



**K.R. MANGALAM UNIVERSITY**  
**THE COMPLETE WORLD OF EDUCATION**

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## **SCHOOL OF HUMANITIES**

**Bachelor of Arts (Hons.) Historical Studies**

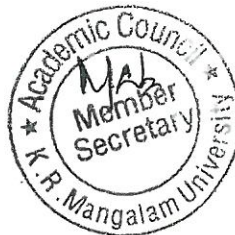
**B.A (H) Historical Studies**

**Programme Code:78**

**(Undergraduate Programme)**

**2021-24**

**Approved in the 26<sup>th</sup> Meeting of Academic Council Held  
on 11<sup>th</sup> August 2021**



**Registrar**

**K.R. Mangalam University  
Sohna Road, Gurugram, (Haryana)**



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## **PREFACE**

K.R. Mangalam University envisions all its programmes in the best interest of their students and in this endeavor, it offers a new vision to all its courses. It imbibes an outcome-based curriculum for all its programmes to provide a focused, student-centric syllabus with an agenda to structure the teaching-learning experiences in a more outcome-based perspective. This outcome-based curriculum strengthens students' experiences and prepares the students for academia and employability, sustainability, and life-long learning.

Each programme reflects the promise to accomplish the learning outcomes by studying the courses. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice, and entrepreneurship skills.

The courses offered by the School of Humanities aim at imparting and generating knowledge on emerging issues and problems of contemporary society, economy, literature, history, psychology and Chinese studies. The course structure is flexible and is interdisciplinary. At the end of the course, a student would be equipped with analytical skills, theoretical knowledge, and would be prepared for practical application of those skills.

K.R. Mangalam University hopes the outcome-based curriculum will help students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

Prepared by: Mr. Santosh Kumar, Assistant Professor

Verified by: Dr. Tania Gupta, Dean, SOHS

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## **1. Introduction**

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, management, journalism, and media study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

### **K.R. Mangalam University is unique because of its**

- i. Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.
- ii. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

### **Objectives**

- i. To impart undergraduate, postgraduate and Doctoral education in identified areas of higher education.
- ii. To undertake research programmes with industrial interface.
- iii. To integrate its growth with the global needs and expectations of the major stake holders through teaching, research, exchange & collaborative programmes with foreign, Indian Universities/Institutions and MNCs.
- iv. To act as a nodal center for transfer of technology to the industry.
- v. To provide job oriented professional education to the student community with particular focus on Haryana.

## **2. School of Humanities**

The School of Humanities at KRMU comprises five departments (English, Economics, Psychology, Chinese, and Historical Studies) offering diverse graduate, post graduate & doctoral programs.

## **2.1 Vision**

Our vision is to equip the students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

## **2.2 Mission**

To achieve its vision, SOHS intends to focus on the following mission objectives:

1. To promote cross-curricular innovation with a focus on developing a strong knowledge and skills base.
2. To contribute significantly towards the larger institutional mission of instilling lifelong learning
3. To promote humanitarian goals of global peace, sensitivity, and cooperation through inclusive and dynamic curriculum.
4. To promote analytical and critical research skills, scientific enquiry, and creative thinking among the students.
5. To provide opportunities to acquire language proficiency and socio-cultural-philosophical awareness.
6. To promote awareness on socio-economic issues at regional, national, and global levels through cooperative learning reinforced by classroom teaching, experiential learning, and research.

## **3. Programmes in Historical Studies**

The School of Humanities offers undergraduate B.A (Hons) Historical Studies programme.

### **3.1. About B.A. (H) Historical Studies**

B.A (H) Historical Studies is a three-year undergraduate program. The School of Humanities introduced this course because to study history is to study change. History is to understand the past, analyze the past, learn from the past and create a new future based on an informed sense of the past. History allows us to understand how humans evolved over the course of millions of years and how internal and external factors affect human life. History is a way to not only understand the great events of the world but our day-to-day existence and our identity is contingent upon the historical factors. If you ever wish to ask these questions as to why you eat, dress, live, speak in a particular way, the answer lies in the annals of History. From a career prospect, History will allow you to make a career as a teacher, lecturer and appear for any competitive exam. Without a concrete understanding of history, your preparations will be incomplete. It also makes you an informed citizen of your country and help people to make effective policies based on an informed understanding of the past and the present and allows you to participate in the nation building project in a much more inclusive and effective way.

**Eligibility Criteria:** - The student should have passed the 10+2 examination conducted by the Central Board of Secondary Education or equivalent examination from a recognized Board in Science with mathematics as one of the subjects and with an overall aggregate of 50% or more.

**Course Outline:** - The programme includes core courses along with open electives (OE), generic electives (GE) and skill enhancement courses (SEC).

**Career Options:** - Central and State Public Services, Lectureship, Archaeologist, Museum Curator, Archivist, Travel and Tourism Expert, Journalism, Researcher with historical research organizations such as Indian Council of Historical Research (ICHR) and Indian Council of Social Sciences Research (ICSSR), among others.

#### **4. Programme Duration: - 3 Years (6 Semesters)**

The minimum period required for the B.A. (H) Historical Studies offered by the University shall extend over a period of three Academic Years.

The maximum period for the completion of B.A. (H) Historical Studies offered by the University shall be five years.

#### **5. Class Timings**

The classes will be held from Monday to Friday from 09:10 am to 04:00 pm.

#### **6. Syllabi**

The syllabi of the B.A. (H) History offered by School of Humanities are given in the following pages:

For each course, Course Code and Credits (C) of the course are given at the beginning. This is followed by the course objectives, course outcome and the syllabus (Unit I to IV), Textbook and reference books

#### **PROGRAMME OUTCOMES (POs)**

1. To develop an understanding of historical sources and develop the ability to compare, contrast and distinguish between different types of sources.
2. To develop an insight into people, cultures, words, and things and discuss their etymology, origins, extent, context, implications, and consequences.
3. To demonstrate how the past affect the future both at micro and macro level
4. To enable students to comprehend, analyze, organize, and critically evaluate historical documents and develop a rational and unique outlook of the past.
5. To give the ability to students to compare different processes modes of thoughts and modes of expression from different historical time periods and in different geographical areas.

6. To develop an inter-disciplinary and multi-disciplinary approach to integrate different disciplines of social sciences to complement each other to foster a contextualized analysis of interrelated political, social, economic, cultural, and intellectual processes.
7. To enable students to develop their own research papers that can be used to enhance the research credentials of the students and make them understand the nuances of research paper writing and academic methodology.
8. To prepare students to prepare and present their views, papers, and presentations on distinguished forums in an organized, coherent and compelling fashion.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

1. To create among students, the ability to apply historical methods to critically evaluate the past and understand the rich hermeneutical tradition through which history came to its recent form.
2. To enable students to acquire research skills and the use of archives for historical research.
3. To develop the oral and written prowess of the students in writing essays on history and its allied subjects.

### **THREE YEAR B.A. (HONS.) HISTORICAL STUDIES PROGRAMME AT A GLANCE**

	<b>Semester I</b>	<b>Semester II</b>	<b>Semester III</b>	<b>Semester IV</b>	<b>Semester V</b>	<b>Semester VI</b>	<b>Total</b>
<b>Courses</b>	5	5	7	5	4	5	31
<b>Credits</b>	19	21	33	28	24	24	149

### **Scheme of Studies as per Choice-Based Credit System and Learning Outcome- Based Curriculum Framework**

<b>Scheme of Studies B.A. Historical Studies (Hons.) Based on Choice Based Credit System (CBCS)</b>			
<b>Semester: I</b>			
<b>Serial number</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>1.</b>	<b>SHHS101A</b>	<b>Seeing Through the Past: Early India from the Origins to</b>	<b>4</b>



		<b>AD 1300</b>	
<b>2.</b>	<b>SHHS105A</b>	<b>History of Idea(s): Part I</b>	<b>4</b>
<b>3.</b>	<b>SHHS103A</b>	<b>Understanding Historical Studies &amp; Consciousness</b>	<b>4</b>
<b>4.</b>	<b>SHHS107A</b>	<b>Oral Histories in India</b>	<b>4</b>
<b>5.</b>	<b>UCES125A</b>	<b>Environmental Studies</b>	<b>3</b>
<b>Total Credits</b>			<b>19</b>

<b>Semester: II</b>			
<b>Serial number</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>1.</b>	<b>SHHS102A</b>	<b>Imagining Asia(s)</b>	<b>4</b>
<b>2.</b>	<b>SHHS104A</b>	<b>History of Idea(s): Part II</b>	<b>4</b>
<b>3.</b>	<b>SHHS106A</b>	<b>Understanding Oral Histories in India</b>	<b>4</b>
<b>4.</b>	<b>UCCS155A</b>	<b>Communication Skills</b>	<b>5</b>
<b>5.</b>		<b>Open Elective</b>	<b>4</b>
<b>Total Credits</b>			<b>21</b>

<b>Semester: III</b>			
<b>Serial number</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>1.</b>	<b>SHHS201A</b>	<b>History of Art- Part I (Core Course I)</b>	<b>6</b>
<b>2.</b>	<b>SHHS203A</b>	<b>Research Methodology- Part I (Core Course II)</b>	<b>6</b>
<b>3.</b>	<b>SHHS205A</b>	<b>Memory, Time &amp; Historical Consciousness (Core Course III)</b>	<b>6</b>
<b>4.</b>	<b>UCDM301A</b>	<b>Disaster Management (AECC)</b>	<b>3</b>
<b>5.</b>	<b>SHEL249A</b>	<b>English Language Teaching (SEC 1)</b>	<b>4</b>
<b>6.</b>	<b>SHHS207A</b>	<b>Rivers of Monsoon Asia- Part I (Generic Elective)</b>	<b>6</b>
<b>7.</b>		<b>MOOC</b>	<b>2</b>
<b>Total Credits</b>			<b>33</b>

<b>Semester: IV</b>			
<b>Serial number</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1.	SHHS202A	History of Art- Part II (Core Course I)	6
2.	SHHS204A	Critical Readings in Historical Studies- Part I (Core Course II)	6
3.	SHHS206A	Visualizing South Asia: Sites & Medium(s) (Core Course III)	6
4.	SHEL250A	Creative Writing (SEC 2)	4
5.	SHHS208A	Rivers of Monsoon Asia- Part II (Generic Elective)	6
<b>Total Credits</b>			<b>28</b>

<b>Semester: V</b>			
<b>Serial number</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1.	SHHS301A	History of Religions in South Asia- Part I (Core I)	6
2.	SHHS303A	Research Methodology: Part II (Core II)	6
3.	SHHS305A	Understanding Sufism in India (DSE 1)	6
4.	SHHS307A	Travel, Trade & Pilgrimage (DSE 2)	6
<b>Total Credits</b>			<b>24</b>

<b>Semester: VI</b>			
<b>Serial number</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1.	SHHS302A	Critical Readings in Historical Studies- Part II (Core 1)	6
2.	SHHS304A	History of Religion in South Asia- Part II (Core II)	6
3.	SHHS306A	Approaches to South Asian History: Society, Politics & Economy (1200-1800) (DSE 3)	6
4.	SHHS308A	Project/ Dissertation- Practical (DSE 4)	6
5.		Value Added Course (VAC)	0
<b>Total Credits</b>			<b>24</b>

\*CC-Core Course

\* DSE/Choice based Credit System

SEC= Skill Enhancement Course

VAC= Value Addition Course

OE= Open Elective

AEC/AECC= New Age Life Skills

SEC= Skill Enhancement Courses

<b>Semester: I</b>			
<b>Serial number</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1.	SHHS101A	Seeing Through the Past: Early India from the Origins to AD 1300	4
2.	SHHS105A	History of Idea(s): Part I	4
3.	SHHS103A	Understanding Historical Studies & Consciousness	4
4.	SHHS107A	Oral Histories in India	4
5.	UCES125A	Environmental Studies	3
<b>Total Credits</b>			<b>19</b>

### **Core Papers**

<b>SHHS101A</b>	<b>Seeing Through the Past: Early India from the Origins to AD 1300</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

### **Course Objectives-**

1. To provide an extensive survey of early Indian history to the students
2. To familiarize students with the tools of studying ancient Indian history
3. To equip the students with adequate expertise to analyze the further development of South Asian Culture
4. To learn about the processes of cultural development and regional variations.

### **Course Outcomes-**

After the completion of the course, students will be able to-

**CO1:** Discuss the landscape and environmental variations in South Asia and their impact on the making of South Asian history.

**CO2:** Analyze the factors responsible for the making of modern-day South Asia

**CO3:** List the sources and evidence for reconstructing the history of South Asia

**CO4:** Discuss various aspects of society, economy, polity, and religious practices that are reflected in the History of South Asia

### **Catalogue Description-**

The term 'South Asia' is indeed interesting for several reasons. First, it refers to a region where several religions, that may be identified with different 'civilizations', have been interacting, potentially challenging the idea that a region forms a cultural realm. Understanding South Asia will give the students a wider perspective to analyze what south Asia is regarding connecting historicity with every geographical terrain.

### **Unit-I: South Asia as a Geographical, Political and Cultural Region      10 Lectures**

- (a) South Asia's geographical extent - Core, Metropolitan, Areas of Relative Isolation, Areas of Isolation
- (b) The Political landscape of South Asia - shared history and collective memories
- (c) The cultural interactions in South Asia - Linguistic, Literary and Civilizational affinities

### **Unit II- The Ancient Past of South Asia      15 Lectures**

- (a) Harappan Civilization, Vedic Civilization
- (b) Mauryan and Post Mauryan Period
- (c) Gupta Period- Proto-feudalism in South Asia

### **Unit III: South Asia during Medieval Period      15 Lectures**

- (a) The post-Gupta period: Feudalism debate and Emergence of Rajputs
- (b) Delhi Sultanate: Political, Economic and Socio-Cultural Developments
- (c) Mughal India: Political Shifts, Economic and Socio-Cultural Dynamics
- (d) Development of Local Polities and Cultures: Vijayanagara

### **Unit IV: South Asia during Modern Period      20 Lectures**

- (a) Coming of the Europeans: Battle of Plassey and Buxar and Rise of Britishers
- (b) Consolidation of British Power: Subsidiary Alliance and Doctrine of Lapse
- (c) Popular Revolts and Resistance: 1857 revolt, Mass Movements- NCM, CDM and Quit India Movement, Independence

### Primary Readings:

1. Romila Thapar. *Early India: From the Origins to AD 1300*. University of California Press 1992
2. Nilkanta Sastri, K. A. (1955) [reissued 2002]. *A history of South India from prehistoric times to the fall of Vijayanagar*. New Delhi: Indian Branch, Oxford University Press
3. Kulke and Rothermund, Hermann and Dietmar (2004) [2004]. *A History of India*. Routledge (4th edition)
4. A Book of Conquest: The Chachnama and Muslim Origins in South Asia
5. Ramachandra Guha (ed.), *Makers of Modern Asia*
6. John Stratton Hawley, *A Storm of Songs: India and the Idea of the Bhakti Movement*

### Additional Readings:

- a) Modern South Asia, 4th Edition, by Ayesha Jalal and Sugata Bose
- b) The Argumentative Indian - Amartya Sen India after Gandhi, by Ramachandra Guha
- c) City of Djinn/ White Mughals/ The Anarchy - William Dalrymple
- d) Three Ways to Be Alien: Travails and Encounters in the Early Modern World – Sanjay Subrahmanyam
- e) India in the Persianate Age, by Richard Eaton
- f) Remnants of a Separation, by Aanchal Malhotra
- g) Forgotten Wars/ Forgotten Armies, by C.A. Bayly and Tim Harper
- h) Nationalization of Hindu Traditions, by Vasudha Dalmia.
- i) Governing Islam – Julia Stephens

### Modes of Evaluation: Quiz/Assignment/presentation/extempore/Written Examination

#### Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO3
CO1	3		2		3		2		3		
CO2	3			3						3	
CO3			3		2			2	3		
CO4				2	2					3	
CO5	2		3		2				3		2
1=lightly mapped			2= moderately mapped				3=strongly mapped				

SHHS105A	History of Idea(s): Part I	L	T	P	C
		3	1	0	4

### Course Objectives:

1. To identify and explain the changes in historical writing in the 19th century in the light of the Age of Enlightenment
2. To trace the evolution of history writing in the world in the 20th century
3. To understand the characteristics and perspectives of Indian historiography
4. To develop a chronology of intellectual traditions in India and the world
5. To identify the major scholars and intellectuals of the modern period

### Course Outcomes:

After the completion of the course, students will be able to-

**CO1:** Recognize the usefulness, but also the problematic nature of historical periodization.

**CO2:** Explain how ideas continue to influence societies and their institutions.

**CO3:** Identify broadly how different approaches to intellectual history operate.

**CO4:** Discuss various aspects of society, economy, polity and religious practices that are reflected in the History of South Asia

## **Catalogue Description:**

The History of Ideas is an interdisciplinary program that which amalgamates philosophy and religious studies, history, literature, modern and classical languages and even psychology to discuss the major ideas and intellectual problems from antiquity to modernity, through the close study of primary texts and their rich hermeneutical tradition. The History of Ideas program tries to understand these texts within the context of traditions such as religion, philosophy, literature, and the social sciences as well as considering topics such as ethics, gender, or culture.

### **Unit I: Introduction to the History of Ideas**

**10 Lectures**

- b) The importance of investigating ideas and emotions
- c) The potential of various types of sources
- d) Historiography and approaches

### **Unit II: Political Philosophies and Ideas in India and the World**

**10 Lectures**

- (a) Kingship: relationship between temporal and sacerdotal power. Ideals, problems, and dilemmas of kingship
- (b) War: Violence and non-violence, Heroic traditions, Death, and deification
- (c) Patronage: Donative inscriptions, socio-political assertion and legitimation, Panegyrics, and hagiographies

### **Unit III: Ethical Philosophies and Moral Dilemmas**

**10 Lectures**

- (a) Ethical theories – Deontology, Utilitarianism and Virtue
- (b) Various applied ethical debates, including war, abortion and meat eating
- (c) The Ethical Dilemmas- Slave-Master Dialectic, Indulgence vs. Renunciation debate

### **Unit-4: Religion, Theology and Metaphysical Ideas**

**10 Lectures**

- (a) Existentialism and Phenomenology- Existence, essence, self and identity
- (b) Piety, Divine Providence, and Spiritual Philosophy: Fatalism and Eschatology
- (c) Religion and Gender: Is Theology gender inclusive?

## **Primary Readings**

1. E.H. Carr. *What is History?* Penguin Publications 2005.
2. R.G. Collingwood. *The Idea of History*. Oxford University Press 2005
3. Giambattista Vico. *On the Study Methods of our time*. Cornell University Press 1990
4. Madan, T. N. ed. 1988. *Way of Life: King, Householder, Renouncer* (Essays in Honour of Louis Dumont). Delhi: Motilal Banarsidass.

5. Olivelle, Patrick. 2004. The Asrama System: The History and Hermeneutics of a Religious Institution. Delhi: Munshiram Manoharlal.
6. Pollock, Sheldon. 2007. The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India. Delhi: Permanent Black.
7. Ramanujan, A.K. The Interior Landscape. 1994. Delhi: Oxford University Press.
8. Ramaswamy, Vijaya, 1997. Walking Naked: Women, Society, Spirituality. Simla: Institute of Advanced Studies.
9. Settar, S. 1992. Pursuing Death: Philosophy and Practice of Voluntary Termination of Life. Dharwad: Institute of India Art History, Karnatak University

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Term Exam</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>



<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3		2		3	2			3		
<b>CO2</b>	3	2		3						3	
<b>CO3</b>			3		2		2		3		
<b>CO4</b>										3	
<b>CO5</b>			3		2	3			3		
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>					<b>3=strongly mapped</b>			

<b>SHHS103A</b>	<b>Understanding Historical Studies &amp; Consciousness</b>				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>					3	1	0	4
<b>Pre-requisites/Exposure</b>	NA							
<b>Co-requisites</b>	NA							

### **Course Objectives:**

The course enables students to-

- Develop a foundational understanding of historical studies, including their definition, scope, and importance.
- Acquire knowledge of various historical methods and approaches, including the analysis of primary and secondary sources.
- Understand the diversity of historiographical perspectives and different schools of historical thought.
- Cultivate critical thinking skills necessary for evaluating historical narratives and interpretations.
- Analyze the relationship between memory and history, including its implications for shaping individual and collective consciousness.

## **Course Outcomes:**

After the completion of the course, students will be able to-

**CO1.** Define the field of historical studies and articulate its significance in shaping individual and collective consciousness.

**CO2.** Apply various historical methods and approaches to analyze primary and secondary sources critically.

**CO3.** Evaluate different historiographical perspectives and engage with diverse schools of historical thought.

**CO4.** Demonstrate proficiency in critical thinking skills, particularly in evaluating historical narratives and interpretations.

**CO5.** Recognize the interplay between memory and history, understanding its implications for historical research and societal perceptions.

**Course Description:** Understanding Historical Studies and Consciousness provides students with a foundational understanding of historical studies and their impact on individual and collective consciousness. Through four distinct units, students will explore key concepts, methodologies, and critical perspectives in historical research.

### **Unit I: Introduction to Historical Studies**

**10 Lectures**

Overview of historical studies: Definition, scope, and importance

Historical methods and approaches: Analyzing primary and secondary sources

Historiography: Understanding different schools of historical thought

Critical thinking in history: Evaluating historical narratives and interpretations

### **Unit II: Historical Narratives and Memory**

**10 Lectures**

Memory and history: Exploring the relationship between individual and collective memory

Construction of historical narratives: Power, ideology, and representation

Commemoration and memorialization: The role of monuments, museums, and public spaces

Memory studies: Interdisciplinary perspectives on remembering and forgetting

### **Unit III: Identity, Power, and Representation**

**10 Lectures**

Gender, race, and ethnicity in historical studies: Intersectional approaches

Subaltern histories: Voices of marginalized communities and resistance

Power dynamics in historical narratives: Colonialism, imperialism, and decolonization

Representations of identity in historical sources: Challenges and perspectives

### **Unit IV: Global Perspectives and Contemporary Challenges**

**10 Lectures**

Globalization and transnational history: Connections, exchanges, and networks

Environmental history: Understanding human-environment interactions over time

History and social change: Activism, movements, and historical consciousness

Contemporary challenges in historical studies: Ethical dilemmas, digital history, and future directions

#### **References:**

- Carr, E.H. *What is History?* Palgrave Macmillan, 2001.
- White, Hayden. *The Content of the Form: Narrative Discourse and Historical Representation*. Johns Hopkins University Press, 1990.
- Foucault, Michel. *The Archaeology of Knowledge*. Vintage Books, 2010.
- Gaddis, John Lewis. *The Landscape of History: How Historians Map the Past*. Oxford University Press, 2004.
- Jenkins, Keith. *Re-Thinking History*. Routledge, 2003.
- Appleby, Joyce, Lynn Hunt, and Margaret Jacob. *Telling the Truth about History*. W. W. Norton & Company, 1994.
- Burke, Peter. *What is Cultural History?* Polity Press, 2004.
- Thompson, Paul. *The Voice of the Past: Oral History*. Oxford University Press, 2017.
- Ricoeur, Paul. *Memory, History, Forgetting*. University of Chicago Press, 2006.
- Scott, Joan W. *Gender and the Politics of History*. Columbia University Press, 1999.
- Said, Edward W. *Orientalism*. Vintage Books, 1979.
- Hobsbawm, Eric J. *On History*. Weidenfeld & Nicolson, 1997.
- Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Beacon Press, 1995.
- Bloch, Marc. *The Historian's Craft*. Manchester University Press, 1992.
- Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard University Press, 1999.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3						2	3		
CO2	2	3					2		2	3	
CO3			3	2			3		3		
CO4			3	2						3	
CO5			3		2				3		
1=lightly mapped			2= moderately mapped				3=strongly mapped				

SHHS107A	Oral Histories in India				L	T	P	C
Version 1.0					3	1	0	4
Pre-requisites/Exposure	NA							
Co-requisites	NA							

**Course Objectives:**

The course enables students to-

1. Develop a working definition of oral history, locate it historically within genres of personal narrative, and explain how oral history interviews are different from other kinds of interviews.

2. Plan an oral history project from beginning to end, according to best practices in the field.
3. Plan, conduct, and follow up on an oral history interview, according to best practices in the field.
4. Apply the legal exigencies and some of the ethical concerns of oral history.
5. Apply oral history as processes of social change.
6. Develop your critical thinking, reading, and writing skills.

### **Course Outcomes:**

After the completion of the course, students will be able to-

**CO1:** Design, undertake, and critique cultural documentation field projects.

**CO2:** Apply diverse research methods such as observation, writing, photography, video, and/or sound recordings to identify and nurture oral traditions of knowledge and practice.

**CO3:** Demonstrate knowledge of the major theoretical concepts within oral history scholarship,

**CO4:** Critically reflect on the work of key scholars in the field of oral history.

**CO5:** Learn a variety of methods of interpreting oral sources.

**CO6:** Students will gain the ability to plan, conduct, transcribe, analyze, and archive an oral history interview.

### **Catalogue Description-**

In this course we will examine a variety of written and oral epics (and their interrelationships) in historical and geographical contexts while asking a range of questions pertinent to the study of history in South Asia which includes- To what degree can written and oral epics be said to represent history?, secondly, If epic texts can be seen as histories then whose histories do they represent? Thirdly, what are some of the religious, social, political, and historical themes that these texts carry? Fourthly, who are the performers, singers, and speakers of these histories? Fifthly, who are the audiences that listen to these histories? Sixthly, can epic texts be viewed as oral histories? Seventhly, do these texts, particularly the vernacular oral epics by virtue of the communities who participate in them, represent a history from below or a history from the margins. And finally, what are the ways in which vernacular oral epic narratives interact reflect and comment on the written, Sanskrit epics? What do these interactions tell us about the ways in which history as a narrative concerning the past is conceptualized in South Asia?

### **Unit-1: An Introduction to Oral Culture in India**

**10 Lectures**

- (a) Orality, Oral Tradition and Oral Culture in India: Meaning and Differences
- (b) Oral History: Nature and History of Orality in India
- (c) Distinction between Oral Tradition and Oral History

**Unit II: The Socio-Economic and Politico-Cultural aspects of Oral Histories  
in India**

**10 Lectures**

- (a) Oral History as a tool for cultural and religious analysis: Oral epics, Language, themes and tropes
- (b) Social issues: Gender, conflict, violence, etc.
- (c) Economic issues: Development schemes and their impact, displacement, etc.

**Unit III: Methodology of Oral Histories**

**10 Lectures**

- (a) Collection, preservation and interpretation of historical information through recorded interviews
- (b) Documentation and Archiving: Written, Audio and Visual

**Unit IV: Potential areas for Oral History research**

**10 Lectures**

- (a) Oral Traditions: Customs, Beliefs, Practices and World view
- (b) Life Histories: Participants in past events: ethnic conflicts; Personal stories.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Term Exam</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>

<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>2</b>			<b>2</b>			<b>2</b>	<b>3</b>		
<b>CO2</b>	<b>3</b>	<b>3</b>		<b>2</b>						<b>3</b>	
<b>CO3</b>			<b>3</b>	<b>2</b>					<b>3</b>		
<b>CO4</b>	<b>2</b>						<b>2</b>			<b>3</b>	
<b>CO5</b>			<b>3</b>				<b>2</b>		<b>3</b>		<b>2</b>
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>					<b>3=strongly mapped</b>			

### **Ability Enhancement Course**

<b>UCES125A</b>	<b>Environmental Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>			<b>3</b>

### **Course Outcomes**

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

- CO1. To comprehend and become responsive regarding environmental issues.
- CO2. Acquire the techniques to protect our mother earth, as without a clean, healthy, aesthetically beautiful, safe and secure environment no specie can survive and sustain.
- CO3. Enable the students to discuss their concern at national and international level with respect to formulate protection acts and sustainable developments policies.
- CO4. To know that the rapid industrialization, crazy consumerism and over-exploitation of natural resources have resulted in degradation of earth at all levels.
- CO5. Become consciousness about healthy and safe environment.

## Catalogue Description

This course imparts the basic concepts of environment which enable them to solve basic problems related to their surroundings. This course helps them to get an idea adverse effect of industrialization, population and degradation of natural resources on the environment. The course introduces the concepts of renewable and non-renewable resources.

### UNIT I

**Introduction of Environmental Studies:** Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development.

**Natural Resources: Renewable and Non-renewable Resources**

**Land resources:** land use change; Land degradation, soil erosion and desertification.

**Deforestation:** Causes and impacts due to mining, dam building on environment, forests, biodiversity, and tribal populations.

**Water:** Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

**Energy resources:** Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

### UNIT II

**Ecosystems:** Definition and Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession.

Case studies of the following ecosystems:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**Biological Diversity:** Levels of biological diversity; genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots ; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

### UNIT III

**Environmental Pollution:** Types, causes, effects, and controls; Air, water, soil and noise pollution. Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies.



**Environmental Policies and practices:** Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. International agreements: Montreal & Kyoto protocol and convention on biological diversity. Nature reserves, tribal population and rights, human wildlife conflicts in Indian context.

## UNIT IV

**Human Communities and the Environment:** Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan; Environmental ethics: Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

### Field work:

Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.

Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.

To Study of common plants, insects, birds and basic principles of identification.

To Study of simple ecosystems-pond, river, Delhi Ridge, etc.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

### Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PS O 1	PSO2	PS O 3
CO1		3							2		
CO2		3									2
CO3		3									
CO4						2				3	
CO5						3					3

### Semester II

Semester: II			
Serial number	Course Code	Course Title	Credits
1	SHHS102A	Imagining Asia(s)	4
2	SHHS104A	History of Idea(s): Part II	4
3	SHHS106A	Understanding Oral Histories in India	4
4	UCCS155A	Communication Skills	5
5		Open Elective	4
<b>Total Credits</b>			<b>21</b>

### Core Paper

SHHS102A	Imagining Asia(s)	L	T	P	C
		3	1	0	4

### Course Objectives:

1. To introduce students to the rich variety of places, peoples, histories, relations, cultures, polities, environments
2. To analyze the trans-national, regional, and global connections of the region of Asia.
3. To develop, expand and enrich the process of learning related to global history.
4. To demonstrate knowledge and skills development through map-work.

5. To develop a keen understanding of the International Relations among the students.
6. To evaluate the process of development of the region of Asia from antiquity to modernity.

### **Course Outcomes:**

After the completion of the course students will be able to-

**CO1:** Articulate broadly the history of Asia or a particular Asian region.

**CO2:** Develop an understanding of political experiences and forms of Asia/Asian region.

**CO3:** Reflect on the interaction among and between Asian societies, historically and/or contemporaneously.

**CO4:** Develop basic understanding of the historical and contemporary connections of Asia/Asian region with the rest of the world.

**CO5:** Describe and differentiate various Asian religious traditions.

**CO6:** Articulate values of diversity, justice, and multi-culturalism in Asian and the rest of the world

**CO7:** Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

### **Catalogue Description-**

This course is intended to be an introduction to Asian students who are curious about other Asian cultures and about the way the West looks at and studies Asia. This course is composed of a broad cultural-geographical introduction followed by modules that provide a series of ‘samplers’ that examine specific themes, issues and traditions. The approach is multi-disciplinary and, as well as being set in historical context.

### **Unit I: Introduction to the History, Geography and Culture of Asia**

- (a) Introduction to Asia: Geography, Religion, and Culture
- (b) Historical Sources to Understand Asia
- (c) Major Civilizations of Asia- Harappa, Chinese Civilization, Mesopotamia etc.

### **Unit II: Political History of Asia**

- (a) South Asian History- Indian Subcontinent over the centuries, Indianization debate
- (b) East Asian Political history- China, Japan, and Korea- Chinese Revolution, Meiji Restoration
- (c) Southeast Asian History- Indochina (Laos, Vietnam, Cambodia), Myanmar
- (d) West Asian History- Levant and Anatolia, Arabic Peninsula

### **Unit III: Economic History of Asia**

- (a) South Asia- Harappan Trade, Maritime Trade, Trading communities
- (b) East Asia- Silk Route trade, Isolationism, Modernization of the economy
- (c) Southeast Asia- Maritime Trade, Intra-Asian and Inter-South Asian Trade, Development of International Trade
- (d) West Asia - Inland and Maritime trade, Trade routes and trading communities

### **Unit IV: Cultural History of Asia**

- (a) South Asia- Language, Literature, and Intangible Heritage
- (b) East Asia- Taoism, Confucianism, Buddhism
- (c) Southeast Asia- Indianization vs. Localization debate
- (d) West Asia- Coming of Islam in West Asia: A case study (Iranian case study using Babayan and Arabic Peninsula through Talal Asad)

### **Primary Readings**

1. Rhoads Murphey, A History of Asia. New York: Harper Collins, 4th ed., 2003.
2. Fumiko Enchi, The Waiting Years. New York: Kodansha International, 1980
3. Alice Lyman Miller and Richard Wich, Becoming Asia (Stanford, CA: Stanford University Press, 2011)
4. Ming Wan, The Political Economy of East Asia (Washington, D.C.: CQ Press, 2008)

### **Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

#### **Examination Scheme:**

<b>Components</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Term Exam</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>

<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>2</b>	<b>3</b>							<b>3</b>		
<b>CO2</b>		<b>2</b>		<b>3</b>	<b>2</b>					<b>3</b>	<b>2</b>
<b>CO3</b>			<b>3</b>	<b>2</b>					<b>3</b>	<b>2</b>	
<b>CO4</b>	<b>2</b>	<b>3</b>				<b>3</b>				<b>3</b>	<b>2</b>
<b>CO5</b>	<b>2</b>		<b>3</b>			<b>2</b>			<b>3</b>		
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>					<b>3=strongly mapped</b>			

### **Generic Elective**

		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SHHS104A</b>	<b>History of Idea(s): Part II</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

### **Course Objectives:**

1. To identify and explain the changes in historical writing in the 19th century in the light of the Age of Enlightenment.
2. To trace the evolution of history writing in the world in the 20th century.
3. To understand the characteristics and perspectives of Indian historiography.
4. To develop a chronology of intellectual traditions in India and the world.
5. To identify the major scholars and intellectuals of the modern period.

### **Course Outcomes:**

After the completion of this program, students will be able to-

After the completion of the course, students will be able to-

**CO1:** Recognize the usefulness, but also the problematic nature of historical periodization.

**CO2:** Explain how ideas continue to influence societies and their institutions.

**CO3:** Identify broadly how different approaches to intellectual history operate.

**CO4:** Discuss various aspects of society, economy, polity, and religious practices that are reflected in the History of South Asia.

**CO5:** Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

### **Catalogueue Description-**

The History of Ideas is an interdisciplinary program that which amalgamates philosophy and religious studies, history, literature, modern and classical languages and even psychology to discuss the major ideas and intellectual problems from antiquity to modernity, through the close study of primary texts and their rich hermeneutical tradition. The History of Ideas program tries to understand these texts within the context of traditions such as religion, philosophy, literature and the social sciences as well as considering topics such as ethics, gender or culture.

#### **UNIT I- Main Currents of Intellectual Tradition in the 19th Century 10 Lectures**

- (a) Age of Enlightenment- Montesquieu, Voltaire
- (b) Auguste Comte and Positivism, Von Ranke and Consolidation of Modern Historiography
- (c) Marx and Historical Materialism

#### **UNIT II- Main Currents of Intellectual History in the 20th Century 10 Lectures**

- (a) Annales School of History – Lucien Febvre, Marc Bloch, Fernand Braudel
- (b) British Marxist Historians- Christopher Hill, E.J. Hobsbawm, and E.P. Thompson
- (c) Structuralism and Post Structuralism - Claude Levi-Strauss, Michel Foucault, Jacques Derrida

#### **UNIT III- Perspectives on Indian Historical Tradition 10 Lectures**

- (a) Colonialist Historiography: Orientalists, Utilitarians and Evangelists
- (b) Nationalist History Writing – R C Majumdar, Jadunath Sarkar
- (c) Marxist History Writing: D.D Kosambi, Bipin Chandra

#### **UNIT IV: Liberal and Socialist Thoughts in Indian Intellectual Tradition**

**10 Lectures**

- a) Social Reform Movement and Liberty of Man - Jyotiba Phule, B.R. Ambedkar
- b) Socialist Tradition in the 20<sup>th</sup> century- Jawaharlal Nehru, Acharya Narendra Dev
- c) Liberal Humanism and Naturalism- Rabindranath Tagore, Aurbindo

**Reference books:**

1. Sreedharan.E, A Textbook of Historiography, Orient BlackSwan, 2013
2. Carr E H, What is History, University of Cambridge & Penguin Books, 1961
3. Ali Sheikh History-Its Theory and Method, Macmillan, 1981.
4. Upadhyay Shashi Bhushan, Historiography in the Modern World, Oxford University Press, 2016
5. Arthur Marwick, Nature of History, Palgrave, 1989.
6. H.E. Barnes, A History of Historical Writings, University of Oklahoma Press, 1937.
7. G.R. Elton, The Practice of History, Fontana Books, 1967
8. P. Gardener, Theories of History, Free Press, 1959.
9. Marc Bloch, Historians Craft, Manchester University Press, 1992
10. C.H. Philip, Historians of India, Oxford University Press, 1962.
11. S.P. Sen, Historians and Historiography in Modern India, 1973.
12. A.K. Warder, Ancient Indian Historiography, Motilal Banarsidass, 1977.
13. Walsh, W.H, An Introduction to the Philosophy of History

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Term Exam</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>

<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>		<b>2</b>						<b>3</b>		
<b>CO2</b>	<b>3</b>			<b>2</b>						<b>3</b>	
<b>CO3</b>			<b>3</b>			<b>3</b>			<b>3</b>		<b>2</b>
<b>CO4</b>		<b>2</b>				<b>3</b>	<b>2</b>			<b>3</b>	
<b>CO5</b>			<b>3</b>						<b>3</b>		
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>					<b>3=strongly mapped</b>			

### Core Paper

<b>SHHS106A</b>	<b>Understanding Oral Histories in India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	NA				
<b>Co-requisites</b>	NA				

### Course Objectives:

1. To demonstrate the origins, purpose, and methods of Oral History in India
2. To analyze the problems and challenges in using oral histories as a source of Historical studies
3. To understand the questions of testimonies, memories, and the relationship between text and orality in Historical studies
4. To summarize the journey of oral narratives from the ancient to the modern times
5. To classify the narratives of oral histories of India according to caste, class and gender



**Course Outcomes:**

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

**CO1:** Analyze the nature, history, and implications of oral narratives.

**CO2:** Develop A foundational understanding of the methods, procedures, techniques, and challenges of writing oral history and will be able to pursue oral history as a skill or vocation.

**CO3:** Develop a theoretical and conceptual understanding of oral archives, testimonies, and transcription of texts.

**CO4:** Collect folklore, poems and songs as potential sources of historical studies.

**Catalogue Description-**

Across South Asia there is a vast proliferation of written and oral epic narratives. The Sanskrit Ramayana and Mahabharata represent two of the most well-known and widely distributed epic texts both in historical and geographical terms. However, apart from these important texts there are numerous other epic texts that are composed in vernacular or regional languages. These epics are invariably orally transmitted and performed in elaborate ritual settings involving dancers, musical instrumentation, costumes, masks, audience participation and the evocation of regional and local deities. Indeed, even the two great written epics are performed in different regional contexts and many vernacular epics refer to the former through intricate narrative strategies. In general, we could therefore state that oral epics exist within ecology of texts of which the Mahabharata and Ramayana form apart.

**UNIT 1: Oral Texts in Ancient India****10 Lectures**

- (a) The Upanishadic Tradition: Guru-shishya tradition
- (b) Ramayana and Mahabharata: Oral and Performative Traditions
- (c) Political Panegyrics and its Oral and Performative Traditions

**UNIT 2: Oral Texts in the Medieval India****10 Lectures**

- (a) Sufi Literature and the interactions in the sufi silsilah
- (b) Rajputana Bardic and Warrior traditions
- (c) Bhakti Movement and the Oral Tradition: Kabir and Mira-Case Study

### **UNIT 3: Oral Texts in the Colonial Period**

**10 Lectures**

- (a) Colonial Government approach towards Oral Traditions
- (b) Codification of Oral Texts: Colonel Todd's Annales, Colin Mckenzie's Archives
- (c) Indian National Movement and Oral Tradition: Role of Rumours in 1857 and Gandhian Movements

### **UNIT 4: Oral Traditions in the Post-Independence Period**

**10 Lectures**

- (a) Partition Project and Orality: Testimonies related to the Partition
- (b) Orality and the voices of the marginalized: Dalit, women, and tribal assertions (1 Case Study from each)
- (c) Oral performance as Dying art form: Rustom Bharucha and the Oral folklore, Phad tradition of Pabu ji maharaj etc.

#### **Readings:**

1. Bharucha, Rustom. 1984. "A Collision of Cultures: Some Western Interpretations of the Indian Theatre." *Asian Theatre Journal* 1, no. 1 (Spring):1-20
2. -----, Rajasthan: An Oral History - Conversations with Komal Kothari, 2003
3. Roberts, Elizabeth, *A Woman's Place: An Oral History of Working Class Women, 1890-1940* (Blackwell, Oxford, 1996).
4. Uma Chakravarti, 'Women, Men and Beasts: The Jatakas as Popular Tradition', *Studies in History*, 9, 1, nÈ., 1993, New Delhi, pp. 43-70
5. ed. J. Vacek et. al. Prague: Institute of South and Central Asia, Seminar of Indian Studies, Charles University General Editor Kapila Vatsyayan, New Delhi: D.K. Printworld and IGNCA (Vol. 1: Primal Elements: The Oral Tradition; Vol. 2: Vedic, Buddhist and Jain Traditions; Vol. 3: The Agamic Tradition and the Arts; Vol. 4 The Nature of Matter; Vol. 5 Man in Nature)
6. Scott, James C., *Weapons of the Weak: Everyday Forms of Peasant Resistance*, Yale University Press, 1985
7. James Tod: *Annals and Antiquities of Rajasthan*, 2 Vols. Reprint, New Delhi, 1829-1832
8. Prathama Banerjee, *Politics of Time: 'Primitives' and History-writing in a Colonial Society*. New Delhi: Oxford University Press, 2006 3.
9. Godavari Parulekar, *Adivasis Revolt: The Story of Warli Peasants in Struggle*, Calcutta: National Book Agency, 1975.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3								3		
CO2	3									3	
CO3	2	2	3			2			3		
CO4				3	2					3	
CO5			3	2					3		
1=lightly mapped			2= moderately mapped			3=strongly mapped					

#### Ability Enhancement Course

UCCS155A	Communication Skills	L	T	P	C
		4	1	0	5

#### Course Level Learning Outcomes

The course enables students to-

1. Understand the basics of Grammar to improve written and oral communication skills.
2. Understand the correct form of English with proficiency.
3. Improve students' personality and enhance their self-confidence.
4. Improve professional communication.
5. Enhance academic writing skills.

## Course Content

### UNIT I

Introduction to Communication: Meaning, Forms & Types of Communication; Process of Communication; Principles of Effective Communication/7Cs, Barriers in Communication.

Emily Dickinson: "A Bird Came Down the Walk"

### UNIT II

Essentials of Grammar: Parts of Speech: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection; Using tenses; Articles; Types of sentences; Reported Speech; Punctuation.

Robert Frost: "Stopping by Woods on a Snowy Evening"

### UNIT III

Building Vocabulary: Word Formation (by adding suffixes and prefixes); Common Errors; Words Often Confused; One word substitution, Homonyms and Homophones; Antonyms & Synonyms, Phrasal Verbs, Idioms & Proverbs (25 each); Commonly used foreign words (15 in number);

O'Henry: *The Gift of Magi*

### UNIT IV

Personality Development: Etiquette & Manners; Leadership; Inter & intrapersonal skills; Attitude, Self-esteem & Self-reliance; Public Speaking; Body Language: Posture, Gesture, Eye Contact, Facial Expressions; Presentation Skills/ Techniques.

Rabindranath Tagore: "My Prayer to Thee"

### Suggested Readings:

1. Kumar, Sanjay and Pushplata. *Communication Skills*. Oxford University Press, 2015.
2. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2012.
3. Tickoo, M.L., A. E. Subramanian and P.R. Subramaniam. *Intermediate Grammar, Usage and Composition*. Orient Blackswan, 1976

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

### Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
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<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>
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<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>								<b>3</b>		
<b>CO2</b>								<b>3</b>	<b>2</b>		
<b>CO3</b>			<b>3</b>						<b>3</b>		
<b>CO4</b>			<b>2</b>						<b>3</b>		
<b>CO5</b>			<b>3</b>				<b>2</b>				
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>				<b>3=strongly mapped</b>				

### Semester III

<b>Semester: III</b>			
<b>Serial number</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>1</b>	<b>SHHS201A</b>	<b>History of Art- Part I (Core Course I)</b>	<b>6</b>
<b>2</b>	<b>SHHS203A</b>	<b>Research Methodology- Part I (Core Course II)</b>	<b>6</b>
<b>3</b>	<b>SHHS205A</b>	<b>Memory, Time &amp; Historical Consciousness (Core Course III)</b>	<b>6</b>
<b>4</b>	<b>UCDM301A</b>	<b>Disaster Management (AECC)</b>	<b>3</b>
<b>5</b>	<b>SHEL249A</b>	<b>English Language Teaching (SEC 1)</b>	<b>4</b>
<b>6</b>	<b>SHHS207A</b>	<b>Rivers of Monsoon Asia- Part I (Generic Elective)</b>	<b>6</b>
<b>7</b>		<b>MOOC</b>	<b>2</b>
<b>Total Credits</b>			<b>33</b>

## Core Papers

<b>SHHS201A</b>	<b>History of Art- Part I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Version 1.0</b>					
<b>Prerequisites/Exposure</b>	<b>NA</b>				
<b>Co-requisites</b>	<b>NA</b>				

### Course Objectives-

The course enables students to-

1. Analyze sculptures and art pieces in its historical and aesthetic sense.
2. Identify art and sculptural specimens based on its quality, features and place it historically.
3. Develop a scholarly outlook to deal with Indian visual art forms.
4. Recognize the symbolism inherent in the production of art and sculptures in Indian subcontinent.

### Course Outcomes-

After this course, the students will be able to-

1. Develop critical thinking by questioning works of art and architecture and developing arguments about the circumstances of their production and meaning.
2. Learn to build extended arguments based upon composite evidence: visual, historical, and textual.
3. Engage in creative research problems that yield new insights into art, architecture, history, and culture.
4. Evaluate the variety of approaches to write about the history of the arts, architecture, and visual culture.
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performativity, and experiential.

### Catalogue Description

Art historical research has two primary concerns- to discover who made a particular art object (attribution), and secondly to authenticate an art object, determining whether it was indeed made by the artist to whom it is traditionally attributed; thirdly, to determine at what stage in a culture's development or in an artist's career the object in question was made; fourthly, to assay the influence of one artist on succeeding ones in the historical past, and fifthly, to gather biographical data on artists and documentation (provenance) on the previous whereabouts and ownership of particular works of art.

This course will also help the students to understand the stylistic and formal development of artistic traditions on a large scale and within a broad historical perspective; this chiefly involves the enumeration and analysis of the various artistic styles, periods, movements, and schools of the past.

**Unit 1: An Introduction to Indian Art** **15 Lectures**

- (a) Definition of Art and an introduction to Indian Aesthetics
- (b) Classification of Art: Emotive and Applied art
- (c) Forms of Art: Painting, Sculpture and Architecture

**Unit 2: Interpreting Art: Content, Style, Medium, Design** **15 Lectures**

- (a) Introduction to Symbols and Motifs in Indian Art
- (b) Antiquity of Image Worship– Brahmanical, Buddhist and Jaina deities
- (c) Iconography of Vishnu, Shiva, and Shakti

**Unit 3: Historical Development of Indian Art in Harappan and Mauryan**

**Period** **15 Lectures**

- (a) Indus Valley Civilization: Town Planning & Architecture, Sculpture, Seals, Terracotta
- (b) Mauryan Period: Art, Architecture & Sculptures, punch marked coins

**Unit 4: Historical Development of Indian Art in Post-Mauryan and Gupta**

**Period** **15 Lectures**

- (a) Post Mauryan Art and Architecture: Mathura, Gandhara, and Amaravati School of Art
- (b) Gupta Period: Evolution of Temple Architecture Sculpture, Mathura and Sarnath school of Art

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3								3		
CO2	3									3	
CO3	2		3				2		3		
CO4				2			3			3	
CO5			3		2				3		
1=lightly mapped			2= moderately mapped				3=strongly mapped				



<b>SHHS203A</b>	<b>Research Methodology - Part I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

### **Course Objectives-**

The course enables students to-

1. Demonstrate the ability to choose methods appropriate to research aims and objectives.
2. Understand the limitations of research methods.
3. Develop skills in qualitative and quantitative data analysis and presentation.
4. Develop advanced critical thinking skills.
5. Demonstrate enhanced writing skills.

### **Course Outcomes-**

After the completion of the course, students will be able to-

1. Analyze some basic concepts of research and its methodologies.
2. Identify appropriate research topics.
3. Select and define appropriate research problems and parameters.
4. Prepare a project proposal.
5. Organize and conduct research in a more appropriate manner.
6. Write a research report and thesis.

### **Catalogue Description-**

This course will introduce students to a range of methodological questions that are necessary to understand what we call 'history' or rather notions of the past in different cultural, political, historical, linguistic, and philosophical contexts in Asia and beyond. It will equip students with a rigorous grounding in the kinds of research questions that are germane to a study of the past as well as ways of approaching those questions from theoretical perspectives derived from the multi-disciplinary expertise and research interests that current faculty bring to the School of Historical Studies.

## **UNIT I –RESEARCH FORMULATION AND DESIGN**

**15 Lectures**

- (a) Objectives of research, Types of research, Criteria of good research
- (b) Defining and formulating the research problem
- (c) Importance of literature review-primary and secondary sources

(d) Development of hypothesis

## **UNIT II – DATA COLLECTION AND ANALYSIS**

**15 Lectures**

- (a) Observation and collection of data
- (d) methods of data collection,
- (e) sampling methods, data processing
- (f) analysis strategies and tools of data

## **UNIT III –RESEARCH ETHICS, IPR AND SCHOLARY**

### **PUBLISHING**

**15 Lectures**

- (a) Research Ethics-ethical issues, ethical committees
- (b) IPR- intellectual property rights and patent law, commercialization, copy right, royalty
- (c) Scholarly publishing- IMRAD concept and design of research paper, citation, and acknowledgement
- (d) Plagiarism, reproducibility, and accountability.

## **UNIT IV –INTERPRETATION AND REPORT WRITING**

**15 Lectures**

- (a) Meaning of Interpretation, Technique of Interpretation, Precaution in Interpretation,
- (b) Significance of Report Writing, Different Steps in Writing Report, Layout of the Research Report, Reports
- (c) Oral Presentation, Mechanics of Writing a Research Report
- (d) Precautions for Writing Research Reports, Conclusions.

## **REFERENCES**

1. Garg, B.L., Karadia, R., Agarwal, F. and Agarwal, U.K., 2002. An introduction to Research Methodology, RBSA Publishers.
2. Kothari, C.R., 1990. Research Methodology: Methods and Techniques. New Age International. 418p.
3. Sinha, S.C. and Dhiman, A.K., 2002. Research Methodology, Ess Ess Publications. 2 volumes.
4. Trochim, W.M.K., 2005. Research Methods: the concise knowledge base, Atomic Dog Publishing. 270p.
5. Wadehra, B.L. 2000. Law relating to patents, trademarks, copyright designs and geographical indications. Universal Law Publishing

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3			2	3			2	3		
CO2	3			2	3					3	
CO3	2		3						3		2
CO4				3						3	
CO5			3						3		
1=lightly mapped			2= moderately mapped				3=strongly mapped				

SHHS205A	Memory, Time & Historical Consciousness	L	T	P	C
		5	1	0	6

**Course Objectives-**

The course enables students to-

1. Understand theoretical constructs that explain the differences between history, time, and memory.

2. Understand how individuals and social groups remember their past.
3. Understand the role of trauma in public memory.
4. Examine historical events as a scholar, while also examining how non-scholars may view the same event.

### **Course Outcomes-**

After completing the course, students will be able to-

1. Analyze the various theories of memory.
2. Explain and discuss central themes and concepts of time, memory, and history.
3. Apply knowledge and insights from this topic in further in-depth studies within the field.
4. Analyze, verify, evaluate, and perform interdisciplinary research integrating memory and time with history.
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

### **Catalogue Description-**

In this course students will be given the opportunity to enquire into certain key conceptual and theoretical questions that concern the study of *the past* and the discipline of *Historical Studies*. Broadly speaking the course will provide students with an understanding of the role played by memory and concepts of time in the formulation of historical narratives. Students will be presented with a range of questions pertinent to the discipline of Historical Studies as well as some of the cultural and philosophical concerns that underpin cultures and societies across the globe: What is memory? How is memory connected to remembering (and forgetting)? What are the different modes of remembering and transmitting historical knowledge that societies have developed? What is time and what are some of ways in which time is understood in diverse cultural contexts in Asia and beyond? How do notions of time impact notions of the past and ideas of history? Finally, what indeed is history or historical consciousness? Students will be provided with a thorough theoretical platform derived from the disciplines of *history, philosophy, anthropology, religious studies, and literature* from which to understand, frame, and analyze themes and topics concerning the broad discipline of Historical Studies as well as their own independent research.

### **Unit I: Historicizing Time in India and the World**

**15 Lectures**

- (a) Time and History: Chronology, and Historiographical interventions
- (b) Western Conceptions of Time: Linear History and Historical Labels
- (c) Indian Conceptions of time- Yuga system, Mythic and Narrative Time

### **Unit II: Memory and History in India and the World**

**15 Lectures**

- (a) Introduction: History as Social Memory
- (b) Collective Memory: Sites of Memory and commemoration
- (c) History, Time and Forgetting

### **Unit III: Cultures of Remembrance in India and the World** **15 Lectures**

- (a) Gender and Memory: Women's experiences as site of memory
- (b) The Politics, War and Memory: Inter-war experiences and the site of commemoration
- (c) Memory, Monuments and Popular Culture

### **Unit IV: Time and Historical Consciousness** **15 Lectures**

- (a) Theories of Time and Being: The Existential and Phenomenological aspects of time
- (b) Time and History: chronology, anachronism, historical distance, contingency, evidence and narration
- (c) The societal uses of a historical consciousness of time

### **Readings:**

1. Ankersmit, F. (2001). The sublime dissociation of the past: or how to be(come) what one is no longer. *History and Theory*, 40(2), 295–323.
2. Blaas, P. B. M. (1988). *Anachronisme en historisch besef* [Anachronism and historical consciousness]. The Hague: Nijgh & Van Ditmar Universitair.
3. Block, R. A., & Zakay, D. (2008). Timing and remembering the past, the present and the future. In S. Grondin (Ed.), *Psychology of time* (pp. 367–394).
4. Bingly: Emerald. Booth, W. J. (2008). The work of memory: time, identity and justice. *Social Research, an International Quarterly*, 75(1), 237–262.
5. Carr, D. (1986). *Time, narrative and history*. Bloomington/Indianapolis: Indiana University Press.
6. Eliade, M. (1991). *The myth of the eternal return, or cosmos and history* (transl. from French original published in 1949). Princeton (NJ): Princeton University Press. Evans-Pritchard, E. E. (1939).
7. Friedman, W. J. (1990). *About time: inventing the fourth dimension*. Cambridge (MA)/London (UK): MIT Press. Friedman,
8. W. J. (1993). Memory for the time of past events. *Psychological Bulletin*, 113(1), 44–66.
9. Gadamer, H. G. (1987). The problem of historical consciousness. In P. Rabinow & W. M. Sullivan (Eds.), *Interpretive social science: a second look* (transl. from French original published in 1963). (pp. 82–140). Berkeley (CA)/Los Angeles (CA): University of California Press.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2		3		2				3		
CO2	3		2	3						3	
CO3	2		3						3	2	
CO4				3	3	2				3	
CO5			3			2			3		
1=lightly mapped			2= moderately mapped				3=strongly mapped				

UCDM301A	Disaster Management				L	T	P	C
Version 1.0					3	0	0	3
Pre-requisites/Exposure	Basics of Disasters and control techniques							
Co-requisites								

## **Ability enhancement Courses**

### **Course Objectives**

1. To create awareness about various types of disasters.
2. To educate the students about basic disaster management strategies and problem solving.
3. To examine disaster profile of our country and illustrates the role of governmental and non-governmental organizations in its effective management.
4. To acquaints students with the existing legal frame work for disaster management and understanding the appropriate rules and regulations.

### **Course Outcomes**

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

CO1. To enable the students to know the difference between natural and man- made disaster

CO2. Acquire the knowledge related to disaster preparedness

CO3. To aware the student about recovery after disaster

CO4. To know the structure and functioning of disaster management framework of our country

### **Catalogueue Description**

This course imparts the basic concepts of environment which enable them to solve basic problems related to their surroundings. This course helps them to get an idea adverse effect of industrialization, population and degradation of natural resources on the environment. The course introduces the concepts of renewable and non-renewable resources.

### **Course Content**

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#### **UNIT I**

##### **Introduction to Disasters:**

Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks.

Different Types of Disaster: Causes, effects and practical examples for all disasters. Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.

#### **UNIT- II**

##### **Disaster Preparedness**

Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government,

International and NGO Bodies, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management, Relief and Recovery, Medical Health Response to Different Disasters

### **UNIT III**

#### **Rehabilitation, Reconstruction and Recovery**

Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning, Role of Educational Institute.

### **UNIT IV**

#### **Disaster Management in India**

Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005, National Level Nodal Agencies, National Disaster Management Authority

Liability for Mass Disaster : Statutory liability, Contractual liability, Tortious liability, Criminal liability, Measure of damages

Epidemics Diseases Act, 1897: Main provisions, loopholes.

#### **Text Books**

1. Content building programme (CBP) book on Disaster Management, Forum AS.

#### **Reference Books/Materials**

1. Government of India, Department of Environment, Management of Hazardous Substances Control
2. Act and Structure and Functions of Authority Created Thereunder.
3. Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).
4. Author Title Publication Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
5. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
6. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
7. J. P. Singhal Disaster Management Laxmi Publications.
8. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications
9. C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication



10. Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability: The Bhopal Case (1986)
11. Indian Law Institute, Upendra Baxi (ed.), Environment Protection Act: An Agenda for Implementation (1987)
12. Asian Regional Exchange for Prof. Baxi., Nothing to Lose But our Lives: Empowerment to Oppose
13. Industrial Hazards in a Transnational world (1989)
14. Gurudip Singh, Environmental Law: International and National Perspectives (1995), Lawman (India) Pvt. Ltd.
15. Leela Krishnan, P, The Environmental Law in India, Chapters VIII, IX and X (1999), Butterworths, New Delhi.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3						2			
CO2	3			2		2				2
CO3				2	2	2	2			
CO4	3	2			2					

1=weakly mapped

2= moderately mapped

3=strongly mapped

## Skill Enhancement Course

<b>SHEL249A</b>	<b>English Language Teaching</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

### Course Objectives

The course enables students to-

1. Awareness about the discipline of Language Teaching
2. Recognizing and understanding the structure and development of syllabus
3. Gaining critical insights about curriculum development and acquisition, social and educational policies
4. Fostering ability to amalgamate technology with language teaching.

### Course Outcomes

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

1. To identify and classify strategies used by a teacher to teach language
2. To demonstrate clear understanding of the syllabus, its structure and development
3. To understand the structure of a textbook and its use
4. To articulate the reasons for different types of tests the teacher administers
5. To demonstrate the ways in which technology can be used for learning language

### Catalogue Description

The learning program will be helpful in understanding the principles of the structural system underlying human language, a good knowledge of grammar in general that can be applied to analyze any language and a good theoretical foundation if the student is to continue in linguistics.

#### UNIT I

Knowing the learner (Syllabus structure; identifying the learner)

Structures of English language

Types of Grammar

#### UNIT II

Materials for language teaching (Structure of a textbook and its relation to the syllabus)

Assessing language skills (tests and their purposes)

#### UNIT III

Methods of teaching English language: Grammar Translation, Direct Method, Communicative Language Teaching, Task Based Learning Method

#### UNIT IV

Using Technology in language learning (ICT and language learning including

Web 2.0 Tools)

### Suggested Reading

Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).

Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).

Adrian Doff, *Teach English: A Training Course for Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).

*Business English* (New Delhi: Pearson, 2008).

R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient Black Swan, 4th edn, 2013).

Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
CO1	3		2	2	3		2	2	2	
CO2	3		2		3			2	3	1
CO3	2		2		3	2		2		
CO4	2		2	2	3			2		
CO5		3		3				2		

### Generic Elective

SHHS207A	Rivers of Monsoon Asia- Part I	L	T	P	C
		5	1	0	6

### Course Objectives-

1. To evaluate the inter-relationship between the monsoon rivers and the human economy and society
2. To examine how people have traditionally perceived rivers in different cultures and societies.
3. To analyze the present concerns about the rivers, their economies and sustainability of their resources.
4. To evaluate the Indian Monsoon Rivers from a historical-geographical lens.
5. To examine the changes in political and economic spheres in parts of South and Southeast Asia in relation to their hydraulic system.

## **Course Outcomes-**

After completion of this course, students will be able to-

6. Evaluate the concerns of the Indian society regarding Monsoon rivers.
7. Demonstrate effective solutions for resolving the problem of pollution and disaster management.
8. Develop an inter-disciplinary outlook to integrate history, sociology, geography and anthropology for understanding Indian Monsoon system.
9. Evaluate the challenges and opportunities associated with managing hydrological sustainability.
10. Conduct research and apply scientific methods to investigate river systems.

## **Catalogue Description-**

By focusing on the two very important rivers of Monsoon Asia, this course will pose a fundamental question as to how these fluvial entities have impinged on society and economy in the past. More specifically, we will examine how people have traditionally perceived rivers in different cultures and societies. How did they rationalize the exploitation of riverine resources? How did control over the river often determine political configurations of a region? An exploration into these questions may yield some insights into the present concerns about the rivers, their economies and sustainability of their resources. Furthermore, the course tries to assign historical-geographical agency to rivers, which had been the sites of human activities leading to the progress of civilization. The Ganga and Irrawaddy betray many similarities in the ways states were formed. Keeping the rivers at the center-stage, the course closely examines changes in political and economic spheres in parts of South Asia.

### **UNIT I: River Based Civilizations in South Asia            15 Lectures**

- (a) Harappan Civilization- Indus- Saraswati Basin
- (b) Ganga Valley – Cradle of urban development in India
- (c) River Civilization in the Deccan and the South- Sangam age

### **UNIT II: The Importance of Rivers in Medieval South Asia            15 Lectures**

- (a) Irrigation and agricultural development in South Asia- Monsoon, Feudalism debate and water management
- (b) The socio-cultural importance of monsoons and River Basins
- (c) Rivers as carriers of economic and political development in South Asia

### **UNIT III: Rivers in the Colonial India**

**15 Lectures**

- (a) Colonial approach to Indian Rivers
- (b) The river-based irrigation projects under the British rule
- (c) Role of River Basins in the Indian National Movement

### **UNIT IV: Rivers in the post-Independence India**

**15 Lectures**

- (a) The economic, social, and religious importance of rivers in the contemporary times
- (b) International conflicts over distribution of water
- (c) Inter-state conflicts over distribution of water

### **Primary Readings**

1. Sudipta Sen. *Ganga*. Penguin Publications 2019
2. Diana L. Eck. *India a Sacred Geography*. Harvard University Press 2006.
3. Nick Middleton. *Rivers a short introduction*. Oxford University Press 2001
4. Ali, S. Muzafer: *The Geography of the Puranas*, People's Publishing House, New Delhi, Second edition, 1973.
5. Bhattacharya, P.K.: *Historical Geography of Madhya Pradesh from Early Records*, Delhi, 1977.
6. Casson, L.: *The Periplus Maris Erythraei*, Princeton University Press, 1989.
7. Chatterji, Suniti Kumar: *Kirata-Jana-Kriti: The Indo-Mongoloids: Their Contribution to the History and Culture of India*, Asiatic Society, Calcutta, 1951.
8. Chattopadhyaya, B.D.: *A Survey of Historical Geography of Ancient India*, Manisha, Calcutta, 1974.
9. Chattopadhyaya, B.D.: 'Geographical Perspectives, Culture Change and Linkages: Some Reflections on Early Punjab', Presidential Address (Ancient Section), Punjab History Congress Proceedings, 27th Session, Patiala, Pt.I, 1995.
10. Chattopadhyaya, Sudhakar: *Racial Affinities of Early North Indian Tribes*, Munshiram Manoharlal, New Delhi, 1971.
11. Chaudhuri, Sashi Bhushan: *Ethnic Settlements in Ancient India*, General Printers & Publishers, Calcutta, 1955.
12. Cunningham, Alexander: *The Ancient Geography of India (1871)*, Low Price Publications, Delhi, 1990 reprint.
13. Entrikin, J.Nicholas, ed.: *Regions: Critical Essays in Human Geography*, Ashgate, Hampshire, England, 2008.
14. Gupta, P.: *Geography in Ancient Indian Inscriptions*, Delhi, 1973.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3		2				2		3		
CO2	3					3		2		3	
CO3			3	2					3		2
CO4					2	3				3	2
CO5		2	3						3		
1=lightly mapped			2= moderately mapped				3=strongly mapped				

## Semester IV

Semester: IV			
Serial number	Course Code	Course Title	Credits
1	SHHS202A	History of Art- Part II (Core Course I)	6
2	SHHS204A	Critical Readings in Historical Studies- Part I (Core Course II)	6
3	SHHS206A	Visualizing South Asia: Sites & Medium(s) (Core Course III)	6
4	SHEL250A	Creative Writing (SEC 2)	4
5	SHHS208A	Rivers of Monsoon Asia- Part II (Generic Elective)	6
<b>Total Credits</b>			<b>28</b>

SHHS202A	History of Art- Part II	L	T	P	C
		5	1	0	6
Version 1.0					
Prerequisites/Exposure	NA				
Co-requisites	NA				

### Course Objectives-

1. Analyse sculptures and art pieces in its historical and aesthetic sense.
2. Identify art and sculptural specimens based on its quality, features and place it historically.
3. Develop a scholarly outlook to deal with Indian visual art forms.
4. Recognize the symbolism inherent in the production of art and sculptures in Indian subcontinent.

### Course Outcomes-

After this course, the students will be able to-

1. Develop critical thinking by questioning works of art and architecture and developing arguments about the circumstances of their production and meaning.
2. Learn to build extended arguments based upon composite evidence: visual, historical, and textual.

3. Engage in creative research problems that yield new insights into art, architecture, history and culture.
4. Evaluate the variety of approaches to write about the history of the arts, architecture, and visual culture.
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

## **Catalogue Description**

Art historical research has two primary concerns- to discover who made a particular art object (attribution), and secondly to authenticate an art object, determining whether it was indeed made by the artist to whom it is traditionally attributed; thirdly, to determine at what stage in a culture's development or in an artist's career the object in question was made; fourthly, to assay the influence of one artist on succeeding ones in the historical past, and fifthly, to gather biographical data on artists and documentation (provenance) on the previous whereabouts and ownership of particular works of art.

This course will also help the students to understand the stylistic and formal development of artistic traditions on a large scale and within a broad historical perspective; this chiefly involves the enumeration and analysis of the various artistic styles, periods, movements, and schools of the past.

### **UNIT I: Development of Indian Art in the Early Medieval India      15 Lectures**

- (a) Cave Architecture: Ellora, Kailashnath Temple
- (b) Temple Architecture- Nagara, Dravida and Vesara Styles

### **UNIT II: Development of Art and Architecture in the Medieval Period 15 Lectures**

- (a) Development of Paintings in Medieval India: Mughal and Rajput
- (b) Development of Calligraphy and Book Illustrations as Art

### **UNIT III: Development of Art and Architecture in the Colonial Period      15 Lectures**

- (a) Development of Modern Architecture in Colonial India
- (b) Development of Museums in Colonial India

### **UNIT IV: Interpreting Art: Content, Style, Medium, Design      15 Lectures**

- (a) Post-Modern and Contemporary art in India
- (b) A survey of major artists in India



## Readings:

1. Mitter, Partha (2001) Indian Art, Oxford University Press.
2. Nath, R. (1995) Elements of Indian Art and Architecture, Historical Research Documentation Programme.
3. Ahir, D.C. (2003) Buddhist sites and shrines in India – History of Art and Architecture, India Book Center.
4. Brown, Percy (2007) Indian painting under the Mughals, Penguin Books.
5. Volwahren, Andreas (2004) Splendors of Imperial India: British Architecture in the 18th. and 19th Century, Prestel Publishing.
6. Pande, Rekha (2005) Religious movements in Medieval India, Gyan Publishing House.
7. Losensky Paul; Sharma Sunil (2011) In the bazaar of Love: The selected Poetry of Amir Khusro, Penguin Books
8. Michell, George (2000) Hindu Art and Architecture, Thames & Hudson.
9. Mishra, D.B. (2006) Heritage of Indian Art and Architecture, Kalyani Publishers.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

### Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>				<b>2</b>			<b>3</b>	<b>3</b>		
<b>CO2</b>	<b>2</b>	<b>3</b>								<b>3</b>	<b>2</b>
<b>CO3</b>			<b>3</b>			<b>2</b>			<b>3</b>		<b>2</b>
<b>CO4</b>		<b>2</b>	<b>3</b>							<b>3</b>	
<b>CO5</b>			<b>3</b>						<b>3</b>		
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>					<b>3=strongly mapped</b>			

<b>SHHS204A</b>	<b>Critical Readings in Historical Studies- Part I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

## **Course Objectives-**

1. To understand the distinction between primary and secondary sources.
2. To critically analyze primary and secondary sources.
3. To compare historical interpretations (historiography).
4. To construct and communicate historical arguments, primarily in written form.

## **Course Outcomes-**

After completion of this course, students will be able to-

1. Demonstrate factual and conceptual understanding of Historical studies.
2. Identify biases of the authors of sources.
3. Analyze primary and/or secondary sources.
4. Analyze the context in which the sources were created.
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

## **Catalogue Description-**

This course is designed to introduce students to the broad field of historical studies. It will provide a foundation to the discipline by acquainting students with certain key questions, themes, topics and works pertaining to historical studies and its allied disciplines in the humanities and social sciences such as sociology, anthropology, political science, religious studies, and philosophy. While the general regional focus will be on Asia and its sub-regions, the theoretical and conceptual issues germane to historical studies will be derived from wide-ranging scholarship as well as cultural and historical contexts. Some of the themes that the course will engage students in cover the idea(s) of history, the development of history and historical studies as a discipline, the writing and transmission of history and historical knowledge, cultural, social, political and economic history, political and economic aspects.

### **UNIT I: Texts and Philology**

**15 Lectures**

- (a) Language, culture, and society: Speech-communities
- (b) Language and culture; language, dialect, and idiolect; sociolinguistic variation
- (c) Bi/multilingualism and its cultural roots

### **UNIT II: Approaches to History**

**15 Lectures**

- (a) Texts, Tradition and Performance
- (b) Between Oral and Written in Historical Traditions
- (c) Manifestations of Oral and Written Traditions in Rituals Performance
- (d) Rituals in Motion: How traditions travel across the world?

### **UNIT III: Traces of the Past**

**15 Lectures**

- (a) Material Culture and the Problems of Historical Reconstruction
- (b) Archaeology and the Past
- (c) Material Lives: Reading Histories of and from Monuments

### **UNIT IV: Retrieving History**

**15 Lectures**

- (a) Visual Sources and their Interpretations
- (b) Autobiographical Texts
- (c) Inscription and Coins as Texts

## Readings

1. Burke, Peter, *Varieties of Cultural History*, Cornell University Press, 1997.
2. Caroline Steedman, *Dust: The Archive and Cultural History* Manchester University Press, Jan 2002
3. Carlo Ginzburg, *The Cheese and the Worms* (Routledge and Kegan Paul, 1980)
4. Francesca Orsini (ed.), *Love in South Asia: A Cultural History*, Cambridge University Press, Cambridge, 2006
5. Anderson, Benedict, *Language and Power: Exploring Political Cultures in Indonesia*, Cornell, 1990
6. Orsini, Francesca, *The Hindi Public Sphere 1920-1940: Language and Literature in the Age of Nationalism*, Delhi: Oxford University Press, 2002.
7. Lisa Mitchell, *Language, Emotion, and Politics in South India: The Making of a Mother Tongue*, Indiana University Press, 2009.
8. Nandini Bhattacharaya-Panda, *Appropriation and Invention of Tradition*, New Delhi, Oxford University Press, 2008.
9. Ghosh, Anindita. 2006. *Power in Print: Popular Publishing and the Politics of Language and Culture in a Colonial Society, 1778-1905*. New Delhi: Oxford University Press
10. Colin Renfrew and Paul Bahn, *Archaeology: Theories, Methods and Practice* (5th edition, Thames and Hudson, 2008)
11. Anders Andren. 1998. *Between Artifacts and Texts Historical Archaeology in Global Perspective*
12. John Moreland. 2001. *Archaeology and Text*. London: Gerald Duckworth and Co. Ltd.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

### Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3						2	3		
CO2	2	3					2		2	3	
CO3			3	2			3		3		
CO4			3	2						3	
CO5			3		2				3		
1=lightly mapped			2= moderately mapped					3=strongly mapped			

SHHS206A	Visualizing South Asia: Sites & Medium(s)	L	T	P	C
		5	1	0	6

## Course Objectives

1. To understand the visual culture of India.
2. To identify and assess source materials for understanding Indian history.
3. To understand the practicalities and politics of museum exhibitions.
4. To examine the nature, origin, and purpose of visual sources.

## Course Outcomes-

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

1. Develop scholarly methodologies for analyzing, interpreting, and talking about visual evidence from the past.
2. Demonstrate a deeper knowledge of the politics and cultures of visual attempts to represent diverse cultures and peoples.
3. Develop research as well as aesthetic skills to understand, analyze and produce visual art forms.
4. Analyze the context in which the sources were created.
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

## **Catalogue description-**

This course sets out to explore the field of visual culture in South Asia, as it has at the intersections of disciplinary domains of history, art history, cultural and visual anthropology, humanist geography, and film and media studies. It will examine the shifting nature and function of visual imagery in the modern and contemporary era, the changing technologies of production and reproduction, and the different circuits of reception, dissemination, and circulation of images. Interdisciplinary in its appeal and content, the course will introduce students to a wide range of sites and mediums of cultural productions ranging from painting, photography and popular prints to maps, archaeological relics, religious icons, public architecture and monumental statuary; from sites of display and spectatorship in museums and exhibitions to temples and urban spaces; from worlds of scholarship to those of devotion and tourism; from celluloid images of films and television to the interactive domain of the world wide web. Placing these visual forms and practices within the historical and political contexts of colonialism, decolonization, state building and globalization, the course will address broader theoretical concerns about the centrality of nationalism, class, ethnicity, diaspora, religion, gender, and sexualities in the constitution of modern and contemporary South Asian public spheres. The course explores South Asia both as geographical and cultural entities that question the arbitrary nature of national and political boundaries. Other than South Asian case studies, we will often look at the similar image representations from other parts of Asia, Africa, and Europe. Finally, through archives of images we will explore the different and often competing representations of South Asia both in the specific geographic region demarcated thus and in other parts of the globe among South Asians and non-South Asian communities in the diasporas.

### **UNIT I: Visual sources as window to South Asia's Past            15 Lectures**

- (a) Visualizing the ancient and early medieval through modern lenses.
- (b) Early surveys and surveyors of sites and antiquities - institutional and individual efforts, shared beginnings of archaeology and architectural history.
- (c) European reactions to Indian art and architecture; the Nationalist response; building, extending, and re-interpreting the visual archive in independent India.

### **UNIT II: Issues and debates in interpreting art objects and architecture    15 Lectures**

- (a) Style and its relationship to chronology
- (b) Debates on origins, antiquity, and cross-cultural transactions in art
- (c) Basis of classifications - racial, religious, dynastic, regional
- (d) Terminological concerns in art historical studies

### **UNIT III: Word as ‘image’ and image as ‘text’: correlating visual and textual discourse**

#### **15 Lectures**

- (a) History of Indian aesthetic thought: the creation and reception of art
- (b) The treatise (shastra) versus art practice (prayoga)
- (c) Visualizing narratives: religious and historical
- (d) Introduction to the iconography of images

### **UNIT IV: Reading socio-economic and political histories through art: 15 Lectures**

- (a) Authorship and agency in art: the role of the artist
- (b) Politics and the rituals of power and patronage in art
- (c) Representations of caste, class and gender in art
- (d) Categories of classical, folk and popular; craft and art

### **Primary Readings**

1. Berger, John. *Ways of Seeing*. London: BBC & Penguin Books, 1972
2. Mathur, Saloni. “To Visit the Queen: On Display at the Colonial and Indian Exhibition of 1886”, Chapter 2 in Saloni Mathur’s, *India by Design: Colonial History and Cultural Display*. University of California Press.
3. Pinney, Christopher. *Camera Indica: The Social Life of Indian Photographs*. University of Chicago Press.

### **Additional Readings-**

1. Chandra, Pramod, 1983. *On the Study of Indian Art*, Cambridge-Massachusetts and London: Harvard University Press (for the Asia Society).
2. Coomaraswamy, A.K., 1956. *The Transformation of Nature in Art*, New York.
3. Dehejia, Vidya ed., 1999. *Representing the Body: Gender Issues in Indian Art*, New Delhi: Kali for Women.
4. Dhar, Parul Pandya ed., (2011). *Indian Art Historiography: Issues, Methods and Trends*, New Delhi: D.K. Printworld and National Museum Institute.
5. Guha-Thakurta, Tapati, 2004. *Monuments, Objects, Histories: Institutions of Art in Colonial and Post Colonial India*, Ranikhet: Permanent Black (Indian edition).
6. Gupte, R.S. 1972. *Iconography of the Hindus, Buddhists and Jains*, Bombay: D.B. Traporevala Sons and Co.
7. Huntington, Susan L. 1985. *The Art of Ancient India: Buddhist, Hindu, Jain*, New York: Weatherhill. Meister, Michael W. ed., 1995. *Ananda K. Coomaraswamy: Essays in Architectural Theory*, Delhi: Indira Gandhi National Centre for the Arts and Oxford University Press.
8. Miller, Barbara Stoler ed., 1992. *The Powers of Art: Patronage in Indian Culture*, Oxford University Press. Misra, R.N., 1975. *Ancient Indian Artists and Art Activity*, Simla: Indian

- Institute of Advanced Study. Mitter, Partha, 1977. *Much Maligned Monsters: A History of European Reactions to Indian Art*, Oxford: Clarendon Press.
9. Ray, Himanshu Prabha and Carla M. Sinopoli, eds. 2004. *Archaeology as History in Early South Asia*, New Delhi: Indian Council of Historical Research and Aryan Books International.
  10. Ray, Niharranjan, 1974. *An Approach to Indian Art*, Chandigarh: Panjab University Publication Bureau.
  11. Sengupta, Gautam and Kaushik Gangopadhyay, eds., 2009. *Archaeology in India: Individuals, Ideas and Institutions*, New Delhi: Munshiram Manoharlal
  12. Settar, S. 1992. "Artists and Craftsmen: their Social and Economic Life," "Peregrinations of Artists," and "The Artists at Work," *The Hoysala Temples, Vol. I*, Bangalore and Dharwad: Kala Yatra Pub. and Karnatak University, pp. 83-143.
  13. Singh, Upinder, 2004. *The Discovery of Ancient India: early archaeologists and the beginning of archaeology*, Delhi: Permanent Black.
  14. Willis, Michael, 2009. *The Archaeology of Hindu Ritual: Temples and the establishment of the gods*, Cambridge University Press

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Term Exam</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>



<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3								3		
<b>CO2</b>	3		2					2		3	
<b>CO3</b>			3			2			3		
<b>CO4</b>				2	2					3	
<b>CO5</b>			3					2	3		
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>					<b>3=strongly mapped</b>			

### **Skill Enhancement Courses**

<b>SHEL250A</b>	<b>CREATIVE WRITING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### **Course Objectives**

1. To recognize creativity in writing and discern the difference between academic/ non creative and creative writing.
2. To develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art.
3. To develop a comprehensive understanding of some specific genres such as fiction, poetry, drama, and newspaper writing.
4. To distinguish between these as well as look at the subdivisions within each genre (such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc.).

5. To process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

## **Course Outcomes**

CO1. To introduce students to the difference between academic and creative writing.

CO2. To enable the students to explore different genres of creative writing.

CO3. To help them discover their own writing style.

CO4. To develop the ability to edit and proofread their work.

## **Catalogue Description**

This course will enable the students to understand various genres of creative writing and to develop their original ideas and writing style.

## **Course Content**

### **UNIT I:**

Introduction: Creative Writing, Difference between Academic and Creative Writing

### **UNIT II:**

Narrative Techniques: Point of View (first person, Second person, third person)

Narration (Direct narration, frame narration, indirect narration)

Speech (Quoted Speech, reported speech, free indirect speech)

### **UNIT III:**

Stylistic Devices: Simile, metaphor, personification, hyperbole, understatement, transferred epithet, pun, Allegory, Allusion, imagery

### **UNIT IV:**

Types of creative writing: Fantasy writing, Thriller Writing, Travel memoirs, Reflective Writing

Preparing for Publication: editing and proofreading

## **Suggested Readings**

Dev, Anjana Neira (2009). *Creative Writing: A Beginner's Manual*. Pearson, Delhi, 2009.

Morley, David (2007). *The Cambridge Introduction to Creative Writing*. Cambridge, New York.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping															
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P S O 1	PS O2	P S O 3	P S O 4	PS O5	PS O6
C O 1	3	3		2	2	2		2	3	1			2	2	3
C O 2	2	3			2					1					
C O 3	3								2						2
C O 4								3	2			2			
C O 5	2	3		3	2				3			2		3	3
<p>1=lightly mapped                      2= moderately mapped                      3=strongly mapped</p>															

## Generic Elective

SHHS208A	Rivers of Monsoon Asia- Part II	L	T	P	C
		5	1	0	6

### Course Objectives-

1. To evaluate the inter-relationship between the monsoon rivers and the human economy and society.
2. To examine how people have traditionally perceived rivers in different cultures and societies.
3. To analyse the present concerns about the rivers, their economies and sustainability of their resources.
4. Evaluate the Indian Monsoon Rivers from a historical-geographical lens.
5. To examine the changes in political and economic spheres in parts of South and Southeast Asia in relation to their hydraulic system.

### Course Outcomes-

After completion of this course, students will be able to-

1. Evaluate the concerns of the Indian society regarding Monsoon rivers.
2. Demonstrate effective solutions for resolving the problem of pollution and disaster management.
3. Develop an inter-disciplinary outlook to integrate history, sociology, geography and anthropology for understanding Indian Monsoon system.
4. Evaluate the challenges and opportunities associated with managing hydrological sustainability.
5. Conduct research and apply scientific methods to investigate river systems.

### Catalogue Description-

By focusing on the two very important rivers of Monsoon Asia, this course will pose a fundamental question as to how these fluvial entities have impinged on society and economy in the past. More specifically, we will examine how people have traditionally perceived rivers in different cultures and societies. How did they rationalize the exploitation of riverine resources? How did control over the river often determine political configurations of a region? An exploration into these questions may yield some insights into the present concerns about the rivers, their economies and sustainability of their resources. Furthermore, the course tries to assign historical-geographical agency to rivers, which had been the sites of human activities leading to the progress of civilization. The Ganga and Irrawaddy betray many similarities in the ways states were formed. Keeping the rivers at the center-stage, the course closely examines changes in political and economic spheres in parts of South Asia.

## **UNIT I: Rivers and Ecology-15 Lectures**

- (a) The ecological concerns of rivers in South Asia
- (b) Development vs Conservation debate
- (c) River as a sacred space in Modern South Asia

## **UNIT II: River conservation Projects in South Asia-15 Lectures**

- (a) GRBMP and NRGB plans to understand and analyze Ganga River basin
- (b) Rivers as Common Human Heritage
- (c) National and State level projects on river conservation- NRCDD- Namami Gange, NRCP etc.

## **UNIT III: Disaster Management in River Basins-15 Lectures**

- (a) Floods, ecological disasters, destruction of the river ecosystem
- (b) Approaches to resolve the natural and human made disasters in the river basin
- (c) National and State level policies on Disaster Management of rivers

## **UNIT IV: Rivers and Modernity- 15 Lectures**

- (a) Multipurpose Dams: The temples of modern India
- (b) Hydraulic projects in India- Aims, Problems and Scope
- (c) The victim of unequal access to water- scarcity, displacement, destruction

## **Primary Readings**

1. Steven G. Darian, “*The Economic History of the Ganges to the End of Gupta Times*”, *Journal of the Economic and Social History of the Orient* 13:1 (1970)
2. Dilip Chakrabarti, *Archaeological Geography of the Ganga Plain: The Lower and Middle Ganga* (New Delhi: Permanent Black, 2001)
3. Sunil S. Amrith, *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants* (Cambridge, Mass.: Harvard University Press, 2013)
4. Heinrich von Stietencron, *Ganga and Yamuna: River Goddesses and their Symbolism in Indian Temples*, trans. Mitch Cohen (Ranikhet: Permanent Black, 2010)

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO3
CO1	3		3		2				3		
CO2	3			2	3					3	
CO3	2		3					2	3		
CO4					2	3		3		3	
CO5	2		3					2	3		
1=lightly mapped			2= moderately mapped				3=strongly mapped				

## Semester V

Semester: V			
Serial number	Course Code	Course Title	Credits
1	SHHS301A	History of Religions in South Asia- Part I (Core I)	6
2	SHHS303A	Research Methodology: Part II (Core II)	6
3	SHHS305A	Understanding Sufism in India (DSE 1)	6
4	SHHS307A	Travel, Trade & Pilgrimage (DSE 2)	6
<b>Total Credits</b>			<b>24</b>

SHHS301A	History of Religion in South Asia- Part I	L	T	P	C
		5	1	0	6

## Core Papers

### Course Objectives-

1. To discuss the essential aspects of religious thought and practice in South Asia as they have developed over the course of history.
2. To understand the basic questions of human existence considering the answers provided to those questions in the literature and ethos of South Asian religious traditions.
3. To examine the role of religion in the socio-cultural development of society.
4. To examine the religious history of India from Ancient to Early Medieval Period.

### Course Outcomes:

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

1. Evaluate India's early cultural and religious past.
2. Assess contemporary concerns and ideologies in influencing our understanding and representation of that past.
3. Analyze the relationship between Indian religious texts and the earlier myths of the Vedas and the Indian Epics, the diversity of the narrative and mythic materials within and across different texts.
4. Examine the process of production, consumption, transformation and dissemination of Indian religious traditions, texts, and institutions.

5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

### **Catalogue Description-**

This course is a historical and topical survey of the complex religious traditions of South Asia. While focusing on Hinduism, the course also treats Jainism, Buddhism, and Islam as they relate to the Hindu tradition. It examines the development of South Asian religious ideas and institutions against the social, cultural, and historical backdrop of the Asian sub-continent.

### **UNIT I: The origins and Development of Religion in South Asia-15**

#### **Lectures**

- (a) Understanding Dynamics of Religions- concepts, approaches, and historiography
- (b) Religion in the Harappan Civilization

### **UNIT II: Development of Religious Beliefs, Rituals and Dogmas-15**

#### **Lectures**

- (a) Early Vedic and Later Vedic Religious Tradition (1500-600 BCE)
- (b) Development of new Religious Ideas, Practices and Sects in the Mahajanpada period (c.600 to c.200 BCE): Early Buddhism, Jainism, Materialism
- (c) The Epics and their religious significance: Ramayana and Mahabharata 400 BCE to circa 400 CE)

### **UNIT III: New Dynamics and Mutations in the South Asian Religious Tradition-15**

#### **Lectures**

- (a) Puranic Hinduism: Vaishnavism, Shaivism and Shaktism
- (b) Mahayana Buddhism and Jaina Agamas- Schism in Buddhism and Jainism

### **UNIT IV: Religion and State Patronage in Ancient and Early Medieval Period-15**

#### **Lectures**

- (a) Gupta age and Sanskrit cosmopolis- Bhagavatism, and emergence of grand religious structures
- (b) Post-Gupta period- Beginning of Bhakti tradition

#### **Readings:**



1. Bhattacharya, H.: The Cultural Heritage of India, 2nd ed., Vol. IV, 1969.
2. Bhattacharyya, N.N.: Indian Religious Historiography, Vol. I, 1996.
3. Ghurye, G.S.: Gods and Men, 1962.
4. Jones, Lindsay(ed.): Encyclopedia of Religion (15 Volumes), 2005, (details on p.9).
5. Kosambi, D.D.: Myth and Reality, 1962
6. Shrimali, K.M: ‘Religion, Ideology and Society ‘, Proceedings of the Indian History Congress, 49th Session, 1988, Dharwad (1989).
7. Weber, Max: The Religion of India, 1968.
8. Young, Serinity(ed.): Encyclopedia of Women and World Religion, 2 Vols.1999.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2			3				3		
CO2	3		2	3					2	3	
CO3			3		2	3			3		
CO4	2				3			2		3	
CO5			3						3		
1=lightly mapped			2= moderately mapped					3=strongly mapped			

<b>SHHS303A</b>	<b>Research Methodology: Part II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

## **Course Objectives**

1. To discuss the basics of research and the research process.
2. To understand the process of conducting research work and formulating research synopsis and report.
3. To examine the nature and scope of Social Science research.
4. To demonstrate tools, methodologies, and methods of social science research.

## **Course Outcomes-**

Upon successful completion of the course students will be able to-

CO1: Develop skills to conduct various kinds of research.

CO2: Develop their own research objectives, research process, research designs and sample size.

CO3: Demonstrate quantitative and qualitative research techniques and knowledge.

CO4: Design data analysis-and hypothesis testing procedures.

CO5: Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

## **Catalogue Description-**

This course will introduce students to a range of methodological questions that are necessary to understand what we call 'history' or rather notions of the past in different cultural, political, historical, linguistic, and philosophical contexts in Asia and beyond. Each module will incorporate concrete examples in order to elucidate research methodologies along with current theoretical perspectives and debates. Students will thereby be provided with a broad yet complex, holistic, multidisciplinary foundation to think critically about 'the past' and to think about the scholarly field of 'Historical Studies'.

## **UNIT I: Research Inquiry and Interpretation-15 Lectures**

- (a) Nature of Scientific Inquiry
- (b) Scientific Methods-Induction and Deduction
- (c) Hypothesis and Theory and their Interpretation

## **UNIT II: Nature and Scope of Social Science Research-15 Lectures**

- (a) Nature and Scope of Social Research
- (b) Need for Multi-Disciplinary and Inter-Disciplinary Approach in social science
- (c) Aims, Research gaps and limitations of social science research

## **UNIT III: Methods and Techniques of Social Science Research-15 Lectures**

- (a) Research Sample Design- Census and Sample Surveys, Sampling techniques, Sample size.
- (b) Research Design in Social Sciences
- (c) Methods of Data Collection, Methods of collecting primary data-Observation-Interviews, Questionnaires and Schedules

## **UNIT IV: Ethics of Writing and Publishing in Social Science-15 Lectures**

- (a) SAGE guidelines for academic writing and publishing- COPE guidelines
- (b) Ethics of data collection- Belmont ethical principles
- (c) Plagiarism and unethical academic practices

### **Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

#### **Examination Scheme:**

<b>Components</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Term Exam</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>

<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3							2	3		
<b>CO2</b>	3							3		3	
<b>CO3</b>			3				2	3	3		
<b>CO4</b>							2	3		3	
<b>CO5</b>			3			2			3		
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>				<b>3=strongly mapped</b>				

### **Discipline Specific Electives**

<b>SHHS305A</b>	<b>Understanding Sufism in India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

### **Course Objectives-**

1. To understand the foundational ideas of Sufism.
2. To examine the ideas and literature of Sufi masters over a broad time period.
3. To evaluate the regional variations of Sufism across Asia and beyond.
4. To analyze the non-spiritual dimensions of Sufis through interactions with their immediate environment – society, politics, culture etc.

### **Course Outcomes-**

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

1. Evaluate the process of development of Sufi tradition in India with reference to some great Sufis.
2. Analyze important Sufi doctrines in the Indian subcontinent.
3. Compare and Contrast the common elements between Bhaktism and Sufism.

4. Evaluate the contribution of Sufism to composite Indian Culture and the role of the great Indian Sufis in modern times.
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

### **Catalogue Description-**

This course will look into the spiritual tradition of Islam, popularly known as Sufism. The history of Sufism will be mapped, beginning from its origins around the tenth century. As the spiritual dimension of Islam, the literature produced on this branch of Islamic culture far exceeds anything produced on any other aspect of Islam. The course, however, does not limit itself to being only a literature survey on Sufism. Rather it focuses on selected themes which will help formulate a coherent understanding on the subject. The course will introduce students to Sufism through an understanding of its historical background, origins, and socio-political interactions.

Framing of various themes is done keeping in mind a logical continuity in ideas yet being careful of not being repetitive. Issues those are fundamental, like Sufi doctrines, and contentious, like Sufi rituals and practices, will be discussed as part of separate themes, thereby throwing light into key aspects concerning Islamic spirituality.

#### **UNIT I: The Historical Formation of Sufism-15 Lectures**

- (a) A brief introduction to Sufism in India and the World
- (b) Early Masters of Sufism: Formation of Sufi world
- (c) The Sufi path: Murid, Murshid, Khanqah and Silsilah

#### **UNIT II: Development of Sufism in the Indian Subcontinent-15 Lectures**

- (a) An Overview of the Sufi Tradition: The Roots of Sufism
- (b) Sufi Orders and Institutions- Chishti, Suhrawardi, Qalandars, Naqshbandi etc
- (c) Sufi Poetry, Music, and Aesthetics- sama and mehfil

#### **UNIT III: Sufi Knowledge Tradition-15 Lectures**

- (a) Sufi Philosophy: Divine Assistance, Invocation and Prayer, Love and Longing, Knowledge and Wisdom
- (b) Sufi Literature: Malfuzat, *shaykhs*, Bashara and Beshara Traditions,
- (c) Sources of the tradition: The Qur'an, the Hadith; the Prophet Muhammad as paradigm for the life of spirituality

#### **UNIT IV: Sufism in the Modern World-15 Lectures**

- (a) Sufism and Islamic fundamentalism: The Wahabis and the Mujahids
- (b) Social and political roles of Sufis in the South Asia
- (c) Sufism and Women: Contestations and Compliances

**Primary Readings**

1. Ali, Abdullah Yusuf (trans.), *The Meaning of the Holy Quran*, Amana, 1999.
2. Schimmel, Annemarie, *Mystical Dimensions of Islam*, UNC Press, 1975
3. Karamustafa, Ahmet, *Sufism: The Formative Period*, University of California Press, 2007
4. Farooqi, N.R., “Some Aspects of Classical Sufism”, *Islamic Culture*, 76, 2002, 1-32.
5. Chittick, William, *Sufism: A Short Introduction*, Oneworld, 2000

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

**Programme and Course Mapping**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2							3		
CO2	3		3				3	2		3	
CO3			3	2			2	3	3		
CO4				2	3				2	3	
CO5			3		2	3			3		
<b>1=lightly mapped                      2= moderately mapped                      3=strongly mapped</b>											

SHHS307A	Travel, Trade & Pilgrimage	L	T	P	C
		5	1	0	6

### Course Objectives-

1. To examine the relevance of travelling and pilgrimage as history and its relationship with culture.
2. To analyze the various factors that influenced the history of travelling and pilgrimage in the Indian subcontinent.
3. To define and discuss the origins, nature, and development of religious pilgrimage in South Asia.
4. To describe the symbiotic relation between trade and cultural exchanges in relation to travelling.

### Course Outcomes-

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

1. Describe the phenomenon of pilgrimage in religions.
2. Analyze the commonalities and differences between different pilgrimage traditions.
3. Examine the social and political dimensions of pilgrimage.
4. Evaluate the ways in which pilgrimage forms both personal and social identities.
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performativity, and experiential.

### Catalogue Description

This course offered as an elective in the School of Historical Studies will look into the various traditions of interactions between Indian cultures with cultures outside the subcontinent, across a geographical spread of South Asia (North-Western, North and Deccan), Central Asia and Iran. This course will begin by enquiring into the important trends of connection between these two cultures starting from ancient times. In course of time South Asia turned out to be a fertile ground for cultural syncretism, linguistic and artistic productions, shaped by complex interactions between Indic and the outside cultural traditions both in north India and, more importantly, in the Deccan. The course will investigate such interesting aspects of inter-Asian relations with east as well as the west reflected in politics, society, economy, warfare, literary culture, art and architecture.

### UNIT I: Introduction to the History of Travelling, Trade and Pilgrimage-15 Lectures

- a) Motivations of Travelling in the past- God, Glory, and Gold
- b) Historiographical approach to travelling, trade and pilgrimage
- c) Travelling and its Geographical, Demographic and Historical determinants

### UNIT II: The Socio-Cultural Aspect of Travelling-15 Lectures

- (a) Cultural Travelling and Tourism- Tangible and Intangible Heritage
- (b) Travelling and Pilgrimage- Tirthas, religious pilgrimage, Haj, Travelling and sacrality

- (c) Travelling as means of socio-cultural interaction between different communities and regions

**UNIT III: Travelling and Trade-15 Lectures**

- (a) Travelling for trade- motivations and limitations
- (b) The development of trade and economic imperialism
- (c) Economic Tourism- Fairs, Markets, Caravans, Hundis, Joint Stock Companies etc.

**UNIT IV: Travelling from Past to the Present-15 Lectures**

- (a) Brief History of Travelling in Ancient India
- (b) Brief History of Travelling in Medieval Period
- (c) Brief History of Travelling in the Modern Period

**Primary Readings**

1. Samuel Lee, *The Travels of ibn Battuta: in the Near East, Asia and Africa, 1325-1354*, Dover Publications, 2004
2. Ross E. Dunn, *The Adventures of ibn Battuta: A Muslim Traveler of the Fourteenth Century*, University of California Press, 1986.
3. H.A.R. Gibb, *The Travels of ibn Battutta*, Goodword Books, 2000
4. H.A.R. Gibb, *The Travels of ibn Battutta*, Munshiram Manoharlal, 1999
5. David Gilmartin and Bruce Lawrence, *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*, University Press of Florida, 2000.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Term Exam</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>



<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>		<b>2</b>	<b>3</b>				<b>3</b>	<b>3</b>		
<b>CO2</b>	<b>3</b>					<b>2</b>		<b>3</b>		<b>3</b>	
<b>CO3</b>			<b>3</b>	<b>2</b>	<b>3</b>				<b>3</b>		
<b>CO4</b>	<b>2</b>				<b>3</b>					<b>3</b>	
<b>CO5</b>			<b>3</b>				<b>2</b>		<b>3</b>		
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>				<b>3=strongly mapped</b>				

### Semester VI

<b>Semester: VI</b>			
<b>Serial number</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>1</b>	<b>SHHS302A</b>	<b>Critical Readings in Historical Studies- Part II (Core 1)</b>	<b>6</b>
<b>2</b>	<b>SHHS304A</b>	<b>History of Religion in South Asia- Part II (Core 1I)</b>	<b>6</b>
<b>3</b>	<b>SHHS306A</b>	<b>Approaches to South Asian History: Society, Politics &amp; Economy (1200-1800) (DSE 3)</b>	<b>6</b>
<b>4</b>	<b>SHHS308A</b>	<b>Project/ Dissertation- Practical (DSE 4)</b>	<b>6</b>
		<b>Value Added Course (VAC)</b>	<b>0</b>
<b>Total Credits</b>			<b>24</b>

### Core Papers

<b>SHHS302A</b>	<b>Critical Readings in Historical Studies- Part II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

## **Course Objectives-**

The course enables students to-

1. Critically analyze primary and secondary sources necessary for historical reconstruction.
2. Reflect on the limitations of their sources and on silences in the historical record.
3. Describe how historical actors are differently affected by their ethnicity, race, class, gender, sexual orientation, and language.
4. Demonstrate how political, economic, and social structures affect historical change.

## **Course Outcomes-**

After completion of the course students shall be able to-

1. Develop skills to evaluate the sources, methods, motivations, and interpretations behind historical narratives.
2. Describe a variety of sound historical research practices.
3. Recognize and define the diversity of human experiences and how these change over time.
4. Formulate appropriate research questions regarding historiography and epistemology.
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performativity, and experiential.

## **Catalogue Description-**

This course is designed to introduce students to the broad field of historical studies. It will provide a foundation to the discipline by acquainting students with certain key questions, themes, topics and works pertaining to historical studies and its allied disciplines in the humanities and social sciences such as sociology, anthropology, political science, religious studies, and philosophy. While the general regional focus will be on Asia and its sub-regions, the theoretical and conceptual issues germane to historical studies will be derived from wide-ranging scholarship as well as cultural and historical contexts.

### **UNIT I: The trend towards Total History--15 Lectures**

- (a) Annals School- origins and development
- (b) Time- Short duree, Medium duree, Long Duree
- (c) Demography and Environment as Historical agents

### **UNIT II: Micro History and the History of Everyday**

- (a) Personal experiences as History

- (b) The question of self and identity as Historical entity (case study of king of Bhawal)
- (c) History of the everyday- memoirs, emotions, consciousness, and traditions

**UNIT III: History and the Archives**

- (a) The Nature, Scope, and Problems of an Archive- Reading along the grain or against the grain
- (b) Museums as Archives- the politics of commemoration and remembrance
- (c) Visual Archives- Ethnography, Photographs and Surveillance

**UNIT IV: History as Fiction**

- (a) History vs Literature- History as Narrative, Imagination and Discourse
- (b) Historical Fiction and Fictional History- The two spectrums of Historical Knowledge
- (c) Nation as an Imagined Community- Constructing and Deconstructing “Nationalism”

**Readings-**

1. Marc Bloch, *French Rural History* (1931/1966)
2. Fernand Braudel, “History and the Social Sciences: The Long Duration,” *American Behavioral Scientist* (1960)
3. Carlo Ginzburg, *The Cheese and the Worms* (1976)
4. Natalie Zemon Davis, *Fiction in the Archives* (1987)
5. Benedict Anderson, *Imagined Communities* (1983/1991)

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination  
Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3								3		
CO2	2	2					3			3	
CO3			3		2				3		
CO4	2						3			3	
CO5	2		3				2		3		
1=lightly mapped			2= moderately mapped					3=strongly mapped			

SHHS304A	History of Religion in South Asia- Part II	L	T	P	C
		5	1	0	6

### Course Objectives-

1. To discuss the essential aspects of religious thought and practice in South Asia as they have developed over the course of history.
2. To understand the basic questions of human existence considering the answers provided to those questions in the literature and ethos of South Asian religious traditions.
3. To examine the role of religion in the socio-cultural development of society.
4. To examine the religious history of India from Ancient to Early Medieval Period.

### Course Outcomes:

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

1. Evaluate India's early cultural and religious past.
2. Assess contemporary concerns and ideologies in influencing our understanding and representation of that past.
3. Analyze the relationship between Indian religious texts and the earlier myths of the Vedas and the Indian Epics, the diversity of the narrative and mythic materials within and across different texts.

4. Examine the process of production, consumption, transformation and dissemination of Indian religious traditions, texts, and institutions.
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

### **Catalogue Description-**

The course is a study of religions originating in South Asia, with a focus on Early Medieval and Modern India. The course will provide students with a basic understanding of the teachings and practices of Buddhism, and the role of this religion as a connecting factor of several Asian cultures (India, Tibet, Sri Lanka, Burma, the Silk Routes etc.). Past and present perspectives are represented. Hindu religions form a second focus, the course also offers an introduction to other religions important to the region, such as Jainism, Islam, Sikhism and Christianity.

### **UNIT I: Socio-religious developments in the Medieval South Asia**

- (a) Indian society in early thirteen century
- (b) Hindu, Muslim relations under the Delhi Sultanate and Mughals,
- (c) Position of Ulema. Women and Slaves

### **UNIT II: Bhakti Movement.**

- (a) Kabir, Nanak, Tulsidas and Tukaram
- (b) Female Sufi Saints- Mirabai, Lalded, Akka Mahadevi
- (c) Socio-religious importance of the Bhakti Movement

### **UNIT III Sufism in South Asia**

- (a) Development and growth sufi- silsilas- Chisti; Shuhsawati, Naqsbandi and Firdausia
- (b) Key philosophical and spiritual ideas of Sufism
- (c) Socio-religious importance of Sufism in India

### **UNIT IV: Religious Developments in Modern South Asia**

- (a) Socio-religious reform movements of the 19<sup>th</sup> century- Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Dayanand Saraswati, Swami Vivekananda
- (b) Religious revivalist movements in modern India- Cow protection movement, Hindi-Urdu debate, shuddhi movement
- (c) Religious movements in the 20<sup>th</sup> century- Temple entry movement, Gandhi and Ambedkar on religion

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3			2					3		2
CO2	3									3	
CO3			3		2				3		
CO4	2				3					3	
CO5	2		3						3		2
1=lightly mapped			2= moderately mapped				3=strongly mapped				

**Disciple Specific Course**

SHHS306A	Approaches to South Asian History: Society, Politics & Economy	L	T	P	C
		5	1	0	6

**Course Objectives-**

1. To examine into newer works and research on South Asian history
2. To understand the process of cultural assimilation of people, cultures, and ideas
3. To evaluate South Asian history through their language, literature, music, poetry, gender relations, folk cults, art, and architecture.
4. To explain the continuities and changes in the South Asian History with the coming of

colonialism

### **Course Outcomes-**

After the completion of the course, students will be able to-

1. Demonstrate foundational knowledge of the culture of South Asia, given by scholars at the forefront of their disciplines.
2. Develop skills to work in South Asian societies or in a context with South Asian connections.
3. Formulate key research questions related to South Asian History.
4. Develop an inter-disciplinary perspective for understanding and approaching historical studies.
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

### **Catalogue Description-**

Studying South Asian history is intricately linked to the regions' rich and varied past. Such enormous diversity is supported by great number of cross-cultural exchanges which this region experienced, at least from the beginning of the second millennium. This course tries to map some of those trends stretching across South Asian society, economy, polity. It begins from a time which marks one of the watersheds in the history of this region with the coming of Turks and the rise of Muslim political dominance.

For the next few centuries till the rise of the British from the 18<sup>th</sup> century, South Asia comprises anything but a monolithic and unchanging geo-cultural space. Contributions from a recent scholarship on this region present before us a historical canvas which is markedly dynamic and receptive to multiple influences across political, economic, etc.

### **UNIT I: The Political Evolution of Modern South Asia**

- (a) British India: The Growth of Colonialism and Nationalism in South Asian States
- (b) Modern Political Evolution with special reference to studies on South Asia: Approaches and Issues.
- (c) Profile of South Asian Political Systems

### **UNIT II: Socio-Religious Issues in Modern South Asia**

- (a) Politics of Ethnicity, Social Crisis
- (b) Religious and Sectarian Conflicts
- (c) Politics of Identity- The self and the other in Modern Nationalism

### **UNIT III: The Economic Development in Modern South Asia**

- (a) The State, Planning and Industrialization
- (b) Democracy, Authoritarianism and Development
- (c) Liberalization, Privatization and Globalization

**Primary Readings**

1. Bardhan, P (1994) The Political Economy of Development in India, Oxford University Press.
2. Corbridge, S and J. Harriss (2000), Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy, Polity Press
3. T. J. Byres, T.J (1999), The Indian Economy: Major Debates since Independence, Oxford University Press.
4. Kohli, A (1990), ‘Democracy and Discontent: India’s growing Crisis of Governability’, Cambridge University Press.
5. Harriss-White, B (2003), ‘India Working’ Cambridge University Press.
6. Panagariya, A (2008), ‘India: The Emerging Giant’, Oxford University Press
7. Lieven, A (2011), ‘Pakistan: A Hard Country’, Allen Lane.
8. Zaidi, S.A (2005), ‘Issues in Pakistan’s Economy’ Oxford University Press.

Additional Reading:

1. Acemoglu, D., S. Johnson and J.A. Robinson, (2001), ‘The Colonial Origins of Comparative Development: An Empirical Investigation’, American Economic Review, 91, p1369-1401.
2. Khan, M.H. (2009) Governance Capabilities and the Property Rights Transition in Developing Countries.
3. Khan, M.H. (2012) ‘Governance and Growth: History, Ideology and Methods of Proof.’ in Akbar N., Botchwey, K. Stein, H. and Stiglitz, J. (eds). Good Growth and Governance in Africa: Rethinking Development Strategies. Oxford: Oxford University Press, pp. 51-79.
4. Kohli, A (1994), ‘Where Do High Growth Political Economies Come From? The Japanese Lineage of Korea’s Developmental State’, World Development, 22:9, p1269-1293.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Term Exam</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>



<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>2</b>	<b>3</b>					<b>2</b>		<b>3</b>		
<b>CO2</b>	<b>3</b>					<b>2</b>				<b>3</b>	
<b>CO3</b>			<b>3</b>	<b>2</b>					<b>3</b>		<b>2</b>
<b>CO4</b>	<b>3</b>									<b>3</b>	
<b>CO5</b>			<b>3</b>		<b>2</b>				<b>3</b>		
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>					<b>3=strongly mapped</b>			

<b>SHHS308A</b>	<b>Project/ Dissertation</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
					<b>6</b>

### **Course Objectives-**

1. To demonstrate the importance of planning and preparation required to undertake a research project.
2. To develop a thorough knowledge of the chosen subject area and foster an insight on the research topic.
3. To interpret and infer effectively and collate their inferences objectively in academic writing.
4. To enhance the organizational and writing skills of the learners in conceptualizing and researching on a topic and contributing to academic corpus.

### **Course Outcomes-**

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

1. Demonstrate appropriate referencing and develop skills in other aspects of academic writing.
2. Describe the process of carrying out independent research in written format and report your results and conclusions with reference to existing literature.
3. Show evidence of clarity of argument, understanding of the chosen topic area, and presentation of technical information.

4. Identify, analyze, and interpret suitable data to enable the research question to be answered.
5. Identify, summarize, and critically evaluate relevant literature and write a literature review of the relevant field.

### **.Catalogueue Description**

The aim of this course is to encourage the learners to conceptualize and conduct research, gain knowledge of the tools to design a research project, critique and challenge it. The learners will be able to define a research problem, use adequate sources and pertinent specialist literature to conceptualize the problem, understand the role of literature, and understand the means and ways to apply canonical theories into contemporary research. This course would serve as a interface between theories and praxis.

### **Course Content**

1. The topics shall adhere to the Historical themes and sub themes.
2. The candidates can take up a topic either from the prescribed syllabus or from outside the prescribed syllabus. The projects on the topics outside the syllabus will attract grace marks.
3. It is recommended that the project should be carried out on an individual basis. In special cases Group presentation of projects can be allowed.
4. VI Semester shall be devoted to the study of methodology of research and project work. By the end of the VI Semester, a Synopsis of Project work should be finalized with the help of the guide.
5. The Synopsis of the Project, which is finalized by the end of III Semester, should be submitted to the Department for approval. It shall consist of the following: • Title of the Project • Objectives • Review of Literature • Methodology including the reading list. It is strongly recommended that, the Department need not wait till the end of the Semester for the finalization of the topic for Project Work. The students shall be encouraged to start the project work as early as possible in the VI Semester itself. This will ensure enough buffer time in case of unforeseen circumstances.
6. A Department Level Project Committee under the Chairmanship of Head of Department, in its due course of meetings, shall approve the topics for Project work. The Department Level Project Committee may or may not conduct a zero-credit-zero-mark general viva to ascertain the competency of the candidates for conducting the project work. The Department Level Project Committee shall give necessary guidelines, which should be taken note by the students as well as the guide.
7. The approved topics, along with the name of students and the name of the guide/supervisor should be displayed on a Notice Board under the Seal and Signature of the Head of the Department.
8. The VI Semester is fully devoted for • Library Work and Data Collection • Data Analysis • Project Writing • Report Presentation and Submission

9. The candidates shall devote themselves to the realization of the project, making use of the holidays. Hours allotted for Project work in the VI Semesters should be devoted for attending lecture classes on Project work and for obtaining guidance from the Supervisor.

10. Each candidate shall submit the report of the Project work, separately under his/her name mentioned in the Certificate signed by the Supervisor/Guide and Head of Department.

11. Normally a Project work should consist of the following:-

- 25 to 30 A-4 size typed or printed pages • Font: Times New Roman • Letter size: 12 for running matter
- Letter Size: 16 for Headings • Line Spacing: 1.5 • Page Numbers: aligned to the top-center • Margins of 1.25 inches on all sides. • References if any may be given as Endnotes • Spiral binding. • Minor desirable variations can be adopted by the DLPC (Dept. Level Project Committee) of a college. • Structure of the Project Report is as follows: - Page i) "TITLE OF THE PROJECT REPORT IN CAPITAL Project Report Submitted in Partial Fulfilment of the Requirements for the Award of Degree of Bachelor of Arts of the K. R. Mangalam University by (Students Name), Register Number, Emblem of the Institution, Month Year Department, Name of College, Address Page ii) Declaration by the candidate Page iii) Certificate from the Supervisor, countersigned by the HoD. Page iv) Acknowledgements if any. Page v) Contents

12. It is of utmost importance that the student should refrain from plagiarism. The Supervisor shall take utmost care in this regard.

13. Evaluation of the Project: The Project Report shall be subject to both internal and external evaluation. The Internal Evaluation shall be done at the Department level. As in the case of the Core Courses, the Internal Evaluation of the project carries 25% Weightage. This has to be awarded to the candidates on the basis of his/her performance in the project presentation followed by an Internal Viva-Voce conducted by a three-member Committee comprising of the Head of Department, Supervisor, and a senior Faculty member. The External Evaluation of the Project is based on written material. The external evaluation is done by a Board of Examiners consisting of a minimum of 3 members selected from a Panel of Examiners constituted from among the faculty members of History. The Board of Examination shall consist of at least one faculty member from the Department, the students of which are examined.

14. Declaration of the Result: The student should get a minimum of C Grade for a pass. In an instance of inability of obtaining a minimum grade of C, the Project may be redone, and the report may be resubmitted.

## Reference Books/Materials

- 1) Ali Sheikh, History: Its Theory and Method, Macmillan India Ltd., Madras 1978. 2) Beach Derek, Process-Tracing Methods: Foundations and Guidelines, University of Michigan Press,
- 3) Carr, E. H. What is History? Macmillan, London: 1964.
- 4) Collingwood, R. G. The Idea of History, Oxford University Press. Oxford 1978.
- 5) Garraghan, G. J. S. J. A Guide to Historical Method (Ed), Jean Delanglez S. J. (Fordham University Press, New York, 1957.
- 6) Gottschalk, Louis, Understanding History, New York, Second Edition, 1969.
- 7) S. M Sayanekar, Element in Research Methodology in Social Science. Manan Prakashan, 2016.
- 8) K. N. Chitnis, Research Methodology in History, Atlantic Publishers, New Delhi, 2006.

<b>Evaluation Scheme</b>			
	<b>Evaluation Component</b>	<b>Duration</b>	<b>Weightage</b>
1	Assignment/ Presentation/ Dissertation	30 Minutes	50
2	External Evaluation	90Minutes	30
3	Internal Evaluation		20
<b>Total</b>			<b>100</b>