

***School of Humanities & Social Sciences***  
***B.A. (Hons.) History***  
***Batch:-2018-2021***  
***Programme Code: SLC0104***

## **1. Standard Structure of the Program at University Level**

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### **1.1 Vision, Mission and Core Values of the University**

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#### **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**

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

#### **Core Values**

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

## 1.2 Vision and Mission of the School

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### **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 Programme Educational Objectives (PEO)**

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#### **1.3.1 Writing Programme Educational Objectives (PEO)**

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**PEO1:** To understand concepts and principles of different disciplines of humanities, social sciences and languages and their inter-relation.

**PEO2:** To demonstrate a detailed understanding of the selected core discipline of study.

**PEO3:** To apply an independent approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.

**PEO4:** To work as independent critically discerning and creative participant in the workplace, community and personal life.

### 1.3.2 Program Outcomes (PO's)

#### **Program Outcomes of the BA (Hons.) History program are:**

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PO1: **Knowledge:** To retrieve the familiarity with a range of historical subjects.

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

PO3: **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.

#### **Program Specific Outcomes (PSO's)**

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PSO1: Engaging students' mind and imagination in the study of human existence, different civilizations, times, places, and cultures

PSO2: Promoting acquisition of historical knowledge and critical thinking so as to enable students to assess and interpret past backed by logic, critical thinking, and research.

PSO3: Preparing students to demonstrate competency in the skills of historical explanation, discernment, and synthesis.

PSO4: Building capacity to join various career options like the study of archaeological evidence, artefacts, conduct research by studying historical documents, interpretation and evaluation

**Program Structure Template**  
**School of Humanities and Social Sciences**  
**BA (Hons.) History**  
**Batch: 2018-2021**  
**TERM: I**

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
			L	T	P			
THEORY SUBJECTS								
1	BIS101	Individual and Society- I	5	1	0	6	Core	CC
2	BPO101	Issues and concepts in Political Theory	5	1	0	6	Core	CC
3	BSO101	Introduction to Sociology	5	1	0	6	Core	CC
4	OPE	Open Elective (To be opted by students)	2	0	0	2	GE	GE
5	FEN101	Functional English	1	0	1	1	AECC	AECC
PRACTICAL/VIVA-VOCE/JURY								
6	ENP102	Functional English Lab- I	0	0	1	1	AECC	AECC
TOTAL CREDITS						22		

**Program Structure Template**  
**School of Humanities and Social Sciences**  
**BA (Hons.) History**  
**Batch: 2018-2021**

**TERM: II**

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre- Requisite/ Co Requisite	Type of Course:
			L	T	P			
THEORY SUBJECTS								
1	BIS102	Individual and Society- I	5	1	0	6	Core	CC
2	BPS101	General Psychology	5	1	0	6	Core	
3	BHI101	History of India from Ancient Times to 750 C.E.	5	1	0	6	Core	CC
4	OPE	Open Elective (To be opted by students)	2	0	0	2	Elective	
5	EVS106	Environmental Science	3	0	0	3	AECC	
6	FEN102	Functional English- II	1	0	1	1	AECC	AECC
PRACTICAL/VIVA-VOCE/JURY								
7	ENP103	Functional English Lab- II	0	0	1	1	AECC	AECC
TOTAL CREDITS						25		

**Program Structure Template**  
**School of Humanities and Social Sciences**  
**BA (Hons.) History**  
**Batch: 2018-2021**

**TERM: III**

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
			L	T	P			
THEORY SUBJECTS								
1	BHI 201	Early Medieval & Medieval India: 600-1200 C.E.	5	1	0	6	Core	CC
2	BHI 202	History of Modern West I (1453-1789 C.E.)	5	1	0	6	Core	CC
3	BHI 203	History of India: 1200-1526 C.E.	5	1	0	6	Core	CC
4	CAP 201	Computer Application	2	0	0	2	SEC	SEC
5	HMM 111	Values and Ethics	2	0	0	2	AECC	AECC
TOTAL CREDITS						22		

**Program Structure Template**  
**School of Humanities and Social Sciences**

**BA (Hons.) History**

**Batch: 2018-2021**

**TERM: IV**

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
			L	T	P			
THEORY SUBJECTS								
1	BHI 204	History of Medieval India: 1526-1707 C.E.	5	1	0	6	Core	CC
2	BHI 206	History of Modern West II (1789-1945 C.E.)	5	1	0	6	Core	CC
3	BHI 205	Indian History in the Phase of Transition: 1707-1857 C.E.	5	1	0	6	Core	CC
4	BHI 207/ BHI 208	History of Modern China (1839-1976 C.E.) OR History of Modern Japan: (1850-1952 C.E.)	5	1	0	6	Elective	DSE
TOTAL CREDITS						24		

**Program Structure Template**  
**School of Humanities and Social Sciences**  
**BA (Hons.) History**  
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**TERM: V**

TERM: V								
S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
			L	T	P			
THEORY SUBJECTS								
1	BHI301	An Introduction to Methods of Historical Research	5	1	0	6	Core	CC
2	BHI302/ BHI303	India since Independence (1947-2000 C.E.) <b>OR</b> World Politics in the 20th Century (1945-2000 C. E.)	5	1	0	6	Core	CC
3	BHI304/ BHI305	Introduction to the Study of Archaeology <b>OR</b> Gender in Indian History up to 1950	5	1	0	6	Core	CC
4	PDP 306	Personality Development & Leadership Skills	2	0	0	2	SEC	SEC
TOTAL CREDITS						20		

**Program Structure Template**  
**School of Humanities and Social Sciences**  
**BA (Hons.) History**  
**Batch: 2018-2021**  
**TERM: VI**

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
			L	T	P			
THEORY SUBJECTS								
1	BHI307	Indian Independence Movement :1858-1947 C.E.	5	1	0	6	Core	CC
2	BHI308	Reading Primary Sources	5	1	0	6	Core	CC
3	BHI309	Understanding Heritage OR Delhi through the Ages	5	1	0	6	DSE	DSE
4		Academic Writing	2	0	0	2	SEC	SEC
5	BHI311	Capstone Project	6	0	0	6	DSE	DSE
TOTAL CREDITS						26		
TOTAL CREDITS FOR SIX SEMESTERS						141		

### Course Template

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: I</b>
1	Course Code	BSO101
2	Course Title	Introduction to Sociology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> <li>1. To introduce the discipline to students from diverse trainings and capabilities.</li> <li>2. To introduce the students to a sociological way of thinking.</li> <li>3. To provide a foundation for the other more detailed and specialized courses in sociology</li> </ol>
6	Course Outcomes	CO1: The student will be able to identify sociological concepts CO2: The student will be able to associate with sociological ways of thinking CO3: The student will be able to apply sociological theories. CO4: The student will be able to analyze the significance of studying social groups, social institutions, social change, and social action.
7	Course Description	Introduction to Sociology aims to introduce students to the scientific study of society. As such, it closely examines human interactions and cultural phenomena and the effects of these on groups and individuals.
8	Outline syllabus	
	Unit 1	<b>Sociology as a discipline</b>
	A	History of Sociology
	B	Thinking Sociologically
	C	Emergence of Sociology and Social Anthropology
	Unit 2	<b>Theoretical orientations</b>
	A	Structural Functionalist perspective
	B	Conflict perspective
	C	Micro perspective
	Unit 3	<b>Concepts</b>

	A	Socialization		
	B	Structure and Function		
	C	Social Control and Change		
	Unit 4	<b>Concepts</b>		
	A	Individual and Group		
	B	Associations and Institutions		
	C	Culture and Society		
	Unit 5	<b>Relationship between Sociology and Other Social Sciences</b>		
	A	Sociology and Social Anthropology		
	B	Sociology and History		
	C	Sociology and Psychology		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1) C.W.Mills (1959) <i>The Sociological Imagination</i> 2) P. Berger (1963) <i>Invitation to Sociology: A Humanistic Perspective</i> 3) Z. Bauman (1990) <i>Thinking Sociologically</i> 4) M. Haralamboss: <i>Sociology Perspectives &amp; Themes</i>		
	Other References	As provided by the course instructor		

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<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: I</b>
1	Course Code	BIS 101
2	Course Title	Individual and Society – I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> <li>1. To understand the concept of individual and society and their relationship.</li> <li>2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of class, caste, gender, race and war.</li> <li>3. To locate the literary works in the larger social contexts.</li> <li>4. To use the texts as a mode of instruction and not merely delight.</li> <li>5. To allow them scope for further research in the domain.</li> </ol>
6	Course Outcomes	<p>CO1: The student will be able to identify various sociological concepts</p> <p>CO2: The student will be able to explain various methods useful for studying society through literature.</p> <p>CO3: The student will be able to illustrate how and why a social phenomenon is produced.</p> <p>CO4: The student will be able to analyze various contemporary events in light of the course outline.</p>
7	Course Description	This paper has been designed to make the students aware of the concept of Individual and Society and the relationship between the two based on the issues of class, caste, gender, violence and race. This will enable students to use literature as a medium to highlight and address various issues plaguing the society. It would also encourage a comparative study of social discourses to enable them to arrive at practical solutions to everyday issues of discrimination and deprivation.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction</b>
	A	Introduction to the concept of Individual
	B	Introduction to the concept of Society
	C	Relationship between Individual and Society

	<b>Unit 2</b>	<b>Caste/Class</b>		
	A	Introduction to the concept of Caste and Class Difference between Caste and Class		
	B	Deliverance by Premchand (Fiction)		
	C	Caste Laws by Jyotirao Phule (essay)		
	<b>Unit 3</b>	<b>Caste/Class</b>		
	A	Joothan by Valmiki (narrative essay)		
	B	Kallu by IsmatChughtai (Fiction)		
	C	Bosom Friend by Hira Bansode (Poem)		
	<b>Unit 4</b>	<b>Gender: Introduction to the concept of Gender in con- text of the society</b>		
	A	<i>The Exercise Book</i> by Rabindranath Tagore (Fiction)		
	B	<i>Girl</i> by Jamaica Kincaid (prose monologue)		
	C	<i>Yellow Fish</i> by Ambai (Short Story)		
	<b>Unit 5</b>	<b>Race- Meaning and Significance in context of the society</b>		
	A	<i>Black Out</i> by Roger Mais (Fiction)		
	B	<i>Jump</i> by Nadine Gordimer (Fiction)		
	C	‘Telephone Conversation’ by Wole Soyinka (Poem) ‘Still I Rise’ by Maya Angelou (Poem) ‘Harlem’ by Langston Hughes (Poem)		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
		Text book/s*	1. Individual and Society: An Anthology	

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<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: I</b>
1	Course Code	BPO101
2	Course Title	Concepts and Debates in Political Theory
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> <li>1. This course aims to introduce certain key aspects of conceptual analysis in political theory.</li> <li>2. This course aims to imbibe the skills required to engage in debates surrounding the application of the concepts.</li> <li>3. This course aims to blending the conceptual approach to political theory with both elements of the history of ideas and the application of ideas to political issues.</li> <li>4. This course aims to develop the capacity to think critically in an analytically rigorous way.</li> </ol>
6	Course Outcomes	CO1: The student will be able to define political theory and concepts. CO2: The student will be able to understand, interpret and explain the relevance of political theory, its basic normative concepts. CO3: The student will be able to apply the knowledge of each concept to a political argument. CO4: The course will help the students to reflectively analyze and appraise social practices through the relevant conceptual tool kit. CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.
7	Course Description	This is an introductory paper trying to expose students to some basic ideas and concepts in Political Science. Effort has been made to orient students to the methodological and ideological traditions in political science.
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	<b>Unit 1</b>	<b>Introduction to Political theory</b>
	A	What is Political Theory?
	B	Relevance of Political Theory
	C	Traditions of Political Theory- Liberal, Marxist, Conservative
	<b>Unit 2</b>	<b>Concepts in Political Theory: Liberty</b>
	A	Liberty: Meaning, Evolution, J. S. Mill on Liberty
	B	Negative and Positive Liberty. Idea and Practice of Democracy
	C	<b>Debate:</b> On what grounds is censorship justified and what

		are its limits?		
	<b>Unit 3</b>	<b>Concepts in Political Theory: Equality</b>		
	A	Equality: Meaning, Evolution		
	B	Why equalize and Equality of what?		
	C	<b>Debate:</b> Does protective discrimination violate principles of fairness?		
	<b>Unit 4</b>	<b>Concepts in Political Theory: Rights</b>		
	A	Rights: Meaning, Evolution		
	B	Theories of rights, Human rights		
	C	<b>Debate:</b> Human Rights and Cultural Relativism		
	<b>Unit 5</b>	<b>Concepts in Political Theory: Justice</b>		
	A	Justice: Distributive and Procedural Justice / Rawl's theory of justice.		
	B	Justice and capabilities		
	C	<b>Debate:</b> National Vs Global Justice		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Bhargava, R. and Acharya, A. (2008) 'Political Theory: An Introduction'. New Delhi: Pearson Longman. 2. O.P.Gauba (2009), 'An Introduction to Political Theory', MacMillan Publishers, New Delhi.		
	Other References	Relevant materials will be provided by the subject teacher.		

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<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: II</b>
1	Course Code	BIS 102
2	Course Title	Individual and Society - II
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> <li>1. To understand the concept of individual and society and their relationship.</li> <li>2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of class, caste, gender, race and war.</li> <li>3. To locate the literary works in the larger social contexts.</li> <li>4. To use the texts as a mode of instruction and not merely delight.</li> </ol> <p>To allow them scope for further research in the domain.</p>
6	Course Outcomes	<p>CO1: The student will be able to identify various sociological concepts.</p> <p>CO2: The student will be able to discuss various methods of studying applied literature.</p> <p>CO3: The student will be able to apply conceptual frameworks to decode various social phenomena that leads to certain social structure.</p> <p>CO4: The student will be able to analyse various contemporary events thus aligning more towards research.</p>
7	Course Description	This paper has been designed to make the students aware of the concept of Individual and Society and the relationship between the two based on the issues of class, caste, gender, violence and race. This will enable students to use literature as a medium to highlight and address various issues plaguing the society. It would also encourage a comparative study of social discourses to enable them to arrive at practical solutions to everyday issues of discrimination and deprivation.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction</b>
	A	Introduction to the concept of Gender
	B	Gender and Sexuality: Masculinity and Feminity

	C	Relationship of Society and Gender		
	<b>Unit 2</b>	Gender		
	A	‘Shakespeare’s Sister’ by Virginia Woolf (essay)		
	B	‘Breaking Out’ by Marge Piercy (Poem) ‘A Prayer for my Daughter’ by W.B. Yeats (Poem) ‘Marriages are Made’ by Eunice d’Souza (Poem)		
	C	‘Reincarnation of Captain Cook’ by Margaret Atwood (Poem) ‘Highway Stripper’ by A.K. Ramanujan (Poem)		
	<b>Unit 3</b>	Violence and War		
	A	Introduction to the concept of violence and War in context of the society		
	B	‘Return from the Somme’ by Siegfried (Prose Description)		
	C	‘Dulce et Decorum Est’ by Wilfred Owen (Poem) ‘Conscientious Objector’ by Edna St. Vincent Millay (Poem)		
	<b>Unit 4</b>	<b>Violence and War</b>		
	A	‘Ghosts of Mrs. Gandhi’ by Amitav Ghosh (Anecdotal Essay)		
	B	‘The Naming of Parts’ by Henry Road (Poem) ‘General, Your Tank...’ by Bertolt Brecht (Poem)		
	C	‘The Dog of Tetwal’ by Saadat Hassan Manto (Fiction)		
	<b>Unit 5</b>	<b>Living in a Globalised World: Introduction</b>		
	A	Introduction to the concept of Globalisation		
	B	‘Toys’ by Roland Barthes (Essay)		
	C	Zero-Sum Game’ by Bidhas Sen (Fiction)		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Individual and Society: An Anthology		
	Other References	Relevant material will be provided by the course instructor		

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<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: II</b>
1	Course Code	BPS 101
2	Course Title	General Psychology I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. To introduce research methods that would help understand human behavior. 2. To make students understand the perceptual processes. 3. To familiarize the students with concept of learning, memory and forgetting. 4. To introduce various approaches of personality that help in understanding human behaviour.
6	Course Outcomes	CO1:The student will be able to categorize the basic research methods involved in studying human behavior. CO2: The student will be able to comprehend the role of attention and laws of perceptual organization. CO3: The student will be able to use the concept & theories of learning, memory and forgetting to improve their cognitive health. CO4: The student will be able to compare various approaches to personality that help in analyzing human behaviour.
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction to Psychology: Nature and Its Scope</b>
	A	Evolution of Psychology as a scientific discipline, Contemporary perceptive of Psychology.
	B	Subfields & Scope of Psychology
	C	Basic research methods: Experimental, Survey, Case Study, Observation
	<b>Unit 2</b>	<b>Attention &amp; Perceptual processes</b>
	A	Attention: Selective Attention, Sustained and Divided Attention
	B	Perception: Laws of perceptual organization.
	C	Depth and Movement Perception, Illusion.

	<b>Unit 3</b>	<b>Learning</b>		
	A	Classical Conditioning: Pavlov's Experiment, Basic principles- Acquisition, Extinction, Spontaneous recovery, Generalization & Discrimination. Forward and Backward Conditioning.		
	B	Operant Conditioning: Rewards & Punishment, Continuous & Partial Reinforcement Schedule		
	C	Social-Cognitive Learning: Observation Learning, Latent Learning, Observation and Aggression.		
	<b>Unit 4</b>	<b>Memories &amp; Forgetting</b>		
	A	Information-Processing Approach: Encoding, storage & retrieval processes; Atkinson & Shiffrin model of memory: Sensory memory, short-term memory & long-term memory		
	B	Types of Information in Memory: Semantic, Episodic, Pro- cedural; Craik and Lockhart's Levels of Processing		
	C	Forgetting: Retroactive and Proactive Interference, Decay theory, Stragties to improve Memory.		
	<b>Unit 5</b>	<b>Personality</b>		
	A	Meaning, Trait and Type Approach		
	B	Psychoanalytic Approach: Structure of Personality, Levels of Consciousness		
	C	Assessment of Personality, Projective Technique		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854		
	Other References	<ol style="list-style-type: none"> <li>1. Morris, C. G., &amp;Maisto, C. G. (2010). Understanding psychology. New York: Pearson.</li> <li>2. Ciccarelli, S. K., &amp; White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson education.</li> <li>3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of MinandBehaviour. McGraw-Hill Education.</li> <li>4. UK.Coon, D., &amp;Mitterer, J. O. (2010). Introduction to psychology: Gateways to mind and behavior with con- cept maps and reviews (12th ed.). Florence, KY: Cengage.</li> <li>5. Feldman, R. (2009). Essentials of understanding psy- chology. New Delhi: Tata McGraw Hill.</li> <li>6. Gerrig, R. J., &amp; Zimbardo, P. G. (2010). Psychology and life (19th ed.). New York: Pearson.</li> </ol>		

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<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: II</b>
1	Course Code	BIS 102
2	Course Title	Individual and Society - II
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> <li>1. To understand the concept of individual and society and their relationship.</li> <li>2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of class, caste, gender, race and war.</li> <li>3. To locate the literary works in the larger social contexts.</li> <li>4. To use the texts as a mode of instruction and not merely delight.</li> </ol> <p>To allow them scope for further research in the domain.</p>
6	Course Outcomes	<p>CO1: The student will be able to identify various sociological concepts.</p> <p>CO2: The student will be able to discuss various methods of studying applied literature.</p> <p>CO3: The student will be able to apply conceptual frameworks to decode various social phenomena that leads to certain social structure.</p> <p>CO4: The student will be able to analyse various contemporary events thus aligning more towards research.</p>
7	Course Description	This paper has been designed to make the students aware of the concept of Individual and Society and the relationship between the two based on the issues of class, caste, gender, violence and race. This will enable students to use literature as a medium to highlight and address various issues plaguing the society. It would also encourage a comparative study of social discourses to enable them to arrive at practical solutions to everyday issues of discrimination and deprivation.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction</b>
	A	Introduction to the concept of Gender

	B	Gender and sexuality: Masculinity and Feminity		
	C	Relationship of Society and Gender		
	<b>Unit 2</b>	<b>Gender</b>		
	A	'Shakespeare's Sister' by Virginia Woolf (essay)		
	B	'Breaking Out' by Marge Piercy (Poem) 'A Prayer for my Daughter' by W.B. Yeats (Poem) 'Marriages are Made' by Eunice d'Souza (Poem)		
	C	'Reincarnation of Captain Cook' by Margaret Atwood (Poem) 'Highway Stripper' by A.K. Ramanujan (Poem)		
	<b>Unit 3</b>	<b>Violence and War</b>		
	A	Introduction to the concept of violence and War in context of the society		
	B	'Return from the Somme' by Siegfried (Prose Description)		
	C	'Dulceet Decorum Est' by Wilfred Owen (Poem) 'Conscientious Objector' by Edna St. Vincent Millay (Poem)		
	<b>Unit 4</b>	<b>Violence and War</b>		
	A	'Ghosts of Mrs. Gandhi' by Amitav Ghosh (Anecdotal Essay)		
	B	'The Naming of Parts' by Henry Road (Poem) 'General Your Tank...' by Bertolt Brecht (Poem)		
	C	'The Dog of Tetwal' by Saadat Hassan Manto (Fiction)		
	<b>Unit 5</b>	<b>Living in a Globalised World: Introduction</b>		
	A	Introduction to the concept of Globalisation		
	B	'Toys' by Roland Barthes (Essay)		
	C	'Zero-Sum Game' by Bidhas Sen (Fiction)		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Individual and Society: An Anthology		
	Other References	Relevant material will be provided by the course instructor		

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: II</b>
1	Course Code	BPS 101
2	Course Title	General Psychology I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. To introduce research methods that would help understand human behavior. 2. To make students understand the perceptual processes. 3. To familiarize the students with concept of learning, memory and forgetting. 4. To introduce various approaches of personality that help in understanding human behaviour.
6	Course Outcomes	CO1: The student will be able to categorize the basic research methods involved in studying human behavior. CO2: The student will be able to comprehend the role of attention and laws of perceptual organization. CO3: The student will be able to use the concept & theories of learning, memory and forgetting to improve their cognitive health. CO4: The student will be able to compare various approaches to personality that help in analyzing human behaviour.
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction to Psychology: Nature and Its Scope</b>
	A	Evolution of Psychology as a scientific discipline, Contemporary perspective of Psychology.
	B	Subfields & Scope of Psychology
	C	Basic research methods: Experimental, Survey, Case Study, Observation
	<b>Unit 2</b>	<b>Attention &amp; Perceptual processes</b>
	A	Attention: Selective Attention, Sustained and Divided Attention
	B	Perception: Laws of perceptual organization.
	C	Depth and Movement Perception, Illusion.

	<b>Unit 3</b>	<b>Learning</b>		
	A	Classical Conditioning: Pavlov's Experiment, Basic principles-Acquisition, Extinction, Spontaneous recovery, Generalization & Discrimination. Forward and Backward Conditioning.		
	B	Operant Conditioning: Rewards & Punishment, Continuous & Partial Reinforcement Schedule		
	C	Social-Cognitive Learning: Observation Learning, Latent Learning, Observation and Aggression.		
	<b>Unit 4</b>	<b>Memories &amp; Forgetting</b>		
	A	Information-Processing Approach: Encoding, storage & retrieval processes; Atkinson & Shiffrin model of memory: Sensory memory, short-term memory & long-term memory		
	B	Types of Information in Memory: Semantic, Episodic, Procedural; Craik and Lockhart's Levels of Processing		
	C	Forgetting: Retroactive and Proactive Interference, Decay theory, Strategies to improve Memory.		
	<b>Unit 5</b>	<b>Personality</b>		
	A	Meaning, Trait and Type Approach		
	B	Psychoanalytic Approach: Structure of Personality, Levels of Consciousness		
	C	Assessment of Personality, Projective Technique		
	Mode of examination	Theory/Practical		
	Weightage Distribution	CA	CA	CA
		30%	30%	30%
	Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854		
	Other References	<ol style="list-style-type: none"> <li>1. Morris, C. G., &amp; Maisto, C. G. (2010). Understanding psychology. New York: Pearson.</li> <li>2. Ciccarelli, S. K., &amp; White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson education.</li> <li>3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education.</li> <li>4. UK.Coon, D., &amp; Mitterer, J. O. (2010). Introduction to psychology: Gateways to mind and behavior with concept maps and reviews (12th ed.). Florence, KY: Cengage.</li> <li>5. Feldman, R. (2009). Essentials of understanding psychology. New Delhi: Tata McGraw Hill.</li> <li>6. Gerrig, R. J., &amp; Zimbardo, P. G. (2010). Psychology and life (19th ed.). New York: Pearson.</li> </ol>		

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: II</b>
1	Course Code	BHI 101
2	Course Title	<b>History of India from ancient times to 750 C.E.</b>
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. To make the students aware of the history of India from ancient times to a 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 illustrate the knowledge of history of India from the ancient 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 them with the range of issues related Indian History and its distinctive eras. CO4: The students will be able to allow them scope for further research in the domain and to study further in the applied field of history as archaeologist. CO5: The students will be able to critically recognize the Social, Political, Economic and Cultural aspects of History.
7	Course Description	This course would educate the students on the importance of history, the chronology of events and how history is written. It will also highlight different notions of history in ancient India that have been created by different travellers/writers/empires and how has that affected/changed the social and cultural setting of the times that have followed thereafter. Starting from Stone ages, Indus valley civilisation, Vedic age, Mahajanapadas, Buddhism, Jainism, Maurya, and Guptas, it shapes our understanding of how society, polity, culture and administration has come to be since the evolution of humankind.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Reconstructing Ancient Indian History</b>

	A	Early Indian Notions of History
	B	Sources and Tools of historic reconstruction
	C	Historical Interpretations (with special reference to gender, environment, technology and regions)
	<b>Unit 2</b>	Pre-historic & Bronze Age
	A	Paleolithic, Mesolithic & Neolithic Cultures: Stone Age
	B	Chalcolithic Culture: Transition to Bronze Age
	C	<b>Harappan Civilization-Origin, Extent and Urban Features:</b> <ul style="list-style-type: none"> <li>• Town planning</li> <li>• Economy</li> <li>• Society and Religion</li> </ul> Decline
	<b>Unit 3</b>	Vedic Age
	A	Vedic Culture: polity, economy, society and religion: Expansion of agrarian economy.
	B	Urban growth; craft production: trade and trade routes.
	C	<ul style="list-style-type: none"> <li>• Social stratification: class, Varna, jati, untouchability; gender; marriage and property</li> <li>• Emergence of Mahajanapadas(territorial states); rājyasandgaṇas/saṅghas; Magadhanexpansion</li> </ul>
	<b>Unit 4</b>	<b>Post Vedic Age (Till 300 AD)</b>
	A	<b>Buddhism and Jainism:</b> <ul style="list-style-type: none"> <li>• Doctrines</li> <li>• Spread</li> </ul>
	B	<b>Sangam Age:</b> <ul style="list-style-type: none"> <li>• Polity</li> <li>• Economy</li> <li>• Society</li> </ul>
	C	<b>The Mauryan empire:</b> <ul style="list-style-type: none"> <li>• State and Administration</li> <li>• Economy</li> <li>• Ashoka'sDhamma</li> <li>• Art and Architecture</li> </ul> <b>Post Mauryan Age:</b> <ul style="list-style-type: none"> <li>• Satavahanas and Kushanas: polity, economy, society, art Kaniska I and Gautamiputra Satakarni</li> </ul>
	<b>Unit 5</b>	<b>History from 300 AD to 750 AD</b>
	A	<b>The Guptas and Vakatakas:</b>

	<ul style="list-style-type: none"><li>State and Administration (agrarian expansion, land grants, graded Land rights and peasantry)</li><li>Economy (the problem of urban decline: patterns of trade, currency, and urban settlements).</li></ul> <p>Society (varna, proliferation of jatis: changing norms of marriage and property).</p>		
B	<ul style="list-style-type: none"><li>Religion (Consolidation of the brahmanical tradi- tion: dharma, Varnashram, Purusharthas, Samskaras)</li><li>Art, Architecture, Literature: (A brief survey of Sanskrit, Pali, Prakrit and Tamil literature)</li><li>Science and Technical Treatises</li></ul>		
C	<b>Pallavas, Chalukyas and Vardhanas:</b> <ul style="list-style-type: none"><li>Changes in society, polity, economy and culture</li></ul>		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	D. N. Jha, <i>Ancient India ia a Historical Outline</i> , Manohar, New Delhi, 2015 RomilaThapar, <i>Early India from the Origins to AD 1300</i> , Penguin, 2001. RanabirChakravarti, <i>Exploring Early India</i> , Primus Books (3 <sup>rd</sup> edition), 2016  R. S. Sharma, <i>India’s Ancient Past</i> , Oxford University Press, New Delhi, 2005.		
Other References	L. Basham, <i>The Wonder that was India</i> , Sidgwick Jack- son, 1967. Upinder Singh, <i>A History of Ancient and Early Medieval India</i> , Pearson, 2009. Rama Shankar Tripathi, <i>History of Ancient India</i> , Motilal Banarsidas Publication, 2014. R.C. Mazumdar, <i>Ancient India</i> , MotilalBanarsidas, 2017. R. C. Rayhaudhuri, <i>An Advanced History of India</i> , Mac- millan India, 1974. L. H. Morgan, <i>Ancient Society</i> , Holt and Co., 1877. RomilaThapar, <i>Ancient Indian Social History</i> , Orient Logman, 1978. RomilaThapar, <i>Recent Perspectives of Early Indian Histo- ry</i> , Popular Prakashan, 1995. R.S. Tripathi, History of Ancient India, Motilal Banarsidas, 1967. V. R. Ramchandra, TheMauryan Polity, MotilalBanarasidas, 1993. P. V. Kane, History of Dharmashastra, 5 Vols. Bhandarkar Oriental Research Institute, 1968-77 B. N. Puri, <i>Ancient Indian Historiography</i> , Atma Ram & Sons, 1994. D. R. Bhandarkar, <i>Ashoka</i> , S. Chand & Co., 1964. D. N. Jha, <i>The Myth of Holy Cow</i> , Verso, 2002. Kumkum Roy, <i>The Power of Gender &amp; the Gender of Power: Explorations in Early Indian History</i> , Oxford University Press, 2010. Kumkum Roy, <i>Women in Early India Societies</i> , Manohar, 2002.		

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2019-20</b>
<b>Branch:</b>		<b>Semester: III</b>
1	Course Code	BHI 201
2	Course Title	<b>Early Medieval &amp; Medieval India: 600-1200 C.E.</b>
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 times till 1200 C.E. 2. To study fluctuations in the flow of early medieval Indian societies and polities. 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 from the 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 issues related 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.
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
8	Outline syllabus	
	<b>Unit 1</b>	<b>Historiography &amp; Recent Debates</b>
	A	Sources & their Interpretation: Inscriptions, Literature, Architectural Monuments & Sculpture, Coins
	B	Dilemma of Periodisation
	C	Emerging Feudal Order and the Major Debates
	<b>Unit 2</b>	State and 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 Narratives <ul style="list-style-type: none"> <li>• Rudramadevi of Kakatiya Dynasty of Warangal</li> <li>• Didda of the Yashaskara Dynasty of Kashmir</li> </ul>		
<b>Unit 3</b>	<b>Economy</b>		
A	Agricultural Expansion: Land grants and irrigation/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 linkages and commodities		
<b>Unit 4</b>	<b>Society and Culture</b>		
A	Varna-Jati: the proliferation of castes		
B	Gender Relations: <ul style="list-style-type: none"> <li>• Property rights; forms of marriage; attitudes towards women</li> <li>• Role of women in early medieval society in comparison to previous era:</li> <li>• Devdasi Culture, Female Saints and the Ordinary Women</li> </ul>		
C	Literary Tradition, Art and Architecture: <ul style="list-style-type: none"> <li>• Kalhan's Rajtarangini</li> <li>• Alberuni's Kitab-ul-Hind</li> <li>• Temple Architecture</li> <li>• Painting and Sculpture</li> </ul>		
<b>Unit 5</b>	<b>Popular Sects and Philosophical Traditions</b>		
A	Religious Sects: Shaivism, Shaktism, Vaishnavism Indian Philosophical Tradition: Advaita, Mimamsa, Pramana		
B	South Indian Bhakti Movement <ul style="list-style-type: none"> <li>• Concept and need of Bhakti Movement</li> <li>• Alvars and Nayanars</li> <li>• The Bhakti Movement and the State</li> </ul>		
C	Arrival of Islam and Sufism		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	B. D. Chattopadhyaya, <i>The Making of Early Medieval India</i> , OUP, 2012 Ranabir Chakravarti, <i>Trade in Early India</i> , Oxford India Paperbacks		
Other References	A. L. Basham, <i>The Wonder that was India</i> , Sidgwick Jackson, 1967. David Lorenzen, <i>Religious Movements in South Asia 600-1800</i> , OUP, 2005 Upinder Singh, <i>A History of Ancient and Early Medieval India</i> ,		

		<p>Pearson, 2009.</p> <p>R. C. Raychaudhuri, <i>An Advanced History of India</i>, Macmillan India, 1974.</p> <p>L. H. Morgan, <i>Ancient Society</i>, Holt and Co., 1877. Romila Thapar, <i>Ancient Indian Social History</i>, Orient Logman, 1978.</p> <p>Romila Thapar, <i>Recent Perspectives of Early Indian History</i>, Popular Prakashan, 1995.</p> <p>Romila Thapar, <i>Early India from the Origins to AD 1300</i>, Penguin, 2001.</p> <p>Romila Thapar, <i>Ashoka and the Decline of Mauryas</i>, Delhi: Oxford India Perennials, 2012</p> <p>R. S. Tripathi, <i>History of Ancient India</i>, Motilal Banarsidas, 1967.</p> <p>D. P. Agrawal, <i>The Archaeology of India</i>, Select Book Service, 1984.</p> <p>Lesli Orr's <i>Donors, Devotees and Daughter of Gods: Temple Women in South India</i>, OUP, 2000 Vijaya Ramaswamy's <i>Walking Naked: Society and Spirituality in South India</i>, 2007</p> <p>P. V. Kane, <i>History of Dharmashastra</i>, 5 Vols. Bhandarkar Oriental Research Institute, 1968-77</p> <p>B. N. Puri, <i>Ancient Indian Historiography</i>, Atma Ram &amp; Sons, 1994.</p> <p>D. R. Bhandarkar, <i>Ashoka</i>, S. Chand &amp; Co., 1964.</p> <p>D. N. Jha, <i>The Myth of Holy Cow</i>, Verso, 2002. Kumkum Roy, <i>The Power of Gender &amp; the Gender of Power: Explorations in Early Indian History</i>, Oxford University Press, 2010.</p> <p>Kumkum Roy, <i>Women in Early India Societies</i>, Manohar, 2002.</p> <p>Shonalika Kaul, <i>The Making of Early Kashmir: Landscape and Identity in Early Kashmir</i>, New Delhi: Oxford University Press, 2018</p> <p>Susan Huntington's <i>Art of Ancient India</i>, New Delhi: Motilal Banarsidas, 2016</p>
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<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2019-20</b>
<b>Branch:</b>		<b>Semester: III</b>
1	Course Code	BHI 202
2	Course Title	<b>History of Modern West I (1453-1789 C.E.)</b>
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 world history of the western world 2. To infer the modern day evolution of the social structures. 3. To interpret the economic developments of early modern western world 4. To get familiar with the intellectual discourse of the western world
6	Course Outcomes	CO1: The students will be able to illustrate the knowledge of history of western world from the early modern period. 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 be able to allow them scope for further research in the domain and to study further to the notion of rise of nations CO5: The students will be able to critically recognize the Social, Political, Economic and Cultural aspects of early modern western world
7	Course Description	This course gives a detailed description of how the stronger western world evolved with their social structures like feudalism and capitalism. With the fall of the stronger nations, the nations next in line led their way to the colonisation of the weaker nations elsewhere and a new era of world dominance and plunder started. There were many 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	Outline syllabus	
	<b>Unit 1</b>	<b>Transition from Feudalism to Capitalism</b>
	A	Transition Debate on transition from feudalism to capital-ism: problems and theories
	B	Impact of the fall of Constantinople

	C	Motives, beginning of the era of colonisation		
	<b>Unit 2</b>	<b>Renaissance &amp; Reformation</b>		
	A	<ul style="list-style-type: none"> <li>• Renaissance: Social Roots</li> <li>• Humanism and its Spread in Europe</li> <li>• Art</li> <li>• Women in Renaissance</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Reformation Movements: Origin and Courses</li> <li>• Martin Luther &amp; Lutheranism</li> <li>• John Calvin &amp; Calvinism</li> <li>• Women in Reformation</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Counter Reformation;</li> <li>• Thirty Years Wars</li> </ul>		
	<b>Unit 3</b>	<b>Economic developments and emergence of State system in 16<sup>th</sup>-17<sup>th</sup> century</b>		
	A	<ul style="list-style-type: none"> <li>• Shift of economic balance from the Mediterranean to the Atlantic</li> <li>• Commercial Revolution</li> <li>• Price Revolution</li> </ul>		
	B	Colonial Expansion and Economic Development: Motives, Voyages, Discoveries, and Exploration		
	C	<ul style="list-style-type: none"> <li>• Emergence of European state system: Spain, France, England, Russia</li> <li>• Crisis in Europe in the 17th century: economic, social and political dimensions</li> </ul>		
	<b>Unit 4</b>	<b>The Era of Revolution</b>		
	A	Revolutions in Europe: <ul style="list-style-type: none"> <li>• The English Revolution</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Glorious Revolution</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• The American Revolution</li> </ul>		
	<b>Unit 5</b>	<b>Rise of Modern West</b>		
	A	<ul style="list-style-type: none"> <li>• Scientific Revolution</li> <li>• Widening of Intellectual Horizons &amp; Birth of Capitalism</li> <li>• Emergence of scientific academies</li> </ul>		
	B	French Revolution: The Enlightenment, ideas and impact		
	C	Origins of the Industrial Revolution: divergence debate		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	C.J.H. Hayes, <i>Cultural and Political History of Europe Vol. 1(1500-1830)</i>  G.W. Southgate, <i>A Text Book of Modern European History (1643-1781)</i>  Hilton, Rodney, <i>Transition from Feudalism to Capitalism</i> , Aakar Books,		

		2006 Wallerstein, Immanuel, <i>The Modern World-System I</i> , University of California Press, 2011
	Other References	Anderson, Perry. <i>Lineages of the Absolutist State</i> . London: Verso Edition, 1979.  Aston, T.H. and C.H.E. Philpin, ed. <i>The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe</i> . Cambridge/Delhi: Cambridge University Press, 1st South Asian Edition, 2005.  Cipolla, Carlo M., ed. <i>Before the Industrial Revolution: European Society and Economy 1000-1700</i> . New York: WW Norton & Co., 1994.  Davis, Ralph. <i>The Rise of the Atlantic Economies</i> . London: Weidenfield and Nicholson, 1973.  Elton, G.R. <i>Reformation Europe, 1517-1559</i> . London: Fontana Press, 1990. Elliot, J.H., <i>Europe Divided, 1559-1598</i> . London: Fontana Press, 1990. Hale, J. R. <i>Renaissance Europe, 1480-1520</i> . London: Fontana Press, 1990.  Holt P. Mark, The Social History of the Reformation: Recent Trends and Future Agendas, <i>Journal of Social History</i> , Vol. 37, No. 1, Special Issue (Autumn, 2003), pp. 133-144  Hanks, Merry E. Wiesner, <i>Women and Gender in Early Modern Europe (New Approaches to European History)</i> 3rd Edition, Cambridge University Press, 2008  Hill Christopher, <i>The Century of Revolution: 1603-1714</i> , W. W. Norton & Company; Second edition, 1982  Juneja Monica, Imagining the Revolution: Gender and Iconography in French Political Print, <i>Studies in History</i> , Vol. 12, 1986. Parry, J. H. <i>Age of Reconnaissance</i> . London: Weidenfield & Nicholson, 1963.

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2019-20</b>
<b>Branch:</b>		<b>Semester: III</b>
1	Course Code	BHI 203
2	Course Title	<b>History of India: 1200-1526 C.E.</b>
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 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.
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	Outline syllabus	
	<b>Unit 1</b>	<b>Establishment of Delhi Sultanate</b>
	A	Invasion of Mahmood of Ghazni: <ul style="list-style-type: none"> <li>• Factors behind Ghurian Success</li> <li>• Consequences of the Invasion</li> <li>• Qutbuddin Aibak</li> </ul>

	B	Consolidation of Delhi Sultanate: <ul style="list-style-type: none"> <li>• Iltutmish: the Real Founder of Delhi Sultanate</li> <li>• Period of Razia Sultan</li> <li>• Balban Era: Legitimacy, Sovereignty and theories of kingship</li> </ul> Administrative Structure: Iqta System
	C	Khalji Revolution: <ul style="list-style-type: none"> <li>• Accession of Jalaludin Khalji</li> <li>• Alauddin Khalji: Agrarian Measures, Market Control Policy, Deccan Policy and Role of Malik Kafur, Mongol Policy; Decline of Khaljis</li> </ul>
	<b>Unit 2</b>	<b>Tughlaq, Sayed and Lodhi Dynasty</b>
	A	Tughlaqs: Ghayasuddin Tughlaq's Administrative and Fiscal Measures; Muhammad bin Tughlaq: The Token Currency, Transfer of Capital, Karachil Expedition, Rebellion and Famine in Doab
	B	Firoz Shah Tughlaq: Religious Policy, Military Expeditions, Hereditary Posts and Assignments, Public Welfare Works; His Responsibility for the Decline of Delhi Sultanate
	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
	<b>Unit 3</b>	<b>Society and Religion</b>
	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 between Sufi and State; Maktub and Malfuz literature
	C	Bhaktism: Definition; Prominent Bhakti Saints with special reference to Kabir, Raidas, Mira Bai, Tulsidas, Chaitanya and Nanak; Vaishnavism and Shaivism; Evolution of Composite Culture
	<b>Unit 4</b>	<b>Literary Tradition and Architectural Excellence</b>
	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
	<b>Unit 5</b>	<b>History of Deccan</b>
	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	Theory

	examination			
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<p>Chandra Satish, <i>Essays in Medieval Indian Economic His- tory</i>, New Delhi, 1987</p> <p>Chandra, Satish, <i>Delhi Sultanat: (1206-1526)</i>, New Delhi: Haranand Publications, 2001</p>		
	Other References	<p>Asher, C.B. and C. Talbot, eds. <i>India before Europe</i>. Cam- bridge: Cambridge University Press, 2006.</p> <p>Eaton, R.M.,ed. <i>India's Islamic Traditions, 711-1750</i>. New Delhi: Oxford University Press, 2003.</p> <p>Eaton, R.M. <i>Essays on Islam and Indian History</i>. New Delhi: Oxford University Press, 2000.</p> <p>Habib, I. and T. Raychaudhuri, eds.<i>Cambridge Economic History of India</i>, vol. 1. Cambridge: Cambridge University Press, 1982.</p> <p>Hardy, P. <i>Historians of Medieval India: Studies in Indo Muslim Historical Writing</i>.London: Luzac and Company Ltd., 1966.</p> <p>Juneja, M., ed. <i>Architecture in Medieval India: Forms, Contexts, Histories</i>. Delhi: Permanent Black, 2001.</p> <p>Kumar, S., ed. <i>Demolishing Myths or Mosques and Tem- ples? Readings on History and Temple Desecration in Me- dieval India</i>.Delhi: Three Essays Collective, 2007.</p> <p>Kumar, S. <i>The Emergence of the Delhi Sultanate, 1192- 1286</i>. Ranikhet: Permanent Black, 2007.</p> <p>Lorenzen, D.N.<i>Religious Movements in South Asia 600- 1800</i>. New Delhi: Oxford University Press, 2004. [Paper- back edition, 2005]</p> <p>Michell, G and J.M.Fritz. <i>New Light on Hampi: Recent Re- search at Vijayanagar</i>. Mumabi: Marg, 2001.</p> <p>Prasad, Ishwari. <i>History of Medieval India</i>. Allahabad: In- dian Press Ltd., 1976.</p> <p>Schomer, K. and W.H. McLeod, eds.<i>The Sants: Studies in a Devotional Tradition of India</i>. Delhi: Motilal Banarsidass Publishers, 1987.</p> <p>Stein, B. <i>Peasant, State and Society in Medieval South In- dia</i>. New Delhi: Oxford University Press, 1980.</p> <p>Subrahmanyam, S., ed. <i>Money and the Market in India: 1100-1700</i>. New Delhi: Oxford University Press, 1994.</p> <p>Vaudeville, C. <i>Myths, Saints and Legends in Medieval In- dia</i>. New Delhi: Oxford University Press, 1996.</p> <p>Eaton, R.M. &amp; P.B. Wagoner. <i>Power, Memory and Archi- tecture: Contested Sites on India's Deccan Plateau, 1300- 1600</i>. New Delhi: Oxford University Press, 2014.</p> <p>Habib, I. ed.<i>Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times by Mohammad Habib</i>.New Delhi: Oxford University Press, 2016.</p> <p>Sreenivasan Ramya, <i>Padmini,the Ideal Queen:Sufi and Rajput Codes in Malik Muhammad Jayasi's Padmavat</i>, in Vijya Rama Swami, <i>Researching Indian Women</i>, (ed.) Manohar, 2003</p> <p>Sheikh, S.<i>Forging a Region: sultans, traders and pilgrims in Gujarat, 1200-1500</i>.New Delhi: Oxford University Press, 2010</p>		

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2019-20</b>
<b>Branch:</b>		<b>Semester: III</b>
1	Course Code	CAP 201
2	Course Title	Computer Applications
3	Credits	2
4	Contact Hours (L-T-P)	1-0-2
	Course Type	Compulsory
5	Course Objective	<ul style="list-style-type: none"> <li>• Gain a working knowledge of Microsoft Office Suite and usage of computers for enhancing their skills.</li> <li>• Understand computers for making reports, presentations and for re-search work</li> </ul>
6	Course Outcomes	At the end of the course: <ul style="list-style-type: none"> <li>• CO1: The student demonstrates appropriate use of computers (hardware) and software applications.</li> <li>• CO2: The student is able to apply concepts and is able to work in MS- Word efficiently.</li> <li>• CO3: Use formulas and Functions in MS-Excel for Manipulating Data for Business Applications.</li> <li>• CO4: The student learns to design and create presentations using application software like MS-Powerpoint.</li> </ul>
7	Course Description	As digitization is touching our lives in almost all spheres and due to this computer is omnipresent. This is a course that has been designed with the basic user in mind, someone who wants to learn more about computers. It begins with basic concepts and builds intermediate skills with knowledge about various computer softwares. Practical, hands-on tutorials enable students to develop their skills step by step.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Computer Organisation and Architecture ( 2 weeks)</b>
	A	<ul style="list-style-type: none"> <li>• Number systems and character representation, binary Arithmetic (1 class )</li> <li>• Concept of File and Folder in a computer, Primary, secondary, auxiliary memory, (1 class)</li> <li>• RAM, ROM, cache memory, cookies, hard disks, optical disks (2 classes)</li> </ul>
	B	<ul style="list-style-type: none"> <li>• System Software: Operating system, Translators, interpreter, compiler</li> </ul>

		<ul style="list-style-type: none"> <li>Overview of operating system, function of operating system.</li> <li>Microsoft Windows and the different versions</li> </ul>
C		<ul style="list-style-type: none"> <li>Application software: General Purpose Packaged Software and tailor made software</li> </ul>
<b>Unit 2</b>	<b>Microsoft Word (3 weeks)</b>	
A		<ul style="list-style-type: none"> <li>Introduction to word Processing; Working with word document, Opening an existing document/creating a new document; Saving, Selecting text, Editing text, Finding and replacing text.</li> </ul>
B		<ul style="list-style-type: none"> <li>Formatting text, Bullets and numbering, Tabs, Paragraph Formatting, Page Setup, Inserting a table, wrap text, Insert a flow chart or shape in a word document</li> </ul>
C		<ul style="list-style-type: none"> <li>Perform Mail Merge in a word document ;envelopes and labels in mail merge ; How to convert table to text and Vice Versa</li> </ul>
<b>Unit 3</b>	<b>Working with Spreadsheets (4 weeks)</b>	
A		<ul style="list-style-type: none"> <li>Spreadsheet Concepts;</li> <li>Copying formulas, Operators, Cell referencing within formulas</li> <li>Common functions, Sum / Average / Max / Min etc.</li> </ul>
B		<ul style="list-style-type: none"> <li>Count / COUNTA / COUNTBLANK function. Presenting Chart</li> <li>Inserting Charts- LINE, PIE, BAR. How to change chart layout and other chart options</li> </ul>
C		<ul style="list-style-type: none"> <li>Insert various Arithmetic Operators and Formulas, Logical Operations (If Function).</li> <li>Sorting and Filtering of data.</li> </ul>
<b>Unit 4</b>	<b>Making Presentations (2 weeks)</b>	
A		<ul style="list-style-type: none"> <li>What is importance of creating presentation? Opening a new presentation , inserting slides and formats, numbering of slides , slide sorter</li> </ul>
B		<ul style="list-style-type: none"> <li>Slide Transition, slide show, setting up slide show using animation. Inserting picture and video in a powerpoint slide</li> </ul>
C		<ul style="list-style-type: none"> <li>Changing position of slides in a presentation. Changing the design of slides. Inserting sound in powerpoint slide. How to print handouts from a powerpoint presentation?</li> </ul>
<b>Unit 5</b>	<b>Overview of Emerging Technologies (2 weeks)</b>	
A		<ul style="list-style-type: none"> <li>Bluetooth, Cloud computing, Big data</li> <li>Artificial Intelligence</li> </ul>
B		<ul style="list-style-type: none"> <li>Positive Use of Social Media like LinkedIn</li> <li>Analyze and Extract Data through Social Media Analytics</li> <li>Ecommerce and M-Commerce.</li> </ul>
C		<ul style="list-style-type: none"> <li>Use of Portals like Swayam Prabha , Coursera for MOOC courses</li> <li>Google Scholar, Use of Job Portals</li> </ul>
Mode of examination	Practical	

	Weightage Distribution	Internal Assessment	ETE
		60%	50%
	Text book/s*	Pradeep K. Sinha; Priti Sinha; Information Technology; PHI	
	Other References	R1:Poonam Yadav, Praveen Kumar; Computer Fundamen- tals R2: A. Goel, Computer Fundamentals, Pearson Education, 2010 R3: Microsoft Excel Bible by John Walkenbach, Wiley India	

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2019-20</b>
<b>Branch:</b>		<b>Semester: III</b>
1	Course Code	HMM 111
2	Course Title	Values and Ethics
3	Credits	2
4	Contact Hours (L-T-P)	(2-0-0)2
	Course Type	Compulsory
5	Course Objective	To facilitate the development of a Holistic perspective among students to- wards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence
6	Course Outcomes	<b>On a successful completion of this course students will be able to</b> <ol style="list-style-type: none"> <li>1. understand that the technical education without study of human values can generate more problems than solutions</li> <li>2. see that 'I' and 'Body' are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfilment of the needs of the body assuming that it will meet the needs of 'I' too.</li> <li>3. appreciate the importance of harmony in the self, family and the society for mutual fulfilment.</li> <li>4. understand the importance of harmony among human beings, other living be- ings and entire nature for universal equilibrium and mutual co-existence.</li> <li>5. know and practice the ethical approach in profession for continuous happi- ness and sustained prosperity.</li> </ol>
7	Course Description	As digitization is touching our lives in almost all spheres and due to this computer is omnipresent. This is a course that has been designed with the basic user in mind, someone who wants to learn more about computers. It begins with basic concepts and builds intermediate skills with knowledge about various computer softwares. Practical, hands-on tutorials enable students to develop their skills step by step.
8	Outline syllabus	
	<b>Unit 1</b>	<b>The Need and Process for Value Education</b>
	A	The need, basic guidelines, content and process for Value Education
	B	Concept of 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration; Continuous Happiness and Prosperity- A

		look at basic Human Aspirations		
	C	Right understanding, Relationship and Physical Facilities- the basic requirements for fulfilment of aspirations of every human being with their correct priority		
	<b>Unit 2</b>	<b>Understanding Harmony in the Human Being - Harmony in Myself</b>		
	A	Human being as a co-existence of the sentient 'I' and the material 'Body'		
	B	The needs of Self ('I') and 'Body' ; Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)		
	C	The characteristics and activities of 'I' and harmony in 'I' ; Under- standing the harmony of I with the Body: Correct appraisal of Physical needs, meaning of Prosperity in detail		
	<b>Unit 3</b>	<b>Harmony in the Family and Society</b>		
	A	Values in human-human relationship; Trust and Respect as the foundational values of relationship		
	B	Understanding the meaning of Trust; Difference between intention and competence; The meaning of Respect; Difference between re- spect and differentiation; the other salient values in relationship		
	C	Harmony in the society (society being an extension of family; Vis- ualizing a universal harmonious order in society - from family to world family		
	<b>Unit 4</b>	<b>Harmony in the Nature and Existence</b>		
	A	The harmony in the Nature		
	B	Interconnectedness and mutual fulfilment among the four orders of nature recyclability and self-regulation in nature		
	C	Understanding Existence as Co-existence of mutually interacting units in all-pervasive space		
	<b>Unit 5</b>	<b>Competence in professional ethics</b>		
	A	Ability to utilize the professional competence for augmenting uni- versal human order		
	B	Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,		
	C	Ability to identify and develop appropriate technologies and man- agement patterns for above production systems.		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	Internal Assessment	MTE	ETE
		30%	20%	50%
	Text book/s*	1. R.R Gaur, R Sangal, G P Bagaria, "A foundation course in Human Values and professional Ethics", Excel books, New Delhi		
	Other References	1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. 2. A.N. Tripathy, 2003, Human Values, New Age International Publishers. 3. PL Dhar, RR Gaur, Science and Humanism, Commonwealth Purblishers.		

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2019-20</b>
<b>Branch:</b>		<b>Semester: IV</b>
1	Course Code	BHI 204
2	Course Title	<b>History of Medieval India: 1526-1707 C.E.</b>
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 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 enable students 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.
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	
	<b>Unit 1</b>	<b>Founding of The Mughal Empire</b>
	A	<ul style="list-style-type: none"> <li>• Historiography : Different Approaches</li> <li>• Sources: An overview of Abul Fazl, Badauni , Bernier.</li> <li>• Vernacular literary cultures: <i>Mangalkavya</i> and <i>Rekhta</i></li> </ul>

	B	<ul style="list-style-type: none"> <li>Babur's Conquests and Founding of the Mughal Empire: political and military proposition</li> <li>Sher Shah – administrative and military reforms</li> </ul>
	C	<ul style="list-style-type: none"> <li>Humayan: Political and Military Difficulties</li> <li>Role of his Brothers, His Relationship with Bahadur Shah; Sher Shah and his Nobility</li> <li>Factors behind Humayun's Failure against Sher Shah</li> </ul>
	<b>Unit 2</b>	<b>Reign of Akbar, Jahangir and Shah Jahan</b>
	A	<ul style="list-style-type: none"> <li>The Age of Akbar: Regency of Bairam Khan, Internal Conflict, Role of Harem in Mughal Politics (1560-64)</li> <li>Conquests, Administration, Mansabdari System, Land Revenue system- Religious policy- Rajput policy</li> </ul>
	B	<p>Jahangir: Accession of Jahangir, His Measures after Accession, Religious and Rajput Policies,</p> <p>Role of Nur Jahan, Revolt of Mahabat Khan and Bir Singh Bundela, Tussle for Succession in last years of Jahangir's Reign</p>
	C	<ul style="list-style-type: none"> <li>Shah Jahan: Conflict for the Throne, Accession</li> <li>Deccan Policy, Golden Age of Empire?</li> <li>War of Succession, Recovery of Qandahar</li> </ul>
	<b>Unit 3</b>	<b>Aurangzeb, Maratha and Sikh Power</b>
	A	<ul style="list-style-type: none"> <li>Aurangzeb: Accession</li> <li>Religious and Rajput Policies</li> <li>Aurangzeb's Struggle for Deccan.</li> </ul>
	B	<ul style="list-style-type: none"> <li>Rise of the Marathas under Shivaji: Conquests and Administration</li> <li>Sikhism- Rise of Sikh Militancy under Guru Gobind Singh</li> </ul>
	C	<ul style="list-style-type: none"> <li>Downfall of Mughal Empire: Factors behind Decline of Mughal Empire, Major Theories on Decline</li> <li>Critical analysis of Aurangzeb's personality in the context of decline of the Mughal Empire</li> </ul>
	<b>Unit 4</b>	<b>Economy, Society and Gender in Mughal India</b>
	A	<ul style="list-style-type: none"> <li>The system of agricultural production: agricultural technology and crop patterns</li> <li>Zabti system-magnitude of land tax, non-agricultural production Nature of land rights and rural tension</li> </ul>
	B	<ul style="list-style-type: none"> <li>Indian Oceanic trade; European commercial enterprise</li> <li>Kerala, Coromandel coast;</li> <li>Western India coast</li> </ul>
	C	<ul style="list-style-type: none"> <li>Urban society: towns and town life</li> <li>Merchant communities, artisans and bankers</li> <li>Gender: Harem and Household</li> </ul>
	<b>Unit 5</b>	<b>Religion and culture in Mughal India</b>
	A	15th and 16th century resurgence of Bhakti movement- Saints and their 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*	<p>Alam M. and S. Subrahmanyam. <i>The Mughal State 1526-1750s</i>. New Delhi: OUP, 1998.</p> <p>Ali, Athar. <i>Mughal India, Studies in Polity, Ideas, Society &amp; Culture</i>. New Delhi, Oxford University Press, 2006</p> <p>Chandra, Satish, <i>History of Medieval India: (800-1700)</i>, New Delhi, Orient Blackswan, 2014</p> <p>Find PDF here: <a href="http://cdn.examclear.com/examclear/study-materials/Satish%20Chandra%20History%20of%20Medieval%20India.pdf">http://cdn.examclear.com/examclear/study-materials/Satish%20Chandra%20History%20of%20Medieval%20India.pdf</a></p>		
Other References	<p>Aquil, R. ed. <i>Sufism and Society in India</i>. New Delhi: Oxford University Press, 2010</p> <p>Ali, Athar. <i>The Mughal Nobility under Aurangzeb</i>. Aligarh: Asia Publishing House, 1970.</p> <p>Brand, M. and G.D. Lowry, eds. <i>Fatehpur Sikri: A Sourcebook</i>. With contributions by Ziauddin Desai and Attilio Petruccioli, MIT, 1985.</p> <p>Bhargava, M., ed. <i>Exploring Medieval India</i>, vol. I and II. New Delhi: Orient Blackswan, 2010.</p> <p>Busch, Allison. "Literary Responses to the Mughal Imperium: The Historical Poems of Kesavadas." <i>South Asia Research</i>, 25, 1 (2005): 31-54.</p> <p>Eaton, Richard, ed. <i>India's Islamic Traditions</i>. New Delhi: OUP, 2003.</p> <p>Faruqui, M. D. <i>The Princes of the Mughal Empire 1504-1719</i>, Cambridge: Cambridge University Press, 2012</p> <p>Hasan, N. <i>Religion, State and Society: Collected works of Nurul Hasan</i>. New Delhi: Oxford University Press, 2005. revised edn., New Delhi: Oxford University Press, 1999.</p> <p>Kapur, N.S. <i>State Formation in Rajasthan: Mewar During the Seventh – Fifteenth Centuries</i>. New Delhi: Manohar, 2002.</p> <p>Karashima, N., ed. <i>A Concise History of South India: Issues and Interpretations</i>. New Delhi: Oxford University Press, 2014.</p> <p>Khan, I.A. <i>Gunpowder and Firearms: Warfare in Medieval India</i>. New Delhi: Oxford University Press, 2004.</p> <p>Koch, Ebba. <i>Mughal Art and Imperial Ideology: Collected Essays</i>. New Delhi: Oxford University Press, 2001.</p> <p>Lal, Ruby, <i>Domesticity and Power in Early Mughal World</i>, Cambridge, Cambridge University Press, 2005</p> <p>Michell, G. and M. Zebrowski. <i>Architecture and Art of the Deccan Sultanates</i>. Part 1, vol. 7, Cambridge: Cambridge University Press, 1999.</p> <p>Rao, V.N., D. Shulman and S. Subrahmanyam. <i>Textures of Time: Writing History in South India 1600–1800</i>. Delhi: Permanent Black, 2001.</p> <p>Raychaudhuri, T. and I. Habib, eds. <i>Cambridge Economic History of India</i>. vol. I, Cambridge: Cambridge University Press, 1982.</p> <p>Rezavi, S.A N. <i>Fatehpur Sikri Revisited</i>. New Delhi: Oxford University Press, 2014.</p>		

	<p>sity Press 2013</p> <p>Rizvi, S.A.A. <i>Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Century</i>. New Delhi: Munshiram Manoharlal, reprintedn., 2014.</p> <p>Rizvi, S.A.A. <i>Fatehpur Sikri</i>. New Delhi: ASI and Eicher Goodearth Ltd., 2002.</p> <p>Saxena, R.K. "Mughals and Rajputs." In <i>Historical Perspectives of Warfare in India: History of Science, Philosophy and Culture in Indian Civilization</i>, vol. 10, edited by S.N. Prasad and D.P. Chattopadhyaya. Delhi: Motilal Banarsidass, 2003.</p> <p>Sharma, S. <i>Literature, Culture and History in Mughal North India, 1550-1800</i>. New Delhi: Primus, 2011.</p> <p>Truschke, A. "The Mughal Book of War: A Persian Translation of the Sanskrit Mahabharata." <i>Comparative Studies of South Asia, Africa and the Middle East</i> 31(2011).</p>
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<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2019-20</b>
<b>Branch:</b>		<b>Semester: IV</b>
1	Course Code	BHI 206
2	Course Title	<b>History of Modern West II (1789-1945 C.E.)</b>
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 World history between 19 <sup>th</sup> to 20 <sup>th</sup> century 2. To infer the developments that happened in the world. 3. To interpret the effect of various revolutions and power concentrations in the hands of a few countries. 4. To get familiar with the cause and effect of the different world wars that Mankind has waged and the repercussions there from.
6	Course Outcomes	CO1: The students will be able to understand the effect of French revolution in post ancient period. CO2: The students will be able to correlate how the economy and development of one nation led to a competition for control of world economy and its re- sources. CO3: The students will be able to acquaint themselves with the range of issues related to the two wars that Humanity has fought and to what effect. CO4: The students will be able to allow them scope for further research in this domain and understand the role of pacts and treaties between nations. CO5: The students will be able to critically analyse the Social, Political, Eco- nomic and Cultural aspects of World History.
7	Course Description	This course would educate the students on the importance of Mughal This course contains a description of times when countries gained independence from various powers in the wake of some of the revolutions like French revolu- tion, what happened post revolution, 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 econ- omy, 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	Outline syllabus	

	<b>Unit 1</b>	<b>Post French Revolution Era-19<sup>th</sup> Century</b>		
	A	<ul style="list-style-type: none"> <li>The French Revolution and its European Repercussions; Crisis of the Ancient Regime</li> <li>Emergence of Napoleon Bonaparte: Expansion, Consolidation and Downfall</li> </ul>		
	B	19 <sup>th</sup> Century Development: <ul style="list-style-type: none"> <li>Italy and Germany or</li> <li>France and Russia</li> </ul>		
	C	Economic and Cultural Developments <ul style="list-style-type: none"> <li>Gender and Politics: Women in French Revolution</li> <li>Suffragette Movement of Britain</li> </ul>		
	<b>Unit 2</b>	<b>Background of First World War</b>		
	A	Theories and Mechanisms of Imperialism and Colonialism		
	B	Europe between 1871-1914; Rise of Germany and Bismarckian Diplomacy		
	C	Triple Entente and the emergence of two armed camps - origin of the First World War		
	<b>Unit 3</b>	<b>First World War: Cause and Effect</b>		
	A	<ul style="list-style-type: none"> <li>Causes and Consequences of First World war; Peace treaties &amp; Settlements</li> </ul>		
	B	<ul style="list-style-type: none"> <li>The impact of the War on the old order - Collapse of the Dynastic empire</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Revolution in Russia - origin of the October Revolution and the Success of the</li> <li>Bolsheviks Fourteen points of Wilson</li> </ul>		
	<b>Unit 4</b>	<b>World Politics in the 20th Century: Post War Scenario</b>		
	A	<ul style="list-style-type: none"> <li>The Versailles Settlement of 1919</li> <li>The League of Nations</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Weimar Republic</li> <li>Rise of Hitler and Nazism: origins and forms</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Fascism in Italy</li> <li>Spanish Civil War</li> </ul>		
	<b>Unit 5</b>	<b>Second World War: 1939-1945 C.E.</b>		
	A	Origins of the Second World War		
	B	Great Depression and its Impact on Europe on the eve of Second World War		
	C	Diplomatic background of the Second World War - Policy of Appeasement - the Munich Pact - Nazi-Soviet Non Aggression Pact		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage	CA	MTE	ETE

	Distribution	30%	20%	50%
	Text book/s*	Schevill, Ferdinand: A History of Modern Europe, New York, Charles Scribners Sons, 1898  Onlinelink: <a href="https://archive.org/details/historymoderneu00schegoog/page/n12">https://archive.org/details/historymoderneu00schegoog/page/n12</a>  Hayes, C.J.H.: Cultural and Political History of Europe Vol. 1(1500- 1830)		
	Other References	Graham Ruth, Loaves and Liberty in French Revolution <i>Becoming Visible: Women in European History</i> , ed. Renate Bridenthal and Claudia Koonz, Boston: Houghton Mifflin, 1977), pp. 251-253.  Heller, Henry. <i>Birth of Capitalism: A 21<sup>st</sup> Century Perspective</i> . London: Pluto Press, 2011.  Hill, Christopher. <i>The Collected Essays of Christopher Hill, Vol. 2, Religion and Politics in Seventeenth Century England</i> . Amherst: The University of Massachusetts Press, 1985.  Harrison, Patricia Greenwood, <i>Connecting Links: The British and American Suffrage Movements, 1900-1914</i> , West Port, Green Wood Press, 2000 Pagden, Anthony, <i>The Enlightenment: And Why it Still Matters</i> . Oxford: Oxford University Press, 2013  Parthasarathi, Prasannan. <i>Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1800</i> . Cambridge: Cambridge University Press, 2011. Pomeranz, Kenneth. <i>The Great Divergence: China, Europe and the Making of the Modern World</i> . Princeton: Princeton University Press, 2000  deVries, Jan. <i>The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the Present</i> . Cambridge: Cambridge University Press, 2008.		

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2019-20</b>
<b>Branch:</b>		<b>Semester: IV</b>
1	Course Code	BHI 205
2	Course Title	<b>Indian History in the Phase of Transition :1707-1857 C.E.</b>
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 during Modern India to the 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 trace the period of Mughal decline to the advent and consolidation of the British empire. CO2: The students will be able to understand the history of various land reforms that exist 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 how they made their inroads into the Indian economy. CO4: The students will be able to understand various hierarchies and wealth creation for their homeland at the hands of the Indian peasantry. CO5: The students will be able to critically analyse the Social, Political, Economic and Cultural aspects of the History of the times and development of postal system and railways.
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	Outline syllabus	
	<b>Unit 1</b>	<b>The 18th century in India: Historical Developments</b>
	A	<ul style="list-style-type: none"> <li>Decline and disintegration of the Mughal Empire: older theories and modern critiques</li> <li>Third Battle of Panipat</li> </ul>

	B	<ul style="list-style-type: none"> <li>The rise of regional powers- Bengal, Oudh, Hyder- abad, Mysore and Carnatic.</li> </ul>
	C	European Trading Companies- Portuguese, Dutch, English, Danes and French
	<b>Unit 2</b>	<b>Expansion and consolidation of British rule</b>
	A	<ul style="list-style-type: none"> <li>Bengal - From Plassey to Buxar and the grant of Diwani</li> <li>Carnatic Wars- Conquest of Bengal- Subsidiary Alliance- Maratha wars-Mysore wars- Sikh wars- Doctrine of Lapse</li> </ul>
	B	<ul style="list-style-type: none"> <li>Emergence of East India Company as a super – or- dinate power; framework of Company’s control ( the Regulating Act, Pitt’s India Act, Charter Acts)</li> <li>Charter Act of 1813: Provisions and Importance</li> </ul>
	C	<ul style="list-style-type: none"> <li>Orientalism and Utilitarianism in relation to India.</li> <li>Classical political thought in relation to India: the- ory of rent, laissez faire, and Colonial paternalism</li> </ul>
	<b>Unit 3</b>	<b>Colonial Construction of India</b>
	A	<ul style="list-style-type: none"> <li>Land revenue settlements – The terms of Perma- nent, Ryotwari, and Mahalwari</li> <li>Settlement; The rural agrarian social structure : Zamindars, Peasants and landless labour</li> </ul>
	B	<ul style="list-style-type: none"> <li>Introduction of Western Education and its impact</li> <li>Evolution of law and Colonial Courts</li> <li>Development of Railway and postal System</li> </ul>
	C	<ul style="list-style-type: none"> <li>The Process of Deindustrialisation and Related de- bates</li> <li>Drain of Wealth</li> <li>Bengal Famine of 1770</li> </ul>
	<b>Unit 4</b>	<b>Cultural changes, social and religious reform movements</b>
	A	Rise of Modern Education, and the growth of a new intelli- gentsia and the press
	B	<ul style="list-style-type: none"> <li>Rammohan, Vidyasagar and the the Young Bengal Movement in Bengal</li> <li>AryaSamaj, PrathnaSamaj, Ramakrishna and Vi- vekananda, Theosophical Society</li> <li>JyotibaPhule</li> </ul>
	C	<ul style="list-style-type: none"> <li>Wahabi, Deoband and Aligarh Movements</li> <li>Debates around gender, caste and community</li> <li>Women’s Questions</li> </ul>
	<b>Unit 5</b>	<b>Popular Resistance</b>
	A	Revolt of 1857: Background, Causes, Nature, Consequences
	B	Peasant and tribal resistance movements in early Colonial India
	C	Revolt of 1857 in Indian Cinema: <ul style="list-style-type: none"> <li>Shatranj Ke Khilari,</li> <li>Mangal Pandey</li> <li>Manikarnika: The Queen of Jhansi</li> </ul>

Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Bandhopadhyay, Shekhar. <i>From Plassey to Partition: A History of Modern India</i> . Delhi: Orient Blackswan, 2004 Subramanian, Lakshmi. <i>History of India, 1707-1857</i> . Delhi: Orient Blackswan, 2010		
Other References	<p>Alavi, Seema, ed. <i>The Eighteenth Century in India</i>. New Delhi: Oxford University Press, 2007.</p> <p>Alavi, Seema. <i>The Sepoys and the Company: Tradition and Transition in Northern India, 1770–1830</i>. New Delhi: Oxford University Press, 1998</p> <p>Bayly, C. A. <i>Indian Society and the Making of the British Empire. The New Cambridge History of India</i>. Volume II.1. Cambridge: Cambridge University Press, 1990.</p> <p>Bayly, Susan. <i>Caste Politics and Indian Society from the Eighteenth Century to the Modern Age</i>. Cambridge: Cambridge University Press, 1999.</p> <p>Bhattacharya, Sabyasachi, ed. <i>Rethinking 1857</i>. Delhi: Orient Longman, 2007.</p> <p>Choudhary, Sushil. <i>Prelude to Empire: Plassey Revolution of 1757</i>. Delhi: Manohar, 2000.</p> <p>Cohn, B. <i>Colonialism and its Forms of Knowledge</i>. Princeton, New Jersey: Princeton University Press, 1996.</p> <p>Dirks, Nicholas B. <i>Castes of Mind</i>. Princeton, New Jersey: Princeton University Press, 2001.</p> <p>Habib, Irfan. <i>Indian Economy Under Early British Rule 1757-1857: A People's History of India 25</i>. Delhi: Tulika, 2013.</p> <p>Kalam, Tabir, <i>Religious Tradition and Culture in Eighteen Century North India</i>, New Delhi: Primus Books, 2013 Kapila, Shruti, ed. <i>An Intellectual History for India</i>. Delhi: Cambridge University Press, 2010.</p> <p>Ludden, David, ed. <i>Agricultural Production and South Asian History</i>. New Delhi: Oxford University Press, 2005. Malekandathil, Pius, <i>The Mughals, the Portuguese and the Indian Ocean</i>, New Delhi: Primus Books, 2014</p> <p>Malekandathil, Pius, <i>The Maritime India: Trade, Religion, Polity in the Indian Ocean</i>, New Delhi: Primus Books, 2014</p> <p>Parthasarathi, Prasannan. <i>The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800</i>. Cambridge: Cambridge University Press, 2001. Parthasarthy, Prasannan. <i>Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850</i>. Cambridge: Cambridge University Press, 2011.</p> <p>Roy, Tirthankar. <i>An Economic History of Early Modern India</i>. London and New York: Routledge, 2013.</p> <p>Robb, Peter, ed. <i>Dalit movements and the meanings of labour in India</i>. New Delhi: Oxford University Press, 1993. Sarkar, Sumit, and Tanika Sarkar, eds. <i>Women and Social Reform in India, Vol I&amp;II</i>. Delhi: Permanent Black, 2007.</p> <p>Vishwanathan, Gauri. <i>Masks of Conquest: Literary Study and British Rule in India</i>. New York: Columbia University Press, 2015.</p>		

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2019-20</b>
<b>Branch:</b>		<b>Semester: IV</b>
1	Course Code	BHI 207
2	Course Title	<b>History of Modern China (1839-1976 C.E.)</b>
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE
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 mentioned period. 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 of issues related to the Chinese development through the times. CO4: The students will be able to look at evolution of communism 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 Chinese History.
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 the foundation of its cultural revolution.
8	Outline syllabus	
	<b>Unit 1</b>	<b>China's Confrontation with External and Internal Crises</b>
	A	Early relations with the West –Manchu Dynasty Canton (Guangzhou) system; The Opium Wars and the Unequal Treaty System
	B	Secret Societies and popular movements: Taiping movement; Boxer movement, Agrarian and popular Movements
	C	Reform movements: Self-Strengthening movement; 1898 Reform movement; Hundred Days Reform
	<b>Unit 2</b>	<b>The emergence of Nationalism in China</b>

	A	The Manchu Reform programmes –Dr. Sun-yat-Sen- Three Principles		
	B	Revolution of 1911; Sun Yat Sen and his Contribution		
	C	The May Fourth Movement and its Significance		
	<b>Unit 3</b>	<b>War, Nationalism and Communism</b>		
	A	China and the First World War –21 Demands- The Washington Conference –The Kuomintang and Chinese nationalism		
	B	Manchurian Crisis –Second Sino-Japanese war		
	C	China and II World War –Communist Revolution - Mao- Tse-Tung –The Long March- The Peoples Republic of China		
	<b>Unit 4</b>	<b>From Revolution to Great Leap Forward</b>		
	A	Building Socialism		
	B	China in the World: Third World; Relations with Socialist Countries; Non Alignment		
	C	Great Leap Forward: Debates; Cultural Revolution 1966- 69; China and the United Nations, China- USA relation (1949-1976); Fall of Gang of Four		
	<b>Unit 5</b>	<b>Society, Religion and Culture in Contemporary China</b>		
	A	Confucius and his ideas: Importance and Relevance in modern Chinese Society		
	B	Philosophy and Religion with special reference to Chinese Buddhism and Daoism		
	C	Women, Gender and Society		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Chesneaux, J. et al. <i>China from the Opium Wars to the 1911 Revolution</i> . New York: Random House, 1976. Chesneaux, J. <i>China from the 1911 Revolution to Liberation</i> . New York: Random House, 1977. Fairbank, J.K., and Goldman M. <i>China: A New History</i> . Cambridge, Massachusetts; London, England: The Belknap Press of Harvard University Press, 1992, 1998. Immanuel C. Y. Hsu, <i>The Rise of Modern China</i> , Oxford:OUP, 1999		
	Other References	Barrington Moore Jr., M. <i>Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World</i> Boston: Beacon Press, 2015. Bianco, L. <i>Origins of the Chinese Revolution 1915-1949</i> . Stanford, California: Stanford University Press, 1967. Chow Tse-tung. <i>The May Fourth Movement</i> . Stanford, California: Stanford University Press, 1960, Fourth Printing 1974. Gray, J. <i>Rebellions and Revolutions: China from 1800s to the 1980s</i> . New York: Oxford University Press, 1990. Hsu, I. C.Y. <i>The Rise of Modern China</i> . Hong Kong: Oxford University Press, 1970, 1985. Meisner, Maurice. <i>Mao's China and After: A History of the People's</i>		

	<p><i>Republic</i>. 3rd edn., New York: The Free Press, 1999.</p> <p>Pomeranz, Kenneth. <i>The Great Divergence: China, Europe and the Making of the Modern World</i>. Princeton: Princeton University Press, 2000.</p> <p>Spence, J. D. <i>The Search for Modern China</i>. New York, London: W.W. Norton &amp; Co, 1999, 1990.</p> <p>Schram, Stuart. <i>Political Thought of Mao</i>. Cambridge: Cambridge University Press, 1989.</p> <p>Tan Chung. <i>Triton and Dragon: Studies on the Nineteenth Century China and Imperialism</i>. New Delhi: Gian Publishing House, 1986 (reprint 2014).</p>
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<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2019-20</b>
<b>Branch:</b>		<b>Semester: IV</b>
1	Course Code	BHI 208
2	Course Title	<b>History of Modern Japan: (1850-1952 C.E.)</b>
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE
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 Chinese History.
7	Course Description	This course discusses one of the strongest nations of the world, which experienced an evolution in 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 soon 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 of Fascism, 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	Outline syllabus	
	<b>Unit 1</b>	<b>Transition from Feudalism to Capitalism</b>
	A	Crisis of the Tokugawa <i>Bakuhau</i> System; Decline of Shogunate
	B	The Meiji Restoration; limits to modernization

	C	Economic change: Agrarian Settlement; fiscal policies; Capitalism and Industrialization, Modernization		
	<b>Unit 2</b>	<b>Building of Modern State</b>		
	A	Programme 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		
	<b>Unit 3</b>	<b>Imperial Japan: Expansion and Industrialization</b>		
	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		
	<b>Unit 4</b>	<b>Democracy and Militarism</b>		
	A	Popular/ People's Rights Movement ; gender		
	B	Emergence of Party Cabinet: Meiji constitution; political parties		
	C	Militarism and fascism		
	<b>Unit 5</b>	<b>From Ascendance to Ruins &amp; Reconstruction</b>		
	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, <i>A Brief History of Japan: Samurai, Shougun and Zen</i> , Tuttle Publishing, 2017 R. H. P. Mason, <i>A History of Japan</i> : Revised edition, Tuttle Publishing, 1997		

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:</b>		<b>Semester: V</b>
1	Course Code	BHI 301
2	Course Title	<b>An Introduction to Methods of Historical Research</b>
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 methods used in Historical research 2. To infer the researches done in History. 3. To interpret the meaning of a Historical Research. 4. To get familiar with referencing and Bibliography.
6	Course Outcomes	CO1: The students will be able to illustrate the knowledge of methods of history writing. CO2: The students will be able to understand the sources used in History Writing. CO3: The students will be able to acquaint themselves with the range of issues related to knowledge and critical thinking. CO4: The students will be able to allow them scope for further research in the domain and understand the importance of field study. CO5: The students will be able to clearly reference and use quoted sources in their writing.
7	Course Description	This course will allow students to understand the meaning of history and the developments of various Historical concepts. This will explain the sources used in the history and how to distinguish between them. Further, it goes on to detail why is it important to do the field study and how to do so. Also, given the nature of Historical knowledge, how should one critically look at the facts and conclude with minimal bias. Finally, it teaches how to use the work of various authors, reference and create the Bibliography.
8	Outline syllabus	
	<b>Unit 1</b>	<b>History: Meaning and Interdisciplinary Approach</b>
	A	History: Definition; Development of Historical Concepts
	B	Introducing E. H. Carr's <i>What is History</i> Schools of History: Positivist, Annals, Post Modernism, Gender and

	Environment		
C	History and its Allied Subjects with special reference to Geography, Cartography and Political Science		
<b>Unit 2</b>	<b>Sources for the study of History</b>		
A	primary and secondary sources: archeology; epigraphy and numismatics		
B	Archival sources, state and private documents		
C	Non conventional Sources: personal memoirs, journals and letter, oral and virtual sources		
<b>Unit 3</b>	<b>Field Study</b>		
A	Ethnography – questionnaire, interviews,		
B	Schedules, tables		
C	Qualitative data and quantitative data		
<b>Unit 4</b>	<b>Nature of Historical knowledge and Critical Thinking</b>		
A	Objectivity and the writing of history		
B	Historical causation		
C	Historical criticism: Internal and external		
<b>Unit 5</b>	<b>Reference and Bibliographic Searches</b>		
A	Referencing		
B	Footnote and Bibliography		
C	What is Plagiarism and How to Avoid it		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	E. Sreedharan, <i>A Text-book of Historiography 500 BC to AD 2000</i> , Orient Longman, 2004		
Other References	Abrams, Lynn, <i>Memory in Oral History Theory</i> , London: Rutledge, 2010 Arthur Marwick, <i>The Nature of History</i> , London: Macmillan, 1989 Arthur Marwick, <i>New Nature of History: Knowledge, Evidence, Language</i> , Lyceum Books Incorporated, 2001 Donald A. Ritchie, <i>Doing Oral History: A practical Guide</i> , Oxford University Press, 2003 E. H. Carr, <i>What is History</i> , London, 1961 G. Barrowclough, <i>Main Trends in History</i> , New York: Rutledge, 1979 K. N. Chitnis, <i>Research Methodology in History</i> , Atlantic, 2006 Martin, Ballard, ed., <i>New Movements in the Study and Teaching of History</i> , London: OUP, 1970 Marc, Bloch, <i>The Historian's Craft</i> (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992 Marc, Bloch, <i>The Historian's Craft</i> (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992 R.G. Collingwood, <i>Idea of History</i> , OUP: 1974		

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:</b>		<b>Semester: V</b>
1	Course Code	BHI 302
2	Course Title	<b>India Since Independence (1947-2000 C.E.)</b>
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE
5	Course Objective	1. To make the students aware of the history of India post independence. 2. To examine the various acts and policies built in the independent India. 3. To understand the division of states and consolidation of India as a nation.. 4. To get familiar with the various movements and the political constructs of various policies.
6	Course Outcomes	CO1: The students will be able to understand the development of political situation in India post independence. CO2: The students will be able to classify how certain states were created on the basis of linguistic identities. CO3: The students will be able to acquaint themselves with the idea of emergence of India as a nation. CO4: The students will be able to allow them scope for further research in the domain and pursue political careers. CO5: The students will be able to critically analyse the Social, Political, Economic and Cultural aspects of the current India and how the constitution came to be.
7	Course Description	This course allows one to trace the development that took place in India since Independence. This also gives a vivid description of the policy level changes that occurred, which were made to offset the policies made during the colonial India by the British. This also gives a sneak peak into the formation of states in the Indian subcontinent. It traces the emergence of independent India, conscious of its demerits and forming its industrial policies, educational infrastructure and a polity, trying to address the needs of a large population. This period also sees various political and social movements that took place and gave a new shape to the erstwhile political and social frameworks.
8	Outline syllabus	
	<b>Unit 1</b>	<b>The Dawn of Independence</b>
	A	Integration of Princely States Integration of the Indian States; Hyderabad, Junagarh and Kashmir

	B	The Aftermath of Partition; Resettlement of Refugees and Issue with Pakistan Main features of the Indian Constitution		
	C	Economic Planning : First three five year plans		
	<b>Unit 2</b>	<b>National Consolidation</b>		
	A	Evolution of Parliamentary Democracy Adoption of Planning and the concept of the Mixed Economy		
	B	Linguistic Reorganization of States		
	C	Tribal Policy, with special reference to the North-East and Eastern and Central India		
	<b>Unit 3</b>	<b>The Political Economy of Development</b>		
	A	Agrarian Policy: abolition of Zamindari , Land Ceiling, Bhoodan Movement Industrial Policy; Emergence of Public Sector Enterprises -		
	B	Green Revolution; Globalization: New Economic Policy from 1991		
	C	Challenges of Education Policy and the issue of Literacy; Kothari Commission; National Education Policy- 1986; Sarva Shiksha Abhiyan		
	<b>Unit 4</b>	<b>Political and Social Movements</b>		
	A	Emergency of 1975-1977 ; J. P. Movement; the Emergence and the Janata Experiment Agrarian Struggle and the question of Peasant rights , Legislation		
	B	Struggles for Women's Empowerment: The Hindu Code Bill; the Shah Bano and Roop Kanwar Cases		
	C	Issue of Identity Politics: Communalism; Separatist Movements –Khalistan and Kashmir Regional and Caste Consciousness; Dalit Politics		
	<b>Unit 5</b>	<b>Foreign Policy and Border Issues</b>		
	A	<ul style="list-style-type: none"> <li>India -China War</li> <li>Role of India in the Non-Alignment Movement</li> <li>Indo-Pak War of 1965</li> </ul>		
	B	<ul style="list-style-type: none"> <li>1971- Creation of Bangladesh</li> <li>Kargil War</li> </ul>		
	C	War and its aftermath: <ul style="list-style-type: none"> <li>Common perceptions and public debates</li> <li>Role of Media, Impact of Movies,</li> <li>Individual and community based experiences</li> </ul>		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Chandra, Bipin, Aditya Mukharjee, Mridula Mukharjee, <i>India Since Independence</i> , New Delhi: Penguin Books India, 2011 Find PDF Copy here:		

		<a href="https://upscandgateportal.files.wordpress.com/2014/08/india-since-independence-by-bipin-chandra.pdf">https://upscandgateportal.files.wordpress.com/2014/08/india-since-independence-by-bipin-chandra.pdf</a>
	Other References	<p><i>the Colonial to the Post- Colonial: India and Pakistan in Transition</i>. New Delhi:OUP, 2007.</p> <p>Chatterjee, Partha ed. <i>State and Politics in India</i>. New Delhi: OUP, 1994.</p> <p>Dhawan, Rajeev, ed. <i>Law and Society in Modern India</i>. New Delhi: OUP, 1997.</p> <p>Dreze, Jean and Amartya K. Sen. <i>Indian Development: Selected Regional Perspectives</i>. New Delhi: OUP, 1997.</p> <p>Frankel, Francine R. <i>India's Political Economy</i>. New Delhi: OUP, 2005.</p> <p>Frankel, Francine R., ed. <i>Transforming India: Social and Political Dynamics of Democracy</i>. Oxford: OUP, 2000.</p> <p>Guha, Ramachandra. <i>India after Gandhi</i>. London: Picador, 2007.</p> <p>Hasan, Zoya. <i>Parties and Party Politics in India</i>. New Delhi: OUP, 2004.</p> <p>Jaffrelot, Christophe. <i>The Hindu Nationalist Movement and Indian Politics 1925 to 1990s</i>. New Delhi: Penguin, 1999.</p> <p>Kothari, Rajni. <i>Caste in Indian Politics</i>. New Delhi: Orient Longman, 1970.</p> <p>King, Robert D. <i>Nehru and the Language Politics of India</i>. New Delhi: OUP, 1997.</p> <p>Kochanek, Stanley. <i>The Congress Party of India: the Dynamics of One Party Democracy</i>. Princeton: PUP, 1968.</p> <p>Kohli, Atul. <i>The State and Poverty in India: the Politics of Re-form</i>. Cambridge: CUP, 1987.</p> <p>Kabir, Nasreen Munni. <i>Bollywood: the Indian Cinema Story</i>. Channel 4 London, 2001.</p> <p>Tarlo, Emma. <i>Unsettling Memories: Narratives of the Emergency in Delhi</i>. Los Angeles: University of California Press, 2003</p> <p>Vinaik, Achin and Rajeev Bhargava. <i>Understanding Contemporary India</i>, Hyderabad: Orient Black Swan, 2010.</p> <p>Bilgrami, A. <i>Democratic Culture</i>, New Delhi: Routledge, 2011.</p>

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:</b>		<b>Semester: V</b>
1	Course Code	BHI 303
2	Course Title	<b>World Politics in the 20th Century (1945-2000 C. E.)</b>
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE
5	Course Objective	1. To make the students aware of the World history post the 2 <sup>nd</sup> world war 2. To infer the world reorganisation post war . 3. To interpret the social and economic developments of a new world order 4. To get familiar with the current issues that the world faces.
6	Course Outcomes	CO1: The students will be able to reflect on the challenges that the world faces today CO2: The students will be able to identify the political play of various nations at the global arena and how the political affiliations towards a common goal CO3: The students will be able to acquaint themselves with the formation of bodies like the UNO and their duties towards the world CO4: The students will be able to look at the end of a sustained era of hostilities between the countries and how did the world get polarised CO5: The students will be able to do a critical analysis of the Social, Political, Economic and Cultural aspects of World History.
7	Course Description	This course would take a dive into the developments that happened at the world level post the end of Cold war. The emergence if various treaties and policies that came after quite clearly paved the way for what the world is today. After the rush for power and control over weaker nations, it became clear to the world that in the new world order, political subjugation will not be the answer to world dominance. Rather, the economic development and the common interests of a group of allies will be instrumental in leading the world to newer milestones. Notable among these is the fact that nuclear disarmament policies, restraint towards war, Non Aligned movement and Organizations like UNO came into being.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Era of Cold War: Key Concepts and Background</b>
	A	Post-War treaties and United Nations Organisation (UNO)  The US foreign policy in the Post war period: Truman Doctrine and Marshall

	Plan		
B	Origins of Cold War- Causes and Consequences Debate on the origins and nature of the Cold War		
C	Cold War and the emergence of Soviet and American economic and military alliances: NATO, WTO, IMF, World Bank, Warsaw, COMECON		
<b>Unit 2</b>	<b>Cold War and Major Crisis</b>		
A	Korean Crisis- Vietnam Crisis		
B	Cuban Crisis- Berlin wall and its Demolition		
C	Disintegration of USSR - End of Cold War		
<b>Unit 3</b>	<b>Emergence of New Socio-Political Order</b>		
A	Disintegration of European Empires and the emergence of the Third World		
B	Commonwealth - Non- Alignment- Disarmament- Nuclear non-proliferation –SALT I &II –CTBT		
C	Impact of the emergence of Communist China on world politics		
<b>Unit 4</b>	<b>New Dimensions in the World Politics</b>		
A	Origin and activities of ASEAN and SAARC  Role of UNO in the Maintenance of World Peace		
B	The end of Socialist regime and the disintegration of USSR		
C	The end of the Cold War The onset of Globalisation and its impact American Unipolarism and its significance for international politics		
<b>Unit 5</b>	<b>Issues in the Contemporary World</b>		
A	Ecological struggles: the Chipko Movement and struggles for the Amazon		
B	South Africa and Sudan: from apartheid to reconciliation; Race, class and gender: movements in the USA		
C	Struggles for democracy and rights in Myanmar; Student movements of 1968		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Findley, V.F. and J.R. Rothney. <i>Twentieth Century World</i> , Boston: Houghton Mifflin Co., 1994		
Other References	Burke, Peter, <i>History and Social Theory</i> . Cornell University Press: Wiley, 2005. Hobsbawm, Eric. <i>Fractured Times: Social and Cultural History of the Twentieth Century</i> . Little Brown, 2013. Hobsbawm, Eric. <i>Age of Extremes</i> , Delhi: Rupa, 1996; (translated into Hindi by Lal Bahadur Verma, Allahabad, 2013).		

	<p>Lancaster, R.N. and M.D. Leonardo. <i>The Gender/ Sexuality Reader: Culture, History Political Economy</i>. London: Rutledge, 1997.</p> <p>Lowe, Norman. <i>Mastering World History</i>. London: Pal- grave Macmillan, 2013.</p> <p>Mahajan, Sneh. <i>Issues in Twentieth Century World Histo- ry</i>,.Delhi: Macmilan, 2009.</p> <p>Mangan J. A., ed. <i>Europe, Sport, World: Shaping Global Societies</i>. London: Frank Cass Publishers, 2001.</p> <p>Wakeman, Rosemary. <i>Themes in Modern European Histo- ry</i>. Routledge, 2005.</p> <p>Williams, Raymond. <i>Keywords: A Vocabulary of Culture and Society</i>. Croom Helm, 1976.</p>
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<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:</b>		<b>Semester: V</b>
1	Course Code	BHI 304
2	Course Title	<b>Introduction to the Study of Archaeology</b>
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE
5	Course Objective	1. To make the students aware about the archaeological study. 2. To infer the archaeological study and its linkages with other disciplines. 3. To interpret the importance of archaeological studies. 4. To get familiar with the intellectual discourse of archaeological ideologies.
6	Course Outcomes	CO1: The students will be able to illustrate the knowledge of archaeology CO2: The students will be able to identify the sources of archaeological evidence in History. CO3: The students will be able to acquaint themselves with the range of disciplines related to archaeology and they complement each other. CO4: The students will be able to allow them scope for further research in the domain and to study further in the applied field of history as archaeologist. CO5: The students will be able to critically analyse the Social, Political, Economic and Cultural aspects of History through archaeology.
7	Course Description	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. Also, with the knowledge of various archaeological sites dating from ancient to modern world, Archaeology is as old as the world, but never ceases to add newer dimensions to the understanding of History as we know it.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Definition &amp; scope of Archaeology</b>
	A	Terms and Concepts in Archaeology- Pre-history- Proto- History and History;
	B	Artefact, Site, Culture, Exploration, Excavation

	C	Sources of Archaeology: Monuments- Inscriptions-Coins- The dating problem- dates in Inscriptions		
	<b>Unit 2</b>	<b>Archaeology and other Disciplines</b>		
	A	Relationship of Archaeology with other disciplines: History		
	B	Archaeology and Anthropology		
	C	Impact of pure sciences on Archaeology		
	<b>Unit 3</b>	<b>History of Archaeology</b>		
	A	History of Archaeology- Origin and evolution of archaeological studies —		
	B	History of Archaeology in India- Institutional growth in the field of Epigraphy and Archaeology		
	C	Oriental Studies - Establishment of Professional organisations and institutions		
	<b>Unit 4</b>	<b>Important Archaeological sites in India</b>		
	A	Palaeolithic sites: Bhimbetka, Attirampakkam-		
	B	Neolithic Sites: Paiyampalli, Nagarjunakonda- Proto- Historic sites: Mohenjodaro, Harappa, Lothal, Dholavira		
	C	Iron Age/Early Historic sites: Kodumanal, Hallur, Pattanam		
	<b>Unit 5</b>	<b>Study of Society, Economy and Communities with the help of Archaeology</b>		
	A	Marxist Archaeology		
	B	Gender Archaeology		
	C	Archaeology & Diaspora Communities		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Agrawal, D.P., 1982, The Archaeology of India, Curzon Press, London		
	Other References	<ul style="list-style-type: none"> <li>• Allchin, B., and Allchin, R., 1982, The Rise of Civilization in India and Pakistan, Cambridge University Press, Cambridge.</li> <li>• Dhavalikar, M.K., 1990, First Farmers of the Deccan, Ravish Publishers, Pune.</li> <li>• Chakrabarti, Dilip.K., 1988, A History of Indian Archaeology : From the Beginning to 1947, Munishiram Manoharlal, New Delhi.</li> <li>• Chakrabarti, Dilip.K., 1999, India : An Archaeological History – Palaeolithic Beginnings to Early Historic Foundations, Oxford University Press, New Delhi.</li> <li>• Daniel, Glyn E., 1967, The Origins and Growth of Archaeology, Pelican Books, London.</li> <li>• Ghosh, A., (ed.) 1988, An Encyclopaedia of Indian Archaeology, 2 Vols, Munishiram Manoharlal, New Delhi.</li> <li>• Gilchrist Roberta, Gender and Archaeology, 1999, Routledge.</li> <li>• Gururaja Rao, B.K., 1972, Megalithic Culture in South India,</li> </ul>		

		<p>University of Mysore, Mysore.</p> <ul style="list-style-type: none"><li>• Rajan,K., 2002,.Archaeology: Principles and Meth- ods, Tanjavur: Manoo Pathippakam.</li><li>• Raman, K.V., 1986, Principles and Methods of Ar- chaeology, Parthajan Publications, Madras.</li><li>• Wright P. Rita, Gender and Archaeology, 1996, University of Pennsylvania press, Philadelphia.</li><li>• Thapar, B.K., 1985, Recent Archaeological Discov- eries in India, Unesco, Paris</li></ul>
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<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:</b>		<b>Semester: V</b>
1	Course Code	BHI 305
2	Course Title	<b>Gender in Indian History upto 1950</b>
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE
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 gender in Indian History and its distinctive eras. CO4: The students will gain a scope of further research in the domain and will 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.
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 ancient to the Modern India.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Gender in ancient India up to c.1200 CE</b>
	A	Understanding Gender, Patriarchy and Masculinity

		Women in political spaces: from early to early medieval times		
B		Economic and social roles: material production, property relations and patronage; varna, jati, household, sexuality		
C		and marriage		
	<b>Unit 2</b>	<b>Gender in Medieval India: c.1200 to 1500</b>		
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		
	<b>Unit 3</b>	<b>Gender in Mughal India: 1500 to 1750s</b>		
A		Political processes, law and gender		
B		Harem, household and family		
C		Masculinities and sexualities; Education, literature and cul- ture: biographies, music		
	<b>Unit 4</b>	<b>Gender in Colonial India: 1750s to 1940s</b>		
A		The Women’s Question, social reforms and law		
B		Engendering caste, class and religious identities; house- hold, family, marriage and love; sexualities and masculini- ties		
C		Literature, popular culture, and gender		
	<b>Unit 5</b>	<b>Women and Partition</b>		
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, <i>The Power of Gender and the Gender of Power, Explorations in Early Indian History</i> . New Delhi: Oxford University Press, 2010.		
	Other References	Bokhari, Afshan. ‘Between Patron and Piety: Jahān Ārā Begam’s Sufi Affiliations and Articulations in Seventeenth- Century Mughal India’. In <i>Arrangements of the Mystical in the Muslim World, 1200–1800</i> . Taylor and Francis, 2011. Butalia, Urvashi, <i>The Other Side of Silence: Voices from the Partition of India</i> , Penguin, 2017. Bokhari, Afshan. ‘Between Patron and Piety: Jahān Ārā Begam’s Sufi Affiliations and Articulations in Seventeenth- Century Mughal India’. In <i>Arrangements of the Mystical in the Muslim World, 1200–1800</i> . Taylor and Francis, 2011. Forbes, Geraldine. <i>Women in Modern India</i> . Cambridge: Cambridge University Press, 1996. Gupta, Charu. ‘Introduction’. In Charu Gupta, ed. <i>Gender- ing Colonial India: Reforms, Print, Caste and Communal- ism</i> . Delhi: Orient Blackswan, 2012.		

	<p>Gupta, Charu, <i>The Gender of Caste: Representing Dalits in Print</i>, Washington: University of Washington Press, 2016.</p> <p>Habib, Irfan. <i>Exploring Medieval Gender History</i>. Symposia Papers, Indian History Congress, 2000.</p> <p>Hasan, Farhat. <i>State and Locality in Mughal India: Power Relations in Western India, c.1572-1730</i>. University of Cambridge Oriental Publications, 2005 [Chapter V: 'Women, Kin and Shari'a' in State and Locality'].</p> <p>Kumar, Radha. <i>The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990</i>. Delhi: Zubaan, 1997</p> <p>Lal, Ruby. <i>Domesticity and Power in the Early Mughal World</i>. Cambridge: Cambridge University Press, 2005.</p> <p>Menon &amp; Bhasin, <i>Borders &amp; Boundaries: Women in India's Partition</i>, Rutgers University Press, 1998.</p> <p>Ramaswamy, V. <i>Walking Naked: Women and Spirituality in South India</i>. Shimla: Indian Institute of Advanced Study, 1997.</p> <p>Rangachari, Devika. <i>Exploring Spaces for Women in Early Medieval Kashmir</i>. NMML Occasional Papers.</p> <p>Singh Snigdha, <i>Beyond the Women in Question: Reconstructing Gender Identities</i>, Delhi: Ratna Sagar, 2017</p> <p>Sangari, Kumkum, and Sudesh Vaid, eds. <i>Recasting Women: Essay in Colonial History</i>. Delhi: Kali for Women, Re-print, 2006.</p> <p>Sarkar, Sumit and Tanika Sarkar, eds. <i>Women and Social Reform in Modern India: A Reader</i>. 2 Vols. Delhi: Permanent Black, 2007</p> <p>Shaha Shalini, <i>The Making of Womanhood: Gender Relations in the Mahabharata</i>, Revised edition, Delhi: Manohar, 2012</p> <p>Sahgal Smita, Masculinity in Early India: Constructing an Embryonic Frame, <i>Proceedings of Indian History Congress</i>, Vol. 70, 2009-2010, pp. 151-163</p> <p>Sheel Ranjana, <i>The Political Economy of Dowry: Institutionalization and Expansion in North India</i>, Delhi: Manohar Publications, 1998.</p>
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<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:</b>		<b>Semester: V</b>
1	Course Code	<b>PDP 306 &amp; 27047</b>
2	Course Title	<b>Personality Development and Leadership Skills</b>
3	Credits	2/ SEC
4	Contact Hours (L-T-P)	1-0-2
	Course Type	DSE
5	Course Objective	The core objective of this SEC is to enhance holistic development of students and improve their employability skills. Provide a positive self-branding to up skill and upgrade students' across varied industry needs to enhance employability skills. It will help students to explore the context and importance of managing responsibly and how it relates to sustainability, responsibility, and ethics.
6	Course Outcomes	CO1: Understanding Personality and its traits   The art of impression management CO2: Personality Development and Transformation – Building Self CO3: Behavioral and Interpersonal Skills CO4: Learn Leadership and Professional Skill
7	Course Description	This course aims to develop personality, confidence and interpersonal abilities within the student. The course brings about personality development in the student with regard to the different behavioral dimensions which will help the student in personal, academic and future professional life.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Personal development Skills</b>
	A	<ul style="list-style-type: none"> <li>• Concept of Personality and “Self”</li> <li>• Analyzing Strengths and Weakness (SWOT)</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Architecting the “Self”: Self Esteem and Self Confidence</li> <li>• Attitudes &amp; its Importance: aggressive, assertive, submissive</li> <li>• Proxemics</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Interpersonal and Communication Skills: Listening and understanding</li> <li>• Communication Barriers, Overcoming Communication Barriers</li> <li>• 7’Cs of Effective Communication</li> </ul>
	<b>Unit 2</b>	<b>Leadership Skills</b>

	A	<ul style="list-style-type: none"> <li>• Conflict Management: Introduction to Conflict Management, Levels of Conflict</li> <li>• Managing Conflict &amp; its importance</li> <li>• Social Effectiveness</li> </ul>	
	B	<ul style="list-style-type: none"> <li>• Team Behavior &amp; Team Roles</li> <li>• Group Discussion and Team Building</li> </ul>	
	C	<ul style="list-style-type: none"> <li>• Time Management: Concept; Techniques of Time Management</li> <li>• Importance and Need of Time Management</li> </ul>	
	<b>Unit 3</b>	<b>Professional Skills</b>	
	A	<ul style="list-style-type: none"> <li>• Resume Writing</li> <li>• Cover Letter Writing</li> </ul>	
	B	<ul style="list-style-type: none"> <li>• Positive Self Image: Power Dressing, Body Language, Self-Introduction and Public Speaking,</li> </ul>	
	C	<ul style="list-style-type: none"> <li>• How to be successful in interview (Mock interview)</li> </ul>	
	<b>Unit 4</b>	<b>Managing Stress and Motivation</b>	
	A	<ul style="list-style-type: none"> <li>• Introduction to Stress, Causes of Stress, Impact Stress, Managing Stress</li> </ul>	
	B	<ul style="list-style-type: none"> <li>• Introduction to motivation, definition and meaning; relevance of motivation</li> </ul>	
	C	<ul style="list-style-type: none"> <li>• Types of motivation and analysis of motivation</li> </ul>	
	<b>Unit 5</b>	<b>Women and Partition</b>	
	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	ETE
		60%	40%
	Text book/s*	<ul style="list-style-type: none"> <li>• Napoleon Hill. <i>Power of Positive Action</i>. Napoleon Hill Foundation. 2017</li> <li>• <i>Streets of Attitude</i> (English, Paperback, Cary Fagan, Elizabeth Wilson)</li> <li>• <i>The 6 Pillars of self-esteem and awareness</i> – Nathaniel Brandon</li> <li>• Wilson &amp; Dobson. <i>Goal Setting</i>. (English, Paperback,). 1994</li> <li>• Hargreaves, G. <i>Stress Management</i>, Marshall Publishing, London 1998</li> <li>• Taylor, S.E. <i>Health Psychology</i>, McGraw-Hill Inc. 1995</li> <li>• Kirsta A, <i>The Book of Stress Survival</i>, Gaia Books Limited, London 1981</li> <li>• Arnold, J.H. &amp; Feldman, D.C. <i>Organisational Behaviour</i>, McGraw-Hill 1986</li> </ul>	

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:</b>		<b>Semester: V</b>
1	Course Code	
2	Course Title	<b>Indian Independence Movement: 1858-1947 C.E.</b>
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 during Modern India to the 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 illustrate the knowledge of India's Independence movement in aforementioned period. CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Colonial Indian History. CO3: The students will be able to identify with the realities and the conditions that led to the Indian Independence movement. CO4: The students will be able to allow them scope for further research in the domain. CO5: The students will be able to critically analyse the Social, Political, Economic and Cultural aspects of the History of the Indian Independence movement.
7	Course Description	This course would educate the students on the developments that led to the struggle for Independence, who were the important personalities who led the Indian freedom struggle, effect of Gandhi on the Indian Independence movement and the different trends that emerged during this period. This course would also talk about the various colonial reforms that were introduced and amidst all of this, how was the fight for Indian independence taking shape. 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.
8	Outline syllabus	
	<b>Unit 1</b>	<b>INTRODUCTION</b>
	A	<ul style="list-style-type: none"> <li>Overview of India after 1857; Queen's Proclamation of 1858 and</li> </ul>

	its Critical Analysis <ul style="list-style-type: none"> <li>Constitutional Developments from 1858-1909: The Government of India Act 1858; Indian Council's Act of 1892</li> </ul>
B	Rise of National Consciousness- Foundation of the Indian National Congress: Objectives.
C	Moderates and their Achievements- Rise of Extremism- Partition of Bengal- Swadeshi Movement- Minto –Morley Reforms of 1909. Trends in Muslim Politics – Aligarh Movement, The Muslim League, Demand for Separate Electorate, Lucknow Pact
<b>Unit 2</b>	<b>The Gandhian Era</b>
A	Advent of Gandhi: Champaran, Kheda and Ahmedabad; Critical Analysis of Lucknow Pact; Jallianwala Bagh and its Impact on National Politics; 1919 Act or Montague- Chelmsford Reforms: Provisions and Critical Analysis
B	Rowlatt Act and Rowlatt Satyagraha
C	Khilafat and Non-Co-operation. Civil Disobedience Quit India Movement
<b>Unit 3</b>	<b>Different Trends in the National Movement and Post war upsurge</b>
A	Different ideological trends in the Congress with political reference to the rise of the Leftists and the Communists.
B	<ul style="list-style-type: none"> <li>Role of various social groups and classes with special emphasis on the Dalits with special reference to Ambedkar.</li> <li>Trade Union Movements, the people's Movement in the princely States and Revolutionaries.</li> </ul>
C	Subhas Chandra Bose and the INA Post War Upsurges <ul style="list-style-type: none"> <li>INA Movement,</li> <li>Naval Mutiny,</li> <li>Tebhaga and Telengana</li> </ul>
<b>Unit 4</b>	<b>Constitutional Developments Communal politics, Partition and Independence</b>
A	Morley-Minto Reforms Montague Chelmsford Reforms Simon Commission, Nehru Report and Round Table Conference
B	Govt. of India Act, 1935, Working of the provincial Ministries Cripps Mission, Wavell Plan and Cabinet Mission
C	Growth of Hindu Fundamentalism and Muslim separation Demand for Partition – National and Regional responses to the Demand – British policies Partition and Independence (August 1947)
<b>Unit 5</b>	<b>Partition and Independence: The less told Stories</b>
A	Negotiations for Independence The Making of the Constitution

		Integration of Princely States		
B		Dalits in National Movement: Role and Participation Udham Singh: An Unsung Hero		
C		Women in the Indian National Movement		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Bandhopadhyaya, Shekhar. <i>From Plassey to Partition: A History of Modern India</i> . Delhi: Orient Blackswan, 2004. Chandra, Bipan et. al. <i>India's Struggle for Independence</i> . New Delhi: Penguin, 1988. Chaudhary, Latika et. al., eds. <i>A New Economic History of Colonial India</i> . London and New York: Routledge, 2016. Guha, Ranajit and Gayatri Chakaravarti Spivak, eds. <i>Selected Subaltern Studies</i> . New York and Oxford: Oxford University Press, 1988. Sarkar, Sumit. <i>Modern India 1885-1947</i> . Delhi: Macmillan 1983		
	Other References	Hasan, Mushirul and Asim Roy, eds. <i>Living Together Separately: Cultural India in History and Politics</i> . New Delhi: Oxford University Press, 2005. Hasan, Mushirul. <i>India's Partition: Process, Strategy and Mobilisation</i> . New Delhi: Oxford University Press, 1993. Jalal, Ayesha. <i>Self and Sovereignty: Individual and Community in South Asian Islam</i> . Delhi: Oxford University Press, 2000. Jalal, Ayesha. <i>The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan</i> . Cambridge: Cambridge University Press, 1985. Khan, Yasmin. <i>India at War: The Subcontinent and the Second World War</i> . New York: Oxford University Press, 2015. Oberoi, Harjot Singh. <i>The Construction of Religious Boundaries: Culture, Identity, and Diversity in the Sikh Tradition</i> . Chicago: University Of Chicago Press, 1994 Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India. Cambridge: Cambridge University Press, 1985. Pandey, Gyanendra. <i>The Construction of Communalism in Colonial North India</i> . New Delhi: Oxford University Press, 1992. Pandian, M.S.S. <i>Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present</i> . New Delhi: Permanent Black, 2007. Parekh, Bhiku. <i>Colonialism, Tradition and Reform. An Analysis of Gandhi's Political Discourse</i> . Delhi: Sage, 1999 reprint. Ray, Rajat, K., ed. <i>Entrepreneurship and Industry in India, 1800-1947</i> . Delhi: Oxford University Press, 1994. Roy, Tirthankar. <i>The Economic History of India 1857-1947</i> . New Delhi: Oxford University Press, 2000. Roy Anwesha, <i>Making Peace, Making Riots: Communalism and Communal Violence, Bengal 1940-1947</i> , Cambridge: Cambridge University Press, 2018.		

		<p>Sarkar, Sumit and Sarkar, Tanika. (eds) <i>Caste in Modern India: A Reader</i>, Volume I and II. Delhi: Delhi University, 1998.</p> <p>Sarkar, Sumit. <i>The Swadeshi Movement in Bengal</i>, Delhi: Permanent Black, 2010 reprint, Permanent Black, 2014.</p>
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<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:</b>		<b>Semester: VI</b>
1	Course Code	
2	Course Title	<b>Reading Primary Sources</b>
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	1. To make the students discover and indentify first hand sources of 2. To infer the society and polity, culture. 3. To interpret the raw primary sources. 4. To get familiar with the new emerging trends of history.
6	Course Outcomes	CO1: The students will be able think critically and objectively. 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 them with the range of issues related Indian History and its distinctive eras. CO4: The students will be able to allow them scope for further research in the domain and to study further in the applied field of history as researcher. CO5: The students will be able to critically recognize the Social, Political, Eco- nomic and Cultural aspects of History.
7	Course Description	This will expose students to the first hand primary sources. It will enhance the ability of students to read between and beyond the lines. This course will help them develop research interest. This course will also help them to understand bias and the purposes with which history is written. They will eventually learn to distinguish between history and past. Oral history will help them understand hu- man behaviour in depth. It will also expose them to the recent emerging non con- ventional approaches towards history writing.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Definition and Understanding</b>
	A	What is a Primary Source
	B	Different division among primary sources and categorizations
	C	Importance and dependency of Historians on these sources for histor- ical construction: Conventional Ideas and New Trends

	<b>Unit 2</b>	<b>Ancient India and its Sources</b>		
	A	Arthashashtra and traditional Indian Political Ideas		
	B	Tamil epics ‘Silappadikaram’ and ‘Manimekalai’		
	C	Kalidasa’s Abhigyan Shakuntalam		
	<b>Unit 3</b>	<b>Medieval India and its Sources</b>		
	A	Sultanate Period: Tarikh-i-Firoj Shahi		
	B	Mughal Empire: Akbarnamah		
	C	Traveler’s Account: with special reference to Ser Marco Polo and Laval Pyrard Francois		
	<b>Unit 4</b>	<b>Modern India and Its Sources</b>		
	A	Records of Dutch East India Company (VOC)		
	B	Collected Works of Mahatma Gandhi		
	C	Dr. Babasaheb Ambedkar: Writings and Speeches		
	<b>Unit 5</b>	<b>Memory, Commemoration, and Silence: Oral History</b>		
	A	Defining and Understanding Oral History		
	B	Limitations and Subjectivity		
	C	Folk lore and Legends Diaries of wives of British East India Company officials and Soldiers		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	E. Sreedharan, <i>A Text-book of Historiography 500 BC to AD 2000</i> , Orient Longman, 2004		
	Other Refer-ences	<p>Arthur Marwick, <i>The Nature of History</i>, London: Macmillan, 1989</p> <p>Arthur Marwick, <i>New Nature of History: Knowledge, Evidence, Language</i>, Lyceum Books Incorporated, 2001</p> <p>Alistair Thomson, Michael Frisch and Paula Hamilton, “The Memory and History Debates: Some International Perspectives” <i>Oral History Society</i>, Vol. 22, No. 2, 25th Anniversary Issue (Autumn, 1994), pp. 33-43</p> <p>Barni, <i>Tarikh-i-Firoz Shahi</i>, Translated and edited by H.M. Elliot, John Dowson, Lahore : Sang-E-Meel Publications, 2006.</p> <p>Marc, Bloch, <i>The Historian’s Craft</i> (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992</p> <p><i>The History of Akbar, Volume 1</i> (the Akbarnama), edited and translated by Wheeler M. Thackston, Murty Classical Library of India: Harvard University Press (January 2015)</p> <p>Beveridge Henry. (tr.) Reprint 2010. <i>The Akbarnama of Abul Fazl</i> in three volumes.</p> <p>three volumes.</p>		

		<p>Dr. Babasaheb Ambedkar: Writings and Speeches, Vol. 12, edited by Vasant Moon (Bombay: Education Department, Government of Maharashtra, 1993) Online Source: <a href="http://www.columbia.edu/itc/mea/la/pritchett/00ambedkar/txt_ambedkar_waiting.html">http://www.columbia.edu/itc/mea/la/pritchett/00ambedkar/txt_ambedkar_waiting.html</a></p> <p>Donald A. Ritchie, Doing Oral History: A practical Guide, Oxford University Press, 2003</p> <p>Laval Pyard Francois, The Voyages of Francois Pyard of Laval to the East Indies, the Maldives, the Moluccas and Brazil, tr. Albert Gray, London: Cambridge University Press, 1888</p> <p>Lynn, Abrams, Memory in Oral History Theory, London, Rutledge, 2010</p> <p>Yule Henry and Henry Cordier (ed.), The Book of Ser Marco Polo, vol.II, New Delhi: Munshiram Manoharlal, 1998</p> <p>Abul, Fazl, The Akbar Nama, trans. by H. Beveridge, vol.3; Calcutta, 1939</p> <p>Galletti A., A. J. Van Der Burg, P. Groot, The Dutch in Malabar, Madras: Madras Government Press, 1911</p> <p>Collected Works of Mahatma Gandhi, online source: <a href="https://www.gandhiashramsevagram.org/gandhi-literature/collected-works-of-mahatma-gandhi-volume-1-to-98.php">https://www.gandhiashramsevagram.org/gandhi-literature/collected-works-of-mahatma-gandhi-volume-1-to-98.php</a></p> <p>INDIA DURING THE RAJ: EYEWITNESS ACCOUNTS Diaries and related records held by the European Manuscripts Section in the Oriental and India Office Collections at the British Library, London. Online Source: <a href="http://www.ampltd.co.uk/collections_az/India-Raj-1/description.aspx">http://www.ampltd.co.uk/collections_az/India-Raj-1/description.aspx</a></p> <p>Spector, Johanna, “Shingli Tune of the Cochin Jews”, Asian Music (Indian Music Issue), vol. 3:2; 1972</p> <p>Spector, Johanna, Jewish Songs from Cochin India: With Special Reference to the Cantillation and Shingli Tunes”, Proceedings of the World Congress of Jewish Studies, vol. IV, Jerusalem, 1973</p> <p>Scaria, Zacharia, “Jewish Malayalam Folk Songs — Text, Discourses and Identity” International Journal of Dravidian Linguistics, 34(2), June 2005</p> <p>Kautiliya’s, Arthshashtra, 3 Parts, ed. tr. And a study by, R. P. Kangle, Bombay: University of Bombay, 1960-</p> <p>Kalidasa’s Shakuntala, translated by Aurthur W. Ryder, Sanskrit Series: Cambridge Ontario, 1999. E book available: <a href="http://www.yorku.ca/inpar/shakuntala_ryder.pdf">http://www.yorku.ca/inpar/shakuntala_ryder.pdf</a></p>
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<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:</b>		<b>Semester: VI</b>
1	Course Code	
2	Course Title	<b>Understanding Heritage</b>
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE
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..
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 living examples of the architecture, knowledge and the existing social and religious affiliations of their times.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Defining Heritage</b>
	A	Heritage: Definition and Scope Need
	B	Types of Heritage Cultural and Natural
	C	Preservation and Conservation of Heritage

	<b>Unit 2</b>	<b>World Heritage Movement and Organizations</b>		
	A	Role of International Organizations, e.g. UNESCO		
	B	World Heritage Monuments		
	C	World Heritage Monuments in India		
	<b>Unit 3</b>	<b>Evolution of heritage legislation and the institutional framework</b>		
	A	Conventions and Acts -national and international		
	B	Heritage-related government departments, museums, regulatory bodies		
	C	Conservation initiatives		
	<b>Unit 4</b>	<b>Heritage Management and Public Participation</b>		
	A	Public Participation in Preservation of Cultural Heritage		
	B	Enhancing public Awareness		
	C	Formal and Non-Formal Education Tourism and Cultural Heritage		
	<b>Unit 5</b>	<b>Heritage and travel and Guides</b>		
	A	Viewing Heritage Sites		
	B	The relationship between cultural heritage, landscape and travel		
	C	Heritage Walk: Role and Narration of Tourist Guides		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Field Trips are Mandatory for this Course		
	Other References	<p>Biswas, S.S. <i>Protecting the Cultural Heritage (National Legislation and International Conventions)</i>. New Delhi: INTACH, 1999.</p> <p>Lahiri, N. <i>Marshalling the Past- Ancient India and its Modern Histories</i>. Ranikhet: Permanent Black, 2012. (Chapter 4 and 5)</p> <p>Layton, R.P. Stone and J. Thomas. <i>Destruction and Conservation of Cultural Property</i>. London: Routledge, 2001.</p> <p>Lowenthal, D. <i>Possessed By The Past: The Heritage Crusade and The Spoils of History</i>. Cambridge, 2010.</p> <p>Singh, U. <i>The Idea of Ancient India: Essays on Religion, Politics and Archaeology</i>. New Delhi: Sage, 2016. (Chapters 7, 8)</p> <p>Acts, Charters and Conventions are available on the UNESCO and ASI websites (<a href="http://www.unesco.org">www.unesco.org</a>; <a href="http://www.asi.nic.in">www.asi.nic.in</a>)</p> <p>Agrawal, O.P. <i>Essentials of Conservation and Museology</i>.</p>		

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018-2021</b>
<b>Program:</b> <b>BA(Program)/</b> <b>BA(H) Political Science,</b> <b>Sociology,</b> <b>Psychology,</b> <b>History</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:</b>		<b>Semester: VI</b>
1	Course Code	
2	Course Title	<b>Delhi through the Ages</b>
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE
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.
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	
	<b>Unit 1</b>	<b>Environmental Setting and Surviving Structures from Ancient India</b>

	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.)		
	<b>Unit 2</b>	<b>Delhi during Medieval Period</b>		
	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		
	<b>Unit 3</b>	<b>Delhi under Mughals</b>		
	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		
	<b>Unit 4</b>	<b>Delhi during Colonial Period</b>		
	A	Shahjahanabad: the Company and the Mughal Court; Delhi College; Ghalib		
	B	The famous Mutiny of 1857 and Delhi		
	C	From the 1877 Durbar to the New Imperial Capital		
	<b>Unit 5</b>	<b>Partition and Delhi</b>		
	A	Partition, Violence and Relocation: 1947 onwards		
	B	Delhi in Novels: Twilight in Delhi, City of Djinns, Delhi a 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. <i>City of Djinns: A Year in Delhi</i> . New Delhi: Penguin, 2004. Chapter II., pp. 27-37. Gupta, Narayani. <i>Delhi between the Empires: 1803-1931</i> , New Delhi: Oxford University Press, 1999. pp. 20-31, 50-66, 160-82. Husain, Yusuf, Salma, <i>The Mughal Feast: Recipes from the Kitchen of Emperor Shahjahan</i> , Delhi: Roli Books, 2019 Husain Salma, <i>The Emperors Table: The Art of Mughal Cuisine</i> , Delhi: Lustre Press, 2009 Koch, Ebba. "The Mughal Waterfront Garden." In <i>Mughal Art and Imperial</i>		

		<p><i>Ideology</i> by Ebba Koch, 183-202. New Delhi: Oxford University Press, 2001.</p> <p>Kumar, Sunil. "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE." In <i>Court Cultures in the Muslim World: Seventh to Nine-teenth Centuries</i> edited by Albrecht Fuess and Jan Peter Hartung, 123-148. London: Routledge, 2011.</p> <p>Lahiri, Nayanjot. "Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife." <i>World Archaeology</i>, 35:1, (2003): 35-60.</p> <p>Lowry, Glenn D. "Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture," <i>Muqarnas</i>, Vol. 4 (1987), pp. 133-148.</p> <p>Naim, C. M. "Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors." In <i>Urdu Texts and Contexts: The Selected Essays of C. M. Naim</i>, by C. M.</p> <p>Naim, 250-279. New Delhi: Permanent Black, 2004. Metcalf, Thomas. <i>Imperial Visions</i>, New Delhi: Oxford University Press, 1989. Chap. 7, pp. 211-239.</p> <p>Pandey, Gyan. <i>Remembering Partition</i>. Cambridge: Cambridge University Press, 2001. Chapter 6, pp. 121-51.</p> <p>Pernau, Margrit ed. <i>The Delhi College</i>. New Delhi: Oxford University Press, 2006; Introduction, pp. 1-32.</p> <p>Pinto, s.j., Desiderio. "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims." In <i>Muslim Shrines in India</i>, edited by Christian W. Troll, 112-124. New Delhi: Oxford University Press, 1989.</p> <p>Singh, Kushwant, Delhi: A Novel, Penguin Books, 1990 Singh, Upinder, ed. <i>Delhi: Ancient History</i>, New Delhi: Social Science Press, 2006, pp.185-92, 200-204. New Delhi: Orient Blackswan, 2010.</p> <p>Singh, Upinder. <i>Ancient Delhi</i>. 2<sup>nd</sup> Spear, Percival. <i>Twilight of the Mughuls</i>. In <i>The Delhi Omnibus</i>, Cambridge, Cambridge University Press, 2002, Chapter IV.edn. New Delhi: Oxford University Press. Introduction; pp. 5-45, 46- 62, 75-83.</p> <p>Tarlo, Emma. "Welcome to History: A Resettlement Colony in the Making." In <i>Delhi: Urban Spaces and Human Destinies</i>, edited by Veronique Dupont et al, 75-94. Delhi: Manohar, 2000</p>
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