

PONDICHERRY UNIVERSITY



NEP REGULATIONS FOR AFFILIATED COLLEGES

2023-24



Pondicherry University
(School of Social Sciences & International Studies)

Department of History

COURSE STRUCTURE AND SYLLABUS
(For Affiliated Colleges)

B.A. HISTORY (THREE YEARS COURSE)
(Effective from Academic Year 2023 -2024)

PONDICHERRY UNIVERSITY
NEP - AFFILIATED COLLEGES REGULATIONS FOR 2023-24

MAJOR HIGHLIGHTS

1. These NEP Regulations are applicable to all Arts and Science Colleges affiliated to Pondicherry University from the Academic Year 2023-24.
2. Multi Disciplinary 4 years UG programmes with award of Honours degrees are proposed.
3. Exiting students may be considered for award of a Certificate (after 1 year of study), Diploma (after 2 years of study)
4. Existing CBCS system is replaced with NEP Curriculum framework.
5. Along with Major, Minor disciplinary courses all students are expected to learn multi-disciplinary subjects, ability enhancement courses, skill focused vocational courses
6. Course work shall focus on learning outcomes expected by NEP.
7. Learning through Internships/Field studies/Community service, etc is embodied in Curriculum.
8. Activity based learning for increased employability skills is the focus of Teaching-Learning process.
9. Colleges/Institutions shall develop network/MoUs with Industry, Natural Institutes for Training.
10. Dual degree programme with Foreign Universities is Encouraged

3. Programmes of Study, Eligibility

3.1. Programmes to be offered at colleges:

The Curriculum Framework designed by UGC for implementing NEP 2020 specifies that all Undergraduate (UG) degree programmes are to be for a period either for 3 years or for 4 years leading to award of UG or UG(Honours) Degrees.

All UG courses shall focus on conceptual understanding and development of critical thinking in a given field of Study, incidentally the skills such as communication, team work and leadership shall embodied in Teaching-learning process to facilitate for career option in the given field of specialization.

3.2. Degrees, Diplomas and Certificates:

NEP 2020 introduces the facility to breakdown the Programme of study at Undergraduate (UG) level after completion of every year of study. The students will be awarded the following:

- An UG Certificate after completion of 1 Year (2 Semesters) of study in the chosen field of study. (After completing specific number of courses and 4-week internship)
- An UG Diploma after completing 2 years (4 Semesters) of Study and an Internship.

- A Bachelor Degree after completing 3 Years (6 Semesters) of Programme of Study.
- A 4-year Bachelor Degree with Honours after completion of 8 Semesters (4 Years) of Programme of Study and a Research Project in final semester).

4. Structure of Academic Programmes:

All Academic Programmes offered under NEP shall be stylised in terms of credits. Each course/subject in a given Programme of study shall carry certain number of credits which will be awarded on completion of the said course.

4.1. Breakup of Credits and Courses:

Every Undergraduate (UG) programme offered by a College shall conform to the Structure specified by the UGC's Framework, 2023. A student of 3 year UG programme is mandated to complete a minimum of 120 credits and the student of 4 year Honors degree shall complete 160 credits.

An UG student shall complete the following courses under different heads as listed below:

1. Major Disciplinary Courses
2. Minor Disciplinary Courses
3. Multi Disciplinary Courses
4. Ability Enhancement Courses
5. Skill Enhancement Courses
6. Value added/Common Courses
7. Internships and Community Service based projects
8. Research Project work for (Honours degree)

NEP Framework has specified the minimum number of credits that a Bachelor student has to earn in $\frac{3}{4}$ year period. Table I specifies the number of credits and number of courses that a 3 year UG student and a 4 year UG (Hons) Degree student is expected to complete in 3 and 4 year duration respectively.

Table I
Breakup of Credits and Courses

Sl.No.	Component	3 Year Degree	4 Year Honours Degree
1	Major Disciplinary Courses	60 Credits (15 Courses of 4 credits each)	80 Credits (20 Courses of 4 credits each)
2	Minor Discipline Courses	24 Credits (6 Courses of 4 Credits each)	32 Credits (8 Courses of 4 credits each)
3	Multi-Disciplinary Courses	9 Credits (3 courses of 3credits each)	9 Credits (3 courses of 3 credits each)
4	Ability Enhancement Courses	8 Credits (4 courses of 2 credits each)	8 Credits (4 courses of 2 credits each)
5	Skill Enhancement Course	9 Credits (3 courses of 3 credits each)	9 Credits (3courses of 3 credits each)
6	Common Value added courses	8 Credits (4 course of 2 credits each)	8 Credits (4 course of 2 credits each)
7	Community Science	2 Credits (1 field based course)	2 Credits (1field based course)

8	Research Dissertation Project	-	12 Credits (Project report & background subjects)
9	Total (3 year) credits required	120 Credits	160 Credits

Note: Honours students not under taking research will do 3 courses for 12 credits in lieu of research project /Dissertation.

4.2. NEP Classification of Courses:

i) Major Disciplinary courses (MJD): (60/80 credits)

- Major disciplinary courses are subject specific compulsory subjects that a student has to complete to obtain the UG/UG (Hons) Degree in the given discipline. Major disciplinary courses shall constitute 50% of the total credits.
- All discipline specific major courses shall be designed for 4 credits each with one/two additional hours or guidance of teaching at Tutorials/Practicals.
- UG programmes may be offered in a single major discipline or in Multiple Major disciplines giving equal weightage in credits. For example a B.Sc. course may be in a single discipline like B.Sc.(Maths) or with multiple major disciplines like B.Sc.(Maths, Physics& Chemistry).

ii) Minor Disciplinary Course (MID): (24/32 credits)

- Minor disciplinary courses refer to those subjects which are Allied/Specialisation/Elective subjects to the Major discipline. These allied courses are expected to provide additional understanding of the subject in a specific focused area. For example a B.A. (Political Science) student shall study allied subjects like Public Administration, Sociology as these subjects have inter linkages with the Major Disciplinary subjects.
- Minor Disciplinary Courses (MID) may also be designed by the parent department or collaborated with sister departments. Parent departments may introduce minor specialisations to students by offering a set of 6 to 8 courses in one/two streams as electives or specialisation subjects. A BBA/MBA programme may have electives in HR, marketing, finance, etc. with a set of 6 to 8 subjects in each.
- In order to provide choice to the students to choose a particular specialisation/elective, the BOS may develop 2 to 3 streams of minor specialisation courses to focus on such trades for better placement of students. Each stream of 6/8 specialisation/elective subjects may facilitate award of two/three unique degrees in a given major Eg.B.Sc. (Physical Chemistry), B.Sc. (Pharmaceutical chemistry), etc.

iii) Multi-Disciplinary Courses (MLD): (9 Credits)

All undergraduate students are mandated to pursue 9 credits worth of courses in such Multi-disciplinary areas/Courses out of 9/10 NEP defined subjects. Colleges may identify any 3 multiple disciplinary streams listed below based on availability of resources and manpower.

- Natural Sciences
- Physical Sciences
- Mathematics & Statistics
- Computer Science/Applications
- Data Analysis

- f) Social Sciences
- g) Humanities
- h) Commerce & Management
- i) Library Science
- j) Media Sciences, etc.

Students are expected to learn basic/introductory courses designed by other departments for this purpose. Colleges may list any 3 introductory courses (one each in natural Sciences, Physical Sciences, Humanities) for uniform adoption of all UG students.

iv) Ability Enhancement (AEC) Courses: (8 Credits)

All Undergraduate (UG) students are mandated to complete at least 8 Credits worth of Courses which focus on Communication and Linguistic skills, Critical reading, writing skills. These courses are expected to enhance the ability in articulation and presentation of their thoughts at workplace. Colleges may design these ability enhancement courses tuned to the requirements of given major discipline. Eg. A course in Business Communication is more appropriate in place of literature/prose/poetry.

Ability Enhancement Course	
I. English Language	II. Indian Language (two courses)
a) English Language & Literature – 1 and 2	a) Indian language & Literature – 1 and 2
b) Functional English – 1 and 2	b) Functional language – 2
c) Communicative English – 1 and 2	c) Communicative language - 1 & 2

v) Skill Enhancement Course: (9 Credits)

These courses focus at imparting practical skills with hands-on Training. In order to enhance the employability of students, Colleges are expected to design such courses that they deem fit for their students for better employment/entrepreneurship/career development, etc. Colleges may also outsource the Skill Enhancement Courses to AICTE approved agencies for conducting short term Training Workshops, Skill India initiatives of GOI and approved Trades by Skill development of corporation are to be considered as short-term courses.

vi) Value Added Common Courses (VAC): (8 credits)

Under NEP, the UGC has proposed for 6 to 8 credits worth of common courses which are likely to add value to overall knowledge base of the students. These courses include:

- a) Understanding India
- a) Environmental Sciences/Education
- b) Digital and Technological solutions
- c) Health, Wellness, Yoga Education, Sports & Fitness

The course structure and coverage of topics are suggested by UGC in its draft documents, colleges/UG Boards of Studies may design the methodology for conducting these value-added courses.

vii) Summer Internship (2 to 4 Credits)

As per the UGC guidelines all UG students should be exposed to 4-to-6-week Summer Internship in an industrial organisations/Training Centres/Research Institution, etc. Such Summer Internship is to be conducted in between 4th Semester and 5th semester. A review of report and award of grade based on Work based learning by students is to be recorded during the 5th Semester.

a) Community Engagement and Service (CES) (2 credits)

All UG students are also mandated to participate in a 15 days community engagement activity during their winter vacation between 3rd and 4th Semesters. This Community engagement activity is expected to expose the students to social problems of neighbourhood village students may prepare a report on the activities carried out for the award of 2 credits.

viii) Research Project (12 Credits)

All UG (Hons) Degree students are expected to conduct a semester long Research work - during their 8th Semester and submit a Research Report. Students may be given necessary guidance by faculty members in identifying the research problem, conduct of study and preparation of a Project Report.

All these Research Reports are evaluated by a Jury of external experts. A presentation of Results and Viva may also be part of evaluation. A publication out of findings of the Research Project may also be encouraged.

5. Eligibility, Admissions, Lateral Entry**5.1. Eligibility:**

All students who have completed their Higher Secondary School Certificate are eligible for admission into an undergraduate degree programme, subject to securing specified percentage of marks at 12th standard fixed by the respective Universities/State Govts for each UG Programme.

5.2. Admissions:

As per the NEP, students shall be admitted to Undergraduate Programmes on basis of merit order in an All-India Admission Test like CUET, NEET, etc. However, the respective State/UT Govts shall decide the order of merit for admission of students for different courses offered at colleges.

5.3. Lateral Entry:

As per NEP, students have a choice of exit and entry into the Programme of Study multiple number of times. UGC specifies that about 10% of seats over and above the sanctioned strength shall be allocated to accommodate the Lateral Entry students. Detailed guidelines for lateral Entry would be finalized by the University shortly.

Evaluation**6.1. Total Marks: 100**

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End Semester University exam is for 75 marks. In case of Practicals, Project work etc., it is 50:50 marks for Internal and End-Semester Exams.

6.2. Break up of Internal Assessment marks:

Total Internal Assessment mark for a theory subject is 25 marks. The breakup is:

a)	Mid Semester Exam (one) - 20 Marks
b)	Percentage of Attendance - 5 Marks
Total - 25 Marks	

Marks for Attendance is as follows:

Below 75%	0
75% - 80%	1
80% - 85%	2
85% - 90%	3
90% - 95%	4
95% - 100%	5

6.3. Internal Test Scheme:

Principal of the College schedules the Mid-Semester Exam for all courses during 8/9th week of start of classes. All faculty members are expected to conduct this Mid-Semester exam for 1.30 hr duration and evaluate, upload the marks to Controller of Examinations of University. Colleges are also requested to preserve the answer books of Mid-Semester exams until declaration of results by the University.

6.4. Internal Assessment marks for Practicals/Project work/ Internships subjects:

Faculty member in-charge of Lab practicals shall evaluate the practical subjects for 50 marks. The break up is as follows:

a) Observation note/Demo note/Work dairy	20
b) Practical Record/Internship Report	30
Total	50

6.5. End-Semester University Exam:

Controller of Examinations (COE) of Pondicherry University schedules the End-Semester exams for all theory and practical subjects based on University calendar.

A detailed Exam Time Table shall be circulated to all Colleges atleast 15 days before the start of exams mostly during 15/16th week of the Semester. Question Papers shall be set externally based on BOS approved syllabus. All students who have a minimum of 70% attendance are eligible to attend the end-semester exams. The breakup of end semester marks:

a) Theory subjects Sec A, Sec B and Sec C) Question from all units of syllabus	75 marks
b) Practical/Internship Project Work subjects (Based on Practical Exams/Presentation/Viva)	50 marks

6.6. Consolidation of Marks and passing Minimum

Controller of Examinations of the University consolidates the Internal Assessment marks uploaded by the Colleges and marks secured by students in end-semester examination. The total marks will

be converted into letter grades as shown in the following Table 2. As per NEP Regulations, the passing minimum is 50% marks (IA+End semester put together) However, Pondicherry University considers 40% marks as pass during first 3 years of study and students who secured less than 50 will be awarded 'P' (Pass Grade).

6.7. Arrear Exam:

A student who failed to secure 50% marks in aggregate is declared as Failed and he is eligible to take up supplementary examination by registering to the said course in the following Semester. All other candidates who failed due to shortage of attendance, those who are seeking to improve the grades shall repeat the course.

6.8. Letter Grades and Calculation of CGPA:

Total Marks Secured by a student in each subject shall be converted into a letter grade. UGC Framework has suggested a Country wide uniform letter grades for all UG courses. The following Table shows the seven letter grades and corresponding meaning and the grade points for calculation of CGPA.

TABLE – II

Equivalent Letter Grade	Meaning	Grade Points for Calculation of CGPA
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B+	Good	7
B	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

In order to work out the above letter grades, the marks secured by a student (Total of IA and Semester End) would be categorized for relative grading.

The ranges of marks for each grade would be worked as follows:

Highest marks in the given subject: X

Cut of marks for grading purpose: 50 marks

Passing mark (for 3 year of UG) = 40

Number of grades (excepting P grade)

(O,A+,A,B+,B,C) = 6

Range of marks = K

$$K = \frac{X-50}{G}$$

The following table given the range of marks and letter grades.

According to K value, one of the following grading Schemes will be followed.

- (i) If $K \geq 5$, then the grades shall be awarded as given in Table II.

Table II		
Range of Marks in %	Letter Grade Points for	Letter Grade Points for
X to (X-K)+1	O	10
(X-K) to (X-2K)+1	A+	9
(X-2K) to (X-3K)+1	A	8
(X-3K) to (X-4K)+1	B+	7
(X-4K) to (X-5K)+1	B	6
(X-5K) to 50	C	5
40 – 49	P	4
Below 40	F	0
Absent (Lack of Attendance)	Ab	0

(ii) If $K < 5$, then the grades shall be awarded as given in Table III.

Table III		
Range of Marks in %	Letter Grade Points for	Letter Grade Points for
80-100	O	10
71-79	A+	9
66-70	A	8
61-65	B+	7
56-60	B	6
50-55	C	5
40-49	P	4
Below 40	F	0
Absent (lack of attendance)	Ab	0

6.8.1. Calculation of Semester Grade Point average and CGPA:

Semester Grade point Average (SGPA) is calculated by taking a weighted average of all grade points secured by a candidate from all subjects registered by him/her in the given Semester. The weights being the number of credits that each subject carries.

Cumulative Grade Point Average (CGPA) CGPA shall be calculated as the weighted average of credits that course carries and the value of Grade points averaged for all subjects.

Computation of SGPA and CGPA

The following procedure shall be followed to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e. $SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

(i) Example for Computation of SGPA where candidate has not failed in any course.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	$3 \times 8 = 24$
I	Course 2	4	B+	7	$4 \times 7 = 28$
I	Course 3	3	B	6	$3 \times 6 = 18$
I	Course 4	3	O	10	$3 \times 10 = 30$
I	Course 5	3	C	5	$3 \times 5 = 15$
I	Course 6	4	B	6	$4 \times 6 = 24$
		20			139
	SGPA				$139/20=6.95$

(ii) Example for Computation of SGPA where candidate has failed in one course.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	$3 \times 8 = 24$
I	Course 2	4	B+	7	$4 \times 7 = 28$
I	Course 3	3	B	6	$3 \times 6 = 18$
I	Course 4	3	O	10	$3 \times 10 = 30$
I	Course 5	3	C	5	$3 \times 5 = 15$
I	Course 6	4	F	0	$4 \times 0 = 00$
		20			115
	SGPA				$115/20=5.75$

(iii) Example for Computation of SGPA where candidate has failed in two courses.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	$3 \times 8 = 24$
I	Course 2	4	B+	7	$4 \times 7 = 28$
I	Course 3	3	F	0	$3 \times 0 = 00$
I	Course 4	3	B	6	$3 \times 6 = 18$
I	Course 5	3	C	5	$3 \times 5 = 15$
I	Course 6	4	F	0	$4 \times 0 = 00$
		20			85
	SGPA				$85/20=4.25$

The CGPA shall also be calculated in similar way as shown in examples (i), (ii) and (iii) of SGPA for all subjects taken by the students in all the semesters. However, if any student fails more than once in the same subject, then while calculating CGPA, the credit and grade point related to the subject in which the student fails in multiple attempts will be restricted to one time only. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

In case of audit courses offered, the students may be given (P) or (F) grade without any credits. This may be indicated in the mark sheet. Audit courses will not be considered towards the calculation of CGPA.

6.9. Declaration of Results:

Controller of Examinations (COE) of the University shall declare the results of given UG programme following the CGPA secured by students by the end of 6th Semester and 8th Semester.

PASS CLASSES

Range of CGPA	Result
9.0 above	First Class with distinction
6.0 above	First Class
5.0 Below 5.99	Second Class
4.0 - 4.99	Pass Class

B.A. Programme in History Semester wise Distribution of courses and credits

Semester I			
Sl. No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 101	Introduction to Museology I	4
Minor			
2.	HIMI 101	Introduction to World Civilization	4
Skill Enhancement Course I			
3.	HISE 101	Museum Techniques	3
4.	HIMD 101	Multi-Disciplinary Course1)	3
5.		Ability Enhancement Course I English 1 (Four hours of Teaching)	2
6.		Common value-added Courses 1 &2	4
		1. Environmental Studies/Education	
	HIVA101	2. Understanding India	
		Total	20

Certificate in Museology			
Semester II			
Sl. No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 102	Introduction to Museology II	4
Minor			
2.	HIMI 102	Introduction to Medieval World	4
Skill Enhancement Course II			
3.	HISE 102	Archaeological Survey Methods	3

4.	HIMD 102	Multi-disciplinary Course II	3
5.		Ability Enhancement Course II English 2 (Four hours of Teaching)	2
6.		Common value-added Courses 3&4 3. Health and Yoga 4. Digital Technology	4
		Total	20

Diploma in Archeology			
Semester III			
Sl. No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 201	The Principles & Methods of Archeology	4
2.	HIMA 202	History of South India I (up to 624CE)	4
Minor			
3.	HIMI 201	Modern World History I	4
4.	HISE 201	Culturakl Resource Management(SEC-3)	4
5.	HIMD 201	Multi-Disciplinary Course III	3
		Ability Enhancement Course 3 Indian Language 1 (4 hours of Teaching)	2
		Total	21

Diploma in Archeology			
Semester IV			
Sl. No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 203	Introduction to Indian Archeology	4
2.	HIMA 204	History of South India II (624to1565CE)	4
3.	HIMA 205	Indian Numismatics	4
4.	HIMA 204	(Summer Internship is initiated during Holidays and continued in the next semester)	4
Minor			
4.	HIMI 202	Modern World History II	4
5.		Ability Enhancement Course 3 Indian Language 1 (4 hours of Teaching)	2
6.		Community Engagement	2
		Total	20

B.A. History			
Semester V			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 301	Ancient India (up to 1 st Millenium BC)	4
2.	HIMA 302	Medieval India I (600 to 1526 CE)	4
3.	HIMA 303	Modern India I (1707to 1857 CE)	4
4	HIMA 304	Internship (Major) (continued from summer holidays)	4
Minor			
5.	HIMI 301	History of Indian Architecture / History of Andamans I	4
	Total		20

B.A. History			
Semester VI			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 305	Historiography & Historical Methods	4
2.	HIMA 306	Ancient India II (up to 6 th Century CE)	4
3.	HIMA 307	Medieval India II (1526 to1707 CE)	4
4.	HIMA 308	Modern India II (1858 to 1947 CE)	4
Minor			
5.	HIMI 302	History of Pondicherry/History of Andamans II	4
	Total		20

Semester I
HIMA 101-Introduction to Museology I
(Major Course -4 Credits)

Course Overview

This course will not only create the right environment for the young minds to gain necessary insights on theoretical, functional and practical aspects of cultural heritage and museums, but also play a crucial role in enhancing their ability to plan, organize and implement relevant projects as per international standards. Students in this certificate programme will also contribute to the new professional literature in the discipline along with relevant field experiences through scientific report writing.

Objectives

This field-based course is aimed at training undergraduate students for their employment in various museums and cultural centres. It will not only explore the key theoretical frameworks of museology and archaeology, but also focus on the practical aspects by equipping and enabling the participants with the practical know-how and critical tools essential for effective documentation of cultural objects, putting up exhibitions, museum management, education, as well as community involvement will also form an important component of this course.

Outcome of the Course:

- Basic knowledge of acquisition methods for collection management.
- Documentation of tangible, intangible and natural heritage objects along with archiving
- Preparation of exhibition plans to display heritage objects using latest technologies and
- Innovative tools along with museum management and visitor engagement.
- Introducing knowledge of how to make museums a cultural tourism destination.
- Impart training in managing museums through local communities and public outreach.
- Gain exposure to a range of digital resources available for teaching with themes and
- incorporating works of art, archaeology and anthropology.
- Introduction of basic knowledge of ICT technologies.

As part of the course work, the students shall do a practical session in a 'Field Trip' to museums during the last two weeks of the programme culminating with the 'submission of the field work report'.

Teaching-Learning Process

The pedagogic methods adopted involves direct lectures, tutorial discussions, as well as technology-supported presentations. Emphasis will be on interactive learning and all sessions between students and teachers are based upon reciprocity and respect. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.

Module1: Definitions and Concepts – What is a Museum? Museum Movement - History and development of Museums in India and in the World - Concepts of museology and museography-Cultural Heritage Management and museology – Types of museums – scope and functions.

Module 2: Museum Collection-Architecture-Education – Documentation-Accessioning and De-accessioning-Collection management- Museum Ethics and procedures- Collection policies and methods- through field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges and others – Types of Documentation – indexing, cataloguing, digital – Removal of Collections – Procedural rules.

Module 3: Museum Exhibitions: Types of exhibits and exhibitions – Temporary, travelling, mobile and exhibitions abroad. Principle of display techniques – Reserve collection – Objectives and communication goals, target audience, concept development, storyline, gallery development, space, showcases and structural installations, colour scheme, lighting, labels and scripts.

Module 4: Museum Architecture – Security – Education: Museum building – Architecture – Management – Museum security – Types of visitors – Facilities –Research and Education – In-house educational programmes and activities, outreach programmes – seminars, workshops, museum camps, special celebrations – Use of multimedia in museums – Popular publications – guide books, brochures, posters, picture postcards.

Module 5: Field Work – Visiting Museums - Galleries – Note Taking – Photography – Videography -Learning Display Techniques – Audio-Visual Techniques – Multimedia Techniques – ICT Techniques - Arrangement of Museum Objects – Documentation – Antiquity Registration – Labelling.

Suggested Readings

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- Wiens, John J., and Catherine H. Graham. "Niche Conservatism: Integrating Evolution, Ecology, and Conservation Biology." *Annual Review of Ecology, Evolution, and Systematics* 36, no. 1 (December 2005): 519-39. <http://dx.doi.org/10.1146/annurev.ecolsys.36.102803.095431>.
- Welsh, Peter H. (2014). "Preparing a new generation: Thoughts on contemporary museum studies training". *Museum Management and Curatorship* 28.5: 236-254.
- Williams, Stephen L., and Catharine A. Hawks, eds. (2007). *Museum studies: Perspectives and Innovations*. Washington, DC: Society for the Preservation of Natural History Collections.
- Vergo, P. (ed) (1989) *The New Museology*, London: Reaktion.

Semester I
HIMI 101-Introduction to World Civilizations
((Minor Course - 4 Credits))

Course Overview: This course presents a complete understanding of the struggle and progress of the human race towards civilization in the early times. The aim is to give both an appreciation of the distinctive achievements and limitations of the principal human societies and cultures in the past. Political events, inevitably, are important and at the same time formed bases for the cultural, social and economic developments in the early civilizations.

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

- Understand the concepts of civilizations across the world and their roles in shaping various dynasties, republics and empires
- Identify and evaluate the salient features of different types of civilizations, like the Egyptian, Mesopotamian, Persian, Greek and Roman
- Comprehend the frameworks that operate among different societies in different times through economy, agriculture, craft specialization and trade
- Understand the developments in various cultures worldwide through religion, art, literature, architecture and writing systems
- Appreciate the challenges and achievements of the Early Civilizations.

Course Outcome: Upon completing this course, students will have developed a strong foundation in the understanding of early world civilizations through the study and analysis of primary documents and secondary sources. They will be equipped with the knowledge and skills to identify, assess, and visualize the characteristic features of early world civilizations. They also will learn how the ancient world civilizations along with the then societies, systems, institutions, religious traditions, ideologies, belief systems, cultures and technologies operated overtime demonstrating various changes.

Module 1: Origin of Early Civilizations – Egyptian – Mesopotamian – Persian – Greek – Roman – Political Developments under Dynastic Rule – Growth of Kingship or Republic – Law.

Module 2: Establishment and Spread of Early Empires under Different Civilizations –Egyptian – Mesopotamian – Persian – Greek – Roman.

Module 3: Society and Economy – Growth of Social Groups – Warrior Elites – Priestly Classes – Noble Aristocracies and Lower Social Groups –Economy – Agriculture, Craft, Metallurgy – Trade – Development of Professional Groups.

Module 4: Developments in Culture – Religion – Art – Literature – Architecture – Emergence of Writing Systems.

Module 5: Achievements of Early Civilizations – Science and Philosophy.

Suggested Readings

Allan, O. Knowlson and Terry L. Smart, *People and Our World: A Study of World History*, Holt, Rinehart and Winston Publishers, New York, 1981.

Bruce G. Trigger, *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press, New York, 2003.

Douglas J. Brewer, *Egypt and the Egyptians*, Cambridge University Press, New York, 2007.

Felipe Fernandez-Armesto, *Civilizations*, Macmillan, London, 2000.

Joseph R. Strayer & Hans W. Gatzke, *The Mainstream of Civilization*, Harcourt Brace Jovanovich, Inc, New York, 1979.

Lynn Thorndike, *Encyclopaedia of World Civilizations*, 2 Vols., Shubhi Publications, Delhi, 2000.

Robert E. Lerner and Standish Meacham, *Western Civilizations*, WW Norton & Company, New York & London, 1986.

Simon Hornblower & Antony Spawforth, *The Oxford Companion to Classical Civilization*, OUP, 1998.

SEMESTER I
(Skill Enhancement Course .1 – 3 Credits)
HISE 101 – Museum Techniques

Course Overview:

This course provides an introduction to essential techniques and practices within the discipline of museology. The NEP students will explore the fundamentals of collections management, cataloguing, acquisition, exhibit design, conservation practices and educational outreach. Emphasis will be given to hands-on skills and training activities including cataloguing artifacts, creating exhibit layouts and implementing preservation and conservation methods. Through case studies and practical projects, students will gain an understanding of how museums acquire, care for and present cultural and historical artifacts both physically and digitally to engage and educate the public and important stakeholders. The course emphasizes collaborative projects, where students select topics from their studies to investigate further, culminating in a detailed project report and presentation.

Learning Outcomes:

- After the completion of the course the students will be equipped with the basic knowledge of foundational principles of collections management, conservation and exhibit design.
- Develop practical skills in cataloguing, documenting, curating and preserving artifacts.
- (Gain experience in creating exhibit layouts and interpretive materials.
- Learn strategies for engaging diverse audiences through museum education and outreach.
- Analyse ethical considerations and best practices in museum operations and artifact handling.
- Apply practical techniques to ensure artifact care and public access in a museum setting.

Module.1: Museums – History- Types and Materials- Collections management – Acquisition methods - Conservation & Restoration methods

Module.2: Visit to Cultural Institutions and Laboratories – Gallery Management –Ethics in material handling – Repatriation –Professional practices

Module.3: Cultural and Material Heritage –History – Museum administration –Documentation - Curation –Museum Operations - Audience engagement

Module.4: Visit to Museums - Practical training in exhibit design and planning – Digitization - Layout design - Digital Museums - Case Studies

Module.5: Report Writing- Oral Presentation -Evaluation

Suggested Readings

- Banerjee, N.R. 1990. *Museum and Cultural heritage in India*. Delhi. Agam Kala.
- Butler, Patricia, M. 1970. *Temporary Exhibitions*. London.
- Morley, Grace. 1981. *Museums Today*, Department of Museology, M.S.University, Baroda.
- Sarkar, H. 1981. *Museums and Protection of Monuments and Antiquities in India*. Delhi.
- Satya Prakash. 1964. *Museums and Society*. Baroda: M.S.University.
- UNESCO, 1968. "Museums and Education", *Museums*, Vol.21, no. 1, Paris.

The following pattern of evaluation will be applied for these skill-based courses and related skill-based activities, based on the learning outcomes planned for such courses:

1. Domain Knowledge:	5 Marks]	
2. Data Collection method:	5 Marks]	
3. Report Writing:	15 Marks]	Internal Assessment 25 marks
		<hr/>
4. End Semester Exam:		75 marks
		Total 100 Marks
		<hr/>

Value Added Course (VAC)-3 Credits
HIVA 101- Understanding India

Course Overview: This course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian Knowledge Systems (IKS), the Indian education system and the roles and obligations of teachers to the nation in general and to the school/community/society, in particular.

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

- Have a deep knowledge and understanding of India's freedom struggle and of the values and ideals that it represented.
- Develop an appreciation of the contributions made by people of all sections and regions of the country, and cherish the values enshrined in the Indian constitution
- Prepare for their roles and responsibilities as effective citizens of a democratic society.

Module.1: Geography of India

- India on the map of the world and its neighbouring countries
- Geographical diversities

Module.2: History of India

- An introduction to Indian knowledge systems
- India's Freedom Struggle

Module.3: Communicating Culture

- Oral narratives: Myths, tales and folklore
- Introduction to the Tribal Cultures of India

Module.4: Indian Social Structure

- Continuity and change of the Indian Social Structure: Caste, Community, Class and Gender

Module.5: Understanding Indian Polity

- The evolution of State in India: Nature and origin
- Interpreting India: Traditional, Modern and Contemporary
- Constitution as a living document

Suggested Readings

Module.1.:Geography of India

Deshpande C.D. *India: A Regional Interpretation*, ICSSR, New Delhi. 1992.

Johnson, B.L.C., ed. 2001. *Geographical Dictionary of India*. Vision Books, New Delhi. 2001.

Mandal R.B. (ed.), *Patterns of Regional Geography – An International Perspective*. Vol. 3 – Indian Perspective. 1990.

Pathak, C.R. *Spatial Structure and Processes of Development in India*. Regional Science Assoc., Kolkata. 2003.

Ramesh Dutta Dikshit, *Political Geography. Politics of Place and Spatiality of Politics*, Macmillan Education, 2020.

Sharma, T.C. *Economic Geography of India*. Rawat Publication, Jaipur. 2013.

Tirtha, Ranjit. *Geography of India*, Rawat Pubs., Jaipur & New Delhi. 2002.

Module.2:History of India

Bose D.M., S.N. Sen and B.V. Subbarayappa (ed). *A Concise History of science in India*, Indian National Science Academy, New Delhi. 1971.

Chandra, Bipan, Amales Tripathi & Barun De. *Freedom Struggle*, National Book Trust, New Delhi. 1972.

History of Technology in India, 3 Volumes. Indian National Science Academy, New Delhi. (1997-2012)

<https://iksindia.org>

Husain, S. Abid. *The National Culture of India*, National Book Trust, New Delhi. 2003.

Kapoor, Kapil and Avadesh Kumar Singh (ed). *Indian Knowledge Systems*, 2 Vols. DK Printworld, New Delhi. 2005.

Mohanta, Basant Kumar and Vipin Kumar Singh (ed). *Traditional Knowledge System and Technology in India*, Pratibha Prakashan. 2012

The Cultural Heritage of India Series, 8 Volumes. Ramakrishna Mission Institute, Calcutta. 2002.

Module.3:Communicating Culture:Tellings,Representations and Leisure

Beatrix Hauser, "From Oral Tradition to 'Folk Art': Re-evaluating Bengali Scroll Paintings" in *Asian Folklore Studies*, Vol. 61, No. 1. pp. 105-122. 2002.

Kanak Mital, "A Santhal Myth, Five Elements" & M.D. Subash Chandran, "Peasant Perception of Bhutas, Uttara Kannada" in *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition, ed. Baidyanath Saraswati), pp. 119-125; 151-166.

Komal Kothari, "Myths, Tales and Folklore: Exploring the Sub stratum of Cinema" pdf.

Ramanujan, A.K. "'A Flowering Tree': A Woman's Tale", *Oral Tradition*, 12/1: 226-243. 1997.

Stuart H. Blackburn, "The Folk Hero and Class Interests in Tamil Heroic Ballads", *Asian Folklore Studies*, Vol. 37, No. 1. pp. 131-149. 1978.

Module.4:Indian Social Structure

Bhasin, K. *Understanding Gender*. (PDF) 2000.

Gupta, D. *Interrogating caste: understanding hierarchy and difference in Indian society*. Delhi: Penguin Books. 2000.

Rege, S. *Caste and Gender: The Violence Against Women in India*. Italy: European University Institute. 1996.

Robinson, R. *Sociology of Religion in India*. Delhi: Sage Publications. 2004.

Singh, Y. Caste and Class: Some Aspects of Continuity and Change. *Sociological Bulletin*, 17(2), 165-186. 1968.

<https://doi.org/10.1177/0038022919680205>

Singh, Y. *Modernization of Indian Tradition: A Systemic Study of Social Change*. India: Rawat Publications. 1986.

Srinivas, M.N. *Caste: Its 20th Century Avatar*. Delhi: Penguin Books. 2000.

Tamil, G. *Women in Social Change*. Delhi: Sage Books. 2021.

Uberoi, P. *Family, Kinship and Marriage in India*. Delhi: Oxford University Press. 1994.

Xaxa, V. *State, Society, and Tribes: Issues in Post-colonial India*. 2008.

Module 5: Understanding Indian Polity

Madhav Khosla. *The Indian Constitution*. New Delhi, Oxford University Press, 2012.

Ramachandra Guha. *Makers of Modern India*. Cambridge, Mass., Harvard University Press, 2013.

Thapar, Romila. *Indian Cultures as Heritage: Contemporary Pasts*. London, Seagull Books, 2021.

Venkataramghavan Subha Srinivasan. *The Origin Story of India's States*. Delhi: Penguin Books 2008.

Semester II
HIMA 102- Introduction to Museology II
(Major Course -4 Credits)

Course Overview:

This field-based course is aimed at training undergraduate students for their employment in various museums and cultural centres. This paper will focus on providing the theoretical background for the preservation of museum artifacts and cultural materials.

Necessary reading material on each module shall be provided to the students in both soft/hard copies before the contact programme and Field Trip. As part of the course work, the students shall do a practical session in a 'Field Trip' to museums during the last two weeks of the programme culminating with the 'submission of the field work report'.

Outcome of the Course

- Application of preventive and curative conservation methods to protect heritage objects
- Field experience to collate all the above-mentioned knowledge through scientific report writing.

Teaching-Learning Process

The pedagogic methods involve direct lectures, tutorial discussions, as well as technology-supported presentations. Emphasis will be on interactive learning and all sessions between students and teachers are based upon reciprocity and respect. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.

Module 1: Definition and Concepts - Conservation and Preservation: General principles of conservations – Conservation of organic and inorganic materials – Physical, chemical and biological effects – Preservation and restoration – Temperature, humidity, pollution – Effects of light – Conservation of metals, paintings, manuscripts, stone, textiles, leather, building materials, coins, wood, Monuments and films – Care and preservation of excavated material.

Module 2: Conservation of Heritage Assets – Physical conservation intervention – preservation – maintenance – restoration – reconstruction – adaptation and interpretation – Perception, appreciation and understanding of cultural heritage asset – Policy Guidelines – Ethics- Socio-Cultural-Environmental contexts – conservation, preservation, appreciation, promotion and enhancement of Cultural Heritage – Legal Framework – Professional Code – Public Participation.

Module 3: Preventive Conservation - Care, maintenance, repair, continuing use, procedures for storage, exhibition handling, packing and transport –Scientific, technical, historical, environmental investigations –Trialled conservation intervention –Value, character, appearance, fabric, integrity restoration of Heritage objects –Potential risk assessment and mitigation- Tangible evidence – Community identity – Continuity, Historicity, authenticity, integrity.

Module 4: Promotional activities –Academic work – Research Work – Conservation Training – Dissemination of research outcomes –Public outreach –Creation of database and conservation manuals - Preservation of Heritage Objects – aesthetic, artistic, documentary, environmental,

historic, scientific, social or spiritual significance – Goals and evaluation of conservation and preservation –Apprenticeships and training programmes.

Module 5: Field Work – Visiting Museums - Galleries – Note Taking – Photography – Videography -Learning physical conservation techniques – Chemical treatments – Manuscript conservation - Conservation and restoration of heritage materials – Non-destructive conservation techniques – Use of various scientific equipment - ICT Techniques – Labelling-Report Writing.

Suggested Readings

Agarwal, O.P. 1993. *Preservation of Art Objects and Library Material*. New Delhi.

Arun Ghose. 1989. *Conservation and Restoration of Cultural Heritage*. Delhi: Agam Kala.

Cronyn. 1995. *Elements of Archaeological Conservation*.Rouletge, London.

Plenderleith,H.J. 1956. *Conservation of Cultural Property & Works of Art*.UNESCO.

Singh, A.P. 1987. *Conservation and Museum Techniques*. Delhi: Agam Kala.

Carbonell, B. M. (ed) (2004) *Museum studies: an anthology of contexts*, Oxford: Blackwell.

Demas, Martha. (2003). *Conservation and Management of Archaeological Sites: A Select Annotated Bibliography: Sorted by Category*. GCI Project Bibliographies Series. Los Angeles, CA: Getty Conservation Institute.

Dickey, Jennifer W., Samir El Azhar, and Catherine M. Lewis, eds. (2013). *Museums in a global context: National identity, international understanding*. Washington, DC: AAM Press.

Greenberg, R., Ferguson, B. W., and Nairne, S. (eds) (1996) *Thinking about exhibitions*, London: Routledge.

Hooper-Greenhill, E. (2000) *Museums and the interpretation of Visual Culture*, New York: Routledge.

Karp, I. and Lavine, S. D. (eds) (1991) *Exhibiting cultures: the poetics and politics of museum display*, Washington: Smithsonian Institution Press.

Knell, S., Watson, S. and Macleod S. (eds) (2007). *Museum revolutions: how museums change and are changing*, London: Routledge.

Latham, Kiersten F., and John E. Simmons. (2019). *Whither museum studies? Journal of Education for Library and Information Science* 60.2: 102 -117. DOI: 10.3138/jelis.2018-0050

Macdonald, S., and Fyfe, G. (eds) (1996) *Theorising museums: representing identity and diversity in a changing world*, Oxford, Blackwell.

Macdonald, S. (ed) (2006) *A companion to museum studies*, Oxford: Blackwell Publishing.

Marstine, J. (ed). (2006) *New Museum;Theory and Practice: an introduction*, Oxford: Blackwell.

Preziosi, D., and Farago, C. (eds) (2004) *Grasping the world: the Idea of the Museum*, Aldershot: Ashgate.

Sherman, Daniel J., and Rogoff, I. (eds) (1994). *Museum culture: Histories, Discourses, Spectacles*, Minneapolis: University of Minnesota Press.

Wiens, John J., and Catherine H. Graham. "Niche Conservatism: Integrating Evolution, Ecology, and Conservation Biology." *Annual Review of Ecology, Evolution, and Systematics* 36, no. 1 (December 2005): 519-39. <http://dx.doi.org/10.1146/annurev.ecolsys.36.102803.095431>.

Welsh, Peter H. (2014). "Preparing a new generation: Thoughts on contemporary museum studies training". *Museum Management and Curatorship* 28.5: 236-254.

Williams, Stephen L., and Catharine A. Hawks, eds. (2007). *Museum studies: Perspectives and Innovations*. Washington, DC: Society for the Preservation of Natural History Collections.

Vergo, P. (ed) (1989) *The New Museology*, London: Reaktion.

Semester II
HIMI 102 - Introduction to Medieval World
(Minor Course -4 Credits)

Course Overview:

This course will give a deeper understanding of the rise of three great cultures in the medieval world. The Byzantine culture, Christianity and Islamic civilizations were the successors of the Roman Empire in the east and as well as the west. With the rise of these cultures a different pattern of agricultural, commercial and intellectual life developed all over Europe and West Asia, which had far reaching effects in various parts of the world in the later period. The European Middle Ages is characterized by the decline of the Roman Empire, the rise of Christianity, the development of feudalism, the growth of towns and trade, and the emergence of nation-states. The end of the medieval period is often marked by the beginning of the Renaissance, which is characterized by a renewed interest in classical learning and art, and the dawn of the early modern period.

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

- Understand the major events, people, and ideas that shaped medieval Europe
- Analyze primary and secondary sources to develop a nuanced understanding of medieval world history
- Evaluate different historical interpretations and perspectives on medieval Europe & World
- Appreciate the challenges and achievements of the Medieval Societies

Course Outcome: Upon completing this course, students will have developed a strong foundation in the understanding of the medieval world through the study and analysis of primary documents and secondary sources. They will be equipped with the knowledge and skills to identify, assess and visualize the characteristic features of medieval societies. They also will learn how the medieval world along with the then societies, systems, institutions, religious traditions, ideologies, belief systems, cultures and technologies operated overtime demonstrating various changes.

Module 1: Roman Empire's Three Heirs – The Byzantine, Islamic and Early Medieval Western World – Christianity, Islam and Byzantine culture.

Module 2: The High Middle Ages I – Economic, Social and Political Institutions – Agricultural Revolution – Lord and Serf: Life in Manorial Regime.

Module 3: The High Middle Ages II – Economic, Social and Political Institutions – Revival of Trade– Urban Revolution – Feudalism and the Rise of National Monarchies.

Module 4: Religion and Developments – Consolidation of Papal Monarchy – The Crusades.

Module 5: The Medieval Intellectual Revival – The Blossoming of Literature, Art, Architecture and Music.

Suggested Readings

Bloch, Marc, *Feudal Society*, London, 1961, 2 Vols.

Deanesly, Margaret, *A History of Early Medieval Europe, 476-911*, London, 1969.

Deanesly, Margaret, *A History of Early Medieval Church*, London, 1969.

Hawfing, G.R. (ed.), *Muslims, Mongols and Crusades*, Routledge Curzon, London & New York, 2005.

Holton, R.H. (ed.), *Transition from Feudalism to Capitalism*, New York, 1976.

John, France, *The Crusades and the Expansion of Catholic Christendom, 1000-1714*, Routledge, New York, 2005.

Lewis, Bernard, *Islam in History*, London, 1973.

Peter Linehan and Janet L. Nelson (ed.), *The Medieval World*, Routledge, London & New York, 2001.

Peter Lock, *The Routledge Companion To The Crusades*, New York, 2006.

Rosenthal, J. Erwin, *Political Thought in Medieval Islam*, Cambridge University Press, Cambridge, 1968.

Saliba, George, *Islamic Science and the Making of the European Renaissance*, MIT Press, Massachusetts, 2007.

Stierlin, Anne and Henri Stierlin, *Islamic Art and Architecture*, Thames and Hudson, New York, 2002.

SEMESTER II
(Skill Enhancement Course (SEC.2) – 3 Credits)
HISE 102 – Archaeological Survey Methods

Course Overview:

The NEP Course Archaeological Survey Methods with an objective to provide hands on field training in the use and operation of different tools and gadgets essential in Archaeological exploration and excavations aims to equip the students thoroughly with the state-of-the-art Survey Methods. The paper will consist of five modules, divided into basic theoretical and practical parts. The theory part consists of enlightening the student about the significance of Archaeological Exploration and Excavation in unravelling the human heritage and past is taught in the class room with the help of ICT learning and hands on knowledge of the actual tools, gadgets and equipment. Overall, the students learn the methods and techniques that are used to study, document and analyse several types of archaeological sites and landscapes. Whereas, the practical component consists of taking the students to the archaeological and heritage sites and train them in the operation of the tools, gadgets and equipment and record the outcomes in the form of a presentation and field report.

Learning Outcomes:

- After the completion of the course the students will:
- Equip themselves with the basic knowledge of foundational principles of various archaeological survey methods.
- Develop practical skills in using GPS, Cameras, Munsell Colour Chart, Line Levels, Magnetic Compass and necessary survey equipment.
- Gain experience in creating Digital Maps using open-source software like QGIS and to collect and interpret spatial and archaeological data.
- Learn strategies for engaging diverse audiences through excavated and explored datasets and outreach.
- Analyse ethical considerations and best practices in Excavations, Explorations, Surveys and Artifact Handling.
- Present Survey Findings in Technical Reports and Academic Publications.

Module.1: Fundamentals of Archaeological Survey – Methods – Historical Developments– Theoretical Frameworks-Landscape Archaeology – Spatial Analysis- Ethics & Principles in Archaeological Surveys

Module.2: Basic Field Survey Techniques and Tools– Field Walking–Sampling Strategies – Random and Probability Sampling –Total Station–GPS – Drones - Professional Practices

Module.3: Basic Remote Sensing and Geophysical Techniques–Historical Developments – Basic Geophysical Survey Methods–Ground Penetrating Radar–Site Detection and Subsurface Mapping

Module.4: Visit to Archaeological Sites - Mapping Archaeological Sites – GIS and Spatial Analysis - Visualization of Survey Data –Fundamentals of Predictive Modelling - Case Studies

Module.5: Report Writing- Oral Presentation -Evaluation

Suggested Readings

Clark David,(2004).*Plane and Geodetic Surveying for Engineers, Vol.I*. CBS Publishers and Distributors, Delhi.

Hogg, A.H.A. (1980).*Surveying for Archaeologists and other Fieldworkers*. Croom Helm, London

Mach Rudiger and P.Petschek. (2006). *Visualization of Digital Terrain and Landscape Data A Manual*. Springer, Zurich.

Ucko,P. J. (1995).ed.*Theory in Archaeology: A World Perspective*.London, Routledge.

Warren, C. N. and S. Rose.(1994). *William Pengelly's Techniques of Archaeological Excavation*. Torquay, UK, Torquay Natural History Society, Publication 5.

Williams,H. (2003). ed.*Archaeologies of Remembrance: Death and Memory in Past Societies*.New York, Kluwer Academic.

Yellen,J. E. (1977).*Archaeological Approaches to the Present: Models for Reconstructing the Past*.New York, Academic Press.

The following pattern of evaluation will be applied for these skill-based courses and related skill-based activities, based on the learning outcomes planned for such courses:

1. Domain Knowledge:	10 Marks]
2. Data Collection method:	10 Marks]
3. Report Writing :	20 Marks] Internal Assessment
	40 marks
4. End Semester Exam:	60 marks
	Total 100 Marks

SEMESTER III
HIMA 201 - The Principles and Methods of Archaeology
(Major course - 4 Credits)

The course is designed to introduce various exploration and excavation techniques practiced in India. The principles and methods followed in archaeological exploration, excavation, and documentation of archaeological material are emphasized.

Module 1: Introduction

Kinds of Archaeology: Classical Archaeology – Historical Archaeology – Environmental Archaeology – Underwater Archaeology – Ethno archaeology– Linguistic Archaeology – Salvage Archaeology.

Module 2: History of Archaeology

Classical Archaeology – Antiquarianism - Three-Age theory – Scientific archaeology - Antiquity of Mankind – The Dawn of Prehistoric Archaeology.

Module 3: Exploration and Excavation Methods

Exploration Methods – Determination of archaeological data – Types of archaeological sites -On-site investigations – Site Survey methods – Excavation Methods – Excavation of a burial.

Module 4: Archaeological Stratigraphy and Recording

Concept of Stratigraphy in geology and in archaeology – Haris Matrix – Laws of Archaeological Stratigraphy – Archaeological Recording – Maps – Site Plan – Site note book.

Module 5: Dating Methods in Archaeology

Dating System – Absolute dating methods – Relative dating methods.

Suggested Readings

Barker, Philip 1977, *Techniques of Archaeological Excavation*, Universe Books, New York.

Colin Renfrew 2000, *Archaeology: Theories Methods and Practices*, Thames and Hudson, London.

Clive Gamble, 2001, *Archaeology: The Basics*, Routledge, London.

Dancey, W.S., 1981, *Archaeological Field Methods: An Introduction*, Burgess, Minneapolis.

Daniel, Glyn E., 1976, *A Hundred and Fifty Years of Archaeology*, Gerald Duckworth. London.

Dillon, B.D. (ed.) 1989, *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles.

Harris, Edward, C., 1989, *Principles of Archaeological Stratigraphy*, Academic Press, London.

Rajan K., 2002, *Archaeology: Principles and Methods*, Manoo Pathippakam, Thanjavur.

Raman, K.V., 1986, *Principles and Methods of Archaeology*, Parthajan Publications, Madras

Trigger, G. Bruce, 1989, *A History of Archaeological Thought*, C.U.P. Cambridge.

SEMESTER III
HIMA 202- History of South India I (Upto 624 CE)
(Major Course – 4 Credits)

Course Overview:

The paper will help the student to understand the dynamic relationship between the geographical factors and the evolution of historical events. It will also highlight the nature and limitations of the sources for the reconstruction of the History of south India from the earliest times up to the end of the early Historical phase. The paper will equip the students with the theoretical developments in the historical studies of early south India

Objectives:

- Equip the student with a critical understanding of the analytical study and interpretation of the source material.
- Understand the evolutionary trajectory of social, economic, religious and political institutions in this part of the subcontinent.
- Perceive the geo-political forces that operate behind the emergence of literate societies and chiefdoms.
- Grasp the contributions of the early historical ruling dynasties in the cultural, religious, literary, inscriptional and art & architectural domains.
- Get insights into the transformation from early historical to early medieval times.

Course Outcome:

Provides a comprehensive understanding of the Prehistoric- historical transformations based on the analysis of primary sources. Impart training in the assessment of historiographical developments for a pragmatic reconstruction of the historical transformations. Training to read the inscriptions for a better appreciation of the origin and growth of writings systems, scripts and languages.

Module 1: Geographical factors & Sources: Natural Features -River systems and ecology. Nature of Sources- Archaeological –Literary and Epigraphical - Limitations – Prehistoric Societies – Early historical transitions – Periodization – Historiographical trends.

Module 2: Cultural contacts with the north India: The pre-Mauryan Context- Ashokan Inscriptions- Social, Political, cultural and economic implications

Module 3: The dawn of Historical period: The Megalithic Context - Pre-Satavahana Chiefdoms- Literary and Archaeological sources - The Satavahana Empire- Literary and archaeological sources – Cultural developments- Religious and economic transformations- The Sangam Age- Socio - political conditions.

Module 4: The Post –Satavahana period in South India: Post-Satavahana dynasties- Socio-Cultural transformations – Religious developments- growth of sectarian faiths- art & architecture – cultural and economic conditions.

Module 5: The Rise of regional kingdoms in south India: Ikshvakus- Pallavas- Vishnukundins- Kadambas - Badami Chalukyas- Pandyas- Nature of State- Agrarian expansion- Temples and sectarian architecture. Social and economic transformations.

Suggested Readings:

Balasubrahmanyam, S.R., 1966, *Early Chola Art*, Asia Publishing House, Bombay.

Barret Douglas, 1974, *Early Chola Architecture and Sculpture*, Faber and Faber, London.

Begley, Vimla. *Ancient Port of Arikamedu*, vol I and II Pondicherry, 1996 & 2000.

Cherian, P. J. *Pattanam Excavations/Plorations*, Trivandrum 2013.

Bhattacharya, B., 1958, *Indian Buddhist Iconography*, K.L.Mukhopadhyaya, Calcutta.

Carswell, John. *Mantai: City by the Sea Colombo*, 2013.

Champakalakshmi, R., *Religion, Tradition and Ideology: Pre Colonial South India*, New Delhi: OUP, 2011.

Gopinatha Rao, T.A., 1914, *Elements of Hindu Iconography*, Motilal Banarsidass, New Delhi.

Gurukkal, Rajan., *Social Formations of Early South India*, New Delhi: OUP, 2010.

Hall, Kenneth, *Maritime Trade and State Formation in Early South East Asia*, Honolulu, University of Hawaii, 1985.

Heitzman, James, *The Gifts of Power; Lordship in Early Medieval South India*, Oxford University Press, 1992.

Heitzmen, James., *Gifts of Power*, New Delhi: OUP, 2001.

Karashima, Noboru, *South Indian Society and Economy*, Oxford University Press, 1988.

Karashima, Noboru. *Ancient and Medieval Commercial Activities in the Indian Ocean*, Tokyo, 2002.

Wheeler, Mortimer Sir, *Ancient India*, vol II New Delhi, 1946.

Lokesh, Chandra 1987, *Buddhist Iconography*, 2 vols, Aditya Prakashan, New Delhi.

Mukund, Kanakalatha. *Merchants of Tamilagam: Pioneers of International Trade*, New Delhi, 2012.

Stein, Burton, *Peasant State and Society in Medieval South India*, New Delhi Oxford University Press, 1980.

Subbarayulu, Y., *South India under the Cholas*, New Delhi: OUP, 2012.

Suresh, B.Pillai, 1976, *Introduction to the Study of Temple Art*, Equator and Meridian, Thanjavur.

Veluthat, Kesavan., *The Early Medieval in South India*, New Delhi: OUP, 2010.

SEMESTER III
HIMI 201 - Modern World History I
(Minor Course-4credits)

Course Overview: The period between 15 and 18th century Europe was a radical transformation in Europe's economic, political and social structure and the intellectual field. It was an age of revolution, both failed and successful. It witnessed the birth of nationalism and liberalism, leading to the formation of national identities, changes in forms of government and, above all, the origins of the present-day industrial society. It also aims to disseminate the transition from Feudalism to capitalism to the learners. This will also enlighten the learners about the idea of Mercantilism, absolutism, the Age of Reason, the Renaissance and the Reformation till 1938.

Objectives:

- To understand the Age of Reason, or in other words, when Reason transcended tradition in Europe from the Medieval period.
- To analyse the birth of Nationalism in Modern Europe
- To comprehend the process of the Transition from Feudalism to Capitalism
- To spell out the connection between the Age of Exploration and the technological revolution.
- To discuss the discourse on the genesis of Colonialism

Course Outcome:

Students will be able to understand and comprehend the following points on successfully completing the course. The meaning of Feudalism and its transition to capitalism. Rise of trading communities and the emergence of an Absolute Monarch. How Renaissance and exploration led to Colonialism and imperialism. Emergence of Mercantile Capitalism. The role of the formation of the alliance in world war I. The impact of World War I

Module 1: Transition from Feudalism to Capitalism: The Church, Emergence of Trade, Towns, cities, merchants' class and capitalist economy.

Module 2: The Genesis of Modern Era: Age of Reason, Renaissance & Reformation, the rise of absolutism, the Seven Years' War, English Revolution, American Revolutions and the French Revolution.

Module 3: Emergence of Nations and Nationalism: Impact of Industrial Revolution, the role of the revolutionary thinkers, Unification of Germany, Italy.

Module 4: Colonialism and imperialism: role of explorers and technological revolution, Colonialism in Africa (scramble for Africa, Atlantic slave trade and apartheid), South Asia (Mysore and Carnatic war, Battle of Plassey and Buxar, 1857 Revolt and the partition of India), South East Asia and Far east (opium war, scramble for concession, sino-japanese war 1894-95, CCP versus KMT, Russo-Japanese war, (1904-05) and Latin America.

Module 5: The world between Worlds War I and 1938: Causes of Friction within Europe (Naval rivalry, Serbian nationalism, formation of Triple Entente & Triple Alliance), Moroccan crisis 1905-

06, Balkan war 1912 & 1913, Assassination of Archduke of Austria. World War I(Causes and consequences, Treaty of Versailles and its impact), League of Nations (aims, structure and evaluation for its success and failures), The world from 1919-23(Rise of Turkish nationalism, Anglo-Russian Treaty 1921, Washington conference 1921-22, Genoa conference 1922), Economic crisis of 1929, world disarmament conference 1932-33. Mussolini's foreign policies.

Suggested Readings

Anderson, Perry (1974). *Passages from Antiquity to Feudalism*, London: Verso

Adas, Michael,(1990). *Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance*, Delhi.

T. H. Aston and C. H. E. Philpin (eds), *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*. Cambridge/ London: Cambridge University Press.

Dobb, Maurice (1946/1963), *Studies in the Development of Capitalism*. New York: International Publishers/London: Routledge & Kegan Paul

Ashton, Trevor.(1970). *Crisis in Europe, 1560-1660*, London.

Tignor, Roger. (2005). *Preface to Colonialism: a theoretical overview*. Markus Weiner Publishers.

Rodney, Walter. (2018). *How Europe underdeveloped Africa*. Verso, Brooklyn.

Osterhammel, Jürgen.(1997). *Colonialism: A Theoretical Overview*, Princeton, NJ: M. Wiener.

Prashad, Vijay.(2007). *The Darker Nations: A People's History of the Third World*, The New Press, 2007.

Chickering, Rodger.(2004). *Imperial Germany and the Great War, 1914–1918*. Cambridge: Cambridge University Press.

Northedge, F.S. (1986). *The League of Nations: Its Life and Times, 1920–1946*. New York: Holmes & Meier.

Dante L. Germino (1959). *The Italian Fascist Party in Power: A Study in Totalitarian Rule*. University of Minnesota Press.

Francisco J. Romero Salvadó. (2005). *The Spanish Civil War: Origins, Course and Outcomes*. Macmillan International Higher Education.

SEMESTER III
HISE 201- (SEC.3)
Skill Enhancement Course (SEC.3)-3 Credits

HISE 201- Cultural Resource Management:
Preserving Heritage in the Present and for the Future

Course Overview: Cultural Resource Management (CRM) is a multi-disciplinary field that focuses on the identification, assessment, conservation, prognosis and interpretation of cultural heritage. This introductory and multi-disciplinary undergraduate course (Level 100) aims to introduce students to the principles, methods, and challenges associated with CRM. Through a combination of lectures, classroom studies, case studies, field visits, and practical hands-on activities; students will gain a comprehensive understanding of how to manage and protect cultural resources while balancing the needs of society, peoples, environment and development.

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

- Understand the significance of cultural resources and their role in shaping various types of identities and preserving history.
- Identify and assess different types of cultural resources, including archaeological sites, historic buildings, cultural and natural landscapes, and intangible heritage.
- Comprehend the legal and ethical frameworks that guide cultural resource management practices.
- Develop skills in conducting cultural resource surveys, documentation, and conservation planning.
- Appreciate the challenges of managing cultural resources sustainably in a rapidly changing world.

Module 1: Introduction to Cultural Resource Management - Understanding the concept and significance of cultural resources - Historical development and evolution of cultural resource management in India and Abroad- Legislation, national and international conventions related to CRM - Ethics and stakeholders in cultural heritage preservation.

Module 2: Identifying and Assessing Cultural Resources - Archaeological methods and techniques for site identification and excavation - Recording and documentation of historic buildings and structures - Recognizing and preserving cultural and natural landscapes - Safeguarding both tangible and intangible cultural heritage, folk and oral traditions.

Module 3: Conservation and Preservation Strategies - Principles of conservation and restoration - Sustainable management approaches for cultural resources - Risk assessment and disaster management for cultural heritage - Cultural resource tourism and its impact on preservation.

Module 4: Cultural Resource Management in Practice - Cultural resource planning and regulatory compliance - Case studies of successful CRM projects in India and worldwide - Community

engagement and participatory approaches in CRM - Role of technology in cultural resource management.

Module 5: Challenges and Future Trends in CRM - Addressing cultural resource management in urban development - Dealing with looting, illegal trade, and repatriation of cultural artefacts - Climate change and its impact on cultural heritage preservation - Integrating indigenous knowledge and perspectives into CRM.

Outcome: Upon completing this course, students will have developed a strong foundation in cultural resource management and heritage preservation. They will be equipped with the knowledge and skills to identify, assess, and manage cultural resources in a responsible and sustainable manner. Students will also understand the ethical considerations and challenges faced in CRM and be better prepared to contribute to the preservation and interpretation of cultural heritage within their communities, in the respective districts and country and on a global scale.

Selected References

B Sophie and Sabatini S (2013). *Counterpoint: Essays in Archaeology and Heritage Studies in Honour of Professor Kristian Kristiansen*. Oxford UK:Archaeo press.

David S Whitley (2019). 'New Perspectives in Cultural Resource Management' in *Conservation and Management of Archaeological Sites Volume 21, no.4:280–82*.

David, Bruno, and Julian Thomas (2008). *Handbook of Landscape Archaeology*. Walnut Creek, CA: Left Coast Press.

Lynn Meskell (2018). *A Future in Ruins. UNESCO, World Heritage, and the Dream of Peace*. Oxford UK:Oxford Univ Press.

Messenger, Phyllis M. and George S. Smith, eds. (2010). *Cultural Resource Management: A Global Perspective*, Gainesville, FL, University Press of Florida.

Michael Dawson (2020). "Cultural Resource Management" in *Historic Environment: Policy & Practice Volume 11, no.4: 413–15*.

P.M.Messenger and George, CSmith (2010). *Cultural Heritage Management: A Global Perspective*. Gainsvill USA: University Press of Florida.

Thomas F King (2002). *Thinking about Cultural Resource Management: Essays from the Edge*. Walnut Creek, CA: AltaMira Press.

Thomas F King, eds. (2011). *A Companion to Cultural Resource Management*. Wiley-Blackwell.

Thomas F. King (2008). *Cultural Resource Laws and Practice*. Lanham, MD, AltaMira Press.

Thomas William Neumann (2001). *Cultural Resources Archaeology: An introduction*. Walnut Creek, CA: AltaMira Press.

Tyler, Norman, Ted J. Ligibel, and Ilene R. Tyler (2009). *Historic Preservation: An Introduction to its History, Principles and Practice*. New York: W.W. Norton.

The following pattern of evaluation will be applied for these skill-based courses and related skill-based activities, based on the learning outcomes planned for such courses:

5. Domain Knowledge:	5 Marks]	
6. Data Collection method:	5 Marks]	
7. Report Writing:	15 Marks]	Internal Assessment 25 marks
8. End Semester Exam:		<hr/> 75 marks Total 100 Marks

SEMESTER IV
HIMA 203- Introduction to Indian Archaeology
(Major Course - 4 Credits)

The course is intended to give an introduction to the development of archaeological research in India both in pre-independence and post-Independence era. The survey undertaken by early explorers have been placed in a given socio-cultural context.

Module 1

Antiquarianism to Archaeology - The Surveyors – The Antiquarians – Adventurers – Early Archaeological writings – William Jones and James Princep.

Module 2

The establishment of Archaeological Survey – Alexander Cunningham as a Surveyor - His contribution to the field epigraphy and archaeology – His survey – Alexander Cunningham as Director General of Archaeological Survey of India – His contribution to the development of archaeology.

Module 3

The role of India in archaeological studies - Lord Curzon – His contribution to the development of archaeology – Sir John Marshall and his contribution.

Module 4

Robert Bruce Foote – James Burgess – Colin Mackenzie – ACL Carlleyle – H.H.Cole - T.S.Elliot – Robert Sewell - Era of Mortimer Wheeler – contribution in the development of excavation techniques.

Module 5

Post-Independence era – Development of Prehistoric studies – Proto-historic studies – Epigraphical Studies – Numismatic Studies – Archaeological excavations – Conservation.

Suggested Readings

Dilip K. Chakrabarti 1988 *A History of Indian Archaeology from the beginning to 1947*,

Dilip K.Chakrabati, 1999 *India: An Archaeological History*, Oxford University, Press, New Delhi.

Ghosh, A., “Fifty years of the Archaeological Survey of India”, *Ancient India*.Vol.9, pp.29- 52.

Ghosh, A., *An Encyclopedia of Indian Archaeology*, ICHR, New Delhi

John Kean.2011.*To Cherish and Conserve;The early Years of the Archaeological survey of India*.NewDelhi:ASI.Munshiram Manohar Lal, New Delhi.

Sourindranath Roy, 1961 *The Story of Indian Archaeology 1784-1947*, A.S.I, NewDelhi.

Upinder Singh, 2004 *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*, Permanent Black, New Delhi.

SEMESTER IV
HIMA 204 - History of South India II (624 to 1565 CE)
(Major Course– 4 Credits)

Course Overview: The paper will help the student to understand the complexities of the state, Economy, society, polity, religion, arts and letters for the Early and late medieval periods in the history of South India. The vast corpus of inscriptional and literary sources will be explained about their usefulness for the reconstruction of the historical events. The paper will equip the students with the theoretical developments in the historical studies of early south India particularly in terms of the debates about the nature of state and kingship, emergence of linguistic specificities, growth of trade guilds, enormous temple building activities, the growth of Puranic theism supported by the Bhakti Cult, expansion of agrarian economy and the concomitant growth of complex web of social systems and institutions.

Objectives:

- Equip the student with a critical understanding of the analytical study and interpretation of the source material.
- Understand the evolutionary trajectory of social, economic, religious and political institutions during the early and late medieval periods in this part of the subcontinent.
- Perceive the geo-political forces that operate behind the emergence of regional kingdoms and the chiefdoms which acted as the buffer zones in small pockets of south India.
- Grasp the contributions of the early medieval dynasties in expanding the agrarian economy and the concomitant transformations in the cultural, religious, literary, inscriptional and art & architectural domains.
- Get insights into the transformation from early medieval to late medieval period.

Course Outcome

At the end of the course the students will have comprehensive understanding of the early medieval historical transformations based on the analysis of literary and inscriptional sources and training in the assessment of historiographical developments for a pragmatic reconstruction of the historical transformations. They will have the ability to read the inscriptions for a better appreciation of the origin and growth of political, administrative, religious, cultic, economic and educational institutions. The students will have knowledge of critical historical methods in analysing and interpreting the inscriptions to reconstruct the genealogical history of the ruling dynasties, understand the emergence of complex social institutions, agricultural and administrative terminologies, military establishments etc.

Module 1: Sources: Nature of Sources- Archaeological & Epigraphical – Literary sources- Indigenous and Foreign accounts – Religious and Secular texts -Limitations – Early Medieval and Late Medieval transitions – Periodization – Historiographical trends.

Module 2: The Early Medieval Period - Conflict of Three Empires: The Pandyas of Madurai –The Pallavas of Kanchipuram- The Chalukyas of Badami- The rise of the Eastern Chalukyas - Rashtrakutas- Social, Political, cultural and economic transformation.

Module 3: The Early Medieval Period: The Cholas, Kalyani Chalukyas & Seunas: The emergence of the Imperial line of the Cholas – Political transformations – the Eastern Chalukyan connection - Religious and economic transformations – Expansion of temple building activity – spread of agrarian economy and settlements- Growth of monetary economy- Overseas Trade and military expeditions

Module 4: The Late Medieval Period: The Pandyas, Cheras, Kalyani Chalukyas, Seunas & Hoysalas: Growth of linguistic specificities – Production of Vernacular literary works of the religious and secular content -Socio-Cultural transformations – Religious developments- growth of Jainism and Virasaivism – Expansion of Vaishnavism of Ramanujana and others - art & architecture – cultural and economic conditions – Beginning of Islamic invasions - impact.

Module 5: The Late Medieval Period: Muslim invasions and the emergence, growth and decline of Vijayanagara Empire: Sources – Indigenous and Foreign narrations – Inscriptional sources - The Bahamanis and the rise of the Vijayanagara Empire -Nature of State- Nayankara System - Agrarian expansion- Social and economic transformations – Struggle for the control of the Krishna-Godavari Doab- The Gajapatis of Orissa – Political implications of the Battle of Talikota.

Suggested Readings:

Karashima, Noboru *Concordance of Nayakas*, New Delhi Oxford University Press, 2005.

Karashima, Noboru. *Towards a New Formation*. New Delhi: Oxford University Press, 1996.

Pollock, Sheldon. *Language of the Gods in the World of Men*, Berkeley, University of California Press, 2006.

Raghotham, Venkata. "Empire and Historiography in Late Medieval South India: A Study of the Early Vijayanagara State" in *State and Society in Pre modern South India* ed. R Champakalakshmi et al. 2006.

Rubies, Jean-Pau *Travel and Ethnology in the Renaissance: South India Through European Eyes*, Cambridge University Press, 2000.

Stein, Burton. *Vijayanagara*, Cambridge University Press, 1989.

Vergheese, Anila. *Art and Archaeology of Vijayanagara*, New Delhi: Oxford University Press, 2007.

Vergheese, Anila. *Hampi* Oxford University Press. 2006.

Nilakantha Sastry, K.A. *A History of South India*. New Delhi: OUP. 1975

Nilakantha Sastry, K.A. *Further Sources on Vijayanagara History*. Madras. 1946

Sherwani, S.K. *The Bahamanis of the Deccan*. Hyderabad, 1970.

SEMESTER IV
HIMA 205- Indian Numismatics
(Major Course– 4 Credits)

Course Overview:

The paper will help the student to equip with the basic understanding about the emergence of monetary economy replacing the prehistoric exchange systems and the proto-historic barter economies. The vast corpus of Vedic literature will be introduced to the students to glean references to the emergence of metallic currency. Inscriptional and literary sources will be explained about their usefulness for the understanding the emergence and expansion of the monetary economy in the early Indian History and its diversity during the medieval times. One of the important source materials available in India to reconstruct our past is coins. These coins are issued in different scripts and languages on different metals like, copper, gold, silver, lead, etc. The course is designed to impart basic knowledge about the development of Coinage in India. The paper also discusses the theoretical debates in historical discourses on the Coinage in early India.

Objectives:

- Equip the student with a broad understanding of the importance of coinage as a source of historical reconstruction.
- Understand the evolutionary dimensions of the monetary economy from the Prehistoric exchange systems, barter economy and the dawn of coinage during the early and late medieval periods in the Indian subcontinent.
- Grasp the contributions of various early historical and medieval dynasties in expanding the monetary economy through the issue of a variety of coinage.
- Understand the continuance of the economic transactions even in the context of the limited occurrence of coinage.
- Get insights into the significance of the metallic /monetary value of various coins occurring in various metals.

Course Outcome: Provides a comprehensive understanding of the coinage during various periods of Indian History. Impart training in the theoretical assessment of the historical debates about the 'Golden Age' 'Theory and the 'Paucity of Coinage' for a pragmatic reconstruction of the economic developments and transformations in the Indian History. Training to read the inscriptions and iconography on the coins for a better appreciation of the origin and growth of writing systems, languages, sectarian cults and artistic renditions. Impart knowledge in analysing and interpreting the coins to reconstruct the genealogical history of the ruling dynasties, corroborating the written history, emergence of monetary economy, names of a variety of coins mentioned in the inscriptions and literary texts.

Module 1

Value of Numismatics for Historical Reconstruction - Origin and evolution of coinage in India.

Module 2

Punch Marked coins – Foreign Coins: Coinage of the Indo-Greeks – Coinage of the Kushanas – Saka Coinage - Gupta Coinage.

Module 3

Pre Satavahana Coinage - Coins of Satavahanas - Sangam age coins - Coins of Chera, Chola, Pandyas

Module 4

Medieval South Indian Coins - Coins of Pallavas – Chalukyas - Coins of Imperial Cholas - Coins of Imperial Pandyas

Module 5

Coinage of the Hoysalas - Coinage of the Vijayanagara Dynasty.

Suggested Readings

Chattopadhyaya, B.D., 1877 *Coins and Currency Systems of South India*, New Delhi.

Elliot, Walter, 1888 *South Indian Coins*. Cosmo Publications, Delhi.

Gupta, P.L *The Coins*. New Delhi: National Book Trust.

Kosambi, D.D. 1981 *Indian Numismatics*, Orient Longman Limited, New Delhi.

Krishnamurthy, R., 1997 *Sangam Age Tamil Coins*, Garnet Publications, Chennai.

Raja Reddy, D., 2008 *Andhra Coins – Select Articles*, Ramaiah Vidhyapeetam, Hyderabad

Nagasamy, R., *Tamil Coins - A Study*, Tamil Nadu State Archaeology Department Chennai.

Sharma, I.K., 1980, *Coinage of Satavahana Empire*, Agam kala Prakashan .New Delhi.

Suresh, R., *Roman antiquities in Tamil Nadu*, C.P.R. Institute of Indological Research, Chennai.

Vanaja. R., 1983 *Indian Coinage*, Indian National Museum, New Delhi.

SEMESTER IV
HIMI 202 - Modern World History II
(Minor Course -4credits)

Course Overview:

This course aims to introduce the students with the aims to familiarize them with modern world history from 1938 to the era of Globalization. It will also closely analyze the impact of the Second World War and the emergence of the New economic system, i.e. capitalism, Socialism and communism. It also examines the economic development and decolonization process globally in Asia, Africa, Latin America, and other third-world countries. Finally, it will underline the impact of the Cold War and the bipolar world and the subsequent emergence of Globalisation and great convergence, i.e., the emergence of economic miracles in the Far East and Asia.

Objectives:

- The primary objective of this course is to make the students understand the consequences of the First World War.
- Then, a deeper analysis of the root cause for the emergence of Ultra-nationalist philosophy in Europe will be undertaken.
- The emergence of a new socio-economic system will be carried out.
- The impact of World War II and the decolonisation process will be discussed.
- Finally, the critical evaluation of the Great Divergence theory will be discussed.

Course Outcome:

Students will be able to understand and comprehend the following points on successfully completing the course. The philosophy of Nazism and Fascism. Impact of Karl Marx and the class struggle. The meaning and implications of the Cold War. Meaning of decolonization. How Globalisation paved the way for the great convergence

Module 1: RISE OF ULTRANATIONALIST MOVEMENT& WORLD WAR II: Adolf Hitler and the Nazis, Britain's Appeasement policy towards Hitler's policy, Rise of Mussolini & the Fascist World War II: causes, important events and analysis and its impact. The Spanish Civil War, 1936-39 and Fascism in Spain 1939-75.

Module 2: EMERGENCE OF NEW SOCIO-ECONOMIC SYSTEM: Capitalism, Communism and Socialism. Ideas of Karl Marx and his class struggle theory, the Bolsheviks and Mensheviks in Russia, Stalin and his collectivization, the Brezhnev era 1964-82, and the collapse of communism in Eastern Europe and the USSR. Communism in China, the Cultural Revolution, Deng Xiaoping, and its economic reforms.

Module 3: COLD WAR & NAM: Genesis and nature of cold war, Cuban missile crisis, De-Stalinization and Khrushchev Foreign policy. Nationalism and decolonization in Asia and Africa, Arab -Israeli conflict. Origin and impact of NAM.

Module 4: THE PROBLEM OF ECONOMIC DEVELOPMENT IN THE THIRD WORLD: Africa (Political instability and SAP of IMF& WB) Latin America, South and south-east Asia - UN and International agencies such as UNICEF, ILO, UNHCR, UNESCO, FAO.

Module 5: GLOBALIZATION & CONVERGENCE: Emergence of European Economic Community (1957) Eurozone, OAU&AU, the emergence of Japan and South Korea as an economic power, rise of China and India as an emerging economy. Expansion of NATO in the post-September, 11, 2001 and other strategic regional and transnational organisation such as ASEAN, BRICS, G7, G20, QUAD, SAARC.

Suggested Readings

Duiker, William J. 2005. *Twentieth-Century World History*, Thomson Wadsworth.

Roberts, J.M., 1989. *Europe: 1880-1945*, Longman (second edition).

Sidney, Pollard. *Peaceful Conquest – The Industrialization of Europe, 1760-1970*.

Mussolini, Benito (2002) [1934]. Gregor, Anthony James (ed.). *Origins and Doctrine of Fascism*. New Brunswick (US); London (UK): Transaction Publishers

Steigmann-Gall, Richard (2003). *The Holy Reich: Nazi Conceptions of Christianity, 1919–1945*. Cambridge: Cambridge University Press.

Service, Robert (2005). *A History of Modern Russia from Nicholas II to Vladimir Putin*. Harvard University Press.

McCauley, Martin (2014). *The Rise and Fall of the Soviet Union*. Taylor & Francis.

Blumberg, Arnold (1995). *Great Leaders, Great Tyrants?: Contemporary Views of World Rulers Who Made History*. Westport, Connecticut: Greenwood Press.

Bourne, Peter G. (1986). *Fidel: A Biography of Fidel Castro*. New York City: Dodd, Mead.

Arnold, Guy. (2010) *The A to Z of the Non-aligned Movement and Third World*. Scarecrow Press.

Fursenko, Aleksandr (2006). *Khrushchev's Cold War*, W.W. Norton & Co.

Khrushchev, Sergei (2000). *Nikita Khrushchev and the Creation of a Superpower*, The Pennsylvania State University Press.

Thomas, Martin, Bob Moore, and Lawrence J. Butler. *Crises of Empire: Decolonization and Europe's imperial states* (Bloomsbury Publishing, 2015)

White, Nicholas. (2014). *Decolonization: the British experience since 1945* (2nd ed) Routledge.

Lawrence, Adria K. (2013). *Imperial Rule and the Politics of Nationalism: Anti-Colonial Protest in the French Empire*. Cambridge University Press.

Gunder Frank, Andre, and Robert A. Denemark. (2013). *ReOrienting the 19th Century: Global Economy in the Continuing Asian Age*. Paradigm Publishers.

Hopkins, A.G., ed. (2003). *Globalization in World History*. Norton.

SEMESTER V
HIMA 301 - Ancient India I (upto 1st millennium BC)
(Major Course- 4 Credits)

Course Overview:

The paper will help the student to explore and understand the processes of change and evolution of human societies right from the prehistoric times and understand the dynamic relationship between the emergence of human geographical factors and the evolution of historical events. The paper will provide the students with a strong and comprehensive understanding of early Indian History upto the Second Urbanization and the emergence of the Mahajanapadas in the Gangetic Valley.

Objectives:

- Equip the student with a critical understanding of the analytical study and interpretation of the source material starting from the Stone Age.
- Understand the significance of the dawn of food producing economies in the emergence of the literate societies.
- Highlight the role of Copper and Bronze technology in the First Urbanization of India.
- Highlight the theoretical debates about the 'Aryan Invasion' and understand the forces that operate behind the emergence of literate societies and chiefdoms through the study of the Vedic and Epic Literature.
- Analysis of the social and cultural context of the Second Urbanization and the role of Iron technology in the Second Urbanization in the Gangetic valley.
- Study of the philosophical undercurrents of the Upanishadic ideology behind the emergence of Buddhism, Jainism and other sectarian faiths in 6th century BCE.

Course Outcome:

Provides a comprehensive understanding of the Prehistoric- proto-historic technological transformations and the resultant social, religious and economic institutions. Impart understanding of the cultural, social and religious dimensions of the Vedic literature. Training in the assessment of the historical debates about the Aryan Invasion Theories. Training to understand the role of copper, Bronze and iron in the growth of urban agglomerations in the Indian Subcontinent.

Module 1: Scope of the Study – Sources – Periodization – Historiographical trends in early Indian History – Schools of thought.

Module 2: The Beginnings – Prehistoric Societies: Palaeolithic – Neolithic – Iron Age – Important excavated sites – Settlement and subsistence Patterns – Material remains - Characteristic traits

Module 3: Indus valley Civilization – society & economy – Decline and survival- Debates about its relation with the Vedic people and culture- continuities.

Module 4: Early & Later Vedic Periods - Vedic Society and Economy - Myth of the Aryan Invasion- Age of the Upanishads and Epics- Emergence of Lineage Societies- Chiefdoms. Philosophical undercurrents of the Upanishads.

Module 5: Sources - 6th Century B.C – Janapadas – Nature of Society & Economy – Religious Conditions – Buddhism and Jainism- Basic tenets.

Suggested Readings

Agarwal,D.P. 1982. *The Archaeology of India*. Oxford: New Delhi.

Allchin,B& Allchin F.R. 1984.*The Rise of Civilization in India and Pakistan*.

Banerjee, R.D.*The Age of the Imperial Guptas*.

Basham, A.L. *The Wonder that was India* Oxford: NewDelhi.

Jha, D.N. *Ancient India in Historical Outline*.

Mazumdar, R.C.1982. *Ancient India*.

Mazumdar , R.C.(Ed), 1946. *The Gupta – Vakataka Age*.

Nilakanta Sastry, K.A.1966. *A History of South India*.

Raychoudary H.C.1996. *Political History of Ancient India*.

Sankalia, H.D.1974. *Pre History and Proto History of India*. Pune

Singh, Upinder. 2011. *History of Ancient & Medieval India*. Delhi: Pearson.

Thapar, Romila.1962. *Ashoka and the Decline of the Mauryas*. Delhi.

Thapar, Romila. 2002. *Early India from the beginning to 1300 CE*. Delhi.

SEMESTER V
HIMA 302 - Medieval India I (600-1526CE)
(Major Course - 4 Credits)

Overview: The course aims to provide students with a comprehensive understanding of the political, social, economic, cultural and religious developments of the Indian subcontinent from 600 to 1526 CE. During this period, India witnessed the rise and fall of various dynasties and the emergence of diverse socio-cultural movements that shaped its history.

Objectives:

- To familiarize the students with the historical context of medieval India and its transition from the Gupta Empire to the beginning of the medieval period.
- To assess the historical sources available for studying medieval Indian history and the challenges in interpreting them.
- To examine the political history of the region, focusing on the emergence of regional kingdoms and the prominent dynasties that ruled during medieval era.
- To explore the social structure and dynamics of medieval Indian society.
- To analyse the economic developments including agrarian economy, trade and the growth of urban centres.
- To understand the cultural and intellectual life of medieval India, with an emphasis on art, literature and the Bhakti and Sufi movements.
- To examine the impact of invasions and migrations including the establishment of the Delhi sultanate and the Mongol Invasions.

Course Outcome:

By completing the course students will gain a deep appreciation for the complexities of medieval Indian History and its enduring impact on the subcontinent's social, political and cultural landscape. They will be equipped with critical analytical skills and a broader perspective of India's rich historical and cultural heritage.

Module 1: Sources –literature, Archaeology, Epigraphy, Numismatics and Foreign Accounts

Module 2: Post Gupta period: Harshavardhana: Political system and administrative- Emergence of regional kingdoms- Chalukyas and Pallavas: Society and Economy, Cultural development

Module 3: Invasions of central Asian and Afghan rulers- Rise of regional powers: Pratiharas, Palas, Rashtrakutas.

Module 4: Age of three Kingdoms-Cheras, Cholas and Pandyas-Agrarian system and land grants, Maritime expeditions and Trade, Art and Architecture

Module 5: Establishment of the Delhi Sultanate- Slave, Tughluq, Khilji and Lodi- Iqta system- Urbanization- Mongol Invasions- Bhakti movements and Sufi movements.

Suggested Readings

Basham,A.L. *The Wonder that was India: A Survey of theculture of the Indian Sub-continent before the coming of the Muslims*. Delhi.1954.

Chandra, Satish.*Medieval India: From Sultanate to the Mughals*. Har-Anand Publications.2019.

Habib and Nizami,*The Delhi Sultanate*, Comprehensive History of India, Vol. V.

Hardy, Peter, *Historians of Medieval India*, New Delhi, MunshiramManoharlal, 2007.

Jackson, Peter, *The Delhi Sultanate*, Cambridge University Press, 1997.

Jackson,Peter.*The Delhi Sultanate: A political and Military History*. CUP.1999.

Kumar, Sunil,*The Emergence of the Delhi Sultanate*, Permanent Black 2007.

Nigami,K.A.*The Sultanate of Delhi:1206-1526*.Delhi:Akbar Books. 2015.

Prasad, Iswari. *A History of Medieval India*. Delhi:Indian Press.1940.

Sharna, R.S. *Medieval India: A Study of Civilization*. Oxford University Press. 2005.

SEMESTER V
HIMA 303 - Modern India I (1707 to 1857)
(Major -4 Credits)

Course Overview:

The course focuses on the history of modern India from the death of Aurangzeb to the Revolt of 1857. It familiarises the students with the decline of the Mughal empire, the expansion and consolidation of British colonial rule in India, the creation of ideas and institutions by colonial rulers to perpetuate the hegemony of the British and popular resistance to British rule.

Objectives

- To examine the disintegration of the Mughal empire and the various debates and discussions regarding its decline;
- To discuss the rise and nature of regional polities in the eighteenth century;
- To delineate the British conquest of India and highlight the British policies and instruments of expansion
- To explain the impact of British rule on Indian society and economy;
- To trace the development of British administrative structure in India, the introduction of English education and colonial social legislation; and
- To understand the causes and nature of popular resistance to British rule in the late 18th and the first half of the 19th century.

Course Outcome:

At the end of the course the students will have a comprehensive understanding of the transformation that had taken place in India during the eighteenth century and the impact of British rule on Indian society and economy. They will also gain knowledge of the establishment of British domination over India through war and diplomacy, the formation of British administrative policies and institutions in India and popular uprisings against the British.

Module 1: India in the Eighteenth Century

Decline of the Mughal Empire: Causes – Debates about the decline –Continuity of Mughal Traditions –Rise of Regional States: Successor States –Bengal, Hyderabad and Awadh- New States – Marathas, Sikhs and Jats– Independent Kingdoms – Mysore, Rajputs and Kerala.

Module 2: British Conquest and Consolidation

From Trade to Territory–Anglo-French Conflict in South India and the Carnatic Wars– Conquest of Bengal –Anglo-Mysore Wars–Anglo-Maratha Wars–Anglo-Sikh Wars–Policies and Instruments of Expansion: Policy of Ring Fence – Subsidiary Alliance System– Residency System – Doctrine of Lapse.

Module 3: Colonial Economy

Mercantile Policies and Indian Trade – Land Revenue Settlements – Commercialisation of Agriculture – De-industrialisation – Economic Impact of Colonial Rule – Drain of Wealth.

Module 4: Colonial Apparatus of Administration

British Ideas of Administration – Constitutional Development – Judicial System - Civil Service, Police and the Army –Introduction of English Education – Abolition of Infanticide, Sati and Slavery.

Module 5: Popular Resistance to British Rule

Famines, Scarcity and Peasant insecurity – Peasant and Tribal Uprisings in the first half of the 19th Century – The Revolt of 1857 – Causes, course and suppression.

Suggested Readings

Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Black Swan, 2004.

Bayly, C.A., *Indian Society and the Making of the British Empire in The New*

Cambridge History of India, CUP, 1988.

Bayly, C.A., *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion (1770-1870)*. CUP, 1983.

Chandra, Bipan, *History of Modern India*, Orient Black Swan, 2009.

Chaudhuri, Binaybhusan, *Peasant History of Late Pre Colonial and Colonial India*, Pearson Education India, 2008.

Dutt, R. C., *Economic History of India*, Vol. 2

Kumar, Dharma ed., *Cambridge Economic History of India*, Vol. 2

Ghosh, S. C., *History of Education in Modern India*, Orient Black Swan, 2000.

Metcalf, T. R., *Ideologies of the Raj in The New Cambridge History of India*, CUP, 1997.

Sen, S.N., *Eighteen Fifty-Seven*, Delhi: Publications Division, Ministry of

Information and Broadcasting, Government of India, 1957.

Stein, Burton, ed., *The Making of Agrarian Policy in British India, 1770-1790*

in Themes in Indian History, Delhi: Oxford University Press, 1992.

Stokes, Eric, *The Peasant Armed: Indian Revolt of 1857*, Oxford: Clarendon Press. 1986.

Agarwal K. P., *British Takeover of India: Modus Operandi*, Orient Blackswan, 2022.

Matthews Roderick, *Peace, Poverty and Betrayal: A New History of British India*, Harper and Collins, 2021.

Rosie, Llewellyn-Jones, *Empire Building: The Construction of British India, 1690-1860*, Hurst and Co, 2023.

SEMESTER V
HIMI 301 - History of Indian Architecture
(Minor Course – 3 Credits)

The course surveys the evolution of architecture in India and their transformation through the years. The various architectural features embedded in the ancient monuments particularly in the temple would be thrown open to the students to understand the heritage monuments of this country in right perspectives.

Module 1

Introduction to Architecture - Architecture of Indus valley - Buddhist Architecture: Rock-cut caves – Stupas.

Module2

Early Brick Temples - Styles of Temple Architecture: Nagara, Vesara, Dravida - Gupta Architecture - Orissan architecture: Bubhaneswar, Puri and Konarak - Chandela dynasty: Khajuraho.

Module3

Early Chalukyan Architecture: Badami, Aihole and Pattadakal- Pallava Architecture: Mahabalipuram -Rock cut-caves- Monoliths - structural temples.

Module 4

Chola Architecture: Brihadiswara (Thanjavur Big temple) and Gangaikondacholapuram- Rastrakuta architecture: Ellora.

Module 5

Hoysala Architecture: Halebid and Somnathpur- Kakatiya Architecture: Warangal - Vijayanagara architecture - Hampi – Gopuras.

Suggested Readings

Barret Douglas, 1974 *Early Chola Architecture and Sculpture*, Faber and Faber, London.

Krishna Deva, 1969 *Temples of North India*, National Book Trust, India, New Delhi.

Michael W. Meister and Dhaky, M.A., 1983 *Encyclopaedia of Indian Temple Architecture : South India Lower Dravida Desa*, American Institute of Indian Studies, Oxford University Press, Delhi.

Michael W. Meister and Dhaky, M.A., 1986 *Encyclopaedia of Indian Temple Architecture: South India Upper Dravida Desa*, American Institute of Indian Studies, Oxford University Press, Delhi

Michell George, 1975 *Early Western Calukyan Temples*, 2vols. London.

Percy Brown, 1976 *Indian Architecture (Buddhist and Hindu Period)*, D.B.Taraporevala Sons Bombay.

Saraswathi, S.K., 1957 *A Survey of Indian Sculpture*, MunishiramManoharlal, New Delhi.

Sivaramamurti, C., 1960 *The Chola Temples, Thanjavur, Gangaikondacholapuram and Darasuram*, Archaeological Survey of India, New Delhi.

Sivaramamurthi, C., 1968 *South Indian Paintings*, National Museum, New Delhi.

Srinivasan, K.R., 1972. *Temples of South India*.National Book Trust, India, New Delhi.

SEMESTER V
History of Andaman & Nicobar Islands I
(Minor Course – 3 Credits)

UNIT-1. SOURCES OF ANDAMAN & NICOBAR HISTORY

- (a) Archaeological and Literary
- (b) Prehistoric sites
- (c) Early references to Andaman & Nicobar Islands

UNIT-2. NICOBAR ISLANDS

- (a) Land and its People
- (b) Early contact with the Nicobar Islands
- (c) Attempts at Colonization
- (d) Causes of Abandonment

UNIT-3. EARLY SETTLEMENT OF THE BRITISH IN 1789

- (a) Reasons for the establishment of the settlements
- (b) Survey and establishment of Settlements in South Andaman
- (c) Travels for settlement of North Andaman
- (d) Causes of Abandonment

UNIT-4. PENAL SETTLEMENT OF 1858

- (a) Reasons for the establishment of New Settlement- Andaman Committee Report-Arrival of the Mutineers at Chatham Island
- (b) New Penal Colonies- Ross Island and Viper Island
- (c) Visit of Lord Mayo and his assassination in 1872.
- (d) Construction cellular jail and Its Impact

Recommended Readings:

ASI: *Andaman Tribal Series*

Cooper, Zarine. *Archaeology & History: Early Settlements in the Andaman Islands*, New Delhi: OUP. 2002.

Dasgupta, Jayant. *Japanese in Andaman & Nicobar Islands: Red Sun over Black Water*. Delhi: Manas Publications. 2002.

Iqbal Singh, N. *The Andaman Story*. Delhi: Vikas Publications. 1978.

Majumdar, R.C. *Penal Settlement in Andamans*. Delhi: Government of India. 1975.

Man, E.H. (1883). *Aboriginal Inhabitants of the Andaman Island*. Delhi: Sanskran Prakashak. 1975.

Mathur, L.P. *History of Andaman and Nicobar Islands (1756-1966)*. Delhi: Sterling Publications. 1968.

Mathur, L.P. *Kalapani: History of Andaman and Nicobar Islands with a study of India's Freedom Struggle*. Delhi: Eastern Book Corporation. 1985.

Subramanyam Naidu, T. *The Future of Endangered Aborigines and Environment of Andaman & Nicobar Islands*. Pondicherry University. 1998.

SEMESTER V
HIMA 304 – Internship
(Major Course - 4 Credits)

SEMESTER VI
HIMA 305 - Historiography and Historical Methods
(Major -4 Credits)

Course Overview:

The course attempts to impart comprehensive knowledge and understanding of the nature and scope of historical knowledge, theories of history and the various schools of historical thought spread over the ancient, medieval and modern periods. In recent years, the study of history has become multi-disciplinary, and hence, the course will endeavour to equip students with the varieties of history in practice today. The following themes will be covered.

Objectives:

- To understand the meaning and scope of History
- History, like natural science, has its own methodology, which is well grounded in Philosophy.
- To disseminate the knowledge that History is one of the most influential subjects and, therefore, training the student in a proper methodology could help understand and analyse the biases, use and abuse of History is of utmost importance.
- To understand the connection between History and other social science disciplines
- To understand the concept and genesis of Historiography such as Greek, Roman, Islam and early Christian historiography.

Course Outcome: Students can comprehend the following points after successfully completing the course. The genesis, nature and meaning of History. The importance and power of history. The nuance of various historiography. The science and technique of writing history objectively

Module 1: Nature and Scope of History Definition and meaning of History - Nature of historical knowledge – History and other disciplines: Archaeology, Geography, Anthropology, Sociology and Literature.

Module 2: Historiography Greek Historiography: Herodotus, Thucydides, Polybius – Roman Historiography: Livy, Tacitus – Early Christian Historiography: St. Augustine – Enlightenment Historiography

Module 3: Varieties of History Economic History - New Social History – Intellectual History – Cultural History – Oral History – Environmental History.

Module 4: Historical Method

Historical Evidence - Causation - Objectivity - Generalisation in History.

Module 5: Major Theories in History Historical Materialism- Subaltern, Post-Structuralism, Post-modernism.

Suggested Readings

Bloc, Marc, *The Historian's Craft*, New York: Vintage Books, 1979.

Moore, Stephen D., *Post Structuralism and the New Testament: Derrida and Foucault at the Foot of the Cross*, Augsburg Fortress, 1994.

Eagleton, Terry., *The Function of Criticism: From the Spectator to Post-Structuralism* (Radical Thinkers) Verso 2006.

Braudel, Fernand, *On History*, Chicago University Press, 1982.

Burke, Peter, *Varieties of Cultural History*, Oxford, 1999.

Carr, E.H., *What is History?*, New York, 1987 (2nd edition)

Collingwood, R.G., *Idea of History*, Oxford University Press, 1974.

Gardiner J. (ed.), *What is History Today?* London, Humanities Press International, 1988.

Wedgwood, C.V., *The Sense of the Past: Thirteen Studies in the Theory and Practice of History*, New York: Collier Books, 1960.

Thapar R, Sakuntala : *Texts, Readings, Histories*, New York, Columbia University Press, 2011.

SEMESTER VI
HIMA 306 - Ancient India II (upto 6th Century CE)
(Major -4 Credits)

Course Overview:

The paper will help the student to explore and understand the processes of change and evolution of human societies right from the Second Urbanization upto the end of the Gupta Era. It will provide the students with a strong and comprehensive understanding of social, cultural, economic, literary, religious and technological transformations in the early Indian History from 6th Century BCE upto the 6th century CE.

Objectives:

- Equip the student with a critical understanding of the analytical study and interpretation of the source material starting from the Later Vedic period.
- Understand the significance of the urban agglomerations in the Gangetic Valley and the growth of sramanic ideology from the Upanishadic Age and its culmination in the emergence of the sectarian faiths.
- Highlight the role of Later Vedic Literature and the Epic Literature for the better appreciation of the contemporary socio-political, economic and religious transformations.
- Highlight the role of the Lower Gangetic basin in the emergence of the radical thought processes, political institutions and the cultural efflorescence. Analysis of the social and cultural context of the Second Urbanization and the role of Iron technology in the Second Urbanization in the Gangetic valley.
- Study of the archaeological and material remains for understanding the factors leading to the emergence of Magadhan Imperialism. Understand the historical developments on a geographical scale across the subcontinent during the post Mauryan times leading to the growth of kingship, State, ritual sovereignty, Vedic culture and rituals, growth of ruling dynasties identifying themselves on the vertical social order.

Course Outcome:

Provides a comprehensive understanding of the socio-cultural processes in the early Indian History up to the end of the 6th century CE. Impart understanding of the cultural, social and religious dimensions of the Early Indian History. Training in the assessment of the historical debates about the emergence of Kingship Political ideas and Institutions, growth of Puranic theism etc. Training to understand the role economy, technology and philosophical currents in the growth and expansion of various social, cultural religious and economic institutions in early India.

Module 1

Rise of Magadhan Imperialism- The Nanda Dynasty – The Saisunga dynasty- Emergence of the Mauryas - The Mauryan Empire – Sources of study - Socio – economic conditions – The Dhamma of Ashoka – Political Ideas and Institutions of Mauryan Era.

Module 2

Sources -Post Mauryan Developments – The rise of small kingdoms – Sungas- Kanvas -Indo-Greeks – Sakas -Kushanas – Nature of the Society in the Gangetic Valley – Trade & Economy-Religious developments.

Module 3

The Age of the Satavahanas – Sources- Society & Economy- Religion and Literature- emergence of Vedic Ritualism – Buddhism and its establishments. Political developments in the Deccan and South India – The Pre-Satavahana Chiefdoms – Coinage- Society & Economy-Religious developments. The Sangam Age in the Interior south India-Literature- Society & Culture.

Module 4

Post Satavahana developments- Rise of Ikshvakus- Kadambas- Pallavas - Growth of agrarian economy and Sanskritic cultures.

Module 5

The Gupta Era – Society – Economy and Religion – Land grants – expansion of Agriculture – Economic institutions – Education – Literature – The myth of the Golden age – Historical discourses.

Suggested Readings

Agarwal,D.P. 1982. *The Archaeology of India*. Oxford: New Delhi.

Banerjee, R.D.*The Age of the Imperial Guptas*.

Basham, A.L. *The Wonder that was India* Oxford: NewDelhi.

Jha, D.N. *Ancient India in Historical Outline*.

Mazumdar, R.C.1982. *Ancient India*.

Mazumdar , R.C.(Ed), 1946. *The Gupta – Vakataka Age*.

Nilakanta Sastry, K.A.1966. *A History of South India*.

Raychoudary H.C.1996. *Political History of Ancient India*.

Singh, Upinder. 2011. *History of Ancient & Medieval India*. Delhi: Pearson.

Thapar, Romila. 2002. *Early India from the beginning to 1300 CE*. Delhi.

SEMESTER VI
HIMA 307 - Medieval India II (1526 to 1707)
(Major Course -4 Credits)

Overview: The course provides the students with a comprehensive understanding of the historical period from 1206 to 1707, focusing on the Mughal empire's rise and its impact on Indian Society, culture, polity and economy. The course delves into the significant events, socio-political developments and cultural interactions that occurred during the period, shedding light on the rich tapestry of India's medieval history.

Objectives:

- To understand the political landscape of India under the Mughal Empire starting from its establishment under Babar and the expansion under his successors.
- To examine the socio-cultural developments under the Mughal rule including religious syncretism, art & architecture and literature.
- To analyse the economic system and trade patterns of the Mughal administration.
- To explore the interactions between the Mughal empire and other regional powers such as the Deccan Sultanates and the Rajput kingdoms.
- To assess the impact of the Mughal empire on the various social groups such as peasants, artisans, merchants and religious communities.
- To study the central and provincial administrative structures of the Mughal empire. Course outcomes: By the end of the course, the students should be able to demonstrate a comprehensive understanding of important historical events and developments under the Mughal rule. They will also equip themselves with a comprehensive knowledge of the interactions between the empire and the regional powers.

Module 1: Sources for the study of Mughals: Archeological, Epigraphy, Numismatic and Literary.

Module 2: Establishment and Consolidation of Mughal rule: India on the eve of Babur's invasion - fire arms, military technology and warfare -Humayun- challenges and recovery- Sher Shah and his administrative and revenue reforms -Akbar's campaigns and conquests - evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash -Jahangir and Shahjahan-Aurangzeb:Policies and challenges of the empire.

Module 3: Expansion and Integration: Incorporation of Rajputs and other indigenous groups in Mughal Nobility- North-West frontier, Gujarat and the Deccan - Conquest of Bengal -

Relationship with the Uzbek empire of Central Asia, Safavids of Persia and the Ottomans of Turkey.

Module 4: Society and Economy: Agrarian System - Jagirdari and Zamindari - Internal trade and artisanal production - overseas trade - Art, Architecture and Literature—Religious policy of the Mughals - advent of the European trading companies.

Module 5: Trade and Architecture: Internal trade - overseas trade - trade commodities - trade centers - Art, Architecture and Paintings - advent of the European companies

Suggested Readings

Habib and Nizami, *The Delhi Sultanate*, Comprehensive History of India, Vol. V.

Hardy, Peter, *Historians of Medieval India*, New Delhi, Munshiram Manoharlal, 2007.

Jackson, Peter, *The Delhi Sultanate*, Cambridge University Press, 1997.

Kumar, Sunil, *The Emergence of the Delhi Sultanate*, Permanent Black 2007.

Alam, Muzaffar & Sanjay Subramaniam., *The Mughul State*, New Delhi: OUP, 2001.

Habib, Irfan. *The Agrarian System of Mughul India*, New Delhi: OUP.

Moosvi, Shireen. *The Economy of Mughul India*, New Delhi: OUP, 1996.

Richards J.F. *The Mughul Empire*, Cambridge: Cambridge University Press, 1993.

Moreland. *From Akbar to Aurangzeb*, New Delhi (Reprint), 1992.

Satish Chandra, *Medieval India, From Sultanate to the Mughuls*, Delhi, Har Anand Publications, 1997.

R.P. Tripathi. *Rise and fall of the Mughal Empire*. Allahabad: Central Book Depot, 1979.

R. C. Majumdar (ed). *The History and Culture of Indian People* (Vol. 7). *The Mughul Empire*. Bombay, 1974.

R. C. Majumdar, H. C. Ray Choudhry and Kalikindar Dutta. *Advanced History of India*. Delhi, 1971.

K.A. Nizami, *On History and Historians in Medieval India*. Munshiram Manoharlal, Delhi, 1983.

Irfan Habib (ed.), *Akbar and His India*. Oxford University Press, Delhi, 2000.

S.R. Sharma, *Religious Policy of the Mughul Emperors*, S.L. Agarwala, Agra, 1972.

SEMESTER VI
HIMA 308 - Modern India II (1858 to 1947)
(Major Course -4 Credits)

Course Overview:

The course seeks to provide a comprehensive account of the history of modern India beginning from the year 1858, which marked the start of the British rule over India, to 1947 when India won independence from the British rule. It attempts to explain the emergence of the nationalism in India with the rise of nationalist associations particularly Indian National Congress. It focuses on the three phases of national movement in India. It explains the successes and failures of the provincial governments during the period of twenty-eight months. It presents the events leading to the freedom and partition of India. It delineates the integration of Princely states and the role of Sardar Vallabhbhai Patel in it.

Objectives:

- To examine the conditions of the emergence of nationalism in India under the British rule.
- To present the emergence of various political associations in the second half of nineteenth century culminating in the rise of Indian national congress
- To delineate the three important phases in the growth of Indian national movement leading to the independence of India in 1947
- To focus on the achievements of the provincial governments, the events leading to the freedom and partition of India, the saga of the integration of Princely states and the role of Sardar Vallabhbhai Patel in it.

Course Outcome:

By the end of the course, the students gain a comprehensive understanding of the history of Indian national movement. They develop a clearer perception of the conditions under which the spirit of Indian nationalism grew and advanced. They also acquire a sharp knowledge of the nature of British colonial rule in India. They understand the significance of the three important phases in the rise and growth of India's struggle for independence. Their understanding of the successes and failures of provincial governments, the developments leading to the freedom and partition of India and the significance of the integration of the Princely states and the historic role of Sardar Vallabhbhai Patel in it would be greatly enhanced.

Module 1: Emergence of Indian Nationalism – Political Change and Growth of Indian Nationalism – Politics of Associations – Discontent and Agitation.

Module 2: The Three Phases of Indian National Movement – Moderate, Extremist and Gandhian.

Module 3: Political Reforms – Elections and Ministry-making - Indian National Congress and Provincial Governments – Achievements and Failures during Twenty - Eight months

Module 4: Freedom and Partition – Simla Conference – Cabinet Mission- Communal Conflicts – Mountbatten Plan – The Fifteenth of August.

Module 5: The Integration of Princely States – the role of Sardar Vallabhbhai Patel

Suggested Readings

- Bandyopadhyay, Sekar, 2004, *From Plassey to Partition: A History of Modern India*, Delhi.
- Brown, Judith M., 1972. *Gandhi's Rise to Power: Indian Politics 1915-22*, Cambridge.
- Chandra, Bipan, 2000. *India after Independence 1947-2000*, Delhi: Penguin.
- Chandra, Bipan, Amales Tripathi & Barun De, 1972. *Freedom Struggle*. Delhi: NBT.
- Chandra, Bipan, 1988. *India's Struggle for Independence*, Delhi: Penguin.
- Copland, Ian, 1997. *The Princes of India in the Endgame of Empire: 1917-1947*, Cambridge studies in Society and History Series, Cambridge, Cambridge UP.
- Desai, A. R., 1949. *Social Background of Indian Nationalism*. Bombay: OUP.
- Gallagher, John, Gordon Johnson and Anil Seal, eds., 1973. *Locality, Province and Nation*, Cambridge.
- Heehs, Peter, 1988. *India's Freedom Struggle, 1857 – 1947, A Short History*, Delhi.
- Jeffrey, Robin, ed., 1978. *People, Princes, and Paramount Power: Society and Politics in the Indian Princely States*, Delhi.
- Low, D.A., ed., 1977. *Congress and the Raj: Facets of the Indian Struggle, 1917-47*, London.
- Pannikar, K. N. ed., 1980. *National and Left Movements in India*. Delhi: Vikas.
- Sarkar, Sumit, 1983. *Modern India, 1885-1947*, Delhi: Macmillan.
- Sarkar, Sumit, 1973. *The Swadeshi Movement in Bengal, 1903-1908*, New Delhi:
- Washbrook, David, 1976. *The Emergence of Provincial Politics: The Madras Presidency, 1870-1920*.

SEMESTER VI
HIMI 302 - History of Pondicherry
(Minor Course -4 Credits)

Overview: The course aims to provide students with a comprehensive knowledge of the historical development of the city of Pondicherry and its environs, from the earliest times to the present. The course will explore the influence of various colonial powers on the social fabric of the city and cultural interactions that shaped the unique identity of Pondicherry.

Objectives:

- The course will introduce students to the ancient and early medieval history of Pondicherry, exploring the region's pre-colonial past.
- The students will gain a deeper understanding of Pondicherry's colonial history, particularly its significance as a French settlement, the interactions with other European powers and the consequent social and cultural impact.
- The course will analyze the socio-cultural dynamics that have shaped Pondicherry's identity, such as the fusion of Tamil and French cultures, religious influences and the contributions of different communities.
- Students will study the political history of Pondicherry including its administration under various colonial powers, the emergence of local leadership and the region's role in the India's Independence movement.
- The course will introduce students to the architectural and artistic heritage of Pondicherry with a focus on the French colonial influences and the preservation of the historical landmarks.

Course Outcome: 'History of Pondicherry' is centered on the knowledge and skills that students will acquire upon completing the course. Students will demonstrate a comprehensive knowledge of Pondicherry's historical development including its pre-colonial, colonial and post Independence periods. Students will have a deep understanding of Pondicherry, particularly its role as a French settlement and the impact of European colonialism on the region. Students will be aware of the diverse socio-cultural dynamics that have contributed to Pondicherry's unique identity, including the fusion of Tamil and French cultures, religious pluralism and other multi-cultural influences.

Module 1: Arikamedu port of Podouk or Industrial port city: Textile, Indo-Pacific beads etc., Excavations at Arikamedu: Sir Mortimer Wheeler, Marie Casal and Vimala Begley - Pre-historic Pondicherry: Sangam Period, Age of three Kingdoms: Pallavas, Cholas and Pandyas – Vijayanagara - Nayaks and Nawabs.

Module 2: The French East India Company - establishment of French settlements - Francois Martin, Francois Dupleix, Carnatic wars, Ananda Ranga pillai Diaries - Lally, Suffren, Bussy - French Revolution.

Module 3: Restoration of French Indian settlements 1816 - French India under the Third Republic - Constitutional Reforms, Representative Assemblies and Municipal Administration - Ponnutamby Pillai and Act of Renunciation.

Module 4: Labour and anti-colonial Movement - Merger Movement - Role of Jawaharlal Nehru-Defacto1954 and De jure 1962.

Module 5: French Colonial Policies: India, Indo-China and Africa.

Suggested Readings

Antony, F.E., ed., *Gazetteer of India: Union Territory of Pondicherry*, Vol.2, Pondicherry, 1982.

Dodwell, Henry, *Clive and Dupleix: The Beginning of Empire*, Delhi: AES, 1989.

Krishnamurthy, B., *Jawaharlal Nehru and Freedom movement in French India*, Pondicherry, 2007.

Malleson, G.B., *History of the French in India, 1674-1761*, Delhi: Gian Publishing House, 1986.

Miles, William, F. S. "Comparative Decolonization French Africa, French Caribbean, French India", *Contemporary French Civilization*, Vol.14, 1990, pp. 212-26.

Ray, N. R, ed., *Western Colonial Policy: A Study of its Impact on Indian Society*, Vols. I-II, Calcutta: 1983.

Suresh. S, *Arikamedu: Its Place in the Ancient Rome - India Contacts*, Embassy of Italy, 2007.

Vincent, Rose, ed., *French in India: From Diamond Traders to Sanskrit Scholars*, Bombay, 1990.

Weber, Jacques. "Chanemougam, 'King of French India: Social and Political Foundations of an Absolute Power under the Third Republic'", *Economic and Political Weekly*, Vol-XXVI, No. 6, 1991, pp. 291- 302.

SEMESTER VI
HIMI 302 - History of Andaman & Nicobar Islands II
(Minor Course -4 Credits)

UNIT-1. THE WORLD WAR II AND THE JAPANESE OCCUPATION OF A&N ISLANDS

- (a) Reign of terror
- (b) Visit of Netaji Subhas Chandra Bose
- (c) Re-occupation of the British
- (d) Independence from the British

UNIT-2. SOCIETY & CULTURE OF ANDAMAN & NICOBAR ISLANDS-I

- (a) Aborigines of the A&N Islands- Onge, Jarawa, Andamanese, Sentinelese, Shompens, Nicobarese.

UNIT-3. SOCIETY & CULTURE OF ANDAMAN & NICOBAR ISLANDS-II

- (a) Pre-1942 or Local Born Freedom Fighters, convicts and other heterogeneous groups
- (b) Post-1947 settlers and Immigrants
- (c) Cosmopolitanism-Society, Culture and the making of Mini India

UNIT-4. RECENT DEVELOPMENTS

- (a) Strategic Importance of Andaman & Nicobar Islands
- (b) Emerging Geo-Political trends
- (c) Growth of Tourism

Recommended Readings:

Anderson Clare, Madhumita Mazumdar & Visvajit Pandya. *New Histories of the Andaman Islands: landscape, Place and identity in the Bay of Bengal (1790-2012)* New Delhi: Cambridge University Press.2016.

Aparna Vaidik. *Imperial Andamans: Colonial Encounter and Island History*. London: Palgrave Macmillan.2010.

Justin, Anstice. *The Nicobarese*. University of Michigan. Seagull Books.1990.

Kaul,Sanat. *Andaman and Nicobar Islands: India's Untapped Strategic Assets*. Delhi: Pentagon Press.2014.

Mishra,J.P. *History of Andaman and Nicobar Islands*. Delhi: Rajesh Publications.2015.

Naswa, Sumedha. *Tribes of Andaman & Nicobar Islands: Ethnography and Bibliography*. Delhi:Mittal Publications.1999.

Ranjan Bera Tilak. *Andaman Islands: In Wonderland*. New Delhi: Niyogi Books.2014.

Roy Choudary,Robin. *The Untold Andaman and Nicobar Islands*. New Delhi: Manas Publications.2011.

Sekhsaria,Pankaj. *Islands in Flux: The Andaman and Nicobar Story*. Newyork:Harper Collons.2017.

