National Education Policy-2020

Common Minimum Syllabus

U.P. Higher Education Department

For: Undergraduate Program

Bachelor of Arts (B.A)

SUBJECT: HISTORY

Glocal School of Arts & Social Science

Glocal University, Saharanpur, U.P

Session- 2024-25

w.e.f. 2023-24

National Education Policy-2020
Common Minimum Syllabus for all U.P. State Universities/ Colleges
SUBJECT: HISTORY

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Syllabus Developed by:

S. N.	Name	Designation	Department	College/ University
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4.	Dr. Kamlesh Kumar Tewari	Assistant Professor	History	Government Girls Degree College DLW VARANASI, UP

BA (History)

Semester-wise Titles of the Papers in BA (History)

Year	Sem.	Course Code	Paper Title	Theory / Practical	Credits
1	I	A050101T	Ancient and Early Medieval India (Till 1206 A.D.)	Theory	6
1	II	A050201T	History of Medieval India (1206 A.D.-1757 A.D.)	Theory	6
2	III	A050301T	History of Modern India (1757 A.D. – 1950 A.D.)	Theory	6
2	IV	A050401T	History of Modern World (1453A.D. – 1950 A.D.)	Theory	6
3	V	A050501T	Nationalism in India.	Theory	5
3	V	A050502T Optional	History of Modern World (1453 A.D. – 1815A.D.)	Theory	5
		A050503T Optional	Socio-Cultural and Economic History of Medieval India (1200A.D.- 1700 A.D.)	Theory	5
		A050504T Optional	Ethics in History	Theory	5
3	V	A050501R	Project 1	Project	3
3	VI	A050601T	Era of Gandhi and Mass Movement.	Theory	5
3	VI	A050602T Optional	History of Modern World (1815A.D.- 1945A.D.)	Theory	5
		A050603T Optional	Socio-Culturaland Economic History of Medieval India (1700A.D.- 1900 A.D.)	Theory	5
		A050604T Optional	History and its Professional Utility	Theory	5
3	VI	A050601R	Project 2	Project	3

Subject: History

Year	Semester	Paper: 1 History of India Till 1757A.D.	Credit		Credit			Research Project/ Practical	Total
1st	I	Ancient and Early Medieval India(Till 1206 A.D.)	6						6
	II	History of Medieval India (1206 A.D. – 1757 A.D.)	6						6
2nd		**Paper :1 History of Modern India and World Till 1950 A.D.**							
	III	History of Modern India (1757 A.D. – 1950 A.D.)	6						6
	IV	History of Modern World (1453A.D. – 1950 A.D.)	6						6
3rd		**Paper: 1 Freedom Struggle of India (1857 A.D. – 1947 A.D.)**		**Paper: 2 History of Modern world (1453A.D. – 1945A.D.) OR Socio-Culturaland Economic History of India (1200A.D. – 1900 A.D.) OR Ethics and Professional Utility of History**					
	V	Nationalism in India.	5	History of Modern world (1453 A.D. – 1815A.D.) **OR**	5			Research Methodology, Tour and Study of Maps C3	10+3
				Socio-Cultural and Economic History of Medieval India (1200A.D. – 1700 A.D.) **OR**	5				
				Ethics in History	5				
	VI	Era of Gandhi and Mass Movement.	5	History of Modern world (1815A.D. – 1945A.D.) **OR**	5			Study of Languages used in Indian History C3	10+3
				Socio-Cultural and Economic History of Medieval India (1700A.D. – 1900A.D.) **OR**	5				
				History and its Professional Utility	5				

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 allow 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 the basis of all subjects of study which fall under the category of Humanities and 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 indispensible 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.

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 facets and requirements of human beings 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.

Semester I	Name of Paper	Credits	No of Lectures
	Ancient and Early Medieval India(Till 1206 A.D.) (Theory)	6	90
	Total	6	90
Semester II	**Name of Paper**	**Credits**	**No of Lectures**
	History of Medieval India (1206 A.D. – 1757 A.D.)(Theory)	6	90
	Total	6	90

B.A. Second Year : Diploma in History

Program Specific Outcomes (PSOs)

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

- 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.

Semester III	Name of Paper	Credits	No of Lectures
	History of Modern India(1757 A.D. – 1950 A.D.) (Theory)	6	90
	Total	6	90
Semester IV	**Name of Paper**	**Credits**	**No of Lectures**
	History of Modern World(1453A.D. – 1950 A.D.) (Theory)	6	90
	Total	6	90

B.A. Final Year: B.A. in History (Degree)

Program Specific Outcomes (PSOs)

- Appreciate and benefit from the symbiotic relationship among the core disciplines of History – SocialHistory, 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 disciplines 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 benefitted 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 V	**Name of Paper**	**Credits**	**No of Lectures**
	Nationalism in India. (Theory)	5	75
	History of Modern world(1453 A.D. – 1815A.D.) **OR** Socio-Culturaland Economic History of Medieval India (1200A.D. – 1700 A.D.) **OR** Ethics in History(Theory)	5	75
	Research Project 1	3	
	Total	10	150
Semester VI	**Name of Paper**	**Credits**	**No of Lectures**
	Era of Gandhi and Mass Movement(Theory)	5	75
	History of Modern world(1815A.D. – 1945A.D.) **OR** Socio-Culturaland Economic History of Medieval India (1700A.D. – 1900A.D.) **OR** History and its Professional Utility (Theory)	5	75
	Research Project 1	3	
	Total	10	150

Format for developing syllabus for a course/paper

Programme / Class	Certificate	**Year**	B.A.I	**Semester**	I
Subject	History				
Course Code	A050101T	**Course Title**	Ancient and Early Medieval India (Till 1206 A.D.)		

Course Outcome-The present course will be useful in providing historical knowledge to the students. It has been constructed in such a way that a student will not only gain knowledge of ancient civilizations of India, but historical development can be understood easily. Students will be familiar with the political and cultural development of ancient India. The art, culture and philosophy of religion of ancient India have been included in the syllabus. Through this paper a student will get acquainted with historical facts, acquire knowledge of ancient pride of India and develop a positive attitude towards history. This approach will motivate the students to contribute towards nation building by making them aware of the social culture of India. This course will develop the logical ability of students to do a rational analysis of historical events and develop students' research aptitude. The course presented will inspire the ability of knowledge generation in the students.

This section studies the political situation in North India. Students can gain knowledge of how political decentralization arose in North India after death ofHarshaand which historical circumstances proved helpful in the origin of Rajputs. It also includes the history of the dynasties of Kashmir, Punjab and Sindh. This section gives a historical account of new political conditions and conflicts in India after 1000 AD. Students can gain historical knowledge of political and strategic weakness of India through political conflicts. In this paper, a student will get knowledge of the nature of Muslim attacks and the struggle of Rajputs.

Credits – 6	**Max. Marks** : 100	**Min. Passing Marks** :33

Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0

Unit	**Topic**	**No. of Lectures**
I	Introduction to Ancient History, Culture & Tradition, Historians of Ancient India , Indian Knowledge System, Short brief History of Pre Historic age.	14
II	Indus Valley Civilization ,Vedic and later Vedic period.	12
III	Rise of Magadh Empire and Maurya Dynasty- Chandragupt , Bindusar and Ashok the Great , Kautilya and his Arthshastra.	12
IV	Gupta Dynasty – Chandragupt , Samudragupt , Chandragupt 'Vikramaditya' ,Golden Era of Ancient India	12
V	Age of Harsh Vardhan and Rise of Rajput States - Pratihar , chalukya, Parmar and Chauhan	12
VI	Rise of Feudalism in India.	6
VII	Customs, rituals and beliefs of Hindus.	10
VIII	Advent of Islam: Invasion of Mahmood Ghaznabi and Md. Ghori.	12

Suggested Readings:

1. झा, डी0एन0 , प्राचीनभारत– एक प्रारम्भिक रूपरेखा
   Jha D.N. , Ancient India an Introductory Outline
2. बाशम, ए0एल0 –अद्भुतभारत
   Basham, A.L. , The Wonder that was India
3. थापर, रोमिला–भारतकाइतिहास
   Thapar, Romila , History of India,
4. Majumdar,R.C. – History and Culture of Indian People
5. मिश्र, जयशंकर–प्राचीनभारतकासामजिकइतिहास
6. Lunia, B.N. – Evolution of Indian Culture
7. झा एवंश्रीमाली–प्राचीनभारतकाइतिहास
8. दास, रायकृष्ण –भारतीय चित्रकला
9. Chopra, P.N. &Puri,V.N.,Das, M.N. – Social, Economic & Cultural History of India , Vols I, II & III
10. चोपड़ा, पुरी, दास–भारतकासामाजिक, आर्थिकऔरसांस्कृतिकइतिहासVols I, II & III
11. Majumdar, R.C. –Ancient Indian (Hindi and English)
12. ठाकुर, विजय कुमार– (1989) हिस्ट्रीयोग्राफीऑफइंडियन फ्यूडलिज्म, पटना

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

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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.

Format for developing syllabus for a course/paper

Programme / Class	Certificate	**Year**	B.A.I	**Semester**	II
Subject	History				
Course Code	A050201T	**Course Title**	History of Medieval India (1206 A.D - 1757 A.D)		

Course Outcome—This paper is designed to develop the understanding of India with the advent of Turks , Timurs , Afghans and subsequently the establishment of Mughal rule in some parts of India.An emphasis has been laid to cover the regions og India not under the domination of Turks and Mughals in India. This paper covers the territorial expansion of various Indian Kings and impact of Medievalism on Indian society and culture.

Credits – 6	**Max. Marks** : 100	**Min. Passing Marks** :33

Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0

Unit	**Topic**	**No. of Lectures**
I	The Early Turks and The Khiljis.	12
II	The Tugluqs and Lodies.	12
III	The Mughals: Babur and Humayun, Interlude of Shershah with special reference to Administration and Land revenue system.	12
IV	Akbar to Shahjahan : Mansabdari, Relation with Rajpoot and MaharanaPratap, Religious Policy.	12
V	Aurangzeb: Rajput, Religious and Deccan policy, Decline and disintegration of Mughals	14
VI	Rise of Maratha under Shivaji : Administration, Revenue system, Concept of Hindu Pad- Padshahi and later Mughal.	6
VII	Development of Architecture and Painting in Mughal Period.	10
VIII	Development of Sufiism in India, Bhakti Movement and Re-strengthening in North India.	12

Suggested Readings:

- 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, MunsiramManoharlal
- 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
- Singh, Dilbag: Structure of Rural Society in Medieval India
- Srivastav, 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, RakaPrakashan
- Sarkar, J.N., Shivaji and his Times
- श्रीवास्तव, आशीर्वादीलाल : (2017), भारतवर्षकाइतिहास 1000 से 1907, शिवलालअग्रवाल एण्ड कम्पनी, दिल्ली
- पाण्डेय, अवध बिहारी (1988), पूर्व मध्यकालीनभारत, इलाहाबादसेन्ट्रलबुकडिपो
- पाण्डेय, अवध बिहारी (1988), उत्तर मध्यकालीनभारत, इलाहाबादसेन्ट्रलबुकडिपो
- सरदेसाई ,जी0एस0,–शिवाजी

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

Format for developing syllabus for a course/paper

Programme / Class	Diploma	**Year**	B.A.II	**Semester**	III
Subject	History				
Course Code	A050301T	**Course Title**	History of Modern India (1757 A.D – 1950 A.D)		

Course Outcome-This paper is designed to cover the era of Indian history witnesses the transfer of power from Mughals, other provincial important dynasties to East India Company. It covers the study of Indian resistance at various levels and finally culminates in the First War of Independence. This is an important era of Indian History, as it witnesses the rise of indigenous powers like Marathas and Sikh State, along with new regional identities. This paper covers also the colonial land revenue system and Indian Renaissance. The course is designed to provide an overview of modern Indian political history and key concepts of the modern constitutional development to the students. The paper covers the history of British educational and agricultural policy with their impact over India. This paper also covers the development of communalism in India and mergers of Princely states after Independence.

Credits – 6	**Max. Marks** : 100	**Min. Passing Marks** :33

Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0

Unit	**Topic**	**No. of Lectures**
I	Arrival of European Companies: Rivalry for Control , Ascendancy of British East India Company : Plassey and Buxar and its Impact.	12
II	Territorial Expansion of East India Company: 1770-1856	12
III	Rise of Punjab under Ranjeetsingh: conquests and administration, Rise of Hyderabad and Mysore in 18th century.	12
IV	Land Revenue system during colonial period: permanent settlement, Raiyatwari and Mahalwari system, Indian Renaissance: Reform and revivals.	12
V	Transfer of Power: From Company to Crown, Lord Lytton and Lord Ripon, Lord Curzon and Partition of Bengal.	16
VI	Commercialisation of Agriculture and its Impact on India, Development of Railway and its Impact.	6
VII	Development of Education in Colonial India , Morley-Minto reforms, Govt. of India Act 1919 and 1935.	10
VIII	Rise and Development of Communalism in India, Mergers of Princely states after Independence and Role of SardarVallabh Bhai Patel.	10

Suggested Readings:

- 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, 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 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 VarshKaItihas, New Age International Pvt. Ltd.
- Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication
- Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication
- Metcalf, Berbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002
- Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University
- Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication
- Mishra, J.P.: Aadhunik Bharat KaItihas, Uttar Pradesh Granth Academic, Prabhag
- Mittal, S.C.: Bharat KaSaamajikaurAarthikItihas (1758–1947)
- 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, RajkamalPrakashan
- 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 KaItihas (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

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

……..

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.

Format for developing syllabus for a course/paper

Programme / Class	Diploma	**Year**	B.A.II	**Semester**	IV
Subject	History				
Course Code	A050401T	**Course Title**	History of Modern world (1453 A.D – 1950A.D)		

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 student 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 of 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.

Credits – 6	**Max. Marks :** 100	**Min. Passing Marks :**33

Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0

Unit	**Topic**	**No. of Lectures**
I	Renaissance: Its Causes, Feature and Impact. Reformation Movement in Europe and Role of Martin Luther.	16
II	Glorious Revolution , Industrial Revolution in 18th Century.	12
III	American Revolution , French Revolution: Causes, Significance and Impact on world.	12
IV	Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.	12
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	Factor leading for Second World War , U.N.O. : Organisation, Achievements and Failure.	12

Suggested Readings:

- Stavarianos.A.J. : History of the Modern World Since 1500
- Bronoski Jacob & Bruce Mazlish : Western Intellectual tradition
- Robertz. J.M. : Pelican 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
- Benns, 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 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.: (1969), Europe (1919–1945) London, Weidenfield and Nicolson
- Taylor, A.J.P.: (1961), Origin of the second world war, Simon and Schuster
- Verma, Dinanath: AadhunikVishwaKaItihas (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.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 एवंगुप्ता : आधुनिक यूरोपकाइतिहास (भाग एक व दो)
- लाल, के. एस. : आधुनिक यूरोपकाइतिहास (भाग एक व दो)
- वर्मा, लालबहादुर : (1998), यूरोपकाइतिहास (भाग एक व दो), नईदिल्ली, प्रकाशनसंस्थान

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

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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.

Format for developing syllabus for a course/paper

Programme / Class	Degree	**Year**	B.A.III	**Semester**	V
Subject	History				
Course Code	A050501T	**Course Title**	Nationalism in India.		

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	**Max. Marks** : 100	**Min. Passing Marks** :33

Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0

Unit	**Topic**	**No. of Lectures**
I	First war of Independence: Causes, Impact and Nature.	10
II	Factor leading to the growth of Nationalism in India.	10
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 Extremist in India.	10
VI	Swadeshi Movement and Congress split at Surat.	10
VII	Rise of Muslim League: Demands and Programme..	10
VIII	National awakening during First World War: Lucknow Pact and Home rule Movement.	10

Suggested Readings:

- 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 Masseloss: 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,: Bandage and freedom, 2 Vols.

- Rai, Satya M.(ed.): Bharat Mein UpniveshwadAurRashtrawad (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 KaMuktiSangram, Neha Publishers and Distributors
- Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd.
- Tara Chand: History of the Freedom Movement in India, Vols. I – IV, Division Publication

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

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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.

Format for developing syllabus for a course/paper

Programme / Class	Degree	**Year**	B.A.III	**Semester**	V
Subject	History				
Course Code	A050502T (Optional)	**Course Title**	History of Modern world (1453 A.D – 1815A.D)		

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	**Max. Marks :** 100	**Min. Passing Marks :**33

Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0

Unit	**Topic**	**No. of Lectures**
I	Political and Religious structure of Europe in the early 15th 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 18th Century , American Revolution	10
VII	French Revolution: Causes, Significance and Impact on world.	10
VIII	Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.	10

Suggested Readings:

- Acton: (1906), Lectures on Modern History, London, Macmillan and Co. Limited.
- Fisher, H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode
- Hayes, C.J.H.: (1936), A Cultural and Political History of Europe (Vol. I) (1500–1830), London, Macmillan
- Hazen, C.D.: (1937), A History of Europe in Modern Times, Henry Holt and Company
- Phulkan, Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.
- Schevil: (1898), History of Modern Europe (Hindi or English), Charles Scribners Sons
- सिंह, हीरालाल एवंरामवृक्ष सिंहः (2011) आधुनिक यूरोपकाइतिहास (1453–1789), इलाहाबाद, स्टूडेन्ट्सफ्रेण्ड्स
- वर्मा, लालबहादुरः (1998) यूरोपकाइतिहास (पुनर्जागरण से क्रान्ति तक), नईदिल्ली, प्रकाशनसंस्थान

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

Format for developing syllabus for a course/paper

Programme / Class	Degree	**Year**	B.A.III	**Semester**	V
Subject	History				
Course Code	A050503T (Optional)	**Course Title**	Socio-Cultural and Economic History of Medieval India (1200A.D- 1700 A.D)		

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 Indian economy had a lion's share in all over world's economy, this aspect will also be known to the scholars of history.

Credits – 5	**Max. Marks :** 100	**Min. Passing Marks** :33

Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0

Unit	Topic	No. of Lectures
I	Social condition during Sultanate Period.	10
II	Market Control Policy and Revenue system of AllaudinKhilji.	10
III	Sufism and Bhakti Movement in India.	5
IV	Women's 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

Suggested Readings:

- 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, MunsiramManoharlal
- 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
- Singh, Dilbag: Structure of Rural Society in Medieval India
- Srivastav, 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, RakaPrakashan

- Sarkar, J.N., Shivaji and his Times
- श्रीवास्तव, आशीर्वादीलाल : (2017), भारतवर्षकाइतिहास 1000 से 1907, शिवलालअग्रवाल एण्ड कम्पनी, दिल्ली
- पाण्डेय, अवध बिहारी (1988), पूर्व मध्यकालीनभारत, इलाहाबादसेन्ट्रलबुकडिपो
- पाण्डेय, अवध बिहारी (1988), उत्तर मध्यकालीनभारत, इलाहाबादसेन्ट्रलबुकडिपो
- सरदेसाई ,जी0एस0, –शिवाजी

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

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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.

Format for developing syllabus for a course/paper

Programme / Class	Degree	**Year**	B.A.III	**Semester**	V
Subject	History				
Course Code	A050504T (Optional)	**Course Title**	Ethics in History		

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, MaharanaPratap, Guru Nanak, Swami Dayananda, Swami Vivekananda, Mahatma Gandhi,Aurobindo and Radhakrishnan etc. encourage students to be truthful, courageous, just and selfless.

Credits – 5	**Max. Marks** : 100	**Min. Passing Marks** :33

Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0

Unit	**Topic**	**No. of Lectures**
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

Suggested Readings:

- Sreedharan,E. : A Textbook of Historiography
- Carr, E.H. : What is History
- Ali Sheik, : History ,Theory and Method.
- Chaudhry,K.P., (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 क्याहैमैकमिलनप्रेस, नईदिल्ली, छठाँ
- कैनाडीन, डेविड :(2002)ह्वाट इजहिस्ट्रीनाऊमैकमिलन, लंदन
- कौशिक, कुँवरबहादुर :(1984)इतिहासदर्शन एवंप्राचीनभारतीय इतिहासलेखन, गोरखपुर
- श्रीधरन, ई. –इतिहासलेख
- सिंह, बद्रीनाथ ,(1998)नीतिशास्त्र की रुपरेखा ,आशाप्रकाशनवाराणसी
- पाण्डेय, संगमलाल, (1991)नीतिशास्त्र कासर्वेक्षण, सेण्ट्रलपब्लिसिंगहाउस, प्रयागराज
- मिश्र, नित्यानंद ,(2005)नीतिशास्त्र , मोतीलालबनारसीदास ,वाराणसी

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

Project

Programme/Class: Degree/BA	**Year**: Third	**Semester**: Fifth
Subject: History		
Course Code: A050501R	Course Title: **Research Methodology**, **Tour and Study of Maps**	

Course outcomes:

Students will be able to understand

- In-depth knowledge of research methodology.
- The variation among Historical locations.
- Interaction with people with different natural and cultural settings.
- Study of Historical area being visited.
- Learn to prepare tour report.

Credits: 3	CoreCompulsory
Max. Marks: 100 (50 Project Report + 50 Research Analysis)	Min. Passing Marks: 40

Total No. of Lectures-Tutorials-Practical (in hours per week): P- 3/w

Unit	Topics	No. of Lectures
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. Tour in-charge will also explain all the steps and methods for preparing Tour report.	45

Suggested Readings:

- 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 ,ArchanaBiwal&Vandana Joshi – Tourism ; Operations and Management
- Atkinson RJC : (1953) Field Archaeology, London, Mathew and Co.
- Basker P. : (1982) Techniques of Archaeological Excavation, London, Batsford.
- Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur.
- Raman K.V. : (1976) Principles and Methods in Archaeology, Madras.
- थपलियाल, हरिप्रसाद–(1997) भारत की ऐतिहासिकमानचित्रावली, हिन्दीप्रचारकपब्लिकेशन, वाराणसी
- कार, ई.एच. : (1997)इतिहास क्याहैमैकमिलनप्रेस, नईदिल्ली, छठाँ
- कैनाडीन, डेविड :(2002)ह्वाट इजहिस्ट्रीनाऊमैकमिलन, लंदन
- कौशिक, कुँवरबहादुर :(1984)इतिहासदर्शन एवंप्राचीनभारतीय इतिहासलेखन, गोरखपुर
- श्रीधरन, ई. –इतिहासलेख

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

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

Format for developing syllabus for a course/paper

Programme / Class	Degree	**Year**	B.A.III	**Semester**	VI
Subject	History				
Course Code	A050601T	**Course Title**	Era of Gandhi and Mass Movement.		

Course Outcome-This paper is designed to introduce the student regarding the Gandhian Philosophy ,his tools and techniques which laid a mass movement in India. This paper covers rise of revolutionary movement and Gandhian programs that guided the path of Indian National Movement in twentieth century. It concludes with the vital role of 'Netaji' Subhash Chandra Bose in the National Movement.

Credits – 5	**Max. Marks** : 100	**Min. Passing Marks** :33

Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0

Unit	**Topic**	**No. of Lectures**
I	Entry of Gandhi and The Non Co-operation Movement.	10
II	Rise of Revolutionary Movement in India with special reference to HRA, HSRA and Trial of Bhagat Singh.	10
III	Rise of Revolutionary Movement outside India with special reference to Gadar Party.	10
IV	Simon commission, Nehru report, The Civil Disobedience Movement	10
V	The Quit India Movement.	10
VI	Constitutional Crisis : Cripps and Cabinet Mission.	5
VII	Subhas Chandra Bose and Indian National Army.	10
VIII	Mountbatten Plan, Partition and Independence.	10

Suggested Readings:

- 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 Masseloss: 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,: Bandage and freedom, 2 Vols.
- Rai, Satya M.(ed.): Bharat Mein UpniveshwadAurRashtrawad (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 KaMuktiSangram, Neha Publishers and Distributors
- Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd.
- Tara Chand: History of the Freedom Movement in India, Vols. I – IV, Division Publication

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

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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.

Format for developing syllabus for a course/paper

Programme / Class	Degree	**Year**	B.A.III	**Semester**	VI
Subject	History				
Course Code	A050602T (Optional)	**Course Title**	History of Modern world (1815A.D- 1945A.D)		
Course Outcome-This paper is designed to introduce the student 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 of 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.					
Credits – 5	**Max. Marks** : 100	**Min. Passing Marks** :33			
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					

Unit	**Topic**	**No. of Lectures**
I	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	Factor leading for Second World War and U.N.O.	10

Suggested Readings:

- Stavarianos.A.J. : History of the Modern World Since 1500
- Bronoski Jacob & Bruce Mazlish : Western Intellectual tradition
- Robertz. J.M. : Pelican 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
- Benns, 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 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.: (1969), Europe (1919–1945) London, Weidenfield and Nicolson
- Taylor, A.J.P.: (1961), Origin of the second world war, Simon and Schuster
- Verma, Dinanath: AadhunikVishwaKaItihas (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.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 एवंगुप्ता : आधुनिक यूरोपकाइतिहास (भाग दो)
- लाल, के. एस. : आधुनिक यूरोपकाइतिहास (भाग दो)
- वर्मा, लालबहादुर : (1998), यूरोपकाइतिहास (भाग दो), नईदिल्ली, प्रकाशनसंस्थान

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

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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.

Format for developing syllabus for a course/paper

Programme / Class	Degree	**Year**	B.A.III	**Semester**	VI
Subject	History				
Course Code	A050603T (Optional)	**Course Title**	Socio-Cultural and Economic History of Medieval India (1700A.D- 1900 A.D)		

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 reformation movement in colonial India. Decline of Indian Handicraft, land revenue system and commercialization of agriculture are the salient feature of 18th and 19th 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.

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Credits – 5	**Max. Marks** : 100	**Min. Passing Marks** :33

Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0

Unit	Topic	No. of Lectures
I	Social and Religious Reformation 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

Suggested Readings:

- 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, Stearling Publication
- Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
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- 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 VarshKaItihas, New Age International Pvt. Ltd.
- Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication
- Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication
- Metcalf, Berbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002

- Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University
- Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication
- Mishra, J.P.: Aadhunik Bharat KaItihas, Uttar Pradesh Granth Academic, Prabhag
- Mittal, S.C.: Bharat KaSaamajikaurAarthikItihas (1758–1947)
- 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, RajkamalPrakashan
- Sarkar, Sumit:(1983)Modern India , Macmillan
- Shukla, R.L. (ed.): Adhunik Bharat KaItihas (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

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

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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.

Format for developing syllabus for a course/paper

Programme / Class	Degree	**Year**	B.A.III	**Semester**	VI
Subject	History				
Course Code	A050604T (Optional)	**Course Title**	History and its Professional Utility		

Course Outcome-This paper is designed to introduce application of history among students of history. Different units are designed about use of Archives, Museums and Libraries. Historyandits 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	**Max. Marks :** 100	**Min. Passing Marks** :33

Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0

Unit	**Topic**	**No. of Lectures**
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

Suggested Readings:

- Sreedharan,E. : A Textbook of Historiography
- Carr, E.H. : What is History
- Ali Sheik, : History ,Theory and Method.
- Botticelli, 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 ,ArchanaBiwal&Vandana Joshi – Tourism ; Operations and Management
- Atkinson RJC : (1953) Field Archaeology, London, Mathew and Co.
- Basker P. : (1982) Techniques of Archaeological Excavation, London, Batsford.
- Chakrabarthi D.K. : (1989) Theoretical Perspectives in Indian Archaeology, MunshiramManoharlal.
- Rajan K. : (2002) Archaeology, 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) हिन्दीपत्रकारिताकावृहदइतिहासवाणीप्रकाशन
- व्होरा, आशारानी–(2001) स्वाधीनतासेनानीलेखक–पत्रकार, प्रतिभाप्रतिष्ठान
- सहाय, शिवस्वरुप , –(1992) संग्रहालय की ओर , मोतीलालबनारसीदास, वाराणसी
- कार, ई.एच. : इतिहासक्याहैमैकमिलनप्रेस, नईदिल्ली, छठाँ (1997)
- कैनाडीन, डेविड : ह्वाटइजहिस्ट्रीनाऊमैकमिलन, लंदन (2002)
- कौशिक, कुँवरबहादुर : इतिहासदर्शन एवंप्राचीनभारतीय इतिहासलेखन, गोरखपुर (1984)

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

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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.

Project

Programme/Class: Degree/BA	**Year**: Third	**Semester**: Sixth
Subject: History		
Course Code: A050601R	Course Title: **Study of Languages used in Indian History**	

Course outcomes:

Students will be able to understand

- In-depth knowledge ofLanguages used in Indian History.
- The variation among Historical aspect of different languages.
- Interaction with people with different languages and cultural settings.
- Study of Historical area of different languages being visited.
- Learn to prepare language analysis report.

Credits: 3	Core Compulsory
Max. Marks: 100 (50 Project Report + 50 Research Analysis)	Min. Passing Marks: 40

Total No. of Lectures-Tutorials-Practical (in hours per week): P- 3/w

Unit	Topics	No. of Lectures
I	Student has to prepare research report on any language of Historical importance 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 Historical Languages, Literature review and formulation of research design of the language. Techniques of writing and reading of the selected language.	45

Suggested Readings:

- 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
- कार, ई.एच. : (1997)इतिहास क्याहैमैकमिलनप्रेस, नईदिल्ली, छठाँ
- कैनाडीन, डेविड :(2002)ह्वाट इजहिस्ट्रीनाऊमैकमिलन, लंदन
- कौशिक, कुँवरबहादुर :(1984)इतिहासदर्शन एवंप्राचीनभारतीय इतिहासलेखन, गोरखपुर
- श्रीधरन, ई. –इतिहासलेख

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

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Suggested Continuous Evaluation Methods:

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