

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 2025-26 onwards)

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

History Major Scheme

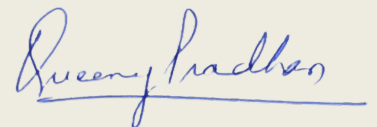
Scheme and Syllabus for

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



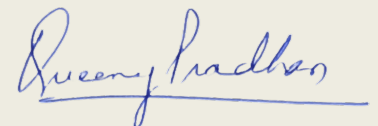
Offered by

University School of Liberal Arts at the GGSIPU University Campus, Dwarka
Guru Gobind Singh Indraprastha University
Sector 16C, Dwarka, Delhi – 110 078 [INDIA]
www.ipu.ac.in



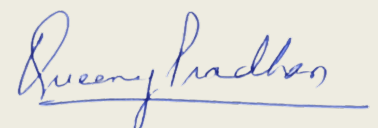
Approval History:

1. Approved in the 7th BoS meeting held on 18th March 2025.
2. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025.
3. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.
4. Approved in the 9th BoS held on 28th April 2026.
5. Approved in the meeting of the subcommittee of Academic Council held on 12th May 2026.



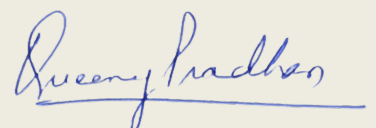
The Vision of the School

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.

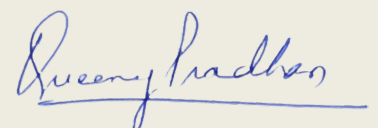


Introduction

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.

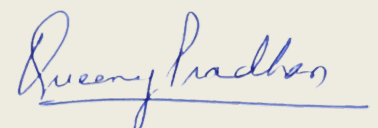
The Credit Scheme of BA in Liberal Arts has a combination of lectures and tutorials, that is, 3 credits for lectures, and 2 tutorials of 1 hours each will constitute 1 credit. (3+1)

The intake in the programme shall be 80 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: **History/ Political Science/ Sociology / Psychology**

Minor specialization shall mean: **History/ Political Science/ Sociology / Psychology/ or from any other discipline offered by other USS, as Minor.**

Paper / Course shall be treated as synonyms.

Acronyms:

APC: Academic Programme Committee comprising of all faculty of the school and as defined in the implementation rules.

BOS: Board of Study of the school

USLA: University School of Liberal Arts

L: Number of Lecture hours per week

T/P: Number of Tutorial/ Practical Hours per week

C: Number of credits assigned to a course/paper

COE: Controller of Examinations of the Examinations Division of the University

SGPA/CGPA: Semester/Cumulative Grade Point Average

NUES: Non-University Exam System. (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).

UES: University Exam System

DSC: Discipline-Specific Core Course

DSC (W): Discipline-Specific Core Workshop/Seminar Course

MSC: Minor Stream Course

MDC: Multi-Disciplinary Course

SEC: Skill Enhancement Course

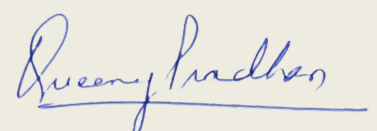
AEC: Ability Enhancement Course

VAC: Value Addition Course

RP: Research Project

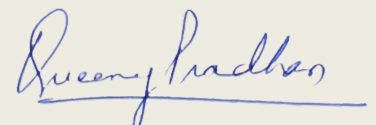
USS: University School of Studies

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:

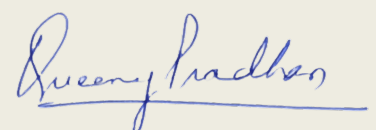
- A semester comprises 90 working days and an academic year is divided into two semesters.
- A summer term is for six weeks during summer vacation. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit 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.

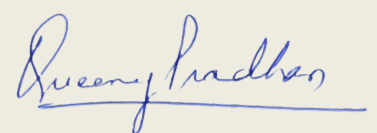
Awarding UG Certificate, UG Diploma, and Degrees

- **UG Certificate:** Students who opt to exit after completion of the first year and have secured 44 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 86 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 a minimum of 128 + 2 (NCC/NSS...) credits and satisfying the minimum credit requirement.



- **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 170 credits and have satisfied the credit requirements.
- **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 a minimum of 168 + 2 (NCC/NSS...) 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 % credits from DSCs, MSCs, DSEs 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 a minimum of 84 credits in History from DSCs, MSCs, DSEs 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 a minimum of 28 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 a minimum of 28 credits from Minor stream courses in sociology, he/she will be awarded a minor in sociology in BA (Liberal Arts).
- For **Double Major** see Appendix A, B, C and D.

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research Project / Dissertation.

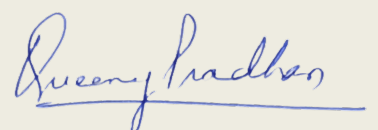


Eligibility for the UG Programmes

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 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits as given in 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, POLITICAL SCIENCE, AND PSYCHOLOGY

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
- Practical/Assignments/ - 25
- Classroom Discussion and Participation - 05

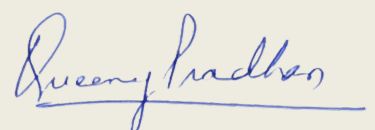
Instruction for the End-Term Examination

- 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.

Pedagogy

- Classroom Lectures and Discussions.
- Experiential learning through visits to Museums, Historical Sites, Parliament, Archives, Villages and/or any other Venue/Site considered important for imparting Experiential/Practical Education in concerned Disciplines.
- Audio-Visual Clips/ Theatre.
- Collaborative and Peer Learning Through Group Projects, Seminars, and Workshops.

Note: The course instructor can prescribe additional readings, apart from the ones mentioned in the syllabus in order to further explain a topic/ sub-topic or a theme/ sub-theme.



4 Year BA Liberal Arts Programme Credit Framework (University School of Liberal Arts)

	Discipline Specific Courses (DSC) 4 credits	Minor Stream Courses (MS) 4 credits	MDC 3 credits	SEC 3 credits	AEC 2 credits NUES	VAC 2 credits NUES	Workshop/Seminars/ Internship 2 Credits NUES	Dissertation 12 Credits	Total	Minimum
Sem 1	DSC 1 DSC 2	MS1	MDC I	SEC I	AEC I	VAC I			22	22
Sem 2	DSC 3 DSC4	MS 2	MDC II	SEC II	AEC II	VAC II			22	22
After two semesters or one year and earning the minimum 44 credits, those who wish to exit the programme, will be awarded an Undergraduate Certificate in the concerned discipline provided they undertake a summer internship for 4 credits.										
Sem 3	DSC 5 DSC 6	MS 3	MDC III	SEC III	AEC III	VAC III			22	22
Sem 4	DSC 7 DSC 8	MS 4 MS 5			AEC IV		DSC Workshop 1		20	20
After four semesters or two years and earning the minimum 86 credits, those who wish to exit the programme will be awarded an Undergraduate Diploma in the concerned discipline provided they undertake a summer internship for 4 credits.										
Sem 5	DSC 9 DSC 10 DSC 11	MS 6 MS 7					DSC Workshop 2 Internship*		24	22
Sem 6	DSC 12 DSC 13 DSC 14 DSC 15	MS 8 MS 9							24	20
After completing 6 semesters or 3 years and earning 128 credits, students will be awarded a UG degree with a major and minor. To earn a major in a discipline, a student is required to earn 60 credits from DSCs, MSCs and/or Workshop/Seminar and to earn a minor in a discipline a student is required to earn 24 credits from the concerned discipline from MSCs. Students will be given 2 credits for participating in NCC/NSS/Clubs under DSW .										
Sem 7	DSC 16 DSC 17 DSC 18 DSC 19	MS 10 MS 11							24	20
Sem 8										
Scheme A	DSC 20	MS12						Dissertation		
Scheme B	DSC 20 DSC 21 DSC 22 DSC 23	MS 12							20	20
Total Credits										
Scheme A	80	48	9	9	8	6	6	12	178	168
Scheme B	92	48	9	9	8	6	6	-		
Minimum Credits Requirement	80	40	9	9	8	6	2 - DSC – Workshop 2 (Internship)	12		168
NCC/ NSS/ Club/etc.	Students pursuing 4-year UG degree at GGSIP University are expected to earn credits through NCC/NSS/Clubs by the end of 6 semesters or 3 years by participating in any of these bodies/clubs for one year. However, those who will take lateral admission directly in the 4 th year of the UG programme under the multiple entry-exit policy will enrol themselves in any of these bodies/clubs in the fourth year of the UG programme to earn these 2 credits.								2	2
Grand Total									180	170

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S.N.	Important Notes (Read Carefully)
A.	<p>After 4 years or 8 semesters and earning the minimum 170 credits through different courses, according to the scheme above, a student will be awarded the UG degree. To get a major in a discipline, a student is required to earn the minimum 80 credits from DSCs, MSCs, and/or Workshop or Seminar. To get a minor in a discipline, the student is required to earn 28 credits from MSCs of a particular discipline. However, all students are required to earn 40 credits from MSCs to fulfil the minimum eligibility criteria for the award of the UG degree.</p>
	<p>Note 1: For e.g. if a student is pursuing Major in Political Science, they will have to do a minimum of 17 DSCs of Political Science and 3 MS courses of Political Science, and the same for other disciplines.</p> <p>Note 2: Similarly For 3-year BA Degree, student will have to complete 12 DSCs of Political Science and 3 MS Courses of Political Science.</p>
	<p>Note 3: The Minor courses of first and second semester can be counted as part of DSC in the final evaluation if the student decides to pursue Major from the 3rd semester onwards in any of the MS 1/MS 2 disciplines of first and second semester.</p> <p>For e.g. if a student has opted for MS 1 in Sociology in the first semester and decides to pursue Major in Sociology from 3rd semester onwards, then MS 1 paper will be counted as DSC of Sociology in final evaluation. Similarly, if a student has opted for MS 2 in the Psychology and decides to pursue Major in Psychology from 3rd semester, their MS 2 will be counted as DSC of psychology.</p>
	<p>Note 4: Similarly, either of the DSC 1 and DSC 2 courses from the first semester and DSC 3 and DSC 4 courses from the second semester can be counted as MS courses in final evaluation of the student.</p> <p>For e.g. if a student decides to pursue Majors in History from 3rd semester onwards and Minors in Psychology, but had not opted for MS 2 in Psychology in second semester, then their DSC 2 from the first semester will be counted as part of MS in the final evaluation.</p> <p>Refer to the course scheme of BA Liberal Arts to know which papers are DSC 1, DSC 2, DSC 3, and DSC 4, and MS 1 and MS 2 in the first and second semesters).</p>
B.	<p>Those who will not write a dissertation are required to take 3 extra courses to earn the required 12 credits. These extra credits can be earned from DSCs and MSCs during the entire course of the UG programme.</p>
C.	<p>Minor courses will be open from Semester I. Students will opt for a minor within broad disciplines such as Humanities and Social Sciences, Basic and Applied Sciences, and Commerce and Management. For example, a student who is interested in pursuing a major in Physics can opt for a minor in any discipline from Basic and Applied Sciences or allied disciplines. Similarly, a student who is interested in pursuing a major in English literature can opt for a minor either in English literature or any discipline of Social Sciences.</p>
D.	<p>A minimum of 5 students must be enrolled in all courses of optional in nature for the course to be offered by USLA.</p>
E.	<p>*Internship is to be done in the summer vacation after the end of the fourth/sixth semester. It is compulsory. Internship of 2 credits. The model of evaluation is given in Table 1.</p>
F.	<p>In the first two semesters, students can explore their areas of interest by studying courses from other disciplines through Minor Courses and Multi-Disciplinary Courses. However, in Semester 3, every student will announce the discipline in which he/she wants to do a Minor.</p>

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G.	<p>Students have the option of earning additional credits by pursuing one each DSE Workshop/ Seminars Courses in the fourth and fifth semesters. These papers will be NUES in nature. In the fifth and Sixth Semesters Students can choose one DSE paper from a pool of optional courses. The list of which will be published by the USLA office at the beginning of each semester in consultation with Academic Program Committee (APC).</p>
H.	<p>Provision for Double Majors: If any student wishes to pursue Double Major, then s/he will have to secure a minimum of 40% credits from the second major discipline for the 4-year UG degree to be awarded a double major. For example, in a 4-year UG programme, if the total number of minimum credits to be earned is 168, the student will have to earn a minimum of 68 credits to be awarded Double Major in History along with another subject in which they are pursuing their first Major. These 68 Credits will have to be earned as combination of DSC, MSC and DSE courses.</p> <p>In the spirit of NEP 2020, students from allied disciplines like Humanities can also pursue Double Major in any course offered by the USLA. The criteria for them will also be the same as mentioned in the above paragraph. For e.g. if a student of USHSS pursuing first major in English/Economics, and opts to pursue double major in History/Sociology/Political Science/Psychology, will have to earn a minimum of 68 credits in 4-year UG Programme in the discipline of their choice.</p> <p>Scheme for Double Major: A Student who is pursuing first Major in History, and second Major in Sociology, will have to take 10 courses from Minor Stream of Sociology from third to eighth semester. In addition to these Minor courses, students will have to take one paper in each semester from 3rd to 8th from Discipline Specific Courses (DSC) in Sociology.</p> <p>See Appendix A, B, C and D for further details on the Double Major programme.</p>

Internship Evaluation		
Activity	Weightage	Evaluator
Continuous Evaluation + Attendance	30	Mentor/Coordinator
Report Writing	30	Committee
Presentation + Viva Voice	40	Committee

Note: Internship can be done during the summer vacation after the fourth semester. Students can do any number of internships, but only one internship done in the summer vacation will be counted for credit allotment. In addition to the above-mentioned model of evaluation, students are also required to produce duly signed Internship certificate from the organization/individual after the completion of their internships, at the time of final evaluation.

Table 1

NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs Evaluation
<ul style="list-style-type: none"> Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the coordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester. How-ever for Multiple Entry/Exit Students, the duration of work/assessment shall be from the 3rd semester to the 8th semester.

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Exit Option/Policy for USLA and GGSIPU (including affiliate colleges/institutions) students: In spirit of the NEP 2020 students have the option of exiting the BA Liberal Arts Programme at different stages (even semesters) of their course with appropriate degrees and corresponding credit requirements mentioned in the table below.

S.N.	Type of Award	Stage of Exit	Minimum Credits/Criteria required
1.	Stage 1: Under Graduate Certificate (Level 6)	Exit 1: After Successful Completion of Semester II	44 Credits + 4 Credits of Vocational Course/Internship after the end of II nd Semester.
2.	Stage 2: Undergraduate Diploma (Level 7)	Exit II: After Successful Completion of Semester IV	86 Credits + 4 Credits of Vocational Course/Internship after the end of IV th Semester.
3.	Stage 3: 3 Year Under Graduate Degree Bachelor of Arts in Liberal Arts with Major and Minor (Level 8)	Exit III: After Successful Completion of Semester VI	126 Credits (Minimum 60 Credits in Major discipline and 24 in Minor Discipline)

Entry Option for USLA, GGSIPU (including affiliate colleges/institutions) Students: According to the NEP 2020, those students of the USLA, GGSIPU who have exited at Stage 1, 2 or 3 can re-enter the programme at the next stage in accordance with their exit stage. For e.g. a student who exits the programme at Stage One (UG Certificate – Level 6) can re-enter at Stage Two (Level 7) i.e. in the 3rd Semester of the programme anytime, or a student who exit at Stage 2 can re-enter the programme in the 5th semester and so on.

Table 2

Entry Policy for non-GGSIPU Students: In line with the provisions of the National Education Policy (NEP) 2020, which allows for multiple entry and exit options (according to University Norms), the BA Liberal Arts Programme at USLA, GGSIPU is designed to accommodate student mobility across institutions. Students from any UGC recognized university in India who have exited a similar programme at any stage with a relevant qualification/degree may seek admission to the BA Liberal Arts Programme at GGSIPU, provided they meet the minimum eligibility criteria as per [University Norms](#) and UGC under NEP 2020.

Table 3

Credit completion Rule for Students from other Universities under UGC Multiple Entry/Exit

USLA provision for Credit completion as per USLA scheme:

- Those students who will be joining under multiple entry/exit schemes and are running short of credits under the existing USLA scheme will earn extra credits by opting for both MS courses in the seventh and eighth semesters, depending upon the credit requirements.
- The degree will be awarded to the student only after acquiring the minimum credits in the regular courses of the scheme of study as prescribed by USLA.

Table 4



2025-26 Batch Onwards

Semester I									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 1		BALAH101	Historians' Quest	UES	3	1	4	4	Compulsory
DSC 2		BALAY103	Fundamentals of Psychology	UES	3	1	4	4	Compulsory
MS 1 (Choose Any One)		BALAS105	Sociology and Society in India	UES	3	1	4	4	Elective
		BALAP107	Indian Constitution and Government	UES	3	1	4		Elective
USHSS Economics	616105	BAECO105	Basic Mathematics for Economics	UES	3	1	4		Elective
USHSS English	617103	BAENG105	Introduction to Literary Studies	UES	3	1	4		Elective
MDC (Choose Any One)		BALAC109	History and Literature	UES	2	1	3	3	Elective
		BALAC111	Society and Politics	UES	2	1	3		Elective
		BALAC113	Society and Culture	UES	2	1	3		Elective
		BALAC115	Basics of Psychology	UES	2	1	3		Elective
	617121	BAENG123	Introduction to Gender Studies	UES	2	1	3		Elective
		BAENG125	Film Appreciation	UES	2	1	3		Elective
	616107	BAECO107	Basic Statistics for Economics	UES	2	1	3		Elective
		BT-163	Mass Spectrometry in Action: From Theory to Practice	UES	2	1	3		Elective
		BSID101	Mathematical Data Science	UES	2	1	3		Elective
		CT-103	Unit Operations in Process Industries	UES	2	1	3		Elective
		BSCES- 107	Environmental Pollution and Health	UES	2	1	3		Elective
		ICT-111	PCB Design	UES	2	1	3		Elective
	ICT-115	Introduction to Manufacturing Process	UES	2	1	3	Elective		
			OR MOOC*						
SEC		BALAC117	History of Science and Technology in India (IKS)	UES	2	1	3		Elective

Applicable to Students from 2025-26 batch onwards. Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

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2025-26 Batch Onwards

(Choose Any One)		BALAC119	Gender and Development	UES	2	1	3	3	Elective
		BALA131	Entrepreneurship Mindset**	UES	2	1	3		Elective
		BALAC121	Understanding Indian Society Through Cinema	UES	2	1	3		Elective
		BALAC123	Managing Stress	UES	2	1	3		Elective
	617105	BAENG127	Communication Skills	NUES	2	1	3		Elective
	616109	BAECO109	Basics of Excel & Data Analysis	NUES	2	1	3		Elective
		BT-175	Food Preservation	UES	2	1	3		Elective
		BSEC131	The Story of Science	UES	2	1	3		Elective
			OR MOOC						
AEC (Choose Any One)		BALAC125	Story of Indian Food	NUES	1	1	2	2	Elective
		BALAC127	Legislative Management and Support	NUES	1	1	2		Elective
		BALAC129	Reading Folklore	NUES	1	1	2		Elective
		BALAC131	Understanding Cultural Sensitivity and Diversity	NUES	1	1	2		Elective
	617107	BAENG107	English Language and Grammar-I	NUES	1	1	2		Elective
	617109	BAENG109	Punjabi-I	NUES	1	1	2		Elective
	617111	BAENG111	French-I	NUES	1	1	2		Elective
	617113	BAENG113	German-I	NUES	1	1	2		Elective
	617115	BAENG115	Japanese- I	NUES	1	1	2		Elective
	617117	BAENG117	Spanish - I	NUES	1	1	2		Elective
	617123	BAENG 123	Hindi-I	NUES	1	1	2		Elective
			OR MOOC						
VAC-I		BALA133	Environmental Studies****	NUES	1	1	2	2	Compulsory
Total Credits								22#	

The total Credit calculation has been done on the basis of the number of choices the student can opt for in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC, respectively, in any semester.

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

** Entrepreneurship Mindset is a skill enhancement compulsory paper of 3 credits. The course has to be opted by the student admitted in the UG programme of USLA in the first three years, as and when offered.

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2025-26 Batch Onwards

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

****Course to be borrowed from the University School of Environment Management (USEM).

Note:

1. USHSS (English and Economics) Courses have been mentioned as approved by the USHSS Scheme of 2025.
2. The Dean/In-charge may incorporate any changes in the common courses (MDC, SEC, AEC, VAC) as notified by the concerned USS, after due approvals from the statutory bodies of the University.

Group	Code	Statutory Courses (SC)	Mode of Examination	L	P	Credits
Statutory Course	BALA135	NSS / NCC / Cultural Clubs / Community Outreach / Technical Society / Technical Club (minimum 40 hours) ^{##}	NUES			2 ^{###}

^{##} Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Community Outreach / 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 1st semester, and the evaluation shall be conducted at the end of the 6th semester for students admitted in the first semester. Students admitted in the 2nd year (3rd semester) as lateral entry shall undergo training or participate in the activities for the period from the 3rd semester to 6th semester only.

^{###} The credits for NCC / NSS / Cultural Clubs / Community Outreach / Technical Society / Technical Clubs will be added in the 6th semester.

Applicable to Students from 2025-26 batch onwards. Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

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Semester II									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 3		BALAS102	Understanding Contemporary Society	UES	3	1	4	4	Compulsory
DSC 4		BALAP104	Understanding Politics and Political Concepts	UES	3	1	4	4	Compulsory
MS 2 (Choose Any One)		BALAH106	Connected Histories: India and Asia (700 CE to 1700 CE)	UES	3	1	4	4	Elective
		BALAY108	Study of Personality and Individual Differences	UES	3	1	4		Elective
USHSS English		BAENG106	Introduction to Film Studies	UES	3	1	4		Elective
USHSS Economics	616106	BAECO106	Basics of Statistics	UES	3	1	4		Elective
MDC (Choose Any One)		BALAC110	Makers of India	UES	2	1	3	3	Elective
		BALAC112	The Idea of Power	UES	2	1	3		Elective
		BALAC114	Social Interaction in Virtual Environment	UES	2	1	3		Elective
		BALAC116	Psychology of Youth	UES	2	1	3		Elective
	617108	BAENG110	Literary Appreciation	UES	2	1	3		Elective
	616108	BAECO108	Introduction to Economics	UES	2	1	3		Elective
		BT-164	Introduction to Food Science and Nutrition	UES	2	1	3		Elective
		MS-MDC 102	Finance for Non-Finance Students	UES	2	1	3		Elective
		BSCES-110	Wildlife Management	UES	2	1	3		Elective
		BSCES-108	Concept of Disaster Management	UES	2	1	3		Elective
		BSID102	Introduction To R Programming	UES	2	1	3		Elective
		CT-104	Introduction to Process Industry	UES	2	1	3		Elective
			OR MOOC						

Applicable to Students from 2025-26 batch onwards. Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

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SEC (Choose Any One)		BALAC118	Indian Heritage and Culture (IKS)	UES	2	1	3	3	Elective
		BALAC122	Politics and Indian Knowledge Systems (IKS)	UES	2	1	3		Elective
		BALAC124	Fashion and Society	UES	2	1	3		Elective
		BALAC126	Emotional Intelligence	UES	2	1	3		Elective
	616110	BAECO110	Advanced Excel & Data Analysis	NUES	2	1	3		Elective
	617110	BAENG128	Writing Skills	UES	2	1	3		Elective
		BSEC132	Galileo to Hawking: Exploring the Cosmos	UES	2	1	3		Elective
		OR MOOC							
AEC (Choose Any One)		BALAC128	Understanding Sports in History	NUES	1	1	2	2	Elective
		BALAC130	Managing Election and Election Campaign	NUES	1	1	2		Elective
		BALAC132	Academic Research Writing	NUES	1	1	2		Elective
		BALAC134	Socio-Emotional Learning	NUES	1	1	2		Elective
	617112	BAENG112	English Language and Grammar -II	NUES	1	1	2		Elective
	617114	BAENG114	Punjabi – II	NUES	1	1	2		Elective
	617116	BAENG116	French – II	NUES	1	1	2		Elective
	617118	BAENG118	German – II	NUES	1	1	2		Elective
	617120	BAENG120	Japanese-II	NUES	1	1	2		Elective
	617122	BAENG122	Spanish – II	NUES	1	1	2		Elective
	617126	BAENG126	Hindi –II	NUES	1	1	2		Elective
		OR MOOC							
VAC-II		BALA136	Value and Ethics	NUES	1	1	2	2	Compulsory
Total Credits								22#	

The total Credit calculation has been done on the basis of the number of choices the student can opt for in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC, respectively, in any semester.

Applicable to Students from 2025-26 batch onwards. Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Queen's Prakash

2025-26 Batch Onwards

Note:

1. At the end of two semesters, those students who wish to exit will be awarded the Undergraduate Certificate in Liberal Arts after earning a minimum of 44 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 to the School and make a presentation in front of a panel of internal examiners nominated by the Dean of the School.
2. USHSS (English and Economics) Courses have been mentioned as approved by the USHSS Scheme of 2025.
3. Major and Minor disciplines shall have a maximum of 25 percent of the sanctioned seat intake for Indian students admitted on a seat that is not supernumerary. Students admitted on a supernumerary seat must 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-and second-semester SGPA and the choice of the student.



Applicable to Students from 2025-26 batch onwards. Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

2025-26 Batch Onwards

Semester III*									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 5	010201	BALAH201	Introduction to History	UES	3	1	4	4	Compulsory
DSC 6	010203	BALAH203	Civilizations and Culture	UES	3	1	4	4	Compulsory
MS 3 Sociology Minor (Choose Any One)		BALAS205	Foundations of Sociology	UES	3	1	4	4	Elective
		BALAS207	Social Change and Mobility	UES	3	1	4		Elective
		BALAS209	Sociology of Development	UES	3	1	4		Elective
MS 3 History Minor (Choose Any One)	010249	BALAH205	What is History ¹	UES	3	1	4		Elective
	010251	BALAH207	Buddhism, Jainism and Early Trends in Bhakti (500 CE to 1500 CE)	UES	3	1	4		Elective
	010253	BALAH209	Voyages and Visions: Travel Narratives as Sources of History	UES	3	1	4		Elective
MS 3 Political Science Minor (Choose Any One)		BALAP205	Introduction to Political Science	UES	3	1	4		Elective
		BALAP207	Nations and Nationalism	UES	3	1	4		Elective
		BALAP209	Challenges and Concerns of Governance	UES	3	1	4		Elective
MS 3 Psychology Minor (Choose Any One)		BALAY211	Foundations of Psychology	UES	3	1	4		Elective
		BALAY207	Positive Psychology	UES	3	1	4	Elective	
		BALAY209	Psychology and Education	UES	3	1	4	Elective	
MS 3 (USHSS) English	617207	BAENG205	War Literature	UES	3	1	4	Elective	
	617209	BAENG207	Literature and Society	UES	3	1	4	Elective	

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2025-26 Batch Onwards

(Choose Any One)									
MS 3 (USHSS) Economics (Choose Any One)	616205	BAECO205	Essentials of Micro and Macro Economics	UES	3	1	4	3	Elective
	616207	BAECO207	Economics of Intellectual Property Rights	UES	3	1	4		Elective
	616209	BAECO209	Environmental Economics	UES	3	1	4		Elective
MDC (Choose Any One)	218213	BALAC211	Popular Culture	UES	2	1	3	3	Elective
	218215	BALAC213	Human Rights	UES	2	1	3		Elective
	218217	BALAC215	Society and Humor	UES	2	1	3		Elective
		BALAC217	Inter-Group Relations	UES	2	1	3		Elective
	617211	BAENG211	Popular Fiction	UES	2	1	3		Elective
	616211	BAECO211	Stock Market and Investment Planning	UES	2	1	3		Elective
	616213	BAECO213	International Relations and Organizations	UES	2	1	3		Elective
		BSCES-207	Introduction to Corporate Social Responsibility	UES	2	1	3		Elective
		BSID201	Machine Learning	UES	2	1	3		Elective
		CT-209	Introduction to Fuel Technology	UES	2	1	3		Elective
	MS-MDC201	Digital Innovation and Social Media Marketing	UES	2	1	3	Elective		
			OR MOOC						
SEC (Choose Any One)	218219	BALAC219	History Through Cinema	UES	2	1	3	3	Elective
	218221	BALAC221	Ethics and Dilemmas in Politics	UES	2	1	3		Elective
	218223	BALAC223	Conceptualizing Everyday Life	UES	2	1	3		Elective
		BALAC225	Mental Health and Wellbeing	UES	2	1	3		Elective
		BALAC239	Introduction to Digital Tools ²	NUES	2	1	3		Elective
	617213	BAENG213	Translation: Theory and Practice	UES	2	1	3		Elective

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	617229	BAENG229	Content Writing for Media	UES	2	1	3		Elective
	616215	BAECO215	Data Analysis with 'R'	NUES	2	1	3		Elective
			OR MOOC						
AEC (Choose Any One)	218225	BALAC227	Travel Accounts	NUES	1	1	2	2	Elective
	218227	BALAC229	Public Opinion and Surveys	NUES	1	1	2		Elective
	218229	BALAC231	Introduction to Social Work	NUES	1	1	2		Elective
		BALAC233	Effective Leadership	NUES	1	1	2		Elective
		BALAC235	Citizens and the Law: Know your Rights	NUES	1	1	2		Elective
	617215	BALAENG215	English Language and Grammar-III	NUES	1	1	2		Elective
	617217	BALAENG217	Punjabi-III	NUES	1	1	2		Elective
	617219	BALAENG219	French-III	NUES	1	1	2		Elective
	617221	BALAENG221	German-III	NUES	1	1	2		Elective
	617223	BALAENG223	Japanese-III	NUES	1	1	2		Elective
	617225	BALAENG225	Spanish-III	NUES	1	1	2	Elective	
	617227	BALAENG227	Hindi-III	NUES	1	1	2	Elective	
			OR MOOC						
VAC-III		BALA237	Happiness and Wellbeing	NUES	1	1	2	2	Compulsory
Total Credits								22#	

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

#The total Credit calculation has been done on the basis of the number of choices the student can opt for in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC, respectively, in any semester.

¹ Compulsory for those students of other USS who have not opted for any History Course in 1st and 2nd Semesters. It is also compulsory for students opting for a Double Major in History.

² Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of the Academic Council held on 12th May 2026.

Note: USHSS (English and Economics) courses have been mentioned as approved by the USHSS Scheme of 2025.

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2025-26 Batch Onwards

Semester IV									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 7	010202	BALAH202	History of India (1500 BCE - 200 BCE)	UES	3	1	4	4	Compulsory
DSC 8	010204	BALAH204	History of India (200 BCE - 700 CE)	UES	3	1	4	4	Compulsory
MS 4 and 5 Sociology Minor (Choose Any Two)	012206	BALAS206	Key Sociological Thinkers	UES	3	1	4	8	Elective
		BALAS208	Sociology of the Marginalised Sections	UES	3	1	4		Elective
		BALAS210	Religion in South Asia	UES	3	1	4		Elective
MS 4 and 5 History Minor (Choose Any Two)	010242	BALAH206	Historical Method*	UES	3	1	4		Elective
	010244	BALAH208	History of Women in India up to the Eighteenth Century	UES	3	1	4		Elective
	010246	BALAH210	Bhakti and Sufi: Syncretic Traditions	UES	3	1	4		Elective
MS 4 and 5 Political Science Minor (Choose Any Two)	011230	BALAP206	Comparative Government and Politics	UES	3	1	4		Elective
	011232	BALAP208	Contemporary Human Rights Concern	UES	3	1	4		Elective
	011234	BALAP210	Political Ideologies: Ideas and Practices	UES	3	1	4		Elective
MS 4 and 5 Psychology Minor (Choose Any Two)		BALAY206	Health Psychology	UES	3	1	4		Elective
		BALAY208	Cognitive Psychology	UES	3	1	4	Elective	
		BALAY210	Introduction to Social Psychology	UES	3	1	4	Elective	
MS 4 and 5 English Minor (Choose Any Two)	617208	BAENG208	Women's Writings	UES	3	1	4	Elective	
	617210	BAENG210	Literature and Caste	UES	3	1	4	Elective	
	617212	BAENG212	Literature and Race	UES	3	1	4	Elective	
MS 4 and 5	616206	BAECO206	Basic Quantitative Tools for Economic Analysis	UES	3	1	4	Elective	

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2025-26 Batch Onwards

Economics Minor (Choose Any Two)	616208	BAECO208	Economic History of India	UES	3	1	4		Elective
	616210	BAECO210	Basics of Game Theory	UES	3	1	4		Elective
	616212	BAECO212	Basics of Financial Economics	UES	3	1	4		Elective
DSC Seminar/ Workshop-1		BALAC212	Art Appreciation	NUES	1	1	2	2	Elective
AEC (Choose Any One)	218218	BALAC214	Cityscapes	NUES	1	1	2	2	Elective
	218220	BALAC216	Introducing the Art of Diplomacy	NUES	1	1	2		Elective
	218222	BALAC218	Introducing Census and NSSO Data	NUES	1	1	2		Elective
		BALAC220	Digital Literacy in Psychology	NUES	1	1	2		Elective
	617216	BAENG216	English Language and Grammar IV	NUES	1	1	2		Elective
	617218	BAENG218	Punjabi-IV	NUES	1	1	2		Elective
	617220	BAENG220	French-IV	NUES	1	1	2		Elective
	617222	BAENG222	German-IV	NUES	1	1	2		Elective
	617224	BAENG224	Japanese-IV	NUES	1	1	2		Elective
	617226	BAENG226	Spanish-IV	NUES	1	1	2		Elective
617228	BAENG 228	Hindi-IV	NUES	1	1	2	Elective		
			OR MOOC						
Total Credits								20#	

***For students opting for History Major, the MS course 'Historical Method' is compulsory. It is also compulsory for students opting for a Double Major in History.**

The total Credit calculation has been done on the basis of the number of choices the student can opt for in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC, respectively, in any semester.

Note:

1. At the end of two semesters, those students who wish to exit will be given the Undergraduate Diploma in Liberal Arts after earning a minimum of 86 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 to the School and make a presentation in front of a panel of internal examiners nominated by the Dean of the School.
2. Those students who will be pursuing their 3rd and/or 4th year of the Programme are mandatorily required to do an internship (at least 4 weeks) of 2 credits during the summer vacation. The credits for this semester will be added to the 5th semester.
3. USHSS (English and Economics) Courses have been mentioned as approved by the USHSS Scheme of 2025.

Applicable to Students from 2025-26 batch onwards. Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

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2025-26 Batch Onwards

Semester V									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 9	012301	BALAH301	History of India c. 700 CE - 1500 CE	UES	3	1	4	4	Compulsory
DSC 10	012303	BALAH303	History of India c. 1500 CE - 1750 CE	UES	3	1	4	4	Compulsory
DSC 11	012305	BALAH305	History of Europe c. 1400 CE - 1750 CE	UES	3	1	4	4	Compulsory
MS 6 and 7 Sociology Minor (Choose Any Two)		BALAS307	Contemporary Sociological Theory	UES	3	1	4	8	Elective
		BALAS309	Science, Technology, and Society	UES	3	1	4		Elective
		BALAS311	Law and Social Transformation	UES	3	1	4		Elective
MS 6 and 7 History Minor (Choose Any Two)		BALAH307	Empires of the Past: Graeco-Roman, Chinese, Mongols*	UES	3	1	4		Elective
		BALAH309	Indian Legal and Constitutional History	UES	3	1	4		Elective
		BALAH311	Regional Histories	UES	3	1	4		Elective
MS 6 and 7 Political Science Minor (Choose Any Two)		BALAP307	Contemporary Indian Foreign Policy	UES	3	1	4		Elective
		BALAP309	Gandhi and Ambedkar in Indian Politics	UES	3	1	4		Elective
		BALAP311	Public Policy and Administration in India	UES	3	1	4		Elective
MS 6 and 7 Psychology Minor (Choose Any Two)		BALAY313	Foundations of Bio-Psychology	UES	3	1	4		Elective
		BALAY309	Applications of Social Psychology	UES	3	1	4	Elective	
		BALAY311	Basics of Statistics of Psychology	UES	3	1	4	Elective	
MS 6 and 7 English Minor (Choose Any Two)	617309	BAENG309	Folklore Studies	UES	3	1	4	Elective	
	617311	BAENG311	Literature and History	UES	3	1	4	Elective	
	617313	BAENG313	Classical Drama	UES	3	1	4	Elective	
MS 6 and 7 Economics Minor (Choose Any Two)	616307	BAECO307	Basics of Econometrics	UES	3	1	4	Elective	
	616309	BAECO309	History of Economic Thought	UES	3	1	4		
	616311	BAECO311	Introduction to Political Economy	UES	3	1	4		
	616313	BAECO313	Economics of Health & Education	UES	3	1	4		

Applicable to Students from 2025-26 batch onwards. Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Rajendra Prasad

2025-26 Batch Onwards

DSC Seminar/ Workshop-2 (Choose Any One)##	218315	BALAC313	Archives and Archaeology	NUES	1	1	2	2	Elective
	218317	BALAC315	Workshop on Quantitative Data Analysis	NUES	1	1	2		Elective
	218319	BALAC317	History through Everyday Objects	NUES	1	1	2		Elective
		BALAC319	Gender and Violence in Conflict: International Guidelines and Toolkits	NUES	1	1	2		Elective
		BALAC321	Governance and Public Policy Lab	NUES	1	1	2		Elective
		BALAC323	Visual Anthropology	NUES	1	1	2		Elective
Total Credits								22#	

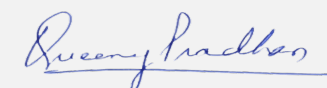
*For students opting for a History Major, the MS course 'Empires of the Past: Graeco-Roman, Chinese, Mongols' is compulsory. It is also compulsory for students opting for a Double Major in History.

In the 5th semester, a student is required to earn a minimum of 22 credits. The total credit calculation has been done based on the number of choices the student can opt for in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC, respectively, in any semester, including **two credits from the summer internship** (BALAC222) (see the table below).

However, a student may earn an additional 2 credits by completing the DSC Workshop-2 Course.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

Group	Code	Paper	L	P	Credits
	BALAC222	Summer Training/Internship (at least 4 weeks, during the Summer Vacation)			2#



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2025-26 Batch Onwards

Semester VI									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 12	012302	BALAH302	History of India c. 1750 CE - 1950 CE	UES	3	1	4	4	Compulsory
DSC 13	012304	BALAH304	Colonial Economy	UES	3	1	4	4	Compulsory
DSC 14	012306	BALAH306	History of Anti-Caste Movements in India	UES	3	1	4	4	Compulsory
DSC 15		BALAH308	History of Europe c. 1750 CE - 1950 CE	UES	3	1	4	4	Compulsory
MS 8 and 9 Sociology Minor (Choose Any One) ##		BALAS310	Indigenous Knowledge Traditions (IKS)	UES	3	1	4	4	Elective
		BALAS312	Rural Sociology	UES	3	1	4		Elective
		BALAS314	Sociology of Ageing	UES	3	1	4		Elective
		BALAS316	Sociology of Policy	UES	3	1	4		Elective
MS 8 and 9 History Minor (Choose Any One) ##	012332	BALAH310	History of Japan c. 1850 CE- 1950 CE	UES	3	1	4		Elective
	012334	BALAH312	History of China c. 1830 CE- 1960 CE	UES	3	1	4		Elective
	012336	BALAH314	History of Africa in Modern Times	UES	3	1	4		Elective
MS 8 and 9 Political Science Minor (Choose Any One) ##	011320	BALAP310	Feminisms: Theories and Practice	UES	3	1	4		Elective
	011322	BALAP312	International Law and Politics	UES	3	1	4		Elective
	011324	BALAP314	India's Security Environment	UES	3	1	4		Elective
MS 8 and 9 Psychology Minor (Choose Any One) ##		BALAY310	Industrial Psychology	UES	3	1	4	Elective	
		BALAY312	Consumer and Market Psychology	UES	3	1	4	Elective	
		BALAY314	Introduction to Abnormal Psychology	UES	3	1	4	Elective	
MS 8 and 9 English Minor (Choose Any One) ##	617310	BAENG310	South Asian Diasporic Writings	UES	3	1	4	Elective	
	617312	BAENG312	Cultural Studies	UES	3	1	4	Elective	
	617314	BAENG314	Theatre: Text and Performance	UES	3	1	4	Elective	

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Queen Pradhan

2025-26 Batch Onwards

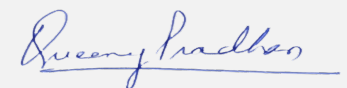
(One) ##									
MS Economics Minor (Choose Any One) ##	616310	BAECO310	Research Methodology and Data Extraction	UES	3	1	4	Elective	
	616312	BAECO312	Law and Economics	UES	3	1	4		Elective
	616314	BAECO314	Advanced Econometrics	UES	3	1	4		Elective
	616316	BAECO316	Economics of Gender	UES	3	1	4		
Total Credits								20#	

The total Credit calculation has been done on the basis of the number of choices the student can opt for in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC, respectively, in any semester.

In the 6th semester, a student is required to earn a minimum of 20 credits, which includes at least one Minor Stream (MS) course. However, the student may earn additional 4 credits by choosing a second Minor Stream (MS) course.

Note:

1. At the end of the 6th semester, the student must submit a synopsis for the project work to be done, through the supervisor, to the school committee for evaluation of the research proposal for those pursuing research, while others will complete 4 additional papers. The student shall do a research project dissertation in the 4th 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 on the area/topic, and a detailed methodology of how the research shall be conducted (materials and methods), and a statement of the objective(s) of the project.
2. Only those students who score 75% and above till the Sixth Semester will be eligible for the B.A. Liberal Arts (Hons.) Research programme.
3. USHSS (English and Economics) Courses have been mentioned as approved by the USHSS Scheme of 2025.
4. The credits for NCC / NSS / Cultural Clubs / Community Outreach / Technical Society / Technical Clubs will be added in the 6th semester.



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2025-26 Batch Onwards

Semester VII									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 16		BALAH401	Peasants in Indian History	UES	3	1	4	4	Compulsory
DSC 17		BALAH403	Introduction to Urban History	UES	3	1	4	4	Compulsory
DSC 18		BALAH405	Indian Business and Labour History	UES	3	1	4	4	Compulsory
DSC 19 (Choose One)		BALAH407	Research Methodology	UES	3	1	4	4	Elective
		BALAH409	Introduction to Environmental History*	UES	3	1	4	4	Elective
MS 10 and 11 Sociology Minor (Choose Any One) ##		BALAS411	Globalization and Society	UES	3	1	4	4	Elective
		BALAS413	Sociology of Indian Diaspora	UES	3	1	4		Elective
		BALAS415	Sociology of Gender	UES	3	1	4		Elective
MS 10 and 11 History Minor (Choose Any One) ##		BALAH411	History of America	UES	3	1	4		Elective
		BALAH413	History of Modern Russia	UES	3	1	4		Elective
		BALAH415	History of Modern South America	UES	3	1	4		Elective
MS 10 and 11 Political Science Minor (Choose Any One) ##		BALAP411	Political Dimensions of Rural Economy	UES	3	1	4		Elective
		BALAP413	United Nations and Conflict Analysis	UES	3	1	4		Elective
		BALAP415	Interrogating the Past: Memory and Museumization	UES	3	1	4		Elective
MS 10 and 11 Psychology Minor (Choose Any One) ##		BALAY417	Development Across Lifespan	UES	3	1	4		Elective
		BALAY419	Basics of Counselling Psychology	UES	3	1	4		Elective
		BALAY421	Community Psychology	UES	3	1	4		Elective
MS 10 and 11 English Minor (Choose Any One) ##	617407	BAENG407	European Drama	UES	3	1	4		Elective
	617409	BAENG409	World Literature	UES	3	1	4	Elective	
	617411	BAENG411	Latin-American Literature	UES	3	1	4	Elective	
	617413	BAENG413	Narratives of Life	UES	3	1	4	Elective	
MS 10 and 11 Economics Minor (Choose Any One) ##	616409	BAECO409	Economics of Corporate Social Responsibility	UES	3	1	4	Elective	
	616411	BAECO411	Industrial Economics	UES	3	1	4	Elective	
	616413	BAECO413	Topics in Applied Economics	UES	3	1	4	Elective	

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Queen Prakash

2025-26 Batch Onwards

	616415	BAECO 415	Agriculture Economics	UES	3	1	4		
Total Credits								20#	--

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

The total Credit calculation has been done on the basis of the number of choices the student can opt for in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC, respectively, in any semester.

In the 7th Semester, a student is required to earn a minimum of 20 credits, which includes at least one MS course. However, the student may earn an additional 4 credits by choosing a second MS course.

Note: USHSS (English and Economics) courses have been mentioned as approved by the USHSS Scheme of 2025.



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2025-26 Batch Onwards

Semester VIII - Scheme A*

Nature of the Course	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 20 (Choose Any One)		BALAH402	Introduction to Public History	UES	3	1	4	4	Elective
		BALAH404	Gender and History	UES	3	1	4		Elective
		BALAH406	Studies in Archival Research	UES	3	1	4		Elective
		BALAH408	Gandhi and Ambedkar	UES	3	1	4		Elective
MS 12 Sociology Minor (Choose Any One) ##		BALAS410	Sociology of Deviance and Crime	UES	3	1	4	4	Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Ethnic Identity and Ethnicity	UES	3	1	4		Elective
MS 12 History Minor (Choose Any One) ##		BALAH412	Museum, Memory and Public History	UES	3	1	4		Elective
		BALAH414	Voices from the Margins	UES	3	1	4		Elective
MS 12 Political Science Minor (Choose Any One) ##		BALAP410	Social Movements in Modern India	UES	3	1	4		Elective
		BALAP412	Politics of Space	UES	3	1	4		Elective
MS 12 Psychology Minor (Choose Any One) ##		BALAY410	Research Methods in Psychology	UES	3	1	4		Elective
		BALAY412	Peace Psychology	UES	3	1	4		Elective
MS 12 English Minor (Choose Any One) ##	617416	BAENG416	Literature of Protest	UES	3	1	4		4
	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4	Elective	
		BAENG 420	Indian Literature in English Translation - II	UES	3	1	4	Elective	

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2025-26 Batch Onwards

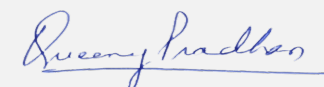
MS 12 Economics Minor (Choose Any One) ##	616412	BAECO412	Financial Econometrics	UES	3	1	4		Elective
	616414	BAECO414	Big Data Analysis	UES	3	1	4		Elective
	616416	BAECO416	Economic Analysis with R	UES	3	1	4		Elective
	616418	BAECO418	Demographic, Economic & Social Inter-relations	UES	3	1	4		
Research Project		BALAH410	Research Dissertation	--	--	--	12	12	Compulsory
Total Credits								20#	

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

The total Credit calculation has been done on the basis of the number of choices the student can opt for in each MS/ DSC in any semester.

In the 8th Semester, a student is required to earn a minimum of 20 credits, which includes at least one MS course. However, the student may earn an additional 4 credits by choosing a second MS course.

Note: USHSS (English and Economics) courses have been mentioned as approved by the USHSS Scheme of 2025.



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2025-26 Batch Onwards

Semester VIII - Scheme B**									
Nature of the Course	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 20		BALAH402	Introduction to Public History	UES	3	1	4	4	Compulsory
DSC 21		BALAH404	Gender and History	UES	3	1	4	4	Compulsory
DSC 22		BALAH406	Studies in Archival Research	UES	3	1	4	4	Compulsory
DSC 23		BALAH408	Gandhi and Ambedkar	UES	3	1	4	4	Compulsory
MS 12 Sociology Minor (Choose Any One) ##		BALAS410	Sociology of Deviance and Crime	UES	3	1	4	4	Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Ethnic Identity and Ethnicity	UES	3	1	4		Elective
MS 12 History Minor (Choose Any One) ##		BALAH412	Museum, Memory and Public History	UES	3	1	4		Elective
		BALAH414	Voices from the Margins	UES	3	1	4		Elective
MS 12 Political Science Minor (Choose Any One) ##		BALAP410	Social Movements in Modern India	UES	3	1	4		Elective
		BALAP412	Politics of Space	UES	3	1	4		Elective
MS 12 Psychology Minor (Choose Any One) ##		BALAY410	Research Methods in Psychology	UES	3	1	4		Elective
		BALAY412	Peace Psychology	UES	3	1	4		Elective
English Minor (Choose Any One) ##	617416	BAENG416	European Drama	UES	3	1	4		Elective
	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4	Elective	
	617420	BAENG 420	Indian Literature in English Translation -II					Elective	

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2025-26 Batch Onwards

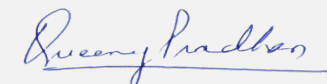
Economics Minor (Choose Any One) ##	616412	BAECO412	Financial Econometrics	UES	3	1	4	Elective
	616414	BAECO414	Big Data Analysis	UES	3	1	4	Elective
	616416	BAECO416	Economic Analysis with R	UES	3	1	4	Elective
	616418	BAECO418	Demographic, Economic & Social Inter-relations	UES	3	1	4	Elective
Total Credits								20#

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

The total credit calculation has been done based on the number of choices the student can opt for in each MS/ DSC, respectively, in this semester.

In the 8th Semester, a student is required to earn a minimum of 20 credits, which includes at least one MS course. However, the student may earn an additional 4 credits by choosing a second MS course.

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FIRST SEMESTER

DISCIPLINE SPECIFIC COURSE

Historians' Quest

Nature of the Course: DSC

Course Code: BALAH101

Semester: First (I)

Credits: 4 (L3:T1)

Mode of Examination: UES

Course ID:

Marks: 100

Internal Evaluation: 40

Course Objective:

This course introduces students to the discipline of history not merely as a study of the past, but as a way of understanding the present and imagining the future. Through a thematic and inquiry-based approach, the course explores how historical thinking helps us make sense of contemporary issues such as inequality, environmental crises, technological change, and debates around memory and identity. Drawing from diverse sources — scholarly texts, films, podcasts, and popular literature — students will be encouraged to critically examine the uses and abuses of history in public life. The goal is to inspire curiosity, develop critical thinking, and offer a fresh and engaging perspective on why history matters today.

Course Outcomes:

CO1 (Knowledge): Develop an interest in historical thinking through engaging and relatable themes.

CO2 (Understanding): Understand how contemporary problems have historical roots.

CO3 (Synthesis): Analyze historical narratives through non-traditional sources — including films, books like *Sapiens*, and current events.

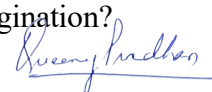
CO4 (Application): Make meaningful connections between personal, local, and global histories.

Course Content

Unit 1: Why History Matters

(15 Hours)

- a. History and Historian
- b. Big Histories: How we became human? How are societies formed?
- c. Is history only about kings and wars — or also about daily life and imagination?
- d. Personal and collective memory: History vs. Heritage



Suggested Media:

- Film: *13th* (dir. Ava DuVernay) – on racial incarceration in the U.S.

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- Film: *Lagaan* (for colonial resistance in India)
- Podcast: *Seen and Not Heard* (Dalit voices & resistance)

Unit 2: Inequality and Injustice: Then and Now

(15 Hours)

- Caste, race, gender, class — historical roots of inequality
- Colonialism and its afterlives (racism, global poverty, mass incarceration)
- Alternative histories: egalitarian societies and social experiments
- LGBTQ Community: Past to Present

Unit 3: Environment and the Past

(15 Hours)

- How the environment shaped history — and how humans shaped nature
- Disease, epidemics, and geography: history from a biopolitical lens
- Colonialism, forests, and resource control in South Asia
- The Anthropocene: Can we have an ethical relationship with the planet?

Suggested Media:

- Podcast: *Drilled* (on climate denial and politics)
- Short documentary: *India's Vanishing Forests* (by Down To Earth)
- Maps/timelines of forest laws, Chipko movement

Unit 4: Technology, Power, and Historical Imagination

(15 Hours)

- From fire to fiber optics: What technologies reveal about social change
- Printing press, gunpowder, railways — how power and technology intertwine
- Fossil fuels, climate change, and political systems
- History and Contestation: monuments, textbooks, and collective memory.

Suggested Media:

- YouTube channel: *ColdFusion* – videos on history of major technologies
- Podcast: *Tech Won't Save Us* – episode on the political economy of innovation
- Film: *The Social Dilemma* (Netflix)
- Article: *Why Statues Matter* (Colston, Ambedkar, and public memory)

Pedagogy:

- Create a visual timeline of “What I thought history was, and what it could be”.
- Classroom debate: *Should colonial and casteist monuments be taken down?*
- **Museum of the Silenced" Pop-Up Exhibit** Students work in small groups to create a one-table “exhibit” on a forgotten or erased historical figure, event, or community. They include

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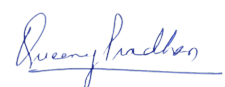
brief write-ups, images, objects (or sketches), and captions — like a pop-up classroom museum.

Textbooks:

1. Ambedkar, Bhim Rao. *Annihilation of Caste*, Fingerprint Publishing, 2023 (Originally published in 1936).
2. David Graeber & David Wengrow, *The Dawn of Everything: A New History of Humanity*, Penguin, 2022.
3. Carr, E.H. *What is History?* Penguin Classic, 2018 (Originally published in 1961).
4. Harari, Yuval Noah. *Sapiens: A Brief History of Humankind*, Penguin Random House, 2015.
5. Guha, Ramachandra. *Environmentalism: A Global History*, Penguin Random House, 2016.
6. Childe, Gordon, *Man Makes Himself*, The New American Library, 1936.

Recommended Readings:

1. McNeill, J.R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*, W.W. Norton & Company, 2001.
2. Diamond, Jared. *Guns, Germs, and Steel*, W.W. Norton & Company, 1997.
3. Mishra, Pankaj. *Age of Anger*. Juggernaut Publication, 2018
4. Mitchell, Timothy. *Carbon Democracy: Political Power in the Age of Oil*, Verso Books, 2011.
5. Tarlo, Emma. *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, 2003.



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DISCIPLINE SPECIFIC COURSE

Fundamentals of Psychology

Nature of Course: DSC

Semester: First (I)

Course Code: BALAY103

Credits: 4 (L3 P1)

Mode of Exam: UES

Course ID:

Marks: 100 (40+60)

Course Objective:

The objective of this course is to introduce key concepts of psychology in order to provide a deeper insight into mental process and behavior.

Course Outcomes:

CO 1 (Knowledge): Define and explain basic psychological concepts.

CO 2 (Understanding): Understand the influence of biological and socio-cultural factors on human behavior and mental processes.

CO 3 (Synthesis): Synthesize psychological concepts and perspectives to analyze human behavior and apply insights to real-life contexts.

CO 4 (Application): Apply principles of psychology in academics and everyday life.

Course Content

Unit I: Introduction: Nature of Psychology

(15 Hours)

- a. Concept of Psychology
- b. Psychology as a scientific discipline
- c. Perspectives in Psychology (Psychodynamic, Behavioral, Humanistic, Cognitive, and Socio-Cultural)
- d. Sub-Fields of Psychology; Scope of Psychology
- e. Psychology in India

Unit II: Learning and Memory

(15 Hours)

- a. Nature of Learning
- b. Principles and Applications of Classical Conditioning
- c. Principles and Applications of Operant Conditioning; Observational Learning
- d. Definition and Models of Memory (Information Processing approach; Levels of Processing Model)
- e. Forgetting; Techniques for improving memory



Unit III: Motivation and Emotion

(15 Hours)

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

- a. Nature of Motivation
- b. Types of Motivation: Primary and Secondary, biogenic and sociogenic
- c. Nature and function of emotion
- d. Theories of Emotion
- e. Culture and Emotion; Indian View of Emotion

Unit IV

(30 Hours)

- Practicum (Any one experiment based on unit 2 or 3)

Pedagogy:

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

Readings

- Baron, R. & Misra. G. (2013). Psychology. Pearson.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
- Zimbardo, Phillip G. (2006). Introduction to Psychology. New York. Pearson Custom Publishing
- Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world



Applicable to Students from 2025-26 batch onwards.

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MINOR STREAM (MS)

Indian Constitution and Government

Nature of the Course: MS

Course Code: BALAP107

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 along with understanding the party system in India.

Course Outcomes:

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 centre-state relations and the party system.

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

CO4 (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

(15 Hours)

- 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

(15 Hours)

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

Unit III: Executive, Legislature and Judiciary

(15 Hours)

- a. Executive: Office of the President, Prime Minister, Governor

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

- b. Parliament: Composition and Functions
- c. Supreme Court: Composition and Functions

Unit IV: Party System in India

(15 Hours)

- a. Types of Party System, Phases of Party system in India
- b. National Parties in India
- c. Regional Parties in India

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. Chetan, Achyut. *Founding Mothers of the Indian Republic: Gender Politics of the Framing of the Constitution*. Cambridge: Cambridge University Press, 2022.
4. 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.

Applicable to Students from 2025-26 batch onwards.

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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. Vinaik, A., and R. Bhargava, eds. *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan, 2010.



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MINOR STREAM (MS)

Sociology and Society in India

Nature of the Course: MS

Course Code: BALAS105

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:

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 Outcomes:

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


(15 Hours)

Applicable to Students from 2025-26 batch onwards.

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- 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

(15 Hours)

- 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. Caste: Definition, Characteristics and Theories of Origin

Unit III: Social Issues in India

(15 Hours)

- 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

(15 Hours)

- 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

Applicable to Students from 2025-26 batch onwards.

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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



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MULTI DISCIPLINARY COURSE (MDC)

History and Literature

Nature of the Course: MDC

Course Code: BALAC109

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 Outcomes:

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

(10 Hours)

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

Unit II: Medieval period literature

(12 Hours)

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



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Unit III: Modern Indian Literature – Any four texts**(12 Hours)**

- 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**(11 Hours)**

- 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

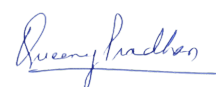
- Classroom lectures/project work.
- Class assignment: a review of the unabridged version of any book related to pre-colonial literature.
- Classroom debate on the change in literary forms after colonial rule and the influence of Western ideas in Indian writing.

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.



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MULTIDISCIPLINARY COURSE (MDC)

Society and Politics

Nature of the Course: MDC

Course Code: BALAC111

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 Outcomes:

CO1 (Knowledge): This course will give an idea about the intrinsic relationship between the social and political.

CO2 (Understanding): It will enable an understanding of state, nation, citizenship, and democracy.

CO3 (Synthesis): The student can analyse 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: Understanding the Concepts (10 Hours)

- a. Conceptualising Politics: Definition, Perspectives of Politics-Classical, Liberal, Marxist, Feminist
- b. Society: Definitions, Characteristics, State and Society Distinctions
- c. Civil and Political Society

Unit II: Theories of Social Stratification (12 Hours)

- a. Marxian Approaches to Social Stratification
- b. Weberian Approach to Social Stratification

Unit III: Socio-Political Identities in India (12 Hours)

- a. Caste in Indian Polity: Reservation, Second Democratic Upsurge in India

Queenj Pruthi

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- b. Gender and Institutional Interventions in India: Defining Gender, National Report on the Role and Status of Women (1980), Vishakha Guidelines and the POSH Act (2013)

Unit IV: Democracy and Globalisation

(11 Hours)

- a. Democracy: Conceptualising Democracy, Definitions, Procedural and Deliberative Democracy
- b. Globalisation, Civil Society, Global Poverty

Pedagogy:

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

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.
4. Bardhan, Pranab. "The Impact of Globalization on the Poor." *Brookings Trade Forum: Globalization, Poverty, and Inequality* (2004): 271–284. Washington, DC: Brookings Institution Press.

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. Heywood, Andrew. *Key Concepts in Politics*. New York: Palgrave, 2000.
5. 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.
6. Kothari, Rajni. *Caste in Indian Politics*. Hyderabad: Orient Longman, 1970.
7. Lipset, S.M., ed. Politics and Social Science. New York: OUP, 1969.
8. Macpherson, C.B. *The Real World of Democracy*. Oxford: Clarendon Press, 1966.
9. Michelutti, Lucia. *The Vernacularisation of Democracy: Politics, Caste and Religion in*

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India. New York: Routledge, 2009.

10. Myrdal, Gunnar. *Asian Drama: An Inquiry into the Poverty of Nations*. London: Allen Lane, 1972.
11. Rudolf, Lloyd, and Rudolf Susan, eds. *In Pursuit of Lakshmi: The Political Economy of the Indian State*. Chicago: University of Chicago Press, 1987.
12. Sanyal, Kalyan. *Rethinking Capitalist Development: Primitive Accumulation, Governability and Post Colonial Capitalism*. New Delhi: Routledge, 2007.
13. Sen, Amartya. *Development as Freedom*. New Delhi: OUP, 1999.
14. Weber, Max. *Economy and Society: An Outline of Interpretive Sociology*. Edited by Guenther Roth and Claus Wittich. Translated by Ephraim Fischhoff et al. Berkeley: University of California Press, 1978.



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MULTIDISCIPLINARY COURSE (MDC)

Society and Culture

Nature of the Course: MDC

Semester: First (I)

Course Code: BALAC113

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 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 Outcomes:

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, analysing social behaviours, inclusion/exclusion dynamics, and the influence of popular culture on social change.

Course Content

Unit I: Basic Concepts of Society and Culture

(10 Hours)

- a. Society: Definition, Features, and Comparison between human and non-human society
- b. Essential Elements of Society; Types of Society

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- c. Concept of Culture- Material and Non-Material Culture; Elements of Culture
- d. Multiculturalism, Cultural Relativism and Ethnocentrism

Unit II: Intercultural Communication

(12 Hours)

- 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

(12 Hours)

- 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

(11 Hours)

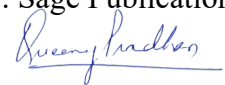
- a. What is popular culture? Features associated with commercial products and paraphernalia, different perceptions of popular culture, local to global perspectives
- b. Interaction between popular culture, society, and individual
- c. Consumers and nature of consumption of popular culture
- d. Continuity 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.



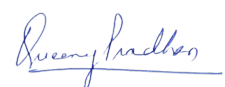
Applicable to Students from 2025-26 batch onwards.

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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



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SKILL ENHANCEMENT COURSE (SEC)

History of Science and Technology in India (IKS)

Nature of the Course: SEC

Course Code: BALAC117

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 early years till 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 (10 Hours)

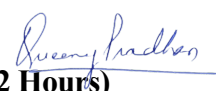
- Astronomy (*Surya-Siddhanta*, Aryabhatta, Varahamihira), Mathematics, Medicine (Ayurveda)
- Agriculture, metallurgy, textile production, shipbuilding, armaments
- Critical assessment of the attribution of scientific discoveries to Ancient Indians

Unit II: Science and Technology in India c.1200 CE to 1757 CE (12 Hours)

- Geometry, Trigonometry and Algebra, Graeco-Arabic Medicine (*Unani-tibb*), Astronomy, medicine
- Agriculture (Canals and other irrigation systems), textile, arms-making, shipbuilding
- Technology, warfare in medieval period

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

(12 Hours)



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- 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

(11 Hours)

- 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. 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. Arnold, David. *The New Cambridge History of India, III*, Cambridge: Cambridge University Press, 2004.
2. Bose, D.M., Sen, S.N. & Subbarayappa, B.V. eds., *A Concise History of Science in India*, New Delhi: Indian National Science Academy, 1971.
3. Chakrabarti, Pratik. *Western science in modern India: Metropolitan methods, colonial practices*. Orient Blackswan, 2004.
4. Chattopadhyaya, Debiprasad. *History of Science and Technology in Ancient India: Astronomy, Science and Society*. Firma KLM, 1996.
5. Kumar, Deepak. *Science and the Raj: A Study of British India*, Oxford Scholarship Online, October 2012
6. Kumar, .Deepak, ed. *Science and Empire: essays in Indian context, 1700-1947*. Anamika Pub & Distributors, 1991.
7. Muley, Gunakar. *Bharat: Itihaas, Sanskriti aur Vigyan*. Rajkamal Prakashan. 2013.
8. Plofker, Kim. *Mathematics in india*. Princeton University Press, 2008.

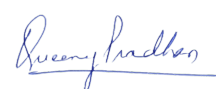
Recommended Readings:

1. Arnold, David. “Nehruvian science and postcolonial India”. *Isis* 104, no. 2 (2013): 360-370.
2. Ansari, SM Razaullah. “The observatories movement in India during the 17–18th centuries.” *Vistas in Astronomy* 28 (1985): 379-385.
3. Basham, Alan L. “The practice of medicine in ancient and medieval India.” *Asian medical systems: A comparative study* (1976): 18-43.
4. Bhatia, P. "Mining and metallurgy in ancient India." *Indian Historical Review* 34, no. 1

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- (2007): 283-287.
5. Kumar, Deepak. "Adoption and Adaption: A Study of Medical Ideas and Techniques in Colonial India." In *Science between Europe and Asia: Historical Studies on the Transmission, Adoption and Adaptation of Knowledge*, pp. 233-243. Dordrecht: Springer Netherlands, 2010.
 6. Mahalanobis, P. C. "Recent developments in the organization of science in India." *Sankhyā: The Indian Journal of Statistics, Series B* 25, no. 1/2 (1963): 67-84.
 7. Edney, Matthew H. "The patronage of science and the creation of imperial space: The British mapping of India, 1799-1843." *Cartographica: The International Journal for Geographic Information and Geovisualization* 30, no. 1 (1993): 61-67.
 8. Habib, Irfan, "Presidential Address, Medieval India Section", *Proceedings of the Indian History Congress*, Varanasi, 1969.
 9. Habib, Irfan, 'Technology and Barriers to Social Change in Mughal India', *Indian Historical review*, Vol. V, Nos.1-2, 1978-79.
 10. Habib, Irfan, "Changes in Technology in Medieval India", in *Studies in History*, Vol. II, No. 1, 1980.
 11. Habib, S. Irfan, and Dhruv Raina. "The introduction of scientific rationality into India: A study of Master Ramchandra—Urdu journalist, mathematician and educationalist." *Annals of science* 46, no. 6 (1989): 597-610.
 12. Haines, Daniel. "Development, Citizenship, and the Bhakra–Nangal Dams in Postcolonial India, 1948–1952." *The Historical Journal* 65, no. 4 (2022): 1124-1144.
 13. Khan, Iqbal Ghani. "The Awadh Scientific Renaissance and the Role of the French: C. 1750-1820", *Indian Journal of History of Science*, Vol. 3, No. 38, pp. 273-301, 2003.
 14. Nanda, Meera. "Science Sanskritized: How modern science became a handmaiden of Hindu nationalism." In *Routledge Handbook of South Asian Religions*, pp. 264-286. Routledge, 2020.
 15. Parayil, Govindan. "The green revolution in India: A case study of technological change." *Technology and culture* 33, no. 4 (1992): 737-756.
 16. P. Rama Rao, 'Science and Technology in Independent India: Retrospect and Prospect', in *Current Science*, Vol. 74, No.5, 10 March, 1998, pp.418-432.
 17. Qaisar, A. Jan, "Shipbuilding in the Mughal Empire during the Seventeenth Century", *Indian Economic and Social History Review*, Vol. V, No. 2, June, 1968.
 18. Raj, Kapil. "Networks of knowledge, or spaces of circulation? The birth of British cartography in colonial south Asia in the late eighteenth century." *Global Intellectual History* 2, no. 1 (2017): 49-66.
 19. Suvobrata Sarkar (Ed.), *History of Science, Technology, Environment and Medicine in India*, London and New York: Routledge (Taylor & Francis), 2022.
 20. Verdon, Noémie, and Michio Yano. "Al-Bīrūnī's India, Chapter 14: An Account of Indian Astronomical, Mathematical and Other Literature." *History of science in South Asia* 8 (2020): 57-76.



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SKILL ENHANCEMENT COURSE (SEC)

Gender and Development

Nature of Course: SEC

Course Code: BALAC119

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 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 Outcomes:

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, Development (10 Hours)

- a. Gender and Development: Definitions and Concepts
- b. Gendering Development: Discourses and Debates

Unit II: Gender and Health in India (12 Hours)

- a. Reproductive Rights and Maternal Health-Janani Suraksha Yojana
- b. Accessibility to Health Care- Transgender Persons Protection of Rights Act 2019



Unit III: Gender and Economic Policy (12 Hours)

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- a. Women in Development (WID), Women and Development (WAD), and Gender and Development (GAD)
- b. Women's Unpaid Labour and Informal Economy
- c. Grameen Bank, Self-Help Groups (SHG), Kudumbashree

Unit IV: Gender and Violence

(11 Hours)

- a. Gender-Based-Violence and Violence Against Women
- b. Laws and Institutions
- c. Appraisal of Safety and Security Schemes like Mission Shakti: 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.
4. Rathgeber, Eva. *WID, WAD, and GAD: Trends in Research and Practice*. *Journal of Developing Areas* 24, no. 4 (1991): 489–502.
5. Razavi, Shahra, and Carol Miller. *From WID to GAD: Conceptual Shifts in the Women and Development Discourse*. Geneva: UNRISD, 1995.

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. Kabeer, Naila. *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso, 1994.
3. Parpart, Jane L., Patricia Connelly, and Eudine Barriteau. *Theoretical Perspectives on Gender and Development*. Ottawa: International Development Research Centre, 2000.
4. Pearson, Ruth, and Caroline Sweetman, eds. *Gender and Development: Critical Concepts in Development Studies*. London: Routledge, 2017.
5. National Health Policy, India (2017).
6. The Right of Children to Free and Compulsory Education (RTE) Act, 2009,



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<https://dse1.education.gov.in/rte>

7. Where Do the Victims of Gender- Based Violence go? Based Violence go? A Needs Analysis for Women's Safety Schemes in India: A 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>
8. National Commission for Women (NCW) Reports
9. Visvanathan, Nalini, ed. *The Women, Gender and Development Reader*. 2nd ed. London: Zed Books, 2011.
10. World Bank. *Engendering Development: Through Gender Equality in Rights, Resources, and Voice*. Washington, DC: World Bank and Oxford University Press, 2001.



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SKILL ENHANCEMENT COURSE (SEC)

Understanding Indian Society Through Cinema

Nature of the Course: SEC

Semester: First (I)

Course Code: BALAC121

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 analysing 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 Outcomes:

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

(10 Hours)

- 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



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Unit II: Indian Society and Cinema: Independence to Liberalization (12 Hours)

- 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 (12 Hours)

- 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*¹ (11 Hours)

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

Pedagogy:

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

Text Books:

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.

* **Note:** This course is primarily meant to develop a sociological lens among the students by comparing and analysing 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 analyse will depend upon the

Queen Pruthi

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course instructor.

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



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SKILL ENCHACEMENT COURSE (SEC)

Entrepreneurship Mindset

Nature of the Course: SEC
Semester: First (I)
Course Code: BALA131
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 Outcomes:

After completing this course, students will be able to

CO1 (Knowledge): Form a strong foundation 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 (10+12+12+11 Hours)

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 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 entries: Central level, state level, other agencies, industry associations.
6. Practical's:
 - i. Presenting a business plan



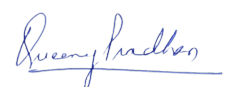
- ii. Project on Start-up India any other Government policy on entrepreneurship
7. Discussion on why Start up fails, role of MSME etc.
Discussion on role of entrepreneur in economic growth
Discussion on Technology part.
8. Case study discussion on successful Indian entrepreneurs.

Pedagogy:

- Lectures
- Discussions and Presentations
- Seminars

Text Books:

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



ABILITY ENHANCEMENT COURSE (AEC)

Story of Indian Food

Nature of the Course: AEC

Course Code: BALAC125

Semester: First (I)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

Continuous Evaluation

Course Objective:

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

Course Outcomes:

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 actually 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

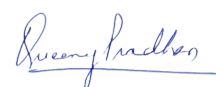
(7 Hours)

- 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

(8 Hours)

- 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 Islamic and change in eating patterns (8 Hours)

- 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 (7 Hours)

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

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ABILITY ENHANCEMENT COURSE (AEC)
Legislative Management and Support

Nature of the Course: AEC
Course Code: BALAC127
Semester: First (I)
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

The course provides 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 Outcomes:

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 endeavours.

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.

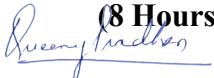
Course Content

Unit I: Different Tiers of Representatives of governance: Powers and functions (7 Hours)

- 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

(8 Hours)


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

Unit III: Reading Budget**(8 Hours)**

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

Unit IV: Media, Communication, and Legislation**(7 Hours)**

- 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

Course Code: BALAC129

Semester: First (I)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

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 Outcomes:

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

CO2 (Understanding): Analyse 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

(7 Hours)

- 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

(8 Hours)

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

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Unit III: Folklore and Digital Technology**(8 Hours)**

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

Unit IV: Folklore in Urban Context**(7 Hours)**

- 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

VALUE ADDITION COURSE I (VAC) Environmental Studies

Nature of the Course: VAC
Semester: First (I)
Course Code: BALA133
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continues Evaluation

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.

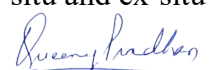
Course Content

Unit I: Fundamentals:

(7 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_x and particulates, effect of pollutants on man & environment: photochemical smog, acid rain and global warming, CO₂ 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; compositing, 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

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- h. **Disaster Management:** Floods, earth quake, cyclone and landslides

Unit IV: Social Issues, Human Population and Environment

(7 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 Books:

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.

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SECOND SEMESTER

DISCIPLINE SPECIFIC COURSE (FC)

Understanding Contemporary Society

Nature of the Course: DSC
Semester: Second (II)
Course Code: BALAS102
Credits: 4 (L3 T1)

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

Course Objective:

This course examines the relationship between individuals and society, focusing on culture, identity, and social structures. It explores everyday life, emotions, and consumption, highlighting their social significance. Students will analyze power, resistance, and the role of art and music in social change. The course also addresses digital culture, including social media, influencers, online identity, and mental health, encouraging critical engagement with contemporary society.

Course Outcomes:

After Completing this course, students will be able to

CO 1 (Knowledge): Demonstrate foundational knowledge of key sociological concepts such as culture, socialization, identity, power, and digital society.

CO 2 (Understanding): Interpret and explain the interconnections between everyday life, social structures, emotions, and cultural practices.

CO 3 (Synthesis): ChatGPT said: CO 3 (Synthesis): Integrate diverse sociological theories and concepts to construct cohesive explanations of individual experiences, power relations, and digital identities in everyday life.

CO 4 (Application): Apply sociological perspectives to analyze contemporary social phenomena, including digital culture, class consumption, and forms of resistance.

Course Content

Unit I: Individual and Society

(15 Hours)

- a. Cultivating Sociological Imagination
- b. Culture, Society and Individual
- c. Socialization and Identity: Self and Self Identity
- d. Social Structure

Unit II: Understanding the Everyday

Quincy Phillips
(15 Hours)

- a. The concept of everyday life

- b. Pace of Life
- c. Social dimensions of Emotions
- d. Consumption and Class

Unit III: Power and Resistance

(15 Hours)

- a. Power and its dimensions
- b. Types of Capital
- c. Everyday Resistance
- d. Music, Art and Resistance

Unit IV: Society and Digital Culture

(15 Hours)

- a. Leisure and Social Media (Food and Tourism)
- b. The rise of the ‘Influencer’: Democratization of Celebrity
- c. Digital Identities and Online Selves
- d. Mental Health and Social Media

Text Books:

1. Contois, Emily J.H; Zenia, Kish. 2022. Eds. *Food Instagram: Identity, Influence, and Negotiation*. University of Illinois Press
2. Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press.
3. Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. *The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction*. Wiley Blackwell. New Jersey
4. Cooley, Charles Horton. 1933. *Introductory Sociology*. Charles Scribner’s Son. London.

Recommended Readings:

Unit I

1. Wallis, Wilson D. “Culture, Society, and the Individual.” *Southwestern Journal of Anthropology*, vol. 6, no. 1, 1950, pp. 41–46.
2. Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. *The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction*. Wiley Blackwell. New Jersey (Chapters: 2 and 3)
3. Srinivas, M. N. “Social Structure.” *Sociological Bulletin*, vol. 13, no. 1, 1964, pp. 12–21
4. Levada, Iu. A. “Social Structure.” *International Journal of Sociology*, vol. 3, no. 1/2, 1973, pp. 3–9.
5. Cooley, Charles Horton. 1933. *Introductory Sociology*. Charles Scribner’s Son. London. (Chapters:1, 2, 5, and 9).

Unit II

1. Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press. (Chapters: 1,

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- 2, 3, and 5)
2. Harris, Scott R. 2024. *An Invitation to The Sociology of Emotions*. Routledge. New York (Chapters 1 and 6).
 3. Baumann, Shyon; Carins, Kate; Johnston, Josee. 2017. *Introducing Sociology Using the Stuff of Everyday Life*. Routledge. New York (Chapters: 4, 10, 11).
 4. Rosa, Hartmut. *Social Acceleration: Ethical and Political Consequences of a Desynchronized High-Speed Society*. 2009. In, Rosa, Hartmut; Scheuerman, William E. Eds. *High-Speed Society: Social Acceleration, Power and Modernity*. Pennsylvania State University Press, Pennsylvania. (Pp. 81- 92).
 5. 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.

Videos:

1. Live More by Doing Less | The Philosophy of Slow Living.
<https://www.youtube.com/watch?v=bK1g9bPHUTo>
2. Our Consumer Society. Then & Now|
<https://www.youtube.com/watch?v=wmDoUa4f-NM&t=3134s>

Unit III

1. Lukes, Steven. *Power: A Radical View*. 2nd ed. London: Palgrave Macmillan, 2004 (pp. 14 - 38).
2. Baumann, Shyon; Carins, Kate; Johnston, Josee. 2017. *Introducing Sociology Using the Stuff of Everyday Life*. Routledge. New York (Chapters: 12).
3. Martinez, Theresa A. "Popular Culture as Oppositional Culture: Rap as Resistance." *Sociological Perspectives*, vol. 40, no. 2, 1997, pp. 265–86.
4. Chaudhary, Nandita, Pernille Hviid, Giuseppina Marsico, and Jakob Waag Villadsen, eds. *Resistance in Everyday Life: Constructing Cultural Experiences*. Cham: Springer, 2017. (Chapters: 19 and 22)

Video

1. Politics, Power and Resistance: Gender & Power.
<https://www.youtube.com/watch?v=w2wWMjiCix4>

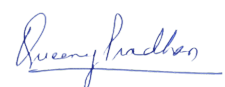
Unit IV

1. Contois, Emily J.H; Zenia, Kish. "INTRODUCTION.: From Seed to Feed How Food: Instagram Changed What and Why We Eat." *Food Instagram: Identity, Influence, and Negotiation*, edited by Contois, Emily J.H; Zenia, Kish, University of Illinois Press, 2022, pp. 1–30
2. Li, H., Meng, F., & Zhang, X. (2021). Are You Happy for Me? How Sharing Positive Tourism Experiences through Social Media Affects Posttrip Evaluations. *Journal of Travel Research*, 61(3), 477-492
3. Brooks, G., Drenten, J., & Piskorski, M. J. (2021). Influencer Celebrification: How Social Media Influencers Acquire Celebrity Capital. *Journal of Advertising*, 50(5), 528–547.

4. Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. *The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction*. Wiley Blackwell. New Jersey (Chapters: 8)
5. Reichardt, Ulfried. “Self-Observation in the Digital Age: The Quantified Self, Neoliberalism, and the Paradoxes of Contemporary Individualism.” *Amerikastudien / American Studies*, vol. 63, no. 1, 2018, pp. 99–117
6. Jensen Schau, Hope, et al. “We Are What We Post? Self-Presentation in Personal Web Space.” *Journal of Consumer Research*, vol. 30, no. 3, 2003, pp. 385–404.
7. Wilson, Ceri, and Jennifer Stock. ““Social Media Comes with Good and Bad Sides, Doesn’t It?” A Balancing Act of the Benefits and Risks of Social Media Use by Young Adults with Long-Term Conditions.” *Health*, vol. 25, no. 5, 2021, pp. 515–34.

Movies:

1. **The Social Dilemma**. Netflix



DISCIPLINE SPECIFIC COURSE (DSC)

Understanding Politics and Political Concepts

Nature of the Course: DSC
Course Code: BALAP104
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:

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 Outcomes:

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 (15 Hours)

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

Unit II: Conceptualising State in Politics (15 Hours)

- a. Conceptualising State, Society, and Nation
- b. Difference Perspectives on State: Organic, Social-Contract, Hindu Theory
- c. Ideology and Political Ideologies: Liberalism, Marxism and Feminism

Unit III: Political Concepts

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(15 Hours)

- a. Liberty- Negative and Positive Liberty
- b. Equality- Legal, Political and Socio-Economic
- c. Justice- Procedural Justice and Substantive Justice; Procedural Justice and Substantive Justice
- d. Democracy-Elitist Theory, Pluralist Theory, Radical Theory; Concept of Deliberative Democracy

Unit IV: Introducing International Politics

(15 Hours)

- a. Peace and Security: Positive and Negative Peace, Traditional and Non-Traditional Threats
- b. Globalisation and International Relations
- c. Issues in Global Politics: Climate change and Issues of Development, Digital Security

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

Queen's Printer

MINOR STREAM COURSE (MS)
Connected Histories: India and Asia (700 CE to 1700 CE)

Nature of the Course: MS
Course Code: BALAH106
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 (15 Hours)

- 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 (15 Hours)

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

Unit III: Court Culture and Imperial Connections (15 Hours)

- 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

Unit IV: The Coming of the Europeans and New Linkages

Queen's Punjab
(15 Hours)

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

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MINOR STREAM (MS)

Introduction to Individual Differences

Nature of Course: MS
Semester: Second (II)
Course Code: BALAY108
Credits: 4 (L3 P1)

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

Course Objective:

The objective of this course is to help students develop understanding of the concept of individual differences through examining a variety of theoretical perspectives that are relevant to the study of individual differences.

Course Outcome:

After finishing this course, students will be able to:

CO1 (Knowledge): Develop an understanding of individual differences as reflected in personality and intelligence, as well as knowledge of basics of psychological testing.

CO2 (Understanding): explain core concepts of personality, intelligence, and psychological testing, including theoretical approaches and cultural perspectives

CO3 (Synthesis): integrate theories of personality and intelligence to evaluate individual differences within diverse biological, social, and cultural contexts.

CO4 (Application): apply psychological principles to assess personality and intelligence, interpret test results, and navigate ethical considerations in psychological testing.

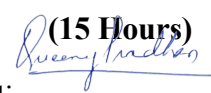
Course Content

Unit I: Personality (15 Hours)

- a. Nature of Personality; Theoretical Approaches to Personality (Psychodynamic, Types and Traits, Social Cognitive, Humanistic)
- b. Biological Foundations of Personality
- c. Culture, Gender and Personality
- d. Indian Conception of Self and Personality

Unit II: Intelligence

- a. Nature of Intelligence; Psychometric and cognitive approaches to intelligence

(15 Hours)


- b. Broader Conceptualization of Intelligence; Gardner's multiple intelligences
- c. Emotional Intelligence
- d. Heredity, environment and intelligence

Unit III: Psychological Testing/Testing of Individual Differences (15 Hours)

- a. Features and Purpose of Psychological Test
- b. Types of Personality Test
- c. Reliability, Validity, Norms of Psychological Testing
- d. Ethical Issues in Psychological testing

Unit IV: Practicum (30 Hours)

- a. Any **one** psychological test (Based on Intelligence **or** Personality).

Pedagogy:

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

Recommended Readings:

1. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
2. Baron, R. & Misra. G. (2013). Psychology. Pearson.
3. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
4. Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world
5. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.

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MULTIDISCIPLINARY COURSE (MDC)

Makers of India

Name of the Course: MDC

Semester: II

Course Code: BALAC110

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

This course introduces students to major thinkers and movements that shaped modern India. It examines how ideas about religion, caste, gender, nationalism, freedom, and development emerged in specific historical contexts and responded to social and political challenges. The course encourages students to read historical texts, understand ideas in context, and reflect on different visions of India.

Course Outcomes

CO1 (Knowledge): Students will identify major thinkers, movements, and ideas that shaped modern India.

CO2 (Understanding): Students will understand how ideas on reform, caste, gender, nationalism, and democracy emerged in specific historical contexts.

CO3 (Synthesis): Students will connect and compare different historical responses to shared social and political challenges in modern India.

CO4 (Application): Evaluate the continuing relevance of these debates in contemporary India.

Course Content

Unit I - Religion and Social Reform

(10 Hours)

- a. Raja Rammohan Roy - Reason and Reform.
- b. Swami Dayanand Saraswati - Religious reform and Arya Samaj.
- c. Swami Vivekananda - Religion and nationalism.
- d. Pandita Ramabai - Women's education and social reform.

Unit II - Caste, Gender, and Social Justice

(12 Hours)
Queen of India

- a. Jyotiba Phule and Savitribai Phule - Caste and education.
- b. B. R. Ambedkar - The caste question and the Ambedkar-Gandhi debate.
- c. Periyar E. V. Ramasamy - Anti-caste politics and rationalism.
- d. Begum Rokeya Sakhawat Hossain - Feminism, and critique of patriarchy

Unit III - Nation and Nationalism

(12 Hours)

- a. Mahatma Gandhi - Non-violence and mass politics.
- b. Sri Aurobindo and Bhagat Singh - Revolutionary nationalism.
- c. Subhash Chandra Bose and Maulana Abul Kalam Azad - Competing ideas of the Indian nation.
- d. Rabindranath Tagore - Critique of nationalism.

Unit IV - Visions of Independent India

(11 Hours)

- a. Jawaharlal Nehru - Democracy and secularism.
- b. Jaipal Singh Munda - Tribal rights and constitutional inclusion.
- c. V. D. Savarkar and Deendayal Upadhyaya - Cultural Nationalism and Integral Humanism.
- d. Jayaprakash Narayan - Democracy and Total Revolution.

Pedagogy

- Lectures
- Class discussions
- Short assignments and presentations
- Audio-visual material

Textbooks

1. Guha, Ramachandra. *Makers of Modern India*. Penguin. 2010. (Selected chapters on Rammohan Roy, Vivekananda, Gandhi, Ambedkar, Nehru, Tagore, Savarkar, Azad.)
2. Metcalf, Barbara D. and Metcalf, Thomas R. *A Concise History of Modern India*. Cambridge University Press. 2012. (Chapters 4-8.)
3. Sarkar, Sumit. *Modern India: 1885-1947*. Macmillan. 1983. (Chapters on social reform, revolutionary nationalism, Gandhian movements.)
4. Khilnani, Sunil. *The Idea of India*. Farrar, Straus and Giroux. 1997. (Introduction; Chapters 1-3.)

Recommended Readings

1. Roy, Raja Rammohan. *Selections from the English Works of Raja Rammohan Roy*, ed. Jogendra Chunder Ghose. Oxford University Press. 2004. (Essays on sati, monotheism, and

- education.)
2. Saraswati, Dayanand. *The Light of Truth (Satyarth Prakash)*, trans. Chiranjiva Bharadwaja. Sarvadeshik Arya Pratinidhi Sabha. 2003 (reprint). (Introduction; Chapters II and IV.) (“Speech at the Parliament of Religions”; “Practical Vedanta”; “The Future of India”.)
 3. Ramabai, Pandita. *The High Caste Hindu Woman*. Oxford University Press. 2003. (Chapters I-III; Conclusion.)
 4. Phule, Jotirao. *Gulamgiri (Slavery)*. Oxford University Press. 2002. (Preface; Chapters I-V.)
 5. Ramasamy, E. V. (Periyar). *The Periyar Reader*. Navayana. 2019. (“Self-Respect”; “No God, No Religion”; “Why Were Women Enslaved?”.)
 6. Phule, Savitribai. *Letters of Savitribai Phule*, in Phule, Jotirao and Savitribai. *Collected Writings*, edited by G. P. Deshpande. Oxford University Press. 2002. (Letters on education, resistance, and everyday struggles of reform.)
 7. Hossain, Rokeya Sakhawat. *Motichur: Sultana’s Dream and Other Writings*. Oxford University Press. 2015. (“Sultana’s Dream”; selections from Motichur essays.)
 8. Gandhi, M. K. *Hind Swaraj and Other Writings*. Cambridge University Press. 1997. (Chapters VI-XIII; XVII.)
 9. Singh, Bhagat. *Why I Am an Atheist and Other Writings*. LeftWord Books. 2004. (“Why I Am an Atheist”; “Letter to Young Political Workers”.)
 10. Aurobindo, Sri. *Bande Mataram: Political Writings 1906-1908*. Sri Aurobindo Ashram Trust. 1997. (“The Doctrine of Passive Resistance”; “Politics and Religion”; “The National Value of Art”; “The Meaning of Nationalism”.)
 11. Savarkar, V. D. *Hindutva: Who Is a Hindu?*. Veer Savarkar Prakashan. 1923. (Chapters I and IV.)
 12. Azad, Maulana Abul Kalam. *India Wins Freedom*. Orient Blackswan. 1988. (Chapters XIII-XV.)
 13. Tagore, Rabindranath. *Nationalism*. Macmillan. 1917. (“Nationalism in India”.)
 14. Nehru, Jawaharlal. *The Discovery of India*. Oxford University Press. 1946. (Chapters on nationalism, unity, and democracy.)
 15. Singh, Jaipal. *Adivasidom: Selected Writings & Speeches of Jaipal Singh Munda* (ed. Ashwini Kumar Pankaj). Pyara Kerketta Foundation. 2017. (Introduction and Speeches from Constituent Assembly debates.)
 16. Upadhyaya, Deendayal. *There Is an Alternative: Integral Humanism*. Deendayal Research Institute. 1965.
 17. Narayan, Jayaprakash. *Towards Total Revolution* (Vol. 4). Richmond Publishing Co. 1978. (Selections on “Total Revolution”.)
 18. Chakravarti, Uma. *Rewriting History: The Life and Times of Pandita Ramabai*. Zubaan. 1998.
 19. Chakravarti, Uma. “Gender, Caste and Labour: Ideological and Material Structures of Widowhood”. *Economic and Political Weekly*. 1996.



MULTIDISCIPLINARY COURSE (MDC)

The Idea of Power

Nature of the Course: MDC
Semester: II
Course Code: BALAC112
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 Outcomes:

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

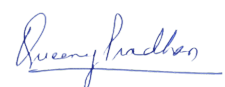
(10 Hours)

- 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

(12 Hours)

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



Unit III: Politics and Power**(12 Hours)**

- 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**(11 Hours)**

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

Pedagogy:

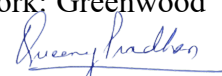
- Lectures
- Class discussions/Interactions
- Films/Documentaries
- Games play to understand the way power works

Text Books:

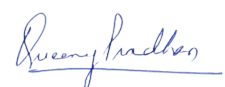
1. Bhargava, Rajeev, and Ashok Acharya, eds. Political Theory: An Introduction. New Delhi: Pearson Longman, 2008.
2. John, Mary E. "Women in Power? Gender, Caste and the Politics of Local Urban Governance." Economic and Political Weekly 42, no. 39 (September 29-October 5, 2007), pp. 3986-3993.
3. Kannabiran, 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.



MULTIDISCIPLINARY COURSE (MDC) Social Interactions in Virtual Environment

Nature of the Course: MDC

Semester: Second (II)

Course Code: BALAC114

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

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.

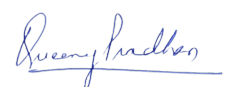
Course Outcomes:

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 (10 Hours)

- 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 (12 Hours)

- 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
- d. Presentation of ‘Self’ in VW: Identity

Unit III: Virtual Environment (VE) (12 Hours)

- a. Concept; Comparison of VE with physical environment; Digital/Virtual Spaces
- b. 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) (11 Hours)

- 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

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3. Crang, Mike, Phil Crang, Jon May. 1999. *Virtual Geographies: Bodies, Space and Relations*. London, Routledge
4. Jerald, Jason, 2015. *The VR Book: Human-Centered 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/
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.2022.881111> [Social Interaction With Agents and Avatars in Immersive Virtual Environments: A Survey | Semantic Scholar](https://www.semanticscholar.org/entry/10.3389/fvrt.2022.881111)

SKILL ENHANCEMENT COURSE (SEC)
Indian Heritage and Culture

Nature of the Course: SEC

Semester: Second (II)

Course Code: BALAC118

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 Outcomes:

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

(10 Hours)

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

UNIT-II. Performing Arts

(12 Hours)

- 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

(12 Hours) 

- 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

(11 Hours)

- 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 – National Museum, National Art Gallery
- Screening documentaries on Indian art and culture.

Textbooks:

1. Asher, Catherine, (ed.), *Perceptions of India's Visual Past*, AIS, 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.

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SKILL ENHANCEMENT COURSE (SEC)

Politics and Indian Knowledge Systems (IKS)

Nature of the Course: SEC

Course Code: BALAC122

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 objective of the course is to introduce the dynamics between Politics and Indian Knowledge systems (IKS) to the students. The course aims to provide foundational information on IKS, Indian philosophical tradition and its relevance in Indian governance and policy making.

Course Outcomes:

After completing this course, students will be able to

CO1 (Knowledge): The students will be introduced to Indian Knowledge Systems and its dynamic relationship with politics and governance.

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

CO3 (Synthesis): The students will have a basic analytical understanding of the various scholarships in the fields of politics, governance and the key ideas like dharma and danda.

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 (10 Hours)

- a. Conceptualising Indian Knowledge Systems
- b. Sources of Indian Knowledge Systems- Chaturdas Vidyasthanas
- c. Indian School of Thought- Heterodox and Orthodox Schools

Unit II: Political Philosophy in Indian Tradition I (12 Hours)

- a. Dharma and Politics: Concepts from Manusmriti, Mahabharata.
- b. Arthashastra and Rajadharma: Kautilya's ideas on governance, diplomacy, and economy

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Unit III: Political Philosophy in Indian Tradition II (12 Hours)

- a. Buddhist and Jain perspectives on statecraft and non-violence
- b. Influence of Bhakti and Sufi movements on socio-political thought

Unit IV: Challenges and Prospects (11 Hours)

- a. Globalization and India's soft power: Yoga, Ayurveda, and Indic philosophies
- b. Policy-making and IKS integration in governance

Pedagogy:

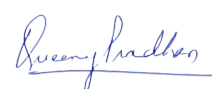
- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books:

1. Mahadevan, B., Vinayak Rajat Bhat, and Nagendra Pavana. *Introduction to Indian Knowledge System: Concepts and Applications*. New Delhi: PHI Learning, 2022.
2. Roy, Himanshu, and M. P. Singh. *Indian Political Thought: Themes and Thinkers*. New Delhi: Pearson, 2017.

Recommended Readings:

1. Basham, A.L. *The Wonder That Was India*. Delhi: Picador India, 2019.
2. Brown, D.M. *The White Umbrella: Indian Political Thought from Manu to Gandhi*. Germany: University of California Press, 2023.
3. Easwaran, Eknath. *Essence of the Upanishads: A Key to Indian Spirituality*. Delhi: Nilgiri Press, 2009.
4. Jha, Amit. *Traditional Knowledge System in India*. Delhi: Atlantic, 2024.
5. Mehta, J.M. *Vedic Wisdom*. New Delhi: V & S Publishers, 2011.
6. Chaturvedi, B. "Dharma-The Foundation of Raja-Dharma, Law and Governance." In *The Mahabharata: An Inquiry in the Human Condition*. Delhi: Orient Longman, 2006.
7. Pollock, Sheldon. "Is there an Indian Intellectual History? Introduction to 'Theory and Method in Indian Intellectual History'." *Journal of Indian Philosophy* 37 (2009), pp. 533-542.



SKILL ENHANCEMENT COURSE (SEC)

Fashion and Society

Nature of the Course: SEC

Semester: Second (II)

Course Code: BALAC124

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 Outcomes:

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 (10 Hours)

- 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 (12 Hours)

- 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 (12 Hours)

- 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 (11 Hours)

- 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. Bendoni, Wendy K. Social Media and Fashion: Influence, Impact and

Wendy K. Bendoni

- 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.

Queenie Purdies

ABILITY ENHANCEMENT SKLL (AEC)

Understanding Sports in History

Nature of the Course: AEC

Course Code: BALAC128

Semester: Second (II)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

Continuous Evaluation

Course Objective:

The course aims to study the history of sports and various dynamics involved in the activity and organization of sports.

Course Outcomes:

CO1 (Knowledge): Know the emergence of sports

CO2 (Understanding): Understand how society and sports reflect each other

CO3 (Synthesis): Relate how the growth trajectory of a few popular sports

CO4 (Application): Write paper based on this knowledge and understanding

Course Content

Unit I: Sports in History

(10 Hours)

- a. Origin of sports in history
- b. Industrial Revolution, leisure time and sport
- c. Sports in Indian history

Unit II: Industrial Revolution, Nationalism and Global Capitalism in the Making of Sports

(10 Hours)

- a. Football: working class origins of football, contemporary sociology
- b. Olympics: history, politics (national organization of Olympics, Interwar Olympics and nationalism, Workers' Olympics)

Unit III: Gender, Caste and Sports

(10 Hours)

- a. Sports history through the lens of feminism; power, body, politics
- b. Race and sports history

Queenj Pruthi

- c. Indian society and sports: cricket, hockey, kabaddi, kushti (any 2)


Pedagogy:

- Lectures
- Discussion and Presentation
- Assignments and Project work
- Films/Videos/Documentaries / Field Visit

Textbooks:

1. Papakonstantinou, Zinon, ed. *Sport in the Cultures of the Ancient World*. Taylor & Francis, 2009.
2. Guttmann, Allen. *Sports: The First Five Millennia*. University of Massachusetts Press, 2004.
3. Boykoff, Jules. 2016. *Power games: A political history of the Olympics*. Verso books.
4. Collins, Tony. *Sport in capitalist society: A short history*. Routledge, 2013.
5. Guttmann, Allen. *Women's sports. A history*. Columbia University Press, 1991.

Recommended Readings:

1. Chakrabarty, Dipesh. 2004. "Introduction: The Fall and Rise of Indian Sports History." *The International Journal of the History of Sport* 21 (3–4): 337–43. doi:10.1080/09523360409510543.
2. Craig, Peter. "Sport and modernity: an introduction to the sociology of." *Sport Sociology* (2010): 11.
3. O'Hanlon, Rosalind. "Military sports and the history of the martial body in India." *Journal of the Economic and Social History of the Orient* 50, no. 4 (2007): 490-523.
4. Baker, William J. "The making of a working-class football culture in Victorian England." *Journal of Social History* 13, no. 2 (1979): 241-251.
5. Burke, Peter. "Workplace Football, Working-Class Culture and the Labour Movement in Victoria, 1910-20." *Labour History: A Journal of Labour and Social History* 89 (2005): 179-196.
6. Guttmann, Allen. "The most controversial Olympics." *National Identity and Global Sports Events: Culture, Politics, and Spectacle in the Olympics and the Football World Cup* (2012): 65-82.
7. Riordan, James. "The worker sports movement." In *The International Politics of Sport in the Twentieth Century*, pp. 115-128. Routledge, 2002.
8. Bhattacharya, Nikhilesh. 2024. "Priests, Bearers, Schoolboys, Sailors: Pioneering Indian Field Hockey Players from Bengal in the 1890s." *The International Journal of the History of Sport*, November, 1–21.
9. Guha, Ramachandra. "Cricket, caste, community, colonialism: the politics of a great game." (1997): 174-183.
10. Alter, Joseph S. *The Wrestler's body: Identity and Ideology in North India*. Univ of California Press, 1992. 
11. Sen, Satadru. "Schools, athletes and confrontation: The student body in colonial India." *Confronting the Body: The Politics of Physicality in Colonial and Post-colonial India* (2004): 58-79.

ABILITY ENHANCEMENT SKLL (AEC)
Managing Election and Election Campaign

Nature of the Course: AEC

Course Code: BALAC130

Semester: Second (II)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

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 Outcomes:

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 (7 Hours)

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

Unit II: Pressure Groups and Election (8 Hours)

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

Unit III: Introducing Surveys (8 Hours)

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

Unit IV: Media and Management of Elections (7 Hours)

- 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:

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

Recommended Readings:

- Whitaker, Anne. A Step-by-Step Guide to Writing Academic Papers. 2009
- Townsend, Barbara. Review: Academic Writing: Advice on How to Do It. Higher Education Vol. 15, No. ¾, pp. 373-378. 1986
- 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

Queenj Pruthi

ABILITY ENHANCEMENT SKLL (AEC)
Academic Research Writing

Nature of the Course: AEC

Course Code: BALAC132

Semester: Second (II)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

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 analyse 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 Outcomes:

CO1 (Knowledge): Demonstrate an understanding of the fundamental principles of reading and analysing 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* (7 Hours)



- Reading and Academic-Text: Critical Approach
- Assignment 1: Reading an article/chapter and writing a summary in

one or two **paragraphs** without prior guidance from the course instructor

- Assignment 2: Re-reading the same article/book chapter and re-writing summary after group discussion
- 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 (8 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 (7 Hours)

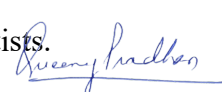
- a. The problem of Plagiarism and how to avoid it; The difference between paraphrasing and plagiarism
- b. Citation, Quoting, and Citation styles
- c. Proof Readings
- d. Peer Review Process (Students will read and comment on each other's work)

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



VALUE ADDED COURSE II (VAC)

Value and Ethics

Nature of the Course: VAC

Course Code: BALAC136

Semester: Second (II)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

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 Outcomes:

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

(7 Hours)

- 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 (8 Hours)

- 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 (8 Hours)

- 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 (7 Hours)

- 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*²

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.

Queenj Purdhan

2025-26 Batch HISTORY Major Syllabus 3rd - 8th
Semester

THIRD SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

Introduction to History

Nature of the Course: DSC

Course Code: BALAH201

Semester: Third (III)

Credits: 4 (L:3 T:1)

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:

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 [15 Hours]

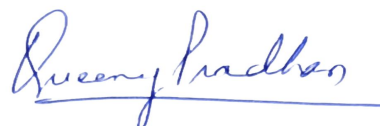
- a. History as a Modern Discipline
- b. History and Interdisciplinary Approaches
- c. History Writing in the Pre-Colonial Period

UNIT-II: History and Periodisation [15 Hours]

- a. Periodisation and Debates
- b. Transition

UNIT-III: Sources in History [15 Hours]

- a. Archaeological: Pre-history and Proto-history



Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

- b. Written: Past to Present
- c. Oral History
- d. Visual History

UNIT-IV: Themes and Trends in History [15 Hours]

- a. Gender
- b. Micro-history
- c. Global
- d. Environmental
- e. Legal
- f. Cities, Regions, and Space;

Pedagogy:

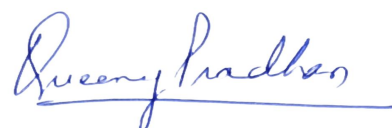
- Classroom Lectures/Experiential Learning/Project Work.
- Visit to the National Museum, New Delhi/any historical place.
- Screening *Roshomon* (1950): A film by Akira Kurosawa (1910-1998) for multiple interpretations of history.

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.



Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

DISCIPLINE SPECIFIC COURSE (DSC)

Civilizations and Culture

Nature of the Course: DSC

Course Code: BALAH203

Semester: Third (III)

Credits: 4 (L:3 T:1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

The objective of the course is to understand how the emergence of human life emerged and their intersection with natural habitat. It aims to familiarize students to ancient world civilizations and help them understand patterns of settlements.

Course Outcomes:

CO1 (Knowledge): Understand how 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.

CO4 (Application): Engage with artifacts and other primary sources used in History and Archaeology.

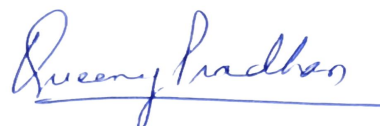
Course Content

UNIT-I: From footprints to genetics: evolution of Homo Sapiens [15 Hours]

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

UNIT-II: Sumerian and Mesopotamian Civilisation [15 Hours]

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



Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

UNIT-III: Egyptian Civilisation [15 Hours]

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

UNIT-IV: Harappan Civilization [15 Hours]

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

Pedagogy:

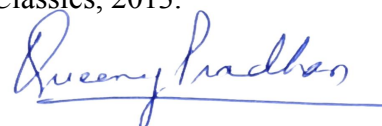
- Classroom Lectures/Map and Geography/Project Work/Archeology.
- Examining and analysing civilisational patterns.
- Screening documentaries on the layout and archaeological finds of the civilisations.

Text Books:

1. Allchin, Bridget, and Raymond Allchin, *The Birth of Indian Civilization*, Middlesex: Penguin, 1968.
2. 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:

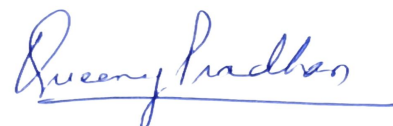
1. Bauer, Susan Wise, *The History of the Ancient World: From the Earliest Account to the Fall of Rome*, W.W. Norton, New York, London, 2007.
2. Childe, V. Gordon, *New Light on the Most Ancient East*, Routledge, 2016.
3. *Sumerians: A Captivating Guide to Ancient Sumerian History, Sumerian Mythology 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.



Applicable to Students from 2025-26 batch onwards.

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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.

A handwritten signature in blue ink, reading "Queeny Pradhan". The signature is written in a cursive style and is underlined with a single horizontal line.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

MINOR STREAM COURSE (MS)

What is History

Nature of the Course: MS
Course Code: BALAH205
Semester: Third (III)
Credits: 4 (L:3 T:1)

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:

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 [15 Hours]

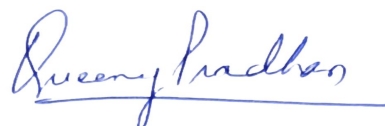
- a. History as a Modern Discipline
- b. History and Interdisciplinary Approaches
- c. History Writing in the Pre-Colonial Period

UNIT-II: History and Periodisation [15 Hours]

- a. Periodisation and Debates
- b. Transition

UNIT-III: Sources in History [15 Hours]

- a. Archaeological: Pre-history and Proto-history
- b. Written: Past to Present
- c. Oral History
- d. Visual History



Applicable to Students from 2025-26 batch onwards.

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UNIT-IV: Themes and Trends in History [15 Hours]

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

Pedagogy:

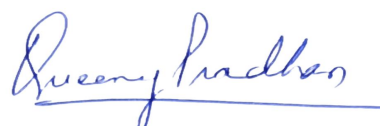
- Classroom lectures/experiential learning/project work.
- Visit to National Museum, New Delhi/any historical place.
- Screening *Roshomon* (1950): A film by Akira Kurosawa (1910-1998) for multiple interpretations in history.

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.



MINOR STREAM COURSE (MS)

Buddhism, Jainism and Early trends in Bhakti (500 CE to 1500 CE)

Nature of the Course: MS
Course Code: BALAH207
Semester: Third (III)
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 transition from Vedic tradition to Shramanic and Puranic traditions.

Course Outcomes:

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.

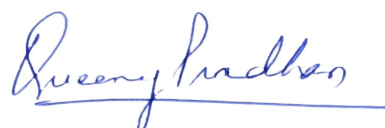
Course Content

UNIT-I: Rites and Rituals [15 Hours]

- Vedic performances– chants and sacrifices
- Change from material to philosophical aspects: Upanishads, Brahmanas
- Debates and discussions– Charvakas, Ajivikas, Shramanas
- Puranic literature

UNIT-II: Jainism [15 Hours]

- Origin of Jain philosophy; critique of Brahmanism
- Spread and organization of Jainism
- Tirthankaras, Mahavir
- The schism– Shvetambaras and Digambaras



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UNIT-III: Buddhism [15 Hours]

- a. Gautam Buddha and the emergence of Buddhism
- b. Origin of Buddhist philosophy; Buddhist texts– Tripitakas, Jatakas
- c. Organization and spread of Buddhism– Sanghas; Women and Buddhism
- d. The split in Buddhism: Mahayana, Hinayana and Theravada

UNIT-IV: The Growth of Early Bhakti [15 Hours]

- a. Vedantic philosophy: Adi Sankara and *Advaita*, Madhavacharya and *Dvaita*.
- b. Alavars, Nayanars
- c. Shankracharya, Ramanuja, Chaitanya, Shankaradeva

Pedagogy:

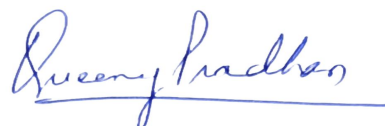
- Classroom lectures/map and geography /project work/archeology.
- Examining and analysing the interaction between different cultural traditions through debates in the classroom.
- Reading parts of a few primary sources to understand how different religions viewed each other.

Textbooks:

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



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MINOR STREAM COURSE (MS)

Voyages and Visions: Travel Narratives as Sources of History

Nature of the Course: MS

Course Code: BALAH209

Semester: Third (III)

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 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 traveller 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 of the place of the origin of the traveller and the place they are visiting. This course studies some major travel accounts and their modern assessments by scholars.

Course Outcomes:

CO1 (Knowledge): Know about important travel accounts, their writers and the places they are visiting.

CO2 (Understanding): Understand how travel accounts in history offers us imaginative ways of knowing about past societies.

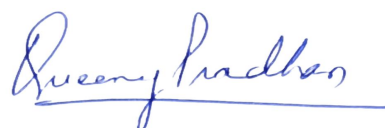
CO3 (Synthesis): Appreciate how historians subject travel accounts to various kinds of scrutinies and draw out useful chunks of information.

CO4 (Application): Engage with specific examples and write about them.

Course Content

UNIT I: Travel Accounts in History (with focus on India) [15 Hours]

- a. Travel accounts – general approaches (Peter Hulme and Tim Youngs, Carl Thompson), Travel accounts as a historical source
- b. India in Travel Accounts – Faxian, Xuanzang, Al-Biruni, Marco Polo
- c. Mughal India and Vijayanagara – European and Central Asian travellers (Niccolò Conti, Ludovico de Varthema, Naverrete, Tavernier, Bernier, Jesuits, Asad Beg Qazwini, Mahmud bin Amir Wali Balkhi)
- d. Later Travel Accounts: Niccolò Conti, Ludovico de Varthema, Tavernier, Bernier, Jesuits



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UNIT II: Colonialism and Travel Writing [15 Hours]

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

UNIT III: Journeys of Transformation [15 Hours]

- 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 [15 Hours]

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

Pedagogy:

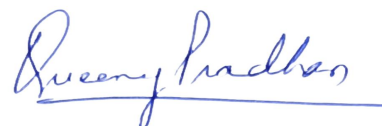
- a. Emphasis on original readings in last two units
- b. Screening of films mentioned in the syllabus

Textbooks:

1. Kate Teltcher. *India Inscribed: European and British Writings on India, 1600-1800*. Oxford University Press, 1995.
2. Nandini Das and Tim Youngs (eds.). *The Cambridge History of Travel Writing*, 2019.
3. Mary Louise Pratt, "Introduction" and "Alexander von Humboldt and the reinvention of America", in *Imperial Eyes: Travel Writing and Transculturation*. Routledge, 2006.
4. Sāṅkr̥ṭyāyana, Rāhula. *From Volga to Ganga*. LeftWord Books, 2021. (Available also in Hindi).
5. Tansen Sen, *The Travel Records of Chinese Pilgrims Faxian, Xuanzang, and Yijing*.
6. Thompson, Carl, ed. *The Routledge companion to travel writing*. Routledge, 2015.
7. Michael H. Fisher (ed.) *Visions of Mughal India: An Anthology of European Travel Writing*. I. B. Tauris. 2007.

Recommended Readings:

1. Behdad, Ali. "Orientalist Desire, Desire of the Orient." In *French Forum*, Vol. 15, no. 1, pp. 37-51. University of Nebraska Press, 1990.



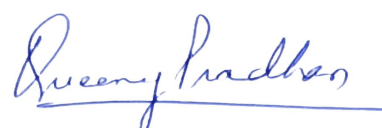
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2. Brettell, Caroline B. "Introduction: Travel Literature, Ethnography, and Ethnohistory." *Ethnohistory* 33, no., pp. 127–38, 1986.
3. Casey Blanton, "Envoi: Writings of Place and the Poetics of Displacement in the Works of Paul Theroux and Roland Barthes", Ch. 8 in *Travel Writing: The Self and the World*. Routledge, pp. 106-112, 2002.
4. Darwin, Charles. *The Voyage of the Beagle*. Wordsworth Editions, 1997.
5. Derek Gregory, "Scripting Egypt: Orientalism and the Culture of Travel", in *Writes of Passage: Reading Travel Writing* (James Duncan and Derek Gregory, eds.). Routledge, pp. 114-150, 1999.
6. Digby, S. "Some Asian Wanderers in Seventeenth Century India: An Examination of Sources in Persian". *Studies in History*, 9(2), pp. 247-264, 1993.
7. Harrigan, Michael. *Veiled Encounters Representing the Orient in 17th-Century French Travel Literature*. Rodopi, 2008.
8. Hulme, Peter, and Tim Youngs, eds. *The Cambridge companion to travel writing*. Cambridge University Press, 2002.
9. Jonathan Culler, "'Trouver un nouveau ?': Baudelaire's Voyages", in *Writing Travel: The Poetics and Politics of Modern Journey* (John Zilcosky ed.). University of Toronto Press, pp. 79-97, 2008.
10. Levi-Strauss, Claude. *Tristes Tropiques*. Penguin Publishing Group, 2012.
11. Padmini Mongia, "Medieval Travel Writing in Postcolonial Times: Amitav Ghosh's In an Antique Land", in *Perspectives on Travel Writing* (Glenn Hooper and Tim Youngs, eds.). Routledge, pp. 153-166, 2004.
12. Sanjay Subrahmanyam, Early Modern Circulation between Central Asia and India and the Question of 'Patrotism', in *Writing Travel in Central Asian History* (Nile Green ed.). Indiana University Press, 2014.
13. Verma, Nirmal. *Har Barish Mein*. Vaani Prakashan. 2020.

Movies

The Motorcycle Diaries (2004, Walter Salles)



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MULTIDISCIPLINARY COURSE (MDC)

Popular Culture

Nature of the Course: MDC

Course Code: BALAC211

Semester: Third (III)

Credits: 3 (L:2 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 idea of ‘popular culture’. Popular culture as a phenomenon is associated with modernity, the industrial revolution and leisure time. This paper introduces students with 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 Outcomes:

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

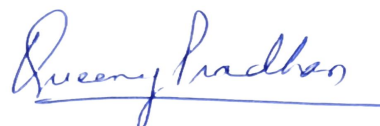
Course Content

UNIT-I: Popular Culture [10 Hours]

- 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 [12 Hours]

- a. Mass culture and global capitalism



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- b. Cinema – Hollywood, national cinemas (case studies of a specific genre or theme)
- c. Sports – case study of football

UNIT-III: Popular Culture in India [12 Hours]

- 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 [11 Hours]

- a. Emergence of print culture in colonial India; Urdu and Hindi print cultures in Delhi and Benares in the nineteenth centuries; nationalist concerns in twentieth century
- b. Gita Press Gorakhpur – a case study
OR
- c. Religious music and political economy
- d. Cassette culture to YouTube – the story of a transition

Pedagogy:

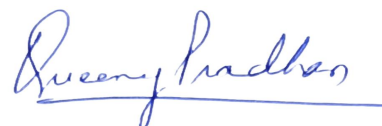
- Classroom lectures and assignments
- Creative exploration of popular culture – screening of important films, music videos, etc.

Textbooks:

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:

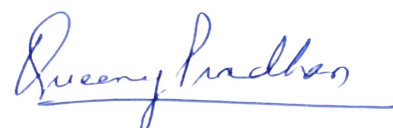
1. Guha, R, 'Cricket and Politics in Colonial India', *Past & Present*, (161), 155-190. 1998.
2. Nandy, A, *The Tao of Cricket: On Games of Destiny and the Destiny of Games*, Oxford University Press, 2000.



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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 Press, 1993.



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SKILL ENHANCEMENT COURSE (SEC)

History through Cinema

Nature of the Course: SEC

Course Code: BALAC219

Semester: Third (III)

Credits: 3 (L:2 T:1)

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 Outcomes:

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.

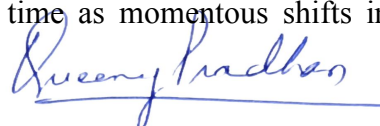
CO2 (Synthesis): Understand how cinema acts as an archive of the past: the moment of films' creation, their audience, and the history of their reception is part of social history

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

Course Content

Unit I: Modernism/Capitalism [10 Hours]

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



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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 [12 Hours]

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 [12 Hours]

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)

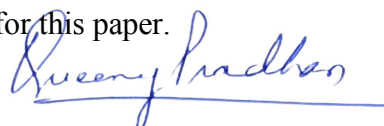
Unit IV: Everyday Life [11 Hours]

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.



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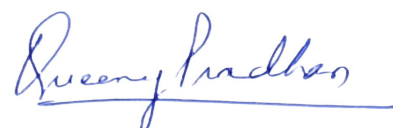
- Note taking, discussion after the screening of the movies.
- Thorough analysis of the movies, with differing interpretations, followed by social history of the context and subject matters.

Textbooks:

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.



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SKILL ENHANCEMENT COURSE (SEC)

Introduction to Digital Tools

Nature of the Course: SEC

Course Code: BALAC239

Semester: Third (III)

Credits: 3 (L:1 T:1)

Mode of Examination: NUES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective

This course introduces students to digital methods used in the humanities and social sciences. It covers data visualisation, digital archiving, textual and sentiment analysis, and the use of AI tools, using free browser-based platforms that require no programming background.

Course Outcomes

CO1 (Knowledge): Students will identify the key features and appropriate uses of tools for data visualisation, digital archiving, textual analysis, sentiment analysis, and AI-assisted research.

CO2 (Understanding): Students will understand how each digital method works, what kinds of questions it can answer, and where its outputs may be limited or misleading.

CO3 (Synthesis): Students will connect digital methods to sources and research questions from their own disciplinary fields in history, sociology, political science, or psychology.

CO4 (Application): Students will produce original digital outputs - visualisations, archives, text analyses, and AI-assisted research tasks - using the methods and tools taught in the course.

Course Content

Unit I - Data Visualisation

- a) Purpose and principles of data visualisation
- b) Visual clarity: labels, colour, hierarchy, and accessibility
- c) Narrative visualisation
- d) Critical reading of visualisations; public data sources

Unit II - Digitisation and Digital Archives

- a) What is digitisation? An overview of major digital repositories
- b) Metadata: types, importance, and the Dublin Core schema
- c) Building a digital collection in Omeka: entries, organisation, and access
- d) Evaluating digital sources using the SIFT method; ethics of digitisation

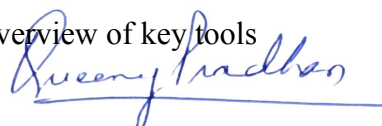
Unit III - Textual and Sentiment Analysis

- a) From close reading to distant reading: treating text as data; building a corpus
- b) Voyant Tools: word frequency, keyword-in-context, and trends over time
- c) Sentiment analysis: positive, negative, and neutral classification
- d) Interpreting and critically evaluating tool outputs

Unit IV - AI and LLM Tools for Research

(NotebookLM; ChatGPT / Claude)

- a) What Large Language Models are and how they work; overview of key tools



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- b) Prompting strategies
- c) Using AI for research tasks: summarising, translating, outlining, and drafting
- d) Hallucination, bias, and verification; academic integrity and ethical use of AI

Pedagogy

- Hands-on lab sessions with structured tool demonstrations
- Discipline-linked exercises connecting each method to history, sociology, political science, or psychology
- Assignment-based continuous assessment throughout the semester
- Short in-class tests to assess conceptual understanding

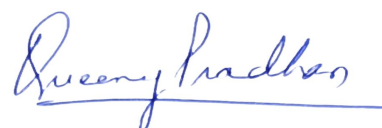
Recommended Readings

Books

1. Drucker, Johanna. *The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship*. Routledge. 2021.
2. Karsdorp, Folgert, Kestemont, Mike, and Riddell, Allen. *Humanities Data Analysis: Case Studies with Python*. Princeton University Press. 2021.
3. Schreibman, Susan, Siemens, Ray, and Unsworth, John (eds.). *A Companion to Digital Humanities*. Blackwell. 2004.
4. Healy, Kieran. *Data Visualization: A Practical Introduction*. Princeton University Press. 2018. Owens, Trevor. *The Theory and Craft of Digital Preservation*. Johns Hopkins University Press. 2018.
5. Underwood, Ted. *Distant Horizons: Digital Evidence and Literary Change*. University of Chicago Press. 2019.
6. Cairo, Alberto. *The Functional Art: An Introduction to Information Graphics and Visualization*. New Riders. 2012.
7. Moretti, Franco. *Distant Reading*. Verso Books. 2013.
8. Kaplan, Frédéric. 'A Map for Big Data Research in Digital Humanities.' *Frontiers in Digital Humanities*. 2015. <https://doi.org/10.3389/fdigh.2015.00001>
9. Berry, David M. 'AI, Ethics, and Digital Humanities.' In O'Sullivan, James (ed.), *The Bloomsbury Handbook of the Digital Humanities*. Bloomsbury. 2023.
10. Jaillant, Lise and Rees, Arran. 'Applying AI to Digital Archives: Trust, Collaboration and Shared Professional Ethics.' *Digital Scholarship in the Humanities*. Vol. 38. No. 2. 2023. pp. 571–585. <https://doi.org/10.1093/lc/fqac073>

Online Documentation

- The Programming Historian <https://programminghistorian.org>
- Datawrapper Academy <https://academy.datawrapper.de>
- Omeka Documentation <https://omeka.net/documentation>
- Voyant Tools <https://voyant-tools.org>
- MonkeyLearn Text Analysis <https://monkeylearn.com>
- NotebookLM <https://notebooklm.google.com>
- National Archives of India Digital Repository <https://nationalarchives.nic.in>
- Digital Library of India <https://dli.gov.in>
- Caulfield, Mike. *Web Literacy for Student Fact-Checkers*. Pressbooks. 2017. <https://webliteracy.pressbooks.com>



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ABILITY ENHANCEMENT COURSE (AEC)

Travel Accounts

Nature of the Course: AEC

Course Code: BALAC227

Semester: Third (III)

Credits: 2 (L:1 T:1)

Mode of Examination: NUES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective:

This course studies travel accounts across a broad spectrum of Indian history. Travel narratives have been an important source of history, although by no means definitive. They often inform more about the traveller 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 of the place of the origin of the traveller and the place they are visiting. This course studies some major travel accounts and their modern assessments by scholars.

Course Outcomes:

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.

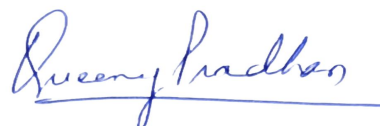
CO3 (Synthesis): Appreciate how historians subject travel accounts to various kinds of scrutinies and draw out useful pieces of information.

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 [7 Hours]

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



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UNIT-II: Travel Narratives (c. 300 CE- 1300 CE) [8 Hours]

- 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 (c. 1300 CE -1600 CE) [8 Hours]

- 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 [7 Hours]

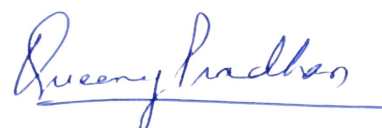
- a. The Indian Experience - Letters, Diaries and Travelogues.
- b. Women Travels and the Imperial Rule.
- c. Indian Travellers' Accounts – Vishnubhat Godse, Satyadev 'Parivrajak'.

Pedagogy:

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

Textbooks:

1. Alam, Muzaffar, and Subrahmanyam, Sanjay, *Indo-Persian Travels in the Age of Discoveries, 1400–1800*, Cambridge: Cambridge University Press, 2007.
2. Bhattacharji, Shobhana (ed.), *Travel Writing in India*, New Delhi: Sahitya Akademi, 2008.
3. Burke, Peter, 'The Cultural History of the Travelogue', *Przegląd Historyczny* 101/1, pp. 1-11, 2010.
4. Fisher, Michael H., *Across the Three Seas: Travellers' Tales from Mughal India*, New Delhi: Random House, 2007.
5. Ghose, Indira (ed.), *Memsahibs Abroad: Writings by Women Travellers in Nineteenth Century India*, Delhi: Oxford University Press, 1998.
6. Ghose, Indira, *Women Travellers in Colonial India: the Power of the Female Gaze*, Delhi, 1998.
7. Mills, Sara, *Discourses of Difference: An Analysis of Women's Travel Writing and Colonialism*, London: Routledge, 1993.
8. Mohanty, Sachidananda (ed.), *Travel Writing and the Empire*, New Delhi: Katha, 2003.
9. Pratt, Mary Louise, *Imperial Eyes: Travel Writing and Transculturation*, London: Routledge, 1992.



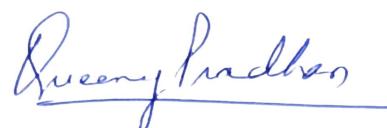
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10. Thompson, Carl (ed.), *The Routledge Companion to Travel Writing*, Routledge, 2015.

Recommended Readings:

1. Teltscher, Kate, *India Inscribed: European and British Writings on India, 1600-1800*, Oxford University Press, 1995.
2. Hulme, Peter, and Youngs, Tim (eds.), *The Cambridge Companion to Travel Writing*, Cambridge University Press, 2002.
3. Das, Nandini and Youngs, Tim (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), pp.23-33, 2006.
6. Digby, S., "Some Asian Wanderers in Seventeenth Century India: An Examination of Sources in Persian", *Studies in History*, 9(2), pp. 247-264, 1993.
7. Fisher, Michael H. (ed.), *Visions of Mughal India: An Anthology of European Travel Writing*, I. B. Tauris, 2007.



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VALUE ADDED COURSE (III)

Happiness and Wellbeing

Nature of the Course: VAC

Course Code: BALA 237

Semester: Third (III)

Credits: 2 (L:1 T:1)

Mode of Examination: UES

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.

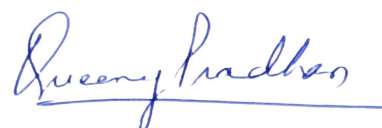
Course Content

Unit I.: Understanding Emotions [7 Hours]

- 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 [8 Hours]

- 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



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Unit III: Practice of Happiness [8 Hours]

- 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 [7 Hours]

- 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

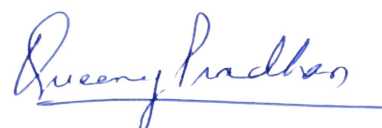
- Projects, Workshop, Experiential Learning

Text Books:

1. A Compass Towards Just and Harmonious Society: 2015. GNH Survey Report. Centre for Bhutan Studies & GNH Report, Thimpu, Bhutan, 2016.
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.

Recommended Readings:

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.



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FOURTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

History of India 1500 BCE – 200 BCE

Nature of the Course: DSC

Course Code: BALAH202

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:

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.

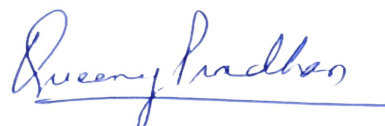
CO3 (Synthesis): Analyse the patterns of changes from pastoralism to agriculture; and elucidate the factors responsible for the rise of cities and states in early Indian history.

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

Course Content

UNIT-I: Reconstructing ancient Indian history [15 Hours]

- 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



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UNIT-II: Cultures in transition [15 Hours]

- 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 [15 Hours]

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

UNIT-IV: The Mauryan State [15 Hours]

- 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:

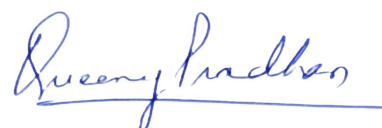
- Classroom lectures/map and geography /project work/archeology.
- Examining and analysing the transition from pastoralism to the state system, holding debates in the class on the rise of early states in India.
- Screening of the movie *Asoka* (2001) and challenging students to do a critical review of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

Textbooks:

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

Recommended Readings:

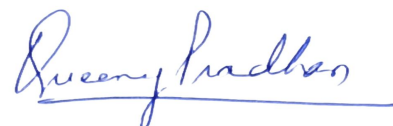
1. Thapar, Romila, *Asoka and the Decline of the Mauryas*, New Delhi, Oxford University Press, 2012.



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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.



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DISCIPLINE SPECIFIC COURSE (DSC)

History of India 200 BCE – 700 CE

Nature of the Course: DSC

Course Code: BALAH204

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 Outcomes:

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

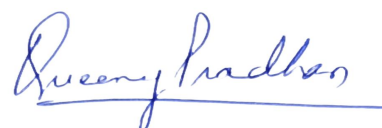
Course Content

UNIT-I: Migrants, trade and their impact on society [15 Hours]

- 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 [15 Hours]

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



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UNIT-III: Changing social and political formations [15 Hours]

- 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 [15 Hours]

- 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:

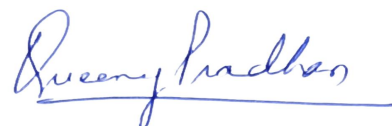
- Classroom lectures/map and geography /project work/archeology.
- Examining the idea of a 'Golden Age'.
- Classroom debate on the significance of increasing land grants in this period.

Textbooks:

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

Recommended Readings:

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



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MINOR STREAM COURSE (MS)

Historical Method

Nature of the Course: MS

Course Code: BALAH206

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. It will help students to understand different approaches to studying history and their limitations.

Course Outcomes:

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 [15 Hours]

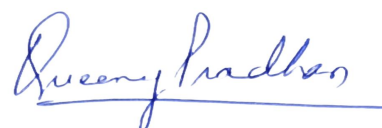
- a. Positivist
- b. Marxist
- c. Annales

UNIT II: Schools of Historiography in Indian History [15 Hours]

- 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 [15 Hours]

- a. Environmental History
- b. Oral History



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UNIT IV: Marginalised voices in History [15 Hours]

- a. Women Histories
- b. Dalit Histories
- c. Black Histories

Pedagogy:

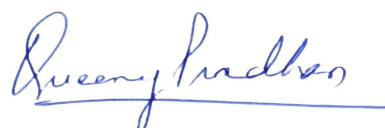
- Classroom lectures and project work.
- Examining and analysing the varied methods employed by different historians.
- Reading a primary source and attempting to analyze it through at least two different perspectives

Textbooks:

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.



Applicable to Students from 2025-26 batch onwards.

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MINOR STREAM COURSE (MS)

History of Women in India up to the Eighteenth Century

Nature of the Course: MS

Course Code: BALAH208

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:

Understand the complex web of institutions and ideologies which 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 Outcomes:

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 inter-linkages 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.

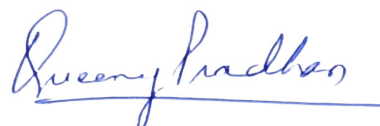
Course Content

UNIT-I: Historiography [15 Hours]

- 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 [15 Hours]

- a. Brahmanical, Buddhist, Jain, Tantric representations of women
- b. Women ascetics: Socio-religious movement and women in Virashaivism



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- c. Women and property – the concept of *stridhana*
- d. Marriage, family and the household

UNIT-III: Representation of women after 1200 CE [15 Hours]

- 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 [15 Hours]

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

Pedagogy:

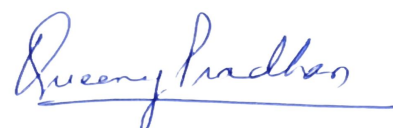
- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on representation of women in different religions and different time periods.
- Field trip to National Museum and other museums to introduce students to visual representations of women in pre-colonial India.

Textbooks:

1. Basu, A. and Taneja, A. (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 (ed.), *Women in Early Indian Societies*, Delhi: Manohar, 1999.
4. Roy, Kumkum, *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, Delhi: Oxford University Press, 2010.

Recommended Readings:

- 1) Butler, Judith, *Bodies that Matter: On the Discursive Limits of Sex*, London: Routledge, 2011.
- 2) Ghosh, Durba, *Sex and the Family in Colonial India: The Making of Empire*, Cambridge: Cambridge University Press, 2006.
- 3) Lal, Ruby, *Empress: The Astonishing Reign of Nur Jahan*, New York, Penguin Viking, 2018.
- 4) Mernissi, Fatima, *The Forgotten Queens of Islam*, Minnesota: University of



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Minnesota Press, 1997.

- 5) Murray, Stephen O. and Will Roscoe (eds.), *Islamic Homosexualities: Culture, History, and Literature*, New York: New York University Press, 1997.
- 6) Papanek, Hanna and Minault, Gail (eds.), *Separate Worlds: Studies of Purdah in South Asia*, New Delhi: Chanakya Publications, 1984.
- 7) Scott, Joan, 'Gender: A Useful Category of Historical Analysis', *American Historical Review*, 91, 5, 1986, pp. 1053-1075
- 8) Shah, S., *Love, Eroticism and Female Sexuality in Classical Sanskrit Literature: 7th - 13th Centuries*, Delhi: Manohar, 2009.
- 9) Shah, Shalini, *The Making of Womanhood Gender: Relations in the Mahabharata*, Delhi: Manohar, 2012.
- 10) Walthall, Anne (ed.), *Servants of the Dynasty: Palace Women in World History*, Berkeley: University of California Press, 2008.

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MINOR STREAM COURSE (MS)

Bhakti and Sufi: Syncretic Traditions

Nature of the Course: MS

Course Code: BALAH210

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 5th to 15th centuries and how they interacted with each other.

Course Outcomes:

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.

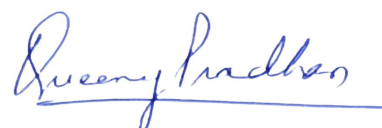
Course Content

UNIT-I: Emergence of Bhakti traditions [15 Hours]

- Nirguna and Saguna traditions
- Kabir and Kabirpanthis
- Sikhism: Guru Nanak and the formation of panth; Guru Arjun and the compilation of Guru Granth Sahib
- Nathpanthis, Dadus, Satnamis

UNIT-II: Bhakti movements in the sub-continent [15 Hours]

- Bhakti movement in Tamilakam– Alvars; Nayanars; attitudes towards caste; female devotees and saints; relations with the Chola state
- Bhakti movement in the Deccan – from Chokhamela to Tukaram; Varakarīs and Dharakarīs; Pandharpur and worship of Vithoba; Virashaivas in Karnataka
- Chaitanya Mahaprabhu, Shankardeva, Vallabhacharya, Mirabai
- Ramananda and Nimbarka



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UNIT-III: Sufism and its orders [15 Hours]

- a. Religious situation in medieval India – faiths of rulers and subjects; the popular practice of Islam – use of local languages
- b. The origins of Sufism and mysticism in Islam, faiths of rulers and subjects; the popular practice of Islam
- c. Early Sufism in India (Ghazi Mian, Shaikh Ali Hujwiri's *Kashful Mahjub*) and the spread of Islam in the subcontinent
- d. Sufi traditions: Chishtis, Suhrawardis, Naqshbandis, and Sirhindi; Messianic movements – the Mahdavi; the Roshaniya

UNIT-IV: Growth and spread of Sufism [15 Hours]

- a. 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
- b. Sufi thought; Sufi literature– *malfuzat*; *premakhayans*
- c. Popular Sufism- music, songs; critique of dominant religions

Pedagogy:

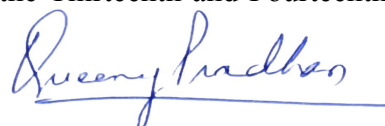
- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the interaction between Sufism and Indian traditions
- Introducing students to the original hymns of Bhakti and Sufi saints.

Textbooks:

1. Burckhardt, Regula, *Sufi Music of India and Pakistan*, Cambridge University Press, 1986.
2. Champakalakshmi, R., *Religion, Tradition and Ideology: Pre-colonial South India*, New Delhi, Oxford University Press, 2011.
3. Eaton, Richard M. (ed.), *India's Islamic Traditions*, Oxford University Press, 2003.
4. Hawley, John Stratton, *Three Bhakti Voices: Mirabai, Surdas and Kabir in their times and ours*, Oxford University Press, 2005.
5. Lorenzen, David N. (ed.), *Religious Movements in South Asia 600-1800*, Oxford University Press, 2004.
6. Ramanujan, A.K., *Hymns for the Drowning*, Penguin, 1981.
7. Smith, David., *The Dance of Siva: Religion, Art and Poetry in South India*. Cambridge University Press, 1998.

Recommended Readings:

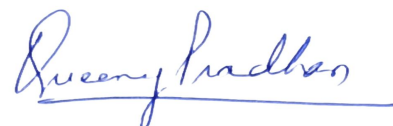
1. Digby, Simon, "Qalandars and Related Groups: Elements of Social Deviance in the Religious Life of the Delhi Sultanate of the Thirteenth and Fourteenth



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- Centuries”, in Friedman (ed.), *Islam in Asia Vol.I*, Jerusalem: Magnus Press, pp. 60-108, 1984.
2. Eaton, Richard M., *Sufis of Bijapur, 1300 – 1700, Social Roles of Sufis in Medieval India*, reprint. New Delhi: Munshiram Manoharlal, 1996.
 3. Green, Nile, “Stories of Saints and Sultans: Remembering Sufi Shrines at Aurangabad.” *Modern Asian Studies*, Vol.38, No. 2, 2004,. pp- 419-446.
 4. Grewal, J.S. and Habib, Irfan, *Sikh History through Persian Source*, Oxford University Press, 2001.
 5. Grewal, J.S., *History of Sikhism*, Oxford University Press, 1998.
 6. Habib, Irfan, ‘Kabir: The Historical Setting’, in Irfan Habib (Ed.), *Religion in Indian History*, Delhi: Tulika, 2007.
 7. Habib, Irfan, *Agrarian System of Mughal India, 1556-1707*, Oxford University Press, 2009.
 8. Talbot, Cynthia, *Precolonial India in Practice: Society, Region, and Identity*, 2001.
 9. Vaudeville, Charlotte, *A Weaver named Kabir*, Oxford University Press, 1997.



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DSC (WORKSHOP)

Art Appreciation

Nature of the Course: DSC (Workshop)

Course Code: BALAC212

Semester: Fourth (IV)

Credits: 2

Mode of Examination: UES

Course ID:

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.

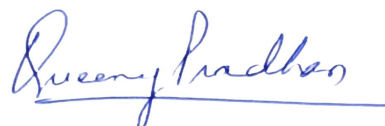
Course Content

Unit-I: Basic Elements of Art [7 Hours]

- 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 [8 Hours]

- 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



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Unit-III: Understanding Art [8 Hours]

- 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 [7 Hours]

- a. Practical exercises based on the realistic understanding of the above-mentioned elements

Pedagogy:

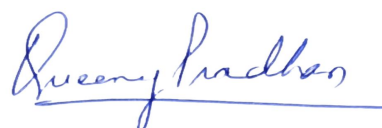
- Practical exercises
- Project Work through Videos
- Site visits

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



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ABILITY ENHANCEMENT COURSE (AEC)

Cityscapes

Nature of the Course: AEC

Course Code: BALAC214

Semester: Fourth (IV)

Credits: 2 (L:1 T:1)

Mode of Examination: UES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective:

To introduce students to the changing nature of life and topography of cities/ towns since the olden period

Course Outcomes:

CO1 (Knowledge): Trace the evolution of cities in India from ancient 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.

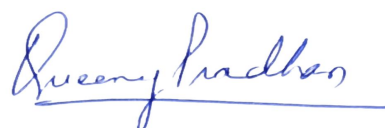
Course Content

UNIT-I: Pre-modern cities in India [7 Hours]

- a. The Harappan towns
- b. The second urbanisation and the growth of feudalism
- c. Urban centres in the Deccan
- d. Mughal cities

UNIT-II: Cities in colonial India [8 Hours]

- a. Race in colonial cities
- b. Port cities
- c. Cities in the hills
- d. The rise of industrial cities: Kanpur, Bombay, Jamshedpur



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UNIT-III: Cities in post-independence India [8 Hours]

- a. The idea of citizenship
- b. Social issues – homelessness, vagrancy and urban crime
- c. Slums and working class neighbourhoods in India
- d. Gated communities, flats and farmhouses – middle class residences

UNIT-IV: Cities and marginalised groups [7 Hours]

- a. Women and women's safety in Indian cities
- b. Refugees in Indian cities
- c. Migrants and settlers
- d. Class divides and other disparities

Pedagogy:

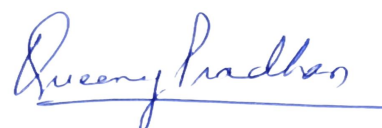
- Classroom lectures/experiential learning/project work.
- Visit to various parts of Delhi such as Lutyens' Delhi and Old Delhi to see the variation in urban spaces and urban governance.
- Screening movies such as *Life in a... Metro* (2007) to look at how cities are perceived by the masses.

Textbooks:

1. King, Anthony, *Colonial Urban Development: Culture, Social Power, and Environment*, 1976.
2. Mitter, Partha, 'The Early British Port Cities of India: Their Planning and Architecture Circa 1640-1757', *Journal of the Society of Architectural Historians*, 45, no. 2, pp. 95-114, 1986.
3. Mumford, Lewis, *The City in History: Its Origins, its Transformations and its Prospects* (Originally published, Harcourt, Brace & World, 1961; MJF Books, new York, pp. 508-48, 1989.
4. Spodek, Howard, "Studying the History of Urbanization in India", *Journal of Urban History*; 6; 251, 1980.

Recommended Readings:

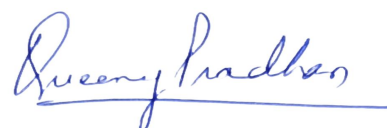
1. Chandavarkar, Rajnarayan, "From Neighbourhood to Nation: the rise and fall of the Left in Bombay's Girangaon in the twentieth Century", in *History Culture and the Indian city*, Cambridge University Press, pp. 121-190, 2009.
2. Chatterjee, Partha, "Are Indian Cities becoming Bourgeois at last?" in *Politics of the Governed : Reflections on Popular Politics in Most Parts of the World*, Delhi: Permanent Black, pp.131-160, 2004.



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3. Guha, Ranajit, "The Colonial City and its Time(s)" *IESHR*, 45, pp.329-351, 2008.
4. Hansen, Thomas Blom, *Urban Violence in India: Identity Politics, 'Mumbai' and the Postcolonial City*, Delhi: Permanent Black, pp. 37-69, 2001.
5. Kalia, Ravi, "Bhubaneswar: Contrasting Visions in Traditional Indian and Modern European Architecture," *Journal of Urban History* 23, pp.164-91, Jan., 1997.
6. 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, pp. 694-714, December, 1995.
7. Khosla, Romi, 'The New Metropolis: Nehru and Aftermath', *Social Scientist*, Vol. 43, No. 3/4, pp. 11-32, March–April 2015.
8. Kidambi, Prashant, "A Disease of Locality", *The Making of an Indian Metropolis Colonial Governance and Public Culture in Bombay 1890-1920*, London: Ashgate, pp. 49-70, 2007.
9. Legg, Stephen, "Disciplining Delhi" *Spaces of Colonialism: Delhi's Urban Governmentalities*, Blackwell, pp. 82-148, 2007.
10. Naidu, Ratna, "Blight and Slum Formation" *Old Cities New Predicaments*, Hyderabad: Orient Longman, pp. 101-116, 1997.



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FIFTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

History of India c. 700 CE- 1500 CE

Nature of the Course: MS

Course Code: BALAH301

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

Course Outcomes:

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.

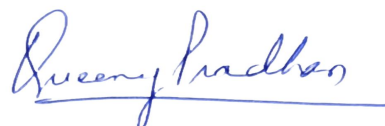
CO3 (Synthesis): Analyse the similarities and differences in the nature of the political economy of the economy in different parts of the subcontinent; analyse the impact of the Turkish invasions on this system.

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

Course Content

UNIT-I: North India between the 7th and 12th centuries [15 Hours]

- 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.



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UNIT-II: Rise of the Delhi Sultanate [15 Hours]

- 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 [15 Hours]

- 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 [15 Hours]

- 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 Vijaynagara.
- d. Art and Architecture in Vijaynagara.

Pedagogy:

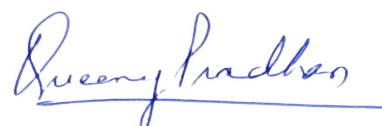
- Classroom lectures/map and geography /project work/archeology.
- Examining and analysing the 'feudalism debate'.
- Classroom debate on the impact of Turkish invasions on the political economy of the subcontinent.

Textbooks:

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:

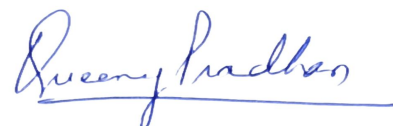
1. Sunil Kumar, *Emergence of the Delhi Sultanate, 1192-126*, Orient BlackSwan, 2007.



Applicable to Students from 2025-26 batch onwards.

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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. Peter Jackson, *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.



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DISCIPLINE SPECIFIC COURSE (DSC)

History of India c. 1500 CE- 1750 CE

Nature of the Course: MS

Course Code: BALAH303

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 changing nature of the state in Indian subcontinent through a comparative study of the Mughal and Ahom state systems.

Course Outcomes:

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.

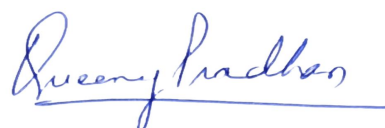
CO3 (Synthesis): Analyse the key features which allowed each system to be successful, including their relationship with religious elements.

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 [15 Hours]

- 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



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UNIT-II: Political Economy [15 Hours]

- 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 [15 Hours]

- 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 [15 Hours]

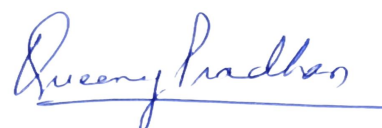
- a. Trade routes and patterns of internal commerce; overseas trade; rise of Surat; monetary system, markets; transportation; urban centres
- b. The Indian Ocean trade network
- c. *Haats* and trade between Assam and Tibet; trade routes through the *Dooars*

Pedagogy:

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

Textbooks:

1. Subramaniam, Sanjay and Alam, Muzaffar, *The Mughal State 1526-1750*, Oxford University Press, 1998.
2. Roychoudhuri, Tapan and Habib, Irfan, *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.

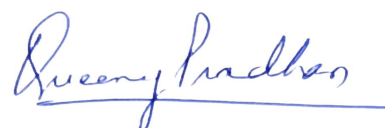


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Recommended Readings:

1. Ali, Athar., *Mughal India: Studies in Polity, Ideas, Society and Culture*, Oxford University Press, 2006.
2. Guha, Amalendu, 'The Medieval Economy of Assam' in Tapan Raychaudhuri and 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.



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DISCIPLINE SPECIFIC COURSE (DSC)

History of Europe c. 1400 CE – 1750 CE

Nature of the Course: DSC

Course Code: BALAH305

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 Outcomes:

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.

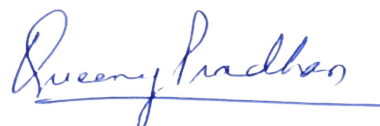
CO3 (Synthesis): Understand how the transformation of Europe from the feudal times to capitalist modernity was an outcome of Europe’s interaction with the wider world.

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 [15 Hours]

- 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



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UNIT-II: Towards a Global Economy and New Transformations [15 Hours]

- 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
- d. The rise of Absolutist states: France/ the Habsburg Empire/ Russia/ Prussia/ England.

Unit-III: Cultural Transformations [15 Hours]

- a. The Scientific Revolution: Copernicus, Brahe, Kepler, Giordano Bruno, Descartes and Newton
- b. Enlightenment: Republic of Letters; Montesquieu, Voltaire, Diderot, Rousseau; Enlightened Despotism
- c. Visual Arts, Popular culture and leisure

Unit IV: Europe and Asia [15 Hours]

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

Pedagogy:

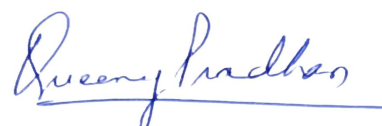
- Classroom Lectures/map and geography /project work/archeology.
- Classroom debate on the 'Great Divergence'.
- Classroom assignment on the impact of the Renaissance; what factors prompted the Renaissance; and whether there really was a Renaissance.

Textbooks:

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:

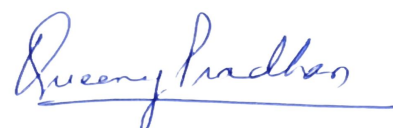
1. Gies, D. T., & Wall, C. (eds.), *The Eighteenth Centuries: Global Networks of Enlightenment*, University of Virginia Press, 2018.



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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 the America in World Network System* (eds. Manuel Perez Garcia and 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.



Applicable to Students from 2025-26 batch onwards.

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MINOR STREAM COURSE (MS)

Empires of the Past: Graeco-Roman, Chinese, Mongols

Nature of the Course: MS

Course Code: BALAH307

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 provides a comparative historical analysis of three major empires of the ancient and medieval world: the Greco-Roman, Chinese, and Mongol Empires. By exploring their political structures, economic systems, cultural developments, and interactions, students will develop a comprehensive understanding of how these empires shaped global history. The course will also analyse their administrative models, military strategies, and their impact on daily life, trade, and cultural exchange. The emphasis is also upon understanding daily life in both the centres and peripheries of the empire.

Course Outcomes:

CO1 (Knowledge): Develop an in-depth understanding of the formation, governance, and expansion of the Greco-Roman, Chinese, and Mongol Empires.

CO2 (Understanding): Analyze the economic and political structures of these empires and their role in shaping global trade and cultural networks.

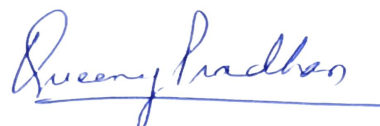
CO3 (Synthesis): Compare the social hierarchies, daily life, and material cultures of these empires, emphasizing their long-term legacies.

CO4 (Application): Enhance research and analytical skills through comparative study and critical engagement with primary and secondary sources.

Course Content

Unit I: Introduction – The Rise and Nature of Empires [15 Hours]

- a. Defining Empires: Characteristics, Expansion, and Governance
- b. Trade, Economy, and the Role of Empires in Global Exchange
- c. Administrative Structures and Bureaucracy
- d. Empire and Identity: Assimilation, Citizenship, and Resistance



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Unit II: The Greco-Roman World [15 Hours]

- a. From City-States to Empires: Alexander the Great and the Hellenistic Expansion
- b. The Roman Republic and the Transition to Empire
- c. Social and Economic Structures: Slavery, Urbanization, and Trade Networks
- d. Religion, Culture, and Philosophy in the Classical World

Unit III: The Chinese Empire [15 Hours]

- a. The Qin and Han Dynasties: State Formation and Centralization
- b. Confucianism, Legalism, and Daoism: Political and Social Thought
- c. The Silk Road: Trade, Material Culture, and Technological Innovations
- d. Imperial Bureaucracy, Governance and Society

Unit IV: The Mongol Empire and Its Legacy [15 Hours]

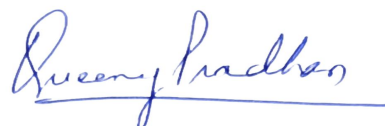
- a. Genghis Khan and the Formation of the Mongol Empire
- b. Pax Mongolica: Trade, Cultural Exchange, and Economic Integration
- c. Mongol Administration: Military Strategies, Governance, and Diplomacy
- d. The Impact of the Mongols on China, Persia, and Europe

Pedagogy:

- Detailed thematic lectures followed by group discussions.
- Comparative analysis to draw connections between different empires through presentations and debates.
- Documentary Screenings: Viewing films and documentaries such as Rome: Rise and Fall of an Empire and The Mongol Empire to supplement historical study.
- Research and Writing Assignments: Critical engagement with primary sources, research papers, and book reviews.

Textbooks:

1. Barfield, Thomas. *The Perilous Frontier: Nomadic Empires and China*. Wiley-Blackwell, 1989.
2. Beckwith, Christopher I. *Empires of the Silk Road: A History of Central Eurasia from the Bronze Age to the Present*. Princeton University Press, 2009.
3. Goldstone, Jack A., and John F. Haldon. "Ancient States, Empires, and Exploitation: Problems and Perspectives." in *The Dynamics of Ancient Empires: State Power from Assyria to Byzantium*, eds. Ian Morris and Walter Scheidel. Oxford University Press, 2009.



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4. Hopkins, Keith. "The Political Economy of the Roman Empire." in *The Dynamics of Ancient Empires: State Power from Assyria to Byzantium*, eds. Ian Morris and Walter Scheidel. Oxford University Press, 2009.
5. Lane, George. *Daily Life in the Mongol Empire*. Bloomsbury Publishing USA, 2006.
6. Lewis, Mark Edward. *The Early Chinese Empires: Qin and Han*. Harvard University Press, 2007.
7. Morris, Ian. *Why the West Rules—For Now: The Patterns of History, and What They Reveal About the Future*. Farrar, Straus and Giroux, 2010.
8. Raaflaub, Kurt A. "From City-State to Empire: Rome in Comparative Perspective." in *The Roman Empire in Context: Historical and Comparative Perspectives*, eds. Johann P. Arnason and Kurt A. Raaflaub. Wiley-Blackwell, 2011.

Recommended Readings:

1. Dalby, Michael. *Empire of the Steppes: A History of Central Asia*. Rutgers University Press, 1991.
2. Ebrey, Patricia Buckley. *The Cambridge Illustrated History of China*. Cambridge University Press, 1996.
3. Hildebrandt, Berit, and Carole Gillis (eds.). *Silk: Trade and Exchange Along the Silk Roads Between Rome and China in Antiquity*. Oxbow, 2017.
4. Jaffrelot, Christophe (ed.). *The State in India: Past and Present*. Oxford University Press, 2017.
5. Morgan, David. "The Decline and Fall of the Mongol Empire." *Journal of the Royal Asiatic Society*, 19, no. 4, pp. 427-437, 2009.
6. Scheidel, Walter (ed.). *Rome and China: Comparative Perspectives on Ancient World Empires*. Oxford University Press, 2009.
7. Standage, Tom. *The Silk Roads: A New History of the World*. Bloomsbury, 2016.
8. Thapar, Romila. "The State as Empire." in *The Study of the State*, eds. Henri J. M. Classen and Peter Skalniki. Mouton Publishers, 1981.

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MINOR STREAM COURSE (MS)

Indian Legal and Constitutional History

Nature of the Course: MS

Course Code: BALAH309

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:

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

Course Outcomes:

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.

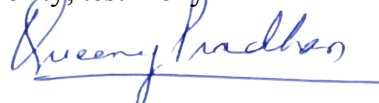
Course Content

UNIT-I: Transition to the modern Indian legal system [15 Hours]

- a. Pre-colonial legal regimes.
- b. Law under the colonial state, law as an instrument of colonial state
- c. Customary law and its interpreters
- d. The colonial state: the Shastras and Sharia

UNIT-II: Colonial Law-making [15 Hours]

- a. Customs and codification.
- 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



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III: Crime and Law in the Colonial State [15 Hours]

- a. Surveillance, control and rule.
- b. Crime and criminality: Thugs, nomadic and tribal communities.
- c. Law and marginalised 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 [15 Hours]

- 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:

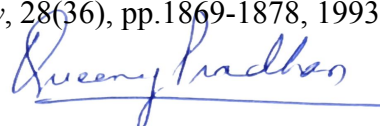
- Classroom lectures/map and geography /project work.
- Studying Sleeman's reports to understand the 'criminalisation' of communities.
- Reading about the trials of Gandhi, Tilak etc to see judiciary's response and reaction to 'middle-class' political dissidents versus how it dealt with peripatetic nomads.

Textbooks:

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:

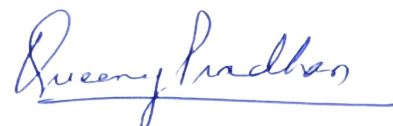
1. Sarkar, Tanika, "Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife", *Economic and Political Weekly*, 28(36), pp.1869-1878, 1993.



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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, pp. 88-126, 1989.
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, pp. 166-202, 1987.
5. Guha, Ranajit, "Chandra's Death." in Guha, Ranajit (ed.) *Subaltern Studies V*, Delhi: Oxford University Press, pp. 135-165, 1987.
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, pp. 257-313, 2011.
9. Davis, Donald R., "Hinduism as a Legal Tradition," *Journal of the American Academy of Religion*, 75:2, pp. 241-267, 2007.



Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

MINOR STREAM COURSE (MS)

Regional Histories

Nature of the Course: MS

Course Code: BALAH311

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 students to get an idea of the regional histories of India's far east and west. It will help students critically assess reasons for why one region (Rajasathan) is identified as an integral part of India while another (North Eastern India) is seen as part of the 'periphery'.

Course Outcomes:

CO1 (Knowledge): Expose a wide range of recent historical literature available on the regional history of India's northeast and Rajasthan.

CO2 (Understanding): Analyse the similarities and differences between the two regions.

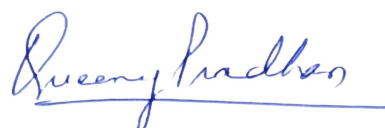
CO2 (Synthesis): Compare various aspects of colonialism in the context of two different regions.

CO2 (Application): Visualise ways to harmonise different regions in the broader context the Indian State.

Course Content

UNIT-I: Pre-colonial and colonial North East [15 Hours]

- a. Assam's medieval economy, pre-colonial monastic institutions, genealogy of the agrarian (ryot), peasant struggle
- b. Geographical history of Indian borderland in the Brahmaputra-Meghna River Basin
- c. Colonial modernity, colonial towns and its transport networks (roads, railways, etc.)
- d. Colonial commerce (Khasi hills), land rights, culture of Contract, Coolie labour



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UNIT –II: Evolving identities in the North East [15 Hours]

- a. Mechanisms of identity politics: culture (tribe, language), country (territory), creed (religion), class, and gender
- b. Commoners, chiefs, anti-slavery movement in the Lushai Hills
- c. Orality, literacy, writing, print and photography under British rule
- d. Oral history and historical novel: the case of Apatanis, etc.

UNIT –III: Pre-colonial Rajasthan [15 Hours]

- a. Sources – Archival, bardic and oral traditions
- b. State formation with special focus on Mewar, Jodhpur and Jaipur
- c. Evolution of Rajput polity: King–clan relations and the system of *bhaibant*, *pattadari* and *chakri*. Territorial administration, fiscal organization and the system of agriculture production
- d. Relations between the Rajput states and the Delhi Sultanate, regional kingdoms and the Mughal Empire

UNIT –IV: Rajasthan and the colonial state [15 Hours]

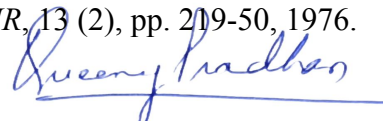
- a. Emergence of the Bharatpur and Alwar States
- b. Trade, mercantile communities, trade routes and links
- c. James Tod and the Rajput tradition
- d. Rajput princely states and the colonial state

Pedagogy:

- Classroom lectures/map and geography /project work/archeology.
- Discussions on Identity formation and marginalisation.

Textbooks:

1. Cederlof, Gunnel. *Founding an Empire on India's North-Eastern Frontiers 1790- 1840: Climate, Commerce, Polity*, Delhi: Oxford University Press, 2014.
2. Devra, G.S.L. *Some Aspects of Socio-Economic History of Rajasthan*. Jodhpur: Rajasthan Sahitya Mandir, 1980.
3. Karlsson, Bengt G. *Unruly Hills: Nature and Nation in India's Northeast*, New Delhi: Orient Blackswan, 2011.
4. Misra, Sanghamitra. *Becoming a Borderland: The Politics of Space and Identity in colonial Northeast India*, Delhi: Routledge, 2011.
5. Saxena, R. K. *Rajput Nobility, A Study of 18th Century Rajputana*. Jaipur: Publication Scheme, 1996.
6. Ziegler, Norman P. 'The Marvari Historical Chronicles: Sources for the Social and Cultural History of Rajasthan', *IESHR*, 13 (2), pp. 219-50, 1976.

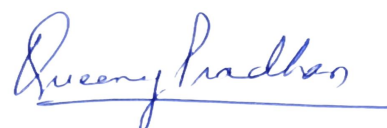


Applicable to Students from 2025-26 batch onwards.

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Recommended Readings:

1. Chattopadhyaya, B. D. 'The Emergence of Rajputs as Historical Process in Early Medieval Rajasthan', in Karine Schomer (eds.) *The Idea of Rajasthan. Vol. II*, Delhi: Manohar, 1994.
2. Khan, Refaat Ali. *The Kachhwahas under Akbar and Jahangir* New Delhi: Kitab Publishing House, 1976.
3. May, Andrew J. *Welsh missionaries and British imperialism: The Empire of Clouds in north-east India*, Manchester: Manchester University Press, 2012.
4. Nag, Sajal. *The Uprising: Colonial State, Christian Missionaries, and anti-Slavery Movement in North-East India*, Delhi: Oxford University Press.
5. Sharma, G.D. (1977). *Rajput Polity*. New Delhi: Manohar, 2016.
6. Sharma, Jayeeta. *Empire's Garden*, Ranikhet: Permanent Black, 2011.
7. Tod, James. *Annals and Antiquities of Rajasthan, 2 Vols.* Reprint, New Delhi: Rupa, 1998.



Applicable to Students from 2025-26 batch onwards.

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SIXTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

History of India c. 1750 CE – 1950 CE

Nature of the Course: DSC

Course Code: BALAH302

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:

To provide a comprehensive understanding of the transformations in India from the mid-18th century to the mid-20th century, covering colonial rule, resistance movements, socio-economic changes, and the making of modern India.

Course Outcomes:

CO1 (Knowledge): Understand the political, economic, and social developments from the decline of the Mughal Empire to the post-independence period.

CO2 (Understanding): Analyze the impact of colonial rule and the responses to it.

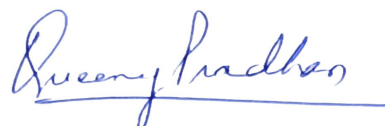
CO3 (Synthesis): Engage with historiographical debates on colonialism, nationalism, and post-colonial transitions.

CO4 (Application): Develop skills in interpreting primary sources, historical maps, and archival materials.

Course Content

UNIT-I: The Eighteenth Century and the Transition to Colonial Rule [15 Hours]

- a. Crisis and Transformation in the Eighteenth Century: Mughal decline; regional states (Marathas, Sikhs, Jats, Mysore, Awadh, Bengal)
- b. European Expansion and the East India Company: Mercantilism, Plassey and Buxar, early colonial administration
- c. Colonial Governance and Revenue Policies: Permanent Settlement, Ryotwari, Mahalwari, and their impact on agrarian society
- d. State and Military Consolidation: Instruments of colonial control—army, police, and bureaucracy



Applicable to Students from 2025-26 batch onwards.

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UNIT-II: Society, Economy, and Law under Colonial Rule [15 Hours]

- a. Colonial Legal and Judicial Structures: Orientalist vs. Utilitarian debates, courts, criminality (Thugs, nomadic communities)
- b. Economic Transformations: Deindustrialization, commercialization of agriculture, railways, and capitalist penetration
- c. Social Reform Movements and Contestations: Western liberalism, reformism vs. revivalism, women's movements, caste and anti-caste movements
- d. Cultural Spaces and Everyday Life: Print culture, literature, cities, hill stations, cantonments

UNIT-III: Resistance, Nationalism, and Political Movements [15 Hours]

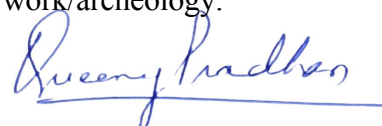
- a. Early Revolts and the Revolt of 1857: Causes, course, and consequences; perspectives on 1857
- b. Rise of Nationalism: Social and political organizations (Brahmo Samaj, Arya Samaj, Aligarh Movement); emergence of Indian National Congress, Moderates vs. Extremists
- c. Mass Movements and Revolutionary Nationalism: Swadeshi, Non-Cooperation, Civil Disobedience, Quit India, armed revolutionaries, INA
- d. Partition, Independence, and Post-Colonial Challenges: Communalism, Second World War, transfer of power, Partition and its aftermath

UNIT-IV: Economic and Social Transformations in Late Colonial and Early Post-Colonial India [15 Hours]

- a. Economic Policies and Capitalist Expansion: Trade, industrial growth, labor movements
- b. Changing Social Structures: Caste, gender, and identity politics; rise of Dalit and backward caste movements
- c. Formation of the Indian Public Sphere: Print culture, cinema, political cartoons, popular protests
- d. State Formation and the Making of the Republic: Constituent Assembly debates, early policies of independent India

Pedagogy:

- Primary Source Analysis: Parliamentary debates, personal memoirs, archival material.
- Comparative Perspectives: Case studies of colonialism in Africa and Asia.
- Interactive Methods: Role-playing, debates, research projects.
- Film Screenings: Shatranj Ke Khiladi (1977), Gandhi (1982), Garam Hawa (1973), Tamas (1987).
- Classroom lectures/map and geography /project work/archeology.



Applicable to Students from 2025-26 batch onwards.

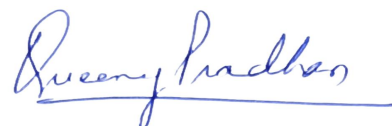
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Textbooks:

1. Bandhopadhyay, Shekhar. *From Plassey to Partition: A History of Modern India*. Orient Blackswan, 2004.
2. Sarkar, Sumit. *Modern India, 1885-1947*. Macmillan, 1989.
3. Chandra, Bipan. *Nationalism and Colonialism in Modern India*. Orient Longman, 1979.
4. Alavi, Seema. *The Eighteenth Century in India*. Oxford University Press, 2002.
5. Kumar, Dharma, and Raychaudhuri, Tapan (eds.). *The Cambridge Economic History of India, Vol. II*. Cambridge University Press, 1983.
6. Bayly, C.A. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. Cambridge University Press, 1999.

Recommended Readings:

1. Guha, Ranajit (ed.). *A Subaltern Studies Reader, 1986-1995*. University of Minnesota Press, 1997.
2. Zelliott, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. Manohar, 1996.
3. Amin, Shahid. *Event, Metaphor, Memory: Chauri Chaura 1922-1992*. University of California Press, 1995.
4. Pandey, Gyanendra. *The Construction of Communalism in Colonial North India*. Oxford University Press, 2006.
5. Brown, Judith. *Gandhi's Rise to Power, 1915-22*. Cambridge University Press, 1972.
6. Hardy, Peter. *The Muslims of British India*. Cambridge University Press, 1972.
7. Menon, Dilip. *Cultural History of Modern India*. Orient BlackSwan, 2017.
8. Ray, Ratnalekha. *Change in Bengal Agrarian Society c.1750-1850*. Manohar, 1979.



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DISCIPLINE SPECIFIC COURSE (DSC)

Colonial Economy

Nature of the Course: DSC

Course Code: BALAH304

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:

This course will help students to understand some of the most significant aspects of the Indian economy under British rule and analyse the economic changes brought about by colonialism. It will also help them analyse the integration of the Indian economy with the global economy and study the historical debates around the economic impact of British rule in India.

Course Outcomes:

CO1 (Knowledge): Analyse the historiographical debates on major issues of Indian economy.

CO2 (Understanding): Locate Indian economic history in a global history perspective.

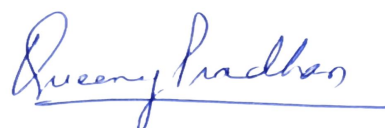
CO3 (Synthesis): Analyse the relationship between political conquest and the economy.

CO4 (Application): Understand the relationship between colonial policies and their effects on various sectors of the economy.

Course Content

UNIT -I: Foundations of Colonial Economy [15 Hours]

- a. Approaches to study Economic history- Smith and Marx, Hayek and Polanyi
- b. The Industrial Revolution- Integration of Indian economy, the Great Divergence debate
- c. Beginnings of colonialism- Indian Oceanic Trade, Joint Stock companies: French, Dutch and English
- d. Effects of Company's conquests- Merchants, Weavers, Banking houses



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UNIT –II: Transformation of Agrarian Landscape [15 Hours]

- a. Sovereignty, proprietary and revenue rights – The Permanent Settlement, Ryotwari and Mahalwari settlements
- b. Conquest of the forests: Jangal Mahals, North East Frontier Farms, and The ‘Tribal’ Question
- c. Changes in agrarian landscape: Introduction of commercial crops (Cotton, Opium, Indigo), Commodification of land and, Canal colonies
- d. Categories of servitude in Colonial India- Peasantry and agrestic service, Slavery and Debt Bondage, Forced labour, Indentured labour and Wage-labour

UNIT –III: Changing Patterns of Industry and Trade [15 Hours]

- a. Colonial modernity and industry- Case studies of Railways and Textile industry
- b. Debates on Deindustrialization and Modernization of economy
- c. Capitalists and Workers- Class formation, organization and Workers’ protest
- d. Indian Economy in the interwar period: Production, Tariff protection and The Great Depression

UNIT –IV: World of Capital [15 Hours]

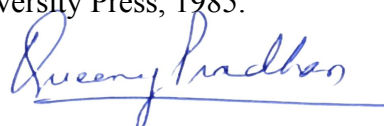
- a. Capital and Finance: Business Houses, Factories and Plantations
- b. Commercialization of Agriculture: Peasants, Artisans and Workers
- c. Women in Colonial economy
- d. Integration of Indian Economy with the Global Economy

Pedagogy:

- Classroom lectures/map and geography /project work/archeology.
- Classroom discussion based on Primary sources.

Textbooks:

1. Kumar, Dharma. (ed.). *Cambridge Economic History of India Vol. II*, Cambridge, University Press, 1983.
2. Chandra, Bipan. *The Rise and Growth of Economic Nationalism in India*. New Delhi: Anamika Publishers & Distributors (P), 2016.
3. Bhattacharya, Sabyasachi. *The Financial Foundations of the British Raj: Ideas and Interests in the Reconstruction of Indian Public Finance 1858-1872*. Hyderabad: Orient Longman, 2005.
4. Breman, Jan. *Of Peasants, Migrants, and Paupers: Rural Labour Circulation and Capitalist Production in West India*. Delhi: Oxford University Press, 1985.



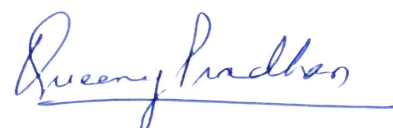
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5. Raj, K. N. (ed.). *Essays on the Commercialization of Indian Agriculture*. Delhi: Oxford University Press, 1985.

Recommended Readings:

1. Habib, Irfan. "Studying a Colonial Economy without Perceiving Colonialism", *Modern Asian Studies*. Vol. 19, 3, 1985.
2. Cain, Peter J., and Anthony G. Hopkins. *British Imperialism: Innovation and Expansion: 1688 -1914*. London: Longman, 2000.
3. Prakash, Gyan. (ed.). *The World of the Rural Labourer in Colonial India*. Delhi: Oxford University Press, 1992.
4. Ray, Rajat K. *Entrepreneurship and Industry in India, 1800-194*. Delhi: Oxford University Press, 1992.
5. Roy, Tirthankar. *Cloth and Commerce: Textiles in Colonial India*. New Delhi: Sage, 1996.
6. Sivasubramonian, S. *The National Income of India in the Twentieth Century*. Delhi: Oxford University Press, 2001.



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DISCIPLINE SPECIFIC COURSE (DSC)

History of Anti- Caste Movements in India

Nature of the Course: DSC

Course Code: BALAH306

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:

This course will help students to understand the importance of caste in modern India. It will help them analyse the conjunction of the social phenomenon called 'caste' with other identities like gender, class and religion. They will also learn about major Dalit movements in India.

Course Outcomes:

CO1 (Knowledge): The students will identify various forms of Dalit protest and its relationship to social history. They will know about important anti-caste ideologues like Phule, Periyar, Ambedkar, Achhutanand, Mangu Ram and Kanshi Ram in modern India.

CO2 (Understanding): The students will understand why life narratives have been central to histories of the oppressed.

CO3 (Synthesis): The students will be able to analyse the conjunctions between caste, gender, class and religion.

CO4 (Application): The students will develop research and analytical skills through critical reading and analysis of the major Dalit movements since the beginning of British rule to the postcolonial period.

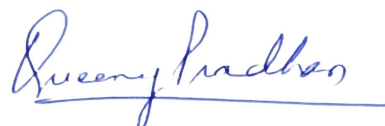
Course Content

UNIT -I: Historiography [15 Hours]

- a. Origins of caste: colonial or pre-colonial
- b. Rise of caste associations and Non-Brahmin politics
- c. Emergence of the term 'Dalit', Dalit politics and protests

UNIT-II: Major Dalit Movements-1 [15 Hours]

- a. Phule and Ambedkar in Maharashtra
- b. Justice Party and Periyar



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- c. Sri Narayan Guru in Kerala
- d. Namasudra Movement in Bengal

UNIT-III: Major Dalit Movements-2 [15 Hours]

- a. Ad-Dharm Movement in Punjab and Adi Hindus of U. P.
- b. Kanshi Ram, BAMCEF and Mayawati
- c. Bhojpur Movement in Bihar
- d. Dalit Panthers
- e. Chandrashekhar 'Ravan', Una Protests

UNIT-IV: Intersections of Dalit Movement with other identities [15 Hours]

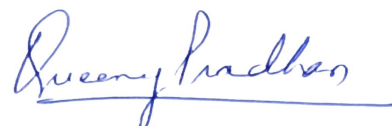
- a. The question of caste and class
- b. The issue of gender, Dalit masculinity
- c. Religious minorities: Dalit Christians, Dalit Sikhs
- d. Rise of Dalit Literature, Autobiographies

Pedagogy:

- Classroom lectures/map and geography /project work/archeology.
- Classroom discussion based on Primary sources.

Textbooks:

1. Ambedkar, B. R. *Annihilation of Caste: The Annotated Critical Edition*. Edited by S. Anand. New Delhi: Navayana, 2014.
2. Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. Cambridge: Cambridge University Press, 1999.
3. Dirks, Nicholas B. *Castes of Mind*. Princeton: Princeton University Press, 2001.
4. Geetha, V., and S. V. Rajadurai. *Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar*. Calcutta: Samya, 1998.
5. Gooptu, Nandini. *Swami Achhutanand and the Adi Hindu Movement*. New Delhi: Critical Quest, 2009.
6. O'Hanlon, Rosalind. *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low-Caste Protest in Nineteenth-Century India*. Cambridge: Cambridge University Press, 1985.

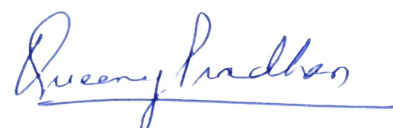


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Recommended Readings:

1. Bandyopadhyay, Sekhar. *Caste, Protest and Identity in Colonial India: The Namasudras of Bengal, 1872–1947*. New York: Oxford University Press, 2011.
2. Fernandes, Leela. “Reading ‘India’s Bandit Queen’: A Trans/national Feminist Perspective on the Discrepancies of Representation.” *Signs* 25, no. 1, pp. 123–152, Sept. 1999.
3. Gupta, Charu. “Feminine, Criminal or Manly? Imaging Dalit Masculinities in Colonial North India.” *Indian Economic and Social History Review*, 47, no. 3, pp. 309–342, 2010.
4. Limbale, Sharan Kumar. *The Outcaste: Akkarmashi*. Translated by Santosh Bhoomkar. New Delhi: Oxford University Press, 2003.
5. Rege, Sharmila. *Against the Madness of Manu: B.R. Ambedkar’s Writings on Brahmanical Patriarchy*. Delhi: Navayana, 2013.
6. Roy, Arundhati. *The Doctor and the Saint: Caste, Race, and the Annihilation of Caste: The Debate Between B.R. Ambedkar and M. K. Gandhi*. Chicago: Haymarket Books, 2017.
7. Valmiki, Omprakash. *Jhoothan*. Delhi: Rajkamal, 1997.
8. Viramma. *Viramma: Life of an Untouchable*. Translated by Will Hobson, retold by Josiane Racine and Jean-Luc Racine. New York: Verso, 1998.



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DISCIPLINE SPECIFIC COURSE (DSC)

History of Europe c. 1750 CE – 1950 CE

Nature of the Course: DSC

Course Code: BALAH308

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:

To explore the major political, economic, social, and cultural transformations in Europe from the mid-18th century to the mid-20th century, covering revolutions, industrialization, imperialism, nationalism, world wars, and post-war reconstruction.

Course Outcomes:

CO1 (Knowledge): Understand the key political, economic, and social changes in Europe from 1750 to 1950.

CO2 (Understanding): Analyze historiographical debates on revolutions, industrialization, nationalism, imperialism, and war.

CO3 (Synthesis): Engage with diverse sources—official documents, personal memoirs, literature, and cultural texts—to interpret historical processes.

CO4 (Application): Develop skills in using maps, archival sources, and visual materials to reconstruct historical developments.

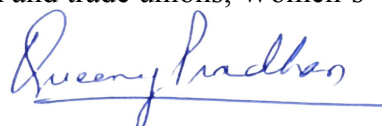
Course Content

UNIT -I: The Age of Revolutions and Industrialization [15 Hours]

- a. Political transformations in Europe before 1789
- b. The French Revolution and Napoleonic Europe
- c. Industrial Revolution and Social Change
- d. Political Ideologies and the Revolutions of 1848

UNIT -II: Nation-Building, Imperialism, and European Hegemony [15 Hours]

- a. The Unification of Italy and Germany
- b. European Imperialism and the Global Order, economic and cultural impact of imperialism
- c. Economic and Social Transformations: Marxism and trade unions, Women's rights movements and social reform



Applicable to Students from 2025-26 batch onwards.

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- e. Art, Science, and Culture in the 19th Century

UNIT -III: The First World War and the Interwar Years [15 Hours]

- a. The Causes and Course of the First World War
- b. The Treaty of Versailles and Its Consequences, The League of Nations, Economic instability and the Great Depression
- c. The Rise of Totalitarianism: Italy, Germany and Russia
- d. Society, Culture, and Intellectual Movements

UNIT -IV: The Second World War and Its Aftermath [15 Hours]

- a. Europe in the 1930s: The failure of appeasement, the invasion of Poland
- b. The Second World War: Course and consequences
- c. The Post-War Settlement and the Cold War
- e. The Reconstruction of Europe

Pedagogy:

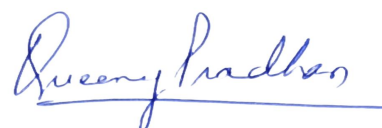
- Classroom Lectures with maps, primary source analysis, and thematic discussions.
- Debates and Discussions on historiographical debates on revolutions, nationalism, and war.
- Screening of Films and Documentaries such as Napoleon (2023), Schindler's List (1993), Downfall (2004), and The Pianist (2002).

Textbooks:

1. Merriman, John. *A History of Modern Europe: From the Renaissance to the Present*. W.W. Norton, 2002.
2. Evans, Richard. *The Coming of the Third Reich*. Penguin, 2004.
3. Mazower, Mark. *Dark Continent: Europe's Twentieth Century*. Penguin, 1998.
4. Ferguson, Niall. *The War of the World: Twentieth-Century Conflict and the Descent of the West*. Penguin, 2006.
5. Porter, Andrew. *European Imperialism 1860-1914*. Palgrave Macmillan, 1994.

Recommended Readings:

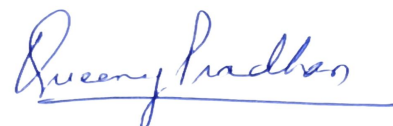
1. Bayly, C.A. *The Birth of the Modern World, 1780-1914*. Blackwell Publishing, 2004.
2. Judt, Tony. *Postwar: A History of Europe Since 1945*. Penguin, 2005.
3. Berger, Stefan (ed.). *A Companion to Nineteenth-Century Europe 1789-1914*. Blackwell Publishing, 2004.



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4. Orwell, George. *Homage to Catalonia*. Secker and Warburg, 1938.
5. Colley, Linda. *The Gun, the Ship, and the Pen: Warfare, Constitutions, and the Making of the Modern World*. Liveright Publishing, 2021.
6. Tooze, Adam. *The Wages of Destruction: The Making and Breaking of the Nazi Economy*. Allen Lane, 2006.

A handwritten signature in blue ink, reading "Queeny Pradhan". The signature is written in a cursive style and is underlined with a single horizontal line.

Applicable to Students from 2025-26 batch onwards.
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MINOR STREAM COURSE (MS)

History of Japan c. 1850 CE- 1950 CE

Nature of the Course: MS

Course Code: BALAH310

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 Outcomes:

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

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

CO3 (Synthesis): Analyse Europe's relations with the Japanese; Commodore Perry, 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 [15 Hours]

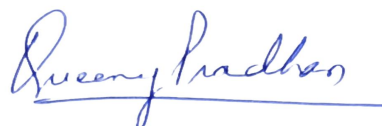
- a. Crisis of the Tokugawa Bakuhau System
- b. The Meiji Restoration: reforms and outcomes
- c. Economic history of the Meiji Era: industrialisation and capitalism

UNIT -II: Democracy and Militarism [15 Hours]

- a. Popular Rights Movement
- b. Meiji Constitution
- c. Failure of Parliamentary Democracy; Militarism and Fascism

UNIT -III: Imperialistic Expansion and Resistance [15 Hours]

- a. Imperialism and Japanese Nationalism
- b. Expansion in China and Manchuria
- d. Colonization of Korea and Korean Nationalism



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UNIT -IV: Second World War and Beyond [15 Hours]

- a. Japan in the Second World War
- b. American occupation and post-War reconstruction

Pedagogy:

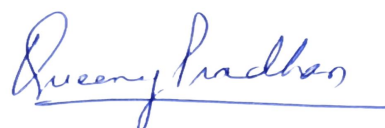
- Classroom lectures/map and geography /project work/archeology.
- Classroom discussion on Pan-Asianism and Japanese war crimes during the Second World War.
- Screening of movies such as *Seven Samurai* (1954), *Rashomon* (1950) and *Anarchist from Colony* (2017).

Textbooks:

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.



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MINOR STREAM COURSE (MS)

History of China c. 1830 CE- 1960 CE

Nature of the Course: MS

Course Code: BALAH312

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 China from a feudal state to a modern nation state.

Course Outcomes:

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 [15 Hours]

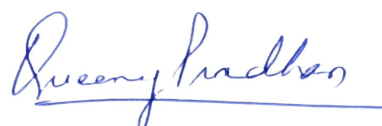
- a. Traditional Chinese institutions and ideologies (Confucianism)
- b. Struggle for power (Ming and Ch'ing dynasties- ruptures and continuities)
- c. Opium Wars: nature and interpretations

UNIT-II: Social Movements and Reforms [15 Hours]

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

UNIT-III: Nationalism [15 Hours]

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



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UNIT-IV: Communist Movement [15 Hours]

- a. Formation of the Communist Party and the First United Front
- c. Mao's leadership (vision and strategy); Kiangsi and Yen-an; Revolution of 1848

Pedagogy:

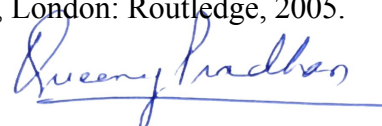
- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the different experiences of colonialism in India and China.
- Screening of movies such as *The Last Emperor* (1987), *1911* (2011) and *Balzac and the Little Chinese Seamstress* (2002).

Textbooks:

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.



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MINOR STREAM COURSE (MS)

History of Africa in Modern Times

Nature of the Course: MS
Course Code: BALAH314
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:

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

Course Outcomes:

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 [15 Hours]

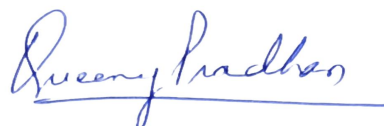
- a. General history of Africa; pre-15th century – people and cultures.
- b. Important regions and events since 1600 CE.
- d. Historiography – colonialism, slavery, pre-colonial Africa

UNIT-II: European Colonization, Slave Trade and Precious Commodities [15 Hours]

- 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 [15 Hours]

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



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- d. Migration, indentured labour and the Indian diaspora in Africa

UNIT-IV: ‘The Scramble for Africa’ and Decolonization [15 Hours]

- 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:

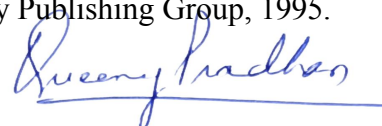
- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the impact of slavery and neocolonialism in Africa.
- Screening of movies such as *Out of Africa* (1985), *Amistad* (1997), *Invictus* (2009) to introduce students to the impact of European rule on Africans.

Textbooks

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, *Things Fall Apart*, Knopf Doubleday Publishing Group, 1995.



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SEVENTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

Peasants in Indian History

Nature of the Course: DSC

Course Code: BALAH401

Semester: Seventh (VII)

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 students to analyze the nature of the agrarian structure and peasant movements in the colonial period. It will identify the issues involved in the categorizing the peasantry and their place within the colonial agrarian world and understand class consciousness and organization of peasant movements.

Course Outcomes:

CO1 (Knowledge): Identify peasants as a class and as a social category.

CO2 (Understanding): Understand the world of the peasants in the context of colonialism.

CO3 (Synthesis): Understand peasant politics, organization and nature of peasant movements.

CO4 (Application): Comprehend the role and agency of peasants in the national movement.

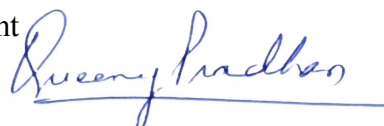
Course Content

UNIT –I: The World of Peasants [15 Hours]

- a. Who is a peasant? Structure of agrarian society and peasant status: Sources, methods and approaches
- b. Agrarian spaces: Village structures, communities, rights and obligations
- c. Governance and paternalism- Agrarian reforms, tenancy laws, proprietorship and contract
- d. Interaction and conflict: State, pastoralists, tribals

UNIT –II: Peasants' Resistance [15 Hours]

- a. Nature of peasant resistance and protest
- b. Peasant organizations and the National movement



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- c. The Left Movement and Kisan Sabha
- d. Case studies- The Pabna Revolt , ‘Moplah Outbreaks’, The Indigo Revolt

UNIT –III: Transformation of Rural Life [15 Hours]

- a. Agrarian relations: Caste hierarchy, Landlordism, Landlessness, and Indebtedness
- b. Peasants and Planters: Commercialization, Markets, and Migration
- c. Peasantry as a social and political category: notions of class-consciousness, rights and social mobility
- d. Peasantry and villages in the Gandhian discourse

UNIT –IV: Primitivity and Modernity? [15 Hours]

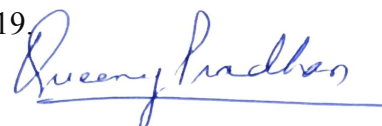
- a. Canal economy and development
- b. Organization and new claims to rights
- c. Peasants and the making of New India
- d. The peasantry today: freedoms and limitations

Pedagogy:

- Classroom lectures/map and geography /project work/archeology.
- Classroom debates on peasants as a category of history.

Textbooks:

1. Hardiman, David. *Peasants Nationalists of Gujarat: Kheda District, 1917- 1934*. New Delhi: Oxford University Press, 1981.
2. Guha, Ranajit. *Elementary aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press, 1983.
3. Banaji, Jairus. ‘Capitalist Domination and the Small Peasantry: Deccan Districts in the Late Nineteenth Century’, *Economic and Political Weekly*, Vol. 12, No. 33/34, Special Number, pp. 1375-1404, 1977.
4. Gough, Kathleen. ‘Indian Peasant Uprisings,’ *Economic and Political Weekly*, Vol. 9, pp. 1391-1412, 1974.
5. Nandini, Sundar. *Subalterns and Sovereigns: An Anthropological history of Bastar 1854-2006*, Delhi, Oxford University Press, 2007.
6. Siddiqi, Majid H. ‘Power, Agrarian Structure, and Peasant Mobilization in Modern India’, in William Pinch ed. *Speaking of Peasants: Essays on Indian History and Politics in Honor of Walter Hauser*, Delhi, Manohar, 2008.
7. Bhattacharya, Neeladri. *The Great Agrarian Conquest- The Colonial Reshaping of a Rural World*. USA, State University of New York, 2019.

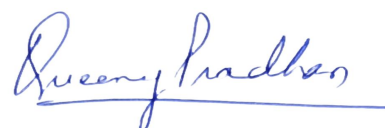


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Recommended Readings:

1. Banerjee, Prathama. *Politics of Time: 'Primitives' and History-writing in a Colonial Society*, New Delhi, Oxford University Press, 2006.
2. Dale, Stephen. *Islamic Society on the South Asian Frontier: The Mapillas of Malabar, 1498-1922*, Delhi, Oxford University Press, 1980.
3. Dasgupta, Sangeeta. 'Reordering histories: Tana readings of their past', *Indian Economic and Social History Review*, Vol. 53:1, Special Issue, 2016.
4. Guha, Ramachandra. *Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, Delhi, Oxford University Press, 1989.
5. Kling, B.B. *The Blue Mutiny—The Indigo Disturbances in Bengal 1859—1862*, Philadelphia, 1966.
6. Sengupta, Kalyan Kumar. 'Agrarian disturbances in Eastern and Central Bengal in the late nineteenth century,' *Indian Economic and Social History Review*, Vol. 8, No. 2, pp. 192-212, 1971.
7. Wolf, Eric. *Europe and the People Without History*, Berkeley and Los Angeles: University of California Press, 1982.



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DISCIPLINE SPECIFIC COURSE (DSC)

Introduction to Urban History

Nature of the Course: DSC

Course Code: BALAH403

Semester: Seventh (VII)

Credits: 4 (L:3 T:1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

For the first time in history, more people now live in cities than the countryside. The beginning of the city in history was a remarkable event. It signified not simply a quantitative transfer of surplus from the countryside, but also qualitative shifts in the labour process. Borrowing from the Physiocrats, modern historians sometimes regard history as an organism, with complex cobwebs of social and economic relations, power relations, cultural exchanges, struggles and negotiations. This paper seeks to interpret the city as a category of historical investigation, foregrounding various contexts. Emphasis is given to the modern city, which is explored in metropolitan and colonial contexts. City's relation to political economy, architecture and literature is also studied.

Course Outcomes:

CO1 (Knowledge): Understand what are landscapes and cityscapes and how they are shaped by history.

CO2 (Understanding): Learn how space is not fixed but determined by both subjective and objective factors.

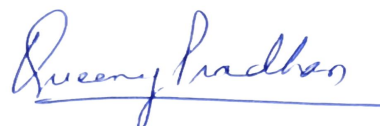
CO3 (Synthesis): See case studies of different cities and landscapes and understand specific complexities.

CO4 (Application): Write a paper appreciating all these dimensions and use one's own sources.

Course Content

Unit -I: City as a concept in History [15 Hours]

- a) Idea of a city: Rural vs. Urban
- b) Metamorphosis of a city: from towns to metropolitans
- c) City across the ages: ancient to modern



Applicable to Students from 2025-26 batch onwards.

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Unit -II: City and Political Economy [15 Hours]

- a) City as a site of accumulation: trade, market and commerce
- b) Capitalism and urbanism
- c) Cities and governance
- d) Migration from villages to cities- processes and people

Unit -III: Life in a City [15 Hours]

- a) City and the development of modern governmentality
- b) Slums, squatters and skyscrapers
- c) Municipalities, Corporations and other regulatory frameworks
- d) Communication in city- Transportation, Languages

Unit -IV: Colonial City [15 Hours]

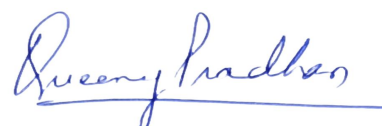
- a) Aspects of urban development in colonial context (Bombay, Kolkata, Lucknow)
- b) Making of a colonial cityscape
- c) Many cities of India: Literary, Cinematic, Leisure

Pedagogy:

- Classroom lectures/map and geography /project work/archeology.
- Screening of movies such as *Midnight in Paris* (2011) by Woody Allen and *Salaam Bombay!* (1988) by Mira Nair
- Walks through the city to compare and contrast the Old and New city.

Textbooks:

1. Lees, Andrew. *The City: A World History*. Oxford University Press, 2015.
2. Mumford, Lewis. *The City in History: Its Origins, its Transformations, and its Prospects*. Harcourt, 1961.
3. Frykenberg, R. E. *Delhi Through the Ages: Selected Essays in Urban History, Culture and Society*. Oxford University Press, 1993.
4. Weber, Max. *The City*. New York: Free Press, 1958.
5. Oldenburg, Veena Talwar. *Peril, pestilence, and perfidy: the making of colonial Lucknow, 1856-1877*. University of Illinois at Urbana-Champaign, 1979.
6. Dalmia, Vasudha. *Fiction as History: The Novel and the City in Modern North India*, State University of New York, 2020.

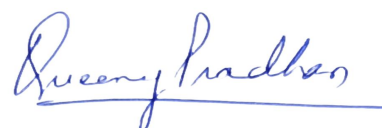


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Recommended Readings:

1. Gharipour, Mohammad, ed. *The Bazaar in the Islamic City: Design, Culture, and History*. American University in Cairo Press, 2012.
2. Chaudhuri, Kalyan N. "Some reflections on the town and country in Mughal India." *Modern Asian Studies* 12, no. 1, pp. 77-96, 1978.
3. Harvey, David. "Possible Urban Worlds. The Fourth Megacities Lecture." *Amersfoort, The Netherlands: Twynstra Gudde Management Consultants*, 2000.
4. De Certeau, Michel. "Walking in the City." In *Beyond the body proper: Reading the anthropology of material life*, pp. 249-258, 1984.
5. Harvey, David. "Contested cities: social process and spatial form." In *Transforming cities*, pp. 19-27. Routledge, 2005.
6. Huxley, Margo. "Space and government: Governmentality and geography." *Geography Compass* 2, no. 5 (2008): 1635-1658.
7. Simmel, Georg. "The metropolis and mental life." In *Social Theory Re-Wired*, pp. 438-445. Routledge, 2023.
8. Kidambi, Prashant. "A Disease of Locality" In *The Making of an Indian Metropolis Colonial Governance and Public Culture in Bombay 1890-1920*, London: Ashgate, pp. 49-70, 2007.
9. Legg, Stephen. "Disciplining Delhi" in *Spaces of Colonialism: Delhi's Urban Governmentalities*, Blackwell, pp. 82-148, 2007.
10. Swati, Chattopadhyay. "Politics, Planning, and Subjection: Anticolonial Nationalism and Public Space in Colonial Calcutta." In *City Halls and Civic Materialism*, pp. 199-216. Routledge, 2014.
11. Wani, Aarti. *Fantasy of Modernity: Romantic Love in Bombay Cinema of the 1950s*, Cambridge University Press, 2016.



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DISCIPLINE SPECIFIC COURSE (DSC)

Indian Business and Labour History

Nature of the Course: DSC

Course Code: BALAH405

Semester: Seventh (VII)

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 Outcomes:

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

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

CO3 (Synthesis): 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: India and the World: Connections and Divide [15 Hours]

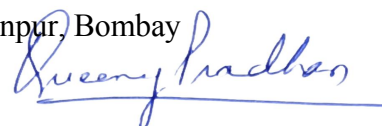
- a. Understanding business history and economic history: Historiography: theories and debates
- b. History of money and capital across time and culture; the Great Divide
- c. Emergence of capitalism in India
- d. Indian business and making of the Empire

UNIT-II: Indian business history [15 Hours]

- a. Pre-colonial banking houses, *hundis*, Joint Stock enterprises and Jagat Seths
- b. Portfolio capitalists and the political economy of early modern India
- c. Business communities and pioneers in India: Parsis, Sassoons, Tatas
- d. Indian businessmen and the national movement

UNIT-III: Aspects of Indian Business History [15 Hours]

- a. Industrialization and Industrial towns: Surat, Kanpur, Bombay



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- b. Industry and Agriculture: Commercialization and commodification
- c. Structure of Business: Bazaars, *Haat*, Ports
- d. Issues of Caste and Religion

UNIT-IV: Business and Labour in India [15 Hours]

- a. Major Industrial sectors: Textiles, Railways, Iron and Steel
- b. Labour regimes under the colonial state – Factories, Plantations and Mines
- c. Workers in India: class consciousness, protest and organization
- d. Factory and Labour: Men, Women, Children

Pedagogy:

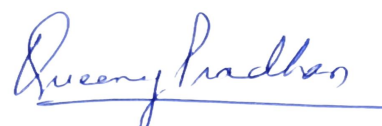
- Classroom lectures/map and geography /project work/archeology.
- Examining and analyzing the intersections of caste, class, religion and gender in Indian labour history.
- Screening movies like *Kaala Patthar* (1979) to show the clash between labour and capitalist interests.

Textbooks:

1. Kudaisya, Medha (ed.), *The Oxford India Anthology of Business History*, Oxford University Press, 2011.
2. Roy, Tirthankar, *A Business History of India: Enterprise and the Emergence of Capitalism from 1700*, Delhi: Cambridge University Press, 2018.
3. Tripathi, Dwijendra and Jumanji, Jyoti, *The Concise Oxford History of Indian Business*, Oxford University Press, 2006.
4. Chakrabarty, Dipesh, *Rethinking Working-Class History, Bengal 1890 to 1940*, Princeton University Press: UK, 1989.
5. Subrahmanyam, Sanjay, *The Political Economy of Commerce: South India 1500-1650*, Delhi: Cambridge University Press, 2004.

Recommended Readings:

1. Subramanian, Lakshmi. “Baniyas and the British: The Role of Indigenous Credit in the Process of Imperial Expansion in Western India in the Second Half of the Eighteenth Century”, *Modern Asian Studies*, 21:3; pp. 473-510, 1987.
2. Mohapatra, Prabhu Prasad, “Regulated Informality: Legal Construction of Labour Relations in India 1814-1926” in Andreas Eckert (ed), *Global History of Work*, Oldenbourg, De Gruyter, 2016.



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3. Bhattacharya , Debashis, “Organized Labour and Economic Liberalization in India: Past, Present, and Future ”,in A.V., Jose (ed.), *Organized Labour in the 21st Century*, Geneva: ILO, pp. 307-346, 2002.
4. Sen, Samita , *Women and Labour in Late Colonial India, The Bengal Jute Industry*, Cambridge, Cambridge University Press, pp.1-89, 1999.
5. Simeon, Dilip, “The Great TISCO Strike and Lockout of 1928,” Part I and II, *Indian Economic and Social History Review*, New Delhi, Sage, Volume 30, No. 2, pp. 135-161, and No. 3, pp. 311-335, 1993.
6. Bhattacharya, Sabyasachi, “Capital and Labour in Bombay City, 1928-29” *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24), pp. PE36-PE44, 1981.
7. Chandavarkar , Rajnarayan, “Questions of class: The general strikes in Bombay, 1928-1929”, *Contributions to Indian Sociology* , Volume: 33 issue: 1-2, pp. 205-237, 1999.
8. Bhattacharya, Sabyasachi, ” Paradigms in the Historical Approach to Labour Studies in South Asia” in Lucassen, Jan (ed.) *Global Labour History: A State of the Art*, Bern, Peter Lang, pp.147-160, 2006.
9. Roy, Tirthankar, “The Rise and Fall of Indian Economic History 1920-2013”, *Economic History of Developing Regions*, 29 (1), pp.15-41, 2014.



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DISCIPLINE SPECIFIC COURSE (DSC)

Research Methodology

Nature of the Course: DSC

Course Code: BALAH407

Semester: Seventh (VII)

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 students to understand important issues related to historical method by giving them a broad overview of significant, including recent, historiographical trends. It will identify with important historiographical interventions and issues related to the historian's craft.

Course Outcomes:

CO1 (Knowledge): The students will understand the major historiographical trends in the writing of history.

CO2 (Understanding): The students will identify the most important historiographical interventions in the writing of Indian history.

CO3 (Synthesis): The students will identify the debates within the various schools of historiography.

CO4 (Application): The students will develop research and analytical skills through critical reading, class discussions, and independent research projects.

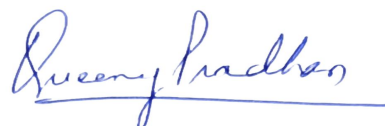
Course Content

UNIT –I: Modern Historical Traditions [15 Hours]

- a. Positivist school of history, Whig history
- b. Karl Marx and history
- c. Historical Materialism
- d. History from below and the Thompsonian heritage, Althusser's critique, neo marxism

UNIT –II: Annales Tradition [15 Hours]

- a. Marc Bloch, Lucien Febvre and the early years
- b. The Braudelian perspective



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- c. The history of mentalite, the history of emotions and the history of everyday life
- d. Robert Chartier, Michel de Certeau and the history of practice

UNIT –III: Critical History [15 Hours]

- a. History of meanings and symbols.
- b. Microhistory: Ginzburg
- c. New Historicism: Greenblatt
- d. Post Modernism, Post Colonialism
- e. Louis Mink, Hayden White and Paul Ricoeur

UNIT –IV: Other Trends [15 Hours]

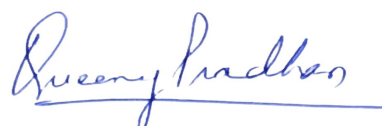
- a. Connected histories: Arnold Joseph Toynbee, Sanjay Subramanyan
- b. Intellectual history: Herbert Butterfield
- c. ‘*Alltagsgeschichte*’ - History of everyday life (Impact of the World War II on history writing): Ian Kershaw
- d. Moving away from the dominance of the West: Oswald Arnold Spengler

Pedagogy:

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

Textbooks:

1. Aymard, Maurice, and Harbans Mukhia, eds. *French Studies in History, Vol. I*. New Delhi: Orient Longman, 1989.
2. Bloch, Marc. *The Historian's Craft*. Introduction by Peter Burke. Manchester: Manchester University Press, 2004.
3. Burke, Peter. *Varieties of Cultural History*. Ithaca: Cornell University Press, 1997.
4. Carr, E. H. *What Is History?* Delhi: Penguin, 2008.
5. Collingwood, R. G. *The Idea of History*. Parts III, IV, V. Oxford: Oxford University Press, 1977.
6. Sreedharan, E. *Textbook of Historiography*. Hyderabad: Orient Blackswan, 2004.

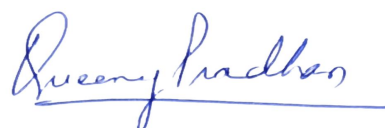


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Recommended Readings:

1. Davis, Natalie Zemon. *The Return of Martin Guerre*. Cambridge: Harvard University Press, 1984.
2. Haskell, Francis. *History and Its Images: Art and the Interpretation of the Past*. New Haven: Yale University Press, 1995.
3. White, Hayden. *Tropics of Discourse: Essays in Cultural Criticism*. Baltimore: Johns Hopkins University Press, 1978.
5. Sarkar, Sumit. *Writing Social History*. New York: Oxford University Press, 1995.
6. Stern, Fritz, ed. *Varieties of History: From Voltaire to the Present*. New York: Vintage Books, 1973.
7. Thompson, E. P. *Customs in Common: Studies in Traditional Popular Culture*. New York: The Free Press, 1991.
8. Scott, Joan Wallach. *Gender and the Politics of History*. Parts I-II. New York: Columbia University Press, 1988.



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DISCIPLINE SPECIFIC COURSE (DSC)

Introduction to Environmental History

Nature of the Course: DSC

Course Code: BALAH409

Semester: Seventh (VII)

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 offers a historical perspective on the relationship between human societies and the environment, examining how ecological, economic, and cultural factors have shaped each other over time. Students will explore the ecological impact of early societies, the environmental consequences of colonial and postcolonial resource use, and the rise of contemporary environmental movements and sustainability efforts.

Course Outcomes:

CO1 (Knowledge): To understand the environmental transformations brought about by human societies.

CO2 (Understanding): To examine colonial and postcolonial environmental impacts.

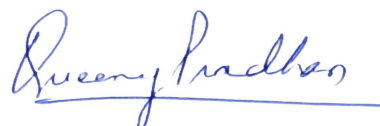
CO3 (Synthesis): To analyze the development of environmental thought and sustainability practices.

CO4 (Application): To encourage critical reflection on contemporary environmental challenges.

Course Content

Unit -I: Foundations of Environmental History: Theoretical Aspects [15 Hours]

- a. Introduction to Environmental History: Definitions and scope
- b. Themes of Environmental History: Interaction between humans and nature, ecological changes, and cultural responses



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Unit -II: Early to Medieval Societies [15 Hours]

- a. Early Human-Environment Interactions: Adaptation, migration, and survival strategies
- b. Ecological Footprints of Early Agricultural Societies: Transformation of landscapes and biodiversity. Case Study- Indus Valley Civilization
- c. Urbanization, Deforestation, and Water Management in Ancient and Medieval Societies
- d. Claiming the Oceans, Rivers and Seas

Unit -III: Industrialization and Colonialism [15 Hours]

- a. Colonialism and Environmentalism: Surveying, Deforestation, Land Appropriation Plantation Economis and Policies.
- b. Environmental Impacts of the Industrial Revolution: Pollution, urban growth, and resource depletion.
- c. Into the Woods: Forests, Animals, Tribal communities.
- d. Environment as a contested space: Beginnings of Organized Conservation Movements.

Unit-IV: Postcolonial Environmental Challenges and Contemporary Environmentalism [15 Hours]

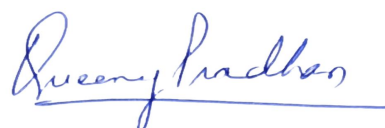
- a. Environmental Issues in Post-Independence Societies
- b. Developmental challenges: Dams and Canals, Islands, Climate change
- c. Environmental Justice Movements and Grassroots Activism: Chipko Movement, Narmada Bachao Andolan
- d. Sustainability Practices and Global Environmental Policies

Pedagogy:

- Classroom lectures and project work.
- Group discussions on the relation between nature and mankind; impact of human activities on the environment.

Textbooks:

1. Marks, Robert B. *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-first Century*, Rowman and Littlefield, 2006.
2. Pradhan, Queeny. *Empire in the Hills: Simla, Darjeeling, Ootacamund and Mount Abu 1820-1920*, Oxford University Press, 2017.



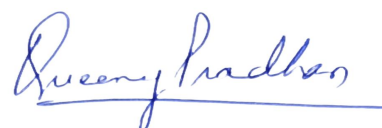
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3. Rangarajan, Mahesh and Sivaramakrishnan, K. *India's Environmental History- A Reader* (Two Volumes), Orient BlackSwan, 2013.
4. Grove, Richard. *Ecology, Climate and Empire: Colonialism and Global Environmental History, 1400- 1940*, White Horse Press, 1997.
5. Guha, Ramachandra. *Environmentalism: A Global History*. Oxford University Press, 2000.
7. McNeill, J.R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*. W. W. Norton & Company, 2000.
8. Fischer, Michael. *An Environmental History of India: From Earliest Times to the Twenty- First Century*. Cambridge University Press, 2018.
9. Arnold, David. *The Problem of Nature: Environment, Culture and European Expansion*. Blackwell Publishers, 1996.
10. Crosby, Alfred W. *Ecological Imperialism: The Biological Expansion of Europe, 900–1900*. Cambridge University Press, 1986.

Recommended Readings:

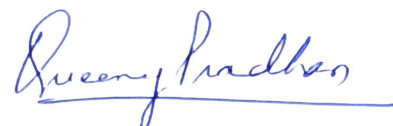
1. Baviskar, Amita. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press, 1995.
2. Chakrabarti, Ranjan. *Natural Disasters and Indian History*. Oxford University Press, 2017.
3. Chakrabarty, Dipesh. *One Planet, Many Worlds: The Climate Parallax*. Harvard University Press, 2023.
4. Chakrabarty, Dipesh. *The Climate of History in a Planetary Age*. University of Chicago Press, 2021.
5. Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. Hill and Wang, 1983.
6. Grove, Richard H. *Green Imperialism: Colonial Expansion, Tropical Island Edens, and the Origins of Environmentalism*. Cambridge University Press, 1995.
7. Guha, Ramachandra. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Oxford University Press, 1989.
8. Rangarajan, Mahesh. *India's Wildlife History: An Introduction*. Permanent Black, 2001.
9. Carson, Rachel. *Silent Spring*. USA: Houghton Mifflin, 1962.



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10. Worster, Donald. *Nature's Economy: A History of Ecological Ideas*. Cambridge University Press, 1994.
11. Radkau, Joachim. *Nature and Power: A Global History of the Environment*. Cambridge University Press, 2008.
12. Hughes, J. Donald. *An Environmental History of the World: Humankind's Changing Role in the Community of Life*. Routledge, 2001.
13. Martinez-Alier, Joan. *The Environmentalism of the Poor: A Study of Ecological Conflicts and Valuation*. Edward Elgar Publishing, 2002.
14. Simmons, I.G. *Environmental History: A Concise Introduction*. Blackwell, 2008.



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MINOR STREAM COURSE (MS)

History of America

Nature of the Course: MS
Course Code: BALAH411
Semester: Seventh (VII)
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 transition of the USA from colonial period to the 21st century and locating it in present global politics.

Course Outcomes:

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.

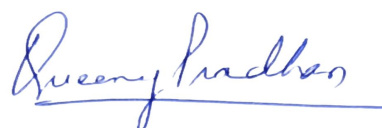
Course Content

UNIT-I: Independence to Civil War [15 Hours]

- a. Revolution: sources, causes and historiography
- b. Constitution: content and critique
- c. Slavery and its role in the politics of America
- e. Westward Expansion: Jefferson and Jackson; Marginalization and Displacement of the indigenous tribes; Monroe Doctrine, Manifest Destiny
- f. The Civil War

UNIT-II: Reconstruction to World War I [15 Hours]

- 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



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UNIT-III: Roaring Twenties to Second World War [15 Hours]

- 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 [15 Hours]

- a. Origins of Cold War; the Korean War; the Truman Doctrine
- b. McCarthyism; Marshall Plan
- c. Civil Rights Movement; Vietnam War

Pedagogy:

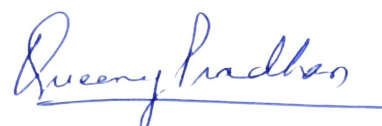
- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the influence of America in the world today.
- Screening of movies such as *12 Years a Slave* (2014), *Lincoln* (2013) and *Selma* (2014).

Textbooks:

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:

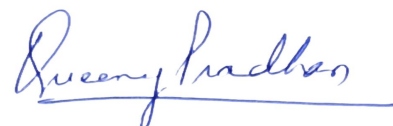
1. Hicks, John Donald, *The Populist Revolt: A History of the Farmers’ Alliance and the People’s Party*, University of Minnesota Press, 1931.
2. Rauchway, Eric, *The Great Depression and the New Deal: A Very Short Introduction*, Oxford University Press, 2008.
3. White, John, and Dierenfield, Bruce J., *A History of African-American Leadership*, Routledge, 2014.
4. Zinn, Howard, *A People’s History of the United States: 1492–Present*, Routledge, 2015.



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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.

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MINOR STREAM COURSE (MS)

History of Modern Russia

Nature of the Course: MS

Course Code: BALAH413

Semester: Seventh (VII)

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 Outcomes:

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.

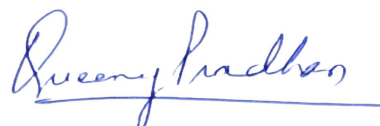
CO3 (Synthesis): The various historiographic models to interpret Russian history.

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

Course Content

UNIT I: Popular Culture [15 Hours]

- a. Russia before the First World War – society, economy, politics (Tsarist Russia, abolition of serfdom, western ideas, Imperial Russia's politics and alliances)



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- 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 [15 Hours]

- 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 [15 Hours]

- 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 [15 Hours]

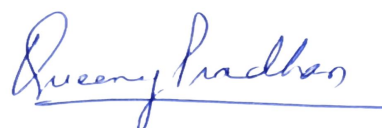
- a. Visions of a new society among the Bolsheviks; arts and culture (modernism, socialist realism, socialism)
- b. New modes of labour organization; standard of living, industrialization
- c. 'Socialism in One Country'; Great Purge; international alliances; build up to Second World War

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).

Textbooks:

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.



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4. Figes, Orlando, *A People's Tragedy: A History of the Russian Revolution*, Viking, 1997.

Recommended Readings:

1. Service, Robert, *Society and Politics in the Russian Revolution*, Palgrave Macmillan, 1992.

2. Faulkne, Neil, *A People's History of the Russian Revolution*. LB, 2017.

3. Vaingurt, J., *Wonderlands of the Avant-Garde: Technology and the Arts in Russia of the 1920s*, Northwestern University Press, 2013.

4. Groys, B., *The Total Art of Stalinism: Avant-Garde, Aesthetic Dictatorship, and Beyond*. Verso Books, 2011.

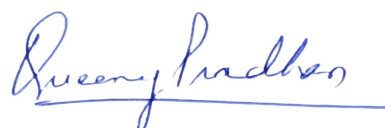
5. Nove, Alec, *An Economic History of the USSR, 1917-1991*, London: Penguin Books, 1993.

6. Lewin, Moshe, *The Making of the Soviet System: Essays in the Social History of Inter-war Russia*. New York: Pantheon, 1985.

7. Allen, Richard, *From Farm to Factory: A Reinterpretation of the Soviet Industrial Revolution*, Princeton and Oxford: Princeton University Press, 2003.

8. Fitzpatrick, Sheila, *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*, New York: Oxford University Press, 1999.

9. Getty, J. Arch and Naumov, Oleg V., *The Road to Terror: Stalin and the Self-Destruction of the Bolsheviks, 1932-1939*, 1999.



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MINOR STREAM COURSE (MS)

History of Modern South America

Nature of the Course: MS

Course Code: BALAH415

Semester: Seventh (VII)

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 offers a comprehensive examination of the history of modern South America from the late colonial period (18th century) to the Second World War. This course examines the history of modern Latin America by analyzing key processes in the development of the region. By analyzing these processes, this course explores crucial aspects of modern South America including the Mexican Revolution, Peronism, and guerrilla warfare. Through a comparative framework, students will engage with key historiographical debates and explore the complex interplay of social, political, and economic forces that have shaped modern South America.

Course Outcomes:

CO1 (Knowledge): Explain patterns of continuity and change in South American political systems, economies, societies, and cultural landscapes from the 18th century to the 20th century.

CO2 (Understanding): Assess the impact of colonialism on South America, considering its long-term socioeconomic and political consequences.

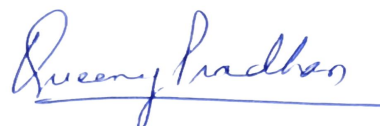
CO3 (Synthesis): Examine the role of social protests, anti-colonial resistance movements, and the concept of 'transculturation' in shaping South American identities.

CO4 (Application): Compare and contrast different South American nations' historical experiences.

Course Content

Unit -I: Colonization of South America and Independence [15 Hours]

- a. Driving forces for conquest; Impacts of colonization – key agrarian transformation; the question of labour and slavery
- b. Institutions of state; the advent of Christianity and evangelization.
- c. Background to Independence
- d. The Coming of Independence to South America



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Unit -II: Developments in the New South American Nations (1830s-1930s) [15 Hours]

- a. Bolivar's Vision, José de San Martín, and the Development of Nations: South America
- b. Class and state formation, industrialization, export economies, immigration
- c. Popular culture

Unit -III: Political and socio-cultural developments, 1930s to the 1950s [15 Hours]

- a. Early Populism in South America,
- b. Divergent Paths to Modern Nationhood: Brazil and Peru
- c. Early Revolutionaries in South America: Mexico and Brazil,
- d. Politics of literature, music, and sports

Unit -IV Confronting Global Challenges [15 Hours]

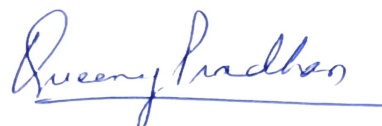
- a. The 1930s: Years of Depression and Upheaval
- b. South America in World War II
- c. The Classic Populists

Textbooks:

1. Bethell, L., (ed.). *Cambridge History of Latin America: From Independence to c. 1870*, Vol. III. Cambridge University Press, 2002.
2. Chasteen, J. *Born in Blood and Fire: A Concise History of Latin America*. W.W. Norton and Company, 2006.
3. Skidmore, T., and Peter H. Smith. *Modern Latin America*. Oxford University Press, 2010.
4. Galeano, E. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. Monthly Review Press, 1997.
5. Wright, T. *Latin America in the Era of the Cuban Revolution*. Praeger, 2001.

Recommended Readings:

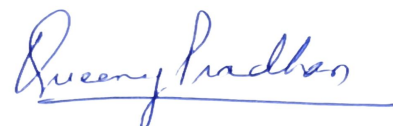
1. Bethell, L., (ed.). *Cambridge History of Latin America: Colonial Latin America*, Vol. II. Cambridge University Press, 1997.
2. Frank, A.G. *Capitalism and Underdevelopment in Latin America*. Monthly Review Press, 1967.
3. Burns, E.B. *Latin America Conflict and Creation: A Historical Reader*. Pearson, 1992.
4. Williamson, E. *The Penguin History of Latin America*. Penguin Books, 2010.
6. Levine, R.M., and John Crocitti, (eds.). *The Brazil Reader: History, Culture, Politics*. Duke University Press, 2002.



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7. Nouzeilles, G., and Graciela Montaldo, (eds.). *The Argentine Reader: History, Culture, Politics*. Duke University Press, 2002.
8. Gott, R. *Cuba: A New History*. Yale University Press, 2005.
9. Bellos, A. *Futebol: The Brazilian Way of Life*. Bloomsbury, 2003.
10. Chavez, L. *Capitalism, God and Good Cigar*. Duke University Press, 2005.
11. Craske, N. *Women and Politics in Latin America*. Rutgers University Press, 1999.
12. Hanke, L., and Jane M. Rausch, (eds.). *Latin American History from Independence to the Present*. Markus Wiener, 1999.
13. Marichal, C. et al. *From Silver to Cocaine: Latin American Commodity Chains and the Building of World Economy, 1500-2000*. Duke University Press, 2006.

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EIGHTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

Introduction to Public History

Nature of the Course: DSC

Course Code: BALAH402

Semester: Eighth (VIII)

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 field of Public History by examining topics that range from historical methods and interpretation, historical analysis and public interactions. It will help students identify the controversies associated with the practice of public history.

Course Outcomes:

CO1 (Knowledge): Identify and analyse the interpretive questions central to public history.

CO2 (Understanding): Demonstrate an understanding of the variety of interested parties involved in public history interpretation

CO3 (Synthesis): Critically assess making and remaking of historical facts, distortions in history etc.

CO4 (Application): Enable students to complete a project on any one aspect of public history.

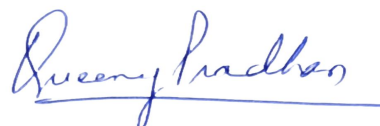
Course Content

UNIT –I: The idea of Public History [15 Hours]

- a. What is public history?
- b. Public History vs Academic History
- c. Politics of Public History: legitimacy, distortions and challenges
- d. Challenges within Public History

UNIT –II: Forms of Public History [15 Hours]

- a. Monumentalization and Archaeology
- b. Museums and Archives



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- c. Fiction and Cinema
- d. Heritage and Tourism

UNIT –III: Memory and History [15 Hours]

- a. Memory and Authority: the politics of remembering and forgetting
- b. Shared authority and oral history
- c. Comparative study of the Partition & the Holocaust or temple destruction and mosque demolition
- d. Histories of clothing, food and work

UNIT –IV: State and Public History [15 Hours]

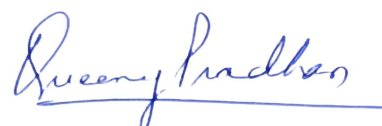
- a. Public history and nation-state
- b. Public history and public policy
- c. Public history and Urban planning
- d. Public histories and history textbooks

Pedagogy:

- Classroom lectures and project work.
- Classroom discussions on various elements of Public history.
- Visits to various sites/ places.

Textbooks:

1. Chakrabarty, Dipesh. 'The Public Life of History', *Public Culture*, Vol. 20, no. 1, pp 143–168, 2008.
2. Sarkar, Sumit. 'Many Worlds of Indian History' in *Writing Social History*, 1998.
3. Chatterjee, Partha and R., Aqil. *Introduction to History and the Present*, 2006.
4. Kelley, Robert. 'Public History: Its Origin, Nature and Prospects', *Public History*, 1,1, 1977.
5. Simon Schama on Public History (YouTube, 2017).
6. Bhattacharya, Neeladri. 'Teaching History in Schools: The Politics of Textbooks in India', *History Workshop Journal*, 67,1, 2009.
7. Ranjan Ghosh. 'Whose Mandir? Whose Masjid?: The Historian's Ethics and the Ethics of the Historian's Reading' in *A lover's Quarrel with the Past*, 2012.
8. Frisch, M. 'What Public History offers and why it Matters', *Public History*, 19,2, 1997.

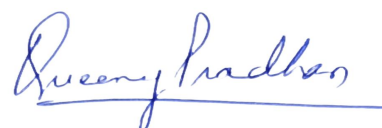


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Recommended Readings:

1. Samuel, Raphael. 'Living History', in *Theatres of Memory*, pp. 530-614, 1994.
2. Krim, Robert. 'At the Corner of History and innovation: Using Public History to Influence Public Policy', *Public History*, 32, 2, 2010.
3. Stevens, Mary. 'Public Policy and the Public Historian: the Changing Place of Historians in Public Life in France and UK', *Public History*, 32,3, 2010.
4. Dresser, Madge. 'Politics, Populism and Professionalism: Reflections on the role of the Academic Historian in the production of Public History', *Public History*, 32, 3, 2010.
5. Sarkar, Tanika and Basu, Tapan et al, *Khaki Shorts, Saffron Flags*, 1993.
6. Guha-tahkurta, Tapati. *Faith and History, Monuments Objects Histories*, 2004.
7. Verma, Supriya and Menon, Jaya. 'Was there a temple under Babri Masjid? Reading the Archaeological Evidence', *Economic and Political Weekly*, 45, 50, 2010.
8. Byapari, Manoranjan. *Interrogating my Chandal Life* (selected portions), 2018.
9. Thapar, Romila. 'The History debate and School textbooks in India: A Personal Memoir', *History Workshop Journal*, 67,1, 2009.
10. Nair, Janaki. 'Textbook Controversies and the demand for a past: Public Lives of Indian History', *History Workshop Journal*, 82,1, 2016.



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DISCIPLINE SPECIFIC COURSE (DSC)

Gender in History

Nature of the Course: DSC

Course Code: BALAH404

Semester: Eighth (VIII)

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 explores the historical evolution of gender and sexuality across different societies and time periods. It examines the intersections of gender with race, class, and power, analyzing how gender norms have been constructed, challenged, and reshaped through social, political, and economic transformations. Through diverse historical case studies, students will critically assess how gender has influenced historical events and how the past informs contemporary debates on gender and sexuality.

Course Outcomes:

CO1 (Knowledge): Identify and explain key historical shifts in gender norms and their relationship to broader socio-political changes.

CO2 (Understanding): Evaluate different perspectives on gender history, including feminist, postcolonial, and queer theoretical frameworks.

CO3 (Synthesis): Analyze historical texts, images, and narratives to understand gendered representations and experiences.

CO4 (Application): Assess the impact of historical gender ideologies on contemporary gender and sexual norms, policies, and movements.

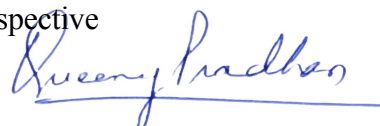
Course Content

Unit I: Conceptualizing Gender in History [15 Hours]

- a. Gender and History: Theoretical Foundations and Historiography
- b. Sex and Gender: Deconstructing Binaries
- c. Intersectionality: Gender, Race, and Class in Historical Contexts
- e. The Body, Sexuality, and Gender: A Historical Perspective

Unit II: Gender and Power: Structures and Institutions [15 Hours]

- a. Patriarchy and State Formation in Historical Perspective



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- b. Gender and Colonialism: Imperial Discourses and Resistance
- c. Gender and Law: Marriage, Property, and Citizenship
- d. The Politics of the Body: Regulation, Medicine, and Reproduction

Unit III: Gendered Movements and Resistance [15 Hours]

- a. Women's Movements: From Suffrage to Feminisms Across the World
- b. Queer Histories: LGBTQ+ Movements in Global Context
- c. Gender and Labor: Work, Industrialization, and Economic Change
- e. Grassroots and Transnational Feminist Movements

Unit IV: Rethinking Gender in Contemporary Contexts [15 Hours]

- a. Gender and Nationalism: Women and the Nation-State
- b. Masculinities in History: Reconfiguring Power and Identity
- c. Media, Representation, and Gendered Narratives
- d. New Directions in Gender Studies: Queer, Postcolonial, and Digital Feminisms

Pedagogy:

- Classroom lectures and project work.
- Classroom debate on Gendered roles, patriarchy etc.
- Reading and analysis of primary texts.

Textbooks:

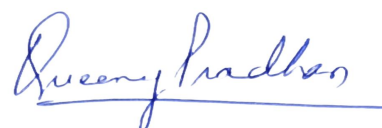
1. Rose, Sonya O. *What is Gender History?* Polity Press, 2010.
2. Scott, Joan W. "Gender: A Useful Category of Historical Analysis.", 91, no. 5, pp. 1053-1075, 1986.
3. Connell, R. W. *Masculinities*. University of California Press, 1995.
4. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
5. Forbes, Geraldine. *Women in Modern India*. Cambridge University Press, 1996.
6. Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press, 2003.
7. Bhasin, Kamla. *Understanding Gender*. Women Unlimited, 2000.
8. Chakravarti, Uma. *Gendering Caste: Through a Feminist Lens*. Stree, 2003.

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Recommended Readings:

1. Tosh, John. *The Pursuit of History: Aims, Methods, and New Directions in the Study of History*. Routledge, 2015.
2. Levine, Philippa, (ed.). *Gender and Empire*. Oxford University Press, 2004.
3. Burton, Antoinette. *Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865-1915*. University of North Carolina Press, 1994.
4. Gilmartin, Christina. *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*. University of California Press, 1995.
5. Sluga, Glenda. *Women, Feminisms, and Twentieth-Century Internationalisms*. Cambridge University Press, 2017.
6. Moghadam, Valentine M. *Modernizing Women: Gender and Social Change in the Middle East*. Lynne Rienner Publishers, 2003.
7. Dutta, Aniruddha. "An Epistemology of Collusion: Hijras, Kothis and the Historical (Dis)continuity of Gender/Sexual Identities in Eastern India.", 24, no. 3, pp. 825-849, 2012.
8. Menon, Ritu, and Kamla Bhasin. *Borders & Boundaries*. Kali for Women, 1998.
9. Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. Zubaan, 1997.
10. Weisner-Hanks, Merry. "World History and the History of Women, Gender, and Sexuality." *Journal of World History*, 18, no. 1, pp. 53-67, 2007.
11. Najmabadi, Afsaneh. *Women with Mustaches and Men Without Beards: Gender and Sexual Anxieties of Iranian Modernity*. University of California Press, 2005.



Applicable to Students from 2025-26 batch onwards.

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DISCIPLINE SPECIFIC COURSE (DSC)

Studies in Archival Research

Nature of the Course: DSC
Course Code: BALAH406
Semester: Eighth (VIII)
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 methods of using the archives for writing history and to imbibe the ethics of conducting research in the archives.

Course Outcomes:

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

CO2 (Understanding): Understand the role of museums and archives as repositories of memory and culture.

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

CO4 (Application): Study some of the technical processes involved in the preservation of archival material.

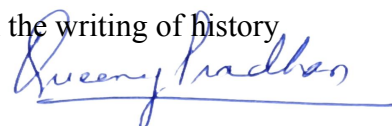
Course Content

UNIT-I: What is an Archive? [15 Hours]

- a. Beginnings of professional record keeping in the colonial era
- b. The colonial archive and motivations behind record keeping, spectacle and empire, commemoration and the preservation of 'ruins'
- c. The archive and collective memory
- e. Constructing, policing and experiencing the archive

UNIT-II: Types of archives – physical archives and digital archives [15 Hours]

- a. Collection policies, Documentation and Preservation in archives
- b. Digitilisation and the possibilities of wider access
- c. Ethics of digital archives; implications for Public History; the impact of podcasts and amateur historians on YouTube on the writing of history



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UNIT-III: The Ethics of Archival Research [15 Hours]

- a. Reading the archive: case study of the colonial archive
- b. Role of the state in the preservation of archives
- d. The archive and history writing

IV. Representation of marginalised communities in the archives [15 Hours]

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

Pedagogy:

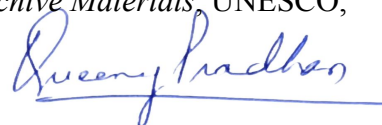
- Classroom Lectures/map and geography /project work/archeology/ archival work.
- Examining and analysing the roles played by state and non-state actors in the preservation of archives.
- Field trip to National Archives of India and the National Museum in Delhi.

Textbooks:

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.
5. Burton, Antoinette, *Archive Stories: Facts, Fictions, and the Writing of History*, Duke university Press, 2005.

Recommended Readings:

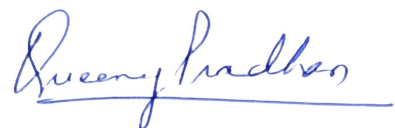
1. Stoler, Laura Ann, "Colonial Archives and the Arts of Governance," *Archival Science*, 2, pp. 87-109, 2002.
2. Anderson, Benedict, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso: London, 1991.
3. Arondekar, Anjali, "Without a Trace: Sexuality and the Colonial Archive," *Journal of the History of Sexuality*, 14(1/2), pp. 10-27, 2005.
4. Kathpalia, Y. P., *Conservation and Restoration of Archive Materials*, UNESCO, 1973.



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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, pp. 166-202, 1987.
8. Guha, Ranajit, "The Prose of Counter Insurgency", in Ranajit Guha (ed.), *Subaltern Studies 2*, Delhi: Oxford University Press, pp. 1-42, 1983.



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DISCIPLINE SPECIFIC COURSE (DSC)

Gandhi and Ambedkar

Nature of the Course: DSC

Course Code: BALAH408

Semester: Eighth (VIII)

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 aims to provide a critical and comparative understanding of the intellectual, philosophical, and political contributions of Mahatma Gandhi and Dr. B.R. Ambedkar. It will explore their views on caste, social justice, democracy, economy, and religion, highlighting their ideological divergences and intersections. The course will encourage students to engage with their ideas in contemporary contexts, particularly concerning social movements, governance, and human rights in India.

Course Outcomes:

CO1 (Knowledge): Develop a comprehensive understanding of Gandhi's and Ambedkar's philosophies, particularly their perspectives on caste, democracy, and social justice.

CO2 (Understanding): Critically analyze the differences and commonalities in their views on religion, modernity, and economic models.

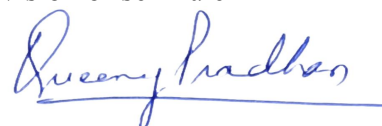
CO3 (Synthesis): Engage with primary and secondary sources to assess the historical significance of their ideas and their relevance in contemporary India.

CO4 (Application): Apply insights from Gandhi's and Ambedkar's thoughts to contemporary socio-political debates and movements.

Course Content

Unit I: Understanding Gandhi [15 Hours]

- a. Situating Gandhi: Biographical and historical perspectives
- c. Core philosophical tenets: Truth (Satya), Non-Violence (Ahimsa), and Satyagraha
- d. Hind Swaraj: Critique of modern civilization and vision of self-rule
- e. Swadeshi, village economy, and self-sufficiency



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Unit II: Ambedkar – Life, Philosophy, and Politics [15 Hours]

- a. Early life and experiences of caste discrimination
- b. Ambedkar on democracy: Social, political, and economic dimensions
- c. Annihilation of Caste: Ambedkar’s critique of Brahmanical dominance
- d. Role in drafting the Indian Constitution: Rights, reservations, and social justice

Unit III: Contending Visions: Gandhi and Ambedkar [15 Hours]

- a. Debating caste and untouchability: Poona Pact (1932) and beyond
- b. Perspectives on nationalism, democracy, and governance
- c. Economic models: Gandhi’s trusteeship vs. Ambedkar’s state-led welfare
- e. Views on religion, social reform, and modernity

Unit IV: Legacy and Contemporary Relevance [15 Hours]

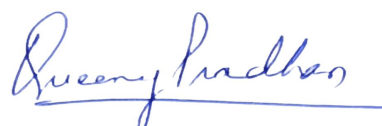
- a. Gandhi and Ambedkar on women’s rights and social reform
- b. Education and empowerment: Their visions compared
- c. Relevance in contemporary social movements: Dalit movements, non-violent protests, and constitutionalism
- d. Global impact: Gandhi’s influence on non-violent movements & Ambedkar’s legacy in human rights discourse

Pedagogy:

- Lectures followed by debates and discussions.
- Documentary Screenings: Viewing films like Mahatma – Life of Gandhi 1869-1948 and Dr. B.R. Ambedkar: The Untold Truth.
- Field Visits to Gandhi Smriti and Ambedkar Memorial in Delhi.

Textbooks:

1. Ambedkar, B. R. *Annihilation of Caste*. Jalandhar: Bheema Patrika Publications, 1936.
2. Gandhi, M. K. *Hind Swaraj or Indian Home Rule*. Navajivan Publishing House, 1938.
3. Rodrigues, V. (ed.). *The Essential Writings of B. R. Ambedkar*. Oxford University Press, 2002.
4. Jaffrelot, C. *Dr. Ambedkar and Untouchability: Fighting the Indian Caste System*. Columbia University Press, 2005.
5. Parel, A. J. (ed.). *Gandhi: ‘Hind Swaraj’ and Other Writings*. Cambridge University Press, 1997.
6. Omvedt, G. *Dalits and Democratic Revolution*. Sage Publishing House, 1995.
7. Thakur, R. *Gandhi and Ambedkar: Understanding Their Relations*. Aakar Books, 2022.



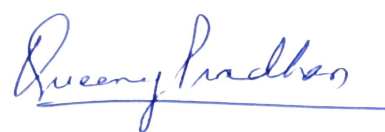
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8. Parekh, B. *Gandhi: A Very Short Introduction*. Oxford University Press, 2001.

Recommended Readings:

1. Omvedt, G. *Ambedkar: Towards an Enlightened India*. Penguin Books, 2004.
2. Kumar, A. *Radical Equality: Ambedkar, Gandhi, and the Risk of Democracy*. Stanford University Press, 2015.
3. Brown, J. M., & Parel, A. *The Cambridge Companion to Gandhi*. Cambridge University Press, 2011.
4. Chakrabarty, B. *Social and Political Thought of M. Gandhi*. Routledge, 2006.
5. Hardiman, D. *Gandhi in His Times and in Ours: The Global Legacy of His Ideas*. California University Press, 2003.
6. Eleanor Zelliot. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. Manohar Publication, 1996.



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MINOR STREAM COURSE (MS)

Museum, Memory and Public History

Nature of the Course: MS

Course Code: BALAH412

Semester: Eighth (VIII)

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 explores the complex relationships between history, memory, museums, and the public sphere, with a special focus on India. It examines how museums function as sites of memory, the political and philosophical dimensions of curating history, and the role of both the state and civil society in shaping public history. The course encourages critical thinking about the representation of the past in public spaces and how narratives of identity, heritage, and belonging are constructed and contested.

Course Outcomes:

CO1 (Knowledge): Understand and critically analyze the concepts of memory, heritage, and public history.

CO2 (Understanding): Evaluate the role of museums as spaces for constructing historical narratives and shaping collective memory.

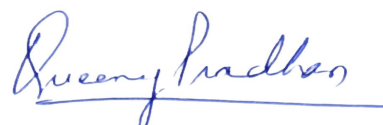
CO3 (Synthesis): Assess the political and social stakes involved in museum practices and public history projects, especially in India.

CO4 (Application): Engage with debates around representation, exclusion, and contestation in the making of public memory and history.

Course Content

Unit I: Understanding Memory and Public History [15 Hours]

- a. Memory and History: Conceptual Frameworks
- b. Collective Memory and Cultural Trauma
- c. Emergence and Evolution of Public History as a Discipline
- d. Public History in the Indian Context: Oral Traditions, Community Archives, and Performative Histories



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Unit II: The Museum as a Site of Power and Representation [15 Hours]

- a. Philosophy and History of Museums: Colonial and Postcolonial Perspectives
- b. National Museums and the Construction of Collective Identity
- c. Representation, Inclusion and Erasure: Whose Past is Displayed?
- d. Decolonizing the Museum: Global Debates and Indian Practices

Unit III: State, Civil Society, and the Politics of Memory [15 Hours]

- a. Colonial Gaze : Mapping Hill Stations, Tourism and Liesure
- b. Civil Society Interventions: People's Museums and Alternative Histories
- c. Publics and Counterpublics: Engaging Audiences in Public History
- d. Contestations and Conflicts: Censorship, Silencing and Political Appropriations

Unit IV: Curating History in Contemporary India [15 Hours]

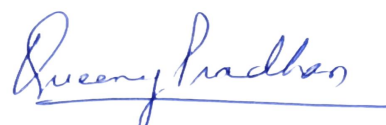
- a. Exhibiting Partition, Caste, Gender, and Tribal Histories
- b. Case Studies: Partition Museum, Yaad-e-Jallian Museum, Museum of Tribal Freedom Fighters
- c. Digital Public History and Virtual Archives in India
- d. Ethical Challenges in Curating and Exhibiting Difficult Histories

Pedagogy:

- Lectures followed by debates and discussions on the nature of primary sources.
- Visit to National Archives of India, National Museum.
- Projects by conducting research in any Archive/ Museum.

Textbooks:

1. Nora, Pierre. *Between Memory and History: Les Lieux de Mémoire*, 1989.
2. Pradhan, Queeny, *Empire in the Hills: Simla, Darjeeling, Ootacamund and Mount Abu, 1820-1920*, Oxford University Press, 2017.
3. Thakurta, Tapati Guha. *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*, Columbia University Press, 2004.
4. Guha, Sudeshna. *Artefacts of History*, SAGE India, 2015.
5. Coombes, Annie E. *Reinventing Africa: Museums, Material Culture and Popular Imagination*, Yale University Press, 1994.
6. Singh, Kavita and Mathur, Saloni (ed.). *No Touching, No Spitting, No Praying: The Museum in South Asia*, Routledge India, 2015.



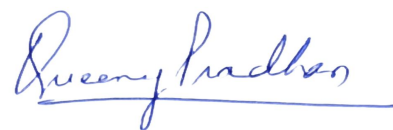
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7. Schwartz, Joan M., and Cook, Terry. "Archives, Records, and Power: The Making of Modern Memory." *Archival Science*, vol. 2, no. 1, 2002, pp. 1–19.
8. Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Beacon Press, 1995.
9. Bennett, Tony. *The Birth of the Museum: History, Theory, Politics*, Routledge, 1995.

Recommended Readings:

1. Connerton, Paul. *How Societies Remember*, Cambridge University Press, 1989.
2. Kirshenblatt-Gimblett, Barbara. *Destination Culture: Tourism, Museums, and Heritage*, University of California Press, 1998.
3. Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*, Beacon Press, 2015.
4. Ramaswamy, Sumathi. *The Goddess and the Nation: Mapping Mother India*, Duke University Press, 2010.
5. Appadurai, Arjun. *The Social Life of Things: Commodities in Cultural Perspective*, Cambridge University Press, 1986.
6. McNeill, William H. *Mythistory and Other Essays*, ACLS History E-Book Project, 2009.
7. Krishnamurthy, Mekala. *Scripting Museum Futures in India: Engaging Communities and Contesting Narratives*. Routledge, 2021.



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MINOR STREAM COURSE (MS)

Voices from the Margins

Nature of the Course: MS
Course Code: BALAH414
Semester: Eighth (VIII)
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 aims to explore the histories of marginalized communities in India, focusing on Dalits, Adivasis, women, and other oppressed groups. It examines their experiences, resistance, and contributions to Indian society and politics while engaging with literature, testimonies, and historical debates.

Course Outcome:

CO1 (Knowledge): Gain an understanding of the struggles and agency of marginalized communities in India.

CO2 (Understanding): Analyze historical narratives from the perspectives of Dalits, Adivasis, and women.

CO3 (Synthesis): Critically assess historiographical models on marginalization and resistance.

CO4 (Application): Engage with autobiographies, literature, and archival sources to construct alternative histories.

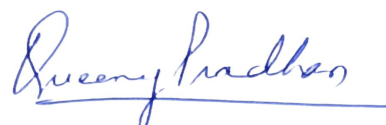
Course Content

UNIT -I: Sources of Adivasi Histories [15 Hours]

- a. Tribal Literature and Oral Traditions: Folklore, songs, art, and memory
- b. Historiography and Representation: Subaltern Studies and Oral history

Unit II: Adivasi Resistance and National Movement [15 Hours]

- a. Colonialism and the Tribal Question: British ethnography, Criminal Tribes Act, land alienation
- b. Tribal Revolts and Resistance: Santhal, Munda, and Gond uprisings; Birsa Munda's Rebellion
- c. The Tribal Question in the Nationalist Movement: Role of Adivasis in 1857, Gandhian and Communist Mobilization



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UNIT III: Post-Independent and Representation in Modern India [15 Hours]

- a. Religious Minorities and Social Exclusion: Dalit Muslims, Christian conversions, Partition and its impact
- b. Labor and the Oppressed Classes: Indentured labor, agrarian movements, industrial workers' struggles
- c. Literature and Indian Cinema- Othering and Resistance
- d. Tribal Museums and institutions

Unit IV: Politics over Policies and Its Aftermath [15 Hours]

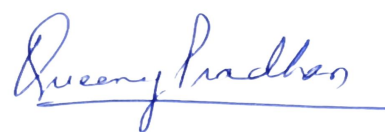
- a. Postcolonial Marginalization: Representation in politics, Reservation debates, land and labor rights
- b. Socio and Political Movements of the 1970s and 80s and their impacts
- c. Forest Right Acts and Welfare Schemes- Tribal Special Plan, National Policy on Tribals, PESA.
- d. Environment and Tribal Demands

Pedagogy:

- Lectures, Discussions, and Seminars on historical texts and testimonies.
- Film Screenings and Literary Readings (e.g., Bandit Queen, Fandry).
- Archival and Oral History Projects engaging with marginalized communities.
- Mapping Exercises tracing movements and geographies of resistance.

Textbooks:

1. Ambedkar, B.R. *Annihilation of Caste*. Navayana, 2014.
2. Bhave, Sumitra. *Pan on Fire: Eight Dalit Women Tell Their Story*. Indian Social Institute, 1988.
3. Chatterjee, Partha. *The Nation and Its Fragments*. Princeton University Press, 1993.
4. Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. Duke University Press, 1999.
5. Rege, Sharmila. *Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies*. Zubaan, 2006.
6. Satyanarayana, K., and Tharu, Susie (eds.). *No Alphabet in Sight: New Dalit Writing from South India*. Penguin, 2011.
7. Sarkar, Tanika. *Words to Win: The Making of Amar Jiban: A Modern Autobiography*. Kali for Women, 1999.



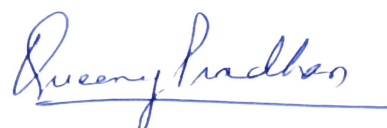
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8. Skaria, Ajay. *Unconditional Equality: Gandhi's Religion of Resistance*. University of Minnesota Press, 2016.
9. Xaxa, Virginius. *State, Society, and Tribes: Issues in Post-Colonial India*. Pearson, 2008.

Recommended Readings:

1. Altekar, A.S. *The Position of Women in Hindu Civilization*. Banaras Hindu University, 1938.
2. Bandopadhyay, Sekhar. *Caste, Culture and Hegemony: Social Dominance in Colonial Bengal*. Sage, 2004.
3. Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. Cambridge University Press, 1999.
4. Fernandes, Leela. *India's New Middle Class: Democratic Politics in an Era of Economic Reform*. University of Minnesota Press, 2006.
5. Ganguli, Debjani. 'Pain, Personhood, and the Collective: Dalit Life Narratives', *Asian Studies Review*, 33(4), 2009.
6. Jaffrelot, Christophe. *India's Silent Revolution: The Rise of the Lower Castes in North India*. Columbia University Press, 2003.
7. Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation, and Identity*. Orient BlackSwan, 2010.
8. Price, Janet, and Shildrick, Margrit (eds.). *Feminist Theory and the Body: A Reader*. Edinburgh University Press, 1999.
9. Spivak, Gayatri Chakravorty. *Can the Subaltern Speak?* University of Illinois Press, 1988.
10. Thapar, Romila. *The Past as Present: Forging Contemporary Identities Through History*. Aleph, 2014.



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