



Royal School of Humanities and Social Sciences

RSHSS

Department of History

**Curriculum Framework for
Post-Graduate programme based on NEP 2020**

MA in History

PG Programme in History

Preamble:

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects and dissertations in the areas of interest and core competency of the students. Practical engagement in core aspects of the discipline lies at the heart of the M.A. programme in History and students would have the choice to devote themselves to an entirely research based curriculum or a mix of research and course work. A post graduate degree in History shall equip students not only with disciplinary knowledge but also enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to social problems. For the students of the department, higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

Nature and Extent of M.A. in History programme

A postgraduate degree in history is of 1 / 2 year duration and is completed through 2 / 4 semesters. The course is deployed based on specified learning outcomes that enumerate the attributes that postgraduates of the program are supposed to display. The course design is based on imparting conceptual and practical understanding of the discipline which students are expected to display upon award of degree.

- There may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme;
- For students completing a 4-year Bachelor's programme with Honours/Honours with Research, there could be a 1-year PG programme;
- There may be an integrated 5-year Bachelor's/Master's programme.

In accordance with the NHEQF, the levels for the PG programme are given in the Table.1

S. No.	Qualifications	Level	Credits	Credit Points
2	1-Year PG after a 4-year UG	6.5	40	260
3	2-Year PG after a 3-year UG	6.5	40	260

Curricular Components

For 2-year PG:

Students entering 2-year PG after a 3-year UG programme can choose to do

(i) only course work in the third and fourth semester or (ii) course work in the third semester and research in the fourth semester or (iii) only research in the third and fourth semester.

Curricular Components		Two-Year PG Programme (Generic and Professional) Minimum Credits			
		Course Level	Coursework	Research thesis/project/Patent	Total Credits
PG Diploma		400	40	--	40
1 st Year (1 st & 2 nd Semester)		400 500	24 16	--	40
Students who exit at the end of 1 st year shall be awarded a Postgraduate Diploma					
2 nd Year (3 rd & 4 th Semester)	Coursework & Research	500	20	20	40
	Coursework	500	40	--	40
	Research	--	--	40	40

1-year PG:

Students entering 1-year PG after a 4-year UG programme can choose to do (i) only coursework or (ii) research or (iii) coursework and research.

Curricular Components	PG Programme (one year) for 4-yr UG (Hons./Hons. with Research) Minimum Credits			
	Course Level	Coursework	Research thesis/project/Patent	Total Credits
Coursework + Research	500	20	20	40
Coursework	500	40	-	40

Research	-		40	40
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Postgraduate Attributes:

Table:: The Learning Outcomes Descriptors and Postgraduate Attributes

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors (The graduates should be able to demonstrate the capability to:)
GA 1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study.
GA 2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
GA 3	Analytical & Critical thinking	apply analytical and critical thinking including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
GA 6	Research-related skills	develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.
GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.

GA 9	Digital and technological skills	use ICT in a variety of learning and work situations. Access, evaluate and use a variety of relevant information sources and use appropriate software for analysis of data.
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Programme Learning Outcomes in M.A. History

Programme Outcomes: Students enrolled in the program complete a curriculum that exposes and trains them in a range of essential skills and abilities. They will have the opportunity to pursue and achieve the following outcomes:

PLO 1 Disciplinary Knowledge of History: Gain comprehensive knowledge of historical and historiographical trends in Indian history as well as the history of global societies and cultures.

PLO 2 Knowledge of Comparative Historical Paradigms: To interpret historical narratives by deploying historical facts as critical corroborative paradigms.

PLO 3 Inferential Capacity: To develop a scholastic sense of history and a deductive as well as inductive approach to the discernment of historical patterns including comparative studies that draw heavily upon history.

PLO 4 Holistic Cognitive Development: To evolve a critical understanding of methods and theories within the social sciences with a view to engender a humanist and sensitized approach to social issues.

PLO 5 Acquisition of Disciplinary Vocabulary: The course is deployed in a manner so as to enable graduates to effectively communicate and disseminate historical knowledge in the vocabulary internal to the discipline.

PLO 6 Imparting Historical Research Skill: The course will enable graduates to conduct historical research independently by deploying methodological concepts as well as procedures. Graduates shall receive in-depth knowledge of qualitative and quantitative research methodology.

PLO 7 Interdisciplinary Collaboration with the Social as well as Natural Sciences: Graduates will develop the necessary aptitude to seamlessly collaborate with the diverse disciplines of the Humanities and Social Sciences such as Archaeology, as well as selective areas of the Natural Sciences for the process of the discipline of History as a whole.

PLO 8 Inculcation of Leadership Qualities: The course shall enable graduates to emerge as leaders in the field of History and contribute at the highest level of academic domain.

PLO 9 Technological Skill Development: The course shall equip graduates with the paraphernalia of digital resources and infrastructure so as to gain an edge in an information-technology driven world.

PLO 10 Environmental Consciousness: The course shall inculcate a unique and discipline driven appreciation of environmental issues in the present world and thus enable graduates to contribute to the conservative and restorative discourse surrounding these issues.

Programme Specific Outcomes

PSO 1: To provide students with a creative and independent environment to achieve the acquisition of the fundamentals of the 'Historian's Craft'.

PSO 2: To awaken a sense of interdisciplinary curiosity and acquaint our students with the latest development of contemporary scholarship and research in India and abroad.

PSO 3: To instill in students an aptitude for the cutting edge of technical developments as well as an appreciation for the environment.

Teaching Learning Process

In the Department of History, our teaching-learning process for the M.A. History curriculum is designed to foster a dynamic and engaging educational experience, aligning with the transformative vision of the National Education Policy (NEP) 2020. The process encompasses the following key principles:

- a) **Learner-Centric Approach:** We prioritize our students' needs and interests, adopting a learner-centric approach to education. Our faculty members create a supportive and inclusive learning environment, encouraging active participation and intellectual curiosity among students. Tutorial classes where a closer interaction between the students and the teacher is present as each student gets individual attention.
- b) **Blended Teaching Methodologies:** We employ a blend of traditional and modern teaching methodologies, leveraging technology to enhance the learning process. Lectures, Assignments, field studies, and virtual tools are integrated to provide a well-rounded understanding of historical concepts.
- c) **Multidisciplinary Perspectives:** Recognizing the significance of multidisciplinary learning, we encourage students to explore diverse aspects of history, including its intersections with other Social Sciences as well as Archaeology and Museum studies. This approach broadens their perspectives and fosters interdisciplinary thinking.
- d) **Experiential Learning:** Practical experiences and field studies form an integral part of our curriculum. Students actively engage in research projects, honing their analytical and problem-solving skills.
- e) **Research and Inquiry:** We emphasize research and inquiry-based learning, motivating students to undertake independent historical investigations. By delving deep into political and socio-economic historical issues of past and the present world, students develop critical thinking abilities and contribute to the advancement of historical knowledge.
- f) **Continuous Assessment:** Our teaching-learning process includes regular formative assessments to gauge student progress and offer constructive feedback. This approach enables personalized learning and promotes continuous improvement.
- g) **Industry Collaboration:** We foster collaborations with industry experts and research organizations, museums etc. to provide students with exposure to the practical applications of knowledge of history. Guest lectures, workshops, and internships enhance their understanding of the human world through the lenses of history.
- h) **Communication and Presentation Skills:** We emphasize the development of effective communication and presentation skills. Students are encouraged to articulate their geological findings and research outcomes with clarity and precision. It includes Group discussions, Student presentations, Home assignments, Quizzes and class tests.
- i) **Professional Ethics:** Professional ethics and integrity are instilled in our students' education. They are encouraged to uphold ethical standards in all aspects of historical practices.
- j) **Mentor-Mentee Relationship:** The Mentor-Mentee relationship is an integral part of our teaching-learning process. Each B. A. History student is paired with a knowledgeable Mentor who provides individualized guidance, academic support, and career advice. The Mentor-Mentee relationship fosters a supportive and nurturing environment, empowering students to reach their full potential and excel in their academic and personal development.

Assessment Methods

Methods	Weightage
Continuous Evaluation	50%
Semester End Examination	50%
Total	100%

Components of Continuous Assessment

SL.No.	Components of Evaluation	Weightage%
A	Continuous Evaluation	
1.	Analysis/Class Test	35%
2.	Home Assignments	
3.	Project	
4.	Seminar	
5.	Viva-Voce/Presentation	
6.	Mid Semester Examination	10%
7.	Attendance	5%
B	Semester End Examination	50%
	Total	100%

Percentage of Attendance (%)	Marks
More than 95%	5
More than 90% and up to 95%	4
More than 85% and up to 90%	3
More than 80% and up to 85%	2
More than 75% and up to 80%	1
Up to 75%	0

STRUCTURE OF THE SYLLABUS FOR 2 YEAR PG PROGRAMME

SCHOOL NAME - Royal School of Humanities and Social Sciences
DEPARTMENT NAME - Department of History
PROGRAMME NAME - M.A. History

1st SEMESTER				
COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
HST184C101	Historiography: Concepts and Traditions	400	4	3-1-0
HST184C102	Methods, Archives and History	400	4	3-1-0
HST184C103	Economic and Socio-Cultural History of Ancient India	400	4	3-1-0
HST184C104	Gender and Women in Ancient Societies	500	4	3-1-0
	Optional Paper I (to be chosen from a list of papers)	500	4	3-1-0
	Swayam/MOOCs	400	4/5/6	
TOTAL CREDIT FOR 1st SEMESTER			20+4/5/6	
2nd SEMESTER				
COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
HST184C201	State Formation in Medieval India: Polity and Administration	400	4	3-1-0
HST184C202	Culture, Imperialism and Knowledge: Europe and the World, 1500-1900	400	4	3-1-0
HST184C203	Shifting Identities: Gender in History	400	4	3-1-0
HST184C204	History of Eighteenth Century India	500	4	3-1-0
	Optional Paper II (to be chosen from a list of papers)	500	4	3-1-0
	Swayam/MOOCs	400	4/5/6	
TOTAL CREDIT FOR 2nd SEMESTER			20+4/5/6	
TOTAL CREDIT FOR 1st YEAR = 40+8/10/12 (Inclusive of Swayam)				
3rd SEMESTER				
COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
HST184C322	Dissertation (students with research in 3rd Sem)	500	20	
<i>(for 'Coursework only' in lieu of Research)</i>				
HST184C301	Historical Archaeology in Comparative Perspective	500	4	3-1-0
HST184C302	History, Culture and Politics in North East India	500	4	3-1-0
HST184C303	Fundamentals of Historical Research	500	4	3-1-0
	Optional III (to be chosen from a list of papers)	500	4	3-1-0
	Optional IV (to be chosen from a list of papers)	500	4	3-1-0
TOTAL CREDIT FOR 3rd SEMESTER				
OR 3rd SEMESTER (For students with 3rd and 4th Semester Coursework and Research)				
HST184C321	RESEARCH PROJECT – PHASE I	500	8	
4th SEMESTER				
COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
HST184C422	Dissertation (students with research in 4th Sem)	500	20	
<i>(for 'Coursework only' in lieu of Research)</i>				

HST184C401	Select Issues in the Study of Nationalism in India 1919-1949	500	4	3-1-0
HST184C402	Approaches to Global History	500	4	3-1-0
	Optional Paper V	500	4	3-1-0
	Optional Paper VI	500	4	3-1-0
	Optional Paper VII	500	4	3-1-0
<p style="text-align: center;">OR 4th SEMESTER (For students with 3rd and 4th Semester Coursework and Research)</p>				
HST184C421	RESEARCH PROJECT – PHASE 2	500	12	
<p style="text-align: center;">TOTAL CREDIT FOR 2nd YEAR = 40</p>				

Optional Papers (SEMESTER I)				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Optional I (Any one paper to be offered)				
1.	HST184C105	Beginning of Human Civilization: Ancient Mesopotamia	500	4
2.	HST184C106	Science and Technology in Medieval Asia	500	4

Optional Papers (SEMESTER II)				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Optional II (Any one paper to be offered)				
1.	HST184C205	The Ottomans between the Fourteenth and Seventeenth Centuries	500	4
2.	HST184C206	Innovations in Medieval India: Tools, Techniques, Technologies and	500	4
3.	HST184C207	Culture Central Asia: History of the Mongols	500	4

Optional Papers (SEMESTER III)				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Optional III, IV (Any two papers to be offered)				
1.	HST184C305	Colonialism and Law in British India	500	4
2.	HST184C306	Politics, Society and Culture in Medieval Deccan	500	4
3.	HST184C307	Indian National Movement: Early Phase (1885-1919)	500	4
4.	HST184C308	History of Modern South East Asia c 1880s -1960	500	4
5.	HST184C309	Aspects of Society and Culture in Early Modern Europe c. 1453-1700	500	4
6.	HST184C310	Gender and Women in Medieval societies	500	4
7.	HST184C311	The Conquest of America	500	4
8.	HST184C312	Cultural History of Early Urbanisms: Greece, Rome, China and S.E. Asia	500	4

Optional Papers (SEMESTER IV)				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Optional V, VI, VII (Any three papers to be offered)				
1.	HST184C403	Modern Political-Economy: Conceptual and Historical Investigations	500	4
2.	HST184C404	Language, History and Nationalism in South Asia	500	4
3.	HST184C405	Revolutions and Revolutionary Thought	500	4
4.	HST184C406	Western Political Thought	500	4
5.	HST184C407	History, Historiography and Philosophy of Science	500	4
6.	HST184C408	Indian Political Thought	500	4
7.	HST184C409	Ottoman State and Society, 1700-1920	500	4
8.	HST184C410	Modern Imperialism: Conceptual and Historical Investigations	500	4

9.	HST184C411	Slaves, Migrant Workers and Labour: A History of Servitude 1500-2000	500	4
10.	HST184C412	History of Post-Colonial India	500	4

Semester-I

Course: C 101

Level: 400

Title of the Paper: Historiography: Concepts and Traditions

Code: HST184C101

L-T-P-C-3-1-0-4

Credit Units: 4

Course Objectives:

The course aims to provide students with a comprehensive understanding of historiography by exploring its definitions, objectives, and the evolution of historical writing. Students will analyze key modern historiographic traditions, including the scientific approach, nationalist perspectives, and Marxist interpretations. The course further delves into influential twentieth-century methodologies. Finally, it addresses contemporary debates, highlighting recent shifts in historical writing. Through this study, students will develop critical analytical skills and a deeper appreciation of the complexities of historical interpretation.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO1	Define historiography and key concepts.	BT1
CO2	Understand different types of historical sources and explore the evolution of early historical writing from ancient to medieval times	BT2
CO3	Identify the development of modern historiography, including the scientific approach, nationalist historical writing, and Marxist interpretations.	BT3
CO4	Examine major historiographical movements during twentieth-Century Approaches	BT4

CO5	Evaluate recent changes in historical research with the further possible developments	BT5
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Course Outline:

Modules	Course Content	Periods
I	Historiography: Concept and Scope Relation with other Disciplines Early Historical Traditions: Greek, Rome, China, Ancient India	14
II	Medieval Historical Traditions: Western Arab Medieval India	15
III	Modern Historical Trends: Positivism Whig Tradition Marxism Modern Indian Historiography	15
IV	Major developments in Historiography: Annales History from Below Gender Oral history	16
	TOTAL	60

Notional Hours:

The notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	NA	30 Hrs <ul style="list-style-type: none"> • Home Assignment- 10 Hrs • Presentation- 10 Hrs • Quiz -5 Hrs • Video screening -5 Hrs

Textbooks:

1. Tosh, J. (2015) *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, 6th edn. London: Routledge.
2. Bloch, M. (1992) *The Historian's Craft*, trans. P. Putnam. Manchester: Manchester University Press.
3. Marwick, A. (2001) *The New Nature of History: Knowledge, Evidence, Language*. Basingstoke: Palgrave.
4. Ranke, L. von (2011) *The Theory and Practice of History*. Edited by G. Iggers and C. Powell. London: Routledge.

References:

1. Burke, P. (1992) 'Overture: the new history, its past and its future', in *New Perspectives on Historical Writing*. Cambridge: Polity Press, pp. 1–23.
2. Green, A. and Troup, K. (eds) (1999) 'Introduction: the problem of historical knowledge', in *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*. Manchester: Manchester University Press, pp. 1–10.
3. Appleby, J., Hunt, L. and Jacob, M. (1994) 'Telling the Truth About History', *The American Historical Review*, 99(5), pp. 1495–1515.

Reading material:

1. Iggers, G. G. (1993) 'Historiography between the Enlightenment and the Age of Extremes', *Journal of Contemporary History*, 28(2), pp. 181–192.
2. White, H. (1973) 'Interpretation in History', *New Literary History*, 4(2), pp. 281–314.
3. Berger, S. (2017) 'The past as history: historiography as a form of social memory', *Routledge Companion to Historical Studies*. Available at: <https://www.routledge.com> (Accessed: 25 February 2025).
4. Hobsbawm, E. (1998) *On History*. London: Abacus.
5. White, H. (1973) *Metahistory: The Historical Imagination in Nineteenth-Century Europe*. Baltimore, MD: Johns Hopkins University Press.
6. Burke, P. (1990) *The French Historical Revolution: The Annales School, 1929–89*. Cambridge: Polity Press
7. Scott, J. W. (1986) 'Gender: A Useful Category of Historical Analysis', *American Historical Review*, 91(5), pp. 1053–1075.

Semester – I

Course: C-102

Level: 400

Title of the Paper: Methods, Archives and History

Subject Code: HST184C102

L-T-P-C–3-1-0-4

Credit Units: 4

Course Objective: To familiarize students with the fundamental methods of historical research, the role of archives, and the critical use of historical sources for reconstructing the past.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Identify different historical methods, archival sources, and the significance of archives in historical research.	BT 1
CO 2	Explain various research methodologies, historiographical debates, and the classification of historical sources.	BT 2
CO 3	Demonstrate the use of archives, manuscripts, and digital sources for writing history.	BT 3
CO 4	Critically evaluate archival materials and historiographical interpretations to construct historical narratives.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Introduction to Historical Methods What is History? Definitions and Scope Historical Methods: Narrative, Analytical, Comparative, and Interdisciplinary Approaches Types of Historical Sources: Primary vs. Secondary, Literary, Archaeological, and Oral Traditions Objectivity and Subjectivity in History Writing	6

II	Archival Research and Documentation Archives: Meaning, Significance, and Types (National Archives, State Archives, Private Archives) Understanding Manuscripts and Rare Documents Digitization of Archives and Open-Access Repositories Methods of Documentation and Referencing in Historical Research	6
III	Historiography and Research Methodologies Schools of Historiography: Marxist, Annales, Subaltern, Postmodernist Approaches Quantitative vs. Qualitative Research in History Oral History and Ethnographic Methods Writing Research Proposals and Framing Research Questions	6
IV	Interpretation, Analysis, and Presentation of Historical Data Textual Criticism and Source Evaluation Plagiarism and Ethical Concerns in Historical Research Structuring a Historical Research Paper Public History and the Role of Historians in Society	6
	TOTAL	24

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60Hrs	--	30Hrs <ul style="list-style-type: none"> • Home Assignment–10 Hrs • Presentation–10 Hrs • Quiz–5Hrs • Video Screening–5Hrs

Textbooks:

1. Bloch, M. (1953). *The historian's craft*. Manchester University Press.
2. Tosh, J. (2015). *The pursuit of history: Aims, methods, and new directions in the study of history* (6th ed.). Routledge.

Reference Books:

1. Carr, E. H. (1961). *What is history?* Penguin Books.

2. Howell, M., & Prevenier, W. (2001). *From reliable sources: An introduction to historical methods*. Cornell University Press.
3. Burke, P. (2001). *New perspectives on historical writing*. Polity Press.

Reading Materials:

1. Elton, G. R. (1967). *The practice of history*. Fontana Press.
2. Appleby, J., Hunt, L., & Jacob, M. (1994). *Telling the truth about history*. W. W. Norton & Company.
3. Marwick, A. (2001). *The new nature of history: Knowledge, evidence, language*. Palgrave Macmillan.
4. Ludtke, A. (1993). *The history of everyday life: Reconstructing historical experiences and ways of life*. Princeton University Press.
5. Munslow, A. (1997). *Deconstructing history*. Routledge.

Semester- I

Course: C-103

Level: 400

Title of the Paper: Economic and Socio-Cultural History of Ancient India

Subject Code: HST184C103

L-T-P-C-3-1-0-4

Credit Units: 4

Course Objectives: The course aims to provide a comprehensive understanding of India's rich history, cultural transformations, social structure, state formation, religious developments and economic transitions, fostering an appreciation of heritage and national identity.

Course Outcomes:

On successful completion of the course, the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Label the foundational knowledge of India's historical, social, religious and economic transformations.	BT 1
CO 2	Explain the transition of Indian society from prehistory to structured social and political systems.	BT 2
CO 3	Identify historical processes such as urbanisation, feudalism, and trade to understand their impact on Indian society.	BT 3
CO 4	Analyse the evolution of social hierarchies, state structures, and religious traditions to understand their long-term impact.	BT 4
CO 5	Assess the significance of India's rich history in shaping present-day socio-cultural and national identities.	BT 5

Course Outline:

Modules	Course Content	Periods
I	Cultural Transformations: (a) Nature of Prehistoric Indian Society (b) <i>Jana</i> to <i>Varna</i> and Pastoralism to Settled Society (c) Rise & Growth of Caste and Untouchability; <i>Varnashramadharma</i> <i>Vyavastha</i>	15
II	Evolution of Early Indian State: (a) State Formation in Early India (b) Evolution of State in Peninsular India (c) Indian Feudalism – Nature and Debate	15

III	Religion: (a) Religious Worldview of <i>Rig Veda</i> (b) Religious Turbulence/Fermentation & Worldviews of <i>Upanishads</i> (c) Buddhism & Jainism (d) Tantric Cults – Rise, Nature and Doctrine	15
IV	Economic Transformations: (a) Iron Technology, Settled Agriculture and Rise of Urbanisation (b) Guild System (c) Roman Trade	15
	TOTAL	60

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs a. Home Assignment – 10 Hrs b. Presentation – 10 Hrs c. Quiz – 5 Hrs d. Video Screening – 5 Hrs

Textbooks:

1. Thapar, Romila. 1978. *Ancient Indian Social History: Some Interpretations*. New Delhi.
2. Basham A. L. 1971. *The Wonder that was India, A Survey of the Culture of the Indian Subcontinent before the coming of the Muslims*. Bombay. Third Edition, Rupa and Company.

Reference Books:

1. Altekar, A. S. 1988. *Position of Women in Hindu Civilization*. Banaras.
2. Altekar A. S. 1944. *Education in Ancient India*, 2nd ed. Banaras.
3. Bongard, Levin G. M. 1986. *Republics in Ancient India, A complex study of Ancient India*, Delhi.
4. Bose A. N., 1942 and 1945. *Social and Rural Economy of Northern India*, 2 Vols. Calcutta. University of Calcutta.
5. Champakalakshmi R. 1996. *Trade, ideology and urbanization: South India 300 BC to AD 1300*. Delhi. Oxford University Press.
6. Dutt Binod Bihari. 1925. *Town Planning in Ancient India*. Calcutta. Thacker Spink and Co.
7. Goswami Jaya. 1979. *Cultural history of Ancient India*, Agam Kala Prakashan, Delhi.
8. Sharma, R.S. 1965. *Indian Feudalism c 300-1200*. Delhi.
9. Singh, U. 2016. *A History of Ancient and Early medieval India From The Stone Age To The 12th Century*. Pearson India Education Services Pvt. Ltd.

10. Thapar, Romila. 1990. *A History of India, Vol. I*, Penguin Books. Reprint

Reading Materials:

1. Jaiswal, Suvira. 1981. *The Art of Ancient India: Buddhist, Hindu, Jain*. New York and Tokyo: John Weatherhill Inc., Chapters 5–9.
2. Jha, D. N. edited, 1996. *Society and ideology in India: essays in honour of Professor R. S. Sharma*. New Delhi. Munshiram Manoharlal.
3. Kosambi D. D. 1981. *The Culture and Civilisation of Ancient India: in Historical Outline, Sixth Impression*. New Delhi. Vikas Publishing Pvt. Ltd.
4. Kulke, Harman. *The State in India 1000-1700, (ed.)*, 1997. *Revised and enlarged second edition*, Delhi. Oxford University Press.
5. Luniya B. N. 1978. *Life and Cultural in Ancient India, (From the Earliest Times of 1000 A.D.)*Agra. Lakshmi Narain Agarwal.
6. Sharma, R.S. 1996. *Aspects of Political Ideas and Institutions in Ancient India*, 4th Impression, New Delhi.

Semester-I

Course: C-104

Level: 500

Title of the Paper: Gender and Women in Ancient Societies

Code: HST184C104

L-T-P-C-3-1-0-4

Credit Units:

Course Objectives:

This course aims to introduce students to the concept of gender and its significance in historical narratives by examining key historiographical debates and methodological approaches. Students will explore the distinction between sex and gender, analyze the role of gender in shaping political, social, and economic structures, and critically assess major feminist and gender historiographies. The course will also emphasize the intersectionality of gender with class, race, caste, sexuality, and colonialism, providing a comprehensive understanding of how gender operates as a social and cultural construct. By engaging with diverse historical sources and perspectives, students will develop analytical skills to reinterpret historical events through a gendered lens, fostering a deeper awareness of gender as a critical category of historical analysis.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO1	Define the concept of gender and its role as a category in historical analysis, demonstrating its contribution to understanding social relations in ancient societies.	BT1
CO2	Identify the intersections of caste, class, and gender in Prehistoric and Ancient India, examining the formation of patriarchy in Brahmanical, Buddhist, and Jaina traditions.	BT2
CO3	Explain the axis of gender stratification in Ancient Mesopotamia, particularly in Sumer and Akkad, highlighting key social and cultural dynamics.	BT3
CO4	Analyze the evolution of gender roles in Ancient Rome, from the Pre-Roman Etruscan period to the transition from Republic to Empire and Early Byzantium.	BT4

Course Outline:

Modules	Course Content	Periods
I	Introduction to Gender Gender as a category in Historical analysis, its contribution towards understanding social relations in ancient societies.	15
II	Prehistoric and Ancient India: <ul style="list-style-type: none">• Caste, Class and Gender• The Formation of Patriarchy in the Brahmanical, Buddhist and Jaina Traditions and Subordination of Women.	15

	• The Diversity of Patriarchal Practices.	
III	Ancient Mesopotamia: The Axis of Gender stratification in Sumer and Akkad.	15
IV	Ancient Rome: Pre- Roman Etruscan From Republic to Empire, Early Byzantium.	15
	TOTAL	60

Notional Hours:

As per the requirements of the NEP, each credit reflected in a paper must be co-related with 30 notional hours. As such, the notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	NA	30 Hrs <ul style="list-style-type: none"> • Home Assignment- 10 Hrs • Presentation- 10 Hrs • Quiz -5 Hrs • Video screening -5 Hrs

Textbooks:

1. Archer, Fischler and Wyke. 1994. *Women in Ancient Societies*. Routledge.
2. Chakravarty, U. 2003. *Gendering caste through a feminist lens*. New Delhi. Sage Publications.
3. Halperin, Winkler and Zeitlin, 1990. *Before Sexuality*. Princeton University Press.
4. Tyagi, J., 2014. *Contestation and Compliance: Retrieving Women's 'Agency' from Puranic Traditions*. New Delhi. OUP.

References Book:

1. Walach Scott, Joan, 1988. *Gender and the Politics of History*, Parts I-II. New York. Columbia.
2. Bahrani, B., 2001. *Women of Babylon: Gender and Representation in Mesopotamia*, Routledge.
3. Lerner, G., 1986. *The Creation of Patriarchy*. New Delhi. OUP.

Reading Materials:

1. Lerner, G. (1986) *The Creation of Patriarchy*. Oxford: Oxford University Press.
2. Scott, J.W. (1986) 'Gender: A Useful Category of Historical Analysis', *The American Historical Review*, 91(5), pp. 1053–1075.

3. Engels, F. (1884) *The Origin of the Family, Private Property and the State*. London: Penguin Classics.
4. Chakravarti, U. (1993) 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State', *Economic and Political Weekly*, 28(14), pp. 579–585.
5. Roy, K. (2010) *The Power of Gender and the Gender of Power: Explorations in Early Indian History*. New Delhi: Oxford University Press.
6. Conkey, M.W. and Gero, J. (1991) 'Tensions, Pluralities, and Engendering Archaeology: An Introduction to Women and Prehistory', *Archaeological Method and Theory*, 3, pp. 3–30.
7. Zainab, M. (2014) *Gender and History: Ancient and Medieval Dimensions*. New Delhi: Orient BlackSwan.
8. Witzel, M. (1995) 'Early Sanskritization: Origins and Development of the Kuru State', *Electronic Journal of Vedic Studies*, 1(4), pp. 1–26.
9. Walker, S. (2003) *Women in Antiquity: New Assessments*. London: Routledge.
10. Goodison, L. and Morris, C. (1998) *Ancient Goddesses: The Myths and the Evidence*. London: British Museum Press.
11. Kamp, K.A. (2001) 'Where Have All the Children Gone? The Archaeology of Childhood', *Journal of Archaeological Method and Theory*, 8(1), pp. 1–34.
12. Kleiner, D.E.E. (1992) *Roman Group Portraiture: The Funerary Reliefs of the Late Republic and Early Empire*. Cambridge: Cambridge University Press.

Semester - I

Course: O - 101

Level: 500

Title: Beginning of Human Civilization: Ancient Mesopotamia

Subject Code: HST184C105

L-T-P-C: 3-1-0-4

Credit Units: 4

Course Objectives:

This course explores the earliest stages of human civilization in ancient Mesopotamia, including early settlements, agriculture, writing, governance, and social structures. The students will study important events such as the rise of the Babylonian, Akkadian, Assyrian, and Sumerian empires. The course focuses on the cultural, technological, and economic advancements that shaped Mesopotamian society and had an impact on later civilizations.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Define the significance of the Neolithic Revolution and the shift from hunter-gatherer societies to agricultural settlements.	BT 1
CO 2	Explain the development of writing (cuneiform) and its impact on record-keeping, governance, and culture. Discuss Mesopotamian advancements in mathematics, astronomy, and architecture (e.g., ziggurats).	BT 2
CO 3	Identify the role of city-states such as Sumer, Akkad, Babylon, and Assyria in shaping early governance. Further, utilize the significance of Hammurabi's Code as one of the earliest legal systems.	BT 3
CO 4	Examine religious and cultural beliefs - the polytheistic nature of Mesopotamian religion and its influence on daily life and governance; Also classify myths such as the Epic of Gilgamesh and their role in shaping cultural identity.	BT 4
CO5	Evaluate the economic and trade systems by understanding the role of irrigation, agriculture, and trade in sustaining Mesopotamian Civilization along with interpreting the significance of trade networks with its contemporary civilizations, such as Egypt and the Indus Valley.	BT 5

Course Outline:

Modules	Topics/Course Content	Periods
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I	Beginning of agriculture and agricultural transformation in prehistoric Mesopotamia: (a) A case-study of Jarmo and other settlements on the Zagros mountains; (b) Advanced Neolithic settlements and the cultures that represent them; (c) Hassuna, Samarra and Halaf Cultures.	14
II	Process of urbanization in Mesopotamia: (a) A case-study of the Uruk period (c. 4000 BCE to c. 3100 BCE); (b) Jemdet Nasr period (c. 3100 BCE to c. 2900 BCE).	14
III	Power, Ideology and Instruments: Emergence of new institutions of power - temple and palace (c. 3100 BCE to c. 2000 BCE); Ideology and representations of power: Religion and legal system in Mesopotamia.	14
IV	Social stratification: Aspects of social stratification in Mesopotamia - class and gender.	14
TOTAL		56

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs <ul style="list-style-type: none"> • Home Assignment–10 Hrs • Presentation–10 Hrs • Quiz–5 Hrs • Video Screening–5 Hrs

Textbooks:

1. Fagan, B. M. (2013). *People of the Earth* (14th ed.). Pearson.
2. Pollock, S. (1999). *Ancient Mesopotamia: An Eden That Never Was*. Cambridge University Press.

Reference Books:

1. Postgate, J. N. (1992). *Early Mesopotamia: Society and Economy at the Dawn of History*. Routledge.
2. Yoffee, N. (2005). *Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations*. Cambridge University Press.
3. Trigger, B. G. (2003). *Understanding Early Civilizations: A Comparative Study*. Cambridge University Press.

Study Materials:

1. Mauss, M. (1990). *The Gift: Forms and Functions of Exchange in Archaic Societies* (I. Cunnison, Trans.). W. W. Norton & Company. (Original work published 1925)
2. Matthews, R. (2003). *The Archaeology of Mesopotamia: Theories and Approaches*. Routledge.
3. Morgan, L. H. (1877). *Ancient Society*. Henry Holt and Company.
4. Oppenheim, A. L. (1977). *Ancient Mesopotamia: Portrait of a Dead Civilization* (Rev. ed., E. Reiner, Ed.). University of Chicago Press.

Semester– II

Course: C - 201

Level: 400

Title of the Paper: State Formations in Medieval India: Polity and Administration

Subject Code: HST184C201

L-T-P-C-3-1-0-4

Credit Units: 4

Course Objectives:

This course aims to introduce students to the complex and dynamic political formations and state structures that emerged in medieval India from the 10th to the 18th century CE. It seeks to provide a comprehensive understanding of the evolution of polity and administration during the Delhi Sultanate and Mughal period while critically engaging with historiographical debates on state formation. By examining key political processes, institutions, and governance mechanisms, students will develop an analytical approach toward the study of medieval Indian history.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Define the political structures and administrative mechanisms of medieval Indian states.	BT 1
CO 2	Explain historiographical interpretations of state formation in medieval India.	BT 2
CO 3	Identify the impact of conquest, expansion, and decentralization on medieval Indian polity.	BT 3
CO 4	Compare and contrast the administrative policies of the Delhi Sultanate, regional kingdoms, and the Mughal Empire.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Historians of Medieval India: Delhi Sultanate Period: Minhaj-ud-din-Siraj Amir Khusrau, Ibn Batuta, Ziauddin Barani, Afif, Malfuz literature Mughal Period: Shams-i-Siraj, Babur, Gulabadian Begum, AbulFazal, Badauni, Jahangir, Abul Hamid Lahori	15

II	Process of conquest and expansion: Ghorid conquests; consolidation of the Sultanate under Aibak, Iltutmish and Balban.; impact of establishment of the Sultanate Khaljis and Tughlaqs: consolidation and the expansion of the Sultanate; conquest of the Deccan states, Authority and kingship: concept of kingship of the Early Turkish Sultans, Khaljis, Tughlaqs and the Lodis; composition and organization of the nobility; central and provincial administration, iqta and revenue grants; Vizarat. Sayyids and Lodis.	15
III	Disintegration of the Sultanate and rise of the regional kingdoms: Jaunpur, Malwa, Gujarat and Bengal, Vijaynagar and Bahmani kingdoms- changing pattern of polity, economy and Society, Disintegration of Bahamani and Vijayanagara, Rise of Deccan Sultanates.	15
IV	The pre modern state under the Mughals (Akbar, Jahangir, Shahjahan and Aurangzeb): Evolution of the perception of India; political structure of Islamic orient and Mughal India, Decentralization and decline of the Mughals- the 17 th century crises; rise of Successor States (two case studies); the 18 th century debate on the 'dark age' India.	15
	TOTAL	60

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60Hrs	--	30Hrs <ul style="list-style-type: none"> • Home Assignment–10 Hrs • Presentation–10 Hrs • Quiz–5Hrs • Video Screening–5Hrs

Textbooks

1. Chandra, S. (2008). *Medieval India: From Sultanate to the Mughals*. New Delhi: Munshilal Manohar Publication.
2. Habib, I. (2009). *Medieval India*. New Delhi: National Book Trust.

References

1. Habib, I. (1963). *The Agrarian System of Mughal India*. Oxford: Oxford University Press.
2. Nizami, K. A. (1974). *Some Aspects of Religion and Politics in India During the Thirteenth Century*. Oxford: Oxford University Press.
3. Siddiqui, I. H. (1969). *Some Aspects of Afghan Despotism*. Three Men Publication.

Suggested Readings

1. Alam, M. (2004). *The Crisis of Empire in Mughal North India: Awadh and Punjab, 1707-1748*. Oxford: Oxford University Press.
2. Eaton, R. M. (2013). *India in the Persianate Age, 1000-1765*. London: Penguin Books.
3. Kulke, H., & Rothermund, D. (2010). *A History of India*. London: Routledge.
4. Raychaudhuri, T., & Habib, I. (1982). *The Cambridge Economic History of India, Vol. 1*. Cambridge: Cambridge University Press.
5. Richards, J. F. (1993). *The Mughal Empire*. Cambridge: Cambridge University Press.
6. Stein, B. (1989). *Vijayanagara*. Cambridge: Cambridge University Press.
7. Wink, A. (1990). *Al-Hind: The Making of the Indo-Islamic World, Vol. 1*. Leiden: Brill.

Semester-II

Course: C-203

Level: 400

Title of the Paper: Shifting Identities: Gender in History

Subject Code: HST184C203

L-T-P-C-3-1-0-4

Credit Units: 4

Course Objectives: This course explores key debates on gender, sexuality, nationalism, race, and history, integrating global case studies with a focus on India, both pre-and post-independent.

Course Outcomes:

On successful completion of the course, the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	List the key theories on gender and sexuality through thinkers like Foucault and Butler.	BT 1
CO 2	Illustrate the role of gender in shaping national identities.	BT 2
CO 3	Identify and contextualize historical transformations in women's roles across different periods, starting with the Renaissance, the French Revolution, industrialisation, and the feminist movements.	BT 3
CO 4	Evaluate women's participation in India's freedom struggle and post-independence movements, focusing on grassroot activism, socio-political rights, and environmental justice.	BT 4
CO 5	Evaluate key gender theories, analyse gender role in national identities, trace women's historical transformations, and assess their participation in India's freedom struggle and post-independence activism.	BT 5

Course Outline:

Modules	Course Content	Periods
I	Concepts and Theories: Sexuality and the Body- Reading Foundational Texts. Foucault to Butler. Feminine and Masculine Sexualities and Bodies	15
II	Gender, Nation, State: Rethinking Basic Concepts- National Bodies: Female and Male Does the Nation have a Gender?	15

III	Women and History: Italy: Renaissance and Women France: Gender and the French Revolution England: Industrialization, Victorian Era, Working Class and Women USA: Black Feminism, Theory and Praxis; Representing Black Bodies	14
IV	The Woman Question and India: Women in the freedom struggle: AIWC (1926), Asom Mahila Samiti (1926). Post-independence movements: Livelihood & rights: Anti-alcohol, anti-dowry, trade unions, Mahila Shramik Sangathan, Meira Paibi. Environment: Chipko, Anti-Arrack, Narmada Bachao Andolan.	16
	TOTAL	60

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs a. Home Assignment – 10 Hrs b. Presentation – 10 Hrs c. Quiz – 5 Hrs d. Video Screening – 5 Hrs

Textbooks:

1. Brown and, Judith C. and Robert C. Davis ed.1998. *Gender and Society in Renaissance Italy* New York. Longman.
2. Foucault, Michel.1990. *The History of Sexuality, Vol. 1: An Introduction*. New York. Vintage Books.

Reference Books:

1. Guy-Sheftall, Beverly ed.1995. *Words of Fire: An Anthology of African-American Feminist Thought*. New York. W. W. Norton.
2. Kumar, Radha. 1993.*The History of Doing, An Illustrated Account of Movement for Women's Rights and Feminism in India 1800-1990*. London; New York. Verso.
3. Nayar, Sushila& Mankekar, Kamala (ed.). 2015.*Women Pioneers, In India's Renaissance.*, Delhi. National Book Trust.

4. Angol, Padma. 2005. *The Emergence of Feminism in India, 1850-1920*. USA. Ashgate.
5. Bora, Shiela. 2016. *Kanaklata Barua*. New Delhi. National Book Trust.
6. Butler, Judith. 1993. *Bodies that Matter: On the Discussive Limits of "Sex"*. London and New York. Routledge.
7. Deka, Meeta. 2013. *Women's Agency and Social Change: Assam and Beyond.*, New Delhi. Sage Publications, India Pvt Ltd.
8. Ghosh, Indira, 1998. *Women Travellers in India: The Power of Feminine Gaze*, Delhi. Oxford University Press.

Reading Materials:

1. Ghoshal Guha, Sarbani. 2005. Major Trends of Feminism in India. *The Indian Journal of Political Science* , Oct.-Dec., 2005, Vol. 66, No. 4 (Oct.-Dec., 2005), pp. 793-812 Published by: Indian Political Science Association Stable URL: <https://www.jstor.org/stable/41856169> JSTOR
2. Gupta, Charu. ed. 2012. *Gendering Colonial India: Reforms, Print, Caste and Communalism*, Orient Blackswan.
3. Kelly, Joan.1984. The Social Relations of the Sexes: Methodological Implications of Women's History, *Signs* 1, no. 1,1976: 809-823 Reprint in: idem., *Women, History, and Theory: The Essays of Joan Kelly* Chicago. The University of Chicago Press.
4. Morgan, Sue ed. 2006. *The Feminist History Reader*, London. Routledge.
5. Parker, Andrew, Russo, Sommer, and Yaeger. Eds. 1992. *Nationalisms and Sexualities* London. Routledge.
6. Roberts, Elizabeth.1996. *A Woman's Place: An Oral History of Working Class Women, 1890-1940*, Oxford. Blackwell.
7. Scott, Joan Wallach.1999. *Gender and the Politics of History*. New York. Columbia University Press.
8. Yuval-Davis, Nira.1997. *Gender and Nation*. London. Sage.

Course: C-204

Level: 500

Title of the Paper: History of Eighteenth Century India

Subject Code: HST184C204

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objectives:

The course aims at acquainting students with the complex history of India and the contours of state formations in the 18th century. It is aimed at introducing students to the history of the rise of regional power alignments and colonial political economy through a thorough survey of historiographical debates.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the historical trends of the 18 th Century in India viz. imperial collapse and regionalization	BT 1
CO 2	Interpret the salient arguments of the major historiographical perspectives on the nature of the 18 th century in India.	BT 2
CO 3	Construct a well-informed perspective of the shift in the alignment of political power in the period viz the rise of the regional/successor states.	BT 3
CO 4	Analyze the rise of European powers and colonial politics and situate the same within the context of the historiography of the period.	BT 4
CO 5	Assess the historical impact of the new colonial interventions that laid the foundation of modern Indian history viz. land relations, trade and commerce and ideology.	BT 5

Course Outline:

Modules	Course Content	Periods
I	Historiography: <ol style="list-style-type: none">1. The ‘Dark Age’ and ‘Twilight’ perspectives-contemporary perceptions, colonial, and nationalist interpretations2. Marxist perspective- Eighteenth century as a period of crisis and decline, the Jagirdari and agrarian crises, colonial transformation, colonization of Indian economy3. The ‘Revisionist’ challenge- Interrogating the centralized nature of Mughal state, Mughal decline as a factor in economic and societal progress, continuity and property thesis, emergence of new social groups and ‘portfolio	14

	capitalists', the thesis of indigenous origins of early colonial state and 'transition' to colonialism	
II	Disintegration of the Mughal Empire, 'Successor' states, and Warfare: <ol style="list-style-type: none"> 1. Mughal Empire in the post- Aurangzeb period, parties and politics at the Mughal court, 1707- 1761 2. The struggle for Wizaarat, the role of Saiyyid Brothers, Nizam- ul Mulk, Najibuddaulah and Safdarjung 3. Maratha state in the eighteenth century 4. Foreign invasions and their impact 	14
III	Beginning of European Colonization and Rise of the British: <ol style="list-style-type: none"> 1. The Portuguese in India 2. The French in India 3. British Conquest of Bengal, Oudh, Deccan, and Southern Regions 	16
IV	British Colonization and the Decline of the traditional economy: <ol style="list-style-type: none"> 1. New Revenue Settlements: Permanent, Ryotwari and Mahalwari 2. Commercialization of Agriculture 3. De-industrialization 4. Ideology of the early colonial state in India 	16
	TOTAL	60

Notional Hours:

As per the requirements of the NEP, each credit reflected in a paper must be co-related with 30 notional hours. As such, the notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs <ul style="list-style-type: none"> • Home Assignment – 10 Hrs • Presentation – 10 Hrs • Quiz – 5 Hrs • Video Screening – 5 Hrs

Textbooks:

1. Alavi, S. 2002. *The Eighteenth Century in India*, Oxford University press.
2. Bandyopādhyāya, Ś., 2004. *From Plassey to partition: a history of modern India*. Orient Blackswan.

Reference Books:

1. Agrawal, D.P., 1981. *The Archaeology of India*. London. Curzon Press.
2. Alam, M.1986. *The Crisis of Empire in Mughal North India*. Delhi. Oxford University

- Press
3. Bayly, C.A., 2012. *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion: 1770–1870*. Oxford University Press.
 4. Chandra, S. 1986. *The Eighteenth Century in India: It's Economy and the Role of Marathas, the Jats, the Sikhs and the Afghans*. Calcutta. K. P. Bagchi & Co
 5. Gordon, S., 1993. *The Marathas 1600-1818* (Vol. 4). Cambridge University Press.

Reading Materials:

1. Alam, M., 1991. Eastern India in the early eighteenth century 'crisis': Some evidence from Bihar. *The Indian Economic & Social History Review*, 28(1), pp.43-71.
2. Bayly, C.A., 1975. Town Building in North India, 1790–1830. *Modern Asian Studies*, 9(4), pp.483-504.
3. Bayly, S., 2001. *Caste, society and politics in India from the eighteenth century to the modern age* (Vol. 3). Cambridge University Press.
4. Chandra, S., 1973. Social Background to the Rise of the Maratha Movement during the 17th Century in India. *The Indian Economic & Social History Review*, 10(3), pp.209-217.
5. Gupta, A.D., 1970. Trade and Politics in 18th century India. *Islam and the Trade of Asia*, p.199.
6. Marshall, P., 2014. The British Presence in India in the 18th century. BBC, http://www.bbc.co.uk/history/british/empire_seapower/east_india_01.shtml#top, accessed, 26.
7. Metcalf, T.R., 1997. *Ideologies of the Raj* (Vol. 4). Cambridge University Press.
8. Singh, C., 1988. Centre and periphery in the Mughal State: the case of seventeenth-century Panjab. *Modern Asian Studies*, 22(2), pp.299-318.
9. Stein, B., 1989. Eighteenth Century India: Another View. *Studies in History*, 5(1), pp.1-26.

Semester-II

Course: O-201

Level: 500

Title of the Paper: Innovations in Medieval India: Tools, Techniques, Technologies and Culture

Code: HST184C206

L-T-P-C-3-1-0-4

Credit Units: 4

Course Objectives:

To provide a comprehensive understanding of the political, economic, technological, and cultural developments in medieval India. It gives an insight into agricultural and industrial innovations, scientific advancements. Additionally, the course highlights the rich cultural intermingling of the period. By the end of the course, students will develop a critical appreciation of the multifaceted nature of medieval Indian society and its lasting influences.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO1	Recall Medieval Indian political structures and state formation.	BT1
CO2	Understand the agrarian economy, land grant systems, and the role of trade guilds in urbanization with technological innovations.	BT2
CO3	Identifying various scientific and military innovations to get better understanding of characteristic of Medieval India.	BT3
CO4	Examine the pattern and effects of religious and cultural transformations	BT4
CO5	Assess the Medieval Indian Polity from the point of view of innovations and technology introduced, accepted and utilized, which is also continuing till now.	BT5

Course Outline:

Modules	Course Content	Periods
I	Medieval India: Overview Political Background: Regional states in Northern India, Samanta system, Arab and Turkish incursions, Sultanate Period, Mughals	14
II	Agriculture and Industrial Innovations Introduction to Agrarian economy, land grants, trade, guilds, and urbanization Irrigation Innovations Military engineering (lime mortar, bastions, and cannon technology) Stepwells, tanks, and canal systems	15
III	Scientific and Technological Developments Astronomy, Mathematics, and Medicine Gunpowder warfare and artillery innovations Fortifications and Maritime technology Influence of European military techniques	15
IV	Cultural Influences and Religious Intermingling Socio-religious movements (Sufism and Bhakti) Indo-Islamic architecture Persian influence on language and literature (travelers and travelogues) Mughals: Paintings, Music, Manuscripts	16
	TOTAL	60

Notional Hours:

The notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	NA	30 Hrs <ul style="list-style-type: none"> • Home Assignment- 10 Hrs • Presentation- 10 Hrs • Quiz -5 Hrs • Video screening -5 Hrs

Textbooks:

1. Habib, Irfan. 2007. *Medieval India: The Study of a Civilisation*. New Delhi. National Book Trust.

2. Habib, Irfan. 2008. *Technology in Medieval India, 650-1750* New Delhi. Tulika Books.

References:

1. Marshall, Hodgson. 1984. *The venture of Islam: conscience and history in a world civilization*, vols. 1- 2, University of Chicago Press
2. Smith, Paul. 2013. *The Book of Amir Khusrau: Selected Poems and the Tale of the Four Dervishes*, New Humanity Books, Book Heaven.
3. Rahman, A. 1999, *Science and Technology in Medieval India: A Bibliographical Survey*. New Delhi: Indian National Science Academy.
4. Eaton, Richard M. 2020. *India in the Persianate Age: 1000-1765*. Delhi. Penguin.
5. Habib, Irfan, 2013. *The Agrarian System of Mughal India: 1556-1707* (3rd ed.). New Delhi. Oxford India Paperbacks.

Reading material:

1. Chattopadhyay, A. 2010, *Cultural Synthesis in Medieval India: The Bhakti and Sufi Movements*. New Delhi: Sage Publications.
2. Eaton, R.M. 1993, *The Rise of Islam and the Bengal Frontier, 1204–1760*. Berkeley: University of California Press.
3. Habib, I. 1981, *The Agrarian System of Mughal India 1556–1707*. Delhi: Oxford University Press.
4. Khan, I. 2002, *Military Technology and Art of War in the Mughal Empire*. Delhi: Roli Books.
5. Richards, J.F. 1995, *The Mughal Empire*. Cambridge: Cambridge University Press.
6. Sharma, R. 2012, *Agrarian Economy in Medieval India*. New Delhi: Academic Press.
7. Thapar, R. 1990, *A History of India*. New York: Penguin Books.
8. Alam, M. and Subrahmanyam, S. 2007, *Indo-Persian Travels in the Age of Discoveries, 1400–1800*. Cambridge: Cambridge University Press.
9. Deloche, J. 1993, *Military Technology in India (1500-1800)*. New Delhi: Manohar Publishers.
10. Habib, I. 2008, 'Irrigation and Hydraulic Engineering in Medieval India', *Studies in People's History*, 5(2), pp. 103-117.
11. Topsfield, Andrew. 2013, *Paintings from Mughal India*. UK. The Bodleian Librar

Semester-III

Course: C-301

Level: 500

Title of the Paper: Historical Archaeology in Comparative Perspective

Subject Code: HST184C301

L-T-P-C-3-1-0-4

Credit Units: 4

Course Objective: The course explores the relationship between history and archaeology, using case studies to highlight their role in reconstructing both the distant and recent past.

Course Outcomes:

On successful completion of the course, the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the significance and scope of Historical Archaeology.	BT 1
CO 2	Illustrate the relationship between history and archaeology in reconstructing the past.	BT 2
CO 3	Identify the methods of historical archaeology.	BT 3
CO 4	Compare historical archaeological approaches in global contexts.	BT 4
CO 5	Evaluate archaeological evidence related to early trade, urbanization, and cultural interactions.	BT 5
CO 6	Creating new horizons of historical research on issues of ancient literate societies as well as communities of the recent past.	BT 6

Course Outline:

Modules	Course Content	Periods
I	Concept and Development: Definition, scope and value of Historical Archaeology The relationship between History and Archaeology Method in Historical Archaeology	15
II	Historical Archaeology in the West: Issues and scales of analysis in world historical archaeology	15

	Chronology and methodology: distinctions between Old World Approaches and New World Traditions Objects and texts: Possibilities and problems of the dialogue between material culture and writing	
III	Historical Archaeology in early India: Indo-Roman trade Archaeology of Silk Road Early interactions between the Indian coast and Southeast Asia Historical Archaeology and archaeology of urbanisation in Brahmaputra Valley	15
IV	The Medieval and the Early Modern periods: Early Modern Historical Archaeology of the medieval and early modern worlds with case studies relating to conquest and colonisation	15
	TOTAL	60

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs a. Home Assignment – 10 Hrs b. Presentation – 10 Hrs c. Quiz – 5 Hrs d. Video Screening – 5 Hrs

Textbooks:

1. Deetz, J. 1977. *In Small Things Forgotten: An Archaeology of Early American Life*, New York. Double day.
2. Gilchrist, R. (ed.). 2005. *Historical Archaeology*. Special Issue of World Archaeology, Volume 37 (3). Stable URL: <https://www.jstor.org/stable/40024239>.

Reference Books:

1. Allchin, R. 1995. *The Archaeology of Early Historic South Asia - The Emergence of Cities and States*, Cambridge University Press.
2. Chakrabarti, D.K. 1999. *India: An Archaeological History*. New Delhi. Oxford University Press.
3. Chauley, Milan Kumar and Manjil Hazarika (ed). 2021. *Archaeology in Northeast India – Recent Trends and Future Prospects – Essays Celebrating 150 Years of Research*, New Delhi. Research India Press.
4. Choudhury, R.D. 1985. *Archaeology of the Brahmaputra Valley of Assam: Pre-Ahom period*. Delhi. Agam Kala Prakashan.

5. Das, P. 2007. *History and Archaeology of North-East India (5th Century to 1826 A.D.)*. New Delhi. Agam Kala Prakashan.
6. Dhavalikar, M.K. 1999. *Historical Archaeology of India*. New Delhi. Books and Books.
7. Schuyler, R.L. 1978. *Historical Archaeology: A Guide to Substantive and Theoretical Contributions*. New York. Baywood Publishing Company.
8. South, S. 1977. *Method and Theory in Historical Archaeology*. New York. Academic Press.

Reading Materials:

1. Dutta, H.N. (ed.). 2006. *Ambari Archaeological Site: An Interim Report*, Guwahati. Directorate of Archaeology, Assam.
2. Funari, P.P.A., Hall, M., and Jones, S.(ed.).1999. *Historical Archaeology: Back from the Edge. One World Archaeology Series.*, London. Routledge.
3. Horning, Audrey. 2016. Transatlantic Currents: Exploring the Past, Present, and Future of Global Historical Archaeology *Historical Archaeology*. Vol. 50, No. 3, HISTORICAL ARCHAEOLOGY IN THE NEXT DECADES (2016), pp. 111-126 Published by: Springer Stable URL: <https://www.jstor.org/stable/44956013>.
4. Mehta, R.N. 1979. *Medieval Archaeology*. Delhi. Ajanta Publications.
5. Moreland, J. 2001. *Archaeology and Tex*. London. Gerald Duckworth and Co. Ltd.
6. Ray, Amita and S. Mukherjee (ed.). 1990. *Historical Archaeology of India*, New Delhi. Books and Books.
7. Shinde, Vasant. 1999. HISTORICAL ARCHAEOLOGY OF INDIA by M.K. DHAVALIKAR Review Bulletin of the Deccan College Post-Graduate and Research Institute , 1998-1999, Vol. 58/59 (1998-1999), pp. 301-303 Published by: Vice Chancellor, Deccan College Post-Graduate and Research Institute (Deemed University), Pune Stable URL: <https://www.jstor.org/stable/42930563>.

Semester–III

Course: C-302

Level: 500

Title of the Paper: History, Culture and Politics in North east India

Subject Code: HsT184C302

L-T-P-C–3-1-0-4

Credit Units: 4

Course Objective: To provide a comprehensive understanding of the historical evolution, cultural diversity, and political developments in Northeast India, fostering critical engagement with its socio-political complexities.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Identify and describe the historical background, cultural diversity, and socio-political developments in Northeast India.	BT 1
CO 2	Explain the significance of tribal societies, traditional governance, and cultural heritage in shaping Northeast India's	BT 2
CO 3	Analyse historical events, political transitions, and cultural transformations in Northeast India with reference to colonial and post-colonial policies.	BT 3
CO 4	Examine the role of ethnic movements, autonomy demands, and insurgency in shaping the political landscape of Northeast India.	BT 4

Course Outline:

Modules	Course Content	Periods
I	British Annexation and Colonial Rule (1826–1947) Early British Expansion: Treaty of Yandabo (1826), incorporation of Assam, Manipur, and hill regions Anglo-Tribal Relations: Khasi-Garo resistance, Anglo-Kuki War (1917–1919), Anglo-Manipur War (1891), British policies towards Nagas and Mizos Colonial Economic Policies: Impact of the tea industry, coal mining, timber trade, labor migration	15

	Christian Missionary Influence: Spread of Western education, conversion, and cultural transformations Inner Line Regulation (1873) and its impact on tribal autonomy	
II	Culture, Society, and Identity Formation Ethnic and Linguistic Diversity: Tribes and their socio-cultural practices across the region Traditional Political Systems: Kingship in Manipur and Tripura, chieftainship among Nagas, Khasis, and Mizos Oral Traditions, Folklore, and Indigenous Knowledge Systems Impact of Colonial and Post-Colonial Policies on Cultural Identity	15
III	Political Transitions and Statehood Movements Integration into Independent India: Role of the Indian government, formation of new states (Nagaland-1963, Meghalaya-1972, Arunachal Pradesh & Mizoram-1987) Autonomy and Statehood Movements: Role of Sixth Schedule, tribal councils, and demand for separate states Insurgency and Armed Conflicts: Naga National Council (NNC), Mizo National Front (MNF), ULFA, Bodo and Kuki insurgencies Peace Initiatives and Accords: Shillong Accord (1975), Mizo Accord (1986), Naga peace process	15
IV	Contemporary Issues and Developmental Challenges Ethnic Conflicts and Border Disputes: Assam-Mizoram, Assam-Nagaland, Meghalaya-Assam conflicts Migration, NRC, and Citizenship Debates Economic Development and Connectivity: Infrastructure projects, Act East Policy, tourism potential Environmental Concerns: Deforestation, hydroelectric projects, climate change impact on tribal livelihoods	15
	TOTAL	60

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning

60Hrs	--	30Hrs <ul style="list-style-type: none"> • Home Assignment–10 Hrs • Presentation–10 Hrs • Quiz–5Hrs • Video Screening–5Hrs
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Textbooks:

1. Baruah, S. (2005). *Durable disorder: Understanding the politics of Northeast India*. Oxford University Press.
2. Chaube, S. K. (2012). *Hill politics in Northeast India*. Orient BlackSwan.

Reference Books:

1. Bhattacharjee, J. B. (1995). *Colonial Northeast India: A study of society, economy, and politics*. Omsons Publications.
2. Singh, M. (1980). *The Meitei society: A historical analysis*. Mittal Publications.
3. Vanlalvunga, H. (2018). *Mizo insurgency and peace accord*. Routledge.

Reading Materials:

1. Nag, S. (2002). *Contestations and accommodations: Indigenous peoples and the state in India*. Manohar Publishers.
2. Datta, P. (1990). *Autonomy movements in Northeast India*. Omsons Publications.
3. Sharma, J. (2011). *Empire's garden: Assam and the making of India*. Duke University Press.
4. Baruah, S. (1999). *India against itself: Assam and the politics of nationality*. University of Pennsylvania Press.
5. Singh, N. (2018). *Insurgency in Northeast India: The role of external actors*. Sage Publications.

Semester–III

Course: C-303

Level: 500

Title of the Paper: Fundamentals of Historical Research

Subject Code: HST184C303

L-T-P-C–3-1-0-4

Credit Units: 4

Course Objective: To equip students with the fundamental principles, methodologies, and ethical practices of historical research for conducting scholarly investigations.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Define and explain the fundamental concepts, scope, and significance of historical research.	BT 1
CO 2	Differentiate between various types of historical sources and research methodologies.	BT 2
CO 3	Apply research methods to collect, classify, and analyse historical data from different sources.	BT 3
CO 4	Examine and interpret historical evidence using appropriate research techniques and historiographical approaches.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Introduction to Historical Research Meaning, Nature, and Scope of Historical Research History as a Discipline: Facts, Interpretation, and Objectivity Interdisciplinary Approaches in Historical Studies Types of Historical Sources: Primary, Secondary, Oral, and Digital Sources	15

II	Research Methodology in History Selection of Research Topic and Framing of Research Questions Collection, Classification, and Analysis of Data Different Approaches: Qualitative vs. Quantitative Research Techniques of Interpretation: Textual Analysis, Comparative Method, and Ethno history	15
III	Tools, Techniques, and Ethics of Research Use of Archives, Libraries, and Museums in Historical Research Fieldwork and Oral History: Methods and Challenges Citation Styles (Chicago, MLA, and APA) and Referencing Techniques Plagiarism, Research Ethics, and Academic Integrity	15
IV	Writing and Presenting Historical Research Structure of a Research Paper/Dissertation/Thesis Writing Literature Review and Footnotes Preparing Bibliographies and Annotated References Seminar Presentation, Peer Review, and Publishing Research	15
	TOTAL	60

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60Hrs	--	30Hrs <ul style="list-style-type: none"> • Home Assignment–10 Hrs • Presentation–10 Hrs • Quiz–5Hrs • Video Screening–5Hrs

Textbooks:

1. Carr, E. H. (1961). *What is history?* Penguin Books.
2. Tosh, J. (2015). *The pursuit of history: Aims, methods and new directions in the study of history* (6th ed.). Routledge.

Reference Books:

1. Bloch, M. (1953). *The historian's craft*. Manchester University Press.
2. Collingwood, R. G. (1946). *The idea of history*. Oxford University Press.
3. Elton, G. R. (2002). *The practice of history* (2nd ed.). Wiley-Blackwell.

Reading Materials:

1. Burke, P. (2001). *New perspectives on historical writing* (2nd ed.). Penn State University Press.
2. Gottschalk, L. (1969). *Understanding history: A primer of historical method*. Alfred A. Knopf.
3. Munslow, A. (2006). *Deconstructing history* (2nd ed.). Routledge.
4. Howell, M., & Prevenier, W. (2001). *From reliable sources: An introduction to historical methods*. Cornell University Press.
5. Furay, C., & Salevouris, M. J. (2010). *The methods and skills of history: A practical guide* (3rd ed.). Wiley-Blackwell.

Semester– III

Course: O-301

Level: 500

Title of the Paper: Politics, Society and Culture in Medieval Deccan

Subject Code: HST184C306

L-T-P-C-3-1-0-4

Credit Units: 4

Course Objectives:

This course aims to introduce students to the historical developments of the region, focusing on its political, social, and cultural transformations. By examining the rise and fall of the Bahmani Sultanate, the emergence of the splinter Sultanates, and their interactions with external powers like the Mughals, Marathas, and Portuguese, students will gain a comprehensive understanding of Deccan's political landscape. The course also delves into the role of religion in politics, sectarian divisions, and ethnic identities, highlighting the complex dynamics between Deccanis and foreigners. Furthermore, students will explore the influence of Sufism on state and society, as well as the region's rich cultural heritage, including its architectural marvels, literary traditions, and thriving trade networks. By engaging with these themes, the course provides a holistic perspective on the medieval Deccan, beyond just its political history.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Define the key political developments in the Deccan, including the rise and fall of the Bahmani Sultanate and the emergence of splinter Sultanates.	BT 1
CO 2	Explain the role of religious and ethnic dynamics in shaping state politics, including sectarian divisions and the relationship between Islam and non-Muslims.	BT 2
CO 3	Identify major cultural contributions of the Deccan, including miniature paintings, architectural styles, literature, and trade networks.	BT 3
CO 4	Analyze the influence of Sufi orders on Deccani society, culture, and governance	BT 4
CO 5	To evaluate the political, social, and cultural transformations in the Deccan and their long-term impact on regional and Indian history.	BT 5

Course Outline:

Modules	Course Content	Periods
I	Political trajectories: Rise and fall of the Bahmani Sultanate, Emergence of the splinter Sultanates of Ahmednagar, Bijapur, Berar, Golconda, and Bidar and their relation with Vijaynagar, Presence of the Portuguese, Maratha raids, Mughal campaigns in Deccan.	15
II	Religious and Ethnic dimensions in State Politics: The Question of religion in politics, Islam and non-Muslims, Shias and Sunnis, Deccanis and foreigners.	15
III	Sufism in the Deccan: Introduction to Sufism in the Deccan, Major Sufi Orders and Their Influence, Sufism and the State, Sufi dargahs and their socio-cultural impact, Cultural contributions of Sufism in the Deccan.	15
IV	Cultural contours: Miniature paintings and architecture, Language and literature in the Deccani, Urdu, Telugu, Kannad, and Marathi; patronage to Persian poetry.	15
	TOTAL	60

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60Hrs	--	30Hrs <ul style="list-style-type: none"> • Home Assignment–10 Hrs • Presentation–10 Hrs • Quiz–5Hrs • Video Screening–5Hrs

Textbooks:

1. Eaton, R.M. (2005) *A social history of the Deccan, 1300–1761: Eight Indian lives*. Cambridge: Cambridge University Press.
2. Sherwani, H.K. and Joshi, P.M. (eds.) (1973) *History of Medieval Deccan, 1295–1724*. Hyderabad: Government of Andhra Pradesh.

References:

1. Kulkarni, A.R., Nayeem, M.A. and de Souza, T.R. (eds.) (1996) *Mediaeval Deccan history: Commemoration volume in honour of P.M. Joshi*. Bombay: Popular Prakashan.
2. Kruijtzter, G. (2009) *Xenophobia in seventeenth-century India*. Leiden: Leiden University Press.
3. Michell, G. and Zebrowski, M. (1999) *Architecture and art of the Deccan Sultanates*. Cambridge: Cambridge University Press.

Reading Materials :

1. Siddiqi, A.M. (1956) 'Shaikh Siraj Junaidi and his contributions to the medieval history of the Deccan', *Proceedings of the Indian History Congress*, 19, pp. 202-208.
2. Siddiqi, A.M. (1956) 'Some observations on the medieval history of the Deccan', *Proceedings of the Indian History Congress*, 19, pp. 209-214.
3. Sherwani, H.K. (1985) *The Bahmanis of the Deccan*. New Delhi: Munshiram Manoharlal Publications.
4. Sohoni, P. (2018) *The architecture of a Deccan Sultanate: Courtly practice and royal authority in late medieval India*. London: I.B. Tauris.
5. Eaton, R.M. (1978) *The Sufis of Bijapur, 1300–1700: Social roles of Sufis in medieval India*. Princeton: Princeton University Press.

Semester-III

Course: O - 302

Level: 500

Title of the Paper: Indian National Movement: Early Phase (1885-1919)

Code: HST184C307

L-T-P-C: 3-1-0-4

Credit Units: 4

Course Objectives:

To introduce students with the emergence of nationalism in India and the factors responsible for the emergence of nationalism. This paper will also provide a deep understanding of the major developments in the Indian freedom movement in the pre- Gandhian era.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO1	Define Indian Nationalism and its Historiographical perspective and recalling early political organisation as background.	BT1
CO2	Explain the foundation of Indian nationalism, its aims and objectives, the colonial attitude towards it, the Safety Valve Theory, and the differences between moderate and extremist policies	BT2
CO3	Build an understanding of the Impact of the Partition of Bengal, Swadeshi Movement, Revolutionary Activities, Formation of the Muslim League, and Surat Split	BT3
CO4	Examine the influence of the First World War on Indian Politics, the Home Rule Movement, and the Early Involvement of M.K. Gandhi	BT4

Course Outline:

Modules	Course Content	Periods
I	Emergence of Indian Nationalism Historiography of Indian National Movement, Emergence of Indian Nationalism: Theories and interpretations, Early Political Organizations	16
II	Foundation of the Indian National Congress Aims and Objectives, Colonial Attitude: the 'Safety Valve Theory', Moderates Politics, Extremist Ideology	14
III	Political Developments in the early 20th Century Partition of Bengal, Swadeshi Movement, Rise of Revolutionary Activities, Formation of the Muslim League, Surat Split	12

IV	First World War and Indian Politics Impact on Indian politics, The Home Rule Movement and Lucknow Pact, The Early involvement of M. K. Gandhi in Indian Politics	14
	TOTAL	56

Notional Hours:

The notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs <ul style="list-style-type: none"> • Home Assignment-10 Hrs • Presentation-10 Hrs • Quiz- 5 Hrs • Video Screening-5 Hrs

Textbooks:

1. Chandra, Bipan. (1989) *India's Struggle for Independence*. London. Penguin Books.
2. Sarkar, Sumit. (2014). *Modern India 1885-1947*. NewDelhi. Macmillan.

References:

1. Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition*. New Delhi. Orient Longman.
2. Chandra, Bipan. (1999). *Essays on Colonialism*. Delhi. Orient Longman.
3. Desai, A.R. (2000). *Social Background of Indian Nationalism*. Mumbai. Popular Prakashan Private Limited.

Reading Materials:

1. Mehrotra, S.R. (1967) 'The British India Society and its Bengal Branch, 1839-46', *The Indian Economic & Social History Review*, 4(3), pp. 219-240.
2. Fischer-Tinē, H. (2007) 'Indian Nationalism and the 'world forces': Transnational and diasporic dimensions of the Indian freedom movement on the eve of the First World War', *Journal of Global History*, 2(3), pp. 325-344.
3. Rothermund, D. (1971) 'Reform and Repression, 1907-1910', in *The Phases of Indian Nationalism and Other Essays*. Bombay: Nachiketa Publications, pp. 83-92.
4. Pande, B.N. (1985) 'A Centenary History of the Indian National Congress (1885-1919)', *Indian Historical Review*, 12(1-2), pp. 20-21.
5. Sarkar, S. (1973) 'The Swadeshi Movement in Bengal, 1903-1908', *Indian Economic & Social History Review*, 10(1), pp. 1-34.
6. Marican, N. (1971). 'Political Nationalism in British India: A Review Article', *Asian Studies*, vol. 9, no. 3, pp. 1-20.
7. Sanyal, S. (2014). 'Nationalism and the City in Colonial India: Bombay, c. 1890-1940', *Journal of Urban History*, vol. 40, no. 1, pp. 83-104.
8. Argov, D. (1967). 'Moderates and Extremists in the Indian Nationalist Movement, 1883-1920',

- The Indian Economic & Social History Review*, vol. 4, no. 1, pp. 55-84.
9. **Seal, A. (1968).** 'The Foundation of the Indian National Congress', *The Indian Economic & Social History Review*, vol. 5, no. 3, pp. 240-259.
 10. **Minault, G. (1974).** 'The Khilafat Movement: Religious Symbolism and Political Mobilization in India', *Modern Asian Studies*, vol. 8, no. 4, pp. 507-530
 11. **Osterhammel, J. (1986).** 'The Failure of East Asian Expansion and the Case of British India', *Comparative Studies in Society and History*, vol. 28, no. 4, pp. 629-644.
 12. **'The Home Rule Movement In India' (1919).** *Ganesh and Co. Madras.*
https://ia801402.us.archive.org/20/items/in.ernet.dli.2015.119320/2015.119320.The-Home-Rule-Movement-In-India_text.pdf

Semester- IV

Course: C-401

Level: 500

Title of the Paper: Select Issues in the Study of Nationalism in India (1919-1949)

Subject Code: HST184C401

L-T-P-C: 3-1-0-4

Credit Units: 4

Course Objectives: This course aims to examine key issues in mass nationalism with a focus on Gandhian nationalism, analyzing its ideological foundations, strategies, and impact through engagement with primary source materials.

Course Outcomes:

On successful completion of the course, the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	List new interpretations, perspectives, and sources in the study of mass nationalism.	BT 1
CO 2	Outline the emergence of Gandhian politics and its role in shaping nationalist struggles.	BT 2
CO 3	Identify the techniques of mass mobilization in Khilafat, Non-Cooperation, Civil Disobedience, and Quit India movements.	BT 3
CO 4	Analyze the interactions between Congress, various social groups, and the colonial state leading up to Partition.	BT 4
CO 5	Evaluate the impact of Gandhian mass nationalism on post-independence India, assessing its legacy in contemporary political and social movements.	BT 5

Course Outline:

Modules	Course Content	Periods
I	1. New Interpretations and Perspectives- Debates on mass nationalism, historiographical shifts, and subaltern critiques. 2. New Sources- Gandhi's writings, vernacular newspapers, memoirs and archives.	15
II	1. The Beginnings of 'Gandhian' Politics: (a) Champaran, Kheda, Ahmedabad (b) Rowlatt Satyagraha 2. The Nation and Nationalist Struggle in Gandhian Nationalism	15
III	1. Khilafat and Non-Cooperation and techniques of mass nationalism. 2. The era of Mass Nationalism (Civil Disobedience and Quit India)	15

	The rigidification of sectarian identities and Congress	
IV	1. Congress and Social and Regional Groups and Classes: 'Untouchables', Capitalists, Peasants, Workers 2. 1942: Perceptions of the Colonial State 3. Partition: the Long post-History	15
	TOTAL	60

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs a. Home Assignment – 10 Hrs b. Presentation – 10 Hrs c. Quiz – 5 Hrs d. Video Screening – 5 Hrs

Textbooks:

1. Amin, Shahid, 2006. *Event, Metaphor Memory: Chauri Chaura, 1922-1992*. Delhi. Penguin India.
2. Bose Sugata and Jalal Ayesha, 2004. *Modern South Asia History, Culture, Political Economy*, Routledge, New-York.
3. Kumar, Ravinder, 1983. *Essays in the Social History of Modern India*. New Delhi. Oxford University Press.

Reference Books:

1. Zamindar, Vazira. 2007. *The Long Partition and the Making of Modern South Asia*. New Delhi. Viking.
2. Low, D. A. (ed.). 2004. *Congress and the Raj*. Delhi. Reprinted by Oxford University Press
3. Sarkar, Sumit. 1983. *Popular Movements and Middle-Class Leadership*. Calcutta. K.P. Bagchi.

Reading Materials:

1. Brown, J.M. 1994. *Gandhi: Prisoner of Hope*. New Haven: Yale University Press.
2. Chandra, B. 2008. *India's Struggle for Independence, 1857-1947*. New Delhi: Penguin Books.
3. Guha, R. 1983. *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi: Oxford University Press.
4. Hardiman, D. 2003. *Gandhi in His Time and Ours: The Global Legacy of His Ideas*. New York: Columbia University Press.

5. Pandey, G. 2001. *Remembering Partition: Violence, Nationalism, and History in India*. Cambridge: Cambridge University Press.

Semester IV

Course: C - 402

Level: 500

Title: Approaches to Global History, 1492-2001

Subject Code: HST184C402

L-T-P-C: 3-1-0-4

Credit Units: 4

Course Objectives:

This course explores key themes and methodologies in global history from 1492 to 2001, examining interactions between societies, empires, and economies. It covers colonialism, trade networks, industrialization, decolonization, liberalization and globalization. Students will analyze historical sources, engage with historiographical debates, and develop critical thinking skills to understand historical change and continuity on a global scale. The course fosters comparative perspectives and interdisciplinary approaches.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Define the significance the key global interactions, including trade, migration, and cultural exchanges, that shaped the world from the Age of Exploration to the 21st century.	BT 1
CO 2	Explain the impact of colonialism and imperialism on different regions, considering economic, social, and political consequences.	BT 2
CO 3	Identify the major 'Enlightenment' ideas which emerged in Europe and their impact on shaping the concept of global history in the contemporary era.	BT 3
CO 4	Examine the role of industrialization, capitalism, and globalization in shaping economies and societies across different historical periods.	BT 4
CO5	Evaluate the major themes of Global History such as gender in world history, empires and 'imperial religions' in world history, liberalism, free trade, environmentalism, and food.	BT 5

Course Outline:

Modules	Topics/Course Content	Periods
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I	Concepts of ‘World’ and ‘Global’ History Narratives of Global History: a) genealogy and prehistory of globalization b) archaic globalizations c) gobalization in world history Regions in Global History: a) Trans-national histories b) Europe in world history c) Inner Eurasia d) Asia before the advent of the Europeans	14
II	Themes in Global History I: a) Gender in world history b) Empires and ‘imperial religions’ in world history	14
III	Themes in Global History II: a) Liberalism b) Free trade	14
IV	Themes in Global History III: a) Environmentalism b) Food	14
TOTAL		56

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs <ul style="list-style-type: none"> • Home Assignment–10 Hrs • Presentation–10 Hrs • Quiz–5 Hrs • Video Screening–5 Hrs

Textbooks:

1. Conrad, S. (2016). *What is Global History?* Princeton University Press.
2. Fernández-Armesto, F. (Ed.). (2017). *Approaches to Global History*. Princeton University Press.

References:

1. Marshall, Hodgson. (1984). *The Venture of Islam: Conscience and History in a World Civilization*, Vols. 1-2. University of Chicago Press.
2. Said, E. W. (1978). *Islamic Civilization, Orientalism*. Pantheon Books.
3. Patricia, Crone, (2004). *Meccan Trade and the Rise of Islam*. USA. Gorgias Press.

Study Materials:

1. Crone, P. (2004). *Meccan Trade and the Rise of Islam*. Princeton University Press.
2. Hodgson, M. (1984). *The Venture of Islam: Conscience and History in a World Civilization*. University of Chicago Press.
3. Krader, L. (1971). *Formation of the State*. Indiana University.
4. Low, D. A. (Ed.). (2004). *Congress and the Raj*. Oxford University Press.
5. Sarkar, S. (1983). *Popular Movements and Middle-Class Leadership*. K.P. Bagchi & Company.
6. Schacht, J. (1961). *An Introduction to Islamic Law*. Oxford University Press.
7. Schacht, Joseph. (1961). *An Introduction to Islamic Law*. UK. Clarendon Press.
8. Zamindar, V. (2007). *The Long Partition and the Making of Modern South Asia*. Columbia University Press.

Semester - IV

Course: O-401

Level: 500

Title of the Paper: Western Political Thought

Subject Code: HST184C406

L-T-P-C – 2-1-0-3

Credit Units: 4

Course Objectives:

The course aims at introduce students to nature of and approaches towards political thought by an examination of the shifting landscape of western political thought and ideology from ancient times to the contemporary period. It aims at giving a comprehensive understanding of the context and evolution of political thought in the western world so as to provide a key to the discernment of politics in the contemporary milieu.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Define political thought as the basis of social politics and list the approaches towards understanding political philosophy.	BT 1
CO 2	Interpret the historical context of major political philosophies from ancient to modern times.	BT 2
CO 3	Apply knowledge of the evolution of political philosophy to understand contemporary politics.	BT 3
CO 4	Analyze in detail the salient arguments and divergences of contested political philosophies of the past and present.	BT 4
CO 5	Assess the impact of historical political philosophy on the contemporary societies and the development of political formations in general.	BT 5

Course Outline:

Modules	Course Content	Periods
I	Understanding Political Thought Nature of Political Thought; Approaches to Interpretation; Strategy of Interpretation	14
II	Classical Political Thought Greek Political Thought – Socrates, Plato, Aristotle; Renaissance Tradition and Machiavelli	14

III	Liberalism, Utilitarianism and Enlightenment Traditions Thomas Hobbes, John Locke, Rousseau, Thomas Paine; Bentham and John Stuart Mill; Immanuel Kant	16
IV	Idealism, Marxism, Feminism and Pragmatism Hegel; Marx, Engels, Lenin, Rosa Luxembourg, Mao and Gramsci; Broad strands of Feminism; and Martin Luther King Jr.	16
	TOTAL	60

Notional Hours:

As per the requirements of the NEP, each credit reflected in a paper must be co-related with 30 notional hours. As such, the notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs <ul style="list-style-type: none"> • Home Assignment – 10 Hrs • Presentation – 10 Hrs • Quiz – 5 Hrs • Video Screening – 5 Hrs

Textbooks:

3. Gauba, O.P., 2013. An introduction to political theory. Macmillan.
4. McClelland, J.S. and McClelland, J.S., 2005. *A history of western political thought*. Routledge.

Reference Books:

6. E. 1980. *Greek Political Theory*. Bombay. BI Publications
7. Johri, J.C. 1999. *Contemporary Political Theory*. New Delhi. Sterling
8. Mukherjee, S. and Ramaswami S. 2013. *A History of Political Thought-Plato to Marx*. New Delhi. Prentice Hall
9. Sharma, U. and Sharma, S.K., 2006. *Western Political Thought*. Atlantic Publishers & Dist.

Reading Materials:

10. Alam, M., 1991. Eastern India in the early eighteenth century 'crisis': Some evidence from Bihar. *The Indian Economic & Social History Review*, 28(1), pp.43-71.
11. Mehta, U.S., 2018. *Liberalism and empire: A study in nineteenth-century British liberal thought*. University of Chicago Press.
12. Okin, S.M., 2013. *Women in western political thought*. Princeton University Press.
13. Perry, M., 2002. *Marxism and history* (p. 155). London: Palgrave.
14. Pocock, J.G.A., Schochet, G.J. and Schwoerer, L. eds., 1993. *The varieties of British political thought, 1500-1800*. Cambridge University Press.
15. Sabine, G.H., & Thomas T.L. 1973. *A History of Political Theory*. New Delhi. OUP.
16. Schofield, P., 2006. *Utility and democracy: The political thought of Jeremy Bentham*. OUP Oxford.
17. Verma, S.P. 1975. *Modern Political Theory*. New Delhi. Vikas.

Semester-IV

Course: O-402

Level: 500

Title of the Paper: Language, History and Nationalism in South Asia

Code: HST184C404

L-T-P-C-3-1-0-4

Credit Units: 4

Course Objectives:

This course will examine the relationship between language, culture and politics in South Asian history. The main themes will include the Relationship between language, culture and power in pre-modern India, colonial knowledge production and language, the role of language in shaping national and regional imaginations in colonial and post-colonial South Asia, emergence of linguistic publics and counter-publics defined through print, literary genres, cultural and political rhetoric, etc.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO1	Recall the role of Sanskrit, Persian, and regional languages in shaping cultural and political authority in pre-modern South Asia.	BT1
CO2	Explain the impact of colonial language policies on South Asian linguistic hierarchies and apply this understanding to assess contemporary language debates.	BT2
CO3	Develop an understanding about the role of language in national and regional identity formation and construct an argument on its influence in shaping post-independence linguistic movements.	BT3
CO4	Examine the impact of linguistic reorganization of states and synthesize perspectives on how regional language movements continue to shape Indian politics today.	BT4

Course Outline:

Modules	Course Content	Periods
I	Language, Culture, and Power in Pre-Modern South Asia Language in pre-colonial South Asia-usage, patronage and audience, The role of Sanskrit, Persian, and regional languages in knowledge production	14

II	Colonial Knowledge Production and Language The colonial state and education: From 'language as use' to 'language as identity', Orientalism and the creation of linguistic hierarchies, Print culture and the formation of linguistic identities	14
III	Language and the Making of National and Regional Identities The role of language in shaping national consciousness in colonial South Asia, Vernacular language movements and linguistic nationalism, Partition, state formation, and language policies	14
IV	Language, Politics, and Cultural Identity in Post-Colonial India – Regional Perspectives Linguistic Reorganization of States (1956): Case studies of Andhra Pradesh, Maharashtra, Gujarat, Punjab, and Northeast India, regional language movements	14
TOTAL		56

Notional Hours:

The notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs <ul style="list-style-type: none"> • Home Assignment-10 Hrs • Presentation-10 Hrs • Quiz- 5 Hrs Video Screening-5 Hrs

Textbooks:

1. Anderson, Benedict. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York/London. Verso.
2. Pollock, Sheldon. (2003). *Literary Cultures in History Reconstructions from South Asia*. Los Angeles. University of California Press.

References:

1. Bose Sugata and Jalal Ayesha. (2004). *Modern South Asia History, Culture, Political Economy*. New York. Routledge.
2. Brass, Paul. (1974). *Language, Religion and Politics in South Asia*. Cambridge University Press.
3. Cohen, Bernard. (1996). *Colonialism and Its Forms of Knowledge*, Princeton University Press, New Jersey.

Reading Materials

1. Cohn, Bernard. (1987). "Command of Language & Language of Command", in Ranajit Guha (ed.), *Subaltern Studies V*. Oxford University Press.
2. Laitin, D.D. (2009). 'Managing linguistic nationalism through constitutional design: Lessons from South Asia', *International Journal of Constitutional Law*, 7(4), pp. 577–605.
3. Mitchell, L. (2009). 'Constructions of the tongue: Language, nationalism, and identity in South Asia', *South Asian History and Culture*, 1(2), pp. 253–267.

4. Sethy, P. (2020). 'Language policy and ethnic conflict in South Asia', *Economic and Political Weekly*, 55(34), pp. 45–53.
5. Oldenburg, P. (1985). 'A place insufficiently imagined: Language, belief, and the Pakistan crisis of 1971', *The Journal of Asian Studies*, 44(4), pp. 711–733.
6. Pollock, S. (1998) 'The Cosmopolitan Vernacular', *The Journal of Asian Studies*, 57(1), pp. 6–37.
7. Truschke, A. (2014) 'Cosmopolitan Encounters: Sanskrit and Persian at the Mughal Court', *Indian Economic & Social History Review*, 51(3), pp. 1–32.
8. Rai, A. (2000) 'Hindi Nationalism', *Tracts for the Times*, 13, pp. 1–31.
9. Errington, J. (2001) 'Colonial Linguistics', *Annual Review of Anthropology*, 30, pp. 19–39.
10. **Ramaswamy, S. (1997)** 'Language, Nation, and Recognition of States in Post-Colonial India', *The Journal of Asian Studies*, 56(3), pp. 723–752.
11. **Rahman, T. (2002)** 'Language movements in Sri Lanka and Pakistan: Exploring global governance', *International Journal on Minority and Group Rights*, 9(1), pp. 45–71.
12. **Kumar, S. (2010)** 'Managing linguistic nationalism through constitutional design', *International Journal of Constitutional Law*, 7(4), pp. 577–603.

Semester-IV

Course: O-403

Level: 500

Title of the Paper: Indian Political Thought

Code: HST184C408

L-T-P-C-3-1-0-4

Credit Units:4

Course Objectives:

To introduce students to important issues related to Indian political thought by giving them a broad Overview of significant philosophical traditions and also to acquaint students with important Indian political thinkers and issues related to social evolution and statecraft.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO1	Define the foundations of Indian political thought through texts like <i>Manusmriti</i> , <i>Arthashastra</i> , and Buddhist-Jain philosophy.	BT1
CO2	Explain the contributions of thinkers like Al-Biruni, Barani, Abu'l-Fazl, and the political philosophies of Shivaji and Sikh Gurus.	BT2
CO3	Construct an understanding of the role of reformers and nationalists in shaping modern Indian political thought, including Liberalist, extremist, revolutionarist, Gandhian and anti-colonialist.	BT3
CO4	Examine the Political Ideology of Socio-religious Reformers and Socialist Political Thinkers.	BT4

Course Outline:

Modules	Course Content	Periods
I	Ancient Indian Political Thought Sources and Approaches, key thinkers: Manu and the Cosmic Vision; Shukra Niti; Kautilya and Pragmatism, Buddhist and Jain political thought	14
II	Medieval Political Thought in India Indo-Persian Political Thought: Al-Biruni and Ziauddin Barani: Political ethics and state policy and Abul Fazl and his theory of kingship , Regional Political Traditions: Maratha and Sikh	14

III	Indian Nationalist Movement Liberalism: Rammohan Roy, G.K.Gokhale. Extremist and Revolutionary Thinkers: B.G.Tilak, Bhagat Singh, Subhas Chandra Bose, Gandhian and anti-colonialism: V.D. Savarkar and Dr. S.P. Mookerjee,	14
IV	Political Ideology of Reformers and Socialist Thinkers Socio-Religious Reformers: Dayanand Saraswati; Swami Vivekananda; Vinoba Bhave Socialist Political Thinkers: M. N. Roy; J. L. Nehru; Jaiprakash Narayan; Ram Manohar Lohia	14
	TOTAL	56

Notional Hours:

The notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs.	--	30 Hrs <ul style="list-style-type: none"> • Home Assignment-10 Hrs • Presentation-10 Hrs • Quiz- 5 Hrs • Video Screening-5 Hrs

Textbooks:

1. Mehta, U. R. (1999). *Foundation of Indian Political Thought*. Delhi. Manohar.
2. Sharma U. & Sharma, S. K. (2019). *Indian Political Thought*. New Delhi. Atlantic Publishers.

References:

5. Appadorai, A. (1973). *Documentson Political Thought in Modern India*. Bombay. OUP.
6. Altekar, A. S. (1958). *State and Government in Ancient India*. Delhi. Motilal Benarsidas.
7. Thapar, R. (1990). *A History of India*. New Delhi. Penguin.

Reading Materials:

1. Sharma, A. (2021). 'Ancient Indian Political Thought: A Critical Appraisal', *International Journal of Political Science*, 3(1), pp. 57–72.
2. Sharma, R.S. (1995). 'Superstition and Politics in the Arthashastra of Kautilya', *Journal of the Bihar Research Society*, 40(3), pp. 223–231.
3. Rao, V.N., and Subrahmanyam, S. (2007). 'Notes on Political Thought in Medieval and Early Modern South India', *Modern Asian Studies*, 41(2), pp. 209–242.
4. Visana, V. (2016). 'Vernacular Liberalism, Capitalism, and Anti-Imperialism in the Political Thought of Dadabhai Naoroji', *The Historical Journal*, 59(1), pp. 255–277.
5. Verma, D. (2022). 'Post-Colonial Theory: The Intersection of Tradition and Modernity in Indian Politics', *ShodhKosh: Journal of Visual and Performing Arts*, 3(2), pp. 935–944.
6. Gupta, R. (2003) 'The study of ancient Indian political traditions', *Journal of Indian Political Thought*, 10(2), pp. 45–68.
7. Chopra, S. (2007) 'Relevance of Indian political vision in modern India', *Modern Political Analysis*, 15(4), pp. 123–140.

8. Seneviratne, H. L. (1997) 'Buddhist Political Thought and its Modern Implications', *The Journal of Asian Studies*, vol. 56, no. 1, pp. 155–177
9. Rao, V., & Subrahmanyam, S. (2007). 'Notes on Political Thought in Medieval and Early Modern South India', *Modern Asian Studies*, 41(5), pp. 1027–1055
10. Wolpert, S. (1961). 'Tilak and Gokhale: Revolution and Reform in the Making of Modern India', *The Journal of Asian Studies*, vol. 20, no. 4, pp. 511-512
11. Brown, D. M. (1961). 'Indian Political Thought from Ranade to Bhave', *The Journal of Asian Studies*, vol. 21, no. 1, pp. 77-88.
12. Bhatt, G.S. (1981) 'Raja Ram Mohan Roy: Political and Social Reformist', *The Indian Journal of Political Science*, 42(3), pp. 369–380