

Department of History

B.A. (Hons.) History Curriculum and Syllabus

(Applicable to the students admitted during AY: 2022-23)



**Easwari School of Liberal Arts
SRM University AP, Andhra Pradesh**

Department Vision

To emerge as national and global leaders in historical research and inquiry by creating a professional learning community and nurturing problem-solving leadership with human rights and social justice values.

Department Mission

1. Facilitate unbiased cutting-edge research and in-depth active learning.
2. Nurture intellectual curiosity and train historians of the highest professional standards.
3. Produce critical thinkers and problem-solvers for tomorrow through the appreciation of history.
4. Balance world-class learning with human rights and social justice ideals.

Program Educational Objectives (PEO)

1. Enable students to comprehensively understand the breadth and scope of the discipline, historical sources, and the production of historical knowledge.
2. Endow students with a keen sense of history and to enable learners to use history as a thinking tool.
3. Introduce students to multi-disciplinary and multi perspectival approaches in history.

Mission of the Department to Program Educational Objectives (PEO) Mapping

	PEO 1	PEO 2	PEO 3
Mission Statement 1	3	3	3
Mission Statement 2	2	2	3
Mission Statement 3	3	2	3
Mission Statement 4	1	2	3

Program Specific Outcomes (PSO)

1. Apply historical methods to analyse contemporary social, economic, political, and cultural issues.
2. Demonstrate inter-cultural communication and articulation skills.
3. Apply social science research skills in historical studies.

Mapping Program Educational Objectives (PEO) to Program Learning Outcomes (PLO)

Program Learning Outcomes (PLO)															
PEOs	POs												PSOs		
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
PEO 1	3	3	3	2	3	2	1	2	2	3	1	3	3	2	3
PEO 2	2	3	3	3	3	2	1	3	1	2	2	3	3	3	2
PEO 3	3	2	3	2	3	2	2	3	3	3	3	3	2	3	3

Category Wise Credit Distribution			
Course Sub-Category	Sub-Category Credits	Category Credits	Learning Hours
Ability Enhancement Courses (AEC)		4	120
University AEC	0		
School AEC	4		
Value Added Courses (VAC)		4	120
University VAC	4		
School VAC	0		
Skill Enhancement Courses (SEC)		12	360
School SEC	6		
Department SEC	0		
SEC Elective	6		
Foundation / Interdisciplinary courses (FIC)		24	720
School FIC	24		
Department FIC	0		
Core + Core Elective including Specialization (CC)		88	2640
Core	68		
Core Elective (Inc Specialization)	20		
Minor (MC) + Open Elective (OE)	12	12	
Research / Design / Internship/ Project (RDIP)		20	600
Internship / Design Project / Startup / NGO	4		
Internship / Research / Thesis	16		
Total		164	4920

Semester wise Course Credit Distribution Under Various Categories										
Category	Semester									
	I	II	III	IV	V	VI	VII	VIII	Total	%
Ability Enhancement Courses - AEC	0	0	2	2	0	0	0	0	4	2
Value Added Courses - VAC	0	0	0	0	0	4	0	0	4	2
Skill Enhancement Courses - SEC	3	1	2	0	3	3	0	0	12	7
Foundation / Interdisciplinary Courses - FIC	16	8	0	0	0	0	0	0	24	14
CC / SE / CE / TE / DE / HSS	0	16	16	16	16	16	8	0	88	52
Minor / Open Elective - OE	0	0	3	3	3	3	0	0	12	7
(Research / Design / Industrial Practice / Project / Thesis / Internship) - RDIP	0	0	0	0	4	0	8	14	26	15
Grand Total	19	25	23	21	26	26	16	14	170	100

Note: L-T/D-P/Pr and the class allocation is as follows.

- a) Learning Hours : 30 learning hours are equal to 1 credit.
- b) Lecture/Tutorial : 15 contact hours (60 minutes each) per semester are equal to 1 credit.
- c) Discussion : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
- d) Practical : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
- e) Project : 30 project hours (60 minutes each) per semester are equal to 1 credit.

SEMESTER - I								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	SEC	S SEC	ISES 101	Industry Specific Employability Skills - I	0	0	1	1
2	SEC	S SEC	IRH 101	Orientation on Internationalization	1	0	0	1
3	SEC	S SEC	ENTR 100	Exploratory Learning and Discover	0	0	1	1
4	FIC	S FIC	ENV 100	Introduction to Environmental Sciences	4	0	0	4
5	FIC	S FIC	PSY 101	Introduction to Psychology	4	0	0	4
6	FIC	S FIC	LBA 101	Liberal Arts: Perspectives and Approaches	4	0	0	4
7	FIC	S FIC	HIS 105	Understanding the Indian Constitution	4	0	0	4
Semester Total					17	0	2	19

SEMESTER - II								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	SEC	S SEC	ISES 102	Industry Specific Employability Skills - II	0	0	1	1
2	FIC	S FIC	EGL 100	Introduction to Communicative English	4	0	0	4
3	FIC	S FIC	ECO 151	Understanding Economy and Markets	4	0	0	4
4	Core	CC	HIS 104	Human Civilization	3	0	1	4
5	Core	CC	HIS 202	Middle Ages in Europe	3	0	1	4
6	Core	CC	HIS 206	Early India - I	3	0	1	4
7	Core	CC	HIS 301	European Social Formations	3	0	1	4
Semester Total					20	3	2	25

SEMESTER - III								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	S AEC	AEC 104	Creativity and Critical Thinking Skills	1	0	1	2
2	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 102	Digital Literacy	1	1	0	2
5	Core	CC	HIS 201	Early India - II	3	0	1	4
6	Core	CC	HIS 204	Age of Revolution and National Liberation	3	0	1	4
7	Core	CC	HIS 205	Early Medieval India	3	0	1	4
8	Core	CE	HIS 207	Ancient Civilizations of the World: Understanding the Social Formations and Cultural Patterns	3	0	1	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					17	1	9	23

SEMESTER - IV								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	S AEC	AEC 102	Leadership and Teamwork	1	0	1	2
2	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	Core	CC	HIS 208	Medieval India- Part I (1200- 1500)	3	0	1	4
6	Core	CC	HIS 210	Understanding Caste	3	0	1	4
5	Elective	CE	HIS 209	History of Central Islamic Lands	3	0	1	4
7	Elective	CE	HIS 211	Introduction to Colonial Latin America and the Caribbean	3	0	1	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					16	0	9	21

SEMESTER - V								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2	2*
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
3	SEC	E SEC		Career skills - I	3	0	0	3
4	Core	CC	HIS 212	Medieval India – II (1500-1707)	3	0	1	4
5	Core	CC	HIS 213	Understanding 18th-Century India	3	0	1	4
6	Core	CC	HIS 214	Economic History of Modern India (1757-1947)	3	0	1	4
7	Elective	CE	HIS 443	Histories of Sufism: Text Traditions and Cultures	3	0	1	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
9	RDIP	RDIP	HIS 215	Dissertation	0	0	4	4
Semester Total					18	0	12	26

SEMESTER - VI								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2	2
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2
3	SEC	E SEC		Career skills – II	3	0	0	3
4	Core	CC	HIS 302	Modern Indian History (1750-1947)	3	0	1	4
5	Core	CC	HIS 303	Society, Politics, and Economy: India After Independence	3	0	1	4
6	Core	CC	HIS 304	Entangled Histories	3	0	1	4
7	Elective	CE	HIS 444	Introduction to Colonial Africa	3	0	1	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					18	0	4	26

SEMESTER - VII								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	HIS 401	Historical Methods	3	0	1	4
2	Core	CC	HIS 402	Historiography	0	0	4	4
3	RDIP	RDIP	HIS 403	Thesis Writing - I	0	0	8	8
Semester Total					3	0	13	16

SEMESTER - VIII								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	RDIP	RDIP	HIS 404	Thesis Writing - II	0	0	14	14
Semester Total					0	0	14	14

Minors/OEs								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	OE	OE	HIS 241	Indian National Movement	3	0	0	3
2	OE	OE	HIS 242	Architecture and Culture: Built Environment, Landscape, and Society	3	0	0	3
3	OE	OE	HIS 243	India: Past Culture, and Heritage	3	0	0	3
4	OE	OE	HIS 244	Medieval India- Polity and Society	3	0	0	3
5	OE	OE	HIS 245	Introduction to Gender	3	0	0	3
6	OE	OE	HIS 246	Making of the Contemporary World	3	0	0	3

Career Skill Courses								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	SEC	E SEC		Archives and Museums	2	0	1	3
2	SEC	E SEC		Participatory Methods and Ethno-History: Methods and Approaches	2	0	1	3
3	SEC	E SEC		Writing in History	2	0	1	3
Semester Total					6	0	3	9

INDUSTRY SPECIFIC EMPLOYABILITY SKILLS - I

Course Code	ISES 101	Course Category	HS	L	T	P	C
				0	0	1	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	CDC	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Develop interpersonal skills to become a good team player.
- Develop socialization skills, positive attitude, and behavioural skills.
- Eliminate their barriers of communication and take conscious efforts to improve their skill sets.
- Recognise practice and acquire the skills necessary to deliver effective presentation with clarity and impact.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the factors which motivate him in learning.	1	70%	60%
Outcome 2	Apply the knowledge of creativity and originality.	3	80%	70%
Outcome 3	Employ lateral thinking in solving problems.	1	70%	60%
Outcome 4	Identify themselves as team player.	1	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1					1			2		2		1			
Outcome 2		2			3			3	3						
Outcome 3		3							2			2			
Outcome 4								2	3			2			
Course Average		3			2			4	4			3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Quants			
	Speed calculations, Time, and Distance	1	2,3	2,4
	Problems on Trains, Boats and Streams, Races and Games, Escalator problems	1	2,3	2,4
	Time and work, Chain rule, Pipes and Cistern	1	2,3	2,4
	Simplification, surds and indices,	1	2,3	2,4
	square roots and cube roots, Functions	1	2,3	2,4
Unit 2	Reasoning			
	Number Series, Alphabet series, Odd Man Out, Missing number, Wrong number	1	2,3	1,4
	Analogies, Mathematical Operations, Calendars, Clocks	1	2,3	1,4
	Cryptarithmetics, Identification of cross variable relations	1	2,3	1,4
	SUDOKU	1	2,3	1,4
Unit 3	Verbal			
	Basic sentence structure: Nouns, Pronouns, Adjectives, Parts of speech, Degree of comparison	1	1,2	3,7
	Articles, conditionals, and sentences (kinds), Verb Tense, Sentence formation.	1	1,2	3,7
	Paragraph formation, change of voice, Change of speech, Synonyms, Antonyms.	1	1,2	3,7
Unit 4	Communication Skills			
	Self-introduction	1	1,4	5,6
	Presentations	1	1,4	5,6
	E-Mail Etiquettes	1	1,4	5,6
Total Contact Hours		15		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	40%		50%		40%		50%		50%	
	Understand										
Level 2	Apply	60%		50%		60%		50%		50%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. R.S. Agarwal, A Modern Approach to Verbal & Non-Verbal Reasoning, S. Chand Publication
2. How to prepare for Quantitative Aptitude for CAT – Arun Sharma
3. Meenakshi Upadhyay, Arun Sharma -Verbal Ability and Reading Comprehension
4. How to prepare for Logical reasoning and data interpretation for CAT – Arun Sharma.
5. Mastering Soft skills – Julian Vynar.
6. Soft skills – Key to success in workplace and life – Meenakshi Raman, Shalini Upadhyay.
7. English grammar and composition – S. C. Gupta.

Other Resources

1. Enter Data

Course Designers

1. Mr. Asghar Ahamad, Soft skills trainer, Department of CDC, SRM University AP

Orientation on Internationalization

Course Code	IRH 101	Course Category	Open Elective				L	T	P	C
							1	0	0	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department		Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To Understand the need and Importance of Internationalization as per the New Education Policy and to make student aware about the different pathways of Internationalization, which will help them to achieve their International Goals

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand the Need and importance of internationalization in Indian Higher Education system and Comparison with the global standards			
Outcome 2	Know the guidelines issued by the University grant commission for the internationalization of institutions and the importance in New Education Policy			
Outcome 3	Know the Different Pathways of Internationalization, Efforts of SRM University AP for various Pathways, available opportunities and application process.			

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2
Outcome 1	No Data													
Outcome 2														
Outcome 3														
Outcome 4														
Average														

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	INTERNATIONALISATION OF HIGHER EDUCATION	3		
	Internationalization, Global Trends and Indian Initiatives	1		
	Internationalization and Indian higher education	1		
	Internationalization as the pathway to the Future universities	1		
Unit 2	GUIDELINES FOR INTERNATIONALIZATION OF HIGHER EDUCATION	3		
	NEP and Internationalization	1		
	Strategic Programs and Initiatives - I	1		
	Strategic Programs and Initiatives – II and Role of Institutions	1		
Unit 3	INTENATIONALIZATION PATHWAYS	10		
	International Partnerships, Need and Importance, Key for Internationalization goals, Type, Process and Current status	1		
	Pathway -1: International Internships, its role in internationalization, Need, Scope and Benefits, Comparison with global institutions1	1		
	Opportunities, Process and Policy guidelines	1		
	Languages, Centre of Excellences for Languages, Purpose and Scope	1		
	Pathway -2: Immersion Programs (Inbound and Outbound), its role in internationalization, Need, Scope and Benefits, Comparison with global institutions, how it is different from Internships	1		
	Opportunities, Process and Policy guidelines	1		
	Pathway -3: Semester Abroad and Exchange Program, Its role in Internationalization, Scope and Benefits, Process and Guidelines	1		
	Pathway -4: International Transfer Program Program, Its role in Internationalization, Scope and Benefits, Process and Guidelines, Credit Transfer	1		
	Pathway -5: Higher Studies (India or Abroad), Importance, Need and Scope, Process and Component of Higher Studies abroad, Benefits, Training and Support	1		
	Other Pathways of Internationalizations, SRM University AP Goals and Vision for Internationalizations, Intranet Portal a tool.	1		
Total contact hours			16	

Learning Assessment

Course Nature			Theory	
Assessment Method – Theory Component (Weightage 100%)				
In-semester	Assessment tool	Mid Term I	Mid Term II	Total
	Weightage	15%	15%	30%
End semester examination Weightage: 70%				70%

Recommended Resources

1. Enter Data

Other Resources

1. <https://drive.google.com/drive/u/1/folders/1uUiQV30enEAuU3Ov6Gx0R0EGSaha4rzi>
2. https://drive.google.com/file/d/1yTO36ezB8x2kDIh-RtEfg6J-W3SxEai_/view?usp=sharing
3. <https://drive.google.com/file/d/1AYeCeGaGb4pQ4a7VvEAbmooywRJHDZVY/view?usp=sharing>

Course Designers

1. Directorate of International Relations and Higher Studies

Introduction to Environmental Science

Course Code	ENV 100	Course Category	AECC / FC			
			L	T	P	C
			4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	Environmental Science	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To study the scope of Environmental Science and the idea of sustainability.
- To acquire basic knowledge of environmental ethics, critical environmental laws, and policies.
- To explore various sources and challenges in the renewable energy sector in replacing conventional energy.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the scope and purview of Environmental Science, the Idea of sustainability, environmental ethics, and global efforts to overcome the hindrance for sustainability.	2	80%	70%
Outcome 2	Interpret the environmental laws and policies.	3	80%	70%
Outcome 3	Investigate climate change, the way it affects life at different scales (global, regional, and local scales), and various mitigation strategies.	2	70%	60%
Outcome 4	Analyse the extent of environmental pollution and pollution reduction strategies through and resource optimization, renewable energy, and waste management.	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	-	-	-	1	-	3	1	1	-	1	1			
Outcome 2	1	-	1	-	1	-	3	-	1	-	1	1			
Outcome 3	1	-	-	-	1	-	3	-	1	-	1	1			
Outcome 4	1	-	-	-	1	-	3	-	1	-	1	1			
Course Average	1	-	1	-	1	-	3	1	1	-	1	1			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used			
Unit 1	Fundamental Concepts in Environmental Science	12	1	1, 2, 3, 4, 5, 6, 7, 8, 10			
	Human population and environment	1					
	Environmental education and awareness Environmental ethics	2					
	Evolution of Environmental ethics – Leopold’s land ethics, Silent Spring Population growth, Ecological overshoot, and Ecological Footprint	2					
	Defining global sustainability, Garret Hardin’s “Tragedy of the Commons”, Brundtland commission report, Principles of sustainable development, Sustainable Development Goals (SDGs), Triple bottom line of sustainable development	2					
	Technology and Society: Information Technology - Human health & Environmental health, Environmental misconception	2					
	Sustainable ethics: Overcoming the obstacles of sustainability Individualizing Responsibility for a sustainable future - Consumption and its impact on sustainable development	3					
	Unit 2	Social issues and Environment			10	4	1, 3, 9
		Frontierism, Biological Imperialism, and Natural rights, Significance of Human rights; Human rights and environment			3		
Wastewater reclamation, Water conservation, Rainwater harvesting, Watershed management, Urban problems related to energy, Nuclear accidents		3					
Global Environmental Policy, Environmental acts and laws, Water Act 1974, Environmental Protection Act 1986		4					
Unit 3	Global Climate Change	14	3	10, 3			
	Differentiating Climate and Weather, Interconnection of Earth systems (Hydrosphere, Geosphere, Cryosphere, Atmosphere, and Biosphere)	2					
	Climate change through data (global temperature, and CO ₂ – Mauna Loa Earth observatory)	3					
	Climate change: Impacts - Extreme weather events, Sea-level rise, Food and water security, and Human health & well-being, Biodiversity loss	4					
	Climate change: Adaptation – local to global scales, Synthesis	2					
	Disaster management – landslides, Tsunamis floods, earthquakes, anthropogenic disasters, Bhopal tragedy	2					
	Communicating climate change	1					
Unit 4	Energy and Environment	8	4	3, 4			
	Renewable Energy: Global Status and trends	2					
	Global Renewable Energy Applications	2					
	Technical Issues, Challenges & Opportunities Solar, tidal, hydropower, Bioenergy, nuclear	2					
	Renewable Energy Markets	2					
Unit 5	Environmental Pollution and Management	16	2, 4	3, 11			
	Pollution: Air pollution, Noise pollution, Water pollution, Soil pollution	4					
	Solid waste management: Collection, Handling, and solid waste management rules	4					
	E-waste and hazardous waste management, biomedical waste management	4					
	Wastewater treatment systems: Industrial and sewage treatment	4					

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)		Th	Prac
		Th	Prac	Th	Prac	Th	Prac	Th	Prac		
Level 1	Remember	70%		70%		30%		30%		70%	
	Understand										
Level 2	Apply	30%		30%		70%		70%		30%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Daniel D. Chiras (2012), Environmental Science 9th Edition. Jones & Barlet Publishers
2. Carson, R. (2002). Silent spring. Houghton Mifflin Harcourt.
3. Rajagopalan, R (2015). Environmental Science – from crisis to cure, 3rd Edition. Oxford Higher Education.
4. Walter K Dodds (2018). Humanity's Footprint: Momentum, Impact, and Our Global Environment. Columbia University Press
5. Hayley Stevenson (2018). Global Environmental Politics Problems, Policy and Practice. Cambridge University Press
6. Garette Hardin (1968). The Tragedy of the Commons. Science 162 (3859), 1243-1248. DOI: 10.1126/science.162.3859.1243
7. Brutland Commission Report, 1987. Oxford University Press
8. TRANSFORMING OUR WORLD: The 2030 Agenda for Sustainable Development
9. Shastri, S.C. (2015) Environmental Law by 5th edition, EBC Publications.
10. Intergovernmental Panel on Climate Change (IPCC) Synthesis Report, 2014.
11. C.S. Rao (2018) Environmental Pollution Control Engineering, New Age International Publishers

Other Resources

1. W. Cunningham, M. Cunningham (2016). Principles of Environmental Science (8th Edition), McGraw-Hill
2. Divan Shyam (2002). Environmental Law and Policy in India, OUP India
3. Jonathan Cowie, (2002). Climate change: Biological and Human Aspects, 2nd Edition. Cambridge University Press
4. Hanjalic, Kemo, Roel Van de Krol, and Alija Lekic, eds. (2017). Sustainable energy technologies: options and prospects. Springer Science & Business Media

Course Designers

1. Dr Pankaj Pathak, Assistant Professor, Department of Environmental Science, SRM University AP
2. Dr Shoji, Assistant Professor, Department of Environmental Science, SRM University AP

Introduction to Psychology

Course Code	PSY 101	Course Category	Core Course (CC)			
			L	T	P	C
			4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	Psychology	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To gain a comprehensive understanding of the various approaches in the study of psychology
- To comprehend the basic mechanisms driving human behavior
- To apply various psychological concepts in practical settings

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define psychology and articulate its goals	2	80%	70%
Outcome 2	Describe and understand how sensation and Perception affect consciousness	2	70%	65%
Outcome 3	Analyze motivational processes and emotions in human beings	2	75%	60%
Outcome 4	Describe and compare various forms of intelligence and its measurements	2	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	1	1	2		2				1	3			
Outcome 2	2	2	1	3		1	1				1		3		
Outcome 3	2	2	2	2			2	2	1	2	2	3		3	3
Outcome 4	3	3	1	1	1	2		1	2	2	2	2			3
Course Average	3	2	1	2	2	2	2	2	2	2	2	2	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Nature of Psychology	12		
	Definition and goals of psychology	3	1	1,2,3
	Nature of Psychology: art or science	3		
	Traditional & contemporary schools of thought in psychology	6		
Unit 2	Sensation and Perception	12		
	Definitions	1	1, 2	1,2,3
	Absolute and differential threshold, Signal detection theory	3		
	Perception: Understanding perception	2		
	Gestalt laws of organization	3		
	Perceptual constancy - depth perception, size perception, perception of movement.	3		
Unit 3	Motivation	12		
	Definition and types of motivation	1	1, 3	1,2,3
	Psychological aspects of various forms of motivation (hunger and thirst)	2		
	Theories of motivation: drive theory, arousal theory, expectancy theory, goal-setting theory	5		
	Sexual, aggressive, and achievement motivation	4		
Unit 4	Emotion	12		
	Definition and nature of emotions	2	1,3	1,2,3
	Biological basis of emotions	2		
	Expression of emotions	2		
	Emotional intelligence	3		
	Correlates of emotions: cognition, culture and subjective wellbeing	3		
Unit 5	Intelligence	12		
	Definitions and nature of intelligence	2	1, 4	1,2,3
	Theories of intelligence: Cattell's theory of intelligence, Thurstone's mental ability, Sternberg's triarchic theory, Gardner's theory of multiple intelligences,	6		
	Measuring intelligence and tests of intelligence	4		
Total Contact Hours			60	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (15%)	Mid (15%)	CLA-2 (10%)	CLA-3 (10%)	
		Th	Th	Th	Th	Th
Level 1	Remember	100%	100%	100%	100%	100%
	Understand					
Level 2	Apply					
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Baron, R. A. (2001). Psychology. 5th Ed. New Delhi: Pearson Education India.
2. Nolen-Hoeksema, S., Fredrickson, B.L. & Loftus, G.R. (2014). Atkinson & Hilgard's Introduction to Psychology. 16th Ed. United Kingdom: Cengage Learning.
3. Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. New Delhi: Tata McGraw Hill.

Other Resources

1. Enter Data

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
3. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
4. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
5. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Liberal Arts: Approaches and Perspectives

Course Code	LBA 101	Course Category	FC		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Liberal Arts	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To explain different literary forms to depict human experiences.
- To explore and understand the socio-cultural context of human experiences.
- To demonstrate various methods that can be used to derive knowledge and meaning from experiences.
- To explore various political perspectives about a just human world.
- To discuss the importance of media in representing knowledge.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss some literary genres like poetry, novels and plays	1	70%	80%
Outcome 2	Examine socio-cultural groups and discuss the nature of those groups.	2	70%	70%
Outcome 3	Discuss different philosophical methods used to create knowledge	1	60%	70%
Outcome 4	Demonstrate various views on politics and compare them.	2	60%	60%
Outcome 5	Examine the importance of medium in representing knowledge.	2	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2
Outcome 1	3	2	3	3			3		2		3	3	2	3
Outcome 2	2	2	2	2			2		2		2	2	2	3
Outcome 3	3	2	3	2			2		2		3	3	2	2
Outcome 4	2	2	2	2			2		2		2	2	2	3
Outcome 5	2	2	2	2			2		2		2	2	2	3
Course Average	2.4	2	2	2.2			2.2		2		2.4	2.4	2	2.8

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	All Roads Do Not Lead to Rome	12		
	Literature as a liberal discipline	4	1	1
	The interdisciplinary features of Literature	4		1
	Examples from the literary works that reflect the spirit of liberalism	4		1,2,3
Unit 2	Individual, Community and Society	12		
	M Hierarchy and Difference	4	2	5
	Ethnocentrism	4		5
	Cultural Relativism and Beyond	4		2.3
Unit 3	Understanding Meaning	12		
	Existential meaning	4	3,4	7
	Phenomenological Meaning	4		7
	The limits of Phenomenology: What we can't know	4		
Unit 4	Understanding Politics from Different Perspectives	12		11
	Socialism	4	5	
	Conservatism	4		
	Anarchism	4		
	Liberalism			
Unit 5	The Politics of Representation and making of Spectacles in the Media.	12		12,13
	Introduction to semiotics, Sign: Signifier and signified.	4	5	
	What is representation: Stuart Hall's two systems of representation	4		
	Media and capitalist spectacle	4		
	Total contact hours	60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid (15%)	CLA-2 (10%)	CLA-3 (15%)	
		Theory	Theory	Theory	Theory	Theory
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Dickens, C. (2009). A Tale of Two Cities: Abridge Edition. UK : Penguin.
2. Palgrave, F. (2002). Palgrave's Golden Treasury. OUP. Oxford.
3. Brown, M. F (2008). Cultural Relativism 2.0, Current Anthropology , 49 (3): 363-383.
4. Darnell, R. (2009). Anthropological Approaches to Human Nature, Cultural Relativism and Ethnocentrism. Anthropologica, 51(1):187-194.
5. Gardner, M. (1950). Beyond Cultural Relativism, Ethics, 61(1):38-45.
6. Gupta, D. (Ed.,). (1993). Social Stratification, Delhi ; New York : Oxford University Press.
7. Johnson, T. H. (2007). Cultural Relativism: Interpretations of a Concept. Anthropological Quarterly, 80(3):791-802.
8. Camus, A. (1942). The Stranger. New York: Vintage International
9. Young, I. (1980). Throwing like a Girl: A Phenomenology of Feminine Body Comportment Motility and Spaciality. Human Studies 3: 137-156.
10. Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing. Oxford University Press.
11. Heywood, A. (2017). Political Ideologies: An Introduction. UK: Macmillan.
12. Fiske, J. (2011). Introduction to Communication Studies. New York: Routledge.
13. Hall, S. (2003). Representation. New Delhi: Sage Publication.

Other Resources

1. Enter Data

Course Designers

1. Dr. Srabani Basu, Dr. Ipsita Pradhan, Dr. Bikku R, Dr, Anasuya A, Dr. Chandana Deka, Dr. Idris Hassan Bhat, Dr. Ugen Bhutia- Department of Liberal Arts, SLASS, SRM University-AP
2. Course Coordinator: Dr. Anasuya A, Dr. Chandana Deka.

Understanding the Indian Constitution

Course Code	HIS 105	Course Category	Core Course (CC)				L	T	P	C
							4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	History	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

1. To locate the plurality of ideas in the Indian constitution
2. To appreciate the importance of dialogue in the making and the extension of Indian constitution.
3. To develop a multidisciplinary approach in understanding functioning of Indian democracy.
4. To critically interrogate the concepts of equality, liberty, justice, and non- discrimination.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the need of having a constitution.	2	80%	70%
Outcome 2	Define the concept of liberty and non-discrimination.	1	90%	80%
Outcome 3	Review key institutions of Indian democracy.	2	80%	70%
Outcome 4	Examine the tradition of consensus and discontent in Indian democracy.	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	2	1	2	1		2	2	2	2	2	2	2	2
Outcome 2	2	1	2	1	1	1		3	2	2	2	2	3	2	3
Outcome 3	2	2	2	1	2	1		2	2	2	2	3	2	2	2
Outcome 4	2	2	3	2	3	1		3	2	2	2	3	3	2	3
Course Average	2	2	2	1	2	1		3	2	2	2	3	3	2	3

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	Making of the Indian Constitution	14	1,2	
	Why do we need a constitution?	2		1,2
	Beginning of constitutionalism in India: Colonial and Anti-colonial legacies	2		2,7
	Locating constituent Assembly debate: Consensus and Discontent.	3		2,3
	Reading the preamble of the Indian constitution.	2		2,6
Unit No. 2	Fundamental Rights and Directive Principles-Ideas of Equality, Justice and Liberty	13	2,3	
	Right to Equality	2		1,7
	Six Freedoms	2		1,5,7
	Religious Freedom	3		4,7
	Minority Rights	2		3,4
	Directive Principles: Goals to establish a social and economic Democracy	2		4,5
	Primacy of Rights over Directive Principles	2		4,7
Unit No. 3	Asymmetrical Federalism: Centre-State Relations	13	3,4	
	What is federalism?	1		3,6
	Constitutional provisions related to federalism	2		3,7
	Relationship between State and Centre	3		3,7
	Deliberative ambiguities of Indian Federalism	2		1,7
	Special Provisions for Jammu and Kashmir, Himachal Pradesh, Northeastern states, and tribal areas.	3		3,7
	AFSPA and suspension of Indian democracy	2		3,7
Unit No. 4	Foundation of Governance	11	3	
	Division of Power: Legislative, Executive, and Judiciary	3		3,7
	Parliamentary form of government in India	2		3,7
	Government of the Union and Government of the State	3		1,6
	Role of Supreme Court and Judicial Activism in India	3		1,2
Unit No. 5	Constitution as a living document	9	1,4	
	Constitution as a dialogue	2		3,4
	Constitutional Amendments and the basic structure of the Indian constitution	3		1,3,7
	Insertion of the 9 th schedule in the constitution	2		1,5
	The role of the judiciary and citizens in defending, negotiating and interpreting the constitution	2		3,7

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_ %)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Prac	Th	Prac	Th	Pr.	Th	Prac	Th	Prac
Level 1	Remember	30%		20%				40%		20%	
	Understand	70%		80%				60%		60%	
Level 2	Apply										
	Analyse						100%			20%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Austin, G. (1996). The Indian Constitution: Cornerstone of a Nation, Oxford: OUP.
2. Bhargava, R. (ed) (2008), Ethics and Politics of the Indian Constitution, New Delhi: OUP.
3. Choudhry, S. et al. (2017). The Oxford Handbook of the Indian Constitution, New Delhi: OUP
4. Hassan, Z., Sridharan, E. & Sudarshan, R. (eds). (2002). India's Living Constitution: Ideas Practices, Controversies. New Delhi: Permanent Black.
5. Kannabiran, K. (2012). Tools of Justice: Non- discrimination and the Indian Constitution, Routledge,
6. Kashyap, C.S. (2011). Our Constitution, New Delhi: National Book Trust.
7. Thiruvengadam, K.A. (2017). The Constitution of India: A Contextual Analysis, India: Hart Publishing.

Recommended Online Resources

1. Armed Forces (Special Powers) Acts 1958
(https://www.mha.gov.in/sites/default/files/armed_forces_special_powers_act1958.pdf)
2. Dr. Ambedkar's Last Speech in the Constituent Assembly on Adoption of the Constitution (November)
(<https://main.sci.gov.in/AMB/pdf/Closing%20speech%2025%20Nov%201949.pdf>)

Other Resources

1. Enter Data

Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
2. Dr. Aqsa Agha, Assistant Professor, Dept. of History, SRM University-AP.

INDUSTRY SPECIFIC EMPLOYABILITY SKILLS – II

Course Code	ISES 102	Course Category		L	T	P	C
				3	0	0	1
Pre-Requisite Course(s)	ISES 101	Co-Requisite Course(s)		Progressive Course(s)		ISES 201	
Course Offering Department	CDC	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To develop aptitude skills.
- Develop the ability to solve logical problems
- To develop self-awareness and understand his emotions.
- Build vocabulary through methodical approaches and nurture passion for learning new words
- Develop an ability to function on multidisciplinary teams

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Solve the basic mathematical problems.	3	90%	80%
Outcome 2	Demonstrate the ability in solving the logical reasoning problems.	3	70%	80%
Outcome 3	Use the images in solving the problems related to reasoning.	3	80%	70%
Outcome 4	Use emotional intelligence in developing interpersonal relations.	3	70%	60%
Outcome 5	Memorise grammatic rules for making flawless use of language.	1	80%	90%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1												2			
Outcome 2		2		1											
Outcome 3			2	3	1							2			
Outcome 4							2	3	2			2			
Outcome 5									3						
Average		3	1	3			1	2	3			2			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Quants			
	Concept 1: Averages, Allegation or Mixture, Percentage	1	1	2,4
	Concept 2: Profit and loss, True discount	1	1	2,4
	Concept 3: Partnership, Height, and Distance	1	1	2,4
Unit 2	Reasoning			
	Concept 1: Logical deductions, Syllogism	1	2,3	1,3,4
	Concept 2: Image based problems, Coding and Decoding	1	2,3	1,3,4
	Concept 3: Cubes and Cuboids, Inequalities, Input output tracing	1	2,3	1,3,4
Unit 3	Verbal			
	Concept 1: Ordering of sentences, Comprehension, Verbal Analogies.	1	5	7
	Concept 2: Essential parts of a sentence, One-word substitutes.	1	5	7
	Concept 3: Cause and effect, Syllogism	1	5	7
Unit 4	Communication skills			
	Concept 1: Sentence formation (Practical)	1	6	5,6
	Concept 2: Word group categorization, Casual conversation (Practical)	1	6	5,6
	Concept 3: Formal conversation (interpersonal)	1	6	5,6

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	40%		40%		40%		40%		40%	
	Understand										
Level 2	Apply	60%		60%		60%		60%		60%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. R.S. Agarwal, A Modern Approach to Verbal & Non-Verbal Reasoning, S. Chand Publication
2. How to prepare for Quantitative Aptitude for CAT – Arun Sharma
3. Meenakshi Upadhyay, Arun Sharma -Verbal Ability and Reading Comprehension
4. How to prepare for Logical reasoning and data interpretation for CAT – Arun Sharma.
5. Mastering Soft skills – Julian Vyner.
6. Soft skills – Key to success in workplace and life – Meenakshi Raman, Shalini Upadhyay.
7. English grammar and composition – S. C. Gupta.

Other Resources

1. Enter Data

Course Designers

1. Mr. Naresh Adapa, Quantitative Aptitude trainer, Department of CDC, SRM University AP.

Introduction to Communicative English

Course Code	EGL 100	Course Category	Foundation Course (FC)	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To know the fundamentals of producing a spoken and written language.
- To understand language Production skills while learning its importance in communication using written and spoken form.
- To gain knowledge of the Persuasive Communication Principles in both academic and non-academic contexts focusing/preparing for the audience at hand.
- To use Persuasive skills while presenting a Scientific Data in written form with attention to various modes of presentation

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Apply fundamental knowledge critically while writing to persuade	3	75%	75%
Outcome 2	Demonstrate communication skills using Writing as a skill for communication.	3	75%	75%
Outcome 3	Analyse the role and use of writing in context suitable for academic and informative use.	2	75%	75%
Outcome 4	Utilize persuasion skills to study the art of comparing and contrasting.	3	75%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3		3		3	3	3		3			
Outcome 2	3	3	3	3		3		3	3	3		3			
Outcome 3	3	3	3	3		3		3	3	3		3			
Outcome 4	3	3	3	3		3		3	3	3		3			
Course Average	3	3	3	3		3		3	3	3		3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Fundamentals of Listening and Speaking	6		
	Fundamentals of Grammar and Speech	2	1,4	1
	Verbal and Non-verbal communication	2	1,4	1,2
	Expressing Ideas using Critical thought	2	1,4	1
	Listening Skills: Definition, Barriers, Steps to Overcome			
	Listening Comprehension: note taking and making and listening comprehension practice sessions			
Unit 2	BASIC ENGLISH CONCEPTS AND INTRODUCTION TO LINGUISTICS	8		
	Reading Skills – Introduction, Skill & Process, Types of Reading	2	2	1
	Writing Skills – Resume, Cover letter, Email and SOP	2	2	1,2
	Production Concepts- Reading, Writing Process & production of Language	4	2	1
Unit 3	CREATIVE WRITING	12		
	Introduction to Persuasive clarity	3	3	1
	Examine Reading: Comprehension and Creative Clarity	3	3	1
	Examine Writing: Expressive clarity using Rhetoric	3	3	1,2,3
	Production of Creative and Expressive clarity	3	3,4	1,2,3
Unit 4	RESEARCH WRITING	12		
	Fundamentals of Research Paper Writing	4	3,4	2, 3
	Understanding the role of Bibliography and Referencing	4	3,4	3
	Constructing a Write up using Fundamentals of Writing	4	3,4	2, 3
Unit 5	Presentation	22		
	Identifying: combining and synthesizing information	2	4	3
	Processing: Clarity to Inform and persuade in written form and Spoken form	2	4	2,3
	Applying the skill within small and large group	3	4	1,3
	Presentation	15		
Total Contact Hours			60	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	30%		50%		30%		50%		30%	
	Understand										
Level 2	Apply	70%		50%		70%		50%		70%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Beebe, Beebe and Ivy (2016). Communication: Principles for a Lifetime. (6th Edition). Pearson Publishing.
2. Taylor and Lindof (2011). Qualitative Communication Research Methods. (3rd Edition). Sage Publication.
3. Myers and Anderson (2008). The Fundamentals of Small Group Communication. Sage Publication

Other Resources

1. Enter Data

Course Designers

1. Dr. G. Priyank Varma, Asst. Prof Dept. of English, SRM University – AP.
2. Prof. Rajesh Kumar, Professor, IIT Madras.
3. Dr. Md. Mojibur Rahman, Associate Professor, IIT Dhanbad

UNDERSTANDING ECONOMY AND MARKETS

Course Code	ECO 151	Course Category	FC				L	T	P	C
							4	0	0	4
Pre-Requisite Course(s)	No	Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Economics	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To educate students on the fundamental concepts of an economy.
- The aim is to introduce the concept of individual decision making and consumer behaviour.
- To understand the organization of an economy.
- What is the value of the agricultural sector to the Indian economy?
- To acquire knowledge of the fundamental principles of money and banking in India.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Analyze real-life situations by thinking rationally and demonstrating how economic concepts can be applied.	2		
Outcome 2	In the given situation, students will be able to comprehend how consumers maximize their satisfaction.	2	80%	70%
Outcome 3	It will help to understand the categories of all activities in three sectors of the economy and their importance.	3	80%	70%
Outcome 4	Familiarize students with the functioning of money and the functioning of the banking sectors in an economy.	2	80%	70

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Scientific and Disciplinary Knowledge	Analytical Reasoning	Critical and Reflective Thinking	Scientific Reasoning and Design	Research Related Skills	Modern Tools and ICT	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2
Outcome 1	3	3	3	2	1						2	3	1	2
Outcome 2	3	3	3	3	3	1		2			2	3	2	2
Outcome 3	3	3	3	3	2			2			3	3	1	3
Outcome 4	3	3	3	3	2	1		3			2	3	2	2
Outcome 5	3	2	3	3	2			2			2	3	1	3
Average	3	3	3	3	2	1		2			2	3	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
Unit I	Introduction	10		
	Introduction to Economics	2	1,2	1
	Central Problem of Economics	3	1,2	1
	Trade-off, Opportunity Cost	3	1,2	1
	Circular Flow of Income	2	1,2	1
Unit II	Market	12		
	Households, Corporates and Government	3	2	1
	Law of Demand	4	2	1
	Law of Supply	3	2	1
	Market Equilibrium	2	2	1
UNIT III	Economy	14		
	Composition of an economy	3	1, 3	4,5
	Five years planning	2	1, 3	4,5
	Economic reforms	3	1, 3	4,5
	Public sector and disinvestment	2	1, 3	4,5
	Labour reforms	2	1, 3	4,5
	Industrial Sickness and Remedial Measures	2	1, 3	4,5
UNIT IV	Agrarian Economy	17		
	Nature and Characteristics	2	4	4,5
	Cropping Patterns	1	4	4,5
	Inputs and Output	1	4	4,5
	Land Reforms	2	4	4,5
	Green Revolution	2	4	4,5
	Agricultural Investment	1	4	4,5
	Agricultural Prices and Subsidies	2	4	4,5
	Food Security in India	2	4	4,5
	Agricultural Labour	1	4	4,5
	WTO and Indian	2	4	4,5
	Recent Agricultural Policies	1	4	4,5
Unit V	Money and Banking	7		
	Indian Banking Sector and Inflation	2	5	4,5
	Commercial Banking in India	1	5	4,5
	Reserve Bank of India	1	5	4,5
	Money and capital market	2	5	4,5
	Price trends in India	1	5	4,5
	Total Learning Hours	60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	60%		60%		40%		40%		50%	
	Understand										
Level 2	Apply	40%		40%		60%		60%		50%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

TEXTBOOKS/REFERENCE

1. N. Gregory Mankiw (2015), Principles of Economics, 7th Edition, Cengage Learning India.
2. Karl E. Case, Ray C. Fair and E. Oster Sharon (2017), Principles of Economics, 12th Edition, Pearson Education.
3. Robert S. Pindyk and D.L. Rubinfeld, (2017), Microeconomics, 8th Edition, Pearson Education.
4. V.K Puri and S.K Misra (2022), Indian Economy, 39th Revised Edition, Himalaya Publishing House.
5. Ramesh Singh (2022), Indian Economy, 14th Edition, McGraw Hill India

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Dr Ghanshyam Pandey, Assistant Professor, Department of Economics, SRM University AP

HUMAN CIVILISATIONS

Course Code	HIS 104	Course Category	Core Course (CC)				L	T	P	C
			3	0	1	4				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	HISTORY	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To comprehend the origins of human societies.
- To broadly understand chronology.
- To recognize the evolution of global cultures.
- To understand the various stages of development of Civilizations’.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom’s Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Comprehend the beginning of world civilizations.	2	70%	60%
Outcome 2	Discuss the diversity and multiplicity of the past.	2	70%	60%
Outcome 3	Appraise the significance of world heritage.	4	70%	60%
Outcome 4	Comprehend the principles of archaeology.	2	75%	65%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	2	2	1	1	3	3	1	1	1	1	2	2
Outcome 2	2	2	3	2	1	1	1	3	1	1	1	1	1	1	1
Outcome 3	2	1	2	1	1	1	1	3	2	1	1	2	1	1	2
Outcome 4	3	3	2	3	1	1	1	3	2	1	1	2	2	2	2
Course Average	2.5	2.25	2.5	2	1.25	1	1	3	2.25	1	1	1.5	1.25	1.5	1.75

Course Unitization Plan

Unit No.	Unit -Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Early Human Civilization	12		
	What is civilization?	2	1,3,4	1,2
	Stages of Human Evolution	4		1,3,4
	African Origins of Humanity, Sexual Dimorphism	2		1,3,4
	Development of Language and HG Society	4		3,4
Unit 2	Towards the Neolithic	12		
	Towards the Mesolithic period	2	1,2	1
	Changes in subsistence strategies based on the case studies from West Asia, Europe or Meso America	2		1
	Neolithic Period: Origins of food production	2		1
	Gender Division of Labour; Case studies of early farming settlements at Catal Hoyuk, Abu Hureya, Jericho, Syria or Jordan	2		1
	Early farming societies - Neolithic religious formations	4		2
Unit-3	Bronze Age Civilizations	12		
	Discovery of metals and their impact	2	4,1,2,3	2
	Development of writing systems	2		2
	Tigris and Euphrates River valley; Cities	1		2
	Urban Revolution	1		2
	Private Life in Ancient Egypt	1		2
	Minoan civilization of Crete – Harappan Civilization	4		2
	Origin of Chinese Civilization	1		
Unit-4	Other Ways of Living	12		
	Nomadic Pastoralism	3	3,4	2,3
	Pastoral People of the Middle East	3		2,3
	Pastoralism in Central Asia	3		2,3
	Socio-political interaction of pastoral tribes with the urban centers	2		3
	The advent of Iron - its origin and implications.	1		3
Unit-5	The Hellenic World	12		
	Ancient Greece; the emergence of polis	2	2	4
	Athens and Sparta, the Myth of Arcadia	2		4
The Slave Mode of Production: Emergence of Slavery in Ancient Greece	2	3		
Organization of production in Ancient Greece	2	3		
The Nature of Classical Urbanism	2	4		
Hellenistic Phase	2	4		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
Level 1	Remember					
	Understand					
Level 2	Apply					
	Analyse					
Level 3	Evaluate					
	Create					
Total						

Recommended Resources

1. Amar Farooqui. (2001). Early Social Formations, Delhi: Manak Publications.
2. Bogucki, P. (1999). The Origins of Human Society, Massachusetts and Oxford: Wiley Blackwell Publishers.
3. Fernand Braudel. (2007). The Mediterranean in the Ancient World, Penguin.
4. R.J Wenke. (2006). Pattern in Prehistory: Humankind's First Three Million Years, Oxford University Press.

Suggested Resources

1. Childe, V. Gordon. (1942). What Happened in History.

Recommended Online Resources:

1. Zegedy-Maszak, Andrew. The Ancient Greeks. Wesleyan University. Coursera- <https://www.coursera.org/learn/ancient-greeks>
2. Silverman, David P. Introduction to Ancient Egypt and its Civilizations. University of Pennsylvania. Coursera- <https://www.coursera.org/learn/introancientegypt>
3. What are Civilizations? - https://www.youtube.com/watch?v=_vwQhNIgS1Y

Other Resources

1. Enter Data

Course Designers

1. Dr Malavika Binny, Assistant Professor, Department of History, SRM University – AP.
2. Dr Maanvender Singh, Assistant Professor, Department of History, SRM University – AP.
3. Dr Krishna Ananth, Professor, Department of History, SRM University – AP.

Middle Ages in Europe

Course Code	HIS 202	Course Category	Core Course (CC)		L	T	P	C
					3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)	European Social Formations			
Course Offering Department	History	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To analyse the transition of Europe from Antiquity to the Middle Ages
- To comprehend and critique the process of feudalism.
- To explore the complexities of the role played by the Catholic church and its influence on European History
- To understand the key debates on the decline of Roman Empire

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the reasons for the decline of Roman Empire	2	90%	90%
Outcome 2	Illustrate the features of feudalism	2	80%	70%
Outcome 3	Examine the role of church and other religious institutions in the Middle Ages	2	80%	70%
Outcome 4	Survey the key economic and social changes in the medieval Europe	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	-		2	-	-	2	-	1	-	2	1	2	2	2	2
Outcome 2	-	2	3	2	1	2	-	1	-	2	1	3	3	2	3
Outcome 3	-	-	3	-	1	2	-	1	2	2	1	2	3	2	2
Outcome 4	2	2	3	3	3	2	-	1	2	2	1	3	3	2	3
Average	2	2	2.75	2.5	1.67	2	-	2	2	2	1	2.5	3	2	2.5

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	Transition From Late Antiquity to Early Medieval	14	1,2	
	Structural weakness of Roman Empire, Slave and Peasant Rebellion	2		4,5
	Origin of Medieval Christianity	2		5,7
	Crisis of 3rd. century and reforms	2		4,5
	The Christianization of the Roman Empire and Founding of Constantinople.	2		5,7
	The Invasion by the Germanic tribes and migrations,	1		4,5
	The emergence of new agrarian relations,	1		4,7
	The collapse of the central authority and the economy.	1		5
	Survival in the East.	1		5
	Debate on the decline of roman Empire- Cataclysmic or Transformative?	2		4,5
Unit No. 2	Post- Roman Polities	12	2,3	
	Rule of Justinian	2		5,7
	Continuity and Change	1		5
	Kingdoms of Mediterranean West; Frankish Society.	2		4,5
	England and Ireland.	2		2,5
	Charlemagne and the Carolingian Empire;	1		2
	Carolingian Renaissance.	2		3
	Emergence of the Vikings.	2		10
Unit No. 3	Structure of Medieval Society	13	3,4	
	Nobility and Monarchy	2		3,6
	Social Stratification: Serfdom, Feudal Lords and Peasants,	2		3,6
	Roles and Obligations of Feudal Lords and Peasants,	2		3,6
	Manorialism,	2		3,6
	Feudal Law,	2		3,6
	Monasticism and Medieval Churches.	2		5
Experiences of Medieval Women	1	5,7		
Unit No. 4	The Growth of Material Culture	10	3	
	Agricultural Revolution	1		3,6
	Technological Changes	2		6,8
	Growth of Commercial Economy	1		8
	Origin of Towns in Low Countries	1		5,8
	Trading World of North Sea	2		8,10
	Rise of Population	1		8,9
	Urbanization of High Middle Ages	2		8,9
Unit No. 5	The Spread of Islam and Europe	11	1,4	
	The coming of Islam	2		1,2
	Transformation of polity and the spread of Islam	2		1,2
	Internal Division Collapse of Abbasid Caliphate,	2		2
	Revisiting Pirenne Thesis	2		5,9
	Crusades	2		9
	Mediterranean: Syncretism or Synthesis	1		5,9

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (__%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember	20%		20%				20%		20%	
	Understand	80%		80%				80%		60%	
Level 2	Apply										
	Analyse						100%			20%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Berkey, J.P. (2002): The Formation of Islam: Religion and Society in the Near East, 600–1800. Cambridge: Cambridge University Press.
2. Bernard, L. (1987). Islam: From the Prophet Muhammad to the Capture of Constantinople, Volume 1: Politics and War. New York: Oxford University Press.
3. Bloch, M. (1989) Feudal Society 1: The Growth and Ties of Dependence (2nd ed.), London: Routledge.
4. Brown, P. (1971). The World of Late Antiquity, AD 150-750. New York: Harcourt Brace Jovanovich.
5. Wickham, C. (2009). The Inheritance of Rome: Illuminating the Dark Ages 400-1000, Penguin Books.
6. Georges, D. (1980). The Three Orders: Feudal Society Imagined. Chicago: The University of Chicago Press.
7. Le Goff, J. (1992). Medieval Civilization 400-1500, Oxford: Blackwell Publishers.
8. McCormick, M. (2003). Origins of the European Economy: Communications and Commerce, A.D. 300-900, Cambridge: Cambridge University Press.
9. Pirenne, H., & Halsey, F.D. (1980). Medieval Cities: Their Origins and the Revival of Trade- Updated Edition, Princeton University.
10. Richards, J.D. (2005). The Vikings: A Very Short History. Oxford University Press.

Recommended Online Resources

11. Open Yale Courses -Paul Freedman, The Early Middle Ages, 284-1000 (<https://oyc.yale.edu/history/hist-210>)

Other Resources

12. Enter Data

Course Designers

13. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
14. Dr. Malavika Binny, Assistant Professor, Dept. of History, SRM University-AP

Early India- I

Course Code	HIS 206	Course Category	Core				L	T	P	C
							3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	History	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To understand the tools for studying ancient Indian history.
- To comprehend the relevance of literature and non-conventional sources in the reconstruction of history.
- To examine the major political, economic, social and cultural developments starting from prehistoric times to 600 BCE.
- To analyse the Indus Valley Civilization, early social formations of the Indian Subcontinent, Iron Age Cultures, and Indo-Aryan Culture.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Analyze the sources and evidence for the reconstruction of the early history of the Indian sub-continent and identify the problems within these sources.	4	80%	75%
Outcome 2	Examine the historiographical debates concerning early Indian history.	4	80%	70%
Outcome 3	Recognize the factors responsible for the origins and decline of the Harappan Civilization.	2	90%	80%
Outcome 4	Evaluate various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.	6	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	2	3	1	1	2	1	1	2	2	3	2	3
Outcome 2	3	3	2	3	3	1	1	1	1	2	1	2	3	2	3
Outcome 3	2	2	2	1	2	1	1	2	1	1	1	1	1	2	3
Outcome 4	3	2	2	2	2	1	2	2	1	2	2	3	3	2	3
Course Average	3	2.5	2	2	2.5	1	1	2	1	1.5	1.5	2	2.5	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Reconstructing Indian History	8	1	
	The geographical setting of the Indian subcontinent	1		2, 3
	Sources (literary, non-literary archaeological, Genetics)	4		2, 3
	historical interpretations (with special reference to gender, environment, and region)	3		2, 3
Unit 2	From the Paleolithic to the Chalcolithic	10	1,2	
	Paleolithic, Mesolithic, and Neolithic cultures in the Indian Subcontinent	3		2,5, 7
	Distribution of sites and settlement, tool making, and Subsistence Patterns	2		5,7
	Pre-historic art	1		5,7
	Prehistoric social organization, environment, Mobility and Migration, and Funerary practices	1		5,7
	Origin and evidence of food production	1		5,7
	Chalcolithic cultures	2		5,7
Unit 3	Socio-political Formations in Early India: Indus Vally Civilization	15	1,2,3	
	Origin, development and settlement patterns	2		1, 5, 6
	Debates on state situation in Harappa	4		1, 6
	Trade, Technology, town planning, industries and craft	4		1, 6
	Theories on the Decline of IVC	3		1, 5
late/post-Harrapan traditions	1	1, 5, 6		
Unit 4	The Vedic Age	15	1,2,4	
	Early Vedic Era-Locating the Indo-Aryan Speakers- Aryan migration(s)	4		2, 8
	The Aryan Debate-Spread of settlements	3		2, 5
	Political Structures-Subsistence Patterns and Material Culture	1		2, 8
	Social and Cultural Life in the Mid-Gangetic Valley	2		2, 8
	Later Vedic Period- Polity -; Material Culture and Social stratification	2		2, 8, 9
	Gender and Kinship Patterns, Religion and Culture	2		2, 5
Life beyond the Vedic Milieu	1	8, 9		
Unit 5	Megalithic to State Society	12	1,2	
	Megalithic Culture- Tamilakam and beyond	2		5, 12
	Sangam and Post Sangam literature	2		4, 10
	Early Tamil Polities	3		4, 10
	Early Historic Polities, Social Organisation and Economy – Tinas and development of a chiefly society	3		4, 10, 11
Trade- Roman trade and trade with Southeast Asia	2	4, 5		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_%)								End Semester Exam (50%)	
		CLA-1 (5%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (25%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	40%		30%				40%		20%	
Level 2	Apply										
	Analyse	60%		70%			60%	60%		60%	
Level 3	Evaluate										
	Create						40%			20%	
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Ratnagar, Shereen. (2001). Understanding Harappa: Civilization in the Greater Indus Valley. Tulika.
2. Thapar, Romila. (2003). Early India: From the Origins to AD 1300. New Delhi: Penguin.
3. Chakravarti, Ranbir. (2017). Exploring Early India Upto 1300 AD, Primus Books, 3rd Edition.
4. Karashima, N. (2014). A Concise History of South India; Issues and Interpretations, Oxford University Press.
5. Upinder Singh. (2009). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Longman.
6. Kenoyer, J.M. (1998). Ancient Cities of the Indus Valley Civilisation. Karachi: Oxford University Press and American Institute of Pakistan Studies.
7. Allchin, B., and R. Allchin. (1997). Origins of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking.
8. Sharma, R. S. (2007). Material Culture and Social formations in Ancient India, MacMillan.
9. Sahu, B.P. (ed.). (2006). Iron and Social Change in Early India. Delhi: Oxford University Press.
10. Gurukkal, Rajan. (2012). Social Formations in Early South India, Oxford University Press.
11. Morrison, Kathlyn D. (2009). Daroji Valley: Landscape History, Place and the Making of a Dryland Reservoir System, New Delhi: Manohar.
12. Moorti, U.S. (1994). Megalithic Culture of South India: Socio-economic Perspectives. Varanasi: Ganga Kaveri Publishing House.
13. Shrimali, K.M. (2022). Religious Enterprise: Studies in Early Indian Religions, New Delhi: Aakar Books.

Suggested Resources

14. Arunachalam, B. (2013). "Geography and Environment" in Prehistory of India, A Comprehensive History of India, vol. 1, Part 1. New Delhi: Manohar Publishers.
15. Thapar, Romila. (2013). The Past Before Us; Historical Traditions of Early India, Delhi: Permanent Black.
16. Chattopadhyaya, U. C. (1996). "Settlement Pattern and the Spatial Organization of Subsistence and Mortuary Practices in the Mesolithic Ganges Valley, North-Central India, World Archaeology, vol. 27(3). pp. 461-476.
17. Neumayer, Erwin. (2014). "Rock Paintings of the Mesolithic Period" in Shonaleeka Kaul (Ed.). Cultural History of Early South Asia: A Reader. Delhi: Orient Blackswan.
18. Lahiri, Nayanjot (ed.). (2000). The Decline and Fall of the Indus Civilization, Delhi: Permanent Black.
19. Sahu, B.P. (ed.). (2006). Iron and Social Change in Early India, Delhi: Oxford University Press.
20. Trautmann, T.R. (ed.). (2005). The Aryan Debate, New Delhi: Oxford University Press.
21. Kenoyer, J. Mark. (1998). Ancient Cities of the Indus Valley Civilization, Karachi: Oxford University Press.
22. Kosambi, D.D. (1956). An Introduction to the Study of Indian History, Bombay: Popular Prakashan.
23. Seneviratne. (1981). "Sudarshan, Kalinga and Andhra: The Process of Secondary State Formation in Early India" in Indian Historical Review, Vol VII, No 1-2, pp. 54-69.

Recommended Online Resources:

24. History of India- I, Swayam Course, accessible at https://onlinecourses.swayam2.ac.in/cec23_hs51/preview
25. Ancient India: From Indus Valley to Rise of Buddhism, Course offered by University of Oxford, accessible at <https://www.conted.ox.ac.uk/courses/ancient-india-from-indus-valley-to-rise-of-buddhism>
26. Chakravarti, Ranabir. Making of the state societies in Early India lecture, accessible at <https://www.youtube.com/watch?v=84dIMH8tS9k&t=240s>
27. Chakravarti, Ranabir. Society and Economy in Early India through an Epigraphic Lens lecture, accessible at <https://www.youtube.com/watch?v=08I0xBhsQ4Y>

Other Resources

1. Enter Data

Course Designers

28. Dr Megha Yadav, Assistant Professor, Department of History, SLASS, SRM University- AP.
29. Dr Lekshmi Chandran, Assistant Professor, Department of History, SLASS, SRM University- AP.

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No.1	Transition from Feudalism to Capitalism	12	1,2	
	Empires in the East; The Ottomans, The Mughals, The Mings	2		1,2
	Political Economy	2		1,2,3
	Geographical expansion of the world through voyages and discoveries	1		1,2
	Slave trade and gold rush	1		1,2
	Mercantilism and its impact on Feudal Europe	1		1,2
	The Dobb-Sweezy Debate on Transition	4		8,9
	Black Death	1		10,11
Unit No.2	The Churning of the Catholic Church	12	2,3	
	Renaissance and Reformation in Europe	2		10,11
	Martin Luther and the Reformation	2		10,11
	Spread of Lutheranism	2		10,11
	John Calvin and the doctrine of predestination	2		1,4
	Spread of Calvinist thought	1		1,2
	The advent of the Printing Press	2		1,3
	The Coming of book in History	1		10,11
	The Novel and the revolutionary impact on the printing press	1		4,5
Unit No.3	The Scientific Revolution	12	3,4	
	Reshaping Cosmology; Copernicus, Tycho Brahe, Johannes Kepler, Galileo, Newton	3		8, 10
	The Age of Discoveries; Columbus, Vasco da Gama et.al.	3		8, 10
	Inventions; the spinning Jenny, the Flying Shuttle et.al	3		1,3
	Steam Engine and the Transport Revolution	3		1,2
Unit No.4	The Rise of England as an Industrial Economy	12	3	
	Primitive Accumulation of Capital	3		1,2
	The Enclosure Movement	3		1,2
	The Putting Out System to the Factories	3		1,2,3
	The Triangular Trade and the Empire of Cotton	3		1,2
Unit No.5	Industrial Capitalism to Finance Capitalism	12	1,4	
	Capitalism and Colonialism	4		1,6,7
	European and Asian economies before divergence	2		6,7
	The divergence of Britain; causes for great economic divergence	2		4,5
	The emergence of France and Germany as colonial powers	2		4,5,6
	The colonization of the Americas, Africa and Asia	2		4,5,6

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_ %)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Prac	Th	Prac	Th	Pr.	Th	Prac	Th	Prac
Level 1	Remember	40%									
	Understand	60%		50%			20%	40%		30%	
Level 2	Apply			50%				60%		70%	
	Analyse						60%				
Level 3	Evaluate						20%				
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Braudel, F. (1977) *Afterthoughts on Material Civilization and Capitalism*, The John Hopkins University Press.
2. Braudel, F. (1984). *Civilization and Capitalism, 15th to 18th Century*, 3 Volumes. New York: Harper & Row.
3. Mukhia, H. (2004). *The Mughals of India (Peoples of Asia)*, Wiley-Blackwell.
4. Immanuel Wallerstein, *The Modern World System: Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century*, Volume 1, 1974.
5. Parthasarathi. P. (2011) *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850*.
6. Skinner, Q. (1978) *The Foundations of Modern Political Thought: The Age of Reformation*, Volume II.
7. Marks, B. R. (2002). *The Origins of the Modern World: A Global and Ecological Narrative*, Rowman & Littlefield Publishers.
8. Kuhn, T. (1957) *The Copernican Revolution: Planetary Astronomy in the Development of Western Thought*. Cambridge: Harvard University Press.
9. Subrahmanyam, S. (2005) *Explorations in Connected History: Mughals and Franks*, Oxford: OUP.
10. Kümin, B. (ed.) (2014) *The European World 1500–1800: An Introduction to Early Modern History*, 2nd edition, London: Routledge.
11. Cameron, E. (ed.) (1999). *Early Modern Europe: An Oxford History*. Oxford: Oxford University Press.

Recommended Online Resources

12. 1. Hilton, R. H., & Hill, C. (1953). *The Transition from Feudalism to Capitalism*. *Science & Society*, 17(4), 340–351. <http://www.jstor.org/stable/40400217>
13. 2. Noymer, A. (2007). *Contesting the Cause and Severity of the Black Death: A Review Essay [Review of The Black Death, 1346-1353: The Complete History, by O. J. Benedictow]*. *Population and Development Review*, 33(3), 616–627. <http://www.jstor.org/stable/25434639>

Other Resources

1. Enter Data

Course Designers

14. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
15. Dr. Malavika Binny, Assistant Professor, Dept. of History, SRM University-AP.
16. Dr. Krishna Ananth, Professor, Dept. of History, SRM University

Creativity and Critical Thinking Skills

Course Code	AEC 104	Course Category	Ability Enhancement Course (AEC)				L	T	P	C
			1	0	1	2				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Literature & Languages	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- Identify key concepts associated with creative problem-solving and critical analysis.
- Interpret and summarize various models and frameworks used in fostering creative and critical thinking skills
- Apply divergent thinking methods to generate innovative solutions to multifaceted problems.
- Assess and compare the strengths and weaknesses of various critical thinking approaches in decision-making.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define and describe fundamental concepts and theories related to creativity and critical thinking.	1	80%	80%
Outcome 2	Explain the significance of creativity and critical thinking in problem-solving and decision-making processes.	2	80%	60%
Outcome 3	Implement critical thinking strategies to analyse and evaluate information and arguments effectively.	3	80%	70%
Outcome 4	Analyse and assess the effectiveness of specific creative thinking methods in addressing real-world problems.	4	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2
Outcome 1	3	3	3	3	3		3		3		3	3	3	1
Outcome 2	3	3	3	3	3		3		3		3	3	3	1
Outcome 3	3	3	3	3	3		3		3		3	3	3	1
Outcome 4	3	3	3	3	3		3		3		3	3	3	1
Average	3	3	3	3	3		3		3		3	3	3	1

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Creativity and Critical Thinking	6		
	Introduction to key concepts	2	1,3	1
	Importance in personal and professional contexts	2	1,3	1,2
	Understanding the differences	1	2,3	1,4
	Real-world applications	1	1,3	1,3
Unit 2	Overcoming Mental Blocks	6		
	Identifying and addressing barriers	3	1	14
	Exercises for mental flexibility	3	4	1,2
Unit 3	Critical Thinking Skills	6		
	Recognizing common pitfalls	1	1,3	1,2
	Examples and group discussion	1	2,3	1,2
	Techniques for assessing information credibility	2	1,3	1
	Case studies and research exercises	2	1,3	3
Unit 4	Application of Creative Solutions	6		
	Practical problem-solving exercises	1	1,3	1,4
	Group projects and case studies	2	2,3	2,3
	Integrating ethics into creative and critical thinking	1	1,3	1
	Discussions on ethical dilemmas and decision-making	2	1,3	3
Unit 5	Application of Creative Solutions	6		
	Quizzes on concepts and techniques	1	1,3	1,2
	Individual and group assignments	1	2,3	1,2
	Applying creativity and critical thinking to a real-world scenario	2	1,3	1
	Presentation and peer evaluation	2	1,3	3
Total Contact Hours			30	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (75%)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	Project Work (45%)
Level 1	Remember	30%		10%	
	Understand				
Level 2	Apply	70%	100%	90%	100%
	Analyse				
Level 3	Evaluate				
	Create				
Total		100%	100%	100%	100%

Recommended Resources

1. Creative Confidence: Unleashing the Creative Potential Within Us All by Tom Kelley and David Kelley
2. Critical Thinking: An Introduction by Alec Fisher
3. Think Like a Freak: The Authors of Freakonomics Offer to Retrain Your Brain by Steven D. Levitt and Stephen J. Dubner
4. Creative Intelligence: Harnessing the Power to Create, Connect, and Inspire by Bruce Nussbaum

Other Resources

1. No Data

Course Designers

1. Dr. Sayantan Thakur, Assistant Professor, Department of Literature and Languages, SRM University-AP

Digital Literacy

Course Code	SEC 102	Course Category	SEC			
			L	T	P	C
			1	1	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	ITKM	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

1. Introduce basic digital skills that are needed in today's 21st century work environment.
2. develop the skills that they need to effectively integrate technology into their respective professional practices.
3. Learn practical-oriented and will have a lot of hands-on exercises.
4. Understand basic and practical digital skills.
5. learn and use software and hardware systems, including the basic troubleshooting.
6. Learn issues pertaining to emerging technologies and creating digital identity in various platforms.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the importance of Digital Literacy	2	75%	80%
Outcome 2	Compare and Contrast collaborative features in digital platforms	3	70%	70%
Outcome 3	Create digital identity profile on LinkedIn	3	75%	75%
Outcome 4	Demonstrate best practices of digitally managed workspace on MS office 365 and G Suite	3	70%	75%
Outcome 5	Identify relevant information from authentic data sources	3	70%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1					3	3		1	2	3		3			
Outcome 2					3	3		1	2	3		3			
Outcome 3					3	3		1	2	3		3			
Outcome 4					3	3		1	2	3		3			
Outcome 5					3	3		1	2	3		3			
Average					3	3		1	2	3		3			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	Introduction - Digital Literacy	2	1	1,2,3
	About Digital Literacy	0.5	1	1,2,3
	Importance of digital literacy	0.5	1	1,2,3
	Overview of Computing Systems and Platforms	0.5	1	1,2,3
	Digital Proficiency for Career prospects and Everyday living	0.5	1	1,2,3
Unit No. 2	Know your computer	3	1	1,2,3
	Types of computing	0.5	1	1,2,3
	Accessories & peripherals	0.5	1	1,2,3
	System upkeep & maintenance	0.5	1	1,2,3
	Basic Troubleshooting	0.5	1	1,2,3
	Operating Systems	1	1	1,2,3
Unit No. 3	Microsoft Office Automation software	5	4	1,2,3
	Word Processing	1	4	1,2,3
	Excel - Data Analysis	1	4	1,2,3
	PowerPoint Presentations	1	4	1,2,3
	Digital software tools	1	4	1,2,3
	Best practices	1	4	1,2,3
Unit No. 4	Google Automation Software	3.5	4	1,2,3
	Word Processing	1	4	1,2,3
	Spreadsheet	1	4	1,2,3
	Presentations	1	4	1,2,3
	Best practices	0.5	4	1,2,3
Unit 5	Digital Communication tools	4	2	1,2,3
	Emails Systems - Gmail, MS Outlook, Zimbra, etc	0.5	2	1,2,3
	Calendar Functionality	0.5	2	1,2,3
	Drive - Access Permissions - Best practices	1	2	1,2,3
	Chat functionality and Use	1	2	1,2,3
	Zoom, MS Teams, Google meet, Jiomeet,	1	2	1,2,3
Unit No. 6	Network and Internet	3	1	1,2,3
	Basics of Network	1	1	1,2,3
	Types of browsers, Safety measures, bookmarks	1	1	1,2,3
	Search engines	1	1	1,2,3
Unit No. 7	Digital Identity for Professional Connect activities	5	3	1,2,3
	Social media	1	3	1,2,3
	Dos and Don'ts handling Social Media Accounts	2	3	1,2,3
	Digital Profile	3	3	1,2,3
Unit No. 8	Cybersecurity	1.5	1	1,2,3
	Introduction to Cybersecurity	0.5	1	1,2,3
	Strategies to protect the personal and professional data	0.5	1	1,2,3
	Awareness on various Cyber Attacks	0.5	1	1,2,3
	Security measures for Email, Personal computing systems		1	1,2,3
Unit No. 9	Information and Data Literacy	4	5	1,2,3
	Information & Data Mining Strategies	1	5	1,2,3
	Online resources	2	5	1,2,3
	Understanding on Plagiarism	1	5	1,2,3
Total Contact Hours			30	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (15%)	
Level 1	Remember	70%	40%	30%	30%	30%
	Understand					
Level 2	Apply	30%	60%	70%	70%	70%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Digital Literacy (20210401) Kindle Edition by Mandy Reininger (Author), Darrel Karbginsky (Author) Format: Kindle Edition
2. Digital Literacies: Concepts, Policies and Practices (New Literacies and Digital Epistemologies) New Edition by Colin Lankshear (Editor), Michele Knobel (Editor)
3. Read the World: Rethinking Literacy for Empathy and Action in a Digital Age Illustrated Edition by Kristin Ziemke (Author), Katie Muhtaris (Author)

Other Resources

Course Designers

Early India- II

Course Code	HIS 201	Course Category	Core				L	T	P	C
							3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	History	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To understand the characteristics of the Early Historical period in the case of the Indian Subcontinent.
- To comprehend the relevance of literature and non-conventional sources in the reconstruction of history.
- To examine the major political, economic, social, and cultural developments starting from 600 BCE to 600 CE.
- To trace the emergence of the state system from the tribal stage to 'early-state' stage and at the same time seeks to underline the important developments in the arena of economy, society, and culture.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Examine the sources and evidence for the reconstruction of the early historical period of the Indian sub-continent and identify the problems within these sources.	4	90%	80%
Outcome 2	Analyze the processes and the stages of development of various types of state systems as well as the formation of large empires.	4	80%	70%
Outcome 3	Examine how historians have questioned the characterization of the Mauryan state.	4	80%	70%
Outcome 4	Evaluate the processes of urbanization and de-urbanization; Delineate the changes in the fields of agriculture, technology, trade, and society and the major points of changes during the entire period.	6	80%	75%
Outcome 5	Describe the factors responsible for the rise of heterodox religious systems.	2	90%	85%
Outcome 6	Evaluate the changes in the varna/caste systems and changing nature of gender relations and property rights.	6	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1 Apply historical methods	PSO 2 Develop inter-cultural	PSO 3 Develop fundamental social
Outcome 1	3	3	3	2	3	1	1	2	1	1	1	2	3	2	3
Outcome 2	3	3	2	3	3	1	1	1	1	1	1	2	2	1	3
Outcome 3	2	2	3	1	2	1	1	2	1	1	1	1	3	1	3
Outcome 4	3	2	2	2	2	1	2	2	1	1	1	3	3	2	3
Outcome 5	3	2	3	2	3	1	1	3	1	1	1	3	2	3	3
Outcome 6	3	3	3	3	3	1	2	3	1	1	1	3	3	2	3
Course Average	2.8	2.5	2.67	2.16	2.67	1	1.33	2	1	1	1	2.3	2.67	1.8	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Early Historical	7	1	
	Introducing the Geography	1		6
	Sources (literary, non-literary and archaeological, Numismatics, Inscriptions, Epigraphs, Monuments)	3		4, 6
	Historical trends (with special reference to state, urbanisation, gender, environment, and region)	3		6, 11, 13
Unit 2	From the Janapadas to the Mahajanapadas	12	1,2, 4,5,6	
	Debates regarding the role of Iron Technology; Second Urbanisation	3		6, 10
	Expansion of Agriculture; Economic growth; Trade	2		1, 2, 6
	New Political formations; <i>Mahajanapadas</i> and <i>Gana Samghas</i>	3		6
	Evolution of Heterodox/Sramanic Religions	2		6, 9
	Social Structures and Social Stratifications; <i>Varna/Jati</i> , gender relations, marriage, and property relations.	2		6, 11, 13
Unit 3	Changing Political Formations	12	1,2,3, 4	
	The Emergence of an Empire- The Mauryan State; Asoka's Dhamma, Economy and Society	6		3, 6,7,8
	State and the Religious traditions; Brahmanism, Buddhism and Jainism	4		6,7,8
Unit 4	Art and Architecture: Forms, Methods and Patronage	2		6, 12
	Polity, Economy and Society (200 BCE- 300 CE)	15	1,2,4, 5	
	Post-Mauryan polities and administration- Indo-Greeks, Pahlavas, Kuṣāṇas, and the Śātavāhanas.	4		5, 6
	State and the Religion	1		1, 6
	Rise of Mercantile Communities	2		1, 2, 6
	Theistic Traditions: Buddhism, Jainism	2		6, 9, 14
	Art and Architecture; Gandhara, Mathura and Amaravati Schools of Art	3		6, 12
Schools of Philosophy	3	6		
Unit 5	Polity, Economy, and Society (300 CE- 600 CE)	14	1,2,4,6	
The Gupta Empire; Nature of polity, administration and social organization	3	6, 15		
Agrarian expansion; land grants, changing production relations, and land rights	2	1, 6, 15		
Patterns of Trade, coinage and urban settlements	2	6, 15		
Social Stratification; <i>Varna/Jati</i> , gender and property relations; forms of marriage	3	6, 13, 15		
Puranic Tradition, Beginnings of Tantricism	2	6, 14		
Survey of Language and Literature	1	6		
Art and Architecture; Forms, Methods and Patronage	1	6, 12		
	Total	60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (5%)		Mid Term (25%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	40%		10%				20%		20%	
Level 2	Apply										
	Analyse	60%		50%			40%	40%		40%	
Level 3	Evaluate										
	Create			40%			60%	40%		40%	
Total		100%		100%			100%	100%		100%	

Recommended Resources

- Sharma, R. S. (1995). Perspectives in Social and Economic History of Early India. Delhi: Munshiram Manoharlal.
- Sharma, R. S. (1983). Material Culture and Social Formations in Ancient India. Delhi: Macmillan. (pp.89-116.)
- Alcock, Susan E. (et. al.) (2001). Empires: Perspectives from Archaeology and History. Cambridge: Cambridge University Press. (Chapter 6, pp. 155- 178.)
- Chattopadhyaya, B.D. (2003). Studying Early India: Archaeology, Texts, and Historical Issues. Delhi: Permanent Black. Chapter 3 (pp.39-47).
- Gurukkal, Rajan. (2010). Social Formations of Early South India. Delhi: Oxford University Press. (Chapters 6 and 7 pp.136-165.)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman.
- Thapar, Romila. (2012). Asoka and the Decline of the Mauryas. Delhi: Oxford University Press. PP. 119-227.
- Thapar, Romila. (1987). Mauryas Revisited. In Romila Thapar, Cultural Pasts: Essays in Early Indian History. Delhi: OUP. PP. 462-488.
- Chakravarti, Uma. (1996). The Social Dimensions of Early Buddhism. Delhi: Munshiram Manoharlal. (Chapters 2,3,4 and 5. pp. 7-149)
- Sahu, B. P. (2006). Iron and Social Change in Early India. Delhi: Oxford University Press. (pp.1-31)
- Roy, Kumkum. (ed.) (2001). Women in Early Indian Societies. Delhi: Manohar. (Introduction and pp. 113-122.)
- Huntington, S. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New Delhi: Weather Hill. (pp. 41-321)
- Sen, Aloka Parashar (ed.) (2007), Subordinate and Marginal Groups in Early India. New Delhi: Oxford.
- Shrimali, K. M., (2022), The Religious enterprise: Studies in Early Indian Religions. New Delhi: Manohar.
- Chakrabarti, Kunal and Kanad Sinha (ed.), (2018), State, Power and Legitimacy: The Gupta Kingdom. New Delhi: Primus Books.

Suggested Resources

- 16.Sharma, R.S. (1996). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarsidas.
- 17.Champakalakshmi, R. (1996). Trade, Ideology and Urbanization: South India 300BC to Ad 1300. Delhi: Oxford University Press.
- 18.Sharma, R. S. (1990). Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600. Delhi: Motilal Banarsidas.
- 19.Jaiswal, Suvira. (1981). The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500. Delhi: Munshiram Manoharlal.
- 20.Basham, A.L. (1954). The Wonder that was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims. Calcutta: Rupa.
- 21.Jaini, Padmanabh S. (1979). The Jaina Path of Purification. Berkeley: University of California Press.
- 22.Olivel, P. (ed.) (2006). Between the Empires: Society in India 300 BCE to 400 CE. New York: Oxford University Press.
- 23.Ray, H.P. (1994). The Winds of Change: Buddhism and the Maritime Links of Early South Asia. Delhi: Oxford University Press.
- 24.Sahu, B. P. (2015). Society and Culture in Post-Mauryan India: c. 200 BC- AD 300. Delhi: Tulika.
- 25.Sharma, R. S. (1987). Urban Decay in India c.300- c. 1000. Delhi: Munshiram Manoharlal.
- 26.Pollock, Sheldon. (2007). The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India, Delhi: Permanent Black.

Recommended Online Resources:

27. Suchandra Ghosh, Social Structure in Early Indian Literature, accessible at <https://www.youtube.com/watch?v=NSjYn9sNCnk&list=PLvq9qOAZRKcZDEd1dPYpDNlr3uq13Glln&index=8>
28. Suchandra Ghosh, Post Mauryan Economy in North India, accessible at <https://www.youtube.com/watch?v=anGhv50MwvQ&list=PLvq9qOAZRKcZDEd1dPYpDNlr3uq13Glln&index=18>
29. Romila Thapar, Readings in Early Indian History, Oxford University Press accessible at <https://www.youtube.com/watch?v=vj68kP6OSvY>
Romila Thapar, Migrations and Making of Cultures in Early India, accessible at https://www.youtube.com/watch?v=j_1x5hZRz_g&t=1113s

Other Resources

Enter Data

Course Designers

1. Dr Megha Yadav, Assistant Professor, Department of History, SLASS, SRM University- AP.
2. Dr Lekshmi Chandran, Assistant Professor, Department of History, SLASS, SRM University- AP.

Age of Revolutions and National Liberation

Course Code	HIS 204	Course Category	Core Course (CC)	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	HISTORY	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To introduce to students the use of non-conventional sources of history writing.
- To understand the causalities and impact of revolutions.
- To gain knowledge of the relevance of colonial resistance and issues of systemic inequalities.
- To understand the transformation of political ideologies through the lens of revolutions

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the idea of social change through revolutions and its impacts.	2	85%	75%
Outcome 2	Illustrate the socio-political impact and ideological change in revolutionary societies.	3	80%	70%
Outcome 3	Employment of non-conventional sources of History and historical methodologies using literature as a source for historical reconstruction	3	80%	0%
Outcome 4	Analyze the significance of socio-economic inequalities through decolonial revolutions.	4	75%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	1	1	2	1	3	1	3	1	2	2
Outcome 2	2	2	2	2	3	1	1	1	3	1	1	1	1	2	1
Outcome 3	2	3	2	3	3	1	1	2	1	1	2	1	2	2	2
Outcome 4	3	3	3	3	3	1	1	3	3	3	2	3	1	2	2
Cours Average	2.5	2.75	2.5	2.75	3	1	1	2	2	2	1.5	2	1.5	2	2.25

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	American War of Independence	11	1,2	
	The Industrial Revolution in England and the civil conflict with the British.	2		2
	Social Causes of the American Revolution	3		1,2,4
	Role of Women and African Americans in the War of Independence	3		1,2,8
	The Philadelphia Convention and the Constitution	3		2,8
Unit 2	French Revolution	13	1,2,3,4	
	Social and Political Origins	2		1,7,9, 14
	Cultural and Intellectual origins	1		1,7,9,15
	State of France on the eve of Revolution	1		1,9
	The crisis of the Old Regime	1		1,9,10, 15
	Radicalization of revolution	1		9,10
	Fall of monarchy	1		7,9, 15
	The struggle in the National Convention	1		7,9,10
	The role of san-culottes	1		7,9
	Emergence of counter-revolution	1		7,9
	Collapse of Jacobian dictatorship.	1		7,9, 14
	Age of Romanticism; Enlightenment, revolutionary writers, art and poetry	2		1,9
Unit 3	Russian Revolution	12	1,2,3,4	
	Russia in the 19th century, Peasant and workers	2		5,11
	Russian intelligentsia and the birth of revolutionary movement	2		11
	Revolution of 1905	2		5,11
	1917 Bolshevik Revolution.	2		11
	Fall of the Romanov dynasty	1		7,11
	Lenin and the Bolshevik Party	2		11
The Duma period	1	5,7,11		
Unit 4	Interwar Europe	14	1,2,3,4	
	Structure of Power and Pattern of Opposition in Europe 1900-1914	2		3
	Rise of Totalitarianism	1		3,4
	Causes and Character of World War I	2		3,4,6
	Democracy and Dictatorship in Interwar Europe	2		3,6
	Depression and the Rise of Fascism	2		4,6
	Nazi Germany, Ideology, War and Propaganda	2		3,4,6
Second World War	3	6		
Unit 5	Decolonisation in the 20th Century	10	1,2,3,4	
	Post-war liberation of nations in Asia; India, China, Indonesia	2		6,12
	Towards a Bipolar World	2		6
	NATO and Warsaw Pact	2		6,12
	Bretton Woods Institutions	2		4,6
	The Bandung Conference; NAM	2		4,6

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_ %)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (15%)		Mid Term (15%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	70%		40%				20%		20%	
Level 2	Apply	30%		60%			40%	50%		60%	
	Analyse						60%	30%		20%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Tocqueville, Alexis de (1983). The Old Regime and the French Revolution. New York: Anchor Books.
2. Young, Alfred F. (2000). The Shoemaker and the Tea Party: Memory and the American Revolution. Boston: Beacon Press.
3. Todd, Allan & Sally Waller (2016). European States in the Interwar Years (1918-1939). Cambridge: Cambridge University Press.
4. Hobsbawm, Eric (1991). Nations and Nationalism Since 1780: programme, myth, reality, Cambridge: Cambridge University Press.
5. Hobsbawm, Eric (1989). The Age of Empire: 1875-1914. London: Little Brown Book Group.
6. Hobsbawm, Eric (1995) The Age of Extremes: 1914-1991. London: Little Brown Book Group.
7. Hobsbawm, Eric (1998). The Age of Revolution: 1789-1848. London: Little Brown Book Group.
8. Anderson, Fred (2006). The War that Made America: A Short History of the French and Indian War. New York: Penguin.
9. Lefebvre, George (1992). Coming of The French Revolution. Princeton: Princeton University Press.
10. Popkin, Jerney (2010). A Short History of the French Revolution. Boston: Prentice Hall.
11. Fitzpatrick, Sheila (2017). The Russian Revolution. Oxford: Oxford University Press.
12. Vasily Grossman, Antony Beevor, (2006). A Writer at War: Vasily Grossman with Red Army 1941-45. London: Pimlico.
13. Miskovic, N et. Al (eds), The Non-Alligned Movement and the Cold War: Delhi- Bandung- Belgrade. New York: Routledge, 2017.

Recommended Online Resources:

14. Age of Revolution (1775-1848) Website by the Waterloo 200 Project: <https://ageofrevolution.org/>
15. Age of Revolutions: An Open Access, Peer-Reviewed Journal: <https://ageofrevolutions.com/>

Other Resources

Enter Data

Course Designers

1. Dr. Malavika Binny, Assistant Professor, Department of History, SRM University – AP.
2. Dr. Maanvender Singh, Assistant Professor, Department of History, SRM University – AP
3. Dr. Krishna Ananth, Professor, Department of History, SRM University – AP

Early Medieval India

Course Code	HIS 205	Course Category	Core				L	T	P	C
							3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	History	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To understand the patterns of change and continuities that shaped the history of the Indian subcontinent from 600 to 1200 C.E.
- To comprehend various features of the early medieval society; the formation of regional and local states, and the shaping of regional identities in different regions of the Indian subcontinent.
- To develop a critical understanding of the institutions that were crucial in bringing the transformation from ancient to early medieval society and the multiplicity of power in the subcontinent.
- Understand the patterns of development of religious and social structures and their relationships with language, literature, and cultural practices.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Inspect the key historiographical debates of the early medieval history of the Indian subcontinent.	4	70%	75%
Outcome 2	Analyse the processes of state formation, Urbanization, trade and commerce, the proliferation of caste and other social distinctions, and their connections with each other.	4	75%	70%
Outcome 3	Analyse the process of regionalization in the case of polity, society, and culture.	4	75%	70%
Outcome 4	Evaluate the nuances related to the process of Brahmanical expansion and religious institutions and developments in the field of language and literature in different parts of the Indian subcontinent	6	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1 Apply historical methods	PSO 2 Develop inter-cultural	PSO 3 Develop fundamental social
Outcome 1	3	3	3	3	3	1	1	2	1	1	1	2	3	2	3
Outcome 2	3	3	2	3	3	1	1	1	1	1	1	2	2	1	3
Outcome 3	2	2	2	3	2	1	1	2	1	1	1	1	2	1	3
Outcome 4	3	2	2	3	3	1	2	2	1	1	1	3	3	2	3
Course Average	2.75	2.5	2.25	3	2.75	1	1.25	1.75	1	1	1	2	2.5	1.5	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Debates on Early Medieval India- Major Historiographical Shifts	10	1 & 2	
	Sources -texts, epigraphs, and numismatic data.	2		1,4
	Historical Geography,	2		1,4
	Debates on Early Medieval India; Indian Feudalism	4		3,5
	The rise of the Rajputs/ chief lineages and the nature of the state	2		1
Unit 2	Social Relations and Economic Processes	11	2 & 3	1,2,14,15
	Agrarian expansion; Graded land rights and changing production relations	3		1,4
	Forest dwellers, Peasantry assimilation and acculturation into Puranic fold; Brahmanisation, Proliferation, and consolidation of castes; Untouchability	3		1, 8
	Processes of Urbanisation	2		4
	Trade and Commerce; Merchant Guilds of South India; Maritime contacts	3		1, 2, 15
Unit 3	Emergence of New States	13	1, 2 & 3	1, 2,4, 12,
	Changes in the polity; Nature of the political structure	4		2, 11, 12
	Regionalisation, Regional state formation: Rajputs, Pallavas, Chalukyas and Pandyas, Palas, Pratiharas and Rashtrakutas, Gangas, Kadambas and Hoysalas, Odisha, Issues of legitimacy	4		4, 6, 10
	Temple- Centred growth	2		12
	The Ghaznavid incursions-extent and impact- historiographical debates	3		8
Unit 4	Towards a Centralised State	12	1 & 3	2,11,13,15
	The Colas Debates on nature of polity (Segmentary, Centralized or Feudal?).	4		2,6,13,15
	Changes in statecraft and land ownership Symbols of political power: courtly cultures, Changes in statecraft and land ownership Symbols of political power: courtly cultures	3		2, 15
	Cholas and Maritime Activities in South and Southeast Asia	3		15
	Chola Art	2		2
Unit 5	Religion and Culture	14	4	1,10
	Virasaivism, Tantricism, Saivasiddhanta, and the network of Viharas, Mathas etc., Puranic Hinduism	4		1, 2, 7, 9, 10,16
	Philosophical traditions- Shankara, Ramanujan, Jain monks	2		1,4
	Bhakti movement in South India (Alvars and Nayanars).	3		2, 4
	Development of art and architecture; regional styles,	2		2, 16
	Regional languages and literature.	3		7, 9
	Total Contact hours	60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (___%)								End Semester Exam (40%)	
		CLA-1 (20%)		CLA-2 (20%)		CLA-3 (10%)		Mid Term (10%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember							20%			
	Understand	60%		30%				30%		30%	
Level 2	Apply	40%									
	Analyse			60%			70%	50%		40%	
Level 3	Evaluate			10%			30%			30%	
	Create										
Total		100%		100%			100%	100%		100%	

TEXTBOOKS/REFERENCES

1. Chattopadhyaya, B. D., (2012), *The Making of Early Medieval India*, Oxford University Press.
2. Karashima, Noboru (ed.) (2014), *A Concise History of South India: Issues and Interpretations*, Oxford University Press.
3. Mukhia, Harbans, (ed) (1999), *The Feudalism Debate*, Manohar.
4. Singh, Upinder, (2009), *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman.
5. Sharma, R. S., How feudal was Indian Feudalism? In Upinder Singh, (ed.) (2012), *Rethinking Early Medieval India: A Reader*, Puducherry: Oxford University Press.
6. Kulke, Hermann, The Early and the Imperial Kingdom: A Processual Model of Integrative State Formation in Early Medieval India in Upinder Singh, (ed.) (2012), *Rethinking Early Medieval India: A Reader*, Puducherry: Oxford University Press.
7. Pollock, Sheldon, The Sanskrit Cosmopolis and the Vernacular Revolution In Upinder Singh, (ed.) (2012), *Rethinking Early Medieval India: A Reader*, Puducherry: Oxford University Press.
8. Chattopadhyaya, B. D., Images of Raiders and Rulers in Upinder Singh, (ed.) (2012), *Rethinking Early Medieval India: A Reader*, Puducherry: Oxford University Press.
9. Chakrabarti, Kunal, Cult Region: The *Purāṇas* and the making of the Cultural Territory of Bengal In Upinder Singh, (ed.) (2012), *Rethinking Early Medieval India: A Reader*, Puducherry: Oxford University Press.
10. Thapar, R., (2003) *Early India: From the Origins to AD 1300*. New Delhi: Penguin.
11. Hall, Kenneth, (ed.) (2001), *Structure and Society of Early South India: Essays in Honour of Noboru Karashima*, Oxford University Press.
12. Veluthat, K., (1992) *The Political Structure of Early Medieval South India*. New Delhi: Orient Longman.
13. Y. Subbarayalu, *South India under the Cholas*, Oxford University Press, 2017. (Suggested)
14. Jha, D. N., (2003) *The Feudal Order: State, Society and Ideology in Early Medieval India*. New Delhi: Manohar.
15. Shastri, K.A. Nilkantha, (1997), *A History of South India*, New Delhi: Oxford.
16. Huntington, Susan. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New York and Tokyo: Weather Hill.

Suggested Readings:

1. Kulke, Hermann (ed.), (1997) *The State in India, 1000-1700*, New Delhi: Oxford University Press. 233-262.
2. Ali, Daud. (2004). *Courtly Culture and Political Life in Early Medieval India*. New Delhi: Cambridge University Press, 2006.
3. Chattopadhyaya, B.D., (2017) *The Concept of Bharatavarsha and Other Essays*. New Delhi: Permanent Black.
4. Chattopadhyaya, B.D. (1998). *Representing the Other? Sanskrit Sources and the Muslims (eight to the fourteenth century)*. New Delhi: Manohar.
5. Deyell, J.S. (1990). *Living Without Silver: The Monetary History of Early Medieval North India*. Delhi: Oxford University Press.
6. Sharma, R.S. (1987). *Urban Decay in India c. 300 – c. 1000*. New Delhi: Munshiram Manoharlal.
7. Thapar, Romila (ed.), *Recent Perspectives of Early Medieval India*. Delhi: Popular Prakashan.
8. Sharma, R.S. (1969). *Social Changes in Early Medieval India*. The first Devraj Chanana Memorial Lecture. New Delhi: People's Publishing House.
9. Chakravarti, Ranabir. (2004), *Trade in Early India*, Delhi: Oxford University Press.
10. Champakalakshmi, R. (1996). 'From Devotion and Dissent to Dominance: The Bhakti of the Tamil Alvars and Nayanars', in *Tradition, Dissent and Ideology*, ed. R. Champakalakshmi & S. Gopal, pp. 135-63. New Delhi: Oxford University Press.
11. Mahalakshmi, R. (2000). 'Outside the Norm, Within the Tradition: Karaikkal Ammaiyyar and the Ideology of Tamil Bhakti', *Studies in History*, 16, no. 1, pp. 17-40.

Desai, Devangana. (1989). 'Social Dimensions of Art in Early India', Presidential Address (Ancient India), *Proceeding of the Indian History Congress*, 50th session, Gorakhpur, pp. 21

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Dr Megha Yadav, Assistant Professor, Department of History, SLASS, SRM University- AP. Dr. Sharmishtha Chatterjee, Assistant Professor, Department of History, SLASS, SRM University- AP.
2. Dr. Lekshmi Chandran C.P, Assistant Professor, Department of History, SLASS, SRM University- AP.

Ancient Civilisation of the World: Understanding the Social Formations and Cultural Patterns

Course Code	HIS 207	Course Category	Core Elective				L	T	P	C
							3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	History	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- Comprehend the key concepts of Culture and Civilizations.
- Understand the technological advances from prehistory to the historical periods from a range of case studies across the world.
- Evaluate the complexities in the social formations and cultural patterns of the early civilizations.
- Comprehend the significance of the interactions between people, environment, and resources.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the historical contexts in which discourse on 'culture' and 'civilization' in the 18 th and 19 th Centuries	2	75%	65%
Outcome 2	Employ a non-euro-centric perspective of the archaeological culture from different parts of the world	3	70%	70%
Outcome 3	Examine the nature of discourse on the different themes such as surplus production, urbanization	4	70%	70%
Outcome 4	Analyse the development of the world's first planned cities during the Bronze Age	4	80%	75%
Outcome 5	Evaluate the emergence of City-states in Greece and Rome; Understand the mode of production in classical antiquity and debates around the theme	6	70%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1 Apply historical methods	PSO 2 Develop inter-cultural	PSO 3 Develop fundamental social
Outcome 1	2	3	3	2	3	1	1	2		1		2	3	2	3
Outcome 2	3	3	2	3	3	1	1	1		1		2	2	1	3
Outcome 3	3	2	2	1	3	1	1	2		1		1	3	1	3
Outcome 4	3	2	2	2	3	1	2	2		1		3	3	2	3
Outcome 5	2	2	3	2	3	1	1	3		1		3	2	3	3
Course Average	3	2	2	2	3	1	1	2		1		2	3	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Culture and Civilisation: Issues and Debates- I	12	1,3	1,6, 10,16,18
	What is culture?	3		18
	What is civilization? Understanding the key issues of civilization.	4		1, 10
	The importance and development of technology	2		1
	The key factors of Urbanization, Urbanization and Civilizations	3		1, 10
Unit 2	Culture and Civilisation: Issues and Debates- II	10	1,2, 3	2,3,4, 5,8
	The role of the environment, People and environment (Debates and thoughts).	2		
	Concepts of bands, tribes, chiefdoms, kingdoms, and state;	2		
	The importance of habitation, Food production and domestication.	3		
	Class, gender, and economic specializations	3		
Unit 3	The Nomadic groups in Central and West Asia	14	1,2,3	
	Agriculture and surplus production- case studies from West Asia.	4		3, 6,7,8
	Technological advancements- ceramics and metal	4		6,7,8
	Religious architecture and burial traditions.	2		6, 12
	State structures, Exchange networks – land and sea	2		
	Rise of Population, Urbanization	2		17
Unit 4	UNIT IV: The Bronze Age Civilizations (case studies)	13	1,3 & 4	4, 5, 7,11,12,13,14, 21
	Indus; Mesopotamia; Egypt; China (Shang), Key features	10		4, 5, 7,11,12,13,14, 19
	Economy and social stratification, Early polity and religion	3		15
Unit 5	UNIT V: Early City States in Europe	11	2 & 5	9,10, 20, 22
	Early societies in Greece and Rome	2		20,22
	City-states and the basic components	2		10,20,22
	Slave societies in Greece and Rome,	2		20, 22
	Early Mediterranean trade	2		10,20,22
	Relics in ancient Greece: Initial polities, Athens, Sparta	3		10, 20, 22
Total		60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (20%)		CLA-3 (10%)		Mid Term (10%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember										
	Understand	40%		30%				30%		20%	
Level 2	Apply	60%		50%				60%		20%	
	Analyse			20%			40%	10%		50%	
Level 3	Evaluate										
	Create						60%			10%	
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. V. Gordon Childe, what happened in History. Peregrine Books, 1985.
2. Burns and Ralph, World Civilisations.
3. B. Fagan, People of the Earth: An Introduction to World Prehistory New York, Harper Collins College Publishers 1977.
4. G. Clark, World Prehistory: A New Perspective, Cambridge University Press, 1977.
5. Jacquetta Hawkes, First Civilisations. life in Mesopotamia, the Indus Valley and Egypt.
6. The History of Human society. New York: Knopf, 1973.
7. B. Trigger, Ancient Egypt: A Social History. Cambridge University Press, 1983.
8. Cambridge History of Africa, Vol.I. Cambridge University Press ,1982.
9. M.I.Finley, The Ancient Economy. University of California Press 1999.
10. Farooqui Amar, Early Social Formations. Manak Publications Pvt. Ltd. 2002.
11. Bai Shaoyi, An Outline History of China. Beijing: Foreign Languages Press, 1982.
12. Ratnagar Shireen, Understanding Harappa, Delhi 2001.
13. Possehl G.L, ed. Harappan Civilization- A Recent Perspective, Delhi, 1993 (second edition).
14. Lahiri Nayanjyot, The Decline and Fall of the Indus Civilization, New Delhi, 2000.
15. Sahu Bhairabi Prasad (ed.). Iron and Social Change in Early India. New Delhi: Oxford University Press, 2006.
16. Keesing M. 1974 Theories of culture. Annual Review of Anthropology. 3:73-97.
17. Layton Robert. 2004. Civil Society and Social Cohesion –A Reassessment Max Planck.
18. Institute for Social Anthropology Working Papers. Working Paper No. 63.
19. Trautmann, Thomas R. India and the Study of Kinship Terminologies L'HOMME 154-155 / 2000, pp. 559 – 572.
20. Cornell, T.J., 1995. The Beginning of Rome- The Routledge History of the Ancient World.
21. Callender, Gae. 1999. The Minoans and the Mycenaeans: Aegean Society in the Bronze Age; Oxford University Press.
22. Bury, J.B., and Russell Meiggs, 1977. A History of Greece; Palgrave Macmillan; Fourth edition (8 September 1977).

Other Resources

1. Enter Data

Course Designers

1. Dr. Sharmishtha Chatterjee, Assistant Professor, Department of History, SLASS, SRM University- AP.
2. Dr. Lekshmi Chandran C.P, Assistant Professor, Department of History, SLASS, SRM University- AP.
3. Dr Megha Yadav, Assistant Professor, Department of History, SLASS, SRM University- AP.

Leadership and Team Work

Course Code	AEC 102	Course Category				
			L	T	P	C
			1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	English	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To familiarize the students with the process and governance of businesses.
- To train the students on management theory and applications as managers.
- Comparative exposure to best practices in Business

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the Concepts and theories of Leadership	2	75%	75%
Outcome 2	Illustrate the communicative aspects of Leadership	2	75%	75%
Outcome 3	Demonstrate Group and Team Dynamics	2	75%	70%
Outcome 4	Explain Leadership Development and Culture	2	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3	Management Knowledge
Outcome 1	3		2	2		1	2	3	3	3	2	3	2	3	
Outcome 2	3	3	2	2		1	2	3	3	3	2	3	2	3	
Outcome 3	3	3	2	2		1	2	3	3	3	2	3	2	3	
Outcome 4	3	3	2	2		1	2	3	3	3	2	3	2	3	
Couse Average	3	3	2	2		1	2	3	3	3	2	3	2	3	

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<p>Leadership – basic definition of the concept and components of leadership. Trait approach in theories of leadership (development and the present situation). Personal characteristics that support effective leadership. Leader and values. The significance of self-knowledge for the role of leader (identity and integrity of leader) - Motivation in the context of personality - sources of motivation - Motivation and performance, performance motivation, aspirations, work satisfaction - Specific theories of motivation, stimulation tools, motivation program in organization - motions and self-management, emotional intelligence, and its significance in the role of leader. Handling emotions and stress. Personal risk of leader: personal traits endangering effective leadership.</p>	15	1	1
Unit 2	<p>Significance of communication skills for work life and leadership - Social perception in organization- Competency and behaviour approaches to leadership. Model of four competencies for leadership. The contingency theory of leadership; situational leadership - Transactional and transformational leadership. Models of well-balanced and authentic leadership - Leader and his or her followers. Models of relation between leadership and followership. LMX theory.</p>	15	2	2
Unit 3	<p>Leadership of workgroups and teams. Group structure and dynamics - Individual in a group. Formation of teams and teamwork. Group problem-solving. Team excellence. Participative leadership.</p>	5	3	2
Unit 4	<p>Leadership development. Skills for leadership and performance management: Goal setting, support of employee development and communication of feedback; delegation; solving of conflict situations and negotiation. Tools for analysis of leadership styles and 360-degree feedback. Coaching and mentoring.</p>	15	4	2
Unit 5	<p>Influence on the creative potential of work groups and teams; formation of innovative climate in organizations - Leadership and power. Sources of power in organizations. Micropolitics, its strategy and tactics - Gender and leadership - Leadership and organization culture. Link between leadership and activities leading to the formation, assertion, or changes in organization culture - Intercultural aspects of leadership. Differences in the accentuation of various aspects of leadership in the context of national cultures.</p>	10	4	1,2
Total Contact Hours		60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	100%	100%	100%	100%	100%
	Understand					
Level 2	Apply					
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. DUBRIN, A J. Principles of leadership [Mason] Southwestern/Cengage Learning
2. YUKL, G. Leadership in Organizations. Eighth Edition. Pearson Education

Other Resources

1. Enter Data

Course Designers

1. Dr. A Lakshmana Rao, Assistant Professor, Dept. of Commerce, SRM University – AP
2. Dr. Aparna Choudhary, Assistant Professor, Dept. of Management, SRM University – AP
3. Dr. Shailender Singh, Associate Professor, Dept. of Commerce, SRM University – AP
4. Dr. R. Sathya Raju, Prof. Emeritus, Dept. of Commerce and Management Studies, Andhra University
5. Dr. K. Padmasree, Professor and Dean, School of Business Studies, Central University of Karnataka

Medieval India Part – I (1200-1500 CE)

Course Code	HIS 208	Course Category	Core Course (CC)				L	T	P	C
							3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	HISTORY	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To understand the historiographical debates and approach to sources for the medieval period.
- To understand the foundation, consolidation and expansion of the state in the medieval period and the political, economic and social processes of the Delhi Sultanate, Bahamanid, and Vijayanagara Kingdom
- To analyse the fluidities and complexities of identities in the period.
- To understand the issues of the present in interpreting the medieval period

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	To discuss in depth the nature of sources and state of the Delhi Sultanate, Bahamanid and Vijayanagar	2	80%	70%
Outcome 2	To analyse the interlinkages between political, economic, religious and social processes.	4	70%	70%
Outcome 3	To analyse the emergence of regional identities.	5	80%	70%
Outcome 4	To analyse the relationship between technological, and economic processes and social changes.	5	80%	70%
Outcome 5	Evaluate the fluidities of practices and identities of the period.	5	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	3	3	1	2	1	1	3	1	2	1	1	2	2	3
Outcome 2	2	3	3	1	3	1	1	3	1	2	1	1	3	2	2
Outcome 3	1	2	3	1	3	1	1	3	1	2	1	2	3	3	2
Outcome 4		2	3	1	3	1	1	3	1	3	1	2	3	3	3
Course Average	1.25	2.5	3	1	2.75	1	1	3	1	2.25	1	1.5	2.75	2.5	2.5

Course Unitization Plan

Unit No	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	SOURCES	12	1	
	Persian tarikh traditions: Barani and Mushtaqi	4		1,2,3,16
	Malfuzat.	1		16
	Premakhyans: Persian, Sanskrit and Vernacular interactions.	3		31, 5
	Inscriptions	2		19, 24, 27,30
	Architecture: the study of Hampi.	2		14,8
Unit II	DELHI SULTANATE- POLITICAL STRUCTURES AND PROCESSES	10	1,2,3	
	Statecraft, transitions in ruling elites, service cultures.	3		11,12,13,16,21
	New ideas of kingship and the Iqta system	2		12,32
	Articulating political authority: monuments and rituals.	3		17, 23,4
	Consolidation of identities: Rajputs and other warriors lineages	2		14, 21
Unit III	SOCIETY AND ECONOMY	11	2,4	
	Land Revenue Administration and agricultural production.	4		12,21,20
	Technology and changes in society.	3		12, 21,20
	Monetization, urban centres; and craft.	2		12, 20
	Trade. Market regulations.	2		12, 20
UNIT IV	UNIT IV: BAHAMANI AND VIJAYANAGARA STATE	12	1,2,3,	
	Bahmani Kingdom; its growth and disintegration,	2		6,7,8,9,32
	The Vijayanagara Empire; its origin and growth, Questions on the nature of state – Feudal, Segmentary and Centralized? Political Culture	4		7, 15, 22,6,7,28
	Revenue Administration and Political divisions	2		20,22,6,7
	Maritime and Inland Trade	2		20,22,6,7,8
	The Decline of the Vijayanagara Empire	2		18
Unit V	UNIT V: RELIGION, SOCIETY, AND CULTURES	15	1,2,4 4 5	
	Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles.	4		10,4,12
	Bhakti;	4		25,12
	Sant tradition: Kabir and Nanak;	2		25,12
	Jagannath and Warkari cults.	2		15,12
	Gender roles: women bhaktas.	2		26,12
	State and religion-contradictions and legitimization, Towards Pluralism?	3		17, 29,12

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_ %)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (15%)		Mid Term (15%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.		
Level 1	Remember										
	Understand	50%		10%				30%		20%	
Level 2	Apply										
	Analyse	50%		50%			30%	50%		30%	
Level 3	Evaluate			40%			70%	20%		50%	
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Alam, M. (2004). *The Languages of Political Islam in India c. 1200-1800*. Delhi: Permanent Black.
2. Anooshahr, A. (n.d.). Author of one's fate: Fatalism and agency in Indo-Persian histories". *IESHR*, 49, 197–224.
3. Ali, D. (2014). The idea of the medieval in the writing of South Asian history: contexts, methods and politics. *Social History*, 39(3), 382–407. doi:10.1080/03071022.2014.942521
4. Asher, C. B., & Talbot, C. (2022). *India before Europe* (2nd ed.). Cambridge, England: Cambridge University Press.
5. Behl, A. W. (2012). *Love's Subtle Magic: An Indian Islamic Literary Tradition, 1379-1545* (pp. 1379–1545). New York: Oxford University Press.
6. Bender, E., & Stein, B. (1986). Peasant state and society in medieval south India. *Journal of the American Oriental Society*. American Oriental Society, 106(4), 897. doi:10.2307/603640
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9. Eaton, Richard Maxwell. (2002). *Essays on Islam and Indian history*. Oxford, England: OUP.
10. Eaton, R. M. (2003). *India's Islamic Traditions, 711-1750* (pp. 711–1750). New Delhi: Oxford University Press.
11. Habib, I. (1992). Formation of the Sultanate Ruling Class of the Thirteenth Century. In I. Habib (Ed.), *Medieval India 1: Researches in the History* (pp. 1200–1750). Oxford University Press.
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13. Juneja, M. (2001). *Medieval India: Forms, Contexts, Histories*. Delhi: Permanent Black.
14. Kulke, H., & Sahu, B. P. (2015). *Interrogating Political Systems: Integrative Processes and States in Pre-modern India*. New Delhi: Manohar.
15. Kumar, S. (2007b). *The Emergence of the Delhi Sultanate, 1192-1286*. 1192–1286.
16. Kumar, S. (2007a). *Demolishing Myths or Mosques and Temples? Readings on History and Temple Desecration in Medieval India*.delhi: Three Essays Collective.
17. Lycett, M. T., & Morrison, K. D. (2013). The "fall" of Vijayanagara reconsidered: Political destruction and historical construction in south Indian history. *Journal of the Economic and Social History of the Orient*, 56(3), 433–470. doi:10.1163/15685209-12341314
18. Prasad, P. (1990). *Sanskrit inscriptions of Delhi sultanate, 1191-1526*. Oxford, England: OUP.
19. Raychaudhuri, T., & Habib, I. (Eds.). (1982). *The Cambridge Economic History of India (The Cambridge Economic History of India)*. Cambridge University Press.
20. Chandra, S. (2006). *Essays on Medieval Indian History*, Oxford India Collection. Oxford University Press.
21. Stein, B. (1989). *New Cambridge History of India: Vijayanagara*. Cambridge University Press.
22. Kumar, S. (n.d.). *The Partitions of Memory: The Afterlife of the Division of India* (pp. 140–182). Delhi: Permanent Black.
23. Talbot, C. (1995). Inscripting the other, inscribing the self: Hindu-Muslim identities in pre-colonial India. *Comparative Studies in Society and History*, 37(4), 692–722. doi:10.1017/s0010417500019927
24. Habib, I. (1993). Medieval popular monotheism and its humanism: The historical setting. *Social Scientist*, 21(3/4), 78. doi:10.2307/3517632
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26. Chattopadhyaya, B. (1992). *Representing the Other? Sanskrit Sources and the Muslims (Eighth to Fourteenth Century)* (pp. 29–30). New Delhi; New York, NY: Manohar.
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28. Wagoner, P. B. (2000). *Harihara, Bukka, and the Sultan: The Delhi Sultanate in the Political Imagination of Vijayanagar*. In D. Gilmartin & B. B. Lawrence (Eds.), *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*. Gainesville, FL: University Press of Florida.
29. Prasad, P. (1990). *Sanskrit inscriptions of Delhi sultanate, 1191-1526*. Oxford, England: OUP.
30. Sreenivasan, R. (2002). *Alauddin khalji remembered: Conquest, gender and community in medieval Rajput narratives*. *Studies in History*, 18(2), 275–296. doi:10.1177/025764300201800207
31. Eaton, R. M. (2019). *India in the Persianate Age 1000-1765*. London: Allen Lane-Penguin Books.

Online Resources:

32. Richard Eaton, 2016, *Islam in India (1000-1800)*, Yale University
33. <https://www.youtube.com/watch?v=romOBHXl8yE>
34. <http://www.vijayanagara.org/default.html> website on excavations, surveys, and restoration work in Hampi, the capital of Vijayanagar

Other Resources

1. Enter Data

Course Designers

1. Dr Aqsa Agha, Assistant Professor, Department of History, SRM University-AP.
2. Dr Megha Yadav, Assistant Professor, Department of History, SRM University-AP

Understanding Caste

Course Code	HIS 210	Course Category	Core Course(CC)				L	T	P	C
			3	0	1	4				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	HISTORY	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To understand the historical evolution and theorize the institution of caste.
- To examine the relationship between caste, class, and gender in a historical context.
- To understand and acknowledge the historicity's of caste inequalities and privileges in the Indian social structure .
- To understand the necessity for redressing caste discrimination, privilege and inequality in India.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Outline the historical formation of caste and key changes over the period of time.	2	80%	70%
Outcome 2	Assess the Intersectionality of caste, class, and gender.	5	70%	60%
Outcome 3	Discuss the anti-caste movement and the ideas of key thinkers	2	80%	70%
Outcome 4	Illustrate the relationship between the functioning of Indian democracy and caste	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	2		2	1		3	1	2	2	2	3	2	2
Outcome 2	2	2	3	3	3	1		3	1	2	2	2	3	3	3
Outcome 3	2		3	2	3	1		3	1	2	2	3	3	3	3
Outcome 4	2	1	2	2	2	1		3	1	2	2	3	2	2	2
Course Average	2	2	3	2	3	1		3	1	2	2	3	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Debate on the Origins of Caste	13		
	Defining the institution of Caste, Organising principle of caste structures and hierarchy.	2	1,2	9
	Caste as a category of historical analysis.	2		9
	Origins of Varna and Jati – Multiple Theories	2		9,14
	Varna – Jati; Interplay, Contestations and Overlaps	2		9,23
	Consolidation of Caste structures	2		9,13
	Caste as a site of patriarchy and violence	1		18
	Resistance to caste: Buddhism, bhakti movement in South India and further developments	2		14
Unit 2	Transformations and Continuities in Medieval India	9		
	Structural developments in Medieval India: Case study of Medieval Andhra Pradesh	2	1,2	4,11,15
	Bhakti as a site of Caste resistance: Kabir, Tukaram, Ramabai, Tarabai	3		1,3
	The medieval state and caste- An overview	1		8
	Intersectional reading of caste: Class, Gender and Religion	2		3
	The Praxis of Caste: The Lived Experience of Caste	1		2,20
Unit 3	UNIT III – Contesting Caste in Modern India	12		
	Social Reform Movements and the issues of Caste, class, and Gender.	2	1,3	12
	Modern conception of Law and the Caste structure	1		6,7
	Contestation and Resistance: Phule, Iyotha Thass, Periyar and Ambedkar.	2		1
	Caste and its regional trajectories: Non-Brahmin Movement in the South and Maharashtra.	2		12
	From Untouchable to Dalits	1		2,20
	Ambedkar and Gandhi's views and debate on Caste.	2		2,22
	Dalit critique of modernity and caste.	1		2,6,17,21
	The politics of caste, gender, and sexuality.	1		1,17
Unit 4	UNIT IV: Caste in Contemporary India	11		
	Caste as cultural capital	1	2,4	20
	Caste, Constitution and Judiciary.	2		10,19
	Reservation: Special Provisions and Cultural Rights; the issue of Schedule Tribes.	2		6,10,19,20
	Assertion of caste identities against inequality and exclusion.	2		5,6,12,16
	Politics of plurality, regional political structures, and caste.	2		12,19
	Caste, Race and Beyond.	1		22,6
	Does Caste Matter?	1		2,10
Total Hours				45

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_%)								End Semester Exam (40%)	
		CLA-1 (15%)		CLA-2 (15%)		CLA-3 (15%)		Mid Term (25%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	100%		40%				30%		50%	
Level 2	Apply			40%			30%	50%		50%	
	Analyse										
Level 3	Evaluate			20%			70%	10%			
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Recommended Resources
2. Anandhi, S and Karin Kapadia, 2017, Dalit Women: Vanguard of an Alternative Politics in India, Taylor and Francis, 2017.
3. Ambedkar, B. R., Annihilation of Caste, Samyak Publication, 2013.
4. Chakravarti, Uma, 2003, Gendering Caste: Through a Feminist Lens, STREE.
5. Champaklakshmi, R., "Caste and Community: Oscillating Identities in Pre Modern South India" in Religion, Tradition and Ideology: Pre Colonial South India, (ed.) R. Champaklakshmi, Oxford University Press, New Delhi, 2011.
6. Deshpande, A, Grammar of Caste: Economic Discrimination in Contemporary India, OUP, 2011
7. Deshpande, Satish.2004, Contemporary India: a sociological view, Viking, New Delhi
8. Gupta, Dipankar, Interrogating Caste: Understanding Hierarchy & Difference in Indian society, Penguin Books, 2000.
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10. Jaiswal Suvira, Caste: Origin, Functions and Dimensions of Change, Manohar, 2019.
11. Jodkha. S. Surinder, Caste: Oxford India Short Introductions, OUP, 2012.
12. Karashima, Noboru, Towards a New Formation: South Indian Society Under Vijaynagar Rule, Oxford University Press, California, 1992.
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14. Sharma, Ram Sharan, Sudras in Ancient India: A Social History of the Lower Order Down to Circa A D 600, Motilal Banarsidass, Third Revised Edition, Delhi, 1990; Reprint, Delhi, 2002
15. Sharma, Ram Sharan, Rethinking India's Past, Oxford University Press, 2009,
16. Talbot, Cynthia, A revised view of 'traditional' India: Caste, status, and social mobility in medieval Andhra, South Asia: Journal of South Asian Studies, Volume 15, 1992 - Issue 1.
17. Rao, Anupama. 2009. The Caste Question: Dalits and the Politics of Modern India. Permanent Black.
18. Rege, Sharmila, Against the Madness of Manu, Navayana, 2013.
19. Chakravarti, Uma, 1993, Conceptualising Brahmanical Patriarchy in Early India, Economic & Political Weekly
20. Hassan, Zoya. 2011, Politics of Inclusion; Castes, Minorities and Affirmative Action, Oxford University Press, 2011.
21. Guru, Gopal and Sundar Sarukkai, Experience, Caste, and the Everyday Social, Oxford University Press, 2019.
22. The Cracked Mirror: An Indian Debate on Experience and Theory, OUP India, 2018.
23. Guru, Gopal, Humiliation: Claims and Context, Oxford University Press, 2011.
24. Jha, Vivekanand. "Leather Workers in Ancient and Early Medieval India." Proceedings of the Indian History Congress, vol. 40, 1979, pp. 99–108

Other Resources

1. Hanumanthan, K. R., Untouchability: A Historical Study Upto 1500 A.D., Koodal Publishers, Michigan, 1979.
2. Jha, D N, The Myth of the Holy Cow, Verso, 2002.
3. Jha, Vivekananda, Caste, Untouchability and Social Justice: Early North Indian Perspective, Social Scientist, Nov. - Dec., 1997, Vol. 25, No. 11/12 (Nov. - Dec., 1997).
4. Roy, Kumkum, D. D., Kosambi, Questions of Caste, Economic and Political Weekly, Jul. 26 - Aug. 1, 2008, Vol. 43, No. 30 (Jul. 26 -Aug. 1, 2008), pp. 78-84.
5. Ramakrishna, V., Social Reform in Andhra 1848- 1919, Vikas Publishers, 1983.
6. Moosvi, Shireen. "The Medieval State and Caste." Social Scientist, vol. 39, no. 7/8, 2011.
7. A Parasher Sen (ed.). Subordinate and Marginal Groups in Early India, Oxford University Press, 2004.

History of Central Islamic Islands

Course Code	HIS 209	Course Category	Core Course (CC)		L	T	P	C
					3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	HISTORY	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To understand the religion, state and politics in Central Islamic lands.
- To understand the rise of Islam and the development and expansion of the caliphate state.
- To comprehend the historical processes of assimilation and acculturation that led to diverse identity formations across societies.
- To historicise Islam and Muslims and in the context of the developments in the present day, dispel the misconstructions about the two

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the social, political, economic and intellectual processes which evolved in the Central Islamic Lands between 600 CE and - 1300 CE.	2	90%	80%
Outcome 2	Discuss the processes of pre-Islamic Arabia.	1	80%	90%
Outcome 3	Analyse the formation of the state and social and economic changes from Muhammad to the caliphate state.	4	80%	70%
Outcome 4	Evaluate the changes and diversity of Muslims as a result of the expansion of the Caliphate and the Central Asian Mongol invasions in the thirteenth century.	5	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	3	1	2	1	1	3	1	1	1	2	2	2	2
Outcome 2	2	2	3	1	3	1	1	3	1	1	1	2	3	2	2
Outcome 3	3	1	3	1	3	1	1	3	1	2	1	2	3	2	3
Outcome 4	3	1	3	1	3	1	1	3	1	2	1	3	2	3	2
Course Average	2.5	1.25	3	1	2.75	1	1	3	1	1.5	1	2.25	2.5	2.25	2.25

Course Unitization Plan

Unit No	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	UNIT I: PRE-ISLAMIC ARABIAN PENINSULA IN THE SEVENTH CENTURY	11	1,2	
	Tribal and Religious Practices, mercantile links and trading networks before the 6th Century, political structure in pre-Islamic Arabia, the Axial age.	5		1,2,3,4
	Inequality and Slavery	2		1,2
	Intra-Tribal Warfare	2		1,2
	Camel Nomadism	2		1,2
Unit-II	UNIT II PROPHET MUHAMMAD AND THE BEGINNING OF ISLAM	13	1 & 3	
	Sources- Quran, Hadis, Sira and Tafsir;	4		1,2,3,11
	Muhammad in Mecca and the Qur'anic revelation, <i>Hijrat</i> , Muhammad in Madina, the Madinian Constitution, proto-state and the creation of the ummah	5		12,13, 3,4,5,6,7
	Theories About the Rise of Islam - The Meccan Trade Theory, the Nativist Theory, the Revisionist Theory.	4		13, 3,4,5,6,7,
Unit –III	UNIT III SPREAD OF ISLAM AFTER THE DEATH OF PROPHET MOHAMMAD	13	1 & 3	
	Rashiduns -Rightly Guided Caliphs, Uthmanic Code;	4		1,2,13,3,8
	The Umayyad Caliphate: Sufyanid Period and Marwanid Period, Islamic Iberia and Al-Andalus,	3		13, 3,4,5,6,7, 8, 17,19
	Later Umayyads, Umayyad Aesthetics and Material Court Culture, Palaces and Mosques,	3		9,13, 3,4,5,6,7
	Umayyad Monarchs and Provinces (Wilayats), Fall of the Ummayad Dynasty.	3		
UNIT –IV	UNIT IV: ABBASID CALIPHATE	15		13, 3,4,5,6,7
	The Abbasid takeover; the "revolution" and its participants; Abbasid absolutism; political hegemony and material prosperity, Legitimation of political power	3		
	the Evolution of the Shari'a and establishment of a new socio-political order; 'ilm al-fiqh, four madhabs, and taklid; the 'ulama, and the making of Abbasid authority.	3	1,3,4	13, 3,4,5,6,7
	Unity in the face of political division- The rise of the Sultanates and the new role for the Abbasids in the ummah -- al-Mawardi's theory of the Caliphate;	3		13, 3,4,5,6,7
	The Shi'i century;	2		13, 14 3,4,5,6,7
	the Turks: Ghaznavids and Seljuqs; administrative structures and social transformations: ghulams, iqta, madrasa	2		13, 3,4,5,6,7
	Art and Architecture	2		10,11
Unit V	Changes in the central Islamic lands with the Mongol incursions	8	4	
	Mongol confederacies and Chengizid innovations;	4		15,16,17,18
	consequences of the Pax-Mongolica.	4		15,16,17,18,20
Total Contact Hours			60	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (__%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (15%)		CLA-3 (10%)		Mid Term (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	40%						20%		10%	
	Understand	60%		30%				30%		20%	
Level 2	Apply										
	Analyse			60%			70%	50%		40%	
Level 3	Evaluate			10%			30%			30%	
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Marshall Hodgson, (1975) *The Venture of Islam Volume I & II*.
2. Holt, P. M., & etc. (1978). *The Cambridge history of Islam*. Cambridge, England: Cambridge University Press.
3. Robinson, C. F. (2010). *The Formation of the Islamic World*. In *The New Cambridge History of Islam: Vol. I*. Cambridge: Cambridge University Press.
4. Crone, P. (2020). *Meccan trade and the rise of Islam*. Piscataway, NJ: Gorgias Press.
5. Crone, Patricia, (2003) *Slaves on Horses: The Evolution of the Islamic Polity*, Cambridge: Cambridge University Press.
6. Lapidus, I. M., & Crone, P. (1982). *Slaves on horses: The evolution of the Islamic polity*. *The Journal of Interdisciplinary History*, 12(3), 560. doi:10.2307/203294
7. Watt, W. M., McDonald, M. V.. (1993). *The History of al-Ṭabarī, Vol. VI: Muhammad at Mecca*. *Journal of the American Oriental Society*. American Oriental Society, 113(3), 463. doi:10.2307/605398
8. Serjeant, R. B. (1990). *Meccan Trade and the Rise of Islam: misconceptions and flawed polemics'* (Review Article on Patricia Crone's work). *Journal of the American Oriental Society*, 110, 472–486.
9. Duri, A. (2011). *Early Islamic Institutions-Administration and Taxation from the Caliphate to the Umayyads and Abbasids* (I. B. Tauris, Ed.). London.
10. Flood, F. B., & Necipoglu, G. (Eds.). (2017). *A companion to Islamic art and architecture* [PDF]. doi:10.1002/9781119069218
11. Gülru, (2017) *A Companion to Islamic Art and Architecture*, New Jersey: John Wiley & Sons
12. Lapidus, I. M. (2018). *A history of Islamic societies* (3rd ed.). doi:10.1017/cbo9781139048828
13. Donner, F. (2015). *The Study of Islam's Origins since W. Montgomery Watt's Publications*.
14. Hinds, M. (1971). *Kūfan political alignments and their background in the mid-seventh century A.D*. *International Journal of Middle East Studies*, 2(4), 346–367. doi:10.1017/s0020743800001306
15. Afsaruddin, A. (2007). *The first Muslims: History and memory*. ONEWorld Publications.
16. Hazleton, L. (2010). *After the Prophet: The Epic History of Shia-Sunni Split*.
17. Jackson, P. (2000). *From Ulus to Khanate: the Making of the Mongol States, c. 1220-1290*. In R. Amitai-Preiss & D. O. Morgan (Eds.), *The Mongol Empire and its Legacy*.
18. Smith, J. M. (1970). *Mongol and Nomadic Taxation*. *Harvard Journal of Asiatic Studies*, 30, 46. doi:10.2307/2718765
19. Hirschkind, C. (2021). *The Feeling of history: Islam, romanticism, and Andalusia*(Chicago, 2021). *History and Anthropology*, 32(5), 637–669. doi:10.1080/02757206.2021.1987235
20. Petrushevsky, I. P. (1968). *The Socio-economic condition of Iran under the īl-khāns*. In J. A. Boyle (Ed.), *The Cambridge History of Iran* (pp. 483–537). doi:10.1017/cho19780521069366.007

Online Resources

21. Open Yale Courses -Paul Freedman, *The Early Middle Ages, 284-1000*
22. Lecture 14, Lecture 15. (<https://oyc.yale.edu/history/hist-210/lecture-14>)

Other Resources

1. Enter Data

Course Designers

1. Dr Aqsa Agha, Assistant Professor, Department of History, SRM University-AP.
2. Dr Maanvender Singh, Assistant Professor, Department of History, SRM University-AP

Introduction to Colonial Latin America and the Caribbean

Course Code	HIS 211	Course Category	Core Course(CC)			
			L	T	P	C
			3	0	1	4
Pre-Requisite Course(s)	Nil	Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	History	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To introduce students to non-Eurocentric strands of history writing.
- To assess the foundation and functioning of the colonial economy in Latin America and the Caribbean.
- To understand everyday patterns and practices of resistance in colonial Latin America and the Caribbean
- To identify the complexities of regional and national identities in colonial Latin America

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Summarize the precolonial Americas	2	80%	70%
Outcome 2	Demonstrate the processes and structure of colonialism and imperialism in Latin America	3	70%	70%
Outcome 3	Illustrate the pre-colonial Indigenous societies, the impact of colonialism on them, and the molding of complex national and regional identities.	3	60%	70%
Outcome 4	Analyze the liberation struggles and resistance to colonialism by Indigenous societies	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	2	1	3	2	2	2	1	2	1	2	1	2	3
Outcome 2	2	2	3	2	3	2	2	2	1	3	2	2	2	1	2
Outcome 3	3	3	3	1	2	2	1	3	1	3	1	3	3	2	2
Outcome 4	2	2	3	2	3	2	2	3	1	3	2	3	3	2	3
Course Average	2.25	2.25	2.75	1.5	2.75	2	1.75	2.5	1	2.75	1.5	2.5	2.25	1.75	2.5

Course Unitization Plan

Unit No	Unit Name	Required Contact Hours	CLOs Addressed	References Used
UNIT I	Natives Before Columbus	14		
	Defining the Idea of Americas?	3	1	2,3
	Americas, Iberia, and Caribbean Before the Conquest,	3		2,5
	European Overseas Expansion and the World	2		2,5,10
	Conquest of Caribbean, Mexico, and Peru.	3		2,5,10, 14
Disease and Demographic Collapse.	3	2		
UNIT II	Foundation of Colonial Empire in Latin America and the Caribbean	10		
	The Spanish Conquistador	1	2,4	4, 15
	African Presence in the Americas	2		1,2,4,
	The Catholic Church and Missionisation of the Americas	2		1
	Rise of the Plantation Economy and the Slave Trade	2		1,4
Slaves, slave-ships, piracy, and slave rebellions	2	11		
UNIT III	Colonial Latin America	14		
	Organizing the Colonial State Agrarian transformation-Mining and Sugar industries	2	2,4	3
	City and the Countryside	2		1,2,3
	Shaping of Faith	2		1,7
	Transculturation and Society	2		1,7
	Reflection of Gender	2		4,5
	Race and Class	2		5,6
Women and Family in Colonial Latin America.	2	1,7		
UNIT IV	Colonial Reforms and Rebellion	9		
	Pueblo Revolt	1	1,2,3,4	2,3
	Bourbon and Pombaline Reforms	2		1,2,3
	Church, State and Enlightenment	2		1,2,3
	Population Growth and Social Change	2	3	1,2,3
Rebellion of Tupac Amaru	2	1,3		
UNIT V	Path to Independence	13		
	Haitian Revolution	2	4	3
	Revolution in Mexico and Brazil	3		1,2,3
	Creole Nationalism -- resistance, collaboration, survival	3		4,5
	New and old hierarchies	2		4,5
The breakdown of the colonial order and the movements for independence	2	4,5		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	20%									
	Understand	80%		40%						30%	
Level 2	Apply			60%			30%	30%		70%	
	Analyse						70%	70%			
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

- Gonzalez. E Ondina & Gonzalez L. Justo (2008). Christianity in Latin America: A History, Cambridge: Cambridge University Press.
- Chasteen, John Charles (2016). Born in Blood and Fire: A Concise History of Latin America, North Carolina: University of North Carolina.
- Loewen. W. James, Lies My Teacher Told Me About Christopher Columbus: What Your History Books Got Wrong, The New Press, 2014. Chapter 1.
- Restall, Mathew and Lane Kris (2011). Latin America in Colonial Times, Cambridge: Cambridge University Press.
- Restall Mathew (2003). Seven Myths of the Spanish Conquest, Oxford: OUP.
- Socolow, M Susan (2000). The Women of Colonial Latin America, Cambridge: Cambridge University Press.
- Burkhart, Louise (1989). The Slippery Earth: Nahua-Christian Moral Dialogue in Sixteenth-century Mexico, Arizona: University of Arizona Press.
- Williams, E. (2013). Capitalism and Slavery, New Delhi: Facsimile Publisher.
- Priyamvada, G. (2019) Insurgent Empire: Anti-colonial Resistance and British Dissent, London: Verso.
- Kamen, H (2002) Empire: How Spain Became a World Power, New York: Harper Collins.
- Rediker, M. (2007). Slave Ship: A Human History, New York: Viking.
- Mingolo. D. Walter (2005). The Idea of Latin America, London: Blackwell Publishing.
- Trouillot Michel-Rolph (2015), Silencing the Past: Power and the Production of History, California: Tantor Media.

Recommended Online Resources:

On Columbus and Imperial Legacy:

- <https://www.history.com/topics/exploration/christopher-columbus>
- Zinn Education Project: Teaching People's History:
- <https://www.zinnedproject.org/materials/peoples-history-of-the-united-states>
- Environmental Conflicts in Latin America & the Caribbean; University of Illinois Urban-Champaign :
<https://publish.illinois.edu/iaslibrary/2018/08/28/environmental-conflicts-in-latin-america-the-caribbean/#:~:text=Natural%20resources%20exploitation%20and%20colonialism,-The%20history%20of&text=Thus%2C%20the%20exploitation%20of%20natural,first%20decades%20%5Bof%20colonialism%5D>.

Other Resources

- Enter Data

Course Designers

- Dr. Maanvender Singh, Assistant Professor, Department of History, SRM University-AP.
- Dr. Megha Yadav, Assistant Professor, Department of History, SRM University-AP.

Medieval India- II (1500-1707 CE)

Course Code	HIS 212	Course Category	Core Course (CC)				L	T	P	C
			3	0	1	4				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	HISTORY	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To discuss major debates among historians about the socio-cultural, and economic developments during the 15th to 18th centuries of Indian history.
- To understand the nature of the state of the medieval period.
- To critically social, economic and technological changes during this period.
- To gain knowledge of the fluidity of identities in the period.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	To discuss in depth the sources of the period and their varied interpretations.	2	80%	70%
Outcome 2	To understand the nature of the state, and society of medieval India starting with the establishment of the Mughal Empire and the consolidation of various local identities.	2	70%	80%
Outcome 3	To illustrate the interlinkages of political, economic and social processes during the 15 th to 18 th centuries.	3	80%	70%
Outcome 4	To critically evaluate some of the significant issues of the present by understanding the historical period between centuries between the 15 th and 18 th .	4	70%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	1	2	1	2	2	1	2	1	2	2	2	2
Outcome 2	3	3	3	1	3	1	2	2	1	2	1	2	3	2	3
Outcome 3	3	2	2	1	3	1	3	3	1	2	1	2	3	2	3
Outcome 4	2	3	2	1	3	1	1	3	1	3	1	3	2	3	2
Course Average	2.75	2.5	2.5	1	2.75	1	2	2.5	1	2.25	1	2.25	2.5	2.25	2.5

Course Unitization Plan

Unit No	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	SOURCES	10	1	46,4
	Persian histories, memoirs: Jahangirnama; Maasiri Alamgiri.	3		13,25,19,23
	Travelogues: Bernier, Manucci.	2		26,52,53,54
	Vernacular literary cultures: Mangalkavya and Rekhta	2		10,22,21,29,32
Unit II	ESTABLISHMENT OF POLITICAL AUTHORITY: MUGHALS, RAJPUTS AND NAYAKAS	10	2,3	
	Campaigns and conquest: tactics and technology.	2		36,5,9
	Chaghatayid traditions: The Mughal household	2		18,20
	Abul Fazl's interventions	2		40,43,39
	Rajputs and other warrior groups in the Mughal empire	2		9,7
	The Nayakas	2		11,21,22,23
Unit III	CONSOLIDATION OF POLITICAL AUTHORITY	21	2,3	
	Historiographies on the nature of the Mughal state.	4		2,9,34
	Evolution of the administrative institutions: zabt, mansab, jagir, madad-i-ma'ash.	3		2,3
	Agrarian and revenue relations: Zamindars and peasants.	3		2,3,15,24
	Political culture: Mughal courtly culture- Umara; Haram;	3		9,7,20
	Articulation of authority: [a] Fatehpur Sikri, [b]Rajput palaces and Forts in Marwar, [c] Temples and gopurams of the Nayakas (d) Shahjahanabad.	4		47,7,8,30,45
	Power and symbolism. Mughal painting: allegory and symbolism under Jahangir and Shah Jahan.	2		37
	Rajput paintings	1		48
	Issues in the wars of succession	1		34
UNIT IV	POLITICAL AND RELIGIOUS IDEAS	12	3,4	
	Akhlaqi traditions;	2		27,33
	Sulh -i- Kul	2		28,6,12,16
	Sufi interventions; Shattaris and Chishtis.	2		12,49
	Revivalist trends in Indian Islam: Shaikh Ahmad Sirhindi..	2		33,44
	Deccan Sultanates, trans-regional links and Shia Ideology.	2		38,50
	Reassessing Aurangzeb: Jaziya, temple grant, music and relations with the Sikh Gurus.	2		2,3,8,17,31
Unit V	TOWARDS NEW FORMATIONS AND ASSERTIONS	7	2,3,4	
	The Rise of Marathas, Sikhs, and Jats.	4		1,2,8,14
	Maratha State under Shivaji and Peshwas.	3		5,9,14

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (15%)		Mid Term (15%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	70%		40%				20%		20%	
Level 2	Apply	30%		60%				40%	50%	60%	
	Analyse							60%	30%	20%	
Level 3	Evaluate										
	Create										
Total		100%		100%				100%	100%		100%

Recommended Resources

- Alam, M. (1979) Sikh uprisings under Banda bahadur, 1708–1715. *Studies in History*, XLI.
- Alam, M. & Subrahmanyam, S. (1998). *The Mughal*. Oxford University Press: New Delhi, pp. State1526–State1750s.
- Ali, A. & India, M. (2006) *Studies in polity, ideas. Society and Culture*. Oxford University Press: New Delhi.
- Ali, D. (2014) The idea of the medieval in the writing of South Asian history: Contexts, methods and politics. *Social History*, 39, 382–407. DOI: 10.1080/03071022.2014.942521.
- Asher, C. & Talbot, C. (2006). *India Before Europe*. Cambridge University Press: Cambridge.
- Bhargava, M., editor (2010). *Exploring Medieval India*, vol. I and II. Orient: New Delhi Blackswan.
- Bhargava, V.S. (1966). *Marwar and the Mughal Emperors*. Munshiram Manoharlal: New Delhi.
- Chandra, S. (1993). *Mughal Religious Policies, the Rajputs and the Deccan*. Vikas Publishing House: New Delhi.
- Chandra, S. *Essays on medieval Indian history*. Oxford India Collection. Oxford University Press: Oxford (2006).
- Chatterjee, K. (2008) The Persianization of Itihasa. *Journal of Asian Studies*, 67, 513–543.
- Chekuri, C. (2012) A 'share' in the 'world empire': Nayamkara as sovereignty in practice at Vijayanagara, 1480–1580. *Social Scientist*, 40, 41–67.
- Eaton, R., editor (2003). *India's Islamic Traditions*. Oxford University Press: New Delhi.
- Thackston, W.M., trans ed. *The Jahangirnama: Memoirs of Jahangir. Emperor of India*. Oxford University Press: New York (1999). (Read the translator's Preface and Muhammad Hadi's Preface.
- Gordon, S. (1993). *The Marathas, 1600–1818*. Cambridge University Press: Cambridge.
- Habib, I. (1996). *The Agrarian System of Mughal India 1556-1707*, 2nd edn. Oxford University Press: New Delhi.
- Habib, I. (2022) Akbar and his search for spiritual truth. *Studies in History*, 38, 75–89. DOI: 10.1177/02576430221096407.
- Hasan, N. (2005). *Religion, State and Society: Collected Works of Nurul Hasan*, rev. edn. Oxford University Press: New Delhi. Oxford University Press: New Delhi, 1999.
- Lal, R. (2005). *Domesticity and Power in the Early Mughal World*. Cambridge University Press: Cambridge.
- Lefevre, C. (2007) Recovering a missing voice from Mughal India: The imperial discourse of Jahangir. In: his *Memoirs*." *Journal of the Economic and Social History of the Orient*, 50, 4 (r 1605–27).
- Mukhia, H. (2004). *The Mughals of India*. Wiley-Blackwell.
- Pollock, S., editor (2003). *Literary Cultures in History, Reconstructions from South Asia*. University of California Press: Berkeley, USA.
- Rao, V.N., Shulman, D. & Subrahmanyam, S., editors (1992). *Symbols of Substance: Court and State in Nāyaka Period Tamil Nadu*. Indian Edition. Oxford University Press: Delhi.
- Rao, V.N., Shulman, D. & Subrahmanyam, S. (2001). *Textures of Time: Writing History in South India 1600–1800*. Permanent Black: Delhi.
- Raychaudhuri, T. & Habib, I., editors (1982). *The Cambridge Economic History of India (the Cambridge Economic History of India)*. Cambridge University Press: Cambridge.
- Sarkar, J. (1947) *A history of the emperor Aurangzib (r. 1658-1707A.D.)*. Translated ed..of Saqi Mustaid Khan's *Ma'asir-I Alamgiri*. Southeastern Europe "Translator's Preface". Royal Society of Bengal: Calcutta.
- Tambiah, S.J. (2014) What did Bernier actually say? Profiling the Mughal empire. In: *History of India 1600–1800: Selected Essays* (edited by N. Kumar). India Press: Delhi.

Other Resources

1. Alam, M. (2004). *The Languages of Political Islam in India, c.1200-1800*. Permanent Black: New Delhi.
2. Ali, M.A., editor (2006) "Sulh-i Kul and the Religious Ideas of Akbar", in his posthumous *Mughal India: Studies in polity, ideas. Society and Culture*. Oxford University Press: New Delhi, 158–172.
3. Aquil, R. & Chatterjee, P., editors (2008). *History in the Vernacular*. Permanent Black: New Delhi.
4. Blake, S. (1993). *Shahjahanabad: The Sovereign City in Mughal India 1639–1739*. Cambridge University Press: New Delhi.
5. Brown, K.B. (2007) Did Aurangzeb ban music? Questions for the historiography of his reign. *Modern Asian Studies*, 41/1, 77–120. DOI: 10.1017/S0026749X05002313. •
6. Busch, A. (2005) Literary responses to the Mughal imperium: The historical poems of Kesavadas. *South Asia Research*, 25, 31–54. DOI: 10.1177/0262728005051606.
7. Dalmia, V. & Faruqi, M.D., editors (2014). *Religious Interactions in Mughal India*. Oxford University Press: New Delhi.
8. Faruqi, M.D. (2012). *The Princes of the Mughal Empire 1504–1719*. Cambridge University Press: Cambridge.
9. Khan, I.A. (1997) Akbar's personality traits and world outlook. In: *Akbar and His India* (edited by I. Habib). Oxford University Press: New Delhi, pp. 79–96.
10. Khan, I.A. (2004). *Gunpowder and Firearms: Warfare in Medieval India*. Oxford University Press: New Delhi.
11. Koch, E. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Oxford University Press: New Delhi.
12. Michell, G. & Zebrowski, M. (1999). *Architecture and Art of the Deccan Sultanates*. Part 1, Vol. 7. Cambridge University Press: Cambridge.
13. Mukhia, H. (2020) A rationality immersed in religiosity: Reason and religiosity in Abu 'l Fazl's Oeuvre. *Medieval History Journal*, 23, 50–73. DOI: 10.1177/0971945820907406.
14. Nizami, K.A. (1968). *On History and Historians of Medieval India*. Munshiram Manoharlal: New Delhi.
15. Nizami, K.A. *Akbar and Religion* (New Delhi: Idarah-i Adabiyat-i Delli, 1989).
16. Rezavi, S.A.N. (2013). *Fatehpur Sikri Revisited*. Oxford University Press: New Delhi.
17. Rizvi, S.A.A. (1975). *Religious and Intellectual History of the Muslims in Akbar's Reign (1556–1605)*. Munshiram Manoharlal: New Delhi.
18. Rizvi, S.A.A. (2014). *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Century*. New Delhi: Munshiram Manoharlal, Reprinted.
19. Tillotson, G. (1997). *Rajput Palaces: The Development of an Architectural Style, 1450–1750*. Yale University Press: New Haven, USA.
20. Truschke, A. (2011) The Mughal book of war: A Persian translation of the Sanskrit Mahabharata. *Comparative Studies of South Asia, Africa and the Middle East*, 31, 506–520. DOI: 10.1215/1089201X-1264388.
21. Asher, C. B. (1992). *Architecture of Mughal India*. Cambridge: Cambridge University Press
22. Beach, M.C. (1982). *Mughal and Rajput Paintings*, Cambridge: Cambridge University Press
23. Alam, M. (2021). *The Mughals and the Sufis: Islam and Political Imagination in India, 1500–1750*. SUNY Press. <https://doi.org/10.1515/9781438484907>
24. Flatt, E. J. (2019). *The Courts of the Deccan Sultanates: Living Well in the Persian Cosmopolis*. Cambridge: Cambridge University Press.
25. Ahmad, S. (2014). Bas ke samjhe hain isko sare 'awam: The Emergence of Urdu Literary Culture in North India. *Social Scientist*, 42(3/4), 3–23. <http://www.jstor.org/stable/24372944>
26. Chatterjee, P., (2012) 'Gender and Travel Writing in India, c. 1650-1700', *Social Scientist*, 40(3/4), 59-80.
27. Subrahmanyam, S., (2017) *Europe's India: Words, People, Empires 1500-1800*, Cambridge, Massachusetts: Harvard University Press.
28. Vanina, Eugenia, (2013) 'Roads of (Mis), Understanding: European Travellers in India (Fifteenth to Seventeenth Century)', *The Indian Historical Review*, 40.

Online sources

1. Habib, I. (2022b) The 14th Medieval History Journal Lecture. YouTube. <https://www.youtube.com/watch?v=Icv89Nik07w>
2. Online lectures/talks. Aligarh Society of History and Archaeology. <https://www.youtube.com/@aligarhsocietyofhistoryand5245/videos>
3. The Mughals and the Sufis: Muzaffar Alam & Avik Chanda: University of Chicago Delhi's Chicago dialogues Season 2, Episode 1 (2021). YouTube. <https://www.youtube.com/watch?v=YUHLdcUkPj8>.

Mughal Historiography and Sources – III (2017); CEC 02: Arts (Arts, Humanities and Languages) managed by CEC, DELHI <https://www.youtube.com/watch?v=DQzm9h0gXAI>

Understanding 18th-Century India

Course Code	HIS 213	Course Category	Core Course (CC)				L	T	P	C
			3	0	1	4				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	HISTORY	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To introduce key debates and processes of the Eighteenth century.
- To critically engage with the debates of the Mughal Decline and the rise of regional powers.
- To critically engage with the debates of economic processes and the introduction of the Company as a political entity.
- To critically engage with the historiography of political transition, culture, and society of the eighteenth century.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	To analyse the debates on the Mughal Decline and regional aspirations.	4	80%	70%
Outcome 2	To discuss the formations of regional identities and culture in this century.	2	70%	70%
Outcome 3	To analyse the varied debates on the Eighteenth Century in Indian History.	4	80%	70%
Outcome 4	To critically analyse the interface between regional states and the early colonial state.	5	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)												PSO 1	PSO 2	PSO 3
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning			
Outcome 1	2	1	3	1	2	1	3	3	1	2	1	2	2	3	3
Outcome 2	2	1	3	1	3	1	3	3	1	2	1	2	3	2	2
Outcome 3	3	1	3	1	3	1	3	3	1	2	1	2	3	2	3
Outcome 4	2	1	3	1	3	1	3	3	1	3	1	3	2	3	2
Course Average	2	1	3	1	3	1	3	3	1	2	1	2	3	2	2

Course Unitization Plan

Unit No	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	Approaches to Eighteenth-Century	12	1,4	
	Issues and Debates: Universal Decline, Empire Centric Regional Centric.	2		2
	Continuity and Change: Mughal, Regional Assertions and the Company	3		1,2,3,4
	The 'long' Eighteenth Century.	2		2
	Parcelisation of Mughal State	2		1,2,3,4
	Relationship between the Indian economy and the global economy.	3		5,12,22
Unit-II	Mughal Decline and The Genesis of the Eighteenth Century	12	1	
	Later Mughals, Factionalism, Parties, and Politics in Mughal Court	4		3,11
	Agrarian Crisis, Jagirdari Crisis, Be-jagiri..	3		1,2,12,5
	Great 'Firm' Theory of Mughal Decline.	2		2
	Regional Centric View- 'Fitna' -Andre Wink, Pearson, Blake, CA Bayly, Muzaffar Alam	3		4,6,8
Unit –III	The Process of Regionalization: Mughal State, Regional Assertions, and the East India Company	10	2,4	
	How 'Mughal' Were These Regimes?	2		4
	Awadh and Bengal.	3		2,6,1,15,16,17
	Mysore and Hyderabad.	2		2, 20,21
	Punjab and Rohilkhand.	1		1
	Marathas.	2		13,14
UNIT –IV	The Economy of the Eighteenth Century	12	2,4	
	Economic expansion, crisis, or stasis?	4		6
	The emergence of New Town Centres	2		22
	Ijaradari	2		12
	Expansion of Overseas Trade and Colonialism	4		22,5
Unit V	Society and Culture in the Regions	14	2	
	Modernization of Army: Tipu Sultan.	2		20,21
	New Cultural Centres: Faizabad, Murshidabad, Hyderabad, Lucknow.	4		15,18
	Religious Tradition and Culture: A case of Muharram in Lucknow, Sufis in the Deccan and Carnatic	3		19,16,17
	'Feminization' of Politics and Culture in the 18 th Century: Courtesans, Begums and the State,	3		9
	Poetry in Delhi: Shahr-i-Ashob (Ruined Cities)	2		10
Total Contact Hours			60	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (15%)		Mid Term (15%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	40%		60%				30%		40%	
Level 2	Apply										
	Analyse	50%		40%			60%	60%		50%	
Level 3	Evaluate	10%					40%	10%		10%	
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Alam, M. (1986). *The Crisis of Empire in Mughal North India, Awadh and the Punjab 1707-1748*. Delhi.
2. Alavi, Seema (ed.), (2002). *The Eighteenth Century in India*. Delhi.
3. Ali, M. (n.d.). *The Eighteenth Century: An Interpretation*. *Indian Historical Review*, 5(1–2), 1978–1979.
4. Bayly, C. A. (1983). *Rulers Townsmen and Bazaars: North Indian Society in the Age of British Expansion 1770-1801*. Cambridge.
5. Habib, I. (2002). *The Eighteenth Century in Indian Economic History*. In S. Alavi (Ed.), *The Eighteenth Century in India*.
6. Marshall, P. J. (2003). *The Eighteenth Century in Indian History. Evolution or Revolution*.
7. Singh, C. (1991). *A Critique of Revisionist Approaches*. In *Proceedings of Indian History Congress, 52nd Session*. Delhi.
8. Stein, B. (1985). *State formation and economy reconsidered*. *Modern Asian Studies*, 19(3), 387–413. doi:10.1017/s0026749x00007678
9. Dalal Urvashi, *Femininity, State and Cultural Space in Eighteenth-century India*. (2015). 120–165.
10. Petievich, C. R. (1990). *The City In South And Southeast Asian Literature* (Vol. 25, pp. 99–110). Winter, Spring.
11. Chandra, S. (2006). *Essays on Medieval Indian History*, Oxford India Collection. Oxford University Press.
12. Habib, I. (n.d.). *The Agrarian System of Mughal India 1556-1707*. New Delhi, OUP.
13. Gordon, S. T. (1993). *The Marathas, 1600-1818*. 1600–1818.
14. Alam, M., & Subramanyam, S. (1998). *The Mughal State 1526-1750*. Delhi.
15. Richard, R., Barnett, R. B., & Lequin, F. (1984). *North India between empires: Awadh, the mughals, and the British, 1720-1801*. *Eighteenth-Century Studies*, 18(1), 118. doi:10.2307/2738319
16. Fisher, M. H. (1985). *The Imperial Coronation of 1819: Awadh, the British, and the Mughals*. ' *Modern Asian Studies*, 19.
17. Fisher, M. H. (1990). *The Resident in court ritual, 1764–1858*. *Modern Asian Studies*, 24(3), 419–458. doi:10.1017/s0026749x00010428
18. Bayly, S. (2011). *Cambridge south Asian studies: Saints, goddesses and kings: Muslims and Christians in south Indian society, 1700-1900 series number 43*. Cambridge, England: Cambridge University Press.
19. Cole, J. R. (1988). *Roots of North Indian Shi'ism in Iran and Iraq. Religion and State in Awadh* (pp. 1722–1859). University of California Press.
20. Brittlebank, K. (1997). *Tipu Sultan's Search for Legitimacy: Islam and King ship in a Hindu Domain*. Delhi: Oxford University Press.
21. Habib, I., & Colonialism, C. (2012). *Resistance and Modernization Under Haidar Ali and Tipu Sultan*, Tulika Books.
22. Dermigny, L., & Gupta, A. D. (1968). *Malabar in Asian Trade 1740-1800*. *Journal of the Economic and Social History of the Orient*, 11(2), 227. doi:10.2307/3596285

Online Sources:

23. Rajat Datta, *Eighteenth Century Debate 1 & 2*
<https://www.youtube.com/watch?v=xNtsNER5bOc> <https://www.youtube.com/watch?v=gHbBoCveEgo&t=75s>

Other Resources

1. Enter Data

ECONOMIC HISTORY OF MODERN INDIA (1757-1947)

Course Code	HIS 214	Course Category	Core Course (CC)			
			L	T	P	C
			3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	HISTORY	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To address the historiographical debates on the structure of the economy in the sixteenth and seventeenth centuries in India.
- To understand the nature and structure of the Mughal economy and the reasons for its decline.
- To gain knowledge of the political economy of colonialism and critique European exceptionalism.
- To conceptualize the long-term impact of colonialism and imperialism in India

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the economic processes in sixteenth and seventeenth-century India	2	80%	70%
Outcome 2	Describe the processes of nineteenth-century colonialism.	2	70%	70%
Outcome 3	Analyse the debates on the colonial economy in India.	4	70%	80%
Outcome 4	Critically analyse the historiography of the economic history of modern India.	5	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	1	2	1	2	2	1	1	1	2	2	2	3
Outcome 2	2	3	3	1	3	1	2	2	1	1	1	2	3	2	3
Outcome 3	3	2	2	1	3	1	2	2	1	2	1	2	3	2	3
Outcome 4	3	3	2	1	2	1	2	3	1	1	1	3	2	3	2
Course Average	2.75	2.5	2.5	1	2.5	1	2	1.75	1	1.25	1	2.25	2.5	2.25	2.75

Course Unitization Plan

Unit No	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	INTRODUCTION	12	1,4	
	Approaches to the economic history of modern India	2		15, 22
	The 18th-Century Debate	2		9
	Nature of Indian economy on the eve colonization, (Potentialities for capitalist development in India)	4		9,16, 23
	Great divergence Debate and India in the Global Economy	2		17
	Private English Trader	1		9
	Tribute from Conquest	1		9,15
Unit-II	AGRICULTURE AND REVENUE SYSTEMS	12	2,3	
	Introduction of new Property Rights in land and its impact (Bengal, Madras, and Bombay Presidencies)	4		8,9,15, 23
	Commercialization of Agriculture	2		6,8,9,15
	Plantation economy	1		1,8,9
	Usury and Indebtedness	1		1,15
	Growth of Wage Labourers and Rise of Rich Peasantry	1		1,2,15
	Irrigation Systems	1		8,9,15
	Famines and Famine Policies	1		8,9,10
	Impoverishment of Peasantry	1		8,15
Unit III	INDUSTRY	13	2,3	
	Urbanization and Migration Pattern	1		6
	Industry Towns and Manufactures during Colonial India	1		1,2,5,6
	De-industrialization and Its Impact	2		1,2,15,7,8, 21
	Debate on de-industrialization	2		1,2,5,7,8, 21
	Rise and Growth of Agro and Manufacturing Industries	2		2,5,6
	Formation of Industrial Working Class and Trade Unions	2		2,5,15
	Emergence of the Capitalist Class	3		8,9,15
Unit IV	TRADE AND COMMERCE	11	2,3	
	Disruption of Trade	2		2,3
	New Transport, and Communication Systems - Roads, Railways, Canals, Ports, Posts and Telegraph.	2		3,6,8, 23
	Articulation of Internal and External Trade	2		2,3
	Banking System, Debate on Three Stages of Colonialism	3		4,6
	The Nature of Finance Capitalist Stage	2	4,6,8	
Unit V	DEBATES ON COLONIAL ECONOMY	12		
	Indian Nationalists' Discourse on Colonialism	2		4,15
	Drain Theory	2		4,6,7,8,14
	Debate on Re-interpretation of Nineteenth Century Indian Economic History (Morris D. Morris and Bipan Chandra-Dharma Kumar and Tirthankar Roy)	3	3,4	13, 15
	Intervention Debates on Colonial Mode of Production (Utsa Patnaik, Ashok Rudra, Paresh Chattopadhyay, etc.)	2		11, 12, 13
	The Development of Underdevelopment (Hamza Alavi, A.G. Frank and Jairus Banerji), Indian economy at Independence.	3		18,19,20
Total Contact Hours			60	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)								End Semester Exam (40%)	
		CLA-1 (15%)		CLA-2 (15%)		CLA-3 (5%)		Mid Term (25%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	80%		40%				30%		40%	
Level 2	Apply										
	Analyse	20%		60%			50%	60%		60%	
Level 3	Evaluate						50%	10%			
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Thorner, Alice (1982). "Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India," Economic and Political Weekly, Vol. 17, No. 49, 50, & 51, Dec. 1982, pp. 1961-68, 1993-99, 2061-66.
2. Bagchi, A.K.,(2000). Private Investment in India: 1900-1939, London: Routledge.
3. Bhattacharya, S. (2005). The Financial Foundations of the British Raj: Ideas and Interests in the Reconstruction of Indian Public Finance 1858-1872. New Delhi: Orient Blackswan.
4. Chandra, B.(2010). Essays on Colonialism, New Delhi: Orient Blackswan.
5. Gadgil, D.R. (1972). The Industrial Evolution in India in the Recent Times, New Delhi: Oxford University Press.
6. Guha, Ranajit (1982), A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement, New Delhi: Orient Longman.
7. Morris, D. Morris (1968). "Towards a Reinterpretation of Nineteenth Century Indian Economic History," IESHR, 5 (1).
8. Roy, Tirthankar (2000). The Economic History of India, 1857-1947, New Delhi: Oxford University Press.
9. Raychaudhari, Tapan and Irfan Habib (1982). The Cambridge Economic History of India, Vol.I, c.1200-1750, Cambridge: Cambridge University Press.
10. Habib, Irfan, ed. (2011). Economic History of Medieval India;1200-1500, New Delhi: Pearson Education India.
11. Frank, A.G. (1986). The Development of Underdevelopment, New York: Routledge.
12. Alavi,H. (1980), "India: Transition from Feudalism to Colonial Capitalism", Journal of Contemporary Asia, X No. 4, pp. 359-99.
13. Banaji, J. (1977). "Capitalist Domination and the Small Peasantry: Deccan Districts in the Late Nineteenth Century", Economic and Political Weekly, Vol (12).
14. Habib, Irfan, Towards a Political Economy of Colonialism, Social Scientist, Vol. 45, No. 3/4 (March–April 2017), pp. 9-15.
15. Bandyopadhyay S. (2007). From Plassey to Partition: A History of Modern India (Repr). Orient Longman.
16. Habib, I. (1969). Potentialities of Capitalistic Development in the Economy of Mughal India. The Journal of Economic History, 29(1), 32-78.
17. Parthasarathi, P. (2011). Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600–1850. Cambridge: Cambridge University Press.

Suggested Resources:

18. Andre Gunder, F (1967). Capitalism and Underdevelopment in Latin America, New York.
19. Patnaik, U. (1972). Development of Capitalism in Agriculture, Social Scientist,1(2), 15-31.
20. Chattopadhyay, P. (1972). "Mode of Production in Indian Agriculture: 'An Anti-Kritik', Economic and Political Weekly, 7 (53). A 185- A192

Recommended Online Resources:

1. *Unit-34 The De-Industrialization Debate*, IGNOU: eGyanKosh, 2018:
<https://egyankosh.ac.in/handle/123456789/44593>
2. Unit 3: Historiography of Colonial Economy, IGNOU: eGyanKosh, 2018:
<https://egyankosh.ac.in/bitstream/123456789/44500/1/Unit-3.pdf>
3. EPW, Engage, Empire and the Colony: <https://www.epw.in/engage/discussion/british-raj-blame-indias-poverty-discussion-empire>

Other Resources

Enter Data

Course Designers

1. Dr. V. Krishna Ananth, Professor, Department of History, SRM University-AP.
2. Dr. Malavika Binny, Assistant Professor, Department of History, SRM University-AP.
3. Dr. Maanvender Singh, Assistant Professor, Department of History, SRM University-AP.

Histories of Sufism: Texts Traditions and Cultures

Course Code	HIS 443	Course Category	Core			
			L	T	P	C
			3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	History	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- The course intends to break the narrow definitions of religiosity hitherto informed by orientalist exotic understanding of eastern mystical traditions.
- To understand beliefs, practices and devotional love within the historical contexts
- It aims to connect with the pre-colonial cultural pasts of the Sufi world with a deep historical sensitivity and sensibility.
- To equip the students to read mystical prose, poetry and performative literature with a historical perspective

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	To understand eastern mystical traditions and the historical context in which they developed	2	75%	80%
Outcome 2	Evaluate the orientalist perceptions of 'eastern mystical traditions.	4	75%	70%
Outcome 3	Analyse the spread Sufi practices and its diversity across different parts of Asia and Africa in pre-colonial times.	4	70%	70%
Outcome 4	Engage with the literary texts and performative traditions associated with the Sufism.	4	65%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1 Apply historical methods	PSO 2 Develop inter-cultural	PSO 3 Develop fundamental social
Outcome 1	2	3	3	2	3	1	-	2	1	2	1	2	3	2	3
Outcome 2	2	3	2	3	3	1	-	1	1	2	1	2	2	1	3
Outcome 3	2	2	2	1	2	1	-	2	1	2	1	1	3	1	3
Outcome 4	2	2	2	2	2	1	-	2	1	2	1	3	3	2	3
Course Average	2	2.5	2.25	2	2.5	1	-	1.75	1	2	1	2	2.75	1.4	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	EARLY TRADITIONS OF PIETY IN ISLAM, CIRCA 700- 1000	7	1	
	Quest for austerity and poverty.	1		5, 7
	Renunciation and new devotional forms.	2		5,7,13, 14
	The Idea of “Zuhd “and “softening of hearts”.	2		13,14
	The transition from renunciation to early Sufism.	2		5,7,8
Unit II	CLASSICAL SUFI MILLENNIUM – TEXTS AND THINKERS, CIRCA 1000-1300	8	1,2,4	
	Men of “woollen garments” and attempts to define Sufism.	2		13, 14
	Sheikh Hujwi’ri and the ‘Revelation of the Hidden’.	2		3,4
	Muhyiddin Ibn Arabi and mysticism of unity.	2		3,4
	Abu Hamid Al Ghazali and the “revival of religious knowledge”	2		9
Unit III	INSTITUTIONALISATION AND THE SPREAD, CIRCA,1200-1700	13	3	
	Sufi orders of Persia. Qadiriyya Sufis.	3		5,6
	Sufis and the Sea- Qadiriyya and Ba’wlavi in the Indian Ocean.	3		5,6
	Naqshbandiya and Central Asia.	2		6
	Chishti and the Mughal South Asia.	2		10
	Jazuliyya and the Sufi orders of North Africa.	2		5
	Minor Sufi orders.	1		5
Unit IV	LOVE, REMEMBRANCE AND POETRY	10	1,2,4	2, 6, 11, 12
	Al Hallaj- Martyr of Mystical Love.	4		11,12
	The Mathnavi and Rumi. Sufi Imagery in Persian poetry beyond Rumi.	3		2, 11,12
	Devotional poetry in South Asian Vernacular	3		6
Unit V	SUFI PIETY AND WOMEN	11	1,2,4	
	Concept of Divine beloved in Early Sufi Women.	3		5
	“Dhikr Anniswan al Muta abbidat assufiyat” or “the book of sufi women”.	3		5
	Lady Nafisa and the stories of healing. Rabia al Adawiyya.	3		5
	Sufi women of Nishapur.	2		5
Unit VI	CONSTATATIONS AND ENCOUNTERS	11	1,2,3	
	Sufi and Salafi debates	2		1,5,8,13
	Sufism and sectarian conflicts.	2		1,5,8,13
	Sufism and Modernity. Sufism and the colonial encounter.	3		1, 5,8,13
	Historiography of Sufism.	4		1, 5,8,13

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (5%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (25%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	40%		20%				40%		40%	
Level 2	Apply										
	Analyse	60%		80%			100%	60%		60%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (5%)		Mid-1 (25%)		CLA-2 (10%)		CLA-3 (10%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	40%		30%		30%		30%		20%	
	Understand										
Level 2	Apply	60%		50%		60%		60%		60%	
	Analyse										
Level 3	Evaluate			20%		10%		10%		20%	
	Eate										
Total		100%		100%		100%		100%		100%	

Recommended Resources

- Arberry, A.J. 1950 Sufism: An Account of the Mystics of Islam, Routledge.
- Chittick, W. (2005). The Sufi doctrine of Rumi. World Wisdom Books.
- Chittick William C. (2005) The Sufi Doctrine of Rumi, World Wisdom.
- Corbin, Henry. (1969) Creative Imagination in The Sufism of Ibn Arab PUP.
- Ernst, C. W. (2017). Sufism and Introduction to Mystical Tradition of Islam. Shambhala Publications.
- Ernst, C. W. (2021). Ten. "what is a Sufi order? 'golden age' and 'decline' in the historiography of Sufism," from Sufi martyrs of love: The chishti order in south Asia and beyond 2002. In The Bruce B. Lawrence Reader (pp. 176–190). doi:10.1515/9781478012825-013
- Karamustafa, A. T. (2007). Sufism: The formative period. Edinburgh, Scotland: Edinburgh University Press.
- Christopher, M. (2020). Before Sufism :Early Islamic Renunciant Piety. De Gruyter.
- Moosa, E. (2006). Ghazali and the Poetics of Imagination. Karachi, Pakistan: OUP.
- Saiyid Athar Abbas, A History of Sufism in India. (1978). Munshiram Manoharlal Publishers.
- Schimmel, A. (2001). As through Veil: Mystical Poetry in Islam, One Word.
- Swartz, M., & Schimmel, A. (1988). And Muhammad is his messenger: The veneration of the prophet in Islamic piety. Journal of the American Oriental Society. American Oriental Society, 108(3), 492. doi:10.2307/603878
- Schimmel, A. (2011). Mystical Dimensions of Islam, The University of. North Carolina Press

Other Resources

- Enter Data

Course Designers

- Dr. Shaheen K, Assistant Professor, Department of History, SRM-AP
- Dr. Lekshmi Chandran CP, Assistant Professor, Department of History, SRM-AP
- Dr. Aqsa Agha, Assistant Professor, Department of History, SRM-AP

Dissertation

Course Code	HIS 215	Course Category	RDIP		L	T	P	C
					0	0	4	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	History	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To recognize a core area of research and arrive at a meaningful research problem
- Find resources to enable in-depth research about a topic of interest to the student
- To effectively utilize sources and to generate valid research questions
- To critically use historical tools and methodology to analyze historical research questions/themes.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Formulate a research problem and corresponding set of research questions	5	90%	80%
Outcome 2	Assess the resource material for the formulated problem	4	90%	90%
Outcome 3	Examine the resources using a valid historical methodology	4	90%	80%
Outcome 4	Synthesize the resources and present the findings	5	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	1	-	2	2	2	2	2	2	2	2
Outcome 2	3	2	3	3	3	1	-	2	2	1	2	2	3	1	3
Outcome 3	3	3	3	3	3	1	-	2	2	2	2	2	3	1	3
Outcome 4	3	3	3	3	3	1	-	2	2	3	2	2	2	2	2
Course Average	3	2.75	3	3	3	1	-	2	2	2	2	2	2.5	2	2.5

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Conceiving the Idea	5	1	
	Based on the interest conceive an idea	3		1,6
	Prepare the bibliography	2		1,6
Unit 2	Submission of the abstract	10	1,2	
	Finalise the source material	5		1,5,6
	Write an abstract of the proposed idea	5		1,5,6
Unit 3	Writing Historiography	20	3	
	Reading and analysing the related works	10		1,6
	Writing the Historiographical framework of the topic	10		1,4
Unit 4	Analysing the material	40	3,4	
	Reading the primary source	20		1
	Synthesising the primary with the secondary material	10		1,4
	Submission of the final research paper	10		2,3,4,5
Total Contact Hours			75	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (__ %)								End Semester Exam (60%)	
		CLA-1 (10%)		CLA-2 (20%)		CLA-3 (20%)		Mid Term (20%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand										
Level 2	Apply										
	Analyse		50%		50%		30%				30%
Level 3	Evaluate		50%		50%		70%				70%
	Create										
Total			100%		100%		100%				100%

Recommended Resources

1. As recommended by the Advisor pertaining to student research interest.
2. Online Sources:
3. www.springer.com
4. <https://onlinelibrary.wiley.com/>
5. Research Methodology
6. www.archive.org
7. State and National Museums and Archives

Other Resources

Enter Data

Course Designers

1. Prof. V. Krishna Ananth, Professor, Department of History, SRM University- AP
2. Dr. Maanvender Singh, Assistant Professor, Department of History, SRM University - AP
3. Dr. Malavika Binny, Assistant Professor, Department of History, SRM University - AP

COMMUNITY SERVICE AND SOCIAL RESPONSIBILITY

Course Code	VAC 104	Course Category	VAC				L	T	P	C
							0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	CEL	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

1. Encourage initiatives that address local needs, foster self-sufficiency, and promote environmental sustainability within the community.
2. Equip participants with a deeper understanding of social issues and a sense of responsibility towards marginalized communities.
3. Inspire active participation in community service programs and foster a culture of giving back among individuals and organizations.
4. Develop and implement programs that contribute to skill development, economic empowerment, and equal opportunities for underprivileged sections of society.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop effective strategies for identifying and addressing community needs.	3	80%	80%
Outcome 2	Demonstrate empathy and cultural sensitivity when engaging with diverse community groups.	4	80%	75%
Outcome 3	Implement sustainable solutions and evaluate their impact on social well-being.	5	90%	85%
Outcome 4	Collaborate effectively within teams to design and lead community service projects.	6	90%	80%

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 50%				End Semester Exam 50%
		CLA-1 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
Level 1	Remember	10%	10%			20%
	Understand					
Level 2	Apply		10%	10%		20%
	Analyse					
Level 3	Evaluate				10%	10%
	Create					
Total		10%	20%	10%	10%	50%

CO-CURRICULAR ACTIVITIES

Course Code	VAC 103	Course Category	VAC				L	T	P	C
							0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	SA	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

1. Develop essential skills, including leadership, communication, and teamwork, among students.
2. Offer opportunities for students to apply academic concepts in practical, real-world scenarios.
3. Promote self-exploration, confidence-building, and social responsibility.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate confidence in leading group activities, communicate clearly, and collaborate effectively with diverse teams.	2	80%	75%
Outcome 2	Apply theories to practical tasks by solving problems and adapting concepts to real-life situations through cocurricular activities	2	80%	70%
Outcome 3	Develop new experiences with an open approach through guided reflection to assess personal growth, skills, and learning for holistic development.	3	80%	70%

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 100%			
		CLA-1 25%	CLA-2 25%	CLA-3 25%	CLA-4 25%
Level 1	Remember				
	Understand				
Level 2	Apply	15%	15%	15%	15%
	Analyse				
Level 3	Evaluate	10%	10%	10%	10%
	Create				
Total		25%	25%	25%	25%

Entangled Histories

Course Code	HIS 301	Course Category	Core Course				
			(CC)	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	HISTORY	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To address the issues of utilization of sources of the late medieval and early modern period
- To comprehend the process of proto-globalization and early modern knowledge networks.
- To explore the complexities of the development of early imperialism and Proto colonialism.
- To learn the cosmopolitan structure of the early modern period.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Interpret entangled history.	2	90%	90%
Outcome 2	Discuss the role of maps, surveys, and censuses in the formation of colonial knowledge.	2	80%	70%
Outcome 3	Survey the early modern global economic system	4	70%	60%
Outcome 4	Demonstrate the impact of European colonialism on India	3	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1			2			1	2	2	2	2	2	2	2	2	2
Outcome 2	2	2	3	2	2	3		2	2	2	2	3	3	2	3
Outcome 3			3	2	2	2		2	2	2	2	2	3	2	2
Outcome 4		2	3	3		1	2	2	2	2	2	3	3	2	3
Course Average	2	2	2.75	2.33	2	1.5	2	2	2	2	2	2.5	2.75	2	2.5

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Perceptions of the Past	10		
	The frames of the past – Time as a narrator	2	1	1,2
	Defining the region (physical, imagined and other geographies)	2		1,2,3
	Stories from the sea, land and elsewhere (sources and methods)	2		1
	From global histories to connected histories	2		1,2,7
	Entangled histories and integrative histories	2		2,7
Unit 2	Towards a History of Exploration and Travel	14		
	Migrations and human movements in history	1	2,3	4
	Early Explorers and settlers	1		1,2,4
	Travel, Religion and Knowledge	2		1,2,3
	Travellers and travel accounts (Marco Polo, Ibn Batuta, Linschoten)	2		1,4
	Maps, globes and Telescopes (Renaissance)	2		1,2
	Enlightenment and the broadening of reason	2		2,3
	Re-visiting the Empire(The Mings and the Mughals)	2		4
	The Indian Ocean and its many histories	2		3,7
Unit 3	Early Modernities	12		
	Ports, traders and trade routes(Mercantilism)	2	3,4	1,3,5
	States, Courts and markets	1		1,5,7
	The possibilities of maritime trade	1		1,3
	Imagining the ‘Other’	2		1
	Bioprospecting’-Medicine, Botany and empire	2		1
	Scientific Revolution and its impact	2		3
	Asia and the making of Early modern Europe	2		3
Unit 4	Early Modern Networks	13		
	Shaping the Empire	2	2,4	2,4
	The Portuguese, the Dutch, the French and the British Trade and Early Empire building enterprises	2		2,7
	Memoirs, reports and Administrative Accounts	2		1,2
	Census and Survey	2		2,3
	Life in the early settlements	1		2
	Addressing the ‘native’ question- Issues of religion and caste	2		2,7
	Gender and the Empire	2		2
Unit 5	Addressing the Margins	11		
	Representing the marginalized	2	4	6
	A case of ‘thugs’ and ‘anti-socials’	2		6
	Morality and the Empire	2		3,4
	‘Proselytising’(and) the world	1		2,7
	Biomedicine and colonial world	1		5,6
	Nature and the empire	1		5
	Colonial Forestry and Green Imperialism	2		6
Total Hours			60	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (15%)		CLA-3 (10%)		Mid Term (15%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	100%		30%				50%		20%	
Level 2	Apply			70%			30%	50%		50%	
	Analyse						70%			30%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Frank, A. G. (1998). *Re Orient; Global Economy in the Asian Age*. University of California Press.
2. Cohn, B. (2020). Colonialism and its forms of knowledge: The British in India. In *The New Imperial Histories Reader* (pp. 117–124). doi:10.4324/9781003060871-11
3. Donald, F. (2008). *Asia in the Making of Europe, Volume I: The Century of Discovery, Book 1*. University of Chicago Press.
4. Edward Said, *Orientalism; Western Conceptions of the Orient*, Penguin, 2006.
5. Harold, J. (2007). *Matters of Exchange, Commerce, Medicine and Science in the Dutch Golden Age*. Yale University Press.
6. De Vos, P. (2009). Nature, empire, and nation: Explorations of the history of science in the Iberian world. By Jorge Cañizares-esguerra. Stanford, CA: Stanford University Press, 2006. Pp. Xiv+230. \$24.95. *The Journal of Modern History*, 81(1), 219–221. doi:10.1086/598738
7. Subrahmanyam, S. (2005). *Explorations in Connected History; From the Tagus to the Ganges*. Oxford University Press.

Other Resources

Enter Data

Course Designers

1. Dr. V Krishna Ananth, Professor, Department of History, SRM University-AP.
2. Dr. Maanvender Singh, Assistant Professor, Department of History, SRM University -AP.
3. Dr. Malavika Binny, Assistant Professor, Department of History, SRM University -AP

Modern Indian History (1750-1947)

Course Code	HIS 302	Course Category	Core Course (CC)			
			L	T	P	C
			3	0	1	4
Pre-Requisite Course(s)	Modern Indian History (1750-1947)	Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	History	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To analyse the social background of Indian national movement.
- To understand and critique the colonization of India.
- To comprehend the various historiographical perspectives on the emergence of Indian nationalism.
- To comprehend the shaping of India as a nation.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the process of colonisation in India	2	90%	80%
Outcome 2	Explain the ways in which the Indian nation was imagined	2	80%	75%
Outcome 3	Interpret the nature of colonial rule in India	3	80%	75%
Outcome 4	Examine various phases and contestations of Indian national movement	4	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2
Outcome 1	2	2	2	2	2	2	2	1	2	1	2	3	2	2
Outcome 2	2	2	3	2	2	2	2	1	2	1	3	3	3	2
Outcome 3	2	3	3	2	3	2	2	1	3	1	3	3	2	2
Outcome 4	3	3	3	2	3	2	3	1	3	1	2	3	2	3
Course Average	2	2	3	2	3	2	2	1	3	1	3	3	2	2

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
	British Empire in India- Resistance and Reform	10		
	Advent of Europeans and Rivalries - Portuguese, Dutch, French, and English	2		1,2,3
	Conquest and Consolidation	2		1,2,3
	British Revenue Policies and impact	1		1,2,3
	Ideologies of British Imperialism	1		1,7
	Socioreligious reform movements of 19 th century	1		1,7
	Early response and resistance to colonialism- Peasant and Tribal resistance	1		1,7
	Civil Rebellions (pre-1857 uprisings)	1		1,3
	Revolt of 1857- Nature and Character of Revolt	1		1,3
	Early Indian Nationalism and Discontent	13		
	Provincial organisations and articulation of local grievances	1		1,3
	Formation of the Indian National Congress	1		1,3,8
	The Politics of Moderate Nationalism	2		1,7
	Hindu Revivalism and politics	1		1,7
	Individual Armed Resistance	1		1,9
	Partition of Bengal and Swadeshi movement (1905-1911)	1	2,3	1,3,7
	Rise of Extremism and Revolutionaries	2		1,3,7
	Foundation of Muslim League	1		4,7
	Surat split to Lucknow congress	1		1,3
	Annie Besant and Home Rule Movement	2		1,2,3
	Emergence of Non- Brahmin Movement	1		1
	Changes in the Trajectory of Indian National Movement	15		
	Arrival of Gandhi and experiments at Champaran and Kheda	2		2,3
	Khilafat Movement and Non-Cooperation Movement, 1919-1922	2		3,9
	Simon Commission and responses	1		3,9
	Lahore and Karachi Sessions of INC	2		2,8
	Civil Disobedience Movement	1	3,4	1,3
	Revolutionaries and the Congress (1928-31)	2		9
	Negotiation at the Round Table Conferences-Gandhi, Ambedkar, and	2		1,3
	Civil Disobedience Movement	1		1,7,9
	INC and ministry experiments; Individual Satyagraha	1		1,3
	Gandhian politics and constructive programs	1		1,3,9
	Making of India	14		
	Faizpur session of INC	1		3,8
	Organization of left politics – Congress Socialist Party	2		8
	Peasants and Workers Movements, Formation of Communist Party of India and engagement with nationalist struggle	2		1,7
	Nationalist Movement and Minority Question	2	3	4,7
	Cripp’s Mission, 1942	2		3,5,7
	Quit India Movement, 1942.	2		1,5,7
	Wavell Plan, 1945	1		1,5
	Cabinet Mission proposals; Interim Cabinet, 1946	2		1,2,3
	Meerut Session of INC	1		1,2
	Partition and Independence	8		
	Negotiations for independence and Partition	2	1,4	1,5
	Popular Movements and Pressure from below	2		5,6
	The Making of the Partition System	1		5,6
	Migration	1		5
	Rehabilitation and Refugee	1		5
	Gender, Women, and Partition	1		5

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_ %)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember										
	Understand	100%		50%				30%		30%	
Level 2	Apply			50%			30%	50%		40%	
	Analyse						70%	20%		30%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Bandyopadhyay, S. (2015) From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan.
2. Chand, T. (1967). History of freedom Movement in India, Volumes 2,3,4, Delhi: Publication Division, Government of India.
3. Chandra, B. (1989). India's Struggle for Independence, New Delhi: Penguin Books.
4. Hasan, M. (1991). Nationalism and Communal Politics in India, 1885-1930, New Delhi: Manohar.
5. Mahajan, S. (2000). Independence and Partition: Erosion of Colonial Power in India, New Delhi: Sage Publications.
6. Sarkar, S. (2008). Modern India, 1885-1947, Delhi: Pearson.
7. Bandyopadhyay S. (2008). Nationalist Movement in India: A Reader, Oxford University Press.
8. Amale, T. (2014). Indian National Congress and the Struggle for Freedom, Oxford University Press.
9. Maclean, K. (2015). A Revolutionary History of Interwar India: Violence, Image, Voice and
10. Text. Penguin Books

Recommended Online Resources:

1. University of California, Los Angles Course – Vinay Lal, The History of British India
(<https://www.youtube.com/playlist?list=PLy3KRgc0HE8C1aMDhtEX5np43SxhcjOTC>)

Chatterjee, P. (1991). Whose Imagined Community? *Millennium*, 20(3), 521-525. <https://doi.org/10.1177/03058298910200030601>

Other Resources

1. Enter Data

Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
2. Dr. Malavika Binny, Assistant Professor, Dept. of History, SRM University-AP.

Society, Politics and Economy: India after Independence

Course Code	HIS 303	Course Category	Core Course(CC)			
			L	T	P	C
			3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	HISTORY	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To explore the making of the Indian republic and the legacies of Indian nationalism
- To address and analyse the issues of language, caste, and communalism in contemporary India
- To comprehend the impact of globalisation on the Indian economy
- To understand and theorise on various regional and national socio-economic issues using historical methodology

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Review the formative years of the Indian republic	2	90%	90%
Outcome 2	Discuss the colonial and anti-colonial legacies in the functioning of Indian democracy	2	70%	60%
Outcome 3	Examine the evolution of the Indian economy in post-independent India	3	70%	60%
Outcome 4	Analyse the key movement of churning in Indian politics	4	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	3	2	2	2	1	2	2	2	1	2	2	2	2
Outcome 2	2	1	2	3	2	2	1	3	2	2	1	2	3	2	3
Outcome 3	3	2	3	2	2	2	1	2	2	2	1	2	3	2	3
Outcome 4	2	2	3	2	2	2	1	2	2	2	1	2	2	2	2
Course Average	2	2	3	2	2	2	1	2	2	2	1	2	3	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	The Nehru Era	14		
	The political mosaic in the decade following Independence	3	1,2	1,2,5,6,8
	The era of “Nehruvian” socialism (The Nehru-Mahalanobis Plan Model)	3		1,2,3,4, 13, 15
	The Shastri interlude	3		1
	The agrarian crisis (1963-64) and the making of the Green Revolution	3		1,2
	The 1967 elections and the emerging consolidation against the Congress	2		2,9
Unit 2	The Indira Gandhi years	13		
	The Congress split in 1969	2	2,3	1,2,5,9, 14
	The socialist phase again (Bank Nationalisation and Abolition of Privy Purses)	3		1,5,9
	The “liberation” of Bangladesh and Indian politics	2		1,2,9
	Indira under siege; the student movement in Gujarat and Bihar	2		1,5,9
	The Railway general strike; the arrival of Jayaprakash Narayan on the scene.	2		1,9
	Growth of wage labour and agriculture and depeasantization	2		1,5,9
Unit 3	The Emergency and After	12		
	The Allahabad High Court verdict	3	4	9,11, 14
	The Emergency: June 26, 1975-March 21, 1977	4		4,9,11,12
	The Janata experiment: March 1977-July 1979	3		2,5,9
	Indira’s return to power.	2		9,11,12
Unit 4	The Era of Coalitions	12		
	Assam, Punjab, and Kashmir	4	2,4	9,7,10
	The States against the Centre; the Dravida Munnetra Kazhagam, the Telugu Desam Party – The National Front	4		1,3,9
	Mandal and Masjid - The ascendancy of the BJP	4		1,3,9
Unit 5	From Planning to the Market	9		
	The Uruguay Rounds and India’s Response	2	3,4	9
	The BoP crisis (1991) and the Structural Adjustments Programme	4		9
	The Economic Policy Resolution of July 1991	3		7,9
Total Hours			60	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_%)								End Semester Exam (40%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (15%)		Mid Term (25%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	20%		40%				30%		40%	
Level 2	Apply	80%		60%			30%	70%		40%	
	Analyse						70%			20%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

- Anandhi, S and Karin Kapadia. (2017). Dalit Women: Vanguard of an Alternative Politics in India. Taylor and Francis.
- Ambedkar, B. R. (2013). Annihilation of Caste. Samyak Publication.
- Chakravarti, Uma. (2003). Gendering Caste: Through a Feminist Lens. STREE.
- Champaklakshmi, R. (2011). "Caste and Community: Oscillating Identities in Pre Modern South India" in Religion, Tradition and Ideology: Pre Colonial South India, (ed.) R. Champaklakshmi. New Delhi: Oxford University Press.
- Deshpande, A. (2011). Grammar of Caste: Economic Discrimination in Contemporary India. Oxford University Press.
- Deshpande, Satish. (2004). Contemporary India: a sociological view. Viking.
- Gupta, Dipankar. (2000). Interrogating Caste: Understanding Hierarchy & Difference in Indian society. Penguin Books.
- Habib, Irfan. (2002). Essays in Indian History. Anthem Press.
- Jaiswal Suvira. (2019). Caste: Origin, Functions and Dimensions of Change, New Delhi: Manohar.
- Jodkha. S. Surinder. (2012). Caste: Oxford India Short Introductions. Oxford University Press.
- Karashima, Noboru. (1992). Towards a New Formation: South Indian Society Under Vijaynagar Rule. California: Oxford University Press.
- Omvedt Gail. (2011). Understanding Caste: From Buddha to Ambedkar and Beyond. Orient BlackSwan.
- Sharma, Ram Sharan. (2002). Sudras in Ancient India: A Social History of the Lower Order Down to Circa A D 600, Delhi: Motilal Banarsidass, Third Revised Edition.
- Sharma, Ram Sharan. (2009). Rethinking India's Past. Oxford University Press.
- Talbot, Cynthia. (1992). 'A revised view of 'traditional' India: Caste, status, and social mobility in medieval Andhra', South Asia: Journal of South Asian Studies, Volume 15, Issue 1.
- Rao, Anupama. (2009). The Caste Question: Dalits and the Politics of Modern India. Permanent Black.
- Rege, Sharmila. (2013). Against the Madness of Manu. Navayana.
- Chakravarti, Uma. (1993). 'Conceptualising Brahmanical Patriarchy in Early India', Economic & Political Weekly, Vol 28, Issue 14.
- Hassan, Zoya. (2011). Politics of Inclusion; Castes, Minorities and Affirmative Action. Oxford University Press.
- Guru, Gopal and Sundar Sarukkai. (2019). Experience, Caste, and the Everyday Social. Oxford University Press.
- Guru, Gopal and Sundar Sarukkai. (2018). The Cracked Mirror: An Indian Debate on Experience and Theory. New Delhi: OUP India.
- Guru, Gopal. (2011). Humiliation: Claims and Context. Oxford University Press.
- Jha, Vivekanand. (1979). "Leather Workers in Ancient and Early Medieval India." Proceedings of the Indian History Congress. vol. 40, pp. 99–108.

Recommended Online Resources:

- Chakravarti, Uma. Gendering Caste: Past and Present. Accessible at <https://www.youtube.com/watch?v=etNxHxudLdE>
- Guru, Gopal. Introducing how to read Annihilation of Caste as a text. Accessible at <https://www.youtube.com/watch?v=HOpVJLfiihA>
- <https://www.bbc.com/news/world-asia-india-35650616>
- <https://asiasociety.org/education/jati-caste-system-india>

Other Resources

1. Hanumanthan, K. R. (1979). *Untouchability: A Historical Study Upto 1500 A.D.* Michigan: Koodal Publishers.
 2. Jha, D. N. (2002). *The Myth of the Holy Cow*. Verso.
 3. Jha, Vivekananda. (1997). 'Caste, Untouchability and Social Justice: Early North Indian Perspective', *Social Scientist*. Vol. 25, No. 11/12.
 4. Roy, Kumkum, D. D., Kosambi. (2008). 'Questions of Caste', *Economic and Political Weekly*. Vol. 43, No. 30. pp. 78-84.
 5. Ramakrishna, V. (1983). *Social Reform in Andhra 1848- 1919*. Vikas Publishers.
 6. Moosvi, Shireen. (2011). 'The Medieval State and Caste'. *Social Scientist*. Vol. 39, no. 7/8.
- A Parasher Sen (ed.). (2002). *Subordinate and Marginal Groups in Early India*. Oxford University Press

Course Designers

1. Dr. V. Krishna Ananth, Professor, Dept. of History, SRM University-AP
2. Dr. Malavika Binny, Assistant Professor, Dept. of History, SRM University-AP
3. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP .

Introduction to Colonial Africa

Course Code	HIS 444	Course Category	Core Course (CC)			
			L	T	P	C
			3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	History	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To comprehend the relevance of non-archival sources in the reconstruction of history.
- To assess socio-economic and political changes in colonial Africa.
- To understand identify and analyse the process of colonial resistance.
- To examine the representation of Africa in colonial writings.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Summarize the alternative sources of history-writing	2	80%	70%
Outcome 2	Appraise the pre-colonial indigenous societies and the impact of colonialism on them.	4	70%	80%
Outcome 3	Evaluate the processes and structure of colonialism and imperialism in Africa.	5	60%	60%
Outcome 4	Analyses the liberation struggles and resistance to colonialism by indigenous societies and its representation in the historiography of the Global North.	4	70%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	2	2	3	2	2	2	1	2	1	2	1	3	2
Outcome 2	2	2	3	1	3	2	2	2	1	3	1	2	3	2	2
Outcome 3	3	3	3	2	2	1	2	3	1	3	1	3	2	3	3
Outcome 4	2	2	3	2	3	1	1	3	1	3	1	3	3	2	2
Course Average	2.25	2.25	2.75	1.75	2.75	1.5	1.75	2.5	1	2.75	1	2.5	2.25	2.5	2.25

Course Unitization Plan

Unit No	Unit Name	Required Contact Hours	CLOs Addressed	References Used
UNIT I	Approaches to Colonial Africa	14		
	The invention of Africa.	3	1,2	1,4,12
	Theories of colonial expansion and discourses on African primitiveness	3		1,2,4
	Environment and History	2		2,3,12
	Many Africas, Idea of Africa-ness,	3		1,4,12
Islam and Christianity in Africa.	3	2,3		
UNIT II	Early Encounter and Birth of Colonial Africa	10		
	Pre-Colonial European Expansion	2	3,4	1,3
	Trans-Atlantic Slave Trade and Rebellion	2		9,10
	Cotton Economy and Slavery	2		9,10
	Settler Colonies and Berlin Conference	2		3,5
	Patterns of Colonisation	2		3,5
	Africa's contribution to the development of European capitalism			9,7
	Christianity and Colonisation			1,3
	Islam in West Africa			1,3
African Resistance		7,11		
UNIT III	The Working of Colonialism	13		
	Functioning of Early Colonial States	2	1,3,4	3,13, 18
	Colonial Merchants and Mining Companies	4		7,8
	Forced Labour Taxation Emergence of Colonial Cities	3		7,8
	The colonial experience of Algeria under the French	2		3,5
	British Occupation of Nigeria	2		11
	Colonial Genocide and Congo			3,5
	Colonial Conquest and the making of a slave society in Cape			5,7,10
	Zulu State, Mfecane period			3,6
	The Mineral Revolution			7,8
	Apartheid: The historical roots and meaning			6
	The White Conquest of Zimbabwe			6
UNIT IV	Resistance and Rebellion	12		
	Complexities of Resistance	2	2,3,4	1,13
	Alliances and Divisions	2		3,13
	Maji- Maji Uprising	2		3
	Chimurenga Resistance	2		3,5
	Mau Mau Rebellion	2		3,5
	Gender relations and stories of resistance			1,3,5
	Aba Women's War.			3,5
UNIT V	National Identities and Independence	13		
	Pan-Africanism,	2	3,4	3,13, 17
	West African Nationalism,	4		13, 15, 16
	The Interwar Period and Algerian National Identity	3		4,5
	The National Liberation Movement of Algeria,	2		4,5, 16
	South Africa Freedom Charter and the struggle against Apartheid.	2		4,6
Total Hours			60	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (15%)		CLA-3 (10%)		Mid Term (15%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	100%						30%		20%	
Level 2	Apply										
	Analyse			80%			30%	50%		60%	
Level 3	Evaluate			20%			70%	10%		20%	
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Parker, John (2007). African History: A Very Short Introduction. Oxford: Oxford University Press.
2. Mazrui, A. (2005). "The Re-invention of Africa: Edward Said, V. Y. Mudimbe, and Beyond". Research in African Literatures,36: 68-82.
3. Shillington, Kevin (2012). History of Africa. 3rd ed. London: Palgrave Macmillan.
4. Mudimbe, V.Y. (1988). The Invention of Africa: Gnosis, Philosophy and the Order of Knowledge, Indiana: Indiana University Press.
5. Vidrovitch. C. Catherine (2009). Africa and the Africans in the Nineteenth Century: A Turbulent History, Armonk: M.E. Sharpe.
6. Reddy, Thiven.(2015). South Africa, Settler Colonialism and the Failures of Liberal Democracy. London: Bloomsbury (Africa Now).
7. Williams,E. (2013). Capitalism and Slavery, New Delhi: Facsimile Publisher.
8. Inikori, J.(2002). Africans and the Industrial Revolution in England: A Study in International Trade and Economic Development, Cambridge: Cambridge University Press.
9. Rediker,M (2007). Slave Ship: A Human History, London: Viking.
10. Blackburn,R (1997) The Making of New World Slavery: from the Baroque to the Modern, 1492-1800, London:Verso.
11. Gopal, Priyamvada, (2019). Insurgent Empire: Anti-colonial Resistance and British Dissent, Lonon: Verso.
12. Wainain, Binyavanga,(2005). How to Write About Africa, London; Granta 92.
13. Worger, William H. & et.al (2010). Africa and the West: Documentary History, vol. 2: From Colonialism to Independence 1875 to the Present 2010. Oxford: OUP.
14. Shutt, Allison K (2015). Manners Make a Nation: Racial Etiquette in Southern Rhodesia, 1910-1963. New York: University of Rochester Press.

Recommended Online Resources:

1. Blanchard. P (2021). "From human zoos to colonial apotheoses: the era of exhibiting the Other" Retrieved: 2 August 2023
https://www.ces.uc.pt/formacao/materiais_racismo_pos_racismo/From_human_zoos_to_colonial_apotheoses_the_era_of_exhibiting_the_Other.htm
 2. Faces of colonialism: the story of an imperialist propaganda | DW Documentary:
<https://www.youtube.com/watch?v=rpZztZkscFA>
- Congo: A journey to the heart of Africa - BBC Africa: <https://www.youtube.com/watch?v=43xTvpXWLW4>

Other Resources

1. Enter Data

Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Department of History, SRM University-AP.
2. Dr. Megha Yadav, Assistant Professor, Department of History, SRM University- AP.

Historical Methods

Course Code	HIS 401	Course Category	Core Course (CC)				L	T	P	C
			3	0	1	4				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	History	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- Understand the purview and scope of the discipline of history.
- Gain Knowledge of the various schools of historiography.
- To acquire basic knowledge of historical methods and methodology while also understanding the origins and development of historiography.
- To comprehend the nature of historical sources and to address the issues of utilization of multiple types of sources

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the various concepts of the idea of History and its evolution as a discipline.	2	70%	65%
Outcome 2	Examine the various schools of historiography.	4	70%	65%
Outcome 3	Evaluate various historical methods.	6	60%	50%
Outcome 4	Evaluate the nature of historical sources and their utility	5	70%	60%
Outcome 5	Analyse the relationship between history and other social science disciplines	4	60%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	2	1	2	1	1	2	1	2	1	2	2	1	3
Outcome 2	3	2	1	1	2	1	1	2	1	2	1	1	2	1	3
Outcome 3	3	2	1	1	2	1	1	2	1	2	1	1	2	1	3
Outcome 4	3	3	3	1	2	1	1	2	1	2	1	2	2	1	3
Outcome 5	3	3	2	1	3	1	1	2	1	2	1	2	2	1	3
Course Average	3	2.4	1.8	1	2.2	1	1	2	1	2	1	1.6	2	1	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	The History of History	8		
	Definitions of History, Periodisation and Temporal Context	4		2,4,5,8
	Concepts of Time	2		1,2,7
	Defining the region (physical, imagined, global, national and regional history)	2		1
Unit 2	History and Historicism	8		
	Historical Consciousness and Historical Thinking	2		1,2
	Facts in History Writing: Objectivity, Narratives and Perspectives	2		1,2,8
	Causation and Generalization in History	2		1,2,3
	Ideology and/in History	2		1
Unit 3	Sources	8		
	Sources for the Historian	2		2,9
	Archaeology, Epigraphy, Numismatics	2		2
	Inscriptions, Official Chronicles	2		2
	Archives and Literary Sources	2	1,3,4	2
Unit 4	Approaches to History in Modern European Historiography	15		
	Enlightenment historiography	2		1,2
	Romanticist historiography	2		1,2
	Positivist school & the Critical method of Niebuhr and Ranke	2		1,2
	Marxist School (Frankfurt School, British Marxist School)	2		1,2
	Annales School (Lucien Febvre, Marc Bloch, Fernand Braudel, Roger Chartier)	2	1,4,5	1
	Oral History	1		2
	Environment History	1		2,6
	Feminist Historiography	2		2,6
	History and Postmodernism (The Cultural turn)	1		
Unit 5	Themes in Indian Historiography	15		
	Orientalist, Imperial, and Colonial Historiography	2		1
	Nationalist Historiography	2		1
	Marxist Historiography	3		1
	The Revisionist Historiography	2		1,2
	Subaltern Historiography	2	1,5	1,2
	Gender and Caste in Indian History	4		1,2
Unit 6	History in the Digital Age	6		
	History as Social Science	1		9
	Historian and the Computer: Quantitative history and computers, coming to terms with the mass of historical information	2		6
	towards 'Big' history	1		6,9
	Studying Digital Historical Atlas in India	2		6
	Total Contact hours	60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (15%)		CLA-3 (10%)		Mid Term (15%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	80%						30%		20%	
Level 2	Apply										
	Analyse	20%		80%			20%	50%		40%	
Level 3	Evaluate			20%			40%	20%		40%	
	Create						40%				
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. .H. Carr. (2008). What is History? Penguin. 2nd Edition.
2. Marc Bloch. (1992). The Historian's Craft. Oxford: Manchester University Press.
3. Bernard Lewis. (1987). History: Remembered, Recovered, Invented, Simon & Schuster.
4. Emmanuel Le Roy Ladurie. (1982). The Territory of the Historian. University of Chicago Press.
5. Bhupendra Yadav. (2012). Framing History: Context and Perspectives, New Delhi.
6. Aloka Parasher Sen. (2006). 'The Making of Digital Historical Atlas', The International Journal of Technology, Knowledge and Society, Vol. 2, No. 4.
7. Bertrand Russel. (2008). Selected Writings of Bertrand Russel. Routledge.
8. Shashi Bhushan Upadhyaya. (2016). Historiography in the Modern World: Western and Indian Perspectives. Oxford University Press.
9. Dipesh Chakraborty. (2016). The Calling of History: Sir Jadunath Sarkar and His Empire of Truth. Orient Blackswan.
10. Gerda, Lerner. (1979). The Majority Finds Its Past: Placing Women in History.
11. Beauvoir, Simon De. (1949). The Second Sex, 1949.
12. Guha, Ranajit. (1999). Elementary Aspects of Peasant Insurgency in Colonial India, Duke University Press.
13. Hobsbawm, Eric. (2002). 'Among the Historians' in Hobsbawm Interesting Times, Hachette. pp 282-297.
14. Cornforth, Maurice. (1975). Historical Materialism. International Publishers, New York.

Recommended Online Resources:

1. The Peasant, then and now: Thirty years of Ranajit Guha's Elementary Aspects accessible at <https://www.youtube.com/watch?v=YXKyx6pzb4>
2. India's Past and Present: How History Informs Contemporary Narrative accessible at <https://www.youtube.com/watch?v=J8HhLJzpx3Y&t=1s>
3. <https://www.marxists.org/english.htm>
4. <https://bhp-public.oerproject.com/>
5. Feminist History- https://archives.history.ac.uk/makinghistory/resources/articles/womens_history.html
6. <https://www.eh-resources.org/what-is-environmental-history/> <https://oralhistory.org/about/do-oral-history/>

Other Resources

1. Enter Data

Course Designers

1. Dr. Aqsa Agha, Assistant Professor, Department of History, SRM University-AP.
2. Dr. Maanvender Singh, Assistant Professor, Department of History, SRM University-AP.
3. Dr. Megha Yadav, Assistant Professor, Department of History, SRM University- AP.

Historiography

Course Code	HIS 402	Course Category	Core Course (CC)				L	T	P	C
			0	0	4	4				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	History	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To enhance student's ability to critically engage with a range of historiography.
- To develop skills required for historical research.
- To critically appreciate the variety of sources and their varied interpretation.
- To acquire knowledge of a particular specialization in history.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identification of research area.	2	90%	90%
Outcome 2	Analyse diverse historical interpretations of identified research areas.	4	75%	70%
Outcome 3	Demonstrate a review of the literature on the identified subject.	3	75%	70%
Outcome 4	Analyse the historiography of the research area.	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	2	3	2	2	1	2	2	2	2	2	2	2
Outcome 2	3	2	3	2	3	2	2	1	1	2	2	3	3	3	3
Outcome 3	3	3	3	2	3	2	2	1	2	2	2	3	3	3	3
Outcome 4	3	3	3	2	3	2	2	1	3	2	2	2	2	2	2
Course Average	3	3	3	2	3	2	2	1	2	2	2	3	2	3	3

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	Identifying the Research Area	5	1	
	Based on the interest identify an idea	3		2,3
	Prepare the possible references.	2		2,3
Unit No. 2	Cataloguing Historiography	15	1,2	
	Identification of themes	5		1,4
	Organise literature based on identified themes or chronology	10		1,2,3
Unit No. 3	Theorising Historiography	20	3	
	Dialogue between different interpretations based on identified themes.	10		1,4
	Reading and analysing the related works	10		1,2,3,4
Unit No. 4	Applying Historiography	20	4	
	Critically summarising the historiographical framework of the topic	20		1,4,5

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (60%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (20%)		Mid Term (20%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand		40%		30%						
Level 2	Apply					40%					40%
	Analyse		60%		50%	50%					60%
Level 3	Evaluate				20%	10%					
	Create										
Total			100%		100%	100%					100%

Recommended Resources

1. Carr, E. H. (1961). What is history? New York: Vintage.
2. Kelleher, W, S. (2008). Writing History: A Guide for Students. 3rd ed. New York: Oxford University Press.
3. Richard, M. & Page, E, M. (2015) A Short Guide to Writing about History. 9th edition. New York: Pearson Education.
4. Upadhyay, B, S. (). Historiography In the Modern World: Western & Indian Perspectives
5. Yadav, B. (2012). Framing History: Context and Perspective. New Delhi: Government of India.

Recommended Online Resources

6. www.springer.com
7. <https://onlinelibrary.wiley.com/>

Other Resources

Enter Data

Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
2. Dr. Aqsa Agha, Assistant Professor, Dept. of History, SRM University-AP.
3. Dr. Megha Yadav, Assistant Professor, Dept. of History, SRM University-AP

Thesis Writing -I

Course Code	HIS 403	Course Category	RDIP		L	T	P	C
					0	0	8	8
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)	Thesis Writing-II			
Course Offering Department	History	Professional / Licensing Standards						

Course Objectives

1. To further develop the skills of how history is written.
2. To recognize a core area of research and arrive at meaningful research problem.
3. To critically engage with the historiographical debates in a topic of interest to the student.
4. Find resources, primary and secondary, to enable in-depth research about a topic of interest to the student.

Course Outcomes (COs)

CO's	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
1	List primary and secondary sources of the area of research	4	70%	60%
2	Assess the resource material for the formulated problem	5	80%	70%
3	Appraise the sources using a valid historical methodology	5	80%	70%
4	Synthesize the resources and present the findings	6	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)
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	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	1	3	3	3	2		2	1	2	1	2	3	2	3
Outcome 2	3	2	3	3	3	2		2	1	1	1	2	3	2	3
Outcome 3	3	3	3	3	3	2		2	1	2	1	2	3	2	3
Outcome 4	3	3	3	3	3	2		2	1	3	1	2	3	2	3
Course Average	3	2.25	3	3	3	2		2	1	2	1	2	3	2	3

Course Unitization Plan

Category	Description	CLOs Addressed
Secondary Sources	Identifying secondary sources Prepare the bibliography	1
Primary Sources	Identification of Primary sources Cataloguing Primary Sources	1,2
Writing Historiography	Reading and analysing the related works Writing the Historiographical framework of the topic	3,
Analysing the material	Reading the primary source Evaluating the Sources	1,4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (40%)						Final Submission (60%)	
		CLA-1 (20%)		CLA-2 (10%)		CLA-3 (10%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember								
	Understand								
Level 2	Apply		50%		50%				
	Analyse				50%				20%
Level 3	Evaluate		50%						30%
	Create						100%		50%

Total		100%		100%		100%		100%
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Course Designers

1. Dr. Maanvender Singh, *Assistant Professor, Dept. of History, SRM University-AP.*
2. Dr. Aqsa Agha, *Assistant Professor, Dept. of History, SRM University-AP.*
3. Dr. Megha Yadav, *Assistant Professor, Dept. of History, SRM University-AP.*

SRM University - AP, Andhra Pradesh\
 Neerukonda, Mangalagiri Mandal
 Guntur District, Mangalagiri, Andhra Pradesh 522240

Thesis Writing - II

Course Code	HIS 404	Course Category	RDIP			
			L	T	P	C
			0	0	14	14
Pre-Requisite Course(s)	Thesis Writing-I	Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	History	Professional / Licensing Standards				

Course Objectives

1. Reading and translating primary sources.
2. To effectively utilize primary and secondary sources for the proposed research.
3. To critically use historical tools and methodology to analyse historical research questions/themes.

Course Outcomes (COs)

CO's	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
1	Develop thesis statement	4	70%	60%
2	Interpret historical sources	5	80%	70%
3	Revisit historiographical debate	6	80%	70%
4	Write key arguments and findings	6	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	2		2	1	2	1	2	2	2	3

Outcome 2	3	2	3	3	3	2		2	1	1	1	2	3	2	3
Outcome 3	3	3	3	3	3	2		2	1	2	1	2	3	2	3
Outcome 4	3	3	3	3	3	2		2	1	3	1	2	2	2	3
Course Average	3	2.75	3	3	3	2		2	1	2	1	2	2.5	2	3

Course Unitization Plan

Category	Description	CLOs Addressed
Thesis Statement	Finalizing Thesis statement Writing an overview of the research	1
Organising Thesis	Introduction Literature review and historical methods	1,2
Writing Main Text	Analysis and Discussion Writing the Historiographical framework of the topic	3,4
Final Submission	Citation and Formatting Footnotes and endnotes Plagiarism Proofreading	1,2,3,4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (40%)						Final Submission (60%)	
		CLA-1 (20%)		CLA-2 (10%)		CLA-3 (10%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember								
	Understand								
Level 2	Apply								
	Analyse		30%						
Level 3	Evaluate		70%		80%		60%		20%
	Create				20%		40%		80%
Total			100%		100%		100%		100%

Course Designers

1. Dr. Maanvender Singh, *Assistant Professor, Dept. of History, SRM University-AP.*
2. Dr. Aqsa Agha, *Assistant Professor, Dept. of History, SRM University-AP.*
3. Dr. Megha Yadav, *Assistant Professor, Dept. of History, SRM University-AP.*

Archives and Museums

Course Code		Course Category	SEC	L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	HISTORY	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To equip students with theoretical as well as practical knowledge of the workings of both the Museums and Archives.
- To introduce the students to the various methods and their limitations in maintaining the archives and the museums.
- To analyze the role played by both these institutions in the larger society.
- Enhancing the employability in these institutions

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the concept of Archives and Museums	2	80%	75%
Outcome 2	Describe workings of Archives and Museums	2	80%	75%
Outcome 3	Knowledge of the practical functioning of these places; Preservation, Conservation, and exhibition	1	80%	75%
Outcome 4	Analyse the changing definitions and roles of these institutes	4	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	2	3		1	2	1			2	1	1	3
Outcome 2	3	2	2	3	1	3	2	2	2			2	3	2	3
Outcome 3	2	3	3	3	2		1	2	1			1	3	3	3
Average	3	2.5	2	2.5	2	1.5	1.5	2	1.5			2	2	2	3

Course Unitization Plan

Unit No	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	DEFINITION AND EVOLUTION	12	1, 3	
	Defining Museum	1		2, 3
	History of Museums in India			
	What is an Archive?	4		2, 3
	Evolution of Archive in India	3		2, 3
Unit II	CATEGORIES AND METHODS	15	1,2	
	Traditional methods of collection and preservation in India	3		2, 7
	Ways of material collection (field visits, excavations, exchanges) and ethics involved	2		7
	Documentation; Indexing, Cataloguing, and Digitizing	1		7
	Methods of Archival Preservation	1		6, 7
	Archiving in the Digital Age	1		7
Unit III	CURATION, RESTORATION, AND CONSERVATION	18	1,2,3	
	Curation: Methods, ethics and purpose	2		1, 5, 6
	Exhibition: Past on display; Studies in African American Museums, Holocaust Museums	4		6, 8
	Methods and challenges of Restoration and Conservation- Manuscripts, Paintings, Sculptures etc.	4		4,6
Unit 4	FIELD VISIT	15	2	1, 3, 6

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (5%)		CLA-2 (10%)		CLA-3 (20%)		Mid Term (15%)			
		Th	Prac	Th	Prac	Th	Pr.	Th	Prac	Th	Prac
Level 1	Remember	40%		30%				30%			
	Understand	60%		50%			50%	50%		60%	
Level 2	Apply										
	Analyse			20%			50%			40%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

1. Enter Data

Other Resources

1. Agrawal, O.P. (2006) Essentials of Conservation and Restoration and Museology. Delhi: Sandeep Prakashan.
2. Choudhary, R.D. (1998). Museums of India and their Maladies. Calcutta: Agam Kala Prakashan.
3. Guha, T. Tapati. (2004). Monuments, Objects, Histories: Institution of Art in Colonial India. New York: Columbia University Press.
4. Kathpalia, Y.P. (1973), Conservation and Restoration of Archive Material, UNESCO.
5. Mathur, S. (2007) India by design: Colonial History and Cultural Display. New York: University of California.
6. Nair, S.N. (2011). Bio-Deterioration of Museum Materials. Calcutta: Agam Kala Prakashan.
7. Brooms, Derrick R. (2012). Lest We Forget: Exhibiting (and remembering) Slavery in African- American Museums, Journal of African American Studies, Vol 15, No 4, pp. 508-523.
8. Linenthal, Edward T. (1994). The Boundaries of Memory: The United States Holocaust Memorial Museum, American Quarterly, Vol 46, No 3, pp. 406-433.

Course Designers

1. Dr Megha Yadav, Assistant Professor, Department of History, SRM University-AP.
2. Dr Aqsa Agha, Assistant Professor, Department of History, SRM University-AP.

Participatory Methods and Ethno-History: Methods and Approaches

Course Code	Course Category	SEC			
		L	T	P	C
		2	0	1	3
Pre-Requisite Course(s)	Co-Requisite Course(s)	Progressive Course(s)			
Course Offering Department	HISTORY	Professional / Licensing Standards			

Course Objectives / Course Learning Rationales (CLRs)

- To bring a transformative change through the active participation of students in rural and urban communities.
- To foster Social Responsibility and Community Engagement among students.
- To develop an appreciation of community knowledge, culture, and lifestyle among students.
- To develop the methodological approach to ethno-history

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the methods and practices of ethno-history.	2	80%	70%
Outcome 2	List data collection methods and tools for participatory research	1	70%	70%
Outcome 3	Describe the ethics of community engagement	2	80%	70%
Outcome 4	Analyze the gap between theory and practice through community engagement.	4	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	3	2	2	2	3	3	3	2	3	2	2	2	2
Outcome 2	2	3	3	2	3	2	3	3	3	2	3	2	3	2	2
Outcome 3	3	3	3	2	3	2	3	3	3	2	3	2	3	2	3
Outcome 4	2	3	3	2	3	2	3	3	3	3	3	3	2	3	2
Average	2.25	2.75	3	2	2.75	2	3	3	3	2.25	3	2.25	2.5	2.25	2.25

Course Unitization Plan

Unit No	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	PARTICIPATORY APPROACHES and Methods	19	2,3,4	
	What is Participation? Top-Down Vs Bottom-Up Approach, Community-based research;	4		5,6,7,8,9
	Social groups- heterogeneity; Power and Hierarchy	4		5,6,7,8,9
	Tools: Interviews; Focused Group Discussions; HH Survey; Social and Resource Mapping	4		7
	Social and Resource Mapping; Transect Walk; Historical Transect; Problem Tree;	4		7
	Observation and Data Analysis	3		7
UNIT II	ETHNO-HISTORY	10	1,4	
	Approach, Methods.	4		8,2,3,4
	Challenges and Limitations.	3		8,2,3,4
	Using folklore, oral narratives and memory as sources of history.	3		8,2,3,4
Unit III	ETHICS IN COMMUNITY RESEARCH AND ENGAGEMENT.	6		9
	Consent; Privacy; Confidentiality; Knowledge	3	3,4	9
	Transparency; Knowledge sharing	3		9
UNIT IV	Report Writing	10	1,2,3,4	8,2,3,4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (5%)		CLA-2 (10%)		CLA-3 (20%)		Mid Term (15%)			
		Th	Prac	Th	Prac	Th	Pr.	Th	Prac	Th	Prac
Level 1	Remember	20%						30%			
	Understand	80%		50%				50%		30%	
Level 2	Apply			50%			30%	20%		40%	
	Analyse						50%			30%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

Recommended Resources

- Ramaswamy, V. (2002). Alien weave: Crafts versus consumerism. *India International Centre Quarterly*, 29(2), 117–128.
- Blouin, F. X. (2004). History and memory: The problem of the archive. *PMLA*, 119(2), 296–298. <https://doi.org/10.1632/003081204X21187>
- Chambers, R. (1994). The origins and practice of participatory rural appraisal. *World Development*, 22(7), 953–969. [https://doi.org/10.1016/0305-750X\(94\)90164-0](https://doi.org/10.1016/0305-750X(94)90164-0)
- Singh, K. (2015). *Rural development: Principles, policies and management*. Sage Publications.
- Rajiv Gandhi Chair for Panchayati Raj Studies. (2002). *A handbook on village panchayat administration*.
- Centre for Social Justice and Community Action. (2012). *Community-based participatory research: A guide to ethical principles and practice*. National Co-ordinating Centre for Public Engagement.
- Misaal. (2019). *Training of trainers' toolkit*. Centre for Equity Studies

Other Resources

- Ramaswamy, V. (2004). Vishwakarma craftsmen in early medieval Peninsular India. *Journal of the Economic and Social History of the Orient*, 47(4), 548–582. <https://doi.org/10.1163/1568520042942780>
- United Nations. (2015). *Sustainable Development Goals*. <https://www.un.org/sdgs>
- Axtell, J. (1979). Ethnohistory: An historian's viewpoint. *Ethnohistory*, 26(1), 1–13. <https://doi.org/10.2307/480300>

Course Designers

- Enter Data

Writing in History

Course Code		Course Category	SEC			
			L	T	P	C
			2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	History	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To develop and enhance the historical thinking and writing skills of the students
- To effectively communicate in academic language

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate craft of writing history	2	80%	70%
Outcome 2	Understand the essential knowledge of organisation of ideas in historical writing	3	70%	60%
Outcome 3	Distinguish between academic and non-academic writings in history	4	80%	70%
Outcome 4	Show ethics in writing	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	2	2	2	1	-	2	2	3	2	2	2	2	3
Outcome 2	2	2	3	2	3	1	-	2	2	3	2	2	2	3	3
Outcome 3	2	3	3	2	2	1	-	3	2	3	2	3	2	3	2
Outcome 4	2	2	3	2	3	1	-	3	2	3	2	3	3	2	3
Average	2	2.25	2.75	2	2.5	1	-	2	2	3	2	2.5	2.25	2.5	2.75

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	Academic Writing and Challenge	12	1,3	
	What is academic Writing?	2		1,2
	Importance of academic writing in history	3		2,3,7
	For Whom Does One Write?	2		5
	Reason to Write History	2		6
	Academic and Popular History	3		5,6
Unit No. 2	Key Skills to Writing	11	1,2,4	
	Types of Writing	3		1,2
	Contextualising an idea	2		7,8
	Incorporating evidence in writing	2		1,2
	What is Objectivity in writing?	2		1,2
	Formality and Abstraction	2		1,2
Unit No. 3	Art of Writing History	14	2,3	
	Evidence in Historical Writing	3		3,4
	Situating sources in historical contest	3		8,9
	Connecting Past to Present	2		3,4
	Formulating historical arguments	3		3,4
	Conventions of Writing in History	3		2,3
Unit No. 4	Citation and Formatting	8	2,4	
	Revise and proofread	2		1,2
	Importance of citation	2		1,2
	Errors to Avoid	2		1,2
	Plagiarism	2		1,2

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (70%)								End Semester Exam (30%)	
		CLA-1 (20%)		CLA-2 (25%)		CLA-3 (25%)		Mid Term (0%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	50%		50%		50%					
Level 2	Apply	50%		50%		50%					50%
	Analyse										50%
Level 3	Evaluate										
	Create										
Total			100%		100%		100%				100%

Recommended Resources

1. Kelleher, W, S. (2008). Writing History: A Guide for Students. 3rd ed. New York: Oxford University Press.
2. Richard, M. & Page, E. M. (2015) A Short Guide to Writing about History. 9th edition. New York: Pearson Education.
3. Rampolla L.M. (2006)
4. A Pocket Guide to Writing in History. 5th ed. Boston: Bedford / St. Martin's.
5. Antonova, P, K. (2020) The Essential Guide to Writing History Essays. Oxford: Oxford University Press, 2020

Other Resources

1. Dipesh. C. (2010) “Crafting Histories: For Whom Does One Write?” Perspectives on History, March 1, <https://www.historians.org/publications-and-directories/perspectives-on-history/march-2010/crafting-histories-for-whom-does-one-write>
2. Wood, G. (2010) “In Defence of Academic Writing,” Perspectives on History <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2010/in-defense-of-academic-history-writing>
3. Cronon, W. (2013) “Storytelling. ‘Writing and Teaching History’ (Presidential Address).” American Historical Review 118, no.1:1–19. <https://www.historians.org/about-aha-and-membership/aha-history-and-archives/presidential-addresses/william-cronon>Links to an external site.
4. Hunt, L. (2010) “How Writing Leads to Thinking (and Not the Other Way Around).” Perspectives on History. <https://www.historians.org/publications-and-directories/perspectives-on-history/february-2010/how-writing-leads-to-thinking>Links to an external site.
5. Harlan, D. (2010) “Reading, Writing and the Art of History.” Perspectives on History, November 1 <https://www.historians.org/publications-and-directories/perspectives-on-history/november-2010/reading-writing-and-the-art-of-history>

Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
2. Dr. Aqsa Agha, Assistant Professor, Dept. of History, SRM University-AP.

Indian National Movement

Course Code	HIS 241	Course Category	Open Elective/Minor			
			L	T	P	C
			3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	History	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To understand the role of the Indian national movement in the formation of modern India.
- To explore the various contestations over nationalism.
- To analyses and understand the different strands of Indian nationalism.
- To familiarize students with the social dimensions and legacies of the Indian national movement.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define the concepts of nationalism	1	90%	90%
Outcome 2	Illustrate the emergence of the Indian national movement	2	80%	75%
Outcome 3	Interpret the nature of colonial rule in India	2	80%	75%
Outcome 4	Review various phases and contestations of the Indian national movement	2	80%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1		2		3	1	3		2	2	2		2			
Outcome 2				3	2	2		2	2			2			
Outcome 3				3	1	2		3	2	2		2			
Outcome 4		2		3	2	3		3	2			3			
Course Average		2		3	2	2		2	2			2			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
	Early Response and Resistance to Colonialism	9		
	The Colonization of India	2	1,2	1,2,6
	Peasant and Tribal Resistance	2		1,2,6
	Revolt of 1857 and multiple meanings	2		1,2,6
	Early expression of nationalism in India; the beginning of organized modern politics.	2		1,2,3
	Swadeshi Movement	1		1,2,6
	The character of the Indian National Movement	13		
Unit No. 2	Changes in the trajectory of the national movement	1	2,3	1,2,6
	political objectives, strategy, ideological orientation, leaders and the masses	1		1,2,6
	social base and class character	2		1,2,6
	long-term dynamics,	1		1,2,6
	INC- From Lahore to Karachi.	1		1,2,6
	Gandhian Era and Limitations	11		
Unit No. 3	Gandhian Ideology and Satyagraha	2	3,4	2
	Gandhi's engagement with the question of violence	2		2,6
	Non-cooperation Movement	1		1,2
	Civil disobedience	1		1,2,6
	Quit Indian Movement	1		2,3,4
	Revolutionary, and Left Movements	1		1,6
	Subhas Chandra Bose and INC	1		1,6
	Ambedkar and Gandhi	2		1,2
	Gender, Caste, Class, and the Indian National Movement	14		
Unit No. 4	National Movement and the Classes.	1	3,4	2,6
	Workers, peasants, landlords and the capitalists	2		2,6
	Entanglement with questions of caste, gender, language, and religion	2		1,6,7
	National Movement and the minority question.	2		4,5
	Communalism and Partition	8		
Unit No. 5	Exploding Communalism; from Community to Nationhood.	2	3,4	4,5
	Separatism or Exclusion?	2		4,5
	Partition, Migration, and Refugee	2		5,7
	Gender, Women, and Partition	2		5,7

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (__ %)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Prac	Th	Prac	Th	Pr.	Th	Prac	Th	Prac
Level 1	Remember	50%		20%				50%		20%	
	Understand	50%		80%		100%		50%		80%	
Level 2	Apply										
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Bandyopadhyay, S. (2015) From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan.
2. Chandra, B. (1989). India's Struggle for Independence, New Delhi: Penguin Books.
3. Chandra, B. (1979). Nationalism and Communalism in Modern India, New Delhi: Vikas Publishing House.
4. Hasan, M. (1991). Nationalism and Communal Politics in India, 1885-1930, New Delhi: Manohar Publication.
5. Mahajan, S. (2000). Independence and Partition: Erosion of Colonial Power in India, New Delhi: Sage Publications.
6. Sumit, S. (2014). Modern India, 1885-1947, Pearson Education.
7. Butalia, U. (2000). The Other Side of Silence: Voices from the Partition of India. London: Hurst & Co.

Recommended Online Resources

1. University of California, Los Angeles Course – Vinay Lal, The History of British India (<https://www.youtube.com/playlist?list=PLY3KRgc0HE8C1aMDhtEX5np43SxhcjOTC>)
2. Chatterjee, P. (1991). Whose Imagined Community? *Millennium*, 20(3), 521-525. <https://doi.org/10.1177/03058298910200030601>

Other Resources

1. Enter Data

Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
2. Dr. Malavika Binny, Assistant Professor, Dept. of History, SRM University-AP.

Architecture and Culture: Built Environment, Landscape and Society

Course Code	HIS 242	Course Category	Open Elective (OE)				L	T	P	C
							3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	History	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To understand the key aspects of the relationship between architecture and human evolution.
- To comprehend various aspects of society and politics through architectural developments.
- Explain the historical approach of understanding buildings as texts of culture and records of time while also surveying some of the methods of architectural design adopted.
- To assess the human-built environment interactions and the role of culture, geography, and landscape in the making of living spaces and monumental architecture.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Comprehend the geographical and political context of architectural developments.	2	70%	70%
Outcome 2	Explain various stages of architectural evolution.	2	70%	70%
Outcome 3	Analyse the debates related to civilisations and societies using architecture as sources	4	80%	70%
Outcome 4	Examine the nature of early architecture, symbolism, and state.	4	80%	70%
Outcome 5	Analyse the relationship between the present and the past developments in the field of architecture	4	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)												PSO 1	PSO 2	PSO 3
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Life Long Learning			
Outcome 1	2	1	3	1	2	1	1	3	1	2	2	2			
Outcome 2	2	1	3	1	3	1	1	3	1	2	2	2			
Outcome 3	2	1	3	1	3	1	1	3	1	2	2	2			
Outcome 4	2	1	3	1	3	1	1	3	1	3	2	3			
Course Average	2	1	3	1	3	1	1	3	1	2.25	2	2.25			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1.	An Introduction to Architectural History	07	1, 5	
	Your grass is greener than mine!- Environment and Architecture	03		1
	Home is where the hearth is. - Form, Meaning and Content	04		1
Unit 2.	Human, the builders	10	1, 2	
	Caves, Camps and the Meadows: The first Shelters	03		5
	The wild and the domestic – A case study of Göbekli Tepe and Çatalhöyük	07		2, 5
Unit 3.	Early Civilizations and Monumentality	08	1, 2, 3, 4	
	The Mighty, the sacred, and the Common –Defining Religious and Residential spaces	04		1, 5
	Displaying power: A survey of the Pyramids (Early Egyptian Architecture)	04		5
Unit 4.	Architecture and the State	08	1, 2, 3, 4	
	Why don't you build a house in Harappa: Urban Planning in the Indus Valley Civilization	04		3
	Into the Labyrinth of the Minotaur: Knossos and the Minoan Civilization	04		5
Unit 5.	Culture(s) and ways of building	12	1, 2, 3, 4	
	What's a <i>Mandala</i> ? The Stupa; temple and tomb (Buddhist architecture)	04		4, 5
	Let's build a house for god - Vastu-shastra; (Puranic Hindu architecture)	04		5
	Design a Roman city - A stroll through Pompeii (Greco-Roman Architecture)	04		5, 6
Total Hours			45	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (15%)		CLA-3 (10%)		Mid Term (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember										
	Understand	60%		50%		40%		50%		40%	
Level 2	Apply										
	Analyse	40%		50%		60%		50%		60%	
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Amos Rapoport. (1990). The Meaning of the Built Environment (Chapters 1&2), University of Arizona Press.
2. Ian Hodder and Peter Pels. (2010). 'History houses: A new interpretation of architectural elaboration at Catalhoyuk' in Ian Hodder, (ed.) Religion in the Emergence of Civilization: Catal Hoyuk As A Case Study. Cambridge University Press, pp.163-186.
3. Shereen Ratnagar. (2015). Understanding Harappa; Civilization in the Greater Indus Valley, Tulika Books.
4. Lars Fogelin. 'Ritual and Presentation in Early Buddhist Religious Architecture', Asian Perspectives, Vol. 42, No. 1 (Spring 2003), pp. 129-154.
5. Francis D. K. Ching, Mark M. Jarzombek, Vikramaditya Prakash, (eds.) (2011). A Global History of Architecture, Wiley Publishers.
6. Diana E. E. Kleiner. (2014). Roman Architecture; A Visual Guide, Yale University Press. Chapter 5.

Recommended Online Resources:

1. Roman Architecture, Yale University Course accessible at <https://www.coursera.org/learn/roman-architecture>
2. The Pompeii Cast Project, <http://www.castprojectpompeii.org/blog/archives/08-2018>
3. Hoder, Ian. Stanford University. Çatalhöyük: a 9000 year old town. Accessible at <https://www.youtube.com/watch?v=vmFKBf5OV0I>
4. Göbekli Tepe - The Dawn of Civilisation? Accessible at https://www.youtube.com/watch?v=iSG1MsQSo_A&t=540s
<https://www.si.edu/spotlight/ancient-egypt/pyramid>

Other Resources

1. Enter Data

Course Designers

1. Dr. Malavika Binny, Assistant Professor, Department of History, SRM University- AP
2. Prof. V. Krishna Ananth, Professor, Department of History, SRM University- AP
3. Dr. Maanvender Singh, Assistant Professor, Department of History, SRM University – AP

India: Past, Culture, and Heritage

Course Code	HIS 243	Course Category	Open Elective				L	T	P	C
							3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	HISTORY	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To comprehend the historical processes that shaped Indian society.
- To enable students to develop broad minded global perspectives.
- To enable the students to use history as a tool for critical thinking.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Interpret Indian history	2	70%	60%
Outcome 2	Discuss India's vast plurality	2	70%	60%
Outcome 3	Appraise the significance of Indian heritage	4	70%	60%
Outcome 4	Identify the composite lineages of the Indian identity	4	75%	65%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	3	1	3	1	3	-	2	-	2	-	-	-	-	-
Outcome 2	1	2	1	3	1	3	-	2	2	2	-	-	-	-	-
Outcome 3	1	3	1	2	2	3	-	2	2	2	-	-	-	-	-
Outcome 4	1	3	1	3	2	3	-	2	1	2	-	-	-	-	-
Course Average	1	2.75	1	2.75	1.5	3	-	2	1.67	2	-	-	-	-	-

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	The Nation and Its Many Roots	12		
	What is a Nation? –Theories of Nationalism	3	1,3	1,2
	The many names of India: India, Hindia, Aryavarta or Bharat.	3	3	1,3,4
	Mother India: Iconising a Nation	3	3,4	1,3,4
Unit 2	Unearthing the Past	9		
	The Evolutionary Past: Interbreeding Vs Replacement Theory	2	1,2	1
	Out of Africa Theory	2		1
	What is a civilization? Theories of Civilization	2		1
	Indus Valley Civilization	3		2
Unit-3	Stories of Gods and People	9		
	The Emergence of Myths	2	2,4	2
	Myth Vs Reality	2		2
	Vedic Age in India	3	1,2	2
	Tribes, Caste and Battles	2	2,3	2
Unit-4	Polity and Governance	10		
	Religion, Economy and the State –Asoka, Chanakya and the Buddha	3	3	2,3
	Land the Economy: Exploring the Arthashastra	2		2,3
	The Social Order and the State: Through Epics	2		2,3
	Two millennia of pluralism: Jews, Christians and other religions in India	3	4	3
Unit-5	Towards Understanding the Nation	8		
	The Mughals in India	3	2	4
	Multiple Identities – the same heritage	3		4
	The Past as a Signifier	2		3
Total Hours			45	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (15%)		CLA-3 (10%)		Mid Term (15%)			
		Th	Pr	Th	Pr	Th	Pr	Th	Pr	Th	Pr
Level 1	Remember	50%		50%		50%		50%		50%	
	Understand										
Level 2	Apply										
	Analyse	50%		50%		50%		50%		50%	
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Harari, Y. N. (2015). A Brief History of Humankind. Harper.
2. Singh, Upinder. (2009). A History of Ancient and Early Medieval India. Pearson.
3. Thapar, Romila. (2004). Early India: From the Origins to AD 1300. University of California Press.
4. Habib, Irfan. (2009). Medieval India, NBS.

Recommended Online Resources:

1. Thapar, Romila. India's Past and Present: How History Informs Contemporary Narrative. Accessible at <https://www.youtube.com/watch?v=J8HhLJzpx3Y&t=1s>
2. Thapar, Romila. History, Critical Thinking & Autonomy: Decolonizing. Accessible at <https://www.youtube.com/watch?v=XMuqqFkCcE4>
3. <https://www.harappa.com/>

Other Resources

Enter Data

Course Designers

1. Dr. Malavika Binny, Assistant Professor, Department of History, SRM University – AP.
2. Dr. Maanvender Singh, Assistant Professor, Department of History, SRM University – AP

Medieval India Polity and Society

Course Code	HIS 244	Course Category	Open Elective/Minor			
			L	T	P	C
			3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	HISTORY	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To understand the nature of polity under the Sultanate, Vijayanagar Empire and later under the Mughals.
- To understand the political, social, religious, and economic processes of the period.
- To gain knowledge of the fluidity and complexities of the period.
- To understand the issues of the present by understanding key debates of the medieval period.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	To discuss the nature of the political administration of medieval Indian states.	2	80%	70%
Outcome 2	To understand the key processes of the emergence of regional identities.	2	70%	70%
Outcome 3	To analyse the emergence of new social formations.	4	80%	70%
Outcome 4	To understand the interlinkages between economic and social processes.	2	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)												PSO 1	PSO 2	PSO 3
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Design	Modern Tool and ICT Usage	Society and Multicultural	Environment and	Moral, and Ethical	Individual and Teamwork	Communication Skills	Project Management	Self-Directed and Life Long Learning			
Outcome 1		2	2		1	1		2	2	2	2	2	-	-	-
Outcome 2		1	1		1	1		2	2	2	1	2	-	-	-
Outcome 3			1	2	1	1		2	2	2		2	-	-	-
Outcome 4		2	2	2	1	1		2	2	2	1	3	-	-	-
Course Average		1.67	1.5	2	1	1		2	2	2	1.33	2.25	-	-	-

Course Unitization Plan

Unit No	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	RECONFIGURING THE STATE: DELHI SULTANATE- POLITICAL STRUCTURES AND PROCESSES	10		
1	Foundation and consolidation of Delhi Sultanate, Slave dynasty to Tughlaks, Sayyid and the Lodis, Statecraft;	3	1,4	1,2
2	Elites, factions and new ideas of kingship, Military reforms;	3		1,2,6
3	Agricultural Production and the Revenue System; Iqta System;	1		1,2,5
4	Crafts and Technology in the Sultanate;	1		1,2
5	Consolidation of identities; Rajput states.	2		1,2
Unit-II	VIJAYANAGARA	11		
6	The Vijayanagara Empire; its origin and growth, Questions on the nature of the state – Feudal, Segmentary and Centralized?, Islamicisation/Hindu state;	3	1,2	5,4,13
7	Legitimacy; Agrarian relations, Revenue Administration and Political divisions; Maritime and Inland Trade;	3		
8	Decline of Vijayanagara Empire;	1		11
9	Bahmani Kingdom; its growth and disintegration;	2		
10	Nayakas.	2		12
Unit –III	MUGHAL, STATE AND SOCIETY	14		
	Foundation and expansion of the Mughal Empire;	1	1,2,3	7,8
	Growth of composite ruling elite groups, Nature of Mughal State; Processes of Legitimacy, Domestic life in Mughal Empire;	3		8,7
	Science and technology under the Mughal,	1		8,7
	Evolution of administrative institutions: zabt, mansab, jagir; zamindars and peasants. Agricultural production, land revenue system;	2		8,7
	Non-agricultural production, Process of urbanisation- Karkhana, Trade and Commerce.	2		8,7,10
	Decline of Mughal Empire.	2	8,7	
	The Rise of Marathas, Sikhs, and Jats.	3	2	
UNIT –IV	Religion, society and cultures - Towards Pluralism?	10		
	Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices, social roles;	3	3,4	2
	Bhakti; Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari, Gender roles: women bhaktas;	4		15,16
	Fluidities of religious identities.	3		3,9,17,14
Total Contact Hours			45	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Pr	Th	Pr	Th	Pr.	Th	Pr	Th	Pr
Level 1	Remember										
	Understand	100%		100%		70%		100%		80%	
Level 2	Apply										
	Analyse					30%				20%	
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Habib, Irfan. (2007). *Medieval India: The Study of a Civilization*. NBT.
2. Chandra, S. (2006). *Essays on Medieval Indian History*, Oxford India Collection. Oxford University Press.
3. Asher, C. B., & Talbot, C. (2022). *India before Europe* (2nd ed.). Cambridge, England: Cambridge University Press.
4. Stein, B. (1989). *New Cambridge History of India: Vijayanagara*. Cambridge University Press.
5. Raychaudhuri, T., & Habib, I. (Eds.). (1982). *The Cambridge Economic History of India (The Cambridge Economic History of India)*. Cambridge University Press.
6. Habib, I. (1992). Formation of the Sultanate Ruling Class of the Thirteenth Century. In I. Habib (Ed.), *Medieval India 1: Researches in the History* (pp. 1200–1750). Oxford University Press.
7. Mukhia, Harbans. (2004) *The Mughals of India*, Wiley- Blackwell.
8. Alam and Subrahmanyam. (1998). *The Mughal State 1526-1750's*. OUP.
9. Ali, D. (2014). The idea of the medieval in the writing of South Asian history: contexts, methods and politics. *Social History*, 39(3), 382–407. doi:10.1080/03071022.2014.942521
10. Habib, I. (1971). Potentialities of the Capitalistic Development in the Economy of Mughal India, 'Enquiry'. *Enquiry' New Series*, 111.
11. Lycett, M. T., & Morrison, K. D. (2013). The “fall” of Vijayanagara reconsidered: Political destruction and historical construction in South Indian history. *Journal of the Economic and Social History of the Orient*, 56(3), 433–470. doi:10.1163/15685209-12341314
12. Chekuri, C. (2012). A 'Share' in the 'World Empire': Nayamkara as Sovereignty in Practice at Vijayanagara, 1480-1580. *Social Scientist*, 40, 41–67.
13. Wagoner, P. B. (1996). Sultan among Hindu Kings”: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagar. *The Journal of Asian Studies*, 55(4), 851–880.
14. Talbot, C. (1995). Inscribing the other, inscribing the self: Hindu-Muslim identities in pre-colonial India. *Comparative Studies in Society and History*, 37(4), 692–722. doi:10.1017/s0010417500019927
15. Habib, I. (1993). Medieval popular monotheism and its humanism: The historical setting. *Social Scientist*, 21(3/4), 78. doi:10.2307/3517632
16. Ramaswamy, V. (1992). Rebels - Conformists? Women Saints in Medieval South India. *Anthropos*, 87, 133–146.
17. Thapar, R. (1996). The tyranny of labels. *Social Scientist*, 24(9/10), 3. doi:10.2307/3520140

Online Resources:

1. Richard Eaton, 2016, *Islam in India (1000-1800)*, Yale University
<https://www.youtube.com/watch?v=romOBHXl8yE>
2. <http://www.vijayanagara.org/default.html> website on excavations, surveys, and restoration work in Hampi, the capital of Vijayanagara.

Other Resources

1. Enter Data

Course Designers

1. Dr Aqsa Agha, Assistant Professor, Department of History, SRM University-AP.
2. Dr Megha Yadav, Assistant Professor, Department of History, SRM University-AP.

INTRODUCTION TO GENDER

Course Code	HIS 245	Course Category	Open Elective (OE)			
			L	T	P	C
			3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	History	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To understand the key concepts related to gender and gender theories in a historical context.
- To comprehend the complexities involved in the shaping of gender ideologies and gendered practices
- To utilize gender as a tool of historical analysis

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Analyze the role of gender in contemporary issues	4	80%	70%
Outcome 2	Analyse the historical evolution of gender relations	4	80%	65%
Outcome 3	Formulate solutions for given gender-based issues	5	75%	70%
Outcome 4	Employ methods to frame policies for given scenarios	3	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	2		2			2		2	2	2	3	2	2
Outcome 2	2	2	3		2			2		2	2	3	3	3	2
Outcome 3	2	3	3		3			2		3		3	3	2	2
Outcome 4	3	3	3		3			3		3	2	2	3	2	3
Course Average	2	2	3		3			2		3	2	3	3	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Gender; the Basics	6		
	Biology and History	2	1	1,10
	Introduction to Gender Theory	2	1	1
	Gendered Practices	2	2	1
Unit-2	Gender and Pre-History	10		
	From Apes to Women – Sexual Dimorphism	3	1,2	5
	Were there no cavewomen?	3	1,2	5
	From Hunter Gatherers to Cultivators	4	1,2	5
Unit 3	Gender and Civilization	12		
	Wives, Daughters and Daughters in laws (Also, Husbands, Fathers, Sons and Warriors)	2	1,2,3	3,4
	Women as the Other and Woman as Mother	2	1,3,4	6
	Eunuchs, Effeminate men and Masculine Women	2	1,3,4	8
	The Politics of the Private	2	1,3,4	4
	Women in Pre-modern India	2	1,2	7
	Gender and Work in early societies	2	1,2	9
Unit-4	Mythologies of Gender	8		
	Gendering religion	2	2,3	11
	Devotion and dissent	2	2	11
	The Burden of culture: Goddess, Queens and Courtesans	2	2	1,4
	Gender and Art	2	3,4	5
Unit-5	Intersections, Interventions and Interstices	9		
	The Power of Gender and the Gender of Power	2	3,4	9
	Gendering Caste	3	2,4	2
	Gender, Class and Race	2	2,4	3
	Sisterhoods, Subversion and Rebellion	2	2,4	4
Total Hours			45	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (15%)		CLA-3 (10%)		Mid Term (15%)			
		Th	Pr	Th	Pr	Th	Pr.	Th	Pr	Th	Pr
Level 1	Remember										
	Understand										
Level 2	Apply	70%		60%				40%		20%	
	Analyse	30%		40%		50%		60%		60%	
Level 3	Evaluate					50%				20%	
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. V. Geetha. (2002). Gender. Stree.
2. Chakraborty, Uma. (2003). Gendering Caste Through a Feminist Lens. Stree.
3. Scott, Joan Wallach. (1999). Gender and the Politics of History. New York: Columbia University Press.
4. Betty Friedan. (2013). 'The Problem that has No Name', in Betty Friedan, The Feminine Mystique. W.W.Norton & Company.
5. Joan M Gero and Margret W Conkey (eds.). (1991). Engendering Archaeology; Women and Prehistory. Oxford: Blackwell.
6. Yuval-Davis, Nira. (1997). Gender and Nation. London: Sage.
7. Roy, Kumkum (ed.). (1999). Women in Early Indian Societies. Manohar.
8. Nanda, Serena. (2001). 'Neither man nor women: the hijras of India.' Gender in Cross-Cultural Perspective. Caroline B Brettell, Carolyn F Sargent (ed). New Jersey: Prentice Hall.
9. Fausto-Sterling, Anne. (1993). 'The Five Sexes: Why Male and Female Are Not Enough', The Sciences. Vol 33, no. 2.
10. Fausto-Sterling, Anne. (2005). 'The Bare Bones of Sex: Part I – Sex and Gender'. Signs. Vol 30(2).
11. Hildebeitel, Alf and Erndl, Kathleen. (eds.) (2000). Is the goddess a feminist?: the politics of South Asian goddesses. Sheffield Academic Press

Recommended Online Resources

1. Chakraborty, Uma. Gendering Caste: Past and Present. Accessible at <https://www.youtube.com/watch?v=etNxHxudLdE>
2. Chakraborty, Uma. Nivedita Menon and Satish Deshpande. *Gender and Caste*. Accessible at <https://www.youtube.com/watch?v=rOKDTXgr1BM>

Other Resources

1. UNWP Reading Material on Gender and Development

Course Designers

1. Dr. Malavika Binny, Assistant Professor, Department of History, SRM University – AP.
2. Dr. Megha Yadav, Department of History, SRM University- AP

Making of The Contemporary World

Course Code	HIS 246	Course Category	Open Elective (OE)			
			L	T	P	C
			3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	History	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To introduce broad trends in world politics, society, and culture in the latter half of the twentieth century.
- To introduce the students to the historical processes that led to the dismantling of older powers and the formation of new political and cultural regimes.
- To analyse and understand the emergence of new social movements.
- To familiarise students with the ideas of globalisation and the making of a global culture.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define the theories of globalisation and the global world.	2	90%	90%
Outcome 2	Summarize the diverse social movements and cultural trends.	2	80%	70%
Outcome 3	Describe the process of decolonisation and politics during the Cold War era	2	80%	70%
Outcome 4	Interpret the interconnectedness of various facets of culture; sports, music, cinema, etc.	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	Scientific and Disciplinary	Analytical Reasoning and	Critical and Reflective Thinking
Outcome 1	1	-	-	1	1	3	1	2	2	2		2			
Outcome 2	1	-	-	2	2	2	1	2	2	2		2			
Outcome 3	1	-	-	2	1	2	-	3	2	2		2			
Outcome 4	1	2	-	2	2	3	-	3	2	2		3			
Course Average	1	2	-	1.75	1.5	2.5	1	2.5	2	2		2.25			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	New Political Order	9		
	Second World War and United Nations Organization,	2	1,2	1,2,6
	Statehood and Contestation (Case of Palestine),	2		1,2,16
	Liberation and De-colonisation (Focus on Algeria or Indonesia),	2		1,2,3,4,5
	The era of the Cold War	2		1,2,3
	Superpower Rivalries (Focus on Afghanistan or Vietnam),	1		1,2,6
	War on terror and the politics of fear.			18
Unit 2	Movements For Democracy	8		
	Civil Rights Movement	1	2,3	8,9,19
	Martin Luther King and Malcolm X	2		8,9
	Resistance against Apartheid and Zionism	2		6,16
	Non-violence and <i>Intifada</i> ,	2		16
	The Arab Spring: Dictatorship to Chaos	1		6
Unit 3	Social Movements	11		
	Development, Environmental disasters, and Struggles	2	2,3	2
	Chipko Movement	1		2,6
	Struggles for the Amazon;	1		1,2
	Bhopal and Chornobyl,	2		7
	Student Movements: Paris 1968; Tehran 1979; Beijing 1989)	3		2,3,4
	Women's Movements: Issues and Debates	2		10,11
	Focus on Black Feminism and Feminism in the Islamic World	2		10,11
Unit 4	Globalisation and Making of a Global Culture	8		
	Understanding Globalisation,	2	1,4	12,13,14
	Sports and National Identities,	2		12,13,14
	Cinema, Music, and Food	2		12,13,15
	Towards a Digital Age	2		12,17
Total Hours			45	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (15%)		Mid Term (15%)			
		Th	Pr	Th	Pr	Th	Pr.	Th	Pr	Th	Pr
Level 1	Remember										
	Understand	100%		100%		80%		100%		70%	
Level 2	Apply					20%				30%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Mahajan, S (2009). Issues in Twentieth Century World History, Delhi: Macmillan.
2. Betts, R.F. (1998). Decolonization. London and New York: Routledge.
3. Kahin, George McTuman. (2003). Nationalism and Revolution in Indonesia, Cornell: Cornell University Press.
4. Horne, Alistair. (1977/2006). A Savage War of Peace: Algeria, 1954-1962, New York: Books.
5. Beresford, M. (1989). National Unification and Economic Development in Vietnam, New York: St. Martin's.
6. Guelke, Adrian. (2005). Rethinking the Rise and Fall of Apartheid: South Africa and World Politics. Basingstoke and New York: Palgrave Macmillan.
7. Nagraj, Vijay K. & Nithya V Raman (2006). "Are we Prepared for Another Bhopal." in Environmental Issues in India, ed. Mahesh Rangarajan, Delhi: Pearson.
8. Dierenfield, Bruce J., (2008). The Civil Rights Movement, Revised ed., London: Routledge
9. Bayat, Asef, (2017). Revolution without Revolutionaries: Making Sense of the Arab Spring. Stanford: Stanford University Press.
10. Badran, Margot. (2009). Feminism in Islam: Secular and Religious Convergences. London: Oneworld Publications (Ch.5 and Ch.7).
11. Breines, Winifred. (2007). "Struggling to Connect: White and Black Feminism in the Movement Years." Contexts, 6 (1), pp. 18-24.
12. Mangan. J. A. (Ed.). (2001). Europe, Sport, World: Shaping Global Societies. London: Frank Cass Publishers.
13. Chapman, James. (2003). Cinemas of the World: Film and Society from 1895 to the Present. London: Reaktion Books.
14. Inglis, David and Gimlin Debra (eds.) (2009). The Globalisation of Food. New York: Berg Publishers.
15. Hoffman, Frank W, (2015). History of Popular Music; From Edison to the 21st Century, Create Space Independent Publishing Platform.
16. Sa'di, Ahmed and Lila Abu-Lughod (eds.), Nakba: Palestine, 1948 and the claims of Memory. New York: Columbia University Press.
17. Garland, David. (2016). The Welfare State: A Very Short Introduction, Oxford: Oxford University Press.
18. Hamid, Dabshi, (2017). Post Orientalism, Knowledge and Power in a Time of Terror. New York: Routledge.

Recommended Online Resources:

19. National Geographic Education Blog; Civil Rights Movement: <https://blog.education.nationalgeographic.org/tag/civil-rights-movement/>

Other Resources

Enter Data

Course Designers

1. Dr. Aqsa Agha, Assistant Professor, Department of History, SRM University -AP
2. Dr. Maanvender Singh, Assistant Professor, Department of History, SRM University -AP
3. Dr Megha Yadav, Assistant Professor, Department of History, SRM University -AP

Ancient India

Course Code	HIS 247	Course Category	Open Elective (OE)				L	T	P	C
							3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	History	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To understand the key debates of the early history of the Indian subcontinent.
- To comprehend the relevance of literature and non-conventional sources in the reconstruction of history.
- To analyse some of the significant issues of the present using historical understanding of Ancient India.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the periodic division of Indian History	2	80%	70%
Outcome 2	Examine the cultural-religious and politico-economic developments	4	80%	70%
Outcome 3	Infer the relevance of source materials in Ancient India	4	60%	70%
Outcome 4	Analysing present-day institutions from the perspective of their evolution and development in Ancient Indian History	4	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	-	1	1	2	1	2	1	1	1	1	1	2	-	-	-
Outcome 2	-	1	1	2	1	3	1	1	1	1	1	2	-	-	-
Outcome 3	-	1	1	2	1	3	1	1	1	1	1	2	-	-	-
Outcome 4	-	1	1	1	1	3	1	1	1	1	1	2	-	-	-
Course Average	-	1	1	1.75	1	3	1	1	1	1	1	2	-	-	-

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Ancient Indian History	11	1,2,3	
	Sources and Interpretation	1		2,4,7
	A Broad Survey of the Stone Age in the Indian Subcontinent- Palaeolithic, Mesolithic and Neolithic Cultures	2		2,7
	Harappan Civilisation; Chalcolithic Age	4		2,4,6,7
	The Vedic Period; Iron Age with reference to PGW and Megalithic Cultures.	4		2,4,6,7
Unit 2	Power, Legitimacy and Empire	13	2,3,4	
	Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the Causes of Magadha's success	3		2,6,7
	Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions	2		4,6
	Emergence and Growth of Mauryan Empire; State, Administration, Economy, Ashoka's Dhamma, Art & Architecture	4		2,6,7
	The Satavahana Phase: Aspects of Political History, Material Culture, and Administration & Religion.	2		1,8
	The Sangam Age: Sangam Literature, The Early Kingdoms, Society & the Tamil language	2		1,8
Unit 3	Emergence of New States	10	2,3,4	
	The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.	6		2,5
	South India: Polity, Society, and Economy & Culture	4		1, 8
Unit 4	Towards the Early Medieval	11	2,3,4	
	Changes in Society, Polity Economy and Culture with reference to the Pallavas, Chalukayas and Vardhanas	3		2,6,3
	Evolution of Political structures of Rashtakutas, Pala & Pratiharas, Emergence of Rajput States in Northern India: Polity, Economy & Society.	3		2,6,3
	Religious Developments; Puranic Hinduism, Tantra, Bhakti Movement, Buddhism, Jainism	2		3, 5
	Consolidation of Caste/ <i>Jatis</i>	1		2,3
	Arabs in Sindh: Polity, Religion & Society, Struggle for power in Northern India & establishment of Sultanate.	2		2,3

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (15%)		CLA-3 (10%)		Mid Term (15%)			
		Th	Pr	Th	Pr	Th	Pr.	Th	Pr	Th	Pr
Level 1	Remember										
	Understand	40%		30%		30%		30%		30%	
Level 2	Apply										
	Analyse	60%		70%		70%		70%		70%	
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Noboru Karashima, (ed.). (2014). A Concise History of South India: Issues and Interpretations. New Delhi: Oxford University Press.
2. Upinder Singh. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi: Pearson Longman.
3. Upinder Singh, (ed.). (2012). Rethinking Early Medieval India: A Reader. New Delhi: Oxford University Press.
4. Thapar, R. (2003). Early India: From the Origins to AD 1300. New Delhi: Penguin.
5. Huntington, S. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York and Tokyo: Weather Hill.
6. Chakravarti, Ranbir. (2017). Exploring Early India Up to 1300 AD. New Delhi: Primus Books.
7. Jha, D. N. (1998). Ancient India: In Historical Outline. India: Manohar Publishers & Distributors.
8. Gurukkal, R., R. (2012). Social Formations of Early South India. India: OUP India.

Recommended Online Resources:

1. Romila Thapar, India's Past and Present, accessible at <https://www.youtube.com/watch?v=J8HhLJzpx3Y>
2. Science and Technology in Early Medieval India, accessible at <https://www.youtube.com/watch?v=DTOT31KqRfw>
3. Suchandra Ghosh, *Social Structure in Early Indian Literature*, accessible at <https://www.youtube.com/watch?v=NSjYn9sNCnk&list=PLvq9qOAZRKcZDEd1dPYpDNlr3uq13Glln&index=8>
4. Suchandra Ghosh, *Post Mauryan Economy in North India*, accessible at <https://www.youtube.com/watch?v=anGhv50MwvQ&list=PLvq9qOAZRKcZDEd1dPYpDNlr3uq13Glln&index=18>
5. Romila Thapar, *Readings in Early Indian History*, Oxford University Press accessible at <https://www.youtube.com/watch?v=vj68kP6OSvY>

Other Resources

1. Enter Data

Course Designers

1. Dr Megha Yadav, Assistant Professor, Department of History, ESLA, SRM- AP.
2. Dr Lekshmi Chandran C.P., Assistant Professor, Department of History, ESLA, SRM- AP

India after Independence (1947-1991)

Course Code	HIS 248	Course Category	Core Course			
			(CC)	L	T	P
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	HISTORY	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To explore the broad outline of social, economic, and political development in India post-1947 to the early 1990s.
- To understand the making of the Indian Republic and the issue of language, caste, and communalism in contemporary India.
- To explain the economic processes from independence to liberalization.
- To analyse the contemporary regional and national socio-economic issues using the historical methodology

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss India's formative years post-independence	1	90%	90%
Outcome 2	Describe the idea of the Indian nation	2	80%	70%
Outcome 3	Explain the evolution of the Indian economy in post-independent India	3	70%	60%
Outcome 4	Outline the key movements of churning in Indian politics.	2	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and	Modern Tool and ICT Usage	Society and Multicultural	Environment and	Moral, and Ethical	Individual and Teamwork	Communication Skills	Project Management	Self-Directed and Life Long	PSO 1	PSO 2	PSO 3
Outcome 1	-	-	-	-	1	2	-	2	1	1	1	1	-	-	-
Outcome 2	-	-	-	-	1	2	-	3	1	1	1	2	-	-	-
Outcome 3	-	2	-	-	1	2	1	2	1	1	1	2	-	-	-
Outcome 4	-	-	-	-	1	2	1	2	1	1	1	1	-	-	-
Course Average	-	-	-	2	1	2	1	2.25	1	1	1	1.5	-	-	-

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Making of Modern India	12	1,2	
	Constitution, Discontent and Desire	2		2, 9
	Nehruvian Socialism	4		2,3,4, 8
	Hindu Code Bill	2		2
	The agrarian crisis (1963-64) and the making of the Green Revolution	2		2, 3, 8
	Crisis of Nehruvian Consensus	2		3,4
Unit 2	Populism, Emergency and After	12	2,3	
	Unquiet 60s and Naxal Movement	2		5,7, 8
	Rise of Indra Gandhi	2		3,5,7, 8
	Politics of Populism	2		3,5,7
	Indra under siege	2		3,5,7, 1
	JP at the centre stage	2		5,7
	Emergency and after	2		5.7
Unit 3	Contestations and New Political Formations	10	2,4	
	Assam, Punjab, and Kashmir	4		1,5
	Caste in public and political discourse	4		1,4
	Old and New politics of Hindutva	2		4,6
Unit 4	Mandal, Masjid, and Market	11	3	
	The BoP crisis (1991) and the Structural Adjustments Programme	3		3,5
	The Economic Policy Resolution of July 1991	3		3,5
	Hindutva and Minorities	2		6, 8
	Mandal Politics	2		3,6, 8
Total Hours			45	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (15%)		CLA-3 (10%)		Mid Term (15%)			
		Th	Pr	Th	Pr	Th	Pr.	Th	Pr	Th	Pr
Level 1	Remember	70%		40%		70%		20%		20%	
	Understand	30%		30%		30%		50%		60%	
Level 2	Apply			30%				30%		20%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Gyan Prakash, Emergency Chronicles Indira Gandhi and Democracy's Turning Point. Princeton University Press, 2019.
2. Brass, Paul R. (1994). The Politics of India Since Independence, Cambridge: Cambridge University Press.
3. Chandra, Bipan. Et al.(1999). India after Independence, New Delhi: Penguin Books.
4. Guha, Ramachandra (2009). India after Gandhi. New Delhi: Penguin.
5. Hasan, Zoya. Ed.(2002). Parties and Party Politics in India. New Delhi: Oxford University Press.
6. Ludden, David. Ed.(1996). Making India Hindu: Religion, Community, and the Politics of Democracy in India. New Delhi: Oxford University Press.

Recommended Online Resources:

1. Emergency Chronicles: Dissent Magazine; <https://www.dissentmagazine.org/article/afterlives-of-the-emergency/>
 2. India Marks 75 Years of Independence from Britain- In Pictures (2022), *The Guardian* <https://www.theguardian.com/world/gallery/2022/aug/15/india-75-years-independence-in-pictures>
- Upadhyay, S.B.(2022). Post-Independence Historiography,IGNOU: <https://egyankosh.ac.in/handle/123456789/84195>

Other Resources

1. Enter Data

Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP
2. Dr. Manaswini Sen, Assistant Professor, Dept. of History, SRM University-AP.
3. Dr Aqsa Agha, Assistant Professor, Dept. of History, SRM University-AP

Indian Art and Architecture

Course Code	HIS 249	Course Category	Minor/ Open Elective				L	T	P	C
							3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	HISTORY	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To understand the historiography of Indian art forms from ancient to colonial times.
- To comprehend the diversity of ‘Indian’ aesthetics.
- To critically analyse the Orientalist view of Indian art.
- To understand the three aspects of Indian art including sculpture, architecture and painting.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the stylistic features of different genres of art and regional specificities.	1	80%	70%
Outcome 2	Describe the patronage networks, artist-patron relations and representations.	2	70%	70%
Outcome 3	Discuss different productions of arts: courtly art, popular art, and tribal art.	2	80%	70%
Outcome 4	Explain colonial perceptions of Indian art and its changing perspectives.	3	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1				1	2	1	1		1	1	2			
Outcome 2	1		1		1	2				1	2	1			
Outcome 3	1		1		1	1	1		1	1	2	2			
Outcome 4					1	2		1	1	1	2	1			
Course Average	1		1		1	2	1	1	1	1	2	2			

Course Unitization Plan

Unit No	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	Historiography of Indian art	8	1,2,3,4	
	Orientalists, nationalists and the making of 'Indian' art;	3		1,2
	Categories of classical/high/elite/courtly and popular/folk/tribal art and crafts;	3		1,2,3
	regional variations	2		1,2
Unit-II	Sculpture: styles, iconography.	8	1,2,3,4	
	Gandhara and Mathura	3		5,4
	Chola bronzes.	3		9
	Terracotta art.	2		9
Unit -III	Architecture: forms, contexts	14	1,2,3,4	
	Stupa and monastery architecture, pattern of patronage;	2		9, 10
	Brihadeshwara: the Dravida style, imperial iconography; Khajuraho temple complex: the Nagar style, iconic scheme, patterns of patronage;	4		9
	Jama Masjid: the mosque of Shahjahanabad; Humayun's Tomb: Timurid prototype, the introduction of the Persian Chaharbagh;	4		6
	Construction of New Delhi and the Imperial Vision	2		7
UNIT IV	Painting: styles, representation, popular and folk	15	3,4	
	Ajanta Murals: characteristics, material culture;	3		5
	Mughal and Rajput painting: formation of the school, features, themes, artist-patron relationship;	3		6
	Kangra painting: spectatorship and femininity;	3		1
	Colonial art and modernism in India: Raja Ravi Verma; the Bengal school;	2		7
	Folk, tribal art: Maithili painting	2		8
Total Contact Hours			45	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	CLA-2 (15%)	CLA-3 (10%)	Mid- 1 (15%)	
		Th	Th	Th	Th	Th
Level 1	Remember	40%	40%	30%	30%	40%
	Understand					
Level 2	Apply	60%	60%	70%	70%	60%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Dhar, Parul Pandya. (2011). "Introduction – A History of Art History: The Indian Context", in Parul Pandya Dhar, (Ed.). Indian Art History: Changing Perspectives, New Delhi: D. K Printworld and National Museum Institute.
2. Thakurta, Tapati Guha. (1994). "Orientalism, Nationalism and the Reconstruction of 'Indian' Art in Calcutta", in Catherine B. Asher and Thomas R. Metcalf. (Eds.). Perception of South Asia's Visual Past, New Delhi: AIIS, Oxford University Press, pp. 46-65.
3. Nehru, Lolita. (1989). Origins of the Gandhara style: A study of Contributory Influences, Delhi: Oxford University Press.
4. Metcalf, T. R. (1989). 'New Delhi: The Beginning of the End', in T. R. Metcalf, An Imperial Vision, Indian Architecture and Britain's Raj, Delhi: OUP. pp 211-39.
5. M.K. Dhavalikar, M. K. (1994). 'Ajanta: The Perception of the Past' in Catherine B. Asher and Thomas R. Metcalf eds., Perception of South Asia's Visual Past, New Delhi: AIIS, OUP.
6. Beach, M.C. (1992). The New Cambridge History of India I: 3, Mughal and Rajput Painting, Cambridge University Press.
7. Mitter, P. (1995). Art and Nationalism in Colonial India. Cambridge University Press. [Only Introduction].
8. Brown, C. H. (1996). Contested Meanings: Tantra and the Poetics of Mithila Art. American Ethnologist, 23(4), 717-737. <http://www.jstor.org/stable/646180>.
9. Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India. New Delhi: Macmillan India.
10. Ahuja, Naman (ed) (2021), Phanigiri: Interpreting an Ancient Buddhist Site in Telangana. New Delhi: The Marg Foundation.

Other Resources

1. Majumdar, Soumik Nandy, Introduction to Indian Art, Swyam Course accessible at https://onlinecourses.nptel.ac.in/noc24_hs98/preview
2. Indian Culture: P-13, Art and Architecture of India- I, Vidya- Mitra accessible at <https://www.youtube.com/@Vidyamitra/search?query=art%20and%20architecture>
3. Indian Culture: P-14, Art and Architecture of India- II, Vidya- Mitra accessible at <https://www.youtube.com/@Vidyamitra/search?query=art%20and%20architecture>
4. Scientific Preservation methods, read from <https://asi.nic.in/pages/Science-Branch/HQ>
5. Temple Survey Techniques, read from <https://asi.nic.in/pages/Temple-Survey-Project/Bhopal>

Course Designers

1. Dr Megha Yadav, Assistant Professor, Department of History, SRM University-AP.
2. Dr Aqsa Agha, Assistant Professor, Department of History, SRM University-AP