

# **CENTRAL UNIVERSITY OF PUNJAB BATHINDA**



**M.A. Programme in History  
Batch- 2025-27**

**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  
2025-27  
SEMESTER- I**

Sr.	Course Code	Course Title	Course Type	Credit Hours			
				L	T	P	CR
1.	MHIS-516	Ancient India: From Earliest Times to c. 1200 CE	DSC	4	0	0	4
2.	MHIS-517	Delhi Sultanate: Political and Economic Process	DSC	4	0	0	4
3.	MHIS-518	Modern India: From Raj to Swaraj	DSC	4	0	0	4
4.	MHIS-519	Archives, Museums and Documentation	SEC	3	0	0	3
<b>Discipline Elective Course (any one of the following)</b>							
5.	MHIS-520	Society and Culture in Ancient India	DEC	3	0	0	3
6.	MHIS-521	Society and Culture in Medieval India	DEC	3	0	0	3
7.	MHIS-522	Religious Reform Movements in Medieval India	DEC	3	0	0	3
8.	MHIS-523	Economic History of Colonial India	DEC	3	0	0	3
9.	MHIS-524	Thinkers of India	DEC	3	0	0	3
10.	MHIS-525	Development of Political Thought in History (19th-20th Century)	DEC	3	0	0	3
<b>Interdisciplinary Course</b> <i>(choose a course from the Interdisciplinary courses offered in the University)</i>							
11.	MHIS-506	History of Science in Colonial India	IDC	2	0	0	2
12.	MHIS-507	History of Gandhian Politics (1919-1947)	IDC	2	0	0	2
<b>Entrepreneurship Courses (any one of the following)</b>							
13.	MHIS-501	Indian Sculpture	AEC	1	0	1	2
14.	MHIS-502	Content Development for Historical Films, TV Shows and Media	AEC	2	0	0	2
<b>Total</b>				<b>22</b>	<b>0</b>	<b>0</b>	<b>22</b>

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

\* 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/ In-charge.

## SEMESTER- II

Sr.	Course Code	Course Title	Course Type	Credit Hours			
				L	T	P	CR
1.	MHIS-526	Historiography: Schools & Approaches	DSC	4	0	0	4
2.	MHIS-527	Mughal India	DSC	4	0	0	4
3.	MHIS-528	Heritage Management and Tourism in India	SEC	3	1	1	3
<b>Discipline Elective Course (Any one of the following)</b>							
4.	MHIS-529	Art and Architecture in Ancient India	DEC	3	0	0	3
5.	MHIS-530	Sacrality and Popular Sacred Spaces of North India	DEC	3	0	0	3
6.	MHIS-531	Cultural History of Modern India	DEC	3	0	0	3
7.	MHIS-532	Development of Political Thought in History (From Classical to Enlightenment Period)	DEC	3	0	0	3
8.	MHIS-533	History of South India	DEC	3	0	0	3
<b>Ability Enhancement Courses (any one of the following)</b>							
10	MHIS-503	Texts of Modern Indian History	AEC	2	0	0	2
11.	MHIS-504	Texts of Modern European and American History	AEC	2	0	0	2
<b>Value Added Course (any one of the following)</b>							
12.	MHIS-511	Indian Paleography and Epigraphy: Origin and Development of Brahmi Script	VAC	1	0	1	2
13.	MHIS-512	The Essence of Bhagavad Gita in Modern Times	VAC	2	0	0	2
<b>Total</b>				<b>18</b>	<b>0</b>	<b>0</b>	<b>18</b>

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

\* 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.

### SEMESTER- III

Sr	Course Code	Course Title	Course Type	Credit Hours			
				L	T	P	CR
1.	MHIS-535	Environmental History of India	DSC	4	0	0	4
2.	MHIS-536	History of Indian Knowledge Systems	DSC	4	0	0	4
3.	MHIS-537	Comparative History: Nationalism in India and Beyond	SEC	4	0	0	4
4.	MHIS-538	Constitutional Development in Modern India	SEC	3	0	0	3
<b>Discipline Elective Course (Any one of the following)</b>							
5.	MHIS-539	History of Indian Literatures	DEC	3	0	0	3
6.	MHIS-540	Reading Historical Texts	DEC	3	0	0	3
7.	MHIS-541	Research Methodology	DEC	3	0	0	3
8.	MHIS-542	Ideological Framework of Indian Freedom Struggle	DEC	3	0	0	3
7.	MHIS-543	Themes in Medieval World	DEC	3	0	0	3
<b>Ability Enhancement Course- For those students who opt for coursework in the fourth Semester (Any one of the following)</b>							
9.	MHIS-505	Gender in Indian History	AEC	2	0	0	2
10.	MHIS-	Indian Iconography	AEC	2	0	0	2
<b>Value Added Course- For those students who opt for dissertation in the fourth Semester (Any one of the following)</b>							
11.	MHIS-513	Global Ethics of War	VAC	2	0	0	2
12.	MHIS-514	Ethics of War in Indian History	VAC	2	0	0	2
<b>Total</b>				<b>16</b>	<b>0</b>	<b>4</b>	<b>20</b>

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

\* 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.

### SEMESTER- IV

S r	Course Code	Course Title	Cours e Type	Credit Hours			
				L	T	P	CR
1.	MHIS-561	Themes in Modern World	DSC	4	0	0	4
2.	MHIS-562	History of Contemporary India (1947-2000 AD)	DSC	4	0	0	4
3.	MHIS-563	History of International Organizations	SEC	3	0	0	3
4.	MHIS-564	Punjab in Transition: Polity, Society and Culture	SEC	4	0	0	4
Discipline Elective Course (Any one of the following)							
5.	MHIS-565	Educational History of Modern India (1757-1947 AD)	DEC	3	0	0	3
6.	MHIS-566	Socio-Political Movements in Modern India	DEC	3	0	0	3
7.	MHIS-567	Pre-Historic India	DEC	3	0	0	3
8.	MHIS-568	History of Islamic World	DEC	3	0	0	3
9.	MHIS-569	Art and Architecture in Medieval India	DEC	3	0	0	3
Industrial/Field Visit							
10.	MHIS-596	Field Visit	FV	0	0	2	2
	Total		20		0	0	20
Total Credits M. A. History Program			76		0	4	80

--

SEMESTER- IV							
Course Code	Course Title	Course Type	Credit Hours				
			L	T	P	CR	
MHIS-599-1	Dissertation	Skill based	0	0	40	20	
<b>Total</b>			<b>0</b>	<b>0</b>	<b>40</b>	<b>20</b>	
<b>Total Credits M. A. History Program</b>			<b>63</b>	<b>0</b>	<b>44</b>	<b>83</b>	

\* 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/ In-charge.

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

## **Examination Pattern and Evaluation for Masters' students**

### **(From 2025-27 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

Sr.	Course Code	Course Title	Course Type	Credit Hours			
				L	T	P	CR
1.	MHIS-516	Ancient India: From Earliest Times to c. 1200 CE	DSC	4	0	0	4
2.	MHIS-517	Delhi Sultanate: Political and Economic Process	DSC	4	0	0	4
3.	MHIS-518	Modern India: From Raj to Swaraj	DSC	4	0	0	4
4.	MHIS-519	Archives, Museums and Documentation	SEC	3	0	0	3
<b>Discipline Elective Course (any one of the following)</b>							
5.	MHIS-520	Society and Culture in Ancient India	DEC	3	0	0	3
6.	MHIS-521	Society and Culture in Medieval India	DEC	3	0	0	3
7.	MHIS-522	Religious Reform Movements in Medieval India	DEC	3	0	0	3
8.	MHIS-523	Economic History of Colonial India	DEC	3	0	0	3
9.	MHIS-524	Thinkers of India	DEC	3	0	0	3
10.	MHIS-525	Development of Political Thought in History (19th-20th Century)	DEC	3	0	0	3
<b>Interdisciplinary Course</b> <i>(choose a course from the Interdisciplinary courses offered in the University)</i>							
11.	MHIS-506	History of Science in Colonial India	IDC	2	0	0	2
12.	MHIS-507	History of Gandhian Politics (1919-1947)	IDC	2	0	0	2
<b>Entrepreneurship Courses (any one of the following)</b>							
13.	MHIS-501	Indian Sculptures	AEC	2	0	0	2
14.	MHIS-502	Content Development for Historical Films, TV Shows and Media	AEC	2	0	0	2
<b>Total</b>				<b>22</b>	<b>0</b>	<b>0</b>	<b>22</b>

<b>Course Code: MHIS.516</b> <b>Course Title: Ancient India: From Earliest Times to c. 1200 CE</b> <b>Total Hours: 60</b>			
<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
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 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 the northern part of India with the contemporary empires in the other parts of the country.

**CLO4:** Evaluate the development of administrative structures with the passage of time and its bearing on Indian administrative history

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> 15 Hours	Sources of Ancient Indian History: (Literature; Archaeology, Numismatics, Epigraphy); The Sarasvati-Sindhu Civilization (Origin, Spread, Maturity and Urbanisation; Decline or Transformation); Vedic Age: Political and Economic Structures of the Vedic People; Connection with the Sarasvati-Sindhu Civilization; Recent Findings and the Aryan Question: the case study of Rakhigarhi and Sinauli. <b>Learning Activities:</b> <i>Seminars and group discussions</i>	CLO1; CLO2; CLO4
<b>Unit-II</b> 15 Hours	Rise of Mahajanapadas Monarchical and the Republican States; Emergence of Magadha as sole power; The Mauryan Empire: Political Structure and Economic Developments; Ashokan Edicts and their Historical Significance; Successors of the Mauryas: Shungas and Kanvas. <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	CLO2; CLO3; CLO4
<b>Unit-III</b> 15 Hours	Age of the Kushanas: Original Home of the Kushanas; The Question of Soter Megas; Date of Kanishka; Kushanas Under Kanishka-I and his Successors; 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). <b>Learning Activities:</b> <i>Student seminars, debates and group discussions on reading inscriptions and analysing the numismatic data on relevant themes</i>	CLO2; CLO3; CLO4
<b>Unit-IV</b> 15 Hours	Pushyabhutis and their Successors: Establishment of the Pushyabhuti Empire at Kannauj; Achievements of Harshavardhana; Struggle for Kannauj: Tripartite Struggle Between Palas, Pratiharas and Rashtrakutas; Progress in Economy (Agrarian structure, craft and industry, inland and overseas trade under the Pushyabhutis and their successors) <b>Learning Activities:</b> <i>Student seminars, debates and group discussions (interpretation of literary documents), reading inscriptions and analysing the numismatic data on relevant themes</i>	CLO3; CLO4

### Suggested Readings:

- Agrawal, A. 1989. *Rise and fall of the Imperial Guptas*. Delhi: Motilal Banarsidass.
- 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.
- Basham, A. L. 1968. *Papers on the Date of Kanishka*. Leiden: E.J. Brill,
- 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.
- 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.
- 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.
- 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*, 7<sup>th</sup> ed. Delhi: Oxford University Press.
- 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.
- 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/NaTiNoqgLzY>

**Modes of Transaction:**

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

**Tools Used:**

PPT, YouTube Video, Google meet, NPTEL

<b>Course Code: MHIS. 517</b> <b>Course Title: Delhi Sultanate: Political and Economic Processes</b> <b>Total Hours: 60</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	4	0	0	4

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

**CLO1:** Understanding the Islamic Expansion and establishment of Delhi Sultanate under the House of Ghaur

**CLO2:** Evaluate the development of social and political systems under the Sultans of Delhi

**CLO3:** Critically analyze Indian medieval administrative structure

**CLO4:** Evaluate the role of Sufis in creating a parallel source of Islamic authority

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

**CLO6:** Trace the development of Craft under the Sultans of Delhi and emergence of various urban centers

**CLO7:** Evaluate the Agrarian Taxation and method of collection in medieval times

**CLO8:** Trace the evolution of Iqta system and its role in the Sultanate's revenue structure

Unit/ Hours	Contents	Mapping with CLO
Unit- I 15 Hours	Expansion of Islam and Cultural Interactions; House of Ghur and Establishment of Delhi Sultanate; Evolution of Sultanate Polity and Bandagan-i-Khass; Delhi at the centre of Islamic Authority <b>Learning Activities:</b> <i>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
Unit-II 15 Hours	Evolution of the Sultanate Polity in India; Composition of Sultanate's Nobility; Images of Friends of God and Sultan; Alauddin Khalji and Kingship; Political and Religious Orientation of the Tughlaqs <b>Learning Activities:</b> <i>Discussion on the nature of Kingship under the Sultans of Delhi; discussion on the role of Sufis in shaping the idea of Islamic authority</i>	CLO2 CLO3 CLO4 CLO5 CLO6 CLO7
Unit-III 15 Hours	Structure of Rural Society in Delhi Sultanate; Agriculture Techniques and methods of Irrigation; Hazrat-i-Delhi and Urban Centers; Textiles and Carpet Weaving in Craft production under the Sultans of Delhi <b>Learning Activities:</b> <i>Group Discussion on various section of rural society, Tracing the origin of Persian Wheel, mapping Firuz Shah Canals in present time.</i>	CLO5 CLO6 CLO7
Unit-IV 15 Hours	Agrarian Taxation in Delhi Sultanate; methods of collection; Introduction of Iqta System and its Evolution under various Rulers. <b>Learning Activities:</b> <i>Student Group presentations on evolution of Iqta System, tracing the evolution in Central Asian Society, Discussion on Siyasatnama,</i>	CLO6 CLO7 CLO8

### 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 Press.
- 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. I*,
- 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://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](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

<p align="center"><b>Course Code: MHIS.518</b>  <b>Course Title: Modern India: From Raj to Swaraj</b>  <b>Total Hours: 60</b></p>		<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
		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:** Explain the nature and impact of British colonialism in India, including administrative, economic, and institutional changes.

**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.

**CLO5:** Critically assess early resistance movements and understand the rise of Indian nationalism through reformist and revolutionary lenses.

**CLO6:** Analyse Gandhian philosophy and mass movements, and evaluate their role in shaping Indian political consciousness.

**CLO7:** Examine the role of diverse groups and ideologies, including revolutionaries, Dalits, women, and leftist thinkers, in the national movement.

**CLO8:** Understand the political negotiations and key events that led to independence and partition, including the role of the British and Indian political leadership.

**CLO9:** Develop analytical skills using primary and secondary sources to interpret historical events and assess their legacy in contemporary India.

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> 15 Hours	Theories of Imperialism, Colonialism and Post-Colonialism; India in the mid 18th century: Political, Social, Economic, Cultural Trends; European Trading Companies in India; British occupations of Bengal, Maratha & Mysore <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO1, CLO2, CLO9,
<b>Unit-II</b> 15 Hours	Concept of Utilitarianism and economic structure: Commercialization of Agriculture, Land Rights and Land Settlements, Rural Indebtedness; Decline of Indian Industries, Introduction of railways <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO2, CLO3, CLO9,
<b>Unit-III</b> 15 Hours	Cultural Developments: Indian Renaissance of 19 <sup>th</sup> Century; The New Education; Emergence of Indian Middle Classes, Early Resistance (Tribal, Peasantry and 1857) <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO4, CLO5, CLO7,
<b>Unit-IV</b> 15 Hours	Growth of Indian Nationalism: Moderates & Extremists; Partition of Bengal; Revolutionaries; Gandhian movements; Independence & partition; Transfer of power; Dr Ambedkar and Constitutionalism <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO6, CLO7, CLO8,

#### Suggested Readings:

Ambedkar, B.R. *The Problem of the Rupee: Its Origin and Its Solution*. Bombay: Thacker & Co., 1923.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 2002.

Bayly, C.A. *Indian Society and the Making of the British Empire*. Cambridge: Cambridge University Press, 1988.

Bipan Chandra. *History of Modern India*. New Delhi: Orient BlackSwan, 2009.

Bose, Sugata and Ayesha Jalal. *Modern South Asia: History, Culture, Political Economy*. London: Routledge, 2004.

Bose, Sugata. *Peasant Labour and Colonial Capital: Rural Bengal since 1770*. Cambridge: Cambridge University Press, 1993.

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press, 2000.

Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press, 1993.

Cohn, Bernard S. *Colonialism and Its Forms of Knowledge: The British in India*. Princeton: Princeton University Press, 1996.

Dutt, Romesh Chunder. *The Economic History of India in the Victorian Age*. Calcutta: Firma KLM, 1970.

Gandhi, M.K. *Hind Swaraj*. Ahmedabad: Navajivan Publishing House, 1938.

Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. Oxford: Oxford University Press, 1999.

Gupta, Shubhra. *Colonialism, Modernity and Literature: A Postcolonial Reading*. New York: Routledge, 2002.

Habib, Irfan. *Medieval India: The Study of a Civilization*. New Delhi: National Book Trust, 2002.

Kochanek, Stanley A. *The Congress and Indian Nationalism: The Pre-independence Phase*. Princeton: Princeton University Press, 1966.

Kumar, Ranjit. *The Emergence of the Indian Middle Classes: Economic and Cultural Transformation in the Nineteenth Century*. London: Sage Publications, 2007.

Lal, Vejay. *The History of the Freedom Struggle in India*. New Delhi: Rajkamal Prakashan, 2001.

Majumdar, B.B. *History of the Freedom Movement in India*. Calcutta: Firma KLM, 1974.

Majumdar, R.C., H.C. Raychaudhuri, and K.K. Datta. *An Advanced History of India*. Delhi: Macmillan, 1971.

Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. New Delhi: Oxford University Press, 1983.

Nehru, Jawaharlal. *The Discovery of India*. New Delhi: Oxford University Press, 2004.

Perry, William. *British Economic Policy in India, 1757-1830*. London: Oxford University Press, 1962.

Raja, K.K. *Partition and Independence in India*. Delhi: Orient Longman, 1996.

Rattansi, Ali. *Colonialism and Modernity*. London: Routledge, 1998.

Robb, Peter. *The Concept of a Colonial Economy*. London: Routledge, 1984.

Said, Edward. *Orientalism*. New York: Pantheon Books, 1978.

Sarkar, Sumit. *Modern India: 1885-1947*. New York: Macmillan, 1983.

Sen, Amartya. *Development as Freedom*. New York: Alfred A. Knopf, 1999.

Tagore, Rabindranath. *Nationalism*. New York: Macmillan, 1917.

Thompson, E.P. *The Making of the English Working Class*. New York: Vintage Books, 1966.

Tirthankar Roy. *The Economic History of India 1857-1947*. New Delhi: Oxford University Press, 2000.

#### **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

<b>Course Code: MHIS.519</b> <b>Course Title: Archives, Museums and Documentation</b> <b>Total Hours:45</b>			
<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
3	0	0	3

**Course Learning Outcomes:** Students will be able to:

**CLO: 1-** Understand the foundational concepts and practices of archival uses.

**CLO: 2-** Evaluate and appraise archival materials and museum collections for their cultural, historical, and research skills.

**CLO: 3-** Apply conservation and preservation techniques for both archival documents and museum objects.

**CLO: 3-** Appreciate the cultural significance of archives, museums, and documentation in preserving heritage.

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> <b>11</b> <b>Hours</b>	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. <b>Learning Activities:</b> <i>Seminars and group discussions</i>	<b>CLO-1</b>
<b>Unit-II</b> <b>12</b> <b>Hours</b>	Types of Archives, History of Archives, History of Setting up Archives in India with some specific example like National Archives, New Delhi and Regional Archives, Example of the local Archive, Documentation and Maintenance of records. <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	<b>CLO-2</b>
<b>Unit-III</b> <b>11</b> <b>Hours</b>	Definition and types of Museum, Aim, Function, History of Museum, History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum. <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	<b>CLO-3</b>
<b>Unit-IV</b> <b>11</b> <b>Hours</b>	Understanding of Document 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. <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-4</b>

#### Suggested Readings:

Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2007.  
 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, *Tapti, The Making of a New Modern Indian Art: Aesthetics and Nationalism in Bengal, 1850-1920*, Cambridge University Press, 1992.  
<https://www.abhilekh-patal.in/>  
 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=_MKh8-IdAd4)
- <https://www.youtube.com/watch?v=qWsL-ku5udo>
- <https://www.youtube.com/watch?v=tJSPGUozvkg>
- <https://www.youtube.com/watch?v=v1oq9Gckcd0>

**Modes of Transaction:**

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

**Tools Used:** PPT, Video, Google Classroom, Animations, Whatsapp, NPTEL, Telegram

## DISCIPLINE ELECTIVE COURSE/DEC

<b>Course Code: MHIS.520</b> <b>Course Title: Society and Culture in Ancient India</b> <b>Hours: 45</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	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 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
<b>Unit-I</b> 13 Hours	Pastoralism and Food Production: Paleolithic, Mesolithic, Neolithic, and Chalcolithic Phases: Settlement, Distribution, Tools (Types and Techniques), and Patterns of Exchange. <b>Learning Activities:</b> <i>Seminar presentations, group discussions</i>	CLO1
<b>Unit-II</b> 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 Sarvadharmā Sambhava. <b>Learning Activities:</b> <i>Seminar presentations, debates and group discussions</i>	CLO2 & CLO3
<b>Unit-III</b> 11 Hours	Language and Literature: Sanskrit Literature: Vedic Corpus (Vedas, Aranyakas, Brahmana, Upanishads, and Vedangas), Samritis, Puranas, and Epics; Pali Literature (The Pitakas and the Jatakas); Sangam Literature. <b>Learning Activities:</b> <i>Seminar presentations, group discussions, talks by language experts</i>	CLO4
<b>Unit-IV</b> 11 Hours	Religious Practices: Pre-Vedic, Vedic, Shakta, Ganpatyas, Shaiva, Vaishnava, Buddhist, and Jain. <b>Learning Activities:</b> <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. Kharkwal. 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 Vaishnavism*. 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 Banarsidass.
- Krishnamachariar, M. 1989. *History of Classical Sanskrit Literature*. Delhi: Motilal Banarsidass.
- 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.

**Web Resources:**

- <https://youtu.be/NWNBoRuFREM>
- <https://youtu.be/hd3hf0MYjYY>
- [https://youtu.be/6\\_yuhy48hPw](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/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

<b>Course Code: MHIS.521</b> <b>Course Title: Society and Culture in Medieval India</b> <b>Total Hours: 45</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	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
<b>Unit-I</b> 12 Hours	Paradigms of Delhi Sultanate's Historiography and Textual Traditions; Ulama and Friends of God in the Lives of the Sultan; Sufi Traditions and Sufi Establishments. <b>Activity:</b> <i>Discussions on various sources to construct medieval history, visiting nearby Sufi Shrines and observing their relations with their social surrounding</i>	CLO1, CLO6, CLO4 & CLO3
<b>Unit-II</b> 10 Hours	Tracing the history of Masnavi from Rumi to Amir Khusrau; 14 <sup>th</sup> Century Awadi Sufi Romance in the form of Premakhyan' Education and Learning under Sultanate <b>Learning Activity:</b> <i>Discussion on various aspect of Masnavi from Rumi to Amir Khusrau's and how it inspires the genesis of Awadi Romance Poetry.</i>	CLO2, CLO3 & CLO6
<b>Unit-III</b> 11 Hours	Sufi Attitude towards Femininity, Masculinity and Gender Identity; Devotional Cults and Traditions: Vallabhacharya, Meera, Kabir and Nanak; Naath and Jogis <b>Learning Activity:</b> <i>Visit to Museum, Archive, Deras of Jogis, Class discussion on Sufi attitude towards Gender Construct.</i>	CLO2, CLO4 & CLO3
<b>Unit-IV</b> 12 Hours	Tracing the development of Indo-Muslim Architecture from Sultanate to Mughals; Paintings as a mode of expression; dialectic development understanding regional literature <b>Learning Activity:</b> <i>Charts on various monuments and buildings of both Sultanate and Mughals time and Discussions on the development of regional literature and culture.</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
- Datta, Sakipada. 2008. *Art and Architecture in Medieval India*. BR Publishing. India.
- 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.
- Juneja, Monica. 2008. *Architecture in Medieval India: Forms, Contexts, Histories: Cultural Studies*. Permanent Black. Ranikhet.
- Koch, Ebba. 2013. *Mughal Architecture: An Outline of Its History and Development (1526-1858)*. Primus Books. New Delhi.

Koch, Ebba and Ali Anooshahq eds. 2019. *The Mughal Empire from Jahangir to Shahjahan 2019: Art, Architecture, Politics, Law and Literature*. The Marg Foundation. New Delhi.

Markovits, C. 2004. (eds.), *A History of modern India, 1480-1950*. London: Anthem Press.

Majumdar, R. C., Bharatiya Vidya Bhavan and Bhāratiya Itihāsa Samiti. 1969. *The history and culture of the Indian people*: London: G. Allen & Unwin.

Nizami, K. A. 2002. *Some Aspects of Religion and Politics during thirteenth and fourteenth Century India*. Delhi: Oxford University Press.

Rizvi, S. A. A. 1993. *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries*. Delhi: Munshiram Manoharlal.

Richards, J. F. 1995. *The Mughal Empire, The New Cambridge History of India*. Cambridge: Cambridge University Press.

Trimingham, J. S. 1971. *The Sufi Orders of Islam*. London: Oxford University Press.

#### Web Resources:

- <https://www.youtube.com/watch?v=2fXt9SIKCgI>
- [https://www.youtube.com/watch?v=PMoHabo\\_XQs](https://www.youtube.com/watch?v=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

<b>Course Code: MHIS. 522</b> <b>Course Title: Religious Reform Movements in Medieval India</b> <b>Total Hours: 45</b>			
<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
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
<b>Unit-I</b> 10 Hours	Bhakti movement: Origin theories, Bhakti movement in South India. <b>Learning Activities:</b> <i>Debates and group discussions, seminar presentations</i>	CLO1
<b>Unit-II</b> 13 Hours	Acharya tradition, Monotheistic movements in North India, Vaishnava Bhakti movement in North, Western, Eastern and South India. <b>Learning Activities:</b> <i>Debates and group discussions, seminar presentations</i>	CLO2 & CLO3
<b>Unit-III</b> 10 Hours	Bhakti Women Saints, male saints and question of patriarchy in Bhakti movement. <b>Learning Activities:</b> <i>Debates and group discussions, seminar presentations</i>	CLO3& CLO4
<b>Unit-IV</b> 12 Hours	Influence of other traditions and Movements. Nathpanthi Movement, Sikhism, Islam & Sufis. <b>Learning Activities:</b> <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, YouTube Video, Google meet, NPTEL

<p align="center"><b>Course Code: MHIS.523</b>  <b>Course Title: Economic History of Colonial India</b>  <b>Total Hours: 45</b></p>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	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
<b>Unit-I</b> 12 Hours	Commerce with Europe through Dutch, English and French companies: A trade revolution; Impact of British rule on Indian economic structure <b>Learning Activities:</b> <i>Seminar presentations, debates and discussions, team learning</i>	CLO1 & CLO2
<b>Unit-II</b> 11 Hours	Land revenue settlements in British India: The Permanent Settlement, Ryotwari Settlement, Mahalwari Settlement and consequences; Famine and poverty in the rural domain <b>Learning Activities:</b> <i>Debates and discussion, seminar presentations</i>	CLO1 & CLO2
<b>Unit-III</b> 11 Hours	Economic impact of the revenue arrangements; Commercialization of agriculture; Rise of landless agrarian labourers; Impoverishment of the rural society <b>Learning Activities:</b> <i>Self-learning and classroom discussion.</i>	CLO2 & CLO3
<b>Unit-IV</b> 11 Hours	Dislocation of traditional trade and commerce; De-industrialisation; Decline of traditional crafts; Drain of wealth; Railroad and communication network including telegraph and postal services <b>Learning Activities:</b> <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/gQF03NnNX_w)
- [https://youtu.be/vFGUIAQZH\\_A](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

<b>Course Code: MHIS. 524</b> <b>Course Title: Thinkers of India</b> <b>Total Hours: 45</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	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 imitated by the distinguished leaders which were instrumental in shaping Indian history particularly in the Colonial period

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> 12 Hours	Dr. BR Ambedkar & Sardar Vallabh Bhai Patel <b>Learning Activities:</b> <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO1
<b>Unit-II</b> 11 Hours	Pt. Jawaharlal Nehru & Subash Chandra Bose <b>Learning Activities:</b> <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO2
<b>Unit-III</b> 11 Hours	Lala Lajpat Rai & VD Savarkar <b>Learning Activities:</b> <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO2 & CLO3
<b>Unit-IV</b> 11 Hours	Ishwar Chandra Vidhyasagar & Swami Vivekanada <b>Learning Activities:</b> <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

Deshpande, G.P. 2010. *Selected writings of Jotirao Phule*. Delhi: LeftWord Books.

Saggi, P. D. (Ed.). (n.d.). (1950). *Life and work of Sardar Vallabhbhai Patel* (C. Rajagopalachari, Foreword). Bombay: Overseas Publishing House.

Patel, Sardar Vallabh Bhai, (2024, and 2019), *Bharat Vibhajan: Introduction of the Two Nation Theory*, Prabhat Prakashan Pvt. Ltd.

Nehru, Jawaharlal, (2025 Re-print), *An Autobiography by Jawaharlal Nehru: A Journey Through History and Leadership*, Diamond Books; First Edition (8 January 2025); Okhla industrial area, Phase-2 New Delhi-110020

Nehru, Jawaharlal, (2004), *The Discovery of India*, Penguin India; New edition (1 January); Penguin India.

Grover, Verinder, *Lala Lajpat Rai: A Biography of His Vision and Ideas*, Regal Publication India

Savarkar, Vinayak Damodar. 2000. *Savarkar samagra Vinayak Damodar Savarkar*, Delhi Prabhat

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.

Mitra, Subal Chandra, 2008. *Isvar Chandra Vidyasagar: A Story Of His Life And Work*, Rupa Publications India

#### Web Resources:

- <https://www.youtube.com/watch?v=dBX1QDzUH4E>
- <https://www.youtube.com/watch?v=cns0ZgFhnFk>
- <https://www.youtube.com/watch?v=lpSLK540Cg>
- <https://www.youtube.com/watch?v=gkjo9GWffeQ>

**Modes of Transaction:**

- Lecture
- Seminar
- Group Discussion
- Demonstration

**Tools Used:** PPT, YouTube Video, Google meet, NPTEL

<b>Course Code: MHIS-525</b>			
<b>Course Title: Development of Political Thought in History (19<sup>th</sup>-20<sup>th</sup> Century)</b>			
<b>Total Hours: 45</b>			
<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
3	0	0	3

**Course Learning Outcomes (CLOs):** By the end of this course, students will be able to-

**CLO1:** Understand Key Political Ideologies: Demonstrate an understanding of liberalism, democracy, nationalism, socialism, communism, and post-colonial thought.

**CLO2:** Analyse Political Thinkers and Their Contributions: Evaluate the contributions of key thinkers such as Mill, Hegel, Marx, Gandhi, and Fanon in shaping political history.

**CLO3:** Assess the Relationship Between Political Thought and Historical Change: Analyse how political philosophies influenced revolutions, colonial struggles, and governance structures.

**CLO4:** Critically Engage with Texts: Interpret primary sources and philosophical texts to understand their historical and intellectual contexts.

**CLO5:** Compare and Contrast Different Political Traditions: Examine differences between Western and non-Western political traditions and their global impact.

**CLO6:** Apply Political Thought to Contemporary Issues: Use historical political ideas to critically engage with modern political, social, and economic challenges.

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> <b>15 Hours</b>	Liberalism and Democracy: John Stuart Mill- Liberty, Representative Government, Utilitarianism; Nationalism and State Formation: GWF Hegel- The State as the Realization of Freedom; Giuseppe Mazzini- Republican Nationalism and the Role of the Nation in History	CLO1 CLO3 CLO5
<b>Unit-II</b> <b>15 Hours</b>	Socialism and Communism: Karl Marx and Friedrich Engels- Historical Materialism, Class Struggle, and the Communist Manifesto; Hannah Arendt- The Origins of Totalitarianism and Political Freedom; Antonio Gramsci- Cultural Hegemony, Civil Society, Role of Intellectuals	CLO2 CLO4
<b>Unit-III</b> <b>15 Hours</b>	Moderate and Revolutionary Nationalism: Bal Gangadhar Tilak- Swaraj and Militant Nationalism; Mahatma Gandhi- Satyagraha, Ahimsa, and Constructive Programme; Rabindranath Tagore- Nationalism, Humanism, and Critique of the Nation-State.	CLO2 CLO3 CLO4
<b>Unit-IV</b> <b>15 Hours</b>	Post-Colonial Thought: Frantz Fanon- Decolonization, Nationalism, and Racial Identity; Jean-Paul Sartre- Freedom, Responsibility, and Political Engagement; Michel Foucault- Power, Knowledge, and Disciplinary Society	CLO1 CLO6

### Suggested Readings

- Arendt, Hannah. *The Origins of Totalitarianism*. New York: Harcourt, Brace, 1951.
- Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox. New York: Grove Press, 2004.
- Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Translated by Alan Sheridan. New York: Pantheon Books, 1977.
- Gandhi, M.K. *Hind Swaraj or Indian Home Rule*. Ahmedabad: Navajivan Publishing House, 1938.
- Gramsci, Antonio. *Selections from the Prison Notebooks*. Edited by Quintin Hoare and Geoffrey Nowell Smith. New York: International Publishers, 1971.
- Hegel, G.W.F. *The Philosophy of Right*. Translated by T.M. Knox. Oxford: Oxford University Press, 1952.
- Mazzini, Giuseppe. *The Duties of Man and Other Essays*. Translated by Thomas Jones. London: J.M. Dent & Sons, 1915.
- Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. London: Penguin Books, 2002.

Mill, John Stuart. *On Liberty and Utilitarianism*. New York: Bantam Classics, 2008.  
 Sartre, Jean-Paul. *Existentialism Is a Humanism*. Translated by Carol Macomber. New Haven: Yale University Press, 2007.  
 Tagore, Rabindranath. *Nationalism*. London: Macmillan, 1917.

**Web Resources:**

- <https://www.youtube.com/watch?v=GQvPimPb4mk>
- [https://www.youtube.com/watch?v=McCaUIK0\\_6E](https://www.youtube.com/watch?v=McCaUIK0_6E)
- <https://www.youtube.com/watch?v=xGjpTjeGuZc>
- [https://www.youtube.com/watch?v=Lp\\_3D6sIY8Y](https://www.youtube.com/watch?v=Lp_3D6sIY8Y)
- <https://www.youtube.com/playlist?list=PLVH-mw6w4EjgoTBenruI59y6GotFP0lhi>
- [https://www.youtube.com/playlist?list=PLtlNNPNOafm\\_ubjh3CqjA6S9D9j3w7u50](https://www.youtube.com/playlist?list=PLtlNNPNOafm_ubjh3CqjA6S9D9j3w7u50)
- <https://www.youtube.com/watch?v=iecP3eQDsuc>

**Modes of Transaction:**

- Lecture
- Seminar
- Group Discussion
- Demonstration

**Tools Used:** PPT, YouTube Video, Google meet, NPTEL

## INTERDISCIPLINARY COURSE

<b>Course Code: MHIS-506</b> <b>Course Title: History of Science in Colonial India</b> <b>Total Hours: 30</b>			
<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

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

**CLO-1:** Develop an understanding of the emergence and development of colonial science in India.

**CLO-2:** Analyse how science and technology were used by the colonial state for administration, control, and expansion of imperial interests.

**CLO-3:** Understand the complex relationship between traditional Indian sciences and the imposed Western scientific paradigms.

**CLO-4:** Learn about key figures such as J.C. Bose, P.C. Ray, and Meghnad Saha, and assess their role in shaping Indian scientific thought.

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> <b>8</b> <b>Hours</b>	<b>Concepts and Perspectives:</b> Meaning and definition of Science, Concept of history of Science, Scientific Temper and Critical Thinking, Emergence of Modern Science, Historiography and Sources of history of Science in India <b>Learning Activities:</b> <i>Seminars and group discussions</i>	<b>CLO-1</b>
<b>Unit-II</b> <b>7</b> <b>Hours</b>	<b>Science in 18<sup>th</sup> Century India:</b> Survey of Indigenous Knowledge Science, Astronomy, Ayurveda, Mathematics, Chemistry, Physics Botany, Zoology etc., Status of Modern Science in 18 <sup>th</sup> Century India <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	<b>CLO-2</b>
<b>Unit-III</b> <b>7</b> <b>Hours</b>	<b>Science Education:</b> Origin and growth of Scientific Institutions and Societies, Research in Science, Indian Response to Western Science, Prominent Personalities in the Field of Science in Colonial India: J.C. Bose, P.C. Ray, and Meghnad Saha <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-3</b>
<b>Unit-IV</b> <b>8</b> <b>Hours</b>	<b>Science, State, Society-Economy and Religion:</b> Impact of Science on Society, State Politics and Modern Science, Science and Religion, Science and Capitalism in Colonial India <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-4</b>

**Suggested Readings:**

Arnold, David. *Science, Technology and Medicine in Colonial India*. Cambridge University Press, New Delhi., 2020.

Bose, D. N. *A Concise History of Science in India*. Indian National Science Academy, New Delhi, 1989.

Dharmapal, *Indian Science and Technology in the Eighteenth Century*, Other India Press, Delhi. 1971.

Headrick, D. R. *The Tools of Empire: Technology and European Imperialism in Nineteenth Century*, Oxford University Press, New York, 1981.

Jaggi, O. P. *History of Science, Technology and Medicine in India*, Vol.- I & II, Atma Ram and Sons., Delhi, 1961.

Kumar, Anil. *Medicine and the Raj*, Sage Publication, Delhi, 1998.

Kumar, Deepak. *Science and the Raj: A Study of British India*. Oxford University Press, New Delhi, 2006.

Rahman, A., *History of Indian Science, Technology and Culture (AD 1000-1800)*, PHISPC, New Delhi, Oxford University Press, 2001.

Raj, Kapil. *Relocating Modern Science: Circulation and the Construction*. Palgrave Macmillan, New York, 2007.

Raju, C. K., *History of Science in India from 16th to 20th Century*, PHISPC, Oxford University Press, Delhi,

Ramanna, Mridula, *Western Medicine and Public Health in Colonial Bombay 1845 – 1895*, New Perspectives in South Asian History-4, Orient Longman, New Delhi, 2002.

Russell, Bertrand, *The Impact of Science on Society*, Ruskin House, George Allen and Unwin Ltd. London, 1959.

Sangwan, S., *Science, Technology and Colonisation: Indian Experience*, Anamika. Delhi, 1990.

Seema, Alavi. *Medical Culture in Transition: Mughal Gentleman Physician and the Native Doctor in Early Colonial India*. Cambridge University Press New Delhi, 2007.

Sen, S. N., *Scientific and Technical Education in India*, INSA, New Delhi, 1991.

Singh, Jagit, 1977 3rd ed. *Some Eminent Indian Scientists*, New Delhi, Ministry of Information and Broadcasting Govt. of India.

Subbarayappa, B. V. and Murthy, S.R.N. (ed.), *Scientific Heritage of India*, , Mythic Society, Bangalore, 1988.

Web Resources:

<https://www.youtube.com/watch?v=bJKmtrdoaNo&pp=ygUtTWVhbmluZyBhbmQgZGVmaW5pdGlvbiBvZiBTY2llbmNIIGRvY3VtZW50b3J5>

<https://www.youtube.com/watch?v=gj6evCHppM4>

<https://www.youtube.com/watch?v=ELsYkAtDNAc>

<https://www.youtube.com/watch?v=IV2qcRsE3Iw>

<https://www.youtube.com/watch?v=5LFETP6viMk>

<https://www.youtube.com/watch?v=g75ZC54lm10&t=2941s>

<https://www.youtube.com/watch?v=gj6evCHppM4&t=271s>

#### **Modes of Transaction:**

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

**Tools Used:** PPT, Video, Google meet, Google classroom, Whatsapp, NPTEL, Telegram.

<b>Course Code: MHIS. 507</b> <b>Course Title: History of Gandhian Politics (1919-1947)</b> <b>Total Hours: 30 Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	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
<b>Unit-I</b> 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 <b>Learning Activities:</b> <i>Group discussion, class debates, and presentations.</i>	CLO1
<b>Unit- II</b> 7 ½ Hours	Rowlatt Act and Rowlatt Satyagraha. Montague Chelmsford Reforms. Course of Khilafat and Non-Cooperation Movements. <b>Learning Activities:</b> <i>Group discussion, class debates, and presentations.</i>	CLO1 & CLO2
<b>Unit- III</b> 7 ½ Hours	The Years of Stagnation: Swarajists; No-Changers; and Gandhi. Simon Commission, Nehru Report and Round Table Conferences. <b>Learning Activities:</b> <i>Group discussion, class debates, and presentations..</i>	CLO2, CLO3 & CLO4
<b>Unit- IV</b> 7 ½ Hours	Civil Disobedience. Quit India Movement. Independence, partition and Gandhi. <b>Learning Activities:</b> <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: Macmilan 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

## ENTREPRENEURSHIP COURSES

<b>Course Code: MHIS.501</b> <b>Course Title: Indian Sculpture</b> <b>Total Hours: 30</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	1	0	1	2

**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
<b>Unit- I</b> 8 Hours	Indus Valley and Mauryan Sculptures: Metal, Stone and Terracotta Sculptures of Indus Valley Civilization; Mauryan Capitals and Stone Sculptures. <b>Learning Activities:</b> <i>Assignment, class presentations, audio-visuals, group discussions</i>	CLO1
<b>Unit- II</b> 8 Hours	Kushana and Post-Kushana Art: Gandhara and Mathura School of Art, Features of Buddhist, Jain and Brahmanical Sculptures. <b>Learning Activities:</b> <i>Debate on the schools of art, class presentations, audio-visuals, group discussions</i>	CLO2
<b>Unit- III</b> 7Hours	Gupta and Pala Sculptures: Main Features of Metal, Stone and Terracotta Sculptures: Important Centers of Gupta and Pala Sculptural Art. <b>Learning Activities:</b> <i>Seminar. class presentations, audio-visuals, group discussions</i>	CLO3
<b>Unit- IV</b> 7 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. <b>Learning Activities:</b> <i>Debate on the different centres of art, seminar. class presentations, audio-visuals, group discussions</i>	CLO4, CLO5 & CLO6

#### Suggested Readings:

- Agrawala, V. S. 1948. *Gupta Art*. Lucknow: Uttar Pradesh Historical Society.
- Agrawala, V. S. 1964. *Heritage of Indian Art*. Delhi: Publications Division.
- Agrawala, V. S. 1965. *Indian Art*. Varanasi: Prithivi Prakashan.
- Agrawala, P. K. 1966. *Mathura Railing Pillars*. Varanasi: Prithivi Prakashan.
- Bajpai, K. D. 1991. *Five Phases of Indian Art, Rajasthan*. Jodhpur: Vidya Prakashan.
- Banerji, A. 1993. *Indian Terracotta Art*. Delhi: South Asia Books.
- Chandra, M. 1964. *Indian Art*. Bombay: Prince of Wales Museum of Western India.
- Dehejia, V. 2006. *Chola: Sacred Bronzes of Southern India*. London: Royal Academy of arts.
- Harle, J. C. 1996. *Gupta Sculpture*. New Delhi: Munshiram Manoharlal.
- Havell, E. B. 2003. *Indian Sculpture and Painting*. New Delhi: Cosmo Publication.
- Deva, K. 1990. *Temple of Khajuraho*. New Delhi: ASI Govt. of India.
- Gangoly O. C. 1984. *South Indian Bronze: A Historical Survey of South Indian Sculpture with Iconographical notes bases on original sources*, Michigan: University of Michigan Library
- Havell, E. B. 2010. *Indian Sculpture and Painting*. California: University of California Libraries.
- Handa, D. and J. C. Harle. 1996. *Gupta Sculpture*. New Delhi: Munshiram Manoharlal.
- Kramrisch, S. 1981. *Indian Sculpture*, 2 Vols. Delhi: Motilal Banarsidass.
- Kramrisch, S. 2013. *Indian Sculpture: Ancient, Classical, Medieval*. New Delhi: Motilal Banarasidas
- Parimoo R. 2000. *Studies in Indian Sculpture: Regional Genes and Interpretations*. New Delhi: Book and Books.

Ray, N. 1965. *Maurya and Sunga Art*. Calcutta: Indian Studies.

Ray, N. 1975. *Maurya and Post-Maurya Art*. Delhi: Indian Council of Historical Research.

Rosenfield, J. M. 1967. *The Dynastic Art of the Kushanas*. Berkeley: University of California Press.

Rowland, B. 1960. *Gandhara Sculpture from Pakistan Museums*. New York: Asia Society.

Saraswati, S. K. 1975. *Survey of Indian Sculpture*, 2nd ed. New Delhi: Munshiram Manoharlal.

Sharma, R. C. 1994. *The Splendour of Mathura Art and Museum*. New Delhi: D.K. Printworld.

Sivaramamurti, C. 1977. *The Art of India*. New York: Harry N. Abrams.

Williams, J. G. 1983. *The Art of Gupta*. New Delhi: Heritage Publishers.

#### Web Resources:

- <https://youtu.be/sVd3P0dhEL0>
- <https://youtu.be/4jjw9Vxv4s0>
- <https://youtu.be/03WKgwrFrE0>
- <https://youtu.be/xddrgVD7xKo>
- <https://youtu.be/7n0UMkLkFLA>
- <https://youtu.be/BiKQZgAffYs>
- <https://youtu.be/fAKcYR34zuw>
- <https://youtu.be/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

<div>Course Code: MHIS. 502</div> <div>Course Title: Content Development for Historical Films, TV Shows and Media</div> <div>Hours: 30</div>	<table><tr><td>L</td><td>T</td><td>P</td><td>Cr</td></tr><tr><td>2</td><td>0</td><td>0</td><td>2</td></tr></table>	L	T	P	Cr	2	0	0	2
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
<b>Unit-I</b> 7 Hours	<b>Types of media:</b> Internet, TV, Film <b>Learning Activities:</b> <i>Self-learning and classroom discussion.</i>	CLO1
<b>Unit-II</b> 8 Hours	<b>Approaches to Historical Content:</b> Documentaries <b>Learning Activities:</b> <i>Self-learning and classroom discussion.</i>	CLO1
<b>Unit-III</b> 7 Hours	<b>Approaches to Historical Content:</b> Historical Fiction <b>Learning Activities:</b> <i>Self-learning and classroom discussion.</i>	CLO1 & CLO2
<b>Unit-IV</b> 8 Hours	<b>Project:</b> Idea to be Pitched to Media Houses <b>Learning Activities:</b> <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

## SEMESTER- II

Sr.	Course Code	Course Title	Course Type	Credit Hours			
				L	T	P	CR
1.	MHIS-526	Historiography: Schools & Approaches	DSC	4	0	0	4
2.	MHIS-527	Mughal India	DSC	4	0	0	4
3.	MHIS-528	Heritage Management and Tourism in India	SEC	3	0	0	3
<b>Discipline Elective Course (Any one of the following)</b>							
4.	MHIS-529	Art and Architecture in Ancient India	DEC	3	0	0	3
5.	MHIS-530	Sacrality and Popular Sacred Spaces of North India	DEC	3	0	0	3
6.	MHIS-531	Cultural History of Modern India	DEC	3	0	0	3
7.	MHIS-532	Development of Political Thought in History (From Classical to Enlightenment Period)	DEC	3	0	0	3
8.	MHIS-533	History of South India	DEC	3	0	0	3
<b>Ability Enhancement Courses (any one of the following)</b>							
10	MHIS-503	Texts of Modern Indian History	AEC	2	0	0	2
11.	MHIS-504	Texts of Modern European and American History	AEC	2	0	0	2
<b>Value Added Course (any one of the following)</b>							
12.	MHIS-511	Indian Paleography and Epigraphy: Origin and Development of Brahmi Script	VA C	2	0	0	2
13.	MHIS-512	The Essence of Bhagavad Gita in Modern Times	VA C	2	0	0	2
<b>Total</b>				<b>18</b>	<b>0</b>	<b>0</b>	<b>18</b>

<b>Course Code: MHIS.526</b> <b>Course Title: Historiography: Schools &amp; Approaches</b> <b>Total Hours: 60</b>	<table><tr><td><b>L</b></td><td><b>T</b></td><td><b>P</b></td><td><b>Cr</b></td></tr><tr><td>4</td><td>0</td><td>0</td><td>4</td></tr></table>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>	4	0	0	4
<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>						
4	0	0	4						

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

**CLO1:** Demonstrate a comprehensive understanding of the meaning, nature, and scope of history and critically assess the debates surrounding history as a science or an art.

**CLO2:** Analyse key historiographical concepts such as objectivity, subjectivity, bias, generalization, and causation, and apply them in evaluating historical texts and arguments.

**CLO3:** Engage critically with the philosophical foundations of history and explain the role of ideology in shaping various schools of historiographical thought.

**CLO4:** Examine the contributions of positivist thinkers like Ranke and Auguste Comte and their influence on the development of modern historical methods.

**CLO5:** Evaluate the impact of different historiographical schools on the writing of history in modern India, with a focus on how colonial, nationalist, and Marxist perspectives shaped historical discourse.

**CLO6:** Develop and apply historical research methodologies, including source criticism, analysis, and interpretation, while understanding concepts like reliability and validity.

**CLO7:** Critically assess the relationship between history and fiction, exploring how historical narratives may incorporate elements of storytelling and literary techniques.

**CLO8:** Develop a nuanced understanding of the role of ideology in historiography, identifying how political, cultural, and social ideologies influence historical interpretations and narratives.

**CLO9:** Apply historiographical methods to analyse primary and secondary sources, recognizing the strengths and limitations of different tools and methods in historical research.

Units/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> 15 Hours	Meaning, Nature and Scope of History; History as Science and/or Art, Objectivity and Subjectivity in History Writing; Bias & Generalization in History; Causation; History and Fiction. <b>Learning Activities:</b> <i>Self-learning, debates and classroom discussion.</i>	CLO1 CLO2 CLO7
<b>Unit-II</b> 15 Hours	Philosophy of History; Historical relativism; The influence of the Enlightenment on historical thinking (e.g., Hegel, Kant); Ideology and Schools of Historiography; Positivism (Ranke and Auguste Comte) <b>Learning Activities:</b> <i>Group discussion and seminar presentations.</i>	CLO3 CLO4 CLO8
<b>Unit-III</b> 15 Hours	History Writing in Modern India; Nationalist, Colonial, Oriental, Subaltern and Marxist School: Case of DD Kosambi <b>Learning Activities:</b> <i>Self-learning, Group discussion and debates</i>	CLO5 CLO8
<b>Unit-IV</b> 15 Hours	Research Methodologies; Tools & Methods; Reliability & Validity <b>Learning Activities:</b> <i>Self-learning, classroom discussion and seminar presentations</i>	CLO6 CLO9

### Suggested Readings:

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 2006.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 2002.

Carr, E.H. *What is History?* London: Penguin Books, 1961.

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press, 2000.

Collingwood, R.G. *The Idea of History*. Oxford: Oxford University Press, 1946.

Collingwood, R.G. *The Philosophy of History*. Oxford: Oxford University Press, 1994.

Comte, Auguste. *The Positive Philosophy*. New York: Dover Publications, 2007.

Derrida, Jacques. *Writing and Difference*. Chicago: University of Chicago Press, 1978.

Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books, 1995.

Foucault, Michel. *The Archaeology of Knowledge*. New York: Pantheon Books, 1972.

Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. Oxford: Oxford University Press, 1999.

Hegel, G.W.F. *The Philosophy of History*. New York: Dover Publications, 2004.

Herodotus. *The Histories*. London: Penguin Classics, 2003.

Iggers, Georg G. *Historiography: Historical Method from the Ancient World to the Twentieth Century*. Middletown: Wesleyan University Press, 2005.

Kant, Immanuel. *Perpetual Peace and Other Essays*. Indianapolis: Hackett Publishing, 2003.

Kosambi, D.D. *An Introduction to the Study of Indian History*. Mumbai: Popular Prakashan, 2002.

Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. London: Penguin Classics, 2002.

Ranke, Leopold von. *History of the Popes*. Eugene: Wipf & Stock, 2009.

Ranke, Leopold von. *The Theory and Practice of History*. London: Hesperides Press, 2010.

Said, Edward. *Orientalism*. New York: Pantheon Books, 1978.

Spivak, Gayatri Chakravorty. *Can the Subaltern Speak?* New York: Columbia University Press, 1988.

Taine, Hippolyte. *The Philosophy of History*. New York: Harper & Brothers, 1875.

Thucydides. *The History of the Peloponnesian War*. London: Penguin Classics, 2003.

Tosh, John. *The Pursuit of History: Aims, Methods, and New Directions in the Study of Modern History*. London: Routledge, 2015.

White, Hayden V. *Metahistory: The Historical Imagination in Nineteenth-Century Europe*. Baltimore: The Johns Hopkins University Press, 1973.

#### **Web Resources:**

- [https://www.youtube.com/watch?v=J5rOlnw\\_gT0](https://www.youtube.com/watch?v=J5rOlnw_gT0)
- <https://www.youtube.com/watch?v=XKRgibRw-Bw>
- <https://www.youtube.com/watch?v=B5d1oo5drxQ>
- <https://www.youtube.com/watch?v=Vh789PSASSo>
- [https://www.youtube.com/watch?v=6dp\\_bCMBQFU](https://www.youtube.com/watch?v=6dp_bCMBQFU)
- <https://www.youtube.com/watch?v=S4L4K3l5HWE>
- <https://www.youtube.com/watch?v=0ahqNj6s7cs>

#### **Modes of Transaction:**

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

#### **Tools Used:**

PPT, YouTube Videos, Google, recorded lectures

<b>Course Code: MHIS-527</b> <b>Course Title: Mughal India</b> <b>Total Hours: 60</b>	<table><tr><td><b>L</b></td><td><b>T</b></td><td><b>P</b></td><td><b>Cr</b></td></tr><tr><td>4</td><td>0</td><td>0</td><td>4</td></tr></table>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>	4	0	0	4
<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>						
4	0	0	4						

**Course Learning Outcomes:** At the end of the course, students will be able to:

**CLO-1:** Examine different conceptual and theoretical models of Mughal state.

**CLO-2:** Interpret concepts that may be equivalent to ‘religion’, ‘economy’, ‘politics’

**CLO-3:** Analyze Mughal court and political culture in shaping Indian society.

**CLO-4:** Critically evaluate nature of economic and commercial life in Mughal India

Units/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> 15 Hours	Founding of the Mughal Empire; Theories of State, Administration, Revenue; Concepts of Family and Bureaucracy <b>Learning Activities:</b> <i>Self-learning, debates and classroom discussion.</i>	CLO 1
<b>Unit-II</b> 15 Hours	The Mughal Political Culture; Court Society; Notions of Diversity and Uniformity; Local Governance; Language and Literature; Notions of Religion <b>Learning Activities:</b> <i>Group discussion and seminar presentations.</i>	CLO 1 CLO 2 CLO 3
<b>Unit-III</b> 15 Hours	India outside Mughal Sovereignty; Regional Histories: Case of Deccan; Management of Violence and Military; Cultural History; <b>Learning Activities:</b> <i>Self-learning, Group discussion and debates</i>	CLO 3 CLO 4
<b>Unit-IV</b> 15 Hours	Economic History; History of Commerce: European and Indigenous Merchants; Decline of Mughal Empire <b>Learning Activities:</b> <i>Self-learning, classroom discussion and seminar presentations</i>	CLO 2 CLO 4

### Suggested Readings

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

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

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

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

Dale, Stephen F., *The Muslim Empires of the Ottomans, Safavids and Mughals*, Cambridge University Press, Cambridge, 2009

Dalrymple, William, *The Last Mughal: The Fall of Delhi, 1857*. A&C Black, New Delhi, 2009.

Eaton, Richard M., *A Social history of the Deccan, 1300-1761: eight Indian lives*. Cambridge University Press, New York, 2005.

Eaton, Richard M., and Phillip B. Wagoner. *Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*. Oxford University Press, New Delhi, 2014.

Faruqui, Munis D., *The princes of the Mughal empire, 1504–1719*. Cambridge University Press, California, 2012.

Gommans, Jos J.L., *Mughal warfare: Indian frontiers and highroads to empire, 1500-1700*. Routledge, 2002.

Gordon, Stewart, "The Marathas, 1600-1818. *The New Cambridge History of India*, II. 4." 1993.

Habib, Irfan, *Atlas of the Mughal Empire: Political and Economic Maps*, 1982.

Hasan, Farhat, *State and Locality in Mughal India: power relations in western India, c. 1572-1730*. Cambridge University Press, 2004.

Lal, Ruby, *Domesticity and power in the early Mughal world*. Cambridge University Press, 2005.

Markovits, Claude, (eds.), *A history of modern India, 1480-1950*. Anthem Press, 2004.  
 Moreland, William Harrison. *The agrarian system of Moslem India: a historical essay with appendices*. Cambridge University Press, 1929.  
 Mukhia, Harbans, *The Mughals of India*. John Wiley & Sons, 2008.  
 Prakash, Om, *European commercial enterprise in pre-colonial India*. Cambridge University Press, 1998.  
 Richards, J. F., "*Mughal State Finance and the Premodern World Economy*", *Comparative Studies in Society and History*, 1981.  
 Richards, John F., *The Mughal Empire*. Cambridge University Press, 1995

**Mode of Transaction:** Lectures, Seminar, Group Discussion, M-Learning, Comparative Analysis

<b>Course Code: MHIS-528</b> <b>Course Title: Heritage Management and Tourism in India</b> <b>Total Hours: 45 Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	3	0	0	3

**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
<b>Unit- I</b> 12 Hours	Introduction of Heritage Management and Tourism in India: 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
<b>Unit- II</b> 11 Hours	Evolution of Indian Architecture: Art and Architectural Heritage of India: Ajanta, Ellora, Elephanta Learning Activities: <i>Group discussion, class debates, and presentations.</i>	CLO1, CLO2 & CLO3
<b>Unit- III</b> 11 Hours	India's Cultural Heritage and Opportunities: Wildlife and Cultural Tourism Learning Activities: <i>Group discussion, class debates, and presentations.</i>	CLO1, CLO2 & CLO3
<b>Unit-IV</b> 11 Hours	Heritage Conservation and Management: Eco Tourism, Medical Tourism and Policies; Heritage for The Future 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/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

## DISCIPLINE ELECTIVE COURSE/DEC

<b>Course Code: MHIS-529</b> <b>Course Title: Art and Architecture in Ancient India</b> <b>Total Hours: 45</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	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
<b>Unit-I</b> 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). <b>Learning Activities:</b> <i>Seminars, Team discussions, analysis of archaeological reports</i>	CLO1 & CLO2
<b>Unit-II</b> 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). <b>Learning Activities:</b> <i>Seminars, debates and group discussions, watching videos of concerned temples</i>	CLO2 & CLO3
<b>Unit-III</b> 12 Hours	Temple Architecture: Evolution of Temples under Guptas (Sanchi, Deogarh and Bhitarigaon); Nagara Style: Odishan Temple Architecture (Parashurameshvara, Lingaraja, Konark and Jagannath temples); Khajuraho Temples (Lakshman, Vishvanatha and Kandriya Mahadeva temples). <b>Learning Activities:</b> <i>Seminars presentations, debates and group discussions, watching videos of concerned temples</i>	CLO2 & CLO3
<b>Unit-IV</b> 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). <b>Learning Activities:</b> <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*. Varanasi: Prithvi Prakashan.
- Agrawala, V. S. 1964. *Heritage of Indian Art*. Delhi: Publications Division, Delhi.
- Agrawala, V. S. 1977. *Indian Art*. Varanasi: Prithvi Prakashan.
- Agrawala, V. S. 1948. *Gupta Art, U.P.* Lucknow: Historical Society.
- Bajpai, K. D. 1991. *Five Phases of Indian Art, Rajasthan*. Jodhpur: Vidya Prakashan.
- Banerji, A. 1993. *Indian Terracotta Art*. Delhi: South Asia Books.

- Craven, R. C. 2006. *Indian Art: A Concise History*. London: Thames and Hudson.
- Dehejia, V. 2006. *Chola: Sacred Bronzes of Southern India*. London: Royal Academy of arts.
- Dehejia, V. 1972. *Early Buddhist Rock Temples: A Chronology*. London: Cornell University Press.
- Desai D. 2001. *Khajuraho: Monumental Legacy*. New Delhi: Oxford University Press.
- Deva, K. 1995. *Temples of India*, 2 Vols. New Delhi: Aryan International.
- Deva, K. 2000. *Temples of North India*. New Delhi: National Book Trust India.
- Donaldson, T. 2003. *Konark: Monumental Legacy*. New Delhi: Oxford University Press.
- Goetz, H. 1964. *India: Five Thousand Years of Indian Art*. Vol. 1. London: Methuen.
- Hardy, A. 1995. *The Karnataka Dravida Tradition: Development of Indian Temple Architecture in Karnataka 7 to 13 Centuries*. New Delhi: Abhinav Publication.
- Harle, J. C. 1994. *The Art and Architecture of the Indian Subcontinent*. UK: Yale University Press.
- 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/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](https://youtu.be/_wqR3poDzik)

### **Tools Used:**

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

<b>Course Code: MHIS-530</b> <b>Course Title: Sacrality and Popular Sacred Spaces of North India</b> <b>Total Hours: 45</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	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 traces 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.

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

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

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

**CLO6:** Understanding the reigning popularity of traditions of Sakhi Sarwar.

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> 12 hours	<b>Conceptual Framing:</b> Understanding sacrality, sacred and profane; Situating ‘Popular Space’ in its social-religious context; Myth and Mythology. <b>Learning Activities:</b> <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
<b>Unit-II</b> 10 hours	<b>Sacred Geography:</b> Understanding ‘Tirtha’ with reference to ‘Banaras’; Prayag and practice of ritual suicide <b>Learning Activities:</b> <i>Discussion on Banaras and its role in spiritual traditions, mapping ritual suicide.</i>	CLO1 & CLO2
<b>Unit-III</b> 12 hours	<b>Sufi Dargahs as Shared and Cultural Spaces:</b> Tapping Devotion with the Shrine of Salar Masud Ghazi; Celebrating Basant, Open Kitchen and ‘Sama’ with the shrine of Shaikh Nizamuddin Auliya <b>Learning Activities:</b> <i>Discussions on the role of pir as the spiritual master and Islamic traditions, Vlog of local Dargahs and their ritual celebrations</i>	CLO2 & CLO3, CLO4
<b>Unit-IV</b> 11 hours	<b>Situating Popular Spaces:</b> Cult of Ramdev Pir and its heterogeneous following; The cult of Gugga many faces of folk veneration; Sacred orality of the cult of Sakhi Sarwar and Pir Nighan <b>Learning Activities:</b> <i>Discussions on the role of pir as the spiritual master and Islamic traditions, Vlog of local Dargahs and their ritual celebrations</i>	CLO1 CLO3 CLO4 CLO5 CLO6

#### **Suggested Readings:**

Alhaq, S. 1997. *Forgotten Vision: A Study of Human Spirituality in the Light of the Islamic Tradition*, 2vols. New Delhi: Vikas Publishing House.

- Ashraf, K. M. 1959. *Life and Conditions of the People of Hindustan*. Delhi: Jiwan Prakashan
- Chandra, S. 2003. *Medieval India: From Sultanate to the Mughals*, 2 Vols. New Delhi: HarAnand Publications (Reprint)
- Currie, P. M. 2006. *The Shrine and Cult of Shaikh Mu'inuddin Chishti of Ajmer*. Oxford: Oxford University Press,
- Dubey, D. P. 2001. *Prayag the Site of Kumbh Mela*. New Delhi: Aryan Books.
- Eaton, R. M. 2000. *Essays on Islam and Indian History*. New Delhi: Oxford University Press.
- Eck, L. D. 2013. (rept.), *India: Sacred Geography*, New York: Harmony.
- Elias, J. 2001. *Sufism and Islamic Society*. Cambridge: Cambridge University Press.
- Ernst, C. W. 1997. *The Shambhala Guide to Sufism*. Boston: Shambhala Publications.
- Fenech L. 2005. *Martyrdom in Sikh Traditions*. New Delhi: Oxford University Press.
- Habib, M. and K. A. Nizami (eds.). 1992. *Comprehensive History of India: The Delhi Sultanate (A.D 1206-1526) Vol.5*. Aligarh: People's Publishing House.
- Hardy, P. 1982. *Historians of Medieval India*. Connecticut: Westport.
- Goswami, B. N., and J.S. Grewal. 1967. *The Mughals and the 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.
- 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=PMoHabo_XQs)
- <https://www.youtube.com/watch?v=iKQbCXDOp4c>
- <https://www.youtube.com/watch?v=FbeoOoKVPsY>
- <https://www.youtube.com/watch?v=O2zlN88unuI>

- <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

<p align="center"><b>Course Code: MHIS-531</b></p> <p align="center"><b>Course Title: Cultural History of Modern India</b></p> <p align="center"><b>Total Hours: 45</b></p>			
<b>C</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
3	0	0	3

**Course Learning Outcomes:** Students will be able to

**CLO1:** Understand the Conceptual Ideologies of colonial India.

**CLO2:** Analyse the changing of life styles in Modern India.

**CLO3:** Understand the forms of Visual arts.

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

<b>Unit/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
<b>Unit-I 11 Hours</b>	Concept of Modernisation and Westernisation, Education, Science and Technology, Urbanization, Development of New Ideologies: Work culture, Resistance culture, Dalit and Tribal Consciousness. <b>Learning Activities:</b> <i>Seminars and group discussions, presentations</i>	<b>CLO-1</b>
<b>Unit-II 12 Hours</b>	Dress, Costume, Cuisine, Games, Women, Printing and Press, Development of Medical Practices, Communication and Transportation System <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	<b>CLO-2</b>
<b>Unit-III 11 Hours</b>	Forms of Visual arts: Architecture, Painting and Sculpture, Photography <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-3</b>
<b>Unit-IV 11 Hours</b>	Forms of Performing arts: Music, Dance, Song : Classical and Folk, Theatre and acting <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-4</b>

#### **Suggested Readings:**

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.

Dilip Menon, Cultural History of Modern India, Orient BlackSwan, 2017.

Ghosh, E., Modern History of Indian 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.

Goswamy, B.N., Indian Costumes in the Collection of the Calico Museum of Textiles, Sarabhai Foundation, 2013.

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 Tribal and India, Penguin Books Limited, 2014.

Handa, O.C., Reflections on the History of Indian Science and Technology, Pentagon Press, 2014.

Jaggi, O. P., History of Science and Technology in India: Science in Modern India, Atma Ram, 1969.

Kesavan, Bellary Shamanna, History of Printing and Publishing in India: A Story of Cultural Re-awakening, National Book Trust, 1985.

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.

Majumdar, Boria, A History of Indian Sport Through 100 Artefacts, Harper Collins Publishers India, 2017.

Mani, Braj Ranjan, Debhrahmanising History: Dominance & Resistance in Indian Society, Manohar Publishers and Distributors, 2021.

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.

Panikkar, K. N., Colonialism, Culture, and Resistance, Oxford University Press, 2009.

Panikkar, K. N., Culture and Consciousness in Modern India, PPH Books, 2014.

Panikkar, K. N., Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India, Anthem Press, 2002.

Pillai, Jagadeesh, The Indian Traditional Games: A Study of The Significance and Evolution of Indian Traditional Games, Notion Press, 2023.

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), Rutledge, 2005.

Saravanan, Velayutham Environmental History and Tribal in Modern India, Springer 2018.

Srinivas, M.N., Social Change in Modern India, Orient BlackSwan, 1995.

Tarlo, Emma, Clothing Matters: Dress and Its Symbolism in Modern India, University of Chicago Press, 1996.

#### **Web Resources:**

- <https://www.youtube.com/watch?v=zFc38W98QZ8>
- <https://www.youtube.com/watch?v=xZV6kdcz9g>
- <https://www.youtube.com/watch?v=npgxPJ2I22c>
- <https://www.youtube.com/watch?v=mCAjLqAwhjQ>

#### **Modes of Transaction:**

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

**Tools Used:** PPT, Video, Google classroom, Telegram

<b>Course Code: MHIS-532</b>					
<b>Course Title: Development of Political Thought in History</b>					
<b>(From Classical to Enlightenment Period)</b>					
<b>Total Hours: 45</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
		3	0	0	3

**Course Learning Outcomes:** By the end of this course, students will be able to-

**CLO1:** Understand Classical and Medieval Political Thought: Demonstrate knowledge of Greek, Roman, and medieval political traditions and their influence on later political theories.

**CLO2:** Analyse the Role of Religion in Political Thought: Examine how religious philosophies shaped political governance, particularly in Christian and Islamic traditions.

**CLO3:** Evaluate the Impact of the Reformation on Political Theory: Assess the contributions in redefining church-state relations and political morality.

**CLO4:** Examine the Development of Modern Political Ideals in the Enlightenment: Understand key Enlightenment concepts such as natural rights, the social contract, constitutionalism, and direct democracy.

**CLO5:** Critically Engage with Primary Texts and Theoretical Debates: Interpret and analyse writings by Plato, Aristotle, Hobbes, Locke, Rousseau, and others in historical and political contexts.

**CLO6:** Apply Political Thought to Contemporary Issues: Draw connections between classical political theories and modern political systems, governance structures, and democratic principles.

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> <b>15 Hours</b>	<b>Classical Political Thought (Ancient and Medieval Traditions)</b> Greek Political Thought: Socrates: Ethical foundations of politics and the role of the philosopher Plato: Theory of Justice, Philosopher-King, Ideal State, Education Aristotle: Concept of Citizenship, Types of Government, Theory of State and Constitution <b>Learning Activities:</b> <i>Seminar presentations, group discussions, debates</i>	CLO1 CLO5
<b>Unit-II</b> <b>15 Hours</b>	<b>Medieval Political Thought</b> St. Augustine and St. Thomas Aquinas: Political Theology and Church-State Relations Islamic Political Thought: Al-Farabi, Ibn Khaldun, and their contributions to governance and society <b>Learning Activities:</b> <i>Seminar presentations, group discussions</i>	CLO1 CLO5
<b>Unit-III</b> <b>15 Hours</b>	<b>Political Thought in the Age of Enlightenment</b> Thomas Hobbes: Social Contract, Absolute Sovereignty John Locke: Natural Rights, Limited Government, Liberalism Jean-Jacques Rousseau: General Will, Direct Democracy, Critique of Inequality <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	CLO4 CLO5 CLO6
<b>Unit-IV</b> <b>15 Hours</b>	<b>Political Thought in the Age of Reformation</b> Martin Luther and John Calvin: Role of religion in governance, Church-State relations; Immanuel Kant: Perpetual Peace and Political Morality; Montesquieu: Separation of Powers and Constitutionalism <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	CLO2 CLO3 CLO5 CLO6

### Suggested Readings

Al-Farabi. *The Political Regime (Al-Siyasa Al-Madaniyya)*. Translated by Fauzi Najjar. Ithaca, NY: Cornell University Press, 2002.

Aquinas, Thomas. *On Law, Morality, and Politics*. Edited by William P. Baumgarth and Richard J. Regan. Indianapolis: Hackett Publishing, 1988.

Aristotle. *Politics*. Translated by C.D.C. Reeve. Indianapolis: Hackett Publishing, 1998.

Augustine, St. *The City of God*. Translated by Henry Bettenson. London: Penguin Classics, 2003.

Hobbes, Thomas. *Leviathan*. Edited by Richard Tuck. Cambridge: Cambridge University Press, 1991.

Ibn Khaldun. *The Muqaddimah: An Introduction to History*. Translated by Franz Rosenthal. Princeton: Princeton University Press, 2005.

Kant, Immanuel. *Perpetual Peace: A Philosophical Sketch*. Translated by Ted Humphrey. Indianapolis: Hackett Publishing, 2003.

Locke, John. *Two Treatises of Government*. Edited by Peter Laslett. Cambridge: Cambridge University Press, 1988.

Luther, Martin. *On Secular Authority: How Far Does the Obedience Owed to It Extend?* Translated by J.J. Schindel. Cambridge: Cambridge University Press, 1991.

Montesquieu, Charles de. *The Spirit of the Laws*. Translated by Anne M. Cohler, Basia Carolyn Miller, and Harold Samuel Stone. Cambridge: Cambridge University Press, 1989.

Plato. *The Republic*. Translated by Allan Bloom. New York: Basic Books, 1991.

Rousseau, Jean-Jacques. *The Social Contract and Other Later Political Writings*. Edited by Victor Gourevitch. Cambridge: Cambridge University Press, 1997.

### Web Resources:

- <https://www.youtube.com/watch?v=GQvPimPb4mk>
- [https://www.youtube.com/watch?v=McCaUIK0\\_6E](https://www.youtube.com/watch?v=McCaUIK0_6E)
- <https://www.youtube.com/watch?v=xGjpTjeGuZc>
- [https://www.youtube.com/watch?v=Lp\\_3D6sIY8Y](https://www.youtube.com/watch?v=Lp_3D6sIY8Y)
- [https://www.youtube.com/playlist?list=PLtlNNPNOafm\\_ubjh3CqjA6S9D9j3w7u50](https://www.youtube.com/playlist?list=PLtlNNPNOafm_ubjh3CqjA6S9D9j3w7u50)
- <https://www.youtube.com/watch?v=sWvtr6HYhtU>

### Modes of Transaction:

- Lecture
- Seminar
- Group Discussion
- Demonstration

**Tools Used:** PPT, YouTube Video, Google meet, NPTEL

<b>Course Code: MHIS-533</b> <b>Course Title: History of South India</b> <b>Total Hours: 45</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	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
<b>Unit-I</b> 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. <b>Learning Activities:</b> Seminar presentations, group discussions, debates	CLO1
<b>Unit-II</b> 10 hours	The Pandyas: Political Developments; The Sangam Age; Economic Structures (Agriculture, Craft and Industry, Internal and External Trade); Structure of the Society. <b>Learning Activities:</b> Seminar presentations, group discussions	CLO2
<b>Unit-III</b> 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) <b>Learning Activities:</b> Seminar presentations, group discussions	CLO3
<b>Unit-IV</b> 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. <b>Learning Activities:</b> Seminar presentations, group discussions	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*, 7<sup>th</sup> ed. Delhi: Oxford University Press.
- Sastri, K. A. N. 1955. *The Colas*. Madras: University of Madras.
- Sastri, K. A. N. 1974. *The Pandyan Kingdom*, 2<sup>nd</sup> 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/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

## ABILITY ENHANCEMENT COURSE

<p><b>Course Code: MHIS-503</b></p> <p><b>Course Title: Texts of Modern Indian History</b></p> <p><b>Total Hours: 30</b></p>	<table><tr><td>L</td><td>T</td><td>P</td><td>Cr</td></tr><tr><td>2</td><td>0</td><td>0</td><td>2</td></tr></table>	L	T	P	Cr	2	0	0	2
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
<b>Unit-I</b> 7 ½ Hours	Gandhi, <i>Hind Swaraj</i> ; Ambedkar, <i>The Annihilation of Caste</i> <b>Learning Activities:</b> Student Presentations and Teacher-led Peer Discussion	CLO1
<b>Unit-II</b> 7 ½ Hours	Iqbal, <i>The Reconstruction of Religious Thought in Islam</i> ; Golwalkar, <i>Bunch of Thoughts</i> <b>Learning Activities:</b> Student Presentations and Teacher-led Peer Discussions	CLO2
<b>Unit- III</b> 7 ½ Hours	Nehru, <i>Discovery of India</i> ; Maulana Azad, <i>Words of Freedom</i> <b>Learning Activities:</b> Student Presentations and Teacher-led Peer Discussions	CLO2
<b>Unit-IV</b> 7 ½ Hours	Bhagat Singh, <i>Selected Writings</i> ; Periyar, <i>Revolt</i> <b>Learning Activities:</b> 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

<b>Course Code: MHIS-504</b> <b>Course Title: Texts of Modern European &amp; American History</b> <b>Total Hours: 30</b>	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
<b>Unit-I</b> 7 ½ Hours	Thomas Paine, <i>Rights of Man</i> ; Edmund Burke, <i>Reflections on the Revolution in France</i> <b>Learning Activities:</b> Student Presentations and Teacher-led Peer Discussions	CLO1
<b>Unit- II</b> 7 ½ Hours	Mary Wollstonecroft, <i>A Vindication of the Rights of Woman</i> ; Sir Richard Burton, <i>The City of the Saints</i> <b>Learning Activities:</b> Student Presentations and Teacher-led Peer Discussions	CLO2
<b>Unit-III</b> 7 ½ Hours	Karl Marx, <i>Collected Writings</i> ; Adam Smith, <i>Wealth of Nations</i> <b>Learning Activities:</b> Student Presentations and Teacher-led Peer Discussions	CLO2
<b>Unit-IV</b> 7 ½ Hours	Adolph Hitler, <i>Mein Kampf</i> ; Antonio Gramsci, <i>Prison Notebooks</i> <b>Learning Activities:</b> Student Presentations and Teacher-led Peer Discussions	CLO3

#### 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

### VALUE ADDED COURSES

<b>Course Code: MHIS- 511</b> <b>Course Title: Indian Paleography and Epigraphy: Origin and Development of Brahmi Script</b> <b>Total Hours: 30 Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	1	0	1	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
<b>Unit-I</b> 8 Hours	<b>Origin of Brahmi Script:</b> 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). <b>Learning Activities:</b> <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, presentations</i>	CLO1, CLO2 & CLO3
<b>Unit-II</b> 8 Hours	<b>Post-Mauryan Brahmi:</b> Development of Brahmi script during the post-Mauryan and pre-Kushana period. (Besnagar Pillar Inscription of Heliodorus; Ayodhya Stone Inscription of Dhanadeva). <b>Learning Activities:</b> <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, presentations</i>	CLO1, CLO2 & CLO3
<b>Unit-III</b> 7 Hours	<b>Kushana Brahmi:</b> Development of Brahmi script during the Kushana period. (Kaushambi inscription of Kanishka I; Nasik Cave Inscription of Queen Balasri) <b>Learning Activities:</b> <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, presentations</i>	CLO1, CLO2 & CLO3
<b>Unit-IV</b> 7 Hours	<b>Gupta Brahmi:</b> Development of Brahmi script during the Gupta Period period. (Allahabad Pillar Inscription of Samudragupta; Mehrauli Pillar Inscription of king Chandra) <b>Learning Activities:</b> <i>Practical training in the decipherment and transliteration of selected inscriptions, Group discussion, class debates, and presentations.</i>	CLO1, CLO2 & CLO3

**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/IMJp6PSJDl4>
- <https://youtu.be/bQPUV4mviUQ>
- <https://youtu.be/G50nq68VPuM>
- <https://youtu.be/Ivbd5UcnPSo>
- <https://youtu.be/vOHN77SBaTQ>
- [https://youtu.be/IuAci\\_YC34g](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

<b>Course Code: MHIS-512</b> <b>Course Title: The Essence of Bhagavad Gita in Modern</b> <b>Times Total Hours: 30</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

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

## **SEMESTER- III**

Sr	Course Code	Course Title	Course Type	Credit Hours			
				L	T	P	C R
1.	MHIS-535	Environmental History of India	DSC	4	0	0	4
2.	MHIS-536	History of Indian Knowledge Systems	DSC	4	0	0	4
3.	MHIS-537	Comparative History: Nationalism in India and Beyond	SEC	4	0	0	4
4.	MHIS-538	Constitutional Development in Modern India	SEC	3	0	0	3
<b>Discipline Elective Course (Any one of the following)</b>							
5.	MHIS-539	History of Indian Literatures	DEC	3	0	0	3
6.	MHIS-540	Reading Historical Texts	DEC	3	0	0	3
7.	MHIS-541	Research Methodology	DEC	3	0	0	3
8.	MHIS-542	Ideological Framework of Indian Freedom Struggle	DEC	3	0	0	3
7.	MHIS-543	Themes in Medieval World	DEC	3	0	0	3
<b>Ability Enhancement Course- For those students who opt for coursework in the fourth Semester (Any one of the following)</b>							
9.	MHIS-505	Gender in Indian History	AEC	2	0	0	2
10.	MHIS-	Indian Iconography	AEC	2	0	0	2
<b>Value Added Course- For those students who opt for dissertation in the fourth Semester (Any one of the following)</b>							
11.	MHIS-513	Global Ethics of War	VAC	2	0	0	2
12.	MHIS-514	Ethics of War in Indian History	VAC	2	0	0	2
<b>Total</b>				<b>16</b>	<b>0</b>	<b>4</b>	<b>20</b>

<b>Course Code: MHIS-535</b> <b>Course Title: Environmental History of India</b> <b>Total Hours: 60</b>					
		<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
		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
<b>Unit-I</b> 15 Hours	<b>Introduction to Environmental History</b> – Habitats in Human History: Modes of Production and Modes of Resource Use, Indus and Vedic period <i>Deforestation and Development; Forest and Animals in Ancient periods, Rise of Ancient State and Environment</i> <b>Learning Activities:</b> <i>Self-learning, debates and classroom discussion.</i>	CLO1 & CLO2
<b>Unit-II</b> 15 Hours	<b>Environment during Pre Medieval &amp; Medieval period:</b> Eco Systems of the Sangam Age in South India, Sultanate and Mughals and Hunting; Rise or regional states; Shivaji's statecraft and environment; Tribal Society and Environment; <b>Learning Activities:</b> <i>Self-learning, debates, classroom discussion and seminar presentations.</i>	CLO2
<b>Unit-III</b> 15 Hours	<b>Environmental History of Colonial and Post-Colonial India:</b> Ecological Imperialism-Forest Policy: Forest Acts of 1878 and 1927, Public Works – Railways – Hill Stations – Systematic Conservation versus Exploitation Debate; Ecological Conflict and Environment Movements in India <b>Learning Activities:</b> <i>Self-learning, debates, classroom discussion and seminar presentations</i>	CLO3
<b>Unit-IV</b> 15 Hours	<b>Contemporary History of Environment:</b> Pollution- Industries, Urban Areas, Rural Areas; Development, Statement of Environment and Development 1992 – National Environment Tribunal – National Green Tribunal, Gender and Environment Debate; Global Environment Issues <b>Learning Activities:</b> <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](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

<b>Course Code: MHIS- 536</b> <b>Course Title: History of Indian Knowledge Systems</b> <b>Total Hours: 60</b>	<b>C</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	4	0	0	4

**Course Learning outcomes:** Students will be able to:

**CLO1:** Understand the background of Indian Knowledge Systems.

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

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

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

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I 15 Hours</b>	<b>Introduction to Indian Knowledge Systems:</b> Concept and Sources of Indian Knowledge Systems, Richayen, Sutra, Bhashya Karika, and Vartika Texts, Tantrayukti, Vocabulary of Indian Knowledge Systems: Gyana, Viddhya, Panchamahabhutas, Dharma, Punya, Aatma, Karma, Yagna, Varna, Jaati, Moksha, Loka, Daana, Itihasa, Puraana, Praja, Ganatantra, Swarjya, Rashtra, Desh, <b>Learning Activities:</b> <i>Seminars and group discussions, presentations</i>	<b>CLO-1</b>
<b>Unit-II 15 Hours</b>	<b>Learning foundations of Indian Knowledge Systems:</b> Ancient Knowledge System: Methods, Sources and Subjects, Panch Kosha, Caturdaśa Vidyāsthānas, Purāṇa, Dharmasastra, Six Vedāṅgas: Sikṣa, Vyakaraṇa, Nirukta, Chhanda, Jyotiṣa, Kalpa and four Vedas: Rgveda, Yajurveda, Sāmaveda and Atharvaveda, Buddhist and Jain Knowledge System <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	<b>CLO-2</b>
<b>Unit-III 15 Hours</b>	<b>Philosophical foundations of Indian Knowledge Systems</b> Introduction to Samkhya, Vaisheshika, Yoga, Nyaya and Memansa, Boddha, Jain, Lokayat and Ajiwak, Concept of Tarkaśāstra <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-3</b>
<b>Unit-IV 15 Hours</b>	<b>Knowledge and Life</b> Knowledge in Pre-Historic Age, Knowledge in Vedic Age: Language, Literature, Art, Music, and Dance, Agriculture, 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. <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-4</b>

**Suggested Readings:**

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

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.

Datta, Bibhuti Bhushan & Avadhesh Narayan Singh, History of Hindu Mathematics, Bharatiya Kala Prakashan, Delhi, 2004.

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.

Kapil Kapoor and A K Singh, Indian Knowledge Systems: Vol I and II, D.K. Print World Ltd, New Delhi, 2005.

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.

Padmanabhan, Thanu, Astronomy in India: A Historical Perspective, Springer, New Delhi, 2010.

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.

#### **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=ytIxc5rbag>

[https://onlinecourses.swayam2.ac.in/imb23\\_mg53/preview](https://onlinecourses.swayam2.ac.in/imb23_mg53/preview)

<https://www.youtube.com/watch?v=eQpyLwkWF2E>

<https://www.youtube.com/watch?v=LZP1StpYEPM>

#### **Modes of Transaction**

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

#### **Tools Used:**

PPT, Video, Google Classroom, Google meet, Telegram

<b>Course Code: MHIS-537</b>				
<b>Course Title: Comparative History: Nationalism in India and Beyond</b>				
<b>Total Hours: 60</b>				
<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>	
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	

**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
<b>Unit-I</b> 15 Hours	Theories and Concepts of Nationalism: Primordialism, Modernism, Ethno-Symbolism, Banal Nationalism, Gender and Nation. <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
<b>Unit-II</b> 15 Hours	Nation and State in India: Social and Economic basis of Indian Nationalism; early Nationalists, Assertive Nationalists and Revolutionaries. <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
<b>Unit-III</b> 15 Hours	Shades of Nationalism in India: Muslim, Hindu, Secular, Communist/Marxist; Nationalism and Regionalism; Nationalism and Caste <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
<b>Unit-IV</b> 15 Hours	Comparisons with extra-Indian Nationalisms: Cases of Middle East, Russia and Latin America <b>Learning Activities:</b> <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.

- Panikkar, K. N. 1980. *National and Left Movements in India*. California: University of California Press.
- Sarkar, S. "Orientalism Revisited: Saidian frameworks in the writing of modern Indian history." *Oxford Literary Review*, (1994),16.1, pp. 205-224.
- Shahid Amin, 'Agrarian Base of Nationalist Agitations in India: A Historiographical Survey' in Stokes, E. 1978. *The Peasant and the Raj, Studies in Agrarian Society and Peasant Rebellion in Colonial India*. Cambridge: Cambridge University Press.
- 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*. Rashtrottana 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=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

<b>Course Code: MHIS-538</b> <b>Course Title: Constitutional Development in Modern India</b> <b>Total Hours: 45</b>		<table><tr><td><b>L</b></td><td><b>T</b></td><td><b>P</b></td><td><b>Cr</b></td></tr><tr><td>3</td><td>0</td><td>0</td><td>3</td></tr></table>				<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>	3	0	0	3
<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>										
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
<b>Unit-I</b> 11 Hours	Constitutional Development During Company Rule: Regulating Act, 1773; Pitts India Act 1784; Charter Acts of 1793, 1813, 1833, 1853. <b>Learning Activities:</b> <i>Seminar presentations and classroom discussion.</i>	CLO1 & CLO2
<b>Unit-II</b> 10 Hours	Evolution of Representative Governance: Queen's Proclamation and Act of 1858; Indian Council Acts, 1861, 1892, 1909. <b>Learning Activities:</b> <i>Assignment and term paper based discussion.</i>	CLO2 & CLO3
<b>Unit-III</b> 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 <b>Learning Activities:</b> <i>Self-learning, debates and classroom discussion.</i>	CLO2, CLO3 & CLO4
<b>Unit-IV</b> 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 <b>Learning Activities:</b> <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

## DISCIPLINE ELECTIVE COURSE/DEC

<b>Course Code: MHIS-539</b> <b>Course Title: History of Indian Literature</b> <b>Total Hours: 45</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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

<b>Course Code: MHIS-540</b> <b>Course Title: Reading Historical Texts</b> <b>Total Hours: 45</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	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
<b>Unit-I</b> 12 Hours	Understanding Puranic and Epic traditions of poetry; Various Narratives of Ramayna; Nitishastra and Dialogue in Charak Sanhita <b>Learning Activities:</b> <i>Assignments, Book Reviews, Book Discussions, Comparative Mapping of various literary traditions</i>	CLO1 CLO2 CLO3 CLO4
<b>Unit-II</b> 11 Hours	Comparing two texts of Medieval polity: Siyasatnama and Fatwa-e-Jahandari; Understanding Medieval society through a Sufi text Chihal-Roza of Rajkumar Hardev. <b>Learning Activities:</b> <i>Classroom presentation and discussion on the topic, reading through Siyastnama Charting various genres of Arabic and Persian historiography</i>	CLO2 CLO3 CLO4
<b>Unit-III</b> 11 Hours	Tracing 14 <sup>th</sup> Century society through the eyes of a playwright: Girish Karnad's Tughlaq; Understanding Shehre-Ashob Poetic Traditions; Constructing society through short stories of Premchand. <b>Learning Activities:</b> <i>Discussion on Urdu traditions of Poetry, charting various poets of Shehr-e-Ashob, discussions on impact of literature on the society</i>	CLO3 CLO2 CLO4
<b>Unit-IV</b> 11 Hours	Construction of history through legends: Dulla Bhatti, oral traditions and popular narratives; understanding regional Sufi Qawwali Traditions <b>Learning Activities:</b> <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. Popular Prakashan. Bombay.
- Hardy, P. 2011. *Historians of Medieval India*. Munsiram Manhorlal. New Delhi:
- 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.
- 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=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

<b>Course Code: MHIS-541</b> <b>Course Title: Research Methodology</b> <b>Total Hours: 45</b>	<b>C</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	3	0	0	3

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

**CLO-1:** Understanding of key research terms, concepts, and methodologies, including the difference between qualitative and quantitative research.

**CLO-2:** Identify research gaps, formulate relevant research questions, and develop hypotheses that guide the research process.

**CLO-3:** Conduct a thorough review of existing research literature and synthesize findings.

**CLO-4:** Understand the use of tools for data collection and their implications.

**CLO-5:** Develop skills to critically assess the quality and validity of research studies, including understanding issues like bias, validity, reliability, and generalizability.

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I 11 Hours</b>	Knowledge: Meaning, Definition and Nature, Types and Theory of Knowledge, Meaning and Definition of Science, Scientific Methods and Rationality, Concept and Nature of Philosophy, Methods and Branches of Philosophy <b>Learning Activities:</b> <i>Seminars and group discussions</i>	<b>CLO-1</b>
<b>Unit-II 12 Hours</b>	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 <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	<b>CLO-2 CLO-3</b>
<b>Unit-III 11 Hours</b>	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 <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-4</b>
<b>Unit-IV 11 Hours</b>	Introduction & Use of References, Reference Management Software: Zotero/Mendeley, Software for paper formatting like MS Office, Software for detection of Plagiarism, Writing of Research Proposal/Synopsis, Writing of Dissertation, Preparation of Bibliography <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-4 CLO-5</b>

#### **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., 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=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>

**Modes of Transaction:**

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

**Tools Used:** PPT, Video, Google meet, Google classroom, Whatsapp, NPTEL, Telegram

<b>Course Code: MHIS-542</b>				
<b>Course Title: Ideological Framework of Indian Freedom Struggle</b>				
<b>Total Hours: 45</b>				
<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>	
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

Course Learning Outcomes (CLOs): Upon successful completion of the course, students will be able to-

**CLO1:** Identify and explain the major ideological perspectives that influenced Indian freedom struggle, including liberalism, socialism, and Gandhian philosophy.

**CLO2:** Analyse the role of key leaders and movements in shaping ideological frameworks and their impact on mass mobilization.

**CLO3:** Evaluate the tensions and synergies between competing ideologies, such as nationalism versus communalism or reformism versus revolution.

**CLO4:** Critically assess primary and secondary sources to understand the evolution of ideological thought during the struggle.

**CLO5:** Discuss the relevance of these ideologies in shaping the political and social landscape.  
**CLO6:** Demonstrate advanced analytical and writing skills through essays and presentations on ideological debates and their historical significance.

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> 15 Hours	<b>Foundations of Ideological Thought</b> Early resistance and proto-nationalism: Revolt of 1857 and its ideological underpinnings; Rise of liberal ideology: Moderates, constitutionalism, and faith in British justice; Renaissance: Socio-religious reform movements and their ideological contributions; Economic critique of colonialism: Drain theory and early nationalist thought (Dadabhai Naoroji, M.G. Ranade) <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	CLO1, CLO4
<b>Unit-II</b> 15 Hours	<b>Nationalism and Extremism</b> Assertive nationalism: Bal Gangadhar Tilak, Bipin Chandra Pal, and Lala Lajpat Rai; Swadeshi Movement and the ideology of self-reliance; Revolutionary movements: Ideologies of militant nationalism (Anushilan Samiti, Ghadar Movement); Debates on violence versus non-violence in anti-colonial resistance <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	CLO1, CLO2, CLO3, CLO4
<b>Unit-III</b> 15 Hours	<b>Gandhian Ideology and Mass Mobilization</b> Gandhian philosophy: Satyagraha, Ahimsa, and Swaraj; Non-Cooperation, Civil Disobedience, and Quit India Movements: Ideological strategies and mass appeal; Constructive programs: Khadi, village upliftment, and social reform as ideological tools; Critiques of Gandhian ideology by Ambedkar, Subhas Bose, and communist leaders <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	CLO2, CLO3, CLO5
<b>Unit-IV</b> 15 Hours	<b>Diverse Ideologies and the Path to Independence</b> Socialist and communist ideologies: Congress Socialist Party, Communist Party of India, and workers/peasants movements; Communalism and the Two-Nation Theory: Muslim League and Hindu Mahasabha; Dalit and subaltern perspectives: B.R. Ambedkar and the ideology of social justice; Integration of ideologies in the final phase: Negotiations, partition, and independence <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	CLO3, CLO5, CLO6

### Suggested Reading

Ambedkar, B.R. *Annihilation of Caste*. Edited by S. Anand. New Delhi: Navayana, 2014.  
 Bose, Sugata. *His Majesty's Opponent: Subhas Chandra Bose and India's Struggle against Empire*. Cambridge, MA: Belknap Press, 2011.

Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, K. N. Panikkar, and Sucheta Mahajan. *India's Struggle for Independence*. New Delhi: Penguin Books, 1989.

Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse?* Minneapolis: University of Minnesota Press, 1986.

Gandhi, Mahatma. *Hind Swaraj and Other Writings*. Edited by Anthony J. Parel. Cambridge: Cambridge University Press, 1997.

Guha, Ramachandra. *Gandhi Before India*. New Delhi: Penguin Books, 2013.

Guha, Ramachandra. *Gandhi: The Years That Changed the World, 1914-1948*. London: Allen Lane, 2018.

Habib, Irfan. *The National Movement: Studies in Ideology and History*. New Delhi: Tulika Books, 2011.

Hasan, Mushirul. *Nationalism and Communal Politics in India, 1885-1930*. New Delhi: Manohar Publishers, 1991.

Jalal, Ayesha. *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*. Cambridge: Cambridge University Press, 1985.

Naoroji, Dadabhai. *Poverty and Un-British Rule in India*. London: Swan Sonnenschein, 1901.

Panikkar, K. N. *Colonialism, Culture, and Resistance*. New Delhi: Oxford University Press, 2007.

Panikkar, K.N. *National and Left Movements in India*. New Delhi: Vikas Publishing House, 1980.

Sarkar, Sumit. *Modern India, 1885-1947*. New Delhi: Macmillan, 1983.

Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture and Identity*. London: Allen Lane, 2005.

Wolpert, Stanley. *Tilak and Gokhale: Revolution and Reform in the Making of Modern India*. Berkeley: University of California Press, 1962.

#### Web Resources:

- <https://www.youtube.com/watch?v=SHfL-xprOks>
- <https://www.youtube.com/watch?v=b43sgsfopVg>
- <https://www.youtube.com/watch?v=S5ifJFqlxqs>
- <https://www.youtube.com/watch?v=v2zPKdc39Kg>
- <https://www.youtube.com/watch?v=dOc-TTaEX9k>
- <https://www.youtube.com/watch?v=TURQhQr9QuQ>
- <https://www.youtube.com/watch?v=gbss84t0E4o>
- [https://www.youtube.com/watch?v=XDqcm\\_3wjI8](https://www.youtube.com/watch?v=XDqcm_3wjI8)
- <https://www.youtube.com/watch?v=LOXKnRjynDE>
- <https://www.youtube.com/user/dillichalo>

#### Modes of Transaction:

- Lecture
- Seminar
- Group Discussion
- Demonstration

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

<b>Course Code: MHIS-543</b> <b>Course Title: Themes in Medieval World</b> <b>Total Hours: 45</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	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
<b>Unit-I</b> <b>12</b> <b>Hours</b>	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, <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO5
<b>Unit-II</b> <b>11</b> <b>Hours</b>	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, <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO2 & CLO5
<b>Unit-III</b> <b>11</b> <b>Hours</b>	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 <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO3 & CLO5
<b>Unit-IV</b> <b>11</b> <b>Hours</b>	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. <b>Learning Activities:</b> <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.
- Barracclough, 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.
- Bission, T.N., 'The 'Feudal Revolution'. *Past & Present*, no. 142. May 1994. pp. 177-208. •
- Burke, Peter, *Popular Culture*, London: Ashgate Publishing. 2009.
- Bloch, M. 1975. *Feudal Society*, 2 Vols. London. Routledge and Kegan Paul.
- Bloch, Marc, *Feudal Society*, 2 vols. Delhi; Aakar Books, revised edition, 2017. Available also in Hindi.
- Blochman. W. & Hoppenbrouwers. P., *Introduction to Medieval Europe 300-1500*. London Routledge, 2017.
- Bulliet. R.1995. *Islam: The View from the Edge*. Columbia: Columbia University Press.
- Bums. E. McNall, and Ralph Philip. *World Civilizations*, vol. II. New York. Norton & Co. 1988.
- Chang. Chung-II. *The Chinese Gentry*. Seattle: Washington University Press. 1955.
- Cipolla, C. 1976. *Before the Industrial Revolution*, Routledge, London, Cipolla, Carlo, *The Fountana Economic History of Europe: The Middle Ages*. London: Collins/Fontana Books,
- Cipolla, Carlo M. *Before the Industrial Revolution. European. Society and Economy, 1000-1709*. London: W.W. Norton. 1994.
- Cipolla. M. Carlo (ed.). *The Fontana. Economic History of Europe. The Middle Ages. Vol.1*. London Fontana Publisher, 1972.
- 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.
- Deansley, Margaret, *A History of Early Medieval Europe. 476 to 911* London' Methuen Publisher, 1969.
- 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
- Dudley, Donald. *Roman Society*, London: Penguin, 2000
- Fairbank, John K. (ed.). *The Chinese World Order traditional China's Foreign Relations*, Cambridge, Mass Harvard University Press, 1968.

- Farooqui, Amar, Early Social Formations. Delhi: Manak Publication. 2012. Available also in Hindi.
- Ganshof, F.I., Feudalism, London: University of Toronto Press 1964.
- Ganshoff, L.F. 1964. *Feudalis.*, London: Longmans Green and Co. Ltd.
- Giullame, A. The Life of Muhammad. London; Oxford University Press. 1955.
- Goff, Jacques Le. Medieval Civilization. 400-1500. London; Blackwell Publishing. 1991.
- 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.
- Hallaq, B. W. 1994. *The Origins and Evolution of Islamic Law*. Cambridge University Press.
- Hitti, K. Phillip. History of the Arabs, London: MacMillan Education Ltd. 1970.
- Ho Ping-II. The Ladder of Success in Imperial China. Columbia University Press. 1962.
- Hodgett, G. 1964. *A Social and Economic History of Medieval Europe*. London. Methuen and Co.
- Hodgson, M. 1984. *The Venture of Islam: conscience and history in a world civilization*, Hodgson, Marshal) G.S. The Venture of Islam. 3 vols. Chicago: The University of Chicago Press. 1974-77.
- Holmes, George (ed.). The Oxford Illustrated History of Medieval Europe. New York Oxford University Press. 1988.
- Holt, P.M., A.K.S. Lambton and B. Lewis (eds.), Cambridge History of Islam, 2 vols. London Cambridge University Press. 1971.
- Lapidus, Ira M.A. History of Islamic Societies. Cambridge; Cambridge University Press. (2nd edition), 2002.
- Leon, Homo, Roman Political Institutions: From City to State. London: Routledge. 1996.
- Levi. R., Social Structure of Islam. New York: Cambridge University Press. 1969.
- Lewis, Bernard, Islam from the Prophet Muhammad to the Capture of Constantinople, 2 vols. London: Oxford University Press, 1978.
- Lewis, Bernard, The Arabs in History. London: Oxford University Press. 6th revised ed. 2 revised ed., 2002.
- Mole, Frederick. Imperial China. 900-1800, New York: Harvard University Press. 1999.
- Mukhia, Harbans. 'Maurice Dobb's Explanation of the Decline of Feudalism in Western Europe A Critique, The Indian Historical Review, Vol. 6 no. 12, July 1979-January 1980, pp. 154-184.
- Pirenne, H. 1958. *Economic and Social History of Medieval Europe*. London: Routledge.
- Pirenne, Henri, Economic and Social History of Medieval Europe. Oxford: Routledge. 2006
- Pirenne, Henri, Medieval Cities: Their Origins and the Revival of Trade. Princeton: Princeton University Press 1925.
- Pirenne, Henri. Mohammed and Charlemagne. London; Allen and Unwin. 1939.
- Postan, M.M., Medieval Trade and Commerce. Cambridge; Cambridge University Press. 1970.
- Rahman, Fazlur. Islam and Modernity, Chicago: The University of the Chicago Press. 1982.
- Postan, M.M., The Medieval Economy and Society. California: University of California Press. 1972.
- Roberts, J. M. 2007. *The New Penguin History of the World*, 5<sup>th</sup> Edition, Penguin Books.
- Rodinson, Maxima, Muhammad. New York: New Press Publishing House. 2002

- Silverstein, A. J, and G. G. Stroumsa. 2015. *Abrahamic Religions*, Oxford University Press.
- Sinha, Arvind, Europe in Transition: From Feudalism to Industrialization. New Delhi; Manohar Publisher 2010.
- Smith, Leslie and Leyser, Conrad, Motherhood. Women and Society in Medieval Europe. 400-1400 London, Ashgate Publishing Ltd. 2011.
- Spufford, P.1988. *Money and its Use in Medieval Europe*, Cambridge University Press,
- Thompson. J., Westfall. Johnson. E. Nathaniel, An Introduction to Medieval Europe 300-1500. London: W.W. Norton & Company. 1937. vol. 1-2. Chicago: University of Chicago Press.
- Von Grunebaum, G.E. Classical Islam: A History 600A.D. -1258 A.D. London: Rout ledge. 2017.
- Watt. W. Montgomery. The Majesty that war Islam: The Islamic World 661-1100. London: Sidgwick & Jackson Publisher. 1974.
- White, L. 1966. *Medieval Technology and Social Change*. London: Oxford University Press.
- White. Jr., Lynn. Medieval Technology and Social Change. London: Oxford University Press. 1973.
- Wickham, Chris, 'The Other Transition; From the Ancient World to Feudalism'. Post Present, no. 103. May 1984. pp. 3-36.
- Wright, A.F., Buddhism in Chinese History, London: Stanford University Press. 1959.
- Yang. C.K., Religion in Chinese Society. London; University of California Press. 1970.

#### **Web Resources:**

- [https://www.worldhistory.org/Roman\\_Empire/](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/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](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

## ABILITY ENHANCEMENT COURSE

<b>Course Code: MHIS-505</b> <b>Course Title: Gender in Indian History</b> <b>Total Hours: 30</b>	<b>C</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	2	0	0	2

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

**CLO: -1.** Students understand the basic concepts of Gender.

**CLO: -2.** Analyse the role and status of women and men in Vedic, Epic, and Classical periods of Indian history.

**CLO: -3.** Apply interdisciplinary approaches to understand the complexities of gender in the Indian context.

**CLO: -4.** Examine the changing roles and status of women and men under various political regimes such as the Delhi Sultanate, Mughal Empire, and regional kingdoms.

**CLO: -5.** Explore the intersectionality of gender with caste, class, religion, and region in modern Indian society.

<b>Unit/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
<b>Unit-I 8 Hours</b>	<b>Concepts and Perspectives:</b> Meaning and Concept of Gender and Sex, Types of Gender, Gender as a Historical Category, Biological Determinism, Cultural Determinism, Binary sex, Scientific views on sex, Patriarchy, Matriarchy, Matrilineal, Third gender or Transgender identities: Physical difference, attributes and behavioural dispositions <b>Learning Activities:</b> <i>Seminars and group discussions</i>	<b>CLO-1</b>
<b>Unit-II 7 Hours</b>	<b>Ancient Period Analysis:</b> Gender in Pre-Historic Period, Gender in Vedic Age, Gender and Religious Reforms Movement, Gender in Gupta Age, Gender and Feudalism, Gender and Religion <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	<b>CLO-2 CLO-3</b>
<b>Unit-III 7 Hours</b>	<b>Medieval Age:</b> Status of Women and Transgender in Medieval Period, Social & Economic Condition of Gender, Gender and Bhakti Movement, Gender and Sufism, Political and Cultural Contribution of Transgender, Gender and Islam <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-4</b>
<b>Unit-IV 8 Hours</b>	<b>Modern Era:</b> Cultural Transformation and Gender role in Colonial India, Social reform movement and question of Gender, Caste system and Gender status, Gender in Tribal Societies, Women's Participation in the National Movement, Gender violence and the Partition of India <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-5</b>

### **Suggested Readings:**

Agnes, Flavia. (2012). *From Shah Bano to Kausar Bano: Contextualizing the Muslim Woman" within a Communalized Polity*. In *South Asian Feminisms*, (ed.) Ania Loomba and Ritty Lukose, Duke University Press.

Ali, Azra Asghar, *The Emergence of Feminism among Indian Muslim Women: 1920 1947*, Oxford University Press, 2000.

Altekar, A.S. (1959). *The Position of Women in Hindu Civilisation*, Delhi: Motilal Banarsidass.

Angol, Padma, *The Emergence of Feminism in India, 1850-1920*, Ashgate, USA, 2005.

Chakravarti, U. (2005). *Gendering Caste: Through a Feminist Lens*. Popular Prakashan Pvt. Ltd.

Chakravarti, Uma (1988). *Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History*. Social Scientist. Vol. 16, No. 8.

Chandra, Sudhir, (2009), *Enslaved Daughters: Colonialism, Law and Women's Rights*, Oxford University Press.

Connell, R.W. (2002). *Gender*. Polity Press.

David, Buchbinder (2013) *Studying Men and Masculinities*. New York: Routledge.

- Diwan, Paras & Piyush, *Muslim Law on Maintenance in India*, Deep and Deep” Publication, New Delhi
- Dube, Leela, (1996). *Caste and Women in Caste: its twentieth Century Avatar*. (ed.), M.N. Srinivas, Viking, Penguin Books.
- Forbes, Geraldine, (2005), *Women in Colonial India: Essays on Politics, Medicine, and Historiography*, Chronicle Books an Imprint of DC Publishers.
- Forbes, Geraldine, *Indian Women and the Freedom Movement: A Historian’s Perspective*, SNDT Women’s University Series (p.29-48).
- Fruzzetti, Lina and Sipra Tenhunen ed. (2006) *Culture, Power and Agency: Gender in Indian Ethnography*, Stree
- Ghosh, Indira, (1998), *Women Travelers in India: The Power of Female Gaze*, Oxford University Press, Delhi.
- Gupta, Charu, (2006) *The Icon of Mother in late Colonial India*.
- Gupta, Charu, (2012) *Gendering Colonial India: Reforms, Print, Caste and Communalism* Orient Blackswan
- Holmes M (2007). *What is Gender*. New Delhi, Sage Publications
- Horner, I.B. (2005). *Women under Primitive Buddhism*. Cosmos Publication.
- Howson, A. (2005) *Embodying Gender*. London: Sage.
- Joan W. Scott, *Gender: A Useful Category of Historical Analysis*, American Historical Review 98, no. 4 (1986): 1053-1075.
- Joseph F. Healey and Eileen O’Brien. (2007). *Race, Ethnicity and Gender: Selected Readings*. Sage Publications.
- Krishnamurty, J.K ed. (1989), *Women in Colonial India: Essays on Survival, Work and the State*, Oxford University Press, Delhi.
- Mohanthi, M (2004), *Caste, Class and Gender*. New Delhi: Sage.
- Mrachbank, J et al (2014) *Introduction to Gender: Social Science Perspective*. London: Routledge
- Nair, Janki, (1996), *Women and Law in Colonial India*, National School of Indian University, Bangalore
- Nangbri, T. (2003). *Development, Ethnicity and Gender: Select essays on tribes in India*, Jaipur: Rawat Publications.
- Natrajan, S. (1962) *A Century of Muslim Social Reform in India*, Asia Publishing House, Bombay.
- Oakley, A. (1972) *Sex, Gender and Society*. London: Temple Smith.
- Rukmani, T.S. (2009). *Rethinking Gender-Based in Sanskrit Texts*. Annals of the Bhandarkar Oriental Research Institute. Vol 90, 177-194
- Sangari, Kumkum, and Sudesh Vaid, (1999), *Recasting Women: Essays in Colonial History*, Zubaan.
- Sarkar, Tankia and Sumit Sarkar ed., (2007), *Women and Social Reform in Modern India* (Vol. 1 and Vol. 2)” Permanent Black.
- Sen, Indrani, (2008), *Women and Empire: Representations in the Writings of British India (1858-1900)*, Orient Blackswan.
- Sharma, Arvind. (2002). *Women in Indian Religion*. Oxford University Press.
- Singh, Vijaya Laxmi, (2014), *Women and Gender in Ancient India: A Study of Text and Inscription from Mauryan to Early Medieval India*, Aryan Books International, Delhi.
- Sreenivas, (2009), *Wives, Widows & Concubines: The Conjugal Family Ideal in Colonial India*, Orient Blackswan.
- Verma, Anjali, (2019) *Women and Society in Early Medieval India, Re-interpreting Epigraphs*, Routledge Press.
- Whelehan, I. & Pilicher, J (2004) *50 Key Concepts in Gender Studies*. New Delhi: Sage.

Woodward, Kath. (2004). *Questioning Identity: Gender, Class, Ethnicity, and Psychology* Press.

**Web Resources:**

<https://www.youtube.com/watch?v=UD9IOIIUR4k&t=296s>

<https://www.youtube.com/watch?v=II8pyUSg4ns&list=PL2QYOrBMod7-Jw6OA78pfp4B0oIDhsqwF>

<https://www.youtube.com/watch?v=5CivZ9EHFyg>

[https://www.youtube.com/watch?v=u\\_f9byWDcTQ](https://www.youtube.com/watch?v=u_f9byWDcTQ)

<https://www.youtube.com/watch?v=zaIU5x2D2IU>

<https://www.youtube.com/watch?v=YufCmD20QIU>

<https://www.youtube.com/watch?v=6QmVL882q88>

<https://www.youtube.com/watch?v=LK0vsDp3dos>

[https://www.youtube.com/watch?v=2OACs\\_DmXVs](https://www.youtube.com/watch?v=2OACs_DmXVs)

<https://www.youtube.com/watch?v=oXyGyKzkUus>

**Modes of Transaction:**

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

**Tools Used:** PPT, Video, Google meet, Google classroom, Whatsapp, NPTEL, Telegram

<b>Course Code: MHIS-50</b> <b>Course Title: Indian Iconography</b> <b>Total Hours: 30</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	2	0	0	2

**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
<b>Unit-I</b> 8 hours	Iconography: Definition, Scope and Importance; Antiquity of Image Worship in India <b>Learning Activities:</b> <i>Debate, seminar, class presentations, audio-visuals, group discussions</i>	CLO1, CLO2 & CLO5
<b>Unit-II</b> 8 hours	Iconographical Terminologies: Brahmanical, Buddhist and Jain <b>Learning Activities:</b> <i>Debate on the different centres of art, seminar, class presentations, audio-visuals, group discussions</i>	CLO2
<b>Unit-III</b> 8 hours	Brahmanical Deities: Shiva, Vishnu, Ganapati, Shakti, Surya <b>Learning Activities:</b> <i>Seminar, class presentations, audio-visuals, group discussions</i>	CLO3
<b>Unit-IV</b> 7 hours	Jain and Buddhist Deities: Jain Tirthankaras, Buddha <b>Learning Activities:</b> <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 Banarasi Dass.
- Bhattacharya, B. C. 2003. *Indian Images. The Brahmanic Iconography, Based on Genetic, Comparative and Synthetic Principle*. New Delhi: Cosmo, Publication.
- Bhattacharya, N. K. 1936. *Iconography of Buddhist and Brahmanical Sculpture in the Deccan Museum*, London: Deccan Museum Committee.
- Desai, K. 1973. *Iconography of Vishnu*. New Delhi: Abhinav Publishers.
- Getty, A. 1978. *The Gods of Northern Buddhism*. New Delhi: Dovers Publications.
- Rao, G. 1981. *Elements of Hindu Iconography*, (in 2 volumes). New York: Garland Publications.

### Web Resources:

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

### Modes of Transaction:

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

### Tools Used:

PPT, Video, Google meet, Animations, NPTEL

## VALUE ADDED COURSES/VAC

<b>Course Code: MHIS-513</b> <b>Course Title: Global Ethics of War</b> <b>Total Hours: 30</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**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

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

### Suggested Readings:

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

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

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

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

Saiyyad Qutb. 2009. *Milestones*. Delhi: Aareeb 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

<b>Course Code: MHIS-514</b> <b>Course Title: Ethics of War in Indian History</b> <b>Total Hours: 30</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

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

## SEMESTER- IV

S r	Course Code	Course Title	Course Type	Credit Hours			
				L	T	P	CR
1.	MHIS-561	Themes in Modern World	DSC	4	0	0	4
2.	MHIS-562	History of Contemporary India (1947-2000 AD)	DSC	4	0	0	4
3.	MHIS-563	History of International Organizations	SEC	3	0	0	3
4.	MHIS-564	Punjab in Transition: Polity, Society and Culture	SEC	4	0	0	4
Discipline Elective Course (Any one of the following)							
5.	MHIS-565	Educational History of Modern India (1757-1947 AD)	DEC	3	0	0	3
6.	MHIS-566	Socio-Political Movements in Modern India	DEC	3	0	0	3
7.	MHIS-567	Pre-Historic India	DEC	3	0	0	3
8.	MHIS-568	History of Islamic World	DEC	3	0	0	3
9.	MHIS-569	Art and Architecture in Medieval	DEC	3	0	0	3
Industrial/Field Visit							
10.	MHIS-596	Field Visit	FV	0	0	2	2
	Total		20		0	0	20
Total Credits M. A. History Program			76		0	4	80

<b>Course Code: MHIS-561</b> <b>Course Title: Themes in Modern World</b> <b>Total Hours: 60</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
		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.

<b>Unit/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
<b>Unit-I</b> 15 Hours	Age of Geographical discoveries; Renaissance- its Social Roots; Period of Humanism in Europe; Reformation and Counter Reformation- origin and course <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
<b>Unit-II</b> 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 <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO2 & CLO3
<b>Unit-III</b> 15 Hours	Age of Revolutions: The Glorious Revolution; American War of Independence and the American Constitution; French Revolution and its aftermath <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO2, CLO3 & CLO4
<b>Unit-IV</b> 15 Hours	World Wars and Impact; Formation of League of Nations and UNO; Cold War; Disintegration of USSR; Globalization <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO4 & CLO5

**Suggested Readings:**

Auerbach, Jerrold. *The Glorious Revolution*. New York: W.W. Norton, 2001.

Bailyn, Bernard. *The Ideological Origins of the American Revolution*. Cambridge: Harvard University Press, 1967.

Blanning, T.C.W. *The Origins of the French Revolution*. Oxford: Oxford University Press, 1989.

Browning, Reed. *The Renaissance in Europe: A History of Civilization in Italy from 1304 to*

1576 A.D. New York: Prentice Hall, 1999.

Burckhardt, Jacob. *The Civilization of the Renaissance in Italy*. New York: Harper & Row, 1958.

Carter, Miranda. *The History of the French Revolution*. New York: St. Martin's Press, 2004.

Engels, Friedrich. *The Condition of the Working Class in England*. Oxford: Oxford University Press, 2009.

Ferguson, Niall. *The War of the World: Twentieth-Century Conflict and the Descent of the West*. New York: Penguin Press, 2006.

Gaddis, John Lewis. *The Cold War: A New History*. New York: Penguin Press, 2005.

Gillis, John R. *The Social Roots of the Industrial Revolution*. Cambridge: Cambridge University Press, 1993.

Gombrich, E.H. *The Story of Art*. London: Phaidon Press, 1995.

Hobsbawm, Eric J. *The Age of Extremes: The Short Twentieth Century, 1914-1991*. London: Michael Joseph, 1994.

Hobsbawm, Eric J. *The Age of Revolution: 1789-1848*. London: Weidenfeld & Nicolson, 1962.

Hunt, Lynn. *The French Revolution and Human Rights: A Brief Documentary History*. Boston: Bedford Books, 1996.

Hunt, Lynn. *The French Revolution and Human Rights: A Brief Documentary History*. Boston: Bedford Books, 1996.

Keegan, John. *The First World War*. New York: Vintage Books, 2000.

Kennedy, Paul. *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*. New York: Random House, 1987.

Luther, Martin. *On the Babylonian Captivity of the Church*. Translated by A.T.W. Tait. Philadelphia: Westminster Press, 1964.

MacCulloch, Diarmaid. *The Reformation: A History*. New York: Viking, 2003.

Machiavelli, Niccolo. *The Prince*. Translated by W. K. Marriott. London: J.M. Dent & Sons, 1908.

Martin, Luther. *The Ninety-Five Theses*. Translated by P.S. Watson. New York: Dover Publications, 2003.

Marx, Karl. *Capital: A Critique of Political Economy*. Volume 1. Translated by Ben Fowkes. London: Penguin Classics, 1990.

Marx, Karl. *The Communist Manifesto*. London: Penguin Classics, 2002.

Mayer, Arno J. *The Furies: Violence and Terror in the French and Russian Revolutions*. Princeton: Princeton University Press, 2000.

Middlekauff, Robert. *The Glorious Cause: The American Revolution, 1775-1783*. Oxford: Oxford University Press, 2005.

Parker, Geoffrey. *The Cambridge History of Warfare*. Cambridge: Cambridge University Press, 2005.

Pomeranz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Princeton: Princeton University Press, 2000.

Roper, Lyndal. *The Holy Roman Empire: A Historical Introduction*. New York: Palgrave, 2010.

Sakwa, Richard. *The Rise and Fall of the Soviet Union*. New York: Routledge, 2002.

Stearns, Peter N. *The Industrial Revolution in World History*. Boulder: Westview Press, 1998.

Tilly, Charles. *Coercion, Capital, and European States, AD 990-1992*. Cambridge: Blackwell, 1992.

Tilly, Charles. *Democracy*. Cambridge: Cambridge University Press, 2007.

Wegman, S. *The American War of Independence and Its Aftermath*. New York: Pearson, 2010.

Weinberg, Gerhard L.. *A World at Arms: A Global History of World War II*. Cambridge: Cambridge University Press, 1994.

**Web Resources:**

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

**Modes of Transaction**

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

<b>Course Code: MHIS-562</b> <b>Course Title: History of Contemporary India (1947-2000 AD)</b> <b>Total Hours: 60</b>	<b>C</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Learning outcomes:** Students will be able to:

**CLO1:** Understand the legacy 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
<b>Unit-I 15 Hours</b>	Legacy of Colonialism, Partition and Rehabilitation, Pt. Jawahar Lal Nehru as a Prime Minister, Integration and Reorganization of States, Constituent Assembly, Indian Constitution- Features and Dr. Ambedkar Role, Foreign Policy: Panchsheel and Non-Alignment Movement, India and Its Neighbours <b>Learning Activities:</b> <i>Seminars and group discussions, presentations</i>	<b>CLO-1</b>
<b>Unit-II 15 Hours</b>	Regionalism and Regional Inequality, Separatist Movement & Regional Politics (Naxal-Bodo-Naga), Political Parties, 1947–1965: Congress and Opposition, Lal Bahadur Shastri as a Prime Minister, Indian Democracy and Indira Gandhi, Morarji Desai <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	<b>CLO-2</b>
<b>Unit-III 15 Hours</b>	New Political Alignment- Janata Party Govt., United Front Govt. Charan Singh Prime Ministership, Re-emergence of Indira Gandhi, Punjab Crisis, Operation Blue Star, Assassination of Indira Gandhi <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-3</b>
<b>Unit-IV 15 Hours</b>	Prime Ministership of Rajiv Gandhi, National Front Govt., Chandra Shekhar to Vajpayee, Mandal Commission, The Issue of Rama-Jannam Bhoomi, Fall of Govt., Restoration of Congress Regime, Regionalism and Instability in India, Tribal Issues, Caste and Anti-Caste Politics, Alliance Politics in India: NDA and UPA Government. <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-4</b>

### Suggested Readings:

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

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

Bhambhri, C.P., Indian States since Independence, Shipra Publications, New Delhi, 1995

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.

Dhar, P.N, Emergency and Indira Gandhi's India, Delhi: Oxford University Press, 2003.

Dietmar, Rothermund, Contemporary India: Political, Economic & Social Development, Palgrave, Delhi, 2013.

Dube, S.C., India Since Independence: A Social Report on India 1947-72, New Delhi, 1977.

Gopal, S., Nehru: A Biography, Volumes I, II and III, Bombay: Oxford University Press, 1976

Guha, Ramchandra, India after Gandhi: The History of the World's Largest Democracy, Picador, London, 2007.

Gyanendra Pandey, Remembering Partition, Cambridge University Press, 2002.

Hart, Henry A., Indira Gandhi's India, West View Press, Boulder, 1975.

J. Zavos, The Emergence of Hindu Nationalism in India. Oxford University Press, 2000

Jaffrelot, C., The Hindu Nationalist Movement, Penguin, Delhi, 2000.

Menon, V.P., The Story of the Integration of the Indian States, Orient Longmans, Bombay, 1969.

Srinivas, M.N., Grassroots of Democracy: Field Studies of Indian Elections, Permanent Black, 2007.

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=v0VZg59VT\\_c](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

<b>Course Code: MHIS-563</b> <b>Course title: History of International Organizations</b> <b>Total Hours: 45</b>	<b>C</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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
<b>Unit-I 12 Hours</b>	Rise and Development of International Organisations before 1919 - Origins and Beginnings; Concert of Europe; Central Commission for the Navigation on the Rhine (1815) and the Danube Commission (1856), Red Cross Movement; Hague Conferences <i>Learning Activities: Assignment, Student class presentations, Debate and Teacher-led Peer Discussions</i>	<b>CLO1</b>
<b>Unit-II 11 Hours</b>	International Organisations After 1919-Idea of League of Nations and role of Woodrow Wilson; Creation the United Nations; ICJ, WHO, ILO; FAO; NAM etc. <i>Learning Activities: Student Presentations and Teacher-led Peer Discussions, Student Group Discussions</i>	<b>CLO2 and CLO3</b>
<b>Unit-III 11 Hours</b>	International Social and Economic Organisations- IMF; World Bank; WTO; UNESCO; UNEP; UNDP; OECD; UNODC; etc. <i>Learning Activities: Assignment, Student class presentations, Debate and Teacher-led Peer Discussions</i>	<b>CLO3</b>
<b>Unit-IV 11 Hours</b>	Regional Organisations- EU, ASEAN, SAARC; SCO; G-20; OPEC; G-77; AU; USMCA; ADB. etc. <i>Learning Activities: Assignment, Student class presentations, Debate and Teacher-led Peer Discussions</i>	<b>CLO4</b>

#### **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

<b>Course Code: MHIS-564</b> <b>Course Title: Panjab in Transition: Polity, Society and Culture</b> <b>Total Hours: 60</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	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 7<sup>th</sup> 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.

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I 15 Hours</b>	Establishment of Turkshahi and its political dominance; Transition from Turkshahi to Hindushahi; Conflict with the Ghaznavid; Administration in Panjab from Ghaznavid to Ghorid. <i>Learning Activities: Creating flowcharts on the advent of Turkshahi and Hindushahi, Discussion on the Ghaznavid and Ghorid</i>	CLO1 CLO2 CLO3
<b>Unit-II 15 Hours</b>	Political Strategies of Tughlaqs in Context to Panjab; Afghan state and resistance of Jat's and Baloch's; State formation and tribal resistance; The world of Zamindars and Sufis: A two-dimensional model of history and culture of Panjab. <i>Learning Activities: Class Discussions on the strategies of state, Debate on the role of Zamindar Visit to Sufi Dargahs, Mapping Local Sufi Dargahs and Deras,</i>	CLO4 CLO5
<b>Unit-III 15 Hours</b>	Mughal State and its quest for supremacy in Panjab; Revolt of Dulla Bhatti; Spiritual discourses and Sufi poetry: Bulle Shah and Shah Hussain; Jogi's of Jakhabar and Sikh traditions <i>Learning Activities: Student Presentations and Teacher-led Peer Discussions</i>	CLO4 CLO5
<b>Unit-IV 15 Hours</b>	Tracing Panjab's <i>Qissa-Kaav</i> ; Heroic ballads: Maula Jatt, Jaona Morh; The universe of popular belief, <i>panch-pir</i> , Sakhi Sarwar and Hazi Rattan. <i>Learning Activities: Student Presentations and Teacher-led Peer Discussions</i>	CLO5

### Suggested Readings:

Alhaq, S. 1997. *Forgotten Vision: A Study of Human Spirituality in the Light of the Islamic Tradition*, 2 vols. Vikas Publishing House. New Delhi.

Ashraf, K. M. 1959. *Life and Conditions of the People of Hindustan*. Jiwan Prakashan. New Delhi.

Chandra, S. 2003. *Medieval India: From Sultanate to the Mughals*, 2 Vols. Har Anand Publications (Reprint). New Delhi.

- Alam Muzaffar. 2013. *Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48*. Oxford University Press. New Delhi.
- Alavi, Seema. 2007. *The Eighteenth Century in India: Debates in Indian History and Society*, Oxford India Paperback, New Delhi,
- Banerjee, I.B. 1972. *Evolution of the Khalsa*, 2 vols. A. Mukherjee & Co. New Delhi.
- Banerjee, Himadri. 2005. *Agrarian Society of the Punjab 1849-1901*. Manohar. New Delhi.
- Banga, Indu, *Agrarian System of the Sikhs*, Manohar, Delhi: 1978.
- Banga, Indu, ed. 1997. *Five Punjabi Centuries: Polity, Economy, Society and Culture, c.1500-1900*, Manohar. New Delhi.
- Bhagat Singh.1978. *Sikh Polity in the Eighteenth and Nineteenth Centuries*. Oriental Publishers & Distributors.New Delhi
- Bhai Jodh Singh (tr.) 1998. *Varan Bhai Gurdas*, 3 vols., Vision and Vantura, Patiala
- Eaton, R. M. 2000. *Essays on Islam and Indian History*. Oxford University Press. New Delhi.
- Elias, J. 2001. *Sufism and Islamic Society*. Cambridge University Press. Cambridge
- Ernst, C. W.1997. *The Shambhala Guide to Sufism*. Shambhala Publications. Boston.
- Fenech L. 2005. *Martyrdom in Sikh Traditions*. Oxford University Press. New Delhi.
- Ganda Singh. 2006. *Life of Banda Singh Bahadur*. Publication Bureau, Punjabi University. Patiala.
- Ganda Singh. 1959. *Ahmad Shah Durrani*, Asia Publishing House. Bombay
- Goswami, B. N, and J.S. Grewal. 1967. *The Mughals and the Jogis of Jakhbar*. Indian Institute of Advanced Study. Simla.
- Grewal, J.S. 1998. *Guru Nanak in History*. Panjab University Publication Bureau.Chandigarh.
- Grewal, J.S. 1999. *The Sikhs of the Punjab, The New Cambridge History of India*. CambridgeUniversity Press. New Delhi.
- Grewal, J.S. and Indu Banga. eds. 1980. *Maharaja Ranjit Singh and His Times*, GNDU. Amritsar.
- Grewal, J.S. 1994. *The Sikhs of the Punjab*, New Cambridge History of India. New Delhi. New Delhi.
- Gupta, Hari Ram. 1978. *History of the Sikh Confederacies (1708-1769)*. Munshiram Manoharlal.
- Habib, M. and K. A. Nizami (eds.). 1992. *Comprehensive History of India: The Delhi Sultanate (A.D 1206-1526) Vol.5*. People's Publishing House. Aligarh.
- Hardy, P.1982. *Historians of Medieval India*, Westport, Connecticut.
- K. A. 2007. *Some Aspects of Religion and Politics in India during the Thirteenth Century*. New Delhi: Oxford University Press.
- 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.*: Oxford University Press. New Delhi.
- Mann, G. 2001. *Making of Sikh Scripture*. Oxford University Press. New York.
- Rizvi, S. A.1978. *A History of Sufism in India*, 2 vols. New Delhi: Munshiram Manoharlal.
- Sachdeva, Veena. 1993. *Polity and Economy of the Punjab during the Late Eighteenth Century*, Manohar. New Delhi.
- Sachdeva Veena. 'Social Base of Sikh Movement under Banda Singh Bahadur' in *Research Journal Social Sciences*, Vol.22, No.3, 2014, Panjab University, Chandigarh, pp.14-24.

Singh, Chetan. 1991. *Region and Empire: Punjab in the Seventeenth Century*, Manohar. New Delhi.

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

Singh, S. and I. D. Gaur, (eds.). 2009. *Sufism in Punjab: Mystics, Literature and Shrines*. Aakar Books. New Delhi.

Singh, S. 2019. *Making of Medieval Punjab: Politics, Society and Culture c.1000-c.1500*. Manohar Publishers. New Delhi.

Singh, S. 2022. *Medieval Panjab in Transition: Authority, Resistance and Spirituality c. 1500-1700*. Manohar. New Delhi.

Singh, S. 2023. *Situating Medieval India: Polity, Society and Culture*. Manohar. New Delhi.

Singh, S. 2024. *Hir Damodar: Context, Translation and Analysis*. Manohar Publisher. New Delhi.

Singh Sulakhan. 1999. *Heterodoxy in the Sikh Tradition*. ABS Publication. Jalandhar

Singh, Teja and Ganda Singh. 1983. *A Short History of the Sikhs: 1469-1765*, Vol.I, Punjabi University, Patiala.

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)

#### Web Resources:

<https://www.youtube.com/watch?v=2fXt9S1KCgI>

[https://www.youtube.com/watch?v=PMoHabo\\_XQs](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://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

### DISCIPLINE ELECTIVE COURSE/DEC

<b>Course Code: MHIS-565</b> <b>Course Title: Educational History of Modern India (1757-1947 AD)</b> <b>Total Hours: 45</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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

**CLO-1:** Understand the nature, structure, and functioning of indigenous education systems in pre-colonial and early colonial India.

**CLO-2:** Examine the role of the British state, Christian missionaries, and Indian elites in shaping colonial education institutions.

**CLO-3:** Investigate the impact of education on traditional institutions like family, caste, and community-based occupations.

**CLO-4:** Analyse the contribution of prominent personalities (Jyotirao Phule, Savitribai Phule, Dr. Bhimrao Ambedkar, etc.) who promoted education in colonial India.

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> <b>12</b> <b>Hours</b>	<b>Status of Indigenous Education:</b> Survey of Indigenous and Native Education, Local Society Participation and Educational Management, Vocational and Vernacular Education, Education in Punjab <b>Learning Activities:</b> <i>Seminars and group discussions</i>	<b>CLO-1</b>
<b>Unit-II</b> <b>11</b> <b>Hours</b>	<b>Institutionalisation of Educational:</b> East India Company efforts for Educational development, Primary and Secondary Education, Anglicist-Orientalist debate, Wood's Educational Despatch, University Education, Indian Education Commission, Development of Scientific, Technical and Industrial Education <b>Learning Activities:</b> <i>Group discussion, class debates, presentations</i>	<b>CLO-2</b>
<b>Unit-III</b> <b>11</b> <b>Hours</b>	<b>Education and Society:</b> Missionaries Schools, Schools and Colleges for Princes, District and Tahsildaree and Halka Bandi Schools, Night Schools, Peasant Schools and Colleges, Local Board Schools, National Schools and Colleges, Village Education in Colonial India, Girls Education <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-3</b>
<b>Unit-IV</b> <b>11</b> <b>Hours</b>	<b>Personal Efforts for Education Development:</b> Jyotiba Phule and Savitri Bai Phule Contribution on Education, Gopal Krishna Gokhale's Primary Education Bill, B.R. Ambedkar Efforts for Educational Development, Mahatma Gandhi and Wardha Education System <b>Learning Activities:</b> <i>Student seminars, debates and group discussions</i>	<b>CLO-4</b>

#### Suggested Readings-

Adam, W., *Report on the State of Education in Bengal and Bihar*, (Ed. Rev. J. Long, 1868). 1838.

Basu, Aparna, *The Growth of Education and Political Development in India: 1898, 1920*. Oxford University Press, Bombay, 1974.

Bhattacharya, Sabyasachi. Joseph Bara and Chinna Rao Yagati (eds.), *Development of Women's Education in India: A Collection of Documents (From 1850 to 1920)*, Kanishka. New Delhi. 2001.

Dharampal (ed.). *The Beautiful Tree: Indigenous Education in the Eighteenth Century*. Biblia Impex. New Delhi. 1983.

Ghosh, Suresh Chandra. *The History of Education in Modern India; 1757-1998*. Orient Longman, New Delhi. 2004.

Graves, F. P., *A History of Education in Modern Times*, New York, 1919.

Hasan, Mushirul (ed.). *Knowledge, Power and Politics: Educational Institutions in India*. Roli Books. 1998.

Hunter, William. *Report of the Indian Education Commission*, Superintendent of Government Printing. Calcutta. 1884.

Mahatma Gandhi. *Educational Reconstruction*, Wardha. Hindustani Talimi Sangh. 1938.

Michael, Dodson. *Orientalism, Empire, and National Culture: India, 1770-1880*. (Basingstoke & New York: Palgrave Macmillan, 2007). New Delhi 2009.

Mukerji, S.N., *Education in India: Today and Tomorrow*. Acharya Book Depot. Delhi. 1957.

Naik, J.P. and Syed Nurullah, *A Student's History of Education in India, (1800 1973)*, Macmillan India Ltd, Delhi, 2004.

Naik, J.P. and Syed Nurullah, *History of Education in India During the British Period*, Macmillan & Co., LTD., Bombay, 1943.

Patwardhan, C. N., *History of Education in Modern India*. Arya Bhushan Press. Bombay. 1951.

Rawat, Pyarelal. *History of Indian Education*. Ramprasad and Sans. Agra. 1969.

Web Resources:

<https://www.youtube.com/watch?v=2pvhfoQVVXY>

<https://www.youtube.com/watch?v=f-IHYLiB7hw>

<https://www.youtube.com/watch?v=FIFf5dWCr-U>

<https://www.youtube.com/watch?v=TzHSlxNZI9A>

<https://www.youtube.com/watch?v=V5YcCHvGNtM>

#### **Modes of Transaction:**

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

**Tools Used:** PPT, Video, Google meet, Google classroom, Whatsapp, NPTEL, Telegram

<b>Course Code: MHIS-566</b> <b>Course Title: Socio-Political Movements in Modern India</b> <b>Total Hours: 45</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Course Learning Outcomes: By the end of this course, students will be able to-

**CLO1:** Analyse the concept, nature, and significance of socio-political movements in modern India by exploring their various typologies and theoretical frameworks.

**CLO2:** Examine the relationship between social movements and societal transformation with reference to historical and contemporary case studies.

**CLO3:** Evaluate the resistance of tribal communities to British colonialism, assessing the role of key tribal leaders and the long-term impact of their struggles.

**CLO4:** Assess the contributions of Jyotirao Phule and Dr. B.R. Ambedkar in advocating social justice, caste-based reforms, and political mobilization.

**CLO5:** Investigate the role of peasant and workers' movements in shaping economic and political discourses in colonial and postcolonial India.

**CLO6:** Critically engage with women's movements and their intersections with caste and class, tracing their role in broader socio-political transformations.

<b>Unit/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
<b>Unit-I 15 Hours</b>	<b>Introduction to Socio-Political Movements in Modern India</b> Concept and Nature: Meaning, scope, significance and types (e.g., reformist, revolutionary, redemptive); Social Movements and Social Change: Explore the relationship between social movements and societal transformations; Theories of Social Movements: Structural-Functional Theory, Marxist Theory, Weberian Theory, Contemporary Theories	<b>CLO1 CLO6</b>
<b>Unit-II 15 Hours</b>	<b>Tribal Movements in Colonial India</b> Concept and Nature: Imperialism and colonialism; Tribal Resistance during British Rule; Role of Leaders: Birsa Munda, Sidhu and Kanhu, Tania Bhil, Jaipal Singh Munda	<b>CLO2 CLO3</b>
<b>Unit-III 15 Hours</b>	<b>Phule and Ambedkar: Social Justice and Caste Movements</b> Jyotirao Phule: Satyashodhak Samaj, technique and achievements; women's education; Dr. B.R. Ambedkar and Dalit Emancipation: Life and contribution, Mahad Satyagraha (1927) and the right to water, Political Mobilization and Temple Entry Movements, Poona Pact (1932); Ambedkar's role in constitutional framework	<b>CLO2 CLO4</b>
<b>Unit-IV 15 Hours</b>	<b>Peasant, Workers, and Other Socio-Political Movements</b> Peasant Movements: Indigo Rebellion (1859-60), Deccan Riots (1875), Tebhaga Movement (1946-47), Telangana Rebellion (1946-51); Workers' Movements and Trade Unionism: Growth of labour movements, All India Trade Union Congress (AITUC); Women's Movements and Social Reform: Role of Pandita Ramabai, All India Women's Conference (AIWC), participation in nationalist movements	<b>CLO2 CLO5 CLO6</b>

#### **Suggested Readings**

Ambedkar, B.R. *Annihilation of Caste*. New Delhi: Navayana, 2014.

Bandyopadhyay, Sekhar. *Caste, Culture and Hegemony: Social Dominance in Colonial Bengal*. New Delhi: Sage, 2004.

Chandra, Bipin, Mridula Mukherjee, and Aditya Mukherjee. *India's Struggle for Independence: 1857-1947*. New Delhi: Penguin Books, 1988.

Desai, A.R. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan, 2000.

Dirks, Nicholas B. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton: Princeton University Press, 2001.

Dube, S.C. *India's Changing Villages: Human Factors in Community Development*. London: Routledge, 1958.

Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press, 1983.

Guha, Sumit. *Beyond Caste: Identity and Power in South Asia, Past and Present*. Leiden: Brill, 2013.

Hardiman, David. *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*. Delhi: Oxford University Press, 1981.

Jaffrelot, Christophe. *Dr. Ambedkar and Untouchability: Analysing and Fighting Caste*. New York: Columbia University Press, 2005.

Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. New Delhi: Zubaan, 1993.

O'Hanlon, Rosalind. *Caste, Conflict, and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India*. Cambridge: Cambridge University Press, 1985.

Omvedt, Gail. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage Publications, 1994.

Sarkar, Sumit. *Modern India, 1885-1947*. New Delhi: Macmillan, 1983.

Shah, Ghanshyam. *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications, 2004.

Singh, K.S. *Tribal Movements in India*. New Delhi: Manohar Publications, 1982.

#### **Web Resources:**

<https://www.youtube.com/watch?v=gbrvMUHqyk4>

<https://www.youtube.com/watch?v=2ijhGJOcZE8>

<https://www.youtube.com/playlist?list=PL5vHuXI8HM5GH9oIKMfPmnqKVOpIMBIIA>

<https://www.youtube.com/watch?v=yLnRoj-r2Zs>

<https://www.youtube.com/watch?v=HSQSdgCj0ww>

<https://www.youtube.com/watch?v=8RFWxEQrHDs>

<https://www.youtube.com/watch?v=6MOP3EX8RMw>

<https://www.youtube.com/watch?v=Ww6uozqsU8c>

<https://www.youtube.com/watch?v=UAv5FimoH6s>

#### **Modes of Transaction:**

- Lecture
- Seminar
- Group Discussion
- Demonstration

**Tools Used:** PPT, YouTube Video, Google meet, NPTEL

<b>Course Code: MHIS-567</b> <b>Course Title: Prehistoric India</b> <b>Total Hours: 45</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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
<b>Unit-I</b> 12 Hours	Prehistory: Meaning and Definition of Prehistory; India in Geographical Settings, Sources of Prehistoric India. <b>Learning Activities:</b> <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO 1
<b>Unit-II</b> 11 Hours	Palaeolithic Cultures: Lower, Middle, Upper; Age, Tools and Technologies, Spatial Distribution, Features, Settlement and Subsistence Pattern. <b>Learning Activities:</b> <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO 3 CLO 4
<b>Unit-III</b> 11 Hours	Mesolithic Cultures: Age, Tools and Technologies, Spatial Distribution, Features, Settlement and Subsistence Pattern. <b>Learning Activities:</b> <i>Student Presentations and Teacher-led Peer Discussions</i>	CLO 2 CLO 3 CLO 4
<b>Unit-IV</b> 11 Hours	Neolithic Cultures: Age, Tools and Technologies, Spatial Distribution, Features, Settlement and Subsistence Pattern, Social Formations. <b>Learning Activities:</b> <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

- 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.
- Wakankar, V. S. and R. R. R. Brooks. 1976. *Stone Age Paintings in India*. London: Yale University Press

#### Web Resources:

- [https://www.youtube.com/watch?v=i\\_PpS70gXPo](https://www.youtube.com/watch?v=i_PpS70gXPo)
- <https://www.youtube.com/watch?v=kbWlDaql-aM>
- <https://www.youtube.com/watch?v=xQ2c6Vx90eo>
- [https://www.youtube.com/watch?v=QHfRpeC\\_CIU](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=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

<b>Course Code: MHIS-568</b> <b>Course Title: History of Islamic World</b> <b>Total Hours: 45</b>					
		<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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
<b>Unit-I</b> 12 Hours	The Origins of Islam; Background; Material Explanations; Islamic Thought, Beliefs, and Practice. <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
<b>Unit-II</b> 11 Hours	Islam and European Civilisation: Entry of Islam in Europe; Spread of Islam; The Ottoman Empire; Islam in 21 <sup>st</sup> Century Europe. <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
<b>Unit-III</b> 11 Hours	Major Islamic Empires: The Caliphates; The Regional Empires: Iran, Middle East, Africa, Central Asia, South Asia and South East Asia. <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO1 & CLO2
<b>Unit-IV</b> 11 Hours	Islam as Religion in the Modern World: Islamic Revivalism; Islamic Fundamentalism; Islam in 21 <sup>st</sup> Century. <b>Learning Activities:</b> <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=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

<b>Course Code: MHIS-569</b> <b>Course Title: Art and Architecture in Medieval India</b> <b>Total Hours: 45 Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
	3	0	0	3

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

**CLO1:** Examine various features of sultanate architecture

**CLO2:** Analyze the traditions of temple architecture in medieval construct

**CLO3:** Interpret the processes of production, trade and economy

**CLO4:** Evaluate Mughal painting traditions and its regional influences

**CLO5:** Estimate key facets of Mughal architecture style

Unit/ Hours	Contents	Mapping with CLO
<b>Unit-I</b> 10 Hours	Early Islamic Architecture: Architecture of Mamluk, Khalji, Tughlaq, Sayyid and Lodi dynasties; Temple Architecture. <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO1
<b>Unit-II</b> 11 Hours	Indian Textiles: Centers of Productions, Patterns of Trade and Distribution, Role of State, Position of Artisans and Merchants, Contribution to Economy. <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO2 & CLO3
<b>Unit-III</b> 12 Hours	Fine Arts: Major Schools of Paintings: Mughal, Rajasthani, Pahari, Garhwali; Development of Music. <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO3
<b>Unit-IV</b> 12 Hours	Mughal Architecture: Mosques, Tombs, Forts, Palaces, Public and Utilitarian Buildings, Gardens. <b>Learning Activities:</b> <i>Student presentations, teacher-led peer discussions</i>	CLO4

### Suggested Readings:

- Asher, C. B. 1992. *Architecture of Mughal India*, The New Cambridge History of India, 1,4. New York: Cambridge University Press.
- Asher, C. B. 1991. "Babur and the Timurid Char Bagh: Use and Meaning." In *Mughal Architecture: Pomp and Ceremonies*. Genzano di Roma, Italy: Islamic Environmental Design.
- Archer, M. 1980. *Early Views of India: The Picturesque Journeys of Thomas and William Daniell 1786–1794*. London: Cambridge University Press.
- Archer M. 1992. *Company Paintings: Indian Paintings of the British Period*. London: Victoria and Albert Museum.
- Begley, W. E. and Z. A. Desai, 1989. *Taj Mahal: The Illumined Tomb: An Anthology of Seventeenth-Century Mughal and European Documentary Sources*. Edinburg. Cambridge University Press.
- Bokhari, A. 2008. "The 'Light' of the Timuria: Jahan Ara Begum's Patronage, Piety, and Poetry in 17th Century Mughal India". Marg.
- Brand, M. 1993. "Orthodoxy, Innovation, and Revival: Considerations of the Past in Imperial Mughal Tomb Architecture", *Muqarnas* 10. pp. 323-34.
- 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*, 2<sup>nd</sup> 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=q5Okql_uTbA)
- <https://www.youtube.com/watch?v=7PV4nRAHsH8>
- <https://map.sahapedia.org/video/Iconology-of%20Indian%20Art%20and%20Sculpture:%20In%20Conversation%20with%20Devangana%20Desai/11121>

**Modes of Transaction:**

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

**Tools Used:**

PPT, Video, Google drive, Animations