Learning Outcomes based Curriculum Framework
(LOCF)

For
B.A. History
Undergraduate Programme

2021
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Preamble

History, as we all know, is a vital source to obtain knowledge about a nation’s soul. Of late, this has been argued and established that there can’t be a nation without a past. Today, more than ever before, the challenges of globalization oblige historians and researchers to go beyond the local, national, and even continental frontiers of their knowledge. However, competing and keeping pace with the ever expanding horizon of history, one has to be sensitive in understanding the issues of nations history on larger canvas, absorbing polemics and not only create a belief of continuity by exploring nation’s past, which lie in abundance. This certainly will further a dialog between past and present and a new narrative may emerge.

At the outset, it may well be stated that this draft document owes it origin to meet the fundamental challenges of ever changing academics scales at Global level. Thus, a high priority task in the context of future education development agenda in India is fostering quality higher education. The idea is to involve young minds in knowledge production and of greater participation of knowledge itself. Participation in knowledge, by young minds, is an important departure from the existing structure at undergraduate level. Implementation of new structure is based on guiding principles of LOCF. To clarity the issue, it’s vital to quote a prudent part of Learning Outcome based Curriculum Framework (LoCF) for under graduate education. The fundamental premise underlying the learning outcome based approach to curriculum planning and development is that higher education qualifications such as Bachelor’s Degree Programme are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study.

Empiricism suggests that mere reproduction of knowledge in a classroom has lost its relevance in the rapidly changing global requirements. A young mind at the graduate level cannot be treated like an empty vessel. Instead the object in the class room shall be encouraged to participate in the exchange of ideas leading to develop the cognitive functioning rather than still with corny. It is with this assumption, the curriculum under LoCF is designed, to reiterate, as a guiding principle only, as justice to the glorious past and vast canvas of Indian History can only be done by providing the much needed space at micro and macro levels.

Historical facts are not static since new discoveries are constantly thrown up by archeology, generics, climate sciences and so on. As with all fields of knowledge, existing hypotheses need to be tested. This interaction should be the centre of discussion in a pro active classroom, which in turn can produce a researcher with an inquisitive and scientific temperament. As of late, quoting authority is seen as more important than primary material. The disdain for facts, in
turn, has discouraged the systematic collation of primary evidence. Quite apart from removing major distortions, it will have two important benefits. First, it will make history more about exploration and discovery than about memorizing a static narrative. Second, it will give Indians a feeling of ownership over their own history with a broader worldview. Static classrooms need to be swapped for a more interactive one for fulfilling this purpose. Spirit of the draft LOCF is focused on this issue, as it states clearly “a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; ability to recognize cause and effect relationships, define problems, formulate hypotheses, test hypotheses, analyze interpret and draw conclusions from data, establish hypotheses, predict cause and effect relationship: ability to plan execute and report the results of an experiment or investigation”.

History is fragmentary by nature. It focuses on aspects or parts of an event, but not entirely. Despite the incessant efforts of a historian, it is impossible for him to capture everything about his choice of study. Availability of evidence, its reliability and consistency, available time and the objectives of the study shape his selection and utilization of sources and evidence. This may be a defining line for a historian, but cannot be a defining line for history of a nation, specifically like ours, which needs to be presented in totality rather than in any ‘centric’ form. It must be an organized critical study of such past activities of human beings as had produced significant effects on subsequent course of events in each part of the nation. Indeed, the main difficulty facing the historian and the history as a whole is not eliminating unanswerable or unimportant questions but choosing the important ones. A historian’s choice of study is determined by personal values, concerns of those who support his work, the nature of the age in which he lives, or by a combination of the aforesaid. Significantly, the ways in which these influences operate are complex, and the historian himself is often unaware of them. Present curriculum guideline is an endeavor in this direction, as it focuses on introducing Nation’s history on wider perspective at graduate level through core papers rather than comprehending the vast regions as ephemeral notions.

The problems and issues pertaining to historical knowledge is one of the core issues in designing a curriculum of history. The problems of knowledge in history are basically epistemological. To be sure, epistemology or the theory of knowledge is that branch of philosophy which concerned with the nature and scope of knowledge, its presuppositions and basis, the general reliability of claim to knowledge. A major challenge for the curriculum designing is how to deal approach. This method established the procedures and categories used by practicing historians in handling and understanding their material. This has led to a discussion of the ways in which historians divide up and classify the past, the manner in which they argue for and substantiate their interpretation, and the logical structure of the explanations they offer. Clearly, this new method of enquiry is very useful in finding and brick building
evidences. His will also enable historians to make credible claims to their statements about the past. Thus, understanding the past in its nature and totality is a prime prerequisite for a future researcher.

In contemporary times, a shift from World History to Global History is at the centre of debate in western academic circles, I other parts de constructionist debates are still on, Oriental-Occidental clash of ideas and construction of history itself has in one way enlarged the scholarly domains, but on other hand polemics have also surfaced. In the midst of such scholarly activities future generation needs not only communicative exposure in the classroom but his/her mental facilities require a departure from semantic to self-conscious. Issue of self-conscious may have variables, one is such understanding and positioning of self in world order. In this positioning process colonial and post colonial debates have largely focused upon dialectics of certain angle. Thus, it seems necessary to introduce resurgence of Asian civilizations at the undergraduate level as a compulsory paper to shape the mental faculty of the student for better understanding of world order.

As per changing times, the other core papers have also been remodeled with introduction of a newspaper like ‘Cultural heritage of India’ and ‘History of Communication and Media’ with a view to develop skill at undergraduate level as per spirit and design of LoCF guidelines. A serious remodeling of medieval period has been done that covers larger portions of India for a better understanding of Nation history. A historian is essentially trained to be objective in his selection, analysis and interpretation of evidence. This curriculum is an attempt to acustomize the student to larger levels of Indian, Asian and World History which can broaden the arena of young minds and also bring a mark shift in the pedagogy.
1. Introduction

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

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

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

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

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

2. Learning Outcome based Curriculum Framework

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

2.1 Nature and extent of the Programme

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

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

2.2 Aims of Bachelor degree Programme

The objective of this course is to:

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

3. Graduate Attributes

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

GA1. Knowledge of our History and Heritage through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence, and recent past.
GA2. Familiarity with the History and the process of development in other parts of the world as well as certain other societies, during the same era.
GA3. Ability to carefully read a complex historical narrative, evaluates its deployment of evidence, and understands its argument as well as critically analyzes the same.
GA4. Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.
GA5. Sensitivity to different socio cultural issues and their acquaintance with the historical developments.
GA6. Respect for National ethos, human values and ideals constitutional values.
GA7. Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.
GA8. Develop respect for our Heritage and culture and understand the strength of diversity of our country.

4. Qualification Descriptors

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

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

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

**PlOI.** To learn a basic narrative of historical events in a specific region of the world in a specific time frame.

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

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

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

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

**PlOVII.** It instills an appreciation of the uniqueness of visual evidence and cultivate the particular skill of using visual evidence to understand human activity of the recent and distant past.
### 5.1 COURSE MAPPING:

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Refer to 6.1 for subject’s code

### 6. Structure of B.A. History Programme

The programme consists of six and four credit courses. The six credit course will comprise of theory classes (five credits) and tutorials (one credit). The four credit courses will comprise solely of theory classes. Each credit is equivalent to one hour of classroom instruction per week.

To acquire a degree in BA History a student must study fourteen Core Courses (CC) – two each, in semesters I and II; three each in semesters III and IV and two each in semesters V and VI. These are compulsory courses of six credits each.

The student also needs to take four, Discipline Specific Elective Courses (DSE). DSE papers are elective and out of the fourteen courses offered, students have to select any four – two each in semesters V and VI. These are all of six credits each.

Students are also required to take four, interdisciplinary General Elective Courses (GE). GE papers are elective, and students can take any four courses offered in cognate disciplines by
different departments in their colleges. They have to opt for one course in each of the semesters 1, 2, 3 and 4. The Department of History lists seven GE papers in its curriculum. These are of six credits each and open to enrolment for students from other disciplines. Students are expected to take two discipline centered Skill Enhancement Courses (SEC). There are six SEC courses offered by the Department of History in semesters III and IV. Students are required to opt for one SEC paper in each of these semesters. These are of four credits each.

Additionally, they must also take two, Ability Enhancement Courses (AEC), one each in semesters I and II. The AEC are of four credits each. Please note that AEC courses are not in history. The two courses are: AEC 1-English, AEC 2- Environmental Sciences.

6.1 Content

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<td>III</td>
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<td>IV</td>
<td>History of Europe: 13th Century to 1789</td>
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<td>V</td>
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<td>History of Europe: 1789-1919</td>
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<td>History of India: 1200-1707</td>
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<td>History of Modern World : 1919-1945</td>
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<td>History of India: 1707-1857</td>
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<td>Indian National Movement 1857-1947</td>
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<td>Cultural Heritage of India</td>
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**Discipline Specific Elective (Any Four Paper)**

<p>| I      | History of United States of America -I (C. 1776 -1945) |
| II     | History of United States of America -II (C. 1776 - 1945) |
| III    | History of the USSR-I (c. 1917- 1964) |
| IV     | History of the USSR-II (c. 1917- 1964) |
| V      | History of Africa (c. 1500 - 1960s) |</p>
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**Generic Elective**

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<td>Making contemporary India</td>
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**Ability Enhancement Course (AEC)**

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**Skill Enhancement Courses**

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<td>Art Appreciation: An introduction to Indian Art</td>
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<td>IV</td>
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## Credit distribution for B.A. History

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<tr>
<th>Semester</th>
<th>Name of the Course</th>
<th>Credits</th>
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<tr>
<td><strong>CORE COURSE (CC)</strong></td>
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<tr>
<td>I.</td>
<td>The Idea of Bharat</td>
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<td></td>
<td>History of World Civilization</td>
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<td>II.</td>
<td>History of India: Earliest time to 550 CE</td>
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<td>History of Europe: 13th Century to 1789</td>
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<td>History of India: 550 CE- 1200 CE</td>
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<td>V.</td>
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<td>Cultural Heritage of India</td>
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<td>VI.</td>
<td>Asian Resurgence</td>
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<td>History of Communication</td>
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<td>V DSE I</td>
<td>History of United States of America -I (C. 1776 -1945) Or History of Africa (c. 1500 - 1960s) Or History of the USSR-I (c. 1917- 1964)</td>
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<td>V DSE II</td>
<td>History of Southeast Asia-The 19TH Century Or History of Modern East Asia-I (c.1840-1919)</td>
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<td>Delhi: Ancient Or</td>
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<td>Delhi: Medieval Or</td>
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<td>Research methodology in History</td>
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<td>III GE III</td>
<td>Delhi: Modern Or</td>
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<td>Making contemporary India</td>
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<td>IV GE IV</td>
<td>Issues in Contemporary World</td>
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<tr>
<th>Semester</th>
<th>Skill Enhancement Courses (SEC)</th>
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<tr>
<td>III SEC I</td>
<td>Understanding Heritage Or</td>
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<td>Archives and Museum</td>
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<tr>
<th>Semester</th>
<th>Ability Enhancement Courses (AEC)</th>
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<td>I AEC I</td>
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<td>II AEC II</td>
<td>Environmental Science</td>
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# Semester schedule

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<tr>
<th>Semester</th>
<th>Core Course</th>
<th>Discipline Specific Courses</th>
<th>Generic Elective</th>
<th>Skill Enhancement Courses</th>
<th>Ability Enhancement Course</th>
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<tbody>
<tr>
<td>I.</td>
<td>The Idea of Bharat</td>
<td>GE I</td>
<td>English</td>
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6.2 Course learning objective

The three-year undergraduate History Programme is designed to familiarize students with significant developments in the history of India, its neighborhood, Asia and certain other parts of the world. This also aims at providing right perspective to study and understand History. The main focus is on Indian history but students would also study about European as well as other parts of the world. The course aims to make students challenge the idea of history as seamless, or historical knowledge as finished product that the textbooks at the school level create. It seeks to expose the students to various problems and conflicts that are inherent part of the historical exercise of reconstructing the past. The purpose is to sensitize students to the existence and desirability of multiple perspective through which knowledge about past is constructed. The idea behind this is to enable students to develop historically sensitive way of thinking with due regard to time, place, context, roles of human agencies involved and national pride. Thus, the students are encouraged to think critically, analyze different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the major strands of historical scholarship in the field, available in secondary texts. The students would obtain a fundamental grounding in some of the important issues that crop up in a historian’s reading and interpretation of primary sources. Certain thematic courses like those on culture, gender, media and environment are designed to sensitize students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources. We have also tried to develop terminology befitting to our National context and our exploratory nature. This will help the students to articulate their own complex ideas regarding various themes in History. It is our attempt that students achieve this objective through systematic reading and class lectures and through feedback on their written work- essays, project/research papers, presentations, discussions, debates, etc. our intention is to enable students to formulate cogent arguments, presenting the necessary evidence to establish these, based on a training in the History. The larger goal of this programme is to develop a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at same time. Graduates of this programme do branch out to different spheres of knowledge and domains of professional work, besides pursuing higher studies within in the discipline. These wider life
skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live meaningful lives.

6.3 Course learning outcomes
After completing this programme, student is expected to-

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

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

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

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

E. Work Collaboratively
• Participate in discussion and ask thoughtful questions
• Provide formal feedback to peers in the course of such discussions
• Learn the formal protocol of academic engagements in a seminar and conference.
DETAILED SYLLABUS

Paper I
Idea of Bharat

Learning Outcome: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

UNIT I Concept of Bharatvarsha

I. Understanding of Bharatvarsha
II. Eternity of synonyms Bharat
III. Indian concept of time and space
IV. The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.

UNIT II Indian Knowledge Tradition, Art and Culture

I. Evolution of language and Script: Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, Tigaliri etc
II. Salient features of Indian Art & Culture
III. Indian educational system
IV. The ethics of Indian valor

UNIT III Dharma, Philosophy and Vasudhaiva Kutumbakam

I. Indian perception of Dharma and Darshan
II. The concept of Vasudhaiva Kutumbakam : Man, Family, Society and world
III. Polity and governance
IV. The concept of Janpada & Gram Swarajya

UNIT IV Science, Environment and Medical science

I. Science and Technology in Ancient India
II. Environmental conservation: Indian View
III. Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy
IV. Indian numeral system and Mathematics
UNIT V Indian economic traditions

I. Indian economic thoughts
II. Concept of land, forest and agriculture
III. Industry, inland trade commerce
IV. Maritime Trade

Suggested Readings:

- A.I Basham: The Wonder that was India, Rupa, Delhi 1994
- A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
- Bhagvadatt: वृहद भारत का इतिहास, प्रणव प्रकाशन, नई दिल्ली
- Dharampal: The Beautiful Tree, Other India press, Delhi 1995
- Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
- G. Arrhenius: Evolution for space
- Govind Chandra Pandey: भारतीय संस्कृति, हिंदी ग्रंथाकादमी, भोपाल, 2008
- Govind Chandra Pandey: वैदिक संस्कृति, लोक भारती प्रकाशन, दिल्ली
- Kapil Dev Dwivedi: वैदि मे विज्ञान, विश्वभारती अनुसंधान परिषद, 2014
- Narendra Mohan: भारतीय संस्कृति, प्रभात प्रकाशन, दिल्ली, 2011
- Omprakash Pandey: दृश्य जगत कायताथथ, प्रभात प्रकाशन, दिल्ली 2005
- Rajbali Pandey: भारतीय पुरातत्त्व, लोक भारती प्रकाशन, इलाहाबाद, 1998
- Satish Chand Mittal: भारतीय संस्कृति के चार अध्याय, अखिल भारतीय इतिहास संस्करण योजना, दिल्ली, 2018
- Shri Arvind: भारतीय संस्कृति के आधार, अद्वितीय कार्यालय, अरविद आश्रम, पोडिचेरी
- Vasudev Sharan Aggarwal: पाणिनी कालीन भारतवर्ष, पृथ्वी प्रकाशन वाराणसी
- Vishambhar Sharan Pathak: देश के अभिधान , पूर्व संस्थान, गोरखपुर, 1992
- R.K Mookherjee: The Fundamental Unity of India
Paper II

History of World Civilization

(Earliest times to Early Medieval Times)

Learning Outcome: Student will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, China, Roman, and Medieval Europe. They can acquire knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

UNIT I History of Early World Civilization

I. Egyptian Civilization, Political development, Art, Architecture and Religion
II. Mesopotamia Civilization: Sumerian, Babylonian and Assyrian: Society, Religion, Law, Architecture, Administration and Education.
IV. Persian Civilization: Political, Social and Economic condition.

UNIT II Classical Greece

I. Homer Age: Evolution of classical Greece
II. Athens, Sparta
III. Greece: Persian war and the Peloponnesian war.
IV. The Periclean Age in Greece, growth of state and society, development of Science, Art and Philosophy.

UNIT III- Roman Empire

I. Origin of Rome
II. Rise and Evolution: Roman Republic and Roman law.
III. Expansion of Rome.
IV. Imperial Age in Rome.

UNIT IV – Rise of Christianity and Islam

I. Rise, establishment and growth of Christianity
II. The Barbarian invasion and the fall of western empire.
III. Birth and expansion of Islam and its impact.
IV. The Arab civilization and its contribution.

UNIT V – Early Medieval Europe

I. Crusades and their impact on Europe.
II. Rise and growth of European Feudalism and its decline.
III. Commercialism and its impact.
IV. Religion and Society in Pre – Medieval Europe.

Suggested Readings:

- Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005
Learning Outcome: As a history student will learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India.

UNIT I Sources, Historiography and Prehistoric India

I. Sources and Historiographical trends of ancient Indian History up to 550 C.E.
II. A survey of Prehistoric India: Paleolithic, Mesolithic, Neolithic and Chalolithic Cultures.
III. The Indus – Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization.
IV. Significant features of Indus- Saraswati Civilization, its continuity, fall and survival.

UNIT II- Aryan Civilization

I. Original home of Aryans, Myths of Aryan Invasion: Various theories,
II. Vedic Cultures: early Vedic and post Vedic Literature and Vedic Polity, society and Economy
III. Vedic Religion and Philosophy.
IV. Epic literature and Culture: Problem of Dating and Historicity of Epics.

UNIT III India from Sixth Century BCE to Mauryan Age

I. Sources
II. India in sixth centuryBCE Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism.
III. Religious systems in 6th century BCE, Buddhism and Jainism.
IV. The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok and Ashoka’s Dhamma. Mauryan Society, Fall of Mauryan Empire. Greek Invasion and its Impact; Indica.
UNIT IV Post Mauryan Age

I. Sources
II. Reorganization of Republic in Post Mauryan Age.
IV. Sangam Age: Sangam Literature, Society, Culture and Foreign trade in Post Mauryan Age.

UNIT V Imperial Guptas

I. Sources
II. Imperial Guptas and their Contemporaries.
III. Gupta Administration
IV. Gupta Art, Architecture, Religion. Literature and development of Science and Technology.

Suggested Readings:

- Agarwal, D.P: The Archaeology of India, 1985
- Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial Unity
- Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
- Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974
- Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijayanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
- Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskritic Nirantarta, kitab Ghar publication, New Delhi, 2007
- Thapar, Romilla: *Early India from the Beginnings to 1300*, London, 2002
History of Europe from 13th Century to 1789

Learning outcome: To develop the understanding Europe from a theocratic society to modern Nation state system. Renaissance and its after Maths on European Society, Economy, polity and Culture leading to subsequent development of Nation State and emergence of new ideologies culminating in the form of French Revolution.

UNIT I Prelude and Renaissance Years

I. Political, Social and Religious Structure of Europe in 13th Century and fall of Constantinople.
II. Renaissance: Role of City states spread of Humanism, Renaissance Art and Architecture.
III. Theocracy: Reformation and counter Reformation, Religious Warfare: The Thirty Years War, Edict of Nantes
IV. Voyages, Exploration, Rise of Mercantilism and Colonialism.

UNIT II Age of Absolutism

I. Predominance of Spain and France.
II. British Expansions & Shift of Economic Balance from Mediterranean to Atlantic
III. Conflict in Germany and expansion of Russia.
IV. Emergence of Nation-State system.

UNIT III Transition from Feudalism to Capitalism

I. Structure of Feudalism in Europe
II. Post Feudal State and Transition to Capitalism
III. Transition from Feudalism to Capitalism - The Debate
IV. Nature of the New State

UNIT IV Scientific Revolution and Enlightenment

I. The Scientific Revolution
II. Foundations of Enlightenment
III. Glorious Revolution and Growth of Parliamentary System in England
IV. Road to Industrial Revolution.
UNIT V French Revolution

I. Ancient Regime of France
II. Growth of New Philosophy
III. French Society in 18th Century
IV. Road to Revolution

Suggested Readings:

- Anderson, M.S.: Europe in the 18th Century
- Andrews Stuart: Eighteenth century Europe
- Butterfield: H. The Origins of Modern Europe
- Cipola Carlo: M. before the Industrial Revolution, European Society and Economy 1000-1700
- Elton G.R: Reformation in Europe
- Fisher H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode
- Hale J.R.: Renaissance Europe
- Hayes C.J.H: (1936), A Cultural and Political History of Europe (Vol. I) (1500-1830), London, Macmillan
- Hazen C.D (1937): A History of Europe in Modern times, Henry holt and company
- Hilton Rodney: Transition from Feudalism to Capitalism
- Koleshwar Rai: 1991पतिम का उदय (उत्तर मध्यकालीन युरोप 1453-1783)
- Kriedte Peter: Peasants, Landlords and merchant capitalist
- Lal Bahadur Verma: 1998, युरोप का इतिहास (पुनर्जगरण से क्रांति तक) नईदिल्ली प्रकाशसंस्थान
- Miskimm Harry: The Economy of Later renaissance
- Parthsarthi Gupt: 1983 आधुनिक पश्चिम का उदय. नईदिल्ली, हिंदी माध्यम कार्यालय, हिंदी विश्वविद्यालय, दिल्ली विश्वविद्यालय
- Rice F.: The Foundations of Early Modern Europe
- Scamell, V.: The First Imperial age: European overseas Expansion, 1475-1715
- Schevil: (1898) History of Modern Europe (Hindi or English), Charles Scribner’s sons
- Singh Heeralal And Ram Vriksh Singh: 2011, आधुनिक युरोपका इतिहास, इलाहाबाद
- The Cambridge: Economic History of Europe Vol I to IV
- Vimal Inderpal: 1968आधुनिक युरोप (1453-1789), आगरा लक्ष्मीनारायण अग्रवाल, इलाहाबाद, किताबमहल
Learning outcome: Students will learn and analyze about the transition from historic centuries to the early medieval. They’ll be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

UNIT I Emergence of New Powers and Age of Decentralization

I. Decline of Gupta Power
II. Huna Invasion and its impact
III. Pushyabhuati Dynasty and Kanyakubja; State, Society and Culture in period of Harsh.
IV. Origin of Rajput: Various theories.

UNIT II Decentralization and Emergence of Regional Power

I. North Western India: Dynasties of Kashmir; Sindh; Arab Invasion; Shahi and Nepal and their political and cultural achievements.
   II. Central India: Maukharies, Pratihars, Gahadwals, Chahman, Chandela, Kalchari, Parmara and their Political and cultural achievements.
   III. South Western India: Chalukya and Solanki and their political and cultural achievements.
   IV. North Eastern India: Pal, Sen of Bengal; Dynasties of Kaling and Other Region; Dynasty of Kamroop and their political and cultural achievements.

UNIT III Regional Powers of South and Deccan

I. Chalukyas of Vatapipur; Origin History, Art and Architecture.
II. Rashtrakutas of Manyakhet: History, Foreign Policy, Religion, Art and Architecture.
III. Cholas of Kanchi: History, Administration, Art and Architecture.
IV. Other Religious Powers: Pallava, Pandya, Chera, Kaktiya, Gang, Kadamba and Sinhal (Sri Lanka)

UNIT IV Decline of Rajputs
UNIT V Culture of Pre Medieval India

I. Disintegration of Political Power
II. Society and Religion in Pre Medieval India
III. Fine Arts in Pre Medieval India: Architecture, Sculpture, Paintings.
IV. Emergence and Spread of Bhakti movement in India.

Suggested Readings:

- Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
- Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
- Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
- Pathak Vishudhanand: उत्तर भारत का राजनैतिक इतिहास (600-1200 A.D) हिंदी संस्थान, 1973
- Raychaudhary, H.C.: Political History of Ancient India.
- Sastri, K.A. Nilkanta: a History of South India, from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth Academy.
- Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
- Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
- Srivastva, B: दक्षिण भारत का इतिहास, चौधर्य प्रकाशन, Varanasi, 2010.
Paper VI

History of Europe- 1789-1919

Learning outcome: The students will be able to analyze the historical developments in Europe between 1789-1919. As it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts.

UNIT I Rise of New nationalism in Europe

I. Revolutionary Transition in France: 1789-1804
II. Counter Revolution in France: Age of Napoleon and spread of French
III. Downfall of Napoleon and Age of Reactionism, Congress of Vienna
IV. Restoration of Old Order and Revolutions: 1815- 1848

UNIT II Rise of New nations

I. Repression of Liberalism in Central Europe, Spain, Portugal & Russia.
II. Unification of Germany under Prussia.
III. Unification of Italy.
IV. Russia & Problems of Eastern Nationalities.

UNIT III Capitalist Industrialization & Socio Economic Transformation

I. Process of Capitalist development in Industry & Agriculture: Case studies of Britain, France, Germany and Russia.
II. New Social Classes: Bourgeoisie, Proletariat and Peasantry
III. The New Capitalism & growth of Socialism.
IV. International Competition: Imperialism.

UNIT IV International Relations: New Era & the Concept of Balance of Power

I. Germany: Balance of Power- Congress of Berlin, Creation of Alliance
II. The Crumbling Ottoman Empire : Rise of New Nationalist
III. Third French Republic: its Problems and Foreign affairs, creation of Entente and Britain from Moderation to militancy.
IV. Communism in Russia: The Bolshevik Revolution

UNIT V Road to First World War and New World Order

I. Imperialist disputes and clashes
II. Circumstances leading to First World War
III. Break-up of European monopoly (intervention of USA & Japan)
IV. Peace Conference of Paris & New world Order.

Suggested Readings:
- Aldrich, Robert Greater France: A history of French Overseas Expansion
- Bridge, F.R & Roger bullen. The Great Powers and the European States System 1814-1914, 2nd Ed. (2005)
- Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)
- Gooch, G.P History of modern Europe 1878-1919 (1923)
- Grant & Temperley: Europe in the Nineteenth and twentieth century’s.
- Hayes C.J.H. A political and Cultural History of Europe, 1830-1839.
- Herring, George C Years of Peril and Ambition U.S foreign Relations. 1776-1921 (2017)
- Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
- Ketelbey, C.D.M A history of Modern Times (English or Hindi)
- Langer, William European Alliances and Alignments 1870-1890 (1950) Advanced history
- Langer, William *The Diplomacy of Imperialism* 1890-1902 (1950) advanced History
- Lipson *Europe in the Nineteenth and Twentieth centuries*
- Mowat, RB: *A History of European Diplomacy* 1815-1914 (1922)
- New Cambridge modern History (13 vol 1957-79), old but thorough coverage, mostly of Europe, strong on Diplomacy
- Sontag, Raymond *European Diplomatic history: 1871-1932* (1933) Basic Summary 425pp
- Steinberg, Jonathan: *Bismarck A Life* (2011)
- Taylor AJP: *The Struggle for Mastery in Europe* 1848-1918 (1954) 638 pp- advanced history and analysis of major diplomacy
- Bhatnagar and Gupt: *आधुनिक युरोप का इतिहास (भाग-2)*
- K.S Lal: *आधुनिक युरोप का इतिहास (भाग-2)*
- Lal Bahadur Verma: (1998) *युरोप का इतिहास (भाग-2) नईदिल्ली, प्रकाश संस्थान*
- Parthsarthi Gupta: (1983) *आधुनिक पश्चिम का उदय, नईदिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय*
- Parthsarthi Gupta: (1983) *युरोप का इतिहास , नईदिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय*
- James Jole: *युरोप 1870 से. नईदिल्ली हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय*
- Parthsarthi Gupta: *ब्रिटेन का इतिहास, नई दिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय*
- Banarasi Prasad Saxena: *अमरीका का इतिहास, नई दिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय*
Paper VII

History of India (1206-1707)

Learning outcome: Students will be able to identify the major political developments in the History of India during the period between the twelfth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufı movement. Delineate the development of trade and urban complexes during this period.

UNIT I Medieval India

I. Important sources of Medieval Indian History
II. Early Turks, Khaljis, and Tughlaqs, Invasion of Timur
III. Ruling Dynasties of Assam, Rajput States (Mewar and Marwar), Orissa, Kashmir
IV. Vijaynagar Empire

UNIT II- Afghans and Mughals

I. Afghan Rule: Lodis and Surs
II. India on the Eve of Babur’s Invasion
III. Establishment and Re-establishment of Mughal Rule, Hemu Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi
IV. Expansion of the Mughal Empire, Administration

UNIT III-Aurangzeb, Shivaji and Other Powers

I. Resistance of Mewar and Marwar
II. Rise of Marathas under Shivaji
III. Maratha Administration, Concept of Hindu Pad Padshahi
IV. Resistance of Sikhs, Jats and Bundelas

UNIT IV- Society and Economy

I. Hindu Society: Caste and Occupational groups, Lifestyle, Education, Customs and Traditions
II. Muslim Society: Divisions and Occupational groups; Lifestyle, Education, Customs and Tradition.
III. Condition of Agriculture and Industry.
IV. Development of Trade and Commerce.

UNIT V- Religion and Culture

I. Bhakti movement
II. Sufism, Sikhism and Other Sects in South India, Bengal and Kashmir
III. Development of Literature
IV. Development of Architecture and Painting.

Suggested Readings

- B.N.S Yadav : *Society and Culture in North India in the 12th century*. Raka Prakashan, Prayagraj, 2012
- B.P. Majumdar: *Socio-Economic History of Northern India*, Firma K. L. Mukhopadhyay (1960)
- G.H. Ojha: *Rajputane Ka Itihas*,(Hindi) Vaidik Yantralaya, Ajmer, 1927
- Herman Kulke (ed.) *The State in India (1000-1700)*, OUP, 1995
- Ishwari Prasad : *Medieval India (English or Hindi version)* 4th ed., Digitized 2006
- K.N Chitnis: *Socio-Economic History of Medieval India*, Atlantic Publishers, 2018
- R.C.Majumdar & others (ed.): *The History and Culture of the Indian People Vol. 6*, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
- R.C.Majumdar & others (ed.): *The history and Culture of the Indian People Vol. 7*, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
- R.P Tripathi : *Rise and fall of the Mughal Empire (English or Hindi)*, Surjeet Publications, 2012
- S.R. Sharma : *The Crescent in India: A Study in Medieval History*, Bhartiya Kala Prakashan, 2005
- Ishwari Prasad : *A Short History of Muslim Rule in India*, Surjeet Publications, 2018
- Rekha Pande: *Religious Movements in Medieval India*, Gyan Publishing House, 2005
- Satish Chandra: *Uttar Mughal Kalin Bharat Ka Itihas*, Minakshi Prakaskan, 1974
- Dr. Satish Chandra Mittal: *मुस्लिम शासक तथा भारतीय जन समाज*, Suruchi Prakashan, 2014
• Dr. Satish Chandra Mittal: भारत का संक्षिप्त पुरोहित, Suruchi Prakashan, 2014
• Aashirwaadi Lal Shrivastav: भारत का संक्षिप्त पुरोहित, 1000 गांधी 1707, Shiv Lal Agarwal & Co., 2014
• Awadh Bihari Pandey: भारत का संक्षिप्त पुरोहित, Central Book Depot, Allahabad, 1985
• Awadh Bihari Pandey: भारत का संक्षिप्त पुरोहित, Central Book Depot, Allahabad, 1983
• Aashirwadi Lal Shrivastav: भारत का संक्षिप्त पुरोहित, Central Book Depot, Allahabad
Learning outcome: This course aims to provide an understanding of an era of shifting history from Euro centric to World. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through formation of organizations such as United nations.

UNIT I 1919 A New World Order

I. Formation of the League of Nations: Organizations, Achievements & Failures
II. Formation of ICJ & ILO
III. New Imperialism: Mandate System
IV. Democracies between the wars

UNIT II Rise of Totalitarianism

I. Failure of Weimar Republic & Rise of Nazism in Germany
II. Factors leading to Growth of Fascism in Italy and concept of corporate state
III. Rise of Totalitarianism in Russia & Stalin
IV. Rise of Militarism in Japan

UNIT III Anti Imperialist Movements between the Great Wars

I. Arab uprisings
II. Nationalist Movement in China: Role of Dr. Sun Yat-Sen
III. Anti Imperialist Movement in Indo-China
IV. Anti Imperialist Movement in Egypt

UNIT IV Crisis on Capitalism

I. Rise and Role of trusts in USA
II. The progressive Movement & Trust Busting in USA
III. Crisis on Capitalism : 1929
V. F.D Roosevelt & Policy of New Deal
UNIT V Quest for security and road to Second World War

I. French search for security
II. International Issues leading to Second World War
III. Formation of U.N.O its Organization
IV. A New Bi-Polar world.

Suggested Readings

- Benns F. Lee : Europe Since 1914
- Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.
- Contemporary History of the World by Edwin Augustus Grosvenor
- Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House
- Duruy V & Grosvenor E.A (1894) History of modern times: From the fall of Constantipole to the French Revolution, New York H Holt and Company
- FP Walters: A History of the League of Nations (oxford 1965)
- Henry Kitchell Webster : Early European History
- Jules Michelet, Mary Charlotte, Mair Simpson : A summary of Modern history
Paper IX

History of India (1707-1857)

Learning outcome: The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They’ll also acquire knowledge about the freedom struggle.

UNIT I Downfall of Mughals and Maratha Power

I. Disintegration of Mughal Power: Main Political Trends
II. Expansion of Maratha Kingdom under Peshwas and Maratha confederacy
III. Administration and Socio-Economic condition under Marathas
IV. Causes of the Downfall of Maratha power

UNIT II Indian States

I. Rise of Punjab under Ranjit Singh: Conquests and Administration
II. Rise of Bengal and Awadh in the 18th Century
III. Rise of Hyderabad and Mysore in the 18th Century
IV. Political conditions in South India: Cochin & Travancore

UNIT III Expansion of East India Company’s Rule

I. Arrival of European companies: Rivalry for Control
II. Ascendancy of English East India Company: Battle of Buxar and Plassey; Their effects
III. Territorial Expansion of east India Company170- 1813 (From ring fence to Subordinate isolation)
IV. Territorial Expansion of East India Company1813-1856

UNIT IV Administration of East India Company

I. Economic Policies- Agriculture, Trade, Banking, Land revenue
II. Administrative Apparatus under East India Company
III. Theories of Cultural Ascendency: Utilitarianism, Evangelicals and White Men Burden Theory
IV. Response of Indian Society and beginning of Cultural Resistance

UNIT V Resistance to Colonial Power
I. Peasant Revolts in the 19th Century: Deccan, Indigo and Pabna
II. Tribal Revolts: Bhil, Kol, Santhal, Gond and others
III. First War of Independence: Causes, Nature
IV. Main Leaders and People’s resistance in 1857 and Geographical Areas

Suggested Readings:

- B.D. Basu : Rise and Fall of Christian Power in India, Vol. II
- B.R Grover : A new look on Modern Indian History
- C.A. Bayly : An illustrated History of Modern India 1600-1947
- Chabra, G.S. : Advance History of Modern India
- D. Kumar : The Cambridge Economic History of India
- Desai A.R: India’s Path of Development
- Desai, A.R. : Social Background of Indian Nationalism
- Dodwell : A Sketch of the History of India
- Dutta, K.K : Social History of Modern India
- Freedenberg, R.E : Land Control and Social Structure in India
- I. Prasad & Subedar: History of Modern India (English or Hindi)
- J.N Farquhar : Modern Religious Movements in India
- J.N. Sarkar : Mughal Economy
- J.P. Mishra : भुट्टे के नबियों का आलोचना
- Kesvan Veluthat : Political Structure of Early Medieval South India
- Lal, Sunder : भुट्टे के नबियों का आलोचना
- M. Athar Ali : Mughal Nobility under Aurangzeb
- M.S Jain : भुट्टे के नबियों का आलोचना
- Mishra, B.B : Administrative History of modern India
- Mittal, S.C. : भुट्टे के नबियों का आलोचना
- Nobora Karashima : South Indian History and Society
- P.J. Marshall : The Eighteenth century in Indian History
- R.C Majumdar : British Paramountacy and Indian Renaissance (Part I)
- R.P Dutt : India Today
- R.P. Tripathi : The Rise and Fall of Mughal Empire
- Ramsay Muir: The making of British India
- Sarkar Sumit : Modern India
* Sarkar Sumit: इंटरनेशनल रेपोर्ट
* Satish Chandra: इंटरनेशनल रेपोर्ट ऑफ इंडिया
* Sen Sunil K.: Agrarian Relations in India, 1793-1947
* Shukla R.L.: इंटरनेशनल रेपोर्ट ऑफ इंडिया
* Singh, G.N: Constitutional Development of India
* Stein Burton: The Making of Agrarian Policy in British India, 1770-1900
* Stewart Gordon: The Marathas 1600-1818
* Sumit Sarkar: Modern India 1885-1947
* Thomas Metealf: Ideologies of the Raj
* Thompson & Garret: Rise and Fulfillment of British Rule in India
Paper X

Indian National Movement

(1857-1947)

Learning outcome: The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of national movement in its contextuality. India’s quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles. Indeed, India’s national movement has vast and divergent ideological base with inner contradictions.

UNIT I First War of Independence and Rise of Mass Nationalism

I. Circumstances leading to First War of Independence, Geographical area of great upsurge, Debates on 1857 and Impact on British Policies.
II. Theories pertaining to Nationalism & Nation state
III. Factors leading to growth of Nationalism in India & Social Background of Indian Nationalism.
V. Two ideas of Early Nationalist: Issue of Classes vs. Masses

UNIT II From Swadeshi to Home Rule

II. Idea & formation of Muslim league: Demands and Early Programs
III. First World War: Lucknow Pact, Home Rule Movement
IV. Entry of Gandhi: Regional Movements, Rowlatt Satyagrah, Khilafat Issue.

UNIT III Mass Movements of Congress & Alternative Ideologies

I. Non Cooperation, Regional variations and Swarajists
II. Revolutionary Movement, Trial of Bhagat Singh, Rise of leftist Ideology
III. Simon Commission, Nehru Report and Civil Disobedience Movement
IV. Tripuri crisis: Issues and Ideas of Subhash Chand Bose, Quit India movement.
UNIT IV Rise of Peasant, Workers, Tribals’s & Linguistic Organizations

I. Peasant Issues since 1919, formation of Regional Peasant Associations and all India Kisan Sabha, Role of Madan mohan Malviya & Sahjanand Saraswati.
II. Rise of Industrial Worker Class, its issues and Formation of Trade Unions.
III. Colonial Policies & Tribal Issues (1857- 1947)
IV. Rise and Challenges of Linguistic Identities.

UNIT V Road to Partition & Independence

I. Challenges of Communalism (1942- 1947)
II. Role of INA, INA Trials & RIN Mutiny
III. Constitutional Formulas : Wavell Plan, Cripps and Cabinet Mission
IV. Mountbatten plan, Circumstances leading to Partition & Independence

Suggested Reading

- Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
- R. Jeffery, J Masseloss: From Rebellion to the Republic
- Paul Brass: The Politics of India since Independence
- Dutta. K.K: Social History of Modern India
- Desai A.R.: Social background of Indian Nationalism
- Desai A.R.: India’s Path of Development
- Prasad, Bisheswar: Bondage and Freedom, Vol. 2
- Ayodhya Singh: भारतीय संवैधानिक संस्कृति
- Vallabhbhai Patel: Correspondence, Writings and Speeches
- Satya Rai: भारतीय संवैधानिक संस्कृति
- D. Agrow: Moderates and Extremist in the Indian National Movement
- M.N. Gupta: History of the revolutionary Movement in India
- Penderal Moon: Divide and Quit
- Sumit Sarkar: भारतीय संवैधानिक संस्कृति
- Tara Chand: History of Freedom Movement in India, Vol. 3
- S.R Mehrotra: The Emergence of Indian National congress
- Bipan Chandra and Others: Freedom Struggle
- Gerard Delanty & Krishna Kumar, Nations & Nationalism
Paper XI

History of Modern India

(1947-2000)

Learning outcome: Students will learn about the post war Developments of social, political and economic scenarios of India.

UNIT I The Impact of Colonialism and National Movement:

I. Impact of Colonialism on Political, Social, Economic System and Cultural Values.
II. National Movements after Independence: Its significance, Value and Legacy
III. Partition and Independence of India: Role of Congress & Communists
IV. Integration of Princely States; special discussion on Hyderabad, Junagarh and Jammu & Kashmir

UNIT II Indian Constitution and Consolidation as a Nation:

I. Definition of Bharat (India) as 'Shaswat Rashtra' and Framing of Indian Constitution - Constituent Assembly - Draft Committee Report - declaration of Indian Constitution, Role of Dr. B.R. Ambedkar, Indian constitution - Basic Features and Institutions.
II. The Linguistic Reorganization of the States, Regionalism and Regionalinequality
III. India's Relations with Neighboring countries; Pakistan, China, Nepal, Sri Lanka, Afghanistan and Myanmar.
IV. Evolution and development of Parliamentary Democracy

UNIT III Political developments in India since independence:

I. Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu & Kashmir, the Punjab crisis.
II. Development of Science, Technology and Modern Education System & Policies.
III. Industrial Policy: Emergence of Public Sector Enterprises
IV. Social Justice; Law & Politics for the upliftment of the weaker sections and tribal issues.
UNIT IV Socio-Economic development since independence:

I. Indian Economic development - industrialization, liberalization and globalization.
II. Land Reforms : Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution and Agrarian Struggles Since Independence
III. Significance of political & social movements, Women Empowerment and the question of Peasant rights
IV. Issue of Identity Politics: Communalism; Regional and Caste Consciousness; Dalit Politics, Untouchability, Anti-caste Politics and Strategies

UNIT V India and the World:

II. Issue of Non-Alignment movement after the end of the Cold War.
III. Emergence of Terrorism, Issues and Challenges
IV. India's Role in the Contemporary World.

Suggested Readings:
- Balbushevik, A. & Dyakov, A.M.: A Contemporary History of India
- Basu, D.D.: Shorter Constitution of India
- Bettleheim: Charles, India Independent
- Bipin Chandra Pal: इइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइ�
• Kothari, Rajni: Democratic Policy and Socialist Change in India
• Langer, W.L.: Diplomacy of Imperialism
• Langer, W.L.: European Alliances and Alignments
• Majumdar, Datta and Ray Chowdhary: Advanced History of India
• Moon, Penderal: Divide and Quit
• Nanda, B.R., Gandhi: A Biography
• Nanda, B.R., Jawaharlal Nehru: A Biography
• Omvedt, Gail, Dalits and Democratic Revolution: Dr. Ambedkar and Dalit Movement in Colonial India
• Palmer, R.A. and Cotton Joel, A History of Modern World
• Patel, Vallabhbhai, Correspondence, Writings and Speeches
• Rao, U. Bhaskar, The Story of Rehabilitation
• Rolls, Eric, History of Economic Thought
• Rude, George, Revolutionary Europe
• Sarkar, Sumit, Modern India
• Satyamurti, T.V., India Since Independence
• Shukla, R.L. (ed.): इइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइइ�
Paper XII

Cultural Heritage of India

Learning Outcome: This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries. They will acquire knowledge of changing socio-cultural scenarios of India. As well as they can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

UNIT I Indian Cultural Heritage: An Introduction

I. Meaning, Definition and Historical background of Cultural Heritage
II. Concepts, Characteristics types of Indian Cultural Heritage: Tangible, intangible Oral and Living traditions.
III. Impact and significance of geography on Indian culture.
IV. Significance of Cultural Heritage in Human life.

UNIT II Fairs Festivals, Rituals: Ethnic Indian Cultural Construct

I. Significance, concepts, historical background of fairs, festivals, rituals and their importance in Human life and their general Introduction of social, cultural and religious culture of India.
II. Festivals: Regional, Folk, Tribal, National; Some major festivals of India: Buddha Poornima Diwali, Dusshera, Holi, Onam, Pongal Guru Parb, Eid- Ul-Fitr, Navroz, Swatantra Diwas
IV. Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life: Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)

UNIT III legends, Narratives and Cultural Ethos

I. Meaning, significance, forms and tradition of legends and their historical background in India.
II. Ramayana and Mahabharata: Tradition of Cultural Heritage; Ancient Indian
fables of ethical and moral values: Panchtantra, Jataka.

III. Geographical and regional variation of the holistic approach of Nutrition; social and ceremonial role of food and food habits; Traditional foods with regional variations (brief survey with some examples)

IV. Nature, Culture and Environment in India; Inter relationship; Environment and Environmental consciousness in Indian ethos and philosophy.

UNIT IV Traditional Performing Art

I. Folk dances and theatre: Regional variation, some important folk dances, Garba, Ghoomar, Lavani, Changlo, Giddha, Kalbelia etc. Prevailing folk tradition in Ram Lila, Nautanki, Kathputli & Puppet Show, Swang etc.

II. Bharat Natya Shastra: The Source of Performing Indian Classical Arts; Study of Kalidasa and Bhasa as other Sources.

III. Indian Classical dances as Cultural Heritage.

V. Oral Tradition and performing Arts- Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants, Gurbani (Gurugranth) as Intangible cultural Heritage.

UNIT V Architecture and Built Heritage

I. Meaning, Definition and Ideas of Built Heritage: Brief survey of Shelter, pit dwellings, Rock alignments, Memorials, Shrines, Water tanks, Garden

II. History and development of Built Heritage: An Introduction

III. Significance and contribution of Architecture and Built heritage in Cultural Life of India.


Suggested Readings:

- Banga, I. (ed.): The City in Indian History : Urban Demography, Society and Politics, Delhi, Manohar, 1991
- A.L Basham: The wonder that was India. Picador Publisher, Indian ed. 2014
- N.K Bose : “Culture Zones of India” in culture and Society in India, Asia publishing House
• Ramdhari Singh Dinkar: Sanskriti ke chaar Adhyaya, Udyanchal Publishers
• Gokulsing, K. Moti : Popular Culture in a Globalized India, New Delhi, Routledge, 2009
• Kathryn Hansen: Grounds for play, The Nautanki Theatre of north India, University of California
• Prakash, H.S : Shiva Traditional Theatres, Incredible India Series, New Delhi, 2007
• S. Radhakrishnan: “Culture of India” in the Annals of the American Academy of Political and Social Science, Vol 233, India Speaking (may 1944). pp 18-21
• A. Rangacharya: The Natya shastra, English translation with critical Notes, New Delhi, Munshiram Manoharlal Publishers Pvt ltd.
• K. Thapialy, S. Shukla: Sindhu Sabhyataien, Lucknow, 2003
• The Director General Survey of India (ed.) Guide Books: World Heritage Series, New Delhi
• Shashi Tiwari, Origin of Environmental Science from Vedas. A Research paper presented at the National Seminar on ”Science and Technology” in Ancient Indian Text, Special Centre for Sanskrit Studies. JNU, 9-10th, January, 2010
• Raman Varadara: Glimpses of Indian Heritage, Popular Prakashan Private Ltd., Bombay, 1989
• Varapande, M.L : History of Indian Folk Theatre (Lok Ranga Panorama of Indian Folk Theatre) Abhinav Publications, 1992
• V. Vasudev : Fairs and Festivals, Incredible India series, 2007
Paper XIII

Asian Resurgence

**Learning outcome:** Students will be able to analyze how global forces of economic, political and cultural change affect contemporary Asian Societies. Explains basic historical linkages between Asia and the world, including economic and cultural linkages.

**UNIT I Rise of Nationalities & Cultures**

I. Geographical Outline of Asia & Concept of Resurgence.
II. Historical Development of China & Japan.
III. Rise of Nationalities in West & Central Asia.
IV. History & Culture of South East Asia.

**UNIT II Resistance & Resurgence of Japan**

I. Crisis & Challenges: Opium Wars and opening of Japan.
III. Rise of Imperial Japan in the beginning of 20th Century.
IV. Rise of Japan as World Power 1919-1939.

**UNIT III East Asia in the Age of Imperialism and Nationalism, 1868-1945**

I. China's reaction to imperialism; the nationalist movement 1911-1927.
IV. Prosperity and growth of China.

**UNIT-IV Asia and its resistance to Cold War**

I. Communism and East Asia
II. Cold War and Korea.
III. Occupation, Reconstruction, and Prosperity in Japan 1945-1970
IV. The Resistance in Vietnam.

**UNIT V Emerging trends and emergence of ideologies in West Asia**

I. Nationalism: Arab, Iranian and Turkish.
II. Emergence of Mohammad Ali Pasha and his reforms.

III. Disputes: Arab-Israel, Iran-Iraq, Ethnic-Sectarian Conflict.

IV. The Changing political and strategic environment: Regional and Global implications.

Suggested Readings:


• Vidyanand Upadhyay: *Dakshin Purva Asia Ka Rajneetik Itihas* (1987), Bihar Hindi Granth Akademi, Patna.
Paper XIV

History of Communication in India

Learning Outcome: This course will aware students of past of communication in India. This curriculum provides in depth study of various dimensions of communication in Indian Past

UNIT I Communication: Concept and History

I. Communication: Definition, concept, elements & scope.
II. Types of communication: Formal & Informal, Verbal and Non Verbal, Oral and Graphic (written/scripted) & Heritage.
III. Different Process, Functions, theories and philosophy of communication.
IV. History of communication: A brief Survey, primitives, petroglyphs, pictogram, ideograms, writing, printing.

UNIT II: Means of Communication

I. Art as means of communication: Painting, Sculpture, symbols, signals
II. Folk and community communication- folk songs, folklore, folk craft, Legends.
III. Performing Art as effective communication: Dance, Drama, Theater, Puppetry, and Storytelling.

UNIT III Writing and Language as Communication

I. Writing: Evolution and growth of writing, alphabet, script (knowledge of Indus Script and other ancient Scripts of India), Inscription as a source of communication
II. Evolution of Printing in India.
III. History of Newspaper in India.
IV. An Introduction of the History of Advertisement, Postal communication and Design.
UNIT IV History of the Ideas of Communication in India


II. Literature as communicators in India: Myth and legends, Natyashastra, Meghdoot, Panchtantra, Gurugranth Sahib, Ramcharita Manas.

III. Live examples of Visual arts in India: Bhitti chitra, Rock Art and Potteries.


UNIT V: Museum & Archive Communication

I. Museum and archives as a source of historical and cultural communication.

II. Museum: Artifacts, Galleries, Exhibition and outreach programme.

III. Monument as a living Museum.

IV. Case study of any Art Museum.

Suggested Readings:

- Singhal & E. M Rogers: Indian Communication Revolution: From Bullock Cart to Cybers Marts, Sage Publication New Delhi
- Ajit Mukherji: Folk Art of India 1986, Clarion Books
- B.N Ahuja: History of India Press, Subject publication, 1988, New Delhi
- David Diringer: The Book before printing, Ancient, medieval and Oriental, Couries Dover Pub. 1982
- Durga das Mukhopadhyay: Folk Arts and Social Communication, Publication Division, Ministry of information & Broadcasting, Govt. of India
- Kapila Vatsyayan: Traditional Indian Theatre, Multiple Streams, 2005 , ऐसैंडैसिकल एन्डर रीमिस्ट्री, NBT New Delhi
- Mason Bim: Street Theater and other outdoor Performance, knowledge, 1992
- Muley Gunakar: वस्त्रालं स्त्रोत, R aj kamal Prakashan, New Delhi, 2016
- Rajbali Pandey: Indian Rocks painting: Their Chronology, Technique and Preservation, 1968
- S.K. pandey : Indian Rock Art, Aryan Book ltd, New Delhi, 1993
- **Sukumar Das: The Book Industry in India: Context, Challenges and Strategy, The Federation of publishers and Book Dwellers Association in India, 2004**
- **Sunjaya Jain:** [Text in Devanagari script]
- **V.S Wakankar:** Painted Rock shelters of India, Revista de Science Prehistoric 17, (1-4) p. 237-253
- **William Raymond:** Communication, Culture and Media, Oxford university Press, New York, 1976
DISCIPLINE SPECIFIC ELECTIVE (ANY FOUR)

Paper I

History of United States of America I (c.1776- 1945)

Learning outcome: Students will enhance their knowledge of the history of America. It will help them understand, synthesize and analyze the major themes and debates in the historiography of America.

UNIT I The Background:

I. The land and indigenous people: settlement and colonization by Europeans
II. Early colonial society and politics
III. Indentured labor: White and Black

UNIT II Making of the Republic:

I. Revolution Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations
II. Processes and Features of Constitution making: Debates, Historical interpretations.

UNIT III- Evolution of American Democracy:

I. Federalists: Jeffersonianism: Jacksonianism, Rise of political parties- 18401960; judiciary-role of the Supreme Court
II. Expansion of Frontier: Turner’s Thesis; Marginalization, displacement and decimation of Native Americans; Case histories of Tecumseh; Shawnee Prophet.
III. Limits of democracy: Blacks and women.

UNIT IV Early Capitalism:

I. Beginnings of Industrialization.
II. Immigrants and changing composition of Labour; Early Labour Movements.
UNIT V The Agrarian South:

I. Plantation economy.
II. Slave Society and Culture: Slave resistance.

UNIT VI Ante Bellum Foreign Policy:

I. War of 1812: Monroe Doctrine and the Manifest Destiny

UNIT VII Civil War:

I. Abolitionism and Sectionalism.
II. Issues and interpretations, and
III. Rise of Republicanism, Emancipation and Lincoln

Suggested Readings:

- Charles Beard, An Economic Interpretation of the American Constitution.
- Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
- Peter Carroll and David Noble, Free and Unfree: A New History of the UNITED States.
- David B. Davis, The Problem of Slavery in the Age of Revolution. 31
- U. Faulkner, American Economic History.
- Robert Fogel, Railroads and American Economic Growth.
- Gerald N. Grobb and George A. Billias, Interpretations of American History: Patterns and perspectives, 2 Vols.
- Richard Hofstadter, the Age of Reform, from Bryan to FDR Linda Kerber, Women’s America: Refocusing the Past.
- David M. Potter, The Impending Crisis. W. Pratt, a History of the UNITED states Foreign Policy. James Randail, The Civil War and Reconstruction. J. G. Randall and David Donald, the Civil War and Reconstruction.
- Kenneth Stamp, *The Peculiar Institution, Slavery in the Antebellum South*.
- Carl N. Degler, *At Odds: Women and Family in America from the Revolution to the Present*.
PAPER II

**History of United States of America II (c.1776- 1945)**

**Learning outcome:** Students will enhance their knowledge of the history of America. It will help them understand, synthesize and analyze the major themes and debates in the historiography of America.

**UNIT I Reconstructions: Political changes and agrarian transformation:**

I. Conservative and Radical phases.
II. The New South: Participants and Reactions, Carpetbaggers; Scalawags,

**UNIT II Industrial America:**

I. Growth of Capitalism and Big Business.
II. Business cycles; Depression.

**UNIT III Resistance and Reform:**

I. Labour movements and Unionization.
II. Agrarian crises and populism. Urban corruption and progressivism.
III. New Deal

**UNIT IV U.S. Imperialism:**

I. Spanish-American War
II. Expansion in the Far East and Latin America
III. World War I and Fourteen Points
IV. Isolationism
V. Americans in World War II: Bombing of Hiroshima and Nagasaki

**UNIT V Afro-American Movements:**

UNIT VI Women’s Movements:

I. Rise of the Lowell Factory System
II. Abolitionists and Women’s rights movement
III. Suffrage
IV. Afro-American Women

UNIT VII Religious, Cultural and Intellectual Trends

I. Religious movements; Early Revivalism; Puritans, Quakers; Mormons; Temperance.
II. Mass culture (circa 1900 - 1945)
III. Major literary trends (circa 1900 - 1945).

Suggested Readings:

- Bernard Bailyn, The Great Republic.
- Charles Beard, An Economic Interpretation of the American Constitution.
- Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
- Peter Carroll and David Noble, Free and Unfree: A New History of the United States.
- Robert Fogel, Railroads and American Economic Growth.
- Richard Hofstadder, The Age of Reform, From Bryan to FDR Linda Kerber, Women’s America: Refocusing the Past.
- David M. Potter, The Impending Crisis. W. Pratt, A History of the United states Foreign Policy.
- James Weinstein, The Corporate Ideal in the Liberal state.
History of the USSR (c. 1917-64)

Learning Outcome: Students will aware about the Russian War of 1917 which affected to the contemporary society and politics of the European countries. They will learn about the foreign policy of Russia which affected to the entire World.

UNIT I The Russia Revolutions of February and October 1917: Dual Power, Provisional government; the establishment of soviet Power; Nationalities question.

UNIT II Civil War and War Communism 1918-1921: The first eight months; Red and White Economic Policies.

UNIT III The New Economic Policy: Political Debates; trade unions; gender relations; Foreign Policy; the Comintern; formation of the USSR.

UNIT IV The Great Debate of Soviet Industrialization.

UNIT V Collectivization of Soviet Agriculture.

Suggested Readings:

- A. Kollontai: Selected Writings.
- Richard Pipes: Russia of the Old Regime.
• K. Vaidyanathan: *The Formation of the Soviet Control Asian Nationalities.*
**Paper IV**

**History of the USSR (c. 1917-1964s)**

**Learning Outcome:** Students will gather knowledge towards the society, polity and economics of the USSR. As well as they acquire the knowledge about industrial and agricultural reconstruction and Second World War.

**UNIT I Planned Industrialization 1928-41.**

**UNIT II Political, Social and Cultural Changes 1928-45:** Demography, Working Class and gender relations

**UNIT III Soviet History: 1945-56** Industrial and Agricultural reconstruction; Moves towards Market Socialism.

**UNIT IV The Khrushchev Era:** Desalinization; industrial and agricultural Policies.

**UNIT V Soviet Foreign Policy** Cominterns and the Second World War 1929-45.

**Suggested Readings**

- *Richard Pipes: Russia of the Old Regime.*
Paper V

History of Africa (c1500-1960s)

Learning outcome: Students will gain a broad understanding of the political, social, economic and cultural history of Africa, an appreciation of the nature and impact of the key forces shaping the continent's history, and an awareness of how the deeper past has shaped present-day Africa.

UNIT I Main Issues in the Historiography of Africa.

UNIT II Commerce and Migration, c. 1500-1900:

I. Changing patterns of trade.
II. The trans-Atlantic slave trade and its repercussions.
III. Migration of capital and labour, with special reference to southern Africa.

UNIT III Patterns of Colonization:

I. Informal empire in the 19th century.
II. European imperialism and the partition of Africa.

UNIT IV Structures of Colonial Control:

I. The French in the Maghreb and West Africa.
II. The British in East, West and Southern Africa.
III. The Belgians in Congo.

UNIT V. Economic Transformations:

I. Agriculture and forests.
II. Mining.

UNIT VI. Emergence of New Identities:

I. Islam, Christianity and indigenous religious.
II. Race and class in colonial South Africa.
III. Language, education and cultural forms.

UNIT VII Popular Protests, Rebellions and National Liberation Movements:
I. Peasants.

II. Labour.

III. Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa

Suggested Readings

- Ralph Austen, African Economic History.
- Leslie Bethell (ed.), Cambridge History of Latin America, 10 Vols. (198 û 95), relevant Chapters.
- Hugo Blanco, Land or Death: The Peasant Struggles in Peru (1972).


Paper VI

History of Latin America (c. 1500-1960s)

Learning outcomes: The student will understand and interpret foundational knowledge relating to historical, socio-cultural, geographic and economic conditions in Latin America, as well as how Latin America interacted with world powers.

UNIT I Conquest of America and its Repercussions, with special reference to Mexico and Peru.

UNIT II Economic Transformations:

   I. Mining.
   II. Trade.
   III. Agriculture and forests.

UNIT III Social Transformation:

   I. Decimation of indigenous peoples.
   II. Demographic changes.
   III. Emergence of new social classes.

UNIT IV Transformations:

   I. Christianity and indigenous religions.
   II. Mestizo cultures.
   III. Language and education.

UNIT V Bolivar’s Vision and the Emergence of New States in the first half of the 19th Century.

UNIT VI Protests and Rebellions:

   I. Peasants.
   II. Labour.
III. Indigenous communities.

UNIT VII Assertion of the U.S. Hegemony in the Twentieth Century.

Suggested readings:

- Ralph Austen, African Economic History.
- Leslie Bethell, ed., Cambridge History of Latin America, 10 Vols. 1984-95, relevant chapters.
- Basil Davidson, Africa in Modern History (1978)
- Andre Gunder Frank, Capitalism and Underdevelopment in Latin America, 1969.
- Hugo Blanco, Land or Death: The Peasant Struggles in Peru (1972).
- Gerrit Huizer, Peasant Rebellion in Latin America (1973).
• Teodor Shanin, Peasants and Peasant Societies, (2nd ed., 1987), relevant sections only.
• Endre Sik, The History of Black Africa, 2 Vols. (1966), relevant sections only.
• Michael T. Taussig, The Devil and Commodity Fetishism in South America (1980).
Paper VII

History of South East Asia - The 19th Century

Learning outcome: This course offers an opportunity to come to grips with the history of region that we now know as Southeast Asia - Chronologically the 'past' covered in the subject is from 'earliest times'.

UNIT I Pre-Colonial Structures of Power and authority c. 1800.
UNIT II Economy and Society in early 19th c.:

I. Patterns of Production in agriculture and the crafts.
II. Organization of trade and banking.
III. Cultural expressions: Folk and Classical.
IV. Islam and popular culture.

UNIT III. Colonization and Colonial Transformations:
I. Processes of colonial control and the Informal Empire in Thailand.
II. Peasant society and agrarian transformations, plantations, forests, mining.
III. Urbanization: Colonial cities in Plural Societies.
IV. Culture: (i) Colonial Discourses and the Creation of National Culture.
(ii) Oral traditions, literacy and the case of Malay Hikayats.
(iii) Creation of Perfect Natives
(iv) Education

Suggested readings:

  Furnivall: Colonialism and the Plural Society.
- Milton Osborne, South East Asia: An Introductory History. Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol.II
- B. Anderson: Mythology and the Tolerance of the Javanese.
- C. Van Dijk, Trousers, Sarongs and Jubbahs.
- C. Dobbin, Islamic Revivalism in a Changes Peasant Economy (1784-1847).
- Victor Purcell, The Chinese in Southeast Asia. Tongchai Winichakul; Siam Mapped. 42
Learning outcome: This course offers an opportunity to come to grips with the history of region that we now know as Southeast Asia - Indonesia, Malaysia, Thailand, Burma, Vietnam, Cambodia and the Philippines. Chronologically the ‘past’ covered in the subject is from ‘earliest times’ to 20th Century.

UNIT I Migration: Indian and Chinese Labour and Capital

UNIT II Movements of Resistance and the making of new identities

I. Peasant resistance.


UNIT III Emergence of Modern Nations and States

I. The Union of Burma (Myanmar), 1948-1962.

II. Indonesia, the Sukarno Era, 1949-1965.


Suggested readings:

- B. Anderson, Imagined CommUNITies.
- B. Anderson, Mythology and the Tolerance of the Javanese.
- C. Van Dijk, Trousers, Sarongs and Jubbahs.
- C. Dobbin, Islamic Revivalism in a Changes Peasant Economy, 1784-1847.
- Tongchai Winichakul; Siam Mapped.
Paper IX

History of East Asia- I (c. 1840-1919)

Learning outcome: Students will learn about the nature and structure of the traditional Chinese society and how to transform the Chinese society from traditional to modern cultures. They will be aware how the Chinese were united towards the foreign colonial powers and defeated them and ultimately gain to freedom.

UNIT I Imperialism and China during the 19th century

I. Chinese feudalism: Gentry, bureaucracy and peasantry; the Confucian value system; Sinocentrism; the Canton commercial system.

II. The transformation of China into an informal colony; the Opium Wars; the Unequal Treaties; the scramble for concessions; Finance Imperialism; the open door policies.

III. Agrarian and Popular Movements: Taiping and Yi Ho Tuan.

IV. Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860-95; 1898; and 1901-08.

The Emergence of Nationalism in China

(a) The Revolution of 1911: Causes, nature and significance; the social composition of the Revolution; Sun Yat-sen and his contribution; the formation of the Republic; Yuan Shih Kai; Warlordism.

(b) May Fourth Movement of 1919: Nature and significance

UNIT II. History of China (Cc199-1949)

I. Nationalism & Communism in China (1921-1937)

(a) Formation of CCP; and the Guomintang (National Party of KMT)

(b) The First United Front

II. The Communist Movement (1938-1949): The Jiangxi Period and the rise of Mao Tse Tung
Suggested Readings

- Jean Chesneaux, et al, *China from the 1911 Revolution to Liberation*.
- Tan Chung, *Triton and Dragon: Studies on the Nineteenth Century China and Imperialisms*.
- John K. Fairbank, et al., *and East Asia: Modern Transformation*
- Chow Tse tung, *The May Fourth Movement: Intellectual Revolution in Modern, China*.
- Mao Tse tung’s Selected Writings, National Book Agency, Calcutta.
- Mary C. Wright, *China in Revolution: The First Phase, 1900 -1913. SUGGESTED READINGS George M. Beckmann, Modernization of China and Japan*.
- *The Yi Ho Tuan Movement, The Revolution of 1911 (all published by Foreign Language Press, Beijing)*.
History of Modern East Asia II (c. 1868-1945)

Learning outcomes: Students learn to think critically and comparatively about historical events in modern East Asia. They are able to understand and identify historical themes, causes, and effects.

UNIT I Japan (c.1868-1945)

I. Transition from feudalism to capitalism: Crisis of Tokugawa Bakuhan system, Meiji Restoration: Its nature and Significance; Political Reorganization; Military Reforms; Social, cultural and educational reforms (bunmeikaika); financial reforms and educational development in the ‘Meiji’era: Meiji Constitution

II. Japanese Imperialism: a) China, (b) Manchuria, (c) Korea

III. Democracy and Militarism/Fascism: Popular/People’s Rights Movement, Nature of political parties, Rise of Militarism-Nature and significance, Second World War; American occupation, Post-War Changes

UNIT II Emergence of Modern Korea

I. The old order and Institutional Decay: Joseon Korea

II. Korea’s interactions with the western powers and Korea’s unequal treaties with Japan

III. Attempts at social, political and economic reforms in Korea

IV. Japan’s colonization: March First Movement and the growth of Korean nationalism; in situational transformation 1910-1945

V. Post-War Changes

Suggested readings:

- Michael J. Seth, A concise history of Modern Korea,Rowman and Littlefield,2009
• Bruce Cummings, Korea’s place in the Sun: Modern History, W.W.Norton and Co., 1992
Learning Outcome: It prepares students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. They will learn to appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. Also understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.

UNIT I Environment Issues: Introduction and Importance

I. Factors and multidisciplinary Nature of the studies of environmental issues
II. Scope and importance of the study of Environmental Issues: Environmental Education in present day context.
III. Understanding of Environment and Environmental issues.
IV. Environment and Man: Importance of Environment.

UNIT II Earth, Ecology, Culture and Environment

I. The three realms of Earth: Lithosphere, Hydrosphere, Atmosphere
II. Eco-pathway in Ecosystem
III. Geography of India
IV. Manmade and Natural Resources

UNIT III Indian Environmental Tradition and Colonial Intervention

I. Environmental communication and public awareness in Indian Culture: historical perspective.
II. British Colonialism: Technological Development, Industrial Development and it’s impact on land use, agriculture, forest.
III. Colonial policies, Acts and resistance of peasants.
IV. Colonial Inheritance and development and deprivation in free India: Dams, Mines, Hydro Project, Electric Project.

UNIT IV Environmental Ethics and Movements

I. Social issues and environment: Concept of sustainability
II. Concept of Environmental Ethics and Ethical Theories
III. Environmental regulation and policies in India
IV. Current Environmental issues and emergence of environmental movement in India: Chipko movement, Narmada Bachao movement, Silent Valley in Kerela, Mining, River Protection and water disposal Group.
V. Women and Environment.

UNIT V Global Environmental Concern and its impact on India

I. Global Environmental Problems: Climate Change, Ozone layer Depletion, Global Warming, Nuclear Disaster.
II. Global Awareness and Emergence of environmental management protection Act, International Agreement and conventions.
III. Introduction to Environmental Planning, India’s Action Plan and rehabilitation policies in India.
IV. Concept of Disaster Management and its emergence and growth in India.

Suggested Readings:

- Anupam Mishra: अभी भी खरे है तालाब, गांधी शांति प्रतिष्ठान 1993
- Baviskar Amita edited: Contested Grounds: essays on nature, Culture and Power, New Delhi, 2008
- P.C Trivedi, Garima Gupta: पर्यावरण विज्ञान
- Pankaj Jain: Dharma & Ecology in Hindu CommUNITies, Ashgate 2011
- Rangarajan Mahesh edited: Environmental issues in India, Pearson, New Delhi, 2006
• World Commission on Environment and Development 1987, Our common future, Oxford University press, U.S.A
Research Methodology in History

Learning outcome: The aim of the course is to provide students with an introduction to research methods and report writing. Upon successful completion of the course you are expected to develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling. Have basic knowledge on qualitative research techniques.

UNIT I

I. Research: Meaning, Qualitative, Quantitative Research
II. Choice of subject, Synopsis
III. Chaptalization
IV. Note Taking

UNIT II

I. Footnotes, Reference
II. Indexing & Bibliography
III. Thesis writing & appendix
IV. Historical Imagination

UNIT III

I. Sources in context: written, oral, visual and archaeological
II. Historical Facts & Interpretation
III. Authenticity of Sources
IV. Evaluation of evidence

UNIT IV

I. Causation and generalization
II. Bias and objectivity in History
III. Interview
IV. Book Review
Suggested Readings:

- Bajaj Satish K: Research Methodology in History, New Delhi, 2000
Paper-III

Making of Contemporary India

Learning outcome: Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 2000s

UNIT I Emergence of Republic

II. Indian Constitution of 1950 and significant amendments up to 2000 A.D.
III. Reorganization of States in 1956/Linguistic and regional strains.
IV. Legacy of Partition with special reference to the problem of rehabilitation of refugees.

UNIT II Indian Democracy in Work:

I. Democratic experiment in India/role of political parties.
II. Growth of civic society.
III. Caste and Regional Electoral Politics and changing Party System.
IV. Threats to Indian democracy.

UNIT III Indian Democracy in Progress

I. An assessment of India's foreign policy - Non-alignment, Panchsheel, SAARC.
II. New trends and achievements in the field of literature and arts: Painting, theatre, dance, music, films, Media, Cultural Trends.
III. Movements and Legislation.
IV. Globalization and its impact on India.

UNIT IV Economy, Society in New India

I. Study of agrarian reforms, Bhudan movement and green revolution.
II. Beginnings of planned economy - an appraisal of five year plans.
III. Industrialization - policies, progress and problems.
IV. Liberalization of Indian economy post 1990.
UNIT V New India

I. Progress in Science and Technology. Revolution in Information Technology.
II. Educational Policies.
III. The Women Question.
IV. New Institutions.

Suggested Readings:

- K.P. Mishra Edited: Readings in Indian Foreign Policy, Delhi, 1969.
- C.H. Philips (ed.): Transfer of power
- Bipin Chandra: Samkaalin Bharat (In Hindi), N. Delhi, 2011.
Paper-IV

Delhi: Ancient

**Learning outcome:** This paper will give students knowledge about the historical evolution of Delhi. They will get aware of significant archaeological sites and cities of Delhi from the prehistoric to the contemporary period.

UNIT I Stone Age Sites in Delhi area.

UNIT II Pre-historic early historical period, settlements: Later Harrappan remains in Bhorgarh and Mandoli.

UNIT III Archaeology & Legends: The Purana Qila excavations and the Mahabharata Legends, Painted Grey Ware sites.

UNIT IV The early historical period: The Ashokan rock edict at Srinivaspuri, Bahapur.

UNIT V Remains of the 4th-6th centuries: The Mehrauli Iron Pillar.

UNIT VI The Early medieval period: Lal Kot & Anagpur.


**Suggested Readings**

• M.C. Joshi ed. King Chandra &the Mehrauli Pillar, Merrut, 1989.
Paper-V

Delhi: Medieval

**Learning outcome:** Students will acquire knowledge of the medieval history of cities of Delhi which is associated with the Sultanate & the Mughals with the Sufis, the Courtiers and the people who resided here. It discusses the connection with the artisanate, the commercial groups and the brokers, the bazaar and their hinterlands that created a glittering emporium & a culture of urbanity that seized the imagination of the people of age.

UNIT I An account of many Cities.

UNIT II Delhi as Imperial Camp & City.

UNIT III Delhi as Economic Centre.

UNIT IV Delhi as Social & Cultural Centre.

**Suggested Readings:**

- R.E Frykenberg, Delhi Through the Ages: Essays in Urban History, Culture and Society, Delhi, OUP, 1986 (Relevant Chapters)
- Mohd Habib, ” Introduction to Elliot & Dowson’s History of India, Vol.- 11, in Khaliq Nizami, Ed, Politics & Society during the Early Mughal Period, Collected Works of Irfan Habib, PPH, 1974,PP, 80-84
- Francois Bernier, Travels in the Mughal Empire, AD, 1656-68, Delhi, OUP, 1989,
Paper-VI

Delhi: Modern

Learning outcome: The paper is designed to develop a thorough understanding among the students of the transformation that had taken place in Delhi during and after the period of India’s independence.

UNIT I Delhi: From the battle of Parpatganj to the Revolution of 1857: An overview.

UNIT II Literary Culture of Delhi.


UNIT IV The making of New Delhi.

UNIT V National movement in Delhi

UNIT VI Delhi: Partition & aftermath.

UNIT VII Violence, Dislocation and Expansion.

Suggested Readings

- Frykenbergh, ed Delhi through the Ages: Essays in urban history, culture & society, Delhi, OUB, 1996. Narayani Gupta, Delhi between the Empires.
- Urvashi Butalia, The Other side of Silence
Paper-VII

Issues in Contemporary World

Learning outcome: this paper enables students to identify the contemporary challenges like social transformation, liberalization, privatization and globalization.

UNIT I Colonialism and Nationalism: a Synoptic view; Social Transformation after the Second World War; United Nations and UNESCO; NAM, Cold War: the character of Communist States

UNIT II Perspectives on Development and Underdevelopment: Globalization—a long view

UNIT III Social Movements in the North and the South: Ecological, Feminist, Human Rights issues

UNIT IV Modernity and Cultural Transformation: Emerging trends in Culture, Media and Consumption

Suggested Readings:

- Carter V. Findley and John Rothay, Twentieth-Century World
- Basil Davidson,

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SKILL ENHANCEMENT COURSE

Paper-I

Understanding Heritage

Learning outcome: Students will get to understand the different facets of heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.

UNIT I Defining Heritage
Meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, 'intangible heritage' and ‘art treasure’

UNIT II Evolution of Heritage Legislation and the Institutional framework:
Conventions and Acts— national and international Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives

UNIT III Challenges facing Tangible and Intangible Heritage:
Development, antiquity smuggling, conflict (to be examined through specific case studies

UNIT IV Heritage and Travel:
Viewing Heritage Sites, The relationship between cultural heritages, and 55 landscape and travel recent trends.

Suggested Readings

- David Lowenthal, Possessed By The Past: The Heritage Crusade and The Spoils of History, Cambridge, 2010
- Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)
• Agrawal, O.P., Essentials of Conservation and Museology, Delhi, 2006
Paper II –
Art Appreciation: An Introduction to Indian Art

Learning outcome: Students will learn about the Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. As well as students will equip with the ability to understand art as a medium of cultural expression.

UNIT I Definition, Concept and Categorization of Art.

I. Definition, Concept and Categorization of Art.
II. The Theory of Rasa and Bhava in India Art.
III. Visual Elements of Indian Art: Color, Form, Space, Symbols, Texture etc.
IV. Prehistoric and Prehistoric Art: Rock Painting, Harappan Art and Craft.

UNIT II Understanding of Architecture

I. Understanding of the Features of India Architecture: Plan, Elevation, Section, Arches, Vaults, Domes, Pillars, Capitals, stupas
II. Indus Valley town planning: Rock cut Architecture, Major Styles of Temple
III. Mughal Architecture: Tomb, Places, Garden, Chhtris.
IV. Modern and Contemporary Architecture: Colonial Building: Neoclassical Architecture, British Forts, Churches, High Courts, University, Rashtrapati Niwas etc. Contemporary Structures Across India: Lotus Temple, New Delhi; Jawahar Kala Kendra, Jaipur; British Council, Delhi; Capital complex, Chandigarh; The Light box restroom, Mumbai.

UNIT III Understanding of Indian Sculpture

I. Types of Sculpture based on media: Stone, Clay, Metal
II. Stone Sculpture: From Prehistoric to modern times: Ancient Sculpture and Terracotta’s; Shunga, Mathura, Gandhar: Medieval: Chalukya, pallav, Chola, Orissa; Modern Indian Sculpture: Well Known Marble and Ceramics Sculpture and some Modern Maestra of Indian Sculpture.
III. Metal Sculpture: Indus metal Figure, Gupta Metal Sculpture, pala and Chola Bronze, Modern Bronze and Metal icons and well Known Artist.
IV. Iconographic Classification and Identification of Buddhist, Brahmanical, Jain and Other Sculpture.
V. Wall Relief sculpture: History and Types

UNIT IV Understanding of Indian Painting

I. Cave Painting: Prehistoric Rock Painting, Ajanta, Alora and Bagh.
II. Major Styles of Paintings: Mughal, Rajasthani, Deccan, Pehari, Modern, Company
III. Early illustrated Manuscripts
IV. Mural Tradition of Paintings
V. Major School and Artist in Modern Times

UNIT V Project

I. Write up about any local art heritage site and prepare a report about its
   History, Art, Feature and Condition.
II. Viva-Voce.

Suggested Readings:
- Agarwal V.S: Indian Art, Varanasi, 1965
- Archer W.G: Indian Painting for the British, 1770-1880. Oxford University
- Beach M.C :Rajput painting for the British, 1770-1880. Oxford University Press.
- Brown P.: Indian Painting under Mughals, 1550 A.D. to 1750 A.D.
- Chandra Moti: Studies in Early Indian Painting, Asia Pub. Home
- Goswamy B.N Essence of Indian Art, Asian Art Museum of San Francisco, 1986
- Kramrisch Stella: Indian Sculpture, Ancient, Classic and Medieval, Motilal Banarasi
- Majumdar R.C Edited: History and Culture of Indian People (Relevant Volumes and
  Chapters), Bhartiya Vidya Bhawan, Bombay
- Rowland, B: Art and Architecture of India, Harmondsworth, 1970
- Saraswati S.K: A survey of Indian Sulpture, Calcutta, 1957
- Sivarammurti. C Indian painting, Delhi 1970
Paper-III
Archives and Museums

Learning outcome: Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. It helps them to understand the importance and significance of such institutions to build the history of India.

UNIT I

I. Definition of Archives and allied terms like Manuscripts, Documents, Records, Library, Gallery.

II. Physical forms of Archival Materials like Clay tablets, Stone inscription, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

UNIT II

I. Types of Archives.

II. History of Archives.

III. History of Setting up Archives in India with some specific example like National Archives, New Delhi and any regional example of the local archive.

UNIT III

I. Definition of Museum.

II. Aim, Function, History of Museum.

III. History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.

UNIT IV

I. Types of Museum and Emergence of New Museums and allied institutions.

II. Understanding of Collection, Conservation, Preservation and their policies, ethics and procedure.

UNIT V

I. Museum, Archives and Society: Exhibitions, Public Relation.

II. Education and Communication through Outreach activities.

III. Make a Project with visit and access to Museum and Archives in nearby place.
Suggested readings:

- Abhilekh Patal Web Portal.
- The Indian Archives, Journal.
Understanding Popular Culture of India

Learning outcome: This paper provides students opportunity to explore various aspect of Indian cultural heritage and cultural diversity in a historical perspective that speak of numerous cultural practices that have evolved over centuries.

UNIT I Introduction

I. Meaning, Usage and Definitions
II. Perspectives and Approaches to the study of Popular Culture
III. Western Classical Views on Popular Culture

UNIT II Performed expressions

I. The audio-visual: Cinema and Television, Theatre, Documentary Films
II. Nautanki
III. Music: Folk, Classical and Contemporary
IV. Dance: Folk, Classical and Contemporary

UNIT III Visual expressions

I. Folk Art and Crafts
II. Contemporary Art and Calendar Art
III. Digital Art and Photography
IV. Architecture
V. Textile and Ornaments

UNIT IV Fairs, Festivals and Tirthas

I. Fairs and Festivals: Cultural, Seasonal, Religious and Regional
II. Popular Ritualistic Practices
III. Pilgrimage and Tirthas
IV. Regional Variations: Folk Elements and their Contemporary Adaptations

UNIT V Popular Culture in a Globalized World

I. Impact of the Internet and Mass media
II. Language and Literature
III. Cuisine
IV. Textile and Ornaments

Suggested Reading:

- K. Moti Gokulsing and Wimal Dissanayake (Editor): Popular Culture in a Globalised India 1st Edition
- Routledge, 2008.
- J. Chakkittammal: Television and Popular Culture in India - A study of the Mahabharat
- Shalu Sharma: Introduction to India: Culture and Traditions of India, India Guide Book Kindle Edition
ABILITY ENHANCEMENT COURSE

ENVIRONMENTAL SCIENCE

UNIT I Environment and Environmental Science: Introduction

I. Historiography: Multidisciplinary approaches to study Environmental Science
II. Relevance and Need for public awareness to environment and study of Environment Science.
III. Environment: Meaning, Definition, Scope, Structure and Importance

UNIT II Natural Resources and Challenges

I. Types of Natural Resources: Land, Energy, Water, Forest
II. Renewable and Non renewable resources
III. Use and abuse of Natural Resources and Associated Problems
IV. Role of Individual in Conservation of Natural Resources.

UNIT III Ecosystem and Biodiversity

I. Concept, structure and Function of Ecosystem
II. Types of Ecosystem: Forest, Grassland, Desert, Water
III. Ecological Succession
IV. Definition of Biodiversity and Biodiversity at Global, National and Local Level
V. Treats to Ecosystem and Biodiversity

UNIT IV Environmental Pollution and Control Measure

I. Environmental Pollution (Air, Water, Thermal, and Noise) cause, effects and controls.
II. Solid Waste Management: Control measures of Urban and industrial waste
III. Role of Individual, Society and Government in Prevention and control of Pollution.
IV. Disaster Management: Flood, Earthquake, Cyclone and Landslide.
UNIT V Global Environmental Issues, Policies and emergence of Ethics, Laws and administrative amendments in India.


III. Environment Movements: Chipko Movements, Protest of Bishnoi of Rajasthan, etc.

IV. Field Work: i) Visit to Biodiversity Park or Natural History of Museum and prepare a report.
   ii) Visit a Local polluted site and make a report.

Suggested Readings:

- Jain Pankaj: Dharma and Ecology in Hindu Communities, Ashgate 2011.
- World Commission on Environment and Development 1987, Our Common Future, Oxford University Press, USA.
7. Teaching learning process

The pedagogic methods adopted, involve direct lectures, tutorial discussions, as well as technology-supported presentations. We believe that education is interactive and all sessions between students and teachers are based upon reciprocity and respect.

1) The lectures (of one hour each) delivered to one whole class at a time systematically deal with the themes of the syllabus. This constitutes the core of the teaching-learning process. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.

2) For tutorials, the class is divided up into smaller groups of eight to ten students who interact with respective teacher once every week for each course. Teaching in the tutorial sessions is customized to the specific needs of the individual students, where the latter can raise a series of questions ranging from what s/he could not follow in the class, the everyday implications of what the teacher said in the lectures or what the students read in a prescribed reading and so forth. Indeed, tutorial discussions are a crucial and indispensable part of the teaching learning process of B.A History (Honours) programme offered in colleges. This is the site where the teachers and students are able to establish a more relaxed relationship that go a long way in creating the ideal atmosphere for free and fearless exchange of ideas and information. Tutorials are also the place where a teacher may keep an eye over the social dynamics among the students and ensure that nobody feels marginalized or sidelined in the class due to gender, region, class or any other reason.

3) Wherever needed, teachers use audio-video based technology devices (e.g. power point) to make their presentations more effective. Some courses require that students see a documentary or feature film and course themes are structured so that discussions of these will further nuance the critical engagement of students with ideas introduced in their textual materials.

8. Assessment methods

Graded assessment of all papers is broadly carried out in two forms:

a) There is an end of semester (theory) examination which covers the entire syllabus. Students are asked ten questions and are required to answer five in three hours. The end of semester examination comprises 75% of the final grade.

b) The second assessment is through internal evaluation of term papers, presentations. Exams and project work which is carried out throughout the term and comprises 25% of the final grade.
9. Keywords