

SCHEME AND SYLLABI

FOR

**3-YEAR UG DEGREE (BACHELOR OF ART)
4-YEAR UG DEGREE (BACHELOR OF ART-HONOURS)
4-YEAR UG DEGREE (BACHELOR OF ART-HONOURS WITH RESEARCH)**



**DEPARTMENT OF HISTORY & ARCHAEOLOGY
FACULTY OF SOCIAL SCIENCE
CHAUDHARY DEVI LAL, UNIVERSITY, SIRSA
(HARYANA)-INDIA
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Contents

1. Introduction to the Programme

The Programme of Bachelor of Art History is functioning under the Art and Social Sciences. Department of History offers UG Programme of four years duration which are divided into eight semesters. The Department marks a departure from the traditional teaching and understanding of the concerned subject by bringing qualitative shift in its curricula, teaching methodology, perception development and in the realm of knowledge gain.

2. Learning Outcome based Curriculum Framework in Programme Outcomes (POs) of B.A (Honours/Research) – Four Year:

The National Education Policy evolved into learning outcome-based curriculum framework and provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

2.1 Objectives of the Programme:

The four-year undergraduate Programme offered with the aims to familiarize students with significant developments in the history of India as well as world. While the primary focus remains on the Indian subcontinent, students also study about other parts of the world, European as well as non-European. The course aims to make the students challenge the idea of history as seamless, or historical knowledge as fixed/finished product that the textbooks at the school level create. It seeks to expose the students to various problems and conflicts that are an inherent part of the historical exercise of reconstructing the past. The purpose is to sensitize students to the existence and desirability of multiple perspectives through which knowledge about past is constructed. Probably the most important goal is to enable students to cultivate a historically sensitive way of thinking with due regard to time, place, context and roles of human agencies involved. Thus, the students are encouraged to think critically, analyze different perspectives and be actively process information about past rather than become passive recipients of singular historical knowledge. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at the same time. It does often branch out to different spheres of knowledge, and domains of professional work, besides pursuing higher studies within the discipline. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live rich, productive and meaningful lives.

2.2. Programme Learning Outcomes of the Programme:

PO1: Knowledge:

Demonstrate knowledge of historical emergence, questions asked, and distinctive contributions of the social science disciplines to the analysis of human behavior and social issues.

PO2: Problem Solving:

Visualize, conceptualize, articulate, and solve complex problems through experimentation and observation using theoretical framework of social science disciplines.

PO3: Critical Thinking:

Critically analyze everyday problems faced by the society, evaluate specific policy proposals, compare arguments with different conclusions to a specific societal issue, and assess the role played by assumptions in such arguments.

PO4: Scientific Enquiry:

Develop the capability of defining problems and strengthening arguments through analysis and synthesis.

PO5: Specialization and Employability:

Develop deeper understanding, creativity, and originality in chosen specialized areas of social science disciplines leading to employability.

PO6: Interdisciplinary Knowledge & Adaptation:

Enhance the ability to integrate as well as synthesize the acquired knowledge within the social sciences and beyond.

PO7: Self Directed Learning:

Develop the ability to work independently as well as effectively in the changing environment.

PO8: Ethics and Leadership:

Articulate and apply ethics, values and ideals that demonstrate awareness of current societal challenges. Build skills to work as part of a team and lead others, setting directions and formulating inspiring vision.

2.3. Programme Specific Objectives:

After completing the B.A History program, the students will be able to:

PSO1: Develop the powers of inquiry, critical analysis, logical thinking, and ability to apply theoretical knowledge to current issues of policy and practice in history.

PSO2: Learn and apply alternative tools to address various economic policy issues related to various branches of History.

PSO3: Develop and demonstrate fundamental in-depth knowledge and understanding of the theories, postulates, methods, principles, concepts, values, substantive rules of core as well as applied areas of History.

PSO4: Identify, coherently explain and synthesize core and advanced economic concepts including economic models.

3. Programme Structure

Bachelor of Art (History)- Four Year (Eight Semesters) undergraduate programme is of 180 credits consisting of Discipline Specific Courses (DSC), Minor (MIC)/Vocational (VOC) Course, Skill Enhancement Course (SEC), Ability Enhancement Course (AEC), Multidisciplinary Courses (MDC) and Value Added Courses (VAC).

Table: 1 Curriculum and Credit Framework for Bachelor of Art- Four Year (Eight Semesters)

Semester	Discipline Specific Courses (DSC)-Major (4 Credits Each)	Minor (MIC)/ Vocational (VOC)	Multidisciplinary Courses (MDC) (3 Credits Each)	Ability Enhancement Courses (AEC) (2 Credits Each)	Skill Enhancement Courses (SES)/Internship/ Dissertation	Value Added Courses (VAC) (2 Credits Each)	Total Credits
I	History of India (From The Earliest Times to 300 BCE)	Basics of Information and Technology (ICT)-1 (2 credits)	Nationalism In India (1858-1947 AD)	-----	Tourism Industry and Art and Architecture (E.T. to 1526 A.D) (3 Credits)	----- -	24
	Ideas of Bharat						
	Ancient World						
II	History of India (C. 300 BCE to C. 750 CE)	Information and Technology (ICT) and Contemporary World (2 credits)	Rise of Civilizations	-----	The Archives and its management (3 Credits)	----- --	24
	Indian History and Culture						
	Medieval World						
Students exiting the programme after second semester and securing 52 credits including 4 credits of summer internship will be awarded UG Certificate in the relevant Discipline/Subject							
III	History of India (C.750 to 1206 CE)	Indian National Movement (1885-1947 AD) (4 credits)	Introduction to Modern Indian Thoughts	-----	An Introduction to Archaeology (3 Credits)	-----	24
	Environmental History of India –I						
	Modern World (Socio-Economic Trends)						
IV	History of India (C.1206- 1526 CE)	Constitutional and Administrative History of India (1858-1950AD) (4 credits)		-----		----- --	20
	Environmental History of India –II						
	Modern World (Political Trends)						
Students exiting the programme after fourth semester and securing 96 credits including 4 credits of summer internship will be awarded UG Diploma in the relevant Discipline/Subject							
V	History of India (C.1526 – 1605 CE)	Tourism Industry and Art and Architecture (Mughals to Modern Times) (4 credits)			Communication & Behavior Skills (4 credits)	-----	20
	History of Europe (1789-1871 AD)						
	Sources of Indian History (Ancient Period)						
VI	History of India (C.1605-1750 CE)	Pre and Proto History of India (4 credits)				-----	20
	History of Europe (1871-1914 AD)	Environmental History of Modern India (4 credits)					
	Sources of Indian History (Medieval & Modern period)						
Student will be awarded 3-year UG Degree in the relevant Discipline/Subject upon securing 132 credits							
VII	History of India (C.1750-1857 AD)	State in India (E.T. to 1526 A.D.) (4 credits)				-----	24
	Historiography: Concepts, Methods and Tools-1						
	History of Ideas						
	Contemporary History of India						
	History of Haryana (Earliest Times to 1526 CE)						
VIII (4 Yr. UG Hons.)	History of India (C.1857-1947AD)	State in India (1526 to 1947 A.D.) (4 credits)				-----	24
	Historiography: Concepts, Methods and Tools-11						
	Orality and Oral Culture in India						
	Historical Roots of Indian Knowledge systems						
	History of Haryana (1526 to 1966 CE)						
VIII (4 Yr. UG Hons.) With Research	Research Methodology	History of Britain (4 credits)			Research Project/ Dissertation (12 Credits)	-----	24
	Approaches and Debates in History						TOTAL CREDITS

- Student should select one major discipline (Out of A, B, or C studied during first three years of

UG Programme) in which he/she wishes to pursue Honors. This framework is subject to modification as per UGC guidelines at the University level. The universities may decide to offer the Honors degree Programme subject to the fulfilment of credit point table.

Four credits of internship earned by a student during summer internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3-year UG Programme without taking exit option.

NOTE:

DSC	Discipline Specific Course: Credit of a DSC major could be the combination of lecture credits, tutorial credits, and practical credits. DSC includes core courses, subject elective and subject skill enhancement courses.
MDC	Multidisciplinary Course: All UG students must undergo three introductory level multidisciplinary courses relating to natural Sciences, Physical Sciences, Humanities, Arts & Social Sciences, Commerce & Management, and Interdisciplinary Studies. Students are not allowed to choose or repeat courses already undergone at the he\her secondary level (12 th class) or opted as major and minor stream under this category.
AEC	Ability Enhancement Course: Ability Enhancement (language) courses may be designed to achieve competency in the Modern Indian Language and English, with a special emphasis on language and communication skills.
SEC	Skill Enhancement Course: Skills Enhancement Course may be primed to impart practical skills, hands-on training, soft skills, etc., to Enhancement the student's employability.
Summer Internship	Internship will require 120 hours (1 credit: 30 hours of engagement) of involvement working with local industry, government or private organisations, business organisations, artists, crafts persons, and similar entities during summers. #Four credits of internship earned by a student during summer internship after 2 nd semester or 4 th semester will be counted in 5 th semester of a student who pursue 3-year UG Programs without taking exit option.
Research Project	Research Project/Dissertation for UG degree (honours with research) will be completed in the eighth semester under the guidance of a college and university faculty member.
VAC	Value Added Course: All UG students must undergo at least three Value Added Courses
MIC including VOC	Minor Course (MIC) with minimum 24 Credits including Vocational Course (VOC)
	For students who choose to pursue single major after 2 nd semester of multidisciplinary Programmes The 16 credits earned during first year in the two subjects, other than the subject which is continued as Single Major, will be counted towards minor

DSC Major and Minor in I&II Semesters will have Foundation or Introductory level courses. DSC Major and Minor in III & IV semesters will be Intermediate Level Courses. Whereas DSC Major and minor in V & VI shall be of higher-level courses and in VII & VIII semesters, advanced level courses will be offered.

**Table: 2 Course and credit System of
Multidisciplinary 3-Year UG Degree (Bachelor of
art) and
4 Year UG Degree (Bachelor of Art-Honours/Honours with
Research)**

Course Code	Course Title	Credits			
		L	T	P	Total
Discipline Specific Course (DSC)					
BA/MD/HIS/1/DSC/101	History of India (From the earliest times to C 300 BCE)	4			4
BA/MD/HIS/1/DSC/102	Ideas of Bharat	4			4
BA/MD/HIS/1/DSC/103	Ancient World	4			4
BA/MD/HIS/2/DSC/104	History of India (C300 BCE to 750 CE)	4			4
BA/MD/HIS/2/DSC/105	Indian History and Culture	4			4
BA/MD/HIS/2/DSC/106	Medieval World	4			4
BA/MD/HIS/3/DSC/107	History of India (C.750- 1206 CE)	4			4
BA/MD/HIS/3/DSC/108	Environmental History of India –I	4			4
BA/MD/HIS/3/DSC/109	Modern World (Socio-Economic Trends)	4			4
BA/MD/HIS/4/DSC/110	History of India (C.1206 - 1526 CE)	4			4
BA/MD/HIS/4/DSC/111	Environmental History of India –II	4			4
BA/MD/HIS/4/DSC/112	Modern World (Political Trends)	4			4
BA/MD/HIS/5/DSC/113	History of India (C.1526 - 1605 CE)	4			4
BA/MD/HIS/5/DSC/114	History of Europe (1789-1871 AD)	4			4
BA/MD/HIS/5/DSC/115	Sources of Indian History (Ancient Period)	4			4
BA/MD/HIS/6/DSC/116	History of India (C.1605-1750 CE)	4			4
BA/MD/HIS/6/DSC/117	History of Europe (1871-1914 AD)	4			4
BA/MD/HIS/6/DSC/118	Sources of Indian History (Medieval & Modern period)	4			4
BA/MD/HIS/7/DSC/119	History of India (C.1750-1857 AD)	4			4
BA/MD/HIS/7/DSC/120	Historiography: Concepts, Methods and Tools-1	4			4
BA/MD/HIS/7/DSC/121	History of Ideas	4			4
BA/MD/HIS/7/DSC/122	Contemporary History of India	4			4
BA/MD/HIS/7/DSC/123	History of Haryana (Earliest Times to 1526 CE)	4			4
BA/MD/HIS/8/DSC/124	History of India (C.1857-1947 AD)	4			4
BA/MD/HIS/8/DSC/125	Historiography: Concepts, Methods and Tools-11	4			4
BA/MD/HIS/8/DSC/126	Orality and Oral Culture in India	4			4
BA/MD/HIS/8/DSC/127	Historical Roots of Indian Knowledge systems	4			4
BA/MD/HIS/8/DSC/128	History of Haryana (1526 to 1966 CE)	4			4
BA/MD/HIS/8/DSC/129	Research Methodology	4			4
BA/MD/HIS/8/DSC/130	Approaches and Debates in History	4			4
Minor (MIC)/ Vocational Course (VOC)					
BA/MD/HIS/1/MIC/101	Basics of Information and Technology (ICT)-1	2			2
BA/MD/HIS/2/MIC/102	Information and Technology (ICT) and Contemporary World	2			2
BA/MD/HIS/3/MIC/103	Indian National Movement (1885-1947 AD)	4			4
BA/MD/HIS/4/MIC/104	Constitutional and Administrative History of India (1858-1950AD)	4			4
BA/MD/HIS/5/MIC/105	Tourism Industry and Art and Architecture (Mughals to Modern Times)	4			4
BA/MD/HIS/6/MIC/106	Pre and Proto History of India	4			4
BA/MD/HIS/6/MIC/107	Environmental History of Modern India	4			4
BA/MD/HIS/7/MIC/108	State in India (E.T. to 1526 A.D.)	4			4
BA/MD/HIS/8/MIC/109	State in India (1526 to 1947 A.D.)	4			4
BA/MD/HIS/8/MIC/110	History of Britain	4			4
Multidisciplinary Course (MDC)					
CDLU/1/MDC/101	Nationalism In India (1858-1947AD)	3			3
CDLU/2/MDC/102	Rise of Civilizations	3			3
CDLU/3/MDC/103	Introduction to Modern Indian Thoughts	3			3
Ability Enhancement Course (AEC)					
CDLU/1/AEC/101		2			2
CDLU/2/AEC/102		2			2
CDLU/3/AEC/103		2			2
CDLU/4/AEC/104		2			2
Skill Enhancement Course (SEC)					
CDLU/1/SEC/101	Tourism Industry and Art and Architecture (E.T. to 1526 A.D)	3			3
CDLU/2/SEC/102	The Archives and its management	3			3
CDLU/3/SEC/103	An Introduction to Archaeology	3			3

CDLU/5/SEC/104	Communication & Behavior Skills	4			4
CDLU/8/SEC/105	Research Project/ Dissertation	12			12
Value Added Course (VAC)					

CDLU/1/VAC/101		2			2
CDLU/2/VAC/102		2			2
CDLU/4/VAC/103		2			2

Table: 3 Course Code and Title along with the credit details (B.A.)

Course Code	Course Title	Credits				Marks
		L	T	P	Total	
Semester-1						
BA/MD/HIS/1/DSC/101	History of India (From the earliest times to C 300 BCE)	4			4	100
BA/MD/HIS/1/DSC/102	Ideas of Bharat	4			4	100
BA/MD/HIS/1/DSC/103	Ancient World	4			4	100
BA/MD/HIS/1/MIC/101	Basics of Information and Technology (ICT)-1	2			2	50
CDLU/1/MDC/101	Nationalism In India (1858- 1947 AD)	3			3	75
CDLU/1/AEC/101	To be selected from the Central Pool of Multidisciplinary/Skill Enhancement Courses	2			2	50
CDLU/1/SEC/101	Tourism Industry and Art and Architecture (E.T. to 1526 A.D)	3			3	75
CDLU/1/VAC/101	To be selected from the Central Pool of Multidisciplinary/Value added Courses	2			2	50
	Total				24	600
Semester-2						
BA/MD/HIS/2/DSC/104	History of India (C. 300 BCE to 750 CE)	4			4	100
BA/MD/HIS/2/DSC/105	Indian History and Culture	4			4	100
BA/MD/HIS/2/DSC/106	Medieval World	4			4	100
BA/MD/HIS/2/MIC/102	Information and Technology (ICT) and Contemporary World	2			2	50
CDLU/2/MDC/102	Rise of Civilizations	3			3	75
CDLU/2/AEC/102	To be selected from the Central Pool of Multidisciplinary/Skill Enhancement Courses	2			2	50
CDLU/2/SEC/102	The Archives and its management	3			3	75
CDLU/2/VAC/102	To be selected from the Central Pool of Multidisciplinary/Value added Courses	2			2	50
	Total				24	600
Semester-3						
BA/MD/HIS/3/DSC/107	History of India (C.750- 1206 CE)	4			4	100
BA/MD/HIS/3/DSC/108	Environmental History of India –I	4			4	100
BA/MD/HIS/3/DSC/109	Modern World (Socio-Economic Trends)	4			4	100
BA/MD/HIS/3/MIC/103	Indian National Movement (1885-1947 AD)	4			4	100
CDLU/3/MDC/103	Introduction to Modern Indian Thoughts	3			3	75
CDLU/3/AEC/103	To be selected from the Central Pool of Multidisciplinary/Skill Enhancement Courses	2			2	50
CDLU/3/SEC/103	An Introduction to Archaeology	3			3	75
	Total				24	600
Semester-4						
BA/MD/HIS/4/DSC/110	History of India (C.1206 - 1526 CE)	4			4	100
BA/MD/HIS/4/DSC/111	Environmental History of India –II	4			4	100
BA/MD/HIS/4/DSC/112	Modern World (Political Trends)	4			4	100
BA/MD/HIS/4/MIC/104	Constitutional Developments of India	4			4	100
CDLU/4/AEC/104	To be selected from the Central Pool of Multidisciplinary/Skill Enhancement Courses	2			2	50
CDLU/4/VAC/103	To be selected from the Central Pool of Multidisciplinary/Value added Courses	2			2	50
	Total				20	500
Semester-5						
BA/MD/HIS/5/DSC/113	History of India (C.1526 - 1605 CE)	4			4	100
BA/MD/HIS/5/DSC/114	History of Europe (1789-1871 AD)	4			4	100
BA/MD/HIS/5/DSC/115	Sources of Indian History (Ancient Period)	4			4	100
BA/MD/HIS/5/MIC/105	Tourism Industry and Art and Architecture (Mughals to Modern Times)	4			4	100
CDLU/5/SEC/104	Communication & Behavior Skills	4			4	100
	Total				20	500
Semester-6						
BA/MD/HIS/6/DSC/116	History of India (C.1605-1750 CE)	4			4	100

BA/MD/HIS/6/DSC/117	History of Europe (1871-1914 AD)	4			4	100
BA/MD/HIS/6/DSC/118	Sources of Indian History (Medieval & Modern period)	4			4	100
BA/MD/HIS/6/MIC/106	Pre and Proto History of India	4			4	100
BA/MD/HIS/6/MIC/107	Environmental History of Modern India	4			4	100
	Total				20	500
Semester-7						
BA/MD/HIS/7/DSC/119	History of India (C.1750-1857 AD)	4			4	100
BA/MD/HIS/7/DSC/120	Historiography: Concepts, Methods and Tools-1	4			4	100
BA/MD/HIS/7/DSC/121	History of Ideas	4			4	100
BA/MD/HIS/7/DSC/122	Contemporary History of India	4			4	100
BA/MD/HIS/7/DSC/123	History of Haryana (Earliest Times to 1526 CE)	4			4	100
BA/MD/HIS/7/MIC/108	State in India (E.T. to 1526 A.D.)	4			4	100
	Total				24	600
Semester-8						
BA/MD/HIS/8/DSC/124	History of India (C.1857-1947 AD)	4			4	100
BA/MD/HIS/8/DSC/125	Historiography: Concepts, Methods and Tools-11	4			4	100
BA/MD/HIS/8/DSC/126	Orality and Oral Culture in India	4			4	100
BA/MD/HIS/8/DSC/127	Historical Roots of Indian Knowledge systems	4			4	100
BA/MD/HIS/8/DSC/128	History of Haryana (1526 to 1966 CE)	4			4	100
BA/MD/HIS/8/MIC/109	State in India (1526 to 1947 A.D.)	4			4	100
	Total				24	600
B.A. History (Honours with Research)						
Semester-8						
BA/MD/HIS/8/DSC/129	Research Methodology	4			4	100
BA/MD/HIS/8/DSC/130	Approaches and Debates in History	4			4	100
BA/MD/HIS/8/MIC/110	History of Britain	4			4	100
CDLU/8/SEC/105	Research Project/ Dissertation	12			12	300
	Total				24	600

FIRST SEMESTER

B.A. History 1st Semester Course Code: BA/MD/HIS/1/DSC/101 Course: History of India (From the Earliest Times to C. 300 BCE)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation includes mid-term examination (20 marks) covering two units of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	This course intends to provide an extensive and deeper understanding of early Indian history to students.	
CO2	They will be introduced to the manner in which diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist	
CO3	Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns	
CO4	.. This course, with an interdisciplinary approach, will help students' trace elements of continuity and changes in processes spanning over several millennia, from prehistoric times up to the 300 BCE. The emphasis on historiography will allow students to understand how historians have approached ancient India and how our present knowledge and perceptions have played a role in interpreting the past.	
UNIT-1		
A. Concept of history: meaning, definition, scope, importance of history. B. Sources of Indian history: archaeological sources, religious sources, accounts of the foreigners. C. Pre- Historic age hunter gatherer: paleolithic and Mesolithic, hand-axe culture, tools, life, religious beliefs, food, etc. D. Concept of Neolithic: Neolithic culture in India, main characteristics of Neolithic age.		
UNIT-2		
A. Harappan culture: discovery, founder, origin, Extent and main sites, urban planning, society, religious life, nature of economic organization, nature of political organization, art, urban decline, later Harappan culture. B. Vedic culture: geographical background of Vedic culture, Vedic society, polity, economy, change economy, polity, religion in the later Vedic period. C. Social development: varna system, caste system, theories of caste system, Untouchability, marriage, property relation, condition of women.		
UNIT-3		
A. Origin of Jainism, life and teachings of Mahavira, Jain Sangha, schism and legacy of Jainism. B. Buddhism: life and teachings of lord Buddha, the Buddhist Sangha, sectarian development and councils, downfall of Buddhism, legacy of Buddhism, comparison between Buddhism and Jainism. C. Political condition of north India in 6 centuries, mahajanpads. D. Sangam age: literature, society and culture, Hala dynasty and Pandya's dynasty.		
UNIT-4		
Maps: <ol style="list-style-type: none"> Important site of paleolithic age Important site of Harappan culture Important sites connected with Buddha and Mahavira Sites of mahajanpads 		

Suggested Reading:

- Basham A.L ed. A Cultural History of India, New Delhi, 1975.
- Ghosh Amalananda, The City in Early Historic India, Shimla, 1973.
- Altekar A.S, The Position of Women in Hindu Civilization from Pre-historic times to the Present Day, New Delhi, 1962.
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- Erdosy George, Urbanization in Early Historic India, Oxford, 1988.
- Allchin F.R. (ed). The Archaeology of Early Historic South Asia: The Emergence of Cities and States, Cambridge, 1995.
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- Michell George, The Penguin Guide to the Monuments of India. London, 1989.
- Raychaudhuri H.C, Political History of Ancient India with a commentary by B.N.Mukherjee, New Delhi, 1996 (8th edition)
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- Kochar R., The Vedic People, New Delhi. 2000.
- Majumdar R.C (General Editor), The History & Culture of the Indian People, Volumes I – III, Bombay, 1951,1968, 1970
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- Thapar Romila (et al). India: Historical Beginnings and the Concept of the Aryan, New Delhi, 2006
- Thapar Romila, From Lineage to State, Delhi, 1996 (2nd Edition)
- Ratnagar Shireen, (ed), Women in Early Indian Societies. New Delhi, 1999.
- Ratnagar Shireen, The End of the Great Harappan Tradition, Delhi, 2000
- Roy Kumkum, The Emergence of Monarchy in North India: eighth to fourth centuries BC, New Delhi, 1994

B.A. History 1st Semester Course Code: BA/MD/HIS/1/DSC/102 Course: Ideas of Bharat		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	After completing this course, the learner will be able to: Acquaint with the concept of <i>Bharat/Bharatvarsha</i> and its eternity and major Knowledge Traditions and Educational System in ancient India.	
CO2	Understand the concepts, ideas and developments in the spheres of <i>Dharma</i> , Philosophy, Art and Culture in ancient India.	
CO3	Grasp the concepts, ideas and developments in the spheres of Science, Environment, Polity and Economy in ancient India.	
CO4	Demonstrate the Political Contours of ancient Bharatvarsha; Places of ancient Indian Arts; Important ancient <i>Janpadas</i> and ancient Maritime Commerce on the outline map of India and also explicate it historically.	
UNIT-1		
The Concept of <i>Bharat Varsha</i>: <ol style="list-style-type: none"> Indian Knowledge Traditions: Understanding of <i>Bharat Varsha</i> and its Political Contours Indian Concept of Time and Space The Historical Glory of Ancient Indian Literature: <i>Vedas, Upanishads, Epics, Puranas</i>, Jain and Buddhist Literature etc. Ancient Indian Educational System 		
UNIT-2		
Dharma, Philosophy, Art and Culture <ol style="list-style-type: none"> Indian Perception of <i>Dharma</i> and <i>Darshan</i> The Concept of <i>Vasudhaiva Kutumbakam</i>: Man, Family, Society and World Polity and Governance: Concept of <i>Janpada</i> & <i>Gram Swarajya</i>: Salient Features of Indian Arts Salient features of Indian Culture 		
UNIT-3		
Science, Environment and Economy <ol style="list-style-type: none"> Science, Technology & Mathematics in Ancient India Health Consciousness (Science of Life): <i>Ayurveda, Yoga</i> and Naturopathy Environmental Conservation: Indian View Indian Economic Thoughts: Agriculture, Industry, Trade and Commerce 		
UNIT-4		
Maps (India): Political Contours of ancient <i>Bharat Varsha</i> Places of Indian Arts in ancient times Important <i>Jan padas</i> of ancient India Maritime Commerce in ancient India		

Suggested Reading:

- Altekar, A.S, *Education in Ancient India*, Nand Kishore & Bros, Varanasi, 1944. Arrhenius, G., *Evolution for Space*.
- Arvind, Shri, *BhartiyaSanskritiKeAdhar*, Arbindo Ashram, Pondeycheri.
- Bhagvadatt, *Vrihad Bharat KaItihas*, PranavPrakashan, New Delhi.
- Dharampal, *The Beautiful Tree*, Other India Press, Delhi, 1995.
- Dinkar, Ramdhari Singh, *SanskritiKe Char Adhyaya*, Sahitya Academy, New Delhi, 1956.
- Durant, Will, *The Story of Civilization*, US, Jan. 1993 (11 Vol).
- Dwivedi, KapilDev, *Vedon Mein TatvaGyan*, TatvaBhartiAnusandhanParishad, New Delhi, 2014.
- Elliott, Faith Robertson, Elliott, *Gender, Family and Society*, St. Martin press, New York, 1996 Ginhurg, Zekuthial, *New light on Our Numerals*
- Maurice, Thomas, *Indian Antiquities*, Pub. T. Maurice, 1806, London.
- Mittal, Satish Chand, *BhartiyaSanskritiKe Char Adhyaya*, ABISY, New Delhi, 2018 Mohan, Narendra, *BhartiyaSanskriti*, PrabhatPrakashan, New Delhi, 2011.
- Mookherjee, Radha, *The Fundamental Unity of India*, Longsman, Calcutta, 1914. Mookherjee, RadhaKumud, *Indian Shipping*, Pub. South Asia Books, 1999. Pandey, Govind Chandra, *BhartiyaSanskriti*, Hindi Grantha Academy, Bhopal, 2008. -----, *Vedic Sanskriti*, LokBhartiPrakashan, Allahabad.
- Pandey, Omprakash, *DrishvyaJagatKayatatat*, PrabhatPrakashan, New Delhi, 2005. Pandey, Rajbali, *BhartiyaPuralipi*, LokBhartiPrakashan, Allahabad, 1998
- Sihag, Balbir Singh, *Kautilya: The True Founder of Economics*, Vitasta Publishing Pvt. Ltd, Delhi, 2014.

B.A. History 1st Semester Course Code: BA/MD/HIS/1/DSC/103 Course: Ancient World		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation includes mid-term examination (20 marks) covering two units of the syllabus, an Assignment (05 marks) and Class Attendance (05 marks). 		
Course Outcomes		
CO1	Acquaint with the Evolution of Humankind; Beginning of Agriculture & Animal Husbandry and the Society, Culture, and Economy of Nomadic Groups in ancient Central and West Asia.	
CO2	. Learn the Polity, Economy, Society, Culture, Arts, Science & Technology of the ancient Civilizations of Mesopotamia, Egypt and China.	
CO3	Grasp the Use of Iron and its Implications on Humankind and the salient features, and major developments in Ancient Greece and Rome until the Fall of Roman Empire	
CO4	. Demonstrate the Main Sites of Paleolithic and Mesolithic Cultures and Extent and Important Places connected with the Civilizations of Mesopotamia, Egypt, China and Greece on the outline map of World and also explicate it historically.	
UNIT-1 <ol style="list-style-type: none"> Evolution of Humankind: Paleolithic and Mesolithic Cultures Food Production: Beginning of Agriculture and Animal Husbandry Nomadic Groups in Central and West Asia: Their Society, Culture and Economy 		
UNIT-2 <ol style="list-style-type: none"> Civilization of Mesopotamia: Polity, Economy, Society, Culture, Arts, Science & Technology Civilization of Egypt: Polity, Economy, Society, Culture, Arts, Science & Technology Civilization of China: Polity, Economy, Society, Culture, Arts, Science & Technology 		
<p style="text-align: center;">UNIT-3</p> <ol style="list-style-type: none"> Use of Iron and its Implications Ancient Greece and Rome: Agrarian Economy, Trade and Urbanization Political Apparatus: Athenian Democracy, Roman Republic and Roman Empire Fall of Roman Empire 		
<p style="text-align: center;">UNIT-4</p>		
Maps (World): Main Sites of Paleolithic and Mesolithic Cultures Extent and Important Places connected with the Civilization of Mesopotamia Extent and Important Places connected with the Civilization of China Extent and Important Centers of Harappan Civilization		

Suggested Reading:

- Allchin, B&R, 1988, *The Rise of Civilization in India and Pakistan*, Cambridge University Press, Cambridge.
- Beers Burton F.,1993, *World History: Patterns of Civilization*, Prentice Hall, New Jersey.
- Child, V.G., 1964, *What Happened in History*, Penguin Books.
- Demarest, A.A., 2005, *Ancient Maya*, Stanford University Press, (6th ed.)
- Goyal, Shriram, 1994, *Vishva ki Prachin Sabhyatayen*, Vishvavidyalaya Prakashan Varanasi.
- Kramer, S.N.,1963, *The Sumerians*, University Press Chicago.
- Pathak, S.M.,1986, *Vishva ki Prachin Sabhyata ka Itihas*. Bihar Hindi Granth Academy, Patna.
- Possehl, G.L., 1982, *Harappan Civilization: A Contemporary Perspective*, American Institute of Indian Studies, New Delhi.
- Ray, Uday Narayain, 1982, *Vishva Sabhyata Ka Itihas*, Lok Bharti, Allahabad.
- Robert, J. 2009., *Daily Life in Inca Civilization*, Greenwood Press London.
- Sharer, Robert, J.,2009, *Daily Life in Maya Civilization*, Greenwood Press London.Sharer.
- Silverman, David, R. 1997, *Ancient Egypt*, Oxford University Press, Oxford.
- Singh, Purushottam,1997, *The Neolithic Origins*, Agam Kala Prakashan, Delhi.
- Singh, Upinder, 2009, *A History of Ancient and Early Medieval India: from the Stone Age to the 12th Century*, Delhi: Pearson Longman.
- Spievogei, Jackson, 2007, *Ancient Civilization*, McGraw Hill, New York.
- Thapliyal, K.K. & Shukla S.P., 1976, *Sindhu Sabhyata*, Uttar Pradesh Hindi Granth Academy, Lucknow.

B.A. History 1st Semester Course Code: BA/MD/HIS/1/MIC/101 Course: Basics of Information and Technology (ICT)-1		Total Credits: 2 Time: 2 Hrs. Marks: 50 External: 35 Internal: 15
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Five questions will be set in all and students will be required to attempt 3 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 1 mark spread over the entire syllabus (1x7=07 marks) For the remaining two questions, students will attempt 1 out of 2 questions from each of the two units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation includes mid-term examination (10 marks) covering two units of the syllabus, an Assignment (03 marks) and class Attendance (02 marks). 		
Course Outcomes:		
CO1	Understand the basic operating of computer and its various Software process	
CO2	Understand the importance of computer in their study as well as their research field too.	
CO3	Unpack the complexities in the day by day Technical problem.	
CO4	Understand the Hardware components of Computer & the History of Computer.	
UNIT-1		
A. Computer System, An Overview: Hardware & Software, Applications of Computers in Different Fields, Characteristics of Computer B. MS Windows: Features of Windows, Getting Started with Windows, Managing Files and Folders		
UNIT-2		
A. Introduction to MS Office: Creating Document, How to Type in Word, Editing Document, Formatting the Document, Spell Check, Creating Tables, Saving the Document, Printing and Closing the Document B. Introduction to MS-Excel: Creating Document, Basics, Editing Cell Contents, Command for Worksheet, Charts in MS Excel C. Introduction to MS Power Point: Steps to Power Point Presentation, Physical Aspects of a Presentation, Creating New Presentation, Adding New Slides, Adding Illustration to Slides, Creating Slide Shows		
<ul style="list-style-type: none"> • Suggested Reading: • Balamurali,S.(1998), <i>An Introduction to Computer Science</i>, New Delhi: Vikas Publishing House. · • Lean and Loen,(1998), <i>Internet for Everyone</i>, New Delhi: Vikas Publishing House. • · Mattelart, Armond, <i>The Information Society</i>, New (2003) Delhi: Sage Publications • · Saxena, Sanjay,(1998), <i>A First Course in computer</i>, New Delhi: Vkas Publishing House. · • Singhal, A. and E.M. Rogers(2000), <i>India's Communication Revolution</i>, London: Sage Publications 		

B.A. History I Semester Course Code: CDLU/1/MDC/101 Course: Nationalism in India (1858-1947 AD)		Total Credits: 3 Time: 3 Hrs. Marks: 75 External: 50 Internal: 25
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Seven questions will be set in all and students will be required to attempt 4 questions. Question No. 1 will be compulsory and will consist of 4 short answer type questions of 2 marks spread over the entire syllabus (2x4=08 marks) For the remaining three questions, students will attempt 1 out of 2 questions from each of the three units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation includes mid-term examination (15 marks) covering two units of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Critically examine inter-relations between various forms of nationalism in South Asia in general and the varieties of nationalism in Indian context in particular.	
CO2	Analyze nationalism in different perspectives	
CO3	Understand the approaches to Indian Nationalism and emergence of organized nationalism.	
CO4	Understand the working of Congress and Non-Congress Provincial Ministries and Communal Politics and Partition.	
UNIT-1 Emergence of Organized Nationalism, Trends till 1919, Home rule Movement		
UNIT-2 Gandhian Movements - Nature, Programme, Social Composition, Limitations and Challenges, Major movements of Gandhi, Swaraj Party		
UNIT-3 Revolutionary: First Phase and Second Phase, Congress Socialist Party, Subhash Bose and INA. Communal Politics, Political Deadlock (1942-1947) Independence of India, Partition of India		
Suggested Reading: <ul style="list-style-type: none"> Chandra Bipan and others, 1987, <i>Struggle for Independence of India</i>, New Delhi Desai, A.R., 1949, <i>Social Background of Indian Nationalism</i>, Bombay Dhankhar, Jaiveer S., 2000, <i>Prelude to Pakistan</i>, Delhi Dhankhar, Jaiveer S., 2001, <i>A Short History of Hindustan Socialist Republic an Association</i>, Delhi Majumdar, R.C., 1962-63, <i>History of Freedom Movement Vol. I, II, III</i>, Calcutta Malhotra, S.R., 1971, <i>The Emergence of Indian National Congress</i>, Delhi Sarkar, S., 1983, <i>Modern India 1885-1947</i>, New Delhi Tara Chand, 1961, <i>History of the Freedom Movement Vol. I, II, III, IV (4 Vols.)</i>, Delhi, 		

B.A. History 1st Semester Course Code: CDLU/1/SEC/101 Course: Tourism Industry and Art and Architecture (E.T. to 1526 AD)		Total Credits: 3 Time: 3 Hrs. Marks: 75 External: 50 Internal: 25
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Seven questions will be set in all and students will be required to attempt 4 questions. Question No. 1 will be compulsory and will consist of 4 short answer type questions of 2 marks spread over the entire syllabus (2x4=08 marks) For the remaining three questions, students will attempt 1 out of 2 questions from each of the three units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation includes mid-term examination (15 marks) covering two units of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Be familiar with the major developments in Sculpture, Painting and Architecture during the early period of Indian history	
CO2	Understand the nomenclature- stylistic, dynastic and regional that is used to denote certain time periods and art production related to these.	
CO3	Able to trace the intertwined nature of art, religion and society in the period.	
CO4	Able to Understand the carrier possibilities in Tourism Industry through the Art and Architecture.	
UNIT-1		
A. Tourism Industry: Meaning, Area, History and Carrier Possibilities, B. Scope and Nature of Tourism industry C. Pre-Historic Tool Techniques Art, Pre-Historic Rock-art and Paintings D. Art and Architecture of the Harappan Civilization: Urban Planning and Architecture, Seals, Bronzes, Pottery.		
UNIT-2		
A. Megalithic Culture's Architecture B. Architectural features of Stupas, Chaityas and Viharas. C. Temple Architecture: a) North Indian Temples b) South Indian Temples		
UNIT-3		
A. Architecture under the Sultanate; Mehrauli Archaeological Park and Its Historic Buildings B. Regional Architecture – Vijayanagar and Sharqi		
Suggested Reading: <ul style="list-style-type: none"> Barlingay, S.S., 2007, <i>A Modern Introduction to Indian Aesthetic Theory: The development from Bharata to Jagannatha</i>, New Delhi: D.K. Printworld. Berkson, Carmel, Wendy Doniger O'Flaherty, George Michell, 1983, <i>Elephanta, the Cave of Shiva</i>, Princeton University Press. Coomaraswamy, A.K., 1956, <i>The Transformation of Nature in Art</i>, New York: Dover Publications (also 2004 reprint of 1934 ed., Munshiram Manoharlal). Dehejia, Vidya, <i>Unseen Presence: The Buddha at Sanchi</i>, Marg Publications. Ghosh A. ed., 1996 (reprint of 1967), <i>Ajanta Murals</i>, New Delhi: Archaeological Survey of India. Gupte, R.S., 1972, <i>Iconography of the Hindus, Buddhists and Jains</i>, Bombay: D.B. Traporevala Sons and Co. Huntington, Susan L., 1985, <i>The Art of Ancient India</i>, New York and Tokyo: Weatherhill. Knox, Robert, 1993, <i>Amaravati: Buddhist Sculpture from the Great Stupa</i>, Dover Publications. Meister, M W ed., 1992, <i>Ananda Coomaraswamy: Essays in Early Indian Architecture</i>, New Delhi. Neumayer, Erwin, 2010, <i>Rock Art of India</i>, Oxford University Press. Ray, Niharranjan, 1974, <i>An Approach to Indian Art</i>, Chandigarh: Panjab University Publication Bureau. Schlingloff, Dieter, 1999, <i>Guide to the Ajanta Paintings: Narrative wall paintings</i>, Vol. 1, Delhi: Munshiram Manoharlal Pub. Settar, S. 2003, <i>Footprints of Artisans in Indian History: Some Reflections on Early Artisans of India</i>, Proceedings of the Indian History Congress, General President's Address, 64th session, Mysore, pp. 1-43. Shah, Priyabala, 1958, <i>Citrasutra of the Vishnudharmottara Purana, third khanda</i>, Baroda. Singh, Upinder, 2009, <i>A History of Ancient and Early Medieval India: from the Stone Age to the 12th century</i>, Delhi: Pearson Longman. Spink, Walter, 2005-2007, <i>Ajanta: History and Development, Vols. I to V</i>, Leiden and Boston: Brill. Williams, Joanna G., 1982, <i>The Art of Gupta India: Empire and Province</i>, Princeton University Press. Willis, Michael, 2009, <i>The Archaeology of Hindu Ritual: Temples and the establishment of the gods</i>, Cambridge University Press. Zimmer, Heinrich., 1984, <i>Artistic Form and Yoga in the Sacred Images of India</i>, Princeton: Princeton University Press. 		

SECOND SEMESTER

B.A. History 2nd Semester Course Code: BA/MD/HIS/2/DSC/104 Course: History of India (C 300 BCE to 750 CE)	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:

External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).
4. There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks.

Internal:

1. Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	This paper focusses on the formation of polity, society, economy and religion of ancient India.
CO2	Tracing the growth of empires from the Maurya's, to the Kushans.
CO3	Tracing the origin and growth of empires Satavahanas to the Gupta.,
CO4	To understand the post- Gupta polities such as the Pallavas, Chalukyas, and Vardhanas.

UNIT-1

- A. Sources of Mauryan History, Establishment and Expansion of mauryan empire, conquests of Chandragupta Maurya, Bindusar, nature of Mauryan state, Mauryan Administration, Economy
- B. Ashoka's' Dhamma, art and architecture of Mauryan, downfall of Mauryan
- C. The Kushans: achievements of Kanishka, Kanishka and Buddhism, literature and architecture under Kushans.

UNIT-2

- A. Western ksatrapas- achievements of Nehapana, life and achievements of Rudra Daman.
- B. Revival of satvahans power under Gautmi Putra Shatkarni , contribution of satvahans in the field of art and culture. Society and economy under satvahans
- C. The vakatakas: achievements of prawarsena first, Gupta's relation with vakatakas

UNIT-3

- A. The rise of imperial Guptas, achievements of Samudragupa, achievements of Chandragupta II
- B. Civilization and culture of the Gupta period: social, religious and economy, art, literature and development of science and architecture
- C. Vardhana dynasty: achievements Harsha Vardhana, administration of Harsha, development of religion, art and literature under Harsha. Account of Hieun Tsang.

UNIT-4

Maps:

- A. Extent of Ashoka's Empire
- B. Extent of Kanishak's Empire
- C. Extent of samudragupa's empire
- D. Extent of Harsh's Empire

Suggested Readings:

- Agarwal Asvini, The Rise and Fall of the Imperial Guptas, New Delhi, 1988.
- Bhattacharya N.N, Ancient Indian Rituals and Their Social Contents, 2nd ed., 1996.
- Bhattacharya N.N, History of Tantric Religion, 1982
- Chakravarti Uma, The Social Dimensions of Buddhism. New Delhi: Oxford University Press, 1987.
- Chakravarti Uma, Trade and Traders in Early Indian Society, New Delhi, 2007 (revised edition)
- Champakalakshmi R, Trade, Ideology and Urbanization: South India: 300BC to AD 1300, Delhi, 1996.
- Chanana D., Slavery in Ancient India as Depicted in Pali and Sanskrit Texts, Delhi, 1960.
- Gupta P.L, Coins, 4th ed., 1996.
- Harle J.C, The Art and Architecture of the Indian Subcontinent, 1987.
- Lahiri Nayanjot, Ashoka in Ancient India, 2015
- Majumdar R.C and Altekar A.S eds. The Vakataka Gupta Age, Varanasi, 1955.
- Mukherjee B.N, Kushana Studies, New Perspectives, Kolkata, 2004
- Mukherjee B.N, The Character of the Maurya Empire, Kolkata, 2000
- Mukherjee B.N, The Rise and Fall of the Kushana Empire, Calcutta, 1989.
- Pollock Sheldon, The Language of the Gods in the World of Men. Sanskrit, Culture and Power in Pre-modern India. New Delhi, 2006.
- Ray H.P, Winds of Change, 1994.
- Ray Nihar Ranjan, Maurya and Post Maurya Art, New Delhi, 1975.
- Sharma R.S, Perspectives in the Social and Economic History of Early India, New Delhi, 1983.
- Shastri A.M ed. The Age of the Vakatakas, Delhi, 1992.
- Singh Upinder, A History of Ancient and Early Medieval India. Delhi, 2008.
- Smith Bardwell ed., Essays in Gupta Culture, New Delhi, 1983.
- Thapar Romila, Asoka and the Decline of the Mauryas, New Delhi, 2000
- Thapar Romila, Early India: From the origins to 1300, London, 2002
- Thapar Romila, The Mauryas Revisited, Calcutta, 1987.

B.A. History 2nd Semester Course Code: BA/MD/HIS/2/DSC/105 Course: Indian History and Culture		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	After completing this course, the learner will be able to: Acquaint with the Idea of History in India; Ancient Indian Literature and its Historicity, and Myths and Reality <i>vis-à-vis</i> Historical Understanding in India.	
CO2	Understand the deep-rooted impact of social inequalities based on Class, Caste & Gender in shaping historically the Culture of India.	
CO3	Grasp the Cultural Assimilation and Cultural Heritage in India with particular reference to Great & Little	
CO4	Traditions; Emergence of Composite Culture; Main Components of Cultural Heritage in India, and Built Heritage and Historical Tourism in Indian Context. 4. Familiar with the Cultural Forms and Cultural Expressions like Performing Arts, Fairs & Festivals, and the issues of Cultural Identity in the era of Globalization.	
UNIT-1		
Historical Understanding in India <ol style="list-style-type: none"> Indian Knowledge Traditions: Idea of History and Concept of Time & Space Ancient Indian Literature and its Historicity: <i>Vedas, Epics Ramayana and Mahabharata, Puranas and Tripatakas</i> Historical Understanding in India: Myths and Reality 		
UNIT-2		
Social Inequalities in Indian Culture <ol style="list-style-type: none"> Feudal Culture in India Religion, Gender and Caste in Indian Culture Social Status of the Subaltern Groups Status of Women across the Religions and Castes 		
UNIT-3		
Cultural Assimilation and Cultural Heritage <ol style="list-style-type: none"> Great & Little Traditions of Indian Culture Emergence of Composite Culture in Medieval Times Main Components of Cultural Heritage 		
UNIT-4		
Cultural Forms & Cultural Expressions: <ol style="list-style-type: none"> The City and Civil Society in Indian History and Culture Performing Arts Fairs & Festivals Changing Cultural Identity in the Age Globalization 		
<ul style="list-style-type: none"> • Suggested Reading: • Agarwal, V.S., <i>Indian Art</i>, Varanasi, PrithviPrakasahan, 1972. • -----, <i>PaninikaleenBharatvarsha</i>, PrithaviPrakashan, Varanasi. • Banga, Indu, ed. <i>The City in Indian History: Urban Demography, Society & Polity</i>, Delhi, Manohar, 1991. • Basham, A.L, <i>The Wonder that was India</i>, Rupa, Delhi, 1994. • Bhagvadatt, <i>Vrihad Bharat Kalitias</i>, PranavPrakashan, New Delhi. • Biswas, S.S., <i>Protecting the Cultural Heritage</i> (National Legislations and International Conventions). New Delhi: INTACH, 1999. • Brown, Percy, <i>Indian Architecture</i>, Bombay, D.B.Taraporevala Sons & Co, 1940 		

Chahal, S.K., *Dalits Patronized: Indian National Congress and the Untouchables of India 1921-1947*, Shubhi Publication, New Delhi, 2002. (Only Introduction & Chapter I) ———, *Hindu Social Reform: Framework of Jotirao Phule* (Only Introduction & Chapter I) Dinkar, Ramdhari Singh, *SanskritiKe Char Adhyaya*, Sahitya Academy, New Delhi, 1956. Elliott, Faith Robertson, Elliott, *Gender, Family and Society*, St. Martin press, New York, 1996. Harle, James, *The Art & Architecture of the Indian Subcontinent*, Penguin, Harmondsworth, 1988.

- Koch, E. *Mughal Art & Imperial Ideology*, Oxford University Press, New York, 2001. Kumar, Radha, *History of Doing: An Illustrated Account of Movements for Women's Rights & Feminism in India 1880-1990*, Zubaan, 2007
- Kumar, Sunil, *The Present in Delhi's Past*, Gyan Publishing House, Delhi 2002. Lahiri, N., *Marshaling the Past - Ancient India and its Modern Histories*, Permanent Black, Ranikhet, 2012. Chapters 4 and 5.
- Lowenthal, David, *Possessed by The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010
- Parikh, B., *Composite Culture in a Multicultural Society*, NBT, Delhi, 2007. Mehta, N., *Introduction: Satellite Television, Identity & Globalization in Contemporary India* in N. Mehta, ED, *Television in India*, New York, Routledge, 2008
- Mittal, Satish Chand, *BhartiyaSanskritiKe Char Adhyaya*, ABISY, New Delhi, 2018 Mookherjee, Radha, *The Fundamental Unity of India*, Longman, Calcutta, 1914. Oberoi, Patricia, *Freedom and Destiny: Gender, Family and Popular Culture in India*, Delhi, 2009
- O'Hanlon, Rosalind, *Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth Century Western India*
- Omvedt, Gail, *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*
- Singh, V., *The Human Footprint on Environment: Issues in India*, New Delhi, and Macmillan, 2012
- Storey, John, *Cultural Theory and Popular Culture*, London, 2001
 - Vasudev, V., *Fairs & Festivals, Incredible India Series*, 2007.

B.A. History 2nd Semester Course Code: BA/MD/HIS/2/DSC/106 Course: Medieval World	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:

External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).
4. There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks.

Internal:

1. Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Learn the historical transitions from Subsistence Economy to Feudal Economy in Europe; nature of Feudalism in Europe and Technological Innovations; Trade and Commerce, and Growth of Towns in medieval Europe.
CO2	Understand the Rise of Papacy and Church in medieval Europe; Decline of Feudalism, and Emergence of Islam in Arabia under Hazrat Muhammad and Pious Caliphs.
CO3	Acquaint with the Evolution of Islamic State under Umayyads and Abbasids, and major Social, Cultural, Religious and Economic Developments in Islamic World.
CO4	Demonstrate the Major Ports and Urban Centers in Medieval World, Expansion of Islam under Prophet Muhammad and Pious Caliphs, Extent of Arab Empire upto 732 A.D and Extent of Arab Empire in 1258 A.D. on the outline map of World and also explicate it historically.

UNIT-1

- A. From Subsistence Economy to Feudal Economy in Europe (from 7th to 15th Centuries)
- B. Nature of Feudalism in Europe: Manorial System, Organization of Production, Conditions of Peasants and Artisans
- C. Technological Innovations, Trade and Commerce, Growth of Towns

UNIT-2

- A. Medieval Church and State: Rise of Papacy and Clergy Class Decline of Feudalism
- B. Arabia before Islam
- C. Emergence of Islam under Hazrat Muhammad and Pious Caliphs

UNIT-3

- A. Evolution of Islamic State under Umayyads and Abbasids Islamic World:
- B. Society, Education, Literature, Art and Architecture Religious Developments, Origins of Sufism
- C. Trade and Commerce, Urbanization

UNIT-4

Maps (World):

Major Ports and Urban Centers in Medieval World

Expansion of Islam under Prophet Muhammad

Extent of Arab Empire up to 732 A.D.

Arab Empire in 1258 A.D.

• **Suggested Reading:**

- Jones, A.H.M. *Constantine and Conversion of Europe*
- A.J. Wensinck *The Muslim Creed*
- A.R. Burn *Pelican History of Greek*
- A.S. Trinton *Islam*
 - Ali *The Spirit of Islam*
- Bernard Lewis *The Arabs in History*
- C.E. Bosworth and
 - *The Legacy of Islam*
- Joseph Schacht

- Stephenson *Medieval Feudalism*
- Carl Stephenson *Medieval History of Europe From 2nd to 16th Century*
- Dominique Sourdel *Medieval Islam*
- Francesco Gabrielle *The Arab Revival*
- Herbert Heaton *Economic History of Europe*
- H.A.R. Gibo *Mohammedanism: A Historical Survey*
- J.W. Thompson *Middle Ages. 2 Vols.*
- K.P. Shahu *Islam: UdbhavAurVikas*
- Margaret Deanesly *A History of Early Medieval Europe*
- M.I. Finley *The Ancient Economy*
- March Bloch *Feudal Society, Vols. I and II*
- Maurice Keen *A History of the Medieval Europe*
- Montgomery Watt *Muhammad in Mecca and Madina*
- W. Muir *The Caliphate.*
- Perry Anderson *Passages from Antiquity to Feudalism*
- P.K. Hatti *History of the Arabs*
- ----- *Islam: A Way of Life*
- Robert Latouche *The Birth of Western Economy*
- R. Levy *The Social Structure of Islam*
- Solomon Katz *The Social Structure of Islam*
 - Shepard B. Clough *The Economic Development of Western Europe*
 - S.N. Kramer *The Sumerians*

B.A. History 2nd Semester Course Code: BA/MD/HIS/2/MIC/102 Course: Information and Technology (ICT) and Contemporary World		Total Credits: 2 Time: 2 Hrs. Marks: 50 External: 35 Internal: 15
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Five questions will be set in all and students will be required to attempt 3 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 1 mark spread over the entire syllabus (1x7=07 marks) For the remaining two questions, students will attempt 1 out of 2 questions from each of the two units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation includes mid-term examination (10 marks) covering two units of the syllabus, an Assignment (03 marks) and class Attendance (02 marks). 		
Course Outcomes:		
CO1	Understand ICT and its importance in the contemporary world.	
CO2	Understand the importance of ICT in their study as well as their research field too.	
CO3	Unpack the complexities in the day-by-day technical problem.	
CO4	Understand the recent development in the field of ICT at world level	
UNIT-1		
A. Functioning of Computers and Functional Components of a Computer System; History of Computer & its Generations; Benefits and Limitations of Computers. B. Basic Windows Accessories: Mouse Pointer, Control Panel, Creating Short Cuts; Shutting Down the Computer; Cyber Crime and Security of Digital Data; Computer Viruses.		
UNIT-2		
A. Classification of Computer; Operating System; User Interface & Number System. B. Email: Logging in and logging out; Attachments; Receiving and Sending E-mail		
<ul style="list-style-type: none"> • Suggested Reading: <ul style="list-style-type: none"> ○ Balamurali,S.(1998), An Introduction to Computer Science, New Delhi: Vikas Publishing House. ○ Lean and Loen,(1998), Internet for Everyone, New Delhi: Vikas Publishing House. ○ Mattelart, Armond, The Information Society New (2003) Delhi: Sage Publications ○ Saxena, Sanjay,(1998), A First Course in computer, New Delhi: Vkas Publishing House. ○ Singhal, A. and E.M. Rogers(2000), India's Communication Revolution, London: Sage Publications.. 		

Suggested Readings:

- Agarwal Asvini, The Rise and Fall of the Imperial Guptas, New Delhi, 1988.
- Bhattacharya N.N, Ancient Indian Rituals and Their Social Contents, 2nd ed., 1996.
- Bhattacharya N.N, History of Tantric Religion, 1982
- Chakravarti Uma, The Social Dimensions of Buddhism. New Delhi: Oxford University Press, 1987.
- Chakravarti Uma, Trade and Traders in Early Indian Society, New Delhi, 2007 (revised edition)
- Champakalakshmi R, Trade, Ideology and Urbanization: South India: 300BC to AD

B.A. History 2nd Semester Course Code: CDLU/2/MDC/102 Course: Rise of Civilizations	Total Credits: 3 Time: 3 Hrs. Marks: 75 External: 50 Internal: 25
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Note: For The Paper Setter:

External:

1. Seven questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 4 short answer type questions of 2 marks spread over the entire syllabus (2x4=08 marks)
3. For the remaining three questions, students will attempt 1 out of 2 questions from each of the three units (14 marks each).
4. There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks.

Internal:

1. Internal Evaluation includes mid-term examination (15 marks) covering two units of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes

CO1	Enhancement of knowledge about Human society and various cultures from Stone Age to Iron Age, world-wide phenomenon.
CO2	Discuss major cultural structures, events and then shaping the world context.
CO3	Sharpens the understanding about different sources to understand the Ancient India (particularly Archaeological & Literary).
CO4	Enrichment of knowledge about relation of different Civilizations to each other.

UNIT-1

- A. Origin of Tool making, Paleolithic Cultures of the World: Lower, Middle and Upper
- B. Paleolithic, Mesolithic and Neolithic Cultures: Origin of agriculture and settled life, Chalcolithic cultures and craft specialization.

UNIT-2

- A. Bronze Age Civilization in Mesopotamia:**
Origin of Early City States, Origin of Empires. (Sumerian and Akkadian) State Structure, Economy, Social Stratification and Religion.
- B. Bronze Age Civilization in Egypt:**
Origin, State Structure, Economy & Trade, Social life, Religion.
- C. Harappan Civilization:**
Pre-Harappan and Early Harappan Cultures, Origin, authors and extent of the Harappan Civilization, Development of Harappan Civilization, Trade, Economy, Social and Religious Life, Decline and Legacy of Harappan Civilization.

UNIT-3

Chinese Civilization:

Beginning Middle Kingdom, Shang Civilization, Socio-Economic Life and Religious Beliefs

Mayan Civilization:

Socio-Economic Life, Arts, Science and Technology.

Inca Civilization:

Socio-Economic Life, Arts, Science and Technology.

UNIT-4

Maps:

- Important Lithic Places world.
- Important Lithic Places in India.
- Important Sites of Harappan Civilizations.
- Important civilizations in world.

- Mittal, S.C., 1986, *Haryana: A Historical Perspective*, New Delhi.
- Phadke, H.A., 1990, *Haryana: Ancient and Medieval*, Harman Publication, Delhi.
- Prem Chaudhary, 1985, *Punjab Politics: The Role of Sir Chhotu Ram*, Vikas Publishing House, New Delhi.
- Ranjeet Singh, 1966, *Haryana ke Arya Samaj ka Itihas*, Rohtak (in Hindi)
- S.P. Shukla (ed.), 1985, *Freedom Struggle in Haryana and the Congress, 1885-1985*, Published by Haryana Pradesh Congress (I) Committee.
- Shukla, S.P., 1985, *India's Freedom Struggle and Role of Haryana*, Criterion Publication.
- Verma, D.C., 1981, *Sir Chhotu Ram: His Life and Times*, Sterling Publication, New Delhi.
- Yadav, K.C., 1975, *Rao Tula Ram and Revolt of 1857*, S. Parmod and Co. Jalandhar City.

B.A. History 2nd Semester Course Code: CDLU/2/SEC/102 Course: The Archive and Its Management	Total Credits: 3 Time: 3 Hrs. Marks: 75 External: 50 Internal: 25
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Note: For The Paper Setter:

External:

1. Seven questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 4 short answer type questions of 2 marks spread over the entire syllabus (2x4=08 marks)
3. For the remaining three questions, students will attempt 1 out of 2 questions from each of the three units (14 marks each).

Internal:

1. Internal Evaluation includes mid-term examination (15 marks) covering two units of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Read seminal Historiographical interventions on critically reading the Archive.
CO2	Appreciate the importance of understanding the Archive not as a Neutral Repository of data but as knowledge, embedded in value laden power relations.
CO3	Understand the relationship between History and memory with a particular focus on institutions and practices of national commemoration and remembrance.
CO4	Understand the importance of non-documentary Archives by focusing on photography as an example of Visual Sources used by Historians.

UNIT-1

- A. Reading and Understanding the Archive
- B. History of Archival Legislation International Organization of Archives
- C. History of Archives.

UNIT-2

- A. National Archive of India: History, Record Repositories
- B. Research & Facilities, Security of Archives and its Holding
- C. Principals of Archive Management.

UNIT-3

- A. Difference between Museum, Library and Archive
- B. Change of Sovereignty and its Impact on Archives
- C. Cataloguing and arrangement at Libraries.
- D. Archaeological Survey of India.

Suggested Reading:

- Basu, Purnendu, *Archives and Records: What are they?* NAI Publication
- Bhargava, K.D., *An Introduction to National Archives of India*, NAI Publication
- Caroline Brown, 2014, *Archives and Recordkeeping Theory into practice*, Facet Publishing.
- Cook, Michael, *Archives Administration*, NAI Publication
- Ghosh Sailen, *Archives in India*, NAI Publication
- Gregory Bradsher, *Managing Archives and Archival Institution*, NAI Publication
- Jenkinson, Hillary, *A Manual of Archives Administration*, NAI Publication
- Laura Millar, *Archives: Principles and Practices*, Facet Publishing
- Le Goff, Jacques, (1977), *History and Memory*, New York: Columbia University Press.
- Richard J. Cox, 2000, *Closing an Era: Historical Perspectives on Modern Archives and Records Management*, Greenwood Press.
- Richard J. Cox, 2002, *Managing Institutional Archives: Foundational Principles and Practices*, Greenwood Press,
- Richard J. Cox; David A., 2002, *Archives and the Public Good: Accountability and Records in Modern Society*, Wallace Quorum Books.
- Steedman, Carolyn, (2002), *Dust: The Archive and Cultural History*, New Brunswick: Rutgers University Press, 2002.
- David Thomas, Simon Fowler, Valerie Johnson, Anne J. Gilliland 2017, *The Silence of the Archive*, Facet Publishing.

THIRD SEMESTER

B.A. History 3rd Semester Course Code: BA/MD/HIS/3/DSC/107 Course: History of India (C.750 – 1206)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	This course seeks to provide an understanding of early Medieval India.	
CO2	Critically analyzed debates on Feudalism	
CO3	This paper will help in understanding the tripartite conflict	
CO4	To understand the cause and effect of Turk invasion.	
UNIT-1		
I. Studying Early Medieval India: <ol style="list-style-type: none"> Historical geography sources: texts, epigraphic and Numismatic data. Debates on Indian Feudalism, rise of The Rajput's and the nature of the state. 		
UNIT-2		
II. Political Structures: I <ol style="list-style-type: none"> Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas. Legitimization of kingship; Brahmanas and temples; royal genealogies and rituals 		
UNIT-3		
II. Political Structures: II <ol style="list-style-type: none"> Arab conquest of Sindh: nature and impact of the new set-up Ismaili Dawah Cause and consequences of early Turkish invasions: Mahmud of Ghazni; Shahab-ud-Din of Ghur. 		
UNIT-4		
Maps: Geographical Expansion of Rajput's Dynasty Extent the Partihars Empire Extent the Cholas Empire Invasion of Mahmud of Ghazni,		

Suggested Reading:

- Basham, A.L., (ed.), A Cultural History of India
- Basham, A.L., The Wonder that was India
- Bose Mandakranta (ed.), Faces of Feminine in Ancient Medieval and Modern India, New York, 2000
- Chakravarti Ranabir, Exploring Early India up to Circa AD 1300
- Chakravarti, R(ed.), Trade in Early India, Delhi
- Champalakshmi, R, Trade, Ideology and Urbanisation: South India 300 BC – AD 1300, Delhi, 1966
- Chandra, S, History of Medieval India (800 -1700)
- Chattopadhyay, B.D, Aspects of Rural settlements and Rural Society in Early Medieval India
- Chattopadhyay, B.D, Science and Society in Ancient India, Calcutta, 1977
- Chattopadhyay, B.D, Studying Early India: Archaeology, Texts and Historical Issues, New Delhi, 2003
- Chaudhuri, K.N, Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750
- Gopal Lalanji, The Economic Life of Northern India, Varanasi, 1965
- Habib, Irfan, Economic History of Medieval India: A Survey, New Delhi, 2001
- Habib, Irfan, Medieval India: The Study of a Civilisation, New Delhi, 2008
- Habib, Md. And Nizami KA (eds), A Comprehensive History of India Vol. V
- Habibullah, A.B.M, The Foundation of Muslim Rule in India
- Jackson, Peter, The Delhi Sultanate: A Political & Military History, Cambridge, 1999
- Jha D.N (ed), The Feudal Order, New Delhi, 2000
- Kulke, H., The State in India (1000- 1700)
- Majumdar R.C and Dasgupta K.K. (eds), A Comprehensive History of India Vol.III

B.A. History 3rd Semester Course Code: BA/MD/HIS/3/DSC/108 Course: Environmental History of India –I	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:

External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Internal:

1. Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Learn the importance and scope of the study of environmental issues.
CO2	Grasp the concept of Environmental History and the issues related to it in the context of India.
CO3	Understand the growth of environmental and ecological consciousness in Indian society and culture from ancient times upto the early medieval period.
CO4	Know the growth of environmental and ecological consciousness in Indian society and culture during the medieval times.

UNIT-1

Towards Environmental Studies:

- A. Importance and Scope of the Study of Environmental Issues;
- B. Our Environmental Understanding and Importance of Environment for Humans
- C. The Three Realms of Earth: Lithosphere, Hydrosphere, Atmosphere
- D. Eco-Pathway in Ecological System; Concept of Sustainability

UNIT-2

Environmental History and the Related Issues:

- A. Concept of Environmental History
- B. Environmental Degradation in Human History and its Impact
- C. Geography of India: Natural and Manmade Resources
- D. Social Issues in India and Concept of Environmental Ethics

UNIT-3

Environmental and Ecological Consciousness in Pre-Colonial India-I:

- A. Concept of Nature and Environmental Consciousness in Indian Culture
- B. Early History: Vedic, Buddhist and Jain Environmental Ethics
- C. Exploitation of Natural Resources for Development during Early Medieval Period

UNIT-4

Environmental and Ecological Consciousness in Pre-Colonial India-II:

- A. Concept of Nature and Environmental Consciousness in Bhakti and Sufi Traditions
- B. Exploitation of Natural Resources for Development during the Sultanate Period
- C. Exploitation of Natural Resources for Development during the Mughal Period
- D. Over Exploitation and Ecological Destabilization during Later Mughal Period

Suggested Reading:

- Agrawal, Anil (ed.), *The State of India's Environment, The Second Citizen Report*, Delhi, 1985.
- Agrawal, Arun and Kalyanakrishnan Sivaramakrishnan (eds.), *Social Nature, Resources, Representations and Rule in India*, Delhi: OUP, 2000.
- Ahsan, Mohd., *Forest and Wild Life Management in Ancient India*, Times, Paryavaran Gyan Yagya Samiti, Lucknow.
- Arnold, David and Ramchandra Guha (ed.), *Nature, Culture and Imperialism: Essay on Environmental History of South Asia*, New Delhi, 1995
- Arnold, David and Ramachandra Guha, eds., *Nature, Culture and Imperialism: Essays on The Environmental History of South Asia*, New Delhi: OUP, 1995.
- Baviskar, Amita Z. (ed.), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008
- Baviskar, Amita (ed.), *Contested Waterscapes*, Delhi: OUP, 2008.
- Chhokar, Kiran B., *Understanding Environment*, Sage Publication, 2004.
- Chauhan, G.C., *Some Aspects of Early Indian Society*, Red Lead Press, Pittsburg, U.S.A., 2012.
- Cunningham, William P. & Barbara Woodworth, *Environmental Science*, Sakigo, USA, 1990
- Grove, Richard, *Green Imperialism*, Delhi: OUP, 1998.
- Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds. *Nature and the Orient: The Environmental History of South and Southeast Asia*, Delhi: OUP, 1998.
- Guha, Ramachandra, *The Unquiet Woods*, Delhi: OUP, 1989, 2000, revised edition.
- Guha, Ramachandra and Madhav Gadgil, *The Fissured Land: An Ecological History of India*, Delhi: OUP, 1992.
- Guha, Sumit, *Environment and Ethnicity in India, 1200- 1991*, Cambridge: Cambridge University Press, 1999.
- Jain, Pankaj, *Dharma and Ecology in Hindu Communities*, Ashgate 2011.
- Mishra, Anupam, *Abhi Bhi Ghire Hain Taalab*, Gandhi Peace Foundation, New Delhi, 1993
- Misra, S.P. (ed.), *Essential Environmental Studies*, Ane Books, New Delhi, 2008
- Nair, Janaki, *The Promise of a Metropolis*, Delhi: OUP, 2007.
- Odum, E.P. *Fundamentals of Ecology*, W.B. Philadelphia Pennsylvania USA-1959.
- Roseneranz, S. Divan & M.I. Noble, *Environmental Law and Policy in India: Cases, Material and Statutes*, Oxford University Press, 2002.
- Saberwal, V. K. et al ed., *Battles over Nature*, Delhi: Permanent Black, 2003.
- Sharma, P.D., *Ecology and Environment*, Rastogi Publications, Meerut, 1990
- Rajan, S Ravi, *Modernizing Nature*, Delhi: Orient Black Swan, 2008.
- Rangarajan, Mahesh, *India's Wildlife History, An Introduction*, Delhi: Permanent Black, in association with Ranthambhore Foundation, 2001.
- Rangarajan, Mahesh, *Fencing the Forest*, Delhi: OUP, 1996.
- Rangarajan, Mahesh (ed.), *Environmental Issues in India*, Pearson, New Delhi, 2006.
- Rangarajan, Mahesh and K. Sivaramakrishnan ed, *India's Environmental History, Volumes I and II*, Ranikhet: Permanent Black, 2011.
- Arupjyoti Saikia, *Forests and the Ecological History of Assam*, Delhi: OUP, 2011.
- Verma, Harishchandra, *Bharat Mein Arthik Rashtravada Ka Udbhav Aur Vikas (Hindi)*, D.U. Press, New Delhi.
- Worster (ed), *The End of Earth: Perspective of Modern Environmental History*, New York, 1988.
- World Commission on Environment and Development 1987, *Our Common Future*, Oxford University Press, U.S.A.

B.A. History 3rd Semester Course Code: BA/MD/HIS/3/DSC/109 Course: Modern World (Socio- Economic Trends)	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:

External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).
4. There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks.

Internal:

1. Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Enhancement of knowledge about the various socio-economic trends in Modern Period.
CO2	Analyze and describe how the modern west was emerged through Renaissance and and other socio-economic developments.
CO3	Sharpens the understanding about the rise of new order in the world in the form of Socialism and about the world crisis of 1919 and 1939 which led to World Wars.
CO4	Enrichment of knowledge to understand how to the new political system emerged based on representative system.

UNIT-1

The Concept and Definition: What is World History?

Rise of Modern World: Renaissance, Reformation

Age of Mercantilism

Features of Mercantilism, Mercantile Activities of Different Countries,

UNIT-2

Agricultural Revolution in Western Europe:

Agricultural System in Pre-Modern Period, Development of New Methods and Knowledge, Impact of the New Agriculture

Industrial Revolution in Western Europe:

Origin and Development of Industrial Revolution, Impact of the Industrial Revolution

UNIT-3

Development of Capitalism:

Britain, France, Germany, Japan

Development of Imperialism:

Geographical Expansion: Asia & Africa

UNIT-4

Maps

Mercantilism Centers in Europe

Expansion of Agriculture Revolution in Europe

Capitalism Centers in Europe

Expansion of Imperialism in Asia

Suggested Reading:

- Bhaskar, Arvind, 2021, Vishav Itihas, Orange Publication Sikar.
- Carr, E.H.,1992, The Bolshevik Revolution, Vol. I, Pelican.
- Chandra, Bipan,1996, Nationalism and Colonialism in India, New Delhi.
- Cipolla, C.M.,1976, Fontana Economic History of Europe, Vol. III, London.
- Desai, A.R.,1980, Social Background of Indian Nationalism, New Delhi.
- Dobb, Maurice,1974, Studies in the Development of Capitalism, Paris.
- Dutt, R.P.,1976, India Today, New Delhi.
- Emerson, Rupert,1990, From Empire to Nation: The Rise to Self-Assertion of Asian and African People, OUP.
- Fairbank, John, K., 1987, East Asia: Modern Transformation, Tokyo.
- Hilton, Rodney, 1976, Transition from Feudalism to Capitalism, London.
- Hobsbawm, E.J.,1970, Nation and Nationalism, Cambridge.
- Joll, James,1984, Origin of the First World War, New York.
- Jophson, Chatness A.,1984, Peasant Nationalism and Communist Power: The Emergency of Red China 1937-1945, London.
- Lichtheim, George,1976, A Short History of Socialism, New York.

B.A. History 3rd Semester Course Code: BA/MD/HIS/3/MIC/103 Course: Indian National Movement (1885-1947 AD)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Critically examine inter-relations between various forms of nationalism in South Asia in general and the varieties of nationalism in Indian context in particular.	
CO2	Analyze nationalism in different perspectives	
CO3	Understand the approaches to Indian Nationalism and emergence of organized nationalism.	
CO4	Understand the working of Congress and Non-Congress Provincial Ministries and Communal Politics and Partition.	
UNIT-1		
Indian Nationalism <ol style="list-style-type: none"> Emergence: Causes and Approaches Emergence of Indian National Congress 		
Nationalist Agitation (1885-1919) <ol style="list-style-type: none"> Moderates: Programs and Ideology Extremists: Programs and Ideology Swadeshi Movement Home Rule Movement 		
UNIT-2		
Emergence of Mass Movement: <ol style="list-style-type: none"> Non-Cooperation and Khilafat Movement Civil Disobedience Movement Quit India Movement 		
UNIT-3		
The Revolutionary Movement: <ol style="list-style-type: none"> Early Phase Hindustan Socialist Republican Association (HSRA) Rise of Left Politics Forward Block- I.N.A. 		
Communal Politics: <ol style="list-style-type: none"> Demand for Pakistan Growth of Muslim League Partition and Independent India 		
UNIT-4		
Maps Important Places of annual Conferences of Indian National Congress (1885-1905) Important Places of Revolutionary Movement (Early phase) Regional Variation of Civil Disobedience Movement Establish the Parallel Government to Quit India Movement		

Suggested Reading:

- Brown, Judith, 1972, Gandhi's Rise to Power: Indian Politics 1915-1922, Cambridge.
- Bhaskar, Arvind, 2021, Bharat Ka Swatantrta Sangram (Part-1&2), Kalam Publication
- Chandra Bipan, 1987, Communalism in Modern India, New Delhi.
- Chatterjee, Rakhari, 2020, Gandhi aur Ali Bandhu, Sage Bhasha Publication
- Das, M.N., 1964, India under Morley and Minto, London.
- Desai, A.R, 2018, Bhartiya Rashtarvaad kee Samajik Prashtbhoomi, Sage Bhasha Publication
- Desai, A.R., 1959, Social Background of Indian Nationalism, Bombay.
- Dhankhar, Jaiveer S., 2000, Prelude to Pakistan, Delhi.
- Dhankhar, Jaiveer S., 2001, A Short History of Hindustan Socialist Republic an Association, Delhi.
- Dutt, R.P., 1949, India Today, Bombay.
- Gopal, S., 1975, JawaharLal Nehru Vol. I-3, Delhi.
- Madame Bhikaji Cama, 1952, A True Nationalist, Delhi.
- Majumdar, R.C., 1962-63, History of Freedom Movement Vol. I, II, III, Calcutta.
- Mehrotra, S.R., 1971, The Emergence of Indian National Congress, Delhi.
- Minault, Gail, 1982, Khilafat Movement: The Religious symbolism and Political Mobilization in India, New York.
- Mujeeb, M, 1967, Indian Muslims, London.
- Pradhan, G., 1924, India's Struggle for Swaraj, Madras.
- Ravinder Kumar, 1971, Essays in Gandhian Politics: The Rowlatt Satyagraha of 1919, London.
- Sarkar, S., 1973, Swadeshi Movement in Bengal-1903-1908, New Delhi.
- Sarkar, S., 1983, Modern India 1885-1947, New Delhi.
- Seal, Anil, 1968, The Emergence of Indian Nationalism, Cambridge.

B.A. History 3rd Semester Course Code: CDLU/3/MDC/103 Course: Introduction to Modern Indian Thoughts	Total Credits: 3 Time: 3 Hrs. Marks: 75 External: 50 Internal: 25
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Note: For The Paper Setter:

External:

1. Seven questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 4 short answer type questions of 2 marks spread over the entire syllabus (2x4=08 marks)
3. For the remaining three questions, students will attempt 1 out of 2 questions from each of the three units (14 marks each).

Internal:

1. Internal Evaluation includes mid-term examination (15 marks) covering two units of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Students will be able to understand the ideas of Modern Indian thinkers.
CO2	Students can do comparative study of different ideas of Indian thinkers.
CO3	Students will be able to understand how much these ideas contributed to the foundation of modern India.
CO4	Students will be able to know how Indian ideas tried to make the Indian people aware at the social and political level.

UNIT-1

- a) Introduction to Modern Indian Political Thought
- b) Raja Ram Mohan Roy: Rights
- c) Swami Dayanand Saraswati: Swaraj
- d) Vivekananda: Ideal Society
Pandita Ramabai: Gender

UNIT-2

- e) Tagore: Critique of Nationalism
- f) Gandhi: Swaraj
- g) Ambedkar: Social Justice
- h) Iqbal: Community

UNIT-3

- i) Savarkar: Hindutva
- j) Nehru: Secularism
- k) Lohia: Socialism
- l) Jannayak Chaudhary Devi Lal : Lok-Raj

Suggested Reading:

- V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.
- D. Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi, Academic Press: Gurgaon, pp. 1-28.
- T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.
- S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in A Critique on colonial India, Calcutta: Papyrus, pp. 1-17. P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), Pandita Ramabai Through her Own Words: Selected Works, New Delhi: Oxford University Press, pp. 150-155
- . M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in Economic and Political Weekly, Vol. 23(44), pp. 38-49.
- U. Chakravarti, (2007) Pandita Ramabai - A Life and a Time, New Delhi: Critical Quest, pp. 1-40.
- S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), Selections from the Complete Works of Swami Vivekananda, Kolkata: Advaita Ashrama, pp. 126-129.
- A. Sen, (2003) 'Swami Vivekananda on History and Society', in Swami Vivekananda, Delhi: Oxford University Press, pp. 62- 79
- H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), Swami Vivekananda and the Modernisation of Hinduism, Delhi: Oxford University Press, pp. 264- 280.
- Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms: State and Civil Society', in Debates
- Dr.Amarjeet sihag, 'King maker', New delhi, Aravali publishers, ookhala,2001
- Dr. Rajpal singh, ' Chaudhary Devi Lal- Jivan avam darshan, New Delhi, Haman Publishing House,2003
- Ranveer and Sunita Dhaka, ' Jannayak ka Safarnama' Rohtak , Spellva and Publication,2001

- K.C. Yadav, Chaudhary Devi Lal "A Political Biography", Hope India publication, Gurugram, 2002

B.A. History 3rd Semester Course Code: CDLU/3/SEC/103 Course: An Introduction of Archaeology		Total Credits: 3 Time: 3 Hrs. Marks: 75 External: 50 Internal: 25
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Seven questions will be set in all and students will be required to attempt 4 questions. Question No. 1 will be compulsory and will consist of 4 short answer type questions of 2 marks spread over the entire syllabus (2x4=08 marks) For the remaining three questions, students will attempt 1 out of 2 questions from each of the three units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation includes mid-term examination (15 marks) covering two units of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Got basic knowledge of scope of Archaeology and relation of Archaeology with social sciences & Pure sciences.	
CO2	Got knowledge about excavation, its preliminaries, staff and equipment's, etc.	
CO3	Understand the Characteristics and Chronology of Northern Black Polished Ware Culture and Significance of pottery.	
CO4	Study the various excavated sites i.e. Taxila, Rupar, Thanesar, Hastinapur, Atranjikhhera, Kausambi, Vaishali, Nagarahunikonda, Arikamedu	
UNIT-1		
<ol style="list-style-type: none"> Definition and Scope of Archaeology History of Indian Archaeology Forms of Archaeological Data. 		
UNIT-2		
<ol style="list-style-type: none"> Aims & Methods of Excavation Methods of discovering the sites Significance of Pottery, Photography, Drawing 		
UNIT-3		
<ol style="list-style-type: none"> Chemical Treatment and Preservation of Archaeological Finds Threats of Archaeological Sites and Public Awareness Historical Urbanization, NBPW Culture, Dating: Relative, Absolute. 		
Suggested Reading: <ul style="list-style-type: none"> Agrawal, D.P. and Yadav, M.D., 1995, Dating the Human Past, Indian Society for Prehistoric Studies, Pune. Atkinson, R.J.C., 1961, Field Archaeology, London. Banerjee, N.R., 1965, The Iron Age in India, New Delhi. Chakraborti, D.K., 1988, A History of Indian Archaeology, Munshiram Manoharlal, Delhi. Child, V.G., 1966, Piecing together the Past, Routledge and Kegan Paul, London. Choubey, Ramesh, 2007, Puratatvik Manav Vigyan, Madhya Pradesh Hindi Granth Academy, Bhopal. Crawford, O.G.S., 1960, Archaeology in the Field (4th Edn.), New York. Daniel, Glyn, 1967, The Origins and Growth of Archaeology, Harmondsworth, Penguin Books. Dhavalikar, M.K., 1999, Historical Archaeology of India, Books and Books, Delhi. Drewet, Peter L., 1999, Field Archaeology: An Introduction, London, UCL Press. Gaur, R.C., 1983, Excavations at Atranjikhhera, Motilal Banarsi Dass, Delhi. Ghosh, A., 1973, The City in Early Historical India, Shimla. Kenyon, K.M., 1961, Beginnings in Archaeology, London. Krishnamurthy, K., 1995, Introducing Archaeology, Ajanta Publications, Delhi. Marshall, J., 1951, Taxila (Three Vols.). 		

FOURTH SEMESTER

B.A. History 4th Semester Course Code: BA/MD/HIS/4/DSC/110 Course: History of India (C. 1206-1526 CE)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	This paper focuses on the polity of Delhi Sultanate.	
CO2	To understand the rise of regional power in 15th Century.	
CO3	To understand the polity of South India as Bahmani Empire	
CO4	To understand the Polity of the Empire of Vijayanagar.	
UNIT-1		
1. Interpreting the Delhi Sultanate: <ol style="list-style-type: none"> Survey of sources: Persian Tarikh tradition; vernacular histories epigraphy 		
UNIT-2		
II. Sultanate Political Structures: I <ol style="list-style-type: none"> Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; Mongol threat and Timur's invasion; Rise and fall of Syed dynasty; The Lodis; Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat; Theories of Kingship; Ruling elites; Sufis, Ulama and the political authority; imperial monuments and coinage 		
UNIT-3		
III. Sultanate Political Structures: II <ol style="list-style-type: none"> Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal Consolidation of regional identities: regional art, architecture and literature 		
UNIT-4		
Maps The Empire Under the Khilzi The Empire Under the Tuglak The Empire of Bahamanies The Empire of Vijaynagar		

Suggested Reading:

- Ashraf K.M, Life and Conditions of the People of Hindusthan (1250 – 1550), Gyan Publishing House, 2000.
- Eaton, R.M, The Rise of Islam and the Bengal Frontier (1204- 1760), University of California Press, July 1996.
- Habib, Irfan, Medieval India: The Study of a Civilization, National Book Trust, July 2008. • Karashima, Noboru, South Indian History and Society: studies from inscriptions, A.D. 850 - 1800, Oxford, 1984.
- Karashima, Noboru, Towards a New Formation: South Indian Society under
- Vijayanagara, Oxford University Press, 1992.
- Kumar Sunil, The Emergence of the Sultanate of Delhi, Permanent Black, Delhi, First edition, 2010.
- Stein, Burton, Peasant State and Society in Medieval South India, Oxford University Press, Oxford, February 1995.
- Sherwani, H.K., Joshi, P.M. (eds), The History of Medieval Deccan (1295 - 1724),
- Government of Andhra Pradesh, Hyderabad, 1973-74.
- Singh, Vipul, Interpreting Medieval India, Volume-I, Early Medieval, Delhi Sultanate and • Regions (circa 750 – 1550), Macmillan Publishers India Ltd, 2009.
- Tripathi, R.P; Some Aspects of Muslim Administration, The Indian Press Ltd., 1936. • Wink, Andre, Al Hind;
- The Making of the Indo Islamic World, Volume I – Early Medieval, • Brill Academic Publishers, 2nd Edition, 1991.

B.A. History 4th Semester Course Code: BA/MD/HIS/4/DSC/111 Course: Environmental History of India –II		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Understand the impact of colonial intervention on environment in modern India.	
CO2	Learn the nature of resistance of peasants and tribal people/ to colonial agricultural and forest policies, rise of Indian nationalism and its concerns/visions over environmental issues.	
CO3	Grasp the state of environmental regulations and policies in independent India and the emergence of environmental movements in the country after independence.	
CO4	Know the impact of global environmental problems and environmental concerns on India and the state of environmental planning in the country after independence.	
UNIT-1		
Colonial Intervention and Environmental Change <ol style="list-style-type: none"> British Economic Policies and the Process of Colonialization Colonialism and Nature – British Vision towards Environmental Issues Over Exploitation of Natural Resources; Technological Development Industrialization and its Impact on Land Use Agriculture and Forests Agricultural and Forest Acts; Large scale Hydraulic Engineering: Colonial Projects 		
UNIT-2		
Indian Nationalism and Environmental Issues <ol style="list-style-type: none"> Resistance of Peasants and Tribals to Colonial Agricultural and Forest Policies Indian Nationalism and Nature: Visions on Gandhi and Nehru towards Environmental Issues Colonial Inheritance and Development and Deprivation in Free India: Dams, Mines, Hydro Projects, Electric Projects 		
UNIT-3		
Independent India and Environmental Change-I <ol style="list-style-type: none"> Environmental Regulations and Policies in India Emergence of Environmental Movements in India – Chipko Movement, Narmada Bachao Movement Silent Valley in Kerela, Mining, River Protection and Water Disposal Group Why Big Dams became Popular in Independent India – Nationalism, Socialism and Planning Social and Environmental Critiques; Animals and Politics in India 		
UNIT-4		
Independent India and Environmental Change-II: <ol style="list-style-type: none"> Global Environmental Problems/Concerns and its Impact on India – Climate Change, Ozone Layer Depletion Global Warming and Nuclear Disaster; International Conventions Environmental Planning in India; Disaster Management and Rehabilitation Policies in India; Ideas of Contesting Development 		

Suggested Readings:

- Agrawal, Anil (ed.), *The State of India's Environment, The Second Citizen Report*, Delhi, 1985.
- Agrawal, Arun & Kalyanakrishnan Sivaramakrishnan (eds.), *Social Nature, Resources, Representations and Rule in India*, Delhi: OUP, 2000.
- Ahsan, Mohd., *Forest and Wild Life Management in Ancient India*, Times, Paryavaran Gyan Yagya Samiti, Lucknow.
- Arnold, David and Ramchandra Guha (ed.), *Nature, Culture and Imperialism: Essay on Environmental History of South Asia*, New Delhi, 1995.
- Arnold, David and Ramachandra Guha, eds., *Nature, Culture and Imperialism: Essays on The Environmental History of South Asia*, New Delhi: OUP, 1995.
- Baviskar, Amita Z(ed.), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008
- Baviskar, Amita (ed.), *Contested Waterscapes*, Delhi: OUP, 2008.
- Chhokar, Kiran B., *Understanding Environment*, Sage Publication, 2004.
- Chauhan, G.C., *Some Aspects of Early Indian Society*, Red Lead Press, Pittsburg, U.S.A., 2012.
- Grove, Richard, *Green Imperialism*, Delhi: OUP, 1998.
- Grove, Richard, Vinita Damodaran and Satpal Sangwan (eds.) *Nature and the Orient: The Environmental History of South and Southeast Asia*, Delhi: OUP, 1998.
- Guha, Ramachandra, *The Unquiet Woods*, Delhi: OUP, 1989, 2000, revised edition. Guha, Ramachandra and Madhav Gadgil, *The Fissured Land: An Ecological History of India*, Delhi: OUP, 1992.
- Guha, Sumit, *Environment and Ethnicity in India, 1200- 1991*, Cambridge: Cambridge University Press, 1999.
- Jain, Pankaj, *Dharma and Ecology in Hindu Communities*, Ashgate 2011.
- Mishra, Anupam, *Abhi Bhi Ghire Hain Taalab*, Gandhi Peace Foundation, New Delhi, 1993
- Misra, S.P. (ed.), *Essential Environmental Studies*, Ane Books, New Delhi, 2008
- Nair, Janaki, *The Promise of a Metropolis*, Delhi: OUP, 2007.

B.A. History 4th Semester Course Code: BA/MD/HIS/4/DSC/112 Course: Modern World (Political Trends)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Understand the various socio-economic trends in modern period.	
CO2	Critically evaluate how the modern west was emerged through renaissance and other socioeconomic Developments.	
CO3	Critically analyses the rise of capitalism and imperialism led all these developments.	
CO4	Explain and analyses the rise of new order in the world in the form of socialism and about the world Crisis of 1919 and 1939 which led to world wars.	
UNIT-1		
Changing Europe and World <ol style="list-style-type: none"> Glorious Revolution American Revolution French Revolution: Aims, Achievements 		
UNIT-2		
Unification of Country Unification of Italy and Germany Russian Revolution-1917 Causes, Events and Impacts,		
UNIT-3		
First World War Causes and Impacts Politics in Central Europe Fascism in Italy, Nazism in Germany, Second World War Causes and Impacts, Cold War, Disintegration of USSR (1945-1991)		
UNIT-4		
Maps Unification of Italy Unification of Germany On the map of world show the Polarization of World War-I On the map of world show the Polarization of World War-II		
Suggested Reading: <ul style="list-style-type: none"> Anthony D., 1983, Theories of nationalism, New York. Anthony D., 2000, The Nation in History, Oxford. Bhaskar, Arvind, 2021, Vishav Itihas, Orange Publication Sikar. Carr, E.H., 1966, The Bolshevik, Revolution, Vol. I, Pelican publication. Chandra, Bipan, 1996, Nationalism and Colonialism in India, Delhi. Cipolla, C.M., 1976, Fontana Economic History of Europe, Vol. III, Delhi. Desai, A.R., 2005, Social Background of Indian Nationalism, Delhi. Dobb, Maurice, 1974, Studies in the Development of Capitalism, OUP. Dutt, R.P., 2008, India Today, Delhi. Emerson, Rupert, 2013, From Empire to Nation: The Rise to Self-Assertion of Asian and African People, Harvard University Press Fairbank, John, K., 1965, East Asia: Modern Transformation, New York. Hilton, Rodney, 1976, Transition from Feudalism to Capitalism, OUP. Hobsbawen, E.J., 1970, Nation and Nationalism, Cambridge. 		

B.A. History 4th Semester Course Code: BA/MD/HIS/4/MIC/104 Course: Constitutional and Administrative History of India (1858-1950AD)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Students will be able to know what has been the historical development sequence of the Indian Constitution.	
CO2	Students will be able to know the Important Constitutional Act passed in British India.	
CO3	Students will be able to know how these Constitutional Acts influenced the Indian National Movement.	
CO4	Understand the structure and features of the Indian Constitution.	
<p style="text-align: center;">UNIT-1</p> <p>A. Introduction to constitutional development: A Study of background B. The Government of India Act 1858 C. The Indian Council Act</p> <p style="text-align: center;">UNIT-2</p> <p>A. The Indian Councils Act, 1892 B. The Indian Councils Act ,1909 (Minto- Morley Reforms) C. The Indian Councils Act ,1919 (Montague Chelmsford Reforms)</p> <p style="text-align: center;">UNIT-3</p> <p>A. Constitutional Development (1919-1935) B. The Government of India Act, 1935 C. Provincial Autonomy and its Functioning</p> <p style="text-align: center;">UNIT-4</p> <p>A. Cripps Mission 1942 and Cabinet Mission 1946 B. Wavell Plan 1945 and Mountbatten Plan 1947 C. The Indian Independence Act 1947 D. The making of Indian Constitution: Features</p>		
Suggested Reading: <ul style="list-style-type: none"> Harbert Cowell The History and Constitution of Court and Legislative Authorities in India (1936) (6 Ed) published by S.C. Bagchi, Calcutta) A.B Keith-A Constitutional History of India (1600-1935), Central Book Dept. Allahabad) M.P Jain - Outlines of Indian Legal History. (Tripathi) (1998) M.V Paylee - Constitutional History of India (1600-1950) (Asia-Bombay, 1964) V.D. Kurukshetra-Land Mark in Indian Legal History (Eastern Book Co. Lucknow) Raghuvanshi, V.P.S. Indian National Movement and the Constitutional Dev. Tara Chand-History of the Freedom Movement Vol. I, II, III, Calcutta, 1962-63. Das, M.N. Indian under Morly and Minto, London, 1964 Singh, Pardaman Lord Freedom Struggle, Hindi Madhyam Karyanvya Nideshalaya, Delhi University, Delhi. Gautam, L.. P., History of Modern India Grover, B.L. and Mehta, Alka, History of Modern India, S. Chand Publication, Delhi 		

FIFTH SEMESTER

B.A. History 5th Semester Course Code: BA/MD/HIS/5/DSC/113 Course: History of India (C.1526-1605 CE)	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:

External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).
4. There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks.

Internal:

1. Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Students will be able to identify the major political developments in the History of India during the period between the sixteenth and the early seventeenth century.
CO2	Understand the Rise of the Mughal Empire in India.
CO3	Understand the Rise of the Second Afghan Empire in India.
CO4	Understand the Character, policy and Geographical expansion of Akbar.

UNIT-1

Sources and the Historiography

- A. Important sources of Mughal Indian History: Persian and vernacular
- B. Different Interpretations of the Mughal state

UNIT-2

Establishment of the Mughal rule

- A. India on the Eve of Babur's Invasion
- B. Mughal- Afghan contest for Supremacy-Sher Shah and his administrative and revenue reforms

UNIT-3

Consolidation of Mughal Rule under Akbar

- A. Campaigns and conquests with special reference to Gujarat, Deccan and Bengal - Resistance of Hemu Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi
- B. Evolution of administrative institutions: Zabt, Mansab, Jagir, Madaad-i-Mash
- C. Incorporation of the Rajputs, creation of the Mughal nobility and growth of a dynastic ideology
- D. Revolts and resistance, pressure from the Ulemas

UNIT-4

Maps:

- A. Invasion of Babur
- B. Extent the Sher-Shah Empire
- C. Extent the Akbar's Empire
- D. Conquest of Akbar in South India

Suggested Reading:

- Alam, Muzaffar-The Crisis of Empire in Mughal North India: Awadh and Punjab-1707- 1748. Alavi, Seema (ed.), The Eighteenth Century in India.
- Ali, M. Athar, Mughal India: Studies in Polity, Ideas, society and Culture.
- Arasaratnam S., Maritime India in the Seventeenth Century
- Asher Catherine, Architecture of Mughal India
- Bandyopadhyaya S, From Plassey to Partition
- Barnett, R.B, North India between Empires: Awadh, the Mughals and the British. • Bashir, Ahmed, Akbar, the Mughal Emperor.
- Bayly, Susan, Caste, Society and Politics in India from the 18th century to the modern age.
- Bayly, C.A., Indian Society and the Making of the British Empire;
- Beach Milo, Mughal and Rajpur Paintings
- Bernier, F, Travels in Mughal India.
- Chandra Satish, Parties and Politics at the Mughal Court
- Chandra, Satish, A History of Medieval India (Part II)
- Chandra, Satish, Historiography, Religion and State in Medieval India
- Chandra, Satish, Mughal Religious Policies, the Rajputs and the Deccan.
- Chandra, Satish, The 18th century in India: Its economy and the Role of the Marathas, the jats and the Sikhs and the Afghans and Supplement (K.P.Bagchi)
- Chaudhuri, K.N., Trade & Civilization: An Economic History from the Rise of Islam to 1750.
- Eaton, R.M., The Rise of Islam and the Bengal Frontier 1204-1760;
- Fukuzawa, H., The Medieval Deccan: Peasants, Social systems and States 16th to 18th centuries.

B.A. History 5th Semester Course Code: BA/MD/HIS/5/DSC/114 Course: History of Europe (1789-1871 AD)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Know the historical upheavals occurred during the French revolution of 1789.	
CO2	Learn the historical developments related to 'undoing' the impact of French revolution under the Metternich system.	
CO3	Grasp the revolutionary upheavals occurred during 1830-1850 in Europe.	
CO4	Understand the rise of nationalist upsurge after 1850 in Europe and its effects.	
UNIT-1		
French Revolution: <ol style="list-style-type: none"> Crisis of the Old Regime, Intellectual Currents; Growth of Democratic Institutions; Impact of the Revolution; Napoleon Bonaparte: Emergence and Downfall. 		
UNIT-2		
'Undoing' the Impact of Revolution: <ol style="list-style-type: none"> Congress of Vienna and Reconstruction of Europe; The Concert of Europe: Nature, Growth and Failure; The Metternich System and the Conservative Europe. 		
Revolutionary Europe: <ol style="list-style-type: none"> Nature and Impact of the Revolutions of 1830 and 1848; Second French Republic and Second Empire. 		
UNIT-3		
Nationalist Upsurge in Europe: <ol style="list-style-type: none"> Unification of Italy and Germany; The Eastern Question: Ethnicity and Nationalism among the Balkan States; Independence of Greece and Crimean War. 		
UNIT-4		
Maps <ol style="list-style-type: none"> Conquest of Napoleon Bonaparte Unification of Italy Unification of Germany Countries of Balkan Europe 		
Suggested Reading: <ul style="list-style-type: none"> Bart belt, C.J. Peace, War and European Powers 1814-1914 Cipolla, C.M. Fontana Economic History of Europe, Vol. III Chauhan, D.S. Europe of Itihas (Hindi) Evans, J. The Foundations of Modern State in 19th Century Grant and Temporally Europe in the Nineteenth and Twentieth Centuries Gupta, Pathasarthi (ed.) Adhunik Pashchim Ka Uday (Hindi) Europe Ka Itihas (Hindi) Hamerow, T.S. Restoration, Revolution and Reaction: Economy and Politics in Germany Hazen, C.D. Modern Europe upto 1945 Hobsbawm, E.J. Nation and Nationalism Hobsbawm, E.J. The Age of Revolution Hoeborn, H. A History of Modern Germany Hunt, Lynn Policies, Culture and Class in the French Revolution Jelavich, Charles Establishment of the Balkan National States 1840-1920 Joll, James Europe Since 1870 Joll, James 1870 Se Europe (Hindi) Lefebvre, George Coming of the French Revolution Lucas, Colin the French Revolution and the Making of Modern Political Culture, Vol. 2 Marriot, J.A.R. The Eastern Question Morgan, K.O. Oxford Illustrated History of Britain, Vol. 2 Porter, Andrew European Imperialism 1860-1914 Smith, Meek Italy: A Modern History, Vol. I Sabol, Albert History of the French Revolution Thomson, David Europe Since Napoleon Moville, Michel Fall of the French Monarchy 		

B.A. History 5th Semester Course Code: BA/MD/HIS/5/DSC/115 Course: Sources of Indian History (Ancient Period)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	To provide information to the students about the archaeological evidence received from the ancient times like coins, weapons, tools and pots.	
CO2	To provide knowledge of historical, literary and religious texts of ancient India.	
CO3	To know the accounts of foreign travellers who came to ancient India.	
CO4	Students will be able to critically evaluate all literary and archaeological sources.	
UNIT-1		
Archaeological Sources: <ol style="list-style-type: none"> Fossils, Stone Tools, Paintings and Sculpture, Pottery. 		
UNIT-2		
<ol style="list-style-type: none"> Buildings and Monuments, Coins, Inscriptions, Manuscripts 		
UNIT-3		
Literary Sources: <ol style="list-style-type: none"> Vedic Literature, Epics, Puranas, Jainism Sources, Buddhist Sources, Snagam Literature, Gupta's literature 		
UNIT-4		
Biographical writings and Foreign Accounts: <ol style="list-style-type: none"> Arthsastra, Harsacharita, Rajtaringini, Megasthanes, Fahyan, Huen-Tsang, Al-Beruni, Ibn Batuta, Francois Bernier 		

Suggested Reading:

- Agrawal, D.P. and Yadav, M.D., 1995, Dating the Human Past, Indian Society for Prehistoric Studies, Pune.
- Banerjee, N.R., 1965, The Iron Age in India, New Delhi.
- Chakraborti, D.K., 1988, A History of Indian Archaeology, Munshiram Manoharlal, Delhi.
- Child, V.G., 1966, Piecing together the Past, Routledge and Kegan Paul, London.
- Choubey, Ramesh, 2007, Puratatvik Manav Vigyan, Madhya Pradesh Hindi Granth Academy, Bhopal.
- Crawford, O.G.S., 1960, Archaeology in the Field (4th Edn.), New York.
- Daniel, Glyn, 1967, The Origins and Growth of Archaeology, Harmondsworth, Penguin Books.
- Dhavalikar, M.K., 1999, Historical Archaeology of India, Books and Books, Delhi.
- Drewet, Peter L., 1999, Field Archaeology: An Introduction, London, UCL Press.
- Gaur, R.C., 1983, Excavations at Atranjikhhera, Motilal Banarsi Dass, Delhi.
- Ghosh, A., 1973, The City in Early Historical India, Shimla.
- Kenyon, K.M., 1961, Beginnings in Archaeology, London.
- Krishnamurthy, K., 1995, Introducing Archaeology, Ajanta Publications, Delhi.
- Basham A.L ed. A Cultural History of India, New Delhi, 1975.
- Ghosh Amalananda, The City in Early Historic India, Shimla, 1973.
- Altekar A.S, The Position of Women in Hindu Civilization from Pre-historic times to the Present Day, New Delhi, 1962.
- Chattopadhyaya B.D, Studying Early India: Archaeology, Texts and Historical Issues. New Delhi, 2003.
- Sircar D.C, Indian Epigraphy, New Delhi, 1965.
- Kosambi D.D, An Introduction to the Study of Indian History, Bombay, 1956
- Kosambi D.D, Combined Methods in Indology and Other Writings, Edited and Introduced By B.D Chattopadhyaya
- Jha D.N, Ancient India: An Introduction, New Delhi, 1998
- Chattopadhyay D.P, Science and Society in Ancient India, Calcutta, 1977.
- Erdosy George, Urbanization in Early Historic India, Oxford, 1988.
- Allchin F.R. (ed). The Archaeology of Early Historic South Asia: The Emergence of Cities and States, Cambridge, 1995.
- Staal Frits, Discovering the Vedas: Origins, Mantras, Rituals Insights, New Delhi, 2008.
- Possehl G.L, ed. Harappan Civilization- A Recent Perspective, Delhi, 1993 (second edition).
- Michell George, The Penguin Guide to the Monuments of India. London, 1989.
- Raychaudhuri H.C, Political History of Ancient India with a commentary by B.N.Mukherjee, New Delhi, 1996 (8th edition)
- Habib Irfan (General Editor), A People's History of India (Volume 1,2,3), New Delhi.
- Shastri K.A Nilakantha, A History of South India, Madras, 1974 (4th Edition)
- Lahiri Nayanjyot, The Decline and Fall of the Indus Civilization, New Delhi, 2000.
- Ray Nihar Ranjan, Brajadulal Chattopadhyaya, V.R. Mani and Ranabii Chakravarti eds. A Source Book of Indian Civilization, Kolkata, 2000.
- Sahu Bhairabi Prasad (ed.). Iron and Social Change in Early India. New Delhi: Oxford University Press, 2006.
- Chakraborty Ranabir, Exploring early India, upto circa AD 1300
- Kochar R., The Vedic People, New Delhi. 2000.
- Majumdar R.C (General Editor), The History & Culture of the Indian People, Volumes I – III, Bombay, 1951,1968, 1970
- Sharma R.S, Advent of the Aryans, Manohar, 1999.
- Sharma R.S, Aspects of Political Ideas and Institutions in Ancient India. New Delhi, 2005 (reprint).
- Sharma R.S, India's Ancient Past, New Delhi, 2005.
- Sharma R.S, Perspectives in the Social and Economic History of Early India, New Delhi, 1983.
- Sharma R.S, Sudras in Ancient India.
- Salomon Richard, Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and Other Indo-Aryan Languages. New York, 1998.
- Thapar Romila (et al). India: Historical Beginnings and the Concept of the Aryan, New Delhi, 2006
- Thapar Romila, From Lineage to State, Delhi, 1996 (2nd Edition)
- Ratnagar Shireen, (ed), Women in Early Indian Societies. New Delhi, 1999.
- Ratnagar Shireen, The End of the Great Harappan Tradition, Delhi, 2000
- Roy Kumkum, The Emergence of Monarchy in North India: eighth to fourth centuries BC, New Delhi,

B.A. History 5th Semester Course Code: BA/MD/HIS/5/MIC/105 Course: Tourism Industry and Art and Architecture (Mughals to Modern Times)	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:

External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 mark spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the Four units (14marks each).
4. There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks.

Internal:

1. Internal Evaluation includes mid-term examination (20 marks) covering two units of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Understand the diversification in the area of Art and Architecture.
CO2	Understand the nomenclature- stylistic, dynastic and regional that is used to denote certain time periods and art production related to these
CO3	Interpretation of Indian cultural past through the Art and Architecture.
CO4	Able to Understand the carrier possibilities in Tourism Industry through the Art and Architecture.

UNIT-1

Fine Arts:

- A. Major Schools of Paintings: Mughal, Rajasthani, Pahari, Garhwali;
- B. Development of Music

UNIT-2

Mughal Architecture:

- A. Mosques, Tombs, Forts, Palaces, Public and Utilitarian Buildings, Gardens;
- B. City/ Building Planning
- C. Use of Science in the Mughal Architecture at: Fatehpur Sikri, Agra and Sahjahanabad.

UNIT-3

Indo-Saracenic Architecture:

- A. Origin, characteristics and major construction;
- B. Neo- Classical Architecture, Romanesque-Italianate, Art Deco and Post Independence style of Architecture.

UNIT-4

Maps:

- A. Major Centers of Medieval Paintings
- B. Important Places of Mughal Architecture
- C. Important Places of Indo-Saracenic Architecture

Suggested Reading:

- Barlingay, S.S., 2007, *A Modern Introduction to Indian Aesthetic Theory: The development from Bharata to Jagannatha*, New Delhi: D.K. Printworld.
- Berkson, Carmel, Wendy Doniger O'Flaherty, George Michell, 1983. *Elephanta, the Cave of Shiva* Princeton University Press.
- Coomaraswamy, A.K., 1956, *The Transformation of Nature in Art*, New York: Dover Publications (also 2004 reprint of 1934 edn, Munshiram Manoharlal).
- Dehejia, Vidya, *Unseen Presence: The Buddha at Sanchi*, Marg Publications.
- Ghosh A. ed., 1996 (reprint of 1967), *Ajanta Murals*, New Delhi: Archaeological Survey of India. • Gupte, R.S., 1972, *Iconography of the Hindus, Buddhists and Jains*, Bombay: D.B. Traporevala Sons and Co.
- Huntington, Susan L., 1985, *The Art of Ancient India*, New York and Tokyo: Weatherhill. • Knox, Robert, 1993, *Amaravati: Buddhist Sculpture from the Great Stupa*, Dover Publications. • Meister, M W ed., 1992, *Ananda Coomaraswamy: Essays in Early Indian Architecture*, New Delhi. • Neumayer, Erwin, 2010, *Rock Art of India*, Oxford University Press.
- Ray, Niharranjan, 1974, *An Approach to Indian Art*, Chandigarh: Panjab University Publication Bureau. Schlingloff, Dieter, 1999, *Guide to the Ajanta Paintings: Narrative wall paintings, Vol. 1*, Delhi: Munshiram Manoharlal Pub.
- Settar, S. 2003, *Footprints of Artisans in Indian History: Some Reflections on Early Artisans of*

India, Proceedings of the Indian History Congress, General President's Address, 64th session, Mysore, pp. 1-43. · Shah, Priyabala, ed., 1958, *Citrasutra of the Visnudharmottara Purana, third khanda*, Baroda. · Singh, Upinder, 2009, *A History of Ancient and Early Medieval India: from the Stone Age to the 12th century*, Delhi: Pearson Longman.

- · Spink, Walter, 2005-2007, *Ajanta: History and Development, Vols. I to V*, Leiden and Boston: Brill. · Williams, Joanna G., 1982, *The Art of Gupta India: Empire and Province*, Princeton University Press. · Willis, Michael, 2009, *The Archaeology of Hindu Ritual: Temples and the establishment of the gods*, Cambridge University Press.

B.A. History 5th Semester Course Code: CDLU/5/SEC/104 Course: Communication & Behavior Skills	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:
External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Internal:

1. Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Understand the various Communication and Behaviour Skills.
CO2	Understand the importance Communication skills in Government offices as well as in Private Offices.
CO3	Demonstrate knowledge of various methods of communication.
CO4	Able to developed their Skills and as well as personality too.

UNIT-1

Communication Skills:

- A. Meaning, Process and Elements;
- B. Importance of Communication skills;
- C. Methods of Communication.

UNIT-2

- A. Factors affecting perspectives in Communication
- B. Listening Skills;
- C. Barriers of Communication.;
- D. Personality Development,

UNIT-3

Behavior Skills:

- A. Meaning, Process and Elements;
- B. Importance of Behavior skills;
- C. Barriers of Behavior skills
- D. Behavior Skills Training Method.

UNIT-4

- A. Effective Teaching and Behaviour skills;
- B. Effective Learning and Behaviour skills;
- C. Behavioural Skills and Leadership.

Suggested Reading:

- Barkhuysen, P., Krahmer, E., Swerts, M., (2004) Audiovisual Perception of Communication Problems, ISCA Archive <http://www.isca-speech.org/archive>
- Barnlund, D.C., (2008), A transactional model of communication, New Brunswick, New Jersey: Transaction
- Danesi, Marcel, (2009), Dictionary of Media and Communications, M.E.Sharpe, Armonk, New York.
- Fiske, John, (1982), Introduction to Communication Studies, London: Routledge
- Hayes, Andrew F., (31 May 2005), Statistical Methods for Communication Science, Taylor & Francis.
- Reddy, Michael J., (1979), The Conduit Metaphor -A Case of Frame Conflict in our Language about Language, In Metaphor and Thought, Andrew Ortony, ed. Cambridge
- Robbins, S., Judge, T., Millett, B., & Boyle, M., (2011), Organisational Behaviour, 6th ed. Pearson, French's Forest, NSW
- Rommetveit, Ragnar (1974), On Message Structure: A Framework for the Study of Language and Communication, London: John Wiley & Sons
- Schramm, W. (1954), How communication works. In W. Schramm (Ed.), The process and effects of communication (pp. 3–26), Urbana, Illinois: University of Illinois Press.
- Shannon, C.E., & Weaver, W., (1949), The mathematical theory of communication, Urbana, Illinois: University of Illinois Press
- Shannon, Claude E. & Warren Weaver, (1949), A Mathematical Model of Communication, Urbana, IL: University of Illinois Press
- Trenholm, Sarah; Jensen, Arthur, (2013), Interpersonal Communication, Seventh Edition. New York: Oxford University Press.
- Turner, L.H., & West, R.L., (2013), Perspectives on family communication, Boston: McGraw-Hill

SIXTH SEMESTER

B.A. History 6th Semester Course Code: BA/MD/HIS/6/DSC/116 Course: History of India (C. 1605-1750 CE)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Students will be able to identify the major political developments in the History of India during the period between the seventeenth and mid- eighteenth century..	
CO2	Outline the changes and continuities in the field of culture, especially with regard to art, architecture and literature	
CO3	Delineate the development of trade and urban complexes during this period.	
CO4	Students will be able to understand Aurengjeb's religious Policy and the rising of power of Maratha,	
UNIT-1		
Sources: <ol style="list-style-type: none"> Persian and vernacular literary cultures, histories, Memoirs and travelogues 		
UNIT-2		
Political culture under Jahangir and Shahjahan <ol style="list-style-type: none"> Extension of Mughal rule: changes in Mansab and Jagir systems; Orthodoxy and Syncretism-Naqshbandi sufis, Miyan Mir, Dara Sukoh 		
UNIT-3		
Aurangzeb, Shivaji and Other Powers <ol style="list-style-type: none"> State and religion under Aurangzeb: policies regarding religious groups and institutions, Resistance of Assam, Mewar and Marwar Rise of Marathas under Shivaji; Maratha administration, concept of Hindu Pad Padshahi resistance of Sikhs, Jats and Bundelas 		
UNIT-4		
Maps: <ol style="list-style-type: none"> Extent the Empire of Shahjahan Extente the Empire of Aurangzeb Extent the Empire of Maratha Regional state During the 18th Century 		

Suggested Reading:

- Alam, Muzaffar-The Crisis of Empire in Mughal North India: Awadh and Punjab-1707-1748.
- Alavi, Seema (ed.), The Eighteenth Century in India
- Ali, M. Athar, Mughal India: Studies in Polity, Ideas, society and Culture.
- Arasaratnam S., Maritime India in the Seventeenth Century
- Bandyopadhyaya S, From Plassey to Partition
- Barnett, R.B, North India between Empires: Awadh, the Mughals and the British.
- Bayly, Susan, Caste, Society and Politics in India from the 18th century to the modern
- Beach Milo, Mughal and Rajpur Paintings
- Bernier, F, Travels in Mughal India.
- Chandra Satish, Parties and Politics at the Mughal Court
- Chandra, Satish, A History of Medieval India (Part II)
- Chandra, Satish, Historiography, Religion and State in Medieval India
- Chandra, Satish, Mughal Religious Policies, the Rajputs and the Deccan.
- Chandra, Satish, The 18th century in India: Its economy and the Role of the Marathas, the jats and the Sikhs and the Afghans and Supplement (K.P.Bagchi)
- Chaudhuri, K.N., Trade & Civilization: An Economic History from the Rise of Islam to 1750.
- Eaton, R.M., The Rise of Islam and the Bengal Frontier 1204-1760;
- Eaton, R.M., The Sufis of Bijapur
- Fukuzawa, H., The Medieval Deccan: Peasants, Social systems and States 16th to 18th centuries.
- Grewal J.S., The Sikhs of the Punjab
- Habib Irfan (ed.), Medieval India
- Habib Irfan (ed), Resistance and Modernization under Haider Ali and Tipu Sultan
- Hasan S.Nurul, Religion, State, and Society in Medieval India
- Husain Iqbal, Ruhela Chieftancies in 18th Century India
- Kulke, H. (ed.), The State in India 1000-1700.

B.A. History 6th Semester Course Code: BA/MD/HIS/6/DSC/117 Course : History of Europe (1871-1914 AD)	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:

External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Internal:

1. Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Understand the beginning of diplomatic alignments in Europe after 1871.
CO2	Learn the emerging nationalist and imperialist rivalries in Europe and its impact
CO3	Grasp the nature of different diplomatic alliances which caused polarization of European powers in two poles.
CO4	Comprehend the deepening diplomatic crisis in Europe and the coming of the World War-I.

UNIT-1

Beginning of Diplomatic Alignments:

- A. State, Politics and Society in Europe in 1871;
- B. Bismarck and his Diplomatic Alignments: Three Emperors' League, Dual Alliance, Triple
- C. Alliance and Re-Insurance Treaty

UNIT-2

Nationalist and Imperialist Rivalries in Europe:

- A. Franco-German Relations 1871 –1890;
- B. The Eastern Question: Revolt in Bosnia and Russo-Turkish War, Berlin Congress, Bulgarian Crisis;
- C. European Imperialist Interests in Africa and its Partition

UNIT-3

Towards Diplomatic Polarization:

- A. Franco-Russian Alliance, Anglo, French Alliance, Anglo-Russian Alliance and Formation of Triple Entente;
- B. Shifting Positions of Italy; Nature of the Triple Alliance and Triple Entente 1907-1914

UNIT-4

Coming of the World War-I:

Morocco Crisis, Bosnian Crisis and Agadir Crisis; Anglo-German Naval Rivalry; Balkan League and Balkan Wars; World War-I: Origins and Responsibility and Consequences

Suggested Reading:

- Bartbelt , C.J. Peace, War and European Powers 1814-1914
- Chauhan, D.S. Europe Ka Itihas (Hindi) Chauhan, D.S. Samkalin Europe (Hindi)
- Evans, J. The Foundations of A Modern State in 19th Century Fay, S.B. Origins of the First World War
- Gooch, G.P. History of Modern Europe 1878-1920
- Grant and Temporally Europe in the Nineteenth and Twentieth Centuries Gupta, Parthsarathi (ed.) Europe Ka Itihas (Hindi)
- Gupta, Parthsarathi (ed.) Samkalin Europe (Hindi)
- Hazen, C.D. Modern Europe upto 1945
- Hobsbawm, E.J. Nation and Nationalism
- Joll, James Europe Since 1870
- Joll, James 1870 Se Europe (Hindi)
- Joll, James Origins of the First World War
- Langer, W.L. The Diplomacy of Imperialism
- Langer, W.L. European Alliances and Alignments
- Marriot, J.A.R. The Eastern Question
- Marriot, J.A.R. The Remaking of Modern Europe
- Porter, Andrew European Imperialism 1860-1914
- Post, Ken Revolution and European Experience 1789-1914 Roberts, J.M. Europe 1880-1945
- Roth, J.J. (ed.) World War I: A Turning Point in Modern History Stevenson, David The Outbreak of the First World War
- Taylor, A.J.P. Bismarck: The Man and Statesman
- Taylor, A.J.P. Struggle for the Mastery in Europe

- Thomson, David Europe Since Napoleon

B.A. History 6th Semester Course Code: BA/MD/HIS/6/DSC/118 Course: Sources of Indian History (Medieval & Modern Period)	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:

External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Internal:

1. Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	To provide information to the students about sufficient historical critically sources and evidences of medieval India.
CO2	Students will be able to interact and aware of the real and important sources of the Delhi sultane and Mughal dynasty.
CO3	To provide information about the latest and sufficient evidence obtained from the British rule in India
CO4	Students will be able to become aware of the original and authentic sources of Modern India.

UNIT-1

Historians and Sources of Medieval India:

- A. Minhaj-us-Siraj: Tabaqat-i-Nasiri
- B. Ziauddin Barani: Fatwa-i-Jahandari
- C. Ameer Khusarau
- D. Babur: Tuzuk-i-Baburi,
- E. Abul Fazal: Akbar Nama (3 Vols)
- F. Tuzak-i-Jahangiri.

UNIT-2

Sources of Modern India: I

- A. Archival Records and Non-Archival Records
- B. News Papers and Periodicals
- C. Importance of Private Paper: Official and Non-Official

UNIT-3

Sources of Modern India: II

- A. Audio-Visual Records
- B. Oral Records
- C. Modern Literature During Colonial Rule

UNIT-4

Sources of Modern India: III

- A. Autobiographies: as sources
- B. National Archives of India
- C. Prime-Minister Museum and Library (Teen Murti Bhawan),

Suggested Reading:

- Aggarwal, V.S., 1965, Studies in Indian Art, Varanasi.
- Akbar S. Ahmed, 1990, Discovering Islam: Making Sense of Muslim History and Society, New Delhi.
- Birani, Ibn-i-Hasan, 1990, Maqalat-i-Barani-Karachi, New Delhi.
- Elliot, Sir H.M. & J. Dowson, 1867-77, History of India as Told by its Own Historians, 8 vols.
- Grewal, J.S., 1970, Muslim Rule in India: The Assessment of British Historians, Calcutta.
- Hasan, Mohibut(ed.), 1968, Historians of Medieval India, Meerut.
- Ibn, Khaldun, 1958, Muqaddimah: An Introduction to History, Eng. Tr. Ero Franz Rosenthal, London.
- Majumdar, R.C. & S.P.Sen(ed.), 1970, Indian Historiography: Some Recent Trends in Modern India, Bombay.
- Majumdar, R.C., 1960, Classical Accounts of India, Calcutta.
- Mukhia, Harbans, 1976, Historians and Historiography During the Reign of Akbar, New Delhi.
- Pargiter, F.E., 1913, Dynasties of Kali Age, London.
- Pargiter, F.E., 1922, Ancient Indian Historical Tradition, London.
- Philips, C.H.(ed.), 1961, Historians of India, Pakistan and Ceylon, London.
- Rosenthal, F., 1952, History of Muslim Historiography, London.
- Sankalia, H.D., 1964, Stone Age Tools, their Techniques and Uses, Pune.
- Sarkar, Jagdish Narayan, 1977, History of History Writings in Medieval India, Calcutta.
- Siraj, Minhaj-us, 1969, Tabaqat-i-Nasiri, (Eng. Tr.H.G. Revert 2 Vols.) Calcutta.
- Sircar, D.C., 1965, Indian Epigraphy, Delhi.
- Sivarammaurti, C., 1964, Indian Sculpture, New Delhi.
- Thapar, Mukhia & Chandra, 1969, Communalism and the Writings of Indian History, New Delhi.

- □ Tikekar, S.R., 1964, On Historiography, Bombay.

B.A. History 6th Semester Course Code: BA/MD/HIS/6/MIC/106 Course: Pre and Proto History of India		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Understand critically evaluate the knowledge of human evolution in world scenario as well as India.	
CO2	Understand critically evaluate the knowledge of Paleo-environment during Stone Age in India Especially from- Sohan, Narmada, Godavari and Kotlayar valleys.	
CO3	Understand familiarize with the Lower, Middle and Upper Palaeolithic, Mesolithic and Neolithic cultures of India distribution, environment, typo-technology of tools, subsistence, art, chronology, Evidences from important sites.	
CO4	Familiarize the Harappan Culture - Origin, extent, chronology, factors of urbanization, trade, script, religion, arts and craft, factors of decline.	
UNIT-1		
A. Prehistory of India: Aims, Scopes and Methods B. Climatic Fluctuation during the Pleistocene Period; General		
UNIT-2		
A. Lithic Culture of India: Lower Palaeolithic- Potwar Region, Beas & Banganga Valley, B. Narbada Valley: South India C. Middle Palaeolithic Culture in India D. Upper Palaeolithic Culture in India E. Mesolithic Culture in India F. Neolithic Culture in India.		
UNIT-3		
A. Proto-History of India: Aims, Scope & Methods B. Harappan Civilization C. Chalcolithic Cultures D. Iron-Age Culture: Antiquity of Iron in India; PGW (Painted Grey Ware) E. South Indian Megalithic Culture.		
UNIT-4		
Maps: Important Sites of Neolithic age Important Harappan sites in India. Important Vedic sites in India. Important Megalithic Culture's sites in India.		
Suggested Reading: <ul style="list-style-type: none"> Agrawal, D.P. & Ghosh A. (ed.), 1973, Radiocarbon and Indian Archaeology, Bombay. Agrawal, D.P., 1984, The Archaeology of India, New Delhi. Allchin, B & R, 1989, The Rise of Civilization in India and Pakistan, New Delhi. Allchin, F.R., 1997, Origins of a Civilization, Delhi. Chakrabarti, D.K. (ed.), 1979, Essays in Indian Proto-history, Delhi. Deo, S.B., 1973, Problem of South Indian Megaliths, Karnataka University Press, Dharwar. Gaur, R.C. (ed.), 1994, The Painted Grey Ware: Proceedings of the Seminar, Jaipur. Gururaja Rao, B.K, 1981, The Megalithic Culture in South India, Mysore. Jain, K.C., 1979, Prehistory and Proto-History of India, Agam Kala Prakashan, New Delhi. Ratnagar, S., 2000, The End of the Great Harappan Tradition, New Delhi. Ratnagar, S., 2001, Understanding Harappa, New Delhi. Roy, T.N., 1982, The Ganges Civilization, New Delhi. Sankalia, H.D., 1964, Stone Age Tools: their Techniques, Name and Probable Function, Pune. Sankalia, H.D., 1974, Prehistory and Proto-history of Indian and Pakistan, Pune. 		

B.A. History 6th Semester Course Code: BA/MD/HIS/6/MIC/107 Course: Environmental History of Modern India		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Understand the impact of colonial intervention on environment in modern India.	
CO2	Learn the nature of resistance of peasants and tribal people/ to colonial agricultural and forest policies, rise of Indian nationalism and its concerns/visions over environmental issues.	
CO3	Grasp the state of environmental regulations and policies in independent India and the emergence of environmental movements in the country after independence.	
CO4	Know the impact of global environmental problems and environmental concerns on India and the state of environmental planning in the country after independence.	
UNIT-1		
Colonial Intervention and Environmental Change: <ol style="list-style-type: none"> British Economic Policies and the Process of Colonialization; Colonialism and Nature – British Vision towards Environmental Issues Over Exploitation of Natural Resources; Technological Development Industrialization and its Impact on Land Use Agriculture and Forests Agricultural and Forest Acts; Large scale Hydraulic Engineering: Colonial Projects 		
UNIT-2		
Indian Nationalism and Environmental Issues: <ol style="list-style-type: none"> Resistance of Peasants and Tribals to Colonial Agricultural and Forest Policies Indian Nationalism and Nature: Visions on Gandhi and Nehru towards Environmental Issues Colonial Inheritance and Development and Deprivation in Free India: Dams, Mines, Hydro Projects, Electric Projects 		
UNIT-3		
Independent India and Environmental Change-I <ol style="list-style-type: none"> Environmental Regulations and Policies in India Emergence of Environmental Movements in India – Chipko Movement, Narmada Bachao Movement Silent Valley in Kerela, Mining, River Protection and Water Disposal Group; Why Big Dams became Popular in Independent India – Nationalism, Socialism and Planning: Social and Environmental Critiques Animals and Politics in India 		
UNIT-4		
Independent India and Environmental Change-II: <ol style="list-style-type: none"> Global Environmental: Problems/Concerns and its Impact on India – Climate Change, Ozone Layer Depletion, Global Warming and Nuclear Disaster International Conventions and Environmental Planning in India Disaster Management and Rehabilitation Policies in India Ideas of Contesting Development 		

Suggested Reading:

- Agrawal, Anil (ed.), *The State of India's Environment, The Second Citizen Report*, Delhi, 1985.
- Agrawal, Arun & Kalyan Krishnan Sivaramakrishnan (eds.), *Social Nature, Resources, Representations and Rule in India*, Delhi: OUP, 2000.
- Ahsan, Mohd., *Forest and Wild Life Management in Ancient India*, Times, Paryavaran Gyan Yagya Samiti, Lucknow.
- Arnold, David and Ramchandra Guha (ed.), *Nature, Culture and Imperialism: Essay on Environmental History of South Asia*, New Delhi, 1995.
- Arnold, David and Ramachandra Guha, eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, New Delhi: OUP, 1995.
- Baviskar, Amita Z(ed.), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008
- Baviskar, Amita (ed.), *Contested Waterscapes*, Delhi: OUP, 2008.
- Chhokar, Kiran B., *Understanding Environment*, Sage Publication, 2004.
- Chauhan, G.C., *Some Aspects of Early Indian Society*, Red Lead Press, Pittsburg, U.S.A., 2012.
- Grove, Richard, *Green Imperialism*, Delhi: OUP, 1998.
- Grove, Richard, Vinita Damodaran and Satpal Sangwan (eds.) *Nature and the Orient: The Environmental History of South and Southeast Asia*, Delhi: OUP, 1998.
- Guha, Ramachandra, *The Unquiet Woods*, Delhi: OUP, 1989, 2000, revised edition.
- Guha, Ramachandra and Madhav Gadgil, *The Fissured Land: An Ecological History of India*, Delhi: OUP, 1992.
- Guha, Sumit, *Environment and Ethnicity in India, 1200- 1991*, Cambridge: Cambridge University Press, 1999.
- Jain, Pankaj, *Dharma and Ecology in Hindu Communities*, Ashgate 2011.
- Mishra, Anupam, *Abhi Bhi Ghire Hain Taalab*, Gandhi Peace Foundation, New Delhi, 1993
- Misra, S.P. (ed.), *Essential Environmental Studies*, Ane Books, New Delhi, 2008
- Nair, Janaki, *The Promise of a Metropolis*, Delhi: OUP, 2007.

SEVENTH SEMESTER

B.A. History 7th Semester Course Code: BA/MD/HIS/7/DSC/119 Course: History of India (C.1750-1857 AD)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	The students will be able to trace the British colonial expansion in the political contexts of eighteenth-century India.	
CO2	The students will be able to learn about the changes in society, politics, religion and economy during this period.	
CO3	The students will be able to learn also about acquire knowledge about the freedom struggle.	
UNIT-1		
<ol style="list-style-type: none"> Disintegration of Mughal Power: Main Political Trends. Expansion of Maratha Kingdom under Peshwas and Maratha confederacy. Administration and Socio- Economic condition under Marathas. Causes of the Downfall of Maratha power. 		
UNIT-2		
<ol style="list-style-type: none"> Rise of Punjab under Ranjit Singh: Conquests and Administration. Rise of Bengal and Awadh in the 18th Century Rise of Hyderabad and Mysore in the 18th Century Political conditions in South India: Cochin & Travancore 		
UNIT-3		
<ol style="list-style-type: none"> Arrival of European companies: Rivalry for Control. Ascendancy of English East India Company: Battle of Buxar and Plassey; Their effects. Territorial Expansion of east India Company Administrative Apparatus under East India Company First War of Independence: Causes, Nature 		
UNIT-4		
Maps: Expansion of Maratha 'Empire under Peshwa's Area and extent of Punjab Under Maharaja Ranjeet Singh. Important Colonies of East India Company during 18 th Cent. Effected area during The First war of Independence.		
Suggested Reading: <ul style="list-style-type: none"> A.C Banerjee: <i>The New History of modern India (1707-1947)</i> B.D. Basu: Rise and Fall of Christian Power in India, Vol. II B.R Grover: A new look on Modern Indian History C.A. Bayly: An illustrated History of Modern India 1600-1947 Chabra, G.S.: Advance History of Modern India D. Kumar: <i>The Cambridge Economic History of India</i> Desai A.R: India's Path of Development Desai, A.R.: Social Background of Indian Nationalism Dodwell: A Sketch of the History of India Dutta, K.K: Social History of Modern India Freedenberg, R.E: <i>Land Control and Social Structure in India</i> I. Prasad & Subedar: History of Modern India (English or Hindi) J.N Farquhar: Modern Religious Movements in India 		

- J.N. Sarkar: Mughal Economy
- M. Athar Ali: Mughal Nobility under Aurangzeb
- *Nobora Karashima: South Indian History and Society*
- P.J. Marshall: The Eighteenth century in Indian History
- R.C Majumdar: British Paramountcy and Indian Renaissance (Part I)
- R.P Dutt: India Today
- R.P. Tripathi: The Rise and Fall of Mughal Empire
- *Ramsay Muir: The making of British India*
- Sarkar Sumit: Modern India
- *Stein Burton: The Making of Agrarian Policy in british India, 1770-1900*
- Stewart Gordon: The Marathas 1600-1818
- Sumit Sarkar: Modern India 1885-1947
- Thomas Metealf: Ideologies of the Raj
- Thompson & Garret: Rise and Fulfilment of British Rule in India

B.A. History 7th Semester Course Code: BA/MD/HIS/7/DSC/120 Course: Historiography: Concepts, Methods & Tools-1		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Developed their ability to assess critically historical analysis and argument, past and present.	
CO2	Gained an understanding of the development of the academic study of history throughout the world since the later eighteenth century.	
CO3	Gained an awareness of recent and contemporary debates in the theory, practice of historical writing and gained debate in history thinker.	
CO4	Gained insight into how historical arguments have been and are made become aware of Historiographical traditions outside the West.	
Unit I		
A. Meaning, Nature and Scope of History; B. History and Allied Disciplines; C. Search for Source Material; D. Evaluation of Sources; E. Historical Evidence: Nature and Transmission		
Unit –II		
A. Causation in History; B. Objectivity in History; C. Collection and Selection of Historical Data; D. Major Theories of History: Cycling, Historical Materialism		
Unit –III		
A. Early Trends of Historiography: Greco-Roman, B. Chinese and Ancient Indian Traditions		
Unit IV		
A. Medieval Historiography: Western B. Arabic and Persian C. Medieval Indian Tradition		
Suggested Reading: <ul style="list-style-type: none"> Alvesson Mats, 2002, <i>Postmodernism and Social Research</i>, OUP. Bentley, Michael, 1997, <i>Companion to Historiography</i>, London. Canon, John (ed.), 1980, <i>The Historians at Work</i>, London. Carr, E.H., 1983, <i>What is History</i>, Macmillan, London. Chaube, Jharkhand, 1999, <i>Itihaas - Darshan</i>, Delhi. Collingwood, R.G., 2004, <i>The Idea of History</i>, OUP. Gardiner, Patrick (ed.) ,1969, <i>Theories of History</i>, New York. Hobsbawm, Eric J., 2003, <i>Itihaskar ki Chinta</i>, Delhi. Hughes-Warrington-Marine, 2004, <i>Fifty Great Thinkers on History</i>, Delhi. Lambert, Peter and Phillip Scofield, 2004, <i>Making History an Introduction to the Practices of a Discipline</i>, Paris. Marwick, Arthur, 1984, <i>The Nature of History</i>, Macmillan, London. Marwick, Arthur, 2001, <i>New Nature of History: Knowledge, Evidence, Language</i>, London. Sheikh Ali, B., 1978, <i>History: Its Theory and Method</i>, Macmillan, Madras. Sreedharan, E. (2004), 2000, <i>A Textbook of Historiography 500 BC to AD 2000</i>, Delhi. Verma, Lal Bahadur, 1984, <i>Itihas Ke Bare Mein</i>, Delhi. 		

B.A. History 7th Semester Course Code: BA/MD/HIS/7/DSC/121 Course: History of Ideas		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Understand dynamism in definition of religions through time in history. How these religions were developed in different societies in different periods of time. And how it affects the everyday lives of variety of people in ancient times.	
CO2	Understand how to look for variety of sources to understand various religions of ancient times which includes not just religious texts but also monuments, traditions, rituals etc.	
CO3	Understand how different religions affected each other and how the beliefs shifted in different directions. And how they have sustained till today through various institutions and rituals.	
CO4	Understand contribution of various tribes, classes and gender in the development, diversity and dynamism of various religious philosophies, beliefs and practices.	
Unit-I		
Social, Religious and Philosophical ideas: <ol style="list-style-type: none"> Formation of early ideas: Varna, Jati, Family, Women Formation of religious ideas: Vedas, Upanishads and Vedanta. Six Schools of Indian Philosophy. Jainism and Buddhism. 		
Unit-II		
Socio-Religious Aspects: <ol style="list-style-type: none"> Medieval Period: Social Structure in Hindu Society, Social Structure in Muslim Society. Bhakti Movement: Shaivism and Vaishnavism Regional Developments. Sufism. Sikhism. 		
Unit-III		
Reform and Revivalism in Modern India: <ol style="list-style-type: none"> Brahmo Samaj, Prarthana Samaj, Arya Samaj, Deoband and Aligarh Movement, Singh Sabha Movement. Anti-caste movements during the colonial period- Satya Shodhak Samaj, Shree Narayana movement, Self-respect movement. Social basis of nationalism 		
Unit-IV		
Political Ideas: <ol style="list-style-type: none"> Nationalism Liberalism Capitalism Socialism Communalism Secularism 		
Suggested Reading: <ul style="list-style-type: none"> Arthur Lovejoy, 1936, <i>The Great Chain of Being: A Study of the History of an Idea</i>, London. Arthur Lovejoy, 1960, <i>Essays in the History of Ideas</i>, Capricorn Books Horowitz, Maryanne Cline, 2004, <i>New Dictionary of the History of Ideas</i>, New York Isaiah Berlin, 2013, <i>Against the Current: Essays in the History of Ideas</i>, Princeton University Press. Moran, Seán Farrell, 1999, <i>Intellectual History/History of Ideas</i>, Routledge Peter E. Gordon, 2009, <i>What is intellectual history? A frankly partisan introduction to a frequently misunderstood field</i>, Harvard University, Cambridge, Massachusetts. Quentin Skinner, 2002, <i>Meaning and Understanding in the History of Ideas</i>, Cambridge University Press. 		

B.A. History 7th Semester Course Code: BA/MD/HIS/7/DSC/122 Course: Contemporary History of India	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:

External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Internal:

1. Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Understand the Post-Modern History of India.
CO2	Trace the political situation, developments of Contemporary India.
CO3	Compare, connect and contrast economic performance of contemporary India with Colonial India.
CO4	Create a better Historiographical understanding in the Contemporary History period.

UNIT-1

- A. Laying the foundation of Independent India
- B. Features of Indian Constitution
- C. The Constitution: nationality and citizenship
- D. Linguistic re-organization

UNIT-2

- A. Integration and Reorganization of Indian States
- B. Operation Polo
- C. Socio- Economic Reforms and Foreign Policy
- D. Foreign policy and the making of non-alignment

UNIT-3

- A. Agriculture and industry
- B. Five Year Plans, Green Revolution
- C. Abolition of Privy Purses and Titles
- D. LPG policy

UNIT-4

- A. J.P. Movement and Emergency
- B. Janata Government
- C. Return of Congress to power
- D. Women and politics
- E. Hindu Code Bill.

Suggested Reading:

- Bates, Crispin, and Subho Basu, *The Politics of Modern India since Independence*, Routledge/Edinburgh South Asian Studies Series, 2011.
- Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, *India Since Independence*, New Delhi, 2008.
- Brass, Paul R. *The Politics of India since Independence*, 1980.
- C.P. Bhambhri, 1995, *Indian Politics since Independence Vol : I*, New Delhi
- Dalmia, Vasudha and Rashmi Sadana (editors), *The Cambridge Companion to Modern Indian Culture*. Cambridge University Press.
- Ghai, K.K., 2012, *Indian Government and Politics*, New Delhi, 1912.
- Guha, Ramachandra, 2011, *India After Gandhi: The History of the World's Largest Democracy*. Pan Macmillan
- Palmar D. Norman, 1971, *The Indian Political System*, 2nd Ed. Boston.
- Partha Chatterjee, 2002, *State and Politics in India*, New Delhi.
- Publication Division, *India: 40 years of Independence*.
- Publication Division ministry of Broadcasting GOI, *Era of Rapid Change, 1947 – 1971*.
- S.Gopal, 1956, *Jawaharlal Nehru, A Biography, Vol: I*, 1889- Cambridge.
- V.D. Mahajan, *Contemporary History of India*, Chand & Company, New Delhi. Vol. I & II

B.A. History 7th Semester Course Code: BA/MD/HIS/7/DSC/123 Course: History of Haryana (Earliest Times to 1526 CE)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Understand the theme of regional history is explored through study of Haryana from stone age to independence of India.	
CO2	Critically analyses the rise of various cultures are explored in the region of Haryana	
CO3	Critically evaluate the efforts of the people of this region in the foreign invasions.	
CO4	Critically analyses the rise of state formation and new power in the region of Haryana	
UNIT-1		
Early Phase: <ol style="list-style-type: none"> Sources of Ancient History of Haryana Harappan Civilization: General Features Vedic Civilization: Origin and Development Traditional History of the Kurus. 		
UNIT-2		
Towards State Formation: <ol style="list-style-type: none"> Origin and Development of Monarchy Historicity of the Battle of Mahabharata, Yaudheyas, Agras, Pushpabbutis The Battles of Tarain and their Impacts on Haryana. 		
UNIT-3		
Sultanate Period: <ol style="list-style-type: none"> Sources of Medieval History of Haryana Delhi Sultanate and Haryana (1206-1526 A.D.) Revolts of Meos and Rajputs. 		
UNIT-4		
Maps: Important Sites of Harappan Culture. Extent of Yaudhey Extent of Harsha's Empire. Urban Centres under the Delhi Sultnate.		
Suggested Reading: <ul style="list-style-type: none"> Buddha Prakash, Glimpses of Haryana, Kurukshetra University, Kurukshetra, 1969. Buddha Prakash, <i>Haryana through the Ages</i>, Kurukshetra University, Kurukshetra, 1962. Das Gupta, K.K., <i>Tribal History of Ancient India</i>, Devahuti, D., <i>Harsha: A Political Study</i>, Oxford Clarendon Press, 1970. Dwivedi, H.N., <i>Dilli ke Tomar (736-1193)</i>, Vidya Mandir Prakashan, Gwalior, 1973. Goyal, J.B., (ed.), <i>Haryana-Puratatna, Itihas, Sanskriti, Sahitya evom Lokwarta</i>, Delhi, 1966. Gupta, S.P. & Rama & Chandran, K.S., <i>Mahabharata: Myth and Reality</i>, Agam Prakashan, New Delhi, 1976. Phadke, H.A., <i>Haryana: Ancient and Medieval</i>, Harman Publication House, New Delhi, 1990. Phogat, S.R., <i>Inscriptions of Haryana</i>, Kurukshetra University Kurukshetra, 1978. Puri, B.N., <i>History of Gurjar-Pratiharas</i>, Munshiram Manoharlal, New Delhi, 1968. Sen, S.P. (Ed.), <i>Sources of the History of India, Vol. II</i>, Munshiram Manoharlal, New Delhi, 1979. Sharda, Sadhu Ram, <i>Haryana-Ek Sanskritik Adyayan</i>, Bhasha Vibhag, Haryana, Chandigarh, 1978. Sharma, D., <i>Early History of Chahamanas</i>, Delhi, 1959. Singh, Fauja (ed.), <i>History of the Punjab, Vol. I-III</i>, Publication Bureau, Punjab University, Patiala, 1997-2000. Suraj Bhan, <i>Excavations at Mithathal (1968)</i> and other <i>Explorations in Satluj Yamuna Divide</i>, Kurukshetra University, Kurukshetra, 1975. Tripathi, R.S., <i>History of Kanauj</i>, Munshiram Manoharlal, New Delhi, 1964. Yadav, K.C., <i>Haryana: Itihas evom Sanskriti, Part 1 & 2</i>, Manohar Publisher, New Delhi, 1994 (2nd Ed.) 		

B. A. History 7th Semester Course Code: BA/MD/HIS/7/MIC/108 Course: State in India (E.T. to 1526 A.D.)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Enhancement of knowledge about Institutional History that how the Institution of state rise and develop in India.	
CO2	Analyze and describe the emergence of the Mauryan and Gupta Empires during the Classical age in India	
CO3	Sharpens the understanding about the key facts of Indian Society and the rise of Technology and Commerce.	
CO4	Formulate logical arguments substantiated with Historical aspects.	
UNIT-1		
Towards Formation of State: <ol style="list-style-type: none"> Different Theories of the formation of State Proto State Chiefdoms of Later Vedic Times 		
The Mauryan State: <ol style="list-style-type: none"> Central Administration Provincial Administration 		
UNIT-2		
The Gupta Polity <ol style="list-style-type: none"> Central Administration Provincial Administration 		
Delhi Sultanate: <ol style="list-style-type: none"> Islamic Theories of State and Kingship Nature of State: Under the king of Delhi Sultanate 		
UNIT-3		
Delhi Sultanate: <ol style="list-style-type: none"> Sources of the Legitimacy under the Sultans of Delhi State and the Nobility (1200-1526 A.D.) State and the Ulemas, 		
Delhi Sultanate: <ol style="list-style-type: none"> Central Administration Provincial Administration Military Organization. 		
UNIT-4		
Maps: Extent of Mauryan Empire. Extent of Gupta Empire. Urban Centers during the Delhi Sultanate Conquest of Alaudin Khilji		
Suggested Reading: <ul style="list-style-type: none"> Altekar, A.S., 1986, <i>State and Government in Ancient India</i>, Motilal Banarsidass, Delhi. Bhandarkar, D.R., 1988, <i>Some Aspects of Hindu Polity</i>, B.R. Publishing Corporation, New Delhi. Chandra, Bipan, 1996, <i>Nationalism and Colonialism in India</i>, Delhi. Chandra, Satish, 1997, <i>Medieval India (From Sultanate to the Mughals, 1206-1526), Vol. I</i>, Har-Anand Publications, Delhi (in Hindi also). Dishitar, V.R.R., 1993, <i>The Gupta Polity</i>, Motilal Banarsidass, Delhi. Dishitar, V.R.R., 1993, <i>The Mauryan Polity</i>, Motilal Banarsidass, Delhi. Dutta, K.P., 1973, <i>Administrative Aspects of Medieval Institutions in India</i>, J.K. Enterprises, Delhi. Ghosal, U.N., 1968, <i>A History of Indian Political Ideas</i>, Oxford University Press. 		

- Habib, Irfan, 1981-2003, *Madhakaleen Bharat, Vols. I-VIII*, Raj Kamal Prakashan, Delhi.
- Habibullah, A.B.M. 1961, *The Foundation of Muslim Rule in India*, Central Book Depot, Allahabad, (in Hindi also).
- Sarkar, B.K., 1994, *Political Institution and Theories of the Hindus*, CC and Company Ltd., Calcutta, (reprint).
- Sharma, R.S., 1996, *Aspect of Political Ideas & Institutions in Early India*, Motilal Banarsidass Delhi, (4th Ed.).
- Tripathi, R.P., 1989, *Some Aspects of Muslim Administration*, Central Book Depot, Allahabad.
- Verma, H.C., 1983, *Madhyakaleen Bharat (750-1540AD)*, Vol. I, Hindi Madhyam Karyanvayan Nideshalaya, University of Delhi.

EIGHTH SEMESTER

(HONOURS)

B.A. History 8th Semester (Honours) Course Code: BA/MD/HIS/8/DSC/124 Course: History of India (C. 1857-1947)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of Modern History of India	
CO2	To Understand the India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles.	
CO3	To Understand the vast and divergent ideological base with inner contradictions of Modern History of India.	
UNIT-1		
<ol style="list-style-type: none"> Circumstances leading to First War of Independence Geographical area of great upsurge Debates on 1857 and Impact on British Policies. Theories pertaining to Nationalism & Nation state. Factors leading to growth of Nationalism in India & Social Background of Indian Nationalism. 		
UNIT-2		
<ol style="list-style-type: none"> Idea of Swadeshi, Swadeshi Movement & Congress Split at Surat & British response to the Swadeshi Movement. Idea & formation of Muslim league: Demands and Early Programs. First World War: Lucknow Pact, Home Rule Movement. Entry of Gandhi: Regional Movements, Rowlatt Satyagraha, Khilafat Issue. 		
UNIT-3		
<ol style="list-style-type: none"> Non-Cooperation, Regional variations and Swarajists. Revolutionary Movement, Trial of Bhagat Singh, Rise of leftist Ideology. Simon Commission, Nehru Report and Civil Disobedience Movement Tripuri crisis: Issues and Ideas of Subhash Chand Bose, Quit India movement. 		
UNIT-4		
Maps: Important Centers of 1857. Important Centers of Swadeshi Movement. Important Centers of Non-Cooperation Movement. Important Centers of Quit India Movement.		
Suggested Reading: <ul style="list-style-type: none"> Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983 R. Jeffery, J Masseloss: From Rebellion to the Republic Paul Brass: The Politics of India since Independence K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art. Dutta. K.K: Social History of Modern India Desai A.R.: Social background of Indian Nationalism Desai A.R.: India's Path of Development Prasad, Bisheswar: Bondage and Freedom, Vol. 2 Vallabh Bhai Patel: Correspondence, Writings and Speeches D. Agrow: Moderates and Extremist in the Indian National Movement M.N. Gupta: History of the revolutionary Movement in India Penderal Moon: Divide and Quit Tara Chand: History of Freedom Movement in India, Vol. 3 S.R Mehrotra: The Emergence of Indian National congress Bipan Chandra and Others: Freedom Struggle Gerard Delanty & Krishna Kumar, Nations & Nationalism 		

B.A. History 8th Semester (Honours) Course Code: BA/MD/HIS/8/DSC/125 Course: Historiography: Concepts, Methods and Tools-11		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Developed their ability to assess critically historical analysis and argument, past and present.	
CO2	Gained an awareness of recent and contemporary debates in the theory, practice of historical writing and gained debate in history thinker.	
CO3	Gained insight into how historical arguments have been and are made become aware of historiographical traditions outside the West.	
CO4	Had the opportunity to think reflexively about the nature of the historical enterprise within society	
UNIT-1		
Modern Approaches in History: <ol style="list-style-type: none"> Idealistic Positivist Marxist Gender and History writings in History Annals. 		
UNIT-2		
Modern Indian Approaches in History: <ol style="list-style-type: none"> Colonial History Writing Nationalist History Writing Communist History Writing Marxist History Writing Cambridge School and History Writing Subaltern School and History Writing. 		
UNIT-3		
Major Debates in History (World & India): <ol style="list-style-type: none"> Periodization in History Rise of Feudalism Rise of Capitalism Origin of Imperialism Origin of Nationalism 		
UNIT-4		
Making a Research Proposal: <ol style="list-style-type: none"> Choice of Subject Survey of literature Formulation of hypothesis Identification of sources Description of research methodology Elaboration of research proposal. 		
Suggested Reading: <ul style="list-style-type: none"> Anthias, Floya and Nira Yuval-Davis, 1975, <i>Woman, Nation, State, Basingstoke</i>, Macmillan and New York St. Martin's Press. Bentley, Michael, 1997, <i>Companion to Historiography</i>, London Routledge. Bottomore, Tom, 1972, <i>Theories of Modern Capitalism</i>, New Delhi. Boyd, Kelly (ed.), 1985, <i>Encyclopedia of Historians and Historical Writings</i>, Vols. I and II, London/Chicago, Fitzroy Dearborn Publishers. Burke, Peter, 2001, <i>Perspectives of Historical Writing</i>, 2nd Edn. Cambridge, Polity Press. Chaube, Jharkhande, 1999, <i>Itihaas-Darshan</i>, Varanasi, Vishwavidyalaya Prakashan. Guha, Ramchandra, 1998, <i>Environmentalism: A Global History</i>, New Delhi, Oxford University Press. Hilton, Rodney (ed.), 2008, <i>Samantwaad Se Punjiwaad Mein Sankraman</i>, Delhi Granth Shilpi. Hobsbawm, Eric. J, 2008, <i>Itihaskar Ki Chinta</i>, Delhi Granth Shilpi. Marwick, Arthur, 1970, <i>The Nature of History</i>, Macmillan, London. Mukhia, Harbans, 2000, <i>The Feudalism Debate</i>, New Delhi, Manohar. Owen, Roger and Bob Sutcliffe (eds.) 1972, <i>Studies in the theory of Imperialism</i>, London, Longman, 		

- Porter, Andrew, 1994, *European Imperialism, 1860-1914*, Basingstoke & London, The Macmillan Press.
- Sarkar, Sumit, 1997, *Writing Social History*, Oxford University Press, Delhi.
- Sreedharan, E., 2000, *A Textbook of Historiography 500 BC to AD 2000*, Orient Longman, Delhi.
- Verma, Lal Bahadur, 1984, *Itihaas Ke Bare Mein*, New Delhi, Prakashan Sansthan.

B.A. History 8th Semester (Honours) Course Code: BA/MD/HIS/8/DSC/126 Course: Orality and Oral Culture in India		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Acquaint with the different Definitions of Orality and History/Historiography of Orality.	
CO2	Grasp the Theatrical Debate on Power/Knowledge Paradigm and Control as well as Ideology, Identity and Knowledge Production with special reference to Gender and Caste.	
CO3	Understand the historical significance of Life Stories and its Sociological Aspects with special reference to the Autobiographies of Women & Dalits and the Method how to Record Life Histories.	
CO4	Familiar with the Research Methodologies of Oral History and different forms of Documentation, particularly Written & Visual Representations.	
UNIT-1		
A. Defining Orality B. History and Historiography of Orality		
UNIT-2		
A. Power/Knowledge Paradigm and Control: Theatrical Debate B. Ideology, Identity and Knowledge Production: Gender and Caste		
UNIT-3		
A. Life Stories: Sociological Aspects with special reference to the Autobiographies of Women & Dalits B. Recording Life Histories		
UNIT-4		
A. Research Methodologies of Oral History B. Documentation: Written & Visual Representations		
Suggested Reading: <ul style="list-style-type: none"> Bandyopadhyay, Shekhar, <i>Caste, Protest and Identity in Colonial India: The Namasudras of Bengal, 1872-1947</i>, Curzon, Surrey, 1997. Dirks, Nicholas, <i>Castes of Mind: Colonialism and the Making of Modern India</i>, Delhi: Permanent Black, 2006. Das, Veena (ed.), <i>Mirrors of Violence: Communities, Riots & Survivors in South Asia</i>, Delhi, OUP, 1990. Foley, John Miles, <i>Oral Formulaic-Theory: An Introduction & Annotated Bibliography</i>, New York & London: Garland, 1985. Foucault, Michael, <i>Power/Knowledge: Selected Interviews and Other Writings</i> (edited by Colin Gordon), Pantheon Books, New York, 1980. ———, <i>The Order of Things: An Archaeology of Human Sciences</i>, Pantheon Books, New York, 1970. ———, <i>Ethics: Subjectivity and Truth</i>, Vol. I, Penguin, New Delhi, 2002. Humphries, Stephen, <i>The Handbook of Oral History: Recording Life Stories</i>. University of Michigan: Inter-Action Imprint, 1984. Mahadeva, Prasad M., <i>Ideology of the Hindi Film: A Historical Construction</i>. Delhi: OUP, 1998. M.F.D. <i>Knowledge & Control</i>, London, 1971. Malhotra, Anshu, <i>Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab</i>, Oxford University Press, Delhi, 2002. Narayan, Badri, and A. R. Misra (ed.), <i>Multiple Marginalities: An Anthology of Identified Dalit Writing</i>, Manohar, Delhi, 2004. Omvedt, Gail, <i>Cultural Revolt in a Colonial Society: Non-Brahman Movement in Western India 1873-1930</i>. O'Hanlon, Rosalind. [1985] 2002, rpt. 2010. <i>Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth Century Western India</i>. Pawar, Daya, <i>Achhoot</i>, Radhakrishan Prakashan, New Delhi, 2006. Prasad, Chandra Bhan, <i>Dalit Diary: 1999-2003: Reflections on Apartheid in India</i>, Pondicherry, Navayana, 2004. Rao, Anupama(ed.), <i>Gender and Caste</i>, Kali for Women, Delhi, 2003. ———, <i>The Caste Question: Dalits and the Politics of Modern India</i>, Permanent Black, Delhi, 2009. Rege, Sharmila, <i>Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies</i>, Zubaan, Delhi, 2006. 		

- Roberts, Elizabeth, *A Woman's Place: An Oral History of Working-Class Women, 1890-1940*, Blackwell, Oxford, 1996.
- Roberts, H. (ed.), *Doing Feminist Research*, London: Routledge & Kegan Paul, 1981.
- Rosenthal, Joel T. (ed.), *Medieval Women and the Sources of Medieval History*. Athens and London: University of Georgia Press, 1990.
- Rousseau, Constance M. and Joel T. Rosenthal, *Women, Marriage, and Family in Medieval Christendom*, Kalamazoo: Medieval Institute Publications, 1998.
- Roy, Srirupa, "The Post-Colonial State and Visual Representations of India" *Contributions to Indian Sociology*, 2006, 36,1 & 2:233-263.
- Sangari, Kumkum and Sudesh Vaid (eds), *Recasting Women: Essays in Colonial History*, Kali for Women, Delhi, 1989.
- Uberoi, Patricia, *Freedom and Destiny: Gender, Family and Popular Culture in India*. Delhi: OUP, 2006.
- Valmiki, Om Prakash, *Joothan: A Dalit's Life*, Atlantic Publishers, New Delhi, 2007.

B.A. History 8th Semester (Honours) Course Code: BA/MD/HIS/8/DSC/127 Course: Historical Roots of Indian Knowledge System		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Acquaint with the Debates on Time, Space, Nature and Character in Ancient India; Philosophical Thoughts, particularly Perception of <i>Dharma</i> and <i>Darshan</i> ; Political and Economic Thoughts; Health Consciousness and Systems of Preventive Medicine & Therapies, and Indian Worldview of Knowledge, Individual and Society.	
CO2	Understand the Major Developments in Scientific Knowledge in India till 12th Century; Social Organization of Knowledge and Interlinkage between Folk and Classical Traditions; Concept of Rationality and Scientific Ideas in Indo-Islamic Thought, and Indigenous Technical Knowledge Traditions in India.	
CO3	Grasp the Introduction of Arabic Technologies and its Vital Impact on India; Interaction between Unani and Ayurveda in Medieval India, and Astronomy in the Arabic Science and its Impact on India.	
CO4	Familiar with the Colonial Knowledge Interventions and Interaction between Indian and Western Knowledge Systems; Nationalist and other Discourses on Indian Knowledge Traditions; Emergence of the 'National Science' in Modern India, and Contributions of M.L. Sarkar, P.C. Ray, J.C. Bose and Meghnad Saha.	
UNIT-1		
A. Ancient Indian Knowledge Systems: Debates on Time, Space, Nature and Character B. Indian Philosophical Thoughts: Perception of <i>Dharma/Dhamma</i> and <i>Darshan</i> C. Indian Political & Economic Thoughts D. Health Consciousness (Science of Life) and the Systems of E. Preventive Medicine & Therapies: <i>Ayurveda</i> , <i>Yoga</i> and Naturopathy F. Knowledge, Individual and Society: The Indian Worldview		
UNIT-2		
A. Major Developments in Scientific Knowledge in India till 12 th Century: Mathematics, Astronomy and Medical Science B. Social Organization of Knowledge: Folk and Classical Traditions and its Interlinkage C. Concept of Rationality and Scientific Ideas in Indo-Islamic Thought: Fathullah Shirazi and others D. Indigenous Technical Knowledge Traditions		
UNIT-3		
A. Introduction of Arabic Technologies and its Vital Impact on India: Persian Wheel, Gun Powder, Textiles B. Bridge Building and Alchemy Developments in Medical Knowledge and Interaction between Unani and Ayurveda in Medieval India C. Astronomy in the Arabic Science and its Impact on India with Special Reference to Sawai Jaisingh.		
UNIT-4		
A. Colonial Knowledge Interventions and Interaction between Indian and Western Knowledge Systems B. Nationalist and other Discourses on Indian Knowledge Traditions: Vivekananda, M.K. Gandhi, Ravindranath Tagore, Jawaharlal Nehru and B.R. Ambedkar C. Emergence of the 'National Science' in Modern India: Contributions of M.L. Sarkar, P.C. Ray, J.C. Bose and Meghnad Saha		
Suggested Reading: <ul style="list-style-type: none"> Alavi, M.A. & A. Rahman, <i>Fathullah Shirazi: A Sixteenth Century Indian Scientist</i> Alavi, S. & Attewell, G.N.A., <i>Islam and Healing: Loss and Recovery of an Indo-Muslim Medical Tradition 1600-1900</i>. Basingstoke: Palgrave Macmillan, 2008. Altekar, A.S., <i>Education in Ancient India</i>, Nand Kishore & Bros, Varanasi, 1944. Arnold, D., <i>Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century Arvind</i>, Shri, <i>Bhartiya Sanskriti Ke Adhar</i> (Hindi), Arbindo Ashram, Pondycheri. Baber, Zaheer, <i>The Science of Empire: Scientific Knowledge, Civilization and Colonial Rule in India</i>. Bagchi, Ashoke K, <i>Medicine in Medieval India: 11th to 18th Centuries</i>, Konark Publishers, Delhi, 1997. Bhagvadatt, <i>Vrihad Bharat Ka Itihas</i> (Hindi), Pranav Prakashan, New Delhi. Bose, D.M. et. al., <i>A Concise History of Science in India</i>. Brooke, J.H., <i>Science and Religion: Some Historical Perspectives</i>. Chattopadhyaya, Debiprasad, <i>History of Science and Technology in Ancient India</i>. Dharampal, <i>The Beautiful Tree</i>, Other India Press, Delhi, 1995. Dinkar, Ramdhari Singh, <i>Sanskriti Ke Char Adhyaya</i> (Hindi), Sahitya Academy, New Delhi, 1956. Dwivedi, Kapil Dev, <i>Vedon Mein Tatva Gyan</i> (Hindi), Tatva Bharti Anusandhan Parishad, New Delhi. 		

B.A. History 8th Semester (Honours) Course Code: BA/MD/HIS/8/DSC/128 Course: History of Haryana (1526 to 1966 CE)		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
Note: For The Paper Setter:		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks. 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Understand the theme of regional history is explored through study of Haryana from Mughal to independence of India.	
CO2	Critically evaluate the efforts of the people of this region in the foreign invasions.	
CO3	Critically analyses the rise of state formation and new power in the region of Haryana.	
CO4	Evaluate and analyze the different aspects of Mughal to modern administrative units.	
UNIT-1		
Mughal Period: <ol style="list-style-type: none"> First and Second Battle of Panipat Hemu's Life & Achievements Revolt of Satnami's Bhakti and Sufi Movements. 		
UNIT-2		
Politico-Religious Developments: <ol style="list-style-type: none"> Marathas Incursion George Thomas Sikh Intrusion Arya Samaj Sanatan Dharma Sabha . Revolt of 1857: Causes, events, nature & effects. 		
UNIT-3		
Colonial Period: <ol style="list-style-type: none"> Unionist Party and Sir Chhotu Ram. Non-Cooperation Civil Disobedience Quit India Movement. 		
UNIT-4		
Maps: Historical Cities in Haryana Important Centers of 1857 in Haryana Important Centers of Non-Cooperation Movements in Haryana. Important Centers of Quit India Movement in Haryana.		
Suggested Reading: <ul style="list-style-type: none"> Yadav, K.C, <i>Revolt of 1857 in Haryana</i>, Manohar Publication, New Delhi Ashraf, K.M., 1983, <i>Life and Conditions of the People of Hindustan</i>, Pearl Publication, Calcutta. Datta, Nonica, 1999, <i>Formation of an Identity: A Social History of Jats</i>, Oxford University Press, New York. Gupta, H.R., <i>The Marathas and Battle of Panipat</i>, New Delhi. Irfan, Habib ,1982, <i>Cambridge Economic History of India</i>, Cambridge University Press, Cambridge. Jagdish, Chander, 1982, <i>Freedom Struggle in Haryana</i>, Vishal Publication, Kurukshetra. Kenneth, W. Jones, <i>Arya Dharam</i>, Manohar Book Service, New Delhi. 		

B.A. History 8th Semester (Honours) Course Code: BA/MD/HIS/8/MIC/109 Course: State in India (1526 to 1947 AD)	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:

External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).
4. There shall be compulsory questions on map carrying 14 marks (9 marks for map work and 5 marks for explanatory note). Visually handicapped candidates may not attempt the map question. In lieu of the map question, they may attempt any other question. However, in case they wish to attempt the map question, the part relating to the explanatory note will carry full marks.

Internal:

1. Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Evaluate and analyze of institutional history that how the institution of state rises and develop in India.
CO2	Critically evaluate the nature of the state changes with the time and dynasty.
CO3	Analyze the emergence of the Mauryan and Gupta empires during the classical age in India.
CO4	Identify and analyze key facets of Indian Society and the rise of technology and commerce.

UNIT-1

The Mughal State:

- A. Nature of Mughal State
- B. The Sources of Legitimacy under the Mughals
- C. Central Administration
- D. Provincial Administration
- E. Military Administration.

UNIT-2

Administrative Institutions:

- A. Jagirdari System
- B. Mansabdari System
- C. Zamindari System.

Colonial State:

- A. Political Economy
- B. State Apparatus
- C. Instruments of Legitimization.

UNIT-3

Independent India:

- A. Constitutional Continuity
- B. Constitutional Change
- C. Visions of Modern Indian State: Nationalist; Communalist; Communist.

UNIT-4

Maps:

Political Conditions of India in 1526

Extent of Mughal Empire under the Akbar

Extent of Mughal Empire under the Aurangzeb

Important places of revolutionary Movement;

Suggested Reading:

- Alam, Muzaffer ,2000, *The Mughal State*, Oxford.
- Anderson, Perry, 1987, *Lineages of the Absolutist State*, Cambridge.
- Athar, M. Ali, 1966, *The Mughal Nobility under Aurangazeb*, Asia Publishing
- Banerjee S.N., 2016, *A Nation in Making*, Kolkata.
- Chandra Satish, 1987, *Parties and Politics at the Mughal Court (1707-1747AD)*, Haranand.
- Day, U.N., 1994, *The Mughal Government*, New Delhi.
- Dodwell, H.H. (ed.), 1990, *Cambridge History of India, Vol. V and VI*, Oxford Press.
- Douglas, Strensand, 1989, *The Formation of the Mughal Empire*, Oxford University
- Habib, Irfan, 2003, *Madhyakaleen Bharat. Vol. I to VIII*, Rajkamal prakashan, Delhi.
- Qureshi, I.H., 1966, *The Administration of the Mughal Empire*, Karachi.
- Richards, J.F., 1978, *Kingship and Authority in South Asia*, Modison.

- Saran, P. ,1988, *Provincial Govt. of the Mughals*, Delhi.
- Sutherland, L.,1952, *East India Company and the State*, Penguin Books.
- Verma, H.C.,1983, *Madhyakaleen Bharat*, vols. 1 & 2, Hindi Madhyam Karyavayan Nideshalaya University of Delhi.

EIGHTH SEMESTER
(HONOURS WITH RESEARCH)

B.A. History 8th Semester (Honours with Research) Course Code: BA/MD/HIS/8/DSC/129 Course: Research Methodology		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	To provide adequate understanding of the historical research methodology.	
CO2	Understand the theory and methods of research in History	
CO3	Learn the different techniques and operations of historical research.	
CO4	Examine the past and present scenario through the perspective of History.	
UNIT-1		
Evolution of Historical Method: <ol style="list-style-type: none"> Islamic Method: Ibn Khaldoun Empiricist Tradition Leopold Von Ranke Materialistic Approach Annals Tradition Post Modernist Approach. 		
UNIT-2		
Historical Evidence: <ol style="list-style-type: none"> Sources, Nature and Transmission; Nature of Historical Facts; Bias and Objectivity in History; Requisites of a Researcher of History. 		
Preliminary Operations: <ol style="list-style-type: none"> Selection of Theme; Preparation of reading Lists/Tentative Bibliography Survey of Literature-How to Review a Book Preparation of Synopsis Collection of Data. 		
UNIT-3		
Analytical Operations: <ol style="list-style-type: none"> Scrutiny of Data- External and Internal Criticism Synthetic Operations: Determine and Grouping of Facts Causation and Reasoning. 		
UNIT-4		
Concluding Operations: Generalization; Presentation – organization of Material, Chapterization, Writing Style and Strategies; Documentation.		
Suggested Reading: <ul style="list-style-type: none"> Ali, B. Sheikh, "History: its Theory and Method", Madras, 1978 Atkinson, R.F. "Knowledge and Explanation in History", London, 1978 Bajaj, Satish, K. "Recent Trends in Historiography", New Delhi, 1988 Bentley, Michael (ed), "Companion to Historiography", London, 1997 Bitterns, Hans, "The Idea of Post Modern: A History", London, 1995 Block, Marc, "The Historian's Craft", Manchester, 1954 Buddha Prakash, "Itihas Darshan (Hindi)", Varanasi, 1962 Butterfield, H. "The Whig Interpretation of History", London, 1951 Cannon, John (ed.), "The Historian at Work", London 1980 Carr, E.H. "What is History", Reprint, London, 1983 (First Publication: 1964) Clark, K. "Guide for Research Students Working on Historical Subjects" Cambridge, 1969 		

- Clark, Stuart, "The Annals Historians Critical Assessment", Vol. I. London, 1999
- Collingwood, R. G. "The Idea of History", Oxford, 1946
- Dray, Arthur, "On History and philosophers of History", New York, 1989
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- Marwick, Arthur, "What History Is and Why It Is Important?" Buckinghamshire, 1970
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- Sridharan. E. "A Textbook of Historiography 500 B.C. to A. D. 2000", New Delhi.2004
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B.A. History 8th Semester (Honours with Research) Course Code: BA/MD/HIS/8/DSC/130 Course: Approaches and Debates in History		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<u>Note: For The Paper Setter:</u>		
External: <ol style="list-style-type: none"> Nine questions will be set in all and students will be required to attempt 5 questions. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks) For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each). 		
Internal: <ol style="list-style-type: none"> Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks). 		
Course Outcomes:		
CO1	Developed their ability to assess critically historical analysis and argument, past and present.	
CO2	Gained an awareness of recent and contemporary debates in the theory, practice of historical writing and gained debate in history thinker.	
CO3	Gained insight into how historical arguments have been and are made become aware of historiographical traditions outside the West.	
CO4	Had the opportunity to think reflexively about the nature of the historical enterprise within society.	
UNIT-1		
Modern Approaches in History <ol style="list-style-type: none"> Dialectical Idealistic: Georg Wilhelm Friedrich Hegel; Positivist: Auguste Comte; Marxist: Karl Marx; Annals History writing. 		
UNIT-2		
Modern Indian Approaches in History-1 <ol style="list-style-type: none"> Colonial History Writing; Nationalist History Writing; Marxist History Writing. 		
UNIT-3		
Modern Indian Approaches in History-2 <ol style="list-style-type: none"> Communalist History Writing; Cambridge School; Subaltern School; 		
UNIT-4		
Major Debates in History <ol style="list-style-type: none"> Rise of Feudalism; Rise of Capitalism; Origin of Nationalism; Rise of Imperialism. 		
Suggested Reading: <ul style="list-style-type: none"> Anthias, Floya and Nira Yuval-Davis, 1975, <i>Woman, Nation, State</i>, Basingstoke, Macmillan and New York St. Martin's Press. Bentley, Michael, 1997, <i>Companion to Historiography</i>, London Routledge. Bottomore, Tom, 1972, <i>Theories of Modern Capitalism</i>, New Delhi. Boyd, Kelly (ed.), 1985, <i>Encyclopaedia of Historians and Historical Writings</i>, Vols. I and II, London/Chicago, Fitzroy Dearborn Publishers. Burke, Peter, 2001, <i>Perspectives of Historical Writing</i>, 2nd Edn. Cambridge, Polity Press. Chaube, Jharkhande, 1999, <i>Itihaas-Darshan</i>, Varanasi, Vishwavidyalaya Prakashan. Guha, Ramchandra, 1998, <i>Environmentalism: A Global History</i>, New Delhi, Oxford University Press. Hilton, Rodney (ed.), 2008, <i>Samantwaad Se Punjiwaad Mein Sankraman</i>, Delhi Granth Shilpi. Hobsbawm, Eric. J, 2008, <i>Itihaskar Ki Chinta</i>, Delhi Granth Shilpi. Hughes, J. Donald, 2006, <i>What is Environmental History?</i> Cambridge/Malden Polity Press. Landes, Joan B., 1988, <i>Women and the Public sphere in the Age of the French Revolution</i>, Ithaca, NY, Cornell University Press. Marwick, Arthur, 1970, <i>The Nature of History</i>, Macmillan, London. Mukhia, Harbans, 2000, <i>The Feudalism Debate</i>, New Delhi, Manohar. Owen, Roger and Bob Sutcliffe (eds.) 1972, <i>Studies in the theory of Imperialism</i>, London, Longman. Porter, Andrew, 1994, <i>European Imperialism, 1860-1914</i>, Basingstoke & London, The Macmillan Press. Sarkar, Sumit, 1997, <i>Writing Social History</i>, Oxford University Press, Delhi 		

- Sreedharan, E., 2000, *A Textbook of Historiography 500 BC to AD 2000*, Orient Longman, Delhi.
- Verma, Lal Bahadur, 1984, *Itihaas Ke Bare Mein*, New Delhi, Prakashan Sansthan.

B.A. History 8th Semester (Honours) Course Code: BA/MD/HIS/8/MIC/110 Course: History of Britain	Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
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Note: For The Paper Setter:

External:

1. Nine questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks)
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Internal:

1. Internal Evaluation include mid-term examination (20 marks) covering two unit of the syllabus, an Assignment (05 marks) and class Attendance (05 marks).

Course Outcomes:

CO1	Understand the historical upheavals occurred during the ‘Glorious’ revolution and its aftermath.
CO2	Know the process of social transition and change in Britain during 1688- 1815.
CO3	Understand the process of industrialization and political reforms in Britain after 1815. Learn the making and features of British colonial, foreign and home policies.
CO4	Grasp the emergence of capitalist society in Britain and its outcome. Comprehend the nature of the British diplomatic policy and its outcome.

UNIT-1

The ‘Glorious’ Revolution and its Aftermath:

- A. The Revolution of 1688;
- B. Bill of Rights
- C. Act of Settlement (1701)
- D. Growth of Whig and Tory Parties
- E. Walpole and Cabinet System; Personal Rule of George -III and its Constitutional Significance

Britain between the Two Great Revolutions:

- A. The Britain and War of American Independence
- B. Impact of French Revolution on Britain
- C. Struggle against Napoleon Bonaparte and its Impact

UNIT-2

From Mercantile System to Lassies Faire:

- A. Mercantilism and British Colonialism
- B. Origins of Industrial Revolution
- C. Agrarian Revolution and its Impact
- D. Increase in Trade and Commerce

Social Transition and Change:

- A. Peasants
- B. Working Class
- C. Capitalist Class and the Bourgeoisie
- D. Methodist and Evangelical Movements

UNIT-3

Industrialism and the New Reforms:

- A. Society and Economy in Britain in 1815
- B. Industrial Revolution and its Impact;
- C. Parliamentary Reforms; The Chartist Movement

D. Changes in the Party System

Colonial, Foreign and Home Policies:

- A. Durham Report and the New Colonial Policy
- B. Home and Foreign Policies of Palmerston
- C. Gladstone and Disraeli

UNIT-4

Emergence of a Capitalist Society:

- A. Growth of Capitalism and the British Economy
- B. Society and Social Legislations
- C. Labour Unrest and Trade Unionism
- D. Rise of Labour Party; Parliament Act of 1911

The British Diplomatic Policy:

- A. Policy of ‘Splendid Isolation’ and its Abandonment
- B. The British Diplomacy and the System of Alignments
- C. Britain’s Involvement into World War – I and its Outcome

Suggested Reading:

- Ashton, T.S.(ed.) *An Economic History of England 1870-1939*
- Best, Geoffrey *Mid-Victorian Britain 1851-1875*
- Cape, Jonathan *England in the 19th Century 1815-1914* Clapham, J.H. *An Economic History of Modern Britain*, 3 vols. Clark, G. Kittson *The Making of Victorian England*
- Cole, G.D.H. and P. Raymond *The Common People*
- Ensor, R.C.K. *England 1870-1914*
- Evans, R.J. *The Victorian Age*
- Gupta, Parthasarthi (ed.) *Europe Ka Itihas* (Hindi)
- Gupta, Parthasarthi (ed.) *Britain Ka Itihas* (Hindi)
- Halevy, Elie *History of British People in the 19th Century*, Vols. I to IV
- Herbert, L.P. *A History of Modern Britain 1815-1961*
- Marriot, R.J. *England Since Waterloo*
- Morgan, Kenneth O. *The Oxford Illustrated History of Britain*, Vols. 1&2 Norman, Edward *A History of Modern Ireland*
- Peeling, H. *A History of British Trade Unionism*
- Stevenson, David *The Outbreak of the First World War*
- Thomson, David *England in the 19th Century*
- Thompson, Dorothy *Chartist: Popular Politics in the Industrial Revolution*
- Trevelyan, G.M. *British History in the 19th Century and After* Trevelyan, G.M. *English Social History*
- Ward, J.T.(ed.) *Popular Movements*
- Watson, R.W.S. *Britain in Europe 1789-1914*
- Webb, R.K. *Modern England (From 18th Century to Present)* White, R.J. *Waterloo to Peterloo*
- Woodward, L. *The Age of Reform*