B-1

SCHEME OF EXAMINATION

&

SYLLABI

for

Bachelor of Arts
(Liberal Arts)

(5- Year Dual Degree BA-MA Programmes)

Scheme and Syllabus
for

a. History Major Discipline
b. Political Science Major Discipline
c. Sociology Major Discipline

1st Year Common Scheme (Semester 1 & 2) and Scheme Framework for higher semesters)

Offered by

University School of Liberal Arts at the GGSIPU University Campus, Dwarka

GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY

Guru Gobind Singh Indraprastha University
Sector 16C, Dwarka, Delhi – 110 078 [INDIA]
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Approval History:

1. Approval of the University School of Liberal Arts by BOM: 77th Meeting vide Agenda Item 77.08, on 14th June 2022.
2. First year Scheme and Syllabus approved by BOS: 9th March 2023
3. First year Scheme and Syllabus approved by AC: 55th Academic Council vide Agenda Item AC 55.18, dated 22nd March 2023.
4. 1st Year Common Scheme (1st&2nd Semesters) approved by online circulation.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Vision of the School

At the time of its inception, the focus of GGSIP University had been to offer technological and professional courses in various streams of Science, Technology, Management, Law and Professional Studies. After consolidating itself in the field of technical and professional courses, the University is poised for further expansion, which will meet the requirements of the NEP 2020. NEP encourages to eliminate hierarchies and silos between academic and vocational streams and the disciplines of Humanities, Social Sciences, Natural and basic sciences and Liberal Arts constitute an important component of the NEP, is to develop higher cognitive and social skills of the students, focussing on their holistic development to prepare them for the jobs of tomorrow. The jobs of the 21st century will require a capacity to think critically, read discerningly, write persuasively and imaginatively, and be conscious of the impact of one's actions on society and environment.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Mission of the School

One of the important recommendations of the National Education Policy, 2020, is the integration of Humanities, Arts and Social Sciences with Science, Technology, Engineering, and Mathematics (STEM) to make all universities of the country multi-disciplinary to increase 'critical thinking abilities, higher order thinking and deeper learning, mastery of content, problem solving, team work and communication skills' by bridging the gap between different disciplines. The NEP places on record that 'strengthening the presently weak support that subjects such as the Social Sciences and the Humanities receive' is the need of the hour and hence, proposes to bring in cohesion among the various disciplines to promote multidisciplinary research. An Indian liberal arts model would be inclusive of the rich cultural heritage, different epistemological traditions of the Indian Philosophy and social diversity.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Introduction

This document describes the curriculum of the Bachelor of Arts part of the Dual Degree (Bachelor of Arts / Master of Arts) Programmes that are offered at the University School of Liberal Arts at Dwarka campus. In the event of any difficulty of implementation, and / or interpretation of any clause of the document, the same may be brought to the notice of Dean of the University School of Liberal Arts. The decision of the Dean, University School of Liberal Arts shall be final and implemented to resolve the issue. The same shall be put up in the subsequent meeting of the Board of Studies of the University School of Liberal Arts for its approval. If the decision of the Board of Studies of the University School of Liberal Arts is at variance with the decision taken earlier by the Dean of the School, the decision of the Board shall be effective from the date of the approval by the Board of Studies. In the interim period (between the approval of the Dean, of the School and the Board of Studies approval), the decision already taken by the Dean of the school shall stand.

The Credit Scheme of BA in Liberal Arts has a combination of lectures and tutorials, that is 3 credits for lectures and 2 tutorials will constitute 1 credit.

The intake in the programme shall be 60 with the addition of supernumerary seats as per the policy of the university.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Programme Outcomes

PO1 (Knowledge): Provide a holistic education across disciplines.

PO2 (Understanding): Enhance cognitive and critical skills of students among different disciplines

PO3 (Synthesis): Synthesise knowledge from multiple disciplines and prepare for entering the teaching profession or engage in welfare and community activities.

PO4 (Application): The courses will offer new employment opportunities in Galleries, Libraries, Archives, Museums(GLAM), along with other conventional fields – teaching, research, administrative jobs and non-state organisations.

PO5 (Research): Students can enter the professional field after graduation or could pursue research.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Course / Paper Group Codes:

Definitions:
Programme of study shall mean Bachelor of Arts.

Major specialization shall mean the discipline of Major i.e., History/Sociology/Political Science
Minor specialization shall mean the discipline of Minor in History/Sociology/Political Science/English and any other discipline from USS offered as a minor.

Paper / Course shall be treated as synonyms.

Acronyms:
APC: Academic programme committee comprising of all faculty of the school and as defined in the implementation rules.
BOS: Board of Study of the school
USLA: University School of Liberal Arts.
L: Number of Lecture hours per week
T/P: Number of Tutorial / Practical Hours per week
C: Number of credits assigned to a course / paper
COE: Controller of Examinations of the Examinations Division of the University.
SGPA/CGPA: Semester/Cumulative Grade Point Average.
NUES: No term end examination shall be held. The evaluation shall be conducted as per the scheme of examinations as described in the scheme of study.
DSC: Discipline Specific Core Course
MS: Minor Stream
OE : Open Elective Course
SEC: Skill Enhancement Course
AEC: Ability Enhancement Course
VAC: Value Addition Course
RP: Research Project

NOTE: THE CURRENT DOCUMENT DEFINES THE SCHEME OF THE FIRST 4 YEARS (8 SEMESTERS) CORRESPONDING TO THE BACHELOR OF ARTS, AND 1 YEAR SCHEME (9^{TH} AND 10^{TH} SEMESTERS) OF MA PROGRAMME, PART OF THE BACHELOR OF ARTS / MASTER OF ARTS PART OF THE DUAL DEGREE PROGRAMMES OFFERED BY USLA FOR THE DWARKA CAMPUS OF THE UNIVERSITY. THE CURRENT DOCUMENT DEFINES THE SCHEME FRAMEWORK, KEEPING IN MIND THE EXISTING USS AT DWARKA CAMPUS.

The new curriculum framework has the following features, as per UGC guidelines:

i. Flexibility to move from one discipline of study to another;

ii. Opportunity for learners to choose the courses of their interest in all disciplines;

iii. Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured;

iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;

v. Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).

Definitions, Eligibility, and Duration of the Programme

Semester/Credits:

- A semester comprises 90 working days and an academic year is divided into two semesters.
- A summer term is for six weeks during summer vacation. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study. Regular courses may also be offered during the summer on a fast-track mode to enable students to do additional courses or complete backlogs in coursework. The HEIs can decide on the courses to be offered in the summer term depending on the availability of faculty and the number of students.

Major and Minor disciplines

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

Minor specializationhelps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing a History major obtains a minimum of 12 credits from a bunch of courses in Ancient India, then the student will be awarded B.A. degree in History with a Minor Specialization in Ancient India within the same discipline; or if a student of Political Science obtains 12 credits from one theme such as International Relations, the student will be awarded B.A. degree in Political Science with a minor specialization in International Relations, within the same discipline; or if a student of Sociology obtains 12 credits from one theme such as Gender, the student will be awarded B.A. degree in Sociology with a minor specialization in Gender, within the same discipline.

Awarding UG Certificate, UG Diploma, and Degrees

UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

3-year UG Degree: Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing minimum ….. credits and satisfying the minimum credit requirements as given in the table.

4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with ….. credits and have satisfied the credit requirements as given in table.

4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure ……. credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

UG Degree Programmes with Single Major: A student has to secure a minimum of 92 creditsfrom DSCs, FCs, and/or Dissertation in 4-year UG degree to be awarded Major in the concerned discipline.

For example, in a 4-year UG programme, if a student earns 92 credits from History from DSCs, FCs and/or Dissertation, he/she will be awarded Major in History in B.A. (Liberal Arts).

UG Degree Programmes with Minor Stream is the discipline or subject other than the discipline or subject in which the student is pursuing Major. If a student earns 32 credits from a discipline other than the Major stream, the student will be awarded with Minor in the said stream. Minor Stream should be different from Major discipline. For example, if a student who earns 32 credits from Minor Stream Courses of Sociology, he/she will be awarded Minor in Sociology in BA (Liberal Arts).

Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

Duration of the Programme

i. The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table 3). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme.

ii. Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.

S. No.	BroadCategoryofCourse	MinimumCredit Requirement	
		3-yearUG	4-YearUG
1.	Major(Core)	60	80
2.	MinorStream	24	32
3.	Inter-disciplinary	09	09
4.	Ability Enhancement Courses (AEC)	08	08
5.	Skill Enhancement Courses (SEC)	09	09
6.	Value Added Courses common for all UG Programmes	06 - 08	06 – 08
7.	Summer Internship	02 - 04	02 – 04
8	Research Project / Dissertation	-	12
	Total	120	160

DETAILED SYLLABUS OF BA-MA (HONS.) IN LIBERAL ARTS (BA IN LIBERAL ARTS) WITH MAJOR AND MINOR IN HISTORY, SOCIOLOGY AND POLITICAL SCIENCE

SCHEME OF EVALUATION:

The students will undertake individual assignment which includes assignments and presentation.

Internal Assessment: A student will be evaluated on the basis of his/her performance through continuous assessment. The marks assigned for internal evaluation are **40**. The break-up is given as follows:

- Minor test -10
- Project work -10
- Field work/Audio-visual clips, discussion and participation -10
- Assignments/Term or Seminar Paper -10

Instructions for the End-term Examination

- The marks prescribed for the external examination is 60.
- It will be based on the course content. There will be 5 questions in total each carrying 12 marks. There shall be one question from each unit with internal choice. The last question shall be comprehensive testing students' understanding of the entire course.
- COs and POs to be kept in mind while setting the questions.

1st Year Common Scheme of BA in Liberal Arts (Semester 1 & 2)

FIRST SEMESTER

		First Semester					
Nature of the Course	Course ID	Course Code	Course Title	Mode of Exam	L	T/P	Credits
		Theory					
FC*		BALA101	Culture and Civilizations	UES	3	1	4
FC		BALA103	Indian Constitution and Governance	UES	3	1	4
FC		BALA105	Society in India	UES	3	1	4
IDC*		BALA107	Art Appreciation Course**	NUES	2	1	3
			OR				
		BALA109	Politics and Society	UES	2	1	3
			OR	UES	2	1	3
		BALA111	Society and Culture	UES	2	1	3
			OR				
		BALA113	Story of Science (USBAS)	UES	2	1	3
			OR				
		BAENG103	Introduction to Literary Studies	UES	2	1	3
			Or Any IDC from other USS				
SEC		BAENG105	Communication Skills (USHSS)	UES	2	1	3
			OR				
		BALA115	Entrepreneurship Mindset (USMS)	UES	2	1	3
			OR				
		ICTLA113T	Introduction to Computers Skills (USICT)	UES	2	1	3
			Or Choice from other USS				
AEC		BAENG107 BAENG109 BAENG111 BAENG113 BAENG115 BAENG117	English Language and Grammar - I Punjabi-I French-I German-I Japanese-I Spanish – I (Any one)**** OR Any AEC from other USS****	UES	1	1	2
Value Addition Course I (VAC)		EMES111	Environment Studies Compulsory***	NUES	4	-	4
	Total						24

***All Foundation and Interdisciplinary Courses mentioned in the scheme will be part of USLA.**

****NUES: Comprehensive evaluation by the concerned teacher out of 100.** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a

committee of teachers appointed by the Dean of USLA out of 100. The purpose is to weave in the component of experiential learning in the course of Art Appreciation.

***** To be borrowed from USEM**

******Languages to be borrowed from USHSS or to be borrowed from other USS.**

Note: Entrepreneurship Mindset is SEC Compulsory. Students can take this in any odd semester, if not taken in first semester.

Group	Code	Paper	Mode of Exam	L	P	Credits
		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2
		Science and practice of Happiness **	NUES			2

*NUES: Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the co-ordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester for students admitted in the first semester. Students admitted in the 2nd year (3rd semester) as lateral entry shall undergo training or participate in the activities for the period of 3rd semester to 6th semester only.

** Science and practice of Happiness is an open elective paper paper. The course can be opted by the students anytime in the first three years of study. The School will announce the availability of the slots in the beginning of each semester, as there will be restriction on the intake of students depending on the resources available.

1st Year Common Scheme of BA in Liberal Arts (Semester 1 & 2)

FIRST SEMESTER

		First Semester					
Nature of the Course	**Course ID**	**Course Code**	**Course Title**	**Mode of Exam**	**L**	**T/P**	**Credits**
		Theory					
FC*		BALA101	Culture and Civilizations	UES	3	1	4
FC		BALA103	Indian Constitution and Governance	UES	3	1	4
FC		BALA105	Society in India	UES	3	1	4
IDC*		BALA107	Art Appreciation Course**	NUES	2	1	3
			OR				
		BALA109	Politics and Society	UES	2	1	3
			OR				
		BALA111	Society and Culture	UES	2	1	3
			OR				
		BALA113	Story of Science (USBAS)	UES	2	1	3
			OR				
		BAENG103	Introduction to Literary Studies	UES	2	1	3
			Or Any IDC from other USS				
SEC		BAENG105	Communication Skills (USHSS)	UES	2	1	3
			OR				
		BALA115	Entrepreneurship Mindset (USMS)	UES	2	1	3
			OR				
		ICTLA113T	Introduction to Computers Skills (USICT)	UES	2	1	3
			Or Choice from other USS				
AEC		BAENG107 BAENG109 BAENG111 BAENG113 BAENG115 BAENG117	English Language and Grammar - I Punjabi-I French-I German-I Japanese-I Spanish – I (Any one)**** OR Any AEC from other USS****	UES	1	1	2
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	Total						**24**

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Group	Code	Paper	Mode of Exam	L	P	Credits
		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2
		Science and practice of Happiness **	NUES			2

*<u>NUES</u>: Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the co-ordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester for students admitted in the first semester. Students admitted in the 2nd year (3rd semester) as lateral entry shall undergo training or participate in the activities for the period of 3rd semester to 6th semester only.

** Science and practice of Happiness is an open elective paper paper. The course can be opted by the students anytime in the first three years of study. The School will announce the availability of the slots in the beginning of each semester, as there will be restriction on the intake of students depending on the resources available.

Detailed Syllabus for Common Courses in History, Political Science and Sociology

Semester One
Foundation Course

Nature of the Course: Foundation Course (FC) **Mode of Examination: UES**
Course Code: Culture and Civilisations
Course Code: BALA101 **Course ID:**
Credits: 4 (L3 T1) **Marks: 100 (40+60)**

Course Objective: To understand how the human life emerged and interacted with the habitat.

Course Outcome:

CO1 (KNOWLEDGE): Understand how Human species evolved over the centuries.
CO2 (UNDERSTANDING):: Understand the development of civilizations in different regions of the world.
CO3: Find out the similarities, differences and patterns of civilizations.
CO4: Engage with artefacts and other primary sources used in History and Archaeology.

Course Content

UNIT-I:: From Footprints to Genetics: Evolution of of Homo Sapiens **(Lectures-12)**

a. Palaeolothic Era
b. Mesolithic Age
c. Neolithic Age
d. Agricultural Revolution

UNIT-II: Sumerian and Mesopotamian Civilisation **(Lectures-12)**

a. Geographical location in modern times and
b. Features of Advanced civilisation
c. Akkadian and Babylonian Empires
d. Writing, Culture and Literature

UNIT-III: Egyptian Civilisation **(Lectures-12)**

a. Centrality of River Nile in the emergence of the Civilization
b. Technology - papyrus and Stonework
c. Pyramids, material remains, and Historical Repersentations
d. Old and New Kingdom

UNIT-IV:Indus Valley City-States **(Lectures-12)**

a. Urbanism
b. Trade and Workshops
c. City states and planning
d. Art, architecture and Culture

Pedagogy:

- Classroom Lectures/Map and Geography /Project Work/Archeology
- Examining and analysing the civilisational patterns/How an ancillary Field to Geology
- Screening documentaries on the layout and archaeological finds of the civilisations

Text Books:

1. Allchin, Bridget, and Raymond Allchin, *The Birth of Indian Civilization*, Middlesex: Penguin, 1968.
2. Childe, V. Gordon, *What Happened in History*, Popular Book House, 2017
3. Darwin, Charles, *On the Origin of Species*, Penguin Classics, 2013

4. Leakey, Mary.*Disclosing the Past: An Autobiography*, McGraw-Hill, 1984.
5. Maisels, Charles Keith, *Early Civilizations of the Old World: The Formative Histories of Egypt, The Levant, Mesopotamia, India and China*, Routledge, 2001.
6. McIntosh, Jane R., *Ancient Mesopotamia: New Perspectives*, ABC-CLIO, USA and England, 2005.
7. Mitchell, Timothy,*Colonising Egypt*, University of California Press, 1991.

Recommended Readings:

1. Bauer,SusanWise,*The History of the Ancient World: From the Earliest Account to the Fall of Rome*, W.W. Norton, New York, London, 2007.
2. Childe, V. Gordon, *New Light on the Most Ancient East*, Routledge, 2016
3. *Sumerians: A Captivating Guide to Ancient Sumerian History, Sumerian Mythology and the Mesopotamian Empire of the Sumer Civilization*, Create Space Independent Publishing Platform, 2018.
4. Wilkinson, Toby, The *Rise and Fall of Ancient Egypt*, Bloomsbury, 2011.

First Semester
Foundation Course (FC)

Nature of the Course: Foundation Course (FC)
Course: Indian Constitution and Governance
Course Code: BALA103
Credits:4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Course Objectives

This course seeks to educate and imbibe constitutional values among students. The Constitution of India was drawn out after a long process of deliberation and serves as a document of constitutional obligation. The Preamble, Fundamental Rights and the Directive Principles of State Policy enshrined in the constitution form its core.

CourseOutcomes

CO1 (Knowledge): This course focuses on creating enlightened and productive citizens of India, vital for the holistic development of the country.

CO2 (Understanding): It will enable the students to learn about the constitution making process and the debates associated with it.

CO3: (Synthesis): In studying this paper, knowledge about fundamental rights, duties and directive principles will be imparted to students.

CO4: (Application and Research): This course seeks to enhance an understanding of the processes and procedures involved in the functioning of the organs and institutions of the government.

Course Contents:

Unit I - Evolution of Indian Constitution (12 lectures)

i. Nationalist Movement, Philosophical Foundations of Constitution.
ii. Salient Features of Indian Constitution.
iii. Fundamental Rights and Duties, Directive Principles of State Policy.

Unit II- Indian Federal System (10 lectures)

i. Centre-State Relationship
ii. Decentralisation -Local and Grassroots Politics
iii. Contemporary Trends- Asymmetrical Features of Federalism

Unit III- State Government (10 lectures)

i. State Legislature: Composition and Functions
ii. State Executive :Governor, Chief Minister and Council of Ministers

Unit IV-Party System and Social Movements: (12 lectures)

i. National and Regional Parties; Coalition Politics
ii. Workers and Peasants Movements
iii. Environmental and Women's Movements

Pedagogy:

- Lectures
- Discussions and Presentations
- Project Work
- Minor Test

Text Books

1. Chakrabarty, Bidyut,& Rajendra Kumar Pandey, *Indian Government and Politics*, New Delhi: Sage India, 2008.
2. Chandoke, Neera, & Praveen Priyadarshi,*Contemporary India: Economy, Society, Politics,* New Delhi: Pearson, 2010.
3. Mehta, Pratap Bhanu, &Niraja Gopal Jayal,*The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, 2011.

Recommended Readings

1. Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, Oxford Univ. Press, 1999.
2. Austin, G.,*Working of a Democratic Constitution of India*, New Delhi: Oxford University Press, 2004.
3. Bhargava, Rajeev &AchinVanaik, Understanding Contemporary India – Critical Perspectives, New Delhi: Orient Blackswan, 2010.
4. Chandra, Kanchan (ed.),Dem*ocratic Dynasties: State, Party and Family in Contemporary Indian Politics*, Cambridge: Cambridge University Press, 2016.
5. Choudhary, Sunil K., *The Changing Face of Parties and Party Systems: A Study of Israel and India,* Delhi: Palgrave Macmillan, 2018.
6. Ganguly, Sumit, & Rahul Mukherji,*India Since 1980*, Delhi: Cambridge University Press, 2011.
7. Guha, Ramachandra, *India After Gandhi: The History of World's Largest Democracy*, New Delhi: Pan Macmillan India, 2008.
8. Jaffrelot, Christopher,*India Since 1950: Society, Politics, Economy and Culture,* Delhi: Cambridge University Press, 2012.
9. Menon, N. and Nigam, A., *Power and Contestation: India since 1989*, London: Zed Book, 2007.
10. Omit, Shani, *How India became Democratic: Citizenship and the making of the Universal Franchise*, Cambridge: Cambridge University Press, 2018.
11. Pai, Sudha (ed.), *Handbook of Politics in Indian States: Region, Parties, and Economic Reforms*, New Delhi: Oxford University Press, 2013.
12. Singh, M.P. & Saxena, R., *Indian Politics: Contemporary Issues and Concerns*, New Delhi: PHI Learning, 2008.
13. Vanaik, A. & Bhargava, R. (eds.),*Understanding Contemporary India: Critical Perspectives*, New Delhi: Orient Blackswan, 2010.

First Semester
Foundation Course

Nature of the Course: Foundation Course(FC)
Subject: Society in India
Course Code: BALA105
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: The aim is to make students aware of the various aspects of the Indian society.

Course Outcome:
CO1 (Knowledge): Will enhance knowledge and help students evaluate concepts pertaining to Indian society and its structure
CO2 (Understanding): Demonstrate critical reflection on professional knowledge and skills of students by incorporating broad subject knowledge and perspectives.
CO3 (Synthesis): Help in critically analysing the current undercurrents of Indian social stratification and its implications in day to day life
CO4 (Application and Research): Apply the information on Indian society for better understanding of functioning of society and sensitize them over the related issues

Course Content

UNIT-I: Unity and Diversity **Lectures-10**

a.) Meaning of Unity and Diversity
b.) Sources of Diversity in India
c.) Importance of diversity
d.) Factors Contributing to the Unity of India
e.) Unity in diversity- models, factors contributing to unity in diversity, merits and demerits

UNIT-II: Social stratification **Lectures-10**

a.) Caste System- theories of origin, salient features, functions and dysfunctions, trends of change
b.) Class system- concept, class as open entity, factors of class formation, class based inequalities
c.) Gender- concept, binary and non- binary, gender as basis of stratification, gender inequalities
d.) Ethnic groups- ethnicity, ethnic boundary and ethnic identity, ethnic and racial stratification
e.) Meritocracy as basis of ideal stratification

UNIT-III: Family, kinship and marriage in India **Lectures-10**

a.) Meaning and definition of family, types- nuclear and joint
b.) Features and trends in family system, reasons for changes
c.) Meaning and definition of Kinship - Functions of Kinship; Kinship in north and south India- comparison
d.) Meaning and definition of Marriage, Rules of Mate selection in Marriage
e.) Latest trends- divorce, live- in relations, homosexual relations

UNIT-IV: Religion **Lectures-10**

a.) Definition, Composition and features of religion
b.) Religions of India and tehri components
c.) Religious pluralism,
d.) Fundamentalism and communalism
e.) Secularism

Pedagogy:
- Lectures
- Discussions and Presentations

- Project Work

Text books:

1. Hasnain, Nadeem,*Indian Society and Social Issues*, McGraw Hill, 2019.
2. Nagla, B. K.,*Indian Sociological Thought*, Rawat Publications, 2015.
3. Sharma, R.,*Indian Society, Institutions and Change*, Atlantic Publishers and Dist., 2004.

Recommended Readings:

1. Pandey, V.,*Indian Society and Culture*. Rawat Publications, 2016.
2. Ahuja, R.,*Society in India: Concepts, Theories and Change*, Rawat Publications, 1999.
3. Dube, S. C.,*Indian Society*, National Book Trust, New Delhi, 1990.
4. Uberoi, P.,*Family, Kinship and Marriage in India*, Oxford University Press, New Delhi, 1994.
5. Bailey, F G.,*Tribe, Caste, Nation*, Manchester University, Manchester, 1957.

Semester One
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course
Course Title: Art Appreciation
Course Code: BALA107
Credits: 3 (L2 T1)

Mode of Examination: NUES

Course ID:
Marks: 100

Course Objective: The course aims at providing a comprehensive understaning and appreciation of Art as a holistic sensibility not following a chronological progression but based on stylistic similarities and dissimilarities on a pictorial and conceptual basis.

Course Outcomes:

CO1 (Knowledge): Transformation of nature into principles of Art.

CO2 (Understanding): Provide an understanding of space, line, form, colour and colour theory, volume, depth, rhythm, balance, Symmetrical and asymmetrical, Movement.The synthesis of these as appropriately utilized in the creation of a work of ART.

CO3 (Synthesis): Visual acquaintance with great works of Art on a pictorial basis deriving references and sources from the entire pantheon of art spanning different periods and their representational motivation.

CO4 (Application): Similarities and disismilarities when reviewed from a pictorial point of view leading to a deeper understanding of conceptual and realistic Art.

Course Content

UNIT-I: Basic Elements of Art

a. Differentiation between Art and Craft
b. Purposes of Art
c. Difference between Visual, Plastic and Performing Arts
d. Various forms of arts – Painting, Sculpture, Applied Arts, Graphics, and the Interdisciplinary Forms of Arts
e. Theatre, Music, Dance, Video Performance

UNIT-II: Characterstic and Stylistic Features of Different Periods

a. Concept of Space and Concept of Line
b. Concept of Volume and Depth
c. Concept of Colour
d. Compare Indian Miniature Paintings and Art in Renaissance in Europe in the light of above

UNIT-III: Understanding Art

a. Finding meaning through art
b. Subjective and Objective Perspectives
c. Perception and Visual Awareness
d. Representational, Abstract and non-objective styles of art

UNIT-IV: Practical Projects

Practical exercises based on the realistic understanding of the above mentioned elements

Pedagogy:
Practical exercises
Project Work through Videos
Site visits

Text Books:

1. Arnheim, Rudolph,*Art and Visual Perception: A Psychology of the Creative*, University of California Press, Berkeley, 1974: 2004.
2. Craven, Roy C,*Indian Art: A Concise History*, Thames & Hudson Ltd., 1976.

Recommended Readings

1. Rudolph Arnheim, *Visual Thinking*, University of California Press, Berkeley, 2004.
2. Rudolph Arnheim, Towards Psychology of Art: Collected Essays, University of California Press, Berkeley, 1966.

First Semester
Interdisciplinary Core (IDC)

Nature of the Course: Interdisciplinary Core (IDC)
Course: Politics and Society
Course Code: BALA109
Credits:3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objectives:
Politics and Society is an inter-disciplinary subject that explores questions through the intersection of political science and sociology, and analyzes various political processes and social transformations both at the macro level of national and international politics and at the micro level.

Course Outcomes:

CO1 (Knowledge): This course will give an idea about the intrinsic relationship between the social and political.
CO2 (Understanding): It will enable an understanding of state, nation and democracy.
CO3 (Synthesis): The course provides an analysis of the functioning of civil society institutions.
CO4 (Application and Research): The paper explores the relationship between process of globalization with the polity and how it impacts the society.

Course Contents:

Unit I- Polity and Society (10Lectures)

i. Political Domain- concepts
ii. Sociological ideas and concepts

Unit II - State, Nation and Society (12 lectures)

i. Conceptions of State, Nation and Society
ii. Distinctions between State and Society
iii. Distinction between State and Nation
iv. Contemporary perspectives on state and society dynamics

Unit III- Society, Citizenship and Democracy (10 Lectures)

i. Diverse Understanding of Democracy
ii. Conceptions of Democracy and Citizenship
iii. Citizen's Rights and Responsibilities in Changing Society

Unit IV- Civil Society, Globalization& Politics (12 Lectures)

i. Conceptions of Civil Society
ii. Civil society and Participatory Development &Processes of Political Action
iii. Characteristics of Globalization and Civil society
iv. Role of Global Civil Society

Text Books

1. Chakrabarty,Bidyut, *Indian Politics and Society Since Independence- Events, Processes and Ideology*, Taylor and Francis Ltd.Paperback, 2008.
2. Hasnain, Nadeem, *Indian Society- Themes and Social Issues*, McGraw Hill, 2019.
3. Kohli, Atul (ed.),*The Success of India's Democracy*, Cambridge University Press, 2001.

Recommended Readings

1. Bardhan, P., *The Political Economy of Development in India*, Oxford: Blackwell, 1984.
2. Bottomore, Tom, *Political Sociology*, London: Hutchistan, 1979.
3. Chatterjee,Partha, 'Democracy and Economic Transformation in India', *EPW*, Vpl.43, No. 16 (April 19-25, 2008 pp. 53-62, 2008.
4. Fuller and Benei (eds.),*Everyday State and Society in Modern India*, Social Science Press, Delhi, 2001.

5. Janoski, Thomas, Robert Alfred, Alexander Hicks and Mildred A. Schwartz, *The Handbook of Political Sociology -States, Civil Societies and Globalisation* (ed.),Cambridge University Press, UK, 2005.
6. Kothari, Rajni, *Caste in Indian Politics*, Orient Longman, Hyderabad, 1970.
7. Lipset,S.M.(ed.), *Politics and Social Science*, OUP, New York, 1969.
8. Macpherson, C.B,*The Real World of Democracy*, Oxford: Clarendon Press, 1966.
9. Myrdal, Gunnar,*Asian Drama: An Inquiry into the Poverty of Nations*, Allen Lane : London, 1972.
10. Rudolf, Lloyd and Rudolf Susan,(eds.), *In Pursuit of Lakshmi: The political Economy of the Indian State,* Chicago University Press, 1987.
11. Sanyal, Kalyan, *Rethinking Capitalist Development: Primitive Accumulation, Governability and Post-Colonial Capitalism*, Routledge, New Delhi, 2007.
12. Sen, Amartya,*Development as Freedom*, OUP, New Delhi, 1999.
13. Sharma A. &A.Gupta (ed.),*The Anthropology of State: A Reader*, Oxford: Blackwell, 2006.
14. Weber, Max , *The Theory of Social And Economic Organisation*, The Free Press, New York, 1947.

First Semester
INTERDISCIPLINARY COURSE

Nature of the Course: Interdisciplinary Course (IDC)
Subject: Society and Culture
Course Code: BALA111
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: Aim is draw on cross- disciplinary concepts and research methodologies from different social sciences and provide social and cultural literacy to students on basis of which a more just society can be founded.

Course Outcome:

CO1 (Knowledge): Acquaint students with basic concepts of society and culture.
CO2 (Understanding): Understand the pattern of human response to different social situations.
CO3 (Synthesis): Identify basic elements of society and culture and the emerging issues.
CO4 (Application and Research):Explain how society and culture mold individual identities and behavior.

Course Content

Unit I. Basic concept of society and culture

a) Society: Definition, quintessential features, comparison between human and non- human society
b) Essential elements of society, Types of society
c) Concept of culture- Material and non- material culture, Elements of culture.
d) Multiculturalism, Cultural relativism and Ethnocentrism
e) Development of personal and social identity in various socio- cultural settings

Unit II: Intercultural communication

a. Behavior of people in different social, cultural and environmental
b. Nature of communication- verbal and non- verbal communication
c. Role of communication in maintaining social relationships and social control
d. Impact of changing communication technologies
e. Social exclusion and inclusion

Unit III: Belief system and Ideologies

a. Similarities and differences
b. Nature and role of shared values and understanding within belief systems and ideologies,
c. Belief systems and ideologies as basis of group and individual identity
d. Nature and role of hierarchy and internal power structures within belief systems

Unit IV: Popular culture

a. What is popular culture- features associated with commercial products and paraphernalia, different perceptions of popular culture, local to global perspective
b. Interaction between popular culture, society and individual
c. Consumers and nature of consumption of popular culture
d. Continuity and change – interface between society and culture, contribution of popular culture to social change

Pedagogy:

- Lectures
- Discussions and Presentations
- Project Work

Text Books:

1. Turner, B. S. and Rojek, C.,*Society and Culture: Scarcity and Solidarity*, SAGE Publications Ltd, 2001.
2. Raymond, W.,*Society and Culture*, Vintage Publishing, 2017.
3. Kottak, C. P.,*Anthropology: The Exploration of Human Diversity*, McGraw hill, Boston, 2002.

Recommended Books:

1. Ferraro, G. P.,*Cultural Anthropology: An Applied Perspective,* West Publishing company, New York, 1994.
2. Klyukanov. I. G.,*Principles of Intercultural Communication*, Taylor and Francis Ltd. 2020.
3. Ojha, N.,*Intercultural Communication*, Peridot Literary Books, 2019.
4. Rutjens, B., and Brandt, M.,*Belief Systems and the Perception of Reality*, Routledge, 2019.
5. Sartori, G.,'Politics, Ideology and Belief Systems' , *The American Political Science Review*, Vol. 63, no. 2, June 1969.
6. Guins, R. and Cruz, O. Z. (ed.),*Popular Culture: A Reader*, Sage Publications Ltd., 2005.
7. Storey, J. , Cultural *Theory and Popular Culture: An Introduction*, Pearson Education, 2013.

First Semester
INTERDISCIPLINARY COURSE

Nature of the Course: IDC
Subject: Story of Science
Course Code: BALA113
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

To be Offered by USBAS*

First Semester
INTERDISCIPLINARY COURSE

Nature of the Course: IDC
Subject: Introduction to Literary Studies
Course Code: BAENG103
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: To prepare the foundation for the study of literature; to help understand basic methods of literary studies; to introduce them to forms of English literatures.

Course Outcome: (Cos): After the completion of the programme, students will

CO1 (Knowledge): Gain knowledge of the basic forms of literature, and artistic nuances;.
CO2 (Understanding): Have an understanding of all basic forms of literature-Poetry, drama and Novel and major literary movements;
CO3 (Research): The capability to prepare himself/herself to carry out the analysis of literary texts;
CO4 (Synthesis): The capability to use the knowledge of literary studies while studying different courses of the progrmme.

Course Content

Unit I: What is Literature; Functions of Literature; Literature and Society; Literature and Author; Literature and Reader;

Unit II: Poetic Forms; Diction; Figurative Language; Rhythm; Blank Verse; Free Verse; Free Verse; Poetic Devices-Personification; Metaphor; Simile; Paradox; Metonymy; Synecodoche

Unit III: Novel; Types of Novel; Story; Plot Construction; Characterization; Point of View;

Unit IV: Types of Drama; Plot and Action; Characters; Soliloquy, Monologue and Aside; Dialogue; Stage Direction

Note: The concerned teacher will propose a list of works for teaching the course before the commencement of the semester. The list would be duly approved by the APC.

Recommended Readings:

1. Abrams, M.H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms.* Cengage India Private Limited, 2015
2. Boulton, Marjorie. *The Anatomy of the Drama* (Routledge Revivals). Taylor & Francis, 2014.
3. --*The Anatomy of the Literary Studies* (Routledge Revivals). Taylor & Francis, 2014.
4. --*The Anatomy of the Novel* (Routledge Revivals). Taylor & Francis, 2014.
5. –*The Anatomy of the Poetry* (Routledge Revivals). Taylor & Francis, 2014.
6. Forster, E.M. *Aspects of the Novel. Penguin, 1927.*

Examination Scheme:

1. There will be **five** questions in total with internal choice. Each question will carry **12 marks.**
2. Question no. 1 will have 4 short notes on Literary Terms. Students will be required to attempt any 3. Each short note will carry 4 marks.
3. Question no. 2 to 5 will be essay type questions testing students understanding of the concepts; or else, it can have two sub-sections of short answer type questions.
4. In question no. 2 to 5 there will be one question form each unit with internal choice.

OR
Any IDC from other USS**

Semester One
Skill Enhancement Course (SEC)*

Nature of the Course: Skill Enhancement Course
Course Title: Communication Skills
Course Code: BAENG105
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)

Nature of the Course: Skill Enhancement Course
Course Title: Entrepreneurship Mindset
Course Code: BALA115
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)

Course Objective:

1. To provide a fundamental for basic enrrpreneruial skills and to acquaint them with the world of entrepreneruship and inspire them to set up and manage their businesses.
2. To acquiant students with the process of creativity and innovation.
3. To expose students to various aspects of entrepreneurship and business.
4. To expose students to case studies on successful entrepreners.

Course Outcome:
Upon completion of the course, the student will be able to demonstrate knowledge of the following topics:
CO1 (KNOWLEDGE): Form a strong foundations for basic entrepreneurial skills
CO2 (UNDERSTANDING): Understand creativity and innoation for opportunity recognition.
CO3: Learn about opportunity analysis and writing of business plans.
CO4: Students will be inspired by examples of successful entrepreneurs.

Course Content

1. Indroduction: The Entrepreneur, theories of Entrepreneruship; Charactertistics of sucessful entrepreneurs, myths of entrepreneruship;
2. Entrepreneurial mindset-creatiity (steps to generate creative ideas, developing creativity) and innovation (typses of innnovations)
3. Promotion of Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis, Busines plan- What is buiness plan, parts of a business plan. Writing a Business plan.
4. Entrepreneurship Support: Entrepreneural Development Programmes (EDP): EDP Role of Goverrnement in organizing EDPs.
5. Instituions supporting small business entreise: Central level, state level, other agenies, industry associations.
6. Practicals:
   i. Presenting a business plan
   ii. Project on Strt up India any other Governement policy on entreoprenerushiip
7. Discussion on why Start up fails, role of MSME etc.

Discussion on role of entrepreneur in economic growth
Discussion on Technology part.

8. Case study discussion on successful Indian entrepreneurs.

Text Books:

1. Entrepreneurship Development and Small Business Enterprise by Charantimath, Pears Education 8th Ed, 2014
2. Entrepreneurship: A Small Business Approach by Bamford CE, McGraw Hill Education, 1st Ed, 2015.
3. Entrepreneurship by Asrich, McGraw Hill Education, 2013.
4. Entrepreneurship Development: An analysis Study by Balaraju, Theduri, Akansha Publishing House, 2012.
5. A Guide to Entrepreneurship by David, Otic, Jaico Books Publishing House, Delhi, 2014.
6. Entrepreneurship Management by Kaulgud, Aruna, Vikas Publishing House, Delhi, 2012.
7. Entrepreneurship Development by Chhabra, TN, Sun India, 2014.

Semester One
Skill Enhancement Course (SEC)*

Nature of the Course: Skill Enhancement Course | **Mode of Examination: UES**
Course Title: Introduction to Computers Skills | **Course ID:**
Course Code:ICTLA113T
Credit: 3 (L2 T1) | **Marks: 100 (40+60)**

Inroduction for Paper Setter:

1. There should be 9 questions in the term end examinations question paper.
2. The first (1st) question should be compulsory and cover the entire syllabus. This question should be objective, single line answers or short answer type question of total 12 marks.
3. Apart from question 1 which is compulsory, rest of the paper shall consist of 4 units as per the syllabus. Every unit shall have two questions covering the corresponding unit of the syllabus. However, th student shall be asked contain upto 5 sub-parts/ sub-questions. Each Unit shall have a marks weightage of 12.
4. The questions are to be framed keepin in view the learning outcomes of the course / paper. The standard / level of the questions to be asked should be at the level of the prescribed textbook.
5. The requirement of (Scientific) calculators / log-tables / data –tables may be specified if required.

Course Outcome:

CO1: Understand the evolution of computers and their capability.
CO2: Ability to use a word-processor software to create documents.
CO3: Ability to use a spreadsheet program for elementary data analysis.
CO4: Ability to use a presentation software to make presentations.

Unit – I

Hardware & software- Opening systems – Directories and File properties. Definition, charactersitics, history, computer terminology, computer organization, Computer Foundamentals: Input & Output devices, sotrage deices (including latest devices), classifications of computers (including current computer systems).

Unit - II

Word – Processor: Documents: Creating, Editing, Saving, Fonts, Tables: creating and formatting, Image insertion, Margins of pages, Paragraph setting, Equation Editing, Headers and Footers, Bulltes, Headings, Table of contents, Table of figures, Referencing, Multiple Columns, Mail-Merge.

Unit - III

Spreadsheets: Structure, Editing, Copying cells, Calculations in celss, Using inbuilt formulas, Creation of chart. Formatting, Printing , page fomatting. Copying content form spreadsheet to wordprocessor.

Unit -IV

Presentation software: Creating presentations, Formatting Presentation, Adding / Modifying Text, Tables, Images. Headers and footers.

Text Book(s)/ References(s):

1. Peter Norton, Introduction to Computers, TMH, 2008
2. Brian K. Williams and Stacey C. Sawyer, Using Information Technology, McGraw –Hill, 2021
3. Andy Channelle, Beginning Open office 3: From Novice to professional, Apress, 2009
4. Linda Foulkes, Learn Microsoft Office 2021, Packt, 2022.

OR
To be Offered by other USS***

Semester One
Ability Enhancement Course*

Nature of the Course: Ability Enhancenemnt Course
Subject: English Language and Grammar-I
Course Code: BAENG107
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Subject: Punjabi - I
Course Code: BAENG109
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: French - I
Course Code: BAENG111
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: German - I
Course Code: BAENG113
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Japanese - I
Course Code: BAENG115
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Spanish - I
Course Code: BAENG117
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

***To be offered by USHSS**
OR
Any AEC from other USS***

Semester One
Value Addition Course I (VAC)

Nature of the Course: VAC (For Under-graduate Programme) **Mode of Exam: NUES**
Course Title: Environment Studies
Course Code: EMES111
Credits-04 (L-4/ T/P-00) **Course ID:**
Marks: 100

Course Objective: Make students familiar with the environmental challenges, issues and concerns.

Course Outcomes:
CO1: Environmental Studies course will provide necessary information and knowledge about the various aspects of environment, ecosystems and related biodiversity.

CO2: Students will be able to learn and understand about the availability and sustainable use of resources, environmental problems and their short term and long term impacts to humans.

CO3: Course will help them to learn about various social issues and role of human in conservation and protection.

Unit I: Fundamentals: **(16 hours)**

The Multidisciplinary nature of environmental studies:
Definition, scope and importance, need for public awareness;
Ecosystems: Concept, Structure and function of an ecosystem, energy flow in ecosystems, food chain, food web, ecological pyramids, ecological succession; Introduction to types, characteristics features, structure and function of different ecosystems including forest, grassland, desert and aquatic ecosystem
Biodiversity: Introduction to biodiversity-definition, genetics, species, ecosystem diversity, biogeographically classification of India, value of biodiversity-consumptive uses, productive, social, ethical, aesthetic and option values, biodiversity at global, national and local level, India as a mega diversity nation, endangered and endemic species of India, hot spots of biodiversity, threats to biodiversity – habitat loss, poaching of wild life, man wildlife conflicts and conservation of biodiversity- in-situ and ex-situ conservation.

Unit II: Renewable and Non-renewable resources: **(8 hours)**

Energy Resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources-green fuel.
Water Resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems
Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people, case studies
Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies
Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies
Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. Role of individual in conservation of natural resources, Resource Management-Sustainable development.

Unit III: Environment Pollution: **(8 hours)**

Air Pollution: Types of pollutants, source, effects, sink & control of primary pollutants– CO, NOX, HC, SOx and particulates, effect of pollutants on man & environment: photochemical smog, acid rain and global warming, CO2 Sequestration.
Water Pollution: Classification of Pollutants, their sources, waste water treatment (domestic and industrial).
Soil Pollution: Composition of soil, classification and effects of solid pollutants and their control.
Solid Waste Management: Classification, waste treatment and disposal methods; compositing, sanitary land filling, thermal processes, recycling and reuse methods.
Hazardous wastes -Classification, radioactive, biomedical & chemical, treatment and disposal- Physical, chemical and biological processes.
Marine Pollution: Causes, effects and control of marine pollution, coastal zone management
Thermal pollution: Causes, effects and control of marine pollution, coastal zone management
Disaster Management: Floods, earth quake, cyclone and landslides

Unit IV: Social Issues, Human Population and Environment (13 hours)

Water conservation- rain water harvesting, watershed management; Environmental ethics; Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, case studies; wasteland reclamation; Environmental Impact Assessment; Some important Environmental laws, Green bench; population growth and variation among nations, population explosion-family welfare program, environment and human health, human right, value education, women and child welfare, HIV/AIDS; case studies and public awareness, Role of government and non-government organizations in public awareness and environment improvement.

Field work

Text Book:

1. Barucha, E. *Textbook of Environmental Studies*. UGC, 2005.
2. Mishra,D.D. (2008).*Fundamental concepts in Environmental Studies*. S Chand & Co. Ltd.
3. Gadu. R, S Rattan,& S Mohapatra. (2014).*A textbook of Environmental Studies*. Kataria Publication.

References:

1. P Meenakshi. (2014). *Elements of Environmental Sciences and Engineering*. PHI Learning Pvt Ltd.
2. Joseph, B. (2005)*Environmental studies*. Tata McGraw-Hill Publishing Company Ltd..
3. Sharma &Kaur,*Environmental Chemistry*, Goel Publishing House.
4. Franky Varah, Mahongnao P., Khashimwo P. and T. Shimrah. (2020*). Environmental Studies*. Heritage Publishers, New Delhi.

Nature of the Course: Open Elective | **Mode of Examination: NUES**

Course Title: Science and Practice of Happiness

Course Code: BALA151 | **Course ID:**

Credits: 2 (L2) | **Marks: 100**

Course Objective: The course aims to instill a sense of positivity and happiness through various workshops and activities.

Course Outcomes:

CO1 (Knowledge): Exploring various aspects of human consciousness, with focus on happiness in every day lives.

CO2 (Understanding): Create an understanding of harmonising the human creativity with the challneges of modernity.

CO3 (Synthesis): Providing work-life balance.

CO4 (Application): Holding workshops to provide experiential learning.

Course Content

UNIT- I : Understanding Emotions

i. The importance of different emotions
ii. Why stay happy
iii. Emotion contagion
iv. Introducing the different perspectives of happiness

UNIT- II: Science of Happiness and Wellbeing

i. Understanding the neuroscience of happiness
ii. Brain- behavior relationship in happiness
iii. Why do we need to measure happiness
iv. Role of Technology
v. Importance of empathy, gratitude, kindness
vi. Understanding employee happiness
vii. Designing happy workplace
viii. Role of humour in workplace

UNIT- III: Practice of Happiness

i. Introduction to different practices that help calm the mind and foster happiness
ii. Self awareness
iii. Self motivation
iv. Sharing examples, cases, practices that have been implemented and which have yielded result in spreading happiness

v. The emotional impact of a team leader on its members
vi. Sensitivity training
vii. Creativity Vs Routine
viii. Importance of intuition
ix. Nurturing relationship
x. Importance of networking

UNIT- IV: Career, Life and Happiness

i. Understanding the importance of career and it's limits
ii. Work Life balance
iii. Achieving personal and professional success
iv. Engaging the senses to keep oneself and others happy
v. Resilience in times of uncertainty and stress
vi. Nurturing skills, values, perception and mindset for resilience

Practical Exercise for Evaluation

1. **Projects**
2. **Workshop, Experimental Learning**

Text Books

1. *A Compass towards Just and Harmonious Society: 2015 GNH Survey Report* (2016). Centre for Bhutan Studies & GNH Report, Thimpu, Bhutan. (can be downloaded online).
2. *Happiness : Transforming the* landscape. Center for Bhutan Studies and GNH, Thimpu, 2017.
3. Helliwell, J.F. Huang, H.& Wang. S.(2017). *The Social Foundations of World Happiness*. World Happiness Report 2018.
4. Lama, Dalai & Howard C, Cutler (2020) . *The Art of Happiness: A handbook for living*. Riverhead Books.
5. Lyle, Lesley (2014). *Laugh your Way to Happiness: The Science of Laughter for Total Well-being*. Watkins Publishing.
6. O'Brien, C. (2008). 'Sustainable happiness: How happiness studies can contribute to a more sustainable future'.*Canadian Psychology/PsychologieCanadienne*, 49(4),289.

Reference Books

1. Aristotle, (Edited and Translated by R. Crisp)(2000). *Nichomachean Ethics*. Cambridge : Cambridge University Press.
2. Chetri, Saamdu. *Tashi: A GNH Journey (Secrets of Life from Bhutan)* (Amazon Kindle).

3. Covey, Stefan F. (2004). *Seven Effective Habits of Highly Effective People: Powerful Lessons in Personal Change*. Free Press.
4. Kaku, Michio. (2018). *The Future of Humanity: Transforming Mars, Interstellar Travel, Immortality, and Our Destiny Beyond.* Allen Lane, India.
5. Hanh, Thich Nhat.(2008). *The Miracles of Mindfulness: The Classic Guide to Meditation.* (Free Kindle)
6. Hanh, Thich Nhat. (2013). *Love letter to the Earth.*Kindle Edition.
7. Tawil, S, &Cougoureux, M. (2013). *Revisiting Learning: The Treasure Within-N 4-Assessing the impact of the 1996 'Delors Report'! A Framework for Learner Well-Being in the Asia Pacific*. Bangkok: UNESCO
8. Zangmo, Tshoki, Karma Wangdi&Jigme Phuntsho. (2017). *Gross National Happiness of Business*, Centre for Bhutan Studies & GNH, Thimpu.

	Second Semester						
Nature of the Course	Course ID	Course Code	Course Title	Mode of Exam	L	T/P	Credits
	Theory						
FC*		BALA102	What is History	UES	3	1	4
FC		BALA104	Introduction to Political Science	UES	3	1	4
FC		BALA106	Introduction to Sociology	UES	3	1	4
IDC		BALA108	History of Science and Technology in India	UES	2	1	3
			OR				
		BALA110	Caves to Cinema Halls: History of Indian Architecture		2	1	3
			OR				
		BALA112	The Idea of Power				
			OR				
		BAENG104	Introduction to Film Studies (USHSS)		2	1	3
SEC		BAENG110	Writing Skills Or Choice from other USS* Or MOOCS	UES	2	1	3
AEC (Any one)		BAENG112 BAENG114 BAENG116 BAENG118 BAENG120 BAENG122	English Language & Grammar - II Punjabi-II French-II German-II Japanese-II Spanish-II* OR Choice from Other USS**	UES	1	1	2
VAC II		HVE201	Human Values and Ethics	NUES	3	1	4
	Total						24

***All Foundation and Interdisciplinary Courses mentioned in the scheme will be part of USLA. Students of BA in Liberal Arts can opt for Foundation Courses of USHSS or other USS (when they offer the Foundation Courses) if they wish to take a minor specialization in the discipline from outside USLA.**
****To be borrowed from the USHSS/other USS**

Group	Code	Paper	Mode of Exam	L	P	Credits
		Summer Training/Internship*	NUES**			2

*A student is required to undertake minimum 2 week long summer training or internship to acquire the requisite skills for Certificate after first year.

****At the end of two semesters, those students who wish to exit will be given the Certificate after earning the minimum 40 credits. Such students are required to undertake a workshop/summer internship. After completing the workshop/internship, they will be required to submit a report at the School and make a presentation in front of the panel of internal examiners to be nominated by the Dean of the School.**

Allocation of Major Discipline by the School

Before the end of 2nd semester, every student must submit a request for opting for a major discipline out of the following three disciplines:

1. History
2. Sociology
3. Political Science

A major discipline shall have maximum of 25 seats for Indian students admitted on a seat which is not supernumerary. Students admitted on a supernumerary seat have to choose from the major disciplines opted for by the students not admitted on a supernumerary seat, and they shall not be accounted for while calculating the final strength of students opting for a major discipline. The major disciplines shall be allocated to the student on the basis of the merit of 1st semester SGPA and choice of the student.

**For a student to earn a Minor degree, he/she must compulsorily do Discipline Specific Courses from the specific discipline of the Minor he/she wishes to pursue. In addition, a student should earn credits from Discipline Specific Elective (DSE) or Minor Stream.

Second Semester
Foundation Course (FC)

Nature of the Course: Foundation Course
Course Title: What is History
Course Code: BALA102
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: The objective is to give a critical understanding of what is History, the past and the present.

Course Outcomes:

CO1 (Knowledge): Provide an insight intothe subject-matter of History.
CO2 (Understanding): Learn to think critically.
CO3 (Synthesis): Understand the nature of History
CO4 (Research): Study history in relation to other disciplines

Course Content:

UNIT-I: Defining History **(Lectures-10)**

a. Meaning of History
b. Scope of History
c. Relevance of History

UNIT-II: History, Periodization and Change **(Lectures-14)**

a. Time in History
b. Space in History
c. Events in History

UNIT-III: Patterns in History **(Lectures-14)**

a. Pre-history
b. Proto-history
c. Oral History
d. Written History

UNIT-IV: Past and Present **(Lectures-10)**

a. History as Modern Discipline
b. History and Interdisciplinarity

Pedagogy:

- Classroom Lectures/Experiential Learning/Project Work
- Visit to National Museum, New Delhi/Any Historical Place
- Screening Roshomon (1950): A film by Akira Kurosawa (1910-1998) for multiple interpretations in History

Text Books:

1. Carr, E.H. *What is History*, Penguin,UK, 2008.
2. Jenkins, Keith, *Re-thinking History*, Routledge Classics, 2003 (Paperback).
3. Thapar, Romila, *Time as a Metaphor of History: Early India*, OPU, 1996.

Recommended Readings:

1. Bloch, Marc, *Historian's Craft*, 2017 (Paperback).
2. Hobsbawm, E.J., *On History*, Free Press, 1998 (Paperback).

Second Semester
FOUNDATION COURSE (FC)

Nature of the Course: FOUNDATION COURSE
Subject: Introduction to Political Science
Course Code: BALA104
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions.

Course Outcomes:

CO1(Knowledge): The students would be able to explain different approaches to politics and build their own understanding of politics.

CO2(Understanding): They will be able to answer why the state plays so much central place in the discourses on politics.

CO3 (Synthesis): They will be able to make a distinction between nation and state.

CO4 (Research):They will come to know about different theories on nationalism. Students would be able to answer what are social movements and make a distinction between the old and new social movements.

Course Content

Unit-I: Introduction to Politics

a. What is Politics?
b. Different Approaches to Understand Politics

Unit-II: Centrality of State

a.What is State? Why State Occupies Central Position in Discussion of Politics?
b.Theories of State
c.Ideologies and Understanding of State
d.Changing Role of State in the Era of Globalization

Unit-III: State and Nation
a. How State is different from Nation?
b. Debates in Nation and Nationalism

Unit-IV: Democracy and Social Movements
a.Theories of Democracy
b.Social Movements
c.Political Communication and Mass Media:
    i. Political Communication
    ii. Role of Mass media

Pedagogy:
- Classroom interactions/Discussions
- Project preparation and Presentation

Text Books:

1. Heywood, A. (2004). *Political Theory - An Introduction*, (3rd ed.), Basingstoke: Palgrave.
2. Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*, New Delhi: Pearson Longman.

3. Neumann, F. (1950). 'Approaches to the Study of Political Power', *Political Science Quarterly*, 65(2), pp. 161-180.
4. Harding, A. (1994). 'The Origins of the Concept of the State', *History of Political Thought*, 15(1), pp. 57-72.
5. Dawisha, A. (2002). 'Nation and Nationalism: Historical Antecedents to Contemporary Debates', *International Studies Review*, 4(1), pp. 3-22.

Recommended Readings:

1. Bellamy, R. (1993). Introduction: The Demise and Rise of Political Theory. In Bellamy, R. (Ed.), *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
2. Barry, N. (1981). An Introduction to Modern Political Theory. London: Macmillan.
3. Ball, T. (1995). *Ideals and Ideologies: A Reader*. Boston: Addison Wesley.
4. Laski, H. J. (1935). *The State in Theory and Practice*. London: George Allen & Unwin.
5. Macpherson, C. B. (1973). *Democratic Theory: Essays in Retrieval*. Oxford: Clarendon Press.
6. Gurevitch, M., Coleman, S., &Blumler, J. (2009). 'Political Communication—Old and New Media Relationships', *The Annals of the American Academy of Political and Social Science*, 625, pp. 164-181.
7. Calhoun, C. (1988). 'Populist Politics, Communications Media and Large Scale Societal Integration', *Sociological Theory*, 6(2), pp. 219-241.
8. Page, B. (1996). 'The Mass Media as Political Actors', *PS: Political Science and Politics*, 29(1), pp. 20-24.

Second Semester
FOUNDATION COURSE (FC)

Nature of the Course: FOUNDATION COURSE
Subject: Introduction to Sociology
Course Code: BALA106
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: Aim is to make students appreciate the relevance of the discipline of Sociology.
Course Outcome:

CO1 (Knowledge): Help in demonstrating nature, scope and subject matter of sociology
CO2 (Understanding): Students will be able to explain social facts and concepts related to society
CO3 (Synthesis): Relate sociological knowledge with understanding of society and its functioning
CO4 (Application and Research):Convey latest developments in sociology

Course Content

Unit I: Definition, Nature and Scope of Sociology

a. Rise and growth of sociology as a discipline
b. Sociology as a science
c. Relation with other social sciences
d. Applications; Sociological imagination

Unit II: Basic concepts

a. Society, culture, civilization
b. Community and association
c. Human groups- primary and secondary groups
d. Status and role

Unit III: Social stratification

a. Meaning and forms of stratification
b. Theories of stratification- fundamental, Marxian and Weberian perspectives
c. Class, gender, race,
d. Ethnic stratification

Unit IV: Social institutions

a. Family and marriage
b. Religion
c. Education
d. Polity and economy

Pedagogy:

- Lectures
- Discussions and Presentations
- Project Work

Text Books:

1. Giddens, A., Carr D., Dunneier M. and Richard P. Applebaum. *An Introduction to Sociology*. W. W. Norton and Company. 2018.
2. Tomley, S. and Hobbs, M.,*The sociology Book: Big Ideas simply Explained*, D K Publishing, 2019.

Recommended Readings:

1. Mead, G. H. (ed.), *Mind, Self and Society*, Charles W. Morris, The University of Chicago Press. Chicago, 2015.
2. Schaefer, R. T., *Sociology Matters*, McGraw Hills, 2018.
3. Mills, C. W., *The Sociological Imagination*, Oxford University Press, 2000.
4. Berger, P. L. and Luckman, T., *The Social construction of Reality*, Penguin Books, 1966.
5. Newman, D. M.,*Sociology: Exploring the Architecture of Everyday Life.*, Thousand Oaks CA, 2000.

Second Semester
Inter-disciplinary Course (IDC)

Nature of the Course – IDC
Course Title : History of Science and Technology in India
Course Code: BALA108
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (60+40)

Course Objecetives: Expose students to the historical developments in the field of science and technology.

Course Outcome:
CO1 (Knowledge):An overview of science and technology in India.
CO2 (Understanding): An evolution and development of Science and Technology in India.
CO3 (Synthesis): Connecting the past knowledge traditions with the Present developments.
CO4 (Application): Must be aware of the past knowledge traditions while using contemporary technology.

Course Content:

Unit I: Science and Technology in Ancient India

Astronomy (Surya-Siddhanta, Aryabhatta, Varahamihira), Mathematics, Agriculture, Architecture, Physics and Chemistry, Medicine (Ayurveda), Metallurgy, Textile Production, Shipbuilding and Armaments

Unit II: Science and Technology in Medieval India

Geometry, Trigonometry and Algebra, Architecture, Agriculture (Canals), Graeco-Arabic Medicine (Unani-tibb)), Astronomy, medicine, textile, arms-making, shipbuilding and horticulture

Unit III: Modern Science in India

Surveys, the idea of Laboratory, Botanical Investigations, Cash Crops Boom, Geological Explorations, Scientific Education, Scientific Societies, Growth of Scientific Institutions in colonial India, Indian Response

Unit IV: Post-Independence India

Policies in Science and Technology in independent India (IITS, Council of Scientific and Industrial Research, Ministry of Science and Technology), Indian Council of Agricultural Research (1947), Indian Council of Medical Research (1949), DRDO and Defence Technology, TIFR and Department of Atomic Energy and Nuclear Energy, ISRO and Space Programme (Satellite and Synthesis Revolution), Digital India (IT Revolution and computerization of Indian Railways), Green and Milk Revolution, C-DOT and Telecom Advancement, Drugs and Vaccines Manufacturing

Pedagogy:

Written Examination
Project Work

Text Books:

1. Babu, D. Senthil, *Mathematics and Society*, Oxford University Press, 2022.
2. Bose,D.M., S.N. Sen & B.V. Subbarayappa (Eds.), *A Concise History of Science in India*, New Delhi: Indian National Science Academy, 1971.
3. Arnold, David *The New Cambridge History of India, III-5 (Science Technology and Medicine in Colonial India*, Cambridge: Cambridge University Press, 2004.

Recommended Readings:

1. Nandy, Ashis (Ed.), *Science, Hegemony and Violence*, The United Nations University, Tokyo, Japan.
2. Sarkar, Suvobrata (Ed.), *History of Science, Technology, Environment and Medicine in India*, London
3. and New York: Routledge (Taylor & Francis), 2022.
4. Kumar, Deepak,*Science and the Raj: A Study of British India*, Oxford Scholarship Online, October 2012.
5. Rao, P. Rama,'Science and Technology in Independent India: Retrospect and Prospect', in *Current Science*, Vol. 74, No.5, 10 March 1998, pp.418-432.
6. Basham, A.L.,*The Wonder That was India*, Vol. I, New Delhi: Rupa & Co., 1981 (Only Chapter VIII: The Arts and the Appendices: Astronomy, The Calendar, Mathematics, Physics and Chemistry, Physiology and Medicine, Logic and Epistemology, Weights and Measures, Coinage).
7. Rizvi,S.A.A.,*The Wonder That was India*, Vol. II, London: Sidgwick & Jackson, 1987 (Chapter VII; Fine Arts-only on Monuments, Architecture and Painting for Geometry, etc.).
8. Khan, M.S., 'Science and Technology in Early Medieval India', in https://dergipark.org.tr/tr/download/article-file/688183.

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course
Course Title: Introduction to Film Studies
Course Code: BAENG104
Credits: 3(L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: To acquaint students with the cinema as an art form; to help students understand language and different genre of cinema; to equip students with tools of film analysis.

Course Outcome (COs):
CO1 (Knowledge): To impart knowledge of the basics of film studies, language of cinema and its various asepects.
CO2 (Understanding): To develop understanding of cinema as an art form, its formalist analysis and different film genres
CO3 (Communication): To enable them to critical discuss films as a cultural text.
CO4 (Research): To give them a foundation to research on sociological, cultural, social and artistic elements of films.

Course Content

Unit I: Indtroduction: Introduction to film studies, language of cinema, misce-en-scene, montage

Unit II: Orson Welles: *Citizen Kane*
De Sicca: *The Bicycle Thieves*
Francis Ford Coppola: *The Godfgather*
Sergio Leone: *The Good, the Bad and the Ugly*

Unit III: Raj Kapoor: Awara
Guru Dutt: Pyaasa
Sayyajit Ray: Pather Panjali
Kundan Shah: *Jaane Bhi Do Yaaro*

Unit-IV: Review Writing

Suggested Films:

Charlie Chaplin: *The Great Dictator*
Sergei Eisenstein: *Battleship Potemkin*
Francois Truffaut: *The 400 Blows*
Alfred Hitchcock: *The Rear Window*
Alfred Hitchcock: *Psycho*
Victor Fleming: *Gone With the Wind*
Sergio Leone: *For a Few Dollars More*
Bimal Roy: *Do Bigha Zameen*
Shyam Benegal: *Manthan*
Shyam Benegal: *Junoon*

Suggested Reading List:

Beaver, Frank Eugene. *A Dictonary of Film Terms*: *The Aesthetic Companion to Film Art*. Peter Lang, 2006.
Bordwell, David and Kristin Thompson. *Film Art*: *An Introduction. McGraw Hill, 2012.*
Bazin, Andre. *What is Cinema-Vol. I and Vol II*. University of California Press, 2004.
Hill, John and Pamela C. Gibson. *Oxford Guide to Film Studies.* Oup, 1998.
--*Film studies: Critical Approaches*. OUP,2000.
Monaco, James. *How to Read a Film*: *Motives, Media, and Beyond*. OUP,2007.
Ray, Satyahit. *Our Films, Their Films. Oreint Longman*, 1976

***offered by USHSS**

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course **Mode of Examination: UES**
Course Title: Caves to Cinema Halls:
History of Indian Architecture
Course Code: BALA110
Credits: 3(L2 T1) **Course ID:**
Marks: 100 (40+60)

Course Objective: The course would focus on the techniques and practices of architectural style since ancient to modern times.

Course Outcome:
CO1 (Knowledge): The visual and the aesthetics play an important role in developing the architectural sensibilities.
CO2 (Understanding): Understanding the differences between the architectural styles of different periods.
CO3 (Synthesis): While the focus of the course will be on the history of Indian architecture, there will be continuous references to, and comparisons with, other locations of the world.
CO4 (Application and Research): The course will briefly focus on the issues of power, class and visions in the architectural styles.

Course Content

Unit I: History and Theory of Architecture:

a. Theories of Architecture: Ruskin and E.H. Gombrich
b. Historiography: Fergusson, Coomaraswamy, ParthaMitter, Senthil Babu, etc
c. World Architecture: An Overview – case studies

Unit II: Architecture
a. Religious
b. Imperial
c. Cityscapes
d. Everyday Architecture

Unit III: Architecture in Medieval Period
a. Religious
b. Imperial
c. Cityscapes
d. Everyday Architecture

Unit IV: Modern Architecture
a. Religious
b. Imperial
c. Cityscapes
d. Everyday Architecture

Pedagogy:

Practical analysis of distinction between modern architecture and the ancient one
Project work on different imaginations that have shaped architectural landscapes in India and worldwide
Field Work

Text Book:

1. Babu, D. Senthil *Mathematics and Society: Numbers and Measures in Early Modern South India*, Oxford, 2022.
2. Coomaraswamy, Ananda K., *Introduction to Indian Art*, MunshilalManoharlal Publishers, 1999
3. Coomaraswamy, Ananda K., *Visvakarma: Examples of Indian Architecture, Sculpture, Paintings. Handicraft*, London, 1914
4. Nilsson, Sten, *European Architecture in India 1750-1850*, Faber and Faber, London, 1968

5. Tillotson, G.H.R. *Paradigms of Indian Architecture: Space and Time in Representation and Design*, Routledge, NY, 1997

Recommended Readings

1. Le Corbusier, *Chandigarh and the Modern City*, Mapin Publishing, Ahmedabad, 2009
2. Fergusson, James, *History of Indian and Eastern Architecture*, John Murray, London, 1876
3. Guha-Thakurta, Tapti, *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*, Columbia University Press, NY, 2004
4. Havell, E.B., *The Ancient and Medieval Architecture of India: A Study of Indo-Aryan Civilization*, John Murray, London, 1915
5. Havell, E.B., *Indian Architecture, Its Psychology, Structure and History from the first Muhammedan Invasion to the Present Day*, J. Murray, 1913
6. Metcalf, Thomas R., *An Imperial Vision: Indian Architecture and Britain's Raj*, Faber and Faber, London, 1989
7. Mitter, Partha, *Much Maligned Monster: A History of European Reactions to Indian Art*, Clarendon Press, Oxford, 1977
8. Michell, George, *The Hindu Temple: An Introduction to its Meanings and Forms*, University of Chicago Press, 1977
9. Punja, Shobita, *Divine Ecstasy: The Story of Khajuraho*, Penguin India, 1992
10. Said, Edward W., *Orientalism: Western Conception of the Orient*, Pantheon Books, NY, 1978
11. Rowland, Benjamin, *The Art and Architecture of India: Buddhist, Hindu, Jain*, Pelican History of Art, Penguin, 1967 (3rd Edition)
12. Sinopoli, Carla M., *The Political Economy of Craft Production: Crafting Empire in South India, C. 1350–1650*, Cambridge University Press, 2003
13. Tadgell, Christopher, *The History of Architecture in India: From the Dawn of Civilization to the End of the Raj*, Architecture Design and Technology Press, London, 1990
14. Van Dyke, Ruth M., Susan E. Alcock, *Archaeologies of Memory*, Wiley Blackwell Publishers, UK, 2003
15. Van Dyke, Ruth M., Susan E. Alcock, *Archaeologies of Memory*, Wiley Blackwell Publishers, UK, 2003

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course
Course Title: The Idea of Power
Course Code: BALA112
Credits: 3(L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: The course would explore the way power runs within states and institutions and the responses of the people and groups.

Course Outcome:
CO1 (Knowledge): Study different thinkers who studies the concept of power.
CO2 (Understanding): Understanding how power operates
CO3 (Synthesis): Correlate understanding of power with the present state systems and institutions
CO4 (Application and Research): How power affects every day lives, social groups, communities and individuals.

Course Content

Unit I: Different Thinkers on the Idea of Power
a. What is power?
b. George Orwell: Reading Power in *Animal Farm*
c. Thomas Hobbes: *Leviathan*
d. Karl Marx: *The 18th Brumaire*
e. Michel Foucault: *Power/Knowledge*

Unit II: Power and Resistance
a. Gender
b. Racial Violence and Oppression
c. Disability
d. Caste

Unit III: Politics and Power
a. Political Power: Authority, Legitimacy, Sovereignty
b. Power and capabilities, Power and relation to other states, Power and International Structures
c. Three Dimensions of Power: One-dimensional View, Two-dimensional View, Three-dimensional View
d. Politics, Coercive Power and Hegemony

Unit-IV: Power and Change
a. David and Goliath: How the powerless can bring about change
b. Change through power
c. Power and Leadership

Pedagogy:
- **Reading,**
- **Viewing films**
- **Games play to understand the way power works**
- **Class discussions**

Text Books:
Russell, Bertrand, *Power: A New Social Analysis*
Lukes, Steven, *Powere: A Radical View*

Second Semester
Skill Enhancement Course (SEC)*

Nature of the Course: Skill Enhancement Course
Course Title: Writing Skills
Course Code: BAENG110
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

**To be offered by other USS

Second Semester
Ability Enhancement Course*

Nature of the Course: Ability Enhancenemnt Course
Course Title: English Language & Grammar- II
Course Code:BAENG112
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Punjabi - II
Course Code: BAENG114
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: French - II
Course Code: BAENG116
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: German - II
Course Code: BAENG118
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Japanese - II
Course Code: BAENG120
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Spanish - II
Course Code: BAENG122
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Semester Two
Value Addition Course (VAC) II

Nature of the Course: VAC (For Under-graduate Programme) II **Mode of Exam: NUES**
Course Title: Human Values and Ethics
Course Code: HVE-201
Credits-04 (L-3/ T/P-01) **Course ID:**

Course Objectives:

1. To develop sustainable harmony within self, family, fellow human beings, society, global communities, and nature.
2. To critically reflect and respect our existence as humans.
3. To develop commitment and courage of conviction.
4. To be able to work as a team for a socially relevant cause.

Course Outcomes:

CO1 (Knowledge): Students would become more mindful of themselves and their surroundings, handling problems with sustainable solutions, while keeping human relationships and human nature in mind.
CO2 (Understanding):Students would cultivate critical skills.
CO3 (Synthesis): Students would become sensitive to their commitment towards values, human relationships and society at large.
CO4 (Application): Students will learn from their real-life experience to work as a team towards socially productive causes.

Course Content

UNIT 1:

Introduction to Value Education: **06 hours**

- Are values absolute or relative?
- Need for Universal Human Values
- Appreciating diversity as laid down in the constitution - lingual, sociocultural, regional or religious
- Pluralism, multi-culturalism and secularism

UNIT 2:

Harmony in Human-Human Relationships: **06 hours**

- Harmonious coexistence within self, thoughts (mental process) & action
- Harmonious coexistence of self with other selves
- Fostering concepts like difference, respect, trust and coexistence.

UNIT 3: **06 hours**

Harmony in Human - Nature Relationship:

- Harmony with Nature
- Sustainable existence and Sustainable Development Goals (SDGs)

UNIT 4: **10 hours**

Project or Field-Work/Case Study/Workshop - The students will form teams of 4 to 5 and may carry out **any one** of the above-mentioned activities. The team will present the work done at the end of the semester. **The project** may be on socially relevant cause such as: Energy Conservation, Mental health, Gender related, Human Rights, Health Care, Swachta Mission, Biodiversity and Conservation, Financial Literacy, Social Justice/Injustice, Caste/Class based Issues, Law & Society, Literature/Films and Human Values or any other related subject with the approval of course instructor.

OR

A case study analysis may be carried out and presented by the students on any of the topics mentioned above for the project work.

OR

Workshop : The students may attend a workshop of not less than 3 days (in Physical mode) on Human Values and Ethics organized by the AICTE /Institution.

Text Books:

1. R. R. Gaur, R. Sangal, G. P. Bagaria. A foundation course in Human Values and professional ethics, Excel books,New Delhi. 2019 ISBN-10 9788174467812, ISBN-13 978-8174467812.
2. A.N. Tripathy. Human Values. New Age International Publishers. 2004
3. Text books from NCERT .
4. Motilal Shashi . An Alliance Beyond the Human Realm for Ecological Justice in *Ethique-Economique*, Vol..16 Number 1, June 2019 pp.46-56

Recommended Readings:

1. Nagraj, Jeevan Vidya ekParichay, Divya Path Sansthan. Amarkantak, 1999.
2. L. Bajpai, Indian Ethos and Modern Management, New Royal Book Company, Lucknow, Reprinted: 2008 ISBN-10 8185936943, ISBN-13 978-8185936949.
3. Universal human values on Sustainable Development Goals (SDG), Link:
4. https://www.undp.org/sustainable-development goals?utm_source=EN&utm_medium=GSR&utm_content=US_UNDP_PaidSearch_Brand_English&utm_campaign=CENTRAL&c_src=CENTRAL&c_src2=GSR&gclid=Cj0KCQiAgaGgBhC8ARIsAAAyLfEfOe_NvhZgmNwP0jJWiSonxm4KNRi9bca9BHG-202LhHoktQEwQUaAvHHEALw_wcB
5. NBT abridged version of constitution for case studies.
6. Case Study on "Fabricating Data" and other issues can be taken up by the instructor.
7. Case study:
8. https://onlineethics.org/cases/ethics-science-classroom/overly-ambitious-researchers-fabricating-data

9. Motilal, Shashi."Sustainable Development Goals and Human Moral Obligations: The Ends and Means Relation" *Journal of Global Ethics.* Volume 11, Issue 1 2015 , Online version published on 13 March 2015 Online version available on http://dx.doi.org/10.1080/17449626.2015.1010096. ISSN: 1744-9634

Distribution of Credits (2023-24 Batch)

Semester	(FC)	(DSC)	(MSC)	(IDC)	(SEC)	DSC (E) Workshop/ Seminar	AEC	VAC	Internship/ skill based vocational course/apprenticeship	Dissertation/ Seminar	Statutory Course NSS/Cultural Activity/ Community Outreach	Minimum Credits Required	Total Credits
Sem 1	**12**			**3**	**3**	**-----**	**2**	**4**	------	-------	-------	**24**	**24**
Sem 2	**12**			**3**	**3**	**------**	**2**	**4**	------	-------	-------	**24**	**24**
Students exiting the Programme after securing **48 credits** will be awarded **Undergraduate Certificate in Liberal Arts**, provided they secure 4 credits in work-based vocational courses, such as internship/ Apprenticeship offered during summer vacations, after the first and second semesters/First year. The students who wish to exit after 2nd semester will be required to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee for evaluation.													
Sem 3		**12**	**4**	**3**	**3**	**-----**	**2**	-----	-------	-------	-------	**24**	**24**
Sem 4		**12**	**8**	------	------	**2**	**2**	-----	--------	-------	-------	**24**	**24**
Students exiting the Programme after securing **96 credits** will be awarded **Undergraduate Diploma in Liberal Arts**, provided they secure additional 4 credits in work-based vocational courses such as Internship/Apprenticeship offered during summer vacations, after the third and fourth semesters/Second Year. The students who wish to exit after 4th semester will be required to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee for evaluation.													
Sem 5		**16**	**4**	-------	--------	**2**	--------	----	-------	-------	-------	**22**	**22**
Sem 6		**12**	**8**	-------	-------	-----	-------	-----	2	-------	**2**	**24**	**24**
Total Credits after 3 Years – 142 + 2 = 144													
Students exiting the Programme after completing 6 semesters or 3 years shall secure 142 + 02* = 144 credits. Students must complete their internship/apprenticeship and statutory course by the end of the sixth semester. The credits of the same will be added in the sixth semester. This will include the 02 credits of Internship/Apprenticeship and 02 credits of Statutory Course i.e. Community Activity/NSS/NCC/Cultural Activity/ Clubs, etc. The students will be required to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee for evaluation. At the end of Sixth Semester/3rd Year, total **144 credits** shall be earned for the award of a **Bachelor of Arts in Liberal Arts degree** with a **Major and Minor.**													
Sem 7		**16**	**8**	-------	-------	------	-------	-----	--------	-------	-------	**24**	**24**
Sem 8 A		**4**	**4**	-------	-------	-------	-------	-----	-------	**12**	**------**	**20**	**20**
Sem 8 B		**16**	**4**									**20**	**20**
Credits after 4 Years- 188													
Students will be awarded a **BA Liberal Arts (Honours)** with a **Major and Minor or BA Liberal Arts (Honours with Research)** with a **Major and Minor** provided they secure **188 credits.**													
Total Credits Offered (Scheme A)	**24**	**72**	**36**	**9**	**9**	**4**	**8**	**8**	**2**	12	**2**	**188**	**188**
Total Credits offered (Scheme B)	**24**	**84**	**36**	**9**	**9**	**4**	**8**	**8**	**2**	--	**2**	**188**	**188**

* The Course 'Science and Practice of Happiness' is a 2 Credit Open Elective Compulsory Course which students can undertake in any of the first six Semesters.

Note 1: Students must complete their internship and statutory course by the end of the sixth semester. The credits of the same will be added at the end of sixth semester for Exit.

Note 2: Total number of credits for skill-based vocational courses/internship/apprenticeship at the time of Exit (4 credits each). One each to be undertaken after the 2nd & 4th Semester).

Note 3: All Foundation Courses are DSCs.

Note 4: See **Appendix** for the Degree of Double Major, i.e. BA Liberal Arts (Honours) with First Major and Second Major.

FC- Foundation Course	**DSC**- Discipline Specific Course	**MSC**- Minor Stream Course	**IDC**- Inter- Disciplinary Course	**SEC**- Skill Enhancement Course	**AEC**- Ability Enhancement Course	**DSC (E) –** Discipline Specific Course Elective	**VAC**- Value Addition Course



Detailed Curriculum Scheme Framework for History (From 3rd to 8th Semester)

2023-24 Batch

Semester III*									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
			Theory						
DSC	010243	BALAH243	Introduction to History	UES	3	1	4	4	Compulsory
DSC	010245	BALAH245	The History of India (1500 BCE to 200 BCE)	UES	3	1	4	4	Compulsory
DSC	010247	BALAH247	The History of India (700 CE to 1500 CE)	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any One)**	012207	BALAS207	Ethnicity and Ethnic Identity	UES	3	1	4	4	Elective
	012209	BALAS209	Social Change and Mobility	UES	3	1	4		Elective
	012211	BALAS211	Sociology of Development	UES	3	1	4		Elective
MS History Minor (Choose Any One)	010249	BALAH249	Religious Traditions in India (1500 BCE to 1000 CE)	UES	3	1	4		Elective
	010251	BALAH251	Voyages and Visions: Travel Narratives as Sources of History	UES	3	1	4		Elective
	010253	BALAH253	History of Cricket in India	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)	011237	BALAP237	Nation and Nationalism	UES	3	1	4		Elective
	011239	BALAP239	Challenges and Concerns of Governance	UES	3	1	4		Elective
	011241	BALAP241	Gandhi in the Contemporary World	UES	3	1	4		Elective
MS English Minor (Choose Any One) (USHSS)	617207	BAENG207	Literature and History	UES	3	1	4		Elective
	617209	BAENG209	Literature and Society	UES	3	1	4		Elective
IDC (Choose Any One)	218213	BALA 213	Popular Culture	UES	2	1	3	3	Elective
	218215	BALA 215	Human Rights	UES	2	1	3		Elective
	218217	BALA 217	Society and Humor	UES	2	1	3		Elective
	617211	BAENG211	Popular Fiction	UES	2	1	3		Elective

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			OR MOOC* **						
SEC (Choose Any One)	218219	BALA 219	Indian Heritage and Culture	UES	2	1	3	3	Elective
	218221	BALA 221	Ethics and Dilemmas in Politics	UES	2	1	3		Elective
	218223	BALA 223	Conceptualizing Everyday Life	UES	2	1	3		Elective
	617213	BAENG213	Translation: Theory and Practice	NUES	2	1	3		Elective
			OR MOOC						
AEC (Choose Any One)	218225	BALA 225	Travel Accounts	NUES****	1	1	2	2	Elective
	218227	BALA 227	Public Opinion and Survey	NUES	1	1	2		Elective
	218229	BALA 229	Introduction to Social Work	NUES	1	1	2		Elective
	617215	BAENG215	English Language and Grammar-III	UES	1	1	2		Elective
	617217	BAENG217	Punjabi-III	UES	1	1	2		Elective
	617219	BAENG219	French-III	UES	1	1	2		Elective
	617221	BAENG221	German-III	UES	1	1	2		Elective
	617223	BAENG223	Japanese-III	UES	1	1	2		Elective
	617225	BAENG225	Spanish-III	UES	1	1	2		Elective
			OR MOOC						
Total Credits								**24**	

* Every student shall be allocated a supervisor at the beginning of the 3rd semester, who shall remain unchanged (only the APC of the school shall allow a change of supervisor for reasons recorded in writing) until the completion of the programme of study for all seminar papers, the minor project, and the major project.

**MS is equivalent to DSE.

*** The MOOC can be taken from the list of courses/papers offered through the SWAYAM/NPTL platform. The open elective can only be opted by the student with the consent of the APC of the USLA and only if the offered paper schedule is in line with the academic calendar of the University and the programme of study.

**** NUES: The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

Note: USHSS (English and Economics) Courses have been mentioned as approved by the USHSS Scheme of 2023.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the batch admitted in the Academic Session 2023-24. 7th and 8th semester scheme and syllabus approved in the 7th BoS meeting held on 18th March 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June 2025.

Semester IV									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
		Theory							
DSC	010236	BALAH236	The History of India (200 BCE to 700 CE)	UES	3	1	4	4	Compulsory
DSC	010238	BALAH238	The History of India (1500 CE to 1800 CE)	UES	3	1	4	4	Compulsory
DSC	010240	BALAH240	Historical Method	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any Two)	012208	BALAS208	Sociology of the Marginalised Sections	UES	3	1	4	8	Elective
	012210	BALAS10	Sociology of Ageing	UES	3	1	4		Elective
	012212	BALAS212	Religion in South Asia	UES	3	1	4		Elective
MS History Minor (Choose Any Two)	010242	BALAH242	Devotion and Dissent in Indian Culture (500 CE to 1500 CE)	UES	3	1	4		Elective
	010244	BALAH244	Religious Communities, Identities and Institutions (1500 CE to 1800 CE)	UES	3	1	4		Elective
	010246	BALAH246	Studies in Archival Research	UES	3	1	4		Elective
MS Political Science Minor (Choose Any Two)	011230	BALAP230	Public Policy in India	UES	3	1	4		Elective
	011232	BALAP232	Interrogating the Past: Memory and Museumization	UES	3	1	4		Elective
	011234	BALAP234	Contemporary Human Rights Concerns	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any Two)	617208	BAENG208	Women's Writings	UES	3	1	4		Elective
	617210	BAENG210	Literature and Caste	UES	3	1	4		Elective
	617212	BAENG212	Literature and Race	UES	3	1	4		Elective
DSE (Sem/ Workshop)	218214	BALA214	Archives and Archaeology	NUES	1	1	2	2	Elective
	218216	BALA 216	Workshop on Quantitative Data Analysis*	NUES	1	1	2		Elective
AEC	218218	BALA 218	Cityscapes	NUES	1	1	2		Elective
	218220	BALA 220	Introducing the Art of Diplomacy	NUES	1	1	2		Elective
	218222	BALA 222	Introducing Census and NSSO	NUES	1	1	2		Elective

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(Choose Any One)	617216	BAENG216	English Language and Grammar-IV	UES	1	1	2	2	Elective
	617218	BAENG218	Punjabi-IV	UES	1	1	2		Elective
	617220	BAENG220	French-IV	UES	1	1	2		Elective
	617222	BAENG 222	German-IV	UES	1	1	2		Elective
	617224	BAENG 224	Japanese-IV	UES	1	1	2		Elective
	617226	BAENG 226	Spanish-IV	UES	1	1	2		Elective
			OR MOOC						
Total Credits								**24**	

*For the students opting for History Major, the course Workshop on Quantitative Data Analysis will be optional. However, for the students opting for Sociology Major and Political Science Major, the course Workshop on Quantitative Data Analysis is compulsory.

Note 1: At the end of four semesters, those students who wish to exit will be awarded the Undergraduate Diploma in Liberal Arts after earning a minimum of 96 credits. Such students are required to undertake a 4 Credits workshop/summer Internship/ skill based vocational course/apprenticeship. After completing the workshop/summer Internship/ skill based vocational course/apprenticeship, they will be required to submit a report to the School and make a presentation in front of the panel of internal examiners, to be nominated by the Dean of the School.

Note 2: Students are mandatorily required to do an Internship/ skill based vocational course/apprenticeship of 2 credits (at least 4 weeks) during the summer vacations, any time from 1st to 6th semesters. The credits from this Internship/ skill based vocational course/apprenticeship will be added in the 6th semester.

Note 3: USHSS (English and Economics) courses have been mentioned as approved under the USHSS Scheme of 2023.

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Semester V									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
DSC	010335	BALAH335	The History of India (1700 CE to 1857 CE)	UES	3	1	4	4	Compulsory
DSC	010337	BALAH337	The History of India (1857 CE to 1947 CE)	UES	3	1	4	4	Compulsory
DSC	010339	BALAH339	History of Modern Europe (1400 CE to 1750 CE)	UES	3	1	4	4	Compulsory
DSC	010341	BALAH341	Indian Business and Labour History in the Twentieth Century	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any One)	012309	BALAS309	Law and Social Transformation	UES	3	1	4	4	Elective
	012311	BALAS311	Science, Technology, and Society	UES	3	1	4		Elective
	012313	BALAS313	Globalization and Society	UES	3	1	4		Elective
MS History Minor (Choose Any One)	010343	BALAH343	History of Africa in Modern Times	UES	3	1	4		Elective
	010345	BALAH345	History of Modern Russia	UES	3	1	4		Elective
	010347	BALAH347	Imperialism, Colonialism and Nationalism	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)	011329	BALAP329	Comparative Constitutions	UES	3	1	4		Elective
	011331	BALAP331	Introducing Ambedkar	UES	3	1	4		Elective
	011333	BALAP333	United Nations and Conflict Analysis	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any One)	617309	BAENG309	War Literature	UES	3	1	4		Elective
	617311	BAENG311	Writings of the South Asian Diaspora	UES	3	1	4		Elective
DSE Seminar/ Workshop	218315	BALA315	History through Everyday Objects	NUES	1	1	2	2	Elective
	218317	BALA 317	Gender, Violence and International Guidelines and Toolkits	NUES	1	1	2		Elective
	218319	BALA 319	Visual Anthropology	NUES	1	1	2		Elective
Total Credits								**22**	

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the batch admitted in the Academic Session 2023-24. 7th and 8th semester scheme and syllabus approved in the 7th BoS meeting held on 18th March 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June 2025.

Please Note:

1: USHSS (English and Economics) courses have been mentioned as approved by the USHSS Scheme of 2023.

2: Students are mandatorily required to do an Internship/ skill based vocational course/apprenticeship of 2 credits (at least 4 weeks) during the summer vacations, at any time from 1st to 6th semesters. The credits from this Internship/ skill based vocational course/apprenticeship will be added in the 6th semester.

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Semester VI									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
			Theory						
DSC	010326	BALAH326	Modern Europe: French Revolution to the World Wars	UES	3	1	4	4	Compulsory
DSC	010328	BALAH328	History of Women in India up to the Eighteenth Century	UES	3	1	4	4	Compulsory
DSC	010330	BALAH330	Indian Legal and Constitutional History	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any Two)	012308	BALAS308	Sociology of Environment	UES	3	1	4	8	Elective
	012310	BALAS310	Rural Sociology	UES	3	1	4		Elective
	012312	BALAS312	Sociology of Policy	UES	3	1	4		Elective
MS History Minor (Choose Any Two	010332	BALAH332	History of Modern China	UES	3	1	4		Elective
	010334	BALAH334	History of Modern Japan	UES	3	1	4		Elective
	010336	BALAH336	American History: Independence to Cold War	UES	3	1	4		Elective
MS Political Science Minor (Choose Two)	011320	BALAP320	International Organizations	UES	3	1	4		Elective
	011322	BALAP322	Political Processes and Institutions in Comparative Perspective	UES	3	1	4		Elective
	011324	BALAP324	Contemporary Indian Foreign Policy	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any Two)	617310	BAENG310	Literature and Gender	UES	3	1	4		Elective
	617312	BAENG312	Cultural Studies	UES	3	1	4		Elective
	617314	BAENG314	Theatre: Text and Performance	UES	3	1	4		Elective
	617316	BAENG316	Classical Drama	UES	3	1	4		Elective
							Total Credits	**24#**	

Group	**Code**	**Paper**	**L**	**P**	**Credits**
		Summer Training/ Internship/ skill based vocational course/apprenticeship			**2**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the batch admitted in the Academic Session 2023-24. 7th and 8th semester scheme and syllabus approved in the 7th BoS meeting held on 18th March 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June 2025.

Group	Code	Paper	Mode of Examination	L	P	Credits
Statutory Course		NSS/NCC/Cultural Activity/Community Outreach	NUES			2
Note: Students are required to undertake a mandatory 2 Credits NSS/Community Outreach/Cultural Activity in any of the first six semesters. The credits will be added in the sixth semester.						

Please Note:

1: At the end of the 6th semester, the student must submit a synopsis for the project work to be done through the supervisor to the school committee for evaluation of the research proposal for those pursuing research, while others will do 4 additional papers. The student shall do a research project dissertation in the 4th year, which shall be apportioned into two parts, namely (a) Project Part 1, and (b) Project Part 2. The output of Part 1 of the project shall be a report that should include a review of the literature of the area/topic and a detailed methodology of how the research shall be conducted (materials and methods), along with a statement of the objective(s) of the project.

2: Only those students who score 75 percent and above up to the Sixth Semester will be eligible for the B.A. Liberal Arts (Hons.) Research Programme.

3: USHSS (English and Economics) courses have been mentioned as approved by the USHSS Scheme of 2023.

#Which includes the credits of Internship/ skill based vocational course/apprenticeship and the statutory courses.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the batch admitted in the Academic Session 2023-24. 7th and 8th semester scheme and syllabus approved in the 7th BoS meeting held on 18th March 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June 2025.

Semester VII									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
			Theory						
DSC		BALAH401	History of Anti-Caste Movements in India	UES	3	1	4	4	Compulsory
DSC		BALAH403	Peasants in Indian History	UES	3	1	4	4	Compulsory
DSC		BALAH405	Understanding Economy under the Colonial State	UES	3	1	4	4	Compulsory
DSC		BALAH407	Research Methodology (Historiography)	UES	3	1	4	4	Elective
(Choose one)		BALAH409	Introduction to Environmental History*	UES	3	1	4		Elective
MS Sociology Minor (Choose Any Two)		BALAS411	Sociology of Social Movement	UES	3	1	4	8	Elective
		BALAS413	Sociology of Indian Diaspora	UES	3	1	4		Elective
		BALAS415	Sociology of Gender	UES	3	1	4		Elective
MS History Minor (Choose Any Two)		BALAH423	Regional History	UES	3	1	4		Elective
		BALAH425	Museum, Memory and Public History	UES	3	1	4		Elective
		BALAH427	History of Modern South America	UES	3	1	4		Elective
MS Political Science Minor (Choose Any Two)		BALAP411	India's Security Environment	UES	3	1	4		Elective
		BALAP413	Political Dimensions of Rural Economy	UES	3	1	4		Elective
		BALAP415	Regions and Regionalism in International Politics	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any Two)	617407	BAENG407	Literature and Cinema	UES	3	1	4		Elective
	617409	BAENG409	Science Fiction	UES	3	1	4		Elective
	617411	BAENG411	Gender as Performance	UES	3	1	4		Elective
	617413	BAENG413	Narratives of Life	UES	3	1	4		Elective
							Total Credits	**24**	

***For those who do not take up research.**

Note: USHSS (English and Economics) Courses have been mentioned as approved by the USHSS Scheme of 2023.

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Semester VIII - Scheme A*									
Nature of the Course	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
			Theory						
DSC (Choose Any One)		BALAH402	Introduction to Public History	UES	3	1	4	4	Elective
		BALAH404	Gender in History	UES	3	1	4		Elective
		BALAH406	An Introduction to Urban History	UES	3	1	4		Elective
		BALAH408	Gandhi and Ambedkar	UES	3	1	4		Elective
MS Sociology Minor (Choose Any One)		BALAS410	Sociology of Deviance and Crime	UES	3	1	4	4	Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Sociology of Ethnicity	UES	3	1	4		Elective
MS History Minor (Choose Any One)		BALAH422	Indian Business and Labour History	UES	3	1	4		Elective
		BALAH424	Colonial Economy	UES	3	1	4		Elective
		BALAH426	Voices From Margins	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)		BALAP412	Politics of Space	UES	3	1	4		Elective
		BALAP414	Political Ideologies: Ideas and Practices	UES	3	1	4		Elective
		BALAP416	Social Movements in Modern India	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any One)	617416	BAENG416	European Drama	UES	3	1	4		Elective
	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4		Elective
Research Project		**BALAH428**	**Research Dissertation**				12	12	Compulsory
							Total Credits	**20**	

*Applicable only for those who will undertake a Research Project. Those students who do not wish to undertake any research project at UG level shall study all DSC courses in the Eighth semester; and those who will undertake a research project or dissertation in the Eighth Semester will opt for only one DSC and one MS course.

Note: USHSS (English and Economics) courses have been mentioned as approved by the USHSS Scheme of 2023.

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Semester VIII - Scheme B**									
Nature of the Course	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
		Theory							
DSC		BALAH402	Introduction to Public History	UES	3	1	4	4	Compulsory
DSC		BALAH404	Gender in History	UES	3	1	4	4	Compulsory
DSC		BALAH406	An Introduction to Urban History	UES	3	1	4	4	Compulsory
DSC		BALAH408	Gandhi and Ambedkar	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any One)		BALAS410	Sociology of Deviance and Crime	UES	3	1	4	4	Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Sociology of Ethnicity	UES	3	1	4		Elective
MS History Minor (Choose Any One)		BALAH422	Indian Business and Labour Economy	UES	3	1	4		Elective
		BALAH424	Colonial Economy	UES	3	1	4		Elective
		BALAH426	Voices From the Margins	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)		BALAP412	Politics of Space	UES	3	1	4		Elective
		BALAP414	Political Ideologies: Ideas And Practices	UES	3	1	4		Elective
		BALAP416	Social Movements in Modern India	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any One)	617416	BAENG416	European Drama	UES	3	1	4		Elective
	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4		Elective
							Total Credits	**20**	

** Applicable for those who will not undertake Research. These students will take 4 DSCs and 1 MS in the eighth semester.

Note: USHSS (English and Economics) Courses have been mentioned as approved by the USHSS Scheme of 2023.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the batch admitted in the Academic Session 2023-24. 7th and 8th semester scheme and syllabus approved in the 7th BoS meeting held on 18th March 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June 2025.

THIRD SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)
Introduction to History

Nature of Course: DSC
Course Code: BALA HIST 201
Semester: Third (III)
Credits: 4(L3: T1)

Mode of Examination: UES
Course ID
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The objective is to give a critical understanding of what is History, the past and the present.

Course Outcomes: After completing this course students will be able to

CO1 (Knowledge): Provide an insight into the subject matter of History.

CO2 (Understanding): Learn to think critically.

CO3 (Synthesis): Understand the nature of History.

CO4 (Application): Study history in relation to other disciplines.

Course Content

Unit-I: Past and Present

a. Understanding History in contemporary times.
b. History's intersection with other disciplines.
c. History writing in the pre-colonial period.

Unit-II: History and periodization

a. Periodisation and debates
b. Transition

Unit-III: Sources in history

a. Archaeological: pre-history and proto-history
b. Written: past to present
c. Oral history
d. Visual history

Unit-IV: Themes and trends in History

a. Gender
b. Micro-history
c. Global
d. Environmental history
e. Legal history
f. Cities, regions and space

Pedagogy

- Classroom lectures/experiential learning/project work.
- Visit to National Museum, New Delhi/any historical place.
- Screening Roshomon (1950): A film by Akira Kurosawa (1910-1998) for multiple interpretations in history.

Text Books

1. Carr, E.H., What is History, Penguin, UK, 2008.
2. Jenkins, Keith, Re-thinking History, Routledge Classics, 2003.
3. Thapar, Romila, Time as a Metaphor of History: Early India, OUP, 1996.
4. Bloch, Marc, TheHistorian's Craft, 2017.

Recommended Readings

1. Hobsbawm, E.J., On History, Free Press, 1998.

DISCIPLINE SPECIFIC COURSE (DSC)
The History of India (1500 BCE to 200 BCE)

Nature of Course: DSC **Mode of Examination: UES**
Course Code: BALA HIST 203 **Course ID:**
Semester: Third (III) **Marks: 100 (40+60)**
Credits: 4(L3: T1) **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

The objective is to give a critical understanding of the political, economic and social transformation of the subcontinent from the coming of a new people to the fall of the first pan-Indian state.

Course Outcomes

CO1 (Knowledge): Learn about the political, economic and social changes taking place over the time period.

CO2 (Understanding): Understand the transition from clan to kingdom to empire.

CO3 (Synthesis): Analyse the patterns of changes from pastoralism to agriculture; and elucidate the factors responsible for the rise of cities and states in early Indian history.

CO4 (Application): Identify important sources and potential sources for reconstructing the history of the period.

Course Content

Unit-I: Reconstructing ancient Indian history

a. Interpreting diverse sources – literary and archaeological sources.
b. Analysing historiographical trends– D.D. Kosambi, R.S. Sharma, Romila Thapar, B.D. Chattopadhya.
c. Study of Harappa – Alexander Cunningham, John Marshall, R.E.M. Wheeler, R.D. Banerjee, D.R. Sahni, Nayanjot Lahiri.

Unit-II: Cultures in transition

a. Chalcolithic cultures.
b. Aryans and their origins, social stratification, religion as reflected in the Rig Veda and later Vedic literature.
c. Transition from early Vedic to later Vedic society

Unit-III: Kingdoms and cultures– north India, Deccan and south India

a. Rise of the Mahajanapadas; Ganas and Sanghas.
b. Rise of the Magadhan state.
c. Megalithic cultures.

Unit-IV: The Mauryan State

a. Sources– Megasthenes Indica, Kautilya's Arthashastra and Asokan rock edicts.
b. Establishment and consolidation of the empire, Ashoka and his dhamma.
c. Mauryan administration– economy, agriculture, trade and craft, coins, nature of the empire.
d. Decline of the Mauryan state.

Pedagogy

- Classroom lectures/map and geography /project work/archeology.
- Examining and analysing the transition from pastoralism to the state system, holding debates in the class on the rise of early states in India.
- Screening of the movie Asoka (2001) and challenging students to give a critical review of the film to identify discrepancies and the reasons for the same.
- Visit to a historical site.

Text Books

1. Sharma, R. S., India's Ancient Past, New Delhi, OUP, 2007.
2. Jha, D.N., Ancient India: An Introductory Outline, People's Publishing House, 2018.
3. Singh, Upinder, A History of Ancient and Early Medieval India, Pearson Longman, 2008.
4. Thapar, Romilla, The Penguin History of Early India: From the Origins to AD 1300, Penguin India, 2003.

Recommended Readings

1. Thapar, Romila, Asoka and the Decline of the Mauryas, New Delhi, Oxford University Press, 2012.
2. Olivelle, Patrick, Ashoka: Portrait of a Philosopher King, Yale University Press, 2024.
3. Allen, Charles, Ashoka: the Search for India's Lost Emperor, Abacus, 2013.
4. Lahiri, Nayanjot, Ashoka in Ancient India, Harvard University Press, 2015.
5. Habib, Irfan, A People's History – Vol. 1: Pre-History, Tulika Books, 2001.
6. Habib, Irfan, A People's History – Vol. 2: The Indus Civilization, Tulika Books, 2002.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

DISCIPLINE SPECIFIC COURSE (DSC)
The History of India (700 CE to 1500 CE)

Nature of Course: DSC **Mode of Examination: UES**
Course Code: BALA HIST 205 **Course ID**
Semester: Third (III) **Marks: 100 (40+60)**
Credits: 4(L3: T1) **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

Understand the change in the political economy of the subcontinent over the given time period.

Course Outcome

CO1 (Knowledge): Learn about the political, economic, and social history of the time period.

CO2 (Understanding): Understand the 'feudalism debate' in the context of the Indian subcontinent.

CO3 (Synthesis): Analyse the similarities and differences in the nature of the political economy of the economy in different parts of the subcontinent; analyze the impact of the Turkish invasions on this system.

CO4 (Application): Learn about the debates around the nature of the state in South India.

Course Content

Unit-I: North India between the 7th and 12th centuries

a. Sources: literary sources, epigraphic, archaeological and numismatic data.
b. Political history: emergence of new powers (Gurjaras-Pratiharas, Rashtrakutas, and Palas).
c. Debates on Indian feudalism, rise of the Rajputs and the nature of the state; changing urban patterns and currency problem.
d. Legitimization of kingship; Brahmanas and temples; royal genealogies and rituals.

Unit-II: Rise of the Delhi Sultanate

a. Pre-Islamic migrations (Huns, Jats etc.); Arab and Turkish invasions, similarities and differences between Mahmud of Ghazni and Mohammed Ghori; dynasties of the Delhi Sultanate.
b. Agricultural expansion; crops, technologies and other changes introduced by the early Sultanate.
c. Proliferation of jatis; status of untouchables.

d. Tribes as peasants and their place in the varna order.

Unit-III: State formation in South India

a. Pallavas, Chalukyas, and Cholas.
b. Trade and commerce: Chola maritime network in south east Asia.
c. Debates on the nature of South Indian states: segmentary state model.

Unit-IV: The Vijayanagara State

a. Establishment of the Vijayanagara state.
b. System of administration; Nayakas and the role of temples.
c. Relations with the Bahamani Sultanate and successor states; eventual decline of Vijayanagara.
d. Art and Architecture in Vijayanagara.

Pedagogy

- Classroom lectures/map and geography /project work/archaeology/ field work.
- Examining and analysing the 'feudalism debate'.
- Classroom debate on the impact of Turkish invasions on the political economy of the subcontinent.

Text Books

1. Sharma, R.S., Early Medieval Indian Society, Orient Blackswan, 2003.
2. Singh, Upinder, A History of Ancient and Early Medieval India, 2008.
3. Mukhia, Harbans, The Feudalism Debate, Manohar Publishers, 1999.
4. Sharma, R.S., Indian Feudalism, Macmillan, 2009.

Recommended Readings

1. Kumar, Sunil, Emergence of the Delhi Sultanate, 1192-126, Orient BlackSwan, 2007.
2. Chakravarty, Ranabir, Exploring Early India up to AD 1300, Macmillan, 2010.
3. Chattopadyhaya, B.D., The Making of Early Medieval India, Oxford University Press,2012.
4. Jackson, Peter, The Delhi Sultanate: A Political and Military History, Cambridge University Press, 2003.
5. Thapar, Romila, Early India, University of Oxford India Press, 2004.
6. Veluthat, Kesavan, The Political Structure of Early Medieval South India, Orient Blackswan, 1993.

DSE & MINOR STREAM COURSE (MS)
Religious Traditions in India (500 CE to 1500 CE)

Nature of Course: DSE **Mode of Examination: UES**
Course Code: BALA HIST 207 **Course ID:**
Semester: Third (III) **Marks: 100 (40+60)**
Credits: 4 (L3: T1) **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

To understand the transition from Vedic tradition to Shramanic and Puranic traditions.

Course Outcome

CO1 (Knowledge): Learn about the central features of the various religious traditions of ancient India.

CO2 (Understanding): Understand the major differences between Vedic, Puranic, and various Shramanic traditions.

CO3 (Synthesis): Find out how different religious traditions influenced and interacted with each other.

CO4 (Application): Identify various sources for understanding the philosophy of different religions.

Course Content

Unit-I: Rites and rituals

a. Vedic performances– chants and sacrifices.
b. Change from material to philosophical aspects: Upanishads, Brahmanas.
c. Debates and discussions– Charavakas, Ajivikas, Shramanas.

Unit-II: Jainism and Buddhism

a. Origin of Jain philosophy; spread of Jainism; schism– Shvetambaras and Digambaras.
b. Origin of Buddhist philosophy; organisation and spread of Buddhism– Sanghas.
c. Buddhist texts– Tripitakas, Jatakas; women and Buddhism.
d. The split in Buddhism: Mahayana, Hinayana and Theravada.

Unit-III: Monumental architecture: Stupas and Caves

a. Stupas, sculptures and Buddhist iconography.
b. Sanchi and Amaravati stupas.
c. Cave paintings: Ajanta, Ellora, Udaigiri nd Khandgiri.

Unit-IV: The Growth of Puranic Hinduism

a. Reaction to Buddhism and Jainism.
b. Early temple architecture.
c. Puranic literature.

Pedagogy

- Classroom lectures/map and geography /project work/archeology.
- Examining and analysing the interaction between different cultural traditions through debates in the classroom.
- Reading parts of a few primary sources to understand how different religions viewed each other.

Text Books

1. Basham, A.L., The Wonder that was India, Rupa, 1985.
2. Chakravarti, Uma, The Social Dimensions of Early Buddhism, 1997.
3. Dundas, Paul, The Jains, Routledge, 1992.
4. Staal, Fritz, Discovering the Vedas: Origins, Mantras, Rituals, Insights, Penguin Books India, 2008.

Recommended Readings

1. Przyluski, Jean, 'Origin and Developement of Buddhism', The Journal of Theological Studies, October, 1934, Vol. 35, No. 140 (October, 1934), pp. 337-351.
2. Wayman, Alex, 'Indian Buddhism', Journal of Indian Philosophy, December 1978, Vol. 6, No. 4 (December 1978), pp. 415-427.
3. Kalghatgi, T. G., 'The Doctrine of Karma in Jaina Philosophy', Philosophy East and West, Jul.- Oct., 1965, Vol. 15, No. 3/4 (Jul. - Oct., 1965), pp. 229-242.
4. Bhattācharyya, Harisatya, 'The Philosophy of the Jainas', East and West, January 1958, Vol. 8, No. 4 (January 1958), pp. 371-379.

DSE & MINOR STREAM COURSE (MS)
Voyages and Visions: Travel Narratives as Sources of History

Nature of Course: DSE | **Mode of Examination: UES**
Course Code: BALA HIST 217 | **Course ID:**
Semester: Third (III) | **Marks: 100 (40+60)**
Credits: 4(L3: T1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

This course studies travel accounts across a broad spectrum of history. Travel narratives have been an important source of history, although by no means definitive. They often inform more about the traveler and their places of origin than about the places they are visiting. Despite their limitations, travel narratives offer us invaluable insights into the lives of the people of the past, both the place of the origin of the traveler and the place they are visiting. This course studies some major travel accounts and their modern assessments by scholars.

Course Outcome

CO1 (Knowledge): Know about important travel accounts, writers and the places they visited and placing them in historical context.

CO2 (Understanding): Understand how travel accounts in history offers us imaginative ways of understanding past societies and help us reconstruct parts of history despite their limitations.

CO3 (Synthesis): Appreciate how historians subject travel accounts to different kinds of scrutiny and draw out useful pieces of information.

CO4 (Application): Analyse and engage with at least one travel account to understand its relevance as a tool of history writing.

Course Content

Unit I: Travel Accounts in History

a. Travel accounts – general approaches
b. India in Travel Accounts – Faxian, Xuanzang, Al-Biruni, Marco Polo Niccolò Conti Tavernier, Bernier

Unit II: Colonialism and Travel Writing

a. British, French and other European travel writings on India and other parts of the world
b. Egypt (Flaubert, Nerval)
c. Latin America – Alexander von Humboldt

Unit III: Journeys of Transformation

a. Charles Darwin's The Voyage of the Beagle
b. Che Guevara Motorcycle Diaries
c. Claude Lévi-Strauss Tristes Tropiques

Unit IV: Travel Accounts by Indian Travellers

a. Vishnubhat Godse
b. Nirmal Verma Har Barish Mein
c. Rahul Sankrityayan Volga se Ganga Tak
d. Amitav Ghosh In An Antique Land

Pedagogy

- Emphasis on original readings in last two units.
- Screening of films like The Motorcycle Diaries (2004).

Text Books

1. Thompson, Carl, Travel Writing, Routledge, 2015.
2. Thompson, Carl, ed., The Routledge Companion to Travel Writing, Routledge, 2015.
3. Hulme, Peter, and Tim Youngs, eds., The Cambridge Companion to Travel Writing, Cambridge University Press, 2002.
4. Das, Nandini and Tim Youngs (eds.), The Cambridge History of Travel Writing, Cambridge University Press, 2019.

Recommended Readings

1. Burke, Peter, 'The Cultural History of the Travelogue', Przegląd Historyczny 101/1, 2010, pp. 1-11.
2. Ghose, Indira, Women Travellers in Colonial India: the Power of the Female Gaze, Delhi, 1998.
3. Pratt, Mary Louise, Imperial Eyes: Travel Writing and Transculturation, London: Routledge, 1992.
4. Alam, Muzaffar, and Sanjay Subrahmanyam, Indo-Persian Travels in the Age of Discoveries, 1400–1800, Cambridge: Cambridge University Press, 2007.
5. Fisher, Michael H., Across the Three Seas: Travellers' Tales from Mughal India, New Delhi: Random House, 2007.
6. Bhattacharji, Shobhana (ed.), Travel Writing in India, New Delhi: Sahitya Akademi, 2008.
7. Teltscher,Kate,India Inscribed: European and British Writings on India, 1600-1800. Oxford University Press, 1995.
8. Flaubert, Gustav. Flaubert in Egypt. Penguin. 1972.
9. Digby, S. "Some Asian Wanderers in Seventeenth Century India: An Examination of Sources in Persian". Studies in History, 9(2), (1993), pp. 247-264.

10. Elsner, Jas and Rubiés, Joan-Pau(eds.), Voyages and Visions: Towards a Cultural History of Travel Reaktion Books. 1999.

DSE & MINOR STREAM COURSE (MS)
History of Cricket in India

Nature of Course: DSE | **Mode of Examination: UES**
Course Code: BALA HIST 211 | **Course ID:**
Semester: Third (III) | **Marks: 100 (40+60)**
Credits: 4(L3: T1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

Understand the relevance of cricket in India.

Course Outcome

CO1 (Knowledge): Understand how the sport of cricket developed over the centuries.

CO2 (Understanding): Understand the social dimensions behind the growth of cricket in the subcontinent.

CO3 (Synthesis): Analyse how the 'gentleman's game' became an obsession for the masses.

CO4 (Application): Understand the commercialization of cricket and what it means for India.

Course Content

Unit-I: Origins of Cricket

a. The historical development of cricket as a game in England.
b. Cricket and Victorian society; Gentlemen and amateurs.
c. English public schools and sports.

Unit-II: Spread of Cricket

a. Spread of cricket in British colonies; case study of West Indies.
b. Beginnings of cricket in India.

Unit-III: Cricket in colonial India

a. Race and religion – Parsis and cricket.
b. Early tournaments along communal lines – the Quadrangular and Pentangular.

Unit-IV: Cricket in modern times

a. Decolonisation of cricket– from Imperial to International.

b. Commerce, media and cricket today.

Pedagogy

- Classroom Lectures and project Work.
- Showing clips of older matches to show how the game has evolved over time.
- Screening Lagaan (2001), Sachin: A Billion Dreams (2017) and M.S. Dhoni: The Untold Story (2016) to examine the context and social implications of cricket.

Text Books

1. Guha, Ramachandra, A Corner of a Foreign Field: An Indian history of a British sport, Picador, 2004.
2. Guha, Ramachandra, The Commonwealth of Cricket: A Lifelong Love Affair with the Most Subtle and Sophisticated Game Known to Humankind, 2020.
3. Bose, Mihir, History of Indian Cricket, 2002.
4. Nandy, A., The Tao of Cricket: On Games of Destiny and the Destiny of Games, Oxford University Press, 2000

Recommended Readings

1. Majumdar, Boria, The Illustrated History of Indian Cricket, 2006.
2. Kesavan, Mukul, Men in White, Penguin India, 2007.
3. Guha, R., 'Cricket and Politics in Colonial India', Past & Present, (161), 155-190. 1998

INTERDISCIPLINARY COURSE (IDC)
Popular Culture

Nature of Course: IDC | **Mode of Examination: UES**
Course Code : BALA 201 | **Course ID :**
Semester: Third (III) | **Marks: 100 (40+60)**
Credits: 3 (L2: T1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

This course will introduce students to the idea of 'popular culture'. Popular culture as a phenomenon is associated with modernity, the Industrial Revolution, and leisure time. This paper introduces students to the historicity of popular culture, and the different ways of conceptualizing said culture. It then moves towards case studies of popular culture on a global and national level. Specific examples include cinema, sports, print, and music culture.

Course Outcome

CO1 (Knowledge): Learn about the idea of 'popular culture', and its different aspects

CO2 (Understanding): Understand the historicity of popular culture

CO3 (Synthesis): The various theoretical paradigms to conceptualize popular culture, and the methodological issues in the study of popular culture

CO4 (Application): Focus on specific aspects of popular culture (theatre, dance, food, cinema, etc.); field visit and report about it

Course Content

Unit-I: Popular Culture

a. Defining popular culture: folk culture, mass culture, difference from elite culture.
b. History of popular culture in different cultural contexts: Europe and India.
c. Theories of Popular Culture – Frankfurt School, Antonio Gramsci, Walter Benjamin, Structuralism, Raymond Williams, Stuart Hall and Pierre Bourdieu.

Unit-II: Popular Culture in Global Context

a. Mass culture and global capitalism
b. Cinema – Hollywood, national cinemas (case studies of a specific genre or theme)
c. Sports – a case study of football

Unit-III: Popular Culture in India

a. Cinema – as counterculture to colonialism, historical-cultural shifts, social concerns, etc.
b. Advertising – from dirigiste to neoliberal times
c. Cricket – appropriation of a colonial sport

Unit-IV: Print Culture OR Music Industry

a. Emergence of print culture in colonial India; Urdu and Hindi print cultures in Delhi and Benares in the nineteenth centuries; nationalist concerns in the twentieth century
b. Gita Press Gorakhpur – a case study

OR

a. Religious music and political economy
b. Cassette culture to YouTube – the story of a transition

Pedagogy

- Classroom lectures and assignments
- Creative exploration of popular culture – screening of films, music videos, etc.

Text Books

1. Storey, John, Cultural Theory and Popular Culture: An Introduction, Routledge, 2021.
2. Burke, Peter, "The 'Discovery of Popular Culture." People's History and Socialist Theory, ed. Raphael Samuel: 216, 2016.
3. Hall, Stuart, "Popular Culture, Politics and History", Cultural Studies 32, no. 6 (2018): 929-952, 2018.
4. Hobsbawm, Eric, Fractured Times: Culture and Society in the Twentieth Century, The New Press, 2014.

Recommended Readings

1. Guha, R, 'Cricket and Politics in Colonial India', Past & Present, (161), 155-190. 1998.
2. Nandy, A., The Tao of Cricket: On Games of Destiny and the Destiny of Games, Oxford University Press, 2000.
3. Orsini, Francesca, Before the Divide: Hindi and Urdu Literary Culture, Orient Blackswan. 2011.
4. Mukul, A, Gita Press and the Making of Hindu India, HarperCollins, 2015.
5. Miller, T. (ed.), The Routledge Companion to Global Popular Culture, Routledge, 2014.
6. Cook, Pam (ed.), The Cinema Book, British Film Institute, 2007.
7. Baker, W. J., "The Making of a Working-class Football Culture in Victorian England". Journal of Social History, 13(2), 241-251. 1979.
8. Purohit, Kunal, H-Pop, The Secretive World of Hindutva Pop Stars, HarperCollins, 2023.

9. Manuel, Peter, Cassette Culture: Popular Music and Technology in North India, University of Chicago

SKILL ENHANCEMENT COURSE (SEC)

Indian Heritage and Culture

Nature of Course: SEC | **Mode of Examination: UES**
Course Code : BALA 207 | **Course ID :**
Semester: Third (III) | **Marks: 100 (40+60)**
Credits: 3 (L2: T1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

To familiarize students with various aspects of Indian culture.

Course Outcome

CO1 (Knowledge): Learn about India's rich cultural traditions, literature, art and architecture.

CO2 (Understanding): Understand the philosophy and socio-cultural milieu behind different artistic traditions.

CO3 (Synthesis): Analyse how different artistic traditions interacted with each other.

CO4 (Application): Learn about regional traditions and how they relate to larger sub-continental trends.

Course Content

Unit-I: Languages and Literature

a. Sanskrit: Kavya – Kalidas' Ritusambhara: Prakrit: Gatha Saptasati, development of vernacular language and literature.
b. Indo-Persian Literature: Amir Khusrau's works; Urdu poetry and prose: Ghalib.

Unit-II: Performing Arts

a. Hindustani music.
b. Carnatic music.
c. Devotional music: Bhakti and Sufi.
d. Classical and folk dance, classical and folk theatre.

Unit-III: Architecture: meanings, form and function

a. Rock-cut temple at Mamallapuram.
b. Structural temple architecture: Khajuraho complex and Tanjavur temple.

c. Fort of Daulatabad or Chittor forts.
d. Palace-dargah at Fatehpur Sikri.
e. Lutyens' Delhi.

Unit-IV: Sculptures and Painting

a. Silpashastras and normative tradition.
b. Narrative art and mural fresco paintings, Ajanta and Ellora.
c. Mughal paintings, painters and illustrated texts.
d. Modern and Company school, Ravi Varma, Bengal School, Amrita Sher-Gil and Progressive Artists.

Pedagogy

- Classroom lectures/project work.
- Field trips to various sites in Delhi and outside– National Museum, National Art Gallery etc.
- Screening documentaries on Indian art and culture.

Text Books

1. Asher, Catherine, (ed.)., Perceptions of India's Visual Past, AIIS, Delhi, 1994.
2. Brown, Percy, Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956.
3. Mitter, Partha, Art and Nationalism in Colonial India, OUP, Delhi, 1994.
4. Koch, Ebba, Mughal Art and Imperial Ideology, New Delhi, Oxford University Press, 2001.

Recommended Readings

1. Asher, Catherine, Architecture of Mughal India, Cambridge University Press, 1992.
2. Basham, A.L., The Wonder that was India, New Delhi, 1954.
3. Deva, B.C., An Introduction to Indian Music, Delhi, 1973.

Ability Enhancement Course (AEC)
Travel Accounts

Nature of Course: AEC **Mode of Examination: NUES**
Course Code: BALA 213 **Course ID:**
Semester: Third (III) **Marks: 100**
Credits: 2 **Continuous Evaluation**

Course Objective

This course looks at how travellers have perceived India over the ages.

Course Outcome

CO1 (Knowledge): Know about important travel accounts, their writers and the places they visited; and placing them in historical context.

CO2 (Understanding): Understand how travel accounts in history offers us imaginative ways of knowing about past societies; and help us reconstruct parts of history despite their limitations.

CO3 (Synthesis): Appreciate how historians subject travel accounts to various kinds of scrutiny and draw out useful pieces of information.

CO4 (Application): Analyse and engage with at least one travel account to understand its relevance as tool of history writing.

Course Content

Unit I: Travelogues and History

a. Travel accounts – Tropes and general approaches.
b. Travelogues as a tool of history writing.
c. Travel accounts: Biases and metaphors.

Unit II: Travel Narratives (300 CE- 1300 CE)

a. Travel Accounts of Faxian and Xuanzang: Society, Culture and Buddhism.
b. Al Biruni's India : culture and caste in Kitab-ul-Hind.
c. Travels of Marco Polo and history of South India.

Unit III: Travelogues and dynasties (1300 CE -1600 CE)

a. The Court and Kingship - Accounts of Tavernier and Bernier.
b. Vijaynagara Empire - Travel Notes of Ibn Batuta and Niccolò de Conti.
c. The English Arrival in India – Sir Thomas Roe.

Unit IV: Colonialism and Travel Writings

a. The Indian Experience - Letters, Diaries and Travelogues.
b. Women Travels and the Imperial Rule.
c. Indian Travellers' Accounts – Vishnubhat Godse, Satyadev 'Parivrajak',Dean Mahomet's Travels of Dean Mahomet, A Native of Patna in Bengal, Through Several Parts of India, While in the Service of The Honorable The East India Company, Written by Himself, In a Series of Letters to a Friend (Cork: The Author, 1794)

Pedagogy

- Lectures, Classroom reading of texts, group discussions and Project Work.
- Assignment and presentation on using at least one text as source of History.

Text Books

1. Alam, Muzaffar, and Sanjay Subrahmanyam, Indo-Persian Travels in the Age of Discoveries, 1400–1800, Cambridge: Cambridge University Press, 2007.
2. Fisher, Michael H., Across the Three Seas: Travellers' Tales from Mughal India, New Delhi: Random House, 2007.
3. Bhattacharji, Shobhana (ed.), Travel Writing in India, New Delhi: Sahitya Akademi, 2008.
4. Ghose, Indira (ed.), Memsahibs Abroad: Writings by Women Travellers in Nineteenth Century India, Delhi: Oxford University Press, 1998.

Recommended Readings

1. Teltscher, Kate, India Inscribed: European and British Writings on India, 1600-1800, Oxford University Press, 1995.
2. Hulme, Peter, and Tim Youngs (eds.), The Cambridge Companion to Travel Writing, Cambridge University Press, 2002.
3. Das, Nandini and Tim Youngs (eds.), The Cambridge History of Travel Writing, Cambridge University Press, 2019.
4. Subrahmanyam, Sanjay, 'Early Modern Circulation between Central Asia and India and the Question of 'Patrotism'', in Green, Nile (ed.), Writing Travel in Central Asian History, Indiana University Press, 2014.
5. Sen, Tansen, 'The Travel Records of Chinese Pilgrims Faxian, Xuanzang, and Yijing', Education about Asia, 11 (no. 3), 2006, pp.23-33.
6. Digby, S., "Some Asian Wanderers in Seventeenth Century India: An Examination of Sources in Persian", Studies in History, 9(2), 1993, pp. 247-264. https://doi.org/10.1177/025764309300900205
7. Fisher, Michael H. (ed.), Visions of Mughal India: An Anthology of European Travel Writing, I. B. Tauris, 2007.

FOURTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)
Historical Method

Nature of the Course: DSC
Course Code: BALA HIST 202
Semester Fourth (IV)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

This course will introduce students to the major schools of history and historiography.

Course Outcome

CO1 (Knowledge): Find out about some basic schools of history.

CO2 (Understanding): Understand the various perspectives from which people have studied history.

CO3 (Synthesis): Identify the similarities and differences between the different schools of history.

CO4 (Application): Engage with multiple ways to study history.

Course Content

Unit I: Major schools of History

a. Positivist
b. Marxist
c. Annales

Unit II: Schools of Historiography in Indian History

a. Colonial: Utilitarian (James Mill), Orientalist (William Jones)
b. Nationalist: R.C. Mazumdar, K.P. Jayaswal, A.S. Altekar
c. Marxist: D.D. Kosambi, R.S. Sharma
d. Subaltern: Ranajit Guha

Unit II: New ideas in history

a. Environmental history

b. Oral history

Unit IV: Marginalised voices in History

a. Women histories
b. Dalit histories
c. Black histories

Pedagogy

- Classroom lectures and project work.
- Examining and analysing the varied methods employed by different historians.
- Reading a primary source and attempting to analyze it through at least two different perspectives

Text Books

1. Carr, E.H., What is History, Penguin, 2008.
2. Collingwood, R.G., The Idea of History, Oxford University Press, 1994.
3. Habib, Irfan, Interpreting Indian History, Northeastern Hill University Publications, Shillong, 1988.
4. Sreedharan, E., Text Book of Historiography, Orient Blackswan, 2004.

Recommended Readings

1. Bloch, M., The Historian's Craft, Manchester University Press, 1992.
2. Marwick, Arthur, The New Nature of History, Lyceum Books, 2001.
3. Burke, Peter, New Perspectives on Historical Writing, Pennsylvania University Press, 2001.

DISCIPLINE SPECIFIC COURSE (DSC)
The History of India (200 BCE to 700 CE)

Nature of the Course: DSC **Mode of Examination: UES**
Course Code: BALA HIST 204 **Course ID:**
Semester Fourth (IV) **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

To understand the changing nature of the political economy over the time period.

Course Outcome

CO1 (Knowledge): Learn about the social, political, and economic changes over the given period.

CO2 (Understanding): Understand the importance of land and the 'feudalism debate' in the Indian context.

CO3 (Synthesis): Find out the similarities, differences, and patterns of socio-economic development across various regions of India.

CO4 (Application): Critically engage with the idea of a 'Golden Age'.

Course Content

Unit-I: Migrants, trade, and their impact on society

a. Sungas and Satavahanas.
b. Influx of Central Asian groups: Indo-Greeks, Sakas, and Kushanas.
c. Urban growth, trade, and commerce, Indo-Roman trade, coinage, crafts and guilds.
d. Social stratification: varna, jati, untouchability; gender; marriage and divorce and property relations.

Unit-II: Rise of large state systems

a. The Gupta Empire and Vakatakas of Deccan.
b. Pallavas, Chalukyas and Vardhanas.
c. The idea of a 'Golden Age'.

Unit-III: Changing social and political formations

a. Agrarian expansion: land grants, changing production relations; graded land rights and the peasantry.

b. The question of urban 'decline'.
c. The 'problem' of currency and changing patterns of trade.

Unit-IV: Art, architecture and a changing culture

a. Religion, philosophy and society, consolidation of the Brahmanical tradition: Varnashram-dharma, Purusharthas, samskaras.
b. Further splits and the 'decline' of Buddhism in India; the beginnings of Tantricism.
c. Brief survey of Sanskrit, Pali, Prakrit and Tamil literature, scientific and technical treatises.
d. Art and architecture; forms and patronage.

Pedagogy

- Classroom lectures/map and geography /project work/archeology.
- Examining the idea of a 'Golden Age'.
- Classroom debate on the significance of increasing land grants in this period.

Text Books

1. Singh, Upinder, A History of Ancient and Early Medieval India, , New Delhi, Pearson Longman, 2008.
2. Thapar, Romila, The Penguin History of Early India: From the Origins to AD 1300, New Delhi, Penguin India, 2003.
3. Champakalakshmi, R., Trade, Ideology and Urbanisation: South India 300 BC to 1300 AD, New Delhi, Oxford University Press, 1996. Chakravarti, Ranabir, Exploring Early India up to AD 1300, Third edition, Delhi: Primus Books, 2016.

Recommended Readings

1. Thapar, Romila, Asoka and the Decline of the Mauryas, New Delhi: Oxford University Press, 2012.
2. Karashima, Noboru, A Concise History of South India, New Delhi: Oxford University Press, 2014.

DISCIPLINE SPECIFIC COURSE (DSC)
The History of India (1500 CE to 1800 CE)

Nature of the Course: DSC **Mode of Examination: UES**
Course Code: BALA HIST 206 **Course ID:**
Semester Fourth (IV) **Marks: 100 (40+60)**
Credits: 4 (L3 TF1) **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

To understand the changing nature of the state in South Asia through a comparative study of the Mughal and Ahom state systems.

Course Outcome

CO1 (Knowledge): Learn about the key features of the Mughal and Ahom state systems to better understand the lives of the people living in such states.

CO2 (Understanding): Understand the similarities and differences between two different types of state systems.

CO3 (Synthesis): Analyse the key features that allowed each system to be successful, including their relationship with religious elements.

CO4 (Application): Look into the differential impact on the lives of the people living in these states.

Course Content

Unit-I: Warfare and strategies of expansion

a. India on the eve of Babur's invasion, foundation of the Mughal Empire: Mughal-Afghan Contest – Babur, Humayun and Sher Shah.
b. Territorial expansion and consolidation of the Mughal Empire: Akbar, Jahangir, Shahjahan and Aurangzeb.
c. Territorial expansion of the Ahom state under Suhungmung, Ahom-Koch conflict, early Ahom conflicts with the Bengal Sultanate.
d. Ahom-Mughal conflict; comparison between Ahom and Mughal tactics and what allowed each to succeed.

Unit-II: Political Economy

a. Political economy of the Mughal state – mansab, jagir, madad-i-mash; incorporation of Rajputs and other indigenous groups in Mughal nobility.

b. Political economy of the Ahom state – the paik system and the incorporation of neighbouring tribes.
c. State and Religion: Akbar and Sul-i-Kul; religious conflicts under Aurangzeb.
d. Ahoms and the sattras; the Moamaria Rebellion.

Unit-III: Rural Society and Economy

a. Land rights and revenue system; Zamindars and peasants; rural tensions.
b. Extension of agriculture; agricultural production; crop patterns.
c. Comparison of the paik system with the jagirdari system.

Unit-IV: Trade and other connections

a. Trade routes and patterns of internal commerce; overseas trade; the rise of Surat; monetary system, markets; transportation; urban centers.
b. The Indian Ocean trade network.
c. Haats and trade between Assam and Tibet; trade routes through the Dooars.

Pedagogy

- Classroom lectures/map and geography /project work/archaeology.
- Examining and analyzing two different models of state formation.
- Assignment on at least one primary source relating to either of the two states.

Text Books

1. Subramaniyam, Sanjay and Muzaffar Alam, The Mughal State 1526-1750, Oxford University Press, 1998.
2. Roychoudhuri, Tapan and Irfan Habib, Cambridge Economic History of India Vol.1, Orient Blackswan, 1982.
3. Chandra, Satish, A History of Medieval India, Orient BlackSwan, 2007.
4. Habib, Irfan, Agrarian System of Mughal India 1526-1707, Oxford University Press, 2000.

Recommended Readings

1. Ali, Athar, Mughal India: Studies in Polity, Ideas, Society and Culture, OUP, 2006.
2. Guha, Amalendu, 'The Medieval Economy of Assam' in Tapan Raychaudhuri & Irfan Habib (eds.), The Cambridge Economic History of India, Vol. I, c.1200-1750, 1982.
3. Gait, Edward, The History of Assam, Thacker, Spink and Co., 1906.
4. Alavi, Seema, The Eighteenth Century in India. Oxford University Press, 2002.
5. Richards, J. F., The Mughal Empire, Cambridge University Press, 1995.
6. Faruqui, M. D., The Princes of the Mughal Empire, 1504–1719. Cambridge University Press, 2012.

7. Mukhia, H., Historians and Historiography during the reign of Akbar, New Delhi, Vikas Publishing House, 1976.
8. Siddiqui, I.H., Indo-Persian Historiography up to the Fourteenth Century, Primus Books, 2014.
9. Misra, Sanghamitra, Becoming a Borderland: The Politics of Space and Identity in Colonial Northeast India, Delhi: Routledge, 2011.

DSE & MINOR STREAM COURSE (MS)
Devotion and Dissent in Indian Culture (500 CE to 1500 CE)

Nature of the Course: DSE
Course Code: BALA HIST 208
Semester Fourth (IV)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

To trace new strands of religious thought in India between the 5th to 15th centuries and how they interacted with each other.

Course Outcome

CO1 (Knowledge): Learn about the different strands of Indian philosophy and religion.

CO2 (Understanding): Understand the context within which the Bhakti movement, Sufism, and other traditions flourished.

CO3 (Synthesis): Find out the ways in which different schools of thought interacted with each other across different regions of India.

CO4 (Application): Understand the relationship of the state with these new movements.

Course Content

Unit-I: Vedantic tradition, debates, and exchange of philosophical ideas

a. Adi Sankara and Advaita
b. Ramanuja.
c. Madhavacharya and Dvaita.

Unit-II: Bhakti tradition south of the Vindhyas

a. Bhakti movement in Tamilakam– Alvars; Nayanars; attitudes towards caste; female devotees and saints; relations with the Chola state.

b. Bhakti movement in the Deccan – from Chokhamela to Tukaram; attitudes towards caste in the Deccan; female devotees and saints; Varakaris and Dharakaris; Pandharpur and worship of Vithoba.
c. Virashaivas in Karnataka.

Unit-III: Bhakti tradition northof the Vindhyas

a. The linkages between north and south.
b. Ramananda.
c. Nimbarka.

Unit-IV: Sufism

a. The origins of Sufism and mysticism in Islam (development of Tasawwuf, Bayazid Bostami, Mansur Hallaj; Awariful Ma'arif).
b. Early Sufism in India (Ghazi Mian, Shaikh Ali Hujwiri's Kashful Mahjub) and the spread of Islam in the subcontinent.
c. Sufis and the state; Chishtis and Suhrawardis.
d. Influence of Sufism on Hinduism and vice versa.

Pedagogy

- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the interaction between Sufism and Indian traditions
- Introducing students to the original hymns of Bhakti and Sufi saints.

Text Books

1. Ramanujan, A.K., Hymns for the Drowning, Penguin, 1981.
2. Smith, David,. The Dance of Siva: Religion, Art and Poetry in South India. Cambridge University Press,, 1998.
3. Champakalakshmi, R., Religion, Tradition and Ideology: Pre-colonial South India, New Delhi, Oxford University Press, 2011.

Recommended Readings

1. Eaton, Richard M., Sufis of Bijapur, 1300 – 1700, Social Roles of Sufis in Medieval India, reprint. New Delhi: Munshiram Manoharlal, 1996.
2. Talbot, Cynthia, Precolonial India in Practice: Society, Region, and Identity, 2001.
3. Green, Nile, "Stories of Saints and Sultans: Remembering Sufi Shrines at Aurangabad." Modern Asian Studies, Vol.38, No. 2, 2004,. pp- 419-446.

DSE & MINOR STREAM COURSE (MS)
Religious Communities, Identities, and Institutions (1500 CE to 1800 CE)

Nature of the Course: DSE | **Mode of Examination: UES**
Course Code: BALA HIST 209 | **Course ID:**
Semester Fourth (IV) | **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

To trace new strands of religious thought in India between the 15th and 18th centuries and how they interacted with each other.

Course Outcome

CO1 (Knowledge): Learn about the different strands of Indian philosophy and religion, particularly the rise of the monotheistic and Vaishnavite traditions.

CO2 (Understanding): Understand the context within which the Bhakti movement, Sufism and other traditions flourished and spread; particularly with the growth of institutions such as maths, pilgrimage sites etc.

CO3 (Synthesis): Find out the ways in which different schools of thought interacted with each other across different regions of India.

CO4 (Application): Understand the relationship of the state with these new movements.

Course Content

Unit-I: Religious traditions and community formation

a. Kabir and Kabirpanthis
b. Sikhism: Guru Nanak and the formation of panth; Guru Arjun and the compilation of Guru Granth Sahib.
c. Nathpanthis, Dadus, Satnamis.
d. Hagiographies and commentaries.

Unit-II: The Growth of Vaishnavite traditions

a. Chaitanya Mahaprabhu, Shankardeva, Vallabhacharya, Mirabai.
b. Nirguna and Saguna traditions.
c. Textual traditions.

Unit-III: Pilgrimmage centres, institutions and the spread of communities

a. The rise of pilgrimage centres – Mathura and the Braj circuit, Puri.
b. Maths, temples, sattras.
c. The spread of communities and cults across the subcontinent.

Unit-IV: Sufism and other trends within Islam

a. Religious situation in medieval India – faiths of rulers and subjects; the popular practice of Islam – use of local languages.
b. Growth of Sufism – Khanqahs and silsilas, qalandars and darveshes; Sufi silsilas– Chishtis and Suhrawardis, state patronage to religious institutions: futuh, suyurghal, aimma, madad-i ma'ash; waqf and endowments.
c. Sufi thought; Sufi literature– malfuzat; premakhayans.
d. Naqshbandi tradition and Shaikh Ahmad Sirhindi; messianic movements – the Mahdavi; the Roshaniya.

Pedagogy

- Classroom lectures/map and geography /project work/archeological visits.
- Classroom debate on the growth of pilgrimage centres and Vaishnavism during this period.
- Introducing students to the original hymns of Bhakti and Sufi saints of this period.

Text Books

1. Eaton, Richard M. (ed.), India's Islamic Traditions, Oxford University Press, 2003.
2. Hawley, John Stratton, Three Bhakti Voices: Mirabai, Surdas and Kabir in their times and ours, Oxford University Press, 2005.
3. Lorenzen, David N. (ed.), Religious Movements in South Asia 600-1800, Oxford University Press, 2004.
4. Burckhardt, Regula, Sufi Music of India and Pakistan, Cambridge University Press, 1986.

Recommended Readings

1. Grewal, J.S. and Irfan Habib, Sikh History through Persian Source, Oxford University Press, 2001.
2. Habib, Irfan, 'Kabir: The Historical Setting', in Irfan Habib (Ed.), Religion in Indian History, Delhi: Tulika, 2007.
3. Vaudeville, Charlotte, A Weaver named Kabir, Oxford University Press, 1997.
4. Habib, Irfan, Agrarian System of Mughal India, 1556-1707, Oxford University Press, 2009.
5. Digby, Simon, "Qalandars and Related Groups: Elements of Social Deviance in the Religious Life of the Delhi Sultanate of the Thirteenth and Fourteenth Centuries", in Friedman (ed.), Islam in Asia Vol.I, Jerusalem: Magnus Press, pp.60-108, 1984.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

6. Grewal, J.S., History of Sikhism, Oxford University Press, 1998.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

DSE & MINOR STREAM COURSE (MS)
Studies in Archival Research

Nature of the Course: DSE | **Mode of Examination: UES**
Course Code: BALA HIST 212 | **Course ID:**
Semester Fourth (IV) | **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

To understand the processes and practices involved in creating and conducting research in the archives.

Course Outcome

CO1 (Knowledge): Learn about the history of professional record keeping in India.

CO2 (Understanding): Learn about some of the technical processes involved in the preservation of archival material; understand the role of museums and archives as repositories of records, memory and culture; and evaluate the importance of digital archives in modern times.

CO3 (Synthesis): Analyse how marginalised communities (women, tribals etc.) are represented in the archive

CO4 (Application): Study a few records and interpret them in their historical context to understand them as sources of history.

Course Content

Unit-I: Development of Archives

a. History of the colonial archive
b. Exploring the motivations behind record keeping, spectacle and empire, commemoration.

Unit-II: The Digital Archive

a. Beginnings of the digital archive and the possibilities of wider access
b. Digital archives and increased ease of access.

Unit-III: The Archive and the State

a. Reading between the lines: a case study of the colonial archives.
b. Role of the state in the preservation of archives; who decides what should be archived?
c. The archive as a medium of education and communication; analyzing the impact of podcasts and YouTube historians on the professional study of history.

Unit-IV: Representation of marginalized communities in the archives

a. 'Reading against the grain' in the archive
b. The archive and gender, caste and community

Pedagogy

- Classroom Lectures/map and geography /project work/archaeology/ archival work.
- Examining and analysing the roles played by state and non-state actors in the preservation of archives.
- Field trip to National Archives of India and the National Museum in Delhi.

Text Books

1. Mathur, Saloni, India By Design: Colonial History and Cultural Display, University of California, 2007.
2. Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal, 2004.
3. Guha-Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in ColonialIndia, New York, 2004.
4. Agrawal, O.P., Essentials of Conservation and Museology, Delhi, 2007.

Recommended Readings

1. Stoler, Laura Ann, "Colonial Archives and the Arts of Governance," Archival Science 2, 2002, pp. 87-109.
2. Anderson, Benedict, Imagined Communities: Reflections on the Origin and Spread of Nationalism, Verso: London, 1991.
3. Arondekar, Anjali, "Without a Trace: Sexuality and the Colonial Archive," Journal of the History of Sexuality, 14(1/2), 2005, pp. 10-27.
4. Kathpalia, Y. P., Conservation and Restoration of Archive Materials, UNESCO, 1973.
5. Choudhary, R.D., Museums of India and their maladies, Calcutta: Agam Kala, 1988.
6. Nair, S.M., Bio-Deterioration of Museum Materials, Delhi: Agam Kala Prakashan, 2011.
7. Amin, Shahid, "Approver's Testimony, Judicial Discourse: The Case of Chauri Chaura," in Ranajit Guha (ed.), Subaltern Studies5, Delhi: Oxford University Press, 1987, pp. 166-202.
8. Guha, Ranajit, "The Prose of Counter Insurgency", in Ranajit Guha (ed.), Subaltern Studies 2, Delhi: Oxford University Press, 1983, pp. 1-42.

DISCIPLINE-SPECIFIC ELECTIVE (DSE)
Archives and Archaeology (Seminar/ Workshop)

Nature of the Course: DSE | **Mode of Examination: NUES**
Course Code: BALA 202 | **Course ID:**
Semester Fourth (IV) | **Marks: 100**
Credits: 2 | **Continuous Evaluation**

Course Objective

To develop a basic understanding of how to use archives; and to introduce students to the basic concepts of archaeology.

Course Outcome

CO1 (Knowledge): Learn about the methods of professional record keeping; learn about what archaeology can tell us about the past.

CO2 (Understanding): Understand the role of archives as repositories of public memory; and understand the role of archaeology in reconstructing the past especially when there are no written records.

CO3 (Synthesis): Address the question of who decides what should be archived/ preserved.

CO4 (Application): Find out the ways in which 'forgotten' voices in history can be remembered through the archives and material remains.

Course Content

Unit-I: Processes in archives

a. Collection policies, ethics and procedures, purchase, gift and bequests, loans and deposits, exchanges, and others.
b. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.
c. Preservation: curatorial care, preventive conservation, chemical preservation and restoration.
d. Photography.

Unit-II: Archives and what they tell us about society

a. The archive as a source of collective memory: case study of the Partition Museum.

b. The archive as a source for the 'forgotten' voices of history– case study of WW1 letters of Indian soldiers.
c. Role of the state; access to the archives; rise of digital archives and increased ease of access.
d. Private actors and the Funding of archives

Unit-IV: Introduction to Archaeology

a. History of archaeology in South Asia.
b. Case study of Harappa – Alexander Cunningham, John Marshall, R.E.M. Wheeler, R.D. Banerjee, D.R. Sahni, Nayanjot Lahiri.

Unit-IV: What archaeology tells us about the past

a. Archaeological evidence of agriculture
b. Archaeological evidence of cities
c. Archaeological evidence of religion, ritual and sacred landscapes
d. Archaeological evidence of craft production and technology
e. What archaeology tells us about gender, childhood and households

Pedagogy

- Classroom lectures/map and geography /project work/archaeology.
- Examining and analysing the implications of increased ease of access through digitial archives.
- ·Field trip to National Archives, Defense Archive and other archives.
- ·Visit to an archaeological site.

Text Books

1. Das, Santanu, India, Empire and First World War Culture: Writings, Images and Songs, Cambridge University Press, 2018.
2. Agrawal, O.P., Essentials of Conservation and Museology, Delhi, 2007.
3. Chakrabarti, D K, The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th century, New Delhi: Oxford University Press, 2006.
4. Agrawal, D P and J S Kharakwal, South Asian Prehistory, Delhi: Aryan, 2002.

Recommended Readings

1. Stoler, Laura Ann, "Colonial Archives and the Arts of Governance," Archival Science 2, 2002, pp. 87-109.
2. Sengupta, S., Experiencing History Through Archives. Delhi: Munshiram Manoharlal, 2004.

3. Choudhary, R.D., Museums of India and their maladies. Calcutta: Agam Kala. 1988
4. Amin, Shahid, "Approver's Testimony, Judicial Discourse: The Case of Chauri Chaura," in Ranajit Guha (ed.), Subaltern Studies5, Delhi: OUP, pp. 166-202. 1987.
5. Guha, Ranajit, "The Prose of Counter Insurgency", in Ranajit Guha ed., Subaltern Studies 2, Delhi: OUP, pp. 1-42. 1983.
6. Anderson, Benedict. (1991). Imagined Communities: Reflections on the Origin and Spread of Nationalism, Verso: London, pp.163-186
7. Arondekar, Anjali. (2005). "Without a Trace: Sexuality and the Colonial Archive," Journal of the History of Sexuality, 14(1/2), pp. 10-27.
8. Mathur, Saloni, India by Design: Colonial History and Cultural Display, University of California, 2007
9. Nair, S.M., Bio-Deterioration of Museum Materials, Delhi: Agam Kala Prakashan, 2011.

ABILITY ENHANCEMENT COURSE (AEC)
Cityscapes

Nature of the Course: AEC | **Mode of Examination: NUES**
Course Code : BALA 206 | **Course ID:**
Semester Fourth (IV) | **Marks: 100**
Credits: 2 | **Continuous Evaluation**

Course Objective

To introduce students to the changing nature of life in cities since the Industrial Revolution

Course Outcome

CO1 (Knowledge): Trace the evolution of cities in India from pre-colonial times to the modern era

CO2 (Understanding): Understand the nature of state power and governance in modern cities

CO3 (Synthesis): Analyse the issues pertaining to social life of cities, such as citizenship, gender and caste

CO4 (Application): Learn about different kinds of cities in modern India

Course Content

Unit-I: Pre-modern cities in India

a. The Harappan cities
b. The second urbanisation and the growth of feudalism
c. Mughal cities

Unit-II: Cities in colonial India

a. Race in colonial cities
b. Port cities
c. The rise of industrial cities: Kanpur, Bombay, Jamshedpur

Unit-III: Cities in post-independence India

a. Social issues – homelessness, urban crime
b. Slums in India
c. Gated communities, flats and farmhouses – middle class residences

Unit-IV: Cities and marginalised groups

a. Women and women's safety in Indian cities
b. Refugees in Indian cities

Pedagogy

- Classroom lectures/experiential learning/project work.
- Visit to various parts of Delhi such as Lutyens' Delhi and Old Delhi to see the variation in urban spaces and urban governance.
- Screening movies to look at how cities are perceived by the masses.

Text Books

1. Mumford, Lewis, TheCity in History: Its Origins, its Transformations and its Prospects (Originally published, Harcourt, Brace & World, 1961; MJF Books, new York, 1989), pp. 508-48.
2. Spodek, Howard, "Studying the History of Urbanization in India," Journal of Urban History; 6; 251, 1980.
3. Mitter, Partha, The Early British Port Cities of India: Their Planning and Architecture Circa 1640-1757, pp. 95-114.
4. King, Anthony, Colonial Urban Development: Culture, Social Power, and Environment (1976), 22-40.

Recommended Readings

1. Kalia, Ravi, "Bhubaneswar: Contrasting Visions in Traditional Indian and Modern European Architecture," Journal of Urban History 23 (Jan., 1997), 164-91
2. Chatterjee, Partha, "Are Indian Cities becoming Bourgeois at last?" in Politics of the Governed : Reflections on Popular Politics in Most Parts of the World (Delhi, Permanent Black, 2004), pp.131-160.
3. Naidu, Ratna, "Blight and Slum Formation" Old Cities New Predicaments (Hyderabad: Orient Longman: 1997), pp. 101-116.
4. Guha, Ranajit, "The Colonial City and its Time(s)" IESHR 2008, 45, pp.329-351.
5. Hansen, Thomas Blom, Urban Violence in India: Identity Politics, 'Mumbai' and the Postcolonial City (Delhi: Permanent Black, 2001), p. 37-69.
6. Khosla, Romi, 'The New Metropolis: Nehru and Aftermath', Social Scientist, Vol. 43, No. ¾ (March–April 2015), pp. 11-32.
7. Kenny, Judith, "Climate, Race, and Imperial Authority: The Symbolic landscape of the British Hill Station in India", Annalsof the Association of American Geographers, 85.4 (December, 1995) 694-714.
8. Legg, Stephen,"Disciplining Delhi" Spaces of Colonialism: Delhi's Urban Governmentalities (Blackwell: 2007), pp. 82-148.

9. Kidambi, Prashant, “A Disease of Locality”, The Making of an Indian Metropolis Colonial Governance and Public Culture in Bombay 1890-1920 (London: Ashgate, 2007), pp. 49-70.
10. Chandavarkar, Rajnarayan, “From Neighbourhood to Nation: the rise and fall of the Left in Bombay’s Girangaon in the twentieth Century”, in History Culture and the Indian city (Cambridge University Press, 2009), pp. 121-190

FIFTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)
The History of India (1700 CE to 1857 CE)

Nature of the Course: DSC
Course Code: BALA HIST 301
Semester Fifth (V)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60
Internal Evaluation: 40
External Evaluation: 60

Course Objective

To understand the changes that took place over the course of the eighteenth century resulting in the establishment of a new state.

Course Outcome

CO1 (Knowledge): Learn about the political, economic and social changes during the given time period.

CO2 (Understanding): Understand the nature of the colonial state and how it impacted the lives of the masses.

CO3 (Synthesis): Engage with the debates about the eighteenth century in India and the transition to 'modernity'.

CO4 (Application): Engage with various primary sources and learn to interpret sources to make sense of the contemporary age.

Course Content

Unit-I: Nature of state and political economy

a. Mughals and successor states; (primary source: Khafi Khan and his views on Mughal decline).
b. Warring states – Sikhs, Jats, Marathas; (primary source: Bhimsen and his views on Mughal decline).
c. Consolidation of European power; (primary source: Robert Clive's letters, diary entries).

Unit-II: Law and Governance

a. Debate on governance: Utilitarian-Orientalist; (primary source: Macaulay's Minute, writings of Max Mueller).

b. Land revenue systems and accumulation of capital; (primary source: records, maps, gazetteers).
c. Instruments of state: Army, Police and Bureaucracy; (primary source: Torture Commission Reports, Kalighat paintings).
d. Law, courts and judiciary, Crime and Criminality: Thugs, nomadic and tribal communities; (primary source: Col. W. Sleeman's reports)

Unit-III: Expansion and consolidation of colonial power

a. Mercantilism and foreign trade.
b. English East India Company and consolidation of Company power (primary sources: Robert Clive's letters, pictures and paintings).
c. Rebellion and resistance; (primary sources on Vellore mutiny, Santhal rebellion, pictures and paintings etc.).

Unit-IV: Society and everyday life

a. What is everyday life? Exploring spaces (works of Michel de Certeau).
b. Merchants and traders: On land and sea.
c. Peasants and artisans: guilds; debt and bondage; patrons and patronage.
d. Cantonments and hill stations.

Pedagogy

- Classroom lectures/map and geography /project work/archeology.
- Reading various primary sources and class assignments based on primary sources.
- Screening movies on early colonialism such as Shatranj Ke Khiladi (1977)

Text Books

1. Bandhopadhyay, Shekhar, From Plassey to Partition,A History of Modern India, Orient Blackswan, 2004.
2. Alavi, Seema, The Eighteenth Century in India, Oxford University Press, 2002.
3. Marshall, P.J., The Eighteenth Century in Indian History: Revolution or Evolution?, Oxford University Press, 2005.
4. Kumar, Dharma and Raychaudhuri, Tapan eds., The Cambridge Economic History of India, Vol. II, Cambridge University Press, 1983.

Recommended Readings

1. Roy, Kaushik, War and Society in Colonial India, Oxford University Press, 2010.
2. Das Gupta, Sabyasachi, In Defence of Honour and Justice: Sepoy Rebellions in the Nineteenth Century, Primus Books, 2015.
3. Ray, Ratnalekha, Change in Bengal Agrarian Society c.1750-1850, Manohar, 1979.

4. Singha, Radhika, A Despotism of Law: Crime and Justice in Early Colonial India, Delhi: Oxford University Press, 1998.
5. Frietag, Sandria, 'Crime in the Social Order of Colonial North India', Modern Asian Studies, Volume 25, Issue 2, May 1991, pp.227-261.
6. Derret, J.D.M., Religion, Law and the State in India, Oxford University Press, 1999.
7. Bayly, C.A., Caste, Society and Politics in India from the Eighteenth Century to the Modern Age, Cambridge University Press, 1999.
8. Menon, Dilip, Cultural History of Modern India, Orient BlackSwan, 2017.
9. Mukherjee, Rudrangshu, The Year of Blood: Essays on the Revolt of 1857, Routledge, New York, 2018.
10. Grewal, J.S., The Sikhs of the Punjab, New Cambridge History of India Cambridge University Press, 1991.

DISCIPLINE SPECIFIC COURSE (DSC)
The History of India (1857 CE-1947 CE)

Nature of the Course: DSC **Mode of Examination: UES**
Course Code: BALA HIST 303 **Course ID:**
Semester Fifth (V) **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

To understand the impact of British rule on the subcontinent and its people

Course Outcome

CO1 (Knowledge): Learn about various changes and continuity in Indian society over the course of British rule.

CO2 (Understanding): Analyse the many nationalisms which grew in opposition to colonial rule; and the rise of the Indian public sphere which helped spread these ideas

CO3 (Synthesis): Trace the making of the modern Indian state in the twentieth century

CO4 (Application): Find out how the Second World War and Partition affected India

Course Content

Unit-I: The Colonial State post-1857

a. What is a colonial state? Varieties of colonial states; case study of colonies in Africa versus India (primary source: Queen's Proclamation).
b. Understanding colonialism; changing nature of colonialism in India; theories and debates about different stages of colonialism.
c. Institutional changes; Government of India Acts.

Unit-II: Society: Change and Continuity

a. Introduction to Western ideas– liberalism, 'modernity', scientific ideas.
b. Interaction with new ideas; reformism and revivalism. (Ram Mohun Roy, Vivekananda etc).
c. Sites of contestation – the women's question through law-making (Sati, Age of Consent, Sarda Act); autobiographies of women (Pandita Ramabai, Rokeya Sakhawat Hussain); anti-caste assertions.

Unit-III: Many Nationalisms and the Public Sphere

a. Nationalisms: theories and debates.
b. Many publics and the public sphere (primary source: Young India).
c. Many articulations of nationalism (Bankim Chandra Chatterjee, Tagore, Phule, Bhagat Singh, Syed Ahmad Khan).
d. Gandhi and his ideas (primary source: Hind Swaraj).

Unit-IV: National Movement

a. Early organizations and associations, formation of the Indian National Congress, Moderates and Extremists, Swadeshi Movement.
b. Mass movements – Non Cooperation Movement, Civil Disobedience Movement, Quit India Movement.
c. Revolutionaries, Ghadar Movement, Subhash Chandra Bose and the INA, RIN Mutiny.
d. Second World War, Independence and Partition.

Pedagogy

- Classroom Lectures/Map and Geography /Project Work/Archeology.
- Critical reading and assessment of various primary sources through class assignments and projects.
- Screening movies on the freedom struggle such as Gandhi (1982); and on Partition such as Garam Hawa (1973).

Text Books

1. Brown, Judith, Gandhi's Rise to Power, 1915-22, Cambridge University Press, 1972.
2. Chandra, Bipan, Nationalism and Colonialism in Modern India, Orient Longman, 1979.
3. Sarkar, Sumit, Modern India, 1885-1947, Macmillan, 1989.
4. Bandhopadhyay, Shekhar. From Plassey to Partition,A History of Modern India, Orient Blackswan, 2004.

Recommended Readings

1. Seal, Anil. Emergence of Indian Nationalism, Cambridge University Press, 1968.
2. Zelliot, Eleanor. From Untouchable to Dalit: Essays on the Ambedkar Movement, Manohar, 1996.
3. Amin, Shahid. ‘Gandhi as Mahatma: Gorakhpur District, Eastern UP, 1921-22’, Subaltern Studies Vol. III, Oxford University Press, 1984.
4. Pandey, Gyanendra. The Ascendancy of the Congress in Uttar Pradesh: Class, Community and Nation in Northern India, 1920-1940, Anthem Press, 2002.
5. Brass, Paul, The Politics of India Since Independence, Oxford University Press, 1990.
6. Guha, Ranajit (ed.), A Subaltern Studies Reader 1986-1995, University of Minnesota Press, 1997
7. Hardy, Peter, TheMuslims of British India, Cambridge University Press, 1972.

8. Pandey, Gyanendra , The Construction of Communalism in colonial north India, Oxford University Press, 2006.
9. Dube, Ishita-Banerjee, A History of Modern India, Cambridge University Press, USA, 2014.
10. Mani, Lata, "Contentious Traditions: The Debate on Sati in Colonial India" in Sangari, Kumkum and Vaid, S., (eds.) Recasting Women: Essays in Indian Colonial History, New Delhi: Kali for Women, 1989, pp. 88-126.

DISCIPLINE SPECIFIC COURSE (DSC)
History of Modern Europe (1400 CE to 1750 CE)

Nature of the Course: DSC **Mode of Examination: UES**
Course Code: BALA HIST 305 **Course ID:**
Semester Fifth (V) **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

This course studies the making of modern Europe its impact on global histories. The modern era began with European explorers discovering the New World. Colonisation of Americas was a huge turning point in the history of Europe. The economic and social history of this period is thus relevant for global history as well. The course studies the cultural efflorescence in Europe over the given time period; including the Renaissance, Reformation and the Enlightenment. The English Revolution was another important event in this context. Finally, the course concludes with the 'dual revolution': The Industrial Revolution, and the French Revolution; and their repercussions for Europe and the world.

Course Outcome

CO1 (Knowledge): Know what events and new developments happened in Europe across three centuries that resulted in the modern era.

CO2 (Understanding): Understand what processes shaped these events and developments and why they happened.

CO3 (Synthesis): Understand how the transformation of Europe from the feudal times to capitalist modernity was an outcome of Europe's interaction with the wider world.

CO4 (Application): Focus on particular aspects of Europe's history and write how they came about to be.

Course Content

Unit-I: Transition to Modernity

a. Feudalism to Capitalism: theories and debates.
b. The coming of the book (the printing press); the Age of Discovery.
c. Cultural transformations: Renaissance; Reformation.

Unit-II: Towards a Global Economy and New Transformations

a. The rise of Atlantic economy; the Portuguese and Spanish Empires.

b. The English Revolution (1603-1688); the Dutch Republic; colonisation of America.
c. Mercantilism and the rise of Absolutist states: France/ the Habsburg Empire/ Russia/ Prussia/ England.

Unit-III: Cultural Transformations

a. The Scientific Revolution: Copernicus, Brahe, Kepler, Giordano Bruno, Descartes and Newton.
b. Enlightenment: Republic of Letters; Montesquieu, Voltaire, Diderot, Rousseau; Enlightened Despotism.

Unit IV: Europe and Asia

a. Europe and China: the 'Needham Question'.
b. Europe and India.
c. The 'Great Divergence'.

Pedagogy

- Classroom Lectures/map and geography /project work/archaeology
- Classroom debate on the 'Great Divergence'
- Classroom assignment on the impact of the Renaissance; what factors prompted the Renaissance; and whether there really was a Renaissance.

Text Books

1. Merriman, J, Modern Europe, Norton, 1996.
2. Davis, Natalie Zemon, Society and Culture in Early Modern France: Eight Essays, Stanford University Press, 1975.
3. Hill, Christopher, The Century of Revolution, 1603-1714, Routledge, 1980.
4. Wallerstein, I., The Modern World-System I: Capitalist Agriculture and the Origins of the European Word-Economy in the Sixteenth Century, Berkeley: University of California Press. 2011.

Recommended Readings

1. Gies, D. T., & C. Wall (eds.), The Eighteenth Centuries: Global Networks of Enlightenment, University of Virginia Press, 2018.
2. Mackerras, Colin, "Global History, the Role of Scientific Discovery and the 'Needham Question': Europe and China in the Sixteenth to Nineteenth Centuries," in Global History and New Polycentric Approaches: Europe, Asia and America in World Network System (eds. Manuel Perez Garcia & Lucio de Sousa), Palgrave, pp. 21-36, 2018.
3. Subrahmanyam, S., Explorations in connected history: from the Tagus to the Ganges, Oxford University Press, 2005.
4. Thomas, Keith, Religion and the Decline of Magic, Penguin, 2012.
5. Febvre, Lucien, The Coming of the Book, Verso, 2010.

6. Pagden, A., The Enlightenment: and why it still matters, Oxford University Press, 2013.
7. Cohen, H. F, How modern science came into the world: Four civilizations, one 17th-century breakthrough, Amsterdam University Press, 2010.

DISCIPLINE SPECIFIC COURSE (DSC)
Indian Business and Labour History in the Twentieth Century

Nature of the Course: DSC
Course Code: BALA HIST 309
Semester Fifth (V)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

This course will help the students understand the history of business and finance in India; and trace the genealogy of capitalism in India.

Course Outcome

CO1 (Knowledge): Learn about the emergence and growth of capitalism in India.

CO2 (Understanding): Understand the conflict and cooperation between Indian capitalists and the Colonial State.

CO3 (Synthesis): Analyse the beginning and organization of labour movements in colonial India.

CO4 (Application): Study the intersections of caste and class in India.

Course Content

Unit-I: Historiography and global histories of business

a. Understanding business history and economic history: Historiography: theories and debates.
b. History of money across time and culture; the Great Depression.

Unit-II: Indian business history

a. Pre-colonial banking houses, Surat, hundis and Jagat Seths.
b. Portfolio capitalists and the political economy of early modern India; the emergence of capitalism in India.
c. Business communities and pioneers in India; the global resurgence of Indian business.
d. Indian businessmen and the national movement.

Unit-III: Historiography and global histories of labour

a. Conceptualizing and understanding Labour History.
b. Evolving concepts of worker and working class with special reference to India.
c. Indian labour and the world.

Unit-IV: Labour in India

a. Pre-Colonial and early colonial labour regimes; slaves, artisans and agricultural workers.
b. Labour regimes under the colonial state – factories, plantations and mines.
c. Labour and gender.
d. Forms of workers protest and politics of labour movement.
e. Worker in the mirror of law: legal regulation of labour.
f. Working class culture.

Pedagogy

- Classroom lectures/map and geography /project/ field work/archaeology.
- Examining and analysing the intersections of caste, class, religion and gender in Indian labour history.
- Screening movies like Kaala Patthar (1979) to show the clash between labour and capitalist interests.

Text Books

1. Subrahmanyam, Sanjay, The Political Economy of Commerce: South India 1500- 1650, Delhi: Cambridge University Press, 2004. [chapters 2 & 6]
2. Roy, Tirthankar, A Business History of India: Enterprise and the Emergence of Capitalism from 1700, Delhi: Cambridge University Press, 2018.
3. Roy, Tirthankar, India in the World Economy: From Antiquity to the Present, Delhi. Cambridge University Press, 2012.
4. Chakrabarty, Dipesh, Rethinking Working-Class History, Bengal 1890 to 1940, Princeton University Press: UK, 1989.

Recommended Readings

1. Kumar, Nirmalya, India‘s Global Powerhouses: How They are taking on the World, Brighton & New York: Harvard Business Review Press, 2009.
2. Mohapatra, Prabhu Prasad, “Regulated Informality: Legal Construction of Labour Relations in India 1814-1926” in Andreas Eckert (ed), Global History of Work, Oldenbourg, De gruyter, 2016.
3. Bhattacharya , Debashis, “Organized Labour and Economic Liberalization in India: Past, Present, and Future ”,in A.V., Jose (ed.), Organized Labour in the 21st Century, Geneva: ILO, 2002, pp.307-346.
4. Sen, Samita , Women and Labour in Late Colonial India, The Bengal Jute Industry, Cambridge, Cambridge University Press, 1999, pp.1-89.

5. Simeon, Dilip, "The Great TISCO Strike and Lockout of 1928," Part I and II, Indian Economic and Social History Review, New Delhi, Sage, Volume 30, 1993, No 2, pp. 135-161, and No. 3, pp. 311-335.
6. Bhattacharya, Sabyasachi, "Capital and Labour in Bombay City, 1928-29" Economic and Political Weekly, Vol. 16, No. 42/43 (Oct. 17-24), 1981, pp. PE36-PE44.
7. Chandavarkar, Rajnarayan, "Questions of class: The general strikes in Bombay, 1928-1929", Contributions to Indian Sociology, Volume: 33 issue: 1-2, 1999, pp. 205-237.
8. Bhattacharya, Sabyasachi," Paradigms in the Historical Approach to Labour Studies in South Asia" in Lucassen, Jan (ed.) Global Labour History: A State of the Art, Bern, Peter Lang, 2006, pp.147-160.
9. Roy, Tirthankar, "The Rise and Fall of Indian Economic History 1920-2013", Economic History of Developing Regions, 29 (1), 2014, pp.15-41.
10. Ferguson, Niall, The Ascent of Money: A Financial History of the World, London: Penguin Books, 2009.

DSE & MINOR STREAM COURSE (MS)
History of Africa in Modern Times

Nature of the Course: MS | **Mode of Examination: UES**
Course Code: BALA HIST 311 | **Course ID:**
Semester Fifth (V) | **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

To understand the history of Africa, particularly the impact of colonialism and the Trans-Atlantic slave trade.

Course Outcome

CO1 (Knowledge): Learn about the major events in the pre-colonial history of Africa, along with the exploitation and slavery under colonial rule.

CO2 (Understanding): Understand the long lasting impact of European exploitation on the continent.

CO3 (Synthesis): Find out the similarities and differences between the Indian and African experiences of colonialism.

CO4 (Application): Find out about the linkages between India and Africa in both before and after the colonial era.

Course Content

Unit-I: The Long Past of Africa

a. General history of Africa; pre-15th century – people and cultures.
b. Important regions and events since 1600 CE.
c. Historiography – colonialism, slavery, pre-colonial Africa

Unit-II: European Colonization, Slave Trade, and Precious Commodities

a. The beginning of European colonization and slave trade.
b. Exploitation of natural resources and integration within the Atlantic world.

Unit-III: Abolition of Slavery

a. Changes in Africa in the aftermath of the Trans-Atlantic Slave trade
b. Colonial exploitation in Sub-Saharan Africa.

c. Migration, indentured labour, and the Indian diaspora in Africa.

Unit-IV: 'The Scramble for Africa' and Decolonization

a. Rise of modern imperialism and the division of Africa into colonial zones.
b. Emancipation movements: workers movements, national liberation movements;, culture and literature.
c. Comparisons with the Indian subcontinent

Pedagogy

- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the impact of slavery and neocolonialism in Africa.
- Screening of movies such as Out of Africa (1985), Amistad (1997), Invictus (2009) to introduce students to the impact of European rule on Africans.

Text Books

1. Gray, Richard, The Cambridge History of Africa (1600-1900), Cambridge University Press, 1975.
2. Mazrui, A.A., (ed.), UNESCO General History of Africa: Africa Since 1935 Vol. VIII,. London: Heinemann, 1993.
3. Fanon, F., The Wretched of the Earth. New York: Grove Press, 1963.

Recommended Readings

1. Rediker, M., The Slave Ship: A Human History. New York: Viking, 2007.
2. Williams, E., Capitalism and Slavery. University of North Carolina Press, 1944.
3. Rodney, W, How Europe Underdeveloped Africa, London: Bogle-L'Ouverture Publications, 1972.
4. Reid, R. J., A History of Modern Africa: 1800 to the Present, Hoboken: Wiley Blackwell, 2012.
5. Freund, B., The African Worker. Cambridge: Cambridge University Press, 1988.
6. Ahmida, A.A. (ed.), Beyond Colonialism and Nationalism in the Maghrib: History, Culture, Politics, London: Palgrave, 2000.
7. Crummy, D. (ed.), Banditry, Rebellion and Social Protest in Africa, London: Heinemann, 1986.
8. Sueur, J.L. (ed.), The Decolonization Reader, Abingdon: Psychology Press, 2003.
9. Chinua Achebe, 1995, Things Fall Apart, Knopf Doubleday Publishing Group, 1995.

DSE & MINOR STREAM COURSE (MS)
History of Modern Russia

Nature of the Course: MS | **Mode of Examination: UES**
Course Code: BALA HIST 313 | **Course ID:**
Semester Fifth (V) | **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

This course will introduce students to the history of modern Russia. Modern Russian history is a history of complex development, with both Asiatic and European features. Russia was one of the last European countries to modernize and yet it remained a major imperial power. Its primitive political superstructure under the Czars concealed multiple transformations in economy and society. The First World War made Russia susceptible to revolution, and it eventually fell first to a short-lived liberal democracy and then communist rule, before becoming a superpower to reckon with. This course charts this trajectory.

Course Outcome

CO1 (Knowledge): Know about the social, economic and political conditions in Russia in the late nineteenth and early twentieth century; Russia's transformation in the twentieth century.

CO2 (Understanding): Understand how Russia got catapulted on the path of modernization, first in the last decades of the nineteenth century and then abruptly in the aftermath of the communist revolution.

CO3 (Synthesis): The various historiographic models to interpret Russian history.

CO4 (Application): Focus on specific aspects of Russian history and write about a few of them.

Course Content

Unit I: Popular Culture

a. Russia before the First World War – society, economy, politics (Tsarist Russia, abolition of serfdom, western ideas, Imperial Russia's politics and alliances).
b. Russia in the twentieth century – western investment, Russo-Japanese war, the 1905 Revolution, First World War.
c. Trends in Russian politics – Left (Bolsheviks, Mensheviks, etc.), the Second International; trends in Russian literature and arts after Emancipation of 1861.

Unit II: The Russian Revolution

a. The February Revolution; mass movements.

b. The Provisional Government; Dual Power.
c. Lenin's return; April Theses; Kornilov Affair; Bolshevik Revolution.

Unit III: Post-Revolutionary Order

a. Civil War, War Communism, New Economic Policy, Comintern.
b. Life in 1920s, economic policy and social history; 'left' vs 'right' in the CPSU.
c. 'The Stalin Revolution': collectivization and cultural transformation.

Unit IV: Society, Culture, and the International Context

a. Visions of a new society among the Bolsheviks; arts and culture (modernism, socialist realism, Eisenstein, etc.).
b. New modes of labour organization; standard of living, industrialization.
c. 'Socialism in One Country'; Great Purge; international alliances; build up to Second World War.

Pedagogy

- Classroom lectures/map and geography /project work/archeology
- Classroom debate on the Russian Revolution, its impact on world history, and the Cold War
- Screening movies like October: Ten Days that Shook the World (1927), Battleship Potemkin (1925), and The Death of Stalin (2017)

Text Books

1. Fitzpatrick, S., The Russian Revolution, Oxford University Press, 2017.
2. Trotsky, L., History of the Russian revolution, Haymarket Books, 2008.
3. Service, Robert, A History of Modern Russia: From Tsarism to the Twenty-First Century. Harvard University Press, 1997.
4. Figes, Orlando, A People's Tragedy: A History of the Russian Revolution, Viking, 1997.

Recommended Readings

1. Service, Robert, Society, and Politics in the Russian Revolution, Palgrave Macmillan, 1992.
2. Faulkne, Neil, A People's History of the Russian Revolution. LB, 2017.
3. Vaingurt, J., Wonderlands of the Avant-Garde: Technology and the Arts in Russia of the 1920s, Northwestern University Press, 2013.
4. Groys, B., The Total Art of Stalinism: Avant-Garde, Aesthetic Dictatorship, and Beyond. Verso Books, 2011.
5. Nove, Alec, An Economic History of the USSR, 1917-1991, London: Penguin Books, 1993.

6. Lewin, Moshe, The Making of the Soviet System: Essays in the Social History of Inter-war Russia. New York: Pantheon, 1985.
7. Allen, Richard, From Farm to Factory: A Reinterpretation of the Soviet Industrial Revolution, Princeton and Oxford: Princeton University Press, 2003.
8. Fitzpatrick, Sheila, Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s, New York: Oxford University Press, 1999.
9. Getty, J. Arch and Naumov, Oleg V., The Road to Terror: Stalin and the Self-Destruction of the Bolsheviks, 1932-1939, 1999.

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Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

DSE & MINOR STREAM COURSE (MS)
Imperialism, Colonialism and Nationalism

Nature of the Course: MS **Mode of Examination: UES**
Course Code: BALA HIST 315 **Course ID:**
Semester Fifth (V) **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

To understand the theories of imperialism and nationalism and to analyse the nature of colonial exploitation under European rule.

Course Outcome

CO1 (Knowledge): Learn about theories of imperialism and ideas such as the 'New Romans', 'Civilising Mission', and 'White man's burden'.

CO2 (Understanding): Understand the patterns and varieties of colonization and how they differed over time and space.

CO3 (Synthesis): Analyse the role of colonialism in the creation of modern day nation-states and nationalism in the Global South.

CO4 (Application): Analyse the long-standing impact of colonialism and neo-colonialism in modern times.

Course Content

Unit-I: Imperialism

a. Theories of Imperialism.
b. Definitions and problems of the categories of 'imperialism' and 'nationalism' in conceptual and historical perspective.

Unit-II: Colonialism

a. Defining Colonialism.
b. Establishment of Colonial Empires by Spain and Portugal in 15th and16th centuries.
c. British in India in the 18th century.
d. Informal Empire in 19th century Africa.
e. Scramble for power in late 19th century China.

Unit-III: Patterns of colonialism

a. Nature of colonial control and patterns of subjugation.
b. Different stages of colonialism.
c. Different types of colonies.

Unit-IV: Nationalism and Decolonization

a. Colonialism and nationalism in India: historiography; ideas about the nation; national movement(s).
b. Social transformation and decolonization after the Second World War; formation of the United Nations.
c. Cold War and the Non-Aligned Movement.
d. Neo-colonialism.

Pedagogy

- Classroom lectures/map and geography /project work/archeology.
- Examining and analysing concepts such as the 'White Man's Burden"; reading the works of writers like Rudyard Kipling
- Screening movies which deal with the 'White Saviour Trope'; analyzing the controversies around movies such as Avatar (2009) and Dances with Wolves (1990)

Text Books

1. Hobsbawm, E.J., The Age of Extremes, 1914 – 1991, New York: Vintage, 1996.
2. Lowe, Norman, Mastering Modern World History, London: Palgrave Macmillan, 1997.
3. Davis, Ralph, The Rise of the Atlantic Economies, New York, 1973.
4. Brewer, Anthony, Marxist Theories of Imperialism- A Critical Survey, London: Routledge, 1980.

Recommended Readings

1. Parry, John H., The Establishment of the European Hegemony 1415- 1715: Trade & Exploration in the Age of the Renaissance, Harper Torch books, 1966.
2. Davidson, Basil, Modern Africa: A Social and Political History, 3rd edition. London / New Jersey: Addison ñ Wesley, 1995.
3. Mommson, Wolfgang J., Theories of Imperialism, University of Chicago Press, 1982.

DISCIPLINE-SPECIFIC ELECTIVE (DSE)
(Seminar/Workshop)
History through Everyday Objects

Nature of the Course: DSE
Mode of Examination: NUES
Course Code : BALA 301
Course ID :
Semester Fifth (V)
Marks: 100
Credits: 4 (L:3 T:1)
Continuous Evaluation

Course Objective

To introduce students to an alternative way of looking at history through the study of everyday objects

Course Outcome

CO1 (Knowledge): Learn about the development in the field of material culture studies and how it intersects with the discipline of history.

CO2 (Understanding): Learn the use of material objects for historical research

CO3 (Synthesis): Review how everyday objects can tell several stories of give and take, power and subjugation, and many more.

CO4 (Application): Engage in bringing together processes and objects and learn to use material objects as sources of historical inquiry.

Course Content

Unit-I: Objects in History

a. History of Objects or Objects of History?
b. Material culture and historical context.
c. Objects as sources of history.

Unit-III: The History of 'Chai' and what it tells us about Capitalism and Colonialism in India

a. The context – East India Company and reliance on Chinese tea, discovery of tea in Assam, incorporation of the north-east into mainland India
b. Indentured labor and the story of suffering behind tea
c. Tea and the temperance movement in Europe; strikes, protests in colonial India
d. Chai goes global – from 'chai tea' to roadside stalls in India

Unit-III: The History of the Passport

a. Migration and movement before the First World War
b. The First World War and the international passport regime
c. The history of the Indian passport – racial factors, surveillance by the colonial state, the passport as a status symbol, passports and the Partition

Unit-IV: Everyday Objects and Indian History

a. Thums Up – what a soft drink tells us about Indian history; socialism and the License Raj in India; the ban on Coca-Cola in 1977
b. The history of the Ambassador Car
c. The history of the auto-rickshaw

Pedagogy

- Classroom lectures/map and geography /project work/archeology
- Classroom assignment where students pick up an everyday object and relate to the wider history of the country/region/world

Text Books

1. Hoskins, J. Biographical Objects: How Things Tell the Stories of People's Lives, Routledge, 1998.
2. Arnold, David, Everyday Technology: Machines and the Making of India's Modernity, University of Chicago Press, 2013.
3. MacGregor, Neil, History of the World in 100 Objects, Allen Lane, 2011.
4. Guha, Sudeshna, A History of India Through 75 Objects, Hachette UK, 2022.

Recommended Readings

1. Sharma, Jayeeta, Empire's Garden, Ranikhet: Permanent Black, 2011.
2. Guha, Amalendu. Planter Raj to Swaraj: Freedom Struggle & Electoral Politics in Assam, 1826-1947, Tulika Books, 2006.
3. Appadurai, A. and Kopytoff, I., The Social Life of Things: Commodities in Cultural Perspective, Cambridge: University of Cambridge Press, 1986.
4. Gerritsen, A. and Riello, G., Writing Material Culture History, Bloomsbury, 2012.
5. McCants, A. "Exotic Goods, Popular Consumption and the Standard of Living: Thinking about Globalization in the Early Modern World," Journal of World History, 28, 4, 2007, pp. 433 - 462.
6. 'The story of Thums up: How Indians Came to Taste the Thunder',https://web.archive.org/web/20190116200741/https://daily.social/story-of-thums-up/

7. Peeyush Sekhsar, ‘King of the road: How the autorickshaw took over our roads’, The Hindu, January 18, 2022
8. Bleichmar, D. and Martin, M. (eds.), Objects in Motion in the Early Modern World, WileyBlackwell, 2016.
9. Singha, Radhika, ‘The Great War and a “Proper Passport” for the Colony’, IESHR, 2013.
10. Mongia. R.V., ‘Race, Nationality, Mobility: A History of the Passport’, Public Culture, 11, 3, pp.527-556, 1999.
11. Zamindar, Vazira, The Long Partition and the Making of Modern South Asia, Columbia University Press, 2007.

SIXTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)
Indian Legal and Constitutional History

Nature of the Course: DSC | **Mode of Examination: UES**
Course Code: BALA HIST 302 | **Course ID:**
Semester: Sixth (VI) | **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

Understand the formation of a new legal culture under British rule and trace the genealogy of modern Indian law.

Course Outcome

CO1 (Knowledge): Learn about the formation of a new legal culture under British rule.

CO2 (Understanding): Investigate the relationship between sovereignty and law through a study of British India.

CO3 (Synthesis): Understand the transformation of pre-colonial laws into the modern legal regime; and analyse the impact of codification of traditional laws.

CO4 (Application): Trace the origins; and review the making of the Indian Constitution.

Course Content

Unit-I: Transition to the modern Indian legal system

a. Pre-colonial legal regimes.
b. Law under the colonial state, law as an instrument of the colonial state.

Unit-II: Colonial Law-making

a. Customs and codification under the colonial state; interpreters of customary law – colonial officials and Indian translators.
b. Courts and the judicial system under colonial rule.
c. Gender and law in colonial India.
d. The colonial state and evidence, legitimacy, authority, testimony.

Unit-III: Crime and Law in the Colonial State

a. Surveillance, control, and rule.

b. Crime and criminality: Thugs, nomadic and tribal communities.
c. Law and marginalized communities: reading the legal archive.
d. Law and Nationalism; case studies – the trials of Bahadur Shah Zafar, B.G. Tilak, M.K. Gandhi and INA trials.

Unit-IV: Constitutional history

a. Government of India Acts – 1909, 1919 and 1935.
b. Making of the Constituent Assembly; dominant voices within the Assembly.
c. Vision of the Constitution, Objectives, Resolution, context of Partition.
d. Debates around separate electorates, language, powers of the central government, rights of the weaker sections.
e. Key features of the Constitution.

Pedagogy

- Classroom lectures/map and geography /project work.
- Studying Sleeman's reports to understand the 'criminalisation' of communities.
- Reading about the trials of Gandhi, Tilak etc to see judiciary's response and reaction to 'middle-class' political dissidents versus how it dealt with peripatetic nomads.

Text Books

1. Austin, Granville, The Indian Constitution: The Cornerstone of a Nation, Oxford University Press, 1972.
2. Singha, Radhika, A Despotism of Law: Crime and Justice in Early Colonial India, Delhi: Oxford University Press, 1998.
3. Nair, Janaki, Women and Law in Colonial India: A Social History, Delhi: Kali for Women, 1996.
4. Derret, J.D M., Religion, Law and the State in India, Oxford University Press, 1999.

Recommended Readings

1. Sarkar, Tanika, "Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife", Economic and Political Weekly, 28(36), 1993, pp.1869-1878.
2. Mani, Lata, "Contentious Traditions: The Debate on Sati in Colonial India" in K Sangari and S Vaid (ed.) Recasting Women: Essays in Indian Colonial History, New Delhi: Kali for Women, 1989, pp. 88-126.
3. Raman, Bhavani, Document Raj: Writing and Scribes in Early Colonial South India, Princeton: Princeton University Press, 2012.

4. Amin, Shahid, "Approver's Testimony, Judicial Discourse: The Case of Chauri Chaura," in Guha, Ranajit (ed.), Subaltern Studies V, Delhi: Oxford University Press, 1987, pp. 166-202.
5. Guha, Ranajit, “Chandra’s Death.” in Guha, Ranajit (ed.) Subaltern Studies V, Delhi: Oxford University Press, 1987, pp. 135-165.
6. Sarkar, Sumit, ‘Indian Democracy: The Historical Inheritance’ in Atul Kohli ed., The Success of India’s Democracy, Cambridge University Press, 1983.
7. Bhargava, Rajeev, ‘Democratic Vision of a New Republic’ in F.R. Frankel et al (eds). Transforming India: Social and Political Dynamics of Democracy, Oxford University Press, 2000.
8. Kugle, Scott, “Framed, Blamed and Renamed: The Recasting of Islamic Jurisprudence in Colonial South Asia,” Modern Asian Studies, 35: 2, 2011, pp. 257-313.
9. Davis, Donald R., “Hinduism as a Legal Tradition,” Journal of the American Academy of Religion, 75:2, 2007, pp. 241-267.
10. Bhattacharya, Neeladri, “Remaking Custom: The Discourse and Practice of Colonial Codification,” in Champakalakshmi, R. and Gopal, S. (eds.), Tradition, Dissent and Ideology: Essays in Honour of Romila Thapar, Delhi: Oxford University Press, 1996, pp. 20-51.

DISCIPLINE SPECIFIC COURSE (DSC)
Modern Europe: French Revolution to the World Wars

Nature of the Course: DSC
Course Code: BALA HIST 304
Semester: Sixth (VI)
Credit: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (60 + 40)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

Introduce students to the history of Europe from the French Revolution to the end of the Second World War

Course Outcome

CO1 (Knowledge): Know about the dramatic transformation in the aftermath of the Industrial Revolution and the French Revolution; the Napoleonic Wars; the democratic revolutions in Europe; the development of arts and science; and the re-ordering of the world order over the course of two World Wars.

CO2 (Understanding): Understand how Europe became such a dominant force gobally; and how its political and social systems developed over a century and more in the aftermath of the French Revolution.

CO3 (Synthesis): The various historiographical models to interpret European history.

CO4 (Application): Focus on specific aspects of European history and write about a few of them.

Course Content

Unit I: The Industrial Revolution and the French Revolution

a. The Industrial Revolution in England; changing social structures in France, Germany and Russia
b. The Enlightenment and the French Revolution;
c. Napoleonic State; Restoration; The Congress System

Unit II: Liberalism, Socialism and Nationalism

a. Development of liberal thought after the French Revolution: Utilitarianism, French liberalism, Classical thinkers like Adam Smith, Ricardo, Mill; parliamentary reforms in England;
b. The emergence of socialism: early socialist thinkers (Owen, Saint-Simon, Fourier); Chartism; Karl Marx and Marxism
c. Constitutionalism; nationalism; democracy; the 1848 Revolutions

c. Unification of Italy and Germany

Unit III: Society and Culture in Nineteenth-Century Europe

a. Romanticism; positivism; Darwinism; racism
b. Arts (literature: Dickens, Baudelaire, Flaubert, Tolstoy, Mary Wollstonecraft, Jane Austen; painting: Realism, impressionism, Art Nouveau; German Romanticism: Nietzsche, Wagner)
c. Education
d. Social minorities

Unit IV: Twentieth Century Europe

a. Events leading up to the First World War
b. The First World War and the Treaty of Versailles
c. Inter-war period; League of Nations – its successes and failures
d. Second World War
e. Establishment of the UN; Beginning of the Cold War – NATO and the Warsaw Pact

Pedagogy

- Classroom lectures/map and geography /project work.
- Classroom debate on the reasons for European dominance in the 19th Century.
- Screening movies like Pride and Prejudice (2005), Moulin Rouge (2001) and Napoleon (2023)

Text Books

1. Hobsbawm, Eric, Age of Revolution: 1789-1848, Hachette, 2010.
2. Berlanstein, L., The Industrial Revolution and Work in Nineteenth-Century Europe, Routledge, 1992
3. Merriman, John, A History of Modern Europe: From the Renaissance to the Present, New York: W.W. Norton, 2002.
4. Lowe, Norman, Mastering Modern World History, London: Palgrave Macmillan, 1997.

Recommended Readings

1. Porter, Andrew, European Imperialism 1860-1914. Hampshire: Palgrave Macmillan, 1994.
2. Brettell, Richard, Modern Art, 1851-1929: Capitalism and Representation. Oxford: Oxford University Press, 1999.
3. Perry, Marvin and Bock, George W., An Intellectual History of Modern Europe. Princeton: Houghton Mifflin Company, 1993.

4. Bayly, C.A., The Birth of the Modern World, 1780-1914. Oxford: Blackwell Publishing, 2004.
5. Berger, Stefan (ed.), A Companion to Nineteenth Century Europe 1789-1914, Oxford: Blackwell Publishing, 2004.
6. Kemp, Tom, Historical Patterns of Industrialization, New York: Longman, 1978.
7. Harvey, David, Paris, Capital of Modernity, Routledge, 2003.
8. Zeldin, Theodore, France, 1848-1945: Volume II: Intellect, Taste, and Anxiety, Oxford University Press, 1977.
9. Colley, L., The Gun, the Ship, and the Pen: Warfare, Constitutions, and the Making of the Modern World, Liveright Publishing, 2021.
10. . McPhee, P., Liberty or Death: The French Revolution, Yale University Press, 2016.

DISCIPLINE SPECIFIC COURSE (DSC)
History of Women in India up to the Eighteenth Century

Nature of the Course: DSC
Course Code: BALA HIST 306
Semester: Sixth (VI)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

Understand the complex web of institutions and ideologies that facilitated the functioning of patriarchy in pre-colonial India; and the spaces within patriarchal structures where women enjoyed visibility and also had a voice.

Course Outcome

CO1 (Knowledge): Understand diverse issues and perspectives in feminist history; drawing upon textual, epigraphic, and archaeological evidence.

CO2 (Understanding): Analyse the major historiographical trends in Indian feminist history writing.

CO3 (Synthesis): Identify 'manliness' as a form of social construction, and its interlinkages with the political culture, and learn to read and appreciate the contemporary sources within a gender-sensitive frame of reference.

CO4 (Application): Identify the operation of gender in reproducing socio-cultural life: property relations, household intimacies, and caste iniquities.

Course Content

Unit-I: Historiography

a. Women as marginalised communities.
b. Voices of the ancient past: Maitreyi, Gargi.
c. Intersection of gender with class, caste, family and polity.

Unit-II: Representation of women in various religious traditions up to 1200 AD

a. Brahmanical, Buddhist, Jain, Tantric representations of women.
b. Women ascetics: Socio-religious movement and women in Virashaivism.
c. Women and property – the concept of stridhana.
d. Marriage, family and the household.

Unit-III: Representation of women after 1200 CE

a. Gender relations in the imperial court.
b. Gender relations in everyday life.
c. Love and gender in the vernacular literature.
d. Harem and concubinage.

Unit-IV: Women in the public sphere

a. Women in epigraphic inscriptions.
b. Rulers, patrons and livelihood earners.
c. Representations of women in Indian art.

Pedagogy

- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the representation of women in different religions and different periods.
- Field trip to the National Museum and other museums to introduce students to visual representations of women in pre-colonial India.

Text Books

1. Basu, A. and A. Taneja (eds.), Breaking Out of Invisibility; Women in Indian History, Delhi: Indian Council of Historical Research, 2002.
2. Chakravarty, Uma, Everyday Lives, Everyday Histories; Beyond the Kings and Brahmanas of Ancient India, Delhi: Tulika, 2006.
3. Roy, Kumkum, The Power of Gender and the Gender of Power: Explorations in Early Indian History, Delhi: Oxford University Press, 2010.
4. Roy, Kumkum (ed.), Women in Early Indian Societies, Delhi: Manohar, 1999.

Recommended Readings

1. Ghosh, Durba, Sex and the Family in Colonial India: The Making of Empire, Cambridge: Cambridge University Press, 2006.
2. Lal, Ruby, Empress: The Astonishing Reign of Nur Jahan, New York, Penguin Viking, 2018.
3. Mernissi, Fatima, The Forgotten Queens of Islam, Minnesota: University of Minnesota Press, 1997.
4. Murray, Stephen O. and Will Roscoe (eds.), Islamic Homosexualities: Culture, History, and Literature, New York: New York University Press, 1997.
5. Papanek, Hanna and Gail Minault (eds.), Separate Worlds: Studies of Purdah in South Asia, New Delhi: Chanakya Publications, 1984.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

6. Scott, Joan, 'Gender: A Useful Category of Historical Analysis', American Historical Review, 91, 5, 1986, pp. 1053-1075
7. Walthall, Anne (ed.), Servants of the Dynasty: Palace Women in World History, Berkeley: University of California Press, 2008.
8. Shah, S., Love, Eroticism and Female Sexuality in Classical Sanskrit Literature: 7th - 13th Centuries, Delhi: Manohar, 2009.
9. Shah, Shalini, The Making of Womanhood Gender: Relations in the Mahabharata, Delhi: Manohar, 2012.
10. Butler, Judith, Bodies that Matter: On the Discursive Limits of Sex, London: Routledge, 2011.

DSE & MINOR STREAM COURSE (MS)
History of Modern China

Nature of the Course: DSE | **Mode of Examination: UES**
Course Code: BALA HIST 308 | **Course ID:**
Semester: Sixth (VI) | **Marks: 100 (40+60)**
Credits: 4 (L3 T1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

Understand the transition of China from a feudal state to a modern nation state.

Course Outcome

CO1 (Knowledge): Learn about the advent of colonialism and its impact on China.

CO2 (Understanding): Understand the various attempts to 'modernise' China after European contact; rebellions during the 'Century of Humiliation'.

CO3 (Synthesis): Analyse the impact of the Japanese invasion in contrast to the European exploitation of China.

CO4 (Application): Trace the emergence of communism and the establishment of a communist state.

Course Content

Unit-I: Imperial China and Western

a. Traditional Chinese institutions and ideologies (Confucianism).
b. Struggle for power (Ming and Ch'ing dynasties- ruptures and continuities).
c. Opium Wars: nature and interpretations.

Unit-II: Social Movements and Reforms

a. Taiping Rebellion; Boxer Movement.
b. Self-strengthening movement; Hundred Days Reforms of 1898.

Unit-III: Nationalism

a. Revolution of 1911.
b. The May Fourth Movement of 1919.

Unit-IV: Communist Movement

a. Formation of the Communist Party and the First United Front.
b. Mao's leadership (vision and strategy); Kiangsi and Yenan; Revolution of 1848.

Pedagogy

- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the different experiences of colonialism in India and China.
- Screening of movies such as The Last Emperor (1987), 1911 (2011) and Balzac and the Little Chinese Seamstress (2002).

Text Books

1. Hsu, C. Y. Immanuel, The Rise of Modern China, Oxford University Press, 1970.
2. Chesneaux, J. (ed.), Popular Movements and Secret Societies in China, 1840-1950, Stanford University, 1972.
3. Fairbank, J.K. and Merle, Goldman, China: A New History, Harvard University Press, 2006.
4. Gray, J., Rebellions and Revolutions: China from 1800s to the 1980s, Oxford University Press, 1990.

Recommended Readings

1. Chow, Tse-tung, The May Fourth Movement. Stanford: Stanford University Press, 1960.
2. Harrison, J.P., The Long March to Power: A History of the Chinese Communist Party, 1921-1972, London: Macmillan, 1972.
3. Johnson, Chalmers A., Peasant Nationalism and Communist Power: The Emergence of Revolutionary China, 1937-1945, Stanford: Stanford University Press, 1962.
4. Snow, E., Red Star over China- Part Three, London: Victor Gollancz, 1937.
5. Shih, Vincent, Taiping Ideology: Its Sources, Interpretations and Influences, University of Washington Press, 1967.
6. Wright, M. C. (ed.), China in Revolution: The First Phase, 1900-1913, London: Yale University Press, 1968.
7. Zarrow, P., China in War and Revolution 1895-1949, London: Routledge, 2005.

DSE & MINOR STREAM COURSE (MS)
History of Modern Japan

Nature of the Course: DSE
Course Code: BALA HIST 310
Semester Sixth (VI)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

Understand the transition of Japan from a feudal state to a modern nation-state.

Course Outcome

CO1 (Knowledge): Learn about the Meiji Restoration and the industrialization of Japan.

CO2 (Understanding): Understand the nature of industrialization in Japan and how it differed from European or American industrialization.

CO3 (Synthesis): Analyse Europe's relations with the Japanese; Commodore Perry, the Russo-Japanese War, the Washington Treaty, and the League of Nations.

CO4 (Application): Trace the rise of militarism and nationalism in Japan before and during the Second World War.

Course Content

Unit-I: Transition from Feudalism to Capitalism

a. Crisis of the Tokugawa Bakuhan System.
b. The Meiji Restoration: reforms and outcomes.
c. Economic history of the Meiji Era: industrialisation and capitalism.

Unit-II: Democracy and Militarism

a. Popular Rights Movement.
b. Meiji Constitution.
c. Failure of Parliamentary Democracy; Militarism and Fascism.

Unit-III: Imperialistic Expansion and Resistance

a. Imperialism and Japanese Nationalism.
b. Expansion in China and Manchuria.
c. Colonization of Korea and Korean Nationalism.

Unit-IV: Second World War and beyond

a. Japan in the Second World War.
b. American occupation and post-War Reconstruction.

Pedagogy

- Classroom lectures/map and geography /project work/archeology.
- Classroom discussion on Pan-Asianism and Japanese war crimes during the Second World War.
- Screening of movies such as Seven Samurai (1954), Rashomon (1950) and Anarchist from Colony (2017).

Text Books

1. Allen, George Cyril, Short Economic History of Modern Japan, Routledge, 2013.
2. Beasley, W.G., Japanese Imperialism 1894-1945, Clarendon Press, 1991.
3. Calman, Donald, The Nature and Origins of Japanese Imperialism: A Re-Interpretation of the Great Crisis of 1873, Routledge, 1992.
4. Gordon, Andrew, A Modern History of Japan from Tokugawa Times to the Present, Oxford University Press, 2021.

Recommended Readings

1. Jansen, Marius B., Japan and China: From War to Peace, 1894-1972, Rand McNally & Co., 1975.
2. Moore, Barrington, Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World, Beacon Press, 2003.
3. Takemae, Eiji, Inside GHQ: The Allied Occupation of Japan and Its Legacy, Continuum International Publishing Group, 2002.
4. Victoria, Brian Daizen, Zen at War, Rowman & Littlefield Publishers, 2006.
5. Jansen, Marius B., The Making of Modern Japan, Harvard University Press, 2002.
6. Jansen, Marius B, and Rozman, Gilbert, Japan in Transition: From Tokugawa to Meiji, Princeton University Press, 1988.

DSE & MINOR STREAM COURSE (MS)
American History: Independence to Cold War

Nature of the Course: DSE
Course Code: BALA HIST 312
Semester Sixth (VI)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

To understand the transition of the USA from the colonial period to 1st century and place it in global politics

Course Outcome

CO1 (Knowledge): Learn about the history of slavery and servitude in America.

CO2 (Understanding): Understand the American Revolution and the development of capitalism in USA.

CO3 (Synthesis): Analyse the civil rights and suffragette movements.

CO4 (Application): Study the USA's role in the World Wars and global politics.

Course Content

Unit-I: Independence to Civil War

a. Revolution: sources, causes and historiography.
b. Constitution: content and critique.
c. Slavery and is role in the politics of America
d. Westward Expansion: Jefferson and Jackson; Marginalization and Displacement of the indigenous tribes; Monroe Doctrine: Manifest Destiny.
e. The Civil War

Unit-II: Reconstruction to World War I

a. Reconstruction: 1865–1877.
b. The Gilded Age, 1870–1890.
c. Labour and peasant movements: Issues of race and gender.
d. World War I and post-war isolation

Unit-III: Roaring Twenties to Second World War

a. The Roaring Twenties or the Jazz Age
b. The Great Depression; New Deal.
c. World War II.

Unit-IV: Cold War and Civil Rights Movement

a. Origins of Cold War; the Korean War; the Truman Doctrine.
b. McCarthyism; Marshall Plan.
c. Civil Rights Movement; Vietnam War.

Pedagogy

- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the influence of America in the world today.
- Screening of movies such as 12 Years a Slave (2014), Lincoln (2013) and Selma (2014).

Text Books

1. Barrington Jr., M, "The American Civil War: The Last Capitalist Revolution", Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World, Penguin Books, 2015.
2. Beard, Charles A., An Economic Interpretation of the Constitution of the United States, Dover Publications, 2012.
3. Clegg, John J., "Capitalism and Slavery", Critical Historical Studies 2, no. 2, 2015, pp. 281–304.
4. Dublin, Thomas, "Women, Work, and Protest in the Early Lowell Mills" , in The Working Class and its Culture, Routledge, 2019, pp. 127–144.

Recommended Readings

1. Hicks, John Donald, The Populist Revolt: A History of the Farmers' Alliance and the People's Party, University of Minnesota Press, 1931.
2. Rauchway, Eric, The Great Depression and the New Deal: A Very Short Introduction, Oxford University Press, 2008.
3. White, John, and Dierenfield, Bruce J., A History of African-American Leadership, Routledge, 2014.
4. Zinn, Howard, A People's History of the United States: 1492–Present, Routledge, 2015.
5. Foner, Eric, Give Me Liberty! An American History. Vol. I and II, WW Norton & Company, 2013.
6. Foner, Eric, "The Causes of the American Civil War: Recent Interpretations and New Directions", Civil War History, 69, no. 2, 2023, pp. 41–59.

7. McCurry, Stephanie, Confederate Reckoning Power and Politics in the Civil War South, Harvard University Press, 2010.

SEVENTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

Research Methodology

Nature of the Course: DSC
Semester: Seventh (VII)
Course Code: BALAH407
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course will help students to understand important issues related to historical method by giving them a broad overview of significant, including recent, historiographical trends. It will identify with important historiographical interventions and issues related to the historian's craft.

Course Outcomes:

CO1 (Knowledge): The students will understand the major historiographical trends in the writing of history.

CO2 (Understanding): The students will identify the most important historiographical interventions in the writing of Indian history.

CO3 (Synthesis): The students will identify the debates within the various schools of historiography.

CO4 (Application): The students will develop research and analytical skills through critical reading, class discussions, and independent research projects.

Course Content

UNIT –I: Modern Historical Traditions **(15 hours)**

a. Positivist school of history, Whig history

b. Karl Marx and history

c. Historical Materialism

d. History from below and the Thompsoian heritage, Althuser's critique, neo marxism

UNIT –II: Annales Tradition **(15 hours)**

a. Marc Bloch, Lucien Febvre and the early years

b. The Braudelian perspective

c. The history of mentalite, the history of emotions and the history of everyday life

d. Robert Chartier, Michel de Certeau and the history of practice

UNIT –III: Critical History **(15 hours)**

a. History of meanings and symbols.

b. Microhistory: Ginzburg

c. New Historicism: Greenblatt

d. Post Modernism, Post Colonialism

e. Louis Mink, Hayden White and Paul Ricoeur

UNIT –IV: Other Trends **(15 hours)**

a. Connected histories: Arnold Joseph Toynbee, Sanjay Subramanyan

b. Intellectual history: Herbert Butterfield

c. '*Altagsgeschichte*'- History of everyday life (Impact of the World War II on history writing): Ian Kershaw

d. Moving away from the dominance of the West: Oswald Arnold Spengler

Pedagogy:

- Classroom lectures and project work.
- Examining and analyzing the varied methods employed by different historians.

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

- Reading a primary source and attempting to analyze it through different perspective

Textbooks:

1. Aymard, Maurice, and Mukhia, Harbans (eds.). *French Studies in History, Vol. I.* New Delhi: Orient Longman, 1989.

2. Bloch, Marc. *The Historian's Craft.* Introduction by Peter Burke. Manchester: Manchester University Press, 2004.

3. Burke, Peter. *Varieties of Cultural History.* Ithaca: Cornell University Press, 1997.

4. Carr, E. H. *What Is History?* Delhi: Penguin, 2008.

5. Collingwood, R. G. *The Idea of History.* Parts III, IV, V. Oxford: Oxford University Press, 1977.

6. Sreedharan, E. *Textbook of Historiography.* Hyderabad: Orient Blackswan, 2004.

Recommended Readings:

1. Davis, Natalie Zemon. *The Return of Martin Guerre.* Cambridge: Harvard University Press, 1984.

2. Haskell, Francis. *History and Its Images: Art and the Interpretation of the Past.* New Haven: Yale University Press, 1995.

3. White, Hayden. *Tropics of Discourse: Essays in Cultural Criticism.* Baltimore: Johns Hopkins University Press, 1978.

5. Sarkar, Sumit. *Writing Social History.* New York: Oxford University Press, 1995.

6. Stern, Fritz, ed. *Varieties of History: From Voltaire to the Present.* New York: Vintage Books, 1973.

7. Thompson, E. P. *Customs in Common: Studies in Traditional Popular Culture.* New York: The Free Press, 1991.

8. Scott, Joan Wallach. *Gender and the Politics of History.* Parts I-II. New York: Columbia University Press, 1988.

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

DISCIPLINE SPECIFIC COURSE (DSC)

Introduction to Environmental History

Nature of the Course: DSC
Semester: Seventh (VII)
Course Code: BALAH409
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course offers a historical perspective on the relationship between human societies and the environment, examining how ecological, economic, and cultural factors have shaped each other over time. Students will explore the ecological impact of early societies, the environmental consequences of colonial and postcolonial resource use, and the rise of contemporary environmental movements and sustainability efforts.

Course Outcomes:

CO1 (Knowledge): To understand the environmental transformations brought about by human societies.

CO2 (Understanding): To examine colonial and postcolonial environmental impacts.

CO3 (Synthesis): To analyze the development of environmental thought and sustainability practices.

CO4 (Application): To encourage critical reflection on contemporary environmental challenges.

Course Content

Unit -I: Foundations of Environmental History: Theoretical Aspects **(15 hours)**

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

a. Introduction to Environmental History: Definitions and scope.
b. Themes of Environmental History: Interaction between humans and nature, ecological changes, and cultural responses.

Unit -II: Early to Medieval Societies **(15 hours)**

a. Early Human-Environment Interactions: Adaptation, migration, and survival strategies.
b. Ecological Footprints of Early Agricultural Societies: Transformation of landscapes and biodiversity. Case Study- Indus Valley Civilization
c. Urbanization, Deforestation, and Water Management in Ancient and Medieval Societies.
d. Claiming the Oceans, Rivers and Seas.

Unit -III: Industrialization and Colonialism **(15 hours)**

a. Colonialism and Environmentalism: Surveying, Deforestation, Land Appropriation Plantation Economis and Policies.
b. Environmental Impacts of the Industrial Revolution: Pollution, urban growth, and resource depletion.
c. Into the Woods: Forests, Animals, Tribal communities.
d. Environment as a contested space: Beginnings of Organized Conservation Movements.

Unit-IV: Postcolonial Environmental Challenges and Contemporary Environmentalism **(15 hours)**

a. Environmental Issues in Post-Independence Societies
b. Developmental challenges: Dams and Canals, Islands, Climate change.
c. Environmental Justice Movements and Grassroots Activism: Chipko Movement, Narmada Bachao Andolan.
d. Sustainability Practices and Global Environmental Policies.

Pedagogy:

- Classroom lectures and project work.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

- Group discussions on the relation between nature and mankind; impact of human activities on the environment.

Textbooks:

1. Marks, Robert B. *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-first Century*, Rowman and Littlefield, 2006.

2. Pradhan, Queeny. *Empire in the Hills*, Oxford University Press, 2017.

3. Rangarajan, Mahesh and Sivaramakrishnan, K. *India's Environmental History- A Reader* (Two Volumes), Orient BlackSwan, 2013.

4. Grove, Richard. *Ecology, Climate and Empire: Colonialism and Global Environmental History*, 1400- 1940, White Horse Press, 1997.

5. Guha, Ramachandra. *Environmentalism: A Global History*. Oxford University Press, 2000.

7. McNeill, J.R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*. W. W. Norton & Company, 2000.

8. Fischer, Michael. *An Environmental History of India: From Earliest Times to the Twenty- First Century.* Cambridge University Press, 2018.

9. Arnold, David. *The Problem of Nature: Environment, Culture and European Expansion*. Blackwell Publishers, 1996.

10. Crosby, Alfred W. *Ecological Imperialism: The Biological Expansion of Europe, 900–1900*. Cambridge University Press, 1986.

Recommended Readings:

1. Baviskar, Amita. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press, 1995.

2. Chakrabarti, Ranjan. *Natural Disasters and Indian History*. Oxford University Press, 2017.

3. Chakrabarty, Dipesh. *One Planet, Many Worlds: The Climate Parallax*. Harvard University Press, 2023.

4. Chakrabarty, Dipesh. *The Climate of History in a Planetary Age.* University of Chicago Press, 2021.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

5. Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England.* Hill and Wang, 1983.
6. Grove, Richard H. *Green Imperialism: Colonial Expansion, Tropical Island Edens, and the Origins of Environmentalism*. Cambridge University Press, 1995.
7. Guha, Ramachandra. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya.* Oxford University Press, 1989.
8. Rangarajan, Mahesh. *India's Wildlife History: An Introduction*. Permanent Black, 2001.
9. Carson, Rachel. *Silent Spring*. USA: Houghton Mifflin, 1962.
10. Worster, Donald. *Nature's Economy: A History of Ecological Ideas*. Cambridge University Press, 1994.
11. Radkau, Joachim. *Nature and Power: A Global History of the Environment*. Cambridge University Press, 2008.
12. Hughes, J. Donald. *An Environmental History of the World: Humankind's Changing Role in the Community of Life*. Routledge, 2001.
13. Martinez-Alier, Joan. *The Environmentalism of the Poor: A Study of Ecological Conflicts and Valuation.* Edward Elgar Publishing, 2002.
14. Simmons, I.G. *Environmental History: A Concise Introduction*. Blackwell, 2008.

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DISCIPLINE SPECIFIC COURSE (DSC)

History of Anti- Caste Movements in India

Nature of the Course: DSC
Semester: Seventh (VII)
Course Code: BALAH401
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course will help students to understand the importance of caste in modern India. It will help them analyze the conjunction of the social phenomenon called 'caste' with other identities like gender, class and religion. They will also learn about major Dalit movements in India.

Course Outcomes:

CO1 (Knowledge): The students will identify various forms of Dalit protest and its relationship to social history. They will know about important anti-caste ideologues like Phule, Periyar, Ambedkar, Achhutanand, Mangu Ram and Kanshi Ram in modern India.

CO2 (Understanding): The students will understand why life narratives have been central to histories of the oppressed.

CO3 (Synthesis): The students will be able to analyse the conjunctions between caste, gender, class and religion.

CO4 (Application): The students will develop research and analytical skills through critical reading and analysis of the major Dalit movements since the beginning of British rule to the postcolonial period.

Course Content

UNIT -I: Historiography **(15 hours)**

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

a. Origins of caste: colonial or pre-colonial

b. Rise of caste associations and Non-Brahmin politics

c. Emergence of the term 'Dalit', Dalit politics and protests

UNIT-II: Major Dalit Movements-1 **(15 hours)**

a. Phule and Ambedkar in Maharashta

b. Justice Party and Periyar

c. Sri Narayan Guru in Kerala

d. Namasudra Movement in Bengal

UNIT-III: Major Dalit Movements-2 **(15 hours)**

a. Ad-Dharm Movement in Punjab and Adi Hindus of U. P.

b. Kanshi Ram, BAMCEF and Mayawati

c. Bhojpur Movement in Bihar

d. Dalit Panthers

e. Chandrashekhar 'Ravan', Una Protests

UNIT-IV: Intersections of Dalit Movement with other identities **(15 hours)**

a. The question of caste and class

b. The issue of gender, Dalit masculinity

c. Religious minorities: Dalit Christians, Dalit Sikhs

d. Rise of Dalit Literature, Autobiographies

Pedagogy:

- Classroom lectures and project work.
- Class discussions on identity formation, government policies and politics.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

Textbooks:

1. Ambedkar, B. R. *Annihilation of Caste: The Annotated Critical Edition*. Edited by S. Anand. New Delhi: Navayana, 2014.

2. Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. Cambridge: Cambridge University Press, 1999.

3. Dirks, Nicholas B. *Castes of Mind*. Princeton: Princeton University Press, 2001.

4. Geetha, V., and S. V. Rajadurai. *Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar*. Calcutta: Samya, 1998.

5. Gooptu, Nandini. *Swami Achhutanand and the Adi Hindu Movement*. New Delhi: Critical Quest, 2009.

6. O'Hanlon, Rosalind. *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low-Caste Protest in Nineteenth-Century India*. Cambridge: Cambridge University Press, 1985.

Recommended Readings:

1. Bandyopadhyay, Sekhar. *Caste, Protest and Identity in Colonial India: The Namasudras of Bengal, 1872–1947*. New York: Oxford University Press, 2011.

2. Fernandes, Leela. "Reading 'India's Bandit Queen': A Trans/national Feminist Perspective on the Discrepancies of Representation." *Signs* 25, no. 1 (September 1999): 123–152.

3. Gupta, Charu. "Feminine, Criminal or Manly? Imaging Dalit Masculinities in Colonial North India." *Indian Economic and Social History Review* 47, no. 3 (2010): 309–342.

4. Limbale, Sharan Kumar. *The Outcaste: Akkarmashi*. Translated by Santosh Bhoomkar. New Delhi: Oxford University Press, 2003.

5. Rege, Sharmila. *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy*. Delhi: Navayana, 2013.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

6. Roy, Arundhati. *The Doctor and the Saint: Caste, Race, and the Annihilation of Caste: The Debate Between B.R. Ambedkar and M. K. Gandhi.* Chicago: Haymarket Books, 2017.

7. Valmiki, Omprakash. Jhoothan. Delhi: Rajkamal, 1997.

8. Viramma. *Viramma: Life of an Untouchable*. Translated by Will Hobson, retold by Josiane Racine and Jean-Luc Racine. New York: Verso, 1998.

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DISCIPLINE SPECIFIC COURSE (DSC)

Peasants in Indian History

Nature of the Course: DSC
Semester: Seventh (VII)
Course Code: BALAH403
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course will help students to analyze the nature of the agrarian structure and peasant movements in the colonial period. It will identify the issues involved in the categorizing the peasantry and their place within the colonial agrarian world and understand class consciousness and organization of peasant movements.

Course Outcomes:

CO1 (Knowledge): Identify peasants as a class and as a social category.

CO2 (Understanding): Understand the world of the peasants in the context of colonialism.

CO3 (Synthesis): Understand peasant politics, organization and nature of peasant movements.

CO4 (Application): Comprehend the role and agency of peasants in the national movement.

Course Content

UNIT –I: The World of Peasants **(15 hours)**

a. Who is a peasant? Structure of agrarian society and peasant status: Sources, methods and approaches.

b. Agrarian spaces: Village structures, communities, rights and obligations.

c. Governance and paternalism- Agrarian reforms, tenancy laws, proprietorship and contract.

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d. Interaction and conflict: State, pastoralists, tribals.

UNIT –II: Peasants' Resistance **(15 hours)**

a. Nature of peasant resistance and protest.

b. Peasant organizations and the National movement.

c. The Left Movement and Kisan Sabha.

d. Case studies- The Pabna Revolt , 'Moplah Outbreaks', The Indigo Revolt.

UNIT –III: Transformation of Rural Life **(15 hours)**

a. Agrarian relations: Caste hierarchy, Landlordism, Landlessness, and Indebtedness.

b. Peasants and Planters: Commercialization, Markets, and Migration.

c. Peasantry as a social and political category: notions of class-consciousness, rights and social mobility.

d. Peasantry and villages in the Gandhian discourse.

UNIT –IV: Primitivity and Modernity? **(15 hours)**

a. Canal economy and development.

b. Organization and new claims to rights.

c. Peasants and the making of New India.

d. The peasantry today: Freedoms and Limitations.

Pedagogy:

- Classroom lectures/map and geography /project work/archeology.
- Classroom debates on peasants as a category of history.

Textbooks:

1. Hardiman, David. *Peasants Nationalists of Gujarat: Kheda District, 1917- 1934*. New Delhi: Oxford University Press, 1981.

2. Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press, 1983.

3. Banaji, Jairus. 'Capitalist Domination and the Small Peasantry: Deccan Districts in the Late Nineteenth Century', *Economic and Political Weekly*, Vol. 12, No. 33/34, Special Number, pp. 1375-1404, 1977.

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

4. Gough, Kathleen. 'Indian Peasant Uprisings,' *Economic and Political Weekly*, Vol. 9, pp. 1391-1412, 1974.
5. Nandini, Sundar. *Subalterns and Sovereigns: An Anthropological history of Bastar 1854-2006*, Delhi, Oxford University Press, 2007.
6. Siddiqi, Majid H. 'Power, Agrarian Structure, and Peasant Mobilization in Modern India', in William Pinch ed. *Speaking of Peasants: Essays on Indian History and Politics in Honor of Walter Hauser*, Delhi, Manohar, 2008.
7. Bhattacharya, Neeladri. The Great Agrarian Conquest- The Colonial Reshaping of a Rural World. USA, State University of NewYork, 2019.

Recommended Readings:

1. Banerjee, Prathama. *Politics of Time: 'Primitives' and History-writing in a Colonial Society*, New Delhi, Oxford University Press, 2006.
2. Dale, Stephen. *Islamic Society on the South Asian Frontier: The Mapillas of Malabar, 1498-1922*, Delhi, Oxford University Press, 1980.
3. Dasgupta, Sangeeta. 'Reordering histories: Tana readings of their past', *Indian Economic and Social History Review*, Vol. 53:1, Special Issue, 2016.
4. Guha, Ramachandra. *Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, Delhi, Oxford University Press, 1989.
5. Kling, B.B. *The Blue Mutiny—The Indigo Disturbances in Bengal 1859—1862*, Philadelphia, 1966.
6. Sengupta, Kalyan Kumar. 'Agrarian disturbances in Eastern and Central Bengal in the late nineteenth century,' *Indian Economic and Social History Review*, Vol. 8, No. 2, pp. 192-212, 1971.
7. Wolf, Eric. *Europe and the people without history*, Berkeley and Los Angeles: University of California Press, 1982.

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DISCIPLINE SPECIFIC COURSE (DSC)

Understanding Economy under the Colonial State

Nature of the Course: DSC
Course Code: BALAH405
Semester: Seventh (VII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course will help students to understand some of the most significant aspects of the Indian economy under British rule and analyze the economic changes brought about colonialism. It will also help them analyze the integration of the Indian economy with the global economy and study the historical debates around the economic impact of British rule in India.

Course Outcomes:

CO1 (Knowledge): Analyze the historiographical debates on major issues of Indian economy.

CO2 (Understanding): Locate Indian economic history in a global history perspective.

CO3 (Synthesis): Analyze the relationship between political conquest and the economy.

CO4 (Application): Understand the relationship between colonial policies and their effects on various sectors of the economy.

Course Content

UNIT -I: Foundations of Colonial Economy **(15 hours)**

a. Approaches to study Economic history- Smith and Marx, Hayek and Polanyi.

b. The Industrial Revolution- Integration of Indian economy, the Great Divergence debate.

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c. Beginnings of colonialism- Indian Oceanic Trade, Joint Stock companies: French, Dutch and English.

d. Effects of Company's conquests- Merchants, Weavers, Banking houses.

UNIT –II: Transformation of Agrarian Landscape **(15 hours)**

a. Sovereignty, proprietary and revenue rights – The Permanent Settlement, Ryotwari and Mahalwari settlements.

b. Conquest of the forests: Jangal Mahals, North East Frontier Farms, and The 'Tribal' Question.

c. Changes in agrarian landscape: Introduction of commercial crops (Cotton, Opium, Indigo), Commodification of land and, Canal colonies.

d. Categories of servitude in Colonial India- Peasantry and agrestic service, Slavery and Debt Bondage, Forced labour, Indentured labour and Wage-labour.

UNIT –III: Changing Patterns of Industry and Trade **(15 hours)**

a. Colonial modernity and industry- Case studies of Railways and Textile industry.

b. Debates on Deindustrialization and Modernization of economy.

c. Capitalists and Workers- Class formation, organization and Workers' protest.

c. Indian Economy in the interwar period: Production, Tariff protection and The Great Depression.

UNIT –IV: World of Capital **(15 hours)**

a. Capital and Finance: Business Houses, Factories and Plantations.

b. Commercialization of Agriculture: Peasants, Artisans and Workers.

c. Women in Colonial economy.

d. Integration of Indian Economy with the Global Economy.

Pedagogy:

- Classroom lectures/ discussions and project work.

Textbooks:

1. Kumar, Dharma. Ed., *Cambridge Economic History of India Vol. II,* Cambridge University Press, 1983.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

2. Chandra, Bipan. *The Rise and Growth of Economic Nationalism in India*. New Delhi: Anamika Publishers & Distributors (P), 2016.
3. Bhattacharya, Sabyasachi. *The Financial Foundations of the British Raj: Ideas and Interests in the Reconstruction of Indian Public Finance 1858-1872*. Hyderabad: Orient Longman, 2005.
4. Breman, Jan. *Of Peasants, Migrants, and Paupers: Rural Labour Circulation and Capitalist Production in West India.* Delhi: Oxford University Press, 1985.
5. Raj, K. N. (ed.), *Essays on the Commercialization of Indian Agriculture*. Delhi: Oxford University Press, 1985.

Recommended Readings:

1. Habib, Irfan. 'Studying a Colonial Economy without Perceiving Colonialism', *Modern Asian Studies*. Vol. 19, 3, 1985.
2. Cain, Peter J., and Anthony G. Hopkins. *British Imperialism: Innovation and Expansion: 1688 -1914*. London: Longman, 2000.
3. Prakash, Gyan. (ed.). *The World of the Rural Labourer in Colonial India*. Delhi: Oxford University Press, 1992.
4. Ray, Rajat K. *Entrepreneurship and Industry in India, 1800-194*. Delhi: Oxford University Press, 1992
5. Roy, Tirthankar. *Cloth and Commerce: Textiles in Colonial India*. New Delhi: Sage, 1996.
6. Sivasubramonian, S. *The National Income of India in the Twentieth Century*. Delhi: Oxford University Press, 2001.

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MINOR STREAM COURSE (MS)

Regional History

Nature of the Course: MS
Course Code: BALAH423
Semester: Seventh (VII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course will help students to get an idea of the regional histories of India's far east and west. It will help students critically assess reasons for why one region (Rajasathan) is identified as an integral part of India while another (North Eastern India) is seen as part of the 'periphery'.

Course Outcomes:

CO1 (Knowledge): Expose a wide range of recent historical literature available on the regional history of India's northeast and Rajasthan.

CO2 (Understanding): Analyze the similarities and differences between the two regions.

CO2 (Synthesis): Compare various aspects of colonialism in the context of two different regions.

CO2 (Application): Visualize ways to harmonize different regions in the broader context the Indian State.

Course Content

UNIT-I: Pre-colonial and colonial North East **(15 hours)**

a. Assam's medieval economy, pre-colonial monastic institutions, genealogy of the agrarian (ryot), peasant struggle

b. Geographical history of Indian borderland in the Brahmaputra-Meghna River Basin

c. Colonial modernity, colonial towns and its transport networks (roads, railways, etc.)

d. Colonial commerce (Khasi hills), land rights, culture of Contract, Coolie labour

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UNIT –II: Evolving identities in the North East **(15 hours)**

a. Mechanisms of identity politics: culture (tribe, language), country (territory), creed (religion), class, and gender

b. Commoners, chiefs, anti-slavery movement in the Lushai Hills

c. Orality, literacy, writing, print and photography under British rule

d. Oral history and historical novel: the case of Apatanis, etc.

UNIT –III: Pre-colonial Rajasthan **(15 hours)**

a. Sources – Archival, bardic and oral traditions

b. State formation with special focus on Mewar, Jodhpur and Jaipur

c. Evolution of Rajput polity: King–clan relations and the system of *bhaibant, pattadari* and *chakri*. Territorial administration, fiscal organization and the system of agriculture production

d. Relations between the Rajput states and the Delhi Sultanate, regional kingdoms and the Mughal Empire

UNIT –IV: Rajasthan and the colonial state **(15 hours)**

a. Emergence of the Bharatpur and Alwar States

b. Trade, mercantile communities, trade routes and links

c. James Tod and the Rajput tradition

d. Rajput princely states and the colonial state

Pedagogy:

- Classroom lectures/map and geography /project work/archeology.
- Discussions on Identity formation and marginalization.

Textbooks:

1. Cederlof, Gunnel. *Founding an Empire on India's North-Eastern Frontiers 1790- 1840: Climate, Commerce, Polity*, Delhi: Oxford University Press, 2014.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

2. Devra, G.S.L. *Some Aspects of Socio-Economic History of Rajasthan*. Jodhpur: Rajasthan Sahitya Mandir, 1980.
3. Karlsson, Bengt G. *Unruly Hills: Nature and Nation in India's Northeast,* New Delhi: Orient Blackswan, 2011.
4. Misra, Sanghamitra. *Becoming a Borderland: The Politics of Space and Identity in colonial Northeast India, Delhi:* Routledge, 2011.
5. Saxena, R. K. *Rajput Nobility, A Study of 18th Century Rajputana*. Jaipur: Publication Scheme, 1996.
6. Ziegler, Norman P. 'The Marvari Historical Chronicles: Sources for the Social and Cultural History of Rajasthan', *IESHR*, 13 (2), pp. 219-50, 1976.

Recommended Readings:

1. Chattopadhayaya, B. D. 'The Emergence of Rajputs as Historical Process in Early Medieval Rajasthan', in Karine Schomer (eds.) *The Idea of Rajasthan. Vol. II,* Delhi: Manohar, 1994.
2. Khan, Refaqat Ali, *The Kachhwahas under Akbar and Jahangir* New Delhi: Kitab Publishing House, 1976.
3. May, Andrew J. *Welsh Missionaries and British imperialism: The Empire of Clouds in North-East India,* Manchester: Manchester University Press, 2012.
4. Nag, Sajal. *The Uprising: Colonial State, Christian Missionaries, and anti-Slavery Movement in North-East India,* Delhi: Oxford University Press, 2016.
5. Sharma, G.D. *Rajput Polity*. New Delhi: Manohar, 1977.
6. Sharma, Jayeeta. *Empire's Garden*, Ranikhet: Permanent Black, 2011.
7. Tod, James. *Annals and Antiquities of Rajasthan, 2 Vols*. Reprint, New Delhi: Rupa, 1998.

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

MINOR STREAM COURSE (MS)

Museum, Memory and Public History

Nature of the Course: MS
Course Code: BALAH425
Semester: Seventh (VII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course explores the complex relationships between history, memory, museums, and the public sphere, with a special focus on India. It examines how museums function as sites of memory, the political and philosophical dimensions of curating history, and the role of both the state and civil society in shaping public history. The course encourages critical thinking about the representation of the past in public spaces and how narratives of identity, heritage, and belonging are constructed and contested.

Course Outcomes:

CO1 (Knowledge): Understand and critically analyze the concepts of memory, heritage, and public history.

CO2 (Understanding): Evaluate the role of museums as spaces for constructing historical narratives and shaping collective memory.

CO3 (Synthesis): Assess the political and social stakes involved in museum practices and public history projects, especially in India.

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CO4 (Application): Engage with debates around representation, exclusion, and contestation in the making of public memory and history.

Course Content

Unit -I: Understanding Memory and Public History **(15 hours)**

a. Memory and History: Conceptual Frameworks

b. Collective Memory and Cultural Trauma

c. Emergence and Evolution of Public History as a Discipline

d. Public History in the Indian Context: Oral Traditions, Community Archives, and Performative Histories

Unit -II: The Museum as a Site of Power and Representation **(15 hours)**

a. Philosophy and History of Museums: Colonial and Postcolonial Perspectives

b. National Museums and the Construction of Collective Identity

c. Representation, Inclusion and Erasure: Whose Past is Displayed?

d. Decolonizing the Museum: Global Debates and Indian Practices

Unit -III: State, Civil Society, and the Politics of Memory **(15 hours)**

a. Colonial Gaze : Mapping Hill Stations, Tourism and Liesure

b. Civil Society Interventions: People's Museums and Alternative Histories

c. Publics and Counterpublics: Engaging Audiences in Public History

d. Contestations and Conflicts: Censorship, Silencing and Political Appropriations

Unit -IV: Curating History in Contemporary India **(15 hours)**

a. Exhibiting Partition, Caste, Gender, and Tribal Histories

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b. Case Studies: Partition Museum, Yaad-e-Jallian Museum, Museum of Tribal Freedom Fighters

c. Digital Public History and Virtual Archives in India

d. Ethical Challenges in Curating and Exhibiting Difficult Histories

Pedagogy:

- Lectures followed by debates and discussions on the nature of primary sources.
- Visit to National Archives of India, National Museum.
- Projects by conducting research in any Archive/ Museum.

Textbooks:

1. Nora, Pierre. *Between Memory and History: Les Lieux de Mémoire*, 1989.

2. Pradhan, Queeny, *Empire in the Hills: Simla, Darjeeling, Ootacamund and Mount Abu, 1820-1920,* Oxford University Press, 2017.

3. Thakurta, Tapati Guha. *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India,* Columbia University Press, 2004.

4. Guha, Sudeshna. *Artefacts of History*, SAGE India, 2015.

5. Coombes, Annie E. *Reinventing Africa: Museums, Material Culture and Popular Imagination*, Yale University Press, 1994.

6. Singh, Kavita and Mathur, Saloni (ed.). *No Touching, No Spitting, No Praying: The Museum in South Asia*, Routledge India, 2015.

7. Schwartz, Joan M., and Cook, Terry. "Archives, Records, and Power: The Making of Modern Memory." *Archival Science,* vol. 2, no. 1, 2002, pp. 1–19.

8. Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History.* Beacon Press, 1995.

9. Bennett, Tony. *The Birth of the Museum: History, Theory, Politics,* Routledge, 1995.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

Recommended Readings:

1. Connerton, Paul. *How Societies Remember*, Cambridge University Press, 1989.

2. Kirshenblatt-Gimblett, Barbara. *Destination Culture: Tourism, Museums, and Heritage,* University of California Press, 1998.

3. Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History,* Beacon Press, 2015.

4. Ramaswamy, Sumathi. *The Goddess and the Nation: Mapping Mother India*, Duke University Press, 2010.

5. Appadurai, Arjun. *The Social Life of Things: Commodities in Cultural Perspective*, Cambridge University Press, 1986.

6. McNeill, William H. *Mythistory and Other Essays*, ACLS History E-Book Project, 2009.

7. Krishnamurthy, Mekala. *Scripting Museum Futures in India: Engaging Communities and Contesting Narratives.* Routledge, 2021.

8. Vergo, Peter, ed. *The New Museology.* Reaktion Books, 1989.

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

MINOR STREAM COURSE (MS)

History of Modern South America

Nature of the Course: MS
Course Code: BALAH427
Semester: Seventh (VII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course offers a comprehensive examination of the history of modern South America from the late colonial period (18th century) to the Second World War. This course examines the history of modern Latin America by analyzing key processes in the development of the region. By analyzing these processes, this course explores crucial aspects of modern South America including the Mexican Revolution, Peronism, and guerrilla warfare. Through a comparative framework, students will engage with key historiographical debates and explore the complex interplay of social, political, and economic forces that have shaped modern South America.

Course Outcomes:

CO1 (Knowledge): Explain patterns of continuity and change in South American political systems, economies, societies, and cultural landscapes from the 18th century to the 20th century.

CO2 (Understanding): Assess the impact of colonialism on South America, considering its long-term socioeconomic and political consequences.

CO3 (Synthesis): Examine the role of social protests, anti-colonial resistance movements, and the concept of 'transculturation' in shaping South American identities.

CO4 (Application): Compare and contrast different South American nations' historical experiences.

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

Course Content

Unit -I: Colonization of South America and Independence **(15 hours)**

a. Driving forces for conquest; Impacts of colonization – key agrarian transformation; the question of labour and slavery
b. Institutions of state; the advent of Christianity and evangelization.
c. Background to Independence
d. The Coming of Independence to South America

Unit -II: Developments in the New South American Nations (1830s-1930s) **(15 hours)**

a. Bolivar's Vision, José de San Martín, and the Development of Nations: South America
b. Class and state formation, industrialization, export economies, immigration
c. Popular culture

Unit -III: Political and socio-cultural developments, 1930s to the 1950s **(15 hours)**

- Early Populism in South America,
- Divergent Paths to Modern Nationhood: Brazil and Peru
- Early Revolutionaries in South America: Mexico and Brazil,
- Politics of literature, music, and sports

Unit -IV Confronting Global Challenges **(15 hours)**

- The 1930s: Years of Depression and Upheaval
- South America in World War II
- The Classic Populists

Pedagogy:

- Classroom lectures/map and geography /project work/archeology.

Textbooks:

1. Bethell, L., ed. *Cambridge History of Latin America: From Independence to c. 1870,* Vol. III. Cambridge University Press, 2002.

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

2. Chasteen, J. *Born in Blood and Fire: A Concise History of Latin America*. W.W. Norton and Company, 2006.

3. Skidmore, T., and Peter H. Smith. *Modern Latin America*. Oxford University Press, 2010.

4. Galeano, E. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. Monthly Review Press, 1997.

5. Wright, T. *Latin America in the Era of the Cuban Revolution*. Praeger, 2001.

Recommended Readings:

1. Bethell, L., ed. *Cambridge History of Latin America: Colonial Latin America*, Vol. II. Cambridge University Press, 1997.

2. Frank, A.G. *Capitalism and Underdevelopment in Latin America*. Monthly Review Press, 1967.

3. Burns, E.B. *Latin America Conflict and Creation: A Historical Reader*. Pearson, 1992.

4. Williamson, E. *The Penguin History of Latin America*. Penguin Books, 2010.

6. Levine, R.M., and John Crocitti, eds. *The Brazil Reader: History, Culture, Politics.* Duke University Press, 2002.

7. Nouzeilles, G., and Graciela Montaldo, (eds.). *The Argentine Reader: History, Culture, Politics*. Duke University Press, 2002.

8. Gott, R. *Cuba: A New History*. Yale University Press, 2005.

9. Bellos, A. *Futebol: The Brazilian Way of Life*. Bloomsbury, 2003.

10. Chavez, L. *Capitalism, God and Good Cigar*. Duke University Press, 2005.

11. Craske, N. *Women and Politics in Latin America*. Rutgers University Press, 1999

12. Hanke, L., and Jane M. Rausch, (eds.). *Latin American History from Independence to the Present.* Markus Wiener, 1999.

13. Marichal, C. et al. *From Silver to Cocaine: Latin American Commodity Chains and the Building of World Economy, 1500-2000*. Duke University Press, 2006.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

EIGHTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

Introduction to Public History

Nature of the Course: DSC
Semester: Eighth (VIII)
Course Code: BALAH402
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course will introduce students to the field of Public History by examining topics that range from historical methods and interpretation, historical analysis and public interactions. It will help students identify the controversies associated with the practice of public history.

Course Outcomes:

CO1 (Knowledge): Identify and analyse the interpretive questions central to public history.

CO2 (Understanding): Demonstrate an understanding of the variety of interested parties involved in public history interpretation

CO3 (Synthesis): Critically assess making and remaking of historical facts, distortions in history etc.

CO4 (Application): Enable students to complete a project on any one aspect of public history.

Course Content

UNIT –I: The idea of Public History **(15 hours)**

a. What is public history?

b. Public History vs Academic History

c. Politics of Public History: legitimacy, distortions and challenges

d. Challenges within Public History

UNIT –II: Forms of Public History **(15 hours)**

a. Monumentalization and Archaelogy

b. Museums and Archives

c. Fiction and Cinema

d. Heritage and Tourism

UNIT –III: Memory and history **(15 hours)**

a. Memory and Authority: the politics of remembering and forgetting

b. Shared authority and oral history

c. Comparitive study of the Partition & the Holocaust or temple destruction and mosque demolition

d. Histories of clothing, food and work

UNIT –IV: State and public history **(15 hours)**

a. Public history and nation-state

b. Public history and public policy

c. Public history and Urban planning

d. Public histories and history textbooks

Pedagogy:

- Classroom lectures and project work.
- Classroom discussions on various elements of Public history.

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- Visits to various sites/ places.

Textbooks:

1. Chakrabarty, Dipesh. 'The Public Life of History', *Public Culture*, Vol. 20, no. 1, pp 143–168, 2008.

2. Sarkar, Sumit. 'Many Worlds of Indian History' in *Writing Social History*, 1998.

3. Chatterjee, Partha and Aqil, R. *Introduction to History and the Present,* 2006.

4. Kelley, Robert. 'Public History: Its Origin, Nature and Prospects', *Public History*, 1,1, 1977.

5. Simon Schama on Public History (YouTube, 2017).

6. Bhattacharya, Neeladri. 'Teaching History in Schools: The Politics of Textbooks in India', *History Workshop Journal*, 67,1, 2009.

7. Ghosh, Ranjan. 'Whose Mandir? Whose Masjid?: The Historian's Ethics and the Ethics of the Historian's Reading' in *A lover's Quarrel with the Past*, 2012.

8. Frisch, M. 'What Public History offers and Why it Matters', *Public History*, 19,2, 1997.

Recommended Readings:

1. Samuel, Raphael. Living History, in *Theatres of Memory*, 530-614, 1994.

2. Krim, Robert. 'At the Corner of History and Innovation: Using Public History to Influence Public Policy', *Public History*, 32, 2, 2010.

3. Stevens, Mary. 'Public Policy and the Public Historian: the Changing Place of Historians in Public Life in France and UK', *Public History*, 32,3, 2010.

4. Dresser, Madge. 'Politics, Populism and Professionalism: Reflections on the role of the Academic Historian in the production of Public History', *Public History*, 32,3, 2010.

5. Sarkar, Tanika; Basu, Tapan et al, *Khaki Shorts, Safforn Flags*, 1993.

6. Guha-tahkurta, Tapati. *Faith and History, Monuments Objects Histories*, 2004.

*Applicable for 2023-2024 Batch.

Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

7. Verma, Supriya and Menon, Jaya. 'Was there a temple under Babri Masjid? Reading the Archaeological Evidence', *Economic and Political Weekly*, 45, 50, 2010.

8. Byapari, Manoranjan. *Interrogating my Chandal Life* (selected portions), 2018.

9. Thapar, Romila. 'The History debate and School textbooks in India: A Personal Memoir', *History Workshop Journal*, 67,1, 2009.

10. Nair, Janaki. 'Textbook Controversies and the demand for a past: Public Lives of Indian History', *History Workshop Journal*, 82,1, 2016.

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

DISCIPLINE SPECIFIC COURSE (DSC)

Gender in History

Nature of the Course: DSC
Semester: Eighth (VIII)
Course Code: BALAH404
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course explores the historical evolution of gender and sexuality across different societies and time periods. It examines the intersections of gender with race, class, and power, analyzing how gender norms have been constructed, challenged, and reshaped through social, political, and economic transformations. Through diverse historical case studies, students will critically assess how gender has influenced historical events and how the past informs contemporary debates on gender and sexuality.

Course Outcomes:

CO1 (Knowledge): Identify and explain key historical shifts in gender norms and their relationship to broader socio-political changes.
CO2 (Understanding): Evaluate different perspectives on gender history, including feminist, postcolonial, and queer theoretical frameworks.
CO3 (Synthesis): Analyze historical texts, images, and narratives to understand gendered representations and experiences.
CO4 (Application): Assess the impact of historical gender ideologies on contemporary gender and sexual norms, policies, and movements.

Course Content

Unit -I: Conceptualizing Gender in History **(15 hours)**

a. Gender and History: Theoretical Foundations and Historiography

b. Sex and Gender: Deconstructing Binaries

c. Intersectionality: Gender, Race, and Class in Historical Contexts

d. The Body, Sexuality, and Gender: A Historical Perspective

Unit -II: Gender and Power: Structures and Institutions **(15 hours)**

a. Patriarchy and State Formation in Historical Perspective

b. Gender and Colonialism: Imperial Discourses and Resistance

c. Gender and Law: Marriage, Property, and Citizenship

d. The Politics of the Body: Regulation, Medicine, and Reproduction

Unit -III: Gendered Movements and Resistance **(15 hours)**

a. Women's Movements: From Suffrage to Feminisms Across the World

b. Queer Histories: LGBTQ+ Movements in Global Context

c. Gender and Labor: Work, Industrialization, and Economic Change

d. Grassroots and Transnational Feminist Movements

Unit -IV: Rethinking Gender in Contemporary Contexts **(15 hours)**

a. Gender and Nationalism: Women and the Nation-State

b. Masculinities in History: Reconfiguring Power and Identity

c. Media, Representation, and Gendered Narratives

d. New Directions in Gender Studies: Queer, Postcolonial, and Digital Feminisms

Pedagogy:

- Classroom lectures and project work.
- Classroom debate on Gendered roles, patriarchy etc.
- Reading and analysis of primary texts.

Textbooks:

1. Rose, Sonya O. *What is Gender History?* Polity Press, 2010.

*Applicable for 2023-2024 Batch.

Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

2. Scott, Joan W. 'Gender: A Useful Category of Historical Analysis.', 91, no. 5, 1053-1075, 1986.

3. Connell, R. W. *Masculinities*, University of California Press, 1995.

4. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*, Routledge, 1990.

5. Forbes, Geraldine. *Women in Modern India*, Cambridge University Press, 1996.

6. Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, Duke University Press, 2003.

7. Bhasin, Kamla. *Understanding Gender*, Women Unlimited, 2000.

8. Chakravarti, Uma. *Gendering Caste: Through a Feminist Lens*, Stree, 2003.

Recommended Readings:

1. Tosh, John. *The Pursuit of History: Aims, Methods, and New Directions in the Study of History*, Routledge, 2015.

2. Levine, Philippa, ed. *Gender and Empire*, Oxford University Press, 2004.

3. Burton, Antoinette. *Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865-1915*, University of North Carolina Press, 1994.

4. Gilmartin, Christina. *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*, University of California Press, 1995.

5. Sluga, Glenda. *Women, Feminisms, and Twentieth-Century Internationalisms*, Cambridge University Press, 2017.

6. Moghadam, Valentine M. *Modernizing Women: Gender and Social Change in the Middle East,* Lynne Rienner Publishers, 2003.

7. Dutta, Aniruddha. 'An Epistemology of Collusion: Hijras, Kothis and the Historical (Dis)continuity of Gender/Sexual Identities in Eastern India.', 24, no. 3, 825-849, 2012.

8. Menon, Ritu, and Kamla Bhasin. *Borders & Boundaries*, Kali for Women, 1998.

9. Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*, Zubaan, 1997.

10. Weisner-Hanks, Merry. 'World History and the History of Women, Gender, and Sexuality,' *Journal of World History,* 18, no. 1, 53-67, 2007.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

11. Najmabadi, Afsaneh. *Women with Mustaches and Men Without Beards: Gender and Sexual Anxieties of Iranian Modernity*, University of California Press, 2005.
12. Pande, Ishita. 'Coming of Age: Law, Sex and Childhood in Late Colonial India', *Gender & History*, 2012.

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

DISCIPLINE SPECIFIC COURSE (DSC)

Introduction to Urban History

Nature of the Course: DSC
Semester: Eighth (VIII)
Course Code: BALAH406
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: For the first time in history, more people now live in cities than the countryside. The beginning of the city in history was a remarkable event. It signified not simply a quantitative transfer of surplus from the countryside, but also qualitative shifts in the labour process. Borrowing from the Physiocrats, modern historians sometimes regard history as an organism, with complex cobwebs of social and economic relations, power relations, cultural exchanges, struggles and negotiations. This paper seeks to interpret the city as a category of historical investigation, foregrounding various contexts. Emphasis is given to the modern city, which is explored in metropolitan and colonial contexts. City's relation to political economy, architecture and literature is also studied.

Course Outcomes:

CO1 (Knowledge): Understand what are landscapes and cityscapes and how they are shaped by history.

CO2 (Understanding): Learn how space is not fixed but determined by both subjective and objective factors.

CO3 (Synthesis): See case studies of different cities and landscapes and understand specific complexities.

CO4 (Application): Write a paper appreciating all these dimensions and use one's own sources.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

Course Content

Unit -I: City as a concept in History **(15 hours)**

a) Idea of a city: Rural vs. Urban
b) Metamorphosis of a city: from towns to metropolitans
c) City across the ages: ancient to modern

Unit -II: City and Political Economy **(15 hours)**

a) City as a site of accumulation: trade, market and commerce
b) Capitalism and urbanism
c) Cities and governance
d) Migration from villages to cities- processes and people

Unit -III: Life in a City **(15 hours)**

a) City and the development of modern governmentality
b) Slums, squatters and skyscrapers
c) Municipalities, Corporations and other regulatory frameworks
d) Communication in city- Transportation, Languages

Unit -IV: Colonial City **(15 hours)**

a) Aspects of urban development in colonial context (Bombay, Kolkata, Lucknow)
b) Making of a colonial cityscape
c) Many cities of India: Literary, Cinematic, Leisure

Pedagogy:

- Classroom lectures/map and geography /project work/archeology.
- Screening of movies such as *Midnight in Paris* (2011) by Woody Allen and *Salaam Bombay!* (1988) by Mira Nair
- Walks through the city to compare and contrast the Old and New city.

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Textbooks:

1. Lees, Andrew. *The City: A World History,* Oxford University Press, 2015.

2. Mumford, Lewis. *The City in History: Its Origins, its Transformations, and its Prospects*, Harcourt, 1961.

3. Frykenberg. R. E. *Delhi Through the Ages: Selected Essays in Urban History, Culture and Society*, Oxford University Press, 1993.

4. Weber, Max. *The City.* New York: Free Press, 1958.

5. Oldenburg, Veena Talwar. *Peril, Pestilence, and Perfidy: the making of colonial Lucknow, 1856-1877*, University of Illinois at Urbana-Champaign, 1979.

6. Dalmia, Vasudha. *Fiction as History: The Novel and the City in Modern North India,* State University of New York, 2020.

Recommended Readings:

1. Gharipour, Mohammad, ed. *The Bazaar in the Islamic City: Design, Culture, and History*. American University in Cairo Press, 2012.

2. Chaudhuri, Kalyan N. 'Some reflections on the town and country in Mughal India,' *Modern Asian Studies* 12, no. 1, 77-96, 1978.

3. Harvey, David. 'Possible Urban Worlds. The Fourth Megacities Lecture,' *Amersfoort, The Netherlands: Twynstra Gudde Management Consultants*, 2000.

4. De Certeau, Michel. 'Walking in the City,' *Beyond the body proper: Reading the Anthropology of Material Life*, 249-258, 1984.

5. Harvey, David. 'Contested cities: social process and spatial form,' in *Transforming cities*, pp. 19-27, Routledge, 2005.

6. Huxley, Margo. 'Space and government: Governmentality and geography,' *Geography Compass* 2, no. 5, 1635-1658, 2008.

7. Simmel, Georg. 'The metropolis and mental life,' in *Social Theory Re-Wired*, pp. 438-445, Routledge, 2023.

8. Kidambi, Prashant. 'A Disease of Locality: The Making of an Indian Metropolis Colonial Governance and Public Culture in Bombay 1890-1920,' London: Ashgate, pp. 49-70, 2007.

9. Legg, Stephen. 'Disciplining Delhi' in Spaces of Colonialism: Delhi's Urban Governmentalities: Blackwell, pp. 82-148, 2007.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

10. Swati, Chattopadhyay. 'Politics, Planning, and Subjection: Anticolonial Nationalism and Public Space in Colonial Calcutta,' in *City Halls and Civic Materialism*, pp. 199-216. Routledge, 2014.
11. Wani, Aarti. *Fantasy of Modernity: Romantic Love in Bombay Cinema of the 1950s*, Cambridge University Press, 2016.

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Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

DISCIPLINE SPECIFIC COURSE (DSC)

Gandhi and Ambedkar

Nature of the Course: DSC
Semester: Eighth (VIII)
Course Code: BALAH408
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course aims to provide a critical and comparative understanding of the intellectual, philosophical, and political contributions of Mahatma Gandhi and Dr. B.R. Ambedkar. It will explore their views on caste, social justice, democracy, economy, and religion, highlighting their ideological divergences and intersections. The course will encourage students to engage with their ideas in contemporary contexts, particularly concerning social movements, governance, and human rights in India.

Course Outcomes:

CO1 (Knowledge): Develop a comprehensive understanding of Gandhi's and Ambedkar's philosophies, particularly their perspectives on caste, democracy, and social justice.

CO2 (Understanding): Critically analyze the differences and commonalities in their views on religion, modernity, and economic models.

CO3 (Synthesis): Engage with primary and secondary sources to assess the historical significance of their ideas and their relevance in contemporary India.

CO4 (Application): Apply insights from Gandhi's and Ambedkar's thoughts to contemporary socio-political debates and movements.

*Applicable for 2023-2024 Batch.
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Course Content

Unit -I: Understanding Gandhi **(15 hours)**

a. Situating Gandhi: Biographical and historical perspectives

b. Core philosophical tenets: Truth (Satya), Non-Violence (Ahimsa), and Satyagraha

c. Hind Swaraj: Critique of modern civilization and vision of self-rule

d. Swadeshi, village economy, and self-sufficiency

Unit -II: Ambedkar – Life, Philosophy, and Politics **(15 hours)**

a. Early life and experiences of caste discrimination

b. Ambedkar on democracy: Social, political, and economic dimensions

c. Annihilation of Caste: Ambedkar's critique of Brahmanical dominance

d. Role in drafting the Indian Constitution: Rights, reservations, and social justice

Unit -III: Contending Visions: Gandhi and Ambedkar **(15 hours)**

a. Debating caste and untouchability: Poona Pact (1932) and beyond

b. Perspectives on nationalism, democracy, and governance

c. Economic models: Gandhi's trusteeship vs. Ambedkar's state-led welfare

d. Views on religion, social reform, and modernity

Unit -IV: Legacy and Contemporary Relevance **(15 hours)**

a. Gandhi and Ambedkar on women's rights and social reform

b. Education and empowerment: Their visions compared

c. Relevance in contemporary social movements: Dalit movements, non-violent protests, and constitutionalism

d. Global impact: Gandhi's influence on non-violent movements & Ambedkar's legacy in human rights discourse

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Pedagogy:

- Lectures followed by debates and discussions.
- Documentary Screenings: Viewing films like Mahatma – Life of Gandhi 1869-1948 and Dr. B.R. Ambedkar: The Untold Truth.
- Field Visits to Gandhi Smriti and Ambedkar Memorial in Delhi.

Textbooks:

1. Ambedkar, B. R. *Annihilation of Caste*. Jallandhar: Bheema Patrika Publications, 1936.
2. Gandhi, M. K. *Hind Swaraj or Indian Home Rule.* Navajivan Publishing House, 1938.
3. Rodrigues, V. (Ed.). *The Essential Writings of B. R. Ambedkar*. Oxford University Press, 2002.
4. Jaffrelot, C. *Dr. Ambedkar and Untouchability: Fighting the Indian Caste System*. Columbia University Press, 2005.
5. Parel, A. J. (Ed.). *Gandhi: 'Hind Swaraj' and Other Writings.* Cambridge University Press, 1997.
6. Omvedt, G. *Dalits and Democratic Revolution.* Sage Publishing House, 1995.
7. Thakur, R. *Gandhi and Ambedkar: Understanding Their Relations*. Aakar Books, 2022.
8. Parekh, B. *Gandhi: A Very Short Introduction*. Oxford University Press, 2001.

Recommended Readings:

1. Omvedt, G. *Ambedkar: Towards an Enlightened India*. Penguin Books, 2004.
2. Kumar, A. *Radical Equality: Ambedkar, Gandhi, and the Risk of Democracy.* Stanford University Press, 2015.
3. Brown, J. M., & Parel, A. *The Cambridge Companion to Gandhi*. Cambridge University Press, 2011.
4. Chakrabarty, B. *Social and Political Thought of M. Gandhi*. Routledge, 2006.

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

5. Hardiman, D. *Gandhi in His Times and in Ours: The Global Legacy of His Ideas*. California University Press, 2003.

6. Eleanor Zelliot. *From Untouchable to Dalit: Essays on the Ambedkar Movement.* Manohar Publication, 1996.

*Applicable for 2023-2024 Batch.
Approved in the 7th BOS Meeting held on 18 March, 2025. Approved in the Sub-Committee Academic Council meeting held on 28th May 2025.

MINOR STREAM COURSES (MS)

Indian Business and Labour History

Nature of the Course: MS
Semester: Eighth (VIII)
Course Code: BALAH422
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course will help the students understand the history of business and finance in India; and trace the genealogy of capitalism in India.

Course Outcomes:

CO1 (Knowledge): Learn about the emergence and growth of capitalism in India.

CO2 (Understanding): Understand the conflict and cooperation between Indian capitalists and the Colonial State.

CO3 (Synthesis): Analyze the beginning and organization of labour movements in colonial India.

CO4 (Application): Study the intersections of caste and class in India.

Course Content

UNIT-I: India and the World: Connections and Divide

a. Understanding business history and economic history: Historiography: theories and debates.

b. History of money and capital across time and culture; the Great Divide.

c. Emergence of capitalism in India.

d. Indian business and making of the Empire.

UNIT-II: Indian business history **(15 hours)**

a. Pre-colonial banking houses, *hundis*, Joint Stock enterprises and Jagat Seths.

b. Portfolio capitalists and the political economy of early modern India.

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c. Business communities and pioneers in India: Parsis, Sassoons, Tatas.

d. Indian businessmen and the national movement.

UNIT-III: Aspects of Indian Business History **(15 hours)**

a. Industrialization and Industrial towns: Surat, Kanpur, Bombay.

b. Industry and Agriculture: Commercialization and commodification.

c. Structure of Business: Bazaars, *Haat,* Ports

d. Issues of Caste and Religion

UNIT-IV: Business and Labour in India **(15 hours)**

a. Major Industrial sectors: Textiles, Railways, Iron and Steel

b. Labour regimes under the colonial state – Factories, Plantations and Mines.

c. Workers in India: class consciousness, protest and organization.

d. Factory and Labour: Men, Women, Children

Pedagogy:

- Classroom lectures/map and geography /project work/archeology.
- Examining and analyzing the intersections of caste, class, religion and gender in Indian labour history.
- Screening movies like *Kaala Patthar* (1979) to show the clash between labour and capitalist interests.

Textbooks:

1. Kudaisya, Medha (ed.), *The Oxford India Anthology of Business History*, Oxford University Press, 2011.

2. Roy, Tirthankar, *A Business History of India: Enterprise and the Emergence of Capitalism from 1700*, Delhi: Cambridge University Press, 2018.

3. Tripathi, Dwijendra and Jumanji, Jyoti, *The Concise Oxford History of Indian Business*, Oxford University Press, 2006.

4. Chakrabarty, Dipesh, *Rethinking Working-Class History, Bengal 1890 to 1940*, Princeton University Press: UK, 1989.

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5. Subrahmanyam, Sanjay, *The Political Economy of Commerce: South India 1500-1650*, Delhi: Cambridge University Press, 2004. [chapters 2 & 6]

Recommended Readings:

1. Lakshmi Subramanian, 'Banias and the British: The Role of Indigenous Credit in the Process of Imperial Expansion in Western India in the Second Half of the Eighteenth Century', *Modern Asian Studies*, 21:3; pp. 473-510, 1987.
2. Mohapatra, Prabhu Prasad, 'Regulated Informality: Legal Construction of Labour Relations in India 1814-1926', in Andreas Eckert (ed), *Global History of Work*, Oldenbourg, De gruyter, 2016.
3. Bhattacharya , Debashis, 'Organized Labour and Economic Liberalization in India: Past, Present, and Future', in A.V., Jose (ed.), *Organized Labour in the 21st Century*, Geneva: ILO, pp.307-346, 2002.
4. Sen, Samita , *Women and Labour in Late Colonial India, The Bengal Jute Industry*, Cambridge: Cambridge University Press, pp.1-89, 1999.
5. Simeon, Dilip, "The Great TISCO Strike and Lockout of 1928," Part I and II, *Indian Economic and Social History Review,* New Delhi, Sage, Volume 30, No 2, pp. 135-161, and No. 3, pp. 311-335, 1993.
6. Bhattacharya, Sabyasachi, 'Capital and Labour in Bombay City, 1928-29', *Economic and Political Weekly,* Vol. 16, No. 42/43 (Oct. 17-24), pp. PE36-PE44, 1981.
7. Chandavarkar , Rajnarayan, 'Questions of class: The general strikes in Bombay, 1928-1929', *Contributions to Indian Sociology* , Volume: 33 issue: 1-2, pp. 205-237, 1999.
8. Bhattacharya, Sabyasachi, " Paradigms in the Historical Approach to Labour Studies in South Asia" in Lucassen, Jan (ed.) *Global Labour History: A State of the Art*, Bern, Peter Lang, pp.147-160, 2006.
9. Roy, Tirthankar, 'The Rise and Fall of Indian Economic History 1920-2013', *Economic History of Developing Regions*, 29 (1), pp.15-41, 2014.
10. Omkar Goswami. 'Then Came the Marwaris: Some Aspects of the Changes in the Pattern of Industrial Control in Eastern India', *IESHR*, 22:3, pp. 225-229, 1985.

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MINOR STREAM COURSES (MS)

Colonial Economy

Nature of the Course: MS
Semester: Eighth (VIII)
Course Code: BALAH424
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course will help students to understand some of the most significant aspects of the Indian economy under British rule and analyze the economic changes brought about colonialism. It will also help them analyze the integration of the Indian economy with the global economy and study the historical debates around the economic impact of British rule in India.

Course Outcomes:

CO1 (Knowledge): Analyze the historiographical debates on major issues of Indian economy.

CO2 (Understanding): Locate Indian economic history in a global history perspective.

CO3 (Synthesis): Analyze the relationship between political conquest and the economy.

CO4 (Application): Understand the relationship between colonial policies and their effects on various sectors of the economy.

Course Content

UNIT -I: Foundations of Colonial Economy **(15 hours)**

e. Approaches to study Economic history- Smith and Marx, Hayek and Polanyi

f. The Industrial Revolution- Integration of Indian economy, the Great Divergence debate.

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g. Beginnings of colonialism- Indian Oceanic Trade, Joint Stock companies: French, Dutch and English.

h. Effects of Company's conquests- Merchants, Weavers, Banking houses.

UNIT –II: Transformation of Agrarian Landscape **(15 hours)**

e. Sovereignty, proprietary and revenue rights – The Permanent Settlement, Ryotwari and Mahalwari settlements.

f. Conquest of the forests: Jangal Mahals, North East Frontier Farms, and The 'Tribal' Question.

g. Changes in agrarian landscape: Introduction of commercial crops (Cotton, Opium, Indigo), Commodification of land and, Canal colonies.

h. Categories of servitude in Colonial India- Peasantry and agrestic service, Slavery and Debt Bondage, Forced labour, Indentured labour and Wage-labour.

UNIT –III: Changing Patterns of Industry and Trade **(15 hours)**

d. Colonial modernity and industry- Case studies of Railways and Textile industry.

e. Debates on Deindustrialization and Modernization of economy.

f. Capitalists and Workers- Class formation, organization and Workers' protest.

c. Indian Economy in the interwar period: Production, Tariff protection and The Great Depression.

UNIT –IV: World of Capital **(15 hours)**

e. Capital and Finance: Business Houses, Factories and Plantations.

f. Commercialization of Agriculture: Peasants, Artisans and Workers.

g. Women in Colonial economy.

h. Integration of Indian Economy with the Global Economy.

Pedagogy:

- Classroom lectures/ discussions and project work.

Textbooks:

6. Kumar, Dharma. Ed., *Cambridge Economic History of India Vol. II,* Cambridge University Press, 1983.

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7. Chandra, Bipan. *The Rise and Growth of Economic Nationalism in India*. New Delhi: Anamika Publishers & Distributors (P), 2016.
8. Bhattacharya, Sabyasachi. *The Financial Foundations of the British Raj: Ideas and Interests in the Reconstruction of Indian Public Finance 1858-1872*. Hyderabad: Orient Longman, 2005.
9. Breman, Jan. *Of Peasants, Migrants, and Paupers: Rural Labour Circulation and Capitalist Production in West India.* Delhi: Oxford University Press, 1985.
10. Raj, K. N. (ed.), *Essays on the Commercialization of Indian Agriculture*. Delhi: Oxford University Press, 1985.

Recommended Readings:

7. Habib, Irfan. 'Studying a Colonial Economy without Perceiving Colonialism', *Modern Asian Studies*. Vol. 19, 3, 1985.
8. Cain, Peter J., and Anthony G. Hopkins. *British Imperialism: Innovation and Expansion: 1688 -1914*. London: Longman, 2000.
9. Prakash, Gyan. (ed.). *The World of the Rural Labourer in Colonial India*. Delhi: Oxford University Press, 1992.
10. Ray, Rajat K. *Entrepreneurship and Industry in India, 1800-194*. Delhi: Oxford University Press, 1992
11. Roy, Tirthankar. *Cloth and Commerce: Textiles in Colonial India*. New Delhi: Sage, 1996.
12. Sivasubramonian, S. *The National Income of India in the Twentieth Century*. Delhi: Oxford University Press, 2001.

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MINOR STREAM COURSES (MS)

Voices from the Margins

Nature of the Course: MS
Semester: Eighth (VIII)
Course Code: BALAH426
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective: This course aims to explore the histories of marginalized communities in India, focusing on Dalits, Adivasis, women, and other oppressed groups. It examines their experiences, resistance, and contributions to Indian society and politics while engaging with literature, testimonies, and historical debates.

Course Outcome:

CO1 (Knowledge): Gain an understanding of the struggles and agency of marginalized communities in India.

CO2 (Understanding): Analyze historical narratives from the perspectives of Dalits, Adivasis, and women.

CO3 (Synthesis): Critically assess historiographical models on marginalization and resistance.

CO4 (Application): Engage with autobiographies, literature, and archival sources to construct alternative histories.

Course Content

UNIT -I: Sources of Adivasi Histories **(15 hours)**

a. Tribal Literature and Oral Traditions: Folklore, songs, art, and memory
b. Historiography and Representation: Subaltern Studies and Oral history

Unit -II: Adivasi Resistance and National Movement **(15 hours)**

a. Colonialism and the Tribal Question: British ethnography, Criminal Tribes Act, land alienation

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b. Tribal Revolts and Resistance: Santhal, Munda, and Gond uprisings; Birsa Munda's Rebellion

c. The Tribal Question in the Nationalist Movement: Role of Adivasis in 1857, Gandhian and Communist Mobilization

UNIT -III: Post-Independent and Representation in Modern India **(15 hours)**

a. Religious Minorities and Social Exclusion: Dalit Muslims, Christian conversions, Partition and its impact

b. Labor and the Oppressed Classes: Indentured labor, agrarian movements, industrial workers' struggles

c. Literature and Indian Cinema- Othering and Resistance

d. Tribal Museums and institutions

Unit -IV: Politics over Policies and Its Aftermath **(15 hours)**

a. Postcolonial Marginalization: Representation in politics, Reservation debates, land and labor rights

b. Socio and Political Movements of the 1970s and 80s and their impacts

c. Forest Right Acts and Welfare Schemes- Tribal Special Plan, National Policy on Tribals, PESA.

d. Environment and Tribal Demands

Pedagogy:

- Lectures, Discussions, and Seminars on historical texts and testimonies
- Film Screenings and Literary Readings (e.g., Bandit Queen, Fandry)
- Archival and Oral History Projects engaging with marginalized communities
- Mapping Exercises tracing movements and geographies of resistance

Textbooks:

1. Ambedkar, B.R. *Annihilation of Caste*. Navayana, 2014.

2. Bhave, Sumitra. *Pan on Fire: Eight Dalit Women Tell Their Story*. Indian Social Institute, 1988.

3. Chatterjee, Partha. *The Nation and Its Fragments*. Princeton University Press, 1993.

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4. Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. Duke University Press, 1999.

5. Rege, Sharmila. *Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies*. Zubaan, 2006.

6. Satyanarayana, K., and Tharu, Susie (eds.). *No Alphabet in Sight: New Dalit Writing from South India*. Penguin, 2011.

7. Sarkar, Tanika. *Words to Win: The Making of Amar Jiban: A Modern Autobiography*. Kali for Women, 1999.

8. Skaria, Ajay. *Unconditional Equality: Gandhi's Religion of Resistance*. University of Minnesota Press, 2016.

9. Xaxa, Virginius. *State, Society, and Tribes: Issues in Post-Colonial India*. Pearson, 2008.

Recommended Readings:

1. Altekar, A.S. *The Position of Women in Hindu Civilization*. Banaras Hindu University, 1938.

2. Bandopadhyay, Sekhar. *Caste, Culture and Hegemony: Social Dominance in Colonial Bengal.* Sage, 2004.

3. Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. Cambridge University Press, 1999.

4. Fernandes, Leela. *India's New Middle Class: Democratic Politics in an Era of Economic Reform*. University of Minnesota Press, 2006.

5. Ganguli, Debjani. 'Pain, Personhood, and the Collective: Dalit Life Narratives', *Asian Studies Review*, 33(4), 2009.

6. Jaffrelot, Christophe. *India's Silent Revolution: The Rise of the Lower Castes in North India.* Columbia University Press, 2003.

7. Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation, and Identity*. Orient Black Swan, 2010.

8. Price, Janet, and Shildrick, Margrit (eds.). *Feminist Theory and the Body: A Reader*. Edinburgh University Press, 1999.

9. Spivak, Gayatri Chakravorty. *Can the Subaltern Speak?* University of Illinois Press, 1988.

10. Thapar, Romila. *The Past as Present: Forging Contemporary Identities Through History*. Aleph, 2014.

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Internship Evaluation		
Activity	**Weightage**	**Evaluator**
Continuous Evaluation + Attendance	30	Mentor/Coordinator
Report Writing	30	Committee
Presentation + Viva Voice	40	Committee

Note: Internship can be done during the summer vacation after the fourth semester. Students can do any number of internships, but only one internship done in the summer vacation will be counted for credit allotment. In addition to the above-mentioned model of evaluation, students are also required to produce duly signed Internship certificate from the organization/individual after the completion of their internships, at the time of final evaluation.

Table 1

NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs Evaluation
• Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the coordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester. How-ever for Multiple Entry/Exit Students, the duration of work/assessment shall be from the 3rd semester to the 8th semester.

Exit Option/Policy for USLA and GGSIPU (including affiliate colleges/institutions) students: In spirit of the NEP 2020 students have the option of exiting the BA Liberal Arts Programme at different stages (even semesters) of their course with appropriate degrees and corresponding credit requirements mentioned in the table below.

S.N.	Type of Award	Stage of Exit	Minimum Credits/Criteria required
1.	**Stage 1:** Under Graduate Certificate **(Level 6)**	**Exit 1:** After Successful Completion of Semester II	48 Credits + 4 Credits of Vocational Course/Internship after the end of IInd Semester.
2.	**Stage 2: Undergraduate Diploma (Level 7)**	**Exit II:** After Successful Completion of Semester IV	96 Credits + 4 Credits of Vocational Course/Internship after the end of IVth Semester.
3.	**Stage 3:** 3 Year Under Graduate Degree Bachelor of Arts in Liberal Arts with Major and Minor **(Level 8)**	**Exit III:** After Successful Completion of Semester VI	**142** Credits (Minimum 60 Credits in Major discipline and 24 in Minor Discipline)

Entry Option for USLA, GGSIPU (including affiliate colleges/institutions) Students: According to the NEP 2020, those students of the USLA, GGSIPU who have exited at Stage 1, 2 or 3 can re-enter the programme at the next stage in accordance with their exit stage. For e.g. a student who exits the programme at Stage One (UG Certificate – Level 6) can re-enter at Stage Two (Level 7) i.e. in the 3rd Semester of the programme anytime, or a student who exit at Stage 2 can re-enter the programme in the 5th semester and so on.

Table 2

Entry Policy for non-GGSIPU Students: In line with the provisions of the National Education Policy (NEP) 2020, which allows for multiple entry and exit options (according to University Norms), the BA Liberal Arts Programme at USLA, GGSIPU is designed to accommodate student mobility across institutions. Students from any UGC recognized university in India who have exited a similar programme at any stage with a relevant qualification/degree may seek admission to the BA Liberal Arts Programme at GGSIPU, provided they meet the minimum eligibility criteria as per University Norms and UGC under NEP 2020.

Table 3

Credit completion Rule for Students from other Universities under UGC Multiple Entry/Exit

USLA provision for Credit completion as per USLA scheme:

1. Those students who will be joining under multiple entry/exit schemes and are running short of credits under the existing USLA scheme will earn extra credits by opting for both MS courses in the seventh and eighth semesters, depending upon the credit requirements.
2. The degree will be awarded to the student only after acquiring the minimum credits in the regular courses of the scheme of study as prescribed by USLA.

Table 4

List of courses apart from Minor electives compulsory for those pursuing Double Majors for 2023-24 Batches

- **History**

Semester	Paper Code	Paper Name
Semester 4	BALAH240	Historical Method
Semester 5	BALAH337	History of India (1857 CE -1947 CE)
Semester 6	BALAH326	Modern Europe: French Revolution to the First World War
Semester 7	BALAH409	Introduction to Environmental History
	BALAH405	Understanding Economy under the Colonial State
Semester 8	BALAH402	Introduction to Public History

- **Political Science**

Semester	Paper Code	Paper Name
Semester 4	BALAP228	Indian Foreign Policy
Semester 5	BALAP323	Indian Politics: Institutions, Political Process and Development Politics
Semester 6	BALAP314	State and Politics in India
Semester 7	BALAP403	Citizenship in Global Order
	BALAP407	Identity and Politics
Semester 8	BALAP402	Peace and Conflict Resolution

Note: Applicable only for those students pursuing second major in the Batch of 2023-24