

Academic Session: January 2022 to April 2022

Faculty Name: Dr Kirti Anamika

Course and Sem: B.A. (Prog) Semester -VI, 3rd Year

Academic Session: January 2022 to April 2022

Taught Individually or shared: Shared with Mr. Vikas Malik

Paper: Understanding Texts, Rituals and Orality in Indian History (SEC VII)

No. of classes: (Per Week) 2 Lectures.

Teaching Methodology:

I have use various teaching methodology which is very useful for students like lecture method, Group discussion, project-based learning, problem-based learning and supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary. Given that the student 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 historicising various macro and micro-level developments/ phenomena. 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.

Course Objectives:

This course will seek to provide students with skills in using a variety of archives, namely documents, ritual practice and performance, and oral materials. The course will familiarise them with the ways in which historians regard the underlying structures and meanings of documents, rituals and oral expressions as historically significant. Here students will be invited to study critical research that deals with these issues and undertake case that draws out the value of these archives.

Course Content:

Unit 1: Introduction: Critically understanding historical documents, rituals and orality

Unit 1: This unit, through a few path-breaking articles, will seek to introduce the students to thinking critically about historical documents, rituals and oral traditions.

(Teaching Time: 4 Weeks Approx.)

Suggesting Readings:

1. Skaria, Ajay. (1998). Hybrid Histories: Forests, Frontiers and Wilderness in Western India. Delhi: Oxford University Press.
2. Guha, Ranajit, Gayatri Chakravarty Spivak. (1998). Selected Subaltern Studies. Delhi: Oxford University Press.
3. Cohn, Bernard, (1998). Anthropologist Among Historians and Other Essays. Delhi: Oxford University Press.

Unit 2: Reading Documents: Structure and Meaning of Documents

Unit 2: In this unit, a few studies based on the critical use of documents will be read closely so that the students get to experience how historians critically open up the structures and meanings of archival material.

(Teaching Time: 3 Weeks Approx.)

Suggesting Readings:

1. Cohn, Bernard, (1998). Anthropologist Among Historians and Other Essays. Delhi: Oxford University Press.
2. Guha, Ranajit. (1987). Subaltern Studies No.5: Writings on South Asian History and Society. Delhi: Oxford University Press.
3. Pati, Biswamoy (Ed.). (2011). Adivasis in Colonial India: Survival, Resistance and Negotiation. New Delhi: Orient Blackswan.

Additional Readings and other activities:

1. Ari Widyati Purwantiasning, Understanding Historical Attachment Through Oral Tradition as a Source of History, Universitas Muhammadiyah Jakarta.
2. Document Structure - PDF Explained [Book] - O'Reilly Media <https://www.oreilly.com> ›

Teaching Learning Process: Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Academic Session: January 2022 to April 2022

Faculty Name: Dr Kirti Anamika

Course and Sem: B.A. (Prog) Semester -VI, 3rd Year

Academic Session: January 2022 to April 2022

Taught Individually or shared: Individually

Paper: Issues in Twentieth Century World History-II (DSE VI)

No. of classes: (Per Week) 5 Lectures and 2 tutorials.

Teaching Methodology:

I have use various teaching methodology which is very useful for students like lecture method, Group discussion, project-based learning, problem-based learning and supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary. Given that the student 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 historicising various macro and micro-level developments/ phenomena. 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.

Course Objectives:

This course aims to provide an understanding of 20th century world history not as history of parts, individual nations but as interconnected world history. Through events focus is on how the world evolved from the Wars of Nations to new radical and social movements. World ridden with conflict and violence also witness growing desires for Peace by forming United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Course Content:

Unit I: The World Divided: The Cold War-case studies, Korea/Vietnam

Unit 1: This Unit shall discuss the global impact of the Cold War though specified case studies.

(Teaching Time: 3 weeks approx.)

Suggesting Readings:

1. Dickinson, Edward Ross. (2018). The World in the Long Twentieth-Century, An Interpretive History. USA: University of California Press.
2. Lightbody, Bradley. (1999). The Cold War. New York and London: Routledge.
3. McMahon, Robert. (2003). Cold War-A very Short Introduction. USA: Oxford University Press.
4. Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.31).
5. Anderson, David L. (2005). The Vietnam War. New York: Palgrave Macmillan.
6. Stueck, W. (2010). “The Korean War.” in M.P. Leffler and O.A. Westad, (Eds.). The Cambridge History of the Cold War. Volume 1. Cambridge: Cambridge University Press.

Unit II: Decolonization and the long shadow of colonial exploitation: Ghana/Algeria

Unit 2: This Unit shall familiarize the students with the decolonization process and with the politics of persisting colonial interests through a prescribed case study from the African/South American region.

(Teaching Time: 3 weeks approx.)

Suggesting Readings:

1. Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.36).
2. Whitfield, Lindsay. (2018). Economies after Colonialism: Ghana and the Struggle for Power. Cambridge: Cambridge University Press, pp. 133-177.
3. Choi, Sung-Eun. (2016). Decolonization and the French of Algeria: Bringing the Settler Colony Home. New York: Springer (Introduction).
4. Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
5. Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.
6. Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking

Unit III: Popular Movements:

(a) Environmental Struggles: Chipko Movement; Struggles for the Amazon; Bhopal

(b) Student Movements: Paris 1968

(c) Anti-apartheid movements in S. Africa and Civil Rights Movement USA

(d) Women’s Movements: Issues and Debates/Women and Work Place-Vishakha Guidelines

Unit 3: This Unit shall provide an outline of important case studies of popular movements that emerged in the latter half of the twentieth century.
(Teaching Time: 6 weeks approx.)

Suggesting Readings:

1. Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
2. Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.
3. Burkett, Elinor. (YEAR). "Women's Rights Movement - Political and Social Movement." Encyclopaedia Britannica (<https://www.britannica.com/topic/womens-movement>).
4. Flavia Agnes. (2001). Law and Gender Equality: The Politics of Women's Rights in India. Delhi: Oxford University Press (relevant sections in Part-II).
5. Joan Martinez-Alier. (2012). "The Environmentalism of the Poor: Its Origins and Spread" in A Companion to Global Environmental History, Eds. J. R. McNeill and Erin Stewart Mauldin, West Sussex: Wiley-Blackwell, pp. 455-73.
6. Nagraj, Vijay K. & Nithya V Raman (2006). "Are we Prepared for Another Bhopal." in Environmental Issues in India, ed. Mahesh Rangarajan, Delhi: Pearson. (Available in Hindi also)
7. McNeill, J. R. (2001). Something New Under the Sun: An Environmental History of Twentieth-Century World. New York & London: W.W. Norton & Company. (Especially Introduction)
8. Mitchell, Timothy. (2013). Carbon Democracy: Political Power in the age of Oil. London & New York: Verso (Introduction).
9. Skinner, R. (2017). Modern South Africa in World History: Beyond Imperialism. London: Bloomsbury (Ch.6 and Ch.7).

Unit IV: Leisure and Entertainment

(a) Spectator Sports (football/Olympics)

(b) Cinema (James Bond films in the context of the Cold War, Satyajit Ray's films and Bicycle Thief in the context of the Depression)

Unit 4: This Unit shall discuss important trends in the realm of spectator sports and in cinema. The focus shall be on specified case studies.

(Teaching Time: 4 weeks approx.)

1. Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
2. Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
3. Hobsbawm, E.J. (2009). The Age of Extremes, translated into Hindi.
4. Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.
5. Leab, D.L. (1998). "Introduction: The Cold War and the Movies." Film History vol. 10 no.3, pp. 251-53.

Additional Readings and other activities:

1. Bhasin, Kamala and Khan N.S. 1986 Some questions of feminism and its relevance in south asia, New Delhi, Kali for Women.
2. Desai A.R. 1985 Women's movement in India. An assessment economic and political Weekly June 8.
3. Gillis, S.G, Howie and R. Munford (eds.) 2004/7 Third wave feminism: Critical exploration, Hampshire:Palgrave.
4. Guha Ramchandra, 2007 Environmental Movements in India, Madhav Gadgil in environmental issues in India – A reader, Mahesh Rangarajan (ed.) Person longman.
5. H. Grimal, 1978 Decolonization in the British, French, Dutch and Belgium empires 1919-1963, London.
6. Heller Henary, 2007 The Cold War and the New Imperialism: A Global History 1945-2005, cornerstone Publication.
7. Richard W. Mansbach and Kirsten L. Taylor, Introduction to Global Politics (London: Routledge, 2014)
8. Melvyn P. Leffler and David S. Painter, "The International System and the Origins of the Cold War" in Melvyn P. Leffler and David S. Painter (eds.), Origins of the Cold War: An International History (London: Routledge, 2005),
9. Mel Gurtov, From Korea to Vietnam: The Evolution of U.S. Interventionism in Asia, Portland State University.

Documentary and Movie screening:

1. [The Cold War: Seven Minutes to Midnight | Documentary](#)
2. [THE COLD WAR - CNN - COMPLETE SERIES](#)
3. COLD WAR - BBC - Complete Series by Leah Johnson
4. Cinema (James Bond films in the context of the Cold War, Satyajit Ray's films and Bicycle Thief in the context of the Depression)
5. 20th Century Gals: The Advancement Of Gender Equality | Timeline
6. [The Surprising Road to Women's Suffrage](#)
7. The most notorious act of protest for women's suffrage

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspect of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching, Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Academic Session: January 2022 to April 2022

Faculty Name: Dr Kirti Anamika

Course and Sem: B.A. (Prog) Semester- 4th, II Year

Academic Session: January 2022 to April 2022

Taught Individually or shared: Individually

Paper Name: SEC III History and Archaeology

No. of classes: (Per Week) 4 Lectures.

Teaching Methodology:

I have use various teaching methodology which is very useful for students like lecture method, Group discussion, project-based learning, problem-based learning and supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary. Given that the student 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 historicising various macro and micro-level developments/ phenomena. 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.

Course Objectives: This course is about acquainting students with some basic concepts and methods of archaeological research such as excavation, survey, analysis of artefacts and various dating methods. This course will also make them aware of the contributions of key archaeologists and institutions in the evolution of archaeology as a discipline in India. Students will learn an integrative approach to the theoretical perspectives and praxis of archaeology in this paper. The main pedagogical tools for achieving these objectives would be case studies and project work in the context of the Indian subcontinent.

Course Content:

Unit 1: Defining Archaeology: Aims and methods; Understanding its origins and Development; Variety of archaeological evidence; Survey and excavation of sites and features; Stratigraphy.

This unit defines archaeology, its aims and methods. Unit also traces its origins in India. Student will be taught variety of archaeological evidence and Stratigraphy.

(Teaching Time: 4 Weeks Approx.)

Suggesting Readings:

1. Bahn, Paul. (1996). Archaeology: A Very Short Introduction. Oxford: Oxford University Press.
2. Renfrew, Colin and Paul Bahn. (2016). Archaeology- Theories, Methods, and Practice. London: Thames & Hudson.
3. Wheeler, Sir Mortimer. (1954). Archaeology from the Earth. London: Oxford University Press.
4. ओझा, रामकाश (1978). पुरातत्वविज्ञान. लखनऊ: काशनक
5. पांडेय, जयनारायण. (2015). पुरातत्वविवरण. इलाहाबाद: आर्य समाज संस्थान.
6. शर्मा, सरमोहन. (1954). पुरातत्व. पटना: बिहार विश्वविद्यालय अकादमी.

Unit 2: Origin and development of archaeology in India; Role of archaeologists and institutions.

This unit deals with the origin and development of archaeology in India. It also examines the role of archaeologists and institutions in India.

(Teaching Time: 4 Weeks Approx.)

Suggesting Readings:

1. Chakrabarti, Dilip K. (2003). Archaeology in the Third World: A History of Indian Archaeology Since 1947. Delhi: D. K. Printworld Ltd.
2. Lahiri, Nayanjot. (2012). Marshalling the Past: Ancient India and its Modern Histories. Delhi: Permanent Black (Chs.10-12).
3. Ray, H. P. (2007). Colonial Archaeology in South Asia: The Legacy of Sir Mortimer Wheeler. Delhi: OUP ("Introduction", Ch.2, and Ch.6).
4. Singh, Upinder. (2005). The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology. Delhi: Permanent Black (Chs.1-2, Ch.4, Chs.9-10).

Unit 3: Exploring human experience through archaeology in India: Environment, Technology and Subsistence patterns; Society, Trade and Art.

This unit teaches students how to explore human experience through archaeology in India. It also teaches role of environment, technology in understanding the subsistence patterns and art through archaeological investigation.

(Teaching Time: 4 Weeks Approx.)

Suggesting Readings:

1. Allchin, Bridget and Raymond Allchin. (1997). Origins of a Civilization: The Prehistory and Early Archaeology of South Asia. Delhi: Viking (Relevant matters can be found in all chapters).
2. Chakrabarti, D. K. (1999). India: An archaeological History, Palaeolithic beginnings to Early Historic Foundations. Delhi: OUP (Relevant matters can be found in all chapters).
3. Renfrew, Colin, and Paul Bahn. (2016). Archaeology- Theories, Methods, and Practice. London: Thames & Hudson.

Unit 4: Problems of Correlating Textual Materials and Archaeological Evidence: The epics, Sangama texts and the Buddhist tradition.

Unit IV: This unit examines the problems of correlating textual materials and archaeological Evidence with specific reference to the epics, Sangama texts and the Buddhist tradition.

(Teaching Time: 4 Weeks Approx.)

Suggesting Readings:

1. Champakalakshmi, R. (1975-76). "Archaeology and Tamil Literary Tradition." *Puratattva* vol. 8, pp. 110-112.
2. Chattopadhyaya, B. D. (1975-76). "Indian Archaeology and the Epic Traditions." *Puratattva* vol. 8, pp. 67-72.
3. Maloney, Clarence. (1975). "Archaeology in South India: Accomplishments and Prospects." in Burton Stein, (ed.). *Essays on South India*. Delhi: Munshiram Manoharlal, pp. 1-40.
4. Singh, Upinder. (1996). "Sanchi: The History of the Patronage of an Ancient Buddhist Establishment." *Indian Economic and Social History Review* vol. 33 no.1, pp. 1-35.
5. Thapar, Romila. (2010). "Puranic Lineages and Archaeological Cultures." *Ancient Indian Social History: Some Interpretations*. Second edition. Delhi: Orient BlackSwan, pp. 214-37.

Unit 5: Visit to a museum, an archaeological site, report preparation and presentations are part of this course.

Additional Readings and other activities:

1. Aitkinson, R.J.C 1953, *Field Archaeology*, London.
2. Butzer, K.W. 1972, *Environment and Archaeology*, London.
3. Chakraborti D.K. 1988, *A History of Indian Archaeology from the beginning to 1947*, Delhi
4. Chatterjee, B 1986, *History and Archaeology*, Ramanand Vidhya bhawan, New Delhi.
5. Forbes, R.J. 1957, *Studies in Ancient Technology*, E.J. Brill, Leiden 1957.
6. Hodder, Ian 1992, *Theory and Practice in Archaeology*, Routledge, London.
7. Paddayya, K. 1994, *Investigations of Man- Environment Relationships in Indian archaeology*, in K. Paddayya (Ed.). *Recent studies in Indian Archaeology*, New Delhi.

Documentary Films:

1. **Stone Tool Technology of Our Human Ancestors — HHMI BioInteractive Video**
2. **Blade Core Assemblages: Taking A Look At Prehistoric Tools.**
3. [Making Stone Tools | Unit 6: Big History Project | OER Project.](#)
4. **Anth P03 M03.Environmental archaeology**
5. Survey and excavation of sites and features.
6. **Archaeological Methods Survey & Excavation**
7. **M-12. Methods of Excavations Trial Vertical and Step Trenches**
8. **The Excavation Process: How We Excavate.**
9. **Cave Art 101 | National Geographic.**
10. **Prehistoric Art.**
11. **Prehistoric Cave Paintings in India | Paleolithic, Mesolithic, Chalcolithic Paintings in India.**
12. **Mesolithic Life at Star Carr - Archaeology Studio 048.**

Assessment Methods: Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Academic Session: November 2021 to March 2022

Faculty Name: Dr. Kirti Anamika

Course and Sem: B.A. (Prog) Semester -1st, 1st Year

Academic Session: November 2021 to March 2022

Taught Individually or shared: Individually

Paper Name: History of India from the earliest times up to c. 300 CE

No. of classes: (Per Week) 2 Lectures and 1 tutorial.

Teaching Methodology:

I have use various teaching methodology which is very useful for students like lecture method, Group discussion, project-based learning, problem-based learning and supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary. Given that the student 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 historicising various macro and micro-level developments/ phenomena. 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.

Course Objectives: This course explores various stages and processes of Indian history from prehistoric period to early historic centuries. It examines the historiographical shifts pertaining to what is termed as 'Ancient/early' India. Underlining the pan-Indian historical changes, it also focuses on regional diversities. The varied experiences in the Indian subcontinent can be seen in archaeological cultures and questions concerning literacy, nature of state formation and attendant cultural growth.

Course Content:

Unit I. Interpreting Ancient India; survey of sources

In this Unit the students shall be introduced to the varied sources used for writing history of ancient India. Key interpretations stemming from historians' use of such sources shall be discussed.

(Teaching Time: 2 weeks approx.)

Suggesting Readings:

1. Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin also in Hindi
2. Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson also in Hindi
3. Sharma, R. S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal and also in Hindi.

Unit II. Prehistoric Cultures: Palaeolithic, Mesolithic, Neolithic; rock art

This Unit shall familiarize the students with the essential features of early human societies and help them distinguish between various subsistence patterns and material cultures of these societies.

(Teaching Time: 2 weeks approx.)

Suggesting Readings:

1. Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld also in Hindi.
2. Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson also in Hindi.
3. Allchin, Bridget and Raymond Allchin. (1997). Origins of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking.

Additional Readings and other activities:

1. Bhattacharya, D.K. 1989, An outline of Indian Prehistory, New Delhi.
2. Bednarik, R.G., 2002 The Development of Indian Rock art studies since independence, In S. Settar and R. Korisettar (eds.) Indian Archaeology in retrospect, Prehistory. New Delhi.
3. Deo, S.B. 1985, The Megaliths: their culture, Ecology, Economy and Technology, Recent advance in Indian Archaeology, Pune.
4. Chattopadhyay, U.C. 1996, Settlement pattern and Spatial Organization of Subsistence and Mortuary practice in Megalithic Ganges Valley, In World Archaeology.
5. Gururaja, Rao, B.K. 1972, The Megalithic Culture in South India , Mysore.

Documentary Films:

1. [Asking Hunter-Gatherers Life's Toughest Questions](#)
2. [Hunter-Gatherers and the Neolithic Revolution](#)
3. [Primitive Technology Hunter Gatherer](#)
4. **Movie screening -Quest for Fire (1981)**
5. **Neanderthal: 2001 Full Documentry extinct**
6. **Mankind The Story of All of Us: Fire | History**
7. **The Mystery Of The Mesolithic Footprints In The Sand | Time Team | Timeline**

8. [Life in the Paleolithic/Ice age - History Documentary](#)
9. [Stone Tool Technology of Our Human Ancestors — HHMI BioInteractive Video](#)
10. **Blade Core Assemblages: Taking A Look At Prehistoric Tools**

Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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.

Assessment Methods:

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks