## Elective Papers on East Asia under Choice based Credit system for Undergraduate students

<table>
<thead>
<tr>
<th>Code No. of Paper</th>
<th>Title of Paper</th>
<th>Theory</th>
<th>Internal Assessment</th>
<th>Credit</th>
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<tbody>
<tr>
<td>EA-CBCS-501</td>
<td>The Historical Development of Chinese Civilisation</td>
<td>75</td>
<td>25</td>
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<tr>
<td>EA-CBCS-502</td>
<td>Pre-Modern Japan (1603-1868)</td>
<td>75</td>
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<tr>
<td>EA-CBCS-503</td>
<td>Colonialism and Modernity in Korea</td>
<td>75</td>
<td>25</td>
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<tr>
<td>EA-CBCS-504</td>
<td>China’s Rise and East Asia</td>
<td>75</td>
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<tr>
<td>EA-CBCS-505</td>
<td>Modern Japan (1868-1973)</td>
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<tr>
<td>EA-CBCS-506</td>
<td>Korean Peninsula after the World War II</td>
<td>75</td>
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</table>
(EA-CBCS-501) The Historical Development of Chinese Civilisation

Course Description:

This course aims to familiarize students with the emergence and development of Chinese civilisation in the imperial period. It aims to elucidate key features of China’s civilisation – including its philosophy, government, culture, material development and social institutions – within a broadly chronological framework. The approach adopted stresses both the unique features of China’s civilisation as well as its interconnectedness with the outside world. The projects could have a comparative study with India.

1. Emergence of Chinese Civilisation
   **Project:** On a map of China, draw its major rivers and mountain systems. Also identify at least two major archaeological sites, the ancient capital cities of Chang’an and Luoyang, and the Great Wall of China.

2. Confucianism and Other Classical Chinese Belief Systems
   **Project:** Identify the main Confucian, Daoist and Legalist masters, and the major literary works identified with these three schools. Write 2-3 sentences on each.

3. The Formation of the Unified Chinese Empire
   **Project:** Make a timeline of the most important Chinese dynasties.

4. Buddhism in China
   **Project:** Identify the main centres of Buddhism in China, the main schools of Chinese Buddhism and the three most famous Chinese pilgrims who travelled to India. Plot the routes by which they travelled to and from India.

5. Transition from an Aristocratic to a “Gentry” Society
   **Project:** Write a 2-page description of the civil service exam system and its role in imperial China.

6. The Mature Chinese Empire
Project: Make a map of the Chinese empire as it was by the middle of the nineteenth century. Which territories were added through the conquests of the emperors of the last (Qing) dynasty?

7. Social and Economic Change from the 11th to 18th Centuries
Project: Make a chart showing some of the most important exports of China in this period and trading routes connecting China with the rest of the world.

8. China and the World before the Nineteenth Century
Project: What was the relationship between tribute and trade in the relations of the Chinese empire with other countries? Answer in about 600 words.

Additional Readings

Pre-Modern Japan (1603-1868)

Course Description:

The course provides a broad outline of pre-modern Japan. It covers economic and social organizations as well as growth of commerce and urbanization in Japan before the advent of the western notion of modernity in the country. The paper would also like to bring in condition of peasantry during the process of transformation. Intellectual turmoil and discourse of the time and its implication for domestic and foreign policy of Japan would be taught to enhance the comprehension of the era in students. Finally, the paper would also touch upon the advent of modernity in Japan. The projects could have a comparative study with India.

1. **Political Organization**
   **Project:** The impact of the Sankin Kotai system

2. **Economic organization**

3. **Social Organization**
   **Project:** Trace changes in the status of samurai during the pre modern period.

4. **Growth of Commerce and urbanization**
   **Project:** List the five most urbanized cities in the world in the eighteenth century and state the reasons for their high degree of urbanization.

5. **Impact of Economic Changes and Peasant protests**
   **Project:** Why did sericulture develop in pre modern Japan?

6. **Japan’s Foreign Policy in the Pre-modern period**

7. **Intellectual currents: Confucianism, Western learning and National Learning**
   **Project:** Why was the spread of literacy so high in Japan compared to other countries during the pre modern period?

8. **Internal Crisis, External Pressures and Downfall of Tokugawa dynasty**
Additional Readings

Colonialism and Modernity in Korea

Course Description:

The course seeks to understand the background and context of the colonisation of Korea by Japan. It begins with learning about pre-colonial Korean context and discourse of modernity along with the opening of Korea to the outside world. Whereas most of the scholars in Korea were debating about Chinese and Japanese responses towards Western influences, there was another school in Korea which was looking to evolve indigenous response and articulation to modernity and capitalism. The course would also try to create an understanding in students about the nature of colonialism in Korea by bringing in debate related to capitalist development as well as gender relations. The projects could have a comparative study with India.

1. Decline of the Chosun Dynasty
   Project: Chosun Society was divided into four classes. Describe all the four classes in brief.

2. Opening of ‘Hermit Kingdom’ and Sadaechui
   Project: With how many countries Korea signed Treaty of Friendship and Trade between 1876 and 1885.

   Project: Write a short essay on important two newspapers of Korea during the early-20th century.

4. Nationalism and Modernity Discourse
   Project: Compare nationalism in Korea with India during the colonial period.

5. Origin of Capitalist Modernity in Korea
   Project: Describe pre-colonial capitalist developments in Korea.

   Carter J. Eckart et. al., Korea Old and New: A History, (Seoul: Ilchokak Publishers for the Korea Institute, Harvard University, 1990), Chapter 15, 16, and 17, pp. 254-326.
   Project: Japanese colonialism was most intense in Korea. What could be reasons for it?
7. Cultural Hegemony and Colonial Discourse
Project: Write a short essay on the debate in Korea during the colonial period about ‘civilization’ and ‘race’.

8. Gender and Modernity in Korea
Project: Make of list of ten important personalities in Colonial Korea and was there any female in them.

Additional Readings
- Bruce Cumings, Korea’s Place in the Sun, (NY and London: W.W. Norton, 1997).
- Chae-Jin Lee and Young Ick Lew, eds., Korea and the Korean War, (Seoul: Yonsei University Press, 2002).
Course Description:

Since the end of the Second World War China’s rise has been the most significant event in world history. In East Asia alone China’s rise in the last years of the twentieth century has changed economic, political and strategic relationships and raised concerns over the future of the region in the new century. These debates and concerns have ranged across a variety of issues but have concentrated on China’s foreign policy behavior, the definition of its core interests in the region as well as its position as the driver of East Asian growth. However, the recent rise of China and its influence in the region is only one historical phase whose echoes can be found in earlier periods of China’s long history. This course will attempt, therefore, to place China’s rise in historical perspective while looking at the meaning of its rise in the 21st century in the East Asian Region. The projects could have a comparative study with India.

1. **Background and Legacy of China’s Rise**

2. **China’s Rise and the New Dynamics of East Asia International Relations**
   **Project:** Make a chart comparing the eighteenth and twentieth century global strategic and economic powers.

3. **China’s economic rise: opportunity or challenge for East Asia?**

4. **China’s rise and security in the Asian century**
   **Project:** Make a map of the South China Seas and the East China Seas with the contesting territorial claims of different East Asian states.

5. **Japan and the Rise of China**
6. **China and Northeast Asia**

7. **China and Taiwan Issue: conflict and integration**

8. **The Cultural impact of China’s rise**
**Project:** Chart the Sinic world in Asia.

9. **China’s rise and regional integration**

10. **The Future of East Asia: New paradigms**
**Project:** Build three future scenarios based on the economic and political rise of China in the 21st century.

**Additional Readings**
(EA-CBCS-505) Modern Japan (1868-1973)

Course Description:

The course would begin with the study of process and characteristics of Meiji Restoration, which is considered to be the dividing line between pre-modern and modern Japan. Implications of Meiji reform in various spheres of Japan such as political organisation, economic change and social transformation. The enquiry about the intellectual current behind the modernisation project would also be discussed along with its implication for a powerful Japan which ventured into the project of imperialism in Asia. The course would try to inculcate in students an in-depth understanding about the emergence of Japan as an economic superpower in the region based on the changes which were brought out by the modernity and reform of this era. The projects could have a comparative study with India.

1. Meiji Restoration; Nature and Characteristics
   **Project**: What were the carryovers from the Tokugawa period that enabled Japan to modernize rapidly?

2. Political Reorganization

3. Economic Changes

4. Social Transformation

5. Japanese imperialism
   **Project**: Do you agree with the dissenting note of Justice Pal?

6. Intellectual currents

7. Occupation Reforms and Contemporary Japan
   **Project**: Gender equality in modern Japan.

8. Rise of Japan as an Economic Superpower
   **Project**: Why should one look at Japan’s economic development in a long-term perspective from the Meiji Restoration onwards and not confine to the period after World War II?

Additional Readings
Korean Peninsula after the World War II

Course Description:

The course is an attempt to understand the division of Korean peninsula during the World War II. The division led to the emergence of two different states which were based on different ideas of political and economic organisations. The contest and hostility between the two states of the peninsula resulted in the Korean War immediately after their birth and the rivalry has been continuing till now. The course would seek to teach two different trajectories of development models adopted by North and South Koreas. North Korean socialist experience got transformed according to Juche idea, which was interpreted in an interesting manner. Similarly, South Korean experiment with capitalist democracy deteriorated to authoritarian rule and then a long struggle for democratisation. The course would try to understand inter-Korean relations also by looking at the North Korean nuclear issue as an important repercussion of their rivalry and contest. The projects could have a comparative study with India.

1. Division of Korea
   Project: Make a map of Korean Peninsula and identify De-militarized Zone (DMZ) along the 38th parallel.

2. Formation of North and South Korea
   Project: Get the South and North Korean constitutions and identify three most important features of both of them.

3. Origins and Nature of the Korean War
   Project: Make a poster of major phases in the Korean War with maps.

4. North Korea: Juche and the Consolidation of the Kim Il-sung
   Project: Find a picture of Juche Tower in North Korea and what is its significance?

5. Political Turmoil and Economic Development in South Korea
   Project: Write an essay on South Korean leader Chang Myun.

6. Divergent Authoritarianisms in the 1970s
   Project: Write a brief biography of South Korean leader Kim Dae-jung.
7. Inter-Korean Relations
**Project:** Make a chart of major milestones in the Inter-Korean relations.

8. North Korea’s Nuclear Programme
**Project:** In North Korean map, identify probable locations of nuclear facilities.

**Additional Readings**


**It is expected that on completion of courses on East Asia, the students will have the following options to choose from:**
1. Pursuing higher studies in China, Japan, Korea and Taiwan
2. Joining the Masters programme in East Asian Studies offered by the Department of East Asian Studies
3. Taking up internships in Think Tanks
4. On the basis of knowledge of the languages of East Asia, student could also work in private and public sectors.
Elective Papers on Adult Education under Choice based Credit system for Undergraduate students

Elective papers

<table>
<thead>
<tr>
<th>Code No. of Paper</th>
<th>Title of Paper</th>
<th>Theory</th>
<th>Internal Assessment</th>
<th>Credit</th>
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<tbody>
<tr>
<td>AE-CBCS-601</td>
<td>Adult &amp; Lifelong Learning</td>
<td>75</td>
<td>25</td>
<td>6 (5+1)</td>
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<tr>
<td>AE-CBCS-602</td>
<td>Extension and Community Development</td>
<td>75</td>
<td>25</td>
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<tr>
<td>AE-CBCS-603</td>
<td>Guidance and Counseling</td>
<td>75</td>
<td>25</td>
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<tr>
<td>AE-CBCS-604</td>
<td>Productive Aging and Care</td>
<td>75</td>
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<tr>
<td>AE-CBCS-605</td>
<td>Women Empowerment</td>
<td>75</td>
<td>25</td>
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<tr>
<td>AE-CBCS-606</td>
<td>Entrepreneurial and Leadership Development</td>
<td>75</td>
<td>25</td>
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</table>
AE-CBCS-601

ADULT & LIFELONG LEARNING

Objectives:-

1. Understand conceptual framework of Adult & Lifelong Learning.
2. Gain insight into the relationship among Literacy, Adult Education and Lifelong learning
3. To equip students with emerging needs of life-skills for academic development

Unit I Conceptual framework and Historical Development.

1. Basic Concepts: Literacy, Adult Education, Continuing Education and Extension Education, Lifelong Learning
2. From Adult Education to Lifelong Learning. Historical Development of Adult Education in India: pre and post independence period
3. UGC Approach, Adult education in Indian university and colleges

Unit II Emerging Trends and Partnership in Lifelong Learning.

1. Emerging needs and future perspective of Lifelong Learning. Lifelong Learning needs of Industries.
2. Role of non-governmental organizations - national and international organization.
3. Skill enhancement through Lifelong Learning

Unit III Lifelong Learning & Development

1. Lifelong Learning and Socio-Economic, Cultural Development
2. Lifelong Learning and Professional Development
3. Lifelong Learning and Skill (Hard & Soft) Development

Unit IV Lifelong Learning in selected Countries

1. Lifelong Learning in SAARC countries with special focus on India
2. Lifelong Learning in selected African countries- Tanzania, South Africa
3. Lifelong Learning in E-9 countries

Practicum and exposure
1. Sharing some issues - Nai Talim of Mahatama Gandhi, Night schools of Zakir Hussin, Lok Jumbis, SEWA model etc,
2. Exposure visit to Shakshar Bharat districts, JSS, SRC, LSK
3. Visit to community innovation centre of the department
4. Hands-on experience to the students in community.

Additional Readings


DACEE (2009). Ed., Readings in Lifelong Learning, DACEE, DU

Rajesh (2009), From Campus to Community, University Press, University of Delhi, Delhi


Objectives:

1. To enable the students to understand policy and practices of extension education & services in the context of social and economic development of the country.
2. To equip them with the necessary skills of provisioning development opportunities to adult illiterates and aged through need based extension programmes and
3. To enable them to develop an insight from the extension programmes organized at various level.

Unit I  Historical Perspective:

1. Concept, objective and philosophy of extension programme
2. History of Extension: Indian and International
3. Extension Policies and Programmes in the context of developmental needs and
   Agencies involved in Extension

Unit II  Emerging Extension Issues

1. Social, political and economic context of extension education and services.
2. Major extension initiatives in the country especially in agriculture, rural development health, environment, employment and technology transfer.
3. Development policy and extension, emerging frontiers and limitations of extension, women,

Unit III  Extension Planning

1 Planning and organizing extension.
2 Principles, features, need and importance of training.
3 Training design methods & material development. Monitoring and evaluation of training programme.

Unit IV  Extension and Development

1. Reflective practices in extension, power relation and extension function, participatory democracy, Globalization and extension.
2. NGOs and extension, engagement of universities with society: reflections.
3. Case studies and their analysis in agriculture, environment, health and rural development. (minimum 5 cases)

Practicum and Exposure

1. Visit to place(s) of significance to extension movement
2. Field visit to gain knowledge to agricultural centres/dairy/health, extension centers
3. Engaging in extension service delivery structure and preparing a case study of institutions/agencies engaged in delivery of extension services/education

Additional Readings

Bhatia, S.C (ed.) (1984), Continuing Education Status and Directions, IUACE, New Delhi,
Daniel, O. R & Nancy. T (2001), The Making of Literate Societies, Blackwell, USA,
Kundu C.L (1994), Adult Education Programme in the University System, Nirmal Book Agency, Kurukshetra..
Rajesh (1996), Extension Education in Colleges and Universities in India, Student Aid Publications, Delhi.
Objective:
1. To help students in taking informed decision through Guidance and Counseling
2. Develop skills in Guidance & Counseling
3. Make them understand Counseling and Guidance in various settings.

Unit –I Conceptual Framework of Guidance & Counseling
1. An introduction to Guidance and Counseling- Concept and definition
2. Nature, Scope and Rationale
3. Approaches to counseling theories - psycho analysis, client centered, existential, rational-emotional-emotive, cognitive and behavioral, multi-model approach in Counseling

Unit-II Counseling Process
1. Types of guidance and counseling- telephone, personnel, postal on line and referral
2. Counseling process and strategies
3. Assessment and appraisal in Guidance and Counseling

Unit-III Approaches to Counseling
1. Counseling in various settings- family, clinical, career, professional and Environmental Counseling
2. Counseling for vulnerable and differently able persons
3. Ethics in Counseling

Unit-IV Guidance & Counseling: Some Issues
1. Counseling to special target groups- Peer, Parents, Students, Teachers
2. Application of technology in guidance and counseling
3. Guidance and Life- skills building

**Practicum and exposure**

1. Visit to University information centre

2. Field visit to counseling centers (Drug de-addiction centers, Integrated Counseling and Testing Centers (Educational Institutions, Hospitals, Legal Courts - counseling units)

3. Case study and working with NGO/ organizations on guidance and counseling

4. Role-play and group presentations on various counseling techniques.

**Additional Readings**


Oberai , S.C (2001), *Educational, Vocational Guidance and Counseling*, Loyal Books, Delhi


OBJECTIVES

1. To improve understanding regarding Gerontology and educate students regarding national policies and programs related to Ageing in context of Lifelong Learning and Adult Continuing Education.
2. To educate basic issues of senior citizens, care-giving, counseling, etc.
3. Enable student about critical issues of Ageing workforce, its prospects, opportunities and challenges.

UNIT – I: An Overview

1. Demographics - birth and death rates, sex ratio, dependency ratio, life expectancy.
2. Demographic transition, changes in age structure, disability and morbidity patterns.

UNIT – II: Care-Giving

1. Problems of care in elderly. Skill of care for different categories of elderly
2. Adjustment Skill, issues and Mental Health after retirement.

UNIT – III: Policies and Programmes


UNIT – IV: Empowerment in the Third Age
1. Productive ageing, Adult learning re-training of retired or retiring employees and Lifelong Learning


3. Participatory and Qualitative Ageing, Employment opportunities. Ageing empowerment through training

**Practicum and Exposure**

1. Field visits to Old Age Homes.

2. Interaction/Field visits to communities.

3. Case Studies.

**Additional Readings**

Agewell Foundation (2010), Changing Trends of Old Age, Age Well Research and Advocacy Centre.


Lloyd, P,(2002), The Empowerment of the Elderly People, School of Social Sciences, University of Sussex UK, London.


Rajan, S.I. (2005), An Aging in India, Rawat Publication, New Delhi

AE-CBCS-605

Women Empowerment

Objectives:
1. Enable students to understand the historical perspective of women empowerment
2. Acquaint the students with some of the major development programmes for women and their impact on society.
3. Make students aware of existing programmes and strategies for Empowerment of women

Unit I  Historical Perspective of Empowerment
1. Historical Perspective of Women Empowerment in Pre and Post Independent India
3. Panchayati Raj Institution and women

Unit II  Women in Organized and Unorganized Sectors
2. Women in Organized and Unorganized Sectors in India.

Unit III  Legal Rights of Women in India
1. Legal literacy for women, legal services,
2. Women and Indian Constitutional provisions, Criminal procedures codes (Bailable and Non-Bailable offence)
3. Human Rights and Women Empowerment. Hindu marriage act

Unit IV  Determinants of Gender Empowerment
1. Women’s Education, Employability and Health issues
2. Socio-economic determinates of Empowerment
3. Culture and Empowerment of Women, Gender and Indian Political System
Practicum and exposure

1. Field visit to Gender Resource Centers in Delhi
2. Exposure to training and livelihood program for women including self-employment program.
3. Working for Self Help Groups to women in the communities
4. Visits to Woman’s Panchayat
5. Exposure to skill building program for women
6. Decent Employment Opportunities for Women (ILO experiences and CSO integration program)

Additional Readings

Parvin, R.M. (2005), *Empowerment of Women – Strategies and Systems for Gender Justice*: Dominant Publishers and Distributors, New Delhi,
ENTREPRENEURIAL AND LEADERSHIP DEVELOPMENT

Objective:

1. To improve understanding of Leadership and Entrepreneurship.
2. To educate students regarding Skill, Training and important of Leadership
3. To develop the skills of students on cope with the entrepreneurial challenges

Unit – 1 Entrepreneurship development
1. Entrepreneur meaning, importance, types, qualities and culture, Evolution of entrepreneurship
2. Role of consultancy organizations in promoting entrepreneurs, small business: concept and their roles in Indian Economy
3. Setting, locations of enterprise, financing, steps in setting, problems. Sickness in small industries, reasons and remedies

Unit – 2 Entrepreneurial Challenges & Training
1. Marketing Environment for entrepreneurs, concepts, research, segmentation and strategies.
2. Problems of & Challenges of small scale units, promotion & Advertising
3. Training for self-employment, Non-formal training including training by civil Society organizations.

Unit – Skill Development Identification of types of Skills
1. E-learning, Web-Based learning: Concepts, Design & Management, content Design
2. Team building / Coordination Skill : Practices, Task, role play mixing ability, group building
3. Selling Skills: product knowledge – selling techniques & product presentation, demonstration, order processing & in store selling etc.

Unit – 4 Leadership
1. Leadership: Theories, Concepts & overview (ideas, components)
2. Context of leadership: roles of the leader follower and organization: leadership development through local self government
3. Leadership influence, Development, strengths & weaknesses. Leadership for Entrepreneurship

Practicum and Exposure
1. Visit to different industries/small Scale industries
2. Exposure visit to the agencies, associated with entrepreneurship
3. Exposure to skill building and leadership programme
4. Training programme for entrepreneur
5. Visit to funding agencies and civil Societies.

Additional Readings
8. Ernst & Young-FICCI’s (2011), Knowledge Paper on Strategic and Implementation Framework for Skill Development in India,
**Elective Papers on African Studies under Choice based Credit system for Undergraduate students**

<table>
<thead>
<tr>
<th>Code No. of Paper</th>
<th>Title of Paper</th>
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<tr>
<td>AS-CBCS-701</td>
<td>Discovery of Africa: Contested Terrains</td>
<td>75</td>
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<tr>
<td>AS-CBCS-702</td>
<td>Understanding Africa</td>
<td>75</td>
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<tr>
<td>AS-CBCS-703</td>
<td>Introducing African Civilization And Culture</td>
<td>75</td>
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Elective Papers on African Studies under Choice based Credit system for Undergraduate students

Background

The primary objective of the courses is to expose Africa to the undergraduate students of the University. Best effort has been put to make the course simple, factual and interesting. Imparting this knowledge to the students would enhance their understanding of the International issues and of Africa in particular. It would ultimately broaden their understanding of the human world. This would change their view of life and outlook on humanity which is the need of the present age.

It is believed that after completion of the course, students would be able to say that they know Africa and will be able to interact while discussing issues pertaining to Africa. Besides, it would also motivate them to look for the different opportunities of life in the continent like Africa.

Availability of Resource Persons

Different colleges such as Miranda House, Ramjas College, I P College, Desh Bandhu College and others had experiences of teaching African papers as an optional subject in the earlier three years Honours program. The Department has produced 372 M.Phil Scholars and 90 Ph.D. scholars in the social sciences subjects such as History, Political Science, Economics, Sociology, Commerce and Geography so far and most of them are teaching in various colleges of Delhi University and are enable to teach the proposed course. Hence, there will be no problem in regard to resource persons to teach the paper.
Objectives: Contemporary Africa is an offshoot of distilled historical forces of Western radicalism and African activism. Africa has neither a substantive nor a genuine cultural commonality instead of a given construction, as echoed in the writings of different scholars. The notion of Africa evolves out of several historical distortions. Concerning the historians, we must distinguish among them to the effect that many have composed works on both Egypt and Ethiopia, of whom some have given credence to false reports and others have invented many tales out of their own minds for the delectation of their readers, and so may justly be disturbed. However, teachers must understand the beginning of human life and has firmly established Africa as the birthplace not only of humankind but also of modern humans of 60,000 years ago to populate the rest of the world. This course deals with the historical facts in a scientific and systematic way, raises the Western debate on White Supremacy, role of different eminent scholars from different units of history and target the young scholars and raises the curiosity among them to work more in this area.

1. Debates on Human Evolution

2. Spread of Christianity and Islam in North & North-East Africa (1st Century CE to 1550)

3. Rise of Aksum, Kingdom of Ancient Ghana, Mali Empire and Ottoman Rule

4. Slavery in Africa: From Trans-Saharan to Atlantic Trade

5. Scramble, Colonial Conquest and African Resistance
6. **Post Colonial Displacements**  

**Project Work:** The various representative movies made on various themes of history will be introduced to the students.
Objective: This course will help students to understand the historical processes, which have shaped Africa’s current position in the world. It follows the development question across time, seeing how first colonial regimes and then African governments sought to transform African societies in their own ways. African governments have not been able to devise any strategy of their own for solving (solution of their own for) the multitudes of their problems. Special attention will be paid to ultimate solution to Africa’s deep-seated but not insurmountable problems lies in the development of the continent’s natural and human resources by its own people. African leaders must wake up and work for regional integration, good governance and economic integration of Africa. The leaders should realize that only an African initiative with genuine commitment and ready to police themselves can ensure stability, good governance, accountability and authentic development. Gandhian non-violence solution to the conflict resolutions in Africa (Ghana, Kenya, Morocco, Rwanda, South Africa and Uganda) will strengthen creative thinking among students to understand the society.

1. Pan-Africanism and its Resurgence


3. Post Independence and Forty Years of Development Illusion


4. Emergence of Multi Party System and Decentralization


5. Designing Democracy and Good Governance

6. Africa towards Multiethnic State

7. African Union: Issues and Challenges
Objective: This course is an introduction to the basic elements of African societies. It provides students with an interdisciplinary understanding of African people, their civilizations, and diverse cultures from the earliest time to the present. It will focus on the ancient civilization of Nile Valley to near modern civilization of Africa, South of the Sahara. The course also deals with socio-political organization of African societies, their kinships system, rites of passage, gender relations, emerging social cultural identities and inequalities.

Besides, this course addresses structural responses and strategies developed by African communities upon their insertion into the global political and economic world. Themes to be investigated include political, social and religious structures; global economic interaction; and women in society. The courses will be discussing under the following sub topics:

1. Changing Trend of Marriage, Family and Society
   Yaw Oheneba-Sakyi, y. and Baffour K. Takyi, 2010, *African Families at the turn of the twenty first century*, Green wood publisng group,

2. Tribe, Ethnicity, Class and Social Conflict.

3. Gender and Social Inequalities.

4. Race, Culture, Economy, and Land Issues
   West. W. Henry, *The transformation of Land Tenure in Buganda Since 1896*, Afrika Studiescentrum,

Introduction to African Religion,

Chinua Achebe, 2010, Things Fall Apart, Shmoop University, Inc.
Abebe Zegeye and Maurice Vambe, 2011, Close to the Sources: Essays on Contemporary African Culture, Politics and Academy, Unisa Press, University of South Africa,

Project: Students can take up the project of meeting African students of Delhi University and have interaction in the form of performing African dance and cultural program and write their experience and report on it.

Additional Readings: