BHARATHIDASAN UNIVERSITY TIRUCHIRAPPALLI - 620 024.

M.A. HISTORY

CHOICE BASED CREDIT SYSTEM
LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (CBCS - LOCF)
(Applicable to the candidates admitted form the academic year 2026-27 onwards)

Sem.	Types of the Courses	Title of the Paper	Credits	Maximum Marks		
				CIA	ESE	Total
I	Core Course-I (CC)	Indian Civilization and Culture from Pre history to 1206 C.E	5	25	75	100
	Core Course-II (CC)	Indian Civilization and Culture from1206 C.E to 1707 C.E	5	25	75	100
	Core Course-III (CC)	Socio - Cultural History of Tamilnadu From Sangam Age to 1800 C.E	5			100
	Core Course-IV (CC)	History of World Civilizations up to 1453 C.E	5	25	75	100
	Elective Course-I (EC)	Sociology	3	25	75	100
		Total	**23**			**500**
II	Core Course-V (CC)	Socio - Cultural History of India from 1707 C.E to 1857 C.E	5	25	75	100
	Core Course-VI (CC)	Socio - Cultural History of Tamilnadu From 1800 C.E to 2000 C.E	5	25	75	100
	Core Course-VII (CC)	Freedom Struggle in India	5	25	75	100
	Core Course-VIII (CC)	Economic History of Modern India	5	25	75	100
	Elective Course-II (EC)	Introduction to Museology	3	25	75	100
	Non Major Elective Course-I (NME)		2	25	75	100
	Total		**25**			**600**

SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES – ARTS

Sl.No.	Types of the Courses	No. of Courses	No. of Credits	Marks
1.	Core Courses	14	70	1400
2.	Elective Courses	3	9	300
3.	Project	1	7	100
4.	Non-Major Elective Courses	2	4	200
	Total	**20**	**90**	**2000**

PROGRAMME OBJECTIVES:

- Give students the knowledge to identify the multitude of different cultures and historical diversity of human experience in time and space without any discrimination of countries, ethnicity, religion, caste, class, language, sex, etc.,
- Equip the students with an academic skills and abilities required to be a historian, teacher, professor, archivist, archaeologist, musicologist, epigraphist, writer, politician, orator, lawyer, journalist, tourist guide, and an administrator.
- To endow the graduates with the knowledge of recent trends and sequence in history and to promote their ability to interpret, analyze, write and communicate historical knowledge with excellence.
- Provide an integrated approach to understand the social and cultural values of gender that molds the experiences of men and women in society.
- It aims to expose students to a substantial body of knowledge about the social construction of gender in various cultural contexts from a variety of disciplinary perspectives. It also provides the analytic tools for understanding the lives and experiences of women in various cultural contexts.

PROGRAMME OUTCOMES:

- Students will demonstrate the ability to present and support extended oral arguments about important ideas and the concepts of history.
- Succeed the students with the significance of history by increasing consciousness of diverse political, Social, Cultural, and economic structures in the past societies.
- Motivate the students to explore unexplored history thereby developing research skill and mold them to become good quality citizens, honorable and capable leaders.
- Integrate their learning from different fields of history to extend a scientific, secular move towards history and advance argument in support of right historical debate.
- Train the students to attend all competitive examinations with a positive approach.

PROGRAMME SPECIFIC OUTCOMES:

- Identify and summarize the mastery of the knowledge of history and its various political and social structures, cultures, specific events, facts, terminologies, conventions, and methodology.
- To obtain a deep understanding of history with the ability to comprehend the facts and principles of different historical times and make an advanced exploration of specific historical topics.
- To assess the values of unity in diversity and construct a humanitarian approach towards society to become better citizens of their nation and world.
- To analyze the history of different societies, civilizations, and cultures and their Interconnection and classify, compare and contrast the events, facts, concepts, ideas, and philosophies.
- The goal of feminism is to challenge the systemic inequalities women face on a daily basis. Contrary to popular belief feminism has nothing to do with belittling men; in fact, feminism does not support sexism against either gender. Feminism works towards equality, not female superiority**.**

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First Year **CORE COURSE-I** **Semester-I**

INDIAN CIVILIZATION AND CULTURE FROM PRE HISTORY TO 1206 C.E.

(Theory)

OBJECTIVES: To enable the students to

- Know the scope of the study of ancient history of India.
- Know the political ideas and institutions.
- Know the study of origin of the religion.
- Learn the socio economic life of ancient India.
- Know the art and architecture during ancient period.

UNIT-I PRE- HISTORY AND PROTO- HISTORY OF INDIA:

Introduction of Prehistory and Proto history-Pre-historic and Proto-historic archaeological sources - Other sources of the Ancient Indian History –Beginning of Food production –Early domestication- Merger and its significance -Indus Valley - Beginning of Iron and the Transition to history.

UNIT-II POLITICAL IDEAS AND INSTITUTIONS:

Origin of the State-Vedic Assemblies–Oligarchies– Republic - Councilors and officials - Post Vedic & Pre Mauryan - The Saptanga theory ofKautilya–Nandas-Mauryas;Paternaldespotism-Asoka's welfare state:Kingship – Army - Judiciary, Interstate relations - Post Mauryan period; Satavahanas, Kushans and Guptas – Harsha and their Political Institutions.

UNIT-III DEVELOPMENT OF INDIAN RELIGIONS:

Approaches to the Study of religions-Pre-historic religions: Religion of the Harappa's - Development of religious thought in Vedic and epic literature -Religious ideas andpracticesinthe6thcenturyB.C.RiseofBuddhismandJainism–Bhagavathism-GrowthofSaivism-Vaishnavism in Gupta period.

UNIT-IV SOCIO-ECONOMIC LIFE:

Primitive man-Agriculture and animal husbandry - Urban Harappa - trade relations -Society and Economy in the Early Vedic Period - Formation of Caste and classes in the Post Vedic Period - Mauryan Economy – Post-Mauryan economy-Land system-Trade-Position of women-Guilds and social change-Feudalism in the post Gupta period.

UNIT –V ART AND EDUCATION:

Primitive art – Terracotta's – Minor arts - Mauryan art – Kushans- Gandhara- Mathura-Sarnath-Amravati and other schools - Gupta art - Vedic education and Educational Centers: Nalanda, Vikramashila University, Vallabi, Kanchipuram-Literature in Gupta period.

UNIT – VI CURRENT CONTOURS: (For internal assessment only)

Expert Lectures-seminars-webinars Presentation through PPT, , U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Jayapalan, N., History of Indian Culture, Atlantic Publishers & Distributors, New Delhi, 2001.
2. Kosambi,D.D., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publishing House Pvt.Ltd., New Delhi, 1977.
3. Mahajan,V.D., The History of India up to 1206 A.D, S Chand & Co New Delhi,1970.

REFERENCE BOOKS:

1. Basham,A.L, Cultural History of India, Ed. Oxford University Press, New Delhi, 1975.
2. Nilakantasastri,K.A., History of India , Oxford University Press,New Delhi,.1950Smith,V.A., Oxford History of India, OUP, New Delhi.
3. A.L. Basham,The wonder that was India,Grow Press,New York,1954.
4. D.D.Koasambi, theCultureandCivilizationofAncientIndia: InHistoricalOutlineikas, NewDelhi, 1971.
5. R.S.Sharma, material Culture and Social Formation in Ancient India, MacMillan, NewDelhi, 1983.
6. R.C.Majumdar(ed) History and Culture of Indian People. BharatiyaVidya Bhavan Bombay, 1960.
7. R.C.Majumdar and Srivastva, History of India (from the earliest times to320A.D.Surjeet Book Depot, New Delhi, 1996.
8. A.ThaparRomila. History of India, Vol.I, Orient Longman, New Delhi, 1978.
9. V.Shinde, EarlySettlementsintheCentralTapiBasin, MunshiramManoharlal, New Delhi, 1998.
10. J.SE.Swain,A History of World Civilization, Eurasia Publishing House Pvt.Ltd, New Delhi,1994.

E-LEARNING RESOURCES:

1. https://en.wikipedia.org/wiki/History_of_India
2. https://ndl.iitkgp.ac.in/homestudy/humanities
3. https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829
4. http://egyankosh.ac.in/handle/123456789/53713

COURSE OUTCOMES:

Upon successful completion of this course the students would be able to

- Understand the sources of ancient India. Identify the Pre-historic and Indus sites.
- Illustrate the evolution of the administrative system in ancient India
- Determine the rise of various religions and their socio-cultural impacts.
- **U**nderstand the social changes and economic development under different dynasties.
- **U**nderstand the growth of art, architecture and literature in ancient India.

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First Year **CORE COURSE-II** **Semester-I**

INDIAN CIVILIZATION AND CULTURE
FROM 1206 C.E. TO 1707 C.E.
(Theory)

OBJECTIVES:

- Know the scope of the study of medieval history of India.
- Know the establishment of Mughal Empire.
- Learn about the religion and state during medieval period.
- Know the growth of population and land system in medieval India.
- Know the social dissent in historical perspectives.

UNIT-I ESTABLISHMENT OF DELHI SULTANATEAND VIJAYANAGARA EMPIRE:

Sources for the study of Medieval History - The concept of sovereignty: the growth of centralized state polity under Balban, Ala-ud-din Khilji and Muhamad-bin-Tughlaq- Rise of Vijayanagar and Bamini kingdoms and their contribution to Art and Architecture - India on the eve of Babur's Invasion - Assessment of Babur's Memoirs.

UNIT-II RE-ESTABLISHMENT THE MUGHAL EMPIRE:

The Second Afgan Empire - nature of the State - The Sur Administrative system - Akbar's theory of Kingship: Evolution of Din-illa-hi - ShahJahan - Golden Age - art and architecture - Mughal Administration - Society and Economy under the Mughals- Contribution to Literature, Artand Architecture

UNIT-III RELIGION AND STATE:

Orthodox Muslim opposition to Akbar's policies- Success of Aurangzeb and the failure of Mughal Deccan Policy – The Maratha Administration under Shivaji - Revolts of the Jats Satnamis, Sikhs and the Bundelas, nature of their challenge to the central authority - The decline of the Mughal Empire.

UNIT-IV THE GROWTH OF POPULATION:

The rural class structure and nature of land rights-village organization-Iqtadars- The chieftains Zamindars and Jagirdars - The land system-The growth of the cities and towns - Important ports - Inland and sea trade route - Urban life- social and economic impact.

UNIT-V SOCIAL DISSENT IN HISTORICAL PERSPECTIVE:

Rise and Growth of non- conformist movements; Siddhas and Nathpanthis; social and religious practices - Continuity and intensification of socio-religious movement: Kabir, Dadu, Raidas, Nanak, Namdev, Tulsidas, Mira, Surdas - Sufisim and the Development of languages- literature and culture.

UNIT – VI: CURRENT CONTOURS: (For internal assessment only)

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Satish Chandra (1984), History of Medieval India, Mac Millan, New Delhi,
2. Srivastava and Majumdar, (1990), History of Medieval India, New Delhi.
3. Basham. A. L (Ed.), (2001), A Cultural History of India, OUP, New Delhi.
4. .Robert Sewell, (2001), A Forgotten Empire, New Delhi.
5. Mehta. J.L., (2002),An Advanced Study in the History of Medieval India (3 Vols), Sterling Publication, New Delhi.
6. Vincent A. Smith, (2002), The Oxford History of India, OUP, New Delhi.
7. Majumdar.R.C., (2002),An Advanced History of India, Mac Millan, New Delhi.
8. Khurana.K.L., (2007), Medieval India, Lakshmi Narayan Agarwal, Agra.

REFERENCE BOOKS:

1. S.M. Edwards, The History of India as Told by its Own Historians, 8Vols, Trubner, London, 1877.
2. Irfan Habib, (ed), Researches in the History of India 1200-1750, Oxford University Press, Delhi, 1992.
3. Lane-pool. Babur, Oxford University Press, London, 1899.
4. W.H. Moreland, From Akbar to Aurangzeb, Macmillan, London, 1923.
5. H.K. Naqui, History of Mughal Government and Administration, Kanishka, Delhi, 1990.
6. H.C. Ray, The Dynastic History of Northern India, Vol. II, Munshiram Manoharlal, New Delhi, 1973.
7. S.R. Sharma, Mughal Empire in India Lakshmi Narain Agarwal, Agra.
8. N,D. Srivastava, The Sultanate of Delhi [711-1526 A.D.], Shiva Lal Agarwala, Agra, 1976.
9. R.C. Majumdar,(ed), History and Culture of Indian People. Bharatiya Vidya Bhavan, Bombay, 1960.
10. R.C. Majumbdar and Srivastva, History of India (from 1206 to 1526 A.D.) Surjeet Book Depot, New Delhi, 1996.
11. B.N. Luniya, Evolution of Indian Culture, Laxshmi Narain Agarwal, Agra, 2001.
12. S. Abid Husain, The National Culture of India, National Book Trust- India, New Delhi, 2000.
13. Jawaharlal Nehru, Discovery of India, Oxford University Press, New Delhi, 2012.

E-LEARNING RESOURCES:

1. https://nios.ac.in/media/documents/SrSec315NEW/315_History_Eng/315_History_Eng_Lesson9.pdf
2. http://countrystudies.us/india/91.htm

3. https://classic.iclrs.org/content/blurb/files/India.rev.2011.05.16.pdf

COURSE OUTCOMES: Upon successful completion of this course the students would be ableto

- Understand the literary works and authors of medieval India. Explain the growth of centralized state policy and administrative measures under Sultanate.
- Learned the salient features of Mughal administrative system. Criticize Akbar's religious polity.
- Illustrated the impact of the religious policy of the Mughals and trace the Mughal and Maratha relationship. Evaluate the Deccan policy of the Mughals.
- Analyzed the revenue system adopted by Delhi Sultans and Mughas. Debate on the nature of economy under the Mughals.
- Understand the cultural heritage of India in terms of values and beliefs.

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First Year **CORE COURSE-III** **Semester-I**

SOCIO – CULTURAL HISTORY OF TAMILNADU FROM SANGAM AGE TO 1800 C.E.

(Theory)

OBJECTIVES: To enable the students to

- To learn Ancient History of Tamil Nadu.
- Know the socio-cultural activities of the kalabaras and pallavas.
- To provide the knowledge on trade and commerce of the Cholas.
- Know the urbanization of Pandiyan Empire.
- To acquaint the learners about the development of art and architecture under nayaks and vijayanagara rulers.

UNIT-I SOURCES:

Archaeology- Epigraphy-Literature and Numismatics- Ethnography-Geography [for the entireperiod] Sangam Age: Tamil Society and Culture-social institutions- Position of Women-Religious life-Trade and Commerce.

UNIT-II SOCIAL AND CULTURAL LIFE UNDER KALABHRAS AND PALLAVAS:

Kalabhra Interregnum - Influence of Jainism and Buddhism - Pallavas: Social life under the Pallavas, Progress of Education, Contribution of Pallavas to Art and Architecture - Cave Temples: Mamallapuram - Bhakti Movement: Alvars and Nayanmars.

UNIT-III SOCIETY AND CULTURE UNDER CHOLAS:

Society and Culture - Idankai Valankai divisions - Religion-Art and Architecture: Brahadiswara Temple, Role of Temple in Society, Economic Life - Segmentation of lands-Inland and Foreign Trade-Trade Guilds-Markets-MonetarySystem– Coinage-Features of Feudalism-Urbanization

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UNIT-IV SOCIETY AND CULTURE UNDER PANDIYAS:

Society- Art and Architecture-Economic life: Land Classification, Ownership of Land, Features of Feudalism, Coinage and Urbanization - Accounts of Marco polo - Social and cultural impact of Muslim invasion.

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UNIT-V TAMILAGAM UNDER VIJAYANAGAR AND NAYAKS:

Social and Religious condition- Economic Life: Agriculture and Trade- Contribution to Art and Architecture-Growth of Literature.

UNIT – VI CURRENT CONTOURS: (For internal assessment only)

Recent Excavation, Expert lectures, online seminars - webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Pillay K.K., Social History of the Tamils, Madras University,Madras,1975
2. Subramanian,N., Social and Cultural History of TamilNad, 9 th ed, Ennes Publications, Udumalpet, 2005.
3. Monographs,(Alvars, Nayanmars) Sahitya Academi (National Academy of Letter), An Autonomous Organisation of Government of India, Ministry of Culture

REFERENCE BOOKS:

1. Burton Stein, Peasant state and society in Medieval South India, Oxford University Press, Delhi, 1999.
2. Mahalingam T.V., Economic life in the Vijayanagar Empire, Madras University, Madras, 1951.
3. Minakshi C., Administration and social life under the Pallavas, Madras, 1977.
4. Neelakanta Sastri K.A., The Colas, University of Madras, 1975
5. Neelakanta Sastri K.A., Social History of South India, Oxford university press Madras, 1980.
6. Sathyanatha Aiyar R., - History of the Tamils, Madras University, Madras, 1975.
7. Shanmugam P., The Revenue System under the Cholas, New Era, Madras,1924.
8. Meenakshi, Administration and Social Life Under the Pallavas Madras University, Madras, 1977
9. Kenneth. R. Hall, Trade and Statecraft in the Age of the Cholas. New Delhi, 1980
10. A, Nilakanta Sastri, Social History of South India, Oxford University Press, Madras, 1980.
1. – ----------– , The Colas, Madras University, Madras, 1978.R. Sathyanatha Aiyar, History of the Nayaks of Madura, Oxford University Press, Madras, 1924.
12. P. Shanmugam, The Revenue System Under the Cholas. New Era, Madras, 1988.
13. P.T. Srinivasa Iyengar, History of Tamils. C. Coomaraswamy and Sons, Madras, 1929.
14. K.R. Srinivasan, Temples of South India. NBT, New Delhi: 1995.
15. Y. Subbarayalu, Political Geography of the Chola Country, Tamil Nadu State Department ofArchaeology, Madras, 1973.
16. N. Subramanian, Sangam Polity. Asia Publishing House, Madras, 1966.
17. Burton Stein, Peasant State and Society in Medieval South India, Oxford University Press, Delhi, 1994.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, Websites etc.]

1. https://en.wikipedia.org/wiki/History_of_Tamil_Nadu
2. **https://tamilnation.org/heritage/pandya/index.htm**
3. **https://study.com/learn/lesson/chola-dynasty-india-culture-art-architecture.html**

COURSE OUTCOMES:

- Tabulate the sources for the study of Tamilnadu. Understand social and religious condition under various dynasties of Tamilnadu. Indicate the role of temples in the preservation of Tamil culture.
- Outline the growth of agriculture and trade of ancient Tamilakam.
- Explain about the classification of land, types of crops and irrigation system adopted by the Pallavas and Pandyas.
- Estimate the development of inland and foreign trade during the rule of the Cholas. Categorize the coins of the Cholas.
- Trace the land revenue system of the Nayaks and vijayanara rulers.

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First Year **CORE COURSE-IV** **Semester-I**

HISTORY OF WORLD CIVILIZATIONS

TO 1453 C.E.

(Theory)

OBJECTIVES: To enable the students to

- know the scope of the study of ancient civilizations
- study the oldest civilization of Mesopotamia
- Study the ancient Chinese civilization.
- Study the ancient Egyptian civilization.
- study the Iranian and Byzantine civilization

UNIT-I ORIGIN AND DEVELOPMENT OF CIVILIZATION:

The Origin of Life – Factors that favored the origin and development of civilization-Pre Historic Man – Paleolithic Age – Neolithic Age – Bronze Age – Iron Age – Human Races and their Movement.

UNIT-II MESOPOTAMIAN CIVILIZATION:

Important cities- Royal cemetery – Sargon the Great of Akkad – Social and Economic Life – Babylon and its Empire's : Hammurabi the Great –The code of Hammurabi – Nebuchadnezzar II – Architecture – Religion – Egyptian civilization: Contribution to religion, art, architecture, Chinese civilization – The land and the People – Political Institutions – Economic and Social Developments

UNIT-III ANCIENT EGYPT CIVILIZATION:

The-The First Intermediate Period-The Middle Kingdom-The Second Intermediate Period-The New Kingdom-Period-The Decline of Ancient Egypt- Ancient Egyptian Religion-Ancient Egyptian Art-Monuments-Ancient Egyptian Culture-

UNIT-IV CHINESE CIVILIZATION:

Ancient Chinese Culture (1600–221 BC) — Development and Features-The Origins of Chinese Culture- The Style of Arts and Crafts-A Preference for Jade- Tea Culture- The Silk Culture-invention of paper and ink

UNIT-V THE IRANIAN AND BYZANTINE CIVILIZATION:

Cyrus the Great – Darius the Great – Social – Economic and Religious condition – Art and Architecture- The Greek Civilization: City States - Contribution to World Civilization – The Roman Civilization: Monarchy – Early Republic– Julius Caesar – The Golden Age of Augustus – Contribution of the Romans. Medieval Period: Byzantine – Government – Art – Religion and Philosophy – Literature – Justinian code –Importance of Byzantine civilization – Christianity – Role of the Church – Services of the Church–Contribution of Papacyto World Civilization..

UNIT – VI CURRENT CONTOURS: (For internal assessment only):

Unit-Expert lectures- seminars- webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. J.E Swain-"A History of World Civilization"-Eurasia Publishing House pvt,Ramnagar,New Delhi
2. Majundar R.K –"History of World Civilization.
3. H.A.L.Fisher, A History of Europe,Vol.I
4. V.G.GordanChilde,What happened in History?
5. M.I.Finely, Studies in Ancient Societies
6. W. Watson, Early Civilization in China.

REFERENCE BOOKS:

1. BRIER, BOB, AND HOBBS, HOYT. Daily Life of the Ancient Egyptians (Greenwood, 2008).
2. CHRISP, PETER. Atlas of Ancient Worlds (DK, 2009).
3. CONNOLLY, SEAN. The Americas and the Pacific (Zak, 2009).
4. CROY, ANITA, ED. Ancient Aztec and Maya (Brown Bear, 2010).
5. DALAL, ANITA, ED. Ancient Egypt; Ancient Mesopotamia (Brown Bear, 2009).
6. FLETCHER, JOANN. Exploring the Life, Myth, and Art of Ancient Egypt (Rosen, 2010).
7. GRANT, NEIL. Ancient Egypt and Greece (Zak, 2009).
8. HAZEN, W.A. Everyday Life: Ancient Times (Good Year, 2006).
9. HURDMAN, CHARLOTTE, AND OTHERS. Life in the Ancient World (Lorenz, 2008).
10. LONG, C.J. Ancient America (Lucent, 2002).
11. MCNEILL, W.H. The Rise of the West (Univ. of Chicago Press, 2001).
12. MARTELL, HAZEL. The Kingfisher Book of the Ancient World (Kingfisher, 2006).
13. MORRIS, NEIL. Asian Civilizations; Mesopotamia and the Bible Lands (Zak, 2009).NARDO, DON. Ancient Egypt; Ancient India (Lucent, 2007; 2008).
14. NEMET-NEJAT, K.R. Daily Life in Ancient Mesopotamia (Hendrickson/Roundhouse, 2003).
15. SHAUGHNESSY, E.L. Exploring the Life, Myth, and Art of Ancient China (Rosen, 2010).
16. J.E. Swain,The world Civilization
17. Wall BankTaylor,History of World Civilization
18. H.G.WellsAShort History of the World.

E-LEARNING BOOKS:

1. https://kids.britannica.com/students/article/ancient-civilization/272856
2. https://www.historians.org/about-aha-and-membership/aha-history-and-archives/gi-roundtable-series/pamphlets/em-42-our-chinese-ally-(1944)/the-oldest-living-civilization
3. https://rowman.com/ISBN/9780939693283/World-Civilization-A-Brief-History-Second-Edition

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Understand Factors that favored the origin and development of civilization.
- Understand the oldest civilization of Mesopotamia and code of Hammurabi.
- Ancient Egypt set a precedent and inspired other cultures.
- Understand the pupil Papermaking, printing, gunpowder and the compass.
- The most important legacy of the Byzantine Empire is the preservation of Greek and Roman civilization during the Middle Ages. Byzantine civilization blended Christian religious beliefs with Greek science, philosophy, arts, and literature. They also extended Roman achievements in engineering and law.

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First Year **ELECTIVE COURSE-I** **Semester-I**

SOCIOLOGY

(Theory)

OBJECTIVES: To enable the students to

- Know about sociology and relationship with other subjects.
- Learn about the sociological thinkers.
- Know the system of kinship.
- Know the religion and society.
- Learn the culture and personality formation.

UNIT-I INTRODUCTION:

Sociology as a Science and as an interpretive discipline- Sociology and its relationship with History, Economics, Political science, Psychology and Anthropology- Relationship with other Social Sciences.

UNIT-II SOCIOLOGICAL THINKERS:

Karl Marx- Historical materialism, mode of production, alienation, class struggle- Division of labor- social fact- suicide,-religion and society- Max Weber- Social action ideal types, authority, bureaucracy, protestant ethic and the spirit of capitalism.

UNIT-III SYSTEMS OF KINSHIP:

Types- Family- household- marriage- Importance of Kinship in Rural Society- Changes in the Kinship Relations in Rural Society- Economic Institution - Political Institutions.

UNIT-IV RELIGION AND SOCIETY:

Sociological theories of religion-Religious communities in India- Religion in modern society - Problems of religious minorities.

UNIT-V CULTURE AND PERSONALITYFORMATION:

Cultural Lag-Culture Traits and Patterns-Variability and Uniformity of Culture Constituents of Personality -Factors Affecting the Formation of Personality of an Individual- Methods of research - Unity and Diversity - Social Demography

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only)

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Amit Kumar Sharma, Structure of Indian Society, NCERT, New Delhi, 2003.
2. Boopendra K. Nagla and Sheo Bahal Singh, Introducing Sociology, NCERT, New Delhi, 2002.

REFERENCE BOOKS:

1. George Ritzer, Sociological Theory, Fifth edition, McGraw-Hill, 2011.
2. Haralambos M, Heald R.M., Sociology: Themes and Perspectives, Oxford Publication, 1997.
3. Dr. Sartaj Ahmad, A Textbook of Sociology, University Book House Pvt. Ltd., 2019.
4. Shankar Rao C.N., Sociology Principles Of Sociology, S Chand, 2019.
5. Vidya Bhushan and Sachdeva D R, Fundamentals of Sociology, Pearson Publication, 2016.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, Websites etc.]

1. https://swayam.gov.in/nd2_nce19_sc24/preview
2. https://en.wikipedia.org/wiki/Sociology
3. https://www.youtube.com/watch?v=TryHsjdV6_Y
4. . https://www.yourarticlelibrary.com/sociology/kinship-and-family/kinship-meaning-types-and-other-details/34960

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Identified how social structures create and reproduce different forms of social inequality, locally and globally.
- Understand sociological knowledge to inform public understanding and policy debates.
- Understand sociological concepts and theories to understand social phenomena.
- Analyzed social scientific data and quantitative data.
- Evaluated explanations of human behaviour, social phenomena, and social processes locally and globally.

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