Sharda School of Humanities & Social Sciences

Programme: M.A. (Modern History)

Programme Code: SHS 0116

Batch: 2025-27

Semester-wise Programme Structure

Sharda School of Humanities and Social Sciences
M.A. (Modern History) Batch: 2025-27
Academic Year: 2025-26

SEMESTER: I

Sharda School of Humanities and Social Sciences								
Name of the Program- MA Modern History								
MA 2 YR with CC								
Batch: 2025-2027								
SEMESTER: I								
S. No	**Paper ID**	**Subject Code**	**Subjects Name**	**Teaching Load**			**Credits**	**Type of Course (Core/Elective/DSE/Vocational/ Co-Curricular/ RBL any other**
				L	**T**	**P**		
THEORY SUBJECTS								
1		HIT4401	Ideas of History and Historiography	4	0	0	4	Core
2		HIT4402	India's Struggle for Independence	4	0	0	4	Core
3		HIT4403	Issues in Post-Independent India (1947-2000)	4	0	0	4	Core
4		HIT4404	Selected Issues in Gender Studies	4	0	0	4	Core
Practical/Viva-Voce/Internship/ Project								
4		HIP4401	Practical Approaches to Idea of History & Historiography	0	0	2	1	Core: Practical
5		HIP4402	India's Struggle for Independence-Practical	0	0	2	1	Core: Practical
6		HIP4403	Practical Approaches to Contemporary Indian History	0	0	2	1	Core: Practical
7		HIP4404	Selected Studies in Gender History-Practical	0	0	2	1	Core: Practical
8		CCP4001	Community Connect in PG	0	0	2	0	SEC
Total Credits: 20								

Sharda School of Humanities and Social Sciences
M.A. (Modern History) Batch: 2025-27
Academic Year: 2025-26

Sharda School of Humanities and Social Sciences								
Name of the Program- MA Modern History								
MA 2 YR with CC								
Batch: 2025-2027								
SEMESTER: II								
S. No	**Paper ID**	**Subject Code**	**Subjects Name**	**Teaching Load**			**Credits**	**Type of Course (Core/Elective/DSE/Vocational/Co-Curricular/ RBL any other**
				L	**T**	**P**		
THEORY SUBJECTS								
1		HIT4413	Issues in Contemporary World	4	0	0	4	Open Elective
2		HIT4414	Age of Revolutions	4	0	0	4	Multidisciplinary/ Discipline Specific Electives (DSE)*
		HIT4415	History of Soviet Union (1917-1991)					
3		HIT4416	History of Contemporary Japan & China (1945-2000 CE)	4	0	0	4	Multidisciplinary/ Discipline Specific Electives (DSE)*
		HIT4417	South Asia in Post-Independence Era					
Practical/Viva-Voce/Internship/ Project								
4		HIP4418	Archive Management	0	0	8	4	SEC
5		HIR4404	The History Project	0	0	8	4	Research Project
Total Credits: 20								

Sharda School of Humanities and Social Sciences
M.A. (Modern History) Batch: 2025-27
Academic Year: 2026-27

MA 2 YR without CC								
Sharda School of Humanities and Social Sciences								
Name of the Program- MA Modern History								
Batch: 2025-2027								
SEMESTER:1								
S. No	**Paper ID**	**Subject Code**	**Subjects Name**	**Teaching Load**			**Credits**	**Type of Course (Core/Elective/DSE/Vocational/Co-Curricular/ RBL any other**
				L	**T**	**P**		
THEORY SUBJECTS								
1		HIT4401	Ideas of History and Historiography	4	0	0	4	Core
2		HIT4402	India's Struggle for Independence	4	0	0	4	Core
3		HIT4403	Issues in Post-Independent India (1947-2000)	4	0	0	4	Core
4		HIT4404	Selected Issues in Gender Studies	4	0	0	4	Core
Practical/Viva-Voce/Internship/ Project								
5		HIP4401	Practical Approaches to Idea of History & Historiography	0	0	2	1	Core: Practical
6		HIP4402	India's Struggle for Independence-Practical	0	0	2	1	Core: Practical
7		HIP4403	Practical Approaches to Contemporary Indian History	0	0	2	1	Core: Practical
8		HIP4404	Selected Studies in Gender History-Practical	0	0	2	1	Core: Practical
9		HIP4418	Archive Management	0	0	8	4	SEC
Total Credits: 24								

Sharda School of Humanities and Social Sciences
M.A. (Modern History) Batch: 2025-27
Academic Year: 2026-27

MA 2 YR without CC								
Sharda School of Humanities and Social Sciences								
Name of the Program- MA Modern History								
Batch: 2025-2027								
SEMESTER:II								
S. No	**Paper ID**	**Subject Code**	**Subjects Name**	**Teaching Load**			**Credits**	**Type of Course (Core/Elective/DSE/Vocational/ Co-Curricular/ RBL any other**
				L	**T**	**P**		
THEORY SUBJECTS								
1		HIT4413	Issues in Contemporary World	4	0	0	4	Open Elective
2		HIT4414	Age of Revolutions	4	0	0	4	Multidisciplinary/ Discipline Specific Electives (DSE)*
		HIT4415	History of Soviet Union (1917-1991)					
3		HIT4416	History of Contemporary Japan & China (1945-2000 CE)	4	0	0	4	Multidisciplinary/ Discipline Specific Electives (DSE)*
		HIT4417	South Asia in Post-Independence Era					
4								
Practical/Viva-Voce/Internship/ Project								
5		HIP4419	Sustainable Tourism & Heritage Development	0	0	8	4	SEC
Total Credits:							**16**	

Sharda School of Humanities and Social Sciences								
Name of the Program- MA Modern History								
MA History 2 YR through CW+RW								
Batch: 2025-2027								
SEMESTER:III								
S. No	**Paper ID**	**Subject Code**	**Subjects Name**	**Teaching Load**			**Credits**	**Type of Course (Core/Elective/DSE/Vocational/Co-Curricular/ RBL any other**
				L	**T**	**P**		
THEORY SUBJECTS								
1		HIT5501	The Eighteenth Century India	5	0	0	5	Core
2		HIT5502	Indian Nationalism upto 1916	5	0	0	5	Core
3		HIT5503	Dalit Movement: A Historical Study	3	0	0	3	Multidisciplinary/ Discipline Specific Electives
		HIT5504	Historians of Modern India	3	0	0		
Practical/Viva-Voce/Internship/ Project								
4		HIP5505	RM & IPR in History	0	0	2	1	SEC
5		HIR5501	Dissertation HIS-I	0	0	12	6	Practical/ Dissertation
Total Credits: 20								

Sharda School of Humanities and Social Sciences								
Name of the Program- MA Modern History								
MA History 2 YR through CW+RW								
Batch: 2025-2027								
SEMESTER:IV								
S. No	**Paper ID**	**Subject Code**	**Subjects Name**	**Teaching Load**			**Credits**	**Type of Course (Core/Elective/DSE/Vocational/Co-Curricular/ RBL any other**
				L	**T**	**P**		
THEORY SUBJECTS								
1		HIT5506	Indian National Movement 1916-1947	6	0	0	6	Core
Practical/Viva-Voce/Internship/ Project								
2		HIR5502	Dissertation HIS-II	0	0	28	14	Practical/ Dissertation
Total Credits: 20								

Sharda School of Humanities and Social Sciences								
Name of the Program- MA Modern History								
MA History 2 YR through CW								
Batch: 2025-2027								
SEMESTER:III								
S. No	**Paper ID**	**Subject Code**	**Subjects Name**	**Teaching Load**			**Credits**	**Type of Course (Core/Elective/DSE/Vocational/Co-Curricular/ RBL any other**
				L	**T**	**P**		
THEORY SUBJECTS								
1		HIT5501	The Eighteenth Century India	5	0	0	5	Core
2		HIT5502	Indian Nationalism upto 1916	5	0	0	5	Core
3		HIT5507	History of the USA	5	0	0	5	Multidisciplinary/ Discipline Specific Electives
		HIT5508	Modern India and its Prominent Historians	5	0	0		
Practical/Viva-Voce/Internship/ Project								
4		HIP5509	Publication Ethics	0	1	2	2	SEC
5		HIP5505	RM & IPR in History	0	0	2	1	SEC
6		HIR5503	Dissertation HIS-III	0	0	4	2	Practical/ Dissertation
Total Credits: 20								

Sharda School of Humanities and Social Sciences								
Name of the Program- MA Modern History								
MA History 2 YR through CW								
Batch: 2025-2027								
SEMESTER:IV								
S. No	**Paper ID**	**Subject Code**	**Subjects Name**	**Teaching Load**			**Credits**	**Type of Course (Core/Elective/DSE/Vocational/Co-Curricular/ RBL any other**
				L	**T**	**P**		
THEORY SUBJECTS								
1		HIT5506	Indian National Movement 1916-1947	6	0	0	6	Core
2		HIT5510	History of Constitutional Development in Modern India	5	0	0	5	Core
3		HIT5511	Society, Economy and Culture in Colonial India	6	0 0	0 0	6	Multidisciplinary/ Discipline Specific Electives
		HIT5512	Partition Narratives**:** A Study through Film and Literature					
Practical/Viva-Voce/Internship/ Project								
4		HIR5504	Dissertation HIS-IV	0	0	6	3	Practical/ Dissertation
Total Credits: 20								

Sharda School of Humanities and Social Sciences								
Name of the Program- MA Modern History								
MA History 2 YR through RW								
Batch: 2025-2027								
SEMESTER:III								
S. No	**Paper ID**	**Subject Code**	**Subjects Name**	**Teaching Load**			**Credits**	**Type of Course (Core/Elective/DSE/Vocational/Co-Curricular/ RBL any other**
				L	**T**	**P**		
THEORY SUBJECTS								
1		HIT5503	Dalit Movement: A Historical Study	3	0	0	3	Multidisciplinary/ Discipline Specific Electives
		HIT5504	Historians of Modern India	3	0	0		
Practical/Viva-Voce/Internship/ Project								
2		HIP5505	RM & IPR in History	0	0	2	1	SEC
3		HIR5505	Dissertation HIS-V	0	0	32	16	Practical/ Dissertation
Total Credits: 20								

Sharda School of Humanities and Social Sciences								
Name of the Program- MA Modern History								
MA History 2 YR through RW								
Batch: 2025-2027								
SEMESTER:IV								
S. No	**Paper ID**	**Subject Code**	**Subjects Name**	**Teaching Load**			**Credits**	**Type of Course (Core/Elective/DSE/Vocational/Co-Curricular/ RBL any other**
				L	**T**	**P**		
THEORY SUBJECTS								
1		HIT5513	Socio-Economic& Cultural History of Modern India: A Historical Survey	4	0	0	4	Multidisciplinary/ Discipline Specific Electives
		HIT5514	Tourism and Traditions: A Guide to Heritage Preservations	4	0	0		
Practical/Viva-Voce/Internship/ Project								
2		HIR5506	Dissertation HIS-VI	0	0	32	16	Practical/ Dissertation
Total Credits: 20								

Course Modules with CC

School: SSHSS		**Batch: 2025-27**
Programme: M.A.		**Current Academic Year: 2025-26**
Branch: MODERN HISTORY		**Semester: I**
1	Course Code	**HIT4401**
2	Course Title	**Ideas of History and Historiography**
3	Credits	**4**
4	Contact Hours (L-T-P)	**4-0-0**
	Course Type	**Core**
5	Course Objective	The core objectives of this paper are: • Identify the major historiographical paradigms that have impacted on the writing of History. • Understand the philosophy of History • Compare and contrast the different schools of History Narrative
6	Course Outcomes	The students will be able to: CO1: Core concepts of History writing and how to decide the credibility of a source CO2: Relation of History with other disciplines (interdisciplinary approach) CO3: Approaches to historical writings and decoding the motives of different schools/scholars behind history writing CO4: Identify the Indian historiography schools CO5: to compare and evaluate the major historiographical paradigms that have impacted on the writing of History CO6: The core of History and its link to other disciplines
7	Course Description	Present paper is focused on the “Art & Practice of writing History”. This Core Paper aims to introduce students to important issues related

		to historical method by giving them a broad overview of significant, including recent, historiographical trends. The aim is to acquaint students with important historiographical interventions and issues related to the historian's craft. It will familiarise you with the concepts and techniques involved in the practice of history-writing over the ages in various countries and languages.	
	Unit 1	**Introduction to History**	**CO Mapping**
	A	• Meaning of History: Definition, Nature & Scope, Philosophy of History; • What is history and historian's craft; subject matter of history; • The knowledge of the past; critical and speculative explanations in history;	CO1, CO6
	B	• Types of History–social, economic, intellectual, agrarian, urban, art history etc. • Historical sources, evidence, facts and their interpretation; Use and Misuse of history.	CO1; CO6
	Unit 2	**Concepts in History**	
	A	• Question of Objectivity & Interpretation • Verifiability, • Determinism, • Relativism	CO2, CO6
	B	• Causation • Generalization in history, historical imagination and Moral judgment in history	CO2; CO6
	C	• Extent of subjectivity, contrast with physical sciences, interpretation and speculation, • Causation verses evidence. • Concept of historical inevitability, Historical Positivism.	CO2; CO6

	Unit 3	**History and other Disciplines**	
	A	• History: Science or Art • Influences of statistics and mathematics on historical methods	CO3, CO6
	B	• Ancillary Sciences: Archeology, Paleography, Epigraphy, Numismatics • Auxiliary Sciences: Ecology, Anthropology, Linguistics, Sociology, Economics, Political Science, Law, Philosophy with cognate fields (like historical geography, economic history, intellectual history, legal and constitutional history)	CO3, CO6
	C	• History and Ideology; Intellectual history • History and Literature; History and Culture • Documents and the Archives	CO3, CO6
	Unit 4	**History: Approaches & Themes**	
	A	• Classical Marxist Tradition & Recent Marxist Approaches • The Annals School	CO4; CO6
	B	• Positivist Tradition • Postmodernist Intervention	CO4; CO6
	C	• Local History & Oral History • Gender, Race and Ethnicity in History - • Environment, Science and Technology in History	CO4, CO6

	Unit 5	**Indian History writing Schools**		
	A	• Imperialist (Colonial) History Writing • Nationalist History Writing		CO5, CO6
	B	• Communalist History Writing • Marxist History Writing		CO5, CO6
	C	• The Cambridge School • The Subaltern historians		CO5, CO6
	Mode of examination	Theory		
	Weightage Distribution	**CA**	**MSE**	**ESE**
		25	25	50
	Readings Text book/s*	• *E. Sreedharan, *A Text-book of Historiography 500 BC to AD 2000*, Orient Longman, 2004 • Bloch, Marc, The Historian's Craft, with an Introduction by Peter Burke (Manchester University Press, 2004). • Collingwood, R.G. (1994). The Idea of History. Exford: Oxford University Press. • E.H. Carr, 2001. What is history., Palgrave, Basingstoke. • Ferdiand Braudel, On history. Translated by Sarah Mathew in 1980.University of Chicago Press, • Robert. N. Burns & Hugh Rayn-Pickeed (Ed.). 2000. Philosophies of History. OUP • Stoler, Ann. (2002). "Colonial Archives and the Arts of Governance", Archival Science, Vol 2,pp. 87-109.		

COURSE ATRICULATION MATRIX

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

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

*This parameter is applicable to all Course Articulation Matrix.

School: SSHSS		**Batch: 2025-27**	
Programme: MA		**Current Academic Year: 2025-26**	
Branch: Modern History		**Semester: I**	
1	**Course Code**	**HIP4401**	
2	**Course Title**	**Practical Approaches to Idea of History & Historiography**	
3	**Credits**	**1**	
4	**Contact Hours (L-T-P)**	**0-0-2**	
	Course Type	**Practical**	
5	**Course Objective**	1. To provide practical exposure to historiographical paradigms and research methods. 2. To enable students to engage in hands-on historical inquiry through archival research, oral history, and interdisciplinary approaches. 3. To develop analytical skills in evaluating historical sources and methodologies. 4. To enhance the understanding of historiographical schools and their application in contemporary research.	
6	**Course Outcomes**	The student will be able to: **CO1**: Students will be able to analyze historical sources critically. **CO2**: Students will understand interdisciplinary approaches in historical research. **CO3**: Students will develop skills in historiographical analysis and interpretation. **CO4**: Students will gain experience in conducting oral history and archival research. **CO5**: Students will be able to compare and evaluate different historiographical schools. **CO6**: Students will learn to apply historical methodologies in research projects.	
7	**Course Description**		
	Unit 1	**Archival Research & Source Analysis**	CO1, C06
	A	Visit to archives/libraries for primary source analysis.	
	B	Critical review of historical documents and historiographical debates.	
	Unit 2	**Oral History & Testimonial Collection**	CO2, CO6
	A	Conducting interviews with historians or individuals with historical experiences.	

	B	Documenting and transcribing oral history narratives.		
	Unit 3	**Interdisciplinary Approaches in History**		CO3, CO6
	A	Application of archaeology, anthropology, and sociology in historical studies.		
	B	Practical exercises in historical data collection and analysis.		
	Unit 4	**Historiographical Debates & Critical Analysis**		CO4, CO6
	A	Group discussions on major historiographical paradigms (Marxist, Annales, Postmodernism, etc.).		
	B	Comparative analysis of different schools of Indian historiography.		
	Unit 5	**Digital Documentation & Presentation**		CO5, CO6
	A	Creating digital archives and historical timelines.		
	B	Seminar presentations on historiographical case studies.		
	Mode of examination	Practical		
	Weightage Distribution	CA	Viva	External
		30	30	40
	Readings Text book/s*	• E. Sreedharan, *A Text-book of Historiography 500 BC to AD 2000*, Orient Longman, 2004. • Bloch, Marc, *The Historian's Craft*, Manchester University Press, 2004. • Collingwood, R.G., *The Idea of History*, Oxford: Oxford University Press, 1994. • E.H. Carr, *What is History*, Palgrave, 2001. • Ferdinand Braudel, *On History*, University of Chicago Press, 1980. • Robert N. Burns & Hugh Rayn-Pickeed (Ed.), *Philosophies of History*, OUP, 2000. • Stoler, Ann, *Colonial Archives and the Arts of Governance*, Archival Science, Vol 2, 2002.		
	Other References			

COURSE ARTICULATION MATRIX

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

School: SSHSS		Batch: 2025-2027
Programme: M.A.		**Current Academic Year: 2025-2026**
Branch: Modern History		**Semester: I**
1	Course Code	**HIT4402**
2	Course Title	**India's Struggle for Independence**
3	Credits	**4**
4	Contact Hours (L-T-P)	**4-0-0**
	Course Type	**Core**
5	Course Objective	1. To enable students to comprehend the Nature, dynamics and significance of the Indian National Movement 2. To analyse the ideals like truth and non-violence, technique of satyagraha, policy of constructive work, and ideologies like democracy, secularism and socialism involved in the National struggle for independence. 3. To discuss the issues and problems, myths and realities connected with the Indian National Movement. 4. To enable students to understand the historiographical trends in the study of Indian National Movement.
6	Course Outcomes	Students will be able to – CO1: illustrate the knowledge of India's Independence Movement in the aforementioned period. CO2: classify the basic Themes, concepts, chronology and the Scope of Colonial Indian History. CO3: identify with the realities and the conditions that led to the Indian Independence Movement. CO4: allow them scope for further re- search in the domain. CO5: critically analyse the impact of British rule on the economy, polity and Indian society CO6: understand the vast and divergent ideological base behind Indian National Movement with inner contra- dictions

7	Course Description	The struggle for India's independence from British colonial rule is an important aspect of the history of modern India, given the continuing debates about Nations and Nationalism. The present course focuses on the freedom Movement in India and familiarizes the students with conceptual debates about the origin and growth of a National consciousness in India, the role of the early Nationalists and the swadeshi, home rule and revolutionary Movements in India.	
	Unit 1	**Beginnings of Organized Nationalism**	**CO Mapping**
	A	• The conception of India: Modern or pre – modern? Approaches to Indian Nationalism:Nationalist, Marxist, Elitist and Subaltern	CO1, CO6
	B	• Early resistance to colonial rule - Rise of National Consciousness – Cultural Awakening	CO1, CO6
	C	• The Nature of the 1857 Revolt: Debate andPopular Narratives	CO1, CO6
	Unit 2	**Early Nationalism**	
	A	• The growth of professions and the emergence of new leadership – Newspapers and Journals - Political associations before 1885	CO2, CO6
	B	• Formation of the Indian National Congress – Debates regarding its origin	CO2, CO6,
	C	• Growth of Indian National Congress: Agenda,Programmes and the Moderate phase	CO2,CO6
	Unit 3	**Swadeshi Movement and the Extremist Phase**	
	A	• The partition of Bengal – Boycott, swadeshi and National education –The Communal tangle and the birth of the Muslim League – Minto – Morley Reforms	CO3, CO6
	B	• Swadeshi agitation and the Rise of Extremism: Policy and Programme of the Extremists, Bal Gangadhar Tilak, Bipin Chandra Pal, Lala Lajpat Rai and Aurobindo Ghosh. Difference between the Moderates and the Extremists, Su-rat Split	CO3, CO6

	C	• Underground Revolutionary organizations - Muzaffarpur conspiracy - Alipore bomb case - Attempt on Viceroy Lord Harding - Suppression of revolutionary Nationalism - The Ghadar Movement	CO3, CO6,
	Unit 4	**Rise of mass Movement and Emergence of New Ideologies**	
	A	• Tilak, Annie Besant and the Ho Rule leagues – Montague Chelmsford Reforms - The RowlattAct, Jallianwala Bagh tragedy	CO4, CO5
	B	• The Khilafat Movement, Reformation in Congress- The Nagpur Session, The Non-Cooperation Movement	CO4, CO6
	C	• The Swaraj Party: its Programme s and aims, Rise of Left-wing politics in India, The Simon Commission and Nehru Report	CO4, CO6
	Unit 5	**Indian Nationalism and Road to Independence**	
	A	• Civil Disobedience Movement, The Round Table Conferences, The Communal issues andthe Poona Pact	CO5, CO6
	B	• The Second World War and beginning of the constitutional crisis, The Quit India Movement,Subhas Chandra Bose and INA	CO5, CO6
	C	• The Wavell Plan, The Cripps Mission, The Cabinet Mission, The Communal Problem,Partition and Independence	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	**CA** / **MSE** / **ESE** 25 / 25 / 50	
	Readings Text book/s*	• Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, (New Delhi, Orient Longman • Bandyopadhyay, Sekhar(ed.) *National Movement in India: A Reader*, New Delhi, Oxford University Press, 2009.	

		• Chandra, Bipan and others, *India's Struggle for Independence*, New Delhi, Penguin Books • Chaudhary, Latika et. al., eds. *A New Economic History of Colonial India*. London and New York: Routledge, 2016 • Guha, RaNamejit and Gayatri Chakaravarti Spivak, eds. *Selected Subaltern Studies*. New York and Oxford: Oxford University Press, 1988 • Sarkar, Sumit. *Modern India 1885-1947*. Delhi: Macmillan 1983 • Bhargava, Rajeev, ed. Bipan, Chandra. *Nationalism and Colonialism in Modern India*. Delhi: Orient Longman, 1979. • Brown, Judith. *Gandhi's Rise to Power*. Cambridge: Cambridge University Press, 1972 • Dalmia, Vasudha and Stuart Blackburn, eds. *India's Literary History: Essays on the Nineteenth Century*. Delhi: Permanent Black, 2004.

COURSE ATRICULATION MATRIX

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

School: SSHSS		**Batch: 2025-27**	
Programme: MA		**Current Academic Year: 2025-26**	
Branch: Modern History		**Semester: I**	
1	**Course Code**	**HIP4402**	
2	**Course Title**	**India's Struggle for Independence: Practical**	
3	**Credits**	**1**	
4	**Contact Hours (L-T-P)**	**0-0-2**	
	Course Type	**Practical**	
5	**Course Objective**	1. To engage students with primary sources and archival materials related to the Indian Independence Movement. 2. To develop analytical skills through field visits, oral history projects, and research on historical sites. 3. To encourage experiential learning by conducting interviews, handling historical documents, and writing analytical reports. 4. To enhance students' understanding of historiographical perspectives through hands-on projects.	
6	**Course Outcomes**	The student will be able to: CO1: Students will be able to critically engage with primary historical sources. CO2: Students will gain firsthand exposure to archival research and oral history methodologies. CO3: Students will develop an ability to analyze and present historical data effectively. CO4: Students will understand the regional diversities in the independence movement through practical case studies. CO5: Students will apply historiographical methods to real-world historical artifacts and documents. CO6: Students will enhance their research and documentation skills through fieldwork and practical assignments.	
7	**Course Description**	This practical course allows students to engage with the history of the Indian Independence Movement through experiential learning. It integrates fieldwork, archival research, and oral history documentation to develop an applied understanding of historical narratives. Students will work on case studies, document historical events through interviews, and critically assess historiographical perspectives using primary sources.	
	Unit 1	**Primary Sources and Archives**	CO1, CO6
	A	Understanding Primary Sources: Official documents, newspapers, personal letters, memoirs	
	B	Visit to Archives/Library: National Archives, State Archives,	

		university libraries	
	C	Hands-on training in analyzing archival materials	
	Unit 2	**Oral History and Public Memory**	CO1, CO6
	A	Conducting Interviews: Recording narratives from freedom fighters' families or historians	
	B	Ethical Considerations in Oral History: Consent, reliability, and interpretation	
	C	Transcription and Analysis of Oral History Data	
	Unit 3	**Field Study and Documentation**	CO3, CO6
	A	Visit to Historical Sites: Museums, memorials, or important locations linked to the independence movement	
	B	Documentation and Report Writing: Mapping historical significance of sites	
	C	Comparative Analysis of Different Regional Movements	
	Unit 4	**Historiographical Perspectives in Practice**	CO4, CO6
	A	Writing Critical Reviews of Independence Movement Documents	
	B	Engaging with Multiple Perspectives: Nationalist, Marxist, Subaltern approaches	
	Unit 5	Group Presentations on Research Findings	CO5, CO6
	A	Group 1	
	B	Group 2	
	C	Group 3	
	Mode of examination	Practical	
	Weightage Distribution	**CA** / **Viva** / **External**	
		30 / **30** / **40**	
	Readings Text book/s*	1. Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India* (New Delhi: Orient Longman). 2. Bandyopadhyay, Sekhar (ed.), *National Movement in India: A Reader* (New Delhi: Oxford University Press, 2009). 3. Chandra, Bipan, *India's Struggle for Independence* (New Delhi: Penguin Books). 4. Chaudhary, Latika et al. (eds.), *A New Economic History of Colonial India* (London and New York: Routledge, 2016). 5. Guha, Ramachandra and Gayatri Chakravorty Spivak (eds.), *Selected Subaltern Studies* (New York and Oxford: Oxford University Press, 1988). 6. Sarkar, Sumit, *Modern India 1885-1947* (Delhi: Macmillan, 1983).	

	Other References	1. Bhargava, Rajeev (ed.), *Nationalism and Colonialism in Modern India* (Delhi: Orient Longman, 1979). 2. Brown, Judith, *Gandhi's Rise to Power* (Cambridge: Cambridge University Press, 1972). 3. Dalmia, Vasudha and Stuart Blackburn (eds.), *India's Literary History: Essays on the Nineteenth Century* (Delhi: Permanent Black, 2004).

COURSE ARTICULATION MATRIX

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

School: SSHSS		**Batch: 2025-27**
Programme: M.A.		**Current Academic Year: 2025-26**
Branch: Modern History		**Semester: I**
1	**Course Code**	**HIT4403**
2	**Course Title**	**Issues in Post-Independent India (1947-2000)**
3	**Credits**	**4**
4	**Contact Hours (L-T-P)**	**4-0-0**
	Course Type	**Core**
5	Course Objective	1. To make the students aware of the history of India post-independence. 2. To examine the various acts and policies built in the independent India. 3. To understand the division of states and consolidation of India as a nation 4. To get familiar with the various movements and the political constructs of various policies.
6	Course Outcomes	CO1: The students will be able to understand the development of political situation in India post-independence. CO2: The students will be able to classify how certain states were created on the basis of linguistic identities. CO3: The students will be able to acquaint themselves with the idea of emergence of India as a nation. CO4: The students will be able to allow them scope for further research in the domain and pursue political careers. CO5: The students will be able to critically analyze the Social, Political, Economic and Cultural aspects of the current India and how the constitution came to be. CO6: The students will understand the post-colonial developments in the social, political and economic scenarios in contemporary India.

7	CourseDescription	This course allows one to trace the development that took place in India since Independence. This also gives a vivid description of the policy level changes that occurred, which were made to offset the policies made during the colonial India by the British. This also gives a sneak peek into the formation of states in the Indian subcontinent. It traces the emergence of independent India, conscious of its demerits and forming its industrial policies, educational infrastructure and a polity, trying to address the needs of a large population. This period also sees various political and social movements that took place and gave a new shape to the erstwhile political and social frameworks.	
	Unit 1	**The Making of Independent India**	CO Mapping
	A	The Aftermath of Partition: Refugees; Evacuee Properties Act	CO1, CO6
	B	Communalism as a cause and consequence of the Partition, Making of the Constitution	CO1, CO6
	C	Linguistic Reorganization of States and Regionalism – The Integration of Princely States	CO1, CO6
	Unit 2	**India's Foreign Policy: Origins, Continuity and Changes**	
	A	India's foreign policy during the Nehru (147-1964)) and post-Nehru period (1964-2000), Challenges & Responses	CO2, CO6
	B	Issues in India-Pakistan relations; India-Pakistan War of 1971 – Shimla Agreement	CO2, CO6
	C	Pokhran I – Siachen Conflict- Look East Policy – Nuclear Policy and Tests- Kargil War	CO2, CO6
	Unit 3	**Economic Policies and Progress in Science and Technology**	
	A	Beginnings of Planned Economy – Five Year Plans - Land Question - Industrial Policy	CO3, CO6
	B	Green Revolution - Progress in Science and Technology in the Nehruvian and post-Nehruvian era	CO3, CO6

	C	Liberalization & Globalization of Indian Economy	CO3, CO6
	Unit 4	**Crisis and Change: Emergence of New Political Landscapes in India**	
	A	The Indian Emergency (1975-77)	CO4, CO6
	B	Emergence of Coalition Politics	CO4, CO6
	C	Issues of Identity Politics in India	CO4, CO6
	Unit 5	**Social Movements**	
	A	Struggle for Women's Empowerment: The Hindu Code Bill; the Shah Bano Case	CO5, CO6
	B	Resisting Caste Based Discrimination: Rise of Dalits and OBCs	CO5, CO6
	C	Chipko Movement and Save Narmada Movement	CO5, CO6
	Mode of examination	Theory/Jury/Practical/Viva	

Weightage Distribution	**CA**	**MSE**	**ESE**
	25	25	50

Readings/Text books*

Chandra, Bipin, Aditya Mukharjee, Mridula Mukharjee, India Since Independence, New Delhi: Penguin Books India, 2011

Chakrabarty, D., Rochona Majumdar, Andrew Sartori.From the Colonial to the Post- Colonial: India and Pakistan in Transition. New Delhi:OUP, 2007

Dreze, Jean and Amartya K. Sen. Indian Development: Selected Regional Perspectives. New Delhi: OUP, 1997

Guha, Ramachandra.India after Gandhi.London: Picador, 2007.

Jaffrelot, Christophe. The Hindu Nationalist Movement and Indian Politics 1925 to 1990s. New Delhi: Penguin, 1999. Kothari, Rajni. Caste in Indian Politics. New Delhi: Orient Longman, 1970

King, Robert D. Nehru and the Language Politics of India. New Delhi: OUP, 1997.

- Brass, P. R. 1974. *Language, Religion and Politics in North India.* Cambridge: Cambridge University Press.

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- Chandra, B., Mukherjee, A., Mukherjee, M., Panikkar, K. N., & Mahajan, S. 1997. *India Since Independence.* Penguin.

- Chandra, B. 2003. *In the Name of Democracy.* Penguin.

- Chatterjee, P., ed. 1997. *State & Politics in India.* Delhi: Oxford University Press.

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- Das, A. N. 1993. *India Invented.* Delhi: Manohar.

- Frankel, F., & Rao, M. S. A., eds. 1989. *Dominance and State Power in India: Decline of a Social Order.* Vol. I & II. Delhi: Oxford University Press.

- Hasan, M. 1997. *Legacy of a Divided Nation: India's Muslims since Independence.* Delhi: Oxford University Press.

- Hasan, Z. 2002. *Parties and Party Politics in India.* Oxford: Oxford University Press.

- Jaffrelot, C. 1996. *The Hindu Nationalist Movement and Indian Politics, 1925–1990s.* London.

- Jaffrelot, C. 2005. *India's Silent Revolution: The Rise of Low Caste Politics in North India.* Ranikhet: Permanent Black.

- Jaffrelot, C. *Religion, Caste and Politics in India.*

- Kohli, A., ed. 1988. *India's Democracy.* Princeton: Princeton University Press.

- Kohli, A., ed. *Democracy and Discontent.* Cambridge.

- Kudaisya, G., & Tan, T. Y. 2004. *The Aftermath of Partition in South Asia.*

- Vanaik, A. 1997. *Communalism Contested.* Delhi: Viking.

COURSE ATRICULATION MATRIX

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

School: SSHSS		**Batch: 2025-27**	
Programme/s: MA		**Current Academic Year: 2025-26**	
Branch: Modern History		**Semester: I**	
1	**Course Code**	**HIP4403**	
2	**Course Title**	**Practical Approaches to Contemporary Indian History**	
3	**Credits**	**1**	
4	**Contact Hours (L-T-P)**	**0-0-2**	
	Course Type	**Practical**	
5	**Course Objective**	1. To provide hands-on experience in analyzing post-independence Indian history. 2. To encourage students to engage with primary and secondary sources in historical research. 3. To develop skills in historical interpretation through debates, field visits, and archival research. 4. To facilitate experiential learning through projects, oral history, and digital documentation.	
6	**Course Outcomes**	The student will be able to: **CO1**: Students will be able to conduct historical research using archival documents and oral sources. **CO2**: Students will develop the ability to critically analyze policies and movements in independent India. **CO3**: Students will gain experience in field-based historical investigations and interpretations. **CO4**: Students will learn to communicate historical arguments effectively through presentations and reports. **CO5**: The students will be able to critically analyze the Social, Political, Economic and Cultural aspects of the current India and how the constitution came to be. **CO6**: The students will understand the post-colonial developments in the social, political and economic scenarios in contemporary India.	
7	**Course Description**		
	Unit 1	**Archival Research & Policy Analysis**	CO1, CO6
	A	Visit to archives/library to analyze original government documents (e.g., Constitution debates, Five-Year Plans).	
	B	Comparative analysis of key policies like the Mandal	

		Commission and Green Revolution.	
	Unit 2	**Oral History & Testimonial Collection**	CO2, CO6
	A	Conducting interviews with individuals who witnessed key events (Partition survivors, Emergency period activists, etc.).	
	B	Recording and transcribing oral histories for research purposes.	
	Unit 3	**Field-Based Studies**	CO3, CO6
	A	Site visits to historically significant locations (e.g., refugee camps, political protest sites).	
	B	Writing a reflective fieldwork report on observations and findings.	
	Unit 4	**Debates & Simulations**	CO4, CO6
	A	Simulation of Constituent Assembly debates on linguistic reorganization.	
	B	Group discussions on India's foreign policy shifts, including the Indo-Pakistan wars and nuclear policy.	
	Unit 5	**Digital Documentation & Presentation**	CO5, CO6
	A	Creating digital timelines or maps tracing major historical developments from 1947-2000.	
	B	Presentation of research findings in seminar-style discussions.	
	Mode of examination	Practical	
	Weightage Distribution	CA: 30 / Viva: 30	External: 40
	Readings Text book/s*	• Chandra, Bipin, et al. *India Since Independence*. New Delhi: Penguin, 2011. • Guha, Ramachandra. *India After Gandhi*. London: Picador, 2007. • Jaffrelot, Christophe. *The Hindu Nationalist Movement and Indian Politics*. New Delhi: Penguin, 1999.	

		• Dreze, Jean & Amartya K. Sen. *Indian Development: Selected Regional Perspectives*. New Delhi: OUP, 1997. • King, Robert D. *Nehru and the Language Politics of India*. New Delhi: OUP, 1997.
	Other References	

COURSE ARTICULATION MATRIX

Practical Approaches to Contemporary Indian History (1947-2000)	COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	3	2	3	2	1	2
	CO2	3	2	2	3	3	3	2	3	2	1	2
	CO3	3	2	2	2	3	2	2	3	2	1	3
	CO4	3	2	2	3	3	3	2	3	2	1	3
	CO5	3	2	2	2	3	2	2	3	2	1	3
	CO6	3	2	2	2	3	2	2	3	2	1	3

School: SSHSS		**Batch: 2025-27**
Programme:M.A		**Current Academic Year: 2025-26**
Branch: MODERN HISTORY		**Semester I**
1	Course Code	**HIT4404**
2	Course Title	**Selected Issues in Gender Studies**
3	Credits	**4**
4	Contact Hours (L-T-P)	**4-0-0**
	Course Type	**Core**
5	Course Objective	This Course's objectives are: • To develop an understanding of the concept of Gender in broader perspective • To identify the gender issues within Indian society and polity. • To explore the selected issues of history of gender in India from the ancient times to modern era.
6	Course Outcomes	This course will enable the students to understand: CO1: Themes, concepts, theory and History of gender CO2: recent development in Gender studies field CO3: scope of further research in the domain gender and Women studies CO4: critical analysis of the Social, Political, Economic and Cultural aspects of gender and Women in history and society CO5: critically analyse the Social, Political, Economic and Cultural aspects of the history of gender. CO6: describe significant development s relate within the to gender issues historical contexts

7	Course Description	Gender & Women's Studies are significant areas of academic inquiry today. Feminist theories brought to the fore a variety of ways of thinking critically and analytically about gender inequalities and other related issues. Women's Movements in the twentieth century had made major headways in raising awareness about, and addressing the marginalization of Women's views and concerns in various arena s. In India, the Women's Movement, in its inception, was closely associated with the Nationalist Movement and dissidence against imperialism, as well as with the interrogation of other kinds of social hegemonies. This course tries to discuss the gender at its very core and discusses the various Social, Political, Economic and Cultural aspects of that history has offered from the ancient to the Modern India along with key discourses in Gender studies.	
	Unit 1	**Definitions and Concepts**	**CO Mapping**
	A	Sex & Gender, Gender construction; Patriarchy	CO1; CO6
	B	Feminism & its types; Masculinity	CO1; CO6
	C	Gender in History; Need of studying Gender issue	CO1; CO6
	Unit 2	**Selected discourses in Gender studies**	
	A	Queer Movements in the West & India	CO2, CO6
	B	Women labour: Women and (un)paid work- debates and development	CO2; CO6
	C	Violence Against Women: Global and Indian context	CO2; CO6
	Unit 3	**Women in Indian History-I**	
	A	Women Historiography: Concepts and Debates	CO3; CO6
	B	Case Study: Devadasis, Courtesans and Concubines	CO3; CO6

	C	Women's Education in Ancient and medieval India	CO3; CO6
	Unit 4	**Women in Indian History-II**	
	A	Women and Social Reform Movements: Sati Debates, Age of Consent, Widow Remarriage	CO4; CO6
	B	Women's Education in British India, Rise of Women's organizations	CO4; CO6
	C	Women in Freedom struggle: Revolt of 1857, Indian National Congress	CO4; CO6
	Unit 5	**Selected Women issues in modern India**	
	A	Women and Caste (with special emphasis on Dalit Women)	CO5; CO6
	B	Women in State and Economy	CO5; CO6
	C	Women's Movements in Contemporary India	CO5; CO6
	Mode of examination	Theory/Jury/Practical/Viva	
	Weightage Dis-Tribution	**CA** / **MSE** / **ESE**	
		25 / 25 / 50	
	Readings Text book/s*	1. Anshu Malhotra, Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab, Oxford University Press, Delhi, 2002. 2. Charu Gupta, Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India, Permanent Black,Delhi, 2001. 3. Gail MiNault, Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India, Oxford University Press,Delhi	

		1998. 4. Geraldine Forbes, Women in Modern India,Cambridge University Press, Cambridge, 1996. JaNamekiNameir, Women and Law in Colonial India; A Social History, (Kali for Women, New Delhi, 1998. 5. Judith E. Walsh, Domestic ity in Colonial India: What Women Learned When n Gave Them Advice. Rowman & Littlefield (Colora- do), 2004. 6. Judith E. Walsh, How to be the Goddess of Your Ho: An Anthology of Bengali Domestic Manuals, Yoda Press, New Delhi,2005. 7. Kumkum Sangari and Suresh Vaid (ed.), Recasting Women: Essays in Colonial History, Zubaan, Delhi, 1989. 8. Lata Mani, Contentious Traditions: The Debate on Sati in Colonial India, University of California Press, Berkeley, 1998. 9. MriNameliniSihName, Colonial Masculinity: The 'manly Eng- lishman' and The 'EffemiNamete Bengali' in the Late Nineteenth Cen- tury,Manchester University Press, Manchester, 1995.

COURSE ATRICULATION MATRIX

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

School: SSHSS		**Batch: 2025-26**	
Programme: MA		**Current Academic Year: 2025-26**	
Branch: Modern History		**Semester: I**	
1	**Course Code**	**HIP4404**	
2	**Course Title**	**Selected Issues in Gender Studies: Practical**	
3	**Credits**	**1**	
4	**Contact Hours (L-T-P)**	**0-0-2**	
	Course Type	**Practical**	
5	**Course Objective**	• Engage students in hands-on exploration of gender history through primary sources, oral narratives, and case studies. • Develop skills in analyzing gendered experiences within historical contexts. • Encourage critical reflection on contemporary gender issues through historical perspectives. • Provide exposure to research methodologies related to gender studies.	
6	**Course Outcomes**	The student will be able to: **CO1:** Explain key themes, concepts, and theoretical approaches in Gender History. **CO2:**Analyze major developments in Gender Studies and their relevance to historical and contemporary contexts. **CO3:** Assess the role of gender in shaping social, political, economic, and cultural structures in history. **CO4:** Examine women's movements and gender-related reforms from ancient to modern India. **CO5:** Critically evaluate gender-based issues such as caste, labor,violence, and state policies. **CO6:** Apply research methodologies, including archival research and fieldwork, to study gender issues in historical and contemporary contexts.	
7	**Course Description**	This practical course emphasizes experiential learning in gender history. Students will engage in primary source analysis, oral history projects, and interactive case studies. Through hands-on exercises, they will explore gendered experiences in history and develop critical research skills. The course also encourages reflections on contemporary gender debates through historical frameworks.	
	Unit 1	**Sourcesof Gender History Research**	CO1, CO6
	A	Analyzing Gender in Historical Sources (texts, letters, legal documents)	CO1, CO6
	B	Oral History Techniques	CO1, CO6

	C	Interpreting Gender in Visual & Material Culture (paintings, advertisements, artefacts)	CO1, CO6
	Unit 2	**Applied Gender Studies – Case Studies & Fieldwork**	CO2, CO6
	A	Conducting Oral History Interviews (Project-Based)	CO2, CO6
	B	Case Study Analysis: Women in Social Reform Movements	CO2, CO6
	C	Archival Research Visit & Report Writing	CO2, CO6
	Unit 3	Recalling Regional Gender Narratives	CO3, CO6
	A	Folk Tales of Ancient times	CO3, CO6
	B	Folk Tales of Medieval Times	CO3, CO6
	C	Folk Tales of Modern Times	CO3, CO6
	Unit 4	Data Collection on Gender Issues	CO4, CO6
	A	On Social Topics	CO4, CO6
	B	On Economic Issues	CO4, CO6
	C	On Political Issues	CO4, CO6
	Unit 5	**Group Presentations on Research Findings**	CO5, CO6
	A	Group 1	CO5, CO6
	B	Group 2	CO5, CO6
	C	Group 3	CO5, CO6
	Mode of examination	Practical	
	Weightage Distribution	CA: 30 / Viva: 30	External: 40
	Readings Text book/s*	1. Anshu Malhotra, *Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab* (Oxford University Press, 2002). 2. Charu Gupta, *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India* (Permanent Black, 2001). 3. Geraldine Forbes, *Women in Modern India* (Cambridge University Press, 1996). 4. Judith E. Walsh, *Domesticity in Colonial India: What Women Learned When They Gave Them Advice* (Rowman & Littlefield, 2004). 5. Kumkum Sangari & Suresh Vaid (eds.), *Recasting Women: Essays in Colonial History* (Zubaan, 1989).	

	Other References	

COURSE ARTICULATION MATRIX

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

Semester: II

School: SSHSS		Batch: 2025-27
Programme: M.A.		**Current Academic Year: 2025-26**
Branch: MODERN HISTORY		**Semester: II**
1	Course Code	**HIT4413**
2	Course Title	**Issues in Contemporary World**
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Open Elective
5	Course Objective	The course objective is to enable the students to: • Analyse the social and political diversity present in the contemporary world through the basic tools of historical inquiry. • Debates about local and global phenomenon taking place in thecontemporary world after analysing diverse ideological, theoretical and normative approaches common to historical inquiry. • To acquire essential concepts, skills, and analytical methods needed to explore diverse historical phenomenon taking place in the twentieth century.
6	Course Outcomes	After completing the course, students would be able: CO1: To identify the mechanism used to maintain the cores of global power as manifested in alliances and institutions after WW-II. CO2: To Classify and discuss the main forces, persons, events, Movements, etc. which shaped world history in this period

		CO3: To decipher the cause & effect of soviet disintegration along with a deeper understanding of the third world and its selected issues. CO4: To understand the local, National, regional, and global aspects of diverse historical occurrences and alliances (institutions). CO5: To analyse the issues related to contemporary Economy, Security and Environment. CO6: To integrate knowledge of the history of the contemporary world with political and economic approaches to the subject and to reach, express, and defend reasoned explanations and judgement on critical issues in contemporary world history	
7	Course Description	As our world grows smaller with each new technological advance, it becomes increasingly important to know and understand that world and our place in it. The main focus of this course is to enlighten the students with world history and global issues throughout the second half of the 20th Century. As students study Themes e significant global events, they will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government. Contemporary world history will help the students to learn the origins and history of several international organization, international politics and even the conflicts that occupy the world around us. This course will provide students with a solid grounding in contemporary world history and ideally encourage then to pursue further historical interests.	
	Unit 1	**Post War World**	**CO Mapping**
	A	Post World War-II Global order: impact of second world war- Yalta Conference; Potsdam Conference; Paris Peace Treaties 1947.	CO1; CO6
	B	Formation of United Nations: Formation, Organisations and its role. Security Council; WHO; ICJ.	CO1; CO6

	C	Post WW-II Foreign policy of USA and Soviet Russia: Truman Doctrine & Marshal plan; Cominform, Berlin Blockade	CO1; CO6
	Unit 2	**Rise of Bilateralism and selected crisis at Global Arena**	
	A	Cold War: causes, course and events	CO2; CO6
	B	Socialist block: Soviet Eastern Europe: Warsaw Pact; Asia: Korean War, Vietnam War	CO2; CO6
	C	Capitalist block: Americanisation of Western Europe: NATO; Cuban Crisis, Berlin Crisis	CO2; CO6
	Unit 3	**Third world and Soviet disintegration**	
	A	The Third World, NAM	CO3; C06
	B	Disintegration of Socialist block (Glasnost and Perestroika, Democratisation of Poland, Velvet revolution, Malta Talks, German reunification, End of Warsaw Pact); End of Cold war: Impact on Europe & US; Globalisation and its impact.	CO3; C06
	C	Apartheid Movement- 1948-1990s	CO3; C06
	Unit 4	**Multilateral and Regional Institutions**	
	A	G20, EU, NAFTA,	CO4; CO6

	B	BRICS, SAARC and BIMSTEC, SCO, OIC	CO4; CO6
	C	ASEAN and APEC, IORA	CO4; CO6
	Unit 5	**Economy, Security and Environment issues**	
	A	International Economy and Trade: Origin and History of GATT, WTO; WTO's Dispute Settlement mechanism.	CO5; CO6
	B	International security: PTBT, NPT & CTBT; The Laws of Outer Space (Moon Treaty, Geostationary)	CO5; CO6
	C	Kyoto protocol, Cancun, Developed versus the Developing.	CO5; CO6
	Mode of examina-Tion	Theory/Jury/Practical/Viva	
	Weightage Distribu-Tion	CA / 25	MSE / 25 / ESE / 50
	Readings Text book/s*	• *Keith Robbins, The world since 1945, 1998 • *Eric Hobsbawn, The History of the World, (1914-1991)1996 • Agnihotri, Shachee, "From the Forgotten War to Trump-Kim Summits: A Historical analysis of the US-China-Korea Triangle Diplomacy" in Prof. R.Sheel& Prof. K. Misra eds. Diplomatic History of Asia: Changing Contours. BR Pub-lishingCoBartlett C. J., InterNationalPolitics: States, Power and Conflict since 1945.	

•		• Gamble A. & Payne A. (ed.), Regionalism and World Order • Gung-Wu-Wang, China and the world since 1949 • William T, Tow, Rash Thakur & In-Taek Hyan (ed), Asia's Erging Regional Order: • Reconciling Traditionaland • Wukkuans W. A., Empire as a way of life • Trevor Samson. 2000. Issues in InterNationalRelations. London: Routledge • Abraham Ascher. 2107. Russia: A Short History. London: One World Publications.

COURSE ATRICULATION MATRIX

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

School: SSHSS		**Batch: 2025-27**
Programme: M.A.		**Current Academic Year: 2025-26**
Branch: Modern History		**Semester: II**
	Course Code	**HIT4414**
	Course Title	**Age of Revolutions**
	Credits	**4**
	Contact Hours (L-T-P)	**4-0-0**
	Course Type	**Multi-Disciplinary**
	Course Objective	This course traces the economic, social, and political upheavals that shaped the modern world, from European expansion and the Commercial Revolution to the great revolutions of the 17th to 19th centuries. It examines the decline of absolutism, the rise of constitutionalism, and the influence of revolutionary thought on governance and rights. By analyzing key events including the English, American, and French Revolutions, the uprisings of 1830 and 1848, and the impact of global conflicts, students will gain a deeper understanding of how revolutions and war reshaped modern political systems.

6	Course Outcomes	The students will be able to CO1: Understand the impact of European expansion, the Commercial Revolution, and the shift in global trade patterns. CO2: Assess the causes, events, and consequences of the English, American, French, and 19th-century European revolutions. CO3: Explain the role of Enlightenment thinkers like Locke and Montesquieu in shaping modern governance and constitutionalism. CO4: Discuss how conflicts such as the Napoleonic Wars, Revolutions of 1830 and 1848 influenced state formation and democracy. CO5: Trace how revolutionary movements contributed to the evolution of democratic institutions, citizenship, and political rights. CO6: Engage with historical sources, debates, and interpretations to construct well-reasoned arguments on revolutionary transformations	
	Course Description	This course explores the economic, social, and political transformations that shaped modern democracy. It explores key revolutions, from the English to the French and 19th-century uprisings, alongside the role of war, diplomacy, and political thought. Through historical analysis, students will understand how these events influenced modern governance and citizenship.	
	Syllabus		CO Mapping
	Unit 1	**European Expansion: Economic and Social Transformations**	
	A	Explorations and Discovery of new world	CO1, CO6
	B	Commercial Revolution: Shift of Trade from Mediterranean to Atlantic	CO1, CO6
	C	The Price Revolution	CO1, CO6

	Unit 2	**Revolutions and the Birth of Modern Democracy: The British Experience**	
	A	English Revolution: Divine Origin Theory, Stuart Dynasty; Thomas Hobbes.	CO2; CO6
	B	Civil War and The Interregnum (Cromwell Era)	CO2; CO6
	C	Glorious Revolution: William of Orange, Marry II; John Locke and the Constitutional Monarchy.	CO2; CO6
	Unit 3	**The American Revolution (1776-1783)**	
	A	American Revolution: Repressive Measures, Stamp Act, Boston Tea Party and No Taxation without Representation.	CO3; CO6
	B	Montesquieu's ideas from De Spirit De Laws.	CO3; CO6
	C	Philadelphia Conventions. Declaration of Rights of Men and Citizen.	CO3; CO6
	Unit 4	**The French Revolution and After (1789-1815)**	
	A	Background and Initial Stage, 1789-1792	CO4; CO6
	B	Jacobins (1792-94) and the Directory (1794-99)	CO4; CO6
	C	Napoleon Bonaparte: Rise and Administrative Reforms	CO4; CO6
	Unit 5	**The World after Vienna Congress**	
	A	Congress of Vienna, 1815	C05; CO6

	B	Revolutions, 1830-1832	C05; CO6
	C	The Revolutions of 1848: Germany, Austria, and Italy	C05;CO6

Mode ofexamination	Theory		
Weightage Distribution	CA	MSE	ESE
	25	25	50

Readings Text book/s*	· Perry et al, (2009), Western Civilization: Ideas, Politics, and Society, Houghton Mifflin Harcourt (9th ed.). · *Hayes, C.J.H.: (1936), A Cultural and Political History of Europe (Vol. I) (1500–1830), London: Macmillan · Hazen, C.D.: (1937), A History of Europe in Modern Times, Henry Holt and Company · Jha K N, World History, Cosmos Bookhive, Gurgaon. · Khurana & Sharma, Simple History of Modern Europe, Agra. · Mahajan V D, History of Modern Europe since 1789, Delhi. · Chaurasia R S, (1991), History of Europe, Delhi. · Bartlett. C.J. 1996. Peace, War and the European Powers, 1814-1914. London: Macmillan · Blanning, T.C .W Ed. 2000. The Nineteenth Century: Europe 1789-1914 (Short · Pagden, Anthony.2013. The Enlightenment: And Why it Still Matters. Oxford: Oxford University Press · Partenership, Grant Laing. 2012. The History of the Modern World: from 1900to the Present Day. London: Carlton Books Ltd

COURSE ATRICULATION MATRIX

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

School: SSHSS		Batch : 2025-27	
Programme: MA		Current Academic Year: 2025-26	
Branch: Modern History		Semester: II	
1	Course Code	**HIT4415**	
2	Course Title	**History of Soviet Union (1917-1991)**	
3	Credits	**4**	
4	Contact Hours (L-T-P)	**4-0-0**	
	Course Type	**Multidisciplinary/DSE**	
5	Course Objective	1. To make students aware of Russian history from establishment of Communism to disintegration of USSR. 2. To understand features of Communist polity society & economy. 3. To trace the developments in Russia under Communist leaders from Lenin to Gorbachev. 4. To make students understand the for disintegration of Soviet Union and the fall of Communism.	
6	Course Outcomes	CO1: To be able to understand effects of Russian revolution. CO2: To be able to understand features of new Communist State under Stalin. CO3: To be able to understand origin of cold war politics post-world war-II and Khruschev's policies. CO4: To understand issues of reforms in economy and polity from Brezhnev to Gorbachev. CO5: To critically analyse Gorbachev's reforms and inherent weaknesses in Communist model that led to disintegration of USSR. CO6: To get an understanding of Russia's foreign policy which affected entire world.	
7	Course Description	This course traces the developments from the rise and fall of Communism in one of the first Communist nation of the world. It deals with the establishment of socialism in USSR and how the state strengthened itself through civil war under strong leadership of Stalin and Khrushchev to become one of the world superpowers. From here started the journey of spread of Communism to other countries of the world. However, some of the features inherent in the system finally led to its disintegration and paved way for market socialism.	
8	Outline syllabus		CO Mapping
	Unit 1	**The Russian Revolution of February & October 1917**	
	A	Russian Revolution	CO1, CO6
	B	Consolidation of Bolshevik power	CO1, CO6

	C	Economic Policies.			CO1, CO6
	Unit 2	**The Stalinist Regime**			
	A	Party & State, Civil War			CO2, CO6
	B	War Communism &New Economic Policy			CO2, CO6
	C	Collectivization & Industrialization			CO2, CO6
	Unit 3	**De-Stalinisation**			
	A	World War II and the Cold War			CO3, CO6
	B	Khrushchev's foreign policy and De-Stalinisation			CO3, CO6
	C	Khrushchev's economic reforms			CO3, CO6
	Unit 4	**Brezhnev to Gorbachev**			
	A	Issues in growth and reform of Soviet economic system (1964-1991)			CO4, CO6
	B	Economics and politics of Cold War (1964-1991)			CO4, CO6
	C	Conservatism and reform in Soviet political system: from Brezhnev to Gorbachev			CO4, CO6
	Unit 5	**Gorbachev to Disintegration of Soviet Union**			
	A	Perestroika and Glasnost			CO5, CO6
	B	Impact on society, economy and culture.			CO5, CO6
	C	Disintegration of USSR: Factors & Fallout.			CO5, CO6
	Mode of examination	Theory/Jury/Practical/Viva			
	Weightage Distribution	CA	MSE	ESE	
		25	25	50	
	Text book/s*	Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*. New York, USA: Oxford University Press, 2001. Lewin, Moshe, *The Making of the Soviet System: Essays in the Social History of Inter war Russia*. New York: Pantheon, 1985. Figes, Orlando, *A People's Tragedy: A History of the Russian Revolution*. London: Jonathan Cape, 1996. Roberts, Geoffrey, *Stalin's Wars 1939-53: From World War to Cold War*. New Haven: Yale University Press, 2006. Ellman, Michael and Vladimir Kontorovich, *The Destruction of the Soviet Economic System: An Insider's History*. London and New York: Routledge, 1998. Haslam, Jonathan. *Russia's Cold War: from the October Revolution to the Fall of the Wall.* New Haven: Yale University Press, 2011.			

		McDermott, Kevinand Jeremy Agnew. *The Comintern: A History of International Communism from Lenin to Stalin*. Basingstoke: Macmillan, 1996.	
	Other References	Allen, Richard. From Farm to Factory: *A Reinterpretation of the Soviet Industrial Revolution*. Princeton and Oxford: University Press, 2003. Engel, Barbara Alpern. *Women in Russia 1700-2000*. Cambridge: Cambridge University Press, 2004. Erlich, Victor, *Modernism and Revolution: Russian Literature in Transition,* Cambridge: Harvard University Press, 1994. Figes, Orlando. Natasha's Dance: *A Cultural History of Russia*. New York: Picador, 2002. Martin, Terry, *The Affirmative Action- Empire: Nations and Nationalisms in the Soviet Union 1923-1939*. Ithaca: Cornell University Press, 2001. Brown, Archie. *The Gorbachov Factor*. Oxford: Oxford University Press, 1997. McCauley, Martin, ed. *Khrushchev and Khruschevism*. Basingstoke and London: Palgrave Macmillan,1987. McCauley, Martin, ed. *Soviet Union After Brezhnev*. New York: Holmes & Meier publishers, 1983. Nove, Alec, *The Soviet Economic System,* London: Allen & Unwin, 1977. ed. Routledge, 1988. Suny, Ronald Grigor, ed. *Cambridge History of Russia* Volume 3. Cambridge: Cambridge University Press, 2006.	

Course Articulation Matrix:

Pos Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	3	2	2	2	2	3	3	2
CO2	2	3	2	2	1	3	2	2
CO3	2	2	2	2	2	3	2	2
CO4	2	1	2	2	2	2	2	1
CO5	1	2	2	2	2	-	3	2
CO6	-	-	1	1	1	2	1	1

School: SSHSS		**Batch: 2025-27**
Programme :M.A		**Current Academic Year: 2025-26**
Branch: Modern History		**Semester: II**
	Course Code	**HIT4416**
	Course Title	**HISTORY OF CONTEMPORARYJAPAN & CHINA: 1945-2000 CE**
	Credits	**4**
	Contact Hours (L-T-P)	**4-0-0**
	Course Type	**Multidisciplinary/DSE**
	Course Objective	· To develop an understanding of Modern China and Japan in Post WW-II world. · To understand China - the most populated country in the world – which has arrived on the global stage as a major political, military and economic power over the past 70 years. · This paper will help one figure out journey of East Asian countries to reach where it is today. · It will also seek to enable the students weigh in the challenges and opportunities that contemporary dynamics of East Asian history presents, particularly in the context of China and Japan and in Taiwan and Korea in general.

	Course Outcomes	CO1: This course will enable the students to understand and decipher the rise of the communist China and its social, political and economic dynamics in contemporary period. CO2: The students will be able to classify the basic Themes, concepts, chronology and the Scope of Contemporary Japanese History. CO3: The students will be able to understand and analyse the multifaceted historical aspects of international relations in Northeast Asia and how events unfold during Cold war era. CO4: The students will be able to understand the importance of changing international dynamics in Post-Cold War Asia in contemporary time. CO5: The students will be able to analyse India's role and place in East Asian history and contemporary development. CO6: The students will be able to think critically and comparatively about historical events in modern and contemporary East Asia	
	Course Description	As strong a country that China is today, it owes its strong political will to its History. Communism gain prominence and led the Nation on a new path. It was then that China as a Nation chose the socialist path, forged relations with the third world countries, and leapt ahead on the Foundation of its cultural revolution. The economic policy changes, educational prowess and Movement of freedom and people's rights made Japan a very strong economy. The modern-day Japan presents a picture of a developed, self-reliant and strong economy. This course discusses the journey of Modern-day Japan. The course will enable students to acquaint themselves with the range of issues related to the East Asian countries through the this.	
	Unit 1	**Post-War China: Rise of Red China**	CO Mapping
	A	Communist Revolution and establishment of People's Republic of China	CO1; CO6
	B	Maoist Era: · Command Economy and Great Leap Forward: Debates · Cultural Revolution 1966- 69	CO1; CO6
	C	Post Mao Era: · *gaigekaifang:* Socialism with Chinese characteristics	CO1; CO6
	Unit 2	**Post-War Japan: From ruins to Reconstruction**	

	A	Occupation of Japan: Potsdam conference and SCAP Political reforms and economic recunstruction-1945-1952	CO2; CO6
	B	Treaty of San Francisco-1951 and revision of Mutual Security Treaty-1961 ANPO and after	CO2; CO6
	C	Socio-economic development and its impact on Domestic Politics in Japan, 1953-1975 Summarizing rapid economic Development in last two decades of 20th Century	CO2; CO6
	Unit 3	**International relations-I: Cold war and Northeast Asia**	
	A	Post WWII Korea: Korean Crisis and role of China and Japan China: Third world theory	CO3; CO6
	B	Sino-Sovietsplit and "normalization" of Sino-US relation	CO3; CO6
	C	Japan's relation with Taiwan and Mainland China	CO3; CO6
	Unit 4	**International relations-II: Northeast Asia in Unipolar World (upto 2000)**	
	A	Nuclear Power and China, Japan, South and North Korea: Since late 1950s to 2000	CO4; CO6
	B	One China Principle: unification of Macao & HK and views on Taiwan	CO4; CO6
	C	Japan: Post occupation-era relation with US & Russia and China	CO4; CO6
	Unit 5	**India and Northeast Asia: Issues and Prospects**	
	A	India-China: From *Panchsheela* to 1962 Border clash China's stand during India-Pakistan Wars in 1965 and 1971 India's nuclear tests and the US factor	CO5; CO6
	B	India-Japan relations upto 1998 Sanctions	CO5; CO6
	C	India's relation with Two Koreas: A Brief Survey	CO5; CO6
	Mode of examination	Theory/Jury/Practical/Viva	

	Weightage Distribution	CA	MSE	ESE
		25	25	50
	Readings Text book/s*	• *Fairbank, J. K. and rle Goldman (eds). *China: A New History*. Camb., Mass.: Harvarmed University Press • * Andrew Gordon: A Modern History of Japan: From Tokugawa Tis to the Present. OUP, 2003 • Marius B. Jansen: The Making of Modern Japan. Harvarmed University Press, 2000 • R. H. P. Mason, *A History of Japan*: Revised edition, Tuttle Publishing • Saich (Tony) and Hans van de ven.*New perspectives on the Chinese Communist revolution*. New York: M.E. Sharpe, 1995. • Tony Saich(ed.). 1996. *The Rise to Power of the CCP :Documents andAnalysis* , Armonk, New York, M.E.Sharpe. • Tony Saich. 2001. *Governance and Politics of China*, New York: Palgrave.		

COURSE ATRICULATION MATRIX

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

School: SSHSS		**Batch: 2025-27**
Programme: M.A		**Current Academic Year: 2025-26**
Branch: Modern History		**Semester: II**
1	**Course Code**	**HIT4417**
2	**Course Title**	**South Asia in Post-Independence Era**
3	**Credits**	**4**
4	**Contact Hours (L-T-P)**	**4-0-0**
	Course Type	**Multidisciplinary/DSE**
5	**Course Objective**	1. To explain the regional identity of *South Asia* as a modern constructs. 2. To explain the major of historical events of South Asian nations towards state formation. 3. To explain the post-colonial issues of democracy and identity of South Asian countries. 4. To explain the regional conflicts among nations rooted in history and the possibilities of inter-regional cooperation.
6	**Course Outcomes**	CO1: Students will be able to explain the historical trajectories towards the formation of modern South Asian states. CO2: Students will be able to analyze the major theories in South Asian history. CO3: Students will be able to interpret contemporary foreign and domestic policies of South Asian nations. CO4: Students will be able to analyze regional identities in South Asian context. CO5: Students will develop ways of interpreting possibilities of regional collaborations and resolving conflicts. CO6: Students will holistically comprehend the position and significance of Indiawithin the South Asian context.
7	**Course Description**	Countries comprising modern South Asia (like India, Pakistan, Bangladesh, Afghanistan, Nepal, Bhutan, Sri Lanka and Maldives) may be separate political

		entities in current times but they share a complex history of interwoven boundaries, socio-cultural, religious and economic exchange. Their histories of emergence as independent nations are also common, connected and inspired. This paper provides a framework to understand the history of South Asia as a unit. The paper introduces the notion of South Asia as a region and how the region itself is a modern construct (Unit I). Themes such as the colonial history and struggle for statehood of South Asian nations are included in Units II and III. Units IV and V discuss the post-colonial issues of democracy and identity and foreign policy respectively.	
	Unit 1	**Modern South Asia: Exploring the Contours**	CO Mapping
	A	Defining the Region: South Asia as a Modern Construct.	CO1, CO6
	B	Configurations of power relations and history: The historical legacy of British colonialism, global, regional and local political processes.	CO1, CO6
	C	The genesis of SAARC: initial stages of its formalization, its design; the key events and actors in the establishment of regional collaboration.	CO1, CO6
	Unit 2	**State Formation in South Asia I: India, Pakistan, Bangladesh**	
	A	Contextualising the two-nation theory and partition; Nation-building and the project of national integration	CO2, CO6
	B	Secularism, communalism and regionalism (the problem of language, caste and religion)	CO2, CO6
	C	Subnationalism: Autonomy and self-determination (emergence of Bangladesh)	CO2, CO6
	Unit 3	**State Formation in South Asia II: Nepal and Sri Lanka**	
	A	The unification of Nepal under Prithivi Narain Shah. The Administration of Rana Bahadur Shah, his relations with China Tibet and Treaty with the East India Company. The reign of Surendra Bikram Shah, Prithivi Bir Bikram Shah, Tribhuvan Bir Bikram Shah and first Great War.	CO3, CO6
	B	The premierships of Jung Bahadur, his reforms and foreign armed revolution in Nepal, people's struggle in the valley, Delhi Agreement and Gorkha Dal. Restoration of Tribhuvan Bir Bikram Shah and Prime Minister ship of M.P. Koirala. Accession of King Mahendra Bir Bikram Shah Dev and the new constituent event of 1960. Panchyat Democracy.	CO3, CO6

	C	The East India Company in Sri Lanka (1796-1802) and the fall of the Kandyan Dynasty. Sri Lanka under the British rule. Era of reform and reconstruction (1833- 1900). Rise of Nationalism in Sri Lanka and Ceylon National Congress 1904 The Donoghmoe Commission and its recommendations 1927-30. The first phase of the transfer of power 1931-1942 D.S. Senanayka and the communion States (1942-47) Art and Literature of Sri Lanka in the 19th & 20th century.	CO3, CO6
South Asia in Post-Independence Era	**Unit 4**	**Post-Colonial States of South Asia: Issues of Democracy and Identity**	
	A	Political Governance in South Asian countries: Political leadership and success of Democracy.	CO4, CO6
	B	Quest for National Identity in South Asia	CO4, CO6
	C	State, Religion and Identity in contemporary South Asia	CO4, CO6
	Unit 5	**Foreign Policy and Regional Cooperation in South Asia**	
	A	Foreign policies and search for security in South Asia.	CO5, CO6
	B	Inter-regional conflicts among South Asian States	CO5, CO6
	C	Inter-regional interactions and Cooperation among South Asian States	CO5, CO6
	Mode of examination	Theory/Jury/Practical/Viva	
	Weightage Distribution	CA: 25 / MSE: 25 / ESE: 50	
	Readings Text book/s*	Agwani, M.S., *et al*. (eds.), *South Asia: Stability and regional cooperation* Chandigarh: Centre for Research in Rural and Industrial Development, 1983. Alavi, Hamza and John Harriss (eds.), *South Asia* Houndmills: Macmillan, 1989. Aziz, Abdul and David D. Arnold (eds.), *Decentralised governance in Asian countries* New Delhi: Sage, 1996. Bahadur, Kalim (ed.), *South Asia in transition: Conflicts and tensions* New Delhi: Patriots, 1986. Bose, Sugata (ed.), *South Asia and world capitalism* Delhi: OUP, 1990.	
		Chauhan, R.S., *Society and state building in Nepal: From ancient times to mid-twentieth century* New Delhi: Sterling, 1989.	

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	2	1	3	3	2	2	2	1
CO2	2	3	2	2	1	3	2	2	2	3	2
CO3	2	2	3	2	2	3	2	2	2	4	2
CO4	2	1	2	2	2	2	2	1	1	2	2
CO5	1	2	2	2	2	1	2	1	1	2	1
CO6	2	2	3	2	2	3	2	2	2	2	3

School: SSHSS		**Batch: 2025-27**
Programme/s: M.A		**Current Academic Year: 2025-26**
Branch: Modern History		**Semester: II**
1	Course Code	**HIP4418**
2	Course Title	**Archive Management**
3	Credits	**4**
4	Contact Hours (L-T-P)	**0-0-8**
	Course Type	**SEC**
5	Course Objective	1. To make students understand why societies, cultures, organizations, and individuals create and keep records. 2. To give the students an understanding of the values we attach to records and how records are created, preserved and made accessible. 3. To provide the students basic understanding of how new information technologies are transforming archival theory and practice and how archivists and records managers are responding to these challenges. 4. To encourage students to think critically about strategies for managing the archival record.
6	Course Outcomes	The student will be able to: CO1: Explore the basic theories, principles, and practices involved in administering an archive CO2: Understand the significance of conservation and preservation of records and the methods used for the same. CO3: Explore new technologies and digital records are shaping the way that archivists do their work. CO4: Examine Indian manuscript heritage and activities of National Mission for Manuscripts (NMM). CO5: Evaluate important archives and record management institutions in India. CO6: Comprehend archival work, so that students can make informed decisions about pursuing a professional career in archives and records management.
7	Course Description	This course is an introduction to the archives and records management field. It provides a survey of principles and practices applied by archivists and records managers. This paper will also cover the nature of documentation and recordkeeping in contemporary society and the

		different types of institutions with responsibility for record. The students will learn and gather information about the important institutions of archives and record management in India.	
	Unit 1	**Introduction to Archives**	**CO Mapping**
	A	• Definition, concept and scope • Scope and History of Archives	CO1; CO6
	B	• Functions and Types of Archives	CO1; CO6
	C	• Policies of Archives: Access and Acquisition • Publication and Research	CO1; CO6
	Unit 2	**Conservation and Preservation**	
	A	• Memory, History, and the Preservation of Archival Records	CO2; CO6
	B	• Preventive, Curative and Restorative Conservation	CO2; CO6
	C	• Case Study: Public Records of National Archives of India	CO2; CO6
	Unit 3	**Digital archives and record management**	
	A	• Digital archiving and preservation	CO3; CO6
	B	• Reprography and computerization	CO3; CO6
	C	• Online records of National Archive of India: Case Study	CO3; CO6
	Unit 4	**Indian Manuscript Heritage**	
	A	• Manuscripts: Meaning and Concept • Indian Manuscripts	CO4; CO6
	B	• Historical Manuscripts as Archives	CO4; CO6
	C	• Case Study**:** National Mission for Manuscripts	CO4; CO6
	Unit 5	**Archives in India: Case study**	
	A	• National Archives in India	CO5; CO6
	B	• National Film Archive of India (NFAI)	CO5; CO6
	C	• Archives of Research Centre for Ethnomusicology (ARCE)	CO5; CO6
	Mode of examination	Theory	
	Weightage Distribution	CA: 25 / MTE: 25 / ETE: 50	
	Readings Text book/s*	*Ghosh, Sailen. *Archives in India*. Calcutta: Firma K.L. Mukhopadhyay. 1963. Print. *Singh, A.R. 2001. *Information Management in Archives and Libraries*. Delhi. Aaakar Publication. Print	

		*O'Toole, James M., and Richard J. Cox. *Understanding Archives & Manuscripts*. Chicago, IL: Society of American Archivists, 2006
	Other References	• Seeger, Anthony and Chaudhuri, Shubha (eds). *Archives for the Furure: Global Perspectives on Audiovisual Archives in the 21 Century*. Calcutta: Archives and Research Centre for Ethnomusicology and Seagull Books. 2004 • Ballofet, Nelly and Hille, Jenny, *Preservation and Conservation for Libraries and Archives*, AMERICAN LIBRARY ASSOCIATION Chicago 2005 • Brown, Adrian. *Archiving Websites: A Practical Guide for Information Management Professionals.* London: Facet, 2006. • Daniels, Maygene F., and Timothy Walch, eds. *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*. Washington, DC: National Archives and Records Service, 1984 • Forde, Helen. *Preserving Archives*. London: Facet, 2007 • Millar, Laura. Archives: Principles and Practices. New York, NY: Neal-Schuman, 2010. • Raj, Dr.M.Sundara,(1999): *Manual of Archival system and the world of Archives*, Chennai: Siva publication • Jenkinson, Hillary, *Manual of Archives administration*, Percy Lubd, Humphries & Company Ltd. M. London 1937 • Schellenberg, T.R., *Modern Archives Principles and Techniques*, University of Chicago Press, 1957

COURSE ARTICULATION MATRIX

Archives Management	POs COs	PO 1	PO2	PO 3	PO 4	PO5	PO 6	PO7	PO 8	PSO1	PSO2	PSO3
	CO1	3	2	3	2	1	3	3	2	2	2	1
	CO2	2	3	2	2	1	3	2	2	2	3	2
	CO3	2	2	3	2	2	3	2	2	2	1	2
	CO4	2	1	2	2	2	2	2	1	1	2	2
	CO5	1	2	2	2	2	1	2	1	1	2	1
	CO6	2	2	3	2	2	3	2	2	2	2	3

3: High
2: Medium
1: Low

Course Modules without CC

SEMESTER I

School: SSHSS		**Batch: 2025-27**
Programme/s: M.A		**Current Academic Year: 2025-26**
Branch: Modern History		**Semester: I**
1	Course Code	**HIP4418**
2	Course Title	**Archive Management**
3	Credits	**4**
4	Contact Hours (L-T-P)	**0-0-8**
	Course Type	**SEC**
5	Course Objective	5. To make students understand why societies, cultures, organizations, and individuals create and keep records. 6. To give the students an understanding of the values we attach to records and how records are created, preserved and made accessible. 7. To provide the students basic understanding of how new information technologies are transforming archival theory and practice and how archivists and records managers are responding to these challenges. 8. To encourage students to think critically about strategies for managing the archival record.
6	Course Outcomes	The student will be able to: CO1: Explore the basic theories, principles, and practices involved in administering an archive CO2: Understand the significance of conservation and preservation of records and the methods used for the same. CO3: Explore new technologies and digital records are shaping the way that archivists do their work. CO4: Examine Indian manuscript heritage and activities of National Mission for Manuscripts (NMM). CO5: Evaluate important archives and record management institutions in India. CO6: Comprehend archival work, so that students can make informed decisions about pursuing a professional career in archives and records management.

7	Course Description	This course is an introduction to the archives and records management field. It provides a survey of principles and practices applied by archivists and records managers. This paper will also cover the nature of documentation and recordkeeping in contemporary society and the different types of institutions with responsibility for record. The students will learn and gather information about the important institutions of archives and record management in India.	
	Unit 1	**Introduction to Archives**	**CO Mapping**
	A	• Definition, concept and scope • Scope and History of Archives	CO1; CO6
	B	• Functions and Types of Archives	CO1; CO6
	C	• Policies of Archives: Access and Acquisition • Publication and Research	CO1; CO6
	Unit 2	**Conservation and Preservation**	
	A	• Memory, History, and the Preservation of Archival Records	CO2; CO6
	B	• Preventive, Curative and Restorative Conservation	CO2; CO6
	C	• Case Study: Public Records of National Archives of India	CO2; CO6
	Unit 3	**Digital archives and record management**	
	A	• Digital archiving and preservation	CO3; CO6
	B	• Reprography and computerization	CO3; CO6
	C	• Online records of National Archive of India: Case Study	CO3; CO6
	Unit 4	**Indian Manuscript Heritage**	
	A	• Manuscripts: Meaning and Concept • Indian Manuscripts	CO4; CO6
	B	• Historical Manuscripts as Archives	CO4; CO6
	C	• Case Study**:** National Mission for Manuscripts	CO4; CO6
	Unit 5	**Archives in India: Case study**	
	A	• National Archives in India	CO5; CO6
	B	• National Film Archive of India (NFAI)	CO5; CO6
	C	• Archives of Research Centre for Ethnomusicology (ARCE)	CO5; CO6
	Mode of examination	Theory	
	Weightage Distribution	CA: 25 / MTE: 25 / ETE: 50	
	Readings	*Ghosh, Sailen. *Archives in India*. Calcutta: Firma K.L. Mukhopadhyay.	

	Text book/s*	1963. Print. *Singh, A.R. 2001. *Information Management in Archives and Libraries*. Delhi. Aaakar Publication. Print *O'Toole, James M., and Richard J. Cox. *Understanding Archives & Manuscripts*. Chicago, IL: Society of American Archivists, 2006
	Other References	• Seeger, Anthony and Chaudhuri, Shubha (eds). *Archives for the Furure: Global Perspectives on Audiovisual Archives in the 21 Century*. Calcutta: Archives and Research Centre for Ethnomusicology and Seagull Books. 2004 • Ballofet, Nelly and Hille, Jenny, *Preservation and Conservation for Libraries and Archives*, AMERICAN LIBRARY ASSOCIATION Chicago 2005 • Brown, Adrian. *Archiving Websites: A Practical Guide for Information Management Professionals.* London: Facet, 2006. • Daniels, Maygene F., and Timothy Walch, eds. *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*. Washington, DC: National Archives and Records Service, 1984 • Forde, Helen. *Preserving Archives*. London: Facet, 2007 • Millar, Laura. Archives: Principles and Practices. New York, NY: Neal-Schuman, 2010. • Raj, Dr.M.Sundara,(1999): *Manual of Archival system and the world of Archives*, Chennai: Siva publication • Jenkinson, Hillary, *Manual of Archives administration*, Percy Lubd, Humphries & Company Ltd. M. London 1937 • Schellenberg, T.R., *Modern Archives Principles and Techniques*, University of Chicago Press, 1957

COURSE ARTICULATION MATRIX

POs COs	PO 1	PO2	PO 3	PO 4	PO5	PO 6	PO7	PO 8	PSO1	PSO2	PSO3
CO1	3	2	3	2	1	3	3	2	2	2	1
CO2	2	3	2	2	1	3	2	2	2	3	2
CO3	2	2	3	2	2	3	2	2	2	1	2
CO4	2	1	2	2	2	2	2	1	1	2	2
CO5	1	2	2	2	2	1	2	1	1	2	1
CO6	2	2	3	2	2	3	2	2	2	2	3

3: High
2: Medium
1: Low

SEMESTER II

School: SSHSS		**Batch: 2025-27**
Programme: M.A.		**Current Academic Year: 2025-26**
Branch: Modern History		**Semester: II**
1	Course Code	**HIP4419**
2	Course Title	**Sustainable Tourism & Heritage Develeopment**
3	Credits	4
4	Contact Hours (L-T-P)	0-0-8
	Course Type	**SEC**
5	Course Objective	The objective of this course is: • To make the students aware of the heritage of India, their importance and management. • To infer meaning of different heritage institutions. • To give knowledge about concept of tourism, history of travelling. • To get familiar with the relevance and importance of heritage tourism. • To give students employability skills in the field of heritage and tourism management.
6	Course Outcomes	The students will able to: CO1: Relate with the knowledge of history through heritage institutions. CO2: Classify basic themes, concepts, chronology and scope of Indian heritage monuments. CO3: Develop knowledge pertaining to issues related to heritage management and preservation. CO4: Examine the relevance and importance of heritage tourism. CO5: Assess options of jobs in the field of heritage and tourism sectors. CO6: Develop research in the relevant field of knowledge.

7	Course Description	This course would educate students on key concepts related to tourism and heritage management. It highlights the importance of tourism industry and heritage management for India as a nation. This course includes the definition and scope of the subject, relation between heritage and tourism

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

	C	Case Study: Promotion of Heritage Tourism by States		CO5, CO6
	Mode of examination/ Evaluation method	Theory		
	Weightage Distribution	CA	VIVA	EA (VIVA)
		25%	25%	50%
	Text book/s*	• Bhowmick, S. K. (2004) *Heritage Management,* Publication Scheme. • Page, J. Stephen (2019) *Tourism Management,* Taylor and Francis.		
	Other References	• Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in) • Biswas, S.S. (1999) *Protecting the Cultural Heritage (National Legislation and International Conventions)*. New Delhi: INTACH • Bhatia A.K. (1997) *Tourism Management & Marketing*. Aph Publishing Corporations • Chainani, S. (2007) *Heritage and Environment*. Mumbai: Urban Design Research Institute • Lahiri, N. (2012) *Marshalling the Past- Ancient India and its Modern Histories*. Ranikhet: Permanent Black, (Chapter 4 and 5) • Layton, R.P. (2001) Stone and J. Thomas. *Destruction and Conservation of Cultural Property*. London: Routledge • Lowenthal, D. (2010) *Possessed by The Past: The Heritage Crusade and The Spoils of History,* Cambridge University Press.		

COURSE ARTICULATION MATRIX:

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

Through CW & RW

Semester III

School: SSHSS		**Batch: 2025-27**	
Programme/s: M.A. (Modern History)		**Current Academic Year: 2026-27**	
Branch: Modern History		**Semester: III**	
1	Course Code	**HIT5501**	
2	Course Title	**The Eighteenth Century India**	
3	Credits	**5**	
4	Contact Hours (L-T-P)	5-0-0	
	Course Type	**Core**	
5	Course Objective	The course aims to make the students analyse the major political developments of the 18th century India, including the decline of the Mughal Empire and the rise of regional Kingdoms. Explain the impact of European colonialism on Indian society, economy, politics as well as discuss the socio-cultural changes that took place in the 18th century India, including the emergence of new regional cultural centres and languages.	
6	Course Outcomes	The student will be able to: CO1: Understand the debates on decline of Mughal empire and establishment of new kingdoms. CO2: Understand the impact of foreign invasions and the 18th century debates. CO3: Identify the impact of colonization on the economy of the 18th century. CO4: Analyse the emergence of regional cultural centres in British India. CO5: Evaluate the development of Indian languages in the 18th century. CO6: Assess the various aspects of 18th century India from foreign invasion to debates to rise of independent Kingdoms, regional cultural centres and development of Indian languages	
7	Course Description	The course explores the complex and transformative history of 18th century India, a period marked by significant political, economic, social and cultural changes. Students will examine the decline of the Mughal empire, rise of regional Kingdoms, impact of European colonialism and emergence of new social and cultural forces.	
	Unit 1	**The Mughal Empire at the death of Aurangzeb**	**CO Mapping**
	A	Debates on the Decline of Mughal Empire: legacy of Mughal Empire	CO1, CO6
	B	Establishment of Mughal subas as independent kingdoms: Awadh, Bengal and Hyderabad.	CO1, CO6
	C	Rise of Independent kingdoms: Rohillas, Jats, Marathas and Sikhs	CO1, CO6
	Unit 2	**The 18th Century Debate**	

	A	Eighteenth century Historiographical debates: Aligarh School and the Revisionist School	CO2, CO6
	B	Decadence or Efflorescence: Political, Social and Economic	CO2, CO6
	C	Change vs Continuity Debate	CO2, CO6
	Unit 3	**Economy of Eighteenth-century India**	
	A	Re-Organization of Regional Economy	CO3, CO6
	B	Development of Economy, Development of Trade Centres	CO3, CO6
	C	The Thesis of 'The Rise of the Corporate Groups' and its Critics.	CO3, CO6
	Unit 4	**Emergence of Regional Cultural Centres**	
	A	Awadh, Hyderabad	CO4, CO6
	B	Jaipur, Banaras	CO4, CO6
	C	Faizabad, etc.	CO4, CO6
	Unit 5	**Development of Indian Languages in Eighteenth Century**	
	A	Hindi VI (Hindi/Urdu),	CO5, CO6
	B	Marathi, Bengali,	CO5, CO6
	C	Awadhi, Gujrati etc.	CO5, CO6
	Mode of Examination	Theory	
	Weightage Distribution	**CA** / **MSE** / **ESE**	
		25 / 25 / 50	
	Readings Text book/s*	• Alvi. Seema, The Eighteenth Century India, Oxford University Press, New Delhi, 2002. • Ali. Athar, 'Recent Theories of eighteenth Century India', Indian Historical Review, 1989. • Ali, Athar. 'Towards a Reinterpretation of the Mugal Empire', Journal of Royal Asiatic Society, 1978. • Baljon, J.M.S., Religion and Thought of Shah WaliallahDihlawi (1703-1762). Lieden. • E.J. Brill, 1986. Banga, Indu, Agrarian System of the Sikhs. New Delhi, 1978. • Barnett, R., North India Between Empires, Awadh. the Mughals and the British, Berkeley, 1980.	

		• Barnett, Richard B., North India between Empires. Awadh, the Mughals and British, 1720-1801. Berkeley California 1980. • Bayly. C.A., Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870, Cambridge. 1996. • Bayly. C.A.. Indian Society and the Making of the British Empire, Cambridge, 1998. • Bavly. C.A., Rulers. Townsmen and Bazaars. North Indian Society in Age of British expansion, 1770 Cambridge. 1983 • Calkin, Philip B.. 'The Foimation of a Regionally Orieined Ruling Group of Bengal. 1700-1740, JAS, 29. August 1970. Chandra Satish. Medieval India, Society. Jagirdari Crisis and the Village, New Delhi, 1982 • Raghuvanshi. V.P.S. Indian Society in the Eighteenth Century, New Delhi. 1969 • Richards, J.F., the Mughal Empire. NCR, vol. 1,5, Cambridge, 1993. • Spear. Percival, twilight of the Mughal, Delhi, 1969. Srivastava, A.L, First Two Nawabs of Awadh, Agra, 1954. Srivastava, A.L., Shujaudaulah of Awadh, Agra, 1974 • Umar, Mohammad, Urban Culture in Northern India During the Eighteenth Century, Aligarh. 2001. • Link, Andre, Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Swarajya. Cambridge, 1986.
	Other References	• Alam, Muzaffar, 'Aspects of Agrarian Uprisings in North India in the Early Eighteenth Century' in RomilaThapar (ed) situating Indian History, Delhi, 1986. • AlamMuzaffar. 'Eastern India in the Early Eighteenth Century 'Crisis: Some Evidence from Bihar', IESHR. 28. I, (1991): 43-71

COURSE ARTICULATION MATRIX

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

3: High
2: Medium
1: Low

School: SSHSS		Batch: 2025-27	
Programme/s: M.A. (Modern History)		Current Academic Year: 2025-26	
Branch: Modern History		Semester: III	
1	Course Code	HIT5502	
2	Course Title	Indian Nationalism up to 1916	
3	Credits	5	
4	Contact Hours (L-T-P)	5-0-0	
	Course Type	Core	
5	Course Objective	Its objective is to enable the students to understand the social, economic and political context of Indian nationalism's emergence and growth. It aims to explain the role of key figures such as Rammohan Roy, Bankim Chandra Chattopadhyay, and BalGangadhar Tilak in shaping Indian nationalism. It also discusses the impact of important events such as the Indian Rebellion of 1857, the Ilbert Bill controversy, and the Partition of Bengal on the nationalist movement. It also aims to evaluate the strategies and ideologies of early nationalist organizations such as the Indian National Congress and the Swadeshi movement.	
6	Course Outcomes	The student will be able to: CO1: understand the debates on rise of Indian nationalism, impact of colonial administration as well as reform movements. CO2: explain the causes and consequences of Revolt of 1857, civil and tribal uprisings. CO3: Identify the emergence of political associations in Bengal/ CO4: Analyse the developments in INC from Split to Lucknow Pact as well as Extremism & Revolutionary Terrorism: CO5: Assess the factors that led to rise of Muslim League and politics of separatism. CO6: Explores the emergence and growth of Indian nationalism from mid-19th century to 1916	
7	Course Description	The course explores the emergence and growth of Indian nationalism from the mid-19th century to 1916. Students will examine the social, economic and political factors that contributed to the development of nationalist sentiment, the key figures and organisations that shaped the movement and challenges faced by early nationalists.	
	Unit 1	**Historiography of Indian Nationalism**	**CO Mapping**
	A	Conceptual debates. Emergence of Indian Nationalism	CO1 CO6
	B	Effects of British administration.	CO1 CO6
	C	Social and religious reform Movements of the 19th Century.	CO1 CO6
	Unit 2	**Indian Response to British Rule**	

	A	Revolt of 1857, Causes nature and impact	CO2, CO6
	B	Peasant movements and tribal uprisings from the middle of 18th Century – kol Rebellion (1832), the Mopala Rebellion in Malabar (1814),	CO2, CO6
	C	TheSanthal (1855), the indigo Rebellion (1859-60), Deccan Uprising (1875) and Munda Rebellion (1899-1900).	CO2, CO6
	Unit 3	**Emergence of Political Associations in Bengal; Bengal and Madras Presidencies**	
	A	Foundation of INC: Theories on its formation and origin, Programmes and objectives,	CO3, CO6
	B	Composition of early Congress leadership, Moderates and Extremists. Reaction to Congress and Nationalists	CO3, CO6
	C	Partition of Bengal (1905), Swadeshi & Boycott movement in Bengal, Economic and Political aspects.	CO3, CO6
	Unit 4	**Extremism & Revolutionary Terrorism: INC from Split to Pact**	
	A	Rise of Extremism: Policy and Programmes of Extremists, BalGangadhar Tilak, Bipin Chandra Pal, LalaLajpat Rai and Aurobindo. Surat split.	CO4, CO6
	B	Militant Revolutionary activities in India and Abroad.	CO4, CO6
	C	The Home Rule League: Annie Besant& Tilak British attitude towards the League. Lucknow Pact	CO4, CO6
	Unit 5	**Politics of separatism**	
	A	factors leading to the Birth of Muslim League	CO5, CO6
	B	Morley-Minto Reforms of 1909, Congress-League Relations	CO5, CO6
	C	Programmes and Policies of the Muslim League: Khilafat Movement.	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	**CA** / **MSE** / **ESE**	
		25 / 25 / 50	
	Readings Text book/s*	• Tara Chand, History of Freedom Movement in India • Percival Spear, Oxford History of India • Ernesto Laclau, Politics and Ideology in Marxist Theory. • A.R. Desai, Social Background of Indian Nationalism • Anil Seal, The Emergence of Indian Nationalism: Competion and Collaboration in Late 19th Century • Bisheshwar Prasad, Changing Mode of Indian National Movement • A.R. Desai,Preasant Struggle in India RanjitGuha Elementary Aspects	

		of Peasant in Insurgency in Colonial India • S.B. Mehrotra, Emergence of Indian National Congress
		• RanjitGuha, Elementary Aspects of Peasant in Insurgency in Colonial India • B.N. Pande, A Century History of Indian National Congress (1885-1985) • R.C. Dutt, The Economic History of India Under Early British Rule • Bipan Chandra, The Rise and Growth of Economic Nationalism in India Nationalism in Modern India
	Other References	• S.N. Banerjee, A Nation in Making • B.R. Nanda Gokhale, The Indian Moderates and the Raj

COURSE ARTICULATION MATRIX

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

3: High
2: Medium
1: Low

School: SSHSS		Batch:2025-27
Programme: M.A. Modern History		Current Academic Year:2025-26
Branch: Modern History		Semester: III
1	Course Code	**HIT5503**
2	Course Title	**Dalit Movement: A Historical Study**
3	Credits	**3**
4	Contact Hours (L-T-P)	3-0-0
	Course Type	**Multidisciplinary/ Discipline Specific Electives**
5	Course Objective	▪ To introduce students to the history of the Dalit struggle from multiple perspectives. ▪ To encourage an egalitarian and liberal mindset among students. ▪ To educate students about various concepts related to the caste system and harmful social practices. ▪ To enhance understanding of the evolving position of Dalits, both conceptually and practically, in the context of social transformation.
6	Course Outcomes	The students will be able to: CO1: Define key terms such as Dalit and Dalit consciousness, and gain an understanding of the Indian caste system and discriminatory practices like untouchability. CO2: Analyze the history of movements advocating for social equality and justice prior to Ambedkar's emergence. CO3: Explore and reconstruct the early years of Ambedkar's life. CO4: Examine Ambedkar's political and social ideologies. CO5: Assess the ongoing impact and continuation of Dalit movements after Ambedkar. CO6: Understand Dr. B.R. Ambedkar's significant contributions in leading the Dalit movement and framing the Indian Constitution based on principles of social, political, and economic justice.
7	Course Description	This paper is designed to highlight a relatively neglected part of social history; it is an attempt to provide voice to the history of the oppressed. It defines and provides understanding of various concepts, further explains the caste system and evil practices like untouchability and its rigidification in ancient and medieval times. It lays emphasis on the earlier forms of protest by Buddhism, Jainism and later by Bhakti movement, in the medieval period especially in Maharashtra, which lays the foundation for social awareness and renaissance of the 18th and 19th centuries. The paper intends to provide an understanding of the changing position of Dalit at conceptual and practical level of social transformation, from 19th century till today. This paper also lays emphasis on Ambedkarian Movement, which marks an evolutionary phase in Dalit emancipation. It highlights the constitutional rights for safeguarding the interests of the oppressed. It takes into account Dalit literature, which provides space for understanding of Dalit

		consciousness and adds new dimensions in understanding 'Dalit'.	
8	Syllabus		CO Mapping
	Unit 1	**Definition and Background**	
	A	Defining *Dalit*.	CO1; CO6
	B	*Dalit* consciousness.	CO1; CO6
	C	Background to *Dalit* Consciousness: Bhakti Movement: Dnyaneshwa, Eknath, Tukaram	CO1; CO6
	Unit 2	**19th Century Activism and Reform Movements**	
	A	Gopal Baba Walangkar, ShivaramJanbaKamble.	CO2; CO6
	B	Mahatma Phule and Satyashodhak Samaj	CO2; CO6
	C	Justice Party and Self Respect Movement	CO2; CO6
	Unit 3	**Babasaheb Ambedkar and Social Reforms**	
	A	BahishkritHitakarni Sabha, Mahad Satyagraha, Simon Commission, Round Table Conference and Poona Pact	CO3, CO6
	B	Kalaram Mandir Satyagraha, Independent Labour Party, All India Scheduled Caste Federation, Dr. Ambedkar and the British Government	CO3, CO6
	C	Role of Dr. Ambedkar in the making of the Indian Constitution: Safeguards for Lower Castes, Issue of the Hindu Code Bill	CO3, CO6
	Unit 4	**Ideological Foundations of Ambedkarian Movement**	
	A	Social ideas through his writings	CO4, CO6
	B	Economic Ideologies: Industrialization, Agriculture, The idea of State Socialism and Critique of Karl Marx	CO4, CO6
	C	Religious: "Hindu Social Order: Its essential principles", "Philosophy of Hinduism" and 'Annihilation of Caste"	CO4, CO6
	Unit 5	**Nature of Post-Ambedkarian Movement**	
	A	Dalit Consciousness and other Modes of Expression: a brief review	CO5, CO6
	B	Dalit Literature and role of Press, Dalit	CO5, CO6
	C	Importance and Contribution of AmbedkariJalase, Dalit Rangbhumi	CO5, CO6
	Mode of examination/ Evaluation method	Theory	
	Weightage Distribution	**CA** / **MSE** / **ESE**	
		25 / 25 / 50	
	Text book/s*	▪ OmprakashArunSonone, Economic thoughts of Dr. B. R. Ambedkar for Indian economy, Gurukul International	

		Multidisciplinary Research Journal, 2016 ▪ Mahendra Jadhav, Dr. B.R. Ambedkar: His Economic Philosophy and State Socialism, Round Table India ,2016
	Other References	▪ Keer, Dhananjaya, Mahatma JyotibaPhule, Popular Prakashan, ▪ Desai, Sudha, Social Life under the Peshwas ▪ Kadam, K.N. (ed.), Dr. B.R. Ambedkar: The Emancipator of the Oppressed, Popular Prakashan, Bombay, 1993. ▪ Robb, Peter (ed.), Dalit Movement and the meaning of Labour in India, Oxford University Press. ▪ Sunthankar, B.R. Maharashtra in 18th and 19th Century. Two vols. ManmohanBhatkal Popular Book Depot.

COURSE ARTICULATION MATRIX:

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

School: SSHSS		Batch: 2025-2027	
Programme: M.A. (Modern History)		Current Academic Year: 2026-27	
Branch: Modern History		Semester: III	
1	Course Code	**HIT5504**	
2	Course Title	**Historians of Modern India**	
3	Credits	**3**	
4	Contact Hours (L-T-P)	**3-0-0**	
	Course Type	**Multidisciplinary/ Discipline Specific Electives**	
5	Course Objective	• To make the students aware of the origins of history writing in India. • To understand the background and causes of foundation of historical studies. • To interpret the various ideological underpinnings of the historians of India. • To get familiar with most prominent historians of India in the contemporary times.	
6	Course Outcomes	CO1: The students will be able to understand the beginnings of history writing in India CO2: The students will be able to recognize the social, political causes for the emergence of historical studies in India during the colonial period. CO3: The students will be able to acquaint them with the early historians of India who laid the foundations of Indian past. CO4: The students will be able to critically analyze the function and significance of a historian. CO5: The students will be able to recognize the shifts in historiography of India. CO6: The students will be able to identify and analyze the works of eminent historians of contemporary India and add to the larger historiographical trend as a future historian.	
7	Course Description	The modern academic discipline of History in India was founded by the British in the 19th century. Ever since the colonial period, India has created generations of historians who thrive as an active and engaged community of scholars. While it is important to know and understand the information and factual details of the past, it is equally essential to study the figures who produce the knowledge of the past. This paper is designed to give an outline about those historians who have fundamentally shaped our understanding of India from the distant to the recent past.	
8	Syllabus		CO Mapping
	Unit 1	**Concepts and Background**	
	A	Origins of History as a Discipline in India	CO1; CO6

	B	Understanding a Historian: Chronicler and Historian		CO1, CO6
	C	Antiquarianism, Archaeology and History		CO1, CO6
	Unit 2	**Colonial Historians**		
	A	William Jones, James Mill, Vincent Smith		CO2, CO6
	B	MountstuartElphistone, J. Talboys Wheeler		CO2, CO6
	C	Edward Thompson and G.T. Garratt		CO2, CO6
	Unit 3	**Nationalist Historians**		
	A	R. C. Majumdar, R.C. Dutt, Bhandarkar		CO3, CO6
	B	Anant Sadashiv Altekar, Hem Chandra Raychaudhuri,		CO3, CO6
	C	Radha Kumud Mukherjee, K. A. Nilakanta Sastri and Mohammad Habib		CO3, CO6
	Unit 4	**Marxist and Subaltern Historians**		
	A	R. Palme Dutt; A.R. Desai		CO4, CO6
	B	D.D. Kosambi; K.N.Panikkar; Sushobhan Sarkar		CO4, CO6
	C	RanajitGuha; DipeshChakrabarty, David Arnold, Partha Chatterjee, David Hardiman		CO4, CO6
	Unit 5	**Prominent Historians of Contemporary India**		
	A	Romila Thapar, B. D. Chattopadhya		CO5, CO6
	B	Irfan Habib, Richard Eaton		CO5, CO6
	C	Bipan Chandra, Gyanendra Pandey, Sumit Sarkar		CO5, CO6
	Mode of examination/ Evaluation method	Theory		
	Weightage Distribution	**CA**	**MSE**	**ESE**
		25	25	50

	Text book/s*	• Thapar, R. (2000) *A History of India: Volume 1*. London: Penguin Books. • Sharma, R.S. (2005) *India's Ancient Past*. New Delhi: Oxford University Press. • Singh, U. (2008) *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. New Delhi: Pearson Education India. • Avari, B. (2007) *India: The Ancient Past: A History of the Indian Sub-Continent from c. 7000 BC to AD 1200*. London: Routledge. • Allen, C. (2012) *Ashoka: The Search for India's Lost Emperor*. London: Little, Brown. • Chandra, B. (1999) *Essays on Colonialism*. New Delhi: Orient Blackswan. • Guha, R. (1982) *Subaltern Studies I: Writings on South Asian History and Society*. New Delhi: Oxford University Press. • Habib, I. (1995) *Essays in Indian History: Towards a Marxist Perception*. New Delhi: Tulika Books. •Kosambi, D.D. (1956) *An Introduction to the Study of Indian History*. Mumbai: Popular Prakashan. • Sharma, R.S. (1983) *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan. • Guha, R. (1997) *Dominance without Hegemony: History and Power in Colonial India*. Cambridge, MA: Harvard University Press. • Chakrabarty, D. (2000) *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press. • Prakash, G. (1990) *Writing Post-Orientalist Histories of the Third World: Perspectives from Indian Historiography*. *Comparative Studies in Society and History*, 32(2), pp. 383-408. • Chatterjee, P. (1986) *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books.

	Other References	• Arnold, D. (1984) *Gramsci and Peasant Subalternity in India*. *Journal of Peasant Studies*, 11(4), pp. 155-177. • Chandra, B. (2000) *India's Struggle for Independence, 1857-1947*. New Delhi: Penguin Books. • Chandra, B. (2008) *History of Modern India*. New Delhi: Orient Blackswan. • Chandra, B. (1999) *Essays on Colonialism*. New Delhi: Orient Blackswan. • Chandra, B. et al. (1989) *Freedom Struggle*. New Delhi: National Book Trust. • Pandey, G. (2001) *Remembering Partition: Violence, Nationalism and History in India*. Cambridge: Cambridge University Press. • Pandey, G. (1992) *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press. • Pandey, G. (2006) *Routine Violence: Nations, Fragments, Histories*. Stanford: Stanford University Press. •Pandey, G. (2014) *A History of Prejudice: Race, Caste, and Difference in India and the United States*. Cambridge: Cambridge University Press. •Eaton, Richard M. (2005). *A Social History of the Deccan, 1300–1761: Eight Indian Lives*. Cambridge: Cambridge University Press. • ———. (2019). *India in the Persianate Age: 1000–1765*. London: Allen Lane. • ———. (1996). *The Rise of Islam and the Bengal Frontier, 1204–1760*. Berkeley: University of California Press. • ———. (2000). *Essays on Islam and Indian History*. New Delhi: Oxford University Press. • Sarkar, Sumit. 1973. *The Swadeshi Movement in Bengal, 1903–1908*. New Delhi: People's Publishing House. • ———. 1989. *Modern India: 1885–1947*. Basingstoke: Macmillan.

		• ———. 1998. *Writing Social History*. Delhi: Oxford University Press. • ———. 2002. *Beyond Nationalist Frames: Postmodernism, Hindu Fundamentalism, History*. Bloomington: Indiana University Press. • Chattopadhyaya, Brajadulal. 1977. *Coins and Currency Systems in South India, c. AD 225–1300*. New Delhi: MunshiramManoharlal. • ———. 1990. *Aspects of Rural Settlements and Rural Society in Early Medieval India*. Kolkata: K.P. Bagchi & Co.

COURSE ARTICULATION MATRIX:

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

School: SSHSS		Batch: 2025-2027
Programme : M.A. Modern History		Current Academic Year: 2026-2027
Branch: Modern History		Semester: III
	Course Code	HIR5501
	Course Title	Dissertation HIS-I
	Credits	6
	Contact Hours (L-T-P)	0-0-12
	Course Type	Practical/Dissertation
	Course Objective	• The Programme aims to make the students aware of the general course of human history in multiple areas of the world with interdisciplinary approach. • Students will learn to under-stand the world contextually, that is, to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred. • The aim is to teach the students analyse, and evaluate both evidence and arguments. Students will learn how to create knowledge by applying and interpreting all kinds of sources. • The main objective is to make the students gain a clear and comprehensible understanding of the impact of the past on the present & future events related to the life process.
	Course Outcomes	CO1: The student will be able to identify the Nature of his research. CO2: The student will be able to describe different variables associated with his study. CO3: The student will be able to manipulate the variables to study their relevance and effect. CO4: The student will be able to point out the gap in his research topic. CO5: The student will be able to summarize his experimental findings CO5: Analyze and generate new questions, concepts and understandings. CO6: The student will be able to design research.

7	**Course Description**	As per NEP guidelines, Students shall be admitted to a two-year Master Programme with the second year devoted entirely to research for those who have completed the three-year Bachelor's Programme. An essential com- ponent of the Programme is to develop a research orientation among the students and to acquaint them with the application of fundamentals of re- search and the methods. Therefore, the second year of the Masters is dedicated to research work.	
	Unit 1	**Data collection/ Conceptualisation**	CO Mapping
		Data collection/ Conceptualisation of research and Analysis	CO1, CO6
	Unit 2	**Results and interpretation**	
		Analysis of findings, interpretation with supporting re- searches, merits and demerits, Future scope and short- comings	CO2, CO6
	Unit 3	**References**	
		References as per university guidelines	CO3, CO6
	Unit 4	**Pre-submission**	
		First Dissertation draft, Departmental presentation of re- search work in standard format, Correction & Editing based on Suggestions	CO4, CO6
	Unit 5	**Dissertation**	
		Submission and defending the research work,	CO5, CO6
	Mode of examination	Theory & Viva voce	
	Weightage Distribution	**CA** / **VIVA** / **EXTERNAL**	
		30 / 30 / 40	
	Readings Text book*	· Relevant Books and Journals · E-library at Sharda university · Shodganga	

SEMESTER IV

School: SSHSS		**Batch: 2025-2027**	
Programme: M.A.		**Current Academic Year: 2026-27**	
Branch:Modern History		**Semester: IV**	
1	Course Code	**HIT5506**	
2	Course Title	**Indian National Movement 1916-47**	
3	Credits	**6**	
4	Contact Hours (L-T-P)	**6-0-0**	
	Course Type	**Core**	
5	Course Objective	1. To enable students to identify 2. To analyse the ideals like truth and non-violence, technique of satyagraha, policy of constructive work, and ideologies like democracy, secularism and socialism involved in the National struggle for independence. 3. To discuss the issues and problems, myths and realities connected with the Indian National Movement. 4. To enable students to understand the historiographical trends in the study of Indian National Movement.	
6	Course Outcomes	The students will be able to: CO1: Understand the key movements under Gandhi's leadership CO2: Explain key developments in national movement from Worls War-II to Independence. CO3: Identify the peasant and trade union movements from 1920-30. CO4: Analyse the rise and growth of Left, SC Bose and INA. CO5: Critically analyse the rise and growth of Communalism and the politics of partition. CO6: have a comprehensive understanding of the various aspects of India's struggle for independence after entry of Gandhi.	
7	Course Description	The struggle for India's independence from British colonial rule is an important aspect of the history of modern India. The present course focuses on freedom Movement in India and familiarizes the students with the national movement under Gandhi to India's independence. It focuses on the role of Nationalist leaders, as well as rise and growth of Left during the national movement.	
	Unit 1	**Rise of Gandhi: National Movement**	**CO Mapping**
	A	• Rowlatt Act. Jallianwala Bagh, Khilafat Movement. Non-cooperation Movement (1920-22).Swaraj Party.	CO1, CO6
	B	• Two phase of Civil Disobedience Movement (1930-31, 1932-34), Round Table Conference	CO1, CO6

	C	• Gandhi- Irwin Pact (1931) Individual Satyagraha (1940), Quit India Movement (1942).	CO1, CO6
	Unit 2	**World War II: India's March Towards Freedom**	
	A	• Election of 1937 and 1946, August Offer (1940), Cripps Mission (1942), Wavell Plan (1945),	CO2, CO6
	B	• Cabinet MissionPlan (1947), Atlee's Announcement (1947)Mountbatten Plan (1947)	CO2, CO6,
	C	• Indian Independence Act, (1947) Transfer of Power, Integration of Princely States	CO2, CO6
	Unit 3	**Peasant & Trade Union Movements 1920-30**	
	A	• U.P. Kisan Sabha, Mopila Revolt,Eka Movement,	CO3, CO6
	B	• Bardoli Satyagraha, Peasant Movements	CO3, CO6
	C	• All India Trade Union Congress, Textile and Railway workers strike	CO3, CO6
	Unit 4	**Rise and Growth of Left**	
	A	• Activities of communists and Socialists; Congress Socialist Partyand other Left Parties.	CO4, CO6,
	B	• Subhash Chandra Bose and Indian National Congress, Forward Block	CO4, CO6
	C	• Activities of Subhash Chandra Bose outside India, the Indian NationalArmy& INA Trial.	CO4, CO6
	Unit 5	**The Politics of Partition**	
	A	• Circumstances and historical factors behind Partitionof India	CO5, CO6
	B	• Role of Muslim League from 1961 to 1947	CO5, CO6
	C	• Rise of Communalism and the politics of Partition.	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	**CA** | **MSE** | **ESE** 25 | 25 | 50	
	Readings Text book/s*	• Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, (New Delhi, Orient Longman • Bandyopadhyay, Sekhar(ed.) *National Movement in India: A Reader*, New Delhi, Oxford University Press, 2009. • Chandra, Bipan and others, *India's Struggle for Independence*, New Delhi, Penguin Books • Chaudhary, Latikaet. al., eds. *A New Economic History of Colonial India*. London	

		and New York: Routledge, 2016 • Guha, Ranajit and GayatriChakravartiSpivak, eds. *Selected Subaltern Studies*. New York and Oxford: Oxford University Press, 1988 • Sarkar, Sumit. *Modern India 1885-1947*. Delhi: Macmillan 1983 • Bhargava, Rajeev, ed. Bipan, Chandra. *Nationalism and Colonialism in Modern India*. Delhi: Orient Longman, 1979. • Brown, Judith. *Gandhi's Rise to Power*. Cambridge: Cambridge University Press, 1972 • Dalmia,Vasudha and Stuart Blackburn, eds. *India's Literary History: Essays on the Nineteenth Century*. Delhi: Permanent Black, 2004.

COURSE ATRICULATION MATRIX

Indian National Movement 1916-47	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	3	2	3	2	1	2
	CO2	3	2	2	3	3	3	2	3	2	1	2
	CO3	3	2	2	2	3	2	2	3	2	1	3
	CO4	3	2	2	3	3	3	2	3	2	1	3
	CO5	3	2	2	2	3	2	2	3	2	1	3
	CO6	3	2	2	2	3	2	2	3	2	1	3

School: SSHSS		Batch: 2025-2027
Programme : M.A. Modern History		Current Academic Year: 2026-2027
Branch: Modern History		Semester: IV
	Course Code	HIR5502
	Course Title	DISSERTATION HIS-II
	Credits	14
	Contact Hours (L-T-P)	0-0-28
	Course Type	Practical/Dissertation
	Course Objective	• The Programme aims to make the students aware of the general course of human history in multiple areas of the world with interdisciplinary approach. • Students will learn to under-stand the world contextually, that is, to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred. • The aim is to teach the students analyse, and evaluate both evidence and arguments. Students will learn how to create knowledge by applying and interpreting all kinds of sources. • The main objective is to make the students gain a clear and comprehensible understanding of the impact of the past on the present & future events related to the life process.
	Course Outcomes	CO1: The student will be able to identify the Nature of his research. CO2: The student will be able to describe different variables associated with his study. CO3: The student will be able to manipulate the variables to study their relevance and effect. CO4: The student will be able to point out the gap in his research topic. CO5: The student will be able to summarize his experimental findings CO5: Analyze and generate new questions, concepts and understandings. CO6: The student will be able to design research.

7	**Course Description**	As per NEP guidelines, Students shall be admitted to a two-year Master Programme with the second year devoted entirely to research for those who have completed the three-year Bachelor's Programme. An essential com- ponent of the Programme is to develop a research orientation among the students and to acquaint them with the application of fundamentals of re- search and the methods. Therefore, the second year of the Masters is dedicated to research work.	
	Unit 1	**Data collection/ Conceptualisation**	CO Mapping
		Data collection/ Conceptualisation of research and Analysis	CO1, CO6
	Unit 2	**Results and interpretation**	
		Analysis of findings, interpretation with supporting re- searches, merits and demerits, Future scope and short- comings	CO2, CO6
	Unit 3	**References**	
		References as per university guidelines	CO3, CO6
	Unit 4	**Pre-submission**	
		First Dissertation draft, Departmental presentation of re- search work in standard format, Correction & Editing based on suggestions.	CO4, CO6
	Unit 5	**Dissertation**	
		Submission and defending the research work.	CO5, CO6
	Mode of examination	Theory & Viva voce	
	Weightage Distribution	**CA** / **VIVA** / **EXTERNAL**	
		30 / 30 / 40	
	Readings Text book*	· Relevant Books and Journals · E-library at Sharda university · Shodganga	

THROUGH CW

SEMESTER III

School: SSHSS		Batch: 2025-27	
Programme/s: M.A. (Modern History)		Current Academic Year: 2026-27	
Branch: Modern History		Semester: III	
1	Course Code	**HIT5501**	
2	Course Title	**The Eighteenth Century India**	
3	Credits	**5**	
4	Contact Hours (L-T-P)	5-0-0	
	Course Type	**Core**	
5	Course Objective	The course aims to make the students analyse the major political developments of the 18th century India, including the decline of the Mughal Empire and the rise of regional Kingdoms. Explain the impact of European colonialism on Indian society, economy, politics as well as discuss the socio-cultural changes that took place in the 18th century India, including the emergence of new regional cultural centres and languages.	
6	Course Outcomes	The student will be able to: CO1: Understand the debates on decline of Mughal empire and establishment of new kingdoms. CO2: Understand the impact of foreign invasions and the 18th century debates. CO3: Identify the impact of colonization on the economy of the 18th century. CO4: Analyse the emergence of regional cultural centres in British India. CO5: Evaluate the development of Indian languages in the 18th century. CO6: Assess the various aspects of 18th century India from foreign invasion to debates to rise of independent Kingdoms, regional cultural centres and development of Indian languages	
7	Course Description	The course explores the complex and transformative history of 18th century India, a period marked by significant political, economic, social and cultural changes. Students will examine the decline of the Mughal empire, rise of regional Kingdoms, impact of European colonialism and emergence of new social and cultural forces.	
	Unit 1	**The Mughal Empire at the death of Aurangzeb**	**CO Mapping**
	A	Debates on the Decline of Mughal Empire: legacy of Mughal Empire	CO1, CO6
	B	Establishment of Mughal subas as independent kingdoms: Awadh, Bengal and Hyderabad.	CO1, CO6
	C	Rise of Independent kingdoms: Rohillas, Jats, Marathas and Sikhs	CO1, CO6
	Unit 2	**The 18th Century Debate**	

	A	Eighteenth century Historiographical debates: Aligarh School and the Revisionist School	CO2, CO6
	B	Decadence or Efflorescence: Political, Social and Economic	CO2, CO6
	C	Change vs Continuity Debate	CO2, CO6
	Unit 3	**Economy of Eighteenth-century India**	
	A	Re-Organization of Regional Economy	CO3, CO6
	B	Development of Economy, Development of Trade Centres	CO3, CO6
	C	The Thesis of 'The Rise of the Corporate Groups' and its Critics.	CO3, CO6
	Unit 4	**Emergence of Regional Cultural Centres**	
	A	Awadh, Hyderabad	CO4, CO6
	B	Jaipur, Banaras	CO4, CO6
	C	Faizabad, etc.	CO4, CO6
	Unit 5	**Development of Indian Languages in Eighteenth Century**	
	A	Hindi VI (Hindi/Urdu),	CO5, CO6
	B	Marathi, Bengali,	CO5, CO6
	C	Awadhi, Gujrati etc.	CO5, CO6
	Mode of Examination	Theory	
	Weightage Distribution	**CA** / **MSE** / **ESE**	
		25 / 25 / 50	
	Readings Text book/s*	• Alvi. Seema, The Eighteenth Century India, Oxford University Press, New Delhi, 2002. • Ali. Athar, 'Recent Theories of eighteenth Century India', Indian Historical Review, 1989. • Ali, Athar. 'Towards a Reinterpretation of the Mugal Empire', Journal of Royal Asiatic Society, 1978. • Baljon, J.M.S., Religion and Thought of Shah WaliallahDihlawi (1703-1762). Lieden. • E.J. Brill, 1986. Banga, Indu, Agrarian System of the Sikhs. New Delhi, 1978. • Barnett, R., North India Between Empires, Awadh. the Mughals and the British, Berkeley, 1980.	

		• Barnett, Richard B., North India between Empires. Awadh, the Mughals and British, 1720-1801. Berkeley California 1980. • Bayly. C.A., Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870, Cambridge. 1996. • Bayly. C.A.. Indian Society and the Making of the British Empire, Cambridge, 1998. • Bavly. C.A., Rulers. Townsmen and Bazaars. North Indian Society in Age of British expansion, 1770 Cambridge. 1983 • Calkin, Philip B.. 'The Foimation of a Regionally Orieined Ruling Group of Bengal. 1700-1740, JAS, 29. August 1970. Chandra Satish. Medieval India, Society. Jagirdari Crisis and the Village, New Delhi, 1982 • Raghuvanshi. V.P.S. Indian Society in the Eighteenth Century, New Delhi. 1969 • Richards, J.F., the Mughal Empire. NCR, vol. 1,5, Cambridge, 1993. • Spear. Percival, twilight of the Mughal, Delhi, 1969. Srivastava, A.L, First Two Nawabs of Awadh, Agra, 1954. Srivastava, A.L., Shujaudaulah of Awadh, Agra, 1974 • Umar, Mohammad, Urban Culture in Northern India During the Eighteenth Century, Aligarh. 2001. • Link, Andre, Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Swarajya. Cambridge, 1986.
	Other References	• Alam, Muzaffar, 'Aspects of Agrarian Uprisings in North India in the Early Eighteenth Century' in RomilaThapar (ed) situating Indian History, Delhi, 1986. • AlamMuzaffar. 'Eastern India in the Early Eighteenth Century 'Crisis: Some Evidence from Bihar', IESHR. 28. I, (1991): 43-71

COURSE ARTICULATION MATRIX

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

3: High
2: Medium
1: Low

School: SSHSS		Batch: 2025-27	
Programme/s: M.A. (Modern History)		Current Academic Year: 2025-26	
Branch: Modern History		Semester: III	
1	Course Code	HIT5502	
2	Course Title	Indian Nationalism up to 1916	
3	Credits	5	
4	Contact Hours (L-T-P)	5-0-0	
	Course Type	Core	
5	Course Objective	Its objective is to enable the students to understand the social, economic and political context of Indian nationalism's emergence and growth. It aims to explain the role of key figures such as Rammohan Roy, Bankim Chandra Chattopadhyay, and BalGangadhar Tilak in shaping Indian nationalism. It also discusses the impact of important events such as the Indian Rebellion of 1857, the Ilbert Bill controversy, and the Partition of Bengal on the nationalist movement. It also aims to evaluate the strategies and ideologies of early nationalist organizations such as the Indian National Congress and the Swadeshi movement.	
6	Course Outcomes	The student will be able to: CO1: understand the debates on rise of Indian nationalism, impact of colonial administration as well as reform movements. CO2: explain the causes and consequences of Revolt of 1857, civil and tribal uprisings. CO3: Identify the emergence of political associations in Bengal/ CO4: Analyse the developments in INC from Split to Lucknow Pact as well as Extremism & Revolutionary Terrorism: CO5: Assess the factors that led to rise of Muslim League and politics of separatism. CO6: Explores the emergence and growth of Indian nationalism from mid-19th century to 1916	
7	Course Description	The course explores the emergence and growth of Indian nationalism from the mid-19th century to 1916. Students will examine the social, economic and political factors that contributed to the development of nationalist sentiment, the key figures and organisations that shaped the movement and challenges faced by early nationalists.	
	Unit 1	**Historiography of Indian Nationalism**	**CO Mapping**
	A	Conceptual debates. Emergence of Indian Nationalism	CO1 CO6
	B	Effects of British administration.	CO1 CO6
	C	Social and religious reform Movements of the 19th Century.	CO1 CO6
	Unit 2	**Indian Response to British Rule**	

	A	Revolt of 1857, Causes nature and impact	CO2, CO6
	B	Peasant movements and tribal uprisings from the middle of 18th Century – kol Rebellion (1832), the Mopala Rebellion in Malabar (1814),	CO2, CO6
	C	TheSanthal (1855), the indigo Rebellion (1859-60), Deccan Uprising (1875) and Munda Rebellion (1899-1900).	CO2, CO6
	Unit 3	**Emergence of Political Associations in Bengal; Bengal and Madras Presidencies**	
	A	Foundation of INC: Theories on its formation and origin, Programmes and objectives,	CO3, CO6
	B	Composition of early Congress leadership, Moderates and Extremists. Reaction to Congress and Nationalists	CO3, CO6
	C	Partition of Bengal (1905), Swadeshi & Boycott movement in Bengal, Economic and Political aspects.	CO3, CO6
	Unit 4	**Extremism & Revolutionary Terrorism: INC from Split to Pact**	
	A	Rise of Extremism: Policy and Programmes of Extremists, BalGangadhar Tilak, Bipin Chandra Pal, LalaLajpat Rai and Aurobindo. Surat split.	CO4, CO6
	B	Militant Revolutionary activities in India and Abroad.	CO4, CO6
	C	The Home Rule League: Annie Besant& Tilak British attitude towards the League. Lucknow Pact	CO4, CO6
	Unit 5	**Politics of separatism**	
	A	factors leading to the Birth of Muslim League	CO5, CO6
	B	Morley-Minto Reforms of 1909, Congress-League Relations	CO5, CO6
	C	Programmes and Policies of the Muslim League: Khilafat Movement.	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	**CA** / **MSE** / **ESE**	
		25 / 25 / 50	
	Readings Text book/s*	• Tara Chand, History of Freedom Movement in India • Percival Spear, Oxford History of India • Ernesto Laclau, Politics and Ideology in Marxist Theory. • A.R. Desai, Social Background of Indian Nationalism • Anil Seal, The Emergence of Indian Nationalism: Competion and Collaboration in Late 19th Century • Bisheshwar Prasad, Changing Mode of Indian National Movement • A.R. Desai,Preasant Struggle in India RanjitGuha Elementary Aspects	

		of Peasant in Insurgency in Colonial India • S.B. Mehrotra, Emergence of Indian National Congress • RanjitGuha, Elementary Aspects of Peasant in Insurgency in Colonial India • B.N. Pande, A Century History of Indian National Congress (1885-1985) • R.C. Dutt, The Economic History of India Under Early British Rule • Bipan Chandra, The Rise and Growth of Economic Nationalism in India Nationalism in Modern India
	Other References	• S.N. Banerjee, A Nation in Making • B.R. Nanda Gokhale, The Indian Moderates and the Raj

COURSE ARTICULATION MATRIX

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

3: High
2: Medium
1: Low

School: SHSS		**Batch: 2025-26**	
Program: M.A		**Current Academic Year: 2025-2026**	
Branch: Modern History		**Semester: III**	
1	Course Code	HIT5507	
2	Course Title	**History of the U.S.A**	
3	Credits	5	
4	Contact Hours (L-T-P)	5-0-0	
	Course Type	Core	
5	Course Objective	• Understand Colonial Foundations & Early Settlements • Comprehend American Revolution & Nation-Building • Assess Industrialization & Social Change • Evaluate Slavery, Civil War & Reconstruction	
6	Course Outcomes	Students will be able to: CO1: Analyze the motivations, challenges, and impacts of European colonization, focusing on British, Spanish, and French settlements in North America. CO2: Evaluate the causes, key events, and consequences of the American Revolution, including the drafting of the U.S. Constitution and the establishment of the federal government. CO3: Examine the territorial expansion of the United States, including the Louisiana Purchase, westward migration, and conflicts with Native Americans and foreign powers. CO4: Assess the role of slavery in American society, the causes and effects of the Civil War, and the successes and failures of Reconstruction. CO5: Investigate the impact of industrialization, immigration, urbanization, and social movements in shaping American society by the late 19th century. CO 6: Analyze the USA's foreign policy decisions, including interactions with Native Americans, involvement in international conflicts, and the Spanish-American War's impact on America's global influence.	
7	Course Description	This course explores the history of the United States from its early colonial foundations to the dawn of the 20th century. It examines key political, economic, social, and cultural developments that shaped the nation, including European colonization, the American Revolution, the formation of the U.S. government, westward expansion, slavery, the Civil War, Reconstruction, and industrialization. The course also investigates the role of immigration, Native American relations, and foreign policy in shaping America's identity. By the end of the course, students will have a comprehensive understanding of the historical forces that defined the United States before 1900 and set the stage for the modern era.	
	Unit 1	**Pre-Colonial and Colonial America (Before 1776)**	**CO Mapping**

	A	• Indigenous Peoples and Early Civilizations • European Exploration and Colonization (Spanish, French, English)	CO1, CO6
	B	• The Thirteen Colonies: Economy, Society, and Government • Relations with Native American	CO1, CO6
	C	• Colonial Wars (French and Indian War) • The Road to Revolution: Causes and Events	CO1, CO6
	Unit 2	**The American Revolution and Early Republic (1776–1800)**	
	A	• Declaration of Independence and Revolutionary War • Key Figures: George Washington, Thomas Jefferson, Alexander Hamilton	CO2, CO6
	B	• The Articles of Confederation and the Constitutional Convention • U.S. Constitution and Bill of Rights	CO2, CO6
	C	• Federalist vs. Anti-Federalist Debate • Washington's Presidency and Farewell Address	CO2, CO6
	Unit 3	**Expansion and Reform (1800–1860)**	
	A	• Louisiana Purchase and Lewis & Clark Expedition • War of 1812 and its Impact • Industrial Revolution and Market Economy	CO3;CO6
	B	• Jacksonian Democracy and Indian Removal Act • Manifest Destiny and Westward Expansion	CO3;CO6
	C	• Reform Movements: Abolition, Women's Rights, Education • Slavery, Sectionalism, and the Road to Civil War	CO3;CO6
	Unit 4	**Civil War and Reconstruction (1861–1877)**	
	A	• Causes of the Civil War (Slavery, States' Rights, Secession) • Major Battles and Strategies (Gettysburg, Emancipation Proclamation)	CO4;CO6
	B	• Lincoln's Leadership and Assassination • Reconstruction Policies (Radical vs. Moderate)	CO4;CO6
	C	• The 13th, 14th, and 15th Amendments • End of Reconstruction and Rise of Jim Crow	CO4;CO6
	Unit 5	**Industrialization and the Gilded Age (1877–1900)**	

	A	• Growth of Industry and Big Business (Carnegie, Rockefeller) • Labor Movements and Immigration			CO5;CO6
	B	• Urbanization and Social Changes			CO5;CO6
	C	• Populism and Progressivism Movements			CO5;CO6
	Mode of examination	Theory/Jury/Practical/Viva			
	Weightage Distribution	CA	MSE	ESE	
		25	25	50	
	Readings Text book/s*	• Bernard Bailyn, The Great Republic. • Bernard Bailyn, The Ideological Origins of the American Revolution. • Charles Beard, An Economic Interpretation of the American Constitution. • Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West. • Peter Carroll and David Noble, Free and Unfree: A New History of the United States. • David B. Davis, The Problem of Slavery in the Age of Revolution. • U. Faulkner, American Economic History. Robert Fogel, Railroads and American Economic Growth. • Eric Foner, America's Black Past. • John Hope Franklin, From Slavery to Freedom. Gerald N. Grobb and Geogre A. Billias, Interpretations of American History: Patterns and Prespectives, 2 Vols. • Richard Hofstadter, The Age of Reform, From Bryan to FDR Linda Kerber, Women's America: Refocusing the Past. • David M. Potter, The Impending Crisis. • W. Pratt, A History of the United states Foreign Policy. • James Randail, The Civil War and Reconstruction. • J. G. Randall and David Donald, The Civil War and Recontruction. • Kenneth Stampp, The Peculiar Institution, Slavery in the Ante-bellum South. • Fcderick Jackson Turner, The Frontier in American History. • Robert Wiebe, The Search for Order.			

ARTICULATION MATRIX:

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

School: SSHSS		**Batch: 2025-2026**	
Programme: M.A.		**Current Academic Year: 2025-26**	
Branch: Modern History		**Semester: III**	
1	**Course Code**	**HIT5508**	
2	**Course Title**	**Modern India and its Prominent Historians**	
3	**Credits**		
4	**Contact Hours (L-T-P)**	**5-0-0**	
	Course Type	**Multidisciplinary/ Discipline Specific Electives**	
5	**Course Objective**	• To make the students aware of the origins of history writing in India. • To understand the background and causes of foundation of historical studies. • To interpret the various ideological underpinnings of the historians of India. • To get familiar with most prominent historians of India in the contemporary times.	
6	**Course Outcomes**	CO1: The students will be able to understand the beginnings of history writing in India CO2: The students will be able to recognize the social, political causes for the emergence of historical studies in India during the colonial period. CO3: The students will be able to acquaint them with the early historians of India who laid the foundations of Indian past. CO4: The students will be able to critically analyze the function and significance of a historian. CO5: The students will be able to recognize the shifts in historiography of India. CO6: The students will be able to identify and analyze the works of eminent historians of contemporary India and add to the larger historiographical trend as a future historian.	
7	**Course Description**	The modern academic discipline of History in India was founded by the British in the 19th century. Ever since the colonial period, India has created generations of historians who thrive as an active and engaged community of scholars. While it is important to know and understand the information and factual details of the past, it is equally essential to study the figures who produce the knowledge of the past. This paper is designed to give an outline about those historians who have fundamentally shaped our understanding of India from the distant to the recent past.	
8	Syllabus		CO Mapping
	Unit 1	**Concepts and Background**	
	A	Origins of History as a Discipline in India	CO1, CO6

	B	Understanding a Historian: Chronicler and Historian	CO1, CO6
	C	Antiquarianism, Archaeology and History	CO1, CO6
	Unit 2	**Colonial Historians**	
	A	William Jones, James Mill, Vincent Smith	CO2, CO6
	B	Mountstuart Elphistone, J. Talboys Wheeler	CO2,CO6
	C	Edward Thompson and G.T. Garratt	CO2, CO6
	Unit 3	**Nationalist Historians**	
	A	R. C. Majumdar, R. C. Dutt, Bhandarkar	CO3, CO6
	B	A.S. Altekar, Hem Chandra, Raychaudhuri	CO3, CO6
	C	Radha Kumud Mukherjee, K.A. Nilkanta Sastri, Muhammad Habib	CO3, CO6
	Unit 4	**Marxist and Subaltern Historians**	
	A	R. Palme Dutt; A.R. Desai	CO4, CO6
	B	D.D. Kosambi; K.N.Panikkar; Sushobhan Sarkar	CO4, CO6
	C	RanajitGuha; DipeshChakrabarty, David Arnold, Partha Chatterjee, David Hardiman	CO4, CO6
	Unit 5	**Prominent Historians of Contemporary India**	
	A	Romila Thapar, B. D. Chattopadhya	CO5, CO6
	B	Irfan Habib, Richard Eaton	CO5, CO6
	C	Bipan Chandra, Gyanendra Pandey, Sumit Sarkar	CO5, CO6
	Mode of examination/ Evaluation method	Theory	

	Weightage Distribution	**CA**	**MSE**	**ESE**
		25	25	50

	Text book/s*	• Thapar, R. (2000) *A History of India: Volume 1*. London: Penguin Books. • Sharma, R.S. (2005) *India's Ancient Past*. New Delhi: Oxford University Press. • Singh, U. (2008) *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. New Delhi: Pearson Education India. • Avari, B. (2007) *India: The Ancient Past: A History of the Indian Sub-Continent from c. 7000 BC to AD 1200*. London: Routledge. • Allen, C. (2012) *Ashoka: The Search for India's Lost Emperor*. London: Little, Brown. • Chandra, B. (1999) *Essays on Colonialism*. New Delhi: Orient Blackswan. • Guha, R. (1982) *Subaltern Studies I: Writings on South Asian History and Society*. New Delhi: Oxford University Press. • Habib, I. (1995) *Essays in Indian History: Towards a Marxist Perception*. New Delhi: Tulika Books. • Kosambi, D.D. (1956) *An Introduction to the Study of Indian History*. Mumbai: Popular Prakashan. • Sharma, R.S. (1983) *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan. • Guha, R. (1997) *Dominance without Hegemony: History and Power in Colonial India*. Cambridge, MA: Harvard University Press. • Chakrabarty, D. (2000) *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press. • Prakash, G. (1990) *Writing Post-Orientalist Histories of the Third World: Perspectives from Indian Historiography*. *Comparative Studies in Society and History*, 32(2), pp. 383-408. • Chatterjee, P. (1986) *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books.

	Other References Pandey,	• Arnold, D. (1984) *Gramsci and Peasant Subalternity in India*. *Journal of Peasant Studies*, 11(4), pp. 155-177. • Chandra, B. (2000) *India's Struggle for Independence, 1857-1947*. New Delhi: Penguin Books. • Chandra, B. (2008) *History of Modern India*. New Delhi: Orient Blackswan. • Chandra, B. (1999) *Essays on Colonialism*. New Delhi: Orient Blackswan. • Chandra, B. et al. (1989) *Freedom Struggle*. New Delhi: National Book Trust. • Pandey, G. (2001) *Remembering Partition: Violence, Nationalism and History in India*. Cambridge: Cambridge University Press. • Pandey, G. (1992) *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press. • Pandey, G. (2006) *Routine Violence: Nations, Fragments, Histories*. Stanford: Stanford University Press. • Pandey, G. (2014) *A History of Prejudice: Race, Caste, and Difference in India and the United States*. Cambridge: Cambridge University Press. Eaton, Richard M. (2005). *A Social History of the Deccan, 1300–1761: Eight Indian Lives*. Cambridge: Cambridge University Press. · ———. (2019). *India in the Persianate Age: 1000–1765*. London: Allen Lane. · ———. (1996). *The Rise of Islam and the Bengal Frontier, 1204–1760*. Berkeley: University of California Press. · ———. (2000). *Essays on Islam and Indian History*. New Delhi: Oxford University Press. · Sarkar, Sumit. 1973. *The Swadeshi Movement in Bengal, 1903–1908*. New Delhi: People's Publishing House. · ———. 1989. *Modern India: 1885–1947*. Basingstoke: Macmillan. · ———. 1998. *Writing Social History*. Delhi: Oxford University Press. · ———. 2002. *Beyond Nationalist Frames: Postmodernism, Hindu Fundamentalism, History*. Bloomington: Indiana University Press. · Chattopadhyaya, Brajadulal. 1977. *Coins and Currency Systems in South India, c. AD 225–1300*. New Delhi: Munshiram Manoharlal.

		· ———. 1990. *Aspects of Rural Settlements and Rural Society in Early Medieval India*. Kolkata: K.P. Bagchi & Co.

COURSE ARTICULATION MATRIX:

Modern India and its Prominent Historians	Pos Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	3	2	3	2	1	2
	CO2	3	2	2	3	3	3	2	3	2	1	2
	CO3	3	2	2	2	3	2	2	3	2	1	3
	CO4	3	2	2	3	3	3	2	3	2	1	3
	CO5	3	2	2	2	3	2	2	3	2	1	3
	CO6	3	2	2	2	3	2	2	3	2	1	3

School: SHSS		Batch: 2025-27
Program:		Current Academic Year: 2026-27
Branch:		Semester: III
1	**Course Code**	**HIP5509**
2	**Course Title**	**Publication Ethics**
3	**Credits**	**2**
4	**Contact Hours (L-T-P)**	**0-1-2**
	Course Type	**SEC**
5	**Course Objective**	● Students will learn about the fundamental principles of publication ethics, including authorship, plagiarism, conflict of interest, peer review, and research misconduct. ● Students will develop critical thinking skills to identify and analyze ethical dilemmas that arise during the publication process. ● Students will learn how to apply ethical principles to real-world scenarios, including case studies and hypothetical situations. .
6	**Course Outcomes**	CO1: Understand the concept, importance of publication ethics and the stakeholders involved. CO2: Understand the concept of author, authorship dispute and resolution. CO3: Examine the types of inappropriate authorship and proof of misconduct CO4: Analyse the types of Plagiarism and its Consequences

		CO5: Evaluate the accountability of the authors in following publication ethics and assess the strategies to rule out misconduct. CO6: Develop a fair understanding of ethical issues in publication, and apply ethical principles and guidelines to real world scenarios.	
7	**Course Description**	This course provides an indepth exploration of the principles and practices of publication ethics in academic and professional settings. Students will examine the ethical issues that arise during the publication process, including authorship, plagiarism, research misconduct etc.	
	Unit 1	**Introduction to Publication Ethics**	CO Mapping
	A	· Definition and importance of publication ethics.	CO1, C06
	B	· Overview of the publication process	CO1, CO6
	C	· Key stakeholders: authors, editors, reviewers, publishers	CO1, CO6
	Unit 2	**Authors & Authors Responsibilities-I**	
	A	Definition & Criteria for authorship	CO2, C06
	B	Authorship Disputes	CO2, CO6
	C	Authorship Dispute Resolution	CO2, C06
	Unit 3	**Authors & Authors Responsibilities-II**	
	A	Ghost Writing	CO3, CO6

	B	Guest Authorship			CO3, CO6
	C	Proof of Research Misconduct			CO3, CO6
	Unit 4	**Plagiarism**			
	A	Definition of Plagiarism			CO4, CO6
	B	Types of Plagiarism			CO4, CO6
	C	Consequences of Plagiarism			CO4, CO6
	Unit 5	**Publication Ethics: Accountability & Strategies**			
	A	Accountability of Authorship			CO5, CO6
	B	Strategies to avoid Plagiarism			CO5, CO6
	C	Committee on Publication Ethics			CO5, CO6
	Mode of examination	Theory/Jury/Practical/Viva			
	Weightage Distribution	CA	Viva	External	
		30	30	40	
	Readings Text book/s*	*Singh, Upendra P, A. Sakshi Ahlawat S. Sushma (2023) Research and Publication Ethics, Sultan Chand & Sons *Ray, P. Partha, (2022) A Guide Book to Research & Publication Ethics, New Delhi Publishers *Roig Miguel (2018) *Publication Ethics*, Springer, New York, USA *Lo, Bernard, (2017) *Research Ethics*, Springer New York, USA *Frechette, S. Kristin (2016) The *Ethics of Scientific Research*, Rowman & Littlefield *Poel, J.M. van der Wim, (2016) *Publication Ethics and Issues*, IOS Press, Lanham, MD, USA *Steneck H. Nicholas (2013) *Research Integrity: Cases and Commentaries*, Michigan State University Press, 2013			

		Roig, Miguel, "A Taxonomy of Publication Misconduct" Journal *of Medical Ethics*, Vol. 44, Issue 3, 2018 Steneck H Nicholas, "The Prevalence of Publication Misconduct", *Accountability in Research*, Vol. 24, Issue 3, 2017 Frechette, Kristin Shrader (2015) "Research Integrity and Publication Ethics" Journal of Research Administration, Vol. 46, Issue 1, 2015	

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

School: SSHSS	Batch: 2025-2026
Programme : M.A.	Current Academic Year: 2025-2026
Branch: Modern History	Semester: III

	Course Code	HIR5503
	Course Title	DISSERTATION HIS-III
	Credits	2
	ContactHours (L-T-P)	0-0-4
	Course Type	Practical/Dissertation
	Course Objective	The Programme aims to make the students aware of the general course of human history in multiple areas of the world with interdisciplinary approach. During the course of their research work, students will learn to under-stand the world contextually, that is, to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred. The aim is to teach the students analyse, and evaluate both evidence and arguments. Students will learn how to create knowledge by applying and interpreting all kinds of sources. The main objective is to make the students gain a clear and comprehensible understanding of the impact of the past on the present & future events related to the life process. It involves detailed analysis of what has been written or done & is used to describe, explain or interpret Themes e events. Also, to enable students to have detailed study of a particular problem or concern, using research methods. This in-depth analysis of information enables the students to analyse and generate new questions, concepts and understandings.

	Course Outcomes	CO1: The student will be able to identify the Nature of his research. CO2: The student will be able to describe different variables associated with his study. CO3: The student will be able to manipulate the variables to study their relevance and effect. CO4: The student will be able to point out the gap in his research topic. CO5: The student will be able to summarize his experimental findings CO6: The student will be able to design research.

	Course Description	As per NEP guidelines, Students shall be admitted to a two-year Master Programme with the second year devoted entirely to research for those who have completed the three-year Bachelor's Programme. An essential com- ponent of the Programme is to develop a research orientation among the students and to acquaint them with the application of fundamentals of re- search and the methods. Therefore, the second year of the Masters is dedicated to research work. The aim is not only to introduce them to the basic concepts used in research but also fruitfully apply them to newer fields ofresearch.	
	Unit 1	**Data collection/ Conceptualization**	CO Mapping
		Data collection/ Conceptualization of research andAnalysis	CO1, CO6
	Unit 2	**Results and interpretation**	**CO2, CO6**

		Analysis of findings, interpretation with supporting re- searches, merits and demerits, Future scope and short-comings	CO2, CO6
	Unit 3	**References**	CO3, CO6
		References as per university guidelines	CO3, CO6
	Unit 4	**Pre-submission**	CO4, CO6
		First Dissertation draft, Departmental presentation of re- search work in standard format, Correction & Editing based on Suggestions	CO4, CO6
	Unit 5	**Dissertation**	CO5, CO6
		Submission and defending the research work,	CO5, CO6
	Mode of examination	**Theory & Viva voce**	
	Weightage Distribution	**CA**	**VIVA**	**EXTERNAL**
		30	30	40
	Readings Text book*	· Relevant Books and Journals · E-library at Sharda university · Shodganga		

SEMESTER IV

School: SSHSS		Batch: 2025-2027	
Programme: M.A.		Current Academic Year: 2026-27	
Branch:Modern History		Semester: IV	
1	Course Code	**HIT5506**	
2	Course Title	**Indian National Movement 1916-47**	
3	Credits	**6**	
4	Contact Hours (L-T-P)	**6-0-0**	
	Course Type	**Core**	
5	Course Objective	1. To enable students to identify 2. To analyse the ideals like truth and non-violence, technique of satyagraha, policy of constructive work, and ideologies like democracy, secularism and socialism involved in the National struggle for independence. 3. To discuss the issues and problems, myths and realities connected with the Indian National Movement. 4. To enable students to understand the historiographical trends in the study of Indian National Movement.	
6	Course Outcomes	The students will be able to: CO1: Understand the key movements under Gandhi's leadership CO2: Explain key developments in national movement from Worls War-II to Independence. CO3: Identify the peasant and trade union movements from 1920-30. CO4: Analyse the rise and growth of Left, SC Bose and INA. CO5: Critically analyse the rise and growth of Communalism and the politics of partition. CO6: have a comprehensive understanding of the various aspects of India's struggle for independence after entry of Gandhi.	
7	Course Description	The struggle for India's independence from British colonial rule is an important aspect of the history of modern India. The present course focuses on freedom Movement in India and familiarizes the students with the national movement under Gandhi to India's independence. It focuses on the role of Nationalist leaders, as well as rise and growth of Left during the national movement.	
	Unit 1	**Rise of Gandhi: National Movement**	**CO Mapping**
	A	• Rowlatt Act. Jallianwala Bagh, Khilafat Movement. Non-cooperation Movement (1920-22).Swaraj Party.	CO1, CO6
	B	• Two phase of Civil Disobedience Movement (1930-31, 1932-34), Round Table Conference	CO1, CO6
	C	• Gandhi- Irwin Pact (1931) Individual Satyagraha (1940), Quit India Movement (1942).	CO1, CO6

	Unit 2	**World War II: India's March Towards Freedom**	
	A	• Election of 1937 and 1946, August Offer (1940), Cripps Mission (1942), Wavell Plan (1945),	CO2, CO6
	B	• Cabinet MissionPlan (1947), Atlee's Announcement (1947)Mountbatten Plan (1947)	CO2, CO6,
	C	• Indian Independence Act, (1947) Transfer of Power, Integration of Princely States	CO2, CO6
	Unit 3	**Peasant & Trade Union Movements 1920-30**	
	A	• U.P. Kisan Sabha, Mopila Revolt,Eka Movement,	CO3, CO6
	B	• Bardoli Satyagraha, Peasant Movements	CO3, CO6
	C	• All India Trade Union Congress, Textile and Railway workers strike	CO3, CO6
	Unit 4	**Rise and Growth of Left**	
	A	• Activities of communists and Socialists; Congress Socialist Partyand other Left Parties.	CO4, CO6,
	B	• Subhash Chandra Bose and Indian National Congress, Forward Block	CO4, CO6
	C	• Activities of Subhash Chandra Bose outside India, the Indian NationalArmy& INA Trial.	CO4, CO6
	Unit 5	**The Politics of Partition**	
	A	• Circumstances and historical factors behind Partitionof India	CO5, CO6
	B	• Role of Muslim League from 1961 to 1947	CO5, CO6
	C	• Rise of Communalism and the politics of Partition.	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	**CA** | **MSE** | **ESE** 25 | 25 | 50	
	Readings Text book/s*	• Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, (New Delhi, Orient Longman • Bandyopadhyay, Sekhar(ed.) *National Movement in India: A Reader*, New Delhi, Oxford University Press, 2009. • Chandra, Bipan and others, *India's Struggle for Independence*, New Delhi, Penguin Books • Chaudhary, Latikaet. al., eds. *A New Economic History of Colonial India*. London and New York: Routledge, 2016 • Guha, Ranajit and GayatriChakravartiSpivak, eds. *Selected Subaltern Studies*. New	

		York and Oxford: Oxford University Press, 1988 • Sarkar, Sumit. *Modern India 1885-1947*. Delhi: Macmillan 1983 • Bhargava, Rajeev, ed. Bipan, Chandra. *Nationalism and Colonialism in Modern India*. Delhi: Orient Longman, 1979. • Brown, Judith. *Gandhi's Rise to Power*. Cambridge: Cambridge University Press, 1972 • Dalmia,Vasudha and Stuart Blackburn, eds. *India's Literary History: Essays on the Nineteenth Century*. Delhi: Permanent Black, 2004.

COURSE ATRICULATION MATRIX

Indian National Movement 1916-47	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	3	2	3	2	1	2
	CO2	3	2	2	3	3	3	2	3	2	1	2
	CO3	3	2	2	2	3	2	2	3	2	1	3
	CO4	3	2	2	3	3	3	2	3	2	1	3
	CO5	3	2	2	2	3	2	2	3	2	1	3
	CO6	3	2	2	2	3	2	2	3	2	1	3

Programme/s: M.A. (Modern History)		Current Academic Year: 2025-26	
Branch: History		**Semester: IV**	
1	Course Code	**HIT5510**	
2	Course Title	**History of Constitutional Development in Modern India**	
3	Credits	5	
4	Contact Hours (L-T-P)	5-0-0	
	Course Type	Core	
5	Course Objective	Upon completion of this course, students will be able to analyse the historical context of India's constitutional development including the impact of British colonial rule and the Independence movement. They will be able to explain the key provisions of India's Constitution, including the principles of democracy, secularism and social justice. Also discuss the major debates and controversies surrounding India's constitutional development, including issues of individualism and individual rights and social justice.	
6	Course Outcomes	The student will be able to: CO1: Understand the constitutional development during Company's rule. CO2: Trace the evolution of Representative Governance in colonial India. CO3: Identify the constitutional developments in the road to responsible government. CO4: Analyse the Constitutional developments towards freedom. CO5: Evaluate the process of formation of Constituent Assembly CO6: Get a fair understanding of the Constitutional developments in British India to Republic India.	
7	Course Description	The course explores the evolution of constitutional development in modern India from the mid-19th century to the present day. The course will examine the key milestone, debates and controversies that have shaped India's constitutional history.	
	Unit 1	**Constitutional Development During Company' Rule**	**CO Mapping**
	A	Brief Outline of the East India Company	CO1, CO6
	B	The Regulation Act of 1773, Pits Acts of 1784,	CO1, CO6
	C	The Charter Acts of 1793, 1813, 1833, & 1853.	CO1, CO6
	Unit 2	**Evolution of Representative Governance**	
	A	Queen's Proclamation, Government of Indian Act of 1858, Indian Council Act of 1861, Local Self GovernmentProposal of Mayo and Ripon	CO2, CO6

	B	Various Commissions during Curzon's Viceroyalty Police Commission, Education Commission Decentralization Commission of 1808	CO2, CO6
	C	Formation of Indian National Congress, Indian Council Act of 1892, Formation of Muslim League, The Indian Council Act of 1909	CO2, CO6
	Unit 3	**Making Responsive Governance:**	
	A	The Government of India Act of 1919, Main Provisions, Simon Commission Nehru Report	CO3, CO6
	B	Jinnah's Fourteen Points, The Round Table Conference,	CO3, CO6
	C	The Government of India Act of 1935, main Provisions, Formation of the Congress Government in Provinces.	CO3, CO6
	Unit 4	**Towards Freedom**	
	A	August Offer of 1940, Cripps Mission of 1942. Wavell's Plan of 1945,	CO4, CO6
	B	cabinet Mission Plan of 1946, Attlee's Declaration of 1947, Mountbatten's Plan	CO4, CO6
	C	Mechanisms on the Partition and Debates on Federation States. The Indian Independence Act of 1947	CO4, CO6
	Unit 5	**Formation of the Constituent Assembly**	
	A	Debates	CO5, CO6
	B	Deliberations	CO5, CO6
	C	Making of the Constitution.	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	CA: 25 / MTE: 25 / ETE: 50	
	Readings Text book/s*	A C Banerjee, Indian Constitutional Documents. A Appadorai, Dyarchy in Practice. A B Keith, A Constitutional History of India. Bisheshwar Prasad, Origins of Provincial Autonomy. C.H. Philips, The evolution of India and Pakistan 1858-1947, Select Documents. GurumukhNihalSingh Landmarks in Indian Constitutional and National Development. Nicholas Mansergh, Transfer of Power 1942-47. R Coupland, The Constitutional Problem in India.	

	Other References	

COURSE ARTICULATION MATRIX

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	L	L	M	M	L	M	L	M	M	L	L
CO2	M	M	H	L	H	M	H	M	M	M	H
CO3	L	M	H	M	H	M	H	M	L	M	L
CO4	M	L	M	M	M	L	M	L	M	M	M
CO5	M	M	H	M	H	M	H	M	L	M	L
CO6	L	M	H	L	H	M	H	M	M	M	L

3: High
2: Medium
1: Low

Programme/s: M.A. (Modern History)	Current Academic Year: 2025-26
Branch: History	Semester: IV

1	**Course Code**	HIT5511
2	**Course Title**	**SOCIETY, ECONOMY & CULTURE IN COLONIAL INDIA**
3	**Credits**	**6**
4	**Contact Hours (L-T-P)**	**6-0-0**
	Course Type	**Multi-Disciplinary**
5	**Course Objective**	This course follows the objectives: · To unfold and analyze the History of Administration and Economy in colonial India, especially under the Crown. · To examine that how did colonial interests affect Indian interests? · To explore whether British policies were instrumental in generating economic growth or backwardness. · To teach key socio-cultural development in Modern India during the colonial rule. · To inculcate the understanding of Modern Indian History from the point of facts rather than opinion. · To develop a historical understanding of caste, class and religion during the colonial period.
6	**Course Outcomes**	CO1: The students will understand the inherent British interests in pursuing specific kind of industrial, fiscal and monetary policies in India. CO2: The students will understand the economic impact of colonial rule and consequent political agitations surrounding economic issues will be understood through various historical explanations. CO3: The students will understand the existing state of the Indian society during the British era and emerging interventions to influence it. CO4: The students will develop historical insights into social reforms challenging the traditional caste, class and religious orthodoxies.

		CO5: The students will understand the role of the British rulers in changing the socio-cultural fabric of India. CO6: The students will gain a critical understanding of the overall socio economic and cultural transformations that took place during the colonial rule and scope the field for further research.	
7	**Course Description**	This paper on Modern Indian History will increase the awareness of one of the most dynamic aspects of Modern India society, economy and culture. The period 1857-1947 saw the consolidation and workings of formally established colonial rule in India. It was a period when the British Crown exercised direct control over a little over 60 per cent of land area in India and maintained close control over the affairs of the Indian princely states, simultaneously exercising reforms in education and other fields in order to transform the Indian society and culture to suit their requirements. Alongside the reforms initiated by the colonial rulers, this paper will also undertake the in-depth study of reforms and movements by the Indian reformers and the impact that such movements had on Indian society and culture. This course would help in solving some pivotal questions centered on administration, society and economy under British India such as whether the British policies were for the benefit of the colonial regime only or were they beneficial for India as a whole, what were the motives, course and impact of the British economic policies and socio-religious reform measures and so on.	
	Unit 1	**Economy under the British Raj**	CO Mapping
	A	• Commercialization of Agriculture in India and its impact on Society and Economy of India.	CO1, CO6
	B	• The De-Industrialization Debates, Industrialization in Indian context, The Railway Imperialism.	CO1, CO6
	C	• Drain of Wealth. Economic Nationalism in India.	CO1, CO6
	Unit 2	**Social-Reforms: Motives and Impact**	
	A	• Ideology and Agenda of Social Reform Movements; Social Reforms Policy of East India Company & British Government	CO2, CO6

	B	• Social-Reform Movements by Indian Reformers; Programmes of Social Upliftment during Gandhian era, Harijan Movement.	CO2, CO6
	C	• Condition of Women and Women's Reforms in British India	CO2, CO6
	Unit 3	**Caste, Class structures under British Raj**	
	A	● Census and listing of Castes.	CO3, CO6
	B	● Debates on the role of Caste in Nation making.	CO3, CO6
	C	● Rise of Middle Class and the Emergence of Indian Nationalism	CO3, CO6
	Unit 4	**Popular Protests and Suppression under Colonial Rule**	
	A	● Peasant and Tribal Uprisings during the 19th century	CO4, CO6
	B	● The Left Movement.	CO4, CO6
	C	● Kisan Sabha and other Peasant Associations.	CO4, CO6
	Unit 5	**Interventions by British government**	
	A	● Development of Education under the Company Rule	CO5, CO6
	B	● Development of Education under the British Raj	CO5, CO6
	C	● Apparatus of Rule: Evolution of Judiciary; Police	CO5, CO6
	Mode of examination	Theory/Jury/Practical/Viva	
	Weightage Distribution	CA: 25 / MSE: 25 / ESE: 50	
	Readings Text book/s*	● Jones, Kenneth, Socio-religious Reform Movements in British India, Cambridge University Press, 1994. ● *B.R. Tomlinson, The Economy of Modern India, 1860 1970, The New Cambridge History of India, Cambridge University Press, Cambridge, 1993. ● Irfan Habib, and Aligarh Historians Society, Indian Economy, 1858-1914, People's History of India, Tulika Books, NewDelhi, 2006.	

		● Chandra, Bipan (1966), The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership. New Delhi: Publishing House. ● *Roy, Tirthankar (2000), The Economic History of India, 1857-1947. Delhi: Oxford University Press ● *David Gilmour. (2018) The British in India: A Social History of the Raj. FSG:NewYork. ● James Mill, (1826) The History of British India in 6 vols. (3rd edition) London: Baldwin, Cradock, and Joy

ARTICULATION MATRIX:

SOCIETY, ECONOMY & CULTURE IN COLONIAL INDIA	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	3	2	3	2	1	2
	CO2	3	2	2	3	3	3	2	3	2	1	2
	CO3	3	2	2	2	3	2	2	3	2	1	3
	CO4	3	2	2	3	3	3	2	3	2	1	3
	CO5	3	2	2	2	3	2	2	3	2	1	3
	CO6	3	2	2	2	3	2	2	3	2	1	3

School: SSHSS		Batch: 2025-2026
Program: M.A		Current Academic Year: 2025-2026
Branch: Modern History		Semester: IV
1	Course Code	HIT5512
2	Course Title	**Partition Narratives: A Study through Film and Literature**
3	Credits	6
4	Contact Hours (L-T-P)	6-0-0
	Course Type	Discipline Specific Electives
5	Course Objective	1. To properly understand the significance of Partition. 2. To have a deeper understanding of the impact of partition on the lives of people 3. To Summarize and Contextualize the events and opinions surrounding the Partition of India. 4. To view the partition of India from outlooks besides the historical accounts.
6	Course Outcomes	CO1: The students will be acquainted with the background of the history of the partition of India and its consequences. CO2: The students will have a critical understanding of the women's situation during partition and its depiction in literature. CO3: The students will be able to fully comprehend the significance of partition through analysis of cinema which deals with various issues and concerns during the period of the partition. CO4: The students will be able to fully understand the impact that the partition had on the lives of people through testimonies and oral history. CO5: The students will gain an in-depth understanding of the legacy of partition and its impact in contemporary times. CO6: The students will be able to view partition and its impact on India from a new perspective.
7	Course Description	This course will examine the history of partition: why and how it happened and will mainly focus on the experiences of the ordinary people during the partition as well as the impact that the partition had on them. In this course we will look at the partition as told in cinema, novels and oral history.

	Unit 1	**Understanding the Partition of India**	**CO Mapping**
	A	• Background of the Partition	CO1, CO6
	B	• Historiography of the Partition	CO1, CO6
	C	• Consequences of the Partition	CO1, CO6
	Unit 2	**Partition in Literature**	
	A	• Partition in Fiction	CO2, CO6
	B	• Partition through the Memoirs	CO2, CO6
	C	• Pinjar by Amrita Pritam	CO2, CO6
	Unit 3	**Partition in Cinema**	
	A	• Communalism during Partition: Dharamputra	CO3, CO6
	B	• 1947 Earth: Movie Analysis	CO3, CO6
	C	• Aftermath of Partition in films: Garam Hava	CO3, CO6
	Unit 4	**Untold Stories of Partition**	
	A	• First hand testimonies of British citizens: Partition Voices by Kavita Puri	CO4, CO6
	B	• Oral histories of Partition	CO4, CO6
	C	• Stories of displaced Hindus, Muslims and Sikhs	CO4, CO6
	Unit 5	**Legacies of the Partition**	
	A	• Legacies of the Partition: Refugee Crisis, Communalism, Mass Displacements etc.	CO5, CO6
	B	• Partition and its impact on society	CO5, CO6
	C	• Women and the Partition	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	CA: 25 / MSE: 25 / ESE: 50	
	Text book/s*	* Yasmin Khan, *The Great Partition*, Yale University Press(2017) * Amrita Pritam, *Pinjar: The Skeleton & Other Stories*,Tara Press (2009) * Alok Bhalla, *Stories About the Partition of India 4 Vols*, Manohar Publishers (2012)	

	Other references	• Nisid Hajari, *Midnight's Furies*, Penguin • Misra, Burden of History: Assam & the Partition – Unresolved Issues • Urvashi Butalia, *The Other Side of Silence*, Penguin (2017) • Anam Zakaria, *The Footprints of Partition*, Harper Collins(2015) • Salman Rashid, *A Time of Madness: A Memoir of Partition*, Aleph Book Co. • Nisid Hajari, *Midnight Furies*, Penguin (2016) • Khushwant Singh, *Train to Pakistan*, Penguin (2016) • Aanchal Malhotra, *Remnants of Partition: 21 Objects from a Continent Divided*, C Hurst & Co. publishers (2019) • Aanchal Malhotra, *Remnants of Separation: A History of Partition through Material Memory*, Harper Collins (2018) • Saadat Hasan Manto, *Mottled Dawn*, Penguin India (2012) • Gurharpal Singh & Ian Talbot, *The Partition of India*, Cambridge University Press, 2009 • Kavita Puri, *Partition Voices*, Bloomsbury publishing (2019) • Mallika Alluwalia, *Divided by Partition, United by Resilience*, Rupa Publications (2018) • Mohinder Singh Sarna, *Savage Harvest: Stories of Partition*, Rupa Publications (2013) • Khushwant Singh, *Memories of Madness: Stories of 1947*, Penguin India (2002)

COURSE ATRICULATION MATRIX:

Partition Narratives: A Study through Film and Literature	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	3	2	1	3	3	2	2	3	2
	CO2	2	3	2	2	1	3	2	2	2	2	3
	CO3	2	2	2	2	2	3	2	2	2	2	2
	CO4	2	1	3	2	2	2	2	1	1	2	1
	CO5	3	2	3	2	1	3	3	2	2	3	2
	CO6	2	3	1	1	2	3	2	1	2	3	1

School: SSHSS	**Batch: 2025-2026**
Programme : M.A.	**Current Academic Year: 2025-2026**
Branch: Modern History	**Semester: IV**

	Course Code	**HIR5504**
	Course Title	**DISSERTATION HIS-IV**
	Credits	**3**
	Contact Hours (L-T-P)	**0-0-6**
	Course Type	**Practical/Dissertation**
	Course Objective	The Programme aims to make the students aware of the general course of human history in multiple areas of the world with interdisciplinary approach. During the course of their research work, students will learn to under-stand the world contextually, that is, to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred. The aim is to teach the students analyse, and evaluate both evidence and arguments. Students will learn how to create knowledge by applying and interpreting all kinds of sources. The main objective is to make the students gain a clear and comprehensible understanding of the impact of the past on the present & future events related to the life process. It involves detailed analysis of what has been written or done & is used to describe, explain or interpret Themes e events. Also, to enable students to have detailed study of a particular problem or concern, using research methods. This in-depth analysis of information enables the students to analyse and generate new questions,

		concepts and understandings.
	Course Outcomes	CO1: The student will be able to identify the Nature of his research. CO2: The student will be able to describe different variables associated with his study. CO3: The student will be able to manipulate the variables to study their relevance and effect. CO4: The student will be able to point out the gap in his research topic. CO5: The student will be able to summarize his experimental findings CO6: The student will be able to design research.

	Course Description	As per NEP guidelines, Students shall be admitted to a two-year Master Programme with the second year devoted entirely to research for those who have completed the three-year Bachelor's Programme. An essential com- ponent of the Programme is to develop a research orientation among the students and to acquaint them with the application of fundamentals of re- search and the methods. Therefore, the second year of the Masters is dedicated to research work. The aim is not only to introduce them to the basic concepts used in research but also fruitfully apply them to newer fields ofresearch.	
	Unit 1	**Data collection/ Conceptualisation**	CO Mapping
		Data collection/ Conceptualisation of research andAnalysis	CO1, CO6
	Unit 2	**Results and interpretation**	**CO1,CO6**

		Analysis of findings, interpretation with supporting re- searches, merits and demerits, Future scope and short-comings	CO2, CO6
	Unit 3	**References**	
		References as per university guidelines	CO3, CO6
	Unit 4	**Pre-submission**	
		First Dissertation draft, Departmental presentation of re- search work in standard format, Correction & Editing based on Suggestions	CO4, CO6
	Unit 5	**Dissertation**	
		Submission and defending the research work,	CO5, CO6
	Mode of examination	Theory & Viva voce	
	Weightage Distribution	CA / VIVA / EXTERNAL	
		30 / 30 / 40	
	Readings Text book*	· Relevant Books and Journals · E-library at Sharda university · Shodganga	

SEMESTER III

THROUGH RW

School: SSHSS		Batch:2025-27
Programme: M.A. Modern History		Current Academic Year:2025-26
Branch: Modern History		Semester: III
1	Course Code	**HIT5503**
2	Course Title	**Dalit Movement: A Historical Study**
3	Credits	**3**
4	Contact Hours (L-T-P)	3-0-0
	Course Type	**Multidisciplinary/ Discipline Specific Electives**
5	Course Objective	▪ To introduce students to the history of the Dalit struggle from multiple perspectives. ▪ To encourage an egalitarian and liberal mindset among students. ▪ To educate students about various concepts related to the caste system and harmful social practices. ▪ To enhance understanding of the evolving position of Dalits, both conceptually and practically, in the context of social transformation.
6	Course Outcomes	The students will be able to: CO1: Define key terms such as Dalit and Dalit consciousness, and gain an understanding of the Indian caste system and discriminatory practices like untouchability. CO2: Analyze the history of movements advocating for social equality and justice prior to Ambedkar's emergence. CO3: Explore and reconstruct the early years of Ambedkar's life. CO4: Examine Ambedkar's political and social ideologies. CO5: Assess the ongoing impact and continuation of Dalit movements after Ambedkar. CO6: Understand Dr. B.R. Ambedkar's significant contributions in leading the Dalit movement and framing the Indian Constitution based on principles of social, political, and economic justice.
7	Course Description	This paper is designed to highlight a relatively neglected part of social history; it is an attempt to provide voice to the history of the oppressed. It defines and provides understanding of various concepts, further explains the caste system and evil practices like untouchability and its rigidification in ancient and medieval times. It lays emphasis on the earlier forms of protest by Buddhism, Jainism and later by Bhakti movement, in the medieval period especially in Maharashtra, which lays the foundation for social awareness and renaissance of the 18th and 19th centuries. The paper intends to provide an understanding of the changing position of Dalit at conceptual and practical level of social transformation, from 19th century till today. This paper also lays emphasis on Ambedkarian Movement, which marks an evolutionary

		phase in Dalit emancipation. It highlights the constitutional rights for safeguarding the interests of the oppressed. It takes into account Dalit literature, which provides space for understanding of Dalit consciousness and adds new dimensions in understanding 'Dalit'.		
8	Syllabus			CO Mapping
	Unit 1	**Definition and Background**		
	A	Defining *Dalit*.		CO1; CO6
	B	*Dalit* consciousness.		CO1; CO6
	C	Background to *Dalit* Consciousness: Bhakti Movement: Dnyaneshwa, Eknath, Tukaram		CO1; CO6
	Unit 2	**19th Century Activism and Reform Movements**		
	A	Gopal Baba Walangkar, ShivaramJanbaKamble.		CO2; CO6
	B	Mahatma Phule and Satyashodhak Samaj		CO2; CO6
	C	Justice Party and Self Respect Movement		CO2; CO6
	Unit 3	**Babasaheb Ambedkar and Social Reforms**		
	A	BahishkritHitakarni Sabha, Mahad Satyagraha, Simon Commission, Round Table Conference and Poona Pact		CO3, CO6
	B	Kalaram Mandir Satyagraha, Independent Labour Party, All India Scheduled Caste Federation, Dr. Ambedkar and the British Government		CO3, CO6
	C	Role of Dr. Ambedkar in the making of the Indian Constitution: Safeguards for Lower Castes, Issue of the Hindu Code Bill		CO3, CO6
	Unit 4	**Ideological Foundations of Ambedkarian Movement**		
	A	Social ideas through his writings		CO4, CO6
	B	Economic Ideologies: Industrialization, Agriculture, The idea of State Socialism and Critique of Karl Marx		CO4, CO6
	C	Religious: "Hindu Social Order: Its essential principles", "Philosophy of Hinduism" and 'Annihilation of Caste"		CO4, CO6
	Unit 5	**Nature of Post-Ambedkarian Movement**		
	A	Dalit Consciousness and other Modes of Expression: a brief review		CO5, CO6
	B	Dalit Literature and role of Press, Dalit		CO5, CO6
	C	Importance and Contribution of AmbedkariJalase, Dalit Rangbhumi		CO5, CO6
	Mode of examination/ Evaluation method	Theory		
	Weightage Distribution	**CA**	**MSE**	**ESE**
		25	25	50
	Text book/s*	▪ OmprakashArunSonone, Economic thoughts of Dr. B. R.		

		Ambedkar for Indian economy, Gurukul International Multidisciplinary Research Journal, 2016 ▪ Mahendra Jadhav, Dr. B.R. Ambedkar: His Economic Philosophy and State Socialism, Round Table India ,2016
	Other References	▪ Keer, Dhananjaya, Mahatma JyotibaPhule, Popular Prakashan, ▪ Desai, Sudha, Social Life under the Peshwas ▪ Kadam, K.N. (ed.), Dr. B.R. Ambedkar: The Emancipator of the Oppressed, Popular Prakashan, Bombay, 1993. ▪ Robb, Peter (ed.), Dalit Movement and the meaning of Labour in India, Oxford University Press. ▪ Sunthankar, B.R. Maharashtra in 18th and 19th Century. Two vols. ManmohanBhatkal Popular Book Depot.

COURSE ARTICULATION MATRIX:

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

School: SSHSS		**Batch: 2025-2027**	
Programme: M.A. (Modern History)		**Current Academic Year: 2026-27**	
Branch: Modern History		**Semester: III**	
1	Course Code	**HIT5504**	
2	Course Title	**Historians of Modern India**	
3	Credits	**3**	
4	Contact Hours (L-T-P)	**3-0-0**	
	Course Type	**Multidisciplinary/ Discipline Specific Electives**	
5	Course Objective	• To make the students aware of the origins of history writing in India. • To understand the background and causes of foundation of historical studies. • To interpret the various ideological underpinnings of the historians of India. • To get familiar with most prominent historians of India in the contemporary times.	
6	Course Outcomes	CO1: The students will be able to understand the beginnings of history writing in India CO2: The students will be able to recognize the social, political causes for the emergence of historical studies in India during the colonial period. CO3: The students will be able to acquaint them with the early historians of India who laid the foundations of Indian past. CO4: The students will be able to critically analyze the function and significance of a historian. CO5: The students will be able to recognize the shifts in historiography of India. CO6: The students will be able to identify and analyze the works of eminent historians of contemporary India and add to the larger historiographical trend as a future historian.	
7	Course Description	The modern academic discipline of History in India was founded by the British in the 19th century. Ever since the colonial period, India has created generations of historians who thrive as an active and engaged community of scholars. While it is important to know and understand the information and factual details of the past, it is equally essential to study the figures who produce the knowledge of the past. This paper is designed to give an outline about those historians who have fundamentally shaped our understanding of India from the distant to the recent past.	
8	Syllabus		CO Mapping
	Unit 1	**Concepts and Background**	
	A	Origins of History as a Discipline in India	CO1; CO6

	B	Understanding a Historian: Chronicler and Historian	CO1, CO6
	C	Antiquarianism, Archaeology and History	CO1, CO6
	Unit 2	**Colonial Historians**	
	A	William Jones, James Mill, Vincent Smith	CO2, CO6
	B	MountstuartElphistone, J. Talboys Wheeler	CO2, CO6
	C	Edward Thompson and G.T. Garratt	CO2, CO6
	Unit 3	**Nationalist Historians**	
	A	R. C. Majumdar, R.C. Dutt, Bhandarkar	CO3, CO6
	B	Anant Sadashiv Altekar, Hem Chandra Raychaudhuri,	CO3, CO6
	C	Radha Kumud Mukherjee, K. A. Nilakanta Sastri and Mohammad Habib	CO3, CO6
	Unit 4	**Marxist and Subaltern Historians**	
	A	R. Palme Dutt; A.R. Desai	CO4, CO6
	B	D.D. Kosambi; K.N.Panikkar; Sushobhan Sarkar	CO4, CO6
	C	RanajitGuha; DipeshChakrabarty, David Arnold, Partha Chatterjee, David Hardiman	CO4, CO6
	Unit 5	**Prominent Historians of Contemporary India**	
	A	Romila Thapar, B. D. Chattopadhya	CO5, CO6
	B	Irfan Habib, Richard Eaton	CO5, CO6
	C	Bipan Chandra, Gyanendra Pandey, Sumit Sarkar	CO5, CO6
	Mode of examination/ Evaluation method	Theory	

	Weightage Distribution	**CA**	**MSE**	**ESE**
		25	25	50

	Text book/s*	• Thapar, R. (2000) *A History of India: Volume 1*. London: Penguin Books. • Sharma, R.S. (2005) *India's Ancient Past*. New Delhi: Oxford University Press. • Singh, U. (2008) *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. New Delhi: Pearson Education India. • Avari, B. (2007) *India: The Ancient Past: A History of the Indian Sub-Continent from c. 7000 BC to AD 1200*. London: Routledge. • Allen, C. (2012) *Ashoka: The Search for India's Lost Emperor*. London: Little, Brown. • Chandra, B. (1999) *Essays on Colonialism*. New Delhi: Orient Blackswan. • Guha, R. (1982) *Subaltern Studies I: Writings on South Asian History and Society*. New Delhi: Oxford University Press. • Habib, I. (1995) *Essays in Indian History: Towards a Marxist Perception*. New Delhi: Tulika Books. •Kosambi, D.D. (1956) *An Introduction to the Study of Indian History*. Mumbai: Popular Prakashan. • Sharma, R.S. (1983) *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan. • Guha, R. (1997) *Dominance without Hegemony: History and Power in Colonial India*. Cambridge, MA: Harvard University Press. • Chakrabarty, D. (2000) *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press. • Prakash, G. (1990) *Writing Post-Orientalist Histories of the Third World: Perspectives from Indian Historiography*. *Comparative Studies in Society and History*, 32(2), pp. 383-408. • Chatterjee, P. (1986) *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books.

	Other References	• Arnold, D. (1984) *Gramsci and Peasant Subalternity in India*. *Journal of Peasant Studies*, 11(4), pp. 155-177. • Chandra, B. (2000) *India's Struggle for Independence, 1857-1947*. New Delhi: Penguin Books. • Chandra, B. (2008) *History of Modern India*. New Delhi: Orient Blackswan. • Chandra, B. (1999) *Essays on Colonialism*. New Delhi: Orient Blackswan. • Chandra, B. et al. (1989) *Freedom Struggle*. New Delhi: National Book Trust. • Pandey, G. (2001) *Remembering Partition: Violence, Nationalism and History in India*. Cambridge: Cambridge University Press. • Pandey, G. (1992) *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press. • Pandey, G. (2006) *Routine Violence: Nations, Fragments, Histories*. Stanford: Stanford University Press. •Pandey, G. (2014) *A History of Prejudice: Race, Caste, and Difference in India and the United States*. Cambridge: Cambridge University Press. •Eaton, Richard M. (2005). *A Social History of the Deccan, 1300–1761: Eight Indian Lives*. Cambridge: Cambridge University Press. • ———. (2019). *India in the Persianate Age: 1000–1765*. London: Allen Lane. • ———. (1996). *The Rise of Islam and the Bengal Frontier, 1204–1760*. Berkeley: University of California Press. • ———. (2000). *Essays on Islam and Indian History*. New Delhi: Oxford University Press. • Sarkar, Sumit. 1973. *The Swadeshi Movement in Bengal, 1903–1908*. New Delhi: People's Publishing House. • ———. 1989. *Modern India: 1885–1947*. Basingstoke: Macmillan.

		• ———. 1998. *Writing Social History*. Delhi: Oxford University Press. • ———. 2002. *Beyond Nationalist Frames: Postmodernism, Hindu Fundamentalism, History*. Bloomington: Indiana University Press. • Chattopadhyaya, Brajadulal. 1977. *Coins and Currency Systems in South India, c. AD 225–1300*. New Delhi: MunshiramManoharlal. • ———. 1990. *Aspects of Rural Settlements and Rural Society in Early Medieval India*. Kolkata: K.P. Bagchi & Co.

COURSE ARTICULATION MATRIX:

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

School: SSHSS		**Batch: 2025-2027**
Programme : M.A.		**Current Academic Year: 2026-2027**
Branch: Modern History		**Semester: III**
1	**Course Code**	**HIR5505**
2	**Course Title**	**DISSERTATION HIS-V**
3	**Credits**	**16**
4	**Contact Hours (L-T-P)**	**0-0-32**
	Course Type	**Practical/Dissertation**
5	**Course Objective**	The Programme aims to make the students aware of the general course of human history in multiple areas of the world with interdisciplinary approach. During the course of their research work, students will learn to under-stand the world contextually, that is, to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred. The aim is to teach the students analyse, and evaluate both evidence and arguments. Students will learn how to create knowledge by applying and interpreting all kinds of sources. The main objective is to make the students gain a clear and comprehensible understanding of the impact of the past on the present &future events related to the life process. It involves detailed analysis of what has been written or done & is used to describe, explain or interpret Themes e events. Also, to enable students to have detailed study of a particular problem or concern, using research methods. This in-depth analysis of information enables the students to analyse and generate new questions, concepts and understandings.
6	**Course Outcomes**	CO1: The student will be able to identify the Nature of his research. CO2: The student will be able to describe different variables associated with his study.

		CO3: The student will be able to operate the variables to study their relevance and effect. CO4: The student will be able to point out the gap in his research top- ic. CO5: The student will be able to summarize his experimental findings CO6: The student will be able to design research.

7	**Course Description**	As per NEP guidelines, Students shall be admitted to a two-year Master Programme with the second year devoted entirely to research for those who have completed the three-year Bachelor's Programme while Stu- dents completing a four-year Bachelor's Programme with Hon- ours/Research, may be admitted to a one-year Master's Programme. An essential component of the Programme is to develop a research orientation among the students and to acquaint them with the application of fundamentals of research and the methods. Therefore, the second year of the Masters is dedicated to research work. The aim is not only to introduce them to the basic concepts used in research but also fruitfully apply them to newer fields of research.	
	Unit 1	Developing Research Title	CO Mapping
		Developing research theme and idea	CO1, CO6
	Unit 2	Review of literature	CO2,CO6
		Reviewing related literature and identification of the gaps in existing scholarship	CO2, CO6
	Unit 3	Objectives	
		Formulating research- objectives, Research questions and hypotheses,	CO3, CO6
	Unit 4	Methodology	

		Developing Research Design, Theoretical background, Sampling, Inclusion & Exclusion Criteria, Ethical Clearance, Procuring Material for Conduction, Data capturing sheet	CO4, CO6
	Unit 5	Synopsis	
		· Final synopsis submission: All the five chapters will be defined, formatted in the standard format · Submission of paper(s) for publication and conference participation	CO5,CO6
	Mode of exam- ination	Theory & Viva voce	

Weightage	CA	VIVA	EXTERNAL
Distribution	30	30	40

Readings Text book/s*	· Relevant Books and Journals · E-library at Sharda university · Shodganga

SEMESTER IV

THROUGH RW

School: SSHSS		**Batch: 2025-27**
Programme: M.A.		**Current Academic Year: 2026-27**
Branch: Modern History		**Semester: IV**
1	**Course Code**	**HIT5513**
2	**Course Title**	**Socio-Economic& Cultural History of Modern India: A Historical Survey**
3	**Credits**	**4**
4	**Contact Hours (L-T-P)**	**4-0-0**
	Course Type	**Multi-Disciplinary**
5	**Course Objective**	This course follows the objectives: · To unfold and analyze the history of Administration and Economy in colonial India, especially under the Crown. · To examine how did colonial interests affect Indian interests? · To explore whether British policies were instrumental in generating economic growth or backwardness. · To teach key socio-cultural development in Modern India during the colonial rule. · To inculcate the understanding of Modern Indian History from the point of facts rather than opinion. · To develop a historical understanding of caste, class and religion during the colonial period.
6	**Course Outcomes**	The students will be able to: CO1: understand the inherent British interests in pursuing specific kind of industrial, fiscal and monetary policies in India. CO2: understand the economic impact of colonial rule and consequent political agitations surrounding economic issues will be understood through various historical explanations. CO3: understand the existing state of the Indian society during the British era and emerging interventions to influence it. CO4: develop historical insights into social reforms challenging the traditional caste, class and religious orthodoxies. CO5: understand the role of British rulers in changing the socio-cultural fabric of India.

		CO6: Gain a critical understanding ofoverall socio economic and cultural transformations during colonial rule.	
7	**Course Description**	This paper on Modern Indian History will enhance the awareness of one of the most dynamic aspects of Modern India society, economy and culture. The period 1857-1947 saw the consolidation and workings of formally established colonial rule in India. It was a period when the British Crown exercised direct control over a little over 60 per cent of land area in India and maintained close control over the affairs of the Indian princely states, simultaneously exercising reforms in education and other fields in order to transform the Indian society and culture to suit their requirements. Alongside the reforms initiated by the colonial rulers, this paper will also undertake the in-depth study of reforms and movements by the Indian reformers and the impact that such movements had on Indian society and culture. This course would help in solving some pivotal questions centered on administration, society and economy under British India such as whether the British policies were for the benefit of the colonial regime only or were they beneficial for India as a whole, what were the motives, course and impact of the British economic policies and socio-religious reform measures and so on.	
	Unit 1	**Impact of British rule on Economy**	CO Mapping
	A	Commercialization of Agriculture in India and its impact on Society and Economy of India.	CO1, CO6
	B	The De-Industrialization Debates; Industrialization in Indian context; The Railway Imperialism.	CO1, CO6
	C	Drain of Wealth. Economic Nationalism in India.	CO1, CO6
	Unit 2	**Social-Reforms: Issues and Agenda**	CO2, CO6
	A	Issues and Agenda of Social Reform Movements	CO2, CO6

	B	Social-Reform Movements. Social Upliftment during Gandhian era, Harijan Movement.	CO2, CO6
	C	Reformsfor women in British India	CO2, CO6
	Unit 3	**Role of Caste&Class under British Raj**	CO3, CO6
	A	Importance ofCastein Nation making	CO3, CO6
	B	Role of different classes in Modern India	CO3, CO6
	C	Role of Middle Class in National Movement	CO3, CO6
	Unit 4	**Civil Uprising under Colonial Rule**	CO4, CO6
	A	Peasant and Tribal Uprisings during 19th century	CO4, CO6
	B	Rise and growth of Left Movement.	CO4, CO6
	C	Peasant Associations.	CO4, CO6
	Unit 5	**British Rule: Education & Administration**	CO5, CO6
	A	Orientalist -Anglicist Controversy	CO5, CO6
	B	Development of Education	CO5, CO6
	C	Evolution of Judiciary; Police	CO5, CO6
	Mode of examination	Theory/Jury/Practical/Viva	
	Weightage Distribution	CA: 25	MSE: 25	ESE: 50
	Readings **Text book/s***	• Jones, Kenneth, Socio-religious Reform Movements in British India, Cambridge University Press, 1994. • *B.R. Tomlinson, The Economy of Modern India, 1860 1970, The New Cambridge History of India, Cambridge University Press, Cambridge, 1993. • Irfan Habib, and Aligarh Historians Society, Indian Economy, 1858-1914, People's History of India, Tulika Books, NewDelhi, 2006.	

		● Chandra, Bipan (1966), The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership. New Delhi: Publishing House. ● *Roy, Tirthankar (2000), The Economic History of India, 1857-1947. Delhi: Oxford University Press ● *David Gilmour. (2018) The British in India: A Social History of the Raj. FSG:NewYork. ● James Mill, (1826) The History of British India in 6 vols. (3rd edition) London: Baldwin, Cradock, and Joy

COURSE ARTICULATION MATRIX:

Socio-Economic & Cultural History of Modern India: A Historical Study	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	3	2	3	2	1	2
	CO2	3	2	2	3	3	3	2	3	2	1	2
	CO3	3	2	2	2	3	2	2	3	2	1	3
	CO4	3	2	2	3	3	3	2	3	2	1	3
	CO5	3	2	2	2	3	2	2	3	2	1	3
	CO6	3	2	2	2	3	2	2	3	2	1	3

School: SHSS		**Batch: 2025-27**	
Programme: B.A.(Research)		**Current Academic Year: 2026-27**	
Branch: History		**Semester: IV**	
1	**Course Code**	**HIT5514**	
2	**Course Title**	**Tourism and Traditions: A Guide to Heritage Preservations**	
3	**Credits**	**04**	
4	**Contact Hours (L-T-P)**	**4-0-0**	
	Course Type	**Multidisciplinary/DSE**	
5	**Course Objective**	1. To make the students aware of the heritage of India and their importance and management 2. To infer the meaning of the different heritage institutions 3. To give knowledge about concept of tourism, history of travelling 4. To get familiar with the relevance and importance of heritage tourism 5. To give them employability skills in the field of heritage and tourism management	
6	**Course Outcomes**	CO1: The students will be able to illustrate the knowledge of history through heritage institutions. CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Indian Heritage monuments. CO3: The students will be able to acquaint themselves with the range of issues related to heritage management and preservation CO4: The student will be able to understand the relevance and importance of heritage tourism CO5: The students will be able to explore jobs in the field of heritage management and tourism related sectors CO6: The students will be able to do research in the field of knowledge	
7	**Course Description**	This course would educate the students on the key concepts related to tourism, heritage management. This course highlights the importance of tourism industry and heritage management for India as a nation. This course includes the definition and scope of the subject, the relation between heritage and tourism and its implementation in the Indian context. This course has been designed to introduce the student regarding scope and employability in the field of historical tourism and heritage.	
8	**Syllabus**		CO Mapping
	Unit 1	Tourism: Key Concepts	CO1, CO6
	A	Development of Tourism from historical times– Early pleasure travel to mass tourism	CO1, CO6
	B	Examples of Tourism: Sustainable, Eco, Adventure	CO1, CO6
	C	Case Study	CO1, CO6
	Unit 2	Tourism: Government Strategies & Resources	CO2, CO6
	A	National strategy for development	CO2, CO6

	B	Tourism Resources of India	CO2, CO6
	C	Case Study	
	Unit 3	Heritage: Key Concepts	CO3, CO6
	A	Definition, Concepts and Types	CO3, CO6
	B	Selection as heritage sites, monuments by UNESCO	CO3, CO6
	C	Case Study	CO3, CO6
	Unit 4	Heritage Management	CO4, CO6
	A	Objectives and Strategies	CO4, CO6
	B	Destination Development and marketing	CO4, CO6
	C	Case study: Conservation	
	Unit 5	Heritage Tourism	CO5, CO6
	A	Culture, Heritage and Tourism	CO5, CO6
	B	Case Study of any state	CO5, CO6
	C	Case Study: Heritage circuits of India	
	Mode of examination	Practical/Viva	
	Weightage Distribution	CA: 25 / MSE: 25 / ESE: 50	
	Readings Text book/s*	Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in) Agrawal, O.P., 2006, *Essentials of Conservation and Museology*. Delhi Biswas, S.S., 1999, *Protecting the Cultural Heritage (National Legislation and International Conventions)*. New Delhi: INTACH Bhatia A.K., 1997, Tourism Management & Marketing. Aph Publishing Corporations Chainani, S. 2007, *Heritage and Environment*. Mumbai: Urban Design Research Institute Dileep M. R., 2020, Tourism: Concepts, Theory and Practice, New Delhi: I K International Publishing House Lahiri, N., 2012, *Marshalling the Past- Ancient India and its Modern Histories*. Ranikhet:Permanent Black, (Chapter 4 and 5) Layton, R.P., 2001, Stone and J. Thomas. *Destruction and Conservation of Cultural Property*.London: Routledge Lowenthal, D. 2010, *Possessed ByThe Past: The Heritage Crusade and The Spoils of History*, Cambridge

		Mathur Anurag, 2016, Indian Tourism: Tourist places of India Verma Richi, 2016, Heritage Circuits: A Rs 100 Crore idea to bump up tourism, The Economic Times, print edition Online link (https://www.indianholiday.com/blog/travel-circuits-in-india/) for information on hheritage circuits of India

COURSE ATRICULATION MATRIX:

Tourism and Traditions: A Guide to Heritage Preservation	POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	2	1	2	1	2	2	1	3	2	2
	CO2	2	1	2	2	2	2	1	2	1	2	2
	CO3	2	2	2	2	2	1	1	2	3	2	2
	CO4	2	2	2	1	2	1	2	1	2	1	1
	CO5	2	2	1	2	2	2	2	1	2	2	1
	CO6	1	2	1	1	2	1	2	1	3	2	1

School: SSHSS		**Batch: 2025-2027**
Programme: M.A.		**Current Academic Year: 2026-2027**
Branch: Modern History		**Semester: IV**
1	**Course Code**	HIR5506
2	**Course Title**	**DISSERTATION HIS-VI**
3	**Credits**	**16**
4	**ContactHours (L-T-P)**	**0-0-32**
	Course Type	**Practical/Dissertation**
5	**Course Objective**	The Programme aims to make the students aware of the general course of human history in multiple areas of the world with interdisciplinary approach. During the course of their research work, students will learn to under-stand the world contextually, that is, to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred. The aim is to teach the students analyse, and evaluate both evidence and arguments. Students will learn how to create knowledge by applying and interpreting all kinds of sources. The main objective is to make the students gain a clear and comprehensible understanding of the impact of the past on the present & future events related to the life process. It involves detailed analysis of what has been written or done & is used to describe, explain or interpret Themes e events. Also, to enable students to have detailed study of a particular problem or concern, using research methods. This in-depth analysis of information enables the students to analyse and generate new questions, concepts and understandings.

6	**Course Outcomes**	CO1: The student will be able to identify the Nature of his research. CO2: The student will be able to describe different variables associated with his study. CO3: The student will be able to manipulate the variables to study their relevance and effect. CO4: The student will be able to point out the gap in his research topic. CO5: The student will be able to summarize his experimental findings CO6: The student will be able to design research.

7	**Course Description**	As per NEP guidelines, Students shall be admitted to a two-year Master Programme with the second year devoted entirely to research for those who have completed the three-year Bachelor's Programme. An essential com- ponent of the Programme is to develop a research orientation among the students and to acquaint them with the application of fundamentals of re- search and the methods. Therefore, the second year of the Masters is dedicated to research work. The aim is not only to introduce them to the basic concepts used in research but also fruitfully apply them to newer fields ofresearch.	
	Unit 1	**Data collection/ Conceptualisation**	CO Mapping
		Data collection/ Conceptualisation of research andAnalysis	CO1, CO6
	Unit 2	**Results and interpretation**	**CO2,CO6**
		Analysis of findings, interpretation with supporting re- searches, merits and demerits, Future scope and short- comings	CO1, CO2
	Unit 3	**References**	

		References as per university guidelines	CO3, CO6
	Unit 4	**Pre-submission**	
		First Dissertation draft, Departmental presentation of re- search work in standard format, Correction & Editing based on Suggestions	CO4, CO6
	Unit 5	**Dissertation**	
		Submission and defending the research work,	CO5, CO6
	Mode of ex-Amination	Theory & Viva voce	
	Weightage Distribution	CA	VIVA	EXTERNAL
		30	30	40
	Readings Text book*	· Relevant Books and Journals · E-library at Sharda university · Shodganga	