

# **Bachelor of Arts (Honours) - History**

**Programme Code: BHH (3 Years)**

**Programme Structure**

**And**

**Curriculum & Scheme of Examination**

**2018-2021**

**Amity School of Liberal Arts**

**AMITY UNIVERSITY RAJASTHAN  
JAIPUR**

## PREAMBLE

Amity University aims to achieve academic excellence by providing multi-faceted education to students and encourage them to reach the pinnacle of success. The University has designed a system that would provide rigorous academic programme with necessary skills to enable them to excel in their careers.

This booklet contains the Programme Structure, the Detailed Curriculum and the Scheme of Examination. The Programme Structure includes the courses (Core and Elective), arranged semester wise. The importance of each course is defined in terms of credits attached to it. The credit units attached to each course has been further defined in terms of contact hours i.e. Lecture Hours (L), Tutorial Hours (T), Practical Hours (P). Towards earning credits in terms of contact hours, 1 Lecture and 1 Tutorial per week are rated as 1 credit each and 2 Practical hours per week are rated as 1 credit. Thus, for example, an L-T-P structure of 3-0-0 will have 3 credits, 3-1-0 will have 4 credits, and 3-1-2 will have 5 credits.

The Curriculum and Scheme of Examination of each course includes the course objectives, course contents, scheme of examination and the list of text and references. The scheme of examination defines the various components of evaluation and the weightage attached to each component. The different codes used for the components of evaluation and the weightage attached to them are:

<u>Components</u>	<u>Codes</u>	<u>Weightage (%)</u>
Case Discussion/ Presentation/ Analysis	C	05 - 10
Home Assignment	H	05 - 10
Project	P	05 - 10
Seminar	S	05 - 10
Viva	V	05 - 10
Quiz	Q	05 - 10
Class Test	CT	10 - 15
Attendance	A	05
End Semester Examination	EE	70

It is hoped that it will help the students study in a planned and a structured manner and promote effective learning. Wishing you an intellectually stimulating stay at Amity University.

July 2018

**CBCS PROGRAMME STRUCTURE**  
**Bachelor of Arts (Honours) – History (2018-2021)**

**Program Learning Outcomes (PLO)**

- Explain and analyze a key historical event or process in the area and during the period under study
- Understand the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class
- Analyze historical processes that shape individuals and communities, drawing on detailed knowledge about the history of the area under study
- Think critically about the varieties of experience found in the historical record of the United States, exploring diversity as a critical component of history.

**Credits Summary**

B.A. History UG (3 years/ 6 semesters)						
Semester	Core Course CC	Domain Electives DE	Value Added Course VA	Open Electives OE	Non-Teaching Credit Courses (NTCC)	Total
I	14	3	4			21
II	18	3	4	3		28
III	13	4	4	3		24
IV	13	4	4	3		24
V	14	4	4	3		25
VI	10	4			9	23
<b>Total</b>	<b>82</b>	<b>22</b>	<b>20</b>	<b>12</b>	<b>9</b>	<b>145</b>

<b>Core</b>	CC
<b>Domain Electives</b>	DE
<b>Value Added Course</b>	VA
<b>Open Electives</b>	OE
<b>Non - Teaching Credit Courses (NTCC)</b>	NTCC

**PROGRAMME STRUCTURE  
BA (Hons.) HISTORY**

**FIRST SEMESTER**

Code	Course	Category	L	T	P/FW	Credit Unit
BHH 101	Ancient India	CC	3	0	0	3
BHH 102	History of Modern Europe 1453 to 1815 AD	CC	3	1	0	4
BHH 103	Economic History of India	CC	3	0	0	3
BHH 104	History of Medieval India 1206 to 1526 AD	CC	3	1	0	4
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BHH 105	History of World Wars	DE	3	0	0	3
BHH 106	World Civilizations	DE	3	0	0	
<b>VALUE ADDED</b>						
BCS 101	English- I	VA	1	0	0	1
BSS 103	Behavioural Science-I	VA	1	0	0	1
<b>Foreign Language-I (Select any One)</b>		VA	2	0	0	2
FLN 101	French					
FLG 101	German					
FLS 101	Spanish					
FLC 101	Chinese					
<b>Total</b>						<b>21</b>

## SECOND SEMESTER

Code	Course	Category	L	T	P/FW	Credit Unit
BHH 201	History of Medieval India 1526 to 1761 AD	CC	3	1	0	4
BHH 202	Indian Culture and Civilization	CC	3	0	0	3
BHH 203	History of Contemporary India	CC	3	0	0	3
BHH 204	History of Modern Europe 1815 to 1945 AD	CC	3	1	0	4
EVS 001	Environment Studies	CC	4	0	0	4
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BHH 205	Civil Services in India - History and Scope	DE	3	0	0	3
BHH 206	Nationalism in South East Asia	DE	3	0	0	
<b>VALUE ADDED</b>						
BCS 201	English-II	VA	1	0	0	1
BSS 203	Behavioural Science-II	VA	1	0	0	1
<b>Foreign Language-II (Select any One)</b>		VA	2	0	0	2
FLN 201	French					
FLG 201	German					
FLS 201	Spanish					
FLC 201	Chinese					
	<b>Open Elective</b>	OE				3
<b>Total</b>						<b>28</b>

### THIRD SEMESTER

Code	Course	Category	L	T	P/FW	Credit Unit
BHH 301	Modern India 1740 to 1857	CC	3	1	0	4
BHH 302	Social and Political History of Rajasthan	CC	3	0	0	3
BHH 303	History of England –1900 to 2000 A.D.	CC	3	0	0	3
BHH 304	State & Societies in the Ancient World	CC	3	0	0	3
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BHH 305	History of U.S.A	DE	3	1	0	4
BHH 306	History of USSR	DE	3	1	0	
<b>VALUE ADDED</b>						
BCS 301	Communication Skill –I	VA	1	0	0	1
BSS 303	Behavioral Science-III	VA	1	0	0	1
<b>Foreign Language-III (Select any One)</b>		VA	2	0	0	2
FLN 301	French					
FLG 301	German					
FLS 301	Spanish					
FLC 301	Chinese					
	Open Elective	OE				3
<b>Total</b>						<b>24</b>

## FOURTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit
BHH 401	Constitutional History	CC	3	0	0	3
BHH 402	History of Indian National Movement 1858 to 1947	CC	3	1	0	4
BHH 403	Introduction to Museology	CC	3	0	0	3
BHH 404	Situating Medieval World	CC	3	0	0	3
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BHH 405	History of Africa	DE	3	1	0	4
BHH 406	History of China and Japan A.D. 1840-1945	DE	3	1	0	
<b>VALUE ADDED</b>						
BCS 401	Communication Skills –II	VA	1	0	0	1
BSS 403	Behavioural Science-IV	VA	1	0	0	1
<b>Foreign Language-IV (Select any One)</b>		VA	2	0	0	2
FLN 401	French					
FLG 401	German					
FLS 401	Spanish					
FLC 401	Chinese					
	Open Elective	OE				3
<b>Total</b>						<b>24</b>

## FIFTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Unit
BHH 501	History of India (1947 to 1992)	CC	3	0	0	3
BHH 502	Indian Archaeology	CC	3	0	0	3
BHH 503	Outlines of History of South India	CC	3	1	0	4
BHH 504	Understanding Modern World	CC	3	1	0	4
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BHH 505	Major Sources of Indian History	DE	3	1	0	4
BHH 506	Rise of Modern West	DE	3	1	0	
<b>VALUE ADDED</b>						
BCS 501	Communication Skills –III	VA	1	0	0	1
BSS 503	Behavioural Science-V	VA	1	0	0	1
<b>Foreign Language-V (Select any One)</b>		VA	2	0	0	2
FLN 501	French	VA				
FLG 501	German	VA				
FLS 501	Spanish	VA				
FLC 501	Chinese	VA				
	<b>Open Elective</b>	OE				3
	<b>Total</b>					<b>25</b>



## SIXTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BHH 601	Trends in Historical Writings	CC	3	0	0	3
BHH 602	Modern Indian Thought	CC	3	0	0	3
BHH 603	History of Subaltern (1800 A.D to 1947 A.D)	CC	3	1	0	4
BHH 604	Dissertation	CC	0	0	0	9
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BHH 605	History of South East Asia	DE	3	1	0	4
BHH 606	Gender & History	DE	3	1	0	
<b>Total</b>						<b>23</b>

# AMITY UNIVERSITY RAJASTHAN

## B.A. HISTORY SYLLABUS UNDER CBCS

(With effect from 2018-2021)

B.A. History: Syllabus (CBCS)

### FIRST SEMESTER

#### **Ancient India**

**Course Code BHH 101**

**Credits: 03**

This course is designed for undergraduate students, interested in learning about the ancient Indian Technology which is the hallmark of glorious Indian civilization, only living civilization of the world that exists till today.

UNIT-I Sources of Ancient Indian History, Indus Valley civilization, Harappa and Vedic Culture and Political condition of Northern Indian during 6<sup>th</sup> century BC

UNIT-II Jainism, Buddhism, Persian and Alexander's invasion on India and its effects- Rise of Magadhan empire, Haryanka Dynasty, Saisunga Dynasty, Nanda Dynasty, Mahajanapadas, Ten Republics

UNIT-III The Mauryas, origin, early life, and conquests of Chandragupta Maurya, Bindusara, sources for the history of Ashoka conquests, Dhamma policy and down fall, Mauryan administration

UNIT-IV The Sungas, Kanavas, the satavahanas, , King Kharavela of Kalinga- Age of Guptas as Golden age, administration and decline - Harsha Vardhana and his conquests. The Indo-Greeks, the Indo-Sythians and Indo-Parthians, Kushans, Huna Invasion in India, Arab invasion of Sind - Mahmud of Ghazni - Mohammad of Ghor.

#### MAPS

1. Sites of Indus Valley civilization
2. Alexander's invasion - route
3. Asoka's empire
4. Kanishka's empire
5. Samudra Gupta's empire
6. Harsha's empire

#### Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

#### Books Recommended

V.D. Mahajan : Ancient India, S.Chand & Co., New Delhi, 1981  
R.C. Majumdar, H.C. Roy Chaudhri & K. Datta: An Advanced History of India, Mc millan India Ltd 2004, New Delhi, 1946.  
D.N. Jha, Ancient India, Manohar Publishers, New Delhi, 2004  
Romila Thapar, The Penguin History of Early India: From the Origins to AD 1300, Penguin, 2003  
RamShankar Tripathi, History of Ancient India, Motilal Banarasidass, 1960  
Upinder Singh, **An History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, 2009**  
R. Champakalakshmi, Trade, Ideology and Urbanization: South India 300 BC to AD 1300. Delhi: Oxford University Press, 1999

# HISTORY OF MODERN EUROPE 1453 to 1815 AD

Course Code BHH 102

Credits: 04

This course explores the history of modern Europe from the fall of Constantinople to the near present with the goal of familiarizing students with the important changes, events, and institutions of the period.

**Unit I:** Fall of Constantinople – causes and effects, Renaissance, Reformation Counter Reformation, Age of Discovery, and Scientific Revolution

**Unit II:** Industrial Revolution Causes and Results Agrarian Revolution Causes and Results Rise of Spain – Charles V – His Wars and Policies Philip II – His Wars and Policies, War of Dutch Independence – Causes and Results

**Unit III:** Thirty Years War - Causes and Results Rise of France – Henry IV Rise of France Louis XIII Enlightened Despotism in Europe – Louis XIV of France – Internal and External Policies Frederick the Great of Prussia – Internal and External Policies

**Unit IV:** Peter the Great of Russia – Internal and External Policies Catharine the Great of Russia – Internal and External Policies Joseph – II the Great of Austria – Internal and External Policies Rise of Sweden – Gustavus II Adolphus , Rise of Ottoman Turks, Louis XV (1715 – 1774) of France Philosophers and Thinkers – Montesquieu (1689 -1785), Voltaire (1694 -1778) Rousseau (1712 -1778) French Revolution 1789 – Causes and Results.

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Books recommended:

1. J.B. Swain, A History of World Civilization
2. South Gate, The Text Book of Modern Europe History
3. Hayes, Modern Europe to 1817
4. C.D. Hassen, Modern Europe upto 1945
5. Alalasundaram – History of Europe

# ECONOMIC HISTORY OF INDIA

**Course Code BHH 103**

**Credits: 03**

This course analyses key aspects of Indian economic development during the second half of British colonial rule and it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule on India's economic development after independence in 1947.

Unit:I Introduction: Colonial India: Background and Introduction Overview of colonial economy, Macro Trends National Income; population; occupational structure.

Unit: II Agriculture Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines.

Unit: III Railways and Industry Railways; the de-industrialisation debate; evolution of entrepreneurial and industrial structure; nature of industrialisation in the interwar period; constraints to industrial breakthrough; labor relations.

Unit: IV Economy and State in the Imperial Context, The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy.

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## Selected Readings:

1. Lakshmi Subramanian, History of India 1707-1857, Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, Mortality decline in Early 20th Century India, Indian Economic and Social History Review (IESHR), pp. 371-74 and 385-87.
3. Tirthankar Roy, The Economic History of India 1857-1947, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, Occupational Structure, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 6.
5. Irfan Habib, Indian Economy 1858-1914: A People's History of India, Vol.28, Tulika
6. Dharma Kumar, Cambridge Economic History of India: Vol. II C.1757,-1970, CUP, 1983

# HISTORY OF MEDIEVAL INDIA: 1206 - 1526 A.D.

**Course Code: BHH 104**

**Credits: 04**

This course is debate about Medieval period is an important period in the history of India because of the developments in the field of art and languages, culture, religion in the various dynasty and their conquest and policy.

Unit: I Significant source material of Medieval India: Archaeological literary and historical Historiography - Different Approaches. Rise of Turks, causes of Success of Arab invasion and its impact.

Unit:II Slave Dynasty : Aibak - Early career, achievements as a commander, difficulties, an assessment. Iltutmish -Early life, problems, achievements, an estimate, the successors and the rule of forty. Razia - Her state policy, causes of her downfall, an assessment. Balban - Early life and accession, his problems, theory of kingship, achievements, an estimate. Causes of downfall of slave dynasty. Khaliji Dynasty: Jalaluddin Firoz Shah Khaliji - Early life and career, significant events of his reign, foreign policy estimate. Alauddin Khaliji - Early career and accession, difficulties, theory of kingship, Hindu policy, Domestic policy, revolts and its remedies, Administrative system, Price control and Market regulations, foreign policy, southern conquest, mongol invasion and its effects, an assessment.

Unit: III Tughlaq Dynasty: Ghiasuddin Tughlaq - Domestic policy, foreign policy, demise of Ghiasuddin. 2. Mohammad-bin-Tughlaq- Domestic policy schemes of Mohd. Tughlaq, Revenue reforms, Administrative reforms, foreign policy, Deccan policy, revolts, significance of his reign. Firoz Shah Tughlaq - Early life, accession, was Firoz an usurper, Domestic policy, foreign policy, Administrative reforms, an estimate. Invasion of Timur, causes and its effects. Causes of the downfall of Tughlaq dynasty. Sayyid Dynasty: Khizr Khan - Victories, achievements, character. Mubarak Shah - His achievements, Alam Shah - Administrative achievements.

Unit: IV Lodhi Dynasty : Bahlol Lodhi - Accession, main events of reign, character, assessment. Sikander Lodhi - Main events of his life, foreign policy. Ibrahim Lodhi - Domestic policy, foreign policy, causes of failure, an estimate. Nature of state, different theories of kingship. Causes of downfall of Delhi Sultanate. Central and provincial administration, army organization. Development of literate and architecture.

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## **Reading Lists**

1. Delhi Sultanate - A.L. Srivastava
2. Delhi Sultanate - L.P. Sharma
3. Early Medieval India - A.B. Pandey
4. Foundation of Muslim Rule in India - A.B.M. Habibullah
5. Medieval Indian History - Ishwari Prasad
6. History of Qaraunah Truks in India - Ishwari Prasad
7. Growth of Khalji imperialism - Ishwari Prasad
8. Alauddin's Market Regulation - B.P. Saxena
9. Chronology of Mohd. Tughlaq - N.H. Rizvi
10. Firoz Shah Tughlaq - K.K. Basu
11. Sikandar Lodhi as a founder - A. Halim
12. The Administration of Sultanate of Delhi - I.H. Quraishi
13. Some Aspects of Muslim Administration - R.P. Tripathi

## DOMAIN ELECTIVES

### HISTORY OF WORLD WARS

**Course Code: BHH 105**

**Credits: 03**

It is a thematic exploration of the wars and its time through features of nationalism, primary sources, and scholarly interpretations.

#### **Unit- I**

French Revolution: Causes and Consequences Napoleon Bonaparte: Rise to Power and Continental System Congress of Vienna: Motives and Significance Conservative Reaction in Europe: Concert of Europe and the Metternich System

#### **Unit- II**

Nationalism in Europe: Unification of Italy and Germany Diplomatic Alliances in Europe: Formation of Triple Alliance and Triple Entente World War – I : Causes and Consequences Bolshevik Revolution in Russia: Nature and Impact

#### **Unit- III**

Paris Peace Settlement: Treaty of Versailles - Provisions and Effects League of Nations: Working and Causes of Failure Rise of Nazism and Fascism: Nature and Consequences World War - II: Causes and Consequences

#### **Unit- IV**

Maps

(Europe): Europe on the Eve of French Revolution Reconstruction of Europe by Vienna Congress Europe on the Eve of World War - I Europe on the Eve of World War - II

#### **Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

#### **Suggested Readings:**

- Anderson, Perry, Lineages of the Absolutist State  
Barrachough, G. An Introduction to Contemporary History (Penguin, 1968)  
Bronowski, J., and Bruce Mazlish, The Western Intellectual Tradition (Ayer Co., Publication, 1960) 17 Carr, E.H. The Bolshevik Revolution, 1917-23, 3 Vols. (Macmillan, 1950, 1951 and 1953)  
Davies, H.A. Outline History of the World Fisher, H.A.L. A History of Europe (London, Fontana Library, 1969).  
Henderson, O.P. The Industrial Revolution on the Continent.  
Hill, Christopher From Reformation to Industrial Revolution (Penguin, 1970)  
Hill, Christopher Lenin and the Russian Revolution, (Penguin, 1978)  
Hinsely, F.H. (ed.) Modern History: Material Progress and World Wide Problems  
Joll, James Europe Since 1870: An International History (Harper-Row, 1973) Langer, W.L., Diplomacy of Imperialism.  
Langer, W.L., European Alliances and Alignments (Greenwood, 1977). Lefebvre, Georges Coming f the French Revolution (Princeton, 1989)



Palmer, R.A. and Cotton Joel A History of Modern World (McGraw, 1982) Rolls, Eric History of Economic Thought Rude, George Revolutionary Europe (1984)  
Saboul, A. The French Revolution. Stavrianes, L.S. The World Since 1500 (1928)  
Taylor, A.J.P. The Origins of the Second World War..

## DOMAIN ELECTIVES

### WORLD CIVILIZATIONS

**Course Code: BHH 106**

**Credits: 03**

UNIT I: Meaning of Civilisation – Factors responsible for the origin of Civilisations. Indus Valley Civilisation – Mohenjodaro – Harappa – Town Planning - Art – Indus seal. Mesopotamian Civilisation – Sumerian Civilization: Invention of Wheel – Lunar Calender – Development of Cunneiform Writing – Religion – Babylonian Civilization: Code of Hammurabi – Nebuchadnezzar and Hanging Gardens of Babylon.

UNIT II Egyptian Civilisation: Pharaoh – Pyramids – Script – Intellectual Achievements. Hebrew Civilisation: Religion – Law and Literature – Influence. Chinese Civilisation: Confucianism and Laoism – Principle and Practices.

UNIT III Persian Civilisation: Darius, the Great – Zoroastrianism – Battle of Maraton. Greek Civilisation: Growth of City States: Athens: Democracy – Sparta Philosophy: Socrates, Plato and Aristotle – Literature and Art.

UNIT IV Hellenistic Civilisation: Alexander the Great – Philosophy – Literature and Art – Science. Roman Civilisation: The Roman Republic and Empire – Political Institutions – Law and Legal systems – Scientific and Cultural Contributions – Decline. Christianity: The Holy Bible – Rise of Islam: The Holy Koran – Hinduism: Bhagavat Gita – Sikhism: Adigranth

**Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

#### **Readings List**

1. Wallbank and Taylor: History of World Civilisation, Vols. I& II.
2. Brinton & Others: History of World Civilisation.
3. J.M.Roberts : Hutchinson’s History of the World
4. Edward MacNall Burn : Western Civilisation vols.A.B.C. & others
5. Davis W.H.: An outlines of World History
6. Swain: World Civilisations
7. Davis, H.A : An Outline History of the World

# ENGLISH-I

Course Code    **BCS 101**

**L-1/T-0/P-0    Credits-01**

## **Course Objective:**

The course is intended to give a foundation of English Language. The literary texts are indented to help students to inculcate creative & aesthetic sensitivity and critical faculty through comprehension, appreciation and analysis of the prescribed literary texts. It will also help them to respond from different perspectives.

## **Course Contents:**

### *Module I: Vocabulary*

Use of Dictionary

Use of Words: Diminutives, Homonyms & Homophones

### **Module II: Essentials of Grammar - I**

Articles

Parts of Speech

Tenses

### **Module III: Essentials of Grammar - II**

Sentence Structure

Subject -Verb agreement

Punctuation

### **Module IV: Communication**

The process and importance

Principles & benefits of Effective Communication

### **Module V: Spoken English Communication**

Speech Drills

Pronunciation and accent

Stress and Intonation

### **Module VI: Communication Skills-I**

Developing listening skills

Developing speaking skills

### **Module VII: Communication Skills-II**

Developing Reading Skills

Developing writing Skills

### **Module VIII: Written English communication**

Progression of Thought/ideas

Structure of Paragraph

Structure of Essays

### **Module IX: Short Stories**

Of Studies, by Francis Bacon

Dream Children, by Charles Lamb

The Necklace, by Guy de Maupassant

A Shadow, by R.K.Narayan

Glory at Twilight, Bhabani Bhattacharya

### **Module X: Poems**

All the Worlds a Stage

To Autumn

O! Captain, My Captain.

Where the Mind is Without Fear

Psalm of Life

Shakespeare

Keats

Walt Whitman

Rabindranath Tagore

H.W. Longfellow

**Examination Scheme:**

<b>Components</b>	<b>A</b>	<b>CT</b>	<b>HA</b>	<b>EE</b>
<b>Weightage (%)</b>	05	15	10	70

**Text & References:**

- Madhulika Jha, Echoes, Orient Long Man
- Ramon & Prakash, Business Communication, Oxford.
- Sydney Greenbaum Oxford English Grammar, Oxford.
- Successful Communications, Malra Treece (Allyn and Bacon)
- Effective Technical Communication, M. Ashraf Rizvi.

**\* 30 hrs Programme to be continued for Full year**

# **BEHAVIOURAL SCIENCE - I**

## **(UNDERSTANDING SELF FOR EFFECTIVENESS)**

**Course Code: BSS 103**

**L-1/T-0/P-0**

**Credit Units:01**

### **Course Objective:**

This course aims at imparting an understanding of:

Self and the process of self exploration

Learning strategies for development of a healthy self esteem

Importance of attitudes and its effect on personality

Building emotional competence

### **Course Contents:**

#### **Module I: Self: Core Competency**

Understanding of Self

Components of Self – Self identity

Self concept

Self confidence

Self image

#### **Module II: Techniques of Self Awareness**

Exploration through Johari Window

Mapping the key characteristics of self

Framing a charter for self

Stages – self awareness, self acceptance and self realization

#### **Module III: Self Esteem & Effectiveness**

Meaning & Importance

Components of self esteem

High and low self esteem

Measuring your self esteem

#### **Module IV: Building Positive Attitude**

Meaning and Nature of Attitude

Components and Types of Attitudes

Relevance and Importance of Attitudes

#### **Module V: Building Emotional Competence**

Emotional Intelligence – Meaning, Components, Importance and Relevance

Positive and Negative Emotions

Healthy and Unhealthy expression of Emotions

#### **Module VI: End-of-Semester Appraisal**

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

### **Text & References:**

- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

# FRENCH - I

Course Code: FLN 101

L-2/T-0/P-0

Credit : 02

## Course Objective:

To familiarize the students with the French language

- with the phonetic system
- with the syntax
- with the manners
- with the cultural aspects

## Course Contents:

**Module A: pp. 01 to 37: Unités 1, 2, Unité 3 Object if 1, 2**

Only grammar of Unité 3: object if 3, 4 and 5

### Contenu lexical: Unité 1: Découvrir la langue française: (oral et écrit)

1. se présenter, présenter quelqu'un, faire la connaissance des autres, formules de politesse, rencontres
2. dire/interroger si on comprend
3. Nommer les choses

### Unité 2: Faire connaissance

1. donner/demander des informations sur une personne, premiers contacts, exprimer ses goûts et ses préférences
2. Parler de soi: parler du travail, de ses activités, de son pays, de sa ville.

### Unité 3: Organiser son temps

1. dire la date et l'heure

### Contenu grammatical:

1. organisation générale de la grammaire
2. article indéfini, défini, contracté
3. nom, adjectif, masculin, féminin, singulier et pluriel
4. négation avec « de », "moi aussi", "moi non plus"
5. interrogation: Inversion, est-ce que, qui, que, quoi, qu'est-ce que, où, quand, comment, quel(s), quelle(s)  
Interro-négatif: réponses: oui, si, non
6. pronom tonique/disjoint- pour insister après une préposition
7. futur proche

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- le livre à suivre : Campus: Tome 1

# GERMAN-I

Course Code: FLG 101

L-2/T-0/P-0

Credit: 02

## Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

## Course Contents:

### Module I: Introduction

Self introduction: heissen, kommen, wohnen, lernen, arbeiten, trinken, etc.

All personal pronouns in relation to the verbs taught so far.

Greetings: Guten Morgen!, Guten Tag!, Guten Abend!, Gute Nacht!, Danke sehr!, Danke!, Vielen Dank!, (es tut mir Leid!),

Hallo, wie geht's?: Danke gut!, sehr gut!, prima!, ausgezeichnet!,

Es geht!, nicht so gut!, so la la!, miserabel!

### Module II: Interviewspiel

To assimilate the vocabulary learnt so far and to apply the words and phrases in short dialogues in an interview – game for self introduction.

### Module III: Phonetics

Sound system of the language with special stress on Diphthongs

### Module IV: Countries, nationalities and their languages

To make the students acquainted with the most widely used country names, their nationalities and the language spoken in that country.

### Module V: Articles

The definite and indefinite articles in masculine, feminine and neuter gender. All Vegetables, Fruits, Animals, Furniture, Eatables, modes of Transport

### Module VI: Professions

To acquaint the students with professions in both the genders with the help of the verb “sein”.

### Module VII: Pronouns

Simple possessive pronouns, the use of my, your, etc.

The family members, family Tree with the help of the verb “to have”

### Module VIII: Colours

All the color and color related vocabulary – colored, colorful, colorless, pale, light, dark, etc.

### Module IX: Numbers and calculations – verb “kosten”

The counting, plural structures and simple calculation like addition, subtraction, multiplication and division to test the knowledge of numbers.

“Wie viel kostet das?”

### Module X: Revision list of Question pronouns

W – Questions like who, what, where, when, which, how, how many, how much, etc.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

# SPANISH-I

Course Code: FLS 101

L-2/T-0/P-0

Credit: 02

## Course Objective:

To enable students acquire the relevance of the Spanish language in today's global context, how to greet each other. How to present / introduce each other using basic verbs and vocabulary

## Course Contents:

### Module I

A brief history of Spain, Latin America, the language, the culture...and the relevance of Spanish language in today's global context.

Introduction to alphabets

### Module II

Introduction to 'Saludos' (How to greet each other. How to present / introduce each other).

Goodbyes (despedidas)

The verb *llamarse* and practice of it.

### Module III

Concept of Gender and Number

Months of the years, days of the week, seasons. Introduction to numbers 1-100, Colors, Revision of numbers and introduction to ordinal numbers.

### Module IV

Introduction to *SER* and *ESTAR* (both of which mean To Be).Revision of 'Saludos' and 'Llamarse'. Some adjectives, nationalities, professions, physical/geographical location, the fact that spanish adjectives have to agree with gender and number of their nouns. Exercises highlighting usage of *Ser* and *Estar*.

### Module V

Time, demonstrative pronoun (Este/esta, Aquel/aquella etc)

### Module VI

Introduction to some key AR /ER/IR ending regular verbs.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

I – Interaction/Conversation Practice

## Text & References:

- Español, En Directo I A
- Español Sin Fronteras



# CHINESE-I

Course Code: FLC 101

L-2/T-0/P-0

Credit: 02

## Course Objective:

There are many dialects spoken in China, but the language which will help you through wherever you go is Mandarin, or Putonghua, as it is called in Chinese. The most widely spoken forms of Chinese are Mandarin, Cantonese, Gan, Hakka, Min, Wu and Xiang. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

## Course Contents:

### Module I

Show pictures, dialogue and retell.

Getting to know each other.

Practicing chart with Initials and Finals. (CHART – The Chinese Phonetic Alphabet Called “Hanyu Pinyin” in Mandarin Chinese.)

Practicing of Tones as it is a tonal language.

Changes in 3<sup>rd</sup> tone and Neutral Tone.

### Module II

Greetings

Let me Introduce

The modal particle “ne”.

Use of Please ‘qing’ – sit, have tea ..... etc.

A brief self introduction – Ni hao ma? Zaijian!

Use of “bu” negative.

### Module III

Attributives showing possession

How is your Health? Thank you

Where are you from?

A few Professions like – Engineer, Businessman, Doctor, Teacher, Worker.

Are you busy with your work?

May I know your name?

### Module IV

Use of “How many” – People in your family?

Use of “zhe” and “na”.

Use of interrogative particle “shenme”, “shui”, “ma” and “nar”.

How to make interrogative sentences ending with “ma”.

Structural particle “de”.

Use of “Nin” when and where to use and with whom. Use of guixing.

Use of verb “zuo” and how to make sentences with it.

### Module V

Family structure and Relations.

Use of “you” – “mei you”.

Measure words

Days and Weekdays.

Numbers.

Maps, different languages and Countries.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

“Elementary Chinese Reader Part I” Lesson 1-10

## Second Semester

### **History of Medieval India 1526 - 1761 A.D.**

**Course Code: BHH 201**

**Credit 04**

This course contents discuss about various Mughal rulers their achievements policy and reaction to develop different pages in the history of Medieval India

UNIT - 1: Sources -1. Archaeological, literary and historical works. 2. Historiography - different approaches.3. North India - Political scene.

UNIT - 2: Babur -1. Invasion, conquests, personality. 2. Humayun - Struggle, exile, restoration. 3. Shershah Suri - Civil, military and revenue administration achievements. Akbar -1. Conquests, rajput policy, religious policy. 2. Deccan plicy, revolts, consolidation of empire. 3. Revenue administration, mansabdari system, estimates of Akbar.

UNIT - 3: Jahangir - Accession, twelve ordinances, revolts, influence of Nurjahan, Deccan policy, character of Nurjahan, Estimate of Jahangir. Shahjahan - Accession, early revolts, N.W.F. policy, Deccan policy, Central Asian policy, War of succession. Aurangzeb -Early career, military exploits, religious policy, Deccan policy, Rajput policy, Revolts and reaction, Causes of failure of Aurangzeb's character and personality.

UNIT - 4: Rise of Maratha Power under Shivaji, relations with Mughals, Sambhaji, Rajaram. 1. Later Mughals and emergence of new states - Awadh and Haiderabad. 2. Invasion of Nadirshah and Ahmad Shah Abdali. 3. Causes of downfall of Mughal Empire. Administration-Central, provincial, military, administration, revenue administration. 1. Law and justice. 2. Development of education and literature. 3. Architecture, painting.

#### **Examination Scheme:**

<b>Components</b>	<b>P0 (Attendance )</b>	<b>P1</b>	<b>C1</b>	<b>CT</b>	<b>EE1</b>
<b>Weightage (%)</b>	5	5	5	15	70

#### **Books Recommended**

- Mughal Empire in India - S.R. Sharma
- Later Medieval India - A.B. Pandey
- Rise and fall of Mughal Empire - R.P. Tripathi
- Shershah and his times - K.R. Kanoongo
- Humayun Badshah - S.K. Banerji
- Akbar the Great Mughal - V.A. Smith
- Akbar the Great Vol, I, II & III - A.L. Srivastava

# INDIAN CULTURE & CIVILIZATION

**Course Code: BHH 202**

**Credit 03**

UNIT - 1: 1. Indus Valley Civilization - Source of Information, Social life, Religious Ideas and Beliefs, Art, Town Planning. 2. Vedic Period - Social condition, Religious condition, Council and Assembly, Ashrama system, Status of Women. 3. Jainism - Causes for the Religious Upheaval, Teaching of Mahavira & Principles of Jainism, Contribution of Jainism to Indian Culture. 4. Buddhism-Rise and Growth, Doctrines of Buddhism, Causes of Downfall, Contribution to Indian Culture. 5. Mauryan Period - Social Condition, Art and Architecture - Gandhara Art and Mathura Art, Religious Condition in Gupta Period, the Gupta Art.

UNIT - 2: 1. Composition and Stratification of Rural Society - Structure of Urban Society, Upper Class, Ulema Slaves, Middle Class, Common People, Painting, Architecture in Medieval Period, Development of Education in Medieval Period, Bhakti Movement -Causes, Prominent Saints, Growth and impact, Sufism - Meaning, Concept and Practices, Sects, Status of Women in Medieval Period.

UNIT - 3: 1. Renaissance - Hindu Social and Religious Reformation Movements - Arya Samaj, Brahma Samaj, Theosophical Society, Ramkrishna Mission, and Muslim Religious reform Movement - Wahabi, Deoband, Ahmadiya and Aligarh Movements. 2. Development of Modern Education - Macaulay's Minutes, Woods dispatch to Radhakrishnan Committee Report. 3. Social Stratification - Proliferation of Castes, Untouchability, Lower Caste Movements, Peasant Societies & Movements, Rise of Middle Class, Development of Press & Media.

UNIT - 4: 1. Social Legislation Passed by the British Govt. - Education, Emancipation of Peasants & Women, Women - Status, Rights and Culture. 2. Architecture - Colonial Architecture - The New Towns, Colonial forts, Architecture in 20th Century.

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## Books Recommended

1. Ancient India An Introductory Outline - D.N. Jha
2. The Wonder that was India - A.L. Basham
3. History of India Vol. I - Romilla Thapar
4. Social Background of Indian Nationalism - A.R. Desai
5. The History and Culture of Indian People - R.C.Majumdar
6. Glimpses of Medieval Indian Culture - Yusuf Hussain
7. The National Culture of India - Abid Hussain
8. Evolution of Indian Culture - B.N. Lunia
9. Medieval Culture - U.N. Dey
10. Medieval Indian Culture - A.L. Srivastava
11. Our Heritage - Humayun Kabir

# HISTORY OF CONTEMPORARY INDIA

**Course Code: BHH 203**

**Credit Units: 03**

Unit-I: Legacy of freedom struggle- Socio-Cultural values of Non- Violence, National integration, Social Equality, Women participation. Problems and process of integration of Princely States into Indian Dominion (1947-1949) and their re-organization in 1956, Problems of displaced persons and rehabilitation Process. Framing of Indian Constitution – Main features and major amendments

Unit-II: Agrarian reforms and Bhudan Movement, Planned economy. Industrialization- Policy, Programme and Progress. Mixed economy, Green revolution, Nationalisation of Banks and abolition of Privy Purses, Liberalization.

Unit-III: Major Political parties and their role in democracy, From one party dominance to Coalition. Elements of foreign policy: relations with neighbors, Non-Alignment and SAARC.

Unit-IV: Changing social structure: Challenges and problems- population growth, unemployment, poverty, communalism. Social movements-woman, dalits and other Backward Classes. Role of middle class. Progress and achievements in Science and technology, Changing trends in dance, music painting, Literature and Mass Media.

## **Examination Scheme:**

<b>Components</b>	<b>P0 (Attendance )</b>	<b>P1</b>	<b>C1</b>	<b>CT</b>	<b>EE1</b>
<b>Weightage (%)</b>	5	5	5	15	70

## **Books Recommended:**

1. Guha, Ramchandra: India after Gandhi
2. Verma, Pawan: The Great Indian Middle Class (also in Hindi)
3. Khilnani, Sunil: The Idea of India (also in Hindi)
4. Sen, Amartya: Class in India
5. Dixit, J.N.: Indian Foreign Policy

# HISTORY OF MODERN EUROPE (1815 - 1945 A.D.)

**Course Code: BHH 204**

**Credit-04**

**UNIT - 1:** 1. The concert of Europe: Its background significance, causes of failure. 2. The Congress of Vienna – The work of the Congress and its territorial arrangement. 3. Age of Metternick - Metternick and the Austrian empire, German confederation and Metternick, Downfall of Metternick, The holy alliance, The quadruple alliance, The Congress of Aix-la-chapelle.

**UNIT – 2:** 1. Liberal, Democratic and Nationalist Movement in Europe (1815- 1850) – its background and significance. 2. The July revolution of 1830 – causes, significance and Impact. 3. The Revolution of 1848 – Louis Philippe’s Home and Foreign Policy, causes of Revolution, main events and causes of failure.

**UNIT - 3:** 1. Napoleon III - Home policy, foreign policy, causes of downfall. 2. The Unification of Italy – Stage of unification, Cavour and his policies, Garibaldi’s contribution. 3. Unification of Germany - Steps of German unification, Zollverein, The Frankfurt Parliament, role and contribution of Bismarck. 4. The Eastern Question Background and Significance, the Balkan Wars.

**UNIT - 4:** 1. The First World War; Its Background, Events leading to outbreak of war, Impact. 2. The League of Nations – problems before it, its roles and Impact, Treaty of Versailles. 3. The great depression of 1929-Problem of Reparations, its Political Consequences. 4. Rise of Mussolini and Hitler- Causes of their rise, aims and policies of Nazis and Fascism, Their Impact on world. 5. The Second World War – Causes and Events leading to the war, its Impact.

## **Examination Scheme:**

<b>Components</b>	<b>P0 (Attendance )</b>	<b>P1</b>	<b>C1</b>	<b>CT</b>	<b>EE1</b>
<b>Weightage (%)</b>	5	5	5	15	70

## **Books Recommended**

1. History of Europe - V.D. Mahajan
2. Europe since Napoleon - D. Thomson
3. The Rise of Modern Europe - Hamilton
4. A General History of Europe - Longman
5. Europe - E. Lipson
6. Struggle for Europe - A.J.P. Taylor
7. Europe - Grant & Temperley
8. Europe - L. Mukherji
9. Europe - J. Roberts
10. Bismarck - A.J.P. Taylor

# ENVIRONMENT STUDIES

**Course Code: EVS 001**

**L-4/T-0/P-0**

**Credit Units: 04**

## **Course Objective:**

The term environment is used to describe, in the aggregate, all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms. At present a great number of environment issues, have grown in size and complexity day by day, threatening the survival of mankind on earth. A study of environmental studies is quite essential in all types of environmental sciences, environmental engineering and industrial management. The objective of environmental studies is to enlighten the masses about the importance of the protection and conservation of our environment and control of human activities which has an adverse effect on the environment.

## **Course Contents:**

### **Module I: The multidisciplinary nature of environmental studies**

Definition, scope and importance

Need for public awareness

### **Module II: Natural Resources**

#### **Renewable and non-renewable resources:**

Natural resources and associated problems

Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies.

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

### **Module III: Ecosystems**

Concept of an ecosystem

Structure and function of an ecosystem

Producers, consumers and decomposers

Energy flow in the ecosystem

Ecological succession

Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem:

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

### **Module IV: Biodiversity and its conservation**

Introduction – Definition: genetic, species and ecosystem diversity

Biogeographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values

Biodiversity at global, national and local levels

India as a mega-diversity nation

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts

Endangered and endemic species of India

Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

### **Module V: Environmental Pollution**

Definition

□□□ Causes, effects and control measures of:

Air pollution

Water pollution  
 Soil pollution  
 Marine pollution  
 Noise pollution  
 Thermal pollution  
 Nuclear pollution

Solid waste management: Causes, effects and control measures of urban and industrial wastes.

Role of an individual in prevention of pollution.

Pollution case studies.

Disaster management: floods, earthquake, cyclone and landslides.

### Module VI: Social Issues and the Environment

From unsustainable to sustainable development

Urban problems and related to energy

Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people; its problems and concerns. Case studies.

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.

Wasteland reclamation

Consumerism and waste products

Environmental Protection Act

Air (Prevention and Control of Pollution) Act

Water (Prevention and control of Pollution) Act

Wildlife Protection Act

Forest Conservation Act

Issues involved in enforcement of environmental legislation

Public awareness

### Module VII: Human Population and the Environment

Population growth, variation among nations

Population explosion – Family Welfare Programmes

Environment and human health

Human Rights

Value Education

HIV / AIDS

Women and Child Welfare

Role of Information Technology in Environment and Human Health

Case Studies

### Module VIII: Field Work

Visit to a local area to document environmental assets-river / forest/ grassland/ hill/ mountain.

Visit to a local polluted site – Urban / Rural / Industrial / Agricultural

Study of common plants, insects, birds

Study of simple ecosystems-pond, river, hill slopes, etc (Field work equal to 5 lecture hours)

### Examination Scheme:

Components	CT	HA	S/V/Q	A	EE
Weightage (%)	15	5	5	5	70

### Text & References:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380 013, India, Email:mapin@icenet.net (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.

- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
- Mckinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.
- Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
- Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
- Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
- Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
- Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
- Survey of the Environment, The Hindu (M)
- Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
- Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
- Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)  
Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499



## Domain Elective

### CIVIL SERVICES IN INDIA - HISTORY AND SCOPE

Course Code: BHH 205

Credit-03

UNIT I: Definition, Nature and Scope of Bureaucracy – Bureaucratic developments in England & France. English East India Company - Diwani Rights and Recruitment of East India company servants - Writers- Factors, etc. (1765-1786)

UNIT II: Cornwallis and Lord Wellesly's System of Administration - Fort William College (Calcutta), Haileybury College (England) – patronage of Civil Servants - 1786-1813-Covenanted and Un-covenanted Civil Services.

UNIT III: Rationalisation of the Civil Services -1858-1919 – Statutory Civil Service - Provincialisation of Civil Service – Indianisation of Civil Services, Merits and Demerits – Social, Educational background of the Candidates & Training Methods. Indian Civil service 1919 to 1947.

UNIT IV: All India Services after Independence - Recommendations of Kothari (1976) and Sathish Chandra (1989) Commissions – Functions of Union Public Service Commission (UPSC), Staff Selection Commission (SSC), State/ Provincial Public service Commission (PPSC)

UNIT V: Scope for youth in various services – Ethics in Civil service – Red-tapism and Nepotism in All India Services. Popular civil servants –K.P.S. Menon, T.N.Seshan, Shantha Sheela Nair, J.N. Dixit, Kiran Bedi, Dr. J. Radhakrishnan

#### Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

#### Readings List:

Misra,B.B : The Bureaucracy in India , An Historical Analysis of Development up to 1947.

Misra,B.B : Government and Bureaucracy in India: 1947-1976.

Prasad,B : The Indian Administrative Service.

Sikka, R.P. : The Civil service in India.

Dharma Vira : Memoirs of a Civil Servant.

Mutalib,M.A : The Union Public Service Commission.

Bharghava.G.S. : A study of Political Corruption in India.

Roy.N.C. : The Civil Services in India.

# NATIONALISM IN SOUTH EAST ASIA

Course Code: BHH 206

Credit-03

UNIT I. Defining Heritage - Art & Architecture in India: An overview: -Field Work: Visit to historical sites & Museums Definitions II. History of setting up of Museums and Archives: Some case studies

UNIT II. Understanding Built Heritage: -Stupa Architecture -Temple Architecture -Indo Persian Architecture, Forts, Palaces, Mosques -Colonial Architecture -Present day structures

UNIT III. Field Work: Visit to site & Conducting of research, Field Work; Studying of structures & Functions , Training & Employment

UNIT IV. Modalities of conducting tourism, Cultural Heritage: -Main components -Built Heritage -Historical Tourism. Cultural Forms & Cultural Expressions: - Performing Arts - Fairs & Festivals

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## Recommended Readings:

1. Sunil Kumar, The Present in Delhi's Past, Delhi, Gyan Publishing House, 2002
2. Peter Howard, Heritage: Management, Interpretation, Identity, and London, 2003
3. V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972
4. Percy Brown, Indian Architecture, Bombay, D.B.Taraporevala Sons & Co, 1940
5. James Harle, The Art & Architecture of the Indian Subcontinent, Harmondsworth, Penguin, 1988
6. S.K.Bhowmik, Heritage Management: Care, Understanding & Appreciation of Cultural Heritage, Jaipur, 2004.

# ENGLISH-II

Course Code: BCS 201

L-1/T-0/P-0

Credit Units: 01

## Course Objective:

The course is intended to give a foundation of English Language. The literary texts are indented to help students to inculcate creative & aesthetic sensitivity and critical faculty through comprehension, appreciation and analysis of the prescribed literary texts. It will also help them to respond form different perspectives.

## Course Contents:

### Module I: Vocabulary

Use of Dictionary

Use of Words: Diminutives, Homonyms & Homophones

### Module II: Essentials of Grammar - I

Articles

Parts of Speech

Tenses

### Module III: Essentials of Grammar - II

Sentence Structure

Subject -Verb agreement

Punctuation

### Module IV: Communication

The process and importance

Principles & benefits of Effective Communication

### Module V: Spoken English Communication

Speech Drills

Pronunciation and accent

Stress and Intonation

### Module VI: Communication Skills-I

Developing listening skills

Developing speaking skills

### Module VII: Communication Skills-II

Developing Reading Skills

Developing writing Skills

### Module VIII: Written English communication

Progression of Thought/ideas

Structure of Paragraph

Structure of Essays

### Module IX: Short Stories

Of Studies, by Francis Bacon

Dream Children, by Charles Lamb

The Necklace, by Guy de Maupassant

A Shadow, by R.K.Narayan

Glory at Twilight, Bhabani Bhattacharya

### Module X: Poems

All the Worlds a Stage

Shakespeare

To Autumn

Keats

O! Captain, My Captain.

Walt Whitman

Where the Mind is Without Fear

Rabindranath Tagore

Psalm of Life

H.W. Longfellow

## Examination Scheme:

Components	A	CT	HA	EE
Weightage (%)	05	15	10	70

## Text & References:

- Madhulika Jha, Echoes, Orient Long Man

- Ramon & Prakash, Business Communication, Oxford.
- Sydney Greenbaum Oxford English Grammar, Oxford.
- Successful Communications, Malra Treece (Allyn and Bacon)
- Effective Technical Communication, M. Ashraf Rizvi.

# **BEHAVIOURAL SCIENCE - II**

## **(PROBLEM SOLVING AND CREATIVE THINKING)**

**Course Code: BSS 203**

**L-1/T-0/P-0**

**Credit Units: 01**

### **Course Objective:**

To enable the students:

Understand the process of problem solving and creative thinking.

Facilitation and enhancement of skills required for decision-making.

### **Course Contents:**

#### **Module I: Thinking as a tool for Problem Solving**

What is thinking: The Mind/Brain/Behaviour

Thinking skills

Critical Thinking and Learning:

Making Predictions and Reasoning

Memory and Critical Thinking

Emotions and Critical Thinking

#### **Module II: Hindrances to Problem Solving**

Perception

Expression

Emotion

Intellect

Work environment

#### **Module III: Problem Solving Process**

Recognizing and Defining a problem

Analyzing the problem (potential causes)

Developing possible alternatives

Evaluating Solutions

Resolution of problem

Implementation

#### **Module IV: Plan of Action**

Construction of POA

Monitoring

Reviewing and analyzing the outcome

#### **Module V: Creative Thinking**

Definition and meaning of creativity

The nature of creative thinking

Convergent and Divergent thinking

Idea generation and evaluation (Brain Storming)

Image generation and evaluation

Debating

The six-phase model of Creative Thinking: ICEDIP model

#### **Module VI: End-of-Semester Appraisal**

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

### **Text & References:**

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.

# FRENCH - II

Course Code: FLN 201

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French.

To make them learn the basic rules of French Grammar.

## Course Contents:

**Module A: pp.38 – 47: Unité 3: Object if 3, 4, 5, 6**

**Module B: pp. 47 to 75 Unité 4, 5**

### Contenu lexical: Unité 3: Organiser son temps

1. donner/demander des informations sur un emploi du temps, un horaire SNCF – Imaginer un dialogue
2. rédiger un message/ une lettre pour ...
  - i) prendre un rendez-vous/ accepter et confirmer/ annuler
  - ii) inviter/accepter/refuser
3. Faire un programme d'activités  
imaginer une conversation téléphonique/un dialogue  
Propositions- interroger, répondre

### Unité 4: Découvrir son environnement

1. situer un lieu
2. s'orienter, s'informer sur un itinéraire.
3. Chercher, décrire un logement
4. connaître les rythmes de la vie

### Unité 5: s'informer

1. demander/donner des informations sur un emploi du temps passé.
2. donner une explication, exprimer le doute ou la certitude.
  3. découvrir les relations entre les mots
  4. savoir s'informer

### Contenu grammatical:

1. Adjectifs démonstratifs
2. Adjectifs possessifs/exprimer la possession à l'aide de :
  - i. « de »
  - ii. A+nom/pronom disjoint
3. Conjugaison pronominale – négative, interrogative - construction à l'infinitif
4. Impératif/exprimer l'obligation/l'interdiction à l'aide de « il faut... »/ «il ne faut pas... »
5. passé composé
6. Questions directes/indirectes

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- le livre à suivre : Campus: Tome 1

# GERMAN – II

Course Code: FLG 201

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Introduction to Grammar to consolidate the language base learnt in Semester I

## Course Contents:

### Module I: Everything about Time and Time periods

Time and times of the day.

Weekdays, months, seasons.

Adverbs of time and time related prepositions

### Module II: Irregular verbs

Introduction to irregular verbs like to be, and others, to learn the conjugations of the same, (fahren, essen, lessen, schlafen, sprechen und ähnliche).

### Module III: Separable verbs

To comprehend the change in meaning that the verbs undergo when used as such

Treatment of such verbs with separable prefixes

### Module IV: Reading and comprehension

Reading and deciphering railway schedules/school time table

Usage of separable verbs in the above context

### Module V: Accusative case

Accusative case with the relevant articles

Introduction to 2 different kinds of sentences – Nominative and Accusative

### Module VI: Accusative personal pronouns

Nominative and accusative in comparison

Emphasizing on the universal applicability of the pronouns to both persons and objects

### Module VII: Accusative prepositions

Accusative prepositions with their use

Both theoretical and figurative use

### Module VIII: Dialogues

Dialogue reading: 'In the market place'

'At the Hotel'

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

# SPANISH – II

Course Code: FLS 201

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable students acquire more vocabulary, grammar, Verbal Phrases to understand simple texts and start describing any person or object in Simple Present Tense.

## Course Contents:

### Module I

Revision of earlier modules.

### Module II

Some more AR/ER/IR verbs. Introduction to root changing and irregular AR/ER/IR ending verbs

### Module III

More verbal phrases (eg, Dios Mio, Que lastima etc), adverbs (*bueno/malo, muy, mucho, bastante, poco*). Simple texts based on grammar and vocabulary done in earlier modules.

### Module IV

Possessive pronouns

### Module V

Writing/speaking essays like my friend, my house, my school/institution, myself....descriptions of people, objects etc, computer/internet related vocabulary

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- Español, En Directo I A
- Español Sin Fronteras



# CHINESE – II

Course Code: FLC 201

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

Chinese is a tonal language where each syllable in isolation has its definite tone (flat, falling, rising and rising/falling), and same syllables with different tones mean different things. When you say, “ma” with a third tone, it mean horse and “ma” with the first tone is Mother. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

## Course Contents:

### Module I

Drills

Practice reading aloud

Observe Picture and answer the question.

Tone practice.

Practice using the language both by speaking and by taking notes.

Introduction of basic sentence patterns.

Measure words.

Glad to meet you.

### Module II

Where do you live?

Learning different colors.

Tones of “bu”

Buying things and how much it costs?

Dialogue on change of Money.

More sentence patterns on Days and Weekdays.

How to tell time. Saying the units of time in Chinese. Learning to say useful phrases like – 8:00, 11:25, 10:30 P.M. everyday, afternoon, evening, night, morning 3:58, one hour, to begin, to end ..... etc.

Morning, Afternoon, Evening, Night.

### Module III

Use of words of location like-li, wai hang, xia

Furniture – table, chair, bed, bookshelf,.. etc.

Description of room, house or hostel room.. eg what is placed where and how many things are there in it?

Review Lessons – Preview Lessons.

Expression ‘yao’, ‘xiang’ and ‘yaoshi’ (if).

Days of week, months in a year etc.

I am learning Chinese. Is Chinese difficult?

### Module IV

Counting from 1-1000

Use of “chang-chang”.

Making an Inquiry – What time is it now? Where is the Post Office?

Days of the week. Months in a year.

Use of Preposition – “zai”, “gen”.

Use of interrogative pronoun – “duoshao” and “ji”.

“Whose”??? Sweater etc is it?

Different Games and going out for exercise in the morning.

### Module V

The verb “qu”

- Going to the library issuing a book from the library
- Going to the cinema hall, buying tickets
- Going to the post office, buying stamps
- Going to the market to buy things.. etc
- Going to the buy clothes .... Etc.

Hobby. I also like swimming.

Comprehension and answer questions based on it.

**Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>C</b>	<b>I</b>	<b>V</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

**Text & References:**

“Elementary Chinese Reader Part I” Lesson 11-20

## Third Semester

### **MODERN INDIA 1740 to 1857**

**Course Code: BHH 301**

**Credit: 04**

**UNIT 1:-**1. Political Condition of India in the 18<sup>th</sup> Century - Decline of Mughal emperor and its impact. 2. Advent of Europeans in India – Establishment of bases and trading centres of East India Company and other European companies. 3. Rise of Maratha power, IIIrd Battle of Panipat, Cause of defeat of Maratha's and impact of Maratha defeat. 4. Early Anglo – French conflict.

**UNIT 2:-**1. Establishment of British rule in India – Causes of Anglo-French rivalry. 2. Conflict in Bengal – Battles of Plessey and Buxar and its impact. 3. Clive as Governor of Bengal – The Dual Government. 4. Warren Hastings rule strengthening the English power – Regulating Act of 1773, Administrative and Judicial Reforms.

**UNIT 3:** 1. Consolidation of English Rule in India. 2. Lord Cornwallis and his reforms, the Permanent Settlement, Judicial and Commercial reforms. 3. Lord Wellesley-The Subsidiary Alliance, Emergence of British Paramountcy. 4. Lord William Bentinck – Social, Administrative and Judicial Reform, Economic Policy, Foreign Policy. 5. Lord Dalhousie – Policy towards Indian States, The Doctrine of Lapse, Administrative Law, Military reforms, Social Policy.

**UNIT 4:-**1. Relations of leading Indian States with English powers. 2. Anglo- Mysore relations – Anglo Mysore wars, Haidar Ali and Tipu Sultan. 3. Anglo- Sikh Relations – Anglo-Sikh wars, Raja Ranjit Singh. 4. Anglo- Maratha Relations- Anglo- Maratha wars. 5. Revolt of 1857- Causes Nature and Impact, British Policy towards Burma. The British Afghan Policy –Afghan Wars, Policy towards Sindh and Nepal and the British Social and Economic Policies of Education, Social reforms, Attitude towards Indian religions Social and Economic impact of the rule of East India Company.

**Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

**1. Books Recommended**

2. Advanced History of Modern India - Vol. I - III, G.S. Chabra.
3. Modern India - Sumit Sarkar
4. Freedom Struggle - Bipan Chandra
5. Modern India - S.B. Chaudhary
6. Social Background of Indian Nationalism - A.R. Desai
7. Modern India - B.L. Grover
8. British Rule in India - Ram Gopal
9. Hind Swaraj - M.K. Gandhi
10. Britain & Muslim India - K.K. Aziz
11. History of Freedom Movement in India - R.C. Majumdar
12. A History of British India - W.W. Hunter.

# SOCIAL AND POLITICAL HISTORY OF RAJASTHAN

**Course Code: BHH 302**

**Credit 03**

Unit-I: Main sources of Social and Economic History of Rajasthan; Main Social Institutions: Tribes, Clan and Caste, Family organization; Main Samskaras, Marriage, Slavery and Education; Social customs and Rituals their ramification: Purdah; Removal of Untouchability. Cultures of Ahar and Kalibanga, Origin of Rajputs, Rise and Expansion of Guhil, Gurjar Pratihars and Chahmans.

Unit-II: Village society and Stratification; Character of Feudalism, Forced Labour, social discrimination; Panchayats; Fairs and Festivals and their contribution to society. Rajput resistance to Muslim invasion, Mewar under Rana Kumbha and Rana Sanga, Rana Pratap's struggle for self-rule, Contribution of Sawai Jai Singh

Unit-III: Temple grants; Socio-Religious Movements with reference to Sufism, Bishnois (Jambhoji), Dadupanth, Ramsnehis, Jasnathi, NathCult, Western Cultural and Educational Impact; Social Work of Christian Missionaries. Arya Samaj, Bhil Reform movement; Caste Reform Sabhas with special reference to Walterkrit Rajputana Hitkarini Sabha; Proclamation and legislation for reforms: Modernization.

Unit-IV: Nature and Structure of Economy during the period of Study Rural and Urban. Nature of Land Grants; Agrarian and Non-agrarian production; Artisan class; Trade and Trade routes; Markets and Indigenous Banking; Taxation system. Famines, Urbanization and Main urban centers; Growth of Railways and Its Impact.

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## Recommended Books:

1. N.S. Bhati (Ed.) : Sources of Social and Economic History of Rajasthan
2. G.N.Sharma : Social Life in Medieval Rajasthan (1500-1800 AD),
3. G.N.Sharma : A Bibliography of Medieval Rajasthan (Social and Cultural),
4. Dasrath Sharma: Rajasthan Through the Ages : Vols I Rajasthan State Archives, Bikaner.
5. G.N.Sharma : Rajasthan Through the Ages : Vols II Rajasthan State Archives, Bikaner
6. B.L. Bhadani : Peasants, Artisans and Entrepreneurs - Economy of Marwar in the Seventeenth Century,
7. R.S. Darda : From Feudalism to Democracy
8. Dilbagh Singh : The State, Landlords and the Peasants, Rajasthan in the 18th Century, Manohar,
9. Dr.Kamla Malu : Famines in Rajasthan K.S.Saxena : Political Movements and Awakening in Rajasthan
10. Rima Hooja: A History of Rajasthan

# HISTORY OF ENGLAND –1900 TO 2000 A.D.

**Course Code: BHH 303**

**Credit: 03**

UNIT I Events leading to World War I – Lloyd George, Britain and the First World War, Alliances and Treaties, New Weapons, Causes for the World War, Versailles Peace Treaty and After. England and World War II – Role of National Governments, Post War England – Clement Attlee – Churchill, Britain and the Suez Crisis – Britain and the EEC.

UNIT II Britain as an imperialist power – Australia, New Zealand, Canada and Africa – Founding of the colonies, Early History of Brief, Colonisation, Self Government and Dominion Status – Relations with Britain – the Commonwealth.

UNIT III Britain and Ireland – Reasons for Conflict, Ulster Unionists, Formation of Northern and Southern Ireland – IRA

UNIT IV Important Prime Ministers: Harold Mac Millan, Harold Wilson, Edward Heath, Margaret Thatcher, Tony Blair.

UNIT V Economy of Britain in the twentieth century, Unemployment, Trade Unions, Labour party, Public Health in Britain – Town planning – Growth of Science and technology.

## **Examination Scheme:**

<b>Components</b>	<b>P0 (Attendance )</b>	<b>P1</b>	<b>C1</b>	<b>CT</b>	<b>EE1</b>
<b>Weightage (%)</b>	5	5	5	15	70

## **Readings List:**

C.P. Hill and J. C. Wright : British History 1815-1918

George W. South Gate : The Hanoverian Period and After

George W South Gate : English Economic History

Carter E.H and R.A.F. Mears : History of Britain

Antony C Wood : Great Britain 1900-1965

H.L. Peacock : A History of Modern Britain

## STATE AND SOCIETIES IN THE ANCIENT WORLD

Course Code BHH 304

Credit 03

Course Content: The course introduces students with emergence and development problems of state institute in view of various historians, analyses historical sources of ancient times, investigates population structure of ancient societies and evolution of proprietary rights in ancient world

Unit: I Evolution of Humankind-Paleolithic & Mesolithic, Food Production, Beginning of agriculture and Animal Husbandry.

Unit: II Bronze Age Civilization-Egypt, Mesopotamians, Chinese and Harappa Civilization, Nomadic groups in Central and West Asia

Unit: III Advent of Iron and its Implication, Slave Societies in Ancient Greek and Rome, Agrarian Economy, Urbanization and trade.

Unit: IV Political Transformation-Athenian Democracy, Roman Republic, Monarchies in Africa and Asia, Greek and Roman Empire-Crisis of Roman Empire

### Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

### Recommended Books

G.Childe, *What happened in History?*

-----, *The Bronze Age*

Julian Thomas, *Understanding the Neolithic*, Routledge 1999

L.H.Keeley, *War Before Civilization*, Oxford 1997

P.Charvy, *Mesopotamia Before History*, Rotledge

S.Dally, A.T.Regas, et al, *Legacy of Mesopotamia*, OUP1998

J.G.Anderson, E.Clossen, *Children Of Yellow Earth: Studies in Prehistoric China*. McMillan

William Watson, *China before Han Dynasty*, Pager 1961

Li Chi, ANYANG. Washington Univ. Press 1977

A.Gardiner, *Egypt of Pharaohs-An Introduction*, OUP1964

----- *Daily Life of The Ancient Egyptians*, Greenwood Press1999

AR.David, *Pyramid Builders of Ancient Egypt*, Routledge 1996.

S.Ratnagar, *Understanding Harappa*, Tulika

Dan A.H & V.MMassons edited, UNESCO, *History Of Civilization of Central Asia*

W.V.Harris, *Demography, Geography and Source of Roman Slaves*

L.J.Archer, *Slavery & Other forms of Free Labour*, Routledge1988

C.Freeman, *The Greek Achievement: The Foundation of western world*, Penguin2000

A.M.M. Jones, *Athenian Democracy*, John Hopkins Press.

D.Stockton, *Classical Athenian Democracy*, OUP

P.A.Brunt, *Fall of Roman Republic and Related Essays*, Clarendon Press, 1988.

E.Gibbon, *Fall and Decline Of Roman Empire*

P.Kennedy,*Rise and Fall of Great Powers.*

M.Tymowski,*The Origin and Structures of Political Institutions in Pre-colonial Black Africa.*

# HISTORY OF THE UNITED STATES AMERICA

**Course Code: BHH 305**

**Credit: 04**

**Course Content:** This course emphasis is placed on the understanding of American social, intellectual, political, economic, and diplomatic institutions. The emergence of the United States as a superpower is analyzed against the background of world history.

Unit-I Colonization - The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour- White and BlackThe American War of Independence, George Washington Map: Identifying the first thirteen colonies and places related to Westward Expansion

Unit-II The War of 1812 - Monroe Doctrine – Westward Expansion, Federalists: Jeffersonianism: Jacksonianism, Rise of political parties-18401960; judiciary-role of the Supreme Court

Unit-III The Question of Slavery - Abraham Lincoln - Civil War - The Era of Reconstruction – Causes and Results of Big Business, Spanish-American War, Expansion of Frontier: Turner’s Thesis; Marginalization, displacement and decimation of native Americans; Case histories of Tecumseh; Shawnee Prophet.

Unit-IV Theodore Roosevelt - U.S.A. and World War I – (Fourteen Points) Woodrow Wilson - Great Depression of 1929. Unit-V F.D.Roosevelt - U.S.A. and World War II – Cold War- J. F. Kennedy

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## TEXT BOOKS:

1. Rajayyan, R. History of the U.S.A, Madurai Publishing House, Madurai 1978.
2. Krishnamurthy, History of United States of America, Ennes Publication, Madurai, 1980.
3. Khurana, K.L. History of USA, Laskhmi Narayan Agarwal, Agra 2004.

## Reading Lists:

1. Adams J.T., Frontiers of American Culture, Madsworth Publishing, USA, 1981.
2. Parkes,I.B., A History of the U.S.A., Scientific Book Agency, New Delhi, 1976.
3. Hill,C.P., A History of the U.S.A, Arnold, Heineman, Publication USA, 1948.
4. Aiden & Magenis, A History of the United States of America, New York 1960.



# HISTORY OF USSR

**Course Code: BHH 306**

**Credit 04**

## **Unit- I**

Social, Economic and Political Conditions of Russia on the Eve of the Revolutions of 1917  
Peasant Movement Working Class Movement Rise of Marxism: Bolsheviks and Mensheviks  
The February Revolution: Causes and Consequences

## **Unit- II**

The October Revolution: Causes, Course and Significance War Communism and Emergence  
of the U.S.S.R. New Economic Policy under Lenin Land Collectivization under Stalin 22

## **Unit- III**

U.S.S.R. and World War-II Process of De-Stalinization under Khrushchev U.S.S.R. and the  
Cold War Emerging Stagnancy in Soviet State under Brezhnev Reforms of Gorbachev and  
Disintegration of the U.S.S.R.

## **Unit – IV**

Maps

(Russia) : Political Conditions on the Eve of Revolution of 1917 Important Places Connected  
with the Bolshevik Revolution Emergence of the U.S.S.R. and its Constituent States Newly  
Emerging Countries after Disintegration of the U.S.S.R.

### **Examination Scheme:**

<b>Components</b>	<b>P0 (Attendance )</b>	<b>P1</b>	<b>C1</b>	<b>CT</b>	<b>EE1</b>
<b>Weightage (%)</b>	5	5	5	15	70

### **Suggested Readings:**

E.H.Carr History of Soviet Russia, 4 Volumes, 1952

Stephen F. Cohen Bukhrin and the Boishevik Revolution : A Political Biography

Isaac Deutscher- Stalin, 1949

Maurice Dobb- Soviet Economic Development Since 1917

Marc Ferro- The Russian Revolution of 1917 Sheila Fitzpatrick Cultural Revolution in Soviet  
Russia, 1978

Arch Getty -The Origins of the Great Purges, 1985 Graeme Gill Peasants in the Russian  
Revolution, 1979

John Keep -The Last Empire : A History of the Soviet Union 1945-1991, 1995

John Keep -The Russian Revolution : A Study in Mass Mobilization, 1976

Moshe Levin -The Making of Soviet System, 1985

Roy & Zhores -Medveddev Khrushchev : The Years in Power, 1977

Alec Nove -An Economic History of the U.S.S.R., 1993

Richard Pipes Russia of the Old Regime

L. Szamuely- First Model of Socialist Economic System

L. Trotsky- The History of the Russian Revolution (Translated by Max Eastman), 1959

A.B.Ulam- Expansion and Coexistence : A History of Soviet Foreign Policy 1917-1967

K. Vaidyanathan- The Formation of the Soviet Central Asian Nationalities

# COMMUNICATION SKILLS – I

**Course Code: BCS 301**

**L-1/T-0/P-0**

**Credit Units: 01**

## **Course Objective:**

To form written communication strategies necessary in the workplace

## **Course Contents:**

### **Module I: Introduction to Writing Skills**

Effective Writing Skills

Avoiding Common Errors

Paragraph Writing

Note Taking

Writing Assignments

### **Module II: Letter Writing**

Types

Formats

### **Module III**

Memo

Agenda and Minutes

Notice and Circulars

### **Module IV: Report Writing**

Purpose and Scope of a Report

Fundamental Principles of Report Writing

Project Report Writing

Summer Internship Reports

## **Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>CAF</b>	<b>V</b>	<b>GD</b>	<b>GP</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

## **Text & References:**

- Business Communication, Raman – Prakash, Oxford
- Creative English for Communication, Krishnaswamy N, Macmillan
- Textbook of Business Communication, Ramaswami S, Macmillan
- Working in English, Jones, Cambridge
- A Writer's Workbook Fourth edition, Smoke, Cambridge
- Effective Writing, Withrow, Cambridge
- Writing Skills, Coe/Rycroft/Ernest, Cambridge
- Welcome!, Jones, Cambridge

# **BEHAVIOURAL SCIENCE – III**

## **(Interpersonal Communication and Relationship Management)**

**Course Code: BSS 303**

**L-1/T-0/P-0**

**Credit Units: 01**

### **Course Objective:**

This course aims at imparting an understanding of:

- Interpersonal communication and relationship.
- Strategies for healthy interpersonal relationship
- Effective management of emotions.
- Building interpersonal competence.

### **Course Contents:**

#### **Module I: Interpersonal Communication**

Importance of Behavioural/ Interpersonal Communication

Types – Self and Other Oriented

Rapport Building – NLP, Communication Mode

Steps to improve Interpersonal Communication

#### **Module II: Interpersonal Styles**

Transactional Analysis

Life Position/Script Analysis

Games Analysis

Interactional and Transactional Styles

Bridging differences in Interpersonal Relationship through TA

Communication Styles

#### **Module III: Conflict Management and Negotiation**

Meaning and Nature of conflicts

Styles and techniques of conflict management

Meaning of Negotiation

Process and Strategies of Negotiation

Interpersonal Communication: Conflict Management and Negotiation

#### **Module IV: Interpersonal Relationship Development**

Importance of Interpersonal Relationships

Interpersonal Relationship Skills

Types of Interpersonal Relationships

Relevance of Interpersonal Communication in Relationship Development

#### **Module V: Impression Management**

Meaning & Components of Impression Management

Impression Management Techniques

Impression Management Training-Self help and Formal approaches

#### **Module VI: End-of-Semester Appraisal**

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

### **Text & References:**

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.
- Rosenfeld, P., Giacalone, R.A. and Catherine, A.R. (2003). Impression Management: Building and Enhancing Reputations at Work. Thomson Learning, Singapore.

# FRENCH - III

Course Code: FLN 301

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To provide the students with the know-how

- To master the current social communication skills in oral and in written.
- To enrich the formulations, the linguistic tools and vary the sentence construction without repetition.

## Course Contents:

Module B: pp. 76 – 88 Unité 6

Module C: pp. 89 to 103 Unité 7

### Contenu lexical: Unité 6: se faire plaisir

1. acheter : exprimer ses choix, décrire un objet (forme, dimension, poids et matières) payer
2. parler de la nourriture, deux façons d'exprimer la quantité, commander un repas au restaurant
3. parler des différentes occasions de faire la fête

### Unité 7: Cultiver ses relations

1. maîtriser les actes de la communication sociale courante  
(Salutations, présentations, invitations, remerciements)
2. annoncer un événement, exprimer un souhait, remercier, s'excuser par écrit.
3. caractériser une personne (aspect physique et caractère)

### Contenu grammatical:

1. accord des adjectifs qualificatifs
2. articles partitifs
3. Négations avec de, ne...rien/personne/plus
4. Questions avec combien, quel...
5. expressions de la quantité
6. ne...plus/toujours - encore
7. pronoms compléments directs et indirects
8. accord du participe passé (auxiliaire « avoir ») avec l'objet direct
9. Impératif avec un pronom complément direct ou indirect
10. construction avec « que » - Je crois que/ Je pense que/ Je sais que

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- le livre à suivre : Campus: Tome 1

# GERMAN – III

Course Code: FLG 301

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

## Course Contents:

### Module I: Modal verbs

Modal verbs with conjugations and usage

Imparting the finer nuances of the language

### Module II: Information about Germany (ongoing)

Information about Germany in the form of presentations or “Referat”– neighbors, states and capitals, important cities and towns and characteristic features of the same, and also a few other topics related to Germany.

### Module III: Dative case

Dative case, comparison with accusative case

Dative case with the relevant articles

Introduction to 3 different kinds of sentences – nominative, accusative and dative

### Module IV: Dative personal pronouns

Nominative, accusative and dative pronouns in comparison

### Module V: Dative prepositions

Dative preposition with their usage both theoretical and figurative use

### Module VI: Dialogues

In the Restaurant,

At the Tourist Information Office,

A telephone conversation

### Module VII: Directions

Names of the directions

Asking and telling the directions with the help of a roadmap

### Module VIII: Conjunctions

To assimilate the knowledge of the conjunctions learnt indirectly so far

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1,2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

# SPANISH – III

Course Code: FLS 301

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable students acquire knowledge of the Set/definite expressions (idiomatic expressions) in Spanish language and to handle some Spanish situations with ease.

## Course Contents:

### Module I

Revision of earlier semester modules

Set expressions (idiomatic expressions) with the verb *Tener, Poner, Ir...*

Weather

### Module II

Introduction to *Gustar...* and all its forms. Revision of *Gustar* and usage of it

### Module III

Translation of Spanish-English; English-Spanish. Practice sentences.

How to ask for directions (using *estar*)

Introduction to IR + A + INFINITIVE FORM OF A VERB

### Module IV

Simple conversation with help of texts and vocabulary

En el restaurante

En el instituto

En el aeropuerto

### Module V

Reflexives

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- Español, En Directo I A
- Español Sin Fronteras -Nivel Elemental

# CHINESE – III

Course Code: FLC 301

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

Foreign words are usually imported by translating the concept into Chinese, the emphasis is on the meaning rather than the sound. But the system runs into a problem because the underlying name of personal name is often obscure so they are almost always transcribed according to their pronunciation alone. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

## Course Contents:

### Module I

Drills

Dialogue practice

Observe picture and answer the question.

Introduction of written characters.

Practice reading aloud

Practice using the language both by speaking and by taking notes.

Character writing and stroke order

### Module II

Measure words

Position words e.g. inside, outside, middle, in front, behind, top, bottom, side, left, right, straight.

Directional words – beibian, xibian, nanbian, dongbian, zhongjian.

Our school and its different building locations.

What game do you like?

Difference between “hii” and “neng”, “keyi”.

### Module III

Changing affirmative sentences to negative ones and vice versa

Human body parts.

Not feeling well words e.g. ; fever, cold, stomach ache, head ache.

Use of the modal particle “le”

Making a telephone call

Use of “jiu” and “cai” (Grammar portion)

Automobiles e.g. Bus, train, boat, car, bike etc.

Traveling, by train, by airplane, by bus, on the bike, by boat.. etc.

### Module IV

The ordinal number “di”

“Mei” the demonstrative pronoun e.g. mei tian, mei nian etc.

use of to enter to exit

Structural particle “de” (Compliment of degree).

Going to the Park.

Description about class schedule during a week in school.

Grammar use of “li” and “cong”.

Comprehension reading followed by questions.

### Module V

Persuasion-Please don't smoke.

Please speak slowly

Praise – This pictorial is very beautiful

Opposites e.g. Clean-Dirty, Little-More, Old-New, Young-Old, Easy-Difficult, Boy-Girl, Black-White, Big-Small, Slow-Fast ... etc.

Talking about studies and classmates

Use of “it doesn't matter”

Enquiring about a student, description about study method.

Grammar: Negation of a sentence with a verbal predicate.

**Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>C</b>	<b>I</b>	<b>V</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

**Text & References:**

“Elementary Chinese Reader Part I, Part-2” Lesson 21-3



## Fourth Semester

### CONSTITUTIONAL HISTORY

**Course Code: BHH 401**

**Credit 03**

**Module I:** Emergence of East India Company : Colonialism and its nature in India; Administration of Justice in Presidency Towns (Settlements: Surat, Madras, Bombay and Calcutta) (1639 to 1726); Mayor's Court under charter 1726 and 1753; Regulating Act, 1773; Pitts India Act, 1784;

**Module II:** Warren Hastings: Judicial Plans of 1772, 1774 and 1780; Lord Cornwallis: Judicial Plans of 1787, 1790 and 1793; Lord William Bentinck (With special focus on Appraisal of Criminal law) .

**Module III :** Codification of Laws: Charter of 1833, The First Law Commission, the Charter of 1853, The Second Law Commission; Establishment of High Courts, 1861; Privy Council : Appeals and working, Appraisal of Privy Council; Federal Court: Under the Government of India Act 1935,

**Module IV :** The Indian Councils Act, 1861; The Indian Councils Act, 1892; The Indian Councils Act, 1909; The Government of India Act 1919; The Government of India Act, 1935, The Constituent assembly, framing of the constitution

**Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

**Suggested Readings**

- M.P. Jain – Outlines of Indian Legal & Constitutional History
- M.P. Singh – Outlines of Indian Legal & Constitutional History
- N.V.Paranjape – Indian Legal & Constitutional History
- V.D. Kulshreshtha – Landmarks of Indian Legal and Constitutional History

# History of Indian National Movement 1858 - 1947 A.D.

Course Code: BHH 402

Credit -4

**UNIT I** 1. Impact of the rule of East India company. 2. Destruction of village economy and handicrafts. 3. Impact on agriculture and Industries. 4. Social Impact- Social and Religious reform movements. 5. British Paramouatcy and Indain States.

**UNIT II** 1. Early Stages of Emergence of Nationalism – Peasant and tribal revolts, rise of middle class, Formation of Associations and Pressure groups. 2. Birth of The Indian national Congress – Early Programmes and objectives. 3. Rise of the Extremism in the Indian National Congress, Programmes and objectives of moderate and extremist functions, partition of Bengal and Surat split, Swadeshi Movement. Leaders of Extremist and Moderate factors

**UNIT III** 1. Rise of Revolutionary Nationalism – Impact of Bengal partition, Growth of revolutionary ideas and organization in India and abroad, HSRA and other revolutionary activities. 2. Home Rule movement, Jallian walincident and its impact , Rowlett movement. 3. Advent of Gandhi Ji – Early activites Kheda, Champaran, Bardoli.. 4. Khilafat movement, Lucknow Pact, Rise of Communal organizations.

**UNIT IV** 1. Gandhian Movements – Non-cooperation Movement, Civil Disobedience movement, Quit India Movement 2. Round table conference, Poona Pact. 3. British Response to Indian Demand – Simon Commission. 4. Rise of communal Politics – Policies and Act of Muslim League and other communal Bodies, the Jinnah Factor 5. Partition of India and attainment of freedom , August offer, Cripps mission, cabinet mission, Wavell Plan, Mount Batten Plan 6. Leaders of Indian National Movement, Constitutional Development : 1. Queen’s Proclamation and Act of 1858 2. Indian Council Act 1892, 3. Indian Council Act 1909, 4. Govt. of India Act 1919 5. Govt. of India Acts 1935, 1947

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## Reading Lists

1. Advanced History of Modern India - Vol. I - III, G.S. Chabra.
2. Freedom Struggle - Bipan Chandra
3. Modern India - S.B. Chaudhary
4. Social Background of Indian Nationalism - A.R. Desai
5. Modern India - B.L. Grover
6. British Rule in India - Ram Gopal
7. Hind Swaraj - M.K. Gandhi
8. Britain & Muslim India - K.K. Aziz
9. History of Freedom Movement in India - R.C. Majumdar
10. A History of British India - W.W. Hunter
11. Modern India - Sumit Sarkar

# INTRODUCTION TO MUSEOLOGY

**Course Code: BHH 403**

**Credit: 03**

UNIT 1: Definition and Scope of Museology – Museum as a Centre of Cultural studies; Function of Museums: Collection, Preservation, Exhibition, Research, Publication, Education, Museum Marketing, and Administration

UNIT II History of Museum Movement in the World, History of Museum Movement in India – Grace Morley as the First Director of the National Museum, New Delhi, the Growing aspects of Museology, New Museology, Eco Museology, Para Museums and Museum Related International and National Organisations.

UNIT III Classification of Museums: Subject – wise and Administrative – wise – National, Provincial, Regional, Government, Local, School, college, University, Private, Society, Trustee Museum, Commercial Museum, Educational museum; Specialised Museums in India: Crafts Museum, Textile Museum (Calico museum), Industrial Museum, Rail museum, Agricultural Museum, Natural History Museum, Anthropological Museum, Archaeological Museum (Sanchi Archaeological Museum), Folk Art Museum, Children’s Museum, Coins Museum, Personalia Museum, Fort Museum, Police Museum.

UNIT IV Select Museums in India: National Museums in India – National Museum, New Delhi; Chatrapati Shivaji Museum, Mumbai; Salar Jung Museum, Hyderabad; Indian Museum, Kolkata; Vishveswariya Industrial Museum, Bangalore; Government Museum, Chennai. Definition of Archives: Records, Different types of Manuscripts, Nature and its importance, History of Archives, Records Management, Preservation of Archival Materials; National Archives of India, New Delhi; State Archives and Historical Research.

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## Readings List:

Nigam, M.L : Fundamentals of Museology, Dwivedi,

V.P. & Pant, G.N. : Museums and Museology

Basu, J.N. : Indian Museum Movement John,

M.A. Thomson (Ed.) : Manual of Curatorship: A Guide to Museum Practice

Diwedi, V.P. & Smita J. Baxi : Modern Museum

Morley, Grace : Museum Today, University of Bar

Jeyaraj, V : Museology: Heritage Management

Jeyaraj. V : Care of Archival Materials and Manuscripts

# SITUATING MEDIEVAL WORLD

Course Code BHH 404

CREDIT 3

**UNIT-I** Period of Transition- Subsistence Economy to Feudal Dynamism in Europe (7<sup>th</sup>-15<sup>th</sup>)  
Organization of Production Towns and Trade, Technology growth of the middle class and Crisis of Feudalism.

**UNIT-II** Religion and Culture in Medieval Europe-Rise of Papacy, Monasticism, Art and Architecture of Sultanate

**UNIT-III** Societies in Central Islamic World- Tribal background-Ummah, Caliphate-Rise of Sultanate and Religious developments, Urbanization and Trade, Development of Art and Architecture.

**UNIT-IV** Emergence of State in South East Asia-Indonesia, Malaysia-Japan, China Philippines Thailand and Burma.

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## Reading List:

1. M.Bloch, *Feudal Society*, Vol.1 1&2
2. P.Anderson, *Passages from Antiquity*.
3. H.Pirrene,*Economic and Social history of Medieval Europe*.
4. M.Dobb,*Studies in the Development of Capitalism*
5. R.Hilton,ed,*The Transition from Feudalism to Capitalism*
6. J.Gonzalez,*The Story of Christianity*
7. G.Barracalough, *The Medieval Papacy*
8. P.G.Maxwell and Stuart, *Chronicle of The Popes*
9. K.S.Lartourette, *A History of Christianity*, Vol.1
10. Philip K.Hitti, *History of the Arabs*, Palgrave Mac Millan,New York, 2002.
11. Armstrong.K.Mohammed:*A Biography of Prophet*
12. -----,*A Short History of Islam* , 2001
13. Bloom.J and Shiela Blair, *Islam: A Thousand years of Faith and Power*.
14. Edward Said,*Orientalism*, Penguin Books, New Delhi, 1995
15. Sardar.Z,*Orientalism*
16. Mertin L Swantz,*Studies on Islam*
17. John .F,*South East Asia:Its Historical Development*.MCgrawhill
18. D.P.Sardesai, *South East Asia:Past andPresent*, West View Press 1994
19. R.S.Gupta, *History of China*

# DOMAIN ELECTIVES

## HISTORY OF AFRICA

**Course Code: BHH 405**

**Credit 04**

I. Main Issues in the Historiography of Africa.

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

(a) Changing patterns of trade.

[b] The trans- Atlantic slave trade and its repercussions.

[c] Migration of capital and labour, with special reference to southern Africa.

III. Patterns of Colonisation:

[a] Informal empire in the 19th century.

[b] European imperialism and the partition of Africa.

IV. Structures of Colonial Control:

[a] The French in the Maghreb and West Africa.

[b] The British in East, West and Southern Africa.

[c] The Belgians in Congo.

V. Economic Transformations:

[a] Agriculture and forests.

[b] Mining.

VI. Emergence of New Identities:

[a] Islam, Christianity and indigenous religious.

[b] Race and class in colonial South Africa.

[c] Language, education and cultural forms.

VII. Popular Protests, Rebellions and National Liberation Movements:

[a] Peasants.

[b] Labour.

[c] Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa.

### Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

### Suggested Readings

Martinez Alier, Haciendas, Plantations and Collective Farms (1977).

Hugo Blanco, Land or Death : The Peasant Struggles in Peru (1972).

Donald Crummey (ed.), Banditry, Rebellion and Social Protest in Africa (1986).

Johannes Fabian, Language and Colonial Power : The Appropriation of Swahili in the Former Belgian Congo, 1880 – 1938 (1989).

Nancy Fariss, Maya Society under Colonial Rule (1984).

Bill Freund, The Making of Contemporary Africa (1984).

Bill Freund, The African Worker (1989).

Celso Furtado, The Economic Development of Latin America (1973).

Andre Gunder Frank, Lumpen – Bourgeoisie, Lumpen Development (1972).

Karen Spalding Huarachiri, *An Andean Society under Inca and Spanish Rule* (1984).  
Gerrit Huizer, *Peasant Rebellion in Latin America* (1973).  
Hill (ed.), *Rethinking History and Myth : Indigenous South American Perspectives on the Past* (1998).  
Bernard Magubane, *Political Economy of Race and Class in South Africa* (1979). A.D. Robert (ed.), *Cambridge History of Africa, Vol. VII* (1986).  
Teodor Shanin, *Peasants and Peasant Societies*, (2nd ed., 1987), relevant Units only.  
Endre Sik, *The History of Black Africa*, 2 Vols. (1966), relevant Units only. Oliver and G.N. Sanderson (ed.), *Cambridge History of Africa, Vol. VI* (1985), relevant Units only. Paul Sweezy and Harry Magdoff , *Revolutions and Counter – Revolution in Chile* (1974). E.F. Penrose (ed.), *European Imperialism and the Partition of Africa* (1975). Michael T. Taussig, *The Devil and Commodity Fetishism in South America* (1980). Robert Vicar Turrel, *Capital and Labour on the Kimberley Diamond Fields, 1871 – 90* (1989). Megan Vaughan, *The Story of an African Famine : Gender and Famine in Twentieth Century Malawi* (1989). Eric van Young, *Hacienda and Markets in 18th Century Mexico: The Rural Economy of the Guadalajara Region, 1675 – 1820* (1981).

## HISTORY OF CHINA AND JAPAN A.D. 1840-1945

Course Code BHH 406

Credit 04

Unit I 1. China: Invasion and Conquest a. Introduction of History and Culture b. Opium Wars (1840AD -1860AD)

2. Movements against Imperialism a. Taiping Rebellion b. Boxer Rebellion

Unit – II 1. China: Emergence of Nationalism a. Revolution of 1911 AD b. Self Strengthening Movement 2. Communist Movement and Peoples' Republic a. May Fourth Movement b. Rise of Communism and Revolution of 1949 AD

Unit – III 1. Japan and the West a. Japan on the Advent of West b. American and European Treaties 2. New Regime a. Meizi Restoration b. Meizi Constitution and Modern State

Unit – IV 1. Rise of Japan as a Colonial Power a. Relation with China: Sino- Japanese War - 1895 AD b. Manchuria and Russo-Japanese War - 1905 AD 2. Rise of Militarism a. Background and Failure of Liberal experiments b. Foreign Policy and entry in the Second World War

### Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

### Suggested Readings:

- 1) Clide, P.H. Sudoor Poorva, Trans. by Patender Bhatnager, Uresia Pub., Delhi, 1965
- 2) Fairbank John K.& East Asia: Tradition and Transformation, Albert Craig Worldview Pub., London, 1998 Jones,
- 3) F.C. The Far East : A Concise History, Pergaman Press, London, 1966 Michal, Frang H. and The Far East in the Modern World, The Dryden Taylor George E. Press, Illinois, 1975
- 4) H.M. A History of the Far East in Modern Times, Kalyani Publication, Delhi, 1978
- 5) George Allen A Short Economic History of Japan
- 6) G.Beasley The Modern History of Japan
- 7) Jean Chesneun et al. China From Opium War to 1911 Revolution.
- 8) Jean Chesnoaux, et.al., China from the 1911 Revolution to Liberation.
- 9) Tan Chuntg Triton and Studies on the Nineteenth Century China and Imperialism.
- 10) John K. Faribank, et.al., East Asia: Modern Transformation.
- 11) Mikiso Hane, Moden Japan: A Historical Survey.
- 12) Y. Immaneu Hus., The Rise of Modern China.
- 13) Chalmers A. Johnson Peasant Nationalism and Communist Power: The Emergence of Red China, 1937-1945

- 14) John. Livingstone, et.al., The Japan Reader (Imperial Japan: 1800, 1945) Vol. I.
- 15) F.H. Norman Japan's Emergence as Modern State.
- 16) Nathaniel Peffer, The Far East: A Modern History.
- 17) Victor Purcell The Boxer Uprising: A Background Study.
- 18) Kenneth B. Pyle, The Making of Modern Japan.
- 15 Frauz Schurmann and Orville Schell (ed.) China Readings, 2 Volumes (Imperial China and  
Republican China)
- 16 Benjanin I. Schwartz Mao and the Rise of Chinese Communism.
- 17 Hu Sheng Imperialism and Chinese Politics.
- 18 Chow Tse Tung The May Fourth Movement: Intellectual Revolution in Modern China.
- 19 Mao Tso Tung's Selected Writings: National Bank Agency Calcutta.
- 20 Mary C. Wright China in Revolution: The First Phase (1900-1913)



# COMMUNICATION SKILLS – II

Course Code: BCS 401

L-1/T-0/P-0

Credit Units: 01

## Course Objective:

To teach the participants strategies for improving academic reading and writing.

Emphasis is placed on increasing fluency, deepening vocabulary, and refining academic language proficiency.

## Course Contents:

### Module I: Social Communication Skills

Small Talk

Conversational English

Appropriateness

Building rapport

### Module II: Context Based Speaking

In general situations

In specific professional situations

Discussion and associated vocabulary

Simulations/Role Play

### Module III: Professional Skills

Presentations

Negotiations

Meetings

Telephony Skills

## Examination Scheme:

Components	CT1	CT2	CAF	V	GD	GP	A
Weightage (%)	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

## Text & References:

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Business Communication, Raman – Prakash, Oxford
- Speaking Personally, Porter-Ladousse, Cambridge
- Speaking Effectively, Jermy Comfort, et.al, Cambridge
- Business Communication, Raman –Prakash, Oxford

# **BEHAVIOURAL SCIENCE - IV**

## **(GROUP DYNAMICS AND TEAM BUILDING)**

**Course Code: BSS 403**

**L-1/T-0/P-0**

**Credit Units: 01**

### **Course Objective:**

To inculcate an elementary level of understanding of group/team functions  
To develop team-spirit and to know the importance of working in teams

### **Course Contents:**

#### **Module I: Group formation**

Definition and Characteristics  
Importance of groups  
Classification of groups  
Stages of group formation  
Benefits of group formation

#### **Module II: Group Functions**

External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.  
Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.  
Group Cohesiveness and Group Conflict  
Adjustment in Groups

#### **Module III: Teams**

Meaning and nature of teams  
External and Internal factors effecting team  
Building Effective Teams  
Consensus Building  
Collaboration

#### **Module IV: Leadership**

Meaning, Nature and Functions  
Self leadership  
Leadership styles in organization  
Leadership in Teams

#### **Module V: Power to empower: Individual and Teams**

Meaning and Nature  
Types of power  
Relevance in organization and Society

#### **Module VI: End-of-Semester Appraisal**

Viva based on personal journal  
Assessment of Behavioural change as a result of training  
Exit Level Rating by Self and Observer

### **Text & References:**

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

# FRENCH – IV

Course Code: FLN 401

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable students:

- To develop strategies of comprehension of texts of different origin
- To present facts, projects, plans with precision

## Course Contents:

Module C: pp. 104 – 139: Unités 8, 9

### Contenu lexical: Unité 8: Découvrir le passé

1. parler du passé, des habitudes et des changements.
2. parler de la famille, raconter une suite d'événements/préciser leur date et leur durée.
3. connaître quelques moments de l'histoire

### Unité 9: Entreprendre

1. faire un projet de la réalisation: (exprimer un besoin, préciser les étapes d'une réalisation)
2. parler d'une entreprise
3. parler du futur

### Contenu grammatical:

1. Imparfait
2. Pronom « en »
3. Futur
4. Discours rapporté au présent
5. Passé récent
6. Présent progressif

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- le livre à suivre : Campus: Tome 1

# GERMAN - IV

Course Code: FLG 401

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany.

Introduction to Advanced Grammar Language and Professional Jargon

## Course Contents:

### Module I: Present perfect tense

Present perfect tense, usage and applicability

Usage of this tense to indicate near past

Universal applicability of this tense in German

### Module II: Letter writing

To acquaint the students with the form of writing informal letters.

### Module III: Interchanging prepositions

Usage of prepositions with both accusative and dative cases

Usage of verbs fixed with prepositions

Emphasizing on the action and position factor

### Module IV: Past tense

Introduction to simple past tense

Learning the verb forms in past tense

Making a list of all verbs in the past tense and the participle forms

### Module V: Reading a Fairy Tale

Comprehension and narration

- Rotkäppchen
- Froschprinzessin
- Die Fremdsprache

### Module VI: Genitive case

Genitive case – Explain the concept of possession in genitive

Mentioning the structure of weak nouns

### Module VII: Genitive prepositions

Discuss the genitive prepositions and their usage: (während, wegen, statt, trotz)

### Module VIII: Picture Description

Firstly recognize the persons or things in the picture and identify the situation depicted in the picture;

Secondly answer questions of general meaning in context to the picture and also talk about the personal experiences which come to your mind upon seeing the picture.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant - 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1,2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

# SPANISH – IV

**Course Code: FLS 401**

**L-2/T-0/P-0 Credit Units: 02**

## **Course Objective:**

To enable students acquire working knowledge of the language; to give them vocabulary, grammar, voice modulations/intonations to handle everyday Spanish situations with ease.

## **Course Contents:**

### **Module I**

Revision of earlier semester modules  
Introduction to Present Continuous Tense (Gerunds)

### **Module II**

Translation with Present Continuous Tense  
Introduction to Gustar, Parecer, Apetecer, doler

### **Module III**

Imperatives (positive and negative commands of regular verbs)

### **Module IV**

Commercial/ business vocabulary

### **Module V**

Simple conversation with help of texts and vocabulary  
En la recepcion del hotel  
En el restaurante  
En la agencia de viajes  
En la tienda/supermercado

## **Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>C</b>	<b>I</b>	<b>V</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## **Text & References:**

- Español Sin Fronteras (Nivel – Elemental)

# CHINESE – IV

Course Code: FLC 401

L-2/T-0/P-0

Credits : 02

## Course Objective:

How many characters are there? The early Qing dynasty dictionary included nearly 50,000 characters the vast majority of which were rare accumulated characters over the centuries. An educate person in China can probably recognize around 6000 characters. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

## Course Contents:

### Module I

Dialogue Practice

Observe picture and answer the question

Pronunciation and intonation

Character writing and stroke order.

Electronic items

### Module II

Traveling – The Scenery is very beautiful

Weather and climate

Grammar question with – “bu shi .... Ma?”

The construction “yao ... le” (Used to indicate that an action is going to take place)

Time words “yiqian”, “yiwai” (Before and after).

The adverb “geng”.

### Module III

Going to a friend house for a visit meeting his family and talking about their customs.

Fallen sick and going to the Doctor, the doctor examines, takes temperature and writes prescription.

Aspect particle “guo” shows that an action has happened some time in the past.

Progressive aspect of an actin “zhengzai” Also the use if “zhe” with it.

To welcome someone and to see off someone .... I cant go the airport to see you off... etc.

### Module IV

Shipment. Is this the place to checking luggage?

Basic dialogue on – Where do u work?

Basic dialogue on – This is my address

Basic dialogue on – I understand Chinese

Basic dialogue on – What job do u do?

Basic dialogue on – What time is it now?

### Module V

Basic dialogue on – What day (date) is it today?

Basic dialogue on – What is the weather like here.

Basic dialogue on – Do u like Chinese food?

Basic dialogue on – I am planning to go to China.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

“Elementary Chinese Reader, Part-2” Lesson 31-38

## Fifth Semester

### **History of India (1947 to 1992)**

**Course Code BHH 501**

**Credit 03**

Module I: Partition, Integration of Princely States, Migration and Refugee Problem in West Bengal & Punjab: Problem of Migration, Displacement and Rehabilitation - Socio-economic and political impact.

Module II: Nehruvian Era- Internal Policy between 1947-1964. Movement for Social Justice; The New Constitution; Fundamental Rights and Duties; Growth of Parliamentary Democracy; 5-Year Plans; Formation of States on Linguistic basis.

Module III: Challenge to Congress rule: Indira Gandhi, the Emergency, JP movement in Bihar. Coming of the United Front (1967) and the Left Front (1977) in West Bengal. Backward Castes and Tribes: Dalits in post-colonial India –Changing life of the Artisans.

Module IV: Caste violence and Ethnic movements after 1947 – Anti-Caste Politics and Strategies – Reservation policy and agitation. Rise of Communalism in post-independent India: Ayodhya and demolition of Babri Masjid. Issues of Communalism and debates around writing Indian history.

#### **Examination Scheme:**

<b>Components</b>	<b>P0 (Attendance )</b>	<b>P1</b>	<b>C1</b>	<b>CT</b>	<b>EE1</b>
<b>Weightage (%)</b>	5	5	5	15	70

#### **Suggested Readings:**

Ranajit Guha, ed., A Subaltern Studies Reader. Dharma Kumar and Tapan Raychaudhuri, eds., The Cambridge Economic History of India, Vol. II.

David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism. Amiya Bagchi, Private Investment in India.

Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggles for Independence.

A.R. Desai, Peasant Struggles in India. R.P. Dutt, India today. M.J. Fisher, ed., Politics of Annexation (Oxford in India Readings).

J.Krishnamurti, Women in Colonial India.

Paul Brass, The Politics of India Since Independence, OUP, 1990.

Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.

Bipan Chandra, Rise and Growth of Economic Nationalism in India.

Ranajit Guha, ed., A Subaltern Studies Reader.

Peter Hardy, Muslims of British India.

Mushirul Hasan, ed., *India's Partition*, Oxford in India Readings.

D.A. Low, ed., *Congress and the Raj*.

John R. McLane, *Indian Nationalism and the Early Congress*.

Jawaharlal Nehru, *An Autobiography*.

Gyanendra Pandey, *The Construction of Communalism in colonial north India*.

Sumit Sarkar, *Modern India, 1885-1947*. Anil Seal, *Emergence of Indian Nationalism*.

Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.

Judith Brown, *Gandhi: (et al) A Prisoner of Hope*.

Bipan Chandra, *Communalism in Modern India*, 2nd ed., 1987. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's, Struggles for Independence*.

A.R. Desai, *Social Background of Indian Nationalism*. A.R. Desai, *Peasant Struggles in India*.

Francine Frankel, *India's Political Economy, 1947-77*.

Ranajit Guha, and G.C. Spivak, eds. *Select Subaltern Studies*.

Charles Heimsath, *Indian Nationalism and Hindu Social Reform*.

F. Hutchins, *Illusion of Permanence*. F. Hutchins, *Spontaneous Revolution*.

V.C. Joshi (ed.), *Rammohan Roy and the process of Modernization in India*.

J.Krishnamurti, *Women in Colonial India*.



# INDIAN ARCHAEOLOGY

**Course Code BHH 502**

**Credit 03**

**Module I** Definition - Aim - Scope and Function of Archaeology. Archaeology as a source for cultural studies. Archaeology and its Relations with other Disciplines - Social Sciences - Natural Sciences - Physical Sciences.

**Module II** Indian Epigraphy - Scope, Use and Function - Origin of Writing in India - Ancient Scripts and Languages - Paleographic Formula - Writing Materials. Indian Numismatics - Scope, Use Function - Origin of Coinage in India - Examination of a Coin.

**Module III** A study on Historical values of Ancient sites: Harappa, Mohenodaro, Taxila, Kausambi

**Module IV** A study on Historical values of Ancient sites: Nalanda, Hastinapur, Brahmgi and Sisupalgarh

**Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

**Text & References:**

- Majumdar, R.C : The History and culture of the Indian people
- Pathak V S : Historian of Ancient India
- Bernier J B Travels in the Mughal Empire

# OUTLINES OF HISTORY OF SOUTH INDIA

**Course Code BHH 503**

**Credit 04**

**Module I** Geographical & Prehistoric background of South India. The Sangam Age – Political, Social, Economic and cultural conditions.

**Module II** The Satvahans – political history and cultural achievements . The Pallavas of Kanchi and their culture.

**Module III** The Chalukyas of Vatapi : Political and Cultural achievements. The Rashtrakutas.

**Module IV** The Cholas : Political and Cultural achievements. The Local self government under the Cholas.

**Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

**Text & References:**

- Aiyenger S.K : Beginings of South Indian History
- Altekar A S : The Rashtrakutas and their times.
- Gopalan R : The Pallavas
- Shastri K.A.N : A History of South India

## UNDERSTANDING MODERN WORLD

Course Code BHH 504

Credit 04

**UNIT-I-** Colonialism and Imperialism- Trends before World War-I , European Power Politics, European Colonization and Imperialism of Asia and Africa. The US and Latin America, US and Japan in Asia & Pacific, World War I and its Impact, League Of Nations

**UNIT-II-**Trends in Inter War years-Post War developments, Russian Revolution, The Great Depression of 1929-33 and its impact on the world, Fascism and Nazism

**UNIT-III-**Anti-Colonial Struggles- East Asia between the World Wars, Anti-colonialism in the Middle East, Anti-Colonialism in Africa, Events leading to II World War, Collapse of Empires, UNO and its Significance.

**UNIT-IV-**Post World War Settlements-Cold War and the International Relations, US and Latin America after the II World War, Middle EAST crisis and Israel-Palestinian Issue, Decline of Soviet Union and the Eastern Block, New International Economic Order, Post-Cold War Era.

### Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

### Reading List:

1. A.J.P.Taylor, *The First World War*, Penguin Books, New York, 1963
2. E.H.Carr, *International Relations Between the Two World Wars 1919-1939*, Palgrave, New York, 2004
3. Marx and Engels, *On Colonialism*
4. Andrew Porter-European Imperialism.
5. Anthony Wood-History of Europe
6. E.J.Hobsbawn, *Nation and Nationalism*
7. R.R.Palmer, *History of The Western World*.
8. Carter.V.Findley and John Rothney, *Twentieth Century World*.
9. James Joll, *Origins of First World War*.
10. Richard Overy, *The Times Complete History Of The World*.
11. W.H.G.Armitage, *The Rise of The Technocrats: A Social History*.
12. J.J.Roth,ed.*World War I:A Turning Point*.
13. A.Hourani,*A History of The Arab People*.
14. Dilip Hiro,*Inside The Middle East*.
15. E.Said,*The Question of Palestine*
16. Peters Mansfield, *The Arabs*.
17. Malise Ruthview, *Islam in the World*
18. Basil Davidson, *Africa in Modern History*.
19. Andre Gunder Frank,*Capitalism and Under Development in Latin America*.

20. C.Gibson,The Aztecs Under Spanish Rule.
21. Celso Furtado:The Economic Development Of Latin America.
22. Hill,ed.Rethinking History and Myth:Indegenous South American Perspectives

## DOMAIN ELECTIVES

### MAJOR SOURCES OF INDIAN HISTORY

**Course Code BHH 505**

**Credit 04**

**Module I** Major sources, their nature and utility. Varieties of archaeological sources, Epigraphy, Numismatics and Monuments. Religious literature

**Module II** Secular literature, Banabhatt, Kalhanam Barni and Abul Fazal

**Module III** Traveller's accounts, Megasthenes, Hiuen Tsang, Alberuni, Bernier and Tavemier

**Module IV** Autobiography as a source of History (Gandhi & Nehru), Newspapers as source of History ( A general discussion), Literature as source of History, Bankim & Prem Chand

**Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

**Text & References:**

- Majumdar, R.C : The History and culture of the Indian people
- Pathak V S : Historian of Ancient India
- Bernier J B Travels in the Mughal Empire

# RISE OF MODERN WEST

Course Code BHH 506

Credit 04

Unit – I Transition from Feudalism to Capitalism in Europe, Renaissance: Origins, Emergence and Results Reformation: Origins, Emergence and Results

Unit – II Economic Development during 16th Century: Shift of Economic Balance from the Mediterranean to Atlantic Region Old Colonial System: Motives, Process and Consequences of Colonization in Americas Mercantile Revolution: Origins, Nature and Results 12

Unit – III Scientific Revolution: Origins, Nature and Results Glorious Revolution: Causes and Results Industrial Revolution: Origins, Nature and Impact Agricultural Revolution: Origins, Nature and Impact

Unit – IV Maps (Europe): Important Centers of Renaissance Important Centers of Reformation Major Places Connected with Industrial Revolution Mercantile Powers of Europe

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## Suggested Readings :

- Chauhan, D. S. Europe Ka Itihas (Hindi)  
Chauhan, D. S. Samkalin Europe (Hindi)  
Cipolla, Carlo M Before the Industrial Revolution: European Society and Economy 1000-1700  
Cipolla,  
Carlo M. Fontana Economic History of Europe, Vols. II and III  
Coleman, D. C. (ed.) Revisions in Mercantilism  
Davis, H. A. (ed.). Outline History of the World  
Davis, Ralph The Rise of the Atlantic Economics  
Dobb, Maurice Studies in the Developments of Capitalism  
Fisher, H.A.L. A History of Europe  
Gupta, Parthasarthi (ed.) Adhunik Paschim Ka Uday (Hindi)  
Gupta, Parthasarthi (ed.) Europe Ka Itihas (Hindi)  
Hall, J.R. From Galileo to Newton  
Henderson, O. P. The Industrial Revolution on the Continent  
Hill, Christopher From Reformation to Industrial Revolution  
Hilton, Rodney Transition From Feudalism to Capitalism  
Hobsbawm, E.J. The Age of Revolution  
Hobsbawm, E.J. Nation and Nationalism  
Keenigsberger, H.G. and G. L. Mosse Europe in the Sixteenth Century  
Morgan, K.O. Oxford Illustrated History of Britain 1789-1983  
Parker, G. Europe in Crisis 1598-1648  
Parker, G. and L. M. Smith General Crises of the Seventeenth Century  
Parry, J.P. The Age of Renaissance Porter, Andrew European Imperialism, 1860-1914  
Rabb, Theodore K. The Struggle for Stability in Early Modern Europe  
Roberts, J.M. Europe 1880-1945  
Stavrianes, L. S. The World Since 1500  
Stephen, J. Lee. Aspects of European History 1494-1789 Wood, Anthony History of Europe 1915-1960

# COMMUNICATION SKILLS - III

**Course Code: BCS 501**

**L-1/T-0/P-0**

**Credit Units: 01**

## **Course Objective:**

To equip the participant with linguistic skills required in the field of science and technology while guiding them to excel in their academic field.

## **Course Contents:**

### **Module I**

Reading Comprehension  
Summarising  
Paraphrasing

### **Module II**

Essay Writing  
Dialogue Report

### **Module III**

Writing Emails  
Brochure  
Leaflets

### **Module IV: Introduction to Phonetics**

Vowels  
Consonants  
Accent and Rhythm  
Accent Neutralization  
Spoken English and Listening Practice

## **Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>CAF</b>	<b>V</b>	<b>GD</b>	<b>GP</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

## **Text & References:**

- Effective English for Engineering Students, B Cauveri, Macmillan India
- Creative English for Communication, Krishnaswamy N, Macmillan
- A Textbook of English Phonetics, Balasubramanian T, Macmillan

# **BEHAVIOURAL SCIENCE - V**

## **(INDIVIDUAL, SOCIETY AND NATION)**

**Course Code: BSS 503**

**L-1/T-0/P-0**

**Credit Units: 01**

### **Course Objective:**

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- To inculcate patriotism and National pride.
- To enhance personal and professional excellence

### **Course Contents:**

#### **Module I: Individual differences & Personality**

Personality: Definition & Relevance

Importance of nature & nurture in Personality Development

Importance and Recognition of Individual differences in Personality

Accepting and Managing Individual differences (Adjustment Mechanisms)

Intuition, Judgment, Perception & Sensation (MBTI)

BIG5 Factors

#### **Module II: Socialization**

Nature of Socialization

Social Interaction

Interaction of Socialization Process

Contributions to Society & Nation

#### **Module III: Patriotism and National Pride**

Sense of Pride and Patriotism

Importance of Discipline and hard work

Integrity and accountability

#### **Module IV: Human Rights, Values and Ethics**

Meaning of Human Rights

Human Rights Awareness

Importance of human rights

Values and Ethics- Learning based on project work on Scriptures like Ramayana, Mahabharata, Gita etc

#### **Module V: Personal and Professional Excellence**

- Personal excellence:
  - Identifying Long-term choices and goals
  - Uncovering talent, strength and style

Alan P. Rossiter's eight aspects of Professional Excellence

Resilience during challenge and loss

Continued Reflection (Placements, Events, Seminars, Conferences, Projects, Extracurricular Activities, etc.)

#### **Module VI: End-of-Semester Appraisal**

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

### **Text & References:**

- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B.Stephen;. Organizational Behaviour



# FRENCH - V

Course Code: FLN 501

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To furnish some basic knowledge of French culture and civilization for understanding an authentic document and information relating to political and administrative life

## Course Contents:

Module D: pp. 131 – 156 Unités 10, 11

### Contenu lexical:

#### Unité 10: Prendre des décisions

1. Faire des comparaisons
2. décrire un lieu, le temps, les gens, l'ambiance
3. rédiger une carte postale

#### Unité 11: faire face aux problèmes

1. Exposer un problème.
2. parler de la santé, de la maladie
3. interdire/demander/donner une autorisation
4. connaître la vie politique française

### Contenu grammatical:

1. comparatif - comparer des qualités/ quantités/actions
2. supposition : Si + présent, futur
3. adverbe - caractériser une action
4. pronom "Y"

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- le livre à suivre: Campus: Tome 1

# GERMAN - V

Course Code: FLG 501

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Introduction to Advanced Grammar and Business Language and Professional Jargon

## Course Contents:

### Module I: Genitive case

Genitive case – Explain the concept of possession in genitive

Mentioning the structure of weak nouns

### Module II: Genitive prepositions

Discuss the genitive prepositions and their usage: (während, wegen, statt, trotz)

### Module III: Reflexive verbs

Verbs with accusative case

Verbs with dative case

Difference in usage in the two cases

### Module IV: Verbs with fixed prepositions

Verbs with accusative case

Verbs with dative case

Difference in the usage of the two cases

### Module V: Texts

A poem 'Maxi'

A text Rocko

### Module VI: Picture Description

Firstly recognize the persons or things in the picture and identify the situation depicted in the picture;

Secondly answer questions of general meaning in context to the picture and also talk about the personal experiences which come to your mind upon seeing the picture.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

# SPANISH - V

**Course Code: FLS 501**

**L-2/T-0/P-0**

**Credit Units: 02**

## **Course Objective:**

To enable students acquire working knowledge of the language; to give them vocabulary, grammar, voice modulations/intonations to handle everyday Spanish situations with ease.

## **Course Contents:**

### **Module I**

Revision of earlier semester modules

### **Module II**

Future Tense

### **Module III**

Presentations in English on  
Spanish speaking countries'

Culture

Sports

Food

People

Politics

Society

Geography

### **Module IV**

Situations:

En el hospital

En la comisaria

En la estacion de autobus/tren

En el banco/cambio

### **Module V**

General revision of Spanish language learnt so far.

## **Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>C</b>	<b>I</b>	<b>V</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## **Text & References:**

- Español Sin Fronteras, Greenfield

# CHINESE – V

Course Code: FLC 501

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

What English words come from Chinese? Some of the more common English words with Chinese roots are ginseng, silk, dim sum, fengshui, typhoon, yin and yang, Tai chi, kung-fu. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

## Course Contents:

### Module I

Drills

Dialogue practice

Observe picture and answer the question.

Pronunciation and intonation.

Character writing and stroke order

### Module II

Intonation

Chinese foods and tastes – tofu, chowmian, noodle, Beijing duck, rice, sweet, sour...etc. Learning to say phrases like – Chinese food, Western food, delicious, hot and spicy, sour, salty, tasteless, tender, nutritious, good for health, fish, shrimps, vegetables, cholesterol is not high, pizza, milk, vitamins, to be able to cook, to be used to, cook well, once a week, once a month, once a year, twice a week.....

Repetition of the grammar and verbs taught in the previous module and making dialogues using it.

Compliment of degree “de”.

### Module III

Grammar the complex sentence “suiran ... danshi....”

Comparison – It is colder today than it was yesterday.....etc.

The Expression “chule...yiwai”. (Besides)

Names of different animals.

Talking about Great Wall of China

Short stories

### Module IV

Use of “huozhe” and “haishi”

Is he/she married?

Going for a film with a friend.

Having a meal at the restaurant and ordering a meal.

### Module V

Shopping – Talking about a thing you have bought, how much money you spent on it? How many kinds were there? What did you think of others?

Talking about a day in your life using compliment of degree “de”. When you get up? When do you go for class?

Do you sleep early or late? How is Chinese? Do you enjoy your life in the hostel?

Making up a dialogue by asking question on the year, month, day and the days of the week and answer them.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

“Elementary Chinese Reader ” Part-II Lesson 39-46

## Sixth Semester

### **Trends in Historical Writings**

**Course Code BHH 601**

**Credit 03**

**Module I** Collection and selection of data, evidence and its transmission. Nature and Scope of History. Use and Misuse of History. Historical objectivity and subject matter of History. Bias in History, Moral Judgement in History. History's relationship with Art and Science.

**Module II** Traditions of Historical Writings: A brief survey of Arab, Graeco-Roman and Chinese traditions. Recent trends in ancient, medieval and modern historiography of India, Integral Approach to Indian History.

**Module III** Ancient Indian tradition; Medieval Historiography and Modern Historiography. The Influence of Christianity on Historical writing

**Module IV** Concept of History: Approaches to History: Theological; Orientalist; Imperialist; Nationalist; Marxist; Classical Marxist, Recent Marxist; Subaltern and Post-Modernist.

**Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

**Text & References:**

- Philips, C.H.(ed.) : Historians of India, Pakistan and Ceylon.
- Ghoshal, U.N. : The Beginning of Indian Historiography and other Essays.
- Devahuti, D.(ed.) : Problems of Indian Historiography.
- Warder, A.K. : An Introduction to Indian Historiography, 1972.

## Modern Indian Thought

Course Code: BHH 602

Credit Units: 03

**Course Objective/s:** The study of socio-political philosophies and ideas of Modern Indian reformers will let the student understand the conditions which led to awareness among the people regarding the Independence.

### Course Contents:

**Module I** Rammohan Roy, Dayanand Saraswati, Vivekanand, Aurbindo, Sir Syed Ahmed Khan, Bankim Chandra Chatterjee,

**Module II** Bhartendu Harishchandra, Gopal Krishna Gokhle, Dadabhai Naoroji, M.G Ranade, Bal Gangadhar Tilak

**Module III** Lala Lajpat Roy, B.R Ambedkar, Prem Chand and Mohd Iqbal

**Module IV** Gandhi, Nehru and Subhash Chandra Bose

### Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## **HISTORY OF SUBALTERN (1800 A.D TO 1947 A.D)**

**Course Code: BHH 603**

**Credit Units: 04**

Course Rationale: The aim of this course is acquainting students about the various aspects of Social condition of the subalterns in the country during 19<sup>th</sup> and 20<sup>th</sup> century. Students of History should have a comprehensive understanding of the subaltern to enter in to a meaningful dialogue with the present.

OUTCOME: The course should lead to a deeper understanding and knowledge of the social condition of subaltern in 19<sup>th</sup> and 20<sup>th</sup> century. This historical insight and knowledge will enable students to understanding current problems better and suggest ways of coping with them.

UNIT I A. Sources for the Subaltern History, Subaltern Historiography B. Introduction of Subalterns in India : Women, Dalit, Adiwasi, Peasants

UNIT II Adivasi Movements in India A. Birsa Munda Movement (1899-1901) B. Santhal Movement (1855-1856) C. Bhagat Movement of Govind Guru (1905-1931) D. National movement and the Adiwasis (1857-1947) 88

UNIT III Women's contribution to Indian National Movements

A. Some representative women freedom fighters:

1 Rani Lakshmibai

2 Beghum Hazrat Mahal

3 Sarojini Naidu

4 Vijayalakshmi Pandit

5 Bhaktiba Desai

6 Pushpaben Mehta

B. Gandhian Grass Root activities for women

UNIT IV A. Peasant Movements in India A1 Indigo Revolution (1860)

A2 Bardoli Satyagrah (1928)

A3 Kisansabha Movements in India (1936-1947)

B. Dalit Movements in India B1 Jyotiba Phule

B2 Dr. B.R. Ambedkar (1891-1956)

B3 E. Ramaswaminaikar

**Examination Scheme:**

<b>Components</b>	<b>P0 (Attendance )</b>	<b>P1</b>	<b>C1</b>	<b>CT</b>	<b>EE1</b>
<b>Weightage (%)</b>	5	5	5	15	70

## Reference Books:

1. Chakvarthy Digamber: History of the santhal revolt of 1855
2. Desai A..R. {ed}: Peasant struggle in India
3. Guha Ranjit: Elementary aspects of peasant Insurgency in colonial india
4. Guha Ranjit, Subaltern studies, vol-v and vi
5. Hunter W.: History of Santhal rebellion of 1855



# DISSERTATION

**Course Code: BHH 604**

**Credit Units: 09**

## GUIDELINES FOR DISSERTATION

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical unit of activity, having an educational value at a level commensurate with the award of your degree.

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

### Selecting the Dissertation Topic

It is usual to give you some discretion in the choice of topic for the dissertation and the approach to be adopted. You will need to ensure that your dissertation is related to your field of specialization.

Deciding this is often the most difficult part of the dissertation process, and perhaps, you have been thinking of a topic for some time.

It is important to distinguish here between 'dissertation topic' and 'dissertation title'. The topic is the specific area that you wish to investigate. The title may not be decided until the dissertation has been written so as to reflect its content properly.

Few restrictions are placed on the choice of the topic. Normally we would expect it to be:

- relevant to history, defined broadly;
- related to one or more of the subjects or areas of study within the core program and specialisation stream;
- clearly focused so as to facilitate an in-depth approach, subject to the availability of adequate sources of information and to your own knowledge;
- of value and interest to you and your personal and professional development.

### Planning the Dissertation

This will entail following:

- Selecting a topic for research.
- Establishing the precise focus of your study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated. Consider very carefully what is worth investigating and its feasibility.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Work out various stages of dissertation
- Devising a timetable to ensure that all stages of dissertation are completed in time. The timetable should include writing of the dissertation and regular meetings with your dissertation guide.

### The Dissertation plan or outline

It is recommended that you should have a dissertation plan to guide you right from the outset. Essentially, the dissertation plan is an outline of what you intend to do, chapter wise and therefore should reflect the aims and objectives of your dissertation.

There are several reasons for having a dissertation plan

- It provides a focus to your thoughts.
- It provides your faculty-guide with an opportunity, at an early stage of your work, to make constructive comments and help guide the direction of your research.
- The writing of a plan is the first formal stage of the writing process, and therefore helps build up your confidence.

- In many ways, the plan encourages you to come to terms with the reading, thinking and writing in a systematic and integrated way, with plenty of time left for changes.
- Finally, the dissertation plan generally provides a revision point in the development of your dissertation report in order to allow appropriate changes in the scope and even direction of your work as it progresses.

### **Keeping records**

This includes the following:

- Making a note of everything you read; including those discarded.
- Ensuring that when recording sources, author's name and initials, date of publication, title, place of publication and publisher are included. (You may consider starting a card index or database from the outset). Making an accurate note of all quotations at the time you read them.
- Make clear what is a direct a direct quotation and what is your paraphrase.

### **Dissertation format**

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words)
- Next is the 'acknowledgements'.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions, possibly with a suggestion of the direction of future research on the area.
- After this concluding chapter, you should give a list of all the references you have used.
- Standard format of citation must be used
- Finally, you should give any appendices. These should only include relevant statistical data or material that cannot be fitted into the above categories.

### **The Layout Guidelines for the Dissertation:**

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

### **Guidelines for the Assessment of the Dissertation**

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s).
2. If there is more than one objective, do these constitute parts of a whole?
3. Has the student developed an appropriate analytical framework for addressing the problem at hand.
4. Is this based on up-to-date developments in the topic area?
5. Has the student collected information / data suitable to the frameworks?
6. Are the techniques employed by the student to analyse the data / information appropriate and relevant?
7. Has the student succeeded in drawing conclusion form the analysis?
8. Do the conclusions relate well to the objectives of the project?
9. Has the student been regular in his work?
10. Layout of the written report.

### **Assessment Scheme:**

**Continuous Evaluation:** 30%  
(Based on Abstract, Regularity, Adherence to initial plan, Records etc.)

**Final Evaluation:** Based on, 70%

Contents & Layout of the Report,  
Conceptual Framework,  
Objectives & Methodology and  
Implications & Conclusions

## DOMAIN ELECTIVES

### History of South-East Asia

Course Code: BHH 605

Credit Units: 04

#### Unit – I

1. Survey of the South East Asia region a. Introduction of the region b. History and Culture of the region 2. Transition of South East Asia a. Contact with the West b. Imperial Interests in the Region

#### Unit – II

3. Establishment of Colonial rule in Burma a. Historical background and the advent of Europeans b. Conquest of Burma by Britishers 4. British Rule in Burma and its Reaction a. Province of British India up to 1935 AD b. Second World War and creation of free and United Burma

#### Unit – III

5. Establishment of Colonial rule in Philippines a. Historical background and the advent of Europeans b. Spanish Phase of Colonial rule 6. Struggle for Domination and Rise of Free Philippines a. America and Japan, Second World War b. Rise of Nationalism and creation of Nation

#### Unit – IV

7. Establishment of Colonial rule in Indonesia a. Historical Background and the advent of Europeans b. Conquest by Dutch and their rule 8. Struggle for Freedom in Indonesia a. Emergence of Nationalism under Sukarno b. Second World War and Proclamation of Independence

#### Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

#### Suggested Readings:

Allen, Richard A Short Introduction to the History and Politics of Southeast Asia, Oxford Uni. Press, New York, 1970

Bastin, John Strugus The Emergence of Modern Southeast Asia: 1511- 1957, Prentice-Hall of Australia, Eagle wood, New Jersey, 1967

Bastin, John Strugus and A History of Modern South-East Asia: Colonialism

Harry Jindrich Benda Nationalism, and Decolonization, Prentice-Hall of Australia, Eagle wood, New Jersey, 1977

Bayly, Christopher and Forgotton Wars: Freedom and Revolution in Harper Timothy Southeast Asia, Harvard Uni. Press, 2010 Church,

- Peter A Short History of South-East Asia, John Wiley & Sons, New Jersey, 2012
- Clide, P.H. Sudoor Poorva, Translated by Patender Bhatnager, Uresia Pub., Delhi, 1965
- Dautremer, Joseph Burma Under British Rule, BiblioBazaar, Charleston, 2010
- Gott, Richard Britain's Empire : Resistance, Repression and Revolt, Verso Pub., London, 2011
- Hall, D.G.E. A History of South-East Asia, Macmillan, London, 1981
- Herald and Vinackey Poorva Asia ka Adhunik Itihas, Translated by Padmakar Chaubey, Hindi Samiti Suchna Vibhag, Lucknow, 1974
- Panthari ,Shailendra Prasad Poorva Asia ka Sankshipta Itihas, Uttar Pradesh Hindi Granth Academy, Lucknow, 1974
- Rai, Kauleshwar Adhunik Asia (1839-1949), Kitab Mahal, Patna, 1983
- Singh, Bijender & Dakshin Poorva Asia, Madhya Pradesh Hindi A.P Awasthi Granth Academy, Bhopal, 1972
- Tarling, Nicholas The Cambridge History of Southeast Asia: From c.1800 to the 1930s, Cambridge Uni. Press, 2003
- Vinacke, Harold Monk A History of the Far East in the Modern Times, Kalyani Pub., Delhi, 1978
- Webste, Anthony Gentlemen Capitalist : British Imperialism in South-East Asia 1770-1890, I.B. Tauris, New York, 1998
- Wolters, O.W. History, Culture and Religion in Southeast Asian Perspectives, Institute of Southeast Asian Studies, Singapore, 1982

# GENDER & HISTORY

Course Code: BHH 606

Credit Units: 04

Unit I Key Concepts and Terminologies Sex –Sexuality Gender – Gendering – Parenting Patriarchy – Matriarchy – Matriliny – Patriline Domestic Violence – Household management Wife – Widow Rape- Trafficking- Prostitution Third Gender- Cross Dressers- LGBT

Unit II Gender Studies As A Discipline Gerda Lerner – The Creation of patriarchy Simon de Bouver – The Second Sex Problem of Invisibility and Marginalisation Women as property of Men

Unit III Gender Studies – The Indian Scenario Altekarian Paradigm – Critique of Altekarian Paradigm – Brahmanical PatriarchyUma Chakravarty Seed and Earth- Leela Dube Food and Caste- Leela Dube Ecological Feminism – Women as creators of Life- Green Revolution and destabilizing the life of Women– Contributions of Vandana Shiva The Subaltern Cannot Speak- Gayatri Chakravorty Spivak Rights over Land– Bina Aggarwal Nature of Rape Trials-Pratiksha Baxi

Unit IV Indian Society through Gender Perspective Brahmanical Patriarchy – Widowhood Three fold Oppression of Dalit Women Bhakti and Sainthood Caste and Gender

## Examination Scheme:

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## BOOKS FOR STUDY

- V. Geetha, Gender
- V. Geetha, Patriarchy
- Uma Chakravarti, Gendering Caste through a Feminist Lens
- Richard Ekins and Dave King, Blending Genders: Social Aspects of Cross Dressing and Sex Changing
- Gerda Lerner, Creation of Patriarchy
- Simon de Bouver – The Second Sex
- Stephanie Coontz and Peta Henderson (eds.), Women’s Work, Men’s Property: The Origins of Gender and Class
- A. S. Altekar, The Position of Women in Hindu Civilization: From Pre- Historic Times to the Present Day
- Uma Chakravarti, Gendering Caste through a Feminist Lens
- Uma Chakravarti, Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of ‘Ancient India’
- Vandana Shiva, Staying Alive: Women, Ecology and Development
- Vandana Shiva, The Violence of Green Revolution
- M. N. Srinivas (ed.), Caste: Its Twentieth Century Avatar

- Leela Dube, Anthropological Explorations in Gender
- C. Nelson, L. Grossberg (eds.), Marxism and the Interpretation of Culture
- Bina Agarwal, A Field of One's Own: Gender and Land Rights in South Asia
- Pratiksha Baxi, Public Secrets of Law: Rape Trials in India
- Uma Chakravarti, Gendering Caste through a Feminist Lens
- Uma Chakravarti, Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient India'
- Sharmila Rege, Writing Caste/ Writing Gender: Reading dalit Women's Testimonies
- Sharmila Rege, Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position, Economic and Political Weekly, Vol. 33, No. 44 (Oct. 31 - Nov. 6, 1998), pp. WS39-WS46
- Gopal guru, Dalit women Talk Differently, Economic and Political Weekly, Vol. 30, No. 41/42 (Oct. 14-21, 1995), pp. 2548-2550
- Vijaya Ramaswamy, Walking Naked: Women, Society and Spirituality in South India