

**BAHIIH**

# **PROGRAMME GUIDE**

**Bachelor of Arts  
(Honours) History**  
January 2020 July 2020 Sessions



**Indira Gandhi National Open University  
New Delhi**

Printed study material is our mainstay in learning paradigm. Our study material is prepared by a team of experts keeping in view the interest of the learner. Each course has a course Expert Committee with distinguished academics and professionals involved in the course preparation. The course material is written in such a manner that the learners can study it by themselves with a little assistance from our Academic Counsellors at the Study Centres. Further, textbooks and reference books are available in the libraries attached to the Study Centres and Regional Centres. Therefore, there is no need for any cheap or condensed guides for pursuing courses of IGNOU. In fact, these may harm the learners. The University strongly advises the learners not to take recourse to such type of guides available in the market

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*January 2020*

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*Further information about the Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi-110 068.*

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Dear Learner,

Welcome to IGNOU and the Honours programme in History under Choice Based Credit Scheme proposed by the University Grants Commission. As you have joined one of the world's largest university, imparting education through Open and Distance mode, it is necessary that you are aware of the university and how it functions. You will also be keen to know in some detail about the programme you have joined and the way in which the university imparts instructions. This Programme Guide gives you the necessary information that will help you in knowing the university and pursuing the programme. It also gives the syllabus of the courses that are presently on offer. We therefore advice you to keep this Programme Guide safely till you complete the Programme.

While pursuing this B.A. programme in History, you will receive support from IGNOU through the Regional Centre and Study Centre which will be allotted to you and from IGNOU's website. As a distance learner, you may have several queries. We expect you to be directly in contact with us and your peers as well through the Internet. If you have any query, write to us at the email given below.

While the University makes every effort to ensure that you are able to pursue your programme of study without any difficulty, we are aware that sometimes due to lack of information, and sometimes due to the sheer magnitude of operations, you do occasionally face problems. Use the iGRAM platform (<http://igram.ignou.ac.in>) for quick resolution of the problem.

We advise you to be in touch with the Study Centre allotted to you for advice / timely / day-to-day information related to this programme or visit the university website at [www.ignou.ac.in](http://www.ignou.ac.in) at regular intervals. We wish you all the success in pursuing this Honours programme in History.

**Programme Coordinator,  
BA (Honours) History  
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**PART I**  
**PROGRAMME**  
**DETAILS**

## **1. THE UNIVERSITY**

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The Indira Gandhi National Open University (IGNOU) is the world's largest University. It is a Central University established by an Act of Parliament in 1985, to advance and disseminate learning and knowledge by diverse means, including information communication technology. The objective is to provide opportunities for higher education to a large segment of the population and promote educational wellbeing of the larger society.

In a relatively short time, IGNOU has made a significant contribution in the areas of higher education, community education, extension activities and continual professional development. As a world leader in distance education, it has been conferred with an Award of Excellence by the Commonwealth of Learning (COL), Canada.

IGNOU offers its academic programmes through its 21 Schools of Studies and a network of 67 Regional Centres (including 11 Recognised Regional Centres for the Indian Army, Navy and Assam Rifles), and about 3500 Study Centres (SCs). The University also has a network of 12 Overseas Study Centres (OSC).

The University offers over two hundred academic, professional, vocational, awareness generating and skill-oriented programmes at the level of Certificate, Diploma, Bachelor's Degree, Master's Degree and Doctoral Degree.

Currently the emphasis is being laid the University on developing interactive multimedia supported online learning as well adding value to the traditional distance education delivery mode with modern technology enabled education within the framework of blended learning. It has decided to make the learning material available in digital format. As a national coordinator for SWAYAM, the university is offering 15 courses on SWAYAM with registration of 39,500 learners in 2019. IGNOU is the national coordinator for SWAYAMPBHA with five educational DTH channels in areas of Humanities.

## **2. SCHOOL OF SOCIAL SCIENCES**

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The School of Social Sciences (SOSS) is among the larger schools of studies at the University. SOSS offers academic programmes in eight disciplines: Anthropology, Economics, History, Library and Information Science, History, Psychology, Public Administration and Sociology.

Besides, two Centres are housed under the School, Centre for Freedom Struggles and Diaspora Studies (CFDS) and the Centre for Gandhi and Peace Studies and Dr. B.R. Ambedkar Chair on Social Change and Development.

The School offers a number of certificate, diploma and degree programmes at the undergraduate and Masters level. It has also expanded its academic activities and has launched research programmes that apply newer methodologies to elicit a more creative response, both from within a discipline and from inter- disciplinary interactions.

The School also undertakes training programmes in the areas of disaster management, human rights, tourism and other contemporary social issues.

### **3. B. A. (HONOURS) HISTORY**

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IGNOU has been one of the earliest universities to introduce credit based academic programmes with a choice of courses. With the introduction of semester system and an evaluation system based on 10 point grading system in 2019, IGNOU joins the Central and State Universities across the country in introducing the Choice Based Credit System (CBCS) at the Undergraduate level.

Beginning this January 2020, the School of Social Sciences and the School of Humanities are offering BA Honours programmes. The B.A. Honours in History (Programme Code: BAHIH) has a total of 26 courses, of which 18 are History courses, four inter-disciplinary and two ability and skill enhancement courses. The programme is designed to enable the learner to take courses of their choice, learn at their own pace, and adopt an interdisciplinary approach to learning. It is thus a learner centric programme with flexibility, choices, mobility and employability built into it.

#### **3.1 Duration**

The Programme can be completed in a minimum of three years and a maximum of six years.

#### **3.2 Medium of Instruction**

This Programme is on offer in both languages, Hindi and English. You must give your option for the language of instruction in your application for admission. However, you can change your option within one month of the first receipt of study materials on payment of the amount prescribed by the University.

#### **3.3 Credits**

The university follows the credit system. Each credit is equivalent to 30 hours of study comprising all learning activities (i.e. reading and comprehending print material, listening to audio-based materials, watching video-based materials, attending counselling sessions, completing activities of tutorials or laboratory and writing assignment responses).

### 3.4 Structure of BA Honours Programme

The BA Honours programme in History is designed to give the learner a strong foundation. The programme is designed to inculcate a sense of History in the students on which they will build in their post graduate years. Here an understanding of Indian, European, Far Eastern and Environmental histories is sought to be imparted.

The programme is of 148 credits with a mix of five types of courses: 14 core courses, eight elective courses (four Discipline Specific Electives and four Generic Electives) and ability enhancement courses (two ability enhancing compulsory courses). While each of the AECCs and SECs is of four credit weightage, all other courses of this programme are six credit courses.

**3.4.1 Core Courses:** The fourteen core courses of this programme cover all the core areas of the discipline of History. The core courses are basically thematically arranged and cover Indian and European histories. The design of the Indian History courses is chronological covering the period from ancient to modern histories. The courses on rise of modern west give the students an idea about developments in early modern Europe.

| Semester      | Courses   |
|---------------|---|
| <b>First</b>  | BHIC 101 History of India –I<br>BHIC 102 Social Formations and Cultural Patterns of the Ancient World                                     |
| <b>Second</b> | BHIC 103 History of India –II<br>BHIC 104 Social Formations and Cultural Patterns of the Medieval World                                   |
| <b>Third</b>  | BHIC 105 History of India –III (C. 750 – 1206)<br>BHIC 106 Rise of the Modern West – I<br>BHIC 107 History of India – IV (C. 1206 – 1550) |
| <b>Fourth</b> | BHIC 108 Rise of the Modern West – II<br>BHIC 109 History of India –V (C. 1550 – 1605)<br>BHIC 110 History of India –VI (C. 1750 – 1857)  |
| <b>Fifth</b>  | BHIC 111 History of Modern Europe (C. 1780 - 1939)<br>BHIC 112 History of India –VII (C. 1605 – 1750)                                     |

|              |  |
|--------------|--|
| <b>Sixth</b> | BHIC 113 History of India –VIII (C. 1857 – 1950)       |
|              | BHIC 114 History of Modern Europe -II (C. 1780 – 1939) |

**3.4.2 Discipline Specific Electives:** Besides the 14 Core Courses, you will have to study four Discipline Specific elective courses (DSEs) in this programme. These are elective courses in History which seek to enhance your understanding of different histories of different countries. A course on Environmental History of India takes you to different themes and concerns of ecology and environment in Indian History. And then, a course on traditions of History writing in India gives you an overview of how different schools of thought over the years created their own tradition of History writing in India.

The DSE courses are on offer in the Third year, that is, in the Fifth and Sixth semesters of the programme. The faculty of History is offering three DSEs each semester. You will, however, have to study only two DSEs each semester.

| <b>Semester</b> | <b>Courses</b>  |
|-----------------|---|
| <b>Fifth</b>    | BHIE141 History of China (C. 1840 – 1978)                   |
|                 | BHIE142 History of Modern East Asia: Japan (C. 1868 – 1945) |
| <b>Sixth</b>    | BHIE143 History of Environment                              |
|                 | BHIE144 Traditions of History Writing in India              |

**3.4.3 Ability and Skill Enhancement Compulsory Courses:** As the name suggests, these are compulsory courses which you will study, one each in the first and second semesters of the programme. Each AECC is of four credits weight. The courses are **BEVAE -181 Environmental Studies**. In the second semester, you can opt for either **BEGAE 182-English Communication Skills** or **BHDAE 182 Hindi Bhasha Aur Samprashanas**. In the third semester you can opt for a course on **Tourism Anthropology (BANS 183)**. In the fourth semester you can opt for **Techniques of Ethnographic Film Making (BSOS 184)**.

**3.4.4 Generic Electives:** Generic electives (GEs) are interdisciplinary courses that have been specifically developed by different disciplines of Social Sciences, Humanities and Sciences. They are intended to provide an exposure to other disciplines/subjects. These courses are on offer in the first four semesters of the programme.

The four GEs that are on offer, in sequence, are:

**BSOG 171 Indian Society: Images and Realities**

**BGDG 172 Gender Sensitization: Society and Culture**

**BSOG 173 Rethinking Development**  
**BPAG 174 Sustainable Development**

In order to provide greater choice to the learners, the University will add new SECs and GEs from time to time. These will be made known at the time of re-registration for the Second year.

## **4. PLANNING YOUR BACHELORS STUDIES**

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As mentioned earlier, each credit of this programme is equivalent to 30 hours of learner study comprising all learning activities (i.e. reading and comprehending the print material, listening to audios, watching videos, attending counselling sessions, teleconferencing and writing assignment responses). This means that you will have to devote approximately 180 hours of study for a six-credit course (30 x 6) and 120 study hours for a four credit course (30 x 4). Since you have three courses of six credits and one four credit course to complete in the first semester and a similar workload in the second semester, you need to put in a total of 1320 hours of study in a year. This means that you will have to **devote around four and half hours of study every day** for at least 300 days in a year. You are therefore advised to adjust your reading schedule keeping this workload in view. With this schedule, you will be able to complete all courses of the First year.

**Be aware of the differential workload in the three years of the programme.** There is a slight increase in the workload as you will have to study four 6 credit courses and a 4-credit course (30 x 28 = 840) each semester. This means that your total study hours will increase to 1680 hours which works out to five and half hours every day for at least 300 days in a year. In the third year, there is a small reduction in the study time as you will have to earn 24 credits in each of the two semesters. You need to be more focused and put in more effort in the Second year of the programme. It is therefore helpful to study consistently throughout the year and not plan to speed up before the examinations.

The University offers a lot of flexibility and openness in the courses and duration for the completion of programmes. You should **take full advantage of this flexibility**. As indicated earlier you can finish this programme in three by earning 148 credits. If you are not able to complete it within this period, you can take a maximum of six years to complete the programme. It would be better if you plan it in a systematic way. At the beginning of each semester/year, the University will make available study materials and assignments according to scheme of study. It is, however, up to you to decide which courses you will complete in a particular year. Completion of a course would involve studying the course, completing the assignments and obtaining pass marks in both assignments and the term end examination. If you are busy elsewhere and not able to fully devote yourself to the programme you should fix your targets every year. If you feel that instead of 44 credits you would do only 24

or 36 credits in a year, plan it from the beginning of the year, study only those courses, do the assignments for them and appear for term end exam. Carry over the rest to next year. Again, next year, decide your goals for that year. Whenever you decide to do the previous year's course download fresh assignments from IGNOU website, submit them according to the schedule and appear in the term end examination (For details see Section 7.1 of this Programme Guide). Through a proper planning you can finish this programme according to your convenience.

## **5. FEE STRUCTURE AND SCHEDULE OF PAYMENT**

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A total of Rs. 9600/- is to be paid for the Bachelor of Arts Honours Programme @ Rs 3200/-. In the First year, in addition to Rs. 3200/-, a Registration fee of Rs. 200/- also has to be paid. The programme fee should be paid only by means of Debit Card/Credit Card through online mode only. Fee once paid is not refundable.

The University can revise the programme fee. In that case, the revised fee shall be payable by you as per the schedule of payment notified by the university.

Although the Bachelor of Arts programme is a semester-based programme, registration is done annually. Just as you have registered for the first two semesters at the start of the programme, you will have to re-register for the Second year (third and fourth semesters) and Third year (fourth and fifth semesters) before the beginning of the academic year.

**The submission of Re Registration form and payment of programme fee must be done at the beginning of each year, as per schedule given below, by online mode only, by means of Debit Card/Credit Card.**

### **Schedule for Re-Registration\***

| <b>For January Session</b>            | <b>For July Session</b> | <b>Late Fee</b> |
|---------------------------------------|-------------------------|-----------------|
| 1st August to 2 <sup>nd</sup> October | 1st Feb to 31st March   | Nil             |
| 3rd October to 31st October           | 1st April to 30th April | ₹ 200.00        |
| 1st November to 30th November         | 1st May to 31st May     | ₹ 500.00        |
| 1st December to 20th December         | 1st June to 20th June   | ₹ 1000.00       |

\* As and when it is necessary, the University can revise the programme fee and the revised fee shall be payable by you as per schedule of payment notified by the University.

Timely payment of programme fees is the responsibility of the learner. The learner is expected to remit the fees as early as possible without waiting for the last date. Non-payment of fee would result in the withdrawal of access to study material and permission to write the examinations. It may also result in the cancellation of your admission. If any learner wilfully appears in an examination without proper registration for a course, disciplinary action shall be taken against him or her as per rules of the University.

## 6. INSTRUCTIONAL SYSTEM

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The methodology of instruction adopted by the University is different from that in the conventional universities. The Open University system is more learner-oriented in which the learner is an active participant in the teaching-learning process. Most of the instruction is imparted through distance rather than face-to-face communication.

The University follows a multi-media approach for instruction. It comprises of

- Self-Learning Material
- Audio-video programmes transmitted through radio and television
- Teleconferencing sessions
- Face-to-face counselling at Study Centres by Academic Counsellors
- Assignments/ Tutorials/ Practicals/ Dissertation/ Project work

### 6.1 Course Material

Course material, in print or eBook format, is the primary form of instruction. You should concentrate mainly on the course materials that are sent to you in the form of printed books or eBooks. The course material would be sufficient to write assignment responses and prepare for the Term End Examination (TEE). We would, however, suggest you to read additional material, especially those given in the Suggested Reading section of the course material.

The course material prepared by the University is self-learning in nature. Each course is printed in the form of a single book or eBook. The course is divided into a number of **Blocks**. A six credit course generally has four to five Blocks. Each Block consists of Units (minimum two to maximum five units). Normally, the **Units** covered in a Block have a thematic unity. The introduction section of the book provides an overview of the course, its objectives, guidelines for studying the material, etc. The Block introduction explains the coverage of the Block as a whole as well as the coverage of each Unit in that Block.

Each Unit is structured in a way to facilitate self-study by you. Each Unit begins with learning **Objectives** which will give you an idea on what you are expected to learn from the Unit. The **Introduction** provides an overview of the major theme of the unit. An attempt is made to forge a link with the topics of the previous Units and the topic to be covered in the Unit. This is followed by the main text, which is divided, into various sections and subsections. At the end of each section we have provided questions for self-evaluation under the heading of **Check Your Progress**. You should attempt this part, as it will help you in assessing the immediate absorption and check your understanding of the topic. Questions in Check Your Progress are for your practice only, and you should not submit answers to these

questions to the University for assessment. Hint answers to the Check Your Progress exercises are provided at the end of the unit. We have not provided the full length answers, as we would like to encourage you to write in your own words and not rely on memorizing the course material.

The section **Let Us Sum Up/Summary/Conclusion** gives a brief account of what has been discussed in the Unit. This summary enables you to recall the main points covered in the Unit. Each unit ends with **References** which gives the list of books and articles that have been consulted to prepare the unit. In addition, at the end of each Block/Course, a list of **Suggested Readings** is given. Some of these books listed in this section will be available in the libraries at the Regional Centres and select Study Centres.

In order to comprehend the SLMs, read the Units carefully and note down the important points. You can use the space in the margin of the printed pages for making notes and writing your comments. While reading the Units, you may mark the difficult words and look for the meaning of such words in a dictionary. If you still do not understand something, consult your counsellor during the face-to-face sessions at the Study Centre for clarification.

### **Dispatch of Study Material**

The dispatch of material will start once the online process of registration is complete. You can expect to receive your study material within one month of closing of the registration for the programme. If any course material is missing or you receive wrong or defective material, please address your query to the Regional Centre or write to Student Services Centre at [ssc@ignou.ac.in](mailto:ssc@ignou.ac.in).

For the students who have applied for digitized version, detailed information is available on the IGNOU website.

## **6.2 Academic Counselling**

In distance education, face-to-face contact between the learners and their academic tutors/ counsellors is an important activity. The purpose of such an interaction is to answer some of your questions and clarify your doubts, which may not be possible through any other means of communication. It is also intended to provide you an opportunity to meet fellow learners.

There are experienced academic counsellors at the Study Centres to provide academic counselling and guidance to you in the courses that you have selected for study. The academic counselling sessions for each of the courses are held at suitable intervals throughout the academic session. Attendance in the academic counselling sessions for theory courses is not compulsory, but we would suggest you to attend these sessions as they may be useful in certain respects, such as to share your views on the subject with teachers and fellow learners, comprehend some of the complex

ideas or difficult issues, and get clarifications for any doubts which you would not otherwise try to raise.

Face-to-face counselling will be provided to you at the Study Centre assigned to you. You should note that the academic counselling sessions will be very different from the usual classroom teaching or lectures. Academic counsellors will not be delivering lectures or speeches. They will try to help you to overcome difficulties, which you face while studying for this programme. In these sessions, you must look into the subject-based difficulties and any other issues arising out of such difficulties. Besides, some of the audio and video material that is available at that time will be played in the counselling sessions. The University normally organizes six to seven academic counseling sessions for a 4-credit and nine to ten sessions for a six credit course. In case there are less than 10 students in a Study Centre, then intensive counselling sessions will be held which essentially means that 40 per cent of the prescribed counselling sessions will be conducted within a week's time.

Before you attend the academic counselling sessions, please go through your course material and note down the points to be discussed. Unless you have gone through the Units, there may not be much to discuss. Try to concentrate on relevant and important issues. Try also to understand each other's points of view. You may also establish personal contact with your fellow participants to get mutual help for academic purposes. Try to get the maximum possible help from your academic counsellors.

### **6.3 Study Centre**

To provide effective student support, we have set up a number of Study Centres all over the country. You will be allotted one of these Study Centres taking into consideration your place of residence or work. However, each Study Centre can handle only a limited number of students and despite our best efforts, it may not always be possible to allot the Study Centre of your choice. The particulars regarding the Study Centre to which you are assigned will be communicated to you.

Every Study Centre will have:

- A Coordinator who will coordinate different activities at the centre.
- An Assistant Coordinator and other support staff appointed on a part-time basis.
- Academic Counsellors in different courses to provide counselling and guidance to you in the courses you have chosen.

A Study Centre will have six major functions:

**Counselling:** Face-to-face counselling for the courses will be provided at the Study Centres. As mentioned earlier, there will be nine to ten academic counselling sessions for a 6-credit course and six to seven sessions for a 4-credit course.

The schedule of the counselling sessions will be communicated to you by the Coordinator of your Study Centre.

**Evaluation of Assignments:** Tutor Marked Assignments (TMA) will be evaluated by the Academic Counsellors appointed for different courses at the Study Centre. These assignments will be returned to you with tutor's comments and marks obtained. These comments will help you in your studies.

**Library:** For each course, some of the books suggested under 'Suggested Readings' will be available in Library at the Regional Centre and select Study Centres.

**Information and Advice:** At the Study Centre, you will get relevant information regarding the courses offered by the University, academic counselling schedules, examination schedule, etc. You will also get guidance in choosing your elective and application oriented courses.

**Audio-Video Facilities:** The Study Centre is equipped with audio-video facilities to help you make use of the audio and video materials prepared for different courses. Media notes, describing the contents of each programme, will also be available at the Study Centre. This will help you to know the contents of each programme.

**Interaction with Fellow-learners:** The Study Centre gives you an opportunity to interact with fellow learners

Study Centre is the contact point for you. The University cannot send all the communication to all the students individually. All important information is communicated to the Coordinators of the Study Centres and Regional Directors. The Coordinators would display a copy of such important circular/notification on the notice board of the Study Centre for the benefit of all IGNOU learners. You are, therefore, advised to get in touch with your Study Centre for day-to-day information about assignments, submission of examination forms, TEE date-sheet, declaration of result, etc.

## 6.4 Interactive Radio Counselling

The University has the facility of interactive counselling through All India Radio network all over India. You can participate in it by tuning in to your area Radio station. Experts from various discipline areas are available for this counselling. Students can put across their questions to these experts by using the telephone. The telephone numbers are announced by the respective Radio Stations. This counselling is available on all days. The topic for each session of the interactive radio programme is available in the Gyanvani section of the University website.

## 6.5 Gyan Darshan

IGNOU in collaboration with Doordarshan now has an exclusive Educational TV

Channel called Gyan Darshan. It is available through cable TV network. The channel telecasts educational programmes for 24 hours every day. Live telecast is from 3-5 p.m. and repeat from 8-10 p.m. Apart from programmes of IGNOU, it will have educational programmes produced by various national education institutions. You should try to get access to it through your cable operator. The schedule of programmes and live sessions is available at the study centers one month in advance. You can also get the schedule of programmes and live sessions from the University website

## **6.6 Gyan Vani**

Gyan Vani is an educational FM Radio network providing programmes covering different aspects and levels of education including Primary and Secondary Education, Adult Education, Technical and Vocational Education, Higher Education and Extension Education. There will be programmes on various aspects and courses of Bachelor of Arts. The schedule of the programmes is uploaded on the University website.

## **6.7 Teleconference/EDUSAT**

To reach our learners spread in different parts of the country we take the help of teleconferencing. These sessions are conducted from Delhi. The students can attend these at the regional centres and specified study centres of IGNOU. It is a one way video and two way audio facility. The teleconferencing is available on Gyan Darshan-2 and Edusat. The faculty members at Delhi and other experts as resource persons participate in these sessions. You can put your problems and questions to these experts through the telephone available at receiving centres. These will help in resolving your queries related to courses and other general information pertaining to the Bachelors of Arts programme.

## **7. EVALUATION**

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The system of evaluation followed by the University is also different from that of conventional universities. IGNOU has a multitier system of evaluation.

- Self-assessment exercises within each unit of study.
- Continuous evaluation mainly through assignments which are tutor-marked, practical assignments and seminar/ workshops/extended contact programmes, etc. depending on the nature of the course opted for.
- The Term End Examinations.
- Project/Practical work depending upon the requirement of the course.

The evaluation consists of two parts: i) continuous evaluation through assignments, and ii) term end examination. In the final result, all the assignments of a course carry 30% weightage while 70% weightage is given for the Term End Examination (TEE). University follows a grading system for continuous evaluation as well as term-end

examination. It is done on a ten point scale using the letter grades as given below: The University has decided to provide numerical marking also in the grade card and award of division for the Bachelor of Arts.

| Letter Grade      | Numerical Grade | Percentage   |
|-------------------|-----------------|--------------|
| O (Outstanding)   | 10              | ≥ 85         |
| A+ (Excellent)    | 9               | ≥ 75 to < 85 |
| A (Very Good)     | 8               | ≥ 65 to < 75 |
| B+ (Good)         | 7               | ≥ 55 to < 65 |
| B (Above Average) | 6               | ≥ 50 to < 55 |
| C (Average)       | 5               | ≥ 40 to < 50 |
| D (Pass)          | 4               | ≥ 35 to < 40 |
| F (Fail)          | 0               | < 35         |
| Ab (Absent)       | 0               | Absent       |

You are required to score at least 35% marks (Grade D) in both continuous evaluation (assignments) as well as the term-end examination of each course. In the overall computation also you must get at least 35% marks (Grade D) in each course to claim the B.A. degree. The scores of continuous evaluation and term-end examination are not complementary to each other for qualifying a course.

Students who do not qualify in the term-end examination are allowed to take up the Term End Examination in the next semester. It means you can take the TEE of the first year courses during the second year of your study. Similarly, second year courses can be carried over to the third year.

## 7.1 Assignments

Assignments constitute the continuous evaluation. **The marks that you secure in the assignments will be counted in your final result.** As mentioned earlier, an assignment of a course carries 30% weightage. You are therefore advised to take your assignment seriously. A simple omission on your part may put you in great inconvenience later.

For each course of this programme, you have to do two to three Tutor Marked Assignments (TMAs) depending upon the nature of the course. The TMA for each semester can be downloaded from the Student Zone of the University website.

You have to complete the assignment within the due dates specified in the assignment booklet. **You will not be allowed to appear for the term-end examination for any course if you do not submit the assignment in time for that course.** If you appear in term-end examination, without submitting the assignments, the result of the term-end examination is liable to be cancelled.

Ensure that your assignment responses are complete in all respects. Before submission you should ensure that you have answered all the questions in all assignments. Incomplete assignment responses may affect your grades adversely.

The main purpose of TMA is to test your comprehension of the learning materials

you receive from us and also to help you get through the courses. The evaluators/academic counsellors after correcting the assignments return them back to you with their comments and marks. The comments will guide you in your study and help in improving it. It is therefore important that you collect the evaluated TMA along with a copy of the assessment sheet containing the comments of the evaluator on your performance.

The content provided in the printed course materials should be sufficient for answering the assignments. Please do not worry about the non-availability of extra reading materials for working on the assignments. However, if you have access to other books, you may make use of them. The assignments are designed in such a way as to help you concentrate mainly on the course material and exploit your personal experience.

**You have to submit your assignment response sheets to the Coordinator of the Study Centre assigned to you.** For your own record, retain a copy of all the assignment responses which you submit to the Coordinator. If you do not get back your duly evaluated tutor marked assignments along with a copy of the assessment sheet containing comments of the evaluator on your assignment within a month after submission, please try to get it personally from your Study Centre. This may help you to improve upon future assignments.

**Keep duplicate copies of assignment responses of TMAs submitted to Study Centres.** They may be required to be produced at Student Evaluation Division on demand. Also maintain an account of the corrected assignment responses received by you after evaluation. This will help you to represent your case to the University in case any problem arises.

If you do not get a pass grade in any assignment, you have to submit it again. Get fresh assignments from the Student Zone tab of the University website. However, once you get the pass grade in an assignment, you cannot re-submit it for improvement of grade. Assignments are not subject to re-evaluation except for factual errors, if any, committed by the evaluator. The discrepancy noticed by you in the evaluated assignments should be brought to the notice of the Coordinator of the Study Centre, so that the correct score is forwarded by him/her to the Student Evaluation Division at Headquarters.

In case you find that the score indicated in the assignment sheet of your Tutor Marked Assignment has not been correctly reflected or is not entered in your grade card, you are advised to contact the Coordinator of your Study Centre with a request to forward the correct award list to the Student Evaluation Division at the Headquarters.

Do not enclose or express doubts for clarification, if any, about study material or assignment along with the assignment. **Send your doubts in a separate cover to the Director of the concerned School at IGNOU, Maidan Garhi, New Delhi - 110068.** Give your complete enrolment number, name, address, title of the Course,

and the number of the Unit or the assignment, etc. on top of your letter. If you have any specific grievances, you use the iGRAM (<http://igram.ignou.ac.in>) platform for an early response from the University.

**SPECIFIC INSTRUCTIONS FOR TUTOR MARKED ASSIGNMENTS (TMA)**

- 1) Write your Enrolment Number, Name, Full Address, Signature and Date on the top right hand corner of the first page of your response sheet.
- 2) Write the Programme Title, Course Code, Course Title, Assignment Code and Name of your Study Centre on the left hand corner of the first page of your response sheet. **Course Code and Assignment Code may be reproduced from the assignment.**

The top of the first page of your response sheet should look like this:

|                                |                         |
|--------------------------------|-------------------------|
| <b>ENROLMENT NO.</b> : .....   | <b>NAME</b> : .....     |
| <b>PROGRAMME CODE:</b> .....   | <b>ADDRESS</b> : .....  |
| <b>COURSE CODE</b> : .....     |                         |
| <b>COURSE TITLE</b> : .....    |                         |
| <b>ASSIGNMENT CODE</b> : ..... | <b>SIGNATURE:</b> ..... |
| <b>STUDY CENTRE</b> : .....    | <b>DATE</b> : .....     |

- 3) Read the assignments carefully and follow the specific instructions, if any, given on the assignment itself about the subject matter or its presentation.
- 4) Go through the Units on which the assignments are based. Make some points regarding the question and then rearrange those points in a logical order and draw up a rough outline of your answer. While answering an essay type question, give adequate attention to introduction and conclusion. The introduction must provide a brief interpretation of the question and how you propose to develop it. The conclusion must summarise your response to the question. Make sure that the answer is logical and coherent, and has clear connections between sentences and paragraphs. The answer should be relevant to the question given in the assignment. Make sure that you have attempted all the main points of the question. Once you are satisfied with your answer, write down the final version neatly and underline the points you wish to emphasise. While solving numerical problems, use proper format and give working notes wherever necessary.
- 5) Use only foolscap size paper for your response and tie all the pages carefully. Avoid using very thin paper. Allow a 4 cm margin on the left and at least 4 lines in between each answer. This may facilitate the evaluator to write useful comments in the margin at appropriate places.
- 6) Write the responses in your own hand. Do not print or type the answers. Do not copy your answers from the Units/Blocks sent to you by the University. It is advised to write your answers in your own words as it will help in grasping the study material.
- 7) Do not copy from the response sheets of other students. If copying is noticed, the assignment will be rejected.

- 8) Write each assignment separately. All the assignments should not be written in continuity.
- 9) Write the question number with each answer.
- 10) The completed assignment should be submitted to the Coordinator of the Study Centre allotted to you. TMAs submitted at any other place will not be evaluated.
- 11) After submitting the TMA, get the acknowledgement from the Coordinator on the prescribed assignment remittance-cum-acknowledgement card.
- 12) In case you have requested for a change of Study Centre, you should submit your TMA only to the original Study Centre until the change of Study Centre is notified by the University.
- 13) If you find that there is any factual error in evaluation of your assignments e.g. any portion of your assignment response has not been evaluated or the total of score recorded on your assignment response is incorrect, you should approach the Coordinator of your study centre for correction and transmission of correct score to headquarters.

## 7.2 Term End Examination

As stated earlier, the term-end examination is the major component of the evaluation system and it carries 70% weightage in the final result.

You must fill the Term End Examination form online before the last dates i.e. 31st March for June exam and 30th September for December exam.

The University conducts term end examinations twice a year i.e., in June and December. You can, however, take the examination only after completing one year of study. This means that **the Term End Examination (TEE) for your first and second semesters will be conducted together at the end of First year.** Similarly, for third and fourth semesters and for the fifth and sixth semesters, the TEE will be conducted together at the end of the Second and Third year of the programme. If you miss taking any examination at the end of the year, you may take those courses in next TEE conducted in June or December.

A learner is permitted to appear in the TEE, subject to the following conditions: -

- Registration for the courses is valid and not time barred.
- Required number of assignments in the course has been submitted by the due date.
- Minimum time to pursue these courses as per the provision of the programme has been completed.
- Examination fee is paid for all the courses in which the learner is writing the examination.

In the case of non-compliance of any of the above conditions, the result of all such courses is liable to be withheld by the University.

In case you fail to get a pass score (35% marks) in the Term End Examination, you will

have to reappear at the next Term End Examination for that course within the total span of the programme i.e. six years.

### **Submission of Online Examination Form**

The learners are required to fill in the Examination form to appear in the TEE each time i.e. for every exam (December/June) a learner has to apply afresh. Only one form is to be submitted online for all the courses that a learner plans to take in a TEE. To avoid discrepancies in filling up examination forms and avoid hardship in appearing in the TEE, you are advised to:

- 1) Remain in touch with the Study Centre/ Regional Centre/Student Evaluation Division for change in schedule of submission of examination form
- 2) Fill up all the particulars carefully and properly in the examination form to avoid rejection/delay in processing of the form
- 3) Retain proof of submission of examination form till you download your Hall Ticket.

### **Process to submit Term End Examination Form**

- Open the following link: <http://exam.ignou.ac.in/>
- Select and Enter Programme Code from the options list available.
- Select Examination Centre Code from the options available on the website. List of Regional Centre wise Examination centre's for Term-End Examination December 2020 is available for information on this web page.
- If the Examination Centre opted by the student is not activated as Examination Centre or not allotted for administrative reasons, alternative Examination Centre will be allotted to the student.
- Select course(s) carefully while filling the Examination Form as per your valid registration details available in IGNOU website.
- After successful submission of Examination Form, you will receive an acknowledgement with Control Number on the screen. Please retain the auto generated Control Number for your reference and record.
- For checking Examination Form status please visits SEARCH OPTION after 72 hours of submitting the Form. Details regarding examination form submission are not available; you may submit the form again only after following the due procedure as listed above.
- Delhi & NCR - The student may please select the location and exam centre will be allotted accordingly (change of exam centre will not be permitted in any case)

### **Examination Fee and Mode of Payment**

The schedule for submission of TEE Form is available at the IGNOU website during

each session. The fee payable is Rs, 150/- per course. The **mode of payment** of examination fee is online only through Credit Card/Debit Card/Net Banking.

Examination fee once paid is neither refundable nor adjustable even if the learner fails to appear in the examination.

### **Hall Ticket for Term End Examination**

No hall ticket shall be dispatched to the examinees. Hall Tickets of all examinees are uploaded on the University website 7 to 10 days before the commencement of the Term End Examinations.

Students are advised to take the print out of the Hall Ticket from the University website after entering the enrolment number and name of the programme of study, and report at the examination centre along with the Identity Card issued by the University attested by the Director of the Regional Centre. Without a valid IGNOU Student ID Card issued by the Regional Centre/ University, examinees will not be permitted to appear in the examination.

Every student must bring his/her identity card for appearing in the TEE along with the Hall Ticket. Students will be allowed to appear in the TEE for those courses only for which registration is valid and the prescribed minimum duration of study is completed. In case, any learner has misplaced the Identity Card issued by the University, it is mandatory to apply for a duplicate Identity Card to the Regional Centre concerned well before commencement of the examinations. The learner without valid ID Card will not be allowed to enter the Examination Centre premises.

### **Examination Date Sheet**

Examination date sheets (i.e. schedule which indicates the date and time of examination for each course) are sent to all the Study Centers a month in advance. These are printed in IGNOU Newsletters and posted. The datasheet is also displayed on [www.ignou.ac.in](http://www.ignou.ac.in). You are advised to see whether there is any clash in the examination dates of the courses you wish to take, i.e. Examination of any two courses you wish to take are scheduled on the same day at the same time. **If there is any clash, you are advised to take the TEE for one course and the other course in the next TEE.**

### **Declaration of Result**

It is your duty to check whether you are registered for a course and whether you are eligible to appear for that examination. If you neglect this and take the examination without being eligible for it, your result will be cancelled.

All efforts are made to declare the results well before the deadline for submission of Examination Form for the next TEE. In case, result for a course is not declared you should fill the Examination Form for that course without Examination Fee. In case, you appear in the TEE of that course, you have to send a demand draft (drawn in favour of

IGNOU, New Delhi) of requisite amount to the Registrar, Student Evaluation Division (SED) Division, New Delhi failing which your result of that course will not be declared.

### **Early Declaration of Result**

In order to facilitate learners who have secured admission for higher studies or got selected for employment, etc. and are required to produce statement of marks/grade cards by a specified date, the University provides for early declaration of result. The learner can apply for early processing of his/her answer scripts and declaration of result. Such a student is required to apply in prescribed form (available on the University website) along with i) fee of Rs. 1000/- per course through demand draft drawn in favour of IGNOU and payable at New Delhi, and ii) attested photocopy of the admission/employment offer. You must submit the request for early declaration of result before the commencement of TEE that is, before June 1st or December 1st for June and December TEE respectively. The University in such cases will make arrangement for early processing of answer scripts and declare the result as a special case possibly within a month's time from the conduct of examination.

### **Re-Evaluation of Examination Scripts**

Students who are not satisfied with the marks/grade awarded to them in the TEE may apply in prescribed form for re-evaluation within one month from the date of declaration of results, i.e. the date on which results are made available on the University website on payment of Rs. 750/- per course payable online. The better of the two scores of original marks/grade and marks/grade after re-evaluation will be considered and updated in the student's record.

Re-evaluation is permissible in TEE only and not in practical, project report, workshop, assignment, tutorials, seminar, etc. A sample application form with rules and regulations for this purpose is available at the University's website.

### **Improvement in Division/Class**

Students of the Bachelor degree programme who have completed the programme and wish to improve their Division / Class may do so by appearing in TEE. Only those students of the programme who fall short of less than 2% marks to secure 2nd and 1st division are eligible for re-examination.

Students may apply in the prescribed form from 1st to 30th April for June TEE and from 1st to 31st October for December TEE along with a fee of Rs. 750/- per course by means of a demand draft drawn in favour of IGNOU and payable at New Delhi.

### **Improvement is permissible in TEE only and not in Practicals /Lab courses, Project, Workshop, Assignment, Seminar, tutorials, etc.**

Students wishing to improve their marks will have to apply within six-months from the date of issue of final statement of marks/grade card to them, subject to the condition that their registration for the programme/course being applied for

improvement, is valid till the next TEE in which they wish to appear for improvement. Rules and regulations in detail for this purpose are available at the University's website.

**Obtaining Photocopy of Answer Scripts:** After the declaration of result, if the learner is not satisfied with the marks awarded, he or she can request the University for obtaining Photocopy of Answer Scripts on payment of Rs. 100/- per course. The request for obtaining Photocopy of Answer Scripts by the student must be made within 45 days from the date of declaration of result to the Student Evaluation Division, IGNOU, New Delhi in the prescribed format along- with a fee of Rs. 100/- per course in the form of a Demand Draft in favour of IGNOU, payable at New Delhi.

**While communicating with the University regarding examinations, please write your enrolment number and complete address clearly. In the absence of such details, the Student Evaluation Division will not be able to attend to your problems.**

## **8. OTHER USEFUL INFORMATION**

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**IGNOU Web Site:** [www.ignou.ac.in](http://www.ignou.ac.in) the official website of the University offers relevant information to the general public and student support facilities to the learners through the Single Window Information and Student Support (SWISS). These include:

- Online registration for fresh admission of various programmes
- Online ReRegistration
- Online submission of Term-End Examination Form
- Results of the Term End Examinations
- Checking status of study materiel
- Downloads Assignments/Question papers/Forms
- Catalogue of audio/video programmes
- Schedule of Gyan Darshan/Gyan Vani/ programmes
- Admission announcements
- Addresses of regional and study centres
- Update on the latest happenings at the University
- Checking of student's mailingaddress
- Entrance test results
- TEE datesheet
- Examination Hall Ticket
- Course Completion Status
- Accessing eGyanKosh: using this web site you can download your course material and view video related to your courses.

**Scholarships and Reimbursement of Fees:** Reserved categories viz., scheduled

caste/scheduled tribe and learners with physical disability, have to pay the fees at the time of admission to the University along with other students.

Learners with physical disability admitted to IGNOU are eligible for Government of India scholarships. They are advised to collect the scholarship forms from the Directorate of Social Welfare or Office of the Social Welfare Officer of the concerned State Government and submit the filled-in forms to them through the concerned Regional Director of IGNOU to SRD.

Similarly, for reimbursement of programme fees SC/ST students have to submit their forms to the Directorate of the Social Welfare or Office of the Social Welfare Officer of the respective State Government through the concerned Regional Director of IGNOU.

**Change of Medium** is permitted within 30 days from the receipt of first set of course material in the first semester ONLY, on payment of Rs. 350/- plus Rs. 350/- per 4 credit course and Rs. 700/- per 6 credit course of the programme. Payment should be made by way of a Demand Draft drawn in favour of “IGNOU” payable at the place of concerned Regional Centre. All such requests for change of Medium should be addressed to the concerned Regional Centre only, as per schedule.

**Change or Correction of Address:** There is a printed form for the change/correction of address/name. A copy of the same is available online on the university websites under Student Zone. In case there is any correction or change in your address, you are directed to make use of that form addressed to the Registrar, Student Registration Division (through concerned Regional Director). You are advised not to write letters to any other officer in the University in this regard. Normally, it takes four to six weeks to effect the change. Therefore, you are advised to make your own arrangements to redirect the mail to the changed address during this period.

**Change of Study Centre:** A student is required to opt for only such study centres which are activated for the programme. As far as possible the university will allot the study centre opted for by the student. However, the university may change the study centre at its convenience without concurrence of the student at any time.

For the purpose of change of Study Centre, you have to send a request to the Director of your Regional Centre. A copy of the same may be sent to the Student Evaluation Division at the headquarters.

Counselling facilities for a programme may not be available at all the Centres. Therefore, you are advised to make sure that counselling facilities are available for the programme you have chosen, at the new Centre opted for. As far as possible the request for change of Study Centre is considered favourably. However, the allotment of a new Study Centre is subject to availability of seats for the programme at the new Centre asked for.

**Change of Regional Centre:** If you want to transfer from one region to another, you have to send your application seeking transfer to the Regional Centre from where you are seeking a transfer marking copies to the Regional Centre where you would like to be transferred to. Further, you have to obtain a certificate from the Coordinator of the Study Centre from where you are seeking transfer regarding the number of assignments submitted. The Regional Director from where the learner is seeking the transfer will transfer all records including details of fee payment to the new Regional Centre under intimation to the Registrar, Student Registration Division (SRD) and the learner as well. For change of Region in practical oriented courses like Psychology, 'No Objection Certificate' has to be obtained from the concerned Regional Centre/Study Centre where you wish to transfer. In case any learner is keen for transfer from Army/Navy/ Air Force Regional Centre to any other Regional Centre of the University during the cycle/session, he/she would have to pay the fee-share money to the Regional Centre. In case the learner seeks transfer at the beginning of the session/cycle, the required programme course fee for the session/cycle shall be deposited at the Regional Centre. However, the transfer shall be subject to availability of seats wherever applicable.

**Issue of Duplicate Grade Card/Mark sheet:** A duplicate Grade Card is issued after a request is made on the prescribed form along with a draft of Rs. 200/- to be paid in favour of IGNOU, New Delhi. The form for the purpose is available on the IGNOU website.

**Issue of Duplicate Degree Certificate:** A duplicate degree certificate can be issued after a request is made on the prescribed form along with a demand draft of Rs. 750/- in favour of IGNOU, New Delhi. The following documents are required to be attached with the requests for issue of duplicate degree certificate:

- 1) Affidavit on non-judicial stamp paper of Rs. 10/-.
- 2) Copy of FIR lodged with the police station regarding loss of Degree Certificate.
- 3) Demand Draft/IPO for requisite fee.

The form and the format for the purpose is given on the University website.

**Re-admission:** If you are not able to complete the programme in a maximum of 6 years, the University has made a special provision for re-admission. You have to take the following two steps for re- admission:

- a) Take admission afresh in the Programme like other students by fulfilling the admission criteria and paying requisite fee for the Programme.
- b) Apply to the University for the transfer of credits you have earned under the old enrolment with applicable fee.

Full credit transfer may be allowed if the syllabus and methodology now in vogue are similar to that governing the student under the old enrolment.

**Simultaneous Registration:** A learner is permitted to register for only one programme in the given academic session. You are, therefore, advised to seek

admission to only one programme in the given academic session. However, you are allowed to take a certificate programme of 6 months duration along with other programmes. Violation of this rule will result in cancellation of admission to all the programmes and forfeiture of the programme fees.

**Migration Certificate:** For Migration Certificate, requisition may be sent to the Regional Director along with the following documents:

- 1) Application (can be obtained from the IGNOU website)
- 2) Attested copy of the marksheet.
- 3) Fee of Rs. 500/- in the form of demand draft drawn in favour of IGNOU payable at the city where the Regional Centre is located.

**Refund of Fees:** The refund request will be considered as under:

- a) Before the last date for submission of admission form Programme fee will be refunded after deduction of Rs. 200/-
- b) Within 15 days from the last date for submission of admission form- Programme fee will be refunded after deduction of Rs. 500/-
- c) Within 30 days from the last date for submission of admission form- Programme fee will be refunded after deduction of Rs. 1,000/-.
- d) After 30 days from the closure of the last date- No refund will be allowed.
- e) The last dates for submission of admission form will be considered separately i.e. last date without late fee and last date with late fee. However, late fee, if any, will not be refunded.
- f) In cases of (a) to (c) above, the candidate will make a written request to the Regional Director (RD) concerned for such a refund. The Regional Centre (RC) will process the cases as soon as possible after ascertaining the credit of the same in IGNOU Accounts.

**Disputes on Admission and other University Matters:** The place of jurisdiction for filing of a Suit, if necessary, will be only at New Delhi/Delhi.

## 9. SOME USEFUL ADDRESSES

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During the course of your study you might require some additional information about rules and regulations as well as how to resolve some of the issues in completing your studies at IGNOU. You must know whom to contact for specific information. Here is a list of addresses and contact numbers and emails of offices in the University to contact for specific information or problem.

|                                      |                           |
|--------------------------------------|---------------------------|
| Identity Card, Fee receipt, Bonafide | Concerned Regional Centre |
|--------------------------------------|---------------------------|

|   |  |
|---|--|
| Certificate, Migration, Scholarship forms   |  |
| Non-receipt of study material   | Material Production and Distribution Division  |
| Schedule/information regarding Exam form, Entrance test, Date-sheet, IGNOU Hall ticket              | Asst. Registrar ( Exam-II), SED, Block-12, IGNOU, Maidan Garhi, New Delhi-110068<br>E-mail: evaluationised@ignou.ac.in<br>Ph. 29536743, 29535924-32 / Extn-2202, 2209    |
| Result, Re-evaluation, Grade Card, Provisional Certificate, Early declaration of Result, Transcript | Dy. Registrar ( Exam.III), SED, Block-12, IGNOU, Maidan Garhi, New Delhi-110068<br>E-mail sedgrievance@ignou.ac.in<br>Ph. 29536103,29535924-32/Extn. 2201, 2211, 1316    |
| Non- reflection of Assignment Grades/Marks  | Asst. Registrar (Assignment), SED, Block-3, Room No-12, IGNOU, Maidan Garhi, New Delhi-110068<br>E-mail : assignments@ignou.ac.in<br>Ph. 29535924, Extn-1312, 1319, 1325 |
| Original Degree/ Diploma/ Verification of Degree/Diploma  | Dy. Registrar ( Exam.I), SED, Block-9, IGNOU, Maidan Garhi, New Delhi-110068<br>E-mail evaluationised@ignou.ac.in<br>Ph.29535438, 29535924-32/Extn-2224, 2213            |
| Student Grievances related to evaluation  | Asst. Registrar (Student Grievance), SED, Block-3, IGNOU, Maidan Garhi, New Delhi-110068<br>E-mail sedgrievance@ignou.ac.in<br>Ph. 29532294, 29535924-32/Extn-1313       |
| Academic Content  | Director of the School concerned   |
| Student Support Services and Student Grievances, Pre-admission inquiry of various courses in IGNOU  | Regional Director, Student Service Centre, IGNOU, Maidan Garhi, New Delhi-110068<br>E-mail ssc@ignou.ac.in<br>Ph. 29535714,29533869, 2953380<br>Fax-29533129             |

Most of the operations of the University are online. Wherever you are required to submit a hard copy, the University has made available different application forms on its website. Download these forms from the Student Zone of the University website.

**PART II**  
**SYLLABI OF**  
**COURSES**

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## DETAILS OF CORE COURSES (Hons)

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### History of India-I (BHIC 101)

6 credits

History is concerned about change and historical change. Historical analysis allows us to explore the formation of varied societies in a region. Investigation of causes and formulation of explanations along with a more finer reading of the text allows us to arrive at a nuanced understanding of the historical events. There may be multiple interpretations and varied perspectives, but what is important is how evidence is sought and understood, how explanations are forwarded. This process depends upon a meticulous and honest investigation aided by logical analysis and scientific method. This course presents historical analysis along these lines.

We have moved away from constructing the histories of kings and dynasties. Now the focus is on the investigation of factors which have shaped people, events and institutions that make the Indian society. It is with these aims that the present Course is designed. The period is from the earliest times to the decline of the Mauryan empire. The Course is divided into four Themes which contain a number of units. The Units explore the transition from one phase to another, cultures and civilizations, their characteristics, evolution of regional patterns and finally changes in polity, economy, religion, society, science and technology during this period.

#### SYLLABUS

##### **Block 1 Reconstructing Ancient Indian History**

- Unit 1 History of Ancient India
- Unit 2 Geographical Regions and Sources
- Unit 3 Prehistoric Period
- Unit 4 Hunting Gathering Societies

##### **Block 2 The Advent of Food Production and Harappan Civilization**

- Unit 5 The Neolithic Phase
- Unit 6 Harappan Civilisation -I
- Unit 7 Harappan Civilisation- II
- Unit 8 Harappan Civilisation- III

##### **Block 3 Vedic Period and Cultures in Transition**

- Unit 9 Vedic period- I

- Unit 10 Vedic period- II
- Unit 11 Emergence of Iron
- Unit 12 Intellectual Developments and Asceticism
- Unit 13 Jainism, Buddhism and Ajivikas

##### **Block 4 India: 6<sup>th</sup> Century BCE to 200 BCE**

- Unit 14 Janapadas and Mahajanapadas
- Unit 15 Alexander's Invasion of the Northwest
- Unit 16 Rise of Magadha
- Unit 17 The Mauryan 'Empire'
- Unit 18 Mauryas
- Unit 19 Attitudes towards Environment, Science and Technology
- Unit 20 Gender Perspectives

### Social Formations and Cultural (BHIC 102) Patterns of the Ancient World

6 credits

The course will have around 16 units. The main theme and sub-themes are as below

## SYLLABUS

### **Theme I - Evolution of Humankind**

Sources for the study of pre-history, Divisions in to various periods, biological evolution of humans, Paleolithic and Mesolithic Society.

### **Theme II - Food Production**

Domestication of Animals and Plants; Early agriculture in different societies across the world; consequences of agriculture on society and economy.

### **Theme III - Bronze Age Civilizations**

Main features of Bronze Age civilizations; Egyptian civilization; Bronze Age Shang China

### **Theme IV - Iron Age**

Use of Iron and its implications; nomadic groups in Central and West Asia.

### **Theme V - Formation of Empires**

Assyrian and Babylonian; Persian empire; Sassanids

### **Theme VI - Ancient Greece**

Slave Society in Greece; Economy and Polity; Greek Cultural Tradition.

### **Unit wise Structure**

Unit 1 Pre History and Sources  
Unit 2 Biological Evolution of Humans  
Unit 3 Paleolithic and Mesolithic Cultures.  
Unit 4 Domestication of Plants and Animals.  
Unit 5 Early Agriculture in Different Regions.  
Unit 6 Consequences of Agriculture.  
Unit 7 Bronze Age Civilizations : Main Features  
Unit 8 Egyptian Civilization

Unit 9 Shang Civilization in China  
Unit 10 Use of Iron and its Implications  
Unit 11 Nomadic groups in Central and West Asia  
Unit 12 Formation of Empires; Assyrian and Babylonian  
Unit 13 Formation of Empires; Sassanids  
Unit 14 Slave Society in Greece : Polity and Economy  
Unit 15 Greek Cultural Traditions

## **History of India-II (BHIC 103)**

**6 credits**

The present Course covers the period between 200 BCE till the time of Harshavardhana. This was the period when new types of agrarian and social relations emerged in India. Regional elements started crystallising. This Course looks at the urbanization in the early centuries of the Christian Era, Gupta economy and its attendant 'feudalisation', flowering of art and architecture, religion and religious practices, women's changing status in society, science and technology and languages and literature. The focus is on processes which mark the transition from the early historical period to the beginnings of the early medieval period. The Course is divided into four **Themes** which contain a number of units.

## SYLLABUS

### **Block 1 India: 200 BCE to 300 CE**

Unit 1 TheSungas and Kusanas

- Unit 2 Emergence of Regional Powers
- Unit 3 Early State Formation in Deccan and Tamilakam
- Unit 4 Agrarian Settlements and Agrarian societies
- Unit 5 Trade Networks and Urbanization

**Block 2 Guptas and Post-Gupta State and Society**

- Unit 6 Rise of Guptas
- Unit 7 Post-Gupta Kingdoms in North India
- Unit 8 Harsha and the Rise of Kannauj
- Unit 9 Kingdoms in the Deccan and South

**Block 3 Transition to Early Medieval India**

- Unit 10 Trade and Urbanization
- Unit 11 Status of Women
- Unit 12 Crafts and Craftspersons
- Unit 13 Religions and Religious practices

**Block 4 Cultural Developments**

- Unit 14 Languages and Literature
- Unit 15 Sculpture and Architecture
- Unit 16 Science and Technology
- Unit 17 Economy and Trade
- Unit 18 Environment, Forests and Water Resources

**Social Formations and Cultural (BHIC 104) Patterns of the Medieval World**

**6 credits**

**SYLLABUS**

- Unit 1 Roman Empire: Political system
- Unit 2 Roman Empire : Economic and Social Structure
- Unit 3 Religion and Rise of Christianity in Roman World
- Unit 4 Crisis of the Roman Empire
- Unit 5 Form and Structure of Feudalism
- Unit 6 Phases of Feudalism and its Decline
- Unit 7 Religion and Culture in Medieval Europe (Earlier titled as Renaissance in Europe : Art & Architecture)
- Unit 8 Africa (Earlier titled as : Renaissance in Europe : Enlightenment and Humanism)
- Unit 9 Latin America (Earlier titled as Renaissance and Reformation : Rise of Protestantism)
- Unit 10 Rise of Trade and Commerce in Asia and Europe (focus on Oceanic Trade pre 15th Century) (Earlier focus was only on Europe)
- Unit 11 Growth of Craft Production in Europe
- Unit 12 Pre-Islamic Arab World and its Culture
- Unit 13 The Rise and Expansion of Islam
- Unit 14 Caliphate Estate :Umayyads and Abbasids
- Unit 15 Islamic Society : Rise and Spread of Sects
- Unit 16 Trading World of Asia and Arabs

**History of India-III (c.750-1206) (BHIC 105)**

**6 credits**

This Course deals with the history of India from the mid eighth century CE to the beginning of the thirteenth century. Significant changes took place during this period. Some scholars believe that there was a further consolidation of the feudal structure which had come into existence by

the Gupta period. However, others believe that the period between the 8<sup>th</sup> till the 12 centuries witnessed the third phase of urban growth. One thing that was certain was that agriculture expanded considerably in this period, regional polities emerged, there was an efflorescence of regional languages and literature, the proximity between certain merchant guilds and kings was established, architecture especially in the field of temple architecture, flourished. So did art, for example the Cola bronzes are known for their beauty and finesse. This period functioned as a gateway which ushered in the ‘new’ period of Indian history-the Sultanate.

### SYLLABUS

|        |   |         |  |
|--------|---|---------|--|
| Unit 1 | Historical Sources  | Unit 9  | Political and cultural expansion in South East Asia                |
| Unit 2 | The Political Scenario I :Rajputs; Rise and struggle to power           | Unit 10 | Agriculture, Landlord, peasants and tribals : The Feudalism debate |
| Unit 3 | The Political Scenario II :Rashtrakutas and Palas                       | Unit 11 | Castes, gender and professions                                     |
| Unit 4 | The Political Scenario III : Cholas and Chalukyas                       | Unit 12 | Trade, trade routes and maritime trade                             |
| Unit 5 | Art and Architecture : North India & South India                        | Unit 13 | Merchant GUILDS and urbanization of North Indian and South India   |
| Unit 6 | Arab conquest of Sindh, Turkish invasions, Mohd.Ghazni and Mohd.Ghour   | Unit 14 | Developments in religions  |
| Unit 7 | Social, Cultural and Technological impacts : Arab and Turkish invasions | Unit 15 | Education, intellectual traditions, interactions and philosophy    |
| Unit 8 | Society, economy, polity and culture : East and North East India        | Unit 16 | Languages and Literature   |
|        |   | Unit 17 | Science, technology and environment                                |

### Rise of the Modern West-I (BHIC 106)

**6 credits**

This course is to familiarize the student with different dimensions of the rise of early modern west. We will be discussing some of the social, economic and political aspects related to the early modern west.

### SYLLABUS

|        |   |        |  |
|--------|---|--------|--|
| Unit 1 | Introducing the Early Modern West                         | Unit 6 | Plantation economies, slave labour and slave trade |
| Unit 2 | Transition from feudalism to capitalism – debate 1        | Unit 7 | Commercial Revolution in Europe                    |
| Unit 3 | Transition from feudalism to capitalism-debate 2          | Unit 8 | Renaissance: Humanism, Ideas and Science           |
| Unit 4 | European voyages of discovery                             | Unit 9 | Reformation and Counter reformation                |
| Unit 5 | Economic Trends: Shifts, Continuities and Transformations |        |  |

Unit 10 Emergence of the print led public sphere

Unit 11 European state systems

### **History of India IV (c.1206-1550) (BHIC 107)**

**6 credits**

#### **SYLLABUS**

#### **Block 1 Interpreting the Delhi Sultanate**

Unit 1 Survey of Sources

#### **Block 2 Political Formations**

Unit 2 Delhi Sultanate: Consolidation and Expansion

Unit 3 Evolution of Institutions: Sultan, Nobility and Ulama

Unit 4 Administrative Institutions

Unit 5 Vijayanagar: Expansion and Consolidation

Unit 6 Evolution of Institutions: Kingship and the Nayaka System

Unit 7 Deccan Kingdoms

Unit 8 Emergence of New Kingdoms in the 15th century: Malwa, Gujarat, Jaunpur, Bengal, Mewar, Kashmir

#### **Block3 Society and Economy**

Unit 9 Land Administration

Unit 10 Agrarian Classes

Unit 11 Technology and Society

Unit 12 Money, Currency, Monetization and Urban Economy

Unit 13 Inland and Oceanic Trade

#### **Block 4 Religious Ideas and Visual Culture**

Unit 14 Bhakti Tradition

Unit 15 Sufi Tradition

Unit 16 Vedantic and Sramanic Traditions

Unit 17 Temples, Mosques and Dargahs: Forms, Contexts and Meanings

Unit 18 Palaces, Forts, Mausoleums and Public works: Forms, Contexts and Meanings

Unit 19 Paintings

### **Rise of Modern West-II (BHIC 108)**

**6 credits**

This paper will focus on the economic and political rise of Europe during the modern period. Although the Renaissance may be termed as the beginning of European modernity at the intellectual level, it was during the seventeenth century that modern Europe was shaped more comprehensively. The 'seventeenth-century crisis' has been considered as a general crisis affecting the European economy, polity and society quite thoroughly which set off the processes which radically altered Europe. The great religious divide between Catholicism and Protestantism sharply divided European state and society in this period. Besides this, English revolution (at the political level), scientific revolution and philosophical revolution (at the intellectual level) and the rise of mercantilism (at the economic level) were fundamental changes during the seventeenth century. This dynamic carried on into the eighteenth century. Absolutism and Constitutional Monarchy were two important political forms which were consolidated in this period. One of the most important developments in the eighteenth century was American war of independence which freed one of the most important European colonial possessions. However, the European economies, which had taken some steps towards modern industrialization, sought

to reorient the colonial expansion and trade patterns establishing new colonies in the Indian Ocean, the Caribbean and elsewhere.

### SYLLABUS

|        |   |         |   |
|--------|---|---------|---|
| Unit 1 | Seventeenth Century ‘European Crisis’               | Unit 9  | Enlightenment   |
| Unit 2 | European Colonial Expansion and Mercantilism        | Unit 10 | Political and Economic Issues in the American Revolution                |
| Unit 3 | Religion, Diversity and Dissent                     | Unit 11 | Agricultural and Demographic Changes in Europe                          |
| Unit 4 | Intellectual Currents in Seventeenth-century Europe | Unit 12 | The Patterns of Consumption and Production                              |
| Unit 5 | Art, Culture and Society                            | Unit 13 | Patterns of Trade, Colonialism and Divergence in the Eighteenth Century |
| Unit 6 | The English Revolution                              |         |   |
| Unit 7 | The Modern Science                                  |         |   |
| Unit 8 | European Politics in the Eighteenth Century         |         |   |

### History of India-V (c. 1550-1605) (BHIC 109)

6 credits

### SYLLABUS

|   |  |  |   |
|---|--|--|---|
| <b>Block 1 Sources and Historiography</b>   |  | Unit 11                                    | Administrative Institutions: Mansab and Jagir |
| Unit 1                                      | Indo Persian histories and Persian literary traditions | Unit 12                                    | Composition of Nobility                       |
| Unit 2                                      | Indic literary traditions and European sources         | Unit 13                                    | Fiscal System                                 |
| <b>Block 2 Indian Political System</b>      |  | <b>Block 4 Economic Processes</b>          |   |
| Unit 3                                      | Regional and Local Polities                            | Unit 14                                    | Agrarian Economy and Agrarian Relations       |
| Unit 4                                      | Timurid Antecedents                                    | Unit 15                                    | Exchange Economy: Money and Currency          |
| Unit 5                                      | Mughal Conquests: Warfare and Alliances                | Unit 16                                    | Towns, Cities and Growth of Urban Centres     |
| Unit 6                                      | Afghan Polity  | <b>Block 5 Imagining the Sacred</b>        |   |
| Unit 7                                      | The Nayaks   | Unit 17                                    | State and Religion                            |
| <b>Block 3 Consolidation of Mughal Rule</b> |  | <b>Block 6 Literature and Translations</b> |   |
| Unit 8                                      | Historiography on State                                | Unit 18                                    | Patronage of Literary Culture                 |
| Unit 9                                      | Ideas on Kingship                                      |  |   |
| Unit 10                                     | Administrative Structure                               |  |   |

## **History of India-VI (c.1750-1857) (BHIC 110)**

**6 credits**

This course takes you through the political, social and economic developments from Mid-18th century to Mid-19th century. In the process you will be familiarized with both the ideas and structures of early British Colonialism and its interface with the Indian realities.

### **SYLLABUS**

|        |  |         |   |
|--------|--|---------|---|
| Unit 1 | Indian Polity, Society and Economy in mid 18th century                                   | Unit 7  | The spread of English Education               |
| Unit 2 | Mercantile Policies and Indian Trade   | Unit 8  | The New Land Settlements                      |
| Unit 3 | Colonial Expansion and Indian Resistance - I   | Unit 9  | Commercialisation of Agriculture              |
| Unit 4 | Colonial Expansion and Indian Resistance - II  | Unit 10 | Deindustrialisation                           |
| Unit 5 | Imperial Ideologies and Psyche : Orientalists construction of India and the Utilitarians | Unit 11 | Economic Impact of the Colonial Rule          |
| Unit 6 | British Administration and Law   | Unit 12 | Social Discrimination and Unprivileged Groups |
|        |  | Unit 13 | Popular Resistance                            |
|        |  | Unit 14 | Uprising of 1857                              |
|        |  | Unit 15 | The beginnings of Indentured Labour           |

## **History of Modern Europe-I (c.1780-1939) (BHIC 111)**

**6 credits**

We have two courses on offer on history of Modern Europe, BHIC 111 and BHIC 114. These courses offer a broad survey of modern European history from c. 1780 to 1939. Along with the consideration of major events such as the French Revolution and political mobilization in Europe in the early nineteenth century, you will be introduced to major developments at political, social, economic and ideological levels. The period will thus be viewed neither in terms of historical inevitability nor as a procession of great men, but rather through the lens of the complex interrelations between demographic change, political revolution, nationalism, colonialism and cultural development. History of modern Europe covered in two courses will be an interesting study to make you familiar with broad trends of developments happening in that period in Europe.

### **SYLLABUS**

|        |   |         |   |
|--------|---|---------|---|
| Unit 1 | The Modern State and Political Culture    | Unit 6  | European Political Mobilizations, 1830-1848 |
| Unit 2 | The French Revolution                     | Unit 7  | New Political Systems                       |
| Unit 3 | Formation of Modern French State          | Unit 8  | Rise of Industrial Capitalism               |
| Unit 4 | Intellectual Trends                       | Unit 9  | Industrialization 1750-1850                 |
| Unit 5 | Political Transition in Britain 1780-1850 | Unit 10 | Industrialization 1851-1914                 |
|        |   | Unit 11 | Industry and Urbanization                   |

- Unit 12 Evolution and Differentiation of Social Classes
- Unit 13 Demography, Family and Gender
- Unit 14 Nationalism and the Nation State
- Unit 15 Formation of Nation-States-1: British and French

- Unit 16 Formation of Nation-States-2: Germany and Italy
- Unit 17 Empires and Nation-States-1: Ottoman and Habsburg Empires
- Unit 18 Empires and Nation-States-2: The Russian Empires and Soviet Union

## **History of India –VII (c.1605-1750) (BHIC 112)**

**6 credits**

### **SYLLABUS**

#### **Block1 Sources and Literary Traditions**

- Unit 1 Persian Histories and Memoirs
- Unit 2 Sanskrit Kavya literature, Regional sources and Travelogues

#### **Block 2 Political Processes**

- Unit 3 Mughals, Marathas and the Deccan
- Unit 4 The Rajputs: conflicts and collaborations
- Unit 5 Rise of Sikh Power

#### **Block 3 Production and Commercial Practices**

- Unit 6 Craft Production, Manufacture and Artisanal Groups
- Unit 7 Inland Commerce
- Unit 8 Indian Ocean Trade Network
- Unit 9 Trade, Trading Communities and Commercial Practices

#### **Block4 State, Society and Religion**

- Unit 10 Islam in India : Emerging Trends
- Unit 11 Vaishnav Bhakti
- Unit 12 State, Religion and Society

#### **Block 5 Visual Culture**

- Unit 13 Mughal Architecture
- Unit 14 Mughal Paintings
- Unit 15 Architecture, Paintings and Regional Identity

#### **Block6 Society and Culture**

- Unit 16 Courtly Culture
- Unit 17 Women and Gender

#### **Block 7 The 18th century**

- Unit 18 Mughal Decline and Disintegration

## **History of India-VIII (c. 1857-1950) (BHIC 113)**

**6 credits**

This paper covers the period after the Revolt of 1857 upto the attainment of freedom in 1947 and the establishment of Indian Republic in 1950. It outlines the process of the emergence and growth of nationalism in India, and discusses in detail the nationalist movement undertaken to end the colonial rule. This paper describes the formation and development of the Indian National Congress, the main organization which led the pan-Indian national movement. The various movements launched under the inspirational leadership of Mahatma Gandhi are also discussed in details. The course also takes into account various ideological trends which contested but also

strengthened the mainstream of national movement. Finally, the establishment of the independent Indian state as a democratic republic is also discussed.

### SYLLABUS

|         |  |         |   |
|---------|--|---------|---|
| Unit 1  | Effects of Imperialism                                   | Unit 12 | Azad Hind Fauj                                  |
| Unit 2  | Social and Religious Reforms in Nineteenth-century India | Unit 13 | Popular Struggles in the Princely States        |
| Unit 3  | The Non-Brahman Movements in Western and Southern India  | Unit 14 | Mahatma Gandhi: his Perspectives and Methods    |
| Unit 4  | Formation of Indian National Congress                    | Unit 15 | Nationalism and Culture: Nationalist Literature |
| Unit 5  | Moderates and Extremists                                 | Unit 16 | Left-wing movements                             |
| Unit 6  | The Swadeshi Movement                                    | Unit 17 | Growth of Trade Union and Peasant Movements     |
| Unit 7  | Non-cooperation and Khilafat Movement: 1919-1922         | Unit 18 | The Capitalist Class and the Freedom Struggle   |
| Unit 8  | Civil Disobedience Movement: 1930-34                     | Unit 19 | Towards Independence: 1945-1947                 |
| Unit 9  | The Revolutionaries                                      | Unit 20 | Communalism and the Partition of India          |
| Unit 10 | Constitutional Reforms                                   | Unit 21 | Emergence of Independent India                  |
| Unit 11 | Quit India Movement                                      |         |   |

### **History of Modern Europe-II (c. 1780-1939) (BHIC 114)**

**6 credits**

We have two courses on offer on history of Modern Europe, BHIC 111 and BHIC 114. These courses offer a broad survey of modern European history from c. 1780 to 1939. Along with the consideration of major events such as the French Revolution and political mobilization in Europe in the early nineteenth century, you will be introduced to major developments at political, social, economic and ideological levels. The period will thus be viewed neither in terms of historical inevitability nor as a procession of great men, but rather through the lens of the complex interrelations between demographic change, political revolution, nationalism, colonialism and cultural development. History of modern Europe covered in two courses will be an interesting study to make you familiar with broad trends of developments happening in that period in Europe.

### SYLLABUS

|        |  |         |                                    |
|--------|--|---------|------------------------------------|
| Unit 1 | Liberal Democracy  | Unit 5  | The Socialist World-I              |
| Unit 2 | Early Socialist Thought and Marxian Socialism              | Unit 6  | The Socialist World-II             |
| Unit 3 | Counter Revolution-1: Fascism to Conservative Dictatorship | Unit 7  | Colonialism and Imperialism        |
| Unit 4 | Counter Revolution-2: National Socialism in Germany        | Unit 8  | Patterns of Colonial Domination-I  |
|        |  | Unit 9  | Patterns of Colonial Domination-II |
|        |  | Unit 10 | Cultural Dimensions of Imperialism |

Unit 11 Two World Wars  
 Unit 12 Crisis of Capitalism  
 Unit 13 Glimpse of Post-War World-I  
 Unit 14 Glimpse of Post-War World-II.  
 Unit 15 Cultural and Intellectual  
 Developments since 1850

Unit 16 Creations of New Cultural Forms:  
 from Romanticism to Abstract Art  
 Unit 17 Culture and the Making of  
 Ideologies: Constructions of Race,  
 Class and Gender

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## DETAILS OF DISCIPLINE SPECIFIC COURSES

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### History of China *c.* 1840-1978 (BHIE 141)

**6 credits**

This course is designed to provide a general introduction to Chinese modern history and its connection with the world. This survey of Chinese history begins with the Opium war, its encounter with the western imperialism, reforms and rebellions within China, rise of nationalism and cultural movement, foundation of the People's Republic of China in 1949 and ends with the developments in China after 1949. We will follow a chronological line providing the major developments in modern China beginning with the Opium War, the Taiping Rebellion, the Boxer Revolt, the collapse of the Qing dynasty, the Chinese Revolution of 1911, the "New Culture" movement, rise of nationalism, war against Japan, the communist movement in China and thereafter. This will help in understanding significant developments and forces that have shaped modern China.

### SYLLABUS

|       |   |         |  |
|-------|---|---------|--|
| Unit1 | China: A Historical Perspective                                       | Unit10  | Foreign Investment and Rise of<br>New Class                        |
| Unit2 | The Opium Wars in China   | Unit11  | Rise of Nationalism  |
| Unit3 | The Unequal Treaty System   | Unit12  | Formation of the Communist Party<br>of China                       |
| Unit4 | Taiping Uprising  | Unit13  | Struggle for Control: The<br>Communist Party and the<br>Guomintang |
| Unit5 | Boxer Rebellion   | Unit 14 | China and the War with Japan                                       |
| Unit6 | Self Strengthening Movement and<br>the Hundred Days Reforms           | Unit15  | The Chinese Revolution   |
| Unit7 | The Chinese Revolution of 1911  | Unit16  | China From Revolution to Reform                                    |
| Unit8 | The Failure of 1911 and the<br>Emergence of the Guomintang<br>1911-21 |         |  |
| Unit9 | The New Cultural Movement after<br>1911                               |         |  |

### History of Environment (BHIE 143)

**6 credits**

The course is designed to sensitize the students about the historical dimensions of Environment. We take the students through issues such as periodization of History of Environment and then to the ancient medieval and modern ages of developments in Environmental concerns and issues.

We also discuss the relationship between colonialism and Environment. The story is brought up to date with contemporary concerns like development and environment question and also the role gender place in shaping environmental concerns.

### SYLLABUS

|        |   |         |   |
|--------|---|---------|---|
| Unit 1 | Studying Environmental concerns in History – A perspective and a not on periodisation | Unit 7  | Conservation through the ages   |
| Unit 2 | Environment and Early Societies I – Hunting, Gathering, Nomadic Civilizations         | Unit 8  | Colonialism and Environment – Green Imperialism                                       |
| Unit 3 | Environment and Early Societies II – River Valley Civilizations                       | Unit 9  | Debates on Environment and health   |
| Unit 4 | Environment issues in the medieval ages in India                                      | Unit 10 | Development and Environmental concerns in post-colonial societies                     |
| Unit 5 | Environmental issues in the early modern society                                      | Unit 11 | Gender Social Groups and Environment  |
| Unit 6 | Indian Philosophy and Environment   | Unit 12 | Role of UN, NGOs etc., in the shaping of the Environmental movement – Greenpeace etc. |
|        |   | Unit 13 | Forest Rights Act 2006  |
|        |   | Unit 14 | Issues of Water and Minerals  |

### **History of Modern East Asia : Japan (c. 1868-1945) (BHIE 142) 6 credits**

This paper deals with the rise of Japan in modern times in response to the threat posed by imperialist powers in the late nineteenth century. Japan quickly modernised itself economically and emerged as a major military power posing a challenge to the erstwhile imperialist powers. This course discusses the process of Japan’s development, its imperial expansion, its participation in the Second World War, and finally its defeat and occupation by Allied forces.

### SYLLABUS

|        |   |         |  |
|--------|---|---------|--|
| Unit 1 | The Roots of Modern Japan                                   | Unit 8  | Meiji Japan: Seeking International Equality                |
| Unit 2 | Early Modernity: The Tokugawa Period 1600-1868              | Unit 9  | Japan’s Emergence as an Economic Power                     |
| Unit 3 | The Meiji Restoration and the Creation of Modern Japan      | Unit 10 | Imperial Democracy and Political Parties                   |
| Unit 4 | The Meiji Political Order                                   | Unit 11 | Rise of Militarism   |
| Unit 5 | Civilisation and Enlightenment: Creating a New Social Order | Unit 12 | Japan: Supporting Anti-Colonial Movements against the West |
| Unit 6 | Meiji Industrialisation and Development                     | Unit 13 | Japan’s Colonial Empire and its Defeat                     |
| Unit 7 | Other Voices: Opposition to Meiji Policies                  | Unit 14 | Japan : Defeat and the Allied Occupation                   |

## **Traditions of History Writing in India (BHIE 144)**

**6 credits**

The main focus of this course will be on the expression of historical consciousness in historical writings across genres. Historical consciousness changes over time and this course will address the temporal dimension by discussing examples from early to early medieval, medieval and modern periods of Indian history. We will also be discussing regional traditions as they emerged towards the early medieval period. The course will discuss how historical consciousness takes different forms and finds expression in society and societal change. How past has been transmitted; how it signifies the present; the questions of legitimacy and continuity; mythical beginnings and validation are some of the themes that will be addressed.

### **SYLLABUS**

#### **Block 1 Past and History**

Unit 1 What is History?

#### **Block 2 History Writing in Early India**

Unit 2 Myths, Dana-Stuti, Gatha, Akhyana & the Transition to Epic and Itihasa Purana Tradition

Unit 3 Buddhist and Jain Traditions

Unit 4 Katha and Charitas

Unit 5 Inscriptions and Prashastis

Unit 6 Kalhana

#### **Block 3 History Writing in South India**

Unit 7 Sangam Literary Tradition

Unit 8 Amuktamalyada and Rayavachakamu

#### **Block 4 Regional Traditions of History Writing**

Unit 9 Hagiographies and Bhakti Traditions

Unit 10 Genealogies and Family Histories

Unit 11 Bakhar and Burunjis

#### **Block 5 Indo-Persian Traditions of History Writing**

Unit 12 Ziauddin Barani

Unit 13 Muhammad Qasim Firishta

Unit 14 Abul Fazl

#### **Block 6 India as seen by the Others**

Unit 15 Greek, Chinese, Arab and Persian Accounts

Unit 16 European Travelogues

#### **Block 7 History Writing in Colonial India**

Unit 17 Colonial History Writing

Unit 18 Nationalists

#### **Block 8 Post-Independence Historiography**

Unit 19 Marxist and Subalterns

Unit 20 Emerging themes in History Writing

## ABILITY ENHANCEMENT COMPULSORY COURSES

### Environment Studies (BEVAE 181)

4 Credits

Earth is the only known planet in the solar system that supports life. Despite the vastness of the earth, life exists only in a very thin layer enveloping the earth called biosphere. Sun is the only source of energy which enables continuous interaction among various life forms. For a long period of time, there has been a symbiotic relationship between human being and nature. Due to excessive human interference and unsustainable practices, millions of people's life and livelihoods and other living organisms on the earth are at risk. These environmental issues have now become common problems and shared responsibility of each individual on the earth to act judiciously to reverse these negative impacts. Therefore, there has been a growing need to create awareness amongst all the stakeholders. Keeping this in view, Environmental Study is being introduced as a compulsory course for all the learners at under-Graduate level.

#### SYLLABUS

##### **Block 1 An Introduction to Environment and Environmental Issues**

- Unit 1 Our Environment
- Unit 2 Ecosystems
- Unit 3 Major Ecosystems

##### **Block 2 Natural Resources**

- Unit 4 Land and Water
- Unit 5 Forest Resources
- Unit 6 Biodiversity: Value and Services
- Unit 7 Energy Resources

##### **Block 3 Environmental Issues and Concerns**

- Unit 8 Biodiversity: Threats and Conservation
- Unit 9 Environmental Pollution and Hazard
- Unit 10 Waste Management
- Unit 11 Global Environmental Issues

##### **Block 4 Protecting our Environment: Policies and Practices**

- Unit 12 Environmental Legislation
- Unit 13 Human Communities and Environment
- Unit 14 Environmental Ethics

TMA-Based on Field Work- Report of be submitted – 5 hours

- Visit to an area to document environmental assets: river/forest/ flora/ fauna etc.
- Visit to a local polluted site- Urban/ Rural / Industrial/ Agricultural
- Study of common plants, insects, birds and basic principles of identification
- Study of simple ecosystems-pond, river, Delhi Ridge, etc.

### English Communication Skills (BEGAE 182)

4 credits

English Communication Skills is of 4 credits and has 3 Blocks and 11 Units. Communication involves both verbal and non-verbal communication. In this Course we give you an understanding of the communication process, the barriers to it, the skills involved in communication i.e. listening, speaking, reading and writing in both formal and informal contexts. We discuss the differences between spoken and written forms of the language and make you sensitive to conversational skills which include to a large extent, body language.

## HINDI

### हिंदी भाषा और संप्रेषण (BHDAE 182)

4 credits

इस पाठ्यक्रम में हिंदी भाषा और संप्रेषण से संबंधित बिंदुओं का अध्ययन कराया जाएगा। यह पाठ्यक्रम 4 क्रेडिट का है। इस पाठ्यक्रम में हिंदी भाषा और संप्रेषण से संबंधित निम्नलिखित बिंदुओं को शामिल किया गया है : हिंदी भाषा का विकास, भाषा की परिभाषा, प्रकृति एवं विविध रूप; हिंदी भाषा की विशेषताएँ : क्रिया, विभक्ति, सर्वनाम, विशेषण एवं अव्यय संबंधी। हिंदी की वर्ण –व्यवस्था : स्वर एवं व्यंजन। स्वर के प्रकार –ह्रस्व, दीर्घ तथा संयुक्त। व्यंजन के प्रकार–स्पर्श, अन्तस्थ, ऊष्म, अल्पप्रमाण, महाप्राण, घोष तथा अघोष। वर्गों का उच्चारण स्थान कण्ठ्य, तालव्य, मूर्द्धन्य, दन्त्य, ओष्ठ्य तथा दन्तोष्ठ्य। बलाघात, संगम, अनुतान तथा संधि। भाषा संप्रेषण के चरण: श्रवण, अभिव्यक्ति, वाचन तथा लेखन। हिंदी वाक्य रचना, वाक्य और उपवाक्य। वाक्य भेद। वाक्य का रूपान्तर।

## SKILL ENHANCEMENT COURSES

### Tourism Anthropology (BANS 183)

4 Credits

In the industrial sector today tourism is the fastest growing. Human beings with their innate curiosity and the urge to know what lies beyond their immediate horizons have ventured to far off places since time immemorial. Tourism is intrinsic to human desire to travel and explore thus, every human being at one point of time or the other has explored as a tourist, be it going on a short vacation, pilgrimage etc. Tourism affects not only the lives of the people who visit places as a tourist but also has a huge impact on the spaces visited that is the host communities their social and economic lives, the natural environment, artistic productions and so on. Thus, anthropology is intricately associated with tourism.

In this course we will try to understand the anthropology of tourism and tourists. It's development through an anthropological lens to understand the commodification of culture owing to tourism. The course will also take into account the tangible and intangible heritages and the new emerging avenues in the field of tourism anthropology.

### SYLLABUS

#### Block 1 Understanding Tourism

Unit 1 Introduction to Tourism  
Unit 2 Tourist and Tourism  
Unit 3 Tourism through anthropological lens  
Unit 4 Tourism and Culture  
Unit 5 Commodification of Culture

Unit 6 Political Economy of Tourism

Unit 7 Tourism versus Heritage Sites

Unit 8 Tangible and Intangible Heritage

Unit 9 Ecotourism

Unit 10 New Directions in the Anthropology of Tourism

#### Block 2 Emerging Trends In Anthropology and Tourism

### Techniques of Ethnographic Film Making (BSOS 184)

4 credits

This course focuses on doing sociology and social anthropology through forms other than written; in particular, the oral, aural, and the visual. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as

ethnography. One concern that may be pursued is how the visually challenged encounter, experience and represent the field. The course will be conducted through group work enabling a learning process among the visually challenged.

## SYLLABUS

### **Block 1 Introduction to Sociological and Anthropological Filmmaking**

- Unit 1 Sociology, Anthropology and Filmmaking: The Text and the Image
- Unit 2 Different Modes of Filmmaking

### **Block 2 Understanding the use of Camera in Social Research**

- Unit 3 The Filmmaker and the Filmed: Relationship and understanding 'ethics'
- Unit 4 Editing and Construction of Meaning
- Unit 5 Understanding multiple shots and camera movement
- Unit 6 Tools for Film Editing

### **Block 3 Filming Oral testimonies, Interviews and Interaction: Case Studies**

- Unit 7 Final Film Projects

## GENERIC ELECTIVES

### **Indian Society: Images and Realities (BSOG 171)**

**6 credits**

This course seeks to provide an interdisciplinary introduction to Indian society.

#### SYLLABUS

#### **Block 1 Ideas of India**

- Unit 1 Civilisation and Culture
- Unit 2 India as Colony
- Unit 3 Nation, State and Society

#### **Block 2 Institutions and Processes**

- Unit 4 Village India
- Unit 5 Urban India
- Unit 6 Language and Religion

- Unit 7 Caste and Class

- Unit 8 Tribe and Ethnicity
- Unit 9 Family and Marriage
- Unit 10 Kinship

#### **Block 3 Critiques**

- Unit 11 Class, Power and Inequality
- Unit 12 Resistance and Protest

### **Gender Sensitization: Society and Culture (BGDG 172)**

**6 credits**

The discipline/ field/areas of Women's and Gender Studies and Gender and Development Studies are the most debated in the contemporary world. It has inter-linkages with society and culture that determines gender discourse from historical to contemporary time. However, feminists offer a critical inquiry of the intersections of culture and society with gender. Further, they sharply pointed out that how patriarchy regulates through culture and society and retains its multifaceted forms via gendered roles, socialization and so on. They also argue that the constructed notions of gender, gender binaries based on

sex/gender/public/private dichotomy and soon need to be critically engaged. The society and culture changes as the civilized society move on to progress. This progress can be measured through indicators and goals. The State formulates and implements number policies to achieve progress in the socio-economic areas. While, State deals with its complexities of its institutions, a number of categories play important roles. For instance, laws, media, labor, education, health sectors, etc. Still today, we witness huge violence, discrimination and subjugation against women, other gendered categories and all oppressed and marginal people.

After reading this Course, you should be able to:

- Build understanding of women’s status and condition in our society;
- Raise the fundamental question that revolve around the core debates between each of the categories (laws, media, work and health etc.), and gender;
- Interrogate its role with society and culture; and
- Focus ways and means to sensitize society on gender issues.

### SYLLABUS

|                |   |                |   |
|----------------|---|----------------|---|
| <b>Block 1</b> | <b>Conceptualizing Gender</b>             | <b>Block 4</b> | <b>Health and Gender</b>                |
| Unit 1         | Understanding Gender and Related Concepts | Unit 9         | Reproductive Health and Rights          |
| Unit 2         | Gender and Sexualities                    | Unit 10        | Gender and Disability                   |
| Unit 3         | Masculinities                             | <b>Block 5</b> | <b>Gender, Law and Society</b>          |
| Unit 4         | Gender in Everyday Life                   | Unit 11        | Gendered Based Violence                 |
| <b>Block 2</b> | <b>Gender and Family</b>                  | Unit 12        | Sexual Harassment at Workplace          |
| Unit 5         | Family and Marriage                       | <b>Block 6</b> | <b>Gender, Representation and Media</b> |
| Unit 6         | Motherhood                                | Unit 13        | Language and Gender                     |
| <b>Block 3</b> | <b>Gender and Work</b>                    | Unit 14        | Gender and Media                        |
| Unit 7         | Gendering Work                            | Unit 15        | Reading and Visualizing Gender          |
| Unit 8         | Gender Issues in Work and Labour Market   |                |   |

### Rethinking Development (BSOG 173)

6 credits

This course examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

### SYLLABUS

|                |   |                |   |
|----------------|---|----------------|---|
| <b>Block 1</b> | <b>Unpacking Development</b>                      | Unit 8         | Environmental Perspective               |
| Unit 1         | Understanding Development                         | Unit 9         | Feminist Perspective                    |
| Unit 2         | Factors and Instruments of Development            | <b>Block 3</b> | <b>Developmental Regimes in India</b>   |
| Unit 3         | Developed, Developing and Underdeveloped          | Unit 10        | Capitalism, Socialism and Mixed Economy |
| <b>Block 2</b> | <b>Theorising Development</b>                     | Unit 11        | Development as Freedom                  |
| Unit 4         | Modernisation, Urbanisation and Industrialisation | <b>Block 4</b> | <b>Issues in Development Praxis</b>     |
| Unit 5         | Perspectives on Development                       | Unit 12        | Development, Migration and Displacement |
| Unit 6         | World System Theory                               | Unit 13        | Livelihood and Sustainability           |
| Unit 7         | Human and Social Perspective                      | Unit 14        | Grassroots Initiatives                  |

## **Sustainable Development (BPAG 174)**

**6 Credits**

The Course attempts to examine the challenges of balancing development and environment. The objective of the Course is to explain the major components of Sustainable Development by underlining its meaning, nature and scope. It brings home the point that it is not possible to develop, if we are disregardful of what is left behind for our future progeny. The Course examines the goals of Sustainable Development and discusses the role of Global Commons and Climate Change. The specific feature of the Course is its focus on the relationship between Sustainable Development and Developmental Goals as well as alternative ways of Resource Generation and Capacity Enhancement.

### **SYLLABUS**

#### **Block 1 Concept of Sustainable Development**

- Unit 1 Meaning, Nature and Scope of Sustainable Development
- Unit 2 Major Components of Sustainable Development
- Unit 3 Approaches to Sustainable Development
- Unit 4 Goals of Sustainable Development

#### **Block 2 Development, Sustainability and Climate Change**

- Unit 5 Concept of Global Commons and Climate Change
- Unit 6 International Conventions on Sustainable Development
- Unit 7 Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities

#### **Block 3 Health, Education and Food Security**

- Unit 8 Relationship between Sustainable Development and Food Security
- Unit 9 Role of Green and Converging Technologies toward Health, Sanitation and Food Security
- Unit 10 Role of Education in Sustainable Development

#### **Block 4 Sustainable Development: A Way Forward**

- Unit 11 Role of Policy Innovations in Sustainable Development
- Unit 12 Recognition of Ecological limits of Equity and Justice
- Unit 13 Alternative ways of Resource Generation and Capacity Enhancement