



School of Humanities & Social Sciences Masters of Arts in

Modern History

Program Code: SHS0116

Batch: 2020-22

CBCS based Programme and Course Structure

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. 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**

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**

Programme Educational Objectives (PEO)

PEO1: To understand concepts and principles of historical discourse.

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.

Program Outcomes of the M. A. Modern History:

PO1: Knowledge: To retrieve the familiarity with a range of themes in the history of modern India and world.

PO2: Understand: To recognize how social, economic, political and cultural changes in India and over the globe have led to the formation of a modern era.

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 of the MA Modern History:

PSO1: Engaging students' mind and imagination in the study which will make them efficient in reflecting on the socio-economic and political undercurrents of times.

PSO2: Promoting acquisition of historical knowledge and critical thinking so as to enable students to assess and interpret development of 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, civil services, policy making, conduct research by studying historical documents, interpretation and evaluation.

School of Humanities and Social Sciences
M.A Modern History
Batch: 2020-2022

TERM: I

S.No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite
			L	T	P		
THEORY SUBJECTS							
1	MAH101	Principles and Methods of History	4	1	0	5	Core
2	MAH102	Indian Independence Movement	4	1	0	5	Core
3	MAH103	Issues in the contemporary World 1945-2000 C.E.	4	1	0	5	Core
4	MPY103	Research Methodology & Research Design	4	1	0	5	Core
Practical/Viva Voce							
5	ARP 101	Communicative English-I	1	0	2	2	Compulsory
TOTAL CREDITS						22	

School of Humanities and Social Sciences
M.A Modern History
Batch: 2020-2022
TERM: II

S.No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elec tivePre- Requisite/ Co Requisite	Type of Course:
			L	T	P			
THEORY SUBJECTS								
1	MAH110	State and Economy inModern Indian History	4	1	0	5	Core	CC
2	MAH106 OR MAH107	Contemporary China 1949-2017 OR Science and Technologyin Colonial India	4	1	0	5	Elective	DSE
3	EVS103	Environmental Science	2	0	0	2	AECC	AECC
4	MPO205	Perspectives of Development	4	0	0	4	AECC	GE*
Practical/Viva Voce								
5	MAP108	Field Project	0	5	0	5	DSE	DSE
TOTAL CREDITS							21	

* to be chosen by students from Department other than the parent Department.

Program Structure
School of Humanities and Social Sciences
M.A Modern History Batch:
Batch: 2020-2022
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	MAH201	Society and Culture in Modern India	4	1	0	5	Core	CC
2	MAH202	Trends in Historiography	4	1	0	5	Core	CC
3	MAH203	History of Indian Diaspora	4	1	0	5	Elective	DSE
4	MAH206	History of Dalit Movement	4	1	0	5	Elective	DSE
Practical/Viva Voce								
5	CCU701	Community Connect	0	0	4	2	Compulsory	Co/Extra CC
6	MAP207	Internship				2	Compulsory	SEC
TOTAL CREDITS						24		

Program Structure
School of Humanities and Social Sciences
M.A Modern History
Batch: 2020-2022
TERM: IV

S.No.	SubjectCode	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
			L	T	P			
THEORY SUBJECTS								
1	MAH208	Contemporary India: 1947-200 C.E.	4	1	0	5	Core	CC
2	MAH209/ MAH210	Gender & Women in History/ History & Cinema	4	1	0	5	Elective	DSE
3	UHP201	Universal Human Values & Professional Ethics	3	1	0	4	Elective	GE*
Practical/Viva-Voce/Jury								
4	MAH	Dissertation	0	5	0	5	Compulsory	SEC
5	CAP202	Computer Assisted Analysis	1	0	2	2	Compulsory	SEC
TOTAL CREDITS						21		

Course Syllabus

Semester: I

School: SHSS		Batch: 2020-22
Program: M.A. in MODERN HISTORY		Current Academic Year: 2020-21
Branch:		Semester: I
1	Course Code	MAH101
2	Course Title	PRINCIPLES AND METHODS OF HISTORY
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	The core objectives of this paper are: <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	This course will enable the students to understand: CO1: Core concepts of History writing and how to decide the credibility of a source CO2: Relation of History with other disciplines (interdisciplinary approach) CO3: Approaches to historical writings and decoding the motives of different schools/scholars behind history writing CO4: Identify the Indian historiography schools
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 knowability 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 judgement 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 Annales 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 Dis-tribution	CA	MTE	ETE
		30%	20%	50%
	Readings Text book/s*	<input type="checkbox"/> *E. Sreedharan, <i>A Text-book of Historiography 500 BC to AD 2000</i> , Orient Longman, 2004 <input type="checkbox"/> Bloch, Marc, <i>The Historian's Craft</i> , with an Introduction by Peter Burke (Manchester University Press, 2004). <input type="checkbox"/> Collingwood, R.G. (1994). <i>The Idea of History</i> . Oxford: Oxford University Press. <input type="checkbox"/> E.H. Carr, 2001. <i>What is history.</i> , Palgrave, Basingstoke. <input type="checkbox"/> Ferdinand Braudel, <i>On history</i> . Translated by Sarah Mathew in 1980. University of Chicago Press, <input type="checkbox"/> Robert. N. Burns & Hugh Raymen-Pickard (Ed.). 2000. <i>Philosophies of History</i> . OUP <input type="checkbox"/> Stoler, Ann. (2002). "Colonial Archives and the Arts of Governance", <i>Archival Science</i> , Vol 2, pp. 87-109. <input type="checkbox"/> Momigliano Arnaldo. (1979), "A Piedmontese View of the History of Ideas", in <i>Essays in Ancient and Modern Historiography.</i> , Oxford: Basil Blackwell. <input type="checkbox"/> Arthur Marwick, <i>The Nature of History</i> , London: Macmillan, 1989 <input type="checkbox"/> Poovey, Mary. (1998). "The Modern Fact, the Problem of Induction, and Questions of Method" 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). <input type="checkbox"/> <i>The nature of history</i> Arthur Marwick, 1989, Macmillan, London. <input type="checkbox"/> <i>The companion to the Study of History</i> , Michael Stanford, 1996, Blackwell, Oxford. <input type="checkbox"/> <i>What is history today</i> , J. Gardiner, 1988, Mac-		

		<p>millan, London.</p> <ul style="list-style-type: none"> • The order of things, Foucault Michel, 1970, Tavistock Publications, London • Telling the truth about history, Appleby, 1994, Norton, New York. • The territory of the Historian, E.L.E. Roy La-durie, 1979, Harvester Press, Britain
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School: SHSS		Batch : 2020-22
Program: Masters of Arts- Modern History		Current Academic Year: 2020-21
Branch:		Semester: I
1	Course Code	MAH102
2	Course Title	INDIAN INDEPENDENCE MOVEMENT
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 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	<p>CO1: The students will be able to illustrate the knowledge of India's Independence movement in aforementioned period.</p> <p>CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Colonial Indian History.</p> <p>CO3: The students will be able to identify with the realities and the conditions that led to the Indian Independence movement.</p> <p>CO4: The students will be able to allow them scope for further research in the domain.</p>

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, home rule and revolutionary movements in India.
8	Outline syllabus	
	Unit 1	Beginnings of Organized Nationalism
	A	The conception of India: Modern or pre – modern? Approaches to Indian Nationalism: Nationalist, Marxist, Elitist and Subaltern
	B	Early resistance to colonial rule - Rise of National Consciousness – Cultural Awakening
	C	The nature of the 1857 Revolt: Debate and Popular narratives
	Unit 2	Early Nationalists
	A	The growth of professions and the emergence of new leadership – Newspapers and Journals - Political associations before 1885
	B	Formation of the Indian National Congress – Debates regarding its origin
	C	Growth of Indian National Congress: Agenda, programme and methods of the Moderates
	Unit 3	Swadeshi and Revolutionary Movement
	A	The partition of Bengal – Boycott, swadeshi and national education – The communal tangle and the birth of the Muslim League – Minto – Morley Reforms.
	B	Swadeshi agitation and underground revolutionary organizations - Muzaffarpur conspiracy - Alipore bomb case - Asher murder - Attempt on Viceroy Lord Hardinge - Sup-

		pression of revolutionary nationalism - The Ghadar Movement		
	C	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.		
	Unit 4	Rise of mass movement and new ideologies		
	A	Tilak, Annie Besant and the Home Rule leagues – Montagu-Chelmsford Reforms - The Rowlatt Act, Jallianwala bagh tragedy		
	B	The Khilafat Movement, Reformation in Congress-The Nagpur Session, The Non Cooperation Movement		
	C	The Swarajya Party: its programmes and aims, Rise of Leftwing politics in India, The Simon Commission and Nehru Report		
	Unit 5	Indian Nationalism and road to Independence		
	A	Civil Disobedience Movement, The Round Table Conferences, The Communal issues and Poona Pact		
	B	The Second World War and beginning of the constitutional crisis, The Quit India Movement, The Wavell Plan, The Cripps Mission		
	C	Subhas Chandra Bose and INA, The Cabinet Mission, The Communal Problem, Partition and Independence		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	Bandyopadhyay, Sekhar, From Plassey to Partition: A His-tory of Modern India, (New Delhi, Orient Longman, 2004.
	Other References	<ol style="list-style-type: none"> 1. Bandyopadhyay, Sekhar, From Plassey to Partition: A History of Modern India, (New Delhi, Orient Longman, 2004. 2. _____(ed.) National Movement in India: A Reader, New Delhi, Oxford University Press, 2009. 3. Brown, Judith M., Gandhi's Rise to Power: Indian Politics 1915-1922, Cambridge, CUP, 1972. 4. Chand, Tara, History of the Freedom Movement in India, 4 vols., New Delhi, Publications Division, Ministry of Information and Broadcasting, Government of India, 1983. 5. Chandra, Bipan, Nationalism and Colonialism in Modern India, New Delhi, Orient Longman, 1979. 6. _____, Rise and Growth of Economic Nationalism in Modern India, New Delhi, People's Publishing House, 1982. 7. _____, Long -Term Dynamics of the Indian National Congress, Presidential Address, IHC, 46th Session, Amritsar, 1985. 8. _____, Communalism in Modern India, New Delhi, Penguin Books, 1989 9. Chandra, Bipan and others, Freedom Struggle, NBT, New Delhi, Sixth reprint, 1983. 10. Chandra, Bipan and others, India's Struggle for Independence, New Delhi, Penguin Books, 1989. 11. Chandra Bipan, History of Modern India, New Delhi, Orient BlackSwan, 2011. 12. Chhabra, G.S., Advanced Study in the Constitutional History of India (1773-1947), Jullundar, New Academic Publishing Co., 1973. 13. Singh, A. (Ed.), The Partition in Retrospect, New Delhi, Anamika, 2000. 14. Wolpert, Stanley, Jinnah of Pakistan, New Delhi, OUP, 2005.

School: SHSS		Batch: 2020-22
Program: M.A. in MODERN HISTORY		Current Academic Year: 2020-21
Branch:		Semester: I
1	Course Code	MAH103
2	Course Title	ISSUES IN CONTEMPORARY WORLD, 1945-2000
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 phenomena taking place in the contemporary world after analysing diverse ideological, theoretical and normative approaches common to historical inquiry. To acquire essential concepts, skills, and analytical methods needed to explore diverse historical phenomena taking place in the twentieth century.
6	Course Outcomes	<p>After completing the course, students would be able to:</p> <p>CO1: Identify and describe the main forces, persons, events, movements, etc. which shaped world history in this period</p> <p>CO2: To identify the mechanism used to maintain the cores of global power as manifest in alliances and institutions.</p> <p>CO3: To understand the local, national, regional, and global aspects of diverse historical occurrences.</p> <p>CO4: Integrate knowledge of the history of the contemporary world</p>

		with political and economic approaches to the subject and to reach, express, and defend reasoned explanations and judgments on critical issues in contemporary world history
7	Course Description	As our world grows smaller with each new technological advance, it becomes increasingly important to know and understand that world and our place in it. The main focus of this course is to enlighten the students with world history and global issues throughout the second half of the 20th Century. As students study these significant global events, they will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government. Contemporary world history will help the students to learn the origins and history of several international organizations, 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.
	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, organizations and its role (Security Council; WHO; ICJ and so on; United Nations Trust Territories, Human Rights, Disarmament)
	C	Post WW-II Foreign policy of USA and Soviet Russia: Truman Doctrine & Marshal plan; Cominform, Berlin Blockade
	Unit 2	Rise of Bilateralism and selected crisis at Global Arena
	A	Cold War: causes, course and events (Armed Race, Space race, foreign policy and international order etc.; SALT, START, Apollo-Soyuz Test Project,)

	B	Socialist block: Soviet Eastern Europe: Warsaw Pact; Asia: Korean War, Vietnam War
	C	Capitalist block: Americanisation of Western Europe: NATO; Cuban Crisis, Berlin Crisis
	Unit 3	Third world and Soviet disintegration
	A	The Third World, NAM, Commonwealth
	B	Disintegration of Socialist block: Glasnost and Perestroika, Democratisation of Poland, Velvet revolution, Malta Talks, German reunification, End of Warsaw Pact End of Cold war: Impact upon Europe, Western and Eastern; Impact upon US policy: the case for Unipolarism; Globalisation and its impact.
	C	Apartheid movement- 1948-1990s
	Unit 4	Multilateral and Regional Institutions
	A	G20, EU, NAFTA,
	B	BRICS, SAARC and BIMSTEC, SCO, OIC
	C	ASEAN and APEC, IORA
	Unit 5	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
		30%	20%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> • The world since 1945, Keith Robbins, 1998 • The History of the World, Eric Hobsbawm (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, Ramesh Thakur & In-Taek Hyan (ed), Asia's Emerging Regional Order: • Reconciling Traditional and • Wukkuans W. A., Empire as a way of life • Trevor Samson. 2000. Issues in International Relations. London: Routledge • Abraham Ascher. 2007. Russia: A Short History. London: One World Publications. • Martin Dixon. 2007. Textbook on International Law. Oxford: OUP. • Laurie Blank and Gregory Noone. 2016. International Law and Armed Conflict: Fundamental Principles and Contemporary Challenges in the Law of War. Alphen aan den Rijn, Netherlands: Wolters Kluwer Publishers • Shawkat Alam, Sumudu Atapattu and Carmen Gonzalez. 2016. 		

		<p>International Environmental Law and the Global South. Cambridge: Cambridge University Press.</p> <ul style="list-style-type: none"> • Matthias Herdegen. 2016. Principles of International Economic Law. Oxford: Oxford • Margaret Karns and Karen Mingst, eds., „International Organizations: The Politics and Processes of Global Governance“, Lynne Rienner Publishers, 2015. • Brian Frederick and Paul F. Diehl, „Politics of Global Governance: International Organizations in an Interdependent World“, Lynne Rienner Publishers, 2015. • Michael Barnett and Martha Finnemore, 2004. „Rules for the World: International Organizations in Global Politics. Ithaca: Cornell University Press • P. Eric Louw .The Rise, Fall, and Legacy of Apartheid. Praeger, 2004 • William Beinart; Saul Dubow . Segregation and Apartheid in Twentieth-Century South Africa. Routledge, 1995 • Vijay Prashad, Howard Zinn (Ed.). The Darker Nations: A People's History of the Third World. New Press. 2007
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School: SHSS		Batch: 2020-22
Program: M.A. in Modern History		Current Academic Year: 2020-21
Branch: History		Semester: I
1	Course Code	MPY 103
2	Course Title	RESEARCH METHODOLOGY & RESEARCH DESIGN
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	1) To acquaint students with the philosophy, ethics, design, and evaluation of research in social science. 2) To create awareness about the basics of scientific research in Social Sciences. 3) To understand methodology of quantitative and qualitative research. 4) To provide the theoretical orientation and background for research.
6	Course Outcomes	CO1: The student will be able to define the philosophy, ethics, design, and evaluation of research in social sciences. CO2: The student will be able to explain the basics of scientific research. CO3: The student will be able to apply qualitative and quantitative methods in research. CO4: The student will be able to compare the methodology of quantitative and qualitative research. CO5: The student will be able to evaluate different data collection technique. CO6: The student will be able to design research.
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
8	Outline syllabus	
	Unit 1	Research in Social Sciences
	A	Purpose and types of research: Introduction to Qualitative and Quantitative Research; basic research; applied research; action research
	B	Ethical standards of research: planning, conduction and re-reporting research; plagiarism
	C	Cross-cultural research; applied and basic research; Need and benefits of interdisciplinary research
	Unit 2	Steps involved in Research Process
	A	Criteria of good research problems, hypotheses, and objectives
	B	Relevance of Literature Review; Definition and types of variables
	C	Sampling: Definition; sample size and representativeness;

		kinds of sampling- probability and non- probability.		
	Unit 3	Research Designs		
	A	Exploratory Research: cross- sectional design, single subject study design, the longitudinal study design, observational de-sign and ethnography design		
	B	Descriptive Research: survey research, correlational design		
	C	Causal Research: Experimental design, non- experimental de-sign; pre-post-test design		
	Unit 4	Data collection methods		
	A	Observation, focus group interview and Structured and Un-structured Interview;		
	B	Structured questionnaire, semi- structured questionnaire and standardized questionnaire; Reliability and Validity of Ques-tionnaires		
	C	Case Study; Ethnography, Projective Techniques.		
	Unit 5	Test Construction & Research Report		
	A	Developing Questionnaires: Item Writing, Item Analysis		
	B	Preparing a research proposal; Writing research report and article		
	C	Choosing the right journal for publication; Reference writing styles		
	Mode of ex-amination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Tim May (2001). Social Research: Issues, Methods and Process, 3rd edition, Open University Press 2. Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (9th ed.). NY: McGraw Hill. 3. Elmes, D. G. (2011). Research Methods in Psychology (9th ed.). Wadsworth Publishing. 4. Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Methodology for Social Sciences. London: Routledge India, https://doi.org/10.4324/9780367810344		

	Other Refer- ences	<ol style="list-style-type: none"> 1. Charmaz, K. (2006). Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introduc- ing Qualitative Methods series). New Delhi: Sage Publi-cations. 2. Dominowski, R. L. (1980). Research methods. N.J.:Engelwood Cliffs, Prentice-Hall. 3. Embreston, S. E., & Raise, S. P. (2000). Item response theory for psychologists. Mahwah, NJ: [L] [SEP]Lawrence Erl-baum 4. Smith, J. A. (2008). Qualitative Psychology: A PracticalGuide to Research Methods. Sage. 5. Wiling, C. (2008). Introducing Qualitative Research inPsychology (2nded). Open University Press. 6. American Psychological Association. (2009). PublicationManual of the American Psychological Association (6thed.). APA. 7. American Psychological Association. (2009). Concise Rules of APA Style (Concise Rules of the AmericanPsy-chological Association (APA) Style). APA
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Schools: SHSS		Batch : 2020-22
		Current Academic Year: 2020-21
		Semester: I
1	Course Code	ARP101
2	Course Title	Communicative English-1
3	Credits	2
4	Contact Hours(L-T-P)	0-0-4
5	Course Objective	To minimize the linguistic barriers that emerge in varied so- cio- linguistic environments through the use of English. Help students to understand different accents and standardise their existing English. Guide the students to hone the basic communication skills - listening, speaking, reading and writing while also uplifting their perception of them- selves, giving them self-confidence and building positive attitude.
6	Course Outcomes	<p>CO1 Learn to use correct sentence structure and punctuation as well as different parts of speech.</p> <p>CO2 Learning new words its application and usage in different contexts helpful in building meaning conversations and written drafts.</p> <p>CO3Develop over all comprehension ability, interpret it and describe it in writing. Very useful in real life situations and scenarios.</p> <p>CO4A recognition of one's self and abilities through language learning and personality development training leading up to greater employability chances.</p> <p>CO5Learn to express oneself through writing while also developing positive perception of self.</p> <p>CO6To be able to speak confidently in English.</p> <p>CO7To empower them to capitalise on strengths, overcome weak- nesses, exploit opportunities, and <u>counter threats</u>.</p> <p>CO8 To ingrain the spirit of Positive attitude in students through a full length feature film followed by a storyboarding activity</p> <p>CO9Create a Self Brand, identity and self esteem through various</p>

		<p>interesting and engaging classroom activity.</p> <p>CO10 Exposing students to simulations and situations wherein students learn to describe people and situations and handle such situations effectively and with ease.</p> <p>CO11 Teaching students how to engage in meaningful dialogues and active conversational abilities to navigate through challenging situations in life and make effective conversations</p> <p>CO12 Learn how to transform adverse beginnings into positive endings – through writing activities like story completion.</p>
7	Course Description	<p>The course is designed to equip students, who are at a very basic level of language comprehension, to communicate and work with ease in varied workplace environment. The course begins with basic grammar structure and pronunciation patterns, leading up to apprehension of oneself through written and verbal expression as a first step towards greater employability.</p>
8	Outline syllabus	
	Unit A	Sentence Structure
	Topic 1	Subject Verb Agreement
	Topic2	Parts of speech
	Topic3	Writing well-formed sentences
	Unit B	Vocabulary Building & Punctuation
	Topic 1	Homonyms/ homophones, Synonyms/Antonyms
	Topic2	Punctuation/ Spellings (Prefixes-suffixes/Unjumbled Words)
	Topic3	Conjunctions/Compound Sentences
	Unit C	Writing Skills
	Topic 1	Picture Description – Student Group Activity
	Topic2	Positive Thinking - Dead Poets Society-Full-length feature film - Paragraph Writing inculcating the positive attitude of a learner through the movie SWOT Analysis – Know yourself
	Topic3	Story Completion Exercise – Building positive attitude - The Man from Earth (Watching a Full length Feature Film)
	Unit D	Speaking Skill
	Topic 1	Self-introduction/Greeting/Meeting people – Selfbranding
	Topic2	Describing people and situations - To Sir With Love (

		Watching a Full length Feature Film)
	Topic3	Dialogues/conversations (Situation based Role Plays)
9	Evaluations	<i>Class Assignments/Free Speech Exercises / JAM Group Presentations/Problem Solving Scenarios/GD/Simulations (60% CA and 40% ETE</i>
10	Texts & References Library Links	<ul style="list-style-type: none"> • Blum, M. Rosen. <i>How to Build Better Vocabulary</i>. London: Bloomsbury Publication • Comfort, Jeremy(et.al). <i>Speaking Effectively</i>. Cambridge University Press

Semester: II

School: SHSS		Batch: 2020-22
Program: M.A. in MODERN HISTORY		Current Academic Year: 2020-21
Branch:		Semester: II
1	Course Code	
2	Course Title	STATE AND ECONOMY IN MODERN INDIAN HISTORY
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 analyse the History of Administration and Economy in colonial India, especially under the Crown. • To examine that how did colonial interests affect Indian interests? • To know the evolution and development changing policies related to Land, Agriculture and forestry • To explore whether British policies were instrumental in generating economic growth or backwardness • To trace the development of Banking and finance in Indian History
6	Course Outcomes	<p>This course will enable the students to understand:</p> <p>CO1: Able to comprehend colonization and decolonization as a process</p> <p>CO2: Economic impact of colonial rule and consequent political agitations surrounding economic issues will be understood through various historical explanations.</p> <p>CO3: Inherent British interests in pursuing specific kind of industrial, fiscal and monetary policies in India will be understood.</p>

		CO4: Overall understanding of Legislation and Administration under British rule
7	Course Description	<p>The history of India's administrative and economic development between 1857 and 1947 is demonstrated by a well-known paradox. India in 1900 while remaining the brightest jewel of the British Empire was one of the poorest countries in the world. 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 maintained close control over the affairs of the Indian princely states. These years also saw the integration of India's economy to the imperatives of the world economy in which Britain held a dominant position. The imperatives of the international economy generated major infra-structural changes within India, where the British rulers introduced a uniform system of weights and measures, currency and communications. This course would help in solving some pivotal questions on administration and economy under British India such as whether these policies benefited the colonial regime only. What were the motive, course and impact of administrative and economic majors implemented by the British rule in India and so on.</p>
	Unit 1	Administration under the British Raj
	A	Princely States and Relation with British India Government; Military and Police administration
	B	Evolution and development of Legislature under the Crown, 1858-1947: Government of India Act 1858, Indian Councils Act 1861, 1892, 1909, Government of India Act 1919, 1935, and Indian Independence Act 1947
	C	Evolution and development of Judiciary and Civil Administration
	Unit 2	Land and Agriculture

	A	Land and Agrarian Policies: From Permanent settle- ment to <i>laissez-faire</i> doctrines and its socio-political impact
	B	Concept of Indian commercialization under British ; Colonial Commercialization in Agriculture, agricul- tural production and trends; Specialized regions of farm: Commercial Crops in British India- Cotton, Opium, Indigo, tea, silk etc.; socio-economic impact of commercialisation during the colonial period
	C	Changing pattern of Land revenue; Impact of WW-I on British Indian Economy
	Unit 3	Forests and other Resources
	A	Local forest economy: Relation between Forest, Ag- riculture and cottage industry; Forest Acts
	B	Water Resources and Irrigation; Mineral Resources
	C	Forest Economy & Tribes under Colonial rule: con- servation v/s commercialization and producer to la- bourer
	Unit 4	Industry
	A	The De-Industrialization Debates; Industrialisation in Indian context: an overview; Rise of Enterprise
	B	Crafts Industries and Small Scale Production; Indian manufactures for external market. Inland Commerce. Rise of modern Indian Industries, rise of cotton tex- tiles industries and impediment to its growth, jute, coal, iron and steel. Role of Factory Acts
	C	The Railways Imperialism of free trade; Economic and political impulse behind Railway construction; Progress of construction, criticism; Economic conse- quence of railways, subjugation of the Indian market, effects on price, export of raw materials etc.

	Unit 5	Commerce and Banking		
	A	History of Banking 1858-1947; Monetary Policy in Colonial British India, Gold Standard, growth of currency policy and the emergence of Reserve Bank of India		
	B	Trade & Commerce Changing nature of external trade. The effects of the Charter Acts of 1813 and 1836. Internal trade, the rise of opium trade and its significance, Tribute payment, Drain of wealth during the first half of the 19th century. Balance of Payment, Direction of Trade and decolonization.		
	C	Second World War, Bengal Famine; Transfer of Power-1947 and Political-Economic Explanations		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	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, New Delhi, 2006. • *Chandra, Bipan (1966), The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership. New Delhi: People's Publishing House. • *Roy, Tirthankar (2000), The Economic History of India, 1857-1947. Delhi: Oxford University Press. Dharma Kumar and Meghnad Desai, The Cambridge Economic History of India, 2 Vol. Orient Longman in association with Cambridge University Press, Hyderabad, 2004.		

		<ul style="list-style-type: none"> • *Dietmar Rothermund, An Economic History of India: From Pre-Colonial Times to 1991, 2nd ed., Routledge, New York.1993. • Irfan Habib, „Colonization of Indian Economy“, Social Scientist, Vol. 3, No.8, March 1975, pp. 23-53 • Guha, Ramachandra and Madhav Gadgil (1992), This Fissured Land: An Ecological History of India, Oxford University Press • Guha, Ramachandra (1989), Unquiet woods: Peasant Protest and Ecological Change in the Himalayas, Oxford University Press, Delhi,. • Guha, Ramachandra (1990), „An Early Forest Debate: The Making of the 1878 Forest Act, IESHR, 27, 1, pp.65-84. • Guha, Ramachandra (1996), „Dietrich Brandis and Indian Forestry: A Vision Revisited and Reaffirmed“ in Mark Poffenberger and Betsy Mcgean ed., Village Voices, Forest Choices: Joint Forest Management In India,(Delhi: OUP) • Barber, William (1975), British Economic Thought and India 1600-1858: A Study in the History of Development Economics. Oxford:Oxford University Press. • Bharadwaj, Krishna (1985), “A View on Commercialisation in Indian Agriculture and the Development of Capitalism.” s:The Journal of Peasant Studies 12, no. 4 (1985): 7-25. • Chaudhuri, Binay Bhushan (1996), “The Process of Agricultural Commercialisation in Eastern India During British Rule:A Reconsideration of the Nations of „Forced Commercialisation“ and „Dependent Peasantry“.” In Meanings in Agriculture: Essays in South Asian History and Economics, Editor Peter Robb, 71-91. New Delhi: Oxford University Press • Dirks, Nicholas B. (2001), Castes of Mind: Colonialism and the Making of Modern India.Princeton: Princeton University Press • Ludden, David (1999), An Agrarian History of South Asia (New Cambridge History of India. IV. 4). Cambridge: Cambridge University Press. • Ludden, David (editor) (1994), Agricultural Production and Indian History. Delhi: Oxford University Press. • Rothermund, Dietmar (1978), Government, Landlord and Peasant in India
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		<ul style="list-style-type: none"> • Stein, Burton ed. (1992), The Making of Agrarian Policy in British India, 1770- 1900. • Chaudhuri, K.N. (1982), „Foreign Trade and Balance of Payments (1757-1947)“, in Ku- mar, Dharma (ed.), The Cambridge EconomicHistory of India 1757-1970, Vol. II, New Delhi • Chaudhuri, K. N. and Clive J. Dewey (1979). (eds.). Economy and Society: Essays in Indi- an Economic and Social History, Delhi. • Sarkar, Sumit. (1982). “Popular Movements and National Leadership, 1945-47”. Econom-ic and Political Weekly, Vol. 17, No. 14/16, pp. 677-689. • Menon, V. P. (1997). The Transfer of Powerin India, Chennai, Orient Longman.
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School: SHSS		Batch: 2020-22
Program: M.A. in MODERN HISTORY		Current Academic Year: 2020-21
Branch:		Semester: II
1	Course Code	
2	Course Title	CONTEMPORARY CHINA, 1949-2019
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	<ul style="list-style-type: none"> • This course will help students develop an understanding of Modern China after it attained freedom in 1949. • 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 China's journey to reach where it is today. • It will also seek to enable the students weigh in the challenges and opportunities that China presents, particularly for students of History.
6	Course Outcomes	<p>CO1: This course will enable the students to understand know the nature of the Chinese social, political and economic model.</p> <p>CO2: Help understand how Chinese system works and how decisions are arrived at.</p> <p>CO3: Developing insight of China's political economy.</p> <p>CO4: Know the importance of China and its key intentions in contemporary time.</p>

7	Course Description	Napoleon Bonaparte said more than two centuries ago: "China is a sleeping lion. Let her sleep, for when she wakes she will shake the world." Even when China was neither a military nor an economic power, it almost shook the world's foremost powers during the Korean and the Vietnam Wars. However, after nearly four decades of dramatic economic transformation – the only one of its kind – China's imprint spreads across the seas, lands and even in the space. After doing this course, the students will be able to chart out how and why China achieved what it did. It would be crucial to point out that one cannot understand the world today by ignoring China. This paper will fill that gap.
	Unit 1	Chinese Polity Post-1949
	A	Maoist ideology; Communist Party of China; Communist Youth League;
	B	Key socio-political events in China post-1949: Hundred Flowers Movement, Cultural Revolution, Tiananmen Square protests, Hong Kong and Macau's unification with the 'motherland'.
	C	Chinese leaders from Mao to Xi
	Unit 2	How China Decides Policies
	A	The Chinese Party State; Party plenums; Role of NPC.
	B	Constitution of the PRC; Courts in China;
	C	People's Liberation Army; Factions in the CPC
	Unit 3	China's Economic Transformation
	A	Mao's Economic Thought (Four Modernisations);

		Command Economy; People's Communes and Iron Rice Bowl; Great Leap Forward.
	B	Deng Xiaoping's Four Cardinal Principles; Socialism with Chinese characteristics; Reform and Opening Up; CPC's Third Plenum(s).
	C	Coastal (1989) and Western (1999) Development strategy; China's entry into the WTO; Made in China 2025 strategy (2015).
	Unit 4	Chinese Geopolitics
	A	China's Struggle against Soviet Revisionism; CPC's involvement in Korea and Vietnam Wars; Mao's Three Worlds Theory.
	B	One China Principle and Beijing's rapprochement with the US; China's taking over of the UNSC seat;
	C	China's Check-book Diplomacy in Africa and Latin America; Beijing's multilateralism and regionalism;; Belt and Road Initiative.
	Unit 5	India-China Relations
	A	India China's ties till 1949; Bandung Spirit; Dalai Lama's arrival in India with his followers; 1962 clashes.
	B	China's tilt towards Pakistan; Beijing's stand during India-Pakistan Wars in 1965 and 1971; India's nuclear tests and the US factor.
	C	India, China de facto agreement over Tibet and Sikkim in 2003; China emerges India's biggest trade partner; China opposes India's bid for NSG, UNSC membership;
	Mode of examination	Theory/Jury/Practical/Viva

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> • *Fairbank, J. K. and Merle Goldman (eds). <i>China: A New History</i>. Camb., Mass.: Harvard University Press, 1992 • Saich (Tony) and Hans van de ven. <i>New perspectives on the Chinese Communist revolution</i>. New York: M.E. Sharpe, 1995. • Tony Saich(ed.). 1996. <i>The Rise to Power of the CCP : Documents and Analysis</i> , Armonk, New York, M.E.Sharpe. • Tony Saich. 2001. <i>Governance and Politics of China</i>, New York: Palgrave. • Stuart R. Schram. 1989. <i>The Thought of Mao Tse- Tung</i>, Cambridge: Cambridge University Press. • Angus Maddison. 2007. <i>Chinese Economic Performance in the Long Run, 960-2030 AD</i>, Paris: OECD. • Alexander Eckstein. 1977. <u>China's Economic Revolution</u>, Cambridge: Cambridge University Press. • Barry Naughton. 1995. <i>Growing Out of the Plan: Chinese Economic Reform, 1978-1993</i>, New York: Cambridge University Press. • Barry Naughton. 2007. <i>The Chinese Economy: Transitions and Growth</i>, Cambridge, Massachusetts: MIT Press. • Bruce Dickson. 2003. <i>Red Capitalists in China: The Party, Private Entrepreneurs, and Pro-</i> 		

		<p><i>spects for Political Change</i>, Cambridge: Cambridge University Press, 2003.</p> <ul style="list-style-type: none"> • Dutt ,V.P. <i>China: The post-Mao view</i>. New Delhi: Allied publishers, 1981. • Acharya, Alka. 2008. <i>China & India: Politics of Incremental Engagement</i>. Har Anand publications, New Delhi. • White, Gordon. <i>Riding the tiger: the politics of economic reform in post- Mao China</i>. London:Macmillan, 1993 • Shambaugh, D.L. <i>Contemporary Taiwan</i>. London: Clarendon Press1998. • Kondapalli. Srikanth. 2010. <i>China and Its Neighbours</i>. Pentagon Press
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Program: Masters of Arts- Modern History		Current Academic Year: 2020-22
Branch:		Semester: II
1	Course Code	
2	Course Title	SCIENCE AND TECHNOLOGY IN COLONIAL INDIA
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	<ol style="list-style-type: none"> 1. To make students familiar with the development of science and technology in colonial India. 2. To introduce the students to the history of science and various aspects related to it. 3. To discuss the socio-economic issues related to the arrival of western science. 4. To enable students to understand the Indian response to the western science.
6	Course Outcomes	<p>CO1: The students will be able to illustrate the knowledge of development of history of science.</p> <p>CO2: The students will be able to understand the economic changes occurred after the introduction of new technologies.</p> <p>CO3: The students will be able to critically analysis the contribution of science and technology.</p> <p>CO4: The students will be able to allow them scope for further research in the domain and understand the importance of study.</p>
7	Course Description	This course will reflect on the nature of scientific explorations, their impact and consequences under the British rule. Along with describing the efforts of British empire to introduce new technologies in various fields, it will also focus on the reactions of the nationalist scientists and their contributions in the field of science and technology.
8	Outline syllabus	

	Unit 1	Science and British Empire
	A	Theoretical perspectives: The role and place of STM in the Colonial process.
	B	Science & Colonial Explorations
	C	State of Science & Technology on the eve of British con-quest
	Unit 2	East India Company and scientific exploration
	A	Early European scientists; surveyors, botanists
	B	Doctors under the Company's service
	C	The nature of scientific explorations: Impact and Consequences
	Unit 3	Growth of techno-scientific Institutions
	A	Scientific & technical education: establishment of engineering and medical college and institutes
	B	Teaching of sciences in universities; establishment of scientific institutions
	C	Geological Survey of India and agricultural experimental farms; Condition of agriculture and peasantry
	Unit 4	Indian response to western science
	A	Indian response to new scientific knowledge; interactions and predicaments; science & Indian nationalism
	B	Emergence of national science and its relations vis-à-vis colonial science

	C	Famous Indian Scientist and their contributions: MahendraLal Sarkar, P.C. Ray, J.C. Bose, M.N. Saha		
	Unit 5	Science & development discourse		
	A	STM for development-Ideas for British government. Ma- hatma Gandhi and other Indian nationalists; professionali- sation of science and their view personnel		
	B	Royal Commission and their reports; planning for devel-opment; National Planning Committee; Bombay plan		
	C	National Planning Advisory Board; and Central Advisory Board of Education; Transition from Dependent to Inde- pendent science		
	Mode of examination	Theory		
	Weightage Distribu- tion	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other References	<p>Science & Empire, Anamika Prakashan, Deepak Kumar, Delhi, 1991.</p> <p>Science and the Raj, Deepak Kumar, OUP, Delhi, 2000. Technology and the Raj Deepak Kumar, Sage, New Del-hi, 1995.</p> <p>Disease and Medicine in India, Deepak Kumar, New Del-hi, 2001.</p> <p>Image and Context, Historiography of Science in India, Dhruv Raina, OUP, Delhi, 2003</p>		

1	Course No	EVS103/ AECC
2	Course Title	Environmental Science
3	Credits	2
4	Contact hours (L-T-P)	2-0-0
5	Course Objective	<ul style="list-style-type: none"> • The concepts, principles and importance of environmental science • Natural resource conservation • Effects and control of environmental pollution • Social issues associated with environment
6	Course Outcomes	<ol style="list-style-type: none"> 1. Understand the principles and scope of environmental science and knowledge about various types of natural resources 2. Study about the structure and composition of atmosphere and factors affecting 3. Study about permissible limits for pollution for ambient air and water quality and its effects and control measures. 4. Effect of global warming and ozone layer depletion 5. Learning of sustainable development, resettlement and rehabilitation, impact of population explosion on environment 6. Understanding of overall environmental issues.

Outline syllabus

7.0	A	General Introduction	
7.01	A1	Unit 1 Topic 1	Definition, principles and scope of environmental science
7.02	A2	Unit 1 Topic 2	Water Resources, Land Resources, Food Resources
7.03	A3	Unit 1 Topic 3	Mineral Resources, Energy Resources, Forest Resources
7.04	B	Atmosphere and meteorological parameters	
7.05	B1	Unit 2 Topic 1	Structure and composition of atmosphere
7.06	B2	Unit 2 Topic 2	Meteorological parameters: Pressure, Temperature, Precipitation, Humidity, Radiation, Wind speed and direction, Wind Rose
7.07	B3	Unit 2 Topic 3	
7.08	C	Environmental Pollution (Cause, effects and control measures)	
7.09	C1	Unit 3 Topic 1	Air, water, Noise and Soil pollution
7.10	C2	Unit 3 Topic 2	Case studies on pollution
7.11	C3	Unit 3 Topic 3	Solid waste management: Causes, effects and control measures of urban and industrial wastes.
7.12	D	Climate Change and its impact	
7.13	D1	Unit 4 Topic 1	Concept of Global Warming and greenhouse effect

7.14	D2	Unit 4 Topic 2	Ozone layer Depletion and its consequences
7.15	D3	Unit 4 Topic 3	Climate change and its effect on ecosystem, Kyoto protocol and IPCC concerns on changing climate
7.16	E	Social Issues and the Environment	
7.17	E1	Unit 5 Topic 1	Concept of sustainable development, Water conservation
7.18	E2	Unit 5 Topic 2	Resettlement and rehabilitation of people; its problems and concerns, Case studies
7.19	E3	Unit 5 Topic 3	Population explosion and its consequences
8.0	Course Evaluation		
8.01	Continuous Assessment	30%	
8.02	Attendance		
8.03	Assignment	10	
8.04	Quizzes	10	
8.05	Projects		
8.06	Presentations	10	
8.07	Any other		
8.08	MTE	20 %	
8.09	ETE	50 %	
9	References		
9.01	Text book*	<ol style="list-style-type: none"> 1. Joseph, Benny, "Environmental Studies", Tata Mcgraw-Hill. 2. Howard S. Peavy, Donald R. Rowe, George Tchobanoglous. Environmental engineering Mc Graw-Hill, 1985 	
9.02	other references		

School: School of Humanities and Social Sciences		Batch: 2020-22
Program: M.A Modern History		Current Academic Year: 2020-21
Branch:		Semester: II
1	Course Code	
2	Course title	Perspectives of Development
3	Credits	04
4	Contact Hours (L-T-P)	4-0-0
	Course Type	General Elective (GE)
5	Course Objective	<ol style="list-style-type: none"> 1. This course will seek to introduce students to the political in the idea of Development. 2. Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts of the political space seek to contest and constitute it. 3. The student will be taken through a range of literature from these disciplines, with the intent of linking each to the political question inherent to and emerging from it. 4. This course aims to develop the capacity to think critically in an analytically rigorous way.
6	Course Outcomes	<p>CO1: This course will enable students of Social Science to see that Development is not only a primarily economic issue, but also needs to be understood comprehensively.</p> <p>CO2: The variety of the literature will also bring home to them the amount of work being done across the world and sensitize them to the issues through that.</p> <p>CO3: The course will help the students to reflectively analyse and appraise social practices through the relevant conceptual tool kit.</p> <p>CO4: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p>
7	Course De-	This course will seek to introduce students to the political in the idea of Development.

	scription	Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts ofthe political space seek to contest and constitute it. The student will be taken through a range of literature from these disciplines, with the intent of linking each to the political question inherent to and emerging from it. This course aims to develop the capacity tothink critically in an analytically rigorous way.		
8	Outline syllabus			
	Unit 1	Philosophy		
	A	Philosophy: the Enlightenment		
	B	Growth of the natural sciences		
	C	significance for the idea of progress to Development		
	Unit 2	History		
	A	History of the modern notion of Development		
	B	Trade, , imperialism and wars		
	C	Liberalism, colonialism and democracy		
	Unit 3	Economics		
	A	Economics: the centrality of the economic in Development		
	B	Capital, the market, money & banking		
	C	International trade and finance capital		
	Unit 4	Sociology & The politics of knowledge in Development		
	A	Sociology: Development and social change		
	B	The location and evolution of class, caste, gender		
	C	The politics of knowledge in Development: theory versus practice, expertversus lay and politics of statistics		
	Unit 5	The Critiques of Development		
	A	The Critiques of Development: Human Development		
	B	Sustainable Development		
	C	Alternative capitalisms & the Anthropocene		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other Ref-	<i>Unit I</i>		

<p>erences</p>	<p>Cassirer, E. <i>The Philosophy of the Enlightenment</i> Princeton, New Jersey, Princeton University Press, 1951. Ch1: The Mind of the Enlightenment.</p> <p>Principe, L.M. <i>The Scientific Revolution: A Very Short Introduction</i> Oxford, Oxford University Press, 2012.</p> <p>Bristow, W. "Enlightenment", <i>The Stanford Encyclopedia of Philosophy</i>(Fall 2017 Edition), Edward N. Zalta (ed.), URL: https://plato.stanford.edu/archives/fall2017/entries/enlightenment/</p> <p style="text-align: center;">Unit II</p> <p>Deb, D. <i>Beyond Developmentality: Constructing Inclusive Freedom and Sustainability</i> Routledge, 2009.(Introduction & 1st Chapter).</p> <p>Piketty, T. <i>Capital in the Twenty-First Century</i> (tr.by A. Goldhammer)Cambridge, The Bellknap Press of Harvard University Press, 2017.</p> <p>Jenkins, R. Where Development Meets History <i>Journal of Commonwealth and Comparative Politics</i> Vol.44, No. 1 March 2006,pp. 2-15.</p> <p style="text-align: center;">Unit III</p> <p>Piketty, T. <i>Capital in the Twenty-First Century</i> (tr.by A. Goldhammer) Cambridge, The Bellknap Press of Harvard University Press, 2017 (Introduction, Ch.3).</p> <p>Toye,J. & R. Toye How the UN Moved from Full Employment to Economic Development <i>Journal of Commonwealth and Comparative Politics</i> Vol.44, No. 1 March 2006, pp. 16-40.</p> <p>Nustad, K.G. Development: the devil we know? <i>Third World Quarterly</i> Vol 22, No 4, pp 479-489, 2001.</p> <p>Leftwich, A. 1996 On the Primacy of Politics in Development in LEFT-WICH, A. ed. <i>Democracy and Development: Theory and Practice</i> Polity Press, London.</p> <p style="text-align: center;">Unit IV</p> <p>Milanovic, B. <i>Global Inequality: A New Approach for the Age of Globalization</i></p>
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Deshpande, A. *The Grammar of Caste: Economic Discrimination in Contemporary India* New Delhi, Oxford University Press, 2011.

Munshi, K. Community Networks and the Process of Development
Journal of Economic Perspectives Volume 28, Number 4, Fall 2014,
 pp. 49–76.

Newman, K. and S. Thorat, Caste and Economic Discrimination: Causes, Consequences and Remedies *Economic And Political Weekly* Vol. 42, Issue No. 41, 13 Oct, 2007 pp. 4121-4124.

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DOI: [10.1080/13552074.2015.1062300](https://doi.org/10.1080/13552074.2015.1062300)

Weiler, H.N. Whose Knowledge Matters? Development and the Politics of Knowledge
https://web.stanford.edu/~weiler/Texts09/Weiler_Molt_09.pdf

Currid-Halkett, E. Stolarick, K. The Great Divide: Economic Development Theory Versus Practice-A Survey of the Current LandScEape *Economic Development Quarterly* vol. 25, 2: 2011, pp. 143-157.

Maranta, A. M. Guggenheim, P. Gisler, C. Pohl The Reality of Experts and the Imagined Lay Person *Acta Sociologica*, Vol. 46, No. 2, The Knowledge Society (Jun., 2003), pp. 150-165.

Unit V

Jacobs, M. & A. Mazzucato *Rethinking Capitalism: Economics and Policy for Sustainable and Inclusive Growth* West Sussex, United Kingdom: Wiley-Blackwell, in association with The Political Quarterly, 2016.

Kothari, A. Development and Ecological Sustainability in India- Possibilities for the post-2015 Framework, *Economic and Political Weekly* VOL-XLVIII NO.30 July 27,2013,pp.

Kothari, A. & K.J. Joy (ed.) *Alternative Futures; India Unshackled* New Delhi, Authors Upfront, 2017.

Escobar, A. *Encountering Development: The Making and Unmaking of*

	<p><i>the Third World</i> Princeton and Oxford, Princeton University press, 2012.</p> <p>Chakrabarty, D. Anthropocene Time <i>History and Theory</i> 57, no. 1 (March 2018), 5-32.</p> <p>Chernilo, D. The question of the human in the Anthropocene debate <i>Euro-pean Journal of Social Theory</i> Vol 20 Issue 1, 2016,pp. 44 – 60.</p> <p>Sen, A. <i>Development as Freedom</i> New Delhi, Oxford University Press,1999.</p> <p>Chari, S. & S. Corbridge <i>The Development Reader</i> London, Routledge,2008.</p> <p>UNDP <i>Human Development Reports</i>, New York. World</p> <p>Bank, <i>World Development Reports</i>, Washington.Film: Wall</p> <p>E</p>
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Semester III

School: SHSS		Batch: 2020-22
Program: M.A. in MODERN HISTORY		Current Academic Year: 2021-22
Branch:		Semester: III
1	Course Code	
2	Course Title	SOCIETY AND CULTURE IN MODERN INDIAN HISTORY
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	<p>The course follows following objective:</p> <ul style="list-style-type: none"> • 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.
6	Course Outcomes	<p>CO1: To help students understand the existing state of the Indian society during the British era and emerging interventions to influence it.</p> <p>CO2: Develop historical insights into social reforms challenging the traditional caste, class and religious orthodoxies.</p> <p>CO3: To understand the resistance posed against social reforms in various parts of India.</p> <p>CO4: To know the role of the British rulers in changing the socio-cultural fabric of India.</p>
7	Course Description	This paper on Modern Indian History will increase the awareness of one of the most dynamic aspects of Modern India – society and culture. The

		paper brings into perspective the crucial aspects of a period which laid the foundations of a new society in the Indian subcontinent. By focusing upon the rigidly held notions of caste, class and religion, this chapter will help the students know the context which laid the basis of a forward-looking Constitution in Independent India.
	Unit 1	Concepts of British India society
	A	Orientalism and British understanding and concept of Indian society & Culture
	B	Nationalist perception of social structure
	C	Missionaries' role in the State in British India
	Unit 2	Social-reforms Efforts
	A	Ideology and Agenda of Social Reform Movements; Social Reforms Policy of East India Company & Afterwards
	B	Social-Reform Movements by Indian Reformers and Indian Response To It.; Mahatma Gandhi: Programme of Social Upliftment, Harijan Movement.
	C	Condition of Women and reforms in British India
	Unit 3	Caste, Class and Religion
	A	Orientalist view on caste; Census and listing of castes; Debates on the role of caste in Nation making
	B	Rise of Middle Class ; Capitalist Class; New Industrial Labour Class; Rural Class-Structure ; Merchants and Trading Class
	C	Religious Identity and Rise of Communalism
	Unit 4	Suppression, discrimination and Popular movements

	A	Changing status of Peasantry and Tribes in colonial India; Exploitation of peasants and criminalization of tribes; rise of agitation among them		
	B	British Notions Of Racial Superiority; Socio-Economic Discriminatory Servitude Based On Caste in colonial India, clothes and customs as a discriminatory tool; religious and gender aspect of discrimination		
	C	Characteristics of Popular Protests; Kol Revolt; Santal Revolt; Munda Uprisings; Moplah Uprisings; Punjab Disturbances of 1907; The Left Movement, Kisan Sabha and Peasants		
	Unit 5	Social interventions by British government		
	A	Development of Education under British rule : Indigenous And Modern		
	B	Famine and pandemic during British rule and their policy . Public Health;		
	C	Impact of colonial intervention on society; Nationalism& Social change		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> • *David Gilmour. (2018) The British in India: A Social History of the Raj. FSG: New York. • James Mill, (1826) The History of British India in 6 vols. (3rd edition) London: Baldwin, Cradock, and Joy • Ahmad, Imtiaz. (1971). „Caste Mobility Movements in North India“, Indian Economic and Social History Review, 8 (2), pp. 164-91. 		

		<ul style="list-style-type: none"> □ Carroll, Lucy. (1978). „Colonial Perceptions of Indian Society and the Emergence of Caste(s) Associations“, The Journal of Asian Studies, 37(2), February, pp. 233-50. □ Guha, Sumit. (2003). „The Politics of Identity and Enumeration in India c. 1600–1990“, Society for Comparative Study of Society and History, pp. 148-67. □ Sarkar, Sumit and Tanika Sarkar, eds. (2014). Caste in Modern India, Vol. 1, Ranikhet: Permanent Black. (Chapter 9: Padmanabh Samarendra, „Anthropological Knowledge“, pp. 255-96; Chapter 10: Frank Conlon, „The Census of India“, pp. 297-310; Chapter 11: Bernard Cohn, „The Census, Social Structure“, pp. 311-39). □ Cohn, Bernard S. (2004). “Notes on the history of the study of Indian society and culture”. in his An Anthropologist among the Historians and Other Essays, Delhi: Oxford India. □ Cohn, Bernard S. (2004). “Census, social structure and objectification in British India”, In his An Anthropologist Among Historians and Other Essays, Delhi: Oxford India □ Sarkar, Tanika. (2002). “Missionaries, Converts and the State in Colonial India”, Studies in History, Vol. 18, No. 3, PP. 22-32.. □ Gupta, Charu, <i>The Gender of Caste: Representing Dalits in Print</i>, Ranikhet: Permanent Black, 2016, Introduction, pp. 1-30. □ Rao, Anupama (ed.). (2003). <i>Gender and Caste</i>. Delhi: Kali for Women, Introduction, pp. 1-47. □ David Arnold, <i>Colonizing the Body, Medicine and Epidemic Disease in Nineteenth Century India</i>, Delhi, 1983. □ “Touching the Body: Perspective on the Indian plague”, in Ranajit Guha, Gayatri Chakravarty Spivak, Eds, selected subaltern Studies, Oxford University Press, 1983. □ Aparna Basu, <i>Essays in the History of Indian Education</i> Concept Publishing Company, New Delhi, 1982. □ Desai, A.R., <i>Social background of Indian Nationalism</i>, Bombay, 1948 □ E.P. Thompson, <i>The Making of the English Working Class</i>, Harmondsworth, 1968 □ Gail Minault, <i>Secluded Scholars: Women’s Education and Muslim Social Reform in colonial India</i>, OUP, Delhi, 1998. □ Gyanendra Panday, <i>The Construction of Communalism in Colonial North India</i>, Delhi, OUP. 1995 □ Maitreyi Chaudhari, <i>India Women’s Movement: Reform and Revival</i>, Radian Publishers, New Delhi, 1993. □ Partha Chatterji: <i>Nationalist thought And the Colonial World: A</i>
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		<p>Derivative Discourse, OUP, Del-hi, 1988</p> <ul style="list-style-type: none"> □ Tanika Sarkar, Hindu Wife, Hindu Nation: Community, Religion And Cultural Nationalism, Permanent Black, New Delhi, 2001. □ B. B. Misra <i>The Indian middle classes: their growth in modern times</i>. London, etc.: Oxford University Press for the Royal Institute of Inter-national Affairs, 1961.
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School: SHSS		Batch: 2020-22
Program: M.A. in Modern History		Current Academic Year: 2021-22
Branch:		Semester: III
1	Course Code	
2	Course Title	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 used their sources -sometimes the same range of sources but with contrasting epistemologies and conclusions.</p> <p>CO2: Identify the major historians whose work has had a significant impact on the writing of Indian History.</p> <p>CO3: Understand the relationship between History and Historiography</p> <p>CO4: Grasp the concise knowledge of historical tradition in ancient, medieval and modern Indian history</p>
7	Course Description	This Paper would provide students with a firm grasp on the major his-

		<p>toriographical 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.</p>
	Unit 1	Origins of Historical narrative
	A	Greek and Latin Historiography: Context, Objective and style- Herodotus, Thucydides. Polybius, Livy, Tacitus,
	B	Church historiography: St. Thomas Aquinas &. St. Augustine etc.
	C	Traditional Chinese Historiography: The <i>Annals</i> ; Historical Records of Sima Qian; Dynastic Histories; The Later Imperial Period
	Unit 2	Rise of Modern Historiography
	A	<ul style="list-style-type: none"> • Renaissance: General characteristics; Age of Enlightenment & Romanticism- Voltaire, Gibbon, Acton. • Ibnkhaldun: Islamic Historical traditions
	B	<ul style="list-style-type: none"> • Empirical tradition: Bury • Universalist/Idealist tradition: Toynbee, Spengler • Positivist tradition: August Comte, Ranke
	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. <ul style="list-style-type: none"> • Vedas and Epics- <i>Ramayana & Mahabharata</i> and Puranas. • <i>Prasastis</i>, <i>Charitas</i> and <i>Poet</i> as Historian: Kalhana and the Rajtarangini; Banabhatta's Harshcharita
	B	Historiography through Archaeological sources: Epigraphy Ashoka's edict- Hathigumpha Inscription, Allahabad pillar inscription (Prayag Prasasti); Mehrauli pillar inscription; Junagarh and Bhitari inscriptions.
	C	<ul style="list-style-type: none"> • Foreign Accounts: Accounts of Megasthenes, Fa-hien, 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 Utilitarians
	B	<ul style="list-style-type: none"> • Historical writings of James Mill, Elphinstone, Vincent Smith, H.H. Wilson, Max Muller, William Jones

		<ul style="list-style-type: none"> 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
		30%	20%	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), Oxford Basil Blackwell 1988. 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, Richard J. Evans, LondonGranta 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, PeterHardy, London, 1997 Historians of Medieval India, (ed.) Mohibbul Has- 		

	<p>san, Meerut, Meenakshi Prakashan, 1968.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Historians of Medieval India, P. Hardy. <input type="checkbox"/> Historians of India, Pakistan and Ceylon, C.H.Philips. <input type="checkbox"/> Ideas of History in Medieval India, J.N. Sarkar. <input type="checkbox"/> Muslim Rule in India, Assessment of British Historian, J.S. Grewal. <input type="checkbox"/> History of India as told by its own Historian, Elliot & Dowson. <input type="checkbox"/> History and Historians in Medieval India, K.A. Ni-zami. <input type="checkbox"/> History and Historians in the 19th Century, G.P.Gooch, London, 1913. <input type="checkbox"/> The Historians Craft, Marc Bloch, New York, 1953. <input type="checkbox"/> History of Historical writings, J.P. Thompson, New York, 1942. <input type="checkbox"/> Historians of India, Pakistan and Ceylon, C.H.Philips (ed), New York, 1961 <input type="checkbox"/> Ideas in History, B. Prasad (ed). <input type="checkbox"/> Historiography in Modern India, R.C. Mazumdar. <input type="checkbox"/> A Survey of Recent Studies in Modern Indian History, K.K. Dutta. <input type="checkbox"/> The English Utilitarian and India, Eric Stokes. <input type="checkbox"/> History and Historians of British India, S.A. Khan. Historians and Historiography in Modern India, S.P. Sen (ed) <input type="checkbox"/> Historiography in Modern India, R.C. Majumdar, Bombay, Asia publishing house 1967
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School: SHSS		Batch: 2020-22
Program: Masters of Arts- Modern History		Current Academic Year: 2021-22
Branch:		Semester: III
1	Course Code	
2	Course Title	HISTORY OF INDIAN DIASPORA
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	1. To make the students aware of the history of India diaspora. 2. To examine the various theories related to identity and migration. 3. To understand the process of diaspora and its impact on the communities. 4. To get familiar with the various social, economic, political and cultural perspectives of diaspora.
6	Course Outcomes	CO1: The students will be able to understand the development of diaspora. CO2: The students will be able to classify certain community's migration and their struggle. CO3: The students will be able to acquaint themselves with the idea of identity building in a foreign land. CO4: The students will be able to allow them scope for further research in the domain and pursue careers. CO5: The students will be able to critically analyse the Social, Political, Economic and Cultural aspects of the procedure of diaspora.
7	Course Description	The widespread appropriation of the concept of diaspora in the contemporary world has encouraged scholars with interests in the human past to test the concept and its underlying theories. This course will give student a brief idea about the origin and nature of the forging diasporic identities and then discuss the Indian diaspora communities all over the globe such as South East Asia, Africa, U.S.A.
8	Outline syllabus	CO Mapping
	Unit 1	Defining and Understanding Diaspora
	A	The concept: origin, evolution and contemporary usage
	B	Diasporic identities and their nature.
	C	The nature of migration: Necessity, opportunity or Coercion

	Unit 2	Phases of Migration
	A	Classical Phase: Early Indian migration; Ceylon and South-East Asia; Central Asia; Iran and Afghanistan
	B	Merchants, labour and craftsmen in India; South East Asia, Indian Ocean trading system; migration of Indians to East Africa, South East Asia, Indonesia and West Asia
	C	Colonial migration, emigration to British plantation colonies Fiji, Surinam, Guyana, Mauritius, Malaysia, Trinidad and South Africa.
	Unit 3	Migration in the 20th Century
	A	Migration to Canada and U.S.A. in late 19th and early 20th Century
	B	Migration of professionals to the United States, Canada, Australia and other nations
	C	Migration to the gulf countries: Nature, Trends and Opportunities
	Unit 4	Indian diaspora in host society
	A	Social Status: Initial struggle, Identity building, Adaptations
	B	Economic Status: Business and professional position, Contribution in the economy of host country
	C	Political participation, religious cultural and community activities
	Unit 5	Diaspora Communities and other Issues and Challenges
	A	Women in Indian Diaspora: Redefining Self Between Dislocation and Relocation
	B	Diaspora communities and memory preservation: Emotional barriers to technical methods
	C	India in the Diasporic Age: India's policy towards her diaspora

	Mode of examination	Theory		
	Weightage	CA	MTE	ETE
	Distribution	30%	20%	50%
	Text book/s*			
	Other References	<p>A Sikh diaspora, contested identifi- ties in nation and migration, The politics of space in the South Asian diaspora. Peter vander Veer (ed), Philadelph- ia, U of Pennsylvania Press 1995.</p> <p>Ethnicity, litentily and Migration; The South Asian Con- text, Israel, Milton and N.H. Wagic, (Eds), Toronto, U of Toronto Press, 1993.</p> <p>Community, Empire and Migration: South Asians in Di- aspora, Bates Crispin, (ed), London, Macmillan. "The Di- asporic, Imaginary ; Theorizing, The Indian Diaspora" Mishra Vijay, Textual Practices 10 (1996).</p> <p>"Three meanings of Diaspora, Exemplified among South Asian Relations" Vertovic Steven, Diaspora 6 (1997). The Banyan Tree; Overseas Emigrants from India, Pakistan and Bangladesh, Tinker Hugh, Oxford, OUP. 1977.</p> <p>A new system of slavery; The Export of Indian labour overseas (1830-1920), Tinker Hugh, London, OUP, 1974. Separate and Unequal; India : The Indians in the British Commonwealth, (1920-1950), Tinker Hugh, London,Hurst, 1976.</p> <p>"Migration and Social Change; A Survey of Indian Com- munities Overseas" Jayawardena C, Geographical Re- view 58 (1968).</p> <p>Indian Overseas (1838-1949), Kondapi C, Bombay, OUP,1981 Indian Diaspora, Globalisation and multiculturalism:A cultural analysis, Jain Ravindra K.</p>		

School: SHSS		Batch : 2020-22
Program: Masters of Arts- Modern History		Current Academic Year: 2020-21
Branch:		Semester: III
1	Course Code	
2	Course Title	HEALTH, MEDICINE AND SOCIETY IN COLONIAL INDIA
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	1. To make the students aware of the history of health and medicine in co-lonial India. 2. To examine the various acts and policies built by British in field of health care. 3. To understand the Colonial discourse on topical disease. 4. To get familiar with the nationalist perspective and political mobiliza-tion against western medicine.
6	Course Outcomes	CO1: The students will be able to understand the evolution of public health policies under colonial rule. CO2: The students will be able to classify how certain health policies were disadvantageous for the natives. CO3: The students will be able to acquaint themselves with the indigenous health system. CO4: The students will be able to allow them scope for further research in the domain of health and medicine from a socio-historical perspective.

7	Course Description	This course has diverse facets of the social history of health and medicine in colonial India. It explores a unique set of themes that capture the diversities of India, such as public health, medical institutions, mental illness and the politics and economics of colonialism. It offers valuable insights into topics that have only recently received scholarly attention, including the use of opiates and the role of advertising in driving medical markets.
8	Outline syllabus	
	Unit 1	Toward Evolving A Policy Of Public Health
	A	Pre-colonial systems of preventive medicine and therapies
	B	Early concerns about health
	C	Potential sources of disease and epidemics and colonial medical intervention
	Unit 2	Divergence And Convergence
	A	Popular perceptions of and response to colonial medical intervention
	B	Colonial discourse on topical disease
	C	Dialogue between western and indigenous medicines
	Unit 3	Caste, Gender, Medicine and Health Care
	A	Indian Medical Tradition: Dialogue within indigenous systems
	B	Growth of Western medical education among women and Resolving the issue of gender
	C	Caste discriminations and social taboos

	Unit 4	Politicization of Health		
	A	Political economy of health		
	B	Public debate over health		
	C	Nationalist perspective and Political mobilization against western medicine		
	Unit 5	Other Issues		
	A	Popular Epidemics in Colonial Bengal and criticism of British public health policy		
	B	Problem of Sanitation & Drinking Water		
	C	Cholera and Colonialism in British India		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other References	Arnold, David. Colonizing the Body: State, Medicine and Epidemic Disease 111 the Nineteenth Century India, OUP, 1993 Arnold, David. The New Cambridge History of India: Science, Technology and Medicine in Colonial India, CUP, 2000. Arnold David, Cholera and Communalism in British India, The past and present society journal, No. 113, pp. 118-151, 1986.		

- Bala, Poonam. Imperialism and Medicine in Bengal: A Socio-Historical perspective. Sage, 1991.
- Forbes, Geraldine. The New Cambridge History of India, Women in Modern India, CUP, 1996.
- Harrison, M. "Quarantine, Pilgrimage and Colonial Trade: India 1866-1900", Indian Economic and Social History Review, 29 (1992).
- Harrison, M. Public Health in British India: Anglo Indian Preventive Medicine 1859-1914, CUP, 1994.
- Helen, Lambert. "The Culture Logic of Indian Medicine: Prognosis and Etiology 111 Rajasthan's Popular Therapeutics", Social Science and Medicine, 34(1992).
- Hume, J.C. "Colonialism and Sanitary Medicine: The Development of Preventive Health Policy in the Punjab, 1860-1900", Modern Asian Studies, 20(1986).
- Kakar, Sanjeev. "Leprosy in British India, 1860-1940: Colonial Politics and Missionary Medicine", Medical History, 40(1996).
- Kamat, M .. The Palkhi as Plague Carrier: The Pandharpur Fair and the Sanitary Fixation of the Colonial State. In Health, medicine and empire: Perspectives on Colonial India, ed B.Pati and Mark Harrison, Orient Longman. 2001
- Klein, Ira. "Death in India, 1871-1921", Journal of Asian Studies 29(1973).
- Klein, Ira. "Plague Policy and Popular Unrest British India", Modern Asian Studies 22(1988).
- Kumar, Anil. Medicine and the Raj: British Medical Policy, 1835-1911, Sage, 1998.
15. Lal, Maneesha. "The Politics of Gender and Medicine in Colonial India: The Countess of Dufferin's Fund, 1885-1888", Bulletin of History of Medicine , 68,no.1(1994).
- Nicholas, Ralph W. "The Goddess Sitala and Epidemic smallpox in Bengal". Journal of Asian Studies, 41, no. 1 (1981).
- Pati, B. and Harrison. M .. Health, Medicine and Empire: Perspectives on Colonial India. Orient Longman, 2001.
- Palit Chittabrata, Popular Response to the Epidemic in Colonial Bengal, Indian Journal of History of Science, 43.2,

	<p>2008</p> <p>Ramanna, Mridula. Western Medicine and Public Health in Colonial India, 1845-1895, Orient Longman, 2002.</p> <p>Ranger, T. and Slack, P. Epidemics and Ideas: Essays on the Historical Perception of Pestilence, CUP, 1992.</p> <p>Ray, Kabita. History of Public Health: Colonial Bengal 1921-1947, K.P. Bagchi, 1998.</p> <p>Sinha, Sandeep. Public Health Policy and the Indian Public: Bengal, 1850-1920. Vision, 1998.</p> <p>Sivaramakrishnan, Kavita. Old Potions, New Bottles: Recasting Indigenous Medicine in Colonial Punjab, Orient Longman, 2006.</p>
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School: SHSS		Batch: 2020-22
Program: Masters of Arts- Modern History		Current Academic Year: 2021-22
Branch:		Semester: III
1	Course Code	
2	Course Title	PROMINENT THINKERS OF MODERN INDIA
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	<ol style="list-style-type: none"> 1. To make students familiar with the works and studies related to Indi-an Political Thought 2. To introduce the students to scholarly ideas in Indian political think-ers. 3. To provide a foundation for the more detailed contemporary workson Indian political thinkers.
6	Course Outcomes	<p>CO1:The student will be able to identify political ideologies and discourses.CO2: The student will be able to associate with the thinking of modern thinkers of India.</p> <p>CO3: The student will be able to apply theories and perspectives provided bythinkers.</p> <p>CO4: The student will be able to analyse the significance of studying politi- cal ideologies of thinkers and changes occurred in the field of society, econ-omy and polity.</p>
7	Course Description	<p>This course touches upon the most significant and emerging area of political history of India. This course is an attempt to introduce the evolution of political ideas in India. It deals with the modern India political thinkers who pro- pounded their ideas in the 18th century. The course also deals with prominent political thinker Dr. B R Ambedkar who played a crucial role in giving a shape to his political ideas in the Indian constitution, gender and caste equality.</p>

8	Outline syllabus	
	Unit 1	Raja Ram Mohan Roy
	A	Views on Individual Freedom
	B	Views on Religion
	C	Views on Liberalism and Education
	Unit 2	Mahatma Phule
	A	Views on caste and religion
	B	Views on Economy and Education
	C	Women and the idea of Modernity
	Unit 3	Bal Ganga Dhar Tilak
	A	Cultural Revivalism and National Education
	B	Idea and conception of Swaraj
	C	Swadeshi & Boycott
	Unit 4	Mahatma Gandhi
	A	Mass movement and mobilisation: Truth & Non- Violence
	B	Concept of Swarajya, Spiritualisation of Politics
	C	State and people: The caste angle (Views on Hinduism and Verna system)
	Unit 5	Babasaheb Bhimrao Ambedkar
	A	Liberty, Equality, Fraternity, Views on Religion as Protest

		and Emancipation		
	B	Views on Women and patriarchy		
	C	On Caste, Untouchability and Social justice		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other References	<p>Chakraborty Bidyut (ed.). 2004. Social and Political Thought in Modern India (New Delhi, 2004), Chapter two and three</p> <p>Appadorai A., Documents on Political Thought in Modern India, Vol. I & ii, Bombay, Oxford University Press, 1973 and 1976</p> <p>Collection of Gandhi's writings, Published by Sarvodaya Press, Ahmedabad</p> <p>B. R. Nanda, Understanding Gandhi</p> <p>Dr. Ambedkar, Essential writings, Published by Bhim Patrika Publications,</p> <p>Jalandhar Rodrigues Valerian, ed., Selected Writings of BR Ambedkar, Oxford University Press, Delhi, 2002</p> <p>Pantham Thomas and Kenneth Deutsch, Social and Political Thought in India, Sage, New Delhi, 1984.</p> <p>Nehru Jawaharlal, Discovery of India, Asian Publishing House, Bombay, 1972.</p> <p>Parekh Bhikhu, Gandhi's Political Philosophy: A Critical Examination, Ajanta Publication, Delhi, 1986.</p> <p>Lokmanya Tilak, Centenary Publication, PPH, Delhi.</p>		

	<p>Ambedkar B. R. Writings and Speeches, Vol 1. 2. 3. 4. And 5, Education Department, Government of Maharashtra, Mumbai.</p> <p>Iyer Raghavan, Collected Works of Gandhi, Three Vols, Ox-ford University Press, Oxford.</p> <p>Nehru Jawaharlal Selected Writings, Orient Longman, Delhi, Vol. 2, 1975.</p> <p>Raju Raghuram, Debating Gandhi, Oxford University Press, Delhi, 2006.</p> <p>Rodrigues Valerian, ed., Selected Writings of BR Ambedkar, Oxford University Press, Delhi, 2002.</p> <p>Appadorai A., Documents on Political Thought in Modern India, Vol. I & ii, Bombay, Oxford University Press, 1973 and 1976.</p> <p>Mehta V. R. Foundation of Indian Thought, Delhi: Manohar Publisher, 1992.</p> <p>Verma V. P., Modern Indian Political Thought, Laxmi Narayan Aggrawal, Agra, 1974.</p> <p>Gandhi M. K., My Experiment With Truth, Navjeevan Trust Singh Iqbal, Ram Mohan Roy- Volume 1, Bombay: Asia Publishing House, 1958.</p> <p>Ambedkar B. R., What Congress and Gandhi Have Done To the Untouchables, Bombay, Thacker and Co., 1945.</p> <p>Chakraborty, Bidyut and Rajendra Kumar Pandey, 2009, Modern Indian Political Thought: Text and Context, Sage Publications.</p>
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School: SHSS		Batch : 2020-22
Program: Masters of Arts- Modern History		Current Academic Year: 2020-21
Branch:		Semester: III
1	Course Code	
2	Course Title	HISTORY OF DALIT MOVEMENT
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	<ol style="list-style-type: none"> 1. To introduce history of Dalit struggle to students from diverse per-spectives. 2. To introduce the students to an egalitarian and liberal way of thinking. 3. To provide an understanding on the various concepts related to the caste system and evil social practices. 4. To provide an understanding of the changing position of Dalit at conceptual and practical level of social transformation.
6	Course Outcomes	CO1: The student will be able to identify caste system and evil practices like untouchability. CO2: The student will be able to associate with the dalit movement. CO3: The student will be able to apply idea of equality and justice. CO4: The student will be able to analyse the struggle and significance of Dalit movements in formulating an egalitarian society.
7	Course Description	This paper is designed to highlight a relatively neglected part of social history; it is an attempt to provide voice to the history of the oppressed. It defines and provides understanding of various concepts, further explains the caste system and evil practices like untouchability and its rigidification in ancient and medieval times. It lays emphasis on the earlier forms of protest by Buddhism, Jainism and later by Bhakti movement, in the medieval period especially in Maharashtra, which lays the foundation for social awareness and re-naissance of the 18th and 19th centuries.

		The paper intends to provide an understanding of the changing position of Dalit at conceptual and practical level of social transformation, from 19th century till today. This paper also lays emphasis on Ambedkarian Movement, which marks an evolutionary phase in Dalit emancipation. It highlights the constitutional rights for safeguarding the interests of the oppressed. It takes into account Dalit literature, which provides space for understanding of Dalit consciousness and adds new dimensions in understanding 'Dalit'.
8	Outline syllabus	
	Unit 1	Definition and Background
	A	Defining the term „Dalit“ and „Dalit consciousness“
	B	Historical Background of protest: Buddhism, Jainism
	C	Bhakti Movement: Dnyaneshwa, Eknath, Tukaram
	Unit 2	Pre-Ambedkar socio-religious reform movements
	A	Gopal Baba Wangkar, Shivaram Janba Kamble, Kisan Fagusi Bansode, Brahmo Samaj, Arya Samaj
	B	Mahatma Phule and Satyashodhak Samaj, Justice Party and Self Respect Movement
	C	Rajarshi Shahu Maharaj, Vitthal Ramji Shinde
	Unit 3	Dr. Babasaheb Ambedkar's Movement
	A	Bahishkrit Hitakarni Sabha, Mahad Satyagraha, Simon Commission, Round Table Conference and Poona Pact
	B	Kalaram Mandir Satyagraha, Independent Labour Party, All India Scheduled Caste Federation, Dr. Ambedkar and the British Government
	C	Role of Dr. Ambedkar in the making of the Indian Constitution: Safeguards for Lower Castes, Issue of the Hindu Code Bill

	Unit 4	Dr. Babasaheb Ambedkar's Ideology		
	A	Social ideas through his writings: "The Untouchables"; "The Shu-dra, Who were they and how they come to be the fourth varna of Indo-Aryan society",		
	B	Economic Ideologies: Industrialization, Agriculture, The idea of State Socialism and Critique of Karl Marx		
	C	Religious: "Hindu Social Order: Its essential principles", "Philosophy of Hinduism" and 'Annihilation of Caste'		
	Unit 5	Nature of Post-Ambedkarian Movement		
	A	Dalit Consciousness and other Modes of Expression: a brief review		
	B	Dalit Literature and role of Press, Dalit		
	C	Importance and Contribution of Ambedkari Jalase, Dalit Rangbhumi		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<p>Omprakash Arun Sonone, Economic thoughts of Dr. B. R. Ambedkar for Indian economy, Gurukul International Multi- disciplinary Research Journal, 2016</p> <p>Mahendra Jadhav, Dr. B.R. Ambedkar: His Economic Philosophy and State Socialism, Round Table India ,2016 (https://roundtableindia.co.in/index.php?option=com_content&view=article&id=8841:dr-b-r-ambedkar-his-economic-philosophy-and-state-socialism&catid=119&Itemid=132)</p>		
	Other References	<p>Keer, Dhananjaya, Mahatma Jyotiba Phule , Popular Prakashan, Desai, Sudha, Social Life under the Peshwas Chentha- rasseoy, T.H. P, Ambedkar in Indian History. Political thoughts of Dr. B.R. Ambedkar</p> <p>Dr. B.R. Ambedkar writing and speeches, 18 Vols. Government of Maharashtra, Bombay. Gaikwad, D.S. and others (ed.), Dr. Babasaheb Ambedkar and Fifty Years of Conversion, Suyog Prakashan, Pune, 2007.</p> <p>Kadam, K.N. (ed.), Dr. B.R. Ambedkar: The Emancipator of the Oppressed, Popular Prakashan, Bombay, 1993.</p> <p>Robb, Peter (ed.), Dalit Movement and the meaning of Labour in India, Oxford University Press.</p> <p><u>Sunthakar, B.R. Maharashtra in 18th and 19th Century. Two vols.</u></p>		

	<p>Manmohan Bhatkal Popular Book Depot.</p> <p>Ray Sarba Priya, Dr. B. R. Ambedkar and his thought on socialism in India-A critical evaluation, Journal of Human Sciences, Vol. 9, No. 2, 2012</p> <p>Keer, Dhananjay, Dr. B.R. Ambedkar Life and Mission. Popular Prakashan Pvt. Ltd.</p> <p>Vakil, A.K., Reservation Policy and Scheduled Castes in India, Ashis Publishing House, New Delhi</p>
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1	Course Code	CCU701			
	School	SHSS/HISTORY			
	Semester	III			
2	Course Title	Community Connect			
3	Credits	2			
3	(L-T-P)	(0-0-2)			
4	Learning Hours		Contact Hours	30	
			Project/Field Work	20	
			Assessment	00	
			Guided Study	10	
			Total hours	30	
5	Course Objectives	<ol style="list-style-type: none"> 1. The course is aimed at inculcating the spirit of community service amongst the students of the university. 2. The goal is make the students understand various social issues plaguing our community and its effects on diverse section of people. 3. The students would be able analyse the issues and come up with solutions to address the same. 4. It would also cultivate a sense of empathy for fellow citizens and also develop means of effective issue resolution 5. A project of this nature will help our students to connect their classroom learning with practical situations in the society. 			
6	Course Outcomes	<ol style="list-style-type: none"> 1. The community connect programme is meant to enable the students to acquire knowledge regarding the various kinds of social issues and their optimum resolution. 2. It will help them understand the various ways in which social responsibility can be undertaken. 3. The programme will enable them to develop skills to break an issue into various modules and resolve them effectively. 4. The students will be able to conduct independent research and generate relevant reports. 			
7	Theme	Major Sub-themes for research: <ol style="list-style-type: none"> a. Extent of impact of state projects in a community b. Social and cultural issues c. Environmental issues d. Economic issues e. Caste-based problems f. Adaptation of new technology g. New trends in media h. Other issues. 			

8	<u>Guidelines for Faculty Members</u>	<p>The Community Connect project is supposed to be based on data collected in the form of answers to questionnaire that will be designed by the students and approved by the faculty members. The topic of the research should be related to social, economical or environmental issues concerning the common man. The students should prepare an abstract of the proposed research which should clearly state the objective and the nature of expected outcomes. This abstract and the related questionnaire should be ratified by the faculty members of SHSS before the student groups proceed to undertake the project. The students would be divided into groups of consisting of 3-4 students each under a faculty member to advise and guide their efforts. They will be directed to visit sites approved by the faculty members and collect data, and if possible, videos. The faculty guide will guide the students and approve the project title and help the student in preparing the questionnaire and final report. The students will be marked on the basis of a final report which should contain 2,500 to 3,000 words and relevant charts, tables and photographs.</p>
9	Layout of the Report	<p>Abstract(300 words)</p> <ol style="list-style-type: none"> Introduction Objective of the research Research Methodology Questionnaire Expected Outcomes <p>Note: Research report should base on primary data.</p>
9.1	Guideline for Report Writing	<p>Title Page: The following elements must be included:</p> <ul style="list-style-type: none"> Title of the article; Name(s) and initial(s) of author(s), preferably with first names spelled out; Affiliation(s) of author(s); Name of the faculty guide <p>Abstract: Each article is to be preceded by an abstract approved by the faculty members. The abstract should highlight the objectives, methods, results, and conclusions of the project.</p> <p>Text: Reports should be submitted in MS-Word.</p> <ul style="list-style-type: none"> Use a normal, plain font (e.g., 12-point Times Roman) for text. Use italics for emphasis. <i>Use the automatic page numbering function to number the pages.</i> <p>Save your file in docx format (Word 2007 or higher) or doc format (older Word versions)</p>

9.2	<u>Format:</u>	The report should be Spiral/ hardbound Cover page Acknowledgement Content Project report
9.3	Evaluation pattern	The students will be marked on the basis of their abstract, questionnaire and the clarity of objectives. The students will be evaluated by panel of faculty members on the basis of their presentation.

10	Course Evaluation	
	Continuous Assessment	60% of 100
	Abstract	20 Marks
	Objectives	20 Marks
	Questionnaire	20 Marks
	Presentation	40% of 100

Semester IV

Program: Masters of Arts- Modern History		Current Academic Year: 2021-22
Branch:		Semester: IV
1	Course Code	
2	Course Title	CONTEMPORARY INDIA: 1947-2000 C.E.
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 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	CO Mapping
	Unit 1	The Making of Modern India
	A	The Aftermath of Partition – The Integration of Princely States - Making of the Constitution – Reorganization of States-

	B	Indian Emergency – Emergence of Coalition Politics – The Mandal Commission
	C	The Punjab Crisis - Panchyat raj and reservation for women – Anti Mandal protests - Ayodhya Dispute
	Unit 2	India's Foreign Policy: Origins, Continuity and Changes
	A	Panch Sheel - Issues in India-Pakistan Relations - Chinese Aggression – India China War
	B	Non Alignment - India-Pakistan War of 1971 – Simla Agreement
	C	Pokharan I – Siachen Conflict- Look East Policy –Nuclear Policy and Tests- Kargil War
	Unit 3	Economic Policies and Progress in Science and Technology
	A	Beginnings of Planned Economy – Five Year Plans - Land Question - Industrial Policy
	B	Green Revolution - Progress in Science and Technology in the Nehruvian and
	C	post - Nehruvian Era- Liberalization of Economy – Eco-nomic transformation
	Unit 4	Social Movements
	A	Land Marks in the Progress of Education: Kothari Commission; National Education Policy- 1986; Sarva Shiksha Abhiyan
	B	Struggles for Women's Empowerment: The Hindu Code Bill; the Shah Bano and Roop Kanwar Cases
	C	Caste and Stratification - Assertion of Dalits and Backward castes
	Unit 5	Contemporary Issues and Challenges
	A	Issue of Identity Politics: Communalism; Separatist Move-ments – Khalistan and Kashmir Regional
	B	Civil Society Activism: Bhoodan, Chipko and Save Nar-mada Movements.
	C	Corruption in Indian Public Life: Scams and Scandals
	Mode of examination	Theory

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: https://upscandgateportal.files.wordpress.com/2014/08/india-since-independence-by-bipin-chandra.pdf		
Other References	Austin, Granville. <i>Working a Democratic Constitution: the Indian Experience</i> . New Delhi: OUP, 1999. Balakrishnan, P. <i>Economic Growth and its Distribution in India</i> . Hyderabad: Orient Black Swan, 2005. Beteille, A. <i>Democracy and Its Institutions</i> . New Delhi: OUP, 2012. Chakrabarty, D., Rochona Majumdar, Andrew Sartori. <i>From the Colonial to the Post- Colonial: India and Pakistan in Transition</i> . New Delhi: OUP, 2007. Chatterjee, Partha ed. <i>State and Politics in India</i> . New Delhi: OUP, 1994. Dhawan, Rajeev, ed. <i>Law and Society in Modern India</i> . New Delhi: OUP, 1997. Dreze, Jean and Amartya K. Sen. <i>Indian Development: Selected Regional Perspectives</i> . New Delhi: OUP, 1997. Frankel, Francine R. <i>India's Political Economy</i> . New Delhi: OUP, 2005. Frankel, Francine R., ed. <i>Transforming India: Social and Political Dynamics of Democracy</i> . Oxford: OUP, 2000. Guha, Ramachandra. <i>India after Gandhi</i> . London: Picador, 2007. Hasan, Zoya. <i>Parties and Party Politics in India</i> . New Delhi: OUP, 2004. Jaffrelot, Christophe. <i>The Hindu Nationalist Movement and Indian Politics 1925 to 1990s</i> . New Delhi: Penguin, 1999. Kothari, Rajni. <i>Caste in Indian Politics</i> . New Delhi: Orient Longman, 1970. King, Robert D. <i>Nehru and the Language Politics of India</i> . New Delhi: OUP, 1997. Kochanek, Stanley. <i>The Congress Party of India: the Dynamics of One Party Democracy</i> . Princeton: PUP, 1968. Kohli, Atul. <i>The State and Poverty in India: the Politics of Reform</i> . Cambridge: CUP, 1987. Kabir, Nasreen Munni. <i>Bollywood: the Indian Cinema Story</i> Channel 4 London, 2001. Tarlo, Emma. <i>Unsettling Memories: Narratives of the Emergency in Delhi</i> . Los Angeles: University of California Press, 2003 Vinaik, Achin and Rajeev Bhargava. <i>Understanding Contemporary India</i> , Hyderabad: Orient Black Swan, 2010. Bilgrami, A. <i>Democratic Culture</i> , New Delhi: Routledge, 2011.		

School: SHSS		Batch: 2020-22
Program:		Current Academic Year: 2021-22
Branch: M.A. in MODERN HISTORY		Semester: IV
1	Course Code	
2	Course Title	GENDER & WOMEN IN HISTORY
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
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: 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>
7	Course Description	<p>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.</p>

	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			
	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			
	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
		30%	20%	50%

Readings Text book/s*	<ol style="list-style-type: none"> 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 Minault, 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. Janaki Nair, Women and Law in Colonial India; A Social History, (Kali for Women, New Delhi, 1998. 6. Judith E. Walsh, Domesticity in Colonial India: What Women Learned When Men Gave Them Advice. Rowman & Littlefield (Colorado), 2004. 7. Judith E. Walsh, How to be the Goddess of Your Home: An Anthology of Bengali Domestic Manuals, Yoda Press, New Delhi, 2005. 8. Kumkum Sangari and Suresh Vaid (ed.), Recasting Women: Essays in Colonial History, Zubaan, Delhi, 1989. 9. Lata Mani, Contentious Traditions: The Debate on Sati in Colonial India, University of California Press, Berkeley, 1998. 10. Mrinalini Sihna, Colonial Masculinity: The 'manly Englishman' and The 'Effeminate Bengali' in the Late Nineteenth Century, Manchester University Press, Manchester, 1995. 11. Mrinalini Sihna, Specters of Mother India: The Global Restructuring of an Empire, Duke University Press, New York, 2006. 12. Prem Chowdhry, The Veiled Women: Shifting Gender Equations in Rural Haryana, Oxford University Press, Delhi, 1994. 13. Radha Kumar, The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800- 1990, Delhi, 1993. 14. Ritu Menon and Kamla Bhasin, (ed.), Borders and Boundaries; Women in India's Partition, Kali for Women, New Delhi, 1998. 15. Ruby Lal, Coming of Age in Nineteenth Century India: The Girl-Child and the Art of Playfulness, Cambridge University Press, New York, 2013. 16. Sumit Sarkar and Tanika Sarkar (ed.), Women and Social Reform in Modern India: A Reader, Permanent Black, New Delhi, 2008. 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. 18. Urvashi Bhutalia, The Other Side of Silence; Voices from the Partition of India, Penguin, Delhi, 2017. 19. Urvashi Bhutalia, Women and Partition: A Reader, Zubaan Book, Delhi, 2018. 20. Sangari, Kumkum, and Sudesh Vaid, eds. Recasting Women: Essay in Colonial History. Delhi: Kali for Women, Re-print, 2006. 21. Sarkar, Sumit and Tanika Sarkar, eds. Women and Social Reform in Modern India: A Reader. 2 Vols. Delhi: Permanent Black, 2007
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		<p>22. Shaha Shalini, The Making of Womenhood: Gender Relations in the Mahabharata, Revised edition, Delhi: Manohar, 2012</p> <p>23. Sahgal Smita, Masculinity in Early India: Constructing an Embryonic Frame, Proceedings of Indian History Congress, Vol. 70, 2009-2010, pp. 151-163</p> <p>24. Sheel Ranjana, 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. Zimmerman., 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> <p>30.</p>
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School: SHSS		Batch: 2020-22
Program: Masters of Arts- Modern History		Current Academic Year: 2021-22
Branch:		Semester: IV
1	Course Code	
2	Course Title	HISTORY & CINEMA
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	<ol style="list-style-type: none"> 1. To introduce to the students to the history of Cinema. 2. To understand History through the study of Cinema 3. To get familiar with the cinema in colonial times. 4. To provide understanding and evolution of cinema, nationalism and narrative.
6	Course Outcomes	<p>CO1: The student will be able to identify historical narratives through cinema</p> <p>CO2: The student will be able to associate with cinema as a medium of reflecting on historical events.</p> <p>CO3: The student will be able to apply cinema as a tool to understand social, political, cultural developments of past.</p> <p>CO4: The student will be able to analyse the significance of studying cinema as an integral part of historical development and changes occurred in past.</p>
7	Course Description	This course has been designed to use cinema as a methodology and tool for reflecting on the social, political, economic developments during and after the British colonial rule. It will start with an introduction to the origin and background of Hindustani cinema and further expand to discuss the nature and content of cinema during British rule. This course will also cover the cinema after Independence and see how Cinema represented the historical events in terms of their narration and depiction.
8	Outline syllabus	CO Mapping
	Unit 1	Introduction
	A	Survey of Literature
	B	Understanding the need and relevance
	C	Significance and Interpretation

	Unit 2	Cinema in the Colonial Period		
	A	Background of Origin		
	B	Early Film makers and their social backgrounds		
	C	Form and content of early Cinema		
	Unit 3	Hindustani Cinema post 1947		
	A	Nature of evolution under the changed political scenario		
	B	Culture and Content: Communalism		
	C	Nationalism in Hindustani Cinema		
	Unit 4	Hindustani cinema in the late 1960s		
	A	New wave cinema; Changing representations of gender, class and caste; impact of left movements like the Naxalbari uprising		
	B	Women's movements; New directors and their concerns		
	C	Growing challenges to hegemonic commercial cinema.		
	Unit 5	Case Study		
	A	Cinema, Nationalism and Narrative: Shatranj ke Khiladi, Mangal Pandey, Manikarnika		
	B	Identity, Gender and Cinema: Pinjar, Padmawat		
	C	Popular historical figures in Cinema: Gandhi, Bhagat Singh		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other References	Chakravarty, S. S., National Identity in Indian Popular Cinema 1947-1987, Oxford University Press, Delhi, 1998 Chaudhry, Prem, Colonial India and the Making of Empire Cinema: Image, Ideology and Identity, Manchester University Press, Manchester, 2000. Deshpande, Anirudh, Class, Power and Consciousness in Indian Cinema and Television, Primus Books, New Delhi, 2009. Ira Bhaskar and Richard Allen, Islamicate Cultures of Bombay Cinema, Tulika Books, New Delhi, 2009. Landy, Marcia (ed.), The Historical Film: History and Memory in Media, The Athlone Press, London, 2001.		

School: SHSS		Batch: 2020-22
Program: MA in Modern History		Current Academic Year: 2021-22
Branch: History		Semester: IV
1	Course Code	
2	Course Title	Universal Human Values & Professional Ethics
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	General Elective
5	Course Objective	1. To understand the importance of value education and professional ethics for higher education students 2. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings 3. To know the importance of self-exploration as the ideal way for value education. 4. To understand the harmony at various levels. 5. To understand how to implement holistic understanding on professional ethics.
6	Course Outcomes	CO1: The student will be able to state the importance of value education and how self-exploration is the ideal method to understand the values and adopt it in our professional life. CO2: The student will be able to comprehend 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. CO3: The student will be able to interpret the importance of harmony in the self, family and the society for mutual fulfilment. CO4: The student will be able to analyze the importance of harmony among human beings, other living beings and entire nature for universal equilibrium and mutual co-existence. CO5: The student will be able to assess the ethical approach in profession for continuous happiness and sustained prosperity.
7	Course Description	The course intends to facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence

8	Outline syllabus	
	Unit 1	Purpose of Value Education
	A	The need, basic guidelines, content and process for Value Education. Present condition of world.
	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
	Unit 2	Understanding co-existence of Self & Body
	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“ ; Understanding the harmony of I with the Body: Correct appraisal of Physical needs, meaning of Prosperity in detail
	Unit 3	Understanding Undivided Society
	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 respect and differentiation; the other salient values in relationship
	C	Harmony in the society (society being an extension of family; Visualizing a universal harmonious order in society -from family to world family
	Unit 4	Understanding Self-regulation in Nature
	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
	Unit 5	Professional ethics
	A	Ability to utilize the professional competence for augmenting universal 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 management patterns for above production systems.		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	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 Publishers.		

School: SHSS		Batch: 2020-22
Program: M.A. in Modern History		Current Academic Year: 2021-22
Branch: History		Semester: IV
1	Course Code	
2	Course Title	Computer Assisted Analysis
3	Credits	2
4	Contact Hours (L-T-P)	1-0-2
	Course Type	SEC
5	Course Objective	<ol style="list-style-type: none"> 1. To gain a working knowledge of Microsoft Office Suite and usage of computers for enhancing their skills. 2. To understand computers for making reports, presentations and for research work
6	Course Outcomes	<p>CO1: The student will be able to demonstrate appropriate use of computers (hardware) and software applications.</p> <p>CO2: The student will be able to explain the concepts and is able to work in MS- Word efficiently.</p> <p>CO3: The student will be able to calculate with the help of formulas and functions in MS-Excel and SPSS for Computing Data.</p> <p>CO4: The student will be able to select the design and create presentations using application software like MS-Powerpoint.</p>
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	
	Unit 1	Computer Organization
	A	Number systems and character representation, binary Arithmetic, Concept of File and Folder in a computer, Primary, Secondary, Auxiliary memory, RAM, ROM, cache memory, cookies, hard disks, optical disks, System Software: Operating system, Translators, interpreter, compiler, Overview of operating system, function of operating system. Microsoft Windows and the different versions

B	Microsoft Word- Introduction to word Processing; Work- ing with word document, Opening an existing docu- ment/creating a new document; Saving, Selecting text, Editing text, Finding and replacing text. Formatting Text, Perform Mail Merge in a word document; envelopes and labels in mail merge; How to convert table to text and Vice Versa. 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
C	Using Mendeley for references, Easy bib, End Note etc.
Unit 2	Making Presentations
A	What is importance of creating presentation? Opening a new presentation, inserting slides and formats, numbering of slides, slide sorter
B	Slide Transition, slide show, setting up slide show using animation. Inserting picture, gifs and video in a power-point slide
C	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?
Unit 3	Working with Spreadsheets
A	Spreadsheet Concepts; Copying formulas, Operators, Cell referencing within formulas Common functions, Sum / Average/ Max / Min etc.
B	Count / COUNTA / COUNTBLANK function. Presenting Chart Inserting Charts- LINE, PIE, BAR. How to change chart layout and other chart options
C	Insert various Arithmetic Operators and Formulas, Logical Operations (If Function). Sorting and Filtering of data.
Unit 4	Computing Data
A	Introduction to SPSS- How to enter data in Data view and Variable view
B	Computing Mean and Standard Deviation, Reliability of Data
C	Calculating Correlation
Unit 5	Overview of Emerging Technologies
A	Bluetooth, Cloud computing, Big data, Artificial Intelligence

	B	Positive Use of Social Media like LinkedIn Analyze and Extract Data through Social Media Analytics Ecommerce and M-Commerce.	
	C	Use of Portals like Swayam, NPTEL, Prabha, Coursera for MOOC courses, Google Scholar, Use of Job Portals	
	Mode of examination	Practical	
	Weightage Distribution	Internal Assessment	ETE
		60%	40%
	Text book/s*	Pradeep K. Sinha; Priti Sinha; Information Technology; PHI	
	Other References	R1: Poonam Yadav, Praveen Kumar; Computer Fundamentals R2: A. Goel, Computer Fundamentals, Pearson Education, 2010 R3: Microsoft Excel Bible by John Walkenbach, Wiley India R4: Field, A. (2013). Discovering Statistics using IBM SPSS Statistics. Sage Publications Ltd. R5: https://www.mendeley.com/guides/apa-citation-guide	