

5. Chatterjee , Amitava (Ed): *People at Large: Popular Culture in Modern Bengal*
6. Chatterjee, Amitava (Ed.): *People at Play: Sport, Culture and Nationalism*
7. Chattopadhyay, Amitava (ed): *Itihase Jana Sanskriti: PorishareUnish Bis Shatak*
8. Jones, Kenneth: *Socio-Religious Reform movements in British India*
9. Kumar , Ravinder: *Essays in the Social History of Modern India*
10. Mazumdar , Ranjani: *Desiring Women in Bombay Cinema*
11. Misra , B.B.: *The Rise of the Indian Middle Class*
12. Pienny , Christopher: *Camera Indica: The Social Life of Indian Photographs*
13. Roychowdhury, Madhuparna: *Displaying India's Heritage: Archaeology and the Museum Movement in Colonial India*
14. Sanyal , Hitesranjan: *Social Mobility in Bengal*
15. Sen , Ranojoy: *Nation at Play: A History of Sport in India*
16. Singh , Lata (ed.): *Theatre in Colonial India: Playhouse of Power*
17. Storey , John: *Cultural Theory and Popular Culture*
18. Thakurata, Tapati Guha-: *The Making of New Indian Art*

SEMESTER - IV

COURSE 16: HIS401

HISTORY OF SCIENCE, TECHNOLOGY AND MEDICINE IN COLONIAL INDIA

Lectures: 50

Marks: 50

Unit- I: Colonial Science – Perspectives and Development – Concepts and Contours - considerations of the colonial power underpinning scientific and technological initiatives of British India – British surveys in India as colonial forms of knowledge – technology and the colonial project of India's development – Departments of Irrigation, Agriculture, Public Works, Railways – Role of Institutions in promoting scientific knowledge - role of Asiatic Society of Bengal – Formation of Geological Survey of India – Botanical investigations - Agricultural experimental farms.

Unit-II: Western medicine in an Indian environment – State policy to public health and medicine – emergence of the study of tropical diseases – underpinnings of colonial power in epidemiology in colonial India – role of scientific education and technical institutions – government and private colleges – engineering and medical colleges – involvement of women in science education.

Unit-III: Nationalist science as a counter-discourse of colonial science - claim of 'national' scientific tradition for India - the search for 'scientific' texts from 'antiquity' – Nationalist medicine: Ayurveda, Unani, nationalist adoption of Homeopathy.

Unit- IV: Nationalism and the founding of institutions and associations for scientific research – Swadeshi technology: in theory and practice – response to western science: failures and

successes – Science and indigenous personalities - modern scientific outlook and the ‘women question’.

Suggested Readings:

1. Arnold, David: *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*
2. Arnold, David: *The New Cambridge History of India III – 5: Science, Technology and Medicine Colonial India*
3. Baber, Zaheer: *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*
4. Bala, Poonam: *Imperialism and Medicine in Bengal: A Socio-Historical Perspective*
5. Bernal, J.D.: *Science in History* (2 volumes)
6. Bose, Pradip Kumar (ed.): *Health and Society in Bengal: A Selection from Late 19th-Century Bengali Periodicals*
7. Chakrabarti, Pratik: *Western Science in Modern India: Metropolitan Methods, Colonial Practices*
8. Dasgupta, Subrata: *Jagadis Chandra Bose and the Indian Response to Western Science*
9. Ernst, Waltraud: *Mad Tales from the Raj: Colonial Psychiatry in South Asia, 1800 - 58*
10. Habib, Irfan & Dhruv Raina (eds.): *Social History of Science in Colonial India*
11. Harrison, Mark: *Public Health in British India: Anglo-Indian preventive medicine 1859-1914*
12. Kumar, Deepak & MacLeod Roy (eds.): *Technology and the Raj: Western Technology and Technical Transfers to India, 1700-1947*
13. Kumar, Deepak: *Science and the Raj: A Study of British India*
14. Lourdusamy, J.: *Science and National Consciousness in Bengal, 1870-1930*
15. Palit, Chittabrata et al: *Science, Technology, Medicine and Environment in India: Historical Perspectives*
16. Prakash, Gyan: *Another Reason: Science and The Imagination in Modern India*
17. Rahman, A.: *Science and Technology in Indian Culture*
18. Ray, Kabita: *History of Public Health – Colonial Bengal, 1921 – 1947*
19. Sangwan, Satpal: *Science, Technology and Colonization: An Indian Experience, 1757-1857*
20. Sujaya, Sarkar: *The Making of Geology – A Historical Study in Science and Colonialism, 1767-1856*

SEMESTER- IV **COURSE 17: HIS 402**

POST-COLONIAL CONTEMPORARY HISTORY OF INDIA: SELECT THEMES

Lectures: 50

Marks: 50

Unit- I: Definitions of Contemporary History. Phases of the Political transition in India after

Independence – The Congress System- the Kashmir Question--Refugee problems.

Unit- II: Framing of the new Constitution- integration of the princely states-the birth of republic Nehru and the formation of a planned economy-Agriculture and Land Reform-the Green Revolution- drive for industrialization- Linguistic reorganization of the provinces-Birth of Indian Electoral politics.

Unit-III: India after Nehru-Indira Gandhi and the Congress-Collapse of the Congress system-the Emergency: The context and impact-the Janata government and experiments with coalition politics.

Unit-IV: India in world politics: Non-Alignment-conflict with Pakistan and China-India and Soviet Union- the emergence of India and her neighbors: SAARC-Foreign policy in an age of globalization: the Look east policy.

Suggested Readings:

1. Brass, P. R.: *The Politics of India Since Independence*
2. Brass, Paul R.: *Language, Religion and Politics in North India*
3. Chandra,Bipan,Mridula Mukherjee, and Aditya Mukherjee: *India after Independence*
4. Chatterjee, Partha ed: *Wages of Freedom: Fifty Years of Indian Nation-State*
5. Chatterjee, Partha: *A Possible India: Essays in Political Criticism*
6. Cohen, Stephen P:- *India: Emerging Power*
7. Guha, Ramchandra: *India after Gandhi, The History Of World's Largest Democracy*
8. Huntington, Samuel P.: *The Third Wave: Democratization in the Late Twentieth Century*
9. Jalan, Bimal: *India's Economy in the New Millennium*
10. Jayapalan, N.: *Foreign policy of India*
11. Kaviraj, Sudipta: *Politics in India*
12. Kothari, Rajni: *Politics in India*
13. Morris-Jones, W. H.: *The Government and Politics in India*
14. Nanda, B. R. ed: *Indian Foreign Policy: The Nehru Years*
15. Pande, B. N. ed.: *A Centenary History of the Indian National Congress*

SEMESTER IV
COURSE 18: HIS 403

ISSUES OF ENVIRONMENTAL HISTORY IN INDIA: SELECT
THEMES

Lectures: 50

Marks: 50

Unit – I: Environment and ecology in Indian ethos and philosophy - Perception of Environment in past times – Changing approaches to environment in pre-colonial India.

Unit – II: Colonialism as a watershed in environmental historiography - Beginning of new regime of environmental issues - land, forest and water - Colonial intervention and environment - Colonial Forest Policy –Nationalism and the environmental discourse.

Unit – III: The idea of Tropics and Climate change –Environmental disasters - Drought – earthquake – flood – Impact of industries on ecology – types of environmental pollution and related issues.

Unit – IV: Environmental Issues after Independence -Environmental Disasters – Deforestation and Construction of Dams – Displacement and resistance of people - Environmental Protection - Conservation of natural resources - Waste management - Environmental movements in Independent India.

Suggested Readings:

1. Arnold, David and Ramachandra Guha (eds.): *Nature, Culture and Imperialism*
2. Dhanaraju, Vulli (ed.): *Regional Environmental History*
3. Gadgil, Madhav and Ramachandra Guha : *This Fissured Land, An Ecological History of India*
_Ecology and Equity: The Use and Abuse of Nature in Contemporary India
4. Grove, R.,V. Damodaran and S. Sangwan (eds.): *Nature and the Orient: The Environmental History of South and Southeast Asia*
5. Guha , Ramachandra: *The Unquiet Woods: Ecological Change and Peasant Resistance in India*
6. Guha, Sumit (ed.): *Environment and Ethnicity in India*
7. Mosse, D.: *The Rule of Water, Statecraft, Ecology and Collective Action in South India*
8. Rangarajan, Mahesh: *Environmental Issues in India*
9. Rangarajan, Mahesh: *Fencing the Forest: Conservation and Ecological Change in India's Central Provinces*
10. Singh, S.: *Taming the Waters. The Political Economy of Large Dams in India*
11. Sivaramakrishnan, K.: *Modern Forests, State making and Environmental Change in Colonial Eastern India*

SEMESTER IV
COURSE 19: HIS 404

NEW WORLD SYSTEM SINCE 1945

Lectures: 50

Marks: 50

Unit- I: The Cold War and bilateralism in world politics: historiography – ideological and political basis of Cold War – condition in Eastern Europe and Western Europe – formation of the European Union – NATO and its changing role – UNO and the concept of World Peace.

Unit- II: Internationalization of regional tensions: Korea, Vietnam, Cuba, and Kashmir – the Middle East in World politics: birth of Israel; the Palestine Question and Arab-Israel conflict – Suez crisis and oil diplomacy – the Iranian Revolution 1979 – Iraq-Kuwait conflict and Gulf War – the changing face of Afghanistan: Soviet intervention; Talibanism and after.

Unit- III: Historical context of the emergence of the Third World – Developmental issues of the Third World – changing face of Africa and Latin America; politics, economy, culture – the impact of the rise of Communist China in world politics – changing contours of Sino-Soviet (Russian) and Sino- US relations – East Asian economic development.

Unit- IV: Disintegration of the Soviet Union and its impact on international politics – changes in the political order – from bipolar to unipolar World System – international terrorism and its impact on world politics – Globalization: its economic and political impact – economic and technological development in contemporary World – Condition of peasants, labours, women in society, economy and culture of contemporary world.

Suggested Readings:

1. Achar, G.: *The Clash of Barbarisms*
2. Baylis, J. and S. Smith eds.): *The Globalization of World Politics – An Introduction to International Relations*
3. Briggs, A. and P. Clavin: *Modern Europe, 1789 – Present*
4. Burns, B.: *Latin America: A Concise Interpretative History*
5. Calvocoressi, P.: *World Politics 1945 – 2000*
6. Chakraborty, B. (ed.): *Exploring Regional Security South and Central Asia*
7. Haynes, J.: *Third World Politics*
8. Hogal, M.J.: *America in the World Politics*
9. Lowe, N.: *Mastering Twentieth Century Russian History*
10. Lundestad, G.: *East, West, North, South*
11. Mazrui, A.A. and M. Tidy: *Nationalism and New States in Africa*
12. McWilliams, W.C. and H. Piotrowski: *The World since 1945 – A History of International Relations*.
13. Oren, M.B.: *Power, Faith and Fantasy – America in the Middle East*
14. Reynolds, D.: *The origin of the Cold War*
15. Stokes, G.: *From Stalinism to Pluralism – A Documentary History of Eastern Europe since 1945*
16. Urwin, D.: *Western Europe since 1945*

SEMESTER IV
Optional Course (i)
COURSE 20: HIS 405 (A)
SOME ASPECTS OF COLONIAL BENGAL

Unit-I: Bengal in colonial period: From traditional system of education to western education – Contributions of the British Government, Missionaries and local people – Impact of western ideas and growth of new intelligentsia – Medical education – Technical education – Reaction and Response of indigenous people – emergence of modern professions – social consequences of westernization – newspapers and periodicals – Evolution of Bengalis literatures, music and theatre.

Unit-II: Social and religious reform movements – Rammohun Roy, Young Bengal, Ishwar Chandra Vidyasagar, Swami Vivekananda, Ramkrishna Mission, Bharat Sevashram Sangha – Emerging new social order – Case studies of Namasudras, Rajbangshis and Matuas – Social mobility in Bengal.

Unit-III: Emergence of modern politics – Nature of Bengal politics – Indian National Congress and Gandhian ideology in Bengal – Rise of Revolutionary activities and militant nationalism – the Muslim League – Left wing politics.

Unit-IV: Changes in agrarian economy – commerce of salt, silk, cotton – rise of indigenous enterprises – condition of zamindars, peasants, labours – condition of women, tribes and castes – ecology and environment – natural disasters and distress of people.

Suggested Readings:

1. Bandyopadhyay, Sekhar: 1. *From Plassey to Partition: A History of Modern India*, 2. *Caste, Culture and Hegemony: Social dominance in colonial Bengal*, 3. *Caste, Politics and the Raj: Bengal 1872-1937*
2. Bhattacharyya, Sabyasachi (Ed.): *A Comprehensive History of Modern Bengal 1700-1950*
3. Chatterjee, Partha: *Bengal, 1920-1947: The Land Question*
4. Chatterji, Joya: 1. *Bengal Divided*, 2. *Hindu Communalism and Partition 1932-1947*
5. Das, Suranjan: *Communal Riot in Bengal 1905-1947*
6. Dasgupta, Satyajit: *The Tebhaga Movement in Bengal 1946-1947*
7. Forbes, Geraldine: *Women in Modern India*
8. Ganguly, Indrani: *The Social History of Bengal Town, 1872-1947*
9. Gordon, Leonard: *Bengal: the Nationalist Movement. 1876-1940*
10. Guha-Thakurata, Tapati: *The Making of a New 'Indian' Art: Artist, Aesthetics, And Nationalism In Bengal, C. 1805-1920*
11. Jones, Kenneth W.: *Socio-Religious Reform Movements in British India*
12. Marshall, P.J: *Bengal: 1. The British Bridgehead: Eastern India 1740-1828, 2. East Indian Fortunes: The British in Bengal in the Eighteenth century*
13. Mitter, P.: *Art and Nationalism in Colonial India, 1850-1927*
14. Ray, Bharati: *Women of India: Colonial and Post-Colonial Periods*
15. Roy, Anuradha: *Cultural Communism in Bengal 1936-1952*
16. Roychaudhury, Tapan: *Europe Reconsidered*
17. Sanyal, Hitesh Ranjan: *Social Mobility in Bengal*
18. Sarkar, Sumit and Tanika Sarkar: *Women and Social Reform in Modern India, (Vol 1 and 2)*
19. Sarkar, Sumit: *Swadeshi Movement in Bengal, 1903-1908*
20. Sinha, N.K (ed.): *The History of Bengal 1757-1905*

SEMESTER IV
Optional Course (ii)
COURSE 20: HIS 405 (B)
IDEAS AND THOUGHTS IN MODERN INDIA: SELECT THEMES & PERSONALITIES

Full Marks – 50

Lectures: 50

Unit-I: Early Responses towards Nationalism: thoughts of Rammohan Roy – Bankimchandra Chattopadhyay's ideas in shaping Nationalism – Moderate ideology of M. G. Ranade – Extremist Ideology of B. G. Tilak, Bipin Chandra Pal – Revolutionary Ideology of Vasudev Balwant Phadke – Hinduism: Swami Vivekananda and Sri Aurobindo Ghosh.

Unit-II: Hindu Revivalism and Regeneration: Dayanand Saraswati; VD Savarkar; MS Golwalkar – Muslim thought: Sir Syed Ahmed Khan; Mohammed Iqbal; Mohammed Ali Jinnah – Communist thought: MN Roy; EMS Namboodiripad – Socialist thought: Rammanohar Lohia; Jayaprakash Narayan.

Unit-III: National & Identity Concern: Jyotiba Phule; Sree Narayan Guru; E. V. Ramaswamy Naicker; Jaipal Singh; Pandita Ramabai; Sarala Devi Chaudhurani – Ideas & views on education: Pandit IshwarchandraVidyasagar; Sir Asutosh Mukherjee; Acharya Satish Chandra Mukhopadhyay.

Unit-IV: Makers of Modern India: thoughts and ideas of M. K. Gandhi – Rabindranath Tagore – Subhas Chandra Bose – B. R. Ambedkar – Vallabhbhai Patel – Maulana Abul Kalam Azad – Jawaharlal Nehru.

Suggested Readings:

1. Ahmed, A.F.S.: *Social Ideas and Social Change in Bengal, 1818-1835*
2. Appadorai, A.: *Documents on Political Thought in Modern India (Volumes 1 & 2)*
3. Basu, A.: *The Growth of Education and Political Development in India, 1898-1920*
4. Chakravarti, U.: *Rewriting History: Life and Times of Pandita Ramabai*
5. Chatterjee, P.: *National Thought & the Colonial World: A Derivative Discourse*
6. Deshpande, G.P. (ed.): *Selected Writings of Jotirao Phule.*
7. Gopal, S.: *Jawaharlal Nehru: A Biography*
8. Gore, M. S.: *The Social Context of an Ideology: Ambedkar's Political and Social Thought*
9. Guha, Ramchandra: *India after Gandhi: 1.The History of the World's Largest Democracy, 2. Makers of Modern India*
10. Hameed, S. S.: *Maulana Azad, Islam and the Indian National Movement*
11. Hardiman, David: *Gandhi: In His Time And Ours*
12. Heehs, P.: *Situation Sri Aurobindo: A Reader*
13. Jalal, A.: *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*
14. Jones, K. W.: *Socio-Religious Reform Movements in British India*
15. Jordans, J. T. F.: *Dayananda Saraswati: Essays on His Life and Ideas*
16. Joshi, V. C. (ed.): *Rammohun Roy and the Process of Modernization in India*
17. Kaviraj, S.: *The Unhappy Consciousness: Bankimchandra Chattopadhyaya and the formation of Discourse in India.*

18. Kosambi, M. (ed.): *Pandita Ramabai through Her Own Words: Selected Works*
19. Majumder, B. B.: *History of Indian Social and Political Ideas: From Rammohan to Dayananda*
20. Mukhopadhyay, A. K. (ed.): *The Bengali Intellectual Tradition: From Rammohun Roy to Dhirendranath Sen*
21. Sarkar, S.: *Writing Social History*
22. Savarkar, V. D.: *Hindu Rashtra Darshan*
23. Tripathi, A.: *Vidyasagar: The Traditional Modernizer*

SEMESTER IV
Optional Course (iii)
COURSE 20: HIS405
DISSERTATION

Lectures: 50

Marks: 50

Unit-I: Proposal Development (Weeks 1-4)

Selection of Research Topic (in consultation with faculty)- Submission of a Research Proposal (including research questions, methodology, sources, and preliminary bibliography)-Seminar presentation of the proposal.

Unit- II: Research and Data Collection (Weeks 5-10)

Engagement with primary/secondary sources- Fieldwork (if applicable)-Literature review and historiographical analysis.

Unit III: Writing and Analysis (Weeks 11-14)

Drafting of research findings- Structuring the dissertation/report- Peer review and faculty feedback.

Unit IV: Final Submission & Viva-Voce (Weeks 15-16)

Submission of a 6,000-8,000-word research paper (word count can vary as per university norms) - Oral defense/viva-voce before a panel of faculty members.

Suggested Readings:

1. Ackoff, Russell L.- *The Design of Social Research*, Chicago: University of Chicago Press, 1961
2. Allen T. Harrell- *New Methods in Social Science Research*, New York, Praeger Publishers, 1978
3. Carr, E.H. - *What is History?(Itihas Kya Hai)*, 1976
4. Chaube, Jharkande- *Itihas Darshan*, Vishwabidyalaya Prakashan, Varanasi, 2001(Hindi)
5. Chitnis, K. N. - *Research Methodology*
6. Collingwood , R. G. - *The Idea of History*, London, 1961

7. Gopal, M.H.- *An Introduction to Research Procedure in Social Sciences*, Bombay, Asia Publishing House, 1964
8. Kothari, C.R. and Garg, Gaurav- *Research Methodology: Methods and Techniques*, New Age, 1985, New Delhi
9. Tandon, B.C.- *Research Methodology in Social Sciences*, Allahabad, Chaitanya Publishing House, 1979
10. Wilkinson, T.S., and Bhandarkar, P.L.- *Methodology and Techniques of Social Research*, Bombay, Himalaya Publishing House, 1979

Instructional System

The University follows a multiple-media approach for instruction. This approach comprises the following components:

- ❖ **Classroom Teaching & Tutorials** – Structured face-to-face lectures with interactive tutorials for personalized academic support.
- ❖ **Library & Learning Resources** – Access to textbooks, reference materials, and digital resources to aid in academic research and self-study.
- ❖ **Practical & Experiential Learning** – Hands-on training through laboratories, fieldwork, and industrial visits to enhance practical knowledge.
- ❖ **Workshops & Seminars** – Regular expert lectures, academic discussions, and skill-building sessions for professional growth.
- ❖ **Assessments & Student Support** – Continuous evaluation through assignments and exams, complemented by career counselling and mentorship.

Qualification of Faculty/As per rules of Hindi University:

M.A (55%), PhD/NET/SET with good academic records

Parameters for inclusion in evaluation methodology:

Name of the Programme:	<i>M.A. in History (100 Credits)</i>
Programme Code:	HIS
Weightage for continuous evaluation or Assignments:	20%
Weightage for term-end examination:	80%
Whether any Project Report/Dissertation is prescribed:	Yes (for Course 20: HIS- 405)

Numerical Marking or Grading System:
Overall percentage-wise division of the Programme:

Numerical marking
As Per Rules of Hindi University

PROGRAMME PROPOSED AND DESIGNED BY:

Dr. Indrajeet Yadav
(Assistant Professor, MUCW College Burdwan)
Guest Lecturer and Co-ordinator

With the help and co-operation of all Faculty members

Department of History
Hindi University, Howrah, West Bengal, India
Email ID: huwbhist@gmail.com

About the Programme
M.A. in History (100Credits)
Hindi University

General Programme Introduction

History is a vibrant and continually evolving discipline that links the past to the present and influences the future. The M.A. in History program at Hindi University is crafted to equip students with an in-depth understanding of historical dynamics, socio-economic changes, political evolution, and cultural exchanges across various eras and regions. This modular program, with the two-year structure (four semester) as a Postgraduate Degree in History (PGHIS: 100 credits), aims to cultivate specialized historians who possess analytical and research capabilities applicable to a range of professional sectors.

Graduates from this program can pursue a variety of career paths in academia, research institutions, museums, archives, historical societies, publishing, cultural organizations, heritage management, media, tourism, and policy-making entities. Both central and state government agencies, as well as NGOs and international organizations, actively seek professionals skilled in historical research and analysis. The program also promotes independent research and entrepreneurial ventures in the field of history, encouraging innovation and self-sufficiency in historical scholarship.

A crucial element of studying history is recognizing that interpretations of the past are influenced by current socio-political contexts. India, with its rich and intricate historical background, provides a vast arena for research, encompassing topics such as ancient civilizations, medieval state formations, colonial interactions, nationalist movements, and developments post-independence. In a time when digital societies are reshaping historical narratives, historians encounter challenges related to archival research, documentation, and critical source analysis. The M.A. in History program addresses these issues by blending traditional historiographical methods with contemporary interdisciplinary approaches.

The National Education Policy (NEP) and the University Grants Commission (UGC) highlight the significance of historical research in cultivating national identity, safeguarding cultural heritage, and enhancing critical thinking skills. The M.A. in History program is designed to support these aims by providing a curriculum that integrates

theoretical principles with practical historical research. It recognizes the connections between history and various fields such as political science, sociology, anthropology, literature, and economics, thus expanding the horizons of historical exploration.

History transcends mere textbooks and archives; it is an integral part of lived experiences that shape society. The program encourages students to interact with primary sources, oral histories, and historiographical discussions to foster a deeper understanding of historical contexts. Engaging with history is crucial for developing informed viewpoints, advocating for social justice, and tackling modern issues through a historical lens.

At Hindi University, the M.A. in History programme embraces the notion that history is not solely a record of the past but an ongoing process of reinterpretation and dialogue, making it an essential field of study for both the present and future.

DELIVERY SYSTEM

The methodology of instruction at the institution is learner-centric, ensuring active student participation in the teaching-learning process. A blended approach is followed, integrating both traditional and modern teaching methods for effective curriculum delivery. The key components include:

a) **Periodical Assessments and Feedback** – Regular class assessments are conducted to evaluate students' understanding. Feedback from both students and parents is considered for continuous improvement.

b) **Remedial and Special Sessions** – Based on assessment outcomes, remedial/tutorial classes and special lectures are organized to address learning gaps and enhance comprehension.

c) **Multimedia-Enabled Teaching** – Faculty members utilize modern teaching methods alongside the traditional chalk-and-talk approach. Departments are equipped with LCD projectors for PowerPoint presentations, and smart classrooms facilitate interactive learning experiences.

d) **Technology-Integrated Learning** – The entire campus is Wi-Fi enabled, supporting digital learning resources and enhancing accessibility to academic materials.

e) **Interactive Learning Platforms** – Student seminars and group discussions are arranged to promote collaborative learning, critical thinking, and knowledge-sharing among peers.

This comprehensive delivery system ensures an engaging and effective learning environment for students.