**Teaching Plan for the Year: July/Aug to Nov/Dec 2022-23**

**Department of History**

**SPM College, University of Delhi**

**Paper 1**

**Name of the Teacher: Dr. Kavita Gaur, Assistant Professor**

**Name of the Paper: Women in Indian History**

**Course and semester: Prog. (GE), Semester V (L+ T: 5+2)**

**Paper Code: 62315515**

**Complete/Sharing: Complete**

**Course Objectives:**

The paper introduces learners to a historical analysis of the lived experiences of women at

specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women’s issues with reference to the latest research in the field. The course seeks to make students reflect on the specificity of women’s issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.

**Learning Objectives:**

After successful completion of the course, students will be able to:

* Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.
* Explore women’s experiences within specific contexts at specific historical moments.
* Appreciate the contradictions that marked the ‘rise’ of powerful and ‘exceptional’ women like Razia, Nur Jahan or Mirabai.
* To discuss the material basis of women’s experiences with reference to specific issues like ownership of property.

**Teaching Plan**

**Course Content:**

**Unit I. Theory and Concepts (Teaching Time: 2 weeks approx.)**

1. Understanding gender and patriarchy

This unit aims to familiarize students with the theoretical framework of Gender with a special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis.

**Essential Readings:**

Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Women Unlimited.

**Additional Readings:**

* V. Geetha, (2007) *Patriarchy,* Calcutta, Stree.
* पितृसत्ता पर एक नोट, उमा चक्रवर्ती, नारीवादी रजनीति संघर्ष एवम मुदे, सम्पदाक साधना आर्य, निवेदिता मेनन, जिनी लोकनीता हिंदी मध्यम कार्यन्वय निदेशालय दिल्ली विश्व विद्यालय, 2001, pp. 1-7.
* SOL Notes on Gender (Hindi and English medium)
* Unit 17 Gender in History URL: <http://egyankosh.ac.in//handle/123456789/44456>
* इकाई-17 इतिहास में लिंगभेद **URL**: [http://egyankosh.ac.in//handle/123456789/44714](http://egyankosh.ac.in/handle/123456789/44714)

**Unit II. Women in Ancient India (Teaching Time: 5 weeks)**

a) Historiographic Overview

b) Evolution of Patriarchy with a focus on Brahmanical patriarchy

c) Women and property

d) Women and work: voices from Tamilakam

This unit will inform students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments.

**Essential Readings:**

* Chakravarti, Uma. (1993). “Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State'”. *Economic and Political Weekly*. Vol. 28 no.14, pp. 579-85.
* Ramaswamy, Vijaya. (2000). “Aspects of Women and Work in Early South India”.
* Kumkum, Roy (Ed.). *Women in Early Indian Societies.* New Delhi: Oxford University Press.
* Shah, Shalini. (2012). “Patriarchy and Property”, in *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised Edition. Delhi: Manohar, pp. 32-62.
* Roy Kumkum (2018). “Introduction” in *Beyond the Woman Question, Reconstructing Gendered Identities in Early India*. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).

**Additional Readings:**

* Chapter 7: NME ICT Recent trends in historical interpretation: the historiography of gender in ancient Indian history by Uma Chakravarti, ILLL, DU.
* Ramaswamy, Vijaya, 2016, *Women and Work in Precolonial India- A Reader*, New Delhi: Sage, Introduction xvii-xxxiii.
* PROPRIETARY RIGHTS OF WOMEN IN ANCIENT INDIA (600 B.C. – 100 A.D.) Author(s): Priya Darshini, PIHC, pp 132-143, URL: <https://www.jstor.org/stable/44156199>
* IGNOU notes on Gender

**Unit III. Women in Medieval India (Teaching Time: 4 weeks)**

a) Historiography and the politics of the harem and the household

b) Case studies: Razia Sultan, Nur Jahan, Jahanara

c) Women Bhaktas

The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics through some exceptional women.

**Essential Readings:**

* Bokhari, Afshan. (2012). “Between Patron and Piety: Jahān Ārā Begam’s Sufi
* Affiliations and Articulations in Seventee
* Habib, Irfan. (2000). “Exploring Medieval Gender History”. *IHC* 61st Session, Symposia, Paper No.23, Calicut. pp. 263-75.
* Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. New York: Cambridge Studies in Islamic Civilization.
* Ramaswamy, Vijaya. (2011). “Gender and the Writing of South Indian History”. in S.

**Additional Readings:**

* Sahu, B.P. (2018) ed. “Histories of Women” in *History of Precolonial India- Issues and Debates, Hermann Kulke,* New Delhi : OUP
* Professor Sunita Zaidi, *Peeping into Gender History: The Cultural Mix in Medieval India*, Indian Horizons, vol.52, Winter issue.
* मुग़ल हरम : समकालीन राजनीति, समाज, संस्कृति एवं महिलाएं, शमून अहमद, शारदा पब्लिशिंग हाउस, दिल्ली, 2011.

**Unit IV. Women in Modern India (Teaching Time: 5 weeks)**

a) Gender debate in Colonial India: a case study of sati / women’s education

b) Gandhi, Women’s participation and Indian Nationalism

c) Partition, Refugee Women and Rehabilitation – taught through the movie ‘Pinjar’.

This unit focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition.

**Essential Readings:**

* Basu, Aparna. (2003). *Mridula Sarabhai, A Rebel with a Cause*. Oxford: Oxford University Press. (Ch.8, “Recovery of Abducted Women”, pp. 133-146).
* Forbes, Geraldine. (1996). *Women in Modern India*. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
* Gupta, Charu. (Ed.). (2012). *Gendering Colonial India: Reforms, Print, Caste and Communalism.* Delhi: Orient Blackswan, [Introduction].
* Kumar, Radha. (1997). *A History of Doing: An Illustrated Account of Movements for Women’s Rights and Feminism in India. 1800-1990.* Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
* Sharma, Yuthika. (2015). “Indian Women’s Movement in the 20th Century: Resistance or Reaction”. Proceedings of Gender Issues. 5th Annual Conference, Nalanda.

**Additional Readings:**

* नारीवादी रजनीति संघर्ष एवम मुदे, सम्पदाक साधना आर्य, निवेदिता मेनन, जिनी लोकनीता हिंदी मध्यम कार्यन्वय निदेशालय दिल्ली विश्व विद्यालय, 2001.
* भारत मे स्त्री असमानता, गोपा जोशी, हिंदी मध्यम कार्यन्वय निदेशालय दिल्ली विश्व विद्यालय, 2006.
* Discussion on movie *Pinjar* after screening.

### Teaching Learning Process:

Classroom lectures, discussions, and student presentations on important themes and specific readings have been a regular affair. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicizing various macro and micro-level developments/ phenomena. Various audio-visual aids like documentaries and lecture series on specific themes and periods were provided to students.

### Assessment Methods:

Students will be regularly assessed for their grasp of debates and discussions covered in class. Two written tests and one assignment will be used for the final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and trace historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Patriarchy, Property, Tamilakam, Razia, Nur Jahan, Jahanara, Bhakti, Sati, Nationalist Movement

**Paper 2**

**Name of the Teacher: Dr. Kavita Gaur, Assistant Professor**

**Name of the Paper: History of India- III (c. 750-1200)**

**Course and semester: Hons. Core, Semester III (L : 4)**

**Paper Code: 12311346**

**Complete/Sharing: Sharing with Dr. Kirti Anamika**

**Course Objective:**

This course is designed to make students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the ‘early medieval period’ (c. A.D. 750 – A.D. 1200) of Indian history. With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

**Learning Outcomes:**

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

* Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
* Explain, in an interconnected manner, the processes of state formation, agrarian expansion,
* proliferation of caste and urban as well as commercial processes.
* Discuss the major currents of development in the cultural sphere, namely bhakti movement,
* Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number ‘regional’ languages.

**Teaching Plan**

**Course Content:**

**Unit I: Studying early medieval India (Teaching Time: 4 weeks approx)**

[a] Dynamic and divergent topographies

[b] Sources: texts; inscriptions; coins

[c] Debates on the early medieval

This unit seeks to familiarise students with the nature of historical geography and the range of sources available for the early medieval period of Indian history.

**Essential Readings:**

* Schwartzberg. J. (1993). *Historical Atlas of South Asia*. New York: Oxford University Press. (To be used mostly as a reference book)
* Jha, D.N. (2000). ‘Introduction’, *The Feudal Order: State, Society and Ideology in Early Medieval India*, (ed.), D.N. Jha, Delhi: Manohar, pp. 1-60. [Also available in Hindi]
* Sharma, R.S. (1958). ‘Origins of Feudalism in India’. *Journal of the Economic and Social History of the Orient*, vol. 1, pp. 297-328.
* Mukhia, H. (1981). ‘Was there Feudalism in Indian History?’ *The Journal of Peasant Studies,* vol. 8, pp. 273-310.
* Sharma, R.S. (1982). ‘The Kali Age: A Period of Social Crisis’ in *The Feudal Order: State, Society and Ideology in Early Medieval India*, ed., D.N. Jha, Delhi: Manohar, pp. 61-77.
* Chattopadhyaya, B.D. (1983). ‘Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective’. Presidential Address, Ancient India Section, Indian History Congress, 44th Session. This is also reproduced in *The State in India, 1000-1700,* ed., H. Kulke, Delhi: Oxford University Press, pp. 195-232. Paperback edition, 1997.
* सिंह, उपिन्दर. (2017). प्राचीनएवंपूर्व*-*मध्यकालीनभारतकाइतिहास*:* पाषाण*-*कालसे *12*वींशताब्दीतक. नईदिल्ली: पीयर्सनइंडियाएजुकेशन. प्रासंगिकभागहै, अध्याय 10: 'उभरताक्षेत्रीयविन्यास', पृ. सं. 588-689.
* झा, द्विजेन्द्रनारायण (सं.) (2007). भारतीयसामंतवाद*:* राज्य*,* समाजऔरविचारधारा. नईदिल्ली: ग्रंथशिल्पी.
* शर्मा, रामशरण. (1993). भारतीयसामंतवाद. नईदिल्ली: राजकमलप्रकाशन.
* मुखिया, हरबंस. (1998). 'क्याभारतीयइतिहास में फ्यूडलिज़्म रहा है?', *फ्यूडलिज़्म और गैर-यूरोपीय समाज*, (सं.), हरबंस मुखिया. नई दिल्ली: ग्रंथशिल्पी, पृ. सं. 1-49.
* स्टाइन, बर्टन. (1998). 'मध्यकालीन भारत में राजनीति, किसान और फ्यूडलिज़्म का विखंडन', *फ्यूडलिज़्म और गैर-यूरोपीय समाज*, (सं.), हरबंस मुखिया. नईदिल्ली: ग्रंथशिल्पी, पृ. सं. 183-226.

**Additional Readings:**

* **Students are provided e-content for UG courses under NME ICT accessed through ILLL, DU via this link:** [**https://vle.du.ac.in/course/view.php?id=27#section-9**](https://vle.du.ac.in/course/view.php?id=27#section-9)
* **Singh, Upinder (2012), *ed. Rethinking Early Medieval India- A Reader*, Oxford University Press: New Delhi**
* **Early Medieval Period: Historiography and Debates, CEC 02: Arts (Arts, Humanities and Languages) managed by CEC, DELHI URL:** [**https://www.youtube.com/watch?v=CpU3ZyloeSo&t=344s**](https://www.youtube.com/watch?v=CpU3ZyloeSo&t=344s)

**Unit II: Political structures and processes (Teaching Time: 3 weeks)**

[a] Evolution of political structures: Rajput polities; Chola state; Odisha

[b] Symbols of political power: Brahmanas and temples; sacred spaces and conflicts;

courtly cultures

[c] Issue of ‘Foreign and Indian’: Arabs and Ghazanavids in the north-west, Cholas in

Southeast Asia

This unit aims to apprise students of the dynamic nature of political structures and the varied perspectives from which scholars study them.

**Essential Readings:**

* Chattopadhyaya, B.D. (1983). ‘Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective’, Presidential Address, Ancient India Section, Indian History Congress, 44th Session. This is also reproduced in *The State in India, 1000-1700,* ed., H. Kulke, pp. 195-232.
* Kulke, Hermann. (1995). ‘The Early and the Imperial Kingdom: A Processural Model of Integrative State Formation in Early Medieval India’. In *The State in India, 1000-1700*, ed., Kulke, New Delhi: Oxford University Press. 233-262. Paperback edition, 1997.
* Chattopadhyaya, B.D. (1976). ‘Origin of the Rajputs: The Political, Economic and Social Processes in Early Medieval Rajasthan’, *Indian Historical Review*, vol. 3, no. 1. Also reproduced in B.D. Chattopadhyaya, *The Making of Early Medieval India*, Delhi: Oxford University Press, pp. 1-37. Paperback edition, 1997.
* Stein, Burton. (1977). ‘The Segmentary State in South Indian History’. In *Realm and Region in Traditional India*, ed., Richard Fox, New Delhi: Vikas, pp. 3-51. Stein’s views might also be accessed in another article by him, more easily accessible: Stein, Burton. 1995. The Segmentary State: Interim Reflections. In *The State in India*, ed., Kulke, 134-161. New Delhi: Oxford University Press. Paperback edition, 1997. Originally published in *Purusartha*, vol. 13 (1991): 217-88.
* Heitzman, James. (1987). ‘State Formation in South India, 850-1280’, *Indian Economic and Social History Review*, 24, no. 1, pp. 35-61. Also reproduced in *The State in India: 1000-1700*, ed. H. Kulke, pp. 162-94.
* Chattopadhyaya, B.D. (2017). ‘The Concept of Bharatavarsha and Its Historiographical Implications’, in B. D. Chattopadhyaya, *The Concept of Bharatavarsha and Other Essays*. New Delhi: Permanent Black, pp. 1-30.
* Maclean, Derryl N. (1989).*Religion and Society in Arab Sind*. Leiden: E.J.Brill. (Chapter II: ‘Conquest and Conversion’, pp. 22-82).
* Habib, Mohammad. (1927). ‘Sultan Mahmud of Ghaznin’, in *Politics and Society during the Early Medieval Period, Collected Works of Professor Habib*, vol. 2, (Ed.) K.A. Nizami, New Delhi: People’s Publishing House, pp. 36-104. Reprint, 1981.
* Kulke, Hermann, Kesavapany & Sakhuja, (Eds.) (2009). *Nagapattinam to Suvarnadvipa: Reflections on the Chola Naval Expeditions to Southeast Asia*, Singapore: Institute of Southeast Asian Studies.
* शर्मा, रामशरण. (1998). 'भारतीय सामंतवाद कितना सामंती?', *फ्यूडलिज़्म और गैर-यूरोपीय समाज,* (सं.), हरबंस मुखिया. नई दिल्ली: ग्रंथशिल्पी, पृ. सं. 50-86.
* मुखिया, हरबंस. (1998). 'कृषक उत्पादन और मध्यकालीन भारतीय समाज', *फ्यूडलिज़्म और गैर-यूरोपीय समाज*, (सं.), हरबंस मुखिया. नई दिल्ली: ग्रंथशिल्पी, पृ. सं. 310-339.
* चट्टोपाध्याय, ब्रजदुलाल. (2000). 'राजपूतों की उत्पत्ति: पूर्व-मध्ययुगीन राजस्थान में राजनैतिक, आर्थिक एवं सामाजिक प्रक्रियाएं', *प्राचीन भारत,* पृ. सं. 136-153.
* हबीब, मोहम्मद. (1992). महमूद के कार्यों का चरित्र और मूल्य', *मध्यकालीन भारत,*अंक - 4, (सं.) इरफ़ान हबीब, नई दिल्ली: राजकमल प्रकाशन, पृ. सं. 9-23.
* चट्टोपाध्याय, ब्रजदुलाल. (2012). 'आक्रमकों और शासकों की छवियाँ',*मध्यकालीन भारत का सांस्कृतिक इतिहास*, (सं.), मीनाक्षी खन्ना.नयी दिल्ली: ओरियंट ब्लैकस्वॉन, पृ. सं. 107-33.
* शास्त्री, नीलकंठ. 1979.*चोलवंश*. नयी दिल्ली: मैकमिलन.

**Additional Readings:**

**Students are provided e-content for UG courses under NME ICT accessed through ILLL, DU via this link:**

<https://vle.du.ac.in/course/view.php?id=27#section-10>

**Unit III: Social and economic processes (Teaching Time: 4 weeks)**

[a] Agricultural expansion; forest-dwellers, peasants and landlords

[b] Expansion of varna-jati order and brahmanization

[c] Forms of exchange; inter-regional and maritime trade

[d] Processes of urbanization

* Sharma, R.S. (1987). *Urban Decay in India* c. *300 –* c. *1000*. New Delhi: Munshiram Manoharlal.
* (Especially important parts are, Chapter 2: ‘Urban Growth and Decay in the North’,
* pp. 10-27; Chapter 8: ‘Explaining the Urban Eclipse’, pp. 132-42; and Chapter 10: ‘Agrarian
* Expansion’, pp. 168-77.)
* !55
* • Champakalakshmi, R. (1995). ‘State and Economy: South India, *c.* A.D. 400-1300’, in Romila
* Thapar (ed.), *Recent Perspectives of Early Medieval India.* Delhi: Popular Prakashan in association with Book Review Trust, pp. 275-317.
* • Yadava, B.N.S. (1997). ‘Immobility and Subjection of Indian Peasantry’, in B.P.Sahu (Ed.), *Land System and Rural Society in Early India.* Delhi: Manohar, pp. 329-42.
* • Sharma, R.S. (1969). *Social Changes in Early Medieval India*. The first Devraj Chanana
* Memorial Lecture. New Delhi: People’s Publishing House. Also reproduced (with slight
* changes) in *Early Medieval Indian Society* (2001) R.S.Sharma, (Ed.) Kolkata: Orient Longman
* ¸ pp. 186-213.
* • Chattopadhyaya, B.D. (1994). *The Making of Early Medieval India*. Relevant parts are,
* Chapter 4: ‘Markets and Merchants in Early Medieval Rajasthan’, pp. 89-119; Chapter 6:
* ‘Trade and Urban Centres in Early Medieval North India’, pp. 130-54; Chapter 7: ‘Urban
* Centres in Early Medieval India: An Overview’, pp. 155-182. New Delhi: Oxford University Press. Paperback edition, 1997.
* • Chakravarti, Ranabir. (2004). ‘Introduction’ to *Trade in Early India*, ed. RanabirChakravarti,
* pp. 72-101. Delhi: Oxford University Press.
* • Malik, Anjali. (1998). *Merchants and Merchandise in Early Medieval Northern India, A.D.*
* *600-1000*. Delhi: Manohar. Relevant sections are, ‘Introduction’, pp. 15-33; Chapter 4: ‘The Changing Patterns of Trade’, pp. 89-109.
* • शमार्, रामशरण. (2000). भारत के प्राचीन नगरों का पतन. राजकमल प्रकाशन, नयी िदल्ली. िवशेष महत्वपूणर्
* व प्रासंिगक िहस्से इस प्रकार हैं: अध्याय 2: 'उत्तर में शहरी िवकास और पतन', पृ.सं. 25-47; अध्याय 8:
* 'शहरी पतन की व्याख्या', पृ.सं. 173-84; अध्याय 10: 'कृिष का प्रसार', पृ.सं. 21३-23.
* • शमार्, रामशरण. (1995). पूवर्*-*मध्यकालीन भारत में सामािजक पिरवतर्न*,* नयी िदल्ली.
* • यादव, बी.एन.एस. (1981). 'प्रारंिभक-मध्यकालीन व्यवस्था में भारतीय िकसान वगर् की अगितशीलता और
* दासता', मध्यकालीन भारत, अंक 1, (सं.), इरफ़ान हबीब, नई िदल्ली: राजकमल प्रकाशन, पृ.सं. 3-12.

**Additional Readings:**

* **Students are provided e-content for UG courses under NME ICT accessed through ILLL, DU via this link:** <https://vle.du.ac.in/course/view.php?id=27#section-3>, <https://vle.du.ac.in/course/view.php?id=27#section-5>

**Unit IV: Religious, literary and visual cultures (Dr. Kirti Anamika)**

## 

## **Teaching Learning Process:**

Classroom teaching, discussions, and student presentation on important themes and specific readings have been a regular affair. Varied perspectives of scholars on defining early medieval India and debates related to feudalism in the Indian context have been dealt with in detail. Various audio-visual aids like documentaries, maps, and lecture series on specific themes were provided to students. Overall, the teaching and learning process shall emphasize upon inter- connectedness of themes within the different rubrics to build a holistic view of the time period/ region under study.

**Assessment Methods:**

Students will be regularly assessed for their grasp of debates and discussions covered in class. Two written tests and one assignment cum presentation will be used for the final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and trace historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:** Feudalism, Inscriptions, Ghazanavids, Cholas, Rajputs, Agriculture, Maritime Trade, Urbanization, Religion, Architecture, Bhakti