**NOIDA INTERNATIONAL UNIVERSITY**

**DEPARTMENT OF HISTORY**

**UNDERGRADUATE PROGRAMME**

**BACHELOR OF ARTS HISTORY (HONOURS)**

**(CHOICE BASED CREDIT SYSTEM)**



**(Academic year 2022-2023)**

**Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

**B.A. (HONS.) PROGRAMME DETAILS**

**Introduction**

The objective of this programme is to prepare the students with a new vision to all the Under Graduate courses of History. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for the all Under Graduate programme in History to be adopted by different universities.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen student’s experiences as they engage themselves in the programme of their choice. The Under-Graduate Programme will prepare the students for academia and also prepare them to use this knowledge for employment.

The given programme elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programme also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well- being, emotional stability, critical thinking, social justice and also skills for employability. The programme prepares students for sustainability and lifelong learning. This also tries to change the perception towards studying History.

The of B.A. History (Honours) Programme offers students access to recent historiography in the field organized in a pedagogical form that is accessible and interesting. It is structured for students in an inter-disciplinary programme providing them with a concise and thorough introduction to the discipline of History and remaining sensitive to the cognate discipline that they are also studying. It seeks to provide multiple points of intersection with disciplines in the Humanities and the Social Sciences, communicating modes by which a historical sensibility can enrich analysis and problem solving.

It is designed to bring out the best intellect of the student and also allow the student to keep pace with the contemporary development.

# Learning Outcome based Curriculum Framework

This course is designed to break the stereotypes of History learning and create interest amongst students to study History. This programme is organized to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just knowledge and skills in history and contemporary history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialization in History is the key to access cognate skills from other disciplines. This has a balanced combination of Core,

Discipline Specific Electives and Skill Enhancement Courses. This enables a student of History to be well versed with other complementary subjects.

# Nature and Extent of the Programme

The B.A. History Programme is of three years duration. Each year is divided into two semesters. The total numbers of semester are six and it is presumed that each semester will be of sixteen weeks duration. The teaching and learning in the B.A. History Programme will involve theory classes (lectures) and tutorial classes.

The curriculum will be taught through formal lectures with the aid of power-point presentations, audio and video tools and other teaching aids can be used as and when required. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums and project work, which can be taken care along with regular teaching and tutorials.

# Aims of Bachelor Degree Programme

The objective of this course is to:

* Give requisite information about different aspects of the past to students
* To teach them how to use this information for a better of society.
* This also gives an idea about how historians research, frame an argument and debate details that have significance to understand the past and the present.
* The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present.
* The idea is to equip the student so that their ability to think and analyze is enhanced also, they develop good research oriented perspective.

**Graduate Attributes**

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that is important in the study of human society. The attributes expected from the graduates of B.A. History Programme are:

**GA1.**Knowledge of our History and Heritage through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence, and recent past.

**GA2.** Familiarity with the History and the process of development in other parts of the world as well as certain other societies, during the same era.

**GA3.** Ability to carefully read a complex historical narrative, evaluates its deployment of evidence, and understands its argument as well as critically analyzes the same.

**GA4.** Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.

**GA5.** Sensitivity to different socio cultural issues and their acquaintance with the historical developments.

**GA6.** Respect for National ethos, human values and ideals constitutional values. **GA7.**Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.

**GA8.** Develop respect for our Heritage and culture and understand the strength of diversity of our country.

**Qualification Descriptors**

Upon successful completion of the course, the students receive a B.A. degree in the History.B.A. History graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. They will be able to demonstrate knowledge of major historical work and the ability to provide an overview of scholarly debates relating to History. This will establish a platform over which the student can pursue higher studies in History. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, ultimately enable learners to live rich, productive and meaningful lives. The list below provides a synoptic overview of possible career paths provided by an undergraduate training in history:

1. Administrative Assignments
2. Foreign Assignments for building International Relations
3. Journalism and Media
4. Policy Making and Governance
5. Public Life and People’s Representation
6. Social Work and Social Cause
7. Archives, Museum & Archaeological research
8. Teaching and Research

# Programme Learning outcomes

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

**P1.** Tolearn a basic narrative of historical events in a specific region of the world in a specific time frame.

**P2.** To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).

**P3.** The ability to use bibliographical tools for the advanced study of history.

**P4.** To understand & evaluate different historical ideas, various arguments and point of view.

**P5.** To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.

**P6.** It instills an appreciation of the uniqueness of visual evidence and cultivate the particular skill of using visual evidence to understand human activity of the recent and distant past.

**COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME**

**Course Learning Objective**

The three-year undergraduate History Programme is designed to familiarize students with significant developments in the history of India, its neighborhood, Asia and certain other parts of the world. This also aims at providing right perspective to study and understand History. The main focus is on Indian history but students would also study about European as well as other parts of the world. The course aims to make students challenge the idea of history as seamless, or historical knowledge as finished product that the textbooks at the school level create. It seeks to expose the students to various problems and conflicts that are inherent part of the historical exercise of reconstructing the past.

The purpose is to sensitize students to the existence and desirability of multiple perspective through which knowledge about past is constructed. The idea behind this is to enable students to develop historically sensitive way of thinking with due regard to time, place, context, roles of human agencies involved and national pride. Thus, the students are encouraged to think critically, analyze different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the major strands of historical scholarship in the field, available in secondary texts. The students would obtain a fundamental grounding in some of the important issues that crop up in a historian’s reading and interpretation of primary sources. Certain thematic courses like those on culture, gender, media and environment are designed to sensitize students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources.

We have also tried to develop terminology befitting to our National context and our exploratory nature. This will help the students to articulate their own complex ideas regarding various themes in History. It is our attempt that students achieve this objective through systematic reading and class lectures and through feedback on their written work- essays, project/research papers, presentations, discussions, debates, etc. our intention is to enable students to formulate cogent arguments, presenting the necessary evidence to establish these, based on a training in the History.

This programme also integrates teaching of other relevant sociological, political, historical, psychological and administrative concerns to enhance skill based and broader understanding of the social world we live in and to prepare them with a more pragmatic approach to deal with varied demands and challenges of occupational and social settings. It also prepares the students for higher order courses in a better way.

With this perspective, Subsidiary papers have been introduced in the first two years to facilitate the understanding of any two optional papers from sisterly disciplines that the student chooses to opt for. These papers provide a general overview to more specific and relevant concepts pertaining to that discipline.

Apart from this, few Common papers are also taught such as General English, Environmental Studies- I & II, Business Communication, Human Rights: Theory & Practice, Research Methodology and Gender & Women studies in India which will be common for all the students taking various Honors courses in the School of Liberal Arts.

The larger goal of this programme is to develop a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at same time.

Graduates of this programme do branch out to different spheres of knowledge and domains of professional work, besides pursuing higher studies within in the discipline. These wider life

skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live meaningful lives.

The papers included in the curriculum will be based on **Choice based credit system (CBCS)**

# Course Learning Outcomes

After completing this programme, student is expected to-

### Construct historical narratives

* Describe significant developments within historical contexts, covered in the syllabus
* Identify and analyze the significance of historical changes that take place within a society or culture
* Explain the patterns of such transitions.
* Assess patterns of continuities within such historical contexts.

### Formulate arguments based on a historiographical engagement

* Formulate, sustain and justify a historical argument.
* Support and establish such arguments with historical evidence drawn mainly from secondary sources.
* Situate historical arguments within a larger scholarly narrative.
* Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretation of past.
* Exhibit a familiarity with ‘the historian’s craft’- methods and rigours of the discipline.

### Engage with scholarly writings and presentations

* Abstract the main arguments/concepts/ideas embedded in scholarly writings in History.
* Comprehend and explain the structure of arguments and claims made in such writings
* Note the empirical evidence used to establish such claims.

### Answer, questions, write essays and research papers

* Synthesize arguments and facts culled from scholarly writings.
* Articulate a persuasive, well-structured historical arguments on the basis of such synthesis
* Employ multiple forms of evidence in this historical argument
* Formulate relevant and meaningful historical questions
* Write clear, cogent and well- researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history, avoiding plagiarism.
* Use proper citations and footnotes within formal written assignments.
* Deliver presentations based on such well- researched material orally as well.
* Participate in debates and other forms of verbal historical discussions.

### Work Collaboratively

* Participate in discussion and ask thoughtful questions
* Provide formal feedback to peers in the course of such discussions
* Learn the formal protocol of academic engagements in a seminar and conference.

The B.A. (Hons.) course in History has been redesigned with the objective of making the entire programme more comprehensive and interdisciplinary in its approach so as to provide wide array of knowledge.

**CHOICE BASED CREDIT SYSTEM (CBCS):**

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations, the UGC has formulated the guidelines to be followed.

**Outline of Choice Based Credit System:**

**1. Core Course:** A course which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

**2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate’s proficiency/skill is called an Elective Course.

**2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

The University also offers discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

**2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

**2.3 Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

**3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

**3.1 AE** Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

**3.2** AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 5 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

**Semester-wise Titles of the Papers in BA Hons. (History**)

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| **Year** | **Paper Name** | **Semester** | **Course title** | **Paper code** | **Credits** |
| 1st | History of India-I (Prehistoric times to 600 BCE) | I | Major 1 | A050101T | 5 |
| 1st | Traditions of History Writing in India | I | Major 2 | A050102T | 5 |
| 1st | 1. Indian Culture through Ages (History)  or 2. Contemporary Issues in Society (Sociology) | I | Major 3 | A050103T  A070103T | 5 |
| 1st | History of India-II (600 BCE to 1206 CE) | II | Major 1 | A050201T | 5 |
| 1st | Social Formations in Ancient and Medieval World | II | Major 2 | A050202T | 5 |
| 1st | 1. Indian Constitution (Political Science)  **or** 2. International Relations ( IR) | II | Major 3 | A060203T  A390203T | 5 |
| 2nd | History of India- III (1206 CE to 1707 CE) | III | Major 1 | A050301T | 5 |
| 2nd | Europe from the Middle Ages to Renaissance (7th Century to Sixteenth Century) | III | Major 2 | A050302T | 5 |
| 2nd | 1. Organization Behaviour  **or**  2. Self-Reliance and Socialization | III | Major 3 | A280303T  A070303T | 5 |
| 2nd | History of India - IV (1707 CE to 1950 CE) | IV | Major 1 | A050401T | 5 |
| 2nd | History of the Modern World (1453 CE - 1945 CE) | IV | Major 2 | A050402T | 5 |
| 2nd | 1. Psychology of Social Behaviour (Psychology)  **or**  2. Tourism Geography (Geography) | IV | Major 3 | A090403T  A110403T | 5 |
| 3rd | Era of Gandhi and Mass Movement | V | Major 1 | A050501T | 5 |
| 3rd | History of Modern China (1840's to 1950's) | V | Major 2 | A050502T | 5 |
| 3rd | Popular Culture: Language, Literarture and Regionalism in Early Modern India | V | Major 3 | A050503T | 5 |
| 3rd | History of USA: Reconstruction to New Age Politics | V | Major 4 | A050504T | 5 |
| 3rd | Women in Indian History | VI | Major 1 | A050601T | 5 |
| 3rd | History of Modern Japan (1868-1950s) | VI | Major 2 | A050602T | 5 |
| 3rd | Popular Culture: Language, Literature and Regionalism in Early Modern India | VI | Major 3 | A050603T | 5 |
| 3rd | History of USA: Reconstruction to New Age Politics | VI | Major 4 | A050604T | 5 |

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.I | **Semester** | I | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050101T | **Course Title** | **History of India-I(Prehistoric Times to 400 BCE)** | | | |
| **Course Outcome**-The present course will be useful in providing historical knowledge to the students. It has been constructed in such a way that a student will not only gain knowledge of ancient civilizations of India, but historical development can be understood easily. Students will be familiar with the political and cultural development of ancient India. The art, culture and philosophy of religion of ancient India have been included in the syllabus. Through this paper a student will get acquainted with historical facts, acquire knowledge of ancient pride of India and develop a positive attitude towards history. This approach will motivate the students to contribute towards nation building by making them aware of the social culture of India. This course will develop the logical ability of students to do a rational analysis of historical events and develop students' research aptitude. The course presented will inspire the ability of knowledge generation in the students. | | | | | | | |
| **Credits** – 6 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Geography of the Indian Subcontinent (to be studied with maps): physical features and its relationship with history.  Historians of Ancient India  Sources to study Ancient Indian History | | | | | | 15 |
| II | Stone Age- Palaeolithic Age, Mesolithic Age, Neolithic Age  Neolithic Age- Emergence of Agricultural Communities in India  Megalithic Age – The peninsular India and Megalithic Structures | | | | | | 15 |
| III | The Harappan Civilization: antecedents, material condition,  Important Sites and Town Planning  Society, Trade and Religion  Decline and diffusion of the Harappan Civilization | | | | | | 15 |
| IV | Spread of the Chalcolithic Age in India  Iron Age Cultures in India  Early Vedic and Later Vedic Age: Society, Economy and Polity  Political Assemblies in Vedic Age | | | | | | 15 |
| V | Second Urbanisation and New Religious Traditions  Early States and Cities (Sixth century BCE to the fourth century BCE): Janapadas and Mahajanapadas, Urban centres.  Rise of Buddhism, Jainism and other heterodox sects | | | | | | 15 |
|  | **Total Lectures** | | | | | | **75** |
| **Suggested Readings:**   * Jha D.N. , Ancient India an Introductory Outline * Basham, A.L. , The Wonder that was India * Thapar, Romila , History of India * Majumdar,R.C. – History and Culture of Indian People * Lunia, B.N. – Evolution of Indian Culture * Chopra, P.N. & Puri,V.N.,Das, M.N. – Social, Economic & Cultural History of India , Vols I, II & III * Majumdar, R.C. –Ancient Indian (Hindi and English) * Sharma, R.S – India’s Ancient Past | | | | | | | |
|  | | | | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz. | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme / Class** | | B.A. (Hons.) | **Year I** | B.A.I | **Semester** | I | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050102T | **Course Title** | **Traditions of History Writing in India** | | | |
| **Course Outcome**- The main focus of this course will be on the expression of historical consciousness in historical writings across genres. Historical consciousness changes over time and this course will address the temporal dimension by discussing examples from early to early medieval, medieval and modern periods of Indian history. We will also be discussing regional traditions as they emerged towards the early medieval period. The course will discuss how historical consciousness takes different forms and finds expression in society and societal change. How past has been transmitted; how it signifies the present; the questions of legitimacy and continuity; mythical beginnings and validation are some of the themes that will be addressed. | | | | | | | |
| **Credits –** 6 | | **Max. Marks :** 60 | | **Min. Passing Marks :** | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | What is History?  Myths, Dana-Stuti, Gatha, Akhyana & the Transition to Epic and ItihasacPurana Tradition  Buddhist and Jain Traditions  Katha and Charitas  Inscriptions and Prashastis  Kalhan | | | | | | 15 |
| II | Sangam Literary Tradition  Amuktamalyada and Rayavachakamu | | | | | | 15 |
| III | Hagiographies and Bhakti Traditions  Genealogies and Family Histories  Bakhar and Burunjis | | | | | | 15 |
| IV | ZiauddinBarani  Muhammad QasimFirishta  Abul Fazl  Greek, Chinese, Arab and Persian Accounts | | | | | | 15 |
| V | European Travelogues  Colonial History Writing  Nationalists  Marxist and Subalterns  Emerging themes in History Writing | | | | | | 15 |
|  | **Total** | | | | | | **75** |

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* Mukhia, Harbans, (2017 [1976]) Historians and Historiography during the Reign of Akbar (New Delhi: Aakar Publications).
* Mukhia, Harbans, (2020) ‘A Rationality Immersed in Religiosity: Reason and Religiosity in Abul Fazl’s Oeuvre’, The Medieval History Journal , 23:1, pp. 50-73.
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* Sharma, S.R., (March 1948) ‘Abu Fazl as a Political Thinker’, The Indian Journal of Political Science, 9:1, pp. 41-48.
* Siddiqi, Noman Ahmad, (2018 [1982]), ‘Shaikh Abul Fazl’, in Mohibbul Hasan, (ed.) Historians of Medieval India (New Delhi: Aakar Books), pp. 129-148
* Banerjee, Rita, (2017) ‘Thomas Roe and the Two Courts of Emperor Jahangir and King James’. Etudes Anglaises, 70: 147-166, 10.3917/etan.702.0147.
* Chatterjee, P., (2012) Gender and Travel Writing in India, c. 1650-1700, Social Scientist, 40(3/4), 59-80.
* Gottlob, Michael, (ed.) (2003) Historical Thinking in South Asia: A Handbook of Sources from Colonial Times to the Present (New Delhi: Oxford University Press).
* Mittal, S.C., (1995) India Distorted: A Study of British Historians on India, Vol. 1 (New Delhi: M.D. Publications).
* Behl, Rana P., and Marcel van der Linden, (2007) India’s Labouring Poor (Delhi: Foundatrion Books).
* Bhattacharya, Sabayasachi, (2006) ‘Introduction’, in International Review of Social History, Vol. 51, Supplement 14: Coolies, Capital and Colonialism: Studiesin Indian Labour History (Cambridge: Cambridge University Press)
* Chakravarti, Uma, (1989) ‘Whatever Happened to the Vedic Dasi’, in Kumkum Sangari, and Sudesh Vaid, (eds.) Recasting Women: Essays in Indian Colonial History (New Delhi: Kali for Women).
* Guha, Ramchandra, (1990) The Unquiet Woods: Ecological Change and Peasnt Resistance in the Himalayas (Berkeley: University of California Press).
* Guha, Ramchandra, (2000) Environmentalism: A Global History (Newyork: Longman). Nair, Janki, (1994) ‘On the Question of Agency in Indian Feminist Historiography’, Gender in History, Vol. 6:1, pp. 82-100.
* Linden, Marcel van der, and Prabhu P. Mohapatra (eds.) (2009) Labour Matters: Towards Global Histories: Studies in Honour of Sabyasachi Bhattacharya (New Delhi: Tulika Books).
* Nair, Janki, (2008) ‘The Troubled Relationship of Feminism and HIstory’, Economic and Political Weekly, Vol. 43:43.
* Rangarajan, Mahesh, (1996) Fencing the Forest: Conservation and Ecological Change in India’s Central Provinces,1860-1914 (Delhi: Oxford University Press).
* Sangari, Kumkum, and Sudesh Vaid, (eds.) (1989) Recasting Women: Essays in Indian Colonial History (New Delhi: Kali for Women).

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.I | **Semester** | I | |
| **Subject** | | History (Major III) | | | | | |
| **Course Code** | | A050103T | **Course Title** | **Indian Culture through Ages** | | | |
| **Course Outcome**- The course is aimed to acquaint students with the roots and changes in the Indian Culture from ancient to modern times. This also aims to provide an introduction to the Political ideas, Educational system and socio-religious environment that formed the basis of Indian Culture and Heritage. This course is designed to impart knowledge of Indian culture through Ancient, Medieval and modern Indian history. It includes themes around social, cultural, intellectual and technological developments in Indian history. | | | | | | | |
| **Credits** – 6 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Concepts of Cultural Heritage**   * Traditional and Modern Concepts of Culture * Tangible and Intangible heritage * Social, Cultural and Religious Heritage * UNESCO World Heritage Sites * Myths and Legends, Traditions, Oral History * Relationship between Culture and Civilization * Sources to study Indian Culture: Literary and Archaeological | | | | | | 15 |
| II | **UNESCO – Origin and Relevance**   * Background and Origin of UNESCO (United Nations Educational, Scientific and Cultural Organisation) * Goals and Objectives of UNESCO * Concept of Tangible and Intangible Heritage * UNESCO World Heritage Sites – Cultural, Natural, Mixed | | | | | | 15 |
| III | **Ancient Indian Culture**   * Vedic and Post-Vedic Culture * Rise of Buddhism and Jainism * Education system and important Centres * Art & Architecture * Poets and famous literature * Scientific Achievements | | | | | | 15 |
| IV | **Medieval Indian Culture**   * Rise of Bhaktism and Sufism * Education system and important Centres of Learning * Medieval Indian Art & Architecture * Poets and famous literature | | | | | | 15 |
| V | **Modern Indian Culture**   * Western Ideas and Indian Responses * New Education system and important Centres * Colonial art & Architecture * Socio-religious Reforms-Reformation and Revivalism * Tribes of India and their habitat * Vernacular Literature | | | | | | 15 |
|  | **Total Lectures** | | | | | | 75 |
| **Suggested Readings:**     * Altekar, AS, 1958, *State and Government in India*, Delhi * Bandyopadhyaya, N.C. 1980. *Development of Hindu Polity and Political Theories*, Delhi * Basham, A.L. 1989. *The Wonder that was India*, Delhi * Bhardwaj R., Kala C, *Tribes of India: Realities and Representations,* 2022 * Buddha Prakash : *India and the World*, New Delhi. * Chandra, S, 2009: *History of Medieval India: Part 1,* New Delhi * Chandra, S, 2009: *History of Medieval India: Part 2,* New Delhi * Chandra, B, 2016, India’s Struggle for Independence, New Delhi * E.H. Carr: *What is History?* London. * Kosambi, D.D. 1975. *An Introduction to the Study of Indian History*. Bombay. * Kosambi, D.D. 1975. *The Culture and Civilization of Ancient India*. Delhi. * Majumdar, R.C. 1994. *Ancient India.* Delhi . * Majumdar, R.C. 1996. *The Vedic Age.* Mumbai . * Majumdar, R.C., 1922, *Corporate Life in Ancient India,* Calcutta * Masih, Y. 2017, *A Comparative Study of Religions*, Varanasi * Sharma, R.S. 1957. *Aspects of Political Ideas and Institutions in Ancient India*, Delhi * Singh, C. 2015, *Aspects of Medieval Indian Architecture* * Subbarayappa, B.V. 1988. *Scientific Heritage of India.* Bangalore. * Thapar, Romila. 1984. *Ancient Indian Social History*. Hyderabad. * Tiwari, K.N. 1997, *Comparative Religion,* Varanasi. | | | | | | | |
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| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz. | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme/Class** | | | **Certificate** | **Year** | | **B.A.I** | | | **Semester** | | **I** |
| **Subject** | | | **Sociology** | | | | | | | | |
| **Course Code** | | | **A070103T** | | **Course Title** | | | **CONTEMPORARY ISSUES IN SOCIETY** | | | |
| **Course Outcomes:**  The objective is making students understand the origin and development of sociology as a discipline and make students learn the varied theoretical concepts of sociology. | | | | | | | | | | | |
| Credits - 5 | | Maximum Marks: 100 | | | | | Minimum Marks: 33 | | | | |
| Total No. of Lectures –Tutorials – Practical ( in hours per week) : 4-0-1 | | | | | | | | | | | |
| **Unit** | **Topic** | | | | | | | | | **No. of Lectures** | |
| I | **INTRODUCTION TO SOCIOLOGY**         Understanding Sociology         Meaning & Definitions         Emerging Scope & Significance of Sociology         Evolution of Discipline in India & West | | | | | | | | | 8 | |
| II | **EVOLUTION OF SOCIETIES**         Meaning and Definition of society         Origin and Evolution of Societies         Sociological Perspective on Societies         Contemporary Societies & Associated Issues | | | | | | | | | 8 | |
| III | **SOCIAL INSTITUTIONS IN INDIA**         Family: Meaning & Types         Kinship: Meaning & Types         Marriage: Meaning & Types         Changing Trends in Family, Kinship and Marriage | | | | | | | | | 8 | |
| IV | **SOCIAL PROCESSES AND SOCIAL CHANGES**         Sanskritization and De-Sanskritization         Westernization and Globalization         Meaning and Types of Social Change         Theories of Social Change & Associated Issues | | | | | | | | | 8 | |
| V | **CONTEMPORARY SOCIAL ISSUES**         Transnational Migration and Transnationalism         Women and Child Trafficking         Poverty and Unemployment         Sexual Harassment at Workplace | | | | | | | | | 7 | |
| VI | **SOCIAL SCHEMES IN INDIA**         MNREGA         Ladli Yojna         Janni Suraksha Yojna         Rural Health Mission | | | | | | | | | 7 | |
| VII | **SOCIAL LEGISLATIONS IN INDIA**         Anti-trafficking laws         Migration and Refugee laws         Sexual Harassment Act         Laws on Maternity | | | | | | | | | 7 | |
| VIII | **CONTEMPORARY SOCIAL CHALLENGES**         Meaning and Significance of Disaster Management         Impact of CORONA on Society         Globalization and New World Order | | | | | | | | | 7 | |
| **This is an elective course open for all.** | | | | | | | | | | | |
| **Suggested Readings:**  1.     Contemporary Social Issues by Smarak Swain, 2019, Oak Bridge  2.     Principles of Sociology with an introduction to social thoughts by C.N. Shankar Rao, S. Chand  **3.**     Social Problems in India, 2021 by Ram Ahuja, Rawat Publications | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 Marks):**         Advocacy Campaign on Girl Child/Reproductive Health         Test with multiple choice questions / short and long answer questions.         Research Orientation of the student.         Quiz         Attendance | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | |

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.I | **Semester** | II | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050201T | **Course Title** | **History of India-II (600 BCE to 1206 CE)** | | | |
| **Course Outcome**-The present course will be useful in providing historical knowledge to the students. It has been constructed in such a way that a student will not only gain knowledge of ancient civilizations of India, but historical development can be understood easily. Students will be familiar with the political and cultural development of ancient India. The art, culture and philosophy of religion of ancient India have been included in the syllabus. Through this paper a student will get acquainted with historical facts, acquire knowledge of ancient pride of India and develop a positive attitude towards history. This approach will motivate the students to contribute towards nation building by making them aware of the social culture of India. This course will develop the logical ability of students to do a rational analysis of historical events and develop students' research aptitude. The course presented will inspire the ability of knowledge generation in the students. | | | | | | | |
| **Credits** – 6 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Rise and Growth of Magadhan Empire  Harayanka Dynasty, Nanda Dynasty  Reasons for the Rise of Magadh | | | | | | 15 |
| II | The Mauryas: Administration, Society and Economy.  Ashoka and his policy of Dhamma  Decline of the Mauryan Empire  Mauryan Art and Architecture | | | | | | 15 |
| III | Rise of New Political Powers in North India: Shungas, Indo-Greeks, Kushanas  Central Asian influence in cultural context  Mathura and Gandhara School of Art  Saka-Satvahana Age: Rise of Trade  Deccan and Tamilham  Sangam Age: Pandayas, Cholas and Cheras  Society, Culture and Polity | | | | | | 15 |
| IV | The Gupta Dynasty-Origin and Extent  Society, Culture and Polity in Gupta Age  Gupta Art and Architecture  Later Guptas, Maitrakas, Maukharis, Vardhan Dynasty  Rise of Feudalism in India | | | | | | 15 |
| V | Rise of Rajput States: Gurjara Pratihara, Chalukya, Parmar and Chauhan  The Regional states in Peninsular India: An overview  Political conditions of India in 11th Century  The Tripartite Struggle  Invasion of Mahmud of Ghazni and Mohammad Ghori | | | | | | 15 |
|  | **Total Lectures** | | | | | | 75 |
| **Suggested Readings:**   * Jha D.N. , Ancient India an Introductory Outline * Basham, A.L. , The Wonder that was India * Thapar, Romila , History of India * Majumdar,R.C. – History and Culture of Indian People * Lunia, B.N. – Evolution of Indian Culture * Chopra, P.N. & Puri,V.N.,Das, M.N. – Social, Economic & Cultural History of India , Vols I, II & III * Majumdar, R.C. –Ancient Indian (Hindi and English) * Sharma, R.S – India’s Ancient Past | | | | | | | |
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| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz. | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme / Class** | | B.A. (Hons.) | **Year** | B.A.I | **Semester** | II | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050202T | **Course Title** | **Social Formations in Ancient and Medieval World** | | | |
| **Course Outcome**- The course insights student about early developments of world history. Once the evolution completed, through the ages of Palaeolithic, Mesolithic and Neolithic. The Neolithic period decided future course of human actions. In this period human started agriculture, also made settlements. Consequently larger settlements and age of empires took place in the form of Sumerian and Akkadian , Egypt (Old Kingdom) and China (Shang dynasty). Later we see emergence of Greek and Roman cities. | | | | | | | |
| **Credits –** 6 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Evolution of humankind; Palaeolithic and Mesolithic cultures.  Food production : beginnings of agriculture and animal husbandry. | | | | | | 15 |
| II | Bronze Age Civilisations, with reference to any one of the following: i) Egypt  (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China  (Shang); iv) Eastern Mediterranean (Minoan)—Economy, social stratification,  state structure, religion. | | | | | | 15 |
| III | Nomadic groups in Central and West Asia; ‘Debate’ on the advent of iron and its implications  Slave society in ancient Greece : agrarian economy, urbanisation, trade. VI. Polis in ancient Greece: Athens and Sparta; Greek Culture. | | | | | | 15 |
| IV | Roman Republic, Principate and Empire—slave society in ancient Rome: agrarian economy, urbanisation , trade.  Roman Republic, Principate and Empire—slave society in ancient Rome: agrarian economy, urbanisation , trade. | | | | | | 15 |
| V | Economic developments in Europe from the 7th to the 14th centuries: organisation of production, towns and trade, technological developments. Crisis of feudalism.  Religion and culture in medieval Europe  Societies in Central Islamic Lands:  [a] The tribal background, ummah, Caliphal state; rise of Sultanates  [b] Religious developments : the origins of shariah , Mihna ,Sufism  [c] Urbanisation and trade | | | | | | 15 |
|  | **Total** | | | | | | **75** |

**Suggested Readings:**

* Burns and Ralph. World Civilisations.
* Cambridge History of Africa, Vol. I.
* V. Gordon Childe, What Happened in History.
* G. Clark, World Prehistory : A New Perspective.
* B. Fagan, People of the Earth.
* Amar Farooqui, Early Social Formations.
* M. I. Finley, The Ancient Economy.
* Jacquetta Hawkes, First Civilisations.
* G. Roux, Ancient Iraq.
* Bai Shaoyi, An Outline History of China.
* H. W. F. Saggs, The Greatness that was Babylon.
* B. Trigger, Ancient Egypt : A Social History.
* UNESCO Series : History of Mankind, Vols. I – III./ or New ed. History of
* Humanity.
* R. J. Wenke, Patterns in Prehistory.
* Perry Anderson, Passages from Antiquity to Feudalism.
* Marc Bloch, Feudal Society, 2 Vols.
* Cambridge History of Islam, 2 Vols.
* Georges Duby, The Early Growth of the European Economy.
* Fontana, Economic History of Europe, Vol. I (relevant chapters).
* P. K. Hitti, History of the Arabs.
* P. Garnsey and Saller, The Roman Empire.

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| Programme / Class | | Certificate | Year | B.A.I | Semester | I | |
| Subject | | Elective Paper | | | | | |
| Course Code | |  | Course Title | **Indian Constitution** | | | |
| Course Outcome-Acquaintance to Indian Constitution and its evolution is indispensable for a student to make a sense of Indian Constitution. The course is designed to provide an overview of evolution of the Indian constitution, which would help students in understanding Indian political system. | | | | | | | |
| Credits – 4T+2P | | Max. Marks : 100 | | Min. Passing Marks :33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0 | | | | | | | |
| Unit | Topic | | | | | | No. of  Lectures |
| I | Stages Of Constitutional Development, Making Of The Constituent  Assembly  Philosophy Of Indian Constitution, Citizenship | | | | | | 10 |
| II | Fundamental Rights, Fundamental Duties, Directive Principles Of State Policy | | | | | | 10 |
| III | Union Executive & Union Legislature  President, Cabinet, Prime Minster Lok Sabha And Rajya Sabha, Speaker | | | | | | 10 |
| IV | State Executive& Legislature:  Powers, Functions And The Relationship Between The Governor & Chief Minister, The Legislative Assembly, The Legislative Council | | | | | | 10 |
| V | Judiciary:  Composition, Powers & Jurisdiction Of Supreme Court, High Court, District Court | | | | | | 10 |
| VI | Centre-State Relations: Administrative ,Legislative & Financial, Special  Provisions For Tribal Areas And N-E, Composition, Function And Power Of Election Commission | | | | | | 10 |
| Suggested Readings:   1. Basu D. (2012) ‘Introduction to the Constitution of India’ Lexis NexisNewDelhi 2. Bhargava (ed.) ‘Politics & Ethics of the Indian Constitution’ Oxford University Press NewDelhi 3. BiswalTapan (2017) ‘BharatiyaShasanSamvaidhanikLoktantraaurRajneetikPrakriya’ Orient BlackswanNewDelhi 4. Chaube S. (2009) ’The Making & working of the Indian Constitution’ National Book Trust, NewDelhi 5. Ghosh Peu (2012) ‘Indian Government & Politics’ PHI Learning Pvt. Ltd. NewDelhi 6. Singh M.P. &SexenaRekha (2008) ‘Indian Politics: Contemporary Issues and Concerns’   Prentice Hall of India Pvt. Ltd. NewDelhi | | | | | | | |
| This Course Can Be Opted As An Elective By The Student Of Any Subject. | | | | | | | |

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| **Programme / Class** | | B.A. (Hons) | **Year** | I | **Semester** | II | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390203T | **Course Title** | **Introduction to the UN System** | | | |
| **Course Outcome** – The course intends to introduce the UN system to the students. It will analyse the need and importance of international organizations. The course will investigate the Legal Framework and Structural Aspects of the UN. It will be also focusing on the peacekeeping, peacemaking, and peacebuilding, so that the students will be able to understand the different peace initiatives taken by the UN from time to time. | | | | | | | |
| **Credits –** 5 | | **Max. Marks:** 100 | | **Min. Passing Marks:** 33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 3-2-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction and Importance**   * Meaning of International Organizations * The Need and importance of International Organizations * The League of Nations and the Establishment of the United Nations | | | | | | 10 |
| II | **The United Nations System**   * Need and Importance of the UN * Legal Framework of the UN * Specialized Agencies of the UN | | | | | | 8 |
| III | **Structural Aspects of the UN**   * UN General Assembly * The Security Council * The Economic and Social Council * The Trusteeship Council * The Secretariat * The International Court of Justice | | | | | | 10 |
| IV | **Some important tasks of the UN**   * Armed Conflicts * Peacekeeping * Placemaking * Peacebuilding | | | | | | 8 |
| V | * Reforming of the UNSC * Strengths and weaknesses of the UN * Contemporary challenges to the UN | | | | | | 6 |
| **TOTAL LECTURES** | | | | | | | 42 |

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| **Suggested Readings:**  Alger, Chadwick F. (2006), *The United Nations System: A Reference Handbook,* ABC-CLIO: London.  Baehr, Peter R. and Gordenker, Leon (2005), *United Nations: Reality and Ideal*, 4th ed. Palgrave, Basinstoke, pp.125-145.  Claude, Jr. Inis L., (1971) *Swords into Plowshares: The Problems and Progress of International Organization*, 4th edn. Random House, New York.  Doyle Michael W and Sambanis, Nicholas (2007), „ Peacekeeping Operations‟ in Weiss, Thomas G. and Daws, Sam, ed. *The Oxford Handbook on the United Nations,* Oxford University Press, Oxford, pp. 323-348. |

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.I | **Semester** | III | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050301T | **Course Title** | **History of India-III (1206 CE to 1757 CE)** | | | |
| **Course Outcome**- This paper is designed to develop the understanding of India with the advent of Turks , Timurs , Afghans and subsequently the establishment of Mughal rule in some parts of India. An emphasis has been laid to cover the regions of India not under the domination of Turks and Mughals in India. The paper also covers the development of culture and dynasties in South India during medieval times. It covers the territorial expansion of various Indian Kings and impact of Medievalism on Indian society and culture. | | | | | | | |
| **Credits** – 6 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | The Early Turks and The Khiljis  Sources  Theory of Kingship and Political legitimization  Society, Polity and Economy  Art & Architecture | | | | | | 15 |
| II | The Tughluqs and Lodis  Society, Polity and Economy  Art & Architecture | | | | | | 15 |
| III | The Mughals: Sources  Babur and Humayun, Interlude of Shershah with special reference to Administration and Land revenue system.  Akbar to Shahjahan: Mansabdari, Relation with Rajputs and Maharana Pratap, Religious Policy. | | | | | | 15 |
| IV | Aurangzeb: Rajput, Religious and Deccan policy, Decline and disintegration of Mughals.  Rise of Maratha under Shivaji : Administration, Revenue system, Concept of Hindu Pad- Padshahi and later Mughal.  Development of Architecture and Painting in Rajput and Mughal dynasties  Development of Sufiism in India, Bhakti Movement and Re-strengthening in North India. | | | | | | 15 |
| V | Medieval South Indian History: Sources for the study of Medieval South Indian History  Emergence and growth of Vijaynagar Empire (1336- 1565);  Rise and Extent of Bahmani Sultanate (1347-1526)  Vijaynagar-Bahmani relations, disintegration of Vijaynagar Empire. | | | | | | 15 |
|  | **Total Lectures** | | | | | | 75 |
| **Suggested Readings:**     * Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press. * Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, MunsiramManoharlal * Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press * Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press * Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan * Singh, Dilbag: Structure of Rural Society in Medieval India * Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co. * Srivastava, A.L: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal & Co. * Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications * Yadav, B.N.S.: (2012), Society and Culture in North India in the 12th Century, India, RakaPrakashan * Sarkar, J.N., Shivaji and his Times * Medieval India - Volume I Satish Chandra ,Medival India - Volume II Satish Chandra * The Agrarian System of Mughal India 1556-1707 IrfanHabib * A History of South India - K. A. NilakantaShastri | | | | | | | |
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| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz. | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme / Class** | | B.A. (Hons.) | **Year** | B.A.II | **Semester** | III | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050302T | **Course Title** | **Europe from the Middle Ages to Renaissance (7th Century to Sixteenth Century)** | | | |
| **Course Outcome**- The focus of the course is on transition from feudalism to capitalism in Europe. The paper familiarises the student with important transitions and transformations in the economy, polity, and socio-cultural life from late medieval period to 1600 in various parts of Europe. The course shall critically examine the dynamics of economic and political power within Europe, and contact with the New World. The processes by which Europe’s economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained. Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion; trends in state formation; and the relationship between state and religion. Students will be introduced to the concept of Eurocentrism in our understanding of the Rise of the Modern West. | | | | | | | |
| **Credits** – 6 | | **Max. Marks :** 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Transition from Feudalism to Capitalism**  Issues and debates  Question of Eurocentrism | | | | | | 15 |
| II | **Early colonial expansion**:  Factors for colonization  Trade and Empire  Mines and plantations  Labour Systems - indigenous populations and African slaves | | | | | | 15 |
| III | **Renaissance**  In Italy: its social roots  Humanism and its spread in Europe, Art  Origins, course, and results of the European Reformation in the 16th century | | | | | | 15 |
| IV | Economic developments of the 16th century  Shift of economic balance from the Mediterranean to the Atlantic  Commercial Revolution  Price Revolution | | | | | | 15 |
| V | Emergence of European State system: with two case studies (Spain, France, England, Russia) | | | | | | 15 |
|  | **Total** | | | | | | **75** |

**Suggested Readings:**

* Aston, T.H. and C.H.E. Philpin, (Ed.). (2005). The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe. Cambridge/Delhi: Cambridge University Press.
* Blaut, J.M., et.al. (1992). 1492 - The Debate on Colonialism, Eurocentrism, and History.
* Trenton, N J: Africa World Press, Inc. • Hilton, Rodney, (Ed.). (1985). The Transition from Feudalism to Capitalism. London: Verso.
* Braudel, Fernand. (1988). Civilization and Capitalism, 15th to 18th Centuries, Vols. I, II, III. London: Collins/Fontana Press.
* Burbank, Jane and Frederick Cooper. (2010). Empires in World History - Power and Politics of Difference. Princeton: Princeton University Press.
* Crosby, Alfred W. (2004). Ecological Imperialism: The Biological Expansion of Europe, 900-1900. Cambridge: Cambridge University Press (2nd edition).
* Burke, Peter. (1999). The Italian Renaissance, Culture and Society in Italy. Princeton: Princeton University Press. (Chaps: Introduction,chaps:1, 2, 3, 4 & 6) .
* Kaborycha, Lisa. (2011). A Short History of Renaissance Italy. New York: Pearson.
* Dixon, C. Scott. (2002). The Reformation in Germany. Oxford: Blackwell Publishers Limited.
* Ferguson, Niall. (2011). Civilization: The West and the Rest. London: Allen Lane.
* Greengrass, Mark. (2015). Christendom Destroyed, Europe 1517-1648. London: Penguin Books.
* Frankopan, Peter. (2015). The Silk Roads: A New History of the World. London: Bloomsbury.
* Heller, Henry. (2011). Birth of Capitalism: a 21st Century Perspective. London: Pluto Press. (Chapter 4.
* Cipolla, Carlo M., (Ed.). (1994), Before the Industrial Revolution: European Society and Economy1000-1700. New York: WW Norton & Co.
* Cipolla, Carlo M., (Ed.). (1976). Fontana Economic History of Europe, Vols. II, III. New York: Barnes and Noble.
* Dickens, A.G. (1974). German Nation and Martin Luther. London: Edward Arnold.
* Dobb, Maurice. (1963). Studies in the Development of Capitalism. London: Routledge and Kegan Paul.
* Findlen, Paula, (Ed.). (2002). The Italian Renaissance. The Essential Readings. Oxford: Blackwell Publishers Ltd.

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| **Programme / Class** | | B.A. (Hons) | **Year** | II | **Semester** | III | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A280303T | **Course Title** | **ORGANIZATION BEHAVIOR** | | | |
| **Course Description:** Human aspects are critical in each functional aspects of management and equally so for the effective utilization of resources. In view of this, organizational behavior has assumed great importance. This course is designed primarily for students who are being exposed to Organizational Behavior for the first time. | | | | | | | |
| **Credits –** 5 | | **Max. Marks:** 100 | | **Min. Passing Marks:** 33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 4-1-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction to Organizational Behaviour (OB)**: Concept of Organizational Behaviour, manager and organization, Henry Fayol’s management functions, contemporary management functions, Henry Mintzberg’s managerial roles, management skills, evidence based management, challenges and opportunities for OB. | | | | | | 10 |
| II | **Work Motivation:**Concept of motivation, early theories of motivation: Maslow theory on hierarchy of needs, McGregor’s theory X and theory Y, Herzberg's two-factor theory, McClelland’s theory of needs, Contemporary theories of motivation: self-determination theory, goal setting theory, self –efficacy theory, reinforcement theory, equity theory, expectancy theory. | | | | | | 12 |
| III | **Leadership and decision Making: Decision Making:** Perception and decision making, attribution theory, rational decision-making model, decision making in organizations, creativity in decision making, individual differences and organizational constraints, cultural differences in decision making, ethics in decision making.  **Leadership:** Leadership and its types, charismatic leadership, transformational leadership, visionary leadership, theories of leadership, trait theories, behavioral theories, contingency theories, contemporary leadership roles, finding and creating effective leaders. | | | | | | 12 |
| IV | **Power and Politics in organizations:** Definition of power and politics, bases of power, power tactics, unequal power in the workplace, political behaviour and types, factors contributing to political behaviour, responding to organizational politics, defensive behaviours, impression management, ethics and global implications. | | | | | | 10 |
| V | **Organizational Culture:** Concept and definition of organizational culture and organizational climate, essence of organizational culture, functions of culture, dysfunctional aspects of culture, ethical organizational culture. | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| S Suggested Readings:  1. Hellriegel D. (2011), ‘Organizational Behavior’ (Thirteenth ed.), South Western Educational Publishing: USA 2. Pareek U. (2012), ‘Understanding Organizational Behavior’ (Third ed.), Oxford University Press, USA 3. Robbins S.P. (2010), ‘Essentials of Organizational Behavior’ (Tenth ed.), Pearson: Delhi 4. Schermerhorn J.R. (2010), ‘Organizational Behavior’ (Eleventh ed.), John Wiley & Sons, Inc.: USA |

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| **Programme / Class** | | B.A. (Hons.) | **Year III** | B.A.II | **Semester** | IV | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050401T | **Course Title** | History of Modern India  (1707 C.E – 1950 C.E) | | | |
| **Course Outcome**-This paper is designed to cover the era of Indian history witnesses the transfer of power from Mughals, other provincial important dynasties to East India Company. It covers the study of Indian resistance at various levels and finally culminates in the First War of Independence. This is an important era of Indian History, as it witnesses the rise of indigenous powers like Marathas and Sikh State, along with new regional identities. This paper covers also the colonial land revenue system and Indian Renaissance. The course is designed to provide an overview of modern Indian political history and key concepts of the modern constitutional development to the students. The paper covers the history of British educational and agricultural policy with their impact over India. This paper also covers the development of communalism in India and mergers of Princely states after Independence. | | | | | | | |
| **Credits** – 6 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 6-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | The 18th Century in India  Decline and disintegration of the Mughal Empire: older theories and modern critiques  Arrival of European Companies: Rivalry for Control , Ascendancy of British | | | | | | 15 |
| II | East India Company : Plassey and Buxar and its Impact.  Territorial Expansion of East India Company: 1770-1856  Rise of Punjab under Ranjeet Singh: conquests and administration, Rise of Hyderabad and Mysore in 18th century. | | | | | | 15 |
| III | Land Revenue system during colonial period: permanent settlement, Raiyatwari and Mahalwari system, Indian Renaissance: Reform and revivals.  Transfer of Power: From Company to Crown, Lord Lytton and Lord Ripon, Lord Curzon and Partition of Bengal.  Commercialisation of Agriculture and its Impact on India, | | | | | | 15 |
| IV | Development of Railway and its Impact.  Development of Education in Colonial India , Morley-Minto reforms, Govt. of India Act 1919 and 1935.  Towards and Partition | | | | | | 15 |
| V | Rise and Development of Communalism in India, Mergers of Princely states after Independence and Role of SardarVallabh Bhai Patel. | | | | | | 15 |
|  | Total | | | | | | **75** |

**Suggested Readings:**

* Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P. Bagchi
* Bayly, C.A: An Illustrated History of Modern India 1600–1947, London 1990
* Chabra, G.S.: (1989), Advanced History of Modern India, Sterling Publication
* Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
* Desai, A.R.: (1984), India’s Path of Development, Mumbai, Popular Publication
* Dodwell: (1925) A Sketch of the History of India, London, Longman’s Green and Co.
* Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication
* Freedenberg, R.E.: (1912) Land Control and Social Structure in India
* Grover, B.L: A New look on Modern Indian History
* Jain, M.S.: (1993) Aadhunik Bharat VarshKaItihas, New Age International Pvt. Ltd.
* Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication
* Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication
* Metcalf, Berbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002
* Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University
* Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication
* Mishra, J.P.: Aadhunik Bharat KaItihas, Uttar Pradesh Granth Academic, Prabhag
* Mittal, S.C.: Bharat KaSaamajikaurAarthikItihas (1758–1947)
* Muir, Ramssay: (1969) The Making of British India, Oxford University Press
* Prasad, Ishwari&Subedar: (1951) History of Modern India (English or Hindi), Indian Press
* Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press
* Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, RajkamalPrakashan
* Sarkar, Sumit:( 1983)Modern India , Macmillan
* Sen, Sunil, K.: (1979), Agrarian relations in India, 1793–1947, People’s Publication House
* Shukla, R.L. (ed.): Adhunik Bharat KaItihas (Hindi), Delhi University Publication
* Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, Atma Ram
* Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press
* Thompson & Garret : (1934) Rise and Fulfillment of British Rule in India, Originally Published

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| **Programme / Class** | | B.A. (Hons.) | **Year II** | B.A.II | **Semester** | IV | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050402T | **Course Title** | **History of Modern World**  **(1453 C.E – 1945 C.E)** | | | |
| **Course Outcome**- This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also.This paper is designed to introduce the student regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with . This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history of world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal, as Second World War was lesser Imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled. | | | | | | | |
| **Credits** – 6 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Renaissance: Its Causes, Feature and Impact.  Reformation Movement in Europe and Role of Martin Luther. | | | | | | 15 |
| II | Glorious Revolution, Industrial Revolution in 18th Century.  American Revolution, French Revolution: Causes, Significance and Impact on world. | | | | | | 15 |
| III | Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy. | | | | | | 15 |
| IV | Unification of Germany and Italy.  Causes leading to First world war. Paris Peace Convention and treaty of Versailles. | | | | | | 15 |
| V | The Bolshevik Revolution.  Factor leading for Second World War , U.N.O. : Organisation, Achievements and Failure. | | | | | | 15 |
|  | **Total** | | | | | | 75 |

**Suggested Readings:**

* Stavarianos.A.J. : History of the Modern World Since 1500
* Bronoski Jacob & Bruce Mazlish : Western Intellectual tradition
* Robertz. J.M. : Pelican History of the World
* Fisher. H.A.L : History of Europe
* Palmer. R.R. : A History of Modern World
* Wallerstine Immanuel : Modern World System
* Macneill. W.H : History of the World
* Panikkar. K.M : Asia and Western Dominance
* Bailey. C.A. : The Birth of Modern World
* Benns, F. Lee: Europe since 1914
* Car, E.H.: (1948), International. Relations between two world war (1919–1939), Delhi, Macmillan and Co.
* Carsten, F.L. (1982), The Rise of Fascism University of California Press
* Dhar, S.N.: (1967), International Relations and World Politics Since 1919, Bombay, Asia Publish House.
* Hardy, G.M.S.: (1950), Short History of International Affairs 1920–1939, New York, Oxford University Press
* Langasm, W.C.: World Since 1919, Surjeet Publication
* Lowe, Normon: (1982), Mastering Modern World History, Macmillan and Co.
* Marriot, M,: International Relations between the two world war
* Parker, R.A.C.: (1969), Europe (1919–1945) London, Weidenfield and Nicolson
* Taylor, A.J.P.: (1961), Origin of the second world war, Simon and Schuster
* Verma, Dinanath: AadhunikVishwaKaItihas (Hindi), Jnanada Publication
* Vinacke Herald: (1959), A History of For East in Modern Times, East Asia, Appleton Century – Crofts
* Woodroff, C: (1998), Modern World, St. Martin’s
* Grant &Temperley : Europe in Nineteenth and Twentieth Centuries
* Hayes, C.J.H.: A Political and Cultural History of Europe, 1830–1839
* Ketelbey, C.D.M.: A History of Modern Times (English or Hindi)
* Lipson: Europe in the Nineteenth and Twentieth Centuries

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.III | **Semester** | V | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050501T | **Course Title** | **Era of Gandhi and Mass Movement.** | | | |
| **Course Outcome**-This paper is designed to introduce the student regarding the Gandhian Philosophy ,his tools and techniques which laid a mass movement in India. This paper covers rise of revolutionary movement and Gandhian programmes that guided the path of Indian National Movement in twentieth century. It concludes with the vital role of 'Netaji' Subhash Chandra Bose in the National Movement. | | | | | | | |
| **Credits** – 6 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Entry of Gandhi and The Non Co-operation Movement. | | | | | | 15 |
| II | Rise of Revolutionary Movement in India with special reference to HRA, HSRA and Trial of Bhagat Singh. | | | | | | 15 |
| III | Rise of Revolutionary Movement outside India with special reference to Gadar Party. | | | | | | 15 |
| IV | Simon commission, Nehru report, The Civil Disobedience Movement | | | | | | 15 |
| V | The Quit India Movement.  Constitutional Crisis: Cripps and Cabinet Mission.  Subhas Chandra Bose and Indian National Army.  Mountbatten Plan, Partition and Independence | | | | | | 15 |
|  | **Total** | | | | | | 75 |
| **Suggested Readings:**   * Agrow, D,: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House * Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press * Chandra, Bipan and Others: Freedom Struggle * Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd. * Desai, A.R. (1984), India’s Path of Development, Popular Prakashan * Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication * Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication * Jeffery, R. and J Masseloss: From Rebellion to the Republic * Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint * Majumdar, R.C.: Struggle for Freedom * Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co. * Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press * Patel, Vallab Bhai: Correspondence, Writings and Speeches. * Prasad, Bisheswar,: Bandage and freedom, 2 Vols. * Rai, Satya M.(ed.): Bharat Mein UpniveshwadAurRashtrawad (Hindi) * Sarkar, Sumit: Adhunik Bharat (Hindi) * Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983 * Sen, S.N.: (1957), Eighteen Fifty Seven Publication Division * Singh, Ayodhya: (2012), Bharat KaMuktiSangram, Neha Publishers and Distributors * Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd. * Tara Chand: History of the Freedom Movement in India, Vols. I – IV, Division Publication | | | | | | | |
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| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.III | **Semester** | V | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050502T | **Course Title** | **History of Modern China (1840's to 1950's)** | | | |
| **Course Outcome**-This paper is designed to introduce the student about the history of Modern China. It also intends to analyse the Chinese history from the perspectives of present day China. | | | | | | | |
| **Credits** – 5 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 4-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Chinese economy**   * Society and Polity in 18th century * Agrarian relations and agricultural productions * Internal Trade and Urbanisation ;Social order: Gentry and peasantry and the ruling class in China | | | | | | 12 |
| II | **Colonial expansion in China in 19th century**   * The Triangular trade * Rise of opium trade in China * Two Opium Wars and their consequences for China;China Post Opium Wars | | | | | | 12 |
| III | **Chinese responses to the colonialism**   * Self-strengthening movement * Limited modernisation in China; Adjustments with the Western influences and making of new social groups * Boxer Rebellion of 1900 | | | | | | 12 |
| IV | **Revolutionary Changes in China**   * The Republican Revolution of 1911 * May Fourth Movement and the Generational shift | | | | | | 12 |
| V | **Rise of Communism in China**   * The National and communist movements in China * Kuomintang and founding of the Communist movement in China | | | | | | 12 |
|  | **Total** | | | | | | 60 |
| **Suggested Readings:**   * John Keay, China, A History, Harper Press, UK, 2008-9. * A.G.Roberts, A History of China, Palgrave McMillan, 2011. * Peter Zarrow, China in War and Revolution, 1895-1949, Routledge, 2005 . * Haus J. Van de Ven, War and Nationalism in China, 1925-1945, Routledge, Curzon, 2003. * Jack Gray, Rebellions and Revolutions, China from 1800s to the 1980s, OUP, 1990. * Nigel Haris, The Mandate of Heaven, Marx and Mao in Modern China, Quartret Books, London, 1978. * Jean Chesnaux, tr. Paul Auster and Lydia Davis, The People’s Republic, 1949-1976. * Jean Chesnaux, The Republican China . * Jean Chesnaux, The Revolutionary China. * John K Fairbank ed, The Cambridge History of China, Republican China, 1912-1949, Vol-12, CUP Press, 1983.   **Online Links for Study and Reference Materials:**   * [www.britannica.com](http://www.britannica.com) * [www.byjus.com](http://www.byjus.com) * [www.khanacademy.com](http://www.khanacademy.com) | | | | | | | |
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| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.III | **Semester** | V | |
| Subject | | History | | | | | |
| **Course Code** | | A050503T | **Course Title** | **Ethics and Professional Utility**  **of History** | | | |
| **Course Outcome**- History is in an excellent position to inculcate moral values in students’ mind. Study of Ved and Geeta with Life stories of great saints, heroes and reformers, like Shankracharya, Buddha, Rama, MaharanaPratap, Guru Nanak, Swami Dayananda, Swami Vivekananda, Mahatma Gandhi,Aurobindo and Radhakrishnan etc. encourage students to be truthful, courageous, just and selfless. The second half of the paper deals with the professional utility of history. It is designed to introduce application of history among students of history. Different units are designed about use of Archives, Museums and Libraries. History and its professional utility is the central idea behind this paper. This paper covers environmental aspect of history as well as historical survey of development of science and technology in India. | | | | | | | |
| **Credits** – 6 | | **Max. Marks :** 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction of Ethics- History.  Determinants of Ethics, Normative and Applied Ethics.  Different early Indian approach to understand Ethics | | | | | | 15 |
| II | The survey of early Indian Ethics- study of Ved and Geeta  Dharma and Rationality.  The Bhakti and Sufi Movement | | | | | | 15 |
| III | Ideas and Ethical Philosophy of Aurobindo.  Ideas and Ethical Philosophy of Gandhi and Radhakrishnan.  Ideas and Ethical Philosophy of Gandhi and Radhakrishnan. | | | | | | 15 |
| IV | Use of Archives and Museums.  Recent Trends in Museology  Use of Maps in History.  Preservation of Environment in History. | | | | | | 15 |
| V | Local Heritage, Temples and Shrines.  Tourism for Architectural Monuments  Heritage Walks and Local Tourism  A Historical Survey of development of Science and Technology in India.  Use of History in Journalism: Print and Electronic Media. | | | | | | 15 |
|  | **Total** | | | | | | **75** |
| **Suggested Readings:**   * Sreedharan,E. : A Textbook of Historiography * Carr, E.H. : What is History * Ali Sheik, : History ,Theory and Method. * Botticelli, Peter , Martha R.Mahard and Michele V. Cloonan, --(2019) Libraries, Archives and Museums Today, Rowan & Littlefield Publishers * Chaudhry,K.P., (1975) Effective teaching of History in India, New Delhi; National Council of Education and Research and Training, * Collingwood,R.G, (1951),The Idea of History, London; Oxford University Press, * Ghate, V.D., (1953) Suggestions for the Teaching of History, Bombay; Oxford University Press, * Kimerling, A. Jon, --Map Use – Reading Analysis Interpretation, ESRI Press * Koopman , Harry Lyman – The Mastery of Books; Hints on Reading and The Use of Libraries , American Book Company * Mishra, P.K. –(2018) Tourism in India , New Century Publications * Roday, Sunetra ,ArchanaBiwal&Vandana Joshi – Tourism ; Operations and Management * Atkinson RJC : (1953) Field Archaeology, London, Mathew and Co. * Basker P. : (1982) Techniques of Archaeological Excavation, London, Batsford. * Chakrabarthi D.K. : (1989) Theoretical Perspectives in Indian Archaeology, MunshiramManoharlal. * Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur. * Raman K.V. : (1976) Principles and Methods in Archaeology, Madras. * Agee, Ault & Emery, Introduction to Mass Communication. * Asa Briggs, A Social History of Media from Guttenberg to the Internet. * Gardiner Lambert, A History of Media. * Kamath, M.V., Professional Journalism. * Keval J. Kumar, Mass Communication in India. | | | | | | | |
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| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.III | **Semester** | V | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050504T | **Course Title** | **History of USA: Independence to Civil War** | | | |
| **Course Outcome**- This paper is designed to introduce the student about the history of the United States of America from its independence to the Civil war era. It will apprise the students with the history of the USA and the reasons for its contemporary political system. | | | | | | | |
| **Credits** – 5 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 4-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **The Background:** The land and indigenous people: settlement and colonisation by Europeans; early colonial society and politics; indentured labour-White and Black | | | | | | 12 |
| II | **Making of the Republic:** Revolution Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations. **Processes and Features of Constitution making:** Debates, Historical interpretations. | | | | | | 12 |
| III | **Evolution of American Democracy:** Federalists: Jeffersonianism: Jacksonianism, Rise of political parties-1840-1960;  Judiciary-role of the Supreme Court.  **Expansion of Frontier:** Turner’s Thesis; Marginalisation, displacement and decimation of native Americans; Case histories of: Tecumseh; Shawnee Prophet. Limits of democracy: Blacks and women. | | | | | | 12 |
| IV | **Early Capitalism:** Beginnings of Industrialisation. Immigrants and changing composition of Labour; Early Labour Movements.  **The Agrarian South:** Plantation economy. Slave Society and Culture: Slave resistance. | | | | | | 12 |
| V | **Ante Bellum Foreign Policy:** War of 1812: Monroe Doctrine: Manifest Destiny.  **Civil War:** Abolitionism and Sectionalism, Issues and interpretations  **Rise of Republicanism, Emancipation and Lincoln** | | | | | | 12 |
|  |  | | | | | |  |
|  | **Total** | | | | | | 60 |
| **Suggested Readings:**   * Bernard Bailyn, The Great Republic. * Bernard Bailyn, The Ideological Origins of the American Revolution. * Charles Beard, An Economic Interpretation of the American Constitution. * Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West. Peter Carroll and David Noble, Free and Unfree: A New History of the United States. * David B. Davis, The Problem of Slavery in the Age of Revolution. * U. Faulkner, American Economic History. * Robert Fogel, Railroads and American Economic Growth. Eric Foner, America’s Black Past. * John Hope Franklin, From Slavery to Freedom. * Gerald N. Grobb and Geogre A. Billias, Interpretations of American History: Patterns and Prespectives, 2 Vols. * Richard Hofstadter, The Age of Reform, From Bryan to FDR Linda Kerber, Women’s America: Refocusing the Past. * David M. Potter, The Impending Crisis. W. Pratt, A History of the United states Foreign Policy. * James Randail, TheCivil War and Reconstruction. Jean Chesnaux, The Revolutionary China. * John K Fairbank ed, The Cambridge History of China, Republican China, 1912-1949, Vol-12, CUP Press, 1983. | | | | | | | |
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| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme / Class** | | B.A. (Hons.) | **Year** | B.A.III | **Semester** | VI | |
| **Subject** | | **History** | | | | | |
| **Course Code** | | A050601T | **Course Title** | **Women in Indian History** | | | |
| The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women’s issues with reference to latest researches in the field. The course seeks to make students reflect on the specificity of women’s issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective. | | | | | | | |
| **Credits –** 5 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Theory and Concepts  Understanding gender, patriarchy and feminism | | | | | | 12 |
| II | Women in Ancient India  Historiographic Overview  Evolution of Patriarchy with focus on Brahmanical patriarchy  Women and property  Women and work: voices from Tamilakam | | | | | | 12 |
| III | Women in Medieval India  Historiography and the politics of the harem and the household | | | | | | 12 |
| IV | Case studies: Razia Sultan, Nur Jahan, Jahanara  Women Bhaktas | | | | | | 12 |
| V | Women in Modern India  Gender debate in Colonial India: a case study of sati / women’s education  Women’s participation and Indian Nationalism  Rani Gaidinliu, Tulsi Munda  Partition, Refugee Women and Rehabilitation – taught through the movie ‘Pinjar’or Garam Hawa  . | | | | | | 12 |
|  | **Total** | | | | | | **60** |

**Suggested Readings:**

* Burns and Ralph. World Civilisations.
* Cambridge History of Africa, Vol. I.
* V. Gordon Childe, What Happened in History.
* G. Clark, World Prehistory : A New Perspective.
* B. Fagan, People of the Earth.
* Amar Farooqui, Early Social Formations.
* M. I. Finley, The Ancient Economy.
* Jacquetta Hawkes, First Civilisations.
* G. Roux, Ancient Iraq.
* Bai Shaoyi, An Outline History of China.
* H. W. F. Saggs, The Greatness that was Babylon.
* B. Trigger, Ancient Egypt : A Social History.
* UNESCO Series : History of Mankind, Vols. I – III./ or New ed. History of
* Humanity.
* R. J. Wenke, Patterns in Prehistory.
* Perry Anderson, Passages from Antiquity to Feudalism.
* Marc Bloch, Feudal Society, 2 Vols.
* Cambridge History of Islam, 2 Vols.
* Georges Duby, The Early Growth of the European Economy.
* Fontana, Economic History of Europe, Vol. I (relevant chapters).
* P. K. Hitti, History of the Arabs.
* P. Garnsey and Saller, The Roman Empire.

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.III | **Semester** | VI | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050602T | **Course Title** | **History of Modern Japan (1868-1950s)** | | | |
| **Course Outcome**- The course studies the transition of Japan from quasi-feudalism to a modern industrialised capitalist nation. It focuses on the political and economic strategies adopted by Japan to meet the challenges posed by western imperialistic intrusions. It facilitates an understanding of Japan’s emergence as a major non-European power within an international order dominated by western imperial powers. It studies the trajectory of Japan towards ultra-nationalism and militarism in the context of a failed parliamentary democracy, eventually leading to disaster in the Second World War. The course aims to pay close attention to historiographical shifts in all topics, contextualising these against the backdrop of their contemporary history and politics. Adequate attention is given to the study of social and cultural aspects with a special emphasis on the role of women in late 19th and early 20th century Japan. | | | | | | | |
| **Credits** – 5 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 4-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Transition from Feudalism to Capitalism:  Crisis of the Tokugawa Bakuhan System  The Meiji Restoration : Nature and Significance; Early Meiji Reforms  Economic Development in the Meiji Era Agrarian Settlement Industrialisation and Capitalism | | | | | | 12 |
| II | Democracy and Militarism:  Popular Rights Movement  Women’s Rights in the Meiji Era  Meiji Constitution d. Failure of Parliamentary Democracy; Militarism and Fascism | | | | | | 12 |
| III | Imperialistic Expansion and Resistance:  Imperialism and Japanese Nationalism  Expansion in China and Manchuria | | | | | | 12 |
| IV | Colonisation of Korea and Korean Nationalism | | | | | | 12 |
| V | American Occupation, post-War Reconstruction and “Reverse Course” | | | | | | 12 |
|  | **Total** | | | | | | 60 |
| **Suggested Readings:**   * Gordon, A. (2003). A Modern History of Japan- From Tokugawa Times to the Present. New York: Oxford University Press, Chapters 3- The Intellectual World of Late Tokugawa &Chapter 4- Overthrow of the Tokugawa. * Hall, J.W. (1970). Japan from Pre-history to Modern Times. Centre for Japanese Studies, the University of Michigan. Chapter 13- The Meiji Restoration and Its Meaning. * Hall, J.W. (1991). (ed.). Cambridge History of Japan. Volume IV: Early Modern Japan. CUP. Cambridge. * Jansen, M.B. (2000). The Making of Modern Japan. Cambridge: Harvard University Press. * Moore Jr., Barrington. (2015). Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World. Boston: Beacon Press. * Beasley, W.G. (2000). The Rise of Modern Japan: Political, Economic and Social Change Since 1850. Palgrave Macmillan. Chapter 6- Protest and Dissent. * Beckmann, G.M. (1957). The Making of the Meiji Constitution: The Oligarchs and the Constitutional Development of Japan, 1868-1891. University of Kansas Press. * Jansen, M. B. et. al ed. (1988). Cambridge History of Japan. Volume V: The Twentieth Century. Cambridge, CUP. * Iriye, A. (1981). Power and Culture, The Japanese-American War, 1941-1945. Harvard University Press. * Dower, J.W. (1999). Embracing Defeat: Japan in the Wake of World War II. New York.W.W. Norton & Company. • Duus, P. (1997). Modern Japan. Boston. Houghton Mifflin * Jansen, M.B. (1975). Japan and China: From War to Peace, 1894-1972. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 12- The Postwar Era, pp 447-462. * Porter, E.A. and Porter, Ran Ying, (2018) Japanese Reflections on World War II and the American Occupation. Amsterdam, Amsterdam University Press. * Takemae, E. (2002). The Allied Occupation of Japan. New York, London: The Continuum International publishing group. | | | | | | | |
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| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme / Class** | | B.A. (Hons.) | **Year III** | B.A.III | **Semester** | IV | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050603T | **Course Title** | **Popular Culture: Language, Literature and Region in Early Modern Times** | | | |
| **Course Outcome**- One of the purposes of learning History is to be able to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a major component of that experience, surrounding us at all times, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the objectives of the course is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focusing particularly on themes pertaining to religion, performative traditions, food cultures as well as the constitution of a 'new public' with regard to its patterns of consumption of culture, in contemporary times. These relationships changed over a period of time and the course attempts to apprise students of the diverse ways in which scholars explain the process of the emergence of regional/ vernacular languages as literary media. It also attempts to equip students with the ability to analyse the politics of language as it is implicated in the politics of regional pride, as well as communal and national identities | | | | | | | |
| **Credits** – 6 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Understanding Popular Culture: Some Issues  Defining Popular Culture : Popular Culture as Folk Culture, Mass Culture, as the ‘other’ of High Culture, People’s culture, etc.  Popular Culture and History: The Historian and the archives  Popular Culture in Early Modern Europe or the City of Mumbai | | | | | | 15 |
| II | Food Cultures  (i) Recipes and the national project: Popular recipe books  (ii) Food and Public Cultures of Eating: Udpi Hotels, Dum Pukht, South Asian food in a global world (iii) Cultures of Consumption: Tea-Coffee and the Indian Middle Class  Making of a new ‘Public'  (i) Popular Art: Imagining the nation in Calendar art  (ii) Print media: Amar Chitra Katha (iii) Cinema: Constructing Family, Gender and Marriage through popular cinema. | | | | | | 15 |
| III | Languages in a Multilingual Culture  Regionalization or Vernacularization?  Forms and Histories of Multilingualism  Language, Region, Identities: a case study of Telugu a. Emergence of Regional identity b. Role of Political Patronage | | | | | | 15 |
| IV | Hindi and Urdu in the Age of Nationalism  One Language, Two Scripts  Hindi, Hindui, Rekhta, Urdu, Deccani | | | | | | 15 |
| V | Spot the Difference: Language Projects with Literature and Cinema  Language of Premchand, Renu and Hazari Prasad Dvivedi  Sarkari Hindi (Akashvani and GOI official communication) vs. Popular Bollywood Language    Differing Registers in Hindi Films: Barsat (Urdu), Chupke Chupke (Satire), Party (Sarkari Hindi), Pink (Hinglish | | | | | | 15 |
|  | Total | | | | | | **75** |

**Suggested Readings:**

* Ali, S. Athar. (1992). "Translations of Sanskrit Works at Akbar’s Court". Social Scientist
* vol. 20 no.9/10, pp. 38-45. (Also reproduced in Iqtidar Alam Khan, ed., (1999). Akbar
* and His Age. Delhi: ICHR and Northern Book Centre.)
* An interesting debate between Alok Rai and Shahid Amin can be accessed here: http://
* [www.urdustudies.com/pdf/20/12AminRai.pdf](http://www.urdustudies.com/pdf/20/12AminRai.pdf)
* Bangha, Imre. (2018). "The Emergence of Hindi Literature: From Transregional MaruGurjar to Madhyadeśī Narratives", in Tyler Williams, Anshu Malhotra and John Stratton
* Hawley, (Eds.). Text and Tradition in Early Modern North India. New Delhi: Oxford
* University Press, pp. 3-39.
* Busch, Allison. (2011). Poetry of Kings:The Classical Hindi Literature of Mughal India.
* New York: Oxford University Press. ("Introduction").
* Ernst, Carl W. (2003). "Muslim Studies of Hinduism?: A Reconsideration of Arabic and
* Persian Translations from Indian Languages."Iranian Studies vol. 36 no.2, pp. 173-95.
* Faruqui, Munis. (2014). "Dara Shukoh, Vedanta and Imperial Succession in Mughal India." in Vasudha Dalmia and Munis Faruqui, (Eds.). Religious Interactions in Mughal India. Delhi: Oxford University Press, pp. 30-64.
* Pollock, Sheldon. (2001). “The Death of Sanskrit.” Comparative Studies in Society and
* History. Vol. 43 no.2, pp. 392-426.
* Shukla, Ramchandra. (1929). Hindi Sāhitya ka Itihās. Allahabad: Lokabharati Prakashan

(Reprint, 2009).

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.III | **Semester** | VI | |
| **Subject** | | History | | | | | |
| **Course Code** | | A050604T | **Course Title** | **History of USA: Reconstruction to New Age Politics** | | | |
| **Course Outcome**-This paper is designed to introduce the student about the history of the United States of America from the age of Reconstruction to the New Age. | | | | | | | |
| **Credits** – 5 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 4-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Reconstructions:** Political changes and agrarian transformation: Conservative and Radical phases.  **The New South:** Participants and Reactions – Carpetbaggers; Scalawags, Blacks, Ku Klux Klan. | | | | | | 12 |
| II | **Industrial America:** Growth of Capitalism and Big Business, Business cycles; Depression.  Resistance and Reform: Labour movements and Unionisation. Agrarian crises and populism. Urban corruption and progressivism. [c] New Deal. | | | | | | 12 |
| III | **U.S. Imperialism**: Spanish-American War , Expansion in the Far East and Latin America , World War I and Fourteen Points , Isolationism [e] Americans in World War II: Bombing of Hiroshima and Nagasaki | | | | | | 12 |
| IV | **Afro-American Movements**: Black Movements: Booker T. Washington, W.E.B. Dubois; NAACP and Marcus Garvey  **Women’s Movements**: Rise of the Lowell Factory System , Abolitionists and Women’s rights movement  Suffrage  Afro-American Women | | | | | | 12 |
| V | **Religious, Cultural and Intellectual Trends**:  Religious movements; Early Revivalism; Puritans, Quakers; Mormons; Temperance. Mass culture (circa 1900 - 1945)  Major literary trends (circa 1900 - 1945). | | | | | | 12 |
|  |  | | | | | |  |
|  | **Total** | | | | | | 60 |
| **Suggested Readings:**   * Bernard Bailyn, The Great Republic. * Bernard Bailyn, The Ideological Origins of the American Revolution. * Charles Beard, An Economic Interpretation of the American Constitution. * Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West. Peter Carroll and David Noble, Free and Unfree: A New History of the United States. * David B. Davis, The Problem of Slavery in the Age of Revolution. * U. Faulkner, American Economic History. * Robert Fogel, Railroads and American Economic Growth. Eric Foner, America’s Black Past. * John Hope Franklin, From Slavery to Freedom. * Gerald N. Grobb and Geogre A. Billias, Interpretations of American History: Patterns and Prespectives, 2 Vols. * Richard Hofstadter, The Age of Reform, From Bryan to FDR Linda Kerber, Women’s America: Refocusing the Past. * David M. Potter, The Impending Crisis. W. Pratt, A History of the United states Foreign Policy. * James Randail, TheCivil War and Reconstruction. Jean Chesnaux, The Revolutionary China. * John K Fairbank ed, The Cambridge History of China, Republican China, 1912-1949, Vol-12, CUP Press, 1983. | | | | | | | |
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| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

**Entrepreneurship Development and Startup Management**

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| Programme/Class: Compulsory | | | Year: Third | | Semester: Six | |
| Subject :Entrepreneurship Development and Startup Management | | | | | | |
| Course Code: A27060IT | | Course Title: Entrepreneurship Development and Startup Management | | | | |
| **Course objectives**:   1. To make people learn compliance with law. 2. To develop and fortify entrepreneurial quality, i.e., motivation or need for achievement. 3. To develop small and medium scale enterprises in order to generate employment and widen the scope of industrial ownership. 4. To industrialize rural and backward sections of the society. 5. To understand the merits and demerits of becoming an entrepreneur. | | | | | | |
| Credits: 4 | | | | Compulsory | | |
| Max. Marks: 100 | | | | Min. Passing Marks: 40 | | |
| Total No. of Lectures-Practical (in hours per week): L-T-P: 6-0-0 or 3-1-0 Etc. | | | | | | |
| **Unit** | **Topics** | | | | | **No. of**  **Lectures** |
| **I** | Business: Concept, Meaning, Features, Stages of development of  business and importance of business. Classification of Business  Activities. Meaning, Characteristics. | | | | | 7 |
| **II** | Importance and Objectives of Business Organization, Evolution of Business Organisation. Difference between Industry and Commerce and Business and Profession, Modern Business and their Characteristics. | | | | | 8 |
| **III** | Promotion of Business: Considerations in Establishing New Business.  Qualities of a Successful Businessman. Forms of Business Organisation: Sole Proprietorship | | | | | 7 |
| **IV** | Partnership, Joint Stock Companies & Co-operatives and their Characteristics, relative merits and demerits, Difference between Private and Public Company, Concept of One Person Company. | | | | | 8 |
| **V** | Plant Location: Concept, Meaning, Importance, Factors  Affecting Plant Location. Alfred Weber’s and Sargent Florence’s  Theories of Location. | | | | | 7 |
| **VI** | Plant Layout –: Meaning, Objectives, Importance, Types and Principles of Layout. Factors Affecting Layout. Size of Business Unit–: Criteria for Measuring the Size and Factors Affecting the Size. Optimum Size and factors determining the Optimum Size. | | | | | 8 |
| **VII** | Business Combination: Meaning, Characteristics, Objectives, Causes,  Forms and Kinds of Business | | | | | 7 |
| **VIII** | Combination. Rationalisation: Meaning, Characteristics, Objectives,  Principles, Merits and demerits, Difference between Rationalisation and Nationalisation. | | | | | 8 |
| **Suggested Readings:**  1. Gupta, C.B., “Business Organisation”, Mayur Publiction, (2014).  2. Singh, B.P., Chhabra, T.N., “An Introduction to Business Organisation& Management”, Kitab Mahal,  (2014).  3. Sherlekar, S.A. &Sherlekar, V.S, “Modern Business Organization & Management Systems Approach  Mumbai”, Himalaya Publishing House, (2000).  4. Bhusan Y. K., “Business Organization”, Sultan Chand & Sons.  5. Prakash, Jagdish, “Business Organistaton and Management”, Kitab Mahal Publishers (Hindi and  English)  Note: Latest edition of the text books should be used. | | | | | | |
| **Course Learning Outcome:**  After completing this course a student will have:   * Ability to understand the concept of Business Organisation along with the basic laws and norms of Business Organisation. * Ability to understand the terminologies associated with the field of Business Organisation along with their relevance. * Ability to identify the appropriate types and functioning of Business Organisation for solving different problems. * Ability to apply basic Business Organisation principles to solve business and industry related problems. * Ability to understand the concept of Sole Proprietorship, Partnership and Joint Stock Company etc. | | | | | | |