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 (With History)

Under National Education Policy (NEP)-2020

School of Humanities and Social Sciences

(W E F 2023-2024)

SHRI GURU RAM RAI UNIVERSITY

[ESTD. BYGOVT.OF UTTARAKHAND,VIDE SHRIGURURAMRAI UNIVERSITY ACTNO.03OF 2017&RECOGNIZEDBYUGCU/S(2F)OF UGCACT1956]

MINUTES OF MEETING

FIFTH BOARD OF STUDIES MEETING IN HISTORY AS PER NEP 2020

A meeting of all the members of the Board of Studies in Department of History was held on6th July 2023 from 11:00 am onwards at School of Humanities and Social Sciences, Shri Guru Ram Rai University, Pathri Bagh, Dehradun. The following members were present:

1. Prof. (Dr.) Geeta Rawat, Dean, School of Humanities and Social Sciences, Shri Guru Ram Rai University, Dehradun **(Chairperson)**
2. Prof. (Dr.) M.S.Gusain, Department of History, SGRR P.G.College, Dehradun **(External Expert)**
3. Prof. (Dr.) Kumud Saklani, Dean Academics, SGRR University **(Special Invitee)**
4. Mr. Manoj Prakash Jaguri, Coordinator & Assistant Professor, Department of History, SHSS, Shri Guru Ram Rai University, Dehradun **(Convener)**
5. Dr Madhu Sharma, Associate Professor Department of Home Science, SHSS, Shri GuruRam Rai University, Dehradun. **(Member)**
6. Mr. Sunil Kishtwal, Assistant Professor, Department of History, SHSS, Shri Guru Ram Rai University, Dehradun. **(Member)**

PROCEEDINGS AND RESOLUTIONS:

The members of BOS discussed the agenda item wise and resolutions were made accordingly.

Agenda No. 1: To confirm the minutes of fourthBoard of Studies in Department of History held on 14th October 2022.

Resolution: The board confirmed and approved the last Board of Studies meeting held on 14th October 2022.

Agenda No. 2: Implementation of NEP-2020 from the Academic Session 2023-24&Inclusion and finalization of Program outcomes (POs), Program specific outcomes (PSOs), Course outcomes (COs) of B.A.(History as per NEP 2020 and CBCS)

Resolution: It was recommended and approved by the members of the board that from the academic session 2023-24, department is implementing NEP in the UG course and course outcomes should be included in the curriculum according to UGC norms. The Program outcomes (POs), Program specific outcomes (PSOs), Course outcomes (COs) for B.A. History were discussed in detail with the honorable members and all the members resolved to approve the same.

Agenda No. 3: To considerdistribution of courses for 1st to 6th semesters in B.A. (History as per CBCS/NEP guidelines) as per CBCS/NEPfor the Academic Session 2023-24

Resolution: The distribution of courses for 1st to 6th semesters. in the UG program as per CBCS/NEP 2020 was discussed in detail with the honorable members and it was resolved to approve and implement the same for the academic session 2023-24 with the following suggestions &recommendation:

(i) External BOS members suggested that the course/course contents may be reshuffled in the next BOS.
(ii) External BOS members also recommended that the credits for generic electives courses, value addition courses and skill enhancement courses should be of 2credits each (applicable only if state guidelines revised)

Agenda No. 4: Allotment and description of course code and credits to different courses in the UG programmefor 1st to 6thsemesters.

Resolution:

The course codes in the UG programme were allotted as per **UGC/NEP guidelines** and University norms and all the members resolved to approve the same. The credit system in the UG was approved as per UGC norms/NEP guidelines. The theory courses were of 4 credits each. **(Annexure attached)**

Agenda No. 5: Medium of instruction, question paper pattern, medium of examination, and duration of examination, allotment of marks in internal and external exams.

Resolution:

- The members were of the view and recommended that the medium of instruction would be English /Hindi both medium for UG Course program as per SGRR University norms.

- ❖ It was resolved by all the members that the question paper pattern and duration of the End term examination would be as per the guidelines issued by the Board of Examination SGRR University from time to time.
- ❖ Each paper would be of 100 marks. The distribution of mid-term and end term examination marks will be as per guidelines issued by the Board of Examination SGRR University from time to time.

Agenda No. 6: Evaluation pattern and distribution of marks.

Resolutions: All the members of BOS were of the view that the evaluation pattern and distribution of marks should be at par with other subjects and should follow university norms to bring uniformity.

The meeting ended with the vote of thanks by Chairperson.

1. Prof. (Dr.) Geeta Rawat, Dean, School of Humanities and Social Sciences, Shri Guru Ram Rai University, Dehradun **(Chairperson)** 6/July/2023
2. Prof. (Dr.) M.S.Gusain, Department of History, SGRR P.G.College, Dehradun **(External Expert)**
3. Prof. (Dr.) Kumud Saklani, Dean Academics, SGRR University **(Special Invitee)**
4. Mr. Manoj Prakash Jaguri, Coordinator & Assistant Professor, Department of History, SHSS, Shri Guru Ram Rai University, Dehradun **(Convener)**
5. Dr Madhu Sharma, Associate Professor Department of Home Science, SHSS, Shri GuruRam Rai University, Dehradun. **(Member)**
6. Mr. Sunil Kishtwal, Assistant Professor, Department of History, SHSS, Shri Guru Ram Rai University, Dehradun. **(Member)**

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	Become leaders in multidisciplinary courses and engage in initiatives that encourage growth for all.
PO-5	Develop awareness of social issues.
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	To provide a comprehensive understanding of History of India as well as the World for a comparative understanding and possible links between them.
PSO2	To impart quality education in History for properly analyzing historical process in order to develop qualified professionals in the discipline of History.
PSO3	History is a subject which permits one to ponder on 'look before you leap'.
PSO4	Knowledge of ancient, medieval and modern history and its concepts.
PSO5	History becomes indispensable for pursuing a career in various avenues – be it research, education or teaching.

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 : 4 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 CE to 1206.	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

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 1206 to 1707 AD	3	1	0	4	30	70	100
2	HISDC-302	Some Aspects of European History: C. 1780-1939AD	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

Second Year
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 India from C.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 Outreach**	HISSC-401 OR **Internship/Apprenticeship /Project/ Community Outreach**	**2**	**0**	**0**	2	30	70	100
7	Value Addition Course (VAC)	Choose one from a pool of VAC courses VAC – 4	**2**	**0**	**0**	2	30	70	100

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: 15Tth - 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 medieval 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	Women in Politics & Governance	**4**	**0**	**0**	4	30	70	100
5	HISDE601	Political History of Modern Europe: 15TH -18 Century	**4**	**0**	**0**	4	30	70	100
6	HISSC-601 OR **Internship/Apprenticeship /Project/ Community Outreach**	Academic and Research Writing OR **Internship/Apprenticeship /Project/ Community Outreach**	**2**	**0**	**0**	2	30	70	100
		Total	22	0	0	22	180	420	600

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 gives an overview of ancient Indian history

2. The 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 examines 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
Unit III The Vedic Period: Polity, Society, 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.
Unit VI The Satvahana Phase: Political History.
Unit VII The Sangam Age: Sangam Literature, The three Early Kingdoms.
Unit VIII The age of Kushanas.

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 Ancient India (1991 edtt.)
19. Singh, Upinder. Ancient India: From the stone age to the 12th Century. 2009
20. Singh, Upinder. Discovery of Ancient India: Early archaeologist and the beginning of archaeology.2005
21. 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	Have a clear idea about the history of early India and the sources and tools to reconstruct Ancient Indian History with different interpretations.
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, foreign invasions like Kushanas,
CO5	Analyze the age of Satvahanas, Sangam literature and three early Kingdoms of South.
CO6	Establish 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 British in India in 18th century.
Unit IV Informal Empire in 19th century Africa.

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 developments in Europe.
CO2	Learn the growth of colonialism in Europe and other parts of the world
CO3	Explain the processes by which major transitions unfolded in Europe economy, state
CO4	Understand social structure and cultural life of Europe
CO5	Examine the political conditions in Europe
CO6	Critically analyze linkages between Europe's state system and colonialism in Asia

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 about oral culture in India.
3. The students will learn about documentation of oral culture.

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	Learn 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	Acquire knowledge towards the documentation of any research work
CO5	Understand the various dimensions of orality and the relationships between orality, memory and history.
CO6	Analyze their 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. Discussed historical overview, oral and codified data on medicinal plants

3. Cultural Forms and Expression of India's Main cultural components and Historical commercial enterprises.

Course Contents

Unit I Environment:

1-Oral &codified information on medicinal Plants

2-Water & Water Bodies

Unit II Urbanization:

Unit III Cultural Heritage:

Built Heritage

Unit IV 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, Bhartiya Upmahaduip ki Sanskritiyan, University of Delhi.

Course outcomes (COs):

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

CO1	Gather knowledge concerning Environment; Culture, Tradition& Practices:
CO2	Discuss about historical oral & codified data on medicinal Plants
CO3	Understand however Urbanization started in Indian society.

CO4	Learn about Social difference & Gender:
CO5	Understand Indian Cultural Heritage and its main components.
CO6	Understand major cultural forms & cultural expressions.

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 the kingdoms in different parts of India during c.300 to 1206.

2. This paper will help to learn about the social and economic conditions in the period between 300 and 1206 AD.

3. 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 The age of Pallavas and Chalukyas
Unit IV Tripartite Struggle for Kannauj: The Rashtakutas, Palas & Pratiharas.
Unit V Emergence of Rajput States in Northern India: Polity, Economy & Society.
Unit VI Arabs in Sindh: Polity, Religion & Society.
Unit VII 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	Find the rise and development of several Kingdoms in various parts of India from 300 and 1206.
CO2	Learn about administration, society and economy during the reign of Guptas, Harsha in the North India and Kingdoms of South.
CO3	Learn about the formation of Rajput states in Northern India.
CO4	Organizing the events that led to the foundation of the Indian Sultanate and the Arab conquest of Sind.
CO5	Understand the nature and causes of 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: C. 16th century to early 20 Century				
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. Growth of Industries in Germany
5. Impact of Industrial Revolution on European Society, Polity & Economy.

References:

Jerry Müller, Mind & the Market

1. Karl Polany, The Great Transformation

2. Joseph Schumpeter, 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	Understand the nature of the feudal society, regional variation and crisis in feudalism.
CO3	Acquire knowledge about renaissance in Europe after downfall of feudal Society in Europe and also about how the European Society transformed from Feudalism to Capitalism?
Co4	Predict the Industrial Revolution and European Industrial Revolution Stages
Co5	Understand the First World War, the Treaty of Versailles, the Russian Revolution, the League of Nations and the Impact of the League of Nations.
Co6	Understand 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-Patriarchy: Ideology & Practice
- 2-Relationship between Gender, Caste, Class, Religion &Politics

Unit II Emergence of Women Studies in India

Unit III Gender & Social History:
- 1-Women's Question in the 19th century
- 2-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

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	Understand 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	Learn about the contribution of women towards the society in political, social and religious fields.
CO4	Understand the issues of violence against the women and government preventive laws for their safety.
CO5	Study and understand women empowerment schemes launched by the Government.
CO6	Acquire knowledge about women studies in 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	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.

Unit 2 Environmental consciousness in ancient and medieval and modern India

The concept of nature in our spiritual traditions, Indus valley civilization: Planned urbanization, worship of different components of nature, British imperialism and Over-exploitation of natural resources.

Unit 3

Environmental Movements in Independent India

Recommended Readings:

1. Agrawal, Arun, *Environme ntality*, 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 ItihastathaSanskriti (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. This paper discusses the foundation, expansion and consolidation of the Delhi Sultanate
2. This paper discusses the emergence of regional powers also.
3. This paper discusses the administrative structure, economy and society of the Mughals.

Course Contents

Unit 1 Foundation, Expansion & consolidation of the Delhi Sultanate
Unit 2 Administrative & economic reforms under the Khiljis and Tughlaqs
Unit 4 Provincial kingdoms: Vijaynagara & Bahamanis.
Unit5 Second Afghan State – Shershah's administration and land reforms
Unit 6 Emergence and consolidation of Mughal State- Babar's conquest, Humayaun difficulties and failure
Unit 7 Akbar to Aurangzeb: administrative structure-Mansab & Jagirs; Akbar and Aurangzeb
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.

I.H. Siddiqui: Some Aspects of Afghan Despotism

7. KesvanVeluthat: 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):

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

CO1	Know about the foundation, expansion and consolidation of the Delhi Sultanate.
CO2	Acquire a brief summary of the political, governmental and economic changes made during the Delhi Sultanate.
CO3	Have a better understanding of how the Mughal state developed and expanded in the 16th and 17th centuries.
CO4	Understand the governmental system, economy and social structure of the Mughals.
Co5	Learn about the regional dynasties like Bahamanis and Vijayanagar and emergence of Maratha power.
Co6	Understand the nature of polity and governance in Medieval 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	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: Some Aspects of European History: C. 1780-1939AD

Semester /Year: 3rd/ 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 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 French Revolution: Genesis, Nature & Consequences

Unit II Napoleonic Era and aftermath.

Unit III Unification of Italy & Germany

Unit IV Imperialist Conflicts: World War I

Unit V Rise of Fascism and Nazism

Unit VI 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):

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

CO1	Learn about the genesis, nature and consequences of the French revolution, about Napoleonic era and the aftermath, about the revolution of 1830 and 1848, about unification of Italy and Germany.
CO2	Gain knowledge about industrial revolution and its impact.
CO3	Have an insight into the rise of imperialism and its consequences that led to the world wars.
CO4	Understand the concepts of Fascism and Nazism, the origin of second world war, Bolshevik revolution of 1917 and the formation of socialism state in Russia.
CO5	Analyze the developments between two world wars..
CO6	Understand the causes and impacts of First World war.

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 Studies in India.				
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 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-Patriarchy: Ideology & Practice
2-Relationship between Gender, Caste, Class, Religion & Politics
Unit II Gender & Social History:
1-Women's Question in the 19th century
2-Women's Movement in Colonial &Post Colonial India
Unit III Gender, Law & Politics:
1-Political participation
2-Violence against women & Preventive laws
Unit IV Gender, Development & Culture:
1-Issues of Labor & Health
2-Access to resources

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	Understand 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 date.
CO3	Learn about the contribution of women towards the society in political, social and religious fields.
CO4	Examine the issues of violence against the women and government preventive laws for their safety.
CO5	Examine the preventive laws made by the Government for women.
CO6	Develop creative thinking in the field of women studies.

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. **To develop knowledge about the heritage through a field survey and research.**
3. **To understand about modalities of conducting historical tourism.**

Course Contents

Unit I Defining Heritage

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, temple, Indo- Persian, forts, palaces, mosques, colonial and post- colonial architecture.
CO2	Gather knowledge about the heritage through filed survey andconducting research.
CO3	Learn about visit to historical sites and museums.
CO4	Learn about the modalities of historical tourism.
CO5	Analyze Historical Tourism with Uttarakhand-based Perspective.
CO6	Create awareness about 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 British 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 Bose 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 MadhyamKriyanwanyanNideshalaya. 2012.
20. Ayodhya Singh; 26 Bharat Ka Mukti Sangram
21. Sunder Lal; Bharat meinAngreji Raj 2 vol.(National Book Trust of India)

22. B.L. Grover; A New Look on Modern Indian History, S Chand.

Course outcomes (COs):

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

CO1	Study the history of expansion and consolidation of British power in India
CO2	Review the major political, social and economic changes pertaining to 18th century.
CO3	Understand the history of popular movements and assess the significance of the many voices of protest.
CO4	Identify the varied trends in the emergence of nationalism in colonial India with focus on Gandhian nationalism.
CO5	Learn about the genesis and growth of communalism in 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 / IInd 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):

Up on 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	Create 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 reforms and 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
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 literacy since 1950,
Unit VI Present Scenario: Education as a tool of empowerment.
References:

1. Aparna Basu, Growth of Education and Political Development in India, 1898-1920, 1974

2. Aparna Basu, Bharati Ray, Women Struggle, A History of the All India Women's Conference, 2002

3. Ram Nath Sharma Rajender Nath Sharma, History of Education in India,

Atlantic Publishers, 1996

4. Radha Kumar, A History of Doing 5. Usha Sharma, Women Education in Modern India

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 difference between museums & archives and their salient features.
3. It also helps to 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 and 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):

Upon successful completion of the courses student will be able to

CO1	Define the museums and archives.
CO2	Understand the history of setting up of museums and archives.
CO3	Undertake collection, documentation, exhibition, conservation of rare objects and undertake field work in their college and localities.
CO4	Analyze the importance of educational tours to archives and museums..
CO 5	Understand the significance of Indian museums and archives.
CO6	Create employment and knowledge

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

	L	T	P	C
	6			6

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

Course Objectives:

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 and 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, Hemendra 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 about the history of Indian journalism from colonial to post-colonial period.
CO2	Understand the importance of the documents either written or oral and gather knowledge about the advent of print media and culture in India.
CO3	Understand how journalism influenced Indians during the freedom movement.
CO4	Gather knowledge about writing articles in the newspaper.
CO5	Analyze the role of the media in society.
CO6	Learn about imperialistic esponse to the growth of print media in colonial 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			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
	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 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	Know about the ethnographic practices of India from earliest times to colonial period.

CO2	Compare the ethnographic practices of northern to southern and eastern to western parts of contemporary India.
CO3	Under the Indian traditions like, tradition of embroidery, textile making, knitting and handicrafts.
CO4	Gather knowledge through codification of information and relationship between market & conservation through field work
CO5	Understand the development of handicrafts in India.
CO6	Using a historical perspective to comprehend the 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

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: Students will be able to demonstrate a broad understanding of the major cultures and civilizations of ancient India.

2. Students will be able to analyze the development of these cultures and civilizations over time.

3. Students will be able to evaluate the impact of these cultures and civilizations on the development of India and the world.

Course Contents

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

2: 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:

1. Possehl, Gregory L. The Indus Civilization: A Contemporary Perspective. Cambridge University Press, 2002.

2. Kenoyer, Jonathan Mark. Ancient Cities of the Indus Valley Civilization. Oxford University Press, 1998.

3. Gombrich, Richard F. Theravāda Buddhism: A Social History from Ancient Benares to Modern Colombo. Routledge, 2009.

4. Thapar, Romila. A History of India, Volume I: From the Origins to 1300 A.D. Penguin Books, 2002.

5. Kramrisch, Stella. The Art of India. Phaidon Press, 1954

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

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

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 and Tangana.

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, Nepal and Sirmore and Sikh rulers

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,
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 RajnitikAvamSanskritikItihas.
12. Pande, B.., Kumaon Ka Itihas.
13. PAHAR (Nainital) all relevant Volums
14. Khanduri, B.M., Archaeology of Alaknanda Valley'
15. Bhakuni, Hira, SangramiyaunKe 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 KePartiya Rajya Avam Mughal Shashak.
25. Pathak Shekhar, Uttarakhand Mein Coolie BegarPratha.
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 MaenUpniveshvad aur 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 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 additionally.
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 outline for Uttarakhand history

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	0	2	0	0	0	2	2	3	3	2	1	2	0	2
CO2	2	2	3	0	2	0	0	0	2	2	3	3	0	2	2	2	2
CO3	2	2	2	0	2	01	0	00	3	2	2	2	2	1	2	3	2
CO4	3	1	2	0	1	0	0	0	2	3	1	2	2	2	2	2	2
CO5	3	3	3	0	2	0	1	0	1	3	3	3	2	2	1	0	0
CO6	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: HISGE-501
Course Name: History of Indian Journalism: Colonial & Post Colonial Period
Semester /Year: 5th /3rd year

Course code: HISDE-501				
Course Name: Society & Economy of Modern Europe: 15th – 18th Century				
Semester /Year: 6th/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
6. Economic developments of the sixteenth century
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. Fernand Braudel, 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	Have an idea about the origin, spread and features of Renaissance, reformation and its nature and impact.
CO2	Know about colonization, its motives and 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	Understand the concepts of imperialism and colonialism.
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: HISDC-601				
Course Name: Culture in Medieval India				
Semester /Year: 6th / 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. **Students will be able to demonstrate a broad understanding of the major art and architectural styles and movements that developed in India during the Delhi Sultanate period, Sufism, the Bhakti movement, the Mughal period, and the Maratha and Vijayanagar Kingdoms.**
2. **Students will be able to analyze the development of these art and architectural styles and movements over time and to identify the factors that influenced their development.**
3. **Students will be able to evaluate the impact of these art and architectural styles and movements on the development of Indian culture and society.**

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, Ebba. Mughal Art and Imperial Ideology. Oxford University Press, 2001.
2. Dhaky, M. A. The Architecture of the Sultanate of Delhi. Brill, 1987
3. Schimmel, Annemarie. Mystical Dimensions of Islam. University of North Carolina Press, 1975.
4. Chittick, William C. Sufi Path of Knowledge. State University of New York Press, 1989.
5. Davis, Richard H. The Lives of Indian Saints. Princeton University Press, 1997.
6. Beckwith, Christopher I. The Bhakti Movement. Columbia University Press, 2003.
7. Koch, Ebba. Mughal Architecture. Thames & Hudson, 2002.

8. Dani, A. A. The Mughals: A Study in Architecture. D. K. Printworld, 1989.

9. Subrahmanyam, Sanjay. The Marathas 1600-1818. Cambridge University Press, 1993.

10. Nilakanta Sastri, K. A. A History of South India. Oxford University Press, 1955.

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-602				
Course Name : Colonization and Political Awakening in Uttarakhand				
Semester/Year: 6th /3rd				
	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 ppaper 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, Emergernce of Early Culture in Garhwal Himalaya.
11. Negi, S.S., Madhya Himalaya Ka RajnitikAvamSanskritikItihas.
12. Pande, B.., Kumaon Ka Itihas.
13. PAHAR (Nainital) all relevant Volums
14. Khanduri, B.M., Archaeology of Alaknanda Valley'
15. Bhakuni, Hira, SangramiyaunKe 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 KePartiya Rajya Avam Mughal Shashak.
25. Pathak Shekhar, Uttarakhand Mein Coolie BegarPratha.
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 MaenUpniveshvad aur 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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	0	2	0	0	0	2	2	3	3	2	1	2	0	2
CO2	2	2	3	0	2	0	0	0	2	2	3	3	0	2	2	2	2
CO3	2	2	2	0	2	01	0	00	3	2	2	2	2	1	2	3	2
CO4	3	1	2	0	1	0	0	0	2	3	1	2	2	2	2	2	2
CO5	3	3	3	0	2	0	1	0	1	3	3	3	2	2	1	0	0
CO6	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

(11)

Course code: HISSC-601				
Course Name: Documentation & Visual Culture				
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 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 Methods of Documentation: Photographs, Films, Videos and digital

Unit IV Fieldwork, Internship and Training

Recommended Readings:

1. Mirzoeff, Nicholas. The Visual Culture Reader. Routledge, 1998.

2. Berger, John. Ways of Seeing. Penguin Books, 1972.

3. Bhabha, Homi K. The Location of Culture. Routledge, 1994.

4. Chatterjee, Partha. Nationalist Thought and the Colonial World: A Derivative Discourse? Oxford University Press, 1993.

5. Hall, Stuart. Representation: Cultural Representations and Signifying Practices. Sage Publications, 1997

6. Spivak, Gayatri Chakravorty. In Other Worlds: Essays in Cultural Politics. Routledge, 1988.

7. Sekula, Allan. Photography Against the Grain: Essays and Photo Works, 1973-1983. The MIT Press, 1984.

8. Tagg, John. The Burden of Representation. The University of Minnesota Press, 1993.

9. Van Maanen, John. Tales of the Field: On Writing Ethnography. University of Chicago Press, 1988.

10. Nichols, Bill. Representing Reality: Issues and Concepts in Documentary. Indiana University Press, 1991.

Course outcomes (COs):

Upon successful completion of the courses student will be able to

CO1	Understand the conceptual framework for Visual Culture.
CO2	Study the Methods of Documentation: Photographs, Films, Videos and digital
CO3	Accumulate understanding towards Fieldwork, Internship and training.
CO4	Understand the Politics of Documentation
CO5	Study the growth of Photographs, Films and Videos.
CO6	Compile a portfolio of works that showcase 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 Correlate

Course code: BHSD601				
Course Name: Political History of Modern Europe: 15TH -18 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

Unit III Constitutional Conflict in 17th century England: Causes, nature and results.

Unit IV Thirty Year War: Causes, Nature and Impact

Unit V 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 political and economical structure of Feudal society in 15th century and its crisis in 18th century.
CO2	Gather knowledge about the nature of Feudal Society, regional variation and crisis in Feudalism.
CO3	Acquire knowledge about the rise of renaissance in Europe.
CO4	Describe French Revolution and the era of Napoleon
CO5	Analyze global paradigms relevant to Europe's traditional narrative.
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: Women in Politics & Governance.				
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 various formal & informal methods of education in ancient & medieval period

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

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

Course Contents

I. Theoretical Perspectives on politics & governance
II. Pre-Colonial Period: Women of learning & ruling classes
III. Colonial Period: Leaders in reforming activities, politics and national movement
IV. Electoral Politics: Women as voters & elected representatives
V. Case Studies at local government levels, State Assemblies & Parliament.

Recommended Readings:

1. Raj Kumar, Women in Politics, Anmol Publishers, New Delhi, 2000

2. Raj Kumar, Women & Leadership, 2000

3. L.M.Sanghvi, Democracy &the Rule of Law, Occean Books, Pvt Ltd,

New Delhi, 2002

Course outcomes (COs):

Up on successful completion of the courses 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
CO 5	Analyze present Scenario: Education as a tool of empowerment.
CO6	Fight for women's participation and education Women for nation-building

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

SHRI GURU RAM RAI UNIVERSITY

((Estd. By govt. Of Uttarakhand, vide shri guru ram rai university act no. 03 of 2017 & recognizedby UGC U/s (2f) of UGC Act 1956)

MINUTES OF MEETING

FifthBoard of Studies meeting in History

A meeting of all the members of the Board of Studies in History washeld on 6th July 2023 from 11:00 A.M. onwards at the School of Humanities and Social Sciences, Shri Guru Ram Rai University,Pathribagh, Dehradun. The following members were present:

1. Prof. (Dr.) Geeta Rawat , Dean, School of Humanities and Social Sciences, Shri Guru Ram Rai University, Dehradun **(Chairperson)**
2. Prof. (Dr). M.S.Gusain Professor, Department of History, SGRR P.G.College, Dehradun **(External Expert)**
3. Mr. Manoj Prakash Jaguri, Coordinator & Assistant Professor, Department of History, SHSS, Shri Guru Ram Rai University, Dehradun **(Convener)**
4. Dr Madhu Sharma, Associate Professor Department of Home Science, SHSS, Shri GuruRam Rai University, Dehradun **(Member)**
5. Mr. Sunil Kishtwal, Assistant Professor, Department of History , SHSS, Shri Guru Ram Rai University, Dehradun **(Member)**

PROCEEDINGS AND RESOLUTIONS:

The chairperson welcomed all the members and briefed them about the syllabus according to National Education Policy 2020 being implemented as per UGC guidelines issued from time to time.

The members of the BOS discussed the agenda item-wise, and resolutions were made accordingly.

Agenda No. 1: To confirm the minutes of the meeting of the fourth Board of Studies in History held on 18th October 2022.

Resolution: The board confirmed the minutes of the last Board of Studies held on 18th October 2022 with the modifications as per curriculum and credit framework for undergraduate program (2022) and National Higher Education Qualifications Framework (NHEQF, 2023).

Agenda No. 2: To consider and approve the revised B.A Program with History as one of the core discipline for the academic session 2023-24

Resolutions: The Honorable members discussed the syllabus in detail and approved to apply National Education Policy (NEP) 2020 for B.A Program with the inclusion of the nomenclature of the courses as DSC, DSE, GE, VAC, IAPC & SEC as per UGC guidelines.

Agenda No. 3: To consider and approve Program outcomes (POs), Program-specific outcomes (PSOs) Course outcomes (COs) and Course objectives proposed in the syllabus of B.A(History)

Resolutions: The Program outcomes (POs), Program-specific outcomes (PSOs), Course outcomes(COs) and Course objectives in the UG course programs were discussed in detail with the External Expert and all the members resolved to approve the same with minor corrections/suggestions from the honorable external experts.

Agenda No. 4: Allotment and description of course code and credits to B.A. with History. The new courses and their codes are included in Annexure-I.

Resolutions: The course codes, course name and credits in B.A. with History were allotted as per university norms and all the members resolved to approve the courses and credits keeping in view the UGC guidelines.

Agenda No.5: To consider and approve revised M.A. History program for the Academic session 2023-24.

Resolutions: The members discussed the revised syllabus and resolved to approve the same with necessary suggestion/ modification as per UGC guidelines (NEP 2020).

Agenda No. 6: Question paper pattern, types of questions and duration of the examination, allotment of marks in internal and external exams.

Resolutions:

- The members were of the view that the question paper would be as per University norms.
- It was resolved by all the members that the duration of the End term examination would be as per the guidelines issued by the Board of Examination SGRR University from time to time including the duration of Course examinations.
- Each paper would be 100 marks. The distribution of mid-term and end-term examination marks will be as per guidelines issued by the Board of Examination SGRR University from time to time.

Agenda No. 7: Evaluation pattern and distribution of marks.

Resolutions: All the members of BOS were of the view that the evaluation pattern and distribution of marks should be as per with other subjects and should follow university norms to bring uniformity.

The meeting ended with a vote of thanks to the chair.

Prof. (Dr.)Geeta Rawat
Chairperson

Prof. (Dr).M.S.Gusain
External Expert

Mr. Manoj Prakash Jaguri
Convener

Dr. Madhu Sharma
Member

Mr. Sunil Kishtwal
Member