



**Eklavya University**

**Bachelor of Arts**

**(History)**

**Curriculum  
(2020-2021)**

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*Ashish*

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## Bachelor of History, Arts

### VISION STATEMENT OF EKLAVYA UNIVERSITY

Eklavya University will transform lives and communities through learning.

### MISSION STATEMENT OF EKLAVYA UNIVERSITY

- Nurture achievers in life and careers through a value based, industry relevant and future ready education.
- Emphasize research, interdisciplinary learning, and practical hands on education.
- Equip every student with the required social and technical skills to achieve employment generation.
- Bring quality education within the reach of every individual.
- Create and disseminate knowledge through research and creative inquiry.
- Serve students by teaching them problem solving, leadership and teamwork skills, commitment to quality and ethical behavior.
- Create a diverse community, open to the exchange of ideas, where discovery, creativity, personal and professional development is encouraged and can flourish.
- Contribute to the social and economic health of the Bundelkhand region, by enhancing and facilitating economic empowerment, providing equal opportunities and employment generation.

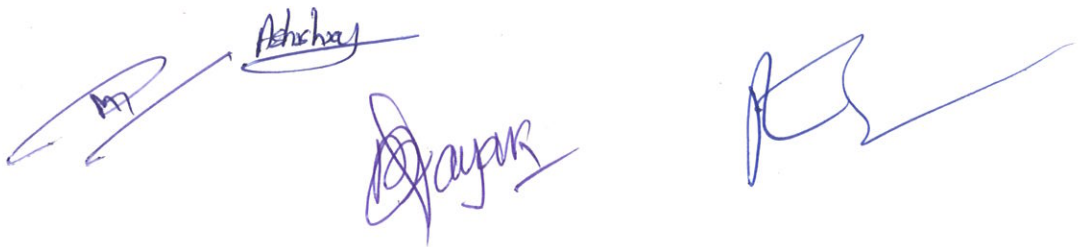
Ashish

## VISION STATEMENT OF DEPARTMENT

Expanding the horizon of the field of History where no one remains untouched in the march towards humanity, civilization and sustainability. It endorses the belief of this university that we must have the vision to see where higher education can take us in a future where human can live in peace and prosperity, learning from the past lessons, what history has taught us.

## MISSION STATEMENT OF DEPARTMENT

The department of the history aims at making the students aware of the past and its legacies through teaching, research and extension activities in Indian and world History. To inculcate human values among the people through propagating the sense of History with multidisciplinary approach for the better understanding of society and realizing mutual coexistence.






Three handwritten signatures in blue ink are present below the mission statement. The first signature on the left is partially obscured by a large, sweeping stroke. The middle signature is clearly legible as 'Aishwarya'. The signature on the right is a stylized, cursive mark.

## Bachelor of History-Arts

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

- To acquaint students with the past and present of India and the World.
- Impart a critical understanding of Indian society, economy, political field , and culture through a historical perspective.
- To prepare students for a range of careers.
- To stimulate intellectual curiosity and research attitude in the students.

 MA  
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## Bachelor of History-Arts

### PROGRAMME OUTCOMES (POs)

PO: Capacity to explain how and why important events happened.

PO: Understanding of the historical method of study.

PO: A clear understanding of evidence collected from historical sources.

PO: Knowledge of the history of India and 20th Century Modern World.

PO: Informed familiarity with multiple cultures and diversity.

PO: Understand the skills that historians use in research.

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## **Bachelor of History-Arts**

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

On completion of B.A. History program, under-graduates will be able to

PSO1- To understand the meaning and scope of history and its relation with other disciplines.

PSO2- The students will be acquainted with history of India according to its various phases like– Stone Age, Harappan Civilization, state-formation process under the Mauryas, Guptas, later Gupta and early medieval phase.


PSO3- The students will understand the Western World and its main events and their importance.

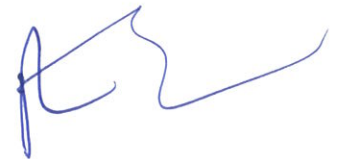
PSO4- Will help the students to know the history of medieval India along with its various dynasties and their impact upon society, polity, economy and culture etc.

PSO5- Will help the students to know about history of Europe and its transition from Medieval to modern age.


PSO6- Will help the students to know about the arrival of the British in India and their expansion, consolidation and the background of 1857.

PSO7- Will help the students to understand the process of first war of independence, freedom struggle & various movements in colonial period and the partition of India.

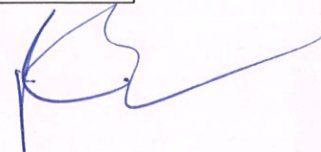
  



Course code	Environmental Studies & Disaster Management	L	T	P	C
BAECC20Y101	(University Core under Ability Enhancement Course (AEC-1))	2	0	0	2
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>To make student aware of the concepts and methods of ecological and physical sciences and their application in environmental problem solving.</li> <li>To make student aware of economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.</li> <li>Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.</li> <li>Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.</li> <li>Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes.</li> <li>Reflect critically their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.</li> <li>Demonstrate proficiency in quantitative methods, qualitative analysis, critical thinking, and written and oral communication needed to conduct high-level work as interdisciplinary scholars and/or practitioners.</li> </ul>					
<b>Course Outcome:</b>					
<ul style="list-style-type: none"> <li>Understand the natural environment and its relationships with human activities.</li> <li>Characterize and analyze human impacts on the environment.</li> <li>Capacity to integrate knowledge and to analyse, evaluate and manage the different public health aspects of disaster events at a local and global levels.</li> </ul>					
<b>Student Learning Outcomes (SLO):</b>					
1. Capacity to obtain, analyse, and communicate information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies for mitigation in future scenario.					
<b>Unit - 1</b>					<b>5 Hrs</b>
<b>Introduction to Environment:</b> Definition, Components of Environment, Relationship between different components, Man- Environment relationship, Impact of Technology on the environment, Environmental Degradation, Sustainable Development, Environmental Education.					
<b>Unit - 2</b>					<b>7 Hrs</b>
<b>Ecology &amp; Ecosystems:</b> Introduction: Ecology- Objectives and Classification, Concepts of an ecosystem-structure & function of ecosystem, Components of ecosystem- Producers, Consumers, Decomposers, Energy flow in the ecosystem - Ecological succession, Food chains, food webs and ecological pyramids, Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems and its types, Bio- Geo- Chemical Cycles - Hydrological Cycle, Carbon cycle, Oxygen Cycle, Nitrogen Cycle, Sulfur Cycle.					
<b>Unit - 3</b>					<b>7 Hrs</b>
<b>Environmental Pollution:</b> Composition of air, Structure of atmosphere, Ambient Air Quality Standards, Classification of air pollutants, Sources of common air pollutants like SPM, SO <sub>2</sub> , NO <sub>x</sub> , Natural & Anthropogenic Sources, Effects of common air pollutants, Air Pollution Episodes, Sound and Noise measurements, Sources of Noise Pollution, Ambient noise levels, Effects of noise pollution, Noise pollution control measures, Water Quality Standards, Sources of Water Pollution, Classification of water pollutants, Effects of water pollutants, Eutrophication, Water Pollution Episodes, Global Warming and Green Houses Effect, Acid Rain, Depletion of Ozone Layer.					
<b>Unit - 4</b>					<b>4 Hrs</b>
<b>Energy Resources:</b> Renewable & Nonrenewable Resources: Renewable Resources, Nonrenewable Resources, Indian Scenario, Conventional Energy Sources & its problems, non-conventional energy sources- Advantages and its Limitations.					
<b>Unit - 5</b>					<b>7 Hrs</b>
<b>Disaster Management:</b> Natural Disasters and its types, Accidental Disasters, Impact of Disasters on Trade and International Trade, Introduction, Natural disasters , Earthquakes, Hurricanes, Tornadoes, Floods, Drought, Tsunami, Volcanoes, Cyclones and Storms, Forest Fires, Severe Heat Waves, Landslides and					

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Avalanches, Epidemics and Insect Infestations, Technological and Social Disasters Types of Technological Hazards, Social Disasters, Political and Crowd Disasters, War and Terrorism, Components of Disaster Management, Government's Role in Disaster Management through Control of Information, Actors in Disaster Management, Organizing Relief measures at National and Local Level, Psychological Issues, Carrying Out Rehabilitation Work, Government Response in Disaster.


# Mode: Flipped Class Room, Case Discussion, Lectures.

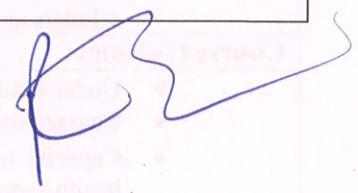
**Suggested Reading:**

1. Basics of Environmental Studies by Dr. N. S. Varandani, Books India Publications.
2. Disaster Management by Mukesh Dhunna, Vayu Education of India, Delhi Publication.
3. Environmental Studies by Benny Joseph, McGraw Hills Education.

**Reference Books:**

1. Environmental Studies by R. Rajagopalan, Oxford University Press Publication.
2. Environmental Science by Richard T Wright & Bernard J Nebel, Prentice Hall India Publication.
3. Environmental Science by Daniel B Botkin & Edward A Keller, Wiley Publications.

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Course code	Communication Theory			L	T	P	C
BAECC20Y102	(University Core under Ability Enhancement Course (AEC-2))			4	0	0	4
Pre-requisite	Nil			Syllabus version			
				100 Marks			
<b>Course Objectives:</b>							
<ul style="list-style-type: none"> <li>To prompt introspection and motivate students towards self-appraisal, goal-setting and problem solving.</li> <li>Familiarize students with negotiation techniques and importance of right attitude for better coordination and team building.</li> <li>Guide students to better drafting in creative and critical compositions.</li> <li>Help students review policies of global importance affecting corporate interactions.</li> </ul>							
<b>Course Outcome:</b>							
<ul style="list-style-type: none"> <li>Students will be able to connect with society through proper communication.</li> <li>Students will learn to prepare for Group Discussions and thus, be able to perform well in discussions, debates and interviews.</li> <li>Students will understand forms of corporate communication and learn about formats and layouts of report writing and other forms of business communication.</li> <li>Students will learn about conflict negotiation and crisis handling.</li> <li>Students will have emulated good communication practices for better leadership and team-building.</li> </ul>							
<b>Student Learning Outcomes (SLO):</b>							
<ul style="list-style-type: none"> <li>Student Learn professional oral communication skills.</li> <li>Student Learn professional writing skills</li> <li>Demonstrate professionally competent analysis of media messages.</li> <li>Discuss competing social and commercial constraints upon creations and production of public media messages</li> <li>Demonstrate a good behavior expected of competent media professionals in public performance of professional duties.</li> </ul>							
<b>Unit - 1</b>							<b>15 Hrs</b>
Introduction: definitions of communication need for communication, types of communication, barriers to communication, some models of communication, communication process.							
<b>Unit - 2</b>							<b>15 Hrs</b>
Interpersonal communication: phatic stage, personal stage, intimate stage, transactional analysis.							
<b>Unit - 3</b>							<b>15 Hrs</b>
Group communication: small groups, definitions and differences, group interactions, problem solving and decision making, structure and communication, advantages and disadvantages.							
<b>Unit - 4</b>							<b>15 Hrs</b>
Social communication: folk arts, agents of change, social protest, transmission of knowledge, ritual function, traditional media.							
<b>Unit - 5</b>							<b>15 Hrs</b>
Mass communication: mass society, mass media, social functions, journalism, advertising, public relations.							
<b># Mode: Flipped Class Room, Case Discussion, Lectures.</b>							
<b>Suggested Reading:</b>							
<ol style="list-style-type: none"> <li>Mass Communication Theory — Denis McQuail. New Delhi: Vistaar Publications, 2018.</li> <li>Folk Arts and Social Communication — Durgadas Mukhopadhyay. New Delhi: Publications Division.</li> <li>Group Communication — Peter Hartley. London: Routledge.</li> <li>Essentials of Mass Communication Theory — Arthur Asa Berger. New Delhi: Sage Publications.</li> <li>Mass Communication in India — Keval J. Kumar. Chennai: Jaico Publishing, 2000.</li> <li>A Dictionary of Communication &amp; Media Studies — James Watson &amp; Anne Hill. New Delhi.</li> </ol>							

<b>Course code</b>	<b>Yoga-1, (University Core)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>BYOGA20Y101</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Pre-requisite</b>	<b>Nil</b>	<b>Syllabus version</b>			
		<b>100 Marks</b>			
<b>Course Objectives:</b>					
<p>To aware of the knowledge of yoga and its nature and development of yoga.</p> <p>To gain the knowledge of schools of yoga like Karma Yoga, Bhakti Yoga, Jnana Yoga, Raja yoga, Hatha yoga and Mantra Yoga.</p> <p>To gain the knowledge of Scientific research of yoga.</p> <p>To learn the information about Chakra theory &amp; kundalini yoga.</p> <p>To attain the knowledge of meditation and its types and relevance of yoga to modern life.</p> <p>To gain the knowledge of Scientific research on Meditation.</p> <p>To learn the information on Yogic concepts in Bhagavad Gita.</p> <p>To learn the information on Yogic view of health and illness, Yoga and physical exercises, Yogic techniques for the prevention and treatment of somatic, psychosomatic and psychological illness</p>					
<b>Course Outcome:</b>					
<p>The students can understand the knowledge of yoga and its nature and development of yoga.</p> <p>The students can understand the knowledge of schools of yoga like Karma Yoga Bhakti Yoga, Jnana Yoga, Raja yoga, Hatha yoga and Mantra Yoga.</p> <p>The students develop the knowledge of Scientific research on yoga.</p> <p>The students understood the information about Chakra theory &amp; kundalini yoga.</p> <p>The students has attain the knowledge of meditation and its types and relevance of yoga to modern life.</p> <p>The students has gains the knowledge of Scientific research on Meditation.</p> <p>The students is understood the information on Yogic concepts in Bhagavad Gita.</p> <p>The students is able to understand the knowledge of Yogic view of health and illness, Yoga and physical exercises. Yogic techniques for the prevention and treatment of somatic, psychosomatic and psychological illness.</p>					
<b>Student Learning Outcomes (SLO):</b>					
<p>Gain knowledge about importance of Anatomy and Physiology in Physical Education.</p> <p>Acquire knowledge about organs of the body and functions of various tissues.</p> <p>Acquire knowledge of various systems in human body.</p> <p>Gain Knowledge and functions of the Nutrients – Carbohydrates, fiber, fats, Proteins, vitamins, minerals and water –in the human body.</p> <p>To understand the functions of the Digestive system &amp; Excretory system and its functions.</p>					
					<b>30 Hrs</b>
<p>The students are required to learn to practice and also teach the following. They are to maintain a record which consists of the step by step details of the yoga practices along with an account of the possible benefits of the practices. The principles, which should be adopted in practice, are the following:</p> <ol style="list-style-type: none"> <li>1. Proper gradation in order of flexibility, balance and difficulty in performance.</li> <li>2. Each asana is to be analyzed into intermediate positions in a natural sequence of movement.</li> <li>3. For purposes of class training each movement to be associated with a count to reach the final pose.</li> <li>4. Rhythmic breathing should be observed. When the chest is in the expanding position inspiration should take place. In the contracting position expiration should take place rhythmically with movement. In certain asanas duration of retention is important.</li> </ol>					

5. Proper relaxation should be allowed in between the batches of asanas.

**Sukshmaryayamam Kriya Practicals:**

1. Neti - Jalaand Sutra 2. Dhauti - Jala 3. Kapalabhati 4. Trataka

**Bandha Traya:**

1. Jalandharbandha 2. Moolabandha 3. Uddiyana bandha

**Pranayama:**

Nadisuddhi 2. Suryabhedana 3. Seetali 4. Sitkari Asanas:

**Meditative postures:**

1. Sukhasana 2. Swastikasana 3. Ardhapadmasana 4. Padmasana 5. Siddhasana 6. Vajrasana

**Relaxation postures:**

1. Shavasana 2. Makharasana 3. Matsya kridasana

**Suryanamaskara:** 1. Pranamasana 2. Hasta uttanasana 3.

Padahastanasana 4. Aswasanchalanasana 5. Dandasana 6. Ashtangasana 7. Bhujangasana 8.

Parvatasana

**Standing postures:** 1. TiryakTadasana 2. Trikonasana 3. Parivrita Trikonasana 4.

Veerabhadrasana 5. Katichakrasana

**Balancing Postures:** 1. Tadasana 2. Vrikshasana 3. Natarajasan 4. Ekapadasana

5. Grudasana 6. Pada Angustasana

**Sitting postures:** 1. Bhadrasana 2. Virasana 3. Ardha-matsyendrasana 4. Ushtrasana

5. Suptavajrasana 6. Shashankasana 7. Simhasana 8. Marjariasana 9. Shashanka Bhujangasana

10. Yogamudrasana 11. Paschimottanasana 12. Poorvotnasana 13. Lolanasana

**Suggested Reading:**

Iyenger, B.K.S. (1976).

Light on yoga. London: Unwin Hyman Ltd. Ramarao, R. (2015).

A book on Anushtana Yoga Veddanta (Yogachaitanya Pradeepika) (Telugu) Yoga

Consciousness trust, VZM. Satyananda Saraswati, Swami (1989).

Asana, pranayama, mudra, bandha. Munger: Bihar School of Yoga. Swami Mukti bodhananda, (ed.) (1985):

Hatha Yoga Pradipika: Light on Hatha Yoga com. Munger Yoga Publication trust.


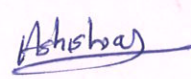

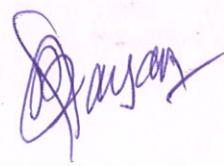
Swami Kuvalayananda (ed.) (1935).

Asanas. Lonavla. Kaivalyadhama. Venkata Reddy, M. ed. (1982).

Hatha Ratnavali. Arthamuru:

<b>Course code</b>	<b>History of India (from Earliest times to 1200 A.D.) (Core Course-1A)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>BHIST20Y101</b>	<b>भारत का इतिहास (प्रारम्भ से 1200 ई. तक) (Core Course-1A)</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>5</b>
<b>Pre-requisite</b>	<b>Nil</b>	<b>Syllabus version</b>			
		<b>50 Marks</b>			
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>The objective of the course is to familiarize the students with the part of Indian history that is popularly known as ancient India.</li> <li>This course trains the students in the use of sources for ancient Indian history and major developments of history up to A.D. 1200.</li> <li>The aspects of early Indian history to be discussed include prehistory, Harappan Civilization, Vedic cultures monarchies and republics.</li> <li>To learn the main events of Mauryan, post-Mauryan and Gupta period besides Sangam Age.</li> <li>The important heterodox sects of ancient India and early medieval phase will also be discussed in this course.</li> </ul>					
<b>Course Outcome:</b>					
The Students will be able to:					
<ul style="list-style-type: none"> <li>explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history.</li> <li>analyse the various stages of evolution of human cultures and the belief systems in the proto-history period.</li> <li>explore the great Harappan Civilization to early medieval Indian History.</li> <li>understand the early history of south Indian society and spread of Indian culture.</li> </ul>					
<b>Student Learning Outcomes (SLO):</b>					
Students will:					
<ul style="list-style-type: none"> <li>explore and effectively use of historiography methods and historical tools specific features of Stone Age.</li> <li>develop critical thinking towards sources of ancient Indian history.</li> <li>They will be familiar with the major sources of ancient Indian history including literature and archaeology.</li> <li>The major phases of ancient Indian history like Harappan civilization, Vedic cultures, Mauryan and post-Mauryan periods will familiarize them with the developments taking place in the field of polity, society, economy and culture during those times.</li> <li>They will develop their understanding of ancient Indian classical age and changing patten of early medieval phase.</li> </ul>					
<b>UNIT - I</b>					<b>19</b>
History- Its Concept, Nature and Significance, Survey of Sources, Historical Facts in Puranas, Physical and Geographical Structure of India, Pre-Historic Age and Stone Age- Palaeolithic (with special reference to Rock Art) and Neolithic Culture.					
इतिहास की अवधारणा, स्वरूप, क्षेत्र एवं महत्व, इतिहास के स्रोतों का सर्वेक्षण, पुराणों में ऐतिहासिक तथ्य, भारत की भौगोलिक एवं भौतिक संरचना, प्रागैतिहासिक काल, पाषाण काल- पुरा, मध्य (शैल चित्रकला के विशेष संदर्भ में) एवं नव पाषाण काल।					
<b>UNIT - II</b>					<b>15</b>
Saraswati Civilization (Harapan Civilization)- Origin, Extent, Decline, Social, Economic & Cultural Life, Megalithic Culture, Vedic Period & Aryan Society, Polity, Economy, Culture and Religion, Later Vedic Period- Social Condition- Varna, Jati, Occupational Categories, Marriage, Sixteen Sanskars and Four Purusharthas, Iron Age.					
सरस्वती सभ्यता (हड़प्पा सभ्यता)- उद्भव, विस्तार, पतन, सामाजिक, आर्थिक एवं सांस्कृतिक जीवन, महापाषाण संस्कृति, वैदिक काल एवं आर्य- समाज, राजनीति, अर्थव्यवस्था, संस्कृति एवं धर्म, उत्तर वैदिक काल- सामाजिक दशा, वर्ण, जाति, व्यावसायिक श्रेणियां, विवाह, सोलह संस्कार एवं चार पुरुषार्थ।					

<b>UNIT – III</b>	<b>22</b>
Sixteen Mahajanpadas, Rise of Magadha, Rise of New Religious Movements in North India- Buddhism and Jainism, Iranian Invasion, Alexander's Invasion and Its Impact, The Mauryan Empire- Chandragupta, Kautilya and Arthshastra Administration and Economy, Ashoka's Dhamma, Mauryan Art and Architecture, Downfall for Mauryan Empire, Post Mauryan Period, Foreign Invaders- Shunkas and Kushanas- Administration and Cultural Development, Sunga and Satavahana Period- Political, Social, Economic and Cultural Life, Mathura and Gandhar Art.	
सोलह महाजनपद, मगध का उत्थान, उत्तर भारत में नये धार्मिक आंदोलनों का उदय, बौद्ध एवं जैन धर्म, ईरानियों का आक्रमण, सिकंदर का आक्रमण एवं उसके प्रभाव, मौर्य साम्राज्य- चन्द्रगुप्त, कौटिल्य एवं अर्थशास्त्र, प्रशासन और अर्थव्यवस्था, अशोक का धम्म, मौर्य कला एवं स्थापत्य, मौर्य साम्राज्य का पतन, मौर्योत्तर युग : बाहरी आक्रमणकारी- शक एवं कुषाण- शासन एवं सांस्कृतिक विकास, शुंग एवं सातवाहन काल- राजनैतिक, सामाजिक, आर्थिक एवं सांस्कृतिक जीवन, मथुरा एवं गांधार शैली।	
<b>UNIT – IV</b>	<b>16</b>
Gupta Empire- Golden Period of Indian History, Art and Architecture, Political, Social, Economic and Cultural Life, Vakataka Dynasty, Harshavardha and His Times, Important Dynasties of the North India- Gujar-Pratihara, Kalchuries, Chandelas and Parmars- Social, Economic and Cultural Conditions, History of Kashmir- Karkot and Lohar Dynasty.	
गुप्त साम्राज्य- भारतीय इतिहास का स्वर्णिम काल, कला एवं स्थापत्य, राजनैतिक, सामाजिक, आर्थिक, सांस्कृतिक जीवन, वाकाटक वंश, हर्षवर्धन एवं उनका युग, उत्तर भारत के प्रमुख राजवंश- गुर्जर-प्रतिहार, कलचुरी, चंदेल एवं परमार काल- सामाजिक, आर्थिक एवं सांस्कृतिक परिस्थितियां, कश्मीर का इतिहास- कॉर्कोट एवं लोहार वंश।	
<b>UNIT – V</b>	<b>18</b>
Important Dynasties of South India- Rashtrakutas, Cholas, Pallavas and Chalukyas- Socio, Economic, Cultural Life, Art and Architecture, Philosophy of Shankracharya and Vedant, Sangam Age Greater India (Spread of Indian Culture Abroad) Arab Invasion- Mohammad-bin-Qasim, Turkish Invasion- Mahmud Gazanvi and Mohammad Ghori.	
दक्षिण भारत के प्रमुख राजवंश- राष्ट्रकूट, चोल, पल्लव एवं चालुक्य- सामाजिक, आर्थिक एवं सांस्कृतिक जीवन, कला एवं स्थापत्य, शंकराचार्य का दर्शन एवं वेदान्त, संगम काल- वृहत्तर भारत (भारतीय संस्कृति का विश्व संचार), अरब आक्रमण- मोहम्मद बिन कासिम, तुर्क आक्रमण- महमूद गज़नवी एवं मोहम्मद गौरी।	

<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>		
<b>Text Book(s)</b>		
<ol style="list-style-type: none"> <li>1. कार, ई. एच., इतिहास क्या है? मैकमिलन पब्लिकेशन, नई दिल्ली, 1993.</li> <li>2. श्रीवास्तव, बी. के., इतिहास लेखन अवधारणाएँ, विधाएँ एवं साधन, एस. बी. पी. डी. पब्लिकेशन, आगरा, 2005.</li> <li>3. बाशम, ए. एल., अद्भुत भारत, शिवलाल अग्रवाल एण्ड कंपनी, आगरा.</li> <li>4. शरण, परमात्मा, प्राचीन भारत में राजनीतिक विचार एवं संस्थान, मीनाक्षी प्रकाशन, नई दिल्ली, 1967.</li> <li>5. शर्मा, राम शरण, प्राचीन भारत में राजनीतिक विचार एवं संस्थान, राजकमल प्रकाशन प्रा. लि., नई दिल्ली, 2009.</li> </ol>		
<b>Reference Books</b>		
<ol style="list-style-type: none"> <li>1. Allchin, F. R., Origins of a Civilization: The Prehistory and Early Archaeology of South Asia, Viking Publishing House, New Delhi, 2008.</li> <li>2. Chakrabarti, D. K., Archaeology of Ancient Indian Cities, OUP, New Delhi, 1997.</li> <li>3. Jaiswal, Suvira, Caste: Origin, Function and Dimensions, Manohar Publishers &amp; Distributers, New Delhi, 2000.</li> <li>4. Jha, D. N., Ancient India in Historical Outline, Manohar Publishers &amp; Distributers, New Delhi, 1999.</li> <li>5. Kosambi, D. D., Culture and Civilization of Ancient India, Vikas Publishing House, New Delhi, 1970.</li> <li>6. Ray, Niharranjan, Maurya and Post Maurya Art, Indian Council of Historical Research, New Delhi, 1975.</li> <li>7. Sastri, K. A. N., A History of South India, OUP, New Delhi, 1966.</li> </ol>		

*MA*

*Prayans*

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*[Signature]*

Course code	Western World (Mid 15th Century to 1870 A.D.) (Core Course-1B)	L	T	P	C
BHIST20Y102	पाश्चात्य विश्व (15वीं शताब्दी के मध्य से 1870 ई. तक) (Core Course-1B)	3	2	0	5
Pre-requisite	Nil	Syllabus version			
		50 Marks			
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>The objective of this course is to make the students familiar with the history of modern Europe.</li> <li>The purpose is to enable them to understand the linkages between themes in Indian history papers and to give them a European perspective of themes involved.</li> <li>This paper will give the general understanding of the European History of medieval to modern phase.</li> </ul>					
<b>Course Outcome:</b>					
The Students will be able to:					
<ol style="list-style-type: none"> <li>know History of Europe from mid 15<sup>th</sup> century to 1870.</li> <li>focus on the democratic and socialist foundations modern Europe.</li> <li>situate the historical development of working class movements.</li> <li>The Renaissance, Reformation and Counter Reformation and the other ideological shifts of Europe in the period.</li> <li>situate the American and French Revolutions.</li> </ol>					
<b>Student Learning Outcomes (SLO):</b>					
Students will:					
<ol style="list-style-type: none"> <li>The course will enable students to know the role of Europe in the world during this very volatile period.</li> <li>This paper will through the evaluation process, including tests, assignments and presentations, their knowledge regarding.</li> <li>This paper will learn European history how be perfected and more importantly the learner would be able to establish the connections with events involving Europe.</li> </ol>					
<b>UNIT – I</b>					<b>15</b>
The Beginning of Modern Era- Renaissance, Decline of Feudalism, Reformation and Counter Reformation, Economic Revolution of the Modern West- Mercantilism and Commercial Revolution, Beginning of Colonialism.					
आधुनिक युग का प्रारंभ- पुनर्जागरण, सामन्तवाद का पतन, धर्म सुधार एवं प्रतिधर्म सुधार, आधुनिक पश्चिम की आर्थिक क्रांति- वाणिज्यवाद और व्यापारिक क्रांति, उपनिवेशवाद का प्रारंभ।					
<b>UNIT – II</b>					<b>16</b>
Industrial Revolution, Industrial Revolution in England- Causes and Impact on Society, Industrialization in other Countries USA, Germany, Russia, Japan, Glorious Revolution of 1688 A.D.					
औद्योगिक क्रांति, इंग्लैण्ड में औद्योगिक क्रांति के कारण और समाज पर प्रभाव, विभिन्न देशों में औद्योगिक क्रांति- अमेरिका, जर्मनी, रूस और जापान, 1688 ई. की गौरवपूर्ण क्रांति।					
<b>UNIT – III</b>					<b>18</b>
American Revolution (1776 A.D.) Causes and Effects, French Revolution- Nature, Causes And Effects and Its Aftermath.					
अमेरिका की क्रांति (1776 ई.) कारण एवं प्रभाव, फ्रांसीसी क्रांति (1789 ई.)- प्रकृति, कारण प्रभाव एवं परिणाम।					
<b>UNIT – IV</b>					<b>19</b>
Age of Napoleon Bonaparte- Rise and Fall, Vienna Congress (1815), Age of Metternich, Revolutions of 1830 and 1848 A.D. and their Impact over Europe, Eastern Question up to Crimean War.					
नेपोलियन बोनापार्ट का युग- उसका उत्थान और पतन, वियना कांग्रेस (1815 ई.) मेटर्निख युग, सन् 1830 ई. और 1848 ई. की क्रांतियां एवं यूरोप पर उनका प्रभाव, पूर्वी समस्या, क्रीमिया युद्ध तक।					
<b>UNIT – V</b>					<b>22</b>
Liberalism in England, Act of 1832 and Chartist Movement, Act of 1867 A.D., American Civil War with reference to Abraham Lincoln and the Abolition of Slavery, Napoleon III, Unification of Germany and Italy.					

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इंग्लैण्ड में उदारवाद, सन् 1832 ई. का अधिनियम, चार्टिस्ट आंदोलन, 1867 ई. का अधिनियम, अमेरिका का गृहयुद्ध, अब्राहम लिंकन एवं दास प्रथा के उन्मूलन के संदर्भ में, नेपोलियन III, जर्मनी और इटली का एकीकरण।

**# Mode: Flipped Class Room, Case Discussion, Lectures**

**Text Book(s)**

1. मित्तल, डॉ. ए. के., आधुनिक विश्व का इतिहास 1929-1945, साहित्य भवन पब्लिकेशन, आगरा, 2018.
2. शर्मा, डी. सी., 20वीं शताब्दी का विश्व, अनामिका पब्लिकेशन्स, नई दिल्ली, 2012.
3. देव, अर्जुन एवं इंदिरा अर्जुन देव, समकालीन विश्व का इतिहास 1890-2008, ओरियन्ट ब्लैकस्वान प्राइवेट लिमिटेड, नई दिल्ली, 2014.

**Reference Books**

1. Barraclough, G., An Introduction to Contemporary History, Penguin, London, 1968.
2. Brzezinski, Z. K., The Soviet Bloc, Unity and Conflict, Harvard University Press, Harvard, 1967.
3. Carr, H. H., The Bolshevik Revolution: 1917 Macmillan Publicatiour., London, 1950.
4. Hill, Christopher, Lenin and the Russian Revolution, Penguin, London, 1970.
5. Hobsbawn, E. J., The Age of Empire 1875-1914, Weidenfeld & Nicolson, London, 1987.
6. Hobsbawn, E. J., The Age of Extremes, Vintage Books, New York, 1994.
7. Joll, James, Europe since 1870 : An International History, Penguin, London, 1973.

Ashishraj