**TEACHING PLAN for Academic Year** **2021-22**

**PAPER:** History of India c.300 to 1200

**SEMESTER: B A Prog Sem** II

**SESSION: April 2021 – August 2021**

**TEACHER’S NAME: Dr. Mithilesh Kumar Mishra**

**SYLLABUS**

**I. The Guptas and Vakatakas: state and administration, economy, society, religion, art, literature, science and technology**

**II. Towards the early medieval: changes in society, polity, economy and culture with special reference to Pallavas, Chalukyas and Vardhanas**

**III. Evolution of political structures of the Rastrakutas, Palas and Pratiharas; economy; religious and cultural developments**

**IV. Emergence of Rajput states in Northern India; socio-economic foundations**

**V. The Cholas: state, administration, economy and culture.**

**VI. The Arabs; the Ghaznavids in the Northwest; establishment of the Delhi Sultanate; overland and maritime trade**

* **COURSE DESCRIPTION**

Society**,** polity, economy and religion of Gupta period cover 300years. Vardhan dynasty in north India and Chalukya, Chol and Pandya in South India filled the gap of history of politics. The society, polity, economy and religion dramatically changed in the watching of Rajputs and Muslims.

**TEACHING TIME (No. Of Weeks)**

12 Weeks approximately (60 lectures +36 tutorials)

* **CLASSES**

The course is organized around lectures and tutorials as per the time table. Students will be provided reading assignments to help them understand the course content. The lecture will be given according to reading material. Activities like quizzes, presentation, field trips, videos, assignment and class test will be conducted to enhance teaching –learning outcome.

**TOPIC WISE BREAK UP OF SYLLABUS**

**I. The Guptas and Vakatakas: state and administration, economy, society, religion, art, literature, science and technology**

(Two weeks/ 10 lectures and tutorials)

**II. Towards the early medieval: changes in society, polity, economy and culture with special reference to Pallavas, Chalukyas and Vardhanas**

(Two weeks/ 10 lectures and tutorials)

**III. Evolution of political structures of the Rastrakutas, Palas and Pratiharas; economy; religious and cultural developments**

(Two weeks/ 10 lectures and tutorials)

**IV. Emergence of Rajput states in Northern India; socio-economic foundations**

 (Two weeks/ 10 lectures and tutorials)

**V. The Cholas: state, administration, economy and culture.**

(Two weeks/ 9 lectures and tutorials)

**VI. The Arabs; the Ghaznavids in the Northwest; establishment of the Delhi Sultanate; overland and maritime trade**

(Two weeks/ 9 lectures and tutorials)

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

 Internal Assessment of 25 marks will be conducted as per university guidelines.

The Students will be assessed based on three modes

1) Written assignment

2) Class Test

3) Class attendance

a) Two assignments of 5 marks each will be conducted.

b) There will be a Class Test of 10 marks. It will take place tentatively in the month of October

Quizzes on specific topics will be organized after discussion with students.

c) There will be 5 marks for the attendance

**ESSENTIAL READINGS**

• Allchin, F.R. and B., Origins of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking, 1997.

• Basham, A.L. The Wonder That Was India. New Delhi: Rupa & Co,

• Chakrabarti, Dilip K. India: An Archaeological History- Palaeolithic Beginnings to Early Historic Foundations. Delhi: OUP, 1999.

• Chakravarti, Ranabir. Exploring Early India Upto C. AD 1300. New Delhi: MacMillan, 2010.

• Jain, V. K. Pre and Protohistory of India. New Delhi: D.K. Printworld, 2006.

Jha, D.N. Ancient India in Historical Outline. New Delhi: Manohar Publishers,

• Jha, D.N. Early India: A Concise History. Delhi: Manohar, 2004.

• Kosambi, D.D. An Introduction to the Study of Indian History. New Delhi: Popular Prakashan, 1975.

• Ratnagar, Shereen. Understanding Harappa: Civilization in the Greater Indus Valley. New

Delhi: Tulika, 2001.

• Karsashima, Noboru ed. A Concise History of South India. New Delhi: OUP, 2014.

• Ray, H. P. Monastery and Guild: Commerce under the Satavahanas. New Delhi: OUP, 1986.

• Singh, Upinder. A History of Ancient and Early Medieval India: From the Stone Age to the Century .New Delhi: Pearson, 2013.

• Sharma, R.S. Perspectives in Social and Economic History of Early India.New

• Thapar, Romila. Early India from the Origins to AD 1300. New Delhi: Penguin, 2002.

• Thapar, Romila. Ashoka and the Decline of the Mau

**TEACHING PLAN for Academic Year 2021-22**

**PAPER: History of Modern Europe-I**

**SEMESTER: B A HISTORY (Hons) Sem V**

**SESSION: July- December 2021**

**TEACHER NAME: Dr. Mithilesh Kumar Mishra**

* **SYLLABUS**

**Unit I: A Period of Revolutions 1789-1850**

[a] Crisis of the Ancien Regime and the Enlightenment

[b] Phases of the French Revolution 1789-99

[c] Social classes and emerging gender relations

[d] Bonapartist State and Features of the first French Empire

[e] Restoration of the old order, social and political currents in the early nineteenth century,

revolutions:1830s-1850s

**Unit II: Industrial Revolution and Social Transformation (the 19th century)**

[a] Process of capitalist development in industry and agriculture; Changing class structure

in France, Germany and Russia

[b] Industrial Revolution and Society: Family Life and Gender

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**Unit III: Liberal democracy, working class movements and Socialism in the 19th and 20th**

**centuries**

[a] The struggle for parliamentary democracy and civil liberties in Britain : Parliamentary

and institutional reforms; working class discontent chartists; suffragettes

[b] Socialism: Early socialist thought, Marxian socialism, Debates and Strategies: The

International working class movement

**Unit IV: Culture and Society: 1789-1850s**

[d] Art and culture in revolutionary France: neo classical art; reformation of the royal academics.

* **COURSE DESCRIPTION**

This Course provides a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond France. It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of 19th century. The debates on the development and impact of industrial capitalism shall be discussed. The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.

A Period of Revolutions 1789- 1850

[a] Crisis of the Ancien Regime and the Enlightenment

[b] Phases of the French Revolution 1789-99

[c] Social classes and emerging gender relations

[d] Bonapartist State and Features of the first French Empire

[e] Restoration of the old order, social and political currents in the early nineteenth century,

revolutions:1830s-1850s

* **TEACHING TIME(No. Of Weeks) :**

**14 Weeks Approx**

* **CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal assessment.

* **UNIT WISE BREAK UP OF SYLLABUS**

**Unit -1**

The students will explore various themes starting from the French Revolution, transformations in French Society, the nature of the Bonapartist regime and events leading up to the revolutions 1848.

**A Period of Revolutions 1789- 1850 (Six Weeks/ 30 Lectures and Tutorials)**

[a] Crisis of the Ancien Regime and the Enlightenment

[b] Phases of the French Revolution 1789-99

[c] Social classes and emerging gender relations

[d] Bonapartist State and Features of the first French Empire

[e] Restoration of the old order, social and political currents in the early nineteenth century, revolutions:1830s-1850s

**Unit –II**

The student would learn about the social and economic changes in Europe during the nineteenth century. The student would be expected to develop on her/his understanding of the social and economic dimensions of the Industrial revolution in eighteenth century Britain to compare and understand the specific case studies of France, Germany and Russia in the nineteenth century.

**Industrial Revolution and Social Transformation (the 19th century) (Three Weeks/ 15 Lectures and Tutorials)**

[a] Process of capitalist development in industry and agriculture; Changing class structure

in France, Germany and Russia

[b] Industrial Revolution and Society: Family Life and Gender

**Unit –III**

the student will be expected to demonstrate an understanding of the transformations of the political systems in nineteenth century Europe. Taking up the case study of nineteenth century Britain the student will study the development of parliamentary institutions alongside a new politically assertive working class. The student will also be expected to bring together her/his understanding of the economic and political transformations in this period when exploring the emergence of socialist thought and critique of capitalism.

**Liberal democracy, working class movements and Socialism in the 19th and 20th**

**Centuries (3 weeks/15 lectures and Tutorials)**

[a] The struggle for parliamentary democracy and civil liberties in Britain : Parliamentary

and institutional reforms; working class discontent chartists; suffragettes

[b] Socialism: Early socialist thought, Marxian socialism, Debates and Strategies: The

International working class movement

**Unit IV**

The student will be expected to link various themes from the earlier rubrics and develop an understanding of the cultural, artistic and urban transformations in nineteenth century Europe. The student will be expected to develop a competent understanding of the emergence of new art forms, reformation of various art and cultural academies, the developing notions of consumption of culture and the changing patterns

of urbanism.

**Culture and Society: 1789-1850s (Two Weeks/ 10 Lectures and Tutorials)**

[d] Art and culture in revolutionary France: neo classical art; reformation of the royal

academies

[b] The Consumption of Culture in 19th century Europe; Romanticism in art and literature

[c] The City in the age of Industrialization

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

 1) Written assignment

 2) Presentation

 3) Class Test

Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid semester break.

Additionally there are 5 marks for Attendance

* **ESSENTIAL READINGS:**
* McPhee, Peter. (2002).*The French Revolution 1789-1799*. New York: Oxford University Press (Ch.1, Ch.2, Ch.3, Ch.4, Ch.5, Ch.6, Ch7, Ch.8 & Ch.9)
* Campbell, Peter R. (Ed.).(2006). *The Origins of the Revolution*. New York: Palgrave Macmillan, pp. 1-34, 139-159 (Introduction and Ch.5).
* Rude, George (2000).*Revolutionary Europe1783-1815*. Somerset, New Jersey, U.S.A.: Wiley- Blackwell (Ch.1).
* Furet, Francois, (1988). *The French Revolution 1770-1814.* Oxford: Blackwell, pp.3-100 and 211-66.

● Landes, Joan B. (1988). *Women and the Public Sphere in the Age of the French Revolution*. Ithaca, London: Cornell University Press,

● Darnton, Robert. (1996). “What was Revolutionary About the French Revolution.” in Peter Jones, (Ed.).*The French Revolution in Social and Political Perspective*. London: Edward Arnold, pp. 18-29.

● Kates, Gary. (Ed.).(1998).*The French Revolution: Recent debates and Controversies*. London and New York: Routledge.

● Grabb, Alexander.(2003).*Napoleon and the Transformation of Europe*. New York: PalgraveMacmillan (Ch. 2 &Ch.3).

● Lang, Sean (2005).*Parliamentary Reform, 1785-1928*. London and New York: Routledge.

* Walton, John K.(1999).*Chartism*, London and New York: Routledge.
* Geary, Dick (1981).*European Labour Protest 1848-1939*. London: Croom Helm London
* Kolakowski, Leszec. (1978).*Main Currents of Marxism*. Volume I. Oxford: Clarendon Press.
* Lichthem, George. (1970). *A Short History of Socialism.* London: Weidenfield and Nicolson.
* Joll, James. (1990).*Europe Since*1870.New York: Penguin Books, pp. 49-77
* **SUGGESTED READINGS**
* Bayly, C.A. (2004). *The Birth of the Modern World*, 1780-1914. Oxford: Blackwell Publishing, pp.199-242.
* Berger, Stefan. (Ed.) .(2004).*A Companion to Nineteenth Century Europe 1789-1914,* Oxford: Blackwell Publishing.
* Bottomore, Tom. (Ed.). (1983) .*A Dictionary of Marxist Thought*, Oxford: Blackwell.
* Breunig, Charles. (1977). *The Age of Revolution and Reaction 1789 to 1850*. New York: W.W. Norton and Company, pp. 252-278 (Ch.7).
* David, Thompson. (1990). *Europe Since Napoleon*. New York: Penguin Books.
* Davies, Peter. (2006). *The Debate on the French Revolution*. Manchester and New York:Manchester University Press.
* Deborah Simonton, Deborah. (1998). *A History of European Women's Work: 1700 to the Present*. London and New York: Routledge.
* Dowd, David L. (1951). “Art as National Propaganda in the French Revolution.”*The Public Opinion Quarterly* 18 (3), pp. 532 – 546.
* Dowd, David L. (1959). “The French Revolution and the Painters.”*French Historical Studies* 1 (2), pp. 127-148.
* • Frederick Engels.(1970 reprint). *Socialism: Utopian and Scientific*, trans. EdwardAveling.
* Moscow: Progress Publishers. Available at http://www.marxists.org/archive/marx/works/
* download/Engels\_Socialism\_Utopian \_and\_Scientific.pdf.
* • Frey, Linda S. and Marsha S. Frey.(2004). *The French Revolution,* Westport, CT: Greenwood
* Press, pp. 37-46 (“A New Political Culture”).
* Hobsbawm, Eric (2011).*How to Change the World*, *Reflections on Marx and Marxism*. New Haven and London: Yale University Press.
* Hufton, Olwen. (1971). “Women in Revolution 1789-1796.”*Past & Present*53, pp. 90-108. !100
* Hunt, Lynn; Tomas R. Martin, Barbara H, Rosenwein, Bonnie G. Smith.(2010).*The Making of the West: Peoples and Cultures, A Concise History*. Boston and New York: Bedford / St. Martin.
* Kemp, Tom. (1978). *Historical Patterns of Industrialization.* New York: Longman
* Lee, Stephen J. (1998). *Aspects of European History 1789-1980.* London and New York: Routledge (Ch. 3 & Ch. 4).
* McPhee, Peter. (2013). *A Companion to the French Revolution.* New Jersey: Wiley-Blackwell (Ch.2, Ch.3, Ch.12, Ch.13, Ch.14, Ch.26 and Ch.28).
* Merriman, John. Open Yale Course Lectures [audio].
* Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. New York: W.W. Norton
* Ozouf, Mona. (1988). *Festivals and the French Revolution.* Cambridge: Harvard University Press (Introduction).
* Perry, Marvin and George W. Bock. (1993). *An Intellectual History of Modern Europe*. Princeton: Houghton Mifflin Company.
* Perry, Marvin. (1990).*Western Civilization: Ideas, Politics and Society.* Volume II*.*Boston and New York: Houghton Mifflin Harcourt Publishing Company.
* Price, Roger. (1993). *A Concise History of France*. Cornwell: Cambridge University Press
* Rapport, Michael. (2005). *Nineteenth Century Europe*. New York: Palgrave Macmillan.
* Sperber, Jonathan (2005). *The European Revolutions, 1848-1851*. Cambridge: Cambridge University Press.

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**TEACHING PLAN for Academic Year 2021-22**

**PAPER: History of India, c. 1200-1700**

**SEMESTER: BA PROG SEM III**

**SESSION: JULY 2021- December 2021**

**TEACHER NAME: Dr. Mithilesh Kumar Mishra**

* **SYLLABUS**

**Unit I. Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15thcentury:** Expansion; *Iqta* system; administrative reforms; nobility

**Unit II. Regional political formations:** Vijayanagara

**Unit III. Foundation, expansion and consolidation of the Mughal State, c.16th to 17thcentury:** Expansion and consolidation; Rajputs; *Mansabdari* and *Jagirdari*; imperial ideology; reassessing Aurangzeb

**Unit IV. 17th century transitions:** Marathas; Sikhs

**Unit V. Art and architecture in medieval India:** Qutb complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal miniature painting

**Unit VI. Society, culture and religion:** Bhakti -- Kabir and Mira Bai; Sufism – Nizamuddin Auliya and Sufism in popular literature from the Deccan: *Chakki-Nama* and *Charkha-Nama*.

**Unit VII. Economy and integrated patterns of exchange:** Rural and urban linkages; maritime trade and non-agrarian production

* **COURSE DESCRIPTION**

This course provides an analytical study of the history of India from 1200 to 1700 CE. It introduces students to a thematic study of the main aspects of the period, delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, the Mughal state, Vijayanagara and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies the course also underlines the interconnectedness of the subcontinental region in its transition to the Early Modern period.

* **TEACHING TIME (No. Of Weeks)**

**16 Weeks approximately**

* **CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. Presentation shall focus either on important themes covered in the class lectures, or on specific readings. Interactive sessions through group discussions or group presentations. shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

 **UNIT WISE BREAK UP OF SYLLABUS**

**Unit I. Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15thcentury:** Expansion; *Iqta* system; administrative reforms; nobility

This unit would have taught students about the politics, political economy and administrative transitions under the various Sultanate regimes. **(Teaching Time: 3 weeks/ 15 Lectures approx. and Tutorials.)**

**Unit II. Regional political formations:** Vijayanagara

This unit introduces students to recent historiography on the politics, society and economy of the Vijayanagara state. While learning about the historical details of the Vijayanagara state they will also be introduced to the role of rituals and cultural representations in the reproduction of power in the Vijayanagara state. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit III. Foundation, expansion and consolidation of the Mughal State, c.16th to 17thcentury:** Expansion and consolidation; Rajputs; *Mansabdari* and *Jagirdari*; imperial ideology; reassessing Aurangzeb

This unit will teach students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed and also to the various historiographical debates on Aurangzeb. **(Teaching Time: 3 weeks/ 15 Lectures approx. and Tutorials.)**

**Unit IV. 17th century transitions:** Marathas; Sikhs

In this unit students will learn about the emerging political formations in the Deccan and the Punjab plains. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit V. Art and architecture in medieval India:** Qutb complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal miniature painting.

This unit introduces students to the architectural and painting traditions in the medieval period. The student will learn the political and artistic contributions of patrons, painters, architects and artisans in the development of artistic representations of this period. This will be achieved through a series of case studies of a mosque (the Qutb Complex), imperial cities (Fatehpur Sikri and Hampi) and Mughal miniature paintings. **(Teaching Time: 2 weeks/ 10 Lectures approx. and Tutorials.)**

**Unit VI. Society, culture and religion:** Bhakti -- Kabir and Mira Bai; Sufism – Nizamuddin Auliya and Sufism in popular literature from the Deccan: *Chakki-Nama* and *Charkha-Nama*.

This unit would have taught students about the cultural traditions in the medieval period with special reference to Kabir and Mirabai, and Nizam al-Din Auliya and popular mystic literature from the South. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit VII. Economy and integrated patterns of exchange:** Rural and urban linkages; maritime trade and non-agrarian production

Students will learn about the gradual integration of agricultural and artisanal

Production in this unit. The establishment of circuits of exchange gradually tied rural, qasbah and city production, a process that will be charte from the medieval into the early modern period. They will also be expected to develop an understanding of the Indian Ocean trade and its impact on South Asian economy. **(Teaching Time: 2 weeks/ 10 Lectures approx. and Tutorials.)**

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Students in this course will primarily have three modes of assessment:

 1) Written assignment

 2) Presentation

 3) Class Test

Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid semester break.

Additionally there are 5 marks for Attendance

**ESSENTIAL READINGS**

* Jackson, P. (2003). *The Delhi Sultanate: A Political and Military History.* Cambridge: Cambridge University Press.
* Ray Chaudhuri, T and I. Habib (Ed.). (1982). *The Cambridge Economic History of India,Vol.1: c1200-1750*. Delhi: Orient Longman, pp. 45-101.
* Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan.* Delhi: Rajkamal.
* Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat,* 7 volumes. Delhi; Rajkamal.
* Verma, H.C. (ed.). (2003). *Madhyakalin Bharat, Bhag 1&2,* Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
* Kumar, Sunil. (2014). “*Bandagi* and *Naukari*: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th centuries” in Francesca Orsini and Samira Sheikh, (Eds.), *After Timur Left: Culture and Circulation in fifteenth century North India*. Delhi: Oxford University Press, pp. 60-108.
* Alam, M., and S. Subrahmanayam. (1998).*The Mughal State 1526-1750.* Delhi: Oxford University Press.
* Richards, J F. (1996). *The New Cambridge History of India: The Mughal Empire.* Cambridge: Cambridge University Press.
* Ray Chaudhuri, T. and I. Habib. (Eds.). (1982). *The Cambridge Economic History of India, Vol.1: c1200-1750*. Delhi: Orient Longman, pp. 163-192.
* Bhargava, Meena. ed. (2010). *Exploring Medieval India: Sixteenth to the Eighteenth centuries*, Delhi: Orient Blackswan.
* Habib, I. (Ed.). (1997). *Akbar and his India*, Delhi: Oxford University Press.
* Habib. I. (Ed.). (2016). *Akbar aur Tatkalin Bharat*, Delhi: Rajkamal Prakashan Samuh.
* Ali, M. Athar. (1996). *Mughal Nobility under Aurangzeb*, Delhi: Oxford University Press.
* Habib, I. (1999). *The Agrarian System of Mughal India, 1554-1707.* Delhi: Oxford University Press.
* Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.
* Butler-Brown, Katherine. (2007). “Did Aurangzeb Ban Music? Questions for the historiography of his reign,” *Modern Asian Studies* vol. 41 no.1, pp. 77-120.
* **SUGGESTED READINGS**
* Asher, Catherine B. and Cynthia Talbot. (2006). *India before Europe*. Cambridge: Cambridge University Press.
* Aquil, Raziuddin. ed. (2010). *Sufism and Society in Medieval India*. Delhi: Oxford University Press.
* Chandra, S. (2004). *Medieval India: From Sultanate to the Mughals, Part 1&2*. Delhi: Haranand Publications.
* Chandra, S. (2004). *Madhyakalin Bharat: Sultanate se Mughal tak*, Bhag 1& 2. Delhi: Jawahar Publishers.
* Chandra, S. (2007). *History of Medieval India (800-1700)*. Delhi: Orient Longman.
* Chandra, S. (2007). *Madhyakalin Bharat: Rajniti, Samajaur Sanskriti, Aathwi se Satrahvis shtabditak*. Delhi: Orient Black Swan.
* Digby, Simon. (2004). “Before Timur came: Provincialization of the Delhi Sultanate through the fourteenth century.” *Journal of the Economic and Social History of the Orient* vol. 47no.3, pp. 298-356
* Ernst, Carl W. and Bruce Lawrence. (2002).” The Major Chishti Shrines”in *Sufi Martyrs of Love in the Chishti Order in South Asia and Beyond*. New York: Palgrave Macmillan, pp.85-104.
* Flood, Finbarr Barry (Ed.). (2008). *Piety and Politics in the Early Indian Mosque*. Delhi: Oxford University Press.
* Eaton, Richard M. (1996). *The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India.* Princeton: Princeton University Press.
* Faruqui, Munis D. (2012) *The Princes of the Mughal Empire, 1504-1719*. Cambridge: Cambridge University Press
* Green, Nile. (2002). *Sufis and Settlers in the Early Modern Deccan*, Delhi: Oxford University Press.
* Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan*. Delhi: Rajkamal, 2003.
* Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat*. 7 volumes. Delhi; Rajkamal.
* Hasan, S. Nurul. (2008). *Religion, State and Society in Medieval India*. Delhi: Oxford University Press.
* Khanna, M. (2007). *Cultural History of Medieval India*. Delhi: Social Science Press.
* Khanna, M. (2012). *Madhyakalin Bharat Ka Sanskritik Itihas*. Delhi: Orient Black Swan.
* Koch, E. (2013). *Mughal Architecture: An Outline of its History and Development* (1526-1858). Delhi: Primus.
* Kumar, S. (2007). *The Emergence of the Delhi Sultanate*. Delhi: Permanent Black.
* Lefèvre, Corinne. (2007). “Recovering a Missing Voice from Mughal India: The Imperial Discourse of Jahāngīr (r. 1605-1627) in His Memoirs”, *Journal of the Economic and Social History of the Orient* vol. 50 no.4, pp. 452- 489
* Moosvi, Shireen. (1987). *The Economy of the Mughal Empire.* Delhi: Oxford University Press.
* Orsini Francesca and Samira Sheikh (Eds.). (2014). *After Timur Left: Culture and Circulation in fifteenth century North India.* Delhi: Oxford University Press.
* Rizvi, SAA. (1993). *Muslim Revivalist Movements in Northern India during 16th and 17th centuries.* Delhi: Munshiram Manoharlal.
* Vaniana, Eugenia. (2004). *Urban Crafts and Craftsmen in Medieval India (Thirteenth- Eighteenth Centuries).* Delhi: Munshiram Manoharlal.
* Verghese, Anila. (2002). *Hampi.* Delhi: Oxford University Press.

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**TEACHING PLAN for Academic Year 2021-22**

**PAPER: Archives and Museum (SEC)**

**SEMESTER: BA History (Hons) Sem V**

**SESSION: July 2021**

**TEACHER NAME: Dr. Mithilesh Kumar Mishra**

**SYLLABUS**

**Unit I: Definition of Archives and Museum:** types - digital, virtual, crafts, media; difference between archives, museum and library

**Unit II: History of development of archives and museums in India with one case study each**

**Unit III: Collection, documentation, preservation**

**Unit IV: Museum presentation and exhibition**

**COURSE DESCRIPTION**

The aim of this course is to make the students familiar with the structure and functioning of both, archives and museums in India. This subject will also be taught with a view to give an insight into the aspects of employability in these institutions.

* **TEACHING TIME (No. Of Weeks)**

**16 Weeks Approximately**

* **CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

* **UNIT WISE BREAK UP OF SYLLABUS**

**Unit I: Definition of Archives and Museum:** types - digital, virtual, crafts, media; difference between archives, museum and library

This unit defines Archives and Museum. It also elaborates on the types of archives and museums which includes; digital, virtual, crafts, media. It also tells the difference between archives, museum and library. **(Teaching Time: 4 Weeks/20 Lectures Approx.)**

**Unit II: History of development of archives and museums in India with one case study each**

This unit examines the history of development of archives and museums in India with one case study each. **(Teaching Time: 4 Weeks/ 20 Lectures Approx.)**

**Unit III: Collection, documentation, preservation**

This unit elaborates upon distinct characteristics of collection. It also examines the concerns which govern its documentation and preservation. **(Teaching Time: 4 Weeks/ 20 Lectures Approx.)**

**Unit IV: Museum presentation and exhibition**

This unit familiarizes students with the way in which museums are organised and managed. It also examines the considerations which govern the way exhibitions in museums are managed. **(Teaching Time: 4 Weeks/ 20 Lectures Approx.)**

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a project, will be used for final grading of the students. **The project has to be based on a field visit/field work**. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Students in this course will primarily have three modes of assessment:

 1) Written assignment

 2) Presentation

 3) Class Test

Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid semester break.

Additionally there are 5 marks for Attendance

* **ESSENTIAL READINGS**
* Singh, Kavita. (2003). “Museum is National: The Nation as Narrated by the National Museum New Delhi”. in Geeti Sen (Ed.). *India: A National Culture.* New Delhi:Sage.
* Bhattacharya, Sabyasachi. (2018). *Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947*. Delhi: Oxford University Press
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* Mathur, Saloni. (2000). “Living Ethnological Exhibits: The Case of 1886”. *Cultural Anthropology* vol. 15 no.4, pp. 492-524.
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* **SUGGESTED READINGS**
* Ambrose, Timothy & Crispin Paine. (1993). *Museum Basics*. London: Routledge.
* Choudhary, R. D. (1988). *Museums of India and their Maladies*. Calcutta: Agam Prakashan.
* Mathur, Saloni. *India by Design: Colonial History and Cultural Display*. Berkeley: University of California.
* Nair, S. N. (2011). *Bio*-*Deterioration of Museum Materials.* Calcutta: Agam Prakashan.
* Sengupta, S. (2004). *Experiencing History through Archives*. Delhi: Munshiram Manoharlal.

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**Teaching Plan for Academic Year 2021-22**

**PAPER: History of India, c. 1750-1857**

**SEMESTER: B. A. HISOTRY (HONS) IV**

**SESSION: JAN- May 2022**

**TEACHER NAME: Dr. Mithilesh Kumar Mishra**

**SYLLABUS**

**Unit I: India in the mid-18th Century: society, economy, polity and culture**

[a] Issues and Debates

[b] Continuity and change

**Unit II: Dynamics of colonial expansion: indigenous states and Company power**

[a] Regional kingdoms: economic and military and political dimensions of colonial expansion: Bengal, Mysore, Marathas, Awadh, Punjab and the North- East.

[b] Economic Developments, Culture and Society

**Unit III: Colonial state and ideology: emergence of the Company State**

[a] Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of

Race

[b] The colonial army: military culture and recruitment

**Unit IV: Law and education**

[a] Evolution of law and colonial courts

[b] Indigenous and colonial education: institutions and medium of instruction

**Unit V: Economy and society**

[a] Land revenue systems and agrarian relations

[b]Commercialization, indebtedness and famines

[c] Forests and pastoral economy

[d] Question of de-industrialization and foreign trade

**Unit VI: Early 19th Century: Reforms and Revival**

[a] Young Bengal, Brahmo Samaj, Prathana Samaj, Faraizis and Wahabis

[b] Debating Gender: Traditions and Reform in the 19th Century

**Unit VII: Popular resistance**

[a] The Uprising of 1857

[b] Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion (1860);

Pabna Agrarian Leagues (1873); Deccan Riots (1875).

* **Course Description:**

The paper introduces students to key features of the 18th century in the Indian subcontinent. It analyses the interface between the 18th century kingdoms and the early colonial state. The paper also discusses the processes by which the British East India Company transformed itself into a state and gradually consolidated its position over a vast expanse. Apart from the evolution of colonial institutions of governance and developing forms of colonial exploitation, the paper also highlights the interface between Company Raj and indigenous elite on various social issues. The paper concludes with a critical survey of peasant resistance to colonial agrarian policies, and the 1857 revolt against the Company Raj.

* **TEACHING TIME(No. Of Weeks)**

**15 Weeks Approximately**

* **CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. Presentation shall focus either on important themes covered in the class lectures, or on specific readings. Interactive sessions through group discussions or group presentations. shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

* **UNIT WISE BREAK UP OF SYLLABUS**

**Unit-I:** This Unit enables the students to outline key developments of the 18th century in the Indian subcontinent. These developments are discussed through key debates on the varied historical evidences used by historians when examining the weakening Mughal state, growth of regional kingdoms, changing dynamics of the economy, evolving social structures, cultural patterns, etc. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

**Unit- II:** This Unit introduces the students to the political process by which Company rules was established in the Indian subcontinent. The unit shall also acquaint students with the important features of the 18th century states and how they came to be positioned vis-à-vis an expanding Company state. **(Teaching Time: 3 weeks/ 15 Classes approx. and Tutorials.)**

**Unit-III:** The unit shall discuss in detail and familiarise students with the evolving ideological underpinnings of the Company state, the idea of difference which developed within the imperial discourse, the changing military requirements and military culture of the expanding colonial state. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

**Unit-IV:** This Unit shall equip students to identify and explain the peculiarities of evolving colonial institutions and their impact. The discussion shall focus largely on the evolving legal apparatus and education structure and policy of the Company state. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

**Unit-V:** This Unit shall familiarise students with the key debates on the economic impact of

Company Raj. Students shall assess this impact by looking at changing agrarian relations, crop cultivation, forest policy, handicraft production and trade patterns. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

**Unit-VI:** This Unit shall acquaint students with the social churning on questions of tradition,

modernity, reform, etc. that unfolded during first century of British colonial rule. Through special focus on gender concerns, gender roles in the household and ideas of ‘ideal womanhood’, the unit shall enable students to contextualize the endeavours of nineteenth-century social reformers and nationalists. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

**Unit-VII:** This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those of struggling peasants and tribals during the Company Raj. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Students in this course will primarily have three modes of assessment:

 1) Written assignment

 2) Presentation

 3) Class Test

Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid semester break.

Additionally there are 5 marks for Attendance

* **ESSENTIA READINGS**

•Alavi, Seema(ed.). (2002). *The Eighteenth Century in* India. New Delhi: OUP

(Introduction).

• Roy,Tirthankar. (2013). “Rethinking the Origins of British India: State Formation and Military- fiscal Undertakings in an Eighteenth Century World Region”. *Modern Asian Studies*, 47 (4), 1125-1156.

• Bayly, C.A. 1988. *Indian Society and the making of the British Empire*. Cambridge: CUP

(Chapter1, pp. 7- 44).

Parthasarathi, Prasannan. 2011. *Why Europe Grew Rich and Asia Did Not: Global Economic*

*Divergence, 1600- 1850*. Cambridge: CUP (Introduction and Part I, pp. 1-88; Part III, pp.

185- 269).

• Vries, Peer. (September 2012). “Review: Challenges, (Non-) Responses, and Politics: A review of Prasannan Parthasarathi, ‘Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850’.”*Journal of World History*, 23(3), 639- 664.

• Faruqui, Munis D. 2013. “At Empire’s End: The Nizam, Hyderabad and Eighteenth Century

India,” In Richard M. Eaton, Munis D. Faruqui, David Gilmartin and Sunil Kumar (Eds.),

*Expanding Frontiers in South Asian and World History: Essays in Honour of John F.*

*Richards* (pp. 1- 38).

•Bandyopadhyay, Sekhar .(2004). *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Blackswan (Chapter 1, ‘Transition to the Eighteenth Century’, pp. 37-62).

• Bayly, C. A. (2008). *Indian Society and the making of the British Empire*. Cambridge: CUP

(Chapter 2, ‘Indian Capital and the Emergence of Colonial Society’ pp. 45- 78; Chapter 3,

‘The Crisis of the Indian State’, pp. 79- 105).

• Fisher, Michael H. (1996).*The Politics of British Annexation of India 1757- 1857*. Oxford:

OUP (Introduction).

• Marshall, P.J. (1990). *Bengal: The British Bridgehead*. Cambridge: CUP.

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*Asian Studies*, 9 (4), pp. 465- 82.

• Cederlof, Gunnel. (2014). *Founding an Empire on India’s North- Eastern Frontiers 1790-*

*1840: Climate, Commerce, Polity*. OUP.

• Mukherjee, Rudrangshu. (February 1982). “Trade and Empire in Awadh, 1765- 1804”. *Past*

*and Present*, 94, pp. 85- 102.

• Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757.* New Delhi:

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• Bryant, G. J. (April 2004). “Asymmetric Warfare: The British Experience in Eighteenth-

Century India”. *The Journal of Military History,* 68 (2), April 2004, pp. 431- 469.

• Marshall, P.J. (ed.). *The Eighteenth Century In Indian History: Evolution or Revolution?* (Introduction, pp. 1- 49).

• Chakravarti, Uma. (1998). *Rewriting History: The Life and Times of Pandita Ramabai*. New

Delhi: Kali for Women (Chapter, ‘Caste, Gender and the State in Eighteenth Century Maharashtra’, pp. 3-42).

•Metcalf, Thomas R. (2007 reprint). *Ideologies of the Raj*, Cambridge: CUP (Chapters 1,2 &

3).

• Wagoner, Phillip B. (October 2003). “Pre- colonial Intellectuals and the Production of Colonial Knowledge”.*Comparative Studies in Society and History*, 45 (4), pp. 783- 814.

• Cohn, Bernard. (1996). “The Command of Language and the Language of Command” In B.

Cohn, *Colonialism and its Forms of Knowledge: The British in India*, Princeton: Princeton

University Press.

• Stokes, Eric. (1982 reprint). *The English Utilitarians and India*. Oxford: OUP (Chapter ‘Doctrine and its Setting’)

• Alavi, Seema. (1995).*The Sepoys and the Company: Tradition and Transition in Northern*

*India 1770- 1830*. New Delhi: OUP (Introduction and Chapters 1-3, pp. 1- 154).

• Roy, Kaushik (ed.). (2010). *War and Society in Colonial India*. New Delhi: OUP (Introduction, pp. 1- 20).

• Rocher, Rosanne. (1993). “British Orientalism in the Eighteenth Century: The Dialectics of

Knowledge and Government”, in Peter van der Veer and Carol Breckenridge eds. *rientalism*

*and the Post- colonial Predicament: Perspectives on South Asia. University of Pennsylvania Press*, pp. 215-250.

•Stokes, Eric. *The English Utilitarians and India*(Chapter, ‘Law and Government’).

• Metcalf, Thomas R. (2007 reprint). *Ideologies of the Raj*, Cambridge: CUP (Chapters 1 &2).

• Cohn, Bernard. “Law and the Colonial State” In Cohn, *Colonialism and its Forms of Knowledge.*

• Singha, Radhika. (2000). *A Despotism of Law: Crime and Justice in Early Colonial India*.

New Delhi: OUP(Preface; Chapter 1 (pp.1- 35); Chapter 4 (pp.121- 167); Chapter 5 (pp. 168-

228); Epilogue (pp. 285- 301)).

• Viswanathan, Gauri. (2014 reprint). *Masks of Conquest: Literary Study and British Rule in*

*India*. New York: Columbia University Press (Introduction and Chapters 1 to 4).

• Copland, Ian. (2007). “The Limits of Hegemony: Elite Responses to Nineteenth- Century

Imperial and Missionary Acculturation Strategies in India”. *Comparative Studies in Society*

*and History*. Vol. 49. No. 3. (637- 665).

Seth, Sanjay. (2007). “Changing the Subject: Western Knowledge and the Question of Difference”. *Comparative Studies in Society and History*. Vol. 49. No. 3. (666- 688).

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*Modernization*. Berkeley, Los Angeles: University of California Press (Introduction).

• Panikkar, K.N. (1995). *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial* India. New Delhi: Tulika(pp. 1-26 & pp. 47-53).

• Bhattacharya, Sabyasachi (ed.). (1998).*The Contested Terrain: Perspectives on Education in India. New Delhi:* Orient Blackswan (“Introduction”).

•Stein, Burton. (ed.). (1992).*The Making of Agrarian Policy in British India 1770-1900*. Oxford: OUP (Introduction (pp.1-32)& Chapter 4(pp.113-149)).

• Tomlinson, B.R. (2005).*The Economy of Modern India 1860-1970*. Cambridge: CUP

(Chapter 2, pp.47- 67)

• Bose, Sugata. (Ed.). (1994).*Credit, Markets and the Agrarian Economy of Colonial India*.

New Delhi: Oxford University Press (Introduction (pp. 1-28) & Chapter 2 (pp. 57- 79)).

• Guha, Ramachandra. (1990). “An Early Environmental Debate”. *Indian Economic and Social History Review* (*IESHR*).

• Bhattacharya, Neeladri. (1995). “Pastoralists in a Colonial World”, In David Arnold and

Ramachandra Guha (Eds.), *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*,NewDelhi: Oxford University Press.(49-85).

• Damodaran, Vinita. (June 1995). “Famine in a Forest Tract: Ecological Change and the

Causes of the 1897 Famine in Chotanagpur”, *Environment and History*, 1(2), pp. 129-158.

• Chandra, Bipan. (1999). “Colonialism, Stages of Colonialism and the Colonial State”, in-

Bipan Chandra, *Essays on Colonialism*, New Delhi: Orient Longman, pp. 58-78.

• Ray, Indrajit. (2016). “The Myth and Reality of Deindustrialization in Early Modern India”,

in LatikaChaudhary et al. (Eds.) *A New Economic History of Colonial India*. New York:

Routledge. (52- 66).

• Jones, Kenneth. (2003). *Socio-Religious Reform Movements in British India* (pp. 15- 47; pp.

122- 131).

• Joshi, V.C. (ed.). (1975).*Rammohun Roy and the Process of Modernization in India*. Vikas

Publishing House (essays by A.K. Majumdar and Sumit Sarkar).

• Singh, Hulas. (2015). *Rise of Reason: Intellectual History of 19th-century Maharashtra*.

Taylor and Francis (pp. 1- 197).

• Sarkar, Sumit and Tanika Sarkar (eds.).(2008). *Women and Social Reform in India: A Reader*. Bloomington and Indianapolis: Indiana University Press (Chapters 1, 2 and 4).

• Loomba, Ania. (Autumn 1993). “Dead Women Tell No Tales: Issues of Female Subjectivity, Subaltern Agency and Tradition in Colonial and Post- Colonial Writings on Widow Immolation in India”.*History Workshop*, 36, pp.209–227.

•Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. ClarendonPress (Introduction).

• Mukherjee, Rudrangshu. (1993). “The Sepoy Mutinies Revisited”, in Mushirul Hasan and

Narayani Gupta (Eds.), *India’s Colonial Encounter,* New Delhi: Manohar

• David, Saul. (2010). “Greased Cartridges and the Great Mutiny of 1857: A Pretext to Rebel

or the Final Straw”, In Kaushik Roy (ed.)*War and Society in Colonial India*(82-113).

• Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP. Introduction & pp. 1-125.

• Desai, A.R. (ed.) (1979). *Peasant Struggles in India*. Bombay: UP.(136- 158)

**Teaching Plan for Academic Year 2021-22**

**PAPER: History of India, c. 1700-1950**

**SEMESTER: BA PROG IV**

**SESSION: JAN- May 2022**

**TEACHER NAME: Dr. Mithilesh Kumar Mishra**

**SYLLABUS**

**Unit I. India in the 18th century-** Background and Debates

**Unit II. Expansion and consolidation of British power:** Special reference to Bengal, Mysore, Maratha and Punjab

**Unit III. Making of the British Colonial Economy:**

[a] Land revenue settlements;

[b] Commercialisation of agriculture;

[c] Deindustrialisation;

[d] Drain of wealth

**Unit IV. The Revolt of 1857:** Causes, nature and consequences

**Unit V Social and Religious Reform Movements in Colonial India:**

[a] Overview of reformist and revivalist movements in the 19th century;

[b] Caste Movements (Phule, Sree Narayan Guru, Ambedkar);

[c] Peasant and tribal movements: an overview

**Unit VI. Growth of the National Movement, 1858-1947**:

[a] Early nationalism and foundation of the Indian National Congress;

[b] A critique of colonialism (moderates, extremists and militant nationalists);

[c] Mahatma Gandhi and mass nationalism: Non-cooperation, Civil Disobedience, and Quit India movements; relationship between the masses and leaders

**Unit VII. Development of Communalism and the Partition of India:**

[a] An overview of the growth of communalism;

[b] Towards Freedom and Partition

**Unit VIII. Independent India:** Making of the Constitution: The evolution of the Constitution and its Main Provisions; basic features of the Constitution

* **COURSE DESCRIPTION**

This paper provides a thematically arranged overview of the history of India from the beginning of the eighteenth-century to the making of the republic in 1950. The first two units examine the British colonial expansion in the eighteenth-century and proceed to discuss the consolidation of the colonial state power in the political settings of nineteenth-century India. The third unit

critically situates the links between land revenue administration, export-oriented commercialisation of agricultural production and deindustrialisation and the rampant famine in colonial India. With a long-term perspective on the ideological, institutional and political formations, the last four units introduce the major tendencies in the anti-colonial nationalist and popular movements in colonial and immediate post-colonial India.

* **TEACHING TIME(No. Of Weeks)**

**15 Weeks Approximately**

* **CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. Presentation shall focus either on important themes covered in the class lectures, or on specific readings. Interactive sessions through group discussions or group presentations. shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

* **UNIT WISE BREAK UP OF SYLLABUS**

**Unit I. India in the 18th century-** Background and Debates

This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. **(Teaching Time: 2 weeks/ 10 Classes approx. and Tutorials.)**

**Unit II. Expansion and consolidation of British power:** Special reference to Bengal, Mysore, Maratha and Punjab

This unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

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**Unit III. Making of the British Colonial Economy:**

[a] Land revenue settlements;

[b] Commercialisation of agriculture;

[c] Deindustrialisation;

[d] Drain of wealth

This unit provides a critical perspective on the changing patterns of land relations, agricultural practices, and trade and industry in the Indian sub-continent under the British colonial rule. **(Teaching Time: 2 weeks approx.)**

**Unit IV. The Revolt of 1857:** Causes, nature and consequences

This unit elaborates the various aspects of the Revolt of 1857 and understand its impact on colonial rule and the Indian society. **(Teaching Time: 1 week / 5 Classes approx. and Tutorials.)**

**Unit V Social and Religious Reform Movements in Colonial India:**

[a] Overview of reformist and revivalist movements in the 19th century;

[b] Caste Movements (Phule, Sree Narayan Guru, Ambedkar);

[c] Peasant and tribal movements: an overview

This unit discusses the social and religious reform movements and early rural insurgency in colonial India as a response to British colonialism. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit VI. Growth of the National Movement, 1858-1947**:

[a] Early nationalism and foundation of the Indian National Congress;

[b] A critique of colonialism (moderates, extremists and militant nationalists);

[c] Mahatma Gandhi and mass nationalism: Non-cooperation, Civil Disobedience, and Quit India movements; relationship between the masses and leaders

This unit explores the long-term development of institutions, ideologies and different groups and individuals that shaped the political fields of the anti-colonial nationalist movement in the nineteenth and twentieth centuries. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit VII. Development of Communalism and the Partition of India:**

[a] An overview of the growth of communalism;

[b] Towards Freedom and Partition

This unit critically situates the political and social contexts that led to communal mobilization and its impact on the sub-continent’s social and political fabric. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit VIII. Independent India:** Making of the Constitution: The evolution of the Constitution and its Main Provisions; basic features of the Constitution

This unit situates the process of making the constitution as an attempt to decolonize Indian society and its political practices. **(Teaching Time: 2 weeks/ 10 Lectures approx. and Tutorials.)**

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Students in this course will primarily have three modes of assessment:

 1) Written assignment

 2) Presentation

 3) Class Test

Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid semester break.

Additionally there are 5 marks for Attendance

* **ESSENTIAL READINGS**
* Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India.* Delhi: Orient Longman, pp. 1-138.
* Bayly, C.A. (1990). *An Illustrated History of Modern India 1600-1947*. London: National Portrait Gallery.
* Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy.* New Delhi: OUP, pp. 38-69.
* Lakshmi Subramanian. (2010). *History of India, 1707-1857.* Hyderabad: Orient Blackswan, pp. 1-98.
* Dube, Ishita Banerjee. (2015). *A History of Modern India.* Delhi: Cambridge University Press, pp. 2-79.
* Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India.* Hyderabad: Orient Longman, pp. 39-125.
* Dutt, R.P. (1986). *India Today.* Calcutta: Manisha, pp. 21-96.
* Chaudhary, Latika (et. al. eds.). (2016). *A New Economic History of Colonial India.* London: Routledge, pp. 52-66.
* Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy.* New Delhi: Oxford University Press, pp. 70-77.
* Taneja, Nalini. (2012). “The 1857 rebellion.” in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History.* Mumbai: Popular Prakashan, pp. 93-126.
* Pandey, Gyanendra. (2002). *The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization*. New Delhi: Anthem Press (Second edition). (“Introduction” and Ch.4).
* Sarkar, Sumit. (1983). *Modern India 1885-1947,* Delhi: Macmillan, pp. 355-390 (relevant sections)
* Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India.* Hyderabad: Orient Longman, pp. 257-302.
* Misra, Salil. (2012). “Emergence of Communalism in India.” in K. N. Panikkar (Ed.), *Perspectives of Modern Indian History.* Mumbai: Popular Prakashan, pp. 223-258.
* Hasan, Mushirul. (2012). “India’s Partition: Unresolved Issues.” in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History.* Mumbai: Popular Prakashan, pp. 313-339.
* **SUGGESTED READINGS**
* Bahl, Vinay. (1988). “Attitudes of the Indian National Congress towards the working class struggle in India.” in K. Kumar, (Ed.). *Congress and Classes: Nationalism, Workers, and Peasants*. New Delhi: Manohar, pp.1-33.
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* Habib, Irfan. (2013). *Indian Economy 1757-1857,* New Delhi: Tulika Books.
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* •Hasan, Mushirul, (1993). *India’s Partition: Process, Strategy and Mobilisation.* New Delhi: Oxford University Press.
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* Sarkar, Sumit (1993). *Popular movements and Middleclass leadership in late colonial India*. Delhi: Aakar.

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**TEACHING PLAN for Academic Year 2021-22**

**PAPER: History of India, c. 1200-1700**

**SEMESTER: BA PROG SEM III**

**SESSION: JULY 2022- December 2022**

**TEACHER NAME: Dr. Mithilesh Kumar Mishra**

* **SYLLABUS**

**Unit I. Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15thcentury:** Expansion; *Iqta* system; administrative reforms; nobility

**Unit II. Regional political formations:** Vijayanagara

**Unit III. Foundation, expansion and consolidation of the Mughal State, c.16th to 17thcentury:** Expansion and consolidation; Rajputs; *Mansabdari* and *Jagirdari*; imperial ideology; reassessing Aurangzeb

**Unit IV. 17th century transitions:** Marathas; Sikhs

**Unit V. Art and architecture in medieval India:** Qutb complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal miniature painting

**Unit VI. Society, culture and religion:** Bhakti -- Kabir and Mira Bai; Sufism – Nizamuddin Auliya and Sufism in popular literature from the Deccan: *Chakki-Nama* and *Charkha-Nama*.

**Unit VII. Economy and integrated patterns of exchange:** Rural and urban linkages; maritime trade and non-agrarian production

* **COURSE DESCRIPTION**

This course provides an analytical study of the history of India from 1200 to 1700 CE. It introduces students to a thematic study of the main aspects of the period, delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, the Mughal state, Vijayanagara and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies the course also underlines the interconnectedness of the subcontinental region in its transition to the Early Modern period.

* **TEACHING TIME (No. Of Weeks)**

**16 Weeks approximately**

* **CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. Presentation shall focus either on important themes covered in the class lectures, or on specific readings. Interactive sessions through group discussions or group presentations. shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

 **UNIT WISE BREAK UP OF SYLLABUS**

**Unit I. Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15thcentury:** Expansion; *Iqta* system; administrative reforms; nobility

This unit would have taught students about the politics, political economy and administrative transitions under the various Sultanate regimes. **(Teaching Time: 3 weeks/ 15 Lectures approx. and Tutorials.)**

**Unit II. Regional political formations:** Vijayanagara

This unit introduces students to recent historiography on the politics, society and economy of the Vijayanagara state. While learning about the historical details of the Vijayanagara state they will also be introduced to the role of rituals and cultural representations in the reproduction of power in the Vijayanagara state. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit III. Foundation, expansion and consolidation of the Mughal State, c.16th to 17thcentury:** Expansion and consolidation; Rajputs; *Mansabdari* and *Jagirdari*; imperial ideology; reassessing Aurangzeb

This unit will teach students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed and also to the various historiographical debates on Aurangzeb. **(Teaching Time: 3 weeks/ 15 Lectures approx. and Tutorials.)**

**Unit IV. 17th century transitions:** Marathas; Sikhs

In this unit students will learn about the emerging political formations in the Deccan and the Punjab plains. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit V. Art and architecture in medieval India:** Qutb complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal miniature painting.

This unit introduces students to the architectural and painting traditions in the medieval period. The student will learn the political and artistic contributions of patrons, painters, architects and artisans in the development of artistic representations of this period. This will be achieved through a series of case studies of a mosque (the Qutb Complex), imperial cities (Fatehpur Sikri and Hampi) and Mughal miniature paintings. **(Teaching Time: 2 weeks/ 10 Lectures approx. and Tutorials.)**

**Unit VI. Society, culture and religion:** Bhakti -- Kabir and Mira Bai; Sufism – Nizamuddin Auliya and Sufism in popular literature from the Deccan: *Chakki-Nama* and *Charkha-Nama*.

This unit would have taught students about the cultural traditions in the medieval period with special reference to Kabir and Mirabai, and Nizam al-Din Auliya and popular mystic literature from the South. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit VII. Economy and integrated patterns of exchange:** Rural and urban linkages; maritime trade and non-agrarian production

Students will learn about the gradual integration of agricultural and artisanal

Production in this unit. The establishment of circuits of exchange gradually tied rural, qasbah and city production, a process that will be charte from the medieval into the early modern period. They will also be expected to develop an understanding of the Indian Ocean trade and its impact on South Asian economy. **(Teaching Time: 2 weeks/ 10 Lectures approx. and Tutorials.)**

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Students in this course will primarily have three modes of assessment:

 1) Written assignment

 2) Presentation

 3) Class Test

Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid semester break.

Additionally there are 5 marks for Attendance

**ESSENTIAL READINGS**

* Jackson, P. (2003). *The Delhi Sultanate: A Political and Military History.* Cambridge: Cambridge University Press.
* Ray Chaudhuri, T and I. Habib (Ed.). (1982). *The Cambridge Economic History of India,Vol.1: c1200-1750*. Delhi: Orient Longman, pp. 45-101.
* Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan.* Delhi: Rajkamal.
* Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat,* 7 volumes. Delhi; Rajkamal.
* Verma, H.C. (ed.). (2003). *Madhyakalin Bharat, Bhag 1&2,* Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
* Kumar, Sunil. (2014). “*Bandagi* and *Naukari*: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th centuries” in Francesca Orsini and Samira Sheikh, (Eds.), *After Timur Left: Culture and Circulation in fifteenth century North India*. Delhi: Oxford University Press, pp. 60-108.
* Alam, M., and S. Subrahmanayam. (1998).*The Mughal State 1526-1750.* Delhi: Oxford University Press.
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* Bhargava, Meena. ed. (2010). *Exploring Medieval India: Sixteenth to the Eighteenth centuries*, Delhi: Orient Blackswan.
* Habib, I. (Ed.). (1997). *Akbar and his India*, Delhi: Oxford University Press.
* Habib. I. (Ed.). (2016). *Akbar aur Tatkalin Bharat*, Delhi: Rajkamal Prakashan Samuh.
* Ali, M. Athar. (1996). *Mughal Nobility under Aurangzeb*, Delhi: Oxford University Press.
* Habib, I. (1999). *The Agrarian System of Mughal India, 1554-1707.* Delhi: Oxford University Press.
* Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.
* Butler-Brown, Katherine. (2007). “Did Aurangzeb Ban Music? Questions for the historiography of his reign,” *Modern Asian Studies* vol. 41 no.1, pp. 77-120.
* **SUGGESTED READINGS**
* Asher, Catherine B. and Cynthia Talbot. (2006). *India before Europe*. Cambridge: Cambridge University Press.
* Aquil, Raziuddin. ed. (2010). *Sufism and Society in Medieval India*. Delhi: Oxford University Press.
* Chandra, S. (2004). *Medieval India: From Sultanate to the Mughals, Part 1&2*. Delhi: Haranand Publications.
* Chandra, S. (2004). *Madhyakalin Bharat: Sultanate se Mughal tak*, Bhag 1& 2. Delhi: Jawahar Publishers.
* Chandra, S. (2007). *History of Medieval India (800-1700)*. Delhi: Orient Longman.
* Chandra, S. (2007). *Madhyakalin Bharat: Rajniti, Samajaur Sanskriti, Aathwi se Satrahvis shtabditak*. Delhi: Orient Black Swan.
* Digby, Simon. (2004). “Before Timur came: Provincialization of the Delhi Sultanate through the fourteenth century.” *Journal of the Economic and Social History of the Orient* vol. 47no.3, pp. 298-356
* Ernst, Carl W. and Bruce Lawrence. (2002).” The Major Chishti Shrines”in *Sufi Martyrs of Love in the Chishti Order in South Asia and Beyond*. New York: Palgrave Macmillan, pp.85-104.
* Flood, Finbarr Barry (Ed.). (2008). *Piety and Politics in the Early Indian Mosque*. Delhi: Oxford University Press.
* Eaton, Richard M. (1996). *The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India.* Princeton: Princeton University Press.
* Faruqui, Munis D. (2012) *The Princes of the Mughal Empire, 1504-1719*. Cambridge: Cambridge University Press
* Green, Nile. (2002). *Sufis and Settlers in the Early Modern Deccan*, Delhi: Oxford University Press.
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* Hasan, S. Nurul. (2008). *Religion, State and Society in Medieval India*. Delhi: Oxford University Press.
* Khanna, M. (2007). *Cultural History of Medieval India*. Delhi: Social Science Press.
* Khanna, M. (2012). *Madhyakalin Bharat Ka Sanskritik Itihas*. Delhi: Orient Black Swan.
* Koch, E. (2013). *Mughal Architecture: An Outline of its History and Development* (1526-1858). Delhi: Primus.
* Kumar, S. (2007). *The Emergence of the Delhi Sultanate*. Delhi: Permanent Black.
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* Moosvi, Shireen. (1987). *The Economy of the Mughal Empire.* Delhi: Oxford University Press.
* Orsini Francesca and Samira Sheikh (Eds.). (2014). *After Timur Left: Culture and Circulation in fifteenth century North India.* Delhi: Oxford University Press.
* Rizvi, SAA. (1993). *Muslim Revivalist Movements in Northern India during 16th and 17th centuries.* Delhi: Munshiram Manoharlal.
* Vaniana, Eugenia. (2004). *Urban Crafts and Craftsmen in Medieval India (Thirteenth- Eighteenth Centuries).* Delhi: Munshiram Manoharlal.
* Verghese, Anila. (2002). *Hampi.* Delhi: Oxford University Press.

**TEACHING PLAN for Academic Year 2021-22**

**PAPER: Archives and Museum (SEC)**

**SEMESTER: BA History (Hons) Sem V**

**SESSION: July 2022- December 2022**

**TEACHER NAME: Dr. Mithilesh Kumar Mishra**

**SYLLABUS**

**Unit I: Definition of Archives and Museum:** types - digital, virtual, crafts, media; difference between archives, museum and library

**Unit II: History of development of archives and museums in India with one case study each**

**Unit III: Collection, documentation, preservation**

**Unit IV: Museum presentation and exhibition**

**COURSE DESCRIPTION**

The aim of this course is to make the students familiar with the structure and functioning of both, archives and museums in India. This subject will also be taught with a view to give an insight into the aspects of employability in these institutions.

* **TEACHING TIME (No. Of Weeks)**

**16 Weeks Approximately**

* **CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

* **UNIT WISE BREAK UP OF SYLLABUS**

**Unit I: Definition of Archives and Museum:** types - digital, virtual, crafts, media; difference between archives, museum and library

This unit defines Archives and Museum. It also elaborates on the types of archives and museums which includes; digital, virtual, crafts, media. It also tells the difference between archives, museum and library. **(Teaching Time: 4 Weeks/20 Lectures Approx.)**

**Unit II: History of development of archives and museums in India with one case study each**

This unit examines the history of development of archives and museums in India with one case study each. **(Teaching Time: 4 Weeks/ 20 Lectures Approx.)**

**Unit III: Collection, documentation, preservation**

This unit elaborates upon distinct characteristics of collection. It also examines the concerns which govern its documentation and preservation. **(Teaching Time: 4 Weeks/ 20 Lectures Approx.)**

**Unit IV: Museum presentation and exhibition**

This unit familiarizes students with the way in which museums are organised and managed. It also examines the considerations which govern the way exhibitions in museums are managed. **(Teaching Time: 4 Weeks/ 20 Lectures Approx.)**

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a project, will be used for final grading of the students. **The project has to be based on a field visit/field work**. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Students in this course will primarily have three modes of assessment:

 1) Written assignment

 2) Presentation

 3) Class Test

Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid semester break.

Additionally there are 5 marks for Attendance

* **ESSENTIAL READINGS**
* Singh, Kavita. (2003). “Museum is National: The Nation as Narrated by the National Museum New Delhi”. in Geeti Sen (Ed.). *India: A National Culture.* New Delhi:Sage.
* Bhattacharya, Sabyasachi. (2018). *Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947*. Delhi: Oxford University Press
* Agrawal, O. P. (2007). *Essentials of Conservation and Museology.* Delhi: Sundeep.
* Kathpalia, Y. P. (1973). *Conservation and Restoration of Archive Material*. Paris: UNESCO..
* Mathur, Saloni. (2000). “Living Ethnological Exhibits: The Case of 1886”. *Cultural Anthropology* vol. 15 no.4, pp. 492-524.
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* Ambrose, Timothy & Crispin Paine. (1993). *Museum Basics*. London: Routledge.
* Choudhary, R. D. (1988). *Museums of India and their Maladies*. Calcutta: Agam Prakashan.
* Mathur, Saloni. *India by Design: Colonial History and Cultural Display*. Berkeley: University of California.
* Nair, S. N. (2011). *Bio*-*Deterioration of Museum Materials.* Calcutta: Agam Prakashan.
* Sengupta, S. (2004). *Experiencing History through Archives*. Delhi: Munshiram Manoharlal.

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