

Maa Shakumbhari University, Saharanpur



CURRICULUM & SYLLABUS

**(As per the Guidelines of U.P. Government according to
National Education Policy (NEP)-2020 w.e.f. Session 2024-25)**

**Graduation (B.A.) in History
First Three Years of Under-graduate (U.G.) Program**

For

**School of Arts- History
Maa Shakumbhari University, Saharanpur**

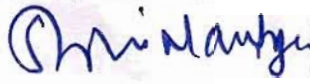
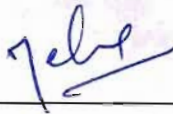
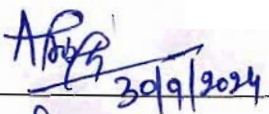
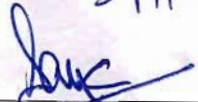
&

**Department of History, Affiliated Colleges
Maa Shakumbhari University, Saharanpur**

Shahin Nautiyal
July

Members of Board of Studies (History)

Date
30.9.2024

S. No	Name & Designation	Convener/ Member	Institution	Signature
01	Prof. Shashi Nautiyal	Convener	J.V. Jain College, Saharanpur	
02	Dr Neha	Member	J.V. Jain College, Saharanpur	
03	Prof. Ajay Pal Singh	Member	S.D. College, Muzaffarnagar	 30/9/2024
04	Dr. Sachin Kumar	Member	D.A.V. College, Muzaffarnagar	
05	Prof. Aradhana	External Expert	C.C.S. University, Meerut	attended online
06	Prof. R.S. Agarwal (Retd. Professor)	External Expert	C.C.S. University, Meerut	attended online

Proposed Year wise Structure of UG Program in History

History is the analysis and interpretation of the human past enabling us to study continuity and changes that are taking place over time. It is an act of both investigation and imagination that seeks to explain how people have changed over time. Historians use all forms of evidence to examine, interpret, revisit, and reinterpret the past. These include not just written documents, but also oral communication and objects such as buildings, artifacts, photographs, and paintings. Historians are trained in the methods of discovering and evaluating these sources and the challenging task of making historical sense out of them. History is a means to understand the past and present. The different interpretations of the past us to see the present differently and therefore imagine and work towards – different futures. It is often said to be the "queen" or "mother" of the social sciences. It is also the basis of the study of philosophy, politics, economics and even art and religion. No wonder, it is considered an indispensable subject in the complete education of man.

Program Outcomes (POs)

- This course provides the basic ideas and concepts of History and Historical development of Humanity.
- The program has been designed to develop historical outlook to resolve the day to day life struggles in the society and nation.
- Designed to enhance the capacity of students to understand universal and domain specific values in History.
- This course intends to orient the learner with the Approaches to the broader discipline of History.
- Develop the ability to address the complexities and interface among of self, societal, national and International priorities.
- Promote research, innovation and design (Map and Atlas) development favoring all the disciplines in History.
- This programme develops scientific and practical approach among the students which helps in their day to day life.
- It will help in developing analytical and critical thinking based on the themes and issues of history.
- It will help in understanding of the basic concepts of History and an awareness of the emerging areas of the field.
- Acquisition of in-depth understanding of the applied aspects of History as well as interdisciplinary subjects in everyday life.
- The programme orients students with traditional historical knowledge along with advance contemporary skills like role of remote sensing, Carbon dating and GIS in the field of history and archaeology.
- Improvement of critical thinking and skills facilitating.
- Inculcate generic and subject specific skills to succeed in the employment market and standards of life.

On
7/1/21

Certificate in Fundamentals of History

B.A. First Year

Program Specific Outcomes (PSOs)

At the end of program following outcomes are expected from students.

- Learn about the discipline of History as a holistic field of study covering multiple facts and requirements of human belongs in day to day living for example, achievement of appropriate milestones in personal development awareness need and use of historical resources, access to adequate knowledge system for wholesome development historical fundamentals.
- May have capabilities to start earning by enhancing their skills in the field of Historical and Traditional knowledge system, Tourism, Archives and Museums.

B.A. Second Year

- Develop historical outlook to resolve the day to day life struggles in the society and nations.
- Develop sensitivity, resourcefulness and competence to render service to enhance development of individuals families, communities, and the nation at large.
- Enhance abilities involved in acting as proactive agents of change in promoting the discipline of Social Sciences.
- Explore and decide upon viable avenues of self employment and entrepreneurship.
- Learn more about human and community & relationship.

B.A. Final Year

- Appreciate and benefit from the symbiotic relationship among the core disciplines of History Social History, Economic History, Political History, Cultural History of India and the World.
- Programme is designed to encourage Ethical and Environmental values for sustainable development in the society.
- Programme is designed to encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship, it also generate multi skilled leaders with a holistic perspective that cuts across disciplines.
- Promote research, innovation and design (map and atlas) development favoring all the discipline in History.
- Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of History.
- After this degree programme students can be benefited by getting jobs in various fields like government sector, working with NGOs, jobs as a journalist, Tourism, Manager, etc. and also they can feel the sense of entrepreneurship as well.



Semester-wise Titles of the Papers in B.A. (History)

Year	Semester	Course Code	Paper Title	Theory/ Practical	Credits
I	I	A050101T/ 0110501	Ancient and Early Medieval India (Till 1206 A.D.)	Theory	6
	II	A050201T/ 0210501	History of Medieval India (1206 A.D. – 1757 A.D.)	Theory	6
II	III	A050301T/ 0310501	History of Modern India (1757 A.D. – 1950 A.D.)	Theory	6
	IV	A050401T/ 0410501	History of Modern World (1453 A.D. – 1950 A.D.)	Theory	6
	IV	0410565	Project	Project	3
III	V	A050501T/ 0510501	Nationalism in India	Theory	5
	V	A050502T/ 0510502 Optional	Optional Paper (Any One) History of Modern World (1453 A.D. – 1815 A.D.)	Theory	5
	V	A050503T/ 0510503 Optional	Socio-Cultural and Economic History of Medieval India (1200 A.D. – 1700 A.D.)	Theory	5
	V	A050504T/ 0510504 Optional	Ethics in History	Theory	5
	VI	A050601T/ 0610501	Era of Gandhi and Mass Movement	Theory	5
		A050602T/ 0610502 Optional	Optional Paper (Any One) History of Modern World (1815 A.D. – 1945 A.D.)	Theory	5
		A050603T/ 0610503 Optional	Socio-Cultural and Economic History of Medieval India (1700 A.D. – 1900 A.D.)	Theory	5
	VI	A050604T/ 0610504 Optional	History and its Professional Utility	Theory	5

Skill/Vocational Paper for UG Program

Paper Title	Theory/Practical	Credits
Tourism and Cultural Heritage	Theory	3

On
Jels

DETAILED SYLLABUS

For B.A. (HISTORY)

Programme as per NEP	Class	Year	Semester
Certificate	B.A.	First	I
Subject: History			
Course Code: A050101T/ 0110501	Course Title: Ancient and Early Medieval India (Till 1206 A.D.)		(Theory)
Course Outcome – This will provide important insight to the students regarding political social cultural development of the period.			
Credits : 6		Core Compulsory	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0			
Unit	Topic	No. of Lectures 15X6=90	
I	Source – Literary, Archaeological, Indian knowledge System	10	
II	Characteristics of Pre-history and proto history – Harappa civilization.	10	
III	India during Vedic period, Mahajanpadas and Religious movements, Alexander's invasion and its impact.	10	
IV	The Mauryan Empire, The shungas, Kushans and Satvahanas.	10	
V	The imperial Guptas – Golden Era of ancient India.	15	
VI	Age of Harshvardhan and Rise of Rajputs.	10	
VII	Rise of Feudalism in India.	10	
VIII	Advent of Islam – Invasions of Mahmud Gaznavi and Muhammad Ghori.	15	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> • Bhartiya Vidya Bhawan Series – The History and culture of the Indian People Vol. I, II, III, IV. • R.S. Tripathi – History of Ancient India. • R.C. Majumdar – Ancient India. • Ramila Thapar – The Penguin History of Early India from Origin to A.D. 1300. • विमल चन्द्र पाण्डे – प्राचीन भारत का राजनैतिक एवं सांस्कृतिक इतिहास • जयनारायण पांडे – पुरातत्व विमर्श 			
Suggested Continuous Internal Evaluation Methods (25 Marks)			
<ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions/short and long answer questions. • Research Orientation of the student. • Quiz. 			
Suggested equivalent online courses.			
IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.			

Programme as per NEP	Class	Year	Semester
Certificate	B.A.	First	II
Subject : History			
Course Code: A050201T/ 0210501	Course Title : History of Medieval India (1206 A.D. – 1757 A.D.)		(Theory)
Course Outcome – The present paper aims at the providing glimpse of the important features of Muslim rule in India from 1206 to 1757 A.D. The course deals with the emergence of Delhi sultanate and will also acquaint the students regarding various stages of the Mughal Empire.			
Credits : 6		Core Compulsory	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0			
Unit	Topic	No. of Lectures 15X6=90	
I	Sources – Literary and Archaeological, Establishment of Delhi sultanate Mamluqs/Slave dynasty, Khilji	10	
II	Tuglaqs and Lodhis and downfall of Delhi sultanate.	10	
III	The Mughals, Babur, Humayun	10	
IV	Akbar to Shahjahan, Religious Policy, Relation with Rajputs, Mansabdari, Land Revenue	15	
V	Aurangzeb – Rajput Policy, Religious Policy and deccan policy, decline and disintegration of Mughals.	15	
VI	Bhakti movement and sufism.	10	
VII	Architecture and Painting in Mughal Period.	10	
VIII	Rise of Maratha Power under Shivaji, administration, Revenue, Hindu Padpadshahi, Later Mughals.	10	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> • Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi, Oxford University Press. • Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi Munshiram Manoharlal, • Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press. • Roy, S.C.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan. • Singh, D.D.: (1988), Structure of Rural Society in Medieval India. • Srivastava, A.L.: (2017) Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co. • Srivastava, A.L.: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal & Co. • Tripathi, R.P.: (2012) Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications. • Yadav, B.N.S.: (2012) Society and Culture in North India in the 12th Century India, Ruka Prakashan. • Sarkar, J.N. Shivaji and his Times. • श्रीवास्तव, आशीर्वाद लाल : '2017', भारतवर्ष का इतिहास 1000 से 1707, शिवलाल अग्रवाल एण्ड कम्पनी, दिल्ली। • पाण्डेय, अवध बिहारी '1988', पूर्व मध्यकालीन भारत, इलाहाबाद सेन्टल बुक डिपो • पाण्डेय, अवध बिहारी '1988', उत्तर मध्य कालीन भारत, इलाहाबाद सेन्टल बुक डिपो • सरदेसाई, जी०एस० : शिवाजी 			
Suggested Continuous Internal Evaluation Methods (25 Marks)			
<ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions/short and long answer questions. • Research Orientation of the student. • Quiz. 			
Suggested equivalent online courses.			
IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.			


 Date: _____
 Page: _____

Programme as per NEP	Class	Year	Semester
Diploma	B.A.	Second	III
Subject : History			
Course Code: A050301T/ 0310501	Course Title : History of Modern India (1757 A.D. – 1950 A.D.)		(Theory)
Course Outcome – The period between 1757 to 1950 is very crucial and significant. The advent of European through trading and later led to establishment of British rule. The paper will also high light organized efforts of Indians to get rid of shackles of British imperialism.			
Credits : 6		Core Compulsory	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0			
Unit	Topic	No. of Lectures 15X6=90	
I	Advent of Europeans and development of colonial monopoly of trade, the portuguese, Dutch, British, the French, the English – French Rivalry in caranatic, the rise of the British.	15	
II	Battle of Plassey, Buxar and its impact.	10	
III	Colonial policies of East India Company from 1770 to1856. Lord Conwalis, Lord Wellesely, Lord Hastings, Lord William Bentick and Lord Dalhousie.	15	
IV	Rise of Punjab under Raja Ranjit Singh and Rise of Hyderabad and Mysore in 18 th Century.	10	
V	Land Revenue System during British period – Permanent, Ryoytwari and Mahalwari System.	10	
VI	Transfer of Power from Company to Crown, Lord Ripon, Lord Curzon and Parrtition of Bengal.	10	
VII	Morley Minto Reforms, Govt of India Act – 1919, 1935	10	
VIII	Rise and development of communalism in India, Merger of Princely states after independence.	10	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> • Banerjee, A.C.: (1983) The New History of Modern India (1707-1947), Calcutta. K.P. Bagchi • Bayly, C.A: An Illustrated History of Modern India 1600-1947, London 1990 • Chabra, G.S.: (1989), Advanced History of Modern India. Sterling Publication • Desai, A.R. (1948). Social Background of Indian Nationalism, Mumbai. Ranas (Bhatakoi. Popular Publication) • Desai, A.R.: (1984), India's Path of Development. Mumbai. Popular Publication • Dodwell: (1925) A Sketch of the History of India. Longman's Green and Co. • Dutta, K.K.: (1975). Social History of Modern India. Delhi. Macmillan Publication • Freedenberg, R.E.: (1912) Land Control and Social Structure in India • Grover; B.L: A New look on Modern Indian History • Jain, M.S.: (1993) Aadhunik Bharat Varsh Kaltihas. New Age International Pvt. Ltd. 			

- Lal Sunder: (2018) Bharat Mein Angreji Raj, Prahhat Publication
- Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication
- Metcalf, Barbara D and T.R. Metcalf: (1995) A Concise History of India. Cambridge. 2002
- Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University
- Mishra, B.13, (1972), Administrative History or Modern India, Oxford University Publication
- Mishra; J.P.: Aadhunik Bharat Kalthas, Uttar Pradesh Granth Academic. Prahag
- Mittal, S.C.: Bharat Ka Saamajik aur Aarthik Itihas (1738-1947)
- Muir, Ramssay: (1969) The Making of British India, Oxford University Press
- Prasad, Ishwari & Subedar: (1951) History of Modern India (English or Hindi). Indian Press
- Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London. Oxford University Press
- Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, Rajkamal Prakashan
- Sarkar, Sumit:(1983) Modern India , Macmillan
- Sen, Sunil, K.: (1979), Agrarian relations in India, 1793-1947, People's Publication House
- Shukla, R.L. (ed.): Adhunik Bharat Kalthas (Hindi), Delhi University Publication
- Singh, G.N. (1963), Constitutional Development in Modern India. Punjab, Atma Ram
- Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press.
- Thompson & Garret : (1934) Rise and Fulfillment of British Rule in India, Originally Published.

Suggested Continuous Internal Evaluation Methods (25 Marks)

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.



Programme as per NEP	Class	Year	Semester
Diploma	B.A.	Second	IV
Subject : History			
Course Code: A050401T/ 0410501	Course Title : History of Modern World (1453 A.D. – 1950 A.D.)		(Theory)
<p>Course Outcome – This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation State system, Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation. State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern times in European context. This paper covers the Napoleon era in Europe also. This paper is designed to introduce the students regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with. This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history to world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal as Second World War was lesser imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.</p>			
Credits : 6		Core Compulsory	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0			
Unit	Topic	No. of Lectures 15X6=90	
I	Renaissance: Its Causes, Feature and Impact, Reformation Movement in Europe and Role of Marin Luther	15	
II	Glorious Revolution, Industrial Revolution in 18 th Century.	12	
III	American Revolution, French Revolution Causes, Significance and Impact on world.	12	
IV	Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy	13	
V	Unification of Germany and Italy.	10	
VI	Causes leading to First world war, Paris Peace Convention and treaty of Versailles.	10	
VII	The Bolshevik Revolution.	6	
VIII	Factors leading to Second World War, U.N.O., Achievements and Failure.	12	
<p>Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.</p>			
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Stabstisnos, A.J. History of the Modern World Since 1500. • Bronoski Jacob & Bruce Mazlish: Western Intellectual tradition. • Robertz J.M.: History of the World. • Fisher. H.A.L.: History of Europe. • Palmer, R.R.: A History of Modern World System. • Macencill. W.H.: History of the World. • Panikar, K.M.; Asia and Western Dominance. • Bailey C.A.: The Birth of Modern World. • Bennis, F. Lev: Europe since 1914. • Carr, E.H. (1948), International Relations between two world war (1919-1939) Delhi Macmillan and Co. • Carsten, F.L. (1982) The Rise of Fascism University of California Press. • Dhar, S.N.: (1967), International Relations and World Politics Since 1919 Bombay Asia Publish House. • Hardy, G.M.S. (1950), Short History of International Affairs 1920-1930 New York Oxford University 			

Dr. J. S. Jais

Press.

- Langasm, W.C.: World Since 1919, Surjeet Publication.
- Lowe, Normon: (1982) Mastering Modern World History, Macmillan and Co.
- Marriot, M.: International Relations between the two world war.
- Parker, R.A.C. (1961), Origin of the second world war Simon and Schuster
- Verma, Dinanath: Aadhunik Vishwakaltihis (Hindi) Jnanada Publication.
- Vinacke Herald: (1959), A History of for East in Modern Times East Asia, Appleton Century Crofts.
- Woodroff, C. (1998) Modern World, St. Martin's
- Grant & Temperley: Europe in Nineteenth and Twentieth Centuries
- Hayes, C.J.N.: A Policial and Cultural History of Europe, 1830-1839.
- Ketelbey, C.D.M. A History of Modern Times (English or Hindi)
- Lipson Europe in the Nineteenth and Twentieth Centuries.
- भटनागर एवं गुप्ता : आधुनिक यूरोप का इतिहास (भाग एक व दो)
- लाल के.एस.: आधुनिक यूरोप का इतिहास (भाग एक व दो)
- वर्मा, लाल बहादुर: (1998) यूरोप का इतिहास (भाग एक व दो) नई दिल्ली प्रकाशन संस्थान

Suggested Continuous Internal Evaluation Methods (25 Marks)

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

2
Feb

Programme as per NEP	Class	Year	Semester
Diploma	B.A.	Second	IV
Subject : History			
Course Code: A050501R/ 0410565	Course Title : Project		(Project)
Course Outcome – Students will be able to understand			
<ul style="list-style-type: none"> • In-depth knowledge of research methodology. • The variation among Historical locations. • Preparing Report of Research Project. 			
Credits : 3		Core Compulsory	
Max. Marks: 100		Min. Passing Marks : 40	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 3-0-0			
Unit	Topic	No. of Lectures 15X3=45	
I	Student has to prepare research report on any relevant topic of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report. Meaning types and significance of Research, Literature review and formulation of research design, research problem objectives, hypothesis, Research materials and methods, Sampling etc. Techniques of writing scientific reports. Preparing notes, references, bibliography, abstract and keywords etc.		
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> • Chitnis, K.N. (2006) – Research Methodology in History, Atlantic Publication. • Sreedharan, E.: A Textbook of Historiography. • Kimerling, A. Jon, Map Use – Reading Analysis Interpretation, ESRI Press • Mishra, P.K. (2018) Tourism in India, New Century Publications. • Roday, Sunetra Arehana Biwal & Vandana Joshi – Tourism: Operations and Management. • Alkinson RJC (1933) Field Archaeology, London, Mathew and Co. • Basker P. : (1982) Techniques of Archacological Excavation, London, Batsford. • Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur. • Raman K.V. (1976) Principles and Methods in Archaeology, Madras. • थपलियाल, हरिप्रसाद '1976' भारत की ऐतिहासिक मानचित्रावली, हिन्दी प्रचारक पब्लिकेशन, वाराणसी • कार, ई.एच. '1997' इतिहास क्या है, मैकमिलन प्रेस, नई दिल्ली, छठों • कैनाडीन, डेविड '2002' हवाट इज हिस्टी नाऊ, गैकमिलन, लंदन • कौशिक, कुंवरबहादुर '1984' इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर। • श्रीधरन, ई. – इतिहासलेख 			
Suggested Continuous Internal Evaluation Methods (25 Marks)			
<ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions/short and long answer questions. • Research Orientation of the student. • Quiz. 			
Suggested equivalent online courses.			
IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.			

Programme as per NEP	Class	Year	Semester
Degree	B.A.	Third	V
Subject : History			
Course Code: A050501T/ 0510501	Course Title : Nationalism in India		(Theory)
Course Outcome – Acquaintance to Indian National Movement is indispensable for a student to make a sense of Indian Modern History and Nationalism. The course is designed to provide an overview of Indian Freedom Struggle and key concepts of the Indian Nationalism to the students, which would evolve them into a conscientious citizen. The paper covers the history of Freedom Movement in a manner that each section, which played a vital role in independence of the country is introduced to the student.			
Credits : 5		Core Compulsory	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0			
Unit	Topic	No. of Lectures=75	
I	First War of Independence, Causes, Impact and Nature.	10	
II	Socio-religious reform movements in 19th century, social background of Indian Nationalism, Economic nationalism and Cultural Nationalism.	15	
III	Theories of Nationalism – Views of Gandhi and Tagore.	5	
IV	Early Phase: the ideology, programme and policy of Moderates.	10	
V	Extremist phase : Rise and development of extremism in India.	10	
VI	Swadeshi movement and Congress split at Surat	5	
VII	Rise of Muslim League: demands and programme.	10	
VIII	National Awakening during first world war, Lucknow pact and Home Rule movement.	10	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> • Agrow, D.: (1968) Moderates and Extremists in the Indian National Movement. Asia Publishing House. • Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press. • Chandra, Bipan and Others Freedom Struggle. • Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd. • Desai, A.R. (1984), India's Path of Development, Popular Prakashan. • Dutta, K.K. (1975), Social History of Modern India, Delhi, Macmillan Publication. • Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication. • Jeffery, R. and J. Masscross: From Rebellion to the Republic. • Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint. • Majumdar, R.C.: Struggle for Freedom. • Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co. • Moon, Penderal (1998), Divide and Quit, USA Oxford University Press. • Patel, Vallab Bhai Correspondence, Writings and Speeches. • Prasad, Bisheswar, Bondage and Freedom, 2 Vols. 			
Suggested Continuous Internal Evaluation Methods (25 Marks)			
<ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions/short and long answer questions. • Research Orientation of the student. • Quiz. 			
Suggested equivalent online courses.			
IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.			



Programme as per NEP	Class	Year	Semester
Degree	B.A.	Third	V
Subject : History			
Course Code: A050502T/ 0510502 (Optional)	Course Title : History of Modern world (1453 A.D. – 1815 A.D.)		(Theory)
Course Outcome – This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society. economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern times in European context. This paper covers the Napoleon era in Europe also.			
Credits : 5		Optional	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0			
Unit	Topic	No. of Lectures 15X5=75	
I	Political and Religious structure of Europe in the early 15 th Century.	10	
II	Renaissance: Its Causes, Feature and Impact.	10	
III	Reformation Movement in Europe and Role of Martin Luther.	5	
IV	Religious warfare: The Thirty Years War.	10	
V	Glorious Revolution and Development of Cabinet system in England.	10	
VI	Industrial Revolution in 18 th Century, American Revolution	10	
VII	French Revolution: Causes, Significance and Impact on world.	10	
VII	Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.	10	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> • Stavrianos. A.J. : History of the Modern World Since 1500 • Fisher. H.A.L : History of Europe • Palmer. R.R. : A History of Modern World • Macneill. W.H : History of the World • Panikkar. K.M : Asia and Western Dominance • Bailey. C.A. : The Birth of Modern World • Benns, F. Lee: Europe since 1914 • Carr, E.H.: (1948), International. Relations between two world war (1919-1939), Delhi, Macmillan and Co. • Carsten, F.L. (1982), The Rise of Fascism University of California Press • Dhar, S.N.: (1967), International Relations and World Politics Since 1919, Bombay, Asia Publish House. • Langasm, W.C.: World Since 1919, Surjeet Publication • Marriot, M,: International Relations between the two world war • Parker, R.A.C.: (1969), Europe (1919-1945) London, Weidenfield and Nicolson • Vinacke Herald: (1959), A History of For East in Modern Times, East Asia, Appleton Century —Crofts • Grant & Temperley : Europe in Nineteenth and Twentieth Centuries • Hayes, C.J.H.: A Political and Cultural History of Europe, 1830-1839 			


 Jelye

- जैन एवं माथुर, आधुनिक विश्व का इतिहास 1500 से 2000 तक
- लाल बहादुर वर्मा – यूरोप का इतिहास।
- डा० ए०के० मित्तल – यूरोप का इतिहास
- डा० दीनानाथ वर्मा – अंतर्राष्ट्रीय सम्बन्ध
- देवेश विजय, मीना भारद्वाज– आधुनिक यूरोप का इतिहास एवं दिशाएं
- सत्यकेतु विद्यालंकार – यूरोप का आधुनिक इतिहास
- एस.चन्द – आधुनिक यूरोप का इतिहास

Suggested Continuous Internal Evaluation Methods (25 Marks)

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.



Programme as per NEP	Class	Year	Semester
Degree	B.A.	Third	V
Subject : History			
Course Code: A050503T/ 0510503 (Optional)	Course Title : Socio-Cultural and Economic History of Medieval India (1200 A.D. – 1700 A.D.)		(Theory)
Course Outcome – This paper comprises social, economic and cultural aspect Of medieval India. In this Paper a student will be introduced to the saints of medieval India who had shown the path of "Bhakti Movement and flourish the Indian culture and religion during Turk and Mughal attacks. It covers also the condition of women in medieval Indian history. In spite of Turk Timur. Mughal and Afghan attacks India Economy had a lion's share in all over world's economy this aspect will also be known to the scholar of history.			
Credits : 5		Optional	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0			
Unit	Topic	No. of Lectures 15X5=75	
I	Social condition during Sultanate Period.	10	
II	Market Control Policy and Revenue system of Allaudin Khilji.	10	
III	Sufism and Bhakti Movement in India.	5	
IV	Womens' Condition during Sultanate Period.	10	
V	Land Revenue System during Mughal Period.	10	
VI	Trade and Commerce during Mughal Period.	10	
VII	Development of Banking system during Mughal Period.	10	
VIII	Development of industry during Mughal Period.	10	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> • Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press. • Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi Munsiram Manoharlal. • Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press. • Roy, S.C.: (1935), Dynastic History of Northern India. Calcutta Calcutta University press. • Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan • Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications. • Sarkar, J.N., Shivaji and his Times. • श्रीवास्तव, आशीर्वादीलाल: (1917) भारत वर्ष का इतिहास 1000 से 1907 शिवलाल अग्रवाल एण्ड कम्पनी दिल्ली। • पाण्डेय, अवध बिहारी (1988), पूर्व मध्यकालीन भारत, इलाहाबाद सेन्ट्रल बुक डिपो • पाण्डेय, अवध बिहारी (1988) उत्तरमध्यकालीन भारत, इलाहाबाद सेन्ट्रल बुक डिपो • सरदेसाई जी०एस० – शिवाजी 			
Suggested Continuous Internal Evaluation Methods (25 Marks)			
<ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions/short and long answer questions. • Research Orientation of the student. • Quiz. 			
Suggested equivalent online courses.			
IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.			


 7/2/23

Programme as per NEP	Class	Year	Semester
Degree	B.A.	Third	V
Subject : History			
Course Code: A050504T/ 0510504 (Optional)	Course Title : Ethics in History		(Theory)
Course Outcome – History is in an excellent position to inculcate moral values in students mind. Study of Ved and Geeta with Life stories of great saints. heroes and reformers, like Shankracharya. Buddha, Rama, Maharana Pratap, Guru Nanak, Swami Dayananda, Swami Vivekananda, Mahatma Gandhi Aurobindo and Radhakrishnan etc. encourage students to be truthful, courageous, just and selfless.			
Credits : 5		Optional	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0			
Unit	Topic	No. of Lectures 15X5=75	
I	Introduction of Ethics – History	10	
II	Determinants of Ethics, Normative and Applied Ethics.	10	
III	Different early Indian approach to understand Ethics.	5	
IV	The survey of early Indian Ethics – study of Ved and Geeta.	10	
V	Dharma and Rationality.	10	
VI	The Bhakti Movement	10	
VII	Ideas and Ethical Philosophy of Aurobindo.	10	
VIII	Ideas and Ethical Philosophy of Gandhi and Radhakrishnan.	10	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> • Sredharan, E.: A Text book of Historiography. • Carr, E.H.: What is History. • Ali Sheik, : History, Theory and Method. • Chaudhary, K.OP. (1975) Effective teaching of History in India, New Delhi, National Council of Education and Research and Training. • Collingwood, R.G. 1951), The Idea of History, London: Oxford University Press. • Ghate, V.D. (1953) Suggestions for the Teaching of History, Bombay, Oxford University press. • कार, ई एच. : (1997) इतिहास क्या है मैकगिलप्रेस, नई दिल्ली छाटां • कैनाडीन, डेविड (2002) हवाट इजहिस्ट्रीनाऊ मैकमिलन, लंदन • कौशिक, कुंवरबहादुर : (1984) इतिहासदर्शन एवं प्राचीन भारतीय इतिहासलेखन, गोरखपुर • श्री धरन्, ई- इतिहासलेख • सिंह, बद्रीनाथ (1998) नीतिशास्त्र की रूपरेखा, आशाप्रकाशन वाराणसी • पाण्डेय, संगगलाल (1991) नीतिशास्त्र कासर्वेक्षण, सेन्द्रलपब्लिशिंग हाऊस, प्रयागराज 			
Suggested Continuous Internal Evaluation Methods (25 Marks)			
<ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions/short and long answer questions. • Research Orientation of the student. • Quiz. 			
Suggested equivalent online courses.			
IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.			


 Date: _____

Programme as per NEP	Class	Year	Semester
Degree	B.A.	Third	VI
Subject : History			
Course Code: A050601T/ 0610501	Course Title : Era of Gandhi and Mass Movement		(Theory)
Course Outcome- The objective of the paper is to make students aware of freedom struggle, contribution of revolutionaries, factors leading to partition of country. It will highlight the contribution of freedom fighters and inculcate a spirit of patriotism in the minds of students and help them to become better citizens.			
Credits : 5		Core Compulsory	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0			
Unit	Topic	No. of Lectures 15X5=75	
I	Circumstances leading to Non co-operation movement.	10	
II	Rise of Revolutionary movements in India with special reference to HRA, H.S.R.A. and trial of Bhagat Singh, Gadar Party.	5	
III	Simon Commission, Nehru Report. The Civil disobedience Movement	10	
IV	Special features of Govt. of India act of 1935, Quit India Movement.	10	
V	Subhash Chandra Bose and INA, Contribution of B.R. Ambedkar.	10	
VI	Constitutional Crisis – Cripps and Cabinet Mission.	10	
VII	Second World war, Mountbatten Plan, Partition and Independence.	10	
VIII	Integration of princely states and contribution of Sardar Vallabh Bhai Patel.	10	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> ➤ Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House ➤ Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press ➤ Chandra, Bipan and Others: Freedom Struggle ➤ Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd. ➤ Desai, A.R. (1984), India's Path of Development, Popular Prakashan ➤ Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication ➤ Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication ➤ Jeffery, R. and J Masseless: From Rebellion to the Republic ➤ Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint ➤ Majumdar, R.C.: Struggle for Freedom ➤ Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co. ➤ Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press ➤ Patel, Vallab Bhai: Correspondence, Writings and Speeches. ➤ Prasad, Bisheswar,: Bondage and freedom, 2 Vols. ➤ Rai, Satya M.(ed.): Bharat Mein Upniveshwad Aur Rashtrawad (Hindi) ➤ Sarkar, Sumit: Adhunik Bharat (Hindi) ➤ Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983 ➤ Sen, S.N.: (1957), Eighteen Fifty Seven Publication Division ➤ Singh, Ayodhya: (2012), Bharat Ka Mukti Sangram, Neha Publishers and Distributors ➤ Tara Chand: History of the Freedom Movement in India, Vols. I – IV, Division Publication 			
Suggested Continuous Internal Evaluation Methods (25 Marks)			
<ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions/short and long answer questions. • Research Orientation of the student. • Quiz. 			
Suggested equivalent online courses.			
IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.			

Programme as per NEP	Class	Year	Semester
Degree	B.A.	Third	VI
Subject : History			
Course Code: A050602T\ 0610502 (Optional)	Course Title : History of Modern World (1815 A.D. – 1945 A.D.)		(Theory)
Course Outcome- This paper is designed to introduce the student regarding rapid changes in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with. This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history to world history. These times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal as Second World War was lesser Imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonialist and Imperialist structure crumbled.			
Credits : 5		Optional	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0			
Unit	Topic	No. of Lectures 15X5=75	
I	Vienna Congress Unification of Germany and Italy.	10	
II	Causes leading to First world war.	10	
III	Paris Peace Convention and Treaty of Versailles.	10	
IV	League of Nations: Organisation, Achievements and Failure.	5	
V	Rise of Communism in Russia: The Bolshevik Revolution	10	
VI	Rise of Dictatorship: Mussolini and Hitler.	10	
VII	United States in world affairs: Economic Depression and New Deal policy of F.D. Roosevelt.	10	
VIII	Factors leading to Second World War and U.N.O.	10	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> ➤ Stavrianos A.J. : History of Modern World Since 1500 ➤ Bronski Jacob & Bruce Mazlish: Western Intellectual tradition. ➤ Robertz. J.M.: History of the World. ➤ Fisher, H.A.L.: History of Europe. ➤ Palmer, R.R.: A History of Modern World./ ➤ Wallerstine Immanuel: Modern World System ➤ Macneill W.H.: History of the World ➤ Panikkar, K.M.: Asia and Western Dominance ➤ Bailey. C.A.: The Birth of Modern World. ➤ Bensus, F. Lee, Europe since 1914. ➤ Car, E.H.: (1948) International, Relations between two world war (1919-1939) Delhi Macmillan and Co. ➤ Carsten, F.L. (1982) The Rise of Fascism University of California Press ➤ Dhar, S.N.: (1967) International Relations and World Politics Since 1919 Bombay.. Asia Publish House. ➤ Hardy, G.M.S.: (1950) Short History of International Affairs 1920-1939 New York, Oxford University 			

S. V. S.

Press.

- Langasm, W.C.: World Since 1919 Surjeet Publication.
- Lowe, Normon: (1982) Masterng Modern World History, Macmillan and Co.
- Marriot, M.: International Relations between the two world war.
- Parker, R.A.C.: (1969) Europe (1919-1945) London, Weidenfield and Nieolson.
- Taylor, A.J.P. (1961) Origin of the second world war Simon and Sehuster
- Verma, Dinanath: Aadhunik Vishwakaltihas (Hindi) Jnanada Publication
- Vinaeke Herad: (1959), A History of For East in Modern Times. East, asia Appleton Century Crofts
- Woodroff, C.: (1998) Modern World, St. Martin's
- Grant & Temporally : Europe in Nineteenth and Twentieth Centuries.
- Hayes, C.J.H.: A Political and Cultural History of Europe, 1830-1839.
- Ketelbey, C.D.M.: A History of Modern Times (English or Hindi).
- Lipson: Europe in the Nineteenth and Twentieth Centuries.
- भटनागर एवं गुप्ता: आधुनिक यूरोप का इतिहास (भाग दो)
- लाल, के.एस. : आधुनिक यूरोप का इतिहास (भाग दो)
- वर्मा, लालबहादुर: (1998) यूरोप का इतिहास (भाग दो), नई दिल्ली प्रकाशन संस्थान

Suggested Continuous Internal Evaluation Methods (25 Marks)

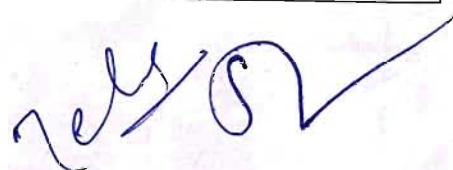
- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

Handwritten signature

Programme as per NEP	Class	Year	Semester
Degree	B.A.	Third	VI
Subject : History			
Course Code: A050603T/ 0610503 (Optional)	Course Title : Socio-Cultural and Economic History of Medieval India (1700 A.D. – 1900 A.D.)		(Theory)
Course Outcome – This paper comprises social, economic and cultural aspect of modern India In this paper a student will be introduced to the social and religious reform movement in colonial India. Decline of Indian Handicraft, land revenue system and commercialization of agriculture are the salient feature of 18 th and 19 th Century India. Development of banking and Railway had played a vital role in the drain of Indian wealth to England. All these aspects have been covered under this paper title.			
Credits : 5		Optional	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0			
Unit	Topic	No. of Lectures 15X5=75	
I	Socio and Religious Reform Movement.	10	
II	Reforms in Muslim Society.	10	
III	Land Revenue System during colonial period: Permanent Settlement Raiyatwari and Mahalwari system.	5	
IV	Decline of Indian Handicraft in British Period.	10	
V	Commercialisation of Agriculture and its Impact on India.	10	
VI	Theory of Drain of Wealth.	10	
VII	Development of Railway and its Impact.	10	
VIII	Development of Banking System in Colonial Period.	10	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> • Banerjee, A.C.: (1983) The New History of Modern India (1707-1947). Calcutta, K.P. Bagchi. • Bayly, C.A: An Illustrated History of Modern India 1600-1947. London 1990 • Chabra, G.S.: (1939), Advanced History of Modern India, Stealing Publication • Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication) • Desai, A.R.: (1984), India's Path of Development. Mumbai, Popular Publication • Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co. • Dutta, K.K.: (1975). Social History or Modern India. Delhi. Macmillan Publication. • Freedenberg, R.E.: (1912) Land Control and Social Structure in India. • Grover, B.L.: A New look on Modern Indian History. • Jain, M.S.: (1993) Aadhunik Bharat Varsh Kaltihas, New Age International Pvt. Ltd. • Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication. • Majumdar, Dutta and Ray Chawdhury (ed.) (1967) Advanced History of Idnia 3 Vols, Macmilan Publication. • Metcalf, Berbara D and T.R. Metealf: (1995) A Concise History of India, Cambridge. 2002. • Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University. • Mishra, B.B. (1972), Administrative Historyof Modern India Oxford University Publication. • Mishra, J.P. : Aadhunik Bharat Kaltihas, Uttar Pradesh Granth Academic, Prabhag • Mittal, S.C.: Bharat Ka Saamaji Kaur Aarthikltihas (1758-1957) • Muir, Ramssay: (1969) The Making of British India, Oxford University Press. • Prasad, Ishwari & Subedar: (1951) History of Modern India (English or Hindi), Indian Press. • Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press. • Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi Rajkamal Prakashan. • Sarkar, Sumit: (1983) Modern India, Macmillan. 			



- Shukla, R.L. (cd.) Adhunik Bharat Kalthas (Hindi), Delhi University Publication.
- Singh, G.N. (1963) Constitutional Development in Modern India, Punjab, Atma Ram
- Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press.

Suggested Continuous Internal Evaluation Methods (25 Marks)

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

02 July

Programme as per NEP	Class	Year	Semester
Degree	B.A.	Third	VI
Subject : History			
Course Code: A050604T/ 0610504 (Optional)	Course Title : History and its Professional Utility		(Theory)
Course Outcome – This paper is designed to introduce application of history among student of history. Different units are designed about use of Archives, Museums and Libraries, History and its professional utility is the central idea behind this paper. This paper covers environmental aspect of history as well as historical survey of development of science and technology in India.			
Credits : 5		Optional	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 33	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0			
Unit	Topic	No. of Lectures 15X5=75	
I	Use of Archives and Museums.	10	
II	Use of Map in History.	10	
III	Importance of Libraries.	5	
IV	Local Heritage, Temples and Shrines,	10	
V	Tourism for Architectural Monuments.	10	
VI	Preservation of Environment in History.	10	
VII	A Historical Survey of development of Science and Technology in India.	10	
VIII	Use of History in Journalism: Print and Electronic Media.	10	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> • Sreedharan, E.: A Textbook of Historiography. • Carr. E.H.: What is History. • Ali Sheik, : History, Theory and Method. • Boticelli, Peter, Martha R. Mahard and Michele V. Cloonan (2019) Libraries, Archives and Museums Today, Rowan & Littlefield Publishers. • Kimerling, A. Jon, Map Use Reading Analysis Interpretation, ESRI Press. • Koopman, Harry Lyman- The Mastery of Books: Hints on Reading and The Use of Libraries American Book Company. • Mishra, P.K. (2018) Tourism in India, New Century Publications • Roday, Sunetra Archanna Biwal & Vandana Joshi – Tourism: Operations and Management Atkinson RJC : (1953) Field Archaeology, London, Mathew and Co. • Basker P.: (1982) Techniques of Archaeological Excavation, London, Batsford. • Chakrabarthy D.K.: (1989) Theoretical Perspectives in Indian Archaeology Munshiram Manoharlal. • Rajan K.: (2002) Archacology, Principles and Methods, Tanjavur. • Raman K.V.: (1976) Principles and Methods in Archaeology, Madras. • Agee, Ault & Emery, Introduction to Mass Communication. • Asa Briggs, A Social History of Media from Guttenberg to the Internet. • Gardiner Lambert, A History of Media. • Kamath, M.V. Professional Journalism. • Keval J. Kumar, Mass Communication in India. • तिवारी, अर्जुन – (1997) हिन्दी पत्रकारिता का वृहद इतिहास वाणी प्रकाशन • व्होरा, आशारानी – (2001) स्वाधीनता सेनानी लेखक- पत्रकार, प्रतिभा प्रतिष्ठान • सहाय, शिवस्वरूप – (1992) संग्रहालय की ओर, मोतीलाल बनारसीदास, वाराणसी 			

- कार ई.एय. इतिहास क्या ह मैकमिलनप्रेस नई दिल्ली छटां (1997)
- कैनाडीन, डेविड : ह्वाटइजहिस्ट्रीनाऊ मैकमिलन, लंदन (2002)
- कौशिक, कुंवरबहादुर : इतिहास दर्शन, एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर (1984)

Suggested Continuous Internal Evaluation Methods (25 Marks)

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

7/5/20

Programme as per NE	Class	Year	Semester
Certificate	B.A.	First/Second	I/II/III
Subject : History			
Course Code:	Course Title: Tourism & Cultural Heritage		(Theory)
Course Outcome – India has rich cultural heritage. It taught people to live in peace and Harmony. This aims at to familiarize students with this rich cultural heritage of India. Study of important tourist places of India will help students to know about the diversify nature of India.			
Credits : 3		Core Compulsory	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 40	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 3-0-0			
Unit	Topic	No. of Lectures 15X3=45	
I	(A) Tourism: Concept, Definition, Tourism Products (B) Guide: Principles of guiding, Types of Guide (C) Tourist: Definition, Types of Tourist Culture: Concept, Definition, scope in relation to Heritage. Heritage: Concept, Definition.	10	
II	(A) Indian Culture: Salient features, Traditions and Customs. (B) Fairs: Concept, Definition, Bala Sundari fair, Gugal Fair, Kumbha. (C) Festivals: Dusshera, Deepawali and Holi, Eid-ul-Fitar, Christmas.	10	
III	Important Historical Places: Maa Shakumbari Devi Shakti Peeth, Deoband Darul Ulum, Sinauli Archaeological Importance: Hastinapur, Hullas, Lakha Mandal.	10	
IV	Historical Importance: 1857 and Saharanpur Division. Gandhian Movements and Historical Personalities of Meerut and Saharanpur division.	15	
Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
Suggested Readings:			
<ul style="list-style-type: none"> • Neeraj Aggarwal – Tourism and Cultural Heritage of India. • Madhukar Kumar Bhagat – Indian Heritage, Art and Culture. • Devdutt Pattnaik – Indian Culture Art and Heritage. 			
Suggested Continuous Internal Evaluation Methods (25 Marks)			
<ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions/short and long answer questions. • Research Orientation of the student. • Quiz. 			
Suggested equivalent online courses.			
IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.			