SHARDA UNIVERSITY
Beyond Boundaries

SCHOOL OF HUMANITIES & SOCIAL SCIENCESDEPARTMENT OF HISTORY

NEP based Programme and Course Structure

Bachelors of Arts

(History)

NAAC Programme Code: 61100001
Batch: 2021-22 & Onwards
NEP based OBE Document for B.A. Programmeme

Semester-wise course list for B.A.(History) Programme

		Subject I	Subject II	Subject III	Subject IV	Vocational	Co-Curricular	Industrial Training / Survey/ Project	Total Credits		Level
		Major	Major	Major	Minor/ Elective	Minor	Minor	Major			
		Credits6	Credits 6	Credits 6	Credits 4	Credits 3	Credit 2	Credits			
Year	Sem	Own Faculty	Own Faculty	Any Faculty	Other Department/ Faculty	Vocational Faculty	Co-Curricular Course	Inter/Intra Faculty related to main Subject	Total Credit/Sem	Total Credit/Year	
1	I	History of Ancient India up to 750 C.E.	History of Early Medieval India,600-1206	History of Early World Civilization		Fundamentalsof MS Word for AcademicWriting / Introduction to Yoga/ Professional Skills-I/ Fundamentalsof Remote Sensing	Food, Nutrition and Hygiene	Minor (Project-1)	25		Certificate in History

| | II | History of Medieval India-I, 1206-1526 | History of Medieval India-II, 1526-1707 | History & Professional Utility | To be chosen by the student | Fundamentals of Power Point for Academic Presentation / Basics of Yogic Science/ Professional Skills-II/ Fundamentals of GIS & GPS | First aid and Health | | 27 | 52 | |

2										
	III	History of Modern India-I, 1707-1857	Decoding Gender in Indian History	Indian History in Cinema		Fundamentals of Excel for Data Analysis / Applied Yoga/ Professional Skills-III/ Advances in Remote Sensing and GIS: Digital Image Processing	Human Values and Environment studies	Community connect (Project-2)	25	**104**	**Diploma in History**
	IV	History of Modern India-II, 1857-1947	History of Modern China **or** History of Modern Japan **or** History of USSR: 1917-1991	History of Partition in India	To be chosen by the student	Digital Social Research / Techniques of Yogic Therapy/ Professional Skills-IV/ Remote Sensing and GIS Applications	Physical Education and Yoga		27		

3	V	History of Modern World-I (1453-1789 C.E.)	Heritage Insights **OR** Decoding Delhi's Past	Fundamentals of Research (RM)			Analytic Ability and Digital Awareness	Minor Project-II	**26**	**15 4**	**Bachelor in History**
	VI	History of Modern World-II, 1799-1945	Era of Gandhi and Mass Movement		To be chosen by the student		Communication Skills & Personality Development	Internship	**24**		

4	VII	Introduction to the Principals and Methods inHistory	Society & Culture in Modern India					Major Research project-1	20	194	**Bachelor (Research)in History**
	VIII	Contemporary World, 1945-2000	Contemporary India, 1947-2000					Major Research project-2	20		
	Paper wise total cr.	**48**	**48**	**24+6 (RM)**	**12**	**12**	**12**	**32**		**TOTAL=194**	

1. Standard Structure of the Programme at University Level

1.1 Vision, Mission and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

- **Transformative educational experience**
- **Enrichment by educational initiatives that encourage global outlook**
- **Develop research, support disruptive innovations and accelerate entrepreneurship**
- **Seeking beyond boundaries**

Core Values

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

1.2 Vision and Mission of the School

Vision of the School

To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding

Mission of the School

M1. To promote learning and employability skills among students.

M2. To promote study of humankind and its manifestation.

M3. To help students succeed in their academic and professional lives.

M4. To encourage research and promote knowledge creation.

Core Values

- Integrity
- Leadership
- Diversity
- Community

1.3   Programmeme Educational Objectives (PEO)

1.3.1   Programmeme Educational Objectives (PEO)

PEO1: The graduate will have the understanding of the concepts and principles of different disciplines of humanities, social sciences and languages and their interrelation.

PEO2: The graduate will have a detailed understanding of the selected core discipline of study.

PEO3: The graduate will be able to apply an independent approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.

PEO4: The graduates will develop personal and professional skills ensure their creative participant in the workplace, community and personal life.

1.3.2 Programme Outcomes (POs)

Programme Outcomes of the B.A. (History) programme are:

PO1: **Historical Knowledge:** To retrieve the familiarity with a range of Indian and global historical issues.

PO2: **Research Skills:** To recognize how different cultures, groups, societies, countries and nations have interacted in the past and how it has affected the history.

PO3: **Problem Analysis:** Learn to evaluate and draw information from the narratives of past events that participants and observers produced. Recognize differences in the methods of techniques of historians and learn how to compare.

PO4: **Representation:** Argue historically and critically in discussions, presentations and assignments.

PO5: **Critical Evaluation:** Practice the methods of historical research, including the development of research topics, gathering and evaluation of evidence and presentation of research findings.

PO6: **Creation:** Apply knowledge of historical subjects to the practical task.

PO7: **Life-long learning:** Students will place historical arguments into a larger scholarly narrative.

PO8: **Team-work & individual development:** Function effectively as an individual, and as a member or leader in diverse team and, in multidisciplinary settings.

Programme Specific Outcomes (PSO's)

PSO1: Building capacity of the students" mind and imagination to decipher the study of human existence across different civilizations, times, places, and cultures.

PSO2: Learning the application of historical method and critical thinking to assess and interpret Indian and World History backed by logic, critical thinking, and research.

PSO3: Develop student"s ability to demonstrate competency in the skills of historical explanation and synthesis and conduct research by studying historical documents, interpretation and evaluation.

TEACHING SCHEME
School of Humanities and Social Sciences
BA History
Batch: 2021-22 & Onwards
TERM: I

S.No.	Subject Code UPHE/ Sharda University	Papers	TeachingLoad			Credits	Core/Elective Pre-Requisite/ Co Requisite
			L	T	P		
1	A050101T /BHI151	History of Ancient India upto 750 CE	5	1	0	6	Core
2	BHI152	History of Early Medieval India,600-1206	5	1	0	6	Core
3	BHI153	History of Early World Civilization	5	1	0	6	Core
Vocational							
4		To be chosen by the student from **SHSS Vocational course basket**				3	Compulsory ELECTIVE
Co- Curricular							
5	Z010101T/COC101	Food, Nutrition and Hygiene				2	Compulsory
Project/Internship							
6	BHP154	Minor (Project-1)				2	Project
TOTAL CREDITS						25	

School of Humanities and Social Sciences
BA History
Batch: 2021-22 & Onwards
TERM: II

S.No.	Subject Code UPHE/ Sharda University	Papers	TeachingLoad			Credits	Core/Elective Pre-Requisite/ Co Requisite
			L	T	P		
1	A050201T/ BHI 155	History of Medieval India-I, 1206-1526 C.E.	5	1	0	6	Core
2	BHI156	History of Medieval India-II, 1526-1707 C.E.	5	1	0	6	Core
3	BHI157	History & Professional Utility	5	1	0	6	Elective
Vocational							
4		To be chosen by the student from **SHSS Vocational course basket**				3	Compulsory elective
Co- Curricular							
5	Z020201/ COC201	First aid and Health				2	Compulsory
Minor/ Elective (Subject IV)							
6	BHI158	History for Competitive Exam-I* [*Offered by History Dept. at University level; open to all]	4	0	0	4	
		To be chosen by the student from **University Minor/Elective basket**				4	Compulsory Elective
		TOTAL CREDITS				**27**	

Program Structure
School of Humanities and Social Sciences
BA History
Batch: 2021-22 & Onwards
TERM: III

S.No.	Subject Code UPHE/ Sharda University	Papers	TeachingLoad			Credits	Core/Elective Pre-Requisite/ Co Requisite
			L	T	P		
1	A050301T/BHI251	History of Modern India:1707-1857 C.E.	5	1	0	**6**	Core
2	BHI252	Decoding Gender in Indian History	5	1	0	**6**	Core
3	BHI253	Indian History in Cinema	5	1	0	**6**	Elective
Vocational							
4		To be chosen by thestudent from **SHSS Vocational course basket**				**3**	Compulsory Elective
Co- Curricular							
5	Z030301/ COC301	Human Values and Environment studies				2	
Project/Internship							
6	CCO701	Community connect				2	
		TOTAL CREDITS				**25**	

Program Structure
School of Humanities and Social Sciences
BA History
Batch: 2021-22 & Onwards
TERM: IV

S.No.	Subject Code UPHE/ Sharda University	Papers	TeachingLoad			Credits	Core/Elective Pre-Requisite/ Co Requisite
			L	T	P		
1	A050401T/BHI255	History of Modern India-II, 1857-1950	5	1	0	6	Core
2	BHI259	History of Partition inIndia	5	1	0	6	Core
3	BHI256/ BHI257/ BHI258	History of Modern China (1839-1949 C.E.)/ History of Modern Japan, 1850-1952 C.E./ History of USSR: 1917-1991 C.E.	5	1	0	6	Elective
Vocational							
4		To be chosen by the student from **SHSS Vocational course basket**				3	Compulsory elective
Co- Curricular							
5	Z040401/COC401	Physical Education and Yoga				2	Compulsory
Minor/ Elective (Subject IV)							
6	BHI260	History for CompetitiveExam-II* [*Offered by History Dept. at University level;open to all]	4-	0	0	4	
		To be chosen by the student from **University Minor/Elective basket**				4	
TOTAL CREDITS						27	

Program Structure
School of Humanities and Social Sciences
BA History
Batch: 2021-22 & Onwards
TERM: V

S.No.	Subject Code UPHE/ Sharda University	Papers	TeachingLoad			Credits	Core/Elective Pre-Requisite/ Co Requisite
			L	T	P		
1	A050502T/BHI 351	History of Modern World- I (1453-1789 C.E.)	5	1	0	**6**	Core
2	BPY353	Fundamentals of Research	5	1	0	**6**	Core
3	BHI 352/ BHI 353	Heritage Insights/ Decoding Delhi's Past	5	1	0	**6**	Elective
Co- Curricular							
5	Z050501/ COC501	Analytic Ability and Digital Awareness				2	Compulsory
Project/Internship							
6	BHP 354	Minor Project-2				6	Project
						26	
		TOTAL CREDITS					

S.No.	Subject Code UPHE/ Sharda University	Papers	TeachingLoad			Credits	Core/Elective Pre-Requisite/ Co Requisite
			L	T	P		
1	A050601T / BHI 356	Era of Gandhi and Mass Movement	5	1	0	6	Core
2	A050602T/ BHI 357	History of Modern World- II, 1799-1945	5	1	0	6	Core
Co- Curricular							
3	Z060601/ COC601	Communication Skills & Personality Development				2	Compulsory
Project/Internship							
4	BHP 358	Internship				6	Internship
Minor/ Elective (Subject IV)							
		To be chosen by the student from University Minor/Elective Courses basket				4	Compulsor y Elective
						24	
	TOTAL CREDITS						

Program Structure
School of Humanities and Social Sciences
BA History
Batch: 2021-22 & Onwards
TERM: VII

S.No.	Subject Code UPHE/ Sharda University	Papers	TeachingLoad			Credits	Core/Elective Pre-Requisite/ Co Requisite
			L	T	P		
1	BHI 451	Introduction to the Principals and Methods in History	5	1	0	6	Core
2	BHI 452	Society and Culture In Modern Indian History	5	1	0	6	Core
Project/Internship							
3	BHP 453	Major Research project- 1				8	project
TOTAL CREDITS						20	

S.No.	Subject Code UPHE/ Sharda University	Papers	TeachingLoad			Credits	Core/Elective Pre-Requisite/ Co Requisite
			L	T	P		
1	BHI 455	History of Contemporary World, 1945-2000	5	1	0	6	Core
2	BHI 456	History of Contemporary India, 1947-2000 CE	5	1	0	6	Core
Project/Internship							
3	BHP 457	Major Research project- 2				8	project
TOTAL CREDITS						**20**	

Course Module(SYLLABUS)

SEMESTER- I

School:	School of Humanities & Social Sciences	Batch : 2021-2025
Programme:	B.A.	
Branch:	History	Semester: I

1	Course Code	A050101T / BHI151
2	Course Title	**History of Ancient India upto 750 CE**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	1. To make the students aware of the history of India from ancient times toa certain time period as mentioned. 2. To infer the ancient Indian society and polity. 3. To interpret the economic developments of ancient India. 4. To get familiar with the intellectual discourse of ancient India.
6	Course Outcomes	CO1: The students will be able to classify the basic themes, concepts, chronology and the Scope of Indian History and Social, Political, Economic and Cultural aspects of Indus-Valley civilization. CO2: The students will be able to critically recognize the Social, Political, Economic and Cultural aspects of the Vedic and Post-Vedicera. CO3: The students will be able to acquaint them with the range of issues related Persian and Greek Invasion to the Mauryan Empire in Ancient India. CO4: The students will be able to critically recognize the Social, Political, Economic and Cultural aspects of Post Mauryan to Later-Guptas‟ History. CO5: The students will be able to scope for further research in the domain and to study further in the applied field of history as archaeologist. CO6: The students will be able to identify and analyze the significance of historical changes that take place within a society or culture

7	Course Description	Being the first part of the syllabus, for first semester, this course trains the students in the use of sources for ancient Indian history, and major developments of history up to AD 300. The aspects of early Indian History to be discussed from Harappan Civilization, to the era of Harshvardhana. The important heterodox sects of ancient India will also be discussed in this course. After completing this course the students will be able to develop critical thinking towards sources of ancient Indian history. They will be familiar with the major sources of ancient Indian history including literature and archaeology. The major phases of ancient Indian history like Harappan civilization, Vedic cultures, Mauryan and post-Mauryan periods, Indo-Greeks, Guptas and Later-Guptas will familiarize them with the developments taking place in the field of polity, society, economy and culture during those times.
8	Syllabus	
	Unit 1	**Stone age to Harrapan civilization**
	A	Reconstructing History: Types (Archaeological, Literary, Foreign accounts) and significance of the Sources
	B	Brief Introduction to the Pre-History period in India
	C	Harappan (Indus Valley Civilization): origin, phases, extent; urban features – town planning, economy, society and religion; decline
	Unit 2	**Vedic Era to Sixth Century BCE**
	A	Vedic & Later Vedic culture: Nature of Vedic Literature, Polity, Economy, Society and Religion. Beginnings of the iron age
	B	Emergence of Mahajanapadas (territorial states): Rājyas and Gaṇas/Saṇghas. Socio-economic condition during Six century BCE
	C	Religious Movements of Six century BCE: Rise of Buddhism and Jainism: Causes, doctrines and spread; Importance of Buddhist and Jain Literature
	Unit 3	**Rise & Fall of Magadh**
	A	Persian Invasion of Darius I; Greek Invasion of Alexander; Effects and influence of the Invasions
	B	Rise of Magadh: Geographical Background & socio- political factor; Early Dynasties: Haryankas. Shaisunagas, Nandas
	C	Rule of the Mauryas: Chandragupta, Bindusar, Ashoka. Administration, Economy and society under Mauryas; Ashoka‟s Dhamma, Decline

Unit 4	Post Mauryan Age
A	Indo-Greeks: Menander; Western Kshatrapas (Shakas): Rudradaman-I; Kushanas-Kadphises and Kanishka; Impact of foreign interaction: polity, economy, society religion and Art-Culture
B	Kalinga ruler: Kharavela; Sungas- Pushyamitra; Satavahanas- Satakarni & Pulumayi; and: polity, economy, society and Art-Cultural Achievements
C	Brief Introduction to the Sangam era: the Three kingdoms of South; Survey of Polity, Economy, Society during Sangam era

Unit 5	Guptas to Vardhan
A	Guptas: Chandragupta I, Samudragupta, Chandragupta IIDecline of the Imperial Guptas
B	Administration, Economy and society Cultural Achievements of the Gupta Period: Debate about GoldenAge Later Guptas: The Maukharis and Vakatakas
C	Pallavas; Chalukya; Pushyabhuti dynasty (Vardhans) ofKannuj

Mode of examination/ Evaluation method	Theory /Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	D. N. Jha, Ancient India ia a Historical Outline, Manohar, New Delhi, 2015 RomilaThapar, Early India from the Origins to AD 1300, Penguin, 2001. RanabirChakravarti, Exploring Early India, Primus Books (3rd edition), 2016 R. S. Sharma, India"s Ancient Past, Oxford University Press, New Delhi, 2005.		

	Other References	L. Basham, The Wonder that was India, SidgwickJackson, 1967. Upinder Singh, A History of Ancient and Early MedievalIndia, Pearson, 2009. Rama Shankar Tripathi, History of Ancient India, MotilalBanarsidas Publication, 2014. R.C. Mazumdar, Ancient India, MotilalBanarsidas, 2017. R. C. Rayhaudhuri, An Advanced History of India,Macmillan India, 1974. L. H. Morgan, Ancient Society, Holt and Co., 1877. RomilaThapar, Ancient Indian Social History, OrientLogman, 1978. RomilaThapar, Recent Perspectives of Early IndianHistory, Popular Prakashan, 1995. R. S. Tripathi, History of Ancient India, MotilalBanarsidas, 1967. D. P. Agrawal, The Archaeology of India, Select BookService, 1984. V. R. Ramchandra, TheMauryan Polity, MotilalBanarasidas, 1993. P. V. Kane, History of Dharmashastra, 5 Vols.Bhandarkar Oriental Research Institute, 1968-77 B. N. Puri, Ancient Indian Historiography, Atma Ram &Sons, 1994. D. R. Bhandarkar, Ashoka, S. Chand & Co., 1964. D. N. Jha, The Myth of Holy Cow, Verso, 2002. Kumkum Roy, The Power of Gender & the Gender ofPower: Explorations in Early Indian History, OxfordUniversity Press, 2010. Kumkum Roy, Women in Early India Societies, Manohar, 2002.

School: SHSS	School of Humanities & Social Sciences	Batch : 2021-2025
Programme: B.A.	B.A.	
Branch:	History	Semester: I

1	Course Code	BHI152
2	Course Title	**Early Medieval & Medieval India: 600-1206 C.E.**
3	Credits	6
4	Contact Hours(L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	1. To make the students aware of the history of India from early medieval timestill 1200 C.E. 2. To study fluctuations in the flow of early medieval Indian societies andpolities. 3. To interpret the economic developments of early medieval India. 4. To get familiar with the intellectual discourse on early medieval India.
6	Course Outcomes	CO1:The students will be able to grasp the knowledge of history of India fromthe early medieval times. CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Indian History. CO3: The students will be able to acquaint themselves with the range of issuesrelated to Indian History and its distinctive eras. CO4: The students will be able to understand the scope for further research in the domain and to study further in the applied field of history as archaeologist,historians, researchers etc. CO5: The students will be able to critically analyse the Social, Political, Economic and Cultural aspects of History. CO6: The students will be be able to delineate changes in the realm of polity and culture; religion and newer forms of art and architecture.
7	Course Description	This course would educate the students on the importance of early and medieval history, and the chronology of events. This would provide detailed information on how agrarian economy developed. This also throws light on varnas and proliferation of different castes, development of Urban cities that came up along with the evolution of various spiritual and religious faiths will during the era. This era also describes the arrival of Islam and Sufism prevalentduring that period.
8	Outline syllabus	
	Unit 1	**Historiography& Recent Debates**
	A	Sources & their Interpretation: Inscriptions, Literature,Architectural Monuments & Sculpture, Coins
	B	Dilemma of Periodisation
	C	Emerging Feudal Order and the Major Debates

	Unit 2	**State & Polity**
	A	Origin and rise of Rajputs: Use of History and Need of Creation and Myth
	B	The Nature of South Indian States: With Special Reference to Chola Administration
	C	Searching Gender in Political Narratves • Rudramadevi of Kakatiya Dynasty of Warangal • Didda of the Yashaskara Dynasty of Kashmir
	Unit 3	**Economy**
	A	Agricultural Expansion: Land grants and irriga- tion/agricultural technology Land tenure: nature and changes
	B	Urban centres: urban processes and population increase Crafts and guilds
	C	Indian and oceanic trade: a broad overview of trade linkag- es and commodities
	Unit 4	**Society and Culture**
	A	Varna-Jati: the proliferation of castes
	B	Gender Relations: • Property rights; forms of marriage;attitudes to- wards women • Role of women in early medieval society incom- parison to previous era: • Devdasi Culture, Female Saints and the Ordinary Women
	C	Literary Tradition, Art and Architecture: • Kalhan‴s Rajtarangini • Alberuni‴s Kitab-ul-Hind • Temple Architecture • Painting and Sculpture
	Unit 5	**Popular Sects and Philosophical Traditions**
	A	Religious Sects: Shaivism, Shaktism, Vaishnavism IndianPhilosophical Tradition:Advaita, Mimansa, Pramana
	B	South Indian Bhakti Movement • Concept and need of Bhakti Movement • Alvars and Nayanars • The Bhakti Movement and the State
	C	Arrival of Islam and Sufism

Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	B. D. Chattopadhyaya, The Making of Early MedievalIndia, OUP, 2012 Ranabir Chakravarti, Trade in Early India, Oxford IndiaPaperbacks		
Other References	A. L. Basham, *The Wonder that was India*, SidgwickJackson, 1967. David Lorenzen, Religious Movements in South Asia 600-1800, OUP, 2005 Upinder Singh, *A History of Ancient and Early MedievalIndia,* Pearson, 2009. R. C. Rayhaudhuri, *An Advanced History of India*,Macmillan India, 1974. L. H. Morgan, *Ancient Society*, Holt and Co., 1877. Romila Thapar, *Ancient Indian Social History*, OrientLogman, 1978. Romila Thapar, *Recent Perspectives of Early IndianHistory*, Popular Prakashan, 1995. Romila Thapar, *Early India from the Origins to AD 1300*,Penguin, 2001. Romila Thapar, *Ashoka and the Decline of Mauryas,* Delhi: Oxford India Perennials, 2012 R. S. Tripathi, History of Ancient India, MotilalBanarsidas, 1967. D. P. Agrawal, *The Archaeology of India*, Select BookService, 1984. Lesli Orr‟s *Donors, Devotees and Daughter of Gods:Temple Women in South India*, OUP, 2000 Vijaya Ramaswamy‟s *Walking Naked:Society and Spirituality in South India*, 2007 P. V. Kane, History of Dharmashastra, 5 Vols. BhandarkarOriental Research Institute, 1968-77 B. N. Puri, *Ancient Indian Historiography*, Atma Ram &Sons, 1994. D. R. Bhandarkar, *Ashoka*, S. Chand & Co., 1964. D. N. Jha, *The Myth of Holy Cow*, Verso, 2002. Kumkum Roy, *The Power of Gender & the Gender ofPower: Explorations in Early Indian History*, Oxford University Press, 2010. Kumkum Roy, *Women in Early India Societies*, Manohar,2002. Shonalika Kaul, *The Making of Early Kashmir:Landscape and Identity in Early Kashmir,* New Delhi:Oxford University Press, 2018 Susan Huntington‟s *Art of Ancient India*, New Delhi: Motilal Banarsidas, 2016		

School:	School of Humanities & Social Sciences	Batch : 2021-2025
Programme:	B.A.	
Branch:	History	Semester: I

1	Course Code	BHI153
2	Course Title	History of Early World Civilization
3	Credits	6
4	Contact Hours(L-T-P)	5-1-0
	Course Type	Major elective (open to the students of other Departments of SHSS)
5	Course Objective	1. To understand the origins of humankind and the development of civilization. 2. To develop a sense of historical continuity by understanding historical process. 3. To provide the student with frameworks for understanding and evaluating the people, circumstances, institutions, and ideas thathave helped shape world history and culture. 4. To provide the student with a general knowledge of world history.
6	Course Outcomes	CO1: The student will be able to identify similarities and differences betweencivilizations and time periods. CO2: The student will learn about the variety of conditions in which complexsocial systems have emerged and in which they have transformed. CO3:The students will attain a basic geographical and historical literacy, learning to identify the locations and the basic chronological frameworks of numerous societies. CO4: The students will study the ways in which aspects of these societies function and interact. These aspects include belief systems, social stratification, differential access to resources, gender, exchange, and conflict. CO5: The students will be able to scope for further research in this domain and understand the background in which all the major civilizations were established. CO6 : The students will be able to elaborate on the origin, features, nature and class composition of various societies and cultures.

7	Course Description	This course examines the social, economic, political, intellectual and artistic achievements of civilizations from the emergence of complex societies through the end of the ancient world (c. 500 C.E.). Students will obtain a global perspective by studying different worldviews and social institutions, as well as systems of thought and religion as they evolved through this historical period. Consideration of the ancient period will also include the development of cradles of civilization, the growth and decline of classical cultures, interactions among classical and nomadic peoples, and the establishment of great world religions.
8	Syllabus	
	Unit 1	**Ancient Mesopotamian civilizations (3000 BCE-6th centuryBCE)**
	A	Sumerian: Administration, Society & Religion; Art & Architecture
	B	Assyrian: Administration, Society & Religion; Art & Architecture
	C	Akkadian and Babylonian: Administration, Society & Religion; Art & Architecture
	Unit 2	**Ancient Egyptian civilization (3000 BCE-6th century BCE)**
	A	Old Kingdom Egypt: 2686-2181 BCE: Polity, Society andArchitecture
	B	Middle Kingdom: 2000-1700 BCE-: Polity, Society and Architecture
	C	New Kingdom: 1550-1077 BCE-: Polity, Society and Architecture Third Intermediate Period: 1069-664 BCE
	Unit 3	**Chinese Civilization (2000 BCE-2nd century BCE)**
	A	Shang Dynasty : Polity, Society & Culture
	B	Zhou Dynasty: Polity, Society & Culture
	C	Qin Dynasty: Polity, Society & Culture
	Unit 4	**Early Greek Civilization**
	A	Archaic period (8th Century BCE-5TH BCE)
	B	Classical Greece(5th BCE-4th BCE)
	C	Documentary analysis on Indus Valley Civilization

	Unit 5	**Roman Civilization**
	A	Roman Kingdom (8th Century BCE-5th BCE
	B	Roman Republic (5th Century BCE-1st BCE)
	C	Ancient civilization and Art & Architecture: A survey
	Mode of examination/ Evaluation method	Theory/Jury/Practical/Viva

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Other References	Arnold J Toynbe: *A study of History*, Vol I to XII, 1934-1961,Reprint; OUP USA, 1988 Childe, V.G.: *What happened in History*, Penguin Pub, 1967. Durrant Will: *an age of Faith*, 1950, reprint 1980. · Durrant Will: *Our Oriental Heritage: The Story of Civilization*, IIVolume. Frankfart Henri: *The Birth of Civilization to the Near East,* Indians Uni, Press, 1951. Goyal, S.R: *Vishwa Ki Pracheen Sabhyatayen, Kusumanjali* Prakashan, 1963. Nicholas, David: *The Evolution of the Medieval World, Society, Government and thought in Europe*, 312-1500, Rout ledge, 1992. Ray, U.N.: *Vishwa Sabhyata Ka Itihas*, Lok Bharti Prakashan, 2017. Swain J.E: *A History of World Civilization*, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000. Trever, A. Albert: *History of Ancient Civilization* Harcourt, Brace, 1936. Wells, H.G: *The Outline of History*, George Newness Revised Edition 1971. Sharma, Manoj: *History of World Civilization*, Anmol Pub, New Delhi, 2005

School:	School of Humanities & Social Sciences	Batch : 2021-2025
Programme:	B.A.	
Branch:	History Semester: II	

1	Course Code	A050201T/ BHI 155
2	Course Title	**History of Medieval India-I, 1206-1526 C.E.**
3	Credits	6
4	ContactHours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	1. To make the students aware of the history of India during the medieval period 2. To infer the medieval Indian society and polity. 3. To interpret the economic developments of Sultanate India. 4. To get familiar with the intellectual discourse of Sultanate India.
6	Course Outcomes	CO1: The students will be able to reflect on India during the Sultanate period. CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Indian History. CO3: The students will be able to acquaint themselves with the range of issues related to the Indian History and its distinctive eras. CO4: The students will be able to look at Medieval History from the archaeological sources of evidence. CO5: The students will be able to do a critical analysis of the Social, Political, Economic and Cultural aspects of Medieval History. CO6: The students will be able to outline the changes and continuities inthe field of culture, especially with regard to art, architecture, bhakti movement and sufi movement
7	Course Description	This course would educate students on the finer points of the Sultanate period. What were the highlights and the high points of the medieval history of that period will also be covered in this. The systems and practices that have come to be from this age old period and how they still continue to hold relevance will also be taught in this. This course will also delve into the system of governance during Sultanate period in India:- Role of The Sultan, administrative Machinery at the Centre during the Sultanate Period, other Departments, Provincial Administration during the Sultanate Period and District Administration during the Sultanate Period.
8	Syllabus	CO Mapping

Unit 1		Establishment of Delhi Sultanate
	A	Invasion of Mahmood of Ghazni: ● Factors behind Ghurian Success ● Consequences of the Invasion ● Qutbuddin Aibak
	B	Consolidation of Delhi Sultanate: ● Iltutamish: the Real Founder of Delhi Sultanate ● Period of Razia Sultan ● Balban Era: Legitimacy, Sovereignty andtheories of kingship ● Administrative Structure: Iqta System
	C	Khalji Revolution: ● Accession of Jalaludin Khalji ● Alauddin Khalji: Agrarian Measures, Market Con- trol Policy, Deccan Policy and Role of Malik Kafur, Mongol Policy; Decline of Khaljis
Unit 2		Tughlaq, Sayed and Lodhi Dynasty
	A	Tughlaqs: Ghayasuddin Tughlaq‟s Administrative and Fis- cal Measures; Muhammad bin Tughalq: The Token Cur- rency, Transfer of Capital, Karachil Expedition, Rebellion and Famine in Doab
	B	Firoz Shah Tughlaq: Religious Policy, Military Expedi- tions, Hereditary Posts and Assignments, Public Welfare Works; His Responsibility for the Decline of Delhi Sultan- ate
	C	Syeds Dynasty: Invasion of Timur, Establishment of Syed Dynasty and their rulers. Lodi empire: Bahlol Lodi, Sikandar Lodi, Ibrahim Lodi; Lodi‟s theory of Kingship, Fall of the Lodis; First Battle of Panipat
Unit 3		Society and Religion
	A	Composition of rural society and the village community,Slavery, Ruling Classes, Town Dwellers
	B	Sufism: Definition; Prominent Sufi Silsilas and Saints in India with special reference to Chishti, Suhrawardi, Qadiriyya, Naqshabandiyya and Firdausi; Relationship be- tween Sufi and State; Maktub and Malfuz literature
	C	Bhaktism: Definition; Prominent Bhakti Saints with specialreference to Kabir, Raidas, Mira Bai, Tulsidas, Chaitanya and Nanak; Vaishnavism and Shaivism; Evolution of Composite Culture

Unit 4	Literary Tradition and Architectural Excellence
A	Persian Literature: Hasan Nizami, Minhaj-u-din Siraj, Amir Khusrao, Zia-ud-din Barani
B	Travel Accounts: Ibn Battutah, Macro Polo, Abdur Razzaq, Nicolo Conti, Domingos Paes, Edoardo Barbosa
C	Study of Famous Monuments: Qutub Minar, Tomb of Balban, Tughlaqabad Fort, Lodhi Garden
Unit 5	**History of Deccan**
A	Vijaynagar Empire: Polity, Economy and Society
B	Consolidation of Deccan: Political History of Bahmani Kingdom
C	Deccan Style of Architecture with special reference to Hampi and Gulbarga

Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Chandra Satish, *Essays in Medieval Indian Economic His-tory,* New Delhi, 1987 Chandra, Satish, *Delhi Sultanat: (1206-1526)*, New Delhi: Haranand Publications, 2001		
Other References	Asher, C.B. and C. Talbot, eds. *India before Europe*. Cam-bridge: Cambridge University Press, 2006. Eaton, R.M.,ed. *India's Islamic Traditions, 711-1750*. New Delhi: Oxford University Press, 2003. Eaton, R.M. *Essays on Islam and Indian History*. New Delhi: Oxford University Press, 2000. Habib, I. and T. Raychaudhuri, eds. *Cambridge Economic History of India*, vol. 1. Cambridge: Cambridge University Press, 1982. Hardy, P. *Historians of Medieval India: Studies in Indo Muslim Historical Writing*. London: Luzac and Company Ltd., 1966. Juneja, M., ed. *Architecture in Medieval India: Forms, Contexts, Histories*. Delhi: Permanent Black, 2001. Kumar, S., ed. *Demolishing Myths or Mosques and Tem-ples? Readings on History and Temple Desecration in Me-dieval India*. Delhi: Three Essays Collective, 2007. Kumar, S. *The Emergence of the Delhi Sultanate, 1192-1286*. Ranikhet: Permanent Black, 2007.		

Lorenzen, D.N.*Religious Movements in South Asia 600- 1800*. New Delhi: Oxford University Press, 2004. [Paper- back edition, 2005]

Michell, G and J.M.Fritz. *New Light on Hampi: Recent Re- search at Vijayanagar*. Mumabi: Marg, 2001.

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Schomer, K. and W.H. McLeod, eds.*The Sants: Studies in a Devotional Tradition of India*. Delhi: Motilal BanarsidassPublishers, 1987.

Stein, B. *Peasant, State and Society in Medieval South In- dia*. New Delhi: Oxford University Press, 1980.

Subrahmanyam, S., ed. *Money and the Market in India: 1100-1700*. New Delhi: Oxford University Press, 1994.

Vaudeville, C. *Myths, Saints and Legends in Medieval In- dia*. New Delhi: Oxford University Press, 1996.

Eaton, R.M. & P.B. Wagoner. *Power, Memory and Archi- tecture: Contested Sites on India's Deccan Plateau, 1300- 1600*. New Delhi: Oxford University Press, 2014.

Habib, I. ed.*Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times by Mohammad Habib*.New Delhi: Oxford University Press, 2016.

Sreenivasan Ramya, *Padmini,the Ideal Queen:Sufi and Rajput Codes in Malik Muhammad Jayasi's Padmavat,* in Vijya Rama Swami, *Researching Indian Women*, (ed.) Manohar, 2003

Sheikh, S.*Forging a Region: sultans, traders and pilgrims in Gujarat, 1200-1500*.New Delhi: Oxford University Press, 2010

School:	School of Humanities & Social Sciences	Batch : 2021-2025
Programme:	B.A.	
Branch:	History Semester: II	

1	Course Code	BHI156
2	Course Title	**History of Medieval India-II, 1526-1707 C.E.**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	1. To make the students aware of the history of India for the Mughal period between the time periods as mentioned. 2. To infer the Indian society and polity of the Mughal India. 3. To interpret the economic developments of Mughal India. 4. To get familiar with the intellectual discourse of Indo-Islamic India.
6	Course Outcomes	CO1: The students will be able to understand the history of India from during the Mughal period. CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Mughal History. CO3: The students will be able to acquaint themselves with the issues related to Indian History and the Mughal era in particular. CO4: The students will be to scope out further research in the domain and study further in the applied field of history as archaeologists. CO5: The students will be able to critically analyse the Social, Political, Economic and Cultural aspects of Indo-Islamic History. CO6: The students will be able to delineate the development of art, architecture, trade and urban complexes during this period
7	Course Description	This course would educate the students on the importance of Mughal history, and its chronology, its impact on medieval India''s art, culture, socio-economic practices and religious beliefs. This would also tell about the origin of flourishing architecture, literature, trade and commerce. This course would also look into Mughal contributions to the development of art, architecture, literature, trade, intercultural exchange and much more. This would also talk about mixing of two cultures and evolution of movements like Bhakti movement.
8	Outline syllabus	

	Unit 1	**Founding of The Mughal Empire**
	A	- Historiography : Different Approaches - Sources: An overview of Abul Fazl, Badauni , Bernier. - Vernacular literary cultures: *Mangalkavya* and *Rekhta*
	B	- Babur"s Conquests and Founding of the Mughal Empire: po-litical and military proposition - Sher Shah – administrative and military reforms
	C	- Humayan: Political and Military Difficulties - Role of his Brothers, His Relationship with Bahadur Shah;Sher Shah and his Nobility - Factors behind Humayun"s Failure against Sher Shah
	Unit 2	**Reign of Akbar, Jahangir and Shah Jahan**
	A	- The Age of Akbar: Regency of Bairam Khan, Internal Con-flict, Role of Harem in Mughal Politics (1560-64) - Conquests, Administration, Mansabdari System, Land Rev-enue system- Religious policy- Rajput policy
	B	Jahangir: Accession of Jahangir, His Measures after Accession, Reli-gious and Rajput Policies, Role of Nur Jahan, Revolt of Mahabat Khan and Bir Singh Bundela,Tussle for Succession in last years of Jahangir"s Reign
	C	- Shah Jahan: Conflict for the Throne, Accession - Deccan Policy, Golden Age of Empire? - War of Succession, Recovery of Qandhahar
	Unit 3	
		Aurangzeb, Maratha and Sikh Power
	A	- Aurangzeb: Accession - Religious and Rajput Policies - Aurangzeb"s Struggle for Deccan.
	B	- Rise of the Marathas under Shivaji: Conquests and Admin-istration - Sikhism- Rise of Sikh Militancy under Guru Gobind Singh
	C	- Downfall of Mughal Empire: Factors behind Decline ofMughal Empire, Major Theories on Decline - Critical analysis of Aurangzeb"s personality in the context of decline of the Mughal Empire

Unit 4	**Economy, Society and Gender in Mughal India**
A	● The system of agricultural production: agricultural technologyand crop patterns ● Zabti system-magnitude of land tax, non-agricultural production Nature of land rights and rural tension
B	● Indian Oceanic trade; European commercial enterprise ● Kerala, Coromandel coast; ● Western India coast
C	● Urban society: towns and town life ● Merchant communities, artisans and bankers ● Gender: Harem and Household
Unit 5	**Religion and culture in Mughal India**
A	15th and 16th century resurgence of Bhakti movement- Saints andtheir cults, Tauhid-i-Ilahi ,
B	The Mughal court language, regional languages; literary culture
C	Architecture and painting
Mode of examination	Theory/Jury/Practical/Viva

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	Alam M. and S. Subrahmanyam. *The Mughal State1526-1750s*. NewDelhi: OUP, 1998. Ali, Athar. *Mughal India, Studies in Polity, Ideas, Society & Culture*.New Delhi, Oxford University Press, 2006 Chandra, Satish, *History of Medieval India: (800-1700)*, New Delhi,Orient Blackswan, 2014 Find PDF here: http://cdn.examclear.com/examclear/study-materi-als/Satish%20Chandra%20History%20of%20Medieval%20India.pdf

Other References	Aquil, R. ed. *Sufism and Society in India*. New Delhi: Oxford Uni-versity Press, 2010	

Ali, Athar. *The Mughal Nobility under Aurangzeb*. Aligarh: Asia Publishing House, 1970.

Brand, M. and G.D. Lowry, eds. *Fatehpur Sikri: A Sourcebook*. Withcontributions by Ziauddin Desai and Attilio Petruccioli, MIT, 1985.

Bhargava, M., ed. *Exploring Medieval India,* vol. I and II. New Delhi: Orient Blackswan, 2010.

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Eaton, Richard, ed. *India's Islamic Traditions*. New Delhi: OUP,2003.

Faruqui, M. D. *The Princes of the Mughal Empire 1504-1719,* Cam-bridge: Cambridge University Press, 2012

Hasan, N. *Religion, State and Society: Collected works of Nurul Hasan*. New Delhi: Oxford University Press, 2005. revised edn., NewDelhi: Oxford University Press, 1999.

Kapur, N.S. *State Formation in Rajasthan: Mewar During the Sev-enth – Fifteenth Centuries.* New Delh: Manohar, 2002.

Karashima, N., ed. *A Concise History of South India: Issues and In-terpretations*. New Delhi: Oxford University Press, 2014.

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Koch, Ebba. *Mughal Art and Imperial Ideology: Collected Essays*.New Delhi: Oxford University Press, 2001.

Lal, Ruby, Domesticity and Power in Early Mughal World, Cam-bridge, Cambridge University Press, 2005

Michell, G. and M. Zebrowski. *Architecture and Art of the DeccanSultanates*. Part 1, vol. 7, Cambridge: Cambridge University Press,1999.

Rao, V.N., D. Shulman and S. Subrahmanyam.*Textures of Time: Writing History in South India 1600–1800*. Delhi: Permanent Black,2001.

Raychaudhuri, T. and I. Habib, eds. *Cambridge Economic History ofIndia.* vol. I, Cambridge: Cambridge University Press, 1982.

Rezavi, S.A N. *Fatehpur Sikri Revisited*. New Delhi: Oxford Univer-sity Press 2013

Rizvi, S.A.A. Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Century. New Delhi:Munshiram Manoharlal, reprintedn., 2014.

Rizvi, S.A.A. *Fatehpur Sikri*. New Delhi: ASI and Eicher Goodearth Ltd., 2002.

Saxena, R.K. "Mughals and Rajputs." In *Historical Perspectives of Warfare in India: History of Science, Philosophy and Culture in In-dian Civilization,* vol. 10, edited by S.N. Prasad and D.P. Chattopadhyaya. Delhi: Motilal Banarsidass, 2003.

Sharma, S. *Literature, Culture and History in Mughal North India, 1550-1800.* New Delhi: Primus, 2011.

Truschke, A. "The Mughal Book of War: A Persian Translation ofthe Sanskrit *Mahabharata.*" *Comparative Studies of South Asia, Afri- ca and the Middle East* 31(2011).

School:	School of Humanities & Social Sciences	Batch : 2021
Programme:	B.A.	
Branch:	History Semester: II	

1	Course Code	BHI157
2	Course Title	**History & Professional Utility**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major (Elective) Open to all students from other Departments
5	Course Objective	The main objectives of this paper are: 1. To make the students aware of professional applications of History asa subject. 2. To make the students mindful of the major aspects of Museology and Museums along with its importance. 3. To make the students understand the main features of Archival Studies along with importance and utility of Achieves. 4. To enable the students to identify the sites for the historical tourism,and help them in planning their historical tourism in an appropriate manner.
6	Course Outcomes	CO1: The students will be able- to apprehend the main profession fields related to History as a subject and also, to identify career-opportunities and higher studies + research areas in respective fields of History. CO2: The students will be able to understand very multi-faceted discourse of Archaeology in History. CO3: The students will be able to comprehend the major aspects of Museology and Museums along with its importance. CO4: The students will be able to comprehend the main characteristicsof Archival Studies along with the importance and utility of Archives. CO5: The students will be able to identify Historical-heritage andinterpret its resource for tourists as well as local communities. CO6 : The students will be able to understand the importance and significance of such institutions to build the history of India.

7	Course Description	The main purpose of this course is to give an understanding of the application of History to the students. History and its professional utility is the central idea of this paper and the units are designed about the use of Archives, Museums, Archaeology and Historical tourism. This course would educate the students on the importance of Archaeology in History. Extensive in scope, archaeological evidences provide non- deniable proof points in history writing with minimal biases. Archaeology finds its application in various disciplines and there are various ideologies surrounding Archaeology, which gives a very multi-faceted discourse around the subject. This course also introduces students to the institutions that help in maintaining the documentary, visual and material remains of the past. Museums and Archives are among the most important such repositories and this course explains their significance and how they work. This course is an opportunity for students to understand, analyze and evaluate the History and importance of the Museums and Archives with its contemporary features. Also, the course includes cultural and regional part of tourism related to India as well as for international perspective. The students develop their skills to identify heritage and interpret its resource for tourists as well as local communities. Visit to National Archives, National Museum and Historical sites are an integral part of the course.
8	Syllabus	
	Unit 1	**Archaeology**
	A	Definition Terms and Concepts in Archaeology- Pre- history, Proto-History and History; Significance, scope of field Beginning of the study of Archaeology
	B	Sources of Archaeology: Monuments- Inscriptions-Coins The dating problem- dates in Inscriptions
	C	Institutional Establishment Acts/Laws growth of in the Professional field Archaeology: organisations and
	Unit 2	**Museology**
	A	Museology & Museum: Concept, definition, types,function
	B	Significance and scope of field Museums in World and India: The Louvre, Paris; The British Museum, London; Indian Museum, Kolkata; The National Museum, New Delhi.
	C	Institutional Development:Indian Museum Act, 1910; Indian Museum Rules, 1970.International Institution: ICOM

Unit 3		**Archival Studies**
	A	Archival Studies & Archives: Concept, definition, types, features, functions, Difference between Archive and Library.
	B	Significance and scope of field archives around the World and India: The Archives Nationales, France; National Archives of India, New Delhi
	C	evelopment of Archive in India: organization and rules/Laws; he International Council on Archives
Unit 4		**Heritage Tourism**
	A	Definition of the Heritage and Tourism; Features of Historical Tourism and its impacts & significance; Development of Historical (Heritage) Tourism; Scope of Study
	B	Heritage management rules and Laws in India and world; UNESCO and its organizations; Meaning and importance of World Heritage site Various organizing promoting Historical Tourism in India and Policy of Government of India and Sate Council for historical sites; IHCN
	C	Heritage and travel and Guides: Public Participation in Preservation of Cultural Heritage; Role of Heritage Guide selected world heritage sites in India: Taj Mahal, Khajuraho, Madhya Pradesh. Hampi, Karnataka. Ajanta Caves, Maharashtra. Ellora Caves, Maharashtra. Bodh Gaya, Bihar. Sun Temple, Konark, Odisha. Red Fort Complex, Delhi.
Unit 5		**Case Study**
	A	Archaeology: Bhimbetka & Ajanta caves, Mauryan Inscriptions, Indo-Greek coins
	B	Achieves & Museum: The National Museum, New Delhi.; National Archives of India, New Delhi
	C	Heritage Tourism: Monuments in Delhi

	Mode of examination/ Evaluation method	Theory /Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

| | Other References | Agrawal, D P. *The Archaeology in India*. Routledge. 1997 (17th ed.) Agrawal, D P. *Traditional Knowledge Systems and Archaeology*. Aryan Books International. 2007 Raman, K V. *Principals & Methods Of Archaeology*,New Delhi. 1976 Srivastav,K M. *New Era Of Indian Archaeology*, New Delhi. 1982 Colin Renfrew and Paul G. Bahn. *Archaeology Essentials: Theories, Methods, and Practice*, Thames andHudson Publishers. 2018 (4th ed.) Goswamy, B.N., *Essence of Indian Art*, Asian Art Museum of San Francisco, 1986 Mitter, Partha, Indian Art, *Oxford History of Art series*, Oxford University Press, 2001 Saloni Mathur, *India By Design: Colonial History and Cultural Display*, University of California, 2007 Sengupta, S. *Experiencing History Through Archives*. Delhi: Munshiram Manoharlal. 2004. Guha, Thakurta, Tapati, *Monuments, Objects, Histories: Institution of Art in Colonial Colonial India*, New York, 2004 Kathpalia, Y. P. *Conservation and Restoration of Archive Materials*. UNESCO, 1973 Choudhary, R.D. *Museums of India and their maladies*. Calcutta: Agam Kala Prakashan. 1998 Agrawal, O.P., *Essentials of Conservation and Museology*. Delhi: Sandeep Prakashan. 2006 G.Edson & Dean David, *Handbook for Museum*. London:Routledge, 1986 John Ridener, *From Folders to Post Modernism: A Concise History of Archival Theory*, 2009 Roday, Sunetra ,Archana Biwal & Vandana Joshi – *Tourism ; Operations and Management* Mishra, P.K., *Tourism in India* , New Century Publications. 2018 Biswas, S.S. *Protecting the Cultural Heritage (National Legislation and International Conventions)*. New Delhi: INTACH, 1999. Singh, U. *The Idea of Ancient India: Essays on Religion,Politics and Archaeology*. New Delhi: Sage, 2016. |

SEMESTER-III

School: SHSS	School of Humanities and Social Sciences	Batch : 2021
Programme: B.A.Hons. History	B.A.	
Branch:	History	Semester: III

1	Course Code	A050301T/ BHI251
2	Course Title	**History of Modern India:1707-1857 C.E.**
3	Credits	6
4	Contact Hours(L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	1. To make the students aware of the history of India from during Modern India tothe mentioned time period. 2. To infer the colonial Indian society and polity. 3. To interpret the economic developments of Modern India. 4. To get familiar with the intellectual discourse of colonial India.
6	Course Outcomes	CO1:The students will be able to trace the period of Mughal decline to the adventand consolidation of the British empire. CO2: The students will be able to understand the history of various land reforms thatexist in India and the very norms that sit at the heart of it. CO3: The students will be able to identify the colonial way of establishment and howthey made their inroads into the Indian economy. CO4: The students will be able to understand various hierarchies and wealth creationfor their homeland at the hands of the Indian peasantry. CO5: The students will be able to critically analyse the Social, Political, Economicand Cultural aspects of the History of the times and development of postal system and railways. CO6: The students will be able to trace the British colonial expansion in the administrative and political contexts of eighteenth century India.
7	Course Description	This course marks a very important event in the history of India, when Mughal empire was declining and British were making their advent into India. This period saw the consolidation of British rule in India, emergence of various regional powers and a period of British introduction of various land reforms and construction of hierarchy. This period also saw plunder of

		Indian resources and drain of wealth from the Indian economy to the British. This period also culminated to various revolts and notable among them was the Sepoy mutiny of 1857.
8	Syllabus	CO Mapping
	Unit 1	**The 18th century in India: Historical Developments**
	A	- Decline and disintegration of the Mughal Empire: older theories and modern critiques - Third Battle of Panipat
	B	The rise of regional powers- Bengal, Oudh, Hyderabad
	C	European Trading Companies- Portuguese, Dutch, English, and French
	Unit 2	**Expansion and consolidation of British rule**
	A	- Bengal - From Plassey to Buxar and the grant of Diwani - Carnatic Wars- Conquest of Bengal- Subsidiary Alliance-Maratha wars-Mysore wars- Sikh wars-Doctrine of Lapse
	B	- Emergence of East India Company as a super – ordinate power; framework of Company"s control (the Regulating Act, Pitt"s India Act, Charter Acts) - Charter Act of 1813: Provisions and Importance
	C	- Orientalism and Utilitarism in relation to India. - Classical political thought in relation to India: theory of rent, laisser faire, and Colonial paternalism
	Unit 3	**Colonial Construction of India**
	A	Land revenue settlements – The terms of Permanent, Ryotwari, and Mahalwari Settlement
	B	- Introduction of Western Education and its impact - Evolution of law and Colonial Courts - Development of Railway and postal System
	C	- The Process of Deindustrialisation and Related debates - Drain of Wealth - Bengal Famine of 1770
	Unit 4	**Cultural changes, social and religious reform movements**
	A	Rise of Modern Education, the growth of a new and intelligentsia and the press
	B	- Rammohan, Vidyasagar and the the Young Bengal Movement in Bengal - AryaSamaj, PrathnaSamaj, Ramakrishna and Vivekananda, Theosophical Society - JyotibaPhule

C	• Wahabi, Deoband and Aligarh Movements • Debates around gender		
Unit 5	**Popular Resistances**		
A	Revolt of 1857: Background, Causes, Nature, Consequences	CO1, CO3, CO5	
B	Peasant and tribal resistance movements in early Colonial India	CO1, CO3, CO5	
C	Revolt of 1857 in Indian Cinema: (Background, Causes, Nature,Consequences) • Shatranj Ke Khilari, • Mangal Pandey • Manikarnika: The Queen of Jhansi	CO1, CO2, CO3,CO5, CO6	
	Mode of examination	Theory/Jury/Practical/Viva		

	CA	MTE	ETE
Weightage Distributio n	30%	20%	50%

Text book/s*	Bandhopadhyay, Shekhar. *From Plassey to Partition: A Historyof Modern India*. Delhi: Orient Blackswan, 2004 ubramanian, Lakshmi. *History of India, 1707-1857*. Delhi:Orient Blackswan, 2010
Other References	Alavi, Seema, ed. *The Eighteenth Century in India*. New Delhi: Oxford University Press,2007. Alavi, Seema. *The Sepoys and the Company*: Tradition and Transition in Northern India,1770–1830. New Delhi: OxfordUniversity Press, 1998 Bayly, C. A. *Indian Society and the Making of the BritishEmpire. The New Cambridge History of India.* Volume II.1.Cambridge: Cambridge University Press, 1990. *Bayly, Susan. Caste Politics and Indian Society from the Eighteenth Century to theModern Age. Cambridge: Cambridge University Press,1999.* *Bhattacharya, Sabyasachi, ed. Rethinking 1857. Delhi: OrientLongman, 2007.* Choudhary, Sushil. *Prelude to Empire: Plassey Revolution of1757*. Delhi: Manohar, 2000. Cohn, B. *Colonialism and its Forms of Knowledge.* Princeton,New Jersey: Princeton University Press, 1996. Dirks, Nicholas B. *Castes of Mind*. Princeton, New Jersey:Princeton University Press, 2001. Habib, Irfan. *Indian Economy Under Early British Rule 1757-1857: A*

People's History of India 25.Delhi: Tulika, 2013.

Kalam, Tabir, *Religious Tradition and Culture in EighteenCentury North India*, New Delhi: Primus Books, 2013

Kapila, Shruti, ed. *An Intellectual History for India.* Delhi:Cambridge University Press, 2010.

Ludden, David, ed. *Agricultural Production and South Asian History.*New Delhi: Oxford University Press, 2005.

Malekandathil, Pius, *The Mughals, the Portuguese and the Indian Ocean*, New Delhi: Primus Books, 2014

Malekandathil, Pius, *The Maritime India: Trade, Religion, Polity in the Indian Ocean*, New Delhi: Primus Books, 2014

Parthasarathi,Prasannan.*The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800*. Cambridge: Cambridge University Press, 2001.

Parthasarthy,Prasannan.*Why Europe Grew Rich and Asia Did Not: Global Economic Divergence*, 1600-1850. Cambridge: Cambridge University Press, 2011.

Roy, Tirthankar. *An Economic History of Early Modern India*. London and New York: Routledge, 2013.

Robb, Peter, ed. *Dalit movements and the meanings of labour inIndia.* New Delhi: Oxford University Press, 1993.

Sarkar, Sumit, and Tanika Sarkar, eds. *Women and SocialReform in India,*Vol I&II.Delhi: Permanent Black, 2007.

Vishwanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. New York: Columbia University Press,2015.

School: SHSS	School of Humanities and Social Sciences	Batch : 2021-2025
Programme:	B.A.	
Branch:	History	Semester: III

1	Course Code	BHI252
2	Course Title	**Decoding Gender in Indian History**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	1. To make the students aware of the history of gender in India from ancient times to the modern age. 2. To identify the gender issues within Indian society and polity. 3. To interpret gender roles through the discourse of history. 4. To analyze history from a gender neutral perspective.
6	Course Outcomes	CO1:The students will be able to illustrate the knowledge of history of gender in India from the ancient times to modern era. CO2: The students will be able to classify the basic themes, concepts, of History of gender in India. CO3: The students will be able to acquaint them with the range of issues related to gender in Indian History and its distinctive eras. CO4: The students will gain a scope of further research in the domain andwill be able to apply this in the field of gender and women studies. CO5: The students will be able to critically analyze the Social, Political, Economic and Cultural aspects of the history of gender. CO6: The student will be able to describe significant developments relate within the to gender issues historical contexts
7	Course Description	This course would trace the course of the Gender roles and importance right from the ancient to the Modern India. It is an interesting facet to understand that Women have been a part of political spaces throughout the course of History, have held positions of power and yet have played the second fiddle even today. There have been a lot of political and social discourses during their rule, on whether their role was stronger during the Vedic times of they became stronger during the Sultanate period. Rather than giving a definitive answer, his course tries to discuss the gender roles at its very core and discusses the various Social, Political, Economic and

		Cultural aspects of that history has offered during its run from the ancientto the Modern India.
8	Outline syllabus	
	Unit 1	**Gender in Ancient India up to c.1200 CE**
	A	Understanding Gender, Patriarchy and Masculinity
	B	Economic and social roles: property relations; varna, jati, household, marriage
	C	Gender in cultural and religious frames: representations inart and literature; goddesses and saints
	Unit 2	**Gender in Medieval India: 1200 to 1500C.E.**
	A	Women and power in the Delhi Sultanate: Raziya Sultan
	B	Gender and literature: love and manliness in Hindawi Ro-mances
	C	Representations of women and men in Indo-Persian, San-skrit and Rajput Traditions
	Unit 3	**Gender in Mughal India: 1500 to 1750 C.E.**
	A	Political processes, law and gender
	B	Harem, household and family
	C	Masculinities and sexualities; Education, literature andcul-ture: biographies, music
	Unit 4	**Gender in Colonial India: 1750s to 1940s**
	A	The Women‟s Question, social reforms and law
	B	Engendering caste, class and religious identities; house-hold, family, marriage and love; sexualities andmasculini- ties
	C	Literature, popular culture, and gender
	Unit 5	**Women and Partition**
	A	Women‟s movement
	B	Women and State
	C	Women, family and Separation: Emotional Stories

Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Roy, Kumkum, *The Power of Gender and the Gender ofPower, Explorations in Early Indian History*. New Delhi: Oxford University Press, 2010.		

Other References	Bokhari, Afshan. „Between Patron and Piety: Jahān ĀrāBegam‟s Sufi Affiliations and Articulations inSeventeenth-Century Mughal India‟. In *Arrangements of the Mystical inthe Muslim World, 1200–1800.*Taylor and Francis, 2011.
	Butalia, Urvashi, The Other Side of Silence: Voices fromthe Partition of India, Penguin, 2017.
	Bokhari, Afshan. „Between Patron and Piety: Jahān Ārā Begam‟s Sufi Affiliations andArticulations in Seventeenth- Century Mughal India‟. In *Arrangements of the Mystical inthe Muslim World, 1200–1800.*Taylor and Francis, 2011.
	Forbes, Geraldine. *Women in Modern India.*Cambridge:Cambridge University Press, 1996.
	Gupta, Charu. „Introduction‟. In Charu Gupta, ed. *Gendering Colonial India: Reforms, Print, Caste and Communalism.* Delhi: Orient Blackswan, 2012. Gupta, Charu, *The Gender of Caste: Representing Dalits inPrint*, Washington: University of Washington Press, 2016.
	Habib, Irfan.*Exploring Medieval Gender History.*Symposia Papers, Indian History Congress, 2000. Hasan, Farhat. 2*State and Locality in Mughal India: PowerRelations in Western India, c.1572-1730.* University of Cambridge Oriental Publications, 2005 [Chapter V:„Women, Kin and Shari'a‟ in State and Locality‟].
	Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990.* Delhi: Zubaan, 1997
	Lal, Ruby. *Domesticity and Power in the Early MughalWorld.* Cambridge: Cambridge University Press, 2005. Menon & Bhasin, Borders & Boundaries: Women inIndia's Partition ,Rutgers University Press, 1998. Ramaswamy, V. *Walking Naked: Women and Spirituality in South India.* Shimla: Indian Institute of Advanced Study,1997.
	Rangachari, Devika. *Exploring Spaces for Women in EarlyMedieval Kashmir.* NMML Occasional Papers. Singh Snigdha, *Beyond the Women in Question: Reconstructing Gender Identities*, Delhi: Ratna Sagar, 2017
	Sangari, Kumkum, and Sudesh Vaid, eds. *Recasting Women: Essay in Colonial History.* Delhi: Kali forWomen, Reprint, 2006.

Sarkar, Sumit and Tanika Sarkar, eds. *Women and Social Reform in Modern India: A Reader*. 2 Vols. Delhi: Permanent Black, 2007

Shaha Shalini, *The Making of Womenhood: Gender Relations in the Mahabharata*, Revised edition, Delhi: Manohar, 2012

Sahgal Smita, Masculinity in Early India: Constructing ana Embryonic Frame, *Proceedings of Indian HistoryCongress,* Vol. 70, 2009-2010, pp. 151-163

Sheel Ranjana, *The Political Economy of Dowry: Institutalization and Expansion in North India*, Delhi: Manohar Publications, 1998.

School: SHSS		Batch : 2021-25
Programme: B.A.		
Branch: History		Semester: III
1	Course Code	BHI253
2	Course Title	**Indian History in Cinema**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major <u>Open to all students from other Departments</u>
5	Course Objective	1. To introduce to the students to the history of Cinema. 2. To understand History through the study of Cinema 3. To get familiar with the cinema in colonial times. 4. To provide understanding and evolution of cinema, nationalism andnarrative.
6	Course Outcomes	CO1:The student will be able to identify historical narratives through cinemaCO2: The student will be able to associate with cinema as a medium of reflecting on historical events. CO3: The student will be able to apply cinema as a tool to understand social,political, cultural developments of the past. CO4: The student will be able to analyse the significance of studying cinemaas an integral part of historical development and changes that occurred in past. CO5: The students will get an overview of the historical evolution of Indiancinema. CO6: The students will be able to understand the changes in therepresentation of identity and gender in cinema.
7	Course Description	This course has been designed to use cinema as a methodology and tool for reflecting on the social, political, economic developments during and after the British colonial rule. It will start with an introduction to the origin and background of Hindustani cinema and further expand to discus the nature and content of cinema during British rule. This course will also cover the cinema after Independence and see how Cinema represented the historical events in terms of their narration and depiction.

8	syllabus	
	Unit 1	**Introduction**
	A	Survey of Literature
	B	Understanding the need and relevance
	C	Significance and Interpretation
	Unit 2	**Cinema in the Colonial Period**
	A	Background of Origin
	B	Early Film makers and their social backgrounds
	C	Form and content of early Cinema
	Unit 3	**Hindustani Cinema post 1947**
	A	Nature of evolution under the changed political scenario
	B	Culture and Content: Communalism
	C	Nationalism in Hindustani Cinema
	Unit 4	**Hindustani cinema in the late 1960s**
	A	New wave cinema; Changing representations of gender, class and caste; impact of left movements like the Naxalbariuprising
	B	Women‟s movements; New directors and their concerns
	C	Growing challenges to hegemonic commercial cinema.

Unit 5	**Cinema and Nationalism**		
A	Nationalism in Cinema: Shatranj ke Khiladi, Mangal Pandey		
B	Identity, Gender and Cinema: Pinjar, Padmawat		
C	Popular historical figures in Cinema: Gandhi, The legend of Bhagat Singh		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*			
Other References	Chakravarty, S. S., National Identity in Indian Popular Cinema 1947-1987, Oxford University Press, Delhi, 1998 Chaudhry, Prem, Colonial India and the Making of EmpireCinema: Image, Ideology and Identity, Manchester University Press, Manchester, 2000. Deshpande, Anirudh, Class, Power and Consciousness in Indian Cinema and Television, Primus Books, New Delhi,2009. Ira Bhaskar and Richard Allen, Islamicate Cultures ofBombay Cinema, Tulika Books, New Delhi, 2009. Landy, Marcia (ed.), The Historical Film: History andMemory in Media, The Athlone Press, London, 2001.		

School:	**School of Humanities & Social Sciences**	
Programme:	**B.A.**	
Branch:	**History**	**Semester: IV**
1	Course Code	A050401T/ BHI255
2	Course Title	**History of Modern India-II, 1857-1947**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	1. The course is designed to make the student aware about the making of modern India and the struggle for independence. 2. To impart information about Trends in Indian Nationalism and Gandhian Movements. 3. To infer the colonial Indian Society & Polity 4. To understand various interpretations of the economic & intellectual developments in colonial India.
6	Course Outcomes	CO1: The students will be able to understand the concept of nationalism in general and the factors that led to the growth of Indian national Movement in particular. CO2: The students will be able to classify the basic themes , concepts, chronology and scope of colonial Indian history. CO3: The students will acquire knowledge of the role that masses played in the struggle for independence. CO4: The students will be able to scope for further research in the domain CO5: The students will be able to critically analyse the impact of British rule on the economy and Indian society & culture. CO6: The students will be able to understand the vast and divergent ideological base behind Indian national movement with inner contradictions.
7	Course Description	This course would educate the students on the developments that led to the struggle for Independence, and the the important personalities who were involved in the Indian freedom struggle. This course deals in detail with the impact of Gandhian philosophy & his involvement in Indian politics on the Indian Independence movement and the different political trends that emerged during this period. This course would also talk about the various colonial reforms that were introduced and amidst all of this and the response such reforms received from the Indian nationalist leaders. It would also shape our understanding of how society, polity, culture and administration has been defined from the norms and practices that were present during the colonial period and how the Indian constitution came to be. This course covers all the core issues pertaining to vast canvas of nationalist history.

8	Syllabus	
	Unit 1	**Post 1857 Revolt Developments & emergence ofNationalism**
	A	Overview of India after 1857
	B	Socio-Religious Reform Movements
	C	Factors leading to growth of Nationalism in India &Social Background of Indian Nationalism
	Unit 2	**Early Nationalism**
	A	Emergence of Congress & Its Objectives
	B	Swadeshi Movement & Rise of extremism
	C	- Home Rule League & Lucknow Pact 1919 Montague-Chelmsford Reforms :Provisions & Analysis
	Unit 3	**Gandhian Nationalism**
	A	Advent of Gandhi
	B	- Rowlatt Act & Rowlatt Satygraha - Khilafat Issue & Non-Cooperation Movement
	C	- Emergence of different political trends :Swarajists, Revolutionaries, Leftists - Simon Commission & Civil DisobedienceMovements and Round Table Conference
	Unit 4	**Constitutional Developments and CommunalPolitics**
	A	Provisions and analysis of Government of India Act1935
	B	- Quit India Movement - Role of INA, INA Trials & RIN Mutiny
	C	Growth of Hindu Fundamentalism and Muslimseparation ; Demand for Partition
	Unit 5	**Road to Partition and Independence**
	A	Constitutional formulas : Wavell Plan, Cripps andCabinet Mission IV
	B	Mountbatten plan, Circumstances leading to Partition& Independence
	C	Making of the Constitution and Integration of PrincelyStates
	Mode of examination/	Theory/Jury/Practical/Viva

	Evaluation method			
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	
	Other References	

Text book/s*:

Bandhopadhya, Shekhar. *From Plassey to Partition: A History of Modern India*. Delhi: Orient Blackswan, 2004.

Chandra, Bipan et. al. *India's Struggle for Independence*. New Delhi:Penguin, 1988.

Chaudhary, Latika et. al., eds. *A New Economic History of Colonial India*. London and New York: Routledge, 2016.

Guha, Ranajit and Gayatri Chakaravarti Spivak, eds. *Selected Subaltern Studies*. New York and Oxford: Oxford University Press, 1988.

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Other References:

Amin, Shahid. *Event, Metaphor, Memory: Chauri Chaura, 1922 – 1992*. Delhi: Penguin, 2006 reprint.

Bandyopadhyay, Shekhar (ed). *National Movement in India: A Reader*. New Delhi: Oxford University Press, 2009.

Bhargava, Rajeev, ed. Bipan, Chandra. *Nationalism and Colonialism in Modern India*. Delhi: OrientLongman, 1979.

Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press, 2008.

Brown, Judith. *Gandhi's Rise to Power*. Cambridge: Cambridge University Press, 1972.

Chakravarti, Dipesh. *Rethinking Working Class History: Bengal 1890-1940*. Princeton, New Jersey: Princeton University Press, 1989.

Chatterji, Joya. *Bengal Divided.* Cambridge: Cambridge University Press, 1994.

Dalmia,Vasudha and Stuart Blackburn, eds. *India's Literary History: Essays on the Nineteenth Century*.Delhi: Permanent Black, 2004.

Devji, Faisal. *The Impossible Indian: Gandhi and the Temptation of Violence*. Cambridge, Massachusetts: Harvard University Press, 2012.

Gilmartin, David. *Empire and IslamPunjab and the Making of Pakistan*. California:University of CaliforniaPress, 1988.

Hasan, Mushirul and Asim *Roy, eds. Living Together Separately: Cultural India in Historyand Politics*. New Delhi: Oxford University Press, 2005.

Hasan, Mushirul. *India's Partition: Process, Strategy and Mobilisation*. New Delhi: OxfordUniversity Press, 1993.

Jalal, Ayesha. *Self and Sovereignty: Individual and Community in South Asian Islam*. Delhi:Oxford University Press, 2000.

Jalal, Ayesha. *The Sole Spokesman: Jinnah, the MuslimLeague and the Demand forPakistan*. Cambridge: Cambridge University Press, 1985.

Khan, Yasmin. *India at War: The Subcontinent and the Second World War*. New York:Oxford University Press, 2015.

Oberoi, Harjot Singh. *The Construction of ReligiousBoundaries: Culture,*

Identity,and Diversity in the SikhTradition. Chicago: University Of Chicago Press,1994 *Mahatma Jotirao Phule and Low CasteProtest inNineteenth-Century Western India*.Cambridge:Cambridge University Press,1985.

Pandey, Gyanendra.*The Construction of Communalism in Colonial North India*. New Delhi:Oxford University Press, 1992.

Pandian, M.S.S. *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*.New Delhi: Permanent Black, 2007.

Parekh, Bhiku. *Colonialism, Tradition and Reform. An Analysis of Gandhi's PoliticalDiscourse*. Delhi: Sage, 1999 reprint.

Ray, Rajat, K., ed. *Entrepreneurship and Industry in India, 1800-1947*. Delhi: OxfordUniversity Press, 1994.

Roy, Tirthankar. *The Economic History of India 1857- 1947*. New Delhi: Oxford UniversityPress, 2000.

Roy Anwesha, *Making Peace, Making Riots: Communalism and Communal Violence, Bengal 1940– 194,* Cambridge: Cambridge University Press, 2018.

Sarkar, Sumit and Sarkar, Tanika. (eds) *Caste in Modern India: A Reader*, Volume I and II.Delhi: Delhi University, 1998.

Sarkar, Sumit. *The Swadeshi Movement in Bengal*, Delhi: Permanent Black, 2010 reprint, PermanentBlack, 2014

School:	School of Humanities and Social Sciences	Batch : 2021-25
Programme:	**B.A.**	
Branch:	History	Semester: IV

1	Course Code	BHI256
2	Course Title	**History of Modern China (1839-1949 C.E.)**
3	Credits	6
4	ContactHours (L-T-P)	5-1-0
	Course Type	Major (elective)
5	Course Objective	1. To make the students aware of the history of China during the mentioned period 2. To infer the society and polity of China. 3. To interpret the economic developments of China as a nation. 4. To get familiar with the intellectual discourse of Chinese resurgence.
6	Course Outcomes	CO1: The students will be able to reflect on China during the mentionedperiod. CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Chinese History. CO3: The students will be able to acquaint themselves with the range ofissues related to the Chinese development through the times. CO4: The students will be able to look at the evolution of communism inmodern day China, its internal and external crises and the revolution. CO5: The students will be able to do a critical analysis of the Social, Polit-ical, Economic and Cultural aspects in the Chinese History. CO6: The students will be able to think critically and comparatively about historical events in modern East Asia
7	Course Description	As strong a country that China is today, it owes its strong political will to its History. On the anvil of various internal and external crises, China was already in the state of constant battle. Bring on top of it, the Sino-Japanese war, and the crisis deepened. Communism gain prominence and led the nation on a new path. It was then that China as a nation chose the socialist path, forged relations with the third world countries, and leapt ahead on theFoundation of its cultural revolution.

8	Syllabus	
	Unit 1	**Chinese Empire: from Opium Wars to Sino-JapaneseWar-I**
	A	China‟s early relations with the West during Qing dynasty:Canton (Guangzhou) system; The Two Opium Wars and the Unequal Treaties
	B	Popular movement & Secret Society: Taiping movement;Reform efforts under the The Manchus (Qings): Self- Strengthening movement
	C	Sino-Japanese War-I: course, course and consequences;Open Door Policy and its impact
	Unit 2	**Establishment of Republic of China and World War-I**
	A	Rebel and reform: Boxer movement; Hundred Days Reform
	B	Revolution of 1911: course, course and consequencesSun Yat Sen and his Contribution
	C	China between 1911-1919Internal crisis: Yuan ShiKai, governmental crisis and FirstWorld War External crisis: Japan & 21 Demands
	Unit 3	**Rise of Communism and Civil War in China**
	A	Paris Peace treaty & China and The WashingtonConference-1921 From New Cultural Movement to the May Fourth Movement and its Significance
	B	Birth and Growth of Communism in China: Communist Party of China Introduction to The Kuomintang: Achievements and Failures Early relation between CPC & KMT: First United Front toShanghai massacre
	C	Beginning of the Chinese Civil War, Phase-I: Encirclement Campaigns, Jiangshi Soviet , Long March and Xi‟an Incident

	Unit 4	**Japanese aggression and Road to the Liberation**
	A	Manchurian Crisis; Second Sino-Japanese war
	B	Second United Front & China and II World War: role ofChiang KaiShek & USA
	C	Communist Revolution & Mao- Zedong –- Establishment of the People‟s Republic of China
	Unit 5	**Society and Culture: A survey**
	A	Philosophy and Religion in China: • Confucianism Importance and Relevance in modern Chinese Society
	B	• Daoism and Buddhism Importance and Relevance in modern Chinese Society
	C	Gender in China: From 1911 to Maoist Era
	Mode of examination	Theory/ Practical/Viva

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	Chesneaux, J. et al. *China from the Opium Wars to the1911 Revolution.* New York: Random House, 1976. Chesneaux, J. *China from the 1911 Revolution to Libera- tion.* New York: Random House, 1977. Fairbank, J.K., and Goldman M. *China: A New History.* Cambridge, Massachusetts; London, England: The Belknap Press of Harvard University Press, 1992, 1998. Immanuel C. Y. Hsu, *The Rise of Modern China*, Oxford: OUP, 1999 Agnihotri, Shachee. "Women in China: Challenges and Opportunities, A Historical Analysis from 1911 to Maoist Era" in *Perspective Asia Pacific.* Kolkata: IAAPS. 2014. Barrington Moore Jr., M. *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World* Boston: Beacon Press, 2015. Bianco, L. *Origins of the Chinese Revolution 1915-1949.* Stanford, California: Stanford University Press, 1967.

Chow Tse-tung. *The May Fourth Movement*. Stanford, California :Stanford University Press, 1960, Fourth Printing 1974.

Gray, J. *Rebellions and Revolutions: China from 1800s to the 1980s*. NewYork: Oxford University Press, 1990.

Hsu, I. C.Y. *The Rise of Modern China*. Hong Kong: Ox- ford University Press, 1970, 1985.

Meisner, Maurice. *Mao's China and After:A History of the People's Republic.*3rdedn., NewYork: The Free Press, 1999.

Pomeranz, Kenneth. *The Great Divergence: China, Europe and the Making of the Modern World*. Princeton: Princeton University Press, 2000.

Spence, J. D. *The Search for Modern China*. New York, London: W.W. Norton & Co, 1999, 1990.

Schram, Stuart. *Political Thought of Mao.* Cambridge: Cambridge University Press, 1989.

Tan Chung. *Triton and Dragon: Studies on the Nineteenth Century China and Imperialism*. New Delhi: Gian Publish- ing House, 1986 (reprint 2014).

School:	**School of Humanities and Social Sciences**	Batch : 2021-25
Programme:	**B.A.**	
Branch:	**History**	Semester: V

1	Course Code	BHI257
2	Course Title	**History of Modern Japan, 1850-1952 C.E.**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major (elective)
5	Course Objective	1. To make the students aware of the history of Japan during the mentioned period 2. To infer the society and polity of Japan. 3. To interpret the economic developments of Japan as a nation. 4. To get familiar with the intellectual discourse of Japanese rise to glory.
6	Course Outcomes	CO1: The students will be able to reflect on Japan during the mentioned period. CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Japanese History. CO3: The students will be able to acquaint themselves with the range of issues related to the Japanese Imperialism, decline and rise through the times. CO4: The students will be able to look at evolution of democracy in the modern day China, its internal and external crises and the revolution. CO5: The students will be able to do a critical analysis of the Social, Political, Economic and Cultural aspects in the Japanese History. CO6: The students will be able to think critically and comparatively about historical events in modern East Asia
7	Course Description	This course discusses one of the strongest nations of the world, which experienced n evolution its social structures of feudalism and capitalism, much like the western world. The country even though small in size went on a path of rapid modernisation and asoon became a strong state. The economic policy changes, educational prowess and movement of freedom and people"s rights made Japan a very strong economy. But with the rise ofFascism, the Japanese will to subordinate the western countries took hold and a wrong turn led to its complete demolition. Japan, however changed its policies, got back to its feet and the modern day Japan presents a picture of a developed, self reliant and strong economy. This course discusses the journey of Modern day Japan.

8	syllabus	
Unit 1		**Transition from Feudalism to Capitalism**
	A	Crisis of the Tokugawa *Bakuhan* System; Decline ofShogunate
	B	The Meiji Restoration; limits to modernization
	C	Economic change: Agrarian Settlement; fiscal policies; Capitalism and Industrialization, Modernization
Unit 2		**Building of Modern State**
	A	Programmeme of Modernization: Political Unification,
	B	Economic Measures, Army and Navy, Education, Trans-formation of Society
	C	Movements for Freedom and People"s Rights Meiji Constitution
Unit 3		**Imperial Japan: Expansion and Industrialization**
	A	War with China; War with Russia; Annexation of Korea
	B	Japan in First World War: Twenty One Demands; Wash-ington Conference
	C	The Second Phase of Modernization
Unit 4		**Democracy and Militarism**
	A	Popular/ People"s Rights Movement ; gender
	B	Emergence of Party Cabinet: Meiji constitution; political parties
	C	Militarism and fascism
Unit 5		**From Ascendance to Ruins & Reconstruction**
	A	War with China (1937); Pacific War
	B	The Axis alliance –Second World War- Japan"s entry- course of the war and Consequences Allied occupation –Demilitarization - The San Francisco Treaty-
	C	Industrial Development in Japan

Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Jonathan Clements, *A Brief History of Japan: Samurai, Shougun and Zen*, Tuttle Publishing, 2017		
	R. H. P. Mason, *A History of Japan*: Revised edition, Tuttle Publishing, 1997		
Other References	W.G. Beasley: *The Modern History of Japan*. Praeger University Press, 1963		
	John Dower: Origins *of the Modern Japanese State*: Se- lected Writings of E. H. Norman. Pantheon Books, 1975 John K. Fairbank et al: East Asia: The Modern Transfor-mation. Houghton-Mifflin, Boston, 1973		
	Andrew Gordon: *A Modern History of Japan: From To-kugawa Times to the Present*. OUP, 2003		
	John W. Hall: *Japan: From Prehistory to Modern Times*. Dell Books, NY, 1970		
	Mikiso Hane: *Modern Japan: A Historical Survey*. Westview Press, 1992		
	Marius B. Jansen: *The Making of Modern Japan*. Harvard University Press, 2000		
	James L. McClain: *Japan: A Modem History* (College Edi-tion) . W.W.Norton & Co., 2002		
	E.O.Reischauer: *Japan: The Story of a Nation*. McGraw-Hill, 1989 (4th Ed.)		

School:	School of Humanities and Social Sciences	Batch : 2021-25
Programme:	B.A. (Hons)	
Branch:	History	Semester: V

1	Course Code	BHI258
2	Course Title	**History of USSR: 1917-1991 C.E.**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major (elective)
5	Course Objective	1. To make students aware of Russian history from establishment of Communism to disintegration of USSR. 2. To understand features of Communist polity society & economy. 3. To trace the developments in Russia under Communist leaders from Lenin to Gorbachev. 4. To make students understand the for disintegration of Soviet Unionand the fall of Communism.
6	Course Outcomes	CO1: The students will be able to understand the effect of Russian revolution. CO2: The students will be able to understand the features of newCommunist State. CO3: The students will be able to understand the politics in USSR andhow it industrialised itself through the system of communes . CO4: Students will be able to understand the dynamics of Russia‟s foreign policy role of Comintern and the Cold war politics. CO5: The students will be able to critically analyse the inherent weaknesses in the Communist model that led to the disintegration of USSR. CO6: The students will get an understanding about the foreign policy of Russia which affected to the entire World.
7	Course Description	This course traces the developments from the rise and fall ofCommunism in one of the first Communist nation of the world. It deals with the establishment of socialism in USSR and how the state strengthened itself through civil war under strong leadership of Stalin and Khrushchev to become one of the world superpowers. From here started the journey of spread of Communism to other countries of the world. However, some of the features inherent in the system finally led to its disintegration and paved way for market socialism.

8	Outline syllabus			
	Unit 1	**The Russian Revolution of February and October 1917**		
	A	Overthrow of Czarist regime, Russian revolution		
	B	Consolidation of Bolshevik power		
	C	Economic policies, Debates in 1920		
	Unit 2	**The Stalinist Regime**		
	A	Party & State, Civil War		
	B	War Communism &New Economic Policy		
	C	Collectivization, Industrialization & State Repression		
	Unit 3	**De-Stalinisation**		
	A	World War II and the Cold War: Origins,		
	B	Major developments and Khrushchev‟s foreign policy		
	C	De-Stalinisation and Khrushchev‟s industrial and agricultural reforms		
	Unit 4	**Brezhnev to Gorbachev**		
	A	Problems of growth and reform of Soviet economicsystem (1964-1991)		
	B	Economics and politics of Cold War (1964-1991)		
	C	Conservatism and reform in Soviet political system:from Brezhnev to Gorbachev		
	Unit 5	**Gorbachev to Disintegration of Soviet Union**		
	A	Perestroika and Glasnost		
	B	Impact on society, economy, literature and culture.		
	C	Disintegration of USSR: Factors & Fallout.		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*.New York, USA: Oxford University Press, 2001. Lewin, Moshe, *The Making of the Soviet System: Essays*		

			in the Social History of Inter war Russia. New York: Pantheon, 1985.
			Figes, Orlando, *A People's Tragedy: A History of the Russian Revolution.* London: Jonathan Cape, 1996.
			Roberts, Geoffrey, *Stalin's Wars 1939-53: From World War to Cold War.* New Haven: Yale University Press, 2006.
			Ellman, Michael and Vladimir Kontorovich, *The Destruction of the Soviet Economic System: An Insider's History*. London and New York: Routledge, 1998.
			Haslam, Jonathan. *Russia's Cold War: from the October Revolution to the Fall of the Wall.* New Haven: Yale University Press, 2011.
			McDermott, Kevinand Jeremy Agnew. *The Comintern: AHistory of International Communism from Lenin to Stalin*. Basingstoke: Macmillan, 1996.
	Other References	Allen, Richard. From Farm to Factory: *A Reinterpretation of the Soviet Industrial Revolution*. Princeton and Oxford: University Press, 2003.
			Engel, Barbara Alpern. *Women in Russia 1700-2000*. Cambridge: Cambridge University Press, 2004.
			Erlich, Victor, *Modernism and Revolution: Russian Literature in Transition,* Cambridge: Harvard University Press, 1994.
			Figes, Orlando. Natasha"s Dance: *A Cultural History of Russia*. New York: Picador, 2002.
			Martin, Terry, *The Affirmative Action- Empire: Nations and Nationalisms in the Soviet Union 1923-1939*. Ithaca: Cornell University Press, 2001.
			Brown, Archie. *The Gorbachov Factor*. Oxford: Oxford University Press, 1997.

McCauley, Martin, ed. *Khrushchev and Khruschevism*. Basingstoke and London: Palgrave Macmillan,1987.

McCauley, Martin, ed. *Soviet Union After Brezhnev*. New York: Holmes & Meier publishers, 1983.

Nove, Alec, *The Soviet Economic System,* London: Allen& Unwin, 1977. ed. Routledge, 1988.

Suny, Ronald Grigor, ed. *Cambridge History of Russia* Volume 3. Cambridge: Cambridge University Press, 2006.

Suny, Ronald Grigor, *The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union*. Stanford: Stanford University Press, 1993.

Ulam, Adam, *Expansion and Co-existence: The History of Soviet Foreign Policy from 1917-67,* USA: Praeger, 1968.

School:	School of Humanities & Social Sciences	Batch : 2021-25
Programme:	B.A.	
Branch:	History	Semester: IV

1	Course Code	BHI259
2	Course Title	**History of Partition in India**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major <u>open to all students from other Departments</u>
5	Course Objective	1. To properly understand the significance of Partition. 2. To have a deeper understanding of the impact of partition on thelives of people 3. To Summarize and Contextualize the events and opinions surrounding the Partition of India. 4. To view the partition of India from outlooks besides the historical accounts.
6	Course Outcomes	CO1: Students will be introduced to various perspectives of partition and they will be able to contextualize and summarize such perspectives. CO2: Students will be able to appreciate the historic relationship between India and Pakistan CO3: Students will be able to fully comprehend the significance of partition. CO4: Students will be able to fully understand the impact that the partition had on the lives of people through stories. CO5: Student will confront questions regarding the notions of partitionand will be able to question them. CO6: The students will be able to view partition and its impact on Indiafrom a new perspective.

7	Course Description	This course will examine the history of partition : why and how it happened and will mainly focus on the experiences of the ordinary people during the partition as well as the impact that the partition had on them. In this course we will look at the partition as told in novels and oral history.
8	Syllabus	
	Unit 1	**Background of Partition 1947**
	A	Events leading to partition
	B	Making of India & Pakistan
	C	Consequences of the Partiton
	Unit 2	**Partition in Literature**
	A	Partition in Fiction
	B	Women During Partition: Pinjar by Amrita Pritam
	C	First-hand testimonies of British citizens : Partition Voices by Kavita Puri
	Unit 3	**Partiton in Films**
	A	Communalism during Partition : Dharamputra
	B	1947 Earth
	C	Aftermath of Partition in films: Garam Hava
	Unit 4	**Untold Stories of Partition**
	A	First hand testimonies of British citizens
	B	Oral histories of Partition
	C	Stories of displaced Hindus , Muslims and Sikhs
	Unit 5	**Legacy on Partition**
	A	Deadly legacy of Partition

B	Partition and its impact on society	
C	Impact of Partition in Present times	
Mode of examination/ Evaluation method	Theory/Jury/Practical/Viva	
Weightage Distribution	CA	MTE	ETE
	30%	20%	40%
Text book/s*	Nisid Hajari, Midnight"s Furies , Penguin Udayon Misra, Burden of History: Assam & the Partition – Unresolved Issues	
Other References	Yasmin Khan, *The Great Partition*, Yale University Press(2017) Urvashi Butalia, *The Other Side of Silence*, Penguin (2017) Anam Zakaria, *The Footprints of Partition*, Harper Collins(2015) Salman Rashid, *A Time of Madness: A Memoir of Partiton,* Aleph Book Co. Nisid Hajari, *Midnight Furies*, Penguin(2016) Khushwant Singh, *Train to* *Pakistan*, Penguin(2016) Aanchal Malhotra, *Remnants of Partition : 21 Objects from a Continent Divided*, C Hurst & Co. publishers(2019) Aanchal Malhotra, *Remnants of Separation : A History of Partition through Material Memory* , Harper Collins (2018)	

Amrita Pritam , *Pinjar : The Skeleton & Other Stories* ,Tara Press (2009)

Saadat Hasan Manto, Mottled Dawn, Penguin India(2012)

Gurharpal Singh & Ian Talbot, *The Partiton of India* ,Cambridge University Press, 2009

Kavita Puri, *Partition Voices*, Bloomsbury publishing(2019)

Mallika Alluwalia, *Divided by Partiton, United byResilience*, Rupa Publications (2018)

Mohinder Singh Sarna, *Savage Harvest: Stories ofPartition*, Rupa Publications (2013)

Alok Bhalla, *Stories About the Partition of India 4 Vols*,Manohar Publishers (2012)

Khushwant Singh, *Memories of Madness: Stories of1947*, Penguin India (2002)

Semester: V

School:	School of Humanities & Social Sciences	Batch : 2021-25
Programme:	B.A.	
Branch:	History	Semester: V

1	Course Code	A050502T/ BHI 351
2	Course Title	**History of Modern World I (1453-1815 C.E.)**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	1. To familiarize students with the significant developments in the history of the western world. 2. To provide right perspective to study and understand History. 3. To infer the modern day evolution of the social structures. 4. To interpret the economic developments of early modern western world. 5. To get familiar with the intellectual discourse of the western world.
6	Course Outcomes	CO1: The students will be able to identify and analyse the significance of historical changes. CO2: The students will be able to classify the basic themes, concepts, chronology and the effects of various revolutions. CO3: The students will be able to acquaint themselves with evolution of various social hierarchies in the western world CO4: The students will gain a critical understanding of the Social, Political, Economic and Cultural aspects of the early modern western world. CO5: The students will understand the process of change leading to the creation of modern Europe in the right perspective. CO6: The students will be able to develop the understanding of Reformation and Renaissance on European society .

7	Course Description	This course presents a detailed description of how the western world evolved and the crucial phase of transition from medieval to the modern world. It covers the economic, cultural and political events that occurred during 15th to 17th centuries which transformed Europe from a theocratic society to modern Nation state system. This course covers in details the Renaissance and its impact on European Society, Economy, polity and Culture leading to subsequent development of Nation State andemergence of new ideologies culminating in the form of French Revolution. It covers several western revolutions like French, English and American revolution, which led to the development of the social policies in the world. Later the industrial revolution paved the way for scientific developments and a new era of labour laws and capitalism started. Thus, this course dedicates itself to the notion of the rise of a modern west.
8	Syllabus	
	Unit 1	**Renaissance & Reformation**
	A	Structure of feudal state & transition to capitalism, Thedebate on transition from feudalism to capitalism ; The Fall of Constantinople: Causes, course andsignificance
	B	Renaissance & Society in Europe: causes, Its Features & spread in Europe; Art & Architecture; Women inRenaissance
	C	Reformation: Its Origin & Course Martin Luther; John Calvin; Ulrich Zwingli
	Unit 2	**The counter-Reformation & Economic Developments**
	A	Anglicanism in England Counter Reformation and role of Philip-II
	B	The Thirty Years War: Causes - Courses and impact
	C	Geographical Discoveries and Colonial Expansion:Motives, Voyages & Exploration and its impact Shift of Economic balance from Mediterranean to theAtlantic; Commercial Revolution & Price Revolution
	Unit 3	**Emergence of State Systems**
	A	

		France (War of Three Henry; Henry-IV; Louis- XIII &Cardinal Richelieu)
	B	Russia (Peter- the great; Catherine) Spain Charles V (Holy Roman Emperor); Philip-II
	C	England (Henry-VII, Henry-VIII, Queen Elizabeth-I)The 17th Century Crisis
	Unit 4	**Age of Revolution**
	A	Scientific Revolution; Age of Enlightenment
	B	Glorious Revolution;
	C	The American Revolution
	Unit 5	**Rise of Napoleon: Europe during transition from 18thto 19th century**
	A	French Revolution 1789: Causes - Course and Results
	B	Emergence of Napoleon Bonaparte: Expansion, Consolidation and Downfall
	C	Women, Gender and society in Europe: A survey
	Mode of examination/ Evaluation method	Theory/Jury/Practical/Viva

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	C.J.H. Hayes, *Cultural and Political History of EuropeVol. 1(1500-1830)* G.W. Southgate,*A Text Book of Modern EuropeanHistory (1643-1781)* Wallerstein, Immanuel, *The Modern World-System I*,University of California Press, 2011 Anderson, M.S.: *Europe in the 18th Century*

		Andrews Stuart: *Eighteenth century Europe* Butterfield: H. *The Origins of Modern Europe*
	Other References	Anderson, Perry. *Lineages of the Absolutist State*.London: Verso Edition, 1979. Aston, T.H. and C.H.E. Philpin, ed. *The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe*. Cambridge/Delhi: Cambridge University Press, Ist South Asian Edition, 2005. Cipolla, Carlo M., ed. *Before the Industrial Revolution: European Society and Economy1000-1700*. New York: WW Norton & Co., 1994. Davis, Ralph. *The Rise of the Atlantic Economies*.London: Weidenfield and Nicholson,1973. Elton, G.R.*Reformation Europe, 1517-1559*. London:Fontana Press, 1990. Elliot, J.H., *Europe Divided, 1559-1598*. London:Fontana Press, 1990. Hale, J. R. *Renaissance Europe, 1480-1520*. London:Fontana Press, 1990. Hilton, Rodney, *Transition from Feudalism toCapitalism*, Aakar Books, 2006 Holt P. Mark, The Social History of the Reformation: Recent Trends and Future Agendas, *Journal of Social History*, Vol. 37, No. 1, Special Issue (Autumn, 2003), pp. 133-144 Hanks, Merry E. Wiesner, *Women and Gender in Early Modern Europe (New Approaches to European History)* 3rd Edition, Cambridge University Press, 2008 Hill Christopher, *The Century of Revolution: 1603-1714*, W. W. Norton & Company; Second edition, 1982

| | | Juneja Monica, Imagining the Revolution: Gender and Iconography in French Political Print, *Studies in History*, Vol. 12, 1986.

Parry, J. H. *Age of Reconnaissance*. London: Weidenfield & Nicholson, 1963.

Elton G.R*: Reformation in Europe*

Fisher H.A.L, *History of Europe London*, Eyre and Spottiswoode. 1938
Hale J.R.: *Renaissance in Europe* |

School: SHSS	School of Humanities and Social Sciences	Batch : 2021-25
Programme:	B.A.	
Branch:	History	Semester: V

1	Course Code	BHI 352
2	Course Title	Heritage Insights
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major (elective)
5	Course Objective	1. To make the students aware of the heritage of India and their importance and management 2. To infer the meaning of the different heritage institutions. 3. To interpret the legislations surrounding heritage monuments 4. To get familiar with the preservation, management, and public participation.
6	Course Outcomes	CO1:The students will be able to illustrate the knowledge of history through heritage institutions. CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Indian Heritage monuments. CO3: The students will be able to acquaint themselves with the range of issues related to Indian heritage preservation. CO4: The students will be able to allow them scope for further research in the domain and to study Indian as well as world Heritage monuments. CO5: The students will be able to critically recognize the Social, Political, Economic and Cultural aspects of Heritage monuments and the times they belonged to.. CO6: The students will be able to understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.
7	Course Description	This course would educate the students on the importance of heritage preservation: why is it important to preserve these monuments and how to do so. This course also discusses the various initiatives undertaken by the government, their policies and the legislations surrounding the monuments. This course also discusses how to view the heritage sites, how

		to gather information regarding these and how can these be livingexamples of the architecture, knowledge and the existing social and religious affiliations of their times.
8	Outline syllabus	
	Unit 1	**Defining Heritage**
	A	Heritage: Definition and Scope Need
	B	Types of Heritage Cultural and Natural
	C	Preservation and Conservation of Heritage
	Unit 2	**World Heritage Movement and Organizations**
	A	Role of International Organizations, e.g. UNESCO
	B	World Heritage Monuments
	C	World Heritage Monuments in India
	Unit 3	**Evolution of heritage legislation and the institutionalframework**
	A	Conventions and Acts -national and international
	B	Heritage-related government departments, museums,regulatory bodies
	C	Conservation initiatives
	Unit 4	**Heritage Management and Public Participation**
	A	Public Participation in Preservation of Cultural Heritage
	B	Enhancing public Awareness
	C	Formal and Non-Formal Education Tourism and CulturalHeritage
	Unit 5	**Heritage and travel and Guides**
	A	Viewing Heritage Sites
	B	The relationship between cultural heritage, landscape andtravel
	C	Heritage Walk: Role and Narration of Tourist Guides
	Mode of	Theory/Jury/Practical/Viva

	examination			
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Field Trips are Mandatory for this Course		
	Other References	Biswas, S.S. *Protecting the Cultural Heritage (National Legislation and InternationalConventions)*. New Delhi: INTACH, 1999.		
		Lahiri, N. *Marshalling the Past- Ancient India and its Modern Histories*. Ranikhet:Permanent Black, 2012. (Chapter 4 and 5)		
		Layton, R.P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*.London: Routledge, 2001.		
		Lowenthal, D. *Possessed By The Past: The HeritageCrusade and The Spoils of History*.Cambridge, 2010.		
		Singh, U. *The Idea of Ancient India: Essays on Religion, Politics and Archaeology*. NewDelhi: Sage, 2016.(Chapters 7, 8)		
		Acts, Charters and Conventions are available on the UNESCO and ASI websites(www.unesco.org;www.asi.nic.in)		
		Agrawal, O.P. *Essentials of Conservation and Museology*.Delhi, 2006. Chainani, S. *Heritage and Environment*. Mumbai: UrbanDesign Research Institute,2007.		

School: SHSS	School of Humanities and Social Sciences	Batch : 2021-25
Programme:	**B.A.**	
Branch:	**History**	**Semester: VI**

1	Course Code	BHI 353
2	Course Title	Decoding Delhi's Past
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major (elective)
5	Course Objective	1. To make the students aware of the history of Delhi from ancient times to a certain time period as mentioned. 2. To infer the heritage and legacy of Delhi. 3. To interpret the socio, economic, political and cultural evolution of Delhi throughout the historical periods. 4. To get familiar with the intellectual discourse of the city of Delhi.
6	Course Outcomes	CO1: The students will be able to illustrate the knowledge of city of Delhi from the ancient times to modern period. CO2: The students will be able to classify the basic themes, concepts, chronology and the nature of historic city of Delhi. CO3: The students will be able to acquaint them with the range of issues related Indian History and its distinctive eras and places. CO4: The students will be able to understand the scope for further research in the domain and to study further in the applied field of history as researcher, historians, Musicologist, curator, etc. CO5: The students will be able to critically recognize the Social, Political, Economic and Cultural aspects of History and Delhi specifically. CO6: The students will develop a thorough understanding among the students of the transformations that had taken place in Delhi from medieval to colonial period.
7	Course Description	This course would educate the students on the importance of history, the chronology of events and how Delhi's history has been written. It will also highlight the rule of different dynasties in Delhi and how Delhi has come

to be since the ancient times under the effect of these rulers, who have always changed the social order, political atmosphere, religious ideologies and even the architecture of the place. It later comes to the colonial times and then the independence from the British rule, also witnessing the partition of India, and being at the heart of political and emotional turmoil, undergoing change with every big movement, change or even smaller situations.

8	Outline syllabus	
	Unit 1	**Environmental Setting and Surviving Structures from Ancient India**
	A	The environmental setting; prehistoric; Protohistoric sites
	B	Purana Qila: archaeology and legend The transition to the historical period: Ashokan edicts; the Mehrauli iron pillar; Anangpur
	C	Delhi under Rajput rulers Study of Qila Rai Pithora (now known as Lal Kot.)
	Unit 2	**Delhi during Medieval Period**
	A	Delhi as capital during Sultanate period: Mehrauli
	B	History of some famous monuments: Qutub Minar, Quwat-ul-Islam Mosque, Alai Darwaza
	C	Tughlaq Dynasty and some famous cities: Tughlaqabad, Jahapanah, Ferozabad
	Unit 3	**Delhi under Mughals**
	A	History of Dinpanah and Sherarh
	B	The tomb, the garden and the river: Humayun"s tomb, Nizamuddin, Shahjahanabad
	C	The roads of Old Delhi and legacy of Mughlai food
	Unit 4	**Delhi during Colonial Period**
	A	Shahjahanabad: the Company and the Mughal Court;
	B	Delhi College; Ghalib
	C	From the 1877 Durbar to the New Imperial Capital
	Unit 5	**Partition and Delhi**

	A	Partition, Violence and Relocation: 1947 onwards
	B	Delhi in Novels: Twilight in Delhi, City of Djinns, Delhia Novel
	C	Partition and Migration in Delhi

Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Field Trips to Delhi are Mandatory for this Course		

Other References	Dalrymple, William. *City of Djinns: A Year in Delhi*.New Delhi: Penguin, 2004.ChapterII., pp. 27-37.
	Gupta, Narayani. *Delhi between the Empires: 1803-1931*, New Delhi: Oxford UniversityPress, 1999. pp. 20-31, 50-66, 160-82.
	Husain, Yusuf, Salma, *The Mughal Feast: Recepies from the Kitchen of Emperor Shahjahan*, Delhi: Roli Books, 2019
	Husain Salma, *The Emperors Table: The Art of Mughal Cuisine*, Delhi: Lustre Press, 2009
	Koch, Ebba. "The Mughal Waterfront Garden." In *Mughal Art and Imperial Ideology* byEbba Koch, 183-202. New Delhi: Oxford University Press, 2001.
	Kumar, Sunil. "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth andFourteenth Centuries CE." In *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries* edited by Albrecht Fuess and Jan Peter Hartung, 123-148. London: Routledge,2011.
	Lahiri, Nayanjot. "Commemorating and Remembering 1857: The Revolt in Delhi and itsAfterlife." World Archaeology, 35:1, (2003): 35-60.
	Lowry, Glenn D. "Humayun's Tomb: Form, Function, and Meaning in Early MughalArchitecture," *Muqarnas*, Vol. 4 (1987), pp. 133-148**.**Naim, C. M. "Ghalib"s Delhi: A Shamelessly Revisionist

Look at Two PopularMetaphors." In *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, by C. M. Naim, 250-279. New Delhi: Permanent Black, 2004.

Metcalf, Thomas. *Imperial Visions*, New Delhi: Oxford University Press, 1989. Chap. 7,pp. 211-239.

Pandey, Gyan. *Remembering Partition*. Cambridge: Cambridge University Press, 2001.Chapter 6, pp. 121-51.

Pernau, Margrit ed. *The Delhi College.* New Delhi: Oxford University Press, 2006;Introduction, pp. 1-32.

Pinto, s.j., Desiderio. "The Mystery of the NizamuddinDargah: the Account of Pilgrims."In *Muslim Shrines inIndia*, edited by Christian W. Troll, 112-124. New Delhi: OxfordUniversity Press, 1989.

Singh, Kushwant, Delhi: A Novel, Penguine Books, 1990 Singh, Upinder, ed. *Delhi: Ancient History*, New Delhi:Social Science Press, 2006, pp.185-92, 200-204.NewDelhi: Orient Blackswan, 2010.

Singh, Upinder. *Ancient Delhi.* 2^nd^Spear, Percival. *Twilightof the Mughuls.* In *The Delhi Omnibus*, Cambridge, CambridgeUniversity Press, 2002, Chapter IV.edn. New Delhi: Oxford University Press.Introduction; pp. 5-45, 46- 62, 75-83.

Tarlo, Emma. "Welcome to History: A Resettlement Colony in the Making." In *Delhi:Urban Spaces and Human Destinies*, edited by Veronique Dupont et al,75-94. Delhi:Manohar, 2000.

School:	SHSS		Batch : 2021-25
Programme:	**B.A.**		
Branch:	**History**		**Semester: V**
1	Course Code	BPY353	
2	Course Title	Fundamentals of Research	
3	Credits	6	
4	Contact Hours (L-T-P)	4-0-2	
	Course Type	Core	
5	Course Objective	1) To acquaint students with the philosophy, ethics, design, and evaluation of research in social science. 2) To create awareness about the basics of scientific research in Social Sciences. 3) To understand methodology of quantitative and qualitative research. 4) To provide the theoretical orientation and background for research.	
6	Course Outcomes	CO1: The student will be able to define the philosophy, ethics, design, and evaluation of research in social sciences. CO2 The student will be able to explain the basics of scientific research. CO3: The student will be able to apply qualitative and quantitative methods in research. CO4: The student will be able to compare the methodology of quantitative and qualitative research. CO5: The student will be able to evaluate diferent data collection technique. CO6: The student will be able to design research.	
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.	
8	Outline syllabus		
	Unit 1	**Research in Social Sciences**	
	A	Purpose and types of research: Introduction to Qualitative andQuantitative Research; basic research; applied research; action research	
	B	Ethical standards of research: planning, conduction and reporting research; plagiarism	
	C	Cross-cultural research; applied and basic research; Need and benefits of interdisciplinary research	
	Unit 2	**Steps involved in Research Process**	
	A	Criteria of good research problems, hypotheses, and objectives	
	B	Relevance of Literature Review; Definition and types of	

		variables
	C	Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability.
Unit 3		**Research Designs**
	A	Exploratory Research: cross- sectional design, single subjectstudy design, the longitudinal study design, observational design and ethnography design
	B	Descriptive Research: survey research, correlational design
	C	Causal Research: Experimental design, non- experimental design; pre-post-test design
Unit 4		**Data collection methods**
	A	Observation, focus group interview and Structured and Unstructured Interview;
	B	Structured questionnaire, semi- structured questionnaire andstandardized questionnaire; Reliability and Validity of Questionnaires
	C	Case Study; Ethnography, Projective Techniques.
Unit 5		**Test Construction & Research Report**
	A	Developing Questionnaires: Item Writing, Item Analysis
	B	Preparing a research proposal; Writing research report and article
	C	Choosing the right journal for publication; Reference writing styles

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1. Tim May (2001). Social Research: Issues, Methods andProcess, 3rd edition, Open University Press 2. Shaughnessy, J. J., Zechmeister, E. B. &Zechmeister, J. (2012). Research methods in psychology. (9th ed..). NY:McGraw Hill. 3. Elmes, D. G. (2011). Research Methods in Psychology(9thed.). Wadsworth Publishing. 4. Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Methodology for Social Sciences. London: Routledge India, https://doi.org/10.4324/9780367810344		

	Other References	1. Charmaz, K. (2006). Constructing Grounded Theory: APractical Guide through Qualitative Analysis (Introducing Qualitative Methods series). New Delhi: Sage Publications. 2. Dominowski, R. L. (1980). Research methods. N.J.:Engelwood Cliffs, Prentice-Hall. 3. Embreston, S. E., & Raise, S. P. (2000). Item responsetheory for psychologists. Mahwah, NJ: ⌞SEP⌟Lawrence Erlbaum 4. Smith, J. A. (2008). Qualitative Psychology: A PracticalGuide to Research Methods. Sage. 5. Wiling, C. (2008). Introducing Qualitative Research inPsychology (2nded). Open University Press. 6. American Psychological Association. (2009). PublicationManual of the American Psychological Association (6thed.). APA. 7. American Psychological Association. (2009). ConciseRules of APA Style (Concise Rules of the American Psychological Association (APA) Style). APA

School:	**School of Humanities & Social Sciences**		**Batch : 2021-25**
Programme:	**B.A.**		
Branch:	**History**		**Semester: VI**
1	Course Code	A050602T/ BHI 357	
2	Course Title	**History of Modern World-II, 1802-1945 CE**	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Type	Major	
5	Course Objective	1. To make the students aware of history of world between 19th to 20th century 2. To infer the developments that happened in the world. 3. To interpret the effect of various revolutions and power concentrations in the handsof a few countries. 4. To get familiar with the cause and effect of the different world wars that Mankindhas waged and the repercussions there from	
6	Course Outcomes	CO1: The students will be able to understand the developments in the Europeansociety and polity that resulted from revolutions . CO2: The students will be able to correlate how the economy and development of onenation led to a competition for control of world economy and its resources. CO3: The students will be able to acquaint themselves with the range of issues relatedto the two major wars that humanity has fought and to what effect. CO4: The students will be able to scope for further research in this domain andunderstand the role of pacts and treaties between nations. CO5: The students will be able to critically analyze the Social, Political, Economic andCultural aspects of World History. CO6: The students will be able to situate historical developments of socialist upsurge& the economic forces of the wars, other ideological shifts.	
7	Course Description	This course contains detailed description of the period when countries gained independence from various powers in the wake of some of the revolutions and the situation post-revolution, and all of this led to how it led to industrialisation and the rush to control the greater part of the world. It also gives insights into what led to the two massive world wars that have happened and the depression resulting out of it. It	

		also gives information on the fact that not only one nation's internal economy, but the world economy and global development has a lot of role to play in what countries evolve into and where the world is headed as one unit.
8	Syllabus	
	Unit 1	**Post French Revolution Era- The 19th Century**
	A	France and European Politics at the dawn of 19th century: Napoleonic Era
	B	Congress of Vienna & Phase of conservatism; Metternich
	C	Revolutionary & Radical Movements in France : 1830 & 1848 Napoleon III
	Unit 2	**Remaking of States in 19th & 20th Centuries**
	A	Formation of national identities in Germany & Italy: the unifications
	B	Rise of Germany: Era of Bismarck & Bismarckian Diplomacy
	C	Developments leading to the War, Power blocs and alliances
	Unit 3	**First World War and after, 1914-1930**
	A	First World War : Causes & Consequences
	B	The Versailles Treaty of 1919 Fourteen points of Wilson and League of Nations
	C	Bolshevik Revolution in Russia – Causes and course; Impact on Russia and World
	Unit 4	**World between the two Wars 1930-1945: Rise of Authoritarian Rules**
	A	Nazism in Germany

B	Fascism in Italy	
C	Japanese Militarism	
Unit 5	**World War-II**	
A	Great Depression and its Impact on Europe on the eve of World War-II	
B	Causes & Origin of World War-II: Diplomatic background of the Second World War : Policy of Appeasement – the Munich Pact - Nazi-Soviet Non-Aggression PactImpact of World War-II	
C	Gender and Politics: from French revolution to Suffragette Movement ofBritain	

Mode of examination / Evaluation method	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Schevill, Ferdinand: A History of Modern Europe, New York, CharlesScribners Sons, 1898 Onlinelink:https://archive.org/details/historymoderneu00schegoog/page/n1 2 Hayes, C.J.H.: Cultural and Political History of Europe Vol. 1(1500-1830)		
Other References	Graham Ruth, Loaves and Liberty in French Revolution *Becoming Visible: Women in European History*, ed. Renate Bridenthal and Claudia Koonz, Boston: Houghton Mifflin, 1977), pp. 251-253. Heller, Henry. *Birth of Capitalism: A 21stCentury Perspective*. London: Pluto Press,2011.		

Hill, Christopher. *The Collected Essays of Christopher Hill, Vol. 2, Religion and Politicsin Seventeenth Century England*. Amherst: The University of Massachusetts Press, 1985.

Harrison, Patricia Greenwood, *Connecting Links: The British and American Suffrage Movements, 1900-1914*, West Port, Green Wood Press, 2000

Pagden, Anthony, *The Enlightenment: And Why it Still Matters. Oxford: OxfordUniversity Press, 2013*

Parthasarthi, Prasannan. *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1800*. Cambridge: Cambridge University Press, 2011.

Pomeranz, Kenneth. *The Great Divergence: China, Europe and the Making of the Modern World*. Princeton: Princeton University Press, 2000

deVries, Jan. *The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the Present*. Cambridge: Cambridge University Press, 2008.

Bartlett. C.J. Peace, *War and the European Powers, 1814-1914* (1996) brief overview 216pp

Blanning, T.C .W Ed. *The Nineteenth Century: Europe 1789-1914* (Short Oxford History of Europe) (2000)

Bridge, F.R & Roger bullen. *The Great Powers and the European States System 1814-1914,* 2nd Ed. (2005)

School: SHSS		Batch : 2021-25
Programme: B.A..		
Branch: History		**Semester: V**
1	Course Code	A050601T / BHI 356
2	Course Title	Era of Gandhi and Mass Movement
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	1. To make the students aware of the history of Mahatma Gandhi. 2. To examine the various changes occurred by the Gandhian thoughts. 3. To understand the role of Gandhi in building India as a nation.. 4. To get familiar with the various movements and the political constructs ofGandhian policies.
6	Course Outcomes	CO1:The students will be able to understand the role and importance of Gandhi inIndian politics. CO2: The students will be able to classify the characteristics of Gandhian thoughts. CO3: The students will be able to acquaint themselves with the idea of Gandhi andIndia as a nation. CO4: The students will be able to allow them scope for further research in the domainand pursue political careers. CO5: The students will be able to critically analyse the contribution of Gandhiin the building of India. CO6: Students will be able to understand the contemporary relevance ofGandhian thoughts.
7	Course Description	Mahatma Gandhi and his principles have great relevance in this era of Globalisation. The violent conflict and instability disrupt the individuals and societies. A peaceful environment is a pre requisite for success and moral guidance of students. This course includes major contributions and principals of Gandhi which influenced and shapedthe history of India. This course gives the student a critical estimation of Gandhi.
8	syllabus	

SU/SHSS/B.A (History) w.e.f academic session 2021 -22

	Unit 1	**Introduction to Gandhian Thought**
	A	The early 20th century political scenario in India and World(with special reference to Great Britain, South Africa).
	B	Experimenting with techniques of political resistance
	C	Hind Swaraj: Critiquing the Colonial hegemony
	Unit 2	**Fundamental Concepts in Gandhian Thought**
	A	Satya and Ahimsa as tools of self-empowerment
	B	Democracy
	C	Nationalism and Concept of Ramrajya
	Unit 3	**Economic Thought of Gandhi**
	A	Value Based Approach and Critique of Modern Civilization
	B	Critiquing the industrial society and search for an alternative;Swadeshi and Khadi
	C	Gandhi"s idealization of the rural society as Village Republicand Self-sufficient Village System
	Unit 4	**Gandhi's thought on religion, race and caste**
	A	The Bhagwat Geeta as Gandhi guide to moral and ethical practices
	B	Gandhi and Varnashram and the caste question
	C	Gandhi and anti- apartheid movement in South Africa

Unit 5	Gandhi and other relevant issues
A	Gandhi and the women question, personal and political
B	Relevance of Gandhian Philosophy in Contemporary Times
C	Critics and admirers of Gandhi on local and global scale

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*			
Other References	L. Basham, „Traditional Influences in the Thought of Mahatma Gandhi", in R. Kimar, ed. Essays in Ghandhian Politics, Claredon Press, Oxford, 1971.

B R. Nanda, Mahatma Gandhi: A Biography, Oxford UniversityPress, Oxford, 1958.
Bhikhu Parekh, Colonialism, Tradition and Reform: An Analysisof Gandhi"s Political Discourse, Sage, New Delhi, 1989.

Dalton (ed.), The Philosophy of Mahatma Gandhi, Popular Book Depot, Bombay, 1946.

Davdid Hardiman, Gandhi in His Times and in Ours: The Global Legacy of His Ideas, California University Press, New York, 2003.

Douglas Allen (ed.), The Philosophy of Mahatma Gandhi for the21th Century, Lexington Books, 2008.

Ghanshayam Shah (ed.), Re-Reading Hind Swaraj: Modernity and Subalterns, Routledge, New Delhi, 2013. | | |

Joan Bondurant, Conquest of Violence-The Gandhian Philosophyof Conquest, Princeton University Press, New Jersey, 1958.

Judith M. Brown and Anthony Parel, The Cambridge Companionto Gandhi, Cambridge University Press, Cambridge, 2011.

Judith M. Brown, Gandhi: The Prisoner of Hope, OxfordUniversity Press, Delhi, 1990.

Louis Fischer, The Life of Mahatma Gandhi, Vintage, 2015.

M. K. Gandhi, From Yervada Mandir, tr. G. V. Desai, Navjivan Press, Ahmedabad, 1935.

M. K. Gandhi, Hind Swaraj and other Writings, ed. Anthony Parel, Cambridge University Press, Cambridge, 2009.

M. K. Gandhi, The Gospel of Selfless Action or The Gita According to Gandhi, ed. Mahadev H. Desai, Navjivan Publishing House, Ahmedabad, 1946.

M. K. Gandhi, The Story of My Experiments with Truth, tr. M. Desai, Navjivan Trust, Ahmedabad, 1927.

Margaret Chatterjee, The Religious Thought of Mahatma Gandhi, University of Norte Dame Press, Norte Dame, 1983.

Pyarelal, Mahatma Gandhi-The Early Phase, Navjivan Publishing House, Ahmedabad, 1956.

Pyarelal, Mahatma Gandhi-The Last Phase, 2 vols. NavjivanPublishing House, Ahmedabad, 1956.

Ramachandra Guha, Gandhi: The Year that Changed the World,1914-1948, Random House Canada, 2018.

The Collected Works of Mahatma Gandhi (Relevant Volumes), Createspace Independent Publication, South Carolina, 2015.

Semester: VII

School: SHSS		Batch: 2021-25
Programme: B.A		
Branch: History		Semester: VII

1	Course Code	BHI 451
2	Course Title	**Introduction to the Principals and Methods in History**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	The core objectives of this paper are: ● Identify the major historiographical paradigms that have impacted onthe writing of History ● Understand the philosophy of History ● Compare and contrast the different schools of History narrative
6	Course Outcomes	This course will enable the students to understand: CO1: Core concepts of History writing and how to decide the credibility ofa source CO2: Relation of History with other disciplines (interdisciplinary approach) CO3: Approaches to historical writings and decoding the motives of different schools/scholars behind history writing CO4: Identify the Indian historiography schools CO5: The students will be able to compare and evaluate the major historiographical paradigms that have impacted on the writing of History CO6: The students will develop an understanding of History and its link to other disciplines.
7	Course Description	Present paper is focused on the "Art & Practice of writing History". This aims to introduce students to important issues related to historical methodby giving them a broad overview of significant, including recent, historiographical trends. The aim is to acquaint students with important historiographical interventions and issues related to the historian''s craft. It will familiarise you with the concepts and techniques

		involved in thepractice of history-writing over the ages in various countries and languages.
	Unit 1	Introduction to History
	A	• Nature of History: Scope and Philosophy • What is history and historian's craft • The knowability of the past; critical and speculative explanations in history
	B C	• Types of History–social, economic, agrarian, urban, art history etc. • Historical sources, evidence, facts and their interpretation; Use and Misuse of history.
	Unit 2	Concepts in History
	A	• Objectivity • Verifiability • Determinism
	B	• Causation • Relativism • Generalization in history
	C	• Subjectivity • Interpretation and Speculation • Concept of historical inevitability
	Unit 3	History and other Disciplines
	A	• History: Science or Art • Influences of statistics and mathematics on historical methods
	B	• Ancillary Sciences: Archaeology, Palaeography, Epigraphy, Numismatics • Auxiliary Sciences: Ecology, Anthropology, Sociology, Economics, Political Science
	C	• Philosophy with cognate fields (like historical geography, legal and constitutional history) • History and Literature • History and Culture

	Unit 4	**History: Approaches & Themes**		
	A	- Marxist Tradition: Classical & Recent Marxist Approaches - The Annales School		
	B	- Positivist Tradition - Postmodernist Tradition		
	C	- Local History & Oral History - Gender, Race and Ethnicity in History - - Archival History and its criticism		
	Unit 5	**Indian History writing Schools**		
	A	- Imperialist (Colonial) History Writing - Nationalist History Writing		
	B	- Communalist History Writing - Marxist History Writing		
	C	- The Cambridge School - The Subaltern historians		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Readings Text book/s*	*E. Sreedharan, *A Text-book of Historiography 500BC to AD 2000*, Orient Longman, 2004 Bloch, Marc, The Historian"s Craft, with an Introduction by Peter Burke (Manchester University Press, 2004). Collingwood, R.G. (1994). The Idea of History. Exford: Oxford University Press. E.H. Carr, 2001. What is history., Palgrave, Basingstoke. Ferdiand Braudel, On history. Translated by Sarah Mathew in 1980. University of Chicago Press Robert. N. Burns & Hugh Raymen-Pickeed (Ed.). 2000. Philosophies of History. OUP Stoler, Ann. (2002). "Colonial Archives and the Arts of Governance", Archival Science, Vol 2, pp. 87-109. Momigliano Arnaldo. (1979), "A Piedmontese View of the History of Ideas", in Essays in Ancient and Modern Historiography., Oxford: Basil Blackwell. Arthur Marwick, The Nature of History, London: Macmil-lan, 1989		

Poovey, Mary. (1998). "The Modern Fact, the Problem of Induction, and Questions of Method" in A History of the Modern Fact: Problems of Knowledge in the Sciences of Wealth and Society, Chicago: University of Chicago, (Chapter 1).

The nature of history Authur Marwick, 1989, Macmillan, London.

The companion to the Study of History, Michael Stanford, 1996, Blackwell, Oxford.

What is history today, J. Gardiner, 1988, Macmillan, London.
The order of things, Foucault Michel, 1970, Tavistock Publications, London

Telling the truth about history, Appleby, 1994, Norton, New York.

The territory of the Historian, E.LE. Roy Ladurie, 1979, Harvester Press, Britain

School: SHSS		Batch: 2021-25
Programme: B.A		
Branch: History		Semester: VII

1	Course Code	BHI 452
2	Course Title	**Society & Culture in Modern Indian History**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	The course follows following objective: ● To teach key socio-cultural development in Modern India duringthe colonial rule. ● To inculcate the understanding of Modern Indian History from the point of facts rather than opinion. ● To develop a historical understanding of caste, class and religion.
6	Course Outcomes	CO1: To help students understand the existing state of the Indian society during the British era and emerging interventions to influence it. CO2: Develop historical insights into social reforms challenging the traditional caste, class and religious orthodoxies. CO3: To understand the resistance posed against social reforms in various parts of India. CO4: To know the role of the British rulers in changing the socio-cultural fabric of India. CO5: The students will get an overview of Indian society and the British perceptions regarding it. CO6: The students will be able to understand the British intervention in Indian society
7	Course Description	This paper on Modern Indian History will increase the awareness of one of the most dynamic aspects of Modern India – society and culture.The paper brings into perspective the crucial aspects of a period which laid the foundations of a new society in the Indian subcontinent. By focusing upon the rigidly held notions of caste, class and religion, this chapter will help the students know the context which laid the basis of aforward-looking Constitution in Independent India.

	Unit 1	**Concepts of British India society**
	A	Orientalism and British understanding and concept of Indian society & Culture
	B	Nationalist perception of social structure
	C	Missionaries" role in the State in British India
	Unit 2	**Social-reforms Efforts**
	A	Ideology and Agenda of Social Reform Movements; Social Reforms Policy of East India Company & Afterwards
	B	Social-Reform Movements by Indian Reformers and Indian Response To It.; Mahatma Gandhi: Programmeme of Social Upliftment, Harijan Movement.
	C	Condition of Women and reforms in British India
	Unit 3	**Caste, Class and Religion**
	A	Orientalist view on caste; Census and listing of castes;Debates on the role of caste in Nation making
	B	Rise of Middle Class ; Capitalist Class; New Industrial Labour Class; Rural Class-Structure ; Merchants and Trading Class
	C	Religious Identity and Rise of Communalism
	Unit 4	**Suppression, discrimination andPopular movements**
	A	Changing status of Peasantry and Tribes in colonialIndia; Exploitation of peasants and criminalization oftribes; rise of agitation among them
	B	British Notions Of Racial Superiority; Socio-Economic Discriminatory Servitude Based On Caste in colonial india, clothes and customs as a discriminatory tool; religious and gender aspect of discrimination
	C	Characteristics of Popular Protests; Kol Revolt; Santal Revolt; Munda Uprisings; Moplah Uprisings; Punjab Disturbances of 1907; The Left Movement, Kisan Sabha and Peasants

Unit 5	Social interventions by British government
A	Development of Education under British rule :Indigenous And Modern
B	Famine and pandemic during British rule and their policy . Public Health;
C	Impact of colonial intervention on society; Nationalism & Social change
Mode of examination	Theory/Jury/Practical/Viva

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

| Readings Text book/s* | *David Gilmour. (2018) The British in India: ASocial History of the Raj. FSG:NewYork. James Mill, (1826) The History of British Indiain 6 vols. (3rd edition) London: Baldwin, Cradock, and Joy Ahmad, Imtiaz. (1971). „Caste Mobility Movements in North India‟, Indian Economicand Social History Review, 8 (2), pp. 164-91. Carroll, Lucy. (1978). „Colonial Perceptions of Indian Society and the Emergence of Caste(s) Associations‟, The Journal of Asian Studies, 37(2), February, pp. 233-50. Guha, Sumit. (2003). „The Politics of Identity and Enumeration in India c. 1600–1990‟,Societyfor Comparative Study of Society and History, pp. 148-67. Sarkar, Sumit and Tanika Sarkar, eds. (2014). Caste in Modern India, Vol. 1, Ranikhet: Permanent Black. (Chapter 9: Padmanabh Samarendra, „Anthropological Knowledge‟, pp.255-96; Chapter 10: Frank Conlon, „The Censusof India‟, pp. 297-310; Chapter 11: Bernard Cohn, „The Census, Social Structure‟,pp. 311-39). Cohn, Bernard S. (2004). "Notes on the history ofthe study of Indian society and culture". in his AnAnthropologist among the Historians and Other Essays, Delhi: Oxford India. Cohn, Bernard S. (2004). "Census, social structure and objectification in British India", Inhis An Anthropologist Among Historians and Other Essays, Delhi: Oxford India Sarkar, Tanika. (2002). "Missionaries, Convertsand the State in Colonial India", Studies in History, Vol. 18, No. 3, PP. 22-32.. |

- Gupta, Charu, *The Gender of Caste: Representing Dalits in Print*, Ranikhet: Permanent Black, 2016, Introduction, pp. 1-30.
- Rao, Anupama (ed.). (2003). *Gender and Caste.* Delhi: Kali for Women, Introduction, pp. 1-47.
- David Arnold, Colonizing the Body, Medicineand Epidemic Disease in Nineteenth Century India, Delhi, 1983.
- "Touching the Body: Perspective on the Indian plague", in Ranajit Guha, Gayatri Chakravarty Spivak, Eds, selected subaltern Studies, OxfordUniversity Press, 1983.
- Aparna Basu, Essays in the History of Indian Education Concept Publishing Company, NewDelhi, 1982.

Desai, A.R., Social background of IndianNationalism, Bombay, 1948

- E.P.Thompson, The Making of the EnglishWorking Class, Harmondsworth, 1968
- Gail Minault, Secluded Scholars: Women"s Education and Muslim Social Reform in colonialIndia, OUP, Delhi, 1998.
- Gyanendra Panday, The Construction of Communalism in Colonial North India, Delhi,OUP. 1995
- Maitreyi Chaudhari, India Women"s Movement:Reform and Revival, Radian Publishers, New Delhi, 1993.
- Partha Chatterji: Nationalist thought And the Colonial World: A Derivative Discourse, OUP,Delhi, 1988
- Tanika Sarkar, Hindu Wife, Hindu Nation: Community, Religion And Cultural Nationalism,Permanent Black, New Delhi, 2001.

B. B. Misra *The Indian middle classes: their growth in modern times*. London, etc.: OxfordUniversity Press for the Royal Institute of International Affairs, 1961.

School: SHSS		Batch: 2021-25
Programme: B.A.		
Branch: History		Semester: VIII

1	Course Code	BHI 455
2	Course Title	**History of Contemporary World, 1945-2000 CE**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	The course objective is to enable the students to: ● Analyse the social and political diversity present in the contemporary world through the basic tools of historical inquiry. ● Debates about local and global phenomena taking place in the contemporary world after analysing diverse ideological, theoretical and normative approaches common to historical inquiry. ● To acquire essential concepts, skills, and analytical methods needed to explore diverse historical phenomena taking place in the twentieth century.
6	Course Outcomes	After completing the course, students would be able to: CO1: Identify and describe the main forces, persons, events, movements, etc. which shaped world history in this period CO2: To identify the mechanism used to maintain the cores of global power as manifest in alliances and institutions. CO3: To understand the local, national, regional, and global aspects of diverse historical occurrences. CO4: Integrate knowledge of the history of the contemporary world with political and economic approaches to the subject and to reach, express, and defend reasoned explanations and judgments on critical issues in contemporary world history CO5: The students will get a deeper understanding of the third world ansd soviet disintegration CO6: Students will learn about the post war Developments of social, political and economic scenarios.

7	Course Description	As our world grows smaller with each new technological advance, it becomes increasingly important to know and understand that world and our place in it. The main focus of this course is to enlighten the students with world history and global issues throughout the second half of the 20th Century. As students study these significant global events, they will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government. Contemporary world history will help the students to learn the origins and history of several international organization, international politics and even the conflicts that occupy the world around us. This course will provide students with a solid grounding in contemporary world history and ideally encourage then to pursue further historical interests.
	Unit 1	**Post War World**
	A	Post World War-II Global order: impact of second world war- Yalta Conference; Potsdam Conference; Paris Peace Treaties 1947; Economy Formation of United Nations: Formation, organisations and its role
	B	Formation of United Nations: Formation, organisations and its role (Security Council; WHO; ICJ and so on; United Nations Trust Territories, Human Rights, Disarmament)
	C	Post WW-II Foreign policy of USA and Soviet Russia: Truman Doctrine & Marshal plan;Cominform, Berlin Blockade
	Unit 2	**Rise of Bilateralism and selected crisis at Global Arena**
	A	Cold War: causes, course and events (Armed Race,Space race, foreign policy and international order etc.; SALT, START, Apollo-Soyuz Test Project,)
	B	Socialist block: Soviet Eastern Europe: Warsaw Pact; Asia: Korean War, Vietnam War
	C	Capitalist block: Americanisation of Western Europe: NATO; Cuban Crisis, Berlin Crisis

Unit 3	**Third world and Soviet disintegration**		
A	The Third World, NAM, Commonwealth		
B	Disintegration of Socialist block: Glasnost and Perestroika, Democratisation of Poland, Velvet revolution, Malta Talks, German reunification, End of Warsaw Pact End of Cold war: Impact upon Europe, Western and Eastern; Impact upon US policy: the case for Unipolarism; Globalisation and its impact.		
C	Apartheid movement- 1948-1990s		
Unit 4	**Multilateral and Regional Institutions**		
A	G20, EU, NAFTA,		
B	BRICS, SAARC and BIMSTEC, SCO, OIC		
C	ASEAN and APEC, IORA		
Unit 5	**Global Economy and Security**		
A	International Economic and Trade: Origin and History of GATT, WTO; MFN Clause, National Treatment Clause, Codes on Anti-Dumping and Subsidies; WTO‟s Dispute Settlement Mechanism.		
B	International security: PTBT, NPT & CTBT; The Laws of Outer Space (Moon Treaty, Geostationary)		
C	Kyoto protocol, Cancun, Developed versus theDeveloping.		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

| | Readings Text book/s* | The world since 1945, Keith Robbins, 1998 The History of the World, Eric Hobsbawn(1914-1991)1996 Alperovitz G., Atomic Diplomacy: Hiroshimaand Potsdam Arnold Guy, The End of the Third World Bartlett C. J., International Politics: States,Power and Conflict since 1945 Calvocorressi P., World politics since 1945 Gamble A. & Payne A. (ed.) , Regionalismand World Order Gung-Wu-Wang, China and the world since1949 Halle L. J., The Cold War as History Lowe Peter, The Origins of the Korean War Sheehan Neil (ed.), The Pentagon Papers William T, Tow, Ramesh Thakur & In-TaekHyan (ed), Asia‟s Emerging Regional Order: Reconciling Traditional and Wukkuans W. A., Empire as a way of life Trevor Samson. 2000. Issues in InternationalRelations. London: Routledge Abraham Ascher. 2107. Russia: A Short History. London: One World Publications. Martin Dixon. 2007. Textbook on InternationalLaw. Oxford: OUP. Laurie Blank and Gregory Noone. 2016. International Law and Armed Conflict: Fundamental Principles and Contemporary Challenges in the Law of War. Alphen aan denRijn, Netherlands: Wolters Kluwer Publishers Shawkat Alam, Sumudu Atapattu and Carmen Gonzalez. 2016. International EnvironmentalLaw and the Global South. Cambridge: Cambridge University Press. Matthias Herdegen. 2016. Principles of International Economic Law. Oxford: Oxford Margaret Karns and Karen Mingst, eds., „International Organizations: The Politics andProcesses of Global Governance‟, Lynne Rienner Publishers, 2015. Brian Frederking and Paul F. Diehl, „Politicsof Global Governance: International Organizations in an Interdependent World‟, Lynne Rienner Publishers, 2015. Michael Barnett and Martha Finnemore, 2004. „Rules for the World: International Organizations in Global Politics. Ithaca:Cornell University Press P. Eric Louw .The Rise, Fall, and Legacy ofApartheid. Praeger, 2004 William Beinart; Saul Dubow . Segregationand Apartheid in Twentieth-Century South Africa. Routledge, 1995 Vijay Prashad, Howard Zinn (Ed.). The DarkerNations: A People's History of the Third World. New Press. 2007 |

School:	School of Humanities & Social Sciences Batch : 2021	
Programme:	B.A.	
Branch:	History Semester: VIII	
1	Course Code	
2	Course Title	**History of Contemporary India, 1947-2000 CE**
3	Credits	6
4	Contact Hours(L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	1. To analyze and understand the social and political diversity present in the contemporary world through the basic tools of historical inquiry. 2. To understand the debates about local and global phenomena taking place in the contemporary India after analyzing diverse ideological, theoretical and normative approaches common to historical inquiry. 3. To acquire essential concepts, skills, and analytical methods needed to explore diverse historical phenomena taking place in the twentieth century India. 4. To understand the division of states and consolidation of India as a nation.
6	Course Outcomes	CO1: Students will learn about the post-1947 developments of social, politicaland economic scenarios of India. CO2: The students will be able to acquaint themselves with the idea ofemergence of India as a nation. CO3: The students will be able to classify how certain states were created onthe basis of linguistic identities. CO4: The students will be able to independently identify, and critically read,analyze, and compile information from a variety of historical and scholarly sources. CO5: The students will be able to identify India''s place & position in the contemporary world. CO6: Students will learn about the post-colonial developments of social,political and economic scenarios of India.

7	Course Description	This course presents some important vignettes of a complex, highly diverse India that is also witnessing unprecedented changes since its formal independence in 1947 from Great Britain. The lectures revolve around social dimensions of change, the continuing influence of ancient texts on contemporary India, political democracy, economic transition from the state to the market, gender relations, India's economic globalisation and changing world view. This course examines social, political and economic developments in India since independence in 1947, and places these developments in a historical and comparative context. Exploring the sources of India''s diversity as well as unity, riches as well as poverty, the roots of cooperation as well as conflict, progress as well as limitations, the course aims at achieving a nuanced understanding of the working of the world''s largest democracy.
8	Syllabus	CO Mapping
	Unit 1	**Legacy of National Movement & Partition**
	A	Impact of Colonialism on Political, Social, Economic Systems
	B	Aftermath of Partition
	C	Integration of Princely States: Hyderabad, Junagarh &Kashmir
	Unit 2	**Indian Constitution and Consolidation as a Nation**
	A	Indian constitution - Basic Features and Institutions
	B	The Linguistic Reorganization of the States & Regionalism
	C	Evolution and development of Parliamentary Democracy
	Unit 3	**Socio-Economic & Political Developments SinceIndependence**
	A	Development of Science & Technology
	B	Indian Economic development - industrialization,liberalization and globalization.
	C	Significance of political & social movements
	Unit 4	**Contemporary Issues & Challenges**
	A	Issue of Identity Politics: Communalism;Regional and Caste Consciousness
	B	Civil Society Activism
	C	Corruption in Indian Public Life: Scams and Scandals
	Unit 5	**India and the World**
	A	**India''s foreign policy during the Nehru(147-1964)) and post-Nehru period(1964-2000), Challenges & Responses** **Issue of Non-Alignment**

		● **Conflicts & Wars with Pakistan**		
	B	**Emergence of Terrorism**		
	C	**India"s role in the Contemporary World**		
	Mode of examination/ Evaluation method	**Theory/Jury/Practical/Viva**		
	Weightage Distributio n	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	handra, Bipin, Aditya Mukharjee, Mridula Mukherjee, *India Since Independence*, New Delhi: Penguine Books India, 2011 asan, Zoya. *Parties and Party Politics in India*. New Delhi: OUP, 2004		
	Other References	Balbushevik, A. & Dyakov, A.M.:A Contemporary History ofIndia Hasan, Mushirul, India's Partition: Process, Strategy andMobilization Austin, Granville.*Working a Democratic Constitution: theIndian Experience*. New Delhi: OUP, 1999. Balakrishnan, P. *Economic Growth and its Distribution in* India. Hyderabad: Orient Black Swan, 2005. Beteille, A. *Democracy and Its Institutions*. New Delhi: OUP,2012. Chakrabarty, D., Rochona Majumdar, Andrew Sartori.*Fromthe Colonial to the Post- Colonial: India and Pakistan in Transition*. New Delhi:OUP, 2007. Chaterjee, Partha ed. *State and Politics in India*. New Delhi:OUP, 1994. Dhawan, Rajeev, ed. *Law and Society in Modern India*. NewDelhi: OUP, 1997. Dreze, Jean and Amartya K. Sen. *Indian Development: Selected Regional Perspectives*. New Delhi: OUP, 1997. Frankel, Francine R. *India's Political Economy*. New Delhi: OUP, 2005. Frankel, Francine R., ed. *Transforming India: Social and Political Dynamics of Democracy*. Oxford: OUP, 2000. Guha, Ramachandra.*India after Gandhi*.London: Picador,2007. Jaffrelot, Christophe. *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s*. New Delhi: Penguin, 1999. Kothari, Rajni. *Caste in Indian Politics*. New Delhi: Orient Longman, 1970.		

King, Robert D. *Nehru and the Language Politics of India*. New Delhi: OUP, 1997.

Kochanek, Stanley.*The Congress Party of India: the Dynamics of One Party Democracy*. Princeton: PUP, 1968.

Kohli, Atul.*The State and Poverty in India: the Politics of Reform*. Cambridge: CUP, 1987.

abir, Nasreen Munni. *Bollywood: the Indian Cinema Story* Channel 4 London, 2001.

arlo, Emma. *Unsettling Memories: Narratives of the Emergency in Delhi*. Los Angeles:University of California Press, 2003

Vinaik, Achin and Rajeev Bhargava.*Understanding Contemporary India*, Hyderabad: Orient Black Swan, 2010.

Bilgrami, A.*Democratic Culture*, New Delhi: Routledge, 2011.

Minor Elective papers (Subject-IV in NEP structure)

offered at University level

by the Department of History, SHSS(open to all

students)

School:	School of Humanities & Social Sciences	Batch : 2021
Programme:	**B.A.**	
Branch:	**History**	**Semester: II**

1	Course Code	BHI158
2	Course Title	**History for Competitive Exams-I**
3	Credits	4
4	Contact Hours(L-T-P)	4-0-0
	Course Type	M (Elective) Open to all students at University level
5	Course Objective	1. To enhance knowledge of history. 2. To prepare our students for competitive examinations 3. To enable students to know about significant events in Indian history from pre-history to Delhi Sultanate 4. To stimulate the student"s interest and understanding of India"s past
6	Course Outcomes	CO1: The students will gain knowledge regarding India"s glorious past. CO2 The students will develop a sense of chronology in regard to the historicalevents in India. CO3: The students will be able to attempt objective as well as subjective typesof questions in competitive exams. CO4: The students will develop sharp knowledge of Indian history and culture. CO5: The students will be able to classify the basic themes, concepts, chronology and the effects of various religious sects and dynasties that wereestablished over time. CO6 : The students will be able to get an overview of the major dynasties thatemerged in the early medieval and sultanate period.
7	Course Description	The course maps the historical developments in Indian Subcontinent from Prehistoric age to Medieval period and establishment of Delhi Sultanate. It covers the origins of human civilisation from stone age to origins of agriculture and development of establishment of an urban civilisation and metal-based cultures from copper to bronze and iron. It also unravels the history of great

		Mauryan Empire and contacts with Central Asia during post Mauryan period. The paper also traces the changes in agrarian relations in post-Gupta period and development of feudalism to advent of Islam in Indian Subcontinent the establishment of Aibak, Khalji, Tughluq dynasty in Medieval India. It also traces the rise of regional kingdoms Vijaynagar and Bahmani in Deccan and therule of Lodhis in North India.
8	Syllabus	
	Unit 1	**Prehistoric to Vedic Age**
	A	Prehistoric Cultures
	B	Indus Valley Civilisation
	C	Vedic & Later Vedic Age
	Unit 2	**Rise of Mahajanpadas to Mauryas**
	A	Mahajanpadas to Nandas
	B	Buddhism & Jainism
	C	Mauryan Empire & Post -Mauryas
	Unit 3	Foreign Invasions to Guptas
	A	Contact with outer world -Indo-Greeks, Sakas, Kushanas etc.
	B	State formation in Deccan & Peninsula
	C	The Guptas and their descendants
	Unit 4	**Early Medieval to Delhi Sultanate**
	A	Major dynasties in Early Medieval India & Arabs
	B	Cultural Trends: 750-1200
	C	Delhi Sultanate: Slave Dynasty to Tughlaqs
	Unit 5	**Post Sultanate, Vijayanagar & Bahmani**
	A	Vijayanagar & Bahmani Kingdom
	B	Lodhi & Sayyids
	C	Monotheistic Movements

	Mode of examination/ Evaluation method	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	A.L. Basham, *The Wonder that was India*, Sidgwick Jackson,1967 D. N. Jha, *Ancient India An Introductory Outline*, Verso, 2002.R S Sharma, *India's Ancient Past*, Oxford University Press, 2005 Upinder Singh, *A History of Ancient and Early MedievalIndia,* Pearson, 2009. J L Mehta, *Advanced Study in the History of Medieval India,* Sterling, 1983 handra, Satish, *History of Medieval India: (800-1700)*, New Delhi, Orient Blackswan, 2014 ipul Singh, *Interpreting Medieval India*, MacmillanPublishers, 2009		
	Other References	R. C. Rayhaudhuri, *An Advanced History of India*,Macmillan India, 1974. L. H. Morgan, *Ancient Society*, Holt and Co., 1877. Romila Thapar, *Ancient Indian Social History*, OrientLogman, 1978. Romila Thapar, *Recent Perspectives of Early IndianHistory*, Popular Prakashan, 1995. Romila Thapar, *Early India from the Origins to AD 1300*,Penguin, 2001. Romila Thapar, *Ashoka and the Decline of Mauryas,* Delhi: Oxford India Perennials, 2012 R. S. Tripathi, History of Ancient India, MotilalBanarsidas, 1967. D. P. Agrawal, *The Archaeology of India*, Select BookService, 1984. Lesli Orr‟s *Donors, Devotees and Daughter ofGods:Temple Women in South India*, OUP, 2000 Vijaya Ramaswamy‟s *Walking Naked: Society and Spirituality in South India*, 2007 P. V. Kane, History of Dharmashastra, 5 Vols. BhandarkarOriental Research Institute, 1968-77 B. N. Puri, *Ancient Indian Historiography*, Atma Ram &Sons, 1994.		

School:	School of Humanities & Social Sciences	Batch : 2021
Programme:	B.A.	
Branch:	History	Semester: IV

1	Course Code	BHI260
2	Course Title	**History for Competitive Exams-II**
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Minor (elective) <u>open to all students at University level</u>
5	Course Objective	1. To enhance knowledge of history. 2. To prepare our students for competitive examinations 3. To enable students to know about significant events in Indian history during Mughal Empire as well as British rule. 4. To stimulate student''s interest and understanding of India''s past
6	Course Outcomes	CO1: The students will develop a sense of chronology in regard to the historical events in India. CO2: The students will be able to attempt objective as well as subjective types of questions in competitive exams. CO3: The students will develop sharp knowledge of Indian history and culture. CO4: The students will be able to understands the chronology of events from establishment of Mughal rule entry of East India Company to overthrow of British rule from India. CO5: The student attains knowledge of national movement in India and the rise and growth of Communalism which led to the partition of India and formation of two new nations. CO6: The students will get an overview of movements that contributedto the Indian freedom struggle.

7	Course Description	The course maps the developments of Indian history from establishment of Mughal Empire from Babur to Aurungzeb, decline of Mughal Empire, entry of British East India Company, national awakening, socio-religious reform movement, rise and growth of nationalism, transfer of power to British Crown, imperialist policies and drain of wealth, formation of INC, the national movement and finally partition of India and India"s independence.
8	Syllabus	
	Unit 1	**Mughal Empire**
	A	Akbar to Aurungzeb
	B	Society, Economy, Art Architecture & Literature
	C	Decline of Mughal Empire, Rise of Marathas, Afghans, Regional States-Composite Culture, Rise of Urdu language
	Unit 2	**British Extension in India**
	A	The Carnatic Wars, invasion of Bengal, Mysore, Anglo- Maratha War, Regulating & Pitts India Act, Early composition of British Raj
	B	Economic Impact of British Raj: Ryotwari, Mahalwari, Permanent Settlement, Railways, Commercialisation of Agriculture & Deindustrialisation
	C	Cultural Encounter & Social Changes: Western education & Modern thoughts, Religious & Social Reform movements, Vernacular press, rise of modern literature in Indian languages
	Unit 3	**Confrontation to British Rule & Growth ofnationalism**
	A	Early Uprisings; The 1857 Revolt-reasons, character, course and result
	B	Growth of national consciousness, creation ofassociations, Establishment of INC
	C	Moderates & Extremists, Partition of Bengal Swadeshi Movement , Home- rule League to Congress-League

		Pact.
	Unit 4	**Indian National movement**
	A	Gandhi‟s entry into national movement-NCM, CDM,Khilafat Movement, Quit India Movement
	B	Revolutionary Terrorism, Rise of Left, Subhash Bose &INA, post 1945 developments.
	C	Separatist Movements in Indian politics-the HinduMahasabha, Muslim League, Partition & Independence
	Unit 5	**India's Independence to 1964**
	A	Parliamentary, Democratic & Secular, J L Nehru‟s vision
	B	Foreign Policy
	C	Planning & State Controlled industrialization, Agrarianmodification
	Mode of examination/ Evaluation method	Theory/Jury/Practical/Viva

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	Bandhopadhyay, Shekhar. *From Plassey to Partition: AHistory of Modern India*. Delhi: Orient Blackswan, 2004 Chandra Satish, *From Sultanate to Mughals* (1526-1748)Har-Anand Publications, 2004 Chandra, Bipan, Aditya Mukharjee, Mridula Mukharjee India‟s *Struggle for Independence*, Penguin Books, 1989 Dube, Ishita Banerjee, *A History of Modern India*,Cambridge University Press, 2015 Sarkar, Sumit, *Modern India 1885-1947,* PalgraveMacmillan, 1989

| | Other References | Prasad, Ishwari. *History of Medieval India*. Allahabad: Indian Press Ltd., 1976.
Stein, B. *Peasant, State and Society in Medieval South India*. New Delhi: Oxford University Press, 1980.

Ali, Athar. *Mughal India, Studies in Polity, Ideas, Society & Culture*. New Delhi, Oxford University Press, 2006.

Hasan, N. *Religion, State and Society: Collected works of Nurul Hasan*. New Delhi: Oxford University Press, 2005. revised edn., New Delhi: Oxford University Press, 1999.

Raychaudhuri, T. and I. Habib, eds. *Cambridge Economic History of India.* vol. I, Cambridge: Cambridge University Press, 1982.

Guha, Ramachandra, *India after Gandhi,* London: Picador, 2007.

Hasan, Zoya. *Parties and Party Politics in India*. New Delhi: OUP, 2004. | |

SHSS Vocational Course Basket(To be

chosen by the student)

One set of Vocational course (3x4=12 credits) should be chosen by the studentFrom the vocational-course basket:

Semester	Set-1* [offered by Department of Psychology]	Set-2* [offered by Department of Yogic Science]	Set-3* [offered by Department of English]	Set-3* [offered by Department of Geography]
I	Fundamentals of MS Word forAcademic Writing	Introduction toYoga	Professional Skills-I	Fundamentals of Remote Sensing
II	Fundamentals of Power Point forAcademic Presentation	Basics of the Yogic Science	Professional Skills-II	Fundamentals ofGIS & GPS
III	Fundamentals of Excel for DataAnalysis	Applied Yoga	Professional Skills-III	Advances in RemoteSensing and GIS: Digital Image Processing
IV	Digital Social Research	Techniques of Yogic Therapy	Professional Skills-IV	Remote Sensing andGIS Applications

*Course module will be provided by the respective Department

Co-Curricular Papers&
Community Connect Project

[Offered at Central level]by the
University
as per the recommendations of the NEP-UPHC

List of Co-Curricular papers* offered by University to all Schools:

S.No.	Paper code UPHE/ Sharda Univ.	Paper	credit	Semester	Type
1	Z010101T / COC101	Food, Nutrition and Hygiene	2	I	Co-Curricular (Minor)
2	Z020201/ COC201	First aid and Health	2	II	Co-Curricular (Minor)
3	Z030301/ COC301	Human Values and Environment studies	2	III	Co-Curricular (Minor)
4	Z040401/ COC401	Physical Education and Yoga	2	IV	Co-Curricular (Minor)
5	Z050501/ COC501	Analytic Ability and Digital Awareness	2	V	Co-Curricular (Minor)
6	Z060601/ COC601	Communication Skills & Personality Development	2	VI	Co-Curricular (Minor)
	CCO701	Community Connect Project	2	III	Project

*Course module will be provided by the course instructor.