

**Learning Outcomes based Curriculum Framework  
(LOCF)**

**For  
B.A. History  
Undergraduate Programme**

**2021**



**UNIVERSITY GRANTS COMMISSION  
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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 obligate 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 its 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 clarify 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.

**PloVI.** 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:

	PLO	I	II	III	IV	V	VI
Semester	Course						
I	CC I	✓		✓			
	CC II	✓	✓	✓			
	GE I		✓				
	AEC I-English						
II	CC III		✓	✓		✓	
	CC IV	✓		✓			
	GE II						
	AEC- II Envir. Science						
III	CC V	✓		✓			
	CC VI	✓		✓			
	CC VII	✓	✓	✓	✓		
	GE III	✓	✓			✓	
	SEC I						✓
IV	CC VIII			✓	✓	✓	
	CC IX	✓	✓	✓			
	CC X			✓			
	GE IV					✓	
	SEC II						✓
V	CC XI			✓			
	CCXII			✓		✓	
	DSE I	✓					
	DSE II	✓					
VI	CC XIII			✓			
	CC XIV			✓		✓	
	DSE III	✓					
	DSE IV	✓					

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

Sl.No.	Core Papers	
I	The Idea of Bharat	
II	History of World Civilization	
III	History of India: Earliest time to 550 CE	
IV	History of Europe: 13th Century to 1789	
V	History of India: 550 CE- 1200 CE	
VI	History of Europe: 1789-1919	
VII	History of India: 1200-1707	
VIII	History of Modern World : 1919-1945	
IX	History of India: 1707-1857	
X	Indian National Movement 1857-1947	
XI	History of Modern India: 1947-2000	
XII	Cultural Heritage of India	
XIII	Asian Resurgence	
XIV	History of Communication	
	<b>Discipline Specific Elective (Any Four Paper)</b>	
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)	

VI	History of Latin America (c. 1500 - 1960s)	
VII	History of Southeast Asia-The 19TH Century	
VIII	History of Southeast Asia-The 20TH Century	
IX	History of Modern East Asia-I (c.1840-1919)	
X	History of Modern East Asia-II (c. 1868-1945)	
	<b>Generic Elective</b>	
I	Environmental Issues in India	
II	Research methodology in History	
III	Making contemporary India	
IV	Delhi: Ancient	
V	Delhi: Medieval	
VI	Delhi: Modern	
VII	Issues in Contemporary World	
	<b>Ability Enhancement Course (AEC)</b>	
I	English	
II	Environmental Science	
	<b>Skill Enhancement Courses</b>	
I	Understanding Heritage	
II	Art Appreciation: An introduction to Indian Art	
III	Archives and Museum	
IV	Understanding popular culture	

## Credit distribution for B.A. History

Semester	Name of the Course	Credits
<b>CORE COURSE (CC)</b>		
I.	The Idea of Bharat	5+1
	History of World Civilization	5+1
II.	History of India: Earliest time to 550 CE	5+1
	History of Europe: 13th Century to 1789	5+1
III.	History of India: 550 CE- 1200 CE	5+1
	History of Europe: 1789-1919	5+1
	History of India: 1200-1707	5+1
IV.	History of Modern World: 1919-1945	5+1
	History of India: 1707-1857	5+1
	Indian National Movement 1857-1947	5+1
V.	History of Modern India: 1947-2000	5+1
	Cultural Heritage of India	5+1
VI.	Asian Resurgence	5+1
	History of Communication	5+1
<b>Semester</b>	<b>Discipline Specific Elective Courses(DSE)</b>	
V DSE I	History of United States of America -I (C. 1776 -1945) Or	5+1
	History of Africa (c. 1500 - 1960s) Or	
	History of the USSR-I (c. 1917- 1964)	
V DSE II	History of Southeast Asia-The 19TH Century Or	5+1
	History of Modern East Asia-I (c.1840-1919)	
VI DSE III	History of Southeast Asia-The 20TH Century Or	5+1
	History of Modern East Asia-II (c. 1868-1945)	
VI DSE IV	History of United States of America -II (C. 1776 - 1945)	5+1

	Or	
	History of the USSR-II (c. 1917- 1964)	
	Or	
	History of Latin America (c. 1500 - 1960s)	
<b>Semester</b>	<b>General Elective Courses (GE)</b>	
I GE I	Delhi: Ancient Or	5+1
	Environmental Issues in India	
II GE II	Delhi: Medieval Or	5+1
	Research methodology in History	
III GE III	Delhi: Modern Or	5+1
	Making contemporary India	
IV GE IV	Issues in Contemporary World	5+1
<b>Semester</b>	<b>Skill Enhancement Courses (SEC)</b>	
III SEC I	Understanding Heritage Or	4
	Archives and Museum	
IV SEC II	Art Appreciation: An introduction to Indian Art Or	4
	Understanding popular culture	
<b>Semester</b>	<b>Ability Enhancement Courses (AEC)</b>	
I AEC I	English	4
II AEC II	Environmental Science	4
	Total	148

## Semester schedule

Semester	Core Course	Discipline Specific Courses	Generic Elective	Skill Enhancement Courses	Ability Enhancement Course
I.	The Idea of Bharat		GE I		English
	History of World Civilization				
II.	History of India: Earliest time to 550 CE		GE II		Environmental Science
	History of Europe: 13th Century to 1789				
III.	History of India: 550 CE- 1200 CE		GE III	SEC I	
	History of Europe: 1789-1919				
	History of India: 1200-1707				
IV.	History of Modern World: 1919-1945		GE IV	SEC II	
	History of India: 1707-1857				
	Indian National Movement 1857-1947				
V.	History of Modern India: 1947-2000	DSE I and DSE II			
	Cultural Heritage of India				
VI.	Asian Resurgence	DSE III and DSE IV			
	History of Communication				

## **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, Titaliri 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*
- *Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014*
- 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 ग्रंथ अकादमी, भोपाल, 2008
- Govind Chandra Pandey: वैदिक संस्कृति, लोक भारती प्रकाशन, दिल्ली
- Kapil Dev Dwivedi: वेदो मे विज्ञान, विश्वाभारती अनुसंधान परिषद, 2014
- Narendra Mohan: भारतीय संस्कृति, प्रभात प्रकाशन, दिल्ली, 2011
- Omprakash Pandey: दृष्टव्या जगत कायतार्थ, प्रभात प्रकाशन, दिल्ली 2005
- Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
- Rajbali Pandey: भारतीय पुरालिपी, लोक भारती प्रकाशन, इलाहबाद, 1998
- Satish Chand Mittal: भारतीय संस्कृति के चार अध्याय, अखिल भारतीय इतिहास संकलन योजना, दिल्ली, 2018
- Shri Arvind: भारतीय संस्कृति के आधार, अदिति कार्यालय, अरविंद आश्रम, पोडिचेरी
- Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
- Vasudev Sharan Aggarwal: पाणिनी कालीन भारतवर्ष, पृथ्वी प्रकाशन वाराणसी
- Vishambhar Sharan Pathak: देश के अभिधान , पूर्वा संस्थान, गोरखपुर, 1992
- Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
- Zekuthial Ginshurg: New light on our Numerals.
- 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.
- III. Chinese Civilization: Polity, Society, Science and Technology.
- 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:*

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

## Paper- III

### History of India

#### From Earliest Times to 550 C.E

**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 century BCE 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.
- III. Indo Greek, Saka, Kushan, Shunga, Kharvela, Satvahanas: Society and Culture, Art, Architecture and Coinage.
- 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. I, Vedic Age.*
- Majumdar, R.C. and Pusalkar, A.D (edited): *The History and Culture of Indian People Vol. II: The Age of Imperial UNITY*
- Pandey, Rajbali: *Prachin Bharat*, Vishwavidyalya Prakashan, revised edition, Varanasi, 2010.
- Raychaudhary, H.C: *Political History of Ancient India*, rev Edition, 1996 by B.N Mukherjee
- 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 Vijyanagar*, 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



- *Singh, Upinder: A history of Ancient and Early Medieval India, from Stone Age to early Medieval India. 2008, Pearson, New Delhi.*
- *Thapar, Romilla: Early India from the Beginnings to 1300, London, 2002*

## **Paper- IV**

### **History of Europe from 13<sup>th</sup> 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 13<sup>th</sup> 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 18<sup>th</sup> Century
- IV. Road to Revolution

### *Suggested Readings:*

- Acton (1906): *Lectures on Modern History*, London, Macmillan and co. Ltd
- 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: 1991 पश्चिम का उदय (उत्तर मध्यकालीन यूरोप 1453- 1783)
- Kriedte Peter: *Peasants, Landlords and merchant capitalist*
- Lal Bahadur Verma: 1998, यूरोप का इतिहास (पुनर्जागरण से क्रांति तक) नईदिल्ली प्रकाशसंस्थान
- Miskimm Harry: *The Economy of Later renaissance*
- Parthsarathi Gupta: 1983 आधुनिक पश्चिम का उदय ,नईदिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
- Phukan Meenaxi: (2012) *Rise of Modern West*, Trinity Press Pvt. Ltd.
- 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 यूरोपका इतिहास, इलाहाबाद*
- *The Cambridge: Economic History of Europe Vol I to Iv*
- Vimal Inderpal: 1968 आधुनिक यूरोप (1453- 1789), आगरा लक्ष्मीनारायण अग्रवाल, इलाहाबाद, किताबमहल

**Paper V**  
**History of India**  
**From 550 C.E. to 1200 C.E**

**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, Kalchhari, 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**

- I. Tripartite Struggle
- II. Fall of Rajput Power
- III. Establishment of Muslim Rule
- IV. Muslim Rule in Delhi and Impact of Muslim Rule on India.

## 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
- Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
- Majumdar, R.C. and Altekar, A.S Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
- Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
- Pathak Vishudhanand: उत्तर भारत का राजनैतिक इतिहास (600-1200 A.D) हिंदी संस्थान , उत्तरप्रदेश, 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.
- Shastri, K.A Nilkanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, IV Edition, 1975
- 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 , चौखम्बा प्रकाशन, Varanasi, 2010.
- Tripathi, R.S: History of Kannauj to the Moselm conquest, 1986.
- Vaidya, C.V.: Early History of Rajputs (750 to 1000 A.D), Reprint, Gyanbooks, New Delhi, 2019.
- Vaidya, C.V: History of Medieval Hindu India, Reprint, Gyanbooks, New Delhi, 2018.

## 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*
- *Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)*
- *Bartlett. C.J. Peace, War and the European Powers, 1814-1914 (1996) brief overview 216pp*
- *Blanning, T.C .W Ed. The Nineteenth Century: Europe 1789-1914 (Short Oxford History of Europe) (2000)*
- *Bridge, F.R & Roger bullen. The Great Powers and the European States System 1814-1914, 2nd Ed. (2005)*
- *Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)*
- *Bury. J.P.T Ed. The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70 (1964)*
- *Cameron, Rondo France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a wide –ranging economic and business History.*
- *Crawley, C.W Ed. The New Cambridge Modern History, Vol. 14: Atlas (1972)*
- *Evans, Richard j The Pursuit of power Europe 1815-1914 (2015)*
- *Gildea, Robert Barricades and Borders: europe 1800-1914 (3rd Ed. 2003)*
- *Gooch, G.P History of modern Europe 1878-1919 (1923)*
- *Grab, Alexander Napoleon and the Transformation of Europe (2003)*
- *Grant & Temperley: Europe in the Ninteenth 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)*
- *Hinsley F.H Ed the New Cambridge modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)*
- *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*
- *Mason, David S A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700*
- *Merriman, John and J.M Winter eds. Europe 1789-1914. Encyclopedia of the Age of Industry and Empire (5 vol. 2005)*
- *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*
- *Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)*
- *Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The Nineteenth century (2001)*
- *Saimi Hannu: 19th Century Europe A cultural History (2008)*
- *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*
- *Wesseling, H.L The European colonial Empire 1815-1919 (2015)*
- *Bhatnagar and Gupta: 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*
- *Parthsarathi Gupta: (1983) आधुनिक पश्चिम का उदय, नईदिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय*
- *Parthsarathi Gupta: (1983) युरोप का इतिहास , नईदिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय*
- *James Jole: युरोप 1870 से, नईदिल्ली हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय*
- *Parthsarathi Gupta: ब्रिटेन का इतिहास, नई दिल्ली, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय*
- *Banarasi Prasad Saxena: अमरीका का इतिहास, नई दिल्ली, हिन्दी 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 sufi 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*

- A.L. Srivastava: *Delhi Sultanate (English or Hindi Version)*, Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- A.L. Srivastava : *The Mughal Empire (English or Hindi Version)*, Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- 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)
- Babasaheb Purandare: *Raja Shivchattrapati, Vol. I & II*, Purandare Prakashan, 2020
- G.H. Ojha: *Rajputane Ka Itihas, (Hindi) Vaidik Yantralaya, Ajmer, 1927*
- G.N Sharma: *Mewar and the Mughal Emperors*, Shiv Lal Agarwal, Agra, 1962
- Herman Kulke (ed.) *The State in India (1000-1700)*, OUP, 1995
- Ishwari Prasad : *Medieval India (English or Hindi version) 4th ed.*, Digitized 2006
- J.N Sarkar: *Life and Times of Shivaji*, Orient Blackswan Pvt. Ltd., New Delhi, 2010
- K.A. Nilkantha Shastri: *A History of South India*, Oxford, 1997
- K.N Chitnis: *Socio- Economic History of Medieval India*, Atlantic Publishers, 2018
- Majumdar, Raychaudhary & Dutta : *An Advanced History of India*, Laxmi Publications, 2016
- Mohammad Habib and K.A. Nizami, ed. : *Comprehensive History of India, Vol. V, The Delhi Sultanate*, PPH, 1992
- N.N Acharya: *The History of Medieval Assam from 13th to 17th centuries*, Omsons Publications, 2003
- 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.K Bhardwaj, *Hemu: Life and times of Hemchandra Vikramaditya*, Hope India Publications, Gurgaon, 2004
- 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
- Simon Digby, *War Horses and Elephants in the Delhi Sultanate*. OUP, 1971
- V.S Bhargava: *Marwar and the Mughal Emperors*, Munshiram Manoharlal, 1966
- Rekha Pande: *Religious Movements in Medieval India*, Gyan Publishing House, 2005
- Satish Chandra: *Uttar Mughal Kalin Bharat Ka Itihas*, Minakshi Prakashan, 1974
- Dr. Satish Chandra Mittal: *मुस्लिम शासक तथा भारतीय जन समाज*, Suruchi Prakashan, 2014

- *Dr. Satish Chandra Mittal: भारत का संक्षिप्त* □□□□□□, *Suruchi Prakashan, 2014*
- *Aashirwaadi Lal Shrivastav: □□□□ □□□□ □□ □□□□□□ 1000 □□ 1707, Shiv Lal Agarwal & Co., 2014*
- *Awadh Bihari Pandey: □□□□□ □□□□□□□□□□ □□□□, Central Book Depot, Allahabad, 1985*
- *Awadh Bihari Pandey: □□□□□ □□□□□□□□□□ □□□□, Central Book Depot, Allahabad, 1983*
- *Aashirwadi Lal Shrivastav: □□□□□□□□□□ □□□□□□ □□□□□□□□□□*

## Paper VIII

### History of Modern World (1919- 1945)

**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*

- *Barzun Jacques from Dawn to Decandence 500 years of western Cultural life : 1500-present New York, Harper Collins 2001*
- *Benns F. Lee : Europe Since 1914*
- *Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.*
- *Carsten. F.L (1982) : The Rise of Fascism University of California Press*
- *Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co. Vol I and II*
- *Contemporary History of the World by Edwin Augustus Grosvenor*
- *Crawley C.W (1965) The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830. Cambridge University Press.*
- *Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House*
- *Doenecke Justus D. Stoler Mark A (2005). Debating Franklin D roosevelt's Foreign Policies. 1933-1945 Rowman & Little field*
- *Dunan Marcel Larousse: Encyclopedia of Modern History from 1500 to the Present day, New York Harper & Row, 1964.*
- *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)*
- *Gaddis John Lewis (1972) The UNITED States and the Origins of the Cold War, 1941-1947 Columbia University Press*
- *Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899*
- *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 18<sup>th</sup> Century
- III. Rise of Hyderabad and Mysore in the 18<sup>th</sup> 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 Company 170- 1813 (From ring fence to Subordinate isolation)
- IV. Territorial Expansion of East India Company 1813-1856

#### 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 19<sup>th</sup> 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:*

- A.C Banerjee : *The New History of modern India (1707-1947)*
- 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 : *साम्राज्यवाद और भारत का आजादी*
- Kesvan Veluthat : *Political Structure of Early Medieval South India*
- Lal, Sunder : *साम्राज्यवाद और भारत का आजादी*
- M. Athar Ali : *Mughal Nobility under Aurangzeb*
- M.S Jain : *साम्राज्यवाद और भारत का आजादी*
- Mishra, B.B : *Administrative History of modern India*
- Mittal, S.C. : *साम्राज्यवाद और भारत का आजादी*
- 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* : □□□□□□ □□□□
- *Satish Chandra*: □□□□□ □□□□ □□□□□ □□□□
- *Sen Sunil K.* : *Agrarian Relations in India, 1793-1947*
- *Shukla R.L.* : □□□□□□ □□□□ □□ □□□□□□
- *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 under graduate 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

- I. Idea of Swadeshi, Swadeshi Movement & Congress Split at Surat & British response to the Swadeshi Movement.
- 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*
- *K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.*
- *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: □□□□ □□ □□□□□□ □□□□□□□□*
- *Vallabh Bhai Patel: Correspondence, Writings and Speeches*
- *Satya Rai: □□□□ □□ □□□□□□□□□□ □□ □□□□□□□□□□*
- *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: □□□□□□ □□□□*
- *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 Regional inequality
- 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:

- I. India's Foreign Policy in the Nehru (1947-1964) & post Nehru (1964-2000) period, challenges and responses.
- 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 : □□□□□□□□ □□□□*
- *Bipin Chandra Pal: Essay on Contemporary India,*
- *Bipin Chandra Pal: India's Struggle for Independence*
- *Chahal, S.K.: Dalits Patronized*
- *D.R. Gadgil: Policy Making in India*
- *Davies, H.A.: Outline History of the World*
- *Desai, A.R.: □□□□ □□ □□□□□□ □□□□□□*
- *Fisher, H.A.L: A History of Europe*
- *Gaur, Madan, India: 40 Years after Independence*
- *Guha, Ranjit (ed.), Subaltern Studies, Vol. I-XI*
- *Hasan, Mushirul, India's Partition: Process, Strategy and Mobilization*
- *Henderson, O.P., The Industrial Revolution on the Continent*
- *Hill, Christopher, From Reformation to Industrial Revolution*
- *Hinsely, F.H. (ed.), Modern History: Material Progress and World Wide Problems*
- *Jaisingh, Hari, India and Non-Aligned World: Search for A New Order*
- *Joll, James, Europe Since 1870: An International History*

- *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, Vallabhbai, 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.): □□□□□□ □□□□ □□ □□□□□□*
- *Srinivas, M.N.: Social Change in Modern India*
- *Starvrianes, L.S.: The World Science 1500*
- *Tara Chand: History of the Freedom Movement in India, Vol. IV*
- *Taylor, A.J.P: The Origins of the Second World War*
- *Thompson, David: Europe Since Napoleon*
- *V.P. Menon: The Story of Integration of the Indian States*
- *Vajpeyee, J.N.: □□□□□□ □□□□ □□ □□□□□□*
- *Yadav, Rajbir: □□□□ □□ □□□□□□ □□□□*

## 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
- III. Fairs: Religious, Folk, Animal, Monsoon; Some Major Fairs of India: Kumbha Mela, Pushkar Mela, Baisakhi, The Urs of Ajmer, Rath Yatra, Gangaur, Hemis-Gompa.
- 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.
- IV. Some important Monuments of India Shore Temple (Mahabalipuram), Ajanta-Ellora, Bhimbetka, Sarnath, Nalanda, Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Chittorgarh Fort & Kirti Stambh, Gwalior Fort & Data bandi Chhod fort, Taj mahal, Golden Temple, Red fort, Amber fort, Hazratbal, Edakkal caves and Pattadakal.

##### *Suggested Readings:*

- *K.T Achaya, Indian food: A Historical Companion, oxford University Press, 1998.*
- *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*
- *Sachin Shekhar Biswas: Protecting the Cultural Heritage (National Legislation and International Convention, Aryan Books International, 1999.*
- *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*
- *Bhanu Shankar Mehta: Ramlila Varied Respective , B.R Publishing Corporation, 2011*
- *S.Narayan: Indian Classical Dances, Shubhi Publications, 2005.s*
- *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. Thapiyal , S. Shukla : Sindhu Sabhyataien, Luckhnow,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.
- II. National Identity and Japan's Meiji Restoration, 1868-1894.
- 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.
- II. Chinese search for identity 1930-1947.
- III. Age of Chinese domination 1947-1990.
- 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:*

- Azad, Abul Kalam (1988). *India Wins Freedom: The Complete Version*. Madras and Hyderabad: Orient Longman.
- Bagchi, A.K. (1982). *The Political Economy of Underdevelopment*. Cambridge: Cambridge University Press.
- Bhagavan, Manu (2010). *A new hope: India, the UNITED Nations and the making of the universal declaration of human rights*. *Modern Asian Studies*, vol. 44, No. 2, pp. 311-347.
- Chowdhury, Anis (2009). *Microfinance as a poverty reduction tool—a critical assessment*.
  - Working Paper, No. 89 (ST/ESA/2009/DWP/89). New York: UNITED Nations Department of Economic and Social Affairs.
- Cumings, Bruce (1984). *The legacy of Japanese imperialism in Korea*. In *The Japanese Colonial Empire, 1895-1945*, Ramon H. Myers and Mark R. Peattie, eds. Princeton, New Jersey: Princeton University Press.
- Feeny, David (1982). *The Political Economy of Productivity: Thai Agricultural Development, 1880-1975*. Vancouver: University of British Columbia.
- Hasan, Pervez (2008). *Pakistan*. In *Handbook on the South Asian Economies*, Anis Chowdhury and Wahiduddin Mahmud, eds. London: Edward Elgar.
- Ingram, James C. (1971). *Economic Change in Thailand 1850-1970*. Stanford: Stanford University Press.
- Jolly, Richard, and others (2004). *UN Contributions to Development Thinking and Practice*. Bloomington, Indiana: Indiana University Press.
- Manarungsan, S. (1989). *Economic Development of Thailand 1850-1950, Response to the Challenge of the World Economy*. Bangkok: Institute of Asian Studies.
- Myers, Ramon H., and Mark R. Peattie, eds. (1984). *The Japanese Colonial Empire, 1895-1945*. Princeton, New Jersey: Princeton University Press.
- Robinson, E.A.G., and Keith Griffin, eds. (1974). *The Economic Development of Bangladesh within a Socialist Framework: Proceedings of a Conference by International Economic Association*. London: Macmillan.
- Sapir, Jacques (1996). *Inflation and transition: from Soviet experience to Russian reality*. In *Financial Fragility, Debt and Economic Reforms*, Sunanda Sen, ed. London: Macmillan.
- Simmons, Colin (1985). "De-industrialization", *industrialization and the Indian economy, c. 1850-1947*. *Modern Asian Studies*, vol. 19, No. 3, pp. 593-622.
- Wightman, David (1963). *Toward Economic Co-operation in Asia: The UNITED Nations Economic Commission for Asia and the Far East*. New Haven, Connecticut: Yale University Press for the Carnegie Endowment for International Peace.

- *Yong, Tan Tai (2005). The Garrison State: Military, Government and Society in Colonial Punjab, 1849-1947. New Delhi: Sage.*
- *R.K.Pruthi, Deepa Bhandari: Adhunik Asia ka Itihas (2017) Arjun Publishing House, New Delhi.*
- *Dhanpati Pandey, Motilal Banarasidas : Adhunik Asia ka Itihas (1997). Publication, Varanasi.*
- *Herald M. Vinake, Translated by Kumari Mishla Mishra : Purva Asia Ka Adhunik Itihas (1994), , Uttar Pradesh Hindi Sansthan, Lucknow.*
- *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.
- IV. Changing dimensions of communication in modern times. Basic Knowledge of new means of communication: Telephone/ phonograph/ radio/ television/fax/ mobile /computer/internet/ digital.

#### 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

- I. History of the Communication in India: Narad, Krishana, Buddha, Shankar, Vivekananda and Gandhi.
- II. Literature as communicators in India: Myth and legends, Natyashastra, Meghdoot, Panchtantra, Gurugranth Sahib, Ramcharita Manas.
- III. Live examples of Visual arts in India: Bhatti chitra, Rock Art and Potteries.
- IV. Visual art Literature: Chitrasutra in Vishnudhamottra Purana, Rasik Priya, Bihari Satsai.

## 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
- H. Zimmer: *Myth and Symbolism in Indian Art and civilization*, Princeton Press, New Zersey
- J Severin Werner and James W Tankard Jr: *Communication Theories Origin Method, Uses*. Longman Pub. 1988
- Kapila Vatsyayan: *Traditional Indian Theatre, Multiple Streams, 2005* , □□□□□□□□ □□□□□□ □□□□□□ □□□□□□, NBT New Delhi
- Mason Bim: *Street Theater and other outdoor Performance*, knowledge, 1992
- Muley Gunakar: □□□□□ □□□ , Rajkamal 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
- Somnath Chakravartey: *Interpreting Rock Art in India, A holistic and Cognitive Approach: XXIII Valcamonica Symposium, 2009*

- *Sukumar Das: The Book Industry in India: Context, Challenges and Strategy, The Federation of publishers and Book Dwellers Association in India, 2004*
- *Sunjaya Jain- ગુજરાતી પુસ્તક પ્રકાશન સંસ્થા, કાનિકા પ્રકાશન, વારોદરા*
- *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- 1840-1860; 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:*

- *Bernard Bailyn, The Great Republic. Bernard Bailyn, The Ideological Origins of the American Revolution.*
- *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.*
- *Eric Foner, America's Black Past. John Hope Franklin, From Slavery to Freedom.*
- *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.*
- *Federick Jackson Turner, The Frontier in American History. Robert Wiebe, The Search for Order.*
- *Lee Benson, The Concept of Jackson Democracy. Ray A. Billington, Westward Expansion.*
- *Paul Boyer, Harvard Sitkoff, Nancy Woloch, The Enduring Vision: A History of the American*
- *Thomas Cochran, The Inner Revolution. A. O. Craven, The Growth of Southern Nationalism, 1848 - 1861. Lance E. Davis (ed.), American Economic Growth.*
- *Carl N. Degler, At Odds: Women and Family in America from the Revolution to the Present.*
- *Fogel and Engerman? Time on the Cross-. Lewis L. Gould (ed.), The Progressive Era. John D. Hicks, The Federal Union: A History of USA Since 1865. R.P. Kaushik, Significant Themes in American History.*

## 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:

Black Movements: Booker T. Washington, W.E.B. Dubois; NAACP and Marcus Garvey.

## 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.*
- *Bernard Bailyn, The Ideological Origins of the American Revolution.*
- *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. U. Faulkner, American Economic History.*
- *Robert Fogel, Railroads and American Economic Growth.*
- *Eric Foner, America's Black Past. John Hope Franklin, From Slavery to Freedom.*
- *Gerald N. Grobb and Geogre A. Billias, Interpretations of American History: Patterns and Prespectives, 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, TheCivil War and Reconstruction. J. G. Randall and David Donald, The Civil War and Recontruction. Kenneth Stampp, The Peculiar Institution, Slavery in the Ante-bellum South.*
- *Charles Sellers, Henry May and Neil McMillen, A Synopsis of American History; 2 Vols. Donald Shihan, The Making of American History: The Emergence of the Nation, Vols. I & II.*
- *Dwijendra Tripathi and S.C. Tiwari, Themes and Prespectives in American History. James Weinstein, The Corporate Ideal in the Liberal state.*

## Paper III

### 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:*

- *E.H. Carr: A History of Soviet Russia, 4 Volumes (1952).*
- *Stephen F. Cohen: Bukharin and the Bolshevik Revolution: A Political Biography, 1888 - 1938 (1973).*
- *Isaac Deutscher: Stalin (1949). Maurice Dobb: Soviet Economic Development Since 1917 (1972).*
- *Marc Ferro: The Russian Revolution of February 1917 (1972).*
- *Sheila Fitzpatrick: Cultural Revolution in Soviet Russia (1978).*
- *Arch Getty: The Origins of the Great Purges (1985).*
- *Graeme Gill: Peasants and Government in the Russian Revolution (1979).*
- *John Keep: The Last of the Empires: a History of the Soviet Union, 1945 - 1991 (1995).*
- *John Keep: The Russian Revolution: A Study in Mass Mobilization (1976).*
- *A. Kollontai: Selected Writings.*
- *Moshe Levin: The Making of the Soviet System (1985).*
- *Roy & Zhores Medvedev: Khrushchev: The Years in Power (1977).*
- *Alec Nove: An Economic History of the USSR (1993).*
- *Richard Pipes: Russia of the Old Regime.*
- *L.Szamuely: First Models of Socialist Economic Systems.*

- *Trotsky: The History of the Russian Revolution (translated by Max Eastman) (1959).*
- *A.B. Ulam: Expansion and Coexistence: A History of Soviet Foreign Policy, 1917 û 67 (1968).*
- *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: 1945-56Industrial 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*

- *E.H. Carr: A History of Soviet Russia, 4 Volumes (1952).*
- *Stephen F. Cohen: Bukharin and the Bolshevik Revolution: A Political Biography, 1888 û 1938 (1973).*
- *Isaac Deutscher: Stalin (1949). Maurice Dobb: Soviet Economic Development Since 1917 (1972).*
- *Marc Ferro: The Russian Revolution of February 1917 (1972).*
- *Sheila Fitzpatrick: Cultural Revolution in Soviet Russia (1978).*
- *Arch Getty: The Origins of the Great Purges (1985). Graeme Gill: Peasants and Government in the Russian Revolution (1979).*
- *John Keep: The Last of the Empires: A History of the Soviet Union, 1945 - 1991 (1995). John Keep: The Russian Revolution: A Study in Mass Mobilization (1976).*
- *Kollontai: Selected Writings. Moshe Levin: The Making of the Soviet System (1985).*
- *Roy & Zhores Medvedev: Khrushchev: The Years in Power (1977).*
- *Alec Nove: An Economic History of the USSR (1993).*
- *Richard Pipes: Russia of the Old Regime.*
- *L.Szamuely: First Models of Socialist Economic Systems.*

- *Trotsky: The History of the Russian Revolution (translated by Max Eastman) (1959).*
- *A.B. Ulam: Expansion and Coexistence: A History of Soviet Foreign Policy, 1917 - 67 (1968).* *K. Vaidyanathan: The Formation of the Soviet Control Asian Nationalities.*

## 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*

- *Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI (1989), relevant sections only.*
- *Ralph Austen, African Economic History.*
- *Leslie Bethell (ed.), Cambridge History of Latin America, 10 Vols. (1984-95), relevant Chapters.*
- *A.A. Boahen (ed.), UNESCO General History of Africa, Vol. VII (1985), relevant sections only.*
- *Michael Crowder (ed.), Cambridge History of Africa, Vol. VIII (1984) Basil Davidson, Africa in Modern History (1978) 36 E. Flint (ed.), Cambridge History of Africa, Vol. V (1976), relevant sections only.*
- *Charles Gibson Frank, Capitalism and Underdevelopment in Latin America (1969).*
- *Andre Gunder Frank, Capitalism and Underdevelopment in Latin America (1969).*
- *A.G. Hopkins, An Economic History of West Africa.*
- *A. Mazrui (ed.), UNESCO General History of Africa Vol. VIII (1993), relevant sections only.*
- *Rodolfo Stavenhagen, Agrarian Problems and Peasant Movements in Latin America (1970). Bob Sutcliffe and Roger Owen (eds.), Studies in the Theory of Imperialism (1972).*
- *Rene Tana and Nicolas Spadacini (ed.), Amerindian Images and the Legacy of Columbus (1992).*
- *A.J. Temu and B.Swai (eds.), Historians and Africanist History: A Critique (1981).*
- *Jan Vansina, Paths in the Rainforest - Toward a History of Political Tradition in Equatorial Africa (1990).*
- *Nathan Wachtel, The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes (1977).*
- *John Womack, Zapata and the Mexican Revolution (1972).*
- *Martinez Alier, Haciendas, Plantations and Collective Farms (1977).*
- *Hugo Blanco, Land or Death: The Peasant Struggles in Peru (1972).*
- *Donald Crummy (ed.), Banditry, Rebellion and Social Protest in Africa (1986).*
- *Johannes Fabian, Language and Colonial Power: The Appropriation of Swahili in the Former Belgian Congo, 1880 - 1938 (1989). Nancy Fariss, Maya Society under Colonial Rule (1984).*
- *Bill Freund, The Making of Contemporary Africa (1984).*
- *Bill Freund, The African Worker (1989). Celso Furtado, The Economic Development of Latin America (1973).*
- *Andre Gunder Frank, Lumpen Bourgeoisie, Lumpen Development (1972).*

- *Karen Spalding Huarachiri, An Andean Society under Inca and Spanish Rule (1984).*
- *Gerrit Huizer, Peasant Rebellion in Latin America (1973).*
- *Hill (ed.), Rethinking History and Myth: Indigenous South American Perspectives on the Past (1998).*
- *Bernard Magubane, Political Economy of Race and Class in South Africa (1979).*
- *A.D. Robert (ed.), Cambridge History of Africa, Vol. VII (1986).*
- *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.*
- *Oliver and G.N. Sanderson (ed.), Cambridge History of Africa, Vol. VI (1985), relevant sections only.*
- *Paul Sweezy and Harry Magdoff, Revolutions and Counter-Revolution in Chile (1974).*
- *E.F. Penrose (ed.), European Imperialism and the Partition of Africa (1975).*
- *Michael T. Taussig, The Devil and Commodity Fetishism in South America (1980).*
- *Robert Vicar Turrel, Capital and Labour on the Kimberley Diamond Fields, 1871 - 90 (1989).*
- *Megan Vaughan, The Story of an African Famine: Gender and Famine in Twentieth Century Malawi (1989).*
- *Eric van Young, Hacienda and Markets in 18th Century Mexico: The Rural Economy of the Guadalajara Region, 1675 - 1820 (1981).*

## 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:*

- *F. Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI, 1989, relevant sections only.*
- *Ralph Austen, African Economic History.*
- *Leslie Bethell, ed., Cambridge History of Latin America, 10 Vols. 1984-95, relevant chapters.*
- *A.A. Boahen, ed., Cambridge History of Latin America, 10 Vol. VII, 1985, relevant sections only.*
- *Michael Crowder, ed., Cambridge History of Africa, Vol. VIII, 1984*
- *Basil Davidson, Africa in Modern History (1978)*
- *E. Flint (ed.), Cambridge History of Africa, Vol. V, 1976, relevant sections only.*
- *Charles Gibson, The Aztecs under Spanish Rule, 1964.*
- *Andre Gunder Frank, Capitalism and Underdevelopment in Latin America, 1969.*
- *A.G. Hopkins, An Economic History of West Africa. A. Mazrui (ed.), UNESCO General History of Africa, Vol. VIII, 1993, relevant sections only.*
- *Rudolfo Stavenhagen, Agrarian Problems and Peasant Movements in Latin America, 1970.*
- *Bob Sutcliffe and Roger Owen, eds., Studies in the Theory of Imperialism, 1972.*
- *Rene Tana and Nicolas Spadacini, ed., Amerindian Images and the Legacy of Columbus (1992).*
- *A.J. Temu and B. Swai, eds., Historians and Africanist History: A Critique, 1981.*
- *Jan Vansina, Paths in the Rainforest û Toward a History of Political Tradition in Equatorial Africa, 1990.*
- *Nathan Wachtel, The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes, 1977. John Womack, Zapata and the Mexican Revolution, 1972.*
- *Martinez Alier, Haciendas, Plantations and Collective Farms (1977).*
- *Hugo Blanco, Land or Death: The Peasant Struggles in Peru (1972).*
- *Donald Crummy (ed.), Banditry, Rebellion and Social Protest in Africa (1986).*
- *Johannes Fabian, Language and Colonial Power: The Appropriation of Swahili in the Former Belgian Congo, 1880 û 1938 (1989).*
- *Nancy Fariss, Maya Society under Colonial Rule (1984).*
- *Bill Freund, The Making of Contemporary Africa (1984).*
- *Bill Freund, The African Worker (1989). Celso Furtado, The Economic Development of Latin America (1973).*
- *Andre Gunder Frank, Lumpen Bourgeoisie, Lumpen Development (1972).*
- *Karen Spalding Huarachiri, An Andean Society under Inca and Spanish Rule (1984).*
- *Gerrit Huizer, Peasant Rebellion in Latin America (1973).*
- *Hill (ed.), Rethinking History and Myth: Indigenous South American Perspectives on the Past (1998). Bernard Magubane, Political Economy of Race and Class in South Africa (1979).*

- *A.D. Robert (ed.), Cambridge History of Africa, Vol. VII (1986).*
- *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.*
- *Oliver and G.N. Sanderson (ed.), Cambridge History of Africa, Vol. VI (1985), relevant sections only. Paul Sweezy and Harry Magdoff, Revolutions and Counter Revolution in Chile (1974).*
- *40 E.F. Penrose (ed.), European Imperialism and the Partition of Africa (1975).*
- *Michael T. Taussig, The Devil and Commodity Fetishism in South America (1980).*
- *Robert Vicar Turrel, Capital and Labour on the Kimberley Diamond Fields, 1871 - 1890 (1989).*
- *Megan Vaughan, The Story of an African Famine: Gender and Famine in Twentieth Century Malawi (1989). Eric van Young, Hacienda and Markets in 18th Century Mexico: The Rural Economy of the Guadalajara Region, 1675 - 1820 (1981).*

## Paper VII

### History of South East Asia- The 19<sup>th</sup> 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:*

- *B. Anderson: Imagined Communities. H. Benda: The Crescent and the Rising Sun. Furnivall: Colonialism and the Plural Society.*
- *G. Hart, ed., Agrarian Transformations: Local Processes and the State in South- East Asia. J. Kemp, ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models.*
- *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).*
- *Charles F. Keys, The Golden Peninsula. Daniel S. Lev and Ruth T. McVey, eds., Making Indonesia û Essays on Modern Indonesia.*
- *Victor Purcell, The Chinese in Southeast Asia. Tongchai Winichakul; Siam Mapped. 42*

## Paper VIII

### History of South East Asia- The 20<sup>h</sup> Century

**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.
- II. Radicalism and the Origins of the Vietnamese Revolution, 1920- 1946.
- III. Indonesian Revolution, 1945-1949.

#### UNIT III Emergence of Modern Nations and States

- I. The Union of Burma (Myanmar), 1948-1962.
- II. Indonesia, the Sukarno Era, 1949-1965.
- III. Cambodia under Norodom Sihanouk, 1955-1970.

#### *Suggested readings:*

- *B. Anderson, Imagined CommUNITies.*
- *H. Benda, The Crescent and the Rising Sun. Furnivall, Colonialism and the Plural Society. G. Hart, ed., Agrarian Transformations: Local Processes and the State in South-east Asia.*
- *J. Kemp ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast.*
- *Asian Models. 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.*
- *Charles F. Keys: The Golden Peninsula.*
- *Daniel S. Lev and Ruth T. McVey eds., Making Indonesia û Essays on Modern Indonesia.*
- *Victor Purcell, The Chinese in Southeast Asia.*
- *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

- George Allen, *A Short Economic History of Japan*. Jean Chesneaux, et al, *China from Opium War to 1911 Revolution*.
- 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*
- Y. Immanuel Hsu, *The Rise of Modern China*. Chalmers A Johnson, *Peasant Nationalism and Communist Power: The Emergence of Red China, 1937 - 1945*.
- Nathaniel Peffer, *The Far East: A Modern History*.
- Victor Purcell, *The Boxer Uprising: A Background Study*. Kenneth B. Pyle, *The Making of Modern Japan*. Franz Schuramann and Orville Schell (eds.), *China Readings, 2 Volumes (Imperial China, and Republican China)*.
- Benjamin I. Schwartz, *Mao and the Rise of Chinese Communism*.
- Hu Sheng, *Imperialism and Chinese Politics*.
- 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*.
- George M. Beckmann, *The Making of the Meiji Constitution*. Lucien Bianco, *Origins of the Chinese Revolution, 1915 -1949*. Jean Chesneaux, *Peasant Revolts in China, 1840 û 1949*.
- Tan Chung, *China and the Brave New World: A Study of the Origins of the Opium War, 1840 û 42*.
- Wolfgang Franke, *A Century of Chinese Revolution*. John W. Hall, *Japan From Prehistory to Modern Times. History of Modern China Series: The Opium War, The Taiping Revolution, The Reform Movement (1898)*. M.B. Jansen, *Japan and China: From War to Peace, 1894 û 1972*.
- Franz Michael, *The Taiping Rebellion*. Harold Z. Schiffrin, *Sun Yat-Sen and the Origin of the Chinese Revolution*. Ssu Yu-teng and John K. Fairbank, *China's Response to the West*.
- *The Yi Ho Tuan Movement, The Revolution of 1911 (all published by Foreign Language Press, Beijing)*.

## Paper X

### 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 Bakufu 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:*

- George Allen, *A Short Economic History of Japan*. G. Beasley, *The Modern History of Japan*.
- John K. Fairbank, et al., *East Asia: Modern Transformation* Mikiso Hane, *Modern Japan: A Historical Survey*. Y. Immanuel Hsu, *The Rise of Modern China*. Jon Livingstone, et. al.,
- *The Japan Reader (Imperial Japan : 1800 - 1945)*, Vol. I E.H. Norman, *Japan's Emergence as a Modern State*. Nathaniel Peffer, *The Far East: A Modern History*.
- Kenneth B. Pyle, *The Making of Modern Japan*. 46 Chow Tse Tung, *The May Fourth Movement: Intellectual Revolution in Modern, China. 1913*.
- Michael J. Seth, *A concise history of Modern Korea*, Rowman and Littlefield, 2009
- Nathaniel Peffer, *The Far East: A Modern History*. Ann Arbor: University of Michigan Press, 1958.

- *Bruce Cummings, Korea's place in the Sun: Modern History, W.W.Norton and Co., 1992*
- *Ramon H. Mayers and Mark R. Peattie(ed), The Japanese Colonial Empire, 1895-1945, Princeton: Princeton University Press, 1984*

## Generic Elective

### Paper I

#### Environmental Issues in India

**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:*

- A. Roseneranz, S. Divan and M.I. Noble : *Environmental law and Policy in india: cases, material and statutes*, Oxford University Press, 2002
- Agrawal Anil, edited: *The State of India's Environment, The Second citizen Report*, Delhi, 1985
- Anupam Mishra: *अभी भी खरे है तालाब, गांधी शांति प्रतिष्ठान*, 1993
- Arnold David and Ramchandra Guha Ed. : *Nature, Culture and Imperialism: Essay on Environmental History of South Asia*, New Delhi, 1995
- Baviskar Amita edited: *Contested Grounds: essays on nature, Culture and Power*, New Delhi, 2008
- Kiran B. Chhokar: *Understanding Environment*, Sage Publication, 2004.
- 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
- S.P Misra ed. *Essential Environmental Studies*, Ane Books, New Delhi, 2008

- *Vandana Shiva: Staying Alive, Women, Ecology and Development, London, 1989*
- *World Commission on Environment and Development 1987, Our common future, Oxford University press, U.S.A*
- *Worster ed. : The End of Earth: Perspective of Modern Environmental History, New York, 1988.*

## Paper II

### 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:*

- *E.H Carr: What is History, Penguin, 2008*
- *Marc Bloch, The Historian's Craft (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992*
- *E. Sreedharan, A Text book of Historiography 500 BC to AD 2000, Orient Longman, 2004*
- *Arthur Marwick, New Nature of History: Knowledge, Evidence and Language (Chapter V: The Historian at Work: Forget 'Facts', Foreground Sources), Lyceum Books Incorporated, 2001.*
- *Arthur Marwick, The Nature of History (Chapter IV: History, Science and Social Science), London: Macmillan, 1989.*
- *Thomson, D. Renier, G.J : The Aims of History (London: James and Hudson, 1969); History: Its Purpose and Methods ( London: George Allen & Unwin, 1950*
- *Postan, M.M: Fact and Relevance: Essay on Historical Method: Cambridge university, Press, 1971*
- *Hockett, H.C: The Critical Method in Historical Reseach and Writing (New York: Macmillan, 1966)*
- *Ali B. Sheikh: History: Its Theory and Method, Macmillan India Limited, New Delhi, 1978.*
- *Bajaj Satish K: Reseach Methodolgy in History, new Delhi, 2000*
- *Vinay Mohan Sharma: Shodh Pravidhi, national Publishing House, Delhi, 1973.*
- *Kumar Ranjit: Research Methodology: A step by step guide for beginners, Sage Publication, 2004.*
- *Kothari, C.R. Research Methodology; Methods and Techniques, New Age International, 2004.*



## 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

- I. Government of India Act, 1935.
- 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:*

- *Gadgil: Planning and Economic Policy in India, Poona, 1961.*
- *Mukerjee: CommUNITY Development of India, Bombay, 1961.*
- *K.P. Mishra Edited: Readings in Indian Foreign Policy, Delhi, 1969.*
- *Karunakaran, K.P.: India in World Affairs (1947-50), London, 1958.*
- *Morris Jones, W.H.: Government and Politics of India, London, 1964.*
- *H.V. Hodson (ed.): The Great Divide: Britain, India, Pakistan, London, 1986.*
- *C.H. Philips (ed.): Transfer of power*
- *Paul Brass: The Politics of India since Independence, The Cambridge,History of India, Vol. IV-1, U.K. 1976.*
- *R.P. Dutt: India Today, 1949.*
- *Durgadas: India: From Curzon to Nehru and After, Delhi, 2004.*
- *B.K.Sharma: Samsamyik Bharat (In Hindi), Jaipur, 2007.*
- *Bipin Chandra: Samkaalin Bharat (In Hindi), N. Delhi, 2011.*
- *Granville Austin: Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011.*
- *Francine Frankel: India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.*
- *Paul Brass: The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.*
- *Ram Chandra Guha: India after Gandhi: The History of the World's Largest Democracy, NewDelhi: Picador, 2007*
- *Bipan Chandra, et al (ed): India after Independence, New Delhi: Penguin Books, 1999*
- *Appadurai: Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979.*
- *Rajni Kothari: Politics in India, New Delhi: Orient Longman, 1970.*
- *Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.*
- *Sunil Khilnani : The Idea of India, Penguin Books, New Delhi, 2004.*

## 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.

#### UNIT VII The Medieval & Modern history of ancient remains: The Ashokan Pillar, Delhi-Meerut & Delhi-Topra Pillars & the worship of ancient images in modern village shrines.

#### *Suggested Readings*

- A.K. Grover & P.L. Balkiwal, "River migration and the floods-A study of Yamuna River through remote sensing" *Man & Environment*, 9(1985) PP.151-153.
- A.K. Sharma, *Prehistoric Delhi & Its Neighbourhood*, New Delhi, 1993.
- Upeinder Singh, *Ancient Delhi*, New Delhi, 1999, PP 1-20.
- B.R. Mani: *Delhi: The thresh hold of the Orient*, *Studies in Archaeological Excavations*, New Delhi, 1997.
- R.C. Thakran, "Protohistoric archaeological remains in the Union Territory of Delhi", *Proceedings of the Indian History Congress, Calcutta Session, 199* 800-806.
- *Indian Archaeology: A Review, 1954-55, PP 13-14, 1969- 70, PP4-6, 1970-71, PP8-11.*

- *M.C. Joshi & B.M. Pande, "A newly discovered Inscription of Ashoka at Bahapur Delhi" Journal of the Royal Asiatic Society of Great Britain & Ireland, 1967, parts 3-4.*
- *M.C. Joshi ed. King Chandra & the Mehrauli Pillar, Merrut, 1989.*
- *B.R. Mani, Excavations at Lalkot, 1991 & further explorations in Delhi, 1991, Puratava, No.22, 1991-2, pp 75-77. Y.D. Sharma, Delhi and its neighbourhood, New Delhi, ASI, 1990, pp1-2,8-11. 51*

## 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*
- *Burton Page, Delhi: "History, Monuments "IN Encyclopedia of Islam, Second Edition, 1956, PP, 255-66 Ebba Koch, "The Delhi of the Mughals prior to Shajahanabad as reflected in the pattern of Imperial visits" IN Ebba Koch, Ed Mughal Art & Imperial Ideology, Delhi, OUP, 2001.*
- *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*
- *Sunil Kumar, "Qutab & Modern Memory" in Sunil Kumar, Ed, The Present in Delhi's Past, Delhi, The Three Essays Press, 2002, PP1-6*
- *Francois Bernier, Travels in the Mughal Empire, AD, 1656-68, Delhi, OUP, 1989,*
- *Shama Mitra Chenoy, Shahjahanabad: A City of Delhi: 1638- 1857, Delhi, 1998*

## 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 III The Revolution of 1857 & its aftermath in the life of Delhi of 1857: An overview

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*

- Pavan Verma, *Ghalib, the Man, His Times*, Penguin, 1989.
- 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:*

- *E.J. Hobsbawm, The Age of Extremes, 1914 – 1991, New York: Vintage, 1996*
- *Carter V. Findley and John Rothay, Twentieth-Century World. Boston: Houghton-Mifflin, 5th ed. 2003*
- *Norman Lowe, Mastering Modern World History, and London: Palgrave Macmillan, 1997.*
- *Mark Mazower, The Balkans: A Short History [especially chap. 4], New York: Modern Library, 2000: paperback, 2002 Basil Davidson,*
- *Modern Africa: A Social and Political History, 3d edn. London / New Jersey: Addison – Wesley, 1995*
- *I Rigoberta Menchu, An India Woman in Guatemala [Memoir of 1992 Nobel Peace Prize Winner, London: Verso. 1987 {Hindi translation available}*
- *Jonathan Spence, The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895 – 1980, Penguin, 1982*

## 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

#### UNITIV 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 Layton, R. P. Stone and J. Thomas. Destruction and Conservation of Cultural Property. London: Rutledge, 2001*
- *Lahiri, N. Marshaling the Past - Ancient India and its Modern Histories. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.*
- *S.S. Biswas, Protecting the Cultural Heritage (National Legislations and International Conventions). New Delhi: INTACH, 1999.*
- *Acts, Charters and Conventions are available on the UNESCO and ASI websites ([www.unesco.org](http://www.unesco.org); [www.asi.nic.in](http://www.asi.nic.in))*



- *Agrawal, O.P., Essentials of Conservation and Museology, Delhi, 2006*  
*Chainani, S. 2007. Heritage and Environment. Mumbai: Urban Design Research Institute, 2007*

## 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, Chattris.
- 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*
- *Coomarswamy A.K: Transfoormation of nature in Art, Dover Pub. 1956, Reprint1995*
- *Fergusson, J: History of Indian and Eastern Architecture, Delhi 1999.*
- *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*
- *R.S Gupta: Iconography of Hindu, Buddhist and Jain, Advent Book, New Delhi, 1980*
- *Rowland, B: Art and Architecture of India, Harmondswarth, 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:*

- *Saloni Mathur : India by Design : Colonial History and Cultural Display, University of California, 2007.*
- *Sengupta, S. : Experiencing History Through Archives, Delhi : Munshiram Manoharlal, 2004.*
- *Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004.*
- *Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973.*
- *Choudhary, R.D.: Museums of India and their maladies, Calcutta: Agam Kala, 1988.*
- *Nair, S.M.: Bio-Deterioration of Museum Materials, 2011.*
- *Agrawal, O.P.: Essentials of Conservation and Museology, Delhi, 2007.*
- *Guha-Thakurta, Tapti: The Making of a New Modern Indian Art : Aesthetics and Nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.*
- *Mitter, Partha: Indian Art, Oxford History of Art Series, Oxford University Press, 2001.*
- *Ray Niharranjana: An Approach to Indian Art, Calcutta, 1970.*
- *Basu, Purnendu; Records and Archives, What are they, National Archive of India, 1960, Vol II, No. 29.*
- *Roy Choudhary D and Others: Sangrahalaya Vigyan (Hindi) New Delhi, 1965.*
- *Jain Sunjaya: Museum and Museology : Ek Parichaya (Hindi), Kanika Prakashan, 1999.*
- *Grace Morely: Museum Today, Uni. of Baroda, 1981.*
- *Abhilekh Patal Web Portal.*
- *Archivavia, Research Journal.*
- *The Indian Archives, Journal.*

## Paper IV

### **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:*

- *Vinay Lal, Ashis Nandy: Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema, Oxford University Press, 2006.*
- *K. Moti Gokulsing and Wimal Dissanayake (Editor): Popular Culture in a Globalised India 1st Edition*
- *Routledge, 2008.*
- *Romila Thapar: Indian Cultures as Heritage: Contemporary Pasts, Aleph, 2018.*
- *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*
- *S.P. Sharma, Seema Gupta: Fairs & Festivals of India (REP), Pustak Mahal, New Delhi, 2006.*

## **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
- IV. Types/ Realms of Environment: Lithosphere, Hydrosphere, Atmosphere.

#### **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.

- I. Climate Change, Global Warming, Nuclear War and Their impact on International Action Plan: International Agreement and Earth Summit.
- II. Environmental Ethics in India: History of Social Cultural Awareness in Indian Society and Colonial Intervention.
- 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:*

- Agrawal Anil, edited : *The State of India's Environment, The Second citizen Report, Delhi, 1985*
- Arnold David and Ramchandra Guha edited: *Nature, Culture and Imperialism : Essays on the Environmental History of South Asia, New Delhi, 1995.*
- Baviskar Amita edited : *Contested Grounds : Essays on Nature, Culture and Power, New Delhi, 2008.*
- Chhokar, Kiran B.: *Understanding Environment, Sage Publication, 2004.*
- Jain Pankaj : *Dharma and Ecology in Hindu Communities, Ashgate 2011.*
- Misra S.P. ed. *Essential Environmental Studies, Ane Books, New Delhi, 2008.*
- Rangarajan M. and K. Sivaram Krishnan : *India's Environmental History, Vol. 1 and 2, Delhi, 2011.*
- Rangarajan Mahesh edited : *Environmental issues in India, Pearson, New Delhi, 2006.*
- Roseneranz A., Divan S. and Noble M.L. : *Environmental Law and Policy in India : Cases, Material and Statutes, Oxford University Press, 2002.*
- Vandana Shiva: *Staying Alive, Women, Ecology and Development, London, 1989.*
- World Commission on Environment and Development 1987, *Our Common Future, Oxford University Press, USA.*
- Worster ed.: *The End of Earth: Perspective of Modern Environmental History, New York, 1988.*

## **7. Teaching learning process**

The pedagogic methods adopted, involves 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 question 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 side lined 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**

History, History of India, World History, History of Europe, History of Ancient India, History of Medieval India, History of Modern India, Political History, Social History, Economic History, Cultural History, Archaeology, Gender, Art, Anthropology, Languages, Literature, Environment Studies, Music, Documentaries, Historiography, Historical Analysis, Agrarian Economy, Feudalism, Reformation, Colonialism, Imperialism.