



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

DEPARTMENT OF HISTORY

COURSE STRUCTURE & SYLLABUS

(BASED ON NATIONAL EDUCATION POLICY 2020)

FOR

B.A. (Hons) History

(4 YEARS SINGLE MAJOR)

W.E.F. ACADEMIC YEAR

2023-24

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i. Preamble

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

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

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

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

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

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

ii. Abbreviations

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

1. Introduction:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Graduate Attributes:

Table:: The Learning Outcomes Descriptors and Graduate Attributes

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors (The graduates should be able to demonstrate the capability to:)
GA 1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study.
GA 2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
GA 3	Analytical & Critical thinking	apply analytical and critical thinking including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
GA 6	Research-related skills	develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.
GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA 9	Digital and technological skills	use ICT in a variety of learning and work situations. Access, evaluate and use a variety of relevant information sources and use appropriate software for analysis of data.

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

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

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

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

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

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

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

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

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

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

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

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

5. Programme Specific Outcomes (PSOs)

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

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

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

6. Teaching Learning Process

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

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

7. Assessment Methods

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

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

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

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

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

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

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

**Semester wise and component wise distribution of Courses
(Four Year UGP-Single Major)**

Year	Semester	Major (Core)		Minor		Interdisciplinary	AEC- (English/MIL/Reg ional Language)	SEC/Internship/App renticeship/Dissert ation	VAC	Total credits
		Course Level	No. of Courses	Course Level	No. of Course					
1	I	100	2	100	1	1	1	1	1	20
	II	100	2	100	1	1	1	1	1	20
Exit -1: UG Certificate in the relevant discipline/Subject										
Total credit requirement : 40 credit (Additional 4 credit of work based vocational course/ internship/ apprenticeship on exit)										
2	III	200	2	(200 & above)	1	1	1	1	0	20
	IV	200	3	(200 & above)	2	0	1	0	0	20
Exit -2:UG Diploma in the relevant discipline/subject										
Total credit requirement: 80 credit (additional 4 credit of work based vocational course/internship/apprenticeship on exit) To undergo Summer Internship during Summer Break										
3	V	300	3	(200 & above)	1	0	0	1 (internship)	0	20
	VI	300	4	(200 & above)	1	0	0	0	0	20
For students who undertake 3 year UG Programme, UG Degree will be awarded in the relevant subject/discipline										
Total credit requirement: 120										
4	VII	400	4	(300 & above)	1	0	0	0	0	20
	VIII	400	2	(300 & above)	0	0	0	1 (Res. Proj/Dissertation)	0	20
									Total	160

Note:

After completion of Internship during Summer Term, students will have to submit a report with a completion certificate and comments from the internship supervisor/coordinator and make a presentation on his/her work relating the work to the overall learning objectives.

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

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

B.A. (Hons.) History
Programme Structure

1st semester				
Sl. No.	Subject Code	Names of subjects	Level	Credit
Major (Core) Subjects				
1	HST182M101	History of Ancient India	Level 100	3
2	HST182M102	History of North-East India	Level 100	3
Minor Subjects				
3	HST182N101	Introduction to World History: Ancient Period	Level 100	3
IDC I				
4	IKS982K101	Introduction to Indian Knowledge System - I	Level 100	3
AEC I				
5	AEC982A101 BHS982A102	Communicative English and Behavioral Science I	Level 100	2
SEC I				
6	HST182S121	Introduction to Museums and Museology	Level 100	3
VAC I				
7	VAC992V1411	To be chosen from a basket of courses History VAC- History of India From Ancient To Modern Times	Level 100	3
			Total credits	20

2nd Semester				
Sl. No.	Subject Code	Names of subjects	Level	Credit
Major (Core) Subjects				
1	HST182M201	History of Modern South Asia	Level 100	3
2	HST182M202	History of Early Medieval India	Level 100	3
Minor Subjects				
3	HST182N201	Introduction to World History: Medieval Period	Level 100	3
IDC II				
4	IKS992K201	Introduction to Indian Knowledge System - II	Level 100	3
AEC II				
5	AEC982A201 BHS982A202	Communicative English and Behavioral Science II	Level 100	2
SEC II				
6	HST182S221	Museology: Theory and Practice	Level 100	3
VAC II				
7	VAC992V2416	To be chosen from a basket of courses	Level 100	3

		History VAC- History of the Indian National Struggle		
			Total credits	20

3rd Semester				
Sl. No.	Subject Code	Names of subjects	Level	Credit
Major (Core) Subjects				
1	HST182M301	Rise of Modern West I (15 th –17 th Century)	Level 200	4
2	HST182M302	History of the Delhi Sultanate	Level 200	4
Minor Subjects				
3	HST182N301	Introduction to World History: Early Modern Period	Level 200	4
IDC III				
4	HST182I301	India through the Lens of Archaeology and Heritage	Level 200	3
AEC III				
5	AEC982A301	Communicative English and Behavioral Science III	Level 200	2
SEC III				
6	HST182S321	Academic Writing and Resource Utilization	Level 200	3
			Total credits	20

4th Semester				
Sl. No.	Subject Code	Names of subjects	Level	Credit
Major (Core) Subjects				
1	HST182M401	Rise of Modern West II (17 th to 18 th century)	Level 200	4
2	HST182M402	History of Medieval India (1526-1707)	Level 200	4
3	HST182M403	Preserving the Past: The Role of Heritage Management	Level 200	4
Minor Subjects				
4	HST182N401	Introduction to World History: Modern Period	Level 200	3
5	HST182N402	Introduction to World History: Contemporary Period	Level 200	3
AEC IV				
6	AEC982A401	Communicative English and Behavioral Science-IV	N/A	2
			Total credits	20

5 th Semester				
Sl. No.	Subject Code	Names of subjects	Level	Credit
Major (Core) Subjects				
1	HST182M501	History of China	Level 300	4
2	HST182M502	History of Modern India I (1757-1857)	Level 300	4
3	HST182M503	Rise of Modern Nationalism	Level 300	4
Minor Subjects				
4	HST182N501	History of Europe: Early Modern Period	Level 200	4
Internship				
5		Archives/Museology/Library Science	N/A	4
			Total credits	20

6 th Semester				
Sl. No.	Subject Code	Names of subjects	Level	Credit
Major (Core) Subjects				
1	HST182M601	History of Japan	Level 300	4
2	HST182M602	History of Modern India II (1857-1947)	Level 300	4
3	HST182M603	Socio-Religious History of India	Level 300	4
4	HST182M604	Introduction to Economic History	Level 300	4
Minor Subjects				
5	HST182N601	History of Europe: Modern Period	Level 200	4
			Total credits	20

7 th Semester				
Sl. No.	Subject Code	Names of subjects	Level	Credit
Major (Core) Subjects				
1	HST182M701	History of the United States of America	Level 400	4
2	HST182M702	History of Post Independence and Contemporary India	Level 400	4
3	HST182M703	State Power and Resistance in Modern India	Level 400	4
4	HST182M704	Economic History of India	Level 400	4
Minor Subjects				
5	HST182N701	History of Resistance and Conflict	Level 300	4
			Total credits	20

8th Semester				
Sl. No.	Subject Code	Names of subjects	Level	Credit
Major (Core) Subjects				
1	HST182M801	Historiography: Concepts and Traditions	Level 400	4
Research Methodology				
3	HST182RM802	Methods, Archives and History	Level 400	4
Dissertation/Research Project				
4				12
Or Advanced Core Course (In lieu of Dissertation/Research Project)				
5	HST182M803	Culture, Imperialism and Knowledge	Level 400	4
6	HST182M804	Agrarian Protests and Movements in India (1830-1951)	Level 400	4
7	HST182M805	Gender and History	Level 400	4
			Total credits	20

Semester – I

Course: M-101

Level: 100

Title of the Paper: History of Ancient India

Subject Code: HST182M101

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objectives:

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

Course Outcomes:

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

Course Outline:

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

III	<p>Changing political formations (circa 300 BCE to circa CE 300): The Mauryan Empire: Literature, Polity and Administration, Economy, Asoka's Dhamma, Later Mauryas and decline; Post-Mauryan Polities with special reference to the Sungas, Kanvas, Indo Greeks, Parthians, Pallavas, Cholas, Pandyas, Kushanas and the Satavahanas</p>	14
	<p>Towards early medieval India [circa CE fourth century to CE 750: Agrarian expansion: land grants and Indian feudalism; The problem of urban decline; Political and Cultural Developments: The Gupta Dynasty, Developments in Literature, Art and Architecture, Gupta Administration and Economy. Contemporary and Post- Gupta polities – Pallavas, Chalukyas, and Pushyabhuti.</p>	16
TOTAL		60

Notional Hours:

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

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

Textbooks:

1. Jha, D.N., 1998. *Ancient India: In Historical Outline*. Manohar Publishers & Distributors.
2. Singh, Upinder., 2008. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Pearson Education India.

Reference Books:

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

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

Reading Materials:

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

Semester - I

Course: M-102

Level: 100

Title of the Paper: History of North-East India

Subject Code: HST182M102

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

Credit Units:3

Course Objectives:

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

Course Outcomes:

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

Course Outline:

Modules	Course Content	Periods
I	British Expansion and Consolidation in Northeast India Treaty of Yandabo, annexation of Assam, Cachar, Manipur, Jayantia, Khasi and Garo Hills, Naga and Abor hills.	14
II	Agrarian Relations and Colonial Economy Revenue Administration. Colonial Industries: Tea, Coal, Oil. Roads and railways.	14
III	Politics of Resistance in North East India Peasant Uprising: Phulaguri, Patharughat, Nupi Lan, Famine and Resistance in the Lushai Hills. Khasi and Jaintia Uprising, the Reang Rebellion of Tripura.	16
IV	Advent of Colonial Modernity Christian Missionaries in Northeast India, progress of modern education, growth of Press and Print, rise of Middle Class and political consciousness.	16
	TOTAL	60

Notional Hours:

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

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

Textbooks:

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

Reference Books:

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

Reading Materials:

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

Semester – I

Course: N-101

Level: 100

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

Subject Code: HST182N101

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objectives:

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

Course Outcomes:

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

Course Outline:

Modules	Course Content	Periods
I	Humankind and its early evolution Evolution of humankind, Palaeolithic cultures, Mesolithic cultures	16
II	The Agricultural Revolution Food production, Beginnings of agriculture, Animal husbandry.	15
III	Bronze Age Civilizations Egypt and Mesopotamia	13
IV	Nomadism and the rise of the Greek Polis Slave society, Agrarian economy, Urbanization and trade. The Greek Polis and ancient democracy	16
TOTAL		60

Notional Hours:

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

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

Textbooks:

1. Fagan, B., 2013. *People of the Earth: An Introduction to World Prehistory*. Routledge.
2. Farooqui, Amar., 2012. *Early Social Formations*. New Delhi. Manak Publications.

Reference Books:

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

Reading Materials:

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

Semester – I

Course: SEC-1

Level: 100

Title of the Paper: Introduction to Museums and Museology

Subject Code: HST182S121

L-T-P-C – 2-0-1-3

Credit Units: 3

Course Objectives:

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

Course Outcomes:

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

Course Outline:

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

III	Museum Movement in India Origin and development of museums in India, museum activity in India during the colonial rule, 'native' museums: local scholarly societies (such as, Kamarupa Anusandhana Samiti), and princely states like Baroda.	14
IV	Concept of museology and methods and policies in museology Definition of museology. Acquisition and documentation process of museum objects, ICOM's code of ethics.	14
	TOTAL	60

Notional Hours:

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

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs <ul style="list-style-type: none"> • Home Assignment – 6 Hrs • Presentation – 10 Hrs • Field Visit – 14 Hrs

Textbooks:

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

Reference Books:

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

Reading Materials:

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

Semester – I

Course: VAC

Level: 100

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

Subject Code: VAC992V1411

L-T-P-C – 2-0-1-3

Credit Units: 3

Course Objectives:

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

Course Outcomes:

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

Course Outline:

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

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

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

Textbooks:

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

Reference Books:

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

India. Taylor & Francis.

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

Reading Materials:

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

Upadhaya: An Analysis In Gandhian Framework.

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

Semester - II

Course: M- 201

Level: 100

Title of the Paper: History of Modern South Asia

Subject Code: HST182M201

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

Credit Units: 3

Course Objectives:

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

Course Outcomes:

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

Course Outline:

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

IV	Development of Centralized Government. Modernization under Jigme Dorji. International Relations.	
TOTAL		60

Notional Hours:

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

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

Textbooks:

1. Talbot, Ian. (2016). *A History of Modern South Asia*. Yale University Press.
2. Bose S & Jalal A. (2017). *Modern South Asia: History, Culture, Political Economy*. Taylor & Francis.

Reference Books:

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

Semester - II

Course: M-202

Level: 100

Title of the Paper: History of Early Medieval India

Subject Code: HST182M202

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objective:

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

Course Outcomes:

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

Course Outline:

Modules	Course Content	Periods
I	Some concepts of Early Medieval India Sources: Literary and Archaeological Sources, Indian Feudalism: Debates and structure.	10
II	Political Structures Rashtrakutas: Polity and Administration, Origin of Rajputs, Cholas, Palas and Pratiharas.	20
III	Foreign Invasions Arab Conquest of Sindh, Mahmud of Ghazni, Shihabuddin Ghori	14
IV	Economy, Society and Religion Merchant Guilds, Proliferation of caste and Status of Untouchables, Bhakti and Sufi Movement, Tantrism and Puranic traditions.	16
TOTAL		60

Notional Hours:

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

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

Textbooks:

1. Chattopadhyaya., B. D. 2012. *The Making of Early Medieval India*. OUP.
2. Singh, Upinder., 2017. *A History Of Ancient and Early Medieval India*. Noida. Pearson India Education Services Pvt. Ltd.

Reference Books:

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

Reading Materials:

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

Semester - II

Course: N – 201

Level: 100

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

Subject Code: HST182N201

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

Credit Units: 3

Course Objective:

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

Course Outcomes:

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

Course Outline:

Modules	Course content	Periods
I	Roman Republic, Principate and Empire: The Roman Empire and Republic, Slave society in ancient Rome, Agrarian economy, urbanization, trade.	16
II	Cultural Developments in Ancient Rome: Graeco-Roman Art and Architecture, Imperial Games, End of the Roman Empire.	13
III	Socio-Economic developments in Europe from the 7th to the 14th centuries: Organisation of production, Towns and trade, Technological developments, Crisis and decline of Feudalism.	16
IV	Religion and Culture in Medieval World: Societies in Central Islamic lands, The tribal background, the Caliphate, Rise of Sultanates, Religious developments, The origin of Shariah, Mihna and Sufism.	15
TOTAL		60

Notional Hours:

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

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

Textbooks:

1. Anderson, Perry., 2013. *Passages from Antiquity to Feudalism*. Verso.
2. Bloch, Marc., 2014. *Feudal Society*. New Delhi. Routledge.

Reference Books:

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

Reading Materials:

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

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

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

Course Outcomes:

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

Course Outline:

Modules	Course Content	Periods
I	Theoretical aspects Definition of display and exhibition, methods and purposes of different kinds of exhibitions. Galleries: Nature and scope, object selection, consideration of audience, exhibition equipment, show-cases, pedestals, audio-visual aids, role of designing agencies for high tech display, Museum labeling, Museum lighting, Visitor study, and visitor amenities.	17
II	Museum Management and Marketing Management planning policy, development. Location and surrounding of museums, administration frame-work, budget, policy of museum and work. Understanding the market, marketing strategy, different ways of marketing a museum.	14
III	The Heritage Question Heritage -Tangible and Intangible Indian Legislative Measures relating to protection and preservation of Heritage	13
IV	Museum Conservation and Preservation. General principles of conservation, analysis of collected materials and preventive conservation, preservation of museum objects, care and handling of museum objects, basic infrastructure of a museum's conservation laboratory.	16
	TOTAL	60

Notional Hours:

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

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs	--	30 Hrs <ul style="list-style-type: none"> • Home Assignment – 6 Hrs • Presentation – 10 Hrs • Field Visit – 14 Hrs

Textbooks:

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

Reference Books:

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

Reading Materials:

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

Semester - III

Course: M 301

Level: 200

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

Subject Code: HST182M301

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

Credit Units: 4

Course objectives:

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

Course Outcomes:

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

Course Outline:

Modules	Course Content	Periods
I	Transition of Europe from Feudalism to Capitalism Problems and theories, Factors contributing to the European transition.	15
II	Early colonial expansion Motives, beginning of the era of colonization, mining and plantation, slave trade. Renaissance Origin and spread of humanist ideas and its impact on art, architecture and literature in Italy.	15
III	European Reformation and economic developments in the 16th century Atlantic shift, commercial revolution, price revolution.	15
IV	Emergence of European State system: case study of any two of the following: Spain, France, England, Russia.	15
TOTAL		60

Notional Hours:

Notional hour distribution for this paper is as follows:

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

Textbooks:

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

Reference Books:

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

Reading Materials:

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

Semester - III

Course: M 302

Level: 200

Title of the Paper: History of Delhi Sultanate

Subject Code: HST182M302

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

Credit Units: 4

Course Objective:

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

Course Outcomes:

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

Course Outline:

Modules	Course content	Periods
I	Establishment, expansion and consolidation of the Delhi Sultanate: Nature of the state; the nobility and Ulema, Afghan despotism-Mongols, Sayyids, Lodis and Surs.	15
II	Agriculture, technology, monetization, trade and market, growth of urban centres.	15
III	Sufi silsilas: Chistis and Suhrawadis, Naqshbandi, Qadri, Sattari.	15
IV	Bhakti traditions: Kabir, Nanak, Chaitanya and Sankaradeva. Cults: Jagannath and Warkari.	15
TOTAL		60

Notional Hours:

Notional hour distribution for this paper is as follows:

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

Textbooks:

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

Reference Books:

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

Reading Materials:

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

Semester - III

Course: N 301

Level: 200

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

Subject Code: HST182N301

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

Credit Units: 4

Course Objective:

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

Course Outcomes:

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

Course Outline:

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

Notional Hours:**Notional Hours:**

Notional hour distribution for this paper is as follows:

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

Textbooks:

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

Reference Books:

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

Reading Materials:

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

Semester - III

Course: IDC 3

Level: 200

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

Subject Code: HST182I301

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

Credit Units: 3

Course Objective:

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

Course Outcomes:

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

Course Outline:

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

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

Notional Hours:

Notional hour distribution for this paper is as follows:

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

Textbooks:

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

Reference Books:

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

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

Reading Materials:

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

Semester - III

Course: SEC 3

Level: 200

Title of the Paper: Academic Writing and Resource Utilization

Subject Code: HST182S321

L-T-P-C – 1-1-1-3

Credit Units: 3

Course objective:

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

Course Outcomes:

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

Course Outline:

Modules	Course Content	Periods
I	Understand the Pre-Writing Process. Learning different audiences and purposes for writing. Learning idea learning strategies like brainstorming, storyboarding, five whys, Brainwriting, Forced Relationship.	12
II	Developing effective sentences Learning correct use of subjects and verbs. Learning topic specific sentence formation Learning the correct use of capital letters, quotation marks and punctuations.	12
III	Developing paragraphs Learning patterns of development in paragraphs (types of paragraphs) (For example, narration, description, illustration).	12

	Learning to generate multiple sentences in paragraph form. Learning to link sentences using appropriate order (time, place, importance) and give details and examples. Learning paragraph transitions (coherence).	
IV	Developing record keeping and academic organizational strategies Learning to maintain personal records to monitor progress like grammar log, revision checklist, grade-log. Learning to file and organize study and class material like syllabus, handouts, notes.	12
	TOTAL	48

Notional Hours:

Notional hour distribution for this paper is as follows:

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

Textbooks:

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

References:

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

Semester - IV

Course: M 401

Level: 200

Title of the Paper: Rise of Modern West II (17th to 18th century)

Subject Code: HST182M401

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

Credit Units: 4

Course objectives:

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

Course Outcomes:

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

Course Outline:

Modules	Course Content	Periods
I	Seventeenth century Europe Economic, social, and political dimensions of 17 th century crisis in Europe; English Revolution.	14
II	Religious Movement: its impact on economy and politics Growth of European trade, rise of Protestantism. Mercantilism, trade and Empire building.	16
III	Intellectual Development in the 17th and 18th centuries Growth of modern philosophies: Voltaire, Montesquieu Locke, Hobbes, Rousseau, etc. The Enlightenment.	15
IV	Science and Industry Rise of modern science: 17 th century Scientific Revolution, Growth of proto-industrialisation, the Industrial Revolution, The Divergence Debate	15
TOTAL		60

Notional Hours:

Notional hour distribution for this paper is as follows:

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

Textbooks:

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

Reference Books:

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

Reading Materials

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

Semester - IV

Course: M 402

Level: 200

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

Subject Code: HST182M402

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

Credit Units: 4

Course Objective:

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

Course Outcomes:

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

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

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

Course Outline:

Notional Hours:

Notional hour distribution for this paper is as follows:

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

Textbooks:

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

Reference Books:

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

Reading Materials:

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

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

Semester – IV

Course: M 403

Level: 200

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

Subject Code: HST182M403

L-T-P-C–3-1-0- 4

Credit Units: 4

Course Objective:

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

Course Outcomes:

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

Course Outline:

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

IV	Historical Gardens, Cultural Landscapes Historical Communities and intangible cultural heritage- Salient features, patterns etc. Natural heritage: Flora and Fauna.	16
TOTAL		60

Notional Hours:

Notional hour distribution for this paper is as follows:

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

Textbooks:

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

Reference Books:

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

Reading Materials:

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

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

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

Course Outcomes:

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

Course Outline:

Modules	Course Content	Periods
I	Industrialization, Colonialism and Imperialism in Europe	15
II	First World War 1914-1919. Democracies, Authoritarianism, and Fascism 1919-1939. The Second World War 1939-1945	15
III	Russian Revolution and its aftermath, 1917-1921. State and Society in China and Japan: The Chinese Revolution of 1949	15
IV	Anti-Colonial Movements in Africa. Growth of anti-colonial movements in South Asia: Independence and Partition of the Indian Sub-continent	15
TOTAL		60

Notional Hours:

Notional hour distribution for this paper is as follows:

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

Textbooks:

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

Reference Books:

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

Reading Materials

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

Semester - IV

Course: N 402

Level: 200

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

Subject Code: HST182C302

L-T-P-C – 2-1-0-3

Credit Units: 3

Course objectives:

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

Course Outcomes:

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

Course Outline:

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

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

Notional Hours:

Notional hour distribution for this paper is as follows:

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

Textbooks:

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

Reference Books

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

Reading Materials:

1. Nadir Leila Christine., 2013. University of Northern Iowa, Cold War, *The North American Review*, Vol. 298, No. 3, Summer Fiction Issue, pp. 3-5,
2. Singham, Archie and Hune, Shirley Epstein, 1987. Eighth Non-Aligned Summit Hara-1986. *The Black Scholar*, March/April 1987, Vol. 18, No. 2, pp., 48-57
3. Held, David, et al., 1999. *Globalization*, Global Governance, Vol. 5, No. 4, pp. 483-496
4. Soyinka, Wole, 1991. Beyond the Berlin Wall. *Indiana University Press on behalf of the Hutchins Center for African and African American Research at Harvard University*. No. 51, pp. 6-25
5. Herring, George C., 2004. Vietnam, The Cold War and Vietnam. *OAH Magazine of History*, Vol. 18, No. 5, pp. 18-21

