NEP 2020

History Syllabus

2025

Draft Syllabi History

National Education Policy-2020

Common Minimum Syllabus
For
Soban Singh Jeena University Almora, Uttarakhand

Undergraduate Programme-FYUP/ Honours Programme/Master in Arts

PROPOSED STRUCTURE FOR FYUP/MASTER'S

HISTORY SYLLABUS 2025

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Course Title: (DSC) History of India from Earliest Times up to 300 A.D ..... [18]

GE: Select any one of the following
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Semester-II

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(Medieval & Modern Group)

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Course Title: (DSE-2) Society and Culture of India (1206 AD- 1750 AD).....[77]

Course Title: (DSE-3) History of Uttarakhand (Up to Chand Period).....[79]

(For both groups)

Course Title: (GE-1) Religious Thought in Ancient India…….[81]

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Course Title: (DSC) Historiography-Issues and Approaches…….[87]

(Ancient Group)

Course Title: (DSE-1) Economic History of India (600 B.C-320 A.D.) …….[89]

Course Title: (DSE-2) Society and Culture of India (320 A.D.-1200 A.D.)…….[91]

(Medieval & Modern Group)

Course Title: (DSE-1) Political and Economic History of Medieval India
(1526 A.D.- 1750 A.D.)…….[93]

Course Title: (DSE-2) Economic History of Modern India (1750 A.D.- 1857 A.D)….[96]

Course Title: (DSE-3) History of Uttarakhand from Gorkha to British rule……..[98]

(For both groups)

Course Title: (GE-1) Gandhi in History: Life, Works and Ideas…….[100}

Course Title: (GE-2) Introduction to Archaeology…….[102]

Course Title: Academic Project…….[104]

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Course Title: (DSC) Philosophy and Methods of History…….[106]

(Ancient Group)

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Course Title: (DSE-2) Economic History of India (320 A.D.- 1200 A.D.)…….[111]

(Medieval & Modern Group)

Course Title: (DSE-1) Society and Culture of India (1750 A.D.- 1950 A.D.)…..[113]

Course Title: (DSE-2) Economic History of Modern India
(1858 A.D. -1947 A.D.)…….[115]

Course Title :(DSE-3) Indian National Movement: (1857 A.D.- 1919 A.D.).....[117]

(For both groups)

GE: Select any two of the following

Course Title: (GE-1) History of the Indian Diaspora.....[119]

Course Title: (GE-2) Museum and Archives in India.....[121]

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Course Title:(DSC) Historical Research Methodology.....[128]

Course Title: (DSE-1) World History (1945 A.D.- 1991 A.D.)

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Course Title: (DSE-2A) History of Journalism in India (Up to 1947 AD).....[132]

or

Course Title: (DSE-2B) Patterns of Colonialism in the World

(15th to 19th Century).....[134]

Course Title: (DSE-3) Indian National Movement (1919AD -1950AD).....[136]

(For both groups)

GE: Select any one of the following

Course Title: (GE-1) Orality and Oral Culture in India ..... [138]

Course Title: (GE-2) Understanding Heritage ..... [140]

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An Overview of Papers from First to Tenth Semester

Semester	DSC (Core)	DSE (Elective)	Generic Elective
1	History of India from the Earliest Times up to 300 AD	X	**(Select any one of the following)** **1.** Cultural History of Uttarakhand **2** . Social Patterns and Cultural Formations of the Ancient World
2	History of India from 300 AD to 1200AD	X	**(Select any one of the following)** **1.** Science and Technology in Ancient India **2.** Medieval Societies: Global Perspectives
3	History of India from 1200 AD to 1526 AD	History of the World (Mid-15th Century to 1648)	Cultural Relations between India and South-East Asia
4	History of India from 1526 AD to 1750 AD	History of the World) 1648 AD to 1815 AD	History of Tribes in Uttarakhand
5	History of India from 1750 AD to 1857AD	History of the World 1815 AD to 1914 AD	Women in Indian History
	Project/ Field Survey		
6	History of India from 1858 AD to 1950 AD	History of the World 1914 AD to 1945 AD	History of Freedom Struggle in Uttarakhand
	Project/ Field Survey		

List of all Papers in VII, VIII, IX & X Semesters of Bachelor's Research in History and Master's in History
Semester-wise Titles of the Papers in History
There shall be two specialized groups namely:

- **Ancient Indian History Group**
- **Medieval and Modern Indian History Group**

Students need to choose one of the above-mentioned groups at the beginning of the VII Semester of Bachelor Research in Faculty and Master's in Faculty. Thereafter students shall remain in the chosen group throughout the succeeding semesters and will not be permitted to change the group in any case.
Students shall have to opt for the same group in all the further semesters as have been specified.

Semester	DSC	DSE (Ancient Group)	DSE (Medieval & Modern Group).	GE
7	Historiography : Sources and Early Trends	**1.** Political History of India (600 BC-320 A.D.) **2.** Society and Culture of India (Upto 320 A.D.) **3.** History of Uttarakhand (Upto Chand Period) **(For both groups)**	**1.** Political and Economic History of Medieval India (A.D. 1206-1526 A.D.) **2.** Society and Culture of India (A.D. 1206-1750) **3.** History of Uttarakhand (Upto Chand Period) **(For both groups)**	**1.** Religious Thought in Ancient India. **2.** Nationalism and Idea of Freedom in 20th century World.
	Academic Project			
8	Historiography : Issues and Approaches	**1.** Economic History of India (600 B C -320 A.D) **2.** Society and Culture of India (320 A.D.-1200 A.D.) **3**. History of Uttarakhand (Gorkha to	**1.** Political and Economic History of Medieval India (A.D. 1526-1750) **2.** Economic History of Modern India (1750 - 1857 A.D.) **3.** History of Uttarakhand from Gorkha to	**1.** Gandhi in History: Life, Works and Ideas **2.** Introduction to Archaeology.

		British rule) **(For both groups.)**	British rule **(For both groups)**	
	Academic Project			
9	Philosophy and Methods of History	**1.** Political History of India (320 A.D.- 1200 A.D.) **2.** Economic History of India (320 A.D.-1200 A.D.) (Ancient Group). **3.** Indian National Movement: (1857 AD -1919 AD**) (For both groups)**	**1.** Society and Culture of India (AD. 1750-1950) **2.** Economic History of Modern India (1858 A.D. -1947) **3.** Indian National Movement: (1857 AD -1919 AD**) (For both groups)**	**(Select any two of the following)** **1.** History of the Indian Diaspora **2.** Museum and Archives in India **3.** Global Environment History
	Academic Project			
10	Historical Research Methodology	**1.** World History (1945-1991) **(For both groups) 2A.** History of Journalism in India (Up to 1947) OR **2B.** Patterns of Colonialism in the World (15th to 19th Century) **3.** Indian National Movement (1919 AD -1950 AD) **(For both groups)**	**1.** World History (1945-1991) **(For both groups)** **2A.** History of Journalism in India (Up to 1947) OR **2B.** Patterns of Colonialism in the World (15th to 19th Century) **3.** Indian National Movement (1919 AD -1950 AD) **(For both groups)**	**(Select any two of the following)** **1.** Orality and Oral Culture in India. **2.** Understanding Heritage 3. Making of post-Independence India
	Academic Project			

List of Papers (DSC, DSE, GE) with Semester-wise Titles					
Year	**Semester**	**Course**	**Paper Title**	**Theory/ Practical**	**Credits**
Undergraduate Certificate in History					
FIRST YEAR	**I**	DSC	History of India from Earliest Times up to 300 AD	Theory	4
		GE 1	(Select any one of the following) Cultural History of Uttarakhand or	Theory	4
		GE 2	Social Patterns and Cultural Formations of the Ancient World	Theory	4
	II	DSC	History of India from 300 AD to 1200 AD	Theory	4
		GE 1	(Select any one of the following) Science and Technology in Ancient India or	Theory	4
		GE 2	Medieval Societies: Global Perspectives	Theory	4
Undergraduate Diploma in History					
SECOND YEAR	**III**	DSC	History of India from 1200 AD to 1526 AD	Theory	4
		DSE	History of the World (Mid-15th Century to 1648 AD)	Theory	4
		GE	Cultural Relations between India and South-East Asia	Theory	4
		DSC	History of India from 1526 AD to 1750 AD	Theory	4

	IV	DSE	History of the World (1648 AD to 1815 AD)	Theory	4
		GE	History of Tribes in Uttarakhand	Theory	4
Bachelor of History					
THIRD YEAR	**V**	DSC	History of India from 1750 AD to 1857 AD	Theory	4
		DSE	History of the World (1815 AD to 1914 AD)	Theory	4
		GE	Women in Indian History	Theory	4
		Project	Project/ Field Survey	Project	4
	VI	DSC	History of India from 1858 AD to 1950 AD	Theory	4
		DSE	History of the World (1914 AD to 1945 AD)	Theory	4
		GE	History of Freedom Struggle in Uttarakhand	Theory	4
		Project	Project/ Field Survey	Project	4
Bachelor of History with Research					
	VII	DSC	Historiography: Sources and Early Trends	Theory	4
		DSE 1	Political History of India (600 BC-320 A.D) (Ancient Group) Political and Economic History of Medieval India (1206AD-1526 AD.) (Medieval & Modern Group)	Theory	4
		DSE **2**	Society and Culture of India (Upto 320 A.D.) (Ancient Group) Society and Culture of India (1206AD-1750 AD) (Medieval & Modern Group).	Theory	4
		DSE 3	History of Uttarakhand (Upto Chand Period) (For both groups)	Theory	4
		GE 1	Religious Thought in Ancient India	Theory	4
		GE 2	Nationalism and Idea of Freedom in 20th Century World	Theory	4
		DISSERTATION	Academic Project	Theory	6

FOURTH-YEAR					
	VIII	DSC	Historiography: Issues and Approaches	Theory	4
		DSE 1	Economic History of India (600 B C-320 A.D.) (Ancient Group) Political and Economic History of Medieval India (1526 A.D.-1750A.D.) (Medieval & Modern Group)	Theory	4
		DSE 2	Society and Culture of India (320 A.D.-1200 A.D.) (Ancient Group) Economic History of Modern India (1750 AD.- 1857 A.D.) (Medieval &Modern Group)	Theory	4
		DSE 3	History of Uttarakhand from Gorkha to British rule. (For both groups	Theory	4
		GE 1	Gandhi in History: Life, Works and Ideas	Theory	4
		GE 2	Introduction to Archaeology	Theory	4
		DISSERTATION	Academic Project	Theory	6
Master's in History					
FIFTH YEAR	**IX**	DSC	Philosophy and Methods of History	Theory	4
		DSE 1	Political History of India (320 A.D.-1200 A.D.) (Ancient Group) Society and Culture of India (1750 AD.-1950 AD.) (Medieval & Modern Group)	Theory	4
		DSE 2	Economic History of India (320 A.D.- 1200 A.D.) (Ancient Group) Economic History of Modern India (1858 A.D. -1947 A.D.) (Medieval & Modern Group)	Theory	4
		DSE 3	Indian National Movement (1857 A.D.- 1919 A.D.) (For both groups)	Theory	4
		GE 1	(Select any two of the following) History of the Indian Diaspora	Theory	4
		GE 2	Museum and Archives in India	Theory	4
		GE 3	Global Environment History	Theory	4

		DISSERTATION	Academic Project	Theory	6
	X	DSC 1	Historical Research Methodology	Theory	4
		DSE 1	World History (1945- 1991 AD) (For both groups)	Theory	4
		DSE 2A **OR** DSE 2B	History of Journalism in India (Up to 1947 AD) **OR** Patterns of Colonialism in the World (15th to 19th Century)	Theory	4
		DSE 3	Indian National Movement (1919 AD -1950 AD) (For both groups)	Theory	4
		GE 1	(Select any two of the following) Orality and Oral Culture in India	Theory	4
		GE 2	Understanding Heritage	Theory	4
		GE 3	Making of post-Independence India	Theory	4
		DISSERTATION	Academic Project	Theory	6

Abbreviations-

DSC- Discipline-Specific Course

DSE- Discipline-Specific Elective

GE- Generic Elective

AP- Academic Project/Dissertation on Major/Dissertation on Minor

Programme Specific Outcomes (PSOs) (Undergraduate Programme) After this program, the learners will be able to:	
PSO 1	Analyze and interpret ancient Indian History, Medieval Indian history, Modern Indian history, and world history critically, demonstrating an understanding of various historical sources and perspectives.
PSO 2	Demonstrate proficient writing skills in historical analysis, including the ability to write coherent and well-structured essays on historical topics.
PSO 3	Communicate effectively in both written and verbal contexts, using appropriate historical terminology and concepts to convey ideas and arguments clearly.
PSO 4	Develop an understanding of the cultural, social, political, and economic contexts that have shaped historical events and processes, both locally and globally.
PSO 5	Acquire knowledge of diverse historical traditions and historiographical approaches, including but not limited to Western, Indian, Marxist, Feminist, Colonial, Peasant, Tribal, Postcolonial, Environmental Histories, etc.
PSO 6	Demonstrate creative thinking and analytical skills through the formulation of original historical interpretations inquiries.
PSO 7	Gain specialized knowledge in specific areas of historical study, such as economic history, cultural history, social history, political history, military history, intellectual history, etc.
PSO 8	Recognize the interdisciplinary connections between history and other fields of study, including literature, sociology, anthropology, geography, political science, and archaeology.

Programme Specific Outcomes (PSOs) (Bachelor of History with Research) After this programme, the learners will be able to:	
PSO 1	Demonstrate advanced critical analysis and interpretation of historical sources, theories, and methodologies across various periods and regions of study.
PSO 2	Conduct original research and produce scholarly work that contributes to the advancement of historical knowledge, employing rigorous methods of historical inquiry and evidence-based argumentation.
PSO 3	Exhibit advanced writing proficiency in historical analysis, including the ability to craft sophisticated and persuasive arguments in academic writing, such as theses, dissertations, and scholarly articles.
PSO 4	Engage in advanced oral communication and presentation skills, effectively conveying complex historical ideas and interpretations to diverse audiences in seminars, conferences, and public forums.
PSO 5	Develop expertise in specialized areas of historical inquiry through independent study, including but not limited to historiography, archival research, oral history, digital humanities, and interdisciplinary approaches.

PSO 6	Demonstrate critical thinking and analytical skills through the synthesis and evaluation of historical scholarship, theories, and primary sources, leading to innovative interpretations and insights.
PSO 7	Acquire proficiency in historical pedagogy and the dissemination of historical knowledge, including the ability to design and deliver effective teaching materials and methods for diverse learners.
PSO 8	Foster interdisciplinary connections between history and other fields of study, including but not limited to literature, sociology, political science, anthropology, geography, economics, and environmental studies, enriching historical analysis and understanding.

Programme Specific Outcomes (PSOs) Master's in History After this programme, the learners will be able to:	
PSO 1	Demonstrate comprehensive understanding and critical analysis of ancient, medieval, and modern Indian history, including key events, developments, and socio-political dynamics.
PSO 2	Possess advanced research and analytical skills to interpret primary and secondary sources related to Indian history, including texts, artifacts, and archaeological evidence.
PSO 3	Exhibit proficiency in writing historical narratives and academic essays, employing appropriate historiographical methods and citation styles.
PSO 4	Develop a comprehensive understanding of the national movement in India, encompassing its ideological foundations, key leaders, and socio-cultural impact.
PSO 5	Gain insight into world history, including major events, global exchanges, and interconnected historical processes, fostering a comparative perspective.
PSO 6	Acquire specialized knowledge of the history of Uttarakhand, encompassing its geographical, cultural, economic and socio-political dimensions.
PSO 7	Engage critically with historiographical debates and methodologies, including the examination of different historical narratives and interpretations.
PSO 8	Recognize and evaluate interdisciplinary connections between history and related fields such as sociology, anthropology, political science, and economics.
PSO 9	Reflect on ethical considerations in historical research and writing, including issues of representation, bias, and the ethical responsibilities of historians.

Programme Outcomes (POs):	
PO 1	**Knowledge:** The students develop a scientific understanding of the past which enables them to understand the history of India as well as the history of the world.

PO 2	**Problem Analysis:** The students develop a logical understanding of the past which enables them to make sense of the current societal problems in their historical context. The students gather intimate knowledge of the genesis and evolution of the social, economic, cultural and political formations of human past.
PO 3	**Historical Research:** Use historical research methods to generate knowledge about the various and diversified issues relating to the past.
PO 4	**Conservation and Preservation:** Conservation and preservation of art, culture and heritage of the Himalayan region. The department has Himalayan Museum since 1987, which has specifically been devoted to display, conserve and preserve the artefacts of the Himalayan region.
PO 5	**Modern methods usage:** Select and apply appropriate methods, techniques, resources and modern IT tools for generation and dissemination of historical knowledge.
PO 6	**History and society:** Apply reasoning informed by the contextual knowledge of human past to assess current state of society, economy, environmental, cultural, and political and other related issues.
PO 7	**Career Prospects:** Enable them in understanding significance of the subject for various competitive examinations.
PO 8	**Individual and team work:** Function effectively as an individual
PO 9	**Communication:** Communicate the outcome of the historical research through writings
PO 10	**Life-long learning:** Recognize the need for and have the capability of critically evaluating and analysing the past for a better understanding of human past.

Semester-I
Undergraduate Certificate in History

Undergraduate Certificate in History		
Programme: Undergraduate Certificate in History	**Year: I**	**Semester: I** **Paper: DSC**
Subject: History	**Eligibility Criteria** **XII pass**	**Pre-requisites of the course (if any)** **Nil**
Course: DSC	**Course Title: History of India from Earliest times up to 300 AD**	
Course Outcomes: The present course will be useful in providing a comprehensive understanding to the evaluation of early Indian society and the student will be able to identify the forces and factors that shaped the course the course of early Indian history. The students will develop a critical awareness of various categories of sources for the study of ancient Indian history. They will learn the analytical skills to explore the development of India's religious systems and cultural accomplishments in historical perspective. They will be able to explore the connections between multiple causative factors and access their relative historical significance. They will understand the process of the rise and decline of imperial states in early India.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Course**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Introduction to History and Prehistoric Cultures** **A.** Meaning, scope, sources, and importance of History. **B.** Introduction to Palaeolithic, Mesolithic, Neolithic, and Chalcolithic cultures.	**12**
Unit II	**The Harappan Civilization and Vedic Period** **A.** Harappan Civilization: Origin, extent, main features, and causes of decline. **B.** Early Vedic and Later Vedic period: Polity, society, economy, and religion.	**14**
Unit III	**Territorial States, Rise of Magadha and Emergence of New Religions** **A.** Territorial states and the rise of Magadha. **B.** Conditions for the rise of Mahajanapadas and causes of Magadha's success. **C.** Jainism and Buddhism: Causes of origin, doctrines, and expansion.	**14**
Unit IV	**The Mauryan Empire** **A.** Mauryan Empire: State, administration, economy, and Ashoka's Dhamma.	**10**
Unit V	**Post-Mauryan Age and the Sangam Age**	**10**

	A. Post-Mauryan age with special reference to Shungas, Satavahanas and Kushans: Polity, economy, society, culture, and administration. **B.** The Sangam Age: Sangam literature, polity, economy, and society.	

Essential Readings

- Agrawal, D.P., The Archaeology of India.
- Bandyopadhyaya, N.C., Economic Life and Progress in Ancient India., Calcutta, 1945.
- Basham, A.L., ed., *A Cultural History of India*, Oxford, Clarendon Press, 1975.
- Bhandarkar, R.G., *Vaishnavism, Saivism and Minor Religious Systems.*, Strasbourg, 1913.
- Chakrabarti, D.K., Archaeology of Ancient Indian Cities.
- Guha, Amalendu, *Central Asia: Movement of People and Ideas from Times Prehistoric to Modern*, New Delhi, Indian Council for Cultural Relations, 1970.
- Ghoshal, U.N., *Contributions to the History of the Hindu Revenue System.*, Calcutta, 1927–38.
- Thapar, Romila, Ashoka and the Decline of the Mauryas, 1997.
- Majumdar, R.C., Raychaudhuri, H.C., and Datta, K.K., *An Advanced History of India*, (London, 1961; 3rd edition, Delhi, 1973).
- Majumdar, R.C., The Classical Accounts of India., Calcutta, 1960.
- Majumdar, R.C., The Classical Accounts of India., Calcutta, 1960.
- Majumdar, R.C. (Ed.), The History and Culture of the Indian People, Bharatiya Vidya Bhavan. Vols. I–V. Bombay, 1960–66.
- Mukherjee, B.N., *The Disintegration of the Kushana Empire*, Varanasi, Banaras Hindu University, 1976.
- Rapson, E.J. (Ed.), The Cambridge History of India. Vol. I.., New Delhi, 1968.
- Sarkar, Jadunath – Military History of India Administration, M.C. Sarkar & Sons, 1960.
- Sastri, K.A.N. (Ed.), A Comprehensive History of India. Vol. II., Bombay, 1957.
- Sastri, K.A.N., A History of South India, from Prehistoric Times to the Fall of Vijayanagar., Madras, 1966.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India, (Stone Age to the 12th Century), Pearson Publication.
- Tripathi, R. S., History of Ancient India, Delhi, Motilal Banarsidass, 1967., Reprint edn, 2014.
- Vincent A. Smith, *Early History of India,* Oxford, 1904., *Oxford History of India.* 1919.
- शर्मा, रामशरण, भारत मे ंआर्यो का आगमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, पूर्वकालीन भारत (प्रारम्भ से 1300 ई0 तक), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, आर्य संरचना का पुनर्गठन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव–, संजय कुमार, भारतीय उपमहा}ीप की संस्कृतियाँ, भाग–2, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Basham, A.L., The Wonder that was India.
- Jaiswal, Suvira., Caste: Origin, Function and Dimensions.
- Jha, D.N., Ancient India in Historical Outline (1998 edn.)
- Kane, P.V., *History of Dharmashastra.* Vols. I–V., Poona, 1930–62.
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- R. S Sharma, India's Ancient Past.
- R.S. Sharma, Light on Early Indian Society and Economy., Bombay, 1966.
- Ray, H.P., Monastery and Guild India in Historical Outline.
- Singh, Upinder. Discovery of Ancient India: Early archaeologist and the beginnings of Archaeology.
- Thapar, Romila, History of Early India.
- Pannikar K.M., Geographical Factors in Indian History, Bombay, 1959.
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- Bongard-Levin, G., *Mauryan India*, Delhi, 1985.
- Rostovtzeff, M. I., *The Social and Economic History of the Hellenistic World*, Oxford, 1941.
- शर्मा, रामशरण, भारत मे ंआर्यो का आगमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, पूर्वकालीन भारत (प्रारम्भ से 1300 ई0 तक), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली
- थापर, रोमिला, आर्य संरचना का पुनर्गठन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव–, संजय कुमार, भारतीय उपमहा}ीप की संस्कृतियाँ, भाग–2, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

Suggested Online Links:

- **https://ndl.iitkgp.ac.in**
- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**

Further Suggestions for Course Contents visit:

- **https://www.youtube.com/watch?v=m9w2ZOUF6So**
- **https://www.youtube.com/watch?v=hW7tCQ457FA&t=1475s**

Semester-I
Undergraduate Certificate in History

Undergraduate Certificate in History		
Programme: Undergraduate Certificate in History	**Year: I**	**Semester: I** **Paper: GE**
Subject: History	**Eligibility Criteria** **XII pass**	**Pre-requisites of the course (if any)** **Nil**
Course: GE 1	**Course Title: Cultural History of Uttarakhand**	
Course Outcomes: Upon finishing the "Cultural History of Uttarakhand" course, students will demonstrate a comprehensive understanding of the region's rich cultural heritage, including its religious, linguistic, artistic, and social aspects. They will analyze the historical development of Uttarakhand's culture from ancient traditions to contemporary practices, and evaluate the influences of geography, migration and neighboring regions. Moreover, students will critically examine the preservation and promotion of Uttarakhand's cultural identity amidst modernization and globalization.		
Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Source Materials for the Study of the History and Culture of Uttarakhand** **A.** Ancient and historical sources: Archaeological, literary, and folk sources. Historical texts and their significance for Uttarakhand's history.	**14**
Unit II	**Society and Economy of Uttarakhand-Tribes of Uttarakhand** **A.** Bhotia: Society, Economy and Culture. **B.** Tharu: Society, Economy and Culture. **C.** Buxa, Jaunsari, and Raji: Society, Economy and Culture.	**12**
Unit III	**Religious Beliefs in Uttarakhand** **A.** Folk and Puranic (Shaivite, Vaishnavite, Shakta and Nath Sects) **B.** Other Religious Traditions: Buddhism, Jainism, Islam, Sikhism and Christianity.	**12**
Unit IV	**Pilgrimage Traditions and Festivals** **A.** Pilgrimage Tradition in Uttarakhand: Chardham Yatra, Kumbha mela, Nanda Rajjat and Kailash Mansarover. **B.** Festivals and Traditions: Oral Traditions (Songs, jagars, Dances and Dramas) Regional Celebrations	**12**

Unit V	**Art and Architecture of Uttarakhand:** Salient features of Art and Architecture of Uttarakhand.	**10**

Essential Readings

- Dr. Dinesh Chandra Baluni, the Cultural Heritage of Uttarakhand.
- Dr. S.C. Bhatt, Gopal Bhargava, Uttarakhand; Land and People.
- पांडे, बद्रीदत्त, कुमाऊँ का इतिहास, शक्तिप्रेस, अल्मोड़ा, 1937।
- पांगती, रामसिंह, जोहार का इतिहास व वंशावली, सीमांत सांस्कृतिक संगठन, नई दिल्ली, 1980।
- पन्ना लाल, हिंदू कस्टमरी लॉ ऑफ कुमाऊँ, इलाहाबाद, 1920।
- डा0 योगेश धस्माना, उत्तराखंड में जन–जागरण और आंदोलनों का इतिहास, बिंसर पबलिशिंग, देहरादून।
- मजूमदार, डी0,न0, रेसेज एंड कल्चर ऑफ इंडिया, ,शिया पब्लिकेशन हाउस, नई दिल्ली।

General Readings

- Pahar Journal, All Volumes.
- G.D. Bhatt, S.P. Chamoli, Kumaon, The Land and the People.
- Ajay S. Rawat, Garhwal Himalaya; A Study in Historical Perspective.
- H.G. Walton, British Garhwal Gazetteer.
- Brijmohan Mamgain, History of Freedom Movement in Garhwal Himalayas.

- पांडे, बद्रीदत्त, कुमाऊँ का इतिहास, शक्तिप्रेस, अल्मोड़ा, 1937।
- पांगती, रामसिंह, जोहार का इतिहास व वंशावली, सीमांत सांस्कृतिक संगठन, नई दिल्ली, 1980।
- पन्ना लाल, हिंदू कस्टमरी लॉ ऑफ कुमाऊँ, इलाहाबाद, 1920।
- डा0 योगेश धस्माना, उत्तराखंड में जन–जागरण और आंदोलनों का इतिहास, बिंसर पबलिशिंग, देहरादून।
- मजूमदार, डी0,न0, रेसेज एंड कल्चर ऑफ इंडिया, ,शिया पब्लिकेशन हाउस, नई दिल्ली।

Suggested Online Links:

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- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:
IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-I
Undergraduate Certificate in History

Undergraduate Certificate in History		
Programme: Undergraduate Certificate in History	**Year: I**	**Semester: I** **Paper: GE**
Subject: History	**Eligibility Criteria** **XII pass**	**Pre-requisites of the course (if any)** **Nil**
Course: GE 2	**Course Title: Social Patterns and Cultural Formations of the Ancient World**	

Course Outcomes: The course will introduce the students to significant developments in world history that have shaped human existence's complexity, tracing long-term changes in the relationship of humans and their landscapes. The paper will analyze the process of early food production, urbanism in the early Bronze Age civilizations. It will help correlate the ancient past and its collected histories and develop an understanding of fundamental historical methods and approaches.

Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**Evolution of humankind and Palaeolithic cultures** A. Understanding Prehistory B. Biological and Cultural Evolution of Humans: lithic and other Technologies C. Changing subsistence patterns, funerary practices and art.	**17**
Unit II	**Transition to Food Production** A. Mesolithic Cultures: West Asia and Europe B. Origin of Food Production: Debates C. Features of a Neolithic based on sites from West Asia, Europe, Mesopotamia and China.	**15**
Unit III	**The Bronze Age** A. Ancient Mesopotamia (Sumerian and Akkadian period)/ Egypt (Old Kingdom)/ China (Shang Dynasty) B. Concepts: 'Bronze Age', 'Civilization', 'Urban Revolution' ans 'State'. C. Ecological Context of early Civilizations. D. Kingship, religion and state; Social and economic complexity: Class, Gender	**16**
Unit IV	**Nomadic Cultures in Transition**	**12**

	A. Nomadic Pastoralism in West Asia in the third and second millennium BCE B. Iron technology and its spread	

Essential Readings

- Bogucki, P. *The Origins of Human Society*. Massachusetts and Oxford: Blackwell Publishers,1999.
- Chang, K.C. *The Archaeology of Ancient China*. New Haven: Yale University Press, 1977.
- Feng, Li. *Early China*. Cambridge: Cambridge University Press, 2013.
- James, T.G.H. *The British Museum's Concise Introduction to Ancient Egypt* (British Museum Publications, 1979). Michigan: University of Michigan Press, 2005.
- Lloyd, A.B., ed. *A Companion to Ancient Egypt*. Oxford and Massachusetts: Wiley Blackwell,2010.
- Mithen, S. Price T.D. and J. A. Brown, ed. *Pre-Historic Hunter-Gatherers The Origins Of Cultural Complexity*. Orlando, Florida and London: Academic Press. 1985.
- Guha, Amalendu, *Central Asia: Movement of People and Ideas from Times Prehistoric to Modern*, New Delhi, Indian Council for Cultural Relations, 1970.
- अमर फारुकी, प्राचीन और मध्यकालीन समाजिक संरचनाये और संस्कृतियां, नई दिल्लीः मानक
- चाइल्ड गाडडनर, इतिहास का इतिहास, राकिमल प्रकाशन, अध्याय

General Readings

- Childe, G. "The Urban Revolution." *The Town Planning Review*, Vol. 21, No. 1 (April 1950), pp. 3-17
- Fagan, B.M. and N. Durrani. *The People of the Earth: An Introduction to World Pre-history*. 16th
- Farooqui, A. *Early Social Formations.* Delhi: Manak Publications, 2001. reprint, New York: Routledge, 2016.
- Flannery, K.V. "Origins of Food Production." *Annual Review of Anthropology*, 2 (1973): 271-310.
- Keightly, D.N. "The Shang. China's First Historical Dynasty." In *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.*, edited by Michael Loewe and Edward L. Shaughnessey. Cambridge: Cambridge University Press, 1999.
- Lerner, G. *The Creation of Patriarchy*. Oxford, New York, Toronto: Oxford University Press, 1986.
- Nissen, H.J. *The Early History of the Ancient Near East, 9000-2000 B.C.*. Chicago: University of Chicago, 1988. edition. Massachusetts, Oxford and Victoria: Blackwell, 2003
- Price, T.D., ed. *Europe's First Farmers.* Cambridge: Cambridge University Press. 2000
- Redman, C.L. *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East.* San Fransisco: W.H. Freeeman 1978.
- Hodder, I.R. *Studies in Human-Thing Entanglement.* Stanford. 2016. Available at: http://www.ian-hodder.com/books/studies-human-thing-entanglement, esp. chap.4.
- Khazanov, A.M. *Nomads and the Outside World*, translated by Julia Crookman. Cambridge: Taylor and Francis,1984.

Suggested Online Links:

- **https://ndl.iitkgp.ac.in**
- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:
IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.
Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-II
Undergraduate Certificate in History

Undergraduate Certificate in History		
Programme: Undergraduate Certificate in History	**Year: I**	**Semester: II** **Paper: DSC**
Subject: History	**Eligibility Criteria** **XII pass**	**Pre-requisites of the course (if any)** **DSC Sem I**
Course: DSC	**Course Title: History of India from 300 AD to 1200 AD)**	
Course Outcomes: This paper is designed to develop an understanding of the process of transition from the ancient period to the early medieval period and figure out the key determinants that made this transition possible. It will develop an understanding of the growing culture and political and economic linkages between North and South Indian. The student will also get familiarized with the development of historical processes in Deccan and far south.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Course**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topic	No. of Hours
Unit I	**The Rise & Growth of the Guptas and Harshvardhana** **A.** The Gupta Empire: Polity, Culture, Economy. **B.** Harshvardhan: Polity, Administration and Achievements.	**17**
Unit II	**South Indian Kingdoms: Cholas and Pandyas** **A.** Cholas and Pandyas. Polity, Administration and Achievements.	**14**
Unit III	**Early Medival India.** **A.** Pallavas, Chalukayas and Vardhanas. - Polity, Administration and Achievements. **B.** Political structures of Rastrakutas, Pala and Pratiharas. **C.** Origin and emergence of Rajputs	**19**
Unit IV	**Foreign Invasions:** **A.** Arabs, Ghaznavids and Ghorids	**10**

Essential Readings

- Basham, A.L., The Wonder that was India.
- D. Chattopadhaya, Making of Early Medieval India.
- Derry, N. Maclean, Religion and Society in Arab Sindh History of India, Vol.I.
- Ghoshal, U.N., Contributions to the History of the Hindu Revenue System., Calcutta, 1927–38.
- K. M. Ashraf, Life and Conditions of the People of Hindustan.
- M. Habib and K.A. Nizami: A Comprehensive History of India Vol.V.
- Percy Brown, Islamic Architecture.
- Peter Jackson: Delhi Sultanate, A Political and Military History'.
- Majumdar, R.C. (Ed.), The History and Culture of the Indian People, Bharatiya Vidya Bhavan. Vols. I–V. Bombay, 1960–66.
- Majumdar, R.C., Raychaudhuri, H.C., and Datta, K.K., An Advanced History of India, (London, 1961; 3rd edition, Delhi, 1973).
- Majumdar, R.C. and Altekar, A.S. (Eds.), The Vakataka-Gupta Age., Banaras, 1954.
- Majumdar, R.C., The Gurjara Pratiharas., Reprint from the Journal of the Department of Letters. Vol. X., Calcutta, 1923.
- Majumdar, A.K., Chaulukyas of Gujarat: A Survey of the History and Culture of Gujarat from the Middle of the Tenth to the End of the Thirteenth Century, Bombay, 1956.
- Rapson, E.J. (Ed.), The Cambridge History of India. Vol. I.., New Delhi, 1968.
- Majumdar, R.C. (Ed.), The History of Bengal. Vol. I.., Dacca, 1943.
- Sarkar, Jadunath – Military History of India Administration, M.C. Sarkar & Sons, 1960.
- Ray, H.C., Dynastic History of Northern India, vol. 1, 2nd edn, New Delhi, Munshiram Manoharlal, 1973.
- Sastri, K.A.N., The Colas., Madras, 1955.
- Sastri, K.A.N., South Indian Influences in the Far East., Bombay, 1949.
- Sastri, K.A.N., A History of South India, from Prehistoric Times to the Fall of Vijayanagar., Madras, 1966.
- Tripathi, R. S., History of Ancient India, Delhi, Motilal Banarsidass, 1967., Reprint edn, 2014.
- Tripathi, R.S., History of Kanauj to the Moslem Conquest., Delhi, 1959.
- झा, द्विजेन्द्र नारायण एवं श्री माली, कृष्णमोहन, प्राचीन भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- शर्मा, रामशरण, प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- मिश्र, जयशंकर, ग्यारहवी सदी का भारत, हिन्दी ग्रन्थ अकादमी, पटना।
- थापर, रोमिला– पूर्वकालीन भारत (प्रारम्भ से 1300 ई0 तक), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Champak Lakshmi, R., Trade, Ideology and Urbanization South India 300 BC to AD 1300, Delhi, Oxford University Press, 1996.
- Champak Lakshmi, R., Kesavan Veluthat and T. R. Venugopalan, State and Society in Pre-Modern South India, Thrissur (Kerala), Cosmobooks, 2002
- R. S. Sharma, Indian Feudalism-India's Ancient Past.
- Tapan Ray Chaudhary and Irfan Habib (ed.), The Cambridge Economic History.
- Tara Chand, Influence of Islam on Indian Culture.
- Chakrabarti, D.K., Archaeology of Ancient Indian Cities.
- Ray, H.P., Monastery and Guild India in Historical Outline.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India, (Stone Age to the 12th Century) Pearson Publication.
- शर्मा, रामशरण,भारत में आर्यो का आगमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भागदृ1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

- ठाकरान, आर0सी0, दत्त, शिव–, संजय कुमार , भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–2, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, पूर्वकालीन भारत (प्रारम्भ से 1300 ई0 तक), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, आर्य संरचना का पुनर्गठन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गार्डन, डी0 एच0,भारतीय संस्कृति की प्रागैतिहासिक पृष्ठभूमि, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गोपाल शरण, प्रागतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- सिंह, ओकारनाथ, गुप्तोत्तरकालीन उत्तर भारतीय मुद्रायें (600दृ1200 ई0), विश्वविद्यालय प्रकाशन, वाराणसी।
- पाण्डेय, अवध बिहारी, पूर्व मध्यकालीन भारत, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-II
Undergraduate Certificate in History

Undergraduate Certificate in History		
Programme: Undergraduate Certificate in History	**Year: I**	**Semester: II** **Paper: GE**
Subject: History	**Eligibility Criteria** **XII pass**	**Pre-requisites of the course (if any)** **Nil**
Course: GE 1	**Course Title: Science and Technology in Ancient India**	

Course Outcomes: The "Science and Technology in Ancient India" course aims to explore the rich heritage of scientific achievements in this period. Students will delve into the mathematical prowess of ancient Indians, including the invention of zero and contributions to astronomy. They'll also examine technological advancements like metallurgy and early surgical techniques. The course will highlight the interconnectedness of science, philosophy, and culture, while evaluating the global impact of these discoveries.

Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**Science and Technology:** **A.** Meanings, Scope & Importance. **B.** Sources of History of Science and Technology in Ancient India.	**15**
Unit II	**A.** Origins and Development of Technology in Pre-historic Period. **B.** Beginnings of Agriculture and its Impact on the growth of Science and Technology.	**15**
Unit III	Science and Technology during Vedic and Later Vedic period.	**15**
Unit IV	Development of Science and Technology from 320AD to 1200AD.	**15**

Essential Readings

- Deepak Kumar, Disease and Medicine in India, A Historical Overview
- D. Raina and I. Habib, Situating History of Science; Dialogues with Joseph Needham.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India, (stone age to the 12th Century), Pearson Publication.
- R.S Sharma, India's Ancient Past

General Readings

- Kaye G.R., Hindu Mathematics.
- Kaye G.R., Hindu Astronomy
- Kumar, Anil, Medicine and the Raj.
- The British Medical Policy 1835-1911.
- Madhu, D., The Antiquity of Hindu Medicine and Civilization
- Chattopadhyaya, D., Science and Society in Ancient India.

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and abroad.

This course can be opted as an elective by the students of the following subjects:

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-II
Undergraduate Certificate in History

Undergraduate Certificate in History		
Programme: Undergraduate Certificate in History	**Year: I**	**Semester: II** **Paper: GE**
Subject: History	**Eligibility Criteria** **XII pass**	**Pre-requisites of the course (if any)** **Nil**
Course: GE 2	**Course Title: Medieval Societies: Global Perspectives**	

Course Outcomes: The objective of the course is to enable the students to have a comprehensive understanding of the evolution and establishment of medieval civilisation with special focus on polity, society, economy, religion and culture during medieval times. The attempt would be to study feudalism in the medieval European context. The endeavour would be to trace the trajectory of origin, development and crisis of feudalism. Alongside, the course intends to acquaint the learners about the rise and spread of Islam during the medieval era, along with the forms of cultural patterns that shaped the popular Islamic practices like tassawuf. In addition to that, students would also be exposed to medieval China, particularly with the Sung, Mongols and Ming dynasties. The focus is just not on dynastic changes but also the dynamism in administrative machinery, political ideology, economy, culture and China's external relations in the period under survey. The technology of China gave way to spectacular growth in wealth, commerce, agricultural surplus, trade and monetization, which finally led to cultural efflorescence.

Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**MEDIEVAL WORLD** A. Understanding Feudalism: European and Indian. B. Church and nobility; Peasants and state. C. Feudal relationships and socio-economic changes: growth of trade and emergence of urban centres; feudal crisis. D. Cultural Patterns: Crystallisation of hierarchies; medieval life and thought.	**20**
Unit II	**Genesis Of a New Social Order and Islamic Culture** A. Pre-Islamic tribal society in Arabia; formation of the ummah. B. The Caliphates – Rashidun, Umayyads and early Abbasids (c. 632 CE to c. 800 CE). C. Cultural Patterns: Adab, Akhlaq, Sufism.	**20**
Unit III	**MEDIEVAL CHINA**	**20**

	A. Dynastic change (Tang, Song, Mongols and Ming Period), Confucianism and Changing State Ideology, Administrative Machinery. B. Agriculture and Trade, Technological Growth, Cultural efflorescence (Ming period).	

Essential Readings

- Bloch, Marc, Feudal Society Volume I (Asha jyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 4 & 5, Part II; Chapter 11 & 12, Chapter 18 & 19
- Bloch, Marc, Feudal Society Volume II (Ashajyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 23, Chapter 26.
- Sinha, Arvind, Europe in Transition from Feudalism to Industrialization Manohar Publishers and Distributors, 2010.
- *Islamic World Sixth to Eleventh Centuries*, Cambridge University Press, Chapter 4 "Pre Islamic Arabia", pp. 153-170; Chapter 5, "The Rise of Islam, 600-705", pp. 173-225, "Conclusion: From Formative Islam to Classical Islam", pp. 683-695.
- इंजीनयर, ऐ. ऐ, (2018). इस्लाम का जन्म और विकास, विल्ली राजकमल प्रकाशन
- फारूकी, ऐ (2015). प्राचीन और मध्यकालीन सामवजक संरचनाएं और संस्कृवियां, विल्ली : मानक प्रकाशन

General Readings

- Le Goff, Jacques, 'Introduction: Medieval Man' in The Medieval World, edited by Jacques Le Goff, Translated by Lydia G.C. Cochrane, Parkgate Books, London, 1990
- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
- Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp.175-220.
- Duby, G. (1978).*The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp.157-180
- Berkey, J. (2002). *The Formation of Islam. Religion and Society in the Near East, 600–1800*.Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
- Bosworth, C. E. (2000). "The Formation of Early Islamic Polity and Society: General Characteristics" in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century,* UNESCO, pp. 271-273.
- Marshall G.S. Hodgson, *The Venture of Islam: Concise and History in a World Civilization, Vol. I- The Classical Age of Islam*, University of Chicago Press, 1974, Chapter "The Absolutism in Flower, 750-813", pp. 280-314; Chapter "Adab: The Bloom of Arabic Literary Culture, c. 813-945", pp. 444-472.
- Crone, P. (1999). "The Rise of Islam in the World." in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press, pp. 2-31.
- History of Humanity Volume IV, From the Seventh to the Sixteenth Century (UNESCO series), Routledge 1994, Chapter 27, PP. 421-446.

Suggested Online Links:

- **https://ndl.iitkgp.ac.in**
- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course

Semester-III

Undergraduate Diploma in History

Undergraduate Diploma in History		
Programme: Undergraduate Diploma in History	**Year: II**	**Semester: III** **Paper: DSC**
Subject: History	**Eligibility Criteria** **Undergraduate Certificate in History**	**Pre-requisites of the course (if any)** **DSC Sem II**
Course: DSC	**Course Title: History of India from (1200 AD to 1526 AD)**	
Course Outcomes: This paper is designed to develop an understanding of historical processes in India during the period under study. This paper covers the development of art, language, culture and religion during the medieval period. The student will be able to understand the territorial expansion of various Indian kings and the impact of Medievalism on Indian Society and Culture.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Course**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	**Topics**	**No. of Hours**
Unit I	**Medieval History in India** **A.** Sources of Medieval Indian History. **B.** Struggle for power in Northern India & establishment of Sultanate: Aibak, Iltutmish, Razia, and Balban.	**15**
Unit II	**Delhi Sultanate Polity and Administration** **A.** Khalji's: Polity, Administration and Achievements. **B.** Tughlaq's: Polity, Administration and Achievements. **C.** Sayyid and Lodhi's: Polity, Administration and Achievements.	**25**
Unit III	Bhaktism & Sufism: Impact on Indian society.	**10**
Unit IV	Vijayanagar and Bahmani Kingdom.	**10**

Essential Readings

- Chandra, Satish, Essays on Medieval Indian History, Oxford University Press, New Delhi. 2003.
- Chattopadhaya, B.D., The making of early Medieval India, Oxford University press, New Delhi. 2003.
- Irfan Habib (ed.), Madhya Kaleen Bharat, (in Hindi), 13 Volumes.

- Irfan Habib, The Agrarian System of Mughal India 1556-1750 AD.
- Srivastava, A.L., The Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co.
- Majumdar, R.C. (Ed.), *The History and Culture of the Indian People,* Bharatiya Vidya Bhavan. Vols. I–V. Bombay, 1960–66.
- भारद्वाज, दिनेश, मध्यकालीन भारतीय सभ्यता एवं संस्कृति, कैलाश प्रकाशन, भोपाल।
- पाण्डेय, अवध बिहारी, पूर्व मध्यकालीन भारत, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Chopra, P.N., Puri, B.N., Das, M.N., A social, cultural and economic history of India vol. II.
- Kesavan Velutha: Political Structure of Early Medieval South India.
- Kulke, Herman (cd.), the State in India (1000-1700), New York and Delhi, Oxford University Press.
- Nigan, S.B.P., Nobility under the Sultans of Delhi, Delhi, Munsiram Manoharlal, (1968).
- Majumdar, R.C., Raychaudhuri, H.C., and Datta, K.K., *An Advanced History of India*, (London, 1961; 3rd edition, Delhi, 1973)
- Roy, S.C., Dynastic History of Northern India, Calcutta, Calcutta University Press, 1935.
- S.A.A. Rizvi, Muslim Revivalist Movements in Northern India during 16th and 17th Century.
- Sharma, S.R., Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan, 2005.
- Singh, Dilbag, Structure of Rural Society in Medieval India.
- Tara Chanda., Influence of Islam on Indian Culture.
- Yadav, B.N.S., Society and Culture in North India in the 12th Century. India. Radha Prakashan.
- Chattopadhyay: The making of Early Mediaeval India, Oxford University Press.
- ईश्वरी प्रसाद, मध्यकालीन भारत।
- वर्मा, हरिश्चन्द्र, मध्यकालीन भारत भाग–1(750–1540 ई0), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वी0 के0 जैन, सूफी मत और हिन्दी साहित्य।
- तारा चंद्र, अनुवादक सुरेश मिश्र, भारतीय संस्कृति पर इस्लाम का प्रभाव, ग्रंथ शिल्पी प्रकाशन दिल्ली।
- मीनाक्षी खन्ना, मध्यकालीन भारत का सांस्कृतिक इतिहास, ओरिएंट ब्लैक स्वान।

Suggested Online Links:

- **https://ndl.iitkgp.ac.in**f
- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-III
Undergraduate Diploma in History

Undergraduate Diploma in History		
Programme: Undergraduate Diploma in History	**Year: II**	**Semester: III** **Paper: DSE**
Subject: History	**Eligibility Criteria** **Undergraduate Certificate in History**	**Pre-requisites of the course (if any)** **Nil**
Course: DSE	**Course Title: History of the World (Mid15th Century to 1648 AD)**	
Course Outcomes: This paper is designed to develop an understanding of the emergence of the modern world. It aims to acquaint the students to the main developments related to the period under study. The student will be able to identify and analyze the major socio-economic and political changes that changed the world during the period under study.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Lectures
Unit I	**Decline of Feudalism:** different manifestations of feudalism: economic, political and cultural. Rise of Capitalism – Interpretations and transition debate. Changing social and economic structure.	**12**
Unit II	**Expanding Horizons** **A.** Renaissance and Reformation–challenges to the old beliefs, cultural and religious transformation and transition towards modern age. **B.** Role of a printing press. Religion as a source of social and inter-state wars- the Thirty Years War (1618-1648). **C.** Debate on the nature of The Thirty Years War and the importance of Treaty of Westphalia of 1648.	**16**
Unit III	**The Rise of Centralized States** Absolutist monarchies in England, France, Spain, Russia, the Ottoman Empire and the Manchu or Qing Empire in China.	**16**
Unit IV	**Expansion of Europe** **A.** Explorations and decline of Europe. Discoveries and the creation of early colonial empires in America and the West Indies, Asia and Africa. Reasons for trans-oceanic trade, the nature of colonial empires and the global impact. Migrations and slavery. **B.** Decline of Mediterranean economy and the rise of Altantic Coast.	**16**

Essential Readings

- Maurice Dobb, Studies in the Development of Capitalism.
- Paul M.Sweezy, Modern Capitalism and Other Essays.
- Arvind Sinha, Europe in Transition, From Feudalism to Industrialization, Delhi, 2010.
- Rise of the Modern West, IGNOU, BHIC – 108 (also available in Hindi), 2021.
- पार्थ सारथी गुप्ता, यूरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- देवेश विजय(संपादक), यूरोपीय संस्कृति(1400–1800 ई0), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वर्मा, लाल बहादुर, आधुनिक विश्व का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Rodney Hilton, The Transition from Feudalism to Capitalism.
- T.S. Aston, The Brenner Debate: Agrarian Structure and Economic Development.
- Arvind Sinha, Sankranti Kaleen Europe, Samantwad se Audhyogik Kranti tak(in Hindi).
- Bailey C.A., The Birth of Modern World.
- Bronoski Jacob & Bruce Mazlish, Western Intellectual tradition.
- J.H Perry, The Establishment of the European Hegemony 1415-1715.
- K.R.G.Nair& Romey Borges, Discovering French Canada, Allied Publishers, 2002.
- Robert Black (ed.), Renaissance Thought: A Reader, London. 2001.
- Peter Burke, The Italian Renaissance: Culture and Society in Italy, Princeton, 1999.
- Evan Cameron, The European Reformation, Oxford, 1991.
- Alister E. McGrath, Reformation Thought, N.Y. 1987.
- Lyle N. McAlister, Spain and Portugal in the New World, 1493-1700, OUP, 1984.
- G.V.Scammell, The First Imperial Age, European Overseas Expansion, 1400-1750, London, 1989.
- W.H Macntill, History of the World.
- Palmer. R.R., A History of Modern World.
- Ralph Davis, The Rise of the Atlantic Economies, New York, 1973.
- J.N. Roberiz, Pelican History of the World.
- A.J Stavaranos: History of the Modern World Since 1500.
- Christopher Hill, From Reformation to Industrial Revolution.
- Merry E. Wiesner, Women and Gender in Early Modern Europe, CUP,1993.
- K.R.G. Nair& Romey Borges, Discovering French Canada, Allied Publishers, 2002.
- पार्थ सारथी गुप्ता, ब्रिटेन का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- पार्थ सारथी गुप्ता, आधुनिक पश्चिम का उदय, हिन्दी माध्यम कार्यान्वयन निदशालय, दिल्ली।
- देवेश विजय, फ्रांसीसी क्रांति के सांस्कृतिक पहलू, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

Suggested Online Links:

- **https://ndl.iitkgp.ac.in**
- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-III

Undergraduate Diploma in History

Undergraduate Diploma in History		
Programme: Undergraduate Diploma in History	**Year: II**	**Semester: III** **Paper: GE**
Subject: History	**Eligibility Criteria** **Undergraduate Certificate in History**	**Pre-requisites of the course (if any)** **Nil**
Course: GE	**Course Title: Cultural Relations between India and South-East Asia**	

Course Outcomes: Upon completing the "Cultural Relations between India and South east Asia" course, students will demonstrate a nuanced understanding of the historical, linguistic, artistic, and religious connections between India and South east Asia. They will analyze the transmission of Indian cultural elements such as language, literature, architecture, and religion to South east Asia, as well as the reciprocal influences of South east Asian cultures on India. Moreover, students will critically evaluate the significance of these cultural interactions in shaping the identities and civilizations of the regions, fostering appreciation for their shared heritage and interconnected histories.

Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	Geographical background of Southeast Asia and routes from India to Southeast Asia.	**15**
Unit II	Indian Cultural Expansion in Southeast Asia: Case Studies of Burma, Siam, Champa, and Kamboj **A.** Entry and Spread of Buddhism in Burma (Myanmar) **B.** Indian Colonies and Cultural Transmission in Siam (Thailand) **C.** Indian Influence in Champa (Vietnam) **D.** Indian Cultural Legacy in Kamboj (Cambodia)	**18**
Unit III	**A.** Propagation of Indian Culture in Swarnadweepa (Indonesia), Indo-Javanese literature. **B.** Indian Art: Angkorvat, Borobudur, Ananda Temple.	**15**
Unit IV	Maritime connections from 16th to 18th century.	**12**

Essential Readings

- Fredrick, Temples and Sculpture of South-East Asia.
- Majumdar, R.C., Ancient Indian Colonies in the Far East.
- Sarkar, H. B., Indian Influence on the Literature of Java and Bali.
- May, R.L., The Buddhist Art of Siam.
- Lal, B.B., Earliest Civilization of South Asia.
- Ding Chiang Hai, Europe and South East Asia, Contemporary South East Asia Vol 2 No. 4, 1981. , pp. 323–31. Rapson, E.J. (Ed.), *The Cambridge History of India. Vol. I.*, New Delhi, 1968.
- Coedes, George. The Indianized States of South East Asia. Honolulu, East-West Centre Press, 1968.
- Hall, D.G.E. A History of South East Asia. 3rd edn., London, 1968.
- Le May, R. *The Culture of South-East Asia.* London, 1954.
- Majumdar, R.C. *Ancient Indian Colonies in the Far East.* Vol. 1, Champa, Lahore, 1927; Vol. 2, Suvarnadvipa, 2 parts, Dacca, 1937-38.
- Majumdar, R.C., History of the Hindu Colonization and Hindu Culture in South-East Asia. Jabalpur, University of Jabalpur, 1970.
- Majumdar, R.C., *Hindu Colonies in the Far East.* Calcutta, 1963
- Nilakanta Sastri, K.A. South Indian Influences in the Far East. Bombay, 1949.
- Sarkar, H.B. Indian Influences on the Literature of Java and Bali. Calcutta, 1934.
- Sastri, K.A.N., South Indian Influences in the Far East., Bombay, 1949.

General Readings

- Ranson, Philip S, The Art of South-East Asia.
- Charterji, B.R., Indian Cultural influence in Cambodia.
- Harbi, G. E., A History of Burma.
- Charterji and Chakraborti, India and Java.
- Peter Boomgard, the frontiers of fear: The Malaya World.
- Lach Donald, Van Cley, Edwin., Asia in the making of Europe, Vol 3, A Century of Advance Trade, Missions,
- Literature Southeast Asia, Chicago University Press, 1993.

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- **https://ndl.iitkgp.ac.in**
- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state operated universities/MOOC platforms such as SWAYAM in India and abroad.

Suggested Continuous Evaluation Methods: Assignments, Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-IV
Undergraduate Diploma in History

Undergraduate Diploma in History		
Programme: Undergraduate Diploma in History	**Year: II**	**Semester: IV** **Paper: DSC**
Subject: History	**Eligibility Criteria** **Undergraduate Certificate in History**	**Pre-requisites of the course (if any)** **DSC Sem III**
Course: DSC	**Course Title: History of India (1526 AD to 1750 AD)**	
Course Outcomes: This paper is designed to provide the students with a firm basis for the understanding of the period 1526-1750. By discussing the nature of the social, political and religious foundations of Mughal India as a dynamic process, the student will acquire a multifaceted understanding of the factor that shaped state and society in the Mughal period and that were carried into the later colonial state.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Course**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ.. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Mughal India:** **A.** Sources of the Mughal Indian history. **B.** Mughal's Polity and Achievements.	**15**
Unit II	Administration and Land Revenue System of Sher Shah Suri and the Mughals.	**10**
Unit III	Maratha's: Polity, Administration and Achievements.	**19**
Unit IV	**A.** Decline and disintegration of the Mughals. **B.** Colonial Power up to 1750.	**16**

Essential Readings

- Chandra, Satish, Essays on Medieval Indian History, Oxford University Press, new Delhi. 2003.
- Chattopadhaya, B.D., The making of early Medieval India, Oxford University press, New Delhi, 2003.
- Chopra, P.N., Puri, B.N., Das, M.N., A social, cultural and economic history of India vol. II.
- H. Siddiqui, Some Aspects of Afghan Despotism.
- Irfan Habib (ed.), Madhya Kaleen Bharat, (in Hindi), 13 Volumes.

- S.A.A. Rizvi, Muslim Revivalist Movements in Northern India during 16th and 17th Century.
- Prasad, Ishwari, Medieval India (English or Hindi Version), Delhi, Indian Press.
- R.P. Tripathi, The Rise and Fall of the Mughal Empire, vol-2.
- Srivastava, A.L., The Delhi Sultanate (English or Hindi Version), India, Shivlal Agarwal & Co.
- Tara Chanda, Influence of Islam on Indian Culture.
- Sarkar, Jadunath, *Military History of India Administration*, M.C. Sarkar & Sons, 1960.
- Sarkar, Jadunath, *Mughal Administration*, M.C. Sarkar & Sons, 1920.
- Sarkar, Jadunath, History of Aurangzeb, 5 Vols, Bombay, 1974.
- Sarkar, Jadunath, Fall of the Mughal Empire, 4 Vols, Calcutta, 1964.
- Sarkar, Jadunath, Shivaji & His Times, Calcutta, 1961.
- Sarkar, Jagdish Narain, Studies in Economic Life in Mughal India, Delhi, 1975
- ईश्वरी प्रसाद, मध्यकालीन भारत।
- भारद्वाज, दिनेश, मध्यकालीन भारतीय सभ्यता ,वं संस्कृति, कैलाश प्रकाशन, भोपाल।
- चन्द्र, सतीश, उत्तर मुगलकालीन भारत, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Irfan Habib, The Agrarian System of Mughal India 1556-1750 AD.
- Kesavan Veluthat: Political Structure of Early Medieval South India.
- Kulke, Herman (cd.), the State in India (1000-1700), New York and Delhi, Oxford University Press.
- Nigan, S.B.P., Nobility under the Sultans of Delhi, Delhi, Munsiram Manoharlal, (1968).
- Roy, S.C., Dynastic History of Northern India, Calcutta, Calcutta University Press, 1935.
- Sharma, S.R., Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan, 2005.
- Singh, Dilbag, Structure of Rural Society in Medieval India.
- Yadav, B.N.S., Society and Culture in North India in the 12th Century. India. Radha Prakashan.
- B. Chattopadhyay: The making of Early Mediaeval India, Oxford University Press.
- M. Athar Ali, Mughal Nobility under Aurangzeb.
- Bakshi, S. R. & Sharma, Sri Kant, The Great Marathas – 5, Marathas: The Administrative System, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000
- Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.
- Gordon, Stewart, Marathas, Marauders, and State Formation in Eighteenth Century India, Oxford University Press, Delhi, 1994.
- Sen, Sailendra Nath, Anglo- Maratha Relations 1785 – 96, MacMillan, Delhi, 1974. Sinha, H. N., Rise of the Peshwas, The Indian Press Ltd., Allahabad, 1931.
- Srinivasan, C. K., Bajirao I, The Great Peshwa, Asia Publishing House, Bombay, 1961.
- Wink, Andre, Land and Sovereignty in India – Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya, Orient Longman, Hyderabad, 1986.
- Anirudh Deshpande, Muphid, The Rise and Fall of A Brown Water Navy, Aakar Books
- पाण्डेय, अवध बिहारी, पूर्व मध्यकालीन भारत, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वर्मा, हरिशचन्द्र, मध्यकालीन भारत भाग–2 (1540–1761 ई0), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वी0 के0 जैन, सूफी मत और हिन्दी साहित्य।
- तारा चंद्र, अनुवादक सुरेश मिश्र, भारतीय संस्कृति पर इस्लाम का प्रभाव, ग्रंथ शिल्पी प्रकाशन दिल्ली।
- मीनाद्वगी खन्ना, मध्यकालीन भारत का सांस्कृतिक इतिहास, ओरिएंट ब्लैक स्वान।

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- https://archive.org
- https://ignou.ac.in
- www.cec.nic.in

Suggested equivalent online courses:

IGNOU &other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

This course can be opted as an elective by the students of the following subjects:

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-IV
Undergraduate Diploma in History

Undergraduate Diploma in History		
Programme: Undergraduate Diploma in History	**Year: II**	**Semester: IV** **Paper: DSE**
Subject: History	**Eligibility Criteria** **Undergraduate Certificate in History**	**Pre-requisites of the course (if any)** **DSE Semester III**
Course: DSE	**Course Title: History of the World (1648AD- 1815 AD)**	
Course Outcomes: This paper is designed to develop an understanding of the causes of revolutions and its immediate impact on the making of a European political order. It will focus on the factors responsible for the beginning of Human rights, liberty and freedom. It explains the changes in human thoughts and behaviour that the French Revolution brought about. The student will be able to learn about the rise of the reformation movement. It will enable the students to compose an effective narration that analyses of the history of Western world. They will be able to evaluate how the history of the early western civilization forms the current political, cultural and social history of Europe in the 17th to 19th Century.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**A.** The rise of the Bourgeoisie, socio-economic changes and the English Civil War **B.** Political parties, parliamentary opposition to the despotic monarchy, the Glorious Revolution (1688). **C.** Creation of Constitutional Monarchy in Britain- its background, nature and Consequences, Intellectual, political and cultural currents.	**15**
Unit II	**A.** American Revolution –causes- economic issues, ideology, importance of pamphlets and printed material- nature and Consequences. **B.** Declaration of the Rights of the British Americans (1774) and the social basis of the new Republic	**15**
Unit III	**A.** French Revolution: Enlightenment writings and the French Revolution (1789-1799): main stages, popular participation, revolutionary ideology and radical action.	**15**

	B. French Revolution: Historiography and divergent perspectives on causes and nature and impact. Women's role in the revolution. Napoleon Bonaparte- his foreign policy and administrative achievements.	
Unit IV	**A.** The Rise of Modern Science: From Mercantilism to Laissez-faire trade policies and colonial rivalry during the 18th century. **B.** Agrarian and Industrial Revolutions- causes, nature and consequences.	**15**

Essential Readings

- Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi).
- Alfred Cobban, Social Interpretation of the French Revolution.
- Car, E.H. (1948), International Relations between two world wars (1919-1939), Delhi.
- Bailey C.A., The Birth of Modern World.
- Palmer. R.R., A History of Modern World.
- Panikkar K.M, Asia and Western Dominance.
- Stavaranos. A.J.: History of the Modern World Since 1500.
- पार्थ सारथी गुप्ता, यूरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- देवेश विजय(संपादक), यूरोपीय संस्कृति(1400–1800 ई0), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वर्मा, लाल बहादुर, आधुनिक विश्व का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- जैन एंड माथुर, विश्व का इतिहास।

General Readings

- Basil Davidson, Modern Africa**:** A Social and Political History.
- Benns, F. Lee, Europe since 1914.
- Ralph Davis, The Rise of the Atlantic Economies.
- Bronoski Jacob & Bruce Mazlish, Western Intellectual tradition.
- J.H Perry, The Establishment of the European Hegemony 1415-1715.
- K.R.G.Nair& Romey Borges, Discovering French Canada, Allied Publishers, 2002.
- Ketelbey, C.D.M, A History of Modern Times (English or Hindi).
- Lowe, Nornmon, Mastering Modern World History.
- Macntill W.H, History of the World.
- Ralph Davis, The Rise of the Atlantic Economies.
- Ralph Davis, The Rise of the Atlantic Economies, New York, 1973.
- Roberiz. J.M: Pelican History of the World.
- WallerstineEmmanuel: Modern World System.
- Carla Hesse, The Other Enlightenment: How the French Women Became Modern.
- J.H Perry, The Establishment of the European Hegemony 1415-1715.
- पार्थ सारथी गुप्ता, यूरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- देवेश विजय(संपादक), यूरोपीय संस्कृति(1400–1800 ई0), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वर्मा, लाल बहादुर, आधुनिक विश्व का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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- **https://ndl.iitkgp.ac.in**
- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

This course can be opted as an elective by the students of the following subjects:

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-IV
Undergraduate Diploma in History

Undergraduate Diploma in History		
Programme: Undergraduate Diploma in History	**Year II**	**Semester: IV Paper: GE**
Subject: History	**Eligibility Criteria** **Undergraduate Certificate in History**	**Pre-requisites of the course (if any)** **Nil**
Course: GE	**Course Title: History of Tribes in Uttarakhand**	
Course Outcomes: This paper is designed to identify the major tribal groups of Uttarakhand and explain their geographic distribution and demographic characteristics and describe the cultural, linguistic, and economic features that distinguish the tribal communities of Uttarakhand. It will further emphasise on defining folk culture and evaluating its significance in the socio-cultural framework of Uttarakhand. It will further let us understand the scope and interdisciplinary nature of folk culture studies, especially in relation to history, anthropology, and literature.		
Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	Introduction to the Tribes of Uttarakhand and its Salient Features.	**20**
Unit II	Introduction and Scope of Folk Culture.	**10**
Unit III	Folk Festivals, Folk Music and Folk Dance.	**20**
Unit IV	Tribe-British Relations and Tribal Resistance.	**10**

Essential Readings

- Pahar Journal, All Volumes.
- Dr. Dinesh Chandra Baluni, the Cultural Heritage of Uttarakhand.
- Dr. S.C. Bhatt, Gopal Bhargava, Uttarakhand; Land and People.
- G.D. Bhatt, S.P. Chamoli, Kumaon, The Land and the People.
- Ajay S. Rawat, Garhwal Himalaya; A Study in Historical Perspective.
- डा0 शिवचंद सिंह रावत, आर्थिक इकाई के रुप में उत्तराखंड के मंदिरों का ऐतिहासिक अध्ययन (जनपद चमोली के संदर्भ में), समय साक्ष्य प्रकाशन देहरादून।
- डा0 योगेश धस्माना, उत्तराखंड में जन–जागरण और आंदोलनों का इतिहास, बिंसर पब्लिशिंग, देहरादून।

- पांडे, बद्रीदत्त, कुमाऊॅ का इतिहास, शक्ति प्रेस, अल्मोड़ा, 1937।
- सनवाल, आर0डी0, सोसियल स्ट्रेटीफिकेशन इन ःरल कुमाऊॅ, आक्सफोर्ड यूनिवर्सिटी प्रेस, लंदन, 1978।

General Readings

- H.G. Walton, British Garhwal Gazetteer.
- Brijmohan Mamgain, History of Freedom Movement in Garhwal Himalayas.
- मजूमदार, डी0, न0, रेसेज एंड कल्चर ऑफ इंडिया, एशिया पब्लिकेशन हाउस, नई दिल्ली।
- दिनकर, रामधारी सिंह, संस्कृति के चार अध्याय।
- पंत,स0डी0, द सोसियल इकोनॉमी ऑफ द हिमालयाज।
- परमार, वाई0,स0, पौली;ड्री इन द हिमालयाज।
- पांडे, त्रिलोचन, कुमाऊॅनी भाषा और उसका साहित्य, अल्मोड़ा बुक डिपो, 1982।
- पांगती, रामसिंह, जोहार का इतिहास व वंशावली, सीमांत सांस्कृतिक संगठन, नई दिल्ली, 1980।
- पन्नालाल, हिंदू कस्टमरी लॉ ऑफ कुमाऊॅ, इलाहाबाद, 1920।
- प्रेमी, विश्वम्भर सहाय, हिमालय में भारतीय संस्कृति, चैतन्य प्रकाशन कानपुर।
- डबराल, उत्तराखंड के भोतांतिक, वीरगाथा प्रकाशन दोगडा, गढ़वाल।
- डबराल, शिवप्रसाद, उत्तराखंड का इतिहास, वीरगाथा प्रकाशन दोगडा, गढ़वाल।
- प्रो0 जन्तवाल कैड़ा सावित्री, कुमाऊँ की महिलाओं का राष्ट्रीय संग्राम तथा स्थानीय जन–आन्दोलनों में योगदान (बीसवीं शताब्दी में) मल्लिका बुक्स नई दिल्ली।
- डा0 सुरेन्द्र सिंह बिष्ट, हिमालय में उपनिवेशवाद और पर्यावरण, ट्रांसमीडिया प्रकाशन, श्रीनगर, गढ़वाल।

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- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and abroad

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-V
Bachelor of History

Bachelor of History		
Programme: Bachelor of History	**Year: III**	**Semester: V Paper DSC**
Subject: History	**Eligibility Criteria** **Undergraduate Diploma in History**	**Pre-requisites of the course (if any)** **DSC Sem IV**
Course: DSC	**Course Title: History of India from 1750 AD to 1857 AD**	
Course Outcomes: The students will be able to trace the British Colonial expansion in the political contexts of mid-eighteenth to mid-nineteenth-century India. They will learn about the changes in society, politics, religion, and economy during this period. They will also acquire knowledge about the transition of India into a colonized society and economy.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Course**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**	
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	18th Century Debate, Expansion and Consolidation of East India Company- Bengal, Mysore, Marathas, Punjab and Gorkhas. Subsidiary Alliance.	**12**
Unit II	Economic Changes- Land Revenue, Deindustrialization and Commercialization.	**12**
Unit III	Popular Resistance of company's rule- Peasant and Tribal Movements.	**12**
Unit IV	Socio-Religious Reform Movements: Raja Ram Mohan Rai, Ishwar Chandra Vidya Sagar and Young Bengal Movement.	**12**
Unit V	Indian Uprising of 1857: Causes, Nature and Consequences.	**12**

Essential Readings

- Bipan Chandra and other, India's Struggles for Independence.
- Bipan Chandra, Rise and Growth of Economic Nationalism in India.
- C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
- Dadabhai Naroji, Poverty and Un-British Rule in India.
- David Arnold and Ramchandra Guha, eds., Nature, Culture and Imperialism.

- R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.
- Suhash, Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.
- ग्रोवर, बी0,ल0, यशपाल, आधुनिक भारत का इतिहास, एस चन्द्र एण्ड कम्पनी लि0, नई दिल्ली।
- शुक्ल, राम लखन, आधुनिक भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- A.R. Desai, Peasant Struggles in India.
- Amiya Bagchi, Private Investment in India.
- Dharma Kumar and Tapan Raychaudhuri, eds., the Cambridge Economic History of India, Vol. II.
- J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India.
- P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
- R.P. Dutt, India today.
- Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India.
- Sekhar, Bandopadhyya, Plassey to Partition, Orient BlackSwan (Hindi & English).
- मोईनुद्दीन हसन खॉ, अनुवादक अब्दुल हक, गदर–1857(ऑखों देखा विवरण) हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- चन्द्र, बिपिन, आधुनिक भारत में सांप्रदायिकता, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गुप्ता, डी0,न0, अनुवाद, भारत की बदलती उत्पादन प्रणालियाँ हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state operated universities/MOOC platforms such as SWAYAM in India and abroad.

This course can be opted as an elective by the students of the following subjects: Open for all

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-V
Bachelor of History

Bachelor of History		
Programme: Bachelor of History	**Year: III**	**Semester: V** **Paper- DSE**
Subject: History	**Eligibility Criteria** **Undergraduate Diploma in History**	**Pre-requisites of the course (if any)** **DSE Semester IV**
Course -DSE	**Course Title: History of The World (1815 AD – 1914 AD)**	
Course Outcomes: This Course will impart knowledge to the students regarding the political transformations of the modern world that took place from the 18th century till the end of 1945. The students will be acquainted with political organization and agreements to counter the conflict between two parties to prevent the any possible political crisis. Students will know about the thought of aggressive Nationalism how it leads to imperialism at the end it turned into world war. The course will impart knowledge on the economic developments of the period in an analytic way.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**From Reaction to Revolutions** **A.** Metternich system. **B.** The July Revolution of 1830. **C.** Revolutions in 1848.	**12**
Unit II	**Liberalism and reforms in England** **A.** Social unrest for parliamentary reforms based on new theory of Liberalism in England- Reform Acts between 1832 and 1918. **B.** The rise of radical political groups of workers and the Chartist Movement, American Civil War (1861-1865). **C.** Opium Wars (1839-1860) and the Revolution of 1911.	**18**
Unit III	**Discourse on Nationalism** **A.** Nation-States and the factors promoting nationalism.	**12**

	B. Process and stages of national unification of Italy and Germany and the contributions of Cavour and Bismarck. **C.** The impact Nationalism on European politics.	
Unit IV	**Rise of Financial Capitalism and Colonialism** **A.** Growth of industrial and financial capitalism and socio-economic development. **B.** Theories and practice of Colonialism and Imperialism in Asia and Africa. **C.** Colonial and imperial rivalry and the coming of the First World War. **D.** The First World War- Strategies, new warfare and chief battles.	**18**

Essential Readings

- Anthony Wood, History of Europe, 1815 to 1960.
- Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi).
- Bailey C.A., The Birth of Modern World.
- Hayes, C.J.H., A Political and Cultural History of Europe, 1830 to 1839.
- J. Evans, The Foundations of a Modern State in 19th Century Europe.
- J.H Perry, The Establishment of the European Hegemony 1415-1715.
- देवेश विजय (संपादक), यूरोपीय संस्कृति(1400–1800 ई0), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वर्मा, लाल बहादुर, आधुनिक विश्व का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- जैन एवं माथुर, विश्व का इतिहास।

General Readings

- Basil Davidson, Modern Africa**:** A Social and Political.
- Benns, F. Lee, Europe since 1914.
- C.M. Cipolla, Fontana Economic History of Europe.
- E.J. Hobsbawm, The Age of Revolution.
- Hartly, G M.S., Short History of International Affairs 1920-1939.
- James Joll, Europe since 1870.
- K.R.G. Nair & Romey Borges, Discovering French Canada, Allied Publishers, 2002.
- Langasm. W.C. World Since 1919, Surjeet Publication.
- Parker, R.A.C., Europe (1919-1945).
- पार्थ सारथी गुप्ता, यूरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- पार्थ सारथी गुप्ता, ब्रिटेन का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- पार्थ सारथी गुप्ता, आधुनिक पश्चिम का उदय, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- देवेश विजय, फ्रांसीसी क्रांति के सांस्कृतिक पहलू, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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- **https://epustakalay.com**
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Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-V
Bachelor of History

Bachelor of History		
Programme: Bachelor of History	**Year: III**	**Semester: V** **Paper: GE**
Subject: History	**Eligibility Criteria** **Undergraduate Diploma in History**	**Pre-requisites of the course (if any)** **Nil**
Course: GE	**Course Title: Women in Indian History**	
Course Outcomes: The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarised with the theoretical reflections on the study of women's issues concerning the latest research in the field. The course seeks to make students reflect on the specificity of women's issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.		
Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**	
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Exploring Aspects of the History of Women in India** **A.** Understanding Gender **B.** Patriarchy, Patrilocality, Patriliny, and Matriarchy, Matrilocality and Matriliny	**12**
Unit II	**Women in Ancient India** **A.** Evolution of Patriarchy in Early India **B.** Women and work: voices from Sangam Corpus.	**18**
Unit III	**Women in Medieval India** **A.** Politics of the Harem and Public Sphere **B.** Women Queens and Bhaktas: Case Studies of Razia Sultan, Queen Kittur Chennamma and Mira Bai.	**15**
Unit IV	**Women in Modern India** **A.** Debates on Women's Education: Women's Participation in the Indian National Movement **B.** Partition, Refugee Women and Rehabilitation.	**15**

Essential Readings

- Bhasin, Kamla. (2000). Understanding Gender. New Delhi: Women Unlimited.
- Ramaswamy, Vijaya. (2000). "Aspects of Women and Work in Early South India.
- Lal, Ruby. (2005). Domesticity and Power in the Early Mughal World. New York:
- Cambridge Studies in Islamic Civilization. (Ch. 5 and 7), pp. 103-139 and 176-213.
- Shah, Shalini. (2012). "Patriarchy and Property", in The Making of Womanhood: Gender Relations in the Mahabharata, Revised Edition. Delhi: Manohar, pp. 32-62.
- Roy Kumkum (2018). "Introduction" in Beyond the Woman Question, Reconstructing Gendered Identities in Early India. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).
- Kumar, Radha. (1997). A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India. 1800-1990. Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].

General Readings

- Mukta, Parita (1994). Upholding the Common Life: The Community of Mirabai Delhi: Oxford University Press. pp. 19-45
- Forbes, Geraldine. (1996). Women in Modern India. Cambridge: Cambridge University Press, pp. 10- 31, 121-156.
- Gupta, Charu. (Ed.). (2012). Gendering Colonial India: Reforms, Print, Caste and Communalism. Delhi: Orient Blackswan, [Introduction].
- Menon, Ritu and Kamla Bhasin. (1998). Borders & Boundaries. Delhi: Kali for Women, pp. 3-29.
- Bokhari, Afshan. (2012). "Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India". in John Curry and Erik Ohlander (eds.). Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200– 1800.Oxon: Routledge.
- Habib, Irfan. (2000). "Exploring Medieval Gender History". IHC 61st Session, Symposia Paper No.23, Calicut. pp. 263-75.
- Sharma, Sunil. (2009). "From ʿĀʾesha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women". Journal of Persianate Studies vol. 2, pp. 148-64.
- Basu, Aparna. (2003). Mridula Sarabhai, A Rebel with a Cause. Oxford: Oxford University Press. (Ch.8, "Recovery of Abducted Women", pp. 133-146).
- Mishra, Yuthika. (2015). "Indian Women's Movement in the 20th Century: Resistance or Reaction". Proceedings of Gender Issues. 5th Annual Conference, Nalanda.

IGNOU &other centrally/state operated universities/MOOC platforms such as SWAYAM.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-V
Bachelor of History

Bachelor of History		
Programme: Bachelor of History	**Year: III**	**Semester: V** **Paper: Project/ Field Survey**
Subject: History	**Eligibility Criteria** **Undergraduate Diploma in History**	**Pre-requisites of the course (if any)** **Nil**
Course: Project	**Course Title: Project/ Field Survey**	
Credits: 4	**Project**	
Max. Marks: As per Univ. rule **No. of Hours: 60**	**Min. Passing Marks: As per Univ.. rule**	

Course Outcomes:

- The students will learn about research proposal, hypotheses, questionnaire, report writing, citations, references and bibliography.
- It will help the students in developing a research temperament and experiential learning.

Unit	Topic	No. of Hours
UNIT 1	Preparation of a research proposal. Framing of objectives. review of literature. designing of a questionnaire step in report writing. format of the research report. footnote and endnote. rules for citations & references. bibliography writing methods. use of tables and graphs in a report.	**15**
UNIT 2	Report writing / Case study on topics allotted by the department under the supervision of the faculty.	**45**

Essential Readings

- Authur Marwick, Nature of History (In Hindi Itihas ka Swaroop, Translated by Lal Bahadur Verma, Granth Shilpi.)
- Arthur Marwick, The New nature of History, Macmillan Education, UK.
- B. Sheik Ali, History: Its Theory and Method, Macmillan
- Sharma, Manoj, Research Methodology, Anmol Publications, New Delhi, 2004.
- Kothari, C.R.: Research Methodology.
- R.N. Trivedi & D.P. Shukla: Research Methodology (in Hindi).
- G.L Jain., Adhunik Shodh Pranali, Shri Niwas Publication.

Semester-VI
Bachelor of History

Bachelor of History		
Programme: Bachelor of History	**Year: III**	**Semester: VI** **Paper: DSC**
Subject: History	**Eligibility Criteria** **Undergraduate Diploma in History**	**Pre-requisites of the course (if any)** **DSC Sem V**
Course: DSC	**Course Title: History of India from 1858 AD to 1950 AD)**	
Course Outcomes: This paper is designed to develop an understanding of historical developments in India during colonial rule. The understanding of the process of domination and resistance in this phase of the colonial era shall enhance the student's awareness about modern India. By studying various strands of the freedom movement, students will be able to appreciate this phase of India's past.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Course**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**	
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Post-1857 Uprising and Early Nationalist Movements-** **A.** Post-Indian Uprising changes in Polity and Administration, Queen's Proclamation 1858, Act of 1861. **B.** Emergence of Nationalistic Fervor-initial Stages.	**10**
Unit II	**Political Movements and Developments** **A.** Birth of Indian National Congress, Moderates and Extremists, **B.** Partition of Bengal, Swadeshi and Boycott Movement, Surat Split. **C.** Lucknow pact, Home Rule League Movement. **D.** Impact of World War I on Indian Independence Movement.	**12**
Unit III	**Gandhi's Arrival and the Growth of Mass Movements** **A.** Arrival of Gandhi and Early Nationalist Movement. **B.** Rowlett Satyagraha & Jallianwala Bagh Massacre, Non-Cooperation and Khilafat Movement, Swaraj Party. **C.** Simon Commission; Civil Disobedience Movement, Gandhi-Irwin Pact; Communal Award; RoundTable Conferences.	**12**
Unit IV	**Revolutionary National Movements** **A.** Rise of Revolutionary Movements- Kakori Case, Lahore Conspiracy, Gadar Party.	**14**

	B. Peasants and Depressed Classes Movements. **C.** Quit India Movement, Subhas Chandra Bose and INA.	
Unit V	**The Struggle for Independence and Partition** **A.** Rise of communal strife-Muslim League. **B.** Cripps Mission and Cabinet Mission. **C.** India's Independence and Partition.	**12**

Essential Readings

- A.R. Desai, Peasant Struggles in India.
- Amiya Bagchi, Private Investment in India.
- Bipan Chandra and others, India's Struggles for Independence.
- Bipan Chandra, Rise and Growth of Economic Nationalism in India.
- C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
- Dadabhai Naroji, Poverty and Un-British Rule in India.
- David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.
- Sekhar, Bandopadhyya, Plassey to Partition, Orient BlackSwan (Hindi & English).
- शुक्ल, राम लखन, आधुनिक भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- मोईनुद्दीन हसन खॉ, अनुवादक अब्दुल हक, गदर–1857(ऑखों देखा विवरण) हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- चन्द्र, बिपिन, मुखर्जी, मृदुला– मुखर्जी, आदित्य, आजादी के बाद का भारत, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली।

General Readings

- Dharma Kumar and Tapan Raychaudhuri, eds., the Cambridge Economic History of India, Vol. II.
- J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India.
- P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
- R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.
- R.P. Dutt, India today.
- Sumit Sarkar Modern India 1885 1947, Macmillan publication, 1983.
- Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India.
- Suhash, Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.
- चन्द्र, बिपिन, आधुनिक भारत में सांप्रदायिकता, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- चन्द्र, बिपिन, मुखर्जी, मृदुला, मुखर्जी, तथा अन्य, भारत का स्वतंत्रता संघर्ष–, हिन्दी माध्यम कार्यान्वयन निदेशालय दिल्ली।
- गुप्ता, डी0,न0, अनुवाद, भारत की बदलती उत्पादन प्रणालियाँ हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ग्रोवर, बी0,ल0, यशपाल, आधुनिक भारत का इतिहास, ,स चन्द्र एण्ड कम्पनी लि0, नई दिल्ली।

Suggested Online Links:

- **https://ndl.iitkgp.ac.in**
- **https://epustakalay.com**

- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:
IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.
This course can be opted as an elective by the students of following subjects:
Open for all.
Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VI

Bachelor of History

Bachelor of History		
Programme: Bachelor of History	**Year: III**	**Semester: VI** **Paper: DSE**
Subject: History	**Eligibility Criteria** **Undergraduate Diploma in History**	**Pre-requisites of the course (if any)** **DSE Semester V**

Course: DSE	**Course Title: History of the World (1914AD – 1945AD)**

Course Outcomes: This Course will impart knowledge to the students regarding the causes of world war and its social, Economic and Political consequences. Students will be acquainted with the Awakening of Japan and China. Students will able to analyze the ideology of Fascism and Nazism and its impact on worldwide. Students will be able to know about the political transformations of the modern world that took place from the 18th century till the end of 1945 focusing on the change and continuity over time and space. The course will impart knowledge on the economic developments of the period in an analytic way.

Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Course**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**The First World War –Major events: political, economic development** **A.** Women and war. Redrawing of territorial boundaries, disintegration of the Turkish Empire League of Nations and its failure in 1930s. **B.** Bolshevik Revolution- the two revolutions of of March and November 1917. **C.** Internal challenges under Lenin (1917-1924) and USSR under Stalin (1924-1953). Assessment of the Russian Revolution.	**16**
Unit II	**Economic and Political and Social crisis between the two World Wars:** **A.** Modern technology, mass media and cultural achievements- science, art movements, architecture, music, theatre, cinema and leisure. **B.** Weimar Republic in German democratic Constitution, Political parties and parliamentary democracy, economic recovery, social tensions and cultural achievements. **C.** The Great Depression of 1929 and the New Deal. German expansion and the policy of appeasement by Britain and France. **D.** Science, technology, mass media and cultural developments.	**16**
Unit III	**Developments in China and Japan:** **A.** Defeat of Chiang Kai-shek's faction and the communists' by Mao Zedong.	**16**

	B. Rise of Mao Zedong, the Long March and, the ultimate triumph of the Communists in 1949. **D.** Japan as world power and militarism: The rise of militarism in Japan, annexation of Manchuria and invasion on China, participation in World War II and bombing of USA naval base in Pearl Harbour in 1941. **E.** Emergence of the USA as a global power and its significance in world history.	
Unit IV	Emergence of New Ideologies– **A.** Fascism and Nazism and World War 2. **B.** Nazi and Facist state. **C.** Victory of Allied Powers and shaping of New World Order.	**12**

Essential Readings

- Anthony Wood, History of Europe, 1815 t0 1960 (1983).
- Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi).
- Bailey C.A.: The Birth of Modern World.
- Basil Davidson, Modern Africa: A Social and Political History,3d edn. London /New Jersey: Addison ñ Wesley, 1995.
- Hayes, C.J.H. A Political and Cultural History of Europe. 1830-1839.
- J. Evans: The Foundations of a Modern State in 19th Century Europe.
- J.H. Perry, The Establishment of the European Hegemony 1415-1715.
- वर्मा, लाल बहादुर, आधुनिक विश्व का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- जैन एवं माथुर, विश्व का इतिहास।

General Readings

- Benns, F. Lee: Europe since 1914.
- C.M. Cipolla: Fontana Economic History of Europe, Volume II the Present (1981).
- Christopher Hill, From Reformation to Industrial Revolution.
- E.J. Hobsbawn: The Age of Revolution.
- Hartly, G M.S. (1950), Short History of International Affairs 1920-1939. New York.
- James Joll, Europe since 1870.
- K.R.G. Nair & Romey Borges, Discovering French Canada, Allied Publishers, 2002.
- Langasm. W.C. World Since 1919, Surjeet Publication.
- Parker, R.A.C.: (1969). Europe (1919-1945) London, Weidenliekl and Nicolson.
- Ralph Davis, The Rise of the Atlantic Economies.
- T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815-1871].
- Taylor, A.J.P. (1961), Origin of the Second World War.
- Parker, R.A.C., Europe (1919-1945).
- पार्थ सारथी गुप्ता, आधुनिक पश्चिम का उदय, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- देवेश विजय, फ्रांसीसी क्रांति के सांस्कृतिक पहलू, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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- **https://epustakalay.com**

- **https://archive.org**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VI
Bachelor of History

Bachelor of History		
Programme: Bachelor of History	**Year: III**	**Semester: VI** **Paper: GE**
Subject: History	**Eligibility Criteria** **Undergraduate Diploma in History**	**Pre-requisites of the course (if any)** **Nil**
Course: GE	**Course Title: History of Freedom Struggle in Uttarakhand**	

Course Outcomes: Upon completing the "Freedom Struggle in Uttarakhand" course, students will comprehend the historical context, key events, and significant figures involved in the region's fight for independence from colonial rule. They will analyze the socio-economic, political, and cultural factors that influenced the freedom movement in Uttarakhand, and evaluate its impact on shaping the region's identity and aspirations. Additionally, students will develop critical thinking skills to assess the legacy and relevance of the freedom struggle in contemporary Uttarakhand society.

Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	Press in Uttarakhand from Beginning to 1947.	**15**
Unit II	Kumaun Parishad and Freedom Fighters of Uttarakhand **A.** Kuli Begar, Dola Palki Movement, Kumaun Parishad: Formation, objectives, and contributions to the freedom struggle. Political activities and social reforms under the Kumaun Parishad. **B.** Prominent Freedom Fighters of Uttarakhand.	**15**
Unit III	Uttarakhand and National Movements and other Associations: **A.** Role of Uttarakhand on Rowlett Act, Non-Cooperation Movement, Civil Disobedience Movement, Individual Satyagrah, Quit India Movemnent. **B.** Role of Uttarakhand in INA.	**15**
Unit IV	Women of Uttarakhand and the Indian National Movement.	**15**

Essential Readings

- Pahar Journal, All Volumes.
- Dr Dinesh Chandra Baluni, the Cultural Heritage of Uttarakhand.
- Ajay S. Rawat, Garhwal Himalaya; A Study in Historical Perspective.

- Brijmohan Mamgain, History of Freedom Movement in Garhwal Himalayas.
- प्रो0 जन्तवाल कैड़ा सावित्री, कुमाऊँ की महिलाओं का राष्ट्रीय संग्राम तथा स्थानीय जनदृआन्दोलनों में योगदान (बीसवीं शताब्दी में) मल्लिका बुक्स नई दिल्ली।
- डा0 योगेश धस्माना, उत्तराखंड में जन–जागरण और आंदोलनों का इतिहास, बिंसर पब्लिशिंग, देहरादून।

General Readings

- Dr S.C. Bhatt, Gopal Bhargava, Uttarakhand; Land and People.
- G.D. Bhatt, S.P. Chamoli, Kumaon, The Land and the People.
- H.G. Walton, British Garhwal Gazetteer.
- मजूमदार, डी0,न0, रेसेज एंड कल्चर ऑफ इंडिया, एशिया पब्लिकेशन हाउस, नई दिल्ली।
- दिनकर, रामधारी सिंह, संस्कृति के चार अध्याय।
- पंत, ,स0डी0 द सोसियल इकोनॉमी ऑफ द हिमालयाज।
- परमार, वाई0,स0, पौलीएंड्री इन द हिमालयाज।
- पांडे, बद्रीदत्त, कुमाऊँ का इतिहास, शक्ति प्रेस, अल्मोड़ा, 1937।
- पांडे, त्रिलोचन–कुमाऊँनी भाषा और उसका साहित्य, अल्मोड़ा बुक डिपो, 1982।
- पांगती, रामसिंह, जोहार का इतिहास व वंशावली, सीमांत सांस्कृतिक संगठन, नई दिल्ली, 1980।
- पन्नालाल, हिंदू कस्टमरी लॉ ऑफ कुमाऊँ, इलाहाबाद, 1920।
- प्रेमी, विश्वम्भर सहाय, हिमालय में भारतीय संस्कृति, चैतन्य प्रकाशन कानपुर।
- सनवाल, आर0डी0, सोसियल स्ट्रेटीफिकेशन इन ःरल कुमाऊँ, आक्सफोर्ड यूनिवर्सिटी प्रेस, लंदन, 1978।
- डबराल, उत्तराखंड के भोतांतिक, वीरगाथा प्रकाशन दोगडा, गढ़वाल।
- डबराल, शिवप्रसाद, उत्तराखंड का इतिहास, वीरगाथा प्रकाशन दोगडा, गढ़वाल।
- डा0 सुरेन्द्र सिंह बिष्ट, हिमालय में उपनिवेशवाद और पर्यावरण, ट्रांसमीडिया प्रकाशन, श्रीनगर, गढ़वाल।
- डा0 शिवचंद सिंह रावत, आर्थिक इकाई के रुप में उत्तराखंड के मंदिरों का ऐतिहासिक अध्ययन (जनपद चमोली के संदर्भ में), समय साक्ष्य प्रकाशन देहरादून।

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- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and abroad.

Semester-VI
Bachelor of History

Bachelor of History		
Programme: Bachelor of History	**Year: III**	**Semester: VI** **Paper: Project/ Field Survey**
Subject: History	**Eligibility Criteria** **Undergraduate Diploma in History**	**Pre-requisites of the course (if any)** **Nil**
Course: Project	**Course Title: Project/ Field Survey**	
Credits: 4	**Project**	
Max. Marks: As per Univ. rule **No. of Hours: 60**	**Min. Passing Marks: As per Univ. rule**	

Course Outcomes:

- The students will learn about methodologies, types of research and their approaches.
- Understanding Primary and secondary data collection techniques and identification of research gaps.

Unit	Topic	No. of Hours
UNIT 1	Understanding research methodologies. Method of Primary and secondary data collection – Books, Archives Analytical Operations (Heuristics -External Criticism, Authenticity of a Document, Forgery, etc.; Hermeneutics Internal Criticism, Positive and Negative Interpretative Criticism)	**15**
UNIT 2	Report writing / Case study on topics allotted by the department under the supervision of the faculty.	**45**

Essential Readings

- Authur Marwick , Nature of History (In Hindi Itihas ka Swaroop, Translated by Lal Bahadur Verma,Granth Shilpi.)
- Arthur Marwick, The New nature of History, Macmillan Education, UK.
- B. Sheik Ali, History: Its Theory and Method, Macmillan
- Sharma, Manoj, Research Methodology, Anmol Publications, New Delhi, 2004.
- Kothari, C.R.: Research Methodology.
- R.N. Trivedi & D.P. Shukla: Research Methodology (in Hindi).
- G.L Jain., Adhunik Shodh Pranali, Shri Niwas Publication.

List of all Papers in VII, VIII, IX & X Semester of Bachelor's of History with Research and Master's in History

Semester-wise Titles of the Papers in History

There shall be two specialized groups namely:-

- Ancient Indian History Group
- Medieval and Modern Indian History Group

Student need to choose one of the above-mentioned groups at the beginning of the VII Semester of Bachelor Research in Faculty and Master's Faculty. Thereafter student shall remain in the chosen group throughout the succeeding semesters and will not be permitted to change the group in any case. Student shall have to opt for the same group in all the further semesters as have been specified.

Semester-VII
Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VII Paper: DSC**
Subject: History	**Eligibility Criteria** Bachelor of History	**Pre-requisites of the course (if any)** Bachelor of History
Course: DSC	**Course Title: Historiography: Sources and Early Trends**	
Course Outcomes: The paper aims to acquaint the students with the nature and emergence of historical thought in India as well as the West. Besides, it shall help the student form a view of the nature of historical discourse and its various manifestations.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Course**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**	
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	History: Meaning, Nature, Objective, Scope and its relationship with other disciplines.	**15**
Unit II	Historical Tradition: Herodotus. Thucydides, Tacitus, St. Augustine and Ibn Khaldun.	**20**
Unit III	Itihasa and Purana Tradition.	**15**
Unit IV	Historical ideas in early Buddhist and Jain literature.	**10**

Essential Readings

- E.H. Carr, What is History?, Penguin publication, 2008.
- Marc Bloch, The Historian's Craft, Manchester University Press, 2004.
- G.J. Renier, History**:** Its Purpose and Method, Allen and Unwin,1961.
- W.H. Walsh, Philosophy of History: An Introduction.
- R.F. Atkinson, Knowledge and Explanation in History, Macmillan publication, 1978.
- W.H. Dray, (Ed), Philosophical Analysis and History, Harper and Row,1966.
- Patrick Gardiner, The Nature of Historical Explanation, OUP,1968.
- R.G. Collingwood, The Idea of History, Hespereides Press,2008.
- Christopher Lloyd, The Structures of History, Blackwell Press.

- ई श्रीधरन, 500 ई पू से सन् 2000 तक, इतिहास–लेख एक पाठ्य पुस्तक, ओरियंट ब्लैक स्वॉन।
- आर्थर मारविक अनु0 लाल बहादु रवर्मा, इतिहास का स्वरुप, ग्रंथ शिल्पी।

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- **https://ndl.iitkgp.ac.in**
- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

This course can be opted as an elective by the students of following subjects:

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VII

Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	Year: IV	Semester: VII Paper-DSE-1 (Ancient Group)
Subject: History	Eligibility Criteria Bachelor of History	Pre-requisites of the course (if any) Bachelor of History

Course: DSE-1	Course Title: Political History of India (600 BC- 320 AD)

Course Outcomes: This paper is designed to develop an understanding of Political formations in India during the period under study. The student will form an understanding of the emergence of the state, administration and other related aspects of polity in various parts of India during the period under review.

Credits: 4	Lecture No. of Hours-60	Discipline-Specific Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	Rise of Magadha, Republics during the age of the Buddha and their administration.	10
Unit II	**Mauryas: Rise, Expansion, and Decline** **A.** Sources, rise of Chandragupta, His conquests and empire. **B.** Bindusar. **C.** Asoka- Character, Policies and achievements. **D.** Decline of the Mauryas. **E.** Mauryan administration.	20
Unit III	**Post Mauryan Kingdoms** **A.** Sungas and Kanvas, Kharavela of Kalinga. **B.** Satavahanas- rise of Satavahans, GautamiputraSatakarni, and Political condition of Dakshinapatha under Satavahans. **C.** Kushanas: rise of Kushanas: Kanishka.	20
Unit IV	**Indo-Greek invasion-** Menander. Saka Kshatrapas of Western India.	10

Essential Readings

- Agrawal, D.P., The Archaeology of India.
- Basham, A.L., The Wonder that was India.
- Kosambi, D.D., Culture and Civilization of Ancient India.
- Majumdar, R.C., Raychaudhuri, H.C., and Datta, K.K., *An Advanced History of India*, (London, 1961; 3rd edition, Delhi, 1973).
- Majumdar, R.C., *The Classical Accounts of India.*, Calcutta, 1960.
- R.S Sharma, India's Ancient Past.
- Ray, H.P., Monastery and Guild India in Historical Outline.
- Thapar, Romila, Ashoka and the Decline of the Mauryas, 1997.
- Thapar, Romila, History of Early India.
- Raychaudhuri, H.C., Commentary by B. N. Mukherjee, Political History of Ancient India Ed. VIII, Oxford University Press, 1997.
- Chattopadhyaya, Sudhakar, *The Sakas in India*, 2nd edn., Santiniketan, Visva Bharati, 1967.
- Rostovtzeff, M. I., *The Social and Economic History of the Hellenistic World*, Oxford, 1941.Nilakantha Sastri, K. A. (ed.), *The Age of the Nandas and Mauryas*, Varanasi, 1952.
- Bongard-Levin, G., *Mauryan India*, Delhi, 1985.
- शर्मा, रामशरण, प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- झा, द्विजेन्द्र नारायण एवं श्री माली, कृष्णमोहन, प्राचीन भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, पूर्वकालीन भारत (प्रारम्भ से 1300 ई0 तक), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Reading

- Chakrabarti, D.K., Archaeology of Ancient Indian Cities.
- Jaiswal, Suvira., Caste: Origin, Function and Dimensions.
- Jha, D.N., Ancient India in Historical Outline (1998 edn.)
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India, (stone age to the 12th Century), Pearson Publication.
- Singh, Upinder, Discovery of Ancient India: Early archaeologist and the beginnings of archaeology
- Yazdani, G. Early History of Deccan.
- शर्मा, रामशरण, भारत में आर्यो का आगमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव–, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–2, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, आर्य संरचना का पुनर्गठन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गार्डन, डी0 ,च0,भारतीय संस्कृति की प्रागैतिहासिक पृष्ठभूमि, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गोपाल शरण, प्रागतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- सर मार्टिमर व्हीलर, पृथ्वी से पुरातत्व, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

- चानना, देवराज– प्राचीन भारत में दास प्रथा, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses: IGNOU &other centrally/state operated universities/MOOC platforms such as SWAYAM in India and abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VII
Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester VII Paper: DSE-2 (Ancient Group)**
Subject: History	**Eligibility Criteria** **Bachelor of History**	**Pre-requisites of the course (if any)** **Bachelor of History**
Course: DSE-2	**Course Title: Society and Culture of India (Up to 320 AD.)**	
Course Outcomes: This paper is designed to provide the students with a firm basis for the understanding of the socio-cultural formations in ancient India. By discussing the nature of the social, religious and cultural aspects of India's ancient past, the student will acquire a multifaceted understanding of the factors that shaped society and culture in the period under review.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Elective**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ.. rules**	
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Society and Culture-** **A.** Indus society, Early Vedic Society, Later Vedic Society, Mauryan and Pre-Gupta Period **B.** Varnasrama Dharma, Marriage system, Sanskaras, Caste system and Education system.	**20**
Unit III	Status of Women in Ancient India.	**5**
Unit IV	Origin and development of Buddhism and Jainism.	**15**
Unit V	**Art, Architecture and Literature** **A.** Art and Architecture: Harappan, Mauryan, Sunga-Santvahana, Kushana, Mathura, Gandhara Art and Amravati **B.** Development of language and literature: Pali, Prakrit and Sanskrit	**20**

Essential Readings

- Kosambi, D.D., Culture and Civilization of Ancient India.
- R.S Sharma, India's Ancient Past.
- Basham, A.L., The Wonder that was India.

- Chakrabarti, D.K., Archaeology of Ancient Indian Cities.
- Jha, D.N., Ancient India in Historical Outline (1998 edn.)
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India, (Stone Age to the 12th Century), Pearson Publication
- शर्मा, रामशरण, प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- झा, द्विजेन्द्र नारायण एवं श्री माली, कृष्णमोहन, प्राचीन भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, पूर्वकालीन भारत (प्रारम्भ से 1300 ई0 तक), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Jaiswal, Suvira., Caste: Origin, Function and Dimensions.
- Ray, H.P., Monastery and Guild India in Historical Outline.
- Agrawal, D.P., The Archaeology of India.
- Singh, Upinder,. Discovery of Ancient India: Early archaeologist and the beginnings of archaeology.
- Thapar, Romila, Ashoka and the Decline of the Mauryas, 1997.
- Thapar, Romila, History of Early India.
- Yazdani, G. Early History of Deccan.
- शर्मा, रामशरण, भारत में आर्यो का आगमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव–, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–2, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, आर्य संरचना का पुनर्गठन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गार्डन, डी0 ,च0,भारतीय संस्कृति की प्रागैतिहासिक पृष्ठभूमि, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गोपाल शरण, प्रागतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- सर मार्टिमर व्हीलर, पृथ्वी से पुरातत्व, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- चानना, देवराज– प्राचीन भारत में दास प्रथा, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VII
Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	Year: IV	Semester: VII Paper –DSE-1 Medieval & Modern Group
Subject: History	Eligibility Criteria Bachelor of History	Pre-requisites of the course (if any) Bachelor of History
Course: DSE- 1	Course Title: Political and Economic History of Medieval India (1206 A.D. -1526 A.D.)	
Course Outcomes: The students will be able to trace the major developments in the political and economic domain in the period 1206 AD- 1526 AD. It helps the student to survey the transformation of political and economic institutions in medieval India in the context of the period under study. They will learn about the factors related to the changes in society and the economy during this period.		
Credits: 4	Lecture No. of Hours-60	Discipline Specific Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Delhi Sultanate: Advent and Expansion** **A.** Background: Islam in India; Arab and Turk invasions. Beginnings of Delhi Sultanate; Slave dynasty. **B.** State and sovereignty in the Sultanate period. Administration and military system under Sultanate. **C.** Expansion of Sultanate: Khilji and Tughlaq dynasties. Decline of Sultanate: Sayyad and Lodi dynasties.	18
Unit II	**A** Decline of Sultanate **B**. Invasion of Timur; its consequences.	12
Unit III	Vijayanagar Empire and Bahmani Empire: Polity and Economy.	12
Unit IV	Agrarian system; revenue administration, Trade and commerce, small industries and artisans, Taxation, Transport and Irrigation.	18

Essential Reading:

- Chandra, Satish, Essays on Medieval Indian History, Oxford University Press, New Delhi. 2003.
- Chattopadhyay, B.D., The making of early Medieval India, Oxford University press, New Delhi. 2003.

- Irfan Habib, The Agrarian System of Mughal India 1556-1750 AD.
- Kesavan Veluthat: Political Structure of Early Medieval South India.
- Majumdar, R.C., Raychaudhuri, H.C., and Datta, K.K., *An Advanced History of India*, (London, 1961; 3rd edition, Delhi, 1973
- S.A.A. Rizvi, Muslim Revivalist Movements in Northern India during 16th and 17th Century.
- Singh, Dilbag, Structure of Rural Society in Medieval India.
- Tara Chanda, Influence of Islam on Indian Culture

- पाण्डेय, अवध बिहारी, पूर्व मध्यकालीन भारत, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

- वर्मा, हरिश्चन्द्र, मध्यकालीन भारत भाग–1(750–1540 ई0), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

- भारद्वाज, दिनेश, मध्यकालीन भारतीय सभ्यता एवं संस्कृति, कैलाश प्रकाशन, भोपाल।

- ईश्वरी प्रसाद, मध्यकालीन भारत।

General Readings

- Chopra, P.N., Puri, B.N., Das, M.N., A social, cultural and economic history of India vol. II.
- H. Siddiqui, Some Aspects of Afghan Despotism.
- Irfan Habib (ed.), Madhya Kaleen Bharat, (in Hindi), 13
- Kulke, Herman (cd.), the State in India (1000-1700), New York and Delhi, OxfordUniversity Press.
- Nigan, S.B.P., Nobility under the Sultans of Delhi, Delhi, MunsiramManoharlal, (1968).
- Roy, S.C., Dynastic History of Northern India, Calcutta, Calcutta University Press, 1935.
- Yadav, B.N.S., Society and Culture in North India in the 12th Century.
- B. Chattopadhyay, The Making of Early Mediaeval India.

- तारा चंद्र, अनुवादक सुरेश मिश्र, भारतीय संस्कृति पर इस्लाम का प्रभाव, ग्रंथ शिल्पी प्रकाशन दिल्ली।

- मीनाक्षी खन्ना, मध्यकालीन भारत का सांस्कृतिक इतिहास, ओरिएंट ब्लैक स्वान।

Suggested Online Links:

- **https://ndl.iitkgp.ac.in**
- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

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IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VII
Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	Year: IV	Semester: VII Paper DSE-2 (Medieval & Modern Group)
Subject: History	Eligibility Criteria Bachelor of History	Pre-requisites of the course (if any) Bachelor of History
Course: DSE-2	Course Title: Society and Culture of India (1206 A.D.-1750A.D.)	

Course Outcomes: This paper is designed to develop an understanding of Society and Culture of India from 1206 AD to 1750 AD. The students will be able to understand the religious movements such as Bhakti and Sufi movements and understand their impact on medieval Indian society and culture. This will enable students to understand the role of art, architecture, music, and painting in shaping the cultural landscape evolution of languages and literature during medieval India and understand the impact of these cultural expressions on society of medieval India. The students will also be able to undersatnd the status of women in medieval India and understand the impact of religion, caste, and social structures on their roles and rights.

Credits: 4	Lecture No. of Hours-60	Discipline Specific Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	Socio-religious movement: Bhakti and Sufi Movements.	10
Unit II	Art, Architecture, and Music in Medieval India.	20
Unit III	Education, Languages and Literature in Medieval India.	15
Unit IV	Society and Religion in Medieval India.	15

Essential Readings

- Chandra, Satish, Essays on Medieval Indian History, Oxford University Press, and New Delhi. 2003.
- Chattopadhaya, B.D., The making of early Medieval India, Oxford University press, New Delhi. 2003.
- Chopra, P.N., Puri, B.N., Das, M.N., A social, cultural and economic history of India vol. II.
- Irfan Habib (ed.), Madhya Kaleen Bharat, (in Hindi), 13 Volumes.
- Irfan Habib, The Agrarian System of Mughal India 1556-1750 AD.
- Kesavan Veluthat: Political Structure of Early Medieval South India.
- Singh, Dilbag, Structure of Rural Society in Medieval India.

- Tara Chanda., Influence of Islam on Indian Cultur
- भारद्वाज, दिनेश, मध्यकालीन भारतीय सभ्यता एवं संस्कृति, कैलाश प्रकाशन, भोपाल।
- ईश्वरी प्रसाद, मध्यकालीन भारत।

General Readings

- H. Siddiqui, Some Aspects of Afghan Despotism.Nigan, S.B.P., Nobility under the Sultans of Dellhi, Delhi, Munshiram Manoharlal, (1968).
- Kulke, Herman (cd.), the State in India (1000-1700), New York and Delhi, Oxford University Press.
- Roy, S.C., Dynastic History of Northern India, Calcutta, Calcutta University Press, 1935.
- S.A.A.Rizvi, Muslim Revivalist Movements in Northern India during 16th and 17th Century.
- Yadav, B.N.S., Society and Culture in North India in the 12th Century.
- B. Chattopadhyay, The making of Early Mediaeval India
- तारा चंद्र, अनुवादक सुरेश मिश्र, भारतीय संस्कृति पर इस्लाम का प्रभाव, ग्रंथ शिल्पी प्रकाशन दिल्ली।
- पाण्डेय, अवध बिहारी, पूर्व मध्यकालीन भारत, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वर्मा, हरिश्चन्द्र, मध्यकालीन भारत भाग–1(750–1540 ई0), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VII
Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VII Paper DSE-3 (For both groups)**
Subject: History	**Eligibility Criteria** Bachelor of History	**Pre-requisites of the course (if any)** Bachelor of History
Course: DSE-3	**Course Title: History of Uttarakhand (Up to Chand Period)**	
Course Outcomes: This paper is designed to develop an understanding of the History of Uttarakhand (Up to Chand Period). Students will be able to understand and analyse the historical development in the History of Uttarakhand and will gain knowledge of the cultural, social, and political aspects of Uttarakhand up to the Chand period. Students will be able to identify and discuss key figures and events that shaped the history of Uttarakhand. The students will be able to critically analyse primary sources, such as historical texts and artefacts, to gain a deeper understanding of the history of Uttarakhand upto the Chand Period. The students will also be able to compare and contrast the history of Uttarakhand with the larger historical context of India.		
Credits: 4	**Lecture No. of Hours-60**	**(For both groups)**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**A.** Sources of the History of Uttarakhand. **B.** Prehistoric period of Uttarakhand.	**14**
Unit II	Uttarakhand Kingdoms- **A.** Uttarakhand under the Kunindas, Paurava Varmans. **B.** Uttarakhand under the Katyuris.	**16**
Unit III	Post-Katyuri Uttarakhand: Chands and Panwars.	**12**
Unit IV	Society of Uttarakhand.	**18**

Essential Readings

- Pahar Journal, All Volumes.
- Dr. Dinesh Chandra Baluni, the Cultural Heritage of Uttarakhand.
- Dr. S.C. Bhatt, Gopal Bhargava, Uttarakhand; Land and People.

- G.D. Bhatt, S.P. Chamoli, Kumaon, The Land and the People.
- Ajay S. Rawat, Garhwal Himalaya; A Study in Historical Perspective.
- पांडे, बद्रीदत्त, कुमाऊँ का इतिहास, शक्ति प्रेस, अल्मोड़ा, 1937।
- प्रेमी, विश्वम्भर सहाय, हिमालय में भारतीय संस्कृति, चैतन्य प्रकाशन कानपुर।
- सनवाल, आर0डी0, सोसियल स्ट्रेटीफिकेशन इन ःरल कुमाऊँ, आक्सफोर्ड यूनिवर्सिटी प्रेस, लंदन, 1978।
- डबराल, उत्तराखंड के भोतांतिक, वीरगाथा प्रकाशन दोगडा, गढ़वाल।
- डबराल, शिवप्रसाद, उत्तराखंड का इतिहास, वीरगाथा प्रकाशन दोगडा, गढ़वाल।

General Readings

- मजूमदार, डी0,न0, रेसेज एंड कल्चर ऑफ इंडिया, एशिया पब्लिकेशन हाउस, नईदिल्ली।
- पंत, एस0डी0,द सोसियल इकोनॉमी ऑफ द हिमालयाज।
- परमार, वाई0,स0, पौलीएंड्री इन द हिमालयाज।
- पांडे, त्रिलोचनदृकुमाऊँनी भा'ाा और उसका साहित्य, अल्मोड़ा बुक डिपो, 1982।
- पांगती, रामसिंह, जोहार का इतिहास व वंशावली, सीमांत सांस्कृतिक संगठन, नई दिल्ली, 1980।
- पन्नालाल, हिंदू कस्टमरी लॉ ऑफ कुमाऊँ, इलाहाबाद, 1920।
- प्रेमी, विश्वम्भर सहाय, हिमालय में भारतीय संस्कृति, चैतन्य प्रकाशन कानपुर।
- प्रो0 जन्तवाल कैड़ा सावित्री, कुमाऊँ की महिलाओं का राष्ट्रीय संग्राम तथा स्थानीय जन–आन्दोलनों में योगदान (बीसवीं शताब्दी में) मल्लिका बुक्स नई दिल्ली।

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Semester-VII
Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VII** **Paper: GE-1**
Subject: History	**Eligibility Criteria** **Bachelor of History**	**Pre-requisites of the course (if any)** **Nil**

Course:GE-1	**Course Title: Religious Thought in Ancient India**

Course Outcomes: Upon completing the course "Religious Thoughts in Ancient India," students will demonstrate a thorough understanding of the diverse religious philosophies and practices prevalent in ancient Indian society. They will analyze the foundational concepts of Hinduism, Buddhism, Jainism, and other indigenous belief systems, examining their historical development, key texts, rituals, and philosophical tenets. Moreover, students will critically evaluate the interplay between religion, society, and politics, and its lasting impact on Indian culture and civilization.

Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	Formation of religious ideas in early India.	**12**
Unit II	Vedas, Upanishads and Vedanta.	**12**
Unit III	Six Schools of Indian Philosophy.	**12**
Unit IV	Jainism, Buddhism.	**12**
Unit V	Heterodox sects and other beliefs (Animism, Totemism, Agnosticism).	**12**

Essential Readings

- A.K. Warder, *Outline of Indian Philosophy.*, Delhi, 1971.
- Sue Hamilton, Indian Philosophy: A Very Short Introduction.
- Bhandarkar, R.G., *Vaishnavism, Saivism and Minor Religious Systems.*, Strasbourg, 1913.
- Vasudha Dalmia, The Oxford History of Hinduism.
- Jaiswal, Suvira, Caste: Origin, Function and Dimensions.
- Kosambi, D.D., Culture and Civilization of Ancient India.
- R.S Sharma, India's Ancient Past.
- Richard King, Indian Philosophy: An Introduction.
- Rapson, E.J. (Ed.), The Cambridge History of India. Vol. I., New Delhi, 1968.

- Mysore Hiriyanna: The Essentials of Indian Philosophy.
- डॉ– सुरेन्द्र जैन, प्राचीन भारतीय धर्मशास्त्र।
- डॉ– रामशंकर त्रिपाठी, भारतीय दर्शन।
- प्रेमआर्य, उपनिषद (भामय सहित)।

General Readings

- Singh, Upinder. 2009. A History of Ancient and Early Medieval India, (stone age to the 12th Century) Pearson Publication.
- Kim Knott, Hinduism: A Very Short Introduction.
- Cornelia Dimmitt and J.A.B. Van Buitenen, Classical Hindu Mythology: A Reader in the Sanskrit Puranas
- Basham, A.L., The Wonder that was India.
- शर्मा, रामशरण, भारत में आर्यो का आगमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव–, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–2, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, आर्य संरचना का पुनर्गठन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गार्डन, डी0 ,च0,भारतीय संस्कृति की प्रागैतिहासिक पृष्ठभूमि, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VII

Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VII** **Paper: GE-2**
Subject: History	**Eligibility Criteria** **Bachelor of History**	**Pre-requisites of the course (if any)** **Nil**
Coursee:GE-2	**Course Title: Nationalism and Idea of Freedom in 20th century World**	
Course Outcomes: "Nationalism and the Idea of Freedom in the 20th Century World" course, students will understand the diverse manifestations of nationalism globally and its role in shaping movements for freedom and independence. They will analyze key events, ideologies, and leaders that influenced nationalist movements in various regions, including Asia, Africa, and Latin America. Moreover, students will critically evaluate the impact of nationalism on colonialism, imperialism, and the formation of post-colonial states, fostering a nuanced understanding of the complexities of freedom struggles in the 20th century.		
Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Concept of Nationalism in Europe-** **A.** Factors promoting national mobilization, social basis, and the process of integration and state. Empire and nation.	**14**
Unit II	**Imperialism and colonialism** **A.** From colonial expansion to imperialism. **B.** The role of capitalism and modern industrialization. Geographical framework.	**14**
Unit III	**National Movements: Indian and World Context-** **A.** National Movements in 19th-20th Century in India- changing nature of struggle and forms of protest. **B.** National Movements in Nigeria, Kenya, Congo, Angola & South Africa	**16**
Unit V	**Chinese Revolution-** **A.** ASun Yat Sen, May Fourth Movement. **B.** Mao Ze Dong and his Red Army's struggle against foreign imperialism and their final victory in1949. **C.** The impact of Marxism Thought & its global impact	**16**

Essential Readings

- Steven Grosby, Nationalism: A Very Short Introduction.
- J. A. Hobson, Imperialism: A Study.
- Karl Marx and Friedrich Engels, The Communist Manifesto.
- Gerard Prunier, Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe.
- पार्थ सारथी गुप्ता, आधुनिक पश्चिम का उदय, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- देवेश विजय, फ्रांसीसी क्रांति के सांस्कृतिक पहलू, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वर्मा, लाल बहादुर, आधुनिक विश्व का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- जैन एवं माथुर, विश्व का इतिहास।

General Readings

- Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, K.N. Panikkar, India's Struggle for Independence.
- Maurice Meisner, Mao's China and After: A History of the People's Republic.
- Bailey C.A., The Birth of Modern World.
- Basil Davidson, Modern Africa**:** A Social and Political History.
- J.H Perry, The Establishment of the European Hegemony 1415-1715.

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Semester-VII

Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	Year: IV	Semester: VII Paper: DISSERTATION
Subject: History	Eligibility Criteria Bachelor of History	Pre-requisites of the course (if any) Nil
Course: DISSERTATION	Course Title: Dissertation on Major/ Dissertation on Minor/ Academic Project/ Entrepreneurship	
Credits: 6	Dissertation	
Max. Marks: As per Univ. rule No. of Hours: 90	Min. Passing Marks: As per Univ. rule	

Course Outcomes:

After studying this course, the students will be able to:

- Develop advanced research skills in historical inquiry, including the ability to formulate historical research questions, design appropriate methodologies (such as archival research, primary source analysis, and historiographical approaches), gather and analyze historical data, and draw meaningful conclusions that contribute to the understanding of historical events, trends, and figures.
- Enhance critical thinking abilities through the evaluation and synthesis of existing historical literature, identifying gaps in current historical knowledge, and developing innovative approaches to interpreting historical sources. This includes critically analyzing different historiographical perspectives and considering the broader social, political, and cultural contexts of historical narratives.
- Cultivate an understanding of ethical considerations in historical research, including issues related to plagiarism, the responsible use of primary and secondary sources, the treatment of marginalized histories, and the ethical implications of historical interpretations. Ensuring integrity and responsibility in the representation of history is vital for maintaining scholarly rigor and respect for historical subjects.

Unit	Topic	No. of Hours
UNIT 1	Academic Project, Report writing / Case study on topics allotted by the department under the supervision of the faculty.	90

Essential Readings

- Authur Marwick , Nature of History (In Hindi Itihas ka Swaroop, Translated by Lal Bahadur Verma,Granth Shilpi.)
- Arthur Marwick, The New nature of History, Macmillan Education, UK.
- B. Sheik Ali, History: Its Theory and Method, Macmillan
- Sharma, Manoj, Research Methodology, Anmol Publications, New Delhi, 2004.
- Kothari, C.R.: Research Methodology.
- R.N. Trivedi & D.P. Shukla: Research Methodology (in Hindi).
- G.L Jain., Adhunik Shodh Pranali, Shri Niwas Publication.

Semester-VIII

Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VIII** **Paper: DSC**
Subject: History	**Eligibility Criteria** **Bachelor of History**	**Pre-requisites of the course (if any)** **Nil**
Course: DSC	**Course Title: Historiography: Issues and Approaches**	
Course Outcomes: The paper aims to familiarize the students with the nature and emergence of historical thought in India and the West. Besides, it shall help the student form a view of the nature of historical discourse and its various manifestations. The changes in the nature of historical writings and major historiographical interventions over the course of millennia shall be examined by the student.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Course**
Max. Marks: As per Univ. rule		**Min. Passing Marks: As per Univ. rule**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	Development of biographical literature in India upto 1200 A.D and Dynastic History -Kalhana.	**10**
Unit II	Amir Khusarau, Zia-ud-din Barni and Badauni.	**12**
Unit III	Trends in Modern European Historiography: Enlightenment and Romanticism.	**14**
Unit IV	**Various Approaches:** **A.** Positivist Historiography. **B.** Colonial Historiography. **C.** Nationalist Historiography. **D.** Marxist Historiography.	**24**

Essential Readings:

- E.H. Carr, What is History?, Penguin publication, 2008.
- Marc Bloch, The Historian's Craft, Manchester University Press, 2004.
- G.J. Renier, History**:** Its Purpose and Method, Allen and Unwin,1961.
- W.H. Walsh, Philosophy of History: An Introduction.
- R.F. Atkinson, Knowledge and Explanation in History, Macmillan publication, 1978.
- W.H. Dray (Ed.), Philosophical Analysis and History, Harper and Row,1966.

- Patrick Gardiner, The Nature of Historical Explanation, OUP,1968.
- R.G. Collingwood, The Idea of History, Hespereides Press,2008.
- Christopher Lloyd, The Structures of History, Blackwell Press.
- ई श्रीधरन, 500 ई प से सन् 2000 तक, इतिहास–लेख एक पाठ्य पुस्तक, ओरियंट ब्लैक स्वॉन।
- आर्थर मारविक अनु0 लाल बहादुर वर्मा, इतिहास का स्वरुप, ग्रंथ शिल्पी।

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Semester-VIII

Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VIII Paper DSE-1 (Ancient Group)**
Subject: History	**Eligibility Criteria** **Bachelor of History**	**Pre-requisites of the course (if any)** **DSE Semester VII Ancient Group**
Course: DSE-1	**Course Title: Economic History of India (600 BC- 320 AD)**	
Course Outcomes: The students will be able to trace the major developments in the economic domain in the period 600 BC- 320 AD. It helps the student to survey the transformation of economic institutions in Ancient India in the context of the period under study. They will learn about the factors related to the changes in the economy during this period and their impact on socio-political formations in ancient India.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Elective**
Max. Marks: As per Univ. rule		**Min. Passing Marks: As per Univ. rule**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Land and agriculture system-** **A.** Ownership; Survey and Measurements. **B.** Agriculture, Irrigation.	20
Unit III	Industry, Labour and Guild System.	15
Unit IV	Revenue and Monetary Systems in Medieval India.	15
Unit VI	Slavery system.	10

Essential Readings

- Agrawal, D.P., The Archaeology of India.
- Bose, A.N., Social and Rural Economy of Northern India. 2 vols., Calcutta, 1942–45.
- Jha, D.N., Ancient India in Historical Outline (1998 edn.)
- Kosambi, D.D., Culture and Civilization of Ancient India.
- Thapar, Romila, History of Early India
- Rapson, E.J. (Ed.), The Cambridge History of India. Vol. I., New Delhi, 1968.
- Sastri, K.A.N. (Ed.), *A Comprehensive History of India. Vol. II.*, Bombay, 195
- Bandyopadhyaya, N.C., *Economic Life and Progress in Ancient India.*, Calcutta, 1945.
- झा, द्विजेन्द्र नारायध एवं श्रीमाली, कृष्णमोहन, प्राचीन भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गोपाल शरण, प्रागैतहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- शर्मा, रामशरण, भारत में आर्यो का अ्रमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Basham, A.L., The Wonder that was India.
- Chakrabarti, D.K., Archaeology of Ancient Indian Cities.
- Ghoshal, U.N., Contributions to the History of the Hindu Revenue System., Calcutta, 1927–38
- Jaiswal, Suvira., Caste: Origin, Function and Dimensions.
- R.S Sharma, India's Ancient Past.
- Ray, H.P., Monastery and Guild India in Historical Outline.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India, (Stone Age to the 12th Century), Pearson Publication.
- Singh, Upinder. Discovery of Ancient India: Early archaeologist and the beginnings of archaeology.
- Thapar, Romila, Ashoka and the Decline of the Mauryas, 1997.
- Yazdani, G. Early History of Deccan.
- गार्डन, डी0 ,च0,भारतीय संस्कृति की प्रागैतिहासिक पृष्ठभूमि, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गोपाल शरण, प्रागतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- सर मार्टिमर व्हीलर, पृथ्वी से पुरातत्व, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- शर्मा, रामशरण, भारत में आर्यो का आगमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
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- थापर, रोमिला, आर्य संरचना का पुनर्गठन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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Semester-VIII

Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VIII** **Paper DSE-2** **(Ancient Group)**
Subject: History	**Eligibility Criteria** **Bachelor of History**	**Pre-requisites of the course (if any)** **DSE Semester VII** **Ancient Group**
Course: DSE-2	**Course Title: Society and Culture of India (320 A.D.- 1200 A.D.)**	
Course Outcomes: This paper is designed to provide the students with a firm basis for the understanding of the socio-cultural formations in ancient India. By discussing the nature of the social, religious and cultural aspects of India's ancient past, the student will acquire a multifaceted understanding of the factors that shaped society and culture in the period under review. The student shall be able to understand and explain the main contours of socio-cultural change in this particular period of Indian history.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Elective**
Max. Marks: As per Univ. rule		**Min. Passing Marks: As per Univ. rule**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Gupta Period-** **A.** Gupta Period: Nature of social change - Castes and Classes, Status of women. **B.** Art and Architecture of the Gupta period: Golden age; Ajanta and Ellora Art, Bagh Paintings; Rajput Art: Chandella and Rashtrakuta art; Pallava and Chola art.	**18**
Unit II	Renunciation, Shankaracharya and his philosophy.	**07**
Unit III	Sangam literature.	**10**
Unit IV	Nature of social change in Early medieval India- Castes and Classes.	**15**
Unit V	Society of early medieval India, Status of women in the early medieval India.	**10**

Essential Readings

- Agrawal, D.P., The Archaeology of India.
- Jha, D.N., Ancient India in Historical Outline (1998 edn.)
- Kosambi, D.D., Culture and Civilization of Ancient India.
- Thapar, Romila, History of Early India

- झा, द्विजेन्द्र नारायध एवं श्रीमाली, कृष्णमोहन, प्राचीन भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
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General Readings

- Basham, A.L., The Wonder that was India.
- Basham, A.L., ed., *A Cultural History of India*, Oxford, Clarendon Press, 1975
- Chakrabarti, D.K., Archaeology of Ancient Indian Cities.
- Jaiswal, Suvira., Caste: Origin, Function and Dimensions.
- R.S Sharma, India's Ancient Past.
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- Thapar, Romila, Ashoka and the Decline of the Mauryas, 1997.
- Yazdani, G. Early History of Deccan.
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- थापर, रोमिला, आर्य संरचना का पुनर्गठन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गोपाल शरण, प्रागतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
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- ठाकरान, आर0सी0, दत्त, शिव, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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in the course.

Semester-VIII

Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VIII** **Paper DSE-1** **Medieval & Modern Group**
Subject: History	**Eligibility Criteria** **Bachelor of History**	**Pre-requisites of the course (if any)** **DSE Semester VII Medieval & Modern Group**

Course: DSE- 1	**Course Title: Political and Economic History of Medieval India (1526 A.D.- 1750 A.D.)**

Course Outcomes: This paper is designed to develop an understanding of the Political and Economic History of the Mughals during 1526 A.D. to 1750 A.D. The students will be able to analyze the factors that contributed to the rise and fall of the Mughal Empire. They will be able to study the role of key figures such as Babur, Akbar, Aurangzeb, and others in shaping the history of the empire and to understand the impact of Mughal rule on the economy, culture, and society of the Indian subcontinent. The student will be able to learn the legacy of the Mughal Empire and its influence on modern India and will understand the Mughal Empire's relationship with other contemporary powers and its role in shaping Indian history. It will develop critical thinking and research skills through the examination of primary and secondary sources related to the Mughal Empire.

Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Elective**
Max. Marks: As per Univ. rule		**Min. Passing Marks: As per Univ. rule**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**A.** Sources of Mughal history, Condition of India on the eve of Mughal invasion. **B.** Foundation of Mughal Empire**:** Babar, Humaun. **C.** Sher shah Suri and his administration.	**16**
Unit II	**Mughal Empire:** **A.** Consolidation and expansion of Mughal Empire: Akbar, Jahangir, Shajahan, Aurangzeb. **B.** Mughal administration, military system, Mansabdari system. **C.** Religious policy of Mughals. **D.** Religious policy of Mughals.	**18**
Unit III	Deccan and North-Western policy of the Mughals. **Rise of Marathas-** Shivaji and Successors.	**14**

Unit IV	Agrarian, Irrigation, Revenue and Taxation system. Trade: Internal and External, commerce, Transport.	**12**

Essential Readings:

- Chandra, Satish, Essays on Medieval Indian History, Oxford University Press, New Delhi, 2003.
- Chopra, P.N., Puri, B.N., Das, M.N., A social, cultural and economic history of India vol. II.
- Majumdar, R.C., Raychaudhuri, H.C., and Datta, K.K., *An Advanced History of India*, (London, 1961; 3rd edition, Delhi, 1973)
- Irfan Habib (ed.), Madhya Kaleen Bharat, (in Hindi), 13 Volumes.
- Kesavan Veluthat: Political Structure of Early Medieval South India.
- Chattopadhaya, B.D., The making of early Medieval India, Oxford University Press, New Delhi, 2003.
- Sarkar, Jagdish Narain, Studies in Economic Life in Mughal India, Delhi, 1975.
- भारद्वाज, दिनेश, मध्यकालीन भारतीय सभ्यता एवं संस्कृति, कैलाश प्रकाशन, भोपाल।
- ईश्वरी प्रसाद, मध्यकालीन भारत।
- मीनाक्षी खन्ना, मध्यकालीन भारत का सांस्कृतिक इतिहास, ओरिएंट ब्लैक स्वान।

General Readings

- Shireen Moosvi, The Economy of the Mughal Empire.
- H. Siddiqui, Some Aspects of Afghan Despotism.
- Irfan Habib, The Agrarian System of Mughal India 1556-1750 AD.
- M. Athar Ali: Mughal Nobility under Aurangzeb.
- Kulke, Herman (cd.), The State in India (1000-1700), New York and Delhi, Oxford University Press.
- Nigan, S.B.P., Nobility under the Sultans of Delhi, Delhi, Munsiram Manoharlal, (1968).
- Roy, S.C., Dynastic History of Northern India, Calcutta, Calcutta University Press, 1935.
- S.A.A. Rizvi, Muslim Revivalist Movements in Northern India during 16th and 17th Century.
- Singh, Dilbag, Structure of Rural Society in Medieval India.
- Tara Chanda., Influence of Islam on Indian Culture.
- Yadav, B.N.S., Society and Culture in North India in the 12th Century.
- B. Chattopadhyay, The making of Early Mediaeval India.
- पाण्डेय, अवध बिहारी, पूर्व मध्यकालीन भारत, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वर्मा, हरिश्चन्द्र, मध्यकालीन भारत भाग–1(750–1540 ई0), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- भारद्वाज, दिनेश, मध्यकालीन भारतीय सभ्यता एवं संस्कृति, कैलाश प्रकाशन, भोपाल।
- ईश्वरी प्रसाद, मध्यकालीन भारत।

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- **https://archive.org**
- **https://ignou.ac.in**
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Suggested equivalent online courses:

IGNOU &other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VIII

Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VIII** **Paper-DSE-2** **Medieval & Modern Group**
Subject: History	**Eligibility Criteria** **Bachelor of History**	**Pre-requisites of the course (if any)** **DSE Semester VII Medieval & Modern Group**

Course : DSE-2	**Course Title: Economic History of Modern India (1750A.D - 1857A.D.)**

Course Outcomes: This paper is designed to develop an understanding of Economic History of Modern India from 1750 A.D. to 1857 A.D. It explains the role of trade, agriculture, and industry in shaping the economic landscape of India during the colonial period. It will enable the students to understand the economic policies and reforms implemented by the British government and their impact on the Indian economy during this period and to analyze the impact of British economic policies and practices on the Indian society, including the impact on the social, economic, and political status of different groups of people. The student will be able to learn the role of the Indian economy in the global economy during this period and its impact on the Indian society. They will be able to evaluate the economic concepts and theories to analyze historical events and their impact on the Indian economy.

Credits: 4	**Lecture No. of Hours-60**	**Medieval & Modern Group**
Max. Marks: As per Univ. rule		**Min. Passing Marks: As per Univ. rule**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	18th Century Debate; Indian Economy in the mid-18th Century. The British East India Company and its rule in Bengal& South Indi.	**15**
Unit II	**Revenue Systems and Their Impact on Land and Society** **A.** The Permanent Settlement, Ryotwari and Mahalwari systems: objectives, operation and impact. **B.** Commercialization of Indian Agriculture; Famines in India.	**12**
Unit IV	Deindustrialization and Decay of Indian manufacturing	**15**
Unit V	**A.** The Drain of wealth and its mechanism, magnitude and effects **B.** Internal and External Trade: Nature and Composition, Credit and Finance	**18**

Essential Reading:

- A.R. Desai, Peasant Struggles in India.
- Bipan Chandra, Rise and Growth of Economic Nationalism in India.

- C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
- David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.
- Dadabhai Naroji, Poverty and Un-British Rule in India.
- शुक्ल, राम लखन, आधुनिक भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ग्रोवर, बी0,ल0, यशपाल, आधुनिक भारत का इतिहास, एस चन्द्र एण्ड कम्पनी लि0, नई दिल्ली
- गुप्ता, डी0,न0, अनुवाद, भारत की बदलती उत्पादन प्रणालियाँ हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Amiya Bagchi, Private Investment in India.
- Bipan Chandra and others, India's Struggles for Independence.
- Dharma Kumar and Tapan Raychaudhuri, eds., the Cambridge Economic History of India, Vol. II.
- Majumdar, R.C., Raychaudhuri, H.C., and Datta, K.K., *An Advanced History of India*, (London, 1961; 3rd edition, Delhi, 1973.
- J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India.
- P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
- R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.
- R.P. Dutt, India today.
- Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India.
- Sekhar, Bandopadhyya, Plassey to Partition, Orient BlackSwan(Hindi & English).
- Suhash, Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.

- मोईनुद्दीन हसन खॉ, अनुवादक अटदुल हक, गदर–1857(ऑखों देखा विवरण) हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- चन्द्र, बिपिन, आधुनिक भारत में सांप्रदायिकता, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VIII

Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VIII Paper DSE-3 (Compulsory for all students)**
Subject: History	**Eligibility Criteria** **Bachelor of History**	**Pre-requisites of the course (if any)** **DSE Sem VII**
Course: DSE-3	**Course Title: History of Uttarakhand from Gorkhas to British Rule**	
Course Outcomes: This paper is designed to develop an understanding of History of Uttarakhand from Gorkhas to 1950 AD. It explains the historical background of Uttarakhand, rule and administration of the Gorkhas and the British. It will enable the students to analyze the social, economic, cultural, religious and political changes that took place in Uttarakhand from the 18th to 20th century. They will be able to evaluate the impact of colonial rule on the region and the resistance movements that emerged, the role of key historical figures and their contributions to the region's freedom movement as well as the local movements. It will enhance the understanding of the evolution of education system. The students will understand the significance of historical events in Uttarakhand and its relevance to contemporary issues in the region.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Elective (For both groups)**
Max. Marks: As per Univ. rule		**Min. Passing Marks: As per Univ. rule**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	Uttarakhand under the Gorkhas.	**10**
Unit II	Uttarakhand under the British (Traill to Ramsay).	**12**
Unit III	Freedom struggle and local movements in Uttarakhand.	**12**
Unit IV	Making of Uttarakhand society, Status and Contribution of women, Survey of economic history of Uttarakhand, Evolution of Education. Religion.	**14**
Unit V	Art and Architecture of Uttarakhand.	**12**

Essential Readings:

- Pahar Journal, All Volumes.
- Dr. Dinesh Chandra Baluni, the Cultural Heritage of Uttarakhand.
- Brijmohan Mamgain, History of Freedom Movement in Garhwal Himalayas.

- Dr. S.C. Bhatt, Gopal Bhargava, Uttarakhand; Land and People.
- पेमी, विश्वम्भर सहाय, हिमालय में भारतीय संस्कृति, चैतन्य पकाशन कानपर।
- सनवाल, आर0डी0, सेसियल स्ट्रेटीफिकेशन इन रूरल कुमाऊँ, आक्सफोर्ड यूनिवर्सिटी पेस, लंदन, 1978।
- डबराल, उत्तराखंड कं भोतांतिक, वीरगाथा पकाश्न दोगडा, गढ़वाल।
- पांगती, रामसिंह, जोहार का इतिहस व वंशावली, सीमांत सांस्कृतिक संगठन, नई दिल्ली, 1980।
- पनालाल, हिंदू कस्टमरी लॉ आंफ कुमाऊँ, इलाहाबाद

General Readings

- G.D. Bhatt, S.P. Chamoli, Kumaon, The Land and the People.
- Ajay S. Rawat, Garhwal Himalaya; A Study in Historical Perspective.
- H.G. Walton, British Garhwal Gazetteer.
- मजूमदार, डी0,न0, रेसेज एंड कल्चर ऑफ इंडिया, एशिया पब्लिकेशन हाउस, नई दिल्ली।
- दिनकर, रामधारी सिंह, संस्कृति के चार अध्याय।
- पंत, ,स0डी0 द सोसियल इकोनॉमी ऑफ द हिमालयाज।
- परमार, वाई0,स0, पौलीएंड्री इन द हिमालयाज।
- पन्नालाल, हिंदू कस्टमरी लॉ ऑफ कुमाऊँ, इलाहाबाद, 1920।
- प्रेमी, विश्वम्भर सहाय, हिमालय में भारतीय संस्कृति, चैतन्य प्रकाशन कानपुर।
- सनवाल, आर0डी0, सोसियल स्ट्रेटीफिकेशन इन :रल कुमाऊँ, आक्सफोर्ड यूनिवर्सिटी प्रेस, लंदन, 1978।
- डबराल, उत्तराखंड के भोतांतिक, वीरगाथा प्रकाशन दोगडा, गढ़वाल।
- डबराल, शिवप्रसाद, उत्तराखंड का इतिहास, वीरगाथा प्रकाशन दोगडा, गढ़वाल।
- डा0 सुरेन्द्र सिंह बिष्ट, हिमालय में उपनिवेशवाद और पर्यावरण, ट्रांसमीडिया प्रकाशन, श्रीनगर, गढ़वाल।
- डा0 शिवचंद सिंह रावत, आर्थिक इकाई के रुप में उत्तराखंड के मंदिरों का ऐतिहासिक अध्ययन (जनपद चमोली के संदर्भ में), समय साक्ष्य प्रकाशन देहरादून।
- पांडे, बद्रीदत्त, कुमाऊँ का इतिहास, शक्ति प्रेस, अल्मोड़ा, 1937।
- पांडे, त्रिलोचन–कुमाऊँनी भाषा और उसका साहित्य, अल्मोड़ा बुक डिपो, 1982।
- पांगती, रामसिंह, जोहार का इतिहास व वंशावली, सीमांत सांस्कृतिक संगठन, नई दिल्ली, 1980।

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IGNOU &other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. .

Semester-VIII

Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VIII Paper-GE-1**
Subject: History	**Eligibility Criteria Bachelor of History**	**Pre-requisites of the course (if any) Nil**
Course: GE-1	**Course Title: Gandhi in History: Life, Works and Ideas**	

Course Outcomes: This paper is designed to develop an understanding of the life, ideas, and activism of Gandhi, and understand his significance in Indian and world history. Students will be able to understand and critically evaluate the intellectual and political context of Gandhi's Hind Swaraj, and the idea of self-rule. It will enable the students to analyze and evaluate Gandhi's political and economic ideas and their impact on Indian society and politics. Students will be able to understand and critically evaluate Gandhi's religious ideas, including his views on tradition, orthodoxy, and change in Hinduism, as well as religious diversity in India. The student will be able to learn Gandhi's views on modern civilization and its impact on Indian society and culture and Nai Talim.

Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rule		**Min. Passing Marks: As per Univ. rule**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	Gandhi: Thinker and Activist, Perspectives on Gandhi's life. Gandhi on Human Nature	**14**
Unit II	Hind Swaraj - Intellectual and Political context; and the Idea of self-rule.	**15**
Unit III	Political, Economic and Religious ideas of Gandhi.	**15**
Unit IV	**A.** Gandhi and Modern civilization. **B.** Gandhi's Nai Talim.	**16**

Essential Readings:

- Collected Works of Mahatma Gandhi. Ahmedabad, Navjivan Press. (first edition), 1956.
- Margaret Chatterjee, Gandhi's philosophical and religious thought.
- G. Sharp, Gandhi Wields the Weapon of Moral Power (Ahmedabad, 1960)
- Anthony Parel. S.R. Mehrotra and Suresh Sharma, Hind Swaraj or Indian Home Rule (Gujarati and English Edition).
- M.K. Gandhi, Autobiography or the Story of my Experiments with Truth, Ahmedabad.

General Readings

- R. lyer, The Moral and Political Thought of Mahatma Gandhi (New York, 1973).
- B. Parekh, Colonialism, Tradition and Reform (Delhi, 1999).
- R. lyer,Gandhi's moral and political thought.
- The Moral and Political Thought of Mahatma Gandhi (New York, 1973)
- B. Parekh, Gandhi's Political Philosophy (London, 1989).
- R. Terchek, Gandhi: Struggling for Autonomy (Lanham, 1998).
- J. Bondurant, Conquest of Violence (Berkeley, 1965).
- D. Dalton, Mahatma Gandhi: Nonviolent Power in Action (Columbia, NY, 1993).
- Gideon Shimoni, Gandhi, Satyagraha and the Jews (Jerusalem, 1977).
- H. Raines, My Soul is Rested (New York, 1983)
- S. Kapur, Raising up a Prophet: The African American Encounter with Gandhi (Boston, 1992).

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Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VIII

Bachelor of History with Research

Bachelor of History with **Research**		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VIII** **Paper: GE-2**
Subject: History	**Eligibility Criteria** **Bachelor of History**	**Pre-requisites of the course (if any)** **Nil**
Cours: GE-2	**Course Title: Introduction to Archaeology**	

Course Outcomes: This paper is designed to develop an understanding of the introduction to Archaeology and Early Archaeological Cultures of India, understand the definition and scope of archaeology and its importance in understanding human history and culture. It explains the history of Indian archaeology and the exploration tools and methods used in the field. Understand the relationship between archaeology and other disciplines such as chemistry, physics, geology, and botany. The student will be able to learn the pre/early Harappan Chalcolithic cultures and their significance in the study of Indian archaeology. It will enable the students to understand the origin, distribution, date, and chronology of the Harappan civilization, including their town planning, arts and crafts, and material culture. The students will be able to understand the late/post-Harappan Chalcolithic cultures of North and North-Western India, Central India, and the Deccan, Copper Hoard culture, Painted Grey Ware (PGW) and Northern Black Polished Ware (NBPW) cultures and their significance in the study of Indian archaeology.

Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rule		**Min. Passing Marks: As per Univ. rule**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**A.** Introduction to Archaeology: Definition of Archaeology, Meaning and Scope. **B.** History of Indian Archaeology: Meaning of Exploration, Tools & Methods of Exploration. **C.** Archaeology and its relation with other disciplines: Chemistry, Physics, Geology, Botany.	**16**
Unit II	**Chalcolithic Cultures-** **A.** Survey of Early Harappan Chalcolithic cultures. **B.** Late/Post Harappan Chalcolithic Cultures of North and North-Western India; Central India; Deccan	**16**
Unit III	**A. Harappan Civilization: -** Origin, Distribution, Date and Chronology, Town Planning, Arts and Crafts, Material culture	**16**

	B. The Copper Hoard culture and its relationship with the Ochre Colored Pottery (OCP)	
Unit IV	Painted Grey Ware (PGW) & Northern Black Polished Ware (NBPW)	**12**

Essential Readings:

- Agrawal, D.P., The Archaeology of India.
- Ekambar Nathan, A: Principles and Methods of Archaeological Excavation, & Ponnusamy Aranga (in Tamil).
- Chakrabarti, D.K., Archaeology of Ancient Indian Cities.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India, (Stone Age to the 12th Century), Pearson Publication.
- Mahalingam, T. V., Early South Indian Palaeography.
- Pandey J.N., Puratatva Vimarsh, Prachya Vidhya Sansthan, Allahabad.
- Shukla, V.C., Puranusandhan, Sharda Pustak Bhawan, Allahabad.

General Readings

- Dr. Narasimha Moorthy, Studies in South India Coins.
- Narasimhan, B, Neolithic Cultures in Tamil Nadu.
- Ramachandran, K.S., A Bibliography on Indian Megaliths.
- Dr Raman, K.V., Principles and Methods of Archaeology.
- Basham, A.L., The Wonder That Was India.

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Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-VIII

Bachelor of History with Research

Bachelor of History with Research		
Programme: Bachelor of History with Research	**Year: IV**	**Semester: VIII Paper: DISSERTATION**
Subject: History	**Eligibility Criteria** **Bachelor of History**	**Pre-requisites of the course (if any)** **Nil**
Course: DISSERTATION	**Course Title: Dissertation on Major/ Dissertation on Minor/ Academic Project/ Entrepreneurship**	
Credits: 6		**Dissertation**
Max. Marks: As per Univ. rule **No. of Hours: 90**		**Min. Passing Marks: As per Univ. rule**

Course Outcomes:

After studying this course, the students will be able to:

- Develop advanced research skills in historical inquiry, including the ability to formulate historical research questions, design appropriate methodologies (such as archival research, primary source analysis, and historiographical approaches), gather and analyze historical data, and draw meaningful conclusions that contribute to the understanding of historical events, trends, and figures.
- Enhance critical thinking abilities through the evaluation and synthesis of existing historical literature, identifying gaps in current historical knowledge, and developing innovative approaches to interpreting historical sources. This includes critically analyzing different historiographical perspectives and considering the broader social, political, and cultural contexts of historical narratives.
- Cultivate an understanding of ethical considerations in historical research, including issues related to plagiarism, the responsible use of primary and secondary sources, the treatment of marginalized histories, and the ethical implications of historical interpretations. Ensuring integrity and responsibility in the representation of history is vital for maintaining scholarly rigor and respect for historical subjects.

Unit	Topic	No. of Hours
UNIT 1	Academic Project, Report writing / Case study on topics allotted by the department under the supervision of the faculty.	**90**

Essential Readings

- Authur Marwick , Nature of History (In Hindi Itihas ka Swaroop, Translated by Lal Bahadur Verma,Granth Shilpi.)
- Arthur Marwick, The New nature of History, Macmillan Education, UK.
- B. Sheik Ali, History: Its Theory and Method, Macmillan
- Sharma, Manoj, Research Methodology, Anmol Publications, New Delhi, 2004.
- Kothari, C.R.: Research Methodology.
- R.N. Trivedi & D.P. Shukla: Research Methodology (in Hindi).
- G.L Jain., Adhunik Shodh Pranali, Shri Niwas Publication

Semester-IX

Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: IX** **Paper: DSC**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **DSC Sem VIII**
Course: DSC	**Course Title: Philosophy and Methods of History**	

Course Outcomes: This paper is designed to develop an understanding of Philosophy and Methods of History. It explains the philosophical foundations of history, including the critical and speculative approaches. The student will be able to learn the concept of causation in history and understand the role of generalizations in historical research. It will enable the students to understand the role of objectivity, subjectivity, and bias in historical research and interpretation. They will be able to understand the importance of synthesis and interpretation in historical research and analysis. It will enable the students to analyze historical facts and criticism, including external and internal criticism, and positive and negative criticism. The student will be able to understand the Annales School approach to historical research and analysis, the importance of oral history and how it can be used in historical research.

Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Course**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**	
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	Philosophy of History **A.** Critical. **B.** Speculative.	**12**
Unit II	**A.** Causation in History. **B.** Generalizations in History.	**12**
Unit III	Objectivity, Subjectivity and Bias in History Synthesis and interpretation.	**12**
Unit IV	Historical Facts, Historical Criticism - External and Internal Criticism Positive and Negative criticism.	**12**
Unit V	**A.** Annales interpretation of History. **B.** Oral History **C.** Gender and Marginal History	**12**

Essential Readings

- E.H. Carr, What is History?, Penguin publication, 2008.
- Marc Bloch, The Historian's Craft, Manchester University Press, 2004.
- W.H. Dray (Ed.), Philosophical Analysis and History, Harper and Row,1966.
- Patrick Gardiner, The Nature of Historical Explanation, OUP, 1968.

- ई श्रीधरन, 500 ई पू से सन् 2000 तक, इतिहास–लेख एक पाठ्य पुस्तक, ओरियंट ब्लैक स्वॉन।

- आर्थर मारविक अनु0 लाल बहादुर वर्मा, इतिहास का स्वरुप, ग्रंथशिल्पी।

General Readings

- G.J. Renier, History**:** Its Purpose and Method, Allen and Unwin,1961.
- W.H. Walsh, Philosophy of History: An Introduction.
- R.F. Atkinson, Knowledge and Explanation in History, Macmillan publication, 1978.
- R.G. Collingwood, The Idea of History, Hespereides Press, 2008.
- Christopher Lloyd, The Structures of History, Blackwell Press.

Suggested Online Links:

- **https://ndl.iitkgp.ac.in**
- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods: Assignments, Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-IX

Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: IX** **Paper DSE-1** **Ancient Group**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **DSE Semester VIII** **Ancient Group**

Course- DSE-1	**Course Title: Political History of India (320 A.D –1200 A.D.)**

Course Outcomes: This paper is designed to develop an understanding of Political History of India from 320 A.D. to 1200 A.D. and the students will understand the political and social developments in India during the period. The student will be able to learn the role of major dynasties and empires in shaping the political landscape of Ancient India. It will enable the students to understand the impact of religious and cultural influences on the political system of Ancient India. The students will also be able to understand the relationship between Ancient Indian politics and the broader historical context of the region, it will also develop critical thinking skills to analyze and interpret historical texts and primary sources related to Ancient Indian politics.

Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**Guptas:** - sources, origin and early history. **A.** Chandra Gupta-I, Kacha, Samudra Gupta, Rama Gupta, Chandra Gupta-II, Kumar Gupta, Skanda Gupta, chronology after Skanda Gupta. **B.** Decline of the Guptas. **C.** Administration.	**10**
Unit II	**Vakatakas** **A.** Historical survey, Gupta-Vakatakas relations.	**8**
Unit III	**Rise of regional powers after the Guptas-** **A.** Hunas and Shakas. **B.** Maukharis, Kannauj, Chalukyas & Pallavas.	**10**
Unit IV	Harsha and his age: Administration, polity, Society & Culture.	**8**

Unit V	**A.** Post Harsha Kingdom **B.** Tripartie struggle: Rastrkuta, Gurjara Partihara & Palas. **C.** Other northern Kingdoms: Parmara &Chauhans	**14**
Unit VI	The imperial Cholas: rise, consolidation & administration.	**10**

Essential Readings

- Jha, D.N., Ancient India in Historical Outline (1998 edn.)
- Kosambi, D.D., Culture and Civilization of Ancient India.
- R.S Sharma, India's Ancient Past.
- Singh, Upinder,. Discovery of Ancient India: Early archaeologist and the beginnings of archaeology.
- Thapar, Romila, Ashoka and the Decline of the Mauryas, 1997.
- Thapar, Romila, History of Early India.
- Raychaudhuri, H.C., Commentary by B. N. Mukherjee, Political History of Ancient India, Oxford University Press, 1997.
- Devahuti, D., Harsha- A Political Study, 2nd edn, New Delhi, Oxford University Press, 1
- झा, द्विजेन्द्र नारायध एवं श्रीमाली, कृष्णमोहन, प्राचीन भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गोपाल शरण, प्रागैतहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- शर्मा, रामशरण, भारत में आर्यो का अ्रमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली

General Readings

- Agrawal, D.P., The Archaeology of India.
- Basham, A.L., The Wonder that was India.
- Chakrabarti, D.K., Archaeology of Ancient Indian Cities.
- Jaiswal, Suvira., Caste: Origin, Function and Dimensions.
- Ray, H.P., Monastery and Guild India in Historical Outline.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India, (Stone Age to the 12th Century) Pearson Publication.
- Yazdani, G. Early History of Deccan.
- शर्मा, रामशरण, भारत में आर्यो का आगमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव–, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–2, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, आर्य संरचना का पुनर्गठन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गार्डन, डी0 ,च0,भारतीय संस्कृति की प्रागैतिहासिक पृष्ठभूमि, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गोपाल शरण, प्रागतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

- सर मार्टिमर व्हीलर, पृथ्वी से पुरातत्व, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- चानना, देवराज– प्राचीन भारत में दास प्रथा, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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- **https://epustakalay.com**
- **https://archive.org**
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- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Semester-IX
Master's in History

Master in Arts		
Programme: Master in Arts	**Year: V**	**Semester: IX Paper DSE-2 Ancient Group**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **DSE Semester VIII Ancient Group**
Course: DSE-2	**Course Title: Economic History of India (320 A.D–1200A.D.)**	

Course Outcomes: This paper is designed to develop an understanding of Economic History of India (320 A.D –1200A.D.). It explains the economic systems and trade networks of ancient India, including the role of agriculture, industry, and commerce in shaping the economy. The student will be able to learn the economic and political factors that influenced the growth and decline of major economic centers and regions in Ancient India. It will enable the students to evaluate the impact of foreign invasions and trade on the economic development of Ancient India. The students will be able to evaluate the relationship between economic and political power in ancient India and understand the significance economic systems, society, and culture in the context of Ancient India.

Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	Land system, Agriculture, Irrigation.	**11**
Unit II	Industry and Labour and Forced Labour.	**11**
Unit III	Trade and commerce- A. Guild System. B. Urban decay. C. Monetary system.	**15**
Unit IV	Feudalism.	**12**
Unit V	Principles of Taxation.	**11**

Essential Readings

- Basham, A.L., The Wonder that was India.
- Chakrabarti, D.K., Archaeology of Ancient Indian Cities.
- Kosambi, D.D., Culture and Civilization of Ancient India.
- R.S Sharma, India's Ancient Past.

- Singh, Upinder. 2009. A History of Ancient and Early Medieval India, (stone age to the 12th Century) Pearson Publication.
- झा, द्विजेन्द्र नारायध एवं श्रीमाली, कृष्णमोहन, प्राचीन भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गोपाल शरण, प्रागैतहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Agrawal, D.P., The Archaeology of India.
- Jaiswal, Suvira., Caste: Origin, Function and Dimensions.
- Jha, D.N., Ancient India in Historical Outline (1998 edn.)
- Ray, H.P., Monastery and Guild India in Historical Outline.
- Singh, Upinder,. Discovery of Ancient India: Early archaeologist and the beginnings of archaeology.
- Thapar, Romila, Ashoka and the Decline of the Mauryas, 1997.
- Thapar, Romila, History of Early India.
- Yazdani, G. Early History of Deccan.
- शर्मा, रामशरण, भारत में आर्यो का आगमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर0सी0, दत्त, शिव–, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग–2, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, आर्य संरचना का पुनर्गठन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गार्डन, डी0 ,च0,भारतीय संस्कृति की प्रागैतिहासिक पृष्ठभूमि, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गोपाल शरण, प्रागतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- सर मार्टिमर व्हीलर, पृथ्वी से पुरातत्व, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- चानना, देवराज– प्राचीन भारत में दास प्रथा, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and abroad. **Suggested Continuous Evaluation Methods -**Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-IX

Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: IX** **Paper DSE-1** **Medieval &Modern Group**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **DSE Semester VIII** **Medieval &Modern Group**
Course – DSE-1	**Course Title: Society and Culture of India (1750 A.D.-1950A.D.)**	

Course Outcomes: This paper is designed to develop an understanding of the Society and Culture of India 1750 A.D. to 1950 A.D. The students will be able to understand the major historical, social, and cultural developments in India from 1708 to 1950 A.D. The students will be equipped to analyze the role of religion, caste, and gender in shaping Indian society and culture during this period. The students will understand the contributions of key figures and movements in Indian history, including the later Mughal Empire, the British Raj, and the Indian independence movement. Students will be able to learn the ongoing legacy of this historical period in contemporary Indian society and culture. The course will develop a deeper understanding of the complexities of Indian society and culture, and how these have changed over time.

Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Units	Topics	No. of Hours
Unit I	Debates on Society and Culture: **A.** Debates on Colonial Influence on Indian Cultural and Society.	**10**
Unit II	**Social movements during the colonial period** **A.** Brahma Samaj, Theosophical society, Arya Samaj, Aligarh Movement.	**10**
Unit III	**Modern Indian Literature** **A.** Bangla, Hindi and Urdu.	**10**
Unit IV	Ramakrishna Mission and Jyotiba Phule, Rise and Growth of Indian Journalism.	**10**
Unit V	Colonial Education System, Aspects of Colonial Culture.	**10**
Unit VI	Status of women in Modern India.	**10**

Essential Readings

- Agarwal, A.K., History of India 1750 – 1950, SBPD Publication.

- Suresh Mishra., Society and Culture of India Through The Ages (vol.1), Radha Publication (Hindi)
- J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India.
- P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
- R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.
- *Guha, Amalendu, Central Asia: Movement of People and Ideas from Times Prehistoric to Modern, New Delhi, Indian Council for Cultural Relations, 1970.*

- चन्द्र, बिपिन, आधुनिक भारत में सांप्रदायिकता, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

- गुप्ता, डी0,न0, अनुवाद, भारत की बदलती उत्पादन प्रणालियाँ हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- A.R. Desai, Peasant Struggles in India.
- Amiya Bagchi, Private Investment in India.
- Bipan Chandra and other, India's Struggles for Independence.
- Bipan Chandra, Rise and Growth of Economic Nationalism in India.
- C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
- Dadabhai Naroji, Poverty and Un-British Rule in India.
- David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.
- Dharma Kumar and Tapan Raychaudhuri, eds., the Cambridge Economic History of India, Vol. II.
- R.P. Dutt, India today.
- Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India.
- Sekhar, Bandopadhyya, Plassey to Partition, Orient BlackSwan(Hindi & English)
- Suhash, Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.
- शुक्ल, राम लखन, आधुनिकभारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- मोईनुद्दीन हसन खॉ, अनुवादक अब्दुल हक, गदर–1857(ऑखों देखा विवरण) हिन्दी माध्यम कार्यान्वयन
- निदेशालय, दिल्ली।
- ग्रोवर, बी0,ल0, यशपाल, आधुनिक भारत का इतिहास, एस चन्द्र एण्ड कम्पनी लि0, नई दिल्ली।

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- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-IX

Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: IX** **Paper DSE-2** **Medieval & Modern Group**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **DSE Semester VIII** **Medieval &Modern Group**

Course: DSE-2	**Course Title: Economic History of Modern India (1858A.D.-1947A.D.)**

Course Outcomes: This paper is designed to develop an understanding of The Economic History of Modern India from 1858 A.D. to 1947 A.D. Students will be able to understand and analyze the major economic developments in India during the period of 1858 to 1947 A.D. It explains the impact of British colonialism on the Indian economy and society. The students will be able to comprehend the role of Indian industries, agriculture and trade during the colonial period and will be able to analyze the economic policies and reforms implemented by the British government and their impact on the Indian economy. The students will be able to evaluate the economic challenges faced by India during the period of 1858 to 1947A.D. It will enable the students to compare and contrast the Indian economy during the British colonial period.

Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Units	Topics	No. of Hours
Unit I	**A.** Agriculture, Land system, Market, Peasants, Labour and Credit **B.** Famines in Colonial India	**11**
Unit II	**A.** Population **B.** National Income	**10**
Unit III	The Railways: - Imperialism of Free Trade, Construction of Railways and Economic Consequence of Railways.	**9**
Unit IV	Development of Industries: Cotton, Jute, Coal Iron and Steel.	**10**
Unit V	Banking from 1858 to 1947 and the emergence of the Reserve Bank of India	**9**
Unit VI	Trade (Internal & External) and Commerce, Colonial State Income and Expenses	**11**

Essential Reading:

- A.R. Desai, Peasant Struggles in India.
- Amiya Bagchi, Private Investment in India.
- Dharma Kumar and Tapan Raychaudhuri, eds., the Cambridge Economic History of India, Vol. II.
- J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India.
- P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.

- गुप्ता, डी0,न0, अनुवाद, भारत की बदलती उत्पादन प्रणालियाँ हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- शुक्ल, राम लखन, आधुनिकभारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Bipan Chandra and others, India's Struggles for Independence.
- Bipan Chandra, Rise and Growth of Economic Nationalism in India.
- C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
- Dadabhai Naroji, Poverty and Un-British Rule in India.
- David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.
- R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.
- R.P. Dutt, India today.
- Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India.
- Sekhar, Bandopadhyya, Plassey to Partition, Orient Black Swan(Hindi & English).
- Suhash, Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.

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- ग्रोवर, बी0,ल0, यशपाल, आधुनिक भारत का इतिहास, एस चन्द्र एण्ड कम्पनी लि0, नई दिल्ली।

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- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-IX

Master's in History

Master's in Arts		
Programme: Master's in History	**Year: V**	**Semester: IX** **Paper- DSE-3** **Compulsory for all students**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **DSE Sem VIII**
Course: DSE-3	**Course Title: Indian National Movement (1857 A.D.- 1919 A.D.)**	

Course Outcomes: This paper is designed to develop an understanding of the Indian National Movement from 1857 A.D. to 1919 A.D. It explains the key events and figures that shaped the Indian national movement in the late 19th and early 20th century. The students will gain an understanding of the different ideologies and movements that emerged during the Indian National Movement. The students will be able to evaluate the impact of colonialism on India and the role it played in the National Movement. This will enable them to critically examine the role of religion, caste, and gender in the Indian national movement. Students will be able to identify the key political, economic and social factors that led to the rise of the Indian National Movement. They will be able to assess the legacy of the Indian national movement and its impact on modern India.

Credits: 4	**Lecture No. of Hours-60**	**(For both groups)**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**Indian Nationalism-** A. The Indian Uprising of 1857: Growth and Significance. B. Rise and growth of Economic Nationalism.	**16**
Unit II	**Nationalist Organizations-** A. Rise and growth of Pre-Congress Organizations. B. The first phase of Indian National Congress, Partition of Bengal and Swadeshi Movement.	**15**
Unit III	Constitutional Development of India: Acts of 1858, 1861, 1909.	**14**
Unit IV	A. Peasant and Tribal Movements (1857 to 1919). B. Revolutionary Movements, Impact of World War-I and Russian Revolution on Indian National movement.	**15**

Essential Readings

- A.R. Desai, Peasant Struggles in India.
- Bipan Chandra, India's Struggles for Independence.
- Bipan Chandra, Rise and Growth of Economic Nationalism in India.
- Dadabhai Naroji, Poverty and Un-British Rule in India.
- David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.
- Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India.

- चन्द्र, बिपिन, आधुनिक भारत में सांप्रदायिकता, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ग्रोवर, बी0,ल0, यशपाल, आधुनिक भारत का इतिहास, एस चन्द्र एण्ड कम्पनी लि0, नई दिल्ली।
- गुप्ता, डी0,न0, अनुवाद, भारत की बदलती उत्पादन प्रणालियाँ हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Amiya Bagchi, Private Investment in India.
- C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
- Dharma Kumar and Tapan Raychaudhuri, eds., the Cambridge Economic History of India, Vol. II.
- J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India.
- P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
- R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.
- R.P. Dutt, India today.
- Sekhar, Bandopadhyya, Plassey to Partition, Orient BlackSwan(Hindi & English).
- Suhash, Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.
- शुक्ल, राम लखन, आधुनिकभारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- मोईनुद्दीन हसन खॉ, अनुवादक अब्दुल हक, गदर–1857(ऑखों देखा विवरण) हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

Suggested Online Links:

- **https://ndl.iitkgp.ac.in**
- **https://epustakalay.com**
- **https://archive.org**
- **https://ignou.ac.in**
- **www.cec.nic.in**

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-IX

Master's in History

Master's in History		
Programme: Master's in Arts	**Year: V**	**Semester: IX** **Paper: GE 1**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **Nil**

Course: GE 1	**Course Title: History of the Indian Diaspora**

Course Outcomes: Course Outcome: Upon completing the "History of Indian Diaspora" course, students will possess a comprehensive understanding of the global dispersion of Indian communities throughout history. They will analyze the historical, social, economic, and political factors that led to Indian migration of various regions worldwide, including Southeast Asia, Africa, the Caribbean, Europe, and North America. Additionally, students will critically evaluate the experiences, contributions, and challenges faced by the Indian diaspora in different host countries, fostering a nuanced understanding of transnational identities and cultural exchange.

Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**

Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**Diaspora:**- Concept, origin, evolution and contemporary usage, Diasporic identities and their nature.	**5**
Unit II	**Stages of Migration: Pre-Colonial Period-** **A.** Early Indian migration- Ceylon and South-East Asia. Iran and Afghanistan. B. Indian Ocean trading system:- migration of Indians to East Africa, South East Asia, Indonesia and West Asia.	**10**
Unit III	**Colonial Migration-** **A.** Emigration to British plantation colonies: Fiji, Surinam, Guyana. B. Mauritius, Malaysia, Trinidad and South Africa.	**15**
Unit IV	**Migration in the 20th Century-** **A.** Migration to Canada and U.S.A in the late 19th and early 20th Century **B.** Migration of professionals to the U.S., Canada, Australia and other nations. **C. Recent** Migration Histories: Gulf, US, Canada and other Nations.	**15**

Unit V	**A.** Communities and the Indian Diaspora in the host society (with specific reference to their social status, gender, race and ethnicity, economic, business, professional position vis-à-vis other ethnic communities, Political participation, religious cultural and community activities; inter-generational divide). **B.** Indian Diaspora and homeland: cultural intellectual, religious economic and Political connections; influence on domestic and foreign policy. India in the Diasporic Age: India's policy towards her Diaspora.	**15**

Essential Readings:

- Peter Vandar Veer, A Sikh Diaspora, Contested Identific and Constructed Realities in nation and migration.
- Israel, Milton and N.H. Wagic, Ethnicity, litentily and Migration; The South Asian Context.
- Bates Crispin, Community, Empire and Migration: South Asians in Diaspora.
- Mishra, Vijay, "The Diasporic, Imaginary; Theorizing, the Indian Diaspora" Textual Practices.
- Vertovic Steven, "Three Meanings of Diaspora, Exemplified among South Asian Relations"
- Tinker, Hugh, The Banyan Tree; Oversaeas Emigrants from India, Pakistan and
- Tinker, Hugh, A New System of Slavery; The Export of Indian Labour Overseas (1830-1920).
- Tinker, Hugh, Separate and Unequal; India: The Indians in the British Commonwealth, (1920-1950).

Suggested equivalent online courses:

IGNOU &other centrally/state operated universities/MOOC platforms such as SWAYAM.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-IX

Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: IX Paper-GE-2**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **Nil**
Course:GE-2	**Course Title: Museums And Archives in India**	
Course Outcomes: Upon completing "Museum and Archive Management in India," students will grasp the core principles of curating and preserving cultural artefacts within the Indian context. They'll gain practical skills in acquisition, preservation, and exhibition design, along with utilizing archival resources for research and public engagement. Moreover, they'll develop strategic insight into addressing modern challenges in museum and archive management while respecting and preserving India's diverse cultural heritage.		
Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	Definitions.	**15**
Unit II	History of setting up of Museums and Archives: Some case studies.	**15**
Unit III	Field Work; Studying of Structures & Functions.	**15**
Unit IV	Training & Employment.	**15**

Essential Readings

- Edson & Dean David, Handbook for Museum, London, Routledge, 1986.
- John Ridener, From Folders to Post Modernism: A Concise History of Archival.
- Agrawal, O.P., Essentials of Conservation and Museology.
- Malay Dey, Introduction to Museums and Archives, Pothi Pushtak

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- **https://epustakalay.com**
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Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-IX

Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: IX** **Paper DSE-1** **Medieval &Modern Group**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **Nil**
Course – GE-3	**Course Title: Global Environment History**	

Course Outcomes: The objective of this course is to introduce the students to the emerging field of global environmental history. It will explore the transformations in the relationship between society and nature in various places and various periods around the world. Drawing on environmental, political ecology, and historical geography studies perspectives, the course will introduce the concepts, methods and ideas of global history. Moving beyond regional and national scales of analysing historical processes, the following units elaborate the global interconnectedness of socio-environmental histories. The course adopts a chronological approach to address issues such as human interactions with other living species, modes of resource use, energy harnessing technologies, migration, modes of transportation, nature protection, pollution, use of fossil fuel and carbon emission, and global warming, among others. Each unit focuses on a general historical period, based on major patterns and large-scale changes in the relationship between societies and the natural world. The role of human agency and unequal power relations in organizing, exploiting, and transforming the natural world will be the central focus of the course. This will enable students to critically assess how historical experiences provide insights in understanding what is happening to human-nature interactions today and to explore ways to achieve socially inclusive ways of addressing climate crisis**.**

Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Units	Topics	No. of Hours
Unit I	**Thinking Globally in the Era of Climate Crisis** **A.** What is Global Environmental History? **B.** Interdisciplinary Approaches: Archaeology, Anthropology, Historical-Geography, Political Ecology.	**12**
Unit II	**Ecologies of Subsistence in the Early Societies** **A.** Human-animal interactions B. Pre-Industrial Prime Movers and Fuels	**12**
Unit III	**Into the Early Modern Condition**	**12**

	A. Emergence of the European Empires as Ecological Process; The Columbian Exchange. **B.** Early Colonialism and Environmental Transformations of the small islands- St. Helena and Mauritius. **C.** Global Cooling and General Crisis in the Seventeenth Century.	
Unit IV	Fossil Fuel, Capitalism, and Planetary Environmental Changes. **A.** Industrial Agriculture. **B.** Steam Ships and Hydraulic Engineering. **C.** Cities and Environment.	**12**
Unit V	**The Great Acceleration and the Anthropocene** **A.** Carbon Politics; the Middle East Crisis **B.** Anthropogenic Natural Disasters; Fukushima **C.** The Anthropocene Debate	**12**

Essential Readings

- Beinart William and Hughes Lotte. eds. (2007). Environment and Empire. Oxford: OUP, pp. 200- 214 [Imperial Scientists, Ecology and Conservation].
- Beinart William and Middleton, Karen. (2004), "Plant Transfers in Historical Perspective: A Review Article". Environment and History, Vol. 10, No. 1, pp. 3-29.
- McKenney Jason. (2002). Artificial Fertility: "The Environmental Costs of Industrial Age Fertilisers" In Andrew Kimbrell (ed.), The Fatal Harvest Reader: The Tragedy of Industrial Agriculture. London: Island Press, pp.121-129.
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene", Nature, Vol.519(12March), 171-80.
- Malm, Andreas. (2016). The Rise of Steam Power and the Roots of Global Warming. London: Verso. pp.389-394
- Sayre, Nathan F. (2012). "The Politics of the Anthropogenic", Annual Review of Anthropology, Vol. 41, pp. 57-70.

General Readings

- Bulliet, Richard. (2005). Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships. New York: Colombia University Press. pp. 205 -224.
- Chakrabarty, Dipesh (2021), The Climate of History in a Planetary Age. Chicago: The Univeristy of Chicago Press.
- Crist, Eileen. And Helen Kopina (2014), "Unsettling Anthropocentrism", Dialectical Anthropology, Vol. 38, No 4, pp. 387-396.
- Crosby, Alfred W. (2006). Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy. New York: W. W. Norton. pp. 159-166 & pp. 117-158
- Dickinson, William. (2013). "Changing Times: The Holocene Legacy" in J. R. McNeil and Alan Roe, eds., Global Environmental History: An Introductory Reader. London: Routledge, pp 3-23.

- Fitzgerald, Amy J. (2015). Animals as Food Reconnecting Production, Processing and Impacts
- Michigan: Michigan State University Press, pp 9-34.
- Guha, Ramachandra. (2000). Environmentalism: A Global History. New York: Longman.
- Kalof, Linda. (2007). Looking at Animals in Human History. London: Reaktion Books. pp. 1-71
- McAfee, Kathleen. (2016). "The Politics of Nature in the Anthropocene" in "Whose Anthropocene? Revisiting Dipesh Chakrabarty's 'Four Theses,'" Robert Emmett and Thomas Lekan (eds.), RCC Perspectives: Transformations in Environment and Society No. 2, pp.65–72.
- Moore, Jason W. (ed.) (2016) Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism. Oakland: PM Press. pp. 173-195.
- Moore, Jason W. (2015), Capitalism in the Web of Life: Ecology and the Accumulation of Capital. London: Verso, pp. 241-290 ["The Long Green Revolution: The Life and Times of Cheap Food in the Long Twentieth Century"].
- Morrison, Kathleen D. (2015). "Provincializing the Anthropocene", Seminar, No. 673, 75- 80.
- Nunn, Nathan and Qian, Nancy (2010) "The Columbian Exchange: A History of Disease, Food, and Ideas", Journal of Economic Perspectives, Vol. 24, No.2, pp. 163–188.
- Radkau, Joachim (2008), Nature and Power: A Global History of the Environment. Cambridge: Cambridge University Press.
- Freese, Barbara (2003), Coal: A Human History. Cambridge: Perseus Publishing, Chapter 8: "A Sort of Black Stone", pp. 199-232.
- Urry, John. (2013) Societies Beyond Oil: Oil Dregs and Social Futures. London: Zed Books, pp. 202 -240.

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-IX

Master's in History

Bachelor of History with Honours

Bachelor of History with Honours		
Programme : Master's in History	**Year: V**	**Semester: IX** **Paper: DISSERTATION**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **Nil**
Course: DISSERTATION	**Course Title: Dissertation on Major/ Dissertation on Minor/ Academic Project/ Entrepreneurship**	
Credits: 6		**Dissertation**
Max. Marks: As per Univ. rule **No. of Hours: 90**		**Min. Passing Marks: As per Univ. rule**

Course Outcomes:

After studying this course, the students will be able to:

- Develop advanced research skills in historical inquiry, including the ability to formulate historical research questions, design appropriate methodologies (such as archival research, primary source analysis, and historiographical approaches), gather and analyze historical data, and draw meaningful conclusions that contribute to the understanding of historical events, trends, and figures.
- Enhance critical thinking abilities through the evaluation and synthesis of existing historical literature, identifying gaps in current historical knowledge, and developing innovative approaches to interpreting historical sources. This includes critically analyzing different historiographical perspectives and considering the broader social, political, and cultural contexts of historical narratives.
- Cultivate an understanding of ethical considerations in historical research, including issues related to plagiarism, the responsible use of primary and secondary sources, the treatment of marginalized histories, and the ethical implications of historical interpretations. Ensuring integrity and responsibility in the representation of history is vital for maintaining scholarly rigor and respect for historical subjects.

Unit	Topic	No. of Hours
UNIT 1	Academic Project, Report writing / Case study on topics allotted by the department under the supervision of the faculty.	**90**

Essential Readings

- Authur Marwick , Nature of History (In Hindi Itihas ka Swaroop, Translated by Lal Bahadur Verma,Granth Shilpi.)
- Arthur Marwick, The New nature of History, Macmillan Education, UK.
- B. Sheik Ali, History: Its Theory and Method, Macmillan
- Sharma, Manoj, Research Methodology, Anmol Publications, New Delhi, 2004.
- Kothari, C.R.: Research Methodology.
- R.N. Trivedi & D.P. Shukla: Research Methodology (in Hindi).
- G.L Jain., Adhunik Shodh Pranali, Shri Niwas Publication.

Semester-X

Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: X** **Paper: DSC**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **DSC IX Sem**
Course: DSC	**Course Title: Historical Research Methodology**	

Course Outcomes: This paper is designed to develop an understanding of Historical Research Methodology in the discipline. It explains the meaning, techniques, arrangement, presentation and execution of historical research, including the critical and speculative approaches. The student will be able to learn insight into how to develop a project from a preliminary set of ideas through a more defined approach. It will enable the students to learn about central methods in historical research. They will be able to understand the importance of synthesis and interpretation in historical research and analysis. It will enable the student's to gain an insight in how to develop research from a preliminary set of ideas through more defined approaching historical research.

Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Course**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**Historical Research** **A.** Historical Research and Craft. **B.** What Constitutes Historical Research? **C.** Advantages. **D.** Limitations. **E.** Purposes.	**15**
Unit III	**Techniques of Historical Research** **A.** Understanding research process in history; Selection of Subject. **B.** Preparing synopsis; Historiographical Review; Hypothesis. **C.** Collection and classification of data; Chaptalisation. **D.** Post-data collection phase: analysis, generalization, synthesis and discussion.	**15**
Unit IV	**Arrangement, Presentation and Execution of Research-** **A.** Formalizing research work: footnotes, charts, tables, arrangement of references, indexing appendices, bibliography. **B.** Presentation: Research paper, Dissertation, Thesis, Project, Report.	**15**
Unit V	**Methods** **A.** Historical Methods. **B.** Case Study Methods.	**15**

	C. Survey Methods. **D**. Ethnographical Methods. **E.** Other Methods.	

Essential Readings

- E.H. Carr, What is History?, Penguin publication, 2008.
- Marc Bloch, The Historian's Craft, Manchester University Press,20
- ई. श्रीधरन, 500 ई.पू. से सन 2000 तक, इतिहासदृलेख एक पाठ्य पुस्तक, अरियंत ēलैक स्वॉन।
- आर्थर मारविक अन0 लाल बहादर वमां, इतिहास का स्वरुप, ग्रंथ शिल्पी।

General Readings

- G.J. Renier, History**:** Its Purpose and Method, Allen and Unwin,1961.
- W.H. Walsh, Philosophy of History: An Introduction.
- R.F. Atkinson, Knowledge and Explanation in History, Macmillan publication, 1978.
- W.H. Dray (Ed), Philosophical Analysis and History, Harper and Row,1966.
- Patrick Gardiner, The Nature of Historical Explanation, OUP,1968.
- R.G. Collingwood, The Idea of History, Hespereides Press,2008.
- Christopher Lloyd, The Structures of History, Blackwell Press.

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Semester-X

Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: X Paper DSE-1 (Compulsory for all students)**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **DSE Sem XI**

Course: DSE-1	**Course Title: World History (1945AD.-1991AD-)**

Course Outcomes: This paper is designed to develop an understanding of the causes, details and outcomes of major events that have shaped the modern world. It describes the efforts made and challenges faced by nations after World War 2 to establish world peace and global harmony. It explains the formation, structure and role of the UNO, the origin of the Cold War and its impact on world politics. It also examines key treaties, arms races and proxy conflicts during the period. It discusses nuclear disarmament efforts, arms control agreements, non-proliferation initiatives and the role of emerging powers in shaping the new world order. It describes the events that led to the decline of socialism, social, economic and political factors contributing to the dissolution of the USSR and its impact on global politics. It further explains the origin, principles, objectives and role of NAM and its relevance in today's world. It explores the origin, significance and impact of regional organizations like SAARC and OPEC and their role in the emerging world economic order. It describes the role of G7 countries in various global issues. It also discusses pressing global issues such as terrorism, climate change and environmental sustainability.

Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Elective (For both groups)**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**Formation of the New World Order and World Peace** **A.** Reconstruction of Europe 1945-1968. **B.** Reconstruction of war damage, post-war, restoring democracy, migrations and economic questions. **C.** The Marshall Plan, economic disparities amongst Nations and the Third World.	**15**
Unit II	**Ideological and Political Basis of Cold War (1947-1991)** **A.** The source of the conflict. Emergence of Power Blocks, Pacts and Treaties. **B.** The New Cold War; Disarmament measures and the end of the Cold War.	**15**

	C. Communism between 1949 till 1990s. (The Khrushchev era 1953-1964), period of stagnation (1964-1986). **D.** The Gorbachev and the disintegration of the USSR.	
Unit III	**New Social Movements** **A.** Working class movements and Tiananmen Square in 1989 in China. **B.** Student Movement student protests in Paris, Mexico and Germany in 1968. **C.** Feminist Movement. **D.** Environmental and Peace Movements.	**10**
Unit IV	The disintegration of the European empires in Asia and Africa (Decolonization) between 1945 and 1960, Formation of Non-Alignment block and its objectives- SAARC, OPEC, Emerging new world economic order, G-7, International concerns on terrorism and environment.	**20**

Essential Readings

- Carr, E.H, International Relations since 1919.
- Moon, P.T, Imperialism and World Politics since 1945.
- Palmer and Perkins, International Relations.
- Jain and Mathur, Vishwa Ka Itihas.
- Hughes, H.S, Contemporary Europe.
- Chandran, S, India's Foreign Policy: Old Problems, New Challenges.
- Ganguly, Sumit, Indian Foreign Policy.

Suggested equivalent online courses:

IGNOU &other centrally/state-operated universities/MOOC platforms such as SWAYAM in India and Abroad.

Suggested Continuous Evaluation Methods -Assignments**,** Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-of-semester written examination will test all the areas targeted in the course.

Semester-X

Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: X Paper DSE-2**
Subject: History	**Eligibility Criteria** Bachelor of History with Research	**Pre-requisites of the course (if any)** DSE Sem IX
Course: DSE-2	**Course Title: History of Journalism in India (Up to 1947)**	

Course Outcomes: This paper is designed to develop an understanding of the History of Journalism in India up to 1947. It explains the emergence and growth of the press from its earliest days to 1857. The student will be able to learn the main features of Indian newspapers and publications during the period from the beginning to 1857. It will enable the students to understand the historical context and developments of newspapers in India from 1857 to 1947, including the main features of the Indian press during this period. They will be able to evaluate the rules, regulations, and prohibitions that have impacted the press in India throughout history. The students will understand the relationship between the press and the Indian National Movement and how it has shaped the history of journalism in India, including the development of the press in Uttarakhand from the beginning to 1947. It will enable the students to assess the role and impact of the press on Indian society and politics throughout history.

Credits: 4	**Lecture No. of Hours-60**	**Discipline-Specific Elective**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**	

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**Press in India-** **A.** Genesis and growth of the press in India. **B.** Newspapers in India from the beginning to 1857. Main features of the Indian press from the beginning to 1857. **C.** Newspapers in India from 1857 to 1947. The main feature of the Indian press from 1857 to 1947.	**16**
Unit II	Press: Rules, regulation and Prohibitions.	**12**
Unit III	News Agencies and News Editors.	**10**
Unit IV	Press and the Indian National Movement.	**12**
Unit V	Press in Uttarakhand from Beginning to 1947.	**10**

Essential Readings

- Natrajan, J, History of Indian Journalism, Vol. -2.
- Press Commission Report, New Delhi, 1954.
- Natrajan, J.A History of the Press in India, Asian Publishing House.
- Ghosh, Hamendra Prasad, Newspapers in India, University of Calcutta, 1952.
- Ananda, Prakash, A History of the Tribune, A Centenary Publication by the Tribune Trust, 1986.

Suggested Online Links:

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Semester-X

Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: X** **Paper: DSE-3**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **DSE Sem IX**
Course: DSE-3	**Course Title: Patterns of Colonialism in the World: (15th to 19th Century)**	
Course Outcomes: The course shall look at the broad debates and theoretical formulations related to colonialism. The nature, impact and varied expressions of colonialism in various parts of the world shall inform the student with the major causes and consequences of colonialism in different parts of the world. It shall help the student to appreciate and examine the nature of colonial subjugation in various parts of the world.		
Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Elective**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**	
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Colonialism and its various Establishments-** **A.** Defining Colonialism. **B.** B. Establishment of Colonial Empires by Spain and Portugal in the 15th& 16thCenturies. **C.** French in Canada: 1534-1763 and the economic exploitation of natural resources.	**16**
Unit II	Informal Empire in 19th century Africa.	**14**
Unit III	Scramble for Power in late 19th century, China.	**14**
Unit IV	Nature of Colonial control and patterns of subjugation.	**16**

Essential Readings

•Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi).
•Bailey C.A., The Birth of Modern World.
•C.M. Cipolla, Fontana Economic History of Europe.
•E.J. Hobsbawm, The Age of Revolution.

- K.R.G. Nair & Romey Borges, Discovering French Canada, Allied Publishers, 2002.
- Langasm. W.C. World Since 1919, Surjeet Publication.
- पार्थ सारथी गुप्ता, यूरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- देवेश विजय(संपादक), यूरोपीय संस्कृति(1400–1800 ई0), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वर्मा, लाल बहादुर, आधुनिक विश्व का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Anthony Wood, History of Europe, 1815 to 1960.
- Basil Davidson, Modern Africa**:** A Social and Political.
- Benns, F. Lee, Europe since 1914.
- Hartly, G M.S., Short History of International Affairs 1920-1939.
- Hayes, C.J.H., A Political and Cultural History of Europe, 1830 to 1839.
- J. Evans, The Foundations of a Modern State in 19th Century Europe.
- J.H Perry, The Establishment of the European Hegemony 1415-1715.
- James Joll, Europe since 1870.
- Parker, R.A.C., Europe (1919-1945) .
- पार्थ सारथी गुप्ता, ब्रिटेन का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- पार्थ सारथी गुप्ता, आधुनिक पश्चिम का उदय, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- देवेश विजय, फ्रांसीसी क्रांति के सांस्कृतिक पहलू, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- जैन एवं माथुर, विश्व का इतिहास।

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Semester-X
Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: X** **Paper: DSE-3** **(For both groups)**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **DSE Sem IX**

Course : DSE-3	**Course Title: Indian National Movement (1919 AD -1950 AD)**

Course Outcomes: This paper is designed to develop an understanding of the Indian National Movement and explains the historical background and context of the Indian National Movement from 1919 to 1950 AD. It will enable the students to analyze the key events and figures of the Indian National Movement. The student will be able to learn the role of various political ideologies and movements in shaping the Indian National Movement. They will be able to understand the impact of colonialism and imperialism on the Indian National Movement. The students will be able to understand the contributions of various leaders to the Indian National Movement. The students will be able to understand the role of women, peasants and marginalized communities in the Indian National Movement. It will enable the students to understand the Communalism and Partition of India, the Constitutional development of India and role of the press in the political awakening of the Country.

Credits: 4	**Lecture No. of Hours-60**	**Discipline Specific Elective (For both groups)**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	Changing nature of National Movement: Home Rule League, Khilafat and Non-cooperation Movement.	**12**
Unit II	Swaraj Party, Simon Commission, Civil Disobedience Movement, Salt Satyagraha and Quit India Movement.	**12**
Unit III	**A.** Revolutionary Movements . **B.** I.N.A. and revolt in the Royal Indian Navy.	**12**
Unit IV	**A.** Peasant's movements and Tribal Movements. **B.** Role of women in National Movements. **C.** Communalism and Partition of India.	**12**
Unit V	**Constitutional development of India** **A.** Acts of 1919, 1935. **B.** The role of the Indian Press in the political awakening of the Country.	**12**

Essential Reading

- A.R. Desai, Peasant Struggles in India.
- Amiya Bagchi, Private Investment in India.
- Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India.
- R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.

- चन्द्र, बिपिन, आधुनिक भारत में सांप्रदायिकता, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ग्रोवर, बी0,ल0, यशपाल, आधुनिक भारत का इतिहास, एस चन्द्र एण्ड कम्पनी लि0, नई दिल्ली।
- शुक्ल, राम लखन, आधुनिकभारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

General Readings

- Sekhar, Bandopadhyya, Plassey to Partition, Orient Black Swan(Hindi & English).
- Bipan Chandra and other, India's Struggles for Independence.
- Bipan Chandra, Rise and Growth of Economic Nationalism in India.
- C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
- Dadabhai Naroji, Poverty and Un-British Rule in India.
- David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.
- Dharma Kumar and Tapan Raychaudhuri, eds., the Cambridge Economic History of India, Vol. II.
- J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India.
- P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
- R.P. Dutt, India today.
- Suhash, Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989
- गुप्ता, डी0,न0, अनुवाद, भारत की बदलती उत्पादन प्रणालियाँ हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- मोईनुद्दीन हसन खॉ, अनुवादक अब्दुल हक, गदर–1857(ऑखों देखा विवरण) हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

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Semester-X
Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: X** **Paper GE-1**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **Nil**
Course: GE-1	**Course Title: Orality and Oral Culture in India**	
Course Outcomes: Upon completing "Orality and Oral Culture in India," students will analyse oral traditions' role in Indian culture, understand forms like folklore and myths, and assess orality's impact on literature, religion, and identity. They'll develop skills in documenting and preserving oral narratives, fostering an appreciation for India's rich oral heritage.		
Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	Defining orality.	**15**
Unit II	History & Historiography of Orality.	**15**
Unit III	Research Methodologies.	**15**
Unit IV	Documentation: Written &Visual.	**15**

Essential Readings:

- Humphries, The Handbook of Oral History.
- H. Roberts, Doing Feminist Research, Routledge & Kegan Paul, London,1981.
- M.F.D, Knowledge & Control, London, 1971.
- John Miles Foley, Oral Formulaic-Theory: An Introduction & Annotated.
- Veena Das, Mirrors of Violence: Communities, Riots & Survivors in South Asia, Delhi, OUP, 1990.
- Prasad M. Mahadeva, Ideology of the Hindi Film: A Historical Construction, Delhi, OUP, 1998.
- Srirupa Roy, The Post Colonial State & Visual Representations of India's Contributions to Indian Sociology, 2006.

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Semester-X
Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: X Paper GE-2**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **Nil**
Course: GE-2	**Course Title: Understanding Heritage**	

Course Outcomes: To make students aware of the concepts and themes of the Heritage project. To make students aware of the practical aspects of heritage tourism and to enable them to work in the tourism industry. Building knowledge and understanding of the History of Uttarakhand. To develop an appreciation for the rich culture and tradition of Uttarakhand.

Credits: 4	**Lecture No. of Hours-60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0

Unit	Topics	No. of Hours
Unit I	**A.** What is Heritage? **B.** What is Heritage Value? **C.** Local Heritage: Concept and issues. **D.** National Heritage: Concept and issues.	**12**
Unit II	**A.** Cultural, Natural and Mixed Heritage: Definition, Scope. **B.** Promotion of Heritage.	**12**
Unit III	**A.** Heritage Tourism: Concept & Scope. **B.** Heritage Tourism: International Scenario and Issues.	**12**
Unit IV	**Definitions**: Museums, Archives, Documents, Manuscripts and Records History of setting up of Museums and Archives: Some case studies.	**12**
Unit V	**A.** History, Society and Culture of Uttarakhand. **B.** Communities, Tribes, Folk Festival, Folk Music, Folk dance, Art and Architecture of Uttarakhand.	**12**

Essential Readings

- Kernal Balsar, The concept of the common heritage of Mankind, Vol. 30.
- Richard Harrison, Manual of Heritage Management.

- Davide T. Herbert, Heritage Tourism & Society.
- Agrawal, O.P., Essentials of Conservation and Museology.
- Basu, Purnendu, Records and Archives: What are they?

General Readings

- Agarwal Rajesh K. & Nangia Sudesh, Economic & Employment potential of archaeological monuments in India.
- Choudhary, R.D., Museums of India and their Maladies.
- G. Edson & Dean David, Handbook for Museums.
- Dr. Dinesh Chandra Baluni, the Cultural Heritage of Uttarakhand.
- Dr. S.C. Bhatt, Gopal Bhargava, Uttarakhand; Land and People.
- Ajay S. Rawat, Garhwal Himalaya; A Study in Historical Perspective.
- H.G. Walton, British Garhwal Gazetteer.
- Brijmohan Mamgain, History of Freedom Movement in Garhwal Himalayas.

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Semester-X
Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: X** **Paper GE-3**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **Nil**
Course: GE-3	**Course Title: Making of post-Independence India**	

Course Outcomes: The course will help students get a broad outline of the history of the early years of the Indian Republic, focusing on the framing of the Constitution, the integration of princely states, the reorganization of the states and the features of our foreign policy. The course will also help understand the critical patterns of economic development in the early years of Independence and the subsequent shifts and the persistent problems of uneven development. The course will also examine issues of critical relevance concerning the assertions and mobilization in the movements on the questions of caste, tribe and women.

Credits: 4	**Lecture No. of Hours- 60**	**Generic Elective**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-0		

Unit	Topics	No. of Hours
Unit I	**Laying the Foundation of the Nation State** **A.** Making of the Indian Constitution and its salient features. **B.** Integration of princely states, delineating provincial boundaries and the formation of newer states.	**12**
Unit II	**Political Trajectories** **A.** Politics and Political Parties: Congress hegemony and counter-hegemony, the rise of regional political parties; Left political parties and Left-wing political radicalism; JP movement/ Nav Nirman movement; emergency and Janta interregnum; Jansangh and Rise of BJP. **B.** Key features of the foreign policy of India.	**16**
Unit III	**Socio-Economic Development and Underdevelopment** **A.** Concept of planned economy and the key features of respective development for agrarian, industrial and other sectors. **B.** Shift from the model and mixed economy and public sectors to economic liberalization, privatization and globalization.	**18**

	C. Discontents among peasants and workers and the larger concerns of economic redistribution, inequality, sustainability and environment. **D.** Peoples Movements for Rights, Liberation and Social Justice: Dalits, Adivasis and Women.	
Unit IV	**Shaping a new public sphere and its discontents** A. Education, science and technology. B. Language and Literature. C. Cinema and Visual Art.	**14**

Essential Readings

- Agnihotri, Rama Kant (2015), Constituent Assembly Debates on Language, EPW, Feb 21, 2015, pp. 47-56.
- Bipan Chandra. In the name of Democracy: JP Movement and the Emergency. Penguin Random House India. [Relevant chapters].
- Markovits, Claude. (2004), A History of Modern India. Anthem Press. (Chapter 21)
- Partha Chatterjee (ed.) (1997 State and Politics in India. Delhi: OUP) "Chapter-7: Development Planning and Indian State."
- Jaffrelot, Christophe. (1999). The Hindu Nationalist Movement and Indian Politics 1925 to 1990s. New Delhi: Penguin. Chapters 3, 5, 7, 11 to 13.
- Chhibber, Pradeep K (1999). State Policy, Party Politics, and the Rise of the BJP in Democracy without Associations: Transformation of the Party System and Social Cleavages in India. Ann Arbor: University of Michigan Press. (pp. 159-176).
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (Ed.), (2021). Education and Inequality: Historical and Contemporary Trajectories. Orient Blackswan. (Relevant Chapters).

General Readings

- Bhargava Rajiv. (ed.), (2009), Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press.
- Khosla, Madhav. (2020), India's Founding Moment. HUP.
- Ahmad, Aijaz. (1992). "Three World Theory: End of the Debate". In Theory. London: Verso.
- Asha Sarangi, Sudha Pai. (2011), Interrogating Reorganisation of States: Culture, Identity and Politics in India, Routledge India 68
- Austin, Granville (1999). The Indian Constitution: Cornerstone of Nation, New Delhi: OUP [relevant sections].
- Damodaran, A.K. (1987), "Roots of Indian Foreign Policy", India International Centre Quarterly. Vol.14. No. 3., pp. 53-65
- Dhavan, Rajeev. (2008). "Book Review: Sarbani Sen, Popular Sovereignty and Democratic Transformations: The Constitution of India," Indian Journal of Constitutional Law, Vol. 8, pp.204-220.
- Chatterjee, Partha (ed.). (1997). State and Politics in India. Delhi: Oxford University Press. [pp. 92-124].

- Francine Frankel et al, (eds.). (2002), Transforming India: Social and Political Dynamics of Democracy. Delhi: Oxford University Press. [Relevant chapters].
- Hasan, Zoya. (2004). Parties and Party Politics in India. New Delhi: Oxford University Press. Chapters 9 and 10.
- Roy, Tirthankar. Indian Economy after Independence: Economic History of India 1857-2010. [Chapter-13].
- Singh, Satyajit K. (2010).“State, Planning and Politics of Irrigation Development: A Critique of Large Dams”, in Avanaik and Rajeev Bhargava (eds.), Understanding Contemporary India: Critical Perspective (Hyderabad: Orient Black Swan), pp. 105- 148.
- Kohli, Atul (2006). Politics of Economic Growth in India, 1980-2005: Part I & 2 -- The 1980s. EPW, V 41, No 13, April 1-7, 2006, pp 1251-1259; and EPW, Vol. 41, No. 14 (Apr. 8-14, 2006), pp. 1361-1370.
- Frankel, Francine R. (2005). India’s Political Economy. New Delhi: OUP. Chapters 1, 3 and 4.
- Prasad, Archana (2003). Preface: Ecological Romanticism and Environmental History. In Against Ecological Romanticism Verrier Elwin and the Making of an Anti-Modern Tribal Identity.
- Sangeeta Dasgupta, Introduction: Reading the Archive, Reframing ‘Adivasi’ Histories. IESHR, 53, 1, 2016, pp 1-8.
- Gadgil, Madhav and Ramachandra Guha (1994), Ecological Conflicts and the Environmental Movement in India, Development and Change. Vol 25. pp.101-136.
- Brass, Paul R. (2005), Language, Religion and Politics in North India. Cambridge University Press, 1974. (Specially Introduction pp 3-50 and Chapters 3-5 pp 119-275).
- Das Gupta, Jyotirindra. (2018), Language Conflict and National Development: Group Politics and National Language Policy in India. University of California Press. First published, 1970.
- Deshpande Anirudh. (2014), Class, Power and Consciousness in Indian Cinema.
- Dwyer, Rachel. (2002). Cinema India: The Visual Culture of Hindu Film. New Jersey: Rutgers University Press.
- Gupta, Vikas. (2014), ‘Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism’, in Ravi Kumar, (Ed.), Education, State and Market: Anatomy of Neoliberal Impact, Aakaar, pp 19-57.

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Semester-X
Master's in History

Master's in History

Master's in History		
Programme: Master's in History	**Year: V**	**Semester: X** **Paper: DISSERTATION**
Subject: History	**Eligibility Criteria** **Bachelor of History with Research**	**Pre-requisites of the course (if any)** **Nil**
Course: DISSERTATION	**Course Title: Dissertation on Major/ Dissertation on Minor/ Academic Project/ Entrepreneurship**	
Credits: 6		**Dissertation**
Max. Marks: As per Univ. rule **No. of Hours: 90**		**Min. Passing Marks: As per Univ. rule**

Course Outcomes:

After studying this course, the students will be able to:

- Develop advanced research skills in historical inquiry, including the ability to formulate historical research questions, design appropriate methodologies (such as archival research, primary source analysis, and historiographical approaches), gather and analyze historical data, and draw meaningful conclusions that contribute to the understanding of historical events, trends, and figures.
- Enhance critical thinking abilities through the evaluation and synthesis of existing historical literature, identifying gaps in current historical knowledge, and developing innovative approaches to interpreting historical sources. This includes critically analyzing different historiographical perspectives and considering the broader social, political, and cultural contexts of historical narratives.
- Cultivate an understanding of ethical considerations in historical research, including issues related to plagiarism, the responsible use of primary and secondary sources, the treatment of marginalized histories, and the ethical implications of historical interpretations. Ensuring integrity and responsibility in the representation of history is vital for maintaining scholarly rigor and respect for historical subjects.

Unit	Topic	No. of Hours
UNIT 1	Academic Project, Report writing / Case study on topics allotted by the department under the supervision of the faculty.	**90**

Faculty

Essential Readings

- Authur Marwick, Nature of History (In Hindi Itihas ka Swaroop, Translated by Lal Bahadur Verma, Granth Shilpi.)
- Arthur Marwick, The New Nature of History, Macmillan Education, UK.
- Sheik Ali, History: Its Theory and Method, Macmillan
- Sharma, Manoj, Research Methodology, Anmol Publications, New Delhi, 2004
- Kothari, C.R.: Research Methodology
- R.N. Trivedi & D.P. Shukla: Research Methodology (in Hindi).
- G.L Jain., Adhunik Shodh Pranali, Shri Niwas Publication.