



**SHARDA**  
**UNIVERSITY**  
*Beyond Boundaries*



## **Sharda School of Humanities & Social Sciences**

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**Programme: B.A(Hons.)/B.A.(Hons. with Research) History**

**Programme Code: SHS0127**

**Batch: 2023-27**

## Curriculum Composition and Credit Distribution

Course Category	Programme wise Credit Distribution					
	B. A. (History)		B.A(Hons.) History		B.A. (Hons. with Research)	
	No. of Courses	Total credits	No. of Courses	Total credits	No. of Courses	Total credits
Core Courses (CC)	13	60	21	92	18	80
Multidisciplinary Courses	3	9	3	9	3	9
Minor Electives	7	24	9	32	9	32
Dissertation/Capstone Project/RBL Project	4	2	4	2	6	14
Ability Enhancement Courses (AEC)	4	8	4	8	4	8
Skill Enhancement Courses (SEC)/ Vocational Courses	3	9	3	9	3	9
Practical/Tutorials/Studios	-	-	-	-	-	-
Internship	1	2	1	2	1	2
Field Projects	-	-	-	-	-	-
VAC	2	6	2	6	2	6
<b>Total</b>	<b>37</b>	<b>120 credits</b>	<b>47</b>	<b>160 credits</b>	<b>46</b>	<b>160 credits</b>

## **Semester wise Teaching Scheme**

## Sharda School of Humanities and Social Sciences

**Programme: B.A(Hons.)/B.A.(Hons. with Research) History**

**Batch: 2023-27**

**Academic Year: 2023-24**

### SEMESTER: I

S. No.	Course Code	Course Title	L	T	P	Credits	Type of Course
<b>Theory Subjects</b>							
1	SHS041	Ancient and Early Medieval India (Till 1206 A.D.)	4	1	0	5	Major
2	SHS042	Ancient World Civilizations*	4	0	0	4	Major
3	SHS043	Indian History-I: 3000 BCE- 750 CE**	3	0	0	3	Minor Elective
4	ARP101	Communicative English- 1	1	0	2	2	AEC
<b>Practical/Viva-Voce/Internship/ Project</b>							
5	VOH104	Methods & Processes in Archaeology	0	1	4	3	SEC
6	VAC110	Yoga for Holistic Health	0	1	4	3	VAC
<b>TOTAL CREDITS</b>							<b>20</b>

\*This Multidisciplinary course is open to all (Own/Other Faculty students).

\*\*This Minor Elective course is open only to the students of other department/Faculty.

**Sharda School of Humanities and Social Sciences**  
**Programme: B.A(Hons.)/B.A.(Hons. with Research) History**

**Batch: 2023-27**

**Academic Year: 2023-24**

**SEMESTER: II**

S. No.	Course Code	Course Title	L	T	P	Credits	Type of Course
<b>Theory Subjects</b>							
1	SHS044	History of Medieval India (1206.-1757 A.D)	4	1	0	5	Major
2	SHS045	Historical Research Methods	4	0	0	4	Major
3	SHS046	Indian History-II: 1206-1526 CE**	3	0	0	3	Minor Elective
4	ARP102	Communicative English- 2	1	0	2	2	AEC
5	VAC120	Understanding India	3	0	0	3	VAC
<b>Practical/Viva-Voce/Internship/ Project</b>							
6	VOH110	Archives: Conservation & Management	0	1	4	3	SEC
<b>TOTAL CREDITS</b>							<b>20</b>

\*\*This Minor Elective course is open only to the students of other department/Faculty.

*#As per UGC-FYUP multilevel exit-entry, student is eligible for 'Certificate in History' after successfully completing and earning the 40 credits (+Internship of 4 credits) at the end of Second semester.*

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**Programme: B.A(Hons.)/B.A.(Hons. with Research) History**

**Batch: 2023-27**

**Academic Year: 2024-25**

**SEMESTER: III**

S. No.	Course Code	Course Title	L	T	P	Credits	Type of Course
<b>Theory Subjects</b>							
1	SHS230	History of Modern India (1757 A.D. – 1950 A.D.)	4	1	0	5	Major
2	SHS231	Introduction to Primary Sources	4	0	0	4	Major
3	SHS232	India since 1947**	4	0	0	4	Minor Elective
4	SHS233	Indian History-III: 1526-1707 CE**	3	0	0	3	Minor Elective
5	ARP207	Logical Skill Building and Soft Skills	1	0	2	2	AEC
<b>Practical/Viva-Voce/Internship/ Project</b>							
6	VOH204	Tourism & Heritage Management	0	1	4	3	SEC
7	RBL001	RBL-1^	0	0	4	0	Project
<b>TOTAL CREDITS</b>							<b>21</b>

\*\*This Minor Elective course is open only to the students of other department/Faculty.

^Qualifying course

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**Programme: B.A(Hons.)/B.A.(Hons. with Research) History**

**Batch: 2023-27**

**Academic Year: 2024-25**

**SEMESTER: IV**

S. No.	Course Code	Course Title	L	T	P	Credits	Type of Course
<b>Theory Subjects</b>							
1	SHS234	History of Modern World (1453A.D. – 1950 A.D.)	4	1	0	5	Major
2	SHS235	History of Delhi	4	0	0	4	Major
3	SHS236	World History: 1945-2000CE**	4	1	0	5	Minor Elective
4	SHS237	Indian History-IV: 1707-1857 CE**	3	0	0	3	Minor Elective
5	ARP 306	Campus To Corporate	1	0	2	2	AEC
<b>Practical/Viva-Voce/Internship/ Project</b>							
6	RBL002	RBL-2 <sup>^</sup>	0	0	4	0	Project
<b>TOTAL CREDITS</b>							<b>19</b>

\*\* This Minor Elective course is open only to the students of other department/Faculty.

<sup>^</sup>Qualifying course

*#As per UGC-FYUP multilevel exit-entry, student is eligible for 'Diploma in History' after successfully completing and earning the 80 credits (+Internship of 4 credits) at the end of Fourth semester.*

**Sharda School of Humanities and Social Sciences**  
**Programme: B.A(Hons.)/B.A.(Hons. with Research) History**

**Batch: 2023-27**

**Academic Year: 2025-26**

**SEMESTER: V**

S. No.	Course Code	Course Title	L	T	P	Credits	Type of Course
<b>Theory Subjects</b>							
1	BHI350	Nationalism in India	4	1	0	5	Major
2	BHI351	History of Modern World (1453 A.D-1815A.D)***	4	1	0	5	Major Elective
	BHI352	Socio-Cultural and Economic History of Medieval India (1200A.D.- 1700 A.D) ***	4	1	0	5	
	BHI353	Ethics in History***	4	1	0	5	
3	SHS345	Modern China: 1839-1949CE	4	0	0	4	Major
4	SHS346	Gender and Indian History*	3	0	0	3	Major
<b>Practical/Viva-Voce/Internship/ Project</b>							
5	INC501	Industry Connect	0	0	4	2	Industrial Training
6	RBL353	RBL3	0	0	2	1	Project
<b>TOTALCREDITS</b>							<b>20</b>

#Any one course to be chosen by students. Offering of the Course is a subject to the number of students enrolled in a course and availability of faculty.

\*This Multidisciplinary course is open to all (Own/Other Faculty students).



## Sharda School of Humanities and Social Sciences

### Programme: B.A(Hons.)/B.A. (Hons. with Research) History

**Batch: 2023-27**

**Academic Year: 2025-26**

### SEMESTER: VI

S. No.	Course Code	Course Title	L	T	P	Credits	Type of Course
<b>Theory Subjects</b>							
1	BHI360	Era of Gandhi and Mass Movement	4	1	0	5	Major
2	BHI361	History of Modern World (1815A.D.- 1945A.D.)***	4	1	0	5	Major Elective
	BHI362	Socio-Cultural and Economic History of Medieval India (1700A.D.- 1900 A.D.) ***	4	1	0	5	
	BHI363	History and its Professional Utility***	4	1	0	5	
3	SHS347	Prominent Historians of Indian History	4	0	0	4	Major
4	SHS348	Indian History-V: 1857-1947 CE**	3	0	0	3	Minor Elective
<b>Practical/Viva-Voce/Internship/ Project</b>							
5	CCU701	Community Connect*	2	0	0	2	Survey/project
6	RBL363	RBL4	0	0	2	1	Project
<b>TOTALCREDITS</b>							<b>20</b>

\*\*\*Any one course to be chosen by students. Offering of the Course is a subject to the number of students enrolled in a course and availability of faculty.

\* This Multidisciplinary course is open to all (Own/Other Faculty students).

\*\* This Minor Elective course is open only to the students of other department/Faculty.

#As per UGC-FYUP multilevel exit-entry, student is eligible for 'Bachelor in History' after successfully completing and earning the 120 credits at the end of Sixth semester.

*SU/SSHSS/ (History) w.e.f. AY: 2023-24*

## Sharda School of Humanities and Social Sciences

**Programme: B.A(Hons.) History**

**Batch: 2023-27**

**Academic Year: 2026-27**

**SEMESTER: VII (i)**

S. No.	Course Code	Course Title	L	T	P	Credits	Type of Course
<b>Theory Subjects</b>							
1	SHS445	Selected History of South India: Sangam to Vijayanagar	4	0	0	4	Major
2	SHS446	Selected History of Northeast India: from Ancient to Colonial era	4	0	0	4	Major
3	SHS447	Selected History of Rajputana- I	4	0	0	4	Major
4	SHS448	Selected History of Rajputana- II	4	0	0	4	Major
5	SHS449	Partition of India through the lens of Cinema and Literature**	4	0	0	4	Minor Elective
<b>TOTAL CREDITS</b>							<b>20</b>

\*\*This Minor Elective course is open only to the students of other department/Faculty.

## Sharda School of Humanities and Social Sciences

### Programme: B.A.(Hons. with Research) History

**Batch: 2023-27**

**Academic Year: 2026-27**

**SEMESTER: VII (ii)**

S. No.	Course Code	Course Title	L	T	P	Credits	Type of Course
<b>Theory Subjects</b>							
1	SHS445	Selected History of South India: Sangam to Vijayanagar	4	0	0	4	Major
2	SHS446	Selected History of Northeast India: from Ancient to Colonial era	4	0	0	4	Major
3	SHS447	Selected History of Rajputana- I	4	0	0	4	Major
4	SHS448	Selected History of Rajputana- II	4	0	0	4	Major
5	SHS449	Partition of India through the lens of Cinema and Literature**	4	0	0	4	Minor elective
<b>Practical/Viva-Voce/Internship/ Project</b>							
6	SHS450	Project/ Dissertation	0	0	6	3	Project
<b>TOTAL CREDITS</b>							<b>23</b>

\*\*This Minor elective course is open only to the students of other department/Faculty.

## Sharda School of Humanities and Social Sciences

### Programme: B.A(Hons.) History

**Batch: 2023-27**

**Academic Year: 2026-27**

### SEMESTER: VIII (i)

S. No.	Course Code	Course Title	L	T	P	Credit	Type of Course
<b>Theory Subjects</b>							
1	SHS451	Discourses on Indian Diaspora	4	0	0	4	Major
2	SHS452	Science & Technology in British Raj	4	0	0	4	Major
3	SHS453	Introduction to Dalit History	4	0	0	4	Major
4	SHS454	Understanding Indian Knowledge System	4	0	0	4	Major
5	SHS455	Selected Thinkers of Modern India**	4	0	0	4	Minor elective
<b>TOTAL CREDITS</b>							<b>20</b>

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**Sharda School of Humanities and Social Sciences**

**Programme: B.A.(Hons. with Research) History**

**Batch: 2023-27**

**Academic Year: 2026-27**

**SEMESTER: VIII (ii)**

No.	Course Code	Course Title	L	T	P	Credits	Type of Course
<b>Theory Subjects</b>							
1	SHS454	Understanding Indian Knowledge System	4	0	0	4	Major
2	SHS455	Selected Thinkers of Modern India**	4	0	0	4	Minor Elective
<b>Practical/Viva-Voce/Internship/ Project</b>							
3	SHS456	Project/Dissertation	0	0	18	9	Project
<b>TOTALCREDITS</b>							<b>17</b>

\*\*This Minor elective course is open only to the students of other department/Faculty.

## Course Modules

## *Semester-I*

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year: 2023-24</b>
<b>Branch: History</b>		<b>Semester: I</b>
1	Course Code	SHS041
2	Course Title	<b>Ancient and Early Medieval India (Till 1206 A.D.)</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Major (CC)
5	Course Objective	<p>The objective of this course is:</p> <ul style="list-style-type: none"> <li>• To make the students aware of the history of India from Ancient times upto 1206.</li> <li>• To infer Ancient Indian Political History.</li> <li>• To interpret the socio-political developments of Ancient India and its transition to Medieval period.</li> <li>• To get familiar with the intellectual discourse on Ancient and Early Medieval India.</li> </ul>
6	Course Outcomes	<p>The students will able to</p> <p>CO1: Define basic concepts, chronology, ages of pre-history, along with origin and features of earliest civilization in the Indian Subcontinent.</p> <p>CO2: Understand polity society and economy of Vedic and Post-Vedic age.</p> <p>CO3: Identify a range of issues related to Persian and Greek invasion to the rise of territorial states and Mauryan Empire.</p> <p>CO4: Analyse political developments in the North in post-Mauryan Age.</p> <p>CO5: Assess the transition from Ancient to Medieval age with origin of Islam and advent of Turks in India.</p> <p>CO6: Discuss the significance of historical changes that take place within a society or culture.</p>
7	Course Description	Since its first semester syllabus, the course introduces students to periodization in history, different ages of prehistory to the emergence of civilizations, Kingdoms, their polity, society, economy etc. throughout Ancient Indian history upto AD 1206 (origin of Islam and advent of Turks in the Indian Subcontinent).

*SU/SSHSS/ (History) w.e.f. AY: 2023-24*



		After completion of this course, the students will be able to develop critical thinking towards emergence of civilizations and Kingdoms in Ancient Indian history. They would understand major phases of Ancient Indian history like Harappan Civilization, Vedic Age, Mauryan and post-Mauryan period, Guptas, later-Guptas to Turkish Invasion. It will familiarize the students with the developments in the field of polity, society, economy and culture over a huge period of time starting from the origins of human to development of civilizations and Kingdoms to origin of Islam and its expansion into the Indian Subcontinent in early Medieval phase of Indian history.	
8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>Pre-History to Civilization</b>	
	A	Periodization & Stone Ages; Historians of Ancient India	CO1, C06
	B	Indus Valley Civilization: Origin, Extent, Major Sites	CO1, C06
	C	Urbanization, Town Planning, Economy, Religion and Decline.	CO1, C06
	<b>Unit 2</b>	<b>Vedic Age</b>	
	A	Vedic Age: Literature & Sources	CO2, C06
	B	Vedic Age: Society, Polity, Economy and Religion.	CO2, C06
	C	Later Vedic Age: Society, Polity, Economy and Religion	CO2, C06
	<b>Unit 3</b>	<b>Rise &amp; Fall of Magadha-Mauryan Empire</b>	
	A	Rise of 16 Mahajanpads, Dominance of Magadha.	CO3, C06
	B	Persian & Greek Invasions.	CO3, C06
	C	Mauryan Empire: Sources, Rulers, Administration, Dhamma, Decline; Kautilya and his Arthashastra	CO3, C06
	<b>Unit 4</b>	<b>Post Maurya to Guptas</b>	
	A	Indo-Greeks, Shakas and Kushanas.	CO4, C06
	B	Gupta Age: Rulers, Administration & Economy, Golden Age	CO4, C06
	C	Later Guptas: Rule of Harshavardhan; Rise of Rajput States	CO4, C06
	<b>Unit 5</b>	<b>Origin of Islam to Advent of Turks</b>	
	A	Origin of Islam: Ummayad & Abbasid Caliphate	CO5, C06

	B	Advent of Islam: Arabs in Sindh, Invasion of Mahmood Ghazni and Md. Ghori		CO5, CO6
	C	Rise of Feudalism in India Customs, rituals and beliefs of Hindus		CO5, CO6
	Mode of examination/ Evaluation method	Theory		
	Weightage Distribution	IA	EA	
		25%	75%	
	Text book/s*	<p>*Upinder Singh, A History of Ancient and Early Medieval India, Pearson, 2009.</p> <p>*R. S. Sharma, India's Ancient Past, Oxford University Press, New Delhi, 2005.</p> <p>*D. N. Jha, Ancient India in Historical Outline, Manohar Publishers and Distributors., 2012.</p> <p>*Vipul Singh, Interpreting Medieval India - Vol 1, Laxmi Publications, 2009.</p>		
	Other References	<p>Rama Shankar Tripathi, History of Ancient India, Motilal Banarsidas Publication, 2014.</p> <p>R.C. Mazumdar, Ancient India, Motilal Banarsidas, 2017.</p> <p>R. C. Raychaudhuri, An Advanced History of India, Macmillan India, 1974.</p> <p>Romila Thapar, Asoka and the Decline of Mauryas, Oxford University Press, 2012.</p> <p>B. N. Puri, Ancient Indian Historiography, Atma Ram &amp; Sons, 1994.</p>		

### **COURSE ARTICULATION MATRIX**

Ancient and Early Medieval India (Till 1206 A.D.)	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	2	2	2	2	2	3	1	2
	CO2	2	3	3	3	2	2	2	2	3	1	2
	CO3	2	3	3	3	2	2	2	2	3	1	2
	CO4	2	3	3	3	2	2	2	2	3	1	2
	CO5	2	3	3	3	2	2	2	2	3	1	2
	CO6	2	3	3	3	3	3	3	2	3	2	3

Note\*- 1: Low 2: Moderate 3: High

\*This parameter is applicable to all Course Articulation Matrix.

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A</b>		<b>Current Academic Year: 2023-24</b>
<b>Branch: History</b>		<b>Semester: I</b>
1	Course Code	SHS042
2	Course Title	<b>Ancient World Civilizations</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Multidisciplinary
5	Course Objective	<ol style="list-style-type: none"> <li>1. To understand the origins of humankind and the development of civilization.</li> <li>2. To develop a sense of historical continuity by understanding historical process.</li> <li>3. To provide the student with frameworks for understanding and evaluating the people, circumstances, institutions, and ideas that have helped shape world history and culture.</li> <li>4. To provide the student with a general knowledge of world history.</li> </ol>
6	Course Outcomes	<p>The students will be able to</p> <p>CO1: Define the concept of civilization and understand the emergence, development and spread of Mesopotamian civilization.</p> <p>CO2: Illustrate the knowledge of the polity, society, and culture of the Ancient Egyptian civilization.</p> <p>CO3: Develop an understanding of the socio-cultural and political developments in different periods of the Ancient Chinese civilization.</p> <p>CO4: Examine the features of archaic and classic periods of the Ancient Greek civilization</p> <p>CO5: Explain the socio-cultural and political developments in the Ancient Roman civilization</p> <p>CO6: Elaborate on the origin, features, nature and class composition of the societies and cultures of various ancient civilizations.</p>
7	Course Description	<p>This course examines the social, economic, political, intellectual and artistic achievements of civilizations from the emergence of complex societies through the end of the ancient world (c. 500 C.E.). Students will obtain a global perspective by studying different worldviews and social institutions, as well as systems of thought and religion as they evolved through this historical period. Consideration of the ancient period will also include the development of cradles of civilization, the</p>

		growth and decline of classical cultures, interactions among classical and nomadic peoples, and the establishment of great world religions.	
8	Syllabus	CO Mapping	
	<b>Unit 1</b>	<b>Ancient Mesopotamian civilizations (3000 BCE-6<sup>th</sup> century BCE)</b>	
	A	Concept of civilization and culture Rise and Fall of Sumer	CO1
	B	Akkad Period	CO1
	C	Babylon and Assyrian	CO1, CO6
	<b>Unit 2</b>	<b>Ancient Egyptian civilization (3000 BCE-6<sup>th</sup> century BCE)</b>	
	A	Old Kingdom Egypt: 2686-2181 BCE	CO2
	B	Middle Kingdom: 2000-1700 BCE	CO2
	C	New Kingdom: 1550-1077	CO2, CO6
	<b>Unit 3</b>	<b>Chinese Civilization (2000 BCE-2<sup>nd</sup> century BCE)</b>	
	A	Shang Dynasty	CO3
	B	Zhou Dynasty	CO3
	C	Qin Dynasty	CO3
	<b>Unit 4</b>	<b>Early Greek Civilization</b>	
	A	Archaic period (8 <sup>th</sup> Century BCE-5 <sup>TH</sup> BCE)	CO4
	B	Classical Greece (5 <sup>th</sup> BCE-4 <sup>th</sup> BCE)	CO4, CO6
	C	Documentary analysis on Indus Valley Civilization	CO6
	<b>Unit 5</b>	<b>Roman Civilization</b>	
	A	Roman Kingdom (8 <sup>th</sup> Century BCE-5 <sup>th</sup> BCE)	CO5
	B	Roman Republic (5 <sup>th</sup> Century BCE-1 <sup>st</sup> BCE)	CO5
	C	Ancient civilization and Art & Architecture: A survey	CO6
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>Edward MacNallBurns , Philip Lee Ralph , Robert E. Lerner , Standish Meacham , <i>World Civilizations Volume A</i>, Goyal Publisher &amp; Distributor Pvt Ltd, 2011</li> </ul>	

		<ul style="list-style-type: none"> <li>• *Swain J.E.A <i>History of World Civilization</i>, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000</li> <li>• *Trever, A. Albert. <i>History of Ancient Civilization</i> Harcourt, Brace, 1936</li> <li>• H.G Wells ,<i>A Short History of the World</i> , Fingerprint Publishing, 2015</li> </ul>
	Other References/ books	<ul style="list-style-type: none"> <li>• Arnold J Toynbe <i>A study of History</i>, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988</li> <li>• Childe, V.G. <i>What happened in History</i>, Penguin Pub, 1967.</li> <li>• Durrant Will. <i>An age of Faith</i>, 1950, reprint 1980.</li> <li>• Durrant Will. <i>Our Oriental Heritage: The Story of Civilization</i>, II Volume.</li> <li>• Frankfort Henri. <i>The Birth of Civilization to the Near East</i>, Indians Uni, Press, 1951</li> <li>• Nicholas, David: <i>The Evolution of the Medieval World, Society, Government and thought in Europe</i>, 312-1500, Routledge, 1992</li> </ul>

### **COURSE ARTICULATION MATRIX:**

Ancient World Civilizations	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	1	2	2	1	2	1	3	2	2
	CO2	2	2	1	1	1	1	1	1	2	2	2
	CO3	1	2	1	1	1	1	1	1	2	2	2
	CO4	1	2	1	1	1	1	1	1	2	1	1
	CO5	1	2	1	1	1	1	1	1	2	2	1
	CO6	3	3	2	3	2	1	3	1	3	2	3

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year:2023-24</b>
<b>Branch: History</b>		<b>Semester: I</b>
1	Course Code	SHS043
2	Course Title	<b>Indian History-I: 3000 BCE- 750CE</b>
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Minor Elective
5	Course Objective	<p>The objective of this course is:</p> <ul style="list-style-type: none"> <li>• To enhance knowledge of history.</li> <li>• To enable students to know about significant events in Indian history from Indus Valley Civilisation to 750CE</li> <li>• To stimulate the student’s interest and understanding of India’s glorious past</li> <li>• To prepare students for competitive examinations</li> </ul>
6	Course Outcomes	<p>The students will able to</p> <p>CO1: Define the origin, development and decline of Indus Valley and Vedic civilisation.</p> <p>CO2: Relate to the socio-political development of Sixth Century BCE</p> <p>CO3: Identify the rise of Magadh and important development during Mauryan era</p> <p>CO4: Analyse India’s interaction with the central Asia and importance of the Sangam Era</p> <p>CO5: Explain the historical developments from Guptas to Vardhan</p> <p>CO6: Discuss critically the Social, Political, Economic and Cultural aspects of Ancient Indian History.</p>
7	Course Description	<p>The course maps the historical developments in Indian Subcontinent from 3000BCE to 750CE. It covers the metal-based cultures from copper to bronze and iron. It also unravels the history of great Mauryan Empire and contacts with Central Asia during post Mauryan period. The paper also traces the changes in agrarian relations in post-Gupta period and ends at Pushyabhuti Dynasty.</p>

		After completing this course, the students will be able to develop critical thinking towards sources of ancient Indian history. They will be familiar with the major sources of ancient Indian history.
8	Syllabus	CO Mapping
	<b>Unit 1</b>	<b>Harrapan to Vedic civilization</b>
	A	Introduction to History: Types (Archaeological, Literary, Foreign accounts) and significance of the Sources CO1, C06
	B	Harappan (Indus Valley Civilization): origin, phases, extent; urban features – town planning, economy, society and religion; decline CO1, C06
	C	Vedic & Later Vedic culture: Nature of Vedic Literature, Polity, Economy, Society and Religion. CO1, C06
	<b>Unit 2</b>	<b>Sixth Century BCE</b>
	A	Emergence of Mahajanapadas (territorial states): Rājyas and Gaṇas/Sanghas. Socio-economic condition during Six century BCE CO2, CO6
	B	Religious Movements of Six century BCE: Rise of Buddhism: Causes, doctrines and spread; Importance of Buddhist Literature CO2, CO6
	C	Rise of Jainism: Causes, doctrines and spread; Importance of Buddhist and Jain Literature CO2, CO6
	<b>Unit 3</b>	<b>Rise of Magadh to Mauryan era</b>
	A	Persian Invasion of Darius I; Greek Invasion of Alexander; Effects and influence of the Invasions CO3, CO6
	B	Rise of Magadh: Geographical Background & socio-political factor; Early Dynasties: Haryankas. Shaisunagas, Nandas CO3, CO6
	C	Rule of the Mauryas: Chandragupta, Bindusar, Ashoka. Administration, Economy and society under Mauryas; Ashoka's Dhamma, Decline CO3, CO6
	<b>Unit 4</b>	<b>Post Mauryan developments</b>
	A	Indo-Greeks: Menander; Western Kshatrapas (Shakas): CO4, CO6

		Rudradaman-I; Kushanas-Kadphises and Kanishka; Impact of foreign interaction: polity, economy, society religion and Art-Culture	
B		Kalinga ruler: Kharavela; Sungas- Pushyamitra; Satavahanas-Satakarni&Pulumayi; and: polity, economy, society and Art-Cultural Achievements	CO4, CO6
C		Brief Introduction to the Sangam era: the Three kingdoms of South; Survey of Polity, Economy, Society during Sangam era	CO4, CO6
<b>Unit 5</b>	<b>Guptas to Vardhan</b>		
A		Guptas: Chandragupta I, Samudragupta, Chandragupta II Decline of the Imperial Guptas	CO5, CO6
B		Administration, Economy and society, cultural Achievements of the Gupta Period: Debate about Golden Age Later Guptas: The MaukharisandVakatakas	CO5, CO6
C		Brief introduction to Pallavas and Chalukya; Pushyabhuti dynasty (Vardhans) of Kannuj	CO5, CO6
Mode of examination/ Evaluation method	Theory		
Weightage Distribution	IA	EA	
	25%	75%	
Text book/s*	Upinder Singh, A History of Ancient and Early Medieval India, Pearson, 2009. R. S. Sharma, India's Ancient Past, Oxford University Press, New Delhi, 2005.		
Other References	RomilaThapar, Recent Perspectives of Early Indian History, Popular Prakashan, 1995. B. N. Puri, Ancient Indian Historiography, Atma Ram & Sons, 1994. D. N. Jha, Ancient India in Historical Outline. Manohar Publishers and Distributors. 2012. Kumkum Roy, Women in Early India Societies, Manohar, 2002.		



## COURSE ARTICULATION MATRIX

Indian History-I: 3000 BCE-750CE	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	2	2	2	-	2	-	1	3	2
	CO2	2	3	2	3	2	-	2	-	1	3	2
	CO3	2	2	2	3	2	-	1	-	-	3	1
	CO4	1	2	3	3	2	-	2	-	1	2	2
	CO5	2	3	3	3	2	-	2	-	1	3	2
	CO6	2	3	3	3	3	1	3	-	2	3	3

<b>School: SSHSS</b>		<b>Batch:2023-27</b>	
<b>Programme: B.A.</b>		<b>Current Academic Year:2023-24</b>	
<b>Branch: History</b>		<b>Semester: I</b>	
1	Course Code	VOH104	
2	Course Title	<b>Methods and Processes in Archaeology</b>	
3	Credits	3	
4	Contact Hours (L-T-P)	0-1-4	
	Course Type	Vocational	
5	Course Objective	<p>The objective of this course is:</p> <ul style="list-style-type: none"> <li>• To teach students the basic skills of archaeological study</li> <li>• To infer the archaeological study and its linkages with other disciplines</li> <li>• To get familiar with the intellectual discourse of archaeological ideologies</li> <li>• To strengthen the possibilities of students for professional growth in History and Archaeology</li> </ul>	
6	Course Outcomes	<p>The students will able to:</p> <p>CO1: Define the domain of archaeology and its diverse subfields.</p> <p>CO2: Classify the various methods of data retrieval and dating processes.</p> <p>CO3: Apply the understanding of methods of data retrieval and dating to the excavation reports of early archaeologists in India.</p> <p>CO4: Analyze archaeology as an applied field of history through the multiple fields within the domain of archaeology.</p> <p>CO5: Explain various archaeological sites based on case studies.</p> <p>CO6: Construct the social, political, economic and cultural aspects of history through Archaeology.</p>	
7	Course Description	Studying archaeology in the reconstruction of past is the main thrust of this course. Apart from demonstrating the theoretical propositions, this course intends to impart practical knowledge of archaeology as an applied field of historical studies.	
8	Syllabus	CO Mapping	
	<b>Unit 1</b>	<b>Introduction to Indian Archaeology</b>	
	A	<ul style="list-style-type: none"> <li>• Defining the Domain: Definition, Terminology, Nature and Scope of Archaeology</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>• Antiquarianism; Foundations of Archaeology</li> </ul>	CO1

		in India; formation of the Archaeological Survey of India			
C		<ul style="list-style-type: none"> <li>• Methods of Early Archaeologists: A Case Study – Alexander Cunningham/James Burgess/Sir John Marshall/Daya Ram Sahni/ Sir Mortimer Wheeler/Amalanand Ghosh</li> </ul>			CO1
<b>Unit 2</b>		<b>Data Retrieval &amp; Dating Methods</b>			
A		<ul style="list-style-type: none"> <li>• Methods of excavations (Vertical, Horizontal and Quadrangular)</li> </ul>			CO2; CO3
B		<ul style="list-style-type: none"> <li>• Stratigraphy; Relative Chronology and Absolute dating</li> </ul>			CO2; CO3
C		<ul style="list-style-type: none"> <li>• Case studies on stratigraphic and dating techniques</li> </ul>			CO2; CO3
<b>Unit 3</b>		<b>Reading Archaeological Reports: Case Studies of Excavations</b>			
A		<ul style="list-style-type: none"> <li>• Preliminary Report ASI: Alexander Cunningham</li> </ul>			CO3, CO4
B		<ul style="list-style-type: none"> <li>• A Guide to Taxila: John Marshall</li> </ul>			CO3, CO4
C		<ul style="list-style-type: none"> <li>• Indian Archaeology: A Review- 1955-56</li> </ul>			CO3, CO4
<b>Unit 4</b>		<b>Trends and Avenues in Archaeology: Emerging Fields</b>			
A		<ul style="list-style-type: none"> <li>• Ethno archaeology/Landscape archaeology/Computational archaeology</li> </ul>			CO5, CO6
B		<ul style="list-style-type: none"> <li>• Archaeo-metallurgy/Marine archaeology</li> </ul>			CO5, CO6
C		<ul style="list-style-type: none"> <li>• Case studies from India on the chosen sub-disciplines of Archaeology</li> </ul>			CO5, CO6
<b>Unit 5</b>		<b>Survey of Archaeological Sites</b>			
A		<ul style="list-style-type: none"> <li>• Excavated Inscriptions in India: Rock Inscriptions/Pillar Inscriptions</li> </ul>			CO5, CO6
B		<ul style="list-style-type: none"> <li>• Excavated Urban sites: Indus valley sites</li> </ul>			CO5, CO6
C		<ul style="list-style-type: none"> <li>• Case Study of any excavation site.</li> </ul>			CO5, CO6
Mode of examination/ Evaluation method	Theory				
Weightage Distribution	CA	VIVA	EA(VIVA)		
	25%	25%	50%		
Text book/s*	Chakrabarti, D.K.: An Archaeological History (Palaeolithic				

		Beginning to early Historical Foundation) Oxford, New Delhi, 1999.
	Other References	<p>Chakrabarti, D.K: The Oxford Companion to Indian Archaeology: The Archeological Foundations of Ancient India, New Delhi, 2006</p> <p>Agrawal, D.P.: Archaeology of India, New Delhi, 1982.</p> <p>Daniel, G, Hundred years of Archaeology, London, 1950.</p> <p>Daniel, G, The Origin and growth of Archaeology, London, 1957.</p> <p>Sankalia, H. D., New Archaeology: Its scope and application in India, Lucknow, 1977.</p> <p>Srivastava, K.M., New Era of Indian Archaeology, New Delhi, 1980.</p>

### **COURSE ARTICULATION MATRIX:**

Methods and Processes in Archaeology	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	3	2	3	2	1	2
	CO2	3	2	2	3	3	3	2	3	2	1	2
	CO3	3	2	2	2	3	2	2	3	2	1	3
	CO4	3	2	2	3	3	3	2	3	2	1	3
	CO5	3	2	2	2	3	2	2	3	2	1	3
	CO6	3	2	2	2	3	2	2	3	2	1	3

<b>School: SSHSS</b>		<b>Batch : 2023-2027</b>	
<b>Programme: B.A.</b>		<b>Academic Year: 2023-2024</b>	
		<b>Semester: I</b>	
1	Course Code	<b>ARP101</b>	
2	Course Title	Communicative English-1	
3	Credits	2	
4	Contact Hours (L-T-P)	1-0-2	
5	Course Objective	To minimize the linguistic barriers that emerges in varied socio-linguistic environments through the use of English. Help students to understand different accents and standardise their existing English. Guide the students to hone the basic communication skills - listening, speaking, reading and writing while also uplifting their perception of themselves, giving them self-confidence and building positive attitude.	
6	Course Outcomes	<p>After completion of this course, students will be able to:</p> <p>CO1 Develop a better understanding of advanced grammar rules and write grammatically correct sentences</p> <p>CO2 Acquire wide vocabulary and punctuation rules and learn strategies for error-free communication.</p> <p>CO3 Interpret texts, pictures and improve both reading and writing skills which would help them in their academic as well as professional career</p> <p>CO4 Comprehend language and improve speaking skills in academic and social contexts</p> <p>CO5 Develop, share and maximise new ideas with the concept of brainstorming and the documentation of key critical thoughts articulated towards preparing for a career based on their potentials and availability of opportunities.</p> <p>CO6 Function effectively in multi-disciplinary teams through the knowledge of team work, Inter-personal relationships, conflict management and leadership quality</p>	
7	Course Description	The course is designed to equip students, who are at a very basic level of language comprehension, to communicate and work with ease in varied workplace environment. The course begins with basic grammar structure and pronunciation patterns, leading up to apprehension of oneself through written and verbal expression as a first step towards greater employability.	
8	Outline syllabus		
	<b>Unit A</b>	<b>Sentence Structure</b>	<b>CO Mapping</b>
	Topic 1	Subject Verb Agreement	CO1
	Topic 2	Parts of speech	CO1
	Topic 3	Writing well-formed sentences	CO1
	<b>Unit B</b>	<b>Vocabulary Building &amp; Punctuation</b>	
	Topic 1	<b>Homonyms/ homophones, Synonyms/Antonyms</b>	CO1, CO2
	Topic 2	Punctuation/ Spellings (Prefixes-suffixes/Unjumbled Words)	CO1, CO2
	Topic 3	Conjunctions/Compound Sentences	CO1, CO2
	<b>Unit C</b>	<b>Writing Skills</b>	

	Topic 1	Picture Description – Student Group Activity	CO3
	Topic 2	Positive Thinking - Dead Poets Society-Full-length feature film - Paragraph Writing inculcating the positive attitude of a learner through the movie   SWOT Analysis – Know yourself	CO3, CO2, CO3
	Topic 3	Story Completion Exercise –Building positive attitude - The Man from Earth (Watching a Full length Feature Film )	CO2, CO3
	Topic 4	Digital Literacy   Effective Use of Social Media	CO3
	<b>Unit D</b>	<b>Speaking Skill</b>	
	Topic 1	Self-introduction/Greeting/Meeting people – Self branding	CO4
	Topic 2	Describing people and situations - To Sir With Love ( Watching a Full length Feature Film )	CO4
	Topic 3	Dialogues/conversations (Situation based Role Plays)	CO4
	<b>Unit E</b>	<b>Professional Skills   Career Skills</b>	
	Topic 1	Exploring Career Opportunities	CO4, CO5
	Topic 2	Brainstorming Techniques & Models	CO4, CO5
	Topic 3	Social and Cultural Etiquettes	CO4, CO5
	Topic 4	Internal Communication	CO4, CO5
	<b>Unit F</b>	<b>Leadership and Management Skills</b>	
	Topic 1	Managerial Skills	CO6
	Topic 2	Entrepreneurial Skills	CO6
9	Evaluations	CA	ESE
		60	40
10	Texts & References   Library Links	<ul style="list-style-type: none"> <li>Blum, M. Rosen. <i>How to Build Better Vocabulary</i>. London: Bloomsbury Publication</li> <li>Comfort, Jeremy (et.al). <i>Speaking Effectively</i>. Cambridge University Press</li> </ul>	

### COURSE ARTICULATION MATRIX

POs Cos	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
<b>CO1</b>	2	3	3	1	2	2	3	1	2	2	3
<b>CO2</b>	3	3	2	1	2	3	2	2	2	3	1
<b>CO3</b>	2	3	2	2	1	3	2	2	2	3	2
<b>CO4</b>	2	2	3	2	3	2	1	2	2	2	3
<b>CO5</b>	3	2	1	3	2	2	3	2	3	2	1
<b>CO6</b>	3	1	2	1	2	2	2	3	1	2	2

<b>School: SSHSS</b>		<b>Batch: 2023-2027</b>	
<b>Programme: B. A.</b>		<b>Current Academic Year: 2023-24</b>	
<b>Branch: Humanities</b>		<b>Semester – I</b>	
1	<b>Course Code</b>	<b>VAC110</b>	
2	<b>Course Title</b>	<b>Yoga for Holistic Health</b>	
3	<b>Credits</b>	<b>3</b>	
4	<b>Contact Hours (L-T-P)</b>	<b>0-1-4</b>	
	<b>Course Type</b>	<b>VAC (Value added course)</b>	
5	<b>Course Objective</b>	To make the students familiar with the different practices of yoga, chanting and meditation techniques and learn the correct teaching skills.	
6	<b>Course Outcomes</b>	<p>The students will be able to -</p> <p>CO1: Define the concept of health and wellness through Yoga</p> <p>CO2: Explain the concept and principles of Yoga.</p> <p>CO3: Develop the understanding of breathing practices (pranayama).</p> <p>CO4: Discover the knowledge about Yoga, its foundations and applications to the aspirants.</p> <p>CO5: Determine the awareness of Yogic impact on the positive health and personality development.</p> <p>CO6: Elaborate the primary level of Yoga practices which will groom their personality.</p>	
7	<b>Course Description</b>	Yoga for Holistic Health will introduce some core yoga practices beneficial for holistic development of an individual. The students practicing Yoga in routine shall benefit from variety of asanas, sukshma vyayama catering to the mobility and flexibility of body parts. The body movements synchronized with the breath will influence the mental functioning.	
	<b>Unit 1</b>	<b>Importance of Health, Wellness through Yoga</b>	
	<b>A</b>	Meaning, Definition, Aim of Yoga; Concept of health according to WHO and Ayurveda	CO1, CO2
	<b>B</b>	Misconception about Yoga, Difference between asana and physical exercise	CO1, CO2, CO3, CO4, CO6
	<b>C</b>	Need, Importance of Yoga in health and wellness	CO1, CO2, CO3, CO4, CO5

<b>Unit 2</b>	<b>Schools of Yoga, Modern and Ancient schools of Yoga existing in India, Yogic diet, Yogic attitudes, Sadhak tatva &amp; Badhak tatva</b>	
<b>A</b>	Schools/ Streams of Yoga – Ashtanga Yoga, Bhakti Yoga, Karma Yoga, Jnana Yoga	CO3, CO4, CO5, CO6
<b>B</b>	Modern and ancient schools of Yoga existing in India – Natha Sampradaya, Kaivalyadhama, Bihar School of Yoga, Munger, Pragya Yoga (Shantikunj), Iyengar Yoga, Patanjali Yoga Peeth, Ashtanga Vinyasa Yoga	CO3, CO4, CO5, CO6
<b>C</b>	Yoga Ahaara (Yogic diet), Yogic Attitudes – Maitri Karuna, Mudita, Upeksha, Sadhak Tatva Badhak Tatva (facilitating/helping factors and obstacles in Yoga sadhana)	CO3, CO4, CO5, CO6
<b>Unit 3</b>	<b>Beginner level practices – Sukshma Vyayama and Surya Namaskara</b>	
<b>A</b>	Sukshma Vyayama and their benefits for health Part-1 (Bihar School of Yoga) Part-1	CO4, CO5, CO6
<b>B</b>	Sukshma Vyayama & their benefits for health (Swami Dhirendra Brahmachari) Part-1	CO4, CO5, CO6
<b>C</b>	Surya Namaskara (Sun Salutation) with mantra chanting (12 steps) & their benefits for health	CO4, CO5, CO6
<b>Unit 4</b>	<b>Asana - all categories</b>	
<b>A</b>	Standing & Sitting - Tadasana, Vrikshasana, Katichakrasana, Padmasana, Vajrasana, Ushtrasana, Paschimottanasana, Vakrasana	CO4, CO5, CO6
<b>B</b>	Supine and Prone: Uttanapadasana, Pawanamuktasana, Shalabhasana, Bhujangasana	CO4, CO5, CO6
<b>C</b>	Balancing and Inverted: Trivikramasana, Sarvangasana, Viparitarani mudra	CO4, CO5, CO6
<b>Unit 5</b>	<b>Pre-practices of Pranayama, Pranayama and Dhyana</b>	
<b>A</b>	Kapalabhati, Mukha dhauti, Vibhagiya pranayama (Sectional breathing)	CO1, CO4, CO5, CO6
<b>B</b>	Anuloma – Viloma, Bhastrika, Shitali	CO1, CO4, CO5, CO6
<b>C</b>	Om Dhyana, Anapaanasati Dhyana (breath meditation)	CO1, CO4, CO5, CO6
<b>Mode of Examination</b>	Practical/Viva	
<b>Weightage Distribution</b>	CA	ESE
	25%	75%



<b>Readings Text book/s*</b>	<ul style="list-style-type: none"> <li>• Sri Ananda: The Complete book of Yoga, Orient Course Backs, Delhi,2003.</li> <li>• Dr. Basavaraddi I.V. &amp; others: SHATKARMA: A Comprehensive description about Cleansing Process, MDNIY New Delhi, 2009</li> <li>• Joshi, K.S.: Yogic Pranayama, Oriental Paperback, New Delhi, 2009</li> <li>• Dr. Nagendra H R: Pranayama, The Art &amp; Science, Swami Vivekananda Yoga Prakashan, Bangalore, 2005.</li> <li>• Swami Niranjanananda Saraswati: Asana Pranayama Mudra Bandha, Yoga Publication Trust, Munger Bihar.</li> <li>• Swami Kuvalyananda: Pranayama, Kaivalyadhama, Lonavla, 2010</li> <li>• Swami Rama: Science of Breath, A Practical Guide, The Himalayan International Institute, Pennselvenia, 1998.</li> <li>• Swami Niranjanananda Saraswati: Prana, Pranayama &amp; Pranavidya, Yoga Publications Trust, Munger, Bihar, 2005</li> </ul>
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### **COURSE ARTICULATION MATRIX:**

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	1	3	3	3	2	1	2	3	2	3	2
CO2	1	2	3	1	3	1	3	2	2	3	1
CO3	1	1	3	3	3	3	2	3	2	3	2
CO4	1	2	3	3	1	2	3	2	3	2	1
CO5	2	2	3	3	1	3	3	2	3	1	2
CO6	3	3	2	2	3	1	2	3	1	2	3

## *Semester-II*

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>	
<b>Programme: B.A.</b>		<b>Current Academic Year: 2023-24</b>	
<b>Branch: History</b>		<b>Semester: II</b>	
1	Course Code	SHS044	
2	Course Title	<b>History of Medieval India (1206.-1757 A.D)</b>	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Type	Major (CC)	
5	Course Objective	<p>The objective of this course is:</p> <ol style="list-style-type: none"> <li>1. To make students aware of the history of India in medieval period.</li> <li>2. To study fluctuations in the flow of medieval Indian polities.</li> <li>3. To interpret the political developments of medieval India.</li> <li>4. To get familiar with the evolution of administration in medieval period.</li> </ol>	
6	Course Outcomes	<p>The students will able to</p> <p>CO1: Define the nature of state in Medieval India.</p> <p>CO2: Understand basic themes, concepts, chronology and the scope of medieval Indian history.</p> <p>CO3: Identify issues pertaining to political history of Great Mughals from Akbar to Shahjahan.</p> <p>CO4: Analyze Aurungzeb's rule and factors responsible for the decline of Mughal Empire.</p> <p>CO5: Evaluate the political history of Marathas and later Mughals.</p> <p>CO6: Develop an understanding of political, economic developments during Medieval age.</p>	
7	Course Description	<p>This course would educate students on the finer points of the medieval period. It emphasises on the high points of medieval history of that period. The course covers the relevance of systems and practices that have come down from the age-old period till date. This course will also delve into the nature of state and territorial expansion by both Turks and regional rulers.</p>	
8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>Establishment of Delhi Sultanate</b>	
	A	<ul style="list-style-type: none"> <li>• Foundation of Delhi Sultanate: Qutbuddin Aibak &amp; Iltutmish</li> <li>• Period of Razia Sultan</li> </ul>	CO1, C06

		<ul style="list-style-type: none"> <li>• Period of Balban Era</li> <li>• Khalji Revolution,</li> <li>• Alauddin Khalji: Administration &amp; Policies</li> </ul>	
	B	<ul style="list-style-type: none"> <li>• Tughlaqs: Ghayasuddin Tughlaq's Administrative Measures</li> <li>• Muhammad bin Tughlaq: The Token Currency, Transfer of Capital, Karachil Expedition, Rebellion and Famine in Doab</li> <li>• Firoz Shah Tughlaq: Religious Policy, Military Expeditions, Public Welfare Works, Decline of Delhi Sultanate</li> </ul>	CO1, CO6
	C	<ul style="list-style-type: none"> <li>• Syeds Dynasty: Invasion of Timur, Establishment of Syed Dynasty and their rulers.</li> <li>• Lodi empire: Bahlol Lodi, Sikandar Lodi, Ibrahim Lodi; Lodi's theory of Kingship, Fall of the Lodis;</li> </ul>	CO1, CO6
	<b>Unit 2</b>	<b>Foundation of the Mughal Empire</b>	
	A	<ul style="list-style-type: none"> <li>• Babur's Conquests and Foundation of Mughal Empire: political and military proposition</li> </ul>	CO2, CO6
	B	<ul style="list-style-type: none"> <li>• Humayun: Factors behind Humayun's Failure</li> </ul>	CO2, CO6
	C	<ul style="list-style-type: none"> <li>• Sher Shah – administrative and military reforms</li> </ul>	CO2, CO6
	<b>Unit 3</b>	<b>Reign of Akbar, Jahangir and Shah Jahan</b>	
	A	<ul style="list-style-type: none"> <li>• The Age of Akbar: Conquests, Administration, and Policies</li> </ul>	CO3, CO6
	B	<ul style="list-style-type: none"> <li>• Jahangir: Accession of Jahangir, Religious and Rajput Policies, Role of Nur Jahan</li> </ul>	CO3, CO6
	C	<ul style="list-style-type: none"> <li>• Shah Jahan: Conflict for the Throne</li> <li>• Deccan Policy, Golden Age of Empire? War of Succession</li> </ul>	CO3, CO6
	<b>Unit 4</b>	<b>Aurangzeb, Decline and Disintegration of the Mughal Empire</b>	
	A	<ul style="list-style-type: none"> <li>• Aurangzeb: Rajput, Religious and Deccan Policy</li> </ul>	CO4, CO6
	B	<ul style="list-style-type: none"> <li>• Critical analysis of Aurangzeb's personality in the</li> </ul>	CO4, CO6

		context of decline of Mughal Empire		
	C	<ul style="list-style-type: none"> <li>Factors behind Decline of Mughal Empire, Major Theories on Decline</li> </ul>		CO4, CO6
	<b>Unit 5</b>	<b>Rise of Maratha</b>		
	A	<ul style="list-style-type: none"> <li>Rise of Maratha under Shivaji: Administration and Revenue system</li> </ul>		CO5, CO6
	B	<ul style="list-style-type: none"> <li>Concept of Hindu Pad-Padshahi</li> </ul>		CO5, CO6
	C	<ul style="list-style-type: none"> <li>Later Mughals</li> </ul>		CO5, CO6
	Mode of examination/ Evaluation method	Theory		
	Weightage Distribution	IA	EA	
		25%	75%	
	Text book/s*	Satish Chandra, Medieval India: From Sultanate to the Mughals, Delhi Sultanate (1206-1526), Haranand Publications, 2001		
	Other References	<p>K. M. Ashraf, Mughal India: Studies in Polity, Ideas, Society and Culture, JiwanPrakashan Educational Publishers, 1959</p> <p>M. Athar Ali, Mughal India: Studies in Polity, Ideas, Society and Culture, OUP, 2008</p> <p>Seema Alvi, The Eighteenth Century In India (Debates in Indian History), OUP, 2002</p>		

### **COURSE ARTICULATION MATRIX:**

History of Medieval India (1206 A.D. -1757 A.D.)	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	2	2	2	3	1	2	2	2
	CO2	3	2	2	2	2	2	3	1	2	3	2
	CO3	3	2	2	3	2	2	3	2	2	2	3
	CO4	3	2	2	2	2	2	3	2	2	2	3
	CO5	3	2	2	2	2	2	3	2	2	2	3
	CO6	3	2	2	2	2	2	3	2	2	2	3

<b>School : SSHSS</b>		<b>Batch : 2023-27</b>	
<b>Programme: B.A.</b>		<b>Current Academic Year: 2023-24</b>	
<b>Branch: History</b>		<b>Semester: II</b>	
1	Course Code	SHS045	
2	Course Title	<b>Historical Research Method</b>	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Major (CC)	
5	Course Objective	<p>The objective of this course is:</p> <ol style="list-style-type: none"> <li>1. To make the students aware of the methods used in Historical research</li> <li>2. To infer the researches done in History.</li> <li>3. To interpret the meaning of a Historical Research.</li> <li>4. To get familiar with referencing and Bibliography.</li> </ol>	
6	Course Outcomes	<p>The students will able to</p> <p>CO1: Define history from different perspectives and relate to various schools of history.</p> <p>CO2: Classify various sources significant for the study of history.</p> <p>CO3: Identify the scope for further research in the domain and understand the importance of field study.</p> <p>CO4: Examine the range of issues related to historical knowledge and critical thinking.</p> <p>CO5: Explain the significance of referencing and bibliography</p> <p>CO6: Develop a broader and an interdisciplinary approach towards history writing.</p>	
7	Course Description	<p>This course will allow students to understand the meaning of history and the developments of various Historical concepts. This will explain the sources used in the history and how to distinguish between them. Further, it goes on to detail why is it important to do the field study and how to do so. Also, given the nature of Historical knowledge, how should one critically look at the facts and conclude with minimal bias. Finally, it teaches how to use the work of various authors, reference and create the Bibliography.</p>	
8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>History: Meaning and Interdisciplinary Approach</b>	
	A	History: Definition; Development of Historical Concepts	CO1

	B	<ul style="list-style-type: none"> <li>Introducing E. H. Carr's <i>What is History</i></li> <li>Schools of History:</li> <li>Gender and Environment</li> </ul>	CO1, C06
	C	<ul style="list-style-type: none"> <li>History and its Allied Subjects with special reference to Geography, Cartography and Political Science</li> </ul>	CO1, C06
	<b>Unit 2</b>	<b>Sources for the Study of History</b>	
	A	<ul style="list-style-type: none"> <li>Primary and Secondary sources: archaeology; epigraphy and numismatics</li> </ul>	CO2
	B	<ul style="list-style-type: none"> <li>Archival sources, state and private documents</li> </ul>	CO2
	C	Non-conventional Sources: personal memoirs, journals and letter, oral and virtual sources	CO2
	<b>Unit 3</b>	<b>Field Study</b>	
	A	<ul style="list-style-type: none"> <li>Ethnography – questionnaire, interviews,</li> </ul>	CO3, CO6
	B	<ul style="list-style-type: none"> <li>Schedules, tables</li> </ul>	CO3, CO6
	C	<ul style="list-style-type: none"> <li>Qualitative data and quantitative data</li> </ul>	CO3, CO6
	<b>Unit 4</b>	<b>Nature of Historical knowledge and Critical Thinking</b>	
	A	<ul style="list-style-type: none"> <li>Objectivity and the writing of history</li> </ul>	CO4, CO6
	B	<ul style="list-style-type: none"> <li>Historical Causation</li> </ul>	CO4
	C	<ul style="list-style-type: none"> <li>Historical criticism: Internal and external</li> </ul>	CO4
	<b>Unit 5</b>	Reference and Bibliographic Searches	
	A	<ul style="list-style-type: none"> <li>Referencing and Bibliography</li> </ul>	CO5
	B	<ul style="list-style-type: none"> <li>Footnote and Endnote; Index &amp; Appendix</li> </ul>	CO5
	C	<ul style="list-style-type: none"> <li>What is Plagiarism and How to Avoid it</li> </ul>	CO5
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>E. Sreedharan, <i>A Text-book of Historiography 500 BC to AD 2000</i>, Orient Longman, 2004</li> <li>Acharyya, R. (Ed.), <i>Bhattacharya, Research Methodology for</i></li> </ul>	

		<p><i>Social Sciences</i>. London: Routledge India, 2020  <a href="https://doi.org/10.4324/9780367810344">https://doi.org/10.4324/9780367810344</a></p> <ul style="list-style-type: none"> <li>E. Shreedharan, <i>A Manual of Historical Research Methodology</i>, Centre for South Indian Studies, 2018</li> </ul>
	Other References	<ul style="list-style-type: none"> <li>E.H. Carr, <i>What is history.</i>, Palgrave, Basingstoke ,2001</li> <li>Bloch, Marc, <i>The Historian's Craft</i>, with an Introduction by Peter Burke ,Manchester University Press, 2004.</li> <li>Collingwood, R.G. <i>The Idea of History</i>. Exford: Oxford University Press , 1994</li> <li>Arthur Marwick, <i>The Nature of History</i>, London: Macmillan, 1989</li> </ul>

### **COURSE ARTICULATION MATRIX:**

Historical Research Methods	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	2	3	2	2	1	2	1	1	2	2
	CO2	1	1	2	1	1	1	1	-	1	2	3
	CO3	1	-	3	1	3	1	1	1	1	2	2
	CO4	3	1	3	1	2	-	1	-	1	1	2
	CO5	1	-	1	1	3	1	1	-	-	2	3
	CO6	-	1	2	3	1	1	2	3	1	2	3



<b>School: SSHSS</b>		<b>Batch : 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year: 2023-24</b>
<b>Branch: History</b>		<b>Semester: II</b>
1	Course Code	SHS046
2	Course Title	<b>Indian History-II: 1200-1526CE</b>
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Minor Elective
5	Course Objective	<p>The objective of this course is:</p> <ul style="list-style-type: none"> <li>• To enhance knowledge of history</li> <li>• To enable students to know about significant events in Indian history during Sultanate Era</li> <li>• To stimulate the student's interest and understanding of India's glorious past</li> <li>• To prepare students for competitive examinations</li> </ul>
6	Course Outcomes	<p>The students will able to:</p> <p>CO1: Define with the political development that led foundation to the foundation and consolidation of the Delhi Sultanate</p> <p>CO2: Illustrate the major developments during Khalji and Tughlaq Dynasty</p> <p>CO3: Identify the historical developments during Sayyid and Lodi Dynasty</p> <p>CO4: Analyse the socio-cultural achievements of the Sultanate era</p> <p>CO5: Explain the history of Vijaynagar &amp; Bahmani Empires</p> <p>CO6: Discuss the Social, Political, Economic and Cultural aspects of Medieval History.</p>
7	Course Description	<p>This course would educate students on the finer points of the Sultanate period. What were the highlights and the high points of the medieval history of that period will also be covered in this. The systems and practices that have come to be from this age old period and how they still continue to hold relevance will also be taught in this.</p>

		This course will also delve into the system of governance during Sultanate period in India:- Role of The Sultan, administrative Machinery at the Centre during the Sultanate Period, other Departments, Provincial Administration during the Sultanate Period and District Administration during the Sultanate Period.	
8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>Mamluks Dynasty</b>	
	A	<ul style="list-style-type: none"> <li>Invasion of Mahmood of Ghazni: Factors behind Ghurian Success; Consequences of the Invasion</li> </ul>	CO1, CO6
	B	<ul style="list-style-type: none"> <li>Consolidation of Delhi Sultanate: Qutbuddin Aibak; Iltutamish; Period of Razia Sultan; Administrative Structure and policies</li> </ul>	CO1, CO6
	C	<ul style="list-style-type: none"> <li>Balban Era: Legitimacy, Sovereignty and theories of kingship And Administrative Structure and policies</li> </ul>	CO1, CO6
	<b>Unit 2</b>	<b>Khalji and Tughlaq Dynasty</b>	
	A	<ul style="list-style-type: none"> <li>Khalji Revolution: Accession of Jalaludin and Alauddin Khalji: Expeditions, administration, Mongol policy; Decline</li> </ul>	CO2, CO6
	B	<ul style="list-style-type: none"> <li>Tughlaqs: Ghayasuddin and Muhammad bin Tughalq: Administrative and Fiscal Measures; Expedition, Rebellion and Famine in Doab</li> </ul>	CO2, CO6
	C	<ul style="list-style-type: none"> <li>Firoz Shah Tughlaq: Religious Policy, Military Expeditions, Administration, Public Welfare Works; Responsibility for decline of Delhi Sultanate</li> </ul>	CO2, CO6
	<b>Unit 3</b>	<b>Sayyid and Lodi Dynasty</b>	
	A	<ul style="list-style-type: none"> <li>Sayyid Dynasty: Invasion of Timur, Establishment of Sayyid Dynasty and their rulers.</li> </ul>	CO3, CO6
	B	<ul style="list-style-type: none"> <li>Lodi Empire: Bahlol, Sikandar and Ibrahim Lodi</li> </ul>	CO3, CO6
	C	<ul style="list-style-type: none"> <li>Lodi theory of Kingship, Fall of Lodis; First Battle</li> </ul>	CO3, CO6

		of Panipat	
	<b>Unit 4</b>	<b>Society and Culture during Sultanate Period</b>	
	A	<ul style="list-style-type: none"> <li>Composition of rural society and village community, Slavery, Ruling Classes, Town Dwellers</li> </ul>	CO4, CO6
	B	<ul style="list-style-type: none"> <li>Sufism: Definition; Prominent Sufi Silsilas in India; Relationship between Sufi and State</li> </ul>	CO4, CO6
	C	<ul style="list-style-type: none"> <li>Bhaktism: Definition; Prominent Bhakti Saints Vaishnavism and Shaivism; Evolution of Composite Culture</li> </ul>	CO4, CO6
	<b>Unit 5</b>	<b>Vijaynagar &amp; Bahmani Empire</b>	
	A	<ul style="list-style-type: none"> <li>Vijaynagar Empire: Polity, Economy and Society</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>Consolidation of Deccan: Political History of Bahmani Kingdom</li> </ul>	CO5, CO6
	C	Deccan Style of Architecture with special reference to Hampi and Gulbarga	CO5, CO6
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	Chandra, Satish, <i>Delhi Sultanate: (1206-1526)</i> , New Delhi: Haranand Publications, 2001	
	Other References	<p>Habib, I. and T. Raychaudhuri, eds. <i>Cambridge Economic History of India</i>, vol. 1. Cambridge: Cambridge University Press, 1982.</p> <p>Hardy, P. <i>Historians of Medieval India: Studies in Indo Muslim Historical Writing</i>. London: Luzac and Company Ltd., 1966.</p> <p>Juneja, M., ed. <i>Architecture in Medieval India: Forms, Contexts, Histories</i>. Delhi: Permanent Black, 2001.</p> <p>Kumar, S. <i>The Emergence of the Delhi Sultanate, 1192- 1286</i>. Ranikhet: Permanent Black, 2007.</p>	

		Habib, I. ed. <i>Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times</i> by Mohammad Habib. New Delhi: Oxford University Press, 2016.
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### **COURSE ARTICULATION MATRIX**

Indian History-II (1206-1526 CE)	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	2	2	2	-	2	-	1	3	2
	CO2	2	3	2	3	2	-	2	-	1	3	2
	CO3	2	2	2	3	2	-	1	-	-	3	1
	CO4	1	2	3	3	2	-	2	-	1	2	2
	CO5	2	3	3	3	2	-	2	-	1	3	2
	CO6	2	3	3	3	3	1	3	-	2	3	3

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year: 2023-24</b>
<b>Branch: History</b>		<b>Semester: II</b>
1	Course Code	VOH110
2	Course Title	<b>Archives: Conservation &amp; Management</b>
3	Credits	3
4	Contact Hours (L-T-P)	0-1-2
	Course Type	Minor (SEC)
5	Course Objective	<p>The objective of this course is:</p> <ul style="list-style-type: none"> <li>• To make students understand the importance of record keeping by societies, cultures, organizations and individuals.</li> <li>• To give students an understanding of the values attached to records, its creation, preservation and conservation.</li> <li>• To provide students basic understanding of new information technologies leading to transformation of archive preservation and management.</li> <li>• To encourage students to think critically about strategies for managing archival record.</li> </ul>
6	Course Outcomes	<p>The students will able to:-</p> <p>CO1: Define basic theories, principles and practices involved in the management of archive.</p> <p>CO2: Understand the significance of conservation and preservation of records and methods used for the same.</p> <p>CO3: Identify new technologies and digital records on shaping archivists' ways of doing their work.</p> <p>CO4: Analyse the process of digital archiving and preservation.</p> <p>CO5: Appraise the significance of manuscripts and important archives and record management institutions in India.</p> <p>CO6: Develop an overview of archival work, so that students can make informed decisions about pursuing a professional career in archives and records management.</p>

7	Course Description	This course is an introduction to the field of archives and record management. It provides a survey of principles and practices applied by archivists and records managers. This paper will also cover the nature of documentation, recordkeeping in contemporary society and different types of institutions with the responsibility of record keeping. The students will learn and gather information about important institutions of archives and record management in India.		
8	Syllabus	CO Mapping		
	<b>Unit 1</b>	<b>Introduction to Archives</b>		
	A	Definition, Characteristic and Types of Archives, including Sound Archives.	CO1, C06	
	B	Functions and Organization of Archives.	CO1, C06	
	C	Copyright, Legal & Ethical Issues.	CO1, C06	
	<b>Unit 2</b>	<b>Conservation of Archives</b>		
	A	Concept and Responsibility of Archival Records	CO2, C06	
	B	Conservation Measures.	CO2, C06	
	C	Case Study: Public Records of National Archives of India	CO2, C06	
	<b>Unit 3</b>	<b>Preservation of Archives</b>		
	A	Meaning & Approach	CO3, C06	
	B	Preservation Measures	CO3, C06	
	C	Case Study: Preservation Challenges	CO3, C06	
	<b>Unit 4</b>	<b>Digital Archives and Record Management</b>		
	A	Digital archiving and Preservation	CO4, C06	
	B	Reprography and Computerization	CO4, C06	
	C	Case Study: Online records of National Archive of India	CO4, C06	
	<b>Unit 5</b>	<b>Manuscripts &amp; Archives</b>		
	A	Manuscripts: Meaning and Concept	CO5, C06	
	B	Case Study: National Mission for Manuscripts	CO5, C06	
	C	Case study: Archives of Research Centre for Ethnomusicology (ARCE)	CO5, C06	
	Mode of examination/ Evaluation method	Theory		
	Weightage Distribution	CA	VIVA	EA (VIVA)
		25%	25%	50%
	Text book/s*	*Prajapati, C.L., (1997), <i>Archivo-Library Materials: Their Enemies and Need of First Phase Conservation</i> , Mittal Publications.		

		<p>*<i>Repair and Preservation of Records</i>, (2021), Director General of Archives, National Archives of India, New Delhi.</p> <p>*Singh, A.R. (2001). <i>Information Management in Archives and Libraries</i>. Delhi. Aakar Publication. Print</p> <p>* Singh, H.D ed., (2001). <i>The Indian Archives, Vol L</i> (Jan-Dec 2001), Numbers 1-2., National Archives of India, New Delhi.</p>
	Other References	<ul style="list-style-type: none"> <li>• Ghosh, Sailen. (1963), <i>Archives in India</i>. Calcutta: Firma</li> <li>• Seeger, Anthony and Chaudhuri, Shubha (eds). (2004), <i>Archives for the Future: Global Perspectives on Audiovisual Archives in the 21 Century</i>. Calcutta: Archives and Research Centre for Ethnomusicology and Seagull Books.</li> <li>• Ballofet, Nelly and Hille, Jenny (2005), <i>Preservation and Conservation for Libraries and Archives</i>, American Library Association, Chicago.</li> <li>• Daniels, Maygene F., and Timothy Walch, eds. (1984) <i>A Modern Archives Reader: Basic Readings on Archival Theory and Practice</i>. Washington, DC: National Archives and Records Service,</li> <li>• Millar, Laura. (2010), <i>Archives: Principles and Practices</i>. New York, NY: Neal-Schuman.</li> <li>• O'Toole, James M., and Richard J. Cox. (2006), <i>Understanding Archives &amp; Manuscripts</i>. Chicago, IL: Society of American Archivists.</li> <li>• Raj, Sundara, M. (1999), <i>Manual of Archival System and the World of Archives</i>, Chennai: Siva Publication</li> </ul>

### COURSE ARTICULATION MATRIX:

Archives: Conservation & Management	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	1	1	1	2	2	3	2	2	2	1	2
	CO2	2	2	2	3	2	3	3	2	1	1	2
	CO3	2	2	3	2	2	3	3	2	1	2	2
	CO4	2	3	1	1	3	2	3	2	2	1	2
	CO5	2	2	2	1	2	1	2	2	2	2	2
	CO6	2	1	1	2	2	3	2	2	1	1	3

<b>School: SSHSS</b>		<b>Batch: 2023-2027</b>	
<b>Programme: B.A.</b>		<b>Current Academic Year: 2023-2024</b>	
<b>Branch: Humanities</b>		<b>Semester: II</b>	
1	Course Code	<b>ARP102</b>	
2	Course Title	Communicative English -2	
3	Credits	2	
4	Contact Hours (L-T-P)	1-0-2	
5	Course Objective	To Develop LSRW skills through audio-visual language acquirement, creative writing, advanced speech et al and MTI Reduction with the aid of certain tools like texts, movies, long and short essays.	
6	Course Outcomes	After completion of this course, students will be able to: CO1 Acquire Vision, Goals and Strategies through Audio-visual Language Texts CO2 Synthesize complex concepts and present them in creative writing CO3 Develop MTI Reduction/Neutral Accent through Classroom Sessions & Practice CO4 Determine their role in achieving team success through defining strategies for effective communication with different people CO5 Realize their potentials as human beings and conduct themselves properly in the ways of world. CO6 Acquire satisfactory competency in use of Quantitative aptitude and Logical Reasoning	
7	Course Description	The course takes the learnings from the previous semester to an advanced level of language learning and self-comprehension through the introduction of audio-visual aids as language enablers. It also leads learners to an advanced level of writing, reading, listening and speaking abilities, while also reducing the usage of L1 to minimal in order to increase the employability chances.	
8	Outline syllabus – ARP 102		
	<b>Unit A</b>	<b>Acquiring Vision, Goals and Strategies through Audio-visual Language Texts</b>	<b>CO Mapping</b>
	Topic 1	Pursuit of Happiness / Goal Setting & Value Proposition in life	CO1
	Topic 2	12 Angry Men / Ethics & Principles	CO1
	Topic 3	The King’s Speech / Mission statement in life   strategies & Action Plans in Life	CO1
	<b>Unit B</b>	<b>Creative Writing</b>	
	Topic 1	Story Reconstruction - Positive Thinking	CO2
	Topic 2	Theme based Story Writing - Positive attitude	CO2
	Topic 3	Learning Diary Learning Log – Self-introspection	CO2
	<b>Unit C</b>	<b>Writing Skills 1</b>	
	Topic 1	Precis	CO2
	Topic 2	Paraphrasing	CO2
	Topic 3	Essays (Simple essays)	CO2



	<b>Unit D</b>	<b>MTI Reduction/Neutral Accent through Classroom Sessions &amp; Practice</b>	
	Topic 1	Vowel, Consonant, sound correction, speech sounds, Monothongs, Diphthongs and Triphthongs	CO3
	Topic 2	Vowel Sound drills , Consonant Sound drills, Affricates and Fricative Sounds	CO3
	Topic 3	Speech Sounds   Speech Music  Tone   Volume  Diction  Syntax  Intonation   Syllable Stress	CO3
	<b>Unit E</b>	<b>Gauging MTI Reduction Effectiveness through Free Speech</b>	
	Topic 1	Jam sessions	CO3
	Topic 2	Extempore	CO3
	Topic 3	Situation-based Role Play	CO3
	<b>Unit F</b>	<b>Leadership and Management Skills</b>	
	Topic 1	Innovative Leadership and Design Thinking	CO4
	Topic 2	Ethics and Integrity	CO4
	<b>Unit F</b>	<b>Universal Human Values</b>	
	Topic 1	Love & Compassion, Non-Violence & Truth	CO5
	Topic 2	Righteousness, Peace	CO5
	Topic 3	Service, Renunciation (Sacrifice)	CO5
	<b>Unit G</b>	<b>Introduction to Quantitative aptitude &amp; Logical Reasoning</b>	
	Topic 1	Analytical Reasoning & Puzzle Solving	CO6
	Topic 2	Number Systems and its Application in Solving Problems	CO6
9	Evaluations	CA	ESE
		60	40
10	Texts & References   Library Links	<ul style="list-style-type: none"> <li>• Wren, P.C.&amp;Martin H. <i>High English Grammar and Composition</i>, S.Chand&amp; Company Ltd, New Delhi.</li> <li>• Blum, M. Rosen. <i>How to Build Better Vocabulary</i>. London: Bloomsbury Publication</li> <li>• Comfort, Jeremy(et.al). <i>Speaking Effectively</i>. Cambridge University Press.</li> </ul> The Luncheon by W.Somerset Maugham - <a href="http://mistera.co.nf/files/sm_luncheon.pdf">http://mistera.co.nf/files/sm_luncheon.pdf</a>	

**COURSE ARTICULATION MATRIX:**

COs	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO2	PSO3
ARP102.1	-	-	-	-	-	1	2	3	-	-	-
ARP102.2	-	-	-	-	-	1	2	3	-	-	-
ARP102.3	-	-	-	-	-	1	2	3	-	-	-
ARP102.4	-	-	-	-	-	1	2	2	-	-	-
ARP102.5	-	-	-	-	-	1	2	2	-	-	-
ARP102.6	-	-	-	-	-	1	2	2	-	-	-

<b>School: SSHSS</b>		<b>Batch: 2023-2027</b>	
<b>Programme: B.A.</b>		<b>Current Academic Year: 2023-24</b>	
<b>Branch: History</b>		<b>Semester: II</b>	
1	Course Code	VAC120	
2	Course Title	<b>Understanding India</b>	
3	Credits	3	
4	Contact Hours (L-T-P)	3-0-0	
	Course Type	Value Added Course	
5	Course Objective	<p>The objectives of the course are: -</p> <ul style="list-style-type: none"> <li>• To introduce students to a wide range of themes related to India for better understanding of India.</li> <li>• Provide overview of Geography, History, Polity and Society of India.</li> <li>• Familiarize students to basic set up of India as a nation.</li> <li>• Develop a fair understanding of India nation, its society, religion and culture.</li> </ul>	
6	Course Outcomes	<p>The students will able to: -</p> <p>CO1: Find out about the geographical diversity of India with socio-cultural diversity.</p> <p>CO2: Understand Indian history, early civilizations and Kingdoms transiting through Medieval to Colonial age and independence.</p> <p>CO3: Identify the process of formation of India as a nation and its domestic as well as foreign policy during first three decades.</p> <p>CO4: Analyse the formation of Indian Constitution, division of power as well as rights &amp; duties of the citizens.</p> <p>CO5: Evaluate the socio-cultural fabric of Indian society better.</p> <p>CO6: Develop a fair understanding of Indian geography, history, political structure, society and culture.</p>	
7	Course Description	<p>The course is designed to give students a fair understanding of India. It begins with the geography of India, shares basic details, provides information on our rich history and culture. The course also gives a glimpse also outlines the basic political structure of India and the functioning of democratic institutions, rights and duties of the citizens. Finally, it gives a preview of India's social fabric which enables a student to understand Indian society, caste system etc.</p>	
	Unit 1	<b>Geography of India</b>	<b>CO Mapping</b>

	A	<ul style="list-style-type: none"> <li>Indian Subcontinent: Geological evolution and Physiographic regions.</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>Political Geography of India: States and UTs</li> </ul>	CO1
	C	<ul style="list-style-type: none"> <li>Rivers and Climatic regions of India</li> </ul>	CO1
	Unit 2	<b>Our Civilization and Empires</b>	
	A	<ul style="list-style-type: none"> <li>Ancient Civilizations- Indus Valley Civilization, Vedic, Mauryan &amp; Gupta Age</li> </ul>	CO2
	B	<ul style="list-style-type: none"> <li>Medieval India-Delhi Sultanate, Mughals &amp; South Indian Kingdoms</li> </ul>	CO2
	C	<ul style="list-style-type: none"> <li>Rise of Nationalism&amp; India's independence movement.</li> </ul>	CO2
	Unit 3	<b>India Since Independence</b>	
	A	<ul style="list-style-type: none"> <li>Making of India as a Nation.</li> </ul>	CO3, CO6
	B	<ul style="list-style-type: none"> <li>Domestic Policy: Nehru, Shastri &amp; Indira Gandhi</li> </ul>	CO3, CO6
	C	<ul style="list-style-type: none"> <li>Foreign Policy: Nehru, Shastri &amp; Indira Gandhi</li> </ul>	CO3, CO6
	Unit 4	<b>Indian Constitution</b>	
	A	<ul style="list-style-type: none"> <li>Making of Constitution</li> </ul>	CO4, CO6
	B	<ul style="list-style-type: none"> <li>Preamble, Fundamental Rights &amp; Directive Principles of State Policy.</li> </ul>	CO4, CO6
	C	<ul style="list-style-type: none"> <li>Division of Powers: Legislature, Executive &amp; Judiciary, States &amp; UTs</li> </ul>	CO4, CO6
	Unit 5	<b>Indian Social Fabric &amp; Culture</b>	
	A	<ul style="list-style-type: none"> <li>Indian Society &amp; Culture: Brief Introduction.</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>Indian Social Institutions: Family, Marriage, Caste.</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>Social Changes in India: Westernization, Modernization, Sanskritization</li> </ul>	CO5, CO6
	Mode of examination	Theory/Jury/Practical/Viva	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>*Khilnani, Sunil. (1997). The Idea of India. London: Hamish</li> </ul>	

		Hamilton Ltd.
		<ul style="list-style-type: none"> <li>• Basu D.D. (2006) Introduction to the Constitution of India 19th ed. Wadhwa &amp; Co.</li> <li>• R. S. Sharma, (2005). India's Ancient Past, Oxford University Press, New Delhi.</li> <li>• Chandra, B. Mukherjee M, Mukherjee A. (2008). India Since Independence, Penguin Books.</li> <li>• Dube, S.C. (1990) Indian Society. National Book Trust, New Delhi.</li> <li>• Nagla, B.K. (2008) Indian Sociological Thought. Rawat Publication, Delhi.</li> <li>• Srinivas, M.N. (1966) Social Change in Modern India. Asia Publishing House.</li> <li>• Hussain Majid, (2022) Geography of India, Mc Graw Hills.</li> </ul>

**COURSE ARTICULATION MATRIX:**

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	Understanding India	CO1	3	2	2	2	2	2	2	1	2	2
CO2		3	2	2	2	2	2	2	1	2	2	1
CO3		3	2	2	3	2	2	3	1	2	2	1
CO4		3	2	2	2	2	2	2	1	2	2	1
CO5		3	2	2	2	2	2	3	1	2	2	2
CO6		3	2	2	2	2	2	3	1	2	2	2

## *Semester- III*

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A</b>		<b>Current Academic Year: 2024-25</b>
<b>Branch: History</b>		<b>Semester: III</b>
1	Course Code	SHS230
2	Course Title	<b>History of Modern India (1757 A.D – 1950 A.D.)</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Major (CC)
5	Course Objective	<ol style="list-style-type: none"> <li>1. To make the students aware of the history of India from during Modern India to the mentioned time period.</li> <li>2. To infer the colonial Indian polity.</li> <li>3. To interpret the dynamics of colonial expansion.</li> <li>4. To get familiar with the intellectual discourse of colonial India.</li> </ol>
6	Course Outcomes	<p>The students will be able to :</p> <p>CO1: Relate the context of arrival and ascendancy of English East India Company and its struggle with the regional kingdoms.</p> <p>CO2: Illustrate the knowledge of colonial ideology influencing the company's administrative measures and get an overall idea of the colonial economy and society under Company rule.</p> <p>CO3: Develop an understanding of the shift in the power from the hands from Company to the crown and the administrative policies following that shift.</p> <p>CO4: Examine the constitutional developments in colonial India in first half of 20<sup>th</sup> century.</p> <p>CO5: Assess the emergence and rise of communalism and explain the reasons behind partition.</p> <p>CO6: Develop historical insight about the Constitution making process and integration of states.</p>
7	Course Description	<p>This paper is designed to cover the era of Indian history witnesses the transfer of power from Mughals, other provincial important dynasties to East India Company. It covers the study of Indian resistance at various levels and finally culminates in the First War of Independence. This is an important era of Indian History, as it witnesses the rise of indigenous powers like Marathas and Sikh State, along with new regional identities. This paper covers also the colonial land revenue system and Indian Renaissance. The course is designed to provide an overview of modern Indian political history and key concepts of the modern constitutional development to the students. The paper covers the history of British educational and agricultural policy with their impact over India. This paper also covers the development of communalism in India and mergers of Princely states after</p>

		Independence.	
8	Syllabus		CO Mapping
	Unit 1	<b>Expansion and Consolidation of British Rule</b>	
	A	<ul style="list-style-type: none"> <li>Arrival of European Companies</li> <li>Conquest of Bengal: Battle of Plassey and Buxar</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>Territorial Expansion of East India Company (1770-1856)</li> </ul>	CO1
	C	<ul style="list-style-type: none"> <li>Rise of Hyderabad and Mysore, Anglo-Sikh Wars</li> </ul>	CO1
	Unit 2	<b>Economy and Society under Company's Rule</b>	
	A	<ul style="list-style-type: none"> <li>Economy under British Raj : Land Revenue system , Commercialization of Agriculture in India</li> </ul>	CO2
	B	<ul style="list-style-type: none"> <li>Development of Railway and its Impact.</li> <li>Development of Education in Colonial India</li> </ul>	CO2
	C	<ul style="list-style-type: none"> <li>Indian Renaissance: Reform and Revival</li> </ul>	CO2
	Unit 3	<b>Transfer of Power</b>	
	A	<ul style="list-style-type: none"> <li>Transfer of Power : India after 1857</li> <li>Government of India Act 1858, Queen's Proclamation and its critical analysis</li> </ul>	CO3
	B	<ul style="list-style-type: none"> <li>Indian Councils Act of 1861</li> <li>Indian Council's Act of 1892: Provision and significance</li> </ul>	CO3
	C	<ul style="list-style-type: none"> <li>Lytton and Ripon</li> </ul>	CO3
	Unit 4	<b>Constitutional Developments from 1909-1935</b>	
	A	<ul style="list-style-type: none"> <li>Lord Curzon and Partition of Bengal</li> </ul>	CO4
	B	<ul style="list-style-type: none"> <li>Morley-Minto Reforms 1909: Provisions and Critical Analysis</li> <li>Government of India Act 1919: Provisions and criticism</li> </ul>	CO4
	C	<ul style="list-style-type: none"> <li>Government of India Act 1935 and working of Provincial ministries</li> </ul>	CO4
	Unit 5	<b>Partition and Independence</b>	
	A	<ul style="list-style-type: none"> <li>Rise and Development of Communalism in India</li> </ul>	CO5



	B	<ul style="list-style-type: none"> <li>• Partition and Negotiations for Independence</li> <li>• The Making of Constitution</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>• Integration of Princely States and Role of Sardar Vallabh Bhai Patel</li> </ul>	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
Text book/s*		<ul style="list-style-type: none"> <li>• *Bandhopadhyaya, Shekhar: (2004) <i>From Plassey to Partition: A History of Modern India</i>. Delhi: Orient Blackswan</li> <li>• *Chandra, Bipan et. al. (1988) <i>India's Struggle for Independence</i>. New Delhi: Penguin</li> <li>• *Sarkar, Sumit: (1983) <i>Modern India 1885-1947</i>. Delhi: Macmillan</li> <li>• *Banerjee, A.C.: (1983) <i>The New History of Modern India (1707–1947)</i>, Calcutta, K.P. Bagchi</li> </ul>	
Other References/books		<ul style="list-style-type: none"> <li>• Bayly, C.A: <i>An Illustrated History of Modern India 1600–1947</i>, London 1990</li> <li>• Chhabra, G.S.: (1989), <i>Advanced History of Modern India</i>, Sterling Publication</li> <li>• Desai, A.R. (1948), <i>Social Background of Indian Nationalism</i>, Mumbai, Ramdas (Bhatakoi, Popular Publication)</li> </ul>	

### COURSE ARTICULATION MATRIX:

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
History of Modern India (1757 A.D-1950 A.D)	CO1	2	3	1	2	1	1	1	1	2	2	2
	CO2	3	3	2	2	2	2	3	1	3	3	2
	CO3	2	2	-	1	1	1	2	1	1	2	2
	CO4	1	1	1	1	1	-	1	1	1	1	1
	CO5	2	1	1	2	2	1	2	1	1	2	2
	CO6	3	1	2	1	2	3	3	2	2	3	3

<b>School: SSHSS</b>		<b>Batch:2023-27</b>	
<b>Programme: B.A.</b>		<b>Current Academic Year:2024-25</b>	
<b>Branch: History</b>		<b>Semester: III</b>	
1	Course Code	SHS231	
2	Course Title	<b>Introduction to Primary Sources</b>	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Major (CC)	
5	Course Objective	The objective of this course is: <ul style="list-style-type: none"> <li>• To make the students discover and identify first hand sources of</li> <li>• To infer the society and polity, culture.</li> <li>• To interpret the raw primary sources.</li> <li>• To get familiar with the new emerging trends of history.</li> </ul>	
6	Course Outcomes	The students will able to: CO1: Define and differentiate between primary and secondary sources in History. CO2: Classify the various sources available for Ancient Indian History. CO3: Identify the basic themes and concepts available in Medieval of Indian historical sources. CO4: Analyze the diverse variety of sources available for Modern Indian History. CO5: Explain the category of Oral History as a primary source of reconstructing Indian past. CO6: Construct historical conclusions by learning to critically examine first-hand primary source material.	
7	Course Description	This paper will expose students to the first-hand primary sources. It will enhance the ability of students to read between and beyond the lines. This course will help them develop research interest. This course will also help them to understand bias and the purposes with which history is written. They will eventually learn to distinguish between history and past. Oral history will help them understand human behavior in depth. It will also expose them to the recent emerging non-conventional approaches towards history writing.	
8	Syllabus	CO Mapping	
	<b>Unit 1</b>	<b>Definition and Understanding</b>	
	A	<ul style="list-style-type: none"> <li>• What is a Primary Source</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>• Different division among primary sources and categorizations</li> </ul>	CO1

	C	<ul style="list-style-type: none"> <li>Importance and dependency of Historians on these sources for historical construction: Conventional Ideas and New Trends</li> </ul>	CO1
	<b>Unit 2</b>	<b>Ancient India and its Sources</b>	
	A	<ul style="list-style-type: none"> <li>Arthashashtra and traditional Indian Political Ideas</li> </ul>	CO2; CO3
	B	<ul style="list-style-type: none"> <li>Extracts from Indian epics</li> </ul>	CO2; CO3
	C	<ul style="list-style-type: none"> <li>Extracts from Kalidasa's Abhigyan Shakuntalam</li> </ul>	CO2; CO3
	<b>Unit 3</b>	<b>Medieval India and its Sources</b>	
	A	<ul style="list-style-type: none"> <li>Sultanate Period: Tarikh-i-Firoj Shahi Sultanate Period: Tarikh-i-Firoj Shahi</li> </ul>	CO3, CO4
	B	<ul style="list-style-type: none"> <li>Mughal Empire: Akbarnamah</li> </ul>	CO3, CO4
	C	<ul style="list-style-type: none"> <li>Traveler's Account: with special reference to Ser Marco Polo and LavalPyrard Francois</li> </ul>	CO3, CO4
	<b>Unit 4</b>	<b>Modern India and Its Sources</b>	
	A	<ul style="list-style-type: none"> <li>Records of Dutch East India Company (VOC)</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>Collected Works of Mahatma Gandhi</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>Dr. Babasaheb Ambedkar: Writings and Speeches</li> </ul>	CO5, CO6
	<b>Unit 5</b>	<b>Memory, Commemoration, and Silence: Oral History</b>	
	A	<ul style="list-style-type: none"> <li>Defining and Understanding Oral History</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>Limitations and Subjectivity</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>Folk lore and Legends: Diaries of wives of British East India Company officials and Soldiers</li> </ul>	CO5, CO6
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>*Sreedharan,E., <i>A Text-book of Historiography 500 BC to AD 2000</i>, Orient Longman, 2004</li> </ul>	
	Other References	<ul style="list-style-type: none"> <li>Ambedkar. B. <i>Writings and Speeches</i>, Vol. 12, edited by Vasant Moon (Bombay: Education Department, Government of Maharashtra,1993)</li> <li>Barni, <i>Tarikh-i-Firoz Shahi</i>, Translated and edited by H.M. Elliot, John Dowson, Lahore : Sang-E-Meel Publications, 2006.</li> <li>Bloch, M., <i>The Historian's Craft</i> (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992</li> <li>Beveridge, Henry. (tr.) Reprint 2010. <i>The Akbarnama of Abul</i></li> </ul>	

	<p><i>Fazlīn</i> three volumes.</p> <ul style="list-style-type: none"> <li>• Galletti A., A. J. Van Der Burg, P. Groot, <i>The Dutch in Malabar</i>, Madras: Madras Government Press, 1911</li> <li>• Laval Pyrard Francois, <i>The Voyages of Francois Pyrard of Laval to the East Indies, the Maldives, the Moluccas and Brazil</i>, tr. Albert Gray, London: Cambridge University Press, 1888</li> <li>• Lynn, Abrams, <i>Memory in Oral History Theory</i>, London, Rutledge, 2010</li> <li>• Marwick, A., <i>The Nature of History</i>, London: Macmillan, 1989</li> <li>• Yule Henry and Henry Cordier (ed.), <i>The Book of Ser Marco Polo</i>, vol.II, New Delhi: MunshiramManoharlal, 1998</li> </ul>
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**COURSE ARTICULATION MATRIX:**

Introduction to Primary Source	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	3	3	3	3	3	2	2	3	3	3
	CO2	3	3	3	3	3	3	2	2	3	3	3
	CO3	3	3	3	3	3	3	2	2	3	3	3
	CO4	3	3	3	3	3	3	2	2	3	3	3
	CO5	3	3	3	3	3	3	2	2	3	3	3
	CO6	3	3	3	3	3	3	2	2	3	3	3

<b>School: SSHSS</b>		<b>Batch:2023-26</b>	
<b>Programme: B.A.</b>		<b>Current Academic Year:2024-25</b>	
<b>Branch: History</b>		<b>Semester: III</b>	
1	Course Code	SHS232	
2	Course Title	<b>India since 1947</b>	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Minor Elective	
5	Course Objective	The objective of this course is: <ul style="list-style-type: none"> <li>• To make the students aware of the history of India post-independence.</li> <li>• To examine the various acts and policies built in the independent India.</li> <li>• To understand the division of states and consolidation of India as a nation</li> <li>• To get familiar with the various movements and the political constructs of various policies</li> </ul>	
6	Course Outcomes	The students will able to: <p>CO1: Define the foundational features of Indian democracy and the initial challenges in establishing the nation.</p> <p>CO2: Classify India's foreign policies based on the perspectives of the various leaders of India.</p> <p>CO3: Identify the key features of Indian economic policies.</p> <p>CO4: Analyze the landmark events pertaining to social movements in the country.</p> <p>CO5: Explain critically the social, Political, Economic challenges current in India.</p> <p>CO6: Construct a post-colonial history of development of India as a nation.</p>	
7	Course Description	This course allows one to trace the development that took place in India since Independence. This also gives a vivid description of the policy level changes that occurred, which were made to offset the policies made during the colonial India by the British. This also gives a sneak peak into the formation of states in the Indian subcontinent. It traces the emergence of independent India, conscious of its demerits and forming its industrial policies, educational infrastructure and a polity, trying to address the needs of a large population. This period also sees various political and social movements that took place and gave a new shape to the erstwhile political and social frameworks.	
8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>The Making of Modern India</b>	
	A	<ul style="list-style-type: none"> <li>• The Aftermath of Partition - Making of the Constitution</li> </ul>	CO1

	B	<ul style="list-style-type: none"> <li>The Integration of Princely States</li> </ul>	CO1
	C	<ul style="list-style-type: none"> <li>Indian Emergency – Emergence of Coalition Politics – The Mandal Commission; Anti-Mandal Protests</li> </ul>	CO1
	<b>Unit 2</b>	<b>India's Foreign Policy: Origin, Continuity and Changes</b>	
	A	<ul style="list-style-type: none"> <li>India's foreign policy: 1947-2000 CE</li> </ul>	CO2; CO3
	B	<ul style="list-style-type: none"> <li>Issue of Non-Alignment</li> <li>Issues in India-Pakistan relations;</li> <li>India-Pakistan War of 1971 – Shimla Agreement</li> </ul>	CO2; CO3
	C	<ul style="list-style-type: none"> <li>Pokhran I – Siachen Conflict- Look East Policy – Nuclear Policy and Tests- Kargil War</li> </ul>	CO2; CO3
	<b>Unit 3</b>	<b>Economic Policies and Progress in Science and Technology</b>	
	A	<ul style="list-style-type: none"> <li>Beginnings of Planned Economy – Five Year Plans - Land Question - Industrial Policy</li> </ul>	CO3, CO4
	B	<ul style="list-style-type: none"> <li>Green Revolution - Progress in Science and Technology in the Nehruvian and post-Nehruvian era</li> </ul>	CO3, CO4
	C	<ul style="list-style-type: none"> <li>Liberalization &amp; Globalization of Economy</li> </ul>	CO3, CO4
	<b>Unit 4</b>	<b>Social Movements</b>	
	A	<ul style="list-style-type: none"> <li>Landmarks in the Progress of Education: Kothari Commission; National Education Policy- 1986; Sarva Shiksha Abhiyan</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>Struggle for Women's Empowerment: The Hindu Code Bill; the Shah Bano and Roop Kanwar Cases</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>Caste and Stratification - Assertion of Dalits and Backward castes</li> </ul>	CO5, CO6
	<b>Unit 5</b>	<b>Contemporary Issues and Challenges</b>	
	A	<ul style="list-style-type: none"> <li>Identity Politics in India</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>Civil Society Activism: Bhoodan</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>Civil Society Activism: Chipko and Save Narmada Movements.</li> </ul>	CO5, CO6
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>Chandra, Bipin, Aditya Mukharjee, Mridula Mukharjee, India</li> </ul>	

		<p>Since Independence, New Delhi: Penguin Books India, 2011</p> <ul style="list-style-type: none"> <li>Chakrabarty, D., Rochona Majumdar, Andrew Sartori. From the Colonial to the Post- Colonial: India and Pakistan in Transition. New Delhi: OUP, 2007</li> </ul>
	Other References	<ul style="list-style-type: none"> <li>Dreze, Jean and Amartya K. Sen. Indian Development: Selected Regional Perspectives. New Delhi: OUP, 1997</li> <li>Guha, Ramachandra, India after Gandhi. London: Picador, 2007.</li> <li>King, Robert D. Nehru and the Language Politics of India. New Delhi: OUP, 1997.</li> <li>Vinaik, Achin and Rajeev Bhargava. Understanding Contemporary India, Hyderabad: Orient Black Swan, 2010.</li> <li>Balbushevik, A. &amp; Dyakov, A.M.: A Contemporary History of India</li> </ul>

**COURSE ARTICULATION MATRIX:**

India since 1947	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	3	3	3	2	3	1	2	2	2
	CO2	3	2	3	3	3	2	3	3	2	3	2
	CO3	3	2	3	2	3	3	3	2	2	2	3
	CO4	3	3	3	3	3	2	3	3	2	2	3
	CO5	3	3	3	2	3	2	3	2	2	2	3
	CO6	3	3	3	2	3	2	3	2	2	2	3

<b>School: SSHSS</b>		<b>Batch: 2023-2027</b>	
<b>Programme: B.A.</b>		<b>Current Academic Year: 2024-2025</b>	
<b>Branch: History</b>		<b>Semester: III</b>	
1	Course Code	RBL001	
2	Course Title	Research Based Learning - I (RBL1)	
3	Credits	Audit	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Project/ Practical	
5	Course Objective	To develop the basic research skills and understanding the process of a research plan.	
6	Course Outcomes	The student will be able to CO1: Define the concepts and components of Historical research. CO2: Demonstrate the steps involved in formulation of Dissertation and Research Project/Plan. CO3: Identify the research field. CO4: Examine the research gaps. CO5: Explain the research problem based on the existing literature/work. CO6: Develop a Dissertation/Research project title based on understanding the research concepts, steps involved, need of the study, and existing literature.	
7	Course Description	The course intends to impart knowledge of the basic concepts and components in Research.	
8	Outline syllabus		
	Unit 1	Understanding the concepts and components involved in the preparation of Dissertation and Research Project/Plan; Purpose and outcome of Research.	CO1, CO6
	Unit 2	Steps involved in formulation of Dissertation and Research Project/Plan.	CO2, CO6
	Unit 3	Identification of the research field by assessing the need and importance for the selected research field.	CO3, CO6
	Unit 4	Historiography of a topic/theme; Identification of the gaps in Historiography and research gap through literature survey and statement of problem.	CO4, CO5, CO6
	Unit 5	Framing research questions based on gaps and (also through) various Historical methods. Finalization of the topic and submission of a brief report based on the Unit 1 to Unit 4.	CO6
	Mode of examination	CA and Viva	



Weightage Distribution	IA	EA
	60%	40%
Text book/s* Other References	<ul style="list-style-type: none"> <li>*Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Methodology for Social Sciences. London: Routledge India, <a href="https://doi.org/10.4324/9780367810344">https://doi.org/10.4324/9780367810344</a></li> <li>*Sreedharan,E (2007), A Manual of Historical Research Methodology, South Indian Studies.</li> <li>Bloch, Marc, (2004).The Historian’s Craft, with an Introduction by Peter Burke (Manchester University Press,</li> <li>Chitnis, K. N.(1990), Research Methodology in History, Atlantic Publishers &amp;Dist</li> <li>Jain, Laxmi.(2020). Historical Method and Historiography, Vayu Pub.</li> <li>Martin, Vincent John (2017 )Historical Research, Andesite Press</li> <li>Tim May (2001). Social Research: Issues, Methods and Process, 3rd edition, Open University Press</li> </ul>	

### COURSE ARTICULATION MATRIX:

RBL-I	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	-	-	2	-	1	-	-	3	2
CO2	-	3	1	-	2	-	1	-	-	-	-	
CO3	-	3	1	-	2	-	1	-	-	-	-	
CO4	-	3	1	-	2	-	1	-	-	-	-	
CO5	-	3	3	-	2		1	-	-	-	-	
CO6	1	3	1	3	2	2	1	-	-	3	2	

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year:2024-25</b>
<b>Branch: History</b>		<b>Semester: III</b>
1	Course Code	SHS233
2	Course Title	<b>Indian History-III: 1526-1707 CE</b>
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Minor Elective
5	Course Objective	<p>The objective of this course is:</p> <ul style="list-style-type: none"> <li>• To enhance knowledge of History</li> <li>• To enable students to know about significant events in Indian history during Mughal Era</li> <li>• To stimulate the student's interest and understanding of India's glorious past</li> <li>• To prepare students for competitive examinations</li> </ul>
6	Course Outcomes	<p>The students will able to</p> <p>CO1: Define the foundation and early years of Mughal dynasty</p> <p>CO2: Relate the administration and policies of Akbar and his era</p> <p>CO3: Identify the historical development occurred during the times of Jahangir to Shahjahan</p> <p>CO4: Analyse the policies, administration and challenges of Aurangzeb along with the decline of Mughal empire</p> <p>CO5: Explain the rise of Marathas under the leadership of Shivaji</p> <p>CO6: Discuss the Social, Political, Economic and Cultural aspects of Indo-Islamic History.</p>
7	Course Description	<p>This course would educate the students on the importance of Mughal history, and its chronology, its impact on medieval India's art, culture, socio-economic practices and religious beliefs. This would also tell about the origin of flourishing architecture, literature, trade and commerce. This course would also look into Mughal contributions to the development of art, architecture, literature, trade, intercultural exchange and much more. This would also talk about mixing of two cultures and evolution of movements like Bhakti movement.</p>

8	Syllabus	CO Mapping
	<b>Unit 1</b>	<b>Beginning of Mughal Era</b>
	A	Babur's Conquests and Foundation of Mughal Empire: political and military proposition CO1, CO6
	B	Sher Shah – administrative and military reforms CO1, CO6
	C	Humayun: Political and Military Difficulties Factors behind Humayun's Failure CO1, CO6
	<b>Unit 2</b>	<b>The Age of Akbar</b>
	A	Initial years (1560-64): Regency of Bairam Khan, Internal Conflict, Role of Harem in Mughal Politics CO2, CO6
	B	Conquests, Administration, Mansabdari System, Land Revenue system CO2, CO6
	C	Religious policy Rajput policy CO2, CO6
	<b>Unit 3</b>	<b>Jahangir to Shahjahan</b>
	A	Jahangir: Accession of Jahangir, His Measures after Accession, Religious and Rajput Policies, CO3, CO6
	B	Role of Nur Jahan, Revolt of Mahabat Khan and Bir Singh Bundela, CO3, CO6
	C	Shah Jahan: Conflict for the Throne, Accession Deccan Policy, Recovery of Qandhahar War of Succession CO3, CO6
	<b>Unit 4</b>	<b>Aurangzeb</b>
	A	Rajput, Religious and Deccan Policy & Administration CO4, CO6
	B	Sikhism- Rise of Sikh under Guru Gobind Singh CO4, CO6
	C	Downfall of Mughal Empire: Factors behind Decline of Mughal Empire, Major Theories on Decline Overview of development of Art, Literature and Architecture during Mughal Era CO4, CO6
	<b>Unit 5</b>	<b>The Marathas</b>
	A	Rise of Maratha under Shivaji: Administration and Revenue system CO5, CO6
	B	Concept of Hindu Pad-Padshahi CO5, CO6

	C	15th and 16th century resurgence of Bhakti movement	CO6
Mode of exam/ Evaluation method		Theory	
Weightage Distribution		IA	EA
		25%	75%
	Text book/s*	Chandra, Satish, <i>History of Medieval India: (800-1700)</i> , New Delhi, Orient Blackswan, 2014 Ali, Athar. <i>Mughal India, Studies in Polity, Ideas, Society &amp; Culture</i> . New Delhi, Oxford University Press, 2006	
	Other References	Bhargava, M., ed. <i>Exploring Medieval India</i> , vol. I and II. New Delhi: Orient Blackswan, 2010. Hasan, N. <i>Religion, State and Society: Collected works of NurulHasan</i> . New Delhi: Oxford University Press, 2005. revised edn., New Delhi: Oxford University Press, 1999. Michell, G. and M. Zebrowski. <i>Architecture and Art of the Deccan Sultanates</i> . Part 1, vol. 7, Cambridge: Cambridge University Press, 1999. Saxena, R.K. "Mughals and Rajputs." In <i>Historical Perspectives of Warfare in India: History of Science, Philosophy and Culture in Indian Civilization</i> , vol. 10, edited by S.N. Prasad and D.P. Chattopadhyaya. Delhi: Motilal Banarsidass, 2003.	

### COURSE ARTICULATION MATRIX:

Indian History-III: 1526-1707 CE	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	2	2	2	-	-	2	2	2
	CO2	3	2	2	2	2	2	-	-	2	3	2
	CO3	3	2	2	3	2	2	-	-	2	2	3
	CO4	3	2	2	2	2	2	-	-	2	2	3
	CO5	3	2	2	2	2	2	-	-	2	2	3
	CO6	3	2	2	2	2	2	1	-	2	2	3

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year: 2024-25</b>
<b>Branch: History</b>		<b>Semester: III</b>
1	Course Code	VOH204
2	Course Title	<b>Tourism and Heritage Management</b>
3	Credits	3
4	Contact Hours (L-T-P)	0-1-2
	Course Type	SEC (Vocational)
5	Course Objective	<p>The objective of this course is:</p> <ul style="list-style-type: none"> <li>• To make the students aware of the heritage of India, their importance and management.</li> <li>• To infer meaning of different heritage institutions.</li> <li>• To give knowledge about concept of tourism, history of travelling.</li> <li>• To get familiar with the relevance and importance of heritage tourism.</li> <li>• To give students employability skills in the field of heritage and tourism management.</li> </ul>
6	Course Outcomes	<p>The students will able to:</p> <p>CO1: Relate with the knowledge of history through heritage institutions.</p> <p>CO2: Classify basic themes, concepts, chronology and scope of Indian heritage monuments.</p> <p>CO3: Develop knowledge pertaining to issues related to heritage management and preservation.</p> <p>CO4: Examine the relevance and importance of heritage tourism.</p> <p>CO5: Assess options of jobs in the field of heritage and tourism sectors.</p> <p>CO6: Develop research in the relevant field of knowledge.</p>
7	Course Description	This course would educate students on key concepts related to tourism and heritage management. It highlights the importance of tourism industry and heritage management for India as a nation. This course includes the definition and scope of the subject, relation between heritage

		and tourism and its implementation in Indian context. This course has been designed to introduce the student to the scope and employability in the field of historical tourism and heritage.	
8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>Tourism: Definition &amp; Key Concepts</b>	
	A	Definition and Development of Tourism. Concept of Annual Paid Holiday and Mass Tourism	CO1, CO6
	B	Types of Tourism: Sustainable; Eco, Adventure; Religious, Business.	CO1, CO6
	C	Case Study: Facilitators of Modern Tourism industry	CO1, CO6
	<b>Unit 2</b>	<b>Tourism Management &amp; Organizations</b>	
	A	National Strategy for Development of Tourism in India.	CO2, CO6
	B	Tourism Resources of India.	CO2, CO6
	C	Case Study: Overview of Website of Ministry of Tourism, Government of India.	CO2, CO6
	<b>Unit 3</b>	<b>Heritage: Definition and Concepts</b>	
	A	Definition, Meaning, Concept and Types.	CO3, CO6
	B	Criteria for selection as heritage sites by UNESCO.	CO3, CO6
	C	Case study: Visit to any famous heritage site in India.	CO3, CO6
	<b>Unit 4</b>	<b>Heritage Management and Conservation</b>	
	A	Heritage Management: Objectives, Strategies and Conservation.	CO4, CO6
	B	Heritage Marketing and Destination development.	CO4, CO6
	C	Case Study: Conservation of Heritage Site or Monument.	CO4, CO6
	<b>Unit 5</b>	<b>Heritage Tourism</b>	
	A	Heritage, Tourism and Culture.	CO5, CO6
	B	Heritage Circuits of India.	CO5, CO6
	C	Case Study: Promotion of Heritage Tourism by States	CO5, CO6

	Mode of examination/ Evaluation method	Theory		
	Weightage Distribution	CA	VIVA	EA (VIVA)
		25%	25%	50%
	Text book/s*	<ul style="list-style-type: none"> <li>Bhowmick, S. K. (2004) <i>Heritage Management</i>, Publication Scheme.</li> <li>Page, J. Stephen (2019) <i>Tourism Management</i>, Taylor and Francis.</li> </ul>		
	Other References	<ul style="list-style-type: none"> <li>Acts, Charters and Conventions are available on the UNESCO and ASI websites (<a href="http://www.unesco.org">www.unesco.org</a>; <a href="http://www.asi.nic.in">www.asi.nic.in</a>)</li> <li>Biswas, S.S. (1999) <i>Protecting the Cultural Heritage (National Legislation and International Conventions)</i>. New Delhi: INTACH</li> <li>Bhatia A.K. (1997) <i>Tourism Management &amp; Marketing</i>. Aph Publishing Corporations</li> <li>Chainani, S. (2007) <i>Heritage and Environment</i>. Mumbai: Urban Design Research Institute</li> <li>Lahiri, N. (2012) <i>Marshalling the Past- Ancient India and its Modern Histories</i>. Ranikhet: Permanent Black, (Chapter 4 and 5)</li> <li>Layton, R.P. (2001) Stone and J. Thomas. <i>Destruction and Conservation of Cultural Property</i>. London: Routledge</li> <li>Lowenthal, D. (2010) <i>Possessed by The Past: The Heritage Crusade and The Spoils of History</i>, Cambridge University Press.</li> </ul>		

### **COURSE ARTICULATION MATRIX:**

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
Tourism and Heritage Management	CO1	2	2	2	1	2	3	2	1	2	2	2
	CO2	2	2	2	2	2	3	2	1	2	2	3
	CO3	2	2	2	3	2	3	2	2	3	1	3
	CO4	1	1	2	2	2	2	2	1	2	1	3
	CO5	1	1	1	1	1	3	1	2	2	1	1
	CO6	2	2	3	2	2	2	2	1	3	2	3

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year: 2024-2025</b>
<b>Branch: Humanities</b>		<b>Semester: III</b>
<b>1</b>	<b>Course Code</b>	<b>ARP207</b>
<b>2</b>	<b>Course Title</b>	Logical Skills Building and Soft Skills
<b>3</b>	<b>Credits</b>	2
<b>4</b>	<b>Contact Hours (L-T-P)</b>	1-0-2
	<b>Course Status</b>	AEC
<b>5</b>	<b>Course Objective</b>	To enhance holistic development of students and improve their employability skills. To provide a 360 degree exposure to learning elements of Business English readiness program, behavioural traits, achieve softer communication levels and a positive self-branding along with augmenting numerical and altitudinal abilities. To step up skill and upgrade students' across varied industry needs to enhance employability skills. By the end of this semester, a student will have entered the threshold of his/her 1st phase of employability enhancement and skill building activity exercise.
<b>6</b>	<b>Course Outcomes</b>	<p>After completion of this course, students will be able to:</p> <p>CO1: Ascertain a competency level through Building Essential Language and Life Skills</p> <p>CO2: Build positive emotional competence in self and learn GOAL Setting and SMART Goals techniques</p> <p>CO3: Apply positive thinking, goal setting and success-focused attitudes, time Management, which would help them in their academic as well as professional career</p> <p>CO4: Acquire satisfactory competency in use of aptitude, logical and analytical reasoning</p> <p>CO5: Develop strategic thinking and diverse mathematical concepts through building number puzzles</p> <p>CO6: Demonstrate an ability to apply various quantitative aptitude tools for making business decisions</p>



7	Course Description	This Level 1 blended training approach equips the students for Industry employment readiness and combines elements of soft skills and numerical abilities to achieve this purpose.	
8	Outline syllabus		
	Unit 1	BELLS ( Building Essential Language and Life Skills)	CO Mapping
	A	Know Yourself: Core Competence. A very unique and interactive approach through an engaging questionnaire to ascertain a student's current skill level to design, architect and expose a student to the right syllabus as also to identify the correct TNI/TNA levels of the student.	CO1
	B	Techniques of Self Awareness   Self Esteem & Effectiveness  Building Positive Attitude   Building Emotional Competence	CO1, CO2
	C	Positive Thinking & Attitude Building   Goal Setting and SMART Goals – Milestone Mapping   Enhancing L S R W G and P (Listening Speaking Reading Writing Grammar and Pronunciation)	CO1, CO2, CO3
	Unit 2	Introduction to APTITUDE TRAINING- Reasoning- Logical/ Analytical	
	A	Syllogism   Letter Series   Coding, Decoding , Ranking & Their Comparison Level-1	CO4
	B	Number Puzzles	CO5
	C	Selection Based On Given Conditions	CO5
	Unit 3	Quantitative Aptitude	
	A	Number Systems Level 1   Vedic Maths Level-1	CO6
	B	Percentage ,Ratio & Proportion   Mensuration - Area & Volume  Algebra	CO6
	Unit 4	Verbal Abilities – 1	
	A	Reading Comprehension	CO1

	B	Spotting the Errors	CO2
	Unit 5	Time & Priority Management	
	A	Steven Covey Time Management Matrix	CO3
	B	Creating Self Time Management Tracker	CO3
	Weightage Distribution	Class Assignment/Free Speech Exercises / JAM – 60%	Group Presentations/Mock Interviews/GD/ Reasoning, Quant & Aptitude
		60%	40%
	Text book/s*	Wiley's Quantitative Aptitude-P Anand   Quantum CAT – Arihant Publications   Quicker Maths- M. Tyra   Power of Positive Action (English, Paperback, Napoleon Hill)   Streets of Attitude (English, Paperback, Cary Fagan, Elizabeth Wilson) The 6 Pillars of self-esteem and awareness – Nathaniel Brandon   Goal Setting (English, Paperback, Wilson Dobson	

### **COURSE ARTICULATION MATRIX:**

COs	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO2	PSO3
ARP203.1	-	-	-	-	-	1	2	3	-	-	-
ARP203.2	-	-	-	-	-	1	2	3	-	-	-
ARP203.3	-	-	-	-	-	1	2	3	-	-	-
ARP203.4	-	-	-	-	-	1	2	2	-	-	-
ARP203.5	-	-	-	-	-	1	2	2	-	-	-
ARP203.6	-	-	-	-	-	1	2	2	-	-	-

## *Semester-IV*

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year: 2024-25</b>
<b>Branch: History</b>		<b>Semester: IV</b>
1	Course Code	SHS234
2	Course Title	<b>History of Modern World (1453A.D – 1950 A.D.)</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Major (CC)
5	Course Objective	This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context.
6	Course Outcomes	The students will be able to  CO1: Understand the rise and development of Reformation and Renaissance on European society. CO2: Relate the basic themes, concepts, chronology and the effects of main revolutions occurred during 17-18 <sup>th</sup> century. CO3: Identify the Socio-Political, Economic aspects of the French polity and society from French revolution to Napoleonic era and its impact on western world. CO4: Analyse the process and events (from concert of Europe to Unification of Italy) of change leading to the creation of modern Europe. CO5: Explain the cause and impact of First World War along with the significance of post-war treaty. CO6: Discuss the major factors and events that led the world towards the Second Great War.
7	Course Description	This paper covers the Napoleon era in Europe also. This paper is designed to introduce the student regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of

		kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with. This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history of world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal, as Second World War was lesser Imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.	
	Syllabus		<b>CO Mapping</b>
	Unit 1	<b>15-17<sup>th</sup> century</b>	
	A	Renaissance: Its Causes, Feature and Impact	CO1
	B	Reformation Movement in Europe	CO1
	C	Reformation in England	CO1
	Unit 2	<b>17<sup>th</sup> -18<sup>th</sup> century</b>	
	A	English Revolution	CO2
	B	Glorious Revolution	CO2
	C	American Revolution, 1775-1784	CO2
	Unit 3	<b>18<sup>th</sup>-Early 19<sup>th</sup> century</b>	
	A	French Revolution-1789	CO3
	B	Emergence of Napoleon Bonaparte: Rise and victories Expansion	CO3
	C	Consolidation and Reforms	CO3
	Unit 4	<b>19<sup>th</sup> century</b>	
	A	Europe between 1815-1850A.D.: From Vienna congress to Revolution-era	CO4
	B	Unification of Italy, 1861	CO4
	C	Unification of Germany,1871	CO4
	Unit 5	<b>20<sup>th</sup> century: The Two World Wars</b>	
	A	Causes and impacts of First World War	CO5
	B	Paris Peace Convention and treaty of	CO5

		Versailles		
	C	Factors leading to the Second World War		CO6
Mode of examination		Theory		
Weightage Distribution		IA	EA	
		25%	75%	
Readings Text book/s*	<ul style="list-style-type: none"> <li>*Hayes, C.J.H.: (1936), A Cultural and Political History of Europe (Vol. I) (1500–1830), London: Macmillan</li> <li>Hazen, C.D.: (1937), A History of Europe in Modern Times, Henry Holt and Company</li> <li>Jha K N, World History, Cosmos Bookhive, Gurgaon.</li> <li>Khurana &amp; Sharma, Simple History of Modern Europe, Agra.</li> <li>Mahajan V D, History of Modern Europe since 1789, Delhi.</li> <li>Chaurasia R S, (1991), History of Europe, Delhi.</li> <li>Bartlett. C.J. 1996. Peace, War and the European Powers, 1814-1914. London: Macmillan</li> <li>Blanning, T.C .W Ed. 2000. The Nineteenth Century: Europe 1789-1914 (Short</li> <li>Pagden, Anthony.2013. The Enlightenment: And Why it Still Matters. Oxford: Oxford University Press</li> <li>Partnership, Grant Laing. 2012. The History of the Modern World: from 1900 to the Present Day. London: Carlton Books Ltd</li> </ul>			

### **COURSE ARTICULATION MATRIX:**

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
History of Modern World (1453A.D – 1950 A.D.)	CO1	3	1	2	3	2	-	1	-	3	2	2
	CO2	3	1	2	3	1	-	1	-	3	2	2
	CO3	3	1	2	3	1	-	1	-	3	2	2
	CO4	3	1	2	3	1	-	1	1	3	2	2
	CO5	3	1	2	3	1	-	1	-	3	2	2
	CO6	3	1	2	3	2	-	1	-	3	2	2

<b>School: SSHSS</b>	<b>Batch: 2023-27</b>	
<b>Programme: B.A.</b>	<b>Current Academic Year: 2023-24</b>	
<b>Branch: History</b>	<b>Semester: IV</b>	
1	Course Code	SHS235
2	Course Title	<b>History of Delhi</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major (CC)
5	Course Objectives	<p>The objective of this course is:</p> <ol style="list-style-type: none"> <li>1. To make the students aware of the history of Delhi from ancient times to a certain time period as mentioned.</li> <li>2. To infer the heritage and legacy of Delhi.</li> <li>3. To interpret the socio, economic, political and cultural evolution of Delhi throughout the historical periods.</li> <li>4. To get familiar with the intellectual discourse of the city of Delhi.</li> </ol>
6	Course Outcomes	<p>The students will able to</p> <p>CO1: Define the environment and the structure of the city of Delhi from the ancient times.</p> <p>CO2: Classify the basic themes, concepts, chronology and the nature of historicity of Delhi during the Sultanate period.</p> <p>CO3: Identify the range of issues related to Mughal period.</p> <p>CO4. Examine the city of Delhi during the colonial period.</p> <p>CO5. Evaluate the Social, Political, Economic and Cultural aspects of Delhi especially during the period of partition.</p> <p>CO6. build the scope for further research in the domain and to study further in the applied field of history as researcher, historians, Musicologist, curator, etc.</p>

7	Course Description	This course would educate the students on the importance of history, the chronology of events and how Delhi's history has been written. It will also highlight the rule of different dynasties in Delhi and how Delhi has come to be since the ancient times under the effect of these rulers, who have always changed the social order, political atmosphere, religious ideologies and even the architecture of the place. It later comes to the colonial times and then the independence from the British rule, also witnessing the participation of India, and being at the heart of political and emotional turmoil, undergoing change with every big movement, change or even smaller situations.
8	Syllabus	CO Mapping
	<b>Unit 1</b>	<b>Environmental Setting and Surviving Structures from Ancient India</b>
	A	Environmental setting; prehistoric; Proto historic sites CO1, C06
	B	Purana Qila: Archaeology and legend The transition to the historical period: Ashokan edicts; the Mehrauli iron pillar; Anangpur. CO1, C06
	C	Delhi under Rajput rulers: <ul style="list-style-type: none"> <li>Study of Qila Rai Pithora (now known as LalKot.)</li> </ul> CO1, C06
	<b>Unit 2</b>	<b>Delhi during Medieval Period</b>
	A	Delhi as capital during Sultanate period: Mehrauli CO2, CO6
	B	History of some famous monuments: Qutub Minar, Quwat- ul-Islam Mosque, Alai- Darwaza <ul style="list-style-type: none"> <li></li> </ul> CO2, CO6
	C	Tughlaq Dynasty and some famous cities : Tughlaqabad, Jahapanah, Ferozabad. CO2, CO6
	<b>Unit 3</b>	<b>Delhi under Mughals</b>
	A	<ul style="list-style-type: none"> <li>History of Dinpanah and Shergarh</li> </ul> CO3, CO6
	B	<ul style="list-style-type: none"> <li>The tomb, the garden and the river: Humayun's tomb, Nizamuddin, Shahjahanabad</li> </ul> CO3, CO6
	C	<ul style="list-style-type: none"> <li>The roads of Old Delhi and legacy of Mughlai food</li> </ul> CO3, CO6
	<b>Unit 4</b>	<b>Delhi during Colonial Period</b>



A	Shahjahanabad: the company and the Mughal Court; Delhi College; Ghalib		CO4, CO6
B	The famous Mutiny of 1857 and Delhi		CO4, CO6
C	From the 1877 Durbart to the New Imperial Capital		CO4, CO6
<b>Unit 5</b>	<b>Partition and Delhi</b>		
A	Partition, Violence and Relocation: 1947 onwards		CO5, CO6
B	Delhi in Novels: Twilight in Delhi, City of Djinns, Delhi Novel		CO5, CO6
C	Partition and Migration in Delhi		CO5, CO6
Mode of examination/ Evaluation method	Theory		
Weightage Distribution	IA	EA	
	25%	75%	
Text book/s*	<ul style="list-style-type: none"> <li>Safvi Rana, <i>The Forgotten Cities of Delhi: Book Two in the Where Stones Speak</i> trilogy, HarperCollins India, 2018</li> <li>Roychowahury Adrija, <i>Delhi in my Name: The many legends that's Makes a City</i>, Rupa Publications India, 2021</li> </ul>		
Other References	<ul style="list-style-type: none"> <li>Dalrymple, William. <i>City of Djinns: A Year in Delhi</i>. New Delhi: Penguin, Chapter II., 2004, pp.27-37.</li> <li>Gupta, Narayani. <i>Delhi between the Empires: 1803-1931</i>, New Delhi: Oxford University Press, 1999. pp.20-31, 50-66, 160-82.</li> <li>Husain Salma, <i>The Emperors Table: The Art of Mughal Cuisine</i>, Delhi: Lustre Press, 2009</li> <li>Husain, Yusuf, Salma, <i>The Mughal Feast: Recipes from the Kitchen of Emperor Shahjahan</i>, Delhi: Roli Books, 2019</li> <li>Koch, Ebba. "The Mughal Waterfront Garden." In <i>Mughal Art and Imperial Ideology</i> by Ebba Koch, 183-202. New Delhi: Oxford University Press, 2001</li> <li>Pandey, Gyan. <i>Remembering Partition</i>. Cambridge: Cambridge University Press, 2001. Chapter 6, pp.121-51.</li> </ul>		

**COURSE ARTICULATION MATRIX:**

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
History of Delhi	CO1	3	2	2	2	2	2	2	1	2	2	1
	CO2	3	2	2	2	2	2	2	1	2	3	1
	CO3	3	2	2	3	2	2	3	1	2	2	1
	CO4	3	2	2	2	2	2	2	1	2	2	1
	CO5	3	2	2	2	2	2	3	1	2	2	1
	CO6	3	2	2	2	2	2	3	1	2	2	1

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A</b>		<b>Current Academic Year: 2024-25</b>
<b>Branch: History</b>		<b>Semester: IV</b>
1	Course Code	SHS236
2	Course Title	<b>World History: 1945-2000 CE</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Minor Elective
5	Course Objective	<p>The course objective is to enable the students to:</p> <ol style="list-style-type: none"> <li>1. Analyze the social and political diversity present in the contemporary world through the basic tools of historical inquiry.</li> <li>2. Debates about local and global phenomena taking place in the contemporary world after analyzing diverse ideological, theoretical and normative approaches common to historical inquiry.</li> <li>3. acquire essential concepts, skills, and analytical methods needed to explore diverse historical phenomena taking place in the twentieth century.</li> </ol>
6	Course Outcomes	<p>After completing the course, students would be able to:</p> <p>CO1: Define the main treaties, forces, events and policies that shaped world history in post-WW II period.</p> <p>CO2: Illustrate the rise of Bilateralism and identify selected crisis at Global Arena that played main role during Cold War era.</p> <p>CO3: Identify the concept of Third world and Soviet disintegration in early 1990s. Also, students will get knowledge of Apartheid Movement of 20<sup>th</sup> century.</p> <p>CO4: Analyse the role of Multilateral and Regional Institutions in contemporary world.</p> <p>CO5: Explain the International Economic and Trade.</p> <p>CO6: Discuss about global security and ecological issues and related agreements.</p>

7	Course Description	As our world grows smaller with each new technological advance, it becomes increasingly important to know and understand that world and our place in it. The main focus of this course is to enlighten the students with world history and global issues throughout the second half of the 20th Century. As students study these significant global events, they will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government. Contemporary world history will help the students to learn the origins and history of several international organization, international politics and even the conflicts that occupy the world around us. This course will provide students with a solid grounding in contemporary world history and ideally encourage them to pursue further historical interests.	
	Syllabus		<b>CO Mapping</b>
	Unit 1	<b>Post War World</b>	
	A	<ul style="list-style-type: none"> <li>Post World War-II Global order: impact of second world war- Yalta Conference; Potsdam Conference; Paris Peace Treaties 1947</li> </ul>	CO1
	B	Formation of United Nations: <ul style="list-style-type: none"> <li>History behind the Formation</li> <li>Organizational structure and its role</li> </ul>	CO1
	C	Post WW-II Foreign policy of USA and Soviet Russia: <ul style="list-style-type: none"> <li>Truman Doctrine &amp; Marshal plan;</li> <li>Cominform</li> <li>Berlin Blockade</li> </ul>	CO1
	Unit 2	<b>Rise of Bilateralism and selected crisis at Global Arena</b>	
	A	Cold War: causes, course and events (Armed Race, Space race, foreign policy and international order etc.; SALT, START, Apollo-Soyuz Test Project,)	CO2
	B	Socialist block: Soviet Eastern Europe: Warsaw Pact; Asia: Korean War, Vietnam War	CO2
	C	Capitalist block: Americanization of Western Europe: NATO; Cuban Crisis, Berlin Crisis	CO2
	Unit 3	<b>Third world and Soviet disintegration</b>	

	A	The Third World and NAM	CO3
	B	<ul style="list-style-type: none"> <li>Disintegration of Socialist block (Glasnost and Perestroika, Democratization of Poland, Velvet revolution, Malta Talks, German reunification, End of Warsaw Pact )</li> <li>End of Cold war: Impact upon Europe, Western and Eastern; Impact upon US policy: the case for Unipolarism; Globalisation and its impact</li> </ul>	CO3
	C	Apartheid movement- 1948-1990s	CO3
	Unit 4	<b>Multilateral and Regional Institutions</b>	
	A	G20, EU, NAFTA,	CO4
	B	BRICS, SAARC and BIMSTEC, SCO, OIC	CO4
	C	ASEAN and APEC, IORA	CO4
	Unit 5	<b>Global Economy and Security</b>	
	A	International Economic and Trade: Origin and History of GATT, WTO; WTO's Dispute Settlement Mechanism; MFN Clause	CO5
	B	International security: PTBT, NPT & CTBT; The Laws of Outer Space (Moon Treaty, Geostationary)	CO5; CO6
	C	Kyoto Protocol, Cancun, Developed versus the Developing.	CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>*Robbins, Keith, <i>The world since 1945</i>, OUP, 1998</li> <li>Hobsbawm, Eric. <i>The Age of Extremes: The Short Twentieth Century, 1914–1991</i>. New York : Vintage Books, 1996</li> <li>Alperovitz G., <i>Atomic Diplomacy: Hiroshima and Potsdam</i></li> <li>Arnold Guy, <i>The End of the Third World</i></li> <li>Agnihotri, Shachee "From the Forgotten War to Trump-Kim</li> </ul>	

		<p>Summits: A Historical analysis of the US-China-Korea Triangle Diplomacy” in Prof. R.Sheel&amp; Prof. K. Misra eds. <i>Diplomatic History of Asia: Changing Contours</i>. BR Publishing Co</p> <ul style="list-style-type: none"> <li>• Bartlett C. J., International Politics: States, Power and Conflict since 1945</li> </ul>
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**COURSE ARTICULATION MATRIX:**

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
World History: 1945-2000	CO1	3	1	2	3	2	-	1	-	3	2	2
	CO2	3	1	2	3	1	-	1	-	3	2	2
	CO3	3	1	2	3	1	-	1	-	3	2	2
	CO4	3	1	2	3	1	-	1	1	3	2	2
	CO5	3	1	2	3	1	-	1	-	3	2	2
	CO6	3	1	2	3	2	-	1	-	3	2	2

<b>School: SSHSS</b>		<b>Batch: 2023-2027</b>	
<b>Program: BA</b>		<b>Current Academic Year: 2024-25</b>	
<b>Branch: History</b>		<b>Semester: IV</b>	
1	Course Code	RBL002	
2	Course Title	Research Based Learning - II (RBL2)	
3	Credits	Audit	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Project/ Practical	
5	Course Objective	To develop the basic research skills and understanding the process, steps and finalization of a research plan.	
6	Course Outcomes	<p>The student will be able to :</p> <p>CO1: Define the process of review of literature.          CO2: Understand the conceptual background of selected topic and will be able to identify the research problems.          CO3: Identify the steps and methods involved in the research methodology.          CO4: Examine the scope and limitations of their research work.          CO5: Determine the possibilities of the future direction of their research work.          CO6: Formulate a report based on the understanding of conceptual background, existing literature, methodology, scope, limitations, and future directions.</p>	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Historical Research.	
8	Outline syllabus		
	Unit 1	Review of Literature based on the Topic approved in RBL-I	CO1, CO6
	Unit 2	Introduction – Conceptual background; Research Problem	CO2, CO6
	Unit 3	Identification of the Research Methodology	CO3, CO6
	Unit 4	Scope, limitations, and future directions	CO4, CO5, CO6
	Unit 5	Submission of final report with plagiarism check below 10%	CO6
	Mode of examination	CA and Viva	
	Weightage Distribution	IA	EA
		60%	40%
	Text book/s* Other References	<ul style="list-style-type: none"> <li>*Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Methodology for Social Sciences. London: Routledge India, <a href="https://doi.org/10.4324/9780367810344">https://doi.org/10.4324/9780367810344</a></li> <li>*Sreedharan,E (2007), A Manual of Historical Research Methodology, South Indian Studies.</li> <li>Ali, B. Sheikh (2019) History-Its Theory and Method. Laxmi Publications</li> </ul>	

	<ul style="list-style-type: none"> <li>• Bloch, Marc, (2004). The Historian’s Craft, with an Introduction by Peter Burke (Manchester University Press,</li> <li>• Chitnis, K. N.(1990), Research Methodology in History, Atlantic Publishers &amp;Dist</li> <li>• Collingwood, R.G. (1994). The Idea of History. Exford: Oxford University Press.</li> <li>• E.H. Carr, (2001). What is History., Palgrave, Basingstoke.</li> <li>• Ferdiand Braudel, (1980).On History. Translated by Sarah Mathew in University of Chicago Press</li> <li>• Jain, Laxmi.(2020). Historical Method and Historiography, Vayu Pub.</li> <li>• Martin, Vincent John (2017 )Historical Research, Andesite Press</li> <li>• Sreedharan,E., (2008), A Textbook of Historiography, Orient Blackswan Pvt Ltd</li> <li>• Tim May (2001). Social Research: Issues, Methods and Process, 3rd edition, Open University Press</li> </ul>
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**COURSE ARTICULATION MATRIX:**

RBL-II	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	-	-	2	-	1	-	-	3	2
	CO2	-	3	1	-	2	-	1	-	-	-	-
	CO3	-	3	1	-	2	-	1	-	-	-	-
	CO4	-	3	1	-	2	-	1	-	-	-	-
	CO5	-	3	3	-	2		1	-	-	-	-
	CO6	1	3	1	3	2	2	1	-	-	3	2



<b>School: SSHSS</b>		<b>Batch : 2023-27</b>	
<b>Programme: B.A.</b>		<b>Current Academic Year:2024-25</b>	
<b>Branch: History</b>		<b>Semester: IV</b>	
1	Course Code	SHS237	
2	Course Title	<b>Indian History-IV: 1707-1857 CE</b>	
3	Credits	3	
4	Contact Hours (L-T-P)	3-0-0	
	Course Type	Minor Elective	
5	Course Objective	<p>The objective of this course is:</p> <ul style="list-style-type: none"> <li>To enhance knowledge of the colonial Indian society and polity.</li> <li>To stimulate the student's interest and understanding of India's glorious past</li> <li>To prepare students for competitive examinations</li> </ul>	
6	Course Outcomes	<p>The students will able to</p> <p>CO1: Find out about the rise of regional powers in 18<sup>th</sup> century India and their fall at the hand of Britishers</p> <p>CO2: Relate with the growth of East India company</p> <p>CO3: Identify the developments that led to consolidation of British rule in India</p> <p>CO4: Analyse the decline of Indian economy due to British economic policies.</p> <p>CO5: Explain the socio-religious and cultural awakening in India and how it contributed towards the Indian Nationalism.</p> <p>CO6: Discuss the process of fall of Indian (Mughal and regional) Empire and the establishment of the Company rule in India.</p>	
7	Course Description	This course would provide an insight into the causes behind the decline of the Mughal empire and the advent of British rule in India. It would throw light on how British East India company started with a trading organization and later took control of not the just the financial but the administrative landscape of India, finally giving way to the British Raj.	
8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>Fall of Mughals and the rise of regional powers</b>	
	A	Decline and disintegration of the Mughal Empire: Indian States in the 18th century and the later Mughals	CO1, CO6

	B	Rise of independent regional powers: Awadh, Bengal and Hyderabad Brief introduction of the Rohillas, Jats, Sikhs and the Marathas	CO1, CO6
	C	Advent of European Companies and settlements in India: Portuguese, Dutch, English, Danes and French	CO1, CO6
	<b>Unit 2</b>	<b>Growth of East India company</b>	
	A	Growth of East India Company: British occupation of Bengal- From Plassey to Buxar and grant of Diwani	CO2, CO6
	B	Anglo-French struggles: Carnatic Wars Warren Hastings-Dual system of administration;	CO2, CO6
	C	Reforms of Lord Cornwallis; Lord Wellesley-Subsidiary Alliance system Fall of Maratha and Annexation of Mysore	CO2, CO6
	<b>Unit 3</b>	<b>Consolidation of British Rule</b>	
	A	Dalhousie and Doctrine of Lapse	CO3, CO6
	B	Structure of the government: Regulating Act of 1773; Pitt's India Act of 1784 Administrative reforms of Cornwallis	CO3, CO6
	C	William Bentinck: reforms and administration Introduction of English education-Role of Macaulay Administrative and social policies of Company, Development of Railway and postal System	CO3, CO6
	<b>Unit 4</b>	<b>Economic Impact of the British Rule</b>	
	A	British Economic Policies—The Permanent Settlement, The Ryotwari and Mahalwari System.	CO4
	B	Decline of traditional economy, ruin of Arts & Crafts, impoverishment of peasantry, British attitude towards zamindars, rise of new landlordism.	CO4
	C	The Process of Deindustrialization: Stagnation of agriculture, development of industries, poverty and famines, Drain of wealth	CO4
	<b>Unit 5</b>	<b>Social, Religious &amp; Cultural Awakening</b>	
	A	Social reforms: Rammohan Roy and Vidyasagar; the abolition of Sati; Arya Samaj; The Ramakrishna movement; The Theosophical Movement	CO5
	B	Muslim reform movements (Wahabi,	CO5

		Aligarh, Deoband)		
	C	Peasant and tribal resistance movements in early Colonial India Debates around gender, caste and community		CO5
	Mode of examination/ Evaluation method	Theory		
	Weightage Distribution	IA	EA	
		25%	75%	
	Text book/s*	Bandyopadhyay, Shekhar. From Plassey to Partition: A History of Modern India. Delhi: Orient Blackswan,2004 Bipin Chandra, History of Modern India, Oriental Black Swan,2009.		
	Other References	Subramanian, Lakshmi. History of India, 1707-1857. Delhi: Orient Blackswan, 2010 Arthur, D. Innes, History of British in India, New Delhi., 1998. B R Tomlinson, The Economy of Modern India, Cambridge University Press. Bipan Chandra et.al. Struggle for India's Independence, New Delhi.,1989. Bipan Chandra, Nationalism and Colonialism in India, Oriental Longman. Bayly, C. A. Indian Society and the Making of the British Empire. The New Cambridge History of India. Volume II.1. Cambridge: Cambridge University Press,1990.		

### COURSE ARTICULATION MATRIX:

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	Indian History- IV: 1707-1857 CE	CO1	2	3	1	2	1	-	1	-	2	2
	CO2	3	3	2	2	2	-	3	-	3	3	2
	CO3	2	2	-	1	1	-	2	-	1	2	2
	CO4	1	1	1	1	1	-	1	-	1	1	1
	CO5	2	1	1	2	2	-	2	-	1	2	2
	CO6	3	1	2	1	2	-	3	-	2	3	3

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Session:2024-2025</b>
<b>Branch: Humanities</b>		<b>Semester: IV</b>
<b>1</b>	<b>Course Code</b>	<b>ARP 306</b>
<b>2</b>	<b>Course Title</b>	<b>Campus to Corporate</b>
3	Credits	2
4	Contact Hours (L-T-P)	1-0-2
	Course Status	AEC
5	Course Objective	To enhance holistic development of students and improve their employability skills. Provide a 360 degree exposure to learning elements of Business English readiness program, behavioural traits, achieve softer communication levels and a positive self-branding along with augmenting numerical and altitudinal abilities. To up skill and upgrade students' across varied industry needs to enhance employability skills. By the end of this semester, a will have entered the threshold of his/her 4th phase of employability enhancement and skill building activity exercise.
6	Course Outcomes	After completion of this course, students will be able to: CO1: Develop a creative resumes, cover letters, interpret job descriptions and interpret KRA and KPI statements and art of conflict management. CO2: Build negotiation skills to get maximum benefits from deals in practical life scenarios. CO3: Develop skills of personal branding to create a brand image and self-branding CO4: Acquire higher level competency in use of logical and analytical reasoning such as direction sense, strong and weak arguments CO5: Develop higher level strategic thinking and diverse mathematical concepts through building analogies, odd one out CO6: Demonstrate higher level quantitative aptitude such as average, ratio & proportions, mixtures & allegation for making business decisions.
7	Course Description	This penultimate stage introduces the student to the basics of Human Resources. Allows the student to understand and interpret KRA   KPI and understand Job descriptions. A student also understands how to manage conflicts, brand himself/herself, understand relations and

		empathise others with level-4 of quant, aptitude and logical reasoning	
8	Outline syllabus		CO Mapping
	Unit 1	Ace the Interview	
	A	HR Sensitization ( Role Clarity   KRA   KPI   Understanding JD )   Conflict Management	CO1
	B	Negotiation Skills   Personal Branding	CO1
	C	Uploading & Curating Resumes in Job Portals, getting Your Resumes Noticed   Writing Cover Letters   Relationship Management	CO1
	Unit 2	Introduction to APTITUDE TRAINING- Reasoning- Logical/ Analytical	
	A	Sitting Arrangement & Venn Diagrams   Puzzles   Distribution   Selection	CO2
	B	Direction Sense   Statement & Conclusion   Strong & Weak Arguments	CO2
	C	Analogies, Odd One out   Cause & Effect	CO2
	Unit 3	Quantitative Aptitude	
	A	Average , Ratio & Proportions, Mixtures & Allegation	CO3
	B	Geometry-Lines, Angles & Triangles	CO3
	C	Problem of Ages   Data Sufficiency - L2	CO3
	Unit 4	Verbal Abilities-4	
	A	Antonyms and Synonyms	CO4
	B	Idioms and Phrases	CO4
	Unit 5	Problem Solving and Case Studies	
	A	Real time Case Study Solving Exercises	CO5
	B	Intra student Mock Situation Handling Exercises	CO5
	Evaluation	CA	ESE

Weightage	60%	40%
Text book/s*	Wiley's Quantitative Aptitude-P Anand   Quantum CAT – Arihant Publications   Quicker Maths- M. Tyra   Power of Positive Action (English, Paperback, Napoleon Hill)   Streets of Attitude (English, Paperback, Cary Fagan, Elizabeth Wilson) The 6 Pillars of self-esteem and awareness – Nathaniel Brandon   Goal Setting (English, Paperback, Wilson Dobson	

### **COURSE ARTICULATION MATRIX:**

Cos	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PS O1	PSO 2	PSO 3
ARP302.1	-	-	-	-	-	1	2	3	-	-	-
ARP302.2	-	-	-	-	-	1	2	3	-	-	-
ARP302.3	-	-	-	-	-	1	2	3	-	-	-
ARP302.4	-	-	-	-	-	1	2	3	-	-	-
ARP302.5	-	-	-	-	-	1	2	3	-	-	-
ARP302.6	-	-	-	-	-	1	2	3	-	-	-

## *Semester- V*

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>	
<b>Programme: B.A</b>		<b>Current Academic Year: 2025-26</b>	
<b>Branch: History</b>		<b>Semester: V</b>	
1	Course Code	BHI350	
2	Course Title	<b>Nationalism in India</b>	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Type	Major (CC)	
5	Course Objective	1.To make the students aware of the rise and growth of nationalism in India. 2. To enable students to comprehend the key concept of Indian nationalism-factors that led to its growth, nature and dynamics. 3. To make the students aware of the key stages in the national movement. 4. To enable students to understand various forms of satyagraha, revolutionary activities that led to India's independence.	
6	Course Outcomes	The students will be able to :  CO1: Define the concept of nationalism and contextualise the roots of nationalism in the first organized attempt to overthrow the British Rule-Revolt of 1857. CO2: Illustrate the factors responsible for the rise and growth of nationalism in India under colonial rule. CO3: Develop an understanding of the ideology, program and methods of early nationalist leaders both moderates and extremists. CO4: Analyze the methods and impact of Swadeshi movement, underground revolutionaries as well as trace the emergence of Muslim League. CO5: Assess the significance of the Home Rule Leagues, Lucknow pact and the Revolutionary activities in India& abroad. CO6: Elaborate on the rise of nationalism and understand the role played by revolutionary movements in the process.	
7	Course Description	The struggle for India's independence from British colonial rule is an important aspect of the history of modern India, given the continuing debates about Nations and Nationalism. The present course focuses on rise and growth of nationalism in India, the beginnings of political and revolutionary movements and agitations which led to mass movement under Gandhi for the attainment of swaraj. It familiarizes the students with conceptual debates about the origin and growth of a National consciousness in India, role of the early Nationalists and the swadeshi and boycott movement, emergence of revolutionary movements in India.	
	<b>Unit 1</b>	<b>Roots of organised Nationalism in India</b>	<b>CO Mapping</b>



A	<ul style="list-style-type: none"> <li>• First War of Independence :Revolt of 1857- Major Causes</li> </ul>	CO1
B	<ul style="list-style-type: none"> <li>• Beginning, Spread &amp; Suppression: Storm Centers &amp; Leaders</li> </ul>	CO1
C	<ul style="list-style-type: none"> <li>• Impact, Significance, Nature &amp; Consequence of the Revolt of 1857</li> </ul>	CO1, CO6
<b>Unit 2</b>	<b>Rise &amp; Growth of Nationalism in India</b>	
A	<ul style="list-style-type: none"> <li>• Factors leading to the growth of nationalism : Popular Revolts; Intellectual Awakening; British Repressive Policies</li> </ul>	CO2
B	<ul style="list-style-type: none"> <li>• Rise of Intelligentsia and the Press</li> </ul>	CO2
C	<ul style="list-style-type: none"> <li>• Theories of Nationalism: Views of Gandhi and Tagore</li> </ul>	CO2
<b>Unit 3</b>	<b>Early Nationalism: Moderate &amp; Extremists</b>	
A	<ul style="list-style-type: none"> <li>• Political Associations before INC-Bengal, Bombay &amp; Madras</li> </ul>	CO3
B	<ul style="list-style-type: none"> <li>• Formation of the Indian National Congress: Origin &amp; Debates</li> <li>• Early phase: the Ideology, Program and Policy of Moderates</li> </ul>	CO3
C	<ul style="list-style-type: none"> <li>• Extremist phase: Rise and development of Extremist in India. Program &amp; Leadership</li> </ul>	CO3
<b>Unit 4</b>	<b>Movements and Formation of Organizations</b>	
A	<ul style="list-style-type: none"> <li>• Swadeshi Movement and Congress split at Surat: Partition of Bengal, anti-partition campaign &amp; its annulment</li> </ul>	CO4
B	<ul style="list-style-type: none"> <li>• Rise of Muslim League :Demands and Programme</li> </ul>	CO4
C	<ul style="list-style-type: none"> <li>• Underground Revolutionary Activities (1900-09): Activities of Abhinav Bharat, Mitr Mela, Yugantar. Contribution of Veer Savarkar</li> </ul>	CO4, CO6
<b>Unit 5</b>	<b>National Awakening during WW-I, Home Rule Movement &amp; Lucknow Pact.</b>	
A	<ul style="list-style-type: none"> <li>• Tilak, Annie Besant and the Home Rule Leagues, Lucknow Session of the Indian National Congress: Readmission of Extremists</li> </ul>	CO5
B	<ul style="list-style-type: none"> <li>• Lucknow Pact between Congress and Muslim League. Montague Chelmsford Reforms</li> </ul>	CO5
C	<ul style="list-style-type: none"> <li>• Revolutionary Movements (1909-17): Bengal,</li> </ul>	CO5, CO6

	Maharashtra, Punjab & Abroad	
Mode of examination	Theory	
Weightage Distribution	IA	EA
	25%	75%
Text books*	<ul style="list-style-type: none"> <li>• *Bandyopadhyaya, Sekhar. 2004. <i>From Plassey to Partition: A History of Modern India</i>. Delhi, Orient Longman.</li> <li>• *Chandra, Bipan and others, 1989. <i>India's Struggle for Independence</i>, New Delhi: Penguin Books India</li> <li>• *Sarkar, Sumit. 1983. <i>Modern India</i>, Macmillan</li> </ul>	
Other References/ books	<ul style="list-style-type: none"> <li>• Agrow, D. (1968). <i>Moderates and Extremists in the Indian National Movement</i>, Asia Publishing House</li> <li>• Brass, Paul, 2015. <i>The Politics of India Since Independence</i>, London, Cambridge University Press.</li> <li>• Desai, A.R. 2016. <i>Social Background of Indian Nationalism</i>, Sage Publication Pvt. Ltd.</li> <li>• Desai, A.R. 1984. <i>India's Path of Development</i>, Popular Prakashan</li> <li>• Dutta, K.K. 1975. <i>Social History of Modern India</i>, Delhi: Macmillan Publication</li> <li>• Gupta, M.N. 1972. <i>History of the Revolutionary Movement in India</i>, Satya Publication</li> <li>• Majumdar, R.C. 1954. <i>History of Freedom Movement in India</i> 3 vols. Reprint</li> <li>• Mehrotra, S.R. 2004. <i>The Emergence of Indian National Congress</i>, Rupa and Co.</li> <li>• Moon, Penderal (1998), <i>Divide and Quit</i>, USA, Oxford University Press</li> <li>• Vallab Bhai: Correspondence, Writings and Speeches.</li> </ul>	

### **COURSE ARTICULATION MATRIX:**

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
Nationalism in India	CO1	2	1	2	3	2	1	2	1	2	2	2
	CO2	2	3	2	2	2	2	3	2	1	1	1
	CO3	3	2	1	1	2	2	2	1	2	1	1
	CO4	1	2	1	1	1	2	2	1	1	1	2
	CO5	1	1	1	1	1	1	2	1	1	1	2
	CO6	2	1	2	2	2	3	1	3	2	3	1

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A</b>		<b>Current Academic Year: 2025-26</b>
<b>Branch: History</b>		<b>Semester: V</b>
1	Course Code	BHI351
2	Course Title	<b>History of Modern World (1453-1815 A.D.)</b>
3	Credits	5
4	Contact hours (L-T-P)	4-1-0
	Course Type	Major
5	Course Objective	<ol style="list-style-type: none"> <li>1. To familiarize students with the significant developments in the history of the western world with the intellectual discourse.</li> <li>2. To provide right perspective to study and understand History.</li> <li>3. To give a critical understanding of the Social, Political, Economic and Cultural aspects of the early modern western world.</li> <li>4. To understand the process of change leading to the creation of modern Europe in the right perspective</li> </ol>
6	Course Outcomes	<p>The students will be able to:</p> <p>CO1: Understand the causes, course and significance of Renaissance and Reformation.</p> <p>CO2: Illustrate the course of counter-Reformation and course of colonial expansion.</p> <p>CO3: Identify the process of emergence of state systems in Europe.</p> <p>CO4: Analyze the impact of Enlightenment, scientific revolution and industrial revolution on European economy and society.</p> <p>CO5: Explain the causes and consequences of French Revolution and Napoleonic era</p> <p>CO6: Discuss understanding of gender and society in Europe.</p>
7	Course Description	<p>This course presents a detailed description of how the western world evolved and the crucial phase of transition from medieval to the modern world. It covers the economic, cultural and political events that occurred during 15<sup>th</sup> to 17<sup>th</sup> centuries which transformed Europe from a theocratic society to modern Nation state system. This course covers in details the Renaissance and its impact on European Society, Economy, polity and Culture leading to subsequent development of Nation State and emergence of new ideologies culminating in the form of French Revolution. It covers several western revolutions like French, English and American revolution, which led to the</p>

		development of the social policies in the world. Later the industrial revolution paved the way for scientific developments and a new era of labour laws and capitalism started. Thus, this course dedicates itself to the notion of the rise of a modern west.	
8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>Renaissance &amp; Reformation</b>	
	A	Structure of feudal state & transition to capitalism, The debate on transition from feudalism to capitalism; The Fall of Constantinople: Causes, course and significance	CO1
	B	Renaissance & Society in Europe: causes, Its Features & spread in Europe; Art & Architecture; Women in Renaissance	CO1, CO6
	C	Reformation: Its Origin & Course Martin Luther; John Calvin; Ulrich Zwingli	CO1
	<b>Unit 2</b>	<b>The counter-Reformation &amp; Economic Developments</b>	
	A	Counter Reformation and role of Philip-II	CO2
	B	The Thirty Years War: Causes - Courses and impact	CO2
	C	Geographical Discoveries and Colonial Expansion: Motives, Voyages & Exploration and its impact Shift of Economic balance from Mediterranean to the Atlantic; Commercial Revolution & Price Revolution	CO2
	<b>Unit 3</b>	<b>Emergence of State Systems in Europe</b>	
	A	France (War of Three Henry; Henry-IV; Louis- XIII & Cardinal Richelieu)	CO3
	B	Russia (Peter- the great; Catherine) Spain Charles V (Holy Roman Emperor); Philip-II	CO3
	C	England (Henry-VII, Henry-VIII, Queen Elizabeth-I) The 17 <sup>th</sup> Century Crisis	CO3
	<b>Unit 4</b>	<b>Age of Revolution</b>	
	A	Age of Enlightenment	CO4

	B	Scientific Revolution	CO4
	C	Industrial Revolution in 18th Century	CO4
	<b>Unit 5</b>	<b>Europe during transition from 18<sup>th</sup> to 19<sup>th</sup> century</b>	
	A	French Revolution 1789	CO5
	B	Napoleonic Era	CO5
	C	Women, Gender and society in Europe: A survey	CO6
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<p>C.J.H. Hayes, <i>Cultural and Political History of Europe Vol. 1(1500-1830)</i></p> <p>G.W. Southgate, <i>A Text Book of Modern European History (1643-1781)</i></p> <p>Wallerstein, Immanuel, <i>The Modern World-System I</i>, University of California Press, 2011</p> <p>*Schevill, Ferdinand: <i>A History of Modern Europe</i>, New York, Charles Scribners Sons, 1898. Online link:  <a href="https://archive.org/details/historymoderneu00schegoog/page/n12">https://archive.org/details/historymoderneu00schegoog/page/n12</a></p>	
	Other References	<p>Cipolla, Carlo M., ed. <i>Before the Industrial Revolution: European Society and Economy 1000-1700</i>. New York: WW Norton &amp; Co., 1994.</p> <p>Davis, Ralph. <i>The Rise of the Atlantic Economies</i>. London: Weidenfield and Nicholson, 1973.</p> <p>Elton, G.R. <i>Reformation Europe, 1517-1559</i>. London: Fontana Press, 1990.</p> <p>Elliot, J.H., <i>Europe Divided, 1559-1598</i>. London: Fontana Press, 1990.</p>	

### COURSE ARTICULATION MATRIX:

History of Modern World (1453-1815 A.D.)	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	1	2	3	2	-	1	-	3	2	2
CO2	3	1	2	3	1	-	1	-	3	2	2	
CO3	3	1	2	3	1	-	1	-	3	2	2	
CO4	3	1	2	3	1	-	1	1	3	2	2	
CO5	3	1	2	3	1	-	1	-	3	2	2	
CO6	3	1	2	3	2	-	1	-	3	2	2	

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year: 2025-26</b>
<b>Branch: History</b>		<b>Semester: V</b>
1	Course Code	BHI352
2	Course Title	<b>Socio-Cultural and Economic History of Medieval India (1200 A.D.- 1700 A.D.)</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Major elective
5	Course Objective	<ol style="list-style-type: none"> <li>1. To make the students aware of the socio-economic history of medieval India.</li> <li>2. To understand the condition of women during the medieval period.</li> <li>3. To interpret the growth and development of trade and commerce under the Sultans and the Mughals.</li> <li>4. To get familiar with the religious trends of medieval period viz. Bhakti and Sufi movements.</li> </ol>
6	Course Outcomes	<p>This paper would enable students to</p> <p>CO1. Define Society during Sultanate Period</p> <p>CO2. Identify the Religious trends during the Medieval period and the Condition of Women</p> <p>CO3. Understand the Revenue System during the Sultanate and Mughal Period</p> <p>CO4. Analyse the Development of Trade and Commerce during Mughal Period.</p> <p>CO5. Appreciate Banking and Industrial development during Medieval period.</p> <p>CO6. Determine the significance of socio-cultural and economic history of Medieval India.</p>
7	Course Description	This course would educate the students on the importance of socio-cultural and economic history of medieval India. This would provide detailed information on how agrarian economy and land revenue system developed during Sultanate and Mughal period. This also

		throws light on development of trade and commerce, baking and industry, development of crafts and technologies that came up along with the advent of various spiritual and religious trends. This course also describes the condition of women during the Sultanate period.	
8	<b>Syllabus</b>		<b>CO Mapping</b>
	<b>Unit 1</b>	<b>Society during Sultanate Period</b>	
	A	<ul style="list-style-type: none"> <li>Social Condition during Sultanate Period; Indian society in early thirteen centuries.</li> </ul>	CO1 CO6
	B	<ul style="list-style-type: none"> <li>Hindu-Muslim relations under the Delhi Sultanate.</li> </ul>	CO1 CO6
	C	<ul style="list-style-type: none"> <li>Position of Ulema.</li> </ul>	CO1 CO6
	<b>Unit 2</b>	<b>The Religious trends during the Medieval period and the Condition of Women</b>	
	A	<ul style="list-style-type: none"> <li>Sufism: Definition; Prominent Sufi Silsilas and Saints in India with special reference to Chishti, Suhrawardi, Qadiriyya, Naqshabandiyya and Firdausi; Relationship between Sufi and State; Maktub and Malfuz literature</li> </ul>	CO2; CO6
	B	<ul style="list-style-type: none"> <li>Bhaktism: Definition; Prominent Bhakti Saints with special reference to Kabir, Raidas, Mira Bai, Tulsidas, Chaitanya and Nanak; Vaishnavism and Shaivism; Evolution of Composite Culture</li> </ul>	CO2; CO6
	C	<ul style="list-style-type: none"> <li>Women and power in the Delhi Sultanate: Raziya Sultana.</li> <li>Gender and literature: love and manliness in Hindawi Romances</li> <li>Representations of women and men in Indo-Persian, Sanskrit and Rajput Traditions</li> </ul>	CO2; CO6
	<b>Unit 3</b>	<b>Revenue System during the Sultanate and Mughal Period</b>	

	A	<ul style="list-style-type: none"> <li>• Agricultural Production, Market Control Policy and Revenue system of Allaudin Khilji; AllauddinKhalji's Economic Measures.</li> </ul>	CO3 CO6
	B	<ul style="list-style-type: none"> <li>• Land Revenue System during Mughal Period; Mansab and Jagir, Jagir, Transfer and their Consequences during Mughal period.</li> </ul>	CO3 CO6
	C	<ul style="list-style-type: none"> <li>• Zamindar: Right to Land and relations with Peasants and State; Land Revenue; Size and Methods of Assessment and Collection.</li> </ul>	CO3 CO6
	<b>Unit 4</b>	<b>Development of Trade and Commerce during Mughal Period</b>	
	A	<ul style="list-style-type: none"> <li>• Growth of Commerce and Crafts: Long Distance Trade and Trade between Town and Country.</li> </ul>	CO4 CO6
	B	<ul style="list-style-type: none"> <li>• Technological Changes: textile, Crafts, Karkhanas, Sericulture, Geared Water Lift.</li> </ul>	CO4 CO6
	C	<ul style="list-style-type: none"> <li>• Indian Oceanic trade; European commercial enterprise</li> <li>• Kerala, Coromandel coast.</li> <li>• Western Indiacoast</li> </ul>	CO4 CO6
	<b>Unit 5</b>	<b>Banking and Industry during Mughal Period</b>	
	A	<ul style="list-style-type: none"> <li>• Development of Banking system during Mughal Period; Merchant communities, artisans and bankers</li> </ul>	CO5 CO6
	B	<ul style="list-style-type: none"> <li>• Money and Credit: The Sarrafs, Bill of Exchange, Insurance, Banking. Interest Rates etc.</li> </ul>	CO5 CO6
	C	<ul style="list-style-type: none"> <li>• Development of industry during the Mughal period.</li> </ul>	CO5 CO6
	Mode of examination	Theory	
	Weightage	IA	EA
	Distribution	25%	75%



Readings Text book/s*	<ul style="list-style-type: none"> <li>• Kulke, Herman (ed.), <i>The State in India (1000-1700)</i>, New York and Delhi: Oxford University Press, 1995</li> <li>• Nigam, S.B.P., <i>Nobility under the Sultans of Delhi</i>, Delhi, Munsiram Manoharlal, 1968</li> <li>• Prasad, Ishwari, <i>Medieval India</i> (English or Hindi Version) Delhi, Indian Press, 1940</li> <li>• Roy, S.C., <i>Dynastic History of Northern India</i>, Calcutta, Calcutta University Press, 1935</li> <li>• Sharma, S.R., <i>Crescent in India</i> (English or Hindi Version) Delhi, Bhartiya Kala Prakashan, 2005</li> <li>• Srivastav, A.L., <i>Delhi Sultanate</i> (English or Hindi Version) India, Shivalal Agarwal &amp; Co., 2017</li> <li>• Tripathi, R.P., <i>Rise and Fall of the Mughal Empire</i> (English or Hindi Version), Delhi, Surjeet Publications, 2012</li> <li>• Yadav, B.N.S., <i>Society and Culture in North India in the 12th Century</i>, India, Raka Prakashan, 2012</li> </ul>
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### **COURSE ARTICULATION MATRIX:**

Socio-Cultural and Economic History of Medieval India (1200-1700 A.D.)	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	2	2	2	3	1	2	2	2
	CO2	3	2	2	2	2	2	3	1	2	3	2
	CO3	3	2	2	3	2	2	3	2	2	2	3
	CO4	3	2	2	2	2	2	3	2	2	2	3
	CO5	3	2	2	2	2	2	3	2	2	2	3
	CO6	3	2	2	2	2	2	3	2	2	2	3

<b>School: SSHSS</b>		<b>Batch:2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year:2025-26</b>
<b>Branch: History</b>		<b>Semester: V</b>
1	Course Code	BHI353
2	Course Title	<b>Ethics in History</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Major
5	Course Objective	<p>The objective of this course is:</p> <ul style="list-style-type: none"> <li>• To provide the students of History a general glimpse of ethics in Indic tradition</li> <li>• To facilitate an understanding of ethical consciousness of India</li> <li>• To enumerate various ethical concepts of different Indian philosophical and religious traditions</li> <li>• To inculcate patterns of ethical behavior among students</li> </ul>
6	Course Outcomes	<p>The students will able to:</p> <p>CO1: Define, conceptualize and classify the basic concept of Ethics and Morality</p> <p>CO2: Illustrate the ethical worldview during the Vedic period.</p> <p>CO3: Identify the discussions on ethics and morality in early Indian normative and narrative textual traditions.</p> <p>CO4: Analyze the ethical and moral views of the Sufi and Bhakti movements.</p> <p>CO5: Evaluate the ethical principles of modern India through the perspectives of thinkers such as Swami Dayananda, Swami Vivekananda, Aurobindo, Radhakrishnan and Mahatma Gandhi.</p> <p>CO6: Develop on the principles of ethics in diverse contexts in personal, professional and academic lives.</p>
7	Course Description	<p>Moral consciousness is an essential quality of human experience and ethical sensibility is common to all peaceful society. Most traditions portray gods as incarnations to restore righteousness through moral awakening. The theme of this paper is to study of <b>what is right or wrong in human conduct</b>. The aim is to understand the philosophy of moral principles through an organized study of the Indic traditional thoughts incorporated in historical texts as well as through the lives of great historical figures of India.</p>
<i>SU/SSHSS/ (History) w.e.f. AY: 2023-24</i>		

8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>Introduction to Ethics</b>	
	A	<ul style="list-style-type: none"> <li>Defining Ethics: Meta-ethics; Ethics and Morality; Understanding the judgments of right and wrong, good and bad.</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>Determinants of Ethics: Descriptive Ethics; Normative Ethics; Applied Ethics; Analytic Ethics</li> </ul>	CO1
	C	<ul style="list-style-type: none"> <li>Approaches to Ethics: Western and Indian approaches to Ethics</li> </ul>	CO1
	<b>Unit 2</b>	<b>Ethics and Vedic worldview</b>	
	A	<ul style="list-style-type: none"> <li>Ethical philosophy of the Vedas</li> </ul>	CO2; CO3
	B	<ul style="list-style-type: none"> <li>Ethics of the Atharva Veda</li> </ul>	CO2; CO3
	C	<ul style="list-style-type: none"> <li>Vedantic ethics</li> </ul>	CO2; CO3
	<b>Unit 3</b>	<b>Ethics in Early Historic Texts: Ethics and Human Interface</b>	
	A	<ul style="list-style-type: none"> <li>Ethics in Buddhism (Vinaya Pitaka); Ethics in Jainism (Acharanga sutra); Ethics in Hinduism: (Dharmasastras/Arthasastra)</li> </ul>	CO3, CO4
	B	<ul style="list-style-type: none"> <li>Ethics in the <i>Mahabharata</i>: Bhagavad Gītā; episodes of the <i>Sabhāparvan</i> (Yudhisthira's stakes, Draupadi's counter questions), Ethics of Krishna (Krishna's and the <i>Kuruksetra</i> war)</li> </ul>	CO3, CO4
	C	<ul style="list-style-type: none"> <li>Ethics in the Ramayana: Rama's ethical decisions; Rama's moral dilemmas; ethics and women in Ramayana (Sita and Urmila)</li> </ul>	CO3, CO4
	<b>Unit 4</b>	<b>Bhakti and Sufi Movement</b>	
	A	<ul style="list-style-type: none"> <li>Main principles of Bhakti and Sufi movements</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>Ethics and Caste; Ethics and Women</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>Chaitanya; Kabir; Eknath, Tukaram; Guru Nanak</li> </ul>	CO5, CO6
	<b>Unit 5</b>	<b>Modern Indian Ethics</b>	
	A	<ul style="list-style-type: none"> <li>Ethics in Modern India: Traditional vs Modern conceptions of Ethics</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>Swami Dayananda, Swami Vivekananda, Aurobindo and Radhakrishnan</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>Moral Philosophy of Mahatma Gandhi</li> </ul>	CO5, CO6
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>Apte, U. <i>The Sacrament of Marriage in Hindu Society: From the Vedic Period to the Dharmasastras</i>, Ajanta Publications Delhi,</li> </ul>	

		1958
	Other References	<ul style="list-style-type: none"> <li>• Babb, A. Lawrence. “Ritual Culture and The Distinctiveness of Jainism” in <i>Open Boundaries: Jain communities and Culture in Indian History</i>, edited by Cort, John E., State University of New-York Press, Albany, 1998. Bailey, G., <i>The Mythology of Brahmā</i>, Oxford University Press, Delhi, 1983</li> <li>• *Basham, A. L. <i>The Wonder that Was India</i>, Rupa and Co., Delhi, 1974</li> <li>• Bhattacharya, A.N. <i>Dharma-Adharma and Morality in the Mahabharata</i>, S.S.Publishers, Delhi, 1992</li> <li>• *Chakravarti, Ranabir, <i>Exploring Early India</i>, Primus Books, New Delhi 2016</li> </ul>

### COURSE ARTICULATION MATRIX:

Ethics in History	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	1	3	3	3	3	3	2	2	2
	CO2	3	2	3	3	3	3	3	3	2	3	2
	CO3	3	3	3	2	3	2	3	3	2	2	3
	CO4	3	3	3	3	3	3	3	3	2	2	3
	CO5	3	3	3	2	3	2	3	3	2	2	3
	CO6	3	3	3	2	3	2	3	3	2	2	3

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A</b>		<b>Current Academic Year: 2025-26</b>
<b>Branch: History</b>		<b>Semester: V</b>
1	Course Code	SHS345
2	Course Title	<b>Modern China (1839-1949 C.E.)</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major (CC)
5	Course Objective	<ol style="list-style-type: none"> <li>1. To make the students aware of the history of China during the mentioned period</li> <li>2. To infer the society and polity of China.</li> <li>3. To interpret the economic developments of China as a nation.</li> <li>4. To get familiar with the intellectual discourse of Chinese resurgence.</li> </ol>
6	Course Outcomes	<p>The students will be able to</p> <p>CO1: Define the main aspect of Chinese empire from Opium Wars to Sino-Japanese War-I that turned the course of history of modern China.</p> <p>CO2: Illustrate the basic themes, concepts, chronology and the Scope of Chinese History.</p> <p>CO3: Identify at the evolution of communism in modern day China, its internal and external crises and the revolution.</p> <p>CO4: Analyse the Chinese socio-political condition during Japanese Aggression and its path to the Liberation.</p> <p>CO5: Explain the evolution and role of two major philosophical sect in the Chinese History.</p> <p>CO6: Discuss critically about the status of women in China from Xinhai revolution to Maoist era.</p>
7	Course Description	<p>As strong a country that China is today, it owes its strong political will to its history. On the anvil of various internal and external crises, China was already in the state of constant battle. Bring on top of it, the Sino-Japanese war, and the crisis deepened. Communism gain prominence and led the nation on a new path. It was then that China as a nation chose the socialist path, forged relations with the third world countries, and</p>

		leapt ahead on the Foundation of its cultural revolution.	
8	Syllabus	CO Mapping	
	<b>Unit 1</b>	<b>Chinese Empire: from Opium Wars to Sino-Japanese War-I</b>	
	A	<ul style="list-style-type: none"> <li>China's early relations with the West during Qing dynasty: Canton (Guangzhou) system</li> <li>The Two Opium Wars and the Unequal Treaties</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>Popular movement &amp; Secret Society</li> <li>Self-Strengthening movement</li> </ul>	CO1
	C	<ul style="list-style-type: none"> <li>Sino-Japanese War-I: course, course and consequences;</li> <li>Open Door Policy and its impact</li> </ul>	CO1
	<b>Unit 2</b>	<b>Establishment of Republic of China and World War-I</b>	
	A	Rebel and reform: <ul style="list-style-type: none"> <li>Boxer movement</li> <li>Hundred Days Reform</li> </ul>	CO2
	B	Revolution of 1911: course, course and consequences Sun Yat Sen and his Contribution	CO2
	C	<ul style="list-style-type: none"> <li>China between 1911-1919 : Challenges &amp; responses</li> <li>Internal crisis: Yuan ShiKai, governmental crisis and First World War</li> <li>External crisis: Japan &amp; 21 Demands</li> </ul>	CO2
	<b>Unit 3</b>	<b>Rise of Communism and Civil War in China</b>	
	A	Paris Peace treaty & China and The Washington Conference-1921 From New Cultural Movement to the May Fourth Movement and its Significance	CO3
	B	Birth and Growth of Communism in China: Communist Party of China Introduction to The Kuomintang: Achievements and Failures Early relation between CPC & KMT: First United Front to Shanghai massacre	CO3

C	Beginning of the Chinese Civil War, Phase-I: Shanghai massacre to Xi'an Incident	CO3
<b>Unit 4</b>	<b>Japanese Aggression and Road to the Liberation</b>	
A	Manchurian Crisis; Second Sino-Japanese war	CO4
B	Second United Front & China and II World War: role of Chiang KaiShek& USA	CO4
C	Communist Revolution & Mao- Zedong -- Establishment of the People's Republic of China	CO4
<b>Unit 5</b>	<b>Society and Culture: A survey</b>	
A	Philosophy and Religion in China: • Confucianism Importance and Relevance in modern Chinese Society	CO5
B	• Daoism and Buddhism Importance and Relevance in modern Chinese Society	CO5
C	Women in China: From 1911 to Maoist Era-A survey	CO6
Mode of examination	Theory	
Weightage Distribution	IA	EA
	25%	75%
Text book/s*	<ul style="list-style-type: none"> <li>• *Fairbank, J.K., and Goldman M. <i>China: A New History</i>. Cambridge, Massachusetts; London, England: The Belknap Press of Harvard University Press, 1992, 1998.</li> <li>• *Chesneaux, J. et al. <i>China from the Opium Wars to the 1911 Revolution</i>. New York: Random House, 1976.</li> <li>• *Chesneaux, J. <i>China from the 1911 Revolution to Liberation</i>. New York: Random House, 1977.</li> <li>• *Immanuel C. Y. Hsu, <i>The Rise of Modern China</i>, Oxford: OUP, 1999</li> </ul>	
Other References	<ul style="list-style-type: none"> <li>• Agnihotri, Shachee. "Women in China: Challenges and Opportunities, A Historical Analysis from 1911 to Maoist Era" in <i>Perspective Asia Pacific</i>. Kolkata: IAAPS. 2014.</li> <li>• Barrington Moore Jr., M. <i>Social Origins of Dictatorship and</i></li> </ul>	

		<p><i>Democracy, Lord and Peasant in the Making of the Modern World</i>          Boston: Beacon Press, 2015.</p> <ul style="list-style-type: none"> <li>• Bianco, L. <i>Origins of the Chinese Revolution 1915-1949</i>. Stanford, California: Stanford University Press, 1967.</li> <li>• Chow Tse-tung. <i>The May Fourth Movement</i>. Stanford, California: Stanford University Press, 1960, Fourth Printing 1974.</li> <li>• Gray, J. <i>Rebellions and Revolutions: China from 1800s to the 1980s</i>. New York: Oxford University Press, 1990.</li> <li>• Hsu, I. C.Y. <i>The Rise of Modern China</i>. Hong Kong: Oxford University Press, 1970, 1985.</li> <li>• Meisner, Maurice. <i>Mao's China and After: A History of the People's Republic</i>. 3rd edn., New York: The Free Press, 1999.</li> </ul>
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**COURSE ARTICULATION MATRIX:**

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
Modern China (1839-1949 C.E.)	CO1	3	1	2	3	2	-	1	-	3	2	2
	CO2	3	1	2	3	1	-	1	-	3	2	2
	CO3	3	1	2	3	1	-	1	-	3	2	2
	CO4	3	1	2	3	1	-	1	1	3	2	2
	CO5	3	1	2	3	1	-	1	-	3	2	2
	CO6	3	1	2	3	2	-	1	-	3	2	2



<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year: 2025-26</b>
<b>Branch: History</b>		<b>Semester: V</b>
1	Course Code	SHS346
2	Course Title	<b>Gender and Indian History</b>
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Multidisciplinary
5	Course Objective	<p>The objective of this course is:</p> <ol style="list-style-type: none"> <li>1. To make the students aware of the history of women in India from ancient times to independence.</li> <li>2. To assess the status of women across different time-periods of Indian history.</li> <li>3. To identify women in power or leadership roles in various stages of Indian history.</li> <li>4. To apprise the student of the need of women studies for a gender sensitive society.</li> </ol>
6	Course Outcomes	<p>The students will able to</p> <p>CO1: Define the knowledge of basic concepts on gender, origin and need for women's history.</p> <p>CO2: Understand the status of women in Ancient India with respect to marriage sexuality, property and education and economic contribution.</p> <p>CO3: Identify women in power in Medieval India, their depiction Sufi Premakhyans and draw comparison between women in Indo-Persian and Rajput traditions.</p> <p>CO4: Analyse the structure of Mughal harem and evaluate the conditions and role of women in it.</p> <p>CO5: Evaluate women's question in colonial India and role of social reformers, link between caste and women, their plight during partition.</p> <p>CO6: Discuss issues related to women with its history and develop better understanding in present context.</p>
7	Course Description	This course traces the status of women in Indian history from ancient times to colonial period. It introduces the basic concepts on gender and

*SU/SSHSS/ (History) w.e.f. AY: 2023-24*

		origins of women's history and analyses the need for such a study. It also tries to highlight the role of women in political spaces in ancient and medieval ages. It covers a discussion on the rights of women with respect to marriage, sexuality, property and education as well as various narratives of women in Sufi Hindawi romance. The course also discusses how caste as a structure impacts women in India society since historical times and analyses the women's question under colonial rule. It also highlights the plight of women victims of violence during the partition.	
8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>Conceptual Framework</b>	
	A	Understanding Basic Gender Concepts: Gender & Sex, Gender Dynamics, Discrimination, Need & Analysis, Equality & Equity	CO1, CO6
	B	Feminism, Patriarchy & Masculinity	CO1, CO6
	C	<ul style="list-style-type: none"> <li>Women's studies in India, why study Gender.</li> </ul>	CO1, CO6
	<b>Unit 2</b>	<b>Gender in Ancient India</b>	
	A	Status of women in Vedic Age	CO2, CO6
	B	<ul style="list-style-type: none"> <li>Status of women in later Vedic Age</li> </ul>	CO2, CO6
	C	Property rights, varna, jati, household and marriage	CO2, CO6
	<b>Unit 3</b>	<b>Gender in Medieval India</b>	
	A	<ul style="list-style-type: none"> <li>Women in Power in Medieval India: Didda, Bhaumkara Queens, Rudramadevi, Razia Sultan</li> </ul>	CO3, CO6
	B	<ul style="list-style-type: none"> <li>Women in Sufi and Bhakti literature</li> </ul>	CO3, CO6
	C	<ul style="list-style-type: none"> <li>Status of women in Indo-Persian and Rajput Traditions</li> </ul>	CO3, CO6
	<b>Unit 4</b>	<b>Gender in Mughal India</b>	
	A	<ul style="list-style-type: none"> <li>Mughal Harem: Structure, Administration, Economic &amp; Cultural life</li> </ul>	CO4, CO6
	B	<ul style="list-style-type: none"> <li>Harem &amp; Court Politics: Powers behind the throne</li> </ul>	CO4, CO6

	C	<ul style="list-style-type: none"> <li>Literacy, Education &amp; Property Rights</li> </ul>	CO4, CO6
	<b>Unit 5</b>	<b>Gender in Colonial India</b>	
	A	<ul style="list-style-type: none"> <li>Women's Question, Social Reforms movement</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>Caste &amp; Gender</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>Women &amp; Partition</li> </ul>	CO5, CO6
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	Roy, Kumkum, 2010. <i>The Power of Gender and the Gender of Power, Explorations in Early Indian History</i> . New Delhi: Oxford University Press	
	Other References	<p>Butalia, Urvashi. 2017. <i>The Other Side of Silence: Voices from the Partition of India</i>, New Delhi: Penguin</p> <ul style="list-style-type: none"> <li>Geraldine, Forbes. 1996. <i>Women in Modern India</i>. Cambridge: Cambridge University Press</li> <li>Gupta, Charu. 2016. <i>The Gender of Caste: Representing Dalits in Print</i>, Washington: University of Washington Press</li> <li>Habib, Irfan. 2000. <i>Exploring Medieval Gender History</i>. Symposia Papers, Indian History Congress</li> <li>Kumar, Radha. 1997. <i>The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990</i>. Delhi: Zubaan</li> <li>Lal, Ruby. 2005. <i>Domesticity and Power in the Early Mughal World</i>. Cambridge: Cambridge University Press.</li> <li>Menon &amp; Bhasin. 1998. <i>Borders &amp; Boundaries: Women in India's Partition</i>, Rutgers University Press.</li> <li>Ramaswamy, V. 1997. <i>Walking Naked: Women and Spirituality in South India</i>. Sage publishers.</li> <li>Raman, S. Anatha. 2009. <i>Women in India: A Social and Cultural</i></li> </ul>	

		<p>History, Praeger Publishers Inc.</p> <ul style="list-style-type: none"> <li>• Rangachari, Devika. 2009. Invisible Women, Visible Histories: Gender Society and Polity in North India Seventh to Twelfth Century AD, Manohar Publisher.</li> <li>• Sarkar Tanika, Sumit and Tanika Sarkar, eds. 2007. Women and Social Reform in Modern India: A Reader. 2 Vols. Delhi: Permanent Black.</li> <li>• Shaha, Shalini. 2012. The Making of Womenhood: Gender Relations in the Mahabharata, Delhi: Manohar Publisher</li> <li>• Sharma, Sudha. 2016. Status of Muslim Women in Medieval India, Sage Publication.</li> <li>• Sheel, Ranjana. 1998. The Political Economy of Dowry: Institutionalization and Expansion in North India, Delhi: Manohar Publications</li> <li>• Singh Snigdha, 2017. Beyond the Women in Question: Reconstructing Gender Identities, Delhi: Ratna Sagar.</li> <li>• Verma, Anjali. 2018. Women and Society in Early Medieval India, Reinterpreting Epigraphs, Taylor and Francis</li> </ul>
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**COURSE ARTICULATION MATRIX:**

Gender and Indian History	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	2	2	2	2	2	1	2	2
CO2	3	2	2	2	2	2	2	2	1	2	2	1
CO3	3	2	2	3	2	2	2	3	1	2	2	1
CO4	3	2	2	2	2	2	2	2	1	2	2	1
CO5	3	2	2	2	2	2	2	3	1	2	2	2
CO6	3	2	2	2	2	2	2	3	1	2	2	2

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A</b>		<b>Current Academic Year: 2025-26</b>
<b>Branch: History</b>		<b>Semester: V</b>
1	Course Code	RBL 353
2	Course Title	<b>Research Methodology, Tour and study of Maps (RBL 3)</b>
3	Credits	1
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Project
5	Course Objective	This course would educate the student about details of historical research and its application. This project-based course is designed to inculcate the knowledge of historical research and get familiar with methodology and philosophy of research.
6	Course Outcomes	<p>The student will be able to:</p> <p>CO1: Define research and understand its scope and significance.</p> <p>CO2 : Demonstrate an understanding of research problem, objectives and hypothesis.</p> <p>CO3: Identify various research methods and techniques of writing research reports.</p> <p>CO4: Discover the use of referencing and bibliography</p> <p>CO5: Determine the process of preparing a tour report.</p> <p>CO6: Develop an overall understanding of historical research.</p>
7	Course Description	This course will allow students to understand the details of Historical research. This will explain the method of doing research in the field of history. The course will teach students to choose relevant themes for research Further, it goes on to detail why is it important to do the field study and how to do so. Also, given the nature of Historical knowledge, how should one critically look at the facts and conclude with minimal bias. This course it teaches how to use the work of various authors, reference and create the Bibliography. Finally, this course along with teaching tools and methodology of research will give knowledge of report preparation. The course will conclude with research report making

		on any relevant topic of her interest with the guidance of supervisor.	
8	<b>Syllabus</b>		<b>CO Mapping</b>
	Unit 1	Meaning, Types, definition, scope, and significance of Research	CO1
	Unit 2	Making of research problem, objectives, hypothesis	CO2
	Unit 3	Research materials and methods, Sampling etc. techniques of writing scientific reports	CO3
	Unit 4	Preparing notes, references, bibliography, abstract and keywords etc.	CO4, CO6
	Unit 5	Preparation of tour report with the guidance of supervisor. Supervisor will teach following to their students for enabling students to prepare research report, Student has to prepare research report on any relevant topic of his/her interest in consultation with Supervisor	CO5, CO6
	Mode of examination	Practical/Viva	
	Weightage Distribution	IA	EA
		60%	40%
	Readings Text book/s*	<p>*Chitnis, K.N., 2006, Research Methodology in History, Atlantic Publication</p> <p>*Mishra, P.K., 2018, Tourism in India, New Century Publications</p> <p>Atkinson RJC, 1953, Field Archaeology, London, Mathew and Co.</p> <p>Basker P., 1982, Techniques of Archaeological Excavation, London:Batsford.</p> <p>Rajan K., 2002, Archaeology, Principles and Methods, Tanjavur.</p> <p>Raman K.V., 1976, Principles and Methods in Archaeology, Madras.</p> <p>*Sreedharan,E., 2008, A Textbook of Historiography</p>	

### COURSE ARTICULATION MATRIX:

RBL-III	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	-	-	2	-	1	-	-	3	2
	CO2	-	3	1	-	2	-	1	-	-	-	-
	CO3	-	3	1	-	2	-	1	-	-	-	-
	CO4	-	3	1	-	2	-	1	-	-	-	-
	CO5	-	3	3	-	2	-	1	-	-	-	-
	CO6	1	3	1	3	2	2	1	-	-	3	2

## *Semester-VI*

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Program: B.A</b>		<b>Current Academic Year: 2025-26</b>
<b>Branch: History</b>		<b>Semester: VI</b>
1	Course Code	BHI360
2	Course Title	<b>Era of Gandhi and Mass Movement</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Major (Core)
5	Course Objective	<ol style="list-style-type: none"> <li>1. To enable students to comprehend the nature, dynamics and significance of the Indian National Movement.</li> <li>2. To familiarize students with the ideals like truth and non-violence, technique of satyagraha, policy of constructive work, and ideologies like democracy, secularism and socialism involved in the National struggle for independence.</li> <li>3. To apprise students regarding the contribution of our freedom fighters and various methods adopted by them in their fight for India's independence.</li> <li>4. To enable students to understand the developments in freedom movement that led to India's independence.</li> </ol>
6	Course Outcomes	<p>The students will be able to :</p> <p>CO1: Define Gandhian tools and techniques of political struggle through his early career and identify the causes and consequences of the Non-cooperation movement.</p> <p>CO2: Outline and explain methods and ideology of new forces like Swarajists, socialists and revolutionaries and their contribution to the freedom movement.</p> <p>CO3: Develop an in-depth understanding of the progression of national movement through Nehru Report, Civil Disobedience movement and the round table conferences.</p> <p>CO4: Examine and contextualize major developments in the freedom struggle in 1940s.</p> <p>CO5: Assess the constitutional developments which led to partition and independence.</p> <p>CO6: Discuss significant issues regarding Indian national movement which would help the student evolve into a conscientious citizen.</p>
7	Course	The emergence of Mahatma Gandhi in Indian politics and his new methods



Description	of satyagraha, emergence of mass movement for independence is an important aspect of history of modern India. The present course familiarizes the students with Gandhi's and Bose's leadership and the various organized satyagraha, revolutionary activities as well as political methods that led to India's partition and independence.	
<b>Unit 1</b>	<b>Emergence of Mahatma Gandhi in Indian politics</b>	
A	<ul style="list-style-type: none"> <li>Gandhi's early career and experience in South Africa</li> </ul>	CO1
B	<ul style="list-style-type: none"> <li>Arrival of Gandhi in India; Champaran, Kheda, Ahmedabad</li> </ul>	CO1
C	<ul style="list-style-type: none"> <li>Non-Cooperation Movement and Chauri Chaura incident.</li> </ul>	CO1
<b>Unit 2</b>	<b>Emergence of New Forces: Swarajists, Socialists &amp; Revolutionaries</b>	
A	<ul style="list-style-type: none"> <li>Swarajists and No-Changers: Constructive Work, Aims and Objectives</li> </ul>	CO2
B	<ul style="list-style-type: none"> <li>Rise of Left : Communist Party of India and Congress Socialist Party</li> </ul>	CO2
C	<ul style="list-style-type: none"> <li>Rise of Revolutionary Movement in India with special reference to HRA, HSRA and Trial of Bhagat Singh</li> <li>Rise of Revolutionary Movement outside India with special reference to Gadgar Party</li> </ul>	CO2 , CO6
<b>Unit 3</b>	<b>Freedom Movements upto World War II</b>	
A	<ul style="list-style-type: none"> <li>Simon Commission &amp; Nehru Report: Appointment, Recommendation &amp; Impact</li> </ul>	CO3
B	<ul style="list-style-type: none"> <li>Civil Disobedience Movement ; Gandhi-Irwin Pact</li> <li>Three Round Table Conferences and Communal Award</li> </ul>	CO3 , CO6
C	<ul style="list-style-type: none"> <li>Poona Pact, Government of India Act of 1935</li> </ul>	CO3
<b>Unit 4</b>	<b>Freedom Movement from WW II to 1945</b>	
A	<ul style="list-style-type: none"> <li>World War II, Cripps Mission</li> </ul>	CO4
B	<ul style="list-style-type: none"> <li>The Quit India Movement</li> </ul>	CO4
C	<ul style="list-style-type: none"> <li>Desai -Liaquat Plan, Release of Congress Leaders</li> </ul>	CO4
<b>Unit 5</b>	<b>Towards India's Independence</b>	

	A	<ul style="list-style-type: none"> <li>ConstitutionalCrisis:CrippsandCabinetMission</li> </ul>	CO5
	B	<ul style="list-style-type: none"> <li>SubhasChandraBoseand Indian NationalArmy</li> </ul>	CO5
	C	<ul style="list-style-type: none"> <li>MountbattenPlan,PartitionandIndependence</li> </ul>	CO5 CO6
Mode of examination	Theory		
Weightage Distribution	IA	EA	
	25%	75%	
Text book/s*	<ul style="list-style-type: none"> <li>*Bandyopadhyaya, Sekhar. 2004. <i>From Plassey to Partition: A History of Modern India</i>. Delhi, Orient Longman.</li> <li>Brown, M. Judith. 1972. <i>Gandhi's Rise to Power: Indian Politics, 1915-1922</i>. Cambridge University Press</li> <li>Chandra, Bipan and others, 1989. <i>India's Struggle for Independence</i>, New Delhi: Penguin Books India</li> <li>Sarkar,Sumit.1983. <i>ModernIndia</i>,Macmillan</li> </ul>		
Other References/books	<ul style="list-style-type: none"> <li>Brass, Paul, 2015. <i>The Politics of India Since Independence</i>, London, Cambridge University Press.</li> <li>Desai,A.R.2016.<i>SocialBackgroundofIndianNationalism</i>,SagePublicati onPvt.Ltd.</li> <li>Desai,A.R. 1984.<i>India'sPathofDevelopment</i>, PopularPrakashan</li> <li>Gupta,M.N.1972.<i>HistoryoftheRevolutionaryMovementinIndia</i>,SatyaPu blication</li> </ul>		

### **COURSE ARTICULATION MATRIX:**

Era of Gandhi and Mass Movement	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	1	2	3	2	1	2	1	2	2	2
	CO2	2	3	2	2	2	2	3	2	1	1	1
	CO3	3	2	1	1	2	2	2	1	2	1	1
	CO4	1	2	1	1	1	2	2	1	1	1	2
	CO5	1	1	1	1	1	1	2	1	1	1	2
	CO6	2	1	2	2	2	3	1	3	2	3	1

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A</b>		<b>Current Academic Year: 2025-26</b>
<b>Branch: History</b>		<b>Semester: VI</b>
1	Course Code	BHI361
2	Course Title	<b>History of Modern World (1815-1945 A.D.)</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Major elective
5	Course Objective	<ol style="list-style-type: none"> <li>1. To make the students aware of history of world between 19<sup>th</sup> to 20<sup>th</sup> century</li> <li>2. To infer the developments that happened in the world.</li> <li>3. To interpret the effect of various revolutions and power concentrations in the hands of a few countries.</li> <li>4. To get familiar with the cause and effect of the different world wars that Mankind has waged and the repercussions there from</li> </ol>
6	Course Outcomes	<p>The students will be able to:</p> <p>CO1: Understand the developments in the European society and polity that resulted from revolutions in Post Napoleon era.</p> <p>CO2: Illustrate the factors responsible for the formation of national identities during late 19<sup>th</sup> century and the dynamics which contributed in the development of power-blocs at international arena.</p> <p>CO3: Identify the range of issues related to First World War and also, how this great war affected the whole world and contribute in the advent of Bolshevik revolution.</p> <p>CO4: Analyse analyze the Socio-Political and Economic factors that gave rise to the Authoritarian Rules around the globe between the Two great Wars.</p> <p>CO5: Explain historical developments of international political dynamics &amp; the economic forces that ended up in bringing the WW-II.</p> <p>CO6: Discuss major developments and ideological shifts in the field of Gender and Politics in Europe between 1815-1945.</p>

7	Course Description	This course contains detailed description of the period when countries gained independence from various powers in the wake of some of the revolutions and the situation post-revolution, and all of this led to how it led to industrialization and the rush to control the greater part of the world. It also gives insights into what led to the two massive world wars that have happened and the depression resulting out of it. It also gives information on the fact that not only one nation's internal economy, but the world economy and global development has a lot of role to play in what countries evolve into and where the world is headed as one unit.
8	Syllabus	CO Mapping
	<b>Unit 1</b>	<b>Post French Revolution Era- The 19<sup>th</sup> Century</b>
	A	France and European Politics at the dawn of 19 <sup>th</sup> century: End of Napoleonic Era
	B	Congress of Vienna & Phase of conservatism; Metternich
	C	<ul style="list-style-type: none"> <li>• Revolutionary &amp; Radical Movements in France: 1830 &amp; 1848</li> <li>• Napoleon III</li> </ul>
	<b>Unit 2</b>	<b>Remaking of States in 19<sup>th</sup> &amp; 20<sup>th</sup> Centuries</b>
	A	Formation of national identities in Germany & Italy: the unifications
	B	Rise of Germany: Era of Bismarck & Bismarckian Diplomacy
	C	Developments leading to the War, Power blocs and alliances
	<b>Unit 3</b>	<b>First World War and after, 1914-1930</b>
	A	First World War: Causes & Consequences
	B	<ul style="list-style-type: none"> <li>• The Versailles Treaty of 1919</li> <li>• Fourteen points of Wilson and League of Nations</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Bolshevik Revolution in Russia – Causes and course</li> <li>• Impact on Russia and World</li> </ul>
	<b>Unit 4</b>	<b>World between the two Wars 1930-1945: Rise of Authoritarian Rules</b>
	A	Nazism in Germany
	B	Fascism in Italy

C	Japanese Militarism	CO4
<b>Unit 5</b>	<b>World War-II</b>	
A	Great Depression and its Impact on Europe on the eve of World War-II	CO5
B	<ul style="list-style-type: none"> <li>• Causes &amp; Origin of World War-II: Diplomatic background of the Second World War : Policy of Appeasement – the Munich Pact - Nazi-Soviet Non-Aggression Pact</li> <li>• Impact of World War-II</li> <li>• United Nations</li> </ul>	CO5
C	Gender and Politics: from French revolution to Suffragette Movement of Britain	CO6
Mode of examination/ Evaluation method	Theory	
Weightage Distribution	IA	EA
	25%	75%
Text book/s*	<p>*Hayes, C.J.H. 1936. <i>A Cultural and Political History of Europe (Vol. I)</i> (1500–1830). London: Macmillan</p> <p>*Jain &amp; Mathur. 1899. <i>History of The Modern World</i>. Jain Prakashan Mandir</p> <p>*Palmer, R. R. 2007. <i>A History of the Modern World (10th Edition)</i>. US: McGraw-Hill</p> <p>*Stavrianos, L. S. 1994. <i>World to 1500 AND World Since 1500 (Global History: Prehistory to the Present)</i>. Prentice Hall Press</p>	
Other References	<ul style="list-style-type: none"> <li>• Bartlett. C.J. 1996. <i>Peace, War and the European Powers, 1814-1914</i>. London: Macmillan</li> <li>• Blanning, T.C .W Ed. 2000. <i>The Nineteenth Century: Europe 1789-1914</i> (Short Oxford History of Europe). Oxford: OUP</li> <li>• Bridge, F.R &amp; Roger bullen. 2005. <i>The Great Powers and the European States System 1814-1914</i>. 2nd Ed. New York : Pearson Longman</li> <li>• Carsten, F.L. 1982. <i>The Rise of Fascism</i>. California: University of California Press</li> </ul>	

	<ul style="list-style-type: none"> <li>deVries. 2008. <i>The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the Present</i>. Cambridge: Cambridge University Press</li> </ul>
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### **COURSE ARTICULATION MATRIX:**

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
History of Modern World (1815-1945 A.D.)	CO1	3	1	2	3	2	-	1	-	3	2	2
	CO2	3	1	2	3	1	-	1	-	3	2	2
	CO3	3	1	2	3	1	-	1	-	3	2	2
	CO4	3	1	2	3	1	-	1	1	3	2	2
	CO5	3	1	2	3	1	-	1	-	3	2	2
	CO6	3	1	2	3	2	-	1	-	3	2	2

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year: 2025-26</b>
<b>Branch: History</b>		<b>Semester: VI</b>
1	Course Code	BHI362
2	Course Title	<b>Socio-Cultural and Economic History of Modern India (1700A.D.- 1900 A.D.)</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Major Elective
5	Course Objective	<p>The objective of this course is:</p> <ol style="list-style-type: none"> <li>1.To make the students aware of history of India between 17<sup>th</sup> to 19<sup>th</sup> century</li> <li>2. To infer the developments that happened in India</li> <li>3. To interpret social and cultural changes in the India</li> <li>4. To get familiar with the economic discourse of the time in terms of change and continuity</li> </ol>
6	Course Outcomes	<p>The students will able to</p> <p>CO1: List the social reform movements challenging the traditional caste, class and religious orthodoxies.</p> <p>CO2: Illustrate the significance of Muslim reform movements and get an insight into the ideas of Sir Syed Ahmed Khan.</p> <p>CO3: Identify land revenue systems introduced by the British and the motives behind them.</p> <p>CO4: Analyze rise and growth of Economic nationalism in India</p> <p>CO5: Explain the measures taken up by the British for the development of the country and the intentions behind suchdevelopmental measures.</p> <p>CO6: Discuss the intentions behind establishment of railways and development of banking system, and impact of such measures on Indian economy and society.</p>
7	Course Description	<p>This paper comprises social,economic and cultural aspect of modern India. In this paper a student will be introduced to the social and religious reformation movement in colonial India. Decline of Indian Handicraft, land revenue system and commercialization of agriculture are the salient feature of 18th and 19th Century India. Development of banking and</p>

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 Railway had played a vital role in the drain of Indian wealth to England.

		All these aspects have been covered under this paper title.	
8	Syllabus	CO Mapping	
	<b>Unit 1</b>	<b>Socio-Religious Reform Movements</b>	
	A	Causes and Nature of the reform movements	CO1, CO6
	B	Major social and religious reform movements	CO1, CO6
	C	<ul style="list-style-type: none"> <li>Parsi Reform movements</li> <li>Caste and Women's question</li> </ul>	CO1, CO6
	<b>Unit 2</b>	<b>Reforms in Muslim society</b>	
	A	Muslim reform movements in the earlier phase: Wahabi movement, Faraizi movement	CO2, CO6
	B	<ul style="list-style-type: none"> <li>Sir Syed Ahmed Khan and the Aligarh movement</li> </ul>	CO2, CO6
	C	Deoband movement and other responses to Sir Syed Ahmed Khan	CO2, CO6
	<b>Unit 3</b>	<b>Land revenue systems during colonial period</b>	
	A	<ul style="list-style-type: none"> <li>Permanent Settlement</li> </ul>	CO3, CO6
	B	<ul style="list-style-type: none"> <li>Ryotwari settlement</li> </ul>	CO3, CO6
	C	<ul style="list-style-type: none"> <li>Mahalwari system</li> </ul>	CO3, CO6
	<b>Unit 4</b>	<b>Indian Economy under British</b>	
	A	Commercialization of agriculture	CO4, CO6
	B	Decline of Handicraft in British period	CO4, CO6
	C	Theory of Drain of Wealth	CO4, CO6
	<b>Unit 5</b>	<b>British intervention: Objectives and Impact</b>	
	A	Development of Railway and its impact	CO5, CO6
	B	Development of Postal system and telegraph	CO5, CO6
	C	Development of Banking system in colonial period	CO5, CO6
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>Bandyopadhyay, Sekhar (2014) <i>From Plassey to Partition and After</i>, New Delhi, (Orient Blackswan)</li> </ul>	
	Other References	<ul style="list-style-type: none"> <li>Desai, A.R. (1948), <i>Social Background of Indian Nationalism</i>, Mumbai, Ramdas (Bhatakoi, Popular Publication)</li> <li>Dodwell: (1925) <i>A Sketch of the History of India</i>, London,</li> </ul>	



		Longman's Green and Co. <ul style="list-style-type: none"> <li>• Dutta, K.K. (1975), <i>Social History of Modern India</i>, Delhi, Macmillan Publication</li> <li>• Prasad, Ishwari &amp; Subedar: (1951) <i>History of Modern India (English or Hindi)</i>, Indian Press</li> <li>• Robert's P.E. and Spear: (1931) <i>History of British India (English or Hindi)</i>, London, Oxford University Press</li> <li>• Singh, G.N. (1963), <i>Constitutional Development in Modern India</i>, Punjab, Atma Ram</li> </ul>
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### **COURSE ARTICULATION MATRIX:**

Socio-Cultural and Economic History of Modern India (1700A.D.-1900 A.D.)	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	2	2	2	3	1	2	2	2
	CO2	3	2	2	2	2	2	3	1	2	3	2
	CO3	3	2	2	3	2	2	3	2	2	2	3
	CO4	3	2	2	2	2	2	3	2	2	2	3
	CO5	3	2	2	2	2	2	3	2	2	2	3
	CO6	3	2	2	2	2	2	3	2	2	2	3

<b>School: SSHSS</b>		<b>Batch:2023-26</b>
<b>Programme: B.A.</b>		<b>Current Academic Year:2025-26</b>
<b>Branch: History</b>		<b>Semester: VI</b>
1	Course Code	BHI363
2	Course Title	<b>History and its Professional Utility</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Major elective
5	Course Objective	<p>The main objectives of this paper are:</p> <ul style="list-style-type: none"> <li>• To make the students aware of professional applications of history as a subject.</li> <li>• To make the students understand the main features and uses of Archives, Museums and libraries.</li> <li>• To enable the students to identify the sites for the historical tourism and have an understanding of the preservation of environment in history.</li> <li>• To make the students trace the development of science and technology in India and understand the use of history in Journalism.</li> </ul>
6	Course Outcomes	<p>The students will able to:</p> <p>CO1: Define and understand the use and significance of archives and museums</p> <p>CO2: Illustrate the major aspects of tourism for architectural monuments</p> <p>CO3: Apply and understand the main characteristics of preservation of environment in history and understand the concept of ecological imperialism</p> <p>CO4: Analyze the historical development of science and technology in India</p> <p>CO5: Evaluate the importance and significance of history in journalism</p> <p>CO6: Estimate the openings available in the professional fields related to History as a subject</p>
7	Course Description	<p>This paper is designed to introduce application of history among students of history. Different units are designed about use of Archives, Museums and Libraries. History and its professional utility is the central idea behind this paper. This paper covers environmental aspect of history as well as historical survey of development of science and technology in India</p>

8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>Archives and Museums</b>	
	A	<ul style="list-style-type: none"> <li>• Use of Archives and Archival studies</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>• Museology and Museums</li> </ul>	CO1
	C	<ul style="list-style-type: none"> <li>• Importance of libraries</li> </ul>	CO1
	<b>Unit 2</b>	<b>Heritage and Tourism</b>	
	A	<ul style="list-style-type: none"> <li>• Definition and concept of Heritage and Tourism</li> </ul>	CO2; CO3
	B	<ul style="list-style-type: none"> <li>• Local heritage, Temples and Shrines</li> </ul>	CO2; CO3
	C	<ul style="list-style-type: none"> <li>• Tourism for Architectural Monuments</li> </ul>	CO2; CO3
	<b>Unit 3</b>	<b>Preservation of Environment in History</b>	
	A	<ul style="list-style-type: none"> <li>• Anthropocentricism and Anthropocene</li> </ul>	CO3, CO4
	B	<ul style="list-style-type: none"> <li>• Ecological Imperialism</li> </ul>	CO3, CO4
	C	<ul style="list-style-type: none"> <li>• Colonialism and Industrialization</li> </ul>	CO3, CO4
	<b>Unit 4</b>	<b>Science and Technology in India</b>	
	A	<ul style="list-style-type: none"> <li>• Medicine: Ayurveda, Unani, Sidda and folk healing</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>• Mathematics and astronomy from Aryabhata to Sawai Jai Singh</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>• Technology from the Sultanate to the Mughal period</li> </ul>	CO5, CO6
	<b>Unit 5</b>	<b>History &amp; Journalism</b>	
	A	<ul style="list-style-type: none"> <li>• Use of history in Journalism</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>• First Generation: Memory and Speech</li> <li>• Second Generation: Print and Film</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>• Third Generation: Telephone and Television</li> <li>• Fourth Generation: Multimedia and Internet</li> </ul>	CO5, CO6
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>• Botticelli, Peter , Martha R.Mahard and Michele V. Cloonan, -- (2019) <i>Libraries, Archives and Museums Today</i>, Rowan &amp; Littlefield Publishers</li> <li>• Mishra, P.K. --(2018) <i>Tourism in India</i> , New Century Publications</li> </ul>	
	Other References	<ul style="list-style-type: none"> <li>• Koopman, Harry Lyman – <i>The Mastery of Books; Hints on Reading and The Use of Libraries</i>, American Book Company</li> </ul>	

	<ul style="list-style-type: none"> <li>• Roday, Sunetra, Archana Biwal&amp;Vandana Joshi – <i>Tourism; Operations and Management</i></li> <li>• Atkinson RJC : (1953) <i>Field Archaeology</i>, London, Mathew and Co.</li> <li>• Basker P. : (1982) <i>Techniques of Archaeological Excavation</i>, London, Batsford.</li> <li>• Chakrabarthy D.K.: (1989) <i>Theoretical Perspectives in Indian Archaeology</i>, MunshiramManoharlal.</li> <li>• Rajan K. : (2002) <i>Archaeology, Principles and Methods</i>,Tanjavur.</li> </ul>
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**COURSE ARTICULATION MATRIX:**

History and Professional Utility	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	2	1	3	3	3	3	3
CO2	3	1	1	2	2	2	2	2	3	3	2	2
CO3	3	2	3	3	2	3	3	3	3	3	3	3
CO4	3	2	3	3	2	2	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	3	3	2	2	2
CO6	2	1	2	3	1	1	2	2	2	1	1	1

<b>School: SSHSS</b>		<b>Batch:2023-26</b>
<b>Programme: B.A.</b>		<b>Current Academic Year:2025-26</b>
<b>Branch: History</b>		<b>Semester: VI</b>
1	Course Code	SHS449
2	Course Title	<b>Prominent Historians of Indian History</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major (CC)
5	Course Objective	<p>The objective of this course is:</p> <ul style="list-style-type: none"> <li>• To make the students aware of the origins of history writing in India.</li> <li>• To understand the background and causes of foundation of historical studies</li> <li>• To interpret the various ideological underpinnings of the historians of India</li> <li>• To get familiar with most prominent historians of India in the contemporary times</li> </ul>
6	Course Outcomes	<p>The students will able to:</p> <p>CO1: Define the concept of History and its diverse domains and understand the functions of a historian.</p> <p>CO2: Classify the historians chronologically and analyze their contributions in History writing at various stages.</p> <p>CO3: Identify the beginnings of History writing in India and the works of early historians who laid the foundations of Indian History.</p> <p>CO4: Analyze the contribution of prominent Marxist and Subaltern historians.</p> <p>CO5: Interpret the contribution of historians of contemporary times.</p> <p>CO6: Develop a critically understanding about the general historiographical trends overtime in India.</p>
7	Course Description	<p>The modern academic discipline of History in India was founded by the British in the 19<sup>th</sup> century. Ever since the colonial period, India has created generations of historians who thrive as an active and engaged community of scholars. While it is important to know and understand the information and factual details of the past, it is equally essential to study the figures who produce the knowledge of the past. This paper is designed to give an outline about those historians who have fundamentally shaped our understanding of India from the distant to the recent past.</p>
8		CO Mapping

	<b>Unit 1</b>	<b>Concepts and Background</b>	
	A	Origins of History as a Discipline in India	CO1
	B	Defining History and Who is a Historian in Modern times: Chronicler and Historian	CO1
	C	Antiquarianism, Archaeology and History	CO1
	<b>Unit 2</b>	<b>Pre-colonial Engagement with the Past</b>	
	A	Early Historians of the world- Herodotus, Thucydides	CO2; CO3
	B	Ancient and Medieval Historians: Kalhana, Puranas as History	CO2; CO3
	C	Abul Fazl, Abdul Hamid Lahori and Badauni: History writing as a King	CO2; CO3
	<b>Unit 3</b>	<b>Modern Historians of Ancient India</b>	
	A	William Jones, James Mill, Vincent Smith, Mountstuart Elphinstone, J. Talboys Wheeler, Edward Thompson and G.T. Garratt:	CO3, CO4
	B	Alexander Cunningham, Coomaraswamy	CO3, CO4
	C	Jadunath Sarkar, RC Mazumdar, A.S. Altekar, K.P. Jaiswal	CO3, CO4
	<b>Unit 4</b>	<b>Marxist and Subaltern Historians</b>	
	A	R. Palme Dutt; A.R. Desai	CO5, CO6
	B	D.D. Kosambi; K.N.Panikkar; Sushobhan Sarkar	CO5, CO6
	C	Ranajit Guha; Dipesh Chakrabarty, David Arnold, Partha Chatterjee, David Hardiman	CO5, CO6
	<b>Unit 5</b>	<b>Prominent Historians of Contemporary India</b>	
	A	Bipan Chandra, R.S. Sharma, D.N .Jha	CO5, CO6
	B	Romila Thapar, B. D. Chattopadhyya, Ranabir Chakrabarti	CO5, CO6
	C	Irfan Habib, Sumit Sarkar; Aditya Mukherjee, Mridula Mukherjee	CO5, CO6

	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>• Basham, A.L, <i>A Cultural History of India</i>. Oxford University Press, USA</li> <li>• Chakravarti. Ranabir, <i>Exploring Early India</i>, Primus Books, New Delhi 2016</li> <li>• Jha. D. N. <i>Ancient India in a Historical Outline</i>, New Delhi: Manohar, New Delhi, 2015</li> </ul>	
	Other References	<ul style="list-style-type: none"> <li>• Ashworth, G. J. <i>The Tourist Historic City. Retrospect and Prospect of Managing the Heritage City</i>, Pergamon, Oxford</li> <li>• Brown, P. <i>Indian Architecture (Buddhist and Hindu Period)</i>, Tobey Press, New York</li> <li>• Chandra, B. <i>History of Modern India</i>. Orient Blackswan, New Delhi</li> <li>• Chandra. B., <i>The Rise and Growth of Economic Nationalism in India</i> (New Delhi, People's Publishing House, 1966, 1991).</li> <li>• Chandra, B., <i>Nationalism and Colonialism in Modern India</i> (New Delhi, Orient Longman, 1979, 1984).</li> <li>• Desai, A.R., <i>Social Background of Indian Nationalism</i> (Bombay, 1948, 2000).</li> <li>• Kane, P.V., <i>History of Dharmashastra</i>, 5 Vols. Bhandarkar Oriental Research Institute, 1968-77</li> <li>• Kosambi D.D, <i>An Introduction to the Study of Indian History</i> (Bombay, Popular Prakashan, 1956, 1985).</li> </ul>	

### COURSE ARTICULATION MATRIX:

Prominent Historians of Indian History	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	3	3	2	3	2	2	1	2	2	2
CO2	3	3	3	2	3	2	2	1	2	3	2	
CO3	3	3	3	3	3	2	2	1	2	2	3	
CO4	3	3	3	2	3	2	2	1	2	2	3	
CO5	3	3	3	2	3	2	2	1	2	2	3	
CO6	3	3	3	2	3	2	2	1	2	2	3	

<b>School: SSHSS</b>		<b>Batch: 2023-2027</b>
<b>Programme: B.A</b>		<b>Current Academic Year: 2025-26</b>
<b>Branch: History</b>		<b>Semester: VI</b>
1	Course Code	RBL363
2	Course Title	<b>Study of Languages used in Indian History (RBL-4)</b>
3	Credits	1
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Project
5	Course Objective	<ol style="list-style-type: none"> <li>1. To identify the major historiographical paradigms that have impacted on the writing of History.</li> <li>2. To study and understand the significance of various languages of History.</li> <li>3. To enable the students to conduct research and prepare research reports.</li> </ol>
6	Course Outcomes	<p>The students will be able to</p> <p>CO1: Define research methodology in history which will build up their research aptitude.</p> <p>CO2: Illustrate various types of Historical Languages used in Indian History and the variation among historical aspect of different languages.</p> <p>CO3: Identify to various literature written in regard to languages in Indian history and will be learn to formulate literature review.</p> <p>CO4: Examine relevant aspects related to formulation of a research design.</p> <p>CO5: Determine the techniques of writing and reading various languages keeping in mind their historical significance</p> <p>CO6: Develop an in-depth understanding of the area of different languages being visited and, in the process, will get to learn to prepare language analysis report.</p>
7	Course Description	<p>This course is designed to enhance the research aptitude of the students. The students in the course of their project get an opportunity of interaction with people with different languages and cultural settings. In this project, student will be preparing research report on any language of historical importance of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report.</p>



8	Syllabus		CO Mapping
	Unit 1	Introduction to Research methodology in history	CO1
	Unit 2	Meaning, types and significance of Historical Languages	CO2
	Unit 3	Literature review	CO3
	Unit 4	Formulation of research design of the language	CO4
	Unit 5	Techniques of writing and reading of the selected language.	CO5, CO6
	Mode of examination	Practical/Viva	
	Weightage Distribution	IA	EA
		60%	40%
	Text book/s*	*Chitnis, K.N., (2006)— <i>Research Methodology in History</i> , Atlantic Publication. * Sreedharan, E. : <i>A Textbook of Historiography</i>	
	Other References	<ul style="list-style-type: none"> <li>• Mohan, Peggy , <i>Wanderers, Kings, Merchants: The Story of India through its Languages</i>, Penguin random House</li> <li>• Kaul, Omkar and Devaki, L, <i>Linguistic Heritage of India and Asia</i>, Central Institute of Indian Languages, Mysore</li> <li>• Ollet, Andrew, <i>Prakrit and the Language order of Premodern India</i>, Primus Books</li> <li>• Singh, K.S, Manoharan, S, <i>Languages and Scripts (People of India national Series)</i>, Oxford University Press, 1994</li> </ul>	

### **COURSE ARTICULATION MATRIX:**

RBL-IV	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	-	-	2	-	1	-	-	3	2
	CO2	-	3	1	-	2	-	1	-	-	-	-
	CO3	-	3	1	-	2	-	1	-	-	-	-
	CO4	-	3	1	-	2	-	1	-	-	-	-
	CO5	-	3	3	-	2		1	-	-	-	-
	CO6	1	3	1	3	2	2	1	-	-	3	2

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year:2025-26</b>
<b>Branch: History</b>		<b>Semester: VI</b>
1	Course Code	SHS348
2	Course Title	<b>Indian History-V: 1857-1947 CE</b>
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Minor Elective
5	Course Objective	<p>The objective of this course is:</p> <ul style="list-style-type: none"> <li>• To give knowledge of India's freedom struggle</li> <li>• To stimulate the student's interest and understanding of India's glorious past and enhance knowledge of the colonial Indian society and polity</li> <li>• To prepare students for competitive examinations</li> </ul>
6	Course Outcomes	<p>The students will able to</p> <p>CO1: Understand the causes and nature of 1857 Revolt and major development after it.</p> <p>CO2: Relate the rise and development of National Consciousness</p> <p>CO3: Identify the major political development before the Gandhian era.</p> <p>CO4: Analyse the effect of Gandhi on the Indian Independence movement and the different trends that emerged during the period</p> <p>CO5: Explain the realities and the conditions that led to the movement towards the Independence.</p> <p>CO6: Discuss the Social, Political, Economic and Cultural aspects of the History of the Indian Independence movement.</p>
7	Course Description	<p>This course would educate the students on the developments that led to the struggle for Independence, who were the important personalities who led the Indian freedom struggle, effect of Gandhi on the Indian Independence movement and the different trends that emerged during this period. This course would also talk about the various colonial reforms that were introduced and amidst all of this, how was the fight for Indian independence taking shape. It would also shape our understanding of how society, polity, culture and administration has been defined from the norms and practices that were present during the colonial period and how the Indian constitution came to be.</p>

8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>The “Revolt” and after</b>	
	A	Revolt of 1857: Background, Causes, Nature, Consequences	CO1, CO6
	B	India after 1857: Queen’s Proclamation of 1858 and its Critical Analysis The Government of India Act 1858; Indian Council’s Act of 1892	CO1, CO6
	C	Administration of Lord Lytton and Lord Ripon	CO1, CO6
	<b>Unit 2</b>	<b>Growth of National consciousness</b>	
	A	Factors responsible for the growth of National consciousness	CO2, CO6
	B	Growth of modern political ideas: Establishment of the Indian National Congress: Theory and Objectives Era of Moderates and their achievements	CO2, CO6
	C	Administration of Lord Curzon, Partition of Bengal, Swadeshi & Boycott movement Rise of the Radicals in INC and Surat Split	CO2, CO6
	<b>Unit 3</b>	<b>National movement Before Gandhi</b>	
	A	Rise of Communalism: Aligarh Movement, The Muslim League, Demand for Separate Electorate, Lucknow Pact	CO3, CO6
	B	Morley-Minto reforms Lord Hardinge and important developments during his period  Home Rule League	CO3, CO6
	C	Emergence and Growth of Left revolutionary nationalists Workers and Peasants movements: All India Trade Union Congress (AITUC); Swami Sahaj Anand Saraswati and Bihar Provincial Kisan Sabha (BPKS); All India Kisan Sabha (AIKS); Workers and Peasants Parties (WPPs)	CO3, CO6
	<b>Unit 4</b>	<b>Advent of Gandhi</b>	
	A	Champaran, Kheda Satyagraha,; Rowlatt Act and Rowlatt Satyagraha; Jallianwala Bagh tragedy Government of India Act 1919 or Montague-Chelmsford Reforms: Provisions and Critical Analysis	CO4, CO6
	B	Khilafat Movement	CO4, CO6

		Non-Cooperation, Movement: cause, spread and withdrawal Chauri-Chaura incident and withdrawal of Non-Cooperation Movement	
	C	The Swaraj Party and The Swarajists Simon Commission; Nehru Report and Round Table Conference Lahore Congress and Purna Swaraj Civil Disobedience Movement	CO4, CO6
	<b>Unit 5</b>	<b>Road to Independence</b>	
	A	Govt. of India Act, 1935 and Election The Great war and constitutional deadlock: formation of the congress ministries and resignation The August offer, The Cripps Mission, The Quit India Movement	CO5, CO6
	B	The Wavell Plan, the Two-Nation Theory and the demand for Pakistan The Cabinet Mission Plan Atlee's announcement, The Mountbatten Plan: Indian Independence Act 1947, Partition and Indian Independence	CO5, CO6
	C	Contribution of Subhas Chandra Bose and the INA Radical forces, Tribal, Dalits and Women during the National movement: Trend and role	CO5, CO6
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	Chandra, Bipan et. al. <i>India's Struggle for Independence</i> . New Delhi: Penguin, 1988. Bandhopadhyaya, Shekhar. <i>From Plassey to Partition: A History of Modern India</i> . Delhi: Orient Blackswan, 2004. Sarkar, Sumit. <i>Modern India 1885-1947</i> . Delhi: Macmillan 1983	
	Other References	B. L. Grover, <i>Modern Indian History</i> , S. Chand, 2000. Chaudhary, Latika et. al., eds. <i>A New Economic History of Colonial India</i> . London and New York: Routledge, 2016. Bandyopadhyay, Shekhar (ed). <i>National Movement in India: A</i>	

		<p>Reader. New Delhi: Oxford University Press,2009.</p> <p>Bhargava, Rajeev, ed. Bipan, Chandra. Nationalism and Colonialism in Modern India. Delhi: Orient Longman,1979.</p> <p>Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press,2008.</p> <p>Brown, Judith. Gandhi's Rise to Power. Cambridge: Cambridge University Press, 1972.</p>
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**COURSE ARTICULATION MATRIX:**

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
Indian History- V: 1857- 1947 CE	CO1	2	3	1	2	1	1	1	-	2	2	2
	CO2	3	3	2	2	2	2	3	-	3	3	2
	CO3	2	2	-	1	1	1	2	-	1	2	2
	CO4	1	1	1	1	1	-	1	-	1	1	1
	CO5	2	1	1	2	2	1	2	-	1	2	2
	CO6	3	1	2	1	2	3	3	-	2	3	3

## *Semester- VII*

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Program: B.A.</b>		<b>Current Academic Year: 2026-27</b>
<b>Branch: History</b>		<b>Semester: VII</b>
1	Course Code	SHS445
2	Course Title	<b>Selected History of South India: Sangam to Vijayanagar</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major (Core)
5	Course Objective	<p>The objective of the course is: -</p> <ol style="list-style-type: none"> <li>1. To enable students to understand state formation in South India</li> <li>2. To understand the nature of polity, society, economy and culture of South India.</li> <li>3. To analyse reasons for constant warfare between Decani and South Indian Kingdoms.</li> <li>4. To apprise the students of the immense cultural contribution of South Indian rulers to art and architecture of the period.</li> </ol>
6	Course Outcomes	<p>The students will be able to: -</p> <p>CO1: Find out about the Megalithic culture and State formation in South India during Sangam Age.</p> <p>CO2: Understand state formation in the Deccan- Satvahanas and Vakatakas, Pallava-Chalukya conflict in South, their cultural contribution.</p> <p>CO3: Identify small states of Deccan and South India-Gangas, Hoysalas etc., and evaluate cultural &amp; trade ties between South India and South East Asia.</p> <p>CO4: Analyse polity, society, economy and culture of Bahmani Kingdom, reasons for its disintegration.</p> <p>CO5: Asses nature of Vijaynagar state and society, their contribution to art and architecture.</p> <p>CO6: Develop a clear understanding of different state formations in Deccan and South India from Sangam Age to Vijaynagar.</p>
7	Course Description	<p>This paper covers the history of South India from Ancient to Medieval period. The focus lies on the states during Sangam Age and subsequent states in South- Cholas, Pallavas, Chalukyas and Rashtrakutas, as well as smaller Kingdoms -Gangas, Kakatiyas, Hoysalas etc. It also focuses on Medieval States of Vijayanagara and Bahmani, their rulers,</p>

		administrative system, society, economy, art and architecture.	
	<b>Unit 1</b>	<b>Sangam Age</b>	
	A	<ul style="list-style-type: none"> <li>• Megalithic Culture</li> <li>• Sangam Age: Sangam Literature</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>• South Indian states- Chola, Chera &amp; Pandya: Polity, Society &amp; Economy.</li> </ul>	CO1, CO6
	C	<ul style="list-style-type: none"> <li>• Struggle between Pandya, Chola and Chera.</li> </ul>	CO1
	<b>Unit 2</b>	<b>Emergence of Centralised States</b>	
	A	<ul style="list-style-type: none"> <li>• Satvahanas &amp; Vakatakas Kingdoms</li> </ul>	CO2, CO6
	B	<ul style="list-style-type: none"> <li>• Pallavas, Chalukyas &amp; Rashtrakutas: Tripartite struggle</li> </ul>	CO2, CO6
	C	<ul style="list-style-type: none"> <li>• Pallavas, Cholas &amp; Chalukyas: cultural contribution.</li> </ul>	CO2
	<b>Unit 3</b>	<b>Smaller States</b>	
	A	<ul style="list-style-type: none"> <li>• Western Gangas, Yadavas of Devagiri</li> </ul>	CO3, CO6
	B	<ul style="list-style-type: none"> <li>• Hoysalas of Dvarasamudra, Kakatiyas: Rudradeva</li> </ul>	CO3, CO6
	C	<ul style="list-style-type: none"> <li>• Cultural and Trade ties between India and South-East Asia.</li> </ul>	CO3
	<b>Unit 4</b>	<b>Bahmani Sultanate</b>	
	A	<ul style="list-style-type: none"> <li>• Sultans, Polity &amp; Administration.</li> </ul>	CO4, CO6
	B	<ul style="list-style-type: none"> <li>• Society, Art &amp; Architecture</li> </ul>	CO4
	C	<ul style="list-style-type: none"> <li>• Disintegration of Bahmani Sultanate</li> </ul>	CO4
	<b>Unit 5</b>	<b>Vijayanagar Empire</b>	
	A	<ul style="list-style-type: none"> <li>• Rulers, Administration &amp; Nayankara system</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>• Conflict with Bahmani Sultanate.</li> </ul>	CO5
	C	<ul style="list-style-type: none"> <li>• Society, Art &amp; Architecture under Vijayanagar Empire.</li> </ul>	CO5
	Mode of examination	Theory/Jury/Practical/Viva	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*		



		<ul style="list-style-type: none"> <li>• *Karashima, Noburo. 2014. <i>A Concise History of South India, Issues and Interpretations</i>, Oxford University Press</li> <li>• *Sastri, Nilkanta, K.A.1955. <i>A History of South India, From Prehistoric Times to the Fall of Vijayanagar</i>, Oxford University Press.</li> <li>• *Vipul Singh, <i>Interpreting Medieval India - Vol 1</i>, Laxmi Publications, 2009.</li> </ul>
	Other References	<ul style="list-style-type: none"> <li>• Altekar, A.S. 1967. <i>The Rashtrakutas and their Times</i>. Poona: Oriental Book Agency</li> <li>• Champakalakshmi, R. 1996. <i>Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD</i>, Oxford University Press</li> <li>• Dikshit P. Durga, 1980. <i>Political History of the Chālukyas of Badami</i>. Abhinav Publications</li> <li>• *Keshavan, Veluthat. 2012. <i>The Political Structure of Early Medieval South India</i>. Orient Blackswan</li> <li>• *Ramaswamy, Vijaya. 1997. <i>Walking Naked: Women, Society, and Spirituality in South India</i>. Sage Publication</li> <li>• *Raja Gopal, Balakrishnan. 1981. <i>The Chalukyas of Kalyāṇa and the Kalachuris</i>. PrasarangaKarnatak University</li> <li>• *------. 1994. <i>The Rashtrakutas of Malkhed: Studies in the History and Culture</i>. Geetha Book House.</li> </ul>

### COURSE ARTICULATION MATRIX:

History of South India: Sangam to Vijayanagar	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	3	2	1	2	1	3	2	1
CO2	2	3	3	3	2	1	2	1	3	2	1	
CO3	2	3	3	3	2	1	2	1	3	2	1	
CO4	2	3	3	3	2	1	2	1	3	2	1	
CO5	2	3	3	3	2	1	2	1	3	2	1	
CO6	3	3	3	3	2	1	2	2	3	2	1	

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A</b>		<b>Current Academic Year: 2026-27</b>
<b>Branch: History</b>		<b>Semester: VII</b>
1	Course Code	SHS446
2	Course Title	<b>Selected History of Northeast India: from Ancient to Colonial era</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major
5	Course Objective	<p>The objective this course is to :</p> <ol style="list-style-type: none"> <li>1. Comprehend the origin and development of the early History of north-eastern India.</li> <li>2. Acquaint the students with the main currents of the socio-political and economic developments in the North-East during the medieval period.</li> <li>3. Acquaint the students with the major stages of developments in the political, social and cultural history of the states during the colonial times.</li> <li>4. Give a general outline of the history of North-East India from the early times to the independence movement.</li> </ol>
6	Course Outcomes	<p>The students will be able to :</p> <p>CO1. Define the geographical setting of North-east India and its settlement patterns.</p> <p>CO2. Classify the basic themes, concepts, chronology and the nature of the history of North-East India during the medieval period.</p> <p>CO3. Develop an understanding of the history of the region and its geopolitical significance during the colonial period.</p> <p>CO4. Examine the specific factors that have impacted the region during the colonial rule and different frontier policies introduced by the British.</p> <p>CO5. Determine the impact of colonial rule in the region and explain the unique features of the freedom struggle in the region.</p> <p>CO6. Elaborate the issues and interrelations pertaining to the state in the unique setting of North-East India</p>

7	Course Description	The objective of this course is to provide basic knowledge of the Political and Historical events of the people of North-East India from the ancient period to the end of the British period. The objective of this course is also to familiarize the students with the major trends of the Political, Social and Economic developments in North-East India.	
8	<b>Syllabus</b>		<b>CO Mapping</b>
	<b>Unit 1</b>	<b>Early History of North-East India</b>	
	A	<ul style="list-style-type: none"> <li>Geographical Setting of NE India</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>The pattern of Settlement in North-East India</li> </ul>	CO1
	C	<ul style="list-style-type: none"> <li>The foundation and development of Varman Dynasty</li> </ul>	CO1
	<b>Unit 2</b>	<b>Medieval North-East India</b>	
	A	<ul style="list-style-type: none"> <li>Rise of Ahom State: From Sukapha to Rudra Singha</li> </ul>	CO2
	B	<ul style="list-style-type: none"> <li>Ahom Frontier Policy</li> </ul>	CO2
	C	<ul style="list-style-type: none"> <li>Moamaria Rebellion and Captain Welsh's Mission</li> </ul>	CO2
	<b>Unit 3</b>	<b>Modern North-East India</b>	
	A	<ul style="list-style-type: none"> <li>Anglo-Burmese War and North-East India (1824-1826); The Treaty of Yandaboo and its Impact</li> </ul>	CO3
	B	<ul style="list-style-type: none"> <li>Annexations (1828-1852): Assam, Cachar, Jaintia and Khasi Hills</li> </ul>	CO3
	C	<ul style="list-style-type: none"> <li>Annexations(1864-1905):Garo Hills, Naga Hills and Lushai Hills</li> </ul>	CO3
	<b>Unit 4</b>	<b>British Policy in the Northern Frontier of Assam</b>	
	A	<ul style="list-style-type: none"> <li>Posa, Duars, Kotokis, Trade and Military Expeditions</li> </ul>	CO4
	B	<ul style="list-style-type: none"> <li>Implications of the Inner Line Regulation of 1873 and Arunachal Pradesh; Analysis of the Outer line</li> </ul>	CO4

	C	<ul style="list-style-type: none"> <li>Recognition of the McMahon Line; The Shimla Conference (1913)</li> </ul>	CO4
	<b>Unit 5</b>	<b>ResistancetoColonialRuleinNorth-EastIndia</b>	
	A	<ul style="list-style-type: none"> <li>ImpactofColonialRule:Society,Economyand Polity; Agrarian Revolts : PhulguriDhewa</li> </ul>	CO5; CO6
	B	<ul style="list-style-type: none"> <li>Freedom Struggle in North-East India : Non-Cooperation and Civil Disobedience Movement</li> </ul>	CO5; CO6
	C	<ul style="list-style-type: none"> <li>QuitIndiaandIndia'sIndependence</li> </ul>	CO5; CO6
	Mode of examination	Theory/Jury/Practical/Viva	
	Weightage	IA	EA
	Distribution	25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>Bhattacharjee, J.B., <i>Social and Polity Formations in Pre-Colonial North East India</i>, Vikas,Delhi, 1991</li> <li>Dutta, S.C., <i>The Northeast and the Mughals :1661-1714</i>, Delhi, 1984</li> </ul>	
	Other References/books	<ul style="list-style-type: none"> <li>Acharya, N.N., <i>History of Medieval Assam</i></li> <li>Banerjee, Dipankar, <i>Labour Movement in Assam</i>, Anamika Publishers, 2005</li> <li>Barpujari, H.K., ed., <i>Comprehensive History of Assam</i>, Guwahati, 2004</li> <li>Barpujari, H.K., (ed.) <i>Francis Jenkins Report on the North-East Frontier of India</i>, Spectrum Publications, 1999</li> <li>Barpujari, H.K., (ed.) <i>Political History of Assam</i>, Vol. I, Govt. of Assam, 1977</li> </ul>	

### COURSE ARTICULATION MATRIX:

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
Selected History of North- East India	CO1	2	2	2	1	1	-	2	1	1	1	3
	CO2	3	2	3	2	2	1	2	1	2	3	2
	CO3	2	1	2	1	-	1	1	-	3	1	2
	CO4	1	1	1	-	2	2	2	1	1	1	1
	CO5	-	1	-	1	1	-	-	-	-	1	1
	CO6	2	3	2	2	2	1	3	2	2	2	2

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Program: B.A.</b>		<b>Current Academic Year: 2026-27</b>
<b>Branch: History</b>		<b>Semester: VII</b>
1	Course Code	SHS447
2	Course Title	<b>Selected History of Rajputana-I</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major
5	Course Objective	<p>The objectives of the course is: -</p> <ul style="list-style-type: none"> <li>• To introduce students to the history of Medieval Rajput Kingdoms through a study of wide range of themes.</li> <li>• Provide overview of various Rajput states in early Medieval North and Western India, their ties with Sultans of Delhi and other and other states of the time.</li> <li>• Focus on rise of Mewar under Rana Kumbha &amp; Rana Sanga and assess the heroism of Rana Pratap.</li> <li>• Assesses the impact of Turkish rule on Rajput states and Rajput resistance to Delhi Sultans and other contemporary Sultanates.</li> </ul>
6	Course Outcomes	<p>The students will able to: -</p> <p>CO1: List the various archival and bardic traditions to construct Rajput history, their origin, emergence of Rajput political structure.</p> <p>CO2: Understand the nature of several early Rajput states in North and Western India during early Medieval period.</p> <p>CO3: Identify significant Rajput clans of Medieval period</p> <p>CO4: Analyse the rise of Mewar and Marwar with focus on Rana Pratap, their political and cultural achievements.</p> <p>.CO5: Assess Rajput resistance to Sultans of Delhi, Gujarat and Malwa.</p> <p>CO6: Discuss the emergence of various Rajput states in Medieval India with information about their bravery, victories and losses.</p>
7	Course Description	The course is designed to give students a clear understanding of the history of Rajputs in Medieval India. It begins with the sources used to reconstruct Rajput history, discusses the debates surrounding its origin, and emergence of Rajput States in North-West India. It briefly covers

		history of many Rajput states with special focus on Mewar, Marwar and brave rulers like Rana Sanga and Rana Pratap. It also discusses Rajput resistance to Turkish and contemporary Sultans of the time.	
	Unit 1	<b>The Rajputs: Origin &amp; Sources</b>	
			<b>CO Mapping</b>
	A	<ul style="list-style-type: none"> <li>Sources: Archival, bardic, oral, literary traditions</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>Origin of Rajputs, Debate over its origins..</li> </ul>	CO1
	C	<ul style="list-style-type: none"> <li>Evolution of political structure under Rajputs.</li> </ul>	CO1
	Unit 2	<b>Early Rajput Clans</b>	
	A	<ul style="list-style-type: none"> <li>Chahmanas or Chauhan's of Delhi Ajmer.</li> <li>Chandelas of Jejabhukti and Bundelkhand.</li> </ul>	CO2
	B	<ul style="list-style-type: none"> <li>Parmar of Malwa.</li> <li>Pratiharas of Kannauj.</li> </ul>	CO2
	C	<ul style="list-style-type: none"> <li>Rashtrakutas of Malkhed.</li> </ul>	CO2
	Unit 3	<b>Rajput clans in Medieval Period</b>	
	A	<ul style="list-style-type: none"> <li>Chalukyas/Solanki of Kathiawad.</li> </ul>	CO3, CO6
	B	<ul style="list-style-type: none"> <li>Guhilot/Sisodiya of Mewar.</li> </ul>	CO3, CO6
	C	<ul style="list-style-type: none"> <li>Rathore of Kannauj.</li> </ul>	CO3, CO6
	Unit 4	<b>Rise of Mewar&amp;Marwar</b>	
	A	<ul style="list-style-type: none"> <li>Rise of Mewar under Kumbha&amp; Sanga.</li> </ul>	CO4, CO6
	B	<ul style="list-style-type: none"> <li>Rana Pratap and rise of nationalism.</li> </ul>	CO4, CO6
	C	<ul style="list-style-type: none"> <li>Political and Cultural achievements.</li> </ul>	CO4, CO6
	Unit 5	<b>Rajput resistance to Delhi &amp; other Sultans</b>	
	A	<ul style="list-style-type: none"> <li>Rajputs –Khiljis&amp; Tughluqs</li> </ul>	CO5, CO6
	B	<ul style="list-style-type: none"> <li>Rajput &amp; Sayyid &amp;Lodhis</li> </ul>	CO5, CO6
	C	<ul style="list-style-type: none"> <li>Rajput -Sultanates of Gujarat &amp; Malwa</li> </ul>	CO5, CO6
	Mode of examination	Theory/Jury/Practical/Viva	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>*Tod, James, Annals and Antiquities of Rajasthan, 2 Vols. New Delhi: Rupa Publications.</li> </ul>	

		<p>*Sharma, G.D. (1977). <i>Rajput Polity</i>. New Delhi: Manohar Publisher.</p> <ul style="list-style-type: none"> <li>• Chattopadhyaya, B. D. (1994) “The Emergence of Rajputs as Historical Process in Early Medieval Rajasthan”, in KarineSchomer (eds.) <i>The Idea of Rajasthan</i>. Vol. II, Delhi: Manohar Publisher</li> <li>• Harcourt, Max. 1993. “The Deshnok ‘Karni Mata’ temple and political legitimacy in Medieval Rajasthan”, <i>Journal of South Asian Studies</i>, pp. 33-48.</li> <li>• Kapur, Nandani. 2004. “State Formation in Rajasthan: Mewar during the Seventh Fifteenth Centuries”, <i>Social Scientist</i>.</li> <li>• Khan, R. Ali. 1976. <i>The Kachhwahas under Akbar and Jahangir</i> New Delhi: Kitab Publishing House.</li> </ul>
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**COURSE ARTICULATION MATRIX:**

<b>History of Rajputana-I</b>	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	2	3	3	2	1	2	1	3	2	3
	CO2	2	2	3	3	2	1	2	1	3	2	3
	CO3	2	2	3	3	2	1	2	1	3	2	3
	CO4	2	2	3	3	2	1	2	1	3	2	3
	CO5	2	2	3	3	2	1	2	1	3	2	3
	CO6	2	2	3	3	2	1	2	1	3	2	3

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Program: B.A.</b>		<b>Current Academic Year: 2026-27</b>
<b>Branch: History</b>		<b>Semester: VII</b>
1	Course Code	SHS448
2	Course Title	<b>Selected History of Rajputana-II</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major
5	Course Objective	<p>The objective of the course is: -</p> <ul style="list-style-type: none"> <li>• To introduce students to history of Medieval Rajput Kingdoms through a study of wide range of themes.</li> <li>• Provide overview of various Rajput states in early Medieval North and Western India, their ties with Delhi Sultans and Mughals.</li> <li>• Assesses the impact of Turkish rule on Rajput states, examine the nature of Rajput polity, society and economy.</li> <li>• Focus on socio-religious and cultural life of Rajputs, heroism of Rana Pratap, and their ties with Delhi Sultans and Mughals.</li> </ul>
6	Course Outcomes	<p>CO1: Find out about the dynamics of Mughal-Rajput relations.</p> <p>CO2: Understand the factors behind emergence of Amber and impact of Maratha raids on Rajasthan.</p> <p>CO3: Identify the features of Rajput polity and economy.</p> <p>CO4: Analyse the structure of Rajput society, caste system, culture and religion.</p> <p>CO5: Assess the contribution of Rajput's to the field of painting, art and architecture.</p> <p>CO6: Develop an overall understanding of structure of Rajput polity, society, economy, religion, art and architecture and the impact of Maratha raids on later Rajput states.</p>
7	Course Description	<p>The course is designed to give students a clear understanding of Rajput political, society, economy, religion, development of art and architecture in Medieval India. It begins with discussion on Mughal-Rajput relations and further discusses emergence of strong state of Amber and its able rulers. It further deals with the impact of Maratha movement to the North, their interference in Rajput society towards the fag end of the Mughal rule.</p>



	Unit 1	<b>Mughal -Rajput relations</b>		<b>CO Mapping</b>
	A	<ul style="list-style-type: none"> <li>Incorporation of Rajputs in Mughal Nobility.</li> </ul>		CO1
	B	<ul style="list-style-type: none"> <li>Rajput policy of Akbar and Jahangir.</li> </ul>		CO1
	C	<ul style="list-style-type: none"> <li>Rajput policy of Shahjahan and Aurungzeb</li> </ul>		CO1
	Unit 2	<b>Later Rajput rulers</b>		
	A	<ul style="list-style-type: none"> <li>Emergence of Amber Principality as an important state.</li> </ul>		CO2,
	B	<ul style="list-style-type: none"> <li>Mirza Raja Jai Singh, Sawai Jai Singh.</li> </ul>		CO2
	C	<ul style="list-style-type: none"> <li>Maratha raids on Rajasthan.</li> </ul>		CO2, CO6
	Unit 3	<b>Rajput Polity &amp; Economy</b>		
	A	<ul style="list-style-type: none"> <li>King–clan relations, system of Bhaibant, Pattadari and Chakri.</li> </ul>		CO3, CO6
	B	<ul style="list-style-type: none"> <li>Nature of Feudalism, Land Revenue system.</li> </ul>		CO3, CO6
	C	<ul style="list-style-type: none"> <li>Economy: Agriculture, Peasantry, Trade and Commerce</li> </ul>		CO3, CO6
	Unit 4	<b>Rajput Society &amp; Culture</b>		
	A	<ul style="list-style-type: none"> <li>Society &amp; Customs: Caste system, Women, Sati &amp; Jauhar.</li> </ul>		CO4, CO6
	B	<ul style="list-style-type: none"> <li>Rajput Religion: Karnimata, Mirabai, Dadupanthis</li> </ul>		CO4, CO6
	C	<ul style="list-style-type: none"> <li>Sufi tradition:Centres of Ajmer &amp;Nagaur.</li> </ul>		CO4, CO6
	Unit 5	<b>Rajput Painting, Art &amp; Architecture</b>		
	A	<ul style="list-style-type: none"> <li>Schools ofPainting: Salient features</li> </ul>		CO5, CO6
	B	<ul style="list-style-type: none"> <li>Rajasthani &amp; Pahari schools</li> </ul>		CO5, CO6
	C	<ul style="list-style-type: none"> <li>Architectural contribution of Rajput rulers.</li> </ul>		CO5, CO6
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	IA	EA	
		25%	75%	
	Text book/s*	<ul style="list-style-type: none"> <li>*Tod, James. 1998. <i>Annals and Antiquities of Rajasthan</i>, 2 Vols. New</li> </ul>		

		Delhi: Rupa. <ul style="list-style-type: none"> <li>*Trimizi, S. A. I. 1968. <i>Ajmer through Inscriptions</i>. New Delhi: Indian Institute of Islamic Studies. Social and Cultural History of Rajasthan”, IESHR, 13 (2),</li> </ul> Ziegler, Norman P. 1976. “The Marvari Historical Chronicles: Sources for the pp. 219-50.
	<b>Other References</b>	<ul style="list-style-type: none"> <li>Chattopadhyaya, B. D. (1994) “The Emergence of Rajputs as Historical Process in Early Medieval Rajasthan”, in Karine Schomer (eds.) <i>The Idea of Rajasthan</i>. Vol. II, Delhi: Manohar Publisher</li> <li>Kapur, Nandani. 2004. “State Formation in Rajasthan: Mewar during the Seventh Fifteenth Centuries”, <i>Social Scientist</i>.</li> <li>Khan, R. Ali. 1976. <i>The Kachhwahas under Akbar and Jahangir</i> New Delhi: Kitab Publishing House.</li> </ul>

**COURSE ARTICULATION MATRIX:**

<b>History of Rajputana-II</b>	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	3	2	1	2	2	3	2	2
	CO2	2	3	3	3	2	1	2	2	3	2	2
	CO3	2	3	3	3	2	1	2	2	3	2	2
	CO4	2	3	3	3	2	1	2	2	3	2	2
	CO5	2	3	3	3	2	1	2	2	3	2	2
	CO6	2	3	3	3	2	1	2	2	3	2	2

<b>School: SSHSS</b>		<b>Batch: 2023-2027</b>	
<b>Program: B.A</b>		<b>Current Academic Year: 2026-2027</b>	
<b>Branch: History</b>		<b>Semester: VIII</b>	
1	Course Code	SHS449	
2	Course Title	<b>Partition of India through the lens of Cinema and Literature</b>	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Minor Elective	
5	Course Objective	<ol style="list-style-type: none"> <li>1. To properly understand the significance of Partition.</li> <li>2. To have a deeper understanding of the impact of partition on the lives of people</li> <li>3. To Summarize and Contextualize the events and opinions surrounding the Partition of India.</li> <li>4. To view the partition of India from outlooks besides the historical accounts.</li> </ol>	
6	Course Outcomes	<p>The students will be:</p> <p>CO1: Find out about the historical background of the partition of India and its consequences.</p> <p>CO2: Relate with women's situation during partition and its depiction in literature.</p> <p>CO3: Identify the issues related to partition through an analysis of cinema pertaining to the partition period.</p> <p>CO4: Analyse the impact of partition on the lives of people through testimonies and oral history.</p> <p>CO5: Assess the legacy of partition and its impact in contemporary times.</p> <p>CO6: Develop a view on partition and its impact on India from a new perspective.</p>	
7	Course Description	This course will examine the history of partition: why and how it happened and will mainly focus on the experiences of the ordinary people during the partition as well as the impact that the partition had on them. In this course we will look at the partition as told in cinema, novels and oral history.	
	Unit 1	<b>Background of Partition 1947</b>	<b>CO Mapping</b>
	A	<ul style="list-style-type: none"> <li>• Events leading to partition</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>• Making of India &amp; Pakistan</li> </ul>	CO1

	C	<ul style="list-style-type: none"> <li>Consequences of the Partition</li> </ul>	CO1
	Unit 2	<b>Partition in Literature</b>	
	A	<ul style="list-style-type: none"> <li>Partition in Fiction</li> </ul>	CO2
	B	<ul style="list-style-type: none"> <li>Women During Partition</li> </ul>	CO2, CO6
	C	<ul style="list-style-type: none"> <li>Pinjar by Amrita Pritam</li> </ul>	CO2
	Unit 3	<b>Partition in Cinema</b>	
	A	<ul style="list-style-type: none"> <li>Dharamputra: analyzing Communalism</li> </ul>	CO3
	B	<ul style="list-style-type: none"> <li>1947 Earth: Movie Analysis</li> </ul>	CO3
	C	<ul style="list-style-type: none"> <li>Aftermath of Partition in films: Garam Hava</li> </ul>	CO3
	Unit 4	<b>Untold Stories of Partition</b>	
	A	Partition Voices by Kavita Puri	CO4, CO6
	B	<ul style="list-style-type: none"> <li>Oral histories of Partition</li> </ul>	CO4, CO6
	C	<ul style="list-style-type: none"> <li>Stories of displaced Hindus, Muslims and Sikhs</li> </ul>	CO4, CO6
	Unit 5	<b>Legacy of Partition</b>	
	A	<ul style="list-style-type: none"> <li>Deadly legacy of Partition</li> </ul>	CO5
	B	<ul style="list-style-type: none"> <li>Partition and its impact on society</li> </ul>	CO5
	C	<ul style="list-style-type: none"> <li>Impact of Partition in Present times</li> </ul>	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>* Yasmin Khan, <i>The Great Partition</i>, Yale University Press(2017)</li> <li>* Amrita Pritam, <i>Pinjar : The Skeleton &amp; Other Stories</i> ,Tara Press (2009)</li> <li>* Alok Bhalla, <i>Stories About the Partition of India 4 Vols</i>, Manohar Publishers (2012)</li> </ul>	
	Other references	<ul style="list-style-type: none"> <li>• Nisid Hajari, <i>Midnight's Furies</i> , Penguin</li> <li>• Misra, <i>Burden of History: Assam &amp; the Partition – Unresolved Issues</i></li> <li>• Urvashi Butalia, <i>The Other Side of Silence</i>, Penguin (2017)</li> <li>• Anam Zakaria, <i>The Footprints of Partition</i>, Harper Collins(2015)</li> <li>• Salman Rashid, <i>A Time of Madness: A Memoir of Partition</i>, Aleph Book Co.</li> <li>• Nisid Hajari, <i>Midnight Furies</i>, Penguin (2016)</li> </ul>	

**COURSE ARTICULATION MATRIX:**

Partition of India in Cinema and Literature	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	1	1	1	2	1	1	1	1	3	1	3
	CO2	2	2	3	2	3	1	1	1	3	2	2
	CO3	3	3	1	2	2	1	2	1	1	2	2
	CO4	1	2	2	2	2	1	1	1	2	2	1
	CO5	1	1	2	2	2	3	1	2	2	1	3
	CO6	1	1	1	1	3	2	2	3	3	2	2

<b>School: SSHSS</b>		<b>Batch :2023-27</b>
<b>Program: B.A</b>		<b>Current Academic Year: 2026-27</b>
<b>Branch: History</b>		<b>Semester: VIII</b>
1	Course Code	SHS451
2	Course Title	<b>Discourses on Indian Diaspora</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major
5	Course Objective	<p>The objective of the course is to :</p> <ol style="list-style-type: none"> <li>1. To make the students aware of the history of India diaspora.</li> <li>2. To examine the various theories related to identity and migration.</li> <li>3. To understand the process of diaspora and its impact on the communities.</li> <li>4. To get familiar with the various social, economic, political and cultural perspectives of diaspora.</li> </ol>
6	Course Outcomes	<p>The students will be able to :</p> <p>CO1: Define diasporic identities and understand the nature of migration.          CO2: Classify different phases of certain community's migration and their struggle.          CO3: Develop an understanding of the idea of identity building in a foreign land.          CO4: Analyse the socio-economic and political status of Indian diaspora in host society.          CO5: Assess the socio-cultural and political aspects of the procedure of diaspora.          CO6: Develop an in-depth understanding of the Indian diaspora in historical context which will allow them to scope the field for further research.</p>
7	Course Description	<p>The widespread appropriation of the concept of diaspora in the contemporary world has encouraged scholars with interests in the human past to test the concept and its underlying theories. This course will give student a brief idea about the origin and nature of the forging diasporic identities and then discuss the Indian diaspora communities all over the globe such as South East Asia, Africa, U.S.A.</p>

8	syllabus		CO Mapping
	Unit 1	<b>Defining and Understanding Diaspora</b>	
	A	The concept: origin, evolution and contemporary usage	CO1
	B	Diasporic identities and their nature.	CO1
	C	The nature of migration	CO1, CO6
	Unit 2	<b>Phases of Migration</b>	
	A	Classical Phase: Early Indian migration;	CO2
	B	Merchants, labour and craftsmen in India; Indian Ocean trading system	CO2
	C	Colonial migration, emigration to British plantation colonies	CO2, CO6
	Unit 3	<b>Migration in the 20th Century</b>	
	A	Migration to Canada and U.S.A. in late 19th and early 20th Century	CO3
	B	Migration of professionals to the United States, Canada, Australia and other nations	CO3
	C	Migration to the gulf countries: Nature, Trends and Opportunities	CO3
	Unit 4	<b>Indian diaspora in host society</b>	
	A	Social Status: Initial struggle, Identity building, Adaptations	CO4
	B	Economic Status: Business and professional position, Contribution in the economy of host country	CO4
	C	Political participation, religious cultural and community activities	CO4, CO6
	Unit 5	<b>Diaspora Communities and other Issues and Challenges</b>	

	A	Women in Indian Diaspora: Redefining Self Between Dislocation and Relocation		CO5
	B	Diaspora communities and memory preservation: Emotional barriers to technical methods		CO5, CO6
	C	India's policy towards her diaspora		CO5, CO6
	Mode of examination	Theory		
	Weightage Distribution	IA	EA	
		25%	75%	
	Textbooks/Other References	<ul style="list-style-type: none"> <li>• Peter vander Veer (ed), <i>A Sikh diaspora, contested identity and constructed realities in nation and migration, The politics of space in the South Asian diaspora.</i>, Philadelphia, U of Pennsylvania Press 1995.</li> <li>• Milton and N.H. Wagic, (Eds ), <i>Ethnicity, litently and Migration; The South Asian Context</i>, Israel, Toronto, U of Toronto Press, 1993.</li> <li>• Bates Crispin ,<i>Community, Empire and Migration: South Asians in Diaspora</i>, , London, Macmillan.</li> <li>• Mishra Vijay “<i>The Diasporic, Imaginary ; Theorizing, The Indian Diaspora</i>”, Textual Practices 10 (1996).</li> </ul>		

### **COURSE ARTICULATION MATRIX:**

Discourses on Indian Diaspora	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	2	2	2	2	1	2	1	2	1	2
CO2	3	3	1	1	1	1	1	-	1	1	1	
CO3	2	3	1	1	1	1	1	1	1	1	2	
CO4	3	1	1	1	2	-	1	2	1	1	1	
CO5	1	1	1	1	1	1	1	-	1	1	1	
CO6	1	1	3	3	3	1	2	3	3	1	2	



<b>School: SSHSS</b>		<b>Batch: 2023-27</b>	
<b>Programme: B.A.</b>		<b>Current Academic Year: 2026-27</b>	
<b>Branch: History</b>		<b>Semester: VIII</b>	
1	Course Code	SHS452	
2	Course Title	<b>Science and Technology in British Raj</b>	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Major (CC)	
5	Course Objective	<ol style="list-style-type: none"> <li>1. To make students familiar with the development of science and technology in colonial India.</li> <li>2. To introduce the students to the history of science and various aspects related to it.</li> <li>3. To discuss the socio-economic issues related to the arrival of western science.</li> <li>4. To enable students to understand the Indian response to the western science.</li> </ol>	
6	Course Outcomes	<p>The students will be able to:</p> <p>CO1: Define the new knowledge of science and development during colonial period.</p> <p>CO2: Illustrate the various exploration activities in India by the colonial government in India.</p> <p>CO3: Develop on the growth of scientific institutions in India.</p> <p>CO4: Analyze the Indian response to western science and the emergence of Indian scientists.</p> <p>CO5: Determine India's development discourse in science and technology</p> <p>CO6: Develop critically on India's contribution in western science.</p>	
7	Course Description	<p>This course will reflect on the nature of scientific explorations, their impact and consequences under the British rule. Along with describing the efforts of British empire to introduce new technologies in various fields, it will also focus on the reactions of the nationalist scientists and their contributions in the field of science and technology.</p>	
8	Outline syllabus	CO Mapping	

	<b>Unit 1</b>	<b>Science and British Empire</b>	
	A	Theoretical perspectives: The role and place of STM in the Colonial process.	CO1
	B	Science & Colonial Explorations	CO1, CO2
	C	State of Science & Technology on the eve of British conquest	CO1, CO2
	<b>Unit 2</b>	<b>East India Company and scientific exploration</b>	
	A	Early European scientists; surveyors, botanists	CO1, CO2
	B	Doctors under the Company's service	CO1, CO2
	C	The nature of scientific explorations: Impact and Consequences	CO1, CO2
	<b>Unit 3</b>	<b>Growth of techno-scientific Institutions</b>	
	A	Scientific & technical education: establishment of engineering and medical college and institutes	CO1, CO2, CO3
	B	Teaching of sciences in universities; establishment of scientific institutions	CO1, CO2, CO3
	C	Geological Survey of India and agricultural experimental farms; Condition of agriculture and peasantry	CO1, CO2, CO3
	<b>Unit 4</b>	<b>Indian Response to Western Science</b>	
	A	Indian response to new scientific knowledge; interactions and predicaments; science & Indian nationalism	CO1, CO2, CO3
	B	Emergence of national science and its relations vis-à-vis colonial science	CO1, CO2, CO3
	C	Famous Indian Scientist and their contributions: Mahendra Lal Sarkar, P.C. Ray, J.C. Bose, M.N. Saha	CO1, CO2, CO3

<b>Unit 5</b>	<b>Science &amp; Development Discourse</b>		
A	STM for development-Ideas for British government. Mahatma Gandhi and other Indian nationalists; professionalisation of science and their view personnel		CO2, CO3, CO4
B	Royal Commission and their reports; planning for development; National Planning Committee; Bombay plan		CO2, CO3, CO4
C	National Planning Advisory Board; and Central Advisory Board of Education; Transition from Dependent to Independent science		CO2, CO3, CO4
Mode of examination	Theory		
Weightage Distribution	IA	EA	
	25%	75%	
Text book/s*			
Other References	<p>Science &amp; Empire, Anamika Prakashan, Deepak Kumar, Delhi, 1991.</p> <p>Science and the Raj, Deepak Kumar, OUP, Delhi, 2000. Technology and the Raj Deepak Kumar, Sage, New Delhi, 1995.</p> <p>Disease and Medicine in India, Deepak Kumar, New Delhi, 2001.</p> <p>Image and Context, Historiography of Science in India, Dhruv Raina, OUP, Delhi, 2003</p>		

### **COURSE ARTICULATION MATRIX:**

Science And Technology In BritishRaj	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	3	2	3	2	1	2
	CO2	3	2	2	3	3	3	2	3	2	1	2
	CO3	3	2	2	2	3	2	2	3	2	1	3
	CO4	3	2	2	3	3	3	2	3	2	1	3
	CO5	3	2	2	2	3	2	2	3	2	1	3
	CO6	3	2	2	2	3	2	2	3	2	1	3

<b>School: SSHSS</b>		<b>Batch:2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year:2026-27</b>
<b>Branch: History</b>		<b>Semester: VIII</b>
1	Course Code	SHS453
2	Course Title	<b>Introduction to Dalit History</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major (CC)
5	Course Objective	<ol style="list-style-type: none"> <li>1. To introduce history of Dalit struggle to students from diverse perspectives.</li> <li>2. To introduce the students to an egalitarian and liberal way of thinking.</li> <li>3. To provide an understanding on the various concepts related to the caste system and evil social practices. To provide an understanding of the changing position of Dalit at conceptual and practical level of social transformation.</li> </ol>
6	Course Outcomes	<p>The students will be able to:</p> <p>CO1: Define terms like dalit and dalit consciousness and understand the Indian caste system and evil practices like untouchability.</p> <p>CO2: Classify the long history of movements relating to social equality and justice before the emergence of Ambedkar.</p> <p>CO3: Construct the history of the early years of Ambedkar.</p> <p>CO4: Analyze the political and social ideology of Ambedkar.</p> <p>CO5: Estimate the continuation of the legacy of Dalit movements after Ambedkar.</p> <p>CO6: Develop on the contribution of Dr. B.R. Ambedkar in leading the movement and also framing the Constitution of India on the foundations of social, political and economic justice.</p>
7	Course Description	<p>This paper is designed to highlight a relatively neglected part of social history; it is an attempt to provide voice to the history of the oppressed. It defines and provides understanding of various concepts, further explains the caste system and evil practices like untouchability and its rigidification in ancient and medieval times. It lays emphasis on the earlier forms of protest by Buddhism, Jainism and later by Bhakti movement, in the medieval period especially in Maharashtra, which lays the foundation for social awareness and renaissance of the 18th and 19th centuries. The paper intends to provide an understanding of the changing position of Dalit at conceptual and practical level of social transformation, from 19th century till today. This paper also lays emphasis on Ambedkarian Movement, which marks an evolutionary phase in Dalit emancipation. It highlights the constitutional rights for</p>

		safeguarding the interests of the oppressed. It takes into account Dalit literature, which provides space for understanding of Dalit consciousness and adds new dimensions in understanding 'Dalit'.	
8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>Definition and Background</b>	
	A	Defining the term 'Dalit' and 'Dalit consciousness'	CO1
	B	Historical Background of protest: Buddhism, Jainism	CO1
	C	Bhakti Movement: Dnyaneshwa, Eknath, Tukaram	CO1
	<b>Unit 2</b>	<b>Pre-Ambedkar socio-religious reform movements</b>	
	A	Gopal Baba Wangkar, Shivaram Janba Kamble, Kisan Fagusi Bansode, Brahma Samaj, Arya Samaj	CO2; CO3
	B	Mahatma Phule and Satyashodhak Samaj, Justice Party and Self Respect Movement	CO2; CO3
	C	RajarshiShahu Maharaj, Vitthal Ramji Shinde	CO2; CO3
	<b>Unit 3</b>	<b>Dr. Babasaheb Ambedkar's Movement</b>	
	A	Bahishkrit Hitakarni Sabha, Mahad Satyagraha, Simon Commission, Round Table Conference and Poona Pact	CO3, CO4
	B	Kalaram Mandir Satyagraha, Independent Labour Party, All India Scheduled Caste Federation, Dr. Ambedkar and the British Government	CO3, CO4
	C	Role of Dr. Ambedkar in the making of the Indian Constitution: Safeguards for Lower Castes, Issue of the Hindu Code Bill	CO3, CO4
	<b>Unit 4</b>	<b>Dr. Babasaheb Ambedkar's Ideology</b>	
	A	Social ideas through his writings: "The Untouchables"; "The Shudra, Who were they and how they come to be the fourth varna of Indo-Aryan society",	CO5, CO6
	B	Economic Ideologies: Industrialization, Agriculture, The idea of State Socialism and Critique of Karl Marx	CO5, CO6
	C	Religious: "Hindu Social Order: Its essential principles", "Philosophy of Hinduism" and 'Annihilation of Caste"	CO5, CO6
	<b>Unit 5</b>	<b>Nature of Post-Ambedkarian Movement</b>	
	A	Dalit Consciousness and other Modes of Expression: a brief review	CO5, CO6
	B	Dalit Literature and role of Press, Dalit	CO5, CO6
	C	Importance and Contribution of AmbedkariJalase, Dalit Rangbhumi	CO5, CO6
	Mode of	Theory	

	examination/ Evaluation method		
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>• Omprakash Arun Sonone, Economic thoughts of Dr. B. R. Ambedkar for Indian economy, Gurukul International Multidisciplinary Research Journal, 2016</li> <li>• Mahendra Jadhav, Dr. B.R. Ambedkar: His Economic Philosophy and State Socialism, Round Table India ,2016</li> </ul>	
	Other References	<ul style="list-style-type: none"> <li>• Keer, Dhananjaya, Mahatma Jyotiba Phule , Popular Prakashan,</li> <li>• Desai, Sudha, Social Life under the Peshwas</li> <li>• Kadam, K.N. (ed.), Dr. B.R. Ambedkar: The Emancipator of the Oppressed, Popular Prakashan, Bombay, 1993.</li> <li>• Robb, Peter (ed.), Dalit Movement and the meaning of Labour in India, Oxford University Press.</li> <li>• Sunthankar, B.R. Maharashtra in 18th and 19th Century. Two vols. Manmohan Bhatkal Popular Book Depot.</li> <li>• Ray Sarba Priya, Dr. B. R. Ambedkar and his thought on socialism in India-A critical evaluation, Journal of Human Sciences, Vol. 9, No. 2, 2012</li> <li>• Keer, Dhananjay, Dr. B.R. Ambedkar Life and Mission. Popular Prakashan Pvt. Ltd.</li> </ul>	

### COURSE ARTICULATION MATRIX:

	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
<b>Introduction to Dalit History</b>	CO1	3	2	2	3	3	3	2	3	2	1	2
	CO2	3	2	2	3	3	3	2	3	2	1	2
	CO3	3	2	2	2	3	2	2	3	2	1	3
	CO4	3	2	2	3	3	3	2	3	2	1	3
	CO5	3	2	2	2	3	2	2	3	2	1	3
	CO6	3	2	2	2	3	2	2	3	2	1	3

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>
<b>Programme: B.A.</b>		<b>Current Academic Year: 2026-27</b>
<b>Branch: History</b>		<b>Semester: VIII</b>
1	Course Code	SHS454
2	Course Title	<b>Understanding Indian Knowledge System</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major
5	Course Objective	<p>The objective of the course is to :</p> <ol style="list-style-type: none"> <li>1. To facilitate the students with the concepts of Indian traditional knowledge and discover India's glorious heritage in a multi-disciplinary approach.</li> <li>2. To make them understand the Importance of roots of knowledge system.</li> <li>3. To make the students understand the traditional knowledge and analyse it and apply it to their day-to-day life.</li> <li>4. To develop appreciation for Indian culture, customs, traditions, linguistic expressions, literature among the students.</li> </ol>
6	Course Outcomes	<p>The students will be able to</p> <p>CO1. Define the concept of Traditional knowledge and its importance.</p> <p>CO2. Explain the need for and importance of protecting traditional knowledge.</p> <p>CO3. Identify various provisions related to the protection of traditional knowledge.</p> <p>CO4. Examine the concepts of Intellectual property in the light of traditional knowledge systems.</p> <p>CO5. Evaluate the importance of Traditional knowledge across multiple disciplines.</p> <p>CO6. Develop deeper appreciation of traditional culture, customs, literature etc.</p>
7	Course Description	<p>This course would educate the students on the importance of Indian Knowledge System. It seeks to preserve and disseminate traditional knowledge and its various societal applications. It endeavours to promote inter-disciplinary research and the impact of traditional knowledge across multisectoral fields. While promoting traditional knowledge it aims to inculcate analytical thinking among the students for this discipline.</p>

8	Syllabus		CO Mapping
	<b>Unit 1</b>	<b>Introduction to Traditional Knowledge</b>	
	A	<ul style="list-style-type: none"> <li>Define traditional knowledge, nature and characteristics, scope and importance</li> </ul>	CO1
	B	<ul style="list-style-type: none"> <li>Different types of traditional knowledge</li> </ul>	CO1
	C	<ul style="list-style-type: none"> <li>Indigenous Knowledge and its characteristics; traditional knowledge vis-a-vis indigenous knowledge</li> </ul>	CO1
	<b>Unit 2</b>	<b>Protection of Traditional Knowledge</b>	
	A	<ul style="list-style-type: none"> <li>The need for protecting traditional knowledge</li> </ul>	CO2
	B	<ul style="list-style-type: none"> <li>Various methods of Protection of Traditional Knowledge</li> </ul>	CO2
	C	<ul style="list-style-type: none"> <li>Value of Traditional Knowledge in global economy; Role of Government to harness Traditional Knowledge</li> </ul>	CO2
	<b>Unit 3</b>	<b>Traditional Knowledge System and related Legal enactments and other provisions</b>	
	A	<ul style="list-style-type: none"> <li>The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006</li> </ul>	CO3
	B	<ul style="list-style-type: none"> <li>Plant Varieties Protection and Farmer's Rights Act, 2001 (PPVFR Act); The Biological Diversity Act 2002 and Rules 2004</li> </ul>	CO3
	C	<ul style="list-style-type: none"> <li>The protection of traditional knowledge bill, 2016; NEP 2020</li> </ul>	CO3
	<b>Unit 4</b>	<b>Traditional knowledge and Intellectual Property</b>	
	A	<ul style="list-style-type: none"> <li>Traditional knowledge and intellectual property</li> </ul>	CO4
	B	<ul style="list-style-type: none"> <li>Patents and traditional knowledge</li> </ul>	CO4
	C	<ul style="list-style-type: none"> <li>Strategies to increase protection of traditional knowledge; Geographical Indications (GI)</li> </ul>	CO4
	<b>Unit 5</b>	<b>Traditional Knowledge in Different Sectors</b>	
	A	<ul style="list-style-type: none"> <li>Traditional knowledge and engineering; Traditional medicine system</li> </ul>	CO5; CO6
	B	<ul style="list-style-type: none"> <li>Traditional Knowledge in agriculture;</li> </ul>	CO5; CO6



		Traditional societies depend on it for their food and healthcare needs	
	C	<ul style="list-style-type: none"> <li>Importance of conservation and sustainable development of environment; Management of biodiversity; Food security of the country and protection of Traditional Knowledge</li> </ul>	CO5; CO6
	Mode of examination	Theory/Jury/Practical/Viva	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	<ul style="list-style-type: none"> <li>Dasgupta, S., <i>A History of Indian Philosophy</i>, Vol I, Motilal Banarasidas, Delhi, 1975.</li> <li>Jha, Amit, <i>Traditional Knowledge System in India</i>, 2009.</li> <li>Mahadevan, B; Bhat, Rajat Vinayak; R.N., Nagendra Pavana, <i>Introduction to Indian Knowledge System</i>, Delhi, PHI Learning Private Limited, 2022.</li> </ul>	
	Other References/books	<ul style="list-style-type: none"> <li>Bag, A.K., <i>History of Technology in India</i>, Vol I, Indian National Science Academy, New Delhi, 1997.</li> <li>Datta, B. and Singh, A.N., <i>History of Hindu Mathematics</i>, Parts I and II, Mumbai, Asia Publishing House, 1962.</li> <li>Divakaran, P.P., <i>The Mathematics of India : Concepts, Methods, Connections</i>, Springer (Hindustan Book Agency), New Delhi, 2018.</li> </ul>	

### **COURSE ARTICULATION MATRIX:**

Indian Knowledge System	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	-	2	1	1	1	1	1	1	1	2
	CO2	1	1	2	2	1	1	-	-	1	3	2
	CO3	2	2	-	1	1	1	3	1	-	2	1
	CO4	2	1	1	1	2	3	2	1	1	2	3
	CO5	1	2	1	3	-	1	1	2	1	1	2
	CO6	1	2	1	1	1	2	1	3	2	2	1

<b>School: SSHSS</b>		<b>Batch: 2023-27</b>	
<b>Program: B. A.</b>		<b>Current Academic Year: 2026-27</b>	
<b>Branch: History</b>		<b>Semester: VIII</b>	
1	Course Code	SHS455	
2	Course Title	<b>Selected Thinkers of Modern India</b>	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Minor elective	
5	Course Objective	<ol style="list-style-type: none"> <li>1. To make students familiar with the works and studies related to Indian Political Thought</li> <li>2. To introduce the students to scholarly ideas in Indian political thinkers.</li> <li>3. To provide a foundation for the more detailed contemporary works on Indian political thinkers.</li> </ol>	
6	Course Outcomes	<p>The student will be able to :</p> <p>CO1: Find out about the political ideologies and discourses.</p> <p>CO2: Relate with the thinking of modern thinkers of India.</p> <p>CO3 Identify theories and perspectives provided by thinkers.</p> <p>CO4: Analyze the significance of studying political ideologies of thinkers and changes occurred in the field of society, economy and polity.</p> <p>CO5: Evaluate the contribution of political personalities.</p> <p>CO6: Adapt the philosophy of these thinkers in their life.</p>	
7	Course Description	<p>This course touches upon the most significant and emerging area of political history of India. This course is an attempt to introduce the evolution of political ideas in India. It deals with the modern India political thinkers who propounded their ideas in the 18th century. The course also deals with prominent political thinker Dr. B R Ambedkar who played a crucial role in giving a shape to his political ideas in the Indian constitution, gender and caste equality.</p>	
8	<b>Syllabus</b>	<b>CO Mapping</b>	
	Unit 1	<b>Raja Ram Mohan Roy</b>	
	A	Views on Individual Freedom	CO1
	B	Views on Religion	CO1, CO2
	C	Views on Liberalism and Education	CO1, CO2

Unit 2	<b>Mahatma Phule</b>	
A	Views on caste and religion	CO1, CO2
B	Views on Economy and Education	CO1, CO2
C	Women and the idea of Modernity	CO1, CO2
Unit 3	<b>Bal Ganga Dhar Tilak</b>	
A	Cultural Revivalism and National Education	CO1, CO2, CO3
B	Idea and conception of Swaraj	CO1, CO2, CO3
C	Swadeshi & Boycott	CO1, CO2, CO3
Unit 4	<b>Mahatma Gandhi</b>	
A	Mass movement and mobilisation: Truth & Non- Violence	CO1, CO2, CO3
B	Concept of Swarajya, Spiritualisation of Politics	CO1, CO2, CO3
C	State and people: The caste angle (Views on Hinduism and Verna system)	CO1, CO2, CO3
Unit 5	<b>Babasaheb Bhimrao Ambedkar</b>	
A	Liberty, Equality, Fraternity, Views on Religion as Protest and Emancipation	CO2, CO3, CO4
B	Views on Women and patriarchy	CO2, CO3, CO4
C	On Caste, Untouchability and Social justice	CO2, CO3, CO4
Mode of examination	Theory	
Weightage Distribution	IA	EA
	25%	75%
References	Chakraborty Bidyut (ed.). 2004. Social and Political Thought in Modern India (New Delhi, 2004), Chapter two and three  Collection of Gandhi's writings, Published by Sarvodaya Press, Ahmedabad  Dr. Ambedkar, Essential writings, Published by Bhim Patrika Publications,	

	<p>Jalandhar Rodrigues Valerian, 2002,ed., Selected Writings of BR Ambedkar, Delhi:Oxford University Press</p> <p>Nehru Jawaharlal Selected Writings, Orient Longman, Delhi, Vol. 2, 1975.</p> <p>Pantham Thomas and Kenneth Deutsch, Social and Political Thought in India, Sage, New Delhi, 1984.</p> <p>Parekh Bhikhu, 1986, Gandhi’s Political Philosophy: A Critical Examination, New Delhi: Ajanta Publication</p> <p>Raju Raghuram, 2006, Debating Gandhi, Delhi: Oxford University Press</p> <p>Rodrigues Valerian, 2002, ed., Selected Writings of BR Ambedkar, Delhi: Oxford University Press</p>
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**COURSE ATRICULATION MATRIX:**

Selected Thinkers of Modern India	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	3	2	1	3	3	2	2	3	2
	CO2	2	3	2	2	1	3	2	2	2	2	3
	CO3	2	2	2	2	2	3	2	2	2	2	2
	CO4	2	1	3	2	2	2	2	1	1	2	1
	CO5	3	2	3	2	1	3	3	2	2	3	2
	CO6	2	3	1	1	2	3	2	1	2	3	1