



**AMITY UNIVERSITY**  
— R A J A S T H A N —

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

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

**12573**

**Programme Structure**

**And**

**Curriculum & Scheme of Examination**

**2021-2024**

**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	50

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 2021

**CBCS PROGRAMME STRUCTURE**  
**Bachelor of Arts (Honours) – History (2021-2024)**

**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)	(Anadam)	Total
I	12	3	4	-	-	2	21
II	16	3	4	3	-	2	28
III	12	3	4	3	-	2	24
IV	12	3	4	3	6	2	30
V	12	3	4	3	-	2	24
VI	12	3	-	-	6	-	21
<b>Total</b>	<b>76</b>	<b>18</b>	<b>20</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>148</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	Catego	L	T	P/FW	Credit
BHH 101	History of India-I	CC	3	0	0	3
BHH 102	Social Formations and Cultural Patterns of the Ancient World	CC	3	0	0	3
BHH 103	Economic History of India	CC	3	0	0	3
BHH 104	History of Latin America (c. 1500 – 1960s)	CC	3	0	0	3
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BHH 105	Constitutional History	DE	3	0	0	3
BHH 106	World Civilizations	DE	3	0	0	
AND 001	Anandam-I	NTCC	0	0	0	2
<b>VALUE ADDED</b>						
BCS 101	English- I	VA	1	0	0	1
BSS103	Behavioral Science-I Understanding Self for Effectiveness	VA	1	0	0	1
<b>Foreign Language-I (Select any One)</b>						
FLN 101	French	VA	2	0	0	2
FLG 101	German					
FLS 101	Spanish					
FLC 101	Chinese					
<b>Total</b>						<b>21</b>

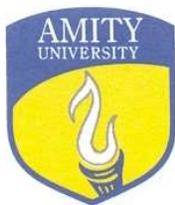


# AMITY UNIVERSITY

## RAJASTHAN

### SECOND SEMESTER

Code	Course	Category	L	T	P/F W	Credit
BHH 201	History of India-II	CC	3	0	0	3
BHH 202	Social Formations and Cultural Patterns of the Medieval World	CC	3	0	0	3
BHH 203	History of Contemporary India	CC	3	0	0	3
BHH 204	Social and Political History of Rajasthan	CC	3	0	0	3
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	History of Temple Architecture.	DE	3	0	0	
AND 002	Anandam-II	NTCC	0	0	0	2
<b>VALUE ADDED</b>						
BCS 201	English-II	VA	1	0	0	1
BSS 203	Behavioral Science-II Problem Solving and Creative Thinking	VA	1	0	0	1
<b>Foreign Language-II (Select any One)</b>						
FLN 201	French	VA	2	0	0	2
FLG 201	German					
FLS 201	Spanish					
FLC 201	Chinese					
	<b>Open Elective</b>	OE				3
	<b>Total</b>					<b>28</b>



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### THIRD SEMESTER

Code	Course	Category	L	T	P/FW	Credit
BHH 301	History of India-III (c. 750-1206)	CC	3	0	0	3
BHH 302	History of Southeast Asia – The 19th Century	CC	3	0	0	3
BHH 303	History of England –1900 to 2000 A.D.	CC	3	0	0	3
BHH 304	Rise of Modern West-I	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	0	0	3
BHH 306	History of USSR	DE	3	0	0	
AND 003	Anandam-III	NTCC	0	0	0	2
<b>VALUE ADDED</b>						
BCS 301	Communication Skill –I	VA	1	0	0	1
BSS 303	Behavioral Science-III Interpersonal Communication and Relationship Management	VA	1	0	0	1
<b>Foreign Language-III (Select any One)</b>						
FLN 301	French	VA	2	0	0	2
FLG 301	German					
FLS 301	Spanish					
FLC 301	Chinese					
	<b>Open Elective</b>	<b>OE</b>				3
<b>Total</b>						<b>24</b>



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### FOURTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit
BHH 401	History of India- IV (c. 1206-1550)	CC	3	0	0	3
BHH 402	Rise of Modern West-II	CC	3	0	0	3
BHH 403	History of Fascism	CC	3	0	0	3
BHH 404	History of southeast Asia- 20 <sup>th</sup> century.	CC	3	0	0	3
BHH 405	Internship	NTTC	0	0	0	6
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BHH406	History of Africa	DE	3	0	0	3
BHH407	History of China and Japan A.D. 1840-1945	DE	3	0	0	
AND 004	Anandam-IV	NTCC	0	0	0	2
<b>VALUE ADDED</b>						
BCS 401	Communication Skills –II	VA	1	0	0	1
BSS 403	Behavioral Science-IV Group Dynamics and Team Building	VA	1	0	0	1
<b>Foreign Language-IV (Select any One)</b>						
FLN 401	French	VA	2	0	0	2
FLG 401	German					
FLS 401	Spanish					
FLC 401	Chinese					
	<b>Open Elective</b>					3
<b>Total</b>						<b>30</b>



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### FIFTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit
BHH 501	History of India-V (c. 1550-1605)	CC	3	0	0	3
BHH 502	Indian Archaeology	CC	3	0	0	3
BHH 503	Outlines of History of South India	CC	3	0	0	3
BHH 504	History of India-VI (c. 1750-1857)	CC	3	0	0	3
<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	0	0	3
BHH 506	History of Nazism	DE	3	0	0	
AND 005	Anandam-V	NTCC	0	0	0	2
<b>VALUE ADDED</b>						
BCS 501	Communication Skills –III	VA	1	0	0	1
BSS 503	Behavioral Science-V Individual, Society and Nation	VA	1	0	0	1
<b>Foreign Language-V (Select any One)</b>						
FLN 501	French	VA	2	0	0	2
FLG 501	German					
FLS 501	Spanish					
FLC 501	Chinese					
<b>Open Elective</b>		OE				3
<b>Total</b>						<b>24</b>



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## RAJASTHAN

### SIXTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BHH 601	History of India-VII (c. 1605-1750)	CC	3	0	0	3
BHH 602	History of India-VIII (c. 1857-1950)	CC	3	0	0	3
BHH 603	History of Subaltern (1800 A.D to 1947 A.D)	CC	3	0	0	3
BHH 604	Trend in Historical writing	CC	3	0	0	3
BHH 605	Dissertation	NTTC	0	0	0	6
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BHH 606	Revolution and Revolutionary thoughts	DE	3	0	0	3
BHH 607	Gender & History	DE	3	0	0	
<b>Total</b>						<b>21</b>

# AMITY UNIVERSITY RAJASTHAN

## B.A. HISTORY SYLLABUS UNDER CBCS

### FIRST SEMESTER

#### HISTORY OF INDIA-I

Course Code BHH 101

Credits: 03

- I. Reconstructing Ancient Indian History**
  - [a] Early Indian notions of History
  - [b] Sources and tools of historical reconstruction.
  - [c] Historical interpretations (with special reference to gender, environment, technology, and regions).
  
- II. Pre-historic hunter-gatherers**
  - [a] Palaeolithic cultures- sequence and distribution; stone industries and other technological developments.
  - [b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.
  
- III. The advent of food production**

Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures : subsistence, and patterns of exchange.
  
- IV. The Harappan civilization :**

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organisation; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.
  
- V. Cultures in transition-settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.**
  - [a] North India (circa 1500 BCE-300 BCE)
  - [b] Central India and the Deccan (circa 1000 BCE – circa 300 BCE)
  - [c] Tamilakam (circa 300 BCE to circa CE 300)

## **ESSENTIAL READINGS**

- D. P. Agrawal, *The Archaeology of India*, 1985
- Bridget & F. Raymond Allchin, *The Rise of Civilisation in India and Pakistan*, 1983.
- A. L. Basham, *The Wonder that Was India*, 1971.
- D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997, Paperback.
- D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.
- H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. with Commentary by B. N. Mukherjee, 1996.
- K. A. N. Sastri, ed., *History of South India*, OUP, 1966.
- R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.
- Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.
- Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.

## **SUGGESTED READINGS**

- Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.
- Rajan Gurukul, *Social Formations of Early South India*, 2010.
- R. Champakalakshmi, *Trade. Ideology and urbanisation : South India 300 BC- AD 1300*, 1996.

# SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Course Code BHH 102

Credits: 03

- I. Evolution of humankind; Palaeolithic and Mesolithic cultures.
- II. Food production : beginnings of agriculture and animal husbandry.
- III. Bronze Age Civilisations, with reference to any one of the following: i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China (Shang); iv) Eastern Mediterranean (Minoan)—Economy, social stratification, state structure, religion.
- IV. Nomadic groups in Central and West Asia; ‘Debate’ on the advent of iron and its implications
- V. Slave society in ancient Greece : agrarian economy, urbanisation, trade.
- VI. *Polis* in ancient Greece: Athens and Sparta; Greek Culture.

## ESSENTIAL READINGS

- Burns and Ralph. *World Civilisations*.  
Cambridge History of Africa, Vol. I.  
V. Gordon Childe, *What Happened in History*.  
G. Clark, *World Prehistory : A New Perspective*.  
B. Fagan, *People of the Earth*.  
Amar Farooqui, *Early Social Formations*.  
M. I. Finley, *The Ancient Economy*.  
Jacquetta Hawkes, *First Civilisations*.  
G. Roux, *Ancient Iraq*.  
Bai Shaoyi, *An Outline History of China*.  
H. W. F. Saggs, *The Greatness that was Babylon*.  
B. Trigger, *Ancient Egypt : A Social History*.  
UNESCO Series : *History of Mankind*, Vols. I – III./ or New ed.  
History of Humanity.  
R. J. Wenke, *Patterns in Prehistory*.

## SUGGESTED READINGS

- G. E. M. Ste Croix, *Class Struggles in the Ancient Greek World*.  
J. D. Bernal, *Science in History*, Vol. I.  
V. Gordon Childe, *Social Evolution*.  
Glyn Daniel, *First Civilisations*.  
A. Hauser, *A Social History of Art*, Vol. I.

# 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.

## **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 LATIN AMERICA (C. 1500 – 1960s)

Course Code: BHH 104

Credits: 03

**Module I: Conquest of America and its Repercussions, with special reference to Mexico and Peru.**

**Module II: Economic Transformations:** [a] Mining. [b] Trade [c] Agriculture and forests,  
**Social Transformation:** [a] Decimation of indigenous peoples, [b] Demographic changes, [c] Emergence of new social classes.

**Module III: Bolivar's Vision and the Emergence of New States in the first half of the 19<sup>th</sup> Century, Protests and Rebellions:**[a] Peasants,[b] Labour, [c] Indigenous communities

**Module IV: Assertion of the U.S. Hegemony in the Twentieth Century.**

## ESSENTIAL READINGS

F. Ade Ajayi (ed.), *UNESCO General History of Africa*, Vol. VI, 1989, relevant sections only.

Ralph Austen, *African Economic History*.

Leslie Bethell, ed., *Cambridge History of Latin America*, 10 Vols., 1984-95, relevant chapters.

A.A. Boahen, ed., *Cambridge History of Latin America*, 10 Vol. VII, 1985, relevant sections only.

Michael Crowder, ed., *Cambridge History of Africa*, Vol. VIII, 1984

Basil Davidson, *Africa in Modern History* (1978)

E. Flint (ed.), *Cambridge History of Africa*, Vol. V, 1976, relevant sections only.

Charles Gibson, *The Aztecs under Spanish Rule*, 1964.

Andre Gunder Frank, *Capitalism and Underdevelopment in Latin America*, 1969.

A.G. Hopkins, *An Economic History of West Africa*.

A. Mazrui (ed.), *UNESCO General History of Africa*, Vol. VIII, 1993, relevant sections only.

Rudolfo Stavenhagen, *Agrarian Problems and Peasant Movements in Latin America*, 1970.

Bob Sutcliffe and Roger Owen, eds., *Studies in the Theory of Imperialism*, 1972.

Rene Tana and Nicolas Spadacini, ed., *Amerindian Images and the Legacy of Columbus* (1992).

A.J. Temu and B. Swai, eds., *Historians and Africanist History: A Critique*, 1981.

Jan Vansina, *Paths in the Rainforest – Toward a History of Political Tradition in Equatorial Africa*, 1990.

Nathan Wachtel, *The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes*, 1977.

John Womack, *Zapata and the Mexican Revolution*, 1972.

## DOMAIN ELECTIVES

### CONSTITUTIONAL HISTORY

**Course Code: BHH 105**

**Credits: 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

#### **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. Kulshreshta – Landmarks of Indian Legal and Constitutional History

## 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

#### **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 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

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-0Credit 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-0Credit: 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, wohnwn, 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 nationalitie 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 INDIA-II**

**Course Code: BHH 201**

**Credit 03**

#### **I. Economy and Society (circa 300 BCE to circa CE 300):**

- [a] Expansion of agrarian economy: production relations.
- [b] Urban growth: north India, central India and the Deccan; craft production: trade and trade routes; coinage.
- [c] Social stratification: class, *varna*, *jati*, untouchability; gender; marriage and property relations.

#### **II. Changing political formations (circa 300 BCE to circa CE 300):**

- [a] The Mauryan Empire
- [b] Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas.

#### **III. Towards early medieval India [circa CE fourth century to CE 750]:**

- [a] Agrarian expansion: land grants, changing production relations; graded land rights and peasantry.
- [b] The problem of urban decline: patterns of trade, currency, and urban settlements.
- [c] *Varna*, proliferation of *jatis*: changing norms of marriage and property.
- [d] The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities – Pallavas, Chalukyas, and Vardhanas.

#### **IV. Religion, philosophy and society (circa 300 BCE- CE 750):**

- (a) Consolidation of the brahmanical tradition: *dharma*, *Varnashram*, *purusharthas*, *samskaras*.
- (b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- (c) The beginnings of Tantricism

#### **V. Cultural developments (circa 300 BCE – CE 750):**

- [a] A brief survey of Sanskrit, Pali Prakrit and Tamil literature. Scientific and technical treatises.
- [b] Art and architecture – forms and patronage; Mauryan, post-Mauryan, Gupta, post-Gupta

## **ESSENTIAL READINGS**

- B. D. Chattopadhyaya, *The Making of Early Medieval India*, 1994.
- D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*, 1986.
- D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975.
- S. K. Maity, *Economic Life in Northern India in the Gupta Period*, 1970.
- B. P. Sahu (ed), *Land System and Rural Society in Early India*, 1997.
- K. A. N. Sastri, *A History of South India*.
- R. S. Sharma, *Indian Feudalism*, 1980.
- Romila Thapar, *Asoka and the Decline of the Mauryas*, 1997.
- Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, Jain*, New York, 1985.

## **SUGGESTED READINGS**

- N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*, 2nd ed. , 1996.
- J. C. Harle, *The Art and Architecture of the Indian Subcontinent*, 1987.
- P. L. Gupta, *Coins*, 4<sup>th</sup> ed., 1996.
- Kesavan Veluthat, *The Early Medieval in South India*, New Delhi, 2009
- H. P. Ray, *Winds of Change*, 1994.
- Romila Thapar, *Early India : From the Origins to 1300*, 2002.

# SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

Course Code: BHH 202

Credit 03

- I. Roman Republic, Principate and Empire—slave society in ancient Rome: agrarian economy, urbanisation , trade.
- II. Religion and culture in ancient Rome.
- III. Crises of the Roman Empire.
- IV. Economic developments in Europe from the 7<sup>th</sup> to the 14<sup>th</sup> centuries: organisation of production, towns and trade, technological developments. Crisis of feudalism.
- V. Religion and culture in medieval Europe:
- VI. Societies in Central Islamic Lands:

- [a] The tribal background, *ummah*, Caliphal state; rise of Sultanates
- [b] Religious developments : the origins of *shariah* , *Mihna* , Sufism
- [c] Urbanisation and trade

## ESSENTIAL READINGS

Perry Anderson, *Passages from Antiquity to Feudalism*.

Marc Bloch, *Feudal Society*, 2 Vols.

*Cambridge History of Islam*, 2 Vols.

Georges Duby, *The Early Growth of the European Economy*.

Fontana, *Economic History of Europe*, Vol. I (relevant chapters).

P. K. Hitti, *History of the Arabs*.

P. Garnsey and Saller, *The Roman Empire*.

## SUGGESTED READINGS

S. Ameer Ali, *The Spirit of Islam*.

J. Barraclough, *The Medieval Papacy*.

*Encyclopaedia of Islam*, 1st ed., 4 vols.

M. G. S. Hodgson, *The Venture of Islam*.

# 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.

## 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

# SOCIAL AND POLITICAL HISTORY OF RAJASTHAN

**Course Code: BHH 204**

**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.

## 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
- Rima Hooja: A History of Rajasthan

# 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, Clanderson 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. InstituteOxfordUniv. 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. CambridgeUniv. 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

#### **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.

# HISTORY OF TEMPLE ARCHITECTURE

**Course Code: BHH 206**

**Credit-03**

UNIT I: Origin of Temple; Nagara, Dravida and Vesara Types and their textual bases;

UNIT II: Gupta Temple Architecture (evolution and features); Orissa (Bhubaneswar and Konark); Central India, Gujarat and Rajasthan (Pratihara, Chandella, Paramara and Solanki–Modhera and Dilwara);

UNIT III: Deccan (Chalukya – Badami, Upper Shivalaya, Aihole, Pattadakal – Papanatha, Virupaksha);

UNIT IV: Hoyasala – Halebid, Belur; Rashtrakuta – Kailash temple at Ellora; South (Pallava Rock-cut and Structural architecture; Chola–Tanjore, Gangaikondacholapuram, Darasuram, Chidambaram); Kashmir (Martand Temple).

## Reading List

Brown, Percy : Indian Architecture (Buddhist and Hindu)

Saraswati, S. K. : History and Culture of the Indian people, Bharatiya Vidya Bhawan, (Volume 2 and 3 - Relevant chapters)

Fergusson, J. : History of Indian and Eastern Architecture (Revised by Burgess and Spiers, 2 Volumes)

Agrawala, V. S. : Evolution of Hindu Temple and Other Essays

Balasubramaniam, S. R. : Four Chola Temples.

Krishna Deva : Temples of North India.

Srinivasan, K.R. : Temples of South India

Chandra, Pramod (ed.) : Studies in Temple Architecture

Kramrisch, Stella : Hindu Temple (Volumes I and II)

Meister, M. and Dhaky, M. A. : Encyclopaedia of Indian Architecture -3 Volumes

Singh, Harihar : Jain Temples of Western India

Agrawala, P. K. : Gupta Temple Architecture

Grover, Satish : The Architecture of India (Buddhist and Hindu)

Michell, George : Monuments of India (Buddhist, Jain and Hindu)

Christopher, Todgell : The History of Architecture in India

Kak, R. C. : Ancient Monuments of Kashmir

Trivedi, R. D. : Gurjara- Pratihara Temples of Central India

Tripathi, L. K. : The Temples of Badoli

Kalia, Asha : Art of Osian Temples

Lobo, Wibke : Sun Temple of Modhera

Journals : Relevant Nos. of Lalit Kala, J.I.S.O.A., Marg and Chhavi

# 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 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

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 muchit 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, wais 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**

### **HISTORY OF INDIA-III (C. 750-1206)**

**Course Code: BHH 301**

**Credit:03**

#### **I. Studying Early Medieval India:**

Historical geography

Sources: texts, epigraphic and numismatic data

Debates on Indian feudalism, rise of the Rajputs and the nature of the state

#### **II. Political Structures:**

- (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals
- (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili *dawah*
- (d) Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

#### **III. Agrarian Structure and Social Change:**

- (a) Agricultural expansion; crops
- (b) Landlords and peasants
- (c) Proliferation of castes; status of untouchables
- (d) Tribes as peasants and their place in the *varna* order

#### **IV. Trade and Commerce:**

- (a) Inter-regional trade
- (b) Maritime trade
- (c) Forms of exchange
- (d) Process of urbanization
- (e) Merchant guilds of South India

#### **V. Religious and Cultural Developments:**

- (a) Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults
- (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- (c) Regional languages and literature
- (d) Art and architecture: Evolution of regional styles

#### **ESSENTIAL READINGS**

R.S. Sharma, *Indian Feudalism (circa 300 – 1200)*.

B.D. Chattopadhyaya, *The Making of Early Medieval India*.

R.S. Sharma and K.M. Shrivastava, eds, *Comprehensive History of India, Vol. IV (A & B)*.

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India, Vol. V, The Delhi Sultanat*.

Hermann Kulke, ed., *The State in India (AD 1000 – AD 1700)*.

N. Karashima, *South Indian History and Society (Studies from Inscriptions, AD 850 – 1800)*.

Derryl N. Maclean, *Religion and Society in Arab Sindh*.

Irfan Habib, *Medieval India: The Study of a Civilization*.

#### **SUGGESTED READINGS**

Richard Davis, *Lives of Indian Images*.

Romila Thapar, *Somanatha: The Many Voices of a History*.

John S. Deyell, *Living Without Silver: The Monetary History of Early Medieval North India*.

Vijaya Ramaswamy, *Walking Naked: Women, Society, Spirituality in South India*.

Burton Stein, *Peasant State and Society in Medieval South India*.

R. Champakalakshmi, *Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD*.

Al. Beruni's *India*, NBT edition.

Ali Hujwiri, *Kashful Mahjoob*, tr. R. Nicholson.

S C Mishra, *Rise of Muslim Communities in Gujrat*.

J. Schwartzberg, *Historical Atlas of South Asia*.

# HISTORY OF SOUTHEAST ASIA – THE 19TH CENTURY

**Course Code: BHH 302**

**Credit 03**

UNIT I: Pre-Colonial Structures of Power and authority c. 1800.

UNIT II: II. Economy and Society in early 19<sup>th</sup> century: Patterns of Production in agriculture and the crafts. Organization of trade and banking. Cultural expressions: Folk and Classical. Islam and popular culture.

UNIT III: Colonization and Colonial Transformations: Processes of colonial control and the Informal Empire in Thailand. Peasant society and agrarian transformations, plantations, forests, mining.

UNIT IV: Urbanization: Colonial cities in Plural Societies. Culture: Colonial Discourses and the Creation of National Culture. Oral traditions, literacy and the case of Malay Hikayats. Creation of Perfect Natives. Education.

## ESSENTIAL READING:

B. Anderson: Imagined Communities.

H. Benda: The Crescent and the Rising Sun. Furnivall: Colonialism and the Plural Society.

G. Hart, ed., Agrarian Transformations: Local Processes and the State in South-east Asia.

J. Kemp, ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast Asian Models.

Milton Osborne, South East Asia: An Introductory History

Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol.II

## SUGGESTED READINGS:

B. Anderson: Mythology and the Tolerance of the Javanese.

C. Van Dijk, Trousers, Sarongs and Jubbahs.

C. Dobbin, Islamic Revivalism in a Changing Peasant Economy (1784-1847).

Charles F. Keys, The Golden Peninsula.

Daniel S. Lev and Ruth T. McVey, eds., Making Indonesia – Essays on Modern Indonesia.

Victor Purcell, The Chinese in Southeast Asia.

Tongchai Winichakul; Siam Mapped

# 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.

## **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

# RISE OF MODERN WEST-I

Course Code BHH 304

Credit 03

- I. Transition from feudalism to capitalism: problems and theories.
  - II. Early colonial expansion motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.
  - III. Renaissance: its social roots, city states of Italy; spread of humanism in Europe; Art.
  - IV. Origins, course and results of the European Reformation in the 16<sup>th</sup> century.
  - V. Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.
  - VI. Emergence of European state system: Spain; France; England; Russia.

## ESSENTIAL READINGS

T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate*  
H. Butterfield, *The Origins of Modern Science*.

Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.

Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy. 1000 – 1700*. 3<sup>rd</sup> ed. (1993)

*Economy. 1000-1700*. 3<sup>rd</sup> ed. (1993).

D. C. Coleman (ed.), *Revisions in Mercantilism*.

Ralph Davis, *The Rise of the Atlantic Economics*.

Maurice Dobb, *Studies in the Development of Capitalism*.

J. R. Hale, *Renaissance Europe*.

R. Hall, *From Galileo to Newton*.

Christopher Hill, *A Century of Revolutions*.

Rodney Hilton, *Transition from Feudalism to Capitalism*.

H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*.

Stephen J. Lee, *Aspects of European History, 1494 – 1789*.

G. Parker, *Europe in Crisis. 1598- 1648*.

G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.

J. H. Parry, *The Age of Reconnaissance*.

Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.

V. Poliselky, *War and Society in Europe, 1618 – 48*.

Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.

V. Scammell, *The First Imperial "Age: European Overseas Expansion, 1400 – 1715*.

Jan de Vries, *Economy of Europe in an Age of Crisis 1600 – 1750*.

### **SUGGESTED READINGS**

M. S. Anderson, *Europe in the Eighteenth Century*.

Perry Anderson, *The Lineages of the Absolutist State*.

Stuart Andrews, *Eighteenth Century Europe*.

B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 – 1850*.

*The Cambridge Economic History of Europe. Vol. I – VI*.

James B. Collins, *The State in Early Modern France : New Approaches to European History*.

G. R. Elton, *Reformation Europe, 1517 – 1559*.

M. P. Gilmore, *The World of Humanism. 1453 – 1517*.

Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.

J. Lynch, *Spain under the Hapsburgs*.

Peter Mathias, *First Industrial revolution*.

Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 – 1600*.

Charles A. Nauert, *Humanism and the Culture of the Renaissance (1996)*.

*The New Cambridge Modern History of Europe, Vols. I – VII*.

L. W. Owie, *Seventeenth Century Europe*.

D. H. Pennington, *Seventeenth Century Europe*.

F. Rice, *The Foundations of Early Modern Europe*.

# HISTORY OF THE UNITED STATES AMERICA

**Course Code: BHH 305**

**Credit: 03**

**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 Black  
The 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-1840-1860; 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

## 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 03**

## **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  
Emerged Countries after Disintegration of the U.S.S.R.

## **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 to103 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 “hui” 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**

### **HISTORY OF INDIA- IV (C. 1206-1550)**

**Course Code: BHH 401**

**Credit 03**

#### **I. Interpreting the Delhi Sultanate:**

Survey of sources: Persian *tarikh* tradition; vernacular histories; epigraphy

#### **II. Sultanate Political Structures:**

- (a) Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat
- (b) Theories of kingship; ruling elites; Sufis, *ulama* and the political authority; imperial monuments and coinage
- (c) Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal
- (d) Consolidation of regional identities; regional art, architecture and literature

#### **III. Society and Economy:**

- (a) *Iqta* and the revenue-free grants
- (b) Agricultural production; technology
- (c) Changes in rural society; revenue systems
- (d) Monetisation; market regulations; growth of urban centres; trade and commerce; Indian Ocean trade

#### **IV. Religion, Society and Culture:**

- (a) Sufi *silsilas*: Chishtis and Suhrawardis; doctrines and practices; social roles
- (b) Bhakti movements and monotheistic traditions in South and North India; Women *Bhaktas*; Nathpanthis; Kabir, Nanak and the Sant tradition
- (c) Sufi literature: *malfuzat*; *premakhayans*

### **ESSENTIAL READINGS**

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India, Vol. V, The Delhi Sultanat.*

Satish Chandra, *Medieval India I.*

Peter Jackson, *The Delhi Sultanate.*

Catherine Asher and Cynthia Talbot, *India Before Europe.*

Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India, Vol. I.*

K.A. Nizami, *Religion and Politics in the Thirteenth Century.*

W.H. McLeod, Karine Schomer, et al, eds, *The Sants.*

S.A.A. Rizvi, *A History of Sufism in India, Vol. I.*

Mohibul Hasan, *Historians of Medieval India.*

## **SUGGESTED READINGS**

Cynthia Talbot, *Precolonial India in Practice*.

Simon Digby, *War Horses and Elephants in the Delhi Sultanate*.

I.H. Siddiqui, *Afghan Despotism*.

Burton Stein, *New Cambridge History of India: Vijayanagara*.

Richard M. Eaton, ed., *India's Islamic Traditions*.

Vijaya Ramaswamy, *Walking Naked: Women, Society, Spirituality in South India*.

Sheldon Pollock, *Languages of the Gods in the World of Men*.

Pushpa Prasad, *Sanskrit Inscriptions of the Delhi Sultanate*.

Andre Wink, *Al-Hind, Vols. I-III*.

# RISE OF MODERN WEST-II

Course Code: BHH 402

Credit -3

- I. 17<sup>th</sup> century European crisis: economic, social and political dimensions.
- II. The English Revolution: major issues; political and intellectual currents.
- III. Rise of modern science in relation to European society from the Renaissance to the 17<sup>th</sup> century.
- IV. Mercantilism and European economics; 17<sup>th</sup> and 18<sup>th</sup> centuries.
- V. European politics in the 18<sup>th</sup> century – parliamentary monarchy; patterns of Absolutism in Europe.
- VI. Political and economic issues in the American Revolution.
- VII. Preludes to the Industrial Revolution.

## ESSENTIAL READINGS

- T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.  
H. Butterfield, *The Origins of Modern Science*.  
Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.  
Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000 – 1700*. 3<sup>rd</sup> ed. (1993).  
D.C. Coleman (ed.), *Revisions in Mercantilism*.  
Ralph Davis, *The Rise of the Atlantic Economics*.  
Maurice Dobb, *Studies in the Development of Capitalism*.  
J.R. Hale, *Renaissance Europe*.  
R. Hall, *From Galileo to Newton*.  
Christopher Hill, *A Century of Revolutions*.  
Rodney Hilton, *Transition from Feudalism to Capitalism*.  
H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*.  
Stephen J. Lee, *Aspects of European History, 1494 – 1789*.  
G. Parker, *Europe in Crisis, 1598 – 1648*.  
G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.  
J.H. Parry, *The Age of Reconnaissance*.  
Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.  
V. Poliselky, *War and Society in Europe*. 1618 – 48.  
Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.  
V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400 – 1715*.  
Jan de Vries, *Economy of Europe in an Age of Crisis 1600 – 1750*.

## SUGGESTED READINGS

- M. S. Anderson, *Europe in the Eighteenth Century*.  
Perry Anderson, *The Lineages of the Absolutist State*.  
Stuart Andrews, *Eighteenth Century Europe*.  
B. H. Slicher von Bath, *The Agrarian History of Western Europe*. AD. 500 – 1850.  
*The Cambridge Economic History of Europe*. Vol. I – VI.  
James B. Collins, *The State in Early Modern France, New Approaches to European History*.  
G. R. Elton, *Reformation Europe, 1517 – 1559*.  
M. P. Gilmore, *The World of Humanism*. 1453 – 1517.  
Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.  
J. Lynch, *Spain under the Hapsburgs*.  
Peter Mathias, *First Industrial revolution*.  
Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 – 1600*.  
Charles A. Nauert, *Humanism and the Culture of the Renaissance* (1996).  
*The New Cambridge Modern History of Europe*, Vols. I – VII.  
L. W. Owie, *Seventeenth Century Europe*.  
D. H. Pennington, *Seventeenth Century Europe*.  
F. Rice, *The Foundations of Early Modern Europe*

# HISTORY OF FASCISM

**Course Code: BHH 403**

**Credit: 03**

UNIT I :Growth of Fascist and Nazi movements in post-war Europe; social bases and political formations.

UNIT II: Ideological characteristics: myths, race and biology.

UNIT III: Experience of Fascism and Nazism; war and expansion; everyday life; resistance; Auschwitz.

UNIT IV: Japanese Fascism: Ideological roots; the New South East Asian Order; imperialist expansion; the Second World War.

Select Readings:

Roger Eatwell, Fascism: A History., Random House,2003

F. Neumann, Behemoth: The Structure and Practice of National Socialism.

Ivan R.De,2009 Daniel Guerin, Big Business and Fascism,Parthfider,2003 Arthur Schweitzer, Big Business in the Third Reich, Indiana University Press,1964 F. Knight, The French Resistance, 1940-44.

Max Gallo, Spain Under Franco: A History., Dutton,1964 Primo Levi, If this is a Man,Orion Press,1954

G. Brenner, The Spanish Labyrinth, CUP,1990 Roland Sarti, Fascism and the Industrial Leadership in Italy, 1919-1940, University of California Press,1971 R. J. Bosworth, Mussolini's Italy ,Penguin 2006. Marius Jansen, ed. & Peter Duus, ed.

The Cambridge History of Japan, Volumes 5 and 6.

Cambridge: Cambridge University Press, 1988 and 1989 Prasanjit Duara Sovereignty and Authenticity: Manchukuo and the East Asian Modern, Rowman&Littlefield; 2004

# HISTORY OF SOUTHEAST ASIA- 20<sup>TH</sup> CENTURY.

Course Code BHH 404

CREDIT 3

- I. **Migration: Indian and Chinese Labour and Capital**
- II. **Movements of Resistance and the making of new identities**
  - [a] Peasant resistance.
  - [b] Radicalism and the Origins of the Vietnamese Revolution, 1920-1946.
  - [c] Indonesian Revolution, 1945-1949.
- III. **Emergence of Modern Nations and States**
  - [a] The Union of Burma (Myanmar), 1948-1962.
  - [b] Indonesia, the Sukarno Era, 1949-1965.
  - [c] Cambodia under Norodom Sihanouk, 1955-1970.

## ESSENTIAL READING

B. Anderson, *Imagined Communities*.

H. Benda, *The Crescent and the Rising Sun*.

Furnivall, *Colonialism and the Plural Society*.

G. Hart, ed., *Agrarian Transformations: Local Processes and the State in South-east Asia*.

J. Kemp ed., *Peasants and Cities, Cities and Peasants: Rethinking South-east*.

*Asian Models*.

Milton Osborne, *South east Asia: An Introductory History*.

Nicholas Tarling, ed., *Cambridge History of South-east Asia*, Vol.

II

## SUGGESTED READINGS

B. Anderson, *Mythology and the Tolerance of the Javanese*.

C. van Dijk, *Trousers, Sarongs and Jubbahs*.

C. Dobbin, *Islamic Revivalism in a Changing Peasant Economy, 1784-1847*.

Charles F. Keys: *The Golden Peninsula*.

Daniel S. Lev and Ruth T. McVey eds., *Making Indonesia – Essays on Modern Indonesia*.

Victor Purcell, *The Chinese in Southeast Asia*.

Tongchai Winichakul; *Siam Mapped*.

**INTERNSHIP**

**Course Code BHH 405**

**CREDIT 6**

# DOMAIN ELECTIVES

## HISTORY OF AFRICA

**Course Code: BHH 406**

**Credit 03**

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.

### **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 407

Credit 03

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

### 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 Chesneaux 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. Immanuel 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:**

<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:**

- 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 TEAMBUILDING)**

**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  
ConsensusBuilding  
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, HarcourtCollege 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, HarperCollinsCollege 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:**

<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:**

- 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  
02**

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

**Credit Units:**

## **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-V (C. 1550-1605)**

Course Code BHH 501

Credit 03

#### **I. Sources and Historiography:**

- (a) Persian literary culture; translations; Vernacular literary traditions
- (c) Modern Interpretations

#### **II. Establishment of Mughal rule:**

- (a) India on the eve of Babur's invasion
- (b) Fire arms, military technology and warfare
- (c) Humayun's struggle for empire
- (d) Sher Shah and his administrative and revenue reforms

#### **III. Consolidation of Mughal rule under Akbar:**

- (a) Campaigns and conquests: tactics and technology
- (b) Evolution of administrative institutions: *zabt, mansab, jagir, madad-i-ma'ash*
- (c) Revolts and resistance

#### **IV. Expansion and Integration:**

- (a) Incorporation of Rajputs and other indigenous groups in Mughal nobility
- (b) North-West frontier, Gujarat and the Deccan
- (c) Conquest of Bengal

#### **V. Rural Society and Economy:**

- (a) Land rights and revenue system; Zamindars and peasants; rural tensions
- (b) Extension of agriculture; agricultural production; crop patterns
- (c) Trade routes and patterns of internal commerce; overseas trade; rise of Surat

#### **VI. Political and religious ideals:**

- (a) Inclusive political ideas: theory and practice
- (b) Religious tolerance and *sulh-i-kul*; Sufi mystical and intellectual interventions
- (c) Pressure from the *ulama*

## **ESSENTIAL READINGS**

S. Nurul Hasan, *Religion, State, and Society in Medieval India*.  
Muzaffar Alam and Sanjay Subrahmanyam, eds, *The Mughal State, 1526 – 1750*.  
J.F. Richards, *The Mughal Empire*.  
Catherine Asher and Cynthia Talbot, *India Before Europe*.  
Irfan Habib, *Agrarian System of Mughal India, 1526 – 1707*.  
S.A.A. Rizvi, *Religious and Intellectual History of the Muslims in Akbar's Reign*.  
Stephen F. Dale, *Garden of the Eight Paradises: Babur and the Culture of Empire*.  
R P Tripathi, *The Rise and the Fall of the Mughal Empire*.

## **SUGGESTED READINGS**

Athar Ali, *Mughal India: Studies in Polity, Ideas, Society, and Culture*.  
Douglas Streusand, *The Formation of the Mughal Empire*.  
Harbans Mukhia, *Historians and Historiography During the Reign of Akbar*.  
A.J. Qaiser, *The Indian Response to European Technology and Culture*.  
Richard M. Eaton, *The Rise of Islam and the Bengal Frontier*.  
Shireen Moosvi, *Economy of the Mughal Empire*.  
K.N. Chaudhuri, *Trade and Civilization in the Indian Ocean*.  
Iqtidar Alam Khan, *Gunpowder and Fire Arms: Warfare in Medieval India*.  
Jos J.S. Gommans and Dirk H.A. Kolff, eds, *Warfare and Weaponry in South Asia*.  
Irfan Habib, *An Atlas of the Mughal Empire*.

# 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, Mohenhadaro, Taxila, Kausambi

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

## Examination Scheme:

Components	CT	P	A	EE
Weightage (%)	15	10	5	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 03**

**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 Chalukyays 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	CT	P	A	EE
Weightage (%)	15	10	5	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

# HISTORY OF INDIA-VI (C. 1750-1857)

Course Code BHH 504

Credit 03

- I. **India in the mid – 18<sup>th</sup> Century; Society , Economy, Polity**
- II. **Expansion and Consolidation of colonial Power:**
  - [a] Mercantilism, foreign trade and early forms of exactions from Bengal.
  - [b] Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.
- III. **Colonial State and Ideology:**
  - [a] Arms of the colonial state: army, police, law.
  - [b] Ideologies of the Raj and racial attitudes.
  - [c] Education: indigenous and ‘modern’.
- IV. **Rural Economy and Society:**
  - [a] Land revenue systems and forest policy.
  - [b] Commercialisation and indebtedness.
  - [c] Rural society: change and continuity.
  - [d] Famines.
  - [e] Pastoral economy and shifting cultivation.
- V. **Trade and Industry**
  - [a] De – industrialization
  - [b] Trade and fiscal policy
  - [c] Drain of Wealth
  - [d] Growth of modern industry
- VI. **Popular Resistance:**
  - [a] Santhal uprising (185-7); Indigo rebellion (1860); Pabna agrarian leagues (1873); Deccan riots (1875).
  - [b] Uprising of 1857

## ESSENTIAL READINGS

C. A. Bayly, *Indian Society and the Making of the British Empire*, New Cambridge History of India.

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

Subash Chakravarty, *The Raj Syndrome: A Study in Imperial Perceptions*, 1989. J.S. Grewal, *The Sikhs of the Punjab*, New Cambridge History of India Ranajit Guha, ed., *A Subaltern Studies Reader*.

Dharma Kumar and Tapan Raychaudhuri, eds., *The Cambridge Economic History of India*, Vol. II.

P.J. Marshall, *Bengal: The British Bridgehead*, New Cambridge History of India.

R.C. Majumdar, ed., *History and Culture of Indian People*, Vols. IX and X.  
*British Paramountcy and Indian Renaissance*.

Rajat K. Ray, ed., *Entrepreneurship and Industry in India, 1800-1947*, Oxford In India Readings. Eric Stokes, *English Utilitarians and India*.

Ram Laxman Shukla, ed., *Adhunik Bharat ka Itihas*.

## **SUGGESTED READINGS**

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).

Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (1983).

P.C. Joshi, *Rebellion 1857: A Symposium*.

J.Krishnamurti, *Women in Colonial India*.

Dadabhai Naroji, *Poverty and Un-British Rule in India*

## DOMAIN ELECTIVES

### MAJOR SOURCES OF INDIAN HISTORY

**Course Code BHH 505**

**Credit 03**

**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	CT	P	A	EE
Weightage (%)	15	10	5	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

# HISTORY OF NAZISM

**Course Code BHH 506**

**Credit 03**

UNIT I: Growth of Nazi movements in post-war Europe; social bases and political formations.

UNIT II: Ideological characteristics: myths, race and biology.

UNIT III: Experience of Nazism; war and expansion; everyday life; resistance.

UNIT IV: Different Explanation of Nazism; development of science and technology under Nazis;  
Reasons for Nazis success and failure.

Select Readings:

Roger Eatwell, Fascism: A History., Random House,2003

F. Neumann, Behemoth: The Structure and Practice of National Socialism.

Ivan R.Deo,2009 Daniel Guerin, Big Business and Fascism,Parthfider,2003 Arthur Schweitzer, Big Business in the Third Reich, Indiana University Press,1964 F. Knight, The French Resistance, 1940-44.

Max Gallo, Spain Under Franco: A History., Dutton,1964 Primo Levi, If this is a Man,Orion Press,1954

G. Brenner, The Spanish Labyrinth, CUP,1990 Roland Sarti, Fascism and the Industrial Leadership in Italy, 1919-1940, University of California Press,1971 R. J. Bosworth, Mussolini's Italy ,Penguin 2006. Marius Jansen, ed. & Peter Duus, ed.

The Cambridge History of Japan, Volumes 5 and 6.

Cambridge: Cambridge University Press, 1988 and 1989 Prasanjit Duara Sovereignty and Authenticity: Manchukuo and the East Asian Modern, Rowman&Littlefield; 2004

# 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:**

<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:**

- 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:**

<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:**

- 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:

Components	CT1	CT2	C	I	V	A
Weightage (%)	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, T'ai 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

### HISTORY OF INDIA-VII (C. 1605-1750)

Course Code BHH 601

Credit 03

**I. Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues**

**II. Political Culture under Jahangir and Shah Jahan:**

- (a) Extension of Mughal rule; changes in *mansab* and *jagir* systems; imperial culture
- (b) Orthodoxy and syncretism – Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Sarmad

**III. Mughal Empire under Aurangzeb:**

- (a) State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions
- (b) Conquests and limits of expansion
- (c) Beginning of the crisis: contemporary perceptions; agrarian and *jagir* crises; revolts

**IV. Visual Culture: Paintings and Architecture**

**V. Patterns of Regional Polities:**

- (a) Rajput political culture and state formation
- (b) Deccan kingdoms; emergence of the Marathas; Shivaji; expansion under the Peshwas
- (c) Mughal decline; emergence of ‘successor’ states
- (d) Interpreting eighteenth century India: recent debates

**VI. Trade and Commerce:**

- (a) Crafts and technologies; Monetary system
- (b) Markets; transportation; urban centres
- (c) Indian Ocean trade network

### ESSENTIAL READINGS

M. Athar Ali, *The Mughal Nobility under Aurangzeb*.

Muzaffar Alam and Sanjay Subrahmanyam, eds, *The Mughal State, 1526 – 1750*.

J.F. Richards, *The Mughal Empire*.

Satish Chandra, *Essays on Medieval Indian History*.

Irfan Habib, *Agrarian System of Mughal India, 1526 – 1707*.

Ashin Dasgupta, *Indian Merchants and the Decline of Surat, 1700 – 1750*.

Stewart Gordon, *The Marathas 1600 – 1818*.

Ebba Koch, *Mughal Art and Imperial Ideology*.

S.A.A. Rizvi, *Muslim Revivalist Movements in Northern India*.

K. R. Qanungo, *Dara Shikoh*.

## **SUGGESTED READINGS**

S. Nurul Hasan, *Religion, State, and Society in Medieval India*.

S. Arsaratnam, *Maritime India in the Seventeenth Century*.

Muzaffar Alam, *The Crisis of Empire in Mughal North India*.

Catherine Asher, *Architecture of Mughal India*.

Milo Beach, *Mughal and Rajput Paintings*.

Satish Chandra, *Parties and Politics at the Mughal Court*.

Andre Wink, *Land and Sovereignty in India*.

Harbans Mukhia, *The Mughals of India*.

J.F. Richards, *Mughal Administration in Golconda*.

Z.U. Malik, *The Reign of Muhammad Shah*.

Iqbal Husain, *Ruhela Cheiftancies in 18<sup>th</sup> Century India*.

## HISTORY OF INDIA-VIII (C. 1857-1950)

Course Code: BHH 602

Credit Units: 03

### I. Cultures changes and Social and Religious Reform Movements:

- [a] the advent of printing and its implications
- [b] Reform and Revival: Brahma Samaj, Prarthna Samaj, Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha movements
- [c] Debates around gender
- [d] Making of religious and linguistic identities
- [e] Caste: sanskritising and anti – Brahminical trends

### II. Nationalism: Trends up to 1919:

- [a] Political ideology and organizations, formation of INC
- [b] Moderates and extremists.
- [c] Swadesh movement
- [d] Revolutionaries

### III. Gandhian nationalism after 1919: Ideas and Movements:

- [a] Mahatma Gandhi: his Perspectives and Methods
- [b] (i) Impact of the First World War  
(ii) Rowlatt Satyagraha and Jallianwala Bagh  
(iii) Non – Cooperative and Civil Disobedience (iv) Provincial Autonomy, Quit India and INA

- [c] Left – wing movements
- [d] Princely India: States' people's movements
- [e] Nationalism and Culture: literature and art

### IV. Nationalism and Social Groups: Interfaces:

- [a] Landlords, Professionals and Middle Classes
- [b] Peasants
- [c] Tribals
- [d] Labour
- [e] Dalits
- [f] Women
- [g] Business groups

### V. Communalism: Ideologies and practices – RSS, Hindu Maha Sabha, Muslim League.

### VI. Independence and Partition

- [a] Negotiations for independence, and partition
- [b] Popular movements
- [c] Partition riots

### VII. Emergence of a New State:

- [a] Making of the Constitution
- [b] Integration of princely states
- [c] Land reform and beginnings of planning

## ESSENTIAL READINGS

- Judith Brown, *Gandhi's rise to Power*, 1915-22.
- 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*.
- Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*.
- 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*.
- Ram Lakhan Shukla (ed.), *Adhunik Bharat ka Itihas*.
- Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.

## SUGGESTED READINGS

- Judith Brown, *Gandhi: (et al) A Prisoner of Hope*.
- Bipan Chandra, *Communalism in Modern India*, 2<sup>nd</sup> 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 Modernisation in India*.
- J.Krishnamurti, *Women in Colonial India*.

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

**Course Code: BHH 603**

**Credit Units: 03**

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

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

## TREND IN HISTORICAL WRITING

**Course Code: BHH 604**

**Credit Units: 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.

### **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.

# DISSERTATION

**Course Code: BHH 605**

**Credit Units: 06**

## 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

### REVOLUTION AND REVOLUTIONARY THOUGHTS

**Course Code: BHH 606**

**Credit Units: 03**

**Module I: The English Revolutions:** From the Civil Wars to the “Glorious Revolution”: Natural Law, Feudal Law, and Common Law. The Social Contract. The Political and the Eschatological, **The American Revolution:** ‘Constitution making’. Despotism and Republicanism. Inalienable right. Democracy and Faction. Slavery.

**Module II: The French Revolution:** Representation and the Body-Politic. Supreme Reason and General Will. Classical models. Terror and Virtue, **The Russian Revolution:** Politics and the Vanguard. Class, State and Revolution.

**Module III: The Chinese Revolution:** New Democracy: “On Practice”, “Cultural Revolution”.

**Module IV: Ahimsa and Revolutionary practice:** Swaraj, Swadeshi and Satyagraha.

#### **Text & References:**

Thomas Hobbes, Behemoth or the Long Parliament Oxford: Clarendon Press; New York: Oxford University Press, 2010.

John Locke, Two Treatises of Government Cambridge [Cambridgeshire]; New York: Cambridge University Press, 1988.

The Federalist Papers New York: Bantam, 1982.

Virtue and terror; Maximilien Robespierre Introduction by Slavoj Žižek; texts selected and annotated by Jean Ducange; translation by John Howe London; New York: Verso, 2007.

Vladimir I Lenin State and Revolution London; New York: Penguin, 1992.

Leon Trotsky History of the Russian Revolution Ann Arbor, University of Michigan Press 1957.

Mao Tse Tung, Selected Works (Peking: Foreign Languages Press, 1960s)

M. K. Gandhi Hind Swaraj and Other Writings Cambridge; New York: Cambridge University Press, 2009.

#### **Examination Scheme:**

Components	P0 (Attendance)	H	Q	CT	C	ET
Weight-age (%)	5	10	10	15	10	50

## **GENDER & HISTORY**

**Course Code: BHH 607**

**Credit Units: 03**

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

### **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