# Guru Kashi University

# Master of Arts in History

# Session 2024-25

# Department of History

**Graduate Attributes:**

Graduates have comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts. Graduates are effective problem-solvers, able to apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges. Graduates convey ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.

**Program Learning Outcomes:**

**Deepened Historical Knowledge:** An MA program should significantly expand your understanding of the past. This includes not just memorizing facts and dates, but also developing a nuanced grasp of historical events, trends, and processes across different time periods and geographical regions.

**Critical Thinking and Analysis:** Effective historical study requires the ability to analyze primary and secondary sources, identify biases, and construct well-supported arguments. An MA program will hone your critical thinking skills and equip you to critically evaluate historical narratives.

**Research Skills and Methodology:** Research is central to historical inquiry. A good MA program will provide you with the tools and techniques necessary to conduct thorough historical research, including archival work, historiography, and source analysis.

**Communication and Writing Skills:** Historians need to effectively communicate their findings to a variety of audiences. An MA program will strengthen your writing skills, allowing you to present historical research in a clear, concise, and engaging manner.

**Understanding of Historical Context:** Historical events don't occur in a vacuum. A strong MA program will help you develop the ability to situate historical events within their broader social, political, economic, and cultural contexts. This fosters a deeper understanding of cause and effect relationships.

**Historical Argumentation and Interpretation:** Moving beyond basic descriptions, a good MA program will encourage you to develop your own historical arguments and interpretations. This involves using evidence to support your claims and engaging with the work of other historians

| Programme Structure M.A. History | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Semester-1** | | | | | | | |
| Sr. No. | Course Code | Course Title | Course Type | L | T | P | Credits |
| 1 | MHI101 | History of Punjab (1469-1799) | Core | 4 | 0 | 0 | 4 |
| 2 | MHI102 | History of Ancient India from Earliest Times to Gupta Empire | Core | 4 | 0 | 0 | 4 |
| 3 | MHI114 | Indian History from 11<sup>th</sup> Century to Early 16<sup>th</sup> Century | Core | 4 | 0 | 0 | 4 |
| 4 | MHI115 | Science & Technology in India from Earliest times to mid 20<sup>th</sup> Century | Skill Based | 2 | 0 | 0 | 2 |
| 5 | MHI116 | Socio-Economic History of Punjab from 16<sup>th</sup> to Early 19<sup>th</sup> Century | Multi Disciplinary | 3 | 0 | 0 | 3 |
| **Discipline Elective (Any one of the following)** | | | | | | | |
| 6 | MHI119 | History of World from Renaissance to Industrial World | Discipline | 3 | 0 | 0 | 3 |
| 7 | MHI105 | History of India from the Gupta's Empire to 1000 A.D. | | | | | |
| **Discipline Elective (Any one of the following)** | | | | | | | |
| 8 | MHI117 | Historiography | Discipline Elective | 3 | 0 | 0 | 3 |
| 9 | MHI118 | Textual Sources of Indian History | | | | | |
| **Total** | | | | **23** | **0** | **0** | **23** |

| Semester-2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Sr. No. | Course Code | Course Title | Course Type | L | T | P | Credits |
| 1 | MHI226 | History of Punjab from 19th to mid 20th Century | Core | 4 | 0 | 0 | 4 |
| 2 | MHI220 | History of India from 16thto 17th Century | Core | 4 | 0 | 0 | 4 |
| 3 | MHI221 | Oral History | Entrepreneurship | 2 | 0 | 0 | 2 |
| 4 | MHI299 | Xxx | MOOC | - | - | - | 2 |
| **Discipline Elective (Any one of the following)** | | | | | | | |
| 5 | MHI222 | History of India in 18th Century | Discipline Elective | 3 | 0 | 0 | 3 |
| 6 | MHI216 | Peasant and Labor Movements in Medieval India | | | | | |
| **Discipline Elective (Any one of the following)** | | | | | | | |
| 7 | MHI223 | History of World (1870-1956 | Discipline Elective | 3 | 0 | 0 | 3 |
| 8 | MHI224 | History of Indiain 17th Century | | | | | |
| 9 | MHI225 | Introduction to Archival Study | VAC | 2 | 0 | 0 | 2 |
| Total | | | | 18 | 0 | 0 | 20 |

**Semester 3**

| Sr. No. | Course Code | Course Title | Course Type | L | T | P | Credits |
|---------|-------------|--------------|-------------|---|---|---|---------|
| 1 | MHI318 | National Movement in India and Constitutional Development (1858-1930) | Core | 4 | 0 | 0 | 4 |
| 2 | MHI319 | Historical Sources | Compulsory Foundation | 2 | 0 | 0 | 2 |
| 3 | MHI315 | Research Methodology | Compulsory Foundation | 2 | 0 | 0 | 2 |
| 4 | MHI398 | Research Proposal | Research Skill | 0 | 0 | 8 | 4 |
| 5 | MHI317 | Ethics & Intellectual Property Rights | Skill Based | 2 | 0 | 0 | 2 |
| 6 | MHI396 | Service Learning | Elective Foundation | 0 | 0 | 4 | 2 |
| 7 | MHI313 | Computer Lab | Computer Lab | 0 | 0 | 2 | 1 |
| 8 | MHI397 | Proficiency in Teaching | Skill Based | 2 | 0 | 0 | 2 |
| 9 | MHI320 | Art and Architecture | VAC | 2 | 0 | 0 | 2 |
| 10 | MHI399 | Xxx | MOOC | - | - | - | 2 |
| **Open Elective Course** | | | | | | | |
| 11. | XXX | XXX | **Open Elective** | 2 | 0 | 0 | 2 |
| Total | | | | 16 | 0 | 14 | 25 |
| **Open Elective Course (For other Departments)** | | | | | | | |
| 12 | OEC054 | Republic of India (1947-1981) | Open Elective | 2 | 0 | 0 | 2 |

**Semester-4**

| Sr. No. | Course Code | Course Title | Course Type | L | T | P | Credits |
|---------|-------------|--------------|-------------|---|---|---|---------|
| 1 | MHI401 | Dissertation | Research Skill | - | - | - | 20 |
| 2 | MHI402 | Seminar | Ability Enhancement | 0 | 0 | 2 | 1 |
| **Total** | | | | **0** | **0** | **2** | **21** |
| **Grand Total** | | | | **62** | **0** | **4** | **88** |

Evaluation Criteria for Theory Courses

**A. Continuous Assessment: [25 Marks]**

i.   CA1 Surprise Test (Two best out of three) - (10 Marks)
ii.  CA2 Assignment(s) (10 Marks)
iii. CA3 Term Paper/Quiz/Presentations (05 Marks)
iv.  Attendance (5 marks)

B. Attendance (5 Marks)
C. Mid Semester Test: [30Marks]
D. End-Semester Exam: [40 Marks]

**Semester-I**

**Course Title: History of Punjab (1469-1799)**

**Course Code: MHI101**

| L | T | P | Cr. |
|---|---|---|-----|
| 4 | 0 | 0 | 4 |

**Total Hours 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to

1. Construct the knowledge among learners about the History of Punjab.
2. Examine the various concepts of history of Sikh Gurus' period.
3. Provide information regarding Political Issues during 1699-1799
4. Able to assess the circumstances which support to the Sikh Raj.

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**Course Content**

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**UNIT-I**                                                                                    **15 Hours**

Main Sources of Punjab History upto 1799.Guru Nanak Dev: His teachings and travels, Evaluation of Sikhism (1539-1606 AD), AdiGranth; martyrdom of Guru Arjun Dev; Circumstances leading to it and its impact.

**UNIT-II**                                                                                  **15 Hours**

Transformation of Sikh Panth (1606-1675AD), Guru Gobind Singh and relation with Hilly Chiefs and Mughals, creation of the Khalsa; causes and its importance.

**UNIT-III**                                                                                **15 Hours**

Banda Singh Bahadur; his achievements, causes of his ultimate failures, Political struggle of the Sikhs against Zakariya Khan, Yahiya Khan, Mir Mannu.

**UNIT-IV**                                                                                 **15 Hours**

Origin and functions of Dal Khalsa, Ranjit Singh's occupation of Lahore and its importance; his relations with the Sikh Misal.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning

**Suggested Readings**

- AroraA.C,*History of Punjab*,SugamyaPustakalaya,1860.

- Banerjee I.B,*Evolution of the Khalsa* Vol. I & II (Eng&Pbi), Singh Brothers,Amritsar, 2001.
- Banerjee A.C, *Guru Nanak & His Times* (Pbi Uni. Patiala), Bansilal& Sons Publishers, Jalandhar, 1990
- Grewal, J.S.,*Guru Nanak to Maharaja Ranjit Singh,*Manohar,2007
- KhushwantSing,*History of the Sikhs,* Vol-I, Oxford, India,1963.
- Sukhdial Singh, Punjab Da Ithas 1469-1708, Punjabi University,Patiala, 2000.
- Singh Sulakhan,*Heterodoxy in the Sikh Tradition*, 1999
- Grewal J.S., *Guru Nanak to Maharaja Ranjit Singh*, Singh Brothers Publishers, Amritsar, 1998.
- Hans Surji, *A reconstruction of Sikh History from Sikh Literature*, Maan publishing House

**Websites**:

- https://www.britannica.com/topic/Sikhism/Guru-Nanak

- https://www.bbc.co.uk/religion/religions/sikhism/people/nanak.shtml

- https://www.sikhdharma.org/sikh-history/ten-sikh-gurus/

- https://www.britannica.com/biography/Ranjit-Singh-Sikh-maharaja

| Course Title: History of Ancient India from Earliest Times to Gupta Empire | L | T | P | Cr. |
|---|---|---|---|---|
| Course Code: MHI102 | 4 | 0 | 0 | 4 |

**Total Hours 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to

1. Perceive various sources to study the history of ancient India.

2. Enhance the knowledge of the learner about Indus Valley Civlization.

3. Enhance the knowledge about Buddhism and Jainism with emphasis on changes in the recent past.

4. Analyze the glory of Indian history during the Mauryan Empire.

### Course Content

**UNIT-I**          **15 Hours**

Sources of Ancient Indian History, The Stone Age culture of India, the Harappa Civilization, Origin, Characteristics and Decline.

**UNIT-II**          **15 Hours**

Early Vedic Age and later Vedic Age, The rise of Mahajanapads

**UNIT-III**          **15 Hours**

Jainism and Buddhism, the Mauryan Empire

**UNIT-IV**          **15 Hours**

Post Mauryan India; Kushanas and Indo-Greeks, The Gupta Empire

**Transaction Mode**

Lectures,Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:**

- Majumdar, *R.C,The Vedic Age, Munshi Ram Manohar,2010*
- Goyal, *S.R, A History of Indian Buddhism, Chicago, 1974.*
- Singh, Upinder, *A History of Ancient and Early Medieval India, 2008*
- Thapar, Romila, *The Penguin History of Early India; From the Origin to A.D. 1300*, *Penguin, London, 2002.*
- Thapar, Romil, *Asoka and the decline of the Mauryas, Oxford, Dehli, 2012*

- PiggotStuar, *Prehistoric India*, Oxford Publishers, New Delhi, 1996
- Wheeler, M, *Indus Valley Civilization*, Gandhari Book Depot, Bikaner, 1999.

**Websites:**
- https://www.historydiscussion.net/articles/sources-of-ancient-indian-history-archaeological-and-literary-sources/2336
- https://www.ancient.eu/jainism/
- https://www.britannica.com/place/Mauryan-Empire
- https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2012/10/HIST101-7.2.1-GuptaDynasty-FINAL1.pdf
- https://www.livehistoryindia.com/cover-story/2019/11/10/the-great-sixteen-mahajanapadas

**Course Title: Indian History from 11ᵗʰ Century to Early 16ᵗʰ Century**

**Course Code: MHI114**

| L | T | P | Cr. |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Total Hours: 60**

**Course Learning Outcomes**: On successful completion of this course, the students will be able to

1 Enhance the knowledge of the learner about the history of Delhi Sultanate.

2 Understand the market system and economic development during this period.

3 To know the policies of Feroz Shah Tughlaq,Ivasion of Timur,Lodi dynasty and fall of Dehli Sultanate.

4 Learn about the administrative structure of DehliSultnate,Bahmani and Vijaynagar Kingdoms.

**Course Content**

**UNIT-I**                                                                    **18 Hours**
Sources of the History of the   Sultanate period**:** with special reference to Alberuni's India, Barni'sTarikh-i-Ferozeshahi and travels of IbnBatuta; political condition of India in 1000 A.D; Invasions of Mahmud Ghazni and Muhammad Ghori. Consideration of the Turkish rule under the Slave Rulers with special reference to the measures taken by Illtutmish and Balban

**UNIT-II**                                                                   **15 Hours**
Rise of Khaljis; JalaluddinKhalji, Economic  and Military Reforms of AlauddinKhalji, Alauddin's Deccan Policy. Rise of Tughlaqs: Career, conquests and Administration of Ghyas-ud-din Tughlaq; Mohammad Tughlaq's experiments.

**UNIT-III**                                                                  **12 Hours**
Administrative policies of FerozTughlaq: Invasion of Timur and its effects; factors responsible for the downfall of Tughlaq dynasty.

Rise of Lodis; Lodi Polity; Fall of Delhi Sultanate

**UNIT-IV**                                                                   **15 Hours**
Administrative structure of Delhi Sultanate;  Central and local Administration, Law and Justice, Army organization, Nature of the State under the Delhi Sultans. Bahmani and Vijaynagar Kingdoms.

**Suggested Readings:**

- Habibullah, A.B.M., *The Foundation of Muslim Rule in India,* Mehta Publishing House, Jalandhar, 2005
- Hussain, Mahdi , *Rise and all of Muhammad Bin Tughluq,*BansiPrakashan, New Delhi, 1995.
- Nazim, Muhammad*, Life and Times of Sultan Mahmud of Ghazni.* LajpatPublishers,New Delhi, 2001
- .Lal, K.S.,*History of the Khaljis,*KasturiLal Publishers,  Meerut, 1998
- Tripathi, R.S.,*Some Aspects of Muslim Administration* ,  Kanha Publishers,  Meerut, 1990
- **Websites:**

  - https://www.jagranjosh.com/general-knowledge/summary-on-the-khilji-dynasty-of-delhi-sultanate-1491199406-1
  - https://byjus.com/free-ias-prep/tughlaq-dynasty/
  - https://www.indianmirror.com/dynasty/lodhidynasty.html

**Course Title: Science and Technology in India from Earliest times to mid 20th Century**

| L | T | P | Cr. |
|---|---|---|-----|
| 2 | 0 | 0 | 2 |

**Course Code: MHI115**

**Total Hours 30**

**Course Learning Outcomes**: On successful completion of this course, the students will be able to

1. Develop understanding of Astronomy, Mathematics, Engineering and Medicine in Ancient India.
2. Attain adequate knowledge about the use of various technologies in agriculture during the medieval India.
3. Attain the knowledge about the response of India towards the scientific Knowledge and modern Technology.
4. ToAnalyze the contribution of various Indian Scholars and Scientists in Science and Technology

## Course Content

**UNIT-I**                                                                 **8 Hours**

Developed in different branches of Science in Ancient India: Astronomy, Mathematics, Engineering and Medicine, Developments in metallurgy: Use of Copper, Bronze and Iron in Ancient India

**UNIT-II**                                                                **8 Hours**

Scientific and Technological Developments in Medieval India; Influence of the Islamic world and Europe; The role of maktabs, madrasas and karkhanas set up. Innovations in the field of agriculture-new crops introduced new techniques of irrigation etc.

**UNIT-III**                                                               **7 Hours**

European Scientists in Colonial India-Surveyors, Botanists, Doctors, under the Company's Service. Indian Response to new Scientific Knowledge, Science and Technology in Modern India

**UNIT-IV**                                                               **7 Hours**

Mathematics and Astronomy: Baudhayan, Aryabhtatta, Brahmgupta, Bhaskaracharya, Varahamihira, Nagarjuna, yoga and Patajali

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:**

- Acharya, P.K., *Dictionary of Hindu Architecture*. London, 1927.
- Bose, D. M., Sen, S.N., and Subbarayappa, B.V.(Eds.), *A Concise History of Science in India. Indian National Science Academy*, New Delhi, 1971.
- Chatterji, Sunm Kumar (E d.), *The Cultural Heritage of India. Vol. V*. The Ramakrishna MissionInstituteofCulture,Calcutta,1978.
- Chattopadhyaya, Debiprasad (Ed.), *Studies in the History of Science inIndia (2Vols.).* Editorial Enterprises, New Delhi, 1982.
- Dampier, W.C., *History of Science and its Relations with Philosophy andReligion. 4thEdn.* Cambridge, 1961.
- Forbes, George, *History of Astronomy.*Watts& Co., London, 1909.
- Forbes, R.J., *Metallurgy in Antiquity.*Leyden, 1950.
- Haldane, J.B.S., *Science and Indian Culture*. New Age Publishers Pvt.Ltd., Calcutta, 1965.

**Websites**

- https://tamizhibooks.com/product/science-and-technology-in-the-development-of-india/

- https://www.exoticindiaart.com/book/details/science-and-technology-in-india-through-ages-nab788/

- https://tamizhibooks.com/product/science-and-technology-in-the-development-of-india/

**Course Title: Socio-Economy History of the Punjab from 16ᵗʰ to Early 19ᵗʰ Century**

**Course Code: MHI116**

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

**Total Hours: 45**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to**:**

1. Evaluate the coditions of Punjab which  supportsthe emergence of Sikh Panth
2. Know the Concept of Martydomand learn their encounters with the Mughals
3. Know about some of the basic tents of Sikhism, Village organisation and peasantry movements.
4. Know about some  of the basic tents of Sikhism, Village organisation and peasantry movements
5. To Analyzethe economic condition of  medieval Punjab

## Course Content

**Unit-I**                                                                                                    **15 Hours**

Historical Milieu and Socio-Religious Condition of the Punjab around 1500 AD. Emergence of the Sikh Panth.

**Unit-II**                                                                                                  **10 Hours**

Concept of Martyrdom in Sikhism and its impact. Mughal State and the Sikh Panth(1606-1708).

**Unit-III**                                                                                                **10 Hours**

State and the Sikh Society. Village  Organization and Peasantry.

**Unit-IV**                                                                                                 **10 Hours**

Urban Centres,  Trade, Commerce, Money-lenders, Artisans and Craftsmen.

**Suggested Readings**
- Baden Powell, *The Land System of British India*, Vol.-II, Original Publishers, Delhi, 1974.

- Bajwa, Fauja Singh, *The Military System of the Sikhs* (*1799-1849*),MotilalBaharsidas, Delhi, 1964.
- Bajwa, Fauja Singh, *After Ranjit Singh, Master Publishers,* New Delhi 1982.
- Bal S.S., British Policy towards the Punjab *(*1844-49*),* New Age Publishers, Calcutta, 1971.
- Chetan Singh, *Region and Empire: Punjab in the Seventeenth* Century, Oxford University Press, Delhi 1991.
- Grewal, Reeta and Pall Sheena, *Pre-Colonial and Colonial Punjab.*Society, Economy, Politics and Culture, Manohar, Delhi 2005.
- Mcleod, W.H., *The Evolution of the Sikhs Community, Oxford* University Press, New Delhi, 1975.
- Mcleod, W.H., *Historical Dictionary of Sikhism,* Oxford University Press, Oxford, 1995.
- Teja Singh and Ganda Singh (eds)*, A Short History of the Sikhs,* Asia Publishing house, Bombay, 1950.

**Websites**:

- https://www.britannica.com/topic/Sikhism/Guru-Nanak
- https://www.bbc.co.uk/religion/religions/sikhism/people/nanak.shtml
- https://www.sikhdharma.org/sikh-history/ten-sikh-gurus/
- https://www.britannica.com/biography/Ranjit-Singh-Sikh-maharaj

**Corse Title: History of the World From Renaissance to Induustrial World**

**Course Code: MHI119**

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

**Total hours 45**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to

1. Know the information about renaissance and reformation era of Europe.
2. Analize the information regarding back ground of various political revolutions.
3. To learn about the various concept of Europe,Metternich System and French Revolution .
4. To Know about the Industrial Revolution (in specially England)and various movement

**Course Content**

**UNIT-I**                                                **10 Hours**

Renaissance & Reformation, Glorious Revolution 1688 AD in England; Causes and its impacts.

**UNIT- II**                                               **10 Hours**

American Revolution, French Revolution (18thcentury), Napoleon Era, Congress of Vienna; its aims; principals &works.

**UNIT-III**                                             **10 Hours**

Concert of Europe, Estimate of its work, Metternich System, Home &Foreign Policy 19th Century French Revolutions (1830 &1848)

**UNIT-IV**                                           **15 Hours**

Industrial Revolution (in specially England), Socialist and Labour movements in Europe, Growth of Nationalism in Europe: Unification of Italy and Germany.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings**

- John AGarraty, *A History of the World 1789-1957 Vol-III, Harper and Row, London, 1972.*
- Leo Gershoy, *French Revolution and Napoleon, E-Artnow, 2019.*
- Lucas Henry *S, The Renaissance and Reformation, Oxford, 2012*
- S A Pakeman*, The Modern World 1789-1957, Jain and Mathur, Dehli, 2015*
- Will Durant, *The Reformation, Oxford, 1970.*
- Wood Ward, *History of United States, Atlantic, Darya Ganj, New Delhi, 2006.*

**Websites**

- https://www.britannica.com/event/Renaissance
- https://www.britannica.com/videos/World-Historyhttps://www.britannica.com/browse/World-History

**Course Title: History of India from the Gupta's Empire to 1000 A.D.**

**Course Code: MHI105**

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

**Total Hours: 45**

**Learning Outcomes:** On completion of this course, the successful Learner will be able to learn:-

1. Enhance the knowledge of the learner about the decline of Gupta Empire ,later Gupta Empire and Harsh Vardhna that was last important Hindu Dynasty
2. Analyse the various concepts about origin of Rajput Dynasties
3. Examine the relationship of different kingdoms of Rajputs
4. Able to understand the Administration and political achievments of Gupta Empire

**Course Content**

**UNIT-I**                                                                                 **10 Hours**

The Decline of the Gupta Empire, The later Gupta's with special reference of Harsh Vardhan and his times.

**UNIT-II**                                                                               **10 Hours**

Mahmud Bin Qasim, the Pratihar dynasty; the origin and their Political conditions, The Palas and Rashtarkutas dynasties.

**UNIT-III**                                                                             **10 Hours**

The origin and brief history of the Pallavas and Pandya Dynasties, The Chalukayas; their origin and their political achievements

**UNIT-IV**                                                                             **15 Hours**

Cholas dynasty; administration, architecture their political and social conditions, The Rajput's origin, political administration, feudalism and their revenue system

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring,  Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

## Suggested Readings

- *Goyal, S.R, A History of Indian Buddhism,* Chicago,1974.
- Majumdar, R.C.,*The Vedic Age*, Munshi Ram Manohar,2010
- *Singh, Upinder ,AHistory of Ancient and Early Meieval India,2008*
- Thapar, Romila,*The Penguin History of Early India; From the Origin to A.D. 1300***,** Penguin,      London, 2002.
- Thapar, Romila,*Asoka and the decline of the Mauryas*, Oxford,Dehli,2012.

## Website

- https://www.thoughtco.com/the-chola-empire-195485
- https://www.ancient.eu/Gurjara-Pratihara_Empire/
- https://www.indianmirror.com/dynasty/pallavadynasty.html
- https://www.ancient.eu/Rashtrakuta_Dynasty/

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

**Course Title: Historiography**

**Course Code: MHI117**

**Total Hours: 45**

**Learning Outcomes**: On successful completion of this course, the Learner will be able to

1. Discuss the nature, concept, and various theories of History.
2. Analyze the Causation in History, Objective in History and other disciplines: Economics, Political Science, and Psychology.
3. Learn about therelationshipof History with the other various Subjects.
4. Assess the knowledge of the Learner about the Historical thoughts and Historiography.

## Course Content

**UNIT-I**                            **10 Hours**

Definition and Nature of History Scope and Purpose of History

**UNIT-II**                           **10 Hours**

Causation in History, Objective in History: History and other disciplines: Economics, Political Science, and Psychology.

**UNIT-III**                          **15 Hours**

History and Auxiliary Sciences: Sociology, Geography, Literature, Greek Historical Thought: Herodotus

**UNIT-IV**                          **10 Hours**

Roman Historical Thought: Tacitus. Marxist Historical Thought: Karl Marx.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning

**Suggested Readings**

- SK Bajaj, *History: Its Philosophy, Theory and Methodology, Lotus Press, Bombay, 2001.*
- Sheikh Ali. B, *History: Its Theory and Method, Castle Printers, Jaipur, 1998.*
- WH Walsh, *The Philosophy of History, Oxford Press, New Delhi, 2006.*
- RG Collingwood, *Idea of History, Curzon Press, Calcutta, 1996.*
- Anderson, Darston, *Thesis and Assignment Writing& Poole, Cambridge Press, Cambridge University, 2001.*

**Website**

https://qc-cuny.libguides.com/historyresearch
https://books.google.co.in/books/about/A_Manual_of_Historical_Research_Methodol.html?id=TG6PXBKwXNMC
https://books.google.com/books/about/Historical_Research.html?id=qZRmAAAA

| | L | T | P | Cr. |
|---|---|---|---|---|
| **Course Title: Textual Sources of Indian History** | | | | |
| **Course Code MHI118** | 3 | 0 | 0 | 3 |

**Total    Credit: 45**

**Coursee Outcomes:** On completion of this course, the successful students should be able:

1. Evaluate the knowledge of the learner about  the study ofKautilya,Arthasastra ,Kalhan and Rajatarangini
2. Learner Examine the Babar,Babarnama Abul Fazal, Akbarnamatext aboutmediveial History
3. learn  about some factors which explore the glorious Sikh  history and Revlutionary history of Punjab
4. Build critical ability through competing interpretation and multiple narrative of the past

**Course Content**

**UNIT-I**                                                                                    **10  Hours**

Kautilya, Arthasastra  Kalhana, Rajatarngini

**UNIT-II**                                                                                    **10 Hours**

Babar,Babarnama  AbulFazal, Akbarnama

**UNIT –III**                                                                                  **10 Hours**

Guru Gobind Singh, Zafarnama Baghat Singh, Selected Works

**UNIT –IV**                                                                                  **15 Hours**

Gandhi, HindSwaraj   Ambedkar, The Annihilation of Caste

**Suggested Readings**

- W.M. Thackston, *The Baburnama: Memories of Babur*, Prince and Emperor,2007
- Louis E. Fenech ,*The Sikh Zafar –Namah of Guru Gobind Singh* : A Discursive Blade in the Heart of the Mughal Empire, 2013.
- Shah Ghanshyam, *Re-reading Hind Swaraj : Modernity and Subalterns,*2015.
- Lal Chaman, *Bhagat Singh Reader,* 2011

**Websites:**

- https://www.mkgandhi.org/articles/gandhis-hind-swaraj-summary-and-centennial-view.html
- http://www.zafarnama.com/
- https://www.jagranjosh.com/general-knowledge/abul-fazal-author-of-akbarnama-1409056853-1

**Semester 2nd**

| Course Title: History of Punjab from 19th to mid 20th Century | L | T | P | Cr. |
|---|---|---|---|---|
| Course Code: MHI226 | 4 | 0 | 0 | 4 |

**Total Hours: 60**

**Course Learning Outcomes**: On successful completion of this course, the students will be able to

1. Enhance the knowledge of the learner about the History of Punjab.

2. Learn about the Annexation of Punjab and British Administration.

3. Provide information regarding Political, economic, socio and religious movements during that time

4. Enhance the knowledge about Re-Organisation of the Punjab.

## Course Content

**UNIT-I** **15 Hours**

Ranjit Singh; his relation with Afghan, Conquests of Attak, Multan, Kashmir & Peshawar, Relation between Ranjit Singh & the British; Treaty of Amritsar (1809) and Sind Tangle & Tripartite Treaty, Civil & Military administration of Ranjit Singh.

**UNIT-II** **15 Hours**

Anglo Sikh Wars & the Annexation of Punjab. Administration of Punjab (1849-1858), Board of Administration & it's working, Sir John Lawrence as a Chief Minister.

**UNIT-III** **15 Hours**

Socio Religions reforms movement in the late 19th Century; Kuka movement, Singh Sabha Movement, Arya Samaj, Land marks in freedom struggle of the Punjab:Agrarian

unrest 1907, Ghadar Movement, JallianWalaBagh, Gurdwara Reforms Movement, NaujawanSabha.

**UNIT-IV**                                                                                   **15 Hours**
Factor leading to the partition of  Punjab & its impact, Circumstances leading to the Re-Organization of the Punjab in 1966.

**Suggested Readings:**

• Baden Powell, *The Land System of British India*, Vol.-II, Original Publishers, Delhi, 1974.
• Bajwa, Fauja Singh, *The Military System of the Sikhs* (1799-1849), MotilalBaharsidas, Delhi, 1964.
• Bajwa, Fauja Singh, *After Ranjit Singh*, Master Publishers, New Delhi 1982.
• Bal S.S., *British Policy towards the Punjab (1844-49)*, New Age Publishers, Calcutta, 1971.
• Chetan Singh, *Region and Empire: Punjab in the Seventeenth Century*, Oxford University Press, Delhi 1991.
• Grewal, Reeta and Pall Sheena, *Pre-Colonial and Colonial Punjab: Society, Economy, Politics and Culture*, Manohar, Delhi 2005.
• Mcleod, W.H., *The Evolution of the Sikhs Community*, Oxford University Press, New Delhi, 1975.
• Mcleod, W.H., *Historical Dictionary of Sikhism*, Oxford University Press, Oxford, 1995.
• Teja Singh and Ganda Singh (eds), *A Short History of the Sikhs*, Asia Publishing house, Bombay, 1950.

**Websites**:

   • https://www.britannica.com/topic/Sikhism/Guru-Nanak
   • https://www.bbc.co.uk/religion/religions/sikhism/people/nanak.shtml
   • https://www.sikhdharma.org/sikh-history/ten-sikh-gurus/

**Course Title: History of India from 16th to 17th Century**

**Course Code: MHI220**

| L | T | P | Cr. |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Total Hours: 60**

**Learning Outcomes:** On completion of this course, the successful Learner should be able:

1. To enhance the knowledge of the learner to study about the Sources Mughal History.
2. Analyze a new age and empire in India ,which lasted
3. To Learn about the  Humayun's administrative mistakes and the excellent Administration of Sher Shah Suri.
4. To learn about the establishment of Mughal empire and the various policies of the great Akbar.

## Course Content

**UNIT-I**                                                                                           **15  Hours**

Sources of Mughal Indian History with special reference to Tuzk-i-Baburi, Akbarnama,

Muntkwal-ul-Twarikh.Socio-Political condition of India on the eve of Babur's invasion

**UNIT-II**                                                                                          **15   Hours**

Babur's character and personality, Babur as an Empire builder (with special reference to battles of Panipat and Kanwaha).Humayun: Humayun's relations with Bahadur Shah and Sher Shah.

**UNIT–III**                                                                                          **15 Hours**

Blunders committed by Humayun; Causes of Humayun's expulsion from India and the factors which subsequently made his restoration of power. Sher Shah: Administration and Reforms (Central Administration, local administration, judicial and police systems, public reforms, Sher Shah as the fore-runner of Akbar).

**UNIT-IV**                                                                                          **15 Hours**

Akbar: Rise and fall of Bairam Khan; NWF, and Deccan policies, estimate of Akbar (Character and personality). Rajput and religious policy; factors and forces that influenced his religious policy, measures to conciliate the Hindus, and Din-i-Ilahi.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings**

- Abdul Aziz, *Mansabdari System,* BansiLal Press, Bombay, 1992.
- Irvine, *Army of the Indian Mughals*, Goenka press, Ranchi, 1998.
- Saksena, Banarisi Prasad, *History of Shah Jahan of Delhi*, Oxford Press, New Delhi, 1995.
- Sharma, Sri Ram, *Religious Policy of the Mughal Emperors,* Lotus Press,
- J.S. Grewal, Medieval Indian History and Historians, Guru Nanak Dev University Press, Amritsar, 1975.
- Subodh, Sanjay, Historiography on Medieval India: A study of prof. Muhammad Habib, New Delhi,2004
- Phillips, C.H.(ed) Historian of India, Pakistan and Ceylon In Historiography, People' s Publishing House, New Delhi,1961.
- Phillips, C.H.(ed) Recent Trends in Historiography, People' s Publishing House,New Delhi,1988

**Websites:**

- https://www.asiainglobalaffairs.in/reminisces/tuzk-e-baburi-baburnama/
- https://www.britannica.com/place/India/The-Mughal-Empire-1526-1761
- http://oaji.net/articles/2014/488-1400579220.pdf
- https://www.britannica.com/biography/Sher-Shah-of-Sur

| Course Title: Oral History | L | T | P | Cr. |
|---|---|---|---|---|
| Course Code: MHI221 | 2 | 0 | 0 | 2 |

**Total Hours 30**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Define oral history and its significance in historical research.
2. Plan and conduct an oral history interview, including preparation, execution, and follow-up.
3. Analyze and interpret oral history interviews, considering legal and ethical issues.
4. Apply oral history methods to various historical contexts and genres.

## Course Content

**UNIT-I**                                                           **10 Hours**
Defining orality, oral history, and oral tradition, History and significance of oral history in historical research, Distinction between oral tradition and oral history

**UNIT-II**                                                          **10 Hours**
Planning and conducting oral history interviews, Ethical and legal considerations, Documentation and archiving of oral histories

**UNIT-III**                                                        **I5 Hours**

Oral history as narrative and memory, interpreting interviews and analysing content, Oral history and social issues (gender, conflict, violence, etc.)

**UNIT-IV**                                                          **10 Hours**
Oral History and Preservation: Role of oral history in preserving historical information and its significance in historical research, Oral history and digital media.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:**

• Mahajan, Sucheta. (2011). "Beyond the Archives: Doing Oral History in Contemporary India". *Studies in History,* 27(2): 281–298. DOI: 10.1177/0257643012459422.

• Ror, Anjali Gera. (2020). *Memories and Postmemories of the Partition of India.* New York: Routledge.

• Chawla, Devika. (2014). *Home Uprooted: Oral Histories of India's Partition.* New York: Fordham University Press.

• Chowdhury, Indira. (2014). "Speaking of the Past: Perspectives on Oral History". *Economic & Political Weekly (EPW)*, XLIX No. 30.

• Baylor University's Institute for Oral History. (n.d.). *The Oral History Manual.* Retrieved from https://guides.lib.jmu.edu/oral_history/books.

• Perks, R., & Thomson, A. (1998). *The Oral History Reader.* Routledge.

• Perks, R., & Thomson, A. (2006). *The Oral History Reader.* Routledge.

• Ritchie, D. (2003). *Recording Oral History: A Guide for the Humanities and Social Sciences.* Sage Publications.

• Thompson, P. (1978). *The Voice of the Past: Oral History.* Oxford University Press.

• "Speaking of the Past: Conversations with Komal Kothari" by KamlaBhasin and RituMenon (1998).

• "The Trauma and the Triumph: Gender and Partition in the Eastern Region" by Dipti Bhadra (2004).

• Oral History and Partition Studies" by Kathryn Hansen (2001) Published in "India and Pakistan: Continuities and Discontinuities" edited by Gustafsson & Mishra.

• Anderson, Kathryn, and Dana C. Jack. "Learning to Listen: Interview Techniques and Analyses."  Chap. 1 in Women's Words: The Feminist Practice of Oral History, edited by Sherna Berger Gluck and Daphne Patai, 11-26. New York: Routledge, 1991. (EB, at https://gouchercollege.on.worldcat.org/oclc/826854704.

• Boyd, Doug. "Designing an Oral History Project: Questions To Ask Yourself." Oral History in the Digital Age, at http://ohda.matrix.msu.edu/2012/06/designing-an-oral-history-project).

- Bozelli, Belinda. "Interviewing the Women of Phokeng." In The Oral History Reader, 3rd ed., edited by Robert Perks and Alistair Thomson, 212-222. London: Routledge, 2016. (EB at https://wwwtaylorfranciscom.goucher.idm.oclc.org/books/9781317371328/chapters/10.4324%2F9781315671833-22).

- Bryan, Brooke. "A Closer Look at Community Partnerships." Oral History Review 40, no. 1 (Winter/Spring 2013): 75-82.

- Shopes, Linda. "Legal and Ethical Issues in Oral History." In Handbook of Oral History, edited by Thomas Charlton, Lois Myers, Rebecca Sharpless, 135 – 169. Walnut Creek, CA: AltaMira Press, 2006.

- Yow, Valerie. "Analysis and Interpretation." In Recording Oral History: A Guide for the Humanities and Social Sciences, 2nd ed., 282-310. Walnut Creek, CA: AltaMira, 2005. https://goucher.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=246930&site=ehost-live&scope=site&ebv=EB&ppid=pp_282

- Yow, Valerie. "Oral Interviewing Techniques and Strategies." In The Oral History Reader, 3rd ed., edited by Robert Perks and Alistair Thomson, 153-178. London: Routledge, 2016. https://wwwtaylorfranciscom.goucher.idm.oclc.org/books/9781317371328/chapters/10.4324%2F9781315671833-19

- Yow, Valerie. "Oral History and Memory." In Recording Oral History: A Guide for the Humanities and Social Sciences, 2nd ed., 35-67. Walnut Creek, CA: AltaMira, 2005.

**Course Title: History of India in 18th Century**

**Course Code: MHI222**

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

**Total Hours 45**

**Learning Outcomes:** On completion of this course, the successful Learner will be able to:-

1. Review the knowledge of modern Indian history from 1818
2. Analyze the British policies and various Administrative reforms.
3. Analyze the British policies and variousAdministrative reforms
4. Understand Constitutional development during the freedom movement
5. To know about the achivements of social religious reform movements

## Course Comtent

**UNIT-II**                                                      **15 Hours**

Significance of the year1818, The Russian danger and its impact on Indian situation; Policy towards Princely States of India (1818-1947).

**UNIT-II**                                                      **15 Hours**

Foreign Policy of the Government of India, 1853-1919, Policy towards, Afghanistan, Relations with Iran, Relations with Tibet, Administrative and judicial reforms under the Company's Rule (1818-1857) with special reference to the reforms of Lord William Bentick and Lord Dalhousie

**UNIT-III**                                                     **10 Hours**

End of East India Company's monopoly of trade; Charter Act, 1833 and Charter Act,1853, The Rising of 1857; Causes, nature and effects; New trends in administration(1858-1919)

**UNIT-IV**                                                               **10 Hours**

Impact of Western Ideas on society and religion; Brahmo Samaj, Arya Samaj, Aligarh and Singh Sabha Movements, Growth and Development of New Education; Growth of Press, Trade and Industries, Fiscal & Famine Policies.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:**

- Misra, B.B.,Administration History of India, 1824-1947, Kanha Publications, Meerut, 1990
- Swinson, Arthur,North West Frontier, Oxford Press, New Delhi, 1997.
- Majumdar, R.C.,TheSepoy Mutiny and Revolt of 1857, KasturiLal publications, Jalandhar, 1999.
- Sen, S.N.,Eighteen Fifty Seven,MansiPrakshan, Raipur, 1993
- Gopal, S.,British Policy of India, 1853-1905, MeenakshiPrakshan, Jaipur, 1990
- Sekhar Bandyopadhyay, From Plassey to Partition : A History of Modren India, Orient Blackswan Private Limited, New Delhi, 2014.

**Websites**:

- https://www.britannica.com/place/India/Government-of-India-Act-of-1858
- https://byjus.com/free-ias-prep/ncert-notes-indian-councils-act-1861/
- https://byjus.com/free-ias-prep/ncert-notes-government-of-india-act-1919/
- https://byjus.com/free-ias-prep/ncert-simon-commission/

**Course Title: Peasant and Labour Movements in India**

**Course Code: MHI216**

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

**Total Hours: 45**

**Course Learning Outcomes**: On successful completion of this course, the students will be able to

1 To study the causes of Peasant Movements in India.

2 Examine the various Peasent revolts and agitation against the British government.

3 Evaluate the various Satyagrah*Andolans* which were part of Pesent Movement andIndian freedom movement.

4. Learn about the emergence and impact of variouspeseantmovements in Colonial India

### Course Content

**UNIT-I**                                                                 10 Hours

History of Peasants in India: Sources and Approaches of the Peasant Studies, Peasantry in Indian Society – Various Classes and Communities

**UNIT-II**                                                                15 Hours

Peasant Movements in Medieval India: Revolts of Satnamis, Marathas, Sikhs and Jats; Peasant Revolts against Colonialism: Pabna Indigo Uprising, Deccan Riots, Kuka Movement and Revolts of Tribal Peasants

**UNIT-III**                                                               10 Hours

Indian Freedom Movement and the Peasant Upsurge: Champaran Satyagraha; Khera Satyagraha; Mapilla Uprising; Bardoli Satyagraha, Left Parties and Peasant Straggles.

**UNIT-IV**                                                                10 Hours

Peasant Movements in Modern India: BijoliaKisan Movement; Movements of the Provincial KisanSabhas and All India Kisan Sabha, Peasants in Electoral Politics with Special Reference to Punjab and Bangal, Tebhaga Movement; Telangana Movement.

**Suggested Readings**

• Bose, Sujata, Peasant, *Labour and Colonial Capital: Rural Bengal*, B.R. Publishing House, New Delhi, 1994.

• Dale, S. *Islamic Society on the South Asian Frontier: The Mopillas of Malabar 1498-1922,* Oxford Press, New Delhi, 1989.

• Desai, A.R*., Peasant Struggle in India*, Bansi Lal Publications, Jalandhar, 1995.

• Jana Matson, *Women and Social Change in India,* Heritage Publishers, New Delhi, 1979

• 'Pardeshi, Pratima, *Dr. Ambedkar AniStrimukti*, SavitraBaiParkashan, Pune, 1998

**Websites:**

• https://shodhganga.inflibnet.ac.in/bitstream/10603/31072/8/08_chapter%201.pdf
• https://www.jagranjosh.com/general-knowledge/list-of-non-tribal-tribal-and-peasant-movements-during-british-india-1467024370-1
• https://www.yourarticlelibrary.com/sociology/bardoli-satyagraha-useful-notes-on-bardoli-satyagraha-of-1928/31983
• https://dsguruji.com/bijolia-kisan-movement-rajasthan-gk-notes

**Course Title: History of World (1870-1956)**

**Course Code: MHI223**

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

**Total Hours: 45**

**Course Learning Outcomes**: On successful completion of this course, the students will be able to

1. To enhance the knowledge aboutBismark'spolicies, Fascism and Nazism.
2. Understand the important revlutions from 1905 to 1949.
3. Evaluate the World Economic Depression and World War-II
4. Analyzethe formation of UNO and development of South, East Asia.

## Course Content

### UNIT- I                                                                 7 Hours

Bismarkian Diplomacy principles of his   foreign Policy. New Era of politics in Europe; Fascism and Nazism

### UNIT-II                                                                 8 Hours

Russian revolutions  of 1905 and 1917. Chinese   revolutions; 1911, 1949.

### UNIT- III                                                              20 Hours

World economic depression and the New  Deal. World War II: causes and results

### UNIT-IV                                                               10 Hours

The UNO; its formation and working .Post 1945 developments: South-East Asian, Middle East.

### Suggested Readings

- Will Durant, *The Reformation*, Oxford, 1970.
- Wood Ward, *History of United States, Atlantic*, Darya Ganj, New Delhi, 2006.
- Lucas Henry S, *The Renaissance and Reformation*, Oxford, 2012
- Leo Gershoy, *French Revolution and Napoleon, E-Artnow, 2019.*

- John AGarraty&, *A History of the World 1789-1957 Vol-III,* Harper and Row, London, 1972.
- S A Pakeman, *The Modern World 1789-1957,* Jain and Mathur, Dehli, 2015

**Websites**

- https://www.britannica.com/event/Renaissance
- https://www.britannica.com/videos/World-Historyhttps://www.britannica.com/browse/World-History

| | L | T | P | Cr. |
|---|---|---|---|---|
| **Course Name: History of India in 17th Century** | 3 | 0 | 0 | 3 |

**Course Code: MHI224**

**Total Hours 45**

**Course Learning Outcomes**: On successful completion of this course, the students will be able to

1. Analyze the causes and effects of decline of Mughal Empire
2. Asses the back ground of the rise of Marathas & Sikh Empires
3. Describe thepolitical relationship British Government with Marathas Mughals& Sikhs
4. Discussthe various Acts and policies towards Indian States formed by the British Gvorners

## Course Content

**UNIT-I**                                                                                        **10 Hours**

Decline of Mughal Power, disintegration of the Empire and rise of independent states of Oudh, Bengal and Hyderabad; Parties and politics at the Mughal Court.Rise and Expansion of Maratha Power during the 18th Century, Maratha-Afghan confrontation; the Third Battle of Panipat and its significance.

**UNIT-II**

**10 Hours**

Sikh-Mughal and Sikh – Afghan Confrontation; Causes of Sikh Victory.

Re-emergence and fall of Marathas, 1761-1818; Rise and Fall of Mysore; Hyder Ali and Tipu sultan.

**UNIT-III**                                                                                   **10 Hours**

Struggle for supremacy among the Europeans with special reference to the Anglo-French wars in Karnataka; beginning of British rule in Bengal Presidency; Early difficulties and how they were overcome, administration of Robert Clive and WarrenHastings. British administration during the period of Cornwallis, Wellesley and Lord Hastings in respect of Judiciary and public service; British land revenue policy - Permanent settlement, Rayotwari system, Mahalwarisystem.

**UNIT-IV**                                                                                   **15 Hours**

Parliamentary legislations; the Regulating Act, 1773; Pitt's India Act, 1784; Charter

Act, 1793; Charter Act, 1813 and the growth of opposition to company's monopoly of eastern trade.
Evolution of British policy towards Indian States with special reference to Cornwallis, Wellesley and LordHastings.

**Suggested Readings:**

- Misra, B.B.,*Administration History of India*, 1824-1947, Kanha Publications, Meerut,

1990

- Swinson, Arthur,*North West Frontier*,  Oxford Press, New Delhi, 1997.

- Majumdar, R.C.,*TheSepoy Mutiny and Revolt of 1857*, Kasturi Lal publications,

Jalandhar, 1999.

- Sen, S.N.,*Eighteen Fifty Seven,*MansiPrakshan, Raipur, 1993

- Gopal, S.,*British Policy of India, 1853-1905*, MeenakshiPrakshan, Jaipur, 1990

**Websites:**
- https://www.britannica.com/place/India/Government-of-India-Act-of-1858
- https://byjus.com/free-ias-prep/ncert-notes-indian-councils-act-1861/
- https://byjus.com/free-ias-prep/ncert-notes-government-of-india-act-1919/
- https://byjus.com/free-ias-prep/ncert-simon-commission/

**Course Title: Introduction to Archival Study**

**Course code: MHI225**

| L | T | P | Cr. |
|---|---|---|-----|
| 2 | 0 | 0 | 2 |

**Total Hours-30**

**Course Outcomes**:On successful completion of this course, the students will be able

to

1. Understand the basic concepts of Archives.

2. Learn about thesignificance of Archives in the History and the nature of various Archives.

3. Enhance the knowledge of learners about the different kinds Archives.

4. To study about the ethics and Law of Archival Policies.

**Course Content**

**UNIT I**                                              **10 Hours**

Introduction: Meaning and scope of Archives Historical Evolution and Importance of ArchivesUsers and uses of Archives

**UNIT I**                                              **5  Hours**

Nature and Significance of Archives Characteristics of Archives B. Archival Science - Archivists C. Academic Archives, Library, Documentation Centre

**UNIT I**                                              **5 Hours**

Types of Archives, Government and Private Archives , Film and Business Archives , Digital and Web Archives

**UNIT I**                                              **10 Hours**

Acquisition Policies and Ethical Issues, Code of Professional Responsibility Copyright and Permission, Government Policies and Law . Archival Ethics

**Suggested Readings:**

- Sengupta, S. Experiencing History through Archives. Delhi: MunshiramManoharlal, 2004.

- Guha, Thakurta, Tapati, Monuments,Objects, Histories: Institution of Art in ColonialIndia, New York, 2004

- Houdhary, R.D. Museums of India and their maladies, Calcutta,1988

**Website link**

https://nationalarchives.nic.in/learning-training/school-archival-studies

https://collegedunia.com/courses/master-of-arts-ma-history/how-to-become-an-archivis

| | L | T | P | Cr. |
|---|---|---|---|---|
| **Course Title: National Movement in Indian Constitutional Development (1858-1930)** **Course Code: MHI318** | 4 | 0 | 0 | 4 |

**Total Hours 60**

**Course Outcomes:** On completion of this course, the successful students should be able:

Analyse the Queen's Proclamation of 1858 and various Acts

1. Analyze the causes and effects of National movements

2. Justify the role of M.K. Gandhi in Indian freedom Movement

3. Justify the role of M.K. Gandhi in Indian freedom Movement

4. Know about the various agitation and movements which were support the Indian freedom Movement.

## Course Content

**UNIT-I**                                                                                   **15 Hours**

Queen's Proclamation of 1858: Government of India Act – 1858, Indian Councils Acts, 1861, 1892, Indian Nationalism, the genesis of the Indian National Congress; its aims and objectives methods and demands up to 1905, British reaction and response.

**UNIT-II**                                                                                 **15 Hours**

Rise of the Extremism: Estimate of their work and Surat Split: Muslim League, Minto-Morley Reforms1909, Revolutionaries Movements in India; The Gadhar Movement, Home Rule Movement (1915-1918, Role of Tilak and Annie Besant

**UNIT–III**                                                                               **10 Hours**

Mahatama Gandhi's Idea of Nationalism, Government of India Act 1919.

**UNIT-IV**                                                                                **20 Hours**

Agitation against Rowlatt Bills; JallianwalaBagh Massacre and its impact; Khilafat

Movement; Non Co-operation Movement, Simon Commission.

**Suggested Readings**

- B.R. Nanda ,*Making of a Nation :Independence* , Haper-Collins, New Delhi, 1998
- Bisheshwar Prasad ,*Bondage and Freedom,* Rajesh Pub. New Delhi, 1977.
- Kulke H. and D, *History of India Australia,* Kruk Helkms, 1986.
- Judith Browne,*Modern India* , Rise of an Asian Democracy, Delhi, 1984.
- BipanChandra ,*India Struggle for Independence Delhi*, Penguin, 1996).
- **Websites**:
  - https://www.britannica.com/place/India/Government-of-India-Act-of-1858
  - https://byjus.com/free-ias-prep/ncert-notes-indian-councils-act-1861/
  - https://byjus.com/free-ias-prep/ncert-notes-government-of-india-act-1919/
  - https://byjus.com/free-ias-prep/ncert-simon-commission/

| | L | T | P | Cr. |
|---|---|---|---|---|
| **Course Title: Historical Sources** | 2 | 0 | 0 | 2 |
| **Course code: MHI319** | | | | |

**Total Hours 30**

**Course Outcomes: On** successful completion of this course, the students will be able to

1. Examine   the nature, concept and theories of History

2. Analyze   the various research methods in history.

3. Learn about the research and art of writing history.

4. Know about the ethics of research and moral values of History

### Course Content

**UNIT-I**                                                                 **10 Hours**

Research   meaning: Nature andTypes Methods of Research; Historical Methods, Survey.

**UNIT-II**                                                                 **5 Hours**
Types of Sources, Internal & External Criticism

**UNIT-III**                                                               **5 Hours**
Art of Historical writing    and problems  Assignment and thesis  Writing.

**UNIT-IV**                                                               **10 Hours**

Hypothesis. Moral Judgment in History

**Suggested Readings**

- SK Bajaj, History: *Its Philosophy, Theory and Methodology*, Lotus Press, Bombay,

2001.

- Sheikh Ali. B, *History: Its Theory and Method*, Castle Printers, Jaipur, 1998.

- WH Walsh,*The Philosophy of History*, Oxford Press, New Delhi, 2006.

- RG Collingwood, I*dea of History,* Curzon Press, Calcutta, 1996.

- Anderson, Darston, *Thesis and Assignment Writing& Poole,* Cambridge Press, Cambridge University, 2001.

**Websites**

https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf
https://link.springer.com/chapter/10.1007%2F978-1-4684-1749-4_14
https://www.researchgate.net/publication/314113409_OBJECTIVITY_IN_HISTORY

https://www.history.com/topics/germany/karl-marx

**Course Title: Research Methodology**

**Course Code: MHI315**

| L | T | P | Cr. |
|---|---|---|-----|
| 2 | 0 | 0 | 2 |

**Total Hours 30**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to**:**

- Develop understanding of various kinds of research, objectives of doing research, research process, research designs and sampling
- Learn about the re-write the history and how to identify the biasness in history
- Analyzi the historical sources and athuncity in history
- Measure the relation of history with the other subjects

## Course Content

**UNIT-I**                                                                          **10 Hours**

Objectives of Research, Research types, Research methodology, Research process-Flow chart, Selection of research problem, Nature, Purpose and scope of History: Science or art.

**UNIT-II**                                                                          **5 Hours**

Difficulties &need of objectivity in History, Historical Fallacies re-writing of History, Bias in History.

**UNIT-III**                                                                          **5 Hours**

Availability & search or material, categories  of sources, Problem of authenticity and veracity and interpretation of text (External and Internal Criticism).

**UNIT-IV**                                                                                                                  **10 Hours**

History in relation with sociology, Economics, Geography, Political Science, Psychology and Literature, Meaning and concept of causation in History, importance and causes of Bias in History.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning

**Suggested Readings:**

- Ahuja Ram, *Research Methods*, Rawat, Jaipur, 2007.
- Carr,E.H.*What is History?, Pelican Paperback,* London, 2001
- Clark G. Kitson, *The Critical Historian, Heinemann,* London,1967
- Collingwood, R.G.,  *Idea of History, Oxford Paperback,* London, 1936
- Gardiner, Patrick, *The Nature of Historical Explanation*, Oxford University Press, Oxford,1978
- Jaspal Singh, *Methodology and Techniques of Social Research*, Kanishka, New Delhi, 2000.
- Lemon, MC, *Philosophy of History : A Guide for Learner, Taylor and* Francis, New York,2003

**Websites**

- https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf
- https://link.springer.com/chapter/10.1007%2F978-1-4684-1749-4_14
- https://www.researchgate.net/publication/314113409_OBJECTIVITY_IN_HISTORY
- https://www.history.com/topics/germany/karl-marx

| **Course Title: Research Proposal** | L | T | P | Credits |
|---|---|---|---|---|
| **Course Code: MHI398** | 0 | 0 | 8 | 4 |

## Learning Outcomes

After completion of the course, the learner will be able to

1. Get deep insights to collect, review and analyze the related literature.
2. To apply the knowledge to formulate hypothesis & design research process.
3. Find the research titles which are significant, applicable and researchable.
4. Interpret the findings to design statistical strategies & write references, bibliography and webliography.

## Course Content

A research proposal contains all the key elements involved in the research process and proposes a detailed information to conduct the research.

The students are supposed to prepare the research proposal of any research area of their choice following these steps:

1. Selection of topic
2. Significance of the research area
3. Formulation of hypothesis/Research questions
4. Review of related literature
5. Method & Procedure (Includes sampling & design)
6. Data collection and proposed statistical analysis
7. Delimitations
8. Reference/Bibliography

## Evaluation

The students will have to complete the writing process of each topic given above within one week, which will be evaluated at the end of every week. It will consist of 8 marks each. The final proposal shall be of 15 marks, Viva 16 marks and attendance 5 marks.

## Transaction Mode

Collaborative learning, Group Discussion, E team Teaching, Activities, Assessments, Collaborative teaching, Peer Teaching, Video Based Teaching, Quiz, Open talk, E team Teaching, Case analysis, Flipped Teaching

**Course Title: Ethics & Intellectual Property Right**

**Course Code: MHI317**

| L | T | P | Cr. |
|---|---|---|-----|
| 2 | 0 | 0 | 2 |

**Total Hours 30**

## Course Content

### UNIT-I                                                              15 Hours

Ethics: definition, moral philosophy, nature of moral judgements and reactions, scope, Ethics with respect to science and research, Intellectual honesty and research integrity Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) Redundant publications: duplicate and overlapping publications, salami slicing, Selective reporting and misrepresentation of data, Publication ethics: definition, introduction and importance

### UNIT-II                                                             15 Hours

Introduction to Intellectual Property rights: Concept & theories, Kinds of intellectual Property Rights, Advantages & Disadvantages of IPR, Development of IPR in India, Role & Liabilities of IPRs in India. Rights of trademark-kind of signs used as trademark-types, purpose & functions of a trademark, trademark protection, trademark registration, selecting and evaluating trade mark, trade mark registration process

**Course Title: Service Learning**
**Course Code: MHI396**

| L | T | P | Cr. |
|---|---|---|---|
| 0 | 0 | 4 | 2 |

**Learning Outcomes**

On the completion of the course, the students will be able to
1. Participate in community activities to establish connections and build relationships.
2. Evaluate community needs through conversations with community members.
3. Develop and implement initiatives that address community needs.
4. Reflect on personal growth, community impact and ethical considerations related to service activities.

**Course Content**

This course aims to engross students in meaningful service-learning activities that foster community linking. Students will actively participate in community-based projects, collaborate with community members and organizations and reflect on the impact of their service activities. Through this experiential learning approach, students will develop a deep understanding of community needs, build relationships with diverse stakeholders and contribute to community development.

In this course, students are expected to be present in the community throughout the semester and reflect on their experiences regularly after working with them. The students will use experiential learning for providing service learning. They will be able to analyse and have understanding of the key theoretical, methodological and applied issues.

Select 10 community related activities which are to be performed in nearby villages. Students in groups of 8-10 shall work on one activity.

**Evaluation Criteria**
1. Every activity shall be evaluated on the same day out of 10 marks.
2. Total 10 activities out of 100 shall be evaluated and submitted to Examination branch.

**Activity Evaluation**
1. Type of activity- 2 marks

2. Participation of student- 2 marks
3. Engagement in the activity- 2 marks
4. Outcome of the activities- 2 marks
5. Attendance- 2 marks

**Transaction Mode**
Problem-solving learning, Blended learning, Gamification, Cooperative learning, Inquiry-based learning, Visualization, Group discussion, Experiential learning, Active participation.

| | L | T | P | Cr. |
|---|---|---|---|---|
| **Course Title: Computer Lab** | 0 | 0 | 2 | 1 |

**Course Code: MHI313**

**Total Hours 30**

## Course Content

**UNIT-I**                                                                      **10 Hours**

Generating Charts/Graphs in Microsoft Excel, Power Point Presentation, Creating a new document with templates & Wizard, Word basics, Thesis Writing Formats & Scientific editing tools. Style Formats (MLA & APA)

**UNIT- II**                                                                    **5 Hours**

Using Words Drawing Features, Inserting Tables – (Adding, deleting, modifying rows and columns - merging & splitting cells), Using formulas in tables, Converting text to table and vice-versa, Mail Merge tool. Managing Workbooks, Working with Worksheets.

**Suggested Readings**
- Leon & Leon, "Introduction to Computers", Vikas Publishing House, NewDelhi
- Saxena S., "MS Office Xp for Everyone", Vikas Publishing House, New Delhi,2007

- June Jamrich Parsons, "Computer Concepts", Thomson Learning, 7th Edition,Bombay

White, "Data Communications & Computer Network", Thomson Learning, Bombay

- Comer, "Computer networks and Internet", Pearson Education,4e

| Course Title: PROFICENCY IN TEACHING | L | T | P | Credits |
|---|---|---|---|---|
| Course Code: MHI397 | 2 | 0 | 0 | 2 |

**Total Hours: 30**

## Learning Outcomes

After completion of this course, the learner will be able to:
1. Design the learner-centered instructional plans and learning outcomes.
2. Apply innovative teaching strategies and technologies to engage learners.
3. Analyze the different assessment methods to evaluate student learning.
4. Reflect on teaching experiences and continuously improve teaching practices.
5. Develop effective communication and classroom management skills.

## Course content

### UNIT I                                                                        10 Hours

Overview of the course and its objectives – Specify 1-2 theories or give overview of theories of learning for teaching - Understanding the role of the teacher and student in the learning process - Writing clear and measurable learning outcomes -

Meaning Nature, definition, scope, and importance Pedagogy, Andragogy, and Heutagogy – Skills-based approach to teaching (Teaching skills), Micro-teaching, Macro teaching. Methods and approaches of teaching - CAM, Structure-function approach, Synthetic and Analytic approach, Jurisprudential inquiry model

### UNIT II                                                                        6 Hours

Understanding the diverse needs and backgrounds of learners - Creating an inclusive and supportive learning environment - Facilitating active learning and student engagement strategies

Lectures, discussions, and demonstrations - Group work, collaborative learning, and cooperative learning - Problem-based learning, case studies, and simulations

### UNIT III                                                                        7 Hours

Integrating technology tools into instruction – Online, blended learning, flipped learning, and M-learning approaches - Using educational software and platforms effectively

Formative and summative assessment methods – Difference between Assessment, Evaluation and Measurement, E-assessment tools,

**UNIT IV**                                                                                                                         **7 Hours**

The importance of reflective practice in teaching - Self-assessment and evaluation of teaching effectiveness –Need for Professional development - Teaching in multicultural and international classrooms - Culturally responsive teaching practices

Meaning, Definition of teaching model - Assumptions, Importance, Role, and type of teaching models. Historical teaching model, Philosophical model of teaching

**Transaction Mode**

Discussions, Case Studies, Microteaching, Classroom Observations, Peer Teaching: Video Analysis, Role-Playing, Lecture-cum-demonstration, Classroom Simulations, Reflective Journals/Blogs, Teaching Portfolios and Technology Integration, Flipped Teaching

**Suggested Readings**

- *Ali, L. (2012). Teacher education. New Delhi: APH Publishing Corporation.*
- *Anandan, K. (2010). Instructional technology in teacher education. New Delhi: APH Publishing Corporation.*
- *Bruce R Joyce and Marsha Weil, Models of Teaching, Prentice Hall of India Pvt Ltd, 1985.*
- *Chalan, K. S. (2007). Introduction to educational planning and management. New Delhi: Anmol Publications Pvt. Ltd.*
- *Chand, T. (2008). Principles of teaching. New Delhi: Anmol Publications Pvt. Ltd.*
- *Chiniwar, P. S. (2014). The technology of teaching. New Delhi: Anmol Publications Pvt. Ltd.*
- *Curzon, L. B., & Tummons, J. (2004). Teaching in future education. U.S.A: Bloomsbury Academic Publications.*
- *Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.*
- *Evaut, M. The International Encyclopedia of Educational Technology.*
- *Gage N L, Handbook of Research on Teaching, Rand Mc Nally and Co., Chicago, 1968.*
- *Graeme, K. (1969): Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.*
- *Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.*
- *Haseen Taj (2006):modern Educational Technology, Agra: H.P Bhargava Book House.*
- *Jarvis, M. (2015). Brilliant ideas for ICT in the classroom. New York: Routledge Publications.*

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- www.eveuniversity.org
- www.facultyfocus.com
- www.reddit.com
- www.theteachersguide.com

| L | T | P | Cr. |
|---|---|---|-----|
| 2 | 0 | 0 | 2 |

**Course Title: Indian Art and Architecture**

**Course Code: MHI320**

**Total Hours: 30**

**Course Learning Outcomes:** On successful completion of this course, the students will be able to

1. Develop the understanding about the origin of Indian architecture
2. Analyze the origin of Indian Art
3. Examine the features, styles, buildings in Indian context.
4. To learn about various types of architecture

**Course Conten**

**UNIT-I**                                                                                   **10    Hours**

Early Forms of Architecture settlement patterns Proto-historic architecture with emphasis on Harappan town planning

**UNIT-II**                                                                                          **5 Hours**

Building the rule of the early Mauryan dynasty, wooden origins,      and    sources    of Inspiration of Mauryan Architecture: Foreign and Indigenou Emergence and Development of Structural Stupa Architecture

**UNIT-III**                                                                                                  **5Hours**

Rock-cut architecture Temple architecture Emergence and Development of Temple Architecture A Origin of Temple architecture.

**UNIT-IV**                                                                                                   **5 Hours**

Architecture- Theoretical aspects, Archaeological remains of structural temples, Style of Temple   Architecture: Nagara, Dravida and Vesara, Evolution of the Temple Architecture.

  Early Indian Sculpture, Early Indian Painting

**Suggested Readings**

1. MunshiramManoharlal. Puri, B. B.,*Vedic Architecture and Art of Living,*VastuGyan Publication, 1995.

2. Fergusson, James and James Burgess (reprint).*The Cave Temples ofIndia,* New Delhi,MunshiramManoharlal, 2000.

3. Ghosh, A.:Jaina, *Art and Architecture (Vol 1-3)*, New Delhi: Bharatiya Jnanapith,1974.

4. Hawkes, J. and Akira Shimada (ed.),*Buddhist Stupas in South Asia*, New Delhi, Oxford University,2009.

5. Huntington, Susana. L. with John Huntington ,*The Art and Architecture ofIndia,* New York, Weatherhill, 1985

6. Goetz, Hermann, *India: five thousand years of Indian art,* Vol. 1. London: Methuen, 1964.

7. Craven, Roy C, *Indian Art: A Concise History,* Thames and Hudson, 2006.

**Websites:**

- https://www.academia.edu/31801972/History_of_Architecture
- http://www.ancientgreece.com/s/Art/

- https://buddiess.weebly.com/uploads/3/9/6/5/39652708/hindu_architecture_1_vedic___2_.pdf
- https://www.indianetzone.com/42/art_vedic_period.htm

**Course Name: Republic of India (1947-1964)**
**Course Code: OEC054**

| L | T | P | Cr. |
|---|---|---|---|
| 2 | 0 | 0 | 2 |

**Total Hours- 30**

**Course Outcomes:** On completion of this course, the successful students should be able:
1. To know about theIndependence,Partition and Rehabilitation and Republic Constitution
2. Examine the various concepts - Problem of Kashmir; Integration of the Princely States; Linguistic Reorganization of States
3. Categorize the causes and effects of Partition of India.
4. Analyse and become familiar with India's diplomatic agenda and current engagements with partner countries

**Course Content**

**UNIT-I**                                                                 **10 Hours**

Independence, Partition and Rehabilitation of the Displaced People Making of the Republican Constitution and its Characteristics

**UNIT-II**                                                                **10 Hours**

Problem of Kashmir; Integration of the Princely States; Linguistic Reorganization of

States
Economic Planning; Social Legislation: Hindu Code Bill and its Corollary Acts;

## UNIT-III                                                          5 Hours

Law for Scheduled Castes and Scheduled Tribes; Socio-Economic Change in Urban and Rural

## UNIT-IV                                                          5 Hours

ForeignPolicy: Indiaand theNon-Aligned Movement: Indo-Pak Relations; Sino-Indian Relations; India's Relations with the U.S.A. and the U.S.S.R.
Growth of the Parliamentary Democracy: National Political parties; Electoral Politics at the National Level; Centre-State Relations; Democratic Decentralization

## Suggested Readings

• Balbushevik, A. & A. M. *Dyakov A Contemporary History of India,* Orient Press, New

Delhi, 1998.

• Basu, D.D., Shorter *Indian Constitution*, Oxford Press, New Delhi, 1993

• Bethlehem, Charles, *India Independent*, Cambridge Press, Colombia, 1997.

• Bose, Sumandra, The *Kashmir Problem*, Kasturi Lal Publications, Jalandhar, 1989.

• Brass, Paul R., The *Politics of India Since Independence*, MeenakshiPrakashan, Jaipur, 1995

**Course Title: Dissertation**

**Course Code: 401**

| L | T | P | Cr. |
|---|---|---|-----|
| 0 | 0 | 0 | 20 |

### Course Learning Outcomes

On the completion of the course the students will be able to

- Select a research area of their interest

- Identify the gaps in research area

- Analyze the significance of the area for research

- Write a thematic paper on any contemporary issue

- Write references and bibliography using a standard format

The students will select an area of their choice with the direction of their supervisor/faculty member within first two weeks from the start of the semester, consulting e-resources, data bases and other related material. They will write a theme paper on the area selected.

There will be two presentations on the theme selected.

First presentation will be held during 6-7 week of the semester. Two examiners from the department will evaluate it on the following criteria.

- Content of the focus area

- Significance of the area

- Presentation Techniques

- Response to questions asked by examiners

Presentation will be of 30-40 minutes Duration. First evaluation will consist of 20 marks. Second presentation will be held during 12-13 weeks of the semester and will consist of 30 Marks. The criteria of evaluation and duration of presentation will be same as mentioned above.

**Course Title: Seminar**

| L | T | P | Cr. |
|---|---|---|-----|
| 0 | 0 | 0 | 2 |

**Course Code: MHI 402**

**Total Hours 15**

**Course Learning Outcomes**
On the completion of the course the students will be able to
1. Identify local problems.
2. Analyze and explore different solutions applicable at regional, national and global level.
3. Evaluate and apply solutions in the local area.
4. Design techniques for solutions of identified problems.

- The students will be sent to nearby villages to identify community based problems during first two weeks of the semester.
- They will submit their proposals for project by 3rd week.
- Research Report will be presented through seminar during 10th week of the semester.

- Final evaluation will be conducted during 14th week.

**The criteria of evaluation will be:**

i. Significance and feasibility of the problem 10

ii. Method and procedure for the Research 10

iii. Project Report 10

iv. VIVA 20

**Total Marks** **50**

**WEBLIOGRAPHY**

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