

Department of History

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

(Applicable to the students admitted from AY: 2023 onwards)



**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)

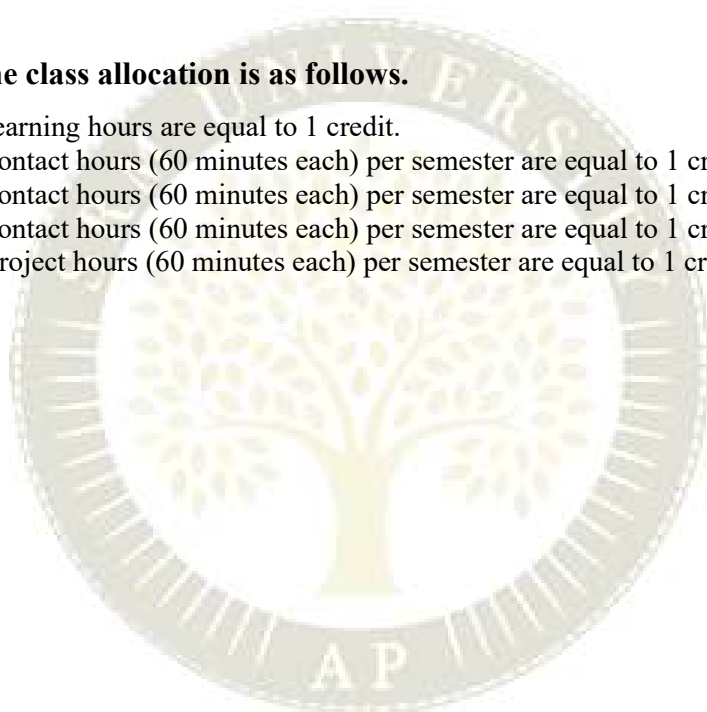
Program Learning Outcomes (PLO)															
PEOs	POs												PSOs		
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	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	Subcategory Credits	Category Credits	Learning hours
Ability Enhancement Courses (AEC)		9	270
University AEC	4		
School AEC	5		
Value Added Courses (VAC)		8	240
University VAC	8		
School VAC	0		
Skill Enhancement Courses (SEC)		15	450
School SEC	6		
Department SEC	3		
SEC Elective	6		
Foundation/ Interdisciplinary courses (FIC)		22	660
School FIC	22		
Department FIC	0		
Core + Core Elective including Specialization (CC)		76	2280
Core	76		
Core Elective (Inc Specialization)	0		
Minor (MC) + Open Elective (OE)		15	450
Research / Design / Internship/ Project (RDIP)		32	960
Internship / Design Project / Startup / NGO	18		
Internship / Research / Thesis	14		
Total		177	5310

Semester wise Course Credit Distribution Under Various Categories										
Category	Semester									
	I	II	III	IV	V	VI	VII	VIII	Total	%
Ability Enhancement Courses - AEC	2	2	2	2	0	0	0	0	9	5
Value Added Courses - VAC	2	2	0	0	0	4	0	0	8	5
Skill Enhancement Courses - SEC	2	2	3	2	3	3	0	0	15	8
Foundation / Interdisciplinary Courses - FIC	14	8	0	0	0	0	0	0	22	12
CC / SE / CE / TE / DE / HSS	0	4	16	16	16	16	8	0	76	43
Minor / Open Elective - OE	0	3	3	3	3	3	0	0	15	8
(Research/ Design/ Industrial Practice/Project/Thesis/Internship) -RDIP	0	0	2	0	8	0	8	14	21	18
Grand Total	20	21	26	23	26	26	14	10	177	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	AEC	U AEC	AEC 101	Art of Listening, Speaking and Reading Skills	1	0	1	2
2	VAC	U VAC	VAC 101	Environmental Science	2	0	0	2
3	SEC	S SEC	SEC 102	Digital Literacy	1	1	0	2
4	FIC	S FIC	FIC 101	Emerging Technologies	2	0	0	2
5	FIC	S FIC	FIC 121	Understanding Human Minds	3	0	1	4
6	FIC	S FIC	FIC 122	Understanding the Indian Constitution	3	0	1	4
7	FIC	S FIC	FIC 123	Understanding Indian Society(ies): Myths and Realities	3	1	0	4
Semester Total					15	2	3	20

SEMESTER - II								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	U AEC	AEC 107	Effective Writing and Presentation Skills	1	0	1	2
2	VAC	U VAC	VAC 102	Universal Human Values and Ethics	2	0	0	2
3	SEC	S SEC	SEC 103	Entrepreneurial Mindset	2	0	0	2
4	FIC	S FIC	FIC 115	Economics in Everyday Life	4	0	0	4
5	FIC	S FIC	FIC 116	Data Analytics for Social Sciences	4	0	0	4
6	Core	CC	HIS 101	Human Civilizations	3	0	1	4
7	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					19	0	2	21

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 114	Analytical Reasoning and Aptitude Skills - Basics	0	2	1	3
5	Core	CC	HIS 201	Early India - I	3	0	1	4
6	Core	CC	HIS 202	Early India - II	3	0	1	4
7	Core	CC	HIS 203	Middle Ages in Europe	3	0	1	4
8	Core	CC	HIS 204	European Social Formations	3	0	1	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
10	RDIP	RDIP		Summer Immersion	0	0	2	2
Semester Total					17	1	8	26

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	SEC	S SEC	SEC 108	Social Entrepreneurship	2	0	0	2
5	Core	CC	HIS 205	Early Medieval India	3	0	1	4
6	Core	CC	HIS 206	Medieval India Part- I (1200-1500)	3	0	1	4
7	Core	CC	HIS 207	History of Central Islamic Lands	3	0	1	4
8	Core	CC	HIS 208	Age of Revolutions and National Liberation	3	0	1	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					18	0	5	23

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 301	Medieval India – II	3	0	1	4
5	Core	CC	HIS 302	Economic History of Modern India (1757-1947)	3	0	1	4
6	Core	CC	HIS 303	Introduction to Colonial Latin America and the Caribbean	3	0	1	4
7	Core	CC	HIS 304	Modern Indian History (1750-1947)	3	0	1	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
9	RDIP	RDIP	HIS 305	Dissertation	0	0	4	4
10	RDIP	RDIP		Internship	0	0	4	4
Semester Total					18	0	8	26

SEMESTER - VI								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2
2	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2
3	SEC	E SEC		Career Skills - II	3	0	0	3
4	Core	CC	HIS 306	Understanding Caste	3	0	1	4
5	Core	CC	HIS 307	Society, Politics, and Economy: India After Independence	3	0	1	4
6	Core	CC	HIS 308	Introduction to Colonial Africa	3	0	1	4
7	Core	CC	HIS 309	Entangled Histories	3	0	1	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					18	0	8	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	11	14

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

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

Minors / OE								
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
7	OE	OE	HIS 247	Ancient India	3	0	0	3
8	OE	OE	HIS 248	India after Independence (1947-1991)	3	0	0	3
9	OE	OE	HIS 249	Indian Art and Architecture	3	0	0	3

The Art of Listening, Speaking and Reading Skills

Course Code	AEC 101	Course Category					L	T	P	C
							1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Literature and Languages	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To develop and enhance students' proficiency in listening, speaking, and reading skills,
- To help the participants understand the purpose and differentiate various types of audience.
- To prepare the students to produce Language in various contexts be it Oral or Written form.

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 advanced listening skills, to comprehend and respond to a wide range of spoken language varieties, accents, and contexts with increased accuracy and fluency.	2	90%	90%
Outcome 2	Articulate ideas and thoughts clearly and effectively in both informal and formal settings, utilizing appropriate vocabulary, grammar, and speech delivery techniques.	3	90%	90%
Outcome 3	Enhance their reading comprehension and critical analysis abilities, enabling them to understand complex texts, extract key information, and critically evaluate the content within various genres and subjects.	3	70%	70%
Outcome 4	Engage in effective and meaningful conversations, demonstrating improved listening skills, oral communication abilities, and comprehension of written texts, thereby enhancing their overall language proficiency and communication competence	2	60%	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					1	1		3	2	3		3			
Outcome 2					1	1			1	3		3			
Outcome 3					1	1			1	3		2			
Average					1	1			1	3	3	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Augmenting Listening skills	9		
	Course introduction and objectives: Importance of LSRW	1	1	1 a
	Listening - Barriers to active listening and steps to Overcome	2	1	1 b
	Listening Comprehension How to take/ make notes (different ways)	2	1	1b, 2a, 2c
	Listening practice: Identifying main ideas, supporting details, and inferences and summarizing key points	2	1	1b, 2a, 2c
	Practice sessions: memory games, Chinese whisper	2	1	NA
Unit 2	Developing Speaking Skills	9		
	Strategies for good speech, Basics of grammatically correct speech	1	2	1a, 2 a, b, c
	Basics of phonetics and intonation	2	2	1a
	Oral presentations: do's and don'ts	1	2	1a
	Speaking Practice: Just a minute/ Impromptu, Story-telling/ Story starters Group discussions,	5	2	NA
Unit 3	Communication and Persuasion	9		
	Verbal Communication and Nonverbal Communication	2	2, 3	1a
	The art of persuasive communication (Ethos, pathos, Logos)	2	2, 3	1a
	Practice sessions (Convince the other Role plays, Self-introduction, Pitching, extempore, public speaking)	5	2, 3	NA
Unit 4	Reading	9		
	Reading strategies (Skimming and scanning, extensive and intensive)	2	2	1c
	Reading and analyzing various texts, including articles, essays, and academic papers	3	2	1c
	Reading Comprehension Practice	4	2	1c, 2a
Unit 5	Integrated Skills and Real-World Application	9		
	Engaging in discussions and debates on current issues	2	3	NA
	Real-world application of language skills (e.g., job interviews, social interactions)	2	3	NA
	Pitching Presentation	5	3	NA
	Total contact hours	45		
	Notional hours	15		
	Total Learning Hours	60		

Learning Assessment

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

Recommended Resources

1a. Shoba, L. (2017). Communicative English: A Workbook. U.K: CambridgeUniversity Press.

1b. Leonardo, N. (2020) Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills. Rockridge Press

1c. Williams, A.J. (2014) Reading Comprehension: How To Drastically Improve Your Reading Comprehension and Speed Reading Fast! (Reading Skills, Speed Reading)

2a. <https://learnenglishteens.britishcouncil.org/>

2b. <https://www.bbc.co.uk/learningenglish/>

2c. <https://www.ted.com/?geo=hi>

Other Resources

1. -

Course Designers

1. -

Environmental Science

Course Code	VAC 101	Course Category	Value Added Course		L	T	P	C
					2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Environmental Science and Engineering	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To describe the environmental concepts from ecology and earth science to address real-world problems.
- To interpret the complex interactions within and between environmental systems and to evaluate evolving environmental problems

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 environmental challenges that need attention.	1	80%	70%
Outcome 2	Summarize the types of environmental pollutions and possible effects to society	2	80%	70%
Outcome 3	Classify the natural environmental resources, present state, rate of depletion and future perspectives	2	80%	70%
Outcome 4	Articulate a project-based learning on existing local to global environmental issues	2	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	1	-	1	1	-	1	1	1	2	1	-	1	-	-	-
Outcome 2	1	-	1	1	-	1	2	1	2	1	-	1	-	-	-
Outcome 3	1	-	1	2	1	1	3	2	2	1	-	1	-	-	-
Outcome 4	1	-	1	2	2	1	3	3	2	2	1	1	-	-	-
Average	1	-	1	1.5	1.5	1	2.25	1.75	2	1.25	1	1	-	-	-

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Human, Environmental Issues, and Climate Change	6	1	1,2,3
	The man-environment interaction	1	1	1,2,3
	Environmental issues and scales	1	1	1,2,3
	Land use and Land cover change	2	1	1,2,3
	Ozone layer depletion	1	1	1,2,3
	Understanding climate change and adaptation	1	1	1,2,3
Unit 2	Environmental Pollution and Health	7	2	1,2,3
	Understanding pollution; Definitions, sources, impacts on human health and ecosystem	2	2	1,2,3
	Air pollution	1	2	1,2,3
	Water pollution	1.5	2	1,2,3
	Soil pollution	1	2	1,2,3
	Solid waste	1.5	2	1,2,3
Unit 3	Ecosystems, Biodiversity Conservation, and Sustainable Development	9	3	1,2,3
	Ecosystems and ecosystem services	1	3	1,2,3
	Biodiversity and its distribution	1	3	1,2,3
	Threats to biodiversity and ecosystems	1	3	1,2,3
	Overview of natural resources	1	3	1,2,3
	Biotic resources	1	3	1,2,3
	Water resources; Soil and Energy resources	2	3	1,2,3
	Introduction to Sustainable Development Goals (SDGs)- targets and indicators	2	3	1,2,3
Unit 4	Environmental Management, Treaties and Legislation	8	4	1,2,3
	Introduction to environmental laws and regulation	2	4	1,2,3
	Environmental management system	2	4	1,2,3
	Pollution control and management	2	4	1,2,3
	Major International Environmental Agreements; Major Indian Environmental Legislations	2	4	1,2,3
Total Contact Hours		30		

Learning Assessment

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

Recommended Resources

1. Rajagopalan, R. (2016) Environmental Studies (3rd edition), Oxford University Press.
2. Sharma, P. D. (2018) Ecology and environment. Rastogi Publications.
3. Anil K. Dey. (2016). Environmental Chemistry. New Age Publisher International Pvt Ltd. ISBN: 9789385923890, 9385923897

Other Resources

1. -

Course Designers

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

Course Code	FIC 101	Course Category	FC		L	T	P	C
					2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	ECE Department	Professional / Licensing Standards						

- Foster a comprehensive grasp of diverse emerging technologies and their transformative impacts on society and industries.
- Cultivate critical thinking skills to analyse challenges, opportunities, and applications within each technological domain.
- Develop practical skills through hands-on experiences and assignments, translating theoretical concepts into real-world applications.
- Raise awareness of ethical considerations, particularly in the context of Artificial Intelligence, encouraging responsible and informed decision-making.

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Exhibit a thorough understanding of quantum computing principles, including superposition, entanglement, and interference.	1	80	90
Outcome 2	Illustrate understanding by explaining the history, synthesis, and applications of nanomaterial and green hydrogen.	1	80	90
Outcome 3	Understand and classify 3D printing technologies.	2	75	85
Outcome 4	Demonstrate understanding of the evolution, classification, and applications of UAVs.	2	75	85
Outcome 5	Apply knowledge of Artificial Intelligence and Machine Learning to address classification, regression, clustering, and decision-making problems.	2	75	85

[illegible]

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Quantum Computing and Quantum Communications			
1.1	Quantum Computer and early ideas, classical and quantum computing approaches, superposition, entanglement, and interference in quantum computing.	1	1	1
1.2	QUBITS and their types; representation of data in quantum mechanics.	1	1	1
1.3	Shor's Algorithm, Grover's search algorithm.	1	1	1
1.4	Quantum programming languages; Obstacles in building quantum computers.	1	1	1
1.5	Applications of quantum computers; Opportunities in the field of quantum computing.	1	1	1
1.6	Introduction of quantum communication pillars, quantum network, Heisenberg's uncertainty principle and QKD.	1	1	1
1.7	Challenges in QKD, National Quantum Mission, Future perspectives.	1	1	1
Unit 2	Unit 2: Nanotechnology and Green Hydrogen			
2.1	Introduction to the nanometer scale. history of nanomaterials	1	2	2
2.2	Synthesis of nanomaterials: Bottom-up and Top-down approach	1	2	2
2.3	tools & techniques to characterize nanomaterials. Applications of nanomaterials.	1	2	2
2.4	Green Technology: Definition, types of Green Technologies, Green Hydrogen production.	1	2	2
2.5	Challenges involved in the storage of Green Hydrogen produced from PEM based electrolysis.	1	2	2
2.6	Applications of Green Hydrogen.	1	2	2
Unit 3	3D Printing and Applications			
3.1	Introduction to 3D printing and additive manufacturing	1	3	3
3.2	Capabilities of 3D printing	1	3	3
3.3	Applications of 3D printing	1	3	3
3.4	Classification based on ASTM	1	3	3
3.5	Working principles of 3D printing technologies	1	3	3
Unit 4	UAVs, Drones and Applications			
4.1	Introduction to the evolution of drones	1	4	4
4.2	Classification of drones	1	4	4
4.3	Basic components of drones	1	4	4
4.4	Principles of flight	1	4	4
4.5	Applications of drones	1	4	4
4.6	Drones' rules in India, Challenges and future scope.	1	4	4
Unit 5	Introduction to Artificial Intelligence and Machine Learning			
5.1	Introduction to Artificial Intelligence, Machine Learning and Deep learning	1	5	5
5.2	Supervised (Classification and regression) learning	1	5	5
5.3	Unsupervised (Clustering) learning	1	5	5
5.4	Reinforcement learning (Decision making)	1	5	5
5.5	Features and Applications of AI and ML	1	5	5
5.6	Threats of AI: Lack of Regulation.	1	5	5

Learning Assessment

Bloom's Level of Cognitive Task		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	CLA-4 (20%)	CLA-5 (20%)
Level 1	Remember	90 %	90 %	80 %	75 %	85 %
	Understand					
Level 2	Apply	10 %	10 %	20 %	25 %	15 %
	Analyse					
Level 3	Evaluate	0 %	0 %	0 %	0 %	0 %
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Quantum Computation and Quantum Information by Michael A. Nielsen, Isaac L. Chuang, Massachusetts Institute of Technology.
2. Nanotechnologies: Principles, Applications, Implications and Hands-on Activities – A compendium for educators by Luisa Filippini and Duncan Sutherland, European Commission Research and Innovation.
3. Additive manufacturing: Principles, Technologies and applications by C.P. Paul and A.N. Jinoop, Publisher: McGraw Hill
4. Make: Getting Started with Drones: Build and Customize Your Own Quadcopter by Terry Kilby and Belinda Kilby.
5. Artificial Intelligence: A Modern Approach by Stuart Russell and Peter Norvig

Other Resources

1. Enter Data

Course Designers

1. Dr. Sunil Chinnadurai, Assistant Professor, ECE Department.
2. Dr. Pardha Saradhi Maram, Associate Professor, Chemistry Department.
3. Dr. Sangjukta Devi, Assistant Professor, Mechanical Department.
4. Dr. Harish Puppala Assistant Professor, Civil Department.
5. Dr. Ravi Kumar, Assistant Professor, Physics Department

Understanding Human Minds

Course Code	FIC 121	Course Category	FIC		L	T	P	C
					3	0	1	4
Pre-Requisite Course(s)	Nil	Co-Requisite Course(s)	Nil	Progressive Course(s)	Yes			
Course Offering Department	Psychology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To understand the different approaches to the study of psychology
- To understand the fundamental processes underlying human behaviour
- To make applications of various psychological concepts

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 various perspectives in psychology	2	80%	70%
Outcome 2	Understand the fundamental psychological processes	2	70%	65%
Outcome 3	Apply the understanding in different settings and contexts	4	75%	60%
Outcome 4	Understand and differentiate the basic theories in Psychology and its applications	5	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		
Outcome 2		2	2	1		1		1				1		3	
Outcome 3		2	2	2			2	2	1	1	1	2		2	2
Outcome 4	2	2		2	2	2		1	2	2	2	2			3
Course Average	1.5	2	2	2	2	1.5	2	1.5	1.5	1.5	1.5	2	3	2.5	2.5

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References
Unit 1	Nature of Psychology		1 & 2	2
	Definition and goals of psychology	3		
	Nature of Psychology: Art or science	3		
	Traditional schools of thought in psychology	6		
Unit 2	Sensation and Perception		1, 3 & 4	1 & 3
	Sensation and its types	3		
	Absolute and differential threshold; Signal detection theory	3		
	Perception: Understanding perception, Gestalt laws of organization	3		
	Perceptual constancy, depth perception, perception of movement	3		
Unit 3	Motivation		1 & 3	1 & 3
	Definition and types (Intrinsic and Extrinsic motivation)	3		
	Psychological aspects of various forms of motivation (Physiogenic motives, Psychogenic motives, Sociogenic motives)	3		
	Theories of motivation: drive theory, arousal theory, expectancy theory, goal-setting theory, Maslow's hierarchy of needs	6		
Unit 4	Emotion		2 & 3	1 & 2
	Definition and types of emotions	3		
	Autonomic Nervous System (ANS) and Emotions	3		
	Expression of emotions	3		
	Correlates of emotions: cognition and culture	3		
Unit 5	Intelligence		1 & 2	1 & 2
	Definitions and nature of intelligence	3		
	Theories of intelligence: Cattell's theory of intelligence, Spearman's two-factor theory, Thurstone's mental ability, Sternberg's triarchic theory, Gardner's theory of multiple intelligences	6		
	Measuring intelligence and tests of intelligence	3		

Learning Assessment

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

Other Resources

1. Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. New Delhi: Tata McGraw Hill.

Course Designers

1. Enter Data

Understanding the Indian Constitution

Course Code	FIC 122	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 locate the plurality of ideas in the Indian constitution
- To appreciate the importance of dialogue in the making and the extension of the Indian constitution.
- To develop a multidisciplinary approach in understanding the functioning of Indian democracy.
- 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	1.5	2.25	1.25	2	1	-	2.5	2	2	2	2.5	2.5	2	2.5

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
	The 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- 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

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

Understanding Indian Society (ies): Myths and Realities

Course Code	FIC 123	Course Category	School FIC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)	Understanding Indian Society (ies): Myths and Realities	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Liberal Arts	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To introduce students to the study of India as a colonial exercise(s) and its critique
- To orient the students towards deconstructing the myth of the Indian village as a homogeneous, unchanging unit and its relationship with the Urban.
- To introduce the students to the building blocks of society in India
- To introduce the idea of centrality of politics in constituting Indian social

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 and familiarize colonial study of India	1	70%	80%
Outcome 2	Illustrate a critical understanding of changing Indian villages	2	70%	70%
Outcome 3	Define the nature of stratification in India	3	70%	80%
Outcome 4	Analyse the inter relationship between caste, class, gender and tribe in India	4	70%	70%
Outcome 5	Critical Analyse post-colonial Indian Social	5	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	2	1	3	1	2	3	2	3	2	2	2	3	3
Outcome 2	2	2	2	1	3	1	2	3	2	3	2	2	2	3	3
Outcome 3	2	1	2	1	3	1	2	3	2	3	2	2	3	3	3
Outcome 4	2	2	3	1	3	1	2	3	2	3	2	2	3	3	3
Outcome 5	2	1	2	3	1	1	2	3	2	3	2	2	3	3	3
Course Average	2.2	1.6	2.2	1.4	2.6	1	2	3	2	3	2	2	2.6	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction	12	1	
	History, Anthropology and Colonialism			5,10
	Critics of Colonial Constriction of Indian Society and Culture			4,5
Unit 2	Villages Studies and Urban studies in India	12	2	
	Understanding of Indian Villages: Anthropologists and Sociologists			6
	Revisiting Indian village Studies			21, 22
	Key Concepts: Urban, Urbanism and the City			7,14, 19
	Gender and the City			
Unit 3	Social Stratification in India- Caste and Class	14	3	
	Social Stratification			6,7
	The Book View and The Field View of Caste			6,7
	Understanding Class with special reference to the Middle Class in India			6,7,9
Unit 4	Tribes and Nomads	12	4	
	Tribal Cultures			2
	Nomadic and Semi-Nomadic Communities in India			3
	Developmental Policies for Tribes, Nomadic and Semi-Nomadic Communities			2
Unit 5	Indian State and Society	10	5	
	Colonial State and Indian Social			10
	Postcolonial Indian Social			11
	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	
Level 1	Remember	40%	40%	40%	40%	40%
	Understand					
Level 2	Apply	50%	50%	50%	50%	50%
	Analyse					
Level 3	Evaluate	10%	10%	10%	10%	10%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Alm, Bjorn. (2010). Creating Followers, Gaining Popularity: leadership Strategies in a Tamil Nadu Village, in Pamela Price and A R Rudd (eds) Power and Influence in India: Bosses, Lords and Captains. Delhi: Routledge: 1-20.
2. Betteille, A. (1991). Society and Politics in India: Essays in a Comparative Perspective: London: The Athlone Press. (Chapter 3, The Concept of Tribes with special reference to India). (pp. 57-78).
3. Bokil, M (2002). De-Notified and Nomadic Tribes: A Perspective. Economic and Political Weekly, 37(2), pp.148–154.
4. Cohn. B.S. (1996). Notes On the History of The Study of Indian Society and Culture. In Structure and Changes in Indian Society (Milton Singer and Bernard S. Cohn eds). Jaipur: Rawat Publication. (pp.1-27).
5. Cohn. B.S. (1996). Colonialism and Its Forms of Knowledge: The British India, New Jersey: Princeton University Press. (Introduction. pp.1-15).
6. Crompton, R. (1998). Class and Stratification: An Introduction to Current Debates. Cambridge: Polity Press, 2nd Edition 5
7. Das, V. Ed. (2003). The Oxford India Companion to Sociology and Social Anthropology, Vol.I and II. Delhi: Oxford University Press (Sections 3 and 9 respectively).6
8. Deshpande, S. (2003). Contemporary India: A Sociological understanding. New Delhi: Penguin Books.7
9. Fernandes, L. (2006). India's New Middle Class: Democratic politics in an Era of Economic Reform. Minnesota: University of Minnesota Press.
10. Fuller C. J. (1977). British India or Traditional India? An Anthropological Problem, Ethnos, 42:3-4, pp.95-12.
11. Gottdiener, M. & Budd, L.(2005). Key Concepts in Urban Studies. London: Sage Publication.
12. Gupta, D. (Ed.) (1991). Social Stratification. Delhi: Oxford University Press
13. Hansen, T. (2017). On Law, Violence, and Jouissance in India, in Cultural Anthropology, 1 Nov.<https://culanth.org/fieldsights/on-law-violence-and-jouissance-in-india>
14. Harvey, D. (2010). 'The Right to the City: From Capital surplus to Accumulation by Dispossession' in Swapna Banerjee-Guha (ed.): Accumulation by Dispossession: Transformative Cities in the New Global Order (17-32). New Delhi: Sage
15. Jauregui, B. (2014). Provisional Agency in India: Jugaad and Legitimation in India, in American Ethnologist, Vol 41, No 1: 76-91
16. Mani, L. (1989). Contentious Traditions: Debate on Sati in Colonial India, in Sudesh V. & Kumkum, S. (ed) Recasting Women. Delhi: Kali for Women.
17. Metcalf, T. (1995). Ideologies of the Raj (chap 1). New York: Cambridge University Press.
18. Michelutti, L. (2014) Kingship without King in Northern India, In Patronage as Politics in South Asia, Anastasia Piliavsky (Ed) Cambridge University Press: 283-302
19. Patel, S. (2006). 'Introduction' in Sujata Patel and Kushal Deb (eds.): Urban Studies (1-38). New Delhi: Oxford University Press
20. Phadke, S, Khan, S and Ranade, S. (2011). Why Loiter? Women and Risk on Mumbai Streets, New Delhi: Penguin Books
21. Simpson, and Tilche, A and Sbriccoli, T and Jeffery, P and Otten, T (2018) A Brief History of Incivility in Rural Postcolonial India: Caste, Religion and Anthropology. Comparative Studies in Society and History, (60) 1, pp 58-89.
22. Srinivas M. N. (1987). The Indian Village: Myth and Reality. In Dominant Caste and Other Essays. Delhi: Oxford University Press. (pp.1-59).
23. Xaxa. V (1999). Transformation of Tribes in India: Terms of Discourse. Economic and Political Weekly, 34(24), pp.1519–1524.
24. Witsoe, J. (2012). Everyday Corruption and the Political Mediation of the Indian State, in EPW, Feb 11, Vol. XLVII, No. 6: 47-54

Other Resources

1. Enter Data

Course Designers

1. Dr. Bikku, Assistant Professor, Department of Liberal Arts. ESLA, SRM University, AP.
2. Dr. Ipsita Pradhan, Assistant Professor, Department of Liberal Arts, ESLA, SRM University, AP.
3. Prof. Vishnupad. Dean of Easwari School of Liberal Arts, SRM University, AP.

Effective Writing and Presentation Skills

Course Code	AEC 107	Course Category	Ability Enhancement Course		L	T	P	C
					1	0	1	2
Pre-Requisite Course(s)	AEC 101	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Literature and Languages	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- Demonstrate proficiency in written communication, including the ability to compose clear, grammatically structured writing and critically analyse information from various sources, conduct research effectively, and use evidence to support their arguments in both written assignments and oral presentations.

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 coherent and well-structured written communication by generating clear and concise written content with logical organization, appropriate grammar, vocabulary, and sentence structure.	1, 2	70%	60%
Outcome 2	Recognize and analyze the expectations of specific target audiences by adjusting tone, language and style to suit the intended purpose of the message and tailoring written content to various formats such as reports, essays, emails, and professional correspondence.	3, 4	70%	60%
Outcome 3	Increased Confidence in Public Speaking with the ability to deliver structured, well-organized, and persuasive presentations by employing visual and interactive aids, and storytelling techniques.	5, 6	70%	70%
Outcome 4	Develop strong critical thinking and research skills, enabling students to evaluate information critically, synthesize sources effectively, and provide well-reasoned arguments in their written work and presentations.	3, 4, 5, 6,	60%	60%

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	1	2	2	2	2
Outcome 2		2				1			3	3	2	2	2	2	2
Outcome 3		2				2			3	3	3	2	2	2	2
Outcome 4		2				3									
Course Average		2				2			3	3	2	2	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Basics of Grammatically correct writing	9		
	SVO	1	1	1a, 2a,b
	Punctuation	3	1	1a, 2a,b
	Articles and Preposition	2	1	1a, 2a, b
	Tense and Apostrophe	1	1	1a, 2a, b
	Subject-Verb-Agreement	2	1	1a, 2a, b
			1	
Unit 2	Categories of Writing	9		
	Emails – different types (Official mails : Requesting Leave/ Enquiring vacancy/ Resigning from job/ requesting internship etc.)	3	1, 2	1b, c
	Notice and Agenda,	2	1, 2	1b, c
	Minutes of Meeting	2	1, 2	1b, c
	Paragraph writing	2	1, 2	1b, c
Unit 3	Advanced Writing	9		
	Writing Cover Letters	3	1, 2	1e
	Resume writing	2	1, 2	1d
	SOP, Abstract	2	1, 2	1g
	Project Report Writing	2	1, 2	2, d
Unit 4	Effective Presentation Techniques	9		
	Understanding the elements of successful presentations – Non-verbal communication in presentaions	3	2,3, 4	1f, 2c
	Creating engaging PPTs	2	2,3, 4	1f, 2c
	Structuring presentations for clarity and impact - Logical flow of topics and connected writing in line with storyboard	2	2, 3, 4	1f, 2c
	Handling Questions and Answers	2	2, 3, 4	1f, 2c
Unit 5	Project Based Learning	15		
	Community Based Project	15	1, 2, 3, 4	NA
	Total Contact Hours	45		
	Notional Hours	15		

Learning Assessment

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

Recommended Resources

1. Swan, M. (2005). Practical English usage (Vol. 688). Oxford: Oxford university press.
2. Fenning, C. (2023). Effective Emails: The secret to straightforward communication at work: 1 (Business Communication Skills): Sanage Publishing
3. University Press.
4. Talbot, F. (2009). How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, Emails and More, for Today's Business Needs. Kogan Page Publishers
5. Yate, M. (2016). Knock'em Dead Resumes: A Killer Resume Gets More Job Interviews! Simon and Schuster.
6. Yate, M. J. (2018). Ultimate Cover Letters: Master the Art of Writing the Perfect Cover Letter to Boost Your Employability (Vol. 5). Kogan Page Publishers.
7. Carnegie, D. (2013). The Art of Public Speaking. Wyatt North Publishing, LLC.
8. Yakhontova, T. V. (2003). English academic writing for students and researchers. Lviv: PAIS.

Recommended Online Resources

- a. <https://learnenglishteens.britishcouncil.org/>
- b. <https://www.bbc.co.uk/learningenglish/>
- c. <https://www.ted.com/?geo=hi>
https://www.tifr.res.in/~cccf/data/InternDocs/How_to_write_a_structured_Project_Report.pdf

Other Resources

1. Enter Data

Course Designers

1. Dr Rajoshree Chatterjee, Assistant Professor, Dept of Literature and Languages, SRM University AP

Universal Human Values and Ethics

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

Course Objectives / Course Learning Rationales (CLRs)

- To cultivate deep understanding of human values by teaching students the core principles of universal human values and their significance.
- To promote ethical decision-making skills by equipping the students with the ability to make ethical choices in life, work, and society.
- To foster a diverse and inclusive ethical perspective by sensitizing the students to diversity, equity, inclusion, gender, and cultural differences.
- To highlight the relevance of ethics in society and professions by showcasing the practical importance of ethics in personal, societal, and professional contexts.
- To address common challenges by preparing the students to overcome obstacles to ethical behaviour, fostering a commitment to universal values.

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	Evaluate the significance of value inputs in formal education and start applying them in their life and profession	1	70%	80%
Outcome 2	Students will foster diverse and inclusive perspectives, contributing to more equitable and harmonious communities and workplaces	2	70%	70%
Outcome 3	Students will be able to apply ethical principles effectively in their personal and professional lives, leading to improved relationships and ethical practices in society	3	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 Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1			3		2		2	3	3	1	1	3			
Outcome 2			3		2		1	3	3	1	1	3			
Outcome 3			3		2		2	3	3	1	1	3			
Average			3		2		1.6	3	3	1	1	3			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Fundamentals of Human Values and Ethics	7	1	1, 2, 3, 4, 5
	Introduction to human values and ethics.	1		
	Theory of wellbeing	2		
	Purpose and relevance of human values	4		
Unit 2	Culture and Ethical Principles	5	2	1, 2, 3, 4, 5
	Culture and ethics.	2		
	Ethics in the community and society	3		
Unit 3	Ethics and Inclusivity	6	2	1, 2, 3, 4, 5
	Ethics and diversity & inclusion	3		
	Equity, equality, and addressing violence	3		
Unit 4	Ethics in various life spheres	6	3	1, 2, 3, 4, 5
	Ethics in family, society, and workplace	4		
	Ethics in IPR and plagiarism	2		
Unit 5	Overcoming ethical challenges	6	3	1, 2, 3, 4, 5
	Identifying common challenges	3		
	Strategies to overcome challenges	3		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)		
		CLA-1 (10%)	CLA 2 (20%)	CLA-3 (20%)
		Theory	Theory	Theory
Level 1	Remember	50%	50%	50%
	Understand			
Level 2	Apply	50%	50%	50%
	Analyse			
Level 3	Evaluate			
	Create			
Total		100%	100%	100%

Recommended Resources

1. Landau, RS. (2019). Living Ethics. New York: Oxford University Press.
2. Nagarajan, R.S. (2022). A Text book on Professional Ethics and Human Values. New Delhi: New Age International Publisher.
3. Rachels, J., & Rachels, S. (2012). The elements of moral philosophy 7e. McGraw Hill.
4. Singer, P. (1986). Applied Ethics. Oxford: Oxford University Press.
5. Gensler, H., Spurgin, E., & Swindal, J. (2004). Ethics: contemporary readings. Routledge.

Course Designers

1. Department of Psychology, SLASS, SRM University-AP

Entrepreneurial Mindset

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

Course Objectives / Course Learning Rationales (CLRs)

- To develop the Entrepreneurial Mindset of Students
- To provide tools and techniques for navigating the uncertain path of entrepreneurship

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	Recall the key entrepreneurship and innovation concepts	1	80	80
Outcome 2	Identify Entrepreneurial Opportunity and ideate solutions	2	80	70
Outcome 3	Develop innovative business plans with sound entrepreneurial concepts.	3	70	70
Outcome 4	Recall concepts of Startup Funding and Pitching	4	80	80

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														
Outcome 2	3	2	2	3	2		2	2	1	2	3				
Outcome 3	3			2						2	2				
Outcome 4	3	2	2	2	2	1	2	2	1	2	3				
Course Average	3	2	2	2	2	1	2	2	1	2	3				

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
UNIT-1	Introduction to Entrepreneurship	2		
	What and Why of Entrepreneurship		1	1,2
	Need of Entrepreneurship		1	1,2
	Entrepreneurship at SRM-AP		1	1,2
UNIT-2	Entrepreneurial Orientation	4		
	Characteristics of successful entrepreneurs		1,2	1,2
	Mindset shifts: from an employee to an entrepreneur		1,2	1,2
	Overcoming challenges and dealing with failures		1,2	1,2
UNIT-3	Entrepreneurial Skills	4		
	Skillsets of an Entrepreneur		1,2	1,2
	Design Thinking, Growth Mindset		1,2	1,2
	Design Thinking		1,2	1,2
UNIT-4	Entrepreneurial Opportunity & Ideation	2		
	Difference between idea and opportunity		1,2	1,2
	Opportunities in Vibrant Indian Entrepreneurial Ecosystem		1,2	1,2
	Opportunity Recognition (Sources of Opportunity)		1,2	1,2
	Idea Generation		1,2	1,2
UNIT-5	Business Model Canvas	2		
	Why BMC		3	1,2
	Value Proposition		3	1,2
	Customer Discovery		3	1,2
	Customer Relationship		3	1,2
	Channels		3	1,2
	Key Partners		3	1,2
	Key Activities		3	1,2
	Key Resources		3	1,2
	Revenue Structure		3	1,2
	Cost Structure		3	1,2
UNIT-6	Startup Financing & Pitching	2		
	Stages of Fundraising		4	1,2
	Mode of Investment		4	1,2
	Startup Valuation		4	1,2
	From Pitch to Hitch (Pitch Deck)		4	1,2
UNIT-7	Growth Mindset and Sales Ability	2		
	Importance of Sales skill for Entrepreneur		3	1,2
	Sales Techniques		3	1,2
	Developing Growth Mindset		3	1,2
UNIT-8	Developing the Business Plan	12	3,4	1,2
	Total Hours	30		

Learning Assessment

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

Recommended Resources

1. Bruce R. Barringer, R. Duane Ireland. Entrepreneurship Successfully Launching New Ventures, Pearson; 2020
2. 2. Robert D. Hasrich, Dean A. Shepherd, Michael P. Peters, Entrepreneurship, McGraw Hill, 2021

Other Resources

1. Enter Data

Course Designers

1. Enter Data

Economics for Everyday Life

Course Code	FIC 115	Course Category	FIC		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)	Economics in Everyday Life	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Economics	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To obtain an overview of the fundamental concepts of economics.
- To discuss various alternative theories of in an economy in the short run, and the role of policy in this context.
- To understand the application of important theories related to an open economy

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	Distinguish between different economic systems as they relate to contemporary social, and political contexts.	2	70%	65%
Outcome 2	Apply simple mathematical methods to illustrate basic relationships between fundamental economic measures and variables.	3	70%	65%
Outcome 3	Demonstrate awareness of the market system and the role of government policy in different contexts.	3	70%	65%
Outcome 4	Apply various microeconomic and macroeconomic concepts to real-life situations	3	70%	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	2	1	3	2	-	-	-	2	3	2	2			
Outcome 2	3	2	2	3	2	-	-	-	2	3	2	2			
Outcome 3	3	2	2	2	2	-	-	-	2	3	2	2			
Outcome 4	3	2	2	3	2	-	-	-	2	3	2	2			
Course Average	3	2	2	3	2	-	-	-	2	3	2	2			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	Introduction	10		
	What is Economics?	3	1	1
	Basic Concepts of Economics	3	1	1
	Ten Principles of Economics	2	1	1
Unit II	Microeconomic Concepts	23		
	Demand Function	4	2	1
	Supply Function	4	2	1
	Market Equilibrium	3	2	1
	Elasticity	4	2	1
	Determinants of Elasticity	4	2	1
	Competition and Types of Markets	4	2	1
Unit III	Macroeconomic Concepts	20		
	National Income	4	3	2
	Unemployment	4	3	2
	Inflation	4	3	2
	AD-AS Curve	4	3	2
	Introduction to Fiscal and Monetary Policies	4	3	2
Unit IV	Application of Microeconomic and Macroeconomic concepts	7		
	Applications of Supply and Demand curves	4	4	3
	Application of AD-AS curve	3	4	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%)			
		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%	

Recommended Resources

1. Mankiw, N. G. Principles of Microeconomics, (2007).
2. Mankiw, N. G. (2013). Macroeconomics fifth edition.
3. <https://open.umn.edu/opentextbooks/textbooks/32>

Other Resources

1. Enter Data

Course Designers

1. Enter Data

Data Analytics for Social Sciences

Course Code	FIC 116	Course Category	FIC		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Economics	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To understand the fundamentals of Data Analytics.
- To introduce basic software's for Data Analysis.
- To understand fundamental concepts of inferential statistics with practical applications.

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	Gain a foundational understanding of Data Analysis	3	80%	70%
Outcome 2	Familiarize with basic software's for Data Analysis	3	80%	70%
Outcome 3	Gain a foundational knowledge of inferential statistics with practical applications	2	80%	70%
Outcome 4	Gain a foundational knowledge on statistical Analysis	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 Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	2	2	1				2	2	1	2	3	3	2
Outcome 2	3	3	2	2	1				2	2	1	2	3	3	2
Outcome 3	3	3	2	2	2				2	2	1	2	3	3	2
Outcome 4	3	3	2	2	2				2	2	1	2	3	3	2
Course Average	3	3	2	2	2				2	2	1	2	3	3	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
Unit 1	Introduction	15 hrs		
	Collection of Data	04	01	01,03
	Census and Sample Survey	03	01	01,03
	Steps in Sampling Design; Criteria of Selecting a Sampling Procedure; Characteristics of a Good Sample Design	04	01,03	01,03
	Different Types of Sample Designs; How to Select a Random Sample; Complex Random Sampling Designs	04	01,03	01,03
Unit II	Statistical Analysis using Excel and Other Software's I	15 hrs		
	Presentation of Data	04	02	01, 02
	Measures of Central Tendency	04	02	01, 02
	Measures of Variations	04	02	01, 02
	Application with MS Excel and SPSS	03	02,03	01, 02
Unit III	Statistical Analysis using Excel and Other Software's II	15 hrs		
	Correlation Analysis	06	01,03	01, 04
	Regression Analysis	06	01,03	01, 04
	Application with MS Excel and SPSS	03	01,03	01, 04
Unit IV	Inferential Statistics	15 hrs		
	Basic Concepts Concerning Testing of Hypotheses	06	01	04, 05
	Important Parametric Tests	06	01, 03	04, 05
	Application with MS Excel and SPSS	03	01, 03	04, 05
Total Contact Hours		60 hrs		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (15%)		Mid-1 (15%)		CLA-2 (10%)		CLA-3 (10%)			
		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. Kothari, C.R. (2019) Research Methodology: Methods and Techniques. 4th Edition, New Age International Publishers, New Delhi.
2. David, M. Levine (2017). Statistics for managers, using Microsoft excel. Pearson Education India.
3. S. P. Gupta, "Statistical Methods," Sultan Chand and Sons, New Delhi, 2000.
4. Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2013). Multivariate data analysis, 7/e. Pearson India.

Other Resources

1. Enter Data

Course Designers

1. Internal (Institutional) Subject Matter Experts: Dr. J Vineesh Prakash
2. Expert Reviewers : Dr Raja Durai (School of Economics)
3. Prof. Maria Saleth (MIDS, Chennai) AP

Human Civilisations

Course Code	HIS 101	Course Category	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)

1. To comprehend the origins of human societies.
2. To broadly understand chronology.
3. To recognize the evolution of global cultures.
4. To understand the various stages of development of Civilisations

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.	1	70%	60%
Outcome 2	Discuss the diversity and multiplicity of the past.	1	70%	60%
Outcome 3	Appraise the significance of world heritage.	2	70%	60%
Outcome 4	Comprehend the principles of archaeology.	1	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 Lifelong 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
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 Civilisation	12		
	What is Civilisation?	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 Civilisation of Crete – Harappan Civilisation	4		2
	Origin of Chinese Civilisation	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 centres	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
	Total Contact Hours	60		

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 (25%)			
		Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.	Th	Pr.
Level 1	Remember										
	Understand	100%		80%			20%	100%		70%	
Level 2	Apply										
	Analyse			20%			80%			30%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

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. Szegedy-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

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.

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	PSO 3
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

Analytical Reasoning and Aptitude Skills - Basics

Course Code	SEC 114	Course Category					L	T	P	C
							0	2	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Mathematics	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To categorize, apply and use thought process to distinguish between concepts of quantitative methods.
- To prepare and explain the fundamentals related to various possibilities.
- To critically evaluate numerous possibilities related to puzzles.
- Explore and apply key concepts in logical thinking to business problems.

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	Use logical thinking and analytical abilities to solve quantitative aptitude questions from company specific and other competitive tests.	1	50%	40%
Outcome 2	Solve questions related to Time and Distance and Time and work from company specific and other competitive tests.	3	50%	40%
Outcome 3	Understand and solve puzzle questions from specific and other competitive tests	1	40%	30%
Outcome 4	Make sound arguments based on mathematical reasoning and careful analysis of data.	1	45%	40%

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 CT 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	1				2						
Outcome 2		2	1	2	1										
Outcome 3		3	2	2					2						
Outcome 4		3	1	2											
Average		3	2	2	1				2						

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	Speed Maths and Simplification	1	1,2	1,2
	Basics of Number system – Different types of numbers and their properties, Problems on finding unit digit, finding number of divisors and their application, LCM and HCF and their applications	6	1,2	1,2
	Basics of Linear equations	2	1,2	1,2
Unit No. 2	Basics of Percentage calculations, Profit and Loss, Simple interest and Compound interest, True Discount	6	1,4	1,2
	Basics of Ratio and Proportion, Average, Alligation and Mixtures	4	1,2	1,2
Unit No. 3	Basics of Time and Work, Pipes and Cisterns, Problems on Chain Rule	4	1,4	1,2
	Basics of Time, Speed and Distance, Problems on Trains, Boats and Streams, Problems on Races and Games and Escalators.	6	1,4	1,2
Unit No. 4	Basics of counting techniques, Permutations and Combinations, Probability	5	1,2,4	1,2
	Basic introduction of Progressions, Quadratic Equations, Inequalities	4	1,2	1,2
Unit No. 5	Number Series, Alphabet series, odd man out, Finding the Wrong Number, Non-Verbal Series.	4	1,2	3,4
	Analogies, Coding and decoding	3	1,3	3,4

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	20%		25%		20%		25%		25%	
	Understand	20%		25%		20%		25%		25%	
Level 2	Apply	30%		25%		30%		25%		25%	
	Analyse	30%		25%		30%		25%		25%	
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Arun Sharma – How to prepare for CAT Quantitative Aptitude, Tata McGraw Hill.
2. CAT Quantitative Aptitude – Nishit K. Sinha
3. R.S. Agarwal – Reasoning. Reasoning for competitive exams – Agarwal.
4. Logical Reasoning and Data Interpretation for CAT, By Nishit K. Sinha

Other Resources

1. Geeks for Geeks
2. Indiabix.
3. M4maths.com

Course Designers

1. Mr. Naresh Adapa – Quantitative Aptitude Trainer, Department of CR&CS SRM University AP.
2. Mr. Shaik Mohammed Musa Kaleemullah, Verbal Ability Trainer, Department of CR&CS, SRM University AP.
3. Dr. Fouzul Atik – Assistant Professor, Department of Mathematics, SRM University AP.

Early India - I

Course Code	HIS 201	Course Category	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)

1. To understand the tools for studying ancient Indian history.
2. To comprehend the relevance of literature and also non-conventional sources in the reconstruction of history.
3. To examine the major political, economic, social and cultural developments starting from prehistoric times to 600 BCE.
4. 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.	2	80%	75%
Outcome 2	Examine the historiographical debates concerning early Indian history.	2	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.	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 Lifelong 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
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 – Tinais and development of a chiefly society	3		4, 10, 11
	Trade- Roman trade and trade with Southeast Asia	2		4, 5
	Total Contact Hours	60		

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 (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 Readings

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, Kathryn 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.

Recommended Resources

1. History of India- I, Swayam Course, accessible at https://onlinecourses.swayam2.ac.in/cec23_hs51/preview
2. 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>
3. Chakravarti, Ranabir. *Making of the state societies in Early India* lecture, accessible at <https://www.youtube.com/watch?v=84dIMH8tS9k&t=240s>
4. Chakravarti, Ranabir. *Society and Economy in Early India through an Epigraphic Lens* lecture, accessible at <https://www.youtube.com/watch?v=08I0xBhsQ4Y>

Other Resources

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.

Early India - II

Course Code	HIS 202	Course Category	Core		L	T	P	C
					3	0	1	4
Pre-Requisite Course(s)	HIS 201	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	History	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To understand the characteristics of the Early Historical period in the case of the Indian Subcontinent.
2. To comprehend the relevance of literature and non-conventional sources in the reconstruction of history.
3. To examine the major political, economic, social, and cultural developments starting from 600 BCE to 600 CE.
4. 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.	2	90%	80%
Outcome 2	Analyse the processes and the stages of development of various types of state systems as well as the formation of large empires.	2	80%	70%
Outcome 3	Examine how historians have questioned the characterization of the Mauryan state.	2	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.	3	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.	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 Lifelong Learning	PSO 1	PSO 2	PSO 3
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
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
	Art and Architecture: Forms, Methods and Patronage	2		6, 12
Unit 4	Polity, Economy and Society (200 BCE- 300 CE)	15	1,2,4, 5	
	Post-Mauryan polities and administration- Indo-Greeks, Pahlavas, Kuṣāṇas, and the Sātavāhanas.	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 (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (5%)		Mid (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 Readings

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

Recommended Resources

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

Other Resources

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.

Middle Ages in Europe

Course Code	HIS 203	Course Category	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)

1. To analyse the transition of Europe from Antiquity to the Middle Ages
2. To comprehend and critique the process of feudalism.
3. To explore the complexities of the role played by the Catholic church and its influence on European History
4. 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	1	90%	90%
Outcome 2	Illustrate the features of feudalism	1	80%	70%
Outcome 3	Examine the role of church and other religious institutions in the Middle Ages	1	80%	70%
Outcome 4	Survey the key economic and social changes in the medieval Europe	2	70%	60%

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 Lifelong Learning			
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.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 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 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 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 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 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
	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 (10%)		Mid (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

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

Other Resources

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.

Course Code	HIS 204	Course Category	CC			L	T	P	C
						3	0	1	4
Pre-Requisite Course(s)	HIS 203	Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	History	Professional / Licensing Standards							

1. To understand the complex phenomena which shaped European modernity.
2. To understand the theories of the decline of feudalism.
3. To recognize the causes for the emergence of capitalism as a world system.
4. To familiarize students with the Renaissance, reformation, and scientific revolution.

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	List the causes of the emergence of a new world economy	1	80%	75%
Outcome 2	Describe the socio-religious evolution of Europe	2	80%	70%
Outcome 3	Interpret new intellectual traditions of early modern and modern Europe.	4	75%	70%
Outcome 4	Demonstrate the emergence and working of capitalism	5	75%	70%

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	2	2	3	2	1	3	2	3	1	2	2	1	1
Outcome 2	2	2	2	2	1	2	1	1	1	1	2	2	2	1	1
Outcome 3	3	3	3	3	3	2	1	3	3	3	3	3	3	3	3
Outcome 4	2	3	3	1	3	2	1	3	2	2	1	1	2	1	2
Course Average	2	3	3	2	3	2	1	3	2	2	2	2	2	2	2

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 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 2	The Churning of the Catholic Church	12		
	Renaissance and Reformation in Europe	2	2,3	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 3	The Scientific Revolution	12		
	Reshaping Cosmology; Copernicus, Tycho Brahe, Johannes Kepler, Galileo, Newton	3	3,4	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 4	The Rise of England as an Industrial Economy	12		
	Primitive Accumulation of Capital	3	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 5	Industrial Capitalism to Finance Capitalism	12		
	Capitalism and Colonialism	4	1,4	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 colonisation of the Americas, Africa and Asia	2		4,5,6
	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 (10%)		CLA-3 (10%)		Mid (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

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>
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

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.
3. Dr. Krishna Ananth, Professor, Dept. of History, SRM University

BA/BA(H)/BA(Hons with research) III Semester

Summer Immersion: Liberal Arts

Course Code		Course Category	RDIP		L	T	P	C
					0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)	Summer Internship			
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To provide students with real-world experience in understanding the challenges faced by communities working towards social development
- To help students analyse the efforts of organizations driving inclusive development in rural and urban areas.
- To enhance students' practical skills in problem-solving and community engagement for social 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	Identify social and developmental issues encountered by communities in both rural and urban settings.	1,2	70	80
Outcome 2	Explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.	2	70	80
Outcome 3	Apply critical thinking skills to develop solutions for the challenges observed during their field immersion.	3	70	80
Outcome 4	Examine the functioning of civil society and development related organisations.	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 Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average	0	2	1	2	3	3	1	2	2	3	3	3	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Fieldwork Experience		1,2	
	Students engage with communities to identify social and developmental issues in rural and urban settings.			
Unit 2	Organizational Analysis		2	
	Students explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.			
Unit 3	Problem-Solving Exercises		3	
	Students apply critical thinking to develop solutions for challenges observed during their field immersion.			
Unit 4	Civil Society Assessment		4	
	Students examine the functioning of civil society and development-related organizations during their engagement.			

Learning Assessment

Bloom's Level of Cognitive Task		Progress Report (Daily reflection Journal) (30%)	Internship Report/Video Documentary (40%)	Viva (Presentation) (30%)
Level 1	Remember	30%	25%	25%
	Understand			
Level 2	Apply	50%	50%	25%
	Analyse			
Level 3	Evaluate	20%	25%	50%
	Create			
Total		100%	100%	100%

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Dr Vandana Swami, Associate Dean and Professor, Eswari School of Liberal Arts, SRM University AP
2. Dr. Vineeth Thomas, Assistant Professor and Head, Department of Political Science, SRM University AP

Asian Cities

Course Code	AEC 111	Course Category				
			L	T	P	C
			2	1	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	ESLA	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

1. Discuss the geography of the contemporary urban Asia
2. Discuss the political economy of the urban Asia
3. Summarize the major intellectual influences of different disciplines on urban Asia
4. Analyse the urban experience of different groups

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 main theories of urban development in Asia	1	70%	80%
Outcome 2	Discuss the policies that shaped urban development in Asia	1	70%	70/%
Outcome 3	Summarize the main challenges faced by mega cities of Asia	1	70%	80%
Outcome 4	Analyse the water scarcity, climate change and migration challenges India	2	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 CT 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	2	2	2		2	2	2	2	3		3	2		
Outcome 2	2	2	2	2		2	2	2	2	3		3		2	
Outcome 3	2	2				2	2	2	2	3		3	2		3
Average	2	2	2	2		2	2	2	2	3		3	2	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Changing Demographics of Urbanization in Asia	7	1	1,2,
Unit 2	Models, Frameworks and Metaphors in Asian Urbanization:	10	2	3,4,5
	The Contributions of Geertz, Friedmann, Lewis, McGee and their role in our knowledge and understanding of the Asian urban context			
Unit 3	Contemporary Indian Urbanization: Major Patterns, Conundrums and Policy Challenges.	10	3	6,7,8
Unit 4	Rural-Urban Migration: Migrants in India and China	7	4	9,10,11
Unit 5	The Water crisis in historical perspective	11	5	12,13,14,15,16

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 100%				End Semester Exam 0%
		CLA-1 25%	CLA 2 25%	CLA-3 25%	CLA-4 25%	
Level 1	Remember	60%	60%	50%	40%	
	Understand					
Level 2	Apply	40%	40%	50%	60%	
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	

Recommended Resources

1. Patricia McCarney and Richard Stren (2016) Urbanization as a transformative force. Chapter 2 in World Cities Report. Pg. 27-45.
2. S Jaishankar (2024). Chapters (2,5,7) on Quercus.
3. The Lewis model explained: <https://www.youtube.com/watch?v=1cgvYrGBW6w>
4. Financial Times: China Migration at a turning point. <http://www.ft.com/cms/s/2/767495a0-e99b-11e4-b863-00144feab7de.html#axzz4JmWVQoJO>
5. The Economist: The largest migration in history. <https://www.youtube.com/watch?v=KNXg-kYk->
6. Asian experience and alternative approaches. Oxford, England, Pergamon, 1978. 163-92
7. Om Mathur et al 2022. Symposium on the State of the Cities: India Report. Urban Affairs Forum. March 15, 2022.
8. The Economist 2023. How to fix India's decrepit cities. August 14th
9. Ananya Roy 2009. Why India cannot plan its cities. Informality, Insurgence and the Idiom of Urbanization. Planning Theory. Volume: 8; Issue: 1; Page: 76-87 (available online)
10. Om Mathur 2017 How urban is India. Financial Express, November 1st.
11. Liza Weinstein: Demolition and Dispossession, 2013 "Toward an Understanding of State Violence in Millennial Mumbai". Studies in Comparative International Development. 48: 285-307 (to be made available online, also available via the Robarts library website)
12. Chan, Kam Wing, 2015. "Five Decades of the Chinese Hukou System," in Robyn R. Iredale and Fei Guo (eds.), Handbook On Chinese Migration, Identity and Wellbeing, Edward Elgar Publishing Ltd, Cheltenham, UK, pp.23-47 (to be made available online the U of T portal, also available via the Robarts library website).
13. Tirthankar Roy, 2022. Monsoon Economies: India's History in a Changing Climate: MIT Press. Chapters 1,3 and 5.
14. Harini Nagendra and Seema Mundoli 2023. Shades of Blue: Connecting the drops in India's Cities. Chapters 1,2,3.
15. Harini Nagendra and Seema Mundoli 2023. Shades of Blue: Connecting the drops in India's Cities. Chapters 5 & 17

Other Resources

Course Designers

1. Prof. Bharat Punjabi, University of Toronto
2. Co-ordinated by Idris Bhat, Political Science, SRM University.

Social Entrepreneurship

Course Code	SEC 108	Course Category	SEC	L	T	P	C
				2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

1. To Equip Students with the Knowledge and Skills to Address Social Challenges through Entrepreneurial Solutions
2. To Foster Practical Experience and Ethical Leadership in Social Entrepreneurship

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 concepts of Social Entrepreneurship and Ethical Dilemmas in Social Entrepreneurship	2	90%	80%
Outcome 2	Infer concepts of Needs Assessment and Market Research for Social Enterprises	2	80%	80%
Outcome 3	Apply concepts of Financial Planning for Social Enterprises	3	70%	70%
Outcome 4	Apply Social entrepreneurship principles to Strategies for Scaling Social Enterprises	4	60%	60%

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
Outcome 1	3			1		3						2		2
Outcome 2	3	2	2	3		2	3	2		2	3	3	3	3
Outcome 3	3	2	2	2		3	3	2		2	3	3	2	3
Outcome 4	3	3	2	3		3	3	1		2		2	2	3
Course Average	3	2	2	2		3	3	2		2	3	3	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
UNIT-1	Introduction to Social Entrepreneurship	8		
	Define social entrepreneurship and its importance	1	1	1,2
	Identify key challenges in addressing social issues	1	1	1,2
	Explore historical context and evolution of the field	1	1	1,2
	Analyze root causes of social issues	2	1	1,2
	Explore ethical considerations in social innovation	2	1	1,2
	Understand the importance of sustainability	1	1	1,2
UNIT-2	Developing a Social Enterprise Concept	12		1,2
	Explore methods for recognizing opportunities for social impact	1	1	1,2
	Understand the role of empathy in social entrepreneurship	1	1,2	1,2
	Social Innovation and Systems Thinking	2	1	1,2
	Introduction to the theory of change	1	1	1,2
	Identify target populations and beneficiaries	2	1,2	1,2
	Conduct needs assessments and market research	2	2	1,2
	Define a clear social mission and vision	1	2	1,2
	Business Model Canvas	2	2	1,2
UNIT-3	Managing Social Entrepreneurship	15		1,2
	Role of leadership in driving social change	2	3	1,2
	Building a values-driven organization	2	3	1,2
	Explore legal structures for social enterprises	2	3	1,2
	Introduction to financial planning and budgeting	3	3	1,2
	Develop a marketing plan for social enterprises	3	2	1,2
	Understand the role of storytelling in impact	2	2,3	1,2
	Ethical marketing practices	1	1,2	1,2
UNIT-4	Funding & Scaling of Social Entrepreneurship	10		1,2
	Explore investment options for social enterprises	1	3,4	1,2
	Identify funding sources and strategies	1	3,4	1,2
	Develop a fundraising strategy	2	3,4	1,2
	Identify risks associated with social entrepreneurship	1	3,4	1,2
	Strategies for building resilience	1	3,4	1,2
	Importance of adaptability and learning	1	3,4	1,2
	Pitching for Social Impact	1	3,4	1,2
	Strategies for scaling social enterprises	1	3,4	1,2
	Challenges and pitfalls in scaling	1	3,4	1,2
Total Hours		45		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 (15%)	CLA-2 (15%)	CLA 3 (20%)	
Level 1	Remember	80%	60%	70%	40%
	Understand				
Level 2	Apply	20%	40%	30%	60%
	Analyse				
Level 3	Evaluate				
	Create				
Total		100%	100%	100%	100%

Recommended Resources

1. Social Entrepreneurship: What Everyone Needs to Know" by David Bornstein and Susan Davis
2. "Social Entrepreneurship: Theory and Practice" by Ryszard Praszquier and Andrzej Nowak
3. "Lean Impact: How to Innovate for Radically Greater Social Good" by Ann Mei Chang

Other Resources

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

Early Medieval India

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

Course Objectives / Course Learning Rationales (CLRs)

1. To understand the patterns of change and continuities that shaped the history of the Indian subcontinent from 600 to 1200 C.E.
2. 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.
3. 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.
4. 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	Analyze 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	Analyze 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	PSO 2	PSO 3
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
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		1,2,14,15
	Agrarian expansion; Graded land rights and changing production relations	3	2 & 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, 2,4, 12,
	Changes in the polity; Nature of the political structure	4	1, 2 & 3	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		2,11,13,15
	The Colas Debates on nature of polity (Segmentary, Centralized or Feudal?).	4	1 & 3	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		1,10
	Virasaivism, Tantricism, Saivasiddhanta, and the network of Viharas, Mathas etc., Puranic Hinduism	4	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 (50%)				End Semester Exam (50%)
		CLA-1 (20%)	CLA 2 (20%)	CLA-2 (10%)	Mid I (10%)	
		Th	Th	Th	Th	
Level 1	Remember	30%	20%	20%	20%	10%
	Understand					
Level 2	Apply	70%	80%	60%	60%	70%
	Analyse					
Level 3	Evaluate			20%	20%	20%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

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.

Other Resources

Course Designers

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

Medieval India Part – I

Course Code	HIS 206	Course Category	CC		L	T	P	C
					3	0	1	4
Pre-Requisite Course(s)	Early Medieval India	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	HISTORY	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To understand the historiographical debates and approach to sources for the medieval period.
2. 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
3. To analyse the fluidities and complexities of identities in the period.
4. 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	<u>SOURCES</u>	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: BAHMANI AND VIJAYANAGARA STATE	12	1,2,3,	
	Bahmani Kingdom; its growth and disintegration,	2		6,7,8,9,32
	The Vijayanagar 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 Vijayanagar 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
	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 (15%)			
		Th	Pr.	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. Anoooshr, 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
7. Chekuri, C. (2012). A 'Share' in the 'World Empire': Nayamkara as Sovereignty in Practice at Vijayanagara, 1480-1580. *Social Scientist*, 40, 41–67.
8. Eaton, R. M. P. B. (2014). *Memory and Architecture: Contested Sites on India's Deccan Plateau* (pp. 1300–1600). New Delhi: Oxford University Press.
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.
12. Jackson, P. (2003). *Cambridge studies in Islamic civilization: The Delhi sultanate: A political and military history*. Cambridge, England: Cambridge University Press.
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
25. Ramaswamy, V. (1992). Rebels - Conformists? Women Saints in Medieval South India. *Anthropos*, 87, 133–146.
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.

27. 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.
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 khilji 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:

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

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.

History of Central Islamic Islands (600-1300 CE)

Course Code	HIS 207	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.	1	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.	1	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.	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	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 Ummayyad Dynasty.	3		
UNIT –IV	UNIT IV: ABBASID CALIPHATE	15	1,3,4	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 Shariʿa and establishment of a new socio-political order; ‘ilm al-fiqh, four madhabs, and taklid; the ‘ulama, and the making of Abbasid authority.	3		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 Shiʿi 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/chol9780521069366.007

Online Resources

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

Other Resources

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.

Age of Revolutions and National Liberation

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 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.	1	85%	75%
Outcome 2	Illustrate the socio-political impact and ideological change in revolutionary societies.	2	80%	70%
Outcome 3	Employment of non-conventional sources of History and historical methodologies using literature as a source for historical reconstruction	2	80%	0%
Outcome 4	Analyze the significance of socio-economic inequalities through decolonial revolutions.	2	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
Course 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 sans-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
	Total Contact Hours	60		

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:

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

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

Medieval India- II (1500-1707 CE)

Course Code	HIS 301	Course Category	Core Course (CC)		L	T	P	C
					3	0	1	4
Pre-Requisite Course(s)	Medieval India II	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.	1	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.	1	70%	80%
Outcome 3	To illustrate the interlinkages of political, economic and social processes during the 15 th to 18 th centuries.	1	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 .	2	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; Maasir-i 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
	Total Contact Hours	60		

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. Alam, M. (1979) Sikh uprisings under Banda bahadur, 1708–1715. *Studies in History*, XLI.
2. Alam, M. & Subrahmanyam, S. (1998). *The Mughal*. Oxford University Press: New Delhi, pp. State1526–State1750s.
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4. 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.
5. Asher, C. & Talbot, C. (2006). *India Before Europe*. Cambridge University Press: Cambridge.
6. Bhargava, M., editor (2010). *Exploring Medieval India*, vol. I and II. Orient: New Delhi Blackswan.
7. Bhargava, V.S. (1966). *Marwar and the Mughal Emperors*. Munshiram Manoharlal: New Delhi.
8. Chandra, S. (1993). *Mughal Religious Policies, the Rajputs and the Deccan*. Vikas Publishing House: New Delhi.
9. Chandra, S. *Essays on medieval Indian history*. Oxford India Collection. Oxford University Press: Oxford (2006).
10. Chatterjee, K. (2008) The Persianization of Itihasa. *Journal of Asian Studies*, 67, 513–543.
11. Chekuri, C. (2012) A ‘share’ in the ‘world empire’: Nayamkara as sovereignty in practice at Vijayanagara, 1480–1580. *Social Scientist*, 40, 41–67.
12. Eaton, R., editor (2003). *India's Islamic Traditions*. Oxford University Press: New Delhi.
13. Thackston, W.M., trans ed. *The Jahangirnāma: Memoirs of Jahangir. Emperor of India*. Oxford University Press: New York (1999). (Read the translator's Preface and Muhammad Hadi's Preface.
14. Gordon, S. (1993). *The Marathas, 1600–1818*. Cambridge University Press: Cambridge.
15. Habib, I. (1996). *The Agrarian System of Mughal India 1556-1707*, 2nd edn. Oxford University Press: New Delhi.
16. Habib, I. (2022) Akbar and his search for spiritual truth. *Studies in History*, 38, 75–89. DOI: 10.1177/02576430221096407.
17. 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.
18. Lal, R. (2005). *Domesticity and Power in the Early Mughal World*. Cambridge University Press: Cambridge.
19. 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).
20. Mukhia, H. (2004). *The Mughals of India*. Wiley-Blackwell.
21. Pollock, S., editor (2003). *Literary Cultures in History, Reconstructions from South Asia*. University of California Press: Berkeley, USA.
22. 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.
23. Rao, V.N., Shulman, D. & Subrahmanyam, S. (2001). *Textures of Time: Writing History in South India 1600–1800*. Permanent Black: Delhi.
24. Raychaudhuri, T. & Habib, I., editors (1982). *The Cambridge Economic History of India (the Cambridge Economic History of India)*. Cambridge University Press: Cambridge.
25. Sarkar, J. (1947) A history of the emperor Aurangzib (r. 1658-1707 A.D.). Translated ed..of Saqi Mustaid Khan's Ma'asir-I Alamgiri. Southeastern Europe “Translator's Preface”. Royal Society of Bengal: Calcutta.
26. 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.
27. Alam, M. (2004). *The Languages of Political Islam in India, c.1200-1800*. Permanent Black: New Delhi.
28. 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.
29. Aquil, R. & Chatterjee, P., editors (2008). *History in the Vernacular*. Permanent Black: New Delhi.
30. Blake, S. (1993). *Shahjahanabad: The Sovereign City in Mughal India 1639–1739*. Cambridge University Press: New Delhi.

31. 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. •.
32. Busch, A. (2005) Literary responses to the Mughal imperium: The historical poems of Kesavadas. *South Asia Research*, 25, 31–54. DOI: 10.1177/0262728005051606.
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34. Faruqi, M.D. (2012). *The Princes of the Mughal Empire 1504–1719*. Cambridge University Press: Cambridge.
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36. Khan, I.A. (2004). *Gunpowder and Firearms: Warfare in Medieval India*. Oxford University Press: New Delhi.
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48. Beach, M.C. (1982). *Mughal and Rajput Paintings*, Cambridge: Cambridge University Press
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50. Flatt, E. J. (2019). *The Courts of the Deccan Sultanates: Living Well in the Persian Cosmopolis*. Cambridge: Cambridge University Press.
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54. Vanina, Eugenia, (2013) 'Roads of (Mis), Understanding: European Travellers in India (Fifteenth to Seventeenth Century)', *The Indian Historical Review*, 40

Other Resources

1.

Online sources

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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>

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.

ECONOMIC HISTORY OF MODERN INDIA (1757-1947)

Course Code	HIS 302	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 on 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	1	80%	70%
Outcome 2	Describe the processes of nineteenth-century colonialism.	1	70%	70%
Outcome 3	Analyse the debates on the colonial economy in India.	1	70%	80%
Outcome 4	Critically analyse the historiography of the economic history of modern 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	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	<u>INTRODUCTION</u>	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 of 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 Laborers 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	3,4	
	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		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.
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:
2. <https://egyankosh.ac.in/handle/123456789/44593>
3. Unit 3: Historiography of Colonial Economy, IGNOU: eGyanKosh, 2018: <https://egyankosh.ac.in/bitstream/123456789/44500/1/Unit-3.pdf>
4. EPW, Engage, Empire and the Colony: <https://www.epw.in/engage/discussion/british-raj-blame-indias-poverty-discussion-empire>

Other Resources

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.

Introduction to Colonial Latin America and the Caribbean

Course Code	HIS 303	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	1	80%	70%
Outcome 2	Demonstrate the processes and structure of colonialism and imperialism in Latin America	2	70%	70%
Outcome 3	Illustrate the pre-colonial Indigenous societies, the impact of colonialism on them, and the moulding of complex national and regional identities.	2	60%	70%
Outcome 4	Analyze the liberation struggles and resistance to colonialism by Indigenous societies	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	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
	Early Resistance and Rebellion.	1		15
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 Tomblaine 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
	Total Contact Hours	60		

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

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

Recommended Online Resources:

1. On Columbus and Imperial Legacy:
<https://www.history.com/topics/exploration/christopher-columbus> Zinn Education Project: Teaching People's History:
2. <https://www.zinnproject.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

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.

Modern Indian History (1750-1947)

Course Code	HIS 304	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 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	1	90%	80%
Outcome 2	Explain the ways in which the Indian nation was imagined	1	80%	75%
Outcome 3	Interpret the nature of colonial rule in India	2	80%	75%
Outcome 4	Examine various phases and contestations of Indian national movement	2	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	PSO 3
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		
Unit No. 1	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
Unit No. 2	Early Indian Nationalism and Discontent	13	2,3	
	Provincial organizations 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		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
Unit No. 3	Changes in the Trajectory of Indian National Movement	15	3,4	
	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		1,3
	Revolutionaries and the Congress (1928-31)	2		9
	Negotiation at the Round Table Conferences- Gandhi, Ambedkar, and Jinnah	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
Unit No. 4	Making of India	14	3	
	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		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
Unit No. 5	Partition and Independence	8	1,4	
	Negotiations for independence and Partition	2		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 Gender, Women, and Partition	1		5
	Total Contact Hours	60		

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

Other Resources

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

Dissertation

Course Code	HIS 305	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

1. To acquire knowledge about a specific area of research.
2. To enhance understanding of past events through historical research.
3. To develop skills required for historical research.

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	Formulate a research problem and corresponding set of research questions	3	90%	80%
2	Assess the resource material for the formulated problem	2	90%	90%
3	Examine the resources using a valid historical methodology	2	90%	80%
4	Synthesize the resources and present the findings	3	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

Category	Description	CLOs Addressed
Conceiving the Idea	Based on the interest conceive an idea Prepare the bibliography	1
Submission of the abstract	Finalise the source material Write an abstract of the proposed idea	1,2
Writing Historiography	Reading and analysing the related works Writing the Historiographical framework of the topic	3,4
Analysing the material	Reading the primary source Synthesising the primary with the secondary material Submission of the final research paper	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		50%		50%		30%		30%
Level 3	Evaluate		50%		50%		70%		70%
	Create								
Total			100%		100%		100%		100%

Course Designers

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

Summer Internship

Course Code		Course Category			L	T	P	C
					0	0	4	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	M.Sc - Physics, Chemistry, Mathematics and Biotechnology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- Integrate Academic Knowledge with Practical Applications
- Build Technical Proficiency in Field-Specific Tools and Techniques
- Develop Analytical Skills through Systematic Research and Data Interpretation
- Foster Ethical, Professional, and Safety-Conscious Work Practices
- Enhance Communication Skills for Effective Scientific Dissemination

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	<i>Apply Theoretical Knowledge to Practical Research or Industrial Challenges</i>	2	70%	80%
Outcome 2	<i>Develop and Demonstrate Technical Skills Relevant to Discipline-Specific Techniques and Tools</i>	2	70%	80%
Outcome 3	<i>Conduct Systematic Research and Analyze Results Critically</i>	3	70%	80%
Outcome 4	<i>Demonstrate Professionalism, Ethics, and Adherence to Safety and Quality Standards</i>	1	70%	80%
Outcome 5	<i>Communicate Scientific Findings Effectively</i>	3	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 Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	2	3	2	2	1	1	2	2	1	3			
Outcome 2	3	3	2	2	3	3	2	1	2	2	2	3			
Outcome 3	3	3	3	3	3	2	2	2	2	2	2	2			
Outcome 4	2	1	2	1	2	1	1	3	2	2	1	2			

Outcome 5	2	2	2	1	2	2	1	2	3	3	2	3			
Average	2.6	2.4	2.2	2	2.4	2	1.4	1.8	2.2	2.2	1.6				

Course Unitization Plan

Unit No.	Unit Name	CLOs Addressed
Unit 1	Problem Definition	1,3
	- Identify and define the research or industrial problem to be addressed. - Review relevant literature or existing solutions. - Formulate a clear and concise problem statement.	
Unit 2	Methodology and Technical Skill Development	2,3
	- Learn and practice field-specific tools, software, and techniques. - Outline methods to tackle the defined problem. - Design a step-by-step plan for experimentation or project execution.	
Unit 3	Data Collection and Analysis	3
	- Conduct experiments or data collection using appropriate techniques. - Use analytical tools to interpret data accurately. - Summarize findings in preliminary results.	
Unit 4	Ethics, Quality, and Safety Compliance	4
	- Review and adhere to safety protocols and ethical guidelines. - Follow quality control measures and document compliance. - Reflect on the importance of ethics in research and industry.	
Unit 5	Presentation and Reporting	5
	- Prepare a scientific presentation summarizing the project. - Write a report or manuscript detailing methodology, results, and conclusions. - Engage in peer reviews and receive feedback.	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		Diary 10%	Mid Sem 20%	Synopsis 10%	Report 10%	
Level 1	Remember	100%	40%	50%	20%	20%
	Understand					
Level 2	Apply		60%	50%	60%	60%
	Analyse					
Level 3	Evaluate				20%	20%
	Create					
Total		100%	100%	100%	100%	100%

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%

Understanding Caste

Course Code	HIS 306	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 and theorize the institution of caste.
- To examine the relationship between caste, class, and gender.
- To acknowledge the caste inequalities and privileges in India.
- 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.	1	80%	70%
Outcome 2	Assess the Intersectionality of caste, class, and gender	3	70%	60%
Outcome 3	Discuss anti-caste movement and the ideas of key thinkers	2	80%	70%
Outcome 4	Examine the relationship between the functioning of Indian democracy and caste	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	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, Organizing 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 (60%)								End Semester Exam (40%)	
		CLA-1 (15%)		CLA-2 (15%)		CLA-3 (15%)		Mid Term (15%)			
		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. Anandhi, S and Karin Kapadia, 2017, Dalit Women: Vanguard of an Alternative Politics in India, Taylor and Francis, 2017.
2. Ambedkar, B. R., Annihilation of Caste, Samyak Publication, 2013.
3. Chakravarti, Uma, 2003, Gendering Caste: Through a Feminist Lens, STREE.
4. Champaklakshmi, R., "Caste and Community: Oscillating Identities in Pre-Modern South India" in Religion, Tradition and Ideology: Pre-Colonial South India, (ed.) R. Champak Lakshmi, Oxford University Press, New Delhi, 2011.
5. Deshpande, A, Grammar of Caste: Economic Discrimination in Contemporary India, OUP, 2011
6. Deshpande, Satish. 2004, Contemporary India: a sociological view, Viking, New Delhi
7. Gupta, Dipankar, Interrogating Caste: Understanding Hierarchy & Difference in Indian society, Penguin Books, 2000.
8. Habib, Irfan, Essays in Indian History, Anthem Press, Chapter 5, 2002
9. Jaiswal Suvira, Caste: Origin, Functions and Dimensions of Change, Manohar, 2019.
10. Jodkha. S. Surinder, Caste: Oxford India Short Introductions, OUP, 2012.
11. Karashima, Noboru, Towards a New Formation: South Indian Society Under Vijaynagar Rule, Oxford University Press, California, 1992.
12. Omvedt Gail,. Understanding Caste: From Buddha to Ambedkar and Beyond, Orient BlackSwan, 2011.
13. 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
14. Sharma, Ram Sharan, Rethinking India's Past, Oxford University Press, 2009,
15. 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.
16. Rao, Anupama. 2009. The Caste Question: Dalits and the Politics of Modern India. Permanent Black.
17. Rege, Sharmila, Against the Madness of Manu, Navayana, 2013.
18. Chakravarti, Uma, 1993, Conceptualising Brahmanical Patriarchy in Early India, Economic & Political Weekly
19. Hassan, Zoya. 2011, Politics of Inclusion; Castes, Minorities and Affirmative Action, Oxford University Press, 2011.
20. Guru, Gopal and Sundar Sarukkai, Experience, Caste, and the Everyday Social, Oxford University Press, 2019.
21. The Cracked Mirror: An Indian Debate on Experience and Theory, OUP India, 2018.
22. Guru, Gopal, Humiliation: Claims and Context, Oxford University Press, 2011.
23. 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.

Course Designers

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

Society, Politics and Economy: India after Independence

Course Code	HIS 307	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 analyses the issues of language, caste, and communalism in contemporary India
- To comprehend the impact of globalization on the Indian economy
- To understand and theories 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	1	90%	90%
Outcome 2	Discuss the colonial and anti-colonial legacies in the functioning of Indian democracy	1	70%	60%
Outcome 3	Examine the evolution of the Indian economy in post-independent India	2	70%	60%
Outcome 4	Analyse the key movement of churning in Indian politics	2	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	1,2	
	The political mosaic in the decade following Independence	3		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

1. Brass, Paul R. (1994). The Politics of India Since Independence, Cambridge: Cambridge University Press.
2. Chandra, Bipan. Et al.(1999). India after Independence, New Delhi: Penguin Books.
3. Gopal, S. Ed. (1991). Anatomy of a Confrontation: The Babri Masjid-Ramjanmabhoomi Issue. Delhi: Viking.
4. Guha, Ramachandra(2009). India after Gandhi. New Delhi: Penguin.
5. Kudaisya,G.(2017). A Republic in The Making: India in the 1950s, Oxford University Press.
6. Hasan, Mushirul (1991). Nationalism and Communal Politics in India, 1885-1930, New Delhi.
7. Hasan, Zoya. Ed.(2002). Parties and Party Politics in India. New Delhi: Oxford University Press.
8. Kanungo, Pralay (2002). RSS's Tryst with Politics: From Hedgewar to Sudarshan. Delhi: Manohar.
9. Krishna Ananth, V. (2009). India since Independence: Making Sense of Politics. New Delhi: Pearson Longman.
10. Ludden, David. Ed.(1996). Making India Hindu: Religion, Community, and the Politics of Democracy in India. New Delhi: Oxford University Press.
11. Dhar P.N.(2000). Indira Gandhi, the 'Emergency' and Indian Democracy. Oxford: Oxford University Press.
12. Selbourne, David (1977). An Eye to India: The Unmasking of the Tyranny, Harmondsworth: Penguin.

Recommended Online Resources

1. Historian's Blog (2017): <https://ashoksridharan.com/category/nehruvian-era-1947-62/>
2. Post-Independence India: Continuity and Change, IGNOU, eGyanKosh: <https://egyankosh.ac.in/handle/123456789/22968>
3. Upadhyay, S.B.(2022). Post-Independence Historiography, IGNOU: <https://egyankosh.ac.in/handle/123456789/84195>

Other Resources

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 308	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	1	80%	70%
Outcome 2	Appraise the pre-colonial indigenous societies and the impact of colonialism on them.	2	70%	80%
Outcome 3	Evaluate the processes and structure of colonialism and imperialism in Africa.	3	60%	60%
Outcome 4	Analyze the liberation struggles and resistance to colonialism by indigenous societies and its representation in the historiography of the Global North.	2	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

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.

Entangled Histories

Course Code	HIS 309	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.	1	90%	90%
Outcome 2	Discuss the role of maps, surveys, and censuses in the formation of colonial knowledge.	1	80%	70%
Outcome 3	Survey the early modern global economic system	2	70%	60%
Outcome 4	Demonstrate the impact of European colonialism on India	2	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	1	
	The frames of the past – Time as a narrator	2		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	2,3	
	Migrations and human movements in history	1		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	3,4	
	Ports, traders and trade routes(Mercantilism)	2		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	2,4	
	Shaping the Empire	2		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	4	
	Representing the marginalised	2		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. Andre Gunder Frank, Re Orient; Global Economy in the Asian Age, University of California Press, 1998.
2. Bernard S Cohen, Colonialism and Its Forms of Knowledge: The British in India, Princeton University Press, 1996.
3. Donald F Lach, Asia in the Making of Europe, Volume I: The Century of Discovery, Book 1, University of Chicago Press, 2008.
4. Edward Said, Orientalism; Western Conceptions of the Orient, Penguin, 2006.
5. Harold J Cook, Matters of Exchange, Commerce, Medicine and Science in the Dutch Golden Age, Yale University Press, 2007.
6. Jorge Cañizares-Esguerra, Nature, Empire, and Nation: Explorations of the History of Science in the Iberian World, Stanford University Press, 2006
7. Sanjay Subrahmanyam, Explorations in Connected History; From the Tagus to the Ganges, Oxford University Press, 2005

Other Resources

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

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.	1	70%	65%
Outcome 2	Examine the various schools of historiography.	2	70%	65%
Outcome 3	Evaluate various historical methods.	3	60%	50%
Outcome 4	Evaluate the nature of historical sources and their utility	3	70%	60%
Outcome 5	Analyse the relationship between history and other social science disciplines	2	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	1,3,4	
	Sources for the Historian	2		2,9
	Archaeology, Epigraphy, Numismatics	2		2
	Inscriptions, Official Chronicles	2		2
	Archives and Literary Sources	2		2
Unit 4	Approaches to History in Modern European Historiography	15	1,4,5	
	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
	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	1,5	
	Orientalist, Imperial, and Colonial Historiography	2		1
	Nationalist Historiography	2		1
	Marxist Historiography	3		1
	The Revisionist Historiography	2		1,2
	Subaltern Historiography	2		1,2
	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. E.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

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.	1	90%	90%
Outcome 2	Analyze diverse historical interpretations of identified research areas.	2	75%	70%
Outcome 3	Demonstrate a review of the literature on the identified subject.	2	75%	70%
Outcome 4	Analyze the historiography of the research area.	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	PSO 3
Outcome 1	3	3	3	2	3	2		2	1	2	2	2	2	2	2
Outcome 2	3	2	3	2	3	2		2	1	1	2	2	3	3	3
Outcome 3	3	3	3	2	3	2		2	1	2	2	2	3	3	3
Outcome 4	3	3	3	2	3	2		2	1	3	2	2	2	2	2
Course Average	3	3	3	2	3	2		2	1	2	2	2	3	2	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
Total Contact Hours		60		

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

1. www.springer.com
2. <https://onlinelibrary.wiley.com/>

Other Resources

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	2	70%	60%
2	Assess the resource material for the formulated problem	3	80%	70%
3	Appraise the sources using a valid historical methodology	3	80%	70%
4	Synthesize the resources and present the findings	3	70%	60%

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	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%

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 - 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	2	70%	60%
2	Interpret historical sources	3	80%	70%
3	Revisit historiographical debate	3	80%	70%
4	Write key arguments and findings	3	70%	60%

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	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.*

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	1	80%	70%
Outcome 2	Understand the essential knowledge of organisation of ideas in historical writing	2	70%	60%
Outcome 3	Distinguish between academic and non-academic writings in history	2	80%	70%
Outcome 4	Show ethics in writing	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	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
	Total Contact Hours	45		

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.

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

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. 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
Total contact Hours		40		

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

1. Ramaswamy, V. (2002). Alien weave: Crafts versus consumerism. India International Centre Quarterly, 29(2), 117–128.
2. Blouin, F. X. (2004). History and memory: The problem of the archive. PMLA, 119(2), 296–298. <https://doi.org/10.1632/003081204X21187>
3. 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)
4. Singh, K. (2015). Rural development: Principles, policies and management. Sage Publications.
5. Rajiv Gandhi Chair for Panchayati Raj Studies. (2002). A handbook on village panchayat administration.
6. 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.
7. Misraal. (2019). Training of trainers' toolkit. Centre for Equity Studies
8. 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>
9. United Nations. (2015). Sustainable Development Goals. <https://www.un.org/sdgs>
10. Axtell, J. (1979). Ethnohistory: An historian's viewpoint. Ethnohistory, 26(1), 1–13. <https://doi.org/10.2307/480300>

Other Resources

Course Designers

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
		2		1,2,6
	social base and class character	1		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
	Total Contact Hours	60		

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

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)														
	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	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 Catalhöyük' in Ian Hodder, (ed.) Religion in the Emergence of Civilization: Catal Höyük 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 Arthasastra	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
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)														
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Development	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical	Individual and Teamwork Skills	Communication Skills	Project Management	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
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=rOKDTXgrlBM>

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)														
	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	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	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)

1. To understand the key debates of the early history of the Indian subcontinent.
2. To comprehend the relevance of literature and non-conventional sources in the reconstruction of history.
3. 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/Jatis	1		2,3
	Arabs in Sindh: Polity, Religion & Society, Struggle for power in Northern India & establishment of Sultanate.	2		2,3
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 (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

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	CC		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)

1. To explore the broad outline of social, economic, and political development in India post-1947 to the early 1990s.
2. To understand the making of the Indian Republic and the issue of language, caste, and communalism in contemporary India.
3. To explain the economic processes from independence to liberalization.
4. 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	-	-	-
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		
	Unquiet 60s and Naxal Movement	2	2,3	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		
	Assam, Punjab, and Kashmir	4	2,4	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		
	The BoP crisis (1991) and the Structural Adjustments Programme	3	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 (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 Guardia <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

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)

1. To understand the historiography of Indian art forms from ancient to colonial times.
2. To comprehend the diversity of 'Indian' aesthetics.
3. To critically analyse the Orientalist view of Indian art.
4. 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 Lifelong 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			
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 1	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 2	Sculpture: styles, iconography.	8	1,2,3,4	
	Gandhara and Mathura	3		5,4
	Chola bronzes.	3		9
	Terracotta art.	2		9
Unit 3	Architecture: forms, contexts	14		
	Stupa and monastery architecture, pattern of patronage;	2	1,2,3,4	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 4	Painting: styles, representation, popular and folk	15		
	Ajanta Murals: characteristics, material culture;	3	3,4	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