ranikhet/New Delhi, 2008 (Introduction).
- Pollock, Sheldon, "The Cosmopolitan Vernacular", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "En/ Gendering Language: The Poetics of Tamil Identity" *Comparative Studies in Society and History*, Vol. 35, No. 4 Oct., 1993.
- Zutshi, Chitralekha, "Translating the Past: Rethinking 'Rajatarangini' Narratives in Colonial India," *The Journal of Asian Studies*, Vol. 70, No. 1, February 2011, pp. 5-27.

Unit 2: Language, Culture, and the History of Southern India: In the context of Indian History, the notion of the making of the regions, the concept of South India, the making of the Tamil region, as in the sources, is integral to understanding our distinct and yet interconnected cultural pasts. The connections between Sanskrit and the rise of early Kannada scholarship as understood by some scholars would be useful for students to engage with for understanding the Kannadiga region. (Teaching time: 9 hours)

- Gurukkal, Rajan, "Characterizing Ancient Society: The Case of South India" *Proceedings of the Indian History Congress*, 1998, Vol. 59, 1998, pp. 30-57.
- Ganesh, K.N., "Spaces in History: A Study in Human Geography in the Context of Sangam Texts", *Human Geography in the Context of Sangam Texts*, *Studies in History*, 25(2), 151–195, 2009.
- Pollock, Sheldon, "The Cosmopolitan Vernacular Author", *Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "Language of the People in the World of Gods: Ideologies of Tamil before the Nation", *Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 66-92.
- Ramaswamy, Sumathi, *Passions of the Tongue Language Devotion in Tamil India, 1891–1970*, University of California Press, 1997.

Unit 3: This unit will help the student engage with the formation of regional languages and identities through some case studies. Promising areas of language and literature shaping the voice of the region will induce exciting conversations. (Teaching time: 9 hours)

- Busch, Allison, “Hidden in Plain View: Brajbhasha Poets at the Mughal Court”, *Modern Asian Studies*, Vol. 44, No. 2, 2010, pp. 267-309.
- Deshpande, Prachi, *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*, Columbia University Press, 2007.
- Narayanan, Varadarajan and Prakash, Rabi, “Emerging Scholarship on Vernacular Languages in Early Modern North India: A Conversation with Imre Bangha”, in *Economic & Political Weekly*, Vol. 56, No. 02, January 2021, Engage (Online), accessed on 6th May 2022.
- Pollock, Sheldon, “India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500,” *Daedalus*, Vol. 127, No. 3, Early Modernities, 1998, pp. 41-74.

Unit 4: The period of the nineteenth and the twentieth centuries was when the mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became part of public discourse and political action. The period became a site of contestation in the making of the region and the nation. (Teaching Time: 15 hours)

- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
- Guite, Jangkhomang, “Colonialism and Its Unruly? - The Colonial State and Kuki Raids in Nineteenth Century Northeast India”, *Modern Asian Studies*, Vol. 48, No. 5, September 2014, pp.1188-1232.
- Guite, Jangkhomang, “Memory and Forgetting in Postcolonial North-East India”, *Economic & Political Weekly*, Vol. 46, No. 8, February 2011, pp. 56-64.
- Mishra, Pritipuspa, *Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha, 1803–1956*, Cambridge University Press, 2020.
- Misra, Salil, ‘Transition from the Syncretic to the Plural: the World of Hindi and Urdu’, Jamal Malik and Helmut Reifeld (ed.), *Religious Pluralism in South Asia and Europe*, New Delhi, OUP, 2005, pp. 268-97.
- Tuteja, K.L., *Religion, Community and Nation: Hindu Consciousness And Nationalism in Colonial Punjab*, Primus Books, 2021.
- Venkatachalapathy, A. R. “Dravidian Movement and Saivites: 1927-1944”, *Economic & Political Weekly*, Vol. 30, No. 14, Apr. 8, 1995, pp. 761-768.
- Venkatachalapathy, A. R., “The ‘Classical’ Language Issue”, *Economic & Political Weekly*, Vol. 44, No. 2, Jan., 10-16, 2009, pp. 13-15

Suggested Readings:

- Borek, Piotr, “Indian Vernacular History-writing and Its Ideological Engagement: A Contemporary Account on Shivaji’s Visit to Agra (1666) in Brajbhāṣā Verse”, *Cracow Indological Studies*, Vol. XXII, No. 1, 2020, pp. 1–17.

- Mantena, Rama Sundari, “Vernacular Publics and Political Modernity: Language and Progress in Colonial South India”, *Modern Asian Studies*, Vol. 47, No. 5, 2013, pp. 1678-1705.
- Pandian, M.S.S., “Towards National-Popular: Notes on Self-Respecters' Tamil”, *Economic & Political Weekly*, Vol. 31, No. 51, Dec. 21, 1996, pp. 3323-3329.
- Pandian, M.S.S., *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, 2007.
- Rai, Amrit, *The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.
- Sahu, B. P., *The Making of Regions in Indian History: Society, State and Identity in Pre-modern Orissa*, Primus Books, Delhi, 2019.
- Sardesai, Govind Sakharam, *New History of the Marathas*, Vol. 1, 2 and 3, Phoenix Publications, Bombay, 2018.
- Thakur, Gautam Basu, “Vernacular Objects | Indian Mutiny | Imperial Panic”, *Victorian Literature and Culture*, Vol. 44, No. 3, 2016, pp. 557-576.

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		
Fundamentals of Historical Methodology	4	3	0	1		

Learning Objectives

- This course aims 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). 176
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, “History and Social Theory”: pp. 214-225, and Ch.3, “Mapping the Field”).

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

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, “The Historian and His Facts”, Ch.3, “History, Science and Morality”, and Ch.4, “Causation in History”).

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

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

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

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

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

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

Suggested Readings:

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

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

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

DISCIPLINE SPECIFIC ELECTIVE (DSE): Cultural Transactions between India and 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		
Cultural Transactions between India and the World	4	3	1	0		

Learning Objectives

- The paper explores in historical context the varied forms of cultural interactions that had taken place between India and the Greco- Roman world, the areas of East Asia and Tibet in early times.
- Within this ambit, the paper focuses on the trading networks, which moving along land and maritime spheres linked these areas closely to each other. This was reflected in cultural diversities that manifested as a result.
- Demographic dynamics, language, literature, art forms, were a few of the areas that bore remarkable evidence of the transaction that ensued.

Learning outcomes

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

- Understand in detail the various perspectives that have evolved among historians regarding the various aspects of cultural transactions between early India on the one hand and the eastern countries, Tibet on the other.
- Comprehend the complexities of the trading linkages that developed over time
- Get familiarised with the significant role and contribution of specific people and localities in these interactions

Syllabus

Unit I: Historical Background for early India's contact with Greco- Roman world, East and South east Asia and Tibet

Unit II: Trade Networks between India and the World: Maritime and Land routes

Unit III: Cross cultural impact of trade and commerce

Unit IV: Agents of trade and cultural Transactions: People and localities

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This Unit will introduce students, within spatial and chronological framework to early India's contact with Greco- Roman world, Tibet, East and South East Asia

(Teaching Time: 9 hours approx.)

- Radha Madhav Bharadwaj, 'Tibet' in Sarao, KTS and Long, Jeffrey D. (eds), Buddhism and Jainism, - Encyclopaedia of Indian Religions, vol.1, Springer, The Netherlands, pp. 1252-1260 (e Book ISBN-978-94-024-0852-2; ISBN-978-94-024-0853-9 Print and electronic bundle).
- Xinru Liu, The Silk Road in World History (The New Oxford World History), OUP 2010.
- Tarling, N., ed. (2000). The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). History, Culture and Region in Southeast Asian Perspectives, Singapore: Institute of Southeast Asian Studies
- Miksic, John N. and Geok Yian Goh. (2017). Ancient Southeast Asia, London: Routledge
- Kenneth R. Hall, (2011). A History of Early Southeast Asia: Maritime Trade and Societal Development, 100-1500, London: Rowman & Littlefield Publishers
- Kulke, H. (1993; 2001). Kings and Cults: State Formation and Legitimation in India and Southeast Asia, New Delhi: Manohar.

Unit II: This unit will familiarise with the trade networks that were in use between India and the World: Maritime and Land routes **(Teaching Time: 12 hours approx.)**

- E. H. Warmington, Commerce between the Roman Empire and India, Curzon Press, 1974.
- J. Thorley, 'The Silk Trade between China and the Roman empire at its Height, CIRCA A.D 90- 130', *Greece and Rome*, vol. 18, No. 1, pp. 71-80.
- Jason Emmanuel Neelis 'Old Roads in the Northwestern Borderlands' in *Early Buddhist Transmission and Trade Networks: Mobility and Exchange within and beyond the Northwestern Borderlands of South Asia*, Brill, 2011. (chapter 4)
- Marilyn Martin Rhie (2002): Early Buddhist Art of China and Central Asia. Volume II: The Eastern Chin and Sixteen Kingdoms Period in China and Tumshuk, Kucha and Karashar in Central Asia, Leiden: Brill, pp. 388-399.
- Mortimer Wheeler, *Rome Beyond the Imperial Frontiers*, London, G. Bell and Sons, Ltd, 1954.
- Philip D Curtin, Cross-Cultural Trade in World History, CUP 1985.
- Raheshwari Ghose, (ed.) *Kizil on the Silk Road: Crossroads of Commerce and Meeting of Minds*, Marg Foundation, 2008, pp. 24-31.
- Xinru Liu, 'Silk and Religions in South Asia c. AD 600-1200', *Journal of World History*, Vol. 6, no. 1 (spring 1995).

Unit III: The unit familiarises the student with various aspects of the Cross cultural impacts of trade and commerce (**Teaching Time: 12 hours approx.**)

- Bonnie Cheng. 'THE SPACE BETWEEN: Locating "Culture" in Artistic Exchange', *Ars Orientalis*, Vol. 8, pp. 81 – 120.
- Dieter Schlingloff, 'The Oldest Extant Parvan list of the Mahabharat', *Journal of the American Oriental Society*, Vol. 89. No.2 (April-June 1969), pp.334-338.
- E. Errington et al, eds, *The Crossroads of Asia. Transformation in Image and Symbol in the Art of Ancient Afghanistan and Pakistan*, Ancient India and Iran Trust, 1992.
- Luce Boulnois, *Silk Road: Monks, Warriors and Merchants*, Hong Kong: Odyssey books, (2015 reprint).
- Marshak B and Rospopova Wall Paintings from a House with a Granary, Panjikent The Silk Road Key Papers, Part 1: The Pre-Islamic Period, Ed. Valerie Hansen, Global Oriental, 2012.

Unit IV: This unit introduces the learners to the various people and localities that emerged as significant in the area and period of the study (**Teaching Time: 15 hours approx.**)

- Doney, Lewis. 'Padmasambhava in Tibetan Buddhism' in Silk, Jonathan A. et al. Brill's Encyclopedia of Buddhism, pp. 1197-1212. BRILL, Leiden, Boston.
- Ines Konczak-Nagel, Monika Zin, *Essays and Studies in the Art of Kucha*, Dev Publishers & Distributors, 2020. (Introduction).
- Kurt Behrendt, *Tibet and India: Buddhist Traditions and Transformations*, The Metropolitan Museum of Art; Distributed by Harry N. Abrams; 1st edition, 2014.
- Lokesh Chandra and Nirmala Sharma, *Buddhist Paintings of Tun-Huang*, Niyogi Books, 2012.
- Radha Madhav Bharadwaj, 'Atisa' in Sarao, KTS and Long, Jeffrey D. (eds), *Buddhism and Jainism*, - Encyclopaedia of Indian Religions, vol.1, Springer, The Netherlands, pp. 195-197 (e Book ISBN-978-94-024-0852-2; ISBN-978-94-024-0853-9 Print and electronic bundle).
- Rajeshwari Ghose, (ed.) *Kizil on the Silk Road: Crossroads of Commerce and Meeting of Minds*, Marg Foundation, 2008, pp. 8-23 and 106-115.
- Translation of Kumarajiva's biography as it is told in the Gaoseng zhuan compiled by Hui Jiao of the Liang Dynasty (502-551 CE).

Suggested Readings:

- Buddha Prakash, *Indian and the World*, Vishveshwaranand Vedic Research Institute, 1964
- पी. वी. बापट, बौद्ध धर्म का 2500 वर्षों का इतिहास, पुब्लिकेशन्स डिवीज़न, गवर्नमेंट ऑफ़ इंडिया, 1956. (अध्याय V, VIII, IX और XI)
- P.V. Bapat, *2500 years of Buddhism*, The Publications Division, Government of India, 1965. (Chapters V, VIII, IX and XI)
- The Silk Roads: An ICOMOS Thematic Study by Tim Williams on behalf of ICOMOS 2014.

- Weblink-
https://www.icomos.org/images/mediatheque/ICOMOS_WHThematicStudy_SilkRoads_final_lv_201406.pdf
- Christopher I. Beckwith, Empires of the Silk Road: A History of Central Asia from the Bronze age to the Present, Princeton: Princeton University Press, 2009
- <https://en.unesco.org/silkroad/silk-road-themes/cities-silk-roads>

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)

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.
- They should also be able 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

II. Outcomes expected of Dissertation writing track in the 4th Year of UG Programmes

Semester VII

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

- v.** Research Problem identification
- vi.** Review of literature
- vii.** Research design formulation
- viii.** Commencement of fieldwork, or 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.