



JAI HIND COLLEGE
BASANTSING INSTITUTE OF SCIENCE
&
J.T.LALVANI COLLEGE OF COMMERCE
(AUTONOMOUS)

"A" Road, Churchgate, Mumbai - 400 020, India.

Affiliated to
University of Mumbai

Program: B. A.

Proposed Course: History

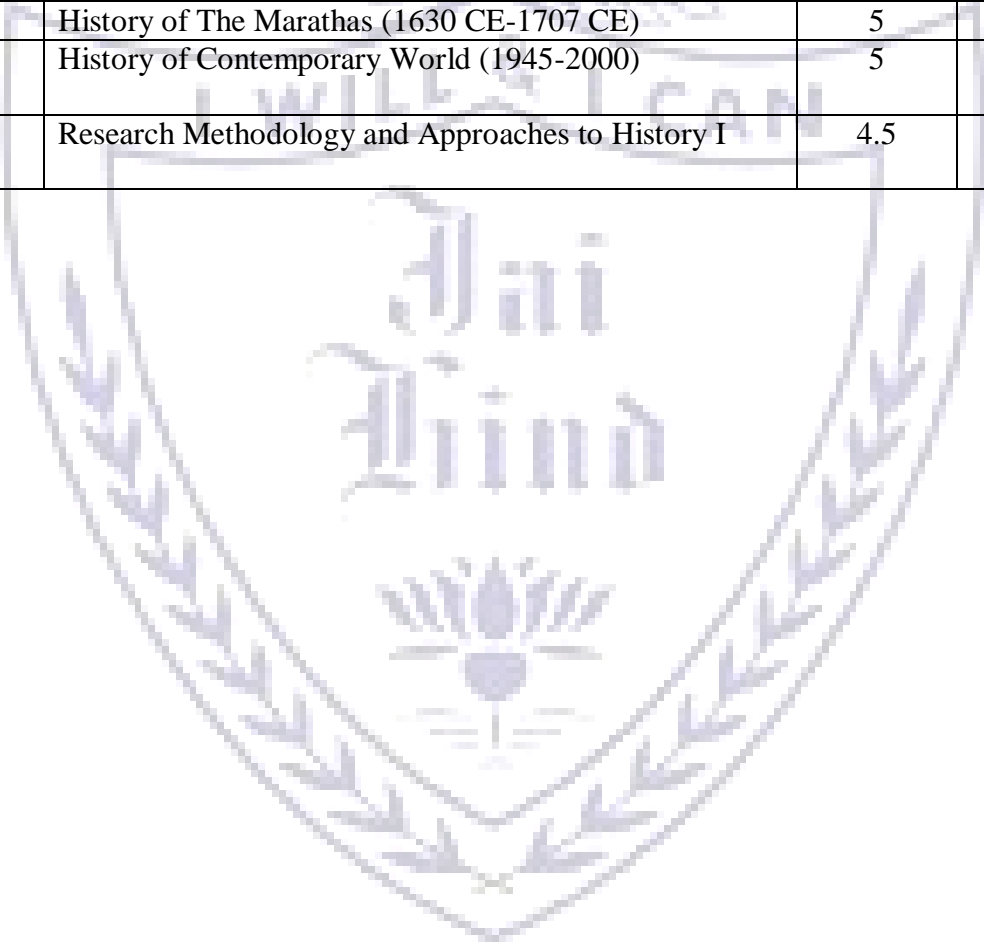
Semester V

Credit Based Semester and Grading System (CBCS) with effect from the
academic year 2020-2021

T.Y.BA History Syllabus

Academic year 2020-2021

Semester V			
Course Code	Course Title	Credits	Lectures /Week
AHIS501	History of Early Medieval India (1000 CE- 1526 CE)	5	4
AHIS502	History of Contemporary India(1947-2000)	5	4
AHIS503	Introduction to Indian Archaeology	4.5	3
AHIS504	History of The Marathas (1630 CE-1707 CE)	5	4
AHIS505	History of Contemporary World (1945-2000)	5	4
AHIS506	Research Methodology and Approaches to History I	4.5	3



Semester V – Theory

Course Code: AHIS501	History of Early Medieval India (1000 CE- 1526 CE) Credits:05 Lectures: 04 per Week	
	<p>Objectives:</p> <ul style="list-style-type: none"> ➤ To acquaint students with the factors and forces that led to the Turkish invasion of India. ➤ To trace the History of Early Medieval India from the 11th century to 16th century. ➤ To analyse the innovations made in the administration of the Sultanate. ➤ To understand the developments in the socio-economic and cultural life during the Sultanate, Bahamani and Vijayanagar Kingdoms. <p>Outcomes: The students understand the socio-economic and political conditions of India in 1000CE. Students are able to trace the establishment, growth and development of the Sultanate rule in India. The course enables to evaluate the various reforms introduced by the Sultanate for administrative purpose and their impact on the socio-economic, judicial, military, administrative set up of India. The period also facilitates the study of polity, society and economy that shaped the course of early Medieval Indian history with respect to different facets of Indian life.</p>	
Unit I	Foundation, Expansion and Decline of Delhi Sultanate <ol style="list-style-type: none"> a. Socio-economic and political conditions on the eve of the Turkish Invasion b. Slave dynasty, Khilji Dynasty c. Tughlaq, Sayyid and Lodi Dynasty 	15 L
Unit II	Administrative Structure of the Delhi Sultanate <ol style="list-style-type: none"> a. Central Administration and Iqta system b. Administrative and Military Reforms of Ala-ud-din Khilji c. Reforms of Mohammed bin Tughlaq and Firozshah Tughlaq 	15 L
Unit III	Vijaynagar and Bahamani Kingdom <ol style="list-style-type: none"> a. Rise, growth and decline of Vijaynagar and Bahamani kingdom b. Administration, socio-economic and cultural conditions of Vijaynagar empire c. Administration, socio-economic and cultural conditions of Bahamani Kingdom 	15 L
Unit IV	Society, Economy, Religion and Culture of Delhi Sultanate <ol style="list-style-type: none"> a. Socio-economic conditions and religion b. Education and literature c. Art and Architecture 	15 L

References:

1. Banerjee, A.C.(1990). *New History of Medieval India*. S. Chand & Company, New Delhi.
2. Bhattacharya, N. N. (1990). *Medieval Bhakti Movement in India*. South Asia Books, Columbia.
3. Burton, Stein. (1993). *New Cambridge History of India: Vijayanagara*. Cambridge University Press, New Delhi.
4. Burton, Stein. (1980). *Peasant State and Society in Medieval South India*. Oxford Paperback, New Delhi.
5. Chitnis, K.N.(1990). *Socio-Economic History of Medieval India*. Atlantic Publishers, New Delhi.
6. Ishwari Prasad. (1952). *History of Medieval India*. The Indian Press Ltd, Allahabad.
7. Lane, Pool, Stanley.(1978). *Life and Culture in Medieval India*. Kamal Prakashan, Mumbai.
8. Mahajan, V.D. (1992). *History of Medieval India*. S. Chand & Company, New Delhi.
9. Mahalingam, T. V. (1975). *Administration and Social Life under Vijaynagar*. University of Madras.
10. Mehta, J.L.(1983). *Advanced study in the History of Medieval India, Vol III*. Sterling Publishers, New Delhi.
11. Pandey, A.B.(1970). *Early Medieval India*. Allahabad Central Book Depot.
12. Pandey, A.B.(1965). *Society and government in Medieval India*. Allahabad Central Book Depot.
13. Qureshi, I. H. (1958). *The Administration of Sultanate of Delhi. (IInd ed.)*. The Hague, Karachi.
14. Ranade A. K (2009). *Socio-Economic Life of Maharashtra between 1100-1600 A.D*. Serials Publication, New Delhi.
15. Singh Upinder. (2009). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Pearson Longman, New Delhi.
16. Srivastava, A.L.(1975). *Society and Culture in Medieval India(1206-1707)*. Chugh Publisher.
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18. Stein, Burton.(1993). *Vijaynagara*. Cambridge University Press.

Evaluation Scheme

[A] Evaluation scheme for Theory courses

I. Continuous Assessment (C.A.) - 40 Marks

(a) C.A.-I :Test – 20 Marks of 40 mins. duration

(b) C.A.-II :20 Marks-Assignment/Project

(B) Semester End Examination (SEE)- 60 Marks

Q.1 Answer any 4 concepts out of eight-(12 marks)

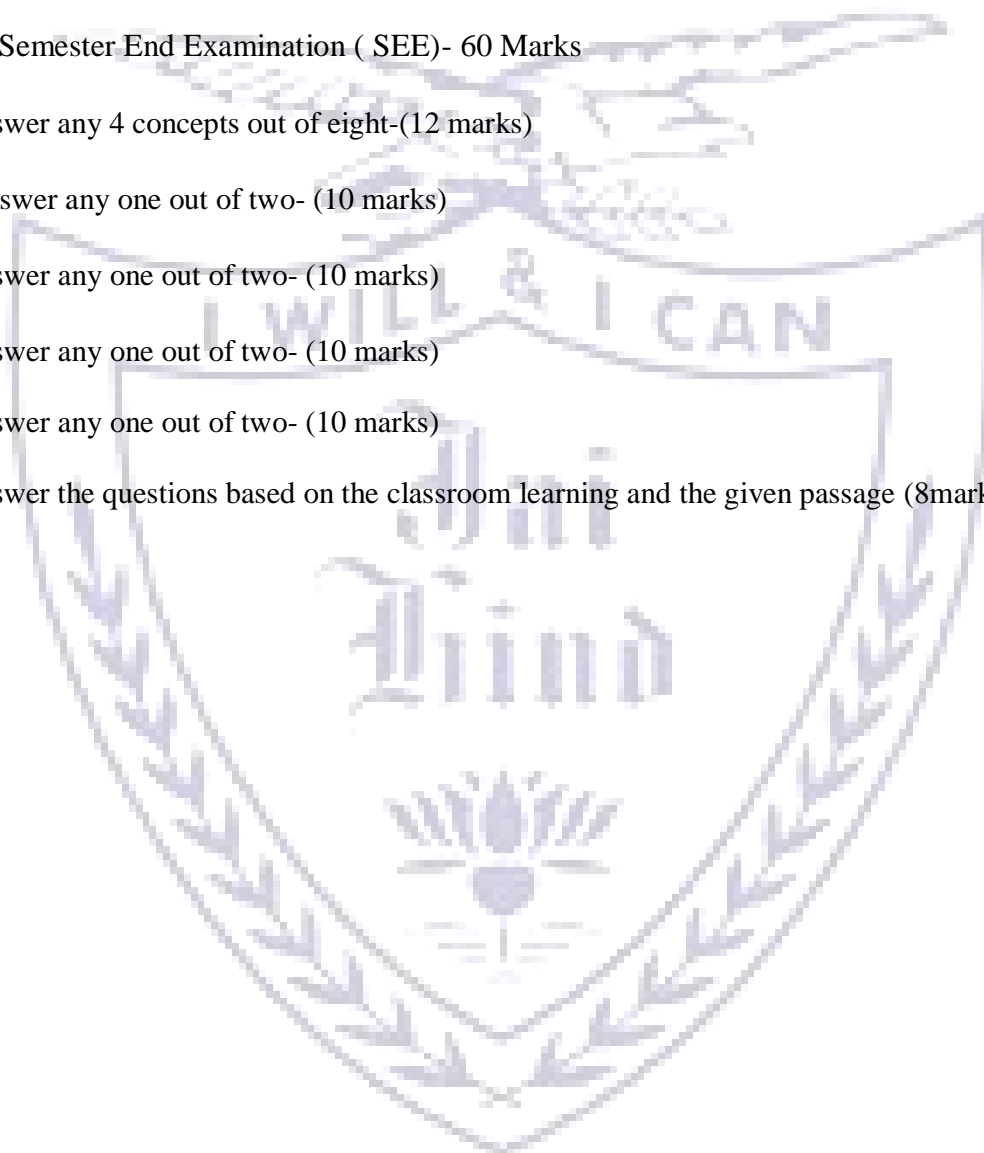
Q.2 Answer any one out of two- (10 marks)

Q.3 Answer any one out of two- (10 marks)

Q.4 Answer any one out of two- (10 marks)

Q.5 Answer any one out of two- (10 marks)

Q.6 Answer the questions based on the classroom learning and the given passage (8marks)



Semester V – Theory

Course Code AHIS502	History of Contemporary India (1947-2000) Credits:05 Lectures:04 per Week	
Learning Objectives	<ul style="list-style-type: none"> ➤ To provide students an idea of the foundations of Indian democracy and from the Nehruvi an times, emphasizing its struggles and values ➤ To provide an understanding on political ideas that shaped the constitution and processes in Modern India ➤ To provide a sense on political and economic developments in India post -Independence upto year 2000 ➤ To provide a perspective on social movements and issues in contemporary India 	
Course description	<p>The course on Contemporary India examines the socio-economic and political developments in post -independence India. It studies the British colonial legacies in India at the stroke of independence and India’s tryst with these challenges as it evolved as a nation. It examines the shaping of political institutions, socio-economic reforms in the initial years, the Congress system, the shifts in the political culture from the latter half of 1960s and the rise of opposition parties, both left and right wing in India and their policies between 1947 to 2000. The paper analyses the economic policies of India and probes into the shifts and changes following the adoption of policies of liberalization. The paper looks at coalition and majoritarian governments and its impact, developments in education, science and technology and provides insights on social dynamics, Feminist struggles and challenges in contemporary India.</p>	
THEORY		
Unit I	India after independence (1947-64)	15 L
a.	Independence and Partition	
b.	Constitution and Integration of States	
c.	India under Nehru-Domestic and Foreign Policy	
Unit II	Political and Economic Developments (1964-1984)	15 L
a.	Political developments	
b.	Abolition of Privy Purse, Green Revolution and Nationalization of Banks	
c.	The Emergency, Rise of Opposition and Return of Congress	

Unit III	Political and Economic developments (1984-2000)	15 L
a.	Political developments	
b.	Liberalisation, Privatisation and Globalisation and its impact	
c.	Science, Technology and Education	
Sub Unit	Unit IV: Social dynamics and Challenges in Contemporary India	15 L
a.	Feminist Struggles	
b.	Caste, Peasants and Tribal movements	
c.	Communalism	
CA (Continuous Assessment)	Quiz, debates, case studies, projects, assignments.	
References:	<ol style="list-style-type: none"> 1) Chandra, Bipan, et.al. (1999). <i>India after Independence 1947-2000</i>. New Delhi: Penguin Books, 2) Ahuja, Ram. (2003) <i>Social Problems in India</i>. Rawat Publications. 3) Anupama, Rao. (2013). <i>The Caste Question</i>. Ranikhet: Permanent Black. 4) Bannerjee ,A. C.(1983).<i>The New History of Modern India</i>. Bagchi& Co. Delhi. 5) Berreman, G.D. (1979).<i>Caste and Other Inequalities : Essays in Inequality</i>, Meerut: Folklore Institute,. 6) Beteille, Andre.(1974).<i>Social Inequality</i>, OUP, New Delhi. 7) Biswamoy .Pati, ed.(2011). <i>Adivasis in Colonial India: Survival, Resistance and Negotiation</i>. Orient Longman. 8) Brown, Judith. <i>Modern India: The Origins of an Asian Democracy</i>, OUP. 9) Chandra, Bipin. (1966). <i>Rise and Growth of Economic Nationalism in India</i>. People's Pub. House: New Delhi. 10) Chatterjee, Partha (ed.).(1997). <i>State and Politics in India</i>. New Delhi: Oxford University Press: 11) Dubey, Leela., (1997). <i>Women and Kinship: Comparative Perspectives on Gender in South and Southeast Asia</i>. New Delhi: Sage Publications. 12) Geraldine, Forbes. (1996). <i>Women in Modern India</i>. Cambridge University Press. 13) Ghanshyam, Shah ed. (2002).<i>Caste and Democratic Politics in India</i>. 	

	<p>Ranikhet: Permanent Black.</p> <p>14) Kothari, Rajani, (ed.) (1973). <i>Caste in Indian Politics</i>. Delhi: Orient Longman.</p> <p>15) Mehta, S.R., (ed.) (1997). <i>Population, Poverty, and Sustainable Development</i>. Jaipur: Rawat Publications.</p> <p>16) Neera Chandhoke & Praveen, Priyadarshi. (2009). <i>Contemporary India</i>. Noida: Pearson.</p> <p>17) Sumit, Ganguli. (1994) <i>The Origin of war in South Asia: India-Pakistan Conflicts Since 1947</i>. Westview Press.</p> <p>18) Sumit, Guha (2013) <i>Beyond Caste: Identity and Power in South Asia, Past and Present</i>. Leiden: Brill.</p> <p>19) Sumit, Sarkar and Tanika, Sarkar eds. (2013). <i>Caste in Modern India: A Reader Vols. I & II</i>. Ranikhet: Permanent Black.</p> <p>20) Susan, Bayly. (1999). <i>Caste, Society and Politics in India from the Eighteenth Century to the Modern Age</i>, Cambridge University Press.</p> <p>21) Roy, Tirthankar., (2000). <i>The Economic History of India 1857-1947</i>. OUP.</p>
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Evaluation Scheme

[A] Evaluation scheme for Theory courses

(a) C.A.-I : Test – 20 Marks of 40 mins. Duration

(b) C.A.-II : 20 Marks- Assignment/Project

I. Semester End Examination (SEE)- 100 Marks

Q.1 Answer any 4 concepts out of eight-(12 marks)

Q.2 Answer any one out of two- (10 marks)

Q.3 Answer any one out of two- (10 marks)

Q.4 Answer any one out of two- (10 marks)

Q.5 Answer any one out of two- (10 marks)

Q.6 Answer the questions based on the classroom learning and the given passage (8marks)

Semester V – Theory

Course Code: AHIS503	Introduction to Indian Archaeology Credits:4.5 Lectures :03per week	
	<p>Objectives:</p> <ul style="list-style-type: none"> ➤ Understand the basics of archaeology. ➤ To make students appreciate the relevance of pre historic, proto historic and early historic period to the study of archaeology ➤ Understand the meaning and significance of epigraphy in historical Studies. ➤ Make students know the evolution of coinage and its significance as the source of history. <p>Outcomes: The Course aims to enable students to understand the basics of archaeology, its relation with different social sciences and various methods of archaeological excavation. Analysis of the different types of inscriptions and a brief study of ancient Indian Scripts is done. The course traces the history of Indian numismatics and its contribution in reconstruction of history.</p>	
Unit I	<p>Archaeology</p> <ol style="list-style-type: none"> a. Archaeology; definition, evolution and significance b. Archaeology and other Sciences c. Field Archaeology: Exploration, Excavation and Dating techniques 	11 L
Unit II	<p>Pre-historic, Proto-historic and Early historic periods</p> <ol style="list-style-type: none"> a. Palaeolithic and Mesolithic periods b. Neolithic and Chalcolithic periods c. Megalithic and early Historical periods 	11 L
Unit III	<p>Epigraphy</p> <ol style="list-style-type: none"> a. Definition and History of Indian Epigraphy b. Types of inscriptions and their significance c. Evolution of Brahmi and Kharoshti script; edicts of Ashoka 	11 L
Unit IV	<p>Numismatics</p> <ol style="list-style-type: none"> a. Definition and History of Indian Numismatics b. Ancient Indian Coinage: Punch Marked, Satavahanas, Kushanas and Gupta Coins c. Contribution of Numismatics to Indian History 	12 L

References:

1. Allachin., F.R. and Norman, K.R. (1985). *Guide to the Ashokan Inscriptions*. South Asian Studies, Vol-I .
2. Altekar, A. S.(1957) .*Coinage of the Gupta Empire*, Numismatic Society of India. Varanasi.
3. Altekar ,A. S.(1937). *Catalogue of Coins of the Gupta Empire*, Varanasi, Numismatic Society of India.
4. Bhattacharya, D K.(1991). *An outline of Indian Prehistory*. Palaka Prakashan, New Delhi.
5. Burgess, Jas. (1883) .*Report on the Buddhist Cave Temples and their Inscriptions*. Archaeological Survey of Western India. (Vol-IV), London.
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7. Chakraborti, Haripada. (1974). *Early Brahmi Records in India*. Sanskrit Pustak Bhandar, Calcutta.
8. Chakraborty, S K .(1931). *A Study of Ancient Indian Numismatics*. Mymensingh.
9. Cumming, John (Ed) (1939).*Revealing India's Past*. The India Society, London.
10. Cunningham, Alexander.(1877).*Inscriptions of Ashoka*. Corpus Inscriptinum Indicarum, Vol-I.
11. Dani, A. H.,(1986).*Indian Palaeography*. Munshiram Manoharlal, New Delhi.
12. Datta, Mala.(1990).*A Study of the Satavahana Coinage*. Harman Publishing House, Delhi.
13. Dhavalikar, M K.(1990). *First Farmers of the Deccan*. Ravish Publishers, Pune.
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15. Dhavalikar, M K.(2007).*Aryans Myth and Archaeology* Munshiram Manoharlal.
16. Drewett, Peter.(1999). *Field Archaeology: An Introduction*. UCL Press. London.
17. Gai, G S.(1986). *Introduction to Indian Epigraphy*. Central Institute of Indian Languages, Mysore.
18. Gardener, P.(1986).*The Coinage of the Greek and Scythic Kings of Bactria and*

India in British Museum.

19. Ghosh, A (Ed).(1964). ***Archaeological Remains, Monuments and Museums.*** Govt of India, New Delhi.
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21. Goyal ,S R.(1994).***Indigenous Coins of Early India.*** Kusumanjali Prakashan, Jodhpur.
22. Gupta, P L and Sarojini, Kulashreshth,.(1993). ***Kushana Coins and History.*** DK Publishers, New Delhi.
23. Gupta, S P and Ramchandran, K S.(1979). ***The Origin of Brahmi Script.*** DK Publications, Delhi.
24. Handa, Devendra.(1997).***Tribal Coins of Ancient India.*** Aryan Books International, New Delhi.
25. Jain, V K.(2006).***Prehistory and Protohistory of India: An Appraisal – Palaeolithic. Non-Harappan, Chalcolithic Cultures.*** D.K. Printworld, Delhi .
26. Jha, Amiteshwar and Dilip, Rajgor.(1994). ***Studies in the Coinage of Western Kshatrapas. Indian Institute of Research in Numismatic Studies,*** Anjaneri .
27. Konow ,Sten.(1991). ***Kharoshthi Inscriptions,*** Corpus Inscriptinum Indicarum. volume-II-I (Reprint) .
28. Lahiri, Nayanjyot.(2015). ***Ashoka in Ancient India.*** Harvard University Press.
29. Lüders, Heinrich. ***A List of Brahmi Inscriptions from the Earliest Times to About A.D. 400, with the exception of those of Asoka. Appendix to Epigraphia Indica ,*** Vol. X .
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41. Sankalia, H D.(1974). *Prehistory and Protohistory of India and Pakistan*. Deccan College, Pune.
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43. Sircar, D C.(1968).*Studies in Indian Coins*. Motilal Banarasidas, Delhi.
44. Sircar, DC.(1965). *Indian Epigraphy*,. Motilal Banarasidas, Delhi.
45. Soloman, Richard(1998). *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and other Indo Aryan Languages*,. Oxford University Press.
46. Thapar, Romila.(2012).*Ashoka and the Decline of the Mauryas*, Oxford India Perennials, (Third Edition.).
47. Thosar, H S.(2004). *Historical Geography of Maharashtra and Goa*. Epigraphical Society of India, Mysore.
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Evaluation Scheme

[A] Evaluation scheme for Theory courses

I. Continuous Assessment (C.A.) - 20 Marks

(a) C.A.-I : Test – 20 Marks of 40 mins. duration

(b) C.A. : Type Name (Like Assignment/ Research Project/Case studies/ etc.)

II .Semester End Examination (SEE)- 60 Marks

Q.1 Answer any 4 concepts out of eight-(12 marks)

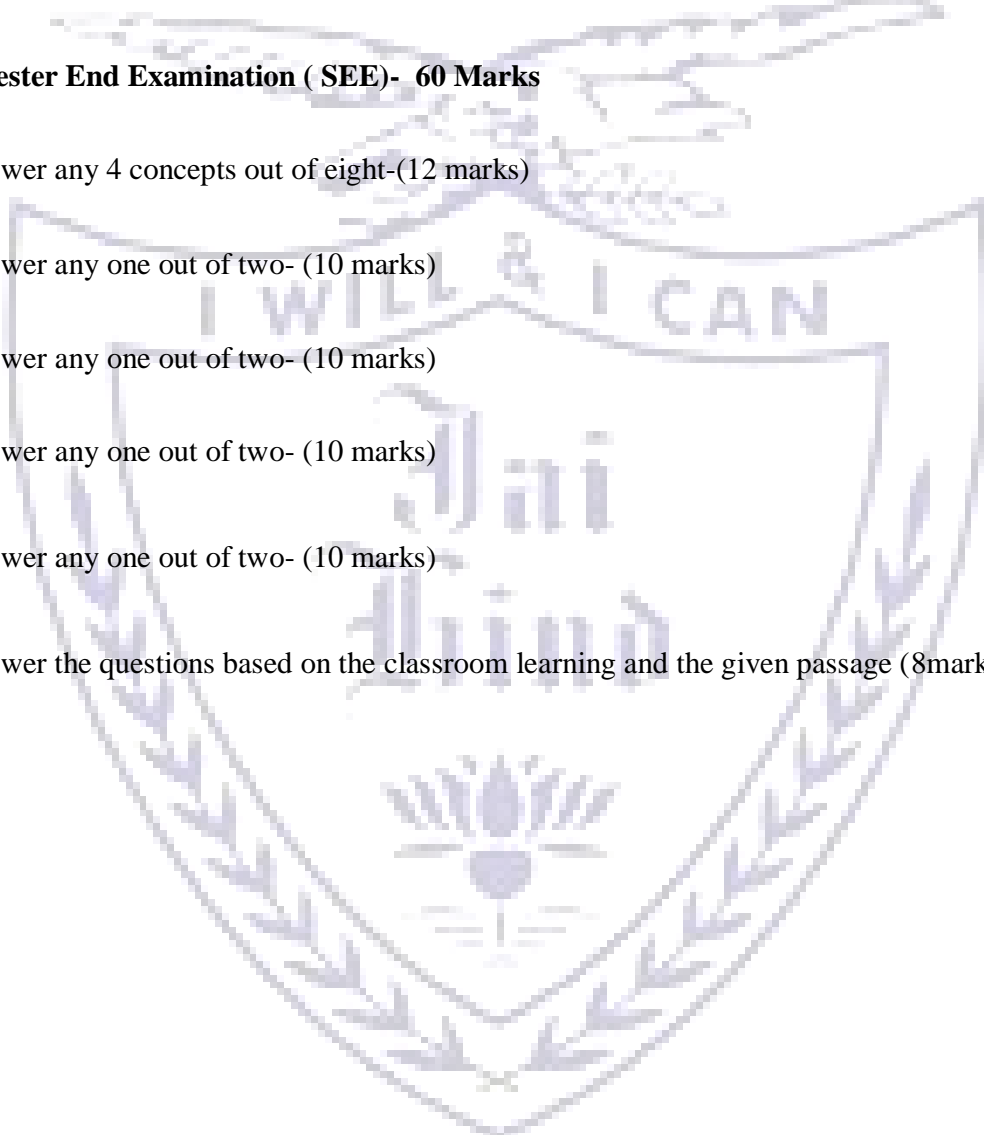
Q.2 Answer any one out of two- (10 marks)

Q.3 Answer any one out of two- (10 marks)

Q.4 Answer any one out of two- (10 marks)

Q.5 Answer any one out of two- (10 marks)

Q.6 Answer the questions based on the classroom learning and the given passage (8marks)



Semester V – Theory

Course Code: AHIS504	History of The Marathas (1630 CE -1707 CE) Credits:05 – Lectures: 04 per Week	
	<p>Objectives:</p> <ul style="list-style-type: none"> ➤ To enable the students to understand the processes that led to the expansion of the Maratha Power. ➤ To appreciate the contribution of the Marathas in the national politics of the 18th century. ➤ To develop an understanding of the society and culture in Maharashtra in the 18th century. <p>Outcomes: The Students would be acquainted with the regional history of Maharashtra. They will appreciate the contribution of literary sources to the history of the Marathas. It will broaden their understanding the forces leading to the establishment of Maratha power under Chhatrapati Shivaji Maharaja.</p>	
Unit I	<p>Introduction to Maratha History</p> <ul style="list-style-type: none"> a. Marathi, Persian and European Sources b. Deccan in the 17th century – Geo-Political and Economic conditions c. Socio-cultural conditions; Maharashtra Dharma 	15 L
Unit II	<p>Foundation of Swarajya</p> <ul style="list-style-type: none"> a. Marathas under Shivaji- relations with Bijapur b. Marathas under Shivaji- relations with the Mughals c. Marathas under Shivaji- relations with the Europeans 	15 L
Unit III	<p>Period of Consolidation and Crisis</p> <ul style="list-style-type: none"> a. Coronation and its significance; Shivaji’s Carnatic campaign b. Sambhaji, Rajaram, Tarabai c. Civil War-Tarabai and Shahu 	
Unit IV	<p>Administration</p> <ul style="list-style-type: none"> a. Civil administration b. Revenue and Judicial administration c. Military administration 	15 L

References:

1. Bakshi, S. R. & Sharma, Sri Kant,.(2000).*The Great Marathas – 5, Marathas: The Administrative System.* New Delhi, Deep & Deep Publications Pvt. Ltd.
2. Chitnis, K. N.(1994). *Glimpses of Maratha Socio- Economic History.*New Delhi, Atlantic Publishers & Distributors.
3. Chitnis, KN.(1981).*Glimpses of Medieval Indian Ideas & Institutions*, 2nd edition, Pune, R K Chitnis.
4. Desai, Sudha V., *Social Life in Maharashtra Under The Peshwas. Bombay*, Popular Prakashan.
5. Deshmukh, R.G. (1993).*History of Marathas.* Bombay, Nimesh Agencies.
6. Gawali, P. A.(1988). *Society and Social Disabilities Under the Peshwas.*New Delhi, National Publishing House.
7. Gordon, Stewart.(1994). *Marathas, Marauders, and State Formation in Eighteenth Century India.* Delhi, Oxford University Press.
8. Gordon, Stewart.(1998). *The New Cambridge History of India, The Marathas.* New Delhi, Cambridge University Press,
9. Gune, Vithal Trimbak.(1953). *The Judicial System of the Marathas.* Pune, Deccan College.
10. Sardesai, G.S.(2018).*New History of Marathas., Volume I.* New Delhi, Gyan Publishing House.
11. Sardesai, G.S.(2018).*New History of Marathas., Volume II.* New Delhi, Gyan Publishing House.
12. Sardesai, G.S.(2018).*New History of Marathas., Volume III.* New Delhi, Gyan Publishing House.

Evaluation Scheme

(A) Evaluation scheme for Theory courses

(a) C.A.-I : Test – 20 Marks of 40 mins. duration

(b) C.A.-II :20 Marks- Assignment/Project

(B) Semester End Examination (SEE)- 60 Marks

Q.1 Answer any 4 concepts out of eight-(12 marks)

Q.2 Answer any one out of two- (10 marks)

Q.3 Answer any one out of two- (10 marks)

Q.4 Answer any one out of two- (10 marks)

Q.5 Answer any one out of two- (10 marks)

Q.6 Answer the questions based on the classroom learning and the given passage (8marks)



SEMESTER V

Course Code AHIS505	History of Contemporary World (1945 CE-2000 CE) Credits:05 Lectures:04 per week
Learning Objectives	<ul style="list-style-type: none"> ➤ To trace some of the major events in the post-World War II period ➤ To understand various political undercurrents, significance and implications of these events ➤ To develop comprehension and analytical skills to students in the process of understanding contemporary world and its pertinent issues
Course description	The course aims to provide a perspective on contemporary world in the post-World War II phase. It will examine the major political events, manifestations of various ideological struggles, emergence of newer political entities such as the EU, the rise of US unipolarity and challenges to it. It will aim to provide analytical skills to keen students of History who have opted for Majors in the subject by learning how to study a particular historical development in the international sphere, examine various aspects and form one's own opinion on the same. The course will also provide a deeper understanding on theorization aspects and grassroots struggles in the areas of human rights in various parts of the world whether with respect to equality of race, nations or gender especially in the USA, South Africa and in international arena post-decolonization. The last module will focus on homogenizing and heterogenous aspects of globalization and analyse the role of Non- state actors in international arena and issues of sustainability and data control and privacy.
	THEORY
	60 lectures
Unit I	COLD WAR-(1945-1985)
	15 L
a.	Cold War and its causes, Economic & Military alliances
b.	Cold War Conflicts-1945-75-Germany, Korea, Cuba & Vietnam, Arms Race and Space Race
c.	From Détente to Second Cold War (1970-85)
Unit II	EUROPE, USA & USSR (1985-2000)
	15 L
a.	Collapse of Communism in USSR and Eastern Europe
b.	Growth of European Unity and emergence of EU
c.	End of the Cold War and rise of USA as dominant power

Unit III	STRUGGLE FOR HUMAN RIGHTS (1945-2000)	15 L
a.	Decolonisation and Non -Aligned Movement	
b.	Civil Rights Movement in USA, Struggle against Apartheid in South Africa	
c.	Feminist Movement	
Unit-IV	GLOBAL TRANSFORMATIONS (Post 1980)	15 L
a.	Globalization, its impact and rise of Non state Actors	
b.	Sustainable Development	
c.	Computer Revolution and Cyber Wars	
CA (Continuous Assessment)	Document based questions, Assignments & Presentations, Quiz	
References:	<ol style="list-style-type: none"> 1) Bell, P.M.H. (2005). The World since 1945, London.: Arnold Publications. 2) Brower, Daniel R. (2005). The World since 1945: A Brief History. Pearson Education Ltd. 3) Calvocoressi,P. (1968)World since 1945, Routledge Publishers. 4) Hobsbawm, Eric. (1994). Age of Extremes: The Short Twentieth Century 1914-1991. Penguin Book. 5) Kaushik, Karuna. (2006). History of Communist Russia(1917-1991) New Delhi: Macmillan Publishers. 6) Keylor , W. R. (2011)The 20th century World : An International History, Oxford University Press, 6th edition. 7) Lipyong, J. Kim,.(1987).The Strategic Triangle: China, the United States and the Soviet Union, Paragon House. 8) Lundested, G. (2005.) East West North South: Major Developments in International Politics Since 1945, Sage Publications Ltd. 9) Stiglitz, J .(2002). Globalization and its Discontents. Penguin Publications. 10) Willams , W.C. Mc and Piotrowski H.(1997). The World since 1945 – A History of International Relations, Lynne Rienner Publishers, Inc.; 8th edition 11) Fraser, T. G., Murray, CD, Murray, Donette, (2002).America and the World since 1945, Palgrave Gaddis, John Lewis, The Cold War, A New History, OUP 	

Evaluation Scheme

[A] Evaluation scheme for Theory courses

(a) C.A.-I : Test – 20 Marks of 40 mins. duration

(b) C.A.-II :20 Marks-Assignment/Project

[B] Semester End Examination (SEE)- 60 Marks

Q.1 Answer any 4 concepts out of eight-(12 marks)

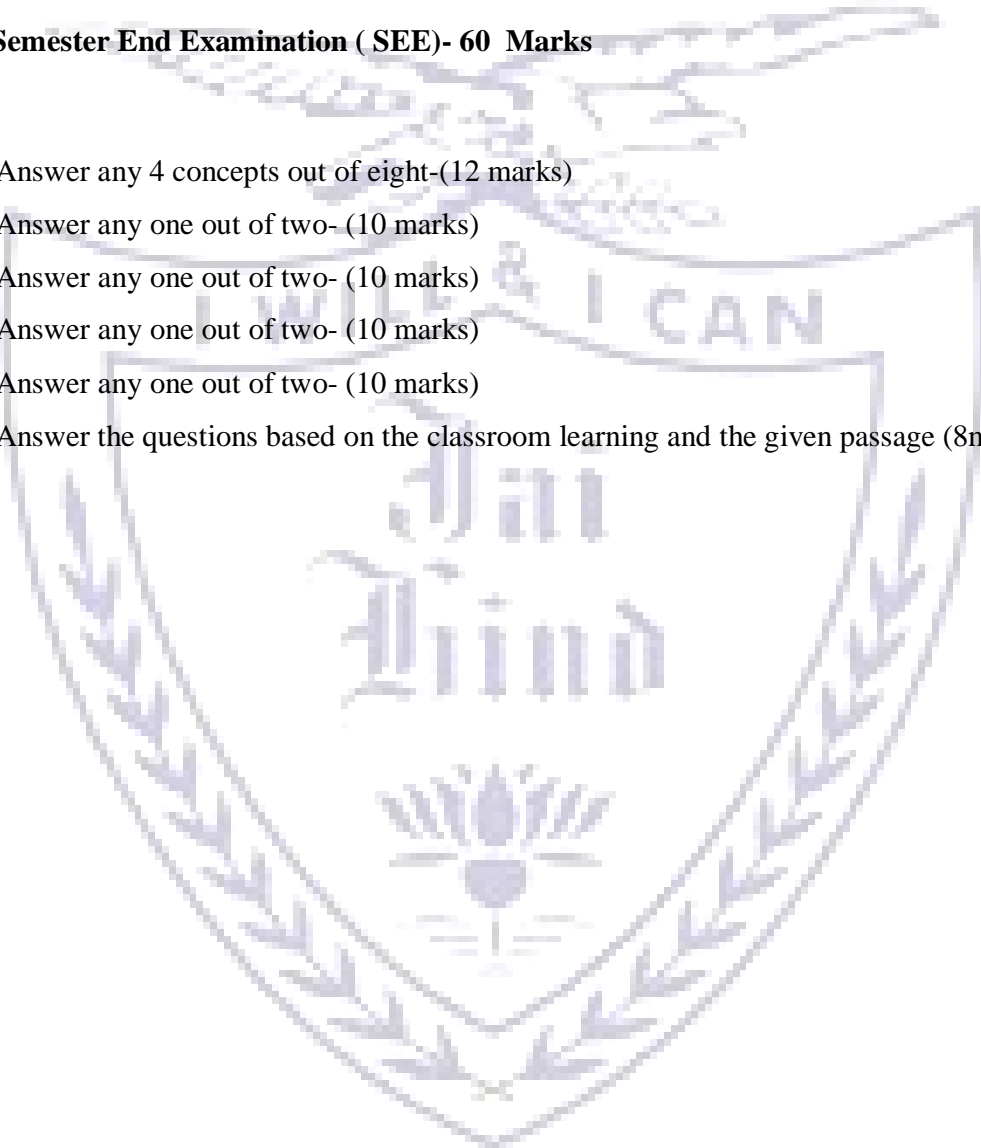
Q.2 Answer any one out of two- (10 marks)

Q.3 Answer any one out of two- (10 marks)

Q.5 Answer any one out of two- (10 marks)

Q.5 Answer any one out of two- (10 marks)

Q.6 Answer the questions based on the classroom learning and the given passage (8marks)



Semester V – Theory

Course: Code AHIS506	Research Methodology and Approaches to History I Credits:4.5 – Lectures: 03 per Week	
	<p>Objectives</p> <ul style="list-style-type: none"> • To acquaint the students with fundamentals of research in social sciences • To teach the students major types of research and the historical method • To explain to students the research process, design and components of research paper • To provide an overview of the philosophy of history writing and the approaches to historiography from the earliest to the early 20th century <p>Course description</p> <p>The course aims to build research competencies in students by acquainting them with the basics of research in social sciences, and especially in History. It aims to introduce students to the research methodology and to provide an understanding to students on Historical thought, approaches to historiography and the application of critical reading in history writing. The paper endeavours to build on the theory, practice, and art of historical research and writing, with the aim of giving students a conceptual base and provoking critical thinking on the existing paradigms.</p>	
Unit I	<p>Nature and Scope of Research in Social Sciences and History</p> <ul style="list-style-type: none"> a. Meaning, Objectives and Methods of Research b. Types of Research c. Historical research and methods 	12 L
Unit II	<p>Introduction to Research Methodology</p> <ul style="list-style-type: none"> a. Research Problem and Research Process b. Research Design c. Components of a Research Paper, Footnotes and Bibliography 	11 L
Unit III	<p>Trends in Historical Thought and History writing</p> <ul style="list-style-type: none"> a. Historical Traditions up to 19th Century b. Hegel’s Philosophy of History (1820s) c. Positivism (1830s) and Ranke’s Empiricist Model (1830) 	11 L
Unit IV	<p>Approaches to Historiography and Critical Reading</p> <ul style="list-style-type: none"> a. Marxist School (1840s) and Critical Theory (1923) b. Structuralism -Saussure (1916)and Claude Levi Strauss (1930s) c. Social History of Annales (1930s) 	11 L

References:

1. Kothari R.C. (2008) *Research Methodology, Methods and Techniques*, New Age International Publishers, IInd revised edition, reprint
2. Sheik Ali, B.(1978). *History: Its Theory and Method*. Trinity: India
3. Bhattacharjee, Anol. (2012). *Social Science Research: Principles, Methods and Practices*. Textbooks Collection.
4. Vansina, Jan. (2006). *Oral Tradition: A Study in Historical Methodology*, London: Eurospan, (trs. H. M. Wright)
5. Krishnaswamy, O.R. (1993). *Methodology of Research in Social Sciences*, Himalaya publishing House.

Philosophy of History

1. Barry, Peter.(1995). *Beginning Theory: An introduction to literary and cultural theory*. New York: Manchester University Press.
2. Carr, E.H.(1971). *What is History?* Harmondsworth: Penguin Books.
3. Collingwood, R.G.(1976). *The Idea Of History*, New York: Oxford University Press.
4. Foucault, Michel.(1982). *The Archaeology of Knowledge*.(translated by Sheridan Smith). London: Tavistock Publications.
5. Webster, John C.B.(1997). *Studying History*. Delhi: Macmillan.
6. Iggers, Georg G.(1997) *Historiography in 20th century from Scientific Objectivity to Post Modern Challenge*, With an epilogue. Connecticut: Wesleyan University Press
7. Lemon, M.C., (2003), *The Philosophy of History: A Guide for History*, Routledge
8. Sreedharan, E., (2004), *A Textbook of Historiography*, Orient Blackswan

Reference Readings:

1. Appleby, Joyce et al.(1994). *Telling the Truth about History*. New York: W.W. Norton
2. Banga, Indu.(1992). *Causation in History*. Shimla: Indian Institute of Advanced Study.
3. Barzun, Jaques and Henry F. Graff.(1992).(5th ed). *The Modern Researcher*. New York: Harcourt Brace Jovanovich.
4. Bloch, Marc, (1984). *The Historian's Craft*, Manchester: Manchester University Press.
5. Elton, G.R.(2002). *The Practice of History*, Oxford: Blackwell.
6. Gottschalk, Louis.(1968) *Understanding History, A Primer of Historical Method*, New Delhi: Alfred A. Knopf
7. Jenkins, Keith.(1995). *On What is History*, London: Routledge.
8. Marwick, Arthur.(1989). *The Nature of History*, Basingstoke: Macmillan Education.
9. Rosenau, Pauline Marie.(1992). *Post-Modernism and the Social Science: Insights, Inroads and Intrusions*, Princeton: Princeton University Press.

Evaluation Scheme

[A] Evaluation scheme for Theory courses

- a) C.A.-I :Test – 20 Marks of 40 mins. duration
- b) C.A.-II :20 Marks- Assignment/Project

I. Semester End Examination (SEE)- 60 Marks

Q.1 Answer any 4 concepts out of eight-(12 marks)

Q.2 Answer any one out of two- (10 marks)

Q.3 Answer any one out of two- (10 marks)

Q.4 Answer any one out of two- (10 marks)

Q.5 Answer any one out of two- (10 marks)

Q.6 Answer the questions based on the classroom learning and the given passage (8marks)