

**Curriculum, Learning Outcomes and Syllabi of
Department of History,
Sister Nivedita University under NEP 2020 Guidelines**



**B.A. History Honours Programme at Department of History,
Sister Nivedita University**

Nature and Extent of the History Undergraduate Programme at Sister Nivedita University:

The duration of the BA History Honours Programme is three academic years for the pre-NEP programme . Each academic year is divided into two semesters. The History Honours Programme therefore spans six semesters. For NEP program onwards, due to multiple exit options, the programme duration varies from one year to four years, divided into biennial semesters, with maximum duration extending to eight sequential semesters.

Each semester is approximately for the duration of twelve-fourteen weeks.

The teaching and learning modalities in the Honours programme will involve theory classes (lectures) of one hour each and tutorial classes. The curriculum will be taught through formal lectures with the aid, wherever the teacher feels the need, of power-point presentations, audio and video tools. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums, class reports, discussions and project work. These are built into the teaching and assessment of many courses.

Aims of Bachelor Degree Programme in BA Programme History

At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present.

The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions. Our tutorial discussions, written assignments, class room presentations, field-work projects, consolidate their ability to analyse, research and process information.

Vision

- To create a life of awareness, fulfilment and produce critical, inclusive and responsible citizens.
- A passion for learning about the past; enable them to gain a better understanding of the contemporary world and make connection to the future.

Mission

- The Department of History prepares students for a wide range of careers by teaching a core set of transferable skills through the study of societies, cultures, and economies across space and time, thereby inculcating a life-long passion for learning about the past.
- Foster an academic environment that is inclusive both in its design of curriculum and in its dissemination of knowledge.
- Develop an educational environment that focuses on all segments of the society not just on the privileged few.
- Develop a community of learners that is based on quality faculty research, effective teaching pedagogy, and creating an enquiring student population.
- Transform the students into citizens who are critically informed about the past and its consequences for the present
- Empower students to cope with the challenges of globalization by inculcating a knowledge about the interconnections between the global, national, regional and local history will equip the students to face the challenges with confidence.
- Careful attention to evidence, drawn from a wide variety of source material.

Upon completion of a B.A. in History, students will be able to achieve the following:

Goal 1: Critical Thinking

Measurable objectives for this goal:

- Students will describe historical events from multiple perspectives.
- Students will formulate, sustain, and justify a historical argument using original ideas.
- Students will support arguments with historical evidence drawn from primary and secondary sources.

- Students will place historical arguments into a larger scholarly narrative.
- Students will analyze a primary source of medium difficulty. “Analyze” means to describe its biases and situate it in a historical context.

Goal 2: Cite Sources Correctly

Measurable objectives for this goal:

- Students will demonstrate the ability to distinguish between appropriate and inappropriate source materials.
- Students will incorporate ideas from sources
- Students will avoid plagiarism and state in their own words why it is wrong.
- Students will cite sources as appropriate in the format indicated on the History Department style sheet

Goal 3: Information Literacy in Historical Research

Measurable objectives for this goal:

- Students will frame research questions.
- Students will access appropriate primary and secondary sources.
- Students will assess the reliability of sources and evaluate their content.
Students will use sources to contextualize historical events and describe change over time
- Students will produce written evidence of research competence.

Goal 4: Professional Competence

Measurable objectives for this goal:

- Students will apply their skills to diverse areas and time periods of study. At minimum, their programs will include courses from three separate areas:
- (1) the Ancient World and Europe; (2) Africa, Asia, Caribbean, Central and South America, or the Middle East; and (3) the United States.
- Students will utilize the crucial vocabulary of political, social, intellectual, and economic history.
- Students will be able to pursue graduate studies in history or social studies teaching should they so choose.

Sister Nivedita University
Undergraduate Course Structure for History
(As per NEP 2020 regulations)
B.A. in History

Category definition with credit breakup

Semester	Credits								Credits /Semester
	Major	Non Major	MDC	AEC	SEC	VAC	INT	Project	
I	8	6		2	3	2			21
II	12	2	3	2	3	2			24
III	11	6	3	2					22
IV	12	6	3	2					23
V	12	2			3	2			19
VI	12	6					3		21
VII	16	4							20
VIII	8/20							12/0	20
Credits / Course	91	32	9	8	9	6	3	12/0	
Total Credit									170

Key:

Major – Major Program Specific Course – Compulsory (MC);

Major Program Specific Course – Elective (ME);

NM – Non-Major Specific Subject Course;

NV – Non-Major vocational education and training;

MDC – Multidisciplinary courses;

AEC – Ability Enhancement Courses;

SEC – Skill Enhancement Courses;

VAC – Value Added Courses;

INT – Internship;

Project – Project.

Category	Course name	Credit	Teaching Scheme		
			L	T	P
Semester I					
MC 1	History of Ancient India: From Prehistory to 600 CE	4	3	1	
MC2	Medieval India: Statecraft and Cultural Traditions (712 CE-1707 CE)	4	3	1	
NM1	Understanding Ancient Indian Thought	4	3	1	
NV1	Vocational - EAA I (Yoga/ Sports/ NCC/ NSS)	1			2
NV2	Vocational – Soft Skill Development I	1	1		
SEC1	Computer Applications	3	3		
AEC 1	Communicative English I	2	2		
VAC1	Environmental Science I	2	2		
Total Credit = 21					
Semester II					
MC 3	Making of Modern India (1750-1857)	4	3	1	
MC 4	Ancient and Medieval Social Formations and Traditions in Europe	4	3	1	
ME1	Historical Methodology	4	3	1	
NV3	Vocational – Soft Skill Development II	1	1		
NV4	Vocational - EAA II (Yoga/ Sports/ NCC/ NSS)	1			2
MDC 1	Selected by the candidate (Elective)	3	3		
AEC 2	Communicative English II	2	2		
VAC 2	Environmental Science II	2	2		
SEC2	Understanding Heritage	3	3		
Total Credit = 24					

Semester III					
MC5	Modern India (1858-1947)	4	3	1	
MC6	Contemporary India: Evolution of the Nation State in Post Independence Period	4	3	1	
ME2	Archives and Museums	3	3		
NM2	History of Communications	4	3	1	
NV5	Mentored Seminar-I	1			
NV6	Vocational – Soft Skill Development III	1	1		
MDC2	Selected by the candidate (Elective)	3	3		
AEC3	Logical Ability I / Foreign Language I	2	2		
Total Credit = 22					
Semester IV					
MC7	History of Modern Europe-I	4	3	1	
MC8	History of Modern Europe –II	4	3	1	
MC9	Themes and Patterns in Colonialism- Theory and Case Studies	4	3	1	
NM3	Understanding Popular Culture	4	3	1	
NV7	Mentored Seminar-II	1	1		
NV8	Vocational – Soft Skill Development IV	1	1		
MDC3	Selected by the candidate (Elective)	3	3		
AEC4	Logical Ability II / Foreign Language II	2	2		
Total Credit = 23			Teaching Hour = 23		

Category	Course name	Credit	Teaching Scheme		
			L	T	P
Semester V					
MC10	Making of the 20th Century World (1945-1991)	4	3	1	
MC11	Introduction to Global History	4	3	1	

MC12	History of the United States of America: From Colonization to Civil War	4	3	1	
SEC3	Art Appreciation: An Introduction to Indian Art	3	3		
NV9	Mentored Seminar II	1	1		
NV10	Vocational – Soft Skill Development V	1	1		
VAC	Ethics and IPR	2	2		
Total Credit = 19			Teaching Hour = 19		
Semester VI					
MC13	History of Latin America	4	3	1	
MC14	History of Africa, (c. 1500-1960)	4	3	1	
MC15	Global Ecological Histories	4	3	1	
NM4	Situating Gender Studies in History	4	3	1	
NV11	Vocational – Soft Skill Development VI	1	1		
NV12	Mentored Seminar-IV	1	1		
INT1	Internship	3			6
Total Credit = 21					
Semester VII					
MC16	History of Modern South East Asia	4	3	1	
MC17	History of the USSR: From Revolution to World Wars. 1917-1945	4	3	1	
MC18	Making of the Modern Middle East	4	3	1	
MC19	Religion and Religiosity	4	3	1	
NM5	History, Archive, and Collective Memory	4	3	1	
Total Credit = 20					

Semester VIII					
ME3	Modern Indian Intellectual History: Ideas, Methods, and Practices in the Colonial Period and Beyond	4	4		
ME4	Migration and Population Movements in Contemporary World	4	4		
Project / Courses	Project /Understanding Heritage/ Making and Un-making of History)	12/(4+4+4)	0/9		24/6
Total Credit = 20					

Programme Objectives (POs)

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography. The attributes expected from the graduates of B.A. Honours in History are:

PO1: Knowing and Remembering the content: Knowledge of multiple perspectives through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence.

PO2: Familiarity with the significant patterns of development in certain parts of the modern and early modern world as well as certain non-Indian ancient societies.

PO3: Inculcating a Historical Understanding:

Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same.

PO4: Ability to **identify patterns of change and continuity** with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.

PO5: Analyzing Historical Knowledge:

Greater ability to distinguish between that which is historical -- that is time-placecontext driven, hence changeable and challengeable -- from that which is not.

PO6: Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues. Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.

PO7: Evaluating the Content:

Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values.

PO8: Skill of picking up disparate sets of information from varied sources and weaving them into a **coherent argument** with a view to reveal identifiable patterns of development.

PO9: Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi cultural society and interact with diverse groups.

PO 10. Demonstrate Historical Knowledge: by creating cogent historical narratives

PO 11: Pose Historical Questions which could entail:

- a) Modify the question as necessary to limit or expand its scope, relevance, and fit with the available primary sources.
- b) Critique one's own work by explaining to one's advisor the implications of different ways of wording the question or of framing the problem.

PO 12: Master Information Literacy in Historical Research

- a) Demonstrate mastery of relevant databases to locate secondary literature on a given historical question and refer to this literature as appropriate in one's own research.
- b) Locate primary sources relevant to a given research question, identify the time period a given source was produced, describe its author, genre, and likely biases, and use the source as evidence as appropriate to one's own research.

Program Educational Objectives (PEOs)

The Programme Educational Objective (PEO) of the undergraduate programme in history takes into consideration the Departmental Mission and the constituents' needs by producing graduates who will be able to:

PEO1	Familiarize the social, economic, political and cultural developments in history with elements of change and continuity in Indian and Global history.
PEO2	Study the major developments in the world from the decline of the feudal age to the French revolution. Explore major developments in the modern world during the two World Wars that led to the emergence of the Cold War Era.
PEO3	Explore the process of colonization and related developments in the Global South such as the Dutch in the Archipelago; British in India, Burma and Malaya; the Spanish and American in the Philippines, the French in Indo-China, and an examination of the facets of Nationalism in South Asia, South East Asia and Africa.
PEO4	Understand the major political, economic, social and military factors that shaped the history of the major powers like the USA, European Powers, as well as the Global South from early modern era to the Second World War.
PEO5	Study of history, its method and the multidisciplinary approaches to the analysis of past societies under the themes viz., basic concepts in Archival and Field methods, Reconstruction and Interpretation of evidence.

Program Learning Outcome (PLOs)

PLO1	Demonstrate knowledge of the chronology, narrative, major events, personalities and turning points of the history of the India and beyond.
PLO2	Provide multi-causal explanations of major historical developments based on a contextualized analysis of Modern World History.
PLO3	Correctly extract evidence from primary sources on History by analyzing and evaluating them in relation to their present cultural context and use that evidence to build and support an argument.
PLO4	Evaluate secondary historical sources through the study of colonial history by analyzing them in relation to the evidence that supports them, and other secondary historical literature.
PLO5	Present orally their conclusion on an argument or a summary of scholars findings in an organized, coherent, and compelling manner.
PLO6	Students will acquire a thorough understanding of the fundamentals of Historical methods and historiography.
PLO7	Students will be able to take up History as a Higher Academic Discipline and Historical Research.
PLO8	Interpret documents, and other forms of evidence, in their historical context.
PLO9	Differentiate between historiographical theories and debates in the field.
PLO10	Students will be able to describe how historical actors are differently affected by their ethnicity, race, class, gender, sexual orientation, and language.

Programme Specific Outcomes (PSOs)

PSO1	After completion of this course they gather knowledge about the socio-cultural heritage of India and world as well.
PSO2	Help to grow national and international understanding among history students.
PSO3	Careers options for students to engage as educators, archivists, producers of multimedia material and even as a researcher in historic Sites and Museums, Historical Organizations, Cultural Resources Management and Historic Preservation etc.
PSO4	Careers options for students to engage as educators, archivists, producers of multimedia material and even as a researcher in historic Sites and Museums, Historical Organizations, Cultural Resources Management and Historic Preservation etc.

BA History Program
Sister Nivedita University, New Town, Kolkata
Detailed Syllabi and Course Outcomes
Academic year: 2023-2024

Programme: **B. A. Hons.**

Programme code: **001**

Name	Code	level	Duration (yr/Sem)	Cumulative credit
HISTORY	001	UG	4 Year / 8 Semester	160

Semester-I

Course title: **History of Ancient India: From Prehistory to 600 CE (MC1)**

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: **Theory/Mid-Term Assessment/ End Semester Assessment**

THEORY

Course content/Syllabus:

Module No/Unit No:	No of Lecture/ Contact hour	Weightage (%)
Module-I: Reconstructing Ancient Indian History [a] Early Indian notions of History [b] Sources and tools of historical reconstruction. [c] Historical interpretations (with special reference to gender, environment, technology, and regions).	4	10
Module-II: II. Pre Historic India Civilization [a] Palaeolithic, Mesolithic, Neolithic: Technology and Patterns of Subsistence and Exchange	8	20
Module-III:III. The Harappan civilization [a] Origins; settlement patterns and town planning; [b] Agrarian base; craft productions and trade; [c] Social and political organisation; [d] Religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.	8	20
Module-IV: History of North India from Vedic Age to the Age of the Guptas:	10	25

Cultures in transition-settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.		
Module V: History of South India from 1000 BCE to Later Imperial Cholas -Materials cultures, study on polity and local self-government, political overview of Cheras, Pandyas and Cholas.	10	25

Pedagogy for Course Delivery: Lectures/Presentations

List of Professional Skill Development Activities (PSDA): NA

Continuous assessment: Class Assignment/Home Assignment/ Class Tests/ Presentation/Projects.

Course outcome: (CO)

CO1: Knowledge about the course of history across temporal and thematic lines in Ancient North and South India.

CO2: Understanding of material and social conditions of humankind in prehistoric, protohistoric and historical times of Ancient India (Prehistory to 600 CE).

CO3: Explain the social and technological changes wherever applicable in Ancient Indian society.

CO4: Discuss the economic, social and cultural differences and similarities between different coeval cultures.

CO5: Develop a keen sense of historicity about the Indian idea of history, the past and the notion of time in connection with present day India.

CO6: Create term papers that display a cogent understanding and appreciation of Ancient Indian Past.

ESSENTIAL READINGS

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

Bridget & F. Raymond Allchin, The Rise of Civilisation in India and Pakistan, 1983. A. 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.

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

Upinder Singh, A History of Ancient and Early Medieval India, 2008.

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

Major Program Specific Core Course 2 (MC2)

Course title: Medieval India: Statecraft and Cultural Traditions (712 CE to 1707 CE)

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Course Objective:

This course is designed to make students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the 'early medieval period' (c. A.D. 750–A.D. 1200) of Indian history. With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

Course Outcomes:

Upon completion of this course the student shall be able to:

CO1: Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.

CO2: Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.

CO3: Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

Course content/Syllabus:

Unit No:	No of lecture/Contact hour	Weightage (%)
Unit I: Studying early medieval India [a] Dynamic and divergent topographies [b] Sources: texts; inscriptions; coins [c] Debates on the early medieval	10	25
Unit II: Political structures and processes [a] Evolution of political structures: Rajput polities; Chola state; Odisha [b] Symbols of political power: Brahmanas and temples; sacred spaces and conflicts; courtly cultures [c] Issue of 'Foreign and Indian': Arabs and Ghaznavids in the north-west, Cholas in Southeast Asia	10	25
Unit III: Social, esoteric, and economic processes [a] Agricultural expansion; forest-dwellers, peasants and landlords [b] Expansion of varna-jati order and brahmanization	10	25

[c] Forms of exchange; inter-regional and maritime trade		
Unit IV: Developments [a] Processes of urbanization [b] Esoteric Spiritual Traditions like Bhakti, Sufi and Tantric cults	10	25

ESSENTIAL READINGS

- Saloman, Richard. (1998). Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and the Other Indo-Aryan Languages. New York: Oxford University Press. (The relevant portions are: Chapter I: 'The Scope and Significance of Epigraphy in Indological Studies', pp. 3-6; Chapter VII: 'Epigraphy as a Source for the Study of Indian Culture', pp. 226-51.)
- Schwartzberg. J. (1993). Historical Atlas of South Asia. New York: Oxford University Press. (To be used mostly as a reference book)
- Jha, D.N. (2000). 'Introduction', The Feudal Order: State, Society and Ideology in Early Medieval India, (ed.), D.N.Jha, Delhi: Manohar, pp. 1-60. [Also available in Hindi]
- Sharma, R.S. (1958). 'Origins of Feudalism in India'. Journal of the Economic and Social History of the Orient, vol. 1, pp. 297-328.
- Mukhia, H. (1981). 'Was there Feudalism in Indian History?' The Journal of Peasant Studies, vol. 8, pp. 273-310. Also reproduced in The State in India, 1000-1700, ed., H.Kulke, pp. 86-133. New Delhi: Oxford University Press, 1995. Paperback edition, 1997.
- Sharma, R.S. (1982). 'The Kali Age: A Period of Social Crisis' in The Feudal Order: State, Society and Ideology in Early Medieval India, ed., D.N.Jha, Delhi: Manohar, pp. 61-77. (Originally published in S.N.Mukherjea, ed., India: History and Thought. Essays in Honour of Professor A.L.Basham.)
- Chattopadhyaya, B.D. (1983). 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective'. Presidential Address, Ancient India Section, Indian History Congress, 44 th Session. This is also reproduced in The State in India, 1000-1700, ed., H.Kulke, Delhi: Oxford University Press pp. 195-232. Paperback edition, 1997.
- Sharma, R.S. (1965). Indian Feudalism, c.300-1200. Delhi: Macmillan (2 nd edition, 1980) (Especially relevant are, pp. 63-90.)
- Chattopadhyaya, B.D. (1983). 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective', Presidential Address, Ancient India Section, Indian History Congress, 44 th Session. This is also reproduced in The State in India, 1000-1700, ed., H.Kulke, pp. 195-232.
- Kulke, Hermann. (1995). 'The Early and the Imperial Kingdom: A Processural Model of Integrative State Formation in Early Medieval India'. In The State in India, 1000-1700, ed., Kulke, New Delhi: Oxford University Press. 233-262. Paperback edition, 1997.
- Chattopadhyaya, B.D. (1976). 'Origin of the Rajputs: The Political, Economic and Social Processes in Early Medieval Rajasthan', Indian Historical Review, vol. 3, no. 1.
- Stein, Burton. (1977). 'The Segmentary State in South Indian History'. In Realm and Region in Traditional India, ed., Richard Fox, New Delhi: Vikas, pp. 3-51. Stein's views might also be accessed

in another article by him, more easily accessible: Stein, Burton. 1995. *The Segmentary State: Interim Reflections*. In *The State in India*, ed., Kulke, 134-161. New Delhi: Oxford University Press. Paperback edition, 1997. Originally published in *Purusartha*, vol. 13 (1991): 217-88.

- Heitzman, James. (1987). 'State Formation in South India, 850-1280', *Indian Economic and Social History Review*, 24, no. 1, pp. 35-61. Also reproduced in *The State in India: 1000-1700*, ed. H.Kulke, pp. 162-94.
- Ali, Daud.(2004).*Courtly Culture and Political Life in Early Medieval India*. New Delhi: Cambridge University Press, 2006. (Especially useful is Chapter 2: 'The Culture of the Court', pp. 69-102.)
- Davis, Richard. (1999). *Lives of Indian Images*. New Delhi: Motilal Banarsidas Publishers, pp. 88-112 and pp. 186-221.
- Chattopadhyaya, B.D. (2017). 'The Concept of Bharatavarsha and Its Historiographical Implications', in B. D. Chattopadhyaya, *The Concept of Bharatavarsha and Other Essays*. New Delhi: Permanent Black, pp. 1-30.
- Maclean, Derryl N. (1989).*Religion and Society in Arab Sind*. Leiden: E.J.Brill. (Chapter II: 'Conquest and Conversion', pp. 22-82).
- Habib, Mohammad. (1927). 'Sultan Mahmud of Ghaznin', in *Politics and Society during the Early Medieval Period*, *Collected Works of Professor Habib*, vol. 2, (Ed.) K.A.Nizami, New Delhi: People's Publishing House, pp. 36-104. Reprint, 1981.
- Kulke, Hermann, Kesavapany & Sakhuja, (Eds.) (2009). *Nagapattinam to Suvarnadvipa: Reflections on the Chola Naval Expeditions to Southeast Asia*, Singapore: Institute of South-east Asian Studies.
- Sharma, R.S. (1987). *Urban Decay in India c. 300 – c. 1000*. New Delhi: Munshiram Manoharlal. (Especially important parts are, Chapter 2: 'Urban Growth and Decay in the North', pp. 10-27; Chapter 8: 'Explaining the Urban Eclipse', pp. 132-42; and Chapter 10: 'Agrarian Expansion', pp. 168-77.)
- Champakalakshmi, R. (1995). 'State and Economy: South India, c. A.D. 400-1300', in Romila Thapar (ed.), *Recent Perspectives of Early Medieval India*. Delhi: Popular Prakashan in association with Book Review Trust, pp. 275-317.
- Yadava, B.N.S. (1997). 'Immobility and Subjection of Indian Peasantry', in B.P.Sahu (Ed.), *Land System and Rural Society in Early India*. Delhi: Manohar, pp. 329-42.
- Sharma, R.S. (1969). *Social Changes in Early Medieval India*. The first Devraj Chanana Memorial Lecture. New Delhi: People's Publishing House. A
- Chattopadhyaya, B.D. (1994). *The Making of Early Medieval India*. New Delhi: Oxford University Press. Paperback edition, 1997.
- Bhandare, Shailendra. (2015). 'Evaluating the Paucity of Metallic Currency in Medieval India', in Himanshu Prabha Ray, ed., *Negotiating Cultural Identity: Landscapes in Early Medieval South Asian History*, Delhi: Routledge, pp. 159-202.
- Chakravarti, Ranabir. (2004). 'Introduction' to *Trade in Early India*, ed. Ranabir Chakravarti, pp. 72-101. Delhi: Oxford University Press.
- Malik, Anjali. (1998). *Merchants and Merchandise in Early Medieval Northern India, A.D. 600-1000*. Delhi: Manohar. Relevant sections are, 'Introduction', pp. 15-33; Chapter 4: 'The Changing Patterns of Trade', pp. 89-109.

Non Major Program Specific Course (NM1):

Course title: Understanding Ancient Indian Thought

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content: Understanding Ancient Indian Thought

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: A brief survey of the geo-political background; a) Impact of Vedic Values b) Salient features of the Ancient Indian Thought and Philosophy.	8	20
Unit II: Political Philosophy; -Ramayana, Mahabharata, Bhagavata Gita, Vedanta	8	20
Unit III: Codification of laws- Manusmriti, Narada-Smriti, Vishnu Smriti, Sukra-niti	12	25
Unit IV: Theories about the origin of king/kingship; a) Kautilya- Theory of State, Rajmandala, b) Manu- Social Laws, Rajdharma, Varnashrama, c) Statecraft, Benevolent Monarchism d) Mauryas and the late Guptas: Thoughts on Local Administration in India	12	25

Course Outcomes:

After completing the Course, the student will be able to:

CO1: Demonstrate knowledge of the geopolitical background of Ancient Indian political thought.

CO2: Analyse the political philosophies of the Epics, Bhagavat Gita and Vedanta.

CO3: Outline the concept of a State in Ancient India.

CO4: Analyze the making of ancient Indian jurisprudence through the writings of Manu, Kautilya, Gautama, Parashar and other shastric and sutra contributors.

Reading List

1. Agrawal, Madan Mohan (ed.) 2001. Six Systems of Indian Philosophy: The Sutras of Six Systems of Indian Philosophy with English translation, Translation, Transliteration, and Indices. Chaukhamba Sanskrit Pratishthan, Varanasi.
 2. Aurobindo, Sri (ed.) 1997. The Renaissance in India and other Essay, Pondichery, Sri Aurobindo Ashram.
 3. Bapat, P.V. (ed.), 1956. 2500 years of Buddhism, Publication Division, Govt. of India, New Delhi.
 4. Basham, A.L. (ed.) 1975. A Cultural History of India, New Delhi, Oxford University Press.
 5. Bose, D.M., S. N. Sen and B.V. Subbarayappa (eds.) 1971. Concise History of Science in India. Indian National Science Academy, New Delhi.
 6. Dalai Lama (ed.) 2017. An Appeal to the World, William Collins, Great Britain.
 7. The Dalai Lama 2012. Beyond Religion: Ethics for Whole World, New Delhi, Harper Collins Publishers.
 8. Iyengar, B. K. S. (ed.) 1993. Lights on The Yoga Sutras of Patanjali, Harper Element, London
 9. Jan Westerhoff 2018. The Golden Age of Indian Buddhist Philosophy, in the first Millennium CE (The Oxford History of Philosophy), Oxford University Press.
 10. Kapoor, Kapil, Avadesh Kr. Singh (eds.) 2005. Indian Knowledge Systems (Two Vols), IIAS, Shimla.
 11. Mookerji, Radha Kumud (1960), Ancient Indian Education: Bramanical and Buddhist. Delhi, Motilal Banarsidass.
 12. Moore, Charles A. (ed.) 1967. The Indian Mind: Essentials of Indian Philosophy and Culture, University of Hawaii Press, Honolulu.
 13. Radhakrishnan, S (1923). Indian Philosophy (Two Vols) Oxford University, Press.
 14. Jagadguru Sankracharya Shri. Bharati Krishna Tirtha ji, 2018. Vedic Mathematics, Motilal Banarsidass, Delhi.
 15. Stevenson, S. 1970. The Heart of Jainism, Munshiram Manoharlal, New Delhi.
 16. Lama Chimpa and Alka Chattopadhyaya, 1970. Taranath's History of Buddhism in India Indian Institute of Advanced Study, Simla
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Semester II

Major Program Specific Course: (MC3)

Course Title: Making of Modern India (1750-1857)

Type	Code	Credit	Credit division					No. of PSDA	Total no of lecture
			L	T	P	SW	FW		
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Course Objectives:

The paper introduces students to key features of the 18th century in the Indian subcontinent. It analyses the interface between the 18th century kingdoms and the early colonial state. The paper also discusses the processes by which the British East India Company transformed itself into a state and gradually consolidated its position over a vast expanse. Apart from the evolution of colonial institutions of governance and developing forms of colonial exploitation, the paper also highlights the interface between Company Raj and indigenous elite on various social issues. The paper concludes with a critical survey of peasant resistance to colonial agrarian policies, and the 1857 revolt against the Company Raj.

Course content/Syllabus: Making of Modern India (1750-1857)

Unit No:	No of lecture/ Contact hour	Weightage (%)
Unit I: India in the mid-18th Century: society, economy, polity and culture [a] Issues and Debates [b] Continuity and change	8	20
Unit II: Colonial state and ideology: emergence of the Company State [a] Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of Race [b] The colonial army: military culture and recruitment	8	20
Unit III: Economy and society [a] Land revenue systems and agrarian relations [b] Commercialization, indebtedness and famines	8	20
Unit IV: Early 19th Century: Reforms and Revival [a] Young Bengal, Brahma Samaj, Prathana Samaj, Faraizis and Wahabis [b] Debating Gender: Traditions and Reform in the 19 th Century	8	20
Unit VII: Popular resistance	8	20

Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion (1860); Pabna Agrarian Leagues (1873); Deccan Riots (1875).		
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Course Outcomes:

Upon completion of this course the student shall be able to:

CO1: Outline key developments of the 18th century in the Indian subcontinent.

CO2: Explain the establishment of Company rule and important features of the early colonial regime.

CO3: Explain the peculiarities of evolving colonial institutions and their impact.

CO4: Elucidate the impact of colonial rule on the economy.

CO5: Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.

CO6: Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

ESSENTIAL READINGS

Unit-I: This Unit enables the students to outline key developments of the 18th century in the Indian subcontinent. These developments are discussed through key debates on the varied historical evidences used by historians when examining the weakening Mughal state, growth of regional kingdoms, changing dynamics of the economy, evolving social structures, cultural patterns, etc.

- Alavi, Seema(ed.). (2002). *The Eighteenth Century in India*. New Delhi: OUP (Introduction).
- Roy, Tirthankar. (2013). "Rethinking the Origins of British India: State Formation and Military-fiscal Undertakings in an Eighteenth Century World Region". *Modern Asian Studies*, 47 (4), 1125-1156.
- Bayly, C.A. 1988. *Indian Society and the making of the British Empire*. Cambridge: CUP (Chapter 1, pp. 7- 44).
- Parthasarathi, Prasannan. 2011. *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600- 1850*. Cambridge: CUP (Introduction and Part I, pp. 1-88; Part III, pp. 185- 269).
- Vries, Peer. (September 2012). "Review: Challenges, (Non-) Responses, and Politics: A review of Prasannan Parthasarathi, 'Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850'." *Journal of World History*, 23(3), 639- 664.
- Faruqi, Munis D. 2013. "At Empire's End: The Nizam, Hyderabad and Eighteenth Century India," In Richard M. Eaton, Munis D. Faruqi, David Gilmartin and Sunil Kumar (Eds.), *Expanding Frontiers in South Asian and World History: Essays in Honour of John F. Richards* (pp. 1- 38).
- Metcalf, Thomas R. (2007 reprint). *Ideologies of the Raj*, Cambridge: CUP (Chapters 1,2 & 3).
- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". *Comparative Studies in Society and History*, 45 (4), pp. 783- 814.
- Cohn, Bernard. (1996). "The Command of Language and the Language of Command" In B. Cohn, *Colonialism and its Forms of Knowledge: The British in India*, Princeton: Princeton University Press.
- Stokes, Eric. (1982 reprint). *The English Utilitarians and India*. Oxford: OUP (Chapter 'Doctrine and its Setting')
- Alavi, Seema. (1995). *The Sepoys and the Company: Tradition and Transition in Northern India 1770- 1830*. New Delhi: OUP (Introduction and Chapters 1-3, pp. 1- 154).

- Roy, Kaushik (ed.). (2010). *War and Society in Colonial India*. New Delhi: OUP (Introduction, pp. 1- 20).
- Rocher, Rosanne. (1993). "British Orientalism in the Eighteenth Century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Post- colonial Predicament: Perspectives on South Asia*. University of Pennsylvania Press, pp. 215-250.
- Stein, Burton. (ed.). (1992). *The Making of Agrarian Policy in British India 1770-1900*. Oxford: OUP (Introduction (pp.1-32)& Chapter 4(pp.113-149)).
- Tomlinson, B.R. (2005). *The Economy of Modern India 1860-1970*. Cambridge: CUP (Chapter 2, pp.47- 67)
- Bose, Sugata. (Ed.). (1994). *Credit, Markets and the Agrarian Economy of Colonial India*. New Delhi: Oxford University Press (Introduction (pp. 1-28) & Chapter 2 (pp. 57- 79)).
- Guha, Ramachandra. (1990). "An Early Environmental Debate". *Indian Economic and Social History Review (IESHR)*.
- Bhattacharya, Neeladri. (1995). "Pastoralists in a Colonial World", In David Arnold and Ramachandra Guha (Eds.), *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*, New Delhi: Oxford University Press.(49-85).
- Damodaran, Vinita. (June 1995). "Famine in a Forest Tract: Ecological Change and the Causes of the 1897 Famine in Chotanagpur", *Environment and History*, 1(2), pp. 129-158.
- Chandra, Bipan. (1999). "Colonialism, Stages of Colonialism and the Colonial State", in Bipan Chandra, *Essays on Colonialism*, New Delhi: Orient Longman, pp. 58-78.
- Ray, Indrajit. (2016). "The Myth and Reality of Deindustrialization in Early Modern India", in Latika Chaudhary et al. (Eds.) *A New Economic History of Colonial India*. New York: Routledge. (52- 66).
- Tomlinson, B.R. (2005). *The Economy of Modern India 1860-1970*. Cambridge: CUP (Chapter 2, pp.47- 67)
- Bose, Sugata. (Ed.). (1994). *Credit, Markets and the Agrarian Economy of Colonial India*. New Delhi: Oxford University Press (Introduction (pp. 1-28) & Chapter 2 (pp. 57- 79)).
- Guha, Ramachandra. (1990). "An Early Environmental Debate". *Indian Economic and Social History Review (IESHR)*.
- Jones, Kenneth. (2003). *Socio-Religious Reform Movements in British India*
- Joshi, V.C. (ed.). (1975). *Rammohun Roy and the Process of Modernization in India*. Vikas Publishing House (essays by A.K. Majumdar and Sumit Sarkar).
- Singh, Hulas. (2015). *Rise of Reason: Intellectual History of 19 th -century Maharashtra*. Taylor and Francis.
- Sarkar, Sumit and Tanika Sarkar (eds.).(2008). *Women and Social Reform in India: A Reader*. Bloomington and Indianapolis: Indiana University Press (Chapters 1, 2 and 4).
- Loomba, Ania. (Autumn 1993). "Dead Women Tell No Tales: Issues of Female Subjectivity, Subaltern Agency and Tradition in Colonial and Post- Colonial Writings on Widow Immolation in India". *History Workshop*, 36, pp.209–227.
- Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. Clarendon Press (Introduction).
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and Narayani Gupta (Eds.), *India's Colonial Encounter*, New Delhi: Manohar
- David, Saul. (2010). "Greased Cartridges and the Great Mutiny of 1857: A Pretext to Rebel or the Final Straw", In Kaushik Roy (ed.) *War and Society in Colonial India*(82-113).
- Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP. Introduction & pp. 1-125.

- Desai, A.R. (ed.) (1979). Peasant Struggles in India. Bombay: UP.(136- 158)
- Alavi, Seema ed. (2002).The Eighteenth Century in India. New Delhi: OUP.
- Bara, Joseph (2002) “Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870.” In Education and the Disprivileged : Nineteenth and Twentieth Century India, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman, pp. 123-152.
- Bayly, Susan. (1999). “Chapter 2: Kings and Service People 1700-1830.” Caste, Society and Politics in India from the 18 th Century to the Modern Age. Cambridge: Cambridge University Press. The New Cambridge History of India Series, pp. 64-79.

Major Program Specific Course: MC4

Course title: Ancient and Medieval Social Formations and Traditions in Europe

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Ancient Greece and Rome: [a] Evolution of the ‘polis’ and changing political formations in ancient Greece: Athens and Sparta. [b] Slavery in the Ancient Greek and Roman world (emergence, expansion, role and features in Greek society; its role in Roman economy and society). [c] Culture and religion in Ancient Greece and Rome	10	25
Unit II: Feudal societies in medieval Europe (8th – 14 centuries) [a] The emergence of medieval monarchies, aristocracies and nobilities [b] Growth of seigneurial authority: a dependent peasantry and transitions from Colonate to serfdom.	10	25
Unit III: Cultural Patterns in pre-Renaissance Europe Science, Art and Music	08	20
Unit IV: Crisis of Feudal Orders Transitions in the feudal economy from 11 th – 14 th centuries (i) Agriculture: changes in serfdom and seigneurie	12	30

(ii) Growth of trade and towns and their impact		
(iii) Onset of 'feudal crisis' in 13th and 14th centuries		

Course Outcomes:

Upon completion of this course the student shall be able to:

CO1: Identify the main historical developments in Ancient Greece and Rome.

CO2: Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.

CO3: Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.

CO4: Explain the trends in the medieval economy.

CO5: Analyse the rise of Islam and the move towards state formation in West Asia.

CO6: Understand the role of religion and other cultural practices in community organisation.

Suggested Readings:

Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, (Greece) Part One/I/ Chapters 1, 2, pp. 18-44; (Rome) Part One/I/ Chapters 1, 4 (pp. 18-28 and 53-103).

- Finley, M.I. (1963/1991). *The Ancient Greeks*, London: Penguin (1991 reprint), Chapters 1-4, pp.15-94.

- Finley, M.I. (1973). "Masters and Slaves," in M.I. Finley, *The Ancient Economy*. Berkeley and Los Angeles: University of California Press, pp. 62-94.

- Green, P. (1973). *A Concise History of Ancient Greece to the close of Classical era*, London: Thames and Hudson Ltd., Chapters 1-5, pp. 9-172.

- Scarre, C. and B. Fagan. (2008). *Ancient Civilisations*. New Jersey: Pearson, (on Greece) Chapters 9, 10, pp. 223-277; (on Rome) Chapter 11, pp. 278-303.

- Bradley, K. (1994). *Slavery and Society at Rome*, Cambridge: Cambridge University Press, Chapter 2, pp. 10-30.

Bloch M. (1973). "The Seigneurie down to the crisis of the fourteenth and fifteenth centuries", Chapter 3 in Marc Bloch, *French Rural History: An Essay on its Basic Characteristics*. Berkeley: University of California, pp. 64-101.

- Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp. 175-220.

- Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp. 157-180.

- Georges Duby, (1977). "Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision", "Youth in Aristocratic Society", in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122

- Hilton, R.H. (1976). "Introduction" in R.H. Hilton, *Peasants, Knights and Heretics: Studies in Medieval English Social History*. Cambridge: Cambridge University Press, pp. 1-10.

Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage.

- Le Goff, J. (1992) *Medieval Civilisation, 400-1500*, (translated by Julia Barrow), Oxford UK & Cambridge USA: Blackwell.

- Matthews, J. (2006) "Roman Law and Roman History" in D. S. Potter (Ed.), *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing, pp. 477-491.

- Potter, D. S. (Ed.), (2006). *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing.

Major Elective (ME1)

Course Title: HISTORICAL METHODOLOGY

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course content/Syllabus:

Unit No:	No of lecture/Contact hour	Weightage (%)
Unit I: Using E.H. Carr’s ‘What is History’ understand the following themes: I. Research: Meaning, Qualitative, Quantitative Research II. Choice of subject, Synopsis III. What qualifies as “historical subject” ? IV. Note Taking and Objectivity/ Subjectivity	10	25
Unit II: Components of Good Academic Practice in History I. Footnotes, Reference II. Indexing & Bibliography III. Thesis writing & appendix IV. Historical Imagination	10	25
Unit III: The Practice of History I. Sources in context: written, oral, visual and archaeological II. Historical Facts & Interpretation III. Authenticity of Sources IV. Evaluation of evidence	10	25
Unit IV: I. Causation and generalization II. Bias and objectivity in History III. Orality and memory IV. Book Review	10	25

Course Outcomes:

CO1: Introduce concepts of research methodology to students for conducting research and writing

CO2: Develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling.

CO3: Have basic knowledge on qualitative research techniques.

CO4: Analyze different types of historical research and writing.

Suggested Readings:

E.H Carr: What is History, Penguin,2008
 Marc Bloch, The Historian’s Craft (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992
 E. Sreedharan, A Text book of Historiography 500 BC to AD 2000, Orient Longman, 2004
 Arthur Marwick, New Nature of History: Knowledge, Evidence and Language (Chapter V: The Historian at Work: Forget ‘Facts’, Foreground Sources), Lyceum Books Incorporated, 2001.
 Arthur Marwick, The Nature of History (Chapter IV: History, Science and Social Science), London: Macmillan, 1989.
 Thomson, D. Renier, G.J : The Aims of History (London: James and Hudson, 1969); History: Its Purpose and Methods (London: George Allen & Unwin, 1950
 Postan, M.M: Fact and Relevance: Essay on Historical Method: Cambridge university, Press, 1971
 Hockett, H.C: The Critical Method in Historical Reseach and Writing (New York: Macmillan, 1966)
 Ali B. Sheikh: History: Its Theory and Method, Macmillan India Limited, New Delhi, 1978.
 Bajaj Satish K: Reseach Methodolgy in History, New Delhi, 2000
 Vinay Mohan Sharma: Shodh Pravidhi, national Publishing House, Delhi, 1973.
 Kumar Ranjit: Research Methodology: A step by step guide for beginners, Sage Publication, 2004.
 Kothari, C.R. Research Methodology; Methods and Techniques, New Age International,2004

**Skill Enhancement Course 2: SEC 2
 Course Title: Understanding Heritage**

Course title: Making of Modern India (1750-1857)

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		3	2	1	0	--	--	--	30

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
30	3

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Defining heritage: Meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’	5	20

Unit II: Evolution of heritage legislation and the institutional framework: [a] Conventions and Acts -- national and international [b] Heritage-related government departments, museums, regulatory bodies [c] Conservation initiatives	10	30
Unit III: Challenges facing tangible and intangible heritage Development, antiquity smuggling, conflict (specific cases studies)	05	20
Unit IV: Heritage and travel: [a] Viewing heritage sites [b] The relationship between cultural heritage, landscape and travel; recent trends	10	30

Course Outcomes:

Upon completion of this course the student shall be able to:

CO1: Explain the complex character of heritage.

CO2: Analyse the historical processes which result into the making of heritage.

CO3: Describe the significance of cultural diversity in the creation of heritage.

CO4: Illustrate how heritage can be a medium to generate revenue

CO5: Discern the nuances of heritage and will appreciate its importance.

Reading List:

- Lowenthal, D. (2010). Possessed By The Past: The Heritage Crusade and The Spoils of History. Cambridge: Cambridge University Press.
- Lahiri, N. (2012). Marshalling the Past- Ancient India and its Modern Histories.Ranikhet: Permanent Black. (Chapter 4 and 5)
- Singh, U. (2016). The Idea of Ancient India: Essays on Religion, Politics and Archaeology. New Delhi: Sage. (Chapters 7, 8).
- Biswas, S.S. (1999). Protecting the Cultural Heritage (National Legislation and International Conventions). New Delhi: INTACH,
- Layton, R.P. Stone and J. Thomas. (2001). Destruction and Conservation of Cultural Property. London: Routledge.

Third Semester

Major Program Specific Course: MC5

Course title: Making of Modern India (1750-1857)

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
					4	3	1	0	

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Caste, Community and Nation a) Regional, religious and linguistic identities b) Assertions of gender and caste identity: Sanskritizing trends and lower caste movements, regional variations	6	15
Unit II: Economy and social classes a) Economic critique of colonial rule with special reference to Drain of Wealth b) Rise of modern industry: emergence of capitalists and the working class c) Famines and their impact	6	15
Unit III: Early Nationalism a) Emergence of Indian National Congress (INC) b) Moderates and Extremists c) Swadeshi and Revolutionary Movements	06	15
Unit IV: Emergence and social base of Gandhian Nationalism a) Intellectual foundations of Gandhian Nationalism; Early Interventions: Champaran, Kheda, Ahmedabad; INC b) Rowlatt, Khilafat and Non-Cooperation Movements c) Civil Disobedience Movement d) Quit India Movement	8	20
Unit 5: Interfaces: Nationalism and Socio-Political Movements a) Ambedkar and the Dalit Movement b) Bhagat Singh and H.S.R.A c) Singh Sabha and the Akali Movement; Dravidian movements	8	20

d) Left movements: peasants and workers' movements		
e) Tribal Movements		
Unit 6: Communalism: ideologies and practices	6	15
a) Trends in Communalism		
b) Partition		

Course Outcomes:

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

CO1: Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.

CO2: Outline the social and economic facets of colonial India and their influence on the national movement.

CO3: Explain the various trends of anti-colonial struggles in colonial India.

CO4: Analyse the complex developments leading to communal violence and Partition.

CO5: Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

Reading list

Metcalf, Barbara D and Thomas R. (2002). A Concise History of India. Cambridge: Cambridge University Press, pp.91 – 160

Jones, Kenneth. (1994). Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press, pp.73-101.

• Blackburn, Stuart & Dalmia, Vasudha ed. (2004). India's Literary History. Essays on the Nineteenth Century. Delhi: Permanent Black, Introduction; pp. 1-22.

• Oberoi, Harjot. (1994). The Construction of Religious Boundaries: Culture, Identity and Diversity, in the Sikh Tradition. University of Chicago Press, Chapter 4,5,6

• Forbes, Geraldine. (1999). "Women in Modern India". The New Cambridge History of India Volume 4. Cambridge: Cambridge University Press (Chapters 3, 4 & 5).

Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905. New Delhi: People's Publishing House (Introduction).

• Bagchi, Amiya Kumar. (2002). "The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies", Economic and Political Weekly, Vol. 37 (23), pp. 2229 - 2238.

• Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press, pp. 3-25

• Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage (Introduction).

• Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press, pp.1-69.

• Arnold, David. (1988). Famines. Social Crisis and Historical Change. New Perspectives on the Past. Oxford: Basil Blackwell (Introduction; Chapters 1,3,4,6).

Parel, Anthony J. ed. (2009 edition). 'Hind Swaraj' and Other Writings. Cambridge: Cambridge University Press (Editor's Introduction, pp. xiv – xxxviii).

• Hardiman, David. (2005). Gandhi in his time and ours. Delhi, Orient Blackswan, pp.1-81; 109-184.

• Baker, Chris. (1976). Politics of South India: 1920-1937. Cambridge, Cambridge University Press.

• Bandyopadhyay, Sekhar. (Ed.) (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press, pp. 55-155.

Major Course: MC6
Contemporary India: Evolution of the Nation State in Post Independence Period

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
<p>Unit I: The Impact of Colonialism and National Movement:</p> <p>I. Impact of Colonialism on Political, Social, Economic System and Cultural Values.</p> <p>II. National Movements after Independence : Its significance, Value and Legacy</p> <p>III. Partition and Independence of India : Role of Congress & Communists</p> <p>IV. Integration of Princely States; special discussion on Hyderabad, Junagarh and Jammu & Kashmir</p>	10	25
<p>Unit II: Indian Constitution and Consolidation as a Nation:</p> <p>I-Framing of Indian Constitution - Constituent Assembly - Draft Committee Report - declaration of Indian Constitution, Role of Dr. B.R. Ambedkar, Indian constitution - Basic Features and Institutions.</p> <p>II. The Linguistic Reorganization of the States, Regionalism and Regional inequality</p> <p>III. India's Relations with Neighboring countries; Pakistan, China, Nepal, Sri Lanka, Afghanistan and Myanmar.</p> <p>IV. Evolution and development of Parliamentary Democracy</p>	10	25
<p>Unit III: Political developments in India since independence:</p> <p>I. Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu & Kashmir, the Punjab crisis.</p> <p>II. Development of Science, Technology and Modern Education System & Policies.</p>	10	25

III. Industrial Policy; Emergence of Public Sector Enterprises		
IV. Social Justice; Law & Politics for the upliftment of the weaker sections and tribal issues.		
Unit IV: Indian Society and Trends Significance of political & social movements, Women Empowerment and the question of Peasant rights IV. Issue of Identity Politics: Communalism; Regional and Caste Consciousness; Dalit Politics, Untouchability, Anti-caste Politics and Strategies.	10	25

Course Outcomes

On completion of this course the student shall be able to

CO1: Draw a broad outline of the history and politics of the early years of Independence, including the framing of the constitution and the linguistic reorganisation of states.

CO2: Examine critically issues of economic development in the early years of Independence, particularly the problems of development.

CO3: Summarize critical issues pertaining to the history of Non-Alignment and Panchsheel

CO4: Trace the significant developments in the history of India, since 1947, including the history of the Congress party, the Naxalbari and the JP Movement, as well as political developments in the regional context.

CO5: Examine issues of critical relevance in the history of India from 1970s to 1990s, with special emphasis on caste assertion and mobilisation in politics and right-wing nationalism.

Suggested Readings:

Balbushevik, A. & Dyakov, A.M.: A Contemporary History of India

Basu, D.D.: Shorter Constitution of India

Bettleheim: Charles, India Independent

Chandra, Bipan, et.al., India's Struggle for Independence

Chahal, S.K.: Dalits Patronized

D.R. Gadgil: Policy Making in India

Davies, H.A.: Outline History of the World

Desai, A.R.: Fisher, H.A.L: A History of Europe

Guha, Ranjit (ed.), Subaltern Studies, Vol. I-XI

Hasan, Mushirul, India's Partition: Process, Strategy and Mobilization

Henderson, O.P., The Industrial Revolution on the Continent

Hill, Christopher, From Reformation to Industrial Revolution

Hinsely, F.H. (ed.), Modern History: Material Progress and World Wide Problems

Jaisingh, Hari, India and Non-Aligned World: Search for A New Order

Joll, James, Europe Since 1870: An International History

Major Elective Course 2 (ME2) Course title: Archives and Museums

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		3	3	0	0	--	--	--	30

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
30	3

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: The Archive: a. Early Manuscript Collections (Jain, Persian, Sitamau Library) b. Colonialism and collections c. National project and the archive d. Taxonomies and cataloguing e. Project work: learn the cataloguing system of your college library and compare with the catalogue of a major collection (see online catalogues of Ethe and Rieu).	15	50
Unit 2: The Museum a. The colonial gaze b. Artefacts c. The post-colonial state and the museum – Projects could include: Indian Museum/Victoria Memorial Hall and Museum/Metcalf Hall/	15	50

Course Objective

The aim of this course is to make students familiar with the structure and functioning of archives and museums with a view to understand how history is written. The special focus of the paper will be India and it will enlarge on the relationship between the reading, writing and interpretation of history and the preservation and display of its manuscripts, art objects and heritage. It will show how carefully archives and museums organise their materials to create particular interpretations of the past. The paper will be of particular value to those who are interested in seeking careers as archivists or working in museums, art galleries and keepers of private and public collections.

Course Outcomes:

Upon completion of this course the student shall be able to:

CO1:Examine these two repositories of history from close quarters.

CO2:Discuss the role of Colonialism in the growth of Archives and Museums.

CO3:Explain how the documents and artefacts are preserved and the difficulties faced in the process.

CO4: Demonstrate the way in which museums are organised and managed.

CO5: Examine the considerations which govern the way exhibitions in museums are managed.

Reading List:

- Bhattacharya, Sabyasachi. (2018). Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947.Delhi: OUP
- Kathpalia, Y. P. (1973). Conservation and Restoration of Archive Material.Paris: UNESCO 1973

- Singh, Kavita.(2003). “Museum is National: The Nation as Narrated by the National Museum New Delhi” in Geeti Sen, (ed.), India: A National Culture. Delhi: Sage.
- Carol Breckenridge. (1989). “Aesthetics and Politics of Colonial Collecting India at World Fairs”, Comparative Studies in Society and History, vol. 31, No 2 April, pp. 195-216
- Ravindran, Jayaprabha. (2013). ‘Liberalization of access policy and changing trends of research in the National Archives of India, 1947–2007’, Comma, vol. 2013, Issue 2, pp. 103-19. (<https://doi.org/10.3828/comma.2013.2.11>)
- Aziz, Sana. (2017). ‘The Colonisation of Knowledge and Politics of Preservation’, Economic and Political Weekly. Vol. 52, No.16.
- Guha-Thakurta, Tapati. (2004). Objects, Histories: Institution of Art in Colonial India, New York: Columbia University Press.
- Choudhary, R. D. (1988). Museums of India and their Maladies. Calcutta:Agam Prakashan.
- Aggarwal, O. P. (2006). Essentials of Conservation and Restoration and Museology, Delhi: Sundeep Prakashan.
- Nair, S. N. (2011). Bio-Deterioration of Museum Materials, Calcutta:Agam Prakashan.
- Mathur, Saloni.(2000). “Living Ethnological Exhibits: The Case of 1886”, Cultural Anthropology, Vol. 15 No. 4, pp 492-524
- Mathur, Saloni. (2007).India by Design: Colonial History and Cultural Display.Berkley: University of California.

Non Major Program Specific Course (NM2)

Course Title: History of Communications

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Communication: Concept and History I. Communication: Definition, concept, elements & scope. II. Types of communication: Formal & Informal, Verbal and Non Verbal, Oral and Graphic (written/scripted) & Heritage. III. Different Process, Functions, theories and philosophy of communication. IV. History of communication: A brief survey, primitives, petroglyphs, pictogram, ideograms, writing, printing.	8	20

<p>Unit II: Means of Communication</p> <p>I. Art as means of communication : Painting, Sculpture, symbols, signals</p> <p>II. Folk and community communication- folk songs, folklore, folk craft, Legends.</p> <p>III. Performing Art as effective communication: Dance, Drama, Theater, Puppetry, and Storytelling.</p> <p>IV. Changing dimensions of communication in modern times. Basic Knowledge of new means of communication: Telephone/ phonograph/ radio/ television/fax/ mobile /computer/internetdigital.</p>	8	20
<p>Unit III: Writing and Language as Communication</p> <p>I. Writing: Evolution and growth of writing, alphabet, script (knowledge of Indus Script and other ancient Scripts of India), Inscription as a source of communication</p> <p>II. Evolution of Printing in India.</p> <p>III. History of Newspaper in India.</p> <p>IV. An Introduction of the History of Advertisement, Postal communication and Design.</p>	8	20
<p>Unit IV: History of the Ideas of Communication in India</p> <p>I. History of the Communication in India: Narad, Krishana, Buddha, Shankar, Vivekananda and Gandhi.</p> <p>II. Literature as communicators in India: Myth and legends, Natyashastra, Meghdoot, Panchtantra, Gurugranth Sahib, Ramcharita Manas.</p> <p>III. Live examples of Visual arts in India: Bhatti chitra, Rock Art and Potteries.</p> <p>IV. Visual art Literature: Chitrasutra in Vishnudhamottra Purana, Rasik Priya, Bihari Satsai.</p>	8	20
<p>Unit V: Museum & Archive Communication</p> <p>I. Museum and archives as a source of historical and cultural communication.</p> <p>II. Museum: Artifacts, Galleries, Exhibition and outreach programme.</p> <p>III. Monument as a living Museum.</p> <p>IV. Case study of any Art Museum.</p>	8	20

Course Outcomes

CO1: Demonstrate an understanding of the origins of different media

CO2: Discuss the evolution of communication through mass media.

CO3: Analyse the different ways in which museums and archives interact with the reading public.

CO4: Demonstrate an understanding of communication in the pre-print period.

Suggested Readings:

Singhal & E. M Rogers: Indian Communication Revolution: From Bullock Cart to Cybers Marts, Sage Publication New Delhi

Ajit Mukherji: Folk Art of India 1986, Clarion Books

B.N Ahuja: History of India Press, Subject publication, 1988, New Delhi

David Diringer: The Book before printing, Ancient, medieval and Oriental, Couries Dover Pub. 1982

Durga das Mukhopadhyay: Folk Arts and Social Communication, Publication Division, Ministry of information & Broadcasting, Govt. of India

H. Zimmer: Myth and Symbolism in Indian Art and civilization, Princeton Press, New Zersey

J Severin Werner and James W Tankard Jr: Communication Theories Origin Method, Uses. Longman Pub. 1988.

V.S Wakankar: Painted Rock shelters of India, Revista de Science Prehistoric 17, (1-4)

William Raymond: Communication, Culture and Media, Oxford university Press, New York, 1976

Semester IV

Major Program Specific Course MC7 Course Title: History of Modern Europe-I

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: A Period of Revolutions 1789-1850 [a] Crisis of the Ancien Regime and the Enlightenment [b] Phases of the French Revolution 1789-99 [c] Social classes and emerging gender relations [d] Bonapartist State and Features of the first French Empire [e] Restoration of the old order, social and political currents in the early nineteenth century, revolutions:1830s-1850s	10	25
Unit 2:Industrial Revolution and Social Transformation (the 19th century) [a] Process of capitalist development in industry and agriculture; Changing class structure in France, Germany and Russia [b] Industrial Revolution and Society: Family Life and Gender	10	25
Unit 3: Liberal democracy, working class movements and Socialism in the 19th and 20th centuries [a] The struggle for parliamentary democracy and civil liberties in Britain : Parliamentary and institutional reforms; working class discontent chartists; suffragettes [b] Socialism: Early socialist thought, Marxian socialism, Debates and Strategies: The International working class movement	10	25
Unit IV: Culture and Society: 1789-1850s [a] Art and culture in revolutionary France: neo classical art; reformation of the royal academies [b] The Consumption of Culture in 19th century Europe; Romanticism in art and literature [c] The City in the age of Industrialization	10	25

Course Outcomes:

On completing this course, the students will be able to:

CO1: Identify what is meant by the French Revolution.

CO2: Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.

CO3: Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.

CO4: Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.

CO5: Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

Essential Readings

- McPhee, Peter. (2002).The French Revolution 1789-1799. New York: Oxford University Press
- Campbell, Peter R. (Ed.).(2006). The Origins of the Revolution. New York: Palgrave Macmillan.
- Rude, George (2000).Revolutionary Europe1783-1815. Somerset, New Jersey, U.S.A.:Wiley-Blackwell.
- Furet, Francois, (1988). The French Revolution 1770-1814. Oxford: Blackwell, pp.3-100 and 211-66.
- Landes, Joan B. (1988). Women and the Public Sphere in the Age of the French Revolution, Ithaca, London: Cornell University Press,
- Darnton, Robert. (1996). “What was Revolutionary About the French Revolution.” in Peter Jones, (Ed.).The French Revolution in Social and Political Perspective. London:
- Kates, Gary. (Ed.).(1998).The French Revolution: Recent debates and Controversies. London and New York: Routledge.
- Grabb, Alexander.(2003).Napoleon and the Transformation of Europe. New York: Palgrave Macmillan.
- Lyons, Martin. (2006).Post-Revolutionary Europe, 1815-1856, New York: Palgrave Macmillan.
- Stearns, Peter N.(2013).The Industrial Revolution in World History. Boulder: Westview Press.
- Trabilcock, Clive. (2000). “Industrialization of Modern Europe 1750-1914.” in T.C.W. Blanning (Ed.).The Oxford History of Modern Europe. Oxford: Oxford University Press, • Cameron, Rondo. (1985). “A New View of European Industrialization.”Economic History Review 38 (1), pp. 1-23.
- Beaudoin, Steven M.(2003).The IndustrialRevolution. Boston, New York: Houghton Mifflin Company (Ch.4 & Ch.5)
- Simonton, Deborah. (1998).The Routledge History of Women in Europe since 1700, London and New York: Routledge, pp.134-176 (Ch.5).

**Major Program Specific Course: MC8:
Course Title: History of Modern Europe-II**

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/Contact hours	Weightage (%)
Unit I: Tsarist Russia and the coming of the Bolshevik Revolution [a] Serfdom, Populism and Social Democracy [b] The Revolution of 1905; the revolutions of 1917: origins, visions, movements	10	25
Unit 2: Varieties of Nationalisms, Imperialism, Crisis and the Great War [a] Intellectual currents, popular movements and the formation of national identities: Germany and Italy [b] State and Politics in post-unification Germany and Italy [c] Imperialism: Theories, Race, Darwin and Orientalism [d] War of 1914-18: historiographical debates; developments leading to the Great War	10	25
Unit 3: Europe Between Wars [a] Post war developments, international institutions, social and economic consequences of the war [b] Understanding Fascism; Origins, Forms, Nature of the Fascist/Nazi State: Germany, Italy [c] Origins of the Second World War	10	25
Unit IV: Cultural and Intellectual Developments since c.1850 [a] Print culture, mass education and the extension of literacy [b] Creation of new cultural forms: Realism, Impressionism, Post-Impressionism, Photography; Architecture: Art Nouveau, Expressionism and Futurism [c] Institutionalization of disciplines: History, Anthropology and Sociology	10	25

Course Outcomes:

Upon completion of this course the student shall be able to:

CO1: Trace varieties of nationalists and the processes by which new nation-states were carved out.

CO2: Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.

CO3: Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.

CO4: Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.

CO5: Contextualise major currents in the intellectual sphere and arts.

Essential Readings

- (a) Wood, Alan. (2003). The Origins of the Russian Revolution 1861-1917. London and New York: Routledge.
- (b) Gleason, Abbot (Ed.). (2009). A Companion to Russian History. Sussex: Wiley-Blackwell.
- (c) Sheehan, James J. (2000). 'Culture' in T.C.W. Blanning (Ed.). The Nineteenth Century: Europe 1789-1914. Oxford: Oxford University Press.
- (d) Fitzpatrick, Sheila. (1994). The Russian Revolution. Oxford: Oxford University Press.
- (e) Riall, Lucy. (1994). The Italian Risorgimento: State, Society and National Unification. London and New York: Routledge.
- (f) Beals, Derek and Eugenio F. Biagini. (2002). The Risorgimento and the Unification of Italy. London and New York: Routledge.
- (g) Eley, Geoff. (1986). From Unification to Nazism: Reinterpreting the German Past. London and New York: Routledge.
- (h) Blackbourn, David. (2002). History of Germany 1780-1918: The Long Nineteenth Century. Oxford: Oxford University Press.
- (i) Porter, Andrew. (1994). European Imperialism 1860-1914. Hampshire: Palgrave Macmillan.
- (j) Brewer, Anthony. (2001). Marxist Theories of Imperialism: A Critical Survey. London and New York: Routledge.
- (k) Henig, Ruth. (2003). Origins of the First World War. London and New York: Routledge.
- (l) Midgley, Clare. (Ed.). (1998). Gender and Imperialism. Manchester: Manchester University Press.
- (m) Dirks, Nicholas (Ed.). (1992). Colonialism and Culture. Michigan: University of Michigan Press.
- (n) Bernasconi, Robert and Tommy Lee Loft. (2000). The Idea of Race. Indianapolis: Hackett Publishing.

Major Program Specific Course: MC9
Course Title: Themes and Patterns in Colonialism- Theory and Case Studies

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Colonialism	5	20

A) Defining Colonialism and the ways in which it operates.		
Unit 2: Case Studies in Europe and North America A) Establishment of Colonial Empires by Spain and Portugal in 15th and 16th centuries B) French in Canada: 1534-1763	10	25
Unit 3: Case Studies in Asia and Africa i) The British in India in 18th century ii) Informal Empire in 19th century Africa iii) The Scramble for Power in late 19th century China	15	30
Unit IV: Nature of Colonial Control and Patterns of Subjugation A) Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of Race B) The colonial army: military culture and recruitment	10	25

Course Outcomes:

Upon completion of this course the student shall be able to:

CO1: Outline key developments of the 15th-19th century metropole and colonies.

CO2: Explain the establishment of Company rule and important features of the early colonial regime.

CO3: Explain the peculiarities of evolving colonial institutions and their impact.

CO4: Elucidate the impact of colonial rule on the economy.

CO5: Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.

CO6: Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

Essential Readings

1. Ralph Davis, The Rise of the Atlantic Economies, New York, 1973,
2. J.H Perry, The Establishment of the European Hegemony 1415-1715, Trade & Exploration in the Age of the Renaissance, Harper Torch books, 1959,
3. K.R.G.Nair & Romey Borges, Discovering French Canada, Allied Publishers, 2002
4. Ralph Davis, The Rise of the Atlantic Economies,
5. Christopher Hill, From Reformation to Industrial Revolution
6. Basil Davidson, Modern Africa: A Social and Political History, 3d edn. London / New Jersey: Addison ñ Wesley, 1995
7. Arvind Sinha, Europe in Transition, Delhi, 2010

Non Major Program Specific Course NM3

Course Title: Understanding Popular Culture

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	30

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
30	3

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Defining Popular Culture: Popular Culture as Folk Culture, Mass Culture- High Culture, People's culture	5	20
Unit II: Visual expressions: folk art, calendar art, photography, advertisements	5	20
Unit III: Oral culture/ performances: folktales, folk theatre with social messages and themes- swang and nautanki; music-folksongs and folkdances	6	20
Unit IV: The audio-visual medium: cinema, television and internet (a) Indian cinema: major themes and trends like freedom struggle and nation building (b) Television: Case study of televised serials, Ramayana, Women and Family	6	20
Unit V: Fairs, festivals and rituals, pilgrimage: disentangling mythological stories; patronage; religion as culture	4	10
Unit VI: Food Cultures: Regional cuisines and the National Project	4	10

Course Outcomes

Upon completion of this course the student shall be able to:

CO1: Discuss the range of theoretical perspectives that define popular culture.

CO2: Describe the methodological issues involved in a historical study of popular culture.

CO3: Examine the role of orality and memory in popular literary traditions.

CO4: Analyse the role of technology in the transformation of music from elite to popular forms.

CO5: Discuss the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.

CO6: With specific reference to art, media and cinema, examine the processes through which a pattern of 'public cultural consumption' emerged in contemporary times.

Essential Readings

- Storey, J. (2001). Cultural Theory and Popular Culture. London: Routledge. (Chap. 1, 'What is Popular Culture', pp. 1-17)
- Burke Peter, (1978). Popular Culture in Early Modern Europe. New York: New York University Press. pp. 3-88. (Chap. 1, 'The Discovery of the People'; Chap. 2, 'Unity and Variety in Popular Culture' Chap. 3, 'An Elusive Quarry').
- Princy C. (1998). Camera Indica: The Social Life of Indian Photographs. Chicago: University, Chicago Press.
- Uberoi 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, pp.113-153.
- Bharucha, Rustam. (2003). Rajasthan: An Oral History, Conversations with Komal Kothari, Delhi: Penguin, chap 1, 'The Past in the Present: Women's Songs', pp. 16-35.

Semester V
Major Program Specific Course: MC10
Making of the Twentieth Century World

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: A New World Order a. De-colonisation and after (Focus on Algeria and Indonesia) b. Politics of Cold War: Super Power Rivalries (Focus on Korea and Vietnam) c. United Kingdom: The Challenge of the Welfare State d. South Africa: From Apartheid to Reconciliation	12	30
Unit II: Social Movements	15	35

a. Environmental disasters and Struggles: Chipko Movement; Struggles for the Amazon; Bhopal; Chernobyl b. Student Movements: Paris 1968; Beijing 1989 c. Civil Rights Movement: Martin Luther King and Malcom X d. Movements for Democracy: The Arab Spring		
Unit III: Women’s Movements: Issues and Debates (focus on Black feminism and Feminism in the Islamic World)	6	20
Unit IV:A Global Culture: a. Spectator Sports b. Cinema and Digital Media c.Music: Cross Cultural Influences d.Food and Globalisation	7	25

Course Outcomes

Upon completion of this course the student shall be able to:

CO1:Analyse the evolving polities, societies and cultures of an increasingly global world.

CO2:Analyse diverse social movements and cultural trends.

CO3:Analyse processes of Decolonisation and politics during Cold War era.

CO4: Draw inferences to explain the inter-connectedness of various facets of culture; sports, music, cinema, etc.

Essential Readings

- Le Sueur, J.D. (2003). The Decolonization Reader. London and New York: Routledge.
- Betts, R.F. (1998). Decolonization. London and New York: Routledge.
- Kahin, George McTuman. (2003). Nationalism and Revolution in Indonesia, Cornell: Cornell University Press.
- Horne, Alistair. (1977/2006). A Savage War of Peace: Algeria, 1954-1962, New York: Books.
- Beresford, M. (1989). National Unification and Economic Development in Vietnam. New York: St. Martin’s.
- Garland, David. (2016). The Welfare state: A Very Short Introduction, Oxford: Oxford University Press.
- Guelke, Adrian. (2005). Rethinking the rise and Fall of Apartheid: South Africa and World Politics. Basingstoke and New York: Palgrave Macmillan.

Major Program Specific Course: MC11

Course Title: Introduction to Global History

Type	Code	Credit	Credit division					No. of PSDA	Total no of lecture
			L	T	P	SW	FW		
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Global History and its Antecedents a) What is Global History? b) The World in 1492 c) Encountering Difference: Columbus and the New World d) London: Sugar and Slavery	10	25
Unit II: Rise of the West a) The Rise of the West: European Miracle or Great Divergence? b) States and Revolutions c) Lords of Humankind? European Conquest and Imperialism d) European Colonialism: Bula Matari or Hegemony on a Shoestring?	10	25
Unit III: Migration and the making of the Modern World a) (How) Was World War One a World War? b) World War Two: Causes and Effects	8	20
Unit IV:A Global Culture: A) Decolonisation, self-determination and the United Nations B) Contradictions of modernity: Fascism, capitalism, liberalism, socialism C) The Cold War: The Division of Europe and the Domino Theory D) The Unipolar Moment? 1989 and the ‘End of History’	12	30

Course Outcomes:

Upon completing a Global History course, students will be able to:

CO1: Identify major chronological developments in global history from the pre-modern period (from 1400 CE) to the present.

CO2: Apply historical knowledge and historical thinking to contemporary global issues.

CO3: Identify and appraise different intellectual perspectives on the development of the modern world system.

CO4: Conceptualise and prepare in written form arguments based on the analysis of different accounts of global history as they relate to international politics.

Essential Readings

- Mazlish, B. (2004). The global history reader. New York: Routledge
- O'Brien, P. (2008). 'Global History' - see article
- (2013) 'What if people told European history like they told Native American history?', An Indigenous History of North America blog
- Trouillot, M. R. (1995). Silencing the past: Power and the production of history. Beacon Press
- Maxine Berg, 'Global History: Approaches and New Directions', in Writing the History of the Global: Challenges for the Twenty-First Century, ed. Maxine Berg (Oxford University Press, 2013), 1-18.
- Jeremy Adelman 'What is Global History Now?', 2 March 2017, Aeon Essays, <https://aeon.co/essays/is-global-history-still-possible-or-has-it-had-its-moment>
- Sebastian Conrad, What Is Global History?, chap. 4., from What is Global History (Princeton University Press, 2016).
- Francesca Trivellato, "Is there a Future for Italian Microhistory in the Age of Global History?," California Italian Studies 2:1 (2011), <https://escholarship.org/uc/item/0z94n9hq> (accessed 2nd April 2021).
- Sebastian Conrad, What is Global History? (Princeton University Press, 2016), Chap. 10.
- Jan de Vries, 'Reflections on Doing Global History', in Writing the History of the Global: Challenges for the Twenty-First Century, ed. Maxine Berg (Oxford University Press, 2013), 32-47.
- Dominic Sachsenmaier, Global Perspectives on Global History. Theories and Approaches in a Connected World (Cambridge University Press, 2011).
- Anne Gerritsen, "Scales of a Local: the Place of Locality in a Globalizing World," in A Companion to World History, ed. Douglas Northrop (Oxford, 2012).
- John-Paul Ghobrial, "Introduction: Seeing the World like a Microhistorian," in Global History and Microhistory, ed. John-Paul Ghobrial, Past & Present Supplement 14 (2019): 1-22.
- Natalie Zemon Davis, "Decentering History: Local Stories and Cultural Crossings in a Global World," History and Theory 50 (2011): 188-202.

Major Program Specific Course: MC12

Course Title: History of the United States of America: From Colonization to Civil War

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: A New World [a] The Growth of American Colonies: Diverse Demography; Forms of Labour: indigenous tribes, indentured labour, slaves [b] Revolution: sources, historiography	8	20
Unit II: Limits of American democracy [a] The Federalist Constitution: Structure and its Critique [b] Jeffersonian Democracy: Its Limitations [c] Westward Expansion: Jefferson and Jackson; Marginalization, Displacement of the indigenous tribes; case histories of the Shawnee and the Cherokee tribes	8	20
Unit III: U.S. Quest for dominance Imperialism and Changing Diplomacy: Manifest Destiny, War of 1812; Monroe Doctrine.	8	20
Unit IV: Slavery [a] The economics of slavery: South vs. North/Debate [b] Slave life and culture; nature of female slavery; slave resistance (including female slave resistance)	8	20
Unit V: The Civil War [a] Issues of the War [b] Interpretations	8	20

Course Outcomes:

Upon completion of this course the student shall be able to:

CO1: Explain the evolving and changing contours of USA and its position in world politics.

CO2: Examine the limits of American democracy in its formative stages.

CO3: Analyse the character of early capitalism in USA and resultant inequities.

CO4: Describe the economics of slavery in USA along with details of slave life and culture.

CO5: Explain the main issues related with the Civil War in USA and its various interpretations.

Essential Readings

- Goodman, W. (1963). 'The Origins of the War of 1812: A Survey of Changing Interpretations'. Sheehan, D. (ed.), The Making of American History: The Emergence of a Nation. Vol. I. New York: Holt, Rinehart & Winston.
- Perkins, D. (1963). 'The First Challenge: Monroe Hurls Defiance at Europe'. Sheehan, D. (ed.), The Making of American History: The Emergence of a Nation. Vol. I. New York: Holt, Rinehart & Winston.
- Foner, E. (2007). Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co.
- Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. I. 5th ed. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J. L. Thomas et.al. (2000). The Great Republic, A History of the American People. Massachusetts: D.C. Heath & Company.
- Datar, K. (1997). America Ka Itihas. University of Delhi: Directorate of Hindi Medium Implementation Board.
- Merk, F. (1995). Manifest Destiny and Mission in American History. Massachusetts: Harvard UBarrington, M. Jr. (2015). 'The American Civil War: The Last Capitalist Revolution'. In M. Barrington Moore Jr. Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World. Boston: Beacon Press.
- Beale, Howard. (1963). 'What the Historians have said about the Causes of the Civil War'. In Donald Sheehan. ed. The Making of American History: The Emergence of a Nation. Vol. I. New York: Holt, Rinehart & Winston University Press.

Skill Enhancement Course 3:

Course Title: Art Appreciation: An Introduction to Indian Art

Type	Code	Credit	Credit division					No. of PSDA	Total no of lecture
			L	T	P	SW	FW		
		3	3	0	0	--	--	--	30

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
30	3

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Perspectives on Indian Art and Architecture. a. Historiography of Indian art: orientalist, nationalist and the making of 'Indian' art. b. Categories of classical/high/elite and popular/folk/tribal art and crafts; regional variations.	10	35

Unit II: Sculpture: styles, iconography. a. Gandhara and Mathura. b. Chola bronzes. c. Terracotta art.	8	25
Unit III:Painting: styles, representation, popular and folk. a. Ajanta Murals: characteristics, material culture. b. Mughal painting: formation of the school, features, themes, artist-patron relationship. c. Kangra painting: spectatorship and femininity. d. Colonial art and modernism in India: Raja Ravi Verma; the Bengal school; Amrita Sher-Gil; M. F. Husain. e. Folk, tribal art: Maithili painting.	12	40

Course Outcomes

At the end of the course, the student should be able to:

CO1: Explain how Indian art was perceived and received in the west under colonial rule and its changing perspectives. This will set the template for examining its various manifestations.

CO2: Identify the stylistic features of different genres of art.

CO3: Discuss the iconography of art forms.

CO4: Differentiate between high/courtly art, popular art/folk, and tribal art.

CO5: Point out the continuity in patterns and regional variations.

CO6: Elaborate patronage patterns, artist-patron relations and representation of gender.

Essential Readings:

- Mitter, Partha. (2011). Indian Art, Delhi: Oxford University Press
- Dhar, P. P. (2011). ed. Indian Art History Changing Perspective, New Delhi: DK. (Introduction)
- Mitter, Partha. (1977). Much Maligned Monsters: A History of European Reactions to Indian Art, New Delhi: Oxford University Press
- Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain, New York and Tokyo: John Weather Hill Inc.
- Gupta S. P. (2006). Elements of Indian Art, Delhi: D.K. Print world
- Sivaramamurti C. (1962). Indian Bronzes, Bombay: Marg Publications
- Michell, George. (1977). The Hindu Temple: An Introduction to its Meaning and Forms, New Delhi, B.I Publications
- Dhar, Parul Pandya. (2011). "Introduction – A History of Art History: The Indian Context", in Parul Pandya Dhar, (Ed.) Indian Art History: Changing Perspectives, New Delhi: D. K Printworld and National Museum Institute

- Thakurta, Tapati Guha. (1994). “Orientalism, Nationalism and the Reconstruction of ‘Indian’ Art in Calcutta”, in Catherine B. Asher and Thomas R. Metcalf.(Eds.).Perception of South Asia’s Visual Past, New Delhi: AIIS, Oxford University Press,pp. 46-65.
- Desai, Devangana. (1990). ‘Social Dimensions of Art’, Social Scientist, vol. 18, no. 202, pp. 3-32.
- Ray, N.R. (1974).An Approach to Indian Art, Chandigarh: Publication Bureau
- Nehru,Lolita. (1989). Origins of the Gandhara style: A study of Contributory Influences, Delhi: Oxford University Press
- Dar, S. R. (1994). ‘Classical Approaches to the Study of Gandhara Art’, in Catherine B. Asher and Thomas R. Metcalf eds., Perception of South Asia’s Visual Past, New Delhi: AIIS, Oxford University Press
- Srinivasan Doris M. (1989).(Ed.).Mathura: The Cultural Heritage, New Delhi: American Institute of Indian studies and Manohar Publishers

Semester VI

Major Program Specific Course: MC13

Course Title: History of Latin America

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Historiography and a brief survey of pre-15th century cultures and civilizations of Latin America	8	20
Unit II: The colonization and conquest of Central and South America by Spain and Portugal, 1490’s onwards: [a] War and conquest; agrarian transformation; gold and silver mining; the question of labour and slavery; transatlantic commerce and the modern world system; institutions of state; the advent of Christianity and evangelization [b] Demographic consequences; resistance, collaboration, survival; new and old hierarchies; gender, race, and culture: separateness or syncretism?	8	20

Unit III: The breakdown of the colonial order and the movements for independence: social base, practices and ideologies.	8	20
Unit IV: Class and state formation, industrialization, immigration, and popular culture, 1830's to the 1930's: case studies of Mexico, Argentina, and Brazil	8	20
Unit V: Authoritarianism, populism, revolutions and the politics of literature, music and sports, 1930's to the 1960's	8	20

Course Outcomes

On completion of this course the student shall be able to

CO1: Critique stereotypes on Latin America and outline major shifts in Latin American history.

CO2: Explain elements of change and continuity in Latin American politics, economy, society and cultural milieu from the 16th to 20th centuries.

CO3: Contextualise the impact of colonialism on Latin America.

CO4: Explain social protest and anti-colonial resistance in Latin America, as well as practices of 'transculturation'.

CO5: Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

Suggested Readings

- Bethell, L., ed. (1997). Cambridge History of Latin America: Colonial Latin America, volume II Cambridge: Cambridge University Press.
- Bethell, L., ed. (2002). Cambridge History of Latin America: From Independence to c. 1870, volume III. Cambridge: Cambridge University Press.
- Chasteen, J. (2006). Born in Blood and Fire: A Concise History of Latin America. New York: W.W. Norton and Company.
- Frank, A.G. (1967). Capitalism and Underdevelopment in Latin America. New York: Monthly Review Press.
- Galeano, E. (2010). Century of the Wind: Memories of Fire Volume III. New York: Nation Books.
- Burns, E.B. (1992). Latin America Conflict and Creation: A Historical Reader. New York: Pearson.
- Skidmore, T. and Peter H. Smith. (2010) Modern Latin America. New York: Oxford University Press.
- Wade, P. (1997). Race and Ethnicity in Latin America. London: Pluto.
- Williamson, E. (2010). The Penguin History of Latin America. London: Penguin Books.
- Wright, T. (2001). Latin America in the Era of the Cuban Revolution. Connecticut: Praeger Publishers.

Major Program Specific Course: MC14 Course Title: History of Africa (c.1500-1960)

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Africa as ‘The Dark Continent’: The historiographic gaze and a brief survey of pre-15th century cultures and civilizations in Africa	6	10
Unit II: Trade in gold and slaves between Europe and Sub-Saharan Africa: economy, society and state in Africa from the end of the 15th to nineteenth centuries.	8	20
Unit III: Africa in the Atlantic world: slaves, slave-ships, piracy and slave rebellions; Africa’s contribution to the development of European capitalism.	8	20
Unit IV: The abolition of the slave trade 1800 onwards: the end of the slave trade and the shift to ‘Legitimate Commerce’ and ‘Informal Empire’.	6	10
Unit V: Imperialism and ‘The Scramble for Africa’ [a] Collaboration, conflict and state formation [b] The making of colonial economies in Sub-Saharan Africa	8	20
Unit VI: Decolonization, 1940’s to 1960’s: Worker protests, peasant rebellions and National Liberation Movements century to 1939: cash crops, mining, forced labour; peasant and worker protests, popular culture, gender and ethnicity.	8	20

Course Outcomes

On completion of this course the student shall be able to

CO1: Critique stereotypes on the African continent and outline major shifts in African history.

CO2: Explain elements of change and continuity in the African political experience, political regimes and national formations, economy, society and cultural milieu from the 16th to 20th centuries.

CO3: Contextualise the impact of colonialism on the African continent.

CO4: Explain social protest and anti-colonial resistance in Africa, as well as practices of ‘transculturation’.

CO5: Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

Suggested Readings:

- Mazrui, A.A., (Ed.). (1993). UNESCO General History of Africa: Africa Since 1935 Vol. VIII. London: Heinemann.
- Fanon, F.(1963). The Wretched of the Earth. New York: Grove Press.

- Rediker, M. (2007). *The Slave Ship: A Human History*. New York: Viking.
- Rodney, W. (1972). *How Europe Underdeveloped Africa*. London: Bogle-L'Ouverture Publications.
- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Sparks, A. (1991). *The Mind of South Africa: The Story of the Rise and Fall of Apartheid*. New York: Ballantine Books.
- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Freund, B. (1988). *The African Worker*. Cambridge: Cambridge University Press.
- Vansina, J. (1990). *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press.

Major Program Specific Course: MC15

Course Title: Global Ecological Histories

Type	Code	Credit	Credit division					No. of PSDA	Total no of lecture
			L	T	P	SW	FW		
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Political Ecologies and Societies: A) Global Ecological interconnectedness and writing histories B) Anthropocentrism and critical histories	8	20
Unit II: Energy Regimes in World History A) Prime Movers in Pre-Industrial Societies B) Industrial Energy Regimes	8	20
Unit III: Ecologies of the Industrial World A) Ecological Imperialism B) Colonialism and the re-articulation of inequalities C) Colonialism and the re-articulation of inequalities	8	20
Unit IV: Industrial Appropriation of Nature A) Industrial Agriculture B) Gendered access to natural resources C) Cities and Urban Landscapes	8	20

Unit V: Debating Anthropocene/Capitalocene	8	20
A) Climate change and writing ecological histories B) Whose Anthropocene?		

Course Outcomes

Upon completion of this course the student shall be able to:

CO1: Critique an understanding of environmental concerns based on a narrow scientific/technological perspective

CO2: Discuss environmental issues within a social- political framework

CO3: Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources. This is critical in gaining an understanding of the environmental crisis of the world - from the global to the local

CO4: Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights

CO5: Locate solutions to environmental problems within a framework of greater democratisation of resource use

Readings

- Dickinson, William. (2013). “Changing Times: the Holocene Legacy” in J. R. McNeil and Alan Roe, eds., *Global Environmental History: An Introductory Reader*. London: Routledge, pp 3-23.
- McNeil, J. R. and Mauldin, E. S. (2012). *A Companion to Global Environmental History*. Oxford: Wiley-Blackwell, Introduction pp. xvi-xxiv.
- Crist, Eileen. and Kopnina, Helen.(2014) “Unsettling Anthropocentrism”, *Dialectical Anthropology*, Vol. 38, No 4, pp. 387-396.
- Sayre, Nathan F. (2012). “The Politics of the Anthropogenic”, *Annual Review of Anthropology*, Vol. 41, pp. 57-70.
- Vaclav Smil, (2017). *Energy and Civilisation*.Cambridge: MIT, pp. 127-224.
- Burke III, Edmund. (2009) “The Big Story: Human History, Energy Regime and the Environment” in Edmund Burke III and Kenneth Pomeranz, eds., *the Environment and World History*. Berkeley: University of California Press, pp. 33-53.
- Mitchell, Timothy. (2011). *Carbon Democracy: Political Power in the Age of Oil*.London: Verso.
- Urry, John. (2013) *Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books.
- Crosby, Alfred W. (1986). *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. New York. Cambridge University Press.
- McNeill, J.R. (2012). “Biological Exchange in Global Environmental History”, in J. R.McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*.Oxford:Blackwell.
- Gadgil, Madhav and Guha, Ramachandra. (1992). “Conquest and control.” In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An ecological History of India*. Delhi: OUP.

- Prabhakar, R. and Gadgil, Madhav. (1995) 'Maps as Markers of Ecological Change: A Case study of the Nilgiri Hills of Southern India' in David Arnold and Ramachandra Guha. eds., Nature, Culture and Imperialism: Essays on the Environmental History of South Asia. New Delhi: OUP.

Non-Major Program Specific Course: NM4

Course Title: Situating Gender Studies in History

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Theories and concepts [a] Gender: a tool of historical analysis [b] Understanding Origins and Structures of patriarchy	10	25
Unit II: Aspects of Gender: Politics, Power and Household [a] Economic and Social Roles: household, patronage and Property [b] Women and Power: Raziyya and Rudramadevi [c] Questions of Sexualities	10	25
Unit III: Gender, Representation and Literature [a] Religious Literature in the early period: Vedic, Buddhist and Puranic [b] Love and Manliness in Hindawi Romances; case studies of Padmavat, Purushpariksha and histories of Mira [c] Representations of the Divine Feminine: Virasaivism, Warkari Panths, Korravai-Durga in Tamil Traditions	10	25
Unit IV: Gender and Society in India c. 1800 to the present [a] Notion of masculinity and the effeminate bhadrakalok [b] Anxieties around the New Woman [c] Mother India and the helpless "Bharat Mata": Rhetoric and Imaginings	10	25

Course Outcomes

On completion of this course students shall be able to

CO1: Explain critical concepts such as gender and patriarchy and demonstrate their use as tools for historical analysis

CO2: Examine the role and functioning of power equations within social contexts in Indian history during the ancient period, in the construction of gender identities

CO3: Critically examine representations of gender in literature, focusing on ideas of love, manliness and religiosity

CO4: Examine the role of social and political patronage of art and literature in perpetuating gendered inequalities

Readings:

- Geetha, V. (2002). Gender. Calcutta: Stree.
- Kent, Susan Kingley. (2012). Gender and History. New York: Palgrave McMillan.
- Scott, J. W. (1986). "Gender a useful Category of Historical Analysis". The American Historical Review vol.91/9.
- Lerner, G. (1979). The Majority Finds its Past: Placing Women in History. New York: Oxford University Press.
- Walby, S.(1990). Theorizing Patriarchy. Oxford: Basil Blackwell.
- Bhattacharya, N.N. (1999). "Proprietary Rights of Women in Ancient India", Kumkum, Roy (Ed.). Women in Early Indian Societies. Delhi: Manohar.
- Chakravarti, U. (2006). Everyday Lives Every Day Histories: Beyond the Kings and Brahmins of 'Ancient' India. Tulika Books: New Delhi.138-155.
- Jaiswal, Suvira. (2008). "Caste, Gender and Ideology in the making of India". Social Scientist vol. 36, no. ½.
- Shah, S.(2012). The Making of Womanhood; Gender Relations in the Mahabharata. Revised Edition, Delhi: Manohar.
- Singh, Snigdha.(2018). "Exploring the Question of Gender at an Early Stupa: Inscriptions and Images", Snigdha, Singh et. Al. (Ed.). Beyond the Woman Question: Reconstructing Gendered Identities in Early India. Delhi: Primus Books.
- Tyagi, J. (2004). "Hierarchical Projections of Women in Household: Brahmanical Perceptions Recorded in the Early Grhyasutras c.800-500BC". Social Scientist vol. 32, no.5-6,
- Gabbay, Alyssa. (2011). "In Reality a Man: Sultan Iltutmish, His Daughter, Raziya, and Gender Ambiguity in Thirteenth Century Northern India". Journal of Persianate Studies, vol. 4.
- Chitgopekar, N. (2002). 'Indian Goddess: Persevering and Antinomian Presences'; and Kumkum, Roy. "Goddess in the Rgveda-An Investigation" NilimaChitgopekar (Ed.), Invoking Goddess, Gender Politics in Indian Religion. Delhi: Shakti Books.
- Chakrabarti, Kunal. (2001). "Introduction". The Religious Process: The Puranic and the Making of a Religious Tradition. Delhi: Oxford University Press.

- Jha, Pankaj. (2019). 'Political Ethics and the Art of Being a Man'. Pankaj Jha, A political History of Literature: Vidyapati and the Fifteenth Century. Delhi:Oxford University Press.
- Tanika Sarkar and Sumit Sarkar, eds. 2008. Women and Social Reform in Modern India: A Reader. Bloomington and Indianapolis: Indiana University Press.
- Eleanor Newbiggin. 2013. The Hindu Family and the Emergence of Modern India: Law, Citizenship and Community. Cambridge: Cambridge University Press.
- Durba Ghosh. 2007. Sex and the Family in Colonial India: The Making of Empire. Cambridge: Cambridge University Press.

Semester VII

Major Programme Specific Course

MC16: History of Modern South East Asia

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: From Commerce to Colonialism: [a] The Dutch and English ascendancy [b] Changing Patterns of Maritime Trade: The Straits of Malacca	10	25
Unit II: Colonialism in Dutch Indonesia, French Indo-China, British Burma: The 19th and 20th centuries [a] The Colonial State: Traditional elite, legal systems [b] Agrarian Transformation: Plantation Economy, Peasant Protests, Migrations [c] Colonial Modernity: Education and religion in the early twentieth century	10	25
Unit III: Redrawing the Political Map of Southeast Asia: Nationalism, Anti-Colonial Movements 1900-1970s [a]Burma: From Independence to the Revolutionary Council [b]Indonesia: The Revolution, the making of Indonesia, Sukarno	10	25

[c]French Indo-China: Khmer Republic, Khmer Rouge and the Socialist Republic of Vietnam		
Unit IV:Post War Southeast Asia	10	25
[a] Language and Politics in Modern Southeast Asia: The Malay and the making of modern Malaysia		
[b] The Port and City in Southeast Asia: Singapore		

Course Outcomes:

Upon completion of this course the student shall be able to:

CO1: Explain the character and functioning of colonial state and society.

CO2: Analyse the impact of the European presence on maritime and agrarian economy of the region.

CO3: Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.

CO4: Discern the influences of new forms of knowledge, Euro-centric notions of modernity and how ideas of race defined local religion.

CO5: Interpret the history of popular movements and peasant revolts

Readings

- Adas, Michael. (1974). *Burma Delta: Economic Development and Social Change on the RiceFrontier, 1852-1941*, Wisconsin: University of Wisconsin Press
- Bloembergen Marieke. (2006). *Colonial Spectacles: The Netherlands and the Dutch East Indies at the World Exhibitions, 1880-1931*, (trans. Beverley Jackson) Singapore: Singapore National University Press
- Blusse, Leonard. (1981). 'Batavia, 1619-1740: The Rise and Fall of a Chinese Colonial Town', *Journal of Southeast Asian Studies*, Vol.12, No.1, Ethnic Chinese in Southeast Asia.
- Charney, Michael W. (2010). *A History of Modern Burma*, Cambridge: Cambridge University Press
- Christie, Clive. (2001). *Ideology and Revolution in Southeast Asia 1900-1980: Political Ideas of the Anti-Colonial era*, London: Curzon
- Day, Tony. (2002). *Fluid Iron: State formation in Southeast Asia*, Honolulu: University of Hawaii Press Honolulu
- Goscha, Christopher. (2016). *The Penguin History of Modern Vietnam*, London: Penguin
- Gouda, Francis. (2008). *Dutch Culture Overseas; Colonial Practice in the Netherlands Indies 1900-1942*, Jakarta: Equinox Publishing
- Keyes, Charles F., E. Jane Keyes and Nancy Donnelly. (1991). *Reshaping Local Worlds: Formal Education and Cultural Change in Rural Southeast Asia*, New Haven: Yale University Press
- Knapman, Gareth. (2016). *Race and British Colonialism in South-East Asia, 1770-1870: John Crawford and the Politics of Equality*, London: Routledge
- Laffan, Michael Francis. (2003). *Islamic Nationhood ad Colonial Indonesia: The umma below the winds*, London: Routledge

- Owen, Norman G. (2014). Routledge Handbook of Southeast Asian History, London: Routledge
- Phongpaichit, Pasuk, Chris Baker, Christopher John Baker. (2005). A History of Thailand, Cambridge: Cambridge University Press
- Rachael Loew. (2016). Taming Babel: Language in the Making of Malaysia, Cambridge: Cambridge University Press
- Sardesai, D.R. (1997). Southeast Asia: Past and Present, New Delhi: Harper Collins
- Scott, James. (2009). The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia', Yale University Press
- Seekins, Donald M. (2011). State and Society in Modern Rangoon, London: Routledge
- Segawa, Noriyuki. (2019). National Identity, Language and Education in Malaysia: Search for a Middle Ground between Malay Hegemony and Equality, London: Routledge
- Shiraishi, Saya and Takashi Shiraishi (ed.) (1993). The Japanese in Colonial Southeast Asia, Ithaca: Cornell University Press
- Tarling Nicholas. (2001). Imperialism in Southeast Asia: A Fleeting, Passing Phase, London: Routledge
- Tiffin Sarah. (2016). Southeast Asia in Ruins: Empire in the early 19th century, Singapore: National University of Singapore
- Trocki, Carl A. (2006). Singapore: Wealth, Power and the culture of control, London: Routledge
- Tucker, Shelby. (2002). Burma: The Curse of Independence, New Delhi: Penguin

Major Program Specific Course: MC 17

Course Title: History of the USSR: From Revolution to World Wars. 1917-1945

Type	Code	Credit	Credit division					No. of PSDA	Total no of lecture
			L	T	P	SW	FW		
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Background to the Russian Revolutions of February and October 1917: a) Peasants and workers movements b) Literature and arts in post emancipation Russia	8	20

c) War and the revolutions of February and October		
Unit II: Consolidation of Bolshevik Power, Economic Policies and Debate in the 1920s: an overview	6	15
Unit III: Collectivisation and industrialisation	6	10
Unit IV: Ideology Party and State: Centralization and its Problems	6	15
Unit V: Life under the Soviet System: 1917-1945 a) The Nationalities question b) Gender c) Literature and art forms	8	20
Unit VI: Foreign Policy Issues: Comintern [anti-colonial struggles-India/Indo-China; the politics of United Front]; World War II.	6	20

Course Outcomes

CO1: Demonstrate a nuanced understanding of the major issues in the History of the USSR between 1917 to 1945.

CO2: Explain how USSR emerged out of Imperial Russia.

CO3: Identify linkages between ideology, purges and propaganda.

CO4: Examine Soviet policies for the period of the course in relation to nationalities and gender questions and literature and art forms.

CO5: Outline Soviet foreign policy issues.

Suggested Readings

- Carley, M.J. (1999). 1939: The Alliance that Never Was and the Coming of World War II. Chicago: Ivan R. Dee.
- Carr, E.H. (1950-1964). A History of Soviet Russia, 7 volumes. New York: Macmillan.
- Cohen, Stephen. (1973). Bukharin and the Russian Revolution: A Political Biography, 1888-1938. New York: Alfred Knopf.
- Davies, R.W. (1980-1996). The Industrialization of Soviet Russia. Vol. 1: The Socialist Offensive: The Collectivization of Soviet Agriculture, 1929-1930. Basingstoke: Macmillan, Vols. 2,3, and 5.
- Dobrenko, Evgeny and Marina Balina ed. (2011). The Cambridge Companion to Twentieth Century Literature. Cambridge: Cambridge University Press.
- Dobrenko, Evgeny. (2007). Political Economy of Socialist Realism, New Haven: Yale University Press.
- Filtzer, Donald. (1986). Soviet Workers and Stalinist Industrialization, 1928-1941. Pluto Press.
- Fitzpatrick, Sheila. (1999). Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s. New York: Oxford University Press.
- Gatrell, Peter. (2014). Russia's First World War: a social and economic history. New York: Routledge.

- Goldman, Wendy. (2002). *Women at the Gates: gender and industry in Stalin's Russia*. Cambridge: Cambridge University Press.
- Gregory, Paul. (2004). *The Political Economy of Stalinism: Evidence from the Soviet Secret Archives*. Cambridge: Cambridge University Press.
- Kotkin, Stephen. (1995). *Magnetic Mountain: Stalinism as a Civilization*. Berkeley: University of California Press.

Major Program Specific Course: MC18

Course Title: Making of the Modern Middle East

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: REFORM MOVEMENTS a) French Occupation of Egypt, Muhammad Ali b) Ottoman Tanzimat	8	20
Unit II: : THE GREAT WAR a) World War I b) Armenian Genocide	8	20
Unit III: ZIONISM & ARAB NATIONALISM a) The Rise of Zionism & Establishment of Israel b) Nasser & The Radicalization of Arab Politics	8	20
Unit IV: TURKEY & IRAN a) Authoritarian Democracies: Iran & Turkey 1950s-1970s b) The 1979 Iranian Revolution	8	20
Unit V: U.S. FOREIGN POLICY a) Oil Politics and Gulf Wars b) Modern Middle East Arts, Literature, and Music	8	20

Course Outcomes

Upon completion of the Course students will be able to:

CO1: Describe the transformation in the region from Ottoman Rule to modern Nation-States

CO2: Compare and contrast various types of foreign intervention in the region and reactions to that intervention

CO3: Identify how socio-cultural and economic forces shaped the emergence of social and political movements in the Middle East

CO4: Analyze how different Middle Eastern countries reacted to the forces of reform, imperialism and nationalism in the late 19th and early 20th century

CO5: Evaluate how the patterns of formation of nation-states in the 20th century shapes conflicts in the 21st century.

Readings

As-Saffar, Muhammad. *Disorienting Encounters: Travels of a Moroccan Scholar in France in 1845-1846. The Voyage of Muhammad As-Saffar.* U. of California, 1992.

Cleveland, William L., and Martin Bunton. *History of the Modern Middle East.* 6th Edition, London: Routledge, 2016.

McMeekin, Sean. *The Ottoman Endgame: War, Revolution, and the Making of the Modern Middle East, 1908-1923.* London: Penguin, 2015.

Zeina Abirached, *A Game for Swallows: To Die, to Leave, to Return.*

James Gelvin, *The Modern Middle East: A History.*

Non-Major Program Specific Course MC19

Course Title: Religion and Religiosity

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Major Religious Traditions through the Ages I a. Textual Vedic and Puranic traditions b. Buddhism, Jainism and Ajivikas	8	20
Unit II: Major Religious Traditions through the Ages II a. Juridical and Mystical Islam b. Emergence of Sikhism	8	20

Unit III: Socialisation and Dissemination in the Medieval and Early Modern Era a. Scholarly Approaches to Brahmanization in the Early Medieval Era b. Scholarly Approaches to Islamisation (or ‘Conversion to Islam’) in the Medieval Period c. Religious Identities in the Medieval Period; Representation of the Self and the Other	8	20
Unit IV: Plurality and Political Mobilisation of Religion a. Religious Boundaries and Liminal Spaces b. Construction of Modern Religious Identities	8	20
Unit V: Religion, Secularism and Nation-State a. Debates on Secularism and the Indian Constitution b. Beyond Communal and Secular Discourse	8	20

Course Outcomes

Upon completion of this course the student shall be able to:

CO1: Describe the basic chronological, spatial and substantive contours of each of the religious traditions as well as certain intellectual currents that questioned them.

CO2: Analyse and articulate the long-term changes that each religious tradition undergoes in a dynamic relationship with its own past, with non-religious aspects of life, and with other religious traditions.

CO3: Identify and describe the formation of religious boundaries, identities and the scope for the liminal spaces in between.

CO4: Appreciate, examine and relate to the debates on the ways in which modern Indian state and its constitution must deal with the issue of plurality of religious beliefs and practices.

Suggested Readings

- Eaton, Richard. (1997). ‘Comparative History as World History: Religious Conversion in Modern India’, *Journal of World History*, vol. 8, No. 2, pp. 243-71.
- Ernst, Carl. (1992). *The Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Shrine*, Albany: State University of New York.
- Mukul, Akshay. (2015). *Geeta Press and the Making of Hindu India*, Delhi: Harper Collins.
- Pandey, Gyanendra. (2006). ‘The Time of the Dalit Conversion’, *EPW*, vol. 41, No. 18.
- Rodrigues, Hillary P. (ed.). (2011). *Studying Hinduism in Practice*, Abingdon: Routledge
- Sahu, B. P. (2015). *Society and Culture in Post-Mauryan India, c. 200 BC – AD 300*. New Delhi: Tulika Books.
- Thapar, Romila. (1989). ‘Imagined Religious Communities? Ancient History and the Modern Search for a Hindu Identity’, *Modern Asian Studies*, vol. 23, part II.

- Varma, Supriya and Jaya Menon. (2008). 'Archaeology and the Construction of Identities in Medieval North India', *Studies in History*, vol. 24, no. 2.

Non-Major Program Specific Course NM5

Course Title: History, Archive and Collective Memory

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	3	1	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: What is Collective Memory? A) Paul Connerton, <i>How Societies Remember</i> . B) Maurice Halbwachs, <i>On Collective Memory</i> ,	8	20
Unit II: Archives and Collective Memory A) Jeannette A. Bastian, <i>Owning Memory, How A Caribbean Community Lost Its Archives and Found Its History</i> . chapter 1. B) Francis X. Blouin, 'Archivists, Mediation, and Constructs of Social Memory', <i>Archival Issues</i> , v. 24, n. 2. (1999) p. 101-12 C) Alice Yaeger Kaplan, 'Working in the Archives', <i>Yale French Studies</i> , no. 77 (1990): 103-116. D) Carolyn Steedman, <i>Dust, The Archive and Cultural History</i> , chapter 6, 'What a Rag Rug Means'.	8	20
Unit III: Historians and Collective Memory A) John Gillis, 'Memory and Identity' in <i>Commemorations</i> , 6-20. B) Kerwin Lee Klein, 'On the Emergence of Memory in Historical Discourse', <i>Representations</i> , No. 69 (Winter, 2000): 127-150. C) David Lowenthal, <i>The Past is a Foreign Country</i> , chapter 5. D) Jay Winter, <i>Remembering War: The Great War between Memory and History in the 20th Century</i> , ch. 1.	8	20
Unit IV: Fiction, Memory and History	8	20

<p>A) Tom Stoppard, <i>Arcadia</i></p> <p>B) Laurent Dubois, 'Maroons in the Archives: The Uses of the Past in the French Caribbean', in <i>Archives, Documentation and Institutions of Social Memory: Essays from the Sawyer Seminar</i>, edited by Francis X. Blouin and Williams G. Rosenberg.</p>		
<p>Unit V: Gender, Race and Memory</p> <p>A) Stephanie E. Yuhl, 'Rich and Tender Remembering: Elite White Women and an Aesthetic Sense of Place in Charleston, 1920s and 1930s', in Brundage, ed., <i>Where These Memories Grow</i></p> <p>B) Holly Beachley Brear, 'We Run the Alamo and You Don't in Brundage, ed., <i>Where These Memories Grow</i>.</p> <p>C) Cheryl McEwan, 'Building a Postcolonial Archive? Gender, Collective Memory, and Citizenship in Post-Apartheid South Africa', <i>Journal of Southern African History</i> 29:3 (September 2003).</p>	8	20

Course Outcomes

Upon completion of the course, the student will be able to

CO1: Understand the theoretical relationships between history, archives and memory.

CO2: Discuss key disciplinary and historical differences in archiving practices and theories.

CO3: Apply knowledge of source typologies to historical writing and critical interpretation

CO4: Situate changing histories of archival practices within broader local, transnational and global processes.

Reading List

Paul Connerton, *How Societies Remember* (Cambridge UP, 1989)

W. Fitzhugh Brundage, ed., *Where These Memories Grow: History, Memory, and Southern Identity* (UNC Press, 2000)

Barbie Zelizer, *Remembering to Forget* (U Chicago, 2000)

Art Spiegelman, *Maus I* (1986)

TomJeannette Bastian, *Owning Memory*

David Blight, *Beyond the Battlefield*

Antoinette Burton, ed. *Archive Stories: Facts, Fictions and the Writing of History*

Paul Connerton, *How Societies Remember*

John Gillis, ed., *Commemorations*

David Glassberg, *A Sense of History*

Maurice Halbwachs, *On Collective Memory*
 John Hersey, *The Wall*
 An-My Le, *Small Wars*
 Primo Levi, *If This Is a Man*
 Deborah Lipstadt, *Denying the Holocaust*
 David Lowenthal, *The Past is a Foreign Country*
 Pauline Maier, *American Scripture*
 Nelson Mandela Foundation, *A Prisoner in the Garden*
 Kendall Phillips, ed., *Framing Public Memory*
 Sarah Purcell, *Sealed with Blood*
 Gerald Sider and Gavin Smith, eds., *Between History and Histories*
 Susan Sontag, *On Photography*
 Susan Sontag, *Regarding the Pain of Others*
 Carolyn Steedman, *Dust*
 Alexander Stille, *The Future of the Past*
 Alan Trachtenberg, *Reading American Photographs*
 Alice Walker, *In Search of Our Mothers' Gardens*
 Barbie Zelizer, *Remembering to Forget Stoppard, Arcadia* (1993)

Semester VIII

Major Program Elective Course (ME3)

Course Title: Modern Indian Intellectual History

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	4	0	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: What is Intellectual History? Concepts and methods in the family of intellectual history	6	15
Unit II: The Movement of Ideas: Transregional and/ or global flows of ideas and people	8	20
Unit III: The Modern Intellectual Tradition: The Colonial context of education and modernity	8	20
Unit IV: An Intellectual Collective: Engagement with other European and Asian intellectual traditions	8	20
Unit V: The Path Ahead: a) History and Progress b) Nationalism, Race and the Problem of the Mind c) Revolution 2.0: Violence and Anarchism	10	25

Course Outcomes

CO1: Demonstrate knowledge and understanding of Indian and global intellectual history,

CO2: Relate current trends in intellectual history to the historiography of history of ideas as well as other historical approaches,

CO3: Reflect on the role that new trends in intellectual history may have for the development of intellectual history as a field of scholarship as well as for the humanities and for public intellectual activities.

CO4: Analyze the explanatory limitations of intellectual history in a digital world.

Readings:

Keith Baker, 'On the Ideological Origins of the French Revolution', in *Inventing the French Revolution* (Cambridge, 1990), pp. 12-27.

Robert Darnton, 'Political Libel', *The Forbidden Bestsellers of Prerevolutionary France* (New York: 1996), pp. 198-216.

Cemil Aydin, 'Globalizing the Intellectual History of the Idea of the Muslim World', Samuel Moyn and Andrew Sartori (eds.), *Global Intellectual History* (New York, 2015), chapter 7 (Chicago, 2013), pp. 159-186. (Optional: you can read the introduction to the book as well, which nicely summarises the challenges and benefits of pursuing global intellectual history.)

Darnton, Robert. 'Intellectual History', *The Kiss of Lamourette* (London, 1990).

Bernard Cohn, *Colonialism and its Forms of Knowledge: The British in India*, New Jersey, 1996

Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference*, (Princeton, NJ, 2000

Samuel Moyn and Andrew Sartori (eds), *Global Intellectual History*, New York, 2013

Shruti Kapila (ed.), *An Intellectual History for India*, Cambridge & New Delhi, 2011

Sugata Bose and Kris Manjapra (eds), *Cosmopolitan Thought Zones: South Asia and the Global Circulation of Ideas*, Basingstoke & New York, 2010

Castiglione, Dario and Hampsher-Monk, Iain, eds. *The History of Political Thought in National Context*. Cambridge, 2001.

Grafton, Anthony. 'The History of Ideas: Precept and Practice, 1950-2000 and Beyond'. *Journal of the History of Ideas* 67: 1 (2006).

Arthur Lovejoy, *The Great Chain of Being: A study of the history of an idea* (New York, 1936).

Jan-Werner Müller, 'On Conceptual History', ch 4 of Darrin McMahon and Samuel Moyn (eds.), *Rethinking Modern European Intellectual History*, pp. 74-93.

Mark Philp, 'Political Theory and History', in David Leopold and Marc Stears (eds.), *Political Theory: Methods and Approaches* (Oxford, 2008), pp. 128-149.

Charles Walton, 'Preface' in Charles Walton (ed.), *Into Print: Limits and Legacies of the Enlightenment, Essays in Honor of Robert Darnton* (University Park, 2012), pp. vii-xviii. (An overview of Darnton's work.)

Major Program Specific Elective Course: ME4

Course Title: Migration and Population Movements in Contemporary World

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		4	4	0	0	--	--	--	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Defining diaspora and categorisations	10	25
Unit II: Diaspora in the post Second World period	10	25
Unit III: The spreading of the Indian diaspora- a brief survey	10	25
Unit IV: Responses to Migration and Migrants as Participants	10	25

Course Outcomes

Upon completing the course, students will be able to

CO1: Identify key theoretical frameworks of international migration, understand multiple motivations for migration, as well as think critically about and assess the politics of refugee crises

CO2: Apply theories of migration to historical and contemporary case studies

CO3: Understand different national models of migrant integration in a comparative context

CO4: Evaluate media coverage and political speeches that address topics on migration

CO5: Acquire skills focused on collecting, analyzing, and evaluating different types of empirical data

Readings

Hugh Tinker, *A New System of Slavery: The Export of Indian Labour Overseas (1830- 1950)*, Oxford University Press, Oxford, 1974

Laxmi Narayan Kadekar, et al. *The India Diaspora: Historical and Contemporary context*, New Delhi, Rawat Publication, 2009

N. Jayaram, *The Indian Diaspora: The Dynamics of Migration*, Sage 2004

Robin Cohen, *Global Diaspora: An Introduction*, Routledge, 2008

A. Segal, *An Atlas of International Migration*, (London: Hans Zell Publishers, 1993), pp. 3–22.

Global Commission on International Migration (GCIM), *Migration in an Interconnected World: New Directions for Action* (Report of The Global Commission on International Migration, October 2005), pp. 5–10.

United Nations, 'International Migration Report 2013', United Nations Department of Economic and Social Affairs Population Division, ST/ESA/SER.A/346, December 2013. S. Castles, Hein De Haas, and M. J. Miller, *The age of migration: international population movements in the modern world*, (Houndmills: Palgrave, 2013), pp. 84 – 197, 215 - 239.

C. Dauvergne, *Making People Illegal – What Globalization Means for Migration and Law* (Cambridge: Cambridge University Press, 2008).

R. King, 'European International Migration 1945–1990: A Statistical and Geographical Overview', in R. King (ed.), *Mass Migration in Europe the Legacy and the Future* (New York: John Wiley and Sons, 1995), pp. 19–39.

OECD, *International Migration Outlook* (Paris: OECD, 2014).

United Nations, *International Migration and Development Report of the Secretary General*, A/68/190, 25 July 2013.

UNHCR, 'Global Trends 2013, War's Human Cost', 20 June 2014.

Multidisciplinary Course MDC1

Course Title: History of Science, technology and medicine in colonial India

To be offered in Second Semester

Type	Code	Credit	Credit division					No. of PSDA	Total no of lecture
			L	T	P	SW	FW		
		3	3	0	0	--	--	--	30

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
30	3

Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Conceptualising Science as a colonial discipline and enterprise	8	20
Unit II: Introduction and permeation of western technology in Indian society	10	25
Unit III: Introduction of western medicine in colonial India and beyond	10	25
Unit IV: Indian response to western Science	12	30

Essential reading

- David Arnold, *Science, Technology and Medicine in Colonial India*. The New Cambridge History of India Series, Cambridge, 1999
- Deepak Kumar, *Science and the Raj*, New Delhi: Oxford UP, 1995
- Deepak Kumar, *Disease and Medicine in India: A Historical Overview*. Delhi: Tulika, 2000

Multidisciplinary Course 2:

Course Title: Situating Gender Studies in History

To be offered in Third Semester

Type	Code	Credit	Credit division					No. of PSDA	Total no of lecture
			L	T	P	SW	FW		
		3	3	0	0	--	--	--	30

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week

30	3
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Component: Theory/Mid-Term Assessment/ End Semester Assessment

Course Content:

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: Locating gender categories in society	8	20
Unit II: Gender, Nation, State: Rethinking Basic Concepts. National Bodies: Female and Male. Does the National have a Gender? Reproduction and Race	12	30
Unit III: Women and History: Methodological and Theoretical Questions	10	25
Unit IV: Non-western feminist traditions	10	25

Readings

- Joan Wallach Scott, *Gender and the Politics of History* (Columbia University Press, New York, 1999)
- Nira Yuval-Davis, *Gender and Nation* (Sage, London, 1997)
- Paula Banerjee and Anasua Basu Raychaudhury, *Women in Indian borderlands*, Sage, 2011
- Samita Sen, *Women and labour in late colonial India: The Bengal Jute Industry*, Cambridge University Press, 2006
- Samita Sen and Nilanjana Sengupta, *Domestic days: Women, Work, and Politics in Contemporary Kolkata*, OUP, 2016
- Sue Morgan (ed.), *The Feminist History Reader* (Routledge, London, 2006).

Multidisciplinary Course MDC3

Course Title: History of Environment: the Indian dimension

To be offered in Semester IV

Type	Code	Credit	Credit division					Total no of lecture	
			L	T	P	SW	FW		No. of PSDA
		3	3	0	0	--	--	--	30

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
30	3

Component: Theory/Mid-Term Assessment/ End Semester Assessment**Course Content:**

Unit No:	No of Lecture/ Contact hours	Weightage (%)
Unit I: History of Environment-origins and nature	5	16
Unit II: Pre-colonial ecological dimensions in the Indian subcontinent	5	16
Unit III: Colonialism and its impact-the ecological dimension	5	17
Unit IV: Environment related legislations and its socio-economic impact	5	17
Unit V: Power, identity and ecology	5	17
Unit VI: Tensions and contest over the development paradigm	5	17

Readings:

Arun Agrawal and Kalyanakrishnan Sivaramakrishnan eds., Social Nature, Resources, Representations and Rule in India, Delhi: OUP, 2000

David Arnold and Ramachandra Guha, eds., Nature, Culture and Imperialism: Essays on the Environmental History of South Asia (New Delhi: OUP, 1995

Gunnel Cederlöf, Landscapes and the Law: Environmental Politics, Regional Histories, and Contests over Nature, Delhi: Permanent Black. 2008

J. Turk, Introduction to Environmental Studies, Chicago, 1985

Madhav Gadgil and Ramachandra Guha, This Fissured Land: An Ecological History of India, OUP, New Delhi, 1992

Ramachandra Guha, Environmentalism: A Global History, OUP, New Delhi, 2003.