

Semester: II SEM

History of India – II c. 4th Century BCE to 750 CE

Code: DSC 01

Credits: 3

The Programme Objectives are as follows:

The early historical and early medieval eras of Indian history are the subject of this course. It highlights significant themes as it examines the change from the early historical to the early medieval period. It explains the factors that modified the nature of Indian culture. The course attempts to distinguish the significant advancements in the fields of culture, religion, economy, and society. This course's objective is to introduce students to the ways in which historians use a variety of sources and rebuild our history.

Course outcomes are as follows:

Following the completion of this course, the learners will be capable of

Describing the ways in which the portrayal of the Mauryan state has been contested by historians.

Describe how agriculture, technology, the creation of crafts, urban development, trade, and the use of money have changed.

Examine critically how gender relations, property rights, and the varna/caste systems have changed over time.

Work on projects pertaining to patronage, art, architecture, and religious advancements.

Unit I	Development of Political Structures (c. 4th century BCE to c. 700 CE)	Hours
1.1	The Mauryan Empire – Chandragupta Maurya – Asoka and his successors. The administration of the Mauryan empire. Asoka’s policy of Dhamma – The decline of the Mauryas.	(16 hrs)
1.2	Post-Mauryan polities with special reference to the Satavahanas and the Kushanas – Sunga and Kanva - Disappearance of Mauryan Institutions	
1.3	The Early State Formation in Tamilakam - Different kinds of Chiefdoms’ - Plunder and booty redistribution – Moovendar. The rise of the Guptas – Samudragupta– Chandragupta II – Huna invasions – Disintegration of the empire	
Unit II	Economy and society (c. 4th century BCE to c. 300 CE)	(16 hrs)
2.1	Expansion of Agrarian economy and Production relations	
2.2	Urban growth: North India, central India, the Deccan and South India - Craft production - trade interactions across the Indian sub-continent and beyond	
2.3	Social Stratification: Varna; Jati; Untouchability; Gender, Marriage and Property relations	
Unit III	Polity, Economy and Society (c. 4th century to 750 CE)	(16 hrs)
3.1	The nature of polities- the Guptas and other minor powers	
3.2	Agrarian developments, land grants and peasantry	
3.3	Urban patterns; trade and currency	
3.4	Society: The proliferation of Jatis: Changing norms of marriage and inheritance	
Unit IV	Religion and Cultural developments (c. 4th century BCE – 750 CE)	
4.1	Puranic Hinduism -The Bhakti Movement- Tantrism	
4.2	Art and architecture: Forms of patronage - Sculptures, Stupas, Rock Cut Caves, and Temples - Paintings - Its sources and function. Mauryan art and other cultural expressions	
4.3	Growth of language and literature	

Suggestive readings:

- Agrawal, V.S. (2004). *Studies in Indian Art*, Varanasi: Vishwavidyalaya Prakashan.
- Alcock, Susan E. (et. al.) (2001). *Empires: Perspectives from Archaeology and History*, Cambridge University Press.
- Basham, A.L. (1954). *The Wonder that was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims*. Calcutta.
- Bhattacharji, Sukumari. (1970). *The Indian Theogony*, Cambridge University Press.
- Chakrabarti, Kunal. (2001) *Religious Process: The Puranas and the Making of a Regional Tradition*. New Delhi: Oxford University Press.
- Chakrabarti, Kunal & Sinha, Kanad. (2019). *State, Power and Legitimacy the Gupta Kingdom*, New Delhi: Primus.
- Chattopadhyaya, B.D. (2003). *Studying Early India: Archaeology, Texts, and Historical Issues*. Delhi: Permanent Black.
- Desai, D. (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International.
- Dehejia, V. (2005). *Discourse In Early Buddhist Art: Visual Narratives of India*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. 5th edition.
- Dhar, Parul P. (ed.). (2006). *Indian Art: Changing Perspectives*. Delhi: D. K. Printworld P Ltd. and National Museum.
- Flood, Gavin. (2003). *The Blackwell Companion to Hinduism*, Blackwell Publishing
- Gethin, Rupert. (1998). *The Foundations of Buddhism*. Oxford: Oxford University Press.
- Gurukkal, Rajan. (2010). *Social Formations of Early South India*. Delhi: Oxford University Press.
- Gupta, S.P. and Asthana, Shashi Prabha. (2004). *Elements of Indian art*, Delhi: DK Printworld, 2nd edition.
- Habib, Irfan and Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Harle, J. C. (1986). *The Art and Architecture of the Indian Subcontinent*, New York: Viking Penguin.
- Jaini, P. (1979). *The Jaina Path of Purification*. Berkeley: University of California Press.
- Jaiswal, Suvira. (1981). *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500*. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Jha, D.N. (2020). *Ancient India in Historical Outline*, 4th Revised Edition, New Delhi: Manohar Publishers & Distributors.
- Jha, D.N. (ed.) (2003). *The Feudal Order: State, Society and Ideology in Early Medieval India*. New Delhi: Manohar Publishers and Distributors.

- Kosambi, D. D. (1956). An Introduction to the Study of Indian History. Bombay: Popular Prakashan.
- Lahiri, Nayanjot. (2015). Ashoka in Ancient India. Delhi: Permanent Black.
- Majumdar, R.C. (1970). The Classical Age. Bombay: Bharatiya Vidya Bhavan
- Mitter, Partha. (2011). Indian Art, Delhi: Oxford University Press.
- Mukherjee, B.N. (1989). Rise and Fall of the Kushana Empire. Calcutta: Firma K.L. Mukhopadhyay.
- Olivelle, P. (ed.) (2006). Between the Empires: Society in India 300 BCE to 400 CE. New York: Oxford University Press.
- Olivelle, P., J. Leoshko and H.P. Ray. (eds.) (2012). Reimagining Asoka: Memory and History. New Delhi: Oxford University Press.
- Pandey, G. C. (1990). Bauddha Dharma ke Vikas ka Itihas. Lucknow: Uttar Pradesh Hindi Sansthan, 3rd edition.
- Pollock, Sheldon. (2007). The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India, Delhi: Permanent Black.

Semester: II SEM

Medieval World-II

Code: DSC -02

Credits: 3

The Programme Objectives are as follows:

The objective of the course is to enable the students to have a comprehensive understanding of evolution and establishment of medieval civilization with special focus on polity, society, economy, religion and culture during medieval times. The attempt would be to study feudalism in medieval European context. The endeavor would be to trace the trajectory of origin, development and crisis of feudalism. Alongside, the course intends to acquaint the learners about the rise and spread of Islam during medieval era along with the forms of cultural pattern that shaped the popular Islamic practices. In addition to that, students would also be exposed to medieval China particularly with Sung, Mongols and Ming dynasties. The focus is just not on dynastic changes but also the dynamism in administrative machinery, political ideology, economy, culture and China's external relations.

Course outcomes are as follows:

Following the completion of this course, the learners will be capable to –

- Identify the medieval societies in global context especially focusing on Europe, Central Asia, India and China.
- Analyse the rise of Islam and the move towards state formation in West Asia.
- Understand the role of religion and other cultural practices in community organisation.
- Finally the technological growth that led to cultural efflorescence during the later period. (Ming period)

Unit I	Networks of Communication and Exchange, 300 B.C.E.–1100 C.E.	Hours
1.1	The Silk Road - Origins and Operations - Nomadism in Central and Inner Asia -The Impact of the Silk Road	(16 hrs)
1.2	The Indian Ocean Maritime System - Origins of Contact and Trade - The Impact of Indian Ocean Trade - The Routes Across the Sahara -Early Saharan Cultures - Trade Across the Sahara	
1.3	The Spread of Ideas and Material Evidence - The Spread of Buddhism - The Spread of Christianity	
Unit II	Europe between 200 and 1200	(16 hrs)
2.1	The Byzantine Empire (600–1200) - An Empire Beleaguered - Society and Urban Life – Cultural Achievements	
2.2	The Origins Of Islam - The Arabian Peninsula before Muhammad - Muhammad in Mecca and Medina - Formation of the Umma - Succession to Muhammad	
2.3	The Rise And Fall Of The Caliphate, (632–1258) - The Islamic Conquests, (634–711) - The Umayyad and Early Abbasid Caliphates -(661–850) - Political Fragmentation, (850–1050)	
Unit III	Medieval Europe (8th – 14 centuries)	(16 hrs)
3.1	The emergence of medieval monarchies, aristocracies and nobilities- Growth of seigneurial authority: A dependent peasantry and transitions from Colonate to serfdom.	
3.2	Early feudal state and the Church- Cultural Patterns in medieval Europe	
3.3	Western Europe Revives, (1000–1200) - The Role of Technology- Cities and the Rebirth of the Trade - The Crusades, (1095–1204) -The Roots of the Crusades -The Impact of the Crusades	
Unit IV	Proliferation of Contacts between the East and the West	
4.1	China : Dynastic change -Tang, Song, Mongols and Ming - Changing State Ideology, Administrative Machinery – Ming Period - Technological Growth, Cultural efflorescence	
4.2	Africa: New Islamic Empires-Mali in the Western Sudan	

Suggestive readings:

- Bloch, Marc, *Feudal Society Volume I and II* (Asha jyoti Booksellers & Publishers, First Indian Edition, 2006) Sinha ,Arvind, *Europe in Transition from Feudalism to Industrialization* Manohar Publishers and Distributors, 2010
- Le Goff, Jacques, 'Introduction: Medieval Man' in *The Medieval World*, edited by Jacques Le Goff, Translated by Lydia G.C. Cochrane, Parkgate Books, London, 1990
- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
- Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98;
- Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978,
- Georges Duby, (1977). "Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision", "Youth in Aristocratic Society", in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
- Le Goff, J. (2000). "Introduction" and "Medieval Western Europe" in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 207-220.
- Merrington, J. (1978) "Town and Country in the Transition to Capitalism", in R.H. Hilton (Ed.), *The Transition from Feudalism to Capitalism*. London: Verso, 1978, Aakar, Delhi, 2006
- Sharma, R. S. (2001). *Early Medieval Indian Society – A Study in Feudalization*, Delhi: Orient Longman.
- R.S. Sharma (1984), "How feudal was Indian Feudalism?" *Social Scientist*, Vol. 12, No. 2, pp. 16-41.
- Chase F. Robinson ed., *The Cambridge History of Islam, Vol I. The Formation of the Islamic World Sixth to Eleventh Centuries*, Cambridge University Press,
- Berkey, J. (2002). *The Formation of Islam. Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press.
- Bosworth, C. E. (2000). "The Formation of Early Islamic Polity and Society: General Characteristics" in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 271-273.
- Marshall G.S. Hodgson, *The Venture of Islam: Concise and History in a World Civilization, Vol. I- The Classical Age of Islam*, University of Chicago Press, 1974,
- Crone, P. (1999). "The Rise of Islam in the World." in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press, pp. 2-31.
- Duri, A.A. (2000). "The Rise of Islam," in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 264-267.
- Lapidus, I.M. (1988/2002). *A History of Islamic Societies*, Cambridge: Cambridge University Press (2002edn.)
- History of Humanity Volume IV, From the Seventh to the Sixteenth Century* (UNESCO series) Routledge 1994.
- Jian Bozan, Shao Xunzheng and Hu Hua (eds.), *A Concise History of China*. Foreign Languages Press, China Publications Centre, 1981
- Kenneth Scott Latourette, *The Chinese: Their History and Culture*. MacMillan Publishing Company, 1964

History and Culture: Representations in Texts, Objects and Performance Histories

Code: (GE-2)

Credits: 3

The Programme Objectives are as follows:

This course aims to explore culture through its intangible and tangible attributes that are discussed in four themes including traditions of kingship and courtly culture; inter-cultural perceptions of ‘other’ religious communities and gender; performing ritual devotions through recitation of songs and processions; and exploring performance of narrative traditions using inanimate objects like, masks, puppets and cloth/paper scrolls. The themes are representations from oral and manuscript cultures from India. Further, this module seeks to explore the continuity of cultural patterns, iconic representations, and styles of performance into our present times. The pedagogy of interdisciplinary approach is thus inbuilt into the structure of this course. Readings and audio-visual material have been knitted into themes to encourage active participation and discussion in the classroom.

The Course outcomes are as follows:

Following the completion of this course, the learners will be capable to –

- Understand the nature of interaction between the two dominant communities in the past. The paradigm of ‘clash of civilizations’ appears to be an exaggerated view.
- Appreciate the complex nature of religious communities in the past, when neither the Hindu nor Muslims represented monolithic identities.
- Read the intricate nature of interactions between men and women and the fact that identities were differently expressed than in the colonial times.
- Understand how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performativity are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies..

Unit I	Kings, Bhands & Politicians	Hours
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1.1	Raja: Royal rituals and Sacrificial ceremonies - Court Etiquettes - Council of ministers - Changing roles in modern context - As Politicians	(16 hrs)
1.2	The Hajari Bhand of Rajasthan - Bhands & Bahurupiyas - A Bhand's life - the art of Bhandai - The artistry of a Bahurupiya	
Unit II	Perceiving cultures & Negotiating identities	(16 hrs)
2.1	Multilingual textual sources: Inscriptions, poetic texts, chronicles and travellers accounts (8 th to 19 th CE)	
2.2	Cultural Perceptions and Identities of Religion and Gender - Gender Politics - Methodological Approaches - Hindus and Muslims	
Unit III	Performing Devotion: Rituals, songs & processions	(16 hrs)
3.1	Ritual Singing: Early Medieval North and South India	
3.1	Religions on Display: Processions and festivals - Political patronage	
Unit IV	Storytelling with objects: Masks, puppets & scrolls	(12 hrs)
4.1	Tradition of Story Telling in India: Tradition and Transformation - Oral narratives	
4.2	Culture as Performance: Masks, Indian Puppetry & Showmen Traditions- Sufism and the Sacred Music	

Suggestive readings:

Bradford Clark, "Putul Yatra: A Celebration of Indian Puppetry", in Asian Theatre Journal, Vol. 22, No. 2 (Autumn, 2005), pp. 334-347.

Erika Fischer-Lichte, "Culture as Performance" Modern Austrian Literature, Vol. 42, No. 3, Special Issue: Performance (2009), pp. 1-10.

James G. Lochtefeld, "The Construction of the Kumbha Mela", in South Asian Popular Culture, 2004, Vol. 2:2, PP. 103-126.5

John D. Smith, The Epic of Pābūjī. A study, transcription and translation, second (ed)

Karan Singh, "Structural Peripheries and Ideological Underpinnings: Performative Narration in Par of Pabuji", in Dialogue: A Journal Devoted to Literary Appreciation, Vol. XII, No. 1, June 2016, pp. 35-45.

Karine Schomer, "The "Ālhā" Epic in Contemporary Performance", The World of Music Vol. 32, No. 2, India (1990), pp. 58-80.

Kathy Foley & Dadi Pudumjee, "India" in World Encyclopedia of Puppetry Arts called "WEPA" or "EMAM" for Encyclopédie Mondiale des Arts de la Marionnette, a project of International Unima

Marc Katz, Banaras Muharram and the Coals of Karbala. Written, produced, and narrated by Marc J. Katz. DVD, color, 70 minutes; 2004.

Meenakshi Khanna, Cultural History of Medieval India, Introduction, New Delhi: Social Science Press, 2007, pp. ix-xxxiv.

Pabitra Sarkar, "Jatra: The Popular Traditional Theatre of Bengal", in Journal of South Asian Literature, Vol. 10, No. 2/4, THEATRE IN INDIA (Winter, Spring, Summer 1975), pp. 87-107.

Regula Burckhardt Qureshi, "Sufism and the Globalization of Sacred Music." In Philip V. Bohlman edited, The Cambridge History of World Music, 584–605. The Cambridge History of Music. Cambridge: Cambridge University Press, 2013.

Richard. M. Eaton, "The Articulation of Islamic Space in the Medieval Deccan", reprinted in Cultural History of Medieval India, ed., Meenakshi Khanna, New Delhi: Social Science Press, 2007, pp. 126-141.

Sreekala Sivasankaran, "Akhyani: Masks, Puppets and Picture Showmen Traditions of India - An Introduction" in Akhyani Celebration of Masks, Puppets and Picture Showmen Traditions of India, New Delhi: IGNCA, 2010, pp. 8-11

Semester: II SEM

Understanding Indian Heritage

Code: **(GE-4)**

Credits: 3

The Programme Objectives are as follows:

The purpose of this course is to introduce students to the concept of heritage in all of its forms. It will clarify why heritage is controversial and why it needs to be protected. The study underscores the importance of obtaining access to both tangible and intangible heritage. Conversely, concerns about riches looting, return, cultural preservation, and conservation draw attention to the fact that history and culture are sometimes used as cliches to support status claims made by a nation, a country, a civilization, or an area before the world community. Concerns about conservation and selective preservation can be addressed. It is expected of students to gain knowledge about the evolution of heritage legislation and the idea that "measures from above are not always arbitrary." Because it also emphasises the national significance (both domestically and internationally), the paper will be especially helpful to students who are interested in heritage and will increase public awareness of and sensitivity to heritage preservation.

The Course outcomes are as follows:

Following the completion of this course, the learners will be capable to –

- Describe the intricate nature of legacy. Examine the historical processes that lead to the creation of cultural heritage.
- Explain how cultural diversity contributes to the formation of heritage. And talk about the ownership concerns and laws aimed at preventing the "loss" of cultural assets.
- Evaluate the efforts made by NGOs and government agencies to protect and conserve cultural assets in areas that are prone to violence and in light of the importance placed on development.
- Talk about the value of heritage to the nation, local communities, the area, and society as a whole.

Unit I	Defining Heritage	Hours
1.1	Antiquity: Meaning of Antiquity, Archaeological site, Tangible heritage, Intangible heritage and Art Treasure.	(12 hrs)
1.2	Regional case studies: Dances, Music, Dance Drama, Oral Stories, Theatre, Folk performances - Challenges	
Unit II:	Plunder and Repatriation: Heritage, Ownership and Legislation	(16 hrs)
2.1	Antiquity smuggling and repatriation: loot, smuggling, illegal sale of artefact	
2.2	Conventions and Acts— International and National laws	
Unit III	Heritage Preservation and Conservation	(16 hrs)
3.1	Preservation and Conservation: Development, conflict (specific case study of UNESCO site Nizamuddin Basti and other) - Muziris Heritage project	
3.2	Heritage related Government departments, museums and regulatory Bodies and Conservation initiatives.	
Unit IV	Heritage Interpretation	(16 hrs)
4.1	Heritage, Modernity and memory: Participatory Heritage, Exhibitions, Heritage walks etc.	
4.2	Digitizing Heritage and Management tools for interpretive projects	

Suggestive readings:

Himanshu Prabha Ray and Manoj Kumar (eds.) 2014. Indian World Heritage Sites in Context. Aryan Books, New Delhi.

King, Victor T. (ed.) ,2015. UNESCO in Southeast Asia: World Heritage Sites in Comparative Perspective. NIAS Press, Copenhagen.

Kulkarni, Subhash. 2016. Heritage of India, MRM Publication.

Shikha Jain, Vinay Sheel Oberoi, 2021. Incredible Treasures: UNESCO World Heritage sites of India, Mapin Publishing, Ahmedabad

Singh, Upinder, 2021. Idea of Ancient India: Essays on Religion, Politics and Archaeology. Sage Publications, India.

World Heritage Sites, 8th Edition by UNESCO

Keynote address by Bouchenaki, Mounir . ‘The Interdependency of the Tangible and Intangible Cultural Heritage.’ ICOMOS 14th General Assembly and Scientific Symposium

Lahiri, N. (2012), Marshalling the Past—Ancient Indian and its Modern Histories. Ranikhet: Permanent Black

- Lowenthal, D. (2010). *Possessed by the Past: the Heritage Crusade and the Spoils of History*. Cambridge: Cambridge University Press.
- Mankodi, Kirit L. 'The Case of the Contraband Cargo or, Atru's Amorous Couple.' in *Temple Architecture and Imagery of South and Southeast Asia*,
- Richard Davis, "Indian Art Objects as Loot." *The Journal of Asian Studies*, 23 March 2011
- Biswas, S.S. (1999). *Protecting the Cultural Heritage (National Legislation and International Conventions)*. New Delhi, INTACH.
- Layton, R.P Stone and J. Thomas (2001). *Destruction and Conservation of Cultural Property*. London:
- Howard, Peter (2003). *Heritage: Management, Interpretation, Identity*. Bloomsbury Publications, United Kingdom.
- Patrick Daly and Tim Winter (ed.), *Routledge Handbook of Heritage in Asia*.