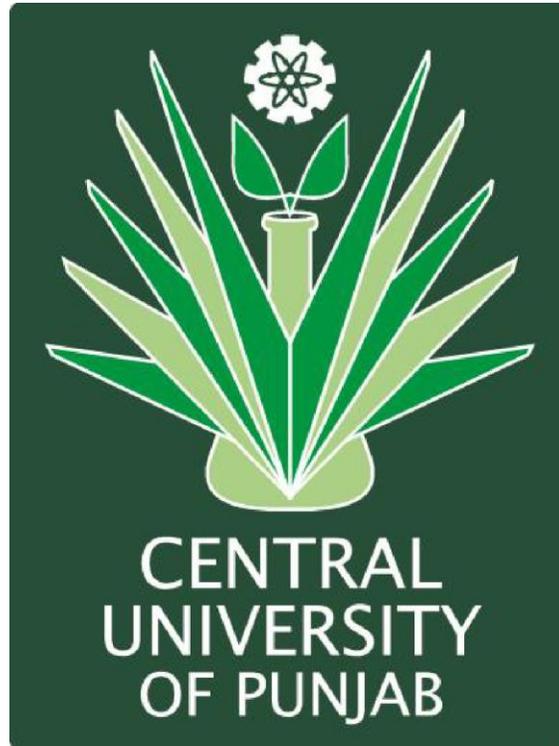


CENTRAL UNIVERSITY OF PUNJAB



M.A. Programme in History

Batch- 2023

DEPARTMENT OF HISTORY

School of Social Sciences

Graduate Attributes

The M.A. programme focuses on developing analytical and argumentative skills in the students, which is an essence for the reconstruction of history. The programme strives to develop understanding and reflections on various concerned approaches for addressing historical issues. It seeks to inculcate a sense of belonging towards the nation, its history, culture and architectural heritage among the students.

Course Structure of the M. A. Programme

SEMESTER- I						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	CR
HIS.506	Ancient India: From Earliest Times to c. 650 CE	Core	4	0	0	4
HIS.514	Delhi Sultanate: Political and Economic Processes	Core	4	0	0	4
HIS.508	Mughal India: Polity, Economy and Culture	Core	4	0	0	4
HIS.507	Modern India: From Plassey to Partition	Core	4	0	0	4
Discipline Elective Course/DEC (Any one of the following)*						
HIS.510	Society and Culture in Ancient India	DEC	3	0	0	3
HIS.575	Economic History of Colonial India	DEC	3	0	0	3
HIS.525	Society and Culture in Medieval India	DEC	3	0	0	3
HIS.518	Religious Reform Movements in Medieval India (8 th -18 th Century)	DEC	3	0	0	3
HIS.530	History of South India	DEC	3	0	0	3
HIS.555	Thinkers of India	DEC	3	0	0	3
Total			19	0	0	19

* The course will be offered with the availability of the facilities and specialization in the department. Students are also permitted to take courses from other departments upon the recommendation of one faculty member and the HoD/Incharge.

L: Lectures, **T:** Tutorial, **P:** Practical

SEMESTER- II						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	CR
HIS.554	Medieval Punjab (c.1000 to c.1700)	Core	4	0	0	4
HIS.551	History of Nationalism	Core	4	0	0	4
HIS.521	Themes in Medieval World	Core	4	0	0	4
HIS.528	Themes in Modern World	Core	4	0	0	4
Discipline Elective Course/DEC (Any one of the following)*						
HIS.511	Art and Architecture in Ancient India	DEC	3	0	0	3
HIS.526	Art and Architecture in Medieval India	DEC	3	0	0	3
HIS.515	Indian Sculptures	DEC	3	0	0	3
HIS.517	Indian Iconography	DEC	3	0	0	3
HIS.531	Sacrality and Popular Sacred Spaces of North India	DEC	3	0	0	3
HIS.571	Environmental History	DEC	3	0	0	3
	History of International Organizations	DEC	3	0	0	3
Inter-Disciplinary Courses/IDC (To be opted from other department)						
HIS.513	Texts of Modern Indian History	IDC	2	0	0	2
HIS.527	Texts of Modern European and American History	IDC	2	0	0	2
HIS.516	Ethics of War in Indian History	IDC	2	0	0	2
HIS.529	Global Ethics of War	IDC	2	0	0	2
Total			21	0	0	21

* The course will be offered with the availability of the facilities and specialization in the department. Students are also permitted to take courses from other departments upon the recommendation of one faculty member and the HoD/Incharge.

L: Lectures, **T:** Tutorial, **P:** Practical

SEMESTER- III						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	CR
HIS.553	Historiography: Schools & Approaches	Compulsory Foundation	4	0	0	4
HIS.556	Archaeology and History: Methods & Techniques	Core	4	0	0	4
HIS.523	Reading Historical Texts	Core	4	0	0	4
HIS.575	Economic History of Colonial India	Discipline Enrichment Course	2	0	0	2
HIS.557	Content Development for Historical Films, TV Shows and Media	Skill Based	2	0	0	2
HIS.600	Research Proposal	Compulsory Foundation	0	0	8	4
Discipline Elective Course/DEC (Any one of the following)*						
HIS.572	Constitutional Development in Modern India	DEC	3	0	0	3
HIS.524	History of Indian Literatures	DEC	3	0	0	3
HIS.571	Environmental History	DEC	3	0	0	3
HIS.573	History of Marginalized Communities	DEC	3	0	0	3
HIS.574	History of Islamic World	DEC	3	0	0	3
Value Added Course						
HIS.503	Indian Paleography and Epigraphy: Origin and Development of Brahmi Script	VAC	2	0	0	2
HIS.504	History of Gandhian Politics (1919-1947)	VAC	2	0	0	2
HIS.505	Heritage Management and Tourism in India	VAC	2	0	0	2
Total			23	0	08	23

* The course will be offered with the availability of the facilities and specialization in the department. Students are also permitted to take courses from other departments upon the recommendation of one faculty member and the HoD/Incharge.

L: Lectures, **T:** Tutorial, **P:** Practical

SEMESTER- IV						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	CR
HIS.601	Dissertation	Skill based	0	0	40	20
Total			0	0	40	20
Total Credits M. A. History Program			63	0	48	83

MOOCs may be taken upto 40% of the total credits (excluding dissertation credits). MOOC may be taken in lieu of any course but content of that course should match a minimum 70%. Mapping will be done by the department and students will be informed accordingly.

L: Lectures, **T:** Tutorial, **P:** Practical

Evaluation Criteria for Theory Courses

A. Continuous Assessment (Course-wise): [25 Marks]

Two or more of the given methods (Surprise Tests, student-generated questions, open book techniques, classroom assignments, homework assignments, term paper).

B. Mid Semester Test: Based on Subjective Type Test [25 Marks]

C. End-Term Exam: [50 Marks]: 70% subjective type and 30% objective type.

The objective type will include one word answers, fill-in the blank, sentence completion, true/false, MCQs', and matching, analogies. The subjective type will include a very short answer (1-2 lines), short answer (one paragraph), essay type with restricted response, and essay type with the extended response.

Core, Discipline Elective, Compulsory Foundation, Value Added and Interdisciplinary Courses			Discipline Enrichment Course		Entrepreneurship Course	
	Marks	Evaluation	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Various (Surprise tests, assignments, term papers)	25	Various (Surprise tests, assignments)	-	-
Mid-semester test (MST)	25	Subjective	25	Objective	25	Subjective, or Objective
End-semester test (EST)	50	at least 70% to be Subjective	50	Objective	25	Subjective, or Objective

Dissertation Proposal (Third Semester)			Dissertation (Fourth Semester)		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation	Supervisor	50	Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva-voce
HoD/HoD nominee (from within the Dept.)	50	Dissertation proposal and presentation	External expert, HoD/HoD nominee (from within the Dept.)	50	Dissertation report (30), presentation (10), final viva-voce (10)

Evaluation pattern similar to fourth semester dissertation will apply for internship where supervisor will award 50% marks and external co-supervisor, HoD and senior-most faculty will award 50% marks.

One non-credit hour (two contact hours) for Individualized Education Plan/tutorial will be added for remedial teaching to cater to the learning needs of all the learners.

SEMESTER- I

Course Code: HIS.506

Course Title: Ancient India: From Earliest Times to c. 650 CE

Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning outcomes: On completion of this course, students will be able to:

CLO1: Interpret the sources of ancient Indian history in the right perspective to construct a balanced approach towards the understanding of ancient India.

CLO2: Examine the socio-economic and political forces that shaped the ancient age in Indian history.

CLO3: Develop the analytic skill to analyze and compare the earliest empires in India with the contemporary empires in the world.

CLO4: Evaluate the development of human society and polity with the passage of time across the world generally and in the Indian context particularly.

Unit/ Hours	Contents	Mapping with CLO
I 15 Hours	From Stone Age to Indus-Saraswati Civilization: Sources of Ancient Indian History (Literature; Archaeology, Numismatics, Epigraphy); The Lithic Ages (Paleolithic, Mesolithic, and Neolithic); The Indus-Saraswati Civilization (Origin, Spread, Maturity and Urbanisation, Decline or transformation) Learning Activities: <i>Seminars and group discussions</i>	CLO1
II 15 Hours	From Vedic Age to rise of Mahajanapadas: Debate on the original home of Aryans; Vedic Polity and Economy; Rise of Mahajanapadas Monarchical and the Republican States. Learning Activities: <i>Group discussion, class debates, presentations</i>	CLO2
III 15 Hours	Mauryan and Post-Mauryan India: The Mauryan Empire: Political structure and Economic developments; Ashoka's Dhamma, Decline and Disintegration of Mauryan Empire; Kushanas and Satavahanas: Political Developments and Economic Structures (Agriculture, Craft and Industry and Internal and External Trade). Learning activities: <i>Student seminars, debates and group discussions on reading inscriptions and analysing the numismatic data on relevant themes</i>	CLO3

<p>IV 15 Hours</p>	<p>Imperial Guptas and their Successors: Political Developments under the Imperial Guptas and Pushyabhutis; Progress in Economy (Agrarian structure, craft and industry, inland and overseas trade); Developments in Science and Technology, Astronomy, Mathematics and Medicine.</p> <p>Learning activities: <i>Student seminars, debates and group discussions (interpretation of literary documents), reading inscriptions and analysing the numismatic data on relevant themes</i></p>	<p>CLO4</p>
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Suggested Readings:

- Agrawal, A. 1989. *Rise and fall of the Imperial Guptas*. Delhi: Motilal Banarsidass.
- Agrawal, D.P. 2007. *The Indus Civilization: An Interdisciplinary Perspective*. New Delhi: Aryan Book International.
- Allchin, B. & F.R. 1999. *Rise of Civilization in India and Pakistan*, Delhi: Foundation Bks.
- Avari, B. 2007. *India: The Ancient Past: A History of the Indian Sub-continent from C. 7000 BC to AD 1200*. London: Routledge.
- Bakker, H. 2004. (eds.), *The Vakataka Heritage: Indian Culture at the Crossroads*. Groningen: Egbert Forsten.
- Basham, A. L. 1968. *Papers on the Date of Kanishka*. Leiden: E.J. Brill,
- Benjamin, C.G. R. 2007. *The Yuezhi*. Turnhout: Brepols.
- Bhandarkar, D. R. 1925. *Asoka*. Calcutta: University of Calcutta.
- Chakravarti, R. 2016. *Exploring Early India up to c. AD 1300*. New Delhi: Primus Books
- Chattopadhyay, B.1975. *Kushāṇa State and Indian Society: A Study in Post-Mauryan polity & Society*. Calcutta: Punthi Pustak.
- Choudhary, R. 1971. *Kautilya's Political Ideas and Institutions*. Vol. 73. New Delhi: Chowkhamba Sanskrit Series Office.
- Devahuti, D. 1983. *Harsha- A Political Study*. New Delhi: Oxford University Press.
- Dikshitar, V. R. 1993. *The Gupta Polity*. Delhi: Motilal Banarsidass.
- Kher, N.N. 1973. *Agrarian and Fiscal Economy in the Mauryan and Post Mauryan Age (cir. 324 B.C.-320 A.D.)*. Delhi: Motilal Banarsidass.
- Kosambi, D. D. 1994. *The Culture and Civilisation of Ancient India in Historical Outline*. Vikas Publishing House Pvt Ltd.
- Kumar, A. 2015. *The Kushanas Revisited*. New Delhi: Commonwealth Publishers.
- Lahiri N. 2015. *Ashoka in Ancient India*. New Delhi: Orient Blackswan Private Limited.
- Lal, B. B. and S. P. Gupta. 1984. (eds.), *Frontiers of the Indus Civilization*. New Delhi: Books & Books.
- Lal, B. B. 2005. *The Homeland of the Aryans*. New Delhi: Aryan Book International.
- Maity, S. K. 1970. *Economic life in northern India in the Gupta period*. Delhi: Motilal Banarsidass.
- Majumdar, R.C. 1971. et al., *The Age of Imperial Unity*. Mumbai: Bharatiya Vidya Bhavan.

- Majumdar, R. C. and Altekar, A. S. 1986. *Vākātaka-Gupta Age: Circa 200-550 A.D.* Delhi: Motilal Banarsidass.
- Majumdar, R.C. 1951. (eds.), *The Vedic Age*. Bombay: Bhartiya Vidya Bhavan.
- Mirashi, V.V. 1981. *The History and Inscriptions of the Satavahanas and the Western Kshatrapas*. Bombay: Maharashtra State Board.
- Mookerji, R. K. 1966. *Chandragupta Maurya and His Times*. 4th ed. Delhi: Motilal Banarsidass.
- Mookerji, R.K. 1973. *The Gupta Empire*. 5th ed., Delhi: Motilal Banarsidass.
- Mukherjee, B. N. 1988. *The Rise and fall of the Kushana Empire*. Calcutta: Firma KLM Private Limited.
- Ratnagar, S. 2001. *Understanding Harappa*. New Delhi: Tulika.
- Raychaudhuri, H.C. 1996. *The Political History of Ancient India*, revised edition. Delhi: University of Calcutta.
- Sahu, B. P. 2013. *The Changing Gaze: Regions and the Construction of Early India*. New Delhi: Oxford University Press.
- Sastri, K. A. N. 1957. *A Comprehensive History of India: The Mauryas & Satavahanas*. Vol. 2. Delhi: Orient Longmans.
- Sastri, K.A.N. 2004. (rept.), *A History of South India*. New Delhi: Oxford University Press.
- Shastri, A.M. 1987. *Early History of the Deccan*. Delhi: Sandeep Prakashan.
- Shastri, A.M. 1998. *The Satavahanas and the Western Kshatrapas*. Nagpur: Datta sons,
- Shastri, A.M. 1992. *The Age of the Vakatakas*. Delhi: Harman, Publishing house.
- Sharma, R.S. 1983. *Material Culture and Social Formation in Ancient India*. Delhi: Macmillan.
- Singh, U. 2009. *A History of Ancient and Early Medieval India: From Stone Age to the 12th Century*. Delhi: Pearson Longman.
- Thapar, R. 1973. *Asoka and the Decline of the Mauryas*. Delhi: Oxford University Press.
- Thapar, R. 2008. *The Aryan: Recasting Constructs*. Gurgaon: Three Essays Collective.
- Wheeler, M. 1968. *The Indus Civilization*. Cambridge: Cambridge University Press.

Web Resources:

- <https://youtu.be/O5NGukyHm6Q>
- <https://youtu.be/Siz6qlq3v1Y>
- <https://youtu.be/1SHU9eVPHTU>
- <https://youtu.be/Xg0sgTrL4ck>
- <https://youtu.be/Rn-7BGFv3E0>
- <https://youtu.be/Vu2SQ2EjbFY>
- <https://youtu.be/EkTuiIXmOUg>
- <https://youtu.be/s7Kd4u48AVU>
- <https://youtu.be/09hhUDeb8Z0>
- <https://youtu.be/1IW4VvFQFkU>
- <https://youtu.be/NaTINoqgLzY>

Modes of Transaction:

- Lecture
- Problem-solving approach
- Group discussion
- Learning centric activity
- Self-learning
- Peer learning

Tools Used:

PPT, YouTube Video, Google meet, NPTEL

Course Code: HIS. 514

Course Title: Delhi Sultanate: Political and Economic Processes

Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning outcomes: On completion of this course, students will be able to:

CLO1: Differentiate various theories and models of State

CLO2: Evaluate the development of social and political systems

CLO3: Critically analyze Indian medieval administrative structure

CLO4: Explain the emergence of the Delhi Sultanate

CLO5: Inspect the progression of agrarian reform during the Delhi Sultanate

CLO6: Compile various socio-economic and political issues of Medieval India

CLO7: Imagine the development of human society and polity in early medieval era: world vis-à-vis India

Unit/ Hours	Contents	Mapping with CLO
I 15 Hours	Debates on the theories of State: Feudal; Segmentary, Integrative; Arab Invasion and interaction with Islam; India in Arab and Persian Historiography Learning Activities: <i>Class Discussions, Debate on various theories and their context, creating flowcharts on the advent of Islam, presentations on various Arabic and Persian Sources.</i>	CLO1, CLO2
II 15 Hours	Consequences of Ghorian invasions; consolidation under Iltutmish and Balban; composition of nobility; Alauddin Khalji and his reforms; Mohammad Bin Tughluq his Political and religious orientations; rationale and impact of his projects; Administrative Reforms of Firuz Shah Learning Activities: <i>Creating Chronological Chart on the</i>	CLO2, CLO3, CLO4

	<i>Sultanate, Class presentations on various policies of Mamluk Sultans, visiting the historical monuments and archives, visit Museum</i>	
III 15 Hours	Structure of Rural Society in Delhi Sultanate; methods of Cultivation and types of crops; methods of Irrigation and water lifting devices; urban centers and craft Learning Activities: <i>Group Discussion on various section of rural society, Tracing the origin of Persian Wheel, mapping Firuz Shah Canals in present time</i>	CLO3, CLO5, CLO6
IV 15 Hours	Agrarian Taxation in Delhi Sultanate: Tribute to Uniform Land Revenue; Magnitude of state share and methods of collection; introduction of Iqta system and its evolution under various rulers. Learning Activities: <i>Student Group presentations on evolution of Iqta System, tracing the evolution in Central Asian Society, Discussion on Siyasnama</i>	CLO4, CLO5, CLO7, CLO6

Suggested Readings:

- Altekar, A. S. 1927. *A History of Village Communities in Western India*. Bombay: H.Milford, Oxford University Press.
- Auer, H. B. 2013. *Symbols of Authority in Medieval Islam: History, Religion and Muslim Legitimacy in the Delhi Sultanate*. New Delhi: Viva Books.
- Chattopadhyaya, B. D.1994. *The Making of Early Medieval India*. New Delhi: Oxford University Press.
- Chandra, S. 2003. *Essays on Medieval Indian History*, New Delhi: Oxford University Press,
- Chandra, S. 2003. *Medieval India: from Sultanate to the Mughals, 2 Vols*. New Delhi: Har-Anand Publications.
- Eaton, M. R. 2019. *India in the Persianate Age:1000-1765*. UK: Allen Lane.
- Farooqi, M.A.1991. *The Economic Policy of the Sultans of Delhi*. New Delhi: Konark Publishers.
- Hussain, S. E. 2003. *The Bengal Sultanate: Politics, Economy and Coins (A.D. 1205-1576)*. New Delhi: Manohar Publications.
- Iraqi, S. 2008. *Medieval India 2: Essays in Medieval Indian History and Culture*, Centre of Advanced Study, Dept. of History, Aligarh: Aligarh Muslim University.
- Jackson, P. 2003. *The Delhi Sultanate. A Political and Military History*. New Delhi: Cambridge University Press.
- Kulke, H. and D. Rothermund. 1986. *A History of India*. New Delhi: Routledge.
- Kumar, S. 2010. *The Emergence of the Sultanate:1192-1286*. New Delhi: Permanent Black.
- Mujeeb. M. 1985. *The Indian Muslims*. New Delhi: Munshiram Manoharlal.
- Mukhia, H. 2003. *The Feudalism Debate*. New Delhi: Manohar Publishers and Distributors.

- Malik, J. 2012. *Islam in South Asia: A Short History*. New Delhi: Orient Black Swan.
- Nizami, K.A. 2002. *Some Aspects of Religion and Politics during Thirteenth and Fourteenth-Century India*. New Delhi: Oxford University Press.
- Nizami, K. A. and Mohammad Habib (eds). 1993. *Comprehensive History of India, Vol. V: The Delhi Sultanate 1206-1526*. New Delhi: People's Publishing House.
- Nizami, K. A. 1985. *State and Culture in Medieval India*. New Delhi: Adam & Distributors.
- Naqvi, H. K. 1986 *Agricultural, Industrial and Urban Dynamism under the Sultans of Delhi*. New Delhi: Munsiram Manoharlal.
- Qureshi, I. H., 1971. *The Administration of the Sultanate of Delhi*. New Delhi: Oriental Books.
- Raychaudhari, T. and Irfan Habib, (eds.), 2004 *The Cambridge Economic History of India vol.1*, Hyderabad: Orient Longman.
- Sharma, R. S. 2008. *Indian Feudalism*. New Delhi: Laxmi Publications.
- Singh, U. 2011. *Rethinking Early Medieval India*. New Delhi: Oxford University Press.
- Singh, S. 2020 *Making of Medieval Panjab: Politics, Society and Culture c.1000-c.1500*. New Delhi: Manohar Publications.
- Stein, B. 1986. *Peasants State and Society in Medieval South India*. New Delhi: Oxford University Press.

Web Resources:

- https://onlinecourses.swayam2.ac.in/cec20_hs27/preview
- <https://www.youtube.com/watch?v=c2tXCVOZxhs>
- <https://www.youtube.com/watch?v=DA4aOKGI7d4>
- <https://youtu.be/TXow0CGWKSs>
- <https://youtu.be/BsTHjTirydE>
- <https://youtu.be/JwApRMbkiTk>
- https://youtu.be/utaTyB_VCy0
- <https://www.youtube.com/watch?v=64xMckDjCJM>
- <https://www.youtube.com/watch?v=nALxBEGLKRA>
- <https://www.youtube.com/watch?v=JEh14VrcfLc>

Modes of Transaction:

- Lecture
- Group discussion
- Self-learning
- Reflective Enquiry

Tools Used:

PPT, Video, Google meet, NPTEL

Course Code: HIS. 508
Course Title: Mughal India: Polity, Economy and Culture
Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning outcomes: Students will be able to

CLO1: Examine conceptual and theoretical models of state in Mughal and other parts of India.

CLO2: Interpret concepts that may be equivalent to ‘religion’, ‘economy’, ‘politics’

CLO3: Mughal, Maratha, Deccani, Sikh and other court and political culture.

CLO4: Evaluate nature of economic and commercial life in Mughal and other parts of India

Unit/ Hours	Contents	Mapping with CLO
I/ 15 Hours	Founding of the Mughal Empire; Theories of State, Administration, Revenue; Concepts of Family and Bureaucracy Learning Activities: <i>Student presentations, teacher-led peer discussions on Mughal polity and administration</i>	CLO1
II/ 15 Hours	The Mughal Political Culture; Court Society; Notions of Diversity and Uniformity; Local Governance Learning Activities: <i>Student presentations, teacher-led peer discussions on Mughal court, society and economy</i>	CLO2
III/ 15 Hours	India outside Mughal Sovereignty; Regional Histories: Case of Deccan; Management of Violence and Military Learning Activities: <i>Student presentations, teacher-led peer discussions on Deccani polities</i>	CLO2
IV/ 15 Hours	Economic History; History of Commerce: European and Indigenous Merchants; Decline of Mughal Empire Learning Activities: <i>Student presentations, teacher-led peer discussions on Mughal economy and economic life</i>	CLO3

Suggested Readings:

Alam, M. 1988. *Crisis of Empire in Mughal North India: Awadh & the Punjab, 1707–48*. Delhi:Oxford University Press.

Ali, M. A. 1985. *The Apparatus of Empire: Awards of Ranks, offices and titles to the Mughal Nobility (1574-1658)*. Delhi: Oxford University Press.

Blake, S. P. 2002. *Shahjahanabad: The Sovereign City in Mughal India 1639-1739*. New Delhi: Cambridge University Press.

Chaudhuri, K. N. 1985. *Trade and civilization in the Indian Ocean: an economic history from the rise of Islam to 1750*. Cambridge: Cambridge University Press.

- Dale, S. F. 2009. *The Muslim Empires of the Ottomans, Safavids and Mughals*. Cambridge:Cambridge University Press.
- Dalrymple, W. 2005.*The Last Mughal: The Fall of Delhi, 1857*. Delhi: Vintage.
- Eaton, R. M. 2005. *A social history of the Deccan, 1300-1761: eight Indian lives*. New York: Cambridge University Press.
- Eaton, R. M., and B. Phillip. 2014. Wagoner. *Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*. Delhi: Oxford University Press.
- Gommans, J. J. L.2002. *Mughal Warfare: Indian frontiers and highroads to empire, 1500-1700*. London: Routledge.
- Gordon, S. 1982. *The Marathas, 1600-1818*. Cambridge: Cambridge University Press.
- Habib, I. 1982. *Atlas of the Mughal Empire*. Delhi: Oxford University Pres.
- Hasan, F. 2004. *State and Locality in Mughal India: power relations in western India, c. 1572-1730*. Delhi: Cambridge University Press.
- Lal, R. 2005. *Domesticity and power in the early Mughal world*. Delhi:Cambridge University Press.
- Markovits, C. 2004. (eds.), *A history of Modern India, 1480-1950*. London: Anthem Press.
- Moreland, W. H. 1929. *The Agrarian System of Moslem India: a historical essay with appendices*. Cambridge: Cambridge University Press.
- Mukhia, H. 2008. *The Mughals of India*. Oxford: Blackwell .
- Prakash, Om.1998. *European commercial enterprise in pre-colonial India*. Delhi: Cambridge University Press.
- Richards, J. F. 1981. "Mughal State Finance and the Premodern World Economy," *Comparative Studies in Society and History*, 23, 2, pp. 285-308.

Web Resources:

- Archive.org website <https://archive.org/>
- National Digital Library of India <https://ndl.iitkgp.ac.in/>
- Project Gutenberg, <https://www.gutenberg.org/>
- Persian Literature in Translation, Packard Humanities Institute <https://persian.packhum.org/>
- ArchNet website <https://www.archnet.org/>

Modes of Transaction:

- Lecture cum Demonstration
- Problem solving approach
- Self-Learning
- Inquiry training
- Co-operative learning

Tools Used:

Google, YouTube, Telegram

Course Code: HIS.507
Course Title: Modern India: From Plassey to Partition
Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning outcomes: On completion of this course, students will be able to:

CLO1: Examine the concepts of modern and colonial India along with the political culture of the country in the eighteenth century that shaped modern Indian history.

CLO2: Analyze how local, national, and international policies and practices developed in the colonial age continue to affect their contemporary lives.

CLO3: Critically evaluate the economic structure of India under colonial rule along with its bearing on the economic progress of India.

CLO4: Develop an analytical outlook about the varieties of experience found in cultural life of modern India since the British rule.

Unit/ Hours	Contents	Mapping with CLO
I 15 Hours	India in the mid18th century: Political, Social, Economic, CulturalTrends; European Trading Companies in India; Anglo-French Rivalry; Battle of Plassey, British occupations of Bengal, Maratha & Mysore Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1
II 15 Hours	Economic Structure: Commercialization of Agriculture, Land Rights and Land Settlements, Rural Indebtedness; Decline of Indian Industries, British Industrial Policy, Major Modern Industries and Trade Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO2
III 15 Hours	Cultural Developments: Indian Renaissance of 19 th Century; The New Education; Emergence of Indian Middle Classes, Caste Organizations and Anti-Caste Movements Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO3
IV 15 Hours	Growth of Indian Nationalism: Moderates & Extremists; Partition of Bengal and Swadeshi Movement; Revolutionaries; Gandhian movements; Independence & partition Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO4

Suggested Readings:

- Alavi, S. 2002, (eds), *The eighteenth century in India. Vol. 1.* New Delhi: Oxford University Press.
- Amin, S. 1995. *Event, Metaphor, Memory: Chauri Chaura, 1922-1992.* Berkeley: University of California Press.
- Barkawi, T. 2017. *Soldiers of empire.* Cambridge: Cambridge University Press.
- Beverly, E. L. 2015. *Hyderabad, British India, and the World: Muslim Networks and Minor Sovereignty, c. 1850–1950.* Delhi: Cambridge University Press.
- Datta, R. 2000. *Society, economy, and the market: commercialization in rural Bengal, c. 1760-1800.* Delhi: Manohar Publishers & Distributors.
- Dirks, Nicholas B. 2001. *Castes of mind: Colonialism and the making of modern India.* Princeton: Princeton University Press
- Gilmartin, D. 2020. *Blood and water: The Indus river basin in modern history.* University of California Press.
- Guha, R. 1997. *Dominance without hegemony: History and power in colonial India.* Harvard University Press.
- Gupta, C. 2005. *Sexuality, obscenity, community: Women, Muslims, and the Hindu public in colonial India:* Orient Blackswan.
- Marshall, P. J. 2005. (eds.), *The eighteenth century in Indian history: evolution or revolution?.* Delhi: Oxford University Press.
- Singha, R. 2000. *A despotism of law: Crime and justice in early colonial India.* Delhi: Oxford University Press.
- Zamindar, V. F. Y. 2007. *The long partition and the making of modern South Asia: Refugees, boundaries, histories.* New York: Columbia University Press.

Web Resources:

- <https://www.youtube.com/watch?v=WroucvLpRiw>
- <https://www.youtube.com/watch?v=hKGqiAa1LCI>
- <https://www.youtube.com/watch?v=9boyQm-8EVQ>

Modes of Transaction:

- Demonstration
- Lecture
- Self- directed learning
- Group Discussion

Tools Used:

YouTube, Google meet, Telegram

Discipline Elective Course/DEC

Course Code: HIS.510
Course Title: Society and Culture in Ancient India
Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning outcomes: After the completion of this course, the students will be able to

CLO1: Examine the development of Indian society and polity with the passage of time right since the lithic age.

CLO2: Analyze the diversity of the human experience as influenced by geographical location, society, religion, race, ethnicity, cultural traditions, gender and class in ancient India.

CLO3: Critically explain the key historical events or processes that shape individuals and communities.

CLO4: Evaluate the development of language and literature.

Unit/ Hours	Contents	Mapping with CLO
I 13 Hours	Pastoralism and Food Production: Paleolithic, Mesolithic, Neolithic and Chalcolithic Phases: Settlement, Distribution, Tools (Types and Techniques) and Patterns of Exchange. Learning Activities: <i>Seminar presentations, group discussions</i>	CLO1
II 10 Hours	Indian Society in the Vedic and Post Vedic Age: Settlement Patterns, Rural and Urban Culture, Craft Specialization and Social Change; the Concepts of Dharma, Varna, Rita and Sarvadharmasambhava, Development of Yoga and Ayurveda. Learning Activities: <i>Seminar presentations, debates and group discussions</i>	CLO2 & CLO3
III 11 Hours	Language and Literature: Sanskrit Literature: Vedic Corpus (Vedas, Aranyakas, Brahmanas, Upanishads and Vedangas), Samritis, Puranas and Epic; Pali Literature (The Pitakas and the Jatakas); Sangam Literature. Learning Activities: <i>Seminar presentations, group discussions, talks by language experts</i>	CLO4
IV 11 Hours	Religious Practices: Pre-Vedic, Vedic, Shakta, Ganpatyas, Shaiva, Vaishnava, Buddhist and Jain. Learning Activities: <i>Seminar presentations, group discussions, debates</i>	CLO4

Suggested Readings:

Agrawal, D. P. 1984. *The Archaeology of India*, London: Curzon Press.

Agrawal, D.P. and J.S. Kharakwal. 2003. *Bronze and Iron Ages in South Asia*. New Delhi: Aryan Books International.

Agrawal, D. P. and D. K. Chakrabarti. 1979. (eds.), *Essays in Indian Protohistory*. Delhi: B.R. Publishing Corporation, Delhi.

Allchin, F.R., et.al.1995. (eds.), *The Archaeology of Early Historic South Asia*. Cambridge.

Allchins, B and F.R. Allchin. 1982. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.

Allchins, B and F.R. Allchin. 2002. *Origins of a Civilization: The Prehistory and Early Archaeology of India*. New Delhi: Viking Penguin Books.

Bapat, P.V. 1997. *2500 Years of Buddhism*. New Delhi: South Asia Books.

Basham, A. L. 2004. (rept.), *The Wonder That Was India (A survey of the history and culture of the Indian sub-continent before the coming of the Muslims)*. London: Picador an imprint of Pan Macmillan Ltd.

Bhandarkar, R.G.1965.*Vaishnavism, Saivism and Minor Religious Systems*. Varanasi: Asian educational Services.

Bhattacharji, S. 1970. *Indian Theogony*. London: Cambridge University Press.

Chakrabarti, D.K. 2001. *India: An Archaeological History*, Delhi: Aryan Books.

Conze, E. 2006. *Buddhism, its Essence and Development*, rpt. Oxford: Lighting Source Incorporated.

Dasgupta, S.N. and S.K. De. 1947, 1962. *History of Sanskrit Literature*, Vol. I, 2nd ed. Calcutta: University of Calcutta.

Elliot, C. 1962. *Hinduism and Buddhism* Vols. I, II and III. London: Routledge.

Fairservis, W.1971. *The Roots of Ancient India*. Delhi: Macmillan.

Gupta, S.P. and B.B. Lal 1984. (eds.), *Frontiers of the Indus Civilization*. Delhi: Books and Books.

Gururajarao, B. K. 1981. *The Megalithic Culture in South India*. Mysore:University of Mysore.

Gonda, J. 1965. *Aspects of Early Visnuism*. Delhi: Motilal Banarsidass.

Hinuber, V. O. 2000. *A Handbook of Pali Literature* (Indian Philology and South Asian Studies, 2). New York: Verlag Walter de Gruyter GmbH & Co KG.

Jain, V.K. 2009. *Prehistory and Protohistory of India: An Appraisal*. New Delhi: D.K. Print World.

Jaiswal, Suvira. 1981. *The Origin and Development of Vaisnavism*. New Delhi: Munshiram Manoharlal.

Kaul, S. 2014. (eds.), *Cultural History of Early South Asia*. New Delhi: Orient Blackswan.

Keith, A. B. 1996. *A History of Sanskrit Literature*, rpt. Delhi: Motilal Banarasidass.

Krishnamachariar, M. 1989. *History of Classical Sanskrit Literature*. Delhi: Motilal Banarasidass.

Lal, B. B. 1997. *The Earliest Civilization of South Asia*. Delhi: Aryan Books International.

Leshnik, L.S.1974. *South Indian Megalithic Burials*. Wiesbaden F. Steiner, Hamburg.

MacDonell, A. A. 1972. *History of Sanskrit Literature*. New Delhi: Kessinger Publishing.

Malik, S.C.1968. *Indus Civilization: The Formative Period*. Simla: IAS

- Meadow, R. H. 1991. *Harappan Excavations, 1986-90: A Multidisciplinary Approach to Third Millennium Urbanism*, Madison.
- Murti, T. R.V. 2008. *The Central Philosophy of Buddhism*, rpt. New Delhi: Munshiram Manoharlal.
- Pande, G.C. 1999. *Studies in the Origins of Buddhism*, 4th ed. Delhi: Motilal Banarsidass.
- Possehl, G. 1979. *Ancient Cities of the Indus*. New Delhi: Vikas Publishers.
- Ratnagar, S.2001. *Understanding Harappa*. New Delh: Tulika.
- Ratnagar, S.2000. *The End of the Great Harappan Tradition*. New Delhi: Manohar.
- Roy, T.N.1982. *The Ganges Civilization*. New Delhi: Ramanand Vidya Bhawan
- Thapar, R. 2003. *The Penguin History of Early India: From the Origins to AD 1300*. New Delhi: Penguin Books India.
- Tripathi, V. 1975. *The Painted Grey Ware*, Concept. Delhi. Publisher Corporation.
- Tripathi, V.2008. *History of Iron Technology in India*. New Delhi: Rupa and Infinity Foundation.
- Warder, A.K.1972. *Indian Kavya Literature*, Vol. 1. Delhi. Motilal Banarsidass.
- Warder, A.K.1970. *Indian Buddhism*. Delhi: Motilal Banarsidass.
- Wheeler, R.E.M.1968. *The Indus Civilization*. Cambridge: Cambridge University Press, Archive.
- Wright, R. 2010. *The Ancient Indus*. Cambridge: Cambridge University Press.
- Zvelebil, K. V. 1974. *A History of Indian Literature Vol. X: Tamil Literature*, Wiesbaden: Otto Harrassowitz.

Web Resources:

- <https://youtu.be/NWNBoRuFREM>
- <https://youtu.be/hd3hf0MYjYY>
- https://youtu.be/6_yuhy48hPw
- <https://youtu.be/bKtrukMlgwQ>
- <https://youtu.be/B2I023nM24o>
- <https://youtu.be/Bi1c2dlv9X0>
- https://youtu.be/5_eB9NTcF4c
- <https://youtu.be/HHXkAHzQrIg>
- <https://youtu.be/tnKMoSFhqko>
- <https://youtu.be/DFsge4VRCi8>

Modes of Transaction:

- Lecture cum Demonstration
- Self-Learning
- Flipped learning
- Focused Group Discussion
- Historical Visits
- Dramatization

Tools Used:

PPT, YouTube, Google Drive, Google Classroom

Course Code: HIS.575
Course Title: Economic History of Colonial India
Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning outcomes: At completion of the course, the students will be able to

CLO1: Explain different terms and concepts in Indian history.

CLO2: Develop a deep understanding of various issues in Indian history.

CLO3: Compete at state and national level competitive examination.

Unit/ Hours	Contents	Mapping with CLO
I 8 Hours	Commerce with Europe through Dutch, English and French companies: A trade revolution; Impact of British rule on Indian economic structure Learning activities: <i>Seminar presentations, debates and discussions, team learning</i>	CLO1 & CLO2
II 7 Hours	Land revenue settlements in British India: The Permanent Settlement, Ryotwari Settlement, Mahalwari Settlement and consequences; Famine and poverty in the rural domain Learning activities: <i>Debates and discussion, seminar presentations</i>	CLO1 & CLO2
III 7 Hours	Economic impact of the revenue arrangements; Commercialization of agriculture; Rise of landless agrarian labourers; Impoverishment of the rural society Learning activities: <i>Self-learning and classroom discussion.</i>	CLO2 & CLO3
IV 8 Hours	Dislocation of traditional trade and commerce; De-industrialization; Decline of traditional crafts; Drain of wealth; Railroad and communication network including telegraph and postal services Learning activities: <i>Self-learning and classroom discussion.</i>	CLO2 & CLO3

Suggested Readings:

Bagchi, A. K. 2000. *Private Investment in India 1900-1939*. Cambridge: Cambridge University Press.

Bardhan, P. K. 1984. *Land, Labor and Rural Poverty: Essays in Development Economics*. Delhi: Oxford University Press.

- Blyn, G. 1966. *Agricultural Trends in India 1891-1947: Output, Availability, and Productivity*. Philadelphia: University of Pennsylvania Press.
- Datta, K. K. 1964. *Dawn of Renascent India*. Bombay: Allied Publisher.
- Davis, K. 1951. *The Population of India and Pakistan*. Princeton: Princeton University Press.
- Dutt, R. C. 1906. *Economic History of India in the Victorian Age 1837-1901*. Kegan Paul.
- Guha, R. 1963. *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*. Paris: Mouton & Co.
- Mark, B. J. 1974. *Clive of India*. Constable & Robinson Limited.
- Mill, J. S. 1840. *The History of British India*. London: James Maden.
- Stokes, E. 1959. *The English Utilitarians and India*. Clarendon Press.

Web Resources:

- https://youtu.be/gQF03NnNX_w
- https://youtu.be/vFGUIAQZH_A
- <https://youtu.be/qhT1zSdRRvg>

Modes of Transaction:

- Lecture cum Demonstration
- Problem solving approach
- Self-Learning
- Group Discussion

Tools Used:PPT, Video, Google meet, NPTEL

Course Code: HIS.525
Course Title: Society and Culture in Medieval India
Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning outcomes: Students will be able to

CLO1: Examine the diversity of Indian medieval society

CLO2: Critically analyze the evolution of social-cultural traditions over a passage of time

CLO3: Perceive the dynamic character of medieval society and its structure

CLO4: Explain the religious traditions and developments of sects during this time

CLO5: Discuss various administrative and economic terms of medieval India

CLO6: Examine various Literary traditions introduced by the emergence of Delhi Sultanate

Unit/ Hours	Contents	Mapping with CLO
I	Indian Society as perceived in Al Bruni’s Kitab-ul-Hind; Urban	CLO1, CLO6,

12 Hours	<p>Revolution; Ulema and Nobility; mystical traditions and establishment of Chishtiya and Suhrawardi order.</p> <p>Learning Activity:<i>Discussions on various sources to construct medieval history, Book review on Kitab-ul-Hind, Debate, visiting nearby Sufi Shrines and observing their relations with their social surrounding</i></p>	CLO4 & CLO3
II 10 Hours	<p>Persian literature through Amir Khusrau's Masnavis; social interaction as perceived through Sufi Tazkiras, Education and Learning under Sultanate</p> <p>Learning Activity:<i>Discussion on various aspect of Amir Khusrau's Poetry, presentations and Visiting Sufi Dargahs</i></p>	CLO2, CLO3 & CLO6
III 11 Hours	<p>Social-religious Outlook of Abu Fazal; Jahangir Interaction with the Jogis; Shaikh Ahmad Sirhindi; Dara Shikoh and his works with reference to his Vedantic Learning.</p> <p>Learning Activity:<i>Visit to Museum, Archive, Deras of Jogis, Class discussion on ideology of both Abu Fazal and Shaikh Ahmad Sirhindi</i></p>	CLO2, CLO4 & CLO3
IV 12 Hours	<p>Bhakti Traditions: Impact of Adi Shankaracharya's Philosophy; Shaiva, Shakta and Vaishnava; Kabir and his social outlook; Mira a voice of dissent; Sant Ravidas and Guru Nanak. Hindu influence on Sufi Thought.</p> <p>Learning Activity:<i>Charts on Bhakti Saints, Studying Female Saints, Discussion on various schools of Bhakti</i></p>	CLO3, CLO4, CLO5

Suggested Readings:

- Alam, M. 1988. *Crisis of Empire in Mughal North India: Awadh & the Punjab, 1707–48*. Delhi: Oxford University Press
- Dale, S. F. 2009. *The Muslim Empires of the Ottomans, Safavids and Mughals*. Cambridge University Press: Cambridge
- Ernst, C. 2004. *The Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Centre*. New York: Oxford University Press.
- Eaton, Richard M. 1993. *The Rise of Islam and the Bengal Frontier*, Berkeley: University of California Press.
- Friedman, Y. 1971. *Shaikh Ahmad Sirhindi, An Outline of his Thoughts and a Study of his Image in the Eyes of Posterity*. Karachi: Oxford University Press.
- Habib, I. 1982 *Atlas of the Mughal Empire*. Delhi: Oxford University Press.
- Markovits, C. 2004. (eds.), *A History of modern India, 1480-1950*. London: Anthem Press.
- Majumdar, R. C., Bharatiya Vidya Bhavan and Bhāratīya Itihāsa Samiti. 1969. *The history and culture of the Indian people*: London: G. Allen & Unwin.

- Nizami, K. A. 2002. *Some Aspects of Religion and Politics during thirteenth and fourteenth Century India*. Delhi: Oxford University Press.
- Rizvi, S. A. A. 1993. *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries*. Delhi: Munshiram Manoharlal.
- Richards, J. F. 1995. *The Mughal Empire, The New Cambridge History of India*. Cambridge: Cambridge University Press.
- Trimingham, J. S. 1971. *The Sufi Orders of Islam*. London: Oxford University Press.

Web Resources:

- <https://www.youtube.com/watch?v=2fXt9SIKCgI>
- https://www.youtube.com/watch?v=PMoHabo_XQs
- <https://www.youtube.com/watch?v=iKQbCXDOp4c>
- <https://www.youtube.com/watch?v=FbeoOoKVPsY>
- <https://youtu.be/KH-pCuXxNkw>

Modes of Transaction:

- Lecture cum Demonstration
- Self-Learning
- Flipped learning
- Focused Group Discussion
- Historical Visits
- Dramatization

Tools Used:

PPT, YouTube, Google Drive, Google Classroom

Course Code: HIS. 518

**Course Title: Religious Reform Movements in Medieval India
(8th-18th Century)**

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning outcomes: Students will be able to

CLO1: Understand the background of Bhakti movement.

CLO2: Identify the main socio-economic, political and religious factors for the rise of Bhakti movement.

CLO3: Understand the importance of the acharyas to spread Bhakti movement in north India.

CLO4: Analyze the role of Bhakti women or male saints and will list the main popular branches of the movement.

CLO5: Analyze the main characteristic features of the bhakti movement and learn about the influence of bhakti on Islam and other traditions.

Unit/ Hours	Contents	Mapping with CLO
I 10 Hours	Bhakti movement: Origin theories, Bhakti movement in South India. Learning Activities: <i>Debates and group discussions, seminar presentations</i>	CLO1
II 13 Hours	Acharya tradition, Monotheistic movements in North India, Vaishnava Bhakti movement in North, Western, Eastern and South India. Learning Activities: <i>Debates and group discussions, seminar presentations</i>	CLO2 & CLO3
III 10 Hours	Bhakti Women Saints, male saints and question of patriarchy in Bhakti movement. Learning activities: <i>Debates and group discussions, seminar presentations</i>	CLO3& CLO4
IV 12 Hours	Influence of other traditions and Movements. Nathpanthi Movement, Sikhism, Islam & Sufis. Learning activities: <i>Group discussions, seminar presentations, field visits of nearby sites and shrines</i>	CLO5

Suggested Readings:

- Alston, A. J. 1980 *The devotional Poems of Mirabai*. New Delhi: Motilal Banarsidas.
- Altekar, A.S. 1956. *The Position of Women in Hindu Civilization*. Banaras: Motilal Banarsidas Publisher.
- Bhandarkar, R.G. 1982. *Vaishnavism, Saivism and Minor religious systems*, (first published in 1913). Poona: Bhandarkar Oriental Research Institute, Champaklaxmi, R. Religion, Tradition, and Ideology: Pre-colonial South India. Delhi: Oxford University.
- Hardy, Friedhelm. 1983. *Virah Bhakti-The early history of Krishna devotion in South India*. New York: Oxford University.
- Hawley J. S. 2005. *Three Bhakti Voices: Mirabai, Surdas, and Kabir in Their Time and Ours*. New Delhi: Oxford University Press.
- Wilson, H. H. 1846. *Sketch of the religious sects of Hindus*. Calcutta: Bishop College Press.
- Pandey, R. 2005. *Religious movements in medieval India: Bhakti, Creation of alternative spaces*. New Delhi: Gyan Publishing House.
- Pande, S. 1989. *Medieval Bhakti Movement*. Meerut: Kusumanjali Prakasha.

Web Resources:

- <https://youtu.be/8ZxG22xgoAA>
- <https://youtu.be/tQGeRRD1IVI>
- <https://youtu.be/0SxLccP3W4k>
- <https://youtu.be/tFCIKGIIYbs>

Modes of Transaction

- Lecture
- Demonstration
- Group discussion
- Narratives
- Students centric presentations and discussions on specific topics

Tools Used:

PPT, Video, Google Drive

Course Code: HIS.530
Course Title: History of South India
Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning outcomes: Students will be able to

CLO1: Interpret the sources of South Indian history in right perspective to construct the balanced approach towards the understanding of ancient India.

CLO2: Examine the socio-economic and political forces that shaped the ancient age in South Indian history.

CLO3: Develop the analytic skill to analyze and compare the earliest empires in South India with the contemporary empires in the world.

CLO4: Evaluate the development of human society and polity with the passage of time across the world generally and in Indian context particularly.

Unit/ Hours	Contents	Mapping with CLO
I 12 hours	Sources of South Indian History (Literature; Archaeology, Numismatic, Epigraphy); The Cholas: Political Structure and Economic Developments; Administration with Special Reference to the Local Self Government. Learning Activities: <i>Seminar presentations, group discussions, debates</i>	CLO1
II 10 hours	The Pandyas: Political Developments; The Sangam Age; Economic Structures (Agriculture, Craft and Industry, Internal and External Trade); Structure of the Society. Learning Activities: <i>Seminar presentations, group discussions</i>	CLO2

III 13 hours	The Pallavas; The Chalukyas of Kalyani and The Eastern Chalukyas: Political Structure; Social and Economic Developments (Agriculture, Craft and Industry, Internal and External Trade) Learning Activities: <i>Seminar presentations, group discussions</i>	CLO3
IV 10 hours	The Rashtrakutas: Political Developments under the Rashtrakutas; Progress in Economy (Agrarian structure, craft and industry, inland and overseas trade); Structure of the Society. Learning Activities: <i>Seminar presentations, group discussions</i>	CLO4

Suggested Readings:

- Altekar, A.S. 1967. *Rashtrakutas and Their Times*. Poona: Oriental Book Agency.
- Balambal, V. 1978. *Feudatories of South India 800-1070*. Allahabad: Chug Publications.
- Champakalakshmi, R. 2006. *Trade, Ideology and Urbanization: South India, 300 BC to AD 1300*. New Delhi: Oxford University Press
- Champakalakshmi, R. 2011. *Religion, Tradition and Ideology: Pre-Colonial South India*. New Delhi: Oxford University Press
- Gopal, B. R. 1994. *The Rashtrakutas of Malkhed: Studies in Their History and Culture*. Mysore: Geetha Book House
- Gopalan, R. 1928. *Pallavas of Kanchi*. Madras: University of Madras.
- Gurukkal, R. 2010. *Social Formations in Early South India*. New Delhi: Oxford University Press.
- Karashima, N. 2009. *South Indian Society in Transition Ancient to Medieval*. New Delhi: Oxford University Press.
- Karashima, N. 2014. *A Concise History of South India: Issues and Interpretations*. Delhi: Oxford University Press.
- Lockwood, M. 1990. *Mamallapuram and the Pallavas*, Christian Literature Society
- Madan, A. P. 1982. *The History of the Rashtrakutas*. Harman Publishing House.
- Mahalingam, T. V. 1969. *Kanchipuram in Early South Indian History*. Madras: Asia Publishing House.
- Majumdar, R. C. 1955. *History and Culture of Indian People*, Vols. IV, V. Bombay: Bhartiya Vidya Bhavan.
- Minakshi, C. 1977. *Administration and Social Life under the Pallavas*. Madras: University of Madras.
- Mishra, J. 1992. *Social and Economic Conditions under the Imperial Rashtrakutas*. New Delhi: South Asia Books.
- Rao, M. S. Nagaraja. 1978. (ed.) *The Chalukyas of Badami (Seminar Papers)*. Bangalore: Mythic Societ.
- Sastri, K. A. N. 1997. *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, 7th ed. Delhi: Oxford University Press.
- Sastri, K. A. N. 1955. *The Colas*. Madras: University of Madras.

Sastri, K. A. N. 1974. *The Pandyan Kingdom*, 2nd ed. London: Luzac and Company.
 Subrahmanian, T. N. 1967. *The Pallavas of Kanchi in South East Asia*. Madras: Swadesamitran.
 Subbarayalu, Y. 2012. *South India Under the Cholas*. New Delhi: Oxford University Press.
 Veluthat, K. 2009. *The Early Medieval in South India*. New Delhi: Oxford University Press.
 Venkataramanayya, N. 1950. *The Eastern Chalukyas of Vengi*. Madras: Vedam Venkataraya Sastry and Bros.

Web Resources:

- <https://youtu.be/e2txmXs4Sxc>
- https://youtu.be/5M3LgkONC_Y
- <https://youtu.be/mEj044E5lp8>
- <https://youtu.be/RWKILeN6Rls>

Modes of Transaction:

- Lecture cum demonstration
- Self-learning
- Panel discussion
- Problem solving approach
- Team learning

Tools Used:

PPT, YouTube Video, Google meet, NPTEL

Course Code: HIS. 555
Course Title: Thinkers of India
Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning outcomes: Students will be able to

CLO1: Critically examine the socio-economic and political forces that shaped the pre-modern and modern period in Indian history.

CLO2: Elaborate writings of important figures of pre-modern and modern India

CLO3: Interpret the ideas of modern Indian leaders on contemporary issues

CLO4: Analyze the unparalleled contribution of the prominent leaders in the development of Indian freedom movement as well as bringing socio-political change.

CLO5: Evaluate the significance of the movements initiated by the distinguished leaders which were instrumental in shaping Indian history particularly in the Colonial period

Unit/ Hours	Contents	Mapping with CLO

I 12 Hours	Dr. BR Ambedkar & Jyotiba Phule Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO1
II 11Hours	Bhagat Singh & Subash Chandra Bose Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO2
III 11 Hours	Madan Mohan Malviya & VD Savarkar Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO2 & CLO3
IV 11 Hours	Raja Rammohan Roy & Swami Vivekanada Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO4 & CLO5

Suggested Readings:

- Ambedkar, B. R. 2014. *The Annihilation of Caste*. London: Verso.
- Bose, Subhash. 2018. *The Indian Struggle*. Delhi: Abhishek Publications
- Chaman Lal, C. 2019. (eds.), *The Bhagat Singh Reader*. Delhi: Harper Collins.
- Deshpande, G.P. 2010. *Selected writings of Jotirao Phule*. Delhi: LeftWord Books.
- Devi, Mahashweta. 2000. *The Queen of Jhansi* (original *Jhansi Rani* in Bangla). Kolkata: Seagull.
- Gandhi, M.K. 1921. *Hind Swaraj*. Madras: M. Ganesan & Co.
- Golwalkar, M.S. 2000. *Bunch of Thoughts*. Delhi: Rashtriyotthan Sahitya.
- Grewal, J.S. 2017. (eds.), *Master Tara Singh in Indian History*. Delhi: Oxford University Press.
- Malviya, M. M. n.d. *Speeches and Writings*. Madras: G.A. Natesan & Co.
- Nehru, J.L. 1946. *The Discovery of India*. Calcutta: Signet Press.

Web Resources:

- <https://www.youtube.com/watch?v=dBX1QDzUH4E>
- <https://www.youtube.com/watch?v=cns0ZgFhnFk>
- <https://www.youtube.com/watch?v=lPsZLK540Cg>
- <https://www.youtube.com/watch?v=gkjo9GWffeQ>

Modes of Transaction:

- Lecture
- Seminar
- Group Discussion
- Demonstration

Tools Used:

PPT, YouTube Video, Google meet, NPTEL

SEMESTER- II

Course Code: HIS.554
Course Title: Medieval Punjab (c.1000 to c.1700)
Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning outcomes: After completion of the course, the students will be able to

CLO1: Examine the primary sources of medieval Punjab; the Indo-Persian sources of the region create a spatial outlook of the region and its activities.

CLO2: Analyze the importance of this region for the earlier incursions of Ghaznavid and Ghorids armies.

CLO3: Explain the emergence of Delhi sultanate and its consolidation under the Mamluks.

CLO4: Determine the factors leading to the shift in sultanate's attitude towards the region.

CLO5: Discuss the establishment of various Sufi orders in the region and their bearing on the social-cultural milieu.

CLO6: Analyze the political-social and economic structure of 15th century Punjab.

CLO7: Evaluate different religious and mystical traditions of the region.

CLO8: Discuss the rise of Sikh religion and its various traditions in the region along with its impact on the area.

Unit/ Hours	Contents	Mapping with CLO
I/ 15 Hours	Indo-Persian historiography: Alberuni's Kitab-ul-Hind, Minhaj-i-Siraj's Tababqat-i-Nasiri, Ziauddin Barani's Tarikh-i-Firuzshahi; Punjab between Ghaznavid and Ghorids invasions; Emergence and Consolidation of Delhi Sultanate under Ilbaris; Mongol Incursions and formations of regional principalities in Punjab Learning Activities: <i>Class Discussions, Debate on various theories and their context, creating flowcharts on the advent of Islam, presentations on various Arabic and Persian Sources.</i>	CLO1, CLO2, CLO3, CLO4
II/ 15 Hours	Political Strategies of Tughluqs in south-west Punjab: Religious Patronage, Irrigational projects and Matrimonial alliances; Emergence of Sufi Centers: Pakpattan, Multan and Lahore and Hansi; Timur's invasion and its impact on Punjab; Political, Social and Economic developments in 15 th century Punjab Learning Activities: <i>Visit to Sufi Dargahs, Discussion on the Tughlaq policies in Panjab, Charting the Chishti and Suhrawardi Saints of the region</i>	CLO2, CLO3, CLO4, CLO5, CLO7
III/ 15 Hours	Punjab on the eve of Babur's invasion: Role of Zamindars in Politico-Social milieu; Emergence of Qadiris and Naqshbandis and	CLO4, CLO5

	their contribution and impact in Punjab; Mystical Dimensions of Naths and Jogis with special reference to Jhakbhar Learning activities: <i>Debate on the role of Zamirdar and creation of Panjabi Qissas, Mapping Local Sufi Dargahs and Deras</i>	CLO6 CLO7
IV/ 15 Hours	Guru Nanak Dev's Life and Teachings Udisis of Guru Nanak Dev and their impacts; Traditions of Janam Sakhi Writing; Making of Sacred Scripture: Adi Granth; Traditions of Martyrdom in Sikhism Learning activities: <i>Discussion on Janam Sakhi traditions, Debating the ideology of martyrdom, Visiting Local Sikh Shrines</i>	CLO4 CLO5 CLO7 CLO8

Suggested Readings:

- Alhaq, S. 1997. *Forgotten Vision: A Study of Human Spirituality in the Light of the Islamic Tradition*, 2vols. New Delhi: Vikas Publishing House.
- Ashraf, K. M. 1959. *Life and Conditions of the People of Hindustan*. Delhi: Jiwan Prakashan.
- Chandra, S. 2003. *Medieval India: From Sultanate to the Mughals*, 2 Vols. New Delhi: Har Anand Publications (Reprint), New Delhi, 2003.
- Eaton, R. M. 2000. *Essays on Islam and Indian History*. New Delhi: Oxford University Press.
- Elias, J. 2001. *Sufism and Islamic Society*. Cambridge: Cambridge University Press.
- Ernst, C. W. 1997. *The Shambhala Guide to Sufism*. Boston: Shambhala Publications.
- Fenech L. 2005. *Martyrdom in Sikh Traditions*. New Delhi: Oxford University Press.
- Habib, M. and K. A. Nizami (eds.). 1992. *Comprehensive History of India: The Delhi Sultanate (A.D 1206-1526) Vol.5*. Aligarh: People's Publishing House.
- Hardy, P. 1982. *Historians of Medieval India*, Westport, Connecticut.
- Goswami, B. N, and J.S. Grewal. 1967. *The Mughals and the Jogis of Jakhbar*. Simla: Indian Institute of Advanced Study.
- Grewal, J.S. 1998. *Guru Nanak in History*. Chandigarh. Panjab University Publication Bureau.
- Kumar, S. 2010. *The Emergence of the Sultanate: 1192-1286*. New Delhi: Permanent Black.
- Mcleod, W. H. 2007. *Essays in Sikh History, Tradition and society*. New Delhi: Oxford University Press.
- Mann, G. 2001. *Making of Sikh Scripture*. USA: Oxford University Press.
- Nizami, K. A. 2002. *Some Aspects of Religion and Politics in India during the Thirteenth Century*. New Delhi: Oxford University Press.
- Rizvi, S. A. 1978. *A History of Sufism in India*, 2 vols. New Delhi: Munshiram Manoharlal.
- Singh, S. and I. D. Gaur, (eds.). 2009. *Sufism in Punjab: Mystics, Literature and Shrines*, New Delhi, Aakar Books.
- Singh, S. 2019. *Making of Medieval Punjab: Politics, Society and Culture c.1000-c.1500*. New Delhi: Manohar Publishers.
- Wink, A. 1990. *Al-Hind, The Making of Indo-Islamic World: Early Medieval India and the Expansion of Islam, Seventh to Eleventh Centuries*, vol.1, Brill, Leiden.

Web Resources:

- <https://www.youtube.com/watch?v=2fXt9SIKCgI>
- https://www.youtube.com/watch?v=PMoHabo_XQs
- <https://www.youtube.com/watch?v=iKQbCXDOp4c>
- <https://www.youtube.com/watch?v=FbeoOoKVPsY>
- <https://youtu.be/KH-pCuXxNkw>
- <https://www.jstor.org/>
- https://www.youtube.com/watch?v=fyDq_fVAkoA

Modes of Transaction:

- Lecture cum Demonstration
- Self learning
- Team learning
- Seminar
- Group Discussion
- Reflective Enquiry

Tools Used:

PPT, Video, Google

Course Code: HIS.551
Course Title: History of Nationalism
Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning Outcome: On completion of this course, students will be able to:

CLO1: Analyze nationalism in different perspectives.

CLO2: Evaluate theoretical definitions of nationalism.

CLO3: Critically examine inter-relations between various forms of nationalism in South Asia in general and the varieties of nationalism in Indian context in particular.

CLO4: Evaluate the creative and constructive forces of nationalism.

CLO5: Elaborate the changing perspectives of nationalism in India and across the globe.

CLO6: Create sensibility towards the integrity of Indian nation as well as the world order.

Unit/ Hours	Contents	Mapping with CLO
I 15 Hours	Theories and Concepts of Nationalism: Primordialism, Modernism, Ethno-Symbolism, Banal Nationalism, Gender and Nation. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
II	Nation and State in India: Social and Economic basis of Indian	CLO1

15 Hours	Nationalism; early Nationalists, Assertive Nationalists and Revolutionaries. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	&CLO2
III 15 Hours	Shades of Nationalism in India: Muslim, Hindu, Secular, Communist/Marxist; Nationalism and Regionalism; Nationalism and Caste Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
IV 15 Hours	Comparisons with extra-Indian Nationalisms: Cases of Middle East, Russia and Latin America Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2

Suggested Readings:

- Chandra, B. 2008. *India since independence*. London: Penguin.
- Chandra, B. 2008. *Communalism in modern India*. Har Anand Publications.
- Das, S. 1991. *Communal riots in Bengal, 1905-1947*. Delhi: Oxford University Press.
- Desai, A. R. 1979. *Peasant Struggles in India*, Delhi.
- Desai, A. R. 2005. *Social Background of Indian Nationalism (6Th-Edn)*. Bombay: Popular Prakashan.
- Dhanagare, D. N. 1983. *Peasant Movements in India 1920-50*. Delhi: Sage Publications.
- Guha, R. 1999. *Elementary Aspects of Peasant Insurgency in Colonial India*. London: Duke University Press.
- Hardiman, D. 1992. *Peasant Resistance in India 1858-1914*. New Delhi: Oxford University Press.
- Hobsbawm, E. J. 'Peasants and Peasant Politics', *Journal of Peasant Studies*, (1973), Vol. I, Oct.
- James, S. 1991. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*, USA: Yale University Press.
- Kohli, A. 1987. *The State and Poverty in India: The Politics of Reform*. Cambridge: Cambridge University Press.
- Panikkar, K. N. 1980. *National and Left Movements in India*. California: University of California Press.
- Sarkar, S. "Orientalism Revisited: Saidian frameworks in the writing of modern Indian history." *Oxford Literary Review*, (1994),16.1, pp. 205-224.
- Shahid A., 'Agrarian Base of Nationalist Agitations in India: A Historiographical Survey'in Stokes, E. 1978. *The Peasant and the Raj, Studies in Agrarian Society and Peasant Rebellion in Colonial India*. Cambridge: Cambridge University Press.

Web Resources:

- <https://ieres.elliott.gwu.edu/project/modis-india-hindu-nationalism-and-the-rise-of-ethnic-democracy/>
- https://www.youtube.com/watch?v=RcYT_C002iE
- <https://www.youtube.com/watch?v=021-ofHhFRE>

Modes of Transaction:

- Lecture
- Problem Solving
- Self-Learning
- Case study
- Group discussions

Tools Used:

PPT, Video, Google meet, NPTEL

Course Code: HIS.521
Course Title: Themes in Medieval World
Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning outcomes: On completion of this course, students will be able to:

CLO1:Distinguish the essential features of Medieval world history

CLO2:Examine the development of the feudal society

CLO3:Explain the significance of distinctive forms of political, social, and economic organization as a continuous and coherent process

CLO4:Analyze the significant developments of the era

CLO5:Perceive the key facets of medieval society in Western Europe such as the Catholic Church, feudalism,

CLO6:Evaluate the age of reason and its impact on the rest of the world

Unit/ Hours	Contents	Mapping with CLO
I 15 Hours	Greco-Roman World; Polity and Society; Slave Mode of Production; Germanic Invasions Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO5
II 15 Hours	Rise of Christianity, Collapse of Western Europe and Byzantine Empire; Rise of Islam Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO2 & CLO5
III	Feudalism and its Features; Agriculture technology and crop	CLO3

15 Hours	pattern; Textile, building and mining Industries; Expansion of Trade; Emergence of Urban Centres and Mercantile Class. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	&CLO5
IV 15 Hours	Age of Discovery and Renaissance; Reformation and counter-reformation; rise of Nation State and Age of Humanism Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO4, CLO5 & CLO6

Suggested Readings:

- Anderson, P. 1974. *Passage from Antiquity to Feudalism*. London: NLB.
- Bloch, M. 1975. *Feudal Society*, 2 Vols. London. Routledge and Kegan Paul.
- Bulliet. R.1995. *Islam: the View from the Edge*. Columbia: Columbia University Press.
- Crone, P. 2004. *Meccan Trade and the Rise of Islam*. Gorgias Press.
- Cipolla, C. 1976. *Before the Industrial Revolution*, Routledge, London, Cipolla, Carlo, *The Fountana Economic History of Europe: The Middle Ages*. London: Collins/Fontana Books,
- Ganshoff, L.F. 1964. *Feudalis.*, London: Longmans Green and Co. Ltd.
- Hodgett, G. 1964. *A Social and Economic History of Medieval Europe*. London. Methuen and Co.
- Hodgson, M. 1984 . *The Venture of Islam: conscience and history in a world civilization*, vol. 1-2. Chicago: University of Chicago Press.
- Hallaq, B. W. 1994. *The Origins and Evolution of Islamic Law*. Cambridge University Press.
- Roberts, J. M. 2007. *The New Penguin History of the World*, 5th Edition, Penguin Books.
- Pirenne, H. 1958. *Economic and Social History of Medieval Europe*. London: Routledge.
- Silverstein, A. J, and G. G. Stroumsa. 2015. *Abrahamic Religions*, Oxford University Press.
- Spufford, P.1988. *Money and its Use in Medieval Europe*, Cambridge University Press,
- White, L. 1966. *Medieval Technology and Social Change*. London: Oxford University Press.

Web Resources:

- https://www.worldhistory.org/Roman_Empire/
- <https://www.worldhistory.org/Feudalism/>
- <https://www.youtube.com/watch?v=fI1OeMmwYjU>

Modes of Transaction:

- Lecture
- Group discussion
- Learning centric activity
- Self-learning
- Peer learning
- Comparative Analysis
- Classroom Debate

Tools Used:PPT, Video, Google meet, NPTEL

Course Code: HIS.528
Course Title: Themes in Modern World
Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning outcome: At the completion of the course, the students will be able to

CLO1: Analyze the key historical events and processes in world history in the modern times.

CLO2: Compare different societies with one another prior to and during the period of European expansionism.

CLO3: Develop an understanding of broad patterns of change within and among various societies and nations across the world

CLO4: Elaborate how various geographical and environmental spaces have affected the development of forms of economic, political, social, and religious or spiritual organizations.

CLO5: Evaluate the factors that were instrumental for the ascendancy of Europe in the modern times.

Unit/ Hours	Contents	Mapping with CLO
I 15 Hours	Age of Geographical discoveries; Renaissance- its Social Roots; Period of Humanism in Europe; Reformation and Counter Reformation- origin and course Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
II 15 Hours	Economic History of Colonialism: Industrial Revolution in England and its expansion in Europe, Socio-economic Impacts; Rise of new socialistic ideas and movements; Expansion of Trade and Markets; Colonization of Asia, Africa and Latin America Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO2 & CLO3
III 15 Hours	Age of Revolutions: The Glorious Revolution; American War of Independence and the American Constitution; French Revolution and its aftermath; 19 th century European Revolutions Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO2, CLO3 & CLO4
IV 15 Hours	World between two Wars: Imperialism and Colonialism with reference to the World War I; Formation of League of Nations; Events and Aftermaths of the World War II; UNO and its role in international peace Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO4 & CLO5

Suggested Readings:

- Anderson, E. N. 1961. *Modern Europe in World Perspective: 1914 to the Present*. New York: Holt, Rinehart and Winston.
- Anderson M. S. 2003. *The Ascendancy of Europe 1815-1914*, 3rd edition. New York: Routledge.
- Porter, A. 1994. *European Imperialism, 1860-1914*. London: Palgrave Macmillan, London.
- Ashworth, W. 1954. *A Short History of the International Economy, 1850-1950*. London: Longmans.
- Clark, G. 1964. *Early Modern Europe*. Oxford: Oxford University Press.
- Clyde, P. and B. Beers. 1976. *The Far East: A History of Western Impacts and Eastern Responses, 1830-1975*. New Jersey: Prentice Hall.
- Davis, H. A. 1968. *Outline History of the World*. Ed.5. Oxford: Oxford University Press.
- Erich, E. 1964. *Bismarck and the German Empire*. New York: W. W. Norton & Company.
- Gay, P. and J. Garraty (eds.). 1972. *Columbia History of the World*. New York: Harper Row.
- Hinsley, F. H. 1976. (eds.), *Material Progress and World Wide Problems, 1870-1898*. Cambridge: Cambridge University Press.
- Hobsbawm, E. J. 1975. *Age of Empire 1875-1914*. New Delhi: Viking Publishing House.
- Hobsbawm, E. J. 1962. *Age of Revolution 1789-1848*. New Delhi: Viking Publishing House.
- Horowitz, D. 1969. *Imperialism and Revolution*. London: Penguin Press.
- Kennedy, P. 1988. *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*. London: Unwin and Hyman.
- Lefebvre, G. 1962. *The French Revolution Rude, George, Revolutionary Europe*. Columbia: Columbia University Press.
- Lipson, E. 1940. *Europe in the 19th Century and 20th Century*. London: Adam and Charles Black.
- Palmer, R. A. 1982. *A History of Modern World*. New York: McGraw.
- Stavrianos., L. S. 1966. *Readings in World History*, USA: Allyn & Bacon, Inc., Boston.
- Thompson, D. 1966. *Europe since Napoleon*. London: Penguin Books, Middlesex.

Web Resources:

- <https://www.youtube.com/watch?v=alJaltUmrGo>
- <https://www.britannica.com/event/Industrial-Revolution>
- Project Gutenberg, <https://www.gutenberg.org/>

Modes of Transaction

- Lecture cum Demonstration
- Self-Learning
- Focus Group Discussion
- Critical Analysis

Tools Used:

YouTube Videos, Google Drive, Google Classroom, PPT

Discipline Elective Course/DEC

Course Code: HIS.511
Course Title: Art and Architecture in Ancient India
Total Hours: 45

L	T	P	Cr
3	0	0	3

Course learning outcome: After the completion of this course, the students will be able to

CLO1: Categorize the distinct features of ancient Indian art and architecture.

CLO2: Analyze the details of architectural art of India.

CLO3: Differentiate the regional variation in the temple architecture in ancient India with special reference to Nagara, Dravida and Vesara styles.

CLO4: Evaluate the richness of Indian culture through its expression in art.

Unit/ Hours	Contents	Mapping with CLO
I 12 Hours	Early Forms of Architecture: Indus Art and Architecture (with special reference to Mohenjodaro, Harappa, Lothal, Kalibangan and Dholavira); Mauryan Architecture (Mauryan palace, pillars and caves). Learning Activities: <i>Seminars, Team discussions, analysis of archaeological reports</i>	CLO1 & CLO2
II 10 Hours	Temple Architecture: Evolution of Temples under Guptas (Sanchi, Deogarh and Bhitari); Nagara Style: Odishan Temple Architecture (Lingaraja, Konark and Jagannath temples); Khajuraho Temples (Lakshman, Vishvanath and Kandriya Mahadeva temples). Learning Activities: <i>Seminars, debates and group discussions, watching videos of concerned temples</i>	CLO2 & CLO3
III 12 Hours	Temple Architecture: Evolution of Temples under Guptas (Sanchi, Deogarh and Bhitari); Nagara Style: Odishan Temple Architecture (Lingaraja, Konark and Jagannath temples); Khajuraho Temples (Lakshman, Vishvanath and Kandriya Mahadeva temples). Learning Activities: <i>Seminars presentations, debates and group discussions, watching videos of concerned temples</i>	CLO2 & CLO3
IV 11 Hours	Temple Architecture: Dravida Style: Temples of Pallavas (Kailasanatha, Vaikunthaperumal temples) and Cholas (Koranganatha, Brihadeshvara, Airavateshvara); Vesara Style: Chalukyas (Doda Basapa, Kashi Vishvesvara); Hoyasalas (Chennakesava, Hoysalesvara).	CLO2, CLO3 & CLO4

	Learning Activities: <i>Seminars presentations, debates and group discussions, watching videos of concerned temples</i>	
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Suggested Readings:

- Acharya, P. K. 1996. *Indian Architecture According to Manasara*. New Delhi: Oxford University Press.
- Agrawala, P. K. 1981. *Gupta Temple Architecture*. Varanasi: Prithvi Prakashan.
- Agrawala, V. S. 1965. *Evolution of the Hindu Temple and other Essays*. Varanasi: Prithvi Prakashan.
- Agrawala, V. S. 1965. *Indian Art*. Vaanasi: Prithvi Prakashan.
- Agrawala, V. S. 1964. *Heritage of Indian Art*. Delhi: Publications Division, Delhi.
- Agrawala, V. S. 1977. *Indian Art*. Varanasi: Prithivi Prakashan.
- Agrawala, V. S. 1948. *Gupta Art, U.P.* Lucknow: Historical Society.
- Bajpai, K. D. 1991. *Five Phases of Indian Art, Rajasthan*. Jodhpur: Vidya Prakashan.
- Banerji, A. 1993. *Indian Terracotta Art*. Delhi: South Asia Books.
- Craven, R. C. 2006. *Indian Art: A Concise History*. London: Thames and Hudson.
- Dehejia, V. 2006. *Chola: Sacred Bronzes of Southern India*. London: Royal Academy of arts.
- Dehejia, V. 1972. *Early Buddhist Rock Temples: A Chronology*. London: Cornell University Press.
- Desai D. 2001. *Khajuraho: Monumental Legacy*. New Delhi: Oxford University Press.
- Deva, K. 1995. *Temples of India*, 2 Vols. New Delhi: Aryan International.
- Deva, K. 2000. *Temples of North India*. New Delhi: National Book Trust India.
- Donaldson, T. 2003. *Konark: Monumental Legacy*. New Delhi: Oxford University Press.
- Goetz, H. 1964. *India: Five Thousand Years of Indian Art*. Vol. 1. London: Methuen.
- Hardy, A. 1995. *The Karnataka Dravida Tradition: Development of Indian Temple Architecture in Karnataka 7 to 13 Centuries*. New Delhi: Abhinav Publication.
- Harle, J. C. 1994. *The Art and Architecture of the Indian Subcontinent*. UK: Yale University Press.
- Harle, J.C. 1996. *Gupta Sculpture*. New Delhi: Munshiram Manoharlal.
- Huntington, S. L. 1985. *The Art of Ancient India: Buddhist, Hindu Jain*. Japan: Weather Hill.
- Mishra, R. N. 2014. *Outline of Indian Art: Architecture, Painting, Sculpture dance and drama: Selection from Harappan to Modern*, New Delhi: IAS in association with Aryan Books.
- Michael, D. M. 1986. *Encyclopedia of Indian Temple Architecture: South India, Upper Dravidadesa. Early Phase*, 2 Vols. Pennsylvania: University of Pennsylvania Press.
- Ray, N. 1965. *Maurya and Sunga Art*. Calcutta: Indian Studies.
- Rowland, B. 1971. *The Art and Architecture of India: Buddhist, Hindu and Jain*. London: Puffin Publishers.

Modes of Transaction:

- Lecture cum demonstration
- Seminar
- Presentation

- Audio-Visual
- Illustration

Web Resources:

- <https://www.youtube.com/watch?v=iQzIQB--BgQ>
- <https://youtu.be/wsLFfLrY67I>
- <https://youtu.be/r12rZnc0z7Y>
- <https://youtu.be/lS6klrxBrk>
- https://youtu.be/PgGmCQ_rXq0
- <https://youtu.be/1d3gKQZZNhk>
- <https://youtu.be/X3SzAw-ad3g>
- <https://youtu.be/bsH1XYYnutA>
- <https://youtu.be/RLKH1OIEKO4>
- <https://youtu.be/XenJPoh59po>
- <https://youtu.be/L8pTnjVItBU>
- <https://youtu.be/wRsCLb7C4gM>
- <https://youtu.be/YChGBujBqAA>
- https://youtu.be/_wqR3poDzik

Tools Used:

YouTube Videos, Google Drive, Google Classroom, Animations, PPT

Course Code: HIS.526

Course Title: Art and Architecture in Medieval India

Total Hours: 45 Hours

L	T	P	Cr
3	0	0	3

Course Learning outcomes: At completion of the course the student will be able to:

CLO1: Examine various features of sultanate architecture

CLO2: Analyze the traditions of temple architecture in medieval construct

CLO3: Interpret the processes of production, trade and economy

CLO4: Evaluate Mughal painting traditions and its regional influences

CLO5: Estimate key facets of Mughal architecture style

Unit/ Hours	Contents	Mapping with CLO
I 10 Hours	Early Islamic Architecture: Architecture of Mamluk, Khalji, Tughlaq, Sayyid and Lodi dynasties; Temple Architecture. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1

II 11 Hours	Indian Textiles: Centers of Productions, Patterns of Trade and Distribution, Role of State, Position of Artisans and Merchants, Contribution to Economy. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO2 & CLO3
III 12 Hours	Fine Arts: Major Schools of Paintings: Mughal, Rajasthani, Pahari, Garhwali; Development of Music. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO3
IV 12 Hours	Mughal Architecture: Mosques, Tombs, Forts, Palaces, Public and Utilitarian Buildings, Gardens. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO4

Suggested Readings:

- Asher, C. B. 1992. *Architecture of Mughal India*, The New Cambridge History of India, 1,4 .New York: Cambridge University Press.
- Asher, C. B. 1991. "Babur and the Timurid Char Bagh: Use and Meaning." In *Mughal Architecture: Pomp and Ceremonies*. Genzano di Roma, Italy: Islamic Environmental Design.
- Archer, M. 1980. *Early Views of India: The Picturesque Journeys of Thomas and William Daniell 1786–1794*. London: Cambridge University Press.
- Archer M. 1992. *Company Paintings: Indian Paintings of the British Period*. London: Victoria and Albert Museum.
- Begley, W. E. and Z. A. Desai, 1989. *Taj Mahal: The Illumined Tomb: An Anthology of Seventeenth-Century Mughal and European Documentary Sources*. Edinburg. Cambridge University Press.
- Bokhari, A. 2008. "The 'Light' of the Timuria: Jahan Ara Begum's Patronage, Piety, and Poetry in 17th Century Mughal India". Marg.
- Brand, M. 1993. "Orthodoxy, Innovation, and Revival: Considerations of the Past in Imperial Mughal Tomb Architecture", *Muqarnas* 10. pp. 323-34.
- Brand, M. and G. D. Lowry. 1987. (eds.), *Fatehpur Sikri*, Selected papers from the International Symposium on Fatehpur-Sikri held on October 17-19. Bombay. at Harvard University, Cambridge MA and Sponsored by the Aga Khan Program for Islamic Architecture at Harvard University and the Massachusetts Institute of Technology and the Department of Fine Arts at Harvard University.
- Brown, P. 1979. *Indian Architecture (Islamic Period)*, 6th reprint of the 1956 edition, (Bombay 1975).
- Conner, P. 1979. *Oriental Architecture in the West*. London: Thames and Hudson.
- Fergusson, J. 1972. *History of Indian and Eastern Architecture*, 1876; revised and edited. London.

- Havell, E. B. 1913. *Indian Architecture: Its Psychology, Structure, and History from the First Muhammadan Invasion to the Present Day*, 2nd edition, 1986. London
- Head, R. 1986. *The Indian Style*. London: George Allen and Unwin.
- Holod, R. and H. Khan. 1997. *The Contemporary Mosque*, Rizzoli. New York.
- Jairazbhoy, R. A. 1961. "The Taj Mahal in the Context of East and West: A Study in the Comparative Method", *Journal of the Warburg and Courtauld Institutes*, 24, pp. 59-88.

Web Resources:

- https://www.youtube.com/watch?v=q5Okql_uTbA
- <https://www.youtube.com/watch?v=7PV4nRAHsH8>
- <https://map.sahapedia.org/video/Iconology-of-Indian-Art-and-Sculpture:In-Conversation-with-Devangana-Desai/11121>

Modes of Transaction:

- Lectures and tutorials
- Group Discussion
- Demonstration
- Historical Visits
- Audio Visual Aids
- Illustrations

Tools Used:

PPT, Video, Google drive, Animations, Google classroom

Course Code: HIS.515

Course Title: Indian Sculpture

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning outcomes: On completion of this course, students will be able to:

CLO1: Categorize the distinct features of ancient Indian art and examine the beginning of sculptural art in India.

CLO2: Analyze the details of Mathura and Gandharan schools of art of India.

CLO3: Critically examine the sculptural art of India during the period of Imperial Guptas.

CLO4: Examine the development of sculptural art at its climax under Pallavas and Cholas

CLO5: Evaluate the richness of Indian culture through its expression in art.

CLO6: Inculcate an awareness as well as sense of belongingness and responsibility regarding sculptural heritage of India

Unit/ Hours	Contents	Mapping with CLO
I 12 Hours	Indus Valley and Mauryan Sculptures: Metal, Stone and Terracotta Sculptures of Indus Valley Civilization; Mauryan Capitals and Stone Sculptures. Learning activities: <i>Assignment, class presentations, audio-visuals, group discussions</i>	CLO1
II 12 Hours	Gandhara and Mathura School of Art: Characteristic Features of Buddhist, Jain and Brahmanical Sculptures. Learning activities: <i>Debate on the schools of art, class presentations, audio-visuals, group discussions</i>	CLO2
III 11 Hours	Gupta Sculptures: Main Features of Metal, Stone and Terracotta Sculptures: Important Centers of Gupta Sculptural Art. Learning activities: <i>Seminar. class presentations, audio-visuals, group discussions</i>	CLO3
IV 11 Hours	Pallava and Chola Sculptures: Main Centers of Sculptural Art: Important Features of Stone and Metal Sculptures; Sculptural art as a reflection of Indian Culture. Learning activities: <i>Debate on the different centres of art, seminar. class presentations, audio-visuals, group discussions</i>	CLO4, CLO5 & CLO6

Suggested Readings:

- Agrawala, V. S. 1948. *Gupta Art*. Lucknow: Uttar Pradesh Historical Society.
- Agrawala, V. S. 1964. *Heritage of Indian Art*. Delhi: Publications Division.
- Agrawala, V. S. 1965. *Indian Art*. Varanasi: Prithivi Prakashan.
- Agrawala, P. K. 1966. *Mathura Railing Pillars*. Varanasi: Prithivi Prakashan.
- Bajpai, K. D. 1991. *Five Phases of Indian Art, Rajasthan*. Jodhpur: Vidya Prakashan.
- Banerji, A. 1993. *Indian Terracotta Art*. Delhi: South Asia Books.
- Chandra, M. 1964. *Indian Art*. Bombay: Prince of Wales Museum of Western India.
- Dehejia, V. 2006. *Chola: Sacred Bronzes of Southern India*. London: Royal Academy of arts.
- Harle, J. C. 1996. *Gupta Sculpture*. New Delhi: Munshiram Manoharlal.
- Havell, E. B. 2003. *Indian Sculpture and Painting*. New Delhi: Cosmo Publication.
- Deva, K. 1990. *Temple of Khajuraho*. New Delhi: ASI Govt. of India.
- Gangoly O. C. 1984. *South Indian Bronze: A Historical Survey of South Indian Sculpture with Iconographical notes bases on original sources*, Michigan: University of Michigan Library
- Havell, E. B. 2010. *Indian Sculpture and Painting*. California: University of California Libraries.
- Handa, D. and J. C. Harle. 1996. *Gupta Sculpture*. New Delhi: Munshiram Manoharlal.

- Kramrisch, S. 1981. *Indian Sculpture*, 2 Vols. Delhi: Motilal Banarsidass.
- Kramrisch, S. 2013. *Indian Sculpture: Ancient, Classical, Medieval*. New Delhi: Motilal Banarasidas
- Parimoo R. 2000. *Studies in Indian Sculpture: Regional Genes and Interpretations*. New Delhi: Book and Books.
- Ray, N. 1965. *Maurya and Sunga Art*. Calcutta: Indian Studies.
- Ray, N. 1975. *Maurya and Post-Maurya Art*. Delhi: Indian Council of Historical Research.
- Rosenfield, J. M. 1967. *The Dynastic Art of the Kushanas*. Berkeley: University of California Press.
- Rowland, B. 1960. *Gandhara Sculpture from Pakistan Museums*. New York: Asia Society.
- Saraswati, S. K. 1975. *Survey of Indian Sculpture*, 2nd ed. New Delhi: Munshiram Manoharlal.
- Sharma, R. C. 1994. *The Splendour of Mathura Art and Museum*. New Delhi: D.K. Printworld.
- Sivaramamurti, C. 1977. *The Art of India*. New York: Harry N. Abrams.
- Williams, J. G. 1983. *The Art of Gupta*. New Delhi: Heritage Publishers.

Web Resources:

- <https://youtu.be/sVd3P0dhEL0>
- <https://youtu.be/4jjw9Vxv4s0>
- <https://youtu.be/03WKgwrFrE0>
- <https://youtu.be/xddrgVD7xKo>
- <https://youtu.be/7n0UMkLkFLA>
- <https://youtu.be/BiKQZgAffYs>
- <https://youtu.be/fAKcYR34zuw>
- <https://youtu.be/QbZ1sx300kw>
- <https://youtu.be/wN3bj4ffR8o>
- <https://youtu.be/UVohSPrcUnE>
- <https://youtu.be/kKdNUgM06C0>
- <https://youtu.be/GqYzOhElcEU>

Modes of Transaction:

- Lecture
- Demonstration
- Self learning
- Audio-Visual
- Illustration

Tools Used:

PPT, Video, Google meet, NPTEL

Course Code: HIS.517
Course Title: Indian Iconography
Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning outcomes: On completion of this course, students will be able to:

CLO1: Understand the concept of iconography its scope and importance in history of Indian civilization.

CLO2: Analyze the terminologies and details of the elements of Indian Iconography.

CLO3: Evaluate the richness of Indian culture through its expression in Brahmanical art.

CLO4: Evaluate the richness of Indian culture through its expression in Buddhist and Jain art.

CLO5: Inculcate an awareness as well as sense of belongingness and responsibility regarding Art and Cultural heritage of India

Unit/ Hours	Contents	Mapping with CLO
I 12 hours	Iconography: Definition, Scope and Importance; Antiquity of Image Worship in India Learning activities: <i>Debate, seminar, class presentations, audio-visuals, group discussions</i>	CLO1, CLO2 & CLO5
II 10 hours	Iconographical Terminologies: Brahmanical, Buddhist and Jain Learning activities: <i>Debate on the different centres of art, seminar, class presentations, audio-visuals, group discussions</i>	CLO2
III 12 hours	Brahmanical Deities: Shiva, Vishnu, Ganapati, Shakti, Surya Learning activities: <i>Seminar, class presentations, audio-visuals, group discussions</i>	CLO3
IV 11 hours	Jain and Buddhist Deities: Jain Tirthankaras, Buddha Learning activities: <i>Seminar, class presentations, audio-visuals, group discussions</i>	CLO4

Suggested Readings:

Banerjea, J. N. 2002. *The Development of Hindu Iconography*. New Delhi: Munshiram. Manoharlal,

Bhattacharya, B. 2011. *Indian Buddhist Iconography*. Calcutta: Laurier Books Ltd.

Bhattacharya, B. C. 1998. *Jain Iconography*. Delhi: Motilal Banarasidass.

Bhattacharya, B. C. 2003. *Indian Images. The Brahmanic Iconography, Based on Genetic, Comparative and Synthetic Principle*. New Delhi: Cosmo, Publication.

Bhattacharya, N. K. 1936. *Iconography of Buddhist and Brahmanical Sculpture in the Deccan Museum*, London: Deccan Museum Committee.

Desai, K. 1973. *Iconography of Vishnu*. New Delhi: Abhinav Publishers.

Getty, A. 1978. *The Gods of Northern Buddhism*. New Delhi: Dovers Publications.

Rao, G. 1981. *Elements of Hindu Iconography*, (in 2 volumes). New York: Garland Publications.

Web Resources:

- <https://www.youtube.com/watch?v=cTWfM5g7EqI>
- <https://www.youtube.com/watch?v=0EtaOEG3k0k&t=21s>
- <https://www.youtube.com/watch?v=WJBGPoaRJAM>
- <https://www.youtube.com/watch?v=ZhW4NbdFNio>

Modes of Transaction:

- Lecture
- Demonstration
- Group discussion
- Learning centric activity
- Self-learning

Tools Used:

PPT, Video, Google meet, Animations, NPTEL

Course Code: HIS. 531

Course Title: Sacrality and Popular Sacred Spaces of North India

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning Outcome: On completion of this course, students will be able to:

CLO1: The Course aims to discuss the sacred traditions of North India; It trace the concept of sacrality and the spaces it creates; understanding the idea of ‘popular space’ is also the objective here.

CLO2: Analyze the Sacred Geography of North India with an objective to highlight the concept of ‘Dharam’ and ‘Tirth’ by placing these objectives in the emergence and popularity of diverse places such as Banaras, Prayag and Shakti Peeth.

CLO3: Highlight the emergence of Sufi Dargahs as shared cultural spaces; The role of ‘pir’ in creating a unique religious and cultural experience for the devotees; Understanding the cultural traditions of Sufi Shrine of Shaikh Nizamuddin Auliya by highlighting the celebration of Basant, open kitchen and Sama mehfil.

CLO4: Understand the marginalized traditions of Popular Spaces and their heterogenous following.

CLO5: Placing and celebrating the popular and regional cults from Ramdev Pir to Gugga.

CLO6: Understanding the reigning popularity of traditions like Hajji Rattan and Sakhi Sarwar.

Unit/ Hours	Contents	Mapping with CLO
I 7 Hours	Conceptual Framing: Notion of ‘Sacred’ and ‘Sacrality’; Understanding ‘Sacred’ in Indian Traditions; Situating ‘Popular’ and development of its space in social-religious context.	CLO1 & CLO2, CLO4

	Learning activities: <i>Discussion on the notion of Sacred and Profane, Debate on Sacred and Popular Space, Visiting local Popular spaces and class presentation of the same</i>	
II 9 Hours	Sacred Geography: 'Dharam and Tirtha'; 'Banaras' as a sacred space tradition of both continuity and change; Prayag and practice of ritual suicide; Shakta Peeth of North India. Learning activities: <i>Discussion on Banaras and its role in spiritual traditions, mapping ritual suicide, visiting local shakti peetha</i>	CLO1 & CLO2
III 7 Hours	Sufi Dargahs as Shared and Cultural Spaces: Changing face of 'ziyarat', Pir as the new qibala; Tapping Devotion with the Shrine of Salar Masud Ghazi; Celebrating Basant, Open Kitchen and 'Sama' with the shrine of Shaikh Nizamuddin Auliya Learning activities: <i>Discussions on the role of pir as the spiritual master and Islamic traditions, Vlog of local Dargahs and their ritual celebrations</i>	CLO2 & CLO3, CLO4
IV 7 Hours	Situating Popular Spaces: Cult of Ramdev Pir and its heterogenous following; Jehar Pir, Zahir Pir and Gugga many faces of folk veneration; Traditions of Baba Hajji Rattan; Sacred orality of the cult of Sakhi Sarwar and Pir Nighan Learning activities: <i>Discussions on the role of pir as the spiritual master and Islamic traditions, Vlog of local Dargahs and their ritual celebrations</i>	CLO1 CLO3 CLO4 CLO5 CLO6

Suggested Readings:

- Alhaq, S. 1997. *Forgotten Vision: A Study of Human Spirituality in the Light of the Islamic Tradition*, 2vols. New Delhi: Vikas Publishing House.
- Ashraf, K. M. 1959. *Life and Conditions of the People of Hindustan*. Delhi: Jiwan Prakashan
- Chandra, S. 2003. *Medieval India: From Sultanate to the Mughals*, 2 Vols. New Delhi: HarAnand Publications (Reprint)
- Currie, P. M. 2006. *The Shrine and Cult of Shaikh Mu'inuddin Chishti of Ajmer*. Oxford: Oxford University Press,
- Dubey, D. P. 2001. *Prayag the Site of Kumbh Mela*. New Delhi: Aryan Books.
- Eaton, R. M. 2000. *Essays on Islam and Indian History*. New Delhi: Oxford University Press.
- Eck, L. D. 2013. (rept.), *India: Sacred Geography*, New York: Harmony.
- Elias, J. 2001. *Sufism and Islamic Society*. Cambridge: Cambridge University Press.
- Ernst, C. W. 1997. *The Shambhala Guide to Sufism*. Boston: Shambhala Publications.
- Fenech L. 2005. *Martyrdom in Sikh Traditions*. New Delhi: Oxford University Press.

- Habib, M. and K. A. Nizami (eds.). 1992. *Comprehensive History of India: The Delhi Sultanate (A.D 1206-1526) Vol.5*. Aligarh: People's Publishing House.
- Hardy, P. 1982. *Historians of Medieval India*. Connecticut: Westport.
- Goswami, B. N., and J.S. Grewal. 1967. *The Mughals and the Jogs of Jakhba.*, Shimla: Indian Institute of Advanced Study.
- Grewal, J. S. 1998. *Guru Nanak in History*. Chandigarh: Panjab University Publication Bureau.
- Grewal, J. S. 2009. *The Sikhs: Ideology, Institutions, and Identity*. New Delhi: Oxford University Press.
- Khan, S. D. 2003. *Conversion and Shifting Identities: Ramdev Pir and Ismailis in Rajasthan*. New Delhi: Manhor Publication, ,
- Kumar, S. 2010. *The Emergence of the Sultanate: 1192-1286*, Permanent Black, New Delhi,
- Mcleod, W. 2007. *Essays in Sikh History, Tradition and society*. New Delhi: Oxford University Press.
- Mann, G. 2001. *Making of Sikh Scripture*. USA: Oxford University Press.
- ed., 1981. *Politics and Society during the Early Medieval Period: Collected Works of Professor Mohammad Habib*, vol. II. New Delhi: People Publishing House.
- Orsini, F. and S. Sheikh. 2014. *After Timur Left: Culture and Circulation in Fifteenth Century North India*. New Delhi: Oxford University Press.
- Rizvi, S. A. 1978. *A History of Sufism in India*, 2 vols. New Delhi: Munshiram Manoharlal.
- Siddiqui, H. I. 2010. *Indo-Persian Historiography up to Fourteenth Century*. New Delhi: Primus Books,
- Singh, S. 2019. *Making of Medieval Punjab: Politics, Society and Culture c.1000-c.1500*. New Delhi: Manohar Publishers.
- Singh, S. 2022. *Medieval Panjab in Transition: Authority, Resistance and Spirituality c. 1500-1700*. New Delhi: Manohar Publishers.
- Troll, W. C. 2003. *Muslim Shrines in India: Their Character, History and Significance*. New Delhi: Oxford University Press.
- Wink, A. 1990. *Al-Hind, The Making of Indo-Islamic World: Early Medieval India and the Expansion of Islam, Seventh to Eleventh Centuries*, vol.1. Leiden: Brill.

Web Resources:

- <https://www.youtube.com/watch?v=2fXt9SIKCgI>
- https://www.youtube.com/watch?v=PMoHabo_XQs
- <https://www.youtube.com/watch?v=iKQbCXDOp4c>
- <https://www.youtube.com/watch?v=FbeoOoKVPsY>
- <https://www.youtube.com/watch?v=O2zIN88unuI>
- <https://www.youtube.com/watch?v=XfKjuJ4R5Dk>
- <https://www.youtube.com/watch?v=7PJWgUyAapg>

Modes of Transaction:

- Lecture
- Self-Learning

- Case study
- Case analysis
- Group Discussion
- Construction of Time-line
- Reflective Enquiry

Tools Used:

PPT, Video, Google classroom, padlet

Course Code: HIS.571
Course Title: Environmental History
Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning outcomes: At completion of the course, the students will be able to:

CLO1: Examine the place of animals in historical context.

CLO2: Analyze the awareness of environment in various time zones of history.

CLO3: Evaluate environment issues and challenges of pre-colonial India.

CLO4: Construct environment awareness and its connection to contemporary issues.

Unit/ Hours	Contents	Mapping with CLO
I 10 Hours	Animals in History: Political and Economic aspect of animals; Military and Trade Use of Animals; Animals in the Sacred Mythology of Various Religions. Learning Activities: <i>Self learning, debates and classroom discussion.</i>	CLO1
II 12 Hours	Environmental history as Spatial History: Idea of Space; Environment Understanding through Primary Sources of Medieval India; Tarikh-i- Firuzshahi and Baburnama. Learning Activities: <i>Self learning, debates, classroom discussion and seminar presentations.</i>	CLO2
III 12 Hours	Environmental History of Pre-Colonial India: Water Conservation during Sultanate; Agriculture Expansion and Delhi Sultanate; Tradition of Hunting and Taming Wild Animals during Mughals. Learning Activities: <i>Self learning, debates, classroom discussion and seminar presentations</i>	CLO1 & CLO3
IV	Environmental History of Colonial India: Ecological Perspectives in	CLO3 &

11 Hours	Indian Tradition; Various Narrations of Environment in Literary Sources; Emergence of Various Natural Habitat for Animals; Contesting Conservation. Learning activities: <i>Debates, Group discussion and seminar presentations</i>	CLO4
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Suggested Readings:

Guha, R. 2006. *How Much Should a Person Consume: Thinking through the Environment*, Ranikhet: Permanent Black.

Kapur, N. 2008. *Reconstructing Identities: Tribes, Agro-Pastoralists and Environment in Western India*, New Delhi: Manohar Publications.

Kapur, N. 2011. *Environmental History of Early India*. New Delhi: Oxford University Press.

Merrifield, A. 2006. *Henri Lefebvre: An Introduction*. London: Routledge.

Rangarajan, M. 1996. *Fencing the Forest: Conservation and Ecological Change in India's Central Provinces, 1860-1914: Studies in Social Ecology and Environmental History*. New Delhi: Oxford University Press.

Rangarajan M. 2007. (eds.), *Environmental Issues in India: A Reader*. Noida: Pearson.

Rangarajan, M. 2015. *Nature and Nation: Essays on Environmental History*. Ranikhet: Permanent Black,

Trautmann, T. 2015. *Elephants and Kings: An Environmental History*. Chicago: University of Chicago.

Web Resources:

- <https://southernspaces.org/2013/visualizing-spatial-history-example-rio-de-janeiro/>
- <https://www.youtube.com/watch?v=7N7mHhMN7CE>
- https://onlinecourses.swayam2.ac.in/nou22_ge20/preview

Modes of Transaction:

- Lecture
- Problem Solving
- Self-Learning
- Case study
- Group discussions
- Narratives

Tools Used:

PPT, Video, Google meet, NPTEL

Inter-Disciplinary Courses/IDC

Course Code: HIS.513
Course Title: Texts of Modern Indian History
Total Hours: 30

L	T	P	Cr
2	0	0	2

Course Learning outcomes: Students will be able to

CLO1: Analyze some fundamental texts of modern Indian history.

CLO2: Critically examine primary documents regarding exchanges, advancements and regressions made by the modern Indian civilization.

CLO3: Evaluate the accomplished scholars and the impact created by them on the society through their writing.

Unit/ Hours	Contents	Mapping with CLO
I/ 7 ½ Hours	Gandhi, <i>Hind Swaraj</i> ; Ambedkar, <i>The Annihilation of Caste</i> Learning Activities: Student Presentations and Teacher-led Peer Discussion	CLO1
II/ 7 ½ Hours	Iqbal, <i>The Reconstruction of Religious Thought in Islam</i> ; Golwalkar, <i>Bunch of Thoughts</i> Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO2
III/ 7 ½ Hours	Nehru, <i>Discovery of India</i> ; Maulana Azad, <i>Words of Freedom</i> Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO2
IV/ 7 ½ Hours	Bhagat Singh, <i>Selected Writings</i> ; Periyar, <i>Revolt</i> Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO3

Suggested Readings:

Ambedkar, B. R. 2014. *The Annihilation of Caste*. London: Verso.

Azad, Abul Kalam. 2010. *Words of Freedom: Idea of a Nation*. Delhi: Penguin.

Lal, C. 2019. (eds.), *The Bhagat Singh Reader*. Delhi: Harper Collins.

Gandhi, M.K. 1921. *Hind Swaraj*. Madras: M. Ganesan & Co.

Geetha, V. (eds.), *Revolt: A Radical Weekly Edited by Periyar*. Chennai: Logital Books.

Golwalkar, M.S. 2000. *Bunch of Thoughts*. Delhi: Rashtriyotthan Sahitya.

Iqbal, Allama. 2013. *Reconstruction of Religious Thought in Islam*. Stanford: Stanford Univ Press.

Nehru, J.L. 1982. *Discovery of India*. Delhi: Oxford University Press.

Web Resources:

- <https://www.youtube.com/watch?v=cIDH-ofAoVA>
- <https://www.youtube.com/watch?v=oTqYpOUHBRA>
- <https://www.youtube.com/watch?v=uotN53CQhN8>

Modes of Transaction:

- Lecture cum Demonstration
- Panel discussion
- Self learning
- Team learning

Tools Used:

PPT, Video, Google

Course Code: HIS.527

Course Title: Texts of Modern European & American History

Total Hours: 30

L	T	P	Cr
2	0	0	2

Course Learning outcomes: Students will be able to

CLO1: Analyze significant source material and texts of Modern European and American history and the impact of these texts on subsequent political and social evolution.

CLO2: Critically examine and interpret a particular text in depth, detail and context.

CLO3: Evaluate primary documents regarding exchanges, advancements and regressions made by civilizations in temporal and spatial contexts.

Unit/ Hours	Contents	Mapping with CLO
I/ 7 ½ Hours	Thomas Paine, <i>Rights of Man</i> ; Edmund Burke, <i>Reflections on the Revolution in France</i> Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO1
II/ 7 ½ Hours	Mary Wollstonecroft, <i>A Vindication of the Rights of Woman</i> ; Sir Richard Burton, <i>The City of the Saints</i> Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO2
III/ 7 ½ Hours	Karl Marx, <i>Collected Writings</i> ; Adam Smith, <i>Wealth of Nations</i> Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO2

IV/ 7 ½ Hours	Adolph Hitler, <i>Mein Kampf</i> ; Antonio Gramsci, <i>Prison Notebooks</i> Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO3
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Suggested Readings:

Burke, E. 1791. *Reflections on the Revolution in France*. London: J. Dodsley.
 Burton, R. 1862. *The City of the Saints*. New York: Harper.
 Gramsci, A. 1992. *Prison Notebooks*. New York: Columbia University Press.
 Hitler, A. 1943. *Mein Kampf*. Boston: Houghton Mifflin Company
 Marx, K.& F. Engels. n.d. *Collected Works*. Moscow: Progress Publishers
 Smith, A. 2000. *Wealth of Nations*. New York: Hoboken
 Wollstonecroft, M. 2014. *New Haven*: Yale University Press.

Web Resources:

- <https://www.youtube.com/watch?v=dDaljDXIAYU>
- <https://www.youtube.com/watch?v=9FaOKNpAiIM>
- <https://www.youtube.com/watch?v=4FTs9mwp290>

Modes of Transaction:

- Lecture cum Demonstration
- Panel discussion
- Self learning
- Group Discussion

Tools Used:PPT, Video, Google

Course Code: HIS.516
Course Title: Ethics of War in Indian History
Total Hours: 30

L	T	P	Cr
2	0	0	2

Course Learning outcomes: Students will be able to

CLO1: Evaluate primary documents regarding the planning, conduct, management and purpose of war in Indian civilization

CLO2: Critically examine and interpret a particular text in depth, detail and context.

CLO3: Have a close reading of the writings of Babar, Guru Gobind Singh, Ved Vyas and others

Certain accompanying texts may be added on the basis of student request.

Unit/ Hours	Contents	Mapping with CLO
I/ 7 ½ Hours	Guru Gobind Singh, <i>Bichitra Natak</i> Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO1
II/ 7 ½ Hours	Babar, <i>Babarnama</i> ; <i>Fathnama-i Chittor</i> Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO2
III/ 7 ½ Hours	Ved Vyas, <i>Mahabharata</i> ; translations of Mahabharata Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO2
IV/ 7 ½ Hours	Bhagat Singh, <i>Collected Writings</i> Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO3

Suggested Readings:

Lal, C. 2019. (eds.), *The Bhagat Singh Reader*. Delhi: Harper Collins.
W.M. Thackston, W. M. 1995. (eds & tr.), *The Baburnama*. New York: Oxford University Press.
I.A. Zilli. 2007. *The Mughal State and Culture*. Delhi: Manohar Books.
Vivekananda. 2016. *The Complete Works of Swami Vivekananda*. n.p.: Advaita Ashram.
Guru Gobind Singh. 2015. *Zafarnama* (in English). Delhi: Penguin.

Web Resources:

- <https://www.youtube.com/watch?v=WEDo4WmCwB8>
- National Digital Library of India <https://ndl.iitkgp.ac.in/>
- <https://www.youtube.com/watch?v=H9v9SbyLqcU>

Modes of Transaction:

- Lecture cum Demonstration
- Team learning
- Tutorials
- Group Discussion

Tools Used:

PPT, Video, Google

Course Code: HIS.529
Course Title: Global Ethics of War
Total Hours: 45

L	T	P	Cr
2	0	0	2

Course Learning outcomes: Students will be able to

CLO1: evaluate primary documents regarding the planning, conduct, management and purpose of war in different parts of the world

CLO2: Critically examine a particular text in depth, detail and context.

CLO3: Have a close reading of the writings of Sun Tzu, Clausewitz, Machiavelli, Gramsci and Mao

Unit/ Hours	Contents	Mapping with CLO
I/ 7 ½ Hours	Clausewitz, <i>On War</i> Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO1
II/ 7 ½ Hours	Machiavelli, <i>The Prince</i> ; Gramsci, <i>Prison Notebooks</i> Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO2
III/ 7 ½ Hours	Sun Tzu, <i>The Art of War</i> ; Mao, <i>Little Red Book</i> Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO2
IV/ 7 ½ Hours	Saiyyad Qutb, <i>Milestones</i> Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO3

Suggested Readings:

Von Clausewitz, Carl. 2008. *On War*. Princeton: Princeton University Press.

Machiavelli, N. 2019. *The Prince*. New York: G & D Media.

Tung, Mao-tse, *Selected Works of Mao Zedong*. Delhi: Lulu.com

Sun Tzu. 1994. *The Art of War*. New York: Basic Books.

Saiyyad Qutb. 2009. *Milestones*. Delhi: Areeb Publications

Web Resources:

- Archive.org website <https://archive.org/>
- National Digital Library of India <https://ndl.iitkgp.ac.in/>

Modes of Transaction:

- Lecture cum Demonstration
- Panel discussion
- Group Discussion
- Tutorials

Tools Used:

Video, Google

SEMESTER- III

Course Code: HIS.553
Course Title: Historiography: Schools & Approaches
Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning outcomes: After the completion of the course, the students will be able to

CLO1: Compare the different approaches to study history across the globe.

CLO2: Interpret the facts objectively

CLO3: Inculcate the critical skill to analyze the historical events.

CLO4: Develop the art of reconstruction of history by adopting the logical and rational approach.

Units/ Hours	Contents	Mapping with CLO
I 15 Hours	Nature and Scope of History; Objectivity and Bias in History; Causation, Imagination and Interpretation in History. Learning activities: <i>Self learning, debates and classroom discussion.</i>	CLO2 & CLO4
II 15 Hours	History and Fiction; History and Memory; Notions of Time; Non-Western Approaches to the Past. Learning activities: <i>Group discussion and seminar presentations.</i>	CLO2
III 15 Hours	History Writing in Modern India; Nationalist School: Case of Jadunath Sarkar; Marxist School: Case of D. D. Kosambi. Learning activities: <i>Self learning, Group discussion and debates</i>	CLO1
IV 15 Hours	Philosophy of History; Methods of History; Research Methodologies. Learning activities: <i>Self learning, classroom discussion and seminar presentations</i>	CLO1 & CLO4

Suggested Readings:

- Appleby, J. 1996. *Knowledge and Postmodernism in Historical Perspective*. Routledge
- Braudel, F. 1992. *Civilization and capitalism*. California: University of California Press.
- Breisach, E. 2007. *Historiography: Ancient, medieval, and modern*. Chicago: University of Chicago Press.
- Burke, P. 1992. *History and Social Theory*, Cambridge: Cambridge University Press.
- Carr, E. H. 1961. "What is History?." London. Penguin.
- Chartier, R. 1988. *Cultural History*, Cambridge: Cambridge University Press.
- Clifford, J. and George Marcus (eds.). 1986. *Writing Culture: The Poetics and Politics of Ethnography*, California: California University Press.
- Cohen, G. A. 1978. *Karl Marx's Theory of History: A Defense*, Oxford: Oxford University Press.
- Collingwood, R. G. 1946. *The Idea of History*, London.

- Cullen, J. 2013. *Essaying the past How to Read, Write, and Think about History*. 2nd ed. Chichester: Wiley-Blackwell
- Eco, U. 1992. *Interpretation and Over interpretation*, Cambridge: Cambridge University Press.
- Foucault, M. 1972. *The Archaeology of Knowledge*, New York: Oxford University Press.
- Furay, C. and M. J. Salevouris. 1979. *History, a Workbook of Skill Development*, New York: New Viewpoints.
- Gottschalk, L. 1963. (eds.) *Generalization in the Writing of History*. Chicago: The University of Chicago Press.
- Galgano, M. J. and J. C. Arndt. 2008. *Doing History: Research and Writing in the Digital Age*, Boston: Thomson Wadsworth.
- Hobsbawm, E.J. 1997. *On History*, London: Philippines Papers.
- Jones, G. S., "History as Poverty of Empiricism" in Robin Blackburn. 1972.(ed.) *Ideology in Social Science*. Fontana.
- Hoefflerle, C. 2011. *The Essential Historiography Reader*. NJ: Prentice Hall, Upper Saddle River.
- McCants, A. "The Not-So-Merry Widows of Amsterdam" in *Journal of Family History* (1999), 24:4, pp. 441-467.
- Perdue P. "Empire and Nation in Comparative Perspective: Frontier Administration in 18th century China", in *Journal of Early Modern History*, (2001), v. 5, n 4.
- Rampolla, M. L. 2007. *A Pocket Guide to Writing in History*. 5th ed. Boston: Bedford/St. Martin's.
- Ritchie, D. A. 2003. *Doing Oral History: A Practical Guide*. 2nd ed. Oxford: Oxford University Press.
- Wineburg, S. 2001. *Historical Thinking and Other Unnatural Acts Charting the Future and Teaching the Past*. Philadelphia: Temple University Press.

Modes of Transaction:

- Demonstration
- Lecture cum demonstration
- Panel discussion
- Self-learning

Web References:

- Archive.org website <https://archive.org/>
- <https://www.youtube.com/watch?v=4kYpbewgjGE>
- <https://www.youtube.com/watch?v=1JeESJZn7jc>

Tools Used:

PPT, YouTube Videos, Google, recorded lectures

Course Code: HIS.556

Course Name: Archaeology and History: Methods & Techniques

Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning Outcome: On completion of this course, students will be able to:

CLO1: Understand the concept of Archaeology and its relation with history.

CLO2: Distinguish between archaeological and literary sources for historical reconstruction.

CLO3: Analyze the material remains belonging to the past eras.

CLO4: Create database to the historical analysis

CLO5: Explain the application of archaeological techniques in the clearer understanding of history.

Unit/ Hours	Contents	Mapping with CLO
I 15 Hours	Archaeology: Definition, Aim and Scope, Relation with Social Sciences (History, Sociology and Anthropology); History of Indian Archaeology. Learning activities: <i>Peer discussion in teams and presentation, debates on Indian archaeology</i>	CLO1& CLO2
II 15 Hours	Archaeological Prospection: Nature of Archaeological Sites-Open Air, Caves, Mounds, Ash Mounds etc; Site Discovery (Use of Literary Sources, Folk traditions, Village to Village Survey, Geophysical Methods) Exploration Methods (Use of Maps, Aerial Photography, Under Water Archaeology, Remote Sensing); Chance Discoveries. Learning activities: <i>Assignment and term paper based discussion, visiting nearby archaeological sites</i>	CLO3& CLO4
III 15 Hours	Excavations –Types and Techniques, Preparation of Sections and plans;Methods of Excavation-Vertical and Horizontal Excavations, Excavation of Burial Sites; Methods of Recording (Stratigraphy, Three Dimensional Recording); Case Studies from India: Sanghol, Rakhigarhi, Kalibangan, Dholavira. Learning activities: <i>Peer discussion in teams and presentation, visiting nearby archaeological sites for first hand experience, seminar presentation</i>	CLO3, CLO4 &CLO5
IV 15 Hours	Dating Methods: Relative Dating (Stratigraphy, Typology, Fluorine Test, Dendrochronology); Absolute Dating (-Carbon 14, Thermoluminescence, Potassium-Argon, Archaeomagnetism); Documentation (Trench Book/Site Book/Antiquity Recording, Trench Drawing, Photography); Report Writing. Learning activities: <i>Discussion on methods of dating, talks by experts, seminar presentations</i>	CLO4 &CLO5

Suggested Readings:

Aitken, M. J. 1990. *Science based dating in Archaeology*. New York: Longman.

- Balme, J. and A. Paterson. 2006. *Archaeology in Practice*. USA: Blackwell Publishers.
- Binford, L. R. 1972. *An Archaeological Perspective*. New York: Seminar Press.
- Binford, L. R. 1983. *Working at Archaeology*. New York: Academic Press.
- Brothwell, D.R. and A. M. Pollard. 2001. (eds.), *Handbook of Archaeological Sciences*. New York: John Wiley and Sons.
- Drewett, P. 1999. *Field Archaeology: An Introduction*. London: University College London Press.
- Ghosh, A. 1989. *An Encyclopedia of Indian Archaeology*, edited, 2 volumes, New Delhi: Munshiram Manoharlal Publishers.
- Glyn, D. 1978. *A Hundred and Fifty years of Archaeology*. London: Duckworth.
- Grant, J. 2005. et.al. *The Archaeology Course Book*. New York: Routledge.
- Greene, K. and T. Moore. 2010. *Archaeology: An Introduction*, rept. New York: Routledge.
- Harris, D. R. 1994. *The Archaeology of V. Gordon Childe: Contemporary Perspectives*. Chicago: University of Chicago Press.
- Hodder, I. 2012. *Archaeological Theory Today*, Cambridge: Polity Press.
- Johnson, M. 2002. *Archaeological Theory: An Introduction*, U.S.A.: Blackwell Publishers.
- Paddayya, K. 1990. *The New Archaeology and Aftermath: A view from outside the Anglo-American World*. Pune: Ravish Publishers.
- Schiffer, M. 1987. *Formation Processes of the Archaeological Record*. Albuquerque: University of New Mexico Press.
- Settar, S. and R. Korisettar. 2003. *Indian Archaeology in Retrospect*. Four volumes. Delhi: Manohar Publishers and Distributors.
- Sharer, R. J. and W. Ashmore. 1979. *Fundamentals of Archaeology*. London: Benjamin Publishing House.
- Trigger, B. 1989. *History of Archaeological Thought*. Cambridge: Cambridge University Press.
- Ucko, P. J. 1995. (eds.), *Theory in Archaeology – A World Perspective*. London: Routledge.
- Wheeler, M. 1954. *Archaeology From the Earth*. Oxford: Oxford University Press.

Web Resources:

- <https://youtu.be/1xNwZzWen1k>
- <https://youtu.be/THNq8bTMPdI>
- <https://youtu.be/CfevBXrsqQo>
- <https://youtu.be/q6PyoPzz1zg>
- <https://youtu.be/gnzJs8HGdqM>
- <https://youtu.be/35O2XOwMGwc>
- <https://youtu.be/5AsglqaTb8w>
- <https://youtu.be/7K3oIPRTyJk>
- <https://youtu.be/dxY5rzpRZas>

Modes of Transaction:

- Lecture
- Problem solving approach

- Group discussion
- Learning centric activity
- Self-learning
- Peer learning
- Field Visits
- Audio-Visual Aids
- Heritage Walk

Tools Used:

PPT, Video, Google meet, Animations, NPTEL

Course Code: HIS.523
Course Title: Reading Historical Texts
Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning outcomes: At completion of the course the student will be able to

CLO1:Students will be able to categorize various genre of history writing

CLO2:Evaluate the historical sources and texts

CLO3:Formulate historical argument

CLO4:Discuss the evolution of society, polity and popular literature in Indian context

Unit/ Hours	Contents	Mapping with CLO
I 15 Hours	Genres of History-Writing; Vedic and Puranic traditions; Epic Poetry Traditions from various Narratives of Ramayna to Rajtarangini of Kalhana; Buddhist and Jain canonical writings (Jain Angas and Buddhist Jataks); Arthshastra and Dialogue in Charak Sanhita Learning activities: <i>Assignments, Book Reviews, Book Discussions, Comparative Mapping of various literary traditions</i>	CLO1 CLO2 CLO3 CLO4
II 15 Hours	Arab and Persian Historiographical Traditions (Tabaqat, Tarikh genres); constructing History through Tazkira and Malfuz literature; Siyastnama and Akbarnama Learning activities: <i>Classroom presentation and discussion on the topic, reading through Siyastnama and Akbarnama, Charting various genres of Arabic and Persian historiography</i>	CLO2 CLO3 CLO4
III 15 Hours	Understanding Shehre-Ashob Poetic Tradition; Neel Darpan; Political Vision of Aurobindo Ghosh. Learning activities: <i>Discussion on Urdu traditions of Poetry, Debate on the relevance of Aurobindo's thoughts, charting various poets of Sher-i-Ashob, discussions on impact of literature on developing national consciousness</i>	CLO3 CLO2 CLO4

IV 15 Hours	Construction of history through legends, oral traditions and popular narratives; understanding Sufi Qawwali Traditions Learning activities: <i>Classroom discussion, collecting local oral tales through visits to popular spaces, visiting Sufi shrines and observing qawwali</i>	CLO3 CLO1 CLO2 CLO4
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Suggested Readings:

- Aquil, R. and D. Curley. 2016. (eds.), *Literary and Religious practices in Medieval and Early India*, New Delhi: Manohar Publications.
- Drake, H. 2012. *The Book of Government or Rules of Kings: The Siyar-al Mulk or Siyastnama of Nizam al Mulk*. London: Routledge.
- Kosambi, D. D. 1975. *An introduction to the study of Indian history*, 2nd. Edition. Bombay: Popular Prakashan.
- Hardy, P. 2011. *Historians of Medieval India*. New Delhi: Munsiram Manhorlal.
- Huchzermeyer, W. 2013. *Sri Aurbindo: Saga of a Great Indian Sage*. New Delhi: D.K. Print World Ltd.
- Nizami, K. A. 2009. *On Sources and Source Material: Historical Studies-Indian and Islamic Vol. 1*, Idarah-I-Adabiyat-I-Delli. New Delhi.
- Nath, V. 2001. *Puranas and Acculturation*. New Delhi: Munshiram Manoharlal.
- Petievich, C. 'Poetry of Declining Mughals: The Shahar-i- Ashob', article in *Journal of South Asian Literature*, (1990), vol.25, pp. 99-110.
- Philips, C. H. 1961. *Historians of India, Pakistan and Ceylon*, London.
- Pollock, S. 2007. *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India*. New Delhi: Permanent Black.
- Philips, C. H. 1961. *Historians of India, Pakistan and Ceylon*. London.
- Stein, M. A. 2017. *Kalhan's Rajtarangini: A Chronicle of the King of Kashmir-Vol.1*, New Delhi: Motilala Banarasidas.
- Sharma, T. R. S. 2004. *Ancient Indian Literature. 3 vols*. New Delhi: Sahitya Akademi.
- Sankalia, H. D. 1973. *Ramayana: Myth or Reality*. New Delhi: People's Publishing House.
- Sen, A. 2006. *Argumentative Indian: Writings on Indian History, Culture and Identity*, New Delhi: Penguin Books.
- Siddiqui, I. H. 2010. *Indo-Persian Historiography to the Fourteenth Century*, New Delhi: Primus Books.
- Thapar, R. 1979. *Ancient Indian Social History: Some Interpretations*. Hyderabad: Orient Longman.

Web Resources:

- <https://www.youtube.com/watch?v=2fXt9SIKCgI>
- https://www.youtube.com/watch?v=PMoHabo_XQs
- <https://www.youtube.com/watch?v=iKQbCXDOp4c>

- <https://www.youtube.com/watch?v=FbeoOoKVPsY>
- <https://youtu.be/UXAvQ7GXoOo>
- <https://youtu.be/7xgRgu2H61Q>
- <https://youtu.be/VgKXS9nZBmk>

Modes of Transaction:

- Lecture cum Demonstration
- Problem solving approach
- Self-Learning
- Team teaching
- Focused Group Discussion
- Role Play
- Historical Visits
- Audio Visual Clipping

Tools Used:

PPT, YouTube Videos, Google meet, Google classroom

Course Code: HIS. 557

Course Title: Content Development for Historical Films, TV Shows and Media (Entrepreneurship Course)

Hours: 15

L	T	P	C r
1	0	0	1

Course learning outcome: After the completion of this course, the students will be able to

CLO1: Develop stories and programmes based on historical data

CLO2: Inculcate a connection between academic and vocational aspects of History

Unit/ Hours	Contents	Mapping with CLO
I 3 Hours	Types of media: Internet, TV, Film Learning activities: <i>Self-learning and classroom discussion.</i>	CLO1
II 4 Hours	Approaches to Historical Content: Documentaries Learning activities: <i>Self-learning and classroom discussion.</i>	CLO1
III 4 Hours	Approaches to Historical Content: Historical Fiction Learning activities: <i>Self-learning and classroom discussion.</i>	CLO1 & CLO2
IV 4 Hours	Project: Idea to be Pitched to Media Houses Learning activities: <i>Self-learning and classroom discussion.</i>	CLO1 & CLO2

Suggested Readings:

Cullen, Jim. 2012. *Essaying the Past: How to Read, Write and Think about History*. Newark: Wiley Blackwell.

Das, Trisha. 2007. *How to Write a Documentary Script*. Delhi: Public Service Broadcasting Trust.

Modes of Transaction:

- Lecture
- Demonstration
- Lecture cum demonstration
- Experimentation
- Problem solving approach

Web Resources:

- Archive.org website <https://archive.org/>
- National Digital Library of India <https://ndl.iitkgp.ac.in/>
- Project Gutenberg, <https://www.gutenberg.org/>

Tools Used:

PPT, Video, Google meet, Animations, Whatsapp, NPTEL

Course Code: HIS.600
Course Title: Research Proposal
Total Hours: 120

L	T	P	Cr
0	0	8	4

Course Learning outcomes:

CLO1: Critically analyze, interpret, and synthesize existing knowledge in history based on literature review

CLO2: Demonstrate an understanding of the selected issues in history and identify the knowledge gap

CLO3: Develop a research question that maybe pursued in a meaningful way during fieldwork (Wherever required)

CLO4: Develop bibliographies

Students will prepare a research proposal based on literature review and extensive student-mentor interactions involving discussions, meetings and presentations. Each student will submit a research/dissertation proposal of the research work planned for the M.A. dissertation with origin of the research problem, literature review, objectives and methodology to carry out the planned research work, expected outcomes and bibliography.

Students will have an option to carry out dissertation work in national institutes or Universities in the top 100 NIRF ranking. Group dissertation may be opted, with a group consisting of a maximum of four students. These students may work using a single approach or multidisciplinary approach. Research projects can be taken up in collaboration with industry or in a group from within the discipline or across the discipline.

Evaluation Criteria:

The evaluation of the dissertation proposal will carry 50% weightage by supervisor and 50% by HoD and senior-most faculty of the department.

Dissertation Proposal (Third Semester)		
	Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation
HoD and senior-most faculty of the department	50	Dissertation proposal and presentation

Modes of Transaction:

- Group discussions and presentations
- Self-Learning
- Field Work

Course Code: HIS.572

Course Title: Constitutional Development in Modern India

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning Outcome: On completion of this course, students will be able to:

CLO1: Inspect the initial constitutional developments under British East India Company.

CLO2: Evaluate the evolution of representative governance and various acts related to it.

CLO3: Analyze the progress of democratic ideas and institutions in India.

CLO4: Discuss various phases of constitutional developments and the final shaping of Indian constitution.

Unit/ Hours	Contents	Mapping with CLO
I 11 Hours	Constitutional Development During Company Rule: Regulating Act, 1773; Pitts India Act 1784; Charter Acts of 1793, 1813, 1833, 1853. Learning activities: <i>Seminar presentations and classroom discussion.</i>	CLO1 & CLO2
II 10 Hours	Evolution of Representative Governance: Queen’s Proclamation and Act of 1858; Indian Council Acts, 1861, 1892, 1909. Learning activities: <i>Assignment and term paper based discussion.</i>	CLO2 & CLO3
III 12 Hours	Responsive Governance: Government of India Acts 1919, 1935; Simon Commission; Nehru Report; Jinnah’s 14 points; Round Table Conferences Learning activities: <i>Self learning, debates and classroom discussion.</i>	CLO2, CLO3 & CLO4
IV 12 Hours	Towards Freedom: August Offer of 1940, Cripps Mission of 1942. Wavell’s Plan of 1945, Cabinet Mission Plan of 1946, Attlee’s Declaration of 1947, Mountbatten’s Plan and the Indian	CLO3 & CLO4

Independence Act of 1947	
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Learning activities: *Group discussion, seminar presentations*

Suggested Readings:

- Alexandrowicz, C. H. 1957. *Constitutional Development in India*. London: Oxford University Press.
- Appadorai, A. 1948. *Dyarchy in practice*. Geoffrey Cumberlege: Oxford University Press.
- Banerjee, A. C. 1978. *The Constitutional History of India*, (four volumes). Delhi: Macmillan.
- Bhatia, U. 2017. *The Indian Constituent Assembly*, London: Francis and Taylor.
- Chakrabarty, B. 2017. *Indian Constitution: Text, Context and Interpretation*. New Delhi: Sage.
- Chakrabarty, B. and R. K. Pandey. 2009. *Modern Indian Political Thought*. New Delhi: Sage.
- Chaturvedi, A. A. 2006. *Constitutional History of India*. New Delhi: Commonwealth Publishers.
- Coupland, R. 1944. *The Constitutional Problem in India, Part-I*. London: Oxford University Press.
- Kashyap, S. G. 2015. *Constitutional History of India: Polity, Governance and the Constitution*. New Delhi: Centre for Studies in Civilizations.
- Keith, A. B. 1961. *Constitutional History of India*. Allahabad: Central Book Depot.
- Khosla, M. 2012. *The Indian Constitution*. New Delhi: Oxford University Press.
- Mansergh, N., E. W. R. Lumby, and P. Moon. 1977. (eds.), *The Transfer of Power 1942-7: The Cabinet Mission, 23 March – 29 June 1946*. Vol.7. London: HMSO.
- Philips, C. H. and H. L. Singh. 1962. *The evolution of India and Pakistan, 1858 to 1947: select documents*. Vol. 4, London: Oxford University Press.
- Pylee, M. V. 1965. *Constitutional Government in India*, Bombay: Asia Publishing House.
- Seal, A. 1968. *The Emergence of Indian Nationalism*. Cambridge: Cambridge University Press.
- Sharma, S. R. 1955. *A Constitutional History of India*. Bombay: Macmillan.

Web Resources:

- <http://164.100.47.194/Loksabha/Debates/cadebadvsearch.aspx>
- <https://www.legislation.gov.uk/ukpga/Geo5and1Edw8/26/2/enacted>
- <https://youtu.be/Fyw6I4eilk8>
- <https://youtu.be/FRhQTsNNzPc>
- Archive.org website <https://archive.org/>
- National Digital Library of India <https://ndl.iitkgp.ac.in/>

Modes of Transaction:

- Lecture
- Group discussion
- Learning centric activity
- Self-learning

Tools Used:

PPT, Video, Google meet, NPTEL

Course Code: HIS.524
Course Title: History of Indian Literature
Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning outcomes: Students will be able to

CLO1: Distinguish various genres of Indian literature

CLO2: Evaluate diversified Indian literature from Sanskrit to modern English

CLO3: Analyze the relationship between language and political ideologies

CLO4: Construct historical argument by collecting evidences from variety of literary sources.

CLO5: Examine the processes through which people and social groups get acculturated into a literary or linguistic culture.

CLO6: Develop an understanding of relationship of culture and literature with wider social and political processes

Unit/ Hours	Contents	Mapping with CLO
I 12 Hours	Classical and Vernacular Languages; Concept of cosmopolitan and cultural history; The cases of Sanskrit, Arabic, Persian and English Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO1 & CLO2
II 11 Hours	State Power and Cultural History; Regions and Regional Languages (Case of Marathi) Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO3 & CLO4
III 11 Hours	Politics and Language; Nationalism and Language in South Asia; Cases of Hindi/Urdu, Tamil; Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO5
IV 11 Hours	Acculturation into Linguistic Cultures; Hindu Practitioners of Persian; Hindu Culture in Persian; Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO6

Suggested Readings:

Hakala, W. N. 2016. *Negotiating Languages: Urdu, Hindi, and the Definition of Modern South Asia*. Columbia University Press.

Keith, A. B. 1996. *A History of Sanskrit Literature*, rpt. Delhi. Motilal Banarasidass.

Kinra, R. 2015. *Writing Self, Writing Empire*. California: California University Press.

MacDonell, A. A. 1972. *History of Sanskrit Literature*. New Delhi: Kessinger Publishing.

Novetzke, C. L. 2016. *The quotidian revolution: Vernacularization, religion, and the premodern public sphere in India*. Columbia University Press.

Pollock, S. 2006. *The language of the gods in the world of men: Sanskrit, culture, and power in premodern India*. California: California University Press.

Pollock, S. 2003. (eds). *Literary cultures in history: reconstructions from South Asia*. California: California University Press.

Rai, A. 2001. *Hindi Nationalism*. New Delhi: Orient Blackswan.

Ricci, R. 2011. *Islam translated: Literature, conversion, and the Arabic cosmopolis of South and Southeast Asia*: University of Chicago Press.

Ramaswamy, S. 1997. *Passions of the tongue: Language devotion in Tamil India, 1891–1970*: University of California Press.

Truschke, A. 2016. *Culture of Encounters: Sanskrit at the Mughal Court*. UK: Penguin.

Winternitz, M. 1991. *A History of Indian Literature-* Vol. 1, 2, 3 (third edition). Delhi: Motilal Banarsidas.

Web Resources:

- <https://www.ou.edu/cis/research/center-for-the-study-of-nationalism>
- <https://www.youtube.com/watch?v=6yueij8jo9Q>
- https://www.youtube.com/watch?v=ApnjUMpDE_c

Modes of Transaction:

- Lecture cum demonstration
- Self-learning
- Panel discussion
- Team learning
- Focused Group Discussion
- Role Play
- Historical Visits
- Dramatization

Tools Used:

PPT, YouTube Video, Google meet, NPTEL

Course Code: HIS.573
Course Title: History of Marginalized Communities
Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning Outcome: On completion of this course, students will be able to:

- CLO1:** Evaluate issues of marginalized communities of various region and their expression in in historical narratives.
- CLO2:** Analyze the relationship between mainstream and marginal communities in India.
- CLO3:** Examine the historical evolution of discourses of marginality in Indian history.
- CLO4:** Evaluate the place of marginal communities in the colonial and pre-colonial state. sensibility towards the integrity of Indian nation as well as the world order.

Unit/ Hours	Contents	Mapping with CLO
I 11 Hours	Historical Background: Pastoralism; Lower Caste Movements and Tribes in Pre-colonial India. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
II 11 Hours	Dalit Assertion in British India: Maharashtra and Western India; Ambedkar and Mass Politics. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
III 11 Hours	Anti-Caste Movements in South India: Karnataka, Kerala and Tamil Nadu; Periyar and Anti-Brahminism. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
IV 12 Hours	Caste and Partition of India: Bengal and Punjab; Ad Dharm Sabha; Arya Samaj and Caste. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 &CLO2

Suggested Readings:

- Aloysius, G. 1998. *Religion as Emancipatory Identity: A Buddhist Movement among the Tamils under Colonialism*, New Delhi: New Age International Publishers.
- Aloysius, G. 2004. (eds). *No Freedom with Caste: The Menace of Hindu Imperialism*. Delhi: Media House.
- Aloysius, G. 2002. (eds.) *Religion of the Modern Buddhist (Lakshi Narasu)*. Delhi: Wordsmith.
- Ambedkar B. R. 1970. *Who were the shudras? How they came to be the Fourth Varna in Indo Aryan Society?* Bombay: Thacker & Company, Bombay.
- Ambedkar B. R. 1946. *Annihilation of Caste System*. Bombay: Thacker & Company.
- Ambedkar B. R. 1948. *The Untouchables: Who were they and how they became Untouchables?* Delhi: Amrut Book Company.
- Aston, N. M. 2001. *Literature of Marginality: Dalit Literature and African-American Literature*. New Delhi: Prestige.
- Gail, O. 1976. *Cultural Revolt in Colonial Society, the Non- Brahman Movement in Western India*. Bombay: Scientific and Socialist Trust.
- Gail, O. 1994. *Dalit and Democratic Revolution*, New Delhi: Sage Publication.

Guha, R. 2000. *Subaltern Studies: A Subaltern Studies Reader, 1986-1995*. New Delhi: Oxford University Press.

Limbale, S. and A. Mukherjee. 2004. *Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations*. Hyderabad: Orient Longman.

Manohar, D. M. 2013. *Critical Essays on Dalit Literature*, New Delhi: Atlantic Publishers & Distributors.

Web Resources:

- <https://notevenpast.org/beyond-caste-identity-and-power-in-south-asia/>
- <https://www.youtube.com/watch?v=py6HOFti6uE>

Modes of Transaction:

- Lecture
- Problem Solving
- Self-Learning
- Case study
- Group discussions

Tools Used:

PPT, Video, Google meet, Whatsapp, NPTEL

Course Code: HIS.574
Course Title: History of Islamic World
Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Learning Outcome: On completion of this course, students will be able to:

CLO1: Examine the theories regarding the birth and spread of Islam and its ideologies and practices.

CLO2: Explain the relationship between regional cultures and Islam (Arabia, Iran, India)

CLO3: Analyze the evolution of major Islamic empires and geographical diffusion of Islam.

CLO4: Elaborate Islamic construct in contemporary world and various trends of Islamic philosophies.

CLO5: Critically evaluate Islam's interaction with other ideologies (communism, democracy, nationalism).

Unit/ Hours	Contents	Mapping with CLO
I 12 Hours	The Origins of Islam; Background; Material Explanations; Islamic Thought, Beliefs, and Practice.	CLO1 & CLO2

	Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	
II 11 Hours	Islam and European Civilisation: Entry of Islam in Europe; Spread of Islam; The Ottoman Empire; Islam in 21 st Century Europe. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
III 11 Hours	Major Islamic Empires: The Caliphates; The Regional Empires: Iran, Middle East, Africa, Central Asia, South Asia and South East Asia. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
IV 11 Hours	Islam as Religion in the Modern World: Islamic Revivalism; Islamic Fundamentalism; Islam in 21 st Century. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2

Suggested Readings:

- Eaton, R. M. 1993. *The rise of Islam and the Bengal frontier, 1204-1760*. California: California University Press.
- Marshall, H. 1984. *The venture of Islam: conscience and history in a world civilization*, vol. 1-2. Chicago: University of Chicago Press.
- Mircea, Eliade. *Encyclopedia of religion* Vol-4, Macmillan Library Reference; 2nd edition (17 December 2004).
- Patricia, C. 2004. *Meccan Trade and the Rise of Islam*. New Jersey: Gorgias Press.
- Bulliet, R. 2008. *The Patricians of Nishapur*. La Vergne, Tennessee: Lightning Source Inc.
- Bulliet, R. 1995. *Islam: The View from the Edge*. NY: Columbia University Press,
- Wael B. H. 1994. *The Origins and Evolution of Islamic Law*. Cambridge: Cambridge University Press.

Web Resources:

- <https://www.youtube.com/watch?v=f9c4Y7Vf7G0>
- https://www.youtube.com/watch?v=W4q-IS_t4nw
- <https://www.youtube.com/watch?v=aHGWaAW8FH0>

Modes of Transaction:

- Lecture
- Problem Solving
- Self-Learning
- Group discussions

Tools Used:

PPT, Video, Google meet, Animations, Whatsapp, NPTEL

VALUE ADDED COURSES**Course Code: HIS. 503****Course Title: Indian Paleography and Epigraphy:
Origin and Development of Brahma Script****Total Hours: 30 Hours**

L	T	P	Cr
2	0	0	2

Course Learning Outcome: At the completion of the course the students will be able to**CLO1:** Acquire the knowledge of ancient script of India, which will help him in studying the development of the languages and scripts in India.**CLO2:** Critically analyse the original sources such as epigraphy and use them to reconstruct ancient Indian history.**CLO3:** Develop a correct understanding of historical facts.

Unit/ Hours	Contents	Mapping with CLO
I 8 Hours	Origin of Brahma Script: Theories regarding the origin of Brahma script; Development of Brahma script during Mauryan period with special reference to Ashokan Brahma. (Delhi-Topara Pillar Inscriptions of Ashoka; Rummindei and Sarnath Pillar edicts). Learning activities: <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, presentations</i>	CLO1, CLO2 & CLO3
II 8 Hours	Post-Mauryan Brahma: Development of Brahma script during the post-Mauryan and pre-Kushana period. (Besnagar Pillar Inscription of Heliodorus; Ayodhya Stone Inscription of Dhanadeva). Learning activities: <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, presentations</i>	CLO1, CLO2 & CLO3
III 7 Hours	Kushana Brahma: Development of Brahma script during the Kushana period. (Kaushambi inscription of Kanishka I; Nasik Cave Inscription of Queen Balasri) Learning activities: <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, presentations</i>	CLO1, CLO2 & CLO3

IV 7 Hours	<p>Gupta Brahmi: Development of Brahmi script during the Gupta Period period. (Allahabad Pillar Inscription of Samudragupta; Mehrauli Pillar Inscription of king Chandra)</p> <p>Learning activities: <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, and presentations.</i></p>	CLO1, CLO2 & CLO3
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Suggested Readings:

Buhler, G. 1963. *On the origin of the Indian Brahmi Alphabet*. Varanasi: Chowkhamba Sanskrit Series.

Buhler, G. 2004. *Indian Palaeography*. New Delhi: Munshiram Manoharlal.

Corpus Inscriptionum Indicarum (Relevant Volumes). Published by Archaeological Survey of India, Delhi.

Epigraphia Indica (Relevant Volumes). Published by the Manager of Publications, Archaeological Survey of India, Delhi.

Gupta, S. P. and K.S. Ramachandran. 1979. (eds.) *The Origin of Brahmi Script*, Delhi: D. K. Publications.

Salomon R. 1998. *Indian Epigraphy*. New York: Oxford University Press.

Dani, A. H. 1997. *Indian Palaeography*. New Delhi: Munshiram Manoharlal.

Ojha, G. H. 1967. *Prachina-Lipi-Mala*. New Delhi: Munshiram Manoharlal.

Web Resources:

- <https://youtu.be/AHNYwEBqItc>
- <https://youtu.be/IMJp6PSJD14>
- <https://youtu.be/bQPUV4mviUQ>
- <https://youtu.be/G50nq68VPuM>
- <https://youtu.be/Ivbd5UcnPSo>
- <https://youtu.be/vOHN77SBaTQ>
- https://youtu.be/IuAci_YC34g

Modes of Transaction:

- Lecture
- Problem Solving
- Self-Learning
- Case study
- Case analysis
- Group Discussion

Tools Used:

PPT, Video, Google classroom

Course Code: HIS. 504
Course Title: History of Gandhian Politics (1919-1947)
Total Hours: 30 Hours

L	T	P	Cr
2	0	0	2

Course Learning Outcome: On completion of this course, students will be able to:

CLO1: Explore the factors contributing to the rise of M. K. Gandhi to power in international and Indian arena.

CLO2: Explore and Analyze the Gandhian Movements and their socio-political significance in Indian freedom movement.

CLO3: Critically evaluate the role of Gandhiji in the independence of India from the colonial regime.

CLO4: Develop an analytical outlook about the varieties of experiences the people of India, belonging to different stratas had during the Gandhian Mass Movements.

Unit/ Hours	Contents	Mapping with CLO
I 7 ½ Hours	Gandhi- Birth, education and experimentations in South Arica. Aftermath of First World War and Gandhi’s Rise to Power, ideals of Satyagrah, Doctrine of Trustship Learning activities: <i>Group discussion, class debates, and presentations.</i>	CLO1
II 7 ½ Hours	Rowlatt Act and Rowlatt Satyagraha. Montague Chelmsford Reforms. Course of Khilafat and Non-Cooperation Movements. Learning activities: <i>Group discussion, class debates, and presentations.</i>	CLO1 & CLO2
III 7 ½ Hours	The Years of Stagnation: Swarajists; No-Changers; and Gandhi. Simon Commission, Nehru Report and Round Table Conferences. Learning activities: <i>Group discussion, class debates, and presentations..</i>	CLO2, CLO3 & CLO4
IV 7 ½ Hours	Civil Disobedience. Quit India Movement. Independence, partition and Gandhi. Learning activities: <i>Group discussion, class debates, and presentations.</i>	CLO2 & CLO4

Suggested Readings:

Bose, N. S. 1974 *Indian National Movement an Outline*. Calcutta: Firma KL, Mukhopadhyay.

Chandavarkar, R. 1979 *Nationalism and Colonialism in Modern India*, New Delhi: Orient Longman.

Charles, H. 1964. *Indian Nationalism and Hindu social reform*, Princeton University Press.

Daniel, A. 1967. *Moderates and Extremists in the Indian National Movement, 1833-1920*.

Elphinstone, M. S. 1911. *A History of India*. London: Oxford Publishers.

Gandhi, M. K. 2004. *My Experiments with Truth*. Ahmedabad: Navajivan.

Gupta, D. C. 1970. *Indian National Movement*. Vikas Publications

Haig, S. W. 1928. *Cambridge History of India*, Vol. I & II, Cambridge.

Pannikar, K. N. 1980. (eds.), *National and Left Movement in India*. New Delhi: Vikas Publishing House Pvt, Ltd..

Kumar, N. 1991. *Rajendra Prasad and the Indian Freedom Struggle 1917-1947*, Patriot Publisher.

Sarkar, S. 1983. *Modern India*, New Delhi: Macmillan Ltd.

Web Resources:

- <https://www.youtube.com/watch?v=XP5lc9zgp68>
- <https://egyankosh.ac.in/handle/123456789/57601>
- <https://www.youtube.com/watch?v=9nRD5vWjfaU>
-

Modes of Transaction:

- Lecture
- Problem Solving
- Self-Learning
- Case analysis
- Group Discussion

Tools Used:

PPT, Video, Google classroom

Course Code: HIS. 505

Course Title: Heritage Management and Tourism in India

Total Hours: 30 Hours

L	T	P	Cr
2	0	0	2

Course Learning Outcome: At the completion of the course, the students will be able to

CLO1: Understand the richness of Indian heritage

CLO2: Explore the potential of Indian heritage to attracts tourists

CLO3: Evaluate the different types and categories of tourism in India

CLO4: Identify the scope of employability in the field of tourism

Unit/ Hours	Contents	Mapping with CLO

I 7 ½ Hours	Definition, Meaning and Features of Indian Heritage; Heritage as a Major Tourism Potential Learning activities: <i>Group discussion, class debates, and presentations.</i>	CLO1, CLO2 & CLO3
II 7 ½ Hours	Art and Architectural Heritage of India: Ajanta, Ellora, Elephanta Learning activities: <i>Group discussion, class debates, and presentations.</i>	CLO1, CLO2 & CLO3
III 7 ½ Hours	Wildlife and Cultural Tourism Learning activities: <i>Group discussion, class debates, and presentations.</i>	CLO1, CLO2 & CLO3
IV 7 ½ Hours	Eco Tourism, Medical Tourism and Policies Learning activities: <i>Group discussion, class debates, and presentations.</i>	CLO1, CLO2 & CLO3

Suggested Readings:

- Asher, C. B., E. B. A. Catherine, and B. A. Catherine. 1992. *Architecture of Mughal India*. Vol. 4. Cambridge University Press.
- Basham, A. L. and S. A. A. Rizvi. 1956. *The Wonder that was India*. London: Sidgwick and Jackson.
- Huntington, S. L. and J. C. Huntington. 2014. *The Art of Ancient India: Buddhist, Hindu, Jain*. New Delhi: Motilal Banarsidass.
- Acharya, R. 1980. *Tourism and cultural heritage of India*. Jaipur: RBSA Publications.
- Bhatia, A. K. 2002. *Tourism Development: Principles and Practices*. New Delhi: Sterling Publishers Pvt. Ltd.
- Jha, S. M. 2000. *Services Marketing*. New Delhi: Himalaya Publishing House.

Web Resources:

- <https://youtu.be/VeqNepU3CIE>
- <https://youtu.be/wH3U5riBkts>
- https://youtu.be/V32O_o-YcEs
- <https://youtu.be/xkGT0sq94Qs>
- <https://youtu.be/X12KUBfdPtM>
- <https://youtu.be/4GyTotjffvI>
- <https://youtu.be/R-7TQJ0Jc-Q>

Modes of Transaction:

- Lecture
- Problem Solving
- Self-Learning
- Case study
- Case analysis
- Group Discussion

Tools Used:

PPT, Video, Google classroom

SEMESTER- IV

Course Code: HIS.601
Course Title: Dissertation
Total Hours: 600

L	T	P	Cr
0	0	40	20

Course Learning outcomes:

- CLO1:** Demonstrate an in-depth knowledge in research pertaining to the area of study
- CLO2:** Conduct research independently on various issues in history.
- CLO3:** Inculcate analytical and logical thinking in the process of conducting research.
- CLO4:** Critically analyze, interpret and present the data in light of existing historical knowledge to arrive at rational conclusions
- CLO5:** Develop an understanding of the implications of historical research in generating new knowledge
- CLO6:** Develop higher order thinking skills required for pursuing higher studies

Students will carry out their research work under the supervision of a faculty member. They will interact with the supervisors through meetings and presentations on a regular basis. After completion of the research work, students will complete the dissertation under the guidance of the supervisor. The dissertation will include literature review, hypothesis, objectives, methodology, results, discussion, and bibliography.

Evaluation Criteria:

The evaluation of dissertation in the fourth semester will be as follows: 50% weightage for continuous evaluation by the supervisor which includes regularity in work, mid-term evaluation, report of dissertation, presentation, and final viva-voce; 50% weightage based on average assessment scores by an external expert, HoD and senior-most faculty of the department. Distribution of marks will be based on report of dissertation (30%), presentation (10%), and final viva-voce (10%). The final viva-voce will be through offline or online mode.

Dissertation (Fourth Semester)		
	Marks	Evaluation
Supervisor	50	Continuous evaluation (regularity in work, mid-term evaluation) dissertation report, presentation, and final viva-voce
External expert, HoD and senior-most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)