

**ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF LIBERAL ART AND
CULTURE STUDIES DEPARTMENT
OF HISTORY PROGRAM CODE:
HST3302
B.A (HONS.) HISTORY
2024-25 BATCH**

VISION OF THE UNIVERSITY

To be an internationally recognized university through excellence in inter-disciplinary education, research and innovation, preparing socially responsible well-grounded individuals contributing to nation building.

MISSION STATEMENTS OF THE UNIVERSITY

M.S 01: Improve employability through futuristic curriculum and progressive pedagogy

with cutting-edge technology

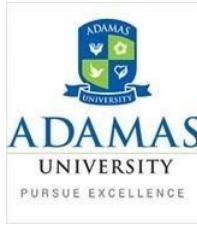
M.S 02: Foster outcomes based education system for continuous improvement in education, research and all allied activities

M.S 03: Instill the notion of lifelong learning through culture of research and innovation

M.S 04: Collaborate with industries, research centers and professional bodies to stay relevant and up-to-date

M.S 05: Inculcate ethical principles and develop understanding of environmental and social realities

CHANCELLOR / VICE CHANCELLOR



ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF LIBERAL ARTS AND CULTURE
STUDIES DEPARTMENT OF
HISTORY

VISION OF THE SCHOOL

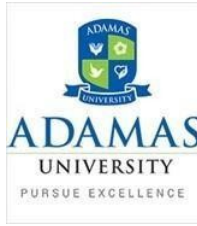
To foster inclusive excellence, shape the conversation about higher education, and develop effective leaders and resourceful problem solvers to create a culturally diverse, technologically advanced, and globally conscious community and to enact a new paradigm for liberal education that retains the proven values of a broad education while imparting career-oriented skills.

**MISSION STATEMENTS OF THE
SCHOOL**

M.S 01: To promote inclusive excellence and academic innovation, offer professional and career development, provide resources and best practices, respond to current evolving issues, and advocate liberal learning.

M.S 02: To engage and foster in creative activity and academic excellence of basic and applied research that advance disciplinary and interdisciplinary knowledge to a modern society and a global economy, and to ensure the acquisition of skills essential for professional careers and graduate study and prepare students to be knowledgeable, to question critically, think logically, communicate clearly, act creatively, live ethically and create engaged citizens who respond creatively and flexibly to the challenges of a diverse and changing world.

DEAN / SCHOOL CONCERNED



ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES

VISION STATEMENTS OF THE DEPARTMENT

To establish a globally recognised department of history by training students to understand the historical forces that have shaped our world and thereby address our current national and global issues based on a firm background of historical thinking.

M.S 01: Imparting quality education to students for employment-oriented career options by incorporating a wide spectrum of courses.

M.S 02: Develop awareness among students on the diversity and complexity of human social, cultural, political, and economic institutions.

M.S 03: Enhance critical thinking among students supported by fact-based arguments and evidence.

M.S 04: Inculcate the thirst for knowledge and respect for professional ethics among the historians in the making.

HOD
CONCERNED

DEAN / SCHOOL

**ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF LIBERAL ARTS AND CULTURE
STUDIES**

Name of the Programme: B.A. History

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO 01: Students will acquire extensive knowledge on all the traditionally divided time – periods of human civilization viz, Ancient, Medieval and Modern.

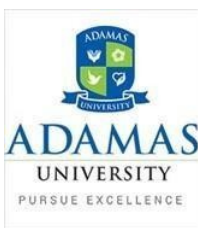
PEO 02: Graduates will work with professional integrity and concern for society and the wider world.

PEO 03: An interdisciplinary curriculum will break disciplinary boundaries and provide avenues of engagement with other social sciences and pure science subjects.

PEO 04: Internship opportunities will lead to greater exposure to the subject.

HOD

DEAN / SCHOOL CONCERNED



ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES
DEPARTMENT OF HISTORY

Name of the Programme:
B.A History GRADUATE ATTRIBUTE /
PROGRAMME OUTCOME (PO)

GA 01 / PO 01: Development of analytical thinking: Demonstrate in-depth knowledge and understanding of Historical theories and principles and be able to integrate the knowledge in more constructive ways

GA 02 / PO 02: Application of historical Principles: Apply the knowledge of historical principles in different areas of historical research as well as in more applied areas of humanities

GA 03 / PO 03: Fundamentals of Historical Research: Conceptualize, conduct, organize, integrate and execute independent forms of research by applying the principles of research methodology

GA 04 / PO 04: Application of theoretical approaches

GA 05 / PO 05: Soft skills and effective communication: Demonstrate soft skills and effective communication skills while dealing with clients and professional bodies.

GA 07 / PO 06: Develop communication skills: Develop skills of communication within the social science domain as well as the society at large and chart ways out for wider interaction

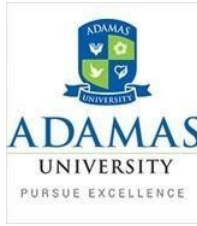
GA 08 / PO 07: Ethical behaviour: Commitment to ethical principles and professional ethics as well as being responsible for the community at large.

GA 09 / PO 08: Collective Effort: Inculcate the values of teamwork and the ability to work in multidisciplinary settings

GA 10 / PO 9: Respect for multilingual culture: In-depth study and research into the multicultural fabric of the society and work for their preservation against extinction

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ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF LIBERAL ARTS AND CULTURE
STUDIES
DEPARTMENT OF HISTORY

Name of the Programme: B.A. History
PROGRAMME SPECIFIC OUTCOME (PSO)

PSO 01: Enhancement of skills of employment so as to enable the students to place themselves in the best of career opportunities, in both public and private sectors

PSO 02: Enable students to develop adaptability to the changing scope in the field of History

HOD

DEAN / SCHOOL CONCERNED

TABLE OF CONTENTS

CONTENTS	PAGE
1. FOUR YEARS COURSE STRUCTURE	1-6
2. MAPPING OF LOCAL, REGIONAL AND GLOBAL WITH SYLLABI	7- 9
3. SYLLABI MAPPING WITH INCLUSIVITY AND REPRESENTATION, ENVIRONMENTAL SUSTAINABILITY, PROFESSIONAL ETHICS, ENGAGEMENT AND COMMUNITY PARTICIPATION	10-14
4. UNDERGRADUATE SEMESTER I	14-34
5. UNDERGRADUATE SEMESTER II	35--52
6. UNDERGRADUATE SEMESTER III	53- 68
7. UNDERGRADUATE SEMESTER IV	69-85
8. UNDERGRADUATE SEMESTER V	86-100
9. UNDERGRADUATE SEMESTER VI	101- 112
10. UNDERGRADUATE SEMESTER VII	113-127
11. UNDERGRADUATE SEMESTER VIII	128-134

**DEPARTMENT OF HISTORY
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES**

FOUR YEARS UNDERGRADUATE COURSE STRUCTURE

History Major

BATCH 2023-27

SEMESTER I

S. No	Type of Course	Code	Title of the Course	Contact Hours PerWeek				Remarks
				L	T	P	C	
1	CC	HST 101	History of India: Transition from Pre-History to Proto-History	3	1	0	4	CC-1
2	CC	HST102	History of India (From Vedic Society to Mauryan Empire)	3	1	0	4	CC-2
3	MDC	HST 107	Indian Philosophy				3	
4	AEC		Communicative English				3	
5	Minor	HST1 03	Understanding Indian Epic	3	1	0	4	
6	VAC	VAC101	Environmental Education – I				2	(Any One)
		VAC105	Community Engagement and Social Responsibility					
Semester Credits							20	
SEMESTER II								
7	CC	HST 104	History of India (Post-Maurya to 750 CE)	3	1	0	4	CC-3
8	CC	HST 105	Making of Early Medieval India (750-1200 CE)	3	1	0	4	CC-4

9	MDC	HST 106	Indian Heritage and Culture	3			3	
10	SEC			1	0	1	2	
11	VAC	VAC 105	Environmental Education-I	2	0	0	2	Theory
12	AEC	AEC 102	Communicative English-II	2	1	0	3	Theory

13	Minor	HST 108	Ideas of Caste in Indian History	3	1	0	4	
Semester Credits							22	

SEMESTER III

14	CC	HST201	Medieval India From 1200 CE to 1526 CE	3	1	0	4	CC-5
15	CC	HST202	Aspects of South Indian History (700 – 1800 CE)	3	1	0	4	CC-6
16	MDC	HST203	Science, Society and Technology	3			3	
17	Minor	HST204	Socio-Cultural Development in Modern India	3	1	0	4	
18	AEC	AEC106	Professional Communication Skills				2	
19	SEC						2	
20	VAC	VAC102	Human Values and Ethics				2	
Semester Credits							21	

SEMESTER IV

21	CC	HST206	State, Socio-economic and Cultural Life of Mughal India.	3	1	0	4	CC-7
22	CC	HST207	History of Early Modern Europe: From Renaissance to French Revolution	3	1	0	4	CC-8
23	CC	HST208	Archaeology in India: A Brief Survey	3	1	0	4	CC-9
24	SEC		Environmental Studies	2		1	2	
25	Minor	HST209	Popular Culture in India: Past and Present	3	1	0	4	
26	VAC						2	
Semester Credits							20	
SEMESTER V								
27	CC	HST301	British Rule in India I (1757-1857)	3	1	0	4	CC-10
28	CC	HST302	History of Modern Europe: From Napoleon to WW II	3	1	0	4	CC-11

29	CC	HST303	Evolution of Art and Architecture in India	3	1	0	4	CC12
30	Minor	HST304	Idea of Bharat: From Colonial to Post-colonial Times	3	1	0	4	
31	SEC						2	
31	INT	HST305	Internship				4	

Semester Credits							22	
SEMESTER VI								
32	CC	HST306	British Rule in India II (1857-1947)	2	1	1	4	CC-13
33	CC	HST307	Environmental and Ecological History of India	3	1	0	4	CC-14
34	CC	HST308	History of USSR (1905 – 1991)	3	1	0	4	CC-15

35	Minor	HST309	Gender and Social Medicine in Modern India	3	1	0	4
36	SEC						2
37	Project	HST310	Project				4
Semester Credits							22
Total Credits of the Program after 3rd Year							12 7

SEMESTER VII

38	CC	HST401	Themes in American History: From Independence to World War II	3	1	0	4	CC-16
39	CC	HST402	India After Independence	3	1	0	4	CC-17
40	CC	HST403	History of Modern Bengal	2	1	1	4	CC-18
41	CC (For With Research)	HST404	Research Methodology	3	1	0	4	CC-19 (Research)
42	CC (For Without research)	HST405	World Politics Since 1945	3	1	0	4	CC-19(without Research)
43	Minor	HST406	Major Issues in Contemporary World	3	1	0	4	
Total Semester Credit							20	
Semester VIII								
44	CC	HST407	Historical Methodology	3	1	0	4	CC-20

45	CC (For Without research)	HST408	Aspects of the History of Modern China and Japan	3	1	0	4	CC-21 (without Research)
46	CC (For Without Research)	HST409	Decolonization in Southeast Asia	3	1		4	CC-22 (without Research)
47	Minor (For without research)	HST310	Film, Society and History	3	1		4	
48	Minor (For without research)	HST311	Folklore and Oral Tradition in India	3	1		4	
49	Dissertation	HST409	Project/Dissertation	12	0	0	12	
Total Semester Credit							20	
Total Credits of the Program after 4th Year							167	

MAPPING OF LOCAL, NATIONAL AND GLOBAL WITH SYLLABI

S	COURSE PAPER AND CODE	LOCAL	NATIONAL	REGIONAL	GLOBAL
Semester I					
1	Transition from Pre-history to Proto-history (HST101)				YES
2	History of India (From Vedic Society to Mauryan Empire) (HST 102)		YES		
3	Understanding Indian Epic (HST103)		YES		
4	Indian Philosophy (HST107)		YES		
SEMESTER II					
5	History of India (Post-Mauryan to 750 CE) (HS 104)		YES		
6	Making of Early Medieval India (1200) (HST105)		YES		
7	Indian Heritage and Culture (HST106)		YES		
8	Ideas of Caste in Indian History (HST108)		YES		
SEMESTER III					
9	Medieval India from 1200CE to 1526 CE (HST201)		YES		
1	Aspects of South Indian History 7 th to 17 th Century CE	YES			

	(HST202)				
1	Science, Society and Technology (HST203)		YES		
1	Socio-Cultural Development in Modern India (HST204)		YES		
SEMESTER IV					
1	State, Socio-economic and Culture of Mughal India. (HST206)		YES		
1	History of Early Modern Europe: From Renaissance to French Revolution (HST207)				
1	Archaeology in India: A Brief Survey (HST208)		YES		
1	Popular Culture in India: Past and Present (HST209)		YES		
SEMESTER V					
1	British Rule in India I (1757-1857) (HST301)				YES
1	History of Modern Europe: From Napoleon to WW II (HST302)				YES
1	Evolution of Art and Architecture India (HST303)			YES	
2	Idea of Bharat: From Colonial to Post-colonial Times (HST304)			YES	
2	Internship (HST305)	-----	-----	-----	-----
SEMESTER VI					
2	British Rule in India II(1857-1947) (HST306)				YES
2	Environmental and Ecological History of India (HST307)				YES

2	History of USSR (1905 – 1991) (HST308)				YES
2	Gender and Social Medicine in Modern India (HST309)		YES		
2	PROJECT (HST310)	-----	-----	-----	-----

SEMESTER VII

27	Themes in American History: From Independence to World War II (HST401)				YES
28	India After Independence (HST402)		YES		
29	History of Modern Bengal (HST403)	YES			
30	Research Methodology (HST404)	YES			
31	World Politics Since 1945 (HST405)				YES
32	Major Issues in Contemporary Wo (HST406)				YES

SEMESTER VIII

33	Historical Methodology (HST407)				YES
34	Aspects of the History of Modern China and Japan (HST408)				YES
35	Decolonization in Southeast Asia (HST409)				YES
36	Film, Society and History (HST410)		YES		
37	Folklore and Oral Tradition in India (HST311)	YES			
38	Project/Dissertation (HST409)	-----	-----	-----	-----

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SYLLABI MAPPING WITH INCLUSIVITY AND REPRESENTATION, ENVIRONMENTAL SUSTAINABILITY, PROFESSIONAL ETHICS, ENGAGEMENT AND COMMUNITY PARTICIPATION

	COURSE PAPER AND CODE	INCLUSIVITY AND REPRESENTATION	ENVIRONMENTAL SUSTAINABILITY	PROFESSIONAL ETHICS	ENGAGEMENT AND COMMUNITY PARTICIPATION
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Semester I

	Transition from Pre-history to Proto-history (HST101)	-----	YES	YES	-----
2	History of India (From Vedic Society to Mauryan Empire) (HST 102)	YES	-----	YES	-----
3	Understanding Indian Epic (HST103)	-----	YES	-----	YES
4	Indian Philosophy (HST107)	-----	YES	-----	-----

SEMESTER II

	History of India (Post-Mauryan to 750 CE)	-----	-----	YES	-----
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	(HST 104)				
6	Making of Early Medieval India (750 to 1200) (HST105)	-----	YES	YES	-----
7	Indian Heritage and Culture (HST106)	-----	YES	YES	-----
8	Ideas of Caste in Indian History (HST108)	YES	-----	-----	-----

SEMESTER III

9	Medieval India from 1200CE to 1526 CE (HST201)	YES	-----	-----	-----
10	Aspects of South Indian History, From 7 th to 17 th Century CE (HST202)	YES	-----	-----	-----
	Science, Society and Technology (HST203)	-----	-----	YES	-----
	Socio-Cultural Development in Modern India (HST204)	-----	YES	YES	-----

SEMESTER IV

13	State, Socio-economic and Cultural Life of Mughal India.	-----	-----	YES	-----
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	(HST206)				
14	History of Early Modern Europe: From Renaissance to French Revolution (HST207)	-----	YES	-----	-----
15	Archaeology in India: A Brief Survey (HST208)	-----	YES	-----	-----
	Popular Culture in India: Past and Present (HST209)	-----	YES	YES	YES

SEMESTER V

	British Rule in India I (1757-1857) (HST301)	-----	YES	-----	-----
	History of Modern Europe: From Napoleon to WW II (HST302)	-----	-----	-----	YES
19	Evolution of Art and Architecture in India (HST303)	-----	-----	YES	-----
20	Idea of Bharat: From Colonial to Post-colonial Times (HST304)	-----	YES	-----	-----
21	Internship (HST305)	YES	YES	-----	-----

SEMESTER VI

	British Rule in India II (1857-1947)	YES	YES	-----	YES
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	(HST306)				
23	Environmental and Ecological History of India (HST307)	-----	-----	YES	-----
	History of USSR (1905 – 1991) (HST308)		-----	-----	YES
25	Gender and Social Medicine in Modern India (HST309)	-----	-----	YES	-----
26	PROJECT (HST310)	YES	YES	YES	YES

27	Themes in American History: From Independence to World War II (HST401)	YES	-----	-----	YES
28	India After Independence (HST402)	-----	YES	-----	YES
29	History of Modern Bengal (HST403)	YES	-----	YES	-----
30	Research Methodology (HST404)	-----	YES	-----	-----
31	World Politics Since 1945 (HST405)	YES	YES	-----	YES
32	Major Issues in Contemporary World (HST406)	YES	-----	-----	YES

SEMESTER VIII

33	Historical Methodology (HST407)	YES	-----	-----	YES
34	Aspects of the History of Modern China and Japan (HST408)	YES	-----	-----	YES

5	Decolonisation in Southeast Asia (HST409)	YES	-----	-----	YES
6	Film, Society and History (HST410)	YES	YES	YES	
7	Folklore and Oral Tradition in India (HST311)	YES	YES	YES	YES
	Project/Dissertation (HST409)	-----	-----	-----	-----

Semester I

HST101	Transition from Pre-History to Proto-History	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Remembering and Understanding				

Course Description:

The Introduction to World Civilizations is an important course to learn about the origin of mankind, its phases of evolution, and the social, political, economic, cultural, and moral aspects of human society. Information about the world's major civilizations would help the students understand the initial human settlements in different parts of the globe, the growth of agriculture, domestication of animals, origin and growth of social, political and cultural institutions in various parts of the world. It is an indispensable study to understand and judge the world in the present context.

Course Objectives:

1. Gain familiarity with some of the main events and ideas in pre-1500 World History
2. To understand the origins of humankind and the development of civilization
3. To comprehend classical and medieval societies
4. The ability to think critically about the discipline of History
5. To develop a sense of historical continuity by understanding the historical process

Course Outcomes

On completion of this course, the students will be able to:

CO1: Recall the key characteristics of a civilization and the significant milestones in the evolution of humankind, including the Palaeolithic and Mesolithic periods.

CO2: Explain the social, economic, and

technological transformations brought about by the advent of agriculture and animal husbandry.

CO3. Analyze the development of Mesopotamian civilization by identifying its historical timeline, cultural characteristics, and contributions to human society.

CO4: Examine the societal structure, town planning, and economic systems of the Harappan civilization to understand their influence on the development of early Indian societies.

CO5: Compare the features of Mesopotamian and Harappan civilizations, synthesizing their similarities and differences in governance, social organization, and technological advancements.

CO6: Critically evaluate the significance of early literary works like the *Epic of Gilgamesh* in understanding the values, beliefs, and aspirations of ancient civilizations.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	3	-	-	1	-	-	-	-
CO2	1	-	-	1	-	-	-	2	2
CO3	1	-	1	1	-	-	1	1	1
CO4	1	2	-	-	-	-	2	2	2
CO5	-	-	1	1	-	-	-	-	-
CO6	1	-	-	1	1	-	-	1	1

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

COURSE CONTENT

Unit I: Introduction to Civilizations

10 LECTURE HOURS

- (a) Define a civilization
- (b) Evolution of Humankind: Palaeolithic and Mesolithic Cultures
- (c) Food Production: Beginning of agriculture and animal Husbandry

Unit II: Early Man and the development of Human Societies

10 LECTURE HOURS

- (a) Development of Civilisation: Mesopotamia I
- (b) Development of Civilisation: Mesopotamia I
- (c) Mesopotamian Civilization: History, characteristics and contributions
- (d) Epic of Gilgamesh

Unit III: The Advance of Human Societies

10 LECTURE HOURS

- (a) Development of Civilisation: India
- (b) The Harappan Civilisation
- (c) Origin and Settlement Patterns, Town Planning, Craft and Trade
- (d) Social Stratification, State Structure and Religion

Selected Readings

- V. Gordon Childe, *What Happened in History*.
- G. Clark, *World Prehistory: A New Perspective*.
- Victor W Von Hagen, *The World of Maya*, The New American Library, 1960. Neil.D Bramwell, *Discover Ancient China*, Enslow Publisher, USA, 2014.
- Numa Denis Fustel De Coulanges, *The Ancient City A Study on the Religion, Laws, and Institutions of Greece and Rome*, Batoche Books, 2001.
- Tom Head, *Ancient Mesopotamia*, Minnesota, 2015. Michael Anderson, *Ancient Greece*, New York, 2012.
- Berry Kemp, *Ancient Egypt: Anatomy of a Civilization*, Taylor & Francis Routledge, 2006.
- Charles Freeman, *Egypt, Greece and Rome: Civilizations of the Ancient Mediterranean*, Oxford University Press, 2004.
- Irfan Habib, *People's History of India: The Indus Civilization*, Tulika Books, New Delhi, 2002. Marshal Cavendish, *Ancient Rome: An Illustrated History*, New York, 2011.

- Jane R. McIntosh, *Understanding Indus Valle: new perspectives*, ABC-CLIO, 2008.
- Mortimer Wheeler, *The Cambridge History of India: The Indus Civilization*, Cambridge University Press, 1953. Sonia Benson Deborah J.Baker, *Early Civilizations in the Americas*, Thomson, 2005.
- H. Lewis Morgan, *Ancient Society*, Charles H. Kerr and Company, Chicago, 1909.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

HST102	History of India (From Vedic Society to Mauryan Empire)	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Ancient History				
Course Category	Employability				
Course Level	Applying				

Course Objectives:

1. Develop among Students informed and critical perspectives on ancient India
2. Introduce them to the various tools and techniques of archaeology, which are of utmost importance in the study of prehistoric and historic India.
3. Introduce them to academic discourses on Indian history, Society, politics and culture
4. Enable the students to engage critically in debates on ancient India
5. Help students to recognise and grapple with divergent and, at times, contradictory perspectives on India

Course Outcomes

On completion of this course, the students will be able to--

CO1. Identify key aspects of the Rig Vedic and Later Vedic periods, including tribal conflicts, social divisions, and the transition from tribal polity to state formation.

CO2. Explain the origins, doctrines, and contributions of Jainism and Buddhism, highlighting their significance in shaping ancient Indian culture and society

CO3. Analyze the political, economic, and administrative structures of the Mahajanapadas, the First Magadhan Empire, and the Mauryan Empire, identifying their influence on later Indian governance.

CO4. Evaluate the cultural and technological advancements during the PGW-Iron phase and their role in facilitating the socio-economic transition of the Later Vedic period.

CO5. Compare and contrast the philosophies of Jainism and Buddhism, assessing their responses to the social and political conditions of the time.

CO6. Critically assess the rise and fall of the Mauryan Empire, with a focus on Asokan Dhamma and its impact on governance, religion, and society.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	1	-	-	1	-	-	-	-
CO2	1	1	1	-	-	-	-	2	2
CO3	1	1	2	1	-	-	1	1	1
CO4	1	2	-	-	-	-	2	1	2
CO5	1	1	1	2	-	-	1	2	1
CO6									

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Description:

This paper is an effort to provide the students of History an outline about the History of Ancient India since its prehistoric phase. The study ranges from the discovery of Pre-historic societies to the coming of first as well as the second urbanization when major transitions took place in Indian Society. This will enable the students to comprehend the course of social, economic, political and cultural developments in Indian society at various intervals of time with the help of tools and techniques that enable one to re-construct the dynamics of that period as much as possible.

COURSE CONTENTS

UNIT I

Advent of the Aryans and the Age of the Rig Veda

10 LECTURE HOURS

- (a) Reconstruction of Past
- (b) Original Home and Identity
- (c) Tribal Conflicts- Material Life-Tribal Polity
- (d) Tribes and Family- Social Divisions- Rig Vedic Gods and Goddesses

Unit II

The Later Vedic Phase: Transition to the State and Social Orders 10 LECTURE HOURS

- (a) Expansion in the later Vedic Period- The PGW-Iron (c.1000-600 BCE) Phase Culture and Later Vedic Economy

- (b) Political Organisations
- (c) Social Organisations

Unit III

Jainism and Buddhism

10 LECTURE HOURS

- (a) Causes of Origin- Vardhamana Mahavira and Jainism
- (b) Doctrines of Jainism-Spread of Jainism-Contributions of Jainism
- (c) Gautama Buddha and Buddhism- Doctrines of Buddhism-causes of Decline of Buddhism
- (d) Importance and Influence of Buddhism

Unit IV

5 LECTURE HOURS

Territorial States and the First Magadhan Empire

- (a) Mahajanapadas
- (b) Material Life- Administrative System
- (c) Republican Experiments
- (d) Social Orders and Legislations: State and Varna Society

Unit V

The Mauryan Empire

5 LECTURE HOURS

- (a) Mauryan Dynasty
- (b) Asokan Dhamma
- (c) Decline and fall of Mauryan Empire

- **Suggested Readings:**

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
- R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
- D. P. Agrawal, The Archaeology of India, 1985

- Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
- L. Basham, The Wonder that Was India, 1971.
- D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
- D. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
- H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. With Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., History of South India, OUP, 1966. UpinderSingh, A History of Ancient and Early Medieval India, 2008.
- Romila Thapar, Early India from the Beginnings to 1300, London, 2002. Irfan Habib, A People's History-Vol. -1, PreHistory, 2001,
- ---- Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C., 2002
- Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997. RajanGurukkal, Social Formations of Early South India, 2010.
- R. Champakalakshmi, Trade. Ideology and urbanisation: South India 300BC- AD 1300, 1996.
- Habib, Irfan, Indian Economy, 1858-1914, Tulika Books, 2006 Romila Thapar, Asoka and the Decline of Mauryan Empire

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

HST103	UNDERSTANDING INDIAN EPICS	L	T	P	C
Version 1.0		2	0	1	3
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Applying and Analysing				

Course Description:

This course delves into the rich and captivating world of ancient Indian epics, exploring their historical, cultural, and literary significance. Focusing primarily on epics like Mahabharata and the Ramayana, students will examine the narrative structure, thematic content, and characters that have shaped the cultural and moral fabric of India for centuries. Through a combination of close reading, critical analysis, and interdisciplinary approaches, students will gain a deeper understanding of the epic tradition and its enduring relevance.

Course Objectives:

1. To make the students relate the various aspects of the Epic tradition of India.
2. To introduce them to the relation between history and the epic tradition of India.
3. Enrich the knowledge database of the young minds with the relation between epics and socio-economic practices of the society.

Course Outcomes

On completion of this course, the students will be able to--

CO1:

Recall the key aspects of ancient Indian society, civilization, and literary traditions, including Vedic literature, oral traditions, and Puranic contributions.

(Unit I: a–c)

CO2:

Explain the structure, characteristics, and moral and philosophical implications of ancient Indian epics and their storytelling techniques.

(Unit II: a–c)

CO3:

Analyze the themes and major episodes of the Mahābhārata and the Rāmāyaṇa, as well as Tamil epics like Cilappatikāram and Manimekhalai, within their cultural and historical contexts.

CO4:

Examine the influence of Indian epics on classical dance, music, painting, and folk traditions, identifying their enduring cultural impact.

(Unit IV: a)

CO5:

Compare traditional versions of Indian epics with modern retellings and translations, assessing how they reinterpret cultural narratives for contemporary audiences.

(Unit IV: b)

CO6:

Critically evaluate the representation of ancient Indian epics in popular culture and media, discussing their relevance and adaptation in contemporary India.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	1	-	-	1	-	-	-	-
CO2	1	1	2	2	-	-	-	2	2
CO3	-	1	1	1	-	-	1	1	2
CO4	1	-	-	-	-	-	1	2	2
CO5	1	-	-	-	1	1	-	-	-
CO6	2	-	-	1	-	1	-	-	1

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Content:

Unit- I

10 lecture hours

- Ancient Indian Society and Civilization.
- Vedic Literature and Oral Traditions of India.
- Puranas and their contribution to Indian Mythical Literature.

Unit-II

10 lecture hours

- Definition and Characteristics of an Epic.
- Introduction to Ancient Indian Epics.
- Structure of Storytelling Techniques and its Philosophical and Moral Implications.

Unit-III

10 lecture hours

- Overview of the *Mahābhārata* and the *Rāmāyaṇa*: Different Traditions.

- b) Major Episodes and Themes of *Mahābhārata and Rāmāyaṇa*.
- c) Tamil Epics: Cilappatikāram and Manimekhalai

Unit-IV

10 lecture hours

- a) Influence of Epics on Indian Classical Dance, Paintings, Music and Folk Traditions.
- b) Modern Retellings and Translations of the Epics.
- c) Epics in Popular Culture and Media in Contemporary India.

Text Books:

- Alain Daniélou, *Manimekhalai: The Dancer with the Magic Bowl*, Aleph Book, New Delhi, 2018.
- Arshia Sattar, *The Ramayana*, Penguin Random House, New Delhi, 2016.
- Bose, Mandakranta, *The Ramayana in Bengali Folk Paintings*, Niyogi Books, New Delhi, 2016.
- Chakrabarti, Kunal, *Religious Processes: The Puranas and the Making of a Regional Tradition*, Oxford University Press, New Delhi, 2018.
- Goldman, Robert P., *Reading with the Rsi: A Cross-Cultural and Comparative Literary Approach to Valmiki's Ramayana*, Orient Blackswan Pvt Ltd, New Delhi, 2023.
- John D. Smith, *The Mahabharata*, Penguin, New Delhi, 2009.
- Kosambi, Damodar Dharmanand, *Myth and Reality: Studies in The Formation of Indian Culture*, Sage Publications India Private Limited, New Delhi, 2016.
- Lutgendorf, Philip, 'Ramayana: The Video', *TDR*, Summer, 1990, Vol. 34, No. 2 (Summer, 1990), pp. 127-176.
- R. Parthasarathy, *Cilappatikaram: The Tale Of An Anklet*, Penguin, New Delhi, 2004.
- Raghavan, V, *The Ramayana Tradition in Asia*, Sahitya Akademi, New Delhi, 2009.
- Richman, Paula, ed. *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*, Oxford University Press, New Delhi, 1997.
- Sinha, Kanad, *From Dasarajna to Kuruksetra: Making of a Historical Tradition*, Oxford University Press, New Delhi, 2022.
- Wendy Doniger O' Flaherty, *The Rig Veda*, Penguin, New Delhi, 2000.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

HST107	INDIAN PHILOSOPHY	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Evaluating and Creating				

Course Description:

The knowledge traditions of India are continuous and cumulative. They are textual and exegetical traditions in different areas of thought and experience like evolution of Indian philosophy. Concepts and technical vocabularies of philosophical traditions are still a part of modern India's thinking and the languages. Indian philosophy consists of philosophical traditions of the Indian subcontinent. The philosophies are often called darśana meaning, 'to see' or 'looking at. Ānvīkṣikī means 'critical inquiry' or 'investigation.' This course particularly emphasises understanding the historical evolution of Indian philosophical schools and their fundamental features. The course attempts to understand orthodox and heterodox schools of Indian philosophy comprehensively. The course also gives an understanding about new philosophical movements in modern India. Thus, the course is structured in keeping the viewpoint about its multi-disciplinary approach, so students from any degree programme can opt this course.

Course Objectives:

1. Develop among Students informed and critical perspectives on the history of Indian Philosophical schools.
2. Introduce them to various themes and perspectives on the origin and evolution of Indian philosophy and its implication in modern society.
3. Introduce them to established discourses on different features and aspects of these philosophical schools in context of development of Indian society and culture.
4. Enable the students to engage critically in debates and discussion on various Indian philosophical schools and their impact on the trajectory of world philosophy.

COURSE OUTCOMES

CO1:

Recall the key aspects of ancient Indian society, civilization, and literary traditions, including Vedic

literature, oral traditions, and Puranic contributions.

CO2:

Explain the structure, characteristics, and moral and philosophical implications of ancient Indian epics and their storytelling techniques.

CO3: Analyze the themes and major episodes of the Mahābhārata and the Rāmāyaṇa, as well as Tamil epics like Cilappatikāram and Manimekhalai, within their cultural and historical contexts.

CO4:

Examine the influence of Indian epics on classical dance, music, painting, and folk traditions, identifying their enduring cultural impact.

CO5:

Compare traditional versions of Indian epics with modern retellings and translations, assessing how they reinterpret cultural narratives for contemporary audiences.

CO6

Critically evaluate the representation of ancient Indian epics in popular culture and media, discussing their relevance and adaptation in contemporary India.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	2	-	-	1	-	1	1	1
CO2	1	-	3	1	-	1	-	2	2
CO3	1	1	2	-	-	-	2	1	1
CO4	-	2	-	2	-	1	1	2	2
CO5	1	-	2	1	-	-	2	2	2
CO6	2	2	-	-	2	2	1	2	1

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Content:

Unit-I

10 lecture hours

Introduction to Indian Philosophy: A Historical Perspective

- a) Origin and Evolution
- b) Fundamental Features
- c) Historical Debates

Unit-II

10 lecture hours

Shadadarshan: Six Orthodox Philosophical Schools

- a) Shankhya and Yoga
- b) Nyaya and Vaishishika
- c) Mimamsa and Vedant

Unit-III

15 lecture hours

Heterodox Philosophical Schools

- a) Charvaka Philosophy
- b) Buddhist Philosophy
- c) Jain Philosophy

Unit-IV

5 Lecture Hours

Other Philosophical Schools

- a) Neo-Vedanta

- b) Navayana
- c) Sarnaism

Essential Readings

- Adamson, Peter and Jonardon Ganeri. *Classical Indian Philosophy*, Oxford: Oxford University Press, 2020.
- Albahari, Miri. *Analytical Buddhism: The Two-Tiered Illusion of the Self*, New York: Palgrave Macmillan, 2006.
- Anacker, Stefan. *Seven Works of Vasubandhu, the Buddhist Psychological Doctor*, Delhi: Motilal Banarsidass (corrected edition), 1998.
- Apte, V.M., trans. *Brahma-sūtra Shāṅkara-bhāṣya: Brahma-sūtras with Shankarāchāryā's Commentary*, Bombay: Popular Book Depot, 1960.
- Arnold, Dan. *Buddhists, Brahmins, and Belief: Epistemology in South Asian Philosophy of Religion*, New York: Columbia University Press, 2005.
- Asanga [Maitreya-nātha/Āryāśaṅga] (L. Jampal, R. Clark, J. Wilson, L. Zwillig, M. Sweet, and R. Thurman, trans.) *The Universal Vehicle Discourse Literature (Mahāyāna-sūtrālamkāra), Together with its Commentary (Bhāṣya) By Vasubandhu*, New York: American Institute of Buddhist Studies at Columbia University/Columbia University's Center for Buddhist Studies and Tibet House US, 2004
- Balcerowicz, Piotr. *Jaina Epistemology in Historical and Comparative Perspective*, Vol. 1, Delhi: Motilal Banarsidass, 2nd ed., 2008.
- Balcerowicz, Piotr. *Jaina Epistemology in Historical and Comparative Perspective*, Vol. 2, Delhi: Motilal Banarsidass, 2nd ed., 2008.
- Balcerowicz, Piotr, ed. *Essays in Jaina Philosophy and Religion*, Delhi: Motilal Banarsidass, 2003.
- Balcerowicz, Piotr, ed. *World View and Theory in Indian Philosophy*, Delhi: Manohar, 2012.
- Bartley, Christopher. *The Theology of Ramanuja*, London: Routledge Curzon, 2002.
- Bartley, Christopher. *Indian Philosophy A-Z*, New York: Palgrave Macmillan, 2005.
- Batchelor, Stephen, trans. *Shantideva: Guide to the Bodhisattva's Way of Life*, Delhi: Motilal Banarsidass, 1979.
- Bäumer, Bettina. *Abhinavagupta's Hermeneutics of the Absolute (Anuttaraprakriyā): An Interpretation of his Parātrīśikā Vivarana*, Shimla: Indian Institute of Advanced Study/Delhi: D.K. Printworld, 2011.

- Bhatt, G. P. *Epistemology of the Bhāṭṭa School of Pūrva Mīmāṃsā*, Varanasi: Chowkhamba Sanskrit Series Office, 1962.
- Bhatt, Govardhan P. *The Basic Ways of Knowing*, Delhi: Motilal Banarsidass, 2nd ed., 1989
- Bhatt, S.R. and Anu Mehrotra. *Buddhist Epistemology*, Westport, CT: Greenwood, 2000.
- Bhattacharya, K.C. (George Bosworth Burch, ed.) *Search for the Absolute in Neo-Vedānta*, Honolulu, HI: University of Press of Hawaii, 1976.
- Bhattacharya, Ramkrishna. *Studies on the Cārvāka/Lokāyata*, London: Anthem Press, 2011.
- Bhattacharyya, Sibajiban. *Doubt, Belief, and Knowledge*, New Delhi: Indian Council of Philosophical Research and Allied Publ., 1987.
- Bhattacharyya, Sibajiban. *Gangeśa's Theory of Indeterminate Perception*, New Delhi: Indian Council of Philosophical Research, 1993.
- Bhushan, Nalini and Jay L. Gordon, eds. *Indian Philosophy in English: From Renaissance to Independence*, New York: Oxford University Press, 2011.
- Bilimoria, Purushottama. *Śabdapramāna: Word and Knowledge*, Dordrecht: Kluwer, 1988.
- Bilimoria, P. and J.N. Mohanty, eds. *Relativism, Suffering and Beyond: Essays in Memory of Bimal K Matilal*, Delhi: Oxford University Press, 1997.
- Bilimoria, Purushottama and Aleksandra Wenta, eds. *Emotions in Indian Thought- Systems*, New Delhi: Routledge, 2015.
- Bilimoria, Purushottama, Joseph Prabhu, and Renuka Sharma, eds. *Indian Ethics: Classical Traditions and Contemporary Challenges*, Burlington, VT: Ashgate, 2007(Routledge, 2016).
- Bilimoria, Purushottama (with Amy Rayner), ed. *History of Indian Philosophy*, New York: Routledge, 2018.
- Blumenthal, James. *The Ornament of the Middle Way: A Study of the Madhyamaka Thought of Śantaraksita*, Ithaca, NY: Snow Lion, 2004.
- Bouthillette, Karl-Stéphan. *Dialogue and Doxography in Indian Philosophy: Points of View in Buddhist, Jaina and Advaita Vedānta Traditions*, New York: Routledge, 2020.
- Bronkhorst, Johannes. *Tradition and Argument in Classical Indian Linguistics*, Dordrecht: Reidel, 1986.
- Bronkhorst, Johannes. *Karma*, Honolulu, HI: University of Hawaii Press, 2011.
- Bronkhorst, Johannes, trans. and ed. *A Śabda Reader: Language in Classical Indian Thought*, New York: Columbia University Press, 2019.

- Bryant, Edwin F., trans. *The Yoga Sūtras of Patañjali* (with commentary and insights from the traditional commentators) New York: North Point Press, 2009.
- Buitenan, J. A. B. van (Ludo Rocher, ed.) *Studies in Indian Literature and Philosophy*, Delhi: Motilal Banarsidass, 1988.
- Burley, Mikel. *Classical Sāṃkhya and Yoga: An Indian Metaphysics of Experience*, New York: Routledge, 2006.
- Burton, David F. *Emptiness Appraised: A Critical Study of Nāgārjuna's Philosophy*, New York: Routledge Curzon, 1999

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Continuous Assessment	End Term
Weightage (%)	50	50

VAC105	COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY	L	T	P	C
Version 1.0		1	1	0	2
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Evaluating and Creating				

Course Objectives:

- To develop an appreciation of rural culture, life-style and wisdom amongst students
- To learn about the status of various agricultural and rural development programmes
- To understand causes for rural distress and poverty and explore solutions for the same
- To apply classroom knowledge of courses to field realities and thereby improve the quality of learning

Course Outcomes

On completion of this course, the students will be able to

CO1 Gain an understanding of rural life, culture and social realities

CO2 Develop a sense of empathy and bonds of mutuality with the local community

CO3 Appreciate significant contributions of local communities to Indian society and economy

CO4 Learn to value the local knowledge and wisdom of the community

CO5 Identify opportunities for contributing to the community's socio-economic improvements

CO6- Analyse different government schemes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	-	-	-	1	-	-	-	-
CO2	1	3	1	1	-	-	-	2	2
CO3	1	-	3	1	-	-	1	1	-

CO4	-	2	-	2	-	-	2	2	2
CO5	-	1	1	-	-	-	1	2	-
CO6	1	-	2	-	-	-	2	-	1

1-WEAKLY MAPPED

2-MODERATELY MAPPED

3-STRONGLY MAPPED

Catalog Description

Along with Intelligent Quotient, it is important for students to enhance their Emotional Quotient as well. The Social Internship offers opportunity to the student to be empathetic towards social issues facing our society. To help and support the affected community / cause through a field internship is the essence of the course in 'giving back to the society'.

Course Content

Unit I: Appreciation of Rural Society:

10 LECTURE HOURS

Rural and peri-urban life style, rural society, caste and gender relations, rural values with respect to community, rural culture, nature and resources, elaboration of "soul of India lies in villages" (Gandhi), rural infrastructure.

Unit II: Understanding rural and local economy and livelihood:

10 LECTURE HOURS

Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labourer, impact of COVID-19 on Migrant Labourers.

Unit III: Rural and Local Institutions:

10 LECTURE HOURS

Traditional rural and community organizations, local administration and community involvement, Self-help Groups, Panchayat raj, institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil society.

Unit IV: Rural and National Development Programme:

10 LECTURE HOURS

History of rural development in India, Current national programs in India: Sarva Shiksha, Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, SHRAM, Jal Jeevan Mission, SFURTI, Atma Nirbhar Bharat, etc.

Various schemes of West Bengal Government: Kanyashree, Rupashree, Lakshmir Bhandar, Yuvasree, Sikshashree, Jai Bangla, Lokprasar, Nijo Griha Nijo Bhumi, Swasthya Sathi, Gatidhara, Gitanjali, Khadya Sathi, Sabooj Sathi, Sabujshree, Sufal Bangla, Shishu Sathi, Sabala etc.

Recommended field-based practical activities:

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities.
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site.
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures.
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP).
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization.
- Visit Rural Schools / mid-day meal centres, study Academic and infrastructural resources and gaps.
- Participate in Gram Sabha meetings, and study community participation.
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries.
- Attend Parent Teacher Association meetings, and interview school drop outs Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India.
- Visit local Anganwadi Centre and observe the services being provided.
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries.
- Organize awareness programmes, health camps, Disability camps and cleanliness camps.
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys.
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness.
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants.
- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.

Recommended Readings

Books:

1. Singh, Katar, Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 2015.
2. A Hand book on Village Panchayat Administration, Rajiv Gandhi Chair for Panchayati Raj Studies, 2002.
3. United Nations, Sustainable Development Goals, 2015 un.org/sdgs/
4. M.P.Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.

Journals:

1. Journals of Rural development, (published by NIRD & PR Hyderabad)
2. Indian Journal of Social Work, (by TISS, Bombay)
3. Indian Journal of Extension Education (by Indian Society of Extension Education)
4. Journal of Extension Education (by Extension Education Society) Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India

5. Kurukshetra (Ministry of Rural Development, GoI)
6. Yojana (Ministry of Information and Broadcasting, GoI)

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Practical	End Term
Weightage (%)	50	50

7.

**UG-I
SEMESTER II**

HST104	History of India (Post-Mauryan to 750 CE)	L	T	P	C
Version 1.0		3	1	0	4

Pre-requisites/Exposure	Interest in Antiquity and Ancient History
Course Category	Employability
Course Level	Understanding and Applying

Course Description:

The course is formulated to acquaint the student with the changing nature of early India's economy, polity and society from a historical perspective. It introduces the student to processes like urbanization, decay and social evolution. It familiarizes students with the various perspectives of Indian history as well as the sources and methods of ancient history. Students also gain a preliminary idea of the rich spiritual and religious traditions of India and therefore, the origin of syncretism in Indian culture.

Course Objectives:

1. Develop among Students informed and critical perspectives on ancient India
2. Introduce them to various perspectives on the issues of contemporary relevance
3. Introduce them to academic discourses on Indian history, Society, politics and culture
4. Enable the students to engage critically in debates on Contemporary India
5. Help students to recognise and grapple with divergent and, at times, contradictory perspectives on India

Course Outcomes

On completion of this course, the students will be able to—

CO1: Identify the origins, evolution, and fundamental features of Indian philosophical traditions, including key historical debates.

(Unit I: a–c)

CO2 :Comprehension (Understanding):

Explain the core tenets and principles of the six orthodox philosophical schools (Shadadarshan), such as Shankhya, Yoga, Nyaya, Vaishishika, Mimamsa, and Vedanta.

(Unit II: a–c)

CO3: Application:

Analyze the philosophical positions of heterodox schools, including Charvaka, Buddhist, and Jain traditions, with respect to their views on metaphysics, ethics, and epistemology.

(Unit III: a–c)

CO4: Analysis:

Examine the differences and intersections between orthodox and heterodox schools of Indian philosophy, highlighting their contributions to intellectual discourse.

(Unit II and Unit III)

CO5: Synthesis (Creating):

Evaluate the evolution of Neo-Vedanta, Navayana, and Sarnaism as modern reinterpretations of traditional Indian philosophies.

(Unit IV: a–c)

CO6: Evaluation:

Critically assess the relevance of Indian philosophical traditions in contemporary thought, including their influence on global philosophical and spiritual practices.

(Unit I–IV)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	2	-	-	1	-	2	-	-
CO2	1	2	3	-	-	-	-	2	2
CO3	1	3	3	2	-	-	2	2	1
CO4	1	1	-	1	-	-	2	2	2
CO5	-	2	-	-	-	-	2	-	2
CO6									

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Content:

Unit- I

25 lecture hours

Economy and Society (circa 300 BCE to circa CE 300):

[a] Expansion of agrarian economy: production relations.

[b] Urban growth: north India, central India and the Deccan; craft Production: trade and trade

routes; coinage.

[c] Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations.

Unit-II

15 lecture hours

Changing political formations (circa 300 BCE to circa CE 300):

[a] The Mauryan Empire

[b] Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas

Unit-III

20 lecture hours

Towards early medieval India [circa CE fourth century to CE 750]:

[a] Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.

[b] The problem of urban decline: patterns of trade, currency, and urban Settlements.

[c] Varna, proliferation of jatis: changing norms of marriage and property.

[d] The nature of polities: the Gupta empire and its contemporaries: post- Gupta polities
Pallavas, Chalukyas, and Vardhanas

Unit-IV

20 lecture hours

Religion, philosophy and society (circa 300 BCE- CE 750):

a) Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.

b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.

c) The beginnings of Tantricism

Text Books:

- B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.
- D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
- D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
- S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.
- B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.
- K. A. N. Sastri, A History of South India.
- R. S. Sharma, Indian Feudalism, 1980.
- R.S.Sharma, Urban Decay in India, c.300- C1000, Delhi,Munshiram Manohar Lal,1987 Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
- Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Continuous Assessment	End Term
Weightage (%)	50	50

HST105	Making of Early Medieval India (750- 1200 CE)	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Early Medieval India				
Course Category	Employability				

Course Description:

This paper is an effort to provide the students to the History of early medieval India after the fall of the Guptas. The study ranges from the rise of regional kingdoms in various parts of the subcontinent to the coming of Islam to India, owing to which major transitions became evident in Indian Society. This will enable the students to comprehend the social, economic, political, and cultural developments in Indian society at various intervals of time with the help of tools and techniques that enable one to reconstruct the dynamics of that period as much as possible.

Course Objectives:

1. Develop among Students informed and critical perspectives on early medieval India
2. Introduce them to various tools and techniques of comparative studies that is of utmost importance in the study of early medieval India.
3. Introduce them to academic discourses on Indian history, Society, politics and culture
4. Enable the students to engage critically in debates on early medieval India

Course Outcomes

On completion of this course, the students will be able to--

CO1. Demonstrate the salient features of Indian Geography and Cultural diversity

CO2. Learn to relate sources, both indigenous and foreign, for reconstructing the history of this

period CO3. Identify the early stages of political developments in India

CO4. Classify a history of the indigenous belief and rituals along with its transformation in the face of Islamic onslaught from the west.

CO5. Construct religious and cultural developments

CO6: Analyse different religions and cultures

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	1	-	-	1	-	-	-	-
CO2	1	3	3	3	-	-	-	2	2

CO3	1	3	1	1	-	-	1	2	3
CO4	3	2	-	2	-	-	2	2	2
CO5	2	3	1	2	-	-	2	2	2
C06	-	2	-	2	2	1	-	1	2

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Content:

Unit- I: Studying Early Medieval India: (10 lecture hours)

(a) Historical geography

Sources: texts, epigraphic and numismatic data

(c) Debates on Indian feudalism, rise of the Rajputs and the nature of the state.

Unit-II: Political Structures (15 lecture hours)

(a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas

(b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals

(c) Arab conquest of Sindh; Causes and consequences of early Turkish invasions

Unit-III: Agrarian Structure and Social Change (10 lecture hours)

(a) Agricultural expansion; crops

(b) Landlords and peasants

(c) Proliferation of castes; status of untouchables

- (a) Inter-regional trade
- (b) Process of urbanization
- (c) Merchant guilds of South India

Text Books

- B.D. Chattopadhyaya, *The Making of Early Medieval India*.
- Burton Stein, *Peasant State and Society in Medieval South India*.
- Maclean, *Religion and Society in Arab Sindh*.
- Hermann Kulke, ed., *The State in India (AD 1000 - AD 1700)*.
- Irfan Habib, *Medieval India: The Study of a Civilization*.
- J. Schwartzberg, *Historical Atlas of South Asia*.
- John S. Deyell, *Living Without Silver: The Monetary History of Early Medieval North India*.
- Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India, Vol. V, The Delhi Sultanate*
- N. Karashima, *South Indian History and Society* (Studies from Inscriptions, AD 850 -1800)
- R. Champakalakshmi, *Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD*.
- R.S. Sharma and K.M. Shrimali, eds, *Comprehensive History of India, Vol. IV (A & B)*.
- R.S. Sharma, *Indian Feudalism (circa 300 - 1200)*.
- Richard Davis, *Lives of Indian Images*.
- Romila Thapar, *Somanatha: The Many Voices of a*

History.

- Vijaya Ramaswamy, *Walking Naked: Women, Society, and Spirituality in South India.*

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

HST106	Indian Heritage and Culture	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Understanding and Applying				

Course Description:

The knowledge traditions of India are continuous and cumulative. They are textual and exegetical traditions in different areas of thought and experience: philosophy, medicine, grammar, architecture, geography, literary theory, polity and political economy, logic, astronomy and mathematics, military science, metallurgy, agriculture, mining and gemology, and shipbuilding, among others. Concepts and technical vocabularies of these traditions are still a part of modern India's thinking and the languages.

Course Objectives:

Students will be able to:

- get familiar with Indian thought in different disciplines. • get familiar with major Indian thinkers in different disciplines.
- get familiar with the primary texts of Indian thought through an organized study of short extracts in translation of those texts.
- develop a better appreciation and understanding of not only the Knowledge Traditions and Practices of India but also of many contemporary questions and issues that they handle in their course work in related disciplines.
- enhance self-awareness and self-esteem.

COURSE OUTCOME

- CO1 Explain the ideas of social diversity, marginality and inclusion.
- CO2 Recognize and evaluate social discrimination globally based on language, caste, class, race, religion, indigeneity and disability.
- CO3 Understand the ancient medical and philosophical traditions.
- CO4 Understand the rich cultural heritage of India.
- CO5: Evaluating the heritage of India
- CO6: Analysing the heritage of India

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	3	1	-	1	-	1	-	-
CO2	1	3	3	3	-	2	-	2	2
CO3	1	3	3	3	1	-	-	2	2
CO4	2	2	-	2	-	2	2	2	2
CO5	1	3	1	3	-	-	2	2	1
CO6	-	-	2	1	-	1	-	2	-

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Content:

Unit I: Indian Philosophical Systems

10 LECTURE HOURS

- Evolution of philosophical questioning
- Six Philosophical Schools
- Buddha and Jainism
- Sankracarya and Ramanuja

Unit II: Indian Medical Traditions

10 LECTURE HOURS

- Introduction to Indian Medical Traditions
- Ideas of *Caraka Samhita*
- Practices in *Sustruta Samhita*

d. Ayurvedic Medicine

Unit III: Dance, Drama and Theatre

10 LECTURE HOURS

- a. Different Dance Forms
- b. Drama through the ages
- c. Evolution of Theatre

Reading List:

- *Orality and Language*. Eds. G.N. Devy and Geoffrey V. Davis. Routledge. Taylor and Francis Group. London and New York, 2021 (Introduction)
- *Language and Culture on the Margins: Global/Local Interactions*. Edited by Sjaak Kroon and Jos Swanenberg. Routledge. 2018 (Introduction)
- Tiwari, Badri Narayan. *The Making of the Dalit Public in North India: Uttar Pradesh, 1950-Present*. Oxford University Press. 2011. (Excerpts).
- *Sensitisation Module For The Judiciary On Lgbtiqa+ Communit*. e-Committee, Supreme Court of India November 2022 (selections).
- “Tribes as Indigenous People of India”. Author(s): Virginius Xaxa Source: Economic and Political Weekly, Dec. 18-24, 1999, Vol. 34, No. 51 (Dec. 18-24, 1999), pp. 3589-3595
- Caste and Race: Discrimination Based on Descent. EPW Engage, 20 August 2021. <https://www.epw.in/engage/article/caste-and-race-discrimination-based-descent>
- The Annihilation of Caste by B.R.Ambedkar. Introduction by Arundhati Ghosh. Navayana Edition.
- Excerpts from J.K. Das, *Human Rights Law and Practice* (PHI Learning Private Limited, Delhi, 2022).
- Excerpts from *Rethinking Disability in India*. Anita Ghai. Routledge. 2015

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

HST108	Ideas of Caste in Indian History	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Early India				
Course Category	Employability				
Course Level	Evaluating				

Course Description:

This course will study societies living on the various margins of the British Empire in India and their modes of protest against changes under colonial rule during the course of the nineteenth and first half of the twentieth century. It will introduce students to the rich historiography on Caste in India as well as the conquest of communities categorised as ‘tribes’ and to the broader European intellectual context of empire, including ideas of liberalism, caste, race and ethnology. This course will require students to read and analyse a collection of primary texts from the colonial period through class discussions, presentations and written tutorials. These texts belong to the genre of colonial ethnographies, and students will be required to understand how a primary historical source categorises and classifies a community as a tribe or caste. This intellectual exercise will introduce them to the methods of conducting historical research and also encourage them to formulate original projects of research in the final semester of their postgraduate programme. The course will also familiarize students with the historiography on the intellectual history of Empire and the robust debates in the decades immediately after 1947 on the position of the Dalit, Backward classes and tribes in India. The latter will be particularly useful for studying anti-caste movements and tribal movements in modern and contemporary times in India.

Course Objectives:

1. To make the students understand the origin and nature of Caste and Tribe in British rule in India.
2. To introduce them to various perspectives on the Concepts of Caste and Tribe in Modern Indian History.
3. Enrich the knowledge about the Anti-Caste Movements and Tribal Resistance against

Colonial British power in India.

4. To enable students to equip themselves with the necessary information to analyze cultural impacts of Caste and Tribes in Colonial and Post-Colonial India.

Course Outcomes

On completion of this course, the students will be able to--

CO1: Knowledge (Remembering):

Identify the origins, evolution, and fundamental features of Indian philosophical traditions, including key historical debates.

(Unit I: a–c)

CO2: Comprehension (Understanding):

Explain the core tenets and principles of the six orthodox philosophical schools (Shadadarshan), such as Shankhya, Yoga, Nyaya, Vaishishika, Mimamsa, and Vedanta.

(Unit II: a–c)

CO3: Application:

Analyze the philosophical positions of heterodox schools, including Charvaka, Buddhist, and Jain traditions, with respect to their views on metaphysics, ethics, and epistemology.

(Unit III: a–c)

CO4: Analysis:

Examine the differences and intersections between orthodox and heterodox schools of Indian philosophy, highlighting their contributions to intellectual discourse.

(Unit II and Unit III)

CO5: Synthesis (Creating):

Evaluate the evolution of Neo-Vedanta, Navayana, and Sarnaism as modern reinterpretations of traditional Indian philosophies.

(Unit IV: a–c)

CO6: Evaluation:

Critically assess the relevance of Indian philosophical traditions in contemporary thought, including their influence on global philosophical and spiritual practices.

(Unit I–IV)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	1	1	-	1	1	1	-	2
CO2	1	1	-	-	-	-	-	2	2
CO3	1	1	1	1	1	2	-	-	1
CO4	-	2	-	2	1	-	2	2	2
CO5	1	2	3	2	-	-	2	2	2
CO6	-	2	-	1	-	-	1	-	-

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course content:

Unit One: Introduction to the Caste

- A. Understanding categories of different kinds
- B. How caste, race, class, gender, ethnicity, region, and language intersect

Unit Two: Understanding Hinduism

- a. Hinduism in ancient India
- b. Change and Continuity
- c. Politics and Hinduism

Unit Three: Religion against Caste- Buddhism, Christianity, Sikhism

- a. Rise of protestant religions
- b. Their Ideologies
- c. The importance of Monasteries, Church and Guru Dwara

Unit Four: Race, Ethnicity and Tribe: Classifying and Categorising People under British Rule in India

- a. Religion during British Rule
- b. The Christian Missionaries
- c. Imperial Ideology and Race

Unit Five: Ambedkar against Caste

- a. Movement by Ambedkar
- b. Ambedkar's voice in Printing Press

Essential Reading Lists

- Sarkar, Sumit and Tanika Sarkar, eds. *Caste in Modern India: A Reader*, 2 Vols. Ranikhet, India: Permanent Black, 2014
- Dirks, Nicholas B. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton, NJ: Princeton University Press, 2001.
- Ahmad, Imtiaz. *Caste and Social Stratification among Muslims in India*. Delhi: Manohar, 1978
- Ambedkar, B.R. (S. Anand, ed., with an introductory essay by Arundhati Roy) *Annihilation of Caste*. London: Verso, 2014.
- Balagopal, K. *Ear to the Ground: Writings on Class and Caste*. New Delhi: Navayana, 2011
- Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. Cambridge, UK: Cambridge University Press, 2001.
- Ballhatchet, Kenneth. *Caste, Class and Catholicism in India, 1789-1914*. Cornwall: Curzon Press, 1998.
- Banerjee-Dube, Ishita, ed. *Caste in History*. New Delhi: Oxford University Press, 2008.
- Borooah, Vani Kant, et al. *Caste, Discrimination, and Exclusion in Modern India*. New Delhi: Sage Publications, 2015.
- Chakravarti, Uma. *Gendering Caste: Through a Feminist Lens*. New Delhi: Sage Publications, 2018
- Chavan, Dilip. *Language Politics under Colonialism: Caste, Class and Language*

Pedagogy in Western India. Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2013

- Chowdhry, Prem. Political Economy of Production and Reproduction: Caste, Custom, and Community in Northern India. New Delhi: Oxford University Press, 2011.
- Ganguly, Debjani. Caste, Colonialism and Counter-Modernity: Notes on postcolonial hermeneutics of caste. New York: Routledge, 2005
- Ghurye, G.S. Caste and Race in India. Mumbai: Popular Prakashan, 1932.
- Gupta, Dipankar, ed. Caste in Question: Identity or Hierarchy? New Delhi: Sage, 2004

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/
Project/Group Discussion/ Presentation/Extempo/Written Exam**

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

**UG II
SEMESTER III**

CC-HST201	<u>Medieval India From 1200 CE to 1526 CE</u>	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Analyzing and Evaluating				

COURSE DESCRIPTION

Students will be able to identify the major political developments in the history of India during the period between the sixteenth and the early seventeenth century. Outline the changes and continuities in the field of an eclectic political and religious ideology in connection with the Bhakti movement and Sufi movements, and also delineate the development of trade and urban complexities of the aforesaid period.

Course Objectives:

- 1- To understand the importance of sources of medieval India.
- 2- To get a grip on the political History of Medieval India
- 3- The scientific evolution during the Mughal Period
- 4- Art, Architecture and culture during the Mughal Era

Course Outcomes

CO1: Knowledge (Remembering):

Identify the key sources of Mughal Indian history, including Persian and vernacular texts, and describe the major interpretations of the Mughal state.

(Unit I: 1–2)

CO2. Comprehension (Understanding):

Explain the political, administrative, and revenue reforms implemented during the Mughal-Afghan contests and the re-establishment of Mughal rule under Akbar.

(Unit II: 1–3)

CO3. Application:

Analyze Akbar's campaigns and administrative innovations, focusing on the Zabt, Mansab, Jagir, and Madaad-i-Mash systems, as well as his policy of incorporating the Rajputs into the Mughal nobility.

(Unit III: 1–3)

CO4. Analysis:

Examine the social and economic structures of Mughal India, including agricultural and non-agricultural production, rural tensions, trade patterns, and the position of women in domestic culture.

(Unit IV: 1–3)

CO5. Synthesis (Creating):

Assess the interplay of religion and culture in Mughal India, synthesizing the principles of Suhl-i-Kul, the Sufi mystical movement, and the Bhakti movement in shaping the cultural ethos of the period.

(Unit V: 1–2)

CO6. Evaluation:

Critically evaluate the Mughal state's administrative and cultural strategies for consolidating power, maintaining social harmony, and fostering economic growth.

(Unit II–V)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	3	1	-	1	-	1	-	-
CO2	1	-	1	1	-	-	-	2	2
CO3	1	1	-	2	1	-	2	-	1
CO4	-	2	-	2	-	-	2	2	2
CO5	-	2	1	1	-	-	2	-	1
CO6	2	--	-	1	3	2	-	-	1

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

UNIT I- Sources and the Historiography **10 LECTURE HOURS** ____

1. Important sources of Mughal Indian History: Persian and vernacular
2. Different Interpretations of the Mughal state.

UNIT II- Establishment of the Mughal rule _____ **10 LECTURE HOURS**

1. India on the Eve of Babur's Invasion
2. Mughal- Afghan contest for Supremacy Shah and his administrative and revenue reforms
3. Re-establishment of Mughal Rule under Akbar

UNIT III-Consolidation of Mughal Rule under Akbar **10 LECTURE HOURS**

1. Campaigns and conquests with particular reference to Gujarat, Deccan and Bengal -Resistance of Hemu Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi
2. Evolution of administrative institutions: Zabt, Mansab, Jagir, Madaad-i-Mash
3. Incorporation of the Rajputs, creation of the Mughal nobility and growth of a dynastic ideology

Revolts and resistance, pressure from the Ulemas

UNIT IV- Society and Economy 10 LECTURE HOURS

1. Conditions of Agriculture and Industry-agricultural productions, zamindars, peasants, rural tensions, non-agricultural productions
2. Development of Trade and Commerce- patterns of internal commerce, trade routes, overseas trade.
3. Mughal Domestic culture and position of women.

UNIT V- Religion and Culture 10 LECTURE HOURS

1. Religious tolerance and principle of Suhl-i-Kul; Sufi mystical movement
2. Bhakti movement.

Essential Readings

- Alam Muzaffar and Subramaniam Sanjay , eds., The Mughal state, 1526-1750 Ali Athar M., The Mughal Nobility under Aurangzeb
- Chandra Satish, Essays on Medieval Indian History
- Dasgupta Ashin, Indian Merchants and the Decline of Surat, 1700 – 1750 Gordon Stewart, The Marathas 1600 – 1818
- Habib Irfan, Agrarian System of Mughal India, 1526 – 1701 Koch Ebba, Mughal Art and Imperial Ideology
- Qanungo, K.R, Dara Shukoh Richards, J.F, The Mughal Empire Rizvi, S.A.A, Muslim Revivalist Movements in Northern India.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Continuous Assessment	End Term
Weightage (%)	50	50

HST202	Aspects of South Indian History (c.700-1800 CE)	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Evaluating				

COURSE DESCRIPTION

Students will be able to identify the major political developments in South India during the period between the mentioned periods. The course will outline the changes and continuities in the political field in South India, read about the developments of the Bhakti and Sufi movements, and delineate the development of trade and urban complexities of the aforesaid period.

Course Objectives: The objectives aim to provide a holistic understanding of South Indian history, encompassing political, economic, social, and cultural dimensions, while encouraging critical analysis and synthesis

COURSE OUTCOME

CO1: Knowledge (Remembering):

Recall the key features of the agrarian social formations in early medieval South India, including land grants, regional variations, and the Bhakti/Temple movement.
(Unit I)

CO2: Comprehension (Understanding):

Explain the political and social processes that shaped the Pallava and Pandya states, with a focus on their interactions with Deccan powers, urbanization, literacy, and monumental architecture.
(Unit II)

CO3: Application:

Analyze the rise and expansion of the Chola empire, including their agrarian transformations, trade developments, and cultural contributions, along with the factors behind their decline.
(Unit III)

CO4: Analysis:

Examine the socio-political structures of South India, including the role of temples, systems of control (ur, natu, brahmadyam, nagaram), and debates on the nature of the state (centralized, segmentary, or feudal).
(Unit IV)

C05· Synthesis (Creating):

Assess the evolution of South Indian society and the Vijayanagar state, synthesizing the role of the nayankara system, military organization, and Krishnadevaraya's governance in shaping the region. (Unit V)

CO6· Evaluation:

Critically evaluate the economic, social, and cultural transformations in South India from the early medieval period to the Vijayanagar era, identifying the interconnectedness of agrarian expansion, temple economies, and state structures.

(Unit I–V)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	2	1	-	1	2	1	-	-
CO2	1	-	1	1	-	-	-	2	2
CO3	1	-	2	2	1	2	1	1	1
CO4	2	2	-	2	-	-	2	2	2
CO5	2	2	2	2	-	-	2	2	3
CO6	-	-	1	-	2	2	-	-	2

1-WEAKLY MAPPED

2-MODERATELY MAPPED

3-STRONGLY MAPPED

Unit I: 10 LECTURE HOURS

The Agrarian Social Formation: The transition from the early historical to the early medieval- expansion of agriculture and the proliferation of land grants- regional variations- the Prakrit, Sanskrit and bilingual charters of the Pallavas- the Pandyan situation- irrigation and opening up of river valleys- opening up of the Kaveri delta- the scenario of the West Coast- rice cultivation and economic change- labour, kin and non-kin- surplus and its differential distribution- stratification in society- the *atimail* form of labor appropriation- the *jāti* scheme- the acceptance of the *Varṇāśramadharmā* paradigm- the Bhakti/Temple Movement- Social Implications of the cult.

Unit II: 10 LECTURE HOURS

The emergence of the state, the Pallavas and Pandyas- struggles with powers of the Deccan- the Chera kingdom of Mahodayapuram- political process and the factors behind them- urbanism, literacy and monumental architecture- details of political organization- the nature of these 'early' states- their fortunes

Unit III: 10 LECTURE HOURS

The Chola experience- the beginnings- the capture of Kaveri Delta and the development of Tanjore-

the expansion under Aditya and Parantaka- rashtrakuta wars and the setback- Rajaraja and rajendra- agrarian expansion, growth of trade and economic transformation- social implications- the climacteric- cultural productions- decline of the Cola 'empire'

Unit IV: 10 LECTURE HOURS

Social and Political processes and structures- further expansion of agriculture and emergence of huge magnates- transformation of temples- the Temple's Pivotal position in Socio-economic Processes- ur, natu, brahmadeyam and nagaram- systems of control- nature of the state- 'centralised, 'segmentary' or 'feudal'?

Unit V: 10 LECTURE HOURS

South India under Vijayanagar- nature of state and society- nayankara system, Krishnadevaraya, military Organisation and role of warlords

Readings:

- Champakalakshmi, R., *Trade, Ideology and Urbanisation* OUP, 1996. Gopalan, R., *History of the Pallavas of Kanchi* University of Madras, 1920.
- Hall, Kenneth, *Trade and Statecraft in the Age of the Colas* Abhinav Prakashan, Delhi, 1983. Heitzman, James, *Gifts of Power* OUP, 1997.
- Karashima, Noboru, *History and Society in South India*. OUP 1984.
- Karashima, Noboru, *Ancient to Medieval: South Indian Society in Transition*. OUP. 2009.
- Mahalingam, T.V., *South Indian Polity*. University of Madras, 1955.
- Mahalingam, T.V., *Kanchipuram in Early South Indian History* Asia Publicashing House, Bombay, 1966.
- Minakshi, C., *Administration and Social Life under the Pallavas* University of Madras, 1955. Narayanan, M.G.S., *The Perumals of Kerala* 1966, Calicut (published by the author).
- Narayanan, M.G.S. & Kesavan Veluthat, 'Bhakti Movement in South India' in D.N.Jha, ed. *The Feudal Order*, Delhi, 2001 Manohar.
- Nilakanta Sastri, K.A., *A History of South India* OUP, 1967.
- Nilakanta Sastri, K.A., *The Colas*. University of Madras, 1955, Second edition. Nilakanta Sastri, K.A., *The Pandyan Kingdom*. London, 1929, Luzac and Co. Shanmugham, P. *The Revenue System of the Cholas*. NS Publishers, Chennai, 1989.
- Subbarayalu, Y., *Political Geography of the Chola Country*. Department of Archaeology, Government of
- Tamilnadu, Madras, 1973.
- Subbarayalu, Y., "The Chola State", in *Studies in History*, June 1985. Stein, Burton, ed., *Essays on South India*, Delhi, Vikas, 1974)
- Stein, Burton, *Peasant State and Society in Medieval South India*. OUP, 1980.
- Veluthat, Kesavan, *The Political Structure of Early Medieval South India*. Delhi, Orient Longman, 1993.
- Veluthat, Kesavan, *The Early Medieval in South India*. New Delhi, 2009, OUP. Filliozat, Vasundhara, ed., *Vijayanagar*, New Delhi, 1977. 4.
- Karashima, Noboru, *South Indian History and Society: Studies from Inscriptions AD 850- 1800*, New Delhi, 1984.

Examination Scheme:

Components	Class Continuous Assessment	End Term
Weightage (%)	50	50

HST203	SCIENCE, SOCIETY AND TECHNOLOGY.	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Evaluating				

Course Description:

This course will help me understand the development of modern science and technology in India. It will take into account the response of Indian People towards new knowledge. The new tools and Technology came to India as colonial baggage. But Indians were not mere spectators. On several Occasions, they actively participated in the process of knowledge generation and circulation. The course will capture this journey – science, technology and making of Modern India.

Course Objectives:

1. Develop among students informed and critical perspectives on the History of Science and the British Raj in India.
2. Introducing them to various tools and techniques of comparative studies that are of utmost importance in the study of this areas.
3. Introduce them to academic discourses on Indian history, society, politics, and culture on the aspect of Modern Science, Medicine and Technology
4. Develop an understanding among students of the assimilation of modern techno-scientific knowledge

Course Outcomes:

On completion of this course, the students will be able to-

CO1. Demonstrate the silent features of pre-colonial and colonial science.

CO2. Identify the early stages of scientific development in India.

CO3. Critically analyze the impact of Modern Science on Society.

CO4. Critically analyze the impact of discoveries and modern science.

CO5. Identify the Indian Response to Modern Science and Technology.

CO6. Evaluate the scientific concepts and their application rather than solely memorizing faculty.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	2	1	-	1	-	1	-	-
CO2	1	2	-	2	-	-	-	2	2
CO3	1	2	-	-	1	-	1	1	1
CO4	-	2	-	2	-	-	2	2	2
CO5	2	1	1	-	-	-	2	2	1
CO6	2	2	1	1	-	1	1	-	1

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Content:

1. UNIT 1: Introduction to History of Science 10 lecture Hours

Locating Pre-colonial Science- Basalla's Diffusion Model – Concept of Colonial Science – Multiple Modernities

2. UNIT 2: Science and Colonial Explorations 10 lecture Hours

East India Company and the Natural World – Botanical and Geological Explorations – Institutionalization of Modern Science

3. UNIT 3: Technological Momentum 10 lecture Hours

Steam Navigation – Electric Telegraph – The Railways – Electrification

4. UNIT 4: A New Dawn 10 lecture Hours

Indian Response to New Knowledge – Emergence of National Science – Science and Development Discourse

Reference Books:

- Arnold, David, The New Cambridge History of India: Science, Technology, and Medicine in Colonial India, Cambridge University Press, 2000
- Kumar, Deepak, Science and the Society in Modern India, Cambridge University Press, 2023.
- Kumar, Deepak, Science and the Raj: A Study of British India, Oxford University Press, 2nd edition, 2006.
- Macleod, Roy and Deepak Kumar (eds.), Technology and the Raj: Western Technology and Technical Transfers to India 1700-1947, Aakar Books, 2023
- Phalkey, Jahnvi, Atomic State: Big Science in Twentieth-Century India, Permanent Black, 2013
- Raina, Dhruv and S, Irfan Habib, Domesticating Modern Science: A Sociological History of Science and Culture in Colonial India, Tulika Books, 2004
- Raj, Kapil, Relocating Modern Science: Circulation and the Construction of Scientific Knowledge in South Asia and Europe, Permanent Black, 2006
- Sarkar, Suvobrata, Let there be Light: Engineering, Entrepreneurship and Electricity in Colonial Bengal, Cambridge University Press, 2020

Examination Scheme:

Components	Class Continuous Assessment	End Term
Weightage (%)	50	50

HST204	SOCIO-CULTURAL DEVELOPMENT IN MODERN INDIA	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Remembering and Understanding				

Course Description:

During the modern period, roughly from the late 18th century to the mid-20th century, British social and cultural policy underwent significant transformations in modern India. The British government responded to these changes with various policies to address social issues and shape cultural developments. Culturally, the promotion of education and the press through initiatives like the establishment of museums, public libraries, and English and vernacular press reflected a broader effort to shape national identity and values. The particular course emphasizes on theoretical understanding of Indian socio-cultural development during colonial India. The course aims to cover important socio-cultural reform movements during British rule in India.

Course Objectives:

- 1 Develop among Students informed and critical perspectives on the socio-cultural history of modern India.
- 2 Introduce them to various themes and perspectives on historiographical understanding of socio-cultural development in colonial India.
- 3 Introduce them to established discourses on different features and aspects of Indian society and cultural during British rule in India.
- 4 Enable the students to engage critically in debates and discussions on various themes of socio-cultural transformation in modern India.

Course Outcomes

Co1. Knowledge (Remembering):

Identify key debates and viewpoints on 18th-century India, including the Orientalist-Anglicist controversy, nationalist, and Marxist perspectives.

(Unit I: a–c)

CO2. Comprehension (Understanding):

Explain the socio-cultural impact of British social policies, the colonial education system, and the role of Christian missionaries in shaping modern Indian society.

(Unit II: a–c)

CO3. Application:

Analyze the objectives, strategies, and impacts of socio-cultural reform movements, including women’s rights, anti-caste movements, and cultural/religious revivalism in modern India.

(Unit III: a–c)

CO4. Analysis:

Examine the defining features of colonial modernity and its influence on Indian society, including the emergence of new social classes, cultural nationalism, and socio-economic transformations.

(Unit IV: a–c)

CO5. Synthesis (Creating):

Assess the interplay between colonial policies and Indian socio-cultural reform movements, synthesizing their contributions to modern Indian society.

(Unit II and III)

CO6. Evaluation:

Critically evaluate the long-term impact of British imperialism on Indian social structures, cultural identity, and the process of modernization.

(Unit IV)

On completion of this course, the students will be able to--

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	3	1	-	1	-	1	-	-
CO2	1	-	2	1	-	-	-	2	2
CO3	1	-	1	1	1	2	2	1	1
CO4	-	2	-	2	-	-	2	2	2
CO5	1	-	3	2	1	2	2	2	1
CO6	1	-	-	3	1	1	-	1	1

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Content:

Unit- I 10
lecture hours

Indian Society and Culture in Colonial India: A Theoretical Perspective

- a) 18th Century India – Debate
- b) Orientalist and Anglicist Controversy
- c) Nationalist and Marxist Viewpoints

Unit-II 10
lecture hours

British Social Policies and Cultural Encounters

- Advent of Printing Press and Its Socio-cultural Impacts
- Colonial Education System: Macaulay Minute and *Wood's Dispatch of 1854*
- Christian Missionaries and Their 'Civilizing' Mission

Unit-III 10
lecture hours

Socio-cultural Reform Movements in Modern India

- Issues of Women: Abolition of Sati, Widow Remarriage and Age of Consent Bill
- Issue of Untouchability and Anti-Caste Movements
- Cultural Renaissance and Religious Revivalism

Unit-IV 15
lecture hours

Colonial Modernity and Socio-cultural Change in Modern India

- Defining Features of Colonial Modernity
- Impact of British imperialism on Indian Society and Culture
- Emergence of New Social Classes and Cultural Nationalism

Essential Readings

- Aloysius, G. *Nationalism Without a Nation in India*. Delhi: Oxford University Press, 1997.

- Amin, Shahid. *Event, Metaphor, and Memory*. Delhi: Oxford University Press, 1996.
- Anderson, Benedict. *Imagined Communities*. London: 1983.
- *The Social Life of Things: Commodities in Cultural Perspective*, Editor Arjun Appadurai. Cambridge: Cambridge University Press, 1986.
- Bailey, F. G. *Caste and the Economic Frontier*. Manchester: Manchester University Press, 1957.
- ———. *Tribe, Caste and Nation*. Manchester: 1960.
- Baker, Christopher J. and David Washbrook. *South India: Political Institutions and Political Change 1880-1940*. Delhi: 1975.
- Ballhatchet, Kenneth. *Race, Sex and Class Under the Raj: Imperial Attitudes and Policies and Their Critics 1793-1905*. St, Martin's Press, 1980.
- Banuri, Tariq. "Modernization and Its Discontents; A Cultural Perspective on Theories of Development." in *Dominating Knowledge*, eds. Frederique Apfel Marglin and Stephen Marglin. New York: OUP, 1990.
- Barrier, N. Gerald. *Banned: Controversial Literature and Political Control in British India 1907-1947*. Columbia, Missouri: 1974.
- C A Bayly, *Indian Society and the Making of the British Empire*. Cambridge: Cambridge University Press, 1988.
- Bose, Sugata ed. *South Asia and World Capitalism*. Delhi: Oxford University Press, 1990.
- Brass, Paul. *Ethnicity and Nationalism: Theory and Comparison*. Newbury Park, CA: Sage Publications, 1992.
- ———. *Language, Religion, and Politics in North India*. Cambridge: Cambridge University Press, 1974.
- Catanach, I. J. "Plague and the Indian Village, 1896-1914." in *Rural India: Land, Power and Society Under British Rule*, editor Peter Robb, pp.217-43. London: Curzon Press, 1993.

- Chatterjee, Partha. Nationalist Thought and the Colonial World: A Derivative Discourse. Delhi:OUP, 1986.
- ———. The Nation and Its Fragments: Colonial and Postcolonial Histories. Princeton: 1993.
- Cohn, Bernard S. An Anthropologist Among the Historians and Other Essays. New Delhi: Oxford University Press, 1987.
- Representing Hinduism: The Construction of Religious Traditions and National Identity, Editors Vasudha Dalmia and Heinrich Von Stietencron . Thousand Oaks, CA: Sage, 1995.
- Mirrors of Violence: Communities, Riots and Survivors in South Asia, ed.
- Derrett, J. Duncan M. Religion, Law and the State in India. Faber and Faber, 1968.
- Desai, A. R. The Social Background of Indian Nationalism. Edinburgh: Oxford U. Press, Univ. of Bombay Publications; Sociology Series no.2.
- Colonialism and Culture, Editor Nicholas B. Dirks. Ann Arbor: The University of Michigan Press, 1992.
- Dumont, Louis. Religion, Politics and History in India. Paris: Mouton, 1970.
- Gellner, Ernest. Nations and Nationalism. Ithaca and London: Cornell University Press, 1983. Guha, Ranajit editor. Subaltern Studies: Writings on South
- Habib, Irfan. The Agrarian System of Mughal India: 1556-1707. Bombay & New York: Asia Publishing House, 1963.
- Hobsbawm, Eric J. and T. O. Ranger eds. The Invention of Tr
- Jalal, Ayesha. Democracy and Authoritarianism in South Asia. New Delhi: Cambridge University Press, 1995.
- Jalal, Ayesha and Sugata Bose. Modern South Asia: History, Culture, and Political Economy. London: Routledge, 1998.
- Jones, Kenneth W. Socio-Religious Reform Movements in British India. Cambridge: Cambridge University Press, 1990.
- Contesting the Nation: Religion, Community, and the

Politics of Democracy in India, David Ludden.
Philadelphia: University of Pennsylvania Press, 1996.

- Mani, Lata. "Cultural Theory, Colonial Texts: Reading Eyewitness Accounts of Widow Burning." Cultural Studies (1992): 392-404.
- Marshall, P. J. Bengal: The British Bridgehead. Eastern India, 1740-18.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Continuous Assessment	End Term
Weightage (%)	50	50

UG II
SEMESTER IV

HST206	State, Socio-Economic and Cultural Life of Mughal India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Mughal Indian History				
Course Category	Employability				
Course Level	Analysing				

Course Description:

This course aims to provide students with empirical knowledge, the background and the conceptual tools for a comprehensive and richer understanding of how the world worked in the medieval ages. The module is designed to provide students with an overview of local politics by looking at its historical development and relevant contemporary issues. Henceforth, basic concepts will be dealt with, along with a brief overview of the evolving domestic political situation. Focus will also be given to the role of the main actors who shape modern politics. Finally, students will be exposed to central debates surrounding the new conceptualization of the political state at a time when disintegration marked the general picture.

Course Objectives:

1. Evaluate the significance of the changes brought about by Islamic incursion into Indian subcontinent
2. The course aims to acquaint the students with the main currents of socio-political and economic developments in the non-European world during the medieval age.
3. To give a general outline of the history of India from the 13th century to the occupation of Delhi by the Mughals.
4. To make the students familiar with the origins and development of the syncretic culture of India

Course Outcomes

On completion of this course, the students will be able to--

CO1. **Appraise** how people and their institutions are shaped by events to how underlying forces and movements shape events and then to looking at how abstract, impersonal forces shape history

CO2. **Comprehend** what happened during a specific time period to a focus on putting that period into its broader, dynamic context and then to considering how we use the past to help make sense of the present

CO3. **Identify** the strengths and weaknesses of the contending explanations regarding the start of the Turkish incursion.

CO4. **Highlighting** the various perspectives on an event in its historical context differs from looking at how people have since come to interpret events in the past and then to examining disputes over the nature and extent of the underlying forces.

CO5. **Explain** the unique course of historical developments that led to fundamental changes in Indian society and its long-term effects on the future generations to come

CO6. **Define** the economic issues afflicting the traditional society since the early medieval to the end years of medieval age and comprehend the way forward.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	3	1	-	2	-	1	-	-
CO2	1	1	2	3	-	1	-	2	2
CO3	1	3	1	3	1	-	2	3	2
CO4	3	2	-	2	-	-	1	2	2
CO5	3	1	1	1	-	-	1	2	1
CO6	-	-	1	1	2	-	2	1	2

1-WEAKLY MAPPED
 2-MODERATELY MAPPED
 3-STRONGLY MAPPED

Course Content:

Unit- I 10 lecture hours

Background: Central Asian background; growth of monarchies in the Islamic World: Nizam-ul-Mulk Tusi and Al-Mawardi- their ideas if politics and government. A brief outline of the social, economic and political condition of India on the eve of Turkish invasion; Turkish conquest of North India and consolidation of the Delhi Sultanate

Unit-II **10 lecture hours**

Main features of the economy and society: social and economic effects of the Turkish invasion and conquest, the land system, Khalisa and Iqta, agricultural production, technology and organisation of production; rural commerce, extent of commerce; urban growth; towns; conditions of the urban centres, markets and prices, currency system, merchants, brokes, sarrafs, artisans, slaves, the ruling class of the sultanate, social composition of the nobility and its changing character; rural stratification and land revenue system under the Sultanate

Unit-III **10 lecture hours**

Cultural and Architectural Developments; Education, Literature-Persian and Sanskrit works, regional languages, architectural developments in regional settings such as Bengal, Gujrat, Vijayanagar and South India. Precepts and practices of Sufism and Bhakti cult, Saints of medieval India.

Unit-IV **10 lecture hours**

Structure of Society: modifications in the Varna system during medieval times; the changing material base of society. Feudal elements and the new social ethos; social conflicts and conciliations; position of women, ruling class and major religious groups among the Muslims, Indian Muslims.

**10 lecture
hours**

Unit V

Economy, Urban Centres and Population, industries, trade and commerce

**10 lecture
hours**

Unit VI

Agrarian systems: nature and extent of control, land revenue experiments, Iqta systems, agrarian policies under the Delhi Sultanate, irrigation policies, canal construction.

Text Books

1. Afsar, Begum & Muhammad Habib, Political Theory of the Delhi Sultanate (Eng. Trans. Of Ziauddin Barani's Fatawa-i-Jahandari), Kitab Mahal, Allahabad, 1964.
2. Ahmad, Aziz, Political History and Institutions of the Early Turkish Empire in India, Munshiram Manoharlal, Delhi, 1974.
3. Ahmad, Aziz. Studies in Islamic Culture in the Indian Environment, paperback, New Delhi: Oxford University Press, 1991.
4. Alam, Muzaffar, The Languages of Political Islam in India, c. 1200-1800, New Delhi: Permanent Black. 2004.
5. Appadorai, A., Economic Conditions of Southern India, 1000-1500 A.D., Madras, 1936.

(2 vols).

6. Ashraf, K.M., Life and Conditions of the People of Hindustan, Idarah-AdabiyatDelli,MunishiramManoharlal, delhi, 1970 edn.
7. Bagchi, Ashoke K. Medicine in Medieval India: 11th to 18th Centuries, Konark Publishers, Delhi, 1997.
8. Basham, A.L., (ed.), A Cultural History of India, OUP, Delhi, 1984 (Reprint).
9. Brown, Percy. Indian Architecture (Islamic Period), Bombay, 1968.
10. Chaudhuri, K.N., Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750, Cambridge University Press, 1985.
11. Curley, David, Poetry and History. Bengali Mangal-kabya and Social Change inPrecolonial Bengal, New Delhi, 2008.
12. Das, Gupta, Ashin. The World of the Indian Ocean Merchants (Collected Essays), New Delhi; OUP 2001.
13. Eaton, Richard M. ed..India's Islamic Traditions. 711-1750, New Delhi: Oxford University Press, 2003.

14. Eaton, Richard. M., Rise of Islam and the Bengal Frontier, 1204-1760, Berkeley and London, 1993.
15. Ernst, Carl. The Eternal Garden (New York, 1993)
16. Ernst, Carl W. and Bruce B. Lawrence. 2002. Sufi Martyrs of Love: The Chishti Order in South Asia and Beyond. New York: Palgrave MacMillan.
17. Friedman, Y. Shaikh Ahmad Sirhindi: An Outline of his thoughts and a study of his image in the eyes of Posterity (Mc. Gill, Canada: 1971)
18. Habib, Irfan, Agrarian System of Mughal India, OUP, Delhi, 1999 (Revised)
19. Habib, Irfan edited, Medieval India I Research on the History of India 1200-1750, Oxford University Press.
20. Habib, Irfan, Economic History of Medieval India: A Survey, (New Delhi, 2001).
21. Habibullah, A.B.M., The Foundation of Muslim Rule in India, KitabMahal, Allahabad, 1976 (Reprint).
22. Habib, Mohd. & K.A. Nizami, Comprehensive History of India, Vol. V, Part 1, 1206-1526, New Delhi, 1970.
23. Habib, Mohammad, Politics and Society in Early Medieval India, ed. K.A. Nizami, Idah- AdabiyatDelli, Delhi, 1974.
24. Hasan, Nurul, Thoughts on Agrarian elations in Mughal India, PPH, Delhi, 1973.
- 25., Religion, State and Society in Medieval India, OUP, Delhi, 2005.
26. Hussain, Syed Ejaz, The Bengal Sultanate, Delhi, 2003.
27. Jackson, Peter. The Delhi Sultanate- A Political and Military History, Cambridge, 1999.
28. Jaiswal, Suvira, The Original and Development of Vaishnavism, Mushiram,Manoharlal, Delhi, 1980 (Reprint)

29. Khan, I.A., Gunpowder and Firearms: Warfare in Medieval India, Oxford University Press, New Delhi, 2004.
30. Kolff, Dirk H.A. 1990. Naukar, Rajput and Sepoy: The Ethnohistory of Military Labour Markets in Hindustan, 1450-1850. Cambridge: Cambridge University Press.
31. Latif, Sk. Abdul, The Muslim Mystic Movement in Bengal, 1301-1550, Calcutta, 1993.
32. Leibeskind, Claudia. Piety on its Knees: Three Sufi Traditions of South Asia.
33. Mahalingam, T.V., Administration and Social Life under Vijayanagar, Madras, 1940.
34. Michell, George and Zebrowski, The New Cambridge History of India: Architecture and Art of the Deccan Sultanates, Cambridge University Press, 2008.
35. Moreland, W.H. Agrarian System of Moslem India, Cambridge University Press, 1st Published, 1929.
36. Mukhia, Harbans (ed.), The Feudalism Debate, Manohar, New Delhi, 1999.
37. Nigam, S.B.P., Nobility under the Sultans of Delhi, D.K. Publishers, Delhi. 1968.
38. Nizami, K.A. Some Aspects of Religion and Politics in India during the 13th Century Aligarh, 1961.

39. Raychaudhuri, T. & Irfan Habib (ed.), Cambridge Economic History of India Vol. 1, Delhi, 1982.
40. Rizvi, S.A.A. 1978, A History of Sufism in India, Vol. I, Early Sufism and its History in India to 1600 A.D. Delhi: Munshiram Manoharlal.
41. Saeed, M.M., The Sharqi Sultanate of Jaunpur: A Political and Cultural History, Karachi, 1972.
42. Sarkar, Jadunath, ed., History of Bengal: Muslim Period, 1200-1757, Patna, 1973.
43. Sharma, G.N. Social Life in Medieval Rajasthan, 1500-1800 A.D., Agra, 1968.
44. Sheikh, Samira, Forging A Region: Sultans, Traders, and Pilgrims in Gujarat, 1200-1500, New Delhi: OUP, 2010.
45. Stein, Burton, Vijayanagara, Cambridge, 1990.
46. Subramaniam, S. (ed.). Merchants, Markets and State in Early Modern India, New Delhi, 1990
47. Tirmingham, J.S. Sufi Orders of Islam (London, 1971).
48. Tripathi, R.P. Some Aspects of Muslim Administration, Allahabad, 1959.

**Modes of Examination: Assignment/Quiz/Project/Group Discussion/
Presentation/Extempo/Written Exam**

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

HST 207	HISTORY OF EARLY MODERN EUROPE: FROM RENAISSANCE TO FRENCH REVOLUTION	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in European Culture and History				
Course Category	Employability				
Course Level	Evaluating				

Course Description:

Students will learn about the rise of the modern western world and transition of the society and economy from feudalism to capitalism. They will learn about the rise of Renaissance in Italy and spread of humanism in Europe and results of the European Reformation in the 16th century and shift of economic balance from the Mediterranean to the Atlantic, Commercial Revolution, influx of American silver and the Price Revolution. The course seeks to explain the process towards the emergence of European state system like Spain, France, and England etc.

Course Objectives:

1. To make the students understand the fundamental structures of European societies towards the end of the middle Ages and a transition towards Modernity.
2. To introduce them to various theories of the decline of Feudalism and the emergence of Capitalism and gain a comprehensive understanding of the universal phenomenon of Capitalism encompassing the whole of modern world.
3. Enrich the knowledge of the young minds with regard to the significant movements of Reformation and Renaissance in Europe.
4. To enable students to equip themselves with the necessary information to analyse the modern cultures.

Course Outcomes

On completion of this course, the students will be able to--

- CO1. Show the historical background of a world phenomenon called Capitalism.
- CO2. Develop a comprehensive idea about the transitional processes towards an industrial society and economy.
- CO3. Construct a relation of the major concepts and theoretical perspectives on the development of modernity.

CO4. Identify the reasons behind the European movements such as the Renaissance and Reformation.

CO5. Estimate the socio-political issues behind the global-regional and local developments with regard to the emergence of modern Nation-states in Europe.

CO6: Develop a critique of European Movements

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	2	1	-	2	-	1	-	-
CO2	1	2	2	1	-	1	-	2	2
CO3	1	2	2	1	1	-	1	1	3
CO4	3	2	-	2	-	-	3	2	2
CO5	1	1	1	2	-	-	2	2	3
Co6	-	-	2	1	-	2	1	-	2

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Content:

Unit I. 15 Lecture Hours

Transition from feudalism to capitalism: problems and theories.

Unit II. 15 Lecture Hours

Early colonial expansion: motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.

Unit III. 15 Lecture Hours

Renaissance: its social roots, city-states of Italy; spread of humanism in Europe; Art.

Unit IV. 10 Lecture Hours

Origins, course and results of the European Reformation in the 16th century.

Unit V. 15 Lecture Hours

Economic developments of the sixteenth century: Shift of economic balance from the

Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution and Printing Revolution

Unit VI.

10 Lecture Hours

France on the eve of the French Revolution.
Debates on the French Revolution

Text Books

B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 - 1850.*

Carlo M. Cipolla, *Fontana Economic History of Europe, Vols. II and*

Charles A. Nauert, *Humanism and the Culture of the Renaissance (1996).*

Christopher Hill, *A Century of Revolutions.*

D. C. Coleman (ed.), *Revisions in Mercantilism.*

D. H. Pennington, *Seventeenth Century Europe.*

F. Rice, *The Foundations of Early Modern Europe.*

G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century.*

G. Parker, *Europe in Crisis. 1598- 1648.*

G. R. Elton, *Reformation Europe, 1517 - 1559.*

H. Butterfield, *The Origins of Modern Science.*

H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century.*

Harry Miskimin, *The Economy of Later Renaissance Europe: 1460- 1600.*

III. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy. 1000 - 1700.* 3rd ed. (1993) G. E. M. Ste Croix, *Class Struggles in the Ancient Greek World.*

J. H. Parry, *The Age of Reconnaissance.*

J. Lynch, *Spain under the Hapsburgs.*

J. R. Hale, *Renaissance Europe.*

James B. Collins, *The State in Early Modern France: New Approaches to European History.*

Jan de Vries, *Economy of Europe in an Age of Crisis 1600 - 1750.*

L. W. Owie, *Seventeenth Century Europe.*

M. P. Gilmore, *The World of Humanism. 1453 -1517.*

M. S. Anderson, *Europe in the Eighteenth Century*.

Maurice Dobb, *Studies in the Development of Capitalism*.

MeenaxiPhukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.

Perry Anderson, *The Lineages of the Absolutist State*.

Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.

Peter Mathias, *First Industrial revolution*.

R. Hall, *From Galileo to Newton*.

Ralph Davis, *The Rise of the Atlantic Economics*.

Rodney Hilton, *Transition from Feudalism to Capitalism*.

Stephen J. Lee, *Aspects of European History, 1494 - 1789*.

Stuart Andrews, *Eighteenth Century Europe*.

T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate*

The Cambridge Economic History of Europe. Vol. I - VI.

The New Cambridge Modern History of Europe, Vols. I -VII.

Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.

V. Poliensiky, *War and Society in Europe, 1618 - 48*.

V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400 - 1715*.

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

HST208	<u>ARCHAEOLOGY IN INDIA: A BRIEF SURVEY</u>	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Evaluating				

COURSE DESCRIPTION:

Archaeological sources are invaluable for reconstructing the history and culture of ancient India. They provide concrete evidence that complements the information found in textual sources. By combining archaeological and historical data, researchers gain a more comprehensive understanding of ancient civilizations. This course will help the students develop a deep knowledge of archaeological sources of Indian history.

COURSE OBJECTIVES

1. To introduce students to the field of archaeology

Familiarize students with the basic concepts, methodologies, and scope of archaeology as a discipline.

2 To explore the history and development of archaeology in India

Provide an overview of the evolution of archaeological practices and significant discoveries in the Indian subcontinent.

3 To examine key archaeological sites and their significance

Highlight the importance of major archaeological sites in India, including their contributions to understanding ancient Indian history and culture.

4. To understand material culture through archaeological evidence

Analyze the role of artifacts, inscriptions, and monuments in reconstructing the socio-economic, political, and cultural aspects of ancient Indian civilizations.

Course Outcomes:

CO1: To develop an understanding of archaeology as a source of History.

CO2: Gain a more comprehensive understanding of ancient civilisations.

CO3: To analyse different artefacts to understand ancient civilisations.

CO4: To analyse the evolution of Homo Sapiens

CO5: Formative stages of the Harappa culture.

CO6: To emphasize the interdisciplinary nature of archaeology

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	1	1	-	2	-	1	-	-
CO2	1	3	2	3	-	1	-	2	2
CO3	1	-	1	2	1	-	2	3	1
CO4	-	2	-	2	-	-	3	2	2
CO5	1	2	2	2	-	-	3	2	2
CO6	-	-	-	2	1	-	2	1	-

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

COURSE CONTENTS

Unit – I

Introduction to Archaeology:

Definition; aims, scope and ethics of archaeology; history and growth of Archaeology. History of Indian archaeology. Relationship of archaeology with social and natural sciences. Type and nature of archaeological data. Retrieval of archaeological data: Methods of explorations and excavations. Methods of artefact analysis: categorisation, classification, and characterisation. Methods of interpretation and related issues: Application of sociological and anthropological models; Ethnography and experimental replication studies; traditional, Processual, and Post-Processual approaches; preparation of archaeological reports.

UNIT – II:

Introduction to Prehistory Prehistoric beginning:

Geological, biological and cultural dimensions of humans. Human origin and Geological time scale: Late Tertiary (Miocene and Pliocene) and Quaternary Periods; Plio-Pleistocene boundary, Paleomagnetic records, Pleistocene and Holocene epochs. Major environment and climatic changes of Pleistocene; Pleistocene and Marine Isotopic Stages (MIS). Biostratigraphy of the Pleistocene: Pleistocene flora and Fauna. Main stages of human evolution and important fossil records: Hominin ancestors of the Late Miocene, Pliocene and the Pleistocene: Pre-Australopiths, Australopiths.

Unit - III Palaeolithic cultural developments in the Indian subcontinent:

Geo-chronology and Stone Age cultures of India: The Sohan Valley and the Potwar Plateau sites in the Sivalik hills, The Belan and Son valleys, Didwana dune 16R in Rajasthan, Kortlayar valley/Attirampakkam in Tamilnadu and Jwalapuram in Andhra Pradesh. Lower Palaeolithic culture: tool types and lithic technology; the Sohan industry and its antiquity; the Acheulian industry and its spread into major river valleys: sites in the Narmada and Sabarmati valleys, the Belan and Son valley sites, the Hunsgi and Baichabal valleys, the Krishna and Godavari valleys, the Kortlayar valley; sites associated with the Playas of Rajasthan. Middle Palaeolithic culture and geographical spread; Tool types and lithic technology of the

Middle Palaeolithic: the prepared core techniques/Levallois technique.

Unit – V Proto-history:

Courses towards urbanisation: The Harappa culture. Formative stages of the Harappa culture: Emergence of village farming/ Chalcolithic settlements and beginning of regional cultures in North and North-Western India and Pakistan. Contemporary developments in the Gagghar Saraswati system and Gujarat (Pre-Urban /Pre and Early Harappan cultural development).

Reading List:

- R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007
- R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.
- R.S. Sharma, *Looking for the Aryas*, Delhi, Orient Longman Publishers, 1995
- D. P. Agrawal, *The Archaeology of India*, 1985
- Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983.
 - L. Basham, *The Wonder that Was India*, 1971.
- D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997, Paperback.
- D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.
- H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., *History of South India*, OUP, 1966.
- UpinderSingh, *A History of Ancient and Early Medieval India*, 2008.
- Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.
- Irfan Habib, *A People's History-Vol. -1, PreHistory*, 2001,
- ---- Vol.-2, *Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C.*, 2002
- Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

HST209	<u>POPULAR CULTURE IN INDIA: PAST AND PRESENT</u>	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Sports, movies and Dance				
Course Category	Employability				
Course Level	Creating				

COURSE DESCRIPTION

The course takes a critical look at popular culture, analysing a wide range of media to learn how what is frequently rejected as "mere entertainment" may serve as an indicator of cultural values and a creator of cultural meaning. It aims to comprehend how our lived experiences influence and shape the creation and consumption of popular culture. It investigates popular culture as a crucial economic, political, and social text. In order to comprehend the intricate web of power and ideology that permeates pervasive cultural forms, students will be expected to critically interact with texts from across the spectrum of popular culture and their connections to complicated social, political, and economic issues. The goal of this course is to introduce students to a variety of critical and scholarly cultural approaches to popular culture in order to make them question the significance of popular culture in their everyday lives, improve the quality of their discussions about it, and equip them with the tools they need to critically analyse and create their own interpretations of texts from this field.

Course Learning Outcomes:

- Students can grasp the rich heritage of India and its role in understanding the society.
- Gain insights into dance as representative of cultural contexts and values.
- Understanding the role of movies and theatres in interpreting gender, nationalism and communalism of Indian Society.
- Critically analysing sports as an important component of History, Sociology, Law and Capitalism.
- Develop a critique of the popular culture of India
- Compare popular culture of different countries.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	1	1	-	2	-	1	-	-
CO2	1	1	2	3	-	1	-	2	2
CO3	1	1	3	1	1	-	1	1	3
CO4	3	2	-	2	-	-	3	2	2
CO5	-	1	1	1	2	1	2	-	-
CO6	2	2	2	1	2	--	-	2	-

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Module I: Popular Culture and Its Significance in the Indian Society

10 LECTURE HOURS

- Defining Popular Culture
- How to Interpret Popular Culture?
- Methods of Popular Culture – Textual Analysis Significance of Popular Culture in the Society

Module II VARIOUS DANCE FORMS OF INDIA

- History of Classical North Indian Dance and its evolution over the ages
- History of Classical South Indian Dance and its evolution over the ages
- How Dance can be perceived as a popular culture
- Interpretation of society through Dance.

Module III: INDIAN MOVIES AND THEATRE

- Importance of Movies and theatre in Society
- Indian Nationalism and Theatre
- Capitalism and Bollywood
- Movies and Gender

Module IV: SPORTS AND SOCIETY

- History of the Evolution of Western Sports in India
- Nationalism and Sports
- Sports and Sociology
- Sports Journalism in India
- Sports Law in India

Readings:

- Bandopadhyay, Kaushik, Playing for freedom: A historic sports victory, Standard Publisher, New Delhi, 2008.
- Scoring off the Field: Football Cultures in Bengal 1911-1980, Routledge, New Delhi, 2011.
- Sports culture and nation: Perspectives from Indian football and South Asian cricket, Sage, New Delhi, 2015.
 - Will Brooker, Using the Force: Creativity, Community and Star Wars Fans (New York: Continuum, 2002).
 - Allesandra Raengo, Critical Race Theory and Bamboozled (New York: Bloomsbury, 2016).
 - John Storey, Cultural Theory & Popular Culture: An Introduction, 7th edition (Routledge, 2015).
 - Carl Wilson, Let's Talk About Love: Why Other People Have Such Bad Taste, expanded edition (New York: Bloomsbury, 2014).

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

SEMESTER V

HST301	British Rule in India I (1757-1857)	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in British Indian History				
Course Category	Employability				
Course Level	Creating				

COURSE DESCRIPTION:

The course narrates about the establishment of British Raj in India. It further helps us to understand the background of Bengal Renaissance, economic crisis in colonial India.

COURSE OBJECTIVES

- To understand the establishment of British colonial rule:**
Analyze the political, economic, and social conditions of India that facilitated British conquest and consolidation from 1757 to 1857.
- To examine the structure and strategies of colonial administration:**
Explore the administrative policies of the British, including land revenue systems, military strategies, and judicial frameworks.
- To evaluate the economic impact of British rule:**
Assess the transformation of India's economy under British policies, focusing on agriculture, trade, and industries.
- To explore the cultural and social changes introduced during this period:**
Investigate the impact of colonial rule on Indian society, including education, religion, and socio-cultural reform movements.
- To understand the resistance against colonial rule:**
Study the various uprisings, rebellions, and movements that emerged as reactions to British policies, culminating in the First War of Independence (1857).

Course Outcomes :

- Knowledge:**
Identify the key events, figures, and policies that defined British colonial rule in India during this period.
- Understanding:**
Explain the dynamics of colonial governance and its impact on Indian society, economy, and culture.
- Application:**
Analyze the causes and consequences of specific colonial policies, such as the Permanent Settlement, Ryotwari, and Mahalwari systems.

4. **Analysis:**

Examine the complex interplay of resistance and collaboration between the British and various sections of Indian society.

5. **Synthesis:**

Evaluate the cumulative effects of British policies and practices on India's transition from a pre-colonial to a colonial state.

6. **Evaluation:**

Critically assess the legacy of British rule in India, particularly in the context of socio-political and economic transformations.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	1	1	-	2	-	2	-	-
CO2	1	3	-	-	-	1	3	2	2
CO3	1	1	3	3	2	-	2	3	3
CO4	2	2	-	2	-	-	3	2	2
CO5	-	1	2	1	2	-	-	2	-
CO6	-	-	1	1	-	-	2	-	1

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

UNIT 1:

10 LECTURE HOURS

Foundations of Company's Rule

Early contestations between the Dutch, French and the British East India Company Bengal Nawabs and the battle of Plassey, Buxar and the grant of Dewani, Anglo Mysore; Anglo Maratha and Anglo-Sikh relations. The Subsidiary Alliance and the Doctrine of Lapse.

UNIT 2

10 LECTURE HOURS

Legitimization of Company's rule in India

Regulating Act; Pitt's India Act; Charter Acts of 1813, 1833 and 1853 Administrative, Military, Police and Educational Reforms

UNIT 3

10 LECTURE HOURS

Rural Economy and Society

Land revenue systems.
Permanent settlement,
Rayotwari and Mahalwari

Commercialisation of agriculture and indebtedness. Rural society:
change and continuity, Famines.

UNIT 4

10 LECTURE HOURS

Trade and Industry

De-industrialization Trade and Fiscal

Policy Drain of Wealth

Growth of modern industry

ESSENTIAL READINGS

- Laxmi Subramaniam, History of India, 1707 – 1857, New Delhi, Orient Longman, Bipan Chandra, History of Modern India, New Delhi, Orient Longman
- Sekhar Bandyopadhyay, Nationalist Movement in India, New Delhi OUP 2009
- C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
- Bipan Chandra, Rise and Growth of Economic Nationalism in India. Suhash Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.
- J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India
- Ranajit Guha, ed., Subaltern Studies A Reader.

- Dharma Kumar and Tapan Raychaudhuri, eds., The Cambridge Economic History of India, Vol. II, New Delhi: Orient Longman Ltd, 1991 (reprint).

- P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
- R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX

and X. British Paramountcy and Indian Renaissance.

- Rajat K Roy, Palashir Sarayantra
- Sushil Chaudhury, Palashir Ajana Kahini, Calcutta: Ananda Publisher, 2004
- Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800-1947, Oxford India Readings.
- Eric Stokes, English Utilitarians and India.
- Sushil Chaudhury, From Prosperity to Decline Eighteenth Century Bengal, New Delhi: Manohar, 1995.
- Sekhar Bandyopadhyay, From Plassey to Partition A History of Modern India, Orient Longman, 2004.
- Ratnalekha Roy, Change in Bengal Agrarian Society C 1769-1850, Delhi, 1979.

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

HST302	History of Modern Europe: From Napoleon to WW II	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in British Indian History				
Course Category	Employability				
Course Level	Creating				

COURSE DESCRIPTION:

The course narrates about the rise of Napoleon post-French Revolution. It further helps us to

understand the background of the two world wars.

1. ***To understand the political transformation of Europe:***
Analyze the impact of the Napoleonic era and the Congress of Vienna on European politics and the balance of power.
2. ***To explore the rise of nationalism and nation-states:***
Examine the processes of unification in Germany and Italy and the spread of nationalist ideologies across Europe.
3. ***To evaluate socio-economic changes during the 19th century:***
Assess the effects of the Industrial Revolution, the growth of capitalism, and the emergence of socialism on European society.
4. ***To analyze the causes and consequences of major conflicts:***
Study the origins, progression, and aftermath of World War I and World War II, focusing on their impact on Europe and the world.
5. ***To understand the role of ideology in shaping modern Europe:***
Explore the influence of liberalism, conservatism, socialism, fascism, and communism in shaping European politics and society.
6. ***To investigate the emergence of totalitarian regimes:***
Examine the rise of fascist and communist states in Europe and their role in global conflicts and socio-political transformations.

Course Outcomes

1. ***Knowledge:***
Identify the key events, figures, and ideologies that shaped Europe from the Napoleonic era to World War II.
2. ***Understanding:***
Explain the socio-political and economic transformations in Europe, including the effects of the Industrial Revolution and the rise of new political ideologies.
3. ***Application:***
Analyze the impact of nationalism, imperialism, and militarism on the outbreak and progression of the two World Wars.
4. ***Analysis:***
Evaluate the interconnectedness of political, economic, and ideological factors in shaping modern European history.
5. ***Synthesis:***
Synthesize knowledge of European history to understand the long-term implications of events like the Treaty of Versailles, the Great Depression, and the rise of totalitarian regimes.
6. ***Evaluation:***
Critically assess the consequences of European conflicts and transformations on global history, including the legacy of colonialism and the reordering of international relations.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	3	1	-	2	-	2	-	-
CO2	1	3	3	3	-	1	3	2	2
CO3	1	3	3	3	2	-	1	3	3
CO4	3	2	-	2	-	-	1	2	2
CO5	3	2	3	-	-	-	3	2	3
CO6	1	-	-	1	1	1	1	2	2

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

UNIT I

10 LECTURE HOURS

I Imperial Expansion: Bismarck's diplomacy and the new balance of power; Kaiser William II and **Welt Politik**; new course in German foreign policy; the eastern question of the late 19th century, Balkan wars

UNIT II

10 LECTURE HOURS

First World War and its aftermath: The outbreak of the First World War, the emergence of the two armed camps, the impact of the First World War, the Russian Revolution, the peace settlements of 1919, and the League of Nations.

UNIT III

10 LECTURE HOURS

Challenges to the new European order: Consolidation and Development of power of the Soviet State, French search for security, Rise of Fascism in Italy and Nazism in Germany, World Economic Depression of 1929, the Crisis of the Inter-War European Order

UNIT IV

10 LECTURE HOURS

The Road to 2nd World War; Germany's aggressive foreign policy; the role of the war economy, Spanish civil war, Mussolini's foreign policy and Abyssinian crisis, formation of the Rome Berlin Tokyo Axis;

UNIT V

Second World War: Outbreak of the 2nd World War and its impact

United Nations Organization: its origin and functions

ESSENTIAL READINGS:

- Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.*
- C.M. Cipolla: *Fontana Economic History of Europe, Volume III: The Industrial Revolution.* Norman Davies, Europe.
- J. Evans: *The Foundations of a Modern State in 19th Century Europe.*
- T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*
- E.J. Hobsbawn: *The Age of Revolution.* James Joll, Europe Since 1870.
- David Landes: *Prometheus Unbound.*
- George Lichtheim : *A Short History of Socialism.* Alec Nove: *An Economic History of the USSR.*
- Andrew Porter: *European Imperialism, 18760 û 1914 (1994).*
- Anthony Wood: *History of Europe, 1815 û 1960 (1983).* Stuart Woolf: *History of Italy, 1700 û 1860.*

○ **SUGGESTED READINGS:**

- G. Barrowclough: *An Introduction to Contemporary History.*
- Fernand Braudel: *History and the Social Science in M.* Aymard and Maurice Dobb: *Soviet Economic Development Since 1917.*
- M. Perrot and G. Duby [eds.]: *A History of Women in the West, Volumes 4 and 5.*
- H.J. Hanham; *Nineteenth Century Constitution, 1815 - 1914.*
- E.J. Hobsbawm, *Nations and Nationalism.*

- Charles and Barbara Jelavich: Establishment of the Balkan National States, 1840 û 1920. James Joll, Origins of the First World war (1989).
- Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution. David lowenthal, The Past is a Foreign Country.
- Nicholas Mansergh: The Irish Question, 1840 û 1921.
- K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 - 1983].
- R.P. Morgan: German Social Democracy and the First International.
- N.V. Riasanovsky: A History of Russia.
- J.M. Robert, Europe 1880 û 1985.
- J.J. Roth (ed.), World War I : A Turning Point in Modern History.
- Lawrence Stone, History and the Social Sciences in the Twentieth Century The Past and the Present (1981).

- **Examination Scheme:**

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Components	Class Assessment	End Term
Weightage (%)	50	50

HST304	Idea of Bharat: From Colonial to Post-colonial Times	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in ancient Indian History				
Course Category	Employability				
Course Level	Creating				

COURSE OUTCOMES:

CO1: Students can grasp the different interpretations of Bharat.

CO2: Students will learn to analyse the various Vedas and their arguments regarding ancient India.

CO3: Students will learn about the ancient Knowledge system.

CO4: Students will learn about ancient Indian Economy

CO5: Students will learn about ancient Indian Science

CO6: Critically engage in debates regarding the concept of Bharat

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	3	1	-	2	-	1	-	-
CO2	1	2	-	1	-	1	-	2	2
CO3	1	-	1	3	1	-	3	3	3
CO4	3	2	-	2	-	-	2	2	2
CO5	3	3	3	3	-	-	3	2	3
CO6	2	1	1	1	2	2	1	2	1

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

UNIT I: Concept of Bharatvarsha (10 lectures/contact hours)

I. Understanding of Bharatvarsha

II. Indian conception of time and space

III. Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smritis and Puranas

UNIT II: Indian Knowledge System, Art and Culture (10 lectures)

I. Evolution and growth of language and script: Brahmi, Kharoshti, Pali, Prakrit, Sanskrit, etc

II. Salient features of Indian art, architecture and culture

III. Indian educational system

UNIT III: Dharma, Darshan and Vasudhaiva Kutumbakam (10 lectures)

- I. The concept of Dharma, Darshan Vasudhaiva Kutumbakam
- II. Polity and governance in Ancient India; Janpada and Gram Swarajya

UNIT IV: Science, Technology, Environment and Medicine (10 lectures)

- I. Science and technology in ancient India: An overview
- II. Environmental conservation: Indian views and practices
- III. The growth of Ayurveda, Yoga and Naturopathy
- IV. Indian numeral system and Mathematics

UNIT V Indian Economic Traditions (10 lectures)

- I. Indian economic thoughts
- II. Concept of land, forest and agriculture
- III. Industry and trade

- **Suggested Readings**

- S. Altekar, *State and Government in Ancient India*, Motilal Banarsidass, 1996
- L. Basham, *A Cultural History of India*, Oxford University Press, 1997
- L. Basham, *A Wonder that was India*, Rupa, New Delhi, 1994
- N. Mukherjee, *The Character of the Maurya Empire*, Kolkata, 2000

- D.D. Kosambi, *The Culture and Civilization of Ancient India in Historical Outline*, Vikas, 1976
- D.N. Jha, K.M.Srimali (eds), *Prachin Bharat ka Itihas*, Delhi University, 2007
- D.N. Jha, *Ancient India in Historical Outline*, Manohar, New Delhi, 1998
- D.N. Jha, *Prachin Bharat*, Hindi Madhyam Karyanvaya Nideshalay, Delhi University, 1995
- D.N. Jha, *Economy and Society in Early India*, New Delhi, 1993
- Edith Tomory, *A History of Fine Arts in India and the West*, Orient Blackswan, 2011 Hemchandra Raychudhuri, *Political History of Ancient India*, OUP, 1996
- Irfan Habib, *Prehistory*, Tulika, New Delhi, 2001
- J.L. Mehta, Sarita Mehta, *History of Ancient India*, Lotus Press, 2008
- K.A.N. Sastri, *History of South India*, OUP, 1975

- R.K. Mukherjee, *Prachin Bharat*, Raj Kamal Prakashan, New Delhi, 1990
- R.S. Sharma, *India's Ancient Past*, OUP, 2005
- R.S. Sharma, *Prarambhik Bharat ka Parichay*, Orient Longman, 2004
- R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidass, 1996
- R.S. Sharma, *Perspectives in Social and Economic History of Ancient India*, Motilal Banarsidass
- R.S. Tripathi, *History of Ancient India*, Motilal Banarsidass, 1999
- Romila Thapar, *The Penguin History of Early India: From The Origins to AD 1300*, Penguin, 2003
- S.C. Ghosh, *The History of Education in Ancient India*, Munshiram Manoharlal, 2011 Sheeren Ratnagar, *Understanding Harappa*, Tulika, 2001
- U.N. Ghosal, *Studies in Indian History and Culture*, Orient Longman, 1965 Uma Chakravarti, *Trade and Traders in Early Indian Society*, New Delhi, 2007
- Upinder Singh, *A History of Ancient and Early Medieval India: From Stone Age to the 12th Century*,
Pearson, 2009
- Upinder Singh, Nayanjot Lahiri, *Ancient India: New Research*, OUP, 2010

HST303	Evolution of Art and Architecture in India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in ancient Indian History				
Course Category	Employability				
Course Level	Creating				

Course Objectives:

1. Understand the historical and cultural context of Indian art and architecture.
2. Explore the major artistic styles, techniques, and materials used in Indian art.
3. Analyze the iconography and symbolism in Indian art forms.
4. Examine the influence of religion and spirituality on Indian art and architecture.
5. Evaluate the impact of social and political factors on the development of Indian art.
6. Study the regional variations and influences in Indian art and architecture.

Course Outcomes:

On completion of this course, the students will be able to--

1. CO1. Explore the major artistic styles, techniques, and materials used in Indian art.
2. CO2. Analyze the iconography and symbolism in Indian art forms.
3. CO3. Examine the influence of religion and spirituality on Indian art and architecture.
4. CO4. Evaluate the impact of social and political factors on the development of Indian art.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	3	1	-	2	-	1	-	-
CO2	1	3	3	3	-	1	-	2	2
CO3	1	3	3	3	1	-	3	3	3
CO4	3	2	-	2	-	-	3	2	2

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Description:

This course provides an in-depth exploration of the rich and diverse art and architectural traditions of India. It examines the historical, cultural, religious, and social contexts that shaped Indian art forms from ancient times to the present. Students will study the major artistic styles, techniques, materials, and iconography used in different periods and regions of India. The course also highlights the significance of Indian art and architecture in reflecting and influencing religious beliefs, social hierarchies, political power, and cross-cultural interactions.

Course Content:

Unit I 10 lecture hours: Introduction to Indian Art and Architecture.

- a) Overview of Indian art traditions and their significance.
- b) Historical timeline of Indian art from Early to Colonial period.
- c) The role of art in Indian society and culture.

Unit-II 10 lecture hours: Early Indian Art and Architecture.

- a) Early Indian art and architecture: Cave art, city architecture of Harappan Civilization.
- b) Buddhist art: Stupas, rock-cut caves.
- c) 'Hindu' art: Early temple architecture and iconography.

Unit-III 10 lecture hours: Medieval Indian Art and Architecture.

- a) Indo-Islamic architecture: Delhi Sultanate and Mughal architecture.
- b) Mughal miniature paintings and manuscript illustrations.
- c) Regional Variations: Rajput and Pahari paintings.

Unit-IV 10 lecture hours: Colonial Art and Architecture.

- a) Influence of British colonialism on Indian art.
- b) Bengal School of Art and the nationalist movement.
- c) Colonial Architecture in India.

Reading List:

Barrett, Douglas, *Early Cola Architecture and Sculpture, 886-1014 A.D.*, Faber & Faber,

1974.

Beach, Milo Cleveland, *Mughal and Rajput Painting*, Cambridge University Press, Cambridge, 1992.

Brown, Percy, *Indian Painting Under the Mughals A.D. 1550 To A.D. 1750*, Life Span Publishers & Distributors, New Delhi, 2020(1924).

Brown, Percy, *Indian Architecture (Buddhist and Hindu Period)*, Read Books, New Delhi, 2010.

Dehejia, Vidya, *Art of the Imperial Cholas*, Colombia University Press, 1990.

Dehejia, Vidya, *Indian Art*, Phaidon Press Ltd, 1997.

Huntington, Susan L., *The "Pala-Sena" Schools of Sculpture*, Humanities Press, 1984.

Verma, Som Prakash, *Interpreting Mughal Painting: Essays on Art, Society and Culture*, Oxford University Press, New Delhi, 2009.

Verma, Som Prakash, *Mughal Painting*, Oxford University Press, New Delhi, 2014.

SEMESTER VI

HST306	British Rule in India II (1857-1947)	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in colonial politics in Modern History				
Course Category	Employability				
Course Level	Remembering and Understanding				

Course Description:

This course is covering the period after the revolt of 1857 up to the attainment of freedom in 1947. It outlines the process of the consolidation of the British rule and its economic impact on India. The socio- religious reform movements and the subsequent emergence and growth of nationalism in India are discussed herein detail. It focuses on nationalist movement undertaken to end the colonial rule.

Course Objectives:

1. To explain the impact of colonialism on Indian Society.
2. To explain India in the 19th century witnessed a series of reform movement undertaken in various part of the country. how formation and spread of modern ideas led to an intellectual awakening in colonial India.
3. To develop a sense of capitalism, mercantilism, and colonialism through economic exploitation.
4. To understand the concept of Democracy and the democratic ideas through different events.
5. To develop the ideas about different makers of modern India.

Course Outcomes:

On completion of this course, the students will be able to:

CO1. Learn to define the colonialism and its different aftermath.

CO2: Classify the salient feature of political economic and administrative history of British India.

CO3: Different categories of socio- religious reform movement in colonial India.

CO4: comparative outlook on the different ideological applications of colonial politics.

CO5: Summarize the various stages of freedom struggle

CO6: Develop a critique of national struggle

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	1	2	-	2	2	2	2	1
CO2	1	3	3	3	-	-	-	1	2
CO3	1	2	2	3	-	-	3	3	3
CO4	2	2	-	2	-	-	2	2	2
CO5	2	1	1	3	-	-	2	2	3
CO6	-	2	-	-	2	2	3	1	-

1-WEAKLY MAPPED

2-MODERATELY MAPPED

3-STRONGLY MAPPED

Unit 1: India in the mid-18th Century, society, economy, polity and culture.

- a) Issues and Debates,
- b) Continuity and changes.
- c) Expansion and consolidation
- d) Colonial state and ideology
- e) Rural economy and society

- f) Trade and industry
- g) Popular resistance

Unit 2: Cultural changes and Social and Religious Reform Movements:

- a) Growth of a new intelligentsia- the Press and Public Opinion b) Reform and Revival: Brahmo Samaj, Prarthana Samaj, and Ramkrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Sing Sabha Movements. c) Debates around gender, d) Making of religious and linguistic identities, e) Caste: Sanskritising and anti-Brahmanical trends

Unit 3: Nationalism: Trends up to 1919

- a) Formation of early political organizations b) Moderates and extremists
- b) Swadeshi movement d) Revolutionaries

Unit 4: Gandhian nationalism after 1919: Ideas and Movements:

- a) Mahatma Gandhi: his perspectives and Methods b) Impact of the First World War
- c) Rowlatt Satyagraha and Jalianwala Bagh d) Non-cooperation and Civil Disobedience e) Provincial Autonomy. Quit India and INA f) Left wing movements g) Princely India: States people movement

Unit 5: Comunalism , and Independence and Partition:

- a) Ideologies and practice, RSS, Hindu Maha Sabha, Muslim League, b) Negotiations for Independence and partition, c) popular movements d) Partition riots, e) Making of constitution,

References:

- 1) Bandyopadhyay, Sekhar, From Plassey to Partition and Aftermath.
- 2) Chandra, Bipan, India's Struggle for Independence 1885-1947, New Delhi, Penguin Book, 1988.
- 3) Sarkar, Sumit, Modern India, 1885-1947, New Delhi, Macmillan, 1983.
- 4) Sarkar, Sumit, Modern Times, India 1880s – 1950s, Ranikher Cantt, 2014
- 5) Bipan Chandra, Communalism in Modern India, New Delhi, 1987
- 6) Brown, Judith, Gandhi's Rise to Power, 1915-22,

HST307	Environmental and Ecological History of India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Environment and Ecology in Modern History				
Course Category	Employability				
Course Level	Remembering and Understanding				

Course Description:

Like every other subset of history, environmental history is different things to different people. It is the history of the relationship between human societies and the rest of nature on which they depended. This includes three chief areas of inquiry, which of course overlap and have no firm boundaries. First is the study of material environmental history, the human involvement with forests and frogs, with coal and

cholera. This entails study of the evolution of both human impact on the rest of nature and nature 's influence upon human affairs, each of which is always in flux and always affecting the other. This form of environmental history puts human history in a fuller context, that of earth and life on earth, and recognizes that human events are part of a larger story in which humans are not the only actors.

Course Objectives:

- 1) To interplay between Habitat and human history'
- 2) To modes of Resource use in Historical contexts Investigates.
- 3) To understand Ecological perspective through various schools of thoughts.
- 4) To understand nature -Human interface through changing concern

Course Outcomes:

On completion of this course, the students will be able to:

CO1: Understand the History of Wildlife and forest from prehistorical Environment in India.

CO2: Analyse the basic concepts and factors affecting ecosystem

CO3: Understand political and policy -related environmental history.

CO4: Understand about Ecological Imperialism.

CO5: critically analyse different environment movement.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	3	-	-	1	1	2
CO2	3	3	3	3	-	-	2	1	2
CO3	3	3	3	3	-	-	2	2	3
CO4	3	3	3	3	-	-	2	2	2
CO5	3	3	2	3	-	-	2	2	1

1-WEAKLY MAPPED

2-MODERATELY MAPPED

3-STRONGLY MAPPED

UNIT 1: Introduction to Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Marxist, Gandhian, Eco-Feminism, Anthropocene.

UNIT2: Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest in Ancient India –Iron Tools and Deforestation in the Vedic

Period – Eco Systems of the Sangam Age in South India – Asoka and Ecology – Mughals and Hunting.

UNIT3: Ecological Imperialism – Forest Policy: Forest Acts of 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works – Railways – Hill Stations – Systematic Conservation versus Exploitation Deate.

UNIT4: Independent India's Environmental Policy – Forest Policy – Resolutions and Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment – Big Dams and Hydro – Electric Power Projects – Bhopal Gas Tragedy – Tsunami and its Impact – Move Towards Sustainable Development – National Environment Policy – National Conservation Strategy and the Policy – Statement of Environment and Development 1992 – National Environment Tribunal – National Green Tribunal.

UNIT 5: Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada Bacchao Andolan – Silent Valley Movement – Jungle Bachao Andolan.

REFERENCE:

Anthony J. Parel ed., Hind Swaraj and Other Writings, Cambridge Texts in Modern Politics series, editors John Dunn, Geoffrey Hawthorn, First South Asian Edition, New Delhi, 1997.

Ramchandra Guha, Environmentalism: a Global History, New Delhi, 2000.

Kamla Chowdhary, Industrialization, Survival and Environment: A Dialogue on Development, The INTACH Environmental Series, 8, New Delhi, 1989.

Vandana Shiva, Jayanto Bandyopadhyay, CHIPKO: India's Civilizational Response to the Forest Crisis, The INTACH Environmental Series, 5, New Delhi, 1986.

Ramchandra Guha, The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya, New Delhi, 1999.

Mohandas Karamchand Gandhi, India of My Dreams, compiled by R.K. Prabhu, Ahmedabad, 1947

Ahmed Sahara, woods, Mines, and Minds, politics of Survival in Jalpigurii and the Jungle Mahals, 1860-1970, New Delhi, Primus Bools, 2019.

HST308	History of USSR (1905 – 1991)	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of History of Russia and soviet union				
Course Category	Employability				
Course Level	Remembering and Understanding				

Course Description:

The Soviet Union is remembered as the first polity that attempted to build an equitable and just society under socialism. It is also remembered for its violent and authoritarian tactics. In fact, both life in the USSR and the loss of that existence were experienced as traumatic

Course Objectives:

1. To make the students relate the various disciplines to develop a comprehensive relation of History of Europe.
2. To introduce them to various perspectives on the History of Russia.
3. Enrich the knowledge database of the young minds with regard to the socio-economic-political developments of Russia.
4. To enable students to equip themselves with the necessary information to

Course Outcomes:

On completion of this course the students will be able to:

CO1: Demonstrate the evolution of Russian state system

CO2: Develop a comprehensive idea about issues of Russia.

CO3: Construct an understanding of the major concepts and theological perspectives on development of Russia.

CO4: Identify the New Economic Policy, Great Debate of Soviet Industrialization

CO5: Estimate the socio-political and economic situation of Russia.

CO6: Critically analyse the History of Russia.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	1	2	-	-	1	1	1
CO2	3	1	1	1	2	-	2	1	2
CO3	-	3	2	3	-	2	2	2	1
CO4	3	2	1	1	1	-	1	2	2
CO5	1	1	1	3	-	-	2	2	3
CO6	1	1	2	1	2	2	-	-	2

1-WEAKLY MAPPED

2-MODERATELY MAPPED

3-STRONGLY MAPPED

Unit 1: Russia from 1905-24

After 1905 political condition of Russia, the Russian revolution 1917 cause and effect, The first Duma 1906 to the fourth Duma 1917. The two revolutionaries March and November, Lenin and the Bolsheviks in power 1917-24.

Unit 2:

Stalin and the USSR 1924-39

How did Stalin manage to get to supreme power? Economic problem and its aftermath. Political and social problem and Stalin's solutions. Relationship between USSR and Britain, disintegration of Soviet Union. USSR and the states of Eastern Europe, Mao Tse-Tung

Unit 3:

The Russia of February and October 1917, Dual Power, Provincial government; Dual Power; Provisional government: the establishment of Soviet Power : Nationalistic question.

Unit-4

Civil War and War Communism 1918-1921: The first eight months; Red and White Economic Policies. The New Economic Policy: Political Debates; trade unions; gender relations; Foreign Policy; the Comintern; formation of the USSR. The Great Debate of Soviet Industrialization, collectivization of Soviet Agriculture

References:

E.H. Carr : A History of Soviet Russia, 4 Volumes (1952).

Stephen F. Cohen : Bukharin and the Bolshevik Revolution : A Political Biograohy, 1888 – 1938 (1973).

Isaac Deutscher : Stalin (1949).

Maurice Dobb : Soviet Economic Development Since 1917 (1972).

Marc Ferro : The Russian Revolution of February 1917 (1972).

Sheila Fitzpatrick : Cultural Revolution in Soviet Russia (1978).

Alec Nove : An Economic History of the USSR (1993).

K. Vaidyanathan : The Formation of the Soviet Control Asian Nationalities.

HST309	Gender and Social Medicine in Modern India.	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of History of social medicine and its impact on Gender				
Course Category	Employability				
Course Level	Remembering and Understanding				

Course Description:

This course seeks to examine the link between medicine and Gender through the lance of colonialism in India. It will focus particularly on the social and cultural dimension of the encounter between western medicine and indigenous systems. Particular about women health condition. This course will also discuss about the institutionalization of public health in colonial India and its impact on women health as well as women profession.

Course outcome:

On completion of this course the students will be able to:

- CO 1: Colonial medicine was also a tool of empire for colonialism.
- CO 2: Analyze the different aspect of social medicine applied on women
- CO 3: understand the activities and nature of Public Health Administration
- CO 4: know about the health condition of women in colonial India.
- CO 5: Estimate the role of Public Health Administration on women health and women Profession.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	-	2	2	-	-	-	-	-
CO2	3	3	1	2	-	-	-	1	2
CO3	3	3	2	3	-	-	2	3	1
CO4	2	-	2	-	-	-	2	3	1
CO5	3	-	2	2	-	-	3	2	1

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

UNIT 1: Introduction of Social History of Medicine.

What is social history of medicine? Philosophy of medicine;
Big Transition to social medicine.

UNIT 2: APPROACHES AND PERSPECTIVES

Gender imbalance in scientific Medicine – The concept of Social Medicine
Role and Place of Women in Pre–modern India.

UNIT :3 COLONIAL INHERENTANCE

Traditional Dias to Modern Midwives - Medical Education and Emergence of
Women Medics –Foundation of Women’s Medical Service; Nursing and Empire

UNIT: 4 Gender and Public Health Administration

Medical Philanthropy – Modernizing Reproductive Health – From Bhor Committee (1946) to
National Health Policy (1983): Health Sector Developments

- **Reference Books:**
- Bala, Poonam, Imperialism and Medicine in Bengal: A Socio-Historical Perspective, Delhi: Sage, 1991.

- Bandopadhyay, Mousumi, Kadambini Ganguly: *The Archetypal Woman of Nineteenth Century Bengal*, Delhi: The Women Press, 2011.
- Basu, Raj Sekhar, 'Medical Missionaries at Work: The Canadian Baptist Missionaries in the Telegu Country, 1870-1952', in Deepak Kumar (ed.), *Disease and Medicine in India: A Historical Overview*, New Delhi: Tulika, 2001, pp. 180-197.
- Basu, Raj Sekhar, 'Healing the Sick and the Destitute: Protestant Missionaries and Medical Missions in 19th and 20th Century Travancore', Deepak Kumar and Raj Sekhar Basu (eds.), *Medical Encounters in British India*, New Delhi: Oxford University Press, 2013, pp. 187- 207.
- Borthwick, Meredith, *The Changing Role of Women in Bengal, 1849-1905*, Princeton: Princeton University Press, 1984.
- Branca, Patricia, *Silent Sisterhood: Middle-Class Women in the Victorian Home*, Pittsburgh: Carnegie Mellon University Press, 1975.
- Burton, Antoinette, 'Contesting the Zenana: The Mission to Make "Lady Doctors for India", 1874-1885', *The Journal of British Studies*, Vol. 35, No. 3, 1996, pp. 368-97.
- Chakrabarti, Pratik, *Medicine and Empire: 1600-1960*, Basingstoke: Palgrave Macmillan, 2014.
- Chatterjee, Srilata, *Western Medicine and Colonial Society: Hospitals of Calcutta, c. 1757- 1860*, Delhi: Primus, 2017.
- Das, Suranjan, and Achintya Kumar Dutta (eds.), *Dreadful Diseases in Colonial Bengal – Cholera, Malaria and Smallpox: A Documentation*, Delhi: Primus, 2021.
- Deb, Chrita, *Mahila Dhaktar Vin Groher Basinda*, Kolkata: Ananda, 2nd edition, 2010.
- Deb, Chrita, *Thakur Barir Andarmahal*, Kolkata: Ananda, fourth impression, 2010.
- Dutta, Achintya Kumar, 'Western Medicine as a New Career for Indian Women in the 19th Century: Constraints and Opportunities', in Achintya Kumar Dutta (ed.), *Intellectual History: A New Understanding*, Burdwan: Academic Staff College, The University of Burdwan, 1999, pp. 235-255.
- Engles, Dagmar, 'The Politics of Childbirth: British and Bengali Women in Contest, 1890- 1930', in Peter Robb (ed.), *Society and Ideology: Essays in South Asian History*, Delhi: Oxford University Press, 1993, pp. 222-246.
- Engles, Dagmar, *Beyond Purdah? Women in Bengal, 1890-1939*, Delhi: Oxford University Press, 1996.
- Forbes, Geraldine, *Women in Colonial India: Essays on Politics, Medicine, and Historiography*, New Delhi: Chronicles Books, 2008.
- Forbes, Geraldine and Tapan Raychaudhuri (ed.), "Because I am a woman": *A child widow's memoirs from colonial India*, New Delhi: Chronicle Books, 2011.
- Fitzgerald, Rosemary, 'Rescue and redemption – the rise of female medical missions in colonial India during the late nineteenth and early twentieth centuries', in Anne Marie Rafferty, Jane Robinson and Ruth Elkan (eds.), *Nursing history and the politics of welfare*, London and New York: Routledge, 1997, pp. 64-79.
- Ernst, Waltraud, 'Beyond East and West: From the History of Colonial Medicine to a Social History of Medicine(s) in South Asia', *Social History of Medicine*, Vol. 20, No. 3, 2007, pp. 505-524.
- Fitzgerald, Rosemary, 'The Making and Moulding the Nursing of the Indian Empire: Recasting Nurses in Colonial India', in Avril Powell and Siobhan Lambert-Hurley (eds.), *Rhetoric and Reality: Gender and the Colonial Experience in South Asia*, New Delhi: Oxford University Press, 2006, pp. 183-222.
- Gayathri, Ch. Radha, 'Saviour Sisters: services of the Delhi Female Medical

Missionaries in late colonial India’, in Suvobrata Sarkar (ed.), History of Science, Technology, Environment and Medicine in India, London and New York: Routledge, 2022, pp. 288-306.

- Gourlay, Jharna, Piety, Profession and Sisterhood: Medical Women and Female Medical Education in Nineteenth Century India, Kolkata: K. P. Bagchi & Company, 2017.
- Guha, Ambalika, Colonial Modernities: Midwifery in Bengal, 1860-1947, London and New York: Routledge, 2018.
- Guha, Supriya, ‘From Dais to Doctors: The Medicalisation of Childbirth in Colonial India’, in Lakshmi Lingam (ed.), Understanding Women’s Health Issues: A Reader, New Delhi: Kali for Women, 1998, pp. 145-162.
- Healey, Madelaine, Indian Sisters: A History of Nursing and the State, 1907-2007, New Delhi: Routledge, 2013.
- Malhotra, Anshu, ‘Of Dais and Midwives: Middle-class interventions in the Management of Women’s Reproductive Health – A Study from Colonial Punjab’, Indian Journal of Gender Studies, Vol. 10, No. 2, 2003, pp. 229-59.
- Mukherjee, Sujata, Gender, Medicine and Society in Colonial India: Women’s Health Care in Nineteenth and Early Twentieth Century Bengal, New Delhi: Oxford University Press, 2017.
- Ray, Panchali, Politics of Precarity: Gendered Subjects and the Health Care Industry in Contemporary Kolkata, New Delhi: Oxford University Press, 2019.

SEMESTER VII

HST 401	THEMES IN AMERICAN HISTORY: FROM INDEPENDENCE TO WORLD WAR II	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Graduate level knowledge in World History				
Co-requisites	Fundamentals of History of United States Of America				

Course Objectives:

1. Comprehend the issues of United States of America.
2. To introduce students to the historical factors that have affected the political events as a causal factor.
3. To acquaint them with the concept of background of Republic.
4. To provide them the knowledge of socio-cultural, political and economic events in United States of America

Course Outcomes

On completion of this course, the students will be able to--

CO1. Comprehend the evolution of state system of United States Of America.
 CO2. Evaluate the evolution as well as theoretical applicability of American Democracy.

CO3. Analyse the development of the early capitalism, agrarian south, reign policy and Civil War.

CO4. Evaluate the socio-political and economic issues of USA.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	3	-	-	-	-	-
CO2	3	3	3	2	-	-	-	1	2
CO3	3	3	2	3	-	-	2	3	1
CO4	2	3	2	3	-	-	2	3	1

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Description:

The subject aims at giving students knowledge of the evolution, characteristics and principles of United States of America aim of the course is to introduce various theories of USA. Emphasis has also been laid on American Republic, evolution of American Democracy. Early Capitalism, Agrarian South Ante Bellum Foreign Policy and Civil War

Course Content:

Unit- I
 lecture hours

10

THE BACKGROUND AND THE MAKING OF THE REPUBLIC

- [a] The land and indigenous people, settlement and colonization by Europeans, Early Colonial Society and Politics,
- [b] Indentured Labour- White and Black; Revolution sources of conflict; Revolutionary groups,
- [c] The War of Independence and its historical interpretations, Processes and features of Constitution making: Debates, Historical interpretations.

Unit-II 10
lecture hours

EVOLUTION OF AMERICAN DEMOCRACY

- [a] Rise of Political Parties- 1840- 1960;
- [b] Marginalization, Displacement and Decimation of Native Americans,
- [c] Case histories of Tecumseh, Shawnee Prophet. Limits of democracy: Blacks and Women.

Unit-III 10
lecture hours

Early Capitalism

- [a] Beginning of Industrialization, Immigrations and Changing Composition of Labour
- [b] Early Labour Movements and Plantation Economy
- [c] Slave, Society and Culture

Unit-IV 10
lecture hours

ROLE OF USA IN WORLD WAR I AND II

- [a] Evolution of Bipolar Political System and Origin of Cold War
- [b] Role of USA in World War I and II
- [c] Basic Features of US Political System

Text Books:

1. Bailyn, Bernard, The Great Republic: A History of the American People. CC Health andCo. 1992.
2. Bailyn, Bernard, The Ideological Origins of the American Revolution.
3. Beard, Charles. An Economic Interpretation of the American Constitution.
4. Benson, Lee., The Concept of Jackson Democracy.
5. Billington, Ray A., Westward Expansion.
6. Boyer, Paul., Harvard Sitkoff, Nancy Woloch, The Enduring Vision: A History of the American People, Vols. Land 2.
7. Brown, Dee., Bury My Heart at Wounded Knee, An Indian History of the American West.

8. Carroll, Peter and David, Noble, Free and Unfree: A New History of the United States.
9. Cochran, Thomas., The Inner Revolution.
10. Craven, A.O. The Growth of Southern Nationalism, 1848-1861.
11. Davis, Lance E. (ed.), American Economic Growth.
12. Davis, David B., The Problem of Slavery in the Age of Revolution.
13. Faulkner, U., American Economic History.
14. Fogel, Robert., Railroads and American Economic Growth.
15. Foner, Eric., America's Black Past.
16. Franklin, John Hope., from Slavery to Freedom.
17. Grobb, Gerald N. and George A. Billias, Interpretations of American History: Patterns and Perspectives, 2 vols.
18. Hofstadter, Richard., The Age of Reform, from Bryan to FDR.
19. Kerber, Linda., Women's America: Refocusing the Past.
20. Potter, David M., The Impending Crisis.
21. Pratt. W., A History of the United States Foreign Policy.
22. Randail, James., The Civil War and Reconstruction.
23. Randall, J.G. and David Donald, The Civil War and Reconstruction
24. Stamp, Kenneth., The Peculiar Institution, Slavery in the Ante-bellum South.
25. Turner, Frederick Jackson., The Frontier in American History.
26. Wiebe, Robert., The Search for Order.

HST402	INDIAN AFTER INDEPENDENCE	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge Indian Politics and economics				
Course Category	Employability				
Course Level	Evaluating				

Course Objectives:

1. Develop among Students informed and critical perspectives on India
2. Introduce them to various perspectives on the issues of contemporary relevance
3. Introduce them to academic discourses on Indian history, Society, politics and culture
4. Enable the students to engage critically in debates on Contemporary India
5. Help students to recognize and grapple with divergent and, at times, contradictory perspectives on India

Course Outcomes

On completion of this course, the students will be able to--

- CO1. Get familiar with the multicultural aspect of Indian society
- CO2. Develop a comprehensive idea about the contentious issues and subsequently the ways in which these are addressed in modern India
- CO3. Construct an idea of the major concepts and perspectives on development and underdevelopment in the Third World
- CO4. Develop a comprehensive demonstration of the Constitution of India including the background necessitating its birth as well as the fundamentals of the document
- CO5. Uphold inclusive and democratic idea of India and respect the plural nature of the Indian culture

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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CO1	-	3	2	3	-	-	-	-	-
CO2	-	3	-	2	-	1	-	1	2
CO3	-	-	2	2	1	-	2	3	1
CO4	2	3	2	2	-	-	2	3	1
CO5	-	1	1	2	1	2	1	1	1

**1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED**

Course Description:

The paper on Making of Contemporary India will provide the students an in-depth idea of the colonization, de-colonization and the subsequent rise of the Third World. The process of constitution making and its relevance in the subsequent decades for the Indian political system would be a major focus of this paper as well. Lastly it is also the prerogative of this paper to deal with the socio-political movements that have proved to be the turning points in the democratic set up of the Indian polity.

Course Content:

**Unit- I
hours**

15 lecture

CONSTITUTIONAL REFORMS AND STRUGGLE FOR INDEPENDENCE

- [a] Fundamental Features of Government of India Act 1935;
- [b] Partition: Riots and Rehabilitation
- [c] Negotiations for Independence and Popular Movements

**Unit-II
hours**

10 lecture

MAKING OF THE REPUBLIC INDIA

- [a] Formation of the Constituent Assembly and Its Major Debates
- [b] Drafting of the Constitution and Its Basic Features

[c] Integration of Princely States; Centre-State Relations

Unit-III
hours

10 lecture

FUNDAMENTAL FEATURES OF INDIAN DEMOCRACY

[a] Language, Region, Caste and Religion

[b] Electoral Politics and Party System

[c] Parliamentary System: Indian Executive, Legislative and Judiciary

Unit-IV
hours

10 lecture

ECONOMY, SOCIETY AND CULTURE

[a] The Land Question; Mixed Economy; Agricultural and Industrial Labour

[c] Caste and Women Question: Movements and Legislations.

[d] Cultural Trends: Institutions and Ideas, Literature, Media, Art

Text Books

Granville Austin, Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011

Francine Frankel, India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.

Paul Brass, The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.

Ram Chandra Guha, India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007

Bipan Chandra, et al (ed) India after Independence, New Delhi: Penguin Books, 1999

Appadurai, Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979.

Rajni Kothari, Politics in India, New Delhi: Orient Longman, 1970.

Joya Chatterji, The Spoils of Partition: Bengal and India, 1947- 67, Cambridge: Cambridge University Press, 2007.

Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004

HST403	History of Modern Bengal	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in the History of Bengal				
Course Category	Employability				
Course Level	Analysis				

Course Objectives:

1. To make the students relate the various aspects of Bengal.
2. To introduce them with the relation between regional traditions of India.
3. Enrich the knowledge database of the young minds with different aspects of the modern Bengali politics and society.

Course Outcomes

On completion of this course, the students will be able to--

CO1. Demonstrate the evolution of History of Colonial Bengal.

CO2. Develop a comprehensive idea about issues from Mughal era to Nationalist Politics.

CO3. Identify the economic changes and relations in Bengal.

CO4. Assess the influence of the nationalism on Bengali society.

Course Description:

The History of Colonial Bengal course provides an in-depth exploration of the colonial period in Bengal, focusing on the political, social, economic, and cultural aspects of the region during British colonial rule. Students will examine the impact of colonialism on Bengal's society, economy, and identity, as well as the responses and resistance movements that emerged during this period.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	2	2	3	-	-	-	-	-
CO2	-	2	3	2	-	-	-	1	2
CO3	-	3	2	3	-	-	2	3	1
CO4	2	3	2	3	-	-	2	3	2

**1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED**

Unit- I 10 lecture hours

Introduction to Colonial Bengal.

- a) Historical background and the establishment of British East India Company rule.
- b) Early administrative structures and the rise of the Bengal Presidency.
- c) Evolution of administrative, political and economic institutions.

Unit-II 12 lecture hours

Economic Transformations.

- a) British land revenue policies and their impact on Bengal's agrarian economy.
- b) Commercialization of agriculture and the growth of plantation crops.
- c) Industrialization and the emergence of modern industries in Bengal.

Unit-III 10 lecture hours

Political Movements and Resistance.

- a) Agrarian revolts (Wahabi, Faraizi, Indigo, and other uprisings).
- b) Early nationalist organizations and the growth of political consciousness in Bengal
- c) Partition of Bengal and the Swadeshi Movement
- d) Revolutionary activities and the role of Bengali nationalists in the freedom struggle.

Unit-IV 15 lecture hours

Social, Religious and Cultural Changes.

- a) Impact of British education and missionary activities on Bengal's intellectual and cultural spheres.
- b) Changing role of women in Bengal.
- c) Bengal Renaissance: Literary, artistic, and cultural developments.
- d) Socio-religious reform movements. (Young Bengal, Brahmo Swamaj, Ramakrishna Movement, Caste upward mobility)
- e) Influence of Western ideas and the rise of a modern middle class in Bengal.

Unit-V

Towards Freedom and Partition.

- a) Non-Cooperation and reaction of the Bengali intelligentsia.
- b) The rise of local congress leadership in Bengal.
- c) Partition of India and its impact on Bengal.
- d) Cultural representation of partition in Bengal.

Text Books:

1. Ahmed, Salahuddin. *Bangladesh: Past and Present*. APH Publishing Corporation, 2004.
2. Banerjee-Dube, Ishita, *A History of Modern India*, Cambridge University Press, 2014.
3. Bose, Sugata, and Ayesha Jalal. *Modern South Asia: History, Culture, Political Economy*. Routledge, 2017.
4. Bose, Sugata. *His Majesty's Opponent: Subhas Chandra Bose and India's Struggle against Empire*. Harvard University Press, 2012.
5. Chakrabarty, Bidyut. *Bengal Divided: Hindu Communalism and Partition, 1932-1947*. Cambridge University Press, 2002.
6. Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press, 2009.
7. Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse?* Zed Books, 1993.
8. Chatterjee, Partha. *The Black Hole of Empire: History of a Global Practice of Power*. Princeton University Press, 2012.

9. Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press, 1993.
10. Chaudhury, Sushil. *From Prosperity to Decline: Eighteenth Century Bengal*. Oxford University Press, 1995.
11. Gordan, Leonard A., *Bengal: The Nationalist Movement, 1876-1940*. Manohar, 2020.
12. Dasgupta, Abhijit. *The Bengal Renaissance: Identity and Creativity from Rammohun Roy to Rabindranath Tagore*. Permanent Black, 2007.
13. Guha, Ranajit. *History at the Limit of World-History*. Columbia University Press, 2002.
14. Mukherjee, Rudrangshu. *The Year of Blood: Essays on the Revolt of 1942*. Penguin Books India, 2009.
15. Sengupta, Nitish, *Bengal Divided: The Unmaking of a Nation (1905-1971)*. Penguin Random House India, 2012.
16. Ray, Rajat Kanta. *Social Conflict and Political Unrest in Bengal, 1875-1927*. Oxford University Press, 1992.
17. Roy, Tirthankar. *An Economic History of Early Modern India*. Cambridge University Press, 2011.
18. Sarkar, Jadunath. *The Fall of the Mughal Empire*. Orient Longman, 1991.
19. Sarkar, Sumit. *Modern India: 1885-1947*. Macmillan, 1989.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Written Exam.

Examination Scheme:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

HST406	Major Issues in Contemporary World	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge on contemporary world				
Course Category	Employability				
Course Level	Remembering and Understanding				

Course Description

This course introduces students to various issues facing the world today. It seeks to delineate some important aspects of the contemporary world highlighting the impact of a shift from Eurocentric to ideologically polarized Super Power centric politics. It thus focusses on world politics in the post war period that saw a new type of war as manifested in the Cold War. Students will explore the changes of economic systems, political aspects and, societal problems through different issues. This course also helps them to increase their critical thinking in various social issues which are interlinked with politics and economics. They will aware of new theme of world history.

Course Objective:

- 1) Comprehend the issues of the contemporary world.
- 2) To provide students with concepts and ideas needed to address the core, or enduring

questions of the field of contemporary issues which are the causes of international war and the conditions for world peace

- 3) To provide a basic understanding of international political-economic affairs
- 4) To attain a firm grasp of important new international policy problems.

Course Outcomes:

On completion of this course, the students will be able to-

CO1. Understand the political transformations after World War Two.

CO2. Critically examine the emergence of new Institutions.

CO3. Analyze the relations between emerging Political, Social, Cultural and Economic Conditions.

CO4. Understand the new themes like Feminism, Globalization,

CO5: Analyze the different perspectives on development and underdevelopment of Globalization.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	3	-	-	2	2	-
CO2	3	3	3	3	-	-	-	1	2
CO3	3	3	2	3	-	-	2	3	1
CO4	2	3	3	3	-	-	2	3	1
CO5	3	3	2	3	-	-	3	2	3

1-WEAKLY MAPPED

2-MODERATELY MAPPED

3-STRONGLY MAPPED

Course Content:

UNIT1: A Synoptic View: Legacy of the Nineteenth Century.
Growth of Capitalism and Imperialism, Colonialism and Nationalism, Liberalism and Socialism

UNIT 2: Political Transformation after the Second World War.
Origin, Nature and Impact of the Second World War; Nationalist Movement and Decolonization; Communist Revolution in China and Its Impact on World Politics.

UNIT 3: Emergence of New Institutions and Conflicts

Ideological and Political Basis of Cold War; Pacts and Treaties, Tensions and Rivalries; NAM; UNO: UNESCO

UNIT 4: Age of Progress: Economic and Social

Age of Progress- Industry, Agriculture, Science and Technology, Communications and Information; Apartheid and Feminism.

UNIT 5: Disintegration of Socialist Block and End of the Cold War.

Genesis and Process of Disintegration of Socialist Block: Its impact on Society and Politics; Changes in The Political Order from Bio-Polar to Uni-Polar World System; Globalization and its Economic and Political Impact.

References Books:

Lowe. Norman. Mastering Modern World History, Hampshire, Palgrave Macmillan 2013.

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

Hobsbawm, Eric, Globalization, Democracy and Terrorism, London, Abacus, 2008.

Heller, Henry, The Cold War and the New Imperialism, New York, Monthly Review Press, 2007.

Breines, Wini, Trouble Between Us: An Uneasy History of White and Black Women in the Feminist Movement, New York, Oxford University Press, 2006.

Mathur, Dr, L.P, Twentieth Century World, Jaipur, Aavishkar Publishers, 2004.

Raynolds, David, One World Divisible: A global history since 1945. New York, Penguin, 2001.

Heller, Henry, The Cold War and the New Imperialism: A Global History 1945-2005, New York, Monthly Review Press, 2007.

Calvocoressi, Peter, World Politics 1945-2000, London, Routledge, 2008.

SEMESTER VIII

HST407	Historical Methodology	L	T	P	C	Co urs e Des
Version 1.0		3	1	0	4	
Pre-requisites/Exposure	Basic knowledge of historical research methodology					
Course Category	Employability					
Course Level	Creating					

cription:

An invitation to explore the historical discipline. Students will be grounded in the meaning and interpretation of history, methodology, research techniques and career opportunities.

This colloquium explores the variety of historical writing that has developed since the emergence of history as a professional discipline in the mid nineteenth century.

Course Objective:

1. To make the students relate the various disciplines to develop a comprehensive relation with historical methodology.
2. To introduce them to various perspectives on research methodology.
3. Enrich the knowledge database of the young minds with regard to the Primary and secondary data.
4. To enable students to equip themselves with the necessary information to handle with methodology for their research.

Course outcome:

On completion of this course the students will be able to:

CO1: Write research proposal in current given format that focus a topic.

CO2: Write a proposal identified the topic, provide a summary of the key, Historiographical work, explain the significance of the argument, and provide a brief overview of the research records.

CO3: Identified to classify the data with primary and secondary sources.

CO4: understand the importance of oral tradition and its implication on research.

CO5: Apply a critically analysis on their selected research areas.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	1	2	3	-	-	2	2	-
CO2	1	3	1	3	-	-	-	1	2
CO3	2	2	2	1	-	-	2	1	1
CO4	2	1	1	2	-	-	2	2	1
CO5	1	1	2	3	-	-	1	2	3

1-WEAKLY MAPPED

2-MODERATELY MAPPED

3-STRONGLY MAPPED

UNIT I

Introduction to historical research – meaning and definition – nature and scope – subject matter – use of history – need for interdisciplinary research

UNIT II

Sources for the study of history – primary and secondary sources – archeology – epigraphy and numismatics – Archival sources, state and private documents – personal memoirs, journals and letter, oral and virtual sources

UNIT III

Field study – Ethnography – questionnaire, interviews, schedules, tables, qualitative data and quantitative data

UNIT IV

Nature of historical knowledge – objectivity and the writing of history – historical causation – historical criticism: Internal and external

UNIT V

Conceptualizing Research Methodology – research design – Paradigm shifts in historical research – research problem

UNIT VI

Exposition – format – language and style – footnote and bibliography

Reading list –

1. Aydelotte, W.A., *Quantification in History*, MacMillan: New York, 1971
2. Ballard, Martin, ed., *New Movements in the Study and Teaching of History*, OUP: London, 1970
3. Barrowclough, G., *Main Trends in History*, Routledge: New York, 1979
4. Bloch, Marc, *The Historians Craft*, Vintage Books, New York, 1979
5. Childe, Gordon, *What Happened in History*
6. De Cretan, Michel, *The Writing of History*, Columbia University Press: New York, 1992
7. Elton, G.R., *The Practice of History*, London, 1962
8. Gardiner, Juliet, *What is History Today?* London, 1988
9. Gibaldi, Joseph. M.L.A. *Handbook for Writers of Research Papers*, First East West Press: New Delhi, 1996
10. Kuhn, Thomas. *The Structure of Scientific Revolutions*. 3rd ed. Chicago University Press: Chicago & London, 1996
11. Ludden, David. Ed. *Reading Subaltern Studies: Critical History, Contested Meaning and the Globalisation of South Asia*, Delhi, 2003
12. Nevins, Allen. *Gateway of History*, D. Appleton century company: New York, 1938
13. Sarkar, Sumit. *Writing social History*, OUP: Delhi, 1993
14. Somekh, Bridget and Cathy Lewins, eds., *research Methods in Social Sciences*, Delhi, 2005
15. White, Haydon, *Metahistory*, Johns Hopkins University Press: Baltimore, 1974
16. Avinery, Shlomo. *The Social and Political Thought of Karl Marx*, Cambridge: England, 1974
17. Anderson, Perry, *In the Tracks of Historical Materialism*, Verso Press: London, 1986
18. Burke, Peter. *A New Kind of History from the Writings of Lucien Fabre*, Harper Torch Books: New York, 1973
19. Brian Brigitte, Julia Buxton et. Al. Ed. *The contemporary History*
20. Braudel, Fernand. *On History*, Chicago University Press: Chicago, 1982
21. Carr, E.H. *What is History?* New York, 1987

22. Cochen, g. A. Karl Marx's Theory of History: A Defence, Princeton University Press: New Jersey, 1978
23. Collingwood, R.G. Idea of History, OUP: 1974
24. Dalzell, Charles, F. The future of History, Vanderbilt University Press: Nashville, 1977
25. Dews, Peter. Logic of disintegration: Post-Structuralism through and the Claims of Critical Theory, Verso Press: London, 1986
26. Dray, W. H. Philosophy of History, Prentice Hall :Englewood Cliff, 1964 3
27. Floud, R. ed. An Introduction to Quantative Methods for Historians, Princeton University Press: Princeton, 1973
28. Foucault, Michel. The Archaeology of Knowledge, Pantheon Books: New York, 1972
29. Remes, Gustaff. History: Its Purpose and Method
30. Gardiner, Patrick. Theories of History, Meridous Books: New York, 1966
31. Friedlander, Saul. Probing the Limits of Representation: Nazism and the "Final solution", Harvard University Press: Cambridge, 1992
32. Gilbert, Felix. Ed. Historical Study Today, Cambridge University Press: Cambridge, 1976
33. Leff, Gordon. History and social theory, Anchor Books: New York, 1971
34. Said, Edward W. Orientalism, Vintage Books: New York, 1978
35. Stern, Fritz. Ed. Varieties of History, Vintage Books: New York, 1976
36. Stone, Laurence. The Past and the Present: Essays on History, Blackwell Co: London, 1983
37. Stoinavich, Train. French Historical Method: The Annales Paradigm, Cornell University Press: Ithaca, 1976
38. Topoldksi, J. Methodology of History, D. Reidel: Boston, 1976
39. Venugopalan, T.R. History and Theory, Trissur, 1997
40. Wedgewood, C.V. The Sense of the Past: Thirteen Studies in the Theory and Practice of History, Collier Books: New York, 1960

HST408	Aspect of the History of Modern China and Japan.	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of History China and Japan				
Course Category	Employability				
Course Level	Remembering and Understanding				

COURSE OBJECTIVES

- To explore the historical transformations in China and Japan during the modern period:***
Understand the critical changes in political, economic, and social structures from the mid-19th to the mid-20th century.
- To analyze the impact of Western imperialism and colonial encounters:***
Examine the influence of Western powers on China's semi-colonial status and Japan's emergence as a global power.
- To study key reform movements and revolutions:***
Evaluate the significance of events such as the Meiji Restoration, the Taiping Rebellion, the 1911 Revolution, and the Chinese Communist Revolution.
- To assess the role of nationalism and militarism in shaping modern history:***
Investigate the growth of nationalist ideologies in both countries and their influence on domestic and international policies.
- To understand the socio-economic transformations in China and Japan:***
Examine industrialization, modernization, and the impact of these processes on social hierarchies and cultural identities.
- To evaluate the roles of China and Japan in global conflicts:***
Analyze their participation in events like the Sino-Japanese Wars, World War II, and the broader consequences for Asia and the world.

Course Outcomes for Aspects of the History of Modern China and Japan:

- Knowledge:***
Identify major historical events, figures, and movements that shaped modern China and Japan.
- Understanding:***
Explain the processes of modernization, reform, and revolution in China and Japan, highlighting their similarities and differences.

3. **Application:**
Analyze the socio-economic and cultural impacts of industrialization and Western influences in both nations.
4. **Analysis:**
Critically evaluate the factors that led to Japan's rapid modernization and China's challenges in responding to Western imperialism.
5. **Synthesis:**
Compare the political, social, and economic trajectories of China and Japan to understand their respective paths to modernity.
6. **Evaluation:**
Assess the legacy of modern Chinese and Japanese histories in shaping contemporary geopolitics and cultural identity.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	1	2	2	-	1	1	1
CO2	3	3		1	-	-	2	1	2
CO3	2	3	2	2	-	-	2	2	1
CO4	2	-	-	3	2	-	1	2	2
CO5	1	-	3	-	-	-	2	2	3
CO6	2	2	-	1	1	2	1	1	1

1-WEAKLY MAPPED

2-MODERATELY MAPPED

3-STRONGLY MAPPED

Nationalism in China

[a] Emergence of the Republic and Yuan Shih Kai: Warlordism.

[b] May 4th Movement: origin, nature and significance.

2. The Kuomintang and the Nationalist government

[a] The rise of the Kuomintang Party: Political crisis in the 1920s; The First United Front

[b] Chiang Kai-shek: the KMT-CCP conflict.

[c] Ten Years of Nanking Government.

3. The Communist Victory in China

[a] Background of the foundation of the Communist Party.

[b] CCP under Mao Tse-tung: the making of the Red Army; the Second United

Front; Long March.

[c] The Yen-an experiment;

[d] The Chinese Revolution (1949): Ideology, causes and significance; the establishment of the Peoples' Republic of China.

IV Rise of modern Japan

[a] Process of modernization: social, military, political and educational; popular and democratic movement;

[b] Rise of Political Parties, abolition of feudalism and economic growth.

[c] Industrialization and the role of the state; the Zaibatsu.

V Imperial Japan

[a] Japan and World war I: Twenty-one Demands.

[b] Washington Conference.

[c] Manchurian crisis: role of the League of Nations.

[d] Failure of the Democratic system and the rise of militarism in the 1930s and the 1940s.

VI Japan and World War II

[a] Japan's bid for supremacy and defeat.

[b] Post war Japan under General Douglas MacArthur.

suggested Reading

Allen, G –A short Economic History of Japan

Beasley, W.G – The Modern History of Japan

Backmann , George M –The Making of the Meiji Constitution. Borton,

H – Japan since 1931

Jansen JB- (ed)-The Cambridge History of Japan vols V-VI

Fairbank, J.K (ed)- The Cambridge History of China vol-X

Gray, J –Rebellions and Revolutions

Hsu,C.Y.I – The rise of Modern China Peffer,

N – The Far East: A Modern History Roy S L-

A short History of the Far East Snow, E –Red

Star over China

Richard, S-A History of Modern Japan

Vinacke, H –A History of the Far East in Modern Times

Bianco L- Origins of the Chinese Revolutions 1915-1949
 Pucell Victor – The Boxer Uprising: A Background study
 Chesneaux , J –China from Opium War to 1911 Revolution
 Fitzgerald , C.P – Birth of Communist China
 Gordon A – A Modern History of Japan from Tokugawa Times to Present
 Holliday J- A Political History of Japanese Capitalism
 Norman E H – Japan’s Emergence as Modern State

HST409	Decolonization in Southeast Asia	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of History of Colonization				
Course Category	Employability				
Course Level	Remembering and Understanding				

Course This course examines the processes of decolonization in Southeast Asia, analyzing the political, **Objective:**

social, and economic transformations that shaped the region's emergence as a cluster of independent nations. It explores the impact of colonialism, anti-colonial movements, and the Cold War in shaping postcolonial Southeast Asia.

Course Outcome:

CO1: Knowledge Acquisition:

Identify and describe the historical processes, key events, and figures that contributed to the decolonization of Southeast Asia.

CO2: Understanding Colonial Impacts:

Explain the socio-economic, political, and cultural legacies of colonialism in Southeast Asia and their role in shaping the decolonization process.

CO3: Analyzing Nationalist Movements:

Analyze the emergence of nationalist movements, anti-colonial struggles, and the role of local and global forces in achieving independence.

CO4: Evaluating Cold War Influences:

Assess the impact of Cold War dynamics on the decolonization process and the challenges faced by newly independent nations.

CO5 Comparative Perspectives:

Compare and contrast the decolonization experiences of different Southeast Asian countries, highlighting similarities and unique trajectories.

CO6 Application to Contemporary Issues:

Critically evaluate how the legacies of decolonization continue to influence the political, social, and economic realities of Southeast Asia today.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	1	2	2	-	1	1	1
CO2	1	2		1	-	-	2	1	2
CO3	2	2	2	2	-	-	2	2	1
CO4	2	-	-	3	2	-	1	2	2
CO5	1	-	3	-	-	-	2	2	3
CO6	2	2	-	1	1	2	1	1	1

1-WEAKLY MAPPED

2-MODERATELY MAPPED
3-STRONGLY MAPPED

Unit I: Colonialism and its Legacy in Southeast Asia (10 Lecture Hours)

1. **Understanding Colonialism in Southeast Asia:**
 - Patterns of colonial rule: British, French, Dutch, Spanish, and American influences.
 - Impact on socio-political structures, economy, and culture.
2. **World War II and its Impact on Colonial Rule:**
 - Japanese occupation and its implications for decolonization.
 - Weakening of European colonial powers.

Unit II: Nationalist Movements and Anti-Colonial Struggles (10 Lecture Hours)

1. **Emergence of Nationalism:**
 - Role of local elites, intellectuals, and peasantry in nationalist movements.
 - Influence of global ideologies: socialism, communism, and democracy.
2. **Key Anti-Colonial Movements:**
 - Indonesia's struggle for independence from the Dutch.
 - Vietnam's fight against the French: Role of Ho Chi Minh and the Viet Minh.
 - The Philippines and American influence on its independence.
3. **Role of Regional and Global Developments:**
 - Impact of the United Nations and international support for decolonization.

Unit III: Cold War and Decolonization (10 Lecture Hours)

1. **The Cold War Context in Southeast Asia:**
 - US containment policy and the Soviet Union's influence.
 - The impact of Cold War dynamics on newly independent nations.
2. **Decolonization and the Rise of New Conflicts:**
 - Vietnam: Transition from anti-colonial struggle to the Vietnam War.
 - Laos and Cambodia: Independence and the shadow of regional conflict.

Unit IV: Postcolonial Nation-Building (5 Lecture Hours)

1. **Challenges of Nation-Building:**
 - Establishing political systems: democracy, authoritarianism, and monarchy.
 - Addressing ethnic and religious diversity in postcolonial societies.
2. **Economic Development and Regional Cooperation:**

- Economic recovery post-independence.
- The formation of ASEAN and its role in fostering regional stability.

Unit V: Comparative Perspectives and Contemporary Relevance (5 Lecture Hours)

1. **Comparative Study of Decolonization in Southeast Asia:**

- Similarities and differences in the trajectories of Indonesia, Vietnam, Malaysia, and the Philippines.
- The role of leadership, ideology, and external influences in shaping outcomes.

2. **Legacy of Decolonization:**

- Postcolonial identity and cultural revival.
- The ongoing impact of colonial boundaries, ethnic conflicts, and governance challenges.

Recommended Readings

1. Anthony Reid, *Southeast Asia in the Age of Commerce, 1450–1680*.
2. Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*.
3. John Smail, *The Emergence of Modern Southeast Asia: A New History*.
4. Milton Osborne, *Southeast Asia: An Introductory History*.
5. Marc Frey, *Decolonization in Southeast Asia: A Changing Landscape*.

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HST310	Film, Society, and History	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of History of Colonization				
Course Category	Employability				
Course Level	Remembering and Understanding				

Course Description:

This course examines the relationship between film as a medium and its influence on society and historical understanding. Students will explore how films reflect, construct, and challenge cultural norms and historical narratives. Topics will include the impact of cinema on collective memory, its role in shaping social ideologies, and its potential to critique historical events and societal structures.

Course Objectives:

By the end of this course, students will be able to:

1. Analyze films as cultural artifacts that reflect and influence societal values.
2. Explore the role of cinema in shaping and representing historical events and figures.
3. Understand the intersection of film with political, social, and economic movements.
4. Evaluate the role of filmmakers as historians and commentators on contemporary issues.
5. Critically engage with different genres, styles, and traditions in film and their socio-historical implications.

Course Outcomes:

Upon successful completion of this course, students will be able to:

CO1: Demonstrate critical thinking and analytical skills by interpreting the historical and societal context of films.

CO2: Apply theoretical frameworks to understand the relationship between film and cultural identity.

Communicate effectively through written and oral presentations on the role of cinema in history and society.

CO4: Develop a deeper appreciation for global cinema and its diverse perspectives on social and historical themes.

CO 5: Produce well-researched essays or projects that evaluate the influence of specific films or movements on historical and societal developments.

CO6: Make a comparative study between global films.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	1	2	2	-	1	1	1
CO2	1	2		1	-	-	2	1	2
CO3	2	2	2	2	-	-	2	2	1
CO4	2	-	-	3	2	-	1	2	2
CO5	1	-	3	-	-	-	2	2	3
C06	2	2	-	1	1	2	1	1	1

1-WEAKLY MAPPED
2-MODERATELY MAPPED
3-STRONGLY MAPPED

Course Modules:

Module 1: Introduction to Film and Society

- Film as a medium of cultural expression
- Theories of film and society: semiotics, ideology, and representation
- Case study: Early cinema and societal change

Module 2: Film as Historical Narrative

- Films as sources of historical interpretation
- The ethics of historical representation in cinema
- Case study: Historical epics (e.g., *Schindler's List*, *Gladiator*)

Module 3: Social Movements and Cinema

- The role of cinema in advancing social justice
- Depictions of race, gender, and class struggles
- Case study: Civil rights in American cinema (*Selma*, *The Help*)

Module 4: National Cinema and Identity

- Exploration of national identity through film

- Postcolonial perspectives in global cinema
- Case study: Indian parallel cinema, Italian neorealism

Module 5: War and Conflict in Film

- The portrayal of wars and their socio-political implications
- Propaganda films and their impact
- Case study: World War II films (*Casablanca*, *The Thin Red Line*)

Module 6: Contemporary Issues in Cinema

- Environmental and technological themes in modern films
- Representation of marginalized communities
- Case study: Climate change in cinema (*An Inconvenient Truth*, *Snowpiercer*)

Module 7: Final Project and Reflection

- Synthesis of course learnings in a research paper or visual project
- Group presentations
- Reflection on cinema as a transformative social force

Recommended Readings and Resources:

1. Nichols, Bill. *Engaging Cinema: An Introduction to Film Studies*.
2. Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*.
3. Monaco, James. *How to Read a Film: Movies, Media, and Beyond*.
4. Selected journal articles and film excerpts provided during the course.