



चौधरी चरण सिंह विश्वविद्यालय, मेरठ
इतिहास विभाग

दिनांक: 18/06/2021

सेवा में,

माननीय कुलपति जी,
चौधरी चरण सिंह विश्वविद्यालय,
मेरठ।

विषय: इतिहास विषय की पाठ्यक्रम समिति की बैठक की कार्यवाही एवं समिति द्वारा तैयार बी0ए0 (इतिहास) पाठ्यक्रम विद्वत्-परिषद् से अनुमोदनार्थ प्रस्तुत किये जाने के सम्बन्ध में।

आदरणीय महोदय,

विश्वविद्यालय के पत्रांक: Committee Cell (BOS-History)/4619 दिनांक 24/05/2021 क्रम में दिनांक 27 मई, 2021 को इतिहास विषय की पाठ्यक्रम समिति की ऑनलाईन बैठक सम्पन्न हुई। बैठक की कार्यवाही तथा समिति द्वारा तैयार बी0ए0 (इतिहास) पाठ्यक्रम अनुमोदनार्थ एवं आवश्यक कार्यवाही हेतु संलग्न है।

सादर,

संलग्नक:

1. बी0ए0 (इतिहास) पाठ्यक्रम।
2. Skill Development Course/ कौशल विकास पाठ्यक्रम/Minor Courses
3. पाठ्यक्रम समिति की बैठक की कार्यवाही।


18/06/21

(प्रो० विघ्नेश कुमार)
विभागाध्यक्ष, इतिहास विभाग
चौधरी चरण सिंह विश्वविद्यालय, मेरठ।
Convenor I, BOS (History)

HEAD
Department of History
Ch. Charan Singh University
Meerut



चौधरी चरण सिंह विश्वविद्यालय, मेरठ
इतिहास विभाग

दिनांक: 18/06/2021

विश्वविद्यालय के पत्रांक: Committee Cell (BOS-History)/4619 दिनांक 24-05-2021 के क्रम में इतिहास विभाग द्वारा दिनांक 27 मई, 2021 को आयोजित पाठ्यक्रम समिति की ऑनलाईन बैठक सम्पन्न की गयी जिसमें माननीय कुलपति महोदय ने भी मार्गदर्शक सम्बोधन प्रदान किया।

पाठ्यक्रम समिति की बैठक में निम्नलिखित सदस्य उपस्थित रहे-

1. प्रो० वाई. विमला, मा० प्रति-कुलपति, चौधरी चरण सिंह विश्वविद्यालय, मेरठ।
2. प्रो० एन. सी. लोहनी, संकायाध्यक्ष कला, चौधरी चरण सिंह विश्वविद्यालय, मेरठ।
3. प्रो० विघ्नेश कुमार, विभागाध्यक्ष, इतिहास विभाग, चौ० चरण सिंह वि० वि०, परिसर, मेरठ। (Convener I)
4. प्रो० आराधना, इतिहास विभाग, चौधरी चरण सिंह विश्वविद्यालय, परिसर, मेरठ।
5. प्रो० ए. वी. कौर, इतिहास विभाग, चौधरी चरण सिंह विश्वविद्यालय, परिसर, मेरठ।
6. डॉ० अनीता प्रकाश, इतिहास विभाग, एम०एम०एच० कॉलेज, गाजियाबाद। (Convener-II)
7. डॉ० सी. एस. भारद्वाज, इतिहास विभाग, मेरठ कॉलेज, मेरठ।
8. डॉ० अजय पाल सिंह, एस० डी० कॉलेज, मुजफ्फरनगर।
9. डॉ० अनीता राठी, इतिहास विभाग, आर०जी० (पी०जी०) कॉलेज, मेरठ।
10. प्रो० सतीश कुमार सिंह, इतिहास विभाग, एच०एन०बी० गढ़वाल केन्द्रीय विश्वविद्यालय, पौड़ी गढ़वाल (उत्तराखण्ड)।
11. प्रो० आर. के. शर्मा, इतिहास विभाग, कुरुक्षेत्र विश्वविद्यालय, कुरुक्षेत्र, हरियाणा।
12. प्रो० सुमंगल प्रकाश, प्राचार्य (सेवानिवृत्त), जे०एस० हिन्दू (पी०जी०) कॉलेज, अमरोहा।
13. प्रो० गीता श्रीवास्तव (सेवानिवृत्त), इतिहास विभाग, चौधरी चरण सिंह विश्वविद्यालय, परिसर, मेरठ।

बैठक में सर्वसम्मति से निम्नलिखित निर्णय लिये गये-

1. उत्तर प्रदेश शासन द्वारा नई शिक्षा नीति 2020 के अन्तर्गत प्रेषित पाठ्यक्रम को पाठ्यक्रम समिति के समक्ष प्रस्तुत किया गया तथा समिति द्वारा आवश्यक संशोधनों के साथ उक्त पाठ्यक्रम को बी०ए० (इतिहास) प्रथम वर्ष शिक्षण सत्र 2021-2022 से विश्वविद्यालय नियमानुसार लागू करने हेतु पारित किया गया। इसी के साथ यह एक महत्वपूर्ण उपलब्धि रही कि पाठ्यक्रम समिति ने प्रो० विघ्नेश कुमार द्वारा सुझाये गये Kuru Kingdom Through the Ages (3000 BC-2000 AD) पाठ्यक्रम को सर्वसम्मति से यथावत् स्वीकृत किया गया। साथ ही यह भी स्वीकृत किया गया कि सत्र 2021-2022 से विश्वविद्यालय परिसर में भी बी०ए० (इतिहास) प्रथम वर्ष प्रारम्भ किया जायेगा और यही पाठ्यक्रम विश्वविद्यालय परिसर में भी लागू किया जायेगा।
2. बी०ए०/बी०कॉम०/बी०-एस०सी० सहित अन्य स्नातक पाठ्यक्रमों हेतु कौशल विकास पाठ्यक्रम/Skill Development हेतु पाठ्यक्रम (प्रश्न पत्र) तैयार किये गये एवं सर्वसम्मति से पारित किये गये।
3. बी०ए० पाठ्यक्रम एवं कौशल विकास पाठ्यक्रम/Skill Development पाठ्यक्रमों में अंक विभाजन/ग्रेडिंग प्रणाली एवं प्रश्न पत्र हेतु कोड निर्धारण विश्वविद्यालय नियमानुसार होगा।

4. इतिहास विभाग, चौधरी चरण सिंह विश्वविद्यालय, परिसर, मेरठ में पूर्व में संचालित रह चुके स्ववित्त पोषित पाठ्यक्रमों में एक वर्षीय (दो सेमेस्टर) वाले पाठ्यक्रमों:

(1) PG Diploma in Ancient History, Culture and Archaeology

(2) PG Diploma in Tourism and Hoteleering

को पुनः संचालित किये जाने का निर्णय लिया गया। इसके लिए आवश्यक कार्य/संशोधन आदि करने हेतु प्रो० विघ्नेश कुमार (Convener-I) को अधिकृत किया गया है।

5. यह भी निर्णय लिया गया कि यदि भविष्य में विश्वविद्यालय परिसर में बी०ए० आनर्स (इतिहास) पाठ्यक्रम संचालित किया जाता है तो इसके लिए आवश्यक कार्य/संशोधन आदि करने हेतु प्रो० विघ्नेश कुमार (Convener-I) को अधिकृत किया गया है।

6. यह भी निर्णय लिया गया कि राष्ट्रीय शिक्षा नीति 2020 के अनुरूप मान्य 6 Co-curricular Courses यथावत स्वीकृत रहेंगे तथा 4 नए Minor/Skill/Vocational Courses निम्नलिखित रूप से स्वीकृत किये गये—

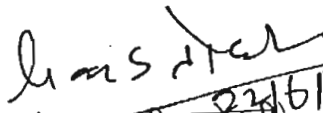
(1) Tourism and Cultural Heritage 3 Credits 45 Hours

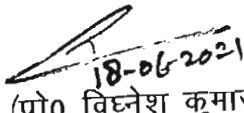
(2) Media Techniques, Journalism and Mass Communication 3 Credits 45 Hours

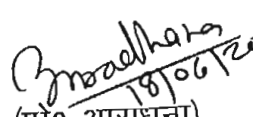
(3) Hospitality Management 3 Credits 45 Hours


(4) Archives and Museology 3 Credits 45 Hours

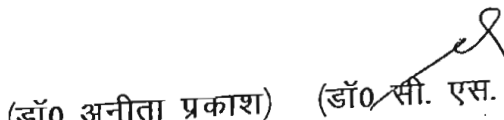
बी०ए० प्रथम वर्ष प्रथम सेमेस्टर में क्र.सं. (1) पर अंकित पाठ्यक्रम स्वीकृत किया गया शेष पाठ्यक्रम सेमेस्टरशः स्वीकृत किये गये।


(प्रो० एन.सी. लोहनी) 22/6/2021

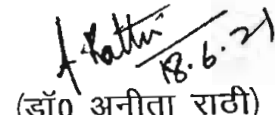

(प्रो० विघ्नेश कुमार) 18-06-2021


(प्रो० आराधना) 18/06/2021


(प्रो० ए.वी. कौर) 18/06/2021

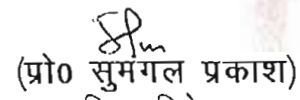

(डॉ० अनीता प्रकाश) (डॉ० सी. एस. भारद्वाज)

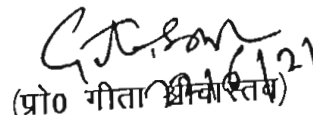
(डॉ० अजय पाल सिंह)

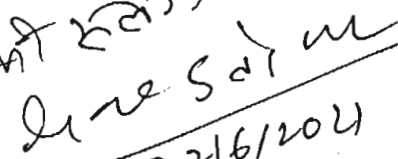

(डॉ० अनीता राठी) 18.6.21

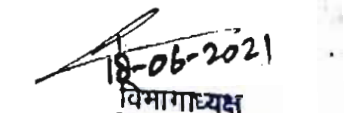
(प्रो० सतीश कुमार सिंह)
बाह्य विषय-विशेषज्ञ

(प्रो० रवीन्द्र कुमार शर्मा)
बाह्य विषय-विशेषज्ञ


(प्रो० सुमंगल प्रकाश)
बाह्य विषय-विशेषज्ञ


(प्रो० गीता प्रकाश)
बाह्य विषय-विशेषज्ञ

संशोधक-1
कृपया विशेषज्ञों की
सहमति की प्रतीक्षा करें।

22/6/2021


18-06-2021
विभागाध्यक्ष
इतिहास विभाग
चौ० चरण सिंह विश्वविद्यालय
मेरठ

| Programme/Class | Degree | Year | B.A. | Semester |
|--|--|-------------------------|---|----------|
| Subject | History | | | |
| Course Code | | Course Title | Kuru Kingdom Through the Ages (History, Culture and Archaeology) (3000 BC – 2000 AD) | |
| <p>Course Outcome</p> <p>History is an over all study of past which according to the oldest Indian wisdom, aims to make an individual perfect to achieve the 'Purushartha-Chastushtya' for better understanding of the past this paper is designed keeping in mind the very glorious part of the ancient Indian people responsible to create Indus Saraswati Civilization the Vedic culture the great epic of the Mahabharat. This is the region whose people were responsible to start the Indian Revolution of 1857 from Meerut against the mighty Colonial British Imperialism. The catchment area of the Chaudhary Charan Singh University, Meerut is the epicentre of the region under study. This region also witnesses the participation of people in the Gandhian movements at large.</p> | | | | |
| Credit – 5 | Max. Marks: 100 | Min. Passing Marks : 33 | | |
| Total no .of Lectures – Tutorials Practical (in hours per week) : 5-0-0 | | | | |
| Unit | Topic | No. of Lecture | | |
| I | Nomenclature and Geographical identities of Kuru, Kurukshtra and Kurujangal, References of the Kurus, the Purus and the Bharatas in the Vedic text, Kuru-Panchala, Hastinapur and Indraprastha. | 10 | | |
| II | Indus-Saraswati Civilization: Important Sites-Kalibangam, Sindauli Sadiqpur, Alamgirpur, Mandi. | 10 | | |
| III | Historicity of the Mahabharata War, Hastinapur and Indraprastha. | 10 | | |
| IV | Kuru Region in Historical Age: Important sites – Hastinapur, Indraprastha, Thaneshwar, Kurukshetra. | 05 | | |
| V | First Battle of Tarain 1191 AD. | 10 | | |
| VI | Three Battles of Panipat, Maratha Movements, Sindhia and Holkar in Meerut and Delhi region Battle of Delhi (Patparganj/Jeetgarh 1803 AD), East India Company's Battles in the region under study, Surjijanangaon Treaty. | 10 | | |
| VII | Indian Revolution of 1857 in the Kuru Region: Outbreak, Nature and People's Participation. | 10 | | |
| VIII | Heroes of Meerut in Freedom Struggle and Wars : Gandhian Movements and Goa Mukti Sangram, Indo-Pak Wars, Indo-China War; Indo-Pak War of 1965, Jat Regiment and Major Asharam Tyagi; Kargil War (Martyres). | 10 | | |

18-06-2021
 HEAD
 Department of History
 Ch. Charan Singh University
 Meerut

I. Minor/Skill/Vocational Courses-4

| | | |
|---|-----------|----------|
| (1) Tourism and Cultural Heritage | 3 Credits | 45 Hours |
| (2) Media Techniques, Journalism and Mass Communication | 3 Credits | 45 Hours |
| (3) Hospitality Management | 3 Credits | 45 Hours |
| (4) Archives and Museology | 3 Credits | 45 Hours |

प्रथम सेमेस्टर में चलने वाले पाठ्यक्रम Tourism and Cultural Heritage का कोर्स निम्नवत् स्वीकृत किया गया है-

| Tourism and Cultural Heritage | | |
|--|--|----------------------------------|
| Credits-3 | Max. Marks: 100 | Minimum Passing Marks: 33 |
| Total of Lectures-Tutorial-Practical (in hours per week): 5-0-0 | | |
| UNIT | Topic | No. of Lectures |
| 1. | (A) Tourism, Concept, Definition, Tourism Products (B) Guide: Principles of Guiding, Types of Guide (C) Tourist: Definition, Types of Tourist Culture: Concept, Definition, Scope in relation to Heritage Heritage: Concept, Definition | 10 |
| 2. | (A) Indian Culture: Salient Features, Traditions and Customs (B) Fairs: Concept, Definition, Nauchandi Fair and Garhmukteshwar Fair, Kumbha (C) Festivals: Dusshera, Deepawali and Holi, Eid-ul-Fitar, Christmas | 10 |
| 3. | Historical Importance: Sinauli Sadiqpur, Alamgirpur, Mandi Archaeological Importance: Hastinapur, Barnawa, Lakha Mandal | 10 |
| 4. | Historical Importance: 1857 And Meerut Division Gandhian Movements and Historical Personalities Ch. Raghubir Narayan Singh, Vishnu Saran Dublish, Pt. Pyrelal Sharma and Ch. Charan Singh Massacre Sites during Quit India Movement (1942) in Meerut Division Bhambhauri, Mawana, Hapur and so on. | 15 |

Akathu

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Department of History
Ch. Charan Singh University
Meerut

BA (History)

Semester-wise Titles of the Papers in BA (History)

| Year | Sem. | Course Code | Paper Title | Theory / Practical | Credits |
|------|------|----------------------|---|--------------------|---------|
| 1 | I | A050101T | Ancient and Early Medieval India (Till 1206 A.D.) | Theory | 6 |
| 1 | II | A050201T | History of Medieval India (1206 A.D.-1757 A.D.) | Theory | 6 |
| 2 | III | A050301T | History of Modern India (1757 A.D. - 1950 A.D.) | Theory | 6 |
| 2 | IV | A050401T | History of Modern World (1453A.D. - 1815A.D. 1815A.D.) | Theory | 6 |
| 3 | V | A050501T | Nationalism in India. | Theory | 5 |
| 3 | V | A050502T Optional | History of Modern World (1453 A.D. - (1815A.D. - 1950A.D.)) | Theory | 5 |
| | | A050503T Optional | Socio-Cultural and Economic History of Medieval India (1200A.D.- 1700 A.D.) | Theory | 5 |
| | | A050504T Optional | Ethics in History | Theory | 5 |
| 3 | V | A050501R | Project 1 | Project | 3 |
| 3 | VI | A050601T | Era of Gandhi and Mass Movement. | Theory | 5 |
| 3 | VI | A050602T Optional | History of Modern World (1815A.D.- 1945A.D.) | Theory | 5 |
| | | A050603T Optional | Socio-Cultural and Economic History of Modern Medieval India (1700A.D.- 1900 A.D.) | Theory | 5 |
| | | A050604T Optional | History and its Professional Utility | Theory | 5 |
| 3 | VI | A050601R | Project 2 | Project | 3 |

A. Katheri
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HEAD
Department of History
Ch. Charan Singh University
Meerut

| Subject: History | | | | | | | | |
|------------------|----------|---|-----------------------|--|---|--|--|-------|
| Year | Semester | Paper: I History of India Till 1757 A.D. | Credit | | Credit | | Research Project/ Practical | Total |
| 1st | I | Ancient and Early Medieval India (Till 1206 A.D.) | 6 | | | | | 6 |
| | II | History of Medieval India (1206 A.D. - 1757 A.D.) | 6 | | | | | 6 |
| 2nd | | Paper: I History of Modern India and World Till 1950 A.D. | | | | | | |
| | III | History of Modern India (1757 A.D. - 1950 A.D.) | 6 | | | | | 6 |
| | IV | History of Modern World (1453 A.D. - 1950 A.D.) | 6 | | | | | 6 |
| 3rd | | Paper: I Freedom Struggle of India (1857 A.D. - 1947 A.D.) | | Paper: 2 History of Modern world (1453 A.D. - 1945 A.D.) OR Socio-Cultural and Economic History of India (1200 A.D. - 1900 A.D.) OR Ethics and Professional Utility of History | | | | |
| | V | | Nationalism in India. | 5 | History of Modern world (1453 A.D. - 1815 A.D.) OR Socio-Cultural and Economic History of Medieval India (1200 A.D. - 1700 A.D.) OR Ethics in History | 5 | Research Methodology, Tour and Study of Maps C | 10+3 |
| | | | | | 5 | | | |
| | | | | 5 | | | | |
| | VI | Era of Gandhi and Mass Movement. | 5 | History of Modern world (1815 A.D. - 1945 A.D.) OR Socio-Cultural and Economic History of Modern Medieval India (1700 A.D. - 1900 A.D.) OR History and its Professional Utility | 5 | Study of Languages used in Indian History C | 10+3 | |
| | | | | 5 | | | | |
| | | | 5 | | | | | |

Sharma
SP
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04-06-21
HEAD
Department of History
Ch. Charan Singh University
Meerut

Proposed Year wise Structure of UG Program in History

History is the analysis and interpretation of the human past enabling us to study continuity and changes that are taking place over time. It is an act of both investigation and imagination that seeks to explain how people have changed over time. Historians use all forms of evidence to examine, interpret, revisit, and reinterpret the past. These include not just written documents, but also oral communication and objects such as buildings, artifacts, photographs, and paintings. Historians are trained in the methods of discovering and evaluating these sources and the challenging task of making historical sense out of them. History is a means to understand the past and present. The different interpretations of the past allow us to see the present differently and therefore imagine—and work towards—different futures. It is often said to be the “queen” or “mother” of the social sciences. It is the basis of all subjects of study which fall under the category of Humanities and Social Sciences. It is also the basis of the study of philosophy, politics, economics and even art and religion. No wonder, it is considered an indispensable subject in the complete education of man.

Program Outcomes (POs)

- ❖ This course provides the basic ideas and concepts of History and Historical development of Humanity.
- ❖ The program has been designed to develop historical outlook to resolve the day to day life struggles in the society and nation.
- ❖ Designed to enhance the capacity of students to understand universal and domain-specific values in History.
- ❖ This course intends to orient the learner with the Approaches to the broader discipline of History.
- ❖ Develop the ability to address the complexities and interface among of self, societal, national and International priorities.
- ❖ Promote research, innovation and design (Map and Atlas) development favoring all the disciplines in History.
- ❖ This programme develops scientific and practical approach among the students which helps in their day to day life.
- ❖ It will help in developing analytical and critical thinking based on the themes and issues of history.
- ❖ It will help in understanding of the basic concepts of History and an awareness of the emerging areas of the field.
- ❖ Acquisition of in-depth understanding of the applied aspects of History as well as interdisciplinary subjects in everyday life. .
- ❖ The programme orients students with traditional historical knowledge along with advance contemporary skills like role of remote sensing, Carbon dating and GIS in the field of history and archaeology .
- ❖ Improvement of critical thinking and skills facilitating.
- ❖ Inculcate generic and subject-specific skills to succeed in the employment market and standards of life.

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Certificate in Fundamentals of History

B.A. First Year

Program Specific Outcomes (PSOs)

At the end of program following outcomes are expected from students:

- > Learn about the discipline of History as a holistic field of study covering multiple facets and requirements of human beings in day to day living, for example, achievement of appropriate milestones in personal development; awareness, need and use of historical resources; access to adequate knowledge system for wholesome development; historical fundamentals.
- > May have capabilities to start earning by enhancing their skills in the field of Historical and Traditional knowledge system, Tourism, Archives and Museums.

| Semester I | Name of Paper | Credits | No of Lectures |
|-------------|--|---------|----------------|
| | Ancient and Early Medieval India(Till 1206 A.D.) (Theory) | 6 | 90 |
| | Total | 6 | 90 |
| Semester II | Name of Paper | Credits | No of Lectures |
| | History of Medieval India (1206 A.D. - 1757 A.D.)(Theory) | 6 | 90 |
| | Total | 6 | 90 |

B.A. Second Year : Diploma in History

Program Specific Outcomes (PSOs)

At the end of program following outcomes are expected from students:

- Develop historical outlook to resolve the day to day life struggles in the society and nations.
- Develop sensitivity, resourcefulness, and competence to render service to enhance development of individuals, families, communities, and the nation at large.
- Enhance abilities involved in acting as proactive agents of change in promoting the discipline of Social Sciences.
- Explore and decide upon viable avenues of self-employment and entrepreneurship.
- Learn more about human and community & relationship.

| Semester III | Name of Paper | Credits | No of Lectures |
|--------------|--|---------|----------------|
| | History of Modern India(1757 A.D. - 1950 A.D.) (Theory) | 6 | 90 |
| | Total | 6 | 90 |
| Semester IV | Name of Paper | Credits | No of Lectures |
| | History of Modern World(1453A.D. - 1950 A.D.) (Theory) | 6 | 90 |
| | Total | 6 | 90 |

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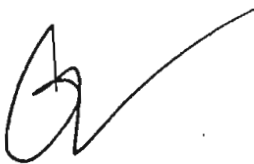
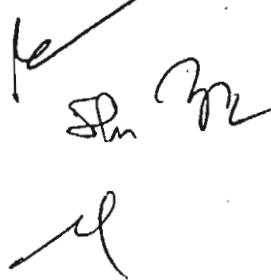
B.A. Final Year: B.A. in History (Degree)


Program Specific Outcomes (PSOs)

- Appreciate and benefit from the symbiotic relationship among the core disciplines of History – Social History, Economic History, Political History, Cultural History of India and the World.
- Programme is designed to encourage Ethical and Environmental values for sustainable development in the society.
- Programme is designed to encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship, it also generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
- Promote research, innovation and design (map and atlas) development favoring all the disciplines in History.
- Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of History.
- After this degree programme students can be benefitted by getting jobs in various fields like government sector, working with NGOs, jobs as a journalist, Tourism Manager etc. and also they can feel the sense of entrepreneurship as well.

| Semester V | Name of Paper | Credits | No of Lectures |
|-------------|--|---------|----------------|
| | Nationalism in India. (Theory) | 5 | 75 |
| | History of Modern world (1815 A.D. - 1950 A.D.) OR Socio-Cultural and Economic History of Medieval India (1200 A.D. - 1700 A.D.) OR Ethics in History (Theory) | 5 | 75 |
| | Research Project I | 3 | |
| | Total | 10 | 150 |
| Semester VI | Name of Paper | Credits | No of Lectures |
| | Era of Gandhi and Mass Movement (Theory) | 5 | 75 |
| | History of Modern world (1815 A.D. - 1945 A.D.) OR Socio-Cultural and Economic History of Medieval India (1700 A.D. - 1900 A.D.) OR History and its Professional Utility (Theory) | 5 | 75 |
| | Research Project I | 3 | |
| | Total | 10 | 150 |

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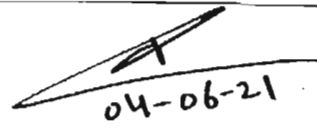




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Format for developing syllabus for a course/paper

| Programme / Class | Certificate | Year | B.A.I | Semester | I |
|--|--|--------------|--|----------|-----------------|
| Subject | History | | | | |
| Course Code | A050101T | Course Title | Ancient and Early Medieval India (Till 1206 A.D.) | | |
| <p>Course Outcome-The present course will be useful in providing historical knowledge to the students. It has been constructed in such a way that a student will not only gain knowledge of ancient civilizations of India, but historical development can be understood easily. Students will be familiar with the political and cultural development of ancient India. The art, culture and philosophy of religion of ancient India have been included in the syllabus. Through this paper a student will get acquainted with historical facts, acquire knowledge of ancient pride of India and develop a positive attitude towards history. This approach will motivate the students to contribute towards nation building by making them aware of the social culture of India. This course will develop the logical ability of students to do a rational analysis of historical events and develop students' research aptitude. The course presented will inspire the ability of knowledge generation in the students.</p> <p>This section studies the political situation in North India. Students can gain knowledge of how political decentralization arose in North India after death of Harsha and which historical circumstances proved helpful in the origin of Rajputs. It also includes the history of the dynasties of Kashmir, Punjab and Sindh. This section gives a historical account of new political conditions and conflicts in India after 1000 AD. Students can gain historical knowledge of political and strategic weakness of India through political conflicts. In this paper, a student will get knowledge of the nature of Muslim attacks and the struggle of Rajputs.</p> | | | | | |
| Credits – 6 | Max. Marks : 100 | | Min. Passing Marks : 33 | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I | Introduction to Ancient History, Culture & Tradition, Historians of Ancient India, Indian Knowledge System, Short brief History of Pre Historic age. | | | | 14 |
| II | Indus Valley Civilization, Vedic and later Vedic period. | | | | 12 |
| III | Rise of Magadh Empire and Maurya Dynasty- Chandragupt, Bindusar and Ashok the Great, Kautilya and his Arthshastra. | | | | 12 |
| IV | Gupta Dynasty – Chandragupt, Samudragupt, Chandragupt 'Vikramaditya', Golden Era of Ancient India | | | | 12 |
| V | Age of Harsh Vardhan and Rise of Rajput States - Pratihars, Chalukyas, Parmars and Chauhans | | | | 12 |
| VI | Rise of Feudalism in India. | | | | 6 |
| VII | Customs, rituals and beliefs of Hindus. | | | | 10 |
| VIII | Advent of Islam: Invasion of Mahmood Ghaznavi and Md. Ghori. | | | | 12 |

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Suggested Readings:

1. झा, डी०एन० , प्राचीनभारत- एक प्रारम्भिक रूपरेखा
Jha D.N. , Ancient India an Introductory Outline
2. बाशम, ए०एल० -अद्भुतभारत
Basham, A.L. , The Wonder that was India
3. थापर, रोमिला-भारतकाइतिहास
Thapar, Romila . History of India,
4. Majumdar, R.C. - History and Culture of Indian People
5. मिश्र, जयशंकर-प्राचीनभारतकासाामाजिकइतिहास
6. Lunia, B.N. - Evolution of Indian Culture
7. झा एवंश्रीमाली-प्राचीनभारतकाइतिहास
8. दास, रायकृष्ण -भारतीय चित्रकला
9. Chopra, P.N. & Puri, V.N., Das, M.N. - Social, Economic & Cultural History of India . Vols I, II & III
10. चोपड़ा, पुरी, दास-भारतकासाामाजिक, आर्थिकऔरसांस्कृतिकइतिहास। Vols I, II & III
11. Majumdar, R.C. -Ancient Indian (Hindi and English)
12. टाकुर, विजय कुमार- (1989) हिस्ट्रीयोग्राफीऑफइंडियन पयूडलिज्म, पटना

This course can be opted as an elective by the students of following subjects: Open for all

Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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Format for developing syllabus for a course/paper

| Programme / Class | Certificate | Year | B.A.I | Semester | II |
|--|---|------------------|---|----------|-----------------|
| Subject | History | | | | |
| Course Code | A050201T | Course Title | History of Medieval India (1206 A.D - 1757 A.D) | | |
| <p>Course Outcome—This paper is designed to develop the understanding of India with the advent of Turks, Timurs, Afghans and subsequently the establishment of Mughal rule in some parts of India. An emphasis has been laid to cover the regions of India not under the domination of Turks and Mughals in India. This paper covers the territorial expansion of various Indian Kings and impact of Medievalism on Indian society and culture.</p> | | | | | |
| Credits – 6 | | Max. Marks : 100 | Min. Passing Marks : 33 | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I | The Early Turks and The Khiljis. | | | | 12 |
| II | The Tugluqs and Lodies. | | | | 12 |
| III | The Mughals: Babur and Humayun, Interlude of Shershah with special reference to Administration and Land revenue system. | | | | 12 |
| IV | Akbar to Shahjahan : Mansabdari, Relation with Rajput and Maharana Pratap, Religious Policy. | | | | 12 |
| V | Aurangzeb: Rajput, Religious and Deccan policy, Decline and disintegration of Mughals | | | | 14 |
| VI | Rise of Maratha under Shivaji : Administration, Revenue system, Concept of Hindu Pad- Padshahi and later Mughal. | | | | 6 |
| VII | Development of Architecture and Painting in Mughal Period. | | | | 10 |
| VIII | Development of Sufiism in India, Bhakti Movement and Re-strengthening in North India. | | | | 12 |
| <p>Suggested Readings:</p> <ul style="list-style-type: none"> ✓ Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press. ✓ Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, Munshiram Manoharlal ✓ Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press ✓ Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press ✓ Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan ✓ Singh, Dilbag: Structure of Rural Society in Medieval India ✓ Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co. ✓ Srivastava, A.L: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal & Co. ✓ Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications ✓ Yadav, B.N.S.: (2012), Society and Culture in North India in the 12th Century, India, Raka Prakashan ✓ Sarkar, J.N., Shivaji and his Times ✓ श्रीवास्तव, आशीर्वादीलाल : (2017), भारतवर्ष का इतिहास 1000 से 1907, शिवलाल अग्रवाल एण्ड कंपनी, दिल्ली ✓ पाण्डेय, अवध विहारी (1988), पूर्व मध्यकालीन भारत, इलाहाबाद सेन्ट्रल बुक डिपो ✓ पाण्डेय, अवध विहारी (1988), उत्तर मध्यकालीन भारत, इलाहाबाद सेन्ट्रल बुक डिपो ✓ सरदेसाई, जी.एस. - शिवाजी | | | | | |

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This course can be opted as an elective by the students of following subjects: Open for all
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Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
 IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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Format for developing syllabus for a course/paper

| Programme / Class | Diploma | Year | B.A.II | Semester | III |
|---|---|--------------|--|----------|-----------------|
| Subject | History | | | | |
| Course Code | A050301T | Course Title | History of Modern India (1757 A.D - 1950 A.D) | | |
| <p>Course Outcome- This paper is designed to cover the era of Indian history witnesses the transfer of power from Mughals, other provincial important dynasties to East India Company. It covers the study of Indian resistance at various levels and finally culminates in the First War of Independence. This is an important era of Indian History, as it witnesses the rise of indigenous powers like Marathas and Sikh State, along with new regional identities. This paper covers also the colonial land revenue system and Indian Renaissance. The course is designed to provide an overview of modern Indian political history and key concepts of the modern constitutional development to the students. The paper covers the history of British educational and agricultural policy with their impact over India. This paper also covers the development of communalism in India and mergers of Princely states after Independence.</p> | | | | | |
| Credits - 6 | Max. Marks : 100 | | Min. Passing Marks : 33 | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I | Arrival of European Companies: Rivalry for Control, Ascendancy of British East India Company : Plassey and Buxar and its Impact. | | | | 12 |
| II | Territorial Expansion of East India Company: 1770-1856 | | | | 12 |
| III | Rise of Punjab under Ranjeetsingh: conquests and administration, Rise of Hyderabad and Mysore in 18 th century. | | | | 12 |
| IV | Land Revenue system during colonial period: permanent settlement, Raiyatwari and Mahalwari system, Indian Renaissance: Reform and revivals. | | | | 12 |
| V | Transfer of Power: From Company to Crown, Lord Lytton and Lord Ripon, Lord Curzon and Partition of Bengal. | | | | 16 |
| VI | Commercialisation of Agriculture and its Impact on India, Development of Railway and its Impact. | | | | 6 |
| VII | Development of Education in Colonial India, Morley-Minto reforms, Govt. of India Act 1919 and 1935. | | | | 10 |
| VIII | Rise and Development of Communalism in India, Mergers of Princely states after Independence and Role of Sardar Vallabh Bhai Patel. | | | | 10 |

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Suggested Readings:

- ✓ Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P. Bagchi
- ✓ Bayly, C.A.: An Illustrated History of Modern India 1600–1947, London 1990
- ✓ Chabra, G.S.: (1989), Advanced History of Modern India, Sterling Publication
- ✓ Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
- ✓ Desai, A.R.: (1984), India's Path of Development, Mumbai, Popular Publication
- ✓ Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co.
- ✓ Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication
- ✓ Freedenberg, R.E.: (1912) Land Control and Social Structure in India
- ✓ Grover, B.L.: A New look on Modern Indian History
- ✓ Jain, M.S.: (1993) Aadhunik Bharat VarshKaltihas, New Age International Pvt. Ltd.
- ✓ Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication
- ✓ Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication
- ✓ Metcalf, Barbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002
- ✓ Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University
- ✓ Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication
- ✓ Mishra, J.P.: Aadhunik Bharat Kaltihas, Uttar Pradesh Granth Academic, Prabhag
- ✓ Mittal, S.C.: Bharat KaSaamajikaAarthikItihas (1758–1947)
- ✓ Muir, Ramssay: (1969) The Making of British India, Oxford University Press
- ✓ Prasad, Ishwari&Subedar: (1951) History of Modern India (English or Hindi), Indian Press
- ✓ Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press
- ✓ Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, RajkamalPrakashan
- ✓ Sarkar, Sumit: (1983)Modern India, Macmillan
- ✓ Sen, Sunil, K.: (1979), Agrarian relations in India, 1793–1947, People's Publication House
- ✓ Shukla, R.L. (ed.): Aadhunik Bharat Kaltihas (Hindi), Delhi University Publication
- ✓ Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, Atma Ram
- ✓ Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press
- ✓ Thompson & Garret : (1934) Rise and Fulfillment of British Rule in India, Originally Published

This course can be opted as an elective by the students of following subjects: Open for all

Open for all.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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Format for developing syllabus for a course/paper

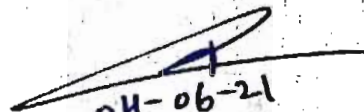
| Programme / Class | Diploma | Year | B.A.II | Semester | IV |
|--|---|--------------|---|----------|-----------------|
| Subject | History | | | | |
| Course Code | A050401T | Course Title | History of Modern world (1453 A.D - 1950A.D) | | |
| <p>Course Outcome- This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also. This paper is designed to introduce the student regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with. This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history of world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal, as Second World War was lesser Imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.</p> | | | | | |
| Credits - 6 | Max. Marks : 100 | | Min. Passing Marks : 33 | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I | Renaissance: Its Causes, Feature and Impact. Reformation Movement in Europe and Role of Martin Luther. | | | | 16 |
| II | Glorious Revolution , Industrial Revolution in 18th Century, | | | | 12 |
| III | American Revolution , French Revolution: Causes, Significance and Impact on world. | | | | 12 |
| IV | Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy: | | | | 12 |
| V | Unification of Germany and Italy. | | | | 10 |
| VI | Causes leading to First world war. Paris Peace Convention and treaty of Versailles. | | | | 10 |
| VII | The Bolshevik Revolution. | | | | 6 |
| VIII | Factor leading for Second World War , U.N.O. : Organisation, Achievements and Failure. | | | | 12 |

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Suggested Readings:

- Stavrianos.A.J. : History of the Modern World Since 1500
- Bronski Jacob & Bruce Mazlish : Western Intellectual tradition
- Robertz. J.M. : Pelican History of the World
- Fisher. H.A.L. : History of Europe
- Palmer. R.R. : A History of Modern World
- Wallerstine Immanuel : Modern World System
- Macneill. W.H : History of the World
- Panikkar. K.M : Asia and Western Dominance
- Bailey. C.A. : The Birth of Modern World
- Bennis, F. Lee: Europe since 1914
- Car, E.H.: (1948), International. Relations between two world war (1919-1939). Delhi: Macmillan and Co.
- Carsten, F.L. (1982), The Rise of Fascism University of California Press
- Dhar, S.N.: (1967), International Relations and World Politics Since 1919. Bombay, Asia Publish House.
- Hardy, G.M.S.: (1950), Short History of International Affairs 1920-1939, New York, Oxford University Press
- Langasm, W.C.: World Since 1919, Surjeet Publication
- Lowe, Norman: (1982), Mastering Modern World History, Macmillan and Co.
- Marriot, M.: International Relations between the two world war
- Parker, R.A.C.: (1969), Europe (1919-1945) London, Weidenfield and Nicolson
- Taylor, A.J.P.: (1961), Origin of the second world war. Simon and Schuster
- Verma, Dinanath: Aadhunik VishwaKalthas (Hindi), Jnanada Publication
- Vinacke Herald: (1959), A History of For East in Modern Times. East Asia. Appleton Century - Crofts
- Woodroff. C: (1998), Modern World, St. Martin's
- Grant & Temperley : Europe in Nineteenth and Twentieth Centuries
- Hayes, C.J.H.: A Political and Cultural History of Europe, 1830-1839
- Ketelbey, C.D.M.: A History of Modern Times (English or Hindi)
- Lipson: Europe in the Nineteenth and Twentieth Centuries
- भटनागर एवंगुप्ता : आधुनिक यूरोपकाइतिहास (भाग एक व दो)
- लाल, के. एस. : आधुनिक यूरोपकाइतिहास (भाग एक व दो)
- वर्मा, लालबहादुर : (1998). यूरोपकाइतिहास (भाग एक व दो), नईदिल्ली, प्रकाशनसंस्थान

This course can be opted as an elective by the students of following subjects: Open for all

Open for all.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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HEAD
 Department of History
 Ch. Charan Singh University
 Meerut

Format for developing syllabus for a course/paper

| Programme / Class | Degree | Year | B.A.III | Semester | V |
|---|---|-------------------------|-----------------------|----------|-----------------|
| Subject | History | | | | |
| Course Code | A050501T | Course Title | Nationalism in India. | | |
| Course Outcome- Acquaintance to Indian National Movement is indispensable for a student to make a sense of Indian Modern History and Nationalism. The course is designed to provide an overview of Indian freedom Struggle and key concepts of the Indian Nationalism to the students, which would evolve them into a conscientious citizen. The paper covers the history of Freedom Movement in a manner that each section, which played a vital role in independence of the country is introduced to the student. | | | | | |
| Credits - 5 | Max. Marks : 100 | Min. Passing Marks : 33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I | First war of Independence: Causes, Impact and Nature. | | | | 10 |
| II | Factor leading to the growth of Nationalism in India. | | | | 10 |
| III | Theories of Nationalism : Views of Gandhi and Tagore | | | | 5 |
| IV | Early phase: the Ideology, Programme and Policy of Moderates. | | | | 10 |
| V | Extremist phase: Rise and development of Extremist in India. | | | | 10 |
| VI | Swadeshi Movement and Congress split at Surat. | | | | 10 |
| VII | Rise of Muslim League: Demands and Programme.. | | | | 10 |
| VIII | National awakening during First World War: Lucknow Pact and Home rule Movement. | | | | 10 |
| Suggested Readings: <ul style="list-style-type: none"> ✓ Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement. Asia Publishing House ✓ Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press ✓ Chandra, Bipan and Others: Freedom Struggle ✓ Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd. ✓ Desai, A.R. (1984), India's Path of Development, Popular Prakashan ✓ Dutta, K.K.: (1975), Social History of Modern India. Delhi, Macmillan Publication ✓ Gupta, M.N.: (1972), History of the Revolutionary Movement in India. Satya Publication ✓ Jeffery, R. and J Masseless: From Rebellion to the Republic ✓ Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint ✓ Majumdar, R.C.: Struggle for Freedom ✓ Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co. ✓ Moon, Penderal (1998), Divide and Quit. USA, Oxford University Press ✓ Patel, Vallab Bhai: Correspondence, Writings and Speeches. ✓ Prasad, Bisheswar,: Bandage and freedom, 2 Vols. | | | | | |

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Department of History

Ch. Charan Singh University

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- Y Rai, Satya M.(ed.): Bharat Mein Upniveshwad Aur Rashtrawad (Hindi)
 Y Sarkar, Sumit: Adhunik Bharat (Hindi)
 Y Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983
 Y Sen, S.N.: (1957), Eighteen Fifty Seven Publication Division
 Y Singh, Ayodhya: (2012), Bharat Ka Mukti Sangram, Neha Publishers and Distributors
 Y Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd.
 Y Tara Chand: History of the Freedom Movement in India, Vols. I - IV, Division Publication

This course can be opted as an elective by the students of following subjects: Open for all

open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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Format for developing syllabus for a course/paper

| Programme / Class | Degree | Year | B.A.III | Semester | V |
|---|--|------------------------|---|----------|-----------------|
| Subject | History | | | | |
| Course Code | A050502T (Optional) | Course Title | History of Modern world (1453 A.D - 1815A.D) | | |
| <p>Course Outcome-This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also.</p> | | | | | |
| Credits - 5 | Max. Marks : 100 | Min. Passing Marks :33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I | Political and Religious structure of Europe in the early 15 th Century. | | | | 10 |
| II | Renaissance: Its Causes, Feature and Impact. | | | | 10 |
| III | Reformation Movement in Europe and Role of Martin Luther. | | | | 5 |
| IV | Religious warfare: The Thirty Years War. | | | | 10 |
| V | Glorious Revolution and Development of Cabinet system in England. | | | | 10 |
| VI | Industrial Revolution in 18th Century , American Revolution | | | | 10 |
| VII | French Revolution: Causes, Significance and Impact on world. | | | | 10 |
| VIII | Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy. | | | | 10 |
| <p>Suggested Readings:</p> <ul style="list-style-type: none"> > Acton: (1906), Lectures on Modern History. London, Macmillan and Co. Limited. > Fisher, H.A.L: (1938), History of Europe (relevant portion only). London, Eyre and Spottiswoode > Hayes. C.J.H.: (1936), A Cultural and Political History of Europe (Vol. I) (1500-1830), London, Macmillan > Hazen, C.D.: (1937), A History of Europe in Modern Times, Henry Holt and Company > Phulkan, Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd. > Schevil: (1898), History of Modern Europe (Hindi or English); Charles Scribners Sons > सिंह, हीरालाल एवंरामवृक्ष सिंह: (2011) आधुनिक यूरोपकाइतिहास (1453-1789), इलाहाबाद, स्टूडेन्ट्सफ्रेण्ड्स > वर्मा, लालबहादुर: (1998) यूरोपकाइतिहास (पुनर्जागरण से क्रान्ति तक). नईदिल्ली, प्रकाशनरंथान | | | | | |

A. K. Singh

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HEAD
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 Ch. Charan Singh University
 Meerut

This course can be opted as an elective by the students of following subjects: Open for all

Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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Format for developing syllabus for a course/paper

| Programme / Class | Degree | Year | B.A.III | Semester | V |
|---|---|------------------|---|-------------------------|-----------------|
| Subject | History | | | | |
| Course Code | A050503T (Optional) | Course Title | Socio-Cultural and Economic History of Medieval India (1200 A.D- 1700 A.D) | | |
| <p>Course Outcome-This paper comprises social, economic and cultural aspect of medieval India. In this paper a student will be introduced to the saints of medieval India who had shown the path of Bhakti movement and flourish the Indian culture and religion during Turk and Mughal attacks. It covers also the condition of women in medieval Indian history. In spite of Turk, Timur, Mughal and Afghan attacks Indian economy had a lion's share in all over world's economy, this aspect will also be known to the scholars of history.</p> | | | | | |
| Credits - 5 | | Max. Marks : 100 | | Min. Passing Marks : 33 | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I | Social condition during Sultanate Period. | | | | 10 |
| II | Market Control Policy and Revenue system of AllaudinKhilji. | | | | 10 |
| III | Sufism and Bhakti Movement in India. | | | | 5 |
| IV | Women's Condition during Sultanate Period. | | | | 10 |
| V | Land Revenue System during Mughal Period. | | | | 10 |
| VI | Trade and Commerce during Mughal Period. | | | | 10 |
| VII | Development of Banking system during Mughal Period. | | | | 10 |
| VIII | Development of Industry during Mughal Period. | | | | 10 |
| <p>Suggested Readings:</p> <ul style="list-style-type: none"> ➤ Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press. ➤ Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, MunsiramManoharlal ➤ Prasad, Ishwari: (1940). Medieval India (English or Hindi Version) Delhi, Indian Press ➤ Roy, S.C.: (1935), Dynastic History of Northern India. Calcutta. Calcutta University Press. ➤ Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan. ➤ Singh, Dilbag: Structure of Rural Society in Medieval India ➤ Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co. ➤ Srivastava, A.L: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal & Co. ➤ Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications ➤ Yadav, B.N.S.: (2012), Society and Culture in North India in the 12th Century. India, RakaPrakashan | | | | | |

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| <p>Sarkar, J.N., Shivaji and his Times</p> <p>श्रीवास्तव, आशीर्वादीलाल : (2017), भारतवर्षका इतिहास 1000 से 1907, शिवलालअग्रवाल एण्ड कम्पनी, दिल्ली</p> <p>पाण्डेय, अवध विहारी (1988), पूर्व गध्यकालीनभारत, इलाहाबादसेन्द्रलबुकडिपो</p> <p>पाण्डेय, अवध विहारी (1988), उत्तर गध्यकालीनभारत, इलाहाबादसेन्द्रलबुकडिपो</p> <p>सरदेसाई, जी०एस०, -शिवाजी</p> |
| <p>This course can be opted as an elective by the students of following subjects: Open for all</p> <p><i>Open for all</i></p> |
| <p>Suggested Continuous Internal Evaluation Methods (25 Marks):</p> <ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions / short and long answer questions. • Research Orientation of the student. • Quiz |
| <p>Suggested equivalent online courses:</p> <p>IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.</p> |

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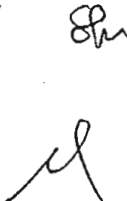

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Format for developing syllabus for a course/paper

| Programme / Class | Degree | Year | B.A.III | Semester | V |
|---|--|-------------------------|-------------------|----------|-----------------|
| Subject | History | | | | |
| Course Code | A050504T (Optional) | Course Title | Ethics in History | | |
| Course Outcome-History is in an excellent position to inculcate moral values in students' mind. Study of Ved and Geeta with Life stories of great saints, heroes and reformers, like Shankracharya, Buddha, Rama, MaharanaPratap, Guru Nanak, Swami Dayananda, Swami Vivekananda, Mahatma Gandhi, Aurobindo and Radhakrishnan etc. encourage students to be truthful, courageous, just and selfless. | | | | | |
| Credits - 5 | Max. Marks : 100 | Min. Passing Marks : 33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I | Introduction of Ethics- History. | | | | 10 |
| II | Determinants of Ethics, Normative and Applied Ethics. | | | | 10 |
| III | Different early Indian approach to understand Ethics. | | | | 5 |
| IV | The survey of early Indian Ethics- study of Ved and Geeta. | | | | 10 |
| V | Dharma and Rationality. | | | | 10 |
| VI | The Bhakti Movement. | | | | 10 |
| VII | Ideas and Ethical Philosophy of Aurobindo. | | | | 10 |
| VIII | Ideas and Ethical Philosophy of Gandhi and Radhakrishnan. | | | | 10 |
| Suggested Readings: | | | | | |
| <ul style="list-style-type: none"> ➤ Sreedharan, E. : A Textbook of Historiography ➤ Carr, E.H. : What is History ➤ Ali Sheik, : History, Theory and Method. ➤ Chaudhry, K.P., (1975) Effective teaching of History in India. New Delhi; National Council of Education and Research and Training, ➤ Collingwood, R.G, (1951), The Idea of History, London; Oxford University Press. ➤ Ghate, V.D., (1953) Suggestions for the Teaching of History, Bombay; Oxford University Press. ➤ कार. ई.एच. : (1997) इतिहास क्या है गैकगिलनप्रेस, नई दिल्ली, छठें ➤ कैनाडीन, डेविड : (2002) हवाट इज हिस्ट्री नाऊ मैकमिलन, लंदन ➤ कौशिक, कुँवरवहादुर : (1984) इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर ➤ श्रीधरन, ई. - इतिहास लेख ➤ सिंह, बद्रीनाथ, (1998) नीतिशास्त्र की रूपरेखा, आशाप्रकाशन वाराणसी ➤ पाण्डेय, संगमलाल, (1991) नीतिशास्त्र का सर्वेक्षण, सेण्ट्रल पब्लिशिंग हाउस, प्रयागराज ➤ मिश्र, नित्यानंद, (2005) नीतिशास्त्र, गोतीलाल बनारसीदास, वाराणसी | | | | | |

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This course can be opted as an elective by the students of following subjects: Open for all

Open for all

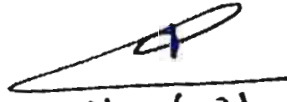
Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
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Project

| Programme/Class: Degree/BA | Year: Third | Semester: Fifth |
|---|---|------------------------|
| Subject: History | | |
| Course Code: A050501R | Course Title: Research Methodology, Tour and Study of Maps | |
| Course outcomes: Students will be able to understand <ul style="list-style-type: none"> • In-depth knowledge of research methodology. • The variation among Historical locations. • Interaction with people with different natural and cultural settings. • Study of Historical area being visited. • Learn to prepare tour report. | | |
| Credits: 3 | | Core Compulsory |
| Max. Marks: 100 (50 Project Report + 50 Research Analysis) | | Min. Passing Marks: 40 |
| Total No. of Lectures-Tutorials-Practical (in hours per week): P- 3/w | | |
| Unit | Topics | No. of Lectures |
| I | <p>Student has to prepare research report on any relevant topic of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report;</p> <p>Meaning, types and significance of Research, Literature review and formulation of research design, research problem, objectives, hypothesis, Research materials and methods. Sampling etc. Techniques of writing scientific reports: Preparing notes, references, bibliography, abstract and keywords etc.</p> <p>Tour in-charge will also explain all the steps and methods for preparing Tour report.</p> | 45 |
| Suggested Readings: <ul style="list-style-type: none"> ➤ Chitnis, K.N., (2006)—Research Methodology in History. Atlantic Publication. ➤ Sreedharan, E. : A Textbook of Historiography ➤ Kimerling, A. Jon, --Map Use – Reading Analysis Interpretation, ESRI Press ➤ Mishra, P.K. -(2018) Tourism in India , New Century Publications ➤ Roday, Sunetra .Archana Biwal & Vandana Joshi – Tourism : Operations and Management ➤ Atkinson RJC : (1953) Field Archaeology, London, Mathew and Co. ➤ Basker P. : (1982) Techniques of Archaeological Excavation. London, Batsford. ➤ Rajan K. : (2002) Archaeology, Principles and Methods. Tanjavur. ➤ Raman K.V. : (1976) Principles and Methods in Archaeology, Madras. ➤ थपलियाल, हरिप्रसाद-(1997) भारत की ऐतिहासिक मानचित्रावली, हिन्दी प्रचारक पब्लिकेशन, वाराणसी ➤ कार, ई.एच. : (1997) इतिहास क्या है गैकमिलन प्रेस, नई दिल्ली, छठौं ➤ कैनाडीन, डेविड : (2002) हवाट इज हिस्ट्री नाऊ गैकमिलन, लंदन ➤ कौशिक, कुंवर वहादुर : (1984) इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर ➤ श्रीधरन, ई. - इतिहास लेख | | |

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This course can be opted as an elective by the students of following subjects: Open for all

Open for all

Suggested Continuous Evaluation Methods:

- Seminar/Assignment/Report on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz




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Format for developing syllabus for a course/paper

| Programme / Class | Degree | Year | B.A.III | Semester | VI |
|---|--|------------------|----------------------------------|-------------------------|-----------------|
| Subject | History | | | | |
| Course Code | A050601T | Course Title | Era of Gandhi and Mass Movement. | | |
| Course Outcome -This paper is designed to introduce the student regarding the Gandhian Philosophy, his tools and techniques which laid a mass movement in India. This paper covers rise of revolutionary movement and Gandhian programs that guided the path of Indian National Movement in twentieth century. It concludes with the vital role of 'Netaji' Subhash Chandra Bose in the National Movement. | | | | | |
| Credits - 5 | | Max. Marks : 100 | | Min. Passing Marks : 33 | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I | Entry of Gandhi and The Non Co-operation Movement. | | | | 10 |
| II | Rise of Revolutionary Movement in India with special reference to HRA, HSRA and Trial of Bhagat Singh. | | | | 10 |
| III | Rise of Revolutionary Movement outside India with special reference to Gadar Party. | | | | 10 |
| IV | Simon commission, Nehru report, The Civil Disobedience Movement | | | | 10 |
| V | The Quit India Movement. | | | | 10 |
| VI | Constitutional Crisis : Cripps and Cabinet Mission. | | | | 5 |
| VII | Subhas Chandra Bose and Indian National Army. | | | | 10 |
| VIII | Mountbatten Plan, Partition and Independence. | | | | 10 |
| Suggested Readings: <ul style="list-style-type: none"> ➤ Agrov, D.: (1968), Moderates and Extremists in the Indian National Movement. Asia Publishing House ➤ Brass, Paul: (1994, 2015), The Politics of India since Independence, London. Cambridge University Press ➤ Chandra, Bipan and Others: Freedom Struggle ➤ Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd. ➤ Desai, A.R. (1984), India's Path of Development, Popular Prakashan ➤ Dutta, K.K.: (1975), Social History of Modern India, Delhi. Macmillan Publication ➤ Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication ➤ Jeffery, R. and J Masseloss: From Rebellion to the Republic ➤ Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint ➤ Majumdar, R.C.: Struggle for Freedom ➤ Mehrotra, S.R.: (2004), The Emergence of Indian National Congress. Rupa and Co. ➤ Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press ➤ Patel, Vallab Bhai: Correspondence, Writings and Speeches. | | | | | |

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| <p>Prasad, Bisheswar.: Bandage and freedom. 2 Vols.</p> <p>Rai. Satya M.(ed.): Bharat Mein Upniveshwad Aur Rashtrawad (Hindi)</p> <p>Sarkar, Sumit: Adhunik Bharat (Hindi)</p> <p>Sarkar, Sumit, Modern India 1885 and 1947. Macmillan, 1983</p> <p>Sen, S.N.: (1957), Eighteen Fifty Seven Publication Division</p> <p>Singh, Ayodhya: (2012), Bharat Ka Mukti Sangram. Neha Publishers and Distributors</p> <p>Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd.</p> <p>Tara Chand: History of the Freedom Movement in India, Vols. I - IV, Division Publication</p> |
| <p>This course can be opted as an elective by the students of following subjects: Open for all</p> <p><i>Open for all</i></p> |
| <p>Suggested Continuous Internal Evaluation Methods (25 Marks):</p> <ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions / short and long answer questions. • Research Orientation of the student. • Quiz |
| <p>Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.</p> |

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Format for developing syllabus for a course/paper

| Programme / Class | Degree | Year | B.A.III | Semester | VI |
|--|--|--------------|---|----------|-----------------|
| Subject | History | | | | |
| Course Code | A050602T (Optional) | Course Title | History of Modern world (1815A.D- 1945A.D) | | |
| <p>Course Outcome-This paper is designed to introduce the student regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with . This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history of world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal, as Second World War was lesser Imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.</p> | | | | | |
| Credits – 5 | Max. Marks : 100 | | Min. Passing Marks : 33 | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I . | Unification of Germany and Italy. | | | | 10 |
| II | Causes leading to First world war. | | | | 10 |
| III | Paris Peace Convention and treaty of Versailles. | | | | 10 |
| IV | League of Nations: Organisation, Achievements and Failure. | | | | 5 |
| V | Rise of Communism in Russia: The Bolshevik Revolution. | | | | 10 |
| VI | Rise of Dictatorship: Mussolini and Hitler. | | | | 10 |
| VII | United states in world affairs : Economic Depression and New Deal policy of F.D.Roosevelt. | | | | 10 |
| VIII | Factor leading for Second World War and U.N.O. | | | | 10 |

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Suggested Readings:

- Stavrianos.A.J. : History of the Modern World Since 1500
- Bronski Jacob & Bruce Mazlish : Western Intellectual tradition
- Robertz. J.M. : Pelican History of the World
- Fisher. H.A.L : History of Europe
- Palmer. R.R. : A History of Modern World
- Wallerstine Immanuel : Modern World System
- Macneill. W.H : History of the World
- Panikkar. K.M : Asia and Western Dominance
- Bailey. C.A. : The Birth of Modern World
- Bennis, F. Lee: Europe since 1914
- Car, E.H.: (1948), International. Relations between two world war (1919 -1939). Delhi. Macmillan and Co.
- Carsten, F.L. (1982), The Rise of Fascism University of California Press
- Dhar, S.N.: (1967), International Relations and World Politics Since 1919. Bombay. Asia Publish House.
- Hardy, G.M.S.: (1950), Short History of International Affairs 1920-1939, New York, Oxford University Press
- Langasm, W.C.: World Since 1919. Surjeet Publication
- Lowe, Normon: (1982). Mastering Modern World History, Macmillan and Co.
- Marriot, M.: International Relations between the two world war
- Parker, R.A.C.: (1969), Europe (1919-1945) London, Weidenfield and Nicolson
- Taylor, A.J.P.: (1961), Origin of the second world war. Simon and Schuster
- Verma, Dinanath: AadhunikVishwaKalthas (Hindi). Jnanada Publication
- Vinacke Herald: (1959), A History of For East in Modern Times, East Asia, Appleton Century - Crofts
- Woodroff, C: (1998), Modern World, St. Martin's
- Grant &Temperley : Europe in Nineteenth and Twentieth Centuries
- Hayes, C.J.H.: A Political and Cultural History of Europe, 1830-1839
- Ketelbey, C.D.M.: A History of Modern Times (English or Hindi)
- Lipson: Europe in the Nineteenth and Twentieth Centuries
- भटनागर एवंगुप्ता : आधुनिक यूरोपकाइतिहास (भाग दो)
- लाल, के. एस. : आधुनिक यूरोपकाइतिहास (भाग दो)
- वर्मा, लालबहादुर : (1998), यूरोपकाइतिहास (भाग दो), नईदिल्ली, प्रकाशनसंस्थान

This course can be opted as an elective by the students of following subjects: Open for all

Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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Format for developing syllabus for a course/paper

| Programme / Class | Degree | Year | B.A.III | Semester | VI |
|--|--|------------------|---|------------------------|-----------------|
| Subject | History | | | | |
| Course Code | A050603T (Optional) | Course Title | Socio-Cultural and Economic History of Medieval India (1700A.D- 1900 A.D) | | |
| <p>Course Outcome-This paper comprises social, economic and cultural aspect of modern India. In this paper a student will be introduced to the social and religious reformation movement in colonial India. Decline of Indian Handicraft, land revenue system and commercialization of agriculture are the salient feature of 18th and 19th Century India. Development of banking and Railway had played a vital role in the drain of Indian wealth to England. All these aspects have been covered under this paper title.</p> | | | | | |
| Credits – 5 | | Max. Marks : 100 | | Min. Passing Marks :33 | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I | Social and Religious Reformation Movement. | | | | 10 |
| II | Reforms in Muslim society. | | | | 10 |
| III | Land Revenue System during colonial period: Permanent Settlement, Raiyatwari and Mahalwari system. | | | | 5 |
| IV | Decline of Indian Handicraft in British period. | | | | 10 |
| V | Commercialisation of Agriculture and its Impact on India. | | | | 10 |
| VI | Theory of Drain of Wealth. | | | | 10 |
| VII | Development of Railway and its Impact. | | | | 10 |
| VIII | Development of Banking System in Colonial Period. | | | | 10 |
| <p>Suggested Readings:</p> <ul style="list-style-type: none"> ➤ Bancrjee, A.C.: (1983) The New History of Modern India (1707-1947), Calcutta, K.P. Bagchi ➤ Bayly, C.A: An Illustrated History of Modern India 1600-1947, London 1990 ➤ Chabra, G.S.: (1989), Advanced History of Modern India, Stearling Publication ➤ Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication) ➤ Desai, A.R.: (1984), India's Path of Development, Mumbai, Popular Publication ➤ Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co. ➤ Dutta, K.K.: (1975). Social History of Modern India, Delhi, Macmillan Publication ➤ Freedenberg, R.E.: (1912) Land Control and Social Structure in India ➤ Grover, B.L: A New look on Modern Indian History ➤ Jain, M.S.: (1993) Aadhunik Bharat VarshKaltihas, New Age International Pvt. Ltd. ➤ Lal. Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication ➤ Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication ➤ Metcalf, Barbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002 | | | | | |

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- ✓ Metcalf, Thomas: (1995), Ideologies of the Raj. Cambridge University
 ✓ Mishra, B.B. (1972), Administrative History of Modern India. Oxford University Publication
 ✓ Mishra, J.P.: Aadhunik Bharat Kaitihas. Uttar Pradesh Granth Academic, Prabhag
 ✓ Mittal, S.C.: Bharat KaSaamajikaurAarthikItihas (1758-1947)
 ✓ Muir, Ramssay: (1969) The Making of British India, Oxford University Press
 ✓ Prasad, Ishwari&Subedar: (1951) History of Modern India (English or Hindi). Indian Press
 ✓ Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press
 ✓ Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, RajkamalPrakashan
 ✓ Sarkar, Sumit:(1983)Modern India , Macmillan
 ✓ Shukla, R.L. (ed.): Adhunik Bharat Kaitihas (Hindi), Delhi University Publication
 ✓ Singh, G.N. (1963), Constitutional Development in Modern India, Punjab. Atma Ram
 ✓ Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press

This course can be opted as an elective by the students of following subjects: Open for all

Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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Format for developing syllabus for a course/paper

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| Programme / Class | Degree | Year | B.A.III | Semester | VI |
| Subject | History | | | | |
| Course Code | A050604T (Optional) | Course Title | History and its Professional Utility | | |
| <p>Course Outcome-This paper is designed to introduce application of history among students of history. Different units are designed about use of Archives, Museums and Libraries. History and its professional utility is the central idea behind this paper. This paper covers environmental aspect of history as well as historical survey of development of science and technology in India.</p> | | | | | |
| Credits - 5 | Max. Marks : 100 | | Min. Passing Marks : 33 | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | |
| Unit | Topic | | | | No. of Lectures |
| I | Use of Archives and Museums. | | | | 10 |
| II | Use of Map in History. | | | | 10 |
| III | Importance of Libraries. | | | | 5 |
| IV | Local Heritage, Temples and Shrines. | | | | 10 |
| V | Tourism for Architectural Monuments. | | | | 10 |
| VI | Preservation of Environment in History. | | | | 10 |
| VII | A Historical Survey of development of Science and Technology in India. | | | | 10 |
| VIII | Use of History in Journalism: Print and Electronic Media. | | | | 10 |
| <p>Suggested Readings:</p> <ul style="list-style-type: none"> ➤ Sreedharan, E. : A Textbook of Historiography ➤ Carr, E.H. : What is History ➤ Ali Sheik, : History, Theory and Method. ➤ Botticelli, Peter, Martha R. Mahard and Michele V. Cloonan, --(2019) Libraries, Archives and Museums Today, Rowan & Littlefield Publishers ➤ Kimerling, A. Jon, --Map Use – Reading Analysis Interpretation, ESRI Press ➤ Koopman, Harry Lyman – The Mastery of Books: Hints on Reading and The Use of Libraries, American Book Company ➤ Mishra, P.K. --(2018) Tourism in India, New Century Publications ➤ Roday, Sunetra, Archana Bival & Vandana Joshi – Tourism : Operations and Management ➤ Atkinson RJC : (1953) Field Archaeology, London, Mathew and Co. ➤ Basker P. : (1982) Techniques of Archaeological Excavation. London, Batsford. ➤ Chakrabarti D.K. : (1989) Theoretical Perspectives in Indian Archaeology, Munshiram Manoharlal. ➤ Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur. ➤ Raman K.V. : (1976) Principles and Methods in Archaeology, Madras. | | | | | |

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- Agee, Ault & Emery, Introduction to Mass Communication.
- Asa Briggs. A Social History of Media from Guttenberg to the Internet.
- Gardiner Lambert, A History of Media.
- Kamath, M.V., Professional Journalism.
- Keval J. Kumar, Mass Communication in India.
- तिवारी, अर्जुन , -(1997) हिन्दीपत्रकारिताकावृहदइतिहासवाणीप्रकाशन
- द्योरा, आशारानी-(2001) स्वाधीनतासेनागीलेखक-पत्रकार, प्रतिभाप्रतिष्ठान
- सहाय, शिवस्वरूप , -(1992) संग्रहालय की ओर , मोतीलालबनारसीदारा, वाराणसी
- कार, ई.एच. : इतिहासक्याहैमैकमिलनप्रेस, नईदिल्ली, छठों (1997)
- कैनाडीन, डेविड : ह्वाटइजहिस्ट्रीनाऊमैकमिलन, लंदन (2002)
- कौशिक, कुँवरबहादुर : इतिहासदर्शन, एवंप्राचीनभारतीय इतिहासलेखन, गोरखपुर (1984)

This course can be opted as an elective by the students of following subjects: Open for all

Open for all.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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| Programme/Class: Degree/BA | Year: Third | Semester: Sixth |
| Subject: History | | |
| Course Code: A050601R | Course Title: Study of Languages used in Indian History | |
| Course outcomes: Students will be able to understand <ul style="list-style-type: none"> • In-depth knowledge of Languages used in Indian-History. • The variation among Historical aspect of different languages. • Interaction with people with different languages and cultural settings. • Study of Historical area of different languages being visited. • Learn to prepare language analysis report. | | |
| Credits: 3 | Core Compulsory | |
| Max. Marks: 100 (50 Project Report + 50 Research Analysis) | Min. Passing Marks: 40 | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): P- 3/w | | |
| Unit | Topics | No. of Lectures |
| 1 | Student has to prepare research report on any language of Historical importance of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report; Meaning, types and significance of Historical Languages. Literature review and formulation of research design of the language. Techniques of writing and reading of the selected language. | 45 |
| Suggested Readings: <ul style="list-style-type: none"> ➤ Chitnis, K.N., (2006)—Research Methodology in History, Atlantic Publication. ➤ Sreedharan, E. : A Textbook of Historiography ➤ Kimerling, A. Jon, --Map Use – Reading Analysis Interpretation, ESRI Press ➤ कार, ई.एच. : (1997) इतिहास क्या है मैकमिलन प्रेस, नई दिल्ली, छटाँ ➤ कैनाडीन, डेविड : (2002) हवांट इजहिरट्री नारु मैकमिलन, लंदन ➤ कौशिक, कुँवरबहादुर : (1984) इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर ➤ श्रीधरन, ई. – इतिहास लेख | | |
| This course can be opted as an elective by the students of following subjects: Open for all <i>Open for all</i> | | |
| Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> • Seminar/Assignment / Report on any topic of the above syllabus. • Test with multiple choice questions / short and long answer questions. • Research Orientation of the student. • Quiz | | |

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External Expert
HNBAU Univ.

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