

**SYLLABUS**  
**Department of**  
**History (NEP)**  
**BA SEMESTER**  
**III&IV**  
**Session 2021-24**

**Prepared by-**  
**(Dr. Poonam Chaudhary)**  
**Subject in Charge**  
**Department of History**  
**Khwaja Moinuddin Chishti Language**  
**University Lucknow UP.**  
**Pin code- 226013**

## SEMESTER III

Theory

Core Course (CC)-7

**Social Formations and Cultural Patterns of the Medieval world (A050301T)**

### COURSE CONTENT AND CREDIT SCHEME

Unit	Course Outcome	Allotted Time (hours)		
		L	T	P
	<p>They will learn about the religion, culture, literature and philosophy of the ancient Roman civilization. As well as they will acquire knowledge, how the crises of the Roman Empire had made and transitioned to Principate.</p> <p>They will acquire knowledge how the economic, social and religious development had made 2 during the medieval European society. They can be learning about the socio-economic and political condition of the feudal organization of production, town's formation, trade and commerce, technological developments and crisis of feudalism in Europe.</p>			
<b>I</b>	<b>Roman Republic:</b> Participate and Empire and slave society in ancient Rome: Agrarian economy, urbanization, trade, Religion and culture in ancient Rome	19	08	-
<b>II</b>	<p><b>Crises of the Roman Empire-Economic developments in Europe from 7th to 14th centuries:</b></p> <p>[1] Organization of production, towns and trade,</p> <p>[2] Technological developments.</p> <p>[3]Crisis of feudalism</p>	18	07	-
<b>III</b>	<b>Religion and culture in medieval Europe</b>	19	07	-
<b>IV</b>	<p><b>Societies in Central Islamic Lands:</b></p> <p>(A)The tribal background, <i>ummah</i>, Caliphate state; rise of Sultanates</p> <p>(B)Religious developments: the origins of shariah Mihna, Sufism</p> <p>(C)Urbanization and trade</p>	19	08	-
	<b>TOTAL HOURS</b>	<b>75</b>	<b>30</b>	<b>-</b>
<b>L- Lecture T-Tutorial and P –Practical</b>				

**Reading List:**

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. Barrowclough, The Medieval Papacy.

Encyclopedia of Islam, 1st ed., 4 vols., M. G. S. Hodgson, The Venture of Islam.

**Theory**  
**Core Course (CC)-8**  
**History of Modern India (1757 A.D – 1857 A.D)**

**COURSE CONTENT AND CREDIT SCHEME**

<b>Course Code</b>	A050302T		
<b>Course Outcome</b> -This paper is designed to cover the era of Indian history witnesses the transfer of power from Mughals, other provincial important dynasties to East India Company. It covers the study of Indian resistance at various levels and finally culminates in the First War of Independence. This is an important era of Indian History, as it witnesses the rise of indigenous powers like Marathas and Sikh State, along with new regional identities. This paper covers also the colonial land revenue system and Indian Renaissance.			
<b>Credits – 6</b>	<b>Max. Marks : 100</b>	<b>Min. Passing Marks :28</b>	
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0</b>			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	
I	Arrival of European Companies: Rivalry for Control.  Ascendancy of British East India Company : Plassey and Buxar and its Impact.	12	
II	Territorial Expansion of East India Company: 1770-1813  Territorial Expansion of East India Company: 1813-1856.	12	
III	Rise of Punjab under Ranjeet singh: conquests and administration.  Rise of Hyderabad and Mysore in 18 <sup>th</sup> century.	12	
IV	Land Revenue system during colonial period: permanent settlement, Raiyatwari and Mahaalwari system.  Indian Renaissance: Reform and revivals.	12	

Suggested Readings:

- Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P. Bagchi
- Bayly, C.A.: An Illustrated History of Modern India 1600–1947, London 1990
- Chabra, G.S.: (1989), Advanced History of Modern India, Stearling Publication
- Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
- Desai, A.R.: (1984), India's Path of Development, Mumbai, Popular Publication
- Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co.
- Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication
- Freedenberg, R.E.: (1912) Land Control and Social Structure in India
- Grover, B.L.: A New look on Modern Indian History
- Jain, M.S.: (1993) Aadhunik Bharat Varsh Ka Itihas, New Age International Pvt. Ltd.
- Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication
- Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan

Publication

- Metcalf, Barbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002
- Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University
- Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication
- Mishra, J.P.: Aadhunik Bharat Ka Itihas, Uttar Pradesh Granth Academic, Prabhag
- Mittal, S.C.: Bharat Ka Saamajik aur Aarthik Itihas (1758–1947)
- Muir, Ramssay: (1969) The Making of British India, Oxford University Press
- Prasad, Ishwari & Subedar: (1951) History of Modern India (English or Hindi), Indian Press ➤ Robert's P.E. and
- Spear: (1931) History of British India (English or Hindi), London, Oxford University Press
- Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, Rajkamal Prakashan
- Sarkar, Sumit: (1983) Modern India, Macmillan
- Sen, Sunil, K.: (1979), Agrarian relations in India, 1793–1947, People's Publication House
- Shukla, R.L. (ed.): Aadhunik Bharat Ka Itihas (Hindi), Delhi University Publication
- Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, Atma Ram
- Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press
- Thompson & Garret : (1934) Rise and Fulfillment of British Rule in India, Originally Published

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student. □ Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

**Theory CC-9**  
**Research Methodology in History (A050303T)**  
**COURSE CONTENT AND CREDIT SCHEME**

Unit	Course Outcomes- Students will get knowledge about Sources, historical facts and narratives in history.  History as Interdisciplinary Practices.  About Historians.  Use of Sources.	Allotted Time (hours)		
		L	T	P
<b>I</b>	<p><b>[a] Time, space, human agency</b></p> <p>[b] Sources as authority and sources in context: written, oral, visual, and archaeological</p> <p>[c] Facts and historical facts; interpretation and meaning</p> <p>[d] Hypothesis, argumentation, problematique</p> <p>[e] Objectivity, causality, generalization, historical imagination</p> <p>[f] Narrative and history</p>	19	08	-
<b>II</b>	<p><b>History as interdisciplinary practice:</b></p> <p>[a] History and Archaeology</p> <p>[b] History and Anthropology</p> <p>[c] Quantitative Methods in History</p> <p>[d] History and Psychology</p> <p>[e] History and Literature</p>	19	08	-
<b>III</b>	<b>Historians at work:</b>	18	07	-



	Representative writings of any two major historians are to be critically evaluated on the parameters of the research methodology			
<b>IV</b>	<b>Emphasis on the use of the sources</b> Methodology, arguments and conclusion	19	07	-
	<b>TOTAL HOURS</b>	<b>75</b>	<b>30</b>	<b>-</b>

**L- Lecture T-Tutorial and P –Practical**

**Essential Readings:**

E. H. Carr, What is History, Penguin, 2008 (also in Hindi)\_Marc

Bloch, The Historian's Craft (Introduction and Chapter I: History, Men and Time), Manchester University

Press, 1992.(also in Hindi)

E. Sreedharan, A Text-book of Historiography 500 BC to AD 2000,

Orient Longman, 2004 (also in Hindi) Suggested Readings:

Arthur Marwick, New Nature of History: Knowledge, Evidence,

Language (Chapter V: The Historian at work: Forget 'facts',

Foreground Sources), Lyceum Books Incorporated, 2001.

Habib, Irfan. Interpreting Indian History. Northeastern Hill

University Publications, Shillong, 1988

Arthur Marwick, The Nature of History (Chapter IV: History, Science and Social Science), London: Macmillan, 1989

**Theory**  
**General Elective Course (GE-3)**  
**Making of Contemporary India (A050304T GE- 301)**  
**COURSE CONTENT AND CREDIT SCHEME**

<b>Unit</b>	Students will get to know about Independence and Emergence of the New State, Making of the Republic _The Constituent Assembly, Indian Democracy at Work c1950- 1970s Language, Region. Economy Society and Culture c 1950-1970s.	<b>Allotted Time (hours)</b>		
		<b>L</b>	<b>T</b>	<b>P</b>
<b>I</b>	<b>Towards Independence and Emergence of the New State</b> Government of India Act 1935 Working of the GOI Act Negotiations for Independence and Popular Movements Partition: Riots and Rehabilitation	19	08	-
<b>II</b>	<b>Making of the Republic _The Constituent Assembly;</b> Drafting of the Constitution Integration of Princely States	18	07	-
<b>III</b>	<b>Indian Democracy at Work c1950- 1970s Language, Region,</b> Caste and Religion Electoral Politics and the Changing Party System; Regional Experiences India and the World; Non Aligned Movement	19	07	-
<b>IV</b>	<b>Economy Society and Culture c 1950-1970s</b> The Land Question, Planned Economy, Industry and Labour Science and Education The Women's Question: Movements and Legislation Cultural Trends: Institutions and Ideas, Literature, Media, Arts	19	08	-
	<b>TOTAL HOURS</b>	<b>75</b>	<b>30</b>	<b>-</b>

## **L- Lecture and P- Practical**

### **ESSENTIAL READINGS**

Granville Austin, Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011

Francine Frankel, India's Political Economy,

1947-2004, New Delhi: Oxford University Press, 2006.

Paul Brass, The Politics of India Since Independence, Cambridge:

Cambridge University Press, 1994. Ram Chandra Guha, India after

Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007

### **SUGGESTED READINGS**

Bipan Chandra, et al (ed) India after Independence, New Delhi: Penguin Books, 1999

Appadurai, Domestic Roots of India's Foreign Policy 1947-1972.

New Delhi: Oxford University Press,

1979. \_Rajni Kothari, Politics in India, New Delhi: Orient Longman,1970.

Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.

Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004

**Theory**  
**Skill Enhancement Course (SEC)**  
**Archives (A050305T SEC 3)**  
**COURSE CONTENT AND CREDIT SCHEME**

Unit	Topic	Allotted Time (hours)		
		L	T	P
	<i>This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past .Archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives as part of the course.</i>			
<b>I</b>	Definition and history of development (with special reference to India)	08	-	-
<b>II</b>	Types of archives : Understanding the traditions of preservation in India Collection policies, ethics and procedures  Collection: field exploration, excavation, purchase, gift and bequests, loansand deposits, exchanges, treasure trove confiscation and others  Documentation: accessions, indexing, cataloguing, digital documentation and de-accessions Preservation: curatorial care, preventive conservation, chemical preservation and restoration	08	-	-
<b>III</b>	Presentation and Exhibition:	07	-	-
<b>IV</b>	Archives and Society: (Education and communication Outreach activities)	07	-	-
	<b>TOTAL HOURS</b>	<b>30</b>	-	-
<b>L- Lecture, T- Tutorial and P –Practical</b>				
<b>Essential Readings:</b>				

Saloni Mathur, *India By Design: Colonial History and Cultural Display*, University of California, 2007  
Sengupta, S. *Experiencing History Through Archives*. Delhi: Munshiram Manoharlal. 2004.  
Guha, Thakurta, Tapati, *Monuments, Objects, Histories: Institution of Art in Colonial India*, New York, 2004  
Kathpalia, Y. P. *Conservation and Restoration of Archive Materials*. UNESCO, 1973  
Houhary, R.D. *Museums of India and their maladies*. Calcutta: Agam Kala. 1988  
Nair, S.M. *Bio-Deterioration of Museum Materials*. 2011  
Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi.

## **Semester IV**

**Theory CC-10**

**History of Modern world (1453 A.D – 1815A.D)**

<b>Course Code</b>	<b>A050401T</b>	<b>Course Title</b>	History of Modern world (1453 A.D – 1815A.D)
<b>Course Outcome</b> -This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also.			
<b>Credits – 5</b>	<b>Max. Marks : 70+30</b>	<b>Min. Passing Marks :28</b>	
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0</b>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Lectures</b>
I	Political and Religious structure of Europe in the early 15 <sup>th</sup> Century.		10
	Renaissance: Its Causes, Feature and Impact.		10
II	Reformation Movement in Europe and Role of Martin Luther.		5
	Religious warfare: The Thirty Years War.		10
III	Glorious Revolution and Development of Cabinet system in England.		10
	Industrial Revolution in 18th Century.		10
IV	French Revolution: Causes, Significance and Impact on world.		10
	Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.		10

**Suggested Readings:**

- Acton: (1906), Lectures on Modern History, London, Macmillan and Co. Limited.
- Fisher, H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode ➤
- Hayes, C.J.H.: (1936), A Cultural and Political History of Europe (Vol. I) (1500–1830), London,

Macmillan

- Hazen, C.D.: (1937), A History of Europe in Modern Times, Henry Holt and Company ➤
- Phulkan, Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.
- Schevil: (1898), History of Modern Europe (Hindi or English), Charles Scribners Sons
- सिंह, हीरालाल एवं रामवृक्ष सिंह: (2011) आधुनिक यूरोप का इतिहास (1453–1789), इलाहाबाद, स्टूडेंट्स फ्रण्ड्स
- वर्मा, लालबहादुर: (1998) यूरोप का इतिहास (पनू जागरण से क्रान्ति तक), नई दिल्ली, प्रकाशन संस्थान

This course can be opted as an elective by the students of following subjects: Open for all

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**Suggested Continuous Internal Evaluation Methods (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student. □ Quiz

**Suggested equivalent online courses:**

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.



**Theory**  
**Core Course (CC 11)-**  
**History of India-III (C.750-1206) (A050402T)**

Unit	Topic	Allotted Time (hours)		
		L	T	P
	<p><b>Course Outcomes</b> -They will learn how to rise &amp; Growth of the Gupta's Empire in ancient India and to raise regional, economy and culture in early medieval India. They can gather knowledge towards the Arabs conquest of Northern part of India from this paper. They can understand how the land of India becomes handed over to the foreign powers gradually from the ancient times to medieval. Kingdoms in different parts of India after downfall of the Empire. They can acquire knowledge towards the society</p>			
<b>I</b>	<p><b>Studying Early Medieval India:</b></p> <p>[1] Historical geography</p> <p>[2]Sources: texts, epigraphic and numismatic Data, Indian feudalism Rise of the Rajputs and the nature of the state</p>	18	07	-
<b>II</b>	<p>(A) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas</p> <p>(B) Legitimization of kingship; <i>Brahmanas</i> and temples; royal genealogies and rituals</p> <p>(C) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah</p> <p>(D)Causes and consequences of early Turkish invasions: Mahmud of Ghazni; Shahab-ud-Din of Ghur</p>	19	07	-
<b>III</b>	<p>(A)Agricultural expansion; crops</p> <p>(B)Landlords and peasants</p> <p>(C)Proliferation of castes; status of Untouchables</p>	19	08	-

	(D) Tribes as peasants and their place in the Varna Order			
<b>IV</b>	(A) Inter-regional trade (B) Maritime trade and forms of exchange (D) Process of urbanization (E) Merchant guilds of South India <b>Religious and Cultural Developments:</b> (A) Bhakti, Tantrism, Puranic traditions; Condition of Buddhism and Jainism (B) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri (C) Regional languages and literature, Art and architecture: Evolution of regional styles:	19	08	-
	<b>TOTAL HOURS</b>	<b>75</b>	<b>30</b>	<b>-</b>
<b>L- Lecture and T-Tutorial</b>				
<p><b>Reading List:</b></p> <p>R.S. Sharma, Indian Feudalism (circa 300 - 1200). B.D. Chattopadhyaya, The Making of Early Medieval India. R.S. Sharma and K.M. Shrimali, eds, Comprehensive History of India, Vol. IV (A &amp; B).</p> <p>Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate Hermann Kulke, ed., The State in India (AD 1000 - AD 1700).</p> <p>Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema, Trentham Book, London, 2004 John Storey, Cultural Theory and Popular Culture, London, 2001 Oberoi, Patricia, Freedom and Destiny: Gender, Family and Popular Culture in India, Delhi, 2009 Christopher Princy, Camera Indica: The Social Life of Indian Photographs, Chicago, 1998</p>				

Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006(Hindi)\_Ramanujan, A.K. Folktales from India A Selection of Oral Tales from Twenty-two Languages (Only Introduction).\_Ramaswamy, V. 'Women and the 'Domestic' in Tamil Folk Songs' in Kumkum Sangari and Uma Chakravarty, eds., From Myths to Markets: Essays on Gender, Shimla, 1999

Singh, Lata (ed.), Theatre in Colonial India: Playhouse of Power, New Delhi, 2009

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

Derry l N. Maclean, Religion and Society in Arab Sindh.Irfan Habib, Medieval India: The Study of a Civilization.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, and Spirituality in South India.

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

**Theory**

**Core Course (CC-12)**

**History of India-IV (C. 1206-1550) (A050403T)**

**COURSE CONTENT AND CREDIT SCHEME**

Unit	Topic	Allotted Time (hours)		
		L	T	P
	<p><b>Course Outcomes</b> -They acquire knowledge towards the Turkey's invasion &amp; Struggle for Empire in North-Western India and foundation of the Mughal Rule in India. Students will learn about the Mughal Indian society, economy and culture after consolidation of the Mughal rule India. They will learn about how the Regional Powers had been raised in different parts of India after downfall of the Mughal Empire of Delhi. They can gather knowledge to the downfall of the Mughal Empire only lack of unity among the Mughal courtiers and resulted to raise provincial kingdoms in Bengal, Hyderabad, Ayodhya, Mysore and Maratha in Western India.</p>			
<b>I</b>	<p><b>Interpreting the Sources of Delhi Sultanate:</b> Survey of Sources: (a) Persian <i>Tarikh</i> Tradition, (b) Vernacular Histories;(c)Epigraphy</p>	19	08	-
<b>II</b>	<p><b>Sultanate Political Structures:</b></p> <p>(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</p> <p>(B) Theories of kingship; Ruling elites; Sufis, Ulama and the Political authority; imperial monuments and coinage</p> <p>(C) Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujrat, Malwa, Jaunpur and Bengal</p> <p>(D) Consolidation of regional identities; regional art, architecture and literature</p>	19	08	-
<b>III</b>	<p><b>Society and Economy:</b></p> <p>(A) Iqta and the Revenue-free Grants.</p>	18	07	-

	(B)Agricultural production, Technology. (C) Changes in rural society ; revenu systems (D) Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade			
<b>IV</b>	<b>Religion, Society and Culture:</b> 1-Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices, Social roles  2-Bhakti movement and monotheistic traditions: in South and north India; Women Bhaktes Nathpanthis, Kabir, Nanak and the sant tradition  3-Sufi literature; malfuzat; premakhayans	19	07	-
	<b>TOTAL HOURS</b>	<b>75</b>	<b>30</b>	<b>-</b>
<b>L- Lecture, T- Tutorial and P –Practical</b>				
<p><b>Reading List:</b></p> <p>Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol V, The Delhi sultanate.</p> <p>K.A. Nizami, Religion and Politics in the Thirteenth Century.</p> <p>S.A.A. Rizvi, A History of Sufism in India, Vol. I.</p> <p>Satish Chandra, Medieval India, vol.I, Har Anand Publications, New Delhi.</p> <p>Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol.I.</p> <p>W.H. McLeod, Karine Schomer, et al, Eds, The Sants.</p> <p>Burton Stein, New Cambridge History of India: Vijayanagara.</p> <p>Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate.</p> <p>Richard M. Eaton, ed., India’s Islamic Traditions.</p>				

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

Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.  
K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal, 2008

**Theory**  
**General Elective Course (GE-4)**  
**Issues in Contemporary World (A050404T)**  
**COURSE CONTENT AND CREDIT SCHEME**

Unit	Course Outcome- Students will get the knowledge about colonialism and will be able to understand about Nationalism. Perspective on development and underdevelopment. About Social Movements and Modernity and cultural Transformation.	Allotted Time (hours)		
		L	T	P
<b>I</b>	<b>Colonialism and Nationalism:</b> a Synoptic view; Social Transformation after the Second World War; United Nations and UNESCO; NAM, Cold War: the character of Communist States	20	07	-
<b>II</b>	<b>Perspectives on Development and Underdevelopment:</b> Globalization--a long view	20	10	-
<b>III</b>	<b>Social Movements in the North and the South:</b> Ecological, Feminist, Human Rights issues	20	07	-
<b>IV</b>	<b>Modernity and Cultural Transformation:</b> Emerging trends in Culture, Media and Consumption	15	06	-
	<b>TOTAL HOURS</b>	<b>75</b>	<b>30</b>	<b>-</b>

**L- Lecture and P- Practical**

**Essential Readings:**

E.J. Hobsbawm, The Age of

Extremes, 1914 – 1991, New York: Vintage, 1996\_Carter V.

Findley and John Rothay, Twentieth-Century World,. Boston:

Houghton-Mifflin, 5thed. 2003\_Norman Lowe, Mastering

Modern World History, London: Palgrave Macmillan, 1997

**Suggested Readings:**

Mark Mazower, *The Balkans: A Short History* [especially chap. 4], New York: Modern Library, 2000: paperback, 2002

Basil Davidson, *Modern Africa: A Social and Political History*, 3d edn. London / New Jersey: Addison – Wesley, 1995

I, Rigoberta Menchu, *An Indian Woman in Guatemala* [Memoir of 1992 Nobel Peace Prize Winner, London: Verso, 1987 {Hindi translation available}]

Jonathan Spence, *The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895 – 1980*, Penguin, 1982



**Theory**  
**Skill Enhancement Course (SEC-4)**  
**Museums (A050405T)**  
**COURSE CONTENT AND CREDIT SCHEME**

Unit	Topic	Allotted Time (hours)		
		L	T	P
	<i>This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives and National Museum are an integral part of the course.</i>			
<b>I</b>	Definition and history of development (with special reference to India)	08	-	-
<b>II</b>	Types of museums: Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration	08	-	-
<b>III</b>	Museum Presentation and Exhibition:	07	-	-
<b>IV</b>	Museums and Society: (Education and communication Outreach activities)	07	-	-
	<b>TOTAL HOURS</b>	<b>30</b>	<b>-</b>	<b>-</b>

**L- Lecture, T- Tutorial and P –Practical**

**Essential Readings:**

Saloni Mathur, *India By Design: Colonial History and Cultural Display*, University of California, 2007  
Sengupta, S. *Experiencing History Through Archives*. Delhi: Munshiram Manoharlal. 2004.  
Guha, Thakurta, Tapati, *Monuments, Objects, Histories: Institution of Art in Colonial Colonial India*, New York, 2004  
Kathpalia, Y. P. *Conservation and Restoration of Archive Materials*.

UNESCO, 1973 Houdhary, R.D. Museums of India and their maladies. Calcutta: Agam Kala. 1988  
Nair, S.M. Bio-Deterioration of Museum Materials. 2011  
Agrawal, O.P., Essentials of Conservation and Museology, Delhi.