

Syllabus from 1<sup>st</sup> to 3<sup>rd</sup> Year

BA Liberal Arts

(History)

University School of Liberal Arts

Guru Gobind Singh Indraprastha University

**UNIVERSITY SCHOOL OF LIBERAL ARTS**  
**Guru Gobind Singh Indraprastha University**  
**4-Year Bachelor of Arts under 5-Year BA-MA scheme**  
**Liberal Arts (Curriculum Scheme)**

SCHEME OF EXAMINATION

&

SYLLABUS

(for the Academic Year 2024-25 onwards)

for Bachelor of Arts / Master of Arts (Dual Degree Programmes)

Scheme and Syllabus for

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

Offered by

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



**Guru Gobind Singh Indraprastha University**  
**Sector 16C, Dwarka, Delhi – 110078 [INDIA]**  
**[www.ipu.ac.in](http://www.ipu.ac.in)**

**Approval History:**

1. First-year to Third year Scheme and Syllabus approved by BOS: 10/06/2024
2. First-year to Third year Scheme and Syllabus approved by AC: 19/06/2024

## **The 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 of 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 the environment.

## **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, teamwork 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 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 Indian Philosophy, and social diversity.

## **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 on its own campus (not at the affiliated institution of the University). 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 the Dean of the University School of Liberal Arts. The decision of the Dean, of the 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.

## Programme Outcomes

1. **PO 1 (Knowledge):** Provide a holistic education across disciplines.
2. **PO 2 (Understanding):** Enhance the cognitive and critical skills of students in different disciplines
3. **PO 3 (Synthesis):** Synthesis of knowledge from multiple disciplines and preparation for entering the teaching profession or engaging in welfare and community activities.
4. **PO 4 (Application):** The courses will offer new employment opportunities in Galleries, Libraries, Archives, and Museums (GLAM), along with other conventional fields- teaching, research, administrative jobs, and non-state organizations.
5. **PO 5 (Research):** Students can enter the professional field after graduation or could pursue research.

**Course / Paper Group Codes:**

Definitions:

Programme of study shall mean Bachelor of Arts.

Major specialization shall mean the discipline \_\_\_\_\_

Minor specialization shall mean \_\_\_\_\_

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

**DSE:** Discipline-Specific Elective Course

**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 ONE-YEAR SCHEME (9TH AND 10TH SEMESTERS) OF THE 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 THE 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. Opportunities 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, ODI, 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.

### **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 ... credits and satisfying the minimum credit requirement 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 160 credits and have satisfied the credit requirements as given in the 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 50 % DSCs, FCs, and/or dissertations in a 4-year UG degree to be awarded a Major in the concerned discipline. For Example, in a 4-year UG programme, if a student earns 96 credits in History from DSCs', FCs' and/or Dissertation, he/she will be awarded a Major in History in B.A. (Liberal Arts).
- UG Degree Programmes with Minor Streams is the discipline or subject other than the discipline or subject which the student is pursuing Major. If a student earns 32 credits from a discipline other than the Major stream, the student shall be awarded with Minor in the said stream. The minor stream should be different from the Major discipline. For example, if a student who earns 32 credits from Minor stream courses in sociology, he/she will be awarded a minor in sociology in BA (Liberal Arts).

S. No	Broad Category of Courses	Minimum Academic Credits Requirement	
		3- Year UG	4-Year UG
1.	Major (Core)	60	80
2.	Minor Stream	24	32
3.	Inter-Disciplinary	09	09
4.	Skill Enhancement Courses (SEC)	09	09
5.	Ability Enhancement Course (AEC)	08	08
6.	Value Added Courses common for all UG Programmes	08	06-08
7.	Summer Internship	02-04	02-04
8.	Research Project/Dissertation	00	12
	<b>Total</b>	<b>120</b>	<b>160</b>

Note: \* Honours students not undertaking research will do 3 courses for 12 credits in lieu of a research project / Dissertation

## **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 3<sup>rd</sup> 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 the table. 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.

## **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 student will undertake individual assignments which include assignments and presentations.

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

- Minor Test- 10
- Project Work- 10
- Filed Work/Audio-Visual clips, discussion, and participation- 10
- Assignments/Term or Seminar paper- 10

### **Instruction 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. The first question will have four parts each of 5 marks. Rest four questions will be of 10 marks each. There shall be questions from each unit with internal choices. The last question shall be a comprehensive test of students' understanding of their entire course.
- COs and POs to be kept in mind while setting the questions.

**Note:** The course instructor can prescribe additional readings, apart from the syllabus based on the necessity to explain any topic/subtopic.

## 1<sup>st</sup> Year Common Scheme of BA in Liberal Arts (Semester 1 & 2)

		<b>First Semester</b>					
Nature of the Course	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
		<b>Theory</b>					
<b>FC*</b>		BALA HIST101	Cultures and Civilizations	UES	3	1	4
<b>FC</b>		BALA POLS103	Indian Constitution and Governance	UES	3	1	4
<b>FC</b>		BALA SOC105	Society in India	UES	3	1	4
<b>IDC* (Choose Any One)</b>		<b>USLA</b> BALA 101 BALA 103 BALA 105 BALA 107 BALA 109  BALA	Art Appreciation Course <b>OR</b> History and Literature <b>OR</b> Society and Politics <b>OR</b> Society and Culture <b>OR</b> Story of Science*** <b>OR</b> Understanding Literary Criticism **** <b>OR</b> Any IDC from other USS	NUES**  UES	2	1	3
<b>SEC (Choose Any One)</b>		<b>USLA</b> BALA111  BALA113  BALA115  <b>USHSS</b> BAENG105  ICTLA113T	History of Science and Technology in India (IKS) <b>OR</b> Introduction to Indian Knowledge Systems <b>OR</b> Understanding Indian Society Through Cinema <b>OR</b> Communication Skills <b>OR</b> Introduction to Computers <b>OR</b> Choice from other USS	UES	2	1	3

<b>AEC (Choose Any One)</b>		<b>USLA</b>  BALA 117  BALA 119  BALA 121  <b>USHSS</b>  BAENG107  BAENG109 BAENG111 BAENG113 BAENG115 BAENG117	History of Indian Food <b>OR</b> Legislative Management and Support  <b>OR</b>  Reading Folklore  <b>OR</b>  (Any One)***** English Language and Grammar Punjabi-I French-I German-I Japanese-I Spanish- I  <b>OR</b>  Any AEC from other USS	NUES	1	1	2	
	<b>Value Addition Course I (VAC-I)</b>		EMES111	Environment Studies Compulsory*****	NUES	3	1	4
		<b>Total</b>				<b>17</b>	<b>7</b>	<b>24</b>

\*All Foundation, Interdisciplinary Courses, and SEC and AEC mentioned in the scheme will be part of USLA. All Foundation Courses are DSCs. A minimum of 5 students are required to opt for any IDC, SEC, and AEC. Also, Students of BA in Liberal Arts can opt for Foundation Courses of other USS (when they offer the Foundation Courses) if they wish to take a minor specialization in the discipline from outside 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 taught by the faculty from USBAS

\*\*\*\*To be taught by the faculty of USHSS

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

\*\*\*\*\* To be borrowed from USEM.

**Note:**

1. The School reserves the option to give more SECs, AECs, and IDCs subject to the availability of the faculty.
2. Entrepreneurship Mindset is SEC Compulsory. Students can take this in any of the six semesters.
3. The SEC course titled Indian Knowledge System and the History of Science and Technology will be offered by the discipline of History; Introduction to Indian Knowledge Systems will be offered by the discipline of Political Science, and Understanding Indian Society Through Cinema will be offered by the discipline of Sociology.
4. The AEC courses titled Legislative Management and Support are offered by the Political Science discipline Reading Folklore by the discipline of Sociology; History of Indian Food is offered by the discipline of History.

**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. 58.51. Applicable from the Academic Session 2024-25 onwards.**

Group	Code	Statutory Courses (SC)	Mode of Examination	L	P	Credits
		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2
Open Elective		Science and Practice of Happiness**	NUES	1	1	2
SEC	BALA1123	Entrepreneurship Mindset***	UES	2	1	3

\***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, and organizations; the coordinators shall be responsible for the evaluation of the same. These activities shall start from the 1<sup>st</sup> semester and the evaluation shall be conducted at the end of the 6<sup>th</sup> semester for students admitted in the first semester. Students admitted in the 2<sup>nd</sup> year (3<sup>rd</sup> semester) as lateral entry shall undergo training or participate in the activities for the period of 3<sup>rd</sup> semester to 6<sup>th</sup> semester only.

\*\* Science and Practice of Happiness is an open elective paper of 2 credits. The course can be opted by the students at any time in the first three years of study. The School will announce the availability of the slots at the beginning of each semester, as there will be restrictions on the intake of students on the resources available.

\*\*\* Entrepreneurship Mindset is a skill enhancement compulsory paper of 3 credits. The course can be opted by the students at any time in the first three years of study.

## **FIRST SEMESTER**

### **Foundation Course (FC)**

### **Cultures and Civilizations**

**Nature of the Course: FC**

**Course Code: BALA HIST 101**

**Semester: First (I)**

**Credits: 4 (L3:T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

Understand the emergence of human life and its intersection with the natural habitat.

### **Course Outcome:**

After completing this course students will be able to

**CO1 (Knowledge):** Understand how the Human species evolved over the centuries.

**CO2 (Understanding):** Understand the development of civilizations in different regions of the world.

**CO3 (Synthesis):** Find out the similarities, differences and patterns of civilizations.

**CO3 (Application):** Engage with Artifacts and other primary sources used in History and Archaeology.

### **Course Contents**

#### **Unit I: From footprints to genetics: evolution of Homo Sapiens**

- a. Paleolithic age
- b. Mesolithic age
- c. Neolithic age
- d. Origins of the food production economy

#### **Unit II: Sumerian and Mesopotamian Civilization**

- a. Geographical location and ecology
- b. Features of advanced civilizations
- c. Akkadian and Babylonian Empires
- d. Writing, culture, and literature



### Unit III: Egyptian Civilization

- a. Geography and ecology
- b. Technology– papyrus and stonework
- c. Pyramids, material remains and iconography
- d. Culture and Society

### Unit IV: Harappan City-states

- a. Urban features
- b. Traders and artisans
- c. City-states, town planning, and culture
- d. Decline: theories and debates
- e. Recent archaeological findings

### Pedagogy

- Classroom lectures/map and geography /project work/archaeology.
- Examining and analyzing the civilizational patterns.
- Screening documentaries on the layout and archaeological finds of the civilizations.
- Visit to an Archaeological Site.

### Text Books

1. Allchin, Bridget, and Raymond Allchin, *The Birth of Indian Civilization*, Middlesex: Penguin, 1968.
2. Jain, V.K, *Pre-history and Protohistory of India: An Appraisal – Paleolithic, Non-Harappan, Chalcolithic Cultures*, D.K., Printworld, 2006.
3. Habib, Irfan, *A People’s History – Vol. 1: Pre-History*, Tulika Books, 2001.
4. Farooqui, Amar, *Early Social Formations*, Manak Publications Pvt. Ltd., 2022.

### Recommended Readings

1. Bauer, Susan Wise, *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.
5. Childe, V. Gordon, *What Happened in History*, Popular Book House, 2017.
6. Darwin, Charles, *On the Origin of Species*, Penguin Classics, 2013.
7. Leakey, Mary, *Disclosing the Past: An Autobiography*, McGraw-Hill, 1984.
8. Maisels, Charles Keith, *Early Civilizations of the Old World: The Formative Histories of Egypt, The Levant, Mesopotamia, India and China*, Routledge, 2001.

9. McIntosh, Jane R., Ancient Mesopotamia: New Perspectives, ABC-CLIO, USA and England, 2005.
10. Mitchell, Timothy, Colonising Egypt, University of California Press, 1991.

## **FOUNDATION COURSE (FC)**

### **Indian Constitution and Governance**

**Nature of the Course:** FC

**Course Code:** BALA POLS103

**Semester:** First (I)

**Credits:** 4 (L3:T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:**40

**External Evaluation:** 60

### **Course Objective**

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. The focus will also be on understanding the Indian Federal setup and Union and State governments. Students will learn about the party system in India and about different social movements.

### **Course Outcome**

**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, the center-state relations, the party system, and different social movements.

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

**CO3 (Application):** 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 Content**

#### **Unit I: Evolution of Indian Constitution**

- a. Historical Background and Philosophical Foundation of Constitution.
- b. Salient Features of the Indian Constitution.

- c. Fundamental Rights and Duties
- d. Directive Principles of State Policy.

### **Unit II: Indian Federal System**

- a. Centre-State Relationship
- b. Decentralisation-Local and Grassroot Governance
- c. Contemporary Trends-Asymmetrical Features of Federalism

### **Unit III: Union and the State Government**

- a. Union and State Legislature- Composition and Functions
- b. Executive: Office of the President, Governor, Prime Minister, Chief Minister, and Council of Ministers

### **Unit IV: Party- System and Social Movements**

- a. Party system in India: National and Regional Parties
- b. Understanding Social movements
- c. Workers, Environmental and Women's movement

### **Pedagogy**

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

### **Text Books**

1. Chakrabarty, Bidyut, and Rajendra Kumar Pandey. Indian Government and Politics. New Delhi: Sage India, 2008.
2. Chandoke, Neera & Praveen Priyadarshi, Contemporary India: Economy, Society, Politics, Pearson, 2010.
3. Mehta, Pratap Bhanu, and 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 University Press, 1999.
2. Austin, G. Working of a Democratic Constitution of India. New Delhi: Oxford University Press, 2004.
3. Bhargava, Rajeev, and Achin Vanaik. Understanding Contemporary India – Critical Perspectives. New Delhi: Orient Blackswan, 2010.

4. Chandra, Kanchan, ed. *Democratic 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, and 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 A. Nigam. *Power and Contestation: India since 1989*. London: Zed Books, 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., and R. Saxena. *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning, 2008.
13. Vanaik, A., and R. Bhargava, eds. *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan, 2010.

## FOUNDATION COURSE (FC)

### Society in India

**Nature of the Course:** FC

**Semester:** First (I)

**Course Code:** BALA SOC105

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

The objective of this course is to provide a comprehensive understanding of the complex social fabric of India, highlighting the interplay between unity and diversity. Students will explore the various sources of diversity in India, such as linguistic, religious, and ethnic differences, and their implications on social cohesion. The course will also delve into the fundamental social institutions, including family, kinship, marriage, and caste, examining their roles and transformations in contemporary society. Furthermore, the course aims to address pressing social issues like poverty, inequality, crime, and migration, along with the diverse religious landscape and its impact on Indian society.

### Course Outcome

After completing this course students will be able to

**CO1 (Knowledge):** Demonstrate a thorough knowledge of the key concepts and sources of diversity in India, including linguistic, religious, and ethnic differences, as well as the fundamental social institutions and their functions.

**CO2 (Understanding):** Understand and explain the sociocultural processes and models, such as acculturation, assimilation, integration, cooperation, conflict, and competition, that contribute to unity in diversity in the Indian context.

**CO3 (Synthesis):** Synthesize information about the various social issues in India, including poverty, caste, gender inequality, crime, and regional disparities, and critically analyze their impact on the population and societal dynamics.

**CO4 (Application):** Apply the acquired knowledge to evaluate and address contemporary changes in Indian society, such as transformations in family structures, marriage practices, and the implications of religious pluralism and secularism, while proposing informed solutions to enhance social cohesion and inclusivity.

## Course Content

### Unit I: Unity in Diversity

- a. Meaning of Unity and Diversity
- b. Sources of Diversity in India: Importance, merits and demerits (Linguistic, Religious, Ethnic)
- c. Unity in Diversity: Socio-Cultural process and models (Acculturation, Assimilation, Integration, Cooperation, Conflict & Competition)
- d. Factors Contributing to the Unity of India

### Unit II: Basic Social Institutions in India

- a. Family: Definition, Function and Types
- b. Kinship: Definition, Function, and Types (North and South)
- c. Marriage: Definition, Function, Types and Rules, Latest trends
- d. Changes in the structure of the family, and marriage in India (Divorce, Live-In Relations, Same Sex Relations)
- e. Caste: Definition, Characteristics and Theories of Origin

### Unit III: Social Issues in India

- a. Social Problems in India (Poverty and Gender Inequality)
- b. Crime (Types) and Juvenile delinquency
- c. Regional disparity and migration
- d. Population profile of Indian Society

### Unit IV: Religion in India

- a. Definition, Composition, and Functions of Religion
- b. Religions of India (Hinduism, Buddhism, Jainism, Sikhism, Islam, and Christianity) and their features
- c. Concept of religious pluralism and Secularism
- d. Fundamentalism and Communalism

## Pedagogy

- Lectures
- Discussion and Presentations
- Movie/Documentaries
- Project Work/Field Visit

## Text Books

1. Mukherjee, Radha Kumud. *Fundamental Unity of India*. Orient Blackswan. New Delhi 2004
2. Das, Veena (Eds.) *Handbook of Indian Sociology*. Oxford University Press. New Delhi. 2004
3. Gupta, Dipankar (Eds). *Social Stratification*. Oxford University Press. New Delhi. 2007
4. Kundu, Abhijit and Yadav, Nirupama. *Sociology of India*. Sage. New Delhi. 2021

## Recommended Readings

1. Gottlob, Michael. "India's Unity in Diversity as a Question of Historical Perspective". *Economic and Political Weekly*, Vol. 42, No. 9. pp. 779-785+787-789
2. Kaul, Vijay Kumar. "India's Diversity: From Conflict to Innovation". *World Affairs: The Journal of International Issues*, Vol. 19, No.4. pp. 10-43
3. 'Unity in Diversity'? Tensions and Contradictions in Cultivating National Unity. <https://www.epw.in/engage/article/unity-diversity-tensions-and-contradictions-rashtriya-ekta-diwas>
4. Gore, M.S. "Unity in Diversity". *Social Scientist*, Vol. 24, No. 1/3 (1996), pp. 30-43
5. Berry, John M. "Immigration, Acculturation, and Adaptation". *Applied Psychology: An International Review*. Vol. 46. Issue. 1 (1997). pp, 5-34
6. Madan, T.N. 'Religions of India'. Das, Veena (Eds.) *Handbook of Indian Sociology*. Oxford University Press. New Delhi. 2004.
7. Unit 28 Theories of Origin of Caste System. IGNOU Reading Material.
8. Meredith, McGuire. *Religion In Social Context*. Wadsworth Pub. Co. California. 1997. (Chapter 1).
9. Hick, John. "Religious Pluralism." *A Companion to Philosophy of Religion*, edited by Quinn and Taliaferro. Wiley-Blackwell, 1997, 607-614.
10. Karve, I., 1994, 'The Kinship Map of India', in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73
11. Yinger, Milton J. "Pluralism, Religion, and Secularism". *Journal for the Scientific Study of Religion*, Vol. 6, No. 1 (1967). pp. 17-28
12. Bhushan, Vidya; Sachdeva, D.R. *Fundamentals of Sociology*. Pearson. Delhi. 2012
13. Relevant IGNOU Material

## INTERDISCIPLINARY COURSE (IDC)

### Arts Appreciation

**Nature of the Course:** IDC

**Mode of Examination:** NUES

**Course Code:** BALA HIST 101

**Course ID:**

**Credits:** 3 (L2 T1)

**Marks:** 100

**Continuous Evaluation**

**Course Objective:** The course aims at providing a comprehensive understanding 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, color and color 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 dissimilarities 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: Characteristic 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.

## INTERDISCIPLINARY COURSE (IDC)

### History and Literature

**Nature of the Course:** IDC

**Course Code:** BALA 103

**Semester:** First (I)

**Credits:** 3 (L2:T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

This course will examine the texts; place them in historical contexts and help students to use them as tools for history writing.

### Course Outcome

**CO1 (Knowledge):** To differentiate historical texts from other forms of available literature.

**CO2 (Understanding):** Understand the various perspectives to study history.

**CO3 (Synthesis):** To examine various texts associated with different religious traditions.

**CO4 (Application):** Evaluate historical literature and its relevance in contemporary times.

### Course Content

#### Unit I: Ancient Indian Literature

- a. Sanskrit literature- Vedas and Itihasa Purana traditions.
- b. Normative texts- Manusmriti and Arthashastra
- c. Biographical accounts- Harshacharita and Vikramankadevacharita.
- d. Ancient Tamil texts- Sangam literature, Silapaddikaram.
- e. Pali-Prakrit literature- Jatakas and Agamas.
- f. Historical texts- Rajatarangini.

#### Unit II: Medieval period literature

- a. Persian literature- Abul Fazl- Akbarnamah, Badauni- Muntakhab-ut-Tawarikh, Mir Khwand's- Rauzat us Safa, Mohsin Fani's- Dabistan-i-Mahsib.
- b. Women writers- Lalleshwari (Lal Ded), Gulbadan Bano Begum, Zeb-un-Nisa.
- c. Urdu Literature- Raskhan's Pand Mahim Suniya's story collection.

### Unit III: Modern Indian Literature – Any four texts

- a. Rabindranath Tagore- Gitanjali.
- b. Bankim Chandra Chattopadhyaya – Ananda Math.
- c. Prem Chand- Godan.
- d. Sadat Hassan Manto- Khol Do.
- e. Amrita Pritam- Pinjar.
- f. Rajaram Aatram- Ughda Darwaza.

### Unit IV: Poetics and Literature

- a. Kalidasa- Raghuvamsa and Kumarasambhava.
- b. Sangam Literature- Akam and Puram poems.
- c. Persian Poet- Amir Khusrau.
- d. Bhakti poems- Mirabai, Tulsidas, Bulle Shah.
- e. Urdu poetry- Ghalib.
- f. Modern Indian poetry- City of Palaces by James Atkinson, My Native Land- Shashee Chander Dutt.

### Pedagogy

- Classroom lectures/project work.
- Class assignment: a review of the unabridged version of any book related to pre-colonial literature.
- Classroom debate on the change in literary forms after colonial rule and the influence of Western ideas in Indian writing.

### Textbooks

1. Pollock, Sheldon, ed., Literary Cultures in History: Reconstruction from South Asia, Delhi Oxford University Press, 2003.
2. Sharma, T.R.S., ed. Ancient Indian Literature: An Anthology (3 vols) New Delhi: Sahitya Akademi, 2000.
3. Kane, P.V., History of Dhramashastra, Bhandarkar Oriental Research Associate, Poona, 1941.
4. Olivelle, Patrick, Manu's Code of Law, Oxford University Press, 2005.

### Recommended Readings

1. Shamashatry, R., trans., Kautilya's Arthashastra, 1950.
2. Sen, Ksitimohan, Medieval Mysticism in India, London, 1936.

## INTERDISCIPLINARY COURSE (IDC)

### Society and Politics

**Nature of the Course:** IDC

**Course Code:** BALA 105

**Semester:** First (I)

**Credits:** 3 (L2:T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

Society and Politics is an interdisciplinary course that explores questions through the intersection of political science and sociology and analyses various political processes and social transformations both at the macro level of national and internal politics and at the micro level.

### Course Outcome

**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, citizenship, and democracy.

**CO3 (Synthesis):** The student can analyze the functioning of civil society institutions.

**CO4 (Application):** The student will be able to explore the relationship between the process of globalization with the polity and how it impacts society.

### Course Content

#### Unit I: Society and Polity

- a. Political Domain and Concepts
- b. Sociological Ideas and Concepts

#### Unit II: State, Nation, and Society

- a. Conceptions of State, Nation, and Society
- b. Contemporary perspectives on state and society dynamics

#### Unit III: Society, Citizenship, and Democracy

- a. Diverse understanding of Democracy
- b. Conceptions of Democracy and Citizenship

## Unit IV: Civil Society, Globalization and Politics

- a. Idea of Civil Society
- b. Globalization and Civil society

### Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

### Text Books

1. Bottomore, Tom. Political Sociology. London: Hutchinson, 1979.
2. Chakrabarty, Bidyut. Indian Politics and Society Since Independence: Events, Processes, and Ideology. Paperback. Taylor and Francis Ltd., 2008.
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. Chatterjee, Partha. "Democracy and Economic Transformation in India." EPW, Vol. 43, No. 16 (April 19-25, 2008), pp. 53-62.
3. Fuller, and Beni, eds. Everyday State and Society in Modern India. Delhi: Social Science Press, 2001.
4. Janoski, Thomas, Robert Alfred, Alexander Hicks, and Mildred A. Schwartz, eds. The Handbook of Political Sociology: States, Civil Societies and Globalisation. Cambridge University Press, UK, 2005.
5. Kothari, Rajni. Caste in Indian Politics. Hyderabad: Orient Longman, 1970.
6. Lipset, S.M., ed. Politics and Social Science. New York: OUP, 1969.
7. Macpherson, C.B. The Real World of Democracy. Oxford: Clarendon Press, 1966.
8. Myrdal, Gunnar. Asian Drama: An Inquiry into the Poverty of Nations. London: Allen Lane, 1972.
9. Rudolf, Lloyd, and Rudolf Susan, eds. In Pursuit of Lakshmi: The Political Economy of the Indian State. Chicago: University of Chicago Press, 1987.
10. Sanyal, Kalyan. Rethinking Capitalist Development: Primitive Accumulation, Governability and PostColonial Capitalism. New Delhi: Routledge, 2007.
11. Sen, Amartya. Development as Freedom. New Delhi: OUP, 1999.
12. Sharma, A., & Gupta, A., eds. The Anthropology of State: A Reader. Oxford: Blackwell, 2006.

## INTERDISCIPLINARY COURSE (IDC)

### Society and Culture

**Nature of the Course:** Inter-Disciplinary Course

**Mode of Examination:** UES

**Semester:** First (I)

**Course ID:**

**Course Code:** BALA 107

**Marks:** 100 (40+60)

**Credits:** 3 (L2 T1)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

This course aims to provide a comprehensive understanding of the fundamental concepts of society and culture, exploring the distinctions and connections between human and non-human societies, material and non-material culture, and various societal types. It examines the complexities of intercultural communication, emphasizing the role of communication in maintaining social relationships and the impact of evolving technologies. Additionally, the course delves into belief systems and ideologies, highlighting their influence on individual and group identities, and power structures. Finally, it investigates the nature of popular culture, its interaction with society and individuals, and its role in driving social change.

**Course Outcome:** After completing this course, students will be able to

**CO1 (Knowledge):** Gain foundational knowledge of society and culture, including definitions, features, types, and key concepts like multiculturalism and ethnocentrism.

**CO2 (Understanding):** Understand the formation of personal and social identities, the nature of verbal and non-verbal communication, and the impact of changing communication technologies.

**CO3 (Synthesis):** Synthesize knowledge of belief systems and ideologies, exploring their role in identity formation, power structures, and the relationship between society and popular culture.

**CO4 (Application):** Apply sociological and cultural concepts to real-world scenarios, analyzing social behaviors, inclusion/exclusion dynamics, and the influence of popular culture on social change.

### Course Content

#### Unit I: Basic Concepts of Society and Culture

- a. Society: Definition, Features, and 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

## **Unit II: Intercultural Communication**

- a. The behavior of people in different social, cultural, and environmental issues
- 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

## **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 the 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 perspectives
- 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
- Discussion and Presentations
- Seminar
- Audio-Visual

## **Text Books**

1. Horton, Paul B; Hunt, Chester L. Sociology. McGraw-Hill. New York. 1980.
2. Klyukanov, I.G. Principles of Intercultural Communication. Taylor and Francis. 2020.
3. Brandt, Mark J; Rutjens, Bastiaan T. Belief System and Perception of Reality. Routledge. New York. 2019
4. Storey, John. An Introductory Guide to Cultural They and Popular Culture. The University of Georgia Press. Athens. 1993.
5. Williams, Raymond. Keywords. Fontana Press. London. 1983
6. Turner, B. S and Rojek, C. Society and Culture: Scarcity and Solidarity. Sage Publication. London. 2001.

## Recommended Readings

1. Chen, Guo-Ming. (2012). "The impact of new media on intercultural communication in global context." *China Media Research*, vol. 8, no. 2, 2012, pp. 1-10
2. Duke, Charles R. "Nonverbal Behavior and the Communication Process." *College Composition and Communication* 25, no. 5 (1974): 397–404
3. Burton, Eleanor Q. "Intercultural Communication." *Insight Turkey*, no. 7 (1997): 155–64.
4. Bennett, Milton J. (Eds.) *Basic Concepts of Intercultural Communication: Selected Readings*. Intercultural Press. London. 1998. (pp- 1-52; 173- 190).
5. Philip E. Converse (2006) *The nature of belief systems in mass publics* (1964), *Critical Review*, 18:1-3, 1-74. (Selected Sections).
6. Usó-Doménech, J.L., Nescolarde-Selva, J. What are Belief Systems?. *Found Sci* 21, 147–152 (2016)
7. Sartori, Giovanni. "Politics, Ideology, and Belief Systems." *The American Political Science Review* 63, no. 2 (1969): 398–411.
8. Kennedy, Emmet. "'Ideology' from Destutt De Tracy to Marx." *Journal of the History of Ideas* 40, no. 3 (1979): 353–68.
9. Frank, Jerome D. *Nature and Functions of Belief Systems Humanism and Transcendental Religion*. *American Psychologist*. (1997). pp. 555-559
10. Abelson, Robert P. "Differences Between Belief and Knowledge System". *Cognitive Science*. Vol. 3. (1979). pp. 355-366
11. Harmon, Gary L. "On the Nature and Functions of Popular Culture." *Studies in Popular Culture* 6 (1983): 3–15.
12. Harrington, C. Lee; Bielby, Denise. 'Constructing the Popular: Cultural Production and Consumption'. In Harrington, C. Lee; Bielby, Denise (Eds.). *Popular Culture: Production and consumption*. Wiley Blackwell. London, 2000.

\*Any other relevant material



## INTERDISCIPLINARY COURSE (IDC)

### Story of Science

**Nature of the Course:** IDC

**Semester:** First (I)

**Course Code:** BALA 109

**Credits:** 3 (L2 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objectives:

1. To introduce students to an interesting, imaginative and inspiring tour that covers the beautiful basics of science.
2. The course will be based on Natalie Angier's book "The Canon: A Whirligig Tour of the Beautiful Basics of Science" (2007), an entertaining and informative primer for non-scientists. The book has been described as "a joyride through the major scientific disciplines: physics, chemistry, biology, geology and astronomy."
3. The course will introduce essential science concepts in the above disciplines in a non-technical and easily understandable fashion.

### Course Outcomes:

1. Students with both science and non-science backgrounds will view and respect the vast importance and beauty of the basic sciences as a great human intellectual endeavour
2. Students will learn what entails the scientific enterprise and its fascinating aspects.
3. The course will be a beginning to start a dialogue on bridging the gap between the humanities and the sciences as lamented in C P Snow's reference to the "two cultures"

### Course Content

**Unit I:** Introduction: a review of the present scenario of science and science education in society and the attitudes and misconceptions. An essence of what science is and an overview of the practical and poetic reasons for everybody to familiarise with it.

**Unit II:** Probabilities: The basic concept of probabilities. Learning to think quantitatively. Basic concepts

**Unit III:** Calibration: numbers and scales in the real world. Measurements

**Unit IV:** Physics: What is the enterprise of physics? Matter and forces and laws. From subatomic particles to the Universe

**Unit V:** Chemistry: Molecules and reactions. Chemical bonds and materials. Real-life examples

**Unit VI:** Evolutionary Biology: The evolution and diversity of life forms. Darwinism. DNA-the molecule of life.

**Unit VII:** Molecular Biology: Cells, proteins, DNA, RNA. The genome. Pharmaceuticals

**Unit VIII:** Geology: The Earth and its evolution and composition. Plate tectonics and the geography of the earth

**Unit IX:** Astronomy. The Universe, planets, Stars, Galaxies and how we study them.

**Reference:**

"The Canon: A Whirligig Tour of the Beautiful Basics of Science" Natalie Angier , Faber & Faber.(2007), Offered by USBAS\*

## INTERDISCIPLINARY COURSE (IDC)

### Understanding Literary Criticism

**Nature of the Course:** Inter-Disciplinary Course

**Mode of Examination:** UES

**Semester:** First (I)

**Course ID:**

**Course Code:** BAENG 103

**Marks:** 100 (40+60)

**Credits:** 3 (L2 T1)

**Internal Evaluation:** 40

**External Evaluation:** 60

#### Course Objectives:

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

**Course Outcomes (COs):** After the completion of the program, students will able to

**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, Novel and major literary movements;

**CO3 (Analysis):** Will develop the capability to prepare himself/herself to carry out the analysis of literary texts.

**CO4 (Synthesis):** Will develop the capability to use the knowledge of literary studies while studying different courses of the program.

#### Course Content

**Unit I:** Poetic Forms; Diction; Figurative Language; Rhythm; Blank Verse; Free Verse; Poetic Devices - Personification; Metaphor; Simile; Paradox; Metonymy; Synecdoche Novel; Types of Novel; Story; Plot Construction; Characterization; Point of View; Types of Drama; Plot and Action; Characters; Soliloquy, Monologue and Aside; Dialogue; Stage Direction

**Unit II:** A brief introduction to basic approaches to studying literature – Sociological, Historical, Biographical criticism, and Psychological criticism

**Unit III:** Introduction to Classicism, Renaissance, Romanticism, Realism, Naturalism, Modernism

**Unit IV:** Assignments

**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.

## Works for Reference:

1. William Shakespeare: Sonnet 18
2. John Milton: "On His Twenty-Third Birthday"
3. William Wordsworth: "Upon Westminster Bridge"
4. P.B. Shelley: "England 1819", "Song to the Men of England"
5. Robert Bridges: "Nightingales"
6. Chekhov, Anton. "The Lament"
7. Joyce, James. "Eveline"
8. Munro, H.H. (Saki). "The Storyteller"
9. Hemingway, Ernest. The Old Man and the Sea
10. Sophocles: Oedipus Rex

## 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. Boulton, Marjorie. The Anatomy of the Literary Studies (Routledge Revivals). Taylor & Francis, 2014.
4. Boulton, Marjorie. The Anatomy of the Novel (Routledge Revivals). Taylor & Francis, 2014.
5. Boulton, Marjorie. The Anatomy of the Poetry (Routledge Revivals). Taylor & Francis, 2014.
6. Forster, E.M. Aspects of the Novel. Penguin, 1927.

## **SKILL ENHANCEMENT COURSE (SEC)**

### **History of Science and Technology in India (IKS)**

**Nature of the Course:** SEC

**Course Code:** BALA 111

**Semester:** First (I)

**Credits:** 3 (L2:T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

Understand the history of science and technology in India.

### **Course Outcomes**

**CO1 (Knowledge):** Trace the genealogy of scientific developments and technological advancements in India from the early years till the present.

**CO2 (Understanding):** Learn to critically assess claims of cultural superiority and the attribution of scientific discoveries to Ancient Indians.

**CO3 (Synthesis):** Study the impact of colonial ‘modernity’ on Indian society.

**CO4 (Application):** Critically assess post-independence India’s progress in the field of science till the end of the twentieth century.

### **Course Content**

#### **Unit I: Science and Technology in India up to c.1200 CE**

- a. Astronomy (Surya-Siddhanta, Aryabhatta, Varahamihira), Mathematics, Physics and Chemistry, Medicine (Ayurveda).
- b. Shilpa-shastra and Architecture.
- c. Agriculture, metallurgy, textile production, shipbuilding, armaments.
- d. Critical assessment of the attribution of scientific discoveries to Ancient Indians.

#### **Unit II: Science and Technology in India c.1200 CE to 1757 CE**

- a. Geometry, Trigonometry and Algebra, Graeco-Arabic Medicine (Unani-tibb), Astronomy, medicine.
- b. Architecture and horticulture.
- c. Agriculture (Canals and other irrigation systems), textile, arms-making, shipbuilding.

### Unit III: Science in Colonial India: 1757 CE to 1947 CE

- a. Surveys, scientific education, scientific societies, growth of scientific institutions in colonial India
- b. Indian response
- c. Assessing the impact of ‘colonial modernity’ on Indian society

### Unit IV: Post-Independence India

- a. 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 Defense Technology, TIFR and Department of Atomic Energy and Nuclear Energy, ISRO and Space Programme (satellite and communication Revolution)
- b. Digital India (IT Revolution and computerization of Indian Railways), C-DOT, and telecom advancement
- c. Assessing India’s scientific progress till the end of the twentieth century

### Pedagogy

- Classroom lectures/project work.
- Class debate on the myth and reality of scientific developments in pre-colonial India.
- Classroom assignment on the impact of modern science and technology (such as railways) on Indian society.

### Textbooks

1. Bose, D.M., S.N.Sen & B.V. Subbarayappa (eds.), A Concise History of Science in India, New Delhi: Indian National Science Academy, 1971.
2. Arnold, David, The New Cambridge History of India, III, Cambridge: Cambridge University Press, 2004.
3. Basham, A.L., The Wonder That was India, Vol. I, New Delhi: Rupa & Co., 1981.
4. Rizvi, S.A.A., The Wonder That was India, Vol. II, London: Sidgwick & Jackson, 1987.

### Recommended Readings

1. Sarkar, Suvobrata (ed.), History of Science, Technology, Environment and Medicine in India, London and New York: Routledge (Taylor & Francis), 2022.
2. Kumar, Deepak, Science and the Raj: A Study of British India, Oxford Scholarship Online, October 2012.
3. Rama Rao, P., ‘Science and Technology in Independent India: Retrospect and Prospect’, in Current Science, Vol. 74, No.5, 10 March, 1998, pp.418-432.
4. Khan, M.S., ‘Science and Technology in Early Medieval India’, in <https://dergipark.org.tr/tr/download/article-file/688183>.

5. Raina, Dhruv and Irfan S. Habib, *Domesticating Modern Science: A Social History of Science and Culture in Colonial India*, New Delhi, Tulika Books, 2004.
6. Muley, Gunakar, *Bhartiya Vigyan ki Kahani (Hindi)*, Rajkamal Prakashan, 2003.

## **SKILL ENHANCEMENT COURSE (SEC)**

### **Introduction to Indian Knowledge Systems**

**Nature of Course:** SEC

**Course Code:** BALA 113

**Semester:** First (I)

**Credits:** 3 (L2 T1)

**Mode of Examination:** UES

**Course ID:**

**Total Marks** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

The objective of the course is to introduce Indian Knowledge systems (IKS) to the students. The course aims to provide foundational information on IKS, the sources of IKS, and some of the scholarships that form IKS.

### **Course Outcome**

**CO1 (Knowledge):** The students will be introduced to Indian Knowledge Systems

**CO2 (Understanding):** The students will have an understanding of IKS, sources, and the various philosophical thoughts.

**CO3 (Synthesis):** The students will have a basic analytical understanding of the various scholarships in the fields of Vedic knowledge, mathematics, and statecraft.

**CO4 (Application):** The students will have analytical tools to understand the contemporary relevance of IKS.

### **Course Content**

#### **Unit I: Bhāratīya Jñāna Paramparā Vibhāga/ Indian Knowledge Systems**

- a. Knowledge transmission, Knowledge tradition and Practical utility
- b. Historical Context and Evolution

#### **Unit II: Philosophical Systems**

- a. Introduction to the Orthodox Schools- Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, Vedanta
- b. Heterodox Schools- Buddhism, Jainism, Charvaka



### **Unit III: Ancient Indian Scholarship**

- a. Vedic Scholars- Gārgī, Maitreyī
- b. Medicine- Charaka and Sushruta
- c. Mathematics and Astronomy- Bhāskarācārya, Bhaskara, Brahmagupta
- d. State and Statesmanship- Kautilya

### **Unit IV: Indic Knowledge in Contemporary Context**

- a. Relevance to modern science, philosophy, and global issues

### **Pedagogy**

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

### **Text Books:**

1. Basham, A.L. The Wonder That Was India. Delhi: Picador India, 2019.
2. Easwaran, Eknath. Essence of the Upanishads: A Key to Indian Spirituality. Delhi: Nilgiri Press, 2009.
3. Jha, Amit. Traditional Knowledge System in India. Delhi: Atlantic, 2024.
4. Mehta, J.M. Vedic Wisdom. New Delhi: V & S Publishers, 2011.

## SKILL ENHANCEMENT COURSE (SEC)

### Understanding Indian Society Through Cinema

**Nature of the Course:** SEC

**Semester:** First (I)

**Course Code:** BALA 115

**Credits:** 3 (L2 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 dynamic relationship between cinema and Indian society across different historical periods. Students will examine how films serve as social documents, distinguishing between parallel and mainstream cinema and analyzing their roles in reflecting and driving social change. Through an in-depth study of the Indian cinema industry's history, including Bollywood and regional cinema, learners will gain insights into its evolution and impact. Additionally, they will critically assess the portrayal of key social issues such as nationalism, identity, family norms, caste, class, gender, race, and the environment, identifying the evolving representations and their implications within Indian society.

### Course Outcome

After completing this course, students will be able to

**CO 1 (Knowledge):** Understand Indian cinema's historical development and its reflection of societal norms, focusing on Bollywood and regional industries.

**CO 2 (Understanding):** Analyze the socio-cultural context of Indian cinema, differentiating between parallel and mainstream cinema and their impact on societal changes.

**CO 3 (Synthesis):** Synthesize knowledge to critically evaluate Indian cinema's portrayal of social issues, examining the interplay between cinema and society.

**CO 4 (Application):** Apply understanding to interpret films, identifying societal dynamics and proposing solutions to depicted challenges.

## Course Content

### Unit I: Cinema and Society: Reciprocal Relations

- a. Films as Social Document
- b. Parallel vs Mainstream Cinema
- c. Cinema and Social Change
- d. Cinema Industry of India (Bollywood and Regional) and its History

### Unit II: Indian Society and Cinema: Independence to Liberalization

- a. Nationalism and Nation Building
- b. The transition from traditional to modern
- c. The 'Angry Young Man' Era
- d. The archetype of the 'Villain'

### Unit IV: Indian Society and Cinema: Post-Liberalization

- a. Changing family norms and values
- b. The Question of Identity and the Portrayal of Indian Diaspora
- c. Culture of Aspiration and Consumption
- d. The emergence of the 'Anti-Hero'

### Unit IV: Portrayal of Social Issues in Indian Cinema\*

- a. Caste
- b. Class
- c. Gender
- d. Race
- e. Environment

## Pedagogy

- Lectures
- Discussion and Presentations
- Seminar
- Audio-Visual

---

\* **Note:** This course is primarily meant to develop a sociological lens among the students by comparing and analyzing what they read in the classroom with the popular medium of cinema and films. The choice of theme-based films that students will watch and analyze will depend upon the course instructor.

## Text Book

1. Prasad, M. Madhava. *Ideology of the Hindi Film: A Historical Construction*. Oxford University Press. New Delhi. 2000
2. Ghosh, Tapan K. *Bollywood Baddies: Villains, Vamps and Henchmen in Hindi Cinema*. SAGE Publications. New Delhi. 2013
3. Juluri, Vamsee. *Bollywood Nation: India through its Cinema*. Penguin. London. 2013
4. Mehta, Rini Bhattacharya, and Rajeshwari V. Pandharipande, eds. *Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora*. Anthem Press, 2010.

## Recommended Readings

1. Ahmed, Akbar S. 1992. "Bombay Films: The Cinema as Metaphor for Indian Society and Politics". In *Modern Asian Studies* Vol. 26, No. 2. pp. 289-320
2. Young, Colin. "Film and Social Change". *The Journal of Aesthetic Education* Vol. 3, No. 3, Special Issue: Film, New Media, and Aesthetic Education (1969), pp. 21-27
3. Deshpande, Anirudh. "Indian Cinema and the Bourgeois Nation State". *Economic and Political Weekly* Vol. 42, No. 50 (2007), pp. 95-101, 103.
4. Datta, Sangeeta. "Globalisation and Representations of Women in Indian Cinema". *Social Scientist* Vol. 28, No. 3/4 (Mar. - Apr., 2000), pp. 71-82
5. Viridi, Jyotika. *The Cinematic ImagiNation [sic]: Indian Popular Films as Social History*. Rutgers University Press. London 2023.
6. Shafer, D. M., & Raney, A. A. (2012). Exploring how we enjoy antihero narratives. *Journal of Communication*, 62(6), 1028–1046

## SKILL ENHANCEMENT COURSE (SEC)

### Entrepreneurship Mindset

**Nature of the Course:** SEC

**Semester:** First (I)

**Course Code:** BALA 117

**Credits:** 3 (L2 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

1. To provide a fundamental for basic entrepreneurial skills and to acquaint them with the world of entrepreneurship and inspire them to set up and manage their businesses.
2. To acquaint 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 entrepreneurs.

### Course Outcome:

After completing this course, students will be able to

**CO1 (Knowledge):** Form strong foundations for basic entrepreneurial skills

**CO2 (Understanding):** Understand creativity and innovation for opportunity recognition.

**CO3: (Synthesis):** Learn about opportunity analysis and writing of business plans.

**CO4: (Application):** Students will be inspired by examples of successful entrepreneurs.

### Course Content

1. Introduction: The Entrepreneur, theories of Entrepreneurship; Characteristics of successful entrepreneurs, myths of entrepreneurship;
2. Entrepreneurial mindset-creativity (steps to generate creative ideas, developing creativity) and innovation (types of innovations)
3. Promotion of Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis, business plan- What is a business plan, parts of a business plan. Writing a Business plan.
4. Entrepreneurship Support: Entrepreneurial Development Programmes (EDP): EDP Role of government in organizing EDPs.
5. Institutions supporting small business enterprises: Central level, state level, other agencies, industry associations.

6. Practicals:
  - i. Presenting a business plan
  - ii. Project on Start-up India any other Government policy on entrepreneurship
7. Discussion on why Startup fails, the role of MSME, etc.  
Discussion on role of entrepreneur in economic growth  
Discussion on Technology part.
8. Case study discussion on successful Indian entrepreneurs.

**Pedagogy:**

- Lectures
- Discussions and Presentations
- Seminars

**Text Books:**

1. Entrepreneurship Development and Small Business Enterprise by Charantimath, Pears Education 8<sup>th</sup> Ed, 2014
2. Entrepreneurship: A Small Business Approach by Bamford CE, McGraw Hill Education, 1<sup>st</sup> 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,

## **ABILITY ENHANCEMENT COURSE (AEC)**

### **History of Indian Food**

**Nature of the Course:** AEC

**Course Code:** BALA 117

**Semester:** First (I)

**Credits:** 2

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

#### **Course Objective**

To understand changes in eating habits and the influence of caste and other cultural factors on Indian eating habits.

#### **Course Outcome**

**CO1 (Knowledge):** Identify the sources for food history; introduce students to the idea of the Neolithic ‘Revolution’ and the debates around it.

**CO2 (Understanding):** Understand the role of caste and other cultural factors on Indian eating habits.

**CO3 (Synthesis):** Analyse the idea of fluidity of culture and its evolution through interaction and exchange; for example, through the study of ‘Indian staples’ like potato and maize, which are recent arrivals from the New World.

**CO4 (Application):** Analyse the role of culture and environment in dietary restrictions (for example the consumption of fish by so-called ‘upper castes’ in Eastern India).

#### **Course Content**

##### **Unit-I: Pre-history and proto-history**

- a. Sources for food history– rock paintings, remains of bones.
- b. Neolithic revolution– domestication of animals and farming.
- c. Eating habits in the Harappan Civilization, tools and utensils used.

##### **Unit-II: ‘Vedic’ Period and dietary restrictions**

- a. Food grains in Vedic literature.
- b. Consumption of meat, the question of beef eating in Vedic culture.
- c. Consumption of alcohol and other intoxicants like soma.
- d. Caste restrictions on food consumption and inter-dining.
- e. Growth of vegetarianism.

##### **UNIT-III: The advent of Islam and change in eating patterns**

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. 58.51. Applicable from the Academic Session 2024-25 onwards.

- a. Introduction of food items from the New World – potato, maize, tobacco.
- b. Mughlai cuisine – Ni'matnama, Nushka-i-Shahjahani , and other cookbooks from the era.

#### **UNIT-IV: Impact of European rule**

- a. Portuguese influence on Indian cuisine with special reference to Goa.
- b. British rule and the spread of alcohol consumption.
- c. Breakfast staples – tea, omelet, and bread.

#### **Pedagogy**

- Classroom Lectures/ project work.
- Studying parts of primary sources to understand the idea of ‘dietary restrictions’ in South Asian culture.
- Classroom discussion on ‘common’ Indian diets and how many of these contain items introduced from the New World or elsewhere.
- Visit to traditional food spaces to understand the ideas that lie behind food.

#### **Textbooks**

1. Antani, Vishu and Santosh Mahapatra, ‘Evolution of Indian cuisine: a Socio-historical Review’, Journal of Ethnic Foods, Volume 9, Article Number 15, 2022.
2. Achaya, K.T., The Story of our Food, Hyderabad: Universities Press (India) Limited, 2003.
3. Jha, D.N., The Myth of the Holy Cow. New York, Verso, 2002.
4. Prakash, O., Food and Drinks in Ancient India: From Earliest Times to c.1200 AD, Delhi: Munshi Ram Manohar Lal, 1961.

#### **Recommended Readings**

1. Sengupta, Jayanta, ‘Nation on a Platter: The Culture and Politics of Food and Cuisine in Colonial Bengal’, (Modern Asian Studies, No. 44, 1, 2010).
2. Elias, Megan, ‘Summoning the Food Ghosts: Food History as Public History’, PH, 34,2, 2012
3. Roy, Utsa, Culinary Culture in Colonial India, Introduction, 2015.



## **ABILITY ENHANCEMENT COURSE (AEC)**

### **Legislative Management and Support**

**Nature of Course:** AEC  
**Course Code:** BALA 119  
**Semester:** First (I)  
**Credits:** 2

**Mode of Examination:** NUES  
**Course ID:**  
**Total Marks:** 100  
**Continuous Evaluation**

### **Course Objective**

The course objective is to provide students with foundational and analytical tools to understand the Legislative process in the country so that they can provide research and data support to different levels of legislative processes.

### **Course Outcome**

**CO1 (Knowledge):** The students will have analytical tools and the ability to acquire foundational skills to integrate into a legislative support team and actively participate in authentic legislative endeavors.

**CO2 (Understanding):** The students will have a basic understanding of the legislative process of India.

**CO3 (Synthesis):** After the end of the course, the students will be trained to provide research and data support to different levels of legislative processes.

**CO4 (Application):** The students will have the basic knowledge to grasp complex policy issues, draft new legislation, track and analyze ongoing bills, write speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations, and handle interoffice communications.

### **Course Content**

#### **Unit I: Different Tiers of Representatives of governance: Powers and functions**

- a. Members of Parliament
- b. State Legislative Assemblies
- c. Functionaries of Rural and Urban Local Self-government

#### **Unit II: Legislative Procedures**

- a. Framing of a Bill
- b. Amendments to a Bill
- c. Types and roles of different committees

### **Unit III: Reading Budget**

- a. Introduction of the Budget
- b. Types of Budgets
- c. Overview of Budget Process

### **Unit IV: Media, Communication, and Legislation**

- a. Types of media
- b. Media and communication

### **Pedagogy**

- Class lecture, Seminars, Workshops
- Discussions, Mock Scenarios
- Films and Documentaries
- Writing a sample speech on some legislative issues.
- Projects and Assignments

### **Text Books**

1. Austin, G. Working of a Democratic Constitution of India. New Delhi: Oxford University Press, 2004.
2. Basu, DD. Introduction to Indian Constitution. 26th edition. Delhi: LexisNexis, 2024.

## ABILITY ENHANCEMENT COURSE (AEC)

### Reading Folklore

**Nature of the Course:** AEC

**Semester:** Second (I)

**Course Code:** BALA 121

**Credits:** 2 (L1 T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### Course Objective

This course provides a comprehensive understanding of folklore, exploring its concepts, theories, and functions across diverse genres. It delves into Indian folklore, examining narrative, theatrical, and artistic traditions. The impact of digital technology on folklore, including digital culture, virtual communities, and memes, is also covered. Additionally, the course contrasts urban and rural folklore, exploring urban legends, street art, and conspiracy theories.

### Course Outcome

After completing this course, students will be able to

**CO1 (Knowledge):** Identify and describe the fundamental concepts, theories, and functions of folklore.

**CO2 (Understanding):** Analyze the various genres of folklore, particularly within the context of Indian traditions, and understand their cultural significance.

**CO3 (Synthesis):** Integrate knowledge of folklore with digital technology, recognizing how virtual communities and digital media influence contemporary folk expressions.

**CO4 (Application):** Apply the concepts of folklore to urban contexts, evaluating urban legends, street art, and conspiracy theories as modern forms of folklore.

### Course Content

#### Unit I: Introduction to Folklore

- a. Concept of Folk and Folklore
- b. Theories of Folklore
- c. Functions of Folklore
- d. Genres of Folklore

#### Unit II: Introduction to Indian Folklore and its Genres

- a. Indian Narrative and Sung Traditions
- b. Heritage of the Epics
- c. Indian Folk Theatre
- d. Indian Folk Painting Tradition

### **Unit III: Folklore and Digital Technology**

- a. Folklore and Digital Culture
- b. Folk Groups and Virtual Communities
- c. Memes as folklore

### **Unit IV: Folklore in Urban Context**

- a. Difference from rural folklore
- b. Urban Legends and Myths
- c. Street Art and Graffiti as Folklore
- d. Rumour and Conspiracy Theories

### **Pedagogy**

- Lectures
- Discussion and Presentation

### **Text Books**

1. Ben Amos, Dan. (Eds). Folklore Genres. University of Texas Press. Austin. 1976
2. Adams, Robert J. Introduction to Folklore. Best Books Publications. New York. 1975
3. Blank, Trevor J (Ed.). 2009. Folklore and the Internet: Vernacular Expression in a Digital World. Utah: Utah State University
4. Harding, Nick. Urban Legends. Pocket Essentials. 2005. Vermont

### **Recommended Readings**

1. Bascom, William R. "Four Functions of Folklore." *The Journal of American Folklore*, 67 (266) (1954): 333-349.
2. Lombardi-Satriani, Luigi. "Folklore as Culture of Contestation." *Journal of the Folklore Institute*, Vol. 11, No. 1/2, Special Issue: Folklore Studies in Italy (1974): 99-121.
3. Ben Amos, Dan, 1982: "Towards a Definition of Folklore" in *Folklore in Context*, New Delhi: South Asian Publishers.
4. Propp, Vladimir. 1984. *Theory and History of Folklore*. Translated by Ariadna Y. Martin and Richard P. Martin. Edited with Introduction and Notes by Anatoly Liberman, Minneapolis, University of Minnesota Press.
5. Unit-3 Indian Folklore: Forms, Patterns and Variations. IGNOU. <https://egyankosh.ac.in/bitstream/123456789/48230/1/Unit-3.pdf>
6. UNIT 4 THEORETICAL APPROACHES TO FOLKLORE: Patterns and Variations. IGNOU. <https://egyankosh.ac.in/bitstream/123456789/48229/1/Unit-4.pdf>
7. Laba, Martin. "Urban Folklore: A Behavioural Approach." *Western Folklore* 38, no. 3 (1979): 158–69
8. Simpson, Jacqueline. "Rationalized Motifs in Urban Legends." *Folklore* 92, no. 2 (1981): 203–7

### **SKILL ENHANCEMENT COURSE (SEC)\***

**Nature of the Course: Skill Enhancement Course**

**Course Title: Communication Skills**

**Course Code: USHSS**

**Credits: 3 (L2 T1)**

**Mode of Examination: UES**

**Hours: 45**

**Course ID:**

**Marks: 100 (40+60)**

**\*To be Offered by other USS**

### **ABILITY ENHANCEMENT COURSE (AEC)\***

**Nature of the Course: Ability Enhancement Course**

**Subject: Punjabi - I**

**Course Code:**

**Credits: 2 (L1 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course**

**Course Title: French - I**

**Course Code:**

**Credits: 2 (L1 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course**

**Course Title: Japanese - I**

**Course Code:**

**Credits: 2 (L1 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**\*To be offered by USHSS**

## VALUE ADDITION COURSE (VAC) Environmental Studies

**Nature of the Course:** VAC

**Semester:** First (I)

**Course Code:** VAC-I

**Credits-4 (L3, T1)**

**Mode of Examination:** UES

**Course ID:**

**Marks: 100 (60 + 40)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective:**

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

### **Course Outcomes:**

**CO1 (Knowledge):** The environmental Studies course will provide necessary information and knowledge about the various aspects of the environment, ecosystems, and related biodiversity.

**CO2 (Understanding):** Students will be able to learn and understand the availability and sustainable use of resources, environmental problems, and their short-term and long-term impacts on humans.

**CO 3 (Synthesis):** Students will be able to integrate different paradigms and issues related to the environment.

**CO4 (Application):** The course will help them learn about various social issues and the role of humans in conservation and protection.

### **Course Content**

#### **Unit I: Fundamentals:**

**(16 hours)**

- a. **The Multidisciplinary nature of environmental studies:** Definition, scope and importance, need for public awareness;
- b. **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
- c. **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)**

- a. **Energy Resources:** Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources-green fuel.
- b. **Water Resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems
- c. **Forest resources:** Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people, case studies
- d. **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources, case studies
- e. **Food resources:** World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies
- f. **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)**

- a. **Air Pollution:** Types of pollutants, source, effects, sink & control of primary pollutants– CO, NOX, HC, SO<sub>x</sub> and particulates, effect of pollutants on man & environment: photochemical smog, acid rain and global warming, CO<sub>2</sub> Sequestration.
- b. **Water Pollution:** Classification of Pollutants, their sources, waste water treatment (domestic and industrial).
- c. **Soil Pollution:** Composition of soil, classification and effects of solid pollutants and their control
- d. **Solid Waste Management:** Classification, waste treatment and disposal methods; composting, sanitary land filling, thermal processes, recycling and reuse methods.
- e. **Hazardous wastes -** Classification, radioactive, biomedical & chemical, treatment and disposal- Physical, chemical and biological processes.
- f. **Marine Pollution:** Causes, effects and control of marine pollution, coastal zone management
- g. **Thermal pollution:** Causes, effects and control of marine pollution, coastal zone management
- h. **Disaster Management:** Floods, earth quake, cyclone and landslides

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

- a. Water conservation- rain water harvesting, watershed management
- b. Environmental ethics; Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, case studies; wasteland reclamation
- c. Environmental Impact Assessment; Some important Environmental laws
- d. 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
- e. Role of government and non-government organizations in public awareness and environment improvement.

**Field work****Pedagogy**

- Lectures
- Discussion and Presentation

**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.

**Recommended Readings**

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.



## **OPEN ELECTIVE COURSE (OEC)**

### **Science and Practice of Happiness**

**Nature of the Course:** OEC

**Semester:** First (I)

**Course Code:**

**Credits-** 2(L1, T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### **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 everyday lives

**CO2 (Understanding):** Create an understanding of harmonizing human creativity with the challenges of modernity.

**CO3 (Synthesis):** Providing work-life balance.

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

### **Course Content**

#### **Unit I.: Understanding Emotions**

- a. The importance of different emotions
- b. Why stay happy
- c. Emotion contagion
- d. Introducing the different perspectives of happiness

#### **Unit II: Science of Happiness and Wellbeing**

- a. Understanding the neuroscience of happiness
- b. Brain behavior relationship in happiness
- c. Why do we need to measure happiness
- d. Role of technology
- e. Importance of empathy, gratitude, kindness
- f. Understanding employee happiness
- g. Designing a happy workplace
- h. Role of humour in workplace

#### **Unit III: Practice of Happiness**

- a. Introduction to different practices that help calm the mind and foster happiness
- b. Self-awareness
- c. Self-motivation

- d. Sharing examples, cases, and practices that have been implemented and which have yielded results in spreading happiness
- e. The emotional impact of a team leader on its members
- f. Sensitivity training
- g. Creativity Vs Routine
- h. Importance of Intuition
- i. Nurturing Relationship
- j. Importance of networking

#### **Unit IV.: Career, Life, and Happiness**

- a. Understanding the importance of a career and its limits
- b. Work-Life balance
- c. Achieving personal and professional success
- d. Engaging the sense to keep oneself and others happy
- e. Resilience in times of uncertainty and stress
- f. Nurturing skills, values, perception, and mindset for resilience

#### **Practical Exercise for Evaluation**

- Projects
- Workshop, Experiential Learning

#### **Text Books**

- 1- A Compass Towards Just and Harmonious Society: 2015. GNH Survey Report (2016). Centre for Bhutan Studies & GNH Report, Thimpu, Bhutan.
- 2- Happiness: Transforming the landscape. Center for Bhutan Studies & GNH, Thimpu, 2017.
- 3- Helliwell, J.F. Huang; Wang. S (2017). The Social Foundations of World Happiness. World Happiness Report. 2018.

#### **Reference Books**

- 1- Hanh, Thich Nhat. 2013. Love Letter to the Earth. Kindle Edition
- 2- Hanh, Thich Nhat. 2008. The Miracle of Mindfulness: The Classic Guide to Meditation. (Free Kindle)
- 3- Covey, Stefan F. 2004. Seven Effective Habits of Highly Effective People: Powerful Lessons in Personal Change. Free Press.

<b>Second Semester</b>							
Nature of the Course	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
<b>Theory</b>							
FC		BALAHIST102	Connected Histories: India and Asia (700 CE to 1700 CE)	UES	3	1	4
FC		BALAPOLS104	Introduction to Political Science	UES	3	1	4
FC		BALASOC106	Introduction to Sociology	UES	3	1	4
IDC (Choose Any One)		USLA BALA102 BALA 104 BALA106 BALA	Caves to Cinema Hall: Story of Indian Architecture <b>OR</b> The Idea of Power <b>OR</b> Social Interaction in Virtual Environment <b>OR</b> Understanding Films* <b>OR</b> IDC from other USS	UES	2	1	3
SEC (Choose Any One)		USLA BALA 108 BALA 110 BALA 112 USHSS BAENG110	History through Cinema <b>OR</b> Gender and Development <b>OR</b> Fashion and Society <b>OR</b> Writing Skills** <b>OR</b> Choice from other USS <b>OR</b> MOOCS	UES	2	1	3

<b>AEC (Choose Any One)</b>		<b>USLA</b>  BALA 114  BALA 116  BALA 118  <b>USHSS</b>  BAENG112	Temple Architecture <b>OR</b> Managing Election and Election Campaign <b>OR</b> Academic Research Writing  <b>OR</b>	NUES	1	1	2
		BAENG114 BAENG116 BAENG118 BAENG120 BAENG122	English Language and Grammar II <b>OR</b> Punjabi-II French-II German-II Japanese-II Spanish II <b>OR</b> MOOCS <b>OR</b> Choice from Other USS				
<b>VAC II Value and Ethics** *</b>	<b>Total</b>	BALA124	Value and Ethics	NUES****	3	1	4
					<b>17</b>	<b>7</b>	<b>24</b>

\*To be taught by the faculty of USHSS

\*\*To be borrowed from the USHSS/other USS

\*\*\*Compulsory Course

\*\*\*\* **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:**

1. Major discipline shall have a maximum of 35 percent 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 discipline shall be allocated to the student based on the merit of first-semester SGPA and choice of the student.
2. The USLA will publish the list of available MS/DSE/Optional courses that will be available in the semester before the beginning of the semester. A minimum of 5 students are required to opt for any IDC, SEC, or AEC.
3. The MS/DSE/Optional Courses will be interchanged every alternative semester and the
4. The SEC course titled Gender and Development is offered by the discipline of Political Science; History through Cinema is offered by the discipline of History; Fashion and Society is offered by Sociology.
5. The AEC paper on Temple Architecture is offered by the discipline of History, the AEC paper on Academic Research Writing is offered by the discipline of Sociology, the paper Managing Election and Election Campaign is offered by the discipline of Political Science

## **SECOND SEMESTER**

### **FOUNDATION COURSE (FC)**

#### **Connected Histories: India and Asia (700 CE to 1700 CE)**

**Nature of the Course: FC**

**Course Code: BALA HIST 102**

**Semester: Second (II)**

**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 show how history transcends modern-day borders.

### **Course Outcomes**

**CO1 (Knowledge):** Introduce students to India's linkages with various parts of Asia.

**CO2 (Understanding):** Understand the role of trade and commerce in expanding cultural ties.

**CO3 (Synthesis):** Analyse the spread of culture through court practices and culture, trade and commerce, and religion.

**CO4 (Application):** Study how migrant groups and ideas have become an integral part of the host societies over the ages— both in India and abroad.

### **Course Content**

#### **Unit I: Connected histories in the pre-colonial period**

- a. Early cultural linkages with Central and South East Asia – the spread of Buddhism and Hinduism.
- b. Sufism and intellectual Cultures: Khwarizmi, Ibn Sina, Khwaja Muinuddin Chishti.
- c. Migrants and their assimilation into Indian culture – Jats, Afghans, and others.

#### **Unit II: Trade linkages**

- a. India and the Silk Route.
- b. Rise of coastal cities and the Indian Ocean trade network.

#### **Unit III: Court Culture and Imperial Connections**

- a. The cosmopolitan world of the Mughal Court.
- b. Political connections: Mughals, Ottomans and Safavids.
- c. Migrants and their stories in Vijayanagar and the Deccan Sultanates.

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. 58.51. Applicable from the Academic Session 2024-25 onwards.

## Unit IV: The Coming of the Europeans and New Linkages

- a. The coming of the Europeans and new connections between South and South-East Asia.
- b. Migration, networks and commerce from the 16<sup>th</sup> to the 18<sup>th</sup> Centuries.

### Pedagogy

- Classroom lectures/ map and geography/ experiential learning/project work.
- Visit to various cultural centres to identify the linkages between India and the world, particularly in the case of Buddhism and Islam.
- Read travelers' accounts of India and discuss the varying depictions of India in class.

### Textbooks

1. Frederick, S., *The Genius of their Age: Ibn Sina, Biruni, and the Lost Enlightenment*, Oxford University Press, 2023.
2. Auer, Blain, and Ingo Strauch, *Encountering Buddhism and Islam in Premodern Central and South Asia*. Walter de Gruyter, 2019.
3. Kennedy, Hugh, *The Great Arab Conquests: How the Spread of Islam Changed the World We Live in*, Da Capo Press, 2008.
4. Balabanlilar, Lisa, *Imperial Identity in the Mughal Empire: Memory and Dynastic Politics in Early Modern South and Central Asia*. New York: I B Tauris, 2012.

### Recommended Readings

1. Dale, Stephen F., *The Muslim Empires of the Ottomans, Safavids, and Mughals*, Cambridge University Press, 2010.
2. Parthesius, Robert, *Dutch Ships in Tropical Waters: The Development of the Dutch East India Company (VOC) Shipping Network in Asia, 1595-1660*, (Chapter 4), Amsterdam University Press, 2010.
3. Harper, Tim and Sunil Amrith, *Sites of Asian Interaction: Ideas, Networks and Mobility*, (Chapters 1,3,5,6), Cambridge University Press, 2014.
4. Subrahmanyam, Sanjay, *Explorations in Connected History: From the Tagus to the Ganges*. Oxford University Press, 2005.
5. Alam, Muzaffar and Sanjay Subrahmanyam, *Indo-Persian Travels in the Age of Discoveries, 1400–1800*, Cambridge University Press, 2007.
6. Filipe, Luís, and F.R. Thomaz, "Iranian Diaspora and the Deccan Sultanates in India: A Study of Sixteenth Century Portuguese Sources", in *Studies in History*, Vol. 30. No. 1, 2013, pp. 1-42.

## **FOUNDATION COURSE (FC)**

### **Introduction to Political Science**

**Nature of the Course: FC**  
**Course Code: BALA 104**  
**Credits: 4 (L3:T1)**

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

### **Course Objective**

This course is designed as an introductory paper to understand Political Science with the different meanings of politics and how it is interpreted differently by people holding different ideological positions. Students will also learn about different Political concepts and the importance of such concepts to understand the complex social reality.

### **Course Outcome**

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

**CO2 (Understanding):** They will be able to answer why the state plays so much central role in the discourses on politics and also learn about different Ideologies.

**CO3 (Synthesis):** They will be able to make a distinction between state, Nation and Society.

**CO4 (Application):** They will come to know about different theories of democracy. Students would be able to answer the dynamics between media and Politics.

### **Course Content**

#### **Unit I: Introduction to Politics and Political Theory**

- a. Political theory, Political Science and Political Philosophy: Conceptual understanding
- b. Nature of Politics
- c. Approaches to the Study of Politics

#### **Unit II: Conceptualising Ideology and State**

- a. Ideology and Political Ideologies: Liberalism, Marxism and Feminism
- b. State, Society, and Nation
- c. Diverse perspectives on State (Organic, Social-Contract, Individualist, Welfare, Hindu Theory)

#### **Unit III: Political Concepts**

- a. Liberty
- b. Equality

- c. Justice

#### **Unit IV: Democracy, Media and Crisis of Politics**

- a. Democracy and its Contemporary theories
- b. Media and Politics
- c. Age of New-Politics

#### **Pedagogy**

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

#### **Text Books**

1. Bhargava, Rajeev, and Ashok Acharya. *Political Theory: An Introduction*. New Delhi: Pearson India, 2018.
2. Dryzek, John S., Bonnie Honig, and Anne Phillips. *The Oxford Handbook of Political Theory*. Oxford University Press, 2018.
3. Heywood, Andrew. *Politics*. New York: Red Globe Press, 2019.

#### **Recommended Readings**

1. Bellamy, Richard. "The Demise and Rise of Political Theory." In *Theories and Concepts of Politics*, Manchester University Press, 1993.
2. Chapman, J. "The Feminist Perspective." In *Theory and Methods in Political Science*, edited by D. Marsh and G. Stoker, London: Macmillan, 1995.
3. Held, David. *Political Theory and the Modern State*. CA: Stanford University Press, 2015.
4. Heywood, Andrew. *Political Ideas and Concepts: An Introduction*. New York: St. Martin's Press, 1994.
5. Heywood, Andrew. *Political Theory: An Introduction*. New York: Palgrave Macmillan, 2015.
6. Heywood, A. *Political Ideologies, An Introduction*. MacMillan, 1992.
7. Hoffman, John. *Introduction to Political Ideologies*. New Delhi: Pearson, 2010.
8. Kymlicka, Will. *Contemporary Political Philosophy: An Introduction*. Oxford: OUP, 2002.
9. Leopold, David, and Marc Stears. *Political Theory: Methods and Approaches*. OUP, 2008.
10. MacIntyre, Alasdair. "The Indispensability of Political Theory." In *The Nature of Political Theory*, edited by D. Miller and L. Siendentop, Oxford: Clarendon Press, 1983.



## **FOUNDATION COURSE (FC)**

### **Introduction to Sociology**

**Nature of the Course:** FC  
**Semester:** Second (II)  
**Course Code:** BALA106  
**Credits:** 4 (L3 T1)

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

### **Course Objective**

The objective of this course is to provide students with a foundational understanding of sociology by exploring its definition, nature, and scope. Students will learn about the rise and growth of sociology as a discipline, its scientific and humanistic orientations, and its relationship with other social sciences. The course will cover key sociological concepts such as society, culture, social structure, and social control, along with an in-depth examination of various social institutions and their interrelationships. Additionally, students will study the mechanisms of social stratification and mobility, including major theoretical perspectives and different forms of stratification.

### **Course Outcome**

After completing this course students will be able to

**CO1 (Knowledge):** Demonstrate a comprehensive knowledge of the foundational concepts, theories, and historical development of sociology, as well as its relationship with other social sciences.

**CO2 (Understanding):** Understand and explain key sociological concepts such as society, culture, social structure, social institutions, social stratification, and social mobility, along with the major theories that explain these phenomena.

**CO3 (Synthesis):** Synthesize and critically analyze the complex interrelationships between various social institutions and structures, applying theoretical perspectives to contemporary social issues and phenomena.

**CO4 (Application):** Apply sociological theories and concepts to analyze real-world social structures and issues, using sociological imagination to evaluate the influence of societal factors on individual behavior and societal outcomes.

### **Course Content**

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. 58.51. Applicable from the Academic Session 2024-25 onwards.

### **Unit I: Definition, Nature, and Scope of Sociology**

- a. Rise and Growth of Sociology as a Discipline
- b. Sociology and Common Sense, Sociology as a Science, Humanistic Orientation
- c. Relationship with other Social Sciences (History, Political Science, Economics, Psychology, Anthropology)
- d. Sociological Imagination: Individual and Society

### **Unit II: Basic Concepts**

- a. Society, Culture and Civilization
- b. Social Structure: Meaning and Definition
- c. Community and Association
- d. Groups – Primary and Secondary
- e. Status and Role
- f. Social Control

### **Unit III: Social Institutions**

- a. Concept of Social Institution
- b. Types of Social Institutions: Family, Marriage, Kinship, Religion, Education, Politics/State, Law, and Economy
- c. Relationship between Social Institutions

### **Unit IV: Social Stratification and Social Mobility**

- a. Meaning, Definition, features and forms of social stratification
- b. Social Distance: Concept
- c. Theories of Social Stratification (Marxist, Weberian, and Functional)
- d. Forms and Type of Social Stratification (Open, Closed; Caste, Class, Gender, Race, Ethnicity, Race)
- e. Concept of Social Mobility: Types and Factors

### **Pedagogy**

- Lectures
- Discussion and Presentations
- Audio-Visual

### **Text Books**

1. Tumin, Melvin M. *Social Stratification: The Forms and Functions of Inequality*. Prentice-Hall. 1985
2. Dipankar Gupta (Eds). *Social Stratification*. Oxford University Press. New York.2007
3. Panunzio, Constantine. *Major Social Institutions*. Macmillan Company. New York.1939
4. Turner, Johnathan. *Human Institutions A Theory of Societal Evolution*. Rowman & Littlefield Publishers. New York. 2003.
5. Horton, Paul B; Hunt, Chester L. *Sociology*. McGraw-Hill. New York. 1980.

### **Recommended Readings**

1. Wendy Bottero; Kenneth Prandy. "Social interaction distance and stratification". *British Journal of Sociology*. Vol. 54, Issue. 2. (2003). pp. 177–197.
2. Judge, Paramjit S. *Foundations of Classical Sociological Theory: Functionalism, Conflict and Action*. Pearson. Delhi. 2012. (Chapters: 1, 2, and 3).
3. Turner, Jonathan H, *Theoretical Sociology 1830 to the Present*. Sage. London. 2013. (Chapters: 1, 2 and 3).
4. Beteille, Andre. "Sociology and Common Sense." *Economic and Political Weekly* 31, no. 35/37 (1996): 2361–65.
5. Mokrzycki, Edmund. "Two Concepts of Humanistic Sociology." *The Polish Sociological Bulletin*, no. 20 (1969): 32–47.
6. Plummer, Kenneth. *Sociology: The Basics*. Routledge. New York. 2010. (Chapters 5 and 8)
7. Giddens, Anthony. *Introduction to Sociology*. Norton Co. New York. 2014 (Chapters; 1, 3, 6, and 8)
8. Weber M (1946). "Class, Status, Party". In H. H. Girth, C. Wright Mills (eds.). *From Max Weber: Essays in Sociology*. New York: Oxford University. pp. 180–95
9. Wrong, Dennis H. "The Functional Theory of Stratification: Some Neglected Considerations." *American Sociological Review* 24, no. 6 (1959): 772–82
10. Unit 4, *Functionalist Theory of Stratification*. IGNOU Reading Material.
11. Sharma, Kanhaiya Lal. *Social Stratification and Mobility*. South Asia Books. New Delhi. 1994.
12. Levine, Rhonda F. (Eds.) *Social Class and Stratification: Classic Statements and Theoretical Debates*. Rowman & Littlefield. New York. 2006. (Chapters; 1, 2, and 5).

## **INTERDISCIPLINARY COURSE (IDC)**

### **Caves to Cinema Halls: Story of Indian Architecture**

**Nature of the Course: IDC**

**Course Code: BALA 102**

**Semester: Second (II)**

**Credits: 3 (L2:T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

The course would focus on the techniques and practices of architectural style from ancient times to the present.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the important role played by visuals and aesthetics in developing 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):** The course will briefly focus on the issues of power, class, and vision in architectural styles.

### **Course Content**

#### **Unit I: History and Theory of Art and Architecture**

- a. Theories of architecture: Ruskin and E.H. Gombrich.
- b. Historiography: Fergusson, Coomaraswamy, Partha Mitter, Senthil Babu.
- c. World architecture: an overview; case studies.

#### **Unit II: Art through Ages**

- a. Stone sculptures.
- b. Frescoes and paintings.
- c. People's art.

### **Unit III: Architecture through the ages**

- a. Sacred architecture – a few case studies.
- b. Imperial architecture.
- c. Everyday architecture.

### **Unit IV: Art through Cinema and Digital Platforms**

- a. Understanding architecture through cinema.
- b. Modern and smart cities.
- c. Secular architecture.

### **Pedagogy**

- Lectures and Discussions
- Case Studies: Bhimbetka Rock Art and others
- Visits to Art Galleries and museums.
- Tie-up with INTACH, Al-Kazi Foundation, Agha Khan Trust.

### **Textbooks**

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, Munshilal Manoharlal 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.

### **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. Tillotson, G.H.R. Paradigms of Indian Architecture: Space and Time in Representation and Design, Routledge, NY, 1997.
9. Asher, Catherine, (ed.). Perceptions of India's Visual Past, AIIS, Delhi, 1994.

10. Koch, Ebba. *Mughal Art and Imperial Ideology*, New Delhi, Oxford University Press, 2001.

## **INTERDISCIPLINARY COURSE (IDC)**

### **The Idea of Power**

**Nature of the Course: IDC**

**Course Code: BALA 104**

**Credits: 3 (L2 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

The course would help Students to understand the concept of Power in a very intricate manner moving beyond the general Understanding. The focus will be on how different thinkers have understood power. Students will also understand how people and groups respond.

### **Course Outcome**

**CO1 (Knowledge):** Analyse various conceptualizations of power.

**CO2 (Understanding):** Comprehend how mechanisms of power function, extending beyond traditional interpretations.

**CO3 (Synthesis):** Examine the intersectionality of power with the present state systems and institutions.

**CO4 (Application):** How power affects everyday lives, social groups, communities, and individuals.

### **Course Content**

#### **Unit I: Different Thinkers on the Idea of Power**

- a. Concept of Power
- b. George Orwell: Reading Power in Animal Farm
- c. Thomas Hobbes: Leviathan
- d. Michel Foucault: Power/Knowledge
- e. Giorgio Agamben: State of Exception

#### **Unit II: Power and Resistance**

- a. Gender
- b. Caste
- c. Race
- d. Disability

### Unit III: Politics and Power

- a. Political Power: Authority, Legitimacy, Sovereignty
- b. Power and Capabilities: Dynamics of Power in relation to other states
- c. Three Dimensions of Power
- d. Coercive Power and Hegemony

### Unit IV: Power and Change

- a. Change through power
- b. How the powerless bring about change
- c. Power and Leadership

### Pedagogy

- Lecture
- Class discussions/Interactions
- Films/Documentaries
- Games play to understand the way power works

### Text Books

1. Bhargava, Rajeev, and Ashok Acharya, eds. *Political Theory: An Introduction*. New Delhi: Pearson Longman, 2008.
2. John, Mary E. "Women in Power? Gender, Caste and the Politics of Local Urban Governance." *Economic and Political Weekly* 42, no. 39 (September 29-October 5, 2007), pp. 3986-3993.
3. Kannabiran, Vasanth, and Kalpana Kannabiran. "Caste and Gender: Understanding Dynamics of Power and Violence." *Economic and Political Weekly* 26, no. 37 (September 14, 1991), pp. 2130-2133.
4. Mehrotra, Nilika. "Disability Rights Movements in India: Politics and Practice." *Economic and Political Weekly* 46, no. 6 (February 5-11, 2011), pp. 65-72

### Recommended Readings

1. Agamben, Giorgio. *State of Exception*. Chicago: University of Chicago Press, 2005.
2. Beteille, Andre. *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. 3rd ed. New Delhi: Oxford University Press, 2012.
3. Bourdieu, Pierre. "The Forms of Capital." In *Handbook of Theory and Research for the Sociology of Education*, edited by J. G. Richardson, 241-258. New York: Greenwood Press, 1986.
4. Bourdieu, Pierre. *Language and Symbolic Power*. Translated by Gino Raymond. Cambridge: Polity, 1991.



5. Fanon, Frantz. *Black Skin, White Masks*. New York: Perseus Books Group, 2008.
6. Goodley, Dan. "Dis/entangling Critical Disability Studies." In *Culture-Theory-Disability: Encounters between Disability Studies and Cultural Studies*, edited by Anne Waldschmidt, Hanjo Berressem, and Moritz Ingwersen, 81-98. Bielefeld: Transcript Verlag, 2017.
7. Gramsci, Antonio. *Prison Notebooks*. New York: Columbia University Press, 1992.
8. Lukes, Steven. *Power: A Radical View*. 2nd ed. London: Palgrave Macmillan, 2004.
9. Russell, Bertrand. *Power: A New Social Analysis*. London: Allen & Unwin, 1938.
10. Said, Edward. *Orientalism*. New York: Vintage, 1979.
11. Shirky, Clay. "The Political Power of Social Media: Technology, the Public Sphere, and Political Change." *Foreign Affairs* 90, no. 1 (January/February 2011), pp. 28-41.
12. Wilkerson, Isabel. *Caste: The Origins of Our Discontents*. New York: Random House, 2020.

## **INTERDISCIPLINARY COURSE (IDC)** **Social Interactions in Virtual Environment**

**Nature of the Course: IDC**

**Semester: Second (II)**

**Course Code: BALA 106**

**Credits: 3 (L2 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objectives**

The course aims to provide an in-depth understanding of social interactions across both physical and virtual environments. Students will explore foundational concepts and definitions, the various types and components of social interactions, and the contexts in which these interactions occur. By examining the empirical studies of social interaction, the course will highlight its significance in social development and well-being. Additionally, the course will delve into symbolic interactionism through the works of George Herbert Mead, Erving Goffman, and Herbert Blumer, and assess the impact of social interactions on the human mind and individual behavior. The exploration extends to virtual worlds, where concepts such as virtual reality, immersive experiences, and the role of virtual humans in shaping social experiences will be critically analyzed.

### **Course Outcome**

After completing this course students will be able to

**CO1 (Knowledge):** Students will gain a comprehensive understanding of the fundamental concepts, definitions, and types of social interactions, both in physical and virtual environments.

**CO2 (Understanding):** Students will develop a deeper understanding of how social interactions influence social development and well-being. They will be able to differentiate between social interactions in the physical world and those in virtual environments, understanding the unique contexts and components that define each.

**CO3 (Synthesis):** Students will be able to integrate and synthesize knowledge from empirical studies and theoretical frameworks to evaluate the impact of social interactions on individual behavior and cognition.

**CO4 (Application):** Students will apply their acquired knowledge and understanding to practical scenarios, such as enhancing interaction skills within virtual environments and using virtual techniques to study human behavior and cognition.

## Course Content

### Unit I: Social Interaction: Unboxing the Concepts

- a. Concept and definition; its types and components; contexts of interactions
- b. Empirical study of social interaction; social interaction, social development, and social well-being
- c. Symbolic interactionism –George Herbert Mead, Erving Goffman, and Herbert Blumer
- d. Impact of social interaction on the human mind and individual behavior

### Unit II: Virtual world

- a. Virtual reality – Concepts of immersion, presence and social presence.
- b. Virtual techniques and social implications; advantages and disadvantages of VT
- c. Immersive virtual reality- social experiences of IVR; used in studying human behavior and cognition

### Unit III: Virtual Environment (VE)

- a. Concept; Comparison of VE with physical environment
- b. Software testing, server consolidation, and application isolation in VE; Social experiences in VE
- c. Interplay between social systems and technology in the network world
- d. Virtual humans (VH)- avatars and agents; comparison between the two

### Unit IV: Social interactions within the virtual world (VW)

- a. Human behavior and relationship formation in virtual spaces; Fundamental processes underlying social interactions
- b. Social norms governing human interactions in the real world and in VW- similarities and differences
- c. Factor affecting Social interaction between VH within IVR; effectiveness of VE in improving interaction skills
- d. Social interactions in gaming, virtual pilgrimages

### Pedagogy

- Lectures
- Discussions and presentations
- Project Work

### Textbooks:

1. Narula, Herman. 2023. Virtual Society: The Metaverse and the New Frontiers of Human Experiences. Penguin Books, Limited
2. Hohstadt, Thomas. 2013. The Age of Virtual Reality. Lulu.com

3. Crang, Mike, Phil Crang, Jon May. 1999. *Virtual Geographies: Bodies, Space and Relations*. London, Routledge
4. Jerald, Jason, 2015. *The VR Book: Human–Centred Design for Virtual Reality*. Association for Computing Machinery and Morgan and Claypool.

## Recommended Readings

1. Bailenson, Jeremy. 2018. *Experience on Demand: What Virtual Reality is, How it Works and What it can Do*. W. W. Norton and Company
2. Jones, Phil and Tess Osborne, 2022. *Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities*. Bristol University Press
3. Johnson, Steven. 1997. *Interface Culture: How New Technology Transforms the Way We Create and Communicate*. New York: Basic Books
4. Shayo, Conard et al. 2007. *The Virtual Society: Its Driving Forces, Arrangements, Practices and Implications*. In Jayne Gackenbach (ed) *Psychology and the Internet: Intrapersonal, Interpersonal and Transpersonal Implications*. Pp 187-219. DOI:[10.1016/B978-012369425-6/50027-8](https://doi.org/10.1016/B978-012369425-6/50027-8)
5. Schroeder, Ralph, 1996. *Cyberculture, Cyborg Post- Moderism and the Sociology of Virtual Reality Technologies: Surfing the Soul in the Information Age*. *Futures*. 26 (5): 519-528. <https://cuttlefish.org/seanclark2020/uploads/schroeder-sociology-of-virtual-reality.pdf>
6. Schroeder, R. 1997. *Networked Worlds: Social Aspects of Multi- User Virtual Reality Technology*. *Sociological Research Online*. 2 (4) Pp 89-99. <https://doi.org/10.5153/sro.291>
7. Opperman, Daniel. 2022. *Virtual Reality in the social Sciences*. <https://www.danieloppermann.com/virtual-reality-in-the-social-sciences/>
8. Bradley, Omar. 2021. *Virtual Worlds: Social Interactions Among Online Gamers Through Voice Chat*. LSU Doctoral dissertations. [https://repository.lsu.edu/gradschool\\_dissertations/5538/](https://repository.lsu.edu/gradschool_dissertations/5538/)
9. Lakkaraju, Kiran, Gita Suthankar, Rolf T. Wigand. 2018. *Social Interactions in Virtual World: An Interdisciplinary Perspective*. Cambridge University Press.
10. Mantymaki, Matti and Kai Riemer 2014. *Digital Natives in Social Virtual Worlds: A Multi-Methods Study of Gratifications and Social Influences in Habbo Hotel*. *International Journal of Information Management*. 34 (2): 210-220. <https://www.sciencedirect.com/science/article/pii/S0268401213001679>
11. Bujic, Mila et al. 2022. *Playing with Embodies Social Interaction: A thematic Review of Experiments on Social Aspects in Gameful Virtual World*. *Interaction with Computers*. 33 (6): 583-595. <https://doi.org/10.1093/iwc/iwac012>
12. Kyriltsias and Despina Michael Grigoriou. 2022. *Social Interaction with Agents and Avatars in Immersive Virtual Environments: A Survey*. *Frontiers in Virtual Reality*. <https://www.frontiersin.org/journal/article/10.3389/fvrt.2022.912341>

## INTERDISCIPLINARY COURSE (IDC)

### Understanding Films

**Nature of the Course: IDC**

**Semester: Second (II)**

**Course Code: BALA**

**Credits: 3 (L2 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 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 aspects.

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: Introduction:** 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 Godfather*

Sergio Leone: *The Good, the Bad and the Ugly*

**Unit III:** Raj Kapoor: *Awara*

Guru Dutt: *Pyaasa*

Sayyajit Ray: *Pathar Panjali*

Kundan Shah: *Jaane Bhi Do Yaaro*

**Unit-IV: Review Writing**

#### **Suggested Films:**

Charlie Chaplin: *The Great Dictator*

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. 58.51. Applicable from the Academic Session 2024-25 onwards.

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 Dictionary 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

## **SKILL ENHANCEMENT COURSE (SEC)**

### **History through Cinema**

**Nature of the Course: SEC**

**Course Code: BALA 108**

**Semester: Second (II)**

**Credits: 3 (L2:T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

This course seeks to understand several themes in history through cinema. Films are documents of their times and as such they reflect the social history of their times. They also create differing conceptions and experiential understanding of the past, sometimes at odds with academic history writing. Using an interdisciplinary approach incorporating history writing, film criticism, film theory, cultural theory and social sciences, this course seeks to understand the myriad ways we make sense of history.

### **Course Outcome**

**CO1 (Knowledge):** Learn how cinema and history are both different ways of representations of the past, and how films and writing approach same questions (social questions, representation) in different ways.

**CO2 (Understanding):** Understand how cinema can be seen as starting point of inquiring about past; and how cinema and history both complement each other in recovering certain events or everyday life.

**CO2 (Synthesis):** Understand how cinema acts as an archive of the past: the moment of films' creation, their audience, and the history of their reception is part of social history

**CO3 (Application):** Conceptualize, analyze, and write about cinema from different contexts.

### **Course Content**

#### **Unit I: Modernism/Capitalism**

The interwar period was, apart from other things, the time of modernism. Formal experiments in film-making came along at the same time as momentous shifts in capitalism and political-social crisis. This unit focuses on this period of crisis via these four major films:

- a. The Metropolis (1927, dir. Fritz Lang)
- b. Un Chien Andalou (1929, dir. Luis Buñuel)
- c. Modern Times (1936, dir. Charlie Chaplin)
- d. La Grande Illusion (1937, dir. Jean Renoir)

## Unit II: Films of Resistance: Liberation/Decolonisation

This unit seeks to understand the stories of liberation or decolonization in different parts of the world. Decolonisation did not take place in a single moment; hence it is important to underline several different experiences.

- a. Battle of Algiers (1966, dir. Gillo Pontecorvo)
- b. Memories of Underdevelopment (1968, dir. Tomás Gutiérrez Alea)
- c. Malcolm X (1992, dir. Spike Lee)
- d. Saat Hindustani (1969, dir. Khwaja Ahmad Abbas)
- e. Land and Freedom (1995, dir. Ken Loach)

## Unit III: Holocaust/Fascism

This unit is concerned with cinematic depictions of the Holocaust or the experience of Fascism. In this case, cinema acts a visual memory of violence whose scale cannot be overstated.

- a. Rome, Open City (1945, dir. Roberto Rossellini)
- b. Night and Fog (1955, dir. Alain Resnais)
- c. Life is Beautiful (1997, dir. Robert Benigni)
- d. The Conformist (1970, dir. Bernardo Bertolucci)

## Unit IV: Everyday Life

Films offer a wonderful medium to document everydayness, which is also the objective of social history. This unit addresses films which address this theme:

- a. Bicycle Thieves (1948, dir. Vittorio De Sica)
- b. La Haine (1995, dir. Mathieu Kassovitz)
- c. Children of Heaven (1997, dir. Majid Majidi)
- d. Where Do We Go Now (2011, dir. Nadine Labaki)
- e. Do Aankhen Barah Haath (1957, dir. V. Shantaram)

## Pedagogy

- Classes of 3-hour period would be solicited for this paper.
- Note taking, discussion after the screening of the movies.
- Thorough analysis of the movies, with differing interpretations, followed by social history of the context and subject matters.

## Textbooks

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. 58.51. Applicable from the Academic Session 2024-25 onwards.



1. Nowell-Smith, G., *The History of Cinema: A Very Short Introduction*, Oxford University Press, 2017.
2. Ferro, M, *Cinema and History*, Wayne State University Press, 1988.
3. Rosenstone, R. A. (eds.), *Revisioning history: Film and the Construction of a New Past*, Princeton University Press, 2020.
4. Maltby, R, *New Cinema Histories*, *Explorations in New Cinema History: Approaches and case studies*, 3-40, 2011.

### **Recommended Readings**

1. Kerner, A., *Film and the Holocaust: New perspectives on Dramas, Documentaries, and Experimental Films*, A&C Black, 2011.
2. Leavitt IV, C. L., *Italian Neorealism: A Cultural History*, University of Toronto Press, 2020.
3. Jameson, F., *Signatures of the Visible*, Routledge, 2013.
4. Klein, S. W., & M. V. Moses (eds.), *A Modernist Cinema: Film Art from 1914 to 1941*, Oxford University Press, 2021.
5. Andrew, Dudley, *What is Cinema? Vol. 1 and 2*, University of California Press, 2004.
6. Hayward, S., *Cinema Studies: The Key Concepts*, Routledge, 2006.

**SKILL ENHANCEMENT COURSE (SEC)**  
**Gender and Development (SEC)**

**Nature of Course: SEC**  
**Course Code: BALA 110**  
**Semester: Second (II)**  
**Credits: 3**

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

### **Course Objective**

The primary objective of the course is to provide the basic conceptual and analytical tools to the students to understand the different dynamics of the interaction of gender and development in India. The course explores the interactions of gender with other social categories like caste, ability, and sexuality in various developmental policies in Indian democracy. The course will specifically look at gender and development in the context of education, health, and economic policies in India.

### **Course Outcome**

**CO1 (Knowledge):** The student will have a foundational understanding of the concept of gender and development and various developmental policies in Indian democracy.

**CO2 (Understanding):** The student will have a basic understanding of the different developmental policies in India.

**CO3 (Synthesis):** The student can understand the intersection of gender with different social categories like caste, ability, and sexuality in the context of development in Indian democracy.

**CO4 (Application):** The student can evaluate the impact of development policies and interventions on gender equality and empowerment.

### **Course Content**

#### **Unit I: Introduction to Gender and Development**

- a. Gender and Development: Definitions and Concepts
- b. Millennium Development Goals and Gender

#### **Unit II: Gender and Health in India**

- a. Reproductive Rights and Maternal Health-Janani Suraksha Yojana
- b. Accessibility to Health Care- Transgender Persons Protection of Rights Act

### Unit III: Gender and Economic Policy

- a. Women's Unpaid Labour and Informal Economies
- b. Grameen Bank, SHGs

### Unit IV: Gender and Violence

- a. Gender-Based-Violence and Violence Against Women
- b. Acts, Legislations and Statutory Bodies
- c. Appraisal of Safety and Security Schemes like Mission Sakti: Evaluation

### Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Field Visit

### Text Books

1. Agnes, Flavia. Law and Gender Inequality: The Politics of Women's Rights in India. Oxford: Oxford University Press, 2001.
2. Bhatt, Ela R. We Are Poor but So Many: The Story of Self-Employed Women in India. New Delhi: Oxford University Press, 2005.
3. Menon, Nivedita, ed. Gender and Politics in India. New Delhi: Oxford University Press, 1999.

### Recommended Readings

1. India introduces economic reforms to improve women's access to markets and financial assets, Available at: <https://www.cfr.org/womens-participation-in-global-economy/case-studies/india/>
2. National Health Policy (2017)
3. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, <https://dse.education.gov.in/rte>
4. Where Do the Victims of Gender- Based Violence go?Based Violence go? A Needs Analysis for Women’s Safety Schemes in IndiaA Needs Analysis for Women’s Safety Schemes in India Available At: <https://cprindia.org/wp-content/uploads/2023/03/A-Needs-Analysis-for-Womens-Safety-Schemes-in-India.pdf>
5. National Commission for Women (NCW) Reports
6. The World Bank - India: Policy Research Working Papers on Gender (Different Years).

## SKILL ENHANCEMENT COURSE (SEC)

### Fashion and Society

**Nature of the Course:** SEC

**Semester:** Second (II)

**Course Code:** BALA112

**Credits:** 3 (L2 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 comprehensive understanding of the multifaceted relationship between fashion and society. Students will explore the concept and definition of fashion, trace its evolution through historical eras, and examine key fashion movements and their cultural significance. By engaging with theoretical perspectives from notable scholars and analyzing the social dimensions of fashion, learners will gain insights into the industry's impact on personal identity, gender norms, social class, and cultural diversity. Additionally, the course will delve into the role of traditional and digital media in fashion dissemination, the influence of globalization, and the emerging trends in technological fashion.

### Course Outcome

After completing this course, students will be able to

**CO1 (Knowledge):** Students will gain a foundational understanding of the concept of fashion, including its definition and historical evolution, enabling them to identify and describe key fashion movements and their cultural significance.

**CO2 (Understanding):** Students will develop an understanding of the theoretical perspectives on fashion, and will be able to explain the social dimensions of fashion, including conformity, deviance, and the role of subcultures.

**CO3 (Synthesis):** Students will integrate knowledge of fashion's impact on identity, gender norms, social class, race, and ethnicity, synthesizing these elements to analyze how fashion reflects and shapes social structures and cultural identities.

**CO4 (Application):** Students will apply their knowledge by critically examining the role of media and technology in the fashion industry, assessing the impact of globalization, and exploring the influence of digital media and wearable technology on contemporary fashion trends.

## Course Content

### Unit I: Unboxing the Concepts: Introduction to Fashion and Society

- a. What is Fashion? Concept and Definition
- b. Fashion through historical eras
- c. Key Fashion movements and their cultural significance
- d. Overview of Fashion Industry: Designers, Brands and Retailers

### Unit II: Fashion: Theoretical Perspectives and Social Dimensions

- a. Theories of Fashion: George Simmel, Thorstein Veblen, Pierre Bourdieu
- b. Fashion: Social Conformity and Deviance
- c. Fashion and Subcultures: Creating and maintaining group identities
- d. Fashion Industry and Labour

### Unit III: Fashion, Identity, and Social Structures

- a. Fashion and Personal Identity
- b. Fashion and Gender Norms: Impact of Feminism and LGBTQ+ movements on Fashion
- c. Fashion and Social Class
- d. Race, Ethnicity, and Fashion

### Unit IV: Fashion, Media and Technology

- a. Globalization and Fashion: Cross-cultural exchanges
- b. Fashion and Traditional Media: Role of Fashion Magazine, television, and advertisement in Dissemination
- c. Digital Media and Fashion: Impact of social media on fashion dissemination. Rise of Fashion Influencers
- d. Technological Fashion: Wearable Tech and Gadgets

## Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Films/Videos/Documentaries

## Text Books

1. Simmel, Georg. *On Individuality and Social Forms: Selected Writings*. Edited and with an introduction by Donald N. Levine. Chicago: University of Chicago Press, 1971.
2. Bandoni, Wendy K. *Social Media and Fashion: Influence, Impact and Innovation*. London: Bloomsbury Publishing, 2017.
3. Barnard, Malcolm. *Fashion as Communication*. 2nd ed. Routledge, 2002.
4. Veblen, Thorstein. *The Theory of the Leisure Class: An Economic Study of Institutions*. New York: Macmillan, 1899.

## Recommended Readings

1. Entwistle, Joanne. *The Fashioned Body: Fashion, Dress, and Modern Social Theory*. Polity, 2015.
2. Kaiser, Susan B., and Barbara L. Anderson. "Fashion, Identity, and Social Action." *Sociological Quarterly* 40, no. 2 (1999): 435-55.
3. Davis, Fred. *Fashion, Culture, and Identity*. University of Chicago Press, 1992.
4. Breward, Christopher. *The Culture of Fashion: A New History of Fashionable Dress*. Manchester University Press, 2003.
5. Wilson, Elizabeth. *Adorned in Dreams: Fashion and Modernity*. I.B. Tauris, 2013.
6. Entwistle, Joanne. "The Dressed Body." *Fashion Theory: The Journal of Dress, Body & Culture* 6, no. 1 (2002): 21-33.
7. Entwistle, Joanne. "The Fashioned Body: Fashion, Dress and Modern Social Theory." *Fashion Theory: The Journal of Dress, Body & Culture* 6, no. 1 (2002): 21-33.
8. Crane, Diana. *Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing*. University of Chicago Press, 2000.
9. Polhemus, Ted. *Street Style: From Sidewalk to Catwalk*. Thames & Hudson, 1994.
10. Kawamura, Yuniya. "Fashion-ology: An Introduction to Fashion Studies." *Fashion Theory: The Journal of Dress, Body & Culture* 9, no. 1 (2005): 3-8.
11. Entwistle, Joanne. *The Fashioned Body: Fashion, Dress and Modern Social Theory*. Polity, 2000.
12. Brown, Lesley. "Dress as Communication." *International Journal of Clothing Science and Technology* 18, no. 2 (2006): 76-86.

## **ABILITY ENHANCEMENT SKLL (AEC)**

### **Temple Architecture**

**Nature of the Course: AEC**

**Course Code: BALA 114**

**Semester: Second (II)**

**Credits: 2**

**Mode of Examination: NUES**

**Course ID:**

**Marks: 100**

**Continuous Evaluation**

### **Course Objective**

To introduce students to different forms of temple architecture and the understand the reasons for temple construction.

### **Course Outcome**

**CO1 (Knowledge):** Trace the evolution of temple architecture over time and space.

**CO2 (Understanding):** Understand the motives behind temple construction.

**CO3 (Synthesis):** Find out the possible reasons for variation across regions and over time.

**CO4 (Application):** Analyse the role of patrons and what temples tell us about society.

### **Course Content**

#### **Unit-I: Beginnings of Art and Architecture**

- a. Rock cut caves – Barabar, Bhaja, Khandagiri, Udayagiri
- b. Free standing Stupas, Chaityas, Viharas, Toranas – Bharhut, Sanchi, Karle, Kanheri
- c. Materials and methods: Wood and other perishable materials to stone architecture

#### **Unit-II: Early Temples**

- a. Rock-cut temple– Mamallapuram, Kailasa temple
- b. Early free-standing temples– Sanchi, Deogarh, Aihole, Parvati Temple at Nachna-Kuthra, Brick temple at Bhitargaon
- c. Cave temples– Ajanta, Elephanta, Badami, Udaygiri in Madhya Pradesh

#### **Unit-III: Styles of temple construction**

- a. Evolution of regional styles– Nagara, Dravida, Nayaka, Vesara, Hoysala, Vijayanagara, Pala and Sena
- b. Prominent temples in India– Chandelas (Khajuraho), Chola temples, Ganga dynasty (Odisha,) Vijayanagara (Hampi), Karkota dynasty in (Kashmir)

- c. Prominent temples outside India– Angkor Vat (Cambodia), Preah Vihar temple (Cambodia), Pashupatinath temple (Nepal), Munneswaram temple (Sri Lanka), Katas Raj temple (Pakistan), Aditya Sun temple (Pakistan)

#### **Unit-IV: Piety and Patronage**

- a. Guilds
- b. Artisans
- c. Women
- d. Rulers, Priests and Communities

#### **Pedagogy**

- Classroom lectures/map and geography /project work/archaeology.
- Examining and analysing images of various famous temples.
- Visit to an archaeological temple site.
- Students to write an essay on one temple located outside the borders of modern India.

#### **Textbooks**

1. Huntington, Susan, *The Art of Ancient India: Buddhist, Hindu, Jain*, Motilal Banarasidas, 1985.
2. Chandra, Pramod (ed.), *The Study of Indian Temple Architecture*, New Delhi: American Institute of Indian Studies, 1975.
3. Daheja, Vidya, *Discourse in Early Buddhist Art: Visual Narratives of India*, New Delhi: Munshiram Manoharlal, 2005.
4. Harle, J.C., *The Art and Architecture of the Indian Subcontinent*, Yale University Press, 1994.

#### **Recommended Readings**

1. Meister, Michael (ed.), *Ananda Coomaraswamy: Essays in Early Indian Architecture*, Delhi: IGNCA and Oxford University Press, 1992.
2. Ray, H.P., *Archaeology and Text: The Temples in South Asia*, Oxford University Press, 2009.
3. Zimmer, Heinrich, *The Art of Indian Asia*, 2 Vols, Princeton, 1954.
4. Desai, Devangana, 'Social dimensions of Indian Art', *Social Scientist Journal*, V.18 No.202, pp.3-32, 1990.
5. Dhaky, M.A., *The Indian Temple Traceries*, New Delhi, D.K.Printworld, 2005.
6. Kramrisch, Stella, *The Hindu Temple*, Vol. I and II, Calcutta: University of Calcutta, 1946.



## **ABILITY ENHANCEMENT SKLL (AEC)**

### **Managing Election and Election Campaign**

**Nature of Course:** AEC  
**Course Code:** BALA116  
**Semester:** Second (II)  
**Credits:** 2

**Mode of Examination:** NUES  
**Course ID:**  
**Total Marks:** 100  
**Continuous Evaluation**

### **Course Objective**

India is the largest democracy and election is the key to maintaining the democratic process of the country. This course introduces campaigns in elections to the students. Furthermore, the course aims to give the students the analytical tools to build a comprehensive election management campaign.

The course will provide the empirical outline of the administrative mechanisms (like election commission) in the different elections – Panchayat, legislative assembly, and parliamentary elections- of India. Besides, the course will also introduce the idea of pressure groups to the students and their roles in Indian democratic processes like the election agenda. The course will teach students how to develop election campaign surveys, agenda setting, conduct surveys (online and offline), manage social media communications, and conduct an opinion poll to help design the election campaign strategy.

### **Course Outcome**

**CO1 (Knowledge):** At the end of the course, the students will be equipped with technical and professional tools to oversee election campaigns.

**CO2 (Understanding):** The students will have an analytical and empirical understanding of elections in India and the campaign strategy.

**CO3 (Synthesis):** The students will have the technical and professional tools to design and implement surveys to gather data on public opinion and electoral trends, employing best practices in survey research to manage elections through modern tools and metrics.

**CO4 (Application):** The students will have a foundational idea of how to develop election campaign surveys, agenda setting, conduct surveys (online and offline), manage social media communications conduct an opinion poll, and design the election campaign strategy.

### **Course Content**

#### **Unit I: Political Processes: Introduction**

- a. Political Parties in India
- b. Elections in India

**Unit II: Pressure Groups and Election**

- a. Pressure Groups and its role in Election Manifestos and Campaign

**Unit III: Introducing Surveys**

- a. Different types of Surveys- Online and offline Surveys
- b. Opinion polls

**Unit IV: Media and Management of Elections**

- a. Role of Media in Elections
- b. Social Media and Management of Elections

**Pedagogy:**

- Class lecture, Discussions
- Field visits
- Workshop
- Project designing survey/election campaigns.

**Text Books**

1. Devi, V.S. Rama, and S.K. Mendiratta. How India Votes–Election Laws, Practice and Procedure, 4th Edition. Delhi: LexisNexis, 2017.
2. Kapur, Dr. Samir, and Jaishri Jethwaney. When India Votes: The Dynamics of Successful Election Campaigning. Delhi: Rupa Publications India, 2019.
3. Malhotra, Manav. Singhal's Law of Elections in India by Manav Malhotra Edition 2023-24. Delhi: Singhal Law Publications, 2024.
4. Quraishi, S.Y. India's Experiment With Democracy: The Life of a Nation Through its Elections. Delhi: Harper Collins, 2023.

## **ABILITY ENHANCEMENT SKLL (AEC)**

### **Academic Research Writing**

**Nature of the Course:** AEC

**Semester:** Second (II)

**Course Code:** BALA 118

**Credits:** 2 (L1 T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### **Course Objective**

The objective of this course is to equip students with the skills necessary to critically read and understand academic texts and to develop their ability to write coherent, well-structured academic papers. Through a series of assignments and discussions, students will learn to analyze the architecture of arguments, identify key passages, and contextualize texts for deeper comprehension. The course emphasizes the importance of structure in academic writing, guiding students through the process of organizing their ideas into sections, paragraphs, and sentences. Additionally, ethical considerations such as avoiding plagiarism and properly citing sources are covered, along with technical skills like proofreading and engaging in peer review to refine their work.

### **Course Outcome**

After completing this course, students will be able to

**CO1 (Knowledge):** Demonstrate an understanding of the fundamental principles of reading and analyzing academic texts, including the structure and key components of arguments.

**CO2 (Understanding):** Critically evaluate and interpret academic texts, identifying main ideas, subsidiary arguments, and significant passages within the context of the text.

**CO3 (Synthesis):** Integrate insights from various readings and discussions to construct well-organized, original academic writings that reflect a thorough comprehension of the subject matter.

**CO4 (Application):** Apply ethical and technical writing practices, such as proper citation, avoiding plagiarism, and engaging in peer review, to produce polished, academically rigorous work.

## Course Content

### Unit I: Introduction: Basics of Readings and Understanding\* 8 Hours

- a. Reading and Academic-Text: Critical Approach
- b. Assignment 1: Reading an article/chapter and writing a summary in one or two paragraphs without prior guidance from the course instructor
- c. Assignment 2: Re-reading the same article/book chapter and re-writing summary after group discussion
- d. Assignment 3: Re-read the same text and re-write in light of the instructions of the course instructor

### Unit II: Understanding the Academic Text 8 Hours

- a. Taking Texts Apart: Beginning, Middle and Conclusion
- b. Understanding the architecture of arguments: Main, Subsidiary, Minor
- c. Identifying important passages and sentences
- d. Contextualizing texts for understanding: readings reviews; summaries and discussions with the instructor.

### Unit IV: Writing an Academic Text 6 Hours

- a. Conceptualizing the structure
- b. Architecture of arguments: Main, Subsidiary, and Minor: Distribution of emphasis
- c. Working with blocks: Sections, Paragraphs, Sentences How many sections?
- d. Paragraphs as key building blocks of academic prose. Sentences and punctuation; length, balance, continuity

### Unit IV: Ethical and Technical Issues in Writing 6 Hours

- a. The problem of Plagiarism and how to avoid it; The difference between paraphrasing and plagiarism
- b. Citation, Quoting, and Citation styles
- c. Proof Readings
- d. Peer Review Process (Students will read and comment on each other's work)

## Pedagogy

- Lectures
- Discussion and Presentation
- Project Work

**\*The choice of article/book chapter will be decided by the course instructor at the beginning of the course.**

## **Text Books**

1. Bailey, S. Academic Writing. London: Routledge. 2005
2. Becker, Howard Saul, and Pamela Richards. Writing for Social Scientists. Chicago: University of Chicago Press. 2007
3. Johnson, William A. Et. Al. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000

## **Recommended Readings**

1. Whitaker, Anne. A Step-by-Step Guide to Writing Academic Papers. 2009
2. Townsend, Barbara. Review: Academic Writing: Advice on How to Do It. Higher Education Vol. 15, No. ¾, pp. 373-378. 1986
3. Troia, Gary A; Olinghouse, Natalie G; Mo, Yo; Wilson, Joshua; Stewart, Kelly. Academic Standards for Writing. The Elementary School Journal Vol. 116, No. 2. pp. 291-321. 2015

## **ABILITY ENHANCEMENT SKLL (AEC)\***

**Nature of the Course: Ability Enhancement Course      Mode of Examination: UES**

**Course Title: Punjabi - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course      Mode of Examination: UES**

**Course Title: French - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancemenmt Course      Mode of Examination: UES**

**Course Title: German - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course      Mode of Examination: UES**

**Course Title: Japanese - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

## VALUE ADDED COURSE (II)

### Value and Ethics

**Nature of the Course:** AEC

**Semester:** Second (II)

**Course Code:** VAC-II

**Credits:** 4 (L3 T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### Course Objective

The objective of this course is to understand the importance of value education and universal human values in today's world. It explores whether values are absolute or relative, through Indian and Western ethical debates. The course promotes harmony in human relationships and with nature, encouraging respect, trust, and sustainability. It also examines constitutional morality, emphasizing diversity, pluralism, multiculturalism, and secularism. Practical projects will help students apply these principles in real-life scenarios.

### Course Outcome

After completing this course, students will be able to

**CO1 (Knowledge):** Recognize the significance of value education and universal human values in contemporary society.

**CO2 (Understanding):** Differentiate between absolute and relative values through the analysis of Indian and Western ethical debates.

**CO3 (Synthesis):** Integrate concepts of harmony, respect, trust, and sustainability into personal and community relationships, as well as human-nature interactions.

**CO4 (Application):** Apply principles of constitutional morality, appreciating and upholding diversity, pluralism, multiculturalism, and secularism in real-life scenarios through practical project work

### Course Content

#### Unit I: Introduction to Value Education

- a. The need for value education in the contemporary world
- b. Are Values absolute or relative?
- c. Indian and Western debates on Value and Ethics
- d. Need for Universal Human Values

## Unit II: Harmony in Human-Human Relationship

- a. Harmonious co-existence within the self, thoughts (mental process), action
- b. Harmonious coexistence of self with others
- c. Fostering concepts like difference, respect, trust, and co-existence
- d. Project Work\*

## Unit III: Harmony in Human-Nature Relationship

- a. Human-Nature relations
- b. Harmony with Nature: Environmental Justice; Ecological Justice
- c. Non-Western epistemologies on the Human-Nature relationship
- d. Sustainable existence and Sustainable development goals
- e. Project Work\*

## Unit IV: Constitutional Morality

- a. What is constitutional morality? History of the concept
- b. Appreciating diversity as laid in the constitution- lingual, socio-cultural, regional, and religious
- c. Pluralism, Multi-culturalism and Secularism
- d. Project Work\*

## Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Audio-Visual Resources

---

**\*Note:** Project or Field Work/Case Study/Workshop- The students will form teams of 4-5 and may carry 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 causes such as Energy conservation, Mental health, Gender-related, Human Rights, Health Cases, Swachta Mission, Biodiversity and Conservation, Financial literacy, Social Justice/Injustice, Caste/Class-based Issues, Law, and society. Literature/Film and Human Values or any other related subject with the approval of the 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. Gaur, R.R; Sangal, R; Bagaria, G.P. A Foundation Course in Human Values and Professional Ethics. Excel Books. New Delhi. 2019
2. Tripathy, A.N. Human Values. New Age International Publishers. New Delhi. 2004
3. Shashi, Motilal. “An Alliance Beyond the Human Realm for Ecological Justice”. *Ethique-Economique*. Vol. 16. Number 1. (2019). pp. 46-56
4. Sinha, Jadhu Nath. A manual of Ethics, New Central Book Agency, Calcutta, 2003

## Recommended Readings

1. Okereke, C., Charlesworth, M. Environmental and Ecological Justice. In: Betsill, M.M., Hochstetler, K., Stevis, D. (eds) *Advances in International Environmental Politics*. Palgrave Macmillan, London. 2014
2. Berke, Philip, and Maria Manta. “Defining Sustainable Development.” *Planning for Sustainable Development: Measuring Progress in Plans*. Lincoln Institute of Land Policy, 1999.
3. Daly, Herman E. “Sustainable Development: From Concept and Theory to Operational Principles.” *Population and Development Review* 16 (1990): 25–43
4. Guthrie, William D. “Constitutional Morality”. *The North American Review*. Vol. 196, No. 681 (1912), pp. 154- 173
5. Mack, Jane Barnes. “Cultural Pluralism and Multiculturalism: E Pluribus Unum Or Ex Uno Plura?” *Hitotsubashi Journal of Social Studies* 26, no. 2 (1994): 63–72.
6. Maharana, Dillip Kumar. “In Defence of Indian Perspective of Multiculturalism”. *The Indian Journal of Political Science* 71, no. 1 (2010): 69–83.
7. “Universal Human Values Handout 2 Understanding Harmony in the Nature and Existence”. AICTE. <https://fdp-si.aicte-india.org/UHV-II%20Class%20Notes%20&%20Handouts/UHV%20Handout%205-Harmony%20in%20the%20Nature%20and%20Existence.pdf>
8. Zalasiewicz, Jan, Mark Williams, Alan Haywood, and Michael Ellis. “Introduction: The Anthropocene: A New Epoch of Geological Time?” *Philosophical Transactions: Mathematical, Physical and Engineering Sciences* 369, no. 1938 (2011): 835–41.
9. Meetei, Nameirakpam Bijen. “Cultural Diversity, Multiculturalism and Challenges in India’s North-East”. *The Indian Journal of Political Science* 75, no. 4 (2014): 655–66.
10. Vining, Joanne, Melinda S. Merrick, and Emily A. Price. “The Distinction between Humans and Nature: Human Perceptions of Connectedness to Nature and Elements of the Natural and Unnatural.” *Human Ecology Review* 15, no. 1 (2008): 1–11

**Detailed Curriculum Scheme Framework for History Major  
under UGC  
(From 3<sup>rd</sup> to 6<sup>th</sup> Semester)**

Third Semester*							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
<b>Theory</b>							
DSC		BALA HIST201	<b>Introduction to History</b>	UES	3	1	4
DSC		BALA HIST203	<b>The History of India (1500 BCE to 200 BCE)</b>	UES	3	1	4
DSC		BALA HIST205	<b>The History of India (700 CE to 1500 CE)</b>	UES	3	1	4
<b>DSE &amp; MINOR STREAM (MS) (Choose Any One) **</b>		BALA HIST207	Religious Traditions in India (500 CE to 1500 CE)	UES	3	1	4
		BALA HIST217	Voyages and Visions: Travel Narratives as Sources of History				
		BALA HIST211	History of Cricket in India				
<b>IDC (Choose Any One)</b>		BALA 201  BALA 203  BALA 205	Popular Culture <b>OR</b> Human Rights <b>OR</b> Society and Humour <b>OR</b> Choice from other USS	UES	2	1	3
<b>SEC (Choose Any One)</b>		BALA 207  BALA 209  BALA 211	Indian Heritage and Culture <b>OR</b> Ethics and Dilemmas in Politics <b>OR</b> Conceptualizing Everyday Life <b>OR</b> MOOCS*** <b>OR</b> Choice from other USS	UES	2	1	3

AEC (Choose Any One)	USLA	NUES****	1	1	2
	BALA 213	Travel Accounts <b>OR</b>			
	BALA 215	Public Opinion and Surveys <b>OR</b>			
	BALA 217	Introduction to Social Work <b>OR</b>			
	USHSS	<b>OR</b>			
	BAENG215	English Language and Grammar III <b>OR</b>			
	BAENG217	Punjabi-III <b>OR</b>			
	BAENG219	French-III <b>OR</b>			
	BAENG221	German-III <b>OR</b>			
	BAENG223	Japanese-III <b>OR</b>			
BAENG225	Spanish-III <b>OR</b> any paper from other USS				
<b>Total</b>			<b>17</b>	<b>7</b>	<b>24</b>

\* 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) till the completion of the programme of study for all seminar papers, minor project and 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 time 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:**

1. The SEC Courses on Indian Heritage and Culture is offered by the discipline of History; Ethics and Dilemmas in Politics is offered by the discipline of Political Science; Conceptualising Everyday Life is offered by the discipline of Sociology.
2. The AEC Courses on Travel Accounts is offered by the discipline of History; Public Opinion and Surveys is offered by the discipline of Political Science; Introduction to Social Work is offered by the discipline of Sociology.

Fourth Semester							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits

		<b>Theory</b>					
<b>DSC</b>		BALA HIST202	<b>Historical Method</b>	UES	3	1	4
<b>DSC</b>		BALA HIST204	<b>The History of India (200 BCE to 700 CE)</b>	UES	3	1	4
<b>DSC</b>		BALA HIST206	<b>The History of India (1500 CE to 1800 CE)</b>	UES	3	1	4
<b>DSE &amp; MS (Minor Stream) (Choose Any Two)</b>		BALA HIST208	<b>Devotion and Dissent in Indian Culture (500 CE to 1500 CE)</b>	UES	3	1	4
		BALA HIST209	<b>Religious communities, identities and institutions, (1500 CE to 1800 CE)</b>	UES	3	1	4
		BALA HIST212	<b>Studies in Archival Research</b>				
<b>DSE (Workshop /Seminar)</b>		BALA 202 BALA 204	Archives and Archaeology <b>OR</b> Workshop on Quantitative Data Analysis** <b>OR</b> From any other USS	NUES***		-	2
<b>AEC (Choose Any One)</b>		<b>USLA</b> BALA 206 BALA 208 BALA 210 <b>USHSS</b> BAENG216 BAENG218 BAENG220 BAENG222 BAENG224 BAENG226	Cityscapes <b>OR</b> Introducing the Art of Diplomacy <b>OR</b> Introducing Census and NSSO <b>OR</b> English Language and Grammar IV <b>OR</b> Punjabi-IV <b>OR</b> French-IV <b>OR</b> German-IV <b>OR</b> Japanese-IV <b>OR</b> Spanish-IV <b>OR</b> Any paper from other USS	NUES	1	1	2
		<b>Total</b>			<b>16</b>	<b>6</b>	<b>24</b>

\*Internship during the Summer Vacation

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

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. 58.51. Applicable from the Academic Session 2024-25 onwards.

\*\*\* 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:**

1. The SEC Courses titled Exploring Archives is offered by the discipline of History; Workshop on Quantitative Data Analysis is offered jointly by the disciplines of Political Science and Sociology.
2. The AEC courses Introducing Census and NSSO Data is offered by the discipline of Sociology; Introducing Art of Diplomacy is offered by the discipline of Political Science; Cityscapes is offered by the discipline of History.

Group	Code	Paper	L	P	Credits
		Summer Training/Internship*			2

\* At the end of two semesters, those students who wish to exit will be given the Diploma in History after earning a minimum 80 credits. Such students are required to undertake a 2-week 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.

Fifth Semester							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
<b>Theory</b>							
DSC		BALA HIST301	<b>The History of India (1700 CE to 1857 CE)</b>	UES	3	1	4
DSC		BALA HIST303	<b>History of India (1857 CE-1947 CE)</b>	UES	3	1	4
DSC		BALA HIST305	<b>History of Modern Europe (1400 CE to 1750 CE)</b>	UES	3	1	4
DSC		BALA HIST309	<b>Indian Business and Labour History in the Twentieth Century</b>		3	1	4
DSE & MS (Minor Stream) (Choose One)		BALA HIST311	<b>History of Africa in Modern Times</b>		3	1	4
		BALA HIST313	<b>History of Modern Russia</b>				
		BALAHIST315	<b>Imperialism, Colonialism and Nationalism</b>				
DSE (Workshop/Seminar)		BALA 301  BALA 303  BALA 305	History through Everyday Objects <b>OR</b> Gender, Violence and International Guidelines and Toolkits <b>OR</b> Visual Anthropology <b>OR</b> Any course from other USS	NUES**			2
<b>Total</b>					<b>15</b>	<b>5</b>	<b>22</b>

**\*\*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:** The DSC (Seminar/Workshop) course on History through Everyday Objects is offered by the discipline of History; Gender, Violence, and International Guidelines and Toolkits by the discipline of Political Science; Visual Anthropology by the discipline of Sociology.

Sixth Semester	
----------------	--

Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	
		<b>Theory</b>						
DSC		BALA HIST302	<b>Indian Legal and Constitutional History</b>	UES	3	1	4	
DSC		BALA HIST304	<b>Modern Europe: French Revolution to the First World War</b>	UES	3	1	4	
DSC		BALA HIST306	<b>History of Women in India up to the Eighteenth Century</b>	UES	3	1	4	
DSE & MS (Minor Stream) (Choose Any Two)		BALA HIST308	<b>History of China in modern times</b>	UES	3	1	4	
		BALA HIST310	<b>History of Japan in modern times</b>		3	1	4	
		BALA HIST312	<b>American History: Independence to Cold War</b>					
	<b>Total</b>				<b>15</b>	<b>5</b>	<b>20</b>	

**Note:** At the end of the 6<sup>th</sup> semester the student must submit a synopsis for the project work do 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 4<sup>th</sup> year that shall be apportioned into two parts, namely, (a) Project Part 1, and (b) Project Part 2. The outputs of part 1 of the project shall be a report that should have a review of the literature of the area/topic a detailed methodology of how the research shall be conducted (materials and methods), and a statement of the objective(s) of the project.

## **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, The Historian'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**  
**Course Code: BALA HIST 203**  
**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 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. Chattopadhyaya.
- 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, Romila, 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.

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

**Nature of Course: DSC**

**Course Code: BALA HIST 205**

**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**

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 7<sup>th</sup> and 12<sup>th</sup> 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. Chattopadhyaya, 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**  
**Course Code: BALA HIST 207**  
**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**

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– Charvakas, 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 and 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**  
**Course Code: BALA HIST 217**  
**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**

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', *Przełąd 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**

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. 58.51. Applicable from the Academic Session 2024-25 onwards.

**Course Code: BALA HIST 211**  
**Semester: Third (III)**  
**Credits: 4(L3: T1)**

**Course ID:**  
**Marks: 100 (40+60)**  
**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**  
**Course Code : BALA 201**  
**Semester: Third (III)**  
**Credits: 3 (L2: 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 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  
**Course Code :** BALA 207  
**Semester:** Third (III)  
**Credits:** 3 (L2: T1)

**Mode of Examination:** UES  
**Course ID :**  
**Marks:** 100 (40+60)  
**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  
**Course Code:** BALA 213  
**Semester:** Third (III)  
**Credits:** 2

**Mode of Examination:** NUES  
**Course ID:**  
**Marks:** 100  
**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**  
**Course Code: BALA HIST 204**  
**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**

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**

**Course Code: BALA HIST 206**

**Semester Fourth (IV)**

**Credits: 4 (L3 TF1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**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. Subramaniam, 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. Faruqi, 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 5<sup>th</sup> to 15<sup>th</sup> 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 north of 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**

**Course Code: BALA HIST 209**

**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**

To trace new strands of religious thought in India between the 15<sup>th</sup> and 18<sup>th</sup> 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: Pilgrimage centres, institutions and the spread of communities**

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

#### **Unit-IV: Sufism and other trends within Islam**

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. 58.51. Applicable from the Academic Session 2024-25 onwards.

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

## **DSE & MINOR STREAM COURSE (MS)**

### **Studies in Archival Research**

**Nature of the Course: DSE**

**Course Code: BALA HIST 212**

**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**

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**

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. 58.51. Applicable from the Academic Session 2024-25 onwards.

- 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 Colonial India*, 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 Studies* 5, 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**

**Course Code: BALA 202**

**Semester Fourth (IV)**

**Credits: 2**

**Mode of Examination: NUES**

**Course ID:**

**Marks: 100**

**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 digital 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**  
**Course Code : BALA 206**  
**Semester Fourth (IV)**  
**Credits: 2**

**Mode of Examination: NUES**  
**Course ID:**  
**Marks: 100**  
**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, *The City 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", *Annals of 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**

**Course Code: BALA HIST 303**

**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 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. Zelliott, 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, The Muslims 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**

**Course Code: BALA HIST 305**

**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 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 World-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**

**Course Code: BALA HIST 311**

**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 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-15<sup>th</sup> 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**

**Course Code: BALA HIST 313**

**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 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.

\*\*\*\*\*

## **DSE & MINOR STREAM COURSE (MS)**

### **Imperialism, Colonialism and Nationalism**

**Nature of the Course: MS**

**Course Code: BALA HIST 315**

**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 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 15<sup>th</sup> and 16<sup>th</sup> centuries.
- c. British in India in the 18<sup>th</sup> century.
- d. Informal Empire in 19<sup>th</sup> century Africa.
- e. Scramble for power in late 19<sup>th</sup> 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, 3<sup>rd</sup> 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

**Course Code :** BALA 301

**Semester** Fifth (V)

**Credits:** 4 (L:3 T:1)

**Mode of Examination:** NUES

**Course ID :**

**Marks:** 100

**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**

**Course Code: BALA HIST 302**

**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 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 globally; 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 19<sup>th</sup> 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.
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: 7<sup>th</sup> - 13<sup>th</sup> 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**

**Course Code: BALA HIST 308**

**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 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 Yen’an; Revolution of 1949.

## **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 1<sup>st</sup> 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 its 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.