



**ROYAL SCHOOL OF HUMANITIES AND SOCIAL
SCIENCES
(RSHSS)**

DEPARTMENT OF HISTORY

COURSE STRUCTURE & SYLLABUS

(BASED ON NATIONAL EDUCATION POLICY 2020)

FOR

B.A. (Hons) History

(4 YEARS SINGLE MAJOR)

W.E.F. ACADEMIC YEAR

2023-24

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i. 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 in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC,

introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practises that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, 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.”

ii. Abbreviations

1. Cr. - Credit
2. Major - Core Courses of a Discipline
3. Minor - May/may not be related to Major.
4. SEC - Skill Enhancement Course
5. VAC - Value Addition Course
6. AECC - Ability Enhancement Compulsory Course
7. GEC - Generic Elective Course
8. IKS - Indian Knowledge System
9. AICTE - All India Institute of Technical Education
10. CBCS - Choice Based Credit System
11. HEIs - Higher Education Institutes
12. MSDE - Ministry of Skill Development and Entrepreneurship
13. NAC - National Apprenticeship Certificate
14. NCrF - National Credit Framework
15. NCVET - National Council for Vocational Education and Training
16. NEP - National Education Policy
17. NHEQF - National Higher Education Qualification Framework
18. NSQF - National Skill Qualifications Framework
19. NTA - National Testing Agency
20. SDG - Sustainable Development Goals
21. UGC - University Grants Commission
22. VET - Vocational Education and Training
23. ME-ME - Multiple Entry Multiple Exit
24. OJT - On Job Training
25. NCH - Notional Credit Hours

1. Introduction:

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.

- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

2. Award of Degree in B.A. (Hons) History Programme:

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

4.1. Undergraduate programmes of either 3 or 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications:

4.1.1. UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

4.1.2. UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

4.1.3. 3-year UG Degree: Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

4.1.4. 4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.

4.1.5. 4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

(Note: UG Degree Programmes with Single Major: A student must secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Mathematics with a minimum of 60 credits will be awarded a B.Sc. in Mathematics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Chemistry with a minimum of 80 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Chemistry in a 4-year UG programme with single major. Also the 4-year Bachelor's degree programme with Single Major is considered as the preferred option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.)

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (years)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Honours)	4	160	x	x	x
4-year UG Degree (Honors with Research)	4	160	Students who secure cumulative 75% marks and above in the first six semesters.		

3. Graduate Attributes:

Table:: The Learning Outcomes Descriptors and Graduate 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.

4. Programme Learning Outcomes in B.A. (Hons.) 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 Incultation 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.

5. Programme Specific Outcomes (PSOs)

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.

6. Teaching Learning Process

In the Department of History, our teaching-learning process for the B.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.

7. Assessment Methods

Methods	Weightage
Continuous Evaluation	30%
Semester End Examination	70%
Total	100%

The Continuous Evaluation component is again re-divided as per the following connotation:

- Class Participation (15%)
- Mid-Term Examination (10%)
- Attendance (5%)

Class Participation (15%): Every student's progress and performance are continuously adjudged throughout the semester in different ways such as Class Tests, Viva, Assignments, Project Work, and Seminars etc. 15% marks are allotted under the head 'Class Participation'.

Mid-Term Examination (10%): This is a written test conducted in the middle of the semester after completion of 30% to 40% of the course. 10% marks are allotted for Mid-Term Examination.

Attendance (5%): Ideally, a student is expected to attend 100% of the classes, but considering various hindrances like illness, accident, etc. a relaxation of maximum 25% is given, which means a student has to maintain an attendance of minimum 75% in each course; failing to do so will lead to debarment of the student from the examination in the said course. 1-5 marks are given to students having more than 75% attendance. Attendance is awarded to a student as per the following connotation:

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

Semester wise and component wise distribution of Courses (Four Year UGP-Single Major)										
Year	Semester	Major (Core)		Minor		Interdisciplinary	AEC- (English/MIL/Reg ional Language)	SEC/Internship/App renticeship/Dissert ation	VAC	Total credits
		Course Level	No. of Courses	Course Level	No. of Course	No. of Courses	No. of Courses	No. of Courses	No. of Courses	
I	I	100	2	100	1	1	1	1	1	20
	II	100	2	100	1	1	1	1	1	20
Exit-1: UG Certificate in the relevant discipline/Subject Total credit requirement: 40 credit (Additional 4 credit of work based vocational course/ internship/ apprenticeship on exit)										
2	III	200	2	(200 & above)	1	1	1	1	0	20
	IV	200	3	(200 & above)	2	0	1	0	0	20
Exit-2: UG Diploma in the relevant discipline/subject Total credit requirement: 80 credit (additional 4 credit of work based vocational course/internship/apprenticeship on exit) To undergo Summer Internship during Summer Break										
3	V	300	3	(200 & above)	1	0	0	1 (internship)	0	20
	VI	300	4	(200 & above)	1	0	0		0	20
For students who undertake 3 year UG Programme, UG Degree will be awarded in the relevant subject/discipline Total credit requirement: 120										
4	VII	400	4	(300 & above)	1	0	0	0	0	20
	VIII	400	2	(300 & above)	0	0	0	1 (Res. Proj/Dissertation)	0	20
Total										160
Note: After completion of Internship during Summer Term, students will have to submit a report with a completion certificate and comments from the internship supervisor/coordinator and make a presentation on his/her work relating the work to the overall learning objectives.										

Evaluation Scheme (2023- '24) (40 Credits)

	Component of Evaluation	Marks	Frequency	Code	Weightage (%)
A	Continuous Evaluation				
I.	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	25%
II.	Home Assignment		1-3	H	
III.	Project		1	P	
IV.	Seminar		1-2	S	
V.	Viva-Voce/Presentation		1-2	V	
VI.	SE	SE shall be of 10 marks	1-3	Q/CT	5%
VII.	Attendance	Attendance shall be of 5 marks	100%	A	
B	Semester End Examination		1	SEE	70%
	Project				100%

STRUCTURE OF THE SYLLABUS FOR 4 YEAR UG PROGRAMME

SCHOOL NAME - Royal School of Humanities and Social Sciences
DEPARTMENT NAME - Department of History
PROGRAMME NAME - B.A. (Hons) History (4 Years Single Major)

1st SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	HST182M101	History of Ancient India	Level 100	3	2-1-0
Major (Core)	HST182M102	History of North-East India	Level 100	3	2-1-0
Minor	HST182N101	Introduction to World History: Ancient Period	Level 100	3	2-1-0
Interdisciplinary (IDC)	IKS982K101	Introduction to Indian Knowledge System - I	Level 100	3	2-1-0
Ability Enhancement course (AEC)	CEN982A101	CEN I - Introduction to Effective Communication	Level 100	1	1-0-0
	BHS982A102	Behavioural Sciences - I	Level 100	1	1-0-0
Skill Enhancement Course (SEC)	HST182S121	Introduction to Museums and Museology	Level 100	3	2-0-1
Value Added Course (VAC)	VAC992V1411	To be chosen from a basket of courses History VAC- History of India From Ancient To Modern Times	Level 100	3	2-1-0
Swayam		Swayam/MOOCs	Level 100	3/4/5	
TOTAL CREDIT FOR 1st SEMESTER				20+3/4/5	
2nd SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	HST182M201	History of Modern South Asia	Level 100	3	2-1-0
Major (Core)	HST182M202	History of Early Medieval India	Level 100	3	2-1-0
Minor	HST182N201	Introduction to World History: Medieval Period	Level 100	3	2-1-0
IDC	IKS992K201	Introduction to Indian Knowledge System - II	Level 100	3	2-1-0
AEC	CEN982A201	CEN II – Approaches to Verbal and Non-Verbal Communication	Level 100	1	1-0-0
	BHS982A202	Behavioural Sciences - II	Level 100	1	1-0-0

SEC	HST182S221	Museology: Theory and Practice	Level 100	3	2-0-1
VAC	VAC992V2416	To be chosen from a basket of courses History VAC- History of the Indian National Struggle	Level 100	3	2-1-0
Swayam		Swayam/MOOCs	Level 100	3/4/5	
TOTAL CREDIT FOR 2nd SEMESTER				20+3/4/5	
3rd SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	HST182M301	Rise of Modern West I (15 th –17 th Century)	Level 200	4	3-1-0
Major (Core)	HST182M302	History of the Delhi Sultanate	Level 200	4	3-1-0
Minor	HST182N301	Introduction to World History: Early Modern Period	Level 200	4	3-1-0
IDC	HST182I301	India through the Lens of Archaeology and Heritage	Level 200	3	2-1-0
AEC	CEN982A301	CEN III – Fundamentals of Business Communication	Level 200	1	1-0-0
	BHS982A302	Behavioural Sciences III	Level 200	1	1-0-0
SEC	HST182S321	Academic Writing and Resource Utilization	Level 200	3	2-0-1
Swayam		Swayam/MOOCs	Level 200	3/4/5	
TOTAL CREDIT FOR 3rd SEMESTER				20+3/4/5	
4th SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	HST182M401	Rise of Modern West II (17 th to 18 th century)	Level 200	4	3-1-0
Major (Core)	HST182M402	History of Medieval India (1526-1707)	Level 200	4	3-1-0
Major (Core)	HST182M403	Preserving the Past: The Role of Heritage Management	Level 200	4	3-1-0
Minor	HST182N401	Introduction to World History: Modern Period	Level 200	3	2-1-0
Minor	HST182N402	Introduction to World History: Contemporary Period	Level 200	3	2-1-0

AEC	CEN982A401	CEN IV – Business Communication: Concepts and Skills	Level 200	1	1-0-0
	BHS982A402	Behavioural Sciences - IV	Level 200	1	1-0-0
Swayam		Swayam/MOOCs	Level 200	3/4/5	
TOTAL CREDIT FOR 4th SEMESTER				20+3/4/5	
5th SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	HST182M501	History of China (1838 – 1949)	Level 300	4	3-1-0
Major (Core)	HST182M502	History of Modern India I (1757-1857)	Level 300	4	3-1-0
Major (Core)	HST182M503	Economic History of India I (1857 - 1900)	Level 300	4	3-1-0
Minor	HST182N501	Introduction to Modern Indian History I	Level 200	4	3-1-0
Internship	HST182M524	Archives/Museology/Library Science/DHAS	Level 200	4	
TOTAL CREDIT FOR 5th SEMESTER				20	
6th SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	HST182M601	History of Japan (1853-1945)	Level 300	4	3-1-0
Major (Core)	HST182M602	History of Modern India II (1857-1947)	Level 300	4	3-1-0
Major (Core)	HST182M603	Socio-Religious History of Modern India	Level 300	4	3-1-0
Major (Core)	HST182M604	Economic History of India II (1900 - 1950)	Level 300	4	3-1-0
Minor	HST182N601	Introduction to Modern Indian History II	Level 200	4	3-1-0
TOTAL CREDIT FOR 6th SEMESTER				20	
7th SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	HST182M701	History of the United States of America	Level 400	4	3-1-0

Major (Core)	HST182M702	History of Post Independence and Contemporary India	Level 400	4	3-1-0
Major (Core)	HST182M703	State Power and Resistance in Modern India	Level 400	4	3-1-0
Major (Core)	HST182M704	Nation and Nationalism	Level 400	4	3-1-0
Minor	HST182N701	History of North-East India	Level 300	4	3-1-0
TOTAL CREDIT FOR 7th SEMESTER				20	
8th SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	HST182M801	Historiography	Level 400	4	3-1-0
Minor (For History Students)	HST182N801	Historical Methods	Level 400	4	3-1-0
Project / Dissertation	HST182M821	Dissertation	Level 400	12	
Or Advanced Core Course (In lieu of Dissertation/Research Project)					
Major (Core)	HST182M803	Culture, Imperialism and Knowledge	Level 400	4	3-1-0
Major (Core)	HST182M804	Agrarian Protests and Movements in India (1830-1951)	Level 400	4	3-1-0
Major (Core)	HST182M805	Gender and History	Level 400	4	3-1-0
TOTAL CREDIT FOR 8th SEMESTER				20	

Semester – I

Course: M-101

Level: 100

Title of the Paper: History of Ancient India

Subject Code: HST182M101

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objectives:

To introduce students to important issues related to reconstructing Ancient Indian History including the phase of pre-historic hunter-gatherers and initial settlers.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Find out the advent of food production and to define the transition from nomadic to sedentary settlement patterns.	BT 1
CO 2	To illustrate an understanding of the sources, tools, and various interpretations in Indian history, from the Harappan civilization till c. 300 BCE	BT 2
CO 3	Apply the knowledge acquired from the course to analyze the changes in society, economy, polity and culture of the ancient Indian sub-continent.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Reconstructing Ancient Indian History Early Indian notions of History, Sources and tools of historical reconstruction. The Harappan Civilization Origins of the civilization, Prominent Features viz, Town Planning, Agriculture, Irrigation, Seals and Script, Religion, Polity. Decline of the Harappan Culture.	14
II	Post-Harappan Phase Transitional Cultures – PGW, OCP and Megalithic Cultures. The Vedic Period – Origins of the Vedic Aryans, The Vedic Corpus, Economic, Political and Social transitions from Early to Later Vedic Period. Religion of the Vedic peoples. Transition to the 6th Century BC: Polity, Urbanisation, Religion and Philosophy (Buddhism, Jainism, Charvaka, Ajivikas)	16

III	Changing political formations (circa 300 BCE to circa CE 300): The Mauryan Empire: Literature, Polity and Administration, Economy, Asoka's Dhamma, Later Mauryas and decline; Post-Mauryan Polities with special reference to the Sungas, Kanvas, Indo Greeks, Parthians, Pallavas, Cholas, Pandyas, Kushanas and the Satavahanas	14
	Towards early medieval India [circa CE fourth century to CE 750: Agrarian expansion: land grants and Indian feudalism; The problem of urban decline; Political and Cultural Developments: The Gupta Dynasty, Developments in Literature, Art and Architecture, Gupta Administration and Economy. Contemporary and Post- Gupta politics – Pallavas, Chalukyas, and Pushyabhuti.	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. Jha, D.N., 1998. *Ancient India: In Historical Outline*. Manohar Publishers & Distributors.
2. Singh, Upinder., 2008. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Pearson Education India.

Reference Books:

1. Agrawal, D.P., 1981. *The Archaeology of India*. London. Curzon Press.
2. Allchin Bridget, Allchin Raymond., 1989. *The Rise of Civilization in India and Pakistan*. Delhi.
3. Chakrabarti, D.K., 1997. *The Archaeology of Ancient Indian Cities* (2nd ed). Oxford University Press.
4. Chakrabarti, D.K., 2006. *The Oxford Companion to Indian Archaeology*. The Archaeological Foundations of Ancient India. Oxford University Press.
5. Dippie, B.W., 2022. do you agree with the view that early indians had no notion of history? justify your response. *Nature*.
6. Hazarika, M., 2006. Neolithic culture of Northeast India: a recent perspective on the origins of pottery and agriculture. *Ancient Asia, I*.

7. Sastri, K. A. N. 1966., *History of South India*. 3rd edition 1966. Oxford University Press.
8. Sharma, R.S., 1983. *Material Culture and Social Formations in Ancient India*. Macmillan paperback.
9. Thapar, R., 1989. Imagined religious communities? Ancient history and the modern search for a Hindu identity. *Modern Asian Studies*, 23(2), pp.209-231.
10. Thapar, R., 1996. The theory of Aryan race and India: History and politics. *Social Scientist*, pp.3-29.
11. Thapar, Romila., 2002. *Early India from the Beginnings to 1300*. London. Penguin Books.

Reading Materials:

1. Dippie, B.W., 2022. do you agree with the view that early Indians had no notion of history? justify your response. *Nature*
2. Hazarika, M., 2006. Neolithic culture of Northeast India: a recent perspective on the origins of pottery and agriculture. *Ancient Asia*, 1.
3. Thapar, R., 1989. Imagined religious communities? Ancient history and the modern search for a Hindu identity. *Modern Asian Studies*, 23(2), pp.209-231.
4. Thapar, R., 1996. The theory of Aryan race and India: History and politics. *Social Scientist*, pp.3-29

Semester - I**Course: M-102****Level: 100****Title of the Paper: History of North-East India****Subject Code: HST182M102****L-T-P-C-2-1-0-3****Credit Units:3****Course Objectives:**

To familiarize the students with the basic tenets of history of Northeast India during the colonial period including the advent of the missionaries and penetration of colonial modernity.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the British annexation and consolidation policies in Northeast India.	BT 1
CO 2	Interpret the major trends of political, social, and economic developments in Northeast India under the British.	BT 2
CO 3	Make use of knowledge of the colonial period vis-à-vis advent of modernity to assess the current issues of Northeast India.	BT 3

Course Outline:

Modules	Course Content	Periods
I	British Expansion and Consolidation in Northeast India Treaty of Yandabo, annexation of Assam, Cachar, Manipur, Jaintia, Khasi and Garo Hills, Naga and Abor hills.	14
II	Agrarian Relations and Colonial Economy Revenue Administration. Colonial Industries: Tea, Coal, Oil. Roads and railways.	14
III	Politics of Resistance in North East India Peasant Uprising: Phulaguri, Patharughat, Nupi Lan, Famine and Resistance in the Lushai Hills. Khasi and Jaintia Uprising, the Reang Rebellion of Tripura.	16
IV	Advent of Colonial Modernity Christian Missionaries in Northeast India, progress of modern education, growth of Press and Print, rise of Middle Class and political consciousness.	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. Barpujari, H.K., 1997. *Assam in the Days of the Company*. NEHU.
2. Goswami, Priyam., 2012. *The History of Assam: From Yandabo to Partition (1826-1947)*. Kolkata. Orient BlackSwan.
3. Hazarika, B.B., 2006. *Political Life in Assam During the Nineteenth Century* (7th edition). New Delhi. Gyan Publishing House.

Reference Books:

1. Acharyya, N.N., 1987. *A Brief History of Assam*. New Delhi. Omsons Publication.
2. Barpujari, H.K., (ed.) 1978. *Political History of Assam*, Vols. I & II. Guwahati. Government of Assam Publication.
3. Barpujari, H.K., 1970. *Problem of the Hill Tribes: Northeast India*, Vol. I. Guwahati. Lawyers Book Stall.
4. Barpujari, H.K., (ed.) 1992. *Comprehensive History of Assam*, Vols. IV & V. Guwahati. Publication Board of Assam.
5. Baruah, Sunil Pawan., 1999. *Press in Assam: Origin and Development*. Guwahati. L B S Publication.
6. Syiemlieh, David R., 2020. *Faith and Hope Christian Missions and Churches in Northeast India*. New Delhi. Akansha Publishing House.

Reading Materials:

1. Bhattacharjee, J.B., 1975, January. GENESIS AND PATTERNS OF BRITISH ADMINISTRATION IN THE HILL AREAS OF NORTH EASTERN INDIA. In *Proceedings of the Indian History Congress* (Vol. 36, pp. 409-430). Indian History Congress.
2. Dzuwichu, L., 2013. Roads and the Raj: The politics of road building in colonial Naga Hills, 1860s–1910s. *The Indian Economic & Social History Review*, 50(4), pp.473-494.
3. Lamare, S.N., 2001. *Resistance Movements in North-East India: The Jaintias of Meghalaya 1860-*
4. Nag, S., 1999. Bamboo, rats and famines: famine relief and perceptions of British paternalism in the Mizo Hills (India). *Environment and History*, 5(2), pp.245-252.
5. Saikia, A., 2008. State, peasants and land reclamation: The predicament of forest conservation in Assam, 1850s–1980s. *The Indian Economic & Social History Review*, 45(1), pp.77-114.
6. Saikia, A., 2011. Imperialism, geology and petroleum: History of oil in colonial Assam. *Economic and Political Weekly*, pp.48-5
7. Gohain, H., 1973. Origins of the Assamese Middle Class. *Social Scientist*, pp.11-26.
8. Guha, A. and Das, A.N., 1974. Origins of the Assamese Middle Class: A Comment. *Social Scientist*, pp.59-66.

Semester - I

Course: N-101

Level: 100

Title of the Paper: Introduction to World History: Ancient Period

Subject Code: HST182N101

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objectives:

To introduce students to the evolution of humankind, Paleolithic and Mesolithic cultures and also the phase of Bronze Age civilizations and the Nomadic groups of Central and West Asia up to the classical period of Greece.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Relate to the evolution of Humankind and Stone Age cultures	BT 1
CO 2	Infer the significance of the beginning of food production and the development of Bronze Age cultures subsequently.	BT 2
CO 3	Develop skills to understand human history from a comparative perspective.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Humankind and its early evolution Evolution of humankind, Palaeolithic cultures, Mesolithic cultures	16
II	The Agricultural Revolution Food production, Beginnings of agriculture, Animal husbandry.	15
III	Bronze Age Civilizations Egypt and Mesopotamia	13
IV	Nomadism and the rise of the Greek Polis Slave society, Agrarian economy, Urbanization and trade. The Greek Polis and ancient democracy	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. Fagan, B., 2013. *People of the Earth: An Introduction to World Prehistory*. Routledge.
2. Farooqui, Amar., 2012. *Early Social Formations*. New Delhi. Manak Publications.

Reference Books:

1. Childe, V Gordon., 1985. *What Happened in History: The Classic Study Which Opened Up New Perspectives in History*. Peregrine Books.
2. Finley, M.I., 1999. *The Ancient Economy*. University of California Press.
3. Hawkes, J., 1973. *The First Great Civilizations: Life in Mesopotamia, The Indus Valley and Egypt*. Alfred Knopf Inc.

Reading Materials:

1. Barton, C.M. and Clark, G.A., 2021. *From Artifacts to Cultures: Technology, Society and Knowledge in the Upper Paleolithic*. Journal of Paleolithic Archaeology, 4(2), pp. 1-21.
2. Bar-Yosef, O., 2002. *The Upper Paleolithic Revolution*. Annual Review of Anthropology, pp. 363-393.

Semester – I

Course: SEC-1

Level: 100

Title of the Paper: Introduction to Museums and Museology

Subject Code: HST182S121

L-T-P-C – 2-0-1-3

Credit Units: 3

Practical Course

Course Objectives:

The course seeks to introduce students with the historical evolution of museums from global as well as Indian perspective and the use of museums thereof. The course will familiarize students with the necessity of establishing museums and their informative and pedagogical inputs for an informed public opinion.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Define the concept of museums, it's historical evolution and aspects of heritage conservation.	BT 1
CO 2	Interpret the conceptual and methodological knowledge about the role of museums in the context of education and research.	BT 2
CO 3	Apply the knowledge acquired from the course in Museum-management and related activities pertaining to curative, preservative and display of artefacts.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Museum and its historical development Notion of museums and museumisation, origin and development of museums in the Western World; the idea of a 'museum' or what we consider to be a museum; what would we not consider a museum; why are museums set up and why do we visit them? Examples of museums of repute—Indian Museum at Calcutta, British Museum in London, Smithsonian Museum in Washington DC, Hermitage in St. Petersburg, Louvre at Paris etc.	16
II	Classification and functions of a museum Classification of museums based on collections, its geographical location, documentation, and presentation (exhibition), type of audience and persons concerned, the role and functions of a museum.	16

III	Museum Movement in India Origin and development of museums in India, museum activity in India during the colonial rule, 'native' museums: local scholarly societies (such as, Kamarupa Anusandhana Samiti), and princely states like Baroda.	14
IV	Concept of museology and methods and policies in museology Definition of museology. Acquisition and documentation process of museum objects, ICOM's code of ethics.	14
	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 – 6 Hrs • Presentation – 10 Hrs • Field Visit – 14 Hrs

Textbooks:

1. Agarwal, O. P., 2006. *Essentials of Conservation and Museology*. New Delhi. Sandeep Prakashan.
2. Ambrose, Timothy & Paine. Crispin., 1993. *Museum Basics*. Abingdon, Oxon Routledge.

Reference Books:

1. Benjamin, G., 2018. *Museums Ideals of Purpose and Method*. Franklin Classics. New York.
2. Bennett, T., 1995. *The Birth of the Museum: History, Theory, Politics*. London and New York. Routledge.
3. Biswas, T.K., 1966., *Museum and Education*. New Delhi. New Age International Private
4. Ghosh. D.P., 1968. *Studies in museum and museology in India*. Calcutta. Indian
5. Nigam M.L., 1966. *Fundamentals of Museology*. New Delhi. Navahind Prakashan. Limited. Publications. Routledge.

Reading Materials:

1. Codell, Julie F., 2003. *Ironies of Mimicry: The Art Collection of Sayaji Rao II Gaekwad, Maharaja of Baroda, and the Cultural Politics of Early Modern India.*” *Journal of the History of Collections*, 15(1), pp.127–146.
- Dutta, Sanjukta., 2009. “*Artefacts and Antiquities in Bengal: Some Perspectives within an Emerging Non-official Archaeological Sphere.*” In *Ancient India*, edited by U. Singh and N. Lahiri. Delhi. OUP. pp11–38

Semester – I

Course: VAC

Level: 100

Title of the Paper: History of India From Ancient To Modern Times

Subject Code: VAC992V1411

L-T-P-C – 2-0-1-3

Credit Units: 3

Course Objectives:

To introduce students to the history of India's civilizational heritage. The course aims to familiarize students with Indian value systems and their evolution over time. By focusing on facets such as religion, politics, philosophy, science and art; the course aims at engendering lifelong engagement with India's social, cultural and political superstructure. The course also aims to build a strong identification among students with India's national ethos.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Relate to the the evolution of socio-cultural values throughout Indian history.	BT 1
CO 2	Explain the historical context of developments in the field literature, philosophy, religion, architecture, science and technology.	BT 2
CO 3	Develop a nuanced understanding of the constituents of India's civilizational heritage.	BT 3
CO 4	Discover the fascinating intricacies of Indian culture and the value system attendant upon it.	BT 4

Course Outline:

Modules	Course Content (Theory)	Periods
I	Civilizational Values of Ancient India Lifestyle and Urbanism in the Harappan Age, Vedic literature and the culture of the Vedic Age, Morality and Ethics of the Buddha and Mahavira, Asoka and his experiments in non-violence, Science, Technology and Literature in the age of the Guptas.	06
II	Cultural Heritage of Medieval India Facets of adaptation in Indo-Islamic literature and architecture, Akbar and his syncretic political philosophy, Core tenets of Bhakti and Sufism	06

III.	Socio-cultural Awakening in Modern India India's encounter with modernity and western values, The state of Indian society on the eve of colonialism, Raja Rammohun Roy and the beginning of socio-religious reform, Ishwar Chandra Vidyasagar, Women reformers and their quest for equality, Jyotirao Phule's crusade for social equality.	06
IV	Nation Builders and their visions of the Indian Nation Mahatma Gandhi, Subhash Chandra Bose, B.R. Ambedkar, Sardar Vallabhbhai Patel, Deen Dayal Upadhyay, Mohan Malaviya, Maulana Azad	06
	Total	24

Modules	Topics & Course Contents (Practical)	Periods
I	Literature and Indian Nationalism Dadabhai Nauroji: Poverty and Un-British Rule in India, Gandhi's Hind Swaraj, B.R. Ambedkar: The Annihilation of Caste, Subhash Chandra Bose: The Indian Struggle, V.D. Savarkar: The Indian War of Independence, Jawaharlal Nehru: The Discovery of India.	12

Textbooks:

1. Bandhopadhyaya, Shekhar. 2004. *From Plassey to Partition: A History of Modern India*, Delhi. Orient Blackswan.
2. Mehta, J.L., 1990. *Vol. iii: Medieval Indian Society and Culture*. Sterling Publishers Pvt. Ltd.
3. Singh, U., 2009. *A History of ancient and Early medieval India: From the stone age to the 12th century*, Delhi. Pearson Education India.

Reference Books:

1. Ambedkar, B.R., 2014. *Annihilation of caste: The annotated critical edition*. Verso Books.
2. Aquil, R., 2012. *Sufism, culture, and politics: Afghans and Islam in medieval North India*. Oxford University Press.
3. Athar, Ali., 2020. *Medieval India – Ideas, Traditions and Cultural Values*, Delhi. Ane Books.
4. Balcerowicz, P., 2015. *Early Asceticism in India: Ājīvikism and Jainism*. Routledge.
5. Basham, A.L. and Rizvi, S.A.A., 1956. *The wonder that was India*. London: Sidgwick and Jackson.
6. Bose, S.C., 1948. *The Indian Struggle, 1920-1934*. Netaji Publication Society.
7. Ernst, C.W., 2016. *Refractions of Islam in India: Situating Sufism and Yoga*. SAGE Publications India.
8. Fischel, R.S., 2022. *The Making of the Indo-Islamic World. c. 700–1800 CE* By André Wink.
9. Gain, S.P., 1999. *Economic Ideas of Pandit Deendayal Upadhyaya*. Deep and Deep Publications.
10. Gandhi, M., 1997. *Gandhi: 'Hind Swaraj' and Other Writings*. Cambridge University Press.
11. Gombrich, R.F., 2009. *What the Buddha thought*. Equinox Publishers.
12. Hawley, J.S., 2015. *A storm of songs: India and the idea of the bhakti movement*. Harvard University Press.
13. Jha, A.K. and Sahay, S. eds., 2023. *Aspects of Science and Technology in Ancient*

India. Taylor & Francis.

14. Jones, K.W., 1989. *Socio-religious reform movements in British India* (Vol. 1). Cambridge University Press.
15. Lele, J. ed., 1981. *Tradition and modernity in Bhakti movements* (Vol. 31). Brill Archive.
16. Mardia, K.V., 1990. *The scientific foundations of Jainism* (Vol. 5). Motilal Banarsidass Publishers.
17. McMahan, D.L., 2012. *Buddhism in the modern world*. Routledge.
18. Mishra, S.N. ed., 2010. *Socio-Economic and Political Vision of Dr. BR Ambedkar*. Concept Publishing Company.
19. Misra, J.P., 2016. *Madan Mohan Malaviya and the Indian freedom movement*. Oxford University Press.
20. Mohammada, M., 2007. *The foundations of the composite culture in India*. Aakar Books.
21. Mulchandani, S., 2019. *For the love of god: Women poet saints of the Bhakti Movement*. Penguin Random House India Private Limited.
22. Nehru, J., 2008. *Discovery of India*. Penguin.
23. Omvedt, G., 1994. *Dalits and the democratic revolution: Dr Ambedkar and the Dalit movement in colonial India*. SAGE Publications India.
24. Omvedt, G., 2006. *Dalit visions: The anti-caste movement and the construction of an Indian identity*. Orient Blackswan.
25. Renard, J., 2015. *Historical dictionary of Sufism*. Rowman & Littlefield.
26. Savarkar, V.D., 2022. *Indian War of Independence 1857*. Abhishek Publications.
27. Sethia, T. and Banerjee, S., 2004. *Ahimsa, Anekanta and Jainism* (Vol. 21). Motilal Banarsidass.
28. Siddiqi, I.H., 2010. *Indo-Persian historiography up to the thirteenth century*. Primus Books.
29. Singh, U., 2021. *Ancient India: Culture of Contradictions*, Delhi. Aleph Book Company.
30. Tomar, A. and Malik, S.K. eds., 2022. *Reappraising Modern Indian Thought: Themes and Thinkers*. Springer Nature.
31. Wink, A., 1991. *Al-Hind: the making of the Indo-Islamic world* (Vol. 1). Brill.

Reading Materials:

1. Boivin, M., 2017. Sufism, pilgrimage and saint worship in South Asia. *New pathways in pilgrimage studies: Global perspectives*, pp.53-67.
2. Chandramohan, P., 1987. Popular culture and socio-religious reform: Narayana Guru and the Ezhavas of Travancore. *Studies in History*, 3(1), pp.57-74.
3. Green, N., 2008. Making Sense of 'Sufism' in the Indian Subcontinent: A Survey of Trends. *Religion Compass*, 2(6), pp.1044-1061.
4. Harris, I., 1995. Buddhist environmental ethics and detraditionalization: The case of Eco-Buddhism. *Religion*, 25(3), pp.199-211.
5. Kosambi, D.D., 1962. *Myth and reality: studies in the formation of Indian culture*. Popular Prakashan.
6. Kumar, D.S., 2020. Socio-religious reform movements in British colonial India. *International Journal of History*, 2(2), pp.38-45.
7. Kumar, S. and Choudhury, S., 2021. Ancient vedic literature and human rights: resonances and dissonances. *Cogent Social Sciences*, 7(1), p.1858562.
8. Omvedt, G., 1971. Jotirao Phule and the ideology of social revolution in India. *Economic and political weekly*, pp.1969-1979.
9. Tomar, A., 2022. Deendayal Upadhyaya. In *Reappraising Modern Indian Thought: Themes and Thinkers* (pp. 277-290). Singapore: Springer Nature Singapore.
10. Verma, R. and Srivastava, V., Relevance of Economic Vision of Deen Dayal

Upadhaya: An Analysis In Gandhian Framework.

11. Witzel, M., 1997. The development of the Vedic Canon and its schools: The social and political milieu.
12. Zelliott, E., 1982. The Medieval Bhakti Movement in History: An Essay on the Literature in English. In *Hinduism* (pp. 143-168). Brill.

Semester: 1st

Type of Course: AEC (w.e.f. 2023-24) UG Programme

Course Code: CEN982A101

Course Title: CEN I: Introduction to Effective Communication

Total credits: 1 Course level: 100; L-T-P 1-0-0

Scheme of Evaluation: Theory and Practical

Course Objective: To understand the four major aspects of communication by closely examining the processes and outlining the most effective ways to communicate with interactive activities.

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 elements and processes that make for successful communication and recognise everyday activities that deserve closer attention in order to improve communication skills	BT 1
CO 2	Contrast situations that create barriers to effective communication and relate them to methods that are consciously devised to overcome such hindrance	BT 2
CO 3	Apply language, gestures, and para-language effectively to avoid miscommunication and articulate one's thoughts and build arguments more effectively	BT 3

Detailed Syllabus		
Units	Course Contents	Periods
I	Introduction to Effective Communication <ul style="list-style-type: none">Listening Skills<ul style="list-style-type: none">The Art of ListeningFactors that affect ListeningCharacteristics of Effective ListeningGuidelines for improving Listening skills	5
II	<ul style="list-style-type: none">Speaking Skills<ul style="list-style-type: none">The Art of SpeakingStyles of SpeakingGuidelines for improving Speaking skillsOral Communication: importance, guidelines, and barriers	5

III	<ul style="list-style-type: none"> • Reading Skills <ul style="list-style-type: none"> ○ The Art of Reading ○ Styles of Reading: skimming, surveying, scanning ○ Guidelines for developing Reading skills 	5
IV	<ul style="list-style-type: none"> • Writing Skills <ul style="list-style-type: none"> ○ The Art of Writing ○ Purpose and Clarity in Writing ○ Principles of Effective Writing 	5

Texts:

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15 hours	-	10 hours <ul style="list-style-type: none"> - Movie/ Documentary /Podcasts screening - Peer teaching

Subject Name: Behavioural Sciences -1 UG 1st
semester Course code: BHS982A102

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course Outcomes: On completion of the course the students will be able to :

CO1: Understand self & process of self exploration

CO2: Learn about strategies for development of a healthy self

esteem CO3: Apply the concepts to build emotional competencies.

Detailed Syllabus:

Modules	Course Contents	Periods
I	Introduction to Behavioral Science Definition and need of Behavioral Science, Self: Definition components, Importance of knowing self, Identity Crisis, Gender and Identity, Peer Pressure, Self image: Self Esteem, Johari Window, Erikson's model.	4
II	Foundations of individual behavior Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception. Learning- Theories of learning: Classical, Operant and Social	4
III	Behaviour and communication. Defining Communication, types of communication, barriers to communication, ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviour and communication.	4
IV	Time and Stress Management Time management: Introduction-the 80:20, sense of time management, Secrets of time management, Effective scheduling. Stress management: effects of stress, kinds of stress-sources of stress, Coping Mechanisms. Relation between Time and Stress.	4
Total		16

Text books

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
- K. Alex, Soft skills; S.Chand.

Semester – I		
Paper I/Subject Name: Introduction to Indian Knowledge System - I		
Subject Code: IKS992K101		L-T-P-C – 2-1-0-3
Credit Units: 3		Course Level: 100
Scheme of Evaluation: Summative Assessment - 70% + Formative Assessment -30%		
Credit Distribution (NCH)		
Lecture/Tutorial (Hours)	Practical (Hours)	Experiential Learning (Hours)
60	0	30

Course objectives:

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

Course Outcomes:

On completion of this course students will be able to :

CO	Contents	BT Level
CO ₁	Recall the rich heritage of Indian knowledge systems	BT level 1
CO ₂	Describe the contribution of Indian knowledge systems to the world	BT level 2
CO ₃	Demonstrate knowledge of sociocultural and ethnolinguistic diversity that constitutes the soul of Bharatvarsha	BT level 2
CO ₄	Apply traditional knowledge and techniques in day-to-day life	BT level 3
CO ₅	Distinguish knowledge traditions that originated in the Indian subcontinent	BT level 3

Module	Course Contents	Periods
I	Introduction to Indian Knowledge Systems (IKS): About Indian Knowledge System; Definition of Indigenous/ Traditional Knowledge; Scope, and Importance of Traditional Knowledge. Ancient India- Bharat Varsha: People of Ancient Bharat Varsha; Our great natural heritage: The great Himalayas and the rivers; The civilizations of the Sindhu-Ganga valley, and the Brahmaputra valley; Our coastal plains; Our Nature: Forests and Minerals; Ancient Indian Traditional Knowledge and Wisdom about nature and climate.	15

Module	Course Contents	Periods
II	<p>Indian Heritage of Knowledge: Ancient Indian Knowledge: The <i>Vedas</i> and its components-the <i>Vedangas</i> Ancient Indian books and treaties: The <i>Sastras</i>.; The Great Indian Epics: The Ramayana and The Mahabharata Epics and religious treaties of ancient Assam: Introduction to Madhav Kandali's <i>Ramayan</i> and Srimanta Sankardev's <i>Dasam Skandha Bhagavat</i> of the Puranas; Ancient Traditional Knowledge-The <i>Agamas</i> ; The ancient Buddhist knowledge: <i>Tripitaka: Vinaya, Sutta</i> and <i>Abhidhamma Pitaka</i></p> <p>Languages and language studies in India: What is linguistics?; Script and Language; Alphabet of the Indian; languages <i>Varnamala</i>: Origin, Evolution, and phonetic features; Languages of India; Important texts of Indian languages: Skills <i>Siksha</i>, Expression/Pronunciation-<i>Nirukta</i>, Grammar-<i>Vyakarana</i>, Poetic rhythm- <i>Chandas</i>; Paninian Grammar: A Brief Introduction</p> <p>Introduction to Fine Arts and Performing Arts of India: Ancient Indian classical music and dance forms: The Science of Dramas- <i>Natyasastra</i> and the Science of Music-<i>Gandharva-Veda</i>; Aesthetics in Indian Art and Culture; Folk music and traditional dance forms of the Northeast.</p>	15
III	<p>Indian Science & Technology: Ancient India's contribution to Mathematics - Number System. Algebra and Arithmetic, Geometry and Trigonometry; Origin of Decimal system in India; nomenclature of numbers in the Vedas. Zero and Infinity. Sulbasutras. Contribution of Brahmagupta and Sridhar Acharya to Mathematics. Important texts of Indian mathematics.</p> <p>Indian Astronomy: Planetary System. Motion of the Planets; Velocity of Light; Eclipse. Astronomy. Navagrahas. Important works in Indian Astronomy. Aryabhata and Nilakantha: Contribution to Astronomical Studies</p> <p>Indian Metal Works: Mining Techniques. Types of Metals. Tools & Techniques for Metal Smelting with examples. Metalworks in pre- modern India: Special reference to NE India.</p>	15
IV	<p>Contribution of Ancient India to Health Sciences: Traditional Indigenous systems of medicines in India: - <i>Ayurveda</i> and <i>Yoga</i>; Elements of <i>Ayurveda: Gunas</i> and <i>Doshas</i>, <i>Pancha Mahabhuta</i> and <i>Sapta-dhatu</i>; Concept of disease in <i>Ayurveda</i>; <i>Ayurvedic</i> lifestyle practices: <i>Dinacharya</i> and <i>Ritucharya</i>; Important <i>Ayurvedic</i> Texts; Hospitals in Ancient India; <i>Ayurveda</i>: Gift of India to the modern world.</p>	15
Total		60

Textbooks Books:

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd.

2. Mukul Chandra Bora, *Foundations of Bharatiya Knowledge System*. Khanna Book Publishing

Reference Books:

1. Baladev Upadhyaya, *Sanskṛta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śarīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021.
5. J. K. Bajaj and M. D. Srinivas, *Indian Economy, and Polity in Eighteenth-century Chengalpattu*, in J. K. Bajaj ed., *Indian Economy and Polity*, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

The experiential learning sessions may include:

- Field Visits: Organizing visits to historical sites, museums, traditional craft centers, and other places relevant to Indian knowledge systems.
- Interactive Sessions: Engaging students in discussions with experts and practitioners in various fields of Indian knowledge systems to gain insights and practical knowledge.
- Online Lecture Series: Providing the students with online lectures by distinguished experts in the field of the Indian Knowledge System.
- Hands-on Activities: Providing opportunities for students to participate in activities related to traditional arts, crafts, music, dance, agriculture, etc., to understand the practical aspects of Indian knowledge systems.
- Practical Demonstrations: Conducting workshops or sessions to demonstrate traditional practices, such as yoga, Ayurveda, Vastu Shastra, etc., for the students.

Semester - II**Course: M- 201****Level: 100****Title of the Paper: History of Modern South Asia****Subject Code: HST182M201****L-T-P-C-2-1-0-3****Credit Units: 3****Course Objectives:**

To introduce students to important issues related to reconstructing South Asian History in the 20th century including its polity, society and economy.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Find out the basic chronology of events of modern and contemporary South Asia.	BT 1
CO 2	To illustrate an understanding of the sources, systems, and various interpretations in South Asian History.	BT 2
CO 3	Apply the knowledge acquired from the course to analyze the changes in society, economy, polity and culture of contemporary South Asia.	BT 3

Course Outline:

Modules	Course Content	Periods
I	History of Pakistan The Pakistan Movement in India: Genesis and evolution (1930-46) Partition and Independence. The making of the Constitution. Beginning of Military Dictatorship. Economic growth and development.	14
II	History of Bangladesh The Bangladesh Movement: The language issue, Punjabi-Bengali dichotomy and resource sharing contestations. War of Liberation and independence. Economic growth and Development. Migration and border issues with India.	16
III	History of Sri Lanka Dominion Status and partial Independence. Constitution making and becoming a Republic. Post-Independence and the Sinhala-Tamil conflict. Economic Growth and Development.	16
	History of Bhutan Establishment of Hereditary Monarchy.	14

IV	Development of Centralized Government. Modernization under Jigme Dorji. International Relations.	
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. Talbot, Ian. (2016). *A History of Modern South Asia*. Yale University Press.
2. Bose S & Jalal A. (2017). *Modern South Asia: History, Culture, Political Economy*. Taylor & Francis.

Reference Books:

1. Talbot, Ian. (2010). *Pakistan: A Modern History*. Palgrave Macmillan.
2. Schendell, V.W. (2009). *A History of Bangladesh*. Cambridge University Press.
3. Jeganathan, P & Ismail Q. (2009). *Unmaking the Nation The Politics of Identity and History in Modern Sri Lanka*. South Focus Press.
4. Sinha C. A. (2018). *Dawn of Democracy in the Eastern Himalayan Kingdoms The 20th Century*. Taylor & Francis.

Semester - II**Course: M-202****Level: 100****Title of the Paper: History of Early Medieval India****Subject Code: HST182M202****L-T-P-C – 2-1-0-3****Credit Units: 3****Course Objective:**

To introduce students to the basic historical concepts and facts of Early Medieval India with special reference to emergence of Indian feudalism and the reforms brought about by Sufi-Bhakti movement and the syncretic culture introduced by them.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Recall Early Medieval India in terms of its polity, society, and economy.	BT 1
CO 2	Demonstrate an understanding of the monotheistic movements in Early Medieval India.	BT 2
CO 3	Apply knowledge acquired from this paper in dealing with complex issues of human society like inter-mixing of communities, fusion of different cultural traits etc.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Some concepts of Early Medieval India Sources: Literary and Archaeological Sources, Indian Feudalism: Debates and structure.	10
II	Political Structures Rashtrakutas: Polity and Administration, Origin of Rajputs, Cholas, Palas and Pratiharas.	20
III	Foreign Invasions Arab Conquest of Sindh, Mahmud of Ghazni, Shihabuddin Ghori	14
IV	Economy, Society and Religion Merchant Guilds, Proliferation of caste and Status of Untouchables, Bhakti and Sufi Movement, Tantrism and Puranic traditions.	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. Chattopadhyaya, B. D. 2012. *The Making of Early Medieval India*. OUP.
2. Singh, Upinder., 2017. *A History Of Ancient and Early Medieval India*. Noida. Pearson India Education Services Pvt. Ltd.

Reference Books:

1. Chandra, Satish. 2017. *Medieval India Part I*. New Delhi. Manohar Publications.
2. Habib, Irfan., 1998. *Medieval India I*. OUP.
3. Kulke, Hermann., (ed.). 1997. *The State in India (A.D 1000-1700)*. OUP.
4. Sharma, R. S., 1965. *Indian Feudalism (circa 300-1200)*. Calcutta. University of Calcutta Press.

Reading Materials:

1. Chakravarti, R., 2011, January. Sectional President's Address: *THE PULLTOWARDS THE COAST: POLITICS AND POLITY IN INDIA (C. 600-1300 CE)*. In Proceedings of the Indian History Congress (Vol. 72, pp. 22-42). Indian History Congress.
2. Chattopadhyaya, B.D., 1985. *Political processes and structure of polity in early medieval India: problems of perspective*. Social Scientist, pp.3-34.
3. Heitzman, J., 1991. *Ritual polity and economy: The transactional network of an imperial temple in medieval South India*. Journal of the Economic and Social History of the Orient, 34(1), pp.23-54.
4. Karashima, N., 2009
5. Kulke, H., 1982. *Fragmentation and segmentation versus integration? Reflections on the concepts of Indian feudalism and the segmentary state in Indian history*. Studies in History, 4(1), pp.237-263.
6. Mukhia, H., 1981. *Was there feudalism in Indian history?*. The Journal of Peasant Studies, 8(3), pp.273-310.
7. Sharma, R.S., 1985. *How feudal was Indian feudalism?*. The Journal of Peasant Studies, 12(2-3),p

Semester - II**Course: N – 201****Level: 100****Title of the Paper: Introduction to World History: Medieval Period****Subject Code: HST182N201****L-T-P-C-2-1-0-3****Credit Units: 3****Course Objective:**

To introduce students to Medieval Europe by tracing its development through the rise of the Roman Republic and its transformation into an Empire. The course will provide a detailed overview of the socio-cultural dimension of the medieval period by tracing the rise of Islam and associated developments.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the various aspects of Roman Republic, the Principate and Empire.	BT 1
CO 2	Explain Islam and its spread into the Central Asian highlands in detail and its subsequent development.	BT 2
CO 3	Utilize the conceptual knowledge of slavery, republic, urbanization, feudalism etc. in assessing issues in contemporary politics and socio-economic scenario.	BT 3

Course Outline:

Modules	Course content	Periods
I	Roman Republic, Principate and Empire: The Roman Empire and Republic, Slave society in ancient Rome, Agrarian economy, urbanization, trade.	16
II	Cultural Developments in Ancient Rome: Graeco-Roman Art and Architecture, Imperial Games, End of the Roman Empire.	13
III	Socio-Economic developments in Europe from the 7th to the 14th centuries: Organisation of production, Towns and trade, Technological developments, Crisis and decline of Feudalism.	16
IV	Religion and Culture in Medieval World: Societies in Central Islamic lands, The tribal background, the Caliphate, Rise of Sultanates, Religious developments, The origin of Shariah, Mihna and Sufism.	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	--	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, Perry., 2013. *Passages from Antiquity to Feudalism*. Verso.
2. Bloch, Marc., 2014. *Feudal Society*. New Delhi. Routledge.

Reference Books:

1. Fontana. 1972., *Economic History of Europe, Vol I*. Harper Collins.
2. Duby, Georges., 1978. *The Early Growth of the European Economy*. Cornell University Press.
3. *World Economic History Series*., 1978. Cornell University Press.

Reading Materials:

1. Ames, C.C., 2012. Medieval religious, religions, religion. *History Compass*, 10(4), pp. 334-352.
2. Hilton, R.H., 1978. A Crisis of Feudalism. *Past and Present*. (80), pp.3-19.
3. Hobsbawm, E.J., 1954. The General Crisis of European Economy in the 17th Century. *Past and Present*, (5), pp.33-53.
4. Katz, C.J., 1993. Karl Marx on the Transition from Feudalism to Capitalism. *Theory and Society*, pp.363-389.
5. Woolf, G., 2001. Inventing Empire in Ancient Rome. *Empires: Perspectives from Archaeology and History*, 122, p.311.

Semester - II**Course: SEC-2****Level: 100****Title of the Paper: Museology: Theory and Practice****Subject Code: HST182S221****L-T-P-C – 2-1-0-3****Practical Course****Credit Units: 3****Course objective:**

The course aims to acquaint students with the fundamentals of the making of a museum and the role and function of the "museum," from its historical beginning to the present.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the conceptual and functional frameworks regarding working of museums.	BT 1
CO 2	Explain the important role that museums can play in the context of education and research.	BT 2
CO 3	Make use of the knowledge gained from this course in opening up professional prospects to be employed as conservation specialists, curators, design consultant, archivists, specialists on the field of public history etc.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Theoretical aspects Definition of display and exhibition, methods and purposes of different kinds of exhibitions. Galleries: Nature and scope, object selection, consideration of audience, exhibition equipment, show-cases, pedestals, audio-visual aids, role of designing agencies for high tech display, Museum labeling, Museum lighting, Visitor study, and visitor amenities.	17
II	Museum Management and Marketing Management planning policy, development. Location and surrounding of museums, administration frame-work, budget, policy of museum and work. Understanding the market, marketing strategy, different ways of marketing a museum.	14
III	The Heritage Question Heritage -Tangible and Intangible Indian Legislative Measures relating to protection and preservation of Heritage	13
IV	Museum Conservation and Preservation. General principles of conservation, analysis of collected materials and preventive conservation, preservation of museum objects, care and handling of museum objects, basic infrastructure of a museum's conservation laboratory.	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 – 6 Hrs • Presentation – 10 Hrs • Field Visit – 14 Hrs

Textbooks:

1. Agarwal, O. P., 2006. *Essentials of Conservation and Museology*. New Delhi. Sandeep Prakashan.
2. Ambrose, Timothy & Paine. Crispin. 1993. *Museum Basics*. Abingdon, Oxon Routledge.

Reference Books:

1. Biswas, T.K., 1966. *Museum and Education*. New Delhi. New Age International Private Limited.
2. Codell, Julie F., 2003. Ironies of Mimicry: The Art Collection of Sayaji Rao II Gaekwad, Maharaja of Baroda, and the Cultural Politics of Early Modern India.”
3. Dutta, Sanjukta., 2009. “Artefacts and Antiquities in Bengal: Some Perspectives
4. Nigam M.L., 1966. *Fundamentals of Museology*. New Delhi. Navahind Prakashan.
5. U. Singh and N. Lahiri. Delhi. OUP. pp11–38 *within an Emerging Non-official Archaeological Sphere.*” In *Ancient India*, edited by York. Routledge.

Reading Materials:

1. Ahmad, Y., 2006. The scope and definitions of heritage: from tangible to intangible. *International journal of heritage studies*, 12(3), pp.292-300.
 2. Ahuja, N.P., 2012. Coming Full Circle. In *The Making of a Modern Indian Artist-Craftsman Devi Prasad* (pp. 278-287). Routledge India.
- Ahuja, N.P., 2018. The Dead, Dying, and Post-death: Visual Exemplars and Iconographic Devices. In *Imaginations of Death and the Beyond in India and Europe* (pp. 85-99). Springer, Singapore.
4. Ghosh. D.P., 1968. *Studies in museum and museology in India*. Calcutta. Indian Publications. *Journal of the History of Collections*, 15(1), pp.127–146. New York. Routledge
 5. Kawashima, N., 1998. Knowing the public. A review of museum marketing literature and research. *Museum Management and Curatorship*, 17(1), pp.21-39

Semester: 2nd

Type of Course: AEC (w.e.f. 2023-24) UG Programme

Course Code: CEN982A201

Course Title: CEN II: Approaches to Verbal and Non-Verbal Communication

Course level: 100, Credits: 1, L-T-P: 1-0-0, Scheme of Evaluation: Theory and Practical

Course Objectives

To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.

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 different types of technical communication, their characteristics, their advantages and disadvantages.	BT 1
CO 2	Explain the barriers to communication and ways to overcome them.	BT 2
CO 3	Identify the means to enhance conversation skills.	BT 3
CO 4	Determine the different types of non-verbal communication and their significance.	BT 4

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Technology Enabled Communication Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organizations Telephone, Teleconferencing, Fax, Email, Instant messaging, Blog, Podcast, Videos, videoconferencing, social media	4
II	Communication Barriers Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, Physiological, Methods to overcome barriers to communication.	4
III	Conversation skills/Verbal Communication Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control.	4
IV	Non-verbal Communication Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/Modulation, Proxemics, Haptics, Artifacts, Chronemics,	4
	Total	16

Texts:

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical*

Communication: Principles and Practice (2nd Edition): Oxford University Press.

Subject Name: Behavioural Sciences -II UG 2nd
semester Course code: BHS982A202

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course outcomes: On completion of the course the students will be able to:

CO 1: Develop an elementary level of understanding of culture and its implications on personality of people.

CO2: Understand the concept of leadership spirit and to know its impact on performance of employees.

CO3: Understand and apply the concept of Motivation in real life.

Modules	Course Contents	Periods
I	Culture and Personality Culture: Definition, Effect, relation with Personality, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	4
II	Attitudes and Values Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values	4
III	Motivation Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory & Theory X and Y)	4
IV	Leadership Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	4
Total		16

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.
- Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).

Semester – II		
Paper II/Subject Name: Introduction to Indian Knowledge System - II		
Subject Code: IKS992K201		L-T-P-C – 2-1-0-3
Credit Units: 3		Course Level: 100
Scheme of Evaluation: Summative Assessment - 70% + Formative Assessment -30%		
Credit Distribution (NCH)		
Lecture/Tutorial (Hours)	Practical (Hours)	Experiential Learning (Hours)
60	0	30

Course objectives:

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

Course Outcomes:

On completion of this course, students will be expected to –

CO	Contents	BT Level
CO ₁	Recall traditional Indian knowledge traditions constituting Indian culture	BT level 1
CO ₂	Summarize differences between classical literature in Sanskrit and other Indian languages	BT level 2
CO ₃	Compare knowledge traditions originating in NE India	BT level 2
CO ₄	Appreciate the contribution of Indian Knowledge Systems to the world	BT level 3

Module	Course Contents	Periods
I	Indian Classical Literature Indian Classical Literature: A Brief Introduction; Ancient Indian Spritual Poetics- <i>Kavya</i> : Contribution of Kalidasa Diversity and Indian Culture: Diversity and Indian Culture; Indigenous Faith and Religion; Preservation of culture and indigenous knowledge The Purpose of Knowledge: Understanding Self-Awareness and Spirituality; Indian concept and purpose of Knowledge and Education; Understanding Spirituality and Materialism: <i>Para</i> and <i>Apara Vidya</i>	15

Module	Course Contents	Periods
II	Methodology of Indian Knowledge System: <i>Shruti</i> and <i>Smriti</i> traditions; Introduction to <i>Shastras</i> ; Manuscriptology: The art and science of documenting knowledge; Repositories of ancient manuscripts with special reference to the Northeast India. Indian Architecture and Town Planning: Introduction ancient Indian architecture; <i>Sthapatya-Veda</i> : An Introduction; Indigenous tools & techniques for town planning & Temple Architecture. Lothal, Mohan Jo Daro; Temple Art: Lepakshi Temple, Jagannath Puri Temple, Konark Sun Temple; Vernacular architecture of Assam: Special reference to Brahmaputra Valley	15
III	Indian Agriculture: Agriculture: Significance in Human Civilization; Sustainable Agriculture; Historical significance of agriculture and sustainable farming in India; Step Cultivation of India: Special reference to Northeast India; Wet rice cultivation of Assam. Indian Textiles: What is Textile?; Tradition of cotton and silk textiles in India; The historical contribution of textile and weaving to the Indian economy; Varieties of textiles and dyes developed in different regions of India with special reference to Northeast India	15
IV	Indian Polity and Economy: Understanding Kingdom and Chiefdom; Role of a king; The Indian idea of a well-organized polity and flourishing economy; The <i>Chakravarti</i> System: Administrative System of Ancient Bharatvarsha; Village administrative system: Northeast India; <i>Arthashastra</i> : Brief synopsis The outreach of Indian Knowledge System across Geographical Boundaries: Indian Languages; Scripts; Linguistics; Ayurveda; Yoga and Meditation; Textile; Decimal value place system-based arithmetic, Algebra and Astronomy	15
Total		60

Textbooks Books:

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd.
2. Mukul Chandra Bora, *Foundations of Bharatiya Knowledge System*. Khanna Book Publishing

Reference Books:

6. Baladev Upadhyaya, *Sanskṛta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
7. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.

8. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śārīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
9. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021.
10. J. K. Bajaj and M. D. Srinivas, *Indian Economy, and Polity in Eighteenth-century Chengalpattu*, in J. K. Bajaj ed., *Indian Economy and Polity*, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

The experiential learning sessions may include:

- Field Visits: Organizing visits to historical sites, museums, traditional craft centers, and other places relevant to Indian knowledge systems.
- Interactive Sessions: Engaging students in discussions with experts and practitioners in various fields of Indian knowledge systems to gain insights and practical knowledge.
- Online Lecture Series: Providing the students with online lectures by distinguished experts in the field of the Indian Knowledge System.
- Hands-on Activities: Providing opportunities for students to participate in activities related to traditional arts, crafts, music, dance, agriculture, etc., to understand the practical aspects of Indian knowledge systems.
- Practical Demonstrations: Conducting workshops or sessions to demonstrate traditional practices, such as yoga, Ayurveda, Vastu Shastra, etc., for the students.

Semester - III

Course: M 301

Level: 200

Title of the Paper: Rise of Modern West I (15th –17th Century)

Subject Code: HST182M301

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

Credit Units: 4

Course objectives:

The students will be expected to know the development of modern Europe in the context of the rise of capitalism, early colonialization, and foundation of the colonial empires.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the important events in European History such as the decline of feudalism and the early colonial ventures and the beginning of capitalism.	BT 1
CO 2	Illustrate the underlying socio-religious and cultural discourses such as Renaissance, Reformation, Counter-Reformation that fueled such developments.	BT 2
CO 3	Apply the knowledge of the course in certain professional fields such as historical tourism.	BT 3
CO 4	Analyze the current trends in world politics and international relations.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Transition of Europe from Feudalism to Capitalism Problems and theories, Factors contributing to the European transition.	15
II	Early colonial expansion Motives, beginning of the era of colonization, mining and plantation, slave trade. Renaissance Origin and spread of humanist ideas and its impact on art, architecture and literature in Italy.	15
III	European Reformation and economic developments in the 16th century Atlantic shift, commercial revolution, price revolution.	15
IV	Emergence of European State system: case study of any two of the following: Spain, France, England, Russia.	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 <ul style="list-style-type: none"> • Home Assignment – 10 Hrs • Presentation – 10 Hrs • Quiz – 5 Hrs • Video Screening – 5 Hrs

Textbooks:

1. Phukan, M., 2015. *Rise Of The Modern West*. New Delhi. Trinity Press.
2. Sinha, A., 2019. *Europe in Transition from Feudalism to Industrialization*. New Delhi. Manohar Publishers & Distributors.

Reference Books:

1. Hill, Christopher., 1961. *A Century of Revolutions. London and New York Routledge*.
2. Hobsbawm, E. J., 1999. *Industry and Empire*. London. Penguin Books.
3. Pagden, Anthony., 2013. *The Enlightenment: And Why it Still Matters*. Oxford. Oxford University Press.
4. Parker, G. and Smith, L.M. eds., 1997. *The General Crisis of the Seventeenth Century*. London. Routledge.

Reading Materials:

1. Burke, P., 2014. 'The spread of Italian humanism', in *The impact of humanism on Western Europe* (pp. 1-22). Routledge.
2. Epstein, S.R., 2007. Rodney Hilton, 'Marxism and the transition from feudalism to capitalism' in *Past and Present*, 195(suppl_2), pp.248-269.
3. Kallis, A., 2018. 'Populism, sovereigntism, and the unlikely re-emergence of the territorial nation-state' in *Fudan Journal of the Humanities and Social Sciences*, 11(3), pp.285-302.
4. O'Shaughnessy, A.J., 1997. 'The formation of a commercial lobby: the West India interest, British colonial policy and the American Revolution' in *The Historical Journal*, 40(1), pp.71-95.
5. Ostler, J. and Shoemaker, N., 2019. 'Settler colonialism in early American history: Introduction' in *The William and Mary Quarterly*, 76(3), pp.361-368.

Semester - III

Course: M 302

Level: 200

Title of the Paper: History of Delhi Sultanate

Subject Code: HST182M302

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

Credit Units: 4

Course Objective:

To learn about the foundation of the Delhi Sultanate and corresponding changes in socio-economic and religio-cultural spheres.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the foundation of the Delhi Sultanate and its impact on polity, society and economy.	BT 1
CO 2	Explain religious and cultural changes under the Delhi Sultanate: Bhakti and Sufi Movements.	BT 2
CO 3	Identify the changing dynamics of the contemporary world in relation to developments in Medieval India.	BT 3
CO 4	Analyze the history of modern and contemporary India based on the understanding of Medieval period.	BT 4

Course Outline:

Modules	Course content	Periods
I	Establishment, expansion and consolidation of the Delhi Sultanate: Nature of the state; the nobility and Ulema, Afghan despotism-Mongols, Sayyids, Lodis and Surs.	15
II	Agriculture, technology, monetization, trade and market, growth of urban centres.	15
III	Sufi silsilas: Chistis and Suhrawadis, Naqsbandi, Qadri, Sattari.	15
IV	Bhakti traditions: Kabir, Nanak, Chaitanya and Sankaradeva. Cults: Jagannath and Warkari.	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 <ul style="list-style-type: none"> • Home Assignment – 10 Hrs • Presentation – 10 Hrs • Quiz – 5 Hrs • Video Screening – 5 Hrs

Textbooks:

1. Kumar, S., 1992. *The emergence of the Delhi sultanate, 588-685/1192-1286*. Duke University.
2. Mehta, J. L., 2019. *Advanced Study in the History of Medieval India, Volume I*, Noida. Sterling Publications Private Limited.

Reference Books:

1. Alam, M., 2004. *Languages of Political Islam in India 1200-1800*. Orient Blackswan.
2. Burchett, P.E., 2019. *A genealogy of devotion: bhakti, tantra, yoga, and Sufism in north India*. Columbia University Press.
3. Chand. Tara., 1936. *Influence of Islam on Indian Culture*, Delhi. L. G. Publishers.
4. Chandra, S., 2007. *History of Medieval India: 800-1700*. New Delhi: Orient Longman.
5. Hardy, P., 1997. *Historians of Medieval India. Studies in Indo-Muslim Historical Writing*.
6. Mehta, J. L., 2019. *Advanced Study in the History of Medieval India, Volume III*, Noida. Sterling Publications Private Limited.
7. Moosvi, S., 1989, January. Numismatic Evidence and the Economic History of the Delhi Sultanate. In *Proceedings of the Indian History congress* (Vol. 50, pp. 207-218). Indian History Congress.

Reading Materials:

1. Digby, S., 1990. The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India. *Iran*, 28(1), pp.71-81
2. Digby, S., 2004. Before Timur Came: Provincialization of the Delhi Sultanate through the Fourteenth Century. *Journal of the Economic and Social History of the Orient*, 47(3), pp.298-356.
3. Kumar, S., 2017. Transitions in the Relationship between Political Elites and the Sufis: The Thirteenth-and Fourteenth-Century Delhi Sultanate. *State Formation and Social Integration in Pre-Modern South and Southeast Asia: A Comparative Study of Asian Society*, eds. Noboru Karashima and Masashi Hirose. Tokyo, The Toyo Bunko, pp.203-238.
4. Welch, A. and Crane, H., 1983. The Tughluqs: master builders of the Delhi sultanate. *Muqarnas*, pp.123-166.
5. Welch, A., Keshani, H. and Bain, A., 2002. Epigraphs, scripture, and architecture in the early Delhi sultanate. *Muqarnas*, 19, pp.12-43.

Semester - III

Course: N 301

Level: 200

Title of the Paper: Introduction to World History: Early Modern Period

Subject Code: HST182N301

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

Credit Units: 4

Course Objective:

To introduce students to Renaissance, Reformation, Scientific Revolution and Enlightenment in Europe. The course will provide an understanding of the beginning of modernity.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the socio-economic and political context of 15 th century Europe.	BT 1
CO 2	Explain the growth and development of Renaissance, Reformation, Scientific Revolution and the Enlightenment.	BT 2
CO 3	Compare concepts and relations fundamental to the transformation of the western world.	BT 3
CO 4	Discover the politico-economic importance of a rising West in the global history of the early modern period.	BT 4

Course Outline:

Modules	Course content	Periods
I	Europe in the 15th Century: Society, Polity and Economy of Europe	13
II	The Renaissance Political and social context of Renaissance: Revival of antiquity, humanism, art and culture	16
III	Reformation of Christianity Socio-economic and political context of the Reformation: Martin Luther and Protestantism, John Calvin, Counter-reformation	15
IV	Scientific Revolution and the Age of Enlightenment: Scientific Revolution: Breakthroughs and developments, impact on religion and culture. Enlightenment: Chief proponents, dominant ideas, Enlightenment and European politics, rise of Absolutism.	16
TOTAL		60

Notional Hours:**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. Sinha, A., 2016. *Europe in Transition from Feudalism to Industrialization*. Manohar.
2. Wiesner, M. E., 2006. *Early Modern Europe, 1450-1789* Vol. 2. Cambridge University Press.

Reference Books:

1. Beales, D., 2005. *Enlightenment and reform in eighteenth-century Europe*. Bloomsbury Publishing.
2. Kuhn, T.S., 1997. *The structure of scientific revolutions* (Vol. 962). Chicago: University of Chicago press.
3. Merriman, J., 2009. *A history of modern Europe: from the Renaissance to the present* Vol. 1. WW Norton & Company.
4. Pettegree, A. Ed., 1992. *The Early Reformation in Europe*. Cambridge University Press.
5. Principe, L., 2011. *The scientific revolution: A very short introduction*. Oxford University Press, USA.

Reading Materials:

1. Gray, H. H., 1963. Renaissance humanism: The pursuit of eloquence. *Journal of the History of Ideas*, 24(4), pp. 497-514.
2. Haughton, N., 2004. Perceptions of beauty in Renaissance art. *Journal of cosmetic dermatology*, 3(4), pp. 229-233.
3. Kitromilides, P. M., 2021. The Enlightenment and Religion in Europe. *The Oxford Handbook of Religion and Europe*, pp. 118.
4. Peters, M. A., 2019. The enlightenment and its critics. *Educational Philosophy and Theory*, 51(9), pp. 886-894.
5. Schuster, J. A., 2006. The scientific revolution. In *Companion to the history of modern science* (pp. 217-242). Routledge.

Semester - III

Course: IDC 3

Level: 200

Title of the Paper: India through the Lens of Archaeology and Heritage

Subject Code: HST182I301

L-T-P-C-2-1-0-3

Credit Units: 3

Course Objective:

To introduce Indian heritage and archaeological perspectives to provide knowledge of sources and their interpretation for the reconstruction of history.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the primary aspects of archaeology.	BT 1
CO 2	Illustrate the different issues of ancient history both in the context of India and other regions of the world, where archaeology is an essential methodology.	BT 2
CO 3	Identify the significance and value of cultural heritage in local, national and global contexts.	BT 3 BT 3
CO 4	Analyze the various challenges and threats facing cultural heritage, including natural disasters, climate change and human activities.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Archaeology Definition, Scope, and Benefits; Relations between Archaeology and Other Disciplines; Archaeological Record: Eco facts, Artifacts Primary Concepts: Assemblage, Industry, Culture, Site, Layer, Stratigraphy. Survey Techniques in Archaeology: Exploration, Excavation;	12
II	Archaeological Investigation Survey Techniques in Archaeology: Exploration, Excavation; Archaeological Sites: Location, Formation, Identification; Exploration: Map Reading; Archaeological photography: Land, Aerial, and Marine; Excavation: Vertical, Horizontal; Dating Methods: Relative and Absolute. Methods and significance: Tools, pottery, beads, Stone tool techniques and their uses, Basic Tool types.	14

III	Heritage Definition; Understanding Heritage; Relation with other discipline- Archaeology, Museology, History. Concepts of Heritage Ancient Monuments, Remains and Heritage Buildings.	12
IV	Select Case Studies Stone and Burnt Brick Structures, including rock cut specimens Rock cut, stone and Burnt Brick Architecture, use of building materials and Technology in historical building. Significance of stone/ brick architecture and rock cut structure.	10
TOTAL		48

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48 Hrs	--	15 Hrs <ul style="list-style-type: none"> • Home Assignment – 5 Hrs • Presentation – 5 Hrs • Quiz – 2 Hrs • Video Screening – 3 Hrs

Textbooks:

1. Chakrabarti, D.K., 2009 (2nd edition) *India, An Archaeological History*. Delhi. OUP.
2. Fleming, N., Gorin, S., and Grant, J., 2002. *The Archaeology Coursebook*. London. Routledge.
3. Thapar, R., 2018. *Indian Culture as Heritage: Contemporary Pasts*. New Delhi. Aleph Book Company.

Reference Books:

1. Agarwal, D.P. and Yadava M.G., 1995. *Dating the Human Past*. Delhi. ISPQS.
2. Allchin, B. & R., 1968. *The Birth of Indian Civilization: India and Pakistan Before 500 B.C*. London. Penguin Books.
3. Bahn, Paul., 2012. *Archaeology: A Very Short Introduction*. Oxford. Oxford University Press.
4. Bindford, L.R., 1983. *In Pursuit of the Past: Decoding the Archaeological Record*. London. Thames and Hudson. Butzer, Karl.
5. Childe, V.G., 1956. *Piecing Together the Past: The Interpretation of Archaeological Data*. London. Routledge and Kegan Paul.
6. Davies, Philip., 1990. *Monuments of India, Vol. II*. London. Penguin.
7. Daniel, Glyn E., 1981. *A Short History of Archaeology*. London. Thames and Hudson.

8. Deetz, James., 1967. *Invitation to Archaeology*. New York. American Museum Science Books.
9. Heinrich, Zimmer, 2000. *Philosophies of India*. Routledge.
10. Hussain, S. A., 1987. *The national culture of India*. New Delhi. National Book Trust.
11. Sahi, M.D. N., 1994. *Aspects of Indian Archaeology*. New Delhi. Om Publications.
12. Sankalia, H.D., 1962. *Indian Archaeology Today*. Mumbai/Delhi. Asia Publishing House.
13. Trigger, Bruce., 1989. *A History of Archaeological Thought*. Cambridge. CUP.

Reading Materials:

1. Alexander, E.P.(ed.) 1995: *Museum Masters: Their Museums and Their Influence*, Delhi. Sage Publications Ltd.
2. Batra, N.L. (1996). *Heritage Conservation*, New Delhi. Aryan Books International.
3. Chakrabarti, D.K., 2018. *A History of Indian Archaeology from the beginning to 1947*. New Delhi. Munshiram Manoharlal Publishers Pvt. Ltd.
4. Fagan, Brian M., 1999. *Ancient Lives: An Introduction to Archaeology and Pre-History* (6th edition). New York. Routledge.
5. Ghosh, A., 1989. *Encyclopedia of Indian Archaeology*. New Delhi. Munshiram Manoharlal Publishers Pvt. Ltd.
6. Feilden, M.B., 1989: *Guidelines for Conservation*, INTACH. New Delhi.
7. Ghose, A., 1989: *Conservation and Restoration of Cultural Heritage*. Delhi. South Asia Books.
8. Marshall, Sir J. 1993 (re.): *Conservation Manual*, Calcutta. Superintendent Govt. Printing.

Semester - III

Course: SEC 3

Level: 200

Title of the Paper: Academic Writing and Resource Utilization

Subject Code: HST182S321

L-T-P-C – 2-0-1-3

Credit Units: 3

Practical Course

Course objective:

This course helps students develop competence in written communication by practicing writing skills. Students shall learn how to recognize and use sentence patterns and to write coherent paragraphs containing a topic sentence, idea development, and a strong conclusion.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	List the idea generation strategies.	BT 1
CO 2	Illustrate complete paragraphs, avoiding fragments and run-ons and effectively use capital letters, quotation marks and end punctuations.	BT 2
CO 3	Build sentences that support the topic with facts, details, and examples (support) and link support sentences using appropriate order (time, space, Importance).	BT 3
CO 4	Analyze one's writing challenges and develop strategies to address those challenges (grammar log, revision checklist, etc).	BT 4

Course Outline:

Modules	Course Content	Periods
I	Understand the Pre-Writing Process. Learning different audiences and purposes for writing. Learning idea learning strategies like brainstorming, storyboarding, five whys, Brainwriting, Forced Relationship.	12
II	Developing effective sentences Learning correct use of subjects and verbs. Learning topic specific sentence formation Learning the correct use of capital letters, quotation marks and punctuations.	12

III	Developing paragraphs Learning patterns of development in paragraphs (types of paragraphs) (For example, narration, description, illustration).	12
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	Learning to generate multiple sentences in paragraph form. Learning to link sentences using appropriate order (time, ce, Importance) and give details and examples. Learning paragraph transitions (coherence).	
IV	Developing record keeping and academic organizational strategies Learning to maintain personal records to monitor progress like grammar log, revision checklist, grade-log. Learning to file and organize study and class material like syllabus, handouts, notes.	12
	TOTAL	48

Notional Hours:

Notional hour distribution for this paper is as follows:

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48 Hrs	--	15 Hrs <ul style="list-style-type: none"> • Home Assignment – 5 Hrs • Presentation – 5 Hrs • Quiz – 2 Hrs • Video Screening – 3 Hrs

Textbooks:

1. Gerson, S & Gerson, S., 2009. *Technical Writing Process and Product*. New Delhi. Pearson Education.
2. Martin, Patricia., 2015. *A Simple Guide to the Writing Process 1*. USA. On Demand Instruction.

References:

1. King, S., 2000. *On Writing: A Memoire of the Craft*. UK. Hodder and Stoughton
2. Wren, P.C & Martin, H., 2000. *English Grammar and Composition*. New Delhi. S Chand. (Revised by N.D.V. Prasada Rao).

Semester: 3rd

Type of Course: AEC (w.e.f. 2023-24) UG Programme

Course Code: CEN982A301

Course Title: CEN III – Fundamentals of Business Communication

Course level: 200, Total Credits: 1, L-T-P-C: 1-0-0

Scheme of Evaluation: Theory and Practical

Course Objective: The aim of the course is to develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.

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 list business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	BT 1
CO 2	Demonstrate confident verbal communication skills through persuasive presentations, active listening, and clear articulation to engage and influence diverse stakeholders.	BT 2
CO 3	Apply effective interpersonal communication strategies, including conflict resolution and active teamwork, to foster positive relationships and contribute to successful organizational communication dynamics	BT 3

Detailed Syllabus		
Units	Course Contents	Periods
I	Business Communication: Spoken and Written <ul style="list-style-type: none">• The Role of Business Communication• Classification and Purpose of Business Communication• The Importance of Communication in Management• Communication Training for Managers• Communication Structures in Organizations• Information to be Communicated at the Workplace• Writing Business Letters, Notice, Agenda and Minutes	5
II	Negotiation Skills in Business Communication <ul style="list-style-type: none">• The Nature and Need for Negotiation<ul style="list-style-type: none">○ Situations requiring and not requiring negotiations• Factors Affecting Negotiation<ul style="list-style-type: none">○ Location, Timing, Subjective Factors• Stages in the Negotiation Process<ul style="list-style-type: none">○ Preparation, Negotiation, Implementation• Negotiation Strategies	5

III	Ethics in Business Communication <ul style="list-style-type: none"> • Ethical Communication • Values, Ethics and Communication • Ethical Dilemmas Facing Managers • A Strategic Approach to Business Ethics • Ethical Communication on the Internet • Ethics in Advertising 	5
IV	Business Etiquettes and Professionalism <ul style="list-style-type: none"> • Introduction to Business Etiquette • Interview Etiquette • Social Etiquette • Workplace Etiquette • Netiquette 	5

Texts:

1. *Business Communication* by Shalini Verma
2. *Business Communication* by P.D. Chaturvedi and Mukesh Chaturvedi
3. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations .To enable the students to understand the process of problem solving and creative thinking.

Course outcomes: On completion of the course the students will be able to: CO1:

Understand the process of problem solving and creative thinking.

CO2: Develop and enhance of skills required for decision-making.

Modules	Course Contents	Periods
I	Problem Solving Process Defining problem, the process of problem solving, Barriers to problem solving(Perception, Expression, Emotions, Intellect ,surrounding environment)	4
II	Thinking as a tool for Problem Solving What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: -Making Predictions and Reasoning. -Memory and Critical Thinking. - Emotions and Critical Thinking.	4
III	Creative Thinking - Definition and meaning of creativity, - The nature of creative thinking :Convergent and Divergent thinking, - Idea generation and evaluation (Brain Storming) - Image generation and evaluation. - The six-phase model of Creative Thinking: ICEDIP model	4
IV	Building Emotional Competence Emotional Intelligence – Meaning, components, Importance and Relevance Positive and Negative emotions Healthy and Unhealthy expression of emotions	4
Total		16

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Semester - IV**Course: M 401****Level: 200****Title of the Paper: Rise of Modern West II (17th to 18th century)****Subject Code: HST182M401****L-T-P-C-3-1-0-4****Credit Units: 4****Course objectives:**

The course will provide an understanding of capitalism, colonialism and the rise of European imperialism in the 17th and 18th centuries.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Relate post-feudal Europe in the context of the rise of capitalism.	BT 1
CO 2	Explain the link between social, economic, and political developments in modern Europe and the world.	BT 2
CO 3	Identify current developments in the contemporary world in the light of socio-economic and political events in modern Europe.	BT 3
CO4	Distinguish the current trends in world politics and international relations.	BT4

Course Outline:

Modules	Course Content	Periods
I	Seventeenth century Europe Economic, social, and political dimensions of 17 th century crisis in Europe; English Revolution.	14
II	Religious Movement: its impact on economy and politics Growth of European trade, rise of Protestantism. Mercantilism, trade and Empire building.	16
III	Intellectual Development in the 17th and 18th centuries Growth of modern philosophies: Voltaire, Montesquieu Locke, Hobbes, Rousseau, etc. The Enlightenment.	15
IV	Science and Industry Rise of modern science: 17 th century Scientific Revolution, Growth of proto-industrialisation, the Industrial Revolution, The Divergence Debate	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 <ul style="list-style-type: none"> • Home Assignment – 10 Hrs • Presentation – 10 Hrs • Quiz – 5 Hrs • Video Screening – 5 Hrs

Textbooks:

1. Phukan, M., 2015. *Rise Of The Modern West*. New Delhi. Trinity Press.
2. Sinha, A., 2016. *Europe in Transition from Feudalism to Industrialization*. Manohar.

Reference Books:

1. Hill, Christopher, 1961. *A Century of Revolutions. London and New York Routledge*.
2. Hobsbawm, E. J., 1999. *Industry and Empire*. London. Penguin Books.
3. Ormrod, D. and David, O., 2003. *The rise of commercial empires: England and the Netherlands in the age of mercantilism, 1650-1770*. Vol. X. Cambridge University Press.
4. Pagden, Anthony., 2013. *The Enlightenment: And Why it Still Matters*. Oxford. Oxford University Press.
5. Parker, G. and Smith, L.M. eds., 1997. *The General Crisis of the Seventeenth Century*. London. Routledge.

Reading Materials

1. Bailey, G. and Maynor, N., 1989. The divergence controversy. *American Speech*, 64(1), pp.12-39.
2. O'Brien, P., 2010. Ten years of debate on the origins of the great divergence. *Reviews in History*, 1008, pp.1-15.
3. Pincus, S., 2012. Rethinking mercantilism: political economy, the British empire, and the Atlantic world in the seventeenth and eighteenth centuries. *The William and Mary Quarterly*, 69(1), pp.3-34.
4. Schwoerer, L.G., 1990. Locke, Lockean Ideas, and the Glorious Revolution. *Journal of the History of Ideas*, 51(4), pp.531-548.

Semester - IV

Course: M 402

Level: 200

Title of the Paper: History of Medieval India (1526-1707)

Subject Code: HST182M402

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

Credit Units: 4

Course Objective:

To provide an understanding of the history of state, society, economy and culture of Medieval India.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Select the sources: textual and archaeological pertaining to the Medieval period.	BT 1
CO 2	Explain the formation, expansion, and development of the Mughal Empire along with the contemporary socio-economic, cultural, religious and administrative trends.	BT 2
CO 3	Identify the relationship of Ahmednagar, Golkonda, Bijapur, Rajput, Marathas and Ahom states with the Mughals.	BT 3
CO 4	Dissect the knowledge of the course to study and appreciate the regional politics of modern India.	BT 4

Modules	Course Content	Periods
I	Establishment and Consolidation of the Mughal Empire in India: Survey of Sources, Advance of Babur towards India, struggle for Empire in North India between Afghans, Mughals, Rajputs. Dynastic Rule: Akbar to Aurangzeb	15
II	Regional States: Relations with Ahmednagar, Golkonda, Bijapur, Rajput, Marathas and Ahoms.	15
III	Society and Culture: Language, Literature, Paintings and Music. Religious syncretism: Hinduism, Sikhism and Islam.	15
IV	Evolution of administrative structure: Structure of Government, Central and Provincial	15

	The land revenue system – <i>Dahsala, Kankut, Gallabakshi, nasaq, Todarmal's bandobast</i> , the evolution of the Mansab-Jagir System Structure of the army.	
TOTAL		60

Course Outline:

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. Chandra, Satish., 2017. *Medieval India Part II*. New Delhi. Manohar Publications.
2. Mehta, J. L., 2019. *Advanced Study in the History of Medieval India, Volume II*, Noida. Sterling Publications Private Limited.

Reference Books:

1. Ali, Athar., 2006. *Mughal India: Studies in Polity, Ideas, Society and Culture*. New Delhi. Oxford University Press.
2. Bhargaba, Meena (Ed.), 2010. *Exploring Medieval India Sixteenth to Eighteenth Centuries: Politics, Economy, Religion*. Volume I. New Delhi. Orient BlackSwan.
3. Habib, Irfan., 1999. *The Agrarian System of Medieval India 156-1707*, New Delhi. Oxford University Press.
4. Nag, Sajal., 2023. *The Mughals and the North-East: Encounter and Assimilation in Medieval India*. New Delhi. Manohar Publications.
5. Richards, F. John., 2007. *The Mughal Empire: The Cambridge History of India. Volume I Part 5*. Cambridge University Press.

Reading Materials:

1. Alam, M., 1974. The Zamindars and Mughal Power in the Deccan, 1685-1712. *The Indian Economic & Social History Review*, 11(1), pp.74-91.
2. Grover, B.R., 1965. Nature of Dehat-i-Taaluqa (Zamindari villages) and the evolution of the Taaluqdari system during the Mughal age. *The Indian Economic & Social History Review*, 2(3), pp.259-288.
3. Habib, I., 1969. Potentialities of capitalistic development in the economy of Mughal India. *The Journal of Economic History*, 29(1), pp.32-78.
4. Khan, I.A., 2009. Tracing sources of principles of Mughal governance: A critique of recent historiography. *Social Scientist*, 37(5/6), pp.45-54.

5. Moosvi, S., 1978. The Zamindars' Share in the Peasant Surplus in the Mughal Empire—Evidence of the Ain-i-Akbari Statistics. *The Indian Economic & Social History Review*, 15(3), pp.359-373.
6. Subrahmanyam, S., 1992. The Mughal state—Structure or process? Reflections on recent western historiography. *The Indian Economic & Social History Review*, 29(3), pp.291-321.
7. Talbot, C., 2012. Justifying defeat: A Rajput perspective on the age of Akbar. *Journal of the Economic and Social History of the Orient*, 55(2-3), pp.329- 368.

Semester – IV

Course: M 403

Level: 200

Title of the Paper: Preserving the Past: The Role of Heritage Management

Subject Code: HST182M403

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

Credit Units: 4

Course Objective:

To explain the importance of heritage management in preserving the past by cultivating an awareness of the cultural, social, and economic factors responsible for the preservation and promotion of heritage. Providing skills in heritage conservation, museum management, cultural tourism, urban planning, historic preservation, and related fields.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the significance and value of heritage in local, national, and global contexts.	BT 1
CO 2	Explain ethical awareness and sensitivity to the cultural, social, and economic implications of heritage management policies.	BT 2
CO 3	Identify the various challenges and threats to heritage: natural and man-made.	BT 3
CO 4	List out measures for the safety of the national heritage	BT4

Course Outline:

Modules	Course content	Periods
I	Understanding Heritage, relation with other disciplines: archaeology, museology, history. Concepts of Heritage: Tangible and intangible heritage.	13
II	Heritage Management: Cultural resource management; Archaeological Survey of India and other non-governmental organisations. Various acts and Provisions in Indian Constitution.	16
III	Stone and burnt brick structures, rock cut specimens, use of building materials and technology in historical structures.	15

IV	Historical Gardens, Cultural Landscapes Historical Communities and intangible cultural heritage- Salient features, patterns etc. Natural heritage: Flora and Fauna.	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 <ul style="list-style-type: none"> • Home Assignment – 10 Hrs • Presentation – 10 Hrs • Quiz – 5 Hrs • Video Screening – 5 Hrs

Textbooks:

1. Chakraborty, K., 2021. *All about Indian Heritage*. Kolkata: The Asiatic society.
2. Thapar, R., 2018. *Indian culture as heritage contemporary pasts*. New Delhi. Aleph Book Company.

Reference Books:

1. Bora Shiela & Bora M.C. 1992. *The Story of Tourism, An Enchanting Journey Through India's North-East*. Delhi. UBS Publishers.
2. Davies, Philip., 1990. *Monuments of India*. Vol. II. London. Penguin.
3. Heinrich, Zimmer., 2000. *Philosophies of India*. Routledge.
4. Hussain, S. A., 1987. *The national cultural of India*. New Delhi. National Book Trust.
5. Misra K.K; Rehan. M; Gupta.R.2013. *Indian religious practices*. New Delhi. Gyan Publishing House.

Reading Materials:

1. Alexander, E.P. (ed.) 1995: *Museum Masters: Their Museums and their influence*, Delhi. Sage Publications Ltd.
2. Batra, N.L. (1996). *Heritage Conservation*, New Delhi. Aryan Books International.
3. Feilden, M.B., 1989: *Guidelines for Conservation*, INTACH, New Delhi.
4. Ghose, A., 1989: *Conservation and Restoration of Cultural Heritage*, Delhi. South Asia Books.
5. Marshall, Sir J. 1993 (re.): *Conservation Manual*, Calcutta. Superintendent Govt. Printing.

Semester - IV**Course: N 401****Level: 200****Title of the Paper: Introduction to World History: Modern Period****Subject Code: HST182N401****L-T-P-C-2-1-0-3****Credit Units: 3****Course objectives:**

Analyze the rise of the Modern World between 18th to 20th centuries. Apart from the major events in the Europe, the course will apprise students of the socialist movements in Russia and China and anti-colonial movements in Africa and South Asia.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Define economic and political developments in the modern world.	BT 1
CO 2	Explain the rise of socialist revolutions in Russia and China vis-à-vis anti-colonial movements in Africa and South Asia.	BT 2
CO 3	Develop understanding of the rise of the 20 th century modern world.	BT 3
CO 4	Examine the factors leading to the collective progression of the twentieth century modern world.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Industrialization, Colonialism and Imperialism in Europe	15
II	First World War 1914-1919. Democracies, Authoritarianism, and Fascism 1919-1939. The Second World War 1939-1945	15
III	Russian Revolution and its aftermath, 1917-1921. State and Society in China and Japan: The Chinese Revolution of 1949	15
IV	Anti-Colonial Movements in Africa. Growth of anti-colonial movements in South Asia: Independence and Partition of the Indian Sub-continent	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 <ul style="list-style-type: none">• Home Assignment – 10 Hrs• Presentation – 10 Hrs• Quiz – 5 Hrs• Video Screening – 5 Hrs

Textbooks:

1. Chakrabarti, Ranjan., 2012. *A History of Modern World: An Outline*, New Delhi, Primus Books.
2. Lowe, Norman, John Traynor, 2012. *Mastering Modern World History*, New Delhi Bloomsbury.
3. Woodruff, William.,1998. *A Concise History of Modern World: 1500 to the Present*, London, Palgrave Macmillan.

Reference Books:

1. Bayly, Christopher., 2004. *The Birth of the Modern World 1780–1914, Global Connections and Comparisons*, London, Blackwell.
2. Hobsbawm, E. J., 1999. *Industry and Empire*. London. Penguin Books.
3. Hobsbawm, E. J., 1994. *Age of Extremes: 1914-1991*, London. Penguin Books.
4. Hobsbawm, E. J., 1887. *Age of Empires 1875-1914*, London. Penguin Books.
5. Hill, Christopher., 1961. *A Century of Revolutions*, New York Routledge.
6. M. Phukan., 2015, *Rise of The Modern West*. New Delhi. Trinity Press.
7. Pandey, Gyanendra., 2001. *Remembering Partition: Violence, Nationalism and History in India*, Cambridge, Cambridge University Press.

Reading Materials

1. Megan Vaughan., 2006, “Africa and the Birth of the Modern World”, *Transactions of the Royal Historical Society*, Vol. 16, pp. 143-162.
2. Joseph W. Esherick, 1995, “Ten Theses on the Chinese Revolution”, *Modern China*, Vol. 21, No. 1, pp. 45-76.
3. Tai-Chi Quo, 1912, The Chinese Revolution, *The Annals of the American Academy of Political and Social Science*, Vol. 39, pp. 11-17.

Semester - IV**Course: N 402****Level: 200****Title of the Paper: Introduction to World History: Contemporary Period****Subject Code: HST182C302****L-T-P-C – 2-1-0-3****Credit Units: 3****Course objectives:**

This paper deals with the contemporary world in the context of the rise and end of Cold War and the emergence of a unipolar world. It will also analyze the relevance of NAM, globalization and environmental issues in the contemporary world.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Choose the important events in World History: formation of UNO, cold war, rise of the unipolar world, globalization.	BT 1
CO 2	Explain the underlying diplomatic, military, and economic discourses: formation of various antagonistic military and ideological blocs.	BT 2
CO 3	Develop knowledge about post-colonial period world history.	BT 3
CO 4	Analyze the current trends in world politics and international relations.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Cold War (1945-1991) Meaning, causes, security pacts: UNO, NATO, CENTO, Warsaw Pact.	15
II	Conflicts during the Cold War and Non-Aligned Movement (NAM) Korean War, conflicts in the Middle East, Vietnam War, Afghan War, Desert Storm, and NAM.	15
III	Post Cold War Phase and Contemporary Geo-political Global Scenario Berlin Wall, disintegration of USSR, is USA - the sole superpower? Relevance of NAM.	15
IV	Globalization and Liberalization End of Protectionism and beginning of open economies, various pacts and international treaties: facilitating	15

	Liberalization and Globalization, role of IMF and other agencies. Impact of globalization/liberalization: Environmental Degradation.	
TOTAL		60

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. McMohan, Robert, 2003. *The Cold War: A Very Short Introduction*, Oxford University Press.
2. Singham, A.W. and Hune, Shirley, 1986. *Non-alignment in the Age of Alignment*, The College Press.

Reference Books

1. Gaddis, John Lewis, 2005. *Cold War: A New History*, The Penguin Press.
2. Lorenz, Luthi, 2008. *The Sino-Soviet Split, The Cold War in the Communist World*, Princeton University Press.
3. McMohan, Robert, 2003. *The Cold War: A Very Short Introduction*, Oxford University Press.
4. Singham, A.W. and Hune, Shirley, 1986. *Non-alignment in the Age of Alignment*, The College Press.
5. ASDF, 2008. *The United Nations Today*, New York.

Reading Materials:

1. Nadir Leila Christine., 2013. University of Northern Iowa, Cold War, *The North American Review*, Vol. 298, No. 3, Summer Fiction Issue, pp. 3-5,
2. Singham, Archie and Hune, Shirley Epstein, 1987. Eighth Non-Aligned Summit Hara-1986. *The Black Scholar*, March/April 1987, Vol. 18, No. 2, pp., 48-57
3. Held, David, et al., 1999. *Globalization*, Global Governance, Vol. 5, No. 4, pp. 483-496
4. Soyinka, Wole, 1991. Beyond the Berlin Wall. *Indiana University Press on behalf of the Hutchins Center for African and African American Research at Harvard University*. No. 51, pp. 6-25

5. Herring, George C., 2004. Vietnam, The Cold War and Vietnam. *OAH Magazine of History*, Vol. 18, No. 5, pp. 18-21

Semester: 4th

Type of Course: AEC (w.e.f. 2023-24) UG Programme

Course Code: CEN982A401

Course Title: CEN IV: Business Communication: Concepts and Skills

Course level: 200, Total Credits: 1, L-T-P-C: 1-0-0, Scheme of Evaluation: Theory and Practical

Course Objectives: This course is designed to enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.

Course Outcomes: After the successful completion of the course, the students will be able to

CO Level	Course Outcome	Blooms Taxonomy Level
CO 2	Demonstrate understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	BT 2
CO 3	Develop professional documents to meet the objectives of the workplace	BT 3

CO 3	Identify different life skills and internet competencies required in personal and professional life.	BT 3
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Detailed Syllabus		
Units	Course Contents	Periods
I	Presentation Skills Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	Business Writing Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	5
III	Preparing for jobs Employability and Unemployability, Bridging the Industry-Academia Gap Knowing the four- step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interview, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5

IV	<p>Digital Literacy and Life Skills</p> <p>Digital literacy: Digital skills for the '21st century', College students and technology, information management using Webspace, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0.</p> <p>Life Skills: Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem- solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.</p> <p>Application of life skills: opening and operating bank accounts, applying for PAN, Passport, online bill payments, ticket booking, gas booking</p>	5
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Texts:

1. *Business Communication* by Shalini Verma References:
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15 hours	-	10 hours <ul style="list-style-type: none"> - Movie/ Documentary screening - Field visits - Peer teaching - Seminars - Library visits

Subject Name: Behavioural Sciences -IV UG 4th
semester Course code: BHS982A402

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course outcomes: On completion of the course the students will be able to: CO1:
Understand the importance of individual differences
CO2: Develop a better understanding of self in relation to society and nation CO3:
Facilitation for a meaningful existence and adjustment in society

Modules	Course Contents	Periods
I	Managing Personal Effectiveness Setting goals to maintain focus, Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions.	4
II	Positive Personal Growth Understanding & Developing positive emotions, Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth.	4
III	Handling Diversity Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	4
IV	Developing Negotiation Skills Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations. Negotiation and interpersonal communication. Rapport Building – NLP.	4
Total		16

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Semester – V

Course: M-501

Level: 300

Title of the Paper: History of China (1838-1949)

Subject Code: HST182M501

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objective:

To sensitize the students to the history of China and its importance in World history.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Define the process of opening of China for the exploitation of the western colonial powers.	BT 1
CO 2	Explain the causes for the emergence of different protest movements in China to oppose the colonial exploitation, the rise of nationalism in early 20th CE China, China's participation in the World War I and II, the outbreak of the Chinese Civil War and the establishment of Communist Government in China.	BT 2
CO 3	Develop a better understanding of China's political struggle against colonial powers.	BT 3
CO 4	Analyse the political transformation of China from a monarchical state to a communist nation.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Opening of China Early Chinese attitude towards the foreigners, the Canton Trade, First Opium War: causes, consequences and significance, Treaty of Nanking, Second Opium War: causes, consequences and Significance, Treaties Tientsin, Open Door Policy	14
II	Reform Movements T'ai- P'ing Rebellion: causes, nature and consequences, Boxer Rebellion: causes, nature and significance, Hundred Days Reform Movement of 1898, role of K'ang Yu Wei, Reform Movement of	16

	1901-1908, role of Empress Dowager Tzu Hsi	
III	Emergence of Nationalism in China Chinese Revolution of 1911: causes, results and significance, Dr. Sun Yat Sen and his Three Principles, Yuan Chi Kai, Chiang Kai Shek	14
IV	China in between the First and Second World War China's involvement in the First World War, Twenty-One Demands of Japan, May Fourth Movement: nature and significance, Mao Tse Tung, Chinese Civil War, Communist Long March, Establishment of the Communist Government	16
	TOTAL	60

Notional Hours:

Notional hour distribution for this paper is as follows:

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

Textbooks:

1. Clyde, P. H. and Beers, B. F., 1976. *The Far East: A History of Western Impact and Eastern Response*. New Delhi. Prentice Hall of India Pvt. Ltd.
2. Vinacke, H. M. 1982. *A History of The Far East in Modern Times*. New Delhi. Kalyani Publications

Reference Books:

1. Cameron, M. E., 1931. *The Reform Movement in China, 1898-1912*. China. Stanford University Press
2. Chesneaux, Jean., 1976. *China: From the Opium Wars to the 1911 Revolution*. New York. Pantheon Books
3. Gernet, Jacques. 1996. *A History of Chinese Civilization, (2nd edition.)*. U. K., Cambridge University Press
4. Latourette, K. S., 1964. *A Short History of the Far East*. New York. Macmillan
5. Patricia Buckley, Ebrey, (ed.) 1993. *Chinese Civilization: A Sourcebook (2nd Edition)*. New York. The Free Press
6. Sarao, K.T.S., 2018. *Modern History of China (1840-1949)*. Delhi. Surjeet Publications
7. Singh, A. K. 1984. *History of Far East in Modern Times*. Delhi. Surjeet Publications

Reading Materials:

1. Brantly Womack, 1984. 'Modernization and Democratic Reform in China' in *The Journal of*

- Asian Studies*, Volume 43, No. 3. pp. 417-439. <https://doi.org/10.2307/2055756>
2. Buck, D. Buck., 1984. 'Themes in the Socioeconomic History of China, 1840-1949--A Review Article' in *The Journal of Asian Studies*, Volume 43, No. 3. pp. 459-473. <https://doi.org/10.2307/2055758>
 3. Coco, Orazio., 2021 'China's Early Industrialization in the Age of the European Colonial Powers: A Controversial Beginning' in *The Chinese Historical Review*, Volume 28, Issue 2. Pp. 113-137. <https://doi.org/10.1080/1547402X.2021.1990528>
 4. Keller, Wolfgang. and H Shiue, Carol., 2023. 'The economic consequences of the opium war' in *National Bureau of Economic Research*. [10.3386/w29404](https://doi.org/10.3386/w29404)
 5. K. R., Chong., 1969. 'Cheng Kuan-ying (1841-1920): a source of Sun Yat-sen's Nationalist Ideology?' in *The Journal of Asian Studies*. pp. 28-40. <https://doi.org/10.2307/2943001>
 6. Meissner, Werner., 2006. 'China's search for cultural and national identity from the nineteenth century to the present' in *China Perspectives*. pp.41-54. <https://doi.org/10.4000/chinaperspectives.3103>
 7. Michael, Franz., 1949. 'Military organization and power structure of China during the Taiping Rebellion' in *Pacific Historical Review*, Volume 18, No. 4. pp. 469-483. <https://doi.org/10.2307/3635664>
 8. T. K. Wu, James., 1950. 'The Impact of the Taiping Rebellion upon the Manchu Fiscal System' in *Pacific Historical Review*, Volume 19, No. 3. pp. 265-275. <https://doi.org/10.2307/3635591>
 9. X, Wang., and J., Li., 2009. 'Modernization and the Study of Modern Chinese History' in *Chinese Studies in History*, Volume. 43, no. 1. pp. 46-60. <https://doi.org/10.2753/CSH0009-4633430105>

Semester-V**Course: M-502****Level: 300****Title of the Paper: History of Modern India I (1757-1857)****Subject Code: HST182M502****L-T-P-C-3-1-0-4****Credit Units: 4****Course Objectives:**

To examine the political, economic, social, and cultural transformations in India under British rule from 1757 to 1857 and analyze indigenous resistance and responses to colonial policies.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Find the political and economic factors behind British expansion in India (1757-1857).	BT 1
CO 2	Interpret colonial administrative and economic policies and their impact on Indian society.	BT 2
CO 3	Identify the colonial impact on Indian education, judiciary, and press.	BT 3
CO 4	Analyse the tribal and peasant uprisings, including the Revolt of 1857.	BT 4

Course Outline:

Modules	Course Content	Periods
I	British Expansion and the Decline of regional Powers Advent of European powers: Portuguese, Dutch, French, and British – their commercial and political motives British military conquests: Battle of Plassey (1757), Battle of Buxar (1764), and the establishment of Company rule Expansionist policies: Subsidiary Alliance, Doctrine of Lapse, annexation of Indian states Anglo-Mysore, Anglo-Maratha, and Anglo-Sikh conflicts and their consequences.	15
II	Colonial Governance and Policies Early Colonial Administration and Control : The evolution of the East India Company's administrative role, The need for governance reforms and early administrative challenges, The Regulating Act of 1773, Pitt's India Act of 1784.	16

	<p>Charter Acts and Bureaucratic Expansion</p> <p>Judicial and Law Enforcement Reforms Infrastructure development: Development of judicial administration under British rule, Supreme Court (1774), High Courts (1861), Indian Penal Code (1860), Role of Lord Macaulay in codification of Indian laws, Police Reforms, Law and Order Mechanisms.</p>	
III	<p>Socio-Cultural Changes and Reform Movements</p> <p>Educational policies: Macaulay's Minute (1835), Wood's Despatch (1854), and the Anglo-Orientalist debate.</p> <p>Social reform and religious movements: Raja Rammohan Roy and the Brahmo Samaj, Young Bengal Movement,</p> <p>Influence of Christian missionary</p> <p>Growth of print culture and the vernacular press – early nationalist consciousness</p>	15
IV	<p>Resistance and the Revolt of 1857</p> <p>Tribal and peasant uprisings: Santhal, Kol, Paika, and Fakir-Sannyasi Rebellions</p> <p>Sepoy discontent and the outbreak of the Revolt of 1857: Political, social, and economic causes</p> <p>Major centers of the Revolt: Delhi, Awadh, Kanpur, Jhansi, and Bihar – role of leaders and common people</p> <p>Consequences of the Revolt: British suppression, reorganization of administration, and its historical significance</p>	14

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. Bandyopadhyay, S. (2015). *From Plassey to Partition and After: A History of Modern India* (2nd ed.). Orient BlackSwan.
2. **Gopal, S. (1975).** *British policy in India, 1858-1905*. Cambridge University Press.

Reference Books:

1. Majumdar, R. C. (1965). *British Paramountcy and Indian Renaissance* (Vol. 10). Bharatiya Vidya Bhavan.
2. Chandra, B., Mukherjee, M., et.al. (1989). *India's Struggle for Independence*. Penguin Books.
3. Sarkar, S. (1983). *Modern India (1885–1947)*. Macmillan.

Reading Materials:

1. Chakrabarti, D. (n.d.). *Colonial Indology and British Expansionism in India*. [Available in academic journals]
2. Guha, R. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Oxford University Press.
3. Macaulay, T. B. (1835). *Minute on Indian Education*. [Primary source document]
4. Wood's Despatch. (1854). *Dispatch on Education in India*. [Available in public archives]
5. Government of India. (1858). *Reports on the Revolt of 1857*. [Excerpts from official British records and contemporary Indian accounts]
6. **Chaudhuri, N. (1971).** *The economic development of India under the East India Company, 1814-1858*. Cambridge University Press.

Semester-V

Course: M - 503

Level: 300

Title of the Paper: Economic History of India I (1857-1900)

Code: HST182M503

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

Credit Units: 4

Course Objectives:

To introduce students the foundation of Indian Economy during colonial period with the help of concepts related to the economy. The paper shall develop critical thinking to analyze and interpret theories associated with Indian economy during the said time frame. It also provides ability to understand and evaluate contemporary challenges in the economy such as poverty, unemployment and so on.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO1	Define economic background of India with the study of appropriate historical sources that provide evidence of India's early economy before colonial rule and the characteristics of India's pre-colonial economy, its strengths, and transitions.	BT1
CO2	Explain the colonial land and revenue systems, including and their impact on peasants, landlords, and agricultural production, the commercialization of agriculture, the exploitation of natural resources and their impacts.	BT2
CO3	Make use of knowledge of various theoretical frameworks used to study nationalism, including their historical development and key perspectives.	BT3
CO4	Examine transformation of India's economy from self sufficiency to colonial dependency, examining British relief measures, and their long-term consequences on economic structures.	BT4

Course Outline:

Modules	Course Content	Periods
I	Introduction Historical Sources Early economy Overview of Pre-Colonial Economy	14
II	Agrarian Economy During Colonial Times The concept of Land and Revenue system: Permanent Land settlement, Ryotwari, Mahalwari Commercialization of agriculture, monetization and deindustrialization: exploitation of natural resources, Development of coal mining, oil extraction Famine and food security	16
III	Theoretical approach to the study Nationalist critiques Colonial perspectives Dependency and Underdevelopment theories Synthesis of theories and analysis	15
IV	Transformation of Indian Economy: Self-sufficient economy to colonial dependency British relief measures Long-term consequences on Indian economic structure Transition towards nationalist economic thought and post-colonial implications	15
	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. Rao, VKRV 1955, *Economic History of India 1857-1956*, Bombay.
2. Kumar, Dharma, Desai, Meghnad. 1947, *The Cambridge Economic History of India*, Volume 2: c.1757–2003. (Ed), Cambridge University Press.

References:

1. British Parliamentary Papers, 1858-1900, *Reports on Indian Trade and Industry*. London: HMSO.
2. Dutt, R.C. 1901, *The Economic History of India in the Victorian Age: 1837-1900*. London: Kegan Paul.
3. Roy, T. 2011, *The Economic History of India, 1857-1947*. New Delhi: Oxford University Press.
4. Indian Famine Commission, 1880, *Report of the Indian Famine Commission, 1880*. Calcutta: Government of India Press.
5. K, Anilkumar 2020, *Economic History of India: 1857-1947*. New Century Publications, New Delhi.

Study Material:

1. Banerjee, A. and Iyer, L. 2005, 'History, institutions, and economic performance: The legacy of colonial land tenure systems in India', *American Economic Review*, 95(4), pp. 1190-1213.
2. Chaudhuri, K.N. 1983, *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*. Cambridge: Cambridge University Press.
3. Dutt, R.C. 1901, *The Economic History of India in the Victorian Age: 1837-1900*. London: Kegan Paul.
4. Roy, T. 2011, *The Economic History of India, 1857-1947*. New Delhi: Oxford University Press.
5. Morris, M.D. 1967, 'Values as an obstacle to economic growth in South Asia: An historical survey', *Journal of Economic History*, 27(4), pp. 588-607.
6. Tomlinson, B.R. 1993, 'Economics and Empire: The Periphery and the Imperial Economy', *Journal of Imperial and Commonwealth History*, 21(3), pp. 531-556.

Semester – V

Course: N-501

Level: 200

Title of the Paper: Introduction to Modern Indian History I (1757-1857)

Subject Code: HST182N501

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

Credit Units: 4

Course Objectives:

To examine the political, economic, social, and cultural transformations in India under British rule from 1757 to 1857 and analyze indigenous resistance and responses to colonial policies.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Find the political and economic factors behind British expansion in India (1757-1857).	BT 1
CO 2	Interpret colonial administrative and economic policies and their impact on Indian society.	BT 2
CO 3	Identify the colonial impact on Indian education, judiciary, and press.	BT 3
CO 4	Analyse the tribal and peasant uprisings, including the Revolt of 1857.	BT 4

Course Outline:

Modules	Course Content	Periods
I	British Expansion in India (1757-1818) Introduction to Colonialism – Causes of European arrival in India The Battle of Plassey (1757) and Battle of Buxar (1764) – Establishment of British rule British expansion policies – Subsidiary Alliance, Doctrine of Lapse Fall of Indian powers – Bengal, Mysore, Marathas, and Awadh	15

II	British Administration and Economic Policies British administrative structure – Role of Governor Generals (Warren Hastings, Cornwallis, Wellesley, Dalhousie) Land Revenue Systems – Permanent Settlement, Ryotwari, Mahalwari Development of judicial administration under British rule, Supreme Court (1774), High Courts (1861), Indian Penal Code (1860) Impact of British economic policies – Decline of handicrafts and traditional industries	15
III	Social and Cultural Changes Introduction of Western education – Macaulay’s Minute (1835), orientalism. Social reforms and reformers – Raja Rammohan Roy, Brahmo Samaj, Christian Missionaries Abolition of Sati and other social reforms Growth of press, literature, and Indian intellectual awakening	15
IV	Resistance Movements and the Revolt of 1857 Early resistance movements – Santhal, Kol, Paika Rebellion Causes of the Revolt of 1857 – Political, Economic, Social, and Military factors Key leaders of the Revolt – Rani Lakshmibai, Nana Saheb, Bahadur Shah Zafar, Kunwar Singh, Maniram Dewan Consequences of the Revolt	15

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. Bandyopadhyay, S. (2015). *From Plassey to Partition and After: A History of Modern India* (2nd ed.). Orient BlackSwan.
2. Chandra, B. (1990). *Modern India*. National Council of Educational Research and Training.

Reference Books:

1. Majumdar, R. C. (1965). *British Paramountcy and Indian Renaissance* (Vol. 10). Bharatiya Vidya Bhavan.
2. Marshall, P. J. (2003). *The Eighteenth Century in Indian History: Evolution or Revolution?*. Oxford University Press.
3. Sarkar, S. (1983). *Modern India (1885–1947)*. Macmillan.

Reading Materials:

1. Chakrabarti, D. *Colonial Indology and British Expansionism in India*. [Available in academic journals]
2. Guha, R. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Oxford University Press.
3. Macaulay, T. B. (1835). *Minute on Indian Education*. [Primary source document]
4. Wood's Despatch. (1854). *Dispatch on Education in India*. [Available in public archives]
5. Government of India. (1858). *Reports on the Revolt of 1857*. [Excerpts from official British records and contemporary Indian accounts]

Semester – VI

Course: M-601

Level: 300

Title of the Paper: History of Japan (1853-1945)

Subject Code: HST182M601

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objective:

To introduce the students with the emergence of Japan as the first Asian imperial power, its internal structure of governance and society and its role in world politics in the 19th and 20th centuries.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Define the historical process behind the emergence of Japan as a modern and imperial power.	BT 1
CO 2	Explain the role played by Japan in the World War I and II.	BT 2
CO 3	Develop an understanding of the transformation of Japan from a feudal state to an imperial power.	BT 3
CO 4	Analyse the influence of Japan in world politics with special reference to Asia.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Feudal Japan and beginning of Western contact Beginning of Shogunate, Tokugawa Shogunate, Tokugawa Bakufu System, End of Shogunate, Western powers in Japan, Commodore Perry, Treaty of Kanagawa, Townsend Harris, Harris Treaty.	14
II	Japan in transition Meiji Restoration, End of Feudalism, Process of modernization, Reforms under Meiji Government: social, political, economic, educational; Constitution Making Process, Meiji Constitution.	14
III	Emergence of Japan as an imperial power Sino-Japanese Relations, First Sino-Japanese War, Treaty of Shimonoseki, Anglo-Japanese Alliance, Russo-Japanese War, Treaty of Portsmouth, Japan's interest in Korea and Formosa, Rise of militarism.	16
IV	Japan in the World War I and II Japan in the World War I, Lansing-Ishii Agreement, Twenty-One Demands, Japan in the Paris Peace Conference, Japan-USA relationship, Washington Conference, Manchurian Crisis,	16

	Manchukuo, Second Sino-Japanese War, Japan in the World War II.	
TOTAL		60

Notional Hours:

Notional hour distribution for this paper is as follows:

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

Textbooks:

3. Clyde, P. H. and Beers, B. F., 1976. *The Far East: A History of Western Impact and Eastern Response*. New Delhi. Prentice Hall of India Pvt. Ltd.
4. Singh, A. K., 1984. *History of Far East in Modern Times*. Delhi. Surjeet Publications
5. Vinacke, H. M., 1982. *A History of The Far East in Modern Times*. New Delhi. Kalyani Publications

Reference Books:

1. Clements, Jonathan., 2017. *A Brief History of Japan: Samurai, Shogun and Zen*. U. K. Tuttle Publishing
2. David, M. D., 1979. *History of Modern Japan*. Bombay. Himalaya Publishing House
3. Fairbank, John King., Reischauer, Edwin O., and Craig, Albert M., 1965. *East Asia: The Modern Transformation*. Boston. Houghton Mifflin Company
4. Gordon, Andrew., 2019. *A Modern History of Japan: From Tokugawa Times to the Present*. London. Oxford University Press
5. Huffman, James L., 2010. *Japan in World History*. London. Oxford University Press
6. Latourette, Kenneth Scott., 1946. *A Short History of the Far East*. New York. Macmillan

Reading Materials:

1. Asada, Sadao., 1961. 'Japan's "Special Interests" and the Washington Conference' in *The American Historical Review*, Volume 67, No. 1. pp. 62-70. <https://doi.org/10.2307/1846262>
2. Beckmann, George M., 1968. 'Foundations of Constitutional Government in Japan, 1868–1900' in *Journal of Asian Studies*, Volume 27, Issue. 2. pp. 398–400. <https://doi.org/10.2307/2051783>
3. Bernstein, Gail Lee., 1977. 'The Rise of Modern Japan' in *Journal of Asian Studies*, Volume 36, Issue. 4. pp. 754–756. <https://doi.org/10.2307/2054463>
4. Crawcour, Sydney., 1974. 'The Tokugawa Period and Japan's Preparation for Modern Economic Growth' in *The Journal of Japanese Studies*, Volume 1, No. 1. Pp. 113-125. <https://doi.org/10.2307/133439>
5. Goodman, Grant K., 1991. 'Tokugawa Japan: The Social and Economic Antecedents of Modern Japan' in *Journal of Asian Studies*, Volume 50, Issue. 4. pp. 935–936 <https://doi.org/10.2307/2058583>

6. [McMaster](#), John., 1960. 'The Japanese Gold Rush of 1859' in *Journal of Asian Studies*, Volume 19, Issue. 3. pp. 273–287. <https://doi.org/10.2307/2943487>
7. Sakata, Yoshio., and Whitney Hall, John., 1956. 'The Motivation of Political Leadership in the Meiji Restoration' in *Journal of Asian Studies*, Volume 16, No. 1. Pp. 31-50. <https://doi.org/10.2307/2941545>
8. Shirane, Seiji., 2022. 'Imperial Gateway: Colonial Taiwan And Japan's Expansion In South China And Southeast Asia, 1895–1945' in *The Asia-Pacific Journal: Japan Focus* , Volume 20, Issue 17. pp. 1-19. <https://apjif.org/2022/17/shirane>
9. Souyri, Pierre-Francois., 'Criticising Colonialism in pre-1945 Japan' in *Cipango - French Journal of Japanese Studies*. Volume 4. pp. 1-33. <https://doi.org/10.4000/cjs.1121>
10. Wilson, Sandra., 1998. 'Bureaucrats and Villagers in Japan: Shimin and the Crisis of the Early 1930s' in *Social Science Japan Journal*, Volume 1, No. 1. pp. 121-140. <https://www.jstor.org/stable/30209242>

Semester - VI

Course: M-602

Title of the Paper: History of Modern India II (1857-1947)

Subject Code: HST182M602

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

Credit Units: 4

Course Objectives:

The objective of this course is to analyze the political, social, and economic transformations in India from the Revolt of 1857 to Independence in 1947, focusing on colonial policies, nationalist movements, and the decolonization process.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the key events, policies, and consequences of British rule in India post-1857.	BT 1
CO 2	Explain the socio-political impact of colonial governance and economic policies on Indian society.	BT 2
CO 3	Evaluate the process of decolonization and partition, considering its historical and contemporary significance	BT 3
CO 4	Analysis of India's independence.	BT 4

Course Outline:

Modules	Course Content	Periods
I	British Rule after 1857 – Policies and Their Impact The Government of India Act, 1858: End of Company rule and beginning of Crown rule British administrative policies: Civil services, army, and law Socio-economic impact of British rule: Education, press, and agrarian changes Indian response: Early socio-religious reform movements (Satya Sodhak Samaj, Arya Samaj, Ramkrishna Mission, Aligarh Movement)	15
II	Rise of Nationalism and Constitutional Developments (1885-1919) Growth of political associations and the birth of Indian National Congress (Moderates vs. Extremists) Partition of Bengal (1905) and the Swadeshi Movement – strategies and limitations Role of Muslim League World War I and its impact on Indian politics – Home Rule Movements Montagu-Chelmsford Reforms (1919) and the Rowlatt Act – response of Indian leadership	15

III	Period of Mass Struggles (1919-1939) Gandhi's leadership: Non-Cooperation Movement and Civil Disobedience Movement – phases, methods, and outcomes Revolutionary nationalism: Role of Hindustan Socialist Republican Association (HSRA) and individual efforts The Government of India Act, 1935 – key features and limitations Communalism and the growth of the demand for Pakistan – debates and challenges Rise of socialist and leftist ideologies in Indian politics	15
IV	Towards Freedom – Negotiations and Partition (1939-1947) Subhas Chandra Bose and the Formation of Indian National Army Impact of World War II on Indian politics: Cripps Mission and Quit India Movement Cabinet Mission and the failure of constitutional compromise Mountbatten Plan and the Indian Independence Act (1947) Partition and integration.	15

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. Bandyopadhyay, S. (2015). *From Plassey to Partition and After: A History of Modern India* (2nd ed.). Orient BlackSwan.
2. Sarkar, S. (1983). *Modern India (1885–1947)*. Macmillan.

Reference Books:

1. Chandra, B., Mukherjee, M., et.al. (1989). *India's Struggle for Independence*. Penguin Books.
2. Chatterjee, P. (1986). *Nationalist thought and the colonial world: A derivative discourse?* Zed Books.
3. Roy, T. (2000). *The Economic History of India, 1857–1947*. Oxford University Press.

Reading Materials:

1. Guha, R. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Oxford University Press.
2. Seal, A. (1973). *Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century*. Cambridge University Press.
3. Bose, S., & Jalal, A. (2017). *Modern South Asia: History, Culture, Political Economy* (4th ed.). Routledge.
4. Tara Chand. (1972). *History of the Freedom Movement in India* (Vols. 1-4). Ministry of Information & Broadcasting, Government of India.

Semester–VI

Course: M603

Level: 300

Title of the Paper: Socio-Religious History of Modern India

Subject Code: HST182M603

L-T-P-C–3-1-0-4

Credit Units: 4

Course Objectives:

This course aims to expand and deepen students' understanding of the socio-religious history of Modern India during the 19th and 20th centuries. Through a survey of historiographical literature on socio-religious movements, it seeks to cultivate critical thinking among students. By engaging with key debates and interpretations, the course encourages students to recognize, reassess, and critically analyze fundamental questions relevant to contemporary society.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Define key socio-religious reform movements, their leaders, and objectives within the historical context of colonial India.	BT 1
CO 2	Explain the motivations, ideological influences, and socio-political conditions that shaped these movements and their interactions with colonial and traditional institutions.	BT 2
CO 3	Identify the historical impact and contested interpretations of these movements, applying historiographical perspectives to assess their legacy in shaping modern Indian society and identity.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Colonial Impact and the Emergence of Reform Introduction of Western Education: Colonial State and its ideological and legislative dimensions, Responses to colonial education and policies, The role of print culture and intellectual awakening.	15
II	The Indian Renaissance – Ideas and Limitations Nature and Characteristics of the Indian Renaissance, Influence of European Enlightenment and indigenous traditions, Limitations and critiques of the Indian Renaissance.	15
III	Reform Organizations and Religious Movements Brahmo Samaj, Arya Samaj, and Prarthana Samaj, Muslim Religious Movements: Wahabi, Aligarh and Deoband, Intersections of reform, nationalism, and religious identity	15

IV	Social Movements and the Question of Identity Caste Movements in the 19th and 20th century: Satyashodhak Samaj, (SNDP) Movement, Justice Party Movement, Self-Respect Movement, Dalit Movement and Ambedkarite Struggles. Women Leaders and Movements: Savitribai Phule, Pandita Ramabai, Begum Rokeya Sakhawat Hossain, Tarabai Shinde, Sarojini Naidu, Kamala Nehru, Aruna Asaf Ali, Usha Mehta, All India Women's Conference, Self-Respect Movement.	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. Bandyopadhyay, S. (2004). *From Plassey to Partition: A History of Modern India*. Orient Black Swan.
2. Sarkar, S. (1989). *Modern India 1885–1947*. Springer.

Reference Books:

1. Bhattacharya, S. (2007). *Development of Modern Indian Thought and the Social Sciences*. Oxford University Press.
2. Jones, K. W. (1989). *Socio-Religious Reform Movements in British India*. Cambridge University Press.
3. Kumar, S. *Socio-Religious Reform Movements in British Colonial India*.

Reading Materials:

1. Cox, J. (1991). *The New Cambridge History of India III, I: Socio-Religious Reform Movements in British India*, by Kenneth W. Jones (Book Review). *Victorian Studies*, 35(1), p.97.

2. Kshirasagara, R. (1994). *Dalit Movement in India and its Leaders, 1857-1956*. MD Publications Pvt. Ltd.
3. Yadav, A. (2021). *Arya Samaj and Socio-Religious Nationalism in India*. *Academic Discourse*, 10(2), pp.20-2.
4. Hardiman, D. (2003). *Gandhi in His Time and Ours: The Global Legacy of His Ideas*. Permanent Black.
5. Chakravarti, U. (1998). *Rewriting History: The Life and Times of Pandita Ramabai*. Zubaan.
6. Jones, K. W. (1976). *Arya Dharm: Hindu Consciousness in 19th Century Punjab*. University of California Press.
7. Bayly, S. (1999). *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. Cambridge University Press.

Semester – VI

Course: M-604

Title of the Paper: Economic History of India II (1900-1950)

Subject Code: HST182M604

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

Credit Units: 4

Course Objectives:

This course explores the economic structures and policies of colonial India, analyzing their long-term impact on society and development. It examines British land revenue systems, commercialization of agriculture, and resistance movements like Swadeshi. The course delves into industrialization and deindustrialization debates, trade policies, and the role of British and Indian capital. Additionally, it covers labour conditions, infrastructure growth, and financial institutions. Finally, it assesses economic transitions leading to independence, early planning initiatives, wartime economic challenges, and post-independence development issues.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the key economic policies implemented by the British, including land revenue systems, commercialization of agriculture, and their long-term impact on Indian society and economy.	BT 1
CO 2	Explain the debates on deindustrialization, the decline of traditional industries, and the emergence of modern industries, particularly in the context of British capital and Indian entrepreneurship.	BT 2
CO 3	Identify the economic role of railways, banking, credit systems, and labor conditions, with a focus on factory workers, plantation labor, and rural workers under colonial rule.	BT 3
CO 4	Examine the economic consequences of World War II, the Quit India Movement, the Bengal Famine, the Partition, and early economic planning efforts leading to post-independence development strategies.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Colonial Economy and Structural Changes: Overview of British colonial economic policies; commercialization of agriculture and its consequences; Swadeshi Movement and economic boycott	15

II	Industrialization and Trade: Decline of handicrafts and traditional industries; Growth of modern industries and impact of World War I: textile, jute, and iron & steel; role of British capital and Indian entrepreneurs; Trade policies and India's integration into the world economy	15
III	Labour, Infrastructure, and Financial Institutions: Growth of railways; banking, credit, and the rise of indigenous capital; Labour conditions: factory workers, plantation workers, and rural labour	15
IV	Towards Independence and Economic Planning (1940-1950): Early planning initiatives: National Planning Committee (1938) & Bombay Plan (1944); Impact of World War II on the Indian economy; Economic consequences of partition and challenges of development in independent India	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 <ul style="list-style-type: none"> • Home Assignment–10 Hrs • Presentation–10 Hrs • Quiz–5 Hrs • Video Screening–5 Hrs

Textbooks:

1. Chandra, B., Mukherjee, M., & Mukherjee, A. (2010). *An Advanced History of Modern India*. Macmillan India.
2. Kumar, D., & Desai, M. (Eds.). (1983). *The Cambridge Economic History of India (Vol. 2: c. 1757-2003)*. Cambridge University Press.

References:

1. Bairoch, P. (1993). *Economics and World History: Myths and Paradoxes*. University of Chicago Press.
2. Balachandran, G. (Ed.). (2003). *India and the World Economy, 1850-1950*. Oxford University Press.
3. Bardhan, P. (1984). *The Political Economy of Development in India*. Oxford University Press.
4. Dutt, R. C. (1950). *The Economic History of India Under Early British Rule*. London.
5. Frankel, F. R. (1978). *India's Political Economy, 1947-1977: The Gradual Revolution*. Princeton University Press.

Study Materials:

1. Goswami, O. (1984). Agriculture in Slump: The Peasant Economy of East and North Bengal in the 1930s. *Indian Economic & Social History Review*, 21(3), 355–389.
2. Jalal, A. (2013). *The Post-Colonial States of South Asia: Political and Constitutional Problems*. Routledge.
3. Kumar, D. (Ed.). (1983). *The Cambridge Economic History of India, Volume 2: c.1757-c.1970*. Cambridge University Press.
4. Mukerjee, M. (2010). *The Bengal Famine: How the British Engineered the Worst Genocide in Human History*. Basic Books.
5. Nadri, G. A. (2009). *Indigenous Capital and Imperial Expansion: Bombay, Surat and the West Coast*. Routledge.
6. Robb, P. (2004). *A History of India*. Palgrave Macmillan.
7. Rothermund, D. (1992). *India in the Great Depression, 1929-1939*. New Delhi.
8. Roy, T. (2012). *India in the World Economy From Antiquity to the Present*. Cambridge University Press.
9. Roy, T. (2006). *The Economic History of India 1857–1947* (2nd ed.). Oxford University Press.
10. Sarkar, S. (1973). *The Swadeshi Movement in Bengal, 1903–1908*. People's Publishing House.
11. Simmons, C. (1987). The Great Depression and Indian industry: Changing interpretations and changing perceptions. *Modern Asian Studies*, 21(2), 1–23.
12. Sivramkrishna, S. (2009). Ascertaining living standards in erstwhile Mysore, southern India, from Francis Buchanan's journey of 1800-01: An empirical contribution to the Great Divergence. *Journal of the Economic and Social History of the Orient*, 52(1), 1–30.
13. Tripathi, D. (1991). *Business and Politics in India: A Historical Perspective*. Manohar Publishers.
14. Wolmar, C. (2018). *Railways and the Raj: How the Age of Steam Transformed India*. Atlantic Books.

Semester-VI

Course: N-601

Level: 200

Title of the Paper: Introduction to Modern Indian History II (1858-1947)

Subject Code: HST182N601

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

Credit Units: 4

Course Objectives:

The objective of this course is to analyze the political, social, and economic transformations in India from the Revolt of 1857 to Independence in 1947, focusing on colonial policies, nationalist movements, and the decolonization process.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the key events, policies, and consequences of British rule in India post-1857.	BT 1
CO 2	Explain the socio-political impact of colonial governance and economic policies on Indian society.	BT 2
CO 3	Evaluate the process of decolonization and partition, considering its historical and contemporary significance	BT 3
CO 4	Analyse the causes, consequences, and historiographical interpretations of India's independence and partition in 1947.	BT 4

Course Outline:

Modules	Course Content	Periods
I	British Rule and Governance After 1858 The Government of India Act 1858: End of Company rule, beginning of Crown rule British administrative structure: Viceroy, Secretary of State, and civil services Economic policies: Land revenue systems, growth of railways, and industrial impact Social policies: Western education, role of Christian missionaries, and cultural changes	15
II	Social and Economic Changes under British Rule Introduction of railways, industries, and modern education Growth of newspapers, literature, and national awakening Social reform movements: Raja Rammohan Roy, Arya Samaj, Jyotiba Phule, Aligarh Movement. Role of women in social reform movements	15

III	The Rise of Indian Nationalism and Freedom Struggle Formation of the Indian National Congress (1885) and early demands Partition of Bengal (1905) and the Swadeshi Movement Role of Mahatma Gandhi: Non-Cooperation, Civil Disobedience, and Quit India Movement Contribution of Subhas Chandra Bose and the INA	15
IV	Towards Independence and Partition Government of India Act 1935 and the demand for self-rule Role of World War II in India's freedom movement Independence and Partition Consequences of Partition	15

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. Bandyopadhyay, S. (2015). *From Plassey to Partition and After: A History of Modern India* (2nd ed.). Orient BlackSwan.
2. Chandra, B., Mukherjee, M., et.al. (1989). *India's Struggle for Independence*. Penguin Books.

Reference Books:

1. Majumdar, R. C. (1965). *British Paramountcy and Indian Renaissance* (Vol. 10). Bharatiya Vidya Bhavan.
2. Sarkar, S. (1983). *Modern India (1885–1947)*. Macmillan.
3. Seal, A. (1973). *Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century*. Cambridge University Press.

Reading Materials:

1. Guha, R. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Oxford University Press.
2. Bose, S., & Jalal, A. (2017). *Modern South Asia: History, Culture, Political Economy* (4th ed.). Routledge.
3. Tara Chand. (1972). *History of the Freedom Movement in India* (Vols. 1-4). Ministry of Information & Broadcasting, Government of India.

Semester – VII

Course: M-701

Level: 400

Title: History of the United States of America (1776-1945)

Subject Code: HST182M701

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

Credit Units: 4

Course Objectives:

This course aims to provide a comprehensive understanding of the formation and evolution of the United States. It explores the historical background of American independence, the ideological and political foundations of the American Revolution, and the making of the U.S. Constitution. Students will analyse the causes and impact of the Civil War, Reconstruction, and the socio-economic divide of the Gilded Age. The course also examines America's imperial ambitions, its role in global conflicts, and key political and economic transformations leading to the emergence of the United States as a world power.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the significant developments in American history from 1776 till the end of World War II.	BT 1
CO 2	Illustrate significant events that contributed to the development of the United States of America.	BT 2
CO 3	Students will be able to evaluate the acceptability of historical evidence from the American War of Independence till end of World War II.	BT 3
CO 4	Utilise the knowledge of major social, political, economic, and cultural events starting from 1776 to navigate policies of United States of America till end of World War II..	BT 4

Course Outline:

Modules	Course Content	Periods
I	Formation of USA: Historical Background American Revolution: Colonial Background Sources of Conflict, Revolutionary Groups and Ideological Basis; and War of Independence; Making of the Constitution.	15
II	The Civil War Politics of Sectionalism, Slavery, the War and the Emancipation	15

	Proclamation, Issues, Historiography, Interpretations	
III	Post Civil War Reconstruction: The New South, Agrarian Structure, Carpetbaggers, Scalawags, Ku Klux Klan. The Gilded Age – Economic and Social Divide: Growth of Capitalism Workers’ Organisations Agrarian Crisis and Rise of the Populist Movement; Towards Progressivism	15
IV	American Imperial Ambition and Power The Spanish-American War; American Imperialism in Asia: USA and Latin America; Role of America in the First World War; Economic Depression and the New Deal; Entry into the Second World War and Its Consequences.	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–5 Hrs • Video Screening–5 Hrs

Textbooks:

1. Foner, E. (2013). *Give Me Liberty! An American History: Seagull Fourth Edition* (Vol. 1). W.W. Norton & Company.
2. Parkes, H. B. (1968). *The United States of America: A History*. Knopf.
3. Rosenberg, E., & Foner, E. (1982). *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945 (Vol. 10)*. Macmillan.

References:

1. Beard, C. (1986). *An Economic Interpretation of the Constitution of the USA*. Free Press.
2. Bojer, P., & Stikoff, N., et al. *The Enduring Vision: A History of the American People* (Vol. I & II).
3. Du Bois, W. E. B. (2013). *W.E.B. Du Bois on Sociology and the Black Community*. University of Chicago Press.
4. Du Bois, W. E. B. (2014). *Black Reconstruction in America (the Oxford W.E.B. Du Bois): An Essay Toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880*. Oxford University Press.
5. Hobsbawm, E. (2020). *The Age of Extremes: 1914-1991*. Hachette UK.

Study Materials:

1. Hofstadter, R. (1960). *The Age of Reform: From Bryan to FDR*. Random House.

2. Jackson, T. F. (2013). *From Civil Rights to Human Rights: Martin Luther King, Jr., and the Struggle for Economic Justice*. University of Pennsylvania Press.
3. Kristol, I., & Wood, G., et al. (1975). *American Continuing Revolution*. An Enterprises.
4. Mattingly, D. J. (2013). *Imperialism, Power, and Identity*. Princeton University Press.
5. Miller, M. S. (1988). *The Irony of Victory: World War II and Lowell, Massachusetts*. University of Illinois Press.
6. Painter, N. I. (2006). *Creating Black Americans: African-American History and Its Meanings, 1619 to the Present*. Oxford University Press, USA.
7. Parkes, H. B. (1968). *The United States of America: A History*. Knopf.
8. Parker, A. M. (2009). *Clubwomen, Reformers, Workers, and Feminists of the Gilded Age and Progressive Era*. In *Women's Rights: People and Perspectives* (pp. 117-132).
9. Randall, J., et al. *The Civil War and Reconstruction*. Health.
10. Rosenberg, E., & Foner, E. (1982). *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945* (Vol. 10). Macmillan.

Semester – VII

Course: M-702

Title: History of Post-Independence and Contemporary India

Subject Code: HST182M702

L-T-P-C–3-1-0-4

Credit Units: 4

Course objectives:

The course will cover the history of Post Independence India (roughly from 1945-1990s). The course will introduce major, political, economic, gender, environmental, and socio-cultural events which India as a modern nation had gone through. Particular attention will be devoted to India's journey towards political consolidation and nation-building; economic policies and development; social movements and cultural changes; and foreign policy and international relations.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the challenges and strategies involved in integrating over 500 princely states into the Indian Union and their impact on nation-building.	BT 1
CO 2	Illustrate the role of the Constituent Assembly in drafting the Indian Constitution and its significance in shaping India's democratic institutions.	BT 2
CO 3	Identify the impact of land reforms, industrialization, and the Green Revolution on India's economic development and agrarian structure.	BT 3
CO 4	Analyse India's foreign policy, including the Non-Aligned Movement, relations with neighboring countries, and its evolving role as a global power.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Political Consolidation and Nation-Building Integration of Princely States: Challenges and strategies in unifying over 500 princely states into the Indian Union; Framing of the Constitution: The Constituent Assembly and the adoption of the Indian Constitution; Linguistic Reorganisation of States: The creation of states based on linguistic identities and its impact on national unity.	15
II	Economic Policies and Development Planning and Industrialisation: The Five-Year Plans and their role in	15

	shaping India's economic landscape; Land Reforms and Agrarian Change: Efforts to redistribute land and modernise agriculture; Green Revolution: Introduction of high-yield crop varieties and its socio-economic consequences.	
III	Social Movements and Cultural Changes Caste and Social Justice Movements: Movements aimed at eradicating caste-based discrimination and promoting social equity; Women's Rights and Feminist Movements: Tracing the evolution of women's rights and the impact of feminist activism; Environmental Movements: Grassroots movements focused on environmental conservation and sustainable development.	15
IV	Foreign Policy and International Relations Non-Alignment Movement: India's role in establishing and leading the Non-Aligned Movement during the Cold War; Relations with Neighbouring Countries: Analysing diplomatic, economic, and military relations with neighbouring nations, including conflicts and cooperation; India's Evolving Global Position: Assessing India's transition from a post-colonial state to an emerging global power.	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–5 Hrs • Video Screening–5 Hrs

Textbooks:

1. Chandra, B., Mukherjee, M., & Mukherjee, A. (2008). *India Since Independence*. Penguin Books.
2. Guha, R. (2007). *India After Gandhi: The History of the World's Largest Democracy*. HarperCollins.

References:

1. Alavi, S. (Ed.). (2007). *The Eighteenth Century in India* (Reprint ed.). Oxford University Press.
2. Banerjee Dube, I. (2015). *A History of Modern India*. Cambridge University Press.
3. Bayly, C. A. (2014). *Indian Society and the Making of the British Empire* (Reprint ed.). Cambridge University Press.
4. Brass, P. R. (1990). *The Politics of India Since Independence*. Cambridge University Press.
5. Brown, J. M. (1972). *Gandhi's Rise to Power: Indian Politics 1915-1922*. Cambridge University Press.

Study Materials:

1. Chandra, B. (2016). *Communalism in Modern India*. Har Anand Publications.
2. Chandra, B. (2016). *The Rise and Growth of Economic Nationalism in India*. Har Anand

Publications.

3. Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (1989). *India's Struggle for Independence, 1857-1947*. Viking/Penguin.
4. Guha, R. (1986). On some aspects of historiography of colonial India. In R. Guha (Ed.), *Subaltern Studies I* (pp. 1–8). Oxford University Press.
5. Mishra, B. B. (1983). *Administrative History of India*. Oxford University Press.
6. Nanda, B. R. (1998). *Making of a Nation: India's Road to Independence*. Harper-Collins.
7. Sarkar, S. (2014). *Modern India, 1885-1947*. Pearson Education India.
8. Tomlinson, B. R. (2013). *The Economy of Modern India: From 1860 to the Twenty-First Century*. Cambridge University Press.

Semester - VII

Course: M-703

Level: 400

Title of the Paper: State, Power and Resistance in Modern India

Code: HST182M703

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

Credit Units: 4

Course Objective:

To introduce students to the history of India's colonization from the perspective of ideologies and structures. The paper aims at illustrating the history of modern India in the light of institutions such as land revenue systems, colonial legal framework, education etc. It also aims at developing a nuanced understanding of alternative currents in the national movement in colonial India.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Relate the history of colonization of India with an emphasis on colonial ideology and institutions.	BT 1
CO 2	Explain the complex history of 18 th century India and the evolution of colonial systems of rule viz land revenue, law, army, education.	BT 2
CO 3	Develop a nuanced understanding of the alternative currents in the national movement.	BT 3
CO 4	Analyze the historiographical literature on the 18 th century to arrive at a comparative understanding of the contours of historical research in this arena.	BT 4

Course Outline:

Modules	Course Content	Periods
I	India in the mid-18th Century: Society, Economy, Polity and Culture Issues and Debates. Continuity and change.	8
II	Colonial State and Ideology: Emergence of the Company State Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of race. The colonial army: military culture and recruitment, the martial race theory and its implications.	16

III	Law and Education Evolution of law and legal structure, criminal tribes, colonial police. Indigenous and colonial education: institutions and medium of instruction, Anglicist-Orientalist debate, Macaulay's minute, Wood's dispatch, Indian Universities Act (1904), Hunter Commission, Saddler Commission, Sergeant Plan	12
IV	Other Currents in Nationalism Ambedkar and the Dalit Movement, Singh Sabha and the Akali Movement Left movements: peasants' and workers' Tribal movements.	12

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. Sarkar, S. (1989). *Modern India 1885–1947*. Springer.
2. Bandhopadhyaya, Shekhar. 2004. *From Plassey to Partition: A History of Modern India*, Delhi. Orient Blackswan.

Reference Books:

1. Guha, Ranajit. 1983. *Elementary Aspects of Peasant Insurgency in Colonial India*, New Delhi. Oxford University Press.
2. Roy, T., 2013. *An economic history of early modern India*. Routledge.
3. Metcalf, T.R., 1997. *Ideologies of the Raj* (Vol. 4). Cambridge University Press.
4. Washbrook, D. A., 1981. Law, state and agrarian society in colonial India. *Modern Asian Studies*.
5. Chaudhary, Latika. (ed.). 2016. *A New Economic History of Colonial India*, London and New York. Rutledge.

Reading Materials:

1. Alavi, Seema (ed.). 2007. *The Eighteenth Century in India*, New Delhi. Oxford University Press.
2. Ambedkar, B. R., 2014. *Annihilation of caste*. Verso Books.
3. Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K.N. and Mahajan,

- S., 2016. *India's struggle for independence*. Penguin UK.
4. Cohn, B. S., 1989. Law and the colonial state in India. *History and Power in the Study of Law: New Directions in Legal Anthropology*.
 5. Cohn, B. S., 1996. *Colonialism and its forms of knowledge: The British in India*. Princeton University Press.
 6. Mani, L., 1998. *Contentious traditions: The debate on sati in colonial India*. Univ of California Press.
 7. Roy, T., & Swamy, A. V., 2019. *Law and the economy in colonial India*. University of Chicago Press.
 8. Seal, A., 1973. Imperialism and nationalism in India. *Modern Asian Studies*.
 9. Sinha, S. S., 2010. 1857 and the adivasis of Chotanagpur. In *The Great Rebellion of 1857 in India*. Routledge.

Semester - VII

Course: M-704

Level: 400

Title of the Paper: Nation and Nationalism

Subject Code: HST182M704

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

Credit Units: 4

Course objectives:

The course will give a thorough understanding the dual concepts of nation and nationalism with special reference to their contested meanings and critiques and legacy.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Relate to the general history of nationhood and its concepts and definitions.	BT 1
CO 2	Explain the evolution of the Nationalist discourse over time and space.	BT 2
CO 3	Identify the salient aspects of the modern ideas on nationalism and discern nationalism as an imagined-invented tradition.	BT 3
CO4	Distinguish the intricacies of the counter discourse on nationalism.	BT4

Course Outline:

Modules	Course Content	Periods
I	General Introduction: Rise and Growth of Nationalism: Concepts, Definitions, History: (The French Revolution, Revolution of 1848, Unification of Germany, Italy, American War of Independence, Industrial Revolution, England as the first Nation, National Movement in China, Meiji Japan, Russo Japanese War.)	14
II	Shaping of Nationalism: Metropolitan Nationalism versus Nationalism in anti-Colonial Form (Colonialism and rush for colonies, Nationalism during the World Wars Fascism and Nazism)	16
III	Modernist idea of Nationhood: Renan, Ernest Gellner and Anthony D Smith. Nation as Imagination: Benedict Anderson, Nationalism and Fascism: George L. Mosse: Nationalism and Fascism in Riefenstahl's Triumph of the Will, Nations Invented: Eric Hobsbawm and the Invention of Tradition. Nationalism and Postmodernism: Umut Özkirimli and the Nationalistic Misappropriation of History and Archaeology.	15

IV	Counter Discourse: critic of Anderson by Partha Chatterjee, Nation and its Critics; Karl Marx, Tagore, Isaiah Berlin, Elie Kedourie	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 <ul style="list-style-type: none"> • Home Assignment – 10 Hrs • Presentation – 10 Hrs • Quiz – 5 Hrs • Video Screening – 5 Hrs

Textbooks:

1. Ernest, G., 1983. *Nations and Nationalism*. Paris, Payot.
2. Grosby, S.E., 2005. *Nationalism: A very short introduction*. Oxford. Oxford University Press..

Reference Books:

1. Anderson, B., 2020. Imagined communities: Reflections on the origin and spread of nationalism. In *The new social theory reader* (pp. 282-288). Routledge.
2. Hastings, A., 1997. *The construction of nationhood: Ethnicity, religion and nationalism*. Cambridge University Press.
3. Ozkirimli, U., 2017. *Theories of nationalism: A critical introduction*. Bloomsbury Publishing.
4. Smith, A.D. and Smith, A., 2013. *Nationalism and modernism*. Routledge.
5. Smith, A.D., 2004. *The Antiquity of Nations*. Cambridge. Polity Press.

Reading Materials

1. Gorski, P.S., 2000. The mosaic moment: An early modernist critique of modernist theories of nationalism. *American Journal of Sociology*, 105(5), pp.1428-1468.
2. Greenfeld, L., 2019. *Nationalism: A short history*. Brookings Institution Press.
3. Hayes, C.J., 1931. *The Historical Evolution of Modern Nationalism*. New York: RR Smith.
4. Hobsbawm, E. and Ranger, T. eds., 2012. *The invention of tradition*. Cambridge university press.
5. Hroch, M., 1998. *From national movement to the fully-formed nation*. Sparkford: Haynes M.
6. Kedourie, E., 2013. *Nationalism in Asia and Africa*. Routledge.
7. Kohn, H., 1972. The Modernity of Nationalism. *Nationalism in the Middle Ages*, pp.7-13.
8. McClelland, J.S. and McClelland, J.S., 2005. *A history of western political thought*. Routledge.

9. Mosse, G.L., 1989. Fascism and the French Revolution. *Journal of Contemporary History*, 24(1), pp.5-26
10. Mosse, G.L., 2022. *The fascist revolution: Toward a general theory of fascism*. University of Wisconsin Pres.
11. Reynolds, S., 1994. Regnal sentiments and medieval communities, John Hutchinson and Anthony D. Smith (Edt.), *Nationalism*,(137-140).
12. Smith, A.D., 1996. Memory and modernity: reflections on Ernest Gellner's theory of nationalism. *Nations and nationalism*, 2(3), pp.371-388.

Semester-VII

Course: N-701

Level: 300

Title of the Paper: History of North-East India

Subject Code: HST182N701

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

Credit Units: 4

Course Objectives:

To familiarize the students with the basic tenets of Northeast India's history during the colonial period, including the arrival of the missionaries and penetration of colonial modernity.

Course Outcomes:

On successful completion of the course, the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the British annexation and consolidation policies in Northeast India.	BT 1
CO 2	Interpret the major political, social, and economic trends in Northeast India under the British.	BT 2
CO 3	Make use of knowledge of the colonial period vis-à-vis the advent of modernity to assess the current issues of Northeast India.	BT 3
CO 4	Critically analyze the long-term impacts of British colonial policies on Northeast India and evaluate their role in the region.	BT 4

Course Outline:

Modules	Course Content	Periods
I	British Expansion and Consolidation in Northeast India Treaty of Yandabo, the annexation of Assam, Cachar, Manipur, Jaintia, Khasi and Garo Hills, Naga and Abor hills.	16
II	Agrarian Relations and Colonial Economy Revenue Administration. Colonial Industries: Tea, Coal, Oil. Roads and railways.	14
III	Politics of Resistance in North-East India Peasant Uprising: Phulaguri, Patharughat, Nupi Lan, Famine and Resistance in the Lushai Hills. Khasi and Jaintia Uprising, the Reang Rebellion of Tripura.	15
IV	Advent of Colonial Modernity Christian Missionaries in Northeast India, the progress of modern education, the growth of Press and Print, the rise of Middle Class and political consciousness.	15

	TOTAL	60
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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 a. Home Assignment – 10 Hrs b. Presentation – 10 Hrs c. Quiz – 5 Hrs d. Video Screening – 5 Hrs

Textbooks:

1. Barpujari, H.K., 1997. *Assam in the Days of the Company*. NEHU.
2. Goswami, Priyam., 2012. *The History of Assam: From Yandabo to Partition (1826-1947)*. Kolkata. Orient BlackSwan.
3. Hazarika, B.B., 2006. *Political Life in Assam During the Nineteenth Century (7th edition)*. New Delhi. Gyan Publishing House.

Reference Books:

1. Acharyya, N.N., 1987. *A Brief History of Assam*. New Delhi. Omsons Publication.
2. Barpujari, H.K., (ed.) 1978. *Political History of Assam*, Vols. I & II. Guwahati. Government of Assam Publication.
3. Barpujari, H.K., 1970. *Problem of the Hill Tribes: Northeast India*, Vol. I. Guwahati. Lawyers Book Stall.
4. Barpujari, H.K., (ed.) 1992. *Comprehensive History of Assam*, Vols. IV & V. Guwahati. Publication Board of Assam.
5. Baruah, Sunil Pawan., 1999. *Press in Assam: Origin and Development*. Guwahati. L B S Publication.
6. Syiemlieh, David R., 2020. *Faith and Hope Christian Missions and Churches in Northeast India*. New Delhi. Akansha Publishing House.

Reading Materials:

1. Bhattacharjee, J.B., 1975, January. GENESIS AND PATTERNS OF BRITISH ADMINISTRATION IN THE HILL AREAS OF NORTH EASTERN INDIA. In *Proceedings of the Indian History Congress* (Vol. 36, pp. 409-430). Indian History Congress.
2. Dzuwichu, L., 2013. Roads and the Raj: The politics of road building in colonial Naga Hills, 1860s–1910s. *The Indian Economic & Social History Review*, 50(4), pp.473-494.
3. Lamare, S.N., 2001. *Resistance Movements in North-East India: The Jaintias of Meghalaya 1860-*
4. Nag, S., 1999. Bamboo, rats and famines: famine relief and perceptions of British paternalism in the Mizo Hills (India). *Environment and History*, 5(2), pp.245-252.

5. Saikia, A., 2008. State, peasants and land reclamation: The predicament of forest conservation in Assam, 1850s–1980s. *The Indian Economic & Social History Review*, 45(1), pp.77-114.
6. Saikia, A., 2011. Imperialism, geology and petroleum: History of oil in colonial Assam. *Economic and Political Weekly*, pp.48-5
7. Gohain, H., 1973. Origins of the Assamese Middle Class. *Social Scientist*, pp.11-26.
8. Guha, A. and Das, A.N., 1974. Origins of the Assamese Middle Class: A Comment. *Social Scientist*, pp.59-66.

Semester-VIII

Course:M-801

Level: 400

Title of the Paper: Historiography

Code: HST182M801

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

Credit Units: 4

Course Objectives:

To introduce students the concept and scope of historiography. It will give understanding of the history writing traditions in different parts of the world in the ancient and medieval times. This paper will also provide a way of thinking where students will apply deep understanding of the major developments in historical trends in modern times. The paper shall encourage students to analyze and evaluate traditional Historiography with the help of recent trends in the field.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO1	Define the concepts and scope of historiography	BT1
CO2	Explain the interdisciplinary and multidisciplinary nature of History	BT2
CO3	Build an analytical approach to look into important issues related to the tradition of history writing among the Greeks, Romans, Chinese, Arabs and Indians.	BT3
CO4	Examine the modern schools of history writing like Positivism, Marxism, Annales, etc. with previous ones.	BT4

Course Outline:

Modules	Course Content	Periods
I	Historiography: Concept, Nature and Scope of Historiography Interdisciplinary and Multidisciplinary approach History, Historians and Historiography Sources and Historiography	14

II	Early and Medieval Historical Traditions: Ancient Civilizations: Indian subcontinent, Egyptian, Mesopotamian, Greek, Roman, China Medieval Historiography: Europe, Greco Roman and Persian/ Islamic, Late Medieval approaches	15
III	Modern Historical Trends: Modern Indian Historiography Rationalist Historiography Positivist Historiography Marxist Historiography Annales school of Historiography Post-Colonial Historiography	15
IV	Recent Trends and Analysis in Historiography: Post-Modernist Reactions to Traditional Historiography Role of Technology in Historiography Ethics in Historiography	15
	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. Pargiter, F.E., 1997. *Ancient Indian Historical Traditions*. New Delhi. Motilal Banarsidas.
2. Barnes, H.E. 1937. *A History of Historical Writings*. New York. Norman Publications.
3. Collingwood, R.G. 1946. *The Idea of History*. London. Oxford University Press.
4. Majumdar, R.C. 1967. *Historiography in Modern India*. New Delhi. Asia Publishing House.
5. Marwick, A. 1970. *The Nature of History*. London. Macmillan Press Ltd.

References:

1. Braudel, F., 1992. *On History*, Chicago University Press. London.
2. Butterfield, H. 1931. *The Whig Interpretation of History*. London. WW Norton & Company.
3. Cohen, G. A., 2000. *Karl Max's Theory of History: A Defence*, Princeton. Princeton University Press.
4. Guha, Ranajit., 1982. *Subaltern Studies*, Volume I, II, III, IV. New Delhi. Oxford University

Press.

Reading material:

1. Finley, M. I. 1977. *The Portable Greek Historians*, Penguin Classic, London.
2. Carr, E.H., 2008. *What is History*. London. Cambridge University Press.
3. Hobsbawm, E.J., 1968. *Karl Marx's Contribution to Historiography*. London. Sage Publication.
4. Sarkar, Sumit, 1995. *Writing Social History*. London. Oxford University Press.
5. Stone, L., 1981. *The Past and the Present*. UK. Routledge and Kegan Paul.
6. Wallach, Scott. Joan., 1988. *Gender and the Politics of History*, Parts I-II, Columbia, New York.
7. Bury, J.B. 1920. *The Idea of Progress*. London. The Macmillan and Company.

Semester-VIII

Course: M-802

Level: 400

Title of the Paper: Historical Methods

Code: HST184RM802

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

Credit Units: 4

Course Objectives:

To introduce types of sources which are utilized in the study of History. It will give conceptual understanding of the subject as interdisciplinary and multidisciplinary field, which provides the ability of synthesizing the research aspect into the Historical studies. Later it involves students into analytical and evaluator's role through practical approach of writing guidelines in Historical research.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO1	Define basic concepts and terminologies used in Historical research with the use of sources along.	BT1
CO2	Explain the research aspect in Historical writing.	BT2
CO3	Build a view to analyze historical methods through research aspect	BT3
CO4	Examine the practical approach towards research writing in History	BT4

Course Outline:

Modules	Course Content	Periods
I	Sources in History Types of Sources; Nature and Importance, Selection and Collection of Sources, Utilization and Interpretation of Sources, The understanding of facts, myths, narratives, and evidences throughout Sources	14

II	Concepts in History: Causation in History Generalization in History Narrative in History Objectivity and Subjectivity in History Bias/ Prejudices in History	15
III	Historical Methods: Concept of Research; Types of Research, Research in History; Methods of Research in History, Necessity of Historical Methods in Research; Types of Historical Methods; Steps of Historical Research; Historiography and Historical Methods	16
IV	Practical Approach of Historical Methods: Organization and Presentation of sources In text Citation Bibliography and References Case study to understand use of historical methodology in research	15
	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. Carr, E. H. 2001, *What is history?* 2nd ed. London: Penguin.
2. Tosh, J. 2022, *The pursuit of history: aims, methods, and new directions in the study of history.* 7th edn. London: Routledge.
3. Renier, G. J., 1961, *History: Its Purpose and Method* (1st Edition). UK. Allen and Unwin.
4. Marwick, Arthur, 1989. *The Nature of History.* London. Palgrave.

References:

1. Atkinson, R. F., 1978. *Knowledge and Explanation in History* (1sted.). Cornell University Press.
2. Collingwood, R.G., 2019. *The Idea of History.* London. Read & Co. History.
3. Gardiner, P., 1979. *The Nature of Historical Explanation,* Oxford University Press.
4. Walsh, W. H., 1968. *Philosophy of History: An Introduction* (1st Edition). New York. Harper Torchbook.

Study Material:

1. Bloch, M., 2004. *The Historian's Craft*, Manchester University Press.
2. Ann Laura Stoler.2010. *Along the Archival Grain – Epistemic Anxieties and Colonial Common Sense*. Princeton University Press.
3. Steedman, C., 2002, *Dust: The Archive and Cultural History*, Rutgers University Press.
4. Evans, R. J. 1997, *In defence of history*. London: Granta Books.
5. Appleby, J., Hunt, L. and Jacob, M. 1994, 'Telling the truth about history', *American Historical Review*, 99(2), pp. 307-320.
6. Grafton, A. 2002, 'The footnote: a curious history', *History and Theory*, 41(1), pp. 45-57.
7. Marius, R. and Page, M. E. 2018, *A short guide to writing about history*. 9th edn. New York: Pearson.
8. Storey, W. K. 2020, *Writing history: a guide for students*. 6th edn. Oxford: Oxford University Press.

Semester– VIII

Course: M803 (In lieu of Dissertation/Research Project)

Level: 400

Title of the Paper: Culture, Imperialism and Knowledge

Subject Code: HST182M803

L-T-P-C–3-1-0-4

Credit Units: 4

Course Objectives:

This course aims to provide a comparative analysis of European colonialism, examining its ideological foundations, structures of domination, and mechanisms of control across different contexts. It explores the epistemological imperatives that underpinned colonial rule, focusing on European knowledge systems and their role in shaping colonial societies. By engaging with the discursive formations and transformative strategies employed by colonial powers, the course encourages a critical understanding of the intersections between knowledge, power, and resistance in colonial contexts.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No.	Course Outcome	Blooms Taxonomy Level
CO 1	Define key concepts related to Orientalism, colonial knowledge production, and the epistemological frameworks of the colonial state.	BT 1
CO 2	Explain the mechanisms of colonial representation, including exhibitionary regimes, disciplinary apparatuses, and the role of historical narratives in shaping colonial discourse.	BT 2
CO 3	Explain the mechanisms of colonial representation, including exhibitionary regimes, disciplinary apparatuses, and the role of historical narratives in shaping colonial discourse.	BT 3
CO 4	Analyze the cultural politics of knowledge under colonial rule, critically assessing the distinction between "civilization" and "barbarism" and exploring postcolonial critiques of colonial epistemology.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Orientalism and Colonial Epistemology Orientalism and Colonialism: Theoretical Foundations, Criticism of Orientalism: Edward Said and His Predecessors, Epistemological Imperatives of the Colonial State, Discursive Formations of Colonial Knowledge.	15
II	Colonial Power and the Politics of Representation Exhibitionary Regimes and Disciplinary Apparatuses of Colonialism, Narratives of History and the Powers of Discursivity, Colonial Archives and the Production of Knowledge, The Role of Museums and Visual Culture in Colonial Ideology.	15
III	Anthropology, Violence, and Colonial Discourse Anthropology and Its Relation to Colonialism, Ethnography, Race, and the Justification of Empire, Representations of Terror and the Terror of Representation, Law, Punishment, and the Colonial State.	15
IV	Colonial Knowledge and Cultural Hegemony Documents of Civilization and Documents of Barbarism, Colonialism and the Cultural Politics of Knowledge, Indigenous Knowledge and Colonial Suppression, Postcolonial Critiques of Colonial Epistemology.	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. Fabian, Johannes. (1983). *Time and the Other: How Anthropology Makes Its Objects*. New York: Columbia University Press.
2. Said, Edward. (1978). *Orientalism*. New York: Viking.

Reference Books:

1. Cohn, Bernard. (1996). *Colonialism and Its Forms of Knowledge*. Princeton: Princeton University Press.
2. Mitchell, Timothy. (1988). *Colonising Egypt*. University of California Press.

3. Nandy, Ashis. (1983). *The Intimate Enemy: Loss and Recovery of Self under Colonialism*. Delhi: Oxford.

Reading Materials :

1. Greenblatt, Stephen. (1991). *Marvelous Possessions: The Wonder of the New World*. Chicago: University of Chicago Press.
2. Todorov, Tzvetan. (1984). *The Conquest of America: The Discourse of the Other*. Trans. Richard Howard, Harper & Row.
3. Wolff, Larry. (1994). *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment*. Stanford University Press.
4. James, C. L. R. (1963 [1938]). *Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. Vintage Books, New York; new ed., Penguin.
5. Dirks, Nicholas B. (1992). "Colonialism and Culture." *Social Text*, No. 31/32, pp. 125-152.
6. Stoler, Ann Laura. (1995). "Race and the Education of Desire: Foucault's History Sexuality and the Colonial Order of Things." *Duke University Press*.
7. Chatterjee, Partha. (1986). "Nationalist Thought and the Colonial World: A Derivative Discourse?" *Oxford University Press*.
8. Ahmad, A. (1992) 'Colonial and postcolonial discourse: Cultural critique or academic colonialism?', *Social Text*, 31/32, pp. 1-25.
9. Parry, B. (1987) 'Problems in current theories of colonial discourse', *Oxford Literary Review*, 9(1), pp. 27-58. *Cambridge University Press*.
10. Asad, T. (1973) 'Anthropology and the colonial encounter', in Asad, T. (ed.) *Anthropology and the Colonial Encounter*. London: Ithaca Press, pp. 9-19.
11. JanMohamed, A.R. (1985) 'The economy of Manichean allegory: The function of racial difference in colonialist literature', *Critical Inquiry*, 12(1), pp. 59-87.
12. Bhabha, H.K. (1985) 'Signs taken for wonders: Questions of ambivalence and authority under a tree outside Delhi, May 1817', *Critical Inquiry*, 12(1), pp. 144-165.

Semester - VIII

Course: M-804 (In lieu of Dissertation/Research Project)

Level: 400

Title of the Paper: Agrarian Protests and Movements in India 1830-1951

Subject Code: HST182M804

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

Credit Units: 4

Course objectives:

The course aims introducing the component of agrarian societies of India and their movements of self-assertion in the 19th and 20th centuries. It aims at generating critical thought among scholars by way of a curated survey of the Historiographical literature concerning peasant movements in India and thereby engendering the capacity to recognize, reassess and work upon the fundamental agrarian questions of contemporary times.

Course Outcomes:

On successful completion of the course the students will be able to:		
CO No	Course Outcome	Blooms Taxonomy Level
CO 1	Define issues surrounding land relations in India and the concomitant matrix of power-politics.	BT 1
CO 2	Constructing a coherent and independent perspective on the discourse of peasant struggles in India	BT 2
CO 3	Apply the ability to survey Historiographical perspectives from an analytical standpoint and clearly understand their Meta Historical context.	BT 3
CO 4	Analyze the history of agrarian movements in India and thereby reframe contemporary issues related to land and rural societies	BT 4
CO 5	Critique the contested discourse and historiography surrounding agrarian politics in colonial India.	BT 5

Course Outline:

Modules	Course Content	Periods
I	19th Century Uprisings (Farazi, Santhal, Indigo, Pabna and Deccan uprisings) Land revenue administration and the agrarian structure. Tenancy issues Commercialization and its concomitants Local consciousness and political mobilisation Popular uprisings at Phulaguri, Patharughat, Rangia, and Laschima, Understanding <i>RajMels</i> and RyotSabhas.	15

II	Peasant Ideologies (Champaran, Kheda, Bardoli, Moplah, and Kisan Sabha) Politics of mass mobilisation and the peasants, Gandhi, and peasant nationalism Left and the new political agenda Interplay of caste, class, community, and nation. New dimensions of agrarian struggles in Assam in the twentieth century, Agrarian issues and legislations on land revenue settlements.	15
III	Search for New Political Base (Tebhaga, Telangana, Wodi and Punnapevayalar) Consolidation of non-secular identities Challenges before the Left	15
IV	Emerging Historiographical Trends in the Study of Agrarian Movements of the 19th and 20 th Century. The Nationalist Paradigm, Agrarian Movements and the Left, The Subaltern Perspective.	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 <ul style="list-style-type: none"> • Home Assignment – 10 Hrs • Presentation – 10 Hrs • Quiz – 5 Hrs • Video Screening – 5 Hrs

Textbooks:

1. Bandhopadhyay, Sekhar. 2004. *From Plassey to Partition*. New Delhi. Orient Longman.
2. Sarkar, S., 1989. *Modern India 1885–1947*. Springer

Reference Books:

1. Guha, Ranajit.1999. *Elementary Aspects of Peasant Insurgency in Colonial India*. Duke University Press.
2. Scott, James.1977. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Yale. Yale University Press
3. Strokes Eric. 1978. *The Peasant and the Raj:Studies in Agrarian Society and Peasant Rebellion in Colonial India*. Cambridge University Press

Reading Materials:

1. Barpujari, H.K, 1990. *Comprehensive History of Assam* Vols. IV & V, Guwahati. Publication Board, Assam.
2. Barpujari, H.K, 1990.*Political History of Assam* Vols I, II &I II,Guwahati. Publication Board,Assam.
3. Bhattacharya, S., 1977. The indigo revolt of Bengal. *Social Scientist*, pp.13-23.

4. Desai, A.R., 1979. *Peasant Struggles in India*. Bombay, Oxford University Press
5. Dhanagare, D.H., 2002. Peasant Insurrection in Telengana. *Social Movements and the State*, p.91.
6. Dhanagare, D.N., 1976. Peasant protest and politics—The Tebhaga movement in Bengal (India), 1946–47. *The Journal of Peasant Studies*, 3(3), pp.360-378.
7. Goswami, Priyam. 2012. *From Yandabo to Partition*, Delhi. Orient Blackswan.
8. Guha, Amalendu. 2019. *Planter Raj to Swaraj* (4th edition). Delhi. Tulika Books.
9. Hardiman, D., 1981. *Peasant nationalists of Gujarat: Kheda district, 1917-1934*. Oxford University Press.
10. Hardiman, David. 1992. *Peasant Resistance in India 1858-1914*, Delhi. OUP.
11. Sarkar, S., 1982. Popular movements and national leadership, 1945-47. *Economic and Political Weekly*, pp.677-689.
12. Sinha, S., 2007. Witch-hunts, Adivasis, and the Uprising in Chhotanagpur. *Economic and Political Weekly*, pp.1672-1676.

Semester-VIII

Course: M-805 (In lieu of Dissertation/Research Project)

Level: 400

Title of the Paper: Gender and History

Subject Code: HST182M805

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-independence.

Course Outcomes:

On successful completion of the course, the students will be able to:		
CO No	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, industrialization, and the feminist movements.	BT 3
CO 4	Evaluate women's participation in India's freedom struggle and post-independence movements, focusing on grassroots activism, socio-political rights, and environmental justice.	BT 4

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. Brownand, 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 Discursive 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. Gupta, Charu., ed. 2012. *Gendering Colonial India: Reforms, Print, Caste and Communalism*, Orient Blackswan.
2. 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.
3. Morgan, Sue ed. 2006. *The Feminist History Reader*, London. Routledge.
4. Parker, Andrew, Russo, Sommer, and Yaeger. Eds. 1992. *Nationalisms and Sexualities* London. Routledge.
5. Roberts, Elizabeth. 1996. *A Woman's Place: An Oral History of Working Class Women, 1890-1940*, Oxford. Blackwell.
6. Scott, Joan Wallach. 1999. *Gender and the Politics of History*. New York. Columbia University Press.
7. Yuval-Davis, Nira. 1997. *Gender and Nation*. London. Sage.