SHRI GURU RAM RAI UNIVERSITY

[Estd by Govt of Uttarakhand, vide Shri Guru Ram Rai University Act no 03 of 2017 & recognized by UGC u/s (2f) of UGC Act 1956]

SYLLABUS FOR

Bachelor of Arts

HISTORY

Under CBCS PATTERN

School of Humanities and Social Sciences

(w.e.f. 2024-2025)

Bachelor of Arts

OUTCOME BASED EDUCATION
Programme outcome (POs)
Students will be able to

PO-1	Acquire knowledge of the discipline and conduct proper academic in various areas of discipline.
PO-2	Recognize the social structures in our society.
PO-3	Communicate effectively in context which one is operating and develop soft skills
PO-4	Leader in teams in multidisciplinary courses and engage in initiatives that encourage growth for all.
PO-5	Develop awareness of issues among students
PO-6	Recognize and respect different value systems by following the norms of academic integrity.
PO-7	Explain awareness of local, regional, national and global needs.
PO-8	Work on career enhancement by adapting to professional and social needs engaged in lifelong learning.
PO-9	Exhibit capability as lifelong learners adapting new technologies, modern concepts and skills for sustainable development
PO-10	Imbibe qualities of good citizenship, morality and ethics so as to work for the betterment of mankind
PO-11	Cultivate a broad array of interdisciplinary knowledge and skills integrating concepts of humanities and social sciences.
PO-12	Able to apply critical thinking, creativity, skills, cultural sensitivity, and humanity to to create awareness within society for problem –solving and interpretation..

Program Specific Outcome (PSOs)

PSO 1	Comprehensively understand the History of India as well as of the World for a comparative understanding and possible link between them.
PSO2	Get quality education in History for properly analyzing historical process in order to develop qualified professionals in the discipline of History.
PSO3	Learn to identify the contributions of great men and women through movements and revolutions for better modern age of governance and administration.
PSO4	Acquaint with the basics of history and the course of historical development at regional and national level.
PSO5	Able to understand the current and prospective political, socio-economic and cultural changes across the globe through the learning of past and contemporary history.
PSO6	Able to get sensitized on various issues of human race chiefly pertaining to

	women, children, downtrodden and other vulnerable groups to help the learner to understand their role in society.

Eligibility for admission:

Any candidate who has passed 12th or Higher Secondary Board of Examination or equivalent from any state recognized or equivalent to it not having less than 40 % marks in aggregate is eligible for admission, However, SC/ST, OBC and other eligible communities shall be given relaxation as per University rules.

Duration of the Programme: 3 years

STUDY & EVALUATION SCHEME

Choice Based Credit System /ECS*

Bachelor of Arts

Annexure –I

BA History

First Year

Semester –I

S. No.	Course Code	Course Title	Periods Per Week			Credits	Evaluation Scheme		Total
			L	T	P		Internal	External	
B.A.									
1	HISDC-101	Political history of India from pre historic times to 300 CE.	4	0	0	4	30	70	100
2	HISDC-102	Growth of Colonialism in the World: 15th to 19thCenturies.	4	0	0	4	30	70	100
3	Other DSC	Other DSC	4	0	0	4	30	70	100
4	HISGE-101	Orality and Oral Culture in India	4	0	0	4	30	70	100
5	AEC-101		2	0	0	2	30	70	100
6	HISSC-101	Indian Heritage & Culture	2	0	0	2	30	70	100
7	**Value Addition Course (VAC)**	**Choose one from a pool of VAC courses VAC – 1**	2	0	0	2	30	70	100
		Total	22	0	0	22	210	490	700

First Year

Semester –II

S. No.	Course Code	Course Title	Periods Per Week			Credits	Evaluation Scheme		Total
			L	T	P		Internal	External	
B.A.									
1	HISDC-201	Political history of India from 300 to 1206AD.	3	1	0	4	30	70	100
2	HISDC-202	Evolution of Capitalism in Europe: C. 16th century to early 20 Century	3	1	0	4	30	70	100
3	Other DSC	Other DSC	3	1	0	4	30	70	100
4	HISGE-201	Women Studies in India	**3**	**1**	**0**	**4**	30	70	100
5	AEC201	Communication Skills: Reading and Speaking Skills	**2**	**0**	**0**	**2**	30	70	100
6	HISSC-201	Ecology and Environment in History	**2**	**0**	**0**	2	30	70	100
7	**Value Addition Course (VAC)**	Choose one from a pool of VAC courses **VAC – 2**	**2**	**0**	**0**	2	30	70	100

Students on exit shall be awarded Undergraduate Certificate (in the field of Multidisciplinary study) after securing requisite 44 credits in semester I& II

Second Year
Semester –III

S. No.	Course Code	Course Title	Periods Per Week			Credits	Evaluation Scheme		Total
			L	T	P		Internal	External	
B.A.									
1	HISDC-301	Political history of India from 1206 to 1707 AD	3	1	0	4	30	70	100
2	HISDC-302	Political History of Modern Europe: 15th-18thCentury	3	1	0	4	30	70	100
3	Other DSC	Other DSC	3	1	0	4	30	70	100
4	HISGE-301	Women in Politics and Governance	3	1	0	4	30	70	100
5	AEC301	Choose one from a pool of AEC courses AEC-III	2	0	0	2	30	70	100
6	**HISSC-301 OR Internship/Apprenticeship /Project/ Community Outreach**	**Historical Tourism: Theory & Practice OR Internship/Apprenticeship /Project/ Community Outreach (IAPC) – (2)**	2	0	0	2	30	70	100
7	**Value Addition Course (VAC)**	**Choose one from a pool of VAC courses VAC – 3**	2	0	0	2	30	70	100

Semester –IV

S. No.	Course Code	Course Title	Periods Per Week			Credits	Evaluation Scheme		Total
			L	T	P		Internal	External	
B.A.									
1	HISDC-401	Political history of 1707 to 1950 AD	3	1	0	4	30	70	100
2	HISDC-402	National Movements in 20th Century World.	3	1	0	4	30	70	100
3	Other DSC	Other DSC	3	1	0	4	30	70	100
4	HISGE-401	Gender and Education in India	3	1	0	4	30	70	100
5	AEC401	Choose one from a pool of AEC courses AEC-IV	2	0	0	2	30	70	100
6	**HISSC-401 OR Internship/ Apprenticeship /Project/ Community**	**Museums and Archives in India OR Internship/Apprenticeship /Project/Community Outreach**	2	0	0	2	30	70	100

	Outreach								
7	**Value Addition Course (VAC)**	**Choose one from a pool of VAC courses VAC – 4**	**2**	**0**	**0**	2	30	70	100

Students on exit shall be awarded Undergraduate Diploma (in the field of Multidisciplinary study/Discipline) after securing requisite 88 credits in semester III& IV

Third Year

Semester –V

S. No	Course Code	Course Title	Periods Per Week			Credits	Evaluation Scheme		Total
			L	T	P		Internal	External	
B.A.									
1	HISDC-501	Cultural history of Ancient India.	**4**	**0**	**0**	4	30	70	100
2	HISDC-502	State Formation in Uttarakhand.	**4**	**0**	**0**	4	30	70	100
3	Other DSC	Other DSC	**4**	**0**	**0**	4	30	70	100
4	HISGE-501	History of Indian Journalism: Colonial and Post-Colonial period	**4**	**0**	**0**	4	30	70	100
5	HISDE501	**Society & Economy of Modern Europe: 15th - 18 Century**	**4**	**0**	**0**	4	30	70	100
6	**HISSC-501 OR Internship/ Apprenticeship /Project/ Community Outreach**	**Ethnographic Practices in India: Tradition of Embroidery, Textile making, Knitting, Handicrafts OR Internship/Apprenticeship /Project/Community Outreach**	**2**	**0**	**0**	2	30	70	100
		Total	22	0	0	22	180	420	600

Third Year

Semester –VI

S. No.	Course Code	Course Title	Periods Per Week			Credits	Evaluation Scheme		Total
			L	T	P		Internal	External	
B.A.									
1	HISDC-601	Cultural history of edieval India.	**4**	**0**	**0**	4	30	70	100
2	HISDC-602	Cultural history of Uttarakhand.	**4**	**0**	**0**	4	30	70	100
3	Other DSC	Other DSC	**4**	**0**	**0**	4	30	70	100
4	HISGE-601	Environmental Issues in India	**4**	**0**	**0**	4	30	70	100
5	HISDE601	Political History of Modern Europe: 15th-18th Century	**4**	**0**	**0**	4	30	70	100
6	**HISSC-601**	**Documentation and Visual**	**2**	**0**	**0**	2	30	70	100

	OR Internship/Apprenticeship/Project/ Community Outreach	**Culture OR Internship/Apprenticeship/Project/ Community Outreach**							
		Total	22	0	0	22	180	420	600

Students on exit shall be awarded Bachelor of Arts (in the field of Multidisciplinary study/Discipline) after securing requisite 132 credits on completion of semester

Course Code: HISDC-101				
Course Name: Political history of India from pre-historic times to 300 CE.				
Semester /Year: 1st / 1st Year				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper helps to learn about overview of early Indian history**
2. **This paper focuses on significant events that occurred over a very long period of time in India's ancient past, from prehistoric times until the end of Vedic times in India.**
3. **This paper examine the evolution of Indian culture, which led to an advanced Harappan age.**

Course Contents

Unit I Meaning and relevance of History.
Unit II Indus-Saraswati Civilization: Origin, Extent, dominant features & decline, Chalcolithic age.
Unit III The Vedic Period: Polity, Society, Economy and Religion, Iron Age with reference to PGW & Megaliths
Unit IV Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the Causes of Magadha's success
Unit V Emergence and Growth of Mauryan Empire: State, Administration, Economy, Ashoka's Dhamma.
Unit VI The Satvahana Phase: Aspects of Political History and Administration.
Unit VII The Sangam Age: Sangam Literature, The three Early Kingdoms, Society& the Tamil language
Unit VIII The age of Shakas: Parthians & Kushanas, Aspects of Polity, Society, Religion.

References:

1. Agrawal, D.P. The Archaeology of India
2. Basham, A.L. The Wonder That was India
3. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
4. Jaiswal, Suvira Caste: Origin, Function and Dimensions
5. Subramanian, N. Sangam Polity
6. Thapar, Romila History of Early India
7. Allchin, F.R. and B Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
8. Basham, A.L. The Wonder That was India
9. Jha, D.N. Ancient India in Historical Outline (1998 edn.)
10. Kosambi, D.D. Culture and Civilization of Ancient India
11. Ray, H.P. Monastery and Guild India in Historical Outline

12. Sastri, K.A.N. A History of South India
13. R.S Sharma, India's Ancient Past
14. Ray, Niharranjan Maurya and Post Maurya Art
15. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991 edn.)
16. Thapar, Romila Ashoka and the Decline of the Mauryas (1997 edn
17. Yazdani, G. Early History of Deccan
18. Aspects of Political Ideas and Institutions in
19. Ancient India (1991 edtt.)
20. Singh, Upinder. Ancient India: From the stone age to the 12th Century. 2009
21. Singh, Upinder. Discovery of Ancient India: Early archaeologist and the beginning of archaeology.2005
22. Singh, Upinder 2009 A History of Ancient and Early Medieval India 1st Edition (English) Pearson.

Course outcomes (COs):

Upon successful completion of the course student will be able to

CO1	Clear idea about the history of early India and the sources and tools to reconstruct Ancient Indian History with different interpretation.
CO2	Understand the development of Harappan Civilization
CO3	Learn about the Vedic civilization, condition of India in the sixth century B.C. and what led to the rise of Magadha among the sixteen Mahajanapadas.
CO4	Gather information about the Mauryan empire, rise of protest in India, different foreign invasions like Indo- Greeks, Sakas: Parthians, Kushanas,
CO5	Analysis of the age of Satvahanas, Sangam literature and three early Kingdoms of South.
CO6	Establishing a framework for the political and social evolution in ancient India

CO-PO-PSO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	1		2	1		2	3	3	3	3	3
CO2	3	3	3	1	2	3	3		2	3		2	2	3	3	3	3
CO3	3	3	3	1	3	3	3		3	3		3	3	3	3	3	3
CO4	3	3	3	2	2	2	3	2	2	3	2	2	3	3	3		3
CO5	2	3		2	2		2		2	2		2		2	2		2
CO6	3	2		2	2		2						2	2		3	

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISDC-102				
Course Name: Growth of Colonialism in the World: 15th to 19th Century				
Semester /Year: 1ST /1ST Year				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to understand the concept of colonialism.**
2. **It helps in understanding the setting up of various colonial empires all over the world.**
3. **It also helps in understanding the nature of colonialism and the patterns of subjugation.**

Course Contents

Unit I Defining Colonialism.

Unit II Establishment of Colonial Empires by Spain and Portugal in15th-16th centuries.

Unit III French in Canada: 1534-1763

Unit IV British in India in 18th century.

Unit V Informal Empire in 19th century Africa.

Unit VI Scramble for Power in late 19th century China

Unit VII Nature of Colonial control and patterns of subjugation.

References:

1. Ralph Davis, The Rise of the Atlantic Economies, New York, 1973,
2. J.H Perry, The Establishment of the European Hegemony 1415-1715, Trade & Exploration in the Age of the Renaissance, Harper Torch books, 1959
3. K.R.G.Nair & Romey Borges, Discovering French Canada, Allied Publishers, 2002
4. Ralph Davis, The Rise of the Atlantic Economies,
5. Christopher Hill, From Reformation to Industrial Revolution
6. Basil Davidson, Modern Africa: A Social and Political History,3d edn. London / New Jersey: Addison ñ Wesley, 1995
7. Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi).

Course outcomes (COs):

Up on successful completion of the courses student will be able to

CO1	Acquire an integrated approach to the study of economic, social, political and cultural
CO2	developments in Europe.
CO3	Explain the processes by which major transitions unfolded in Europeeconomy, state
CO4	Understand social structure and cultural life of Europe
CO5	Examine elements of early modernity in these spheres.
CO6	Critically analyze linkages between Europe's state system and trade and empire.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2		2	2	2	2	2		2		3	3	3	3	3
CO2	3	3	3		2	2	2		2		2		3	3	3	3	3
CO3	3	3	3		2	1	1		1		1		3	3	3	3	3
CO4	3	2	2		1	2	2		2		2		3	3	3	3	3
CO5	3	3	3		2	2	2		1		1		3	3	3	3	3
CO6	3	3	3		2	1			3		3		3	3	3	3	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlate

Course code: HISGE-101				
Course Name: Orality and Oral Culture in India				
Semester/Year:1st /1styear				
	L	**T**	**P**	**C**
	4	**0**	**0**	**4**

L- Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. This paper is designed to understand the concept of orality & its importance in historiography.
2. This paper also helps in learning methodologies of research
3. The students will learn about documentation of any research work.

Course Contents

1. Defining orality
2. History &Historiography of Orality
3. Documentation: Written &Visual

References:

1. Humphries: The Handbook of Oral History Shri Guru Ram Rai University

4. H. Roberts Ed Doing Feminist Research, Routledge & Kegan paul, London, 1981

). M.F.D. Knowledge & Control, London, 1071

1: John Miles Foley, Oral Formulaic-Theory: An Introduction & Annotated bibliography, New York & London: Gariand, 1985

5. Veena Das, ed, Mirros of Violence: Communities, Riots & Survivors in south Asia, Delhi, OUP, 1990

6. Prasad M. Mahadeva, Ideology of the Hindi Film: A Historical construction, Delhi, OUP,1998

7. Srirupa Roy,' The Post Colonial State &Visual Representations of India" Contributions to Indian Sociology, 2006,36,1& 2:233-263 University of Delhi

Course outcomes (COs):

Upon successful completion of the course student will be able to

CO1	Learn about orality by its definition and the important in history and historiography of orality.
CO2	They will aware how to search historical documents from oral history which spread in the human society.
CO3	Study of oral traditions, memory and social mnemonics, making of cultural memory and historical traditions.
CO4	They will acquire knowledge towards the documentation of any research work
CO5	Student is expected to understand the various dimensions of orality and the relationships between orality, memory and history.
CO6	Analyze your local oral culture & values

CO-PO Mapping

PO / CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	-	2	2	2		2	3	3	2	2	2	2	2	2
CO 2	3	3	3		2	3	3		2	3	3	3	3	3	3	3	3
CO 3	3	3	3		3	3	3		3	3	3	3	3	3	3	3	3
CO 4	2	3	3		2	3	3		2	2	3	3	3	3	3	3	2
CO 5	3	2	3		2	3	3		2	3	2		3	2	2	2	3
CO 6	3	1	2	3	2	1	3		2	3	3		3	2	2	1	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISSC-101				
Course Name: Indian Heritage & Culture				
Semester /Year: 1ST / 1ST Year				
	L	T	P	C
	2	0	0	2

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. This paper is about Environment; Culture, Tradition, and Practices:

2. To understand oral and codified data on medicinal plants

3. Cultural Forms and Expressions in India, its main components, Historical commercial enterprise

Course Contents:

Unit I Environment:

1-Oral & codified information on medicinal Plants

2-Water & Water Bodies

Unit II Urbanization:

1: Urbanization in India

2: Challenges faced by Urbanization.

Unit III Social Inequality & Gender:

1.-Issues of Violence

2. Women Empowerment

Unit IV Cultural Heritage:

1-Built Heritage

2-Historical Tourism

Unit V Cultural Forms & Cultural Expressions:

1-Performing Arts

2-Fairs & Festivals

References:

1. Indu Banga, ed. The City in Indian History: Urban Demography, Society & Polity, Delhi, Manohar,,1991
2. Koch, E. Mughal Art & Imperial Ideology
3. Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights &Feminism in India 1880- 1990,Zubaan, 2007
4. V.Vasudev, Fairs &Festivals, Incredible India Series, 2007
5. V.Singh, The Human Footprint on Environment: Issues in India, New Delhi, and Macmillan, 2012
6. B. Parikh, Composite Culture in a multicultural Society, Delhi, NBT, 2007
7. N. Mehta, Introduction: Satellite Television, Identity & Globalization in Contemporary India

in N.Mehta, ED, Television in India, New York, Routledge, 2008
8. R.C. Thakran & Sheo Dutt, ed Bhartiya Upmahaduip ki Sanskritiyan, University of Delhi.

Course outcomes (COs):

Up on successful completion of the courses student will be able to

CO1	Know concerning Environment; Culture, Tradition& Practices:
CO2	Discussed about historical overview, Oral & codified data on meditative Plants
CO3	In Indian society however Urbanization &; Urbanism can return
CO4	Learn about Social difference & Gender:
CO5	India Cultural Heritage, Main components.
CO6	Cultural Forms & Cultural Expression

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2		2	2	2	3	2				3	3	3	3	3
CO2	3	3	3		2	2	2		2				3	3	3	3	3
CO3	3	3	3		2	1	1	2	1				3	3	3	3	3
CO4	3	3	2		1	2	2		2				2		2	2	3
CO5	2	3	2		2	2	2	2	1				2	3	2	3	
CO6	3	3	3					2		2	3	2		1	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code:HISDC-201				
Course Name: Political history of India from 300 CE to 1206.				
Semester /Year: 2nd / 1st Year				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. This paper helps to learn about overview kingdoms in different parts of India during c.300 to1206.

2. This paper will help you learn about the social and economic conditions in the period from around 300 to 1206.

3.2. This paper discusses the emergence of Rajputana states, the capture of Sind by the Arabs, and the factors that led to the establishment of the Sultanate in India.

Course Contents:

Unit 1 The Rise & Growth of the Guptas: Administration, Society, Economy.

Unit II Harsha & His Times: Harsha's Kingdom, Administration.

Unit III South India: Polity, Society, Economy.

Unit IV The age of Pallavas and Chalukyas

Unit V Evolution of Political structures of Rashtakutas, Pala & Pratiharas.

Unit VI Emergence of Rajput States in Northern India: Polity, Economy & Society.

Unit VII Arabs in Sindh: Polity, Religion & Society.

Unit VIII Struggle for power in Northern India & establishment of Sultanate.

References:

1. R. S. Sharma: Indian Feudalism-India's Ancient Past
2. B. D. Chattopadhaya: Making of Early Medieval India
3. Derryl N. Maclean: Religion and Society in Arab Sindh
4. K. M. Ashraf: Life and Conditions of the People of Hindustan
5. M. Habib and K.A. Nizami: A Comprehensive History of India Vol.V
6. Tapan Ray Chaudhary and Irfan Habib (ed.): The Cambridge Economic History of India, Vol. I
7. Peter Jackson: Delhi Sultanate: A Political and Military History
8. Tara Chand: Influence of Islam on Indian Culture
9. Satish Chandra: A History of Medieval India, 2 Volumes
11. Percy Brown: Islamic Architecture

Course outcomes (Cos):

Upon successful completion of the course student will be able to

CO1	Finding the rise and development of several Kingdoms in various parts of India from 300 and 1206.
CO2	To learn about administration, society and economy during the reign of Guptas, Harsha in the North India and Kingdoms of South.
CO3	The study considers the formation of Rajputana states in Northern India,
CO4	Organizing the events that led to the foundation of the Indian Sultanate and the Arab conquest of Sind.
CO5	With allusions to the Pallavas and Chalukyas, the paper also examines the modifications. Conflict between the three powers Rastrakutas, Pala, and Pratiharas in a triangular fashion
CO6	Expanding our understanding of the historical dynamics of numerous Indian kingdoms between 300 and 1206.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	1		2	3	3	3	3	3	3	3	3
CO2	3	3	3	1	2	3	3		2	3	3	3	3	3	3	3	3
CO3	3	3	3	1	3	3	3		3	3	3	3	3	3	3	3	3
CO4		3	3	2	1		1		2		1	1	1	3	3		3
CO5	2	3		1	1		2		2	3	3		3	3	2		2
CO6	3		3	1	2		2		3		2	3	3	3		3	

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code : HISDC-202				
Course Name : Evolution of Capitalism in Europe in Modern Times				
Semester /Year : 2nd / 1st Year				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to understand the Industrial revolution in England and its nature as well as its causes.**
2. **It also helps in learning about commercial and industrial capitalism.**
3. **It also helps in understanding the impact of industrial revolution on European society.**

Course Contents

1. Definitions & Concepts

2. Commercial Capitalism: 1500-1700

3. Industrial Revolution in England: Causes &Nature

4. Industrial Capitalism in France: Genesis &Nature V. Growth of Industries in Germany

5. Impact of Industrial Revolution on European Society, Polity & Economy.

References:

Jerry Müller, The Mind &the Market

1. Karl Polany, The Great Transformation

2. Joseph Schümpeter, Capitalism, Socialism &Democracy

3. Wallerstein, World System Analysis: An Introduction, 2004 4. Cipolla Carlo, M; Fontana, Economic History of Europe, VOL I&II

5. Christopher Hill, From Reformation to Industrial Revolution

6. Jan De Vries, The Industrial Revolution &the Industrious Revolution, 1994

Course outcomes (COs):

Upon successful completion of the course student will be able to

CO1	Learn political and economical structure of Feudal society in 15th century and its crisis in 18th century.
CO2	The nature Feudal Society, regional variation, crisis in Feudalism and transition debate.
CO3	Acquire knowledge how to rise renaissance in Europe after downfall of feudal Society in Europe and also be learn how the European Society transformed from Feudalism to Capitalism.
Co4	Predicting the Industrial Revolution, European Industrial Revolution Stages
Co5	Understanding the First World War, the Treaty of Versailles, the Russian Revolution, the League of Nations, and the Impact of the League of Nations
Co6	Critique of the Impact of the Industrial Revolution on European Society, Politics, and Economy.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	3		2	2	2	2	2	2	2	2	2
CO2	3	3	3		2	3	3		2	2	3	3	3	3	3	3	3
CO3	3	3	3		3	3	3		3	3	3	3	3	3	3	3	3
CO4	3	3	3		2	3	3		2	2	2	3	3	2	2	2	2
CO5	3	2	3		3	3	3	2	3	1	3		3	1	1	2	3
CO6	3	1	2	3	2	1	3		2	3	3		3	2	2	1	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISGE-201				
Course Name: Women Studies in India.				
Semester /Year: 2nd / 1st				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to understand the importance of women studies in India.**
2. **It also helps in understanding the contribution of women in various fields.**
3. **It helps in understanding the issues of violence against women and preventive laws.**

Course Contents

Unit I Basic Concepts &Theories:

1-Defining Gender,

2-Patriarchy: Ideology & Practice

3-Relationship between Gender, Caste, Class, Religion &Politics

Unit II Emergence of Women Studies in India

Unit III Gender & Social History:

1-Family &Marriage

2-Women's Question in the 19th century

3-Women's Movement in Colonial &Post Colonial India

Unit IV Gender, Law & Politics:

1-Political participation

2-Violence against women &Preventive laws

Unit V Gender, Development & Culture:

1-Issues of Labor &Health

2-Access to resources

3-Gender audit

References:

1. Kamla Bhasin, Understanding Gender

2. Kamla Bhasin, What is Patriarchy?

3. Madhu Vij,et al, Women Studies in India, A journey of 25 Years, Rawat, 2014

4. Kumkum Sangari& Sudesh Vaid, Recasting Women, Essay in Colonial History, Kali for women, Reprint, 2006

5. Sushila Kaushik, Panchayati Raj in Action: Challenges to Women's Role,Delhi, 1996

6. Nivedita Menon, Gender & Politics in India, New Delhi, OUP, 1999

7. Women in Print –The change over the last half century in reporting on women & Gender Issues in Indian newspapers, A study by UNIFEM,by Shri Venkatram,2003

Course outcomes (COs):

Up on successful completion of the courses student will be able to

CO1	The basic Concepts &; Theories of women studies as well as defining gender, ideology, practice and relationship between gender, caste, class religion &; politics.
CO2	Acquire knowledge about the emergence of women studies in India from 1980 to till that.
CO3	The contribution of women towards the society through political, social and religious fields.
CO4	The violence against the women and government preventive laws for their save.
CO5	Now the government became active to the development of women empowerment by introducing new rules and regulations which also are learn as history student
CO6	Women studies in India are developing creative thinking.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	2		2	3	3	3	2	2	2	2	2
CO2	3	3	3		2	3	3		2	3	3	3	2	3	3	2	3
CO3	3	3	3		3	3	3		3	3	3	3	3	3	3	3	3
CO4	3	3	3		2	2	3		2	3	3	3	2	2	3	2	2
CO5	3	3	3	2	3				2	3	3	3	2	2	2	2	2
CO6	3	3	3		2	3	3		2	3	3		2	3	3	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISSC-201				
Course Name: Ecology and Environment in History				
Semester/Year:2nd /1st				
	L	**T**	**P**	**C**
	2	**0**	**0**	**2**

L- Lecture T – Tutorial P – Practical C – Credit

Course Objectives : The objectives of this course are

1. This paper is designed to learn the importance of Environment & ecology in History.

2. It helps to know about environmental consciousness in ancient, medieval & modern Indian history.

3. It also helps to understand the nature of Environmental movements in independent India.

Course content

Unit 1

Ecology: What is Ecology? What is Environment? Environmental degradation and its impact on present and future.

Unit 2 Environmental consciousness in ancient and medieval India

The concept of nature in our spiritual traditions, Indus valley civilization: Planned urbanization, worship of different components of nature,

Exploration of natural resources for economic development in early Medieval India and in the Mughal period

Unit 3

Environmental and Ecological consciousness in Modern India

British imperialism and ruin of Indian small-scale industries, Over-exploitation of natural resources

Unit 4

Environmental Movements in Independent India.

Recommended Readings:

1. Agrawal, Arun, *Environmentality*, Oxford University Press, 2005
2. Arnold, David (ed.), *Nature, Culture and Imperalism*, OUP, 1996
3. Gadgil,Madhav and Guha, Ramachandra, *This Fissured Land*, OUP, 1993
4. Grove, Richard, *Ecology, Climate and Empire*, OUP, 1998
5. Guha, Sumit, *Environment and Ethnicity in India*, Cambridge University Press, 1999
6. Saberwal, Vasant, and Rangarajan, Mahesh (ed.), *Battles over Nature*, Permanent Black, 2005.

7. Sivaramkrishnan, K., *Modern Forests: State making and Environmental Change in Colonial Eastern India*, Stanford University Press, 1990.

8. Skaria, Ajay, *Hybrid Histories*, OUP, 1999.

9. Vaidyanathan, A., *India's Water Resources*, OUP, 2006.

10. William P.Cunningham& Barbara Woodworth Saigo, Environmental science, USA, 1990

11. E.P. Odum, W.B. Philadelphia (ed.) Fundamentals of Ecology, Pennsylvania USA-1959

12. Sharma,P.D. Ecology and Environment, Rastogi Publications, Meerut, 1990

13. Chopra, Puri & Das., Social, Cultural and Economic History of India Vol-I, II & III,

14. Mohd. Ahsan, Forest and Wild life Management in ancient India, Looking through the Mauryan Times, Paryavaran Gyan Yagya Samiti, Lucknow. Recommend

15. Srivastava, K.C. Prachin Bharat ka Itihas tatha Sanskriti (Hindi),

Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Extremely helpful in making a needed awareness regarding the environmental issues and protection of our environment
CO2	Identify that how the environment influences the human affairs and how it gets shaped by them.
CO3	More sensitive and responsible regarding the future of our planet.
CO4	Assess ancient India's environmental consciousness and conservation efforts using spiritual literature, historical evidences, and events.
CO5	Explore historical information from ancient India to present times in order to apply it to environmental awareness.
CO6	Prepare a report about environmental movements in independent India.

CO-PO Mapping

PO / CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	3	2		2	2	2	3	2		2	2	3	3	3	2	3
CO 2	3	3	3		2	2	2	3	2	1	2	1	2	3	3	3	3
CO 3	3	3	3	2	2	1	1	3	1	1	3	3	3	3	3	3	3
CO 4	3	2	2		1	2	2	3	2	2	2	1	3	3	1	2	3
CO 5	2	3	2		2	2	2	3	1		1		2	3	3	2	2
CO 6	2	3	2	2	2	2	2	3	1				3	3	3	3	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code:HISDC-301				
Course Name:Political history of India from C.1206 to 1707 AD				
Semester /Year: 3rd /2nd Year				
	L	T	P	C
	4			4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **To discuss the foundation, expansion and consolidation of the Delhi Sultanate**
2. **To discuss the Bhakti and Sufi movement**
3. **To discuss the administrative structure, economy, society and culture of the Mughals and the emergence of Maratha power.**

Course Contents

Unit 1 Foundation, Expansion & consolidation of the Delhi Sultanate

Unit 2 Administrative & economic reforms under the Khiljis & the Tughlaqs

Unit 4 Provincial kingdoms: Vijaynagar & Bahamanis

Unit5 Second Afghan State – Shershah's administration and land reforms

Unit 6 Emergence and consolidation of Mughal State- Babar's conquest, Humayaun's difficulties and failure

Unit 7 Akbar to Aurangzeb: administrative structure-Mansab & Jagirs

Unit 8 Emergence of Maratha Power and Achievements of Shivaji

References:

1. Irfan Habib: The Agrarian System of Mughal India 1556-1707,
2. Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8Volumes,
3. M. Athar Ali: Mughal Nobility under Aurangzeb,
4. Shireen Moosvi: The Economy of the Mughal Empire
5. S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
6. R.P. Tripathi: The Rise and Fall of the Mughal Empire, 2 vol.
7. Kesvan Veluthat: Political Structure of Early Medieval South India

8. P.J. Marshall: The Eighteenth Century in Indian History.

9. Stewart Gordon, : The Marathas 1600-1818

10. Chattopadhaya, B.D., The making of early Medieval India. Oxford University press, New Delhi. 2003

11. Chandra, Satish., Essays on Medieval Indian History, Oxford university, New Delhi. 2003

12. Chopra, P.N., Purl, B.N., Das, M.N., A social, cultural and economic history of India vol. II.

13. Tara Chanda., Influence of Islamon on Indian Culture.

14. Chopra, P.N., Some aspects of society and culture in Mughal age.

15. More land, India from Akber to Aurangzeb.

Course outcomes (COs):

Upon successful completion of the courses student will be able to

CO1	Know about the foundation, expansion and consolidation of the Delhi Sultanate.
CO2	Summarize the political, governmental, and economic changes made during the Delhi Sultanate (Khiljis and Tughlaqs.)
CO3	Better understand of how the Mughal state developed and expanded in the 16th and 17th centuries.
CO4	Understand the governmental system, economy and society of the Mughals.
CO5	Learn about the regional dynasties like Bahamanis and Vijayanagar and emergence of Maratha power
CO6	Adapt every setting and historical context from 1206 to 1707 for the History of India

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	1		2	3	3	3	3	3	3	3	3
CO2	3	3	3	1	2	3	3		2	2			3	3	3	3	3
CO3	3	3	3	1	3	3	3		3	3	2	2	3	3	3	3	3
CO4	3	3	3	2		2	3	2	2	2	2	3		3	3	3	3
CO5	3	3	3	1	3	3	3		3	3	3	1	2	3	3	3	3
CO6	3	3		2	2	2	3	2	2	3	3	3		3	3	3	

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISDC-302				
Course Name: Political History of Modern Europe: 15th-18th Century				
Semester /Year: 3rd/ 2nd Year				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. This paper is designed to make the students aware of developments in 18th & 19th century in European history & its impact on the world.

2. It helps in understanding the nature of French Revolutions of 18th & 19th centuries.

3. It also helps in understanding the process of unification in Italy & Germany and the ideologies of Nazism & Fascism.

Course Contents

Unit I The French Revolution: Genesis, Nature & Consequences

Unit II Napoleonic Era and aftermath

Unit III Revolutions of 1830 & 1848

Unit IV Unification of Italy & Germany

Unit V Imperialist Conflicts: World War I

Unit VI Rise of Fascism and Nazism

Unit VII Origin of World War II

References:

1. E.J. Hobsbawm: The Age of Revolution.

2. Lynn Hunt: Politics, Culture and Class in the French Revolution.

3. Andrew Porter, European Imperialism, 18760 -1914 (1994)

4. E.J. Hobsbawm, The Age of Extremes, 1914 - 1991, New York: Vintage, 1996

5. Carter V. Findley and John Rothey, Twentieth-Century World,

Boston: Houghton-Mifflin, 5th ed. 2003

Course outcomes (COs):

Upon successful completion of the courses student will be able to

CO1	Learn about the evolution and impact of the French revolution, out the revolution of 1830 and 1848, about unification of Italy and Germany.
CO2	Gain knowledge about the Napoleonic era
CO3	Learn about the unification of Italy and Germany
CO4	Understand the causes, course and impact of I World War
CO5	Understand Fascism and Nazism, the origin of second world war
CO6	Create outline of the political history of modern Europe

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	1		2	3	3		3	3	3	3	3
CO2	3	3	3		2	3	3		2	3	3		3	3	3	3	3
CO3	3	3	3		3	3	3		3	3	3		3	3	3	3	3
CO4	3	3	3		2	2	3		2	3	3		3	3	3	3	3
CO5	3	3	3	-	2	2	1		2	3	3		3	3	3	3	3
CO6	3	3	3		2	3	3		2	3	3		3	3	3	3	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code : HISGE-301				
Course Name : Women in Politics and Governance				
Semester /Year : 3rd /2nd				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to understand the importance of women in politics in India.**
2. **It also helps in understanding the contribution of women in governance.**
3. **It helps in understanding the role of women in reforming activities and national movement.**

Course Contents

Unit I Theoretical Perspectives on Politics and Governance

Unit II Pre-colonial Period: Women of learning and ruling classes

Unit III Colonial Period: Leaders in reforming activities, political and national movement

Unit IV Electoral Politics: Women as voters and elected representatives

Unit V Case Studies at local government levels, State Assemblies and Parliament

References:

1. Raj Kumar, Women in Politics, Anmol Publishers, New Delhi, 2000
2. Raj Kumar, Women & Leadership, 2000
3. L M Singhvi, Democracy & the Rule of Law, Ocean Books Pvt. Ltd, New Delhi, 2002

Course outcomes (COs):

Upon successful completion of the courses student will be able to

CO1	Understand the theoretical perspectives on Politics and Governance
CO2	Learn about the condition of women in pre-colonial period
CO3	Learn about the contribution of women towards the society through the ages.
CO4	The violence against the women and government preventive laws for their save.
CO5	Understand the electoral politics in women context
CO6	Study the participation of women at different electoral levels.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	2		2	3	3	3	2	2	2	2	2
CO2	3	3	3		2	3	3		2	3	3	3	2	3	3	2	3
CO3	3	3	3		3	3	3		3	3	3	3	3	3	3	3	3
CO4	3	3	3		2	2	3		2	3	3	3	2	2	3	2	2
CO5	3	3	3	2	3				2	3	3	3	2	2	2	2	2
CO6	3	3	3		2	3	3		2	3	3		2	3	3	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code:HISSC-301				
Course Name: Historical Tourism: Theory & Practice				
Semester /Year : 3rd /2nd Year				
	L	T	P	C
	2	0	0	2

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is intended to help readers understand colonial and post-colonial architecture.**
2. **Expose about the heritage through a filed survey and research.**
3. **To understand about modalities of conducting historical tourism and visit to historical sites and museums.**

Course Contents

Unit I Defining Heritage - Art & Architecture in India: An overview:

Unit II Understanding Built Heritage:

1- Stupa Architecture

2-Temple Architecture

3-Indo Persian Architecture, Forts, Palaces, Mosques

4-Colonial Architecture

5-Temples of Uttarakhand

Unit III Field Work: Visit to Historical sites & Museums

Unit IV Modalities of conducting tourism

References:

1. Sunil Kumar, The Present in Delhi's Past, Delhi, Gyan Publishing House, 2002
2. Peter Howard, Heritage: Management, Interpretation, Identity, London, 2003
3. V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972
4. Percy Brown, Indian Architecture, Bombay, D.B.Taraporevala Sons &Co, 1940
5. James Harle, The Art & Architecture of the Indian Subcontinent, Hormonds worth,

Penguin, 1988

6.S.K.Bhowmik, Heritage Management: Care, Understanding & Appreciation of Cultural

Heritage, Jaipur, 2004.

References:

1. Sunil Kumar, The Present in Delhi's Past, Delhi, Gyan Publishing House, 2002
2. Peter Howard,Heritage:Management,Interpretation, Identity, London, 2003
3. V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972
4. Percy Brown, Indian Architecture, Bombay, D.B.Taraporevala Sons &Co, 1940
5. James Harle, The Art & Architecture of the Indian Subcontinent, Hormonds worth, Penguin, 1988
6. S.K.Bhowmik, Heritage Management: Care, Understanding & Appreciation of Cultural Heritage, Jaipur, 2004.

Course outcomes (Cos):

Up on successful completion of the courses student will be able to

CO1	Learn about heritage and understand the built heritage like Stupa architecture, temple architecture, Indo- Persian architecture.
CO2	Learn the architectural features of Colonial construction
CO3	They will learn about modalities of conducting historical tourism and visit to historical sites and museums.
CO4	Gather knowledge about the heritage through field survey and conducting research.
CO5	Analyze Historical Tourism in Uttarakhand-based Perspective.
CO6	Create awareness of our culture and its values

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	1	2	2	3	3	3	3	3	3	3	3
CO2	3	3	3	1	2	3	3	2	2	2	3	3	3	3	3	3	3
CO3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	2	2	3	2	2	2			1	3	3	3	2		2	2	3
CO5	2	3		2			2		2	1	2	1	2	3	2	3	
CO6	3	3	2	3	3	3		3	3	2	3	2		1	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISDC-401				
Course Name: Political history of India from C.1707 to 1950 AD				
Semester /Year: 4th/ 2nd Year				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. This paper aims to comprehend the evolution and consolidation of colonial power in India throughout the 18th century.

2. To comprehend the main political, social, and economic developments that occurred in the 18th century.

3. To have a comprehensive understanding of the emergence of freedom and the founding of the Indian republic.

Course Contents

Unit I Interpreting the 18th Century

Unit II Establishment, Expansion & consolidation of Colonial power up to 1857

Unit III Uprising of 1857: Causes, Nature &Aftermath.

Unit IV Colonial economy: Agriculture, Trade & Industry.

Unit V Socio-Religious Movements in the 19th century.

Unit VI Emergence & Growth of Nationalism with focus on Gandhian nationalism.

Unit VII Communalism: Genesis, Growth and partition of India.

Unit VIII Advent of Freedom: Constituent Assembly, establishment of Republic.

References:

1. Sugata Boşe and Ayesha Jalal; Modern South Asia: History, Culture, Political Economy, New Delhi, 1998
2. Sekhar Bandyopadhyay: From Plassey to Partition
3. Barbara D Metcalf and T.R. Metcalf; A Concise History of India, Cambridge, 2002
4. C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990
5. Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
6. Mushirul Hasan; From Company to the Republic: A story of Modern India
7. R.P. Dutt, India Today
8. Thomas Metcalf; Ideologies of the Raj
9. R. Jeffery; J Masseloss, From Rebellion to the Republic

10. Bipan Chandra: Nationalism and Colonialism.
11. Urvashi Butalia; The Other side of Silence.
12. Francine Frankel; Indiaís Political Economy 1947- 1977
13. Parul Brass; The Politics of India since Independence.
14. Lloyd and Susan Rudolph In Pursuit of Laxmi: the Political Economy of the Indian State, Chicago, 1987
15. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
16. Gail Omvedt; Dalits and Democratic Revolution
17. Ramachandra Guha The Fissured Land.
18. K.G. Subramanian; The Living Tradition: Perspectives on Modern Indian Art.
19. R.L. Shukla; Adunik Bharat (ed). Delhi University Hindi Madhyam Kriyanwanyan Nideshalaya. 2012.
20. Ayodhya Singh; 26 Bharat Ka Mukti Sangram
21. Sunder Lal; Bharat mein Angreji Raj 2 vol.(National Book Trust of India)

Course outcomes (COs):

Up on successful completion of the courses student will be able to

CO1	Study the character of 18th century and study the history of consolidation of colonial power in India
CO2	Review the major political, social, economic changes pertaining to 18th century.
CO3	Learn the history of popular resistance movements and assess the significance of many voices of the protest.
CO4	Identify the varied trends in the emergence of nationalism in colonial India with focus on Gandhian nationalism.
CO5	Learn the growth of communalism and the road to partition of India.
CO6	Examine every segment of Indian history from 1707 to 1950.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	1	2	2	3	3	3	3	3	3	3	3
CO2	3	3	3	1	2	3	3	2	2	2	3	3	3	3	3	3	3
CO3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	2	2	3	2	2	2			1	3	3	3	2		2	2	3
CO5	2	3		2			2		2	1	2	1	2	3	2	3	
CO6	3	3	2	3	3	3		3	3	2	3	2		1	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISDC-402				
Course Name: National Movements in 20th Century world				
Semester /Year: 4th / II Year				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to understand the concept of nationalism & its significance.**
2. **It helps in understanding the nature of imperialism & colonialism as well as forces behind them.**
3. **It also helps in understanding the nature of various national movements in Asia & Africa.**

Course Contents

Unit I Nationalism: Theory and Practice.

Unit II Imperialism and colonialism

Unit III National Movements in Kenya & South Africa

Unit IV China between 1911-1949: Revolution of 1911, May Fourth Movement

Unit V Indonesian Revolution 1945-1949.

Unit VI National Movement in India

References:

1. Lucian Bianco, Origins of the Chinese Revolution, 1915-1946.
2. A.J.Temu & Roger Owen edt, Studies in the theory of Imperialism, 1970
3. E.F.Penrose, edt, European Imperialism and the partition of Africa, 1980
4. Milton Osborne, Southeast Asia: An Introductory History.
5. Sumit Sarkar, Modern India, Macmillan, 1984.

Course outcomes (COs):

Upon successful completion of the courses student will be able to

CO1	Learn about some national freedom movements.
CO2	Analyze global political forces affecting the decolonization process.
CO3	Discuss relationships of dependency and inequality in the post- colonial world
CO4	Identify some of the problems of national development and some proposed solutions.
CO5	Examine how dependency and inequality are related in the post-colonial world.
CO6	Understand comprehensive, enduring national liberation movements for the twenty-first century

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	1		2	3	3		3	3	3	3	3
CO2	3	3	3		2	3	3		2	3	3		3	3	3	3	3
CO3	3	3	3		3	3	3		3	3	3		3	3	3	3	3
CO4	3	3	3		2	2	3		2	3	3		3	3	3	3	3
CO5	3	3	3	-	2	2	1		2	3	3		3	3	3	3	3
CO6	3	3	3		2	3	3		2	3	3		3	3	3	3	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code:HISGE-401				
Course Name: Gender and Education in India.				
Semester/Year:4TH / 2NDYear				
	L	T	P	C
	4	0	0	4

L- Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. This paper is designed to understand various formal & informal methods of education in ancient & medieval period

2. It helps in understanding the role of women in socio-religious reformsand the issues of women education in colonial period.

3. This paper also helps in understanding key concepts of gender in Indian perspective.

Course Contents

Unit I Historiographical Trends

Unit II Education in Early and medieval times; Formal & Informal

Unit III Colonial Period: Socio-religious reforms and education for females

Unit IV Role of School and Colleges in Colonial and Post Colonial Period

Unit V Contours of Female lit eracy since 1950,

Unit VI Present Scenario: Education as a tool of empowerment.

Course References

1. **Historiographical Trends**
   - Appleby, J., Hunt, L., & Jacob, M. (1994). *Telling the Truth about History.* W.W. Norton & Company.
   - Carr, E. H. (1961). *What is History?* Penguin Books.
   - Tosh, J. (2015). *The Pursuit of History: Aims, Methods, and New Directions in the Study of Modern History.* Routledge.
2. **Education in Early and Medieval Times: Formal & Informal**

Banerjee, A. C. (1982). *Aspects of Education in Ancient and Medieval India.* Northern Book Centre.
Thapar, R. (2002). *Early India: From the Origins to AD 1300.* University of California Press.
Altekar, A. S. (1965). *Education in Ancient India.* Nand Kishore & Bros.

Colonial Period: Socio-Religious Reforms and Education for Females

Jones, K. W. (1989). *Socio-Religious Reform Movements in British India.* Cambridge University Press.
Forbes, G. H. (1996). *Women in Modern India.* Cambridge University Press.

- Kumar, K. (1991). *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas.* Sage Publications.

4. **Role of Schools and Colleges in Colonial and Post-Colonial Periods**

- Bandyopadhyay, S. (2004). *From Plassey to Partition and After: A History of Modern India.* Orient BlackSwan.
- Bhattacharya, S. (2002). *Education and the Disprivileged: Nineteenth and Twentieth Century India.* Orient BlackSwan.
- Nair, J. (1996). *Women and Law in Colonial India: A Social History.* Kali for Women.

5. **Contours of Female Literacy since 1950**

- MHRD, Government of India. *Annual Reports and Literacy Statistics.* Available on the Ministry of Education website.
- Basu, A., & Ray, B. (1990). *Women's Struggle: A History of the All India Women's Conference, 1927-1990.* Manohar.
- Desai, N., & Thakkar, U. (2001). *Women in Indian Society.* National Book Trust.

6. **Present Scenario: Education as a Tool of Empowerment**

- Sen, A. (1999). *Development as Freedom.* Oxford University Press.
- Bhargava, M., & Singh, S. (2005). *Education, Gender, and Empowerment: Perspectives from South Asia.* Sage Publications.

Nussbaum, M. (2000). *Women and Human Development: The Capabilities Approach.* Cambridge University Press.

Course outcomes (COs):

Upon successful completion of the course student will be able to

CO1	Identify Key Concepts and Terminology of Gender
CO2	Describe Gender Studies – the Indian Scenario
CO3	Describe Gender Studies as a Discipline
CO4	Classify Indian Societies through Gender Perspective
CO5	Understand the trends in female literacy in post-colonial period.
CO6	Learn the relation between education and empowerment.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2			2					
CO2	3	3	3		2	3			2					
CO3	3	3	3		3	3			3					
CO4	3	3	3		1	2								

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code:HISSC-401				
Course Name: Museums & Archives in India				
Semester/Year:4th / 2nd Year				
	L	T	P	C
	2	0	0	2

L- Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to understand about the history of museums & archives in India.**
2. **It helps in understanding the the differences between museums & archives and their salient features.**
3. **It also helps in understand the functioning & importance of museums & archives in India.**

Course Contents

Unit I Definitions

Unit II History of setting up of Museums and Archives: Some case studies

Unit III Field Work; Studying of structures & Functions

Unit IV Training &Employment

References:

1. G.Edson& Dean David, Handbook for Museum, London, Routledge, 1986
2. John Ridener, From Folders to Post Modernism: A Concise History of Archival Theory, 2009

Course outcomes (COs):

Up on successful completion of the courses student will be able to

CO1	Understand the definitions of museums and archives.
CO2	Learn about the history of setting up of museums and archives and follow some case studies.
CO3	To undertake collection, documentation, exhibition, and conservation of rare objects and undertake field work in their college and localities.
CO4	Undertake educational tours to archives and museums.
CO 5	Analyze the significance of Indian museums and archives.
CO6	Create employment in the field of museum and archives

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2			2	3	3	3	2	2	2	2	2
CO2	3	3	3		2	3			2	3	3	3	2	3	3	2	3
CO3	3	3	3		3	3			3	3	3	3	3	3	3	3	3
CO4	3	3	3		2	2			2	3	3	3	2	2	3	2	2
CO5	3	3	3	-	2	2			2	3	3	3	2	2	2	2	2
CO6	3	3	3		2	3	3		2	3	3		2	3	3	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISDC-501				
Course Name: Cultural History of Ancient India				
Semester /Year :5th/3rd year				
	L	T	P	C
	4			4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to understand the cultural history of ancient India.**
2. **It will help in understanding the religious reform movements in post-vedic era.**
3. **It will help in understanding the cultural developments in post Mauryan and Gupta era.**

Course Contents

1: A Broad Survey of Paleolithic, Mesolithic and Neolithic Cultures.

2: A study of Harappan/Bronze Culture

3: Buddhism and Jainism: Doctrine, Spread, decline and contribution.

4: Mauryan and Post-Mauryan cultures.

5: Cultural development in Gupta Age, Gandhar, Mathura and Amravati Schools of Art.

References:

Course outcomes (COs):

Upon successful completion of the course student will be able to

CO1	Learn about the evolution of Culture in Indian Sub-continent
CO2	Understand the pre-historic and proto-historical cultures
CO3	Understand the spread and decline of Buddhism and Jainism in India.
Co4	Learn the nature of cultural changes in Ancient India
Co5	Gather knowledge about the cultural transformation during Mauryan and post-Mauryan periods.
CO6	Learn about the development of art and architecture in the Gupta age.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	2		2	2	2	2	2	2	2	2	2
CO2	3	3	3		2	3	3		2	2	3	3	2	3	3	2	3
CO3	3	3	3		3	3	3		3	3	3	3	3	3	3	3	3
CO4	3	3	3		2	2	3		2	2	2	3	2	2	3	2	2
CO5	3	3	3		2	2	3		2	1	3		2	2	2	2	2
CO6	2	3		3	3	1	2	3	1	3	3		2	3	3	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

6. Uttarakhand Past and Present.(3 Vols)

7. Katauch, Y.S., Archaeolgy of Mid-Himalaya,

8. Katauch, Y.S. (ed.) Uttarakhand Ka Naveen Itihas.

9. Nautiyal, K.P., Archaeology of Kumaon including Dehradun.

10. Nautiyal, K.P. & B.M. Khanduri, Emergernce of Early Culture in Garhwal Himalaya.

11. Negi, S.S., Madhya Himalaya Ka Rajnitik Avam Sanskritik Itihas.

12. Pande, B., Kumaon Ka Itihas.

13. PAHAR (Nainital) all relevant Volums

14. Khanduri, B.M., Archaeology of Alaknanda Valley'

15. Bhakuni, Hira, Sangramiyaun Ke Sartaj Pt. Badri Datt Pande

16. Manral, Dharam, Svatantrata Sangram Mein Yogdan.

17. Raturi, H.K., Garhwal Ka Itihas

18. Rawat, A., History of Garhwal(1358 to 1947)

19. Saklani, Atul, The History of Princely State- Trehri.

20. Saklani, Dinesh, Ancient Communities of Himalaya

21. Tolia, R.S.,(ed.) British Kumaon-Garhwal(2 Vols), Walley, P.(discription)

22. Uttarankhand Bharati, all Vols.

23. Valdiya, K.S., (ed.), Kumaon Land and People,

24. Zaidi, Rehana, Madhya Himalaya Ke Partiya Rajya Avam Mughal Shashak.

25. Pathak Shekhar, Uttarakhand Mein Coolie Begar Pratha.

26. Thapliyal, Rekha, Prachin Madhya Himalaya,

27. Kandari,O.P.& O.P. Gusain(ed.), Garhwal Himalaya: Society, Nature and Culture,Trans Media, Srinagar, 2001

28. MUHA, Journal of Meerut University.Vols. 5- (Special Issue on Uttarakhand.)

29. Handa, O.C. History of Uttarachal, Indus Pub., N.Delhi, 2002

30. Bisht, Surendra Singh; Himalaya Maen Upniveshvad aur Paryavaman, Trans Media Srinagar,2007

31. Khanduri, B.M & S.S.Negi; Uttarakhand : A Historical Profile, Trans Media, Srinagar, 2007

32. Zaidi, Rehana, Garhwal-Mughal Sambandh

Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Examine the early history of Uttarakhand.
CO2	Understand the structure the State Formation in Uttarakhand,
CO3	Gather knowledge about Panwar Dynasty in Garhwal and Chand Dynasty in Kumaun and their administrative set up.
CO4	Learn about the major tribal groups in Uttarakhand.
CO5	Examine the nature of political relations between the rulers of Uttarakhand and other neighboring states
CO6	Make an estimate of the relations of Uttarakhand with other contemporary political powers.

CO-PO Mapping

PO / CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	3	2	0	2	0	0	0	2	2	3	3	2	1	2	0	2
CO 2	2	2	3	0	2	0	0	0	2	2	3	3	0	2	2	2	2
CO 3	2	2	2	0	2	01	0	00	3	2	2	2	2	1	2	3	2
CO 4	3	1	2	0	1	0	0	0	2	3	1	2	2	2	2	2	2
CO 5	3	3	3	0	2	0	1	0	1	3	3	3	2	2	1	0	0
CO 6	3	3	2	0	1	0	0	0	1	3	3	2	3	1	0	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code : HISDC-502				
Course Name :- State Formation in Uttarakhand				
Semester /Year : 5th /3rd				
	L	**T**	**P**	**C**
	4			**4**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives : The objectives of this course are

1. **This paper is designed to understand the history of Uttarakhand.**
2. **It will help in understanding the state formation under various dynasties.**
3. **It will help in understanding about political awakening and other socio-cultural practices in Uttarakhand.**

Course content

Unit 1

Early History of Uttarakhand

(i) Source Material for the Study of the History of Uttarakhand.

(ii) Outlines of the history of Uttarakhand from 600BC to Katyuri Period

Kirat, Kuninda, Khasa

Unit 2

Tribal Groups of Uttarakhand– Bhotia, Tharu, Boxa, Van-Raji and Jaunsari.

Unit 3

State Formation in Uttarakhand

Panwar Dynasty in Garhwal and Chand Dynasty in Kumaun and their administrative set up.

Unit 4

Political relations of kingdoms of Uttarakhand with rulers of Delhi in medieval times

References:

1. Atkinson, E.T., The Himalayan Gazetteer, Vol. II, Pt. I-II
2. Dabral, S.P., Uttarakhand Ka Itihas, Vol.1-17.
3. Guha, Ramchandra, Unquite Woods
4. Joshi, M.P., Morphogenesis of Kuninda Society.
5. Joshi, M.P., Uttaranchal Sanskriti: RISHI,

Course code: HISDE -501				
Course Name: Society & Economy of Modern Europe: 15th - 18 Century				
Semester /Year :5th/3rd year				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to understand the nature and impact of renaissance in Europe.**
2. **It helps in learning about colonization and its objectives.**
3. **It also helps in understanding Industrial revolution in England as well as the concepts of feudalism and capitalism.**

Course Contents

1. Historiographical Trends
2. Feudal Crisis: Main strands
3. Renaissance: Origin, Spread &Dominant Features
4. European Reformation: Genesis, Nature & Impact
5. Beginning of the era of colonization: motives; mining and plantation; the African slaves
6. Economic developments of the sixteenth century; Shift of economic balance from the Mediterranean to the Atlantic
7. Transition from Feudalism to Capitalism: Industrial Revolution in England

References:

1. PS Gupta, Aadhunik Paschim Ka Uday, Delhi
2. JH Plumb, The Pelican Book of the Renaissance, Penguin, 1982
3. G. R. Elton, Reformation Europe 1517,1559, Wiley, 1999
4. Ralph Davis, The Rise of the Atlantic Economies, New York, 1973 in Transition, Delhi, 2010 (also in Hindi)
5. Rodney Hilton, The Transition from Feudalism to Capitalism, Delhi, 2006.
6.. FernandBraudel, Civilization and Capitalism, Vols. I, II, III, California, 1992
7.Butterfield, Herbert. The origins of modern science. Vol. 90507. Free Press, 1997

Course outcomes (COs):

Upon successful completion of the course student will be able to

CO1	Historiographical trends and the main strands of the feudal crisis. They will also have an idea about the origin, spread and features of Renaissance, reformation and its nature and impact.
CO2	Know about the colonization, its motives, mining and plantation of African slaves, the economic development during the 16th century
CO3	Learn about the transition from Feudalism to capitalism and the industrial revolution in England.
Co4	Gain knowledge about the reasons for the shift of economic balance from the Mediterranean to the Atlantic
Co5	They will discover how to revive the Renaissance in Europe after the fall of the feudal society in Europe, as well as how European society transitioned from feudalism to capitalism.
CO6	Produce written work on ideological, humanistic and secular aspects of any of the modern world revolutions

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	2		2	2	2	2	2	2	2	2	2
CO2	3	3	3		2	3	3		2	2	3	3	2	3	3	2	3
CO3	3	3	3		3	3	3		3	3	3	3	3	3	3	3	3
CO4	3	3	3		2	2	3		2	2	2	3	2	2	3	2	2
CO5	3	3	3		2	2	3		2	1	3		2	2	2	2	2
CO6	2	3		3	3	1	2	3	1	3	3		2	3	3	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISGE-501				
Course Name: History of Indian Journalism: Colonial & Post Colonial Period				
Semester /Year :5th /3rd year				
	L	T	P	C
	4			4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **To understand about modalities of dissemination of information in pre-colonial period in India.**
2. **To learn about the advent of print culture in India & the role of newspapers in national movement.**
3. **To study about prominent newspapers and field work & reporting.**

Course Contents

1. Pre-colonial History of written records &modalities of dissemination
2. Advent of Print media Imperialist Ideologies
3. Nationalism & Print Culture: Selective study of prominent newspapers: Tribune, Amrita Bazar Patrika, and Hindustan Times
4. Writing & Reporting: Field Work

References:

1. Natrajan.J, History of Indian Journalism, Vol. II of Press Commission Report, New Delhi, 1954
2.. Natrajan. J, A history of the Press in India, Asian Publishing House, Bombay, 1962
3. Ghosh,Hamendra Prasad, Newspapers in India, University of Delhi
4. Ananda. Prakash, A History of the Tribune, A Centenary Publication by the Tribune Trust, 1986

Course outcomes (COs):

Upon successful completion of the course student will be able to

CO1	Acquire knowledge towards the history of Indian journalism from colonial to post-colonial period through this paper.
CO2	Understand about important of the documents either written or oral.&Aware towards the advent of print media and culture in India.
CO3	Know about how the journalism influenced the Indians towards the freedom.
CO4	They will gather knowledge how to preserve document and writing pattern of any article
CO5	Analyse the role of the media in society.
CO6	Create an outline of the History of Indian Journalism in Colonial & Post Colonial Period

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2			2	3	3	3	2	2	2	2	2
CO2	3	3	3		2	3			2	3	3	3	3	3	3	3	3
CO3	3	3	3		3	3			3	3	3	3	3	3	3	3	3
CO4	3	3	3		1	2				3	3	3	3	3	3	3	2
CO5	2	2	3					3		2	2	3	3	2	2	2	3
CO6	3	1	3						2	3	1	3	3	2	2	1	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISSC-502				
Course Name: Ethnographic Practices in India: Tradition of Embroidery, Textile making, Knitting, Handicrafts				
Semester /Year :5th/3rd year				
	L	**T**	**P**	**C**
	2			**2**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to understand various ethnographic practices in India.**
2. **It helps to understand the practices of embroidery, knitting, weaving etc.**
3. **It also helps to learn about the relation between market and issues of sustainability.**

Course Contents

1. History: Evidences and writings

-Early India

-Medieval period

Colonial and Post Colonial

2. Contemporary Practices:

-North

--West

-East

South

3. Field work:

References:

1. Textile Museum, Ahmadabad

2. Sanskrit Museum of Indian Textiles, Gurgaon

3. Indian Mirror.com,

4. Local & National Museums, Dharohar Museum, Kurukshetra University, 5. Museum, Punjabi University, Patiala

Course outcomes (COs):

Upon successful completion of the course student will be able to

CO1	Understand the ethnographic practices of India from earliest times to colonial period.
CO2	The practices of contemporary northern to southern and eastern to western parts of contemporary India.
CO3	They will be proficient in historical knowledge about the Indian traditions like, tradition of embroidery, textile making, knitting and handicrafts.
CO4	Gather knowledge through Practitioners & Issues of sustenance, Codification of Information and Relationship between market & Conservation through field work
CO5	Gather knowledge through Practitioners & Issues of sustenance, Codification of Information and Relationship between market & Conservation through field work
CO6	Using a historical perspective to comprehend condition ethnographic techniques in India's needlework and textile traditions

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	2		2				2	2	2	2	2
CO2	3	3	3		2	3	3		2				2	3	3	2	3
CO3	3	3	3		3	3	3		3				3	3	3	3	3
CO4	3	3	3		2	2	3		2				2	2	3	2	2
CO5	3	3	3		2	2	3		2				2	2	2	2	2
CO6	2	3		3	3	1	2	3	1	3	3		2	3	3	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course outcomes (COs):

Upon successful completion of the course student will be able to

CO1	Learn about the cultural development in medieval India.
CO2	Acquire knowledge about art and architecture of Delhi Sultanate.
CO3	Acquire knowledge about the social conditions of India in the medieval period.
Co4	Understand the religious reform movements in Islam and Hinduism
Co5	Understand the development of art and architecture in Mughal and other contemporary kingdoms
Co6	Gather knowledge about cultural synthesis during the medieval India.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	3		2	2	2	2	2	2	2	2	2
CO2	3	3	3		2	3	3		2	2	3	3	3	3	3	3	3
CO3	3	3	3		3	3	3		3	3	3	3	3	3	3	3	3
CO4	3	3	3		2	3	3		2	2	2	3	3	2	2	2	2
CO5	3	2	3		3	3	3	2	3	1	3		3	1	1	2	3
CO6	3	1	2	3	2	1	3		2	3	3		3	2	2	1	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code:HISDC-601				
Course Name: Culture in Medieval India				
Semester /Year: 6th / 3rd Year				
	L	T	P	C
	4			4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. This paper is designed to understand the cultural practices in medieval India.
2. It helps to understand the religious movements in medieval India
3. It also helps to learn about the cultural developments in Maratha and Vijayanagar Empire..

Course Contents

1: Art and architecture in Delhi Sultanate

2: Sufism

3: Bhakti Movement

4: Art and Architecture in Mughal period

5: Cultural development in Maratha and Vijayanagar Kingdoms.

References:

1. Koch E. Mughal Art & Imperial Ideology

2. Percy Brown, Indian Architecture,

Course code :HISDC-602				
Course Name :- Colonization and Political Awakening in Uttarakhand				
Semester /Year : 6th /3rd				
	L	T	P	C
	4			4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives : The objectives of this course are

1. **This paper is designed to understand the history of Uttarakhand.**
2. **It will help in understanding the state formation under various dynasties.**
3. **It will help in understanding about political awakening and other socio-cultural practices in Uttarakhand.**

Course content

Unit 1
Colonization of Uttarakhand
(i) Gorkha invasion and its impact.
(ii) British administration in Uttarakhand- Land revenue and education.
Unit 2
Political Awakening in Uttarakhand
Press, Coolie Begar, Forest Agitations, Dola-Palki.
Unit 3
National Movement in Uttarakhand
National movement in Uttarakhand since 1920
Unit 4
Tehri Garhwal Princely State
(i) Administration
(ii) Prajamandal Movement and merger in Indian Union
Recommended Readings:

1. Atkinson, E.T., The Himalayan Gazetteer, Vol. II,Pt.I-II
2. Dabral, S.P., Uttarakhand Ka Itihas, Vol.1-17.
3. Guha, Ramchandra, Unquite Woods
4. Joshi, M.P., Morphogenesis of Kuninda Society.
5. Joshi, M.P., Uttaranchal Sanskriti: RISHI,
6. Uttarakhand Past and Present.(3 Vols)
7. Katauch, Y.S., Archaeolgy of Mid-Himalaya,
8. Katauch, Y.S.(ed.) Uttarakhand Ka Naveen Itihas.
9. Nautiyal, K.P., Archaeology of Kumaon including Dehradun.
10. Nautiyal, K.P.& B.M. Khanduri, Emergence of Early Culture in Garhwal Himalaya.
11. Negi, S.S., Madhya Himalaya Ka Rajnitik Avam Sanskritik Itihas.
12. Pande, B., Kumaon Ka Itihas
13. PAHAR (Nainital) all relevant Volums
14. Khanduri, B.M., Archaeology of Alaknanda Valley'
15. Bhakuni, Hira, Sangramiyaun Ke Sartaj Pt. Badri Dati Pande
16. Manral, Dharam, Svatantrata Sangram Mein Yogdan.
17. Raturi, H.K., Garhwal Ka Itihas

18. Rawat, A., History of Garhwal(1358 to 1947)
19. Saklani, Atul, The History of Princely State- Trehri.
20. Saklani, Dinesh, Ancient Communities of Himalaya
21. Tolia, R.S.,(ed.) British Kumaon-Garhwal(2 Vols), Walley, P.(discription)
22. Uttarankhand Bharati, all Vols.
23. Valdiya, K.S., (ed.), Kumaon Land and People,
24. Zaidi, Rehana, Madhya Himalaya Ke Partiya Rajya Avam Mughal Shashak.
25. Pathak Shekhar, Uttarakhand Mein Coolie Begar Pratha.
26. Thapliyal, Rekha, Prachin Madhya Himalaya,
27. Kandari,O.P.& O.P. Gusain(ed.), Garhwal Himalaya: Society, Nature and Culture,Trans Media, Srinagar,2001
28. MUHA, Journal of Meerut University.Vols. 5- (Special Issue on Uttarakhand.)
29. Handa, O.C. History of Uttarachal, Indus Pub., N.Delhi, 2002
30. Bisht, Surendra Singh; Himalaya Maen Upniveshvad au Paryavarnan, Trans Media Srinagar,2007
31. Khanduri, B.M & S.S.Negi; Uttarakhand : A Historical Profile, Trans Media, Srinagar, 2007
32. Zaidi, Rehana, Garhwal-Mughal Sambandh

Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Examine the modern history of Uttarakhand.
CO2	Learn about the Gorkha invasion and its impact on the people of Uttarakhand
CO3	British management in Uttarakhand-Land sales and education.
CO4	Learn about Political Awakening and National Movement in Uttarakhand.
CO5	Measuring contribution and getting knowledge about Tehri Garhwal's political, social, and cultural records of the Princely State.
CO6	Making an outline for the history of Uttarakhand.

CO-PO Mapping

PO / CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	3	2	0	2	0	0	0	2	2	3	3	**2**	**1**	**2**	**0**	**2**
CO 2	2	2	3	0	2	0	0	0	2	2	3	3	**0**	**2**	**2**	**2**	**2**
CO 3	2	2	2	0	2	01	0	00	3	2	2	2	**2**	**1**	**2**	**3**	**2**
CO 4	3	1	2	0	1	0	0	0	2	3	1	2	**2**	**2**	**2**	**2**	**2**
CO 5	3	3	3	0	2	0	1	0	1	3	3	3	**2**	**2**	**1**	**0**	**0**
CO 6	3	3	2	0	1	0	0	0	1	3	3	2	**3**	**1**	**0**	**1**	**1**

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISDE601				
Course Name: Political History of Modern Europe: 15th-18th Century				
Semester /Year : 6th/ Third Year				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to understand the political history of Modern Europe.**
2. **It helps in understanding the process of transformation of city states into absolutist states.**
3. **It helps in understanding the constitutional conflict in England in 17th century and the Thirty Years War.**

Course Contents:

Unit I Europe in the 15th century: Political dimensions of feudal crisis
Unit II From City States to emergence of Absolutist States: Case Studies of Italy, Spain, France, England and Russia.
Unit III Constitutional Conflict in 17th century England: Causes, nature and results.
Unit IV Thirty Year War: Causes, Nature and Impact
Unit V Absolutist State in 18th Century: Case studies of Prussia, Russia & England.
Unit VI Crisis of the Absolutist State in France

References:

1. ArvindSinha, Europe in Transition, Delhi, 2010 (also in Hindi)
2. Rodney Hilton, The Transition from Feudalism to Capitalism, Delhi, 2006.
3. Perry Anderson, Lineages of the Absolutist State, Verso, London 2013
4. John Merriman, A History of Modern Europe, New York, 2010

Course outcomes (COs):

Up on successful completion of the courses student will be able to

CO1	Understand Learn political and economical structure of Feudal society in 15th century and its crisis in 18th century.
CO2	Gather knowledge about the nature Feudal Society, regional variation, crisis in Feudalism and transition debate.
CO3	They will acquire knowledge how to rise renaissance in Europe after downfall of feudal Society in Europe and also be learn how the European Society transformed from Feudalism to Capitalism.
CO4	Describe French Revolution , Era of Napoleon
CO5	Analyze global paradigms relevant to Europe's traditional narrative. Civilization
CO6	Analyze and explain different interpretations of world revolutions

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2	2		2	2	2	2	2	2	2	2	2
CO2	3	3	3		2	3	3		2	2	3	3	2	3	3	2	3
CO3	3	3	3		3	3	3		3	3	3	3	3	3	3	3	3
CO4	3	3	3		2	2	3		2	2	2	3	2	2	3	2	2
CO5	3	3	3		1	3			3	1	3		2	2	2	2	2
CO6	2	3		3	3	1	2	3	1	3	3		2	3	3	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISGE-601				
Course Name: Environmental Issues in India				
Semester /Year: 6th/ Third Year				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to explore major environmental problems in India**
2. **It helps in understanding how industrialization, urbanization, agriculture and population growth contribute to environmental degradation in India.**
3. **This paper also helps in understanding the efforts of Indian government, NGO's and International Organizations in tackling environmental problems.**

Course Contents:

Unit I Environmental Issues: Introduction and Importance

Unit II Earth, Ecology, Culture and Environment

Unit III Indian Environmental Traditions and Colonial Intervention

Unit IV Environmental Ethics and Movements

Unit V Global Environmental Concern and its Impact on India

References:

1. **Agrawal Anil, The State of India's Environment, The second citizen report, Delhi, 1985**
2. **Kiran B. Chokkar, Understanding Environment, Sage Publications, 2004**
3. **Jain Pankaj, Dharma and Ecology in Hindu Communities, Ashgate, 2011**
4. **Shiva Vandana, Staying Alive, Women, Ecology and Development, London, 1989**
5. **Rangarajan Mahesh, Environmental Issues in India, Pearson, new Delhi, 2006**

Course outcomes (COs):

Up on successful completion of the courses student will be able to

CO1	Identify and explain major environmental issues in India
CO2	Critically analyze how human activities contribute to environmental degradation
CO3	Understand India's environmental laws, policies and regulations and their effectiveness
CO4	To propose and assess sustainable practices and solutions to environmental problems
CO 5	Understand the role of Government, NGO's and international organizations in addressing environmental issues in India
CO6	To explain India's role in global environmental initiatives, including its commitment to international treaties

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	-	2	2			2	3	3	3	2	2	2	2	2
CO2	3	3	3		2	3			2	3	3	3	3	3	3	3	3
CO3	3	3	3		3	3			3	3	3	3	3	3	3	3	3
CO4	3	3	3		1	2				3	3	3	3	3	3	3	2
CO5	2	2	3					3		2	2	3	3	2	2	2	3
CO6	3	1	3						2	3	1	3	3	2	2	1	2

: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code: HISSC601				
Course Name: Documentation & Visual Culture				
Semester /Year : 6th/ Third Year				
	L	T	P	C
	2			2

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are

1. **This paper is designed to understand the conceptual framework for visual culture.**
2. **It helps in understanding the methods of documentation like photos, videos, films & digital format**
3. **It will also help in understanding fieldwork, internship & training**

Course Contents

Unit I Conceptual Framework

Unit II Visual Culture: Colonial & Post Colonial Contexts

Unit III Politics of Documentation

Unit IV Methods of Documentation: Photographs, Films, Videos and digital

Unit V Fieldwork, Internship and Training

Course References

1. Conceptual Framework
   - Berger, J. (1972). *Ways of Seeing.* Penguin Books.
   - Mirzoeff, N. (1998). *The Visual Culture Reader.* Routledge.
   - Rose, G. (2016). *Visual Methodologies: An Introduction to Researching with Visual Materials.* Sage Publications.
2. Visual Culture: Colonial & Post-Colonial Contexts
   - Pinney, C. (2008). *The Coming of Photography in India.* Oxford University Press.
   - Ryan, J. R. (1997). *Picturing Empire: Photography and the Visualization of the British Empire.* Reaktion Books.
   - Sundaram, R. (2010). *Pirate Modernity: Delhi's Media Urbanism.* Routledge.
3. Politics of Documentation
   - Sekula, A. (1986). *Photography against the Grain: Essays and Photo Works 1973-1983.* The Press of the Nova Scotia College of Art and Design.
   - Azoulay, A. (2008). *The Civil Contract of Photography.* Zone Books.
   - Tagg, J. (1988). *The Burden of Representation: Essays on Photographies and Histories.* University of Minnesota Press.
4. Methods of Documentation: Photographs, Films, Videos, and Digital

- Sturken, M., & Cartwright, L. (2009). *Practices of Looking: An Introduction to Visual Culture.* Oxford University Press.
- Ritchin, F. (2013). *Bending the Frame: Photojournalism, Documentary, and the Citizen.* Aperture.
- Nichols, B. (2017). *Introduction to Documentary.* Indiana University Press.

5. Fieldwork, Internship, and Training

- Clifford, J., & Marcus, G. E. (1986). *Writing Culture: The Poetics and Politics of Ethnography.* University of California Press.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing Ethnographic Fieldnotes.* University of Chicago Press.
- Angrosino, M. V. (2007). *Doing Ethnographic and Observational Research.* Sage Publications.

Course outcomes (COs):

Up on successful completion of the courses student will be able to

CO1	Conceptual Framework for Visual Culture: Colonial &; Post Colonial Contexts Politics of Documentation
CO2	Study the Methods of Documentation: Photographs, Films, Videos and digital
CO3	They will accumulate understanding towards Fieldwork, Internship and Training
CO4	Conceptual Framework for Visual Culture: Colonial &; Post Colonial Contexts Politics of Documentation
CO5	Study the Methods of Documentation: Photographs, Films, Videos and digital
CO6	Through written, oral, and constructive exercises, students will compile a portfolio of works that showcases their writing and presentation abilities.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2		2	2	2		2	2	2	2	2	2	2	2	2
CO2	3	3	3		2	2	2		2	2	3	3	3	3	3	3	3
CO3	3	3	3		2	1	1		1	3	3	3	3	3	3	3	3
CO4	3	2	2		1	2	2		2	2	2	3	3	3	3	3	2
CO5	2	3	2		2	2	2		1	1	3		3	2	2	2	3
CO6	3	1	2	3	2	1	3		2	3	3		3	2	2	1	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated