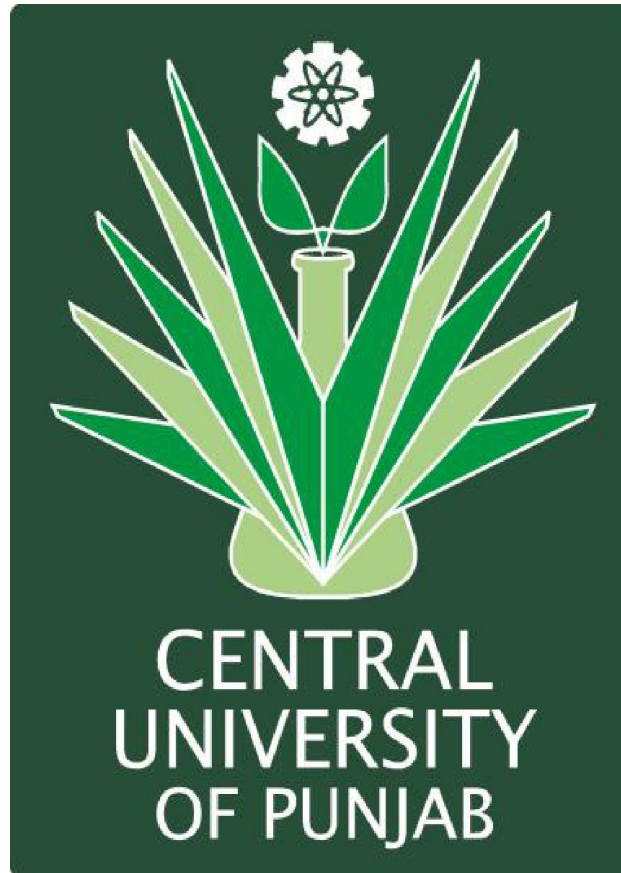


CENTRAL UNIVERSITY OF PUNJAB



M.A. Programme in History

Batch- 2024-26

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 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 to c. 1200 CE	Core	4	0	0	4
HIS.508	History of Medieval India: Polity, Economy and Culture	Core	4	0	0	4
HIS.507	Modern India: From Raj to Swaraj	Core	4	0	0	4
HIS...	History of Indian Knowledge Systems	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.525	Society and Culture in Medieval India	DEC	3	0	0	3
HIS.518	Religious Reform Movements in Medieval India	DEC	3	0	0	3
HIS.530	History of South India	DEC	3	0	0	3
HIS.575	Economic History of Colonial India	DEC	3	0	0	3
HIS.555	Thinkers of India	DEC	3	0	0	3
HIS...	Prehistoric 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	History of Panjab: Through Ages	Core	4	0	0	4
HIS.551	History of Nationalism	Core	4	0	0	4
HIS.528	Themes in Modern World	Core	4	0	0	4
HIS...	History of Contemporary India (1947-2000 AD)	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.532	History of International Organizations	DEC	3	0	0	3
HIS.521	Themes in Medieval World	DEC	3	0	0	3
HIS...	Cultural History of Modern India	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
HIS...	The Essence of Bhagavad Gita in Modern Times	IDC	2	0	0	2
HIS...	Archives, Museums and Documentation	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.573	History of Marginalized Communities	Core	4	0	0	4
HIS.571	Environmental History	Core	4	0	0	4
HIS.557	Content Development and Representation of History in Print and Electronic 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.523	Reading Historical Texts	DEC	3	0	0	3
HIS.574	History of Islamic World	DEC	3	0	0	3
HIS...	Research Methodology	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

Examination Pattern and Evaluation for Masters' students **(From 2023-24 Session Onwards)**

Formative Evaluation: Internal assessment shall be 25 marks using any two or more of the given methods: tests, open book examination, assignments, term paper, etc. The Mid-semester test shall be descriptive type of 25 marks including short answer and essay type. The number of questions and distribution of marks shall be decided by the teachers.

Summative Evaluation: The End semester examination (50 marks) with 70% descriptive type and 30% objective type shall be conducted at the end of the semester. The objective type shall include one-word/sentence answers, fill-in the blanks, MCQs', and matching. The descriptive type shall include short answer and essay type questions. The number of questions and distribution of marks shall be decided by the teachers. **Questions for exams and tests shall be designed to assess course learning outcomes along with focus on knowledge, understanding, application, analysis, synthesis, and evaluation.**

The evaluation for IDC, VAC and entrepreneurship, innovation and skill development courses shall include MST (50 marks) and ESE (50 marks). The pattern of examination for both MST and ESE shall be same as ESE described above for other courses.

Evaluation of dissertation proposal in the third semester shall include 50% weightage by supervisor and 50% by HoD and senior-most faculty of the department. The evaluation of dissertation in the fourth semester shall include 50% weightage for continuous evaluation by the supervisor for 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 is based on report of dissertation (30%), presentation (10%), and final viva-voce (10%). The external expert may attend final viva-voce through offline or online mode.

Examination pattern from 2022-23 session onwards

Core, Discipline Elective, and Compulsory Foundation Courses			IDC, VAC, and Entrepreneurship, Innovation and Skill Development Courses	
Exam	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Various methods	-	-
Mid-semester test (MST)	25	Descriptive	50	At least 70% to be descriptive
End-semester exam (ESE)	50	At least 70% to be descriptive	50	At least 70% to be descriptive

Dissertation Proposal (Third Semester)			Dissertation (Fourth Semester)		
Evaluator	Marks	Evaluation	Evaluator	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 and senior-most faculty of the department	50	Dissertation proposal and presentation	External expert, HoD and senior-most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)

Marks for internship shall be given by the supervisor, HoD and senior-most faculty of the department.

Some Guidelines for Internal Assessment

1. The components/pattern of internal assessment/evaluation should be made clear to students during the semester.
2. The results of the internal assessment must be shown to the students.
3. The question papers and answers of internal assessment should be discussed in the class.
4. The internal assessment shall be transparent and student-friendly and free from personal bias or influence.

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.

Multiple Entry and Exit in the MA Programme

Any student of the MA programme in History who wishes to leave the course after successful completion of MA 1st year, maybe given a Post Graduate Diploma in History as per the university guidelines, provided the candidate successfully completes additional MOOCs of 04 credits as decided by the department during/after completion of MA First year (but not later than one year after the completion of the first year of MA Programme).

SEMESTER- I

Course Code: HIS.506

Course Title: Ancient India: From Earliest Times to c. 1200 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	Sources of Ancient Indian History: (Literature; Archaeology, Numismatics, Epigraphy); The Indus-Sarasvati Civilization (Origin, Spread, Maturity and Urbanisation; Decline or transformation); Vedic Age: Connection with the Indus-Sarasvati Civilization; Debate on the Original Home of the Aryans; Political and Economic Structures of the Vedic People Learning Activities: <i>Seminars and group discussions</i>	CLO1
II 15 Hours	Rise of Mahajanapadas Monarchical and the Republican States; The Rise Mauryan Empire: Political Structure and Economic Developments; Ashoka's Dhamma; Ashokan Edicts and their Significance; Decline and Disintegration of the Mauryan Empire. Learning Activities: <i>Group discussion, class debates, presentations</i>	CLO2
III 15 Hours	Age of the Kushanas: Original Home of the Kushanas; The Question of Soter Megas; Date of Kanishka; Climax and Decline of the Kushana Empire; Imperial Guptas: Sources of Gupta History; Original Home and Caste of the Guptas; Matrimonial Alliances of the Guptas; Achievements of Samudragupta and Chandragupta-II; Decline of the Gupta Empire; Economic Structures (Agriculture, Craft and Industry and Internal and External Trade; Developments in Science and Technology, Astronomy, Mathematics and Medicine.during Kushanas and imperial Guptas).	CLO3

	Learning Activities: <i>Student seminars, debates and group discussions on reading inscriptions and analysing the numismatic data on relevant themes</i>	
IV 15 Hours	<p>Pushyabhutis and their Successors: Establishment of the Pushyabhuti Empire at Kannauj; Achievements of Harshavardhana; Struggle for Kannauj: Tripartite Struggle Between Palas, Pratiharas and Rahtrakutas; India on the eve of Ghaznavid and Ghurid Invasions; Progress in Economy (Agrarian structure, craft and industry, inland and overseas trade under the Pushyabhutis and their successors)</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>	CLO4

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.
- Allen C. 2023. *Aryans*. Gurugram: Hachette India
- Altekar. A. S. 1934. *Rashtrakutas and Their Times*. Poona: Oriental Book Agency.
- Avari, B. 2007. *India: The Ancient Past: A History of the Indian Sub-continent from C. 7000 BC to AD 1200*. London: Routledge.
- 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.
- Bryant, E. 2001. *The Quest for the Origin of Vedic Culture*. New York: Oxford University Press
- Chakrabarti, D. K. 2006. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. Oxford University Press.
- Chakrabarti, D. K. 2008. *The Battle for Ancient India: An Essay in the Sociopolitics of Indian Archaeology*. New Delhi: Aryan Books International.
- Chakrabarti, D. K. 2014. *Nation First: Essays in the Politics of Ancient Indian Studies*. New Delhi: Aryan Books International.
- 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.
- Das, S. 2014. *Unknown Civilization of Prehistoric India*. New Delhi: Kaveri Books.
- Devahuti, D. 1983. *Harsha- A Political Study*. New Delhi: Oxford University Press.
- Dikshitar, V. R. 1993. *The Gupta Polity*. Delhi: Motilal Banarsidass.

- Feuerstein, G, Subhash Kak & David Frawley. 2001. *In Search of the Cradle of Civilization: New Light on Ancient India*. Chennai: Quest Books Theosophical Publishing House.
- 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. 1918. *The Corporate Life in Ancient India*, Calcutta.
- Majumdar, R.C. 1951. (eds.), *The Vedic Age*. Bombay: Bhartiya Vidya Bhavan.
- Majumdar, R.C. 1955. (eds.) *The Age of Imperial Kanauj*. Mumbai: Bharatiya Vidya Bhavan.
- Majumdar, R.C. 1957. (eds.), *The Struggle for Empire*. Bombay: Bhartiya Vidya Bhavan.
- Majumdar, R.C. 1971. (eds.) *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.
- 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. 1997. *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, 7th ed. Delhi: Oxford University Press.
- Sharma, R.S. 1983. *Material Culture and Social Formation in Ancient India*. Delhi: Macmillan.
- Singh, U. 2021. *Ancient India: Culture of Contradictions*, New Delhi: Aleph Book Company.
- 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.
- Trautman, T. R. 2007. *The Aryan Debate*. New Delhi: Oxford University Press
- Wheeler, M. 1968. *The Indus Civilization*. Cambridge: Cambridge University Press.

Web Resources:

- <https://youtu.be/O5NGukyHm6Q>
- <https://youtu.be/Siz6qlq3v1Y>
- <https://youtu.be/ISHU9eVPHTU>
- <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/NaTlNoqgLzY>

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. 508
Course Title: History of Medieval India:
Polity, Economy and Culture
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

CLO8: Examine conceptual and theoretical models of state

CLO9: Interpret concepts that may be equivalent to ‘religion’, ‘economy’, ‘politics’

CLO10: Mughal, Maratha, Deccani, Sikh, Saltanat, Rajput, Ahom, Odisha, Nayaka and other court and political cultures.

CLO11: Evaluate nature of economic and commercial life

Unit/ Hours	Contents	Mapping with CLO
I 15 Hours	Debates on the theories of State; Turkish Invasions and Establishment of Delhi Sultanate under Ilbaris; Composition of Sultanate's Nobility; Agrarian Reforms of Alauddin Khalji; Political and Religious Orientation of the Tughlaqs Learning Activities: <i>Class Discussions, Debate on various theories and their context, Creating Chronological Chart on the Sultanate, Class presentations on various policies of Mamluk Sultans, visiting the historical monuments and archives, visit Museum</i>	CLO1 CLO2 CLO3 CLO4
II 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; Agrarian Taxation in Delhi Sultanate; Introduction of Iqta System and its Evolution under various Rulers. Learning Activities: <i>Group Discussion on various section of rural society, Tracing the origin of Persian Wheel, mapping Firuz Shah Canals in present time Student Group presentations on evolution of Iqta System, tracing the evolution in Central Asian Society, Discussion on Siyasatnama,</i>	CLO2 CLO3 CLO4 CLO5 CLO6 CLO7 CLO8
III/ 15 Hours	Theories of kingship and politics; Political authority of sultan, raja, padshah; Relations between political and spiritual authority; Political Culture; Court Society; Notions of Diversity and Uniformity; Local Governance Administration, Revenue Learning Activities: <i>Student presentations, teacher-led peer discussions on polity and administration</i>	CLO8 CLO11 CLO10
IV/ 15 Hours	Economic History; History of Commerce: European and Indigenous Merchants; Social History of Mughal India; Art and Architecture Regional Histories; Management of Violence and Military Potential; Mongol Invasions; Decline of Mughal Empire Learning Activities: <i>Student presentations, teacher-led peer discussions on court, society and economy</i>	CLO8 CLO11 CLO9

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.
- 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.
- Auer, H. B. 2013. *Symbols of Authority in Medieval Islam: History, Religion and Muslim Legitimacy in the Delhi Sultanate*. New Delhi: Viva Books.
- Blake, S. P. 2002. *Shahjahanabad: The Sovereign City in Mughal India 1639-1739*. New Delhi: Cambridge 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
- Chattopadhyaya, B. D. 1994. *The Making of Early Medieval India*. New Delhi: Oxford University Press.
- Chattopadhyaya, B. D. 1994. *The Making of Early Medieval India*. New Delhi: Oxford 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, M. R. 2019. *India in the Persianate Age: 1000-1765*. UK: Allen Lane.
- 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.
- Eaton, R.M. ed. 2003. *India's Islamic Traditions, 711-1750*. Delhi: Oxford University Press.
- Farooqi, M.A. 1991. *The Economic Policy of the Sultans of Delhi*. New Delhi: Konark Publishers.
- 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.
- Hussain, S. E. 2003. *The Bengal Sultanate: Politics, Economy and Coins (A.D. 1205-1576)*. New
- 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.
- Karashima, N. Ed. 1999. *Kingship in Indian History*. Delhi: Manohar.
- Kulke, H. and D. Rothermund. 1986. *A History of India*. New Delhi: Routledge.
- Kulke, Hermann.ed. 1997. *The State in India. 1000-1700*. Delhi: Oxford University Press.
- Kumar, S. 2010. *The Emergence of the Sultanate: 1192-1286*. New Delhi: Permanent Black.
- Lal, R. 2005. *Domesticity and power in the early Mughal world*. Delhi: Cambridge University Press.
- Malik, J. 2012. *Islam in South Asia: A Short History*. New Delhi: Orient Black Swan.
- Moreland, W. H. 1929. *The Agrarian System of Moslem India: a historical essay with appendices*. Cambridge: Cambridge University Press.

- Mujeeb, M. 1985. *The Indian Muslims*. New Delhi: Munshiram Manoharlal.
- Mukhia, H. 2003. *The Feudalism Debate*. New Delhi: Manohar Publishers and Distributors.
- Mukhia, H. 2008. *The Mughals of India*. Oxford: Blackwell.
- Naqvi, H. K. 1986 *Agricultural, Industrial and Urban Dynamism under the Sultans of Delhi*. New Delhi: Munsiram Manoharlal.
- 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.
- Nizami, K.A. 2002. *Some Aspects of Religion and Politics during Thirteenth and Fourteenth-Century India*. New Delhi: Oxford University Press.
- Peabody, N. 1994. *Hindu Kingship and polity in precolonial India*. Delhi: Cambridge University Press.
- Prakash, Om. 1998. *European commercial enterprise in pre-colonial India*. Delhi: Cambridge University Press.
- 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*,
- Richards, J. F. 1981. "Mughal State Finance and the Premodern World Economy," *Comparative Studies in Society and History*, 23, 2, pp. 285-308.
- Sharma, R. S. 2008. *Indian Feudalism*. New Delhi: Laxmi Publications.
- Singh, S. 2020 *Making of Medieval Panjab: Politics, Society and Culture c.1000-c.1500*. New Delhi: Manohar Publications.
- Singh, U. 2011. *Rethinking Early Medieval India*. New Delhi: Oxford University Press.
- Stein, B. 1986. *Peasants State and Society in Medieval South India*. New Delhi: Oxford University Press.

Web Resources:

- Archive.org website <https://archive.org/>
- ArchNet website <https://www.archnet.org/>
- https://onlinecourses.swayam2.ac.in/cec20_hs27/preview
- <https://www.youtube.com/watch?v=64xMckDjCJM>
- <https://www.youtube.com/watch?v=c2tXCVOZxhs>
- <https://www.youtube.com/watch?v=DA4aOKGI7d4>
- <https://www.youtube.com/watch?v=JEh14VrcfLc>
- <https://www.youtube.com/watch?v=nALxBEGLKRA>
- <https://youtu.be/BsTHjTirydE>
- <https://youtu.be/JwApRMbkiTk>
- <https://youtu.be/TXow0CGWKSs>
- https://youtu.be/utaTyB_VCy0
- National Digital Library of India <https://ndl.iitkgp.ac.in/>
- Persian Literature in Translation, Packard Humanities Institute <https://persian.packhum.org/>
- Project Gutenberg, <https://www.gutenberg.org/>

Modes of Transaction:

- Co-operative learning
- Group discussion
- Inquiry training
- Lecture
- Lecture cum Demonstration
- Problem solving approach
- Reflective Enquiry
- Self-learning
- Self-Learning

Tools Used:

PPT, Video, Google meet, NPTEL, Google, YouTube, Telegram

Course Code: HIS.

Course Title: History of Indian Knowledge Systems

Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning outcomes: Students will be able to

CLO1: Understand the background of Indian Knowledge Systems.

CLO2: Identify the main philosophical features of Indian Knowledge Systems.

CLO3: Understand the importance of learning basics in ancient Indian Knowledge Systems.

CLO4: Analyze the role and importance of knowledge in people's lives.

Unit/ Hours	Contents	Mapping with CLO
I 15 Hours	<p>Introduction to Indian Knowledge Systems: Meaning, Definition, Concept and Scope of Indian Knowledge Systems, Sources of Indian Knowledge Systems, Richayen, Sutra, Bhashya Karika, and Vartika Texts, Fourteen/Eighteen Vidyasthanas, Tantrayukti, Vocabulary of Indian Knowledge Systems: Gyana, Viddhya, Panchamahabhutas, Dharma, Punya, Aatma, Karma, Yagna, Shakti, Varna, Jaati, Moksha, Loka, Daana, Itihasa, Puraana, Praja, Janata, Loktantra, Prajatantra, Ganatantra, Swarjya, Surajya, Rashtra, Desh, Pramanas, Upapatti, Vaada, Samvaada, Vivaada, Jalpa, Vitanda, Poorvapaksha, Uttarapaksha.</p> <p>Learning Activities: <i>Seminars and group discussions, presentations</i></p>	CLO1

<p>II 15 Hours</p>	<p>Learning foundations of Indian Knowledge Systems: Ancient Education System: Methods, Sources and Subjects, Panch Kosha, Caturdaśa Vidyāsthāna-s: 14 branches of learning in ancient India- purāṇa, nyāya, mīmāṃsā, dharmasāstra, Six Vedāṅga-s: Sikṣā, Vyākaraṇa, Nirukta, Chhanda, Jyotiṣa, Kalpa and four Veda-s- Rgveda, Yajurveda, Sāmaveda and Atharvaveda, Ayurveda: Introductory information on them, Concept of Time: Conversion of Eras: Śaka to Kali, Śaka to Jovian years, Vikramasamvat to Kali, Kollam year to Kali, Pañcāṅga, Nakṣatra, Tithi, Yoga, Karaṇa and Vāra. Learning Activities: <i>Group discussion, class debates, presentations</i></p>	<p>CLO2</p>
<p>III/ 15 Hours</p>	<p>Philosophical foundations of Indian Knowledge Systems Introduction to Samkhya, Vaisheshika, Yoga, Nyaya and Memansa, Boddha, Jain, Lokayat, Ajiwak: Gyan, Satya, Srishti, Atma, Moksha and Maya, Tarkaśāstra: Pramāṇas, Pratyakṣa, Anumana, Upamāna, Sabda, Arthāpatti, Andanupalabdhi, Pramātā, Pramāṇa, Prameya and Pramā, Svātaḥpramaṇya and Parataḥ Pramāṇya, Abhidhā, Lakṣaṇā, Vyañjanā, Tātparya, Hetu-lakṣaṇa and Hetvabhasa Lakṣaṇa, Pancha Adhikaraṇa System-, Viśaya, Saṃśaya, Purvapakṣa, Uttarapakṣa and Saṃgati. Learning Activities: <i>Student seminars, debates and group discussions</i></p>	<p>CLO3</p>
<p>IV/ 15 Hours</p>	<p>Knowledge and Life Knowledge in Stone Age, Knowledge in Proto-Historic Age, Knowledge in Vedic Age: Language, Literature, Art, Music, and Dance, Agriculture, Upavedas: introductory information on them. Sastras, 18 Puraṇasas, Characteristics of Puraṇas, Sarga, Pratisarga, Vaṃsa, Manvantara and Vaṃsanucarita, Four Puruṣārtha, Four Aashramas, 16-Sanskaras, Kamyā, Nitya, Niṣiddha, Naimittika, Prayascita & Upasana Yogakshema, Saptanga, Sadguna. Learning Activities: <i>Student seminars, debates and group discussions</i></p>	<p>CLO4</p>

Suggested Readings:

Agarwal, Anil & Sunita Narain, Dying Wisdom: Rise, Fall and Potential of India's Traditional Water-Harvesting Systems, Centre for Science and Environment, New Delhi, 1997.

B.V. Subbarayappa, Science in India: A Historical Perspective, Rupa, New Delhi, 2013.

Balasubramaniam, R., Marvels of Indian Iron through the ages, Rupa & Infinity Foundation, New Delhi, 2008.

Basham, Arthur Llewellyn, The Wonder That Was India, Sidgwick & Jackson. 1954.

Chakravarthy, G.N. The Concept of Cosmic Harmony in the Rg-Veda, Nagasri Book House, Bangalore, 2005.

Chande, M. B., Indian Philosophy in Modern Times, Atlantic Publishers, New Delhi, 2000.

- Chatterjee, Satish Chandra & D.M Dutta. An Introduction to Indian Philosophy. Rupa and co., Kolkata, 2010.
- Chauhan, Bhag Chand, Knowledge System of Bhārata, Garuda Prakashan, 2023.
- Coomaraswamy, Ananda K., Early Indian Architecture: Cities and City-Gates, Munshiram Manoharlal Publishers, 2002.
- Datta, Bibhuti Bhushan & Avadhesh Narayan Singh, History of Hindu Mathematics, Bharatiya Kala Prakashan, Delhi, 2004.
- Datta, Bibhuti Bhushan, Ancient Hindu Geometry: The Science of the Śulba, Cosmo Publications, New Delhi, 1993.
- Dharampal, Indian Science and Technology in the Eighteenth Century, Academy of Gandhian Studies, Hyderabad, 1971.
- Dharampal, The Beautiful Tree: Indigenous India Education in the Eighteenth Century, Keerthi Publishing House Pvt Ltd., Coimbatore, 1995.
- Fredrick W. Bunce, The Iconography of Water: Well and Tank Forms of the Indian Subcontinent, DK Printworld, New Delhi, 2013.
- Kapil Kapoor and A K Singh, Indian Knowledge Systems: Vol I and II, D.K. Print World Ltd, New Delhi, 2005.
- Kohle, Pradeep, Pride of India- A Glimpse of India's Scientific Heritage, Samskrit Bharati, 2006.
- Kumar, Alok, Sciences of the Ancient Hindus: Unlocking Nature in the Pursuit of Salvation, Create Space, Independent Publishing, 2014.
- Mahadevan, B., Introduction To Indian Knowledge System: Concepts And Application, PHI, New Delhi, 2022.
- Moore, Charles A., The Indian Mind: Essentials of Indian Philosophy and Culture, University of Hawaii Press, Honolulu, 1996.
- Mukherji, Anisha Shekhar, Jantar Mantar: Maharaja Sawai Jai Singh's Observatory in Delhi, Ambi Knowledge Resources, New Delhi, 2010.
- Padmanabhan, Thanu, Astronomy in India: A Historical Perspective, Springer, New Delhi, 2010.
- Rao, S. Balachandra, Indian Mathematics and Astronomy: Some Landmarks, Jnana Deep Publications, Bangalore, 2004.
- Rao, S. Balachandra, Vedic Mathematics and Science in Vedas, Navakarnataka Publications, Bengaluru, 2019.
- Ray, P.C., A History of Hindu Chemistry: from the Earliest Times to the Middle of the Sixteenth Century A.D., Cosmo Publications, 2010.
- Sathapati, V. Ganapati, Indian Sculpture and Iconography-Forms and Measurements, Auro Publications, 2001.
- Sibaji, Raha, History of Science in India, Ramkrishan Mission Institute of Culture, Kolkata, 2014.
- Soni, Suresh, India's Glorious Scientific Tradition, Ocean Books Pvt. Ltd., 2010.

Web Resources:

- <https://www.youtube.com/watch?v=ivwqpCtdkdA>
<https://www.youtube.com/watch?v=3qA3bJEPHXg>
<https://www.youtube.com/watch?v=Gexiwsa7Gc0>

<https://www.youtube.com/watch?v=ytIxcI5rbag>
https://onlinecourses.swayam2.ac.in/imb23_mg53/preview
https://www.youtube.com/watch?v=EZNT5tiF68Q&list=PLD1nfo-60R_LALIE2Bc_dR4D3avqXUpYo
https://www.youtube.com/watch?v=9aj8wnl6p-8&list=PLD1nfo-60R_Ib6JbuoN4wgm15x1bvslmH&index=1
<https://www.youtube.com/watch?v=eQpyLwkWF2E>
<https://www.youtube.com/watch?v=LZP1StpYEPM>

Modes of Transaction

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

Tools Used:

PPT, Video, Google Classroom, Googlemeet, Telegram

Course Code: HIS.507

Course Title: Modern India: From Raj to Swaraj

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, Cultural Trends; European Trading Companies in India; Battle of Plassey, British occupations of Bengal, Maratha & Mysore; Concept of Utilitarianism 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 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:

- Aggarwal, R.N. 1967. *National Movement and Constitutional Development of India*. Delhi: Metropolitan
- Azad, M.A.K. 2009. *India Wins Freedom*. New Delhi: Orient Black Swan
- Bagchi, A.K. 2010. *Colonialism and Indian Economy*. New Delhi: Oxford University Press
- Bandyopadhyay, S. 2004. *From Plassey to Partition: A History of Modern India*. Hyderabad: Orient Longman
- 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
- Chand, T. 1984. *History of the Freedom Movement in India*. New Delhi: Publications Division Govt. of India
- Chandra, B. 1979. *Nationalism and Colonialism in Modern India*. New Delhi: Orient Longman
- Chandra, Bipan & Mahajan, Sucheta. 1989. *India's Struggle for Independence 1857-1947*. New Delhi: Penguin Books
- Chatterjee, P. 1986. *Nationalist Thought and the Colonial World: A Derivative Discourse*. London: Zed Books
- Chopra, P.N.A. 2003. New Delhi: Sterling Publishers Private Limited
- Datta, R. 2000. *Society, Economy, and the Market: Commercialization in Rural Bengal, c. 1760-1800*. Delhi: Manohar Publishers & Distributors
- Desai, A.R. 1946. *Social Background of Indian Nationalism*. Bombay: Popular Book Depot
- Ghosh, S.C. 2013. *The History of Education in Modern India*. New Delhi: Orient Black Swan
- Gordon, L.A. 1974. *Bengal: The Nationalist Movement 1876-1940*. New York: Columbia University Press
- Guha, R. 1997. *Dominance Without Hegemony: History and Power in Colonial India*. Harvard University Press

- _____ 2010. *The Small Voice of History Collected Essays*. New Delhi: Orient Black Swan
- Majumdar, R.C. 2002. *British Paramountcy and Indian Renaissance*. Part- I, Mumbai: Bharatiya Vidya Bhavan
- _____ 2003. *Struggle for Freedom*. Mumbai: Bharatiya Vidya Bhavan
- _____ 2007. *British Paramountcy and Indian Renaissance*. Part- II, Mumbai: Bharatiya Vidya Bhavan
- Marshall, P. J. 2005. *The Eighteenth Century in Indian History: Evolution or Revolution?* Delhi: Oxford University Press.
- Mehta, P. 1985. *A Dictionary of Modern Indian History 1707-1947*. New York: Oxford University Press
- Mill, J.S. 1840. *The History of British India*. London: James Maden
- Naoroji, D. 1901. *Poverty and Un-British Rule in India*. London: Swan Sonnenschein & Co. Ltd.
- Nehru, Jawaharlal. 1989. *Discovery of India*. New Delhi: Oxford University Press
- Rao, Parimala. 2011. *Foundations of Tilak's Nationalism*. Hyderabad: Orient Black Swan

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 Sarvadharm Sambhav, 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, Brahmana, Upanishadas 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.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 12 Hours	Indian Society as perceived in Al Bruni's Kitab-ul-Hind; Urban Revolution; Ulema and Nobility; mystical traditions and establishment of Chishtiya and Suhrawardi order. 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>	CLO1, CLO6, CLO4 & CLO3
II 10 Hours	Persian literature through Amir Khusrau's Masnavis; social interaction as perceived through Sufi Tazkiras, Education and Learning under Sultanate Learning Activity: <i>Discussion on various aspect of Amir Khusrau's Poetry, presentations and Visiting Sufi Dargahs</i>	CLO2, CLO3 & CLO6
III 11 Hours	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. Learning Activity: <i>Visit to Museum, Archive, Deras of Jogis, Class discussion on ideology of both Abu Fazal and Shaikh Ahmad Sirhindi</i>	CLO2, CLO4 & CLO3
IV 12 Hours	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. Learning Activity: <i>Charts on Bhakti Saints, Studying Female Saints, Discussion on various schools of Bhakti</i>	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 Manhorlal.
- 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

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.

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/tFCIKGI1Ybs>

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	CLO2

	External Trade); Structure of the Society. Learning Activities: <i>Seminar presentations, group discussions</i>	
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.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 12 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 11 Hours	Land revenue settlements in British India: The Permanent Settlement,	CLO1 & CLO2

	Ryotwari Settlement, Mahalwari Settlement and consequences; Famine and poverty in the rural domain Learning Activities: <i>Debates and discussion, seminar presentations</i>	
III 11 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 11 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. 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

Course Code: HIS.
Course Title: Prehistoric India
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: Interpret the archaeological source material in right perspective to construct a balanced approach towards the understanding of prehistoric times in Indian history.

CLO2: Examine the environmental and human induced changes that shaped the human history in the stone ages in India.

CLO3: Develop the analytic skill to analyze and compare the earliest developments in human history in different parts of India at specific times.

CLO4: Evaluate the development of settlement and subsistence pattern of prehistoric man with the passage of time across the Indian subcontinent in general and in the Indian context particularly.

Unit/Hours	Contents	Mapping with CLO
I 12 Hours	Prehistory: Meaning and Definition of Prehistory; India in Geographical Settings, Sources of Prehistoric India. Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO 1
II	Palaeolithic Cultures: Lower, Middle, Upper; Age, Tools and	CLO 3

11 Hours	Technologies, Spatial Distribution, Features, Settlement and Subsistence Pattern. Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO 4
III 11 Hours	Mesolithic Cultures: Age, Tools and Technologies, Spatial Distribution, Features, Settlement and Subsistence Pattern. Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO 2 CLO 3 CLO 4
IV 11 Hours	Neolithic Cultures: Age, Tools and Technologies, Spatial Distribution, Features, Settlement and Subsistence Pattern, Social Formations. Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO 2 CLO 3 CLO 4

Suggested Readings

- Agrawal, D. P. 1982. *The Archaeology of India*. London: Curzon Press.
- Agrawal, D. P. and J. S. Kharakwal. 2002. *South Asian Prehistory: A Multidisciplinary Study*. New Delhi: Aryan Books International
- Allchin, B. and F. R. Allchin. 1963. *Neolithic Cattle –keepers of South India: A Study of the Deccan Ashmound*. Cambridge: Cambridge University Press.
- Allchin, B. and R. Allchin. 1971. *Origins of Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking Publishers
- Allchin, B. and R. Allchin. 1982. *The Rise of Civilizations in India and Pakistan*. Cambridge: Cambridge University Press.
- Bhattacharya, D. K. 1989. *An Outline of Indian Prehistory*. Delhi: Palaka Prakashan
- Chakrabarti, D. K. 1995. *The Archaeology of Ancient Indian Cities*. New York: Oxford University Press. College Post-Graduate and Research Institute.
- Dani, A. H. 1960. *Prehistory and Protohistory of Eastern India*. Calcutta: K. L. Mukhopadhyay.
- Deo, S. B. and K. Paddayya. 1985. *Recent Advances in Indian Prehistory*. Pune: Deccan
- Dikshit, K. N. 1985. *Archaeological Perspective of India Since Independence*. New Delhi: Books & Books
- Jain, V. K. 2006. *Prehistory and Protohistory of India: An Appraisal: Palaeolithic--non-Harappan Chalcolithic Cultures*. New Delhi: D. K. Printworld.
- Mathpal, Y. 1984. *The Prehistoric Rock Art of Bhimbetka, Central India*. New Delhi: Abhinav Publications.
- Moorti, U. S. 1994. *The Megalithic Culture of South India: Socio-Economic Perspectives*. Varanasi: Ganga Kaveri.
- Narasimhaiah, B. 1980. *Neolithic and Megalithic Culture in Tamil Nadu*. New Delhi: Sandeep Prakashan.
- Neumayer, E. 1982. *Lines on Stone: The Prehistoric Rock Art of India*. New Delhi: Aditya Prakashan
- Paddayya, K. 2002. *Recent Studies in Indian Archaeology*. New Delhi: Munshiram Manoharlal
- Rao, B. K. G. 1972. *Megalithic Culture in South India*. Mysore: University of Mysore.
- Sahu, B. P. 1988. *From Hunters to Breeders: Faunal Background of Early India*. New Delhi: Anamika Prakashan.

- Settar, S. and Ravi Korisetar (eds.) 2002. *Indian Archaeology in Retrospect, Vol. I*. New Delhi: ICHR Publication.
- Subbarao, B. 1958. *The Personality of India*. Baroda: Maharaja Sayajirao University of Baroda.
- Thapar, B. K. 1986. *Recent Archaeological Discoveries in India*. Japan: UNESCO and the Centre for East Asian Cultural Studies
- Thapar, B. K. and A. K. Sharma. 1994. *Indian Megaliths in Asian Context*. New Delhi: National Museum Institute.
- Verma, A. K. 1988. *Neolithic Culture of Eastern India*. Delhi: RVB Books
- Wakankar, V. S. and R. R. R. Brooks. 1976. *Stone Age Paintings in India*. London: Yale University Press

Web Resources:

- <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=7TaLuFYWesLa5bbdLbUHdg==>
- https://www.youtube.com/watch?v=i_PpS70gXPo
- <https://www.youtube.com/watch?v=kbWIDaql-aM>
- <https://www.youtube.com/watch?v=xQ2c6Vx90eo>
- https://www.youtube.com/watch?v=QHfRpeC_CIU
- <https://www.youtube.com/watch?v=yWpj-gJTZvk>
- https://www.youtube.com/watch?v=KGh_Wjz0LR0
- <https://www.youtube.com/watch?v=Hw98FBqa47Y>

Modes of Transaction:

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

Tools Used:

PPT, Video, Google meet, NPTEL

SEMESTER- II

Course Code: HIS.554
Course Title: History of Panjab: Through Ages
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 epigraphic and textual sources are essential to create a spatial understanding of the region. To understand the idea of Sapt-Sindhu and its economic and social interactions.

CLO2: Study the genesis of important political set up during 7th century in form of the Turkshahi, to examine the transformation from Turkshahi to Hindushahi

CLO3: Analyse the importance of this region in the wake of Ghaznavid and Ghorids incursions. To Explain the emergence of Turks and to study tribal principalities, the political strategies of Tughlaqs and response to Panjab.

CLO4: Examine the region between the invasions of Timur and Babur, to study the relations of central power with tribal groups such as Jat, Baloch and Khokhar.

CLO5: Discuss the establishment of various Sufi orders in the region and their bearing on the social-cultural milieu, to study the movement of Nath, Jogi and Qalandar in the region.

CLO6: To Evaluate the Sikh rule from Banda Singh Bahadur Ranjit Singh, to study the social and religious reform movements during 19th century.

CLO7: To Understand the Gurudwara Reform Movement, Jallianwala Bagh, to examine the role of Panjab in the National Movement and Partition of the region.

Unit/Hours	Contents	Mapping with CLO
I 15 Hours	The Idea of Sapt-Sindhu and Sources to understand it; Spatial Expansion and Economic and Social orbits; Formation of Turkshahi and its transformation to Hindushahi, Panjab Between the Ghaznavid to Ghorid; Political Strategies of Tughlaqs in Context to Panjab <i>Learning Activities: Class Discussions, Debate on various theories of Sapt-Sindhu and Its context, creating flowcharts on the advent of Turkshahi, presentations on various Sources, Discussion on the Tughlaq policies in Panjab.</i>	CLO1 CLO2 CLO3
II 15 Hours	Panjab Between Two Invasions - Timur and Babur, Mughal's Strategies and Attitude Towards Panjab (Conflicts with the Jats, Baloch and Khokkhar), World of Zamindars Emergence and Movements of Devotional Traditions (Sufi's, Jogis, Sikhs)	CLO4 CLO5

	Learning Activities: <i>Class Discussions, Debate on the role of Zamindar Visit to Sufi Dargahs, Mapping Local Sufi Dargahs and Deras, Charting the Chishti and Suhrawardi Saints of the region, creation of Panjabi Qissas,</i>	
III 15 Hours	Sikh Rule from Banda Singh Bahadur to Ranjit Singh; Panjab under British Rule; Socio-Religious Reform Movements in Panjab Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO6
IV 15 Hours	Land Alienation Bill, Peasant Rebellion of 1907, Gurudwara Reform Movement, Jallianwala Bagh, Panjab's Participation in National Movement, Independence and Partition of Punjab Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO7

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.
- Alam Muzaffar, *Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48*, New Delhi: Oxford University Press, 2013 (2nd ed.).
- Alavi, Seema, *The Eighteenth Century in India: Debates in Indian History and Society*, Oxford India Paperback, New Delhi, 2007
- 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. (35)
- Banerjee, I.B., Evolution of the Khalsa, 2 vols., A. Mukherjee & Co., 1972 (2nd edn.). Fenech Louis E, Martyrdom in the Sikh tradition, : Oxford University Press, 2000.
- Harbans Singh, Guru Tegh Bahadur, New Delhi: Manohar, 1994.
- Grewal, J.S The Sikhs of the Punjab, The New Cambridge History of India, New Delhi: CambridgeUniversity Press, 1999 (2nd ed.).
- Mcleod, W.H., 'The Janam–Sakhis as Historical Sources', in Sikhs and Sikhism, Oxford: Oxford University Press, 1999, pp.248-67.
- Singh, Chetan, Region and Empire: Punjab in the Seventeenth Century, New Delhi: Manohar, 1991.
- Singh Sulakhan, Heterodoxy in the Sikh Tradition, Jalandhar: ABS Publication, 1999
- Teja Singh and Ganda Singh, A Short History of the Sikhs: 1469-1765, Vol.I, Patiala: Punjabi University, 1983 (rep.).
- Bhai Jodh Singh (tr.), Varan Bhai Gurdas, 3 vols., Patiala: Vision and Vantura, 1998.
- Grewal, J.S., 'Cleavage in the Panth,' Sikh Ideology, Polity and Social Order, Manohar, 2007, pp: 78-85
- Mann, Gurinder Singh, The Making of the Sikh Scripture, New York: 2001.
- Mcleod, W.H., Guru Nanak and the Sikh Religion, Oxford: OxfordUniversity Press, 1968. Talib, Gurbachan Singh (tr.), Sri Guru Granth Sahib, Patiala: Publication Bureau, PunjabiUniversity, IV Vols., 1999.
- Chetan Singh, Region and Empire: Punjab in the Seventeenth Century, Delhi: Oxford University Press, 1991.
- Ganda Singh, Life of Banda Singh Bahadur, Publication Bureau, Punjabi University, Patiala, 2006.
- Ganda Singh, Ahmad Shah Durrani, Bombay: Asia Publishing House, 1959.
- Sachdeva, Veena, Polity and Economy of the Punjab during the Late Eighteenth Century, New Delhi: Manohar,1993.
- Sachdeva, Veena, Atharvi Shtabdi ke Antim Charan Mein Punjab Ki Rajnaitik Tatha Arth Vyavastha, Chandigarh: Unistar, 2014 (Hindi Medium);
- Mughal Raj de Patan Uprant da Punjab (Atharvi Sadi), Chandigarh: Unistar, 2015 (Punjabi Medium)
- Banga, Indu, ed., Five Punjabi Centuries: Polity, Economy, Society and Culture, c.1500-1900, New Delhi: Manohar, 1997.
- Bhagat Singh, Sikh Polity in the Eighteenth and Nineteenth Centuries, New Delhi: Oriental Publishers & Distributors, 1978.
- Grewal, J.S., The Sikhs of the Punjab: The New Cambridge History of India, New Delhi: Cambridge University Press, 2003.
- Gupta, Hari Ram, History of the Sikh Confederacies (1708-1769), New Delhi: Munshiram Manoharlal, 1978 (3rd edn.).

Sachdeva Veena, 'Social Base of Sikh Movement under Banda Singh Bahadur', Research Journal Social Sciences, Vol.22, No.3, 2014, Panjab University, Chandigarh, pp.14-24.

Bal, S.S., British Policy towards the Punjab (1844-49), Calcutta, 1971.

Banerjee, Himadri: Agrarian Society of the Punjab 1849-1901, Delhi: Manohar,2005.

Banga, Indu and J.S. Grewal, eds., Maharaja Ranjit Singh: Society and Economy, Amritsar: GNDU, 2001.

Banga, Indu, Agrarian System of the Sikhs, Manohar, Delhi: 1978.

Grewal, J.S. and Indu Banga, eds, Maharaja Ranjit Singh and His Times, Amritsar: GNDU, 1980.

Grewal, J.S., The Sikhs of the Punjab, New Cambridge History of India, 1994.

Jones, Kenneth W.: Socio-Religious Reform Movements in British India, Cambridge: Cambridge University Press, 2006.

Khushwant Singh, History of the Sikhs, Vol.II, Princeton: Princeton University Press, 2005.

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

<https://youtu.be/4gqcoQRP0YY?si=oTz-kRkiN-wn06H1>

<https://in.1947partitionarchive.org/>

<https://youtu.be/HucSCNQ01X4?si=AlUhOi5MWFy4bnWP>

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 15 Hours	Nation and State in India: Social and Economic basis of Indian Nationalism; early Nationalists, Assertive Nationalists and Revolutionaries. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 &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, Bipan et al. 1989. *India's Struggle for Independence 1857-1947*. New Delhi: Penguin Books
- 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.
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Shahid Amin, 1995. *Event, Metaphor, Memory: Chauri Chaura, 1922-1992*. Univ of California Press.

Ahmad, J.A.I., 1984. *Occidentosis: a plague from the West*. Berkeley, CA: Mizan Press.

Butalia, U., 2017. *The other side of silence: Voices from the partition of India*. Penguin UK.

Gandhi, M., 1997. *Gandhi: 'Hind Swaraj' and Other Writings*. Cambridge University Press.

Golwalkar, M.S., 1966. *Bunch of thoughts*. Rashtrrothana sahitya.

Herzl, T., 2010. *The Jewish State*. Penguin UK.

Iqbal, M., 2013. *The reconstruction of religious thought in Islam*. Stanford University Press.

Wollstonecraft, M., 1891. *A vindication of the rights of woman, with strictures on political and moral subject*. T. Fisher.

Zamindar, V.F.Y., 2007. *The long partition and the making of modern South Asia: Refugees, boundaries, histories*. Columbia 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.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	Industrial Revolution in England and its expansion in Europe, Socio-economic Impacts; Rise of new socialist ideas and movements; Influence of Karl Marx 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 Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO2, CLO3 & CLO4
IV 15 Hours	World Wars and Impact; Formation of League of Nations and UNO; Cold War; Disintegration of USSR; Globalization 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=aJJaltUmrGo>
- <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

Course Code: HIS...

Course Title: History of Contemporary India (1947-2000 AD)

Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning outcomes: Students will be able to

CLO1: Understand the lagecy of colonial rule.

CLO2: Understand the political scenario and state politics in independent India.

CLO4: Identified the Socio-economic issues of society in contemporary India.

CLO5: Understand the development of Science-technology and educational institutions in Contemporary times.

Unit/ Hours	Contents	Mapping with CLO
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I 15 Hours	Partition and Rehabilitation, Integration and Reorganization of States, Constituent Assembly, Indian Constitution- Features and Dr. Ambedkar Role, Hindu Code Bill, First General Election of 1952, The Prime ministers, Politics in the States, Separatist Movement & Regional Politics (Naxal-Bodo-Naga), Left Wing Parties, Right Wing Parties, Panchsheel and Non-Alignment Movement, India and Its Neighbors. Learning Activities: <i>Seminars and group discussions, presentations</i>	CLO1
II 15 Hours	Vision of New India, Congress split, Abolition of privy puse- 1971, Mid-term poll, 20 point Programme, Authoritarian Politics, Total Revolution, Proclamation of emergency, Policies of Repression, General Election 1977, New Political Alignment-Janata Party Govt., United front govt. Charansigh Preme ministership. Re-emergence of Indira Gandhi, Election of 1980, Panjab Crisis; Blue star operation, Assassination of Indira Gandhi, Prime ministership of Rajiv Gandhi, National front Govt., V.P. Singh, Mandal commission, The issue of Rama Jannam Bhoomi, fall of Govt., 1991 Election, Restoration of Congress Regime, Regionalism and instability in India, Caste and Anti-caste Politics, Alliance Politics in India: NDA and UPA Government. Learning Activities: <i>Group discussion, class debates, presentations</i>	CLO2
III 15 Hours	Structure of Economy, Five Year Plans, Agrariculture, Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Industrial Policy; Emergence of Public Sector Enterprises, Nationalisation of Banks, Women's Movement, Peasant Movement, Caste and Dalit Movement, Labour Movement, Tribals Issues and Minorities. OBC Empowerment, Development of Urban and Rural Local Bodies, New Economic Policy and Reforms, Era of Liberalization, Privatisation and Globalization. Learning Activities: <i>Student seminars, debates and group discussions</i>	CLO3
IV 15 Hours	Development of Science and Technology, Policy since 1950, Department of Science and Technology, Development of Agriculture, Science Research and Development Programme, Green Revolution, Educational Development: University Education Commission, Mudaliar Commission, Education Commission, First Education Policy, Yashpal Committee, RTE act- 2009, Development of Science and Technology, Cinema: innovation and transformations, Environmental dilemmas and technological revolutions. Learning Activities: <i>Student seminars, debates and group discussions</i>	CLO4

Suggested Readings:

Amdedkar B. R., Federation Versus Freedom, Thakkar & Co, Mumbai, 1939.

Bajpai, V.S., Non-Alignment Perspective and Prospects, New Delhi, 1983.

Bandyopadhyay, J., The Making of the India's Foreign Policy, Allied Publishers, New Delhi, 1970.

Bandyopadhyay, Sekhar, From Plassey to Partition, A History of Modern India, Orient Longman, New Delhi, 2004.

- Bernard, Cohn, *Colonialism and Its Forms of Knowledge: The British in India*, Princeton University Press, 1996.
- Bhambhri, C.P., *Indian States since Independence*, Shipra Publications, New Delhi, 1995
- Bose, Ashish, *Studies in India's urbanization, 1901-1971*, Tata McGraw-Hill, 1973.
- Brass, Paul R., *Language, Religion and Politics in North India*, OUP, London, 1974.
- Brass, Paul, R., *The New Cambridge History of India: The Politics of India since Independence*, Cambridge University Press, Cambridge. 1990.
- Chandra, Bipan, *India after Independence, 1947-2000*, Penguin Books, New Delhi, 1999.
- Chatterjee, Partha, *State and Politics in India*, Oxford University Press, New Delhi, 1997.
- Chaudhari, Prem, *The Indian Economy, Poverty and Development*, New Delhi, 1978.
- Chaudhry, Prem, *Colonial India and the Making of Empire Cinema: Image, Ideology and Identity*, Manchester University Press, Manchester, 2000.
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- Damodarn, Vinita & Maya Unnithan Kumar, *Post Colonial India: History, Politics and Culture*, Manohar Publishers and Distributors, Delhi, 2000.
- Desai, A.R., *Agrarian Struggle in Indian after Independence*, OUP, Delhi, 1986.
- Deshpande, Anirudh, *Class, Power and Consciousness in Indian Cinema and Television*, Primus Books, New Delhi, 2009.
- Dhar, P.N, *Emergency and Indira Gandhi's India*, Delhi: Oxford University Press, 2003.
- Dietmar Rothermund, *India: The Rise of an Asia, Giant*, Stanza, New Delhi, 2008.
- Dietmar, Rothermund, *Contemporary India: Political, Economic & Social Development*, Palgrave, Delhi, 2013.
- Dreze, Jean and Amartya Sen, *India: Economic Development and Social Opportunity*, Clarendon, Oxford University Press, Oxford, 1998.
- Dube, S.C., *India Since Independence: A Social Report on India 1947-72*, New Delhi, 1977.
- Dutt, V.P, *India's Foreign Policy*, Vikas Publishing House, New Delhi, 1984.
- Forbes, Geraldine, *Women in Modern India*, Cambridge University Press, Cambridge, 1996.
- Francine Frankel, R; *India's Political Economy, 1947-1977. The Gradual Revolution*, Oxford University Press, New Delhi, 1978.
- Frankel, F. and Rao, M. S. A., *Dominance and State Power in India: Decline of a Social Order*, Volumes 1-2, Oxford University Press, Delhi, 1989.
- Gallanter, Marc, *Competing Equalities, Law and the Backward Classes in India*, Oxford University Press, Delhi, 1984.
- Gallanter, Marc, *Competing Equalities: Law and the Backward Classes in India*, Delhi: Oxford University Press, 1984.
- Ghosh, S. C., *The History of Education in Modern India, 1757-2012*, Orient Black Swan, Delhi, 2015.
- Gopal, S., *Nehru: A Biography*, Volumes I, II and III, Bombay: Oxford University Press, 1976
- Granville Austin, *Working a Democratic Constitution*, Oxford University Press, 1997.
- Guha, Ramachandra, *India after Gandhi*, Picador, Delhi, 2007.

- Guha, Ramchandra, *India after Gandhi: The History of the World's Largest Democracy*, Picador, London, 2007.
- Gupta, Charu, *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India* (Permanent Black, Delhi, 2001)
- Gupta, S.P., *Modern India and progress in Science and Technology*, Vikas Publishing House New Delhi, 1979.
- Gyanendra Pandey, *Remembering Partition*, Cambridge University Press, 2002.
- Gyanendra Pandey, *The Construction of Communalism in Colonial North India*, Oxford University Press, 1990.
- Hart, Henry A., *Indira Gandhi's India*, Westview Press, Boulder, 1975.
- Hasan, Zoya, *The State Political Processes and Identity*, OUP, New Delhi, 1989.
- J. Zavos, *The Emergence of Hindu Nationalism in India*. Oxford University Press, 2000
- Jaffrelot, C., *The Hindu Nationalist Movement*, Penguin, Delhi, 2000.
- Jaffrelot, Christopher, *India's Silent Revolution*, Delhi: Permanent Black, 2003.
- Jaggi, O.P., *Science and Technology and Medicine in India*, Atma Ram & Sons, 1979.
- Kapur, Harish, *India's Foreign Policy 1947-1990*, New Delhi, 1994.
- Krishnaswamy, Sudhir, *Democracy and Constitutionalism in India*, Oxford University Press, Delhi, 2009.
- Kumar, Deepak, *Science and Society in Modern India*, Cambridge University Press, 2023.
- Kumar, Dharma, *The Cambridge Economic History of India, Vol. II, c. 1757- 2003*, Orient Longman in association with Cambridge University press, New Delhi, 2005.
- Kumar, Radha, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990*, Delhi, 1993.
- Malhotra, Anshu, *Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab*, Oxford University Press, Delhi, 2002.
- Menon, V.P., *The Story of the Integration of the Indian States*, Orient Longmans, Bombay, 1969.
- Mohanty, Manoranjan, *Class, Caste and Gender: Readings in Indian Government and Politics*, Sage Publications, New Delhi, 2004.
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- Rajaram, Kalpana, *Science and Technology in India*, Spectrum Books (P) Ltd.
- Rao, Anupama, *Gender and Caste (Kali for Women)*, Delhi, 2003.
- Rao, M.S.A., *Social Movements in India*, Manohar Publishers and Distributors, Delhi 2000.
- S. Gopal and Uma Iyengar (ed.), *Essential Writings of J. Nehru, Volumes 1-2*, Oxford University Press, Delhi, 2008.
- S.P. Gupta - *Science Technology and Society in the Modern Age*, Ajanta publications, 1977.
- Sen, Sukomal, *Working Class of India: History of Emergence and Movement:1830-1970*, K P Bagchi & Co, 1997.
- Srinivas, M.N., *Grassroots of Democracy: Field Studies of Indian Elections*, Permanent Black, 2007.

Subramanian, Ajantha, Shore Lines, Space and Rights in South India, Stanford Univ. Press, 2009.

Subramanian, Narendra, Ethnicity and Populist Mobilization, Delhi: OUP, 1998.

Tomlinson, B.R., The New Cambridge History of India: The Economy of Modern India: 1860-1970, Cambridge University Press, Cambridge, 1993.

Vaidyanthan, A., India's Economic Reforms and Development: Collection of Essays, Academic Foundation, 2003.

Web Resources:

- <https://www.youtube.com/watch?v=fFUGwesHNsY>
- <https://www.youtube.com/watch?v=cZ8xebetDXw>
- <https://www.youtube.com/watch?v=VWohylVEHyQ>
- <https://www.youtube.com/watch?v=JiwBQCRQS58>
- <https://www.youtube.com/watch?v=zsN5MUCLKow>
- <https://www.youtube.com/watch?v=aRPADoGjs9w>
- <https://www.youtube.com/watch?v=xTzNW3AfD-o>
- <https://www.youtube.com/watch?v=0U9KDQnIsNk&list=PLWHS4FuwbFJjYDZdD2qsKuQg-6gj7mUxf>
- https://www.youtube.com/watch?v=v0VZg59VT_c

Modes of Transaction:

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

Tools Used:

PPT, Video, Google Classroom, Animations, Whatsapp, NPTEL, Telegram

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 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	Rock Cut Architecture: Buddhist (Bhaja, Bedsa, Pitalkhora, Nasik, Karle, Kanehri, and Ajanta), Jain (Khandagiri and Udaigiri) and Brahmanical (Elephanta and Ellora); Stupa Architecture (features of Sanchi and Amravati stupas). 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 Bhitargaon); Nagara Style: Odishan Temple Architecture (Parashurameshvara, Lingaraja, Konark and Jagannath temples); Khajuraho Temples (Lakshman, Vishvanatha 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). Learning Activities: <i>Seminars presentations, debates and group discussions, watching videos of concerned temples</i>	CLO2, CLO3 & CLO4

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.
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- 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.
- Huntington, S. L. 1985. *The Art of Ancient India: Buddhist, Hindu Jain*. Japan: Weather Hill.
- Kramrisch, S. 1946. *The Hindu Temple*, Vol. 1. Calcutta: University of Calcutta.
- Kramrisch, S. & Barbara S. Miller. 1994. *Exploring India's Sacred Art*. New Delhi: Motilal Banarasidass Publishers.
- Kenoyer, J. M. 1998. *Ancient Cities of the Indus Valley Civilization*. Oxford: Oxford University Press.
- 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.

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/lsM6klrxBrk>
- 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/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	Mappin g 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.	CLO3

	Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	
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.
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- 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%20Indian%20Art%20and%20Sculpture:%20In%20Conversation%20with%20Devangana%20De%20sai/11121>

Modes of Transaction:

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

Tools Used:

PPT, Video, Google drive, Animations

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	Kushana and Post-Kushana Art: Gandhara and Mathura School of Art, 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	Gupta and Pala Sculptures: Main Features of Metal, Stone and	CLO3

11 Hours	Terracotta Sculptures: Important Centers of Gupta and Pala Sculptural Art. Learning Activities: <i>Seminar. class presentations, audio-visuals, group discussions</i>	
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.
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- Handa, D. and J. C. Harle. 1996. *Gupta Sculpture*. New Delhi: Munshiram Manoharlal.
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- Ray, N. 1965. *Maurya and Sunga Art*. Calcutta: Indian Studies.
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- Rowland, B. 1960. *Gandhara Sculpture from Pakistan Museums*. New York: Asia Society.
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- 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/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,</i>	CLO1, CLO2 & CLO5

	<i>audio-visuals, group discussions</i>	
II 10 hours	Iconographical Terminologies: Brahamanical, 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.
- Bhattachali, N. K. 1936. *Iconography of Buddhist and Brahamanical 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 devotes; 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 12 hours	Conceptual Framing: Notion of ‘Sacred’ and ‘Sacrality’; Understanding ‘Sacred’ in Indian Traditions; Situating ‘Popular’ and development of its space in social-religious context. 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>	CLO1 & CLO2, CLO4
II 10 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 12 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</i>	CLO2 & CLO3, CLO4

	<i>celebrations</i>	
IV 11 hours	<p>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</p> <p>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></p>	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.
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- 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 Jogis 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.532

Course title: History of International Organizations

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course learning outcomes: Students will be able to

CLO1: Examine the Historical evolution and development of International organizations before 1919.

CLO2: Make a historical study of the origin and contribution of international organizations like League of Nations, UN and others by alliance and world leaders to establish peace after 1919.

CLO3: Analysis the role of social and economic organizations and relevance in the contemporary world.

CLO4: Evaluate the significance of the regional organizations to promote regional integrity and strengthen human development in the modern world.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 12 Hours	Rise and Development of International Organisations before 1919 - Origins and Beginnings; Concert of Europe; Red Cross Movement; Hague Conferences Learning Activities: <i>Assignment, Student class presentations, Debate and Teacher-led Peer Discussions</i>	CLO1
Unit-II 11 Hours	International Organisations After 1919-Idea of League of Nations and role of Woodrow Wilson; Creation the United Nations; ICJ, WHO, ILO; UNEP; NAM etc. Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions, Student Group Discussions</i>	CLO2 and CLO3
Unit-III 11 Hours	International Social and Economic Organisations- IMF; World Bank; WTO; UNESCO; UNICEF; UNEP; UNDP; UNODC; etc. Learning Activities: <i>Assignment, Student class presentations, Debate and Teacher-led Peer Discussions</i>	CLO3
Unit-IV 11 Hours	Regional Organisations- EU, ASEAN, SAARC; NAFTA; ECOWAS; SCO; G-20; OPEC; G-77; AU; CARICOM etc. Learning Activities: <i>Assignment, Student class presentations, Debate and Teacher-led Peer Discussions</i>	CLO4

Suggested Readings:

- Acharya, Amitav and Alastair Iain Johnston, 2007. *Crafting Cooperation: Regional International Institutions in Comparative Perspective*, Cambridge: Cambridge University Press.
- Archer, Clive, 2008. *The European Union*, New York: Routledge.
- Armstrong, David, 2001. "From International Community to International Organisation?", *Commonwealth and Comparative Politics*, vol. 39, no. 3 (November).
- Beeson, Mark and Richard Stubbs (eds.), 2011. *Routledge Handbook of Asian Regionalism*, New York: Routledge.
- Beeson, Mark, 2008. *Institutions of the Asia-Pacific: ASEAN, APEC and Beyond*, New York: Routledge.
- Beeson, Mark, 2008. *Institutions of the Asia-Pacific: ASEAN, APEC and Beyond*, New York: Routledge.
- Bhagwati, Jagdish, 2008. *Termites in the Trading System: How Preferential Agreements Undermine Free Trade*, Oxford: Oxford University Press.
- Bond, Martyn, 2011. *The Council of Europe: Structure, History, and Issues in European Politics*, New York: Routledge.

- Breslin, Shaun et. al., 2002. *New Regionalisms in the Global Political Economy: Theories and Cases*, London: Routledge.
- Coicaud, Jean-Marc and Heiskanen, Veijo (eds), 2001. *The Legitimacy of International Organizations* (Tokyo: United Nations University Press).
- Dash, Kishore C. 2008. "Origin and Evolution of SAARC" In *Regionalism in South Asia: Negotiating Cooperation, Institutional Structures*, New York: Routledge.
- Dash, Kishore C., 2008. *Regionalism in South Asia: Negotiating Cooperation, Institutional Structures*, New York: Routledge.
- DeSombre, E. R., 2002. *The Global Environment and World Politics* (London and New York: Continuum).
- Diehl, Paul F. (ed.), 2001. *The Politics of Global Governance: International Organizations in an Interdependent World* (Boulder, CO: Lynne Rienner).
- Galbreath J., David, 2007. *The Organization for Security and Cooperation in Europe*, New York: Routledge.
- Herz, Mônica, 2011. *The Organization of American States (OAS): Global Governance Away From the Media*, New York: Routledge.
- Luard, Evan, 1989. *The History of the United Nations: The Age of Decolonization, 1955–1965*, vol. 2, London: Macmillan.
- Nye, J. S. Jr. and J. Donahue (eds), 2000. *Governance in a Globalizing World* (Washington, DC: Brookings Institution Press).
- Paul Taylor, 1993. "Regionalism and Globalism" In *International Organization in the Modern World: The Regional and the Global Process*, London: Pinter.
- Pease, Kelly-Kate S., 2000. *International Organizations: Perspectives on Governance in the Twenty First Century* (Englewood Cliffs, NJ: Prentice Hall).
- Thody, P., 1997. *An Historical Introduction to the European Union* (London: Routledge).
- Urwin, D. W. 1995. *The Community of Europe: A History of European Integration since 1945*, 2nd edn. London: Longman.
- Walters, F. P., 1952. *A History of the League of Nations*. London: Oxford University Press.

Web Resources:

- <https://www.youtube.com/watch?v=7f9KRBDDXf8>
- <https://www.youtube.com/watch?v=PzUIHr4mZH8>
- <https://www.youtube.com/watch?v=0Rohd6jMjGg>

Modes of Transaction:

- Lecture
- Seminar
- Group Discussion
- Demonstration

Tools Used:

PPT, YouTube Video, Google meet, NPTEL

Course Code: HIS.521
Course Title: Themes in Medieval World
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: Identify the fundamental features of the medieval period and understand the problems of defining the medieval period.

CLO2: Examine the development of the feudal society. Demonstrate knowledge and understanding of the medieval world between 500 and c.1400. Appreciate that there are different approaches to the study of historical periods.

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. See how identities were constructed and contested in the medieval period.

CLO5: Perceive the key facets of medieval society in Western Europe such as the Catholic Church, feudalism. Engage with the substantive issues of change and continuity during this period.

CLO6: Evaluate the age of reason and its impact on the rest of the world. Understand the principal changes happened in medieval agriculture and production technique, trade and commerce.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 12 Hours	Transition from ancient to medieval world: End of Roman empire in west, causes; east-west divide. Reign of Charlemagne and the Carolingian renaissance. Church in Medieval Europe and its diverse manifestation, rise of the papacy. Rise of Byzantine Empire, Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO5
Unit-II 11 Hours	Pre-Islamic tribal society in Arabia. Rise of Islam: Prophet and his teachings: evolution of Islamic state; rule of first four caliphs; Umayyad to Abbasid caliphate. Arab contributions to civilization. Ottoman Empire, Population and agriculture in Medieval period: population in Europe, volume and nature of agricultural production, Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO2 & CLO5
Unit-III 11 Hours	Mongol Empire, Feudalism in medieval Europe: early formulations, ties of dependence, mode of production, forms and structures, mutual obligations of lords and vassals, evolution and types of fiefs. The rise and fall of the manorial system. State, society and religion in the late medieval China. Towns and the urbanization of medieval society; pre-industrial town, beginnings of urban society and economy. Crusades, Black Death Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO3 & CLO5
Unit-IV 11 Hours	Medieval trade and commerce: oceanic trade. India's maritime trade. European in the Indian ocean pattern and routes of trade, centres of commercial activities and commercial practices. Transition to modern world: meaning of modern world, decay of Feudalism, transformations of political structures and trading activities, economic and cultural transformation, new methods of warfare. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO4, CLO5 & CLO6

Suggested Readings:

- Anderson, Perry, *Passages from Antiquity to Feudalism* London: Verso Classic Publishers, 1996.
- Anderson, Perry. *Lineage of the absolute State*. London; Verso Classic Publishers. 1980.
- Arnold, T.W., *The Caliphate*, Oxford: Oxford University Press, 1999.
- Backman. Clifford, *The Worlds of Medieval Europe*. New York: Oxford University Press, 2003.
- Baker, Simon, *Ancient Rome: The Rise and Fall of an Empire*, London: BBC Books. 2007.
- Balzaretti, Ross. 'The Creation of Europe', *History Workshop*, no. 33, Spring 1992. pp. 181-196.
- Barracrough, Geoffrey, *The Medieval Papacy*. London: Thames & Hudson. 1968.
- Bautier. R.H., *The Economic Development of Medieval Europe*. London: Thames & Hudson Ltd. 1971.
- Bentley, Jerry H., 'Cross-Cultural Interaction and Periodization in World History'. *The American Historical Review*, vol. 101, no. 3, June, 1996 pp. 749-770.
- Bishop, John L., *Studies of Governmental Institutions in Chinese History*. Harvard University Press. 1968.
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- Blochman. W. & Hoppenbrouwers. P., *Introduction to Medieval Europe 300-1500*. London Routledge, 2017.
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- Chang. Chung-II. *The Chinese Gentry*. Seattle: Washington University Press. 1955.
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- Cipolla, Carlo M. *Before the Industrial Revolution. European. Society and Economy, 1000- 1709*. London: W.W. Norton. 1994.
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- Cohen. Mark R, *Under Crescent and Cross: The Jews in the Middle Ages*, New Jersey: Princeton University Press. 2008.
- Collins, Rogor, *Early Medieval Europe, 300-1000*, London; Macmillan Education Ltd, 1991.
- Crone, P. 2004. *Meccan Trade and the Rise of Islam*. Gorgias Press.
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- Duby, Georges. *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth Century*. New York: Cornell University Press. 1978.
- Duby, Georges. *The Three Orders: Feudal Society Imagined*. Chicago; University of Chicago Press. 1980
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- Giullame, A. *The Life of Muhammad*. London; Oxford University Press. 1955.
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- Goff. Jacques Le, *The Birth of Europe*. Oxford: Blackwell. 2005.
- Goff. Jacques Le. *Must we Divide History into Periods*. New York. Columbia University Press. 2015.
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- Rahman, Fazlur. *Islam and Modernity*, Chicago: The University of the Chicago Press. 1982.
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Web Resources:

- https://www.worldhistory.org/Roman_Empire/
- <https://www.youtube.com/watch?v=xnIvxXnFPnI>
- <https://www.youtube.com/watch?v=EQckIfacDAI>
- https://youtu.be/roLCkdvWKB4?si=xEEf7Zpf_arRH8CD
- <https://youtu.be/4-YKIWrRLa8?si=h8Boa4RwBb1gFtS9>
- <https://www.worldhistory.org/Feudalism/>
- <https://www.youtube.com/watch?v=WhLKH9WkMyc&t=2566s>
- <https://www.youtube.com/watch?v=fI1OeMmwYjU>
- https://youtu.be/f9c4Y7Vf7G0?si=nyODplimTPQ_0Aeg

Modes of Transaction:

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

Tools Used: PPT, Video, Google meet, NPTEL, Telegram

Course Code: HIS...

Course Title: Cultural History of Modern India

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course learning outcomes: Students will be able to

CLO1: Understand the Conceptual Idediologies of colonial India.

CLO2: Analyze the chansing of life styles in Modern India.

CLO3: Understand the forms of Visual arts.

CLO4: Evaluate the forms of Performing arts during Modern India.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 12 Hours	Concept of Modernisation and Westernisation, Education, Science and Technology, Urbanization, Development of New Ideologies, Work culture, Resistance culture, Dalit and Tribal Consciousness. Learning Activities: <i>Seminars and group discussions, presentations</i>	CLO1

Unit-II 11 Hours	Dress, costume, Cousin, Games, Women, Printing and Press, Development of Medical Practices, Communication and Transportation System Learning Activities: <i>Group discussion, class debates, presentations</i>	CLO2
Unit-III 11 Hours	Forms of Visual arts: Architecture, Painting and Sculpture, Photography Learning Activities: <i>Student seminars, debates and group discussions</i>	CLO3
Unit-IV 11 Hours	Forms of Performing arts: Music, Dance, Song : Classical and Folk, Literature: Rabindranath Tagore, Theater and acting Learning Activities: <i>Student seminars, debates and group discussions</i>	CLO4

Suggested Readings:

- Alam, Mumtaz, Health, Medicine and the Encounter of Cultures in India, Primus Books, 2022.
- Banga, Indu, The City in Indian History: Urban Demography, Society And Politics, Manohar Publishers And Distributors, 2005.
- Bhatnagar, Kalka Prasad, Transport in Modern India, Kishore Publishing House, 1970.
- Bhattacharya, Sabyasachi, Development of Modern Indian Thought and the Social Sciences, Oxford University Press, 2007.
- Bonnie, C., Wade, Music in India, Manohar Publishers and Distributors, 2008.
- Chatanya, Kirshna, History of Indian Painting: Modern Period, Abhinav Publications, 2003.
- Chaturvedi, Ravi and Tapati Gupta, Contemporary Indian Theatre: Theatricality and Artistic Crossovers, Rawat, 2017.
- Dilip Menon, Cultural History of Modern India, Orient BlackSwan, 2017.
- Ghosh, E., Modern History of India Press, Cosmo Publications, 2003.
- Ghosh, S. C., The History of Education in Modern India, 1757-2012, Orient Black Swan, New Delhi, 2015.
- Girindranath, Bhisagacarya, History of Indian Medicine: From Earliest Times to the Present Munshiram Manoharlal Publishers, 2003.
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- Guha, Ramachandra, A Corner of a Foreign Field: The Indian History of a British Sport, Penguin Books Limited, 2016.
- Guha, Ramachandra, Savaging the Civilized: Verrier Elwin, His Tribals and India, Penguin Books Limited, 2014.
- Handa, O.C., Reflections on the History of Indian Science and Technology, Pentagon Press, 2014.
- Ishita Banerjee-Dube, A History of Modern India, Cambridge University Press, 2014.
- Jaggi, O. P., History of Science and Technology in India: Science in Modern India, Atma Ram, 1969.
- Jangam, Chinnaiah, Dalits and the Making of Modern India, Oxford University Press, 2017.
- K. N. Panikkar, Colonialism, Culture, and Resistance, Oxford University Press, 2009.

- K. N. Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, Anthem Press, 2002.
- Kesavan, Bellary Shamanna, *History of Printing and Publishing in India: A Story of Cultural Re-awakening*, National Book Trust, 1985.
- Krasner, D., *A History of Modern Drama*, Wiley-Blackwell, 2011.
- Kumar, Deepak, *Culture of Science and the Making of Modern India*, Primus Books, 2022.
- Kumar, Deepak, *Science and Society in Modern India*, Cambridge University Press, 2023.
- Lang, Jon, *Concise History of Modern Architecture in India*, Permanent Black, 2010.
- Lele, R.D., *History of Medicine in India*, National Centre of Indian Medical Heritage, Central Council for Research in Ayurvedic Sciences, New Delhi, 2021.
- Majumdar, Boria, *A History of Indian Sport Through 100 Artefacts*, Harper Collins Publishers India, 2017.
- Mani, Braj Ranjan, *Debhrmanising History: Dominance & Resistance in Indian Society*, Manohar Publishers and Distributors, 2021.
- Massey, Reginald, *India's Dances: Their History Technique & Repertoire*, Abhinav Publications, 2012.
- Mehrotra, Lakhan & Raghavendra Vajpeyi, *Communication through the Ages*, Aryan Books International, 2009.
- Mehta, R.C., *Indian Classical Music and Gharana Tradition*, Readworthy Publications Pvt. Ltd., 2023.
- Nandi, Bhatia, *Modern Indian Theatre: A Reader*, OUP India, 2009.
- Newhall, Beaumont, *The History of Photography: From 1839 to the Present*, Museum of Modern Art, 1984.
- Palit, Chittabrata, *History of Medicine in India: The Medical Encounter*, Kalpaz Publications, 2004.
- Panikkar, K. N., *Culture and Consciousness in Modern India*, PPH Books, 2014.
- Pillai, Jagadeesh, *The Indian Traditional Games: A Study of The Significance and Evolution of Indian Traditional Games*, Notion Press, 2023.
- Pingle, Bhavanrav A., *History of Indian Music: With Particular Reference to Theory and Practice*, Dev Publishers & Distributors, 2021.
- Prajnanananda, Paramahansa, *A History of Indian Music*, Ramakrishna Vedanta Math, 1997.
- Priolkar, Anant Kakba, *The Printing Press in India*, Marathi Samshodhana Mandala, Bombay, 1958.
- Purkayastha, Prarthana, *Indian Modern Dance, Feminism and Transnationalism*, Palgrave Macmillan, 2015.
- Ramachandran, R., *Urbanization and Urban Systems in India*, Oxford University Press, 1989.
- Sahoo, Dipsikha, *Urbanization in India during the British Period (1857–1947)*, Routledge, 2005.
- Saravanan, Velayutham *Environmental History and Tribals in Modern India*, Springer 2018.
- Sarkar, Suvobrata, *History of Science, Technology, Environment, and Medicine in India*, Routledge, 2022.
- Sharma and ArvindSrinivas, M.N., *Sati: Historical and Phenomenological Essays*, Motilal Banarsidass Publishers, 1988.
- Shovana, Narayan, *Folk Dances of India Unity in Diversity*, Shubhi Publications, Gurgaon, 2021.
- Shri B.K. Srivathsashri and M.A. Narasimhan, *Science And Technology in India Through The Ages*, Academy of Sanskrit Research, Melkote, 2003

- Shukla, Pravina, *The Grace of Four Moons: Dress, Adornment, and The Art of The Body in Modern India*, Indiana University Press
- Sikka, Pawan *The Future of Modern India: Management of Science & Technology*, Uppal Publishing House, 2009.
- Singh, K. S., *Tribal Movements in India*, Manohar Publishers and Distributors, 2006.
- Srinivas, M. N., *Caste in Modern India, and ether Essays*, Hassell Street Press, 2021.
- Srinivas, M.N., *Caste: Its 20Th Century Avatar*, Penguin India, 2018.
- Srinivas, M.N., *India: Social Structure*, Hindustan Publishing Corporation, 1969.
- Srinivas, M.N., *Social Change in Modern India*, Orient BlackSwan, 1995.
- Srinivas, M.N., *The Remembered Village: Volume 26*, University of California Press, 1980.
- Srinivas, M.N., *Village, Caste, Gender and Method: Essays in Indian Social Anthropology*
- Sudhakar, G.J. and G. Balaji, *Urbanisation In Indian History*, 2018.
- Tarlo, Emma, *Clothing Matters: Dress and Its Symbolism in Modern India*, University of Chicago Press, 1996.
- Vandita Verma, *British Samrajyavad ke Sanskritik Paksha Aur 1857*, Rajkamal Prakashan, 2009.
- Walkowitz, Daniel J. *A Cultural History of Work In The Modern Age*, Bloomsbury Academic, 2021.
- William Eleroy Curtis, *Modern India*, Gyan Publishing House, 2023.

Web Resources:

- <https://www.youtube.com/watch?v=zFc38W98QZ8>
- <https://www.youtube.com/watch?v=xZV6kodcz9g>
- <https://www.youtube.com/watch?v=npgxPJ2I22c>
- <https://www.youtube.com/watch?v=mCAjLqAwhjQ>
- https://www.youtube.com/watch?v=9fThujzWR6k&list=PLLy_2iUCG87BJ0OxH6Xk5gKaEMOxm13jn
- <https://www.youtube.com/watch?v=w6SkDddt-ww>
- <https://www.youtube.com/watch?v=rxVXSorCQeg>
- https://www.youtube.com/watch?v=mLVf8bvmF_4
- <https://www.youtube.com/watch?v=xT5Yg7MKPII>
- <https://www.youtube.com/watch?v=fhHe2pwqnlc&list=PLYqSpQzTE6M9aeTeKeozfsnuSC8j1DrWL>
- <https://www.youtube.com/watch?v=HQQv2XDDcV0>
- <https://www.youtube.com/watch?v=ZZxMhZkC5wU>
- <https://www.youtube.com/watch?v=F0u2K0m0E8o>

Modes of Transaction:

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

Tools Used: PPT, Video, Google classroom, Telegram

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=dDaIjDXIAYU>
- <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
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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 <i>Mahabharata</i> 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: 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 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 Discussions521	CLO1
II/ 7 ½ Hours	Machiavelli, <i>The Prince</i> ; Gramsci, <i>Prison Notebooks</i> Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO2
III/ 7 ½ Hours	Sun Tzu, <i>The Art of War</i> ;Mao, <i>Little Red Book</i> Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO2
IV/ 7 ½ Hours	Saiyyad Qutb, <i>Milestones</i> Learning Activities: <i>Student Presentations and Teacher-led Peer Discussions</i>	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

Course Code: HIS.

Course Title: The Essence of Bhagavad Gita in Modern Times

Total Hours: 30

L	T	P	Cr
2	0	0	2

Course Learning Outcomes: Students will be able to:

CLO1: Analyze some fundamental aspects of life which find answers in the age old literary traditions of India.

CLO2: Critically examine the historicity of the text in spatial and temporal contexts.

CLO3: Evaluate the text in contemporary scenario leading to decide the right and wrong paths of action in human life.

Unit/Hours	Contents	Mapping with CLO
I 7 ½ Hours	Bhagavad Gita: The Text and its Temporal, Spatial and Historical Contexts Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO 1 CLO 2
II 7 ½ Hours	Karma Yoga or the Yoga of Right Action Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO 1 CLO 3
III 7 ½ Hours	Bhakti Yoga or the Yoga of Right Devotion Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO 1 CLO 3
IV 7 ½ Hours	Jnana Yoga or the Yoga of Right Knowledge Learning Activities: Student Presentations and Teacher-led Peer Discussions	CLO 1 CLO 3

Suggested Readings:

Easwaran, E. 2011. *Essence of the Bhagavad Gita: A Contemporary Guide to Yoga, Meditation, and Indian Philosophy*. Tomales (USA): Nilgiri Press

Goyandka, S. K. D. 1977. *Shrimad Bhagavad Gita*. Gorakhpur: Gita Press

Kapila, S. and Faisal Devji. 2013. *Political Thought in Action: The Bhagavad Gita and Modern India*. New York: Cambridge University Press

Nadkarni, M. V. 2017. *The Bhagavad –Gita for the Modern Reader: History, Interpretations and Philosophy*. New Delhi: Routledge India

Robinson, C. A. 2013. *Interpretations of the Bhagavad-Gita and the Images of the Hindu Tradition*. New York: Routledge

Swami Prabhupada, A. C. B. 1972. *Bhagavad Gita As It Is*. New York: Collier Books

Theodor, I. 2010. *Exploring the Bhagavad Gita*. Surrey: Ashgate

Web Resources:

- <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=7TaLuFYWesLa5bbdLbUHdg=>

- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001610/P001798/M025843/ET/1513923671RevisedM8Q1InsightsfromGitaforHumanQualityDevelopment.pdf

Modes of Transaction:

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

Tools Used:

PPT, Video, Google

Course Code: HIS.

Course Title: Archives, Museums and Documentation

Total Hours: 30

L	T	P	Cr
2	0	0	2

Course Learning Outcomes: Students will be able to:

CLO:1- Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions.

CLO: 2- It helps them to understand the importance and significance of such institutions to build the history of India.

Unit/ Hours	Contents	Mapping with CLO
I 7 ½ Hours	Definition of Archives and allied terms like Manuscripts, Documents, Records, Library, Gallery, Physical forms of Archival Materials like Clay tablets, Stone inscription, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records, Online Accession of records. Learning Activities: <i>Seminars and group discussions</i>	CLO1
II 7 ½ Hours	Types of Archives, History of Archives, History of Setting up Archives in India with some specific example like National Archives, New Delhi and any regional example of the local archive, Documentation and Maintenance of records. Learning Activities: <i>Group discussion, class debates, presentations</i>	CLO2
III 7 ½ Hours	Definition of Museum, Aim, Function, History of Museum, History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.	CLO3

	Learning Activities: <i>Student seminars, debates and group discussions</i>	
IV 7 ½ Hours	Types of Museum and Emergence of New Museums and allied institutions, Understanding of Collection, Conservation, Preservation and their policies, ethics and procedure, Museum, Archives and Society: Exhibitions, Public Relation, Education and Communication through Outreach activities, Make a Project with visit and access to Museum and Archives in nearby place. Learning Activities: <i>Student seminars, debates and group discussions</i>	CLO4

Suggested Readings:

Abhilekh Patal Web Portal.

Agrawal, O.P., Essentials of Conservation and Museology, Delhi, 2007.

Archivavia, Research Journal.

Basu, Purnendu; *Records and Archives, What are they, National Archive of India, 1960, Vol II, No. 29.*

Choudhary, R.D., Museums of India and their maladies, Calcutta: Agam Kala, 1988.

Grace Morely, *Museum Today, Uni. of Baroda, 1981.*

Guha, Thakurta, *Tapati, Monuments, Objects, Histories: Institution of Art in Colonial India, New York, 2004.*

Guha-Thakurta, *Tapati, The Making of a New Modern Indian Art: Aesthetics and Nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.*

Jain Sunjaya, *Museum and Museology: Ek Parichaya (Hindi), Kanika Prakashan, 1999.*

Kathpalia, Y.P., *Conservation and Restoration of Archive Materials, UNESCO, 1973.*

Mitter, Partha, *Indian Art, Oxford History of Art Series, Oxford University Press, 2001.*

Nair, S.M., *Bio-Deterioration of Museum Materials, 2011.*

Ray Niharranjana, *An Approach to Indian Art, Calcutta, 1970.*

Roy Choudhary D and Others, *Sangrahalaya Vigyan (Hindi) New Delhi, 1965.*

Saloni Mathur, *India by Design: Colonial History and Cultural Display, University of California, 2007.*

Sengupta, S., *Experiencing History Through Archives, Delhi: Munshiram Manoharlal, 2004.*

The Indian Archives, Journal.

Web Resources:

- <https://www.youtube.com/watch?v=NLBYXTEzFvE>
- <https://www.youtube.com/watch?v=HdBObc9PwPQ>
- <https://www.youtube.com/watch?v=sRMrSEuocgs>
- <https://www.youtube.com/watch?v=h1AfXmXnKYU>
- https://www.youtube.com/watch?v=_MKh8-IdAd4
- <https://www.youtube.com/watch?v=qWsL-ku5udo>
- <https://www.youtube.com/watch?v=tJSPGUozvkg>
- <https://www.youtube.com/watch?v=v1oq9Gckcd0>
- <https://www.youtube.com/watch?v=B9zDceNSNBM>

- <https://www.youtube.com/watch?v=qAcGST-K1MY>
- <https://www.youtube.com/watch?v=yhKrFNjfgaI>

Modes of Transaction:

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

Tools Used:

PPT, Video, Google Classroom, Animations, Whatsapp, NPTEL, Telegram

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	Meaning, Nature and Scope of History; Objectivity, Bias & Generalization in History; Causation; History and Fiction. Learning Activities: <i>Self-learning, debates and classroom discussion.</i>	CLO2 CLO4
II 15 Hours	Philosophy of History; Ideology and Schools of Historiography; Positivism Learning Activities: <i>Group discussion and seminar presentations.</i>	CLO2
III 15 Hours	History Writing in Modern India; Nationalist, Colonial, Oriental and Marxist School: Case of D. D. Kosambi. Learning Activities: <i>Self-learning, Group discussion and debates</i>	CLO1
IV 15 Hours	Research Methodologies; Tools & Methods; Realiability & Validity 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.573
Course Title: History of Marginalized Communities
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: 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 15 Hours	Historical Background: Understanding Caste System in India; Meaning & Extension; Concept of varna, jati & caste; Notion of tribe and untouchable Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
II 15 Hours	Colonial India: Land revenue and alienation; Tribal leaders and mass movements; Forest Acts Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
III 15 Hours	Dalit Assertion in British India: Maharashtra and Western India; Phule, Ambedkar and Mass Politics; Apartheid and discrimination Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
IV 15 Hours	Caste and Contemporary Times: Post independence leaders and movements; Caste and Politics 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.571
Course Title: Environmental History
Total Hours: 60

L	T	P	Cr
4	0	0	4

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

CLO1: Study the Environment relation with Indian Civilization a historical context.

CLO2: Analyze the medieval environment state policy for development of state and empire. **CLO3:** Evaluate environment issues and challenges of colonial and post-colonial India.

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

Unit/ Hours	Contents	Mapping with CLO
I 15 Hours	Indus and Vedic Relationship with Indian Environment: Deforestation and Development; Forest and Animals in Ancient periods, Rise of Ancient State and Environment, Ancient State Policy Learning Activities: <i>Self-learning, debates and classroom discussion.</i>	CLO1 & CLO2

II 15 Hours	Environment during Medieval period: Sultanate and Mughal Empire and Imperial Fragmentation; Rise or regional states; Shivaji's statecraft and environment; Tribal Society and Environment; India's South and East part Pastoralism Economy Learning Activities: <i>Self-learning, debates, classroom discussion and seminar presentations.</i>	CLO2
III 15 Hours	Environmental History of Colonial and Post-Colonial India: Ecological Perspectives in Indian Tradition; Various Narrations of Environment in Literary Sources; Ecological Conflict and Environment Movements in India Learning Activities: <i>Self-learning, debates, classroom discussion and seminar presentations</i>	CLO3
IV 15 Hours	Contemporary History of Environment: Pollution- Industries, Urban Areas, Rural Areas; Development, Displacement and Environmental Change; Subcontinent's Environmental history, Gender and Environment Debate; Global Environment Issues Learning Activities: <i>Debates, Group discussion and seminar presentations</i>	CLO3 & CLO4

Suggested Readings:

- Bandopadhyay, Arun, 2016. *Nature, Knowledge and Development: Critical Essays on the Environmental History of India*, Primus Books, India
- Fisher, Michael H. ,2018. *An Environmental History of India from Earliest Times to the Twenty-First Century*, Cambridge University Press, UK
- Guha, R. 2006. *How Much Should a Person Consume: Thinking through the Environment*, Ranikhet: Permanent Black.
- Harris, Frances (Editor), 2005. *Global Environmental Issues*, published by Wiley
- 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.
- Kumar, Sanjeev, 2019. "Environmental Factors Contribute to the Decline of Indus Valley Civilization," *International Journal of History*, Vol.1. No.1, South Africa.
- Merrifield, A. 2006. *Henri Lefebvre: An Introduction*. London: Routledge.
- Rangarajan M. 2007. (eds.), *Environmental Issues in India: A Reader*. Noida: Pearson.
- Rangarajan M. and K. Sivaramakrishnan (Eds.), 2011. *India's Environmental History—A Reader*, Permanent Black, Orient Blackswan pvt. Ltd.
- 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. 2015. *Nature and Nation: Essays on Environmental History*. Ranikhet: Permanent Black,
- Saravanan, Velayutham, 2022. *Environmental History of Modern India-Land, Population, Technology and Development*, Bloomsbury Publishing, India
- 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

Course Code: HIS. 557

**Course Title: Content Development and Representation of History in
Print and Electronic Media
Hours: 30**

L	T	P	Cr
2	0	0	2

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 7 Hours	Types of media: Internet, TV, Film Learning Activities: <i>Self-learning and classroom discussion.</i>	CLO1
II 8 Hours	Approaches to Historical Content: Documentaries Learning Activities: <i>Self-learning and classroom discussion.</i>	CLO1
III 7 Hours	Approaches to Historical Content: Historical Fiction Learning Activities: <i>Self-learning and classroom discussion.</i>	CLO1 & CLO2
IV 8 Hours	Project: Idea to be Pitched to Media Houses Learning Activities: <i>Self-learning and classroom discussion.</i>	CLO1 & CLO2

Suggested Readings and viewings:

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.

Shyam Benegal, 1988-89. *Bharat Ek Khoj* (TV series). Delhi: Doordarshan India.

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/>
- YouTube

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)		
Evaluator	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

DISCIPLINE ELECTIVE COURSE/DEC

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: Montague Chelmsford Reform Act 1919; Simon Commission; Nehru Report; Jinnah's 14 points; Round Table Conferences; Government of India Act 1935 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 Independence Act of 1947 Learning Activities: <i>Group discussion, seminar presentations</i>	CLO3 & CLO4

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, Amrit. 2001. *Hindi Nationalism*. New Delhi: Orient Blackswan.

Ricci, Ronit. 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.523
Course Title: Reading Historical Texts
Total Hours: 45

L	T	P	Cr
3	0	0	3

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 12 Hours	Genres of History-Writing; Vedic and Puranic traditions; Epic Poetry Traditions from various Narratives of Ramayna 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	Constructing History through Tazkira and Malfuz literature;	CLO2

11 Hours	Siyastnama Learning Activities: <i>Classroom presentation and discussion on the topic, reading through Siyastnama and Akbarnama, Charting various genres of Arabic and Persian historiography</i>	CLO3 CLO4
III 11 Hours	Understanding Shehre-Ashob Poetic Traditions; Neel Darpan 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 11 Hours	Construction of history through legends: Dulla Bhatti, oral traditions and popular narratives; understanding regional 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

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.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. Learning Activities: <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
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.
- 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=aHGWaAW8FHo>

Modes of Transaction:

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

Tools Used:

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

Course Code: HIS...
Course Title: Research Methodology
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 methods along with knowledge and its types.

CLO2: Analyze research problems and determine objectives.

CLO3: Understand the use of tools for data collection and there implications.

CLO4: Understand the use of software for research purpose.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 11 Hours	Knowledge: Meaning, Definition and Nature, Methods and Sources of Knowledge, Types and Theory of Knowledge, Meaning and Definition of Science, Scientific Methods and Rationality, Concept and Nature of Philosophy, Methods and Branches of Philosophy Learning Activities: <i>Seminars and group discussions</i>	CLO1
Unit-II 12 Hours	Meaning, Definition, Nature, Importance and Types of Research, Historical Research Method, Problem Identification & Formulation, Selection of the Research Problem: Nature, Methods and Sources, Meaning and importance of Review of Literature, Hypothesis: Meaning, Definition and Nature, Importance, Sources and Types of Hypothesis Learning Activities: <i>Group discussion, class debates, presentations</i>	CLO2
Unit-III 11 Hours	Tools of data collection, Methods of Data Collection, Collection and Selection of Data, Essential Criteria of tool Evaluation, Importance of Primary & Secondary Data, Sampling of Data, Use of tools / techniques for Research Learning Activities: <i>Student seminars, debates and group discussions</i>	CLO3
Unit-IV 11 Hours	Introduction & Use of References, Reference Management Software like Zotero/Mendeley, Software for paper formatting like LaTeX/MS Office, Software for detection of Plagiarism, Writing of Research Proposal/ Synopsis, Writing of Dissertation, Preparation of Bibliography Learning Activities: <i>Student seminars, debates and group discussions</i>	CLO4

Suggested Readings:

- Bhandarkar, P.L. & Wilkinson, T.S. (2016). Methodology and Techniques of Social Research. Himalaya Publishing House, Mumbai.
- Elhance, D.N., Elhance V. & Aggarwal, B.M. (2018). Fundamentals of Statistics. Kitab Mahal, Mumbai.
- Ferber, R. & Verdoon, P.J. (1962). Research Methods in Economics and Business. Macmillan, New York.

- Ghosh, B.N. (2015). Scientific Method and Social Research. Sterling Publishers, New Delhi.
- Goode, W.J. & Hatt, P.K. (2022). Methods in Social Research. McGraw Hill, London.
- Gujarati, D., Porter, D.C. & Pal, M. (2017). Basic Econometrics. Tata McGraw Hill, New Delhi.
- Gupta, S.P. (2021). Statistical Methods. S. Chand & Company, New Delhi.
- Kothari, C.R. & Garg, G. (2019). Research Methodology: Methods and Techniques. New Age International Publishers, New Delhi.
- Kothari, C.R., Research Methodology: Methods & Techniques, New Age International (P) Limited, Publishers, New Delhi, 2004.
- Kurien, C.T. (1973). Research Methodology in Economics. Sangam Publishers, Madras.
- Lemos, Noah, An Introduction To The Theory Of Knowledge, Cambridge University Press, London, 2007.
- Moser, C.A. & Kolton, C. (1979). Survey Methods in Social Investigation. Heinemann Educational Books, London.
- Ranjit Kumar, Research Methodology, Sage, New Delhi, 2011.
- Wooldridge, J.M. (2019). Introductory Econometrics: A Modern Approach. South-Western Educational Publishing, Canada.

Web Resources:

- https://www.youtube.com/watch?v=J1Fn_dpiCCM
- <https://www.youtube.com/watch?v=nkINPTiAU4c>
- <https://www.youtube.com/watch?v=UdQreBq6MOY>
- <https://www.youtube.com/watch?v=Q8bZOxzLbXY>
- <https://www.youtube.com/watch?v=hMMoPteQuCQ>
- <https://www.youtube.com/watch?v=tWIOO-5P5Qk>
- https://www.youtube.com/watch?v=JG7Uq_JFDzE
- https://www.youtube.com/watch?v=FAhM6BiqJA0&list=PLenB4AvHgLG0TapoIk_SSL2yfEZCIJVP_&index=26
- https://www.youtube.com/watch?v=XgfdR0pJVO8&list=PLenB4AvHgLG0TapoIk_SSL2yfEZCIJVP_&index=27

Modes of Transaction:

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

Tools Used:

PPT, Video, Google meet, Google classroom, Whatsapp, NPTEL, Telegram

VALUE ADDED COURSES/VAC

Course Code: HIS. 503
Course Title: Indian Paleography and Epigraphy:
Origin and Development of Brahmi 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	<p>Origin of Brahmi Script: Theories regarding the origin of Brahmi script; Development of Brahmi script during Mauryan period with special reference to Ashokan Brahmi. (Delhi-Topara Pillar Edicts of Ashoka (Pillar Edicts II and III); Rummindei and Sarnath Pillar Edicts).</p> <p>Learning Activities: <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, presentations</i></p>	CLO1, CLO2 & CLO3
II 8 Hours	<p>Post-Mauryan Brahmi: Development of Brahmi script during the post-Mauryan and pre-Kushana period. (Besnagar Pillar Inscription of Heliodorus; Ayodhya Stone Inscription of Dhanadeva).</p> <p>Learning Activities: <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, presentations</i></p>	CLO1, CLO2 & CLO3
III 7 Hours	<p>Kushana Brahmi: Development of Brahmi script during the Kushana period. (Kaushambi inscription of Kanishka I; Nasik Cave Inscription of Queen Balasri)</p> <p>Learning Activities: <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, presentations</i></p>	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>	CLO1, CLO2 & CLO3

	Learning Activities: <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, and presentations.</i>	
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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.
 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		CLO1,

7 ½ Hours	Art and Architectural Heritage of India: Ajanta, Ellora, Elephanta Learning Activities: <i>Group discussion, class debates, and presentations.</i>	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)		
Evaluator	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)