



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. History
Semester- V (Batch 2023-2026)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHIS501	Major	Contemporary India (From 1950 C.E. to 2000 C.E.)	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

- **CEO1** To provide the knowledge to students about Contemporary Indian History.
- **CEO2** To make them understand the Economy, Society, and Culture of Independence India.
- **CEO3** To highlight the important issues in Contemporary Indian History.
- **CEO4** To highlight the Indian Politics from the Indian Congress Party to the Opposition.
- **CEO5** To identify the changing patterns of India's Relations with the World.

Course Outcomes (COs):

The student will be able to:

- **CO1** Discuss the politics and political History of India after Independence.
- **CO2** Discuss the various changes and stages of the Economy, Society, and Culture after Independence.
- **CO3** Discuss the important contemporary issues of India after Independence.
- **CO4** Discuss the differences, struggles, and coalitions of Indian Politics after Independence.
- **CO5** Discuss India's foreign policy and role in World Politics after Independence.

Course Content

Unit-I- Polity and Political History of Independent India - Partition Legacies- Problems, Migration and Resettlement. The Making of the Constitution, Salient Features and Establishment of the Republic. The Integration of the Princely States and Reorganization of the States, Special Discussion on Hyderabad, Junagarh, and Jammu & Kashmir. The Issue of National Language. First General Election, Political Parties and Major Political Developments.

Unit-II- Economy, Society and Culture of Independent India- Economic Planning and the Model of Mixed Economy. Industrialization and Growth of Capitalism. Land Reforms and Agrarian Class Structure, Green Revolution and Capitalism in Agriculture, Rural Labor, and Migration. Caste and Politics in Independent India, Dalit, and Backward Caste Assertion. Regionalism and Regional Inequalities, Successionist Movements. Development of Science, Technology, Education, Art, Literature and Mass Media.

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Unit-III- Issues in Contemporary Indian History- Poverty and Illiteracy, Demographic Trends. Communalism and Religious Identities. The Caste Question and Gender Inequalities. Left Politics in India, The Insurgency of Naxalbari and Origin of Naxalite Movement, Central and State Policy for Naxalite Movement. Ecology, Environmentalism and Environmental Movements in India. Liberalization, Privatization and Globalization.

Unit-IV- Indian Politics from Lal Bahadur Shastri to Atal Bihari Bajpayee- The Era of Lal Bahadur Shastri and Indira Gandhi 1964-84 C.E. Conflicts with Pakistan- War of 1965, 1971 and 1999 C.E. Origin of Coalition Politics and Governments in States. Congress Split 1969 C.E., J.P. Movement, The Janta Experiment and Re-emergence of Indira Gandhi. Rajiv Gandhi Years- The Idea of New Millennium, Experiment with Coalition Governments at the Centre 1989-2000 C.E. Growth of Caste Politics- Mandal Commission, Dalit Resurgence, Revival of Communalism, B.J.P. and Ram Mandir Movement and the Issue of Babri Masjid.

Unit-V- India's Relations with the World- India's Foreign Policy in the Congress Period- Nehru Era (1947-1964 C.E.), Indira Gandhi Period (1966-1984 C.E.) and Rajiv Gandhi Period (1984-1989 C.E.). The Opposition Period (1977-2000 C.E.)- Principles, Challenges, and Responses. The Non-Alignment Movement- Concept, Evolution, Goals and Achievement, Non-Aligned Movement Today- The Debate and Relevance. Emergence of Terrorism- Issues and Challenges. India's Role in the Contemporary World.

Suggested Readings-

1. Bhambhri, C. P. (2013). Indian Politics since Independence. New Delhi: ABH Publishing House.
2. Brass, Paul R. (2012). The Politics of India Since Independence. New Delhi: Cambridge University Press.
3. Chand, Jagdish. (2016). Education in India After Independence. New Delhi: Shipra Publications.
4. Chandra Bipan, Mridula Mukherjee and Aditya Mukherjee. (eds.) (2016). India after Independence: 1947-2000. New Delhi: Penguin.

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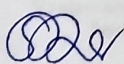
B.A. History
Semester- V (Batch 2023-2026)

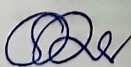
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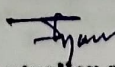
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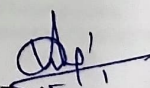
***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- Chandra, Bipan. (2013). Communalism in Modern India. New Delhi: Vikas Publishing House Private Limited.
- Chatterjee, Partha. (2012). State and Politics in India. New Delhi: Oxford University Press.
- Francine, Frankel. (2017). India's Political Economy: 1947-2004. New Delhi: Oxford University Press.
- Granville, Austin. (2011). Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.
- Guha, Ram Chandra. (2017). India after Gandhi: The History of the World's Largest Democracy. New Delhi: Picador.


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Semester V (Batch 2025-26)											
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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHIS 502	Major	History of Early Modern World (From Renaissance to the American Revolution)	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CO1 To understand the Europe in the 15th Century: Decline of feudalism and rise of modern era Renaissance, Reformation and Counter Reformation.

CO2 To understand the development from City State to emergence of Absolutist States

CO3 To understand the major incidents related to Spain, France and England such as Glorious Revolution (1688 C.E.), American Revolution (1776 C.E.)

CO4 To understand the concept of the modern Western World Mercantilism and commercial Revolution, and Industrial Revolution.

Course Outcomes (COs):

The student will be able to:

CO1 Describe the changes in history of Europe

CO2 Discuss the results of City states and Absolute states


CO3 Explain the condition of Europe and USA


CO4 Discuss the results of various revolutions

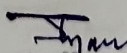
Course Content

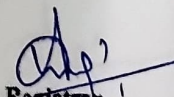
Unit I: Europe in the 15th Century: Decline of feudalism and rise of modern era Renaissance, Reformation and Counter Reformation.

Unit II: From City State to emergence of Absolutist States: Case Studies of Spain, France and England.


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BAHIS 502	Major	History of Early Modern World (From Renaissance to the American Revolution)	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.


Unit III: Glorious Revolution (1688 A.D.) and American Revolution (1776 A.D.)

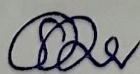
Unit IV: Economic Revolution of the modern Western World Mercantilism and commercial Revolution, and Industrial Revolution.

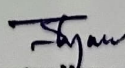
Unit V: Beginning of colonialism, emergence of new social classes

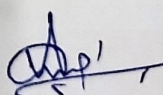
Suggested Readings:

1. Arvind Sinha, Europe in Transition, Delhi 2010
2. Rodney Hilton, the Transition from Feudalism to Capitalism, Delhi 2006.
3. Perry Anderson, Lineages of the Absolutist State, Verso, London 2013
4. John Merriman, A History of Modern Europe, New York, 2010
5. History of the Modern world 1500-2000AD, Jain & Mathur, Jain Prakashan Mandir chaura rasta Jaipur, 2013.


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BAHIS503 1	DSE	History of Indian Architecture	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

- **CEO1** To provide knowledge to students about the History of Architecture in India from the Harappan Civilization, Mauryan, and Post-Mauryan Periods.
- **CEO2** To make them understand the Architecture of the Gupta, Post-Gupta Periods and South India.
- **CEO3** To make them understand the Architecture of the Delhi Sultanate, Mughal Empire, Bahmani Kingdom, and Vijayanagar Empire.
- **CEO4** To highlight the features of Architecture of the Colonial Period.
- **CEO5** To highlight the features of Architecture of Independent India.

Course Outcomes (COs):

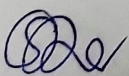
The student will be able to:

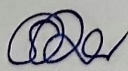
- **CO1** Describe the Architecture of Harappan Town Planning, Mauryan Pillars, Viharas, Chaityas, and Stupas in Ancient India.
- **CO2** Discuss the features of Gupta, Post-Gupta Architecture, and Temples of South India.
- **CO3** Discuss the architectural features of important Buildings, Forts, Palaces, and Mosques in Medieval India.
- **CO4** Discuss the Major Styles of Architecture and famous Buildings of Portuguese, Dutch, and French in the Colonial Period.
- **CO5** Discuss the contribution of Le Corbusier, Laurie Baker, Charles Correa, and features of contemporary Buildings in Independent India.

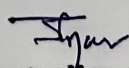
Course Content

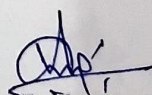
Unit-I-Architecture of Harappan Civilization, Mauryan and Post-Mauryan Period

Harappan Architecture- Town Planning of Cities: Citadel, Lower Town, Housing Pattern, Granaries, Great Bath, Dockyard. Architecture in Mauryan Empire- Palaces and Pillars. Post-Mauryan Period: Salient features of Viharas, Chaityas and Stupas. Beginning of Rock-Cut Architecture and General Features.


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BAHIS503 1	DSE	History of Indian Architecture	60	20	20	0	0	4	0	0	4

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Unit-II- Architecture of Gupta, Post-Gupta Period and South India

Architecture of Gupta Empire- Caves and Stupas. Temple Architecture: Origin, Symbolism and Salient Features. Styles of Temple Architecture: Nagara, Besara and Dravida. Jain Temples. Post- Gupta Period: Architecture of North, Eastern, Western and Central India. Temples of South India: Rashtrakutas, Cholas, Pallavas, Pandayas and Chalukyas.

Unit-III- Architecture of Delhi Sultanate, Mughal Empire, Bahmani and Vijayanagar Architecture of Delhi Sultanate- Slave, Khilji, Tughluq, Sayyid and Lodi Dynasty. Regional Architecture: Bengal, Malwa, Jaunpur, Kamrup, Ahom, Kakatiya and Hoyasala. Architecture of Vijayanagar Empire and Bahmani Kingdom. Architecture of Mughal Empire, Sikh, and Marathas. Major Forts and Palaces.

Unit-IV- Architecture of Colonial Period

British Period: Three Major Styles of Architecture- Indo-Saracenic, Gothic and Neo-Classical. Origin of Urban Cities: Calcutta, Bombay, Madras and New Delhi. Architecture of Portuguese, Dutch and French. Architecture of Railway Station, Post Office, Banks, Universities, Courts, Bungalows, and other important Buildings.

Unit-V- Architecture of Independent India

The Contribution of Le Corbusier, Laurie Baker, and Charles Correa. Major Vidhan Sabha Buildings in India. Educational, Social, Religious and Famous Institutional Buildings in Contemporary India.

Suggested Readings-

1. Acharya, Prasanna Kumar. (2016). **Hindu Architecture in India and Abroad**. New Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
2. Brown, Percy. (2013). **Indian Architecture (Buddhist and Hindu Period)**. Redditch: ReadBooks Limited.

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3. Dhaky, M. A. (ed.) (2002). **Indian Temple Architecture (North and South India)**. Berkeley: University of California Press.
4. Fergusson, James and James Burgess. (2000). **The Cave Temple of India**. London: W. H.Allen & Co.
5. Hardy, Adam. (1995). **Indian Temple Architecture: Form and Transformation**. New Delhi: Abhinav Publication.
6. Hardy, Adam. (2007). **The Temple Architecture of India**. London: Wiley Publication.
7. Kramrisch, Stella. (2018). **The Hindu Temple, vol. 2** New Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
8. Mahajan, Malati. (2004). **A Gate to Ancient Indian Architecture**. Delhi: Sharda PublishingHouse.
9. Sahai, Surendra. (2006). **Indian Architecture: Hindu, Buddhist, and Jain**. New Delhi:Prakash Books.
10. Sinha, Ajay J. (2000). **Imagining Architects: Creativity in the Religious Movements of India**. Newark: University of Delaware Press.

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BAHIS 503 2	DSE	History of Indian Coins	60	20	20	0	0	4	0	0	4

Legends: L-Lecture; T-Tutorial/Teacher Guided Student Activity; P-Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

- **CEO1** To provide knowledge to students about the origin and development of Coins in Ancient India.
- **CEO2** To make them understand the development of coins from Mahajanapada to the Post-Mauryan Period.
- **CEO3** To make them understand the development of coins from the Gupta Period to the Early Medieval Period.
- **CEO4** To make them understand the development of coins in the Delhi Sultanate, the Mughal Empire, and Regional Powers in Medieval India.
- **CEO5** To highlight the forms and types of coins in the Colonial and the Post-Colonial India.

Course Outcomes (COs):

The student will be able to:

- **CO1** Describe the origin, development, and classification of Coins in Ancient India.
- **CO2** Discuss the development of coins of Mahajanapada, Magadha, Mauryan, and the Post-Mauryan Empire in Ancient India.
- **CO3** Discuss the development of coins of the Gupta Empire, the Post-Gupta Period, and the major Dynasties of South India.
- **CO4** Discuss the features of coins in the Delhi Sultanate, the Mughal Empire, and Regional Powers in Medieval India.
- **CO5** Discuss the various forms and changes of coins in the Colonial India and Independent India.

Course Content

Unit-I- Origin, Development and Classification of Coins of Ancient India

Use of Coins as a Source of Indian History. Origin of Coinage in India- Antiquity of Coinage in India, Authority to issue Coins in Ancient India, Modes of Fabrication of Coins in Ancient India, Punch Marked Coins- Name, Date, Metrology, Classification and Symbols.

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BAHIS 503 2	DSE	History of Indian Coins	60	20	20	0	0	4	0	0	4

Legends: L-Lecture; T-Tutorial/Teacher Guided Student Activity; P-Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit-II- Coins of Ancient India from Mahajanapada to Post-Mauryan Period

Mahajanapada Coins. Coins of Magadha- Haryak, Shishunag and Nanda Dynasties. Maurayan Coins, Coins of Sangam Age. Coins of Post-Maurayan Period: Shunga Dynasty, Andra Satavahana Coins, Indo-Greek Coins, Saka-Pahlava Coins, Coins of Kushana, Roman Coins, Western Kshatrapa. Major Mints.

Unit-III- Coins of Ancient India from Gupta Period to Early Medieval Period

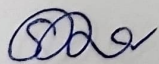
Coins of Gupta Dynasty. Post-Gupta Period: Pushpabhuti Coins, Maukhari Coins and Hunas Coins. Coins of Rajput Dynasties. Coins of South India- Chera, Chola, Pandya, Pallava, Chalukya and Rashtrakuta Dynasties. Major Mints.


Unit-IV- Coins of Delhi Sultanate, Mughal Empire and Regional Powers

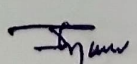
Coins of Delhi Sultanate- Slave, Khilji, Tughluq, Sayyid and Lodi Dynasties. Coins of Regional Powers- Bengal, Jaunpur, Malwa, Gujarat, Kakatiya and Hoyasala. Coins of Mughal Empire. Coins of Bahmani Kingdom and Vijayanagara Empire. Major Mints.

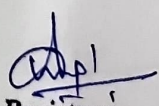
Unit-V- Coins of Colonial and Post-Colonial India

Coins of Colonial Period- Portuguese, Dutch, Danish, French and English East India Companies. Coins of Independent India- King George Series: Rupee, Aana and Paisa. Coins after Republic of India- Pre-Decimalization and Decimalization Series. Major Indian Mints- Kolkata, Mumbai, Hyderabad, and Noida.


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B.A. History
Semester-V (2023-2026)

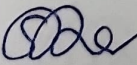
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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teacher sAssessment*	END SEM University Exam	Teacher sAssessment*				
BAHIS 503 2	DSE	History of Indian Coins	60	20	20	0	0	4	0	0	4

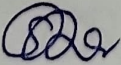
Legends: L-Lecture; T-Tutorial/Teacher Guided Student Activity; P-Practical; C-Credit;

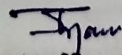
***Teacher Assessment** shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

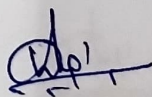
Suggested Readings-

1. Allan, John. (1991). Catalogue of the Coins of the Gupta Dynasties and of Sasanka King of Gauda. New Delhi: Munshiram Manoharlal Publishers Private Limited.
2. Allan, John. (2013). Catalogue of the Coins of Ancient India. New Delhi: Munshiram Manoharlal Publishers Private Limited.
3. Altekar, A. S. (2005). The Coinage of the Gupta Empire. Varanasi: Numismatic Society of India.
4. Bhandarkar, D. R. (1990). Lectures on Ancient Indian Numismatics. New Delhi: Asian Educational Service.
5. Cunningham, Alexander. (2007). Coins of Ancient India: From the Earliest Times Down to the Seventh Century A. D. New Delhi: Gyan Publishing House.
6. Dasgupta, K. K. (1974). A Tribal History of Ancient India- A Numismatic Approach. Calcutta: Navabharat Publishers.
7. Desikachari, T. (2020). South Indian Coins. New Delhi: Gyan Publishing House.
8. Handa, Devendra. (2007). Tribal Coins of Ancient India. New Delhi: Aryan Books International


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Credit System (CBCS) in Light of NEP-2020
B.A. History
Semester-V (2023-2026)

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			END SEM University Exam	Two Term Exam	Teacher sAssessment*	END SEM University Exam	Teacher sAssessment*				
BAHIS 503 3	DSE	History of the USSR: From Revolution to Soviet Experience (1917-1991 C.E.)	60	20	20	0	0	4	0	0	4

Legends: L-Lecture; T-Tutorial/Teacher Guided Student Activity; P-Practical; C-Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

- **CEO1** To provide knowledge to students about the Russian Revolution of 1917 C.E.
- **CEO2** To make them understand the Bolshevik Power, Economic Policies, and Debate in Russia.
- **CEO3** To make them understand the Foreign Policy of Russia and the History of the Second World War.
- **CEO4** To make them understand The Soviet Experience, Cold War, and Khrushchev Era.
- **CEO5** To highlight the main events of Russia from Leonid Brezhnev to Mikhail Gorbachev.

Course Outcomes (COs):

The student will be able to:

- **CO1** Describe the causes, main events, and impact of the Russian Revolution of 1917 C.E.
- **CO2** Discuss the origin of Bolshevik Power and Life under the Soviet System.
- **CO3** Discuss the Foreign Policy of the Comintern, World War II and the emergence of Superpowers.
- **CO4** Describe the origin of the Cold War, Khrushchev's Foreign Policy, and his Reforms.
- **CO5** Discuss the Reforms in the Political, Economic, and Social System of Russia.

Course Content

Unit-I- Background to the Russian Revolutions of February and October 1917 C.E.


Peasants and Workers Movements. Literature and Arts in Post-Emancipation Russia. War and the Revolutions of February and October.

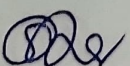
Unit-II- Consolidation of Bolshevik Power, Economic Policies and Debate in the 1920 C.E.

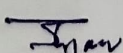
An overview, Collectivization, and Industrialization. Ideology Party and State: Centralization and its Problems. Life under the Soviet System- 1917-1945 C.E.: The Nationalities Question, Gender, Literature and Art Forms.

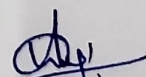
Unit-III- Foreign Policy of Russia and History of Second World War

Foreign Policy Issues: Comin tern (Anti-Colonial Struggles-India/Indo-China. The Politics of United Front). World War II- Causes and Outbreak, Defeat of the Axis Powers, Peace-making after the Second World War, India's Contribution to the Second World War, Emergence of Superpowers.


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Credit System (CBCS) in Light of NEP-2020
B.A. History
Semester-V (2023-2026)

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Legends: L-Lecture; T-Tutorial/Teacher Guided Student Activity; P-Practical; C-Credit;

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit-IV- The Soviet Experience (1945-1991 C.E.) Cold War and Khrushchev Era

The Cold War- Origins, Major Developments and Khrushchev's Foreign Policy (1945-64 C.E.). The Khrushchev Era: De-Stalinization and Khrushchev's Industrial and Agricultural Reforms.

Unit-V- The Soviet Experience (From Leonid Brezhnev to Mikhail Gorbachev)

Conservatism and Reform in the Soviet Political System- From Leonid Brezhnev to Mikhail Gorbachev: Literature and Culture. The Economics and Politics of the Cold War. Economic and Social Consequences for the Soviet System and Eastern Europe. Glasnost, Perestroika, Nuclear Weapons and Disarmament. Dissolution of the Soviet Union (1991 C.E.) and the Confederation of Independent States.

Suggested Readings-

1. Brown, Archie. (2016). The Gorbachev Factor. Oxford: Oxford University Press.
2. Brown, Archie. (2010). The Rise and Fall of Communism. London: Vintage.
3. Crump, Thomas. (2013). Brezhnev and the Decline of the Soviet Union. London: Routledge.
4. Gaddis, John Lewis. (2015). The Cold War. New York: Penguin Press.
5. Hanson, Philip. (2014). The Rise and Fall of the Soviet Economy: An Economic History of the USSR 1945-1991 (The Post-war World). London: Routledge.
6. Haslam, Jonathan. (2011). Russia's Cold War: From the October Revolution to the Fall of the Wall. New Haven: Yale University Press.
7. Kotz, David and Fred Weir. (2003). Revolution from Above: The Demise of the Soviet System. New York: Routledge.
8. Leffler, Melvyn P. (ed.) (2010). The Cambridge History of the Cold War, Volumes I, II and III. Cambridge: Cambridge University Press.

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Credit System (CBCS) in Light of NEP-2020
B.A. History
Semester-V (2023-2026)

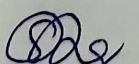
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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teacher sAssessment*	END SEM University Exam	Teacher sAssessment*				
BAHIS 503 3	DSE	History of the USSR: From Revolution to Soviet Experience (1917-1991 C.E.)	60	20	20	0	0	4	0	0	4

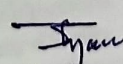
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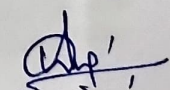
***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

9. Suny, Ronald Grigor. (2003). The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union. Stanford: Stanford University Press.
10. Suny, Ronald Grigor. (2007). The Soviet Experiment: Russia, the USSR and the Successor States. New York: Oxford University Press.
11. Suny, Ronald Grigor. (ed.) (2006). Cambridge History of Russia Volume 3. Cambridge: Cambridge University Press.
12. Thompson, William J. (2007). Khrushchev: A Political Life. London: Palgrave.
13. White, Stephen. (2013). After Gorbachev. Cambridge: Cambridge University Press.
14. Zubok, Vladislav. (2007). A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev. North Carolina: University of North Carolina Press.


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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. History
Semester V (2023-2026)

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BA506	P/I/C	Field Project	0	0	0	60	40	0	0	12	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1:** This paper has an objective to provide motivation for the students to choose a topic for field study.
- CEO2:** To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.
- CEO3:** To enable students to develop a project report.

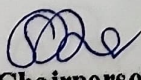
Course Outcomes:

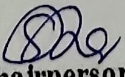
- CO1:** The student should be able to acquire analytical skills and capabilities to develop a project report
- CO2:** To develop a thought process among students to identify the existing gaps in the society.
- CO3:** To write a project report

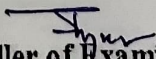
Submission and marking Guidelines.

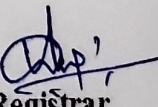
At the end of V semester, the student will submit a field project report of his study on the following guidelines:

1. The students will submit the report of the field study and a duly constituted Committee will take the decision regarding the relevance and authenticity of field project.


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Semester V (2023-2026)

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BA506	P/I/C	Field Project	0	0	0	60	40	0	0	12	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- The decision about the suitability of the Field Project will be taken after the Mid of Semester V. The student will be required to submit the final report in the spiral bound form in three copies.
- Each student undergoing field study will be assigned a faculty member.
- Faculty member assigned for the student will supervise the student. The student will have to provide the contact details of the field authority to the assigned faculty member.
- Field Project will carry a maximum of 100 marks - out of which, 40 marks will be for the Internal evaluation and External will be of 60 marks. A panel of external and internal examiners will jointly award both of these components of marks.
- Report submitted by the student after successful completion of the field study will be considered for the internal evaluation.
- For the external evaluation student will have to give a presentation and appear for the viva.
- The Director/Head of the Institution will appoint the internal and the external examiner.

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