



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. Honors History
Semester- V (2021-2024)

| 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* | | | | |
| BA510 | CC | History of Modern India (From 1740 C.E. to 1857 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 knowledge to students about the History of Modern India.

CEO₂ To make them understand the Growth of the Colonial Administration.

CEO₃ To make them understand the Resistance against the Colonial Power.

CEO₄ To make them understand the causes behind the Socio-Religious Movements and Modernization of India.

CEO₅ To highlight the Economic Policies during British India.

Course Outcomes (COs):

The student will be able to:

CO₁ Describe the sources of Modern Indian History and the causes of the advent of Europeans in India.

CO₂ Discuss the work and relationships of Governor Generals during their tenure in India.

CO₃ Discuss the reasons and process of resistance of Indians against the colonial power.

CO₄ Discuss the reasons for the Socio-Religious Movements and Modernization of India.

CO₅ Discuss the Economic Policies during British India and their Impact on the Indian Economy.

Course Content

Unit-I- Advent of Europeans in India and The East India Company's Rule

Sources of Modern Indian History. Political Trends in the Mid-18th Century. Advent of Europeans in India. Anglo-French Conflict in Karnataka. Third Battle of Panipat. Establishment of East India Company in India. Battle of Plassey and Buxar. Diwani of Bengal, Bihar, and Orissa. Dual Government.

Unit-II- Growth of Colonial Administration

Warren Hastings and Lord Cornwallis. Regulating Act, Pitt's India Act, Charter Act of 1813 and 1833 C.E. Anglo-Maratha Relations and Anglo-Mysore Relations. Wellesley and the Subsidiary Alliances. Maharaja Ranjit Singh and Anglo-Sikh Relations. Lord Hastings and British Paramountcy.

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Unit-III- Resistance to Colonial Power

Downfall of Marathas. Anglo-Burmese Relations and Anglo-Afghan Relations. Lord Dalhousie and the Doctrine of Lapse- His Administration and Reforms. Resistance to the British Rule- Various Peasant and Tribal Movements. First War of Independence 1857- Causes, Nature, and Results. Role of Women in Freedom Struggle- Laxmi Bai, Awanti Bai and Jhalkari Bai.

Unit-IV- Socio-Religious Movements and Modernization of India

Indian Renaissance. Socio-Religious Movements- Raja Rammohan Roy and Brahma Samaj, Lord William Bentinck, Devendra Nath Tagore, Ishwar Chandra Vidyasagar, Dayanand Saraswati. Islamic Revivalism- Faraizi and Wahabi Movements. Status of Women. The Status of Indigenous Education, Growth of Western Education. Modernization of India and Conspiracy of Lord Macaulay.

Unit-V- Economic Policies during British India and Its Impact

The Downward Filtration Theory. British Land Revenue Settlements- Permanent Settlement, Ryotwari and Mahalwari System. Condition of Peasants, Rural Indebtedness, Commercialization of Agriculture, Drain of Wealth, Decline of Cottage Industries. Economic Transformation of India- Communication Network, Telegraph, Postal Services and Railways.

Suggested Readings-

1. Bandyopadhyay, Sekhar. (2019). **From Plassey to Partition and After: A History of Modern India**. New Delhi: Orient Longman Private Limited.
2. Chandra, Bipan. (1987). **Communalism in Modern India**. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Chandra, Bipan, K. N. Pannikar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee. (eds.) (2018). **India's Struggle for Independence 1857-1947**. Delhi: Penguin Random House India.

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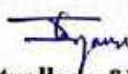
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4. Chandra, Bipan. (2020). **History of Modern India**. New Delhi: Orient Blackswan Private Limited.
5. Desai, A. R. (2016). **Social Background of Indian Nationalism**. New Delhi: Sage Publications India Private Limited.
6. Dube, Ishita Banerjee. (2014). **A History of Modern India**. New Delhi: Cambridge University Press.
7. Grover, B. L. and Alka Mehta. (2018). **A New Look at Modern Indian History: From 1707 to Modern Times**. New Delhi: S. Chand and Company Limited.
8. Khurana, Dr. K. L. (2022). **History of India (C. 1757-1947)**. Agra: Lakshmi Narain Agarwal Publication.
9. Mehta, J. L. (2019). **Advanced Study in the History of Modern India: 1707-1813**. New Delhi: Sterling Publishers (P) Ltd.
10. Panigrahi, D. N. (ed.) (2015). **Economy, Society and Politics in Modern India**. New Delhi: Vikas Publishing House.
11. Sarkar, Sumit. (2017). **Essays of A Lifetime: Reformers, Nationalists, Subalterns**. Ranikhet: Permanent Black.
12. Sen, Sailendra Nath. (2018). **An Advanced History of Modern India**. New Delhi: Macmillan Publishers India Ltd.


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| BAHNHIS 502 | CC | Society, Economy and Culture in Colonial India | 60 | 20 | 20 | 0 | 0 | 3 | 0 | 0 | 3 |

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

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Course Educational Objectives (CEOs):

- CEO₁ To provide knowledge to the students of Social Policy during the Colonial India.
CEO₂ To make them understand the Economic Policy of the Colonial India.
CEO₃ To provide knowledge to the students of the Education Policy in the Colonial India.
CEO₄ To provide knowledge of development of the Press and Cinema in the Colonial India.
CEO₅ To identify the changing factors of the Policy of Languages and Literature in the Colonial India.

Course Outcomes (COs):

The student will be able to:

- CO₁ Discuss the Social Problems and Social Reform Movements.
CO₂ Explain the Economic Condition and Majors Changes in the Colonial Economy.
CO₃ Discuss the forms, various acts, and stages of development of Education in the Colonial India.
CO₄ Discuss the contribution of the Press and Cinema to the consciousness in the Colonial India.
CO₅ Define the reasons for changing pattern of Languages and Literature in the Colonial India.

Course Content

Unit-I- Social Policy during the Colonial Rule in India and Social Reform Movements

Social Problems- Sati, Thuggee, Slavery, Child Marriage, Widow Remarriage, Female Infanticide, and Education of Women. Social Reform Movements- Brahma Samaj, Prathana Samaj, Arya Samaj, Ram Krishna Mission, Theosophical Society, Young Bengal, Ahmadiyya, Deoband and Aligarh Movement. Role of Jyotiba Phule and Savitri Bai Phule. Impact of Christian Missionaries on Indian Society.

Unit-II- Economic Policy during the Colonial Rule in India

Land Revenue System- Permanent Settlement, Ryotwari and Mahalwari System. Commercialization of Agriculture. Famines, De-industrialization, Modern Landlordism and Tenancy, Drain of Wealth, Decline of Handicraft Industry. Emergence of Modern Industries- (Iron, Steel and Cotton Industries), Rise of Working Class. Establishment, Growth, Expansion, and Impact of Railway in India.

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Unit-III- Education Policy during the Colonial Rule in India

Education under the Colonial Rule- Orientalist and Anglicist Policy. Education under Imperial Rule- Education under Direct British Rule, Development of Education during 1902 to 1921 C.E., Education Development under Diarchy- 1921 to 1937 C.E., Education under Provincial Autonomy 1936-37 C.E. to 1946-47 C.E., Origin and Development of Basic Education, Education as a Subordinate Social Sub-system.

Unit-IV- History of Cinema and Press during the Colonial Rule in India

Introducing Indian Cinema- Silent Era, Age of Sound, Themes in Indian Cinema, Major Studios, Famous Films and Directors, Cinema and Freedom Struggle. Origin of the Press in India- Hicky's Bengal Gazette, Censorship and Regulations, The War of Independence, Famous Leaders, Journalists and Newspapers. Nationalism and the Indian Press- Vernacular Press Act, Some Great Newspapers. Press and World War- First and Second.

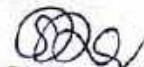
Unit-V- Policy of Languages and Literature during the Colonial Rule in India

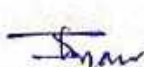
Impact of the Transition from Mughals to British Paramountcy- The Adoption of a Uniform Printed Script and a Standardized Language, The Growth of Prose Literature, The Adoption of New Literary Forms. Linguistic Developments and Class Cleavages- Bengali, Gujarati, and Tamil. Communal Polarization in Language. The Polarization of Urdu and Hindi- Emergence and Growth of Urdu, Growth of Standard Hindi, Impact on Punjab.

Suggested Readings-

1. Naravane, Vishwanath S. and Som Prakash Sharma. (2012). **A Cultural History of Modern India**. New Delhi: Northern Book Centre.
2. Menon, Dilip M. (2016). **Cultural History of Modern India**. New Delhi: Social Science Press.
3. Chekki, Danesh A. (2017). **The Social System and Culture of Modern India**. New Delhi, Routledge.


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4. Chatterjee, Kumkum. (2009). **The Cultures of History in Early Modern India**. New Delhi: Oxford University Press.
5. Hanlon, Rosalind and David Washbrook. (ed.) (2012). **Religious Cultures in Early Modern India: New Perspectives**. Abingdon Oxon: Routledge.
6. Dube, Banerjee Ishita and Sarvani Gooptu. (ed.) (2018). **On Modern Indian Sensibilities: Culture, Politics, History**. Abingdon Oxon: Routledge.
7. Vishwanath, Rupa. (2014). **The Pariah Problem: Caste, Religion, and the Social in Modern India**. New York: Columbia University Press.
8. Dalmia, Vasudha and Rashmi Sadana. (eds.) (2012). **Modern Indian Culture**. New York: Cambridge University Press.
9. Singh, Jyotsna G. (2016). **Colonial Narratives/Cultural Dialogues: Discoveries of India in the Language of Colonialism**. Abingdon Oxon: Routledge.
10. Ghosh, Anindita. (2017). **Power in Print: Popular Publishing and the Politics of Language and Culture in a Colonial Society, 1778-1905**. New Delhi: Oxford University Press.
11. Singh, Lata. (2009). **Theatre in Colonial India: Play-House of Power**. New Delhi: Oxford University Press.
12. Nayar, Pramod K. (2007). **English Writing and India, 1600-1920: Colonizing Aesthetics**. Abingdon Oxon: Routledge.
13. Gopal, Priyamvada. (2009). **The Indian English Novel: Nation, History, and Narration**. New Delhi: Oxford University Press.

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| BAHNHIS 5031 | DSE | History of Indian Architecture | 60 | 20 | 20 | 0 | 0 | 3 | 0 | 0 | 3 |

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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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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: Read Books 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 Publishing House.
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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| BAHNHIS 5032 | DSE | History of Indian Coins | 60 | 20 | 20 | 0 | 0 | 3 | 0 | 0 | 3 |

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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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| 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* | | | | |
| BAHNHIS 5032 | DSE | History of Indian Coins | 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.

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.

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.

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| | | | THEORY | | | PRACTICAL | | L | T | P | CREDITS |
| | | | END SEM University Exam | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* | | | | |
| BAHNHIS 5032 | DSE | History of Indian Coins | 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.

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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| | | | THEORY | | | PRACTICAL | | L | T | P | CREDITS |
| | | | END SEM University Exam | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* | | | | |
| BAHNHIS 5032 | DSE | History of Indian Coins | 60 | 20 | 20 | 0 | 0 | 3 | 0 | 0 | 3 |

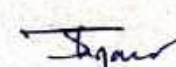
Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

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

9. Jain, Rekha. (1997). **Ancient Indian Coinage: A Systematic Study of Money Economy from Janapada Period to Early Medieval Period (600 BC to AD 1200)**. New Delhi: D. K. Print World.
10. Lahiri, A. N. (1965). **Corpus of Indo-Greek Coins**. Calcutta: Poddar Publication.
11. Pieper, Wilfried. (2021). **Ancient Indian Coins: A Comprehensive Catalogue**. Mumbai: IIRNS Publications.
12. Rapson, E. J. (2021). **Indian Coins**. New Delhi: Gyan Publishing House.
13. Reddappa, Sainath. (2021). **Indian Coinage Guide Book British India-Republic India (1835-2019)**. Chennai: Sainath Reddappa.
14. Sircar, D. C. (2008). **Studies in Indian Coins**. New Delhi: Munshiram Manoharlal Publishers Private Limited.
15. Srivastava, Prashant. (1996). **Aspects of Ancient Indian Numismatics**. New Delhi: Agam Kala Prakashan.


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| | | | THEORY | | | PRACTICAL | | L | T | P | CREDITS |
| | | | END SEM University Exam | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* | | | | |
| BAHNHIS 5033 | DSE | History of the USSR: From Revolution to Soviet Experience (1917-1991 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 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.

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| | | | THEORY | | | PRACTICAL | | L | T | P | CREDITS |
| | | | END SEM University Exam | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* | | | | |
| BAHNHIS 5033 | DSE | History of the USSR: From Revolution to Soviet Experience (1917-1991 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.

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.

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.

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| | | | THEORY | | | PRACTICAL | | L | T | P | CREDITS |
| | | | END SEM University Exam | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* | | | | |
| BAHNHIS 5033 | DSE | History of the USSR: From Revolution to Soviet Experience (1917-1991 C.E.) | 60 | 20 | 20 | 0 | 0 | 3 | 0 | 0 | 3 |

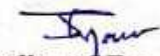
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*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

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.
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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| | | | THEORY | | | PRACTICAL | | L | T | P | CREDITS |
| | | | END SEM University Exam | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* | | | | |
| BAHN504 | CV | Comprehensive Viva Voce | 0 | 0 | 0 | 50 | 0 | 0 | 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.

Comprehensive Viva Voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during their graduate programmed. In doing so, the main objective of this course is to prepare the students to face interviews in the academic sector.

Course Educational Objectives (CEOs):

CEO₁ To provide an opportunity for students to apply theoretical concepts in real-life situations.

CEO₂ Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

Course Outcomes (COs):

The student shall be able to:

CO₁ The student should be able to acquire speaking skills and capabilities to demonstrate the subject knowledge.

CO₂ Exhibit the strength and grip on the fundamentals of the subjects studied during the semester.

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| | | | THEORY | | | PRACTICAL | | L | T | P | CREDITS |
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| BAHN505 | P/D/I | Minor Project I | 0 | 0 | 0 | 30 | 20 | 0 | 0 | 4 | 2 |

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 motivate the students to choose a topic for critical analysis.

CEO₂ Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

CEO₃ To enable students to develop a Research Proposal.

Course Outcomes (COs):

The student shall be able to:

CO₁ Enable the students to learn the act of conducting a study and presenting its findings in the form of a rational report.

CO₂ This course will impart knowledge and develop an understanding of research methodology and its applications.

CO₃ Enable the students to gain more knowledge on various characterizing techniques of the data and get useful information.

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