



1st Year of PG curricular structure for 2-year PG Programmes (3+2)

1 st Year								
SEMESTER I								
S.No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Total Credits
				L	T	P	C	
1	CC	HST411	Themes and Debates in Indian History I – Ancient and Early Medieval India	3	1	0	4	4
2	CC	HST412	Themes and Debates in Indian History II – Medieval India	3	1	0	4	4
3	CC	HST413	Themes and Debates in Indian History III – Colonial India	3	1	0	4	4
4	DSE/MDE	HST414/ HST415/ HST416	Introduction to Indian Archaeology /Medieval Architecture (/Law and Society in Colonial India	3	1		4	4
5	RM	HST417	Research Methodology in History	3	0	1	4	4
6	FP/ RP/ INT/ OJT	HST418	Heritage Tourism	1	0	1	2	2
Semester Credits							22	

SEMESTER II									
1	CC	HST501	National Movement in India (1858-1947)	3	1	0	4	4	
2	CC	HST502	Themes and Debates in Indian History IV – Postcolonial India	3	1	0	4	4	
3	CC	HST503	Political Transition in West Bengal (1947-2011)	3	1	0	4	4	
4	DSE	HST504/HST505/HST506	Economic History of Colonial India/History of Modern Europe Enlightenment and Empire	3	1	0	4	4	
5	MDE	HST507	Scientific Approaches to Indian Knowledge System	3	1	0	4	4	
6	FP/ RP/ INT/ OJT	HST508	Record Keeping and Digital Archive	1	0	1	2	2	
Semester Credits								22	
Exit option with Post-Graduate Diploma after the first year or two semesters with the completion of courses equivalent to 44 credits									

2 nd Year									
SEMESTER III									
Sr. No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Remarks	
				L	T	P	C		
1	CC	HST509	Trends in Modern Historiography	3	1	0	4		
2	CC	HST510	Approaches to Global History	3	1	0	4		
3	CC	HST511	Themes in International Relations	3	1	0	4		
4	DSE	HST512	Tools and Techniques for Research Writing	1	0	1	2		
5	FP/ RP/ INT/ OJT	HST513	Report Writing and Editing	1	0	1	2		
6		HST514	Dissertation I	0	0	6	6		
Semester Credits								22	
SEMESTER IV									
1	CC	HST515	History Methodology and	3	1	0	4		

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HST411	Themes and Debates in Indian History I- Ancient and Early Medieval India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Indian History				
Course Type	Core				
Course Level	Evaluating				

Course Description: this course explores the most significant themes and debates of Indian history from ancient to early medieval times. The objective is to familiarise the students with the diversity and complexity of discourses in social, economic, political and cultural evolution during these periods. The course is designed to contribute to an understanding of the vibrancy of the regional units of what we know as India today.

COURSE OUTCOMES:

CO1: Identify major political and cultural developments during the pre-Indus times

CO2: Explain the major themes and historiographical debates in Ancient and Early Medieval Indian history.

CO3: Apply historical concepts and frameworks to analyse specific events or regions in early India.

CO4: Examine the interrelationship between social, economic, and political changes during the early medieval period.

CO5: Critically evaluate different historical sources and interpretations related to ancient and early Medieval India.

CO6: Develop original arguments or research questions based on themes in Indian history.

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

MODULE 1

Rise of Civilisation and the Idea of India

- a. Pre-Indus Culture and Rise of Indus Valley Civilisation
- b. Origin and Nature and Decline
- c. Aryan Problem: Transition from early Vedic to later Vedic age

MODULE 2

Changing Material Culture

- a. Rise of Jainism and Buddhism
- b. Nature of Indian State: from *Mahajanapadas* to *Mauryas*
- c. The *Guptas* rise to power
- d. Politics of Violence in ancient India

MODULE 3

The notion of 'Early medieval' in Indian History

- a. The feudalism Debate
- b. Agrarian system and land grants
- c. Trade and trade guilds-Monetization debate
- d. Cities in Early medieval India: De-urbanization debate, Third Urbanization, Temple Cities, Port Cities

MODULE 4

Society and Culture

- a. Proliferation of castes
- b. Status of women
- c. Bhakti Movements
- d. Cult appropriation, educational ideas and institutions

READINGS:

Upinder Singh: *A History of Ancient and Early Medieval India: From Stone Age to 12th Century*

_____, *Political Violence in Ancient India*

_____, *Ancient India: Culture of Contradiction*

_____, *Rethinking Early Medieval India* Bhairavi Prasad Sahu, Iron and Social Change in Ancient India Romila Thapar, Our History, Their History. Whose History?

_____, *Asoka and the Decline of the Mauryas*

_____, *The Past and Prejudice*

_____, *Readings in Early Indian History*

_____, *The Past Before Us: Historical Traditions of Early India*

_____, *From Lineage to State: Social Formations in the mid-first Millennium B.C. in the Ganga Valley*

S. Bhattacharya and R. Thapar, eds., *Situating Indian History*, For Sarvapalli Gopal

Shereen Ratnagar, *Harappan Archaeology: Early State Perspectives* Ranabir Chakrabarti, *Trade and Traders in Early Indian Society*

_____, *Prachin Bharater Arthanaitik Itihaser Sandhane*

_____, *The Pull Towards the Coast and Other Essays*

Kunal Chakraborty, *Religious Process: The Puranas and the Making of Regional Traditions*

Kesavan Veluthat, *The Early Medieval in South India*

V. Jha, *Chandalas: Untouchability and Caste in Early India*

R. Champakalakshmi, *Trade, Ideology and Urbanisation: South India 300BC to 1300 AD*

Brajadulal Chattopadhyaya, *The Making of Early Medieval India*

_____, *Aspects of Rural Settlements and Rural Society in Early Medieval India* _____, ed. *A Social History of Early India*

_____, *The Concept of Bharatvarsha and Other Essays*

Suvira Jaiswal, *Origin and Development of Vaishnavism: Vaishnavism from 200BC to 500AD*

_____, *Caste: Origin, Function and Dimensions of Change* D.N. Jha, ed. *Feudal Social Formation in Early Indian Society*

_____, *The Feudal Order: State Society and Ideology in Early Medieval India.*

Hermann Kulke, *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*

_____, ed. *The State in India 1000-1700.*

HST412	Themes and Debates in Indian History II – Medieval India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Medieval Indian History				
Course Type	Core				
Course Level	Evaluating				

Course Description: This course deals with the various aspects and debates of polity, society, economy and culture during Medieval India. It introduces students to ideas of state building, centralization of the state apparatus, and social and economic transition with particular reference to revenue administration. Above all the course intends to challenge the traditional and popular ways of thinking of the medieval era.

COURSE OUTCOMES:

CO1: Identify major political and cultural developments under the Delhi Sultanate and Mughal Empire.

CO2: Explain the major themes and historiographical debates in Medieval Indian history.

CO3: Apply historical concepts and frameworks to analyze specific events or regions in Medieval India.

CO4: Examine the interrelationship between social, economic, and political changes during the medieval period.

CO5: Critically evaluate different historical sources and interpretations related to Medieval India.

CO6: Develop original arguments or research questions based on themes in Medieval Indian history.

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

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

Module 1

Origins and nature of the State under the Delhi Sultanate.

- Theory of kingship
- Alauddin Khilji's Market Policy
- Urbanisation debate during the Delhi Sultanate

MODULE 2

Aspects of the Mughal State

- Nature of the Mughal state: theory of kingship – Problem of legitimacy – State and regional identities – The idea of frontiers
- Evolution of the institutional structure and the system of government: Mansabdari and Jagirdari system
- Crisis of Mughal absolutism: the Jagirdari crisis - Parties and politics at the Mughal court and the struggle for Wizarat - The agrarian problem and the peasant revolts under the Mughals.

MODULE 3

Rise and growth of Maratha power

- The political and socio-economic basis of the Maratha state.

MODULE 4

Society in Mughal India

- Women in medieval India
- Religion in medieval India
- Evolution of Medieval India through the lens of art and architecture

READINGS:

John F. Richards, *The Mughal Empire*

_____, ed. *Kingship and Authority in South Asia*

I.H. Qureshi, *The Administration of the Mughal Empire*

J.N. Sarkar, *Mughal Administration*

Aniruddha Roy, *Some Aspects of Mughal Administration*

H.K. Naqvi, *History of Mughal Government and Administration*

S.N. Sen, *The Military System of the Marathas*

S. Gordon, *The Marathas: 1600-1800*

_____, *Marathas, Marauders and State Formation*

Satish Chandra, *Medieval India*

_____, *Parties and Politics at the Mughal Court*

_____, *Historiography, Religion and State in Medieval India*

_____, *Medieval Indian Society, the Jagirdari Crisis and the Village*

_____, *The Eighteenth Century in India: Its Economy and the Role of the*

_____, *Marathas, the Jats, the Sikhs and the Afghans*

S.A.A. Rizvi, *The Wonder that was India, Part – II*

A. Hussain, *The Nobility under Akbar and Jahangir*

M. Athar Ali, *The Mughal Nobility under Aurangzeb*

_____, *The Apparatus of Empire*

_____, *The Mughal State*

COURSE NAME:

Themes and Debates in Indian History – Colonial India

Course Code: HST413

Course Composition	Basic Understanding Major Themes and Debates in History of Colonial India
Course Category	Core
Developmental Needs	National

Course Outcomes

	Course Outcomes
CO1	Demonstrate comprehensive knowledge of the colonial encounter and its implications for Indian society.
CO2	Critically assess major debates around economic impact, social reform, and political resistance in colonial India.
CO3	Engage with and critique diverse historiographical approaches to colonialism.
CO4	Construct well-reasoned historical arguments using primary and secondary sources.
CO5	Prepare for advanced research in modern Indian history and contribute to scholarly debates.
CO6	Examine the different perspective on debates in history of colonial India.

MAPPING COs with POs & PSOs

-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	-	-	2	-	-	-	2	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	2	-	-	-	-	-	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrate comprehensive knowledge of the colonial encounter and its implications for Indian society.	PO1, PO2, PO6
CO2	Critically assess major debates around economic impact, social reform, and political resistance in colonial India.	PO1, PO2, PO4
CO3	Engage with and critique diverse historiographical approaches to colonialism	PO1, PO2, PO4, PO8
CO4	Construct well-reasoned historical arguments using primary and secondary sources.	PO2, PO3, PO5, PO8, PO10

CO5	Evaluate the research problems and formulation of research questions	PO1, PO2
CO6	Examine the different perspective on debates in history of colonial India.	PO8, PO1

Course Objectives

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

1. Understand and critically engage with key historical themes, processes, and debates related to colonial India.
2. Analyze the nature of British colonialism and its impact on various dimensions of Indian society, economy, polity, and culture.
3. Evaluate the multiple perspectives, including nationalist, Marxist, subaltern, and postcolonial historiography.
4. Develop a nuanced understanding of resistance, reform, and transformation during the colonial period.
5. Examine primary sources and historical arguments to construct evidence-based interpretations of colonial rule.

UNIT I: Understanding Colonialism and Historical Debates

- 1.1 Theoretical frameworks: Colonialism, imperialism, and modernity.
- 1.2 Early colonial encounters: From the Battle of Plassey to the consolidation of Company rule.
- 1.3 Historiography: Colonial, nationalist, Marxist, Cambridge, Subaltern, and Postcolonial schools.
- 1.4 Debates on periodization and the nature of colonial state.

Suggested Readings:

- Ranajit Guha, *Selected Subaltern Studies*
- Sumit Sarkar, *Writing Social History*
- Ania Loomba, *Colonialism/Postcolonialism*
- Bernard Cohn, *Colonialism and Its Forms of Knowledge*

UNIT II: Economy and Society under Colonial Rule

- 2.1 Economic impact of colonialism: Deindustrialization, drain of wealth, and commercialization of agriculture.
- 2.2 Land revenue systems: Zamindari, Ryotwari, Mahalwari.
- 2.3 Famines, rural indebtedness, and agrarian distress.
- 2.4 The rise of new social classes: Middle class, bourgeoisie, intelligentsia.

Suggested Readings:

- R.C. Dutt, *Economic History of India*
 - Bipan Chandra, *The Rise and Growth of Economic Nationalism in India*
 - Tirthankar Roy, *The Economic History of India*
 - David Ludden (ed.), *Agrarian History of South Asia*
-

UNIT III: Social Reform, Education, and Cultural Change

- 3.1 Orientalism, education policies, and cultural hegemony.
- 3.2 Social and religious reform movements: *Brahmo Samaj*, *Arya Samaj*, *Aligarh Movement*, *Prarthana Samaj*.
- 3.3 Role of women and debates around gender, widow remarriage, sati, and education.
- 3.4 Rise of print culture, vernacular press, and nationalist consciousness.

Suggested Readings:

- Gauri Viswanathan, *Masks of Conquest*
 - Tanika Sarkar, *Hindu Wife, Hindu Nation*
 - Partha Chatterjee, *The Nation and Its Fragments*
 - Rosalind O'Hanlon, *A Comparison Between Women's Reform in India and England*
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UNIT IV: Resistance, Rebellions, and the Rise of Nationalism

- 4.1 1857 Revolt: Causes, nature, and interpretations.
- 4.2 Peasant and tribal uprisings.
- 4.3 Rise of Indian nationalism: Moderates, Extremists, and Revolutionaries.
- 4.4 Gandhian movements and the mass phase of nationalism.

4.5 Role of workers, peasants, women, and marginalized communities in the freedom struggle.

Suggested Readings:

- Eric Stokes, *The Peasant and the Raj*
 - Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*
 - Judith Brown, *Gandhi's Rise to Power*
 - Sumit Sarkar, *Modern India (1885–1947)*
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Pedagogical Tools

- Lectures and seminars
- Primary source analysis
- Group discussions and debates
- Use of documentaries and visual archives

HST414	DSE- Introduction to India Archaeology	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in antiquity and Indian History				
Course Type	Core				
Course Level	Evaluating				

COURSE DESCRIPTION:

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

COURSE OBJECTIVES

1. To introduce students to the field of archaeology

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

2 To explore the history and development of archaeology in India

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

3 To examine key archaeological sites and their significance

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

4. To understand material culture through archaeological evidence

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

Course Outcomes:

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

CO2: Gain a more comprehensive understanding of ancient civilisations.

CO3: To analyse different artefacts to understand ancient civilisations.

CO4: To analyse the evolution of *Homo Sapiens*

CO5: Formative stages of the Harappa culture.

CO6: To emphasize the interdisciplinary nature of archaeology

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

COURSE CONTENTS**Unit – I****Introduction to Archaeology:**

Definition; aims, scope and ethics of archaeology; history and growth of Archaeology.

History of Indian archaeology. Relationship of archaeology with social and natural sciences.

Type and nature of archaeological data. Retrieval of archaeological data: Methods of explorations and excavations.

Methods of artefact analysis: categorisation, classification, and characterisation. Methods of interpretation and related issues: Application of sociological and anthropological models; Ethnography and experimental replication studies; traditional, Processual, and Post-Processual approaches; preparation of archaeological reports.

UNIT – II:

Introduction to Prehistory Prehistoric beginning:

Geological, biological and cultural dimensions of humans. Human origin and Geological time scale: Late Tertiary (Miocene and Pliocene) and Quaternary Periods; Plio-Pleistocene boundary, Paleomagnetic records, Pleistocene and Holocene epochs.

Major environment and climatic changes of Pleistocene; Pleistocene and Marine Isotopic Stages (MIS).

Biostratigraphy of the Pleistocene: Pleistocene flora and Fauna. Main stages of human evolution and important fossil records: Hominin ancestors of the Late Miocene, Pliocene and the Pleistocene: Pre-Australopiths, Australopiths.

Unit - III Palaeolithic cultural developments in the Indian subcontinent:

Geo-chronology and Stone Age cultures of India: The Sohan Valley and the Potwar Plateau sites in the Sivalik hills, The Belan and Son valleys, Didwana dune 16R in Rajasthan, Kortlayer valley/Attirampakkam in Tamilnadu and Jwalapuram in Andhra Pradesh.

Lower Palaeolithic culture: tool types and lithic technology; the Sohan industry and its antiquity; the Acheulian industry and its spread into major river valleys: sites in the Narmada and Sabarmati valleys, the Belan and Son valley sites, the Hunsgi and Baichabal valleys, the Krishna and Godavari valleys, the Kortlayer valley; sites associated with the Playas of Rajasthan.

Middle Palaeolithic culture and geographical spread; Tool types and lithic technology of the Middle Palaeolithic: the prepared core techniques/Levallois technique.

Unit – V Proto-history:

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

Reading List:

R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007

R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.

R.S. Sharma, *Looking for the Aryas*, Delhi, Orient Longman Publishers, 1995

D. P. Agrawal, *The Archaeology of India*, 1985

Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983.

L. Basham, *The Wonder that Was India*, 1971.

D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997, Paperback.

D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.

H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996

K. A. N. Sastri, ed., *History of South India*, OUP, 1966.

UpinderSingh, *A History of Ancient and Early Medieval India*, 2008.

Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.

Irfan Habib, *A People's History-Vol. -1, PreHistory*, 2001,

---- Vol.-2, *Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C.*, 2002

Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.

HST415	DSE-Medieval Architecture	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in art and architecture in Indian History				
Course Category	Employability				
Course Level	Creating				

Course Objectives:

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

Course Outcomes:

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

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

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

Course Description:

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

Course Content:

Unit I: Introduction to Indian Art and Architecture.

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

Unit-II:

Early Indian Art and Architecture.

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

Unit-III:

Medieval Indian Art and Architecture.

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

Unit-IV:

Colonial Art and Architecture.

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

Reading List:

Barrett, Douglas, *Early Cola Architecture and Sculpture, 886-1014 A.D.*, Faber & Faber, 1974.

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

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

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

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

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

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

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

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

HST501	National Movement in India (1858-1947)	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in colonial politics in Modern History				
Course Category	Employability				
Course Level	Remembering and Understanding				

Course Description:

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

Course Objectives:

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

Course Outcomes:

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

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

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

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

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

CO5: Summarize the various stages of freedom struggle

CO6: Develop a critique of national struggle

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

Contents:

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

a. Issues and Debates, b. Continuity and changes, c. Expansion and consolidation, d. Colonial state and ideology. e. Rural economy and society, f. Trade and industry, g. popular resistance

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

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

Unit 3: Nationalism: Trends up to 1919

a. Formation of early political organizations b. Moderates and extremists, c. Swadeshi movement d. Revolutionaries

Unit 4: Gandhian nationalism after 1919: Ideas and Movements: a. Mahatma Gandhi: his perspectives and Methods b) Impact of the First World War c) Rowlatt Satyagraha and Jalianwala Bagh d) Non-cooperation and Civil Disobedience e) Provincial Autonomy. Quit India and INA f) Left wing movements g) Princely India: States people movement

Unit 5: Communalism , and Independence and Partition:

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

References:

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

COURSE CODE: HST502

COURSE NAME: Themes and Debates in Indian History – Post-Colonial India

Course Composition	Basic Understanding Main Themes and Debates in History of Post-colonial India
Course Category	Core
Developmental Needs	National

Course Outcomes

	Course Outcomes
CO1	Comprehend and explain the foundational challenges and responses in post-independence India.
CO2	Analyze the dynamics of state formation, democracy, and identity politics.
CO3	Evaluate major debates in post-colonial Indian historiography and political thought.
CO4	Examine the intersections of social justice, economic planning, and cultural discourse in independent India.
CO5	Engage in scholarly research and debates with awareness of contemporary relevance.
CO6	Access the development in the recent debates in Indian history on Post-colonial India.

-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	2	-	-	-	-	-	-	-	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Comprehend and explain the foundational challenges and responses in post-independence India.	PO1, PO2, PO6
CO2	Analyze the dynamics of state formation, democracy, and identity politics.	PO1, PO2, PO4
CO3	Evaluate major debates in post-colonial Indian historiography and political thought.	PO1, PO2, PO4, PO8
CO4	Examine the intersections of social justice, economic planning, and cultural discourse in independent India.	PO2, PO3, PO5, PO8, PO10

CO5	Engage in scholarly research and debates with awareness of contemporary relevance.	PO2, PO1
CO6	Access the development in the recent debates in Indian history on Post-colonial India.	PO2, PO1

Course Objectives

By the end of this course, students will:

1. Understand the key political, economic, and social transformations in India after 1947.
 2. Critically analyse debates around nation-building, secularism, federalism, and democratic consolidation.
 3. Engage with issues of caste, class, gender, language, and regionalism in the post-colonial context.
 4. Explore the historiographical and theoretical perspectives on post-colonial development and dissent.
 5. Enhance research and analytical skills using interdisciplinary sources and perspectives.
-

UNIT I: Nation-Building and the Post-Colonial State

- 1.1 Partition and its aftermath: Refugees, memory, and violence.
- 1.2 Drafting of the Constitution: Key debates and ideological influences.
- 1.3 Nehruvian vision: Planning, socialism, secularism, and democracy.
- 1.4 Integration of princely states and reorganization of states on linguistic lines.

Suggested Readings:

- Granville Austin, *The Indian Constitution: Cornerstone of a Nation*
 - Bipan Chandra, *India After Independence*
 - Sunil Khilnani, *The Idea of India*
 - Rajendra Prasad, *India Divided*
-

UNIT II: Politics, Democracy, and Federalism

- 2.1 The rise and evolution of the Congress system.

- 2.2 Emergency (1975–77): Causes, consequences, and historiographical debates.
- 2.3 Coalition politics and the decline of the single-party dominance.
- 2.4 Federalism and Centre-State relations: Linguistic, ethnic, and regional assertions.

Suggested Readings:

- Ramachandra Guha, *India After Gandhi*
 - Paul Brass, *The Politics of India Since Independence*
 - Christophe Jaffrelot, *India's Silent Revolution*
 - Zoya Hasan (ed.), *Politics and the State in India*
-

UNIT III: Social Justice, Movements, and Identity Politics

- 3.1 Caste and reservations: Mandal Commission and its aftermath.
- 3.2 Dalit and Adivasi movements: Ambedkarite legacy and beyond.
- 3.3 Gender and feminist movements in post-colonial India.
- 3.4 Communalism, secularism, and identity-based violence.

Suggested Readings:

- Gail Omvedt, *Dalits and the Democratic Revolution*
 - Christophe Jaffrelot (ed.), *Religion, Caste and Politics in India*
 - Nivedita Menon (ed.), *Gender and Politics in India*
 - Romila Thapar, *Communalism and the Writing of Indian History*
-

UNIT IV: Economic Liberalisation, Globalisation, and Contemporary Debates

- 4.1 Economic reforms of 1991: Causes, nature, and impact.
- 4.2 Changing nature of Indian capitalism and middle classes.
- 4.3 Development vs. displacement: Environmental and tribal movements.
- 4.4 Contemporary challenges: Populism, majoritarianism, media, and civil society.

Suggested Readings:

- Amartya Sen and Jean Drèze, *India: Development and Participation*

- Arundhati Roy, *The Cost of Living*
 - Partha Chatterjee, *The Politics of the Governed*
 - Aseem Shrivastava & Ashish Kothari, *Churning the Earth*
-

Pedagogical Tools

- Lectures and student-led discussions
- Use of primary sources, policy documents, films, and oral histories
- Guest lectures from scholars, activists, and public intellectuals
- Research-oriented group projects

HST505	HISTORY OF EARLY MODERN EUROPE	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in European Culture and History				
Course Category	Employability				
Course Level	Evaluating				

Course Description:

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

Course Objectives:

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

Course Outcomes

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

CO1. Show the historical background of a world phenomenon called Capitalism.

CO2. Develop a comprehensive idea about the transitional processes towards an industrial society and economy.

CO3. Construct a relation of the major concepts and theoretical perspectives on the development of modernity.

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

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

CO6: Develop a critique of European Movements

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

Course Content:

Unit I.

15 Lecture Hours

Transition from feudalism to capitalism: problems and theories.

Unit II.

15 Lecture Hours

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

Unit III.

15 Lecture Hours

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

Unit IV.

10 Lecture Hours

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

Unit V.

15 Lecture Hours

Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution and Printing Revolution

Unit VI.

10 Lecture Hours

France on the eve of the French Revolution.

Debates on the French Revolution

Text Books

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

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

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

Christopher Hill, *A Century of Revolutions.*

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

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

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

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

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

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

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

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

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

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

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

J. Lynch, *Spain under the Hapsburgs*.

J. R. Hale, *Renaissance Europe*.

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

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

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

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

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

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

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

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

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

Peter Mathias, *First Industrial revolution*.

R. Hall, *From Galileo to Newton*.

Rodney Hilton, *Transition from Feudalism to Capitalism*.

COURSE CODE: HST506

COURSE NAME: *DSE*-Enlightenment and Empire

Course Composition	Basic Understanding about History of Enlightenment and Empire
Course Category	Core
Developmental Needs	Global

Course Outcomes

	Course Outcomes
CO1	Demonstrate familiarity with major Enlightenment thinkers and texts.
CO2	Critically assess the role of Enlightenment ideas in legitimizing or resisting empire.
CO3	Analyse historical debates about race, civilization, and universalism.
CO4	Interpret primary and secondary sources within the broader historiographical landscape.
CO5	Apply theoretical insights to case studies from European and colonial contexts.
CO6	Create a geo-political map or chart of Imperial countries and their colonies during 17 th , 18 th and 19 th Centuries.

-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	2	-	-	-	-	-	-	-	-	-	-
CO2	1	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-
CO4	-	3	-	-	-	-	-	2	-	-	-	-
CO5	-	2	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrate familiarity with major Enlightenment thinkers and texts.	PO1, PO2, PO6
CO2	Critically assess the role of Enlightenment ideas in legitimizing or resisting empire.	PO1, PO2, PO4
CO3	Analyze historical debates about race, civilization, and universalism.	PO1, PO2, PO4, PO8
CO4	Interpret primary and secondary sources within the broader historiographical landscape.	PO2, PO3, PO5, PO8, PO10

CO5	Analyse Peasant resistance and their socio-political impact	PO1, PO2
CO6	Create a geo-political map or chart of Imperial countries and their colonies during 17 th , 18 th and 19 th Centuries.	PO8, PO1

Course Objectives

The primary objectives of this course are:

1. To examine the Enlightenment as a transformative intellectual movement in European history.
2. To understand the mutual entanglements of Enlightenment thought and imperial expansion.
3. To analyze how Enlightenment ideals were applied, contested, and modified in colonial contexts.
4. To engage with key texts and debates around reason, progress, race, and civilization.
5. To develop critical tools for interpreting the historical relationships between knowledge, power, and empire.

UNIT I: The Enlightenment – Origins, Themes, and Thinkers

- 1.1 Intellectual and historical background: Scientific Revolution, Renaissance humanism, and religious wars.
- 1.2 Key themes: Reason, progress, secularism, natural rights, and social contract theory.
- 1.3 Major thinkers: Voltaire, Rousseau, Montesquieu, Kant, Diderot, Hume.
- 1.4 The public sphere, salons, and encyclopedism.

Suggested Readings:

- Peter Gay, *The Enlightenment: An Interpretation*
- Immanuel Kant, “What is Enlightenment?”
- Margaret Jacob, *The Radical Enlightenment*
- Jonathan Israel, *Enlightenment Contested*

UNIT II: Empire and Enlightenment Thought

- 2.1 Theories of governance and sovereignty in colonial contexts.
- 2.2 Enlightenment debates on slavery, colonialism, and the “civilizing mission.”
- 2.3 Comparative views on Europe and the “Other” (Asia, Africa, the Americas).
- 2.4 The role of Enlightenment philosophy in shaping colonial policy and discourse.

Suggested Readings:

- Sankar Muthu (ed.), *Empire and Modern Political Thought*
 - David Armitage, *The Ideological Origins of the British Empire*
 - Jennifer Pitts, *A Turn to Empire*
 - Uday Mehta, *Liberalism and Empire*
-

UNIT III: Knowledge, Classification, and Colonial Science

- 3.1 The Enlightenment and the birth of modern disciplines: Anthropology, geography, botany.
- 3.2 Scientific expeditions, museums, and knowledge production in imperial settings.
- 3.3 Race, taxonomy, and the emergence of scientific racism.
- 3.4 Orientalism and the construction of colonial knowledge.

Suggested Readings:

- Bernard Cohn, *Colonialism and Its Forms of Knowledge*
 - Londa Schiebinger, *Plants and Empire*
 - Edward Said, *Orientalism* (selected chapters)
 - Pratik Chakrabarti, *Western Science in Modern India*
-

UNIT IV: Critiques, Legacies, and Post-Enlightenment Debates

- 4.1 Critiques of Enlightenment universalism: Romanticism, conservatism, Marxism.
- 4.2 Enlightenment’s role in anti-colonial and nationalist thought.
- 4.3 Postcolonial critiques: Enlightenment and Eurocentrism.
- 4.4 The Enlightenment and modern liberal democracies: continuity and rupture.

Suggested Readings:

- Dipesh Chakrabarty, *Provincializing Europe*
 - Isaiah Berlin, *The Crooked Timber of Humanity*
 - J.G.A. Pocock, *Barbarism and Religion*
 - Robert Bernasconi (ed.), *Race and the Enlightenment*
-

Pedagogical Tools

- Close reading of primary texts
- Thematic lectures and discussions
- Use of digital archives, visual materials, and maps
- Group presentations and debates

COURSE CODE: **HST507**

COURSE NAME: **Scientific Approaches to Indian Knowledge System**

Course Composition	Basic Understanding about History and culture of India
Course Category	Skill and Employability
Developmental Needs	National

Course Outcomes

	Course Outcomes
CO1	This course will provide learners with definition, relevance and overview of Indian Knowledge System.
CO2	Learners will be introduced to Ancient Indian Literature and Scriptures
CO3	Learners will also assess the applicability of Panini's grammatical framework to Indian and other languages
CO4	The course will appraise learners about Indian scheme of knowledge and examine the relevance of the framework for establishing valid knowledge in today's society.
CO5	This course will familiarise learners with ancient Indian Art and Architecture
CO6	Learners will also learn about Indian Astronomy, Astronomical Instruments (Yantras).

-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	2	-	-	-	-	-	-	-	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	This course will provide learners with definition, relevance and overview of Indian Knowledge System.	PO1, PO2, PO6
CO2	Learners will be introduced to Ancient Indian Literature and Scriptures	PO1, PO2, PO4
CO3	Learners will also assess the applicability of Panini's grammatical framework to Indian and other languages	PO1, PO2, PO4, PO8

CO4	The course will appraise learners about Indian scheme of knowledge and examine the relevance of the framework for establishing valid knowledge in today's society.	PO2, PO3, PO5, PO8, PO10
CO5	This course will familiarise learners with ancient Indian Art and Architecture	PO2, PO1
CO6	Learners will also learn about Indian Astronomy, Astronomical Instruments (Yantras).	PO2, PO1

Course Content

Unit- Introduction to Indian Knowledge System

- What is Indian Knowledge System?
- Introduction to Ancient Indian Literature and Scriptures (*Vedas, Vedangas, Puranas* etc)
- Basic of Panini's Grammar and its extensive application in Languages.
- Indian framework for establishing valid knowledge and its applicability in today's society

Unit II- Introduction to Ancient Indian Political and Economic System

- Concepts of Kinship: Duties and Responsibilities of a king
- Indian Economy, taxation, savings, expenditure

Unit-III-Introduction to Ancient Indian Art and Architecture

- Origin & Concepts
- Introduction to Cave and Monolithic Architecture

Unit-IV- Introduction to Ancient Indian Mathematics, Astronomy and approaches to Health

- a. Salient features of Ancient Indian Mathematics.
- b. Astronomical Instruments (*Yantras*) - Application of Physics & Chemistry.
- c. Ayurveda approach to health, food intake methods, Disease management, elements & wellness application of Botany and Medical Science

References:

Acarya, P.K. (1996) *Indian Architecture*, Munshiram Manoharlal publishers, New Delhi.

Bag, A.K (1979) *Mathematics in Ancient and Medieval India*, Chaukhamba Orientalia, New Delhi.

Banerjee, P. (1916) *Public Administration in Ancient India* , Macmillan, London.

Chatterjee, Satishchandra (2012) *An introduction to Indian Philosophy*, Rupa & Co. Calcutta.

Kapoor Kapil, Singh Avadhesh (2021) “Indian Knowledge Systems Vol- I & II,”

D.K. Print World Ltd., New Delhi.

Mahadevan, B. Bhat Vinayak Rajat, Nagendra Pavana R.N. (2022), “*Introduction to Indian Knowledge System; Concepts and Applications*”,

PHI Learning Private Ltd. Delhi.

Singh, Bal Ram, (2011) *Indian Family System. The Concept, Practices and Current Relevance*, D.K. Print World Ltd., New Delhi.

Subbarayappa, B.V. and Sarma, K.V. (1985) *Indian Astronomy: A Source Book*, Nehru Centre, Mumbai

M A SEMESTER II

COURSE CODE: HST508

COURSE NAME: Record Keeping and Digital Archive

Course Composition	Basic Understanding about Record Keeping and Digital Archive
Course Category	Skill and Employability
Developmental Needs	Global

Course Outcomes

	Course Outcomes
CO1	Understand and apply the fundamentals of record keeping and archival science.
CO2	Differentiate between various types of records and evaluate their historical and administrative value.
CO3	Analyze the methodologies and challenges of digital archiving and electronic records management.
CO4	Use tools and technologies for digitization, metadata creation, and digital preservation.
CO5	Critically assess archival policies, copyright issues, and ethical practices in record management.
CO6	Create a graph or chart on classification of record keeping and digital archive.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	2	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-
CO4	-	3	-	2	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand and apply the fundamentals of record keeping and archival science.	PO1, PO2, PO9
CO2	Differentiate between various types of records and evaluate their historical and administrative value.	PO1, PO4, PO6, PO11
CO3	Analyze the methodologies and challenges of digital archiving and electronic records management.	PO1, PO6, PO9, PO10
CO4	Use tools and technologies for digitization, metadata creation, and digital preservation.	PO1, PO3, PO2, PO6
CO5.	Critically assess archival policies, copyright issues, and ethical practices in record management.	PO3, PO5, PO7, PO8

CO6	Create a graph or chart on classification of record keeping and digital archive.	PO1, PO3, PO8, PO9
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Course Objectives

This course aims to:

1. Introduce the principles and practices of record management in historical and institutional contexts.
2. Understand the types, formats, and significance of records—both analog and digital.
3. Examine the transition from traditional to digital archiving and the challenges involved.
4. Familiarize students with digital preservation tools, metadata standards, and archival ethics.
5. Enable students to develop practical skills for handling, organizing, preserving, and digitizing records and archives.

UNIT I: Foundations of Record Keeping

- 1.1 Definition, types, and characteristics of records.
- 1.2 History and significance of record keeping.
- 1.3 Principles of records management: creation, classification, appraisal, retention, and disposition.
- 1.4 Institutional record keeping: public offices, private organizations, and personal archives.

Suggested Readings:

- Theodore R. Schellenberg, *Modern Archives: Principles and Techniques*
- Frank Boles, *Selecting and Appraising Archives and Manuscripts*
- Maygene Daniels, *Introduction to Archival Organization and Description*

UNIT II: Archives: Theory and Practice

- 2.1 Concept and evolution of archives.
- 2.2 Types of archives: public, private, corporate, religious, and community archives.

2.3 Archival processes: acquisition, accessioning, arrangement, and description.

2.4 Preservation and conservation of physical records: paper, photographs, audio-visual materials.

Suggested Readings:

- Laura Millar, *Archives: Principles and Practices*
 - James M. O'Toole and Richard J. Cox, *Understanding Archives and Manuscripts*
 - Gregory S. Hunter, *Developing and Maintaining Practical Archives*
-

UNIT III: Introduction to Digital Archiving

3.1 Digitization vs. digital preservation: concepts and distinctions.

3.2 Metadata standards: Dublin Core, MARC, EAD, METS.

3.3 Digital asset management systems (DAMS) and institutional repositories.

3.4 Open access, copyright, and licensing issues in digital archives.

Suggested Readings:

- Trevor Owens, *The Theory and Craft of Digital Preservation*
 - Anne J. Gilliland, *Introduction to Metadata*
 - National Digital Information Infrastructure and Preservation Program (NDIIPP) Reports
-

UNIT IV: Tools, Technologies, and Emerging Trends

4.1 Hardware and software for digitization: scanners, OCR, audio-visual conversion.

4.2 Cloud storage, blockchain, and AI in archiving.

4.3 Case studies: National Digital Archives (India), Europeana, Internet Archive.

4.4 Ethical issues: access, privacy, digital divide, and archival silences.

Suggested Readings:

- Luciana Duranti & Patricia C. Franks, *Encyclopedia of Archival Science*
- Kate Theimer, *Archives in Context and as Context*
- UNESCO Guidelines on Digital Heritage Preservation

Pedagogical Tools

- Hands-on workshops on digitization and metadata creation
- Visits to archives and digital libraries
- Group assignments and digital storytelling projects
- Use of open-source tools (e.g., Omeka, DSpace)

COURSE CODE: HST503

COURSE NAME: Political Transition in West Bengal (1947-2011)

Course Composition	Basic Understanding about History of Bengal
Course Category	Core Paper
Developmental Needs	National

Course Description:

This course offers a comprehensive understanding of the political transformations in West Bengal from the post-independence period to 2011. It explores the interplay of political ideologies, movements, parties, and leadership that shaped the region's unique political landscape. The course emphasizes major transitions including the rise of the Left Front, agrarian reforms, urban unrest, and the eventual shift in power in 2011. Through critical readings and discussions, students will engage with historiographical debates and political theories relevant to the state's evolving political culture.

Course Outcome

CO1 Recall major political events and figures in West Bengal's post-independence history.

CO2 Explain the political ideologies and strategies of major parties like Congress, CPI(M), and TMC.

CO3 Apply historical and political concepts to analyze specific case studies like Singur or Nandigram.

CO4 Compare and contrast different phases of political rule and governance in the state.

CO5 Critically evaluate the successes and failures of the Left Front regime.

CO6 Construct a coherent argument or research project on the political transition in Bengal.

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

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

Unit I: West Bengal in Post-Partition India (1947–1967)

- Partition and its socio-political consequences
- Refugee crisis and demographic changes
- Political developments: Congress dominance and the rise of the opposition

Unit II: The United Front Governments (1967–1972)

- Nature of coalition politics
- Naxalite movement and political violence
- Presidential rule and its implications

Unit III: The Left Front Era (1977–2006)

- Rise of the CPI(M) and consolidation of Left rule
- Operation Barga and agrarian reforms
- Panchayati Raj and grassroots governance
- Industrial stagnation and policy shifts

Unit IV: The Decline of the Left and the Rise of Trinamool Congress

- Singur and Nandigram movements
- Shift in political discourse and popular mobilisation
- 2011 election and change in political leadership

Unit V: Themes and Debates

- Identity politics and communal tensions
- Role of media and civil society
- Cultural politics and intellectual engagement

REFERENCES: -

- Amin, Sonia Nishat, *The World of Muslim Women in Colonial Bengal, 1876-1939*, Leiden and New York: Brill, 1996
- Bhattacharya, Sabyasachi, *The Defining Moments in Bengal 1920-1947*, New Delhi: Oxford University Press, 2014.
- Bhattacharya, Sabyasachi (ed.), *A Comprehensive History of Modern Bengal 1700-1950*, Vols. 3, New Delhi: Primus Books, 2020.+6
- Bandopadhyay, Sekhar, *Decolonization in South Asia: Meanings of Freedom in post-Independence West Bengal, 1947-52*, Hyderabad: Orient Blackswan, 2009.
- Bandopadhyay, Sekhar, *Caste, Protest and Identity in Colonial India: The Namasudras of Bengal, 1872-1947*, New Delhi: Oxford University Press, 2011.
- Bandopadhyay, Kaushik, *Scoring Off the Field: Football Culture in Bengal, 1911-80*, London and New York: Routledge, 2011.

COURSE CODE: HST509

COURSE NAME: Trends in Modern Historiography

Course Composition	Basic Knowledge about Recent Trends in Modern Historiography
Course Category	Core
Developmental Needs	National

Course Outcomes

	Course Outcomes
CO1	Identify and explain key historiographical trends and their historical contexts.
CO2	Analyze the methodological approaches of various historiographical schools.
CO3	Critically evaluate the debates over sources, interpretation, and historical truth.
CO4	Apply historiographical concepts to contemporary historical writing and research.
CO5	Demonstrate awareness of global and postcolonial critiques of traditional historiography.
CO6	Create a chart or table about recent developmental in modern historiography.

MAPPING COs with POs & PSOs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-
CO4	-	2	-	-	-	-	-	-	2	-	-	-
CO5	-	-	2	-	-	-	-	-	-	-	-	-
CO6	2	-	-	-	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify and explain key historiographical trends and their historical contexts.	PO1, PO2, PO6
CO2	Analyse the methodological approaches of various historiographical schools.	PO1, PO2, PO4
CO3	Critically evaluate the debates over sources, interpretation, and historical truth.	PO1, PO2, PO4, PO8
CO4	Apply historiographical concepts to contemporary historical writing and research.	PO2, PO3, PO5, PO8, PO10
CO5	Demonstrate awareness of global and postcolonial critiques of traditional historiography.	PO3, PO6, PO8,

CO6	Create a chart or table about recent developmental in modern historiography.	PO2, PO5, PO7,
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Course Objectives

This course aims to:

1. Introduce students to the evolution and transformation of historical writing and methodology in the modern era.
 2. Familiarize students with major historiographical schools and approaches in Europe, America, and the Global South.
 3. Encourage critical engagement with debates on objectivity, interpretation, and the purpose of history.
 4. Examine the interdisciplinary influences on historical writing, including sociology, anthropology, and literary theory.
 5. Provide students with tools to analyse and construct historical arguments in line with scholarly traditions.
-

UNIT I: Foundations of Modern Historiography

- 1.1 History as a discipline: From chronicles to critical history.
- 1.2 Enlightenment and the scientific spirit in historical writing.
- 1.3 Leopold von Ranke and the emergence of "scientific" history.
- 1.4 History and nationalism in the 19th century.

Suggested Readings:

- E.H. Carr, *What is History?*
 - Georg G. Iggers, *Historiography in the Twentieth Century*
 - John Tosh, *The Pursuit of History*
 - Leopold von Ranke, *Selected Writings*
-

UNIT II: Marxist and Annales Historiography

- 2.1 Historical materialism: Marx, Engels, and subsequent interpretations.
- 2.2 British Marxist historians: E.P. Thompson, Eric Hobsbawm, Christopher Hill.

2.3 Annales School: Bloch, Febvre, Braudel—total history, longue durée.

2.4 Social and economic history: Structures vs. events.

Suggested Readings:

- E.P. Thompson, *The Making of the English Working Class*
 - Marc Bloch, *The Historian's Craft*
 - Fernand Braudel, *The Mediterranean and the Mediterranean World*
 - Eric Hobsbawm, *On History*
-

UNIT III: Post-War Historiography and the Cultural Turn

3.1 History from below and the rise of microhistory.

3.2 Linguistic turn and narrative history: Hayden White and beyond.

3.3 Gender, race, and identity in historical writing.

3.4 Cultural history and symbolic analysis.

Suggested Readings:

- Natalie Zemon Davis, *The Return of Martin Guerre*
 - Hayden White, *Metahistory*
 - Joan Scott, *Gender and the Politics of History*
 - Peter Burke, *What is Cultural History?*
-

UNIT IV: Postcolonial and Global Historiography

4.1 Subaltern Studies and critiques of elite historiography.

4.2 Postcolonial theory: Orientalism, hybridity, and history-writing.

4.3 Global and transnational history: Beyond Eurocentrism.

4.4 Decolonizing history and alternative epistemologies.

Suggested Readings:

- Ranajit Guha (ed.), *Selected Subaltern Studies*

- Dipesh Chakrabarty, *Provincializing Europe*
 - Edward Said, *Orientalism*
 - Sanjay Subrahmanyam, *Connected Histories*
-

Pedagogical Tools

- Lectures with interactive discussions
- Critical reading sessions of primary historiographical texts
- Student-led presentations and debates
- Comparative analysis of different schools of thought

HST510	Approaches to Global History	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Contemporary World History.				
Course Category	CC				
Course Level	Evaluating				

COURSE DESCRIPTION:

The course ‘Global History’ aims to introduce students to the complex dynamics of core transnational processes from the early 19th century to World War II. The discipline is devoted to a critical rethinking of modern history as a teleological journey from empires to nation-states whose pasts are confined to clearly delineated boundaries. The course focuses on the history of the interconnections and intertwining of various social, political, and cultural processes on a global scale, with particular emphasis on the diversity of regimes of imperial transformations, (de)colonizations, and postcolonial situations and contexts. Our goal is a critical examination of theories and approaches

toward the analysis of transnational developments in the epoch. Looking beyond empires and nation-states, the course also seeks to shed light on alternative agencies of transformation, including global networks, organizations, and exchanges.

COURSE OUTCOME:

- Identify key concepts, events, and figures in global history.
- Explain the significance of transnational and cross-cultural interactions in shaping historical developments.
- Apply global historical perspectives to specific case studies or regions.
- Critique primary and secondary sources with attention to authorial bias, perspective, and context.
- Construct original arguments in essays and presentations that synthesize multiple perspectives on global history.
- Design a research project or presentation that explores a theme in global history using interdisciplinary methods.
-

	P01	P02	P03	P04	P05	P06	P07	P08	P09
C01	1	1	-	-	1	-	1	-	-
C02	-	-	-	1	-	-	-	1	2
C03	-	-	1	1	-	-	1	1	1
C04	1	2	-	-	-	-	-	2	2
C05	-	-	1	1	-	-	-	-	-
C06	1	-	-	1	1	-	-	1	1

Module I: Concepts of ‘World’ and ‘Global’ History.

Units:

- Definitions and scope of global history
- Genealogy and prehistory of globalisation – archaic globalisations – globalisation in world history

- Historiographical origins: from Eurocentrism to global perspectives
- Key thinkers and foundational texts (e.g., Bayly, Wallerstein)
- Global history vs. national history: challenges and critiques

Module II: Thematic Approaches to Global History

UNITS:

- Empires and imperial networks
- Global trade and economic systems
- Religion, culture, and knowledge exchange
- Migration, diaspora, and the movement of peoples

Module III: Introduction to trans-national history- regions in global history

UNITS:

- Definitions and categories of analysis of Trans-national History
- Situating Global and Transnational History
- Analysing the critiques of transnational History
- Colonial connections in a transnational perspective.

MODULE IV: CULTURES OF GLOBALISATION

UNITS:

- Globalisation and its impact on diet, technology, and agriculture

- Sports and diplomacy
- Effects of Globalisation on Entertainment

Essential reading

- A.G.Hopkins, *Globalisation in World History*, W. W. Norton & Company, 2002
- C.A. Bayly, *The Birth of the Modern World: Global Connections and Comparisons 1780-1914*, Oxford UK: Blackwell, 2004
- Ferdinand Braudel, *A History of Civilizations*, Tr. Richard Mayne, Viking Penguin, New York, 1993
- Jurgen Osterhammel & Niels P. Petersson, *Globalization: A Short History*, Princeton, NJ: Princeton University Press, 2005
- K.N.Chaudhuri, *Asia Before Europe: Economy and Civilization of the Indian Ocean from the rise of Islam to 1750*, Cambridge UK, 1990
- Peter N. Stearns, *Globalization in World History*, Routledge, 2009

HST517	DSE-Evolution of Indian Journalism	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Contemporary World History.				
Course Category	Employability				
Course Level	National				

COURSE DESCRIPTION:

The course ‘Evolution of Indian Journalism’ aims to introduce students to the complex dynamics of core transnational processes from the early 19th century to World War II through journalism. It is an effort to grow interest in this field among the students and also to equip them with the knowledge and fundamental skills necessary for further prospects in this dynamic and evolving field of media and communication deeply linked to history. The curriculum is structured to provide a balance between theoretical understanding and practical application in the real world ad to provide related ethnic awareness.

COURSE OUTCOME:

- Identify key concepts, events, and figures in global history.
- Explain the significance of transnational and cross-cultural interactions in shaping historical developments.
- Comprehend the basic of journalism along with its evolution
- Understand the modern scenario and prospects of communication along with their related responsibilities
- Grasping the career scope of this pertinent subject

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

Unit-1

Early Indian Journalism: Contributions of James Augustus Hickey, James Silk Buckingham and Calcutta Journal, Serampore Baptist Missionary Press: Digdarshan, SamacharDarpan; Social Reform Movement and Raja Rammohan Roy

Unit-2

H.L.V. Derozio and Young Bengal Movement, Iswar Chandra Gupta and SambadPrabhakar; History of Press Ordinances and Liberation of Press; Inception and Rise of Nationalist Journalism: Hindu Patriot and contributions of Harish Chandra Mukherjee, Somprakash; Movement against Vernacular Press Act.

Unit-3

Extremist Press: Sandhya, Bande-Mataram and Jugantar; Contribution of Bipin Chandra Pal and Bal Gangadhar Tilak; Contribution of Mahatma Gandhi in Indian Journalism; Contributions of Nationalist Press in Freedom Movement: National Herald, TheHindstan Times, The Indian Express.

Unit-4

Recommendations of Indian Press Commissions; Rise of newspaper houses: Ananda Bazar Patrika - The Telegraph, National Herald, The Hindu, The Times of India, The Statesman; Development of News Agencies; Contributions of Eminent Journalists: M. Chalapathi Rau, Vivekananda Mukhopadhyay, BarunSengupta, DilipPadgaonkar, N.Ram.

Essential reading

- (1) J.N. Basu: *Romance of Indian Journalism*; University of Calcutta.
- (2) Sushovan Sarkar: *Bengal Renaissance and Other Essays*;
- (3) J. Natarajan: *History of Indian Journalism*; Publication Division.
- (4) Rangaswamy Parthasarathi: *Journalism in India*; Sterling Publishing, New Delhi.
- (5) Mohit Moitra: *A History of Indian Journalism*; National Book Agency.
- (6) K.K. Ghai: *Indian Government and Politics*; Kalyani Publishers.
- (7) Recommendations of First Press Commission.
- (8) D.C. Bhattacharya: *Indian Politics and Government*;
- (9) D.C. Bhattacharya: *Bharatiya Rajniti O Shashon Byabostha*;

M A SEMESTER III

COURSE CODE: HST511

COURSE NAME: Themes in International Relations

Course Composition	Basic Understanding about Main Themes in International Relations
Course Category	Employability
Developmental Needs	Global

Course Outcomes

	Course Outcomes
CO1	Understand and explain core theories and paradigms of international relations.
CO2	Analyse historical and contemporary global events through theoretical lenses.
CO3	Evaluate the role of international institutions, state and non-state actors in world politics.
CO4	Engage with debates on globalization, security, development, and international law.
CO5	Develop the ability to assess foreign policy and international strategies of major powers.
CO6	Create a geo-political map or table regarding major themes in International relations.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	3	-	-	-	-	-	-	-	-	-	-
CO2	2	-	-	-	-	-	-	-	-	-	-	-
CO3	1	-	-	2	-	-	-	-	2	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand and explain core theories and paradigms of international relations.	PO1, PO2, PO6
CO2	Analyse historical and contemporary global events through theoretical lenses.	PO1, PO2, PO4, PO6, PO10
CO3	Evaluate the role of international institutions, state and non-state actors in world politics.	PO1, PO2, PO4, PO8
CO4	Engage with debates on globalization, security, development, and international law.	PO2, PO3, PO5, PO8, PO10
CO5	Develop the ability to assess foreign policy and international strategies of major powers.	PO1, PO4, PO8
CO6	Create a geo-political map or table regarding major themes in	PO1, PO2, PO7

	International relations.	
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Course Objectives

The course aims to:

1. Introduce students to the principal themes, concepts, and theoretical frameworks in international relations.
2. Analyse the historical evolution of the international system and the impact of key global events.
3. Examine major issues such as war and peace, diplomacy, global governance, and transnational challenges.
4. Encourage critical thinking about power dynamics, foreign policy, and international institutions.
5. Prepare students for advanced research and policy analysis in global affairs.

UNIT I: Theoretical Approaches to International Relations

- 1.1 Evolution of the discipline: From idealism to realism.
- 1.2 Classical Realism and Neo-Realism.
- 1.3 Liberalism and Neo-Liberal Institutionalism.
- 1.4 Constructivism, Marxist and Critical Theories.
- 1.5 Feminist and Postcolonial perspectives.

Suggested Readings:

- Hans Morgenthau, *Politics Among Nations*
- Kenneth Waltz, *Theory of International Politics*
- Alexander Wendt, *Social Theory of International Politics*
- Cynthia Enloe, *Bananas, Beaches and Bases*

UNIT II: The International System and Global Order

- 2.1 The Westphalian system and state sovereignty.
- 2.2 Balance of power and collective security.
- 2.3 The Cold War and bipolarity.
- 2.4 Uni-polarity, multi-polarity, and emerging powers in the 21st century.

Suggested Readings:

- Hedley Bull, *The Anarchical Society*
 - John Ikenberry, *After Victory*
 - Robert Keohane and Joseph Nye, *Power and Interdependence*
 - Amitav Acharya, *The End of American World Order*
-

UNIT III: Main Themes in Global Politics

- 3.1 War, conflict, and peacebuilding.
- 3.2 Terrorism, nuclear proliferation, and international security.
- 3.3 International political economy and trade regimes.
- 3.4 Human rights, humanitarian intervention, and global justice.

Suggested Readings:

- Barry Buzan and Ole Wæver, *Regions and Powers*
 - Robert Gilpin, *Global Political Economy*
 - Michael Doyle, *Ways of War and Peace*
 - Martha Finnemore, *The Purpose of Intervention*
-

UNIT IV: International Institutions and Contemporary Challenges

- 4.1 Role and relevance of the United Nations.
- 4.2 Regional organizations: EU, ASEAN, AU, SAARC.
- 4.3 Global environmental politics and climate change.
- 4.4 Migration, pandemics, and the rise of non-state actors.

Suggested Readings:

- Margaret Karns and Karen Mingst, *International Organizations*
- Thomas Weiss and Rorden Wilkinson, *Global Governance*
- Sheila Jasanoff (ed.), *States of Knowledge*
- Saskia Sassen, *Globalization and Its Discontents*

Pedagogical Tools

- Lectures with multimedia presentations
- Critical reading and discussion of texts
- Simulation exercises (e.g., Model UN, crisis diplomacy)
- Guest lectures and policy workshops

COURSE CODE: HST515

COURSE NAME: Historical Methodology and Computer Applications in History

Course Composition	Basic Understanding about Historical Methodology and Computer Applications in History
Course Category	Skill and Employability
Developmental Needs	Global

Course Outcomes

	Course Outcomes
CO1	Explain the foundational principles and methods of historical research.
CO2	Identify, evaluate, and use various primary and secondary sources effectively.
CO3	Apply methods of criticism, citation, and synthesis in historical writing.
CO4	Use computer applications and digital tools for data collection, analysis, and presentation in historical research.
CO5	Create digital projects such as timelines, databases, and maps to enhance historical understanding and communication.
CO6	Create a table or chart on classification of historical methodology and computer applications in history.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	2	-	-	-	-	-	2	-	-	-
CO2	-	-	-	2	-	-	-	-	-	-	-	-
CO3	-	3	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	2	-	-	-	-	-	-	-	-
CO6	3	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain the foundational principles and methods of historical research.	PO1, PO2, PO6
CO2	Identify, evaluate, and use various primary and secondary sources effectively.	PO1, PO2, PO4
CO3	Apply methods of criticism, citation, and synthesis in historical writing.	PO1, PO2, PO4, PO8
CO4	Use computer applications and digital tools for data collection, analysis, and presentation in historical research.	PO2, PO3, PO5, PO8, PO10
CO4	Create digital projects such as timelines, databases, and maps to enhance historical understanding and communication.	PO2, PO3, PO5, PO8

CO4	Create a table or chart on classification of historical methodology and computer applications in history.	PO1, PO2, PO4, PO8
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Course Objectives

This course aims to:

1. Introduce students to the nature, scope, and significance of historical methodology.
2. Familiarize students with different sources of history and methods of historical research.
3. Develop students' skills in historiography, criticism, and historical interpretation.
4. Train students in the use of computers and digital tools in research, archiving, and data analysis.
5. Encourage the integration of technology into historical writing, visualization, and communication.

UNIT I: Foundations of Historical Methodology

- 1.1 Definition, scope, and nature of history.
- 1.2 History as art, science, and social science.
- 1.3 Objectivity and subjectivity in history.
- 1.4 Uses of history in contemporary society.

Suggested Readings:

- E.H. Carr, *What is History?*
- Marc Bloch, *The Historian's Craft*
- John Tosh, *The Pursuit of History*
- R.G. Collingwood, *The Idea of History*

UNIT II: Sources, Criticism, and Research Methods

- 2.1 Classification of sources: primary and secondary; written and unwritten.
- 2.2 Internal and external criticism.

2.3 Framing research questions and hypotheses.

2.4 Use of archives, libraries, oral histories, and fieldwork.

Suggested Readings:

- Louis Gottschalk, *Understanding History*
 - Martha Howell and Walter Prevenier, *From Reliable Sources*
 - G.R. Elton, *The Practice of History*
 - Arvind Kumar, *Research Methodology in History*
-

UNIT III: Historical Explanation and Interpretation

3.1 Causation in history: monocausal vs. multicausal explanations

3.2 Historical narrative and interpretation

3.3 Objectivity, subjectivity, and bias in historical writing

3.4 Role of imagination and empathy in historical reconstruction

Suggested Readings:

- Marc Bloch, *The Historian's Craft*
 - William H. Dray, *Philosophy of History*
 - Hayden White, *Metahistory*
 - J.H. Hexter, *The History Primer*
-

UNIT IV: Computer Applications in Historical Research

4.1 Introduction to ICT in humanities and history.

4.2 Use of word processors, spreadsheets, and presentation tools.

4.3 Introduction to data organization tools (e.g., MS Excel, Google Sheets).

4.4 Introduction to reference management tools (e.g., Zotero, Mendeley).

Suggested Readings:

- Daniel J. Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*

- Ian Anderson, *The Digital Scholarship Handbook*
 - Anne Gilliland, *Introduction to Metadata*
 - Tutorials from H-Net and Digital Humanities platforms
-

Pedagogical Tools

- Lectures with multimedia support
- Practical sessions in digital tools and computer labs
- Group projects and presentations
- Use of digital archives and interactive platforms

HST522	Household and Domesticity in Medieval India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Mughal Indian History				
Course Category	CORE COURSE				

Course Description:

This course explores the intricacies of domestic life in the Mughal Empire, moving beyond the battlefield and court to examine the household as a crucial site of power, identity, and culture. Through a multidisciplinary approach that includes historical texts, architecture, gender studies, and material culture, students will investigate how royal and elite households functioned as spaces of both intimacy and influence. The course will pay particular attention to the roles of women in shaping political and domestic spheres, the architectural and aesthetic organisation of domestic space, and the cultural practices that defined Mughal notions of domesticity. By analyzing both primary sources and critical scholarship, students will engage with questions of gender, power, spatiality, and memory in the early modern South Asian context.

Course Outcomes:

CO 1: Recall key figures, terms, and events relevant to the Mughal household and domesticity.

CO 2: Explain Mughal domestic spaces' structure and socio-political significance.

CO 3: Interpret visual and textual sources to identify cultural practices within Mughal households

CO 4: Analyse and Deconstruct how domestic spaces intersect with imperial politics, kinship, and gender hierarchies.

CO 5: Evaluate and critically assess scholarly arguments about Mughal gender dynamics, domesticity, and memory.

CO 6: Create and formulate original research questions on Mughal domestic life.

	P01	P02	P03	P04	P05	P06	P07	P08	P09
C01	1	1	-	-	1	-	1	-	-
C02	-	-	-	1	-	-	-	1	2
C03	-	-	1	1	-	-	1	1	1
C04	1	2	-	-	-	-	-	2	2
C05	-	-	1	1	-	-	-	-	-
C06	1	-	-	1	1	-	-	1	1

Module 1: Introduction to the Mughal World and Courtly Life

- Overview of the Mughal Empire (16th–18th centuries)
- Imperial ideology and hierarchy
- The Mughal court as a centre of power, culture, and domestic life

Module 2: Gender and Power in the Mughal Zenana

- Structure and organisation of the zenana (women's quarters)
- The role of royal women in politics, patronage, and family life
- Gendered spatiality and agency

Module 3: Material Culture and Domestic Spaces

- Architecture and spatial planning of Mughal homes and palaces
- Objects of domestic life: textiles, jewellery, paintings, and furnishings
- Kitchens, rituals, and everyday life.

Module 4: Intimacy, Memory, and Narratives of Domesticity

- Personal narratives and memory-making in Mughal households
- Gendered storytelling and autobiographies
- Emotional and affective aspects of domestic life
- Prostitution in the Harem

Selected Readings:

- Ruby Lal, *Domesticity and Power in the Early Mughal World* (Cambridge University Press, 2005), Chapters 2, 3 & 5
- Lisa Balabanlilar, *Imperial Identity in the Mughal Empire* (I.B. Tauris, 2012), selections on kinship and concubinage
- Selections from Gulbadan Begum's *Humayun-nama*
- Ebba Koch, *The Complete Taj Mahal* (Thames & Hudson, 2006), Chapters on palace design and domestic spaces
- Catherine Asher, *Architecture of Mughal India* (Cambridge History of India, 1992),

HST521	<i>DSE-UNDERSTANDING INDIAN EPICS</i>	L	T	P	C
Version 1.0		2	0	1	3
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Applying and Analysing				

Course Description:

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

Course Objectives:

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

Course Outcomes

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

C01:

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

(Unit I: a–c)

C02:

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

(Unit II: a–c)

C03:

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

C04:

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

(Unit IV: a)

C05:

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

(Unit IV: b)

C06:

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

	P01	P02	P03	P04	P05	P06	P07	P08	P09
C01	-	1	-	-	1	-	-	-	-
C02	1	1	2	2	-	-	-	2	2
C03	-	1	1	1	-	-	1	1	2
C04	1	-	-	-	-	-	1	2	2
C05	1	-	-	-	1	1	-	-	-
C06	2	-	-	1	-	1	-	-	1

1-WEAKLY MAPPED

2-MODERATELY MAPPED

3-STRONGLY MAPPED

Course Content:

Unit- I

10 lecture hours

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

Unit-II

10 lecture hours

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

Unit-III

10 lecture hours

- a) Overview of the *Mahābhārata* and the *Rāmāyaṇa*: Different Traditions.
- b) Major Episodes and Themes of *Mahābhārata and Rāmāyaṇa*.
- c) Tamil Epics: Cilappatikāram and Manimekhalai

Unit-IV

10 lecture hours

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

Text Books:

- Alain Daniélou, *Manimekhalai: The Dancer with the Magic Bowl*, **Aleph Book, New Delhi, 2018.**
- Arshia Sattar, *The Ramayana*, **Penguin Random House, New Delhi, 2016.**
- Bose, Mandakranta, *The Ramayana in Bengali Folk Paintings*, Niyogi Books, New Delhi, 2016.
- Chakrabarti, Kunal, *Religious Processes: The Puranas and the Making of a Regional Tradition*, Oxford University Press, New Delhi, 2018.
- Goldman, Robert P., *Reading with the Rsi: A Cross-Cultural and Comparative Literary Approach to Valmiki's Ramayana*, **Orient Blackswan Pvt Ltd, New Delhi, 2023.**
- **John D. Smith, *The Mahabharata*, Penguin, New Delhi, 2009.**
- Kosambi, Damodar Dharmanand, *Myth and Reality: Studies in The Formation of Indian Culture*, **Sage Publications India Private Limited, New Delhi, 2016.**

- Lutgendorf, Philip, 'Ramayana: The Video', *TDR*, Summer, 1990, Vol. 34, No. 2 (Summer, 1990), pp. 127-176.
- **R. Parthasarathy**, *Cilappatikaram: The Tale Of An Anklet*, Penguin, New Delhi, 2004.
- Raghavan, V, *The Ramayana Tradition in Asia*, **Sahitya Akademi, New Delhi, 2009.**
- Richman, Paula, ed. *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*, Oxford University Press, New Delhi, 1997.
- **Sinha, Kanad**, *From Dasarajna to Kuruksetra: Making of a Historical Tradition*, Oxford University Press, New Delhi, 2022.
- Wendy Doniger O' Flaherty, *The Rig Veda*, Penguin, New Delhi, 2000.

HST519	DSE-SCIENCE AND SOCIETY	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	Interest in Antiquity and Ancient History				
Course Category	Employability				
Course Level	Evaluating				

Course Description:

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

Course Objectives:

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

4. Develop an understanding among students of the assimilation of modern techno-scientific knowledge

Course Outcomes:

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

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

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

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

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

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

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

	P01	P02	P03	P04	P05	P06	P07	P08	P09
C01	-	2	1	-	1	-	1	-	-
C02	1	2	-	2	-	-	-	2	2
C03	1	2	-	-	1	-	1	1	1
C04	-	2	-	2	-	-	2	2	2
C05	2	1	1	-	-	-	2	2	1
C06	2	2	1	1	-	1	1	-	1

Course Content:

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

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

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

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

3. UNIT 3: Technological Momentum 10 lecture Hours

Steam Navigation – Electric Telegraph – The Railways – Electrification

4. UNIT 4: A New Dawn 10 lecture Hours

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

Reference Books:

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

COURSE CODE: HST524

COURSE NAME: Digital History

Course Composition	Basic Understanding about Digital History
Course Category	Employability
Developmental Needs	National

Course Outcomes

	Course Outcomes
CO1	Understand the evolution and scope of digital history within the broader.
CO2	Apply digital tools for historical data collection, analysis, and visualization.
CO3	Critically assess digital archives, metadata standards, and online historical narratives.
CO4	Evaluate the impact of digital technologies on public history and historical interpretation.
CO5	Create original digital history projects using appropriate platforms and methods.
CO6	Create a table or chart about essential tools on digital history.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	2	-	-	-	-	-	-	-	-
CO4	-	3	-	-	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	3	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

MAPPING COs with POs & PSOs

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the evolution and scope of digital history within the broader.	PO1, PO2, PO6
CO2	Apply digital tools for historical data collection, analysis, and visualization.	PO1,PO2, PO4
CO3	Critically assess digital archives, metadata standards, and online historical narratives.	PO1, PO2, PO4, PO8

CO4	Evaluate the impact of digital technologies on public history and historical interpretation.	PO2, PO3, PO5, PO8, PO10
CO5	Create original digital history projects using appropriate platforms and	PO2, PO3, PO5, PO8
CO6	Create a table or chart about essential tools on digital history.	PO1, PO3, PO4, PO7

Course Objectives

This course is designed to:

1. Introduce the core concepts, tools, and approaches in the emerging field of digital history.
2. Train students in the use of digital platforms for historical research, curation, and dissemination.
3. Encourage critical engagement with digital archives, databases, GIS mapping, and visualization tools.
4. Examine the ethical, practical, and theoretical challenges of digital scholarship in history.
5. Enable students to design and execute digital history projects for academic and public use.

UNIT I: Introduction to Digital History

- 1.1 Definition, scope, and evolution of digital history
- 1.2 Digital history vs. traditional historical methods
- 1.3 Digital humanities and interdisciplinary approaches
- 1.4 Sources and data in the digital age: born-digital vs. digitized content

Suggested Readings:

- Daniel J. Cohen & Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*
- Toni Weller (ed.), *History in the Digital Age*
- Sheila Brennan & T. Mills Kelly, “Why Collecting History Online is Web 1.5”
- Melissa Terras, Julianne Nyhan, Edward Vanhoutte, *Defining Digital Humanities*

UNIT II: Digital Tools and Techniques in Historical Research

- 2.1 Text encoding (TEI), metadata standards (Dublin Core, MARC, EAD)
- 2.2 Content management systems (Omeka, Wordpress)
- 2.3 Reference and data management tools (Zotero, Mendeley)
- 2.4 Data mining, text analysis, and OCR technologies

Suggested Readings:

- Ian Milligan, *History in the Age of Abundance?*
- Trevor Owens, *The Theory and Craft of Digital Preservation*
- Miriam Posner, “What’s Next: The Radical, Unrealized Potential of Digital Humanities”
- Tutorials from Programming Historian (<https://programminghistorian.org/>)

UNIT III: Visualization, Mapping, and Storytelling in History

- 3.1 Digital cartography and GIS in historical research (e.g., QGIS, Google Earth)
- 3.2 Timelines, network graphs, and story maps
- 3.3 Visual history: photos, video, and virtual reconstructions
- 3.4 Digital storytelling and narrative strategies for public history

Suggested Readings:

- Richard White, “What is Spatial History?”
- Shawn Graham, Ian Milligan, & Scott Weingart, *Exploring Big Historical Data*
- Edward Ayers, *The Valley of the Shadow* (project overview)
- Selected case studies from *Digital Public History*

UNIT IV: Digital Archives, Ethics, and Public Engagement

- 4.1 Designing and curating digital archives
- 4.2 Copyright, open access, and Creative Commons licensing

4.3 Archival silences, digital inclusion, and historical representation

4.4 Digital history and public history: museums, exhibitions, podcasts, and social media

Suggested Readings:

- Kate Theimer, *Archives in Context and as Context*
 - Roy Rosenzweig, “Can History Be Open Source? Wikipedia and the Future of the Past”
 - Tonia Sutherland, “Archival Amnesty: In Search of Black American Transitional and Restorative Justice”
 - Selected projects from Europeana, Internet Archive, and Digital South Asia Library
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Pedagogical Tools

- Practical workshops in labs using open-source software
- Collaborative digital project development
- Online platforms and archives for practice and exploration
- Guest lectures from digital historians and archivist

HST416	<i>DSE-Law and Society in Colonial India</i>	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Modern Indian History				
Course Category	DSE				
Course Level	Evaluating and Creating				

Course Description:

This course explores the relationship between legal institutions, colonial power, and Indian society from the 18th to the early 20th centuries. It examines how British legal frameworks influenced and were shaped by Indian customs, social hierarchies, and resistance movements.

Course Outcome

- CO1 **Describe** the evolution of legal institutions in colonial India.
- CO2 **Explain** the role of British legal systems in shaping Indian society.
- CO3 **Analyze** the interaction between indigenous laws and colonial policies.
- CO4 **Evaluate** the impact of colonial legal reforms on different social groups.
- CO5 **Compare** pre-colonial and colonial legal practices in India.
- CO6 **Critically assess** the role of law in consolidating colonial power.

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

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

Module 1: Colonialism and the Making of Legal Institutions

- Introduction to colonial legal systems
- The East India Company and the beginnings of legal intervention
- Codification and the emergence of legal centralization
- Dual legal systems: Company courts vs. indigenous systems
- Warren Hastings and the Adalat system
- The Charter Acts and the rise of a centralized judiciary

Module 2: Law, Custom, and Religious Identity

- Personal laws and colonial legal pluralism
- Role of pandits and maulvis in colonial courts
- Construction of Hindu and Muslim law under colonial rule
- Debates on sati, child marriage, and inheritance
- The role of scripture vs. custom
- Gender and legal reform

Module 3: Law and Colonial Society

- Criminalisation of social groups (e.g., Thugs, "criminal tribes")
- Police and surveillance systems
- Penal codes and the ideology of punishment
- The Indian Penal Code (1860)
- The Thuggee and Dacoity Suppression Acts
- Prisons and the colonial state

Module 4: Law, Resistance, and Nationalism

- The courtroom as a space of political contest
- Nationalist critique of colonial law
- Legal activism and rights discourse.

- Cohn, Bernard S. *An Anthropologist Among the Historians and Other Essays*. New Delhi: Oxford University Press, 1990.
- Derrett, J. Duncan M. *Religion, Law and the State in India*. New Delhi: Oxford University Press, 1999.
- Guha, Ranajit. *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*. Durham, NC: Duke University Press, 1996.
- Kolsky, Elizabeth. *Colonial Justice in British India: White Violence and the Rule of Law*. Cambridge: Cambridge University Press, 2010.
- Mantena, Karuna. *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism*. Princeton, NJ: Princeton University Press, 2010.

HST520	DSE-Interpreting Popular Culture in India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Interest in Modern Indian History				
Course Category	DSE				
Course Level	Evaluating and Creating				

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

Pre-requisites: Basic knowledge and interest in various popular cultures like sports, dance, movie and theatre.

Course Contents / Syllabus:

	Weightage(%)
Module I: Popular Culture and its significance in the Indian Society	25%
- Defining Popular Culture - How to Interpret Popular Culture? - Methods of Popular Culture – Textual Analysis - Significance of Popular Culture in the Society	

Module II VARIOUS DANCE FORMS OF INDIA	25%
● History of Classical North Indian Dance and its evolution over the ages ● History of Classical South Indian Dance and its evolution over the ages ● How Dance can be perceived as a popular culture ● Interpretation of society through Danc ● Uday Shankar School and the rise of contemporary Indian Ballet. ● Globalisation and its effect on Indian Dance	
Module III : INDIAN MOVIES AND THEATRE	25%
● Importance of Movies and theatre in Society ● Indian Nationalism and Theatre ● Capitalism and Bollywood ● Movies and Gender ● Legal Dimensions and Bollywood	
Module IV: SPORTS AND SOCIETY	25%
● History of the Evolution of Western Sports in India ● Nationalism and Sports ● Sports and Sociology ● Sports Journalism in India ● Sports Law in India	

Course Learning Outcomes:

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

Pedagogy for Course Delivery: The class will be taught using both lecture and case study methods. Specialists of respective fields can be contacted to deliver special lectures.

List of Professional Skill Development Activities

- Compose a music, street play, drama.
- Visit a museum, dance academy, music academy.
- Organize a karaoke get together in an educational institute.

References:

- Manuel, Peter. (1993). The Cassette Culture: Popular Music and technology in North India. Chicago: University of Chicago Press.
- Appadurai, Arjun. (1988). "How to Make a National Cuisine: Cookbooks in Contemporary India". Comparative Studies in Society and History vol. 30 no.1, pp. 3-24.
- Ray, Krishnendu and Tulasi Srinivas (2012). Curried Cultures: Globalization, Food and South Asia. Los Angeles: University of California Press.
- Bhadra, Gautam. (2005). From an Imperial Product to a National Drink: The Culture of Tea Consumption in Modern India. Kolkota: CSSSC.
- Venkatachalapathy, A. R. (2006). In Those Days There Was No Coffee: Writings in Cultural History. Delhi: Yoda Press.
- Oberoi, Patricia. (2006). "Unity in Diversity? Dilemmas of Nationhood in Indian Calendar Art." in Dilip M Menon,

(ed.). Readings in History: Cultural History of Modern India. Delhi: Social Science Press.

- Ramaswamy, Sumathi. (2001). "Maps and Mother Goddesses in Modern India." *Imago Mundi* vol. 53 no.1, pp. 97-114.
- Jain, Kajri. (2007). *Gods in the Bazaar: The Economies of Indian Calendar Art*. London: Duke University Press.
- Chandra, Nandini. (2008). *The Classic Popular Amar Chitra Katha, 1967-2007*. Delhi: Yoda Press.

- Oberoi, Patricia. (2006). Freedom and Destiny: Gender Family and Popular Culture in India. Delhi: Oxford University Press.

Additional Readings:

- Will Brooker, Using the Force: Creativity, Community and Star Wars Fans (New York: Continuum, 2002).
- Allesandra Raengo, Critical Race Theory and Bamboozled (New York: Bloomsbury, 2016).
- John Storey, Cultural Theory & Popular Culture: An Introduction, 7th edition (Routledge, 2015).
- Carl Wilson, Let's Talk About Love: Why Other People Have Such Bad Taste, expanded edition (New York: Bloomsbury, 2014).

