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

Master of Arts (With History)

Under National Education Policy (NEP)-2020

School of Humanities and Social Sciences

(W E F 2023-2024)

Master of Arts History
OUTCOME BASED EDUCATION
Programme outcome (POs)

Students will be able to

PO1	**Disciplinary knowledge**: The students acquire knowledge and understanding in the field of social sciences, literature and humanities through facts, theories and fundamental concepts. It will enhance the global as well as regional knowledge.
PO2	**Critical Thinking and Problem Solving :** The students will develop critical and analytical skills to identify and analyse social issues and problems and suggest improvements for better result. It provides a multi-disciplinary and inter- disciplinary perspective to the students and enables them to analyse and critique the existing policies and explore innovative solutions.
PO3	**Investigations:** The students will analyse and evaluate data on the basis of empirical evidence and critically evaluate practices, policies and theories following scientific approach of Investigations.
PO4	**Team Learning:** The students will learn independent individual learning and collaborative team learning through practical sessions that provide opportunities to interact with industry and gain hands-on experience.
PO5	**Communication Skills:** The students will develop various communication and presentation skills which will help in expressing ideas and views clearly and effectively with the community and society at large.
PO6	**Professionalism:** The students will be confident and equipped with the skills that will promote self-management, employability, entrepreneurship, professional integrity and leadership needed in a global workplace.
PO7	**Ethics** : The students will learn values and ethics and an ability to apply these with a sense of responsibility within the workplace and community which will transform them as responsible citizens.
PO8	**Environment and Sustainable Development**: The students will be able to impart solutions in societal and environmental contexts, and demonstrate the knowledge and need for sustainable development.
PO9	**Lifelong Learning:** The students will have the ability to develop confidence for self-education and ability for lifelong learning. The program will empower to appear for various competitive examinations and to work independently adapting to changing trades, technology and demands of work place through knowledge and skill development.
PO10	**Projects and Management:** The students will develop the ability to formulate problems and projects and to plan a process for solution taking advantage of diverse technical knowledge and skills. They can use the modern tools, techniques, skills and management principles to manage projects in multidisciplinary environments

PO11	**Engineer and Society:** Apply reasoning and contextual knowledge to assess societal and cultural issues and the consequent responsibilities towards human, society and social institutions.
PO12	**Design/Development of solutions:** Able to come up with solutions for complex social problems and design social components or processes that meet the specified needs with appropriate considerations for the public health, safety, cultural, societal and environment considerations.

Program Specific Outcome (PSOs)

PSO 1	Track the critical genealogies of historiography interventions that formed the discipline of History from the earliest times up to the present.
PSO2	Compare and completely differentiate vital patterns of human expertise across time and between different cultures and societies.
PSO3	Fastidiously scan advanced historical narrative, appraise its deployment of evidence, and perceive its argument yet as critically analyse an equivalent.
PSO4	Determine patterns of amendment and continuity with regards to problems with modern significance over long duration as well as across various Geo-cultural zones
PSO5	Understand philosophical doctrine and anachronism and also the ways in which during which they'll hamper historical analysis

Eligibility for admission:

Any candidate who has passed the Graduation Examination from any recognized university or equivalent to it with History in UG level having not 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 : 2 years

STUDY & EVALUATION SCHEME
Master of Arts

First Semester

S. No.	Course Category	Couse Code	Course Name	Periods				Evaluation scheme		Subject Average
				L	T	P	C	Sessional (Internal)	External (ESE)	
Theory										
1	Core	MHSC-101	Principles of History	3			3	40	60	100
2	Core	MHSC 102	World History 1775-1848 AD	3			3	40	60	100
3	Core	MHSC 103	History of Afro-Asian nationalism.	3			3	40	60	100
4	Core	MHSC 104	Indian National Movement - 1857-1919 AD	3			3	40	60	100
5	Core	MHSC 105	Women in Indian History	3			3	40	60	100
6	Core	MHSC 106	History of Uttarakhand (600 BC to 1949 AD	3			3	40	60	100
7	Core	MHSP 107	Seminar			2	2	40	60	100

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

Second Semester

S. No.	Course Category	Couse Code	Course Name	Periods				Evaluation scheme		Subject Average
				L	T	P	C	Sessional (Internal)	External (ESE)	
Theory										
1	Core	MHSC 201	Sources of Indian History)	3			3	40	60	100
2	Core	MHSC 202	World History 1848 -1914 AD	3			3	40	60	100
3	Core	MHSC 203	Constitutional Development 1858-1950AD	3			3	40	60	100

4	Core	MHSC 204	Indian National Movement - 1919-1947AD	3			3	40	60	100
5	Core	MHSC 205	Ecology and Environment in History	3			3	40	60	100
6	Core	MHSC 206	Culture of Uttarakhand (Early Times to 1949 AD	3			3	40	60	100
7	Core	MHSP 207	Seminar			2	2	40	60	100

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

Third Semester

S. No.	Course Category	Couse Code	Course Name	Periods				Evaluation scheme		Subject Average
				L	T	P	C	Sessional (Internal)	External (ESE)	
Theory										
1	Core	MHSC 301	Historical writings: Schools & Historians	3			3	40	60	100
2	Core	MHSC 302	Tourism in History	3			3	40	60	100
3	Core	MHSC 303	Twentieth Century World -1914-1945AD	3			3	40	60	100
4	**Elective**	**MHSE 304**	History of Modern India (from 1757-1857AD)	3			3	40	60	100
5	**Elective**	**MHSE 305**	History of Modern India (from 1858-1947AD)	3			3	40	60	100
6	**Elective**	**MHSE 306**	History of Modern India (from 1948-2000AD	3			3	40	60	100
7	**Elective**	**MHSE 304(A)**	History of Ancient India (From earliest Times to 185 BC)	3			3	40	60	100
8	**Elective**	**MHSE 305(A)**	History of Ancient India (From C. 186 BC to 650AD)	3			3	40	60	100

9	**Elective**	**MHSE 306(A)**	History of Ancient Northern India C. AD 650-1200AD.	**3**			**3**	**40**	**60**	**100**
10	**Elective**	**MHSE 304(M)**	History of Delhi Sultanate (from C.1192 to 1320 AD	**3**			**3**	**40**	**60**	**100**
11	**Elective**	**MHSE 305(M)**	History of Delhi Sultanate (C. 1320 to 1526 AD.)	**3**			**3**	**40**	**60**	**100**
12	**Elective**	**MHSE 306(M)**	History of Mughal India (C. 1526 to 1605AD.)	**3**			**3**	**40**	**60**	**100**
13	Self study	MHSS 301	Science &Technology in Medieval India	3			3	40	60	100
14	Self Study Course	MHSS 302	Indian society continuity and change	3			3	40	60	100
		MHSS 303	RESARCH METHEDOLOGY							
	Core	MHSP 307	Seminar			2	2	40	60	100

Fourth Semester

S. No.	Course Category	Couse Code	Course Name	Periods				Evaluation scheme		Subject Average
				L	T	P	C	Sessional (Internal)	External (ESE)	
Theory										
1	Core	MHSC 401	Twentieth Century World C.1945-2000AD	3			3	40	60	100
2	CORE	MHSC 402	Military History of Uttarakhand	3			3	40	60	100
3	Project Work/ Dissertation	MHSC 403	Project Work/ Dissertation	3			3	40	60	100
4	**Elective**	**MHSE 404**	(Modern India) History of Ideas in Modern India	**3**			**3**	**40**	**60**	**100**

5	Elective	MHS E 405	Society and Culture in Modern India A.D. 1757-1964AD)	3			3	40	60	100
6	Elective	MHS E 406	Economy of Modern India (A.D. 1757 - 1964AD)	3			3	40	60	100
7	Elective	MHS E 404(A)	MA(Ancient India) History of Ancient Southern India (C. AD 650-1200AD)	3			3	40	60	100
8	Elective	MHS E 405(A)	Society and Culture of Ancient India (from earliest time to 1200 A.D.)	3			3	40	60	100
9	Elective	MHS E 406(A)	Economy of Ancient India (from earliest time to 1200 A.D.)	3			3	40	60	100
10	Elective	MHS E 404(M)	(Medieval India) History of Mughal India (C.A.D. 1605 to 1757AD.)	3			3	40	60	100
11	Elective	MHS E 405(M)	Society and Culture in Medieval India(From A.D.1200to1757A D.)	3			3	40	60	100
12	Elective	MHS E 406(M)	Economy of Medieval India (A.D.1200 to1757 AD)	3			3	40	60	100
13	Self Study	MHSS 401 or	Science &Technology incolonial India	3			3	40	60	100
		MHSS 402	History of Indian diaspora	3			3	40	60	100
	Practical	MHSP 407	Seminar			2	2	40	60	100

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

ExaminationScheme:

Components	I[st] internal	II[nd] Internal	Presentation/ Assignment/ Project	External (ESE)
	20	20		60

Course code : MHSC101				
Course Name : Principles of History				
Semester /Year : 1st /1st				
	L	T	P	C
	3			3

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

Course Objectives: The objectives of this course are

1. The paper is designed to provide a better understanding of History.
2. It will help to understand the various theories of History.
3. It will also help to understand the interaction of history with other social sciences.

Couse Contents

Unit 1

Meaning of History, Definition & Scope, Subject matter of History

Unit 2

Types of History–social, economic, intellectual, agrarian, urban, art history etc.
Use and Misuse of history.

Unit 3

Problems of Periodisation.

Unit 4

Objectivity, Determinism, Relativism, Causation, Generalization in history and Moral judgement in history.

Unit 5

History and other Disciplines.
Ancillary Sciences : Archaeology, Paleography, Epigraphy, Numismatics
Auxiliary Sciences: Linguistics, Sociology, Economics, Political Science,
(Influences of statistics on historical methods.

Unit 6

Extent of subjectivity, contrast with physical sciences, interpretation and speculation, causation verses evidence, concept of historical inevitability, Historical Positivism.

Text Books/Recommended Readings:

1. Ali, B. Shaikh, History: Its Theory and Methods
2. Bloch, Marc, The Historians Craft, Vintage Books
3. Carr, E. H., What is History, Penguin (Hindi also)
4. Collingwood,R.G., The Idea of History, Mc Milan
5. Thomson, David, The Aims of History
6. Elliot and Dowson., History of India as told by its own Historians
7. Elton, G. R., The Practice of History
8. Mukhia, Harbans, Historians and History of Medieval India
9. Thompson, J. W., History of Historical writing.
10. Mukherjee, D. P., On Indian History
11. Thapar, Romila, The Past and the Prejudices
12. Thompson, Paul, The Voice of the Past

13. Phillips, G. G., Historians of India, Pakistan and Cylone.
14. Om Prakash, Hindi Kalam
15. Pande, G. C., Itihas Darshan
16. Saxena, R. K., Sultnat Kalin Itihaskar
17. Saxena, R. K., Madhya Kalin Itihaskar
18. Khurana and Bansal; Itihas Lekhan, Avdharnaen tatha paddhyatiya
19. Robert. N. Burns & Hugh Raymen,(edited) Philosophies of history in 2000, Oxford.
20. Authur Marwick, The nature of history 1989, Macmillan, London.
21. Michael Stanford, The companion to the Study of History, 1996, Blackwell, Oxford.
22. J. Gardiner, What is history today, 1988, Macmillan, London.
23. Foucault Michel , The order of things, , 1970, Tavistock Publications, London .
24. Appleby, Telling the truth about history, ,1994, Norton, New York.
25. E.LE. Roy Ladurie, The territory of the Historian, , 1979, Harvester Press , Britain.
26. Verma, Lal Bahadur; Itihas Ke Bare Maen

Course outcomes (COs):

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

CO1	Discover historical values and ethics.
CO2	Develop the ability to distinguish between fact and fiction while understanding that there is not one historical truth.
CO3	Produce well researched written work that engages with both primary sources and the secondary literature.
CO4	Applying an informed familiarity with multiple cultures.
CO5	Employ a full range of techniques and methods used to gain historical knowledge
CO6	Demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	3		2	3	3		2	2	2	2	3	3	3	2	3
CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3
CO3	3	3	3		3	3	3		3	2	3	3	3	3	3	3	3
CO4	2	3	3		2	1	3	2		1	2	1	3	3	1	2	3
CO5	3	3	3		3	2	2	1	3		1		2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSC102				
Course Name : History of World (C. 1775 A.D. –1848 A.D.)				
Semester /Year : 1st /1st				
	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 will help to understand the happenings of World History.
2. It will introduce the students to new political ideas.
3. This paper will help in understanding the growth of constitutionalism.

Course content

Unit 1

American Revolution (1776) –causes and effects.

Unit 2

France on the eve of the revolution of 1789 A.D. :-
a) Social, Political and Economic Condition of France.
b) Intellectuals and their impact.

Unit 3

Course of French revolution
a) Estates General ; Events leading to the fall of Bastille.
b) National Assembly and its works,
c) Legislative Assembly and circumstances leading to September massacre.
d) Working of National Convention and its estimate.

Unit 4

Napoleon
a) Rise of Napoleon ; As first consul.
b) Napoleon as a king ; Continental system ; Peninsular War.
c) Downfall of Napoleon; Estimate of Napoleon.

Unit 5

Vienna Settlement – Principles and criticism.
a) Concert of Europe-Holy Alliance; Quadruple Alliance.

Unit 6 France 1815 to 1848 :-
a) Charles X and July Revolution
b) Louis Philippe's domestic and foreign policy.
c) Revolution of 1848- its internal and external impact.

Text Books:/Recommended Readings :

1. Fisher, H.A.L., A History of Europe (London, Fontana Library, 1969).
2. Hinsley, F.H. (ed.), And Modern History: Material Progress and World Wide Problems.
3. Joll. James, Europe Since 1870: An International History (Har-Row, 1973).
4. Langer, W.L., Diplomacy of Imperialism.
5. Langer, W.L., European Alliances and Alignments. (Greenwood, 1977).
6. Lefebvre, Georges, Coming of the French Revolution (Princeton, 1989).

7. Palmer, R.A. and Cotton, Joel, A History of Modern World, 6th ed. (Mcgraw, 1982).
8. Parks, H.B.,The United States of America.
9. Rude, George, Revolutionary Europe (1984).
10. Saboul, A., The French Revolution.
11. Stavrianos, L.S., The World Since 1500 (1928).
12. Thompson, David, Europe Since Napoleon (Penguin, 1957, 1966).
13. Jain & Mathur, Vishwa Ka Itihas from 1500 to 1950 AD
14. Parthasarthi, G., Vuishva Ka Itihash (Delhi, Hindi Directorate, 1983)
15. Khurana & Sharma, Vishva Ka Itihash (Laxmi Narayan Agarwal)
16. Chauhan, Devendra Singh, Adhunik Europe ka Itihas
17. Katalbey,C.D.M.; Adhunik Kal Ka Itihas(1789 to present time) translated by Vishwa Prakash, S.Chand, Delh.

Course outcomes (COs):

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

CO1	Explain and analyze the key historical events or processes in world history (C.1775-1848).
CO2	Develop an understanding of broad patterns of change within and among various societies and nations across the world.
CO3	Uunderstand the causes and effects of the American Revolution (1776) on France's social, political, and economic conditions, as well as the impact of intellectuals on France.
CO4	Relating to Napoleon's Reign and Continental System, the Peninsular War, and Napoleon's Destruction Vienna Settlement
CO5	Summarize France from 1815 to 1848 and its assessments.
CO6	Integrate the events of July and February Revolutions.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	3		2	3	3	0	2	2	2	2	**3**	**3**	**3**	**2**	**3**
CO2	3	3	2		2	2	3	0	1		2	1	**2**	**3**	**3**	**3**	**3**
CO3	3	3	3		3	2	3	0	3	2	3	3	**3**	**3**	**3**	**3**	**3**
CO4	2	2	2		2	1	3	2	0	1	2	1	**3**	**3**	**1**	**2**	**3**
CO5	3	3	2		3	2	1	1	1	0	1	0	**0**	**3**	**3**	**2**	**2**
CO6	3	2	1		1	2	3	2	0	2	0	0	**3**	**3**	**3**	**3**	**3**

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

Course code :MHSC103				
Course Name : History of Afro-Asian Nationalism				
Semester /Year : 1st /1st				
	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 will help in understanding the growth of nationalism in Asia & Africa.
2. It will help in understanding the nature of colonization in Asia and Africa.
3. It will also help to understand the linkages between ant-colonial struggles in Asia & Africa

Couse Contents

Unit 1

Nationalism –Concept, meaning and definition – Theories of Nationalism – Colonisation – Anti-colonial struggles – Rise of Nationalism.

Unit 2

China – 1911 revolution – Sun Yat Sen – KMT – Chinese Communist party – People's Republic of China.

Unit 3

South East Asia – Dutch Colonization of Indonesia – Nationalism struggle in Indonesia – French Colonization of Indo-China – Liberation of Vietnam.

Unit 4

Colonization of Middle East – Arab Nationalism – Nationalist struggle in Egypt.

Unit 4

Africa – Colonisation of Africa – Anti-colonial struggle in Africa – African Nationalist Movement in South Africa.

Text Books:/Recommended Readings :

1. S. Hall, D.G. E., 1981, History of South East Asia, Mac Millan Education Ltd., London.
2. Clyde and Beers, History of East Asia.
3. Fisher, S.N., The Middle East.
4. Harrison Church, R.J., West Africa.
5. Baril Davidson, The Growth of African Civilisation East and Central Africa to the Late 19th Century.
6. Panthari, Shailendra, Sudur Poorva Ka Itihas, U.P.Hindi Sansthan

Course outcomes (COs):

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

CO1	Understand nationalism and the various types of nationalism theories, colonization, and anti-colonial struggles – the rise of nationalism.
CO2	Explain China – 1911 revolution – Sun Yat Sen – KMT – Chinese Communist party People's Republic of China
CO3	Introduce the learner to the character of Afro-Asian relations;
CO4	Identify the goals of colonization and anti-colonialist movements in the Middle East, Africa, and the Arab world, as well as the links between nationalism and nationalist struggle.
CO5	Analyse development efforts and cooperation among countries.
CO6	Examine the impact on Africa.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	0	2	3	3	0	2	2	2	2	**3**	**3**	**3**	**2**	**3**
CO2	2	3	3	0	2	3	3	0	1	0	2	1	**2**	**3**	**3**	**3**	**3**
CO3	2	3	3	0	3	3	3	0	2	2	3	3	**3**	**3**	**3**	**3**	**3**
CO4	2	3	2	0	2	1	3	2	0	1	2	1	**3**	**3**	**1**	**2**	**3**
CO5	3	3	2	0	3	2	2	1	3	0	1	0	**2**	**3**	**3**	**2**	**2**
CO6	2	2	1	0	1	2	3	2	0	2	0	0	**3**	**3**	**3**	**3**	**3**

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

Course code : MHSC104				
Course Name : Indian National Movement (C.1857-1919AD)				
Semester /Year : 1st /1st				
	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 course of national movement in its initial phase.
2. It will introduce the students to the moderate & extremist ideologies.
3. This paper will help to understand the nature of anti colonial struggle in national movement.

Couse Contents

Unit 1

The Revolt of 1857 – causes and consequences-Factors leading to the Emergence of Indian Nationalism.

Unit 2

Founding of Indian National Congress - Moderate and Extremists-1885- 1907AD

Unit 3

Partition of Bengal 1905 –Swadeshi and Boycott Movements, Rise of Muslim league .

Unit 4

Congress Split, 1907. Revolutionary Trends at home and abroad for India's Freedom. Home Rule Movement- Lucknow Pact, 1916

Unit 5

Impact of the World War-I – Rowlatt Act and Jallianwallah Bagh Massacre, Peasant Movement In India .

Recommended Readings:

1. Bipan Chandra, Nationalism and Colonialism in Modern India.
2. Sumit Sarkar, Modern India.
3. Sen, S.P., 1857.
4. Choudhary, V.C.P.,Theories on Indian Revolt of 1857.
5. Pandey, B.N., A Contemporary History of the Indian National Congress (Vols. 1, 2, 3)
6. Pattabi Sitaramaiah, The Indian National Congress.
7. Tara Chand (1972), Freedom Movement in India, (IV Vols), Government of India, NewDelhi.
8. Majumdar, R.C., 1962, History of Freedom Movement in India, 3 vols, Calcutta.
9. Aggarwal, R.C., 1988, Constitution Development and National Movement of India, S. Chand & Co., New Delhi.
10. Judith Brown, Modern India.
11. Abel, M., 2005, Glimpses of Indian National Movement, (First Edition), The ICFAI University Press, Hyderabad.
12. Grover, B.L., and Grover, S., 1985, The Evolution of Indian Constitution and Freedom Struggle, S.Chand & Company Ltd, New Delhi.
13. Singh, Ayodhya; Bharat Ka Mukti Sangarsh
14. Singh, Gurumukh Nihal; Landmark of Indian Constitutional and National Development 1600-1919AD., Indian Book Shop, Bombay
15. Aggarval, R.C., Indian Constitutional and National Development

16.Bipan Chandra, Bharat Ka Swantantra Sangharsh
17.Durgadass, Bharat Curzen SE Nehru aur uske Pashchat, Wilco Pub. Bombay
18. Grover and Yashpal,Adhunik Bharat Ka Itihas, S.Chand & Company Delhi

Course outcomes (COs):

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

CO1	Explore The Revolt of 1857 and the Emergence of Indian Nationalism.
CO2	Compare the different autobiographies of Indian nationalism with their underlying political thoughts and visions.
CO3	Analyse how the British rule created conditions for the emergence of middle-class and nationalist feelings in India.
CO4	Discuss the debates on various forms of burgeoning anti-colonial resistances from the margins.
CO5	Assess how the social reform movements provided the inner domain / sovereign essence of Indian nationalism to mark its distinction.
CO6	Describe how social and cultural identities emerged through social reform initiatives intersected with the making of Indian nationalism and its character.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	0	2	0	0	0	2	2	3	3	2	1	2		2
CO2	2	3	3	0	2	0	0	0	2	2	3	3		2	2	2	2
CO3	2	2	2	0	2	0	0	0	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	0	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 : MHSC105				
Course Name : Women in Indian History				
Semester /Year : 1st /1st				
	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 will help to understand the contribution of women in various fields.
2. It will help to study the impact of globalization in the lives of women.
3. It will give an overview of entire feminist movement.

Couse Contents

Unit 1

Definition of Women's Studies – Its Objectives – Status of Women in ancient, medieval and modern India

Unit 2

Women contribution in literature and fine art

Unit 3

Contribution of women in Indian National movements.

Unit 4

Rise of Women's Organisations and Feminist Movement

Unit 5

Legal and Constitutional Rights of women in Indian.

Unit 6

Role of Women in politics and administration in post independence era.

Recommended Readings:

1. Tara Ali Aog, India's Women Power.
2. Rama Mehta, Socio-legal, Status of Women in India.
3. Srinivas, M.A., The Changing position of Indian Women.
4. Nanda, B.R., Indian women from Purdah to Modernity.
5. Altekar, A.S., The Position of Women in Hindu Civilisation, Motilal Banarsi Das,
6. Neena Desai, A Decade of Women's Movement in India.
7. Bovehur David, The Feminist Challenge, The Movement for Women's Liberation in Britain and U.s.
8. Banbs Olive, Faces of Feminism – A Study of Feminism as a Social Movement.
9. Gandhi, M.K., Women and Social Justice.
10. Radha Kumar, The Women's Movement in India.
11. Bharat Maen Narivad, Delhi Uni. Hindi Karyanvayan Pub.
12. Agrawal, C.M. Yug-Yug Maen Nari, Almora

Course outcomes (COs):

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

CO1	Analyze the status of women in different periods of history.
CO2	Explore women contributions in Indian literature, fine art.and literary movements.
CO3	Understand how modernity created spaces for women's mobility and empowerment, as much as engendering them in novel ways.
CO4	Contrast the changes brought by post-colonialism and globalization into conditions of women.
CO5	Demonstrate their historical training/knowledge in the interdisciplinary domains of knowledge to unravel everyday forms of gender and patriarchy
CO6	Use new digital media and other ICT tools in order to enhance learning and research capabilities in the area of women's history.

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	2	2	2	2	2	1	0	0
CO2	2	1	2	1	3	2	2	3	2	2	2	1	0	1	0	1	0
CO3	2	3	2	3	3	2	3	3	2	3	3	3	1	0	1	0	1
CO4	3	3	2	2	2	2	2	2	2	2	2	1	2	1	1	1	0
CO5	3	3	2	2	3	2	2	3	2	2	1	0	2	0	0	0	1
CO6	2	2	2	3	3	2	3	3	2	3	0	0	1	2	2	2	0

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

Course code : MHSC 106				
Course Name : - History Of Uttarakhand (C. 600 BC To 1949AD)				
Semester /Year : 1st /1st				
	L	**T**	**P**	**C**
	3			3

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

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 Tangana
(iii) A notes on tribes of Uttarakhand–Bhotia, Tharu, Boxa, Van-Raji and Jaunsari.

Unit 2

State Formation in Uttarakhand

(i) Panwars Dynasty in Garhwal and Chands Dynasty in Kumaun and their administrative set up .
(iii Political Relations of Kingdoms of Uttarakhand with rulers of Delhi in medieval times and Sikh, Nepal and Sirmore.

Unit 3

Colonisation of Uttarakhand

(i) Gorkha invasion and its impact.
(ii) British administration in Uttarakhand-Land revenue and education..

Unit 4

Political Awakening and National Movement in Uttarakhand

(i)
Press, Coolie Begar, Forest Agitations, Dola- Palki.
(ii)
National movement in uttarakhand since 1920.

Unit 5

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 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 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 Samband

Course outcomes (COs):

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

CO1	Examine Early History of Uttarakhand Source Material for the Study of the History of Uttarakhand. Also realizeapproximately Outlines of the records of Uttarakhand from 600BC to Katyuri Period- Kirat, Kuninda, Khasa Tangana Learn approximately tribes of Uttarakhand–Bhotia, Tharu, Boxa, Van-Raji and Jaunsari.
CO2	Structure the State Formation in Uttarakhand Panwars Dynasty in Garhwal and Chands Dynasty in Kumaun and their administrative set up additionally They are knowledgeable with the political relations of Uttarakhand kingdoms with Delhi monarchs in mediaeval times, as well as Sikh, Nepal, and Sirmore.
CO3	Understand Colonisation of Uttarakhand - Gorkha invasion and its impact. And British management in Uttarakhand-Land sales and education.
CO4	Learn about Uttarakhand's Political Awakening and National Movement.
CO5	Measuring contribution and gating knowledge Garhwal Tehri Political, social, and cultural records of the Princely State.

CO6	Making an outline for Uttarakhand history

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	**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	**: MENP-107**				
Course Name	**: SEMINAR**				
Semester /Year	**: I**				
		L	**T**	**P**	**C**
		0	**0**	**2**	**2**

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

Course Objectives: The objectives of this course are

1. To facilitate the integration of theoretical and empirical knowledge, encouraging students to connect various concepts of Home Science to real world application.
2. To develop their research skills and enhance the ability to present their ideas and findings.
3. Demonstrate skills and competences required for the presentation.
4. Present the ideas in a more coherent and comprehensive manner.

Methodology:

1. Each student will interact with others and study the concepts of his/her own choice related to English Literature.
2. The findings will subsequently be presented by the students in the form of a paper for discussion in the seminar.

Course outcomes (COs):

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

CO1	Understand the features of presentation.
CO2	Analyse and appreciate diverse perspectives and contributions
CO3	Identify relevant information, defining and explaining topics under discussion.
CO4	Obtain, select, create and support materials appropriately and can demonstrate insight, independent thought, relevance and persuasiveness.
CO5	Analyze the use of vocabulary; demonstrate command of voice moderation, voice projection and pacing during presentation. Speak cogently with or without notes.
CO6	Use of visual, audio and audio-visual materials to support the presentation.

CO-PO-PSO Mapping

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

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

Course code :MHSC201				
Course Name : Sources of Indian History				
Semester /Year : 2nd /1st				
	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 sources of history

2. It will assist he students to know about Medieval sources in Persian, Urdu Sankrit as well as of Bhakti literature.

3. It will also help in understanding the writings of various modern authors and vernacular literature.

Course content

Unit 1

Ancient Indian literary and archaeological sources: Sanskrit, Pali, Prakrit

Unit 2

Medieval Sources: Sanskrit, Arabic, Persian,Urdu.

Unit 3

Bhakti literature

Unit 4

Modern Sources: English, and vernacular literature.

Unit 5

Modern Historians and their writings: V Smith, R.G.Bhandarkar, K.P. Jayaswal,R.C.Mazumdar,J.N.Sarkar,D.D.Kosambi,Irfan Habib,Bipin Chandra.

Recommended Readings :

1. Ali, B. Shaikh, History: Its Theory and Methods
2. Bloch, Marc, The Historians Craft, Vintage Books
3. Carr, E. H., What is History, Penguin (Hindi also)
4. Collingwood,R.G., The Idea of History, Mc Milan
5. Thomson, David, The Aims of History
6. Phillips, G. G., Historians of India, Pakistan and Cylone.
7. Toynbee, Arnold, A stduy of History (also in Hindi)
8. Verma, Lal Bahadur, Itihas Ke Bare Mein
9. Burke, Peter, History and Social Theory
10. Gandhi, Leela, Post-colonial Theory
11. Edward, Said, Post Modernism – A Theory
12 ----------, Orientalism
13. Mukhia, Harbans, Historians and History of Medieval India
14. Thompson, J. W., History of Historical writing.
15. Mukherjee, D. P., On Indian History
16. Thapar, Romila, The Past and the Prejudices
18. Thompson, Paul, The Voice of the Past.
19. Saxena, R. K., Sultnat Kalin Itihaskar

Course outcomes (COs):

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

CO1	Investigate ancient Indian language and culture through the lens of ancient Indian literature.
CO2	Learn about the Bhakti literature
CO3	Investigate mediaeval sources
CO4	Expand spiritualism knowledge.
CO5	Use modern sources and other local languages to learn about other historians and their philosophies and literature.
CO6	Adapting the values of ancient Indian culture and literature

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	3	0	2	0	0	0	2	0	2	3	2	1	2	0	2
CO2	2	3	3	0	2	00	0	0	2	0	2	3	0	2	2	2	2
CO3	2	2	2	0	2	0	0	0	3	0	2	2	2	1	2	3	2
CO4	3	1	2	0	1	0	0	0	2	00	3	1	2	2	2	2	2
CO5	2	3	3	1	2	0	0	0	2	00	2	3	2	1	2	0	2
CO6	2	3	3	0	2	0	0	0	2	0	2	3	00	2	2	2	2

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

Course code :MHSC202				
Course Name : History of World (C. 1848 -1914 A.D.)				
Semester /Year : 2nd /1st				
	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 know about Second & Third Republic in France.
2. It also helps to understand the process of Unification of Germany &Italy.
3. It also helps to know about the circumstances leading to First World War.

Course content

Unit 1

France

A. Establishment of second republic in 1848 A.D.
B. Napoleon III and the Second empire – Domestic and Foreign policy
C. Problems faced by the Third Republic and involvement in European affairs.

Unit 2

Germany

A. Unification of Germany 1848 A.D. to 1870 A.D.
B. Domestic and Foreign policy of Bismark 1870 A.D. to 1890 A.D.
C. William II and his world's politics.

Unit 3

Italy

Unification of Italy 1848 A.D. to 1870 A.D.
Internal and External policy of Italy from 1870 A.D. to 1914 A.D.

Unit 4

Eastern Question

A. Crimean War.
B. Berlin Congress – Circumstances, clauses and criticism.
C. Young Turk movement 1908 A.D.
D. Balkan Wars – 1912—1913 A.D.

Unit 5.

International diplomacy on the eve of World War I and Causes of First World War

Recommended Readings:

1. Bury, J.I.T. France, 1840 (Routledge Chapman and Hall, 1985).
2. Fisher, H.A.L., A History of Europe (London, Fontana Library, 1969).
3. Hill, Christopher, From Reformation to Industrial Revolution (Penguin, 1970).
4. Hill, Christopher, Lenin and the Russian Revolution (Penguin, 1978).
5. Hinsley, F.H. (ed.), And Modern History: Material Progress and World Wide Problems.
6. Joll, James, Europe Since 1870: An International History (Har-Row, 1973).
7. Langer, W.L., Diplomacy of Imperialism.
8. Langer, W.L., European Alliances and Alignments. (Greenwood, 1977).
9. Lefebvre, Georges, Coming of the French Revolution (Princeton, 1989).

10. Palmer, R.A. and Cotton, Joel, A History of Modern World, 6th ed. (Mcgraw, 1982).
11. Randal J.G. and David Donald, The Civil War and Reconstruction 2nd rev., ed. (Heath,1969).
12. Rolls, Eric, History of Economic Thought.
13. Rude, George, Revolutionary Europe (1984).
14.. Saboul, A., The French Revolution.
15. Taylor, A.J.P., The Origins of the Second World War.
16. Taylor, A.J.P., The Struggle for Mastery in Europe (OUP, 1954).
17. Thompson, David, Europe Since Napoleon (Penguin, 1957, 1966).
18. Jain & Mathur, Vishwa Ka Itihas from 1500 to 1950 AD
19. Parthasarthi, G., Vishwa Ka Itihas (Delhi, Hindi Directorate, 1983)
20. Khurana & Sharma, Vishwa Ka Itihas (Laxmi Narayan Agarwal)
21. Hayes and Moon, World History, Vol.I,II
22. Katalbey, Europe in Modern Times (Hindi and English)
23. Hazen, C.D., Modern Europe (Hindi and English)
24. Verma and Srivastava, Bharat Ka Itihas
25. New Cambridge Modern History

Course outcomes (COs):

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

CO1	Examine the history of the world (C.1848-1948AD) with a focus on Europe(France, Germany, Italy) and America.
CO2	Appreciate the historical importance of the pre-modern European past.
CO3	Historical importance of modern Europe in the world
CO4	To examine the historical significance of the "non-Western"Pre-modern cultures.
CO5	Explain and analyze an important historical event or process in the region and during the study period
CO6	Ccomprehend the France, Germany, and Italy measurement events, as well as the specific incident and effects of World War I

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	0	2	0	0	0	2	0	2	3	2	1	2	0	2
CO2	2	3	3	0	2	0	0	01	2	0	2	3	0	2	2	2	2
CO3	2	2	2	0	2	0	0	0	3	00	2	2	2	1	2	3	2
CO4	3	1	2	0	1	02	0	0	2	0	3	1	2	2	2	2	2
CO5	3	3	3	0	2	0	0	0	1	0	3	3	2	2	1	0	0
CO6	3	3	2	0	1	0	0	0	1	0	3	3	3	1	0	1	1

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

Course code : MHSC203				
Course Name : Constitutional History of India (C. 1858-2000AD)				
Semester /Year : 2nd /1st				
	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 helps in understanding the constitutional development in India.
2. It helps in learning about he salient features of Indian Constitution.
3. It also helps in learning about landmark amendments in Indian Constitution.

Course content

Unit 1

Introduction of Constitutional history of India–
The Government of India Act of 1858; The Indian Councils Acts, 1861&1892.

Unit 2

Constitutional Development– The Indian Councils Act of 1909, Government of India Act, 1919.

Unit 3

Government of India Act of 1935

Unit 4

Cabinet Mission Proposals 1946, The Indian Independence Act of 1947, The Constitution of India, 1950 – Salient Features.

Unit 5

Landmark Constitutional Amendments – 24th and 25th Amendments, 44th Amendment and 52nd Amendment, Anti Defection Law, 73nd and 74rd Amendments - Panchayat and Nagar Palika Acts.

Recommended Readings:

1. Kapur, A.C., Constitutional History of India.
2. Agarwal, R.C. 1988, Constitutional Development and National Movement of India, S.Chand & Co., New Delhi.17
3. Keith, A.B., The Constitutional History of India
4. Mahajan,V.D., Constitutional History of India
5. Chhabra,.G.S., Constitutional History of India
6. Sharma, Bhadra Dutt; Bharat Ka Samvadhanik Itihas, Shiv lal Agrawal, Agra.

Web Sources:

1. Constitution of India with all amendments:http://indiacode.nic.in/coiweb/welcome.html
2. Making of the Constitution: http://www.legalserviceindia.com/constitution/const_india1.htm
3. Basic structure:http://www.humanrightsinitiative.org/publications/const/the_basic_structure_of_the_i ndian_constitution.pdf
4. Extracts from the Constitution:http://mama.indstate.edu/users/india/country/const.html

Course outcomes (COs):

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

CO1	Study about constitutional development in India.
CO2	Provide an insight into the development of the constitution of India which has its genesis in the British period of Indian history.
CO3	Explain evolution and progress of democratic ideas and institutions in India
CO4	Analyze of the constitutional development in India right since the Colonial era.
CO5	The responsibility of maintaining the sanctity of Indian democracy among the students will surely be the biggest outcome of the course Constitutional Development in Modern India
CO6	Establishing the framework for and enlisting contributors to constitutional

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	0	2	3	3	0	2	2	2	2	3	3	3	3	2
CO2	3	3	3	0	2	3	3	0	1	0	2	1	3	2	3	3	2
CO3	3	3	3	0	3	3	3	0	3	2	3	3	3	3	2	3	2
CO4	2	3	3	0	2	1	3	2	0	1	2	1	3	3	3	2	2
CO5	3	3	3	0	3	2	2	1	3	0	1	0	3	2	1	3	2
CO6	3	2	1	0	1	2	3	2	0	2	0	0	3	3	3	3	2

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

Course code : MHSC204				
Course Name : Indian National Movement (C.1919-1947 AD)				
Semester /Year : 2nd /1st				
	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 helps in understanding the Gandhian era of Indian National Movement.
2. It helps in understanding the strategies of Satyagraha and Non-violence of Mahatma Gandhi.
3. It also helps in learning about the grounds of partition of India.

Course content –

Unit 1

Gandhian Era -Non-Cooperation Movement -Khilafat Movement -Swarajist Party

Unit 2

Simon Commission; Lahore Congress; Civil Disobedience Movement; Quit India Movement.

Unit 3

Impact of World War II -Subash Chandra Bose and the INA

Unit 4

Peoples Movement in Indian Princely States; tribal and trade union movement in India

Unit 5

Rise of Communalism and Partition of India

Recommended Readings:

1. Bipan Chandra, Nationalism and Colonialism in Modern India.
2. Sumit Sarkar, Modern India.
3. Chaudhary, V.C.P.,Theories on Indian Revolt of 1857.
4. Pandey, B.N., A Contemporary History of the Indian National Congress (Vols. 1,2,3)
5. Pattabi Sitaramaiah, The Indian National Congress.
6. Tara Chand (1972), Freedom Movement in India, (IV Vols), Government of India, New Delhi.
7. Majumdar, R.C., 1962, History of Freedom Movement in India, 3 vols, Calcutta.
8. Aggarwal, R.C., 1988, Constitution Development and National Movement of India, S.Chand & Co., New Delhi.
9. Judith Brown, Modern India.
10. Grover, B.L., and Grover, S., 1985, The Evolution of Indian Constitution and Freedom Struggle, S.Chand & Company Ltd, New Delhi. 1947, (First Edition), Indian Council of Historical Research, New Delhi.

Course outcomes (COs):

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

CO1	Discuss the historical circumstances that led to the making of Gandhi as a political leader by focusing on his political philosophies and early political activities in India.
CO2	Examine how Congress was re-organized under the Gandhian leadership, alongside bringing different Indian groups into the fold of the nationalist struggle.
CO3	Distinguish the parallel mobilizations of groups against colonialism from that of the mainstream nationalist mobilization with their strategies, politics and problems.
CO4	Show how Gandhian mass movement was low in momentum during 1937-1945, leading to violent and spontaneous rebellions by the people.
CO5	Describe the complex political and historical circumstances that led to independence eventually and partition of India.
Co6	Creating an outline for and contributing to the Indian National Movement

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	0	2	2	2	0	2	0	2	2	3	3	3	2	3
CO2	3	3	3	0	2	2	2	0	2	1	2	1	2	3	3	3	3
CO3	3	3	3	0	2	1	1	0	1	1	3	3	3	3	3	3	3
CO4	3	2	2	0	1	2	2	00	2	0	2	1	3	3	1	2	3
CO5	2	3	2	0	2	2	2	0	1	0	1	0	02	3	3	2	2
CO6	2	3	2	0	2	2	2	0	1	0	0	0	0	3	3	3	3

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

Shri Guru Ram Rai University, Dehradun
Master of Arts (History)

Course code :MHSC205				
Course Name : Ecology and Environment in History				
Semester /Year : 2nd /1st				
	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 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, Scope of Ecology, Ecology-Science or Art, Its relation to other subjects.

Unit 2

Environment: What is Environment, Component of Environment, Environmental degradation and its impact on present and future.

Unit 3 Environmental consciousness in ancient India and Conservation:

The concept of nature in our spiritual traditions, Ethics of environmental awareness and conservation in ancient culture and literature of India. Indus valley civilization: Planned urbanization, drainage system, watershed management, waste management, worship of different components of nature, concept of prakriti and purush. Pre-Vedic and Post-Vedic civilization. Forest and wild life management in Maurya and Gupta period, small scale industries based on natural resources in ancient India.

Unit 4

Environmental consciousness in Medieval India.

Exploration of natural resources for economic development in early Medieval India. Exploration of natural resources for ecological development in Mughal period. Over exploitation and ecological destabilization during later Mughal period.

Unit 5

Environmental and Ecological consciousness in Modern India.

British imperialism and Nature. Ruin of Indian small scale industries. Over exploitation of natural resources. Establishment of industries based on Indian natural resources and its impact on environment and ecology.

Unit 6

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),
16. Verma., Harishchandra Madhyakalin Bharat(Hindi),
17. Bipin Chandra ,(Hindi) Bharat Mein Arthik Rashtravada Ka Udbhav Aur Vikas
18. K.A. Nilkantha Sastri., Nand Maurya Yugin Bharat(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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	0	2	2	2	3	2	0	2	2	3	3	3	2	3
CO2	3	3	3	0	2	2	2	3	2	1	2	1	2	3	3	3	3
CO3	3	3	3	2	2	1	1	3	1	1	3	3	3	3	3	3	3
CO4	3	2	2	0	1	2	2	3	2	2	2	1	3	3	1	2	3
CO5	2	3	2	0	2	2	2	3	1	0	1	0	2	3	3	2	2
CO6	2	3	2	2	2	2	2	3	1	0	0	0	3	3	3	3	3

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

Course code : MHSC206				
Course Name : Culture of Uttarakhand (from Earliest Times to 1949AD)				
Semester /Year : 2nd /1st				
	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 learn about the society & culture of Uttarahand.
2. It helps to understand the art & architecture of Uttarakhand.
3. It also helps to understand religious and pilgrimage traditions of Uttarakhand.

Course content

Unit 1

Sources of Cultural History of Uttarakhand

Unit 2

Society and Economy of Uttarakhand - Social Stratification;Trans-Himalyan Trade

Unit 3

Religion in Uttarakhand: Folk and Pauranic Shaivite, Vaishnavite, Shakta and minor popular Sects.

Unit 4

Religions in Uttarakhand Buddhism, Jainism, Islam, Sikhism and Christianity.

Unit 5

Pilgrimage tradition in Uttarakhand Chaturdham yatra ,Kumbha mela, Nanda Jat and Kailash Mansarover

Unit 6

Traditions of Uttarakhand

(ii) Oral Tradition: Songs,Jager,Dance and Drama.
(iii) Fairs and Festivals- Devidhura Bagwal, Bisu festival, Uttarayani, lossar, Jandha mela, Urs of Piran Kaliyar

Unit 7

Salient features of art and architecture of Uttarakhand.

Recommended Readings:

1. Atkinson, E.T., The Himalayan Gazetteer, Vol. II,Pt.I-II
2. Bhatt, M.C. Himalaya Ka Itihas.
3. Bhakuni, Hira, Sangramiyaun Ke Sartaj Pt. Badri Datt Pande
4. Dabral, S.P., Uttarakhand Ka Itihas, Vol.1-17.
5. Nautiyal, K.P., Archaeology of Kumaon including Dehradun.
6. Nautiyal, K.P.& B.M. Khanduri, Emergernce of Early Culture in Garhwal Himalaya.
7. Negi, S.S., Madhya Himalaya Ka Rajnitik Avam Sanskritik Itihas.
8. Pande, B., Kumaon Ka Itihas.
9. Pande, T., Kumaon Lok Sahitya.
10. PAHAR(Nainital) all Volums
11. Negi, S.S., Madhya Himalaya Ka Rajnitik Avam Sanskritik Itihas.
12. Pande, B.., Kumaon Ka Itihas.
13. Pande, T., Kumaon Lok Sahitya.
14.Pokhariyal, H.C., Agrarian economy of the central Himalaya,Indus Pub.N.Delhi,1998
15. PAHAR(Nainital) all Volums

16. Naithani, S.P., Uttarakhand Ke Teerth avam Mandir.
17.Agrawal, C.M., Golu Devta, The God of Justice of Kumaon Himalaya, 1992, Shree Almora Book Depot, Almora
18. Chatak, Govind; Madhya Himalaya Ki Sanskriti, Indus Pub. N.Delhi
19.Kandari,O.P. & O.P. Gusain(ed.), Garhwal Himalaya: Society, Nature and Culture,Trans Media, Srinagar,2001
20. MUHA, Journal of Meerut University.Vols. 5- (Special Issue on Uttarakhand.)
21. Saklani, D.P.; Tribal Cmmunities of Uttarakhand, Indus Pub. Delhi
22. Nautiyal S.N. Garhwal Lokmanas
23. ---------- Garhwal Loknritya
24 Mukundi Lal; Garhwal Painting.
25. Handa, O.C. & K.L.Vaidya; Pahari Chitrakala

Course outcomes (COs):

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

CO1	Study regarding Sources of Cultural History of Uttarakhand
CO2	Faith in Uttarakhand: folks, Pauranic and beliefs of people over there.
CO3	Learn about Society and Economy history of Uttarakhand - Social Stratification; Trans-Himalyan Trade.
CO4	Study about pilgrim's tradition in Uttarakhand.
CO5	Addressing the issue at the local level, specifically with regard to Uttarkhand
CO6	Make a thorough outline of the culture and beliefs of Uttarakhand.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	0	2	3	3	0	2	2	2	2	3	3	3	2	3
CO2	3	3	3	0	2	3	3	0	1		2	1	2	3	3	3	3
CO3	3	3	3	0	3	3	3	0	3	2	3	3	3	3	3	3	3
CO4	2	3	3	0	2	1	3	2	0	1	2	1	3	3	1	2	3
CO5	3	3	3	0	3	2	2	1	3	0	1	0	2	3	3	2	2
CO6	3	2	1	0	1	2	3	2	0	2	0	0	3	3	3	3	3

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

Course code : MHSC-207				
Course Name : SEMINAR				
Semester /Year : I				
	L	T	P	C
	0	0	2	2

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

Course Objectives: The objectives of this course are

1.To develop critical thinking and analytical skills
2.To learn how to research and write about historical topics
3. To communicate historical knowledge effectively in oral and written form

Grading:

- Research paper: 50%
- Oral presentation: 25%
- Participation in class discussions: 25%

Course:

Introduction to the course and the topic of the seminar
primary sources
secondary sources
Research paper proposal & progress
Oral presentation

Course outcomes (COs):

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

CO1	Understand the features of presentation.
CO2	Analyse and appreciate diverse perspectives and contributions
CO3	Identify relevant information, defining and explaining topics under discussion.
CO4	Obtain, select, create and support materials appropriately and can demonstrate insight, independent thought, relevance and persuasiveness.
CO5	Analyze the use of vocabulary; demonstrate command of voice moderation, voice projection and pacing during presentation. Speak cogently with or without notes.
CO6	Use of visual, audio and audio-visual materials to support the presentation.

CO-PO-PSO Mapping

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

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

Course code : MHSC-207				
Course Name : SEMINAR				
Semester /Year : I				
	L	T	P	C
	0	0	2	2

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

Course Objectives: The objectives of this course are

1.To develop critical thinking and analytical skills
2.To learn how to research and write about historical topics
3. To communicate historical knowledge effectively in oral and written form

Grading:

- Research paper: 50%
- Oral presentation: 25%
- Participation in class discussions: 25%

Course:

Introduction to the course and the topic of the seminar
primary sources
secondary sources
Research paper proposal & progress
Oral presentation

Course outcomes (COs):

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

CO1	Understand the features of presentation.
CO2	Analyse and appreciate diverse perspectives and contributions
CO3	Identify relevant information, defining and explaining topics under discussion.
CO4	Obtain, select, create and support materials appropriately and can demonstrate insight, independent thought, relevance and persuasiveness.
CO5	Analyze the use of vocabulary; demonstrate command of voice moderation, voice projection and pacing during presentation. Speak cogently with or without notes.
CO6	Use of visual, audio and audio-visual materials to support the presentation.

CO-PO-PSO Mapping

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

Course code : MHSC301				
Course Name : Historical Writings: Schools & Historians				
Semester /Year : 3rd /2nd				
	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 nature of history writings in various parts of the world.

2. It will help in analyzing the linkages between various Indian historical traditions.

3. It will also help in understanding the nature of various schools of historiography.

Course content

Unit1

Origins of Historical narrative, Greek and Latin Historiography: Herodotus, Thucydides, Polybius, Livy, Tacitus, St. Thomas Acquinas, St. Augustine & Church historiography.

Unit 2

Chinese tradition: Ssuma-chian.

Unit 3

Ancient Indian Historical tradition: Kalhana

Unit 4

Islamic Historical tradition: Ibnkhaldum, Al-Beruni, Ziauddin Beruni, Abul Fazal, Khafi Khan

Unit 5

Renaissance: General characteristics, Age of Enlightenment, Romanticism, Voltaire,.

Unit 6

Rise of Modern Historiography: Empirical tradition, Bury; Universalist/Idealist tradition:Toynbee, Spengler; Positivist tradition: August Comte, Ranke; Annales tradition: MarcBloch, Marxist Tradition: E.P. Thompson & E.J. Hobsbawm, Subaltern, Orientalism

Recommended Reading:

1. Buddha Prakash. Itihas Darshan. 1962.
2. Dubey, S.R.(ed.), Contemporary Historiography : Methodology & Trends (English & Hindi).Ujjain. 2001.
3. Pandey G.C. Itihas Swarup Avam Siddhants. Jaipur. 1993.
4. Pathak, V.S. Ancient Historians of India. Gorakhpur. 1984.
5. Philips, C.H. (ed.) Historians of India, Pakistan and Ceylon. London. 1961.
6.Shaikh Ali, B. History : Theory and Method. J.W. Thompson and Bernard Holm, A History

of Historical Writing, Vol-I and 2, New York, Macmillan 1942.
7. John cannon, et. al.(ed), The Blackwell Dictionary of Historians, Oxford Basil Blackwell 1988.
8. Stuart Clark, The Annales Historians–Critical Assessment, Vol-I, London, Routledge, 1999.
9. R.G. Collingwood The Idea of History, , Oxford, OUP, 1946.
10.Peter Hardy, Studies in Indo-Muslim Historical Writing, London, 1997
11. Mohibbul Hassan, (ed.) Historians of Medieval India, Meerut, Meenakshi Prakashan, 1968.
12. D.D. Kosambi An introduction to the study of Indian History, , 1956.
13. R.C. Majumdar, Historiography in Modern India, Bombay, Asia publishing house 1967

Course outcomes (COs):

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

CO1	Gather knowledge about the theories of various historical thinkers.
CO2	Focus on enlightening them the ancient, medieval and modern historiography.
CO3	Identify historiography or history of historical writing currently emerged as a subject of captivating study.
CO4	Guide them to re-script history from different viewpoints.
CO5	Understand the excellent works of many scholars, philosophers, theorists and critics
CO6	Write well researched article on any historical events and leaders

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2		2	2	2		2		2	2	3	3	3	2	3
CO2	3	3	3		2	2	2		2	1	3	1	2	3	3	3	3
CO3	3	3	3		2	1	1		1	1	3	3	3	3	3	3	3
CO4	3	2	2		1	2	2		2		3	1	3	3	1	2	3
CO5	2	3	2		2	2	2		1		2		2	3	3	2	2
CO6	2	3	2		2	2	2		1		2		3	3	3	3	3

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

Course code : MHSC302				
Course Name : Tourism in History				
Semester /Year : 3rd /2nd				
	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 helps in understanding the importance of historical tourism
2. It will help in developing a better understanding of historical places and monuments in India.
3. It will also introduce the students to the museums in India.

Course content

Unit 1

Introduction to history of tourism

Tourist Resources in India – Types of Resources, Natural Land forms – Climate – Flora and Fauna, Water Bodies.

Unit 2

Cultural and Historical Monuments of tourist interest

Caves: Ajanta, Ellora, Badami,
Temples: Sun temple Konark, Khajuraho temples, Balaji temple (Tirupati), Sravanbelgola,
Gurudwara- Amritsar
Dargah-Ajmer Sharif

Unit 3

Monuments: Delhi, Agra, Rockmemorial Kanya Kumari, Fatehpur Sikri, Churches of Goa,

Unit 4

Museums : National Museum, Delhi, Prince of Wales Museum, Mumbai, Victoria Memorial Museum, Kolkata, Salarjung Museum, Hyderabad

Unit 5

Chaar Dham Yatra: Badri, Kedar, Gangotri,Jamunotri,-

Unit 6

Tourism in India – Aims and Objectives.

NOTE: Visit to Historical sites and Submission of a tour Report is Compulsory.

Recommended Readings:

1. Chris Cooper and Fletcher, Tourism : Principles and Practices.
2. S. Wahab, Tourism Marketing.
3. James W. Morrison, Travel Agent and Tourism.
4. Joun Bakewell, The Complete Traveller.
5. Edword D. Mill's, Design for Holliday's and Tourism.
6. A. K. Bhatia, Toursim : Principles.

7. Dougles Pierce, Tourism Today : A Geographical Analysis.
8. Mujumdar R.C. (Gen. Ed.) for Arts Architecture Culture, Bhartiya Vidya Bhavan's All Volumes on Indian History, Mumbai – 1988.
9. Sinha, R.K., Growth and Development of Modern Tourism.
10. Lajpathi Rai, Development of Tourism in India.
11. Douglas Foster, Travel and Tourism Management.
12. Burbant, A.J., and Medik, S., Tourism, Past, Present and Future.
13. Lavkush Mishra, Religious Tourism in India.
14. Shivaramamurti, Art and Archtecture of India
15. Fonia,Tourism in Uttarakhand
16. Kandari OP. etc. ,Garhwal Himalaya-Society and Culture

Course outcomes (COs):

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

CO1	Identify the importance and purpose of tourism in India.
CO2	Investigate tourism as an industry and trade
CO3	Suggest tourist attractions such as cultural and historical monuments (temple, caves, Monuments, Museums)
CO4	Examine about local or regional tourist attractions (Char Dham Yatra) and evaluate spiritual beliefs
CO5	Describe environmental impacts of eco-tourism.
CO6	Discover the historical values of the local tourist destinations. Discover the historical values of the local tourist destinations.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3		2	3	3		2	2	2	2	3	3	3	2	3
CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3
CO3	3	3	3		3	3	3		3	2	3	3	3	3	3	3	3
CO4	2	3	3		2	1	3	2		1	2	1	3	3	1	2	3
CO5	3	3	3		3	2	2	1	3		1		2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSC303				
Course Name : Twentieth Century World (C. 1914-1945AD)				
Semester /Year : 3rd /2nd				
	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 helps in understanding the ideologies of Socialism, Nationalism & Liberalism.
2. It helps in understanding the world order between two World Wars.
3. It also helps in understanding the nature of II World War and its impact.

Course content

Unit 1

Legacy of the Nineteenth Century

Liberalism, Socialism, and Nationalism.

Unit 2

World Order up to 1919

Paris Peace Conferences and its consequences.

Unit 3

Emergence of Socialist State

Causes and impact of the Russian Revolution -establishment of a Socialist State and its impact.

Unit 4

World between the Two Wars

Working of the League of Nations and Collective Security; Crisis in capitalism- Great Depression; Ideologies of Nazism and Fascism: Germany, Italy and Japan; Policy of appeasement.

Unit 5

Second World War and its Effects

Background; origin, nature and impact of the War.

Recommended Readings:

1. Schleicher, P., Charles, International Relations Co-Operation.
2. Palmer and Perkins, International Relations
3. Schuman, International Politics.
4. Moon, P.T., Imperialism and World Politics since 1945.
5. Hughes, H.S., Contemporary Europe.

6 .Carr, E.H., International Relations since 1919.
7. Sen, A.K., International Relations since 1919.
8. Prakash Chander and Prem Arora, International Relations.
9. Hill, Christopher, Lenin and the Russian Revolution (Penguin.)
10. Hinsley, F.H. (ed.), Modern History: Material Progress and World Wide Problems.
11. Joll, James, Europe Since 1870: An International History
12. Langer, W.L., European Alliances and Alignments. (Greenwood).
13. Palmer, R.A. and Cotton, Joel, A History of Modern World,(Mcgrew).
14. Parks, H.B.,The History of United States of America.
15. Taylor, A.J.P., The Origins of the Second World War.
16. Taylor, A.J.P., The Struggle for Mastery in Europe (OUP).
17. Thompson, David, Europe Since Napoleon (Penguin).
18. Jain and Mathur, Vishwa Ka Itihas 1500 to 1950 AD.
19. Khurana and Sharma, Vishwa Ka Itihas (L.N. Agarwal, Agra).
20. Parthsarthy, G., Vishwa Ka Itihas (Hindi Directorate, Delhi).
21. Chauhan, Devendra Singh., Europe Ka Itihas (1789to 1950A.D.).
22. Pushpesh Pant and Sripal Jain.,Anterrashtriya Sambandh

Web Sources:

Some World history resources.

1. www.hyperhistory.com/online_n2/History_n2/a.html
2. www.historyworld.net/
3. www.history.com/
4. http://www.wadsworth.com/politicalscience_d/special_features/ext/ir/tir/tir_infotrac1
5. International Relations Resource Centre http://www.isn.ethz.ch/
6. Foreign Affairs, http://en.wikipedia.org/wiki/Foreign_Affairs
7. Institute of Peace and Conflict Studies, New Delhi, http://www.ipcs.org/

Course outcomes (COs):

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

CO1	Uunderstand the important topics of world history.
CO2	Eexamine the emergence of the socialist stateThe Russian Revolution's causes and consequences and foundation of a socialist state and its consequences
CO3	Analyses imperialism, nationalism and world wars.
CO4	Identify important revolutions and their outcomes on the polity, society, economy and culture.
CO5	Examine important historical ideas of the world(world war 2nd).
CO6	Make up a hypothesis about how society has changed and what values the world of the 20th century should have (C. 1914-1945AD)

Course outcomes (COs):

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3		2				2		2	2	3	3	3	2	3
CO2	2	3	3		2				2		2	1	2	3	3	3	3

CO3	2	2	2		2				3		2	3	3	3	3	3	3
CO4	3	1	2		1				2		3	1	3	3	1	2	3
CO5	3	3	3		1				1		3		2	3	3	2	2
CO6	3	3	3		1				1		3		3	3	3	3	3

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

Course code :MHSE304(A)(Elective/Specialised Papers)				
Course Name : History of Ancient India (From Earliest To 185 BC)				
Semester /Year : 3rd /2nd				
	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 beginning of civilization in India.
2. It helps to understand the Bronze culture as well as the Vedic age.
3. It also helps to understand the process of state formation in 6th century BC.

Course content

Unit 1

Introduction of ancient Indian history

a. Geographical background and historical sources of ancient India.
b. Brief Outline of Palaeolithic, Mesolithic & Neolithic cultures of India.

Unit 2 Bronze Age, first urbanization

a. Chalcoltihic village societies of the north-west (Baluchistan, Sindh & Rajasthan).
b. Harappan Civilization: Urabanization; Important cities; governance;
c. Post Harappan Cultures, and Urban decline.

Unit 3 Background to the emergence of early Historic India

a. The Early Vedic Polity.
b. The Later Vedic Polity.
c. Iron technology & its' impact on historical process.

Unit 4 Janapadas and Mahajanapadas

a. Early Monarchical states and Gana-rajyasa
b. Political formations: monarchical and republican.
c. Rise of Magadha empire

Unit 5 Towards empire: Nandas and Mauryas

a. Alexanders' invasion
b. Growth of Mauryan empire
c. Polity; nature and extent of centralization; and foreign relatios.
d. Kautilya's Arthashastra and Megasthenes' India.

Recommended Readings:

1. Allchin, B. and Allchin, F.R., Rise of Civilization in India and Pakistan (Delhi, Select Book Service Syndicate, 1983).
2. Allchin, Raymond and Bridget, The Birth of Indian Civilization, 1968Origins of a Civilization (Delhi, Viking, 1997).
3. Chakrabarti, D.K. India: An Archaeological History, Paleolithic Beginnings to Early Historical Foundation (Delhi, OUP, 1999). Now available in paperback.
4. Chattopadhyaya, D.P., Indian Philosophy (New Delhi, Popular Publishing House, 1986).
5. Comprehensive History of India, Vols II (1957), III (Orient longman,1952), IV (Delhi, PPH, 1992).
6. Dani, A.H., Recent Archaeological Discoveries in Pakistan (Paris, UNESCO, 1988).
7. Jha, D.N. and Shrimali K.M., Prachin Bharat Ka Ithihas (Delhi, Hindi Directorate, 1990).
8. Kulke, H, and D. Rothermund, History of India (london, Routledge,1998).
9. Majumdar, R.C. et al., History and Culture of the Indian People, Vols II, III, (Mumbai, Bhartiya Vidya Bhavan Series, 1970, 1979, 1980).
10. Munshi, V.K.M. and R.R. Diwakar, Bharatiya Vidya Bhavan Series -Indian Inheritance, 3 vols (Bombay, Bhartiya Vidya Bhavan, 1965, 1970).
11. Nilkanta Sastri, K.A., A History of South India from pre-historic times to the fall of Vijaynagar (Chennai, OUP, 1983).
12. ------ Nand Mauryan Yugeen Bharat.
13. ----------(edited by) Comprehensive History of Ancient India, Vol. II, The Mauryas and Satvahanas,1957
14. Sharma, R.S., Aspects of Political Ideas and Institutions in Ancient India (Delhi, Motilal Banarsidass, 1991) (Revised edition).
15. Sharma, R.S., Ancient Indian History
16. Thapar, B.K., Recent Archaeological Discoveries in India (Paris, UNESCO, 1985).
17. Thapar, Romila, Early India(from origin to AD.1300)penguin Book-2002.
18. ----- Ashoka and the Decline of Mauryas.From Lineage to State, oxford,1984, seventhed.2002
Interpreting Early india, oxford press,1992, ninth ed.2005
19. Raychaudhary, H.C., Political History of Ancient India, 1950
20. Mookerjee, R.K., Ancient India, 1956
21. Smith, V.A., Early History of India, 1924
22. Puri, B.N. India as described by early greek writers,1939
23. Narain,A.K. The Indo-Greeks,1957
24.. Nilkanta Sastri, K.A., The Pandyan Kingdom,1972
25. Agrawal, D.P. Archaeology of India. New Delhi. 1984.
26. Agrawala, D.P. & J.S. Kharkwal. Bronze and Iran Ages in South Asia. New Delhi. 2003.
27. Agrawala, D.P. & J.S. Kharkwal. South Asian Prehistory. New Delhi. 2002.
28. Ghosh, A. The City in Early Historical India. Shimla. 1973.

Course outcomes (COs):

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

CO1	Explain the process of reconstructing ancient Indian history using historical sources and historiographical interpretations.
CO2	Recognize Post-Mauryan Dynasties and Politics.

CO3	Discuss the Guptas' dynastic history: political consolidation, structure, and administrative organization.
CO4	Analyze the Huna and Vakataka invasions and their history.
CO5	Examine Vardhana's political consolidation and administrative history, as well as the extent of Chalukya and Pallava kingdoms and their administrative histories.
CO6	Creating a plan, a road map, and extensive knowledge of ancient Indian history (from the earliest times to 185 BC) in order to implement the programme

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	3		2				2		2	2	**2**	**1**	2		2
CO2	2	3	3		2				**2**		2	1		2	2	**2**	2
CO3	2	2	2		2				3		2	3	**2**	**1**	**2**	**3**	2
CO4	3	1	2		1				**2**		3	1	**2**	2	**2**	**2**	2
CO5	2	3	3	2	2	3	**3**		2	3	2		2	1	**2**		2
CO6	2	3	3	3	2			3	2		2		2	2	**2**	**2**	**2**

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

Course code : MHSE305(A)				
Course Name : History of Ancient India (C.BC 185 to 650A.D.)				
Semester /Year : 3rd /2nd				
	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 explain the major happenings in the post Mauryan period.
2. It will help to understand the polity and administration as well as the rise of feudalism in India.
3. This paper also help to know about the growth of vernacular languages & various forms of at & architecture.

Course content

Unit 1

Reconstructing ancient Indian history

Historical Sources and Historiographical interpretations.

Unit 2

Post Mauryan Dynasties and Polity

a. Sungas and Kanvas: Dynastic history
b. Indo-Greeks, Saka-Pahalavas
c. State formation in Central India and in the Deccan: Satavahanas and Western Kshatrapas.
d. The Kushanas: Political consolidation -extent and structure
e. Sangam age: chiefdoms.

Unit 3

Guptas

a. Dynastic history of the Guptas: Political consolidation - structure.
b. Administrative organization, provinces and feudatory states.

Unit 4

Hunas and Vakatakas
a. Huna invasions
b. The Dynastic history of Vakatakas
Unit 5
Vardhanas, Chalukya and Pallavas
a. Harsha-political consolidation and administrative organisation
b. Chalukyas and Pallavas: Extent of kingdoms and administration.
Recommended Readings:
1. Jha, D.N. and Shrimali K.M., Prachin Bharat Ka Ithihas (Delhi, Hindi Directorate,1990).
2. Kulke, H, and D. Rothermund, History of India (london, Routledge,1998).
3. Majumdar, R.C. et al., History and Culture of the Indian People, Vols III,IV. (Mumbai, Bhartiya Vidya Bhavan Series, 1970, 1979, 1980).
4. Munshi, V.K.M. and R.R. Diwakar, Bharatiya Vidya Bhavan Series -Indian Inheritance, 3 vols (Bombay, Bhartiya Vidya Bhavan, 1965, 1970).
5. Mazumdar, R.C. The Vakataka-Gupta
6. Gupta, P.L. Gupta Samrajya.
7. Upadhyay, Vasudev. Gupta Samrajya Ka Itihas.
8. Rai, U.N., Gupta Samrat aur Unka Kal.
9. Sharma, B.N. Harsha and his Times.
10. Majumdar, R.C. Ancient India
11. Sharma, R.S., Ancient Indian History
12. Sen, S.N., Ancient Indian History and Civilization, willey Eastern limited, Delhi
13. Raychaudhary, H.C., Political History of Ancient India, 1950
14. Mookerjee, R.K., The Gupta Empire, 1969
15. ---------- Harsha
16. Pannikar, K.M., Shri Harsha of Kannauj, 1922
17. Tripathi, R.S., History of Kannauj, 1927
18. Goyal, S.R., A History of Imperial Guptas, 1967
19. Devahuti, D., Harsha, A political Study,1970
20. Nilkanta Sastri, K.A., A History of South India from pre-historic times to the fall of Vijaynagar (Chennai, OUP, 1983).
21. ---------- (edited by) Comprehensive History of Ancient India, Vol. II, The Mauryas and Satvahanas, 1957
22. -------A History of South India, 1966
23. ---------- The Cholas, 1955
24. Gopalan, R., History of Pallavas of Kanchi, 1928
25. Venkataramanayya, N., The eastern Chalukyas of Vengi, 1950
26. Chattopadhyaya, S. Early History of Northern India. Delhi. 1976.
27. Mukherjee, B.N. The Kushana Geneology, Calcutta. 1957.
28. Narain, A.K. From Alexander to Kanishka. Varanasi. 1967.
29. Narain, A.K. The Indo Greeks. New Delhi. 1996.
30. Puri, B.N. India Under the Kushanas. Bombay. 1965.
31. Rapson, E.J. Cambridge History of India, Vol. I. Cambridge. 1922.
32. Sharma, R.S. Material Culture and Social Formations in Ancient India. Delhi. 1985.
33. Thapar, Romila, Early India(from origin to AD.1300)penguin Book-2002.

Course outcomes (COs):

Upon successfulLcompletion of the course a student will be ableto

CO1	Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
CO2	Explain the process of reconstructing ancient Indian history using historical sources and historiographical.
CO3	Compile a chronology of the societal values and developments during the History of Ancient India (C.BC 185 to 650A.D.)
CO4	Comprehend the polity and administration history of the dynasties of northern, eastern, western, and central India
CO5	Investigate the Rise of Feudalism in Northern India and the Struggle for Supremacy.
CO6	Delineate changes in the realm of polity and culture; *puranic* religion; the growth of vernacular languages and newer forms of art and architecture

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	3		2				2		2	3	**3**	**3**	**3**	**2**	**3**
CO2	2	3	3		2				2		2	3	**2**	**3**	**3**	**3**	**3**
CO3	2	2	2		2				3		2	2	**3**	**3**	**3**	**3**	**3**
CO4	3	1	2		1	1	2		1		3	1	**3**	**3**	**1**	**2**	**3**
CO5	2	2	2		2	2	2		2		2	2	**2**	**3**	**3**	**2**	**2**
CO6	3	1	2		1	1	2		1		3	1	**3**	**3**	**3**	**3**	**3**

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

Course code : MHSE306(A)				
Course Name : History of Ancient Northern India (C. AD 650-1200AD)				
Semester /Year : 3rd /2nd				
	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 various sources to know about Delhi Sultanate.

2. It helps to learn about the political structure of Delhi Sultanate as well as the provincial powers.

3. It also helps to understand various socio-cultural developments including Bhakti and Sufi movements.

Course content

Unit 1

Interpreting the period

Historical Sources and Historiographical interpretations.

Unit 2

Dynasties of Northern and eastern India:

Gurjar-Pratiharas, Palas and Senas

Unit 3

Dynasties of Western and central India :

Parmar, Chandelas,Gaharwal and Chauhanas

Unit 4

Polity & Administration:

Political structure-Central, Provincial and Local administration.

Unit 5

Emergence of Feudalism in Northern India and struggle for Supremacy

Recommended Readings:

1. Bhatia, P., The Parmars.
2. Bose, N. S., History of the Chandellas,Bombay,1956
3. Ganguli, D. C., History of the Parmar Dynasty,Dhaka Uni. Press, 1933(Hindi)
4. Kanungo, K. R., Studies in Rajput History.
5. Majumdar, R. C. & Pusalkar, A. D., Imperial Kannauj
6. Ojha, G. H., Rajputana Ka Itihas
7. Pathak, V. N., Uttar Bharat Ka Rajnitik Itihas (Hindi)
8. Puri, B. N., Gurjar-Pratihar
9. Chaudhary, H. C. Ray, Dynastic History of Northern India. Vol. I and II
10. Niyogi, Roma, History of Gahadwal dynasty,1959, Calcutta.
11. Mittal, A.K., Prachin Bharat ka Rajnitik Avam Sanskritik Itihas
12. Tripathi, R. S., History of Kannauj
13. Sharma, R.S., Indian Feudalism (Hindi) .
14. Verma, H.C., Madhya Kalin Bharat 750-1540 Part I (Delhi, Hindi Directorate, 1983).
15. Srivastava, K.C., Pachin Bharat Ka Itihas Avam Sanskriti, United Book Depot,

Course outcomes (COs):

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

CO1	Develop the understanding of the process of transition from ancient period to the early medieval period
CO2	It will foster an understanding of the expanding cultural, political, and economic ties between North and South Indians..
CO3	Aacquaint with the nature of social and economic activities of the time.
CO4	Learn about the changing situation of the agrarian economy, trade, commerce, and town urbanisation
CO5	Identify the rise of order and feudalism in northern India and the fight for supremacy.
CO6	Make a thorough account of the history of ancient northern India (C. AD 650-1200AD)

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	3		2	3	3		2	2	2	2	**3**	**3**	**3**	**2**	**3**
CO2	3	3	3		2	3	3		1		2	1	**2**	**3**	**3**	**3**	**3**
CO3	3	3	3		3	3	3		3	2	3	3	**3**	**3**	**3**	**3**	**3**
CO4	2	3	3		2	1	3	2		1	2	1	**3**	**3**	**1**	**2**	**3**
CO5	3	3	3		3	2	2	1	3		1		**2**	**3**	**3**	**2**	**2**
CO6	3	2	1		1	2	3	2		2			**3**	**3**	**3**	**3**	**3**

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

Course code : MHSE304(M) (Elective /Specialised Papers)				
Course Name : History of Delhi Sultanate (C.1192 to 1320AD.)				
Semester /Year : 3rd /2nd				
	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 helps in understanding the medieval historiography and contemporary sources.

2. It helps to understand the foundation & consolidation of Delhi Sultanate.

3. It also helps in understanding the rise & fall of early Turks and the Khiljis.

Course content

Unit 1

Historiography and Contemporary Sources:

a)Alberuni, b) Minhaz-us-Shiraj, c) Shams-I-Siraj Afif
d) Ziauddin Barni, e) Amir Khusro, f) Ibnbatuta

Unit 2

Foundation and consolidation of Delhi Sultanate:

a) Northern India on the eve of Turkish Invasion \
b) Causes of the success of Turks against the Rajputs

Unit 3

Early Turkish Sultans: Problems, Conquests and Achievements

(i) a) Qutubuddin Aibak, b) Iltutmish, c) Razia,
d) Nasiruddin Mahmud e) Balban and Mangol invasions .
(ii) Balban's theory of Kingship

Unit 4

The Khiljis:

a) Khilji Revolution
b) Alauddin Khilji's theory of Kingship
c) Alauddin Khiljis rajput and Deccan policy
d) Causes of the downfall of Khiljis.

Recommended Readings:

1. Pandey, A.B., Early Medieval India, ed. 2 (Allahabad, Central Book Depot, 1970).
2. Rizvi, S.A.A., The Wonder that was India. Vol 2, London 1987, 11.4 (Delhi, Foundation Books,1993). Reprint Paperback, 1993.
3. Sastri, K.A.N., History of South India (Delhi, CUP, 1975).
4. Satish Chandra, Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997).
5. Stein, Burton, Peasant State and Society in Medieval South India (Delhi, CUP, 1980)
6. Verma, H.C., Madhya Kalin Bharat 750-1540 Part I (Delhi, Hindi Directorate, 1983).
7. Qureshi, H. Administration of Delhi Sultanate
8. Nizami, K.A. Comprehensive History of India, Vol. II
10. Elliot and Dowson, History of India as told by its Historians Vol. I, II, III

Course outcomes (COs):

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

CO1	Understand the nature of the sources of the Delhi Sultanate—literary (Persian and Vernacular) and epigraphic.
CO2	Know the political structure of the Delhi Sultanate and as well as provincial powers—their expansion, consolidation, theories of kingship and composition of ruling elites.
CO3	They will also gain experience in methods of dealing with primary source .
CO4	Examine the religious beliefs and cultural trend of the period with references to Sufi and Bhakti movement and literary and architectural activities.
CO5	Aacquaint with the nature of social and economic activities of the time.
CO6	Assemble the chornolgy and sketch out the Delhi Sultanate Sultan.

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	3		2	3	3		2	2	2	2	3	3	3	2	3
CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3
CO3	3	3	3		3	3	3		3	2	3	3	3	3	3	3	3
CO4	2	3	3		2	1	3	2		1	2	1	3	3	1	2	3
CO5	3	3	3		3	2	2	1	3		1		2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSE305(M)				
Course Name : History of Delhi Sultanate (C. 1320 to 1526 AD.)				
Semester /Year : 3rd /2nd				
	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 helps in understanding the reign of Tughlaqs and their reforms.
2. This paper helps to understand the ending phase of Delhi Sultanate.
3. It also helps to learn about the central as well as provincial administration in Delhi Sultanate

Course content

Unit 1

The Tughlaqs:

a) Ghiyasuddin Tughlaqs' expedition and estimate
b) Muhammad –bin Tughlaq and his plans, Character,, Personality.
c) Firozshah Tughlaq's Expeditions of Bengal, Kangra, Sindh and Katehar, Administrative reforms and Public works.
d) Timur's invasion

Unit 2

The Sayyaid and The Lodhis

a) Khijra Khan estimate,Reign of Mubarak shah
b) Afgan Theory of Kingship, Circumstances leading to the first battle of Panipat

Unit 3

Administration and other Aspects:

a) Central administration
b) Provincial administration
c) Causes of the collapse of Delhi Sultanate.

Recom

mended Readings:

1. Pandey, A.B., Early Medieval India, ed. 2 (Allahabad, Central Book Depot, 1970).
2. Rizvi, S.A.A., The Wonder that was India. Vol 2, London 1987, 11.4 (Delhi, Foundation Books,1993). Reprint Paperback, 1993.
3. Sastri, K.A.N., History of South India (Delhi, CUP, 1975).
4. Satish Chandra, Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997).
5. Stein, Burton, Peasant State and Society in Medieval South India (Delhi, CUP, 1980)
6. Verma, H.C., Madhya Kalin Bharat 750-1540 Part I (Delhi, Hindi Directorate, 1983).
7. Qureshi, H. Administration of Delhi Sultanate
8. Nizami, K.A. Comprehensive History of India, Vol. I
9. Hussain, M. The Tuglaq Empire
10. Elliot and Dowson, History of India as told by its Historians Vol. I, II, III
12. ---------- Uttar Tuglaq Kalin Bharat
13. Sharma, L.P, Madhya Kalin Bharat
14. Srivastava, A.L. Delhi Sultenat
15. Mehta, J.L. Advanced Studies in Medieval India Vol. I

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

CO1	Examine Delhi Sultanate Historiography and Modern Sources
CO2	Talk about the history of Tughlaq's administrative reforms and policies.
CO3	Explain the history of The Sayyidd and The Lodhi, as well as the Afgan Theory of Kingship and the events leading up to the First Battle of Panipat.
CO4	Examine the causes of the Delhi Sultanate's demise.
CO5	Express reasons why the Delhi Sultanate fell.
CO6	Create an overview for the Delhi Sultanate era (C. 1320 to 1526 AD.)

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	3		2	3	3		2	2	2	2	**3**	**3**	**3**	**2**	**3**
CO2	3	3	3		2	3	3		1		2	1	**2**	**3**	**3**	**3**	**3**
CO3	3	3	3		3	3	3		3	2	3	3	**3**	**3**	**3**	**3**	**3**
CO4	2	3	3		2	1	3	2		1	2	1	**3**	**3**	**1**	**2**	**3**
CO5	3	3	3		3	2	2	1	3		1		**2**	**3**	**3**	**2**	**2**
CO6	3	2	1		1	2	3	2		2			**3**	**3**	**3**	**3**	**3**

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

Course code : MHSE306(M)				
Course Name : History of Mughal India (C. 1526 to 1627AD.)				
Semester /Year : 3rd /2nd				
	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 introduces about he Mughal historiography and contemporary sources.
2. It helps to understand the foundation & consolidation of Mughal empire in India.
3. It also help to understand Mansabdari system & the character of Jehangir and Nurjahan.

Course content

Unit 1

Historiography and Contemporary Sources:

a) Babars' Tuzuk-I-Babri,
b) Gulbadan Begums' Humayunnama,
c) Abul Fazals'-Akbarnamah and Ain-i- Akbari,
d) Abdul Qadir badayunis'-Muntakhab ut- Tawarikh,
e) Abbas khan sarvani- Tarikh-I-Shershahi
f) Tuzuk-I- Jahangiri

Unit 2

Foundation of Mughal Empire in India:

a) Babar-Conquests, Character and estimate
b) Humayun-Problems, relations with Sharshah Suri
c) Sharshah Suri- Administration and Military reforms

Unit 3

Consolidation of Mughal Empire:

a) Tutelage of Bairam Khan
b)) Relations with Rajputs
c) Mansabdari System
d) Religious policy

Unit 4

Jahangir Reign

a) Jahangir's early life
b) Role of Noorjahan in the contemporary politics
c) Revolt of Khurram and Mahawat Khan
d) Jahangir relations with rajputs.
e) Character and estimate of Jahangir and Noorjahan

Recommended Readings:

1. Verma, H.C., Madhya Kalin Bharat 750-1540 Part I (Delhi, Hindi Directorate, 1983).
2. Tripathi, R.P., Rise and Fall of the Mughal Empire (Allahabad, Central Book Depot, 1963).
3. Rizvi, S.A.A., The Wonder that was India. Vol 2, London 1987, 11.4 (Delhi, Foundation Books, 1993). Reprint Paperback, 1993.
5. Sastri, K.A.N., History of South India (Delhi, CUP, 1975).

6. Satish Chandra, Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997).
7. Stein, Burton, Peasant State and Society in Medieval South India (Delhi, CUP, 1980) 19 | P a g e
8. Verma, H.C., Madhya Kalin Bharat 1540-1701 Part I & II (Delhi, Hindi Directorate, 1983).
9. Nizami, K.A. A Comprehensive History of India, Vol. II
10. Elliot and Dowson, History of India as told by its Historians Vol. I, II, III
11. Sharma, L.P, Madhya Kalin Bharat
12. Mehta, J.L. Advanced Studies in Medieval India Vol. II
13. Pandey, A.B., Later Medieval India, ed. 2 (Allahabad, Central Book Depot, 1970).
14. Richards, John F., Mughal Empire, New Cambridge History of India. 1.5 (Delhi, Cambridge, 1993).
16. Tripathi, R.P., Rise and Fall of the Mughal Empire (Allahabad, Central Book Depot, 1963).
17. ---------- Some Aspects of Muslim Administration.
18. Ali, Ahtar, The Nobility under Mugal Empire
19. Saran, P., Islamic Polity
20. W.H. Moreland, India at the Death of Akbar,.

Course outcomes (COs):

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

CO1	Examine Mughal empire Historiography and Modern Sources.
CO2	Understanding the Mughal Empire's Consolidation
CO3	Talk about the history of s administrative Mughal empire reforms and policies.
CO4	Outline the cultural changes and continuities, focusing in particular on art, architecture, the bhakti movement, and the sufi movement.
CO5	What significance Noorjahan received during the Jahangir Reign and what role she played in contemporary politics
CO6	Delineate the development of trade and urban complexes during this period.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3		2	3	3		2	2	2	2	3	3	3	2	3
CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3
CO3	2	2	2	2	2	2	2		3	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	2	2	2		1	2	1	3	3	3	3	3
CO5	2	2	2	2	2	2	2	1	3		1		3	2	2	3	2
CO6	3	2	1		1	2	3	2		2			2	2	3	3	3

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

Course code : MHSE304				
Course Name : History of Modern India (C.1757-1857AD)				
Semester /Year : 3rd /2nd				
	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 expansion & consolidation of British power in India.

2. `It helps to understand the the British policy towards Indian Princes & British administration.

3. It helps in understanding the nature of people's resistance towards the Brish rule as well as British response

Course content

Unit 1

Expansion and consolidation of British power

Territorial expansion and diplomacy: Anglo –French Rivalry,Conquest of Bengal- Battle of Plessey and Buxar, Anglo-Mysore wars, Anglo-maratha wars.

Unit 2

Colonial Construction of India: Structures and Institutions

a. Administrative structure.

b. Arms of the state-police, army, law, civil service.

Unit 3

British Paramountcy and Indian states

a. Ring-Fence Policy-1757-1813

b. Subrdinate - Isolation policy-1813-1858

Unit 4

Resistance to Colonial Rule -I

a. Nature and forms of resistance.

b. Pre-1857- Peasant, tribal and cultural resistance.-economic complaints.

Unit 5

Resistance to Colonial Rule -II

a. Revolt of 1857: Causes and nature; leadership at various levels; people's participation;

b. British repression and response.

Recommended Readings:

1 . Bayly, C.A., Indian Society and the Making of the British Empire, The New Cambridge History of India, Vol. II (Cambridge,1988).

2. Bhattacharji, Sabhyasachi (trans.) Adhunik Bharat ka Arthik Itihas 1850-1947 (Delhi,

1990).
3. Bipan Chandra, et al., India's Struggle for Independence, 1857-1947 (Delhi, Penguin, 1996).
4. Brass, Paul, The Politics of India since Independence (Delhi, Foundation Books, 1994).
5. Desai, A.R., Social Background of Indian Nationalism (Mumbai, Popular Prakashan, 1986)
6. Dharma Kumar & Tapan Raychaudhuri, ed., Cambridge Economic History of India, Vol. II (Cambridge, 1982).
Gopal S,Britsh Policy in India-1868-1905
7. Heimsath, Charles, Hindu Nationalism and the Indian Social Reform Movement (Princeton, 1964).
8. IGNOU Course Material, EH 1.1 and EH 1.5 (English & Hindi) (1858-1964) (1757-1857).
9. Kulke, H., and D. Rothermund, History of India (Australia, Crook Helms, 1986, D. Routledge,1998).
10. Mazumdar, Datta and Ray Chowdhury (eds), Advanced History of India (London, Macmillan,1961).
11. Panigrahi, D.N., ed., Economy, Society and Politics in Modern India (Delhi, Vikas, 1985).
12. Shukla, R.L., ed., Adhunik Bharat Ka Itihas (Delhi, Hindi Directorate, reprint 1998).
13. Singh, Ayodhya, Bharat Ka Mukti Sangram (Delhi, Prakashan Sansthan, 1992).
14. Spear, T.G.P., History of India, Vol. II (London, Penguin 1965).
15. Sumit Sarkar, Modern India.
16 Majumdar, R.C .(Ed.) British Paramountcy and Indian Renaissance ,part I,
17. Aggarwal, Constitutional Development of National Movement.
18. Grover Yashpal,Adhunic bharat Ka Adytan Itihas.

Course outcomes (COs):

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

CO1	Learn about the values and culture of modern India (c. 1757–1857 AD).
CO2	Learning about "Mughal India" adds fresh dimensions to the conception of the dynasty that was crucial in influencing and colouring the history of mediaeval India.
CO3	helpful in moulding and expanding students' awareness of the Mughal emperors' thought processes, policies, and strategies, which had an impact on India's social structure through political instruments, beliefs, and deliberations influencing nearly every facet of modern Indian society.
CO4	Trace the British colonial expansion in the political contexts of eighteenth century India.
CO5	They will study how society, politics, religion, and the economy have changed during Modern India (C.1757-1857AD)
CO6	Examine Mughal Empire Historiography and Modern Source.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3		2	3	3		2	2	2	2	3	3	3	2	3

CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3
CO3	3	3	3		3	3	3		3	2	3	3	3	3	3	3	3
CO4	2	3	3		2	1	3	2		1	2	1	3	3	1	2	3
CO5	3	3	3		3	2	2	1	3		1		2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSE305				
Course Name : History of Modern India (C.1858 – 1947AD)				
Semester /Year : 3rd /2nd				
	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 helps in understanding about the rule of British crown in India after the revolt of 1857.

2. It helps in understanding the growth of nationalism in India and the role of Mahatma Gandhi.

3. It helps to learn the developments after II World War and the independence of Inda

Course content

Unit 1

India under the Crown –a-The aftermath of the revolt b-The conservative reaction

Unit 2

a) caution: Lytton, Ripon and Dufferin.

b) The apogee of administration- Curzon

Unit 3

a) Imperial policy- annexation of Burma, relations with Tibet, relations with Afghanistan.

b) Indian Princely state. Policy of Subordinate Union-(1858-1919),

Unit 4

a) Indian Nationalism and British reaction. Debates on nature of Indian nationalism,

b)Gandhi and British administration: Gandhi - Irvin agreement. Gandhi and Government during and after World War II, Post war-politics-Poona pact third round table.

c)working of provincial government.

Unit 5

Partition of India. Independence of India.

Recommended Readings:

1 . Bayly, C.A., Indian Society and the Making of the British Empire, The New Cambridge History of India, Vol. II (Cambridge,1988).

2. Bhattacharji, Sabhyasachi (trans.) Adhunik Bharat ka Arthik Itihas 1850-1947 (Delhi, 1990).

3. Bipan Chandra, et al., India's Struggle for Independence, 1857-1947 (Delhi, Penguin,

1996).
4. Brass, Paul, The Politics of India since Independence (Delhi, Foundation Books, 1994).
5. Desai, A.R., Social Background of Indian Nationalism (Mumbai, Popular Prakashan, 1986)
6. Dharma Kumar & Tapan Raychaudhuri, ed., Cambridge Economic History of India, Vol. II (Cambridge, 1982).
Gopal S,Britsh Policy in India-1868-1905
7. Heimsath, Charles, Hindu Nationalism and the Indian Social Reform Movement (Princeton, 1964).
8. IGNOU Course Material, EH 1.1 and EH 1.5 (English & Hindi) (1858-1964) (1757-1857).
9. Kulke, H., and D. Rothermund, History of India (Australia, Crook Helms, 1986, D. Routledge,1998).
10. Mazumdar, Datta and Ray Chowdhury (eds), Advanced History of India (London, Macmillan,1961).
11. Panigrahi, D.N., ed., Economy, Society and Politics in Modern India (Delhi, Vikas, 1985).
12. Shukla, R.L., ed., Adhunik Bharat Ka Itihas (Delhi, Hindi Directorate, reprint 1998).
13. Singh, Ayodhya, Bharat Ka Mukti Sangram (Delhi, Prakashan Sansthan, 1992).
14. Spear, T.G.P., History of India, Vol. II (London, Penguin 1965).
15. Sumit Sarkar, Modern India.
16 Majumdar, R.C .(Ed.) British Paramountcy and Indian Renaissance ,part I,
17. Aggarwal, Constitutional Development of National Movement.
18. Grover Yashpal,Adhunic bharat Ka Adytan Itihas.
19. Rai Satya ,Bharat mein rashtra vad Evam Upniveshvad.
20.Nautiyal Vikas-Adhunic Bharat ka itihas
21. Pandey, B.N., A Contemporary History of the Indian National Congress (Vols 1,2, and 3)

Course outcomes (COs):

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

CO1	Understand the development of Modern India during the colonial rule.
CO2	Examine the British Empire's Expansion and Consolidation
CO3	Examine the administrative, military, and civil law aspects of India's colonial construction: structures and institutions.
CO4	Trained to analyze how local, national, and international policies and practices developed in the colonial age continue to impact their contemporary lives.
CO5	Understand the British Monarchy and Indian States - Ring-Fence Policy-1757-1813, the Subrdinate - Isolation Policy-1813-1858, and the 1857 Revolt: Causes and Nature; Leadership at Various Levels; People's Participation
CO6	Write a thorough outline for the History of Modern India era (C.1858 – 1947AD)

CO-PO Mapping

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3		2			3	3		2	3	3	3	3	2	3

CO2	3	3	3		2			3	3		2	3	2	3	3	3	3
CO3	3	3	3		2			3	3		2	3	3	3	3	3	3
CO4	3	3	3		2			3	3		2	3	3	3	1	2	3
CO5	3	3	3		2			3	3		2	3	2	3	3	2	2
CO6	3	3	3		2				2				3	3	3	3	3

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

Course code : MHSE306				
Course Name : History of Modern India (C.1947- 2000 AD)				
Semester /Year : 3rd /2nd				
	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 helps to learn about the post-independence problems.
2. It helps to understand the domestic & foreign policy of India in post independence era.
3. This paper helps in understanding Indian parliamentary democracy and India's policy towards its neighbours.

Course content

Unit 1

Independent India

a. Visions of new India.
b. Integration of Princely states.
Post- Partition refugee problem

Unit 2

Beginnings of Planned Economy and Progress.

a. Land question and industrial policy.
b. Education; health; science; and technology, Women-Hindu Code Bill

Unit 3

Foreign Policy- non alignment , Pakistan and Kashmir Issue, Indo-China Dispute, War of 1962.Indo-Pak War -1965, Indo-Pak war and liberation of Bangla desh- 1971, Indo-Srilanks relations and tamil Issue.

Unit 4

Indian Parliamentary Democracy-Congress Governments and non Congress Governments, Popular movements--for Statehood.

Unit 5

India and its Neighbors- Nepal- Bhutan- Bangladesh and Sri Lanka –(1972-2000)

Recommended Readings:

1. M.J. Akbar, Riot after Riot: Reports on Caste and Communal Violence in India

Penguin India, 1988.
2. Amrita Basu and Atul Kohli, Community Conflicts and the State in India, Oxford University Press, 1988.
3. Jean Dreze, Meera Samson and Satyajit Singh, The Dam and the Nation, Oxford University Press, 1998.
4. David Ludden, Making India Hindu: Religion, Community and the Politics of Democracy in India, Oxford University Press, 1996.
5. P.V. Narsimha Rao, Ayodhya: 6 December, 1992.
6. Rob Jenkins, Democratic Politics and Economic Reform in India, Cambridge University Press, 1999.
7. Stephen P. Cohen, India: Emerging Power, Oxford University Press, 2001.
8. Jairam Ramesh, Making Sense of Chindia: Reflections on India and China, India Research Press, 2005.
9. Thomas Friedman, The World is Flat: A Brief History of the Globalized World in the 21st Century, Allen Lane, London, 2005.
10. Ramchandra Guha, A Corner of a Foreign Field: The Indian History of a British Sport, Picador, London, 2002.
11. Mukul Kesavan, Secular Common Sense, Penguin, 2001.22 | P a g e
12. David C. Potter, India's Political Administrations: From ICS to IAS, Oxford University Press, 1996.
13. Devesh Kapur and Pratap Bhanu Mehta, Public Institutions in India, Oxford University Press, 2004.
14. Panigrahi, D.N., ed., Economy, Society and Politics in Modern India(Delhi, Vikas, 1985).
15. Ramchand Guha,India After Gandhi,Picador,india
16. Bipan Chandra and Others, Post Independence India (also in Hindi)
17. Pushpesh Pant and Sri Pal Jain,Antarrashtriya Sambandh.\

Course outcomes (COs):

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

CO1	Comprehensive understanding of independent India's new visions and the post-partition refugee problem
CO2	Examine the Beginnings of a Planned Economy and Progress in Independent India Consider the land issue and industrial policy. Education, health, science, and technology, as well as various plans.
CO3	Discuss India's Foreign Policy in the Modern Era (from 1948- 2000AD)
CO4	Learn about the Indian Parliament's democracy and the country's relations with its neighbors.
CO5	Evaluate the performance of Congress and non-Congress Governments
CO6	Compile the information about India's relations with its neighbours.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3		2	3	3		2	2	2	2	3	3	3	2	3
CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3

CO3	3	3	3		3	3	3		3	2	3	3	3	3	3	3	3
CO4	2	3	3		2	1	3	2		1	2	1	3	3	1	2	3
CO5	3	3	3		3	2	2	1	3		1		2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSS 301(Self Study Courses; Student has choose to one paper)				
Course Name : Science & Technology in Medieval India				
Semester /Year : 3rd /2nd				
	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 rationality of scientific ideas in medieval period.

2. To understand new development in technology & science in medieval period.

3. To understand relationship between unani and ayurvedic systems as well as interaction of Indian & Arabic sciences.

Course content

UnitI

Concept of rationality & scientific ideas in India, Interaction with Arab thought & its reception.

Unit II

New developments in technology -Legacy of technology in medieval India, Impact of Arabian development on India with special reference to Persian wheel; gun powder, textiles; bridge building etc. A glimpse of science & technology during medieval period. an overview.

Unit III

Development in medical knowledge & interaction between unani and ayurveda & alchemy.

Unit IV

Astronomy & Mathematics in Medieval India, Interaction of Indian & Arabic Science.

Unit V

State of science & technology at the eve of British conquest.

Recommended Readings:

1. Bansal, J.D., The Social Function of Science, London 1939.2. Bhargava, K.D., (ed), Selections from educational records of Govt. of India, Scientific and

Technical Education in India, NA1, Delhi, 1968
3. Bisvas, A.K., & K.L. Mukhopadhyaya, Science in India, Kolkata, 1969.
4. Dharmpal, Indian Science and Technology in the Eighteenth Century, Delhi, 1971.
S. Hoodbhoy Pervez, Islam and Science, London, 1991.
6. lan Inkstem, Science & Technology in History, London, 1991
7. Krishna, V.V., & S.S. Bhatnagar, Science, Technology and Development, Delhi, 1993.
8.Filliozat, Jean, The Classical Doctrine of Indian Medicine, Munshi Ram Manohar Lal, New Delhi, 1964
9.Keshwani, N.H., The Science of Medicine and Physiological Conception in Ancient and Medieval India, New Dlhi, 1974
10. Madhu, D., The Antiquity of Hindu Medicine and Civilization, London, 1930.
11. Jaggi, O.P., History of Science, Technology and Medicine in India, Atma Ram, Delhi.

Course outcomes (COs):

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

CO1	Explain idea of rationality and scientific ideas in India with Arab thought.
CO2	Study new developments in technology at that point period.
CO3	Contribution inmedical ,textiles and additionally natural philosophy and arithmetic in medieval India
CO4	Explore the impact of British and Arabic science on India
CO5	Assess the development of Astronomy and Mathematics in Medieval India.
CO6	Express the state of Science and Technology on the eve of British conquest.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3		2	3	3		2	2	2	2	1	2		2	3
CO2	2	3	3	2	2				2	2	3	1	2	2	2	3	3
CO3	2	3	3	2	2				2	2	3	3	1	2	3	3	3
CO4	2	2	2	2	2				3	2	2	1	2	2	2	2	3
CO5	3	1	2	2	1				2	3	1		1	2		2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSS302				
Course Name : M.A. HISTORY: Indian Society-Continuity and Change				
Semester /Year : 3rd /2nd				
	L	T	P	C
	3			3

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

Course Objectives : The objectives of this course are

1. To understand the changes in Indian society in ancient medieval and colonial periods.
2. To understand the processes of modernization and globalization and their impacts on Indian society
3. To understand the processes of sanskritization and westernization as well as social mobility among scheduled castes and muslims.

Course content

Unit-I-

Change in the Indian Sociely Through the Ages: ()Ancient (li)Medieval

Unit-Il-(a) Change in Indian Society during Colonial and Post Colonial rule
(b) Urbanisation in India: In historical perspective.

Unit-III-

(a) Process of Tradition and Modernization.
(b)Globalization: Concept and its Implications.

Unit -IV-

(a) Processes of Social Mobility among Castes.
(b)Proces of Sanskritization and Westrnization.
(c)Change in the position of Women in modern India.

Unit-V-

(a)Social Mobility among Scheduled Castes and Scheduled Tribes.
(b)Social Mobility in Indian Islamic Society.

Recommended Readings:

I. Aziz, Abdul, Poverty Alleviation in India: Policies and Programmes, New Delhi: Ashish Publishing, (1994),
2. Desai, Neera and Maithreyi Krishna Raj., Women and Society in India, New Delhi: Ajanta Publishers, (1987)
3. Desai, Neera & Usha Thakkar, Women in India Society, New Delhi: National Book Trust, (2007
4. Dube, S.C. , The Indian Village, New Delhi: National Book Trust, 1967
S. Ghurye, G.S., Caste and Class in India, Bombay: Popular Book Depot, 1957
6. Karve, Irawati, Hindu Society: An Interpretation, Poona: Deccan College, 1961
7. Prabhu, P.H., Hindu Society: An Interpretation, Poona: Deccan College, 1979
8. Sharma, K.L., Social Inequality in India, New Delhi: Rawat Publications, (2001
9. Srinivas, M.N., India's Villages. Bombay: Asia Publishing House, 1960
10. Srinivas, M.N., Social Change in Modern India, Rerkeley, California: University Press, 1970
11. Srinivas, M.N., India: Social Structure, Delhi: Chaman Offset Printers, 1991

Course outcomes (COs):
Upon successful completion of the course a student will be able to

CO1	Absorb and make sense of information across a widespatial/temporal bracket and they will be able to think analytically about socio-culturaland political parallels in these global connectivity.
CO2	Understand that history itself is debated and constantlyrevised across cultural divides.
CO3	Use conceptual tools like "modernity","progress and development", "Social equality", "modern education and Women'sempowerment", print culture and modern re-definitions of private, personal and publicspheres.
CO4	Make connections with important modern structures ofeducation, literacy, and knowledge systems as they developed in the west and weresubsequently imported to non-Western societies via colonialism.
CO5	Understand that history is interconnected with the rise of a dominant region. There is a projection of a single dominant historical narrative – the rise of modern West as the Western intellectuals wove it through the centuries.
CO6	Formulate a pattern for social mobility among SC's & ST's as well as Indian Muslims.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	3		2	3	3		2	2	2	2	**2**	**1**	**2**		**3**
CO2	3	3	3		3	3			1		2	1		**2**	**2**	**2**	**3**
CO3	3	3	3		3	3			3	2	3	3	**2**	**1**	**2**	**3**	**3**
CO4	2	3	3		2	2		2		1	2	1	**2**	**2**	**2**	**2**	**3**
CO5	3	3	3		1	2		1	3		1		**2**	**1**	**2**		**2**
CO6	3	2	1		1	2	3	2		2			**3**	**3**	**3**	**3**	**3**

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

Course code : MHSS303				
Course Name : Research methodology				
Semester /Year : 3rd /2nd				
	L	T	P	C
	3			3

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

Course Objectives: The objectives of this course are:
To make students understand about following:
1. Research and Research Design.
2. Methods of acquiring knowledge.
3. Sources of Data and data collection.

Course Contents

Unit I:
Methods of acquiring knowledge
Research: Definition, nature, need and steps

Unit II:
Definition and identification of research problem, selection of a problem Nature, types and functions of hypothesis

Unit III:
Types of researches – Historical, survey and experimental Research Design – Definition, types, basic principles and purpose

Unit IV:
Population and sample
Probability sampling
Non-probability sampling

Unit V:
Sources of Data
Data gathering instruments and techniques – interview, questionnaire, observation, case study, sociometry and projective techniques
Report writing

References:

1. Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi,1994
2. Jain, Gopal Lal, Research Methodology, Methods, Tools and Techniques, Mangaldeep Publications, Jaipur,1998
3. Kothari, C.R.: An Introduction to Operational Research, Vikas Publishing House Pvt. Ltd, New Delhi,1994
4. Wright, Susan E., Social Science Statistics Allyn and Bacon Inc., London,1986

Course code : MHSC-307				
Course Name : SEMINAR				
Semester /Year : I				
	L	T	P	C
	0	0	2	2

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

Course Objectives: The objectives of this course are

1.To develop critical thinking and analytical skills
2.To learn how to research and write about historical topics
3. To communicate historical knowledge effectively in oral and written form

Grading:

- Research paper: 50%
- Oral presentation: 25%
- Participation in class discussions: 25%

Course:

Introduction to the course and the topic of the seminar
primary sources
secondary sources
Research paper proposal & progress
Oral presentation

Course outcomes (COs):

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

CO1	Understand the features of presentation.
CO2	Analyse and appreciate diverse perspectives and contributions
CO3	Identify relevant information, defining and explaining topics under discussion.
CO4	Obtain, select, create and support materials appropriately and can demonstrate insight, independent thought, relevance and persuasiveness.
CO5	Analyze the use of vocabulary; demonstrate command of voice moderation, voice projection and pacing during presentation. Speak cogently with or without notes.
CO6	Use of visual, audio and audio-visual materials to support the presentation.

CO-PO-PSO Mapping

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

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

5. Wisniekwski, Mik, Quantitative Methods for Decision Makers, Mcmillan India Ltd., New Delhi,1986.

Course Outcomes (COs):
Upon successful completion of the course a student will be able to

CO1	Define Research and explain methods of acquiring knowledge, need, and steps of research.
CO2	Learn about research problem, hypothesis, sampling and types of research.
CO3	Gain knowledge regarding data gathering instruments and techniques, Sources of Data, data collection.
CO4	Analyze probability and non probability samples.
CO5	Justify the sources of data related to research.
CO6	Propose data gathering instruments and techniques for various types of research.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	3		2	3	3		2	2	2	2	**3**	**3**	**3**	**2**	**3**
CO2	3	3	3		2	3	3		1		2	1	**2**	**3**	**3**	**3**	**3**
CO3	3	3	3		3	3		3	3	2	3	3	**3**	**3**	**3**	**3**	**3**
CO4	2	3	3		3	3		3		1	2	1	**3**	**3**	**1**	**2**	**3**
CO5	3	2	2		2	2		2	3		1		**2**	**3**	**3**	**2**	**2**
CO6	3	1	2		1	2		1		2			**3**	**3**	**3**	**3**	**3**

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

Course code : MHSC 401				
Course Name : Twentieth Century World (C.1946-2000AD				
Semester /Year : 4th /2nd				
	L	T	P	C
	3			3

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

Course Objectives : The objectives of this course are

1. This global paper is designed to understand the post II World War scenario.

2. It helps to understand the emergence of a new world order as well as cold war & its impact.

3. It also helps in understanding the growth of International organizations & India's foreign policy.

Course content

Unit I

Emergence of new world order

U.N.O. and World Peace; Nationalist Movements and Decolonization in Asia, Middle East and Africa; Communist Revolution in China.

Unit 2

Cold war and its impact

Ideological and Political basis of Cold War (1947-1991)- Emergence of Power Blocks; Pacts and Treaties; The New Cold War; Disarmament.

Unit 3

Disintegration of socialist block and end of cold war

Socialism in decline-Disintegration of U.S.S.R.

Unit 4

International associations and concerns

Non-Aligned Movement; - SAARC ,OPEC ; Emerging new world economic order,G-7,G-15,G-77;European Union; International concerns on terrorism and environment.

Unit 5

India and its foreign policy

India and its neighbors - Indo-China and Indo-Pak relations; other neighbors.

Recommended Readings:

1. Schleicher, P., Charles, International Relations Co-Operation.
2. Palmer and Perkins, International Relations
3. Schuman, International Politics.
4. Moon, P.T., Imperialism and World Politics since 1945.
5. Hughes, H.S., Contemporary Europe.
6 .Carr, E.H., International Relations since 1919.
7. Sen, A.K., International Relations since 1919.
8. Prakash Chander and Prem Arora, International Relations.
9. Hill, Christopher, Lenin and the Russian Revolution (Penguin.)
10. Hinsley, F.H. (ed.), Modern History: Material Progress and World

Wide Problems.
11. Joll, James, Europe Since 1870: An International History
12. Langer, W.L., European Alliances and Alignments. (Greenwood).
13. Palmer, R.A. and Cotton, Joel, A History of Modern World,(Mcgrew).
14. Parks, H.B.,The History of United States of America.
15. Taylor, A.J.P., The Origins of the Second World War.
16. Taylor, A.J.P., The Struggle for Mastery in Europe (OUP).
17. Thompson, David, Europe Since Napoleon (Penguin).
18. Jain and Mathur, Vishwa Ka Itihas 1500 to 1950 AD.
19. Khurana and Sharma, Vishwa Ka Itihas (L.N. Agarwal, Agra).
20. Parthsarthy, G., Vishwa Ka Itihas (Hindi Directorate, Delhi).
21. Chauhan, Devendra Singh., Europe Ka Itihas (1789to 1950A.D.).
22. Pushpesh Pant and Sripal Jain.,Anterrashtriya Sambandh

Course outcomes (COs):

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

CO1	Learn about the post-war developments of Social, Political and Economic scenarios of the World and decolonization and the emergence of the Third world.
CO2	Understand the role of the U.N.O in promoting world peace, as well as the significance of nationalist movements and decolonization in Asia, the Middle East, and Africa, as well as the impact of China's Communist Revolution.
CO3	Explain origin of the Cold War and Changing World political Scenarios and emerging trends in culture, Media and Revolution among European countries.
CO4	Investigate international organizations and concerns such as the Non-Aligned Movement, SAARC, and OPEC, as well as emerging new world economic and international concerns such as terrorism and the environment.
CO5	Evaluate India's foreign policy
CO6	Structure the features of Indo-China & Indo-Pak relations.

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	3		2	3	3		2	2	2	2	3	3	3	2	3
CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3
CO3	3	3	3		3	3	3		3	2	3	3	3	3	3	3	3
CO4	2	3	3		2	1	3	2		1	2	1	3	3	1	2	3
CO5	3	3	3		3	2	2	1	3		1		2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSC-402				
Course Name : Military History of Uttarakhand				
Semester /Year : 4TH /2ND				
	L	T	P	C
	3			3

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

Course Objectives :The objectives of this course are

1. **To explore regional history and culture.**
2. **To help students understand the different regiments of Uttarakhand.**
3. **To analyze the rise of military culture in Uttarakhand.**
4. **To learn about the contribution of different soldiers of Uttarakhand**

Course Contents

Unit 1 Importance of history of Uttarakhand:

(a) History and popular Dynasties of Uttarakhand.
(b) Geo-Strategic Importance: Geographical location and Extensions.
(c) Invasion of Rohilaas
(d) Invasion of Ghurkhas (with special reference to Battle of Khurbuda).
(e) Introduction of British Rule
(f) Role of Freedom Fighters and Azad hind Fauj in Independence.

Unit 2 Rise of Military Culture in Uttarakhand:

(a) Lat Subedar Ballhadra singh Negi: Order of merit
(b) Sepoy Jagtu Rawat: Indian Order of merit.
(c) Nayak Darban Singh Negi: Victoria Cross.
(d) Sepoy Gabbar Singh Negi: Victoria Cross
(e) Hawaldar Chandra singh Garhwali (Peshawar kand).

Unit 3 History of Garwal Regiment:

(a) Establishment of Garhwal Rifles.
(b) Role in war and Military operations.
(c) Valour and Honours.

Unit 4 History of Kumaon Regiment:

(a) Establishment of kumaon Regiment.
(b) Role in war Military operations.
(c) Valour and Honours.

Text Books:

1. Ajay Arora : Administrative History of uttarakhand (Kumaon and Garhwal) During the rule of East India company 1815-1857.

2. Pandit om khanduri : Uttarakhand –Uttaranchal Itihaas adi, Madhya aur Vartman
3 Ghanshyam joshi : Uttarakhand ka Rajneetik evam sanskritik Itihaas. (in Hindi) IV Edition.
4 Brigadier Rajendra singh : History of Indian Army.
5 JP Dalvi : Himalayan blunder, The Curtain-Raiser to the Sino-Indian war, 1962
6 DH Drake-Brockman : With the Royal Garhwal Rifles in the great war, from August 1914 to November 1971.
7 Jasbir Singh : Roar of the Tiger, Illustrated History of operations in Kashmir by 4th Battalion Kumaon Regiment in 1965

Course outcomes (COs):

Upon successful completion of the course student will be able to

CO1	**To gather knowledge about the development of martial arts in Uttarakhand.**
CO2	**Explore the history, importance and rise of military culture and valor in Uttarakhand:**
CO3	**To appreciate and understand the history of the Garhwali Rifles, Kumaon Regiment.**
CO4	**Analyze the role freedom fighters and Azad Hind Fauz in independence.**
CO5	**Evaluate the role of Garhwal & Kumaon regiment in military operations.**
CO6	**Compile the history of honours of Garhwal & Kumaon Regiment.**

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	3	3			3	2		3	3	3	3	2	3
CO2	3	3	3	3	3	3			3	3			2	3	3	3	3
CO3	3	3	3	3	3	3			3	3		3	3	3	3	3	3
CO4	2	3	3	2	3	3			3	2		3	3	3	1	2	3
CO5	3	3	3	3	3	3			3	3			2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSC 403				
Course Name : Project work / Dissertation				
Semester /Year : 4th /2nd				
	L	T	P	C
	3			3

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

Course Objectives : The objectives of this course are

1. Develop research skills

2. To develop communication skills

3. To Developed problem solving skills

a) Project Work – 60 marks

b) Sessionals- 20+20=40 marks(Viva, presentation)

Course outcomes (COs):

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

CO1	Develop their writing skills
CO2	Integrate writing and thought and to apply the conventions of academic writing correctly.
CO3	Cultivate an urge for research.
CO4	Analyze the findings of the research.
CO5	Find errors in the research work.
CO6	Compile all the findings in the research.

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	3		2	3	3		2	2	2	2	3	3	3	2	3
CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3
CO3	3	3	3		3	3	3		3	2	3	3	3	3	3	3	3
CO4	2	3	3		2	1	3	2		1	2	1	3	3	1	2	3
CO5	3	3	3		3	2	2	1	3		1		2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSE 404 (A) (Elective/Specialised papers)				
Course Name : History of Ancient Southern India (C. 650-1200AD)				
Semester /Year : 4th /2nd				
	L	T	P	C
	3			3

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

Course Objectives : The objectives of this course are

1. To understand the historical sources to know about ancient South India.
2. To understand the political structure of Deccan & South India in ancient times.
3. To understand the polity & administration in South India & the rise of feudalism in South India.

Course content

Unit 1

Interpreting the period

Historical Sources and Historiographical interpretations.

Unit 2

Dynasties of the deccan:

Rastrakutas, Chalukyas of Badami and Kalyani,and Yadavas.

Unit 3

Dynasties of south India:

Cholas, Pallavas and Pandyas

Unit 4

Polity & Administration:

Political structure-central, provincial and local administration.

Unit 5

Emergence of feudalism in southern India and struggle for supremacy

Recommended Readings:

1. Altekar A. S., Rashtrakutas and their times.
2. Majumdar, R. C. & Pusalkar, A. D., Imperial Kannauj
3. Shastri, K. A., Nilkantha, History of South India (also Hindi trans)
4. Srivastava, Balarama, Dakshin Bharat Ka Itihas (Hindi)
5. Tripathi, R. S., History of Kannauj
6. Yazdari G., History of Deccan (Hindi)
7. Sharma, R.S., Indian Feudalism (Hindi)
8. Subramaniam, T.N., South Indian Temple Inscriptions, Vol. I,II,III, 1953-54-55, Madras
9. Aiyenger, Ancient India.

Course outcomes (COs):

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

CO1	Debate on historical sources and historiographical interpretations of Southern India (C. AD 650-1200AD)
CO2	Aware of the Deccan dynasties (Rastrakutas, Chalukayas of Badami and Kalyani and Yadavas)
CO3	Examine the southern Indiana dynasties of Cholass, Pallavas, and Anpandasas policy and administration structure
CO4	Analyze the political structure in Deccan and South India
CO5	Assess the development of Feudalism in South India.
CO6	Compile the central, provincial and local administration in Deccan and South Indian dynasties.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	3		2	3	3		2	2	2	2	**3**	**3**	**3**	**2**	**3**
CO2	3	3	3		2	3	3		1		2	1	**2**	**3**	**3**	**3**	**3**
CO3	3	3	3		3	3	3		3	2	3	3	**3**	**3**	**3**	**3**	**3**
CO4	2	3	3		2	1	3	2		1	2	1	**3**	**3**	**1**	**2**	**3**
CO5	3	3	3		3	2	2	1	3		1		**2**	**3**	**3**	**2**	**2**
CO6	3	2	1		1	2	3	2		2			**3**	**3**	**3**	**3**	**3**

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

Course code : MHSE 405(A)				
Course Name : Society and Culture in Ancient India (Earliest time to 1200AD)				
Semester /Year : 4th /2nd				
	L	T	P	C
	3			3

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

Course Objectives : The objectives of this course are

1. To understand the primary & secondary sources of Indian society as wellas the social structure.

2. To understand the various aspects of family life & education in Inda society.

3. To understand the religious developments in ancient Indian society

Course content

Unit 1

Sources for the study of Indian society, primary and secondary sources.
Structure of society-varna system, origin and growth of caste, ashram, purusharthas, sanskaras, position of Shudras, slavery system.

Unit 2

Marriage and family life, position of women.

Unit 3

Education system in ancient India-Gurukul system and prominent center of education teacher and taught relations, women education.

Unit 4

Religion - Vedic religion - Shrutis & Smritis, devamandal during Vedic period, Upanishadic religious ideas.

Unit 5

Pauranic religion - rise and growth of Vaishanavism, Shaivism, Shaktism and other minor sects, Jainism, Buddhism.

Recommended Readings:

1 Hiriyanna, M., Essentials of Indian Philosophy (Delhi, Motilal Banarsidass, 1995).
2. Jha, D.N. and Shrimali K.M., Prachin Bharat Ka Ithihas (Delhi, Hindi Directorate, 1990).
3. Majumdar, R.C. et al., History and Culture of the Indian People, Vols 4. III, IV and V (Mumbai, Bhartiya Vidya Bhavan Series, 1970, 1979, 1980).
5. Munshi, V.K.M. and R.R. Diwakar, Bharatiya Vidya Bhavan Series -Indian Inheritance, 3 vols (Bombay, Bhartiya Vidya Bhavan, 1965, 1970).
6. Nilkanta Sastri, K.A., A History of South India from pre-historic times to the fall of Vijaynagar (Chennai, OUP, 1983).
7. Stein, Burton, Peasant State and Society in Medieval South India.(Delhi, OUP, 1980).
8. Thapar, Romila, A History of India, Vol. 1 (Pelican, 1966, Penguin, Harmondsworth).
9. ----------, Ancient Indian Social History
10. Jain, K.C., Prachin Bharat ki samajik evam arthik sansthain
11. Om Prakash, Prachin Bharat ka samajik evam arthik itihas.
12. Srivastava, K.C., Pachin Bharat Ka Itihas Avam Sanskriti, United Book Depot, Allahabad, 2009-10
13. A.L. Basham, Cultural History of India, 1975, Bombay

Course outcomes (COs):

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

CO1	Gather knowledge about richness of the Indian culture during the ancient period.
CO2	Understand the basic concepts associated with the different aspects of socio-cultural life of the above mentioned period.
CO3	Examine the Hindu religious movements, customs, traditions, languages, literature, art , architecture. get to know how culture of Hindu society influenced that of the other contemporary civilizations.
CO4	Know how the specific culture leads to universal culture and tribe nationalism to a unified world society.
CO5	Evaluate the growth of Vaishnavism, Shaivism and other minor sects.
CO6	Compile the religious ideas in Upanishads and the smritis.

CO-O Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	2	3	2		2	2	2		2		**3**	**3**	**3**	**2**	**1**
CO 2	3	3	3		2	2	2		2	1	**2**	**3**	**2**	**2**	**2**
CO 3	3	3	3		2	1	1		1	1	**2**	**1**	**1**	**2**	**2**
CO 4	3	2	2		1	2	2		2		**2**	**3**	**2**	**2**	**1**

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

Course code : MHSE 406(A)				
Course Name : Economic life in Ancient India (Earliest time to 1200AD)				
Semester /Year : 4th /2nd				
	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 economic development in Ancient Indian society.

2. To understand land ownership and important trade routes and practices.

3. To understand the development of various ethnographic practices & the growth of banking system in ancient India.

coursecontent

Unit 1

Sources-primary & secondary; early stages of economic development. 25 | Page

Unit 2

State and ancient Indian economy.

Unit 3

Economic progress in Maurya and Gupta period, land ownership, irrigation system

Unit 4

Trade and trade routes: internal and external.

Unit 5

Credit and Banking System, business organization- guild system, development of textiles, handicrafts.

Recommended Readings::

1. Adhya, G.l., Early Indian Economics (Kolkata, Asia Publishing House, 1960).
2. Allchin, B. and Allchin, F.R., Rise of Civilization in India and Pakistan (Delhi, Select Book Service Syndicate, 1983).
3. R.C. Majumdar.,Corporate Life in Ancient India,
4. Gopal, L, Economic History of Northern India.. 750-1200 (Varanasi, Motilal Banarsidass, 1965).
5. Gupta, P.L. and T.S. Hardekar, Indian Silver Punchmarked Coins (Nasik, Indian Institute of Research in Numismatic Studies, 1985).
6. Gupta, P.L., Coins: India, the land and People (New Delhi, NBT, 1969).
7. Jha, D.N. and Shrimali K.M., Prachin Bharat Ka Ithihas (Delhi, Hindi Directorate, 1990).
8. Majumdar, R.C. et al., History and Culture of the Indian People, Vols III, IV and V (Mumbai, Bhartiya Vidya Bhavan Series, 1970, 1979, 1980).
9. U.N. Ghosal ,Contribution to the History of Revenue system,.
10. Nilkanta Sastri, K.A., A History of South India from pre-historic times to the fall of Vijaynagar (Chennai, OUP, 1983).
11. U.N. Ghosal. ,Agrarian System in Ancient India
12. Stein, Burton, Peasant State and Society in Medieval South India. (Delhi, OUP, 1980).
13. D.N. Jha. ,Studies in Early Indian Economic History,

14. R.S. Sharma.,Perspective in Social and Economic History of Early India,
15. D.N. Jha., Revenue System in post Maurya and Gupta times,
16. K.D. Bajpeyee., Bharatiya Vyapar ka Itihas (Hindi),
17. P. Niyogi., Economic History of Northern India,
18. Balram Srivastava.,Trade and Economics in Ancient India,
19. S.K. Das.,Economic History of Ancient India
20. Srivastava, K.C., Pachin Bharat Ka Itihas Avam Sanskriti, United Book Depot, Allahabad, 2009-10

Course outcomes (COs):

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

CO1	Know about important historical ideas of Prehistoric and Ancient age.
CO2	Know how the economic structure of the society.
CO3	Analyze urban and agrarian economy up to 1200 A.D.
CO4	Understand the nature of society and culture in contemporary times.
CO5	Evaluate the benefits of internal and external trade routes.
CO6	Formulate a pattern for the development of banking and credit system in ancient times.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3		2	3	3		2	2	2	2	3	3	3	2	3
CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3
CO3	3	3	3		3	3	3		3	2	3	3	3	3	3	3	3
CO4	2	3	3		2	1	3	2		1	2	1	3	3	1	2	3
CO5	3	3	3		3	2	2	1	3		1		2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSE 404(M)				
Course Name : History of Mughal India (C. AD. 1605 to 1757A.D.)				
Semester /Year : 4th /2nd				
	L	T	P	C
	3			3

- Lecture T – Tutorial P – Practical C – Credit

Course Objectives : The objectives of this course are

1. To understand the accounts of contemporary Mughal historians & travellers.
2. To learn the developments during the reign of Shah Jahan & Aurangzeb.
3. To understand the rise of Maratha power, later Mughals & the advent of Europeans in India.

Course content

Unit 1

Historiography and Contemporary Sources:

a) Abdul Hamid Lahori- Padshahnama
b) Khwafi khan-Muntakhut-ui-lubab
c) Bernier- Trevals in the Mughal India
d) Manucci- Storia do mogur(Translated by W. Irvin)

Unit 2

Shahjahan Reign:

a) Deccan policy
b) Central Asian policy
c) War of succession

Unit 3

Aurangzeb Reign:

a) Deccan policy) Rajput policy
b) Religious policy
c) Character and estimate

Unit 4

The Marathas:

a) Rise of Shivaji
b) Shivajis' administration
c) Shivajis' estimate

Unit 5

Later Mughal Emperors, Administration and advent of Europeans':

a) Court politics and Jagirdari crisis during later Mughal period
b) Advent of European power- French and English.

Recommended Readings:

1. Gordon, Stewart, The Marathas. 1600-1818,The New Cambridge History of India (Delhi, Foundation Books, 1994)
2. Tripathi, R.P., Rise and Fall of the Mughal Empire (Allahabad, Central Book Depot, 1963).
3. Kulkarni, A.R., Medieval Maharashtra (Delhi, Books & Books, 1996).

4. Rizvi, S.A.A., The Wonder that was India. Vol 2, London 1987, 11.4 (Delhi, Foundation Books, 1993). Reprint Paperback, 1993.
5. Sastri, K.A.N., History of South India (Delhi, CUP, 1975).
6. Satish Chandra, Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997).
7. Stein, Burton, Peasant State and Society in Medieval South India (Delhi, CUP, 1980)
8. Verma, H.C., Madhya Kalin Bharat 1540-1701 Part II (Delhi, Hindi Directorate, 1983).
9. Nizami, K.A. A Comprehensive History of India, Vol. II
10. Elliot and Dowson, History of India as told by its Historians Vol. I, II, III
11. Sharma, L.P, Madhya Kalin Bharat
12. Mehta, J.L. Advanced Studies in Medieval India Vol. II
13. Pandey, A.B., Later Medieval India, ed. 2 (Allahabad, Central Book Depot, 1970).
14. Richards, John F., Mughal Empire, New Cambridge History of India. 1.5 (Delhi, Cambridge, 1993).
16. Tripathi,R..P.,Rise and Fall of the Mughal Empire(Allahabad, Central Book Depot, 1963).
18. Ali, Ahtar, The Nobility under Mugal Empire
19. Saran, P., Islamic Polity
20. W.H. Moreland From Akbar to Aurangzeb

Course outcomes (COs):

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

CO1	Knowledge and understanding Students will know about the Structure of Mughal Government
CO2	Explain the basic concepts associated with land revenue
CO3	Know about System and Mansabdari Syatem.
CO4	Describe the Trade and Commerce and Monetary System¬ of Mughals
CO5	Learn the Organization and Production Technology under Mughal period. &Analyze the causes of Emergence of Regional States.
CO6	Arrange the European advent in India.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3		2	3	3		2	2	2	2	**3**	**3**	**3**	**2**	**3**
CO2	3	3	3		2	3	3		1		2	1	**2**	**3**	**3**	**3**	**3**
CO3	3	3	3		3	3	3		3	2	3	3	**3**	**3**	**3**	**3**	**3**
CO4	2	3	3		2	1	3	2		1	2	1	**3**	**3**	**1**	**2**	**3**
CO5	3	3	3		3	2	2	1	3		1		**2**	**3**	**3**	**2**	**2**
CO6	3	2	1		1	2	3	2		2			**3**	**3**	**3**	**3**	**3**

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

Course code : MHSE 405(M)				
Course Name : Society and Culture in Medieval India (C.1200 to 1757AD.)				
Semester /Year : 4th /2nd				
	L	T	P	C
	3			3

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

Course Objectives : The objectives of this course are

1. To understand the social stratification in India during the Sultanate & Mughal period.
2. To understand socio-cultural development and Bhakti movement in the medieval period.
3. To understand Sufism and various forms of art and architecture in medieval Inda.

Course content

Unit 1

Indian society during Sultanate and Mughal periods:

Social stratification, position of women, customs and traditions.

Unit 2

Education and Literature:

Education during Sultnate and Mughal period, Literature during Sultnate and Mughal period: Hindi, Urdu, Persian.

Unit 3

Bhakti Movement. Ramanand, Kabir, Nanak, Chaitanya, Ballabhacharya, Tulsidas & Saints of Maharashtra.

Unit 4

Sufism- definition and growth sufi-silsilas, Chisti; Shuharwardi, Qadri and Naqshbandi

Unit 5

Main features of Architecture under Sultanate and the Mughals. Mughals and Rajput Painting, Cultural synthesis.

Recommended Readings:

1. Gordon, Stewart, The Marathas. 1600-1818,The New Cambridge History of India (Delhi, Foundation Books, 1994)
2. Karashima, N., Towards A New Formation, South Indian Society under Vijaynagar Rule (Delhi, CUP, 1992).
3. Rashid, A. Society and Culture in Medieval India.
4. Srivastav, A.L. Medieval Culture
5. Kulkarni, A.R., Medieval Maharashtra (Delhi, Books & Books, 1996).

6. Pandey, A.B., Early Medieval India, ed. 2 (Allahabad, Central Book Depot, 1970).
7. ---------- Later Medieval India (Allahabad, Central Book Depot, 1967).
8. Richards, John F., Mughal Empire, New Cambridge History of India. 1.5 (Delhi, Cambridge, 1993).
9. Rizvi, S.A.A., The Wonder that was India. Vol 2, London 1987, 11.4 (Delhi, Foundation Books,1993). Reprint Paperback, 1993.
10. Sastri, K.A.N., History of South India (Delhi, CUP, 1975).
11. Satish Chandra, Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997).
12. Stein, Burton, Peasant State and Society in Medieval South India (Delhi, CUP, 1980)
14. Verma, H.C., Madhya Kalin Bharat 750-1540 Part I (Delhi, Hindi Directorate, 1983).
15. ----------Madhya Kalin Bharat 1540-1701, Part I1 (Delhi, Hindi Directorate, 1993).
20 RadheyShyam, Madhya Kalin Samajic Avam Arthik Itihas
21. Das Ghanshyam, Madhya Kalin Bhartiy Samjik, Rajnitik Avam Arthik Sansthain
22. Levy, R. The Social Structure of Islam.
23. The Islam in Medieval India, Carpenter J.E.
24. Tarachand. , Influence of Islam on Indian Culture,
25. Yusuf Husain., Glimpses of Medieval India Culture,
26. P. Brown, The History and Culture of Indian People, Bharatiya Vidya Bhawan, Bombay (Vol-V & VI)
27. K.A. Nizami., Religion and Politics in India during Thirteen Century

Course outcomes (COs):

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

CO1	Understand the diversity of the Indian culture i.e., society, race, ethnicity, cultural traditions, gender and class etc.
CO2	Develop a critical insight to examine the development of Indian society and culture with the passage of time.
CO3	Train the students to be sensitive to such developments and inculcate the sense of objectivity and morality among the budding scholars of Indian history.
CO4	Analyze the growth of Bhakti and sufi movements in medieval period
CO5	Consider the development of architecture in medieval period.
CO6	Write about the development of education and literature during the medieval period.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	1	2	2	2	2	2	2	3	3	3	3	2	3
CO2	3	3	3	3	1	2	2	3	1	2	2	3	2	3	3	3	3
CO3	3	3	3	3	1	2	2	3	1	2	2	3	3	3	3	3	3
CO4	2	3	3	3	1	2	2	2	2	2	2	3	3	3	1	2	3

CO5	3	3	3	3	1	2	2	3	1	2	2	3	2	3	3	2	2
CO6	3	3	3	3	1	2	2	3	1	2	2	3	3	3	3	3	3

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

Course code : MHSE 406(M)				
Course Name : Economy in Medieval India (C.1200 to 1757AD.)				
Semester /Year : 4th /2nd				
	L	**T**	**P**	**C**
	3			**3**

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

Course Objectives : The objectives of this course are

1. To understand the revenue & fiscal administration of Alauddin Khilji, Sher Shah Suri & Akbar

2. To understand the development of trade & commerce in medieval India.

3. To understand industrial development and production techniques in medieval period.

Course content

Unit 1

Revenue Administration and Taxation:

a) Allauddin Khiljis' revenue and economic reforms and market control
b) Sher shah Suri land revenue and currency reforms
c) Akbar's land and revenue reforms
d) Life and condition of farmers and artisans.

Unit 2

Trade and Commerce and Monitory system:

a) Inland and Maritime trade
b) Structure and volume of trade
c) Role of Arab and European traders
d) Indian merchants and their commercial practices
e) Medium of exchange, currency and coinage, Banking

Unit 3

Industries and Production Technology:

a) Textiles
b) Mughal Karkhana
c) Metal technology

Recommended Readings:

1. Gordon, Stewart, The Marathas. 1600-1818,The New Cambridge History of India (Delhi, Foundation Books, 1994)
2. Karashima, N., Towards A New Formation, South Indian Society under Vijaynagar Rule (Delhi, CUP, 1992).

3. Rashid, A. Society and Culture in Medieval India.
4. Srivastav, A.L. Medieval Culture
5. Kulkarni, A.R., Medieval Maharashtra (Delhi, Books & Books, 1996).
6. Pandey, A.B., Early Medieval India, ed. 2 (Allahabad, Central Book Depot, 1970).
7. ---------- Later Medieval India (Allahabad, Central Book Depot, 1967).
8. Richards, John F., Mughal Empire, New Cambridge History of India. 1.5 (Delhi, Cambridge, 1993).
9. Rizvi, S.A.A., The Wonder that was India. Vol 2, London 1987, 11.4 (Delhi, Foundation Books,1993). Reprint Paperback, 1993.
10. Sastri, K.A.N., History of South India (Delhi, CUP, 1975).
11. Satish Chandra, Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997).
12. Stein, Burton, Peasant State and Society in Medieval South India (Delhi, CUP, 1980)
14. Verma, H.C., Madhya Kalin Bharat 750-1540 Part I (Delhi, Hindi Directorate, 1983).
15. ----------Madhya Kalin Bharat 1540-1701, Part II (Delhi, Hindi Directorate, 1993).
16. Habib, Irfan, Agrarian System of Mughal India
17.---------- The Economic History of Medieval India : A survey
18. Moreland, W.H. Agrarian System of Moslem India
19. Moosvi,Shireen, The Economy of Mughal Empire : A Statistical Study
20 RadheyShyam, Madhya Kalin Samajic Avam Arthik Itihas
21. Das Ghanshyam, Madhya Kalin Bhartiy Samjik, Rajnitik Avam Arthik Sansthain

Course outcomes (COs):

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

CO1	Estimate the nature of medieval Indian history, and identify the relation between history and society.
CO2	Demonstrate historical concepts such as Antyajas, Urban Revolution, Jagirdari, Zamindari, Dadni System, Jajmani System etc. to understand various dimensions of human past.
CO3	Understand theory, explanation, verification, the making of medieval India, the role of narrative and challenges and recent trends in medieval Indian history
CO4	Illustrate making of society and its relationship with the evolution of culture and its different forms. Relationship between past and present and bearing of medieval on the present.
CO5	Analyse the social structure and inter relationship in the medieval period and question the method of history writing done over a period of time.
CO6	Create outline for the growth of textiles and metalworking as well as karkhanas in Mughal period.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3		2				2		2	3	3	3	3	2	3
CO2	2	3	3		2				2		2	3	2	3	3	3	3
CO3	2	2	2		2				3		2	2	3	3	3	3	3
CO4	3	1	2		1				2		3	1	3	3	1	2	3
CO5	2	2	2		2				3		2	2	2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSE 404				
Course Name : History of Ideas in Modern India				
Semester /Year : 4th /2nd				
	L	**T**	**P**	**C**
	3			3

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

Course Objectives : The objectives of this course are

1. To understand important political ideologies.
2. To understand anti-caste movements in India and different ways of protest against the colonial govt.
3. To Understand Gandhian & leftist philosophy.

Course content

Unit 1

Colonialism & emergence of new political ideas-utilitarianism, liberalism, nationalism, democracy, socialism, communalism, secularism.

Unit 2

Ideas of dissent & protest: constitutional opposition: Dada Bhai Nauroji; G.K. Gokhale; B. G. Tilak.

Unit 3

a) Anti caste movements in south and north India.
b) Mahatma Jyotiba Phule, Ambedkar

Unit 4

Gandhian social philosophy, its source, ideas on religion, civilization, social reform & education, emphasis on villages, women's rights, harijan uplift, struggle against casticism etc.

Unit 5

a) Sarvodaya & Bhoodan; integral humanism & radical humanism.
b) Left Centric Ideas-Naxalism and Maoism

Recommended Readings:

1. Eric Stokes ;The English Utilitarian and India,.
2. G.D. Bearce;British attitudes towards India,

3. M.K. Gandhi; Hind Swaraj,
4. R C Guha;India after Gandhi
5. Norman Lowe; Mastering world history
6. Gadgil and Guha;This Fissured land
7. Mclaughlin Elizabeth T.; Ruskin and Gandhi, , London, Buckell. Univ. Press 1979.
8. Bhattacharya G.P.; M.N. Roy and Radical Humanism, Bombay, A .J.B.H. Wadia Publication 1961.
9. Parekh, Bhikku; Colonialism, Tradition and Reforms : An Analysis of Gandhi's Political Discourses, New Delhi, Sage publications 1989.
10. Sudipta Karaj and Sunil Khilnami, (ed) Civil Society: History and Possibilities, New Delhi, Foundation Books 2000.
11. Chatterjee, Partha,; Nationalist Thought and the Colonial World : A Derivative Discourse, Delhi,1986, .

Course outcomes (COs):

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

CO1	Understand that history itself is debated and constantlyrevised across cultural divides.
CO2	To confidently use conceptual tools like "modernity", "progress and development", "Social equality", "modern education and Women's empowerment", print culture and modern re-definitions of private, personal and public spheres
CO3	To make connections to important modern structures of education, literacy, and knowledge systems as they developed in the west and were subsequently imported to non-Western societies via colonialism.
CO4	Examine the significance of Gandhian social philosophy, Sarvodaya, and Bhoodan, those massive histories that have a large impact on Indian society.
CO5	Assess the role of Gandhian philosophy in social development.
CO6	Develop the understanding of left centric ideas like Marxism.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3		2	3	3		2	2	2	2	3	3	3	2	3
CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3
CO3	3	3	3		3	3	3		3	2	3	3	3	3	3	3	3
CO4	2	3	3		2	1	3	2		1	2	1	3	3	1	2	3
CO5	3	3	3		3	2	2	1	3		1		2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSE 405				
Course Name : Society and Culture in Modern India (C.1757-1964AD)				
Semester /Year : 4th /2nd				
	L	T	P	C
	3			3

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

CourseObjectives:Theobjectivesofthiscourse are

1. To understand British social reforms and Indian reformist and revivalist movements.
2. To understand the nature of Dalit movement in India
3. To understand the growth of National cultural policy.

Course content

Unit 1

British understanding of Indian society, Christian Missionaries.

Unit 2

a) Indian response' Brahma Samaj, Arya Samaj, Prathana Samaj etc.
b) Theosophical Society & Mrs. Annie Besant,
c) Education-indigenous and modern.

Unit 3

Social reforms policy of East India Company & afterwards; social movement

Unit 4

Dalit movement and B.R. Ambedkar

Unit 5

a) Rise and growth of the middle Classes.
b) National Cultural policies: national academy and schools- Art, Drama, Dance, Music and Film

Recommended Readings:

1.Ali, Yusuf, Modern Indian Culture.
2.Chopra, Puri and Das, M.N.,A Social, Cultural and Economic history of India Vol.- II &III.
3. Das, M. N., Economic and Social Development of Modern India.
4. Dutta, K. K., A Survey of Socio-Economic History
5. Forquher, Modern Religious Movement in India
6. Frickenberg,Land Control and Social Structure in Indian History.
7. Gadgil, Industrial Revolution of India.
8. Griffith, The impact of British rule in India
9. Malley, O., Modern India and the West
10 Stokes, Erie, English Utilitarians and India
11. Hiemsath, Charles, Hindu Nationalism and the Indian Social Reform Movement (Princeton, 1964).
12. IGNOU Course Material, EH 1.1 and EH 1.5 (English & Hindi) (1858-1964) (1757-1857).
13. Kulke, H., and D. Rothermund, History of India (Australia, Crook Helms, 1986, D. Routledge,1998).
14. Mazumdar, Datta and Ray Chowdhury (eds), Advanced History of India (London, Macmillan,1961).
15. Panigrahi, D.N.,ed., Economy, Society and Politics in Modern India (Delhi, Vikas, 1985).
16. Rao, M.S.A., Social Movements in India, Vol. land Vol. II (Delhi, Manohar, 1978).

17. Panigrahi, D.N.,ed., Economy, Society and Politics in Modern India (Delhi, Vikas, 1985).
18. Rai, Satya. Bharat Mein Upniveshvad Economic History of India Vol.II\
19. B.B. Mishra , The Indian Middle Class,.
20. Charles Heimsath, Indian Nationalism and Hindu reform,
21. W.T. Burry, (ed), Sources of Indian Traditions,
22. K. Ballahatchat , Social Policy and Social Change in Western India,.
23. Guha, R.C. India After Gandhi,2006

Course outcomes (COs):

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

CO1	Absorb and make sense of information across a wide spatial/temporal bracket and they will be able to think analytically about socio culturaland political parallels in these global connectivity.
CO2	Understand that history itself is debated and constantly revised across cultural divides.
CO3	Examine how the British influence Indian society and culture, and how Indians respond in all areas to create a good society, as well as the current effects.
CO4	Make connections to important modern structures of education, literacy, and knowledge systems as they developed in the west and were subsequently imported to non-Western societies via colonialism.
CO5	They will understand that there is no one history, but interconnected histories yet with the rise of a dominant region, there is a projection of a single dominant historical narrative – the rise of modern West as the Western intellectuals wove it through the centuries.
CO6	Compile the growth of national academies for Dance and music.

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	3		2				2		2	3	2	1	2		2
CO2	2	3	3		2				2		2	3		2	2	2	2
CO3	2	2	2		2				3		2	2	2	1	2	3	2
CO4	3	1	2		1				2		3	1	2	2	2	2	2
CO5	2	2	2		2				3		2	2	2	1	2	3	2
CO6	2	3	3		2				2		2	3	2	1	2		2

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

Course code : MHSE 406				
Course Name : Economy in Modern India (C.1757-1964AD)				
Semester /Year : 4th /2nd				
	L	T	P	C
	3			3

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

Course Objectives : The objectives of this course are

1. To understand the economic policy of East India Company & its impact on Indian economy

2. To review the nature of land revenue settlements of British & the Drain of wealth.

3. To learn the development of railways as well as fiscal policy of British in India.

Course content

Unit 1

a) Indian Economy in the middle of 18th Century. The English East India Company and its rule in Bengal, South India and the Saran tic Debts.

b)The Drain of wealth and its mechanism, magnitude and effects;

c) Decay of Indian manufacturing.

Unit 2

a) The Permanent Settlement-objectives, operation. Its effects on Zamindars and peasants, official critiques, The Ryotwari Settlement of Madras Presidency, Ryotwari and the Mahalwari systems, consequence.

Unit 3

Trade & Commerce changing nature of external trade. Internal trade, Drain of wealth during the first half of the 19th century.

Unit 4

The Railways Imperialism of free trade, economic and political impulse behind Railway construction, economic consequence of railways.

Unit 5

Rise of modern Indian Industries, rise of cotton textiles industries and impediment to its growth, jute, coal, iron and steel. History of Banking 1757-1947, growth of currency policy and the emergence of Reserve Bank of India.

Recommended Readings:

1. Baden Powell, Land systems in British India,
2.Chopra, Puri and Das, A Social, Cultural and Economic history of India Vol.- II & III.
3. Das, M. N., Economic and Social Development of Modern India.
4. Dutta, K. K., A Survey of Socio-Economic History
5. Forquher, Modern Religious Movement in India
6. Frickenberg,Land Control and Social Structure in Indian History.
7. Gadgil, Industrial Revolution of India.
8. Griffith, The impact of British rule in India
9. Malley, O., Modern India and the West
10.Stokes, Erie, English Utilitarians and India
11.Dharma Kumar, (ed) The Cambridge Economic History of India, Vol-II, 1984,

12. IGNOU Course Material, EH 1.1 & EH 1.5 (English & Hindi) (1858-1964) (1757-1857).
13. Kulke, H., and D. Rothermund, History of India (Australia, Crook Helms, 1986, D. Routledge,1998).
14. Mazumdar, Datta and Ray Chowdhury (eds), Advanced History of India (London, Macmillan,1961).
15. Panigrahi, D.N.,ed., Economy, Society and Politics in Modern India (Delhi, Vikas, 1985).
16. Dutt,R.C.,The Economic History of India, 1908
17. Panigrahi, D.N.,ed., Economy, Society and Politics in Modern India (Delhi, Vikas, 1985).
18. Rai, Satya. Bharat Mein Upniveshvad Economic History of India Vol.II

Course outcomes (COs):

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

CO1	Define Economy in Modern India (C.1757-1964AD)
CO2	Examine the purported crisis in the study of Indian economic history and ways to relevance of the subject.
CO3	Assess critically structural (in)capabilities of Indian economy before colonialism to situatethe divergence ensued since then.
CO4	Interpret the nuances of how the institutional changes brought by colonialism transformedagriculture, industry, capital formation and business in India
CO5	Distinguish different theories of development and historiographical debates on economic
CO6	Analyze how colonialism and its politics engendered demographic change, new migration

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	3		2	3	3		2	2	2	2	3	3	3	2	3
CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3
CO3	3	3	3		3	3	3		3	2	3	3	1	2	3	2	1
CO4	2	3	3		2	1	3	2		1	2	1	2	2	2	2	2
CO5	3	3	3		3	2	2	1	3		1		1	2	3	2	1
CO6	3	2	1		1	2	3	2		2			1	2	3	2	1

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

Course code : MHSS 401(Self Study Cources: Student has choose to one paper)				
Course Name : Science & Technology in Colonial India				
Semester /Year : 4th /2nd				
	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 rationality of scientific ideas in medieval period.

2. To understand new development in technology & science in medieval period.

3. To understand relationship between unani and ayurvedic systems as well as interaction of Indian & Arabic sciences.

Course content

Unit I

Science & Empire: Theoretical perspectives: The role and place of STM in the Colonial process. Science & Colonial Explorations- State of Science & Technology on the eve of British conquest; East India Company and scientific exploration; early European scientists; surveyors, botanists, doctors under the Company's service.

Unit II

Growth of techno-scientific Institutions scientific & technical education establishment of engineering and medical college and institutes; teaching of sciences in universities; establishment of scientific institutions; Geological Survey of India and agricultural experimental farms.

Unit III

Indian response to western science. Indian response to new scientific knowledge; interactions and predicaments; science & Indian nationalism; emergence of national science and its relations vis-à-vis colonial science, Mahendra Lal Sarkar, P.C. Ray,J.C. Bose, M.N. Saha.

Unit IV

Science &development discourse: STM for development-Ideas for British government. Mahatma Gandhi and other Indian nationalists;professionalization of science and their view personnel; Royal Commission and their reports; planning for development; National Planning Committee; Bombay plan; National Planning Advisory Board; and Central Advisory Board of Education; Transition from Dependent to Independent science .

Recommended Readings:

1.Deepak Kumar, Science & Empire, Anamika Prakashan, Delhi, 1991.
2.Deepak Kumar, Bharat Mein Angrejee Rajya Aur Vigyan Granth Shilpy, Delhi (Hindi).
3. Deepak Kumar, Prodyogiki Ewam Bharat Mein Angrejee Rajya, Delhi (Hindi).
4.Deepak Kumar, Science and the Raj, OUP, Delhi, 2000.
5.Deepak Kumar, Technology and the Raj, Sage, New Delhi, 1995.

6.Deepak Kumar, Disease and Medicine in India, New Delhi,2001.
7.Dhruv Raina, Image and Context, Historiography of Science in India, OUP, Delhi,2003
8.Dharmnal Indian Science and Tumvivey in lie Eighteenth Century, Delhi. 1971

9. Ian Inkstem, Science & Technology in listory. London, 1991.
10 Madhu, D., The Antiquity of Ilindu Medicine and Civilization, London, 1930.
11. Jaggi, O.P., History of Science, Technology and Medicine in India, Atma Ram, Delhi.
12. Krishna. V.V., & S.S. Bhatnagar, Science, Technology and Devclopment, Delhi, 1993.

Course outcomes (COs):

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

CO1	Identify the relationship between science and colonialism
CO2	Explain the origin, development and institutionalization of scientific disciplines incolonial India
CO3	Develop skills to analyze the secondary historical sources pertaining to science andtechnology in modern India.
CO4	Identify a range of techniques for writing about the history of science and technology.
CO5	Understand the debates on history of science and technology with special reference tomodern India.
CO6	Analyse the encounters of local knowledge and unravel people responses to westernknowledge systems

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3		2	3	3		2	2	2	2	3	3	3	2	3
CO2	3	3	3		2	3	3		1		2	1	2	3	3	3	3
CO3	3	3	3		3	3	3		3	2	3	3	3	3	3	3	3
CO4	2	3	3		2	1	3	2		1	2	1	3	3	1	2	3
CO5	3	3	3		3	2	2	1	3		1		2	3	3	2	2
CO6	3	2	1		1	2	3	2		2			3	3	3	3	3

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

Course code : MHSS- 402				
Course Name :History of Indian Diaspora				
Semester /Year : 4th /2nd				
	L	T	P	C
	3			3

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

Course Objectives : The objectives of this course are

1. To understand Indian Diaspora and its evolution.
2. To study different stages of migration from Indiain pre-colonial and colonial times.
3. to learn about migration in 20th century and the policy of Indian Government towards Indian Daspora.

Course content

Unit I

and their nature.

Diaspora: The concept: origin, evolution and contemporary usage, diasporic identities

Unit II -Stages of Migration: A) Pre- Colonial-

(i) Indian; abroad in the days of remote antiquity,

(ii) carly. Indian migration; Ceylon and South-East Asia; Central Asia; Iran and Afghanistan,

(iii)Merchants, labour and craftsmen in India; South East Asia, (iv) Indian Ocean trading system; migration of Indians to East Africa, South East Asia, Indonesia and West Asia.

Unit III- B) Colonial Migration

(i) emigration to British plantation colonies Fiji. Surinam, Guyana, Mauritius, Malaysia, Trinidad and South Africa.

Unit IV-C) Migration in the 20 Century:

(i) Migration to Canada and U.S.A. in late|9 and early 20 Century

(ii) Migration between 1920's-1947

(il)Migration of professionals to the United States, Canada, Australia and other nations

(iv)Migration to the gulf countries.

Unit V

(a)Indian diaspora in host society- with specific reference to their social status,gender, race and ethnicity, economic, business, professional position vis-à-vis other ethnic communities, Political participation, religious cultural and community activities; inter-generational divide.

(b)Indian diaspora and homeland: cultural intellectual, religious economic and political connections; influence on domestic and foreign policy. India in the Diasporiac Age: India's policy towards her diaspora.

Recommended Readings:

1. Peter Vander Veer (ed), A Sikh diaspora, contested identific and constructed realities in -nation and migration, The politics of space in the South Asian diaspora. Philadelphia, U of Pennsylvania Press, 1995

2. Israel. Milton and N.H. Wagic, (Eds), Ethnicity, litentily and Migration; The South Asian Context, Toronto, U of Toronto Press, 1993.

3. Bates. Crispin. (ed). Community. Empire and Migration: South Asians in Diaspora, London, Macmillan.

4. Mishra, Vijay, "The Diasporic, Imaginary ; Theorizing, The Indian Diaspora" Textual

Practices 10,1996.
S. Vertovic Steven, "Three meanings of Diaspora, Exemplified among South Asian Relations" Diaspora. 1997
6. Tinker, Hugh, The Banyan Tree; Overseas Emigrants from India, Pakistan and Bangladesh, Oxford, OUP. 1977.
7. Tinker, Hugh, A new system of slavery; The Export of Indian labour overseas (1830-1920), London, OUP, 1974. 8 Tinker, Hugh. Separate and Unequal: India : The Indians in the British Commonwealth,
11920-1950). London, I lurst, 1976.
y Jayawardena C.,
"Migration and Social Change: A Survey of Indian Communities Overseas"
, Geographical Review 58 (1968).
10. Kondapi, C., Indian Overseas (1838-1949), Bombay. OUP, 1981
11.Jain, Ravindra K., Indian Diaspora, Globalisation and multiculturalism: A cultural analysis.

Course outcomes (COs):

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

CO1	Define History of Indian Diaspora
CO2	Understand the conception;, origin and evolution Indian diasporas
CO3	Examine Stages of migration in Asian nation (pre-colonial, colonial and twentieth century time-frame)
CO 4	Analyze Polity ,socially ,and economy Effect of migration in india Diaspora
CO5	Debate on migration in 20th century and the policy of Indian Government towards Indian Diaspora.
CO6	Design the outline history of Indian Diaspora

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	1	2	2	2		2	2	3	2	3	3	3	2	3
CO2	3	3	3	1	2	2	3		2	2	3	1	2	3	3	3	3
CO3	3	3	3	1	2	2	3		2	2	3	3	3	3	3	3	3
CO4	3	3	3	1	2	2	2		2	2	3	1	3	3	1	2	3
CO5	3	3	3	1	2	2	3		2	2	3		2	3	3	2	2
CO6	3	3	3	1	2	2	3		2	2	3		3	3	3	3	3

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