

Lesson Plan: January to May 2022

Name of the Teacher: Dr. Supriya Sinha
Assistant Professor, Dept of History, SPM College

Course: BA History Hons

Semester: VI

Name of the Paper: History of Modern Europe- II

Course Objectives: This paper offers a historical overview of the development of nationalities and nation-states in the 19th and 20th centuries. Among the various case studies discussed, the paper traces the buildup to a revolution in the disintegrating Russian empire. It also introduces students to the concept of imperialism. In this light, the paper discusses the varied historical writings on World War One and on the nature of developments during the inter-war period. It familiarises students with the intellectual and art movements that were linked to the changes in the socio-economic and political milieu of 19th and early 20th century Europe.

Learning Outcomes: Upon completion of this course the student shall be able to: (a) Trace varieties of nationalists and the processes by which new nation-states were carved out. (b) Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map. (c) Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century. (d) Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe. (e) Contextualise major currents in the intellectual sphere and arts.

Course Content:

Unit-I:

(Teaching time: 2 weeks

Approx.)

Tsarist Russia and the coming of the Bolshevik Revolution

[a] Serfdom, Populism and Social Democracy

[b] The Revolution of 1905; the revolutions of 1917: origins, visions, movements

At the end of this rubric the student will be familiar with the economic, social and political issues that troubled the Tsarist regime in Russia in the nineteenth century. She/he will develop an understanding of popular movements and the political ascendancy of the socialists eventually leading to the revolutions in the early 20th century.

(a) Wood, Alan. (2003). The Origins of the Russian Revolution 1861-1917. London and New York: Routledge.

(b) Gleason, Abbot (Ed.). (2009). *A Companion to Russian History*. Sussex: Wiley-Blackwell. (Chapters 12, 13, 14, & 16)

(c) Sheehan, James J. (2000). 'Culture' in T.C.W. Blanning (Ed.). *The Nineteenth Century: Europe 1789-1914*. Oxford: Oxford University Press.

(d) Fitzpatrick, Sheila. (1994). *The Russian Revolution*. Oxford: Oxford University Press.

Extra Reading:

- Joshi, Vandana ed, *Social Movements and Cultural Currents 1789-1945*, Orient BlackSwan, New Delhi.
- Joshi, Vandana ed., *Revisiting Modern European History, 1789-1945*. Pearson, NOIDA, 2017.

**Unit-II:
Approx.)**

(Teaching time: 5 weeks

Varieties of Nationalisms, Imperialism, Crisis and the Great War

[a] Intellectual currents, popular movements and the formation of national identities: Germany and Italy

[b] State and Politics in post-unification Germany and Italy

[c] Imperialism: Theories, Race, Darwin and Orientalism

[d] War of 1914-18: historiographical debates; developments leading to the Great War

At the end of this rubric the student will be expected to demonstrate an understanding of the complex political and economic interplay associated with the unification of Germany and Italy. They will be able to trace these complexities into the politics of state formation post unification. The students will also develop an understanding of imperialism, wherein they will explore theories and also how questions of race and orientalism shaped the colonial interactions of European nations.

(a) Riall, Lucy. (1994). *The Italian Risorgimento: State, Society and National Unification*. London and New York: Routledge.

(b) Beals, Derek and Eugenio F. Biagini. (2002). *The Risorgimento and the Unification of Italy*. London and New York: Routledge 122

(c) Eley, Geoff. (1986). *From Unification to Nazism: Reinterpreting the German Past*. London and New York: Routledge.

(d) Blackbourn, David. (2002). *History of Germany 1780-1918: The Long Nineteenth Century*. Oxford: Oxford University Press.

(e) Porter, Andrew. (1994). *European Imperialism 1860-1914*. Hampshire: Palgrave Macmillan.

(f) Brewer, Anthony. (2001). *Marxist Theories of Imperialism: A Critical Survey*. London and New York: Routledge.

(g) Henig, Ruth. (2003). *Origins of the First World War*. London and New York: Routledge.

(h) Midgley, Clare. (Ed.). (1998). *Gender and Imperialism*. Manchester: Manchester University Press. (i) Dirks, Nicholas (Ed.). (1992). *Colonialism and Culture*. Michigan: University of Michigan Press.

(j) Bernasconi, Robert and Tommy Lee Loft. (2000). *The Idea of Race*. Indianapolis: Hackett Publishing.

Extra Readings:

- Joshi, Vandana ed, *Social Movements and Cultural Currents 1789-1945*, Orient BlackSwan, New Delhi.
- Joshi, Vandana ed., *Revisiting Modern European History, 1789-1945*. Pearson, NOIDA, 2017.

**Unit- III:
Approx.)**

(Teaching time: 4 weeks

Europe Between Wars

[a] Post war developments, international institutions, social and economic consequences of the war [b] Understanding Fascism; Origins, Forms, Nature of the Fascist/Nazi State: Germany, Italy

[c] Origins of the Second World War

Student will be expected to develop an understanding of European politics of this period. She/he will examine the emergence of international institutions and the impact of war on European society and economy. This would also be essential to the students understanding of the emergence of right wing movements in Europe. The student will be expected to demonstrate a familiarity with the historiographical debates and discussion associated with the rise and development of the fascist/Nazi state in Italy and Germany eventually leading to the outbreak of the second world war.

(a) Thurlow, Richard. (1999). *Fascism*. Cambridge: Cambridge University Press.

(b) McDonough, Frank. (1999). *Hitler and Nazi Germany*. Cambridge: Cambridge University Press.

(c) Griffin, Roger. (1995). *Fascism*. Oxford: OUP.

(d) Passamore, K. (2002). *Fascism: A Very Short Introduction*. Oxford: Oxford University Press.

(e) Kershaw, Ian. (1985). *The Nazi Dictatorship: Problems and perspectives of Interpretation*. London: Edward Arnold.

(f) McDonough, Frank . (1997). The Origins of the First and the Second World War. Cambridge: Cambridge University Press.

(g) Boyce, Robert and Joseph A. Maiolo (Eds.). (2003). The Origins of World War Two: The Debate Continues. London: Macmillan Education.

Extra Readings:

- Joshi, Vandana ed, *Social Movements and Cultural Currents 1789-1945*, Orient BlackSwan, New Delhi.
- Joshi, Vandana ed., *Revisiting Modern European History, 1789-1945*. Pearson, NOIDA, 2017.

Unit-IV:
Approx.)

(Teaching time: 3 weeks

Cultural and Intellectual Developments since c.1850

[a] Print culture, mass education and the extension of literacy

[b] Creation of new cultural forms: Realism, Impressionism, Post-Impressionism, Photography; Architecture: Art Nouveau, Expressionism and Futurism

[c] Institutionalization of disciplines: History, Anthropology and Sociology

At the end of the rubric the student will be expected to build on her/his understanding of European history to understand the cultural and intellectual transformations experienced in late nineteenth and early twentieth century Europe. The student will develop familiarity with how mass education, print culture, changes in artistic styles, emergence of photography and the academic institutionalization of disciplines shaped the modern European worldview.

(a) Winders, James A. (2001). European Culture Since 1848. New York: Palgrave

(b) Vincent, David. (2000). The Rise of Mass Literacy: Reading and Writing in Modern Europe. New Jersey: Wiley.

(c) Brettell, Richard. (1999). Modern Art, 1851-1929: Capitalism and Representation. Oxford: Oxford University Press

(d) Colquhoun, Alan. (2002). Modern Architecture. Oxford: Oxford University Press, pp. 13-35 & 87-109.

(e) Clarke, Graham. (1997). The Photograph. Oxford University Press, Oxford, 1997 (p. 11-54)

(f) Thompson, Kenneth. (1976). August Comte: the Foundation of Sociology. New Jersey: Wiley.

(g) Kuper, Adam. (1975). Anthropology and Anthropologists. London: Penguin Books.

(h) Eriksen, T.H. and F.S. Nielsen. (2013). A History of Anthropology. London: Pluto Press.

Extra Readings :

- Joshi, Vandana ed, *Social Movements and Cultural Currents 1789-1945*, Orient BlackSwan, New Delhi.
- Joshi, Vandana ed., *Revisiting Modern European History, 1789-1945*. Pearson, NOIDA, 2017.

SUGGESTED READINGS:

- Bayly, C.A. (2004). *The Birth of the Modern World, 1780-1914*. Oxford: Blackwell Publishing, pp.199-242.
- Berger, Stefan (Ed.). (2004).

A Companion to Nineteenth Century Europe 1789-1914. Oxford: Blackwell Publishing.

- Berger, Stefan. (Ed.). (2004) .*A Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing, pp. 178-192

- Gooch, John. (2001). *The Unification of Italy*. London: Routledge.
- Gorman, Michael. (1989). *The Unification of Germany*. Cambridge: Cambridge University Press (Introduction).

- Henig, Ruth. (2003). *Origins of the First World War*. London and New York: Routledge

- Hobsbawm, E.J. (1990). *Nations and Nationalism: Programme, Myth, Reality*. Cambridge: Cambridge University Press

- Hopkins, A.G. (2000). "Overseas Expansion, Imperialism, and Europe" in T.C.W. Blanning, (Ed.). *The Nineteenth Century: Europe 1789-1914*. Oxford: OUP, pp. 210-24.

- Hunt, Lynn, Tomas R. Martin, Barbara H. Rosenwein, Bonnie G. Smith. (2010). *The Making of the West: Peoples and Cultures, A Concise History*. Boston and New York: Bedford / St. Marti

- Joll, James. (1999). *Europe since 1870*. London: Penguin Books, pp. 78-112

- Kohn, David. (1985). *The Darwinian Heritage*. Princeton: Princeton University Press.

- McMaster, Neil. (2001). *Racism in Europe*. UK: Macmillan Education.

- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. London. New York: W.W. Norton.

- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. London, New York: W.W. Norton. pp. 1056-1111

- Merriman, John. Open Yale Course Lectures [audio].

- Perry, Marvin and George W. Bock. (1993). *An Intellectual History of Modern Europe*. Princeton: Houghton Mifflin Company. 124
- Perry, Marvin et.al. (2008). *Western Civilization: Ideas, Politics and Society*, Vol.2. Boston and New York: Houghton Mifflin Harcourt Publishing Company
- Perry, Marvin et.al. (2008). *Western Civilization: Ideas, Politics and Society*, Vol. 2. Boston and New York: Houghton Mifflin Harcourt Publishing Company, pp. 708-745
- Rapport, Michael. (2005). *Nineteenth Century Europe*. Hampshire: Palgrave Macmillan
- Rapport, Michael. (2005). *Nineteenth Century Europe*. New York: Palgrave Macmillan.
- Said, Edward. (1978). *Orientalism; Western Conception of the Orient*. New York: Pantheon Books.
- Sheehan, James J. (2000). "Culture", in T.C.W. Blanning (Ed.) *The Nineteenth Century: Europe 1789-1914*. Oxford: Oxford University Press.
- Simonton, Deborah. (1998). *A History of European Women's Work: 1700 to the Present*. London and New York: Routledge.
- Teich, Mikulas and Roy Porter. (Eds.). (1993). *The National Question in Europe in Historical Context*. Cambridge: Cambridge University Press, pp. 181 – 194
- Thompson, David. (1990). *Europe Since Napoleon*. London: Penguin Books.
- Todd, Allan. (2002). *The European Dictatorships: Hitler, Stalin, Mussolini*. Cambridge: Cambridge University Press.
- Wade, Rex A. (2000). *The Russian Revolution, 1917*. Cambridge: Cambridge University Press.
- Waller, Bruce (ed.). (2002). *Themes in Modern European History 1830-1890*. London and N.Y.: Routledge. (Chapter: Germany: Independence and Unification with Power, pp. 99-122.)

Teaching Learning Process: Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods: Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks

Keywords:

Unification of Germany and Italy, Balkan Nationalism, Tsarist Russia, Russian Revolution, Imperialism, War of 1914-18, Fascism and Nazism, New public Sphere, Art, Institutionalization of Disciplines, History, Anthropology and Psychology

Course: BA Prog; section A

Semester: VI

Name of the Paper: Issues in 20th Century World

Course Objectives:

This course aims to provide an understanding of 20th century world history not as history of parts, individual nations but as interconnected world history. Through events focus is on how the world evolved from the Wars of Nations to new radical and social movements. World ridden with conflict and violence also witness growing desires for Peace by forming United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

- Define world history.
- Discuss and explain the evolving politics, economies and cultures of the twentieth century world.
- Analyze the interconnectedness in world history.
- Demonstrate critical skills to discuss diverse social movements and cultural trends.

Course Content:

Unit I: The World Divided: The Cold War-case studies, Korea/Vietnam Unit II: Decolonization and the long shadow of colonial exploitation: Ghana/Algeria Unit III: Popular Movements: (a) Environmental Struggles: Chipko Movement; Struggles for the Amazon; Bhopal (b) Student Movements: Paris 1968 (c) Anti-apartheid movements in S. Africa and Civil Rights Movement USA (d) Women's Movements: Issues and Debates/Women and Work Place-Vishakha Guidelines Unit IV: Leisure and Entertainment (a) Spectator Sports (football/Olympics) (b) Cinema (James Bond films in the context of the Cold War, Satyajit Ray's films and Bicycle Thief in the context of the Depression)

Unit I: (Teaching Time: 3 weeks Approx.)

The World Divided: The Cold War-case studies, Korea/Vietnam

This Unit shall discuss the global impact of the Cold War through specified case studies.

Readings:

1. Dickinson, Edward Ross. (2018). *The World in the Long Twentieth-Century, An Interpretive History*. USA: University of California Press.
2. Lightbody, Bradley. (1999). *The Cold War*. New York and London: Routledge.
3. McMahon, Robert. (2003). *Cold War-A very Short Introduction*. USA: University Press.
4. Lee, Stephen J. (1982). *Aspects of European History 1789–1980*. London, New York: Routledge
5. Anderson, David L. (2005). *The Vietnam War*. New York: Palgrave Macmillan.
6. Stueck, W. (2010). “The Korean War.” in M.P. Leffler and O.A. Westad, (Eds.). *The Cambridge History of the Cold War*. Volume 1. Cambridge: Cambridge University Press.

Unit II: (Teaching Time: 3 weeks Approx.)

Unit II: Decolonization and the long shadow of colonial exploitation: Ghana/Algeria Unit

This Unit shall familiarise the students with the decolonisation process and the politics of persisting colonial interests through a prescribed case study from the African/South American region.

1. Lee, Stephen J. (1982). *Aspects of European History 1789–1980*. London, New York: Routledge (Ch.36).
2. Whitfield, Lindsay. (2018). *Economies after Colonialism: Ghana and the Struggle for Power*. Cambridge: Cambridge University Press, pp. 133-177.
3. Choi, Sung-Eun. (2016). *Decolonization and the French of Algeria: Bringing the Settler Colony Home*. New York: Springer (Introduction).
4. Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
5. Duikar, William J. (2005) *Twentieth-Century World History*. USA: Wadsworth Cengage Learning.
6. Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
7. Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
8. महाजन, स्नेहा (२०१६). बीसवीं शताब्दी का इतिहास: एक झलक भाग एक, दिल्ली: लक्ष्मीप्रकाशन
9. देशपांडे, अनिरुध (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम, दिल्ली, दिल्ली विश्वविद्यालय प्रकाशन

Unit III: (Teaching Time: 6 weeks Approx.)

III: Popular Movements:

- (a) Environmental Struggles: Chipko Movement; Struggles for the Amazon; Bhopal
- (b) Student Movements: Paris 1968
- (c) Anti-apartheid movements in S. Africa and Civil Rights Movement USA
- (d) Women's Movements: Issues and Debates/Women and Work Place-Vishakha Guidelines

This Unit shall provide an outline of important case studies of popular movements that emerged in the latter half of the twentieth century

Readings:

1. Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
2. Duikar, William J. (2005) *Twentieth-Century World History*. USA: Wadsworth Cengage Learning.
3. Burkett, Elinor. (YEAR). "Women's Rights Movement - Political and Social Movement." *Encyclopaedia Britannica* (<https://www.britannica.com/topic/womens-movement>).
4. Flavia Agnes. (2001). *Law and Gender Equality: The Politics of Women's Rights in India*. Delhi: Oxford University Press (relevant sections in Part-II).
5. Joan Martinez-Alier. (2012). "The Environmentalism of the Poor: Its Origins and Spread" in *A Companion to Global Environmental History*, Eds. J. R. McNeill and Erin Stewart Mauldin, West Sussex: Wiley-Blackwell, pp. 455-73.
6. Nagraj, Vijay K. & Nithya V Raman (2006). "Are we Prepared for Another Bhopal." in *Environmental Issues in India*, ed. Mahesh Rangarajan, Delhi: Pearson. (Available in Hindi also)
7. McNeill, J. R. (2001). *Something New Under the Sun: An Environmental History of Twentieth-Century World*. New York & London: W.W. Norton & Company. (Especially Introduction)
8. Mitchell, Timothy. (2013). *Carbon Democracy: Political Power in the age of Oil*. London & New York: Verso (Introduction).
9. Skinner, R. (2017). *Modern South Africa in World History: Beyond Imperialism*. London: Bloomsbury (Ch.6 and Ch.7).
10. Mahajan, Sneha. (2009) *Issues in Twentieth Century World History*. Delhi: Macmillan.
11. महाजन, स्नेहा (२०१६). बीसवीं शताब्दी का इतिहास: एक झलक भाग एक, दिल्ली: लक्ष्मीप्रकाशन
12. देशपांडे, अनिरुध (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम, दिल्ली, दिल्ली विश्वविद्यालय प्रकाशन

Unit IV: (Teaching Time: 4 weeks Approx.)

Leisure and Entertainment

(a) Spectator Sports (football/Olympics)

(b) Cinema (James Bond films in the context of the Cold War, Satyajit Ray's films and Bicycle Thief in the context of the Depression)

This Unit shall discuss important trends in the realm of spectator sports and in cinema. The focus shall be on specified case studies.

Readings:

1. Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
2. Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
3. Hobsbawm, E.J. (2009). *The Age Of Extremes*, translated into Hindi : अतिरेकxकायुग : बीसव्यसदीकाइतिहास : 1914-1991; अनुवादक, 1काश दीzत ; मेरठ : संवाद 1काशन
4. Duikar, William J. (2005) *Twentieth-Century World History*. USA: Wadsworth Cengage Learning.
5. Leab, D.L. (1998). "Introduction: The Cold War and the Movies." *Film History* vol. 10 no.3, pp. 251-53.
6. Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
7. Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.

Teaching Learning Process: Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods: Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks

Paper name: Archives and Museum

Course and Year: BA (Prog), 4 sem
Complete / sharing : Sharing

No. of classes: (per Week) 2 Lectures

Teaching Learning Process:

Classroom lectures on the key concepts, case studies, and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from fieldwork. Overall, the Teaching-Learning Process shall be geared toward closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Course Objective:

The aim of this course is to make the students familiar with the structure and functioning of both archives and museums in India. This subject will also be taught with a view to give an insight into the aspects of employability in these institutions.

Unit I: Definition of Archives and Museum: types - digital, virtual, crafts, media; difference between archives, museum and library

This unit provides insight into the use of digital technology and media in Museums -Both in functioning and display; also address to types of museums.

(Teaching Time: 4 Weeks Approx.)

Unit II: History of the development of archives and museums in India with one case study each

Collection, documentation, preservation

This unit elaborates upon distinct characteristics of collection and collection management in a museum and also various roles/ functioning of a museum.

(Teaching Time: 6 Weeks Approx.)

- Kathpalia, Y. P. (1973). Conservation and Restoration of Archive Material. Paris: UNESCO.

Suggested Readings

- Mathur, Saloni. India by Design: Colonial History and Cultural Display. Berkeley: University of California.
- Nair, S. N. (2011). Bio-Deterioration of Museum Materials. Calcutta: Agam Prakashan.
- Sengupta, S. (2004). Experiencing History through Archives. Delhi: Munshiram Manoharlal.
- Choudhary, R. D. (1988). Museums of India and their Maladies. Calcutta: Agam Prakashan.
- Aggarwal, O. P. (2006). Essentials of Conservation and Restoration and Museology, Delhi: Sundeep Prakashan.
- Nair, S. N. (2011). Bio-Deterioration of Museum Materials, Calcutta: Agam Prakashan 260
- Mathur, Saloni. (2000). "Living Ethnological Exhibits: The Case of 1886", Cultural Anthropology, Vol. 15 No. 4, pp 492-524
- Mathur, Saloni. (2007). India by Design: Colonial History and Cultural Display. Berkeley: University of California.
- Sahai, Shivswaroop (2019) संग्रहालय की ओर, Motilal Banarsidas .

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected

in the course readings. Classroom lectures shall be combined with group discussions on specific

readings and presentations stemming from field work. Overall, the Teaching Learning Process

1. shall be geared towards closely linking essential theoretical assessments with active practical

work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work

towards providing basic exposure to related fields of studies connected to the discipline history

and to avenues of interdisciplinary postgraduate studies.

Assessment methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual)

project submission-cum-presentation. The project has to be based on a field visit/field work.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords: Digital, Archives, Library, Museums, Collections, Preservation, Exhibition