



SCHOOL OF HUMANITIES & SOCIAL SCIENCES

Programme: *Master of Arts in Modern History*

Programme Code: SHS0116

Batch: 2021-23

NEP-2020 based Curriculum

1.1 Vision, Mission and Core Values of the University:

Vision of the University

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

Mission of the University

- 1. Transformative educational experience**
- 2. Enriched 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

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**

1.3.1 Programme Educational Objectives (PEO)

PEO1	The student will have research orientation and interdisciplinary understanding for Higher education.
PEO2	The student will have a detailed understanding of the concepts, theories and events related to Modern India and Contemporary World.
PEO3	The student will be able to apply an independent and interdisciplinary approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.
PEO4	The student will develop personal and professional skills to ensure their creative participation in the workplace, community and personal life.

1.3.3 Programme Outcomes(PO) of the M. A. Modern History:

PO1	Knowledge: To retrieve the familiarity with a range of Indian and global historical issues.
PO2	Research Skills: To recognize how different cultures, groups, societies, countries and Nations have interacted in the past and how it has affected history and contemporary tis.
PO3	Problem Analysis: Learn to evaluate and analyse the past Narrative s and events to recognize and compare the differences in the methods and theories of historians and learn to relate and current issues.
PO4	Critical Evaluation skills: Practice the methods of historical research, including the development of research topics, gathering and evaluation of evidence and presentation of research findings.
PO5	Creation: Students would be able to place historical arguments and knowledge into larger interdisciplinary Narratives and apply it on their respective employment domains.
PO6	Representation: Present historical and critical arguments in projects, discussions, research and assignments.
PO7	Implementation & Employability: Students would be able to use historical skills and methods outside the traditional academic realm and create platforms for academic and industrial interaction and exchange.
PO8	Life-long learning & individual development : Function effectively as an individual, and as a responsible member of society in multidisciplinary settings.

1.3.4. Programme Specific Outcomes (PSO):

PSO1	Building capacity of the students to explain regional conflicts among Asian Nations rooted in history and explore possibilities of inter-regional cooperation in the context of socio-political and cultural dynamics in contemporary times.
PSO2	Learning the application of historical method and critical thinking to assess and interpret the socio-economic, political, cultural and gender related aspects of Modern and Contemporary India.
PSO3	Develop student's ability to demonstrate competency in the skills of historical explanation, and knowledge in the field of colonial and post-colonial Indian subcontinent and post World-War socio-political development.

Programme Structure

Programme Structure
School of Humanities and Social Sciences
M.A. in Modern History
Batch: 2021-23

TERM: I

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
				L	T	P			
THEORY SUBJECTS									
1	27242	MAH151	Principles of History	4	1	0	5	CC	Core
2	27243	MAH152	History of Indian Independence Movement	4	1	0	5	CC	Core
3	27244	MAH153	History of Contemporary World upto 2000 CE	4	1	0	5	CC	Core
4*	27245	MAH154	Selected Studies in Gender	4	1	0	5	DSE	Elective
	27246	MAH155	History of Modern South Asia	4	1	0	5		
TOTAL CREDITS							20		

*** Any one paper to be chosen by student**

Programme Structure
School of Humanities and Social Sciences
M.A. in Modern History
Batch: 2021-23
TERM: II

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
				L	T	P			
THEORY SUBJECTS									
1	27247	MAH156	Major Trends in Historiography	4	1	0	5	CC	Core
2	27248	MAH157	Socio-Economic & Cultural History of Colonial India	4	1	0	5	CC	Core
3	27249	MAH158	Issues in Contemporary India: 1947-2000CE	4	1	0	5	CC	Core
4*	27250	MAH159	History of Modern Southeast Asia	4	1	0	5	DSE	Elective
	27251	MAH160	History of Contemporary China & Japan	4	1	0	5		
TOTAL CREDITS							20		

***Any one paper to be chosen by student**

Programme Structure
School of Humanities and Social Sciences
M.A. in Modern History
Batch: 2021-23
TERM: III

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
1			Research Methods in Social Sciences	4	2	0	6	SEC	SEC
2			Dissertation (I)	0	0	24	12	DSE	Elective
TOTAL CREDITS							18		

Program Structure
School of Humanities and Social Sciences
M.A. in Modern History
Batch: 2021-23

TERM: IV

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
1			Dissertation (II)	0	0	36	18	DSE	Elective
TOTAL CREDITS							18		

Syllabus

Semester: I

School: SHSS		Batch: 2021-23
Programme: M.A.		Current Academic Year: 2021-22
Branch: MODERN HISTORY		Semester: I
1	Course Code	MAH151
2	Course Title	PRINCIPLES OF HISTORY
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	<p>The core objectives of this paper are:</p> <ul style="list-style-type: none"> • Identify the major historiographical paradigms that have impacted on the writing of History • Understand the philosophy of History • Compare and contrast the different schools of History Narrative
6	Course Outcomes	<p>This course will enable the students to understand:</p> <p>CO1: Core concepts of History writing and how to decide the credibility of a source</p> <p>CO2: Relation of History with other disciplines (interdisciplinary approach)</p> <p>CO3: Approaches to historical writings and decoding the motives of different schools/scholars behind history writing</p> <p>CO4: Identify the Indian historiography schools</p> <p>CO5: The students will be able to compare and evaluate the major historiographical paradigms that have impacted on the writing of History</p> <p>CO6: The students will develop an understanding of History and its link to other disciplines</p>
7	Course Description	Present paper is focused on the “Art & Practice of writing History”. This Core Paper aims to introduce students to important issues related

		to historical method by giving them a broad overview of significant, including recent, historiographical trends. The aim is to acquaint students with important historiographical interventions and issues related to the historian's craft. It will familiarise you with the concepts and techniques involved in the practice of history-writing over the ages in various countries and languages.
	Unit 1	Introduction to History
	A	<ul style="list-style-type: none"> • Meaning of History: Definition, Nature & Scope, Philosophy of History; • what is history and historian's craft; subject matter of history; • the knowledge of the past; critical and speculative explanations in history;
	B	<ul style="list-style-type: none"> • Types of History—social, economic, intellectual, agrarian, urban, art history etc. • Historical sources, evidence, facts and their interpretation; Use and Misuse of history.
	Unit 2	Concepts in History
	A	<ul style="list-style-type: none"> • Question of Objectivity & Interpretation • Verifiability, • Determinism, • Relativism
	B	<ul style="list-style-type: none"> • Causation • Generalization in history, historical imagination and Moral judgment in history
	C	<ul style="list-style-type: none"> • Extent of subjectivity, contrast with physical sciences, interpretation and speculation, • Causation versus evidence, • Concept of historical inevitability, Historical Positivism.
	Unit 3	History and other Disciplines

	A	<ul style="list-style-type: none"> History: Science or Art Influences of statistics and mathematics on historical methods
	B	<ul style="list-style-type: none"> Ancillary Sciences : Archeology, Paleography, Epigraphy, Numismatics Auxiliary Sciences: Ecology, Anthropology, Linguistics, Sociology, Economics, Political Science, Law, Philosophy with cognate fields (like historical geography, economic history, intellectual history, legal and constitutional history)
	C	<ul style="list-style-type: none"> History and Ideology; Intellectual history History and Literature; History and Culture Documents and the Archives
	Unit 4	History: Approaches & Themes
	A	<ul style="list-style-type: none"> Classical Marxist Tradition & Recent Marxist Approaches The Annals School
	B	<ul style="list-style-type: none"> Positivist Tradition Postmodernist Intervention
	C	<ul style="list-style-type: none"> Local History & Oral History Gender, Race and Ethnicity in History Environment, Science and Technology in History
	Unit 5	Indian History writing Schools
	A	<ul style="list-style-type: none"> Imperialist (Colonial) History Writing Nationalist History Writing
	B	<ul style="list-style-type: none"> Communist History Writing Marxist History Writing

	C	<ul style="list-style-type: none">• The Cambridge School• The Subaltern historians		
Mode of examination		Theory/Jury/Practical/Viva		
Weightage Distribution		CA	MTE	ETE
		25%	25%	50%
Readings Text book/s*		<ul style="list-style-type: none">• *E. Sreedharan, <i>A Text-book of Historiography 500 BC to AD 2000</i>, Orient Longman, 2004• Bloch, Marc, <i>The Historian's Craft</i>, with an Introduction by Peter Burke (Manchester University Press, 2004).• Collingwood, R.G. (1994). <i>The Idea of History</i>. Oxford: Oxford University Press.• E.H. Carr, 2001. <i>What is history.</i>, Palgrave, Basingstoke.• Ferdiand Braudel, <i>On history</i>. Translated by Sarah Mathew in 1980. University of Chicago Press,• Robert. N. Burns & Hugh Rayn-Pickeed (Ed.). 2000. <i>Philosophies of History</i>. OUP• Stoler, Ann. (2002). "Colonial Archives and the Arts of Governance", <i>Archival Science</i>, Vol 2, pp. 87-109.• Momigliano ArNaldo. (1979), "A Piedmontese View of the History of Ideas", in <i>Essays in Ancient and Modern Historiography.</i>, Oxford: Basil Blackwell.• Arthur Marwick, <i>The Nature of History</i>, London: Macmillan, 1989• Poovey, Mary. (1998). "The Modern Fact, the Problem of Induction, and Questions of thod" in <i>A History of the Modern Fact: Problems of Knowledge in the Sciences of Wealth and Society</i>, Chicago: University of Chicago, (Chapter 1).• Michael Stanford, <i>The companion to the Study of History</i>,		

	<p>1996, Blackwell, Oxford.</p> <ul style="list-style-type: none"> • J. Gardiner, What is history today, 1988, Macmillan, London. • Foucault Michel, The order of things, 1970, Tavistock Publications, London • Appleby, Telling the truth about history 1994, Norton, New York. <p>E.L.E. Roy Ladurie, The territory of the Historian, , 1979, Harvester Press , Britain</p>
--	---

School: SHSS		Batch: 2021-2023
Programme: M.A.		Current Academic Year: 2021-2022
Branch: Modern History		Semester: I
1	Course Code	MAH152
2	Course Title	HISTORY OF INDIAN INDEPENDENCE MOVEMENT
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	1. To enable students to comprehend the Nature, dynamics and significance of the Indian National Movement 2. To analyse the ideals like truth and non-violence, technique of satyagraha, policy of constructive work, and ideologies like democracy, secularism and socialism involved in the National struggle for independence. 3. To discuss the issues and problems, myths and realities connected with the Indian National Movement. 4. To enable students to understand the historiographical trends in the study of Indian National Movement.
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 impact of British rule on the economy , polity and Indian society CO6: The students will be able to understand the vast and divergent ideological base behind Indian National Movement with inner contradictions
7	Course Description	The struggle for India's independence from British colonial rule is an important aspect of the history of modern India, given the continuing

		debates about Nations and Nationalism. The present course focuses on freedom Movement in India and familiarizes the students with conceptual debates about the origin and growth of a National consciousness in India, the role of the early Nationalists and the swadeshi, ho rule and revolutionary Movements in India.
	Unit 1	Beginnings of Organized Nationalism
	A	<ul style="list-style-type: none"> The conception of India: Modern or pre – modern? Approaches to Indian Nationalism: Nationalist, Marxist, Elitist and Subaltern
	B	<ul style="list-style-type: none"> Early resistance to colonial rule - Rise of National Consciousness – Cultural Awakening
	C	<ul style="list-style-type: none"> The Nature of the 1857 Revolt: Debate and Popular Narratives
	Unit 2	Early Nationalism
	A	<ul style="list-style-type: none"> The growth of professions and the emergence of new leadership – Newspapers and Journals - Political associations before 1885
	B	<ul style="list-style-type: none"> Formation of the Indian National Congress – Debates regarding its origin
	C	<ul style="list-style-type: none"> Growth of Indian National Congress: Agenda, Programmes and the Moderate phase
	Unit 3	Swadeshi Movement and the Extremist Phase
	A	<ul style="list-style-type: none"> The partition of Bengal – Boycott, swadeshi and National education – The Communal tangle and the birth of the Muslim League – Minto – Morley Reforms
	B	<ul style="list-style-type: none"> Swadeshi agitation and the Rise of Extremism: Policy and Programme of the Extremists, Bal Gangadhar Tilak, Bipin Chandra Pal, Lala Lajpat Rai and Aurobindo Ghosh. Difference between the Moderates and the Extremists, Surat Split
	C	<ul style="list-style-type: none"> Underground Revolutionary organizations - Muzaffarpur conspiracy - Alipore bomb case - Attempt on Viceroy Lord Harding - Suppression of revolutionary Nationalism - The Ghadar Movement
	Unit 4	Rise of mass Movement and Emergence of New Ideologies
	A	<ul style="list-style-type: none"> Tilak, Annie Besant and the Ho Rule leagues – Montague

		Chelmsford Reforms - The Rowlett Act, Jallianwala Bagh tragedy		
	B	<ul style="list-style-type: none"> The Khilafat Movement, Reformation in Congress-The Namegpur Session, The Non-Cooperation Movement 		
	C	<ul style="list-style-type: none"> The Swaraj Party: its Program s and aims, Rise of Left-wing politics in India, The Simon Commission and Nehru Report 		
	Unit 5	Indian Nationalism and Road to Independence		
	A	<ul style="list-style-type: none"> Civil Disobedience Movement, The Round Table Conferences, The Communal issues and the PooNa Pact 		
	B	<ul style="list-style-type: none"> The Second World War and beginning of the constitutional crisis, The Quit India Movement, Subhas Chandra Bose and INAME 		
	C	<ul style="list-style-type: none"> The Wavell Plan, The Cripps Mission, The Cabinet Mission, The Communal Problem, Partition and Independence 		
Mode of examination		Theory/Jury/Practical/Viva		
Weightage Distribution		CA	MTE	ETE
		25%	25%	50%
Readings Text book/s*		<ul style="list-style-type: none"> Bandyopadhyay, Sekhar, <i>From Plassey to Partition: A History of Modern India</i>, (New Delhi, Orient Longman Bandyopadhyay, Sekhar(ed.) <i>National Movement in India: A Reader</i>, New Delhi, Oxford University Press, 2009. Chandra, Bipan and others, <i>India's Struggle for Independence</i>, New Delhi, Penguin Books Chaudhary, Latika et. al., eds. <i>A New Economic History of Colonial India</i>. London and New York: Routledge, 2016 Guha, RaNamejit 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 Bhargava, Rajeev, ed. Bipan, Chandra. <i>Nationalism and Colonialism in Modern India</i>. Delhi: Orient Longman, 1979. 		

- Brown, Judith. *Gandhi's Rise to Power*. Cambridge: Cambridge University Press, 1972
- Dalmia, Vasudha and Stuart Blackburn, eds. *India's Literary History: Essays on the Nineteenth Century*. Delhi: Permanent Black, 2004.
- Devji, Faisal. *The Impossible Indian: Gandhi and the Temptation of Violence*. Cambridge, Massachusetts: Harvard University Press, 2012.
- Chand, Tara, *History of the Freedom Movement in India*, 4 vols., New Delhi, Publications Division, Ministry of Information and Broadcasting, Government of India, 1983
- Chhabra, G.S., *Advanced Study in the Constitutional History of India (1773-1947)*, Jullundar, New Academic Publishing Co., 1973.
- Singh, A. (Ed.), *The Partition in Retrospect*, New Delhi, ANamemika 2000
- Sarkar, Sumit. *The Swadeshi Movement in Bengal*, Delhi: Permanent Black, 2010 reprint, Permanent Black, 2014
- Roy Anwesha, *Making Peace, Making Riots: Communalism and Communal Violence, Bengal 1940–1947*, Cambridge: Cambridge University Press, 2018.
- Parekh, Bhiku. *Colonialism, Tradition and Reform. An Analysis of Gandhi's Political Discourse*. Delhi: Sage, 1999 reprint
- Pandey, Gyanendra. *The Construction of Communalism in Colonial North India*. New Delhi: Oxford University Press, 1992
- Oberoi, Harjot Singh. *The Construction of Religious Boundaries: Culture, Identity, and Diversity in the Sikh Tradition*. Chicago: University Of Chicago Press, 1994
- Jalal, Ayesha. *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*. Cambridge: Cambridge

	<p>University Press, 1985.</p> <ul style="list-style-type: none">• Hasan, Mushirul. <i>India's Partition: Process, Strategy and Mobilisation</i>. New Delhi: OxfordUniversity Press, 1993• Hasan, Mushirul and Asim Roy, eds. <i>Living Together Separately: Cultural India in History and Politics</i>. New Delhi: Oxford University Press, 2005.
--	---

School: SHSS		Batch: 2021-23
Programme: M.A.		Current Academic Year: 2021-22
Branch: MODERN HISTORY		Semester: I
1	Course Code	MAH153
2	Course Title	HISTORY OF CONTEMPORARY WORLD UPTO 2000 CE
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	<p>The course objective is to enable the students to:</p> <ul style="list-style-type: none"> Analyse the social and political diversity present in the contemporary world through the basic tools of historical inquiry. Debates about local and global phenomenon taking place in the contemporary world after analysing diverse ideological, theoretical and normative approaches common to historical inquiry. To acquire essential concepts, skills, and analytical methods needed to explore diverse historical phenomenon taking place in the twentieth century.
6	Course Outcomes	<p>After completing the course, students would be able:</p> <p>CO1: To identify the mechanism used to maintain the cores of global power as manifested in alliances and institutions after WW-II.</p> <p>CO2: To Classify and discuss the main forces, persons, events, Movements, etc. which shaped world history in this period</p> <p>CO3: To decipher the cause & effect of soviet disintegration along with a deeper understanding of the third world and its selected</p>

		<p>issues.</p> <p>CO4: To understand the local, National, regional, and global aspects of diverse historical occurrences and alliances (institutions).</p> <p>CO5: To analyse the issues related to contemporary Economy, Security and Environment.</p> <p>CO6: To integrate knowledge of the history of the contemporary world with political and economic approaches to the subject and to reach, express, and defend reasoned explanations and judgement on critical issues in contemporary world history</p>
7	Course Description	<p>As our world grows smaller with each new technological advance, it becomes increasingly important to know and understand that world and our place in it. The main focus of this course is to enlighten the students with world history and global issues throughout the second half of the 20th Century. As students study Themes e significant global events, they will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government. Contemporary world history will help the students to learn the origins and history of several international organization, international politics and even the conflicts that occupy the world around us. This course will provide students with a solid grounding in contemporary world history and ideally encourage them to pursue further historical interests.</p>
	Unit 1	Post War World
	A	Post World War-II Global order: impact of second world war-Yalta Conference; Potsdam Conference; Paris Peace Treaties 1947; Economy
	B	Formation of United Nations: Formation, organisations and its role (Security Council; WHO; ICJ and so on; United Nations Trust Territories, Human Rights, Disarmament)
	C	Post WW-II Foreign policy of USA and Soviet Russia: Truman Doctrine & Marshal plan; Cominform, Berlin Blockade

	Unit 2	Rise of Bilateralism and selected crisis at Global Arena
	A	Cold War: causes, course and events (Armed Race, Space race, foreign policy and international order etc.; SALT, START, Apollo-Soyuz Test Project,)
	B	Socialist block: Soviet Eastern Europe: Warsaw Pact; Asia: Korean War, Vietnam War
	C	Capitalist block: Americanisation of Western Europe: NATO; Cuban Crisis, Berlin Crisis
	Unit 3	Third world and Soviet disintegration
	A	The Third World, NAM
	B	Disintegration of Socialist block (Glasnost and Perestroika, Democratisation of Poland, Velvet revolution, Malta Talks, German reunification, End of Warsaw Pact); CIS End of Cold war: Impact upon Europe: Western and Eastern; Impact upon US policy: the case for Unipolarism; Globalisation and its impact.
	C	Apartheid Movement- 1948-1990s
	Unit 4	Multilateral and Regional Institutions
	A	G20, EU, NAFTA,
	B	BRICS, SAARC and BIMSTEC, SCO, OIC
	C	ASEAN and APEC, IORA
	Unit 5	Economy, Security and Environment issues

	A	International Economic and Trade: Origin and History of GATT, WTO; MFN Clause, National Treatment Clause, Codes on Anti-Dumping and Subsidies; WTO's Dispute Settlement mechanism.		
	B	International security: PTBT, NPT & CTBT; The Laws of Outer Space (Moon Treaty, Geostationary)		
	C	Kyoto protocol, Cancun, Developed versus the Developing.		
Mode of examination		Theory/Jury/Practical/Viva		
Weightage Distribution		CA	MTE	ETE
		25%	25%	50%
Readings Text book/s*		<ul style="list-style-type: none"> • The world since 1945, Keith Robbins, 1998 • The History of the World, Eric Hobsbawn (1914-1991) 1996 • Alperovitz G., Atomic Diplomacy: Hiroshima and Potsdam • Arnold Guy, The End of the Third World • Bartlett C. J., International Politics: States, Power and Conflict since 1945 • Calvocoressi P., World politics since 1945 • Gamble A. & Payne A. (ed.), Regionalism and World Order • Gung-Wu-Wang, China and the world since 1949 • Halle L. J., The Cold War as History • Lowe Peter, The Origins of the Korean War • Sheehan Neil (ed.), The Pentagon Papers • William T, Tow, Rash Thakur & In-Taek Hyan (ed), Asia's Emerging Regional Order: 		

	<ul style="list-style-type: none"> • Reconciling Traditionaland • Wukkuans W. A., Empire as a way of life • Trevor Samson. 2000. Issues in InterNationalRelations. London: Routledge • Abraham Ascher. 2107. Russia: A Short History. London: One World Publications. • Martin Dixon. 2007. Textbook on InterNationalLaw. Oxford: OUP. • Laurie Blank and Gregory Noone. 2016. InterNationalLaw and Armed Conflict: Fundantal Principles and Contemporary Challenges in the Law of War. Alphen aan den Rijn, Netherlands: Wolters Kluwer Publishers • Shawkat Alam, Sumudu Atapattu and Carn Gonzalez. 2016. InterNationalEnvironment al Law and the Global South. Cambridge: Cambridge University Press. • Matthias Herdegen. 2016. Principles of InterNationalEconomic Law. Oxford: Oxford • Margaret Karns and Karen Mingst, eds., ‘InterNationalOrganizations: The Politics and Processes of Global Governance’, Lynne Rienner Publishers, 2015. • Brian Frederking and Paul F. Diehl, ‘Politics of Global Governance: InterNationalOrganizations in an Interdependent World’, Lynne Rienner Publishers, 2015. • Michael Barnett and Martha Finnemore, 2004. ‘Rules for the World: InterNationalOrganizations in Global Politics. Ithaca: Cornell University Press • P. Eric Louw .The Rise, Fall, and Legacy of Apartheid. Praeger, 2004 • William BeiNamert; Saul Dubow . Segregation and Apartheid in Twentieth-Century South Africa. Routledge, 1995 • Vijay Prashad, Howarmed Zinn (Ed.). The Darker Nations: A People's History of the Third World. New Press. 2007
--	---

School: SHSS		Batch: 2021-23
Programme: M.A		Current Academic Year: 2021-22
Branch: MODERN HISTORY		Semester: I
1	Course Code	MAH154
2	Course Title	SELECTED STUDIES IN GENDER HISTORY
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	ELECTIVE
5	Course Objective	<p>This Course's objectives are:</p> <ul style="list-style-type: none"> • To develop an understanding of the concept of Gender in broader perspective • To identify the gender issues within Indian society and polity. • To explore the selected issues of history of gender in India from the ancient times to modern era.
6	Course Outcomes	<p>This course will enable the students to understand:</p> <p>CO1: Themes , concepts, theory and History of gender</p> <p>CO2: recent development in Gender studies field</p> <p>CO3: scope of further research in the domain gender and Women studies</p> <p>CO4: critical analysis of the Social, Political, Economic and Cultural aspects of gender and Women in history and society</p> <p>CO5: critically analyse the Social, Political, Economic and Cultural aspects of the history of gender.</p> <p>CO6: describe significant developments related within the to gender issues historical contexts</p>

7	Course Description	Gender & Women's Studies are significant areas of academic inquiry today. Feminist theories brought to the fore a variety of ways of thinking critically and analytically about gender inequalities and other related issues. Women's Movements in the twentieth century had made major headways in raising awareness about, and addressing the marginalization of Women's views and concerns in various arenas. In India, the Women's Movement, in its inception, was closely associated with the Nationalist Movement and dissidence against imperialism, as well as with the interrogation of other kinds of social hegemonies. This course tries to discuss the gender at its very core and discusses the various Social, Political, Economic and Cultural aspects of that history has offered from the ancient to the Modern India along with key discourses in Gender studies .
	Unit 1	Definitions and Concepts
	A	Sex & Gender, Gender construction; Patriarchy
	B	Feminism & its types; Masculinity
	C	Gender in History; Need of studying Gender issue
	Unit 2	Selected discourses in Gender studies
	A	Queer Movements in the West & India
	B	Women labour: Women and (un)paid work- debates and development
	C	Violence Against Women : Global and Indian context
	Unit 3	Women in Indian History-I
	A	Women Historiography: Concepts and Debates
	B	Case Study: Devadasis, Courtesans and Concubines
	C	Women's Education in Ancient and medieval India

	Unit 4	Women in Indian History-II		
	A	Women and Social Reform Movements: Sati Debates, Age of Consent, Widow Remarriage		
	B	Women's Education in British India, Rise of Women's organizations		
	C	Women in Freedom struggle: Revolt of 1857, Indian National Congress		
	Unit 5	Selected Women issues in modern India		
	A	Women and Caste (with special emphasis on Dalit Women)		
	B	Women in State and Economy		
	C	Women's Movements in Contemporary India		
Mode of examination		Theory/Jury/Practical/Viva		
Weightage Distribution		CA	MTE	ETE
		25%	25%	50%
Readings Text book/s*		1. Anshu Malhotra, Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab, Oxford University Press, Delhi, 2002. 2. Charu Gupta, Sexuality, Obscenity, Community: Women , Muslims and the Hindu Public in Colonial India, Permanent Black, Delhi, 2001. 3. Gail MiNameult, Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India, Oxford University Press, Delhi, 1998. 4. Geraldine Forbes, Women in Modern India, Cambridge University Press, Cambridge, 1996. 5. JaNameki Nameir, Women and Law in Colonial India; A Social History, (Kali for Women , New Delhi, 1998. 6. Judith E. Walsh, Domestic ity in Colonial India: What Women Learned When n Gave Them Advice. Rowman & Littlefield (Colora-		

	<p>do), 2004.</p> <p>7. Judith E. Walsh, How to be the Goddess of Your Ho: An Anthology of Bengali Domestic Manuals, Yoda Press, New Delhi, 2005.</p> <p>8. Kumkum Sangari and Suresh Vaid (ed.), Recasting Women : Essays in Colonial History, Zubaan, Delhi, 1989.</p> <p>9. Lata Mani, Contentious Traditions: The Debate on Sati in Colonial India, University of California Press, Berkeley, 1998.</p> <p>10. MriNamelini SihName, Colonial Masculinity: The 'manly Englishman' and The 'EffemiNamete Bengali' in the Late Nineteenth Century, Manchester University Press, Manchester, 1995.</p> <p>11. MriNamelini SihName, Specters of Mother India: The Global Restructuring of an Empire, Duke University Press, New York, 2006.</p> <p>12. Prem Chowdhry, The Veiled Women : Shifting Gender Equations in Rural HaryaName, Oxford University Press, Delhi, 1994.</p> <p>13. Radha Kumar, The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800- 1990, Delhi, 1993.</p> <p>14. Ritu non and Kamla Bhasin, (ed.), Borders and Boundaries; Women in India's Partition, Kali for Women , New Delhi, 1998.</p> <p>15. Ruby Lal, Coming of Age in Nineteenth Century India: The Girl-Child and the Art of Playfulness, Cambridge University Press, New York, 2013.</p> <p>16. Sumit Sarkar and Tanika Sarkar (ed.), Women and Social Reform in Modern India: A Reader, Permanent Black, New Delhi, 2008.</p> <p>17. Tanika Sarkar, 'The Hindu wife and the Hindu Nation : Domesticity and Nationalism in nineteenth century Bengal', Studies in History, Vol. 8, 1992, pp. 213-225.</p> <p>18. Urvashi Bhutalia, The Other Side of Silence; Voices from the Partition of India, Penguin, Delhi, 2017.</p>
--	--

	<p>19. Urvashi Bhutalia, Women and Partition: A Reader, Zubaan Book, Delhi, 2018.</p> <p>20. Sangari, Kumkum, and Sudesh Vaid, eds. Recasting Wom-en: Essay in Colonial History. Delhi: Kali for Women , Re-print, 2006.</p> <p>21. Sarkar, Sumit and Tanika Sarkar, eds. Women and Social Reform in Modern India: A Reader. 2 Vols. Delhi: Permanent Black, 2007</p> <p>22. Shaha Shalini, The Making of Women hood: Gender Relations in the Mahabharata, Revised edition, Delhi: Manohar, 2012</p> <p>23. Sahgal Smita, Masculinity in Early India: Constructing aName Embryonic Fra, Proceedings of Indian History Congress, Vol. 70, 2009-2010, pp. 151-163</p> <p>24. Sheel RanjaName, The Political Economy of Dowry: Institutionalization and Expansion in North India, Delhi: Manohar Publications, 1998.</p> <p>25. Koyama, Emi., Disloyal to Feminism: Abuse of Survivors Within the Domestic Violence Shelter System, in Smith A, Richie BE, Sudbury J. (eds.), The Color of Violence: INCITE! Anthology, South End Press, Cambridge, Massachusetts, 2006.</p> <p>26. Penelope Harvey & Peter Gow., Sex and Violence: Issues in Representation and Experience, Routledge, New York, 1994.</p> <p>27. Watts, C, and C. Zimrman., Violence Against Women : Global Scope and Magnitude, The Lancet, Vol. 359. April 6, 2002.</p> <p>28. Heise L, Ellsberg M, Gottemoeller M., Ending Violence Against Women Population Reports, Series L, No. 11 (Baltimore, Maryland: Population Information Program , Johns Hopkins University School of Public Health) Cited in World Report on Violence and Health, WHO, Geneva, 2002.</p> <p>29. Progress of South Asian Women ., UNIFEM, New Delhi, 2005</p>
--	--

School: SHSS		Batch: 2021-23
Programme: M.A		Current Academic Year: 2021-22
Branch: Modern History		Semester: I
1	Course Code	MAH155
2	Course Title	HISTORY OF MODERN SOUTH ASIA
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Elective
5	Course Objective	<ul style="list-style-type: none"> • To explain the regional identity of <i>South Asia</i> as a modern construct. • To explain the major of historical events of South Asian nations towards state formation. • To explain the post-colonial issues of democracy and identity of South Asian countries. • To explain the regional conflicts among nations rooted in history and the possibilities of inter-regional cooperation.
6	Course Outcomes	<p>CO1: Students will be able to explain the historical trajectories towards the formation of modern South Asian states.</p> <p>CO2: Students will be able to analyze the major theories in South Asian history.</p> <p>CO3: Students will be able to interpret contemporary foreign and domestic policies of South Asian nations.</p> <p>CO4: Students will be able to analyze regional identities in South Asian context.</p> <p>CO5: Students will develop ways of interpreting possibilities of regional collaborations and resolving conflicts.</p> <p>CO6: Students will holistically comprehend the position and significance of India within the South Asian context.</p>
7	Course	Countries comprising modern South Asia (like India, Pakistan, Bang-

	Description	ladesh, Afghanistan, Nepal, Bhutan, Sri Lanka and Maldives) may be separate political entities in current times but they share a complex history of interwoven boundaries, socio-cultural, religious and economic exchange. Their histories of emergence as independent nations are also common, connected and inspired. This paper provides a framework to understand the history of South Asia as a unit. The paper introduces the notion of South Asia as a region and how the region itself is a modern construct (Unit I). Themes such as the colonial history and struggle for statehood of South Asian nations are included in Units II and III. Units IV and V discuss the post-colonial issues of democracy and identity and foreign policy respectively.
	Unit 1	Modern South Asia: Exploring the Contours
	A	<ul style="list-style-type: none"> Defining the Region: South Asia as a Modern Construct.
	B	<ul style="list-style-type: none"> Configurations of power relations and history: The historical legacy of British colonialism, global, regional and local political processes.
	C	<ul style="list-style-type: none"> The genesis of SAARC: initial stages of its formalization, its design; the key events and actors in the establishment of regional collaboration.
	Unit 2	State Formation in South Asia I: India, Pakistan, Bangladesh
	A	<ul style="list-style-type: none"> Contextualising the two-nation theory and partition; Nation-building and the project of national integration
	B	<ul style="list-style-type: none"> Secularism, communalism and regionalism (the problem of language, caste and religion)
	C	<ul style="list-style-type: none"> Subnationalism: Autonomy and self-determination (emergence of Bangladesh)
	Unit 3	State Formation in South Asia II: Nepal and Sri Lanka
	A	<ul style="list-style-type: none"> The unification of Nepal under Prithivi Narain Shah. The Administration of Rana Bahadur Shah, his relations with China Tibet and Treaty with the East India Company. The reign of Surendra Bikram Shah, Prithivi Bir Bikram Shah, Tribhuvan Bir Bikram Shah and first Great War.
	B	<ul style="list-style-type: none"> The premierships of Jung Bahadur, his reforms and foreign armed revolution in Nepal, people's struggle in the valley, Delhi Agreement and Gorkha Dal. Restoration of Tribhuvan Bir Bikram Shah and Prime Minister ship of M.P. Koirala. Acces-

		sion of King Mahendra Bir Bikram Shah Dev and the new constituent event of 1960. Panchyat Democracy.		
	C	<ul style="list-style-type: none"> The East India Company in Sri Lanka (1796-1802) and the fall of the Kandyan Dynasty. Sri Lanka under the British rule. Era of reform and reconstruction (1833- 1900). Rise of Nationalism in Sri Lanka and Ceylon National Congress 1904 The Donoghmore Commission and its recommendations 1927-30. The first phase of the transfer of power 1931-1942 D.S. Senanayake and the Dominion States (1942-47) Art and Literature of Sri Lanka in the 19th & 20th century. 		
	Unit 4	Post-Colonial States of South Asia: Issues of Democracy and Identity		
	A	<ul style="list-style-type: none"> Political Governance in South Asian countries: Political leadership and success of Democracy. 		
	B	<ul style="list-style-type: none"> Quest for National Identity in South Asia 		
	C	<ul style="list-style-type: none"> State, Religion and Identity in contemporary South Asia 		
	Unit 5	Foreign Policy and Regional Cooperation in South Asia		
	A	<ul style="list-style-type: none"> Foreign policies and search for security in South Asia. 		
	B	<ul style="list-style-type: none"> Inter-regional conflicts among South Asian States 		
	C	<ul style="list-style-type: none"> Inter-regional interactions and Cooperation among South Asian States 		
Mode of examination		Theory/Jury/Practical/Viva		
Weightage Distribution		CA	MTE	ETE
		25%	25%	50%
Readings Text book/s*		<ul style="list-style-type: none"> Agwani, M.S., <i>et al.</i> (eds.), <i>South Asia: Stability and regional co-operation</i> Chandigarh: Centre for Research in Rural and Industrial Development, 1983. Alavi, Hamza and John Harriss (eds.), <i>South Asia</i> Houndmills: Macmillan, 1989. Aziz, Abdul and David D. Arnold (eds.), <i>Decentralised governance in Asian countries</i> New Delhi: Sage, 1996. Bahadur, Kalim (ed.), <i>South Asia in transition: Conflicts and tensions</i> New Delhi: Patriots, 1986. 		

- Bose, Sugata (ed.), *South Asia and world capitalism* Delhi: OUP, 1990.
- Chauhan, R.S., *Society and state building in Nepal: From ancient times to mid-twentieth century* New Delhi: Sterling, 1989.
- Dubey, Muchkund et al. (eds.), *South Asian growth quadrangle: Framework for multifaceted cooperation* Delhi: Macmillan, 1999.
- Ghosh, Partha S., *Cooperation and conflict in South Asia* New Delhi: Manohar, 1989.
- Jackson, Robert, *South Asian crisis: India, Pakistan, Bangladesh* New Delhi: Vikas, 1978.
- Jha, S.N. and P.C. Mathur (eds.), *Decentralisation and local politics* New Delhi: Sage, 1999.
- Kaushik, Surendra Nath, *Politics of Islamisation in Pakistan: A Study of Zia Regime* New Delhi: South Asian Publishers, 1993.
- Khan, D.G.A, *Disintegration of Pakistan* Meerut: Meenaxi, 1985.
- -----*Political System in Pakistan* (in Hindi) Allahabad: Shekhar, forthcoming.
- Meyer, Milton W., *South Asia: A short history of the subcontinent* Ottawa: Littlefield, 1976.
- Rizvi, Gowher, *South Asia in a changing International Order* New Delhi: Sage, 1993.
- Sen Gupta, Bhabani, *South Asian perspectives: Seven nations in conflict and cooperation* Delhi: B.R. Publishing Corporation, 1988.
- Sinha, Rameshwar P. and Surya Dandekar (eds.), *South Asian politics: Ideologies and institutions* New Delhi: Kanishka, 1998.
- *South Asia at crossroads, World Focus*, Vol 21, No 10-12, October-December 2000.
- Suryanarayan, V. (ed.), *South and Southeast Asia in the 1990s: Indian and American Perspectives* Delhi: Konark, 1992.
- Tully, James, *Strange multiplicity: Constitutionalism in an age of diversity* Cambridge: Cambridge University Press, 1995.
- Waslekar, Sandeep, *South Asian drama: Travails of misgovern-*

	<p>ance Delhi: Konark, 1996.</p> <ul style="list-style-type: none"> • Agwani, M.S., <i>et al.</i> (eds.), <i>South Asia: Stability and regional co-operation</i> Chandigarh: Centre for Research in Rural and Industrial Development, 1983. • Alavi, Hamza and John Harriss (eds.), <i>South Asia</i> Houndmills: Macmillan, 1989. • Aziz, Abdul and David D. Arnold (eds.), <i>Decentralised governance in Asian countries</i> New Delhi: Sage, 1996. • Bahadur, Kalim (ed.), <i>South Asia in transition: Conflicts and tensions</i> New Delhi: Patriots, 1986. • Chauhan, R.S., <i>Society and state building in Nepal: From ancient times to mid-twentieth century</i> New Delhi: Sterling, 1989. • Dubey, Muchkund et al. (eds.), <i>South Asian growth quadrangle: Framework for multifaceted cooperation</i> Delhi: Macmillan, 1999. • Ghosh, Partha S., <i>Cooperation and conflict in South Asia</i> New Delhi: Manohar, 1989. • Jackson, Robert, <i>South Asian crisis: India, Pakistan, Bangladesh</i> New Delhi: Vikas, 1978. • Jha, S.N. and P.C. Mathur (eds.), <i>Decentralisation and local politics</i> New Delhi: Sage, 1999. • Kaushik, Surendra Nath, <i>Politics of Islamisation in Pakistan: A Study of Zia Regime</i> New Delhi: South Asian Publishers, 1993. <p>Khan, D.G.A, <i>Disintegration of Pakistan</i> Meerut: Meenaxi, 1985.</p>
--	--

Semester:II

School: SHSS		Batch: 2021-23
Programme: M.A		Current Academic Year: 2021-22
Branch: Modern History		Semester: II
1	Course Code	MAH156
2	Course Title	MAJOR TRENDS IN HISTORIOGRAPHY
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	<p>The objective of this course is to:</p> <ul style="list-style-type: none"> • Enlighten the student with the development of Historiography in the West and in India • To give them knowledge of different Schools of thoughts in History and their Narratives • To understand the use and importance of “non-historical” text as a history source
6	Course Outcomes	<p>After the completion of the course, the students would be able to:</p> <p>CO1: Explain how different historians contributed in shaping Historiography discourses in ancient times.</p> <p>CO2: Grasp the concise knowledge of western historical tradition</p> <p>CO3: Identify the major historians whose work has had a significant impact on the writing of ancient Indian History.</p> <p>CO4: Grasp the concise knowledge of historical tradition in medieval Indian history</p> <p>CO5: Illustrate the Modern Indian Historical tradition.</p> <p>CO6: To conduct historical and interdisciplinary research with a common foundation of historical writing trends globally as well India.</p>

7	Course Description	This Paper would provide students with a firm grasp on the major historiographical interventions in Indian history through a critical, detailed reading of significant works of history produced. It attempts to trace its origins and subsequent developments and the multiple traditions associated with the practice of history-writing. Though its main focus is Indian history and it deals in detail with the various approaches and Themes involved in the writing of Indian history, the course will also provide students with a common foundation of historical writing trends globally as well.
	Unit 1	Origins of Historical Narrative
	A	Greek and Roman Historiography: Context, Objective and style- Herodotus, Thucydides. Polybius, Livy, Tacitus,
	B	Traditional Chinese Historiography: The <i>Annals</i> ; Historical Records of Sima Qian; Dynastic Histories; The Later Imperial Period
	C	Church Historiography: St. Thomas Aquinas & St. Augustine etc.
	Unit 2	Rise of Modern Historiography
	A	<ul style="list-style-type: none"> Renaissance, Age of Enlightenment & Romanticism: General characteristics - Voltaire, Gibbon, Acton. Ibn Khaldun: Islamic Historical traditions
	B	<ul style="list-style-type: none"> Positivist tradition and Empirical tradition: August Comte, Ranke, Bury Universalist/Idealist tradition: Toynbee, Spengler
	C	<ul style="list-style-type: none"> Annales tradition: Marc Bloch, Braudel, Lucien Febvre Marxist Tradition: E.P. Thompson & E.J. Hobsbawm.
	Unit 3	Ancient Indian Historical tradition
	A	<ul style="list-style-type: none"> Nature of Source material for the reconstruction of Ancient Indian History and Historiography of Socio-religious History-writing in Ancient India. Vedas and Epics- <i>Ramayana</i> & <i>Mahabharata</i> and Puranas <i>Prasastis</i>, <i>Charitas</i> and <i>Poet</i> as Historian: Kalhana and the <i>Rajatarangini</i>; Banabhatta's <i>Harshcharita</i>

	B	Historiography through Archaeological sources: <ul style="list-style-type: none"> • Epigraphy: Ashoka's edict- Hathigumpha • Inscription: Allahabad pillar inscription (Prayag Prasasti); hraul pillar inscription; JuNagarh and Bhitari inscriptions. 		
	C	<ul style="list-style-type: none"> • Foreign Accounts: Accounts of Megasthenese, Fa-hein, Hieu-Tsang and Alberuni. 		
	Unit 4	Medieval Indian Historical tradition		
	A	<ul style="list-style-type: none"> • Problems of Historiography in medieval India • Sultanat era: Zia-ud-din Barni, Hasan Nizami, Min-haj-us-Siraj 		
	B	<ul style="list-style-type: none"> • Mughal era: Amir Khusrau as historian, Yaheya-Bin-Ahmad. Badauni, Khafi Khan 		
	C	<ul style="list-style-type: none"> • Foreign Accounts: Ibn Batuta. Abbas Khan, Sarwari, Abdul Hamid Lahori 		
	Unit 5	Modern Indian Historical tradition		
	A	<ul style="list-style-type: none"> • Contesting viewpoints about India in early 19th century: Conservatives, Orientalists, Christian Missionaries, Liberal Utilitarian 		
	B	<ul style="list-style-type: none"> • Historical writings of Jas Mill, Elphinstone, Vincent Smith, H.H. Wilson, Max Muller, William Jones • Difference between early and later British Historical writings 		
	C	<ul style="list-style-type: none"> • Historical writings of Dada Bhai Naoroji, R.C. Dutt, M.G. RaNade 		
Mode of examination		Theory/Jury/Practical/Viva		
Weightage Distribution		CA	MTE	ETE
		25%	25%	50%
Readings Text book/s*		<ul style="list-style-type: none"> • A History of Historical Writing, Vol-I and 2, J.W. Thompson and Bernard Holm, New York, Macmillan 1942. • The Blackwell Dictionary of Historians, John cannon, et. al.(ed), 		

	<p>Oxford Basil Blackwell 1988.</p> <ul style="list-style-type: none"> • The AnNales Historians–Critical Assessment, Vol-I, Stuart Clark, London, Routledge,1999. • The Idea of History, R.G. Collingwood, Oxford, OUP, 1946. • In Defence of History, Richarmed J. Evans, London Granta Books 1997. • An introduction to the study of Indian History, D.D. Kosambi, 1956. • Ancient Indian Historians, V.S. Pathak, London, Asia publishing House 1963. • Ancient Indian Historical Tradition, T.E. Parjitar. • Studies in Indian History and Culture, U.N. Ghosal. • Studies in Indo-Muslim Historical Writing, Peter Hardy, London, 1997 • Historians of medieval India, (ed.) Mohibbul Hassan, erut, eNam-ekshi Prakashan, 1968. • Historians of medieval India, P. Hardy. • Historians of India, Pakistan and Ceylon, C.H. Philips. • Ideas of History in medieval India, J.N. Sarkar. • Muslim Rule in India, Assessnt of British Historian, J.S. Grewal. • History of India as told by it own Historian, Elliot & Dowson. • History and Historians in medieval India, K.A. Nizami. • History and Historians in the 19th Century, G.P. Gooch, London, 1913. • The Historians Craft, Marc Bloch, New York, 1953.
--	--

- | | |
|--|---|
| | <ul style="list-style-type: none"> • History of Historical writings, J.P. Thompson, NewYork.1942. • Historians of India, Pakistan and Ceylon, C.H. Philips (ed), New York, 1961 • Ideas in History, B. Prasad (ed). • Historiography in Modern India, R.C. Mazumdar. • A Survey of Recent Studies in Modern Indian History, K.K. Dutta. • The English Utilitarian and India, Eric Stokes. • History and Historians of British India, S.A. Khan. • Historians and Historiography in Modern India, S.P. Sen (ed) • Historiography in Modern India, R.C. Majumdar, Bombay, Asia publishing house 1967 |
|--|---|

School: SHSS		Batch: 2021-2023
Programme: M.A.		Current Academic Year: 2021-2022
Branch: Modern History		Semester: II
1	Course Code	MAH157
2	Course Title	SOCIO-ECONOMIC & CULTURAL HISTORY OF COLONIAL INDIA
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	<p>This course follows the objectives:</p> <ul style="list-style-type: none"> • To unfold and analyze the History of Administration and Economy in colonial India, especially under the Crown. • To examine that how did colonial interests affect Indian interests? • To explore whether British policies were instrumental in generating economic growth or backwardness. • To teach key socio-cultural development in Modern India during the colonial rule. • To inculcate the understanding of Modern Indian History from the point of facts rather than opinion. • To develop a historical understanding of caste, class and religion during the colonial period.
6	Course Outcomes	<p>CO1: The students will understand the inherent British interests in pursuing specific kind of industrial, fiscal and monetary policies in India.</p> <p>CO2: The students will understand the economic impact of colonial rule and consequent political agitations surrounding economic issues will be understood through various historical explanations.</p> <p>CO3: The students will understand the existing state of the Indian society during the British era and emerging interventions to influence it.</p> <p>CO4: The students will develop historical insights into social reforms challenging the traditional caste, class and religious orthodoxies.</p> <p>CO5: The students will understand the role of the British rulers in changing the socio-cultural fabric of India.</p>

		CO6: The students will gain a critical understanding of the overall socio economic and cultural transformations that took place during the colonial rule and scope the field for further research.
7	Course Description	This paper on Modern Indian History will increase the awareness of one of the most dynamic aspects of Modern India society, economy and culture. The period 1857-1947 saw the consolidation and workings of formally established colonial rule in India. It was a period when the British Crown exercised direct control over a little over 60 per cent of land area in India and maintained close control over the affairs of the Indian princely states, simultaneously exercising reforms in education and other fields in order to transform the Indian society and culture to suit their requirements. Alongside the reforms initiated by the colonial rulers, this paper will also undertake the in-depth study of reforms and movements by the Indian reformers and the impact that such movements had on Indian society and culture. This course would help in solving some pivotal questions centered around administration, society and economy under British India such as whether the British policies were for the benefit of the colonial regime only or were they beneficial for India as a whole? , what were the motives, course and impact of the British economic policies and socio-religious reform measures ? and so on.
	Unit 1	Economy under British Raj
	A	<ul style="list-style-type: none"> • Concept of Indian commercialization under British; Colonial Commercialization in Agriculture, agricultural production and trends; socio-economic impact of commercialization during the colonial period
	B	<ul style="list-style-type: none"> • The De-Industrialization Debates; Industrialization in Indian context: an overview; Rise of Enterprise; The Railway imperialism.
	C	<ul style="list-style-type: none"> • Drain of wealth during the first half of the 19th century. Balance of Payment, Direction of Trade and decolonization
	Unit 2	Social-Reforms: Motives and Impact
	A	<ul style="list-style-type: none"> • Ideology and Agenda of Social Reform Movements; Social Reforms Policy of East India Company & British Government
	B	<ul style="list-style-type: none"> • Social-Reform Movements by Indian Reformers; Programs of Social Upliftment during Gandhian era, Harijan Movement.
	C	<ul style="list-style-type: none"> • Condition of Women and Women's Reforms in British India
	Unit 3	Caste, Class structures under British Raj

	A	<ul style="list-style-type: none">Census and listing of castes; Debates on the role of caste in Nation making		
	B	<ul style="list-style-type: none">Rise of Middle Class; Capitalist Class; New Industrial Labor Class; Rural Class-Structure; Merchants and Trading Class		
	C	<ul style="list-style-type: none">Religious and gender aspect of discrimination		
	Unit 4	Popular Protests and Suppression under Colonial Rule		
	A	<ul style="list-style-type: none">Changing status of Peasantry and Tribes in colonial India; Exploitation of peasants and criminalization of tribes; rise of agitation among them		
	B	<ul style="list-style-type: none">Characteristics of Popular Protests; Kol Revolt; Santal Revolt; Munda Uprisings; Moplah Uprisings; Punjab Disturbances of 1907		
	C	<ul style="list-style-type: none">The Left Movement, Kisan Sabha and other Peasant Associations		
	Unit 5	Interventions by British government		
	A	<ul style="list-style-type: none">Development of Education under British rule: Indigenous and Modern		
	B	<ul style="list-style-type: none">Evolution and development of Judiciary and Civil Administration		
	C	<ul style="list-style-type: none">Impact of colonial intervention on society; Nationalism & Social change		
Mode of examination		Theory/Jury/Practical/Viva		
Weightage Distribution		CA	MTE	ETE
		25%	25%	50%

Readings Text book/s*	<ul style="list-style-type: none"> • *B.R. Tomlinson, The Economy of Modern India, 1860 1970, The New Cambridge History of India, Cambridge University Press, Cambridge, 1993. • Irfan Habib, and Aligarh Historians Society, Indian Economy, 1858-1914, People's History of India, Tulika Books, NewDelhi, 2006. • Chandra, Bipan (1966), The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership. New Delhi: Publishing House. • *Roy, Tirthankar (2000), The Economic History of India, 1857-1947. Delhi: Oxford University Press • *David Gilmour. (2018) The British in India: A Social History of the Raj. FSG:NewYork. • James Mill, (1826) The History of British India in 6 vols. (3rd edition) London: Baldwin, Cradock, and Joy • Ahmad, Imtiaz. (1971). Mobility Movements in North Ind In- dian Economic and Social History Review, 8 (2), pp. 164-91. • Carroll, Lucy. (1978). Perceptions of Indian Society and the Emergence of Caste(s) Associations', The Journal of Asian Studies, 37 (2), February, pp. 233-50. • Cohn, Bernard S. (2004). on the history of the study of Indian society and in his An Anthropologist among the Historians and Other Essays, Delhi: Oxford India. • Rao, Anupama (ed.). (2003). Gender and Caste. Delhi: Kali for Women, Introduction, pp. 1-47. • Desai, A.R., Social background of Indian Nationalism, Bom- bay, 1948 • Gail Minault, Secluded Scholars: Edu cation and Muslim So- cial Reform in colonial In dia, OUP, Delhi, 19 • Tanika Sarkar, Hindu Wife, Hindu Nation: Community, Reli- gion And Cultural Nationalism, Permanent Black, New Delhi, 2001. • B. B. Misra The Indian middle classes: their growth in modern
--------------------------	--

	<p>times. London, etc.: Oxford University Press for the Royal Institute of International Affairs, 196</p> <ul style="list-style-type: none"> • *Dietmar Rothermund, <i>An Economic History of India: From Pre-Colonial Times to 1991</i>, 2nd ed., Routledge, New York.1993. • Irfan Habib, of Indian Economy- Social Scientist, Vol. 3, No.8, March 1975, pp. 23-53 • Bharadwaj, Krishna (1985), View on Commercialisation in Indian Agriculture and the Development of s:The Journal of Peasant Studies 12, no. 4 (1985): • Dirks, Nicholas B. (2001), <i>Castes of Mind: Colonialism and the Making of Modern India</i>. Princeton: Princteon University Press • Chaudhuri, K. N. and Clive J. Dewey (1979). (eds.). <i>Economy and Society: Essays in Indian Economic and Social History</i>, Delhi • Sarkar, Sumit. (1982). <i>Movements and National Leadership, 1945- Economic and Political Weekly</i>, Vol. 17, No. 14/16, pp. 677-689.
--	--

School: SHSS		Batch: 2021-2023
Programme: M.A.		Current Academic Year: 2021-2022
Branch: Modern History		Semester: II
1	Course Code	MAH158
2	Course Title	ISSUES IN CONTEMPORARY INDIA 1947-2000 CE
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
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 analyze the Social, Political, Economic and Cultural aspects of the current India and how the constitution came to be. CO6: The students will understand the post-colonial developments in the social, political and economic scenarios in contemporary India.
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.
	Unit 1	The Making of Modern India
	A	<ul style="list-style-type: none"> The Aftermath of Partition - Making of the Constitution
	B	<ul style="list-style-type: none"> Linguistic Reorganization of States and Regionalism – The Integration of Princely States
	C	<ul style="list-style-type: none"> Indian Emergency – Emergence of Coalition Politics – The Mandal Commission; Anti-Mandal Protests
	Unit 2	India 's Foreign Policy: Origins, Continuity and Changes
	A	<ul style="list-style-type: none"> India's foreign policy during the Nehru (147-1964)) and post-Nehru period (1964-2000), Challenges & Responses
	B	<ul style="list-style-type: none"> Issue of Non-Alignment – Issues in India-Pakistan relations; India-Pakistan War of 1971 – Shimla Agreement
	C	<ul style="list-style-type: none"> Pokhran I – Siachen Conflict- Look East Policy –Nuclear Policy and Tests- Kargil War
	Unit 3	Economic Policies and Progress in Science and Technology
	A	<ul style="list-style-type: none"> Beginnings of Planned Economy – Five Year Plans - Land Question - Industrial Policy
	B	<ul style="list-style-type: none"> Green Revolution - Progress in Science and Technology in the Nehruvian and post-Nehruvian era
	C	<ul style="list-style-type: none"> Liberalization of Economy – Economic transformation; Industrialization, Liberalization and Globalization
	Unit 4	Social Movements
	A	<ul style="list-style-type: none"> Landmarks in the Progress of Education: Kothari Commission; National Education Policy- 1986; Sarva Shiksha Abhiyan
	B	<ul style="list-style-type: none"> Struggles for Women's Empowerment: The Hindu Code Bill; the Shah Bano and Roop Kanwar Cases
	C	<ul style="list-style-type: none"> Caste and Stratification - Assertion of Dalits and Backward castes

	Unit 5	Contemporary Issues and Challenges		
	A	<ul style="list-style-type: none"> Issue of Identity Politics: Communalism; Separatist Movements –Khalistan and Kashmir Regional 		
	B	<ul style="list-style-type: none"> Civil Society Activism: Bhoodan, Chipko and Save Narmada Movements. 		
	C	<ul style="list-style-type: none"> Corruption in Indian Public Life: Scams and Scandals 		
Mode of examination		Theory/Jury/Practical/Viva		
Weightage Distribution		CA	MTE	ETE
		25%	25%	50%
Readings Text book/s*		<ul style="list-style-type: none"> Chandra, Bipin, Aditya Mukharjee, Mridula Mukharjee, India Since Independence, New Delhi: Penguin Books India, 2011 Chakrabarty, D., Rochona Majumdar, Andrew Sartori. From the Colonial to the Post- Colonial: India and Pakistan in Transition. New Delhi: OUP, 2007 Dreze, Jean and Amartya K. Sen. Indian Development: Selected Regional Perspectives. New Delhi: OUP, 1997 Guha, Ramachandra. India after Gandhi. London: Picador, 2007. Jaffrelot, Christophe. The Hindu Nationalist Movement and Indian Politics 1925 to 1990s. New Delhi: Penguin, 1999. Kohthari, Rajni. Caste in Indian Politics. New Delhi: Orient Longman, 1970 King, Robert D. Nehru and the Language Politics of India. New Delhi: OUP, 1997. Kochanek, Stanley “The Congress Party of India: the Dynamics of One Party Democracy” Princeton: PUP, 1968 Kohli, Atul. The State and Poverty in India: the Politics of Reform. Cambridge: CUP, 1987. Kabir, Nasreen Munni. Bollywood: the Indian Cinema Story Channel 4 London, 2001 Tarlo, Emma. Unsettling Memories: Narratives of the Emergency in Delhi. Los Angeles: University of California Press, 2003 Vinaik, Achin and Rajeev Bhargava. Understanding Contempo- 		

	<p>rary India, Hyderabad: Orient Black Swan, 2010.</p> <ul style="list-style-type: none"> • Bilgrami “ A Democratic Culture” , New Delhi: Routledge, 2011 • Balbushevik, A. & Dyakov, A.M.:A Contemporary History of India • Chaterjee, Partha ed. State and Politics in India. New Delhi: OUP, 1994. • Frankel, Francine R., ed. Transforming India: Social and Political Dynamics of Democracy. Oxford: OUP, 2000.
--	--

School: SHSS		Batch: 2021-2023
Programme : M.A		Current Academic Year: 2021-2022
Branch: MODERN HISTORY		Semester: II
1	Course Code	MAH159
2	Course Title	HISTORY OF MODERN SOUTH EAST ASIA
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	ELECTIVE
5	Course Objective	<ol style="list-style-type: none"> 1. To make students aware of the History of South East Asia. 2. To understand various colonial policies and its impact on South East Asia 3. To get familiar with various social, political, cultural and economic perspective of South East Asia. 4. To understand Modern South East Asia and its role in global politics.
6	Course Outcomes	<p>CO1 The students will be able to understand the basic Themes , concepts, chronology and the scope of Colonial History of South East Asia.</p> <p>CO2 The students will be able to critically analyse the various social, political, economic and cultural aspects of South East Asia.</p> <p>CO3 The students will be able to understand the impact of World War II on the politics of different countries of South East Asia.</p> <p>CO4 The students will be able to examine and compare the various events of colonialism and Nationalism in all the countries of South East Asia.</p> <p>CO5 The students will be able to develop an understanding of the contribution of South East Asian countries in the global politics.</p> <p>CO6 The course will allow the students scope for further research in the domain and pursue a career in this field.</p>
7	Course	This course comprised of the historical investigations of Southeast

	Description	Asia (the area comprising Indonesia, the Philippines, Malaysia, Singapore, East Timor, Thailand, Vietnam, Burma, Cambodia, and Laos) and to see the rise of colonialism and different colonial policies and its impact. This course will give students a brief idea about the rise of colonialism and then how Nationalism evolved and their final march towards modern South East Asia.
	Unit 1	Rise Of Colonialism
	A	<ul style="list-style-type: none"> Impact of colonialism on South-East Asia.
	B	<ul style="list-style-type: none"> Colonialism in its prime: The Dutch East Indies
	C	<ul style="list-style-type: none"> French, Indo-China, Burma, the Philippines, Malaysian territories
	Unit 2	Colonial Policies And Its Impact
	A	<ul style="list-style-type: none"> Colonial Policies and Administration: Dutch Culture System
	B	<ul style="list-style-type: none"> Ethical Policy and Economic Policies
	C	<ul style="list-style-type: none"> Other Colonial Powers: British, Spanish and U.S.
	Unit 3	Rise Of Nationalism
	A	<ul style="list-style-type: none"> Nationalist Evolution in Indonesia
	B	<ul style="list-style-type: none"> Nationalist Evolution in Malaysia and Indo-China
	C	<ul style="list-style-type: none"> Nationalist Evolution in Burma and Thailand
	Unit 4	South East Asia And The Great War
	A	<ul style="list-style-type: none"> Japanese Imperialism: conquest and occupation

	B	<ul style="list-style-type: none"> The sponsorship of independence. 		
	C	<ul style="list-style-type: none"> Independence Path: Thailand, Burma, Indo-China, Indonesia, Malaysia, Philippines and Singapore. 		
	Unit 5	Rise Of Modern South East Asia		
	A	<ul style="list-style-type: none"> South East Asia in Global Politics: American impact and Chinese Shadow 		
	B	<ul style="list-style-type: none"> Emergence of Modern South East Asia 		
	C	<ul style="list-style-type: none"> Role of Modern South East Asia in Global Politics. 		
Mode of examination		Theory/Jury/Practical/Viva		
Weightage Distribution		CA	MTE	ETE
		25%	25%	50%
Readings Text book/s*		<p>*Bastian, John & J. Benda, Harry, A History of Modern Southeast Asia, Englewood Cliffs, 1968</p> <p>Buss, Claude A., Contemporary Southeast Asia, New York, 1970</p> <p>Cady, John F., Southeast Asia: Its Historical Development , New York, 1964</p> <p>Christie, Clive J., A Modern History of Southeast Asia: De-colonization, Nationalism and Separatism, Singapore, 1996</p> <p>Sardesai, D.R., Southeast Asia: Past and Present, New Delhi, 1997</p> <p>Hall, D.G.E., A History of Southeast Asia, London, 1976</p> <p>Harrison, Brian, Southeast Asia: A Short History, London,</p>		

	<p>1954</p> <p>Kahin, G.M., Nationalism and Revolution in Indonesia, Ithaca, 1952</p> <p>Kahin, G.M. (ed.), Governments and Politics of Southeast Asia, New York, 1966</p> <p>Purcell, Victor, South and Southeast Asia Since 1800, Cambridge, 1965</p>
--	---

School: SHSS		Batch: 2021-23
Programme : M.A.		Current Academic Year: 2021-22
Branch: Modern History		Semester: II
1	Course Code	MAH160
2	Course Title	HISTORY OF CONTEMPORARY CHINA & JAPAN: 1945-2000 CE
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Elective
5	Course Objective	<ul style="list-style-type: none"> • To develop an understanding of Modern China and Japan in Post WW-II world. • To understand China - the most populated country in the world – which has arrived on the global stage as a major political, military and economic power over the past 70 years. • This paper will help one figure out journey of East Asian countries to reach where it is today. • It will also seek to enable the students weigh in the challenges and opportunities that contemporary dynamics of East Asian history presents, particularly in the context of China and Japan and in Taiwan and Korea in general.
6	Course Outcomes	<p>CO1: This course will enable the students to understand and decipher the rise of the communist China and its social, political and economic dynamics in contemporary period.</p> <p>CO2: The students will be able to classify the basic Themes, concepts, chronology and the Scope of Contemporary Japanese History.</p> <p>CO3: The students will be able to understand and analyse the multi-faceted historical aspects of international relations in Northeast Asia and how events unfold during Cold war era.</p> <p>CO4: The students will be able to understand the importance of changing international dynamics in Post-Cold War Asia in contemporary time.</p> <p>CO5: The students will be able to analyse India's role and place in East Asian history and contemporary development .</p>

		CO6: The students will be able to think critically and comparatively about historical events in modern and contemporary East Asia
7	Course Description	As strong a country that China is today, it owes its strong political will to its History. 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. The economic policy changes, educational prowess and Movement of freedom and people's rights made Japan a very strong economy. the modern day Japan presents a picture of a developed, self-reliant and strong economy. This course discusses the journey of Modern day Japan. The course will enable students to acquaint themselves with the range of issues related to the East Asian countries through the tis.
	Unit 1	Post-War China: Rise of Red China
	A	<ul style="list-style-type: none"> Communist Revolution and establishment of People's Republic of China
	B	Maoist Era: <ul style="list-style-type: none"> Command Economy and Great Leap Forward: Debates Cultural Revolution 1966- 69
	C	Post Mao Era: <ul style="list-style-type: none"> <i>gaige kaifang</i>: Socialism with Chinese characteristics
	Unit 2	Post-War Japan: From ruins to Reconstruction
	A	<ul style="list-style-type: none"> Occupation of Japan: Potsdam conference and SCAP Political reforms and economic reconstruction-1945-1952
	B	<ul style="list-style-type: none"> Treaty of San Francisco-1951 and revision of Mutual Security Treaty-1961 ANPO and after
	C	<ul style="list-style-type: none"> Socio-economic development and its impact on Domestic Politics in Japan, 1953-1975 Summarizing rapid economic Development in last two decades of 20th Century
	Unit 3	International relations-I: Cold war and Northeast Asia
	A	<ul style="list-style-type: none"> Post WWII Korea: Korean Crisis and role of China and Japan China: Third world theory

	B	<ul style="list-style-type: none"> Sino-Soviet split and “normalization” of Sino-US relation 		
	C	<ul style="list-style-type: none"> Japan’s relation with Taiwan and Mainland China 		
	Unit 4	International relations-II: Northeast Asia in Unipolar World (upto 2000)		
	A	<ul style="list-style-type: none"> Nuclear Power and China, Japan, South and North Korea: Since late 1950s to 2000 		
	B	<ul style="list-style-type: none"> One China Principle: unification of Macao & HK and views on Taiwan 		
	C	<ul style="list-style-type: none"> Japan: Post occupation-era relation with US & Russia and China 		
	Unit 5	India and Northeast Asia: issues and prospects		
	A	<ul style="list-style-type: none"> India-China: From <i>Panchsheel</i> to 1962 Border clash China’s stand during India-Pakistan Wars in 1965 and 1971 India's nuclear tests and the US factor 		
	B	<ul style="list-style-type: none"> India-Japan relations upto 1998 Sanctions 		
	C	<ul style="list-style-type: none"> India’s relation with Two Koreas: A Brief survey 		
Mode of examination		Theory/Jury/Practical/Viva		
Weightage Distribution		CA	MTE	ETE
		25%	25%	50%
Readings Text book/s*		<ul style="list-style-type: none"> *Fairbank, J. K. and Goldhamer (eds). <i>China: A New History</i>. Camb., Mass.: Harvard University Press * Andrew Gordon: <i>A Modern History of Japan: From Tokugawa Times to the Present</i>. OUP, 2003 Marius B. Jansen: <i>The Making of Modern Japan</i>. Harvard University Press, 2000 R. H. P. Mason, <i>A History of Japan</i>: Revised edition, Tuttle Publishing 		

- Saich (Tony) and Hans van de ven. *New perspectives on the Chinese Communist revolution*. New York: M.E. Sharpe, 1995.
- Tony Saich(ed.). 1996. *The Rise to Power of the CCP : Documents and Analysis* , Armonk, New York, M.E.Sharpe.
- Tony Saich. 2001. *Governance and Politics of China*, New York: Palgrave.
- Stuart R. Schram. 1989. *The Thought of Mao Tse- Tung*, Cambridge: Cambridge University Press.
- Angus Maddison. 2007. *Chinese Economic Performance in the Long Run, 960-2030 AD*, Paris: OECD.
- Alexander Eckstein. 1977. China's Economic Revolution, Cambridge: Cambridge University Press.
- Barry Naughton. 1995. *Growing Out of the Plan: Chinese Economic Reform, 1978-1993*, New York: Cambridge University Press.
- Barry Nameughton. 2007. *The Chinese Economy: Transitions and Growth*, Cambridge, Massachusetts: MIT Press.
- Bruce Dickson. 2003. *Red Capitalists in China: The Party, Private Entrepreneurs, and Prospects for Political Change*, Cambridge: Cambridge University Press, 2003.
- Dutt ,V.P. *China: The post-Mao view*. New Delhi: Allied publishers, 1981.
- Acharya, Alka. 2008. *China & India: Politics of Incremental Engagent*. Har ANand publications, New Delhi.
- White, Gordon. *Riding the tiger: the politics of economic reform in post- Mao China*. London: Macmillan, 1993
- Shambaugh, D.L. *Contemporary Taiwan*. London: Clarendon

	<p>Press 1998.</p> <ul style="list-style-type: none"> • Kondapalli. Srikanth. 2010. <i>China and Its Neighbours</i>. Pentagon Press • W.G. Beasley: The Modern History of Japan. Praeger University Press, 1963 • John Dower: Origins of the Modern Japanese State: Selected Writings of E. H. Norman. Pantheon Books, 1975 • John K. Fairbank et al: East Asia: The Modern Transformation. Houghton-Mifflin, Boston, 1973 • John W. Hall: Japan: From Prehistory to Modern Times. Dell Books, NY, 1970 • Mikiso Hane: Modern Japan: A Historical Survey. Westview Press, 1992 • Jas L. McClain: Japan: A Modern History (College Edition) . W.W.Norton & Co., 2002 <p>E.O.Reischauer: Japan: The Story of a Nation . McGraw-Hill, 1989 (4 Ed.)</p>
--	--

Semester: III & IV

[Research Year]

School: SHSS		Batch: 2021-2023
Programme: M.A.		Current Academic Year: 2022-2023
Branch: Modern History		Semester: III
1	Course Code	
2	Course Title	RESEARCH METHODS IN SOCIAL SCIENCES
3	Credits	6
4	Contact Hours (L-T-P)	4-2-0
	Course Type	SEC
5	Course Objective	<ul style="list-style-type: none"> To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences. To create awareness about the basics of scientific research in Social Sciences. To understand methodology of quantitative and qualitative research. To provide the theoretical orientation and background for research.
6	Course Outcomes	CO1: The student will be able to define the philosophy, ethics, design, and evaluation of research in social sciences. CO2: The student will be able to explain the basics of scientific research. CO3: The student will be able to apply qualitative and quantitative methods in research. CO4: The student will be able to compare the methodology of quantitative and qualitative research. CO5: The student will be able to evaluate different data collection techniques. CO6: The student will be able to design research.
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
	Unit 1	Research in Social Sciences
	A	<ul style="list-style-type: none"> Purpose and types of research: Introduction to Qualitative and Quantitative Research; basic research; applied research; action research; Cross-cultural research; Need and benefits of interdisciplinary research

	B	<ul style="list-style-type: none"> Process of defining and developing research problem; research questions, hypotheses; objectives
	C	<ul style="list-style-type: none"> Ethical Issues in data collection, conducting research and reporting research; Data Recording Procedures and Protocol.
	Unit 2	Steps involved in Research Process
	A	<ul style="list-style-type: none"> Relevance of Literature Review; Definition and types of variables
	B	<ul style="list-style-type: none"> Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability.
	C	<ul style="list-style-type: none"> Research Designs: Exploratory, Causal, Descriptive
	Unit 3	Qualitative Research
	A	<ul style="list-style-type: none"> Narrative Research: Types of Narratives; Procedures for Conducting Narrative Research; Phenomenological Research: Features of Phenomenology; Types of Phenomenology; Procedures for Conducting Phenomenological Research
	B	<ul style="list-style-type: none"> Grounded Theory Research: Features of Grounded Theory; Types of Grounded Theory Studies; Procedures for Conducting Grounded Theory Research Ethnographic Research: Features of Ethnographies; Types of Ethnographies; Procedures for Conducting an Ethnography
	C	<ul style="list-style-type: none"> Case Study Research: Features of Case Studies; Types of Case Studies; Procedures for Conducting a Case Study Comparing the Five Approaches: Computer Software Programs for the Five Approaches; Writing a Qualitative Study; Reflexivity and Representations in Writing
	Unit 4	Data Collection methods
	A	<ul style="list-style-type: none"> Qualitative Research: Interview method: Framing Interview questions, Dynamics Between Interviewer and Interviewee; Observation method: Procedures for Preparing and Conducting Observations, Recording Procedures; Analysis Strategies

	B	<ul style="list-style-type: none"> Quantitative Research: Survey methods , Laboratory Vs Field Experiments Controlling Extraneous Variables 		
	C	<ul style="list-style-type: none"> Field Issues, Social Desirability, Response Rate, Entry and Organization Name Access; Data Storage and Security; Ethical Considerations for Data Analysis 		
	Unit 5	Data Analysis		
	A	<ul style="list-style-type: none"> Graphic Representation of Data: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs. 		
	B	<ul style="list-style-type: none"> measures of Central Tendency: The Mode; the median; the an; Divergence from Normality (Skewness and Kurtosis). measure of Variability: Standard Deviation, Quartile Deviation, Decile; Interquartile Range 		
	C	<ul style="list-style-type: none"> meaning and types of correlation – positive, negative and zero; Graphic representations of correlation – Scatterplots. Uses and limitations of correlation coefficient, Correlation and Causation Pearson's product-moment correlation coefficient and Spearman's rank-difference thod 		
Mode of examination		Theory		
Weightage Distribution		CA	MTE	ETE
		25%	25%	50%
Readings Text book/s*		<ul style="list-style-type: none"> Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). <i>Research thodology for Social Sciences</i>. London: Routledge India, https://doi.org/10.4324/9780367810344 Cooper, D. R., & Schindler, P. S. (2006). <i>Business research methods</i> . Boston: McGraw-Hill Irwin. Creswell, J. W. (2014). <i>Research design: qualitative, quantitative, and mixed methods approach</i>. 4th ed. Thousand Oaks, California: SAGE Publications. Creswell, J. W., & Creswell, J. D. (2018). <i>Research designs (5th ed.)</i>. SAGE Publications. Deepak Chawla and NeeName Sondhi (2011). <i>Research thodology: Concepts and Cases</i>. New Delhi: Vikas Publishing House Pvt. Ltd, ISBN: 9788125952053. King, B.M. & Minium, E.W, (2007). <i>Statistical Reasoning in the behavioral Sciences</i> USA: John Wiley & Sons. Malhotra, N. K. (2007). <i>Marketing research: An applied orientation</i>. Upper Saddle River, NJ: Pearson/Prentice Hall. 		

School: SHSS		Batch: 2021-2023
Programme: M.A.		Current Academic Year: 2022-2023
Branch: Modern History		Semester: IV
1	Course Code	
2	Course Title	DISSERTATION (II)
3	Credits	18
4	Contact Hours (L-T-P)	0-0-36
	Course Type	Core
5	Course Objective	<p>The Programme aims to make the students aware of the general course of human history in multiple areas of the world with interdisciplinary approach. During the course of their research work, students will learn to under-stand the world contextually, that is, to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred. The aim is to teach the students analyse, and evaluate both evidence and arguments. Students will learn how to create knowledge by applying and interpreting all kinds of sources.</p> <p>The main objective is to make the students gain a clear and comprehensible understanding of the impact of the past on the present & future events related to the life process. It involves detailed analysis of what has been written or done & is used to describe, explain or interpret Themes e events. Also, to enable students to have detailed study of a particular problem or concern, using research methods.</p> <p>This in-depth analysis of information enables the students to analyse and generate new questions, concepts and understandings.</p>
6	Course Outcomes	<p>CO1: The student will be able to identify the Nature of his research.</p> <p>CO2: The student will be able to describe different variables associated with his study.</p> <p>CO3: The student will be able to manipulate the variables to study their relevance and effect.</p> <p>CO4: The student will be able to point out the gap in his research topic.</p> <p>CO5: The student will be able to summarize his experimental findings</p> <p>CO6: The student will be able to design research.</p>
7	Course Description	As per NEP guidelines, Students shall be admitted to a two-year Master Programme with the second year devoted entirely to research for those who have completed the three-year Bachelor's Programme while Students com-

		<p>pleting a four-year Bachelor's Programme with Honours/Research, may be admitted to a one-year Master's Programme.</p> <p>An essential component of the Programme is to develop a research orientation among the students and to acquaint them with the application of fundamentals of research and the methods. Therefore, the second year of the Masters is dedicated to research work. The aim is not only to introduce them to the basic concepts used in research but also fruitfully apply them to newer fields of research.</p>	
	Unit 1	Data collection/ Conceptualisation	
		Data collection/ Conceptualisation of research and Analysis	
	Unit 2	Results and interpretation	
		Analysis of findings, interpretation with supporting researches, merits and demerits, Future scope and shortcomings	
	Unit 3	References	
		References as per university guidelines	
	Unit 4	Pre-submission	
		First Dissertation draft, Departmental presentation of research work in standard format.	
		Correction & Editing based on Suggestions	
	Unit 5	Dissertation	
		Submission and defending the research work,	
Mode of examination		Theory & Viva voce	
Weightage Distribution	IA		EA
	60%		40%
Readings Text book*		<ul style="list-style-type: none"> • Relevant Books and Journals • E-library at Sharda university • Pubmed • Shodganga 	