

COMMON POOL OF GENERIC ELECTIVE (GE)

GENERIC ELECTIVE (GE): History of Health and Medicine in India

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

- Tracing the history of health and medicine 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.
- To analyse the diverse facets of health, healing systems and medicine. Beginning with historiography, this course will explore unique set of themes capturing the diverse population globally.
- To trace the development of knowledge about physical and psychological illness, diseases, diagnosis, cure and treatment of illness from the early period to modern times.
- Further, this paper will discuss about medical pluralism and institutionalization of health care system during colonial times such as hospitals, dispensaries, pharmacy, sanatoriums, lock hospitals and so on.
- The course will equip the students with adequate expertise to analyze the historical developments in this area taking place during the swadeshi and Indian national movement.

Learning outcomes

After completing this course, the students will be able to:

- Develop critical thinking towards understanding health and medicine.
- Discuss the new area of historical understanding and grasp significant aspects related to medicine, health and illness in historical perspective.
- Trace the processes of institutionalization of health.

- Describe the developments during the national movement.
- Through class discussions, students would also get equipped to conduct further research in the emerging area of history of health and medicine.

Syllabus

Unit 1: Socio-Cultural History of Health and Medicine: A Reflection

Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching time: 12 hours)

- Quackery versus Degree: Honouring Designations and Professional titles
- Hospital, Public Health and Sanitary measures
- New Legal framework, New Medical Technology & Standardization of medicine

Unit 3: Health, Medicine and Nationalist Rhetoric and new challenges(Teaching time: 12 hours)

- Medicine and Nationalism
- Policy making & Emergence of holistic wellbeing: State intervention and WHO

Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (Teaching time: 12 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: Socio-Cultural History of Health and Medicine: A Reflection (Teaching Time: 12 hours approx.)

This unit will analyse the debates and discourses related to health, healing practices and medicine. Students will delve into the diverse healing systems and practices in India. They will explore the emergence of a syncretic culture of health, healing practices and healers.

- Olivelle, P. (2017). The medical profession in ancient India: Its social, religious, and legal status. *eJournal of Indian Medicine*, 9(1), 1-21.
- Saini, A. (2016). Physicians of ancient India. *Journal of Family Medicine and Primary Care*, 5(2), 254-258.
- Alavi, Seema. (2008). *Islam and Healing: Loss and Recovery of an Indo-Islamic Medical Tradition, 1600-1900*. New Delhi: Permanent Black (**Introduction**).
- 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**)
- Leslie, C. “The Ambiguities of Medical Revivalism in Modern India” in Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Sharma, Madhuri, *Indigenous and Western Medicine in Colonial India*, Foundation Books: CUP, 2011(**Introduction**)

Unit 2: Institutionalization & Professionalization of health system during Colonial times (Teaching Time: 12 hours approx.)

In this unit student will study the growth and development of modern medical institutions such as hospitals and sanatoriums. This unit will focus on the emergence of professionalization of medicine, development of entrepreneurship in medicine. Ayurveda/Unani/Homeopathy/Allopathy. Contestation between *Vaidyas*, *Hakims* and Doctors.

- 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.
- Kumar, Deepak and Raj Shekhar Basu, eds., *Medical Encounters in British India*, New Delhi: Oxford University Press, 2013.(Introduction and pp 160-86)
- Sharma, Madhuri ‘Creating a Consumer: Exploring medical advertisements in colonial India’, in Mark Harrison and Biswamoy Pati (eds.), *The Social History of Health and Medicine in Colonial India*, Routledge, London& New York, 2009, pp. 213-28. ISBN10:0-415-46231-2(hbk).
- Sivaramakrishnan, K., *Old Potions, New Bottles: Recasting Indigenous Medicine in Colonial Punjab (1850-1945)*, New Delhi, Orient Longman, 2006.(Introduction)

Unit 3: Health, Medicine and Nationalist Rhetoric and new challenges (Teaching Time: 12 hours approx.)

This will help to develop an understanding about the nuances of social interaction and encounter with western medicine during colonial times and role played by medical practitioners in the ongoing *swadeshi* and national movement. This unit will help to understand the role of state in controlling diseases. It will further acquaint students with the emergence of the concept of holistic well being

- Quaiser Nishat, *Colonial Politics of Medicine and Popular Unani Resistance*, Indian Horizons, April-June 2000, pp. 29-41.
- Lal, Vinay (2020), *The Fury of COVID-19: The Politics, Histories, and Unrequited Love of the Coronavirus*, New Delhi: Pan Macmillan India.

- Madhuri Sharma Chapter 8, in ed. Pati and Harrison ed. *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009.
- सिंह, सुजीत कुमार (22 अप्रैल 2020) 'उपनिवेश में महामारी और स्त्रियाँ', समालोचन: साहित्य, विचार और कलाओं की वेबपत्रिका.

Unit 4: Exploring Health and Healing practices in Popular Culture: Literature Art and Cinema (teaching time 12 hours)

This unit will help students to know about how Health and Healing practices were represented in art, literature and cinema. Feminization of health such as *sitala mata*, 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

Suggested Readings:

- Arnold, David, ed., *Imperial Medicine and Indigenous Societies*, Delhi: Oxford University Press, 1989.
- Bhattacharya, N., *Disparate Remedies: Making Medicines in Modern India*, McGill Queen's University Press, 2023, pp.3-20
- Chatterjee, S., *Western medicine and Colonial Society: Hospitals of Calcutta, c. 1757-1860*, Primus, 2017, pp. 1-28
- Foucault, Michel, 'The Politics of Health in the Eighteenth Century', in *Essential Works of Foucault, 1954–84, Vol. 3: Power*, ed. Michel Foucault, James D. Faubion, tr. Robert Hurley et al., New York: The New Press, 1994.
- Harrison, Mark, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914*, New Delhi: Cambridge University Press, 1994.
- Kumar, S. & Jugal Kishore, *Public Healthcare in India: historical Background and Current Realities*, Century Publications, New Delhi, 2020, pp1-48

- Kumar, D. (2010). Probing history of medicine and public health in India. *Indian Historical Review*, 37(2), 259-273.
- 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).
- Leslie, C. (ed.), *Asian Medical Systems: a Comparative Study*, California, University of California Press, 1977.
- Levine, Philippa, *Prostitution, Race and Politics: Policing, Venereal Disease in the British Empire*, New York, London: Routledge, 2003.
- Madhwi, *Health, Medicine & Migration : The Formation of Indentured Labour c.1834-1920*. Primus 2020. pp 1-30
- Majumdar, R.C. (1971). 'Ayurveda: Origins and Antiquity', in D.M. Bose, *Concise History of Science in India*, New Delhi: Indian National Science Academy, pp. 213-216; 'Ayurveda and its Classical Division', pp. 227-234; 'Ayurveda in the Middle Ages', pp. 262-265.
- Mishra, Sabyasachi R., 'An Empire "De-Masculinized": The British Colonial State and the Problem of Syphilis in Nineteenth Century India', in *Diseases and Medicine in India: A Historical Overview*, ed. Deepak Kumar, New Delhi: Tulika Books, 2001, pp. 166–79.
- Mills, James H., *Madness, Cannabis and Colonialism: The 'Native Only' Lunatic Asylums of British India, 1857-1900*, Great Britain: Macmillan, 2000. (Introduction)
- Pati, Biswamoy and Mark Harrison eds., *The Social History of Health and Medicine in Colonial India*, UK: Routledge, 2009. (Introduction)
- Sharma, Madhuri 'Knowing Health and Medicine: A Case Study of Benares, c. 1900-1950', in Deepak Kumar & Raj Sekhar Basu (eds), *Medical Encounters in British India*, Oxford University Press, New Delhi, 2013, pp 160-86. ISBN: 13:978-0-19-808921-6 (hbk)
- Syed Ejaz Hussain & Mohit Saha (eds.), *India's Indigenous medical Systems: A cross Disciplinary Approach*, Primus, 2015, Introduction
- Pati, Biswamoy and Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*, Delhi: Orient Longman Limited, 2001. **(Introduction)**.
- Bala Poonam ed. *Contesting Colonial Authority Medicine and Indigenous Responses in Nineteenth and Twentieth Century India*, Primus Books, Delhi 2016.(Introduction)
- Harrison, Mark, 'Public Health and Medicine in British India: An Assessment of the British Contribution', based on a paper delivered to the Liverpool Medical Society on 5 March 1988; see <http://www.evolve360.co.uk/Data/10/Docs/10/10Harrison.pdf>.
- Gupta Charu, *Procreation and Pleasure: Writings of a Woman Ayurvedic Practitioner in Colonial North India*, *Studies in History*, Volume 21 No.1, 2005, pp. 17-44.

- S. Manasi & K.V.Raju, “Policy options for sustainable holistic health care intervention’, *Policy Brief*, May 2019

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

GENERIC ELECTIVE (GE): Colonialism and Nationalism: Nineteenth to early twentieth century India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Colonialism and Nationalism: Nineteenth to early twentieth century India	4	3	1	0		

Learning Objectives

- This course will familiarize the students with the dynamics of colonial rule in India.
- It unfolds the process of nationalist agitation and nation-building.

Learning outcomes

On completion of the course, students would be able to:

- Trace the important features of colonial exploitation and governance and how these features evolved from the early colonial to later colonial period.
- Trace the origins and dynamics of nationalism in India.
- Highlight the relationship between mainstream nationalism and competing ideas of nationalist thought and nation-building.
- Highlight some of the complexities involved in the process of nation-building in the 1940s.

Syllabus

Unit 1: Facets of colonial rule in India: i) impacts on trade, agriculture, and manufacture; ii) colonial governance and changes in society (choose a case study:- colonial law or colonial education or surveys and census enumeration)

Unit 2: Emergence of nationalist thoughts and trends within Indian nationalism: i) social composition;
ii) phases

Unit 3: Challenging dominance: many voices of a nation in making: i) tribal and peasant movements;

ii) labour and marginalized social groups; iii) the role of Indian industrialists in the national movement

Unit 4: Towards freedom: i) constitutional developments, 1930s-1950; ii) Partition

Unit 1: This Unit briefly traces the East India Company's trading practices and the impact of colonial rule on India's pattern of trade. It proceeds to highlight the impact of colonial rule on artisanal production, revenue policies, agrarian relations, land market, and its role in the creation of a factory labour force. The unit also briefly outlines the repercussions of colonial governance on society by drawing on a case study of evolving colonial law or the case of colonial education policy or the case of census enumeration.

- भट्टाचार्य, सब्यसाची (2015 edition), *आधुनिक भारत का आर्थिक इतिहास*, दिल्ली: राजकमल प्रकाशन
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 7 & 10]
- Cohn, Bernard S. (1987), 'The census, social structure and objectification in South Asia,' *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 224-54.
- Constable, Philip (2014), 'Sitting on the School Veranda,' in Sumit Sarkar and Tanika Sarkar (eds), *Caste in India*, vol. 2, New Delhi: Permanent Black.
- Kumar, K. (2005), *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, Delhi: SAGE.
- Sarangi, Asha (2010), 'Enumeration and the Linguistic Identity Formation in Colonial North India,' *Studies in History*, vol. 25, pp. 197-227.
- Sarkar, Sumit (2015), *Modern Times: India 1880s-1950s*, Ranikhet: Permanent Black. [Chapters 2 & 4]
- Singha, Radhika (1998), *A Despotism of Law*, Oxford and New York: OUP. [Preface, Chapter-4 & Epilogue]
- Skuy, David (July 1998), 'Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century', *Modern Asian Studies*, 32 (3), pp. 513-557.

Unit 2: This unit provides an overview of the phases of and trajectories within the anti-colonial struggle. It also draws attention to the social composition of the national movement.

- Bandopadhyay, Shekhar (ed) (2009), 'Part I' & 'Part II,' *Nationalist Movement in India: A Reader*: OUP.

- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapters 12 to 16]
- Chandra, Bipan (2010), *The Rise and Growth of Economic Nationalism in India*, Delhi: Har-Anand Publications Pvt Ltd. (revised edition).
- Desai, A.R. (1981), *Social Background of Indian Nationalism*, Delhi: Popular Prakashan. **Also available in Hindi.**
- Sarkar, Sumit (1989), *Modern India: 1885-1947*, Delhi: Macmillan. [Chapters 3 to 5]. **Also available in Hindi.**

Unit 3: The unit explores the relationship of the tribal and peasant movements with mainstream nationalism from the 1850s to the 1940s. Relevant case studies for discussion are the Santhal Rebellion, the 1857 Revolt, Deccan Riots, the Kisan Sabha movement, Eka movement, Bardoli satyagraha, and Tebhaga movement. The unit briefly outlines the key features of the non-Brahmin and Dalit movements from the early 1900s to the 1940s, and proceeds to explain the build-up of demands such as separate representation. It also acquaints students with the interface between the labour movement and mainstream nationalism, as well as the relationship between the Indian capitalist class and the anti-colonial struggle.

- Bahl, Vinay (1988), 'Attitudes of the Indian National Congress towards the working-class struggle in India, 1918-1947,' in K. Kumar (ed.) *Congress and Classes: Nationalism, Workers and Peasants*, New Delhi: Manohar, pp. 1-31.
- Bandopadhyay, Shekhar (ed) (2009), *Nationalist Movement in India: A Reader*: OUP. [Chapters 15 & 18]
- बंदोपाध्याय, शेखर (2007), *प्लासी से विभाजन तक और उसके बाद आधुनिक भारत का इतिहास*, नई दिल्ली: ओरिएंट ब्लैकस्वान. **Also available in English.**
- Bayly, Susan (2001 reprint), *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP. [Chapters 5 & 6]
- चंद्रा, बिपन (2015), *भारत का स्वतंत्रता संघर्ष*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Hardiman, David (1993), 'Introduction,' *Peasant Resistance in India, 1858-1914*, Delhi: OUP.
- Markovits, Claude (1985), *Indian Business and Nationalist Politics 1931 – 1939: The Indigenous Capitalist Class and the Rise of the Congress Party*, Cambridge, London & New York: CUP.
- Pati, Biswamoy (ed.) (2010), *The Great Rebellion of 1857: Exploring Transgressions, Contests and Diversities*, Abingdon & New York: Routledge. [Chapters 1, 3, 4 & 5]
- Pati, Biswamoy (ed.) (2011), *Adivasis in Colonial India: Survival, Resistance and Negotiation*, New Delhi: Orient BlackSwan. [Chapters 7 & 8]

Unit 4: This unit highlights the making of the Government of India Act, 1935, provides an overview of the build-up to Partition in 1947, and of constitution framing.

- Austin, Granville (1999, *The Indian Constitution: Cornerstone of Nation*, New Delhi: OUP [relevant sections].
- Bayly, Susan (2001 reprint), 'Chapter 7: State Policies and 'Reservations' – The Politicization of Caste-based Social Welfare Schemes,' *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: CUP.
- Butalia, Urvashi (1993), 'Community, State and Gender on Women's Agency During Partition,' *Economic and Political Weekly*, vol. 28, no. 17, 1993, pp. 12–21.
- Bose, Sugata and Jalal, Ayesha (2004), *Modern South Asia: History, Culture, Political Economy*, New York & London: Routledge. [Chapter 17 & 18]
- Chatterji, Joya (2007), 'Chapter-1,' *The Spoils of Partition: Bengal and India, 1947-1967*, Cambridge: CUP.
- चंद्रा, बिपन, मृदुला मुखर्जी इत्यादि (2009), *स्वतंत्रता के बाद का भारत*, दिल्ली: दिल्ली विश्वविद्यालय हिंदी माध्यम कार्यान्वयन निदेशालय
- Chaube, Shibani Kinkar (2009), *The Making of the Indian Constitution*, pp. 1-67, Delhi: National Book Trust. **Also available in Hindi.**
- Chiriyankandath, James (1992), "'Democracy" under the Raj: Elections and separate representation in British India,' *The Journal of Commonwealth and Comparative Politics*, Vol. 30 (1), pp. 39-63.
- Moore, R.J. (1970), 'The Making of India's Paper Federation, 1927-35,' in C.H. Philip and M.D. Wainwright (eds) *The Partition of India: Policies and Perspectives, 1935-47*, London: George Allen and Unwin Ltd.

Suggested readings:

- Bandopadhyay, Shekhar (ed) (2009), 'Chapter 20: Popular Movements and National Leadership' (Sumit Sarkar), *Nationalist Movement in India: A Reader*: OUP.
- Brass, Paul (2005), 'Chapter 3: Muslim Separatism in the United Provinces: The Social Context and Political Strategy of the Muslim Minority before Partition,' *Language, Religion and Politics in North India*, Lincoln: IUUniverse.Inc
- Butalia, Urvashi (2000), ' ', *The Other Side of Silence: Voices from the Partition of India*, London: Hurst & Co.
- Chandavarkar, Rajnarayan (1998), *Imperial Power and Popular Politics: Class, Resistance and the State in India, 1850-1950*, Cambridge: CUP. [Chapters 3, 4, 5 & 8]
- Chandra, Bipan *et al* (1999), 'Chapters 4 to 10,' *India Since Independence*, New Delhi: Penguin Books. **Also available in Hindi.**
- चंद्रा, बिपन (2019 edition), *आधुनिक भारत में उपनिवेशवाद और राष्ट्रवाद*, दिल्ली: अनामिका पब्लिशर्स
- Chatterjee, Partha (1993), 'Chapters 1, 3, 8, 9 & 11,' *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton: Princeton University Press.

- Farooqui, Amar (2014), *The Establishment of British Rule: 1757-1813, A People's History of India*, Vol. 23, New Delhi: Tulika Books. **Also available in Hindi.**
- Gooptu, Nandini (2001), 'Chapters 2, 5, 8 & 9,' *The Politics of the Urban Poor in Early Twentieth Century India*, Cambridge: CUP.
- Hasan, Mushirul (ed.) (1995), *India Partitioned: The Other Face of Freedom*, 2 vols, Delhi: Roli Books.
- John, M. (2016). "(De)skilling Caste: Exploring the Relationship between Caste, State Regulations and the Labour Market in Late Colonial India," in Sabyasachi Bhattacharya and Rana P. Behal (eds), *The Vernacularization of Labour Politics*, New Delhi: Tulika (pp. 267-293).
- Omvedt, Gail (2011), 'Chapters 7 to 11,' *Cultural Revolt in a Colonial Society: The Non-Brahmin Movement in Western India*, New Delhi: Manohar.
- Oommen, T.K. (2010), 'Indian Labour Movement: Colonial Era to the Global Age,' *Economic and Political Weekly*, December 26, 2009-January 1, 2010, Vol. 44 (52), pp. 81-89.
- Pandey, Gyan (1982), 'Peasant Revolt and Indian Nationalism: Peasant Movement in Awadh, 1919-22,' in Ranajit Guha (ed.), *Subaltern Studies*, Vol. 1, Delhi: OUP.
- Prashad, Vijay. (1995). "Between Economism and Emancipation: Untouchables and Indian Nationalism, 1920-1950," *Left History*, Vol. 3(1), spring—summer, pp. 5-30.
- शुक्ला, रामलखन (1993), *आधुनिक भारत का इतिहास*, नई दिल्ली: दिल्ली विश्वविद्यालय हिन्दी माध्यम कार्यान्वयन निदेशालय.
- Skaria, Ajay (1999), *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*, Delhi: OUP.
- Stokes, Eric (1980), 'Introduction,' & 'Chapter 7,' *Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Volume 23 of Cambridge South Asian Studies, Cambridge: CUP.
- Tomlinson, B.R. (2013), 'Chapter 1: Introduction,' 'Chapter 2: Agriculture, 1860-1950,' & 'Chapter 3: Trade and Manufacture, 1860-1945,' *The Economy of Modern India: From 1860 to the Twenty-First Century*, Cambridge & New York: CUP.

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

GENERIC ELECTICE (GE): Money and Monetary History of India

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

- The aim of this course is to familiarise students with the ideas of money and the development of monetary policies and institutions in Indian history.
- It provides an overview of technological development and exchange networks from the earliest times till 1947.

Learning outcomes

After doing this course the students will be able to:

- Understanding the concept of money and origin of coinage
- Distinguish between various technologies of minting coins
- Continuity and shifts in the role of monetary economy
- Locate the development of various metallic coins
- Standardisation of the currency system and State interventions
- Development of modern financial institutions and colonialism

Syllabus

UNIT I: Introduction

1. Concept of money
2. Nature of exchange before the advent of coinage, barter, cowries, and hundis

UNIT II: Origin and development of coinage upto 900 CE: Manufacturing technology, metrology and expansion

1. Punchmarked Coins
2. Post-Mauryan Coins with special reference to Satavahana, Kushana and Ganasangha
3. Gupta coinage
4. Post-Gupta coinage; paucity of coins

UNIT III: Coinage and changing patterns in monetary system (900 – 1700 CE)

1. Nature of coinage under Delhi Sultanate; monetary experiment under Allaudin Khilji and Muhammad Bin Tughlaq
2. Development of coinage under Cholas, Vijaynagar and Bahamani
3. Monetary system under Mughals: Nature and significance

UNIT IV: Institutions and Money (1700-1947 CE)

1. Money, finance and trade under the indigenous states
2. East India Company; trade, conquest and bullion
3. The Colonial State and its Financial Institutions
4. The Nationalist critique of the Colonial Economy

Practical component (if any) - NIL

Essential/recommended readings

UNIT I: This unit seeks to introduce an understanding about the concept of money and monetary systems. The unit would also talk about the nature of exchange before coinage in the Indian subcontinent. (Teaching time: 6 hours)

- Cribb, Joe(ed.), 1986, *Money: From Cowrie Shells to Credit Cards*, London: British Museum Press.
- Graeber, D., 2011, *Debt: The First Five Thousand Years*, New York: Melville House Publishing. (Chapters 2 and 3)

Unit II: This unit seeks to develop an understanding of various minting/manufacturing technologies. This unit also deals with changes about continuity and change in monetary systems in the Indian subcontinent. (Teaching time: 15 hours)

- Gupta, P.L., 1996, *Coins*, Delhi: South Asia House (Available in Hindi also)
- Jha, Amiteshwar, 2003, *Bharatiya Sikke: Ek Aitihāsik Parichay*, Nasik: IIRNS Publication.
- Mitchiner, Michael, 1973, *The Origin of Indian Coinage*, London: Hawkins Publications.
- Mukherjee, B.N., 1997, *The Technique of Minting Coins in Ancient and Medieval India*, Calcutta: Indian Museum.
- Pokharna, Premlata, 2006, *Coins of Northern India (500-1200 AD)*, Jaipur: Unique Traders.

Unit III: This unit deals with the development and changes in the monetary system in the medieval times. The state intervention and regional variation in coinage at regional levels will also be explored. (Teaching time: 12 hours)

- Haider, Najaf, October 1999, *The Quantity Theory and Mughal Monetary History*, The Medieval History Journal 2, pp. 309-348.
- Habib, Irfan, 1984, *The price regulations of Aluddin Khilji - A Defence of Zian Barni*, Indian Economic and Social History Review, 21(4), pp. 393-414.

- Subramanyam, Sanjay, 1999, *Money and the Market in India, 1100-1700* (Oxford in India Readings: Themes in Indian History), Delhi: Oxford University Press.

Unit IV: This unit deals with the standardization of the currency system and development of modern financial institutions, the development of colonial economic system and its critique
(Teaching time: 15 hours)

- Bagchi, Amiya, 1985, *Transition from Indian to British Indian Systems of Money and Banking 1800–1850*, *Modern Asian Studies*, 501-519
- Chandra, Bipin, 2016, *India's Struggle for Independence 1857-1947*, Delhi: Penguin Random House (Chapter 7)
- Chaudhury, Sushil, 1991, Trade, Bullion and Conquest, *Itinerario* 15 (2):21-32
- Chaudhury, Sushil, 2000, *Prelude to Empire*, Manohar (Chapter 9)
- Garg, S. (Ed.), 2019, *Monetary Foundations of the Raj*, Delhi: Routledge (Introduction, Chapters 1 and 3)
- Patnik, U., 2017, Mr Keynes and the forgotten holocaust in Bengal, 1943–44: Or, the macroeconomics of extreme demand compression, *Studies in People's History*, Vol.4 (2), pp. 197-210.
- S. Sen, 2003, *Tributes and Transfers from Colonial India*, in G. Balachandran (Ed.) *India and the Global Economy*, New Delhi: Oxford University Press.

Suggested Readings:

- Balachandran, G. (Ed.), 2003, *India and the Global Economy*, New Delhi: Oxford University Press.
- Deyell, John S, 1990, *Living Without Silver: The Monetary History of Early Medieval North India*, Delhi: Oxford University Press
- Handa, Devendra, 2007, *Tribal Coins of Ancient India*, Delhi: Aryan Books International
- Maity, S.K., 1970, *Early Indian Coins and Currency System*, Delhi, Munshilal Manoharlal
- Moosvi, Shireen, 1989, *Numismatic Evidence and the Economic History of the Delhi Sultanate*, *Proceedings of the Indian History Congress*, Vol. 50.
- Om Prakash, 2004, *Bullion for Goods*, Delhi: Manohar
- Narain, A.K. and P.L. Gupta (Eds.), 1961, *Journal of the numismatic society of India (Golden Jubilee Volume)*, Volume XXIII.
- Patnaik, U. and P. Patnaik, 2021, *Capital and Empire*, New Delhi: Tulika/ Columbia University Press (Chapters 1, 8-13)

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

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 4th 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.