

Semester I

HHS101	History of Ancient India – I (Prehistory to Vedic Period)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Conceptual				

Course Objectives

The course aims to introduce students to the earliest phases of Indian history, from prehistoric cultures to the Vedic age, through archaeological, literary, and anthropological perspectives. It seeks to familiarise learners with the evolution of human societies in the Indian subcontinent, the development of material culture, belief systems, and socio-political institutions. Emphasis is laid on understanding historical sources, chronology, and interdisciplinary methods used in reconstructing early Indian history. The course also encourages critical engagement with debates related to Aryan origins, Vedic society, and continuity and change in ancient Indian civilisation.

Course Outcomes (COs)

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

CO1: Identify and explain the major prehistoric cultures of India and their material and cultural characteristics.

CO2: Analyse archaeological sources and methods used in reconstructing early Indian history.

CO3: Understand the transition from hunting-gathering to food-producing societies in the Indian subcontinent.

CO4: Critically examine the sources, chronology, and socio-economic features of the Early and Later Vedic periods.

CO5: Evaluate historiographical debates related to the Aryan question and Vedic culture.

CO6: Develop basic historical skills such as source interpretation, chronological reasoning, and analytical writing.

Units

Unit 1: Historical Sources

1. Archaeological sources : Exploration, excavation, epigraphy, numismatics, monuments.
2. Literary sources: Indigenous: Primary and secondary; poetry, scientific literature, literature, literature in regional languages, religious literature.
3. Foreign account: Greek, Chinese and Arab writers.

Unit 2: Pre-history and Proto-history

- 2.1 Geographical factors; hunting and gathering (paleolithic and mesolithic);
- 2.2 Beginning of agriculture (neolithic and chalcolithic).
- 2.3 Indus Valley Civilization : Origin, date, extent, characteristics - decline, survival and significance, art and architecture, Decline of Indus Valley Civilisation

Unit 3: Megalithic Cultures

- 3.1 Distribution of pastoral and farming cultures outside the Indus,
- 3.2 Development of community life, Settlements,
- 3.3 Development of agriculture, Crafts, Pottery, and Iron industry.

Unit 4: Aryans and Vedic Period

- 4.1 Expansions of Aryans in India
- 4.2 Political, social and economical life; Significance of Vedic Age; Evolution of Monarchy and Varna system.
- 4.3 Vedic Period: Religious and philosophic literature; Transformation from Rig Vedic period to the later Vedic period;

Textbooks

- a. Agrawal, D. P. Ancient India, New Delhi: Oxford University Press, 2016
- b. Basham, A. L. The Wonder That Was India London: Sidgwick & Jackson, 1954
- c. Thapar, Romila, Early India: From the Origins to AD 1300, New Delhi: Penguin Books, 2002
- d. Singh, Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, New Delhi: Pearson Education India, 2008

Reference Books

- i. Chakrabarti, Dilip K. The Archaeology of Ancient Indian Cities, New Delhi: Oxford University Press, 1995
- ii. Coningham, Robin & Young, Ruth, The Archaeology of South Asia: From the Indus to Asoka, Cambridge: Cambridge University Press, 2015
- iii. Kosambi, D. D. An Introduction to the Study of Indian History, Bombay: Popular Prakashan, 1956

- iv. Majumdar, R. C. (Ed.), The Vedic Age (The History and Culture of the Indian People, Vol. I), Bombay: Bharatiya Vidya Bhavan, 1951
- v. Sharma, R. S. India's Ancient Past, New Delhi: Oxford University Press, 2005
- vi. Piggott, Stuart, Prehistoric India, Harmondsworth: Penguin Books, 1950

HHS102	Rise of British Power in India (1757 - 1857)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Conceptual				

Course Objectives

This course aims to provide students with a comprehensive understanding of the rise and consolidation of British power in India between 1757 and 1857. It seeks to examine the political fragmentation of India in the eighteenth century, the transformation of the British East India Company from a trading corporation into a territorial power, and the methods employed for imperial expansion. The course analyses administrative, revenue, judicial, and military reforms introduced by the British and evaluates their socio-economic consequences on Indian society. It also focuses on popular resistance to colonial rule, culminating in the Revolt of 1857, thereby enabling students to critically engage with colonialism and its early impact on India.

Course Outcomes (COs)

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

CO1: Describe the political, economic, and social conditions of India on the eve of British expansion.

CO2: Explain the causes and consequences of major events such as the Battles of Plassey and Buxar.

CO3: Analyse the policies and strategies adopted by the British East India Company for territorial expansion.

CO4: Examine the administrative, revenue, and judicial transformations under early British rule.

CO5: Evaluate the socio-economic impact of British colonial policies on Indian society and economy.

CO6: Assess the causes, nature, and significance of popular resistance movements, including the Revolt of 1857.

Units

Unit 1: (A) European Penetration into India

- 1.1 The Early European Settlements; Portuguese, Dutch, English and French East India Companies; Their struggle for supremacy
- 1.2 Carnatic Wars; Conflict between English and Nawabs of Bengal; Siraj and English; Battle of Plassey; Significance of Plassey.
- 1.3 Bengal-Mir Jafar and Mir Kasim; Battle of Buxar;
- 1.4 Mysore; Marathas; three Anglo-Maratha Wars; Punjab.

(B) Early Resistance and Revolt of 1857

1. Peasant movement and tribal uprisings in 18th and 19th Centuries including Rangpur Dhing (1783), Kol Rebellion (1832), Mopla Rebellion (1841-1920), Santal Hul (1855),
2. Indigo Rebellion (1859-60), Deccan Uprising (1875) and Munda Ulgulan (1899-1900);
3. Great Revolt of 1857: Origin, character, casuses of failure, the consequences; shift in the character of peasant uprisings in the post-1857 period; Peasant movements of 1920s and 1930s

Unit 2: Early Colonial Establishments

- 2.1 The Early administrative structure; From diarchy to direct contol;
- 2.2 The Regulating Act (1773); The Pitt's India Act (1784); The Charter Act (1833);
- 2.3 The Voice of free trade and changing character of British colonial rule;
- 2.4 English utilitarian

Unit 3: Economic Impact of British Rule

- 3.1 Land Revenue Settlement in British India: Permanent Settlement; Ryotwari Settlement; Mahalwari Settlement;
- 3.2 Economic Impact of the Revenue Arrangements: Commercialisation of agriculture; Rise of landless agrarian labourers; Impoverishment of the rural society
- 3.3 Dislocation of Traditional Trade and Commerce: De-industrialisation; Decline of traditional crafts; Drain of wealth;
- 3.4 Economic Transformation in India: Railroad and communication network (telegraph and postal services); Famine and poverty; European business enterprise and its limitations

Unit 4: (A) Social and Cultural Developments

- 4.1 State of indigenou education, its dislocation;
- 4.2 Orientalist-Anglicist controversy, introduction of western education;
- 4.3 Rise of press, literature and public opinion; rise of modern vernacular literature;
- 4.4 Progress of Science; Christian missionary activities

(B) Social and Religious Reform Movements in Bengal and Other Areas

Ram Mohan Roy, Brahma Movement; Devendranath Tagore; Iswarchandra Vidyasagar; Young Bengal Movement; Dayanada Saraswati; social reform movements in India including Sati, widow remarriage, child marriage etc.; contribution of Indian renaissance to the growth of modern India; Islamic revivalism-the Feraizi and Wahabi Movements

Textbooks

- a) Marshall, P. J. (1998). Bengal: The British bridgehead, Eastern India 1740–1828. Cambridge: Cambridge University Press.
- b) Mukherjee, R. (1957). The rise and fall of the East India Company. London: Longmans, Green and Co.
- c) Metcalf, B. D., & Metcalf, T. R. (2012). A concise history of modern India (3rd ed.). Cambridge: Cambridge University Press.
- d) Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (2016). India's struggle for independence (1857–1947). New Delhi: Penguin Books.

Reference Books

- i. Bayly, C. A. (1988). Indian society and the making of the British Empire. Cambridge: Cambridge University Press.
- ii. Bose, S., & Jalal, A. (2017). Modern South Asia: History, culture, political economy (4th ed.). New Delhi: Oxford University Press.
- iii. Majumdar, R. C. (Ed.). (1963). The sepoy mutiny and the revolt of 1857. Bombay: Bharatiya Vidya Bhavan.
- iv. Metcalf, T. R. (1995). Ideologies of the Raj. Cambridge: Cambridge University Press.
- v. Stokes, E. (1986). The peasant armed: The Indian revolt of 1857. Oxford: Clarendon Press.
- vi. Washbrook, D. (1988). Progress and problems: South Asian economic and social history c. 1720–1860. Cambridge: Cambridge University Press.
- vii. Marshall, P. J. (Ed.). (2005). The eighteenth century in Indian history: Evolution or revolution? New Delhi: Oxford University Press.

HHS103	Indian Political Thoughts: A Historical Perspective	L	T	P	C
Course Type	Multidisciplinary Course	2	1	0	3
Credits	3				
Level	Foundational–Conceptual				

Course Objectives

This course aims to introduce students to the foundations and historical evolution of Indian political thought from ancient times to the early modern period. It seeks to familiarise learners with indigenous political concepts such as state, kingship, authority, justice, dharma, and governance as reflected in classical texts, religious traditions, and historical practices. Emphasis is placed on understanding Indian political ideas as products of social, ethical, and philosophical contexts rather than abstract theories alone. The course encourages critical engagement with major texts and thinkers, enabling students to appreciate India's plural political traditions and their relevance to modern democratic and constitutional values.

Course Outcomes (COs)

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

CO1: Describe the basic features and evolution of Indian political thought in historical perspective.

CO2: Explain key political concepts such as dharma, kingship, state, sovereignty, and justice in Indian traditions.

CO3: Identify major ancient and medieval political thinkers and texts of India.

CO4: Analyse the relationship between political ideas and socio-historical contexts.

CO5: Compare Indian political traditions with selected Western political ideas at a basic level.

CO6: Apply foundational political ideas to understand modern governance and constitutional values.

Units

Unit 1: Introduction to Indian Political Thought

- i. **Meaning and Nature of Political Thought:** Political thought and political philosophy, Indian vs Western traditions, Sources of Indian political ideas
- ii. **Sources of Indian Political Thought:** Vedas, Smritis, Epics, Buddhist and Jain texts, Historical chronicles and inscriptions
- iii. **Key Political Concepts in Indian Tradition:** Dharma, Rajadharma, Justice and social order
- iv. **State and Authority in Early India:** Origin of the state, Legitimacy of kingship, Role of society and morality

Unit 2: Ancient Indian Political Thought

- i. **Vedic and Brahmanical Political Ideas:** Sabha and Samiti, Kingship and Rashtra, Varna and political order
- ii. **Kautilya and the Arthashastra:** Saptanga theory of the state, Administration and bureaucracy, Law, punishment, and welfare

- iii. **Republican Traditions in Ancient India:** Ganapadas and Sanghas, Vaishali and republican governance, Decline of republics
- iv. **Buddhist and Jain Political Ideas:** Ethical governance, Ashoka's Dhamma, Non-violence and justice

Unit 3: Medieval Indian Political Thought

- i. **Early Medieval Political Ideas**
 - Kingship and legitimacy
 - Land grants and decentralisation
 - State–society relations
- ii. **Indo-Islamic Political Thought**
 - Concept of sovereignty (Zill-i-Ilahi)
 - Sharia and state authority
 - Role of Ulama
- iii. **Political Thought under the Delhi Sultanate**
 - Nature of the Sultanate state
 - Law, justice, and administration
 - Nobility and military organisation
- iv. **Mughal Political Ideas**
 - Akbar's theory of kingship
 - Sulh-i-Kul (universal tolerance)
 - Centralised administration

Unit IV: Transition towards Modern Political Thought

- i. **Impact of Bhakti and Sufi Traditions**
 - Social equality and harmony
 - Critique of orthodoxy
 - Political implications
- ii. **Early Encounters with Modernity**
 - Decline of medieval polity
 - Early European ideas and influence
 - Changing notions of authority
- iii. **Colonial Rule and Political Consciousness**
 - Introduction of Western political ideas
 - Rights, law, and administration
 - Early resistance and adaptation
- iv. **Legacy of Pre-Modern Indian Political Thought**
 - Continuity and change
 - Relevance to modern India
 - Foundations of constitutional values

Textbooks

- a) Mahajan, V. D. (2010). Indian Political Thought. New Delhi, India: S. Chand & Company.

- b) Sharma, R. S. (2007). Aspects of Political Ideas and Institutions in Ancient India. Delhi, India: Motilal Banarsidass.
- c) Varma, V. P. (2012). Modern Indian Political Thought. Agra, India: Lakshmi Narain Agarwal.
- d) Mehta, V. R. (1996). Foundations of Indian Political Thought. New Delhi, India: Manohar Publishers.

Reference Books

- i. Thapar, R. (2002). Early India: From the Origins to AD 1300. New Delhi, India: Penguin Books.
- ii. Bose, N. K. (1961). Ideas and Ideals of Indian Polity. Calcutta, India: Asia Publishing House.
- iii. Brown, J. M. (1994). Modern India: The Origins of an Asian Democracy. Oxford, UK: Oxford University Press.
- iv. Ambedkar, B. R. (1946). Annihilation of Caste. Bombay, India: Self-published.
- v. Gandhi, M. K. (1938). Hind Swaraj. Ahmedabad, India: Navajivan Publishing House.
- vi. Pantham, T., & Deutsch, K. L. (Eds.). (1986). Political Thought in Modern India. New Delhi, India: Sage Publications.
- vii. Roy, A. (2014). Indian Political Thought. New Delhi, India: Pearson Education.

HHS104	Indian Heritage and Culture	L	T	P	C
Course Type	Minor	3	1	0	4
Credits	4				
Level	Foundational–Conceptual				

Course Objectives

The course aims to introduce students to the foundational concepts of Indian heritage and culture, highlighting India’s civilisational continuity, diversity, and cultural pluralism. It seeks to familiarise learners with tangible and intangible heritage, including art, architecture, religion, philosophy, literature, and performing arts from ancient to medieval times. The course emphasises cultural synthesis, regional traditions, and India’s contributions to world civilisation. It also sensitises students to the importance of heritage conservation, cultural identity, and sustainable preservation, providing a strong base for further historical studies and preparation for competitive examinations such as the UPSC Civil Services Examination.

Course Outcomes (COs)

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

CO1: Describe the basic concepts of Indian heritage and culture and their historical evolution.

CO2: Explain the development of religious, philosophical, and social traditions in India.

CO3: Identify major forms of Indian art, architecture, and material culture.

CO4: Analyse regional diversity and cultural synthesis in Indian civilisation.

CO5: Examine the role of literature, performing arts, and folk traditions in cultural continuity.

CO6: Appreciate the importance of heritage conservation and cultural preservation in contemporary India.

Units

Unit 1: Foundations of Indian Heritage and Culture

1. **Concept of Heritage and Culture**
 - Tangible and intangible heritage
 - Culture as a way of life
 - Continuity and change
2. **Prehistoric Cultural Traditions**
 - Paleolithic, Mesolithic, and Neolithic cultures
 - Tools, subsistence, and settlements
 - Cultural significance
3. **Harappan (Indus Valley) Civilisation**
 - Town planning and architecture
 - Economic and social life
 - Art, crafts, and religion
4. **Vedic and Later Vedic Culture**
 - Social organisation and rituals
 - Varna and Ashrama systems
 - Early philosophical ideas

Unit 2: Religious and Philosophical Traditions of India

- i. **Buddhism and Jainism**
 - Life and teachings of Buddha and Mahavira
 - Ethical principles and social impact
 - Art and architecture
- ii. **Hindu Philosophical Traditions**
 - Upanishadic thought
 - Concepts of Dharma, Karma, and Moksha
 - Six schools of philosophy
- iii. **Bhakti and Sufi Traditions**
 - Saints and ideas

- Social harmony and cultural synthesis
- Devotional literature
- iv. **Tribal and Folk Religious Traditions**
 - Nature worship and animism
 - Oral traditions
 - Cultural significance

Unit III: Indian Art, Architecture, and Material Culture

1. **Ancient Indian Architecture**
 - Stupas, chaityas, and viharas
 - Rock-cut architecture
 - Early temple styles
2. **Indian Sculpture and Painting**
 - Mauryan and Gupta sculpture
 - Ajanta and Ellora paintings
 - Iconography
3. **Medieval Indian Architecture**
 - Indo-Islamic architecture
 - Sultanate and Mughal monuments
 - Regional styles
4. **Craft Traditions and Material Culture**
 - Textiles, pottery, and metal crafts
 - Guilds and artisans
 - Cultural heritage of crafts

Unit IV: Literature, Performing Arts, and Heritage Conservation

- i. **Indian Literary Traditions**
 - Vedic literature and epics
 - Sangam literature
 - Bhakti and Sufi poetry
- ii. **Indian Performing Arts**
 - Classical dance forms
 - Hindustani and Carnatic music
 - Folk dances and theatre
- iii. **Cultural Diversity and Regional Traditions**
 - Unity in diversity
 - Regional cultures of India
 - Festivals and rituals
- iv. **Heritage Conservation and Awareness**
 - Role of ASI and UNESCO
 - World Heritage Sites in India
 - Need for preservation

Textbooks

- a) Basham, A. L. (2004). *The Wonder That Was India*. London, UK: Sidgwick & Jackson.
- b) Thapar, R. (2002). *Early India: From the Origins to AD 1300*. New Delhi, India: Penguin Books.
- c) Dehejia, V. (1997). *Indian Art*. London, UK: Phaidon Press.
- d) Singh, U. (2009). *A History of Ancient and Early Medieval India*. New Delhi, India: Pearson Education.

Reference Books

- i. Michell, G. (1988). *The Hindu Temple: An Introduction to Its Meaning and Forms*. Chicago, IL: University of Chicago Press.
- ii. Kramrisch, S. (1976). *The Hindu Temple*. Delhi, India: Motilal Banarsidass.
- iii. Coomaraswamy, A. K. (1956). *The Arts and Crafts of India and Ceylon*. New Delhi, India: Munshiram Manoharlal.
- iv. Dehejia, V. (2009). *Indian Art*. London, UK: Phaidon Press.
- v. UNESCO. (2010). *World Heritage in India*. Paris, France: UNESCO Publishing.
- vi. ASI. (2019). *Indian Archaeology – A Review*. New Delhi, India: Archaeological Survey of India.
- vii. Nair, S. (2015). *Cultural Heritage of India*. New Delhi, India: National Book Trust.

Semester II

HHS105	History of Ancient India – II (Age of Mahajanapadas to Post-Mauryan Period)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Conceptual				

Course Objectives

This course aims to familiarise students with the political, socio-economic, religious, and cultural developments in India from the age of the Mahajanapadas to the Post-Mauryan period. It seeks to analyse the emergence of territorial states, the growth of urban centres, and the evolution of new socio-religious movements such as Buddhism and Jainism. The course examines the Mauryan Empire as a landmark in ancient Indian state formation, administration, economy, and polity, followed by an assessment of Post-Mauryan developments including Indo-Greeks, Shakas, Kushanas, and Satavahanas. Emphasis is placed on understanding historical sources, administrative structures, art and architecture, and long-term changes and continuities in ancient Indian civilisation.

Course Outcomes (COs)

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

CO1: Describe the emergence and significance of the Mahajanapadas and the process of early state formation in India.

CO2: Explain the causes and teachings of Buddhism and Jainism and their impact on society and polity.

CO3: Analyse the rise, administration, and socio-economic policies of the Mauryan Empire.

CO4: Examine Ashoka's Dhamma through inscriptions and assess its historical significance.

CO5: Evaluate the political, economic, and cultural developments of the Post-Mauryan period.

CO6: Interpret archaeological, numismatic, and literary sources to understand continuity and change in ancient Indian history.

Units

Unit 1: Period of Mahajanapadas

- 1.1 Formation of States (Mahajanapada): Republics and monarchies;
- 1.2 Rise of urban centres; Trade routes; Economic growth; Introduction of coinage;
- 1.3 Spread of Jainism and Buddhism; Rise of Magadha and Nandas.
- 1.4 Iranian and Macedonian invasions and their impact.

Unit 2: Mauryan Empire

- 2.1 Foundation of the Mauryan Empire, Chandragupta, Kautilya and Arthashastra; Ashoka;
- 2.2 Concept of Dharma; Edicts; Polity, Administration, Economy; Art, architecture and sculpture; External contacts;
- 2.3 Religion; Spread of religion; Literature. Disintegration of the empire; Sungas and Kanvas.

Unit 3: Post-Mauryan Period

- 3.1 Indo-Greeks, Sakas, Kushanas, Western Kshatrapas
- 3.2 Contact with outside world; growth of urban centres, economy, coinage, development of religions,
- 3.3 Mahayana, social conditions, art, architecture, culture, literature and science.

Unit 4: Early State and Society in Eastern India, Deccan and South India

- 4.1 Kharavela, The Satavahanas, Tamil States of the Sangam Age; Administration,
 4.2 Economy, land grants, coinage, trade guilds and urban centres;
 4.3 Buddhist centres; Sangam literature and culture; Art and architecture.

Textbooks

- a) Sharma, R. S. (2005). India's ancient past. New Delhi: Oxford University Press.
- b) Thapar, R. (1997). Aśoka and the decline of the Mauryas (Rev. ed.). New Delhi: Oxford University Press.
- c) Singh, U. (2008). A history of ancient and early medieval India: From the Stone Age to the 12th century. New Delhi: Pearson Education.
- d) Basham, A. L. (1954). The wonder that was India. London: Sidgwick & Jackson.

Reference Books

- i. Chakrabarti, D. K. (1997). The archaeology of ancient Indian cities. New Delhi: Oxford University Press.
- ii. Coningham, R., & Young, R. (2015). The archaeology of South Asia: From the Indus to Ashoka. Cambridge: Cambridge University Press.
- iii. Kosambi, D. D. (1956). An introduction to the study of Indian history. Bombay: Popular Prakashan.
- iv. Lahiri, N. (2015). Ashoka in ancient India. Cambridge, MA: Harvard University Press.
- v. Majumdar, R. C. (Ed.). (1951). The age of imperial unity (The History and Culture of the Indian People, Vol. II). Bombay: Bharatiya Vidya Bhavan.
- vi. Narain, A. K. (1957). The Indo-Greeks. Oxford: Clarendon Press.
- vii. Ray, H. P. (2010). The archaeology of seafaring in ancient South Asia. Cambridge: Cambridge University Press.

HHS106	History of Modern India – I (1857–1957)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to provide students with a comprehensive understanding of the political, social, economic, and ideological developments in India from the Revolt of

1857 to the first decade after Independence. It seeks to analyse the nature of British colonial rule following 1857, the evolution of Indian nationalism, and the role of various socio-religious reform movements. The course examines major phases of the national movement, constitutional developments, mass mobilisations, and the contributions of different leaders and organisations. It also focuses on the processes of decolonisation, Partition, and the challenges of nation-building in the early years of independent India, enabling students to critically engage with colonialism, nationalism, and post-colonial transformation.

Course Outcomes (COs)

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

CO1: Explain the causes, nature, and consequences of the Revolt of 1857 and its impact on colonial governance.

CO2: Describe the administrative, economic, and social changes under Crown rule in India.

CO3: Analyse the growth of Indian nationalism and the formation of the Indian National Congress.

CO4: Examine major phases of the national movement, including Gandhian mass movements.

CO5: Evaluate constitutional developments, communal politics, and the process of Partition.

CO6: Assess the challenges of nation-building and democratic consolidation in India between 1947 and 1957.

Units

Unit 1: Emergence of Indian Nationalism and Rise of Indian National Congress

1.1 Indian Nationalism: Rise and Growth; Politics of Association; Foundation of the Indian National Congress; Programme and objectives of Early Congress

1.2 Safety-valve Theory; Social composition of early Congress leadership, Moderates and Extremists

1.3 Partition of Bengal (1905); Swadeshi Movement, economic and political aspects of Swadeshi Movement;

1.4 Beginning of revolutionary extremism in India: Bengal, Punjab, Maharashtra, U.P. Madras Presidency, Outside India

Unit 2: Rise of Gandhi and Growth of Indian National Movement

2.1 Rise of Gandhi; Gandhian nationalism; Rowlatt Satyagraha;

2.2 Khilafat Movement; Non-cooperation Movement; National Politics from the end of Non-cooperation Movement to the beginning of Civil Disobedient Movement,

Civil Disobedience Movement and Its two phases; 2.3 Simon Commission; The Nehru Report; the Round Table Conferences;
2.4 Social Groups: Peasant Working class, Women, youth and students (1885 - 1947)

Unit 3: Emergence of Communalism and India's Independence

HHS107	Indian Knowledge System: An Introduction	L	T	P	C
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- 3.1 Election of 1937 and formation of ministries;
- 3.2 Cripps Mission; Quit India Movement; Wavell Plan; Cabinet Mission.
- 3.3 Politics of Separatism; Muslim League; Hindu Mahasabha; Communalism and politics of partition;
- 3.4 Transfer of power; India's Independence.

Unit 4: Political parties and its leadership

- 4.1 Left parties; Left within Congress;
- 4.2 Socialist Party; Communist Party of India, other left parties
- 4.3 Jawaharlal Nehru, Subhas Chandra Bose, Vallabhbhai Patel
- 4.4 Bhagat Singh, Chandra Shekhar, Ram Prasad Bismil

Textbooks

- a) Majumdar, R. C. (Ed.). (1963). The sepoy mutiny and the revolt of 1857. Bombay: Bharatiya Vidya Bhavan.
- b) Metcalf, B. D., & Metcalf, T. R. (2012). A concise history of modern India (3rd ed.). Cambridge: Cambridge University Press.
- c) Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (2016). India's struggle for independence (1857–1947). New Delhi: Penguin Books.
- d) Bipan Chandra et al. (2014). India after independence: 1947–2000. New Delhi: Penguin Books.

Reference Books

- i. Bayly, C. A. (1990). Indian society and the making of the British Empire. Cambridge: Cambridge University Press.
- ii. Brown, J. M. (1994). Modern India: The origins of an Asian democracy. Oxford: Oxford University Press.
- iii. Guha, R. (2007). India after Gandhi: The history of the world's largest democracy. New Delhi: Picador India.
- iv. Sarkar, S. (1983). Modern India: 1885–1947. New Delhi: Macmillan India.
- v. Seal, A. (1968). The emergence of Indian nationalism: Competition and collaboration in the later nineteenth century. Cambridge: Cambridge University Press.
- vi. Metcalf, T. R. (1997). Ideologies of the Raj. Cambridge: Cambridge University Press.

Course Type	Multidisciplinary Course	2	1	0	3
Credits	3				
Level	Foundational–Conceptual				

vii. Talbot, I., & Singh, G. (2009). The partition of India. Cambridge: Cambridge University Press.

Course Objectives

This course aims to familiarise students with the philosophical foundations, epistemological frameworks, and disciplinary diversity of the Indian Knowledge System (IKS). It introduces the evolution of indigenous knowledge traditions in areas such as philosophy, science, medicine, mathematics, governance, ecology, and arts. The course emphasises the continuity, adaptability, and contemporary relevance of IKS while encouraging critical engagement with colonial and post-colonial interpretations of Indian knowledge. It also seeks to promote interdisciplinary thinking and cultural rootedness, enabling students to appreciate India’s civilisational contributions to global knowledge systems.

Course Outcomes (COs)

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

CO1: Describe the meaning, scope, and historical development of the Indian Knowledge System.

CO2: Explain key epistemological concepts and methods of knowledge production in Indian traditions.

CO3: Identify major domains of IKS such as philosophy, science, medicine, mathematics, and governance.

CO4: Analyse the social, cultural, and ecological embeddedness of Indian knowledge traditions.

CO5: Evaluate the impact of colonialism on indigenous knowledge systems and their revival in contemporary India.

CO6: Apply insights from IKS to modern issues such as sustainability, ethics, and holistic development.

Units

Unit 1: Understanding Indian Knowledge System

1. **Concept and Scope of IKS**
 - Meaning and definition
 - Characteristics of Indian knowledge traditions
 - IKS in comparison with Western knowledge systems
2. **Sources of Indian Knowledge**
 - Vedas, Upanishads, Smritis
 - Puranas, Itihasa, Agamas
 - Oral traditions and practices
3. **Epistemology in Indian Tradition**
 - Pramāṇas: perception, inference, testimony
 - Logic and debate (Tarka and Vāda)
 - Role of experience and intuition
4. **Transmission of Knowledge**
 - Gurukula system
 - Monastic and temple centres
 - Role of teachers, texts, and traditions

Unit 2: IKS in Philosophy, Society, and Governance

- i. **Philosophical Systems of India**
 - Orthodox (Astika) schools
 - Heterodox (Nastika) schools
 - Concepts of self, liberation, and ethics
- ii. **Social Thought and Ethics**
 - Dharma and social order
 - Purusharthas
 - Ethics of duty and responsibility
- iii. **Political and Administrative Knowledge**
 - State and kingship
 - Arthashastra tradition
 - Local governance and community institutions
- iv. **Legal Traditions and Justice**
 - Smritis and customary laws
 - Concept of justice and punishment
 - Dispute resolution mechanisms

Unit 3: Scientific and Technical Knowledge Traditions

1. **Indian Mathematics and Astronomy**
 - Concept of zero and decimal system
 - Algebra and geometry
 - Calendars and cosmology
2. **Medicine and Health Systems**
 - Ayurveda: principles and practice
 - Yoga and holistic health
 - Siddha and Unani systems
3. **Environmental and Ecological Knowledge**
 - Sacred geography and ecology
 - Water management and agriculture
 - Forests, biodiversity, and sustainability

4. **Technological and Craft Knowledge**

- Metallurgy and iron technology
- Architecture and town planning
- Textile and artisanal traditions

Unit 4: IKS in Arts, Culture, and Contemporary Relevance

i. **Knowledge Systems in Arts and Aesthetics**

- Natyashastra and performance theory
- Sculpture, painting, and iconography
- Music and aesthetics (Rasa theory)

ii. **Education and Pedagogy in IKS**

- Curriculum and learning methods
- Teacher–student relationship
- Assessment and evaluation

iii. **Colonial Impact and Marginalisation of IKS**

- Colonial knowledge policies
- Decline of indigenous institutions
- Orientalist and nationalist responses

iv. **Revival and Relevance of IKS Today**

- IKS and NEP 2020
- Sustainable development and ethics
- Global recognition of Indian knowledge

Textbooks

- Kapoor, K. (2010). Indian Knowledge Systems: Vol. 1. New Delhi, India: D. K. Printworld.
- Radhakrishnan, S. (2009). Indian Philosophy (Vols. I–II). New Delhi, India: Oxford University Press.
- Dharampal. (2000). Indian Science and Technology in the Eighteenth Century. Delhi, India: Other India Press.
- Singh, K. N. (2016). Indian Knowledge System. New Delhi, India: Centre for Studies in Civilisations.

Reference Books

- Iyengar, S. P. (2015). Essentials of Indian Knowledge System. Bengaluru, India: IKS India Foundation.
- Narayanan, V. (2018). Hinduism and Ecology. Cambridge, MA: Harvard University Press.
- Sharma, R. S. (2007). Aspects of Political Ideas and Institutions in Ancient India. Delhi, India: Motilal Banarsidass.
- Basham, A. L. (2004). The Wonder That Was India. London, UK: Sidgwick & Jackson.
- Michell, G. (1995). Architecture of the Indian Subcontinent. New Haven, CT: Yale University Press.
- Altekar, A. S. (1998). Education in Ancient India. Varanasi, India: Nand Kishore & Bros.

vii. UNESCO. (2012). Traditional Knowledge Systems. Paris, France: UNESCO Publishing.

HHS108	Approaches to Global History	L	T	P	C
Course Type	Minor	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to familiarise students with the conceptual foundations and methodological approaches to Global History. It introduces the evolution of historical writing beyond national and Eurocentric narratives, emphasising interconnections, exchanges, and comparisons across regions and civilisations. The course explores major historiographical traditions such as world history, comparative history, transnational history, and global microhistory. It encourages students to critically analyse themes like imperialism, capitalism, migration, environment, and cultural interactions, thereby enabling them to understand historical processes at a global scale while situating India within global contexts.

Course Outcomes (COs)

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

CO1: Describe the meaning, scope, and evolution of Global History as a field of study.

CO2: Explain major historiographical approaches used in writing global and world history.

CO3: Identify key global historical processes such as trade, migration, imperialism, and cultural exchange.

CO4: Analyse historical developments through comparative and transnational perspectives.

CO5: Evaluate critiques of Eurocentrism and the emergence of non-Western historical narratives.

CO6: Apply global historical approaches to interpret Indian and regional histories in a wider context.

Units

Unit 1: Understanding Global History

1. **Meaning and Scope of Global History**
 - Global history vs world history
 - Universal, comparative, and connected histories
 - Historical time and spatial scales
2. **From National to Global Narratives**
 - Limits of national history
 - Rise of global perspectives
 - Interdisciplinary influences
3. **Sources and Methods in Global History**
 - Archives, travel accounts, oral histories
 - Quantitative and qualitative methods
 - Digital and spatial history
4. **Critiques and Debates**
 - Eurocentrism and Orientalism
 - Agency of the Global South
 - Power and knowledge

Unit 2: Major Approaches to Global History

- i. **World History Approach**
 - Civilisations and long-term processes
 - Comparative civilisational studies
 - Continuities and ruptures
- ii. **Comparative History**
 - Method and scope
 - Comparative empires and states
 - Strengths and limitations
- iii. **Connected and Entangled Histories**
 - Trade routes and networks
 - Cultural exchanges
 - Migration and diasporas
- iv. **Transnational and Global Microhistory**
 - Beyond borders
 - Local events in global contexts
 - Case-study approach

Unit III: Themes in Global History

1. **Trade, Economy, and Capitalism**
 - Ancient and medieval trade networks
 - Rise of capitalism
 - Industrialisation and global markets
2. **Empire, Colonialism, and Imperialism**
 - Early modern empires
 - European expansion
 - Resistance and collaboration

3. **Migration and Demography**
 - Forced and voluntary migrations
 - Slavery and indentured labour
 - Cultural hybridity
4. **Science, Technology, and Environment**
 - Knowledge circulation
 - Environmental history
 - Climate and historical change

Unit IV: Writing Global History Today

- i. **Global History and India**
 - India in world trade
 - Colonial and post-colonial contexts
 - Indian Ocean world
- ii. **Global Conflicts and World Wars**
 - Causes and consequences
 - Global impact of wars
 - Decolonisation
- iii. **Globalisation and Contemporary History**
 - Economic and cultural globalisation
 - Media and communication
 - Inequality and global governance
- iv. **Future Directions in Global History**
 - Digital global history
 - Environmental and oceanic histories
 - Ethics and inclusivity

Textbooks

- a) Conrad, S. (2016). *What Is Global History?* Princeton, NJ: Princeton University Press.
- b) Bentley, J. H., Ziegler, H. F., & Streets-Salter, H. (2015). *Traditions & Encounters: A Global Perspective on the Past*. New York, NY: McGraw-Hill Education.
- c) Mazlish, B. (2006). *The New Global History*. New York, NY: Routledge.
- d) Bayly, C. A. (2004). *The Birth of the Modern World, 1780–1914*. Oxford, UK: Blackwell Publishing.

Reference Books

- i. Osterhammel, J. (2014). *The Transformation of the World: A Global History of the Nineteenth Century*. Princeton, NJ: Princeton University Press.
- ii. Wallerstein, I. (2004). *World-Systems Analysis: An Introduction*. Durham, NC: Duke University Press.
- iii. Said, E. W. (1978). *Orientalism*. New York, NY: Pantheon Books.
- iv. Pomeranz, K. (2000). *The Great Divergence*. Princeton, NJ: Princeton University Press.
- v. Subrahmanyam, S. (2011). *Connected Histories*. New Delhi, India: Oxford University Press.

- vi. Hopkins, A. G. (Ed.). (2002). *Globalization in World History*. London, UK: Pimlico.
- vii. McNeill, W. H., & McNeill, J. R. (2003). *The Human Web*. New York, NY: W. W. Norton & Company.

Semester III

HHS109	History of Ancient India – III (Gupta Period to Early Medieval India)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to introduce students to the political, economic, social, religious, and cultural developments in India from the Gupta period to the early medieval age. It seeks to analyse the nature of state formation, administration, and economy under the Guptas and their successors, along with changes in agrarian relations and social organisation. The course also examines the growth of Brahmanical traditions, Bhakti movements, and developments in art, architecture, science, and literature. Emphasis is laid on understanding the historiographical debates surrounding the “Golden Age,” feudalism, and regional polities, enabling students to critically assess continuity and change in early Indian history.

Course Outcomes (COs)

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

CO1: Describe the political history and administrative structure of the Gupta Empire.

CO2: Analyse economic life, agrarian expansion, and social organisation during the Gupta period.

CO3: Examine developments in religion, philosophy, art, architecture, science, and literature under the Guptas.

CO4: Explain the emergence of regional kingdoms and changing political structures in early medieval India.

CO5: Evaluate historiographical debates related to the Gupta “Golden Age” and early Indian feudalism.

CO6: Interpret inscriptions, land grants, and archaeological evidence to understand early medieval society.

Units

Unit 1: Gupta Empire: Rise and Decline

- 1.1 Polity and administration, Economic conditions, Coinage of the Guptas, Land grants, Decline of urban Government
- 1.2 Indian feudalism, Caste system, Position of women, Education and educational institutions; Nalanda, Vikramshila and Vallabhi,
- 1.3 Literature, scientific literature, art and architecture.
- 1.4 Vakatakas and Vardhanas

Unit 2: Regional States during Gupta Era

- 2.1 Kadambas, Pallavas, Chalukyas of Badami; Polity and Administration, Trade guilds, Literature;
- 2.2 Growth of Vaishnava and Saiva religions. Tamil Bhakit movement, Shankaracharya; Vedanta; Institutions of temple and temple architecture;
- 2.3 Palas, Senas, Rashtrakutas, Paramaras, Polity and administration; Cultural aspects, Chalukya as of Kalyana, Cholas, Hoysalas, Pandyas; Polity and Administration; Local Government; Growth of art and architecture, religious sects,
- 2.4 Institution of temple and Mathas, Agraharas, education and literature, economy and society.

Unit 3: Themes & Debates in Early Indian Cultural History

- 3.1 Languages and texts,
- 3.2 Major stages in the evolution of art and architecture,
- 3.3 Major philosophical thinkers and schools,
- 3.4 Ideas in Science and Mathematics.

Unit 4: Early Medieval India, 750-1200

- 4.1 Major political developments in Northern India and the peninsula, origin and the rise of Rajputs; Arab conquest of Sind; Alberuni
- 4.2 The Cholas: administration, village economy and society 'Indian Feudalism'.
- 4.3 Agrarian economy and urban settlements, Trade and commerce.
- 4.4 Society: the status of the Brahman and the new social order, Condition of women, Indian science and technology

Textbooks

- a) Thapar, R. (2002). Early India: From the origins to AD 1300. New Delhi: Penguin Books.
- b) Sharma, R. S. (2005). India's ancient past. New Delhi: Oxford University Press.
- c) Basham, A. L. (1954). The wonder that was India. London: Sidgwick & Jackson.
- d) Singh, U. (2008). A history of ancient and early medieval India: From the Stone Age to the 12th century. New Delhi: Pearson Education India.

Reference Books

- i. Chakrabarti, D. K. (1997). The archaeology of ancient Indian cities. New Delhi: Oxford University Press.
- ii. Chattopadhyaya, B. D. (1994). The making of early medieval India. New Delhi: Oxford University Press.
- iii. Kosambi, D. D. (1956). An introduction to the study of Indian history. Bombay: Popular Prakashan.
- iv. Majumdar, R. C. (Ed.). (1954). The classical age (The History and Culture of the Indian People, Vol. III). Bombay: Bharatiya Vidya Bhavan.
- v. Sharma, R. S. (1980). Indian feudalism c. 300–1200. New Delhi: Macmillan India.
- vi. Pollock, S. (2006). The language of the gods in the world of men. Berkeley, CA: University of California Press.
- vii. Huntington, S. L. (1985). The art of ancient India: Buddhist, Hindu, Jain. New York, NY: Weatherhill.

HHS110	Rise of the Modern West (From Enlightenment to Industrialisation)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to introduce students to the historical processes that led to the emergence of the modern Western world from the late medieval period to the early twentieth century. It seeks to analyse the decline of feudalism, the Renaissance and Reformation, the Scientific Revolution, the rise of nation-states, and the development of capitalism. The course also examines major political and intellectual revolutions, including the English, American, and French Revolutions, and their role in shaping modern ideas of democracy, citizenship, rights, and nationalism. Emphasis is placed on understanding social change, economic transformation, and ideological shifts that laid the foundations of the modern West.

Course Outcomes (COs)

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

CO1: Explain the transition from medieval to early modern Europe and the decline of feudalism.

CO2: Describe the significance of the Renaissance, Reformation, and Scientific Revolution in shaping modern thought.

CO3: Analyse the emergence of nation-states and the growth of capitalism in early modern Europe.

CO4: Examine the causes, course, and consequences of major political revolutions in the West.

CO5: Evaluate the impact of Enlightenment ideas on modern political and social institutions.

CO6: Assess the long-term historical significance of Western modernity and its global influence.

Units

Unit 1: Enlightenment and Modern ideas

- (i) Major Ideas of Enlightenment : Kant, Rousseau.
- (ii) Spread of Enlightenment in the colonies.
- (iii) Rise of socialist ideas (up to Marx); spread of Marxian Socialism

Unit 2: Origins of Modern Politics

- (i) European States System; American Revolution and the Constitution
- (ii) French Revolution and Aftermath, 1789-1815
- (iii) American Civil War with reference to Abraham Lincoln and abolition of slavery
- (iv) British Democratic politics, 1815-1850: Parliamentary Reformers, Free Traders, Chartists

Unit 3: Industrialisation

- (i) English Industrial Revolution: Causes and Impact
- (ii) Industrialisation in other countries: USA, Germany, Russia, Japan
- (iii) Industrialisation and Globalisation

Unit 4: Emergence of Nation-State System

- (i) Rise of Nationalism in 19th century.
- (ii) Nationalism : State-building in Germany and Italy.
- (iii) Disintegration of Empires in the face of the emergence of nationalities across the World.

Textbooks

- a) Burns, E. M., Lerner, R. E., & Meacham, S. (2012). *Western civilizations: Their history and their culture* (18th ed.). New York, NY: W. W. Norton & Company.
- b) Wiesner-Hanks, M. E. (2013). *Early modern Europe, 1450–1789* (2nd ed.). Cambridge, UK: Cambridge University Press.
- c) Anderson, P. (1974). *Lineages of the absolutist state*. London, UK: Verso.

- d) Doyle, W. (2018). The Oxford history of the French Revolution (3rd ed.). Oxford, UK: Oxford University Press.

Reference Books

- i. Hobsbawm, E. J. (1962). The age of revolution: Europe 1789–1848. London, UK: Weidenfeld & Nicolson.
- ii. Landes, D. S. (1998). The wealth and poverty of nations. New York, NY: W. W. Norton & Company.
- iii. Porter, R. (2001). The Enlightenment. London, UK: Palgrave Macmillan.
- iv. Hill, C. (1972). The world turned upside down. London, UK: Penguin Books.
- v. Braudel, F. (1984). Civilization and capitalism, 15th–18th century, Vol. II: The wheels of commerce. New York, NY: Harper & Row.
- vi. Israel, J. (2001). Radical Enlightenment. Oxford, UK: Oxford University Press.
- vii. McClelland, J. S. (1996). A history of Western political thought. London, UK: Routledge.

HHS111	Heritage and Sustainable Development	L	T	P	C
Course Type	Multidisciplinary Course	2	1	0	3
Credits	3				
Level	Analytical–Applied				

Course Objectives

This course aims to introduce students to the interrelationship between cultural and natural heritage and sustainable development. It seeks to familiarise learners with global and Indian frameworks of heritage conservation, sustainable tourism, community participation, and environmental ethics. The course highlights heritage as a dynamic resource for inclusive growth, identity formation, and ecological balance. Emphasis is placed on policy perspectives, institutional mechanisms, and case studies that demonstrate how heritage conservation can contribute to sustainable development goals while addressing challenges such as urbanisation, climate change, and mass tourism.

Course Outcomes (COs)

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

CO1: Explain the concept of heritage and its relevance to sustainable development.

CO2: Identify national and international frameworks linking heritage with sustainability.

CO3: Analyse the role of cultural and natural heritage in community-based development.

CO4: Examine the impact of tourism, urbanisation, and climate change on heritage sites.

CO5: Evaluate heritage management practices and conservation policies in India.

CO6: Apply sustainability principles to heritage planning, preservation, and development initiatives.

Units

Unit 1: Heritage and Sustainability – Conceptual Framework

1. **Concept of Heritage**
 - Cultural, natural, and mixed heritage
 - Tangible and intangible heritage
 - Heritage as a living resource
2. **Understanding Sustainable Development**
 - Definition and evolution
 - Brundtland Report
 - Sustainable Development Goals (SDGs)
3. **Linking Heritage with Sustainability**
 - Heritage, identity, and development
 - Cultural sustainability
 - Intergenerational equity
4. **Heritage Ethics and Values**
 - Conservation ethics
 - Indigenous and local knowledge
 - Rights-based approaches

Unit 2: Global and National Frameworks

1. **International Conventions and Charters**
 - UNESCO World Heritage Convention (1972)
 - Intangible Cultural Heritage Convention (2003)
 - ICOMOS and conservation charters
2. **Heritage and SDGs**
 - SDG 11: Sustainable Cities and Communities
 - Heritage and climate action
 - Culture in development policy
3. **Heritage Governance in India**
 - Archaeological Survey of India (ASI)

- National Monuments Authority
- State and local institutions
- 4. **Legal Frameworks for Heritage Protection**
 - AMASR Act, 1958
 - Environmental and cultural laws
 - Community rights and participation

Unit 3: Heritage, Community, and Economy

1. **Community-Based Heritage Management**
 - Role of local communities
 - Indigenous heritage practices
 - Participatory conservation
2. **Heritage Tourism and Sustainable Tourism**
 - Cultural and eco-tourism
 - Carrying capacity and impact assessment
 - Responsible tourism models
3. **Heritage, Livelihoods, and Economy**
 - Crafts, artisans, and creative industries
 - Heritage-led regeneration
 - Inclusive growth
4. **Urban Heritage and Sustainable Cities**
 - Historic cities and urban conservation
 - Smart cities and heritage
 - Adaptive reuse

Unit 4: Challenges, Case Studies, and Future Directions

1. **Threats to Heritage**
 - Climate change and disasters
 - Urbanisation and infrastructure development
 - Looting and illicit trafficking
2. **Heritage Conservation Case Studies (India)**
 - World Heritage Sites in India
 - Living heritage landscapes
 - Community conservation models
3. **Technology and Sustainable Heritage Management**
 - Digital documentation
 - GIS and remote sensing
 - Heritage impact assessment
4. **Future of Heritage and Sustainable Development**
 - Policy challenges
 - Integrating IKS and sustainability
 - Heritage education and awareness

Textbooks

- a) Labadi, S. (2013). UNESCO, Cultural Heritage, and Outstanding Universal Value. Lanham, MD: AltaMira Press.
- b) Harrison, R. (2013). Heritage: Critical Approaches. London, UK: Routledge.
- c) Smith, L. (2006). Uses of Heritage. London, UK: Routledge.
- d) Jokilehto, J. (1999). A History of Architectural Conservation. Oxford, UK: Butterworth-Heinemann.

Reference Books

1. UNESCO. (2015). World Heritage and Sustainable Development. Paris, France: UNESCO Publishing.
2. ICOMOS. (2019). The Future of Our Pasts: Engaging Cultural Heritage in Climate Action. Paris, France: ICOMOS.
3. Bandarin, F., & van Oers, R. (2012). The Historic Urban Landscape. Chichester, UK: Wiley-Blackwell.
4. Throsby, D. (2010). The Economics of Cultural Policy. Cambridge, UK: Cambridge University Press.
5. Nanda, A., & Singh, A. (2018). Heritage Management in India. New Delhi, India: Oxford University Press.
6. Lowenthal, D. (1998). The Heritage Crusade and the Spoils of History. Cambridge, UK: Cambridge University Press.
7. ASI. (2020). Indian Archaeology – A Review. New Delhi, India: Archaeological Survey of India.

HHS112	Introduction to Liberal Arts	L	T	P	C
Course Type	Minor	3	1	0	4
Credits	4				
Level	Foundational–Exploratory				

Course Objectives

This course aims to introduce students to the philosophy, scope, and significance of Liberal Arts education. It seeks to familiarise learners with the core disciplines of humanities, social sciences, natural sciences, and creative arts, highlighting their interconnections and relevance to contemporary society. The course encourages intellectual curiosity, analytical reasoning, ethical reflection, and effective communication. By fostering interdisciplinary perspectives, the course prepares students to engage thoughtfully with complex social, cultural, scientific, and environmental issues in a rapidly changing world.

Course Outcomes (COs)

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

CO1: Explain the meaning, philosophy, and objectives of Liberal Arts education.

CO2: Identify major disciplines within the Liberal Arts and their core methods of inquiry.

CO3: Analyse contemporary issues using interdisciplinary perspectives.

CO4: Develop critical thinking, analytical reasoning, and problem-solving skills.

CO5: Demonstrate effective written and oral communication across disciplines.

CO6: Apply ethical reasoning and social responsibility in academic and civic contexts.

Units

Unit 1: Foundations of Liberal Arts

- i. **Meaning and Evolution of Liberal Arts**
 - Classical origins and medieval universities
 - Liberal education in modern times
 - NEP 2020 and liberal learning
- ii. **Philosophy and Goals of Liberal Education**
 - Holistic development
 - Critical inquiry and intellectual freedom
 - Education for citizenship
- iii. **Interdisciplinarity and Knowledge Integration**
 - Disciplinary boundaries
 - Interdisciplinary and transdisciplinary approaches
 - Problem-based learning
- iv. **Skills for Liberal Arts Learning**
 - Critical reading and writing
 - Argumentation and debate
 - Information literacy

Unit 2: Liberal Arts Disciplines – Humanities and Social Sciences

1. **Humanities**
 - Literature, philosophy, history
 - Art and aesthetics
 - Cultural interpretation
2. **Social Sciences**
 - Political science, sociology, economics
 - Understanding society and institutions
 - Methods and perspectives

3. **History and Society**
 - Historical thinking and evidence
 - Multiple narratives
 - Past–present connections
4. **Ethics and Social Responsibility**
 - Moral reasoning
 - Rights and duties
 - Social justice

Unit 3: Liberal Arts Disciplines – Sciences and Creative Arts

- i. **Natural Sciences**
 - Scientific method
 - Science and society
 - Ethics in science
- ii. **Mathematics and Logical Reasoning**
 - Quantitative thinking
 - Logic and problem-solving
 - Data literacy
- iii. **Creative and Performing Arts**
 - Visual arts, music, theatre
 - Creativity and expression
 - Arts as social commentary
- iv. **Technology and Digital Humanities**
 - Digital tools in humanities
 - Media literacy
 - Technology and culture

Unit 4: Liberal Arts in Contemporary Context

1. **Liberal Arts and Democracy**
 - Citizenship and civic engagement
 - Public reasoning and debate
 - Media and democracy
2. **Globalisation and Cultural Diversity**
 - Intercultural understanding
 - Global citizenship
 - Identity and pluralism
3. **Liberal Arts and Career Readiness**
 - Transferable skills
 - Leadership and teamwork
 - Lifelong learning
4. **Future of Liberal Arts Education**
 - Challenges and opportunities
 - Liberal arts in India
 - Education for sustainability

Textbooks

- a) Nussbaum, M. C. (2010). Not for Profit: Why Democracy Needs the Humanities. Princeton, NJ: Princeton University Press.
- b) Kronman, A. T. (2007). Education's End: Why Our Colleges and Universities Have Given Up on the Meaning of Life. New Haven, CT: Yale University Press.
- c) Newman, J. H. (1996). The Idea of a University. New Haven, CT: Yale University Press.
- d) Delbanco, A. (2012). College: What It Was, Is, and Should Be. Princeton, NJ: Princeton University Press.

Reference Books

- i. Bloom, A. (1987). The Closing of the American Mind. New York, NY: Simon & Schuster.
- ii. Nussbaum, M. C. (1997). Cultivating Humanity. Cambridge, MA: Harvard University Press.
- iii. Dewey, J. (1938). Experience and Education. New York, NY: Macmillan.
- iv. Sen, A. (2005). The Argumentative Indian. New Delhi, India: Penguin Books.
- v. Freire, P. (1970). Pedagogy of the Oppressed. New York, NY: Continuum.
- vi. Eagleton, T. (2010). Why Marx Was Right. New Haven, CT: Yale University Press.
- vii. OECD. (2019). Future of Education and Skills 2030. Paris, France: OECD Publishing.

HHS113	Cultural Traditions in India (750–1200)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Semester IV

Course Objectives

This course aims to familiarise students with the major cultural traditions of India between c. 750 and 1200 CE, a period marked by significant religious, artistic, literary, and philosophical developments. It seeks to examine the growth of Bhakti and Tantric traditions, the evolution of temple architecture, sculpture, painting, and regional art styles, and the development of Sanskrit and vernacular literatures. The course also explores the role of royal patronage, institutions such as temples and monasteries, and cultural interactions across regions. Emphasis is laid on understanding cultural continuity and change, regional diversity, and the social contexts of cultural production in early medieval India.

Course Outcomes (COs)

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

CO1: Describe the major religious and philosophical traditions in India between 750 and 1200 CE.

CO2: Examine the development of Bhakti, Tantric, and devotional traditions and their social significance.

CO3: Analyse the evolution of temple architecture, sculpture, and painting in different regions of India.

CO4: Explain the growth of Sanskrit and vernacular literary traditions and their cultural contexts.

CO5: Evaluate the role of patronage, institutions, and regional polities in shaping cultural traditions.

CO6: Interpret inscriptions, monuments, and literary sources to understand cultural history in early medieval India.

Units

Unit 1: Philosophy

- 1.1 Skankaracharya and Vedanta,
- 1.2 Ramanuja and Vishishtadvaita,
- 1.3 Madhva and Brahma-Mimansa.

Unit 2: Religion

- 2.1 Forms and features of religion,
- 2.2 Tamil devotional cult, growth of Bhakti,
- 2.3 Islam and its arrival in India,
- 2.4 Sufism.

Unit 3: Literature

- 3.1 Literature in Sanskrit, growth of Tamil literature,
- 3.2 literature in the newly developing languages,
- 3.3 Kalhan's Rajtarangini, Alberuni's India.

Unit 4: Art and Architecture

- 4.1 Temple architecture,
- 4.2 sculpture,
- 4.3 painting.

Textbooks

- a) Flood, G. (1996). An introduction to Hinduism. Cambridge, UK: Cambridge University Press.
- b) Lorenzen, D. N. (Ed.). (2004). Bhakti religion in North India: Community identity and political action. Albany, NY: State University of New York Press.

- c) Huntington, S. L. (1985). *The art of ancient India: Buddhist, Hindu, Jain*. New York, NY: Weatherhill.
- d) Pollock, S. (2006). *The language of the gods in the world of men*. Berkeley, CA: University of California Press.

Reference Books

- i. Chattopadhyaya, B. D. (1994). *The making of early medieval India*. New Delhi, India: Oxford University Press.
- ii. Dehejia, V. (1997). *Indian art*. London, UK: Phaidon Press.
- iii. Michell, G. (1988). *The Hindu temple: An introduction to its meaning and forms*. Chicago, IL: University of Chicago Press.
- iv. Sharma, R. S. (1980). *Indian feudalism c. 300–1200*. New Delhi, India: Macmillan India.
- v. Eaton, R. M. (2000). *Essays on Islam and Indian history*. New Delhi, India: Oxford University Press.
- vi. Hardy, F. (1983). *Viraha-bhakti: The early history of Kṛṣṇa devotion in South India*. Delhi, India: Oxford University Press.
- vii. Wagoner, P. B. (1993). *Tidings of the king: A translation and ethnographic analysis of the Rājarājeśvara temple inscriptions*. Cambridge, UK: Cambridge University Press.

HHS114	World Politics (Up to the Second World War)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to introduce students to the evolution of world politics from the late nineteenth century to the end of the Second World War. It seeks to examine the transformation of international relations shaped by imperialism, nationalism, militarism, and ideological conflicts. The course analyses the origins and consequences of the First World War, the failure of the inter-war peace settlements, the rise of authoritarian regimes, and the complex diplomatic developments that culminated in the Second World War. Emphasis is placed on understanding the political, economic, and ideological forces that reshaped global power structures and laid the foundations of the contemporary international order.

Course Outcomes (COs)

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

CO1: Describe the major political and diplomatic developments shaping world politics in the late nineteenth and early twentieth centuries.

CO2: Explain the causes, course, and consequences of the First World War.

CO3: Analyse the peace settlements and the functioning of the League of Nations during the inter-war period.

CO4: Examine the rise of fascism, Nazism, and militarism in Europe and Asia.

CO5: Evaluate the causes and global impact of the Second World War.

CO6: Assess the significance of the Second World War in reshaping global power relations and international politics.

Units

Unit 1: Imperialism and Colonialism

- (i) South and South-East Asia.
- (ii) Latin America, South Africa, Australia.
- (iii) Imperialism and free trade: Rise of neo-imperialism

Unit 2: Revolution and Counter-Revolution

- (i) 19th Century European revolutions.
- (ii) Russian Revolution of 1917-1921.
- (iii) Fascist Counter-Revolution, Italy and Germany.
- (iv) Chinese Revolution of 1949

Unit 3: World Wars

- (i) 1st and 2nd World Wars: Societal implications.
- (ii) World War I : Causes and Consequences.
- (iii) World War II : Causes and Consequences.

Unit 4: Liberation from Colonial Rule

- (i) Latin America-Bolivar.
- (ii) Arab World-Egypt.
- (iii) Africa-Apartheid to Democracy.
- (iv) South-East Asia-Vietnam

Textbooks

- a) Hobsbawm, E. J. (1987). The age of empire: 1875–1914. London, UK: Weidenfeld & Nicolson.
- b) Strachan, H. (2014). The First World War. London, UK: Simon & Schuster.
- c) Mazower, M. (1998). Dark continent: Europe's twentieth century. London, UK: Penguin Books.
- d) McNeill, W. H. (1986). The pursuit of power: Technology, armed force, and society since A.D. 1000. Chicago, IL: University of Chicago Press.

Reference Books

- i. Carr, E. H. (1939). The twenty years' crisis, 1919–1939. London, UK: Macmillan.
- ii. Taylor, A. J. P. (1961). The origins of the Second World War. London, UK: Hamish Hamilton.
- iii. Kennedy, P. (1987). The rise and fall of the great powers. New York, NY: Random House.
- iv. Calvocoressi, P., Wint, G., & Pritchard, J. (2009). Total war: Causes and courses of the Second World War (2nd ed.). London, UK: Penguin Books.
- v. Kitchen, M. (2000). Europe between the wars: A political history. London, UK: Longman.
- vi. Lowe, N. (2015). Mastering modern world history (5th ed.). London, UK: Palgrave Macmillan.
- vii. Steiner, Z. (2005). The lights that failed: European international history 1919–1933. Oxford, UK: Oxford University Press.

HHS115	Indian Knowledge System: Concepts and Praxis	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Analytical–Applied				

Course Objectives

The course aims to provide an in-depth understanding of the Indian Knowledge System (IKS) by engaging with its conceptual foundations, disciplinary structures, and practical applications. It seeks to move beyond introductory familiarity to critical analysis of how Indian knowledge traditions operated in society and how they continue to inform contemporary practices in governance, science, education, environment, and ethics. The course emphasises praxis by linking classical knowledge systems with lived traditions, policy frameworks, and modern challenges such as sustainability, health, education, and social harmony. It also encourages students to critically evaluate colonial disruptions and contemporary efforts at revival and integration of IKS within modern institutions.

This course deepens the foundational understanding of IKS introduced earlier and focuses on conceptual clarity, applied dimensions (praxis), and contemporary relevance, aligned with UPSC CSE GS Paper I, GS IV, Essay, and Ethics

Course Outcomes (COs)

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

CO1: Analyse the core concepts and epistemological foundations of the Indian Knowledge System.

CO2: Explain the institutional and social contexts in which Indian knowledge traditions functioned.

CO3: Examine the application of IKS in fields such as governance, health, science, education, and environment.

CO4: Critically assess the impact of colonialism on indigenous knowledge traditions.

CO5: Evaluate contemporary initiatives for the revival and integration of IKS in modern India.

CO6: Apply IKS perspectives to address present-day issues related to ethics, sustainability, and holistic development.

Units

Unit 1: Conceptual and Epistemological Foundations of IKS

1. **Indian Knowledge System: Concepts and Characteristics**
 - Meaning and scope of IKS
 - Holistic and integrative nature of knowledge
 - Unity of knowledge and life
2. **Epistemology in Indian Traditions**
 - Pramāṇas: perception, inference, testimony, comparison
 - Role of reason, experience, and intuition
 - Debate and dialogue (Vāda tradition)
3. **Ontology and Ethics**
 - Concept of Purusha and Prakriti
 - Dharma as ethical framework
 - Knowledge, action, and responsibility
4. **Knowledge Transmission and Institutions**
 - Gurukulas, monasteries, temples
 - Teacher–student relationship
 - Oral and textual traditions

Unit 2: IKS in Society, Polity, and Law

- i. **Political Thought and Governance**
 - Statecraft and administration (Arthashastra)
 - Kingship, welfare, and accountability
 - Local self-governing institutions
- ii. **Legal Traditions and Justice Systems**
 - Smritis and customary law
 - Courts, dispute resolution, and punishment
 - Ethics of justice

- iii. **Social Organisation and Education**
 - Varna, Jati, and social duties
 - Education for moral and social order
 - Women and knowledge traditions
- iv. **Economy and Material Life**
 - Agriculture and land management
 - Trade, guilds, and crafts
 - Ethics of wealth and distribution

Unit 3: Scientific, Technical, and Environmental Knowledge

- 1. **Indian Science and Mathematics**
 - Astronomy and cosmology
 - Mathematics: zero, algebra, geometry
 - Scientific methods and observations
- 2. **Medicine, Health, and Well-being**
 - Ayurveda: theory and practice
 - Yoga, mind–body harmony
 - Preventive and holistic healthcare
- 3. **Environmental Knowledge and Sustainability**
 - Sacred ecology and nature worship
 - Water management and agriculture
 - Human–nature relationship
- 4. **Technology, Architecture, and Craft Traditions**
 - Metallurgy and engineering
 - Temple architecture and town planning
 - Artisanal knowledge systems

Unit 4: Colonial Disruption, Revival, and Contemporary Relevance

- i. **Colonial Knowledge Policies and Impact**
 - Marginalisation of indigenous knowledge
 - Colonial education system
 - Knowledge hierarchy
- ii. **Nationalist Responses and Revival Movements**
 - Orientalists and Indologists
 - Indigenous reformers
 - Documentation and preservation
- iii. **IKS in Contemporary India**
 - IKS and NEP 2020
 - Policy initiatives and institutions
 - Integration with modern education
- iv. **IKS and Global Challenges**
 - Ethics and leadership
 - Sustainable development
 - Dialogue with global knowledge systems

Textbooks

- a) Kapoor, K. (2010). Indian Knowledge Systems. New Delhi, India: D. K. Printworld.
- b) Radhakrishnan, S. (2009). Indian Philosophy (Vols. I–II). New Delhi, India: Oxford University Press.
- c) Dharampal. (2000). Indian Science and Technology in the Eighteenth Century. Delhi, India: Other India Press.
- d) Altekar, A. S. (1998). Education in Ancient India. Varanasi, India: Nand Kishore & Bros.

Reference Books

- i. Basham, A. L. (2004). The Wonder That Was India. London, UK: Sidgwick & Jackson.
- ii. Sharma, R. S. (2007). Aspects of Political Ideas and Institutions in Ancient India. Delhi, India: Motilal Banarsidass.
- iii. Narayanan, V. (2018). Hinduism and Ecology. Cambridge, MA: Harvard University Press.
- iv. Sen, A. (2005). The Argumentative Indian. New Delhi, India: Penguin Books.
- v. Michell, G. (1995). Architecture of the Indian Subcontinent. New Haven, CT: Yale University Press.
- vi. Iyengar, S. P. (2015). Essentials of Indian Knowledge System. Bengaluru, India: IKS India Foundation.
- vii. UNESCO. (2012). Traditional Knowledge Systems. Paris, France: UNESCO Publishing.

HHS116	Indian National Movement (1857–1947)	L	T	P	C
Course Type	Minor	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to introduce students to the historical evolution of the Indian National Movement from the Revolt of 1857 to Independence in 1947. It seeks to familiarise learners with major phases, ideologies, leadership patterns, and mass movements that shaped the freedom struggle. The course emphasises the role of diverse social groups, regional movements, and ideological currents such as liberalism, nationalism, socialism, and revolutionary thought. It also encourages critical analysis of colonial policies, constitutional developments, and the processes leading to Partition and Independence, thereby enabling students to develop a balanced and nuanced understanding of India's struggle for freedom.

Course Outcomes (COs)

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

CO1: Describe the causes, nature, and consequences of the Revolt of 1857.

CO2: Explain the emergence and growth of Indian nationalism under colonial rule.

CO3: Analyse the role of the Indian National Congress and other political organisations.

CO4: Examine Gandhian ideology and mass movements in the national struggle.

CO5: Evaluate the contribution of revolutionaries, social groups, and regional movements.

CO6: Assess the constitutional developments and events leading to Independence and Partition.

Units

Unit 1: Early Resistance and Revolt of 1857

4. Peasant movement and tribal uprisings in 18th and 19th Centuries including Rangpur Dhing (1783), Kol Rebellion (1832), Mopla Rebellion (1841-1920), Santal Hul (1855),
5. Indigo Rebellion (1859-60), Deccan Uprising (1875) and Munda Ulgulan (1899-1900);
6. Great Revolt of 1857: Origin, character, causes of failure, the consequences; shift in the character of peasant uprisings in the post-1857 period; Peasant movements of 1920s and 1930s

Unit 2: Growth of National Movement (1885–1917)

- i. **Formation of Indian National Congress**
 - Objectives and early leadership
 - Moderate phase
 - Methods and achievements
- ii. **Extremist Phase**
 - Ideology and programmes
 - Leaders and movements
 - Surat Split
- iii. **Swadeshi and Boycott Movement**
 - Partition of Bengal
 - National education and culture
 - Revolutionary activities
- iv. **Home Rule Movement**
 - Annie Besant and Tilak
 - Impact on nationalism
 - Limitations

Unit 3: Gandhian Era and Mass Movements

1. **Gandhian Ideology and Methods**
 - Satyagraha and non-violence
 - Constructive programme
 - Mass mobilisation
2. **Non-Cooperation and Civil Disobedience Movements**
 - Causes and programmes
 - Role of peasants, workers, and women
 - Outcomes
3. **Quit India Movement (1942)**
 - Background and spread
 - Parallel governments
 - Significance
4. **Role of Social Groups**
 - Peasants and workers
 - Women in the freedom struggle
 - Students and youth

Unit 4: Towards Independence and Partition

- i. **Constitutional Developments**
 - Acts of 1909, 1919, and 1935
 - Federalism and provincial autonomy
- ii. **Subhas Chandra Bose and INA**
 - Ideology and leadership
 - INA trials and impact
- iii. **Communalism and Partition**
 - Growth of communal politics
 - Two-Nation Theory
 - Partition and its consequences
- iv. **Independence and Legacy of the National Movement**
 - Transfer of power
 - Achievements and limitations
 - Nation-building challenges

Textbooks

- a) Bipan Chandra, Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (2009). *India's Struggle for Independence, 1857–1947*. New Delhi, India: Penguin Books.
- b) Chandra, B. (2016). *History of Modern India*. New Delhi, India: Orient BlackSwan.
- c) Sarkar, S. (1983). *Modern India: 1885–1947*. New Delhi, India: Macmillan.
- d) Grover, B. L., & Grover, A. (2015). *A New Look at Modern Indian History*. New Delhi, India: S. Chand & Company.

Reference Books

- i. Sumit Sarkar. (2009). *Modern India: 1885–1947*. New Delhi, India: Pearson Education.
- ii. Judith M. Brown. (1994). *Modern India: The Origins of an Asian Democracy*. Oxford, UK: Oxford University Press.
- iii. Sekhar Bandyopadhyay. (2004). *From Plassey to Partition*. New Delhi, India: Orient Longman.
- iv. R. C. Majumdar. (1963). *History of the Freedom Movement in India*. Calcutta, India: Firma K. L. Mukhopadhyay.
- v. S. Gopal. (1984). *Jawaharlal Nehru: A Biography*. New Delhi, India: Oxford University Press.
- vi. Gandhi, M. K. (1997). *Hind Swaraj*. Ahmedabad, India: Navajivan Publishing House.
- vii. Metcalf, B. D., & Metcalf, T. R. (2012). *A Concise History of Modern India*. Cambridge, UK: Cambridge University Press.

Semester V

HHS117	History of Medieval India – I (13 th –14 th Century)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to introduce students to the political, administrative, socio-economic, and cultural history of India from the establishment of the Delhi Sultanate in the early thirteenth century to the end of the fourteenth century. It seeks to examine the foundation and consolidation of Turkish rule, the nature of the Sultanate state, administrative and military institutions, agrarian relations, and economic structures. The course also explores cultural interactions between Indo-Islamic traditions, developments in art and architecture, religious movements, and the role of chroniclers and sources. Emphasis is placed on understanding continuity and change, state formation, and the socio-cultural dynamics of medieval Indian society.

Course Outcomes (COs)

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

CO1: Describe the establishment and expansion of the Delhi Sultanate during the thirteenth century.

CO2: Explain the administrative, military, and revenue systems of the Sultanate.

CO3: Analyse the socio-economic conditions and agrarian relations in medieval India.

CO4: Examine cultural interactions, religious movements, and Indo-Islamic traditions of the period.

CO5: Evaluate the role of rulers and reforms, particularly under Alauddin Khalji and Muhammad bin Tughlaq.

CO6: Interpret historical sources such as chronicles, inscriptions, and travellers' accounts related to the Sultanate period.

Units

Unit 1: Polity

1.1 Establishment of the Delhi Sultanate: The Ghurian invasions - factors behind Ghurian success.

1.2 Foundation of Delhi Sultanate and early Turkish Sultans, Consolidation: The rule of Iltutmish and Balban.

1.3 The Khalji Revolution; Alauddin Khalji: Conquests and territorial expansion, — Muhammad Tughluq: Major projects, agrarian measures, bureaucracy of Muhammad Tughluq.

1.4 Firuz Tughluq: Agrarian measures, achievements in civil engineering and public works, decline of the Sultanate, foreign contacts and Ibn Battuta's account

Unit 2: Society and Culture

2.1 Society: composition of rural society, ruling classes, town dwellers, women, religious classes, caste and slavery under the Sultanate

2.2 Bhakti movement, Sufi movement.

2.3 Culture: Persian literature, literature in the regional languages of North India, literature in the languages of South India,

Unit 3: Economy

3.1 Agricultural Production,

3.2 rise of urban economy and non-agricultural production,

3.4 trade and commerce.

Unit 4: Art and Architecture

4.1 Sultanate architecture and

4.2 New structural forms & painting,

4.3 Evolution of a composite culture

Textbooks

- a) Chandra, S. (2007). *Medieval India: From Sultanat to the Mughals, Part I (1206–1526)*. New Delhi, India: Har-Anand Publications.
- b) Habib, I. (1999). *The agrarian system of Mughal India, 1556–1707*. New Delhi, India: Oxford University Press. (Relevant chapters for medieval agrarian structures)

- c) Eaton, R. M. (2019). *India in the Persianate age, 1000–1765*. London, UK: Allen Lane.
- d) Jackson, P. (1999). *The Delhi Sultanate: A political and military history*. Cambridge, UK: Cambridge University Press.

Reference Books

- i. Chattopadhyaya, B. D. (1998). *The making of early medieval India*. New Delhi, India: Oxford University Press.
- ii. Habib, I. (2001). *Medieval India: The study of a civilization*. New Delhi, India: National Book Trust.
- iii. Majumdar, R. C. (Ed.). (1951). *The Delhi Sultanate (The History and Culture of the Indian People, Vol. VI)*. Bombay, India: Bharatiya Vidya Bhavan.
- iv. Nizami, K. A. (1995). *Some aspects of religion and politics in India during the thirteenth century*. New Delhi, India: Oxford University Press.
- v. Richards, J. F. (1993). *The new Cambridge history of India: The Mughal Empire*. Cambridge, UK: Cambridge University Press.
- vi. Wink, A. (1997). *Al-Hind: The making of the Indo-Islamic world, Vol. II*. Leiden, Netherlands: Brill.
- vii. Brown, K. (1996). *Religion and society in India*. London, UK: Routledge.

HHS118	International Relations (1945–Present)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to introduce students to the major developments in international relations from the end of the Second World War to the contemporary period. It seeks to analyse the emergence of a bipolar world order, the Cold War and its ideological, political, and military dimensions, and the role of international organisations in maintaining global peace and security. The course examines processes of decolonisation, regional conflicts, nuclear politics, and the rise of new global and regional powers. It also explores post–Cold War transformations, globalisation, terrorism, climate change, and evolving security challenges, enabling students to critically understand the dynamics of contemporary world politics.

Course Outcomes (COs)

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

CO1: Explain the formation of the post-1945 international order and the origins of the Cold War.

CO2: Analyse the nature and functioning of the Cold War and its impact on global politics.

CO3: Examine the role of the United Nations and other international organisations in world affairs.

CO4: Evaluate the processes of decolonisation and the emergence of newly independent states.

CO5: Assess post–Cold War changes, including globalisation, regionalism, and new security challenges.

CO6: Interpret contemporary international issues using basic theories and concepts of international relations.

Units

Unit 1: World after World War II

- (i) Emergence of Two power blocs.
- (ii) Emergence of Third World and non-alignment.
- (iii) UNO and the global disputes.

Unit 2: Decolonisation and Underdevelopment

- (i) Definiton: Decolonisation
- (ii) Concepts of Underdevelopment
- (iii) Factors constraining Development ; Latin America, Africa, South Asia

Unit 3: Unification of Europe

- (i) Post War Foundations ; NATO and European Community.
- (ii) Consolidation and Expansion of European Community
- (iii) European Union

Unit 4: Disintegration of Soviet Union and the Rise of the Unipolar World

- (i) Decline of Soviet Communism and Soviet Union
- (ii) Political Changes in East Europe, Middle East and South Asia
- (iii) End of the Cold War and US Ascendancy in the World as the lone superpower

Textbooks

- a) McMahon, R. J. (2013). The Cold War: A very short introduction. Oxford, UK: Oxford University Press.
- b) Westad, O. A. (2017). The Cold War: A world history. New York, NY: Basic Books.
- c) Young, J. W., & Kent, J. (2013). International relations since 1945 (3rd ed.). Oxford, UK: Oxford University Press.

- d) Baylis, J., Smith, S., & Owens, P. (2020). *The globalization of world politics: An introduction to international relations* (8th ed.). Oxford, UK: Oxford University Press.

Reference Books

- i. Gaddis, J. L. (2005). *The Cold War: A new history*. New York, NY: Penguin Press.
- ii. Hobsbawm, E. J. (1994). *Age of extremes: The short twentieth century, 1914–1991*. London, UK: Michael Joseph.
- iii. Waltz, K. N. (1979). *Theory of international politics*. Reading, MA: Addison-Wesley.
- iv. Nye, J. S. (2004). *Soft power: The means to success in world politics*. New York, NY: PublicAffairs.
- v. Suri, J. (2010). *Power and protest: Global revolution and the rise of détente*. Cambridge, MA: Harvard University Press.
- vi. Acharya, A. (2014). *The end of American world order*. Cambridge, UK: Polity Press.
- vii. Kegley, C. W., & Blanton, S. L. (2014). *World politics: Trend and transformation* (14th ed.). Boston, MA: Cengage Learning.

HHS119	Cultural Heritage of India: Traditions and Conservation	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Advanced–Analytical–Applied				

Course Objectives

This course aims to provide students with a comprehensive understanding of India’s rich and diverse cultural heritage, encompassing both tangible and intangible traditions from ancient to contemporary times. It seeks to examine the historical evolution of religious practices, art forms, architecture, literature, performing arts, crafts, and indigenous traditions across regions. The course also introduces students to theoretical and practical aspects of heritage conservation, including national and international frameworks, community participation, and contemporary challenges such as urbanisation, tourism, and climate change. Emphasis is placed on developing analytical skills, heritage sensitivity, and applied knowledge relevant to conservation, policy, and heritage management.

Designed to provide in-depth knowledge of India’s cultural heritage traditions and modern conservation practices, aligned with UPSC CSE GS Paper I (Art & Culture) and heritage-based careers

Course Outcomes (COs)

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

CO1: Analyse the historical evolution and diversity of India's cultural heritage traditions.

CO2: Explain major religious, artistic, and architectural traditions of India.

CO3: Identify key forms of intangible cultural heritage such as rituals, festivals, crafts, and performing arts.

CO4: Examine theories, principles, and methods of cultural heritage conservation.

CO5: Evaluate national and international heritage conservation policies and institutions.

CO6: Apply conservation principles to contemporary heritage challenges in India.

Units

Unit 1: Cultural Heritage Traditions of India

1. **Concept of Cultural Heritage**
 - Tangible and intangible heritage
 - Cultural diversity and pluralism
 - Continuity and change
2. **Religious and Philosophical Traditions**
 - Hinduism, Buddhism, Jainism
 - Islam, Christianity, Sikhism
 - Syncretic traditions
3. **Social and Cultural Institutions**
 - Family, caste, and community
 - Festivals and rituals
 - Oral traditions
4. **Regional Cultural Traditions**
 - North, South, East, West, and Northeast India
 - Folk cultures
 - Cultural integration

Unit 2: Art, Architecture, and Material Culture

- i. **Ancient Indian Art and Architecture**
 - Harappan, Mauryan, Gupta traditions
 - Stupas and rock-cut architecture
- ii. **Medieval Indian Art and Architecture**
 - Temple architecture: Nagara, Dravida, Vesara
 - Indo-Islamic architecture
 - Mughal art and architecture

- iii. **Indian Painting and Sculpture**
 - Classical and regional schools
 - Iconography and symbolism
- iv. **Craft Traditions and Material Heritage**
 - Textiles, pottery, metal crafts
 - Guilds and artisan communities

Unit 3: Intangible Cultural Heritage

- 1. **Performing Arts of India**
 - Classical dances
 - Hindustani and Carnatic music
 - Folk theatre and dance
- 2. **Literary Traditions**
 - Classical languages and texts
 - Bhakti and Sufi literature
 - Regional literatures
- 3. **Traditional Knowledge and Practices**
 - Indigenous ecological knowledge
 - Food traditions and culinary heritage
 - Healing practices
- 4. **Living Heritage and Cultural Landscapes**
 - Sacred landscapes
 - Pilgrimage centres
 - Heritage villages

Unit 4: Heritage Conservation and Management

- i. **Concepts and Theories of Conservation**
 - Preservation, restoration, and adaptation
 - Conservation ethics
- ii. **Institutional and Legal Frameworks**
 - ASI, INTACH
 - UNESCO conventions
 - AMASR Act
- iii. **Community Participation and Sustainable Conservation**
 - Role of local communities
 - Heritage tourism
 - Sustainable practices
- iv. **Challenges and Future Directions**
 - Urbanisation and development
 - Climate change and heritage
 - Technology in conservation

Textbooks

- a) Basham, A. L. (2004). *The Wonder That Was India*. London, UK: Sidgwick & Jackson.
- b) Dehejia, V. (1997). *Indian Art*. London, UK: Phaidon Press.

- c) Michell, G. (1995). *Architecture of the Indian Subcontinent*. New Haven, CT: Yale University Press.
- d) Smith, L. (2006). *Uses of Heritage*. London, UK: Routledge.

Reference Books

- i. Coomaraswamy, A. K. (1956). *The Arts and Crafts of India and Ceylon*. New Delhi, India: Munshiram Manoharlal.
- ii. Kramrisch, S. (1976). *The Hindu Temple*. Delhi, India: Motilal Banarsidass.
- iii. Lowenthal, D. (1998). *The Heritage Crusade and the Spoils of History*. Cambridge, UK: Cambridge University Press.
- iv. UNESCO. (2015). *World Heritage and Sustainable Development*. Paris, France: UNESCO Publishing.
- v. INTACH. (2011). *Heritage Conservation in India*. New Delhi, India: INTACH.
- vi. Thapar, R. (2002). *Early India: From the Origins to AD 1300*. New Delhi, India: Penguin Books.
- vii. Nanda, A., & Singh, A. (2018). *Heritage Management in India*. New Delhi, India: Oxford University Press.

HHS120	Archive and Museum	L	T	P	C
Course Type	Minor	3	1	0	4
Credits	4				
Level	Applied–Skill Oriented				

Course Objectives

This course aims to familiarise students with the concepts, history, and functions of archives and museums as institutions that preserve, interpret, and disseminate cultural and historical knowledge. It introduces learners to the principles of archival management, museum collection, documentation, conservation, and exhibition practices. The course emphasises practical understanding of record preservation, cataloguing, and public engagement while highlighting the role of archives and museums in nation-building, heritage conservation, and historical research. It also sensitises students to ethical issues, digitisation, and the evolving role of museums and archives in the digital age.

Course Outcomes (COs)

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

CO1: Explain the meaning, scope, and significance of archives and museums in historical studies.

CO2: Describe the evolution and types of archives and museums in India and globally.

CO3: Identify methods of collection, classification, documentation, and cataloguing.

CO4: Examine basic principles of conservation and preservation of archival and museum materials.

CO5: Analyse the role of museums and archives in public history, education, and heritage awareness.

CO6: Apply foundational archival and museological practices in documentation, exhibitions, and digitisation.

Units

Unit 1: Introduction to Archives and Museums

1. **Concept and Scope of Archives**
 - Meaning and definition
 - Importance of records
 - Archives as historical sources
2. **Concept and Scope of Museums**
 - Definition and functions
 - Museums as cultural institutions
 - Education and public outreach
3. **History of Archives and Museums**
 - Growth of archives and museums in Europe
 - Development in India
 - Colonial and post-colonial contexts
4. **Types of Archives and Museums**
 - National, state, private, and institutional archives
 - Archaeological, art, ethnographic, and site museums

Unit 2: Archival Management and Practices

- i. **Types of Archival Records**
 - Manuscripts, government records
 - Maps, photographs, oral histories
 - Digital records
- ii. **Archival Organisation and Administration**
 - Acquisition and appraisal
 - Arrangement and description
 - Finding aids
- iii. **Preservation and Conservation of Records**
 - Causes of deterioration

- Preventive conservation
- Storage and handling
- iv. **Digitisation and Archives**
 - Digital archiving
 - Metadata and access
 - Ethical and legal issues

Unit 3: Museum Collection and Management

1. **Museum Collections**
 - Acquisition and accessioning
 - Documentation and registration
 - Classification systems
2. **Conservation of Museum Objects**
 - Organic and inorganic materials
 - Preventive and curative conservation
 - Environmental controls
3. **Museum Exhibitions**
 - Principles of display
 - Interpretation and storytelling
 - Use of audio-visual aids
4. **Museum Education and Outreach**
 - Educational programmes
 - Community engagement
 - Museums and tourism

Unit 4: Archives, Museums, and Contemporary Challenges

- i. **Archives, Museums, and Public History**
 - Memory and identity
 - Nation-building
 - Inclusive narratives
- ii. **Legal and Ethical Frameworks**
 - Copyright and intellectual property
 - Repatriation and restitution
 - Professional ethics
- iii. **Technology and Innovation**
 - Virtual museums
 - Digital exhibitions
 - GIS and databases
- iv. **Career Opportunities and Future Directions**
 - Archival and museum professions
 - Heritage management
 - Challenges and prospects

Textbooks

- a) Pearce-Moses, R. (2005). A Glossary of Archival and Records Terminology. Chicago, IL: Society of American Archivists.

- b) Ambrose, T., & Paine, C. (2012). *Museum Basics* (3rd ed.). London, UK: Routledge.
- c) Burcaw, G. E. (1997). *Introduction to Museum Work*. Walnut Creek, CA: AltaMira Press.
- d) Kesavan, B. S. (1985). *History of Archival Development in India*. New Delhi, India: National Archives of India.

Reference Books

Cook, T. (2013). *Evidence, Memory, Identity, and Community*. London, UK: Facet Publishing.

Lord, B., & Lord, G. D. (2002). *The Manual of Museum Management*. London, UK: AltaMira Press.

UNESCO. (2016). *Museums and Cultural Landscapes*. Paris, France: UNESCO Publishing.

National Archives of India. (2019). *Archival Practices in India*. New Delhi, India: NAI.

Macdonald, S. (2006). *A Companion to Museum Studies*. Oxford, UK: Blackwell Publishing.

Lowenthal, D. (1998). *The Heritage Crusade and the Spoils of History*. Cambridge, UK: Cambridge University Press.

INTACH. (2015). *Guidelines for Conservation and Museum Practices*. New Delhi, India: INTACH.

Semester VI

HHS122	History of Medieval India – II (15th–16th Century)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to provide students with an in-depth understanding of the political, administrative, socio-economic, and cultural developments in India during the fifteenth and sixteenth centuries. It seeks to analyse the decline of the Delhi Sultanate, the rise of regional kingdoms, and the establishment and consolidation of the Mughal

Empire. The course examines Mughal administrative systems, agrarian relations, military organisation, and revenue policies, along with developments in art, architecture, literature, and religious movements such as Bhakti and Sufi traditions. Emphasis is placed on understanding state formation, cultural synthesis, and continuity and change in medieval Indian society.

Course Outcomes (COs)

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

CO1: Describe the political conditions and regional polities of India in the fifteenth century.

CO2: Explain the establishment and expansion of the Mughal Empire under Babur, Humayun, and Akbar.

CO3: Analyse Mughal administrative, military, and revenue systems.

CO4: Examine socio-economic life, agrarian relations, and urban centres in medieval India.

CO5: Evaluate cultural developments, including art, architecture, literature, and religious movements.

CO6: Interpret historical sources such as chronicles, inscriptions, and travellers' accounts related to the Mughal period.

Units

Unit 1: Rise of Provincial Dynasties

1.1 Bengal, Kashmir (Zainul Abedin), Gujarat, Malwa, Bahmanids

1.2 Vijayanagara Empire

1.3 Lodis

1.4 Sur Empire : Sher Shah's administration

Unit 2: Society and Culture

2.1 Social Hierarchies, Regional cultures specificities.

2.2 Literary traditions.

2.3 Provincial architectural.

2.4 Society, Culture, Literature and arts in Vijayanagara Empire

Unit 3: New Political Establishments

3.1 Role of Babur and Humayun

3.2 Rise of Akbar: Conquests and consolidation of empire. Establishment of jagir and mansab systems. , Rajput policy. Evolution of religious and social outlook.

3.3 Theory of Sulh-i-kul and religious policy, Court patronage of art and technology

3.4 Portuguese colonial Enterprises

Unit 4: Religious Movements

4.1 Bhakti and Sufi Movements

4.2 Other religious sects (Sikhism)

4.3 Kabir, Nanak, Raidas, Dadu

Textbooks

- a) Chandra, S. (2007). *Medieval India: From Sultanat to the Mughals, Part I (1206–1526)*. New Delhi, India: Har-Anand Publications.
- b) Richards, J. F. (1993). *The new Cambridge history of India: The Mughal Empire*. Cambridge, UK: Cambridge University Press.
- c) Habib, I. (1999). *The agrarian system of Mughal India, 1556–1707*. New Delhi, India: Oxford University Press.
- d) Eaton, R. M. (2019). *India in the Persianate age, 1000–1765*. London, UK: Allen Lane.

Reference Books

- i. Alam, M., & Subrahmanyam, S. (1998). *The Mughal state, 1526–1750*. New Delhi, India: Oxford University Press.
- ii. Majumdar, R. C. (Ed.). (1951). *The Mughal Empire (The History and Culture of the Indian People, Vol. VII)*. Bombay, India: Bharatiya Vidya Bhavan.
- iii. Chandra, S. (2004). *Parties and politics at the Mughal court, 1707–1740*. New Delhi, India: Oxford University Press.
- iv. Rizvi, S. A. A. (1978). *A history of Sufism in India*. New Delhi, India: Munshiram Manoharlal.
- v. Koch, E. (1991). *Mughal architecture: An outline of its history and development (1526–1858)*. Munich, Germany: Prestel.
- vi. Habib, I., & Raychaudhuri, T. (Eds.). (1982). *The Cambridge economic history of India, Vol. I*. Cambridge, UK: Cambridge University Press.
- vii. Welch, S. C. (1978). *Imperial Mughal painting*. New York, NY: George Braziller.

HHS123	India after Independence (1947–Present)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to provide students with a comprehensive understanding of India's political, economic, social, and cultural history from Independence in 1947 to the present. It examines the challenges of nation-building, constitutional governance, political integration, and democratic consolidation. Students will explore economic planning, land reforms, and rural development, alongside the impact of globalisation and technological progress on society. The course also analyses social movements,

regional inequalities, and environmental challenges, equipping students with the ability to critically assess India's postcolonial trajectory and the forces shaping contemporary Indian society.

Course Outcomes (COs)

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

CO1: Describe the process of nation-building and the formation of India's Constitution, including Nehru's foreign policy and regional integration.

CO2: Explain the political developments in independent India, including integration of princely states, the role of caste, ethnicity, and the emergence of Dalit and backward caste movements.

CO3: Analyse India's economic policies, land reforms, and planning strategies and their socio-political consequences.

CO4: Examine the development of democratic institutions, electoral politics, and regionalism in post-independence India.

CO5: Evaluate the impact of science, technology, globalisation, and environmental movements on Indian society.

CO6: Interpret historical sources and scholarly works to critically assess India's postcolonial transformations from 1947 to the present.

Units

Unit 1: Nation-Building and Constitution

1.1 Consolidation as a Nation: Constitutional Developments in the Colonial India between 1858 and 1935

1.2 Nehru's Foreign Policy; India and her neighbours (1947-1964);

1.3 The linguistic reorganisation of States (1935-1947);

1.4 Regionalism and regional inequality;

Unit 2: Political Developments and Democracy

2.1 Integration of Princely States; Princes in electoral politics;

2.2 Question of National Language, Caste and Ethnicity after 1947;

2.3 Backward Castes and Tribes in post-colonial electoral politics; Dalit movements.

Unit 3: Economy, Planning, and Development

3.1 Economic development and political change;

3.2 Land reforms;

3.3 politics of planning and rural reconstruction;

Unit 4: Science, Society and Environment

4.1 Progress of Science and Technology

4.2 Ecological movements and environmental policy

4.3 New Social groups, Effects of globalisation on Indian society

Textbooks

- a) Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. New Delhi, India: Oxford University Press.
- b) Chandra, B. (2014). *India after Independence: 1947–2000*. New Delhi, India: Penguin Books.
- c) Frankel, F. R. (2005). *India's Political Economy, 1947–2004: The Gradual Revolution*. New Delhi, India: Oxford University Press.
- d) Guha, R. (2007). *India after Gandhi: The History of the World's Largest Democracy*. New Delhi, India: Picador India.

Reference Books

- i. Brass, P. R. (1994). *The Politics of India Since Independence*. Cambridge, UK: Cambridge University Press.
- ii. Kohli, A. (2004). *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge, UK: Cambridge University Press.
- iii. Nayar, B. R. (2006). *India's Globalisation: Evaluating the Economic Consequences*. New Delhi, India: Oxford University Press.
- iv. Panikkar, K. N. (2001). *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*. New Delhi, India: Tulika Books.
- v. Srinath Raghavan. (2010). *War and Peace in Modern India*. New Delhi, India: Permanent Black.
- vi. Sen, A. (1999). *Development as Freedom*. New Delhi, India: Oxford University Press.
- vii. Thapar, R. (2000). *Cultural Pasts: Essays in Early Indian History*. New Delhi, India: Oxford University Press.

HHS124	Indian Art and Architecture	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Advanced - Analytical - Applied				

Course Objectives

The course aims to provide students with an in-depth understanding of the evolution, diversity, and significance of Indian art and architecture from prehistoric times to the colonial period. It seeks to familiarise learners with major artistic traditions, architectural styles, iconographic principles, and regional schools across India. The course also introduces methods of visual and structural analysis, contextual interpretation, and heritage conservation concerns. Emphasis is placed on understanding art and architecture as cultural expressions shaped by religious beliefs,

political power, technology, and social change, thereby preparing students for advanced studies, competitive examinations, and heritage-sector careers.

This course offers a comprehensive historical survey of Indian art and architectural traditions, integrating stylistic analysis, iconography, regional variations, and conservation perspectives—essential for Heritage Studies and UPSC preparation.

Course Outcomes (COs)

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

CO1: Describe the chronological development of Indian art and architecture from prehistoric to colonial times.

CO2: Explain major styles, forms, and iconographic principles in Indian art traditions.

CO3: Analyse regional variations in temple, Buddhist, Jain, and Indo-Islamic architecture.

CO4: Interpret artworks and monuments within their historical, religious, and socio-political contexts.

CO5: Evaluate the contribution of different dynasties and regions to Indian art and architectural heritage.

CO6: Apply basic principles of documentation and conservation to Indian art and architectural heritage.

Units

Unit 1: Prehistoric and Ancient Indian Art

1. **Prehistoric Art Traditions**
 - Paleolithic, Mesolithic, and Neolithic art
 - Bhimbetka rock paintings
 - Materials and techniques
 - Symbolism and themes
2. **Harappan Art and Architecture**
 - Town planning and architecture
 - Sculpture and terracotta art
 - Seals and iconography
 - Craft traditions
3. **Mauryan Art**
 - Polished stone pillars
 - Stupas and chaityas
 - Court art and popular art
 - Ashokan symbolism
4. **Post-Mauryan Art**
 - Shunga, Satavahana, and Kushana art
 - Mathura and Gandhara schools

- Amaravati tradition
- Evolution of Buddha images

Unit 2: Gupta and Early Medieval Art

- i. **Gupta Art**
 - Classical sculpture
 - Ajanta cave paintings
 - Temple architecture (early Nagara)
 - Iconographic developments
- ii. **Early Medieval Temple Architecture**
 - Nagara style
 - Dravida style
 - Vesara style
 - Regional variations
- iii. **Rock-Cut Architecture**
 - Ajanta, Ellora, Elephanta
 - Buddhist, Jain, and Hindu caves
 - Structural and aesthetic features
 - Patronage
- iv. **Regional Schools of Sculpture and Painting**
 - Pallava and Chola art
 - Eastern Indian schools
 - Western Indian traditions
 - Bronze casting (lost-wax technique)

Unit 3: Medieval Indian Art and Architecture

1. **Indo-Islamic Architecture**
 - Architectural elements and materials
 - Mosque and tomb architecture
 - Regional Sultanate styles
 - Cultural synthesis
2. **Mughal Architecture**
 - Garden tombs
 - Forts and palaces
 - Imperial mosques
 - Decorative techniques
3. **Medieval Painting Traditions**
 - Persian influence
 - Mughal miniature painting
 - Deccan schools
 - Rajput painting traditions
4. **Urban and Courtly Architecture**
 - Capitals and cities
 - Water architecture
 - Palaces and forts
 - Patronage systems

Unit 4: Colonial, Folk Traditions, and Conservation

- i. **Colonial Architecture in India**
 - Indo-Saracenic style
 - Neo-Classical and Gothic styles
 - Public buildings and planning
 - Urban transformation
- ii. **Folk and Tribal Art Traditions**
 - Madhubani, Warli, Gond
 - Pattachitra and Kalamkari
 - Ritual and community art
 - Continuity and change
- iii. **Principles of Art and Architectural Conservation**
 - Preservation and restoration
 - Documentation methods
 - Adaptive reuse
 - Ethics of conservation
- iv. **Art, Architecture, and Cultural Heritage Management**
 - Role of ASI and INTACH
 - UNESCO World Heritage Sites
 - Tourism and sustainability
 - Contemporary challenges

Textbooks

- a) Dehejia, V. (1997). *Indian Art*. London, UK: Phaidon Press.
- b) Michell, G. (1995). *Architecture of the Indian Subcontinent*. New Haven, CT: Yale University Press.
- c) Harle, J. C. (1986). *The Art and Architecture of the Indian Subcontinent*. New Haven, CT: Yale University Press.
- d) Huntington, S. L. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New York, NY: Weatherhill.

Reference Books

1. Brown, P. (1959). *Indian Architecture (Buddhist and Hindu Periods)*. Bombay, India: D. B. Taraporevala Sons.
2. Kramrisch, S. (1976). *The Hindu Temple (Vols. I–II)*. Delhi, India: Motilal Banarsidass.
3. Coomaraswamy, A. K. (1956). *History of Indian and Indonesian Art*. New York, NY: Dover Publications.
4. Asher, C. B. (1992). *Architecture of Mughal India*. Cambridge, UK: Cambridge University Press.
5. Craven, R. C. (1997). *Indian Art: A Concise History*. London, UK: Thames & Hudson.
6. Beach, M. C. (1992). *Mughal and Rajput Painting*. Cambridge, UK: Cambridge University Press.
7. UNESCO. (2015). *World Heritage and Sustainable Development*. Paris, France: UNESCO Publishing.

HHS125	Indian Constitution: Historical Foundations	L	T	P	C
Course Type	Minor	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

The course aims to provide students with a thorough understanding of the historical and intellectual foundations of the Indian Constitution. It explores the evolution of constitutional ideas in India, colonial reforms, nationalist constitutional thought, and the debates that shaped the Constitution. The course highlights the philosophy of constitutional democracy, fundamental rights, duties, and the principles of governance. It also fosters critical appreciation of the Constitution's role in nation-building, social justice, and governance, preparing students for further studies in law, public administration, and civil services.

This course introduces students to the historical evolution, philosophical underpinnings, and foundational principles of the Indian Constitution. It is designed to integrate historical context with political and legal analysis, aligning with UPSC CSE GS Paper II – Governance, Constitution, Polity

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Explain the historical evolution of constitutional ideas in India.

CO2: Identify the contributions of key thinkers and reformers to Indian constitutional thought.

CO3: Analyse colonial constitutional reforms and their influence on modern India.

CO4: Examine the debates during the Constituent Assembly regarding the structure and content of the Constitution.

CO5: Evaluate the philosophical and ethical principles underlying the Indian Constitution.

CO6: Apply knowledge of the Constitution to understand contemporary governance and legal frameworks.

Units

Unit 1: Historical Context of Indian Constitutional Development

- i. **Pre-Colonial Political Systems**
 - Ancient and medieval concepts of governance
 - Dharmashastra, Arthashastra, and polity
 - Sultanate and Mughal administrative structures
 - Local self-government traditions
- ii. **Colonial Constitutional Developments**
 - Regulating Act 1773, Pitt’s India Act 1784
 - Charter Acts (1813, 1833, 1853)
 - Indian Councils Acts 1861, 1892
 - Morley-Minto Reforms 1909
- iii. **Montagu-Chelmsford Reforms and Government of India Act 1919**
 - Dyarchy and provincial autonomy
 - Legislative expansion and limitations
 - Responses from Indian leaders
- iv. **Government of India Act 1935**
 - Federal proposals
 - Provincial autonomy
 - Significance in constitutional history

Unit 2: Nationalist Thought and Constitutional Ideas

1. **Moderates and Extremists**
 - Early Indian National Congress debates
 - Concept of Swaraj and self-rule
 - Role of political organisations
2. **Gandhian Constitutional Vision**
 - Trusteeship and Swaraj
 - Panchayati Raj and village republics
 - Ethics of governance
3. **Social Reformers and Constitutionality**
 - B.R. Ambedkar, Radhakrishnan, M.N. Roy
 - Rights, justice, and equality
 - Minority and women’s issues
4. **All India Nationalist Movements and Federal Ideas**
 - Simon Commission and Round Table Conferences
 - Cripps Mission
 - Debates on centre-state relations

Unit 3: Constituent Assembly and Drafting of Constitution

- i. **Constituent Assembly: Composition and Working**
 - Members and committees
 - Debates and deliberations
 - Role of key leaders
- ii. **Philosophical Foundations**
 - Preamble: Justice, Liberty, Equality, Fraternity
 - Fundamental Rights and Duties
 - Directive Principles of State Policy
- iii. **Federalism and Governance Structure**
 - Centre-state relations

- Parliamentary system and judiciary
- Fundamental institutions
- iv. **Adoption and Early Amendments**
 - Adoption of the Constitution, 1950
 - Early challenges and amendments
 - Integration of princely states

Unit 4: Constitution in Practice and Contemporary Relevance

1. **Democracy and Electoral Politics**
 - Universal adult franchise
 - Representation of marginalized groups
 - Role of elections and institutions
2. **Social Justice and Rights**
 - Caste, gender, and minority protections
 - Affirmative action
 - Civil liberties and human rights
3. **Judiciary and Constitutional Interpretation**
 - Supreme Court and High Courts
 - Judicial review and activism
 - Landmark cases
4. **Constitutional Reforms and Challenges**
 - Amendment process
 - Contemporary debates on federalism, decentralisation
 - Constitutional ethics in governance

Textbooks

- a) Bipan Chandra, et al. (2017). *India's Struggle for Independence: Constitutional Foundations and Governance*. New Delhi, India: Penguin Books.
- b) Basu, D. D. (2016). *Introduction to the Constitution of India* (23rd ed.). New Delhi, India: LexisNexis.
- c) Austin, G. (2000). *The Indian Constitution: Cornerstone of a Nation*. New Delhi, India: Oxford University Press.
- d) Menon, N. R., & Jackson, B. (1969). *Constitutional History of India*. Delhi, India: Universal Law Publishing.

Reference Books

- i. Bhargava, R. (2008). *Politics and Ethics of the Indian Constitution*. New Delhi, India: Oxford University Press.
- ii. Granville Austin. (1999). *Working a Democratic Constitution: The Indian Experience*. New Delhi, India: Oxford University Press.
- iii. Mahajan, V. D. (2017). *Constitutional Development and National Movement in India*. New Delhi, India: S. Chand.
- iv. Noorani, A. G. (2013). *Constitutional Questions in India: The President, Parliament, and the State*. New Delhi, India: Oxford University Press.
- v. Sharma, K. L. (2015). *Introduction to the Constitution of India*. New Delhi, India: PHI Learning.
- vi. Jain, M. P. (2014). *Indian Constitutional Law*. New Delhi, India: LexisNexis.

- vii. Rajeev Bhargava & Ashok Acharya (eds.). (2008). Political Theory: An Introduction. New Delhi, India: Pearson.

Semester VII

HHS127	History of Medieval India – III (17th–18th Century)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to introduce students to the political, socio-economic, and cultural history of India during the seventeenth and eighteenth centuries. It examines the consolidation and expansion of the Mughal Empire under emperors such as Shah Jahan and Aurangzeb, the administrative and military structures, agrarian relations, and revenue systems. The course also explores regional kingdoms, the rise of the Marathas, Rajputs, and Sikhs, the beginnings of European trade and influence, and the cultural developments in art, architecture, literature, and religion. Students will critically assess the processes of imperial decline and the changing political landscape leading to early colonial encounters.

Course Outcomes (COs)

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

CO1: Describe the political structure and administrative organisation of the Mughal Empire in the 17th century.

CO2: Explain the socio-economic and agrarian systems under the Mughal rulers.

CO3: Analyse cultural developments, including art, architecture, literature, and religious movements of the period.

CO4: Examine the rise of regional powers such as the Marathas, Sikhs, Rajputs, and their relations with the Mughals.

CO5: Evaluate the impact of early European trade, diplomacy, and colonial encounters on India's political economy.

CO6: Interpret historical sources such as chronicles, inscriptions, and travel accounts to understand imperial consolidation and decline.

Units

Unit 1: Mughal Empire in the Seventeenth Century India

- 1.1 Major administrative policies of Jahangir, Shahjahan and Aurangzeb, Empire and Zamindars.
- 1.2 Religious policies of Jahangir, Shahjahan and Aurangzeb, Nature of the Mughal State.
- 1.3 Late Seventeenth Century crisis and the revolts.
- 1.4 Rise of Regional States: Ahom kingdom, Shivaji and the early Maratha Kingdom

Unit 2: Economy and Society

- 2.1 Population Agricultural and craft production.
- 2.2 Towns, commerce with Europe through Dutch, English and French companies; a trade revolution.
- 2.3 Indian mercantile classes. Banking, insurance and credit systems.
- 2.4 Conditions of peasants, Condition of Women. Evolution of the Sikh community and the Khalsa Panth

Unit 3: Culture during Mughal Empire

- 3.1 Persian histories and other literature, Hindi and religious literatures.
- 3.2 Mughal architecture and painting, Provincial architecture and painting.
- 3.3 Classical music.
- 3.4 Science and technology

Unit 4: Eighteenth Century India

- 4.1 Factors for the decline of the Mughal Empire.
- 4.2 The regional principalities: Nizam's Deccan, Bengal, Awadh.
- 4.3 Maratha ascendancy under the Peshwas, Maratha fiscal and financial system.
- 4.4 Emergence of Afghan power Battle of Panipat, 1761, State of, political, cultural and economic, on eve of the British conquest

Textbooks

- a) Richards, J. F. (1993). *The Mughal Empire*. Cambridge, UK: Cambridge University Press.
- b) Habib, I. (1999). *The Agrarian System of Mughal India, 1556–1707*. New Delhi, India: Oxford University Press.
- c) Eaton, R. M. (2019). *India in the Persianate Age, 1000–1765*. London, UK: Allen Lane.
- d) Chandra, S. (2007). *Medieval India: From Sultanat to the Mughals, Part II (1526–1707)*. New Delhi, India: Har-Anand Publications.

Reference Books

- i. Alam, M., & Subrahmanyam, S. (1998). *The Mughal State, 1526–1750*. New Delhi, India: Oxford University Press.

- ii. Majumdar, R. C. (Ed.). (1951). *The Mughal Empire (The History and Culture of the Indian People, Vol. VII)*. Bombay, India: Bharatiya Vidya Bhavan.
- iii. Chandra, S. (2004). *Parties and Politics at the Mughal Court, 1707–1740*. New Delhi, India: Oxford University Press.
- iv. Koch, E. (1991). *Mughal Architecture: An Outline of Its History and Development (1526–1858)*. Munich, Germany: Prestel.
- v. Habib, I., & Raychaudhuri, T. (Eds.). (1982). *The Cambridge Economic History of India, Vol. I*. Cambridge, UK: Cambridge University Press.
- vi. Wink, A. (1997). *Al-Hind: The Making of the Indo-Islamic World, Vol. II*. Leiden, Netherlands: Brill.
- vii. Faruqi, I. (2002). *The Princes of the Mughal Empire: Political Authority and Regional Identity*. New Delhi, India: Oxford University Press.

HHS128	History of Modern Bengal (1757–1947)	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Advanced–Analytical				

Course Objectives

The course aims to familiarise students with the historical evolution of Bengal during the colonial period, focusing on political, economic, social, and cultural developments. It examines the impact of British policies on agrarian and industrial structures, urbanisation, education, and social reform. The course also explores the emergence of political consciousness, regional and nationalist movements, and Bengal’s role in the Indian freedom struggle. Students are encouraged to critically assess primary and secondary sources, connect regional history with the broader national narrative, and understand the interplay of cultural, economic, and political factors in shaping modern Bengal.

This course provides a comprehensive study of Bengal from the advent of British colonial power to Indian Independence, examining socio-political, economic, and cultural transformations, regional nationalism, and contributions to modern Indian history. It is aligned with UPSC CSE GS Paper I – Modern Indian History

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Describe the administrative, political, and economic changes in Bengal under British rule.

CO2: Analyse the impact of colonial policies on agrarian structures, trade, and industry.

CO3: Examine the role of social reform movements and education in Bengal's modernization.

CO4: Identify key figures, events, and ideologies in the emergence of Bengali nationalism.

CO5: Evaluate Bengal's contribution to the broader Indian freedom struggle.

CO6: Critically interpret historical sources and narratives to construct regional and national perspectives.

Units

Unit 1: Political and Administrative Developments (1757–1857)

1. **British Conquest and Administration**
 - Battle of Plassey and consolidation of power
 - Dual governance: Company and Mughal authority
 - Revenue administration (Permanent Settlement)
 - Judicial and administrative structures
2. **Economic Impact of British Policies**
 - Deindustrialisation and impact on handicrafts
 - Trade and urban centres
 - Land revenue systems and peasant burden
 - Famines and socio-economic consequences
3. **Social and Cultural Changes**
 - Spread of English education
 - Orientalist and Anglicist debate
 - Press and literature
 - Missionary activity
4. **Early Political Consciousness**
 - Formation of political associations
 - Role of intelligentsia and elites
 - Bengal in early nationalist movements

Unit 2: Social Reform and Intellectual Movements (19th Century)

- i. **Bengal Renaissance**
 - Raja Rammohan Roy and Brahma Samaj
 - Ishwar Chandra Vidyasagar and educational reforms
 - Social reforms: widow remarriage, caste, women's education
 - Reformist and modernist debates
- ii. **Cultural and Literary Developments**
 - Bengali literature and theatre
 - Influence of Western ideas
 - Regional artistic traditions
- iii. **Emergence of Print and Public Sphere**
 - Newspapers and journals
 - Political mobilisation
 - Debates on social issues

iv. Peasant and Tribal Movements

- Indigo revolt
- Santhal rebellion
- Early agrarian protests

Unit 3: Political Nationalism in Bengal (1885–1947)

1. Rise of Political Organisations

- Indian National Congress in Bengal
- Moderates and extremists
- Revolutionary nationalism: Anushilan Samiti, Jugantar

2. Partition of Bengal and Swadeshi Movement

- Causes and impact
- Boycott, Swadeshi, and national education
- Role of women and students

3. Gandhian Influence and Mass Movements

- Non-Cooperation and Civil Disobedience movements
- Salt Satyagraha and Quit India Movement in Bengal
- Role of regional leaders

4. Communalism and Partition (1947)

- Hindu-Muslim relations
- Bengal legislative politics
- Partition of Bengal and refugee crisis

Unit 4: Economy, Society, and Culture in Modern Bengal

i. Economic Changes and Industrialisation

- Jute industry, railways, and urbanisation
- Banking and trade networks
- Labour movements

ii. Education and Intellectual Life

- Universities of Calcutta and Dhaka
- Growth of nationalist education
- Intellectual debates: nationalism, socialism, and reform

iii. Art, Literature, and Media

- Rabindranath Tagore and modern Bengali literature
- Theatre, music, and painting
- Press and public opinion

iv. Legacy of Modern Bengal

- Contribution to Indian nationalism
- Cultural and political influence on India
- Reflection on regional identity

Textbooks

- Chatterjee, S. (1993). *The Rise of Nationalism in India: Bengal Perspective*. Delhi, India: Oxford University Press.
- Bandopadhyay, S. (2004). *From Plassey to Partition: Bengal 1757–1947*. Delhi, India: Orient Longman.

- c) Bandyopadhyay, S. (2010). *Socio-Economic History of Bengal under the British*. Kolkata, India: Progressive Publishers.
- d) Sen, S. (2001). *Bengal Renaissance and Nationalism*. New Delhi, India: Manohar Publishers.

Reference Books

- i. Roy, S. (2010). *History of Modern Bengal 1757–1947*. Kolkata, India: University Press.
- ii. Das, S. (2000). *Communal Riots in Colonial Bengal, 1905–1947*. Delhi, India: Oxford University Press.
- iii. Chatterjee, P. (1989). *Bengal: Nationalism and Colonialism*. Delhi, India: Oxford University Press.
- iv. Sarkar, S. (1983). *Modern India: 1885–1947*. New Delhi, India: Macmillan.
- v. Bipan Chandra, et al. (2016). *India’s Struggle for Independence*. New Delhi, India: Penguin Books.
- vi. Guha, R. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi, India: Oxford University Press.
- vii. Chatterjee, S. (1990). *Nationalist Thought in Bengal: 19th–20th Century*. Calcutta, India: K. P. Bagchi.
- viii. Robinson, F. (2001). *Bengal under the Raj: Politics and Society*. London, UK: Routledge.

HHS129	Heritage Studies: Theory and Concepts	L	T	P	C
Course Type	Core	3	1	0	4
Credits	4				
Level	Advanced–Analytical-Applied				

Course Objectives

The course aims to introduce students to the theoretical frameworks and conceptual debates within heritage studies. It explores the definition, scope, and types of heritage, and examines interdisciplinary approaches from history, archaeology, sociology, anthropology, and cultural studies. Students are exposed to critical debates around authenticity, preservation, commodification, and contested heritage, as well as international conventions and national frameworks. The course also highlights the role of heritage in identity formation, tourism, sustainable development, and public policy, fostering analytical, research, and applied skills in heritage management.

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Define and categorise heritage using global and Indian theoretical perspectives.

CO2: Analyse key concepts such as tangible, intangible, natural, and cultural landscapes.

CO3: Examine the role of heritage in social identity, memory, and nation-building.

CO4: Evaluate theories of conservation, authenticity, and contested heritage.

CO5: Apply heritage management and documentation principles in practical contexts.

CO6: Critically engage with international and national policies, conventions, and legal frameworks in heritage studies.

Units

Unit 1: Foundations of Heritage Studies

1. **Concepts of Heritage**
 - Definitions: tangible, intangible, and natural
 - Heritage as memory and identity
 - Cultural landscapes
 - Historical perspectives
2. **Theoretical Approaches**
 - Preservationist vs. critical approaches
 - Authenticity, value, and significance
 - Cultural relativism and universalism
 - Postcolonial critique of heritage
3. **Heritage and Society**
 - Role in collective memory
 - Social identity and community narratives
 - Tourism and commodification
 - Heritage as a tool of nation-building
4. **Heritage and Interdisciplinarity**
 - Archaeology and history
 - Anthropology and sociology
 - Geography and environmental studies
 - Arts, literature, and cultural studies

Unit 2: Tangible and Intangible Heritage

- i. **Monuments and Architectural Heritage**
 - Temples, mosques, forts, palaces
 - Conservation principles
 - Case studies: Indian and global monuments
 - World Heritage Sites
- ii. **Artifacts, Museums, and Archives**
 - Material culture and documentation

- Classification and cataloguing
- Exhibitions and interpretation
- Museums as heritage spaces
- iii. **Intangible Cultural Heritage**
 - Oral traditions, rituals, and festivals
 - Performing arts and crafts
 - UNESCO Intangible Heritage list
 - Community engagement
- iv. **Cultural and Natural Landscapes**
 - Sacred groves, heritage villages
 - National parks and heritage zones
 - Cultural ecology
 - Sustainable heritage practices

Unit 3: Heritage Theory, Conservation, and Ethics

1. **Principles of Conservation**
 - Preservation, restoration, adaptive reuse
 - Preventive conservation techniques
 - Documentation methods
 - Ethics of conservation
2. **Heritage Management**
 - Planning, governance, and policy frameworks
 - Role of NGOs and community participation
 - Heritage tourism and economic sustainability
 - Case studies from India
3. **Global and National Frameworks**
 - UNESCO conventions (World Heritage, Intangible Heritage)
 - National Heritage Laws: AMASR Act, Antiquities Act
 - Institutional frameworks: ASI, INTACH
 - Heritage policy challenges
4. **Contested and Inclusive Heritage**
 - Conflicts over heritage narratives
 - Gender, caste, and minority perspectives
 - Postcolonial and critical approaches
 - Repatriation and restitution debates

Unit 4: Heritage in Contemporary Contexts

- i. **Digital Heritage and Technology**
 - Digitisation and digital archives
 - Virtual heritage and 3D modelling
 - GIS and mapping tools
 - Open access and ethical issues
- ii. **Heritage and Sustainable Development**
 - UNESCO Sustainable Development Goals
 - Community-based heritage conservation
 - Ecological and environmental perspectives
 - Case studies

- iii. **Heritage and Tourism**
 - Heritage tourism management
 - Cultural festivals and heritage trails
 - Economic and socio-cultural impact
 - Promotion vs. preservation tensions
- iv. **Research, Documentation, and Public History**
 - Fieldwork methodology
 - Archival research and oral history
 - Museums, exhibitions, and storytelling
 - Heritage education and public outreach

Textbooks

- a) Smith, L. (2006). *Uses of Heritage*. London, UK: Routledge.
- b) Harrison, R. (2013). *Heritage: Critical Approaches*. London, UK: Routledge.
- c) Jokilehto, J. (2006). *Considerations on Authenticity and Integrity in World Heritage Context*. Rome, Italy: ICCROM.
- d) Thapar, R. (2002). *Cultural History of India*. New Delhi, India: Penguin Books.

Reference Books

- i. Lowenthal, D. (1998). *The Heritage Crusade and the Spoils of History*. Cambridge, UK: Cambridge University Press.
- ii. Harrison, R., & Hitchcock, M. (Eds.). (2017). *The Routledge Companion to Heritage Studies*. London, UK: Routledge.
- iii. INTACH. (2015). *Guidelines for Heritage Conservation and Management*. New Delhi, India: INTACH.
- iv. Klamer, A. (2011). *Heritage and Sustainable Development*. Amsterdam, Netherlands: Amsterdam University Press.
- v. Moser, S. (2010). *The Archaeology of Heritage*. London, UK: Routledge.
- vi. UNESCO. (2015). *Operational Guidelines for the Implementation of the World Heritage Convention*. Paris, France: UNESCO Publishing.
- vii. Agrawal, O. P. (2018). *Heritage Management in India*. New Delhi, India: Oxford University Press.

HHS130	Research Methodology	L	T	P	C
Course Type	Core (for with research)	3	1	0	4
Credits	4				
Level	Advanced–Analytical-Applied				

Course Objectives

The course aims to provide students with a comprehensive understanding of research methods, approaches, and techniques in historical and heritage studies. It focuses on both theoretical and practical aspects of research, including formulating research questions, designing methodologies, collecting and analysing primary and secondary

data, and presenting findings in scholarly formats. The course emphasises critical thinking, academic writing, ethical research practices, and the application of modern digital tools for data management, archives, and heritage documentation. It is designed to enable students to undertake a mini-research project or dissertation as part of their UG programme.

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Understand the nature and scope of research in history and heritage studies.

CO2: Formulate research questions, objectives, and hypotheses based on historical or heritage contexts.

CO3: Apply appropriate research methodologies—qualitative, quantitative, and mixed methods.

CO4: Analyse and interpret primary and secondary sources critically.

CO5: Demonstrate ethical research practices, proper citation, and academic integrity.

CO6: Produce a structured research report, dissertation, or project incorporating data, analysis, and conclusions.

Units

Unit 1: Introduction to Research

1. **Concept and Importance of Research**
 - Definition, objectives, and types of research
 - Historical and heritage research vs. general research
 - Applied and fundamental research
2. **Research Process**
 - Steps in research: problem identification, literature review, design, data collection, analysis, conclusion
 - Formulating research questions and objectives
 - Concept of variables and operational definitions
3. **Research Design**
 - Exploratory, descriptive, and analytical research
 - Quantitative, qualitative, and mixed methods approaches
 - Sampling techniques
4. **Ethics in Research**
 - Academic honesty and plagiarism
 - Ethical use of archival, oral, and digital sources
 - Informed consent and participant rights

Unit 2: Sources and Data Collection

- i. **Primary Sources**
 - Archives, manuscripts, official records
 - Oral history and interviews
 - Artefacts and material culture
- ii. **Secondary Sources**
 - Books, journal articles, databases
 - Critical evaluation and historiography
 - Digital and online sources
- iii. **Fieldwork Techniques**
 - Site visits, surveys, and heritage documentation
 - Photography, mapping, and sketching
 - Observation and ethnographic methods
- iv. **Tools and Techniques for Data Collection**
 - Questionnaires and structured interviews
 - Focus groups
 - Note-taking, transcription, and coding

Unit 3: Data Analysis and Interpretation

1. **Qualitative Analysis**
 - Content analysis and thematic analysis
 - Interpretation of narratives and oral histories
 - Case studies and comparative methods
2. **Quantitative Analysis**
 - Statistical methods for historical and heritage research
 - Tables, charts, and data visualization
 - Trend analysis
3. **Digital Tools for Research**
 - Databases and reference management (Zotero, Mendeley)
 - GIS and mapping tools for heritage studies
 - Digital archiving and documentation
4. **Historiography and Critical Thinking**
 - Analysing historical debates
 - Understanding bias and perspective
 - Contextualisation of evidence

Unit 4: Presentation and Research Dissemination

- i. **Writing Research Reports**
 - Structure: introduction, literature review, methodology, findings, discussion, conclusion
 - Academic writing style and referencing (APA, Chicago, MLA)
- ii. **Dissertation/Project Work**
 - Mini-research project proposal
 - Fieldwork-based data collection
 - Compilation and analysis of findings
- iii. **Oral Presentation and Defence**
 - Presentation of research findings
 - Use of visual aids, posters, and slides
 - Question-answer sessions

iv. **Publication and Outreach**

- Writing for journals, magazines, and blogs
- Public dissemination of heritage research
- Ethical considerations in publication

Textbooks

- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi, India: New Age International.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications.
- Punch, K. F. (2014). *Introduction to Social Research: Quantitative and Qualitative Approaches*. London, UK: SAGE Publications.
- Ranjit, K. (2019). *Research Methodology: A Step-by-Step Guide for Beginners*. London, UK: SAGE Publications.

Reference Books

- Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Boston, MA: Pearson.
- Bryman, A. (2016). *Social Research Methods* (5th ed.). Oxford, UK: Oxford University Press.
- Young, P. V. (2013). *Scientific Social Surveys and Research*. New Delhi, India: PHI Learning.
- Yadava, B. N. S. (2010). *Research Methods in History*. New Delhi, India: Anmol Publications.
- Gopal, S. (2005). *Historiography and Methodology*. New Delhi, India: Macmillan.
- De Vaus, D. (2013). *Surveys in Social Research* (6th ed.). London, UK: Routledge.
- Scott, J. (2012). *Social Network Analysis: Methods and Applications*. London, UK: SAGE Publications.

HHS131	Public History and Heritage Communication	L	T	P	C
Course Type	Core (for without research)	3	1	0	4
Credits	4				
Level	Advanced–Applied–Skill Oriented				

Course Objectives

The course aims to familiarise students with the concepts, frameworks, and practical strategies of public history and heritage communication. It explores ways to interpret

and present history and heritage to wider audiences through museums, archives, heritage sites, media, and digital platforms. The course emphasises storytelling, visualization, and ethical engagement while highlighting the importance of community participation, inclusive narratives, and audience-centered heritage communication. Students learn skills necessary for careers in museums, heritage tourism, media, and cultural management, bridging historical knowledge with public outreach.

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Define and explain the concepts and scope of public history and heritage communication.

CO2: Identify and analyse methods of presenting and interpreting history and heritage to diverse audiences.

CO3: Evaluate the role of museums, archives, monuments, and heritage sites in public engagement.

CO4: Apply media and digital tools to communicate heritage effectively.

CO5: Design inclusive and participatory heritage interpretation strategies.

CO6: Critically reflect on ethical, social, and cultural issues in public history practice.

Units

Unit I: Foundations of Public History

1. **Concept and Scope of Public History**
 - Definitions and evolution of public history
 - Comparison with academic history
 - Public historians' roles
2. **Theories and Approaches**
 - Interpretive and participatory approaches
 - Oral history and community narratives
 - Memory, identity, and heritage
3. **Audience and Engagement**
 - Understanding audience diversity
 - Public participation in heritage
 - Feedback and evaluation
4. **Ethics and Responsibilities**
 - Historical accuracy vs. interpretation
 - Cultural sensitivity and inclusion
 - Heritage stewardship

Unit 2: Heritage Communication Methods

- i. **Museums and Exhibitions**
 - Types of museums
 - Principles of exhibition design
 - Interpretation and storytelling
 - Educational programming
- ii. **Archives and Documentation**
 - Access and presentation of archival materials
 - Oral histories and interviews
 - Digitisation and public access
 - Record-keeping for public engagement
- iii. **Heritage Sites and Monuments**
 - Site interpretation and signage
 - Guided tours and experiential learning
 - Community involvement in site management
 - Cultural landscapes
- iv. **Heritage Festivals and Events**
 - Commemorative events and fairs
 - Performance arts and cultural programs
 - Marketing and audience outreach
 - Evaluation of impact

Unit 3: Media and Digital Heritage Communication

1. **Traditional Media**
 - Print, radio, and television programs on heritage
 - Documentaries and heritage journalism
 - Case studies of public history projects
2. **Digital Media and Technology**
 - Websites, social media, and blogs
 - Virtual museums and 3D visualisation
 - Interactive and mobile-based heritage apps
 - Digital storytelling
3. **Interpretive Techniques**
 - Storytelling and narrative construction
 - Visualisation and infographics
 - Audio guides, VR, and AR applications
 - Engaging different age groups
4. **Evaluation and Feedback**
 - Measuring audience engagement
 - Surveys, focus groups, and analytics
 - Ethical and privacy considerations
 - Adaptive strategies for improvement

Unit 4: Contemporary Issues and Professional Practice

- i. **Inclusive Heritage Communication**
 - Gender, caste, and minority perspectives

- Intangible cultural heritage
- Community heritage initiatives
- ii. **Heritage Policy and Governance**
 - National and state heritage policies
 - UNESCO conventions and guidelines
 - Role of NGOs and cultural organisations
- iii. **Career Opportunities in Public History**
 - Museums, archives, tourism, media
 - Heritage education and outreach
 - Digital content creation and consultancy
- iv. **Future of Heritage Communication**
 - Emerging technologies and methods
 - Globalisation and cultural exchange
 - Sustainability and ethical stewardship

Textbooks

- a) Glassberg, D. (2001). *Sense of History: The Place of the Past in American Life*. Massachusetts, USA: University of Massachusetts Press.
- b) Mason, R. (2002). *Assessing Values in Conservation Planning: Methodological Issues and Choices*. Getty Conservation Institute.
- c) Smith, L. (2006). *Uses of Heritage*. London, UK: Routledge.
- d) Barry, T. (2009). *Public History: An Introduction*. London, UK: Routledge.

Reference Books

- i. Harrison, R. (2013). *Heritage: Critical Approaches*. London, UK: Routledge.
- ii. Handler, R., & Gable, E. (1997). *The New History in an Old Museum: Creating the Past at Colonial Williamsburg*. Durham, NC: Duke University Press.
- iii. Weil, S. (2002). *Making Museums Matter*. Washington, DC: Smithsonian Institution Press.
- iv. Ambrose, T., & Paine, C. (2012). *Museum Basics (3rd ed.)*. London, UK: Routledge.
- v. Decker, J., & Heald, P. (2007). *The Public Historian in the Digital Age*. New York, NY: Routledge.
- vi. INTACH. (2015). *Guidelines for Heritage Interpretation and Communication*. New Delhi, India: INTACH.
- vii. Moser, S. (2010). *The Archaeology of Heritage*. London, UK: Routledge.

HHS132	Margins of History: Castes and Tribes in Modern India	L	T	P	C
Course Type	Minor	3	1	0	4
Credits	4				
Level	Advanced–Analytical				

Course Objectives

The course aims to provide students with a deep understanding of the historical experiences of marginalised groups—Dalits, other backward castes, and tribal communities—from the colonial period to post-independence India. It examines social, political, and economic marginalization, resistance and reform movements, and policy interventions, aligning with the UPSC Modern India syllabus (colonial impact, social reform, movements). Students will critically engage with primary and secondary sources, historiography, and contemporary debates on identity, affirmative action, and cultural heritage.

Course Outcomes (COs)

CO1: Describe the social, political, and economic conditions of marginalized communities in colonial and modern India.

CO2: Analyse the impact of colonial land, labour, and education policies on Dalits, OBCs, and tribal communities.

CO3: Examine the role of social reformers and political leaders in mobilizing marginalized groups.

CO4: Evaluate resistance movements including tribal uprisings, peasant revolts, and Dalit movements.

CO5: Relate historical trajectories of marginalized groups to post-independence policy frameworks (Reservations, Forest Rights, Tribal Welfare).

CO6: Critically assess historiography and interpret marginalized perspectives for civil services preparation.

Units

Unit 1: Colonial Context and Marginalisation

1. **Colonial Administration and Social Hierarchies**
 - Caste structure and tribal autonomy before British rule
 - Impact of British administrative, revenue, and legal policies
 - Census, classification, and the colonial gaze
2. **Land, Labour, and Economic Exploitation**
 - Permanent Settlement, Ryotwari, and Mahalwari systems

- Bonded labour, indentured labour, artisan deindustrialization
- Economic marginalization of tribal areas
- 3. **Education and Social Policies**
 - Missionary and government schools
 - Access to education for Dalits and tribes
 - Early social welfare policies
- 4. **Early Resistance and Negotiation**
 - Peasant revolts: Santhal, Munda, Gond
 - Local caste-based struggles
 - Tribal leadership and mobilisation

Unit 2: Social Reform and Political Movements

- i. **Dalit Movements and Social Reform**
 - Jyotirao Phule and Satyashodhak Samaj
 - B.R. Ambedkar and the struggle against untouchability
 - Education, literacy, and caste upliftment
- ii. **Tribal Resistance Movements**
 - Santhal rebellion (1855–56), Munda Ulgulan (1899–1900)
 - Bhil, Gond, Khasi, and other tribal movements
 - Forest laws and tribal rights
- iii. **Political Mobilisation under Colonial Rule**
 - Role of Congress and early nationalist movements
 - Dalits and tribals in electoral politics
 - Alliances with reformist and revolutionary movements
- iv. **Cultural Assertion and Identity Formation**
 - Folk traditions, oral histories, festivals
 - Literature and arts as resistance
 - Assertion of caste and tribal identities

Unit 3: Post-Colonial Developments and Policies

1. **Constitutional Safeguards**
 - Scheduled Castes and Tribes provisions
 - Reservation in education, employment, and legislature
 - Protection of cultural and linguistic rights
2. **Tribal and Dalit Welfare Policies**
 - Land reforms and forest rights (Forest Rights Act, 2006)
 - Tribal Sub-Plan and development schemes
 - Dalit welfare programmes and social justice initiatives
3. **Movements and Political Assertion**
 - Ambedkarite and Dalit Panthers movements
 - Tribal activism and self-determination
 - Contemporary protests and social movements
4. **Challenges in Implementation**
 - Social inequality and discrimination
 - Access to education and health
 - Economic and political marginalization

Unit 4: Marginalized Histories and Heritage

- i. **Subaltern and Dalit Historiography**
 - Ranajit Guha and Subaltern Studies
 - Dalit historiography and critiques
 - Inclusion of marginalized perspectives in mainstream history
- ii. **Tribal Histories and Ethnography**
 - Anthropological approaches
 - Oral histories and memory
 - Field studies and documentation
- iii. **Heritage and Cultural Preservation**
 - Intangible cultural heritage of Dalits and tribes
 - Community-based museums and archives
 - Challenges of commodification and authenticity
- iv. **Contemporary Relevance**
 - Intersectionality: caste, tribe, gender
 - Role in policymaking, governance, and education
 - Representation in media, literature, and public discourse

Textbooks

- a) Omvedt, G. (2006). *Dalits and the Democratic Revolution*. New Delhi, India: Sage Publications.
- b) Xaxa, V. (1999). *Tribal Identity and Ethnicity in India*. New Delhi, India: Sage Publications.
- c) Bayly, S. (1999). *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. Cambridge, UK: Cambridge University Press.
- d) Jaffrelot, C. (2005). *Dr. Ambedkar and Untouchability: Fighting the Indian Caste System*. New Delhi, India: Permanent Black.

Reference Books

- i. Das, S. (2000). *Communal Riots in Colonial Bengal, 1905–1947*. Delhi, India: Oxford University Press.
- ii. Guha, R. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi, India: Oxford University Press.
- iii. Dirks, N. B. (2001). *Castes of Mind: Colonial Constructs of Indian Social Divisions*. Princeton, NJ: Princeton University Press.
- iv. Shah, G. (2016). *Social Movements in India: A Review of Literature*. New Delhi, India: Sage Publications.
- v. Thakur, S. (2010). *Tribal Politics in India*. New Delhi, India: Rawat Publications.
- vi. Guha, R., & Spivak, G. C. (1988). *Selected Subaltern Studies*. Delhi, India: Oxford University Press.
- vii. Baviskar, A., & Shah, A. (2003). *Social Movements in India: A Review of Literature*. Delhi, India: Sage Publications.

Semester VIII

HHS133	Digital History	L	T	P	C
Course Type	Core (for without research)	3	1	0	4
Credits	4				
Level	Advanced–Applied-Skill Oriented				

Course Objectives

The course aims to provide students with a comprehensive understanding of digital tools and methodologies in history and heritage studies. It explores digital archives, GIS mapping, databases, 3D modeling, and virtual exhibitions, emphasizing both theoretical understanding and hands-on application. Students learn to analyse and present historical data digitally, critically evaluate online sources, and communicate heritage to diverse audiences. The course aligns with NEP goals of technology integration, experiential learning, and research skills.

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Define digital history and explain its theoretical and methodological foundations.

CO2: Identify and critically evaluate digital sources for historical research.

CO3: Apply digital tools for archival research, data visualization, and mapping.

CO4: Design and develop virtual exhibitions, digital storytelling projects, and heritage databases.

CO5: Understand the ethical, legal, and accessibility issues in digital history.

CO6: Integrate digital methods into historical research, heritage documentation, and public engagement.

Units

Unit 1: Introduction to Digital History

1. Definition and Scope

- Digital history vs. traditional history
- Digital humanities and interdisciplinary approaches
- Key debates and methodologies

2. **History in the Digital Age**
 - Transformation of historical research
 - Digitisation and digital preservation
 - Global and Indian perspectives
3. **Digital Sources and Archives**
 - Digital archives, libraries, and databases
 - Online repositories and primary sources
 - Metadata, cataloguing, and retrieval
4. **Digital Skills for Historians**
 - Basic IT tools
 - Text analysis software
 - Introduction to digital scholarship

Unit 2: Digital Tools and Techniques

- i. **Digital Archiving and Preservation**
 - Digitisation of manuscripts, books, and photographs
 - Scanning, OCR, and metadata creation
 - Archival standards and practices
- ii. **Geographic Information Systems (GIS)**
 - Mapping historical sites and cultural landscapes
 - Spatial analysis and visualisation
 - Case studies in historical GIS
- iii. **Data Visualization and Analysis**
 - Quantitative and qualitative data visualization
 - Charts, timelines, and infographics
 - Network analysis of historical events and actors
- iv. **Textual Analysis and Digital Research Tools**
 - Text mining and digital corpora
 - Software: NVivo, Voyant Tools
 - Analysis of historical texts and newspapers

Unit 3: Digital Heritage and Public History

1. **Virtual Museums and Exhibitions**
 - Designing virtual tours
 - Multimedia presentations
 - Interactive storytelling
2. **3D Modelling and Visualization**
 - Reconstruction of historical monuments and artifacts
 - Software: SketchUp, Blender
 - Case studies in heritage reconstruction
3. **Digital Storytelling and Social Media**
 - Engaging public through online platforms
 - Podcasts, blogs, and social media content
 - Ethics of digital communication
4. **Community and Collaborative Projects**
 - Crowdsourcing and participatory digital history
 - Oral history and community digitization projects
 - Inclusive heritage documentation

Unit 4: Ethics, Challenges, and Future Directions

- i. **Ethics and Legal Issues in Digital History**
 - Copyright and intellectual property
 - Privacy and data protection
 - Ethical use of digital sources
- ii. **Challenges in Digital Heritage**
 - Technology access and digital divide
 - Sustainability of digital archives
 - Data loss, obsolescence, and maintenance
- iii. **Future Trends in Digital History**
 - AI and machine learning in historical research
 - Virtual reality (VR) and augmented reality (AR) applications
 - Big data and digital storytelling
- iv. **Integration with Research and Heritage Studies**
 - Designing digital research projects
 - Linking digital history with fieldwork and archival research
 - Policy, education, and public engagement applications

Textbooks

- a) Cohen, D., & Rosenzweig, R. (2006). *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Philadelphia, PA: University of Pennsylvania Press.
- b) Siemens, R., & Schreibman, S. (Eds.). (2008). *A Companion to Digital Humanities*. Oxford, UK: Blackwell.
- c) Cohen, D., & Rosenzweig, R. (2010). *Digital History Methods and Applications*. London, UK: Routledge.
- d) Seefeldt, M., & Thomas, C. (2016). *Public History in the Digital Age*. New York, NY: Routledge.

Reference Books

- i. Conway, P. (2010). *Preserving Digital Materials*. London, UK: Facet Publishing.
- ii. Schreibman, S., Siemens, R., & Unsworth, J. (2004). *A Companion to Digital Humanities*. Oxford, UK: Blackwell.
- iii. Kelleher, J. (2019). *Digital Tools for Historians*. London, UK: Routledge.
- iv. Rosenzweig, R. (2003). *Scarcity or Abundance? Preserving the Past in a Digital Era*. Washington, DC: American Historical Association.
- v. Terras, M., Nyhan, J., & Vanhoutte, E. (2013). *Defining Digital Humanities: A Reader*. Farnham, UK: Ashgate.
- vi. McPherson, T. (2012). *Participatory Media and Public History*. London, UK: Routledge.
- vii. Kukla, R. (2011). *Digital Tools and Historical Analysis*. New York, NY: Routledge.

HHS134	Economic History of India (1757–1947)	L	T	P	C
Course Type	Core (for without research)	3	1	0	4
Credits	4				
Level	Foundational–Analytical				

Course Objectives

This course aims to provide students with an understanding of the economic developments in India from the advent of British rule after 1757 to Independence in 1947. It explores the transformation of agrarian structures, trade patterns, revenue systems, industrialisation, and urbanisation under colonial rule. The course examines the economic policies of the East India Company and the British Crown, the deindustrialisation of traditional industries, famines, and the impact of global markets. It also investigates the responses of Indian society, including early economic nationalism, regional disparities, and movements for economic reform. Students will gain insight into the complex interplay between economic policy, social change, and political developments during the colonial period.

Course Outcomes (COs)

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

CO1: Describe the economic structures and policies of colonial India under the East India Company and the British Crown.

CO2: Explain the agrarian economy, revenue systems, and patterns of land tenure in colonial India.

CO3: Analyse the processes of deindustrialisation, industrialisation, and urbanisation.

CO4: Examine the impact of global trade, famines, and economic crises on Indian society.

CO5: Evaluate early Indian economic nationalism and reform movements in response to colonial economic policies.

CO6: Interpret primary sources and economic data to assess the economic transformation of India between 1757 and 1947.

Units

Unit 1: Land Revenue Settlements in British India

1.1 The Permanent Settlement;

1.2 Ryotwari Settlement;

1.3 Mahalwari Settlement;

Unit 2: Economic Impact of the Colonial Policies

2.1 Commercialization of agriculture

2.2 Rise of landless agrarian labourers

2.3 Impoverishment of the rural society

Unit 3: Trade and Commerce in British Rule

3.1 De-industrialisation

3.2 Decline of traditional crafts

3.3 Drain of wealth

Unit 4: Economic Transformation of India

4.1 Railroad and communication network including telegraph and postal services

4.2 Famine and poverty in the rural interior

4.3 European business enterprise and its limitations

Textbooks

- a) Ray, R. K. (1998). *Economic History of India, 1857–1947*. New Delhi, India: Oxford University Press.
- b) Habib, I. (1963). *The Agrarian System of Mughal India (1556–1707)*. New Delhi, India: Oxford University Press. (Relevant sections on pre-colonial foundations of colonial agrarian policies)
- c) Chaudhuri, K. N. (1983). *The Economic Development of India under the East India Company, 1814–1858*. Cambridge, UK: Cambridge University Press.
- d) Bhatia, B. M. (1978). *Economic History of India, 1757–1947*. New Delhi, India: S. Chand & Company.

Reference Books

- i. Marshall, P. J. (2005). *The Making and Unmaking of Empires: Britain, India, and America c. 1750–1783*. Oxford, UK: Oxford University Press.
- ii. Srinivas, M. N. (1987). *India's Colonial Economy: Colonial Rule and Economic Change*. New Delhi, India: Orient Longman.
- iii. Roy, T. (2011). *India in the World Economy: From Antiquity to the Present*. Cambridge, UK: Cambridge University Press.
- iv. Bayly, C. A. (1983). *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion 1770–1870*. Cambridge, UK: Cambridge University Press.
- v. Chaudhuri, K. N. (1978). *The Economic Development of India in the Colonial Period*. Cambridge, UK: Cambridge University Press.
- vi. Raychaudhuri, T., & Habib, I. (1982). *The Cambridge Economic History of India, Vol. II (1757–1970)*. Cambridge, UK: Cambridge University Press.
- vii. Tirthankar Roy. (2000). *The Economic History of India 1857–1947*. Oxford, UK: Oxford University Press.

HHS135	Cultural Heritage and Tourism Development in India	L	T	P	C
Course Type	Core (for without research)	3	1	0	4
Credits	4				
Level	Advanced–Applied–Skill Oriented				

Course Objectives

The course aims to develop a comprehensive understanding of cultural heritage and tourism in India, including tangible and intangible heritage, UNESCO and national heritage sites, and policy frameworks. Students will explore strategies for heritage conservation, tourism promotion, and sustainable development, with a focus on balancing economic, social, and environmental considerations. The course provides practical insights into heritage interpretation, visitor management, and tourism marketing, while highlighting the role of community participation and cultural ethics.

Course Outcomes (COs)

After completing the course, students will be able to:

- CO1:** Explain the concepts and types of cultural heritage in India.
- CO2:** Analyse the historical, social, and cultural significance of heritage sites.
- CO3:** Understand the principles of tourism development and management.
- CO4:** Evaluate the impact of tourism on heritage conservation and local communities.
- CO5:** Apply strategies for sustainable tourism development and heritage interpretation.
- CO6:** Critically assess policies, programs, and ethical challenges in heritage tourism.

Units

Unit 1: Understanding Cultural Heritage

- 1. Concepts and Types of Heritage**
 - Tangible: monuments, sites, artifacts
 - Intangible: rituals, festivals, performing arts
 - Natural heritage: landscapes, sacred groves
 - World Heritage and National Heritage classifications
- 2. Historical Perspectives**
 - Heritage in Indian history
 - Colonial impact on heritage and tourism
 - Heritage and national identity
 - Preservation vs. commodification

3. **Cultural Significance**
 - Religious, artistic, and social dimensions
 - Regional heritage variations
 - Role in community identity
 - Heritage narratives and memory
4. **Heritage Management Principles**
 - Conservation techniques and documentation
 - Visitor experience and interpretation
 - Community participation
 - International guidelines (UNESCO, ICOMOS)

Unit 2: Tourism and Development

- i. **Tourism Concepts and Types**
 - Cultural, heritage, eco-tourism, adventure
 - Domestic vs. international tourism trends
 - Heritage circuits and thematic tourism
 - Tourist motivations and behavior
- ii. **Tourism Planning and Policy**
 - National Tourism Policy of India
 - Ministry of Tourism initiatives
 - Heritage and cultural tourism strategies
 - State and local level planning
- iii. **Economic and Social Impacts**
 - Revenue generation and employment
 - Community development and empowerment
 - Cultural commodification and gentrification
 - Balancing heritage preservation and tourism growth
- iv. **Tourism Management Practices**
 - Visitor management and crowd control
 - Interpretation, signage, and guides
 - Heritage events and festivals
 - Safety, accessibility, and inclusivity

Unit 3: Sustainable Heritage Tourism

1. **Sustainability Concepts**
 - Principles of sustainable tourism
 - Environmental and ecological considerations
 - Community-based tourism models
 - Case studies from India
2. **Conservation and Risk Management**
 - Risk assessment and disaster management
 - Preservation of monuments and artifacts
 - Managing natural heritage and landscapes
 - Ethical issues in tourism development
3. **Digital Tools in Tourism and Heritage**
 - Virtual tours, apps, and online promotion
 - Digital documentation and interpretation

- GIS and mapping for heritage sites
- Social media engagement
- 4. **Global and National Best Practices**
 - UNESCO World Heritage Sites
 - INTACH and ASI guidelines
 - International heritage tourism examples
 - Lessons for Indian heritage tourism

Unit 4: Contemporary Issues and Professional Practice

- i. **Heritage and Community Engagement**
 - Participatory planning and interpretation
 - Indigenous knowledge and local practices
 - Cultural festivals and heritage trails
 - Volunteerism and public education
- ii. **Tourism Marketing and Promotion**
 - Branding and thematic circuits
 - Marketing strategies and cultural events
 - Role of NGOs and private stakeholders
 - Digital and social media campaigns
- iii. **Policy Challenges and Ethics**
 - Conflicts between development and conservation
 - Heritage displacement and cultural sensitivities
 - Legal frameworks and compliance
 - Balancing profit and preservation
- iv. **Career Opportunities**
 - Heritage tourism management
 - Museum and site management
 - Cultural consultancy and policy advisory
 - Digital heritage and storytelling

Textbooks

1. Timothy, D. J., & Boyd, S. W. (2015). *Heritage Tourism*. London, UK: Routledge.
2. Singh, T. V. (2017). *Cultural Tourism in India*. New Delhi, India: Sterling Publishers.
3. Harrison, R. (2013). *Heritage: Critical Approaches*. London, UK: Routledge.
4. Mishra, S. (2019). *Tourism Development and Heritage Conservation in India*. New Delhi, India: Rawat Publications.

Reference Books

- i. Smith, L. (2006). *Uses of Heritage*. London, UK: Routledge.
- ii. INTACH. (2015). *Guidelines for Heritage Conservation and Management*. New Delhi, India: INTACH.
- iii. Ashworth, G., & Tunbridge, J. (2000). *The Tourist-Historic City*. London, UK: Routledge.
- iv. Mason, P. (2016). *Tourism Impacts, Planning and Management*. London, UK: Routledge.

- v. Jokilehto, J. (2006). Considerations on Authenticity and Integrity in World Heritage Context. Rome, Italy: ICCROM.
- vi. Agrawal, O. P. (2018). Heritage Management in India. New Delhi, India: Oxford University Press.
- vii. Bhatia, A. K. (2014). Tourism Development: Principles and Practices. New Delhi, India: Sterling Publishers.

HHS136	Idea of Bharat (From Colonial to Post-Colonial Times)	L	T	P	C
Course Type	Minor (for without research)	3	1	0	4
Credits	4				
Level	Analytical–Conceptual–Applied				

Course Objectives

The course aims to provide students with a comprehensive understanding of how the idea of Bharat evolved historically, politically, and culturally. It examines colonial constructs, nationalist movements, political thought, constitutional debates, and post-independence nation-building. Students will explore the intersections of culture, politics, and identity, understand regional diversities, and critically analyse the concepts of unity, pluralism, and democracy in India. The course also aligns with NEP goals by integrating historical knowledge with contemporary relevance and analytical skills.

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Explain the historical evolution of the idea of Bharat from the colonial period to contemporary India.

CO2: Analyse key colonial and nationalist discourses on nationhood, identity, and cultural unity.

CO3: Evaluate contributions of major thinkers, reformers, and political leaders to the idea of India.

CO4: Examine the role of language, religion, and regionalism in shaping national consciousness.

CO5: Critically assess post-independence nation-building policies, constitutional debates, and democratic institutions.

CO6: Relate historical debates on Bharat to contemporary issues of citizenship, diversity, and heritage.

Units

Unit 1: Colonial Constructions of India

Colonial Discourses on Bharat

- Orientalism and historical narratives
- British administrative and legal policies
- Census, classification, and social hierarchy

Economic and Cultural Policies

- Colonial economic exploitation and regional disparities
- Missionary and educational interventions
- Impact on cultural consciousness

Emergence of Nationalism

- Early nationalist thought and Congress ideology
- Debate between cultural revivalism and political reform
- Role of print media and public debates

Reform Movements and Social Awakening

- Brahma Samaj, Arya Samaj, Aligarh Movement
- Social reformers and their vision of India
- Regional reform movements and their contribution to national consciousness

Unit 2: Nationalist Discourse and Political Thought

1. Intellectual Debates on Nationhood

- Bankim Chandra, Rabindranath Tagore, Gopal Krishna Gokhale
- Ideas of swaraj, self-rule, and cultural identity

2. Political Movements and Mass Mobilisation

- Indian National Congress, Muslim League, and revolutionary movements
- Gandhian thought and the idea of non-violent nationhood
- Subaltern perspectives and marginalized voices

3. Regionalism and Linguistic Identity

- Formation of linguistic and cultural identities
- Debates on unity vs. diversity
- Regional movements and integration challenges

4. Colonial Legacy and Challenges

- Partition, communal tensions, and their historical roots
- Colonial education, infrastructure, and social policies
- Economic disparities and social stratification

Unit 3: Post-Independence Nation-Building

i. Constitution and Political Integration

- Constitution of India: Preamble, Fundamental Rights, and Directive Principles
- Integration of princely states
- Language policy and federal structure

ii. Socio-Economic Policies

- Land reforms and industrial policy

- Planning, poverty alleviation, and rural development
- Welfare measures for marginalized communities
- iii. **Cultural Policies and National Identity**
 - Education and curriculum shaping national consciousness
 - Promotion of arts, literature, and heritage
 - Secularism, pluralism, and cultural diversity
- iv. **Democracy and Governance**
 - Electoral processes and political participation
 - Role of judiciary and civil services
 - Challenges of corruption, regional disparities, and federal tensions

Unit 4: Contemporary Relevance of the Idea of Bharat

1. **National Identity and Citizenship**
 - Debates on civic nationalism and cultural nationalism
 - Citizenship laws and inclusion/exclusion
 - Contemporary movements and protests
2. **Unity in Diversity**
 - Religious, linguistic, and ethnic pluralism
 - Regionalism vs. pan-Indian identity
 - Role of media and public discourse
3. **Heritage and Nationhood**
 - Tangible and intangible heritage in building identity
 - Museums, archives, and monuments
 - Commemoration and public memory
4. **Globalisation and the Idea of Bharat**
 - India's role in global politics and economy
 - Diaspora and soft power
 - Challenges and opportunities in the 21st century

Textbooks

- a) Chandra, B., Mukherjee, M., & Mukherjee, A. (2016). *India's Struggle for Independence*. New Delhi, India: Penguin Books.
- b) Bipan, C. (1997). *Nationalism and Colonialism in India*. New Delhi, India: Orient Longman.
- c) Thapar, R. (2002). *The Penguin History of Early India*. New Delhi, India: Penguin Books.
- d) Guha, R. (1988). *Subaltern Studies: Writings on South Asian History and Society*. Delhi, India: Oxford University Press.

Reference Books

- i. Dirks, N. B. (2001). *Castes of Mind: Colonial Constructs of Indian Social Divisions*. Princeton, NJ: Princeton University Press.
- ii. Chatterjee, P. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton, NJ: Princeton University Press.
- iii. Bayly, S. (1999). *Caste, Society, and Politics in India from the Eighteenth Century to the Modern Age*. Cambridge, UK: Cambridge University Press.
- iv. Sarkar, S. (1983). *Modern India 1885–1947*. Delhi, India: Macmillan.

- v. Misra, B. B. (2007). *The Making of India: From Colonial to Contemporary India*. New Delhi, India: Oxford University Press.
- vi. Nair, J. (2011). *The Idea of India: History, Politics and Culture*. New Delhi, India: Penguin.
- vii. Ambedkar, B. R. (2014). *The Annihilation of Caste*. New Delhi, India: Navayana.

HHS137	Decolonisation and National Movements: Asia, Africa & Latin America	L	T	P	C
Course Type	Minor (for without research)	3	1	0	4
Credits	4				
Level	Analytical–Comparative–Applied				

Course Objectives

The course aims to provide students with a comparative understanding of decolonisation in the 20th century, focusing on key countries and regions in Asia, Africa, and Latin America. It examines nationalist ideologies, liberation movements, international influences, and post-colonial state formation. Students will critically analyse the role of colonial powers, local actors, and global politics in shaping nationalist struggles, while connecting these historical processes to contemporary issues of development, identity, and global governance.

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Describe the processes and patterns of decolonisation in Asia, Africa, and Latin America.

CO2: Analyse the causes, strategies, and outcomes of anti-colonial and independence movements.

CO3: Examine the role of key leaders, ideologies, and mass movements in national liberation.

CO4: Compare and contrast decolonisation experiences across different regions.

CO5: Evaluate post-colonial challenges including governance, economic development, and social integration.

CO6: Relate historical knowledge of decolonisation to contemporary issues of global politics and development.

Units

Unit 1: Decolonisation in Asia

1. **India and South Asia**
 - Indian independence movement and partition
 - Nationalist leaders and mass movements
 - Role of Gandhi, Nehru, Subhas Chandra Bose
 - Impact on neighboring countries (Pakistan, Sri Lanka)
2. **Southeast Asia**
 - Indonesia, Vietnam, and Myanmar struggles
 - Anti-colonial movements against Dutch, French, and British
 - Role of nationalist parties and revolutionary groups
 - Impact of WWII on independence movements
3. **East Asia**
 - China: From colonial encroachment to revolution
 - Korea and Japan: post-war transformations
 - Role of communism and nationalism
 - Influence of international powers
4. **Regional Dynamics and International Context**
 - Cold War influences
 - UN and anti-colonial advocacy
 - Non-aligned movements
 - Regional cooperation and conflict

Unit 2: Decolonisation in Africa

- i. **North Africa**
 - Egypt, Libya, Algeria: anti-colonial movements
 - Nationalist leaders and armed struggles
 - Decolonisation and Arab nationalism
 - Role of France, Britain, and other colonial powers
- ii. **Sub-Saharan Africa**
 - Ghana, Kenya, Nigeria, South Africa
 - Pan-Africanism and Negritude movements
 - Armed struggle vs. negotiated independence
 - Influence of Nkrumah, Kenyatta, Mandela
- iii. **Economic and Social Dimensions**
 - Land reforms, resource control, and economic nationalism
 - Education and social mobilisation
 - Tribal, ethnic, and religious identities in post-colonial state formation
 - Role of international aid and IMF/World Bank
- iv. **Post-Independence Challenges**
 - Nation-building and governance
 - Civil wars, coups, and political instability
 - Economic development and dependency theory
 - Legacy of colonial borders and policies

Unit 3: Decolonisation in Latin America

1. **Colonial Legacy and Independence Movements**
 - Spanish and Portuguese colonialism
 - Liberation leaders: Simón Bolívar, José de San Martín, Bernardo O’Higgins
 - Wars of independence (early 19th century)
 - Socio-economic structures and indigenous populations
2. **20th-Century Nationalism and Revolution**
 - Mexican Revolution (1910–1920)
 - Cuban Revolution (1959)
 - Agrarian reform movements
 - Role of socialism, communism, and populist leaders
3. **International Influences**
 - Monroe Doctrine, USA, and Cold War interventions
 - Pan-Americanism and regional alliances
 - Influence of global anti-colonial discourse
 - Economic dependency and neo-colonialism
4. **Post-Colonial Nation-Building**
 - State formation and constitutional development
 - Social reform and economic challenges
 - Indigenous rights and cultural preservation
 - Lessons for modern governance

Unit 4: Comparative Perspectives and Contemporary Relevance

- i. **Patterns and Typologies of Decolonisation**
 - Peaceful vs. violent transitions
 - Role of ideology, mass mobilization, and leadership
 - Colonial power strategies and international diplomacy
 - Comparative outcomes
- ii. **Legacy of Colonialism**
 - Borders, ethnic conflicts, and governance issues
 - Economic dependency and development challenges
 - Cultural and linguistic impacts
 - Social stratification and inequality
- iii. **Global Influence and International Movements**
 - Non-alignment movement and Bandung Conference
 - Role of UN and decolonisation resolutions
 - South-South cooperation
 - Contemporary anti-imperial and anti-globalisation discourses
- iv. **Decolonisation and Heritage**
 - Preservation of cultural and historical heritage
 - Oral history, museums, and memory projects
 - Heritage tourism and post-colonial identity
 - Education and awareness of anti-colonial struggles

Textbooks

- a) Young, C. (2001). *The African Colonial State in Comparative Perspective*. New Haven, CT: Yale University Press.

- b) Metcalf, T. R., & Metcalf, B. D. (2006). *A Concise History of Modern India*. Cambridge, UK: Cambridge University Press.
- c) Bethell, L. (Ed.). (1993). *The Cambridge History of Latin America*. Cambridge, UK: Cambridge University Press.
- d) Hechter, M. (1999). *Internal Colonialism: The Celtic Fringe in British National Development*. London, UK: Routledge.

Reference Books

- i. Young, R. J. C. (2001). *Postcolonialism: An Historical Introduction*. Oxford, UK: Blackwell.
- ii. Fanon, F. (1963). *The Wretched of the Earth*. New York, NY: Grove Press.
- iii. Nkrumah, K. (1965). *Neo-Colonialism: The Last Stage of Imperialism*. London, UK: Thomas Nelson & Sons.
- iv. Hobsbawm, E. (1994). *Age of Extremes: The Short Twentieth Century 1914–1991*. London, UK: Michael Joseph.
- v. Chatterjee, P. (1986). *Nationalist Thought and the Colonial World*. London, UK: Zed Books.
- vi. Rodney, W. (1972). *How Europe Underdeveloped Africa*. London, UK: Bogle-L'Ouverture.
- vii. Prashad, V. (2007). *The Darker Nations: A People's History of the Third World*. New Delhi, India: LeftWord Books.