

CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT
DEPARTMENT OF HISTORY
Programme- B.A. Honours History with Research
Self-Finance Course to be completed in 04 years (08 Semesters)

III- Semester

Course	Course Title	Semester	Credits
MJDSCC Course 7	History of Medieval India (From 1526-1707 AD)	III	4
MJDSCC Course 8	History of Modern India (From 1707-1858 AD)	III	4
MJDSCC Course 9	History of Modern Europe (From 1453-1815 AD)	III	4
MNGEC	Culture in Indian Subcontinent	III	4
SEC	Archives and Museology	III	2

IV- Semester

MJDSCC Course 10	History of Modern India (From 1858-1919 AD)	IV	4
MJDSCC Course 11	History of Modern India (From 1919-1950 AD)	IV	4
MJDSCC Course 12	History of Modern World (1815-1919 AD)	IV	4
MNGEC	Meerut Through the Ages	IV	4
SEC	Media, Journalism and Mass Communication	IV	2
VAC	Ethics and Values in Ancient India	IV	2

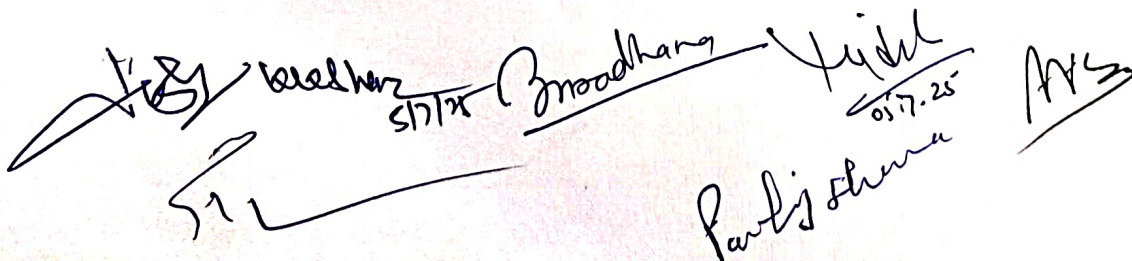
V- Semester

MJDSCC Course 13	Contemporary History of India (1950-2000 AD)	V	6
MJDSCC Course 14	Society, Economy and Culture in Ancient India (Ancient to 1200 AD)	V	6
MJDSEC	Art Appreciation an Introduction to Indian Art	V	4
MNGEC	Environmental Issues in India	V	4

VI- Semester

MJDSCC Course 15	Society, Economy and Culture in Medieval India (1200 -1800 AD)	VI	6
MJDSCC Course 16	Society, Economy and Culture in Modern India (1800-1947 AD)	VI	6
MJDSEC	Architecture Appreciation to Indian Architecture	VI	4
MNGEC	Gender in Indian History (1500-2000 AD)	VI	4

MJDSCC - Major Discipline Specific Core Course, MNGEC – Minor Generic Elective Course,
MJDSEC – Major Discipline Specific Elective Course,
SEC – Skill Enhancement Course, VAC – Value Addition Course



Suggested regarding:

1. R.P. Tripathi : Rise and fall of Mughal Empire
2. Anirudh Roy : Some Aspects of Mughal Empire
3. Mohibul Hasan : Babur the Founder of Mughal Empire
4. Irfan Habib : Indian Agrarian System of Mughal India (1526 to 1707)
5. V.A. Smith : Akbar the great
6. K.A. Nizami : Akbar and Religion
7. S.P. Sharma : Religious Policy of the Mughal Emperors
8. Satish Chandra : Medieval India from Saltnat to the Mughals Part 2 the Mughals (1526 to 1700)
9. S.L. Nagaruri : Mughal Kalin Bharat
10. Ashirwadilal Shrivastana : Mughal Kalin Bharat (1526 to 1806 A.D.)

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Programme/Class : B.A. Honours (with Research)	Year - Second	Semester: Third
Subject- History		
MJDSCC -8	History of Modern India (A.D. 1707 – 1858)	Theory
Course Objectives: This course explores the decline of the Mughal Empire, rise of regional powers, and early resistance to colonial rule. It examines the establishment of British dominance, key administrative and military strategies, socio-economic reforms, and the Revolt of 1857 as a major challenge to British authority.		
Course Outcomes: After successful completion of this course, students will understand the decline of the Mughal Empire, the rise of regional powers, and early resistance to colonial rule. They will critically examine European expansion, British administrative and military strategies, socio-economic reforms, and the Revolt of 1857 with its causes and consequences.		
Credits-	Core Compulsory	Max M -75+25 Min M -36
Unit	Topics	No. of Lectures Total 60.....
Unit I	a. Disintegration of the Mughal Empire. b. Banda Bahadur: Early Life and his Achievements. c. Shahuji Maharaj. d. Rise of the Peshwas: Balaji Vishwanath, Baji Rao I , Balaji Bajirao, Third Battle of Panipat.	12
Unit II	a. Arrival of Early European Settlements and their Impact, Anglo-French Rivalry ; the Carnatic wars. b. Establishment of British Rule in India: Battle of Plassey and Battle of Buxar. c. Robert Clive – The Company's Administration and Dual Government. d. Warren Hastings- Regulating Act of 1773 and Pitts India Act 1784.	12
Unit III	a. Lord Cornwallis. b. Land Revenue Settlement: Permanent Settlement, Ryotwari System, Mahalwari System. c. Lord Wellesley - Subsidiary Alliance System; Rise of Haider Ali and Tipu Sultan : Anglo-Mysore Wars: I, II, III, IV. d. Anglo-Maratha Wars: I, II, III.	12
Unit IV	a. Lord Minto , Reforms of Lord Hastings, b. Lord Amherst , Lord William Bentinck : Administrative and Social Reforms, c. British Attitude towards Afghanistan and Sindh,	12

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	d. Maharaja Ranjit Singh and his achievements, Anglo-Sikh Wars.	
Unit V	a. Lord Hardinge, b. Lord Dalhousie: Doctrine of Lapse – Annexation Policy. c. Administrative Reforms, d. Indian Revolution of 1857 – Causes, Nature, Outbreak and Expansion and Consequences of the Revolution,.	12
Very Short Answer Questions 3 x 5 = 15 Short Answer Questions 7.5 x 2 = 15 Detailed Answer Questions 15 x 3 = 45		

Suggestive Readings:	
1. B.L. Grover, Alka Mehta & Yashpal 2. K.B. Keswani 3. D. Sadasivam 4. G.S. Chhabra 5. R.C. Majumdar and Others 6. Hari Rao and Hanumanthan 7. Bipan Chandra 8. Vighnesh Kumar and Mudit Kumar 9. Vighnesh Kumar and CS Bhardwaj 10. Vighnesh Kumar 11. Vighnesh Kumar 12. Sabyasachi Bhattacharya 13. P.N. Chopra and Others 14. Krishna Kant Sharma	A New Look on Modern Indian History History of Modern India (1800 – 1984) History of India from 1773 to the Present Day Advanced Study in the History of Modern India An Advanced History of India – Part III History of India – Vol.II Modern India 1857 Ka Viplava (in Hindi) Exploring 1857 1857 IN 1857 : Original Mutiny Narratives , Vol. I Meerut – do–, Vol. II Revisiting 1857 A Social, Cultural and Economic History of India उत्तर प्रदेश का स्वतंत्रता संग्राम

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Programme/ Class: B.A. Hons. History	Year: Second	Semester: Third
MJDSCC-9	History of Modern Europe (1453-1815 A.D.)	Theory/ Practical

Course Objective: The goal of the course is to familiarize students with the major historical events that shaped early modern Europe, including the Renaissance, the Congress of Vienna, and the social, political, religious, and intellectual changes that occurred during this time. They will be able to examine the development of contemporary state structures and political ideologies in Europe and comprehend the effects of significant historical occurrences including the Renaissance, Reformation, Scientific Revolution, Industrial Revolution, and French Revolution. To evaluate how important figures and movements influenced the development of European society and ideas. Additionally, to cultivate critical historical thinking by analyzing continuity and change in European history.

Course Outcome: By the end of this course, students will be able to: Describe the causes, characteristics, and effects of the Italian Renaissance and its ramifications for Europe as a whole. Assess European exploration's causes, effects, and worldwide impact. Examine the characteristics and effects of the Catholic Counter-Reformation and the Protestant Reformation. Recognize the causes, importance, and political-philosophical background of England's Glorious Revolution. Explain how the major European states went from despotism to enlightened monarchs. Examine the causes of the Industrial Revolution and its socioeconomic effects. Explore the French Revolution's causes, events, and effects on modern political beliefs. Learn to critically evaluate historical narratives and consider multiple early modern European history views.

Credits: 4	Core Compulsory	MM:75+25 Min. M: 36
Unit	Topics	No. of Lectures
I	A. Renaissance • Meaning, nature and causes • Humanism, philosophy and development in Art and Literature • Developments in Science and Technology • Impact on Europe B. The exploration of the new world	12
II	A. Religious Reformation movement • Protestant movements: Martin Luther and Calvin • Counter reformation movement B. Glorious/ Bloodless Revolution of England 1688-1689: Causes and events, • Impact of glorious revolution	12
III	A. European state system • Spain • France • England • Russia B. Industrial Revolution in 18th- 19th Century • Causes, nature and events • Social and technical developments • Impact on Europe	12
IV	A. French Revolution 1789 • Causes, nature and events • Impact of French revolution B. Trends in French Revolution	12

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Programme/class: B.A. Honours with research	Year: Second	Semester: Third
	Subject: History	
MNGEC	Cultures in the Indian Subcontinent	Theory/ Practical

Course Objective: This course aims to provide an overview of Indian cultural traditions and cultural experience. It will help students to understand the meaning, perspectives and approaches to the study of culture. The section dealing with Indian languages and literature focuses upon the development of Sanskrit, Prakrit, Indo-Persian and Urdu language and literature respectively. The content of performing arts will help one appreciate the traditions of music, dance and drama in Indian culture through the ages. This also explores the development of different forms of architecture in India since ancient period.

Course Outcome: After the successful completion of this Course, the students will be able to: • understand different perspectives and approaches to the study of culture • explain the plurality in Indian cultural traditions, • learn the growth of Sanskrit, Prakrit, Indo-Persian and Urdu language and literature, • Trace the evolution of and the distinction between the Hindustani and Carnatic music culture, • Identify Indian classical dance forms, musical and theatre cultures

Credit :4	Minor Generic Elective Course- Cultures in the Indian Subcontinent	M.M: 25+75 Min.M:36
Unit	Topics	No. of Lectures
I	(a) What is Culture, concept and definition and its various aspects (b) Overview of the Indian subcontinent: geography and Cultural Zones (c) Characteristic of Indian Culture	12
II	Language and Literature (a) Main Features of Kalidaas's work (b) Main features of Amir Khusro's work (c) Main Features of Ghalib's Poetry (d) Main features of Prem Chand's Poetry	12
III	(a) Performing Arts (b) Hindustani, Carnatic (c) Classical and Popular folk Dances (Kalbeliya, Garba, Ghoomer, Lavani, Bihu) (d) Importance of Drama, Nautanki	12

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IV	(a) Art of Magic (b) Circus art (c) Standup Comedy (d) Theatre art	12
V	(a) Architecture: Meanings, form and Function (b) Nagar, Vesar, (c) Dravid Style (d) Cave Art: Ajanta, Ellora, Elephanta	12
Very Short Answer Questions $3 \times 5 = 15$ (75 words) Short Answer Questions $7.5 \times 2 = 15$ (200 words) Detailed Answer Questions $15 \times 3 = 45$ Total $= 75$ Marks		

Essential Readings:

- Asher Catherine, (ed.): Perceptions of India's Visual Past, AIIS, Delhi, 1994
- Asher Catherine, *Architecture of Mughal India*
- Basham A.L., The Wonder that was India. Volume I, New Delhi
- Brown Percy, Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956
- Chandra Prainod, ed, Studies in Indian Temple Architecture; Chapter 1. AIIS, 1975.
- Deva, B.C., An introduction to Indian Music, Delhi, 1973.
- Maxwell, T.S., Image: Text and Meaning: Gods of South Asia, OUP, Delhi
- Tillotson G, Havelis of Rajasthan.
- Zimmer, H., Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, n.d.
- Cohn. Bernard, India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, OUP, 2004
- Vatasayana Kapila; *Indian Classical Dance*, Publications Divisions, New Delhi, 1974 (in Hindi Translation also)

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Programme/ Class : B A Honours - History	Year : Second	Semester : Third
SEC-3	Skill Enhancement Course - Archives and Museology	Theory/ Practical
Subject : History		
Course Objectives: Students will also get familiar with the elements of museology, conservation, preservation and restoration. They will learn about heritage management, historical archaeology, arts and crafts, heritage tourism relation between archaeology and literature. To develop the understanding about museum and the concept of museum studies.		
Course Outcomes: This course will provide a medium for students to undertake rational analysis of ancient culture and develop an attitude of research in students. This will not only provide a brigade of logical ability to the students but also provide them employment opportunities.		
Credits : 2	Core Compulsory	M. M. : 100 Min.M : 33
Unit	Topics	No of Lectures
I	{A Origin and Definition of Museum {B Purpose and Importance of Museum {C Development of Museums in India	8
II	{An Introduction to Various Types of Museum in India. {B National Museum {C} State, Regional, Local and Private Museum.	7
III	{A} Archives : Definition and Concept {B} Specification of Archives {C} Difference between Archives and Museum	7
IV	{A Importance of Archives {B} Role of Archives {C} National Archives of New Delhi	8

Very Short Q. --- 4 X 2 = 08

Short Answer Q. ----- 8 X 2 = 16

Detailed Answer Q. --- 16 X 1 = 16

Suggested Books:

1. Bhatnagar Anupama : Museum Museology and New Museology, South Asia Books New Delhi, 1886.
2. Burdhan Ananad : Museology Pedagogy, Research India ,2016
3. Nigam M.L. – Fundamentals of Museology, Navhind Prakashan, Hyderabad 1985.
4. Ray Dilip Kumar – Museology, Kalpaz Publication/Gian Books Pvt. Ltd. New Delhi, 2006.
5. Miller Laura – Archives Principles. Facet Publication, 2010.

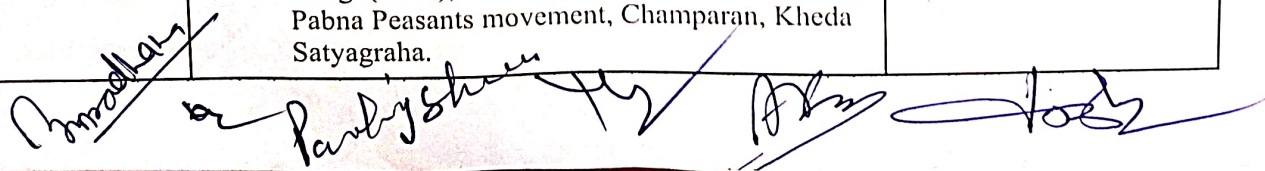
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Programme/Class: B.A. Honours (with Research)	Year - Second	Semester: Fourth
Subject- History		
MJDSCC 10	History of Modern India (A.D. 1858 – 1919)	Theory
Course Objectives: This paper explores the transformation of India into a full-fledged British colony after the Revolt of 1857. It examines political reorganization, economic exploitation, social reforms, and the evolution of Indian nationalism from the early political awakening to the emergence of mass movements before World War I.		
Course Outcomes: After successful completion of this paper, students will understand the consolidation of British colonial rule in India post-1857, the administrative and socio-economic changes introduced, and the evolution of Indian nationalism from early political associations to mass movements leading up to 1919.		
Credits-4	Core Compulsory	Max M-75+25 Min M - 36
Unit	Topics	No. of Lectures Total 50.....
Unit I	a. Queen's Proclamation (1858) and its significance. b. Reorganization of the Army, Bureaucracy and Civil Services. c. End of Company Rule, Administrative policies under Lord Canning, Elgin, and Lawren. d. British Policies under Lord Maeo, Lord Northbrook.	12
Unit II	a. British Policies during Lord Lytton, Lord Ripon, Lord Duffrin and Lord Lensdown, Lord Elgin II. b. Occurrence of Famines and Poverty; Major famines (1876-78, 1896-97, 1899-1900). c. Lord Curzon and Partition of Bengal. d. British policies during different administrations Lord Minto II, Lord Harding II and Lord Chemsford.	12
Unit III	a. Growth of Western education and rise of the educated middle class; Peasants movement: Indigo(1860), Ramosi (Vasudev Balwant Farke), Pabna Peasants movement, Champaran, Kheda Satyagraha.	12



	b. Tribal Movements ; Tana Bhagat, Birsa Munda Revolt Bheel Movements. c. Education Commission during British Era: Hunter commission, University Act(1904), Sadler Commission, Rise of early political associations: Poona Sarvajanik Sabha, Indian Association, Rise of Nationalism in India d. Formation of Indian National Congress (1885)	
Unit IV	a. The Moderate Phase (1885–1905): Ideology, leaders- Dada Bhai Naoroji, Gopal Krishna Gokhale, S N Banerjee Dinsa Wacha, and achievements, b. Nationalist critique of British rule: economic, administrative, political. c. Partition of Bengal (1905) and the birth of a new phase in Indian politics, Swadeshi and Boycott Movement: spread, forms, and limitations. d. The Extremist phase: Rise of leaders like Tilak, Bipin Chandra Pal, Lala Lajpat Rai, Bal Gangadhar Tilak, Arvindo Ghosh.	12
Unit V	a. Conflicts between Moderates and Extremists; Surat Split (1907). b. Revolutionary movements: Anushilan Samiti, Abhinav Bharat, Ghadar Party, Muslim League (1906): formation, aims, and early role. c. Morley-Minto Reforms (1909) and separate electorates; Home Rule Movement (1916): Tilak and Annie Besant, Lucknow Pact (1916) and Congress-League unity. d. Montagu Declaration (1917) and its significance, Rowlatt Act (1919) and Jallianwala Bagh Massacre: beginning of mass disillusionment.	12
Very Short Answer Questions 3 x 5= 15 Short Answer Questions 7.5 x 2 = 15 Detailed Answer Questions 15 x 3 = 45 Note: Very Short answer is required not exceeding 75 words. Short answer is required not exceeding 200 words		

Suggestive Readings:	
1. Bipan Chandra 2. Sumit Sarkar 3. R.C. Majumdar 4. A.R. Desai 5. Sekhar Bandyopadhyay 6. Judith Brown	India's Struggle for Independence Modern India: 1885–1947 History of the Freedom Movement in India (Vol. I & II) Social Background of Indian Nationalism From Plassey to Partition: A History of Modern India

1. Anil Seal
8. S. Gopal
9. Percival Spear
10. Barbara D. Metcalf & Thomas R. Metcalf
11. S. Gopal

Modern India: The Origins of an Asian Democracy
The Emergence of Indian Nationalism
British Policy in India 1858-1905
The Oxford History of Modern India 1740-1947
A Concise History of Modern India
British Policy in India 1858-1905

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Programme/C lass: B.A. Honours (with Research)	Year - Second	Semester: fourth
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Subject- History

MJDSCC-11	History of Modern India (A.D. 1919–1950)	Theory
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Course Objectives:

This paper traces the journey of India's national movement from the post-World War I period through Gandhian mass movements, revolutionary activities, constitutional developments, partition, and finally, the formation of the Republic of India in 1950.

Course Outcomes:

After successful completion of this course, students will understand the evolution of India's freedom struggle from 1919 to independence, including key mass movements, revolutionary and constitutional developments, partition, and the making of the Indian Republic with its foundational Constitution

Credits-4	Core Compulsory	Max M-75+25 Min M-36
Unit	Topics	No. of Lectures Total 60
Unit I	a. Khilafat Movement and Non-Cooperation Movement (1920–22). Swaraj Party: formation and objectives b. Peasant Movements : Awadh , Rampa and Bardoli c. Tribal Movements : Manipur's Naga and Tebhaga.	12
Unit II	a. Arya Samaj and Shuddhi Movement, Rise of revolutionary movements: HSRA, Chandra Shekhar Azad and Bhagat Singh, b. Chattagaon Armory Raid event. c. Civil Disobedience Movement Objectives : Events and Programs, Gandhi-Irwin Pact Poona Pact (1932), d. Role of Ambedkar and the question of Dalit representation.	12
Unit III	a. Government of India Act 1935: features and importance, Elections of 1937 and Congress ministries. b. Growth of Muslim League under Jinnah c. Subhas Chandra Bose: Forward Block, INA, and role in WW-II, August Offer (1940) and Cripps Mission (1942). d. Quit India Movement (1942).	12
Unit IV	a. Pakistan Resolution (1940) and the rise of Two-Nation Theory.	12

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	b. INA Trials and the wave of public sympathy, Naval Mutiny (1946) c. Cabinet Mission Plan (1946), Mountbatten Plan (1947) and acceptance of Partition. d. Independence and Partition (1947).	
Unit V	a. Role of Sardar Vallabhbhai Patel and V.P. Menon in integration of Indian States. b. Accession of Hyderabad, Junagarh, and Kashmir. c. Role of the Constituent Assembly (1946–50) d. Formation of the Constitution of India.	12
Very Short Answer Questions 3 x 5 = 15 Short Answer Questions 7.5 x 2 = 15 Detailed Answer Questions 15 x 3 = 45		

Suggestive Readings:

1. Bipan Chandra
2. Sekhar Bandyopadhyay
3. Sumit Sarkar
4. R.C. Majumdar
5. Granville Austin
6. Mushirul Hasan
7. V.P. Menon
8. B.R. Ambedkar

India's Struggle for Independence
 From Plassey to Partition and After
 Modern India: 1885–1947
 History of the Freedom Movement in India
 The Indian Constitution: Cornerstone of a Nation
 Nationalism and Communal Politics in India
 The Story of the Integration of the Indian States
 Annihilation of Caste and Constituent Assembly Debates

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Programme/ Class: B.A. H.S. History	Year: Second	Semester: Fourth
MJDSCC- 12	History of Modern World: (1815- 1919 A.D.)	Theory/ Practical
Course Objective: The goal of the course is to explore the political and social changes in the world specially in Europe from the post-Napoleonic era to the end of World War I. To understand the development of nationalism and the unification of Italy and Germany. To examine democratic reforms, revolutions, and modernization in major European powers. To analyze the causes and effects of the First World War and the foundation of the League of Nations.		
Course Outcome: After completing this course, students will be able to: Explain the impact of the Congress of Vienna and the revolutions between 1815 and 1848, Describe key democratic movements and political changes in 19th-century Britain and Europe. Analyze the causes and outcomes of nationalist movements in Greece, Italy, and Germany. Assess Russia's modernization and the significance of the 1917 Russian Revolution and examine the origins, events, and consequences of the First World War and the formation of the League of Nations.		
Credits: 4	Core Compulsory	MM: 75+25 Min. M:36
Unit	Topics	No. of Lectures
I	A. Restoration and Revolutions • Impact of Congress of Vienna B. French Revolutions: • Revolution of 1830 • Revolution of 1848	12
II	A. British Democratic Politics • Parliamentary reforms • Chartist movement B. Balkan Crisis: 1870-1890	11
III	A. Russia-Turkey War • Causes and Impact B. Nationalism and Movements for Unification • Unification of Italy • Unification of Germany	14
IV	A. Russian modernization • Emancipation of the serfs • Liberal reforms in Russia. B. Russian Revolution 1917 • Origin and events • Impact of Russian revolution	11
V	A. First World War • Causes and events • Consequences of the first world war B. League of Nations	12
Very Short Answer Questions 3 ×5 = 15 (75 words) Short Answer Questions 7.5 ×2 = 15 (200 words) Detailed Answer Questions 15×3 = 45 Total = 75 Marks		

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Suggested Readings:

1. Hobsbaum E.J.-The Age of Empire: 1875-1914.
2. Jain H. and K. Mathur, A History of the Modern World 1500 - 2000 A. D., Jain Prakashan Mandir, Jaipur, 2014.
3. लाल बहादुर वर्मा: यूरोप का इतिहास
4. वी. डी. महाजन - आधुनिक यूरोप का इतिहास
5. डॉ० कृष्णचन्द्र श्रीवास्तव - आधुनिक यूरोप का इतिहास (1815-1945)
6. रामविलास शर्मा - आधुनिक यूरोप का इतिहास (1815-1919)
7. James Joll- Europe Since 1870
8. J.A.R. Marriott- A History of Europe
9. Pollock A.- The League of Nations
10. Zimmern A.-The League of Nation and Rule of Law
11. Gooch V.P.- History of Modern Europe.
12. Hazen- Modern Europe
13. S.N.Sen- Europe and the World, New Age International publication, New Delhi
14. L.W. Owie- Seventeenth Century Europe
15. The Cambridge Economic History of Europe
16. Grant A.J. & Harold Temperley- Europe in the 19th and 20th Centuries, Longman Publication, New Delhi, 1950.
17. C.D M. Ketelbey- A History of Modern Times (From 1789 to 1945)
18. V.D. Mahajan - History of Modern Europe
19. David Thomson - Europe Since Napoleon
20. H.A.L. Fisher - History of Europe

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Programme/Class: B.A. Honors with research	Year: second	Semester: fourth
	Subject: History	
MNGEC	Course: Minor Generic Elective Course, (MNGEC) Meerut Through the Ages	Theory/Practical

Course Objective: The course aims to explore the city of Meerut from its early history up to the eighteenth century. The city grew into one of the largest cities in the country and was once the major city of some great empires. As a city, Meerut profited from continuous immigration, state patronage and vibrant cultural life. The city depended not merely on its rulers for cultural and political sustenance. The course also focuses on literature and merchants who gave the city its unique character and flexibility in political turbulence.

Course Outcome: Upon completion of this course, the student shall be able to: To acquaint students with the History of Meerut till the early modern period. They will analyse the processes of urbanization as shaped by political, economic and social changes.

Credit :4	Course: Minor Generic Elective Course, (MNGEC)	M.M: 25+75 Min.M:36
Unit	Topics	No. of Lectures
I	(a) Historicity of Meerut (b) Hastinapur and Almgirpur (c) Sardhana (d) Ashokan Pillar	12
II	(A) Meerut during Medieval Period (B) Marathas and Meerut (c) Meerut and 1857 (d) Meerut and Britishers	12
III	Main Freedom fighter of Meerut (a) Dhan Singh kotwal (b) Vishnu Sharan Dublish, Chaudhary Raghubeer Narain Singh	12

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Programme/ Class : B A	Year : Second	Semester: Fourth
Honours - History		
SEC-4	Skill Enhancement Course - Media, Journalism and Mass Communication	Theory/Practical

Subject : History

Course Objectives: This course provides basic information regarding Media and Journalism, which is very important for every student in the present time. The students will be able to understand concepts in communication and shall be able to implement them in not only their professions but every day the life also. Communication is integral to human expression and growth and has taken many forms over the centuries. The students will be able to identify the use of media in providing meaningful information.

Course Outcomes: Through this course, students will gain an understanding of the fundamental concepts of media, journalism, and mass communication. They will learn about news writing, the 5W and 1H theory, the inverted pyramid model, and the responsibilities and qualifications of a journalist. The course will help students distinguish between print and electronic media and understand the impact of media on modern Indian society. It will also enhance their ability to use information effectively and develop essential communication skills for professional growth.

Credits : 2	Core Compulsory	MM : 100 Min.M : 33
Unit	Topics	No of Lectures
I	a) Journalism and Mass Communication: Meaning and Definition b) Principles and Kinds of Journalism c) Qualification and Responsibilities of a Journalist	8
II	a) NEWS : Definition, Theory of 5 W and 1H What, Where, When, Who, Why and How b) Theory of Inverted pyramid c) News Writing	7
III	a) Media : Meaning , Types of Media b) Difference between Print Media and Electronic Media c) Impact of Media on Modern Indian Society	8
IV	a) History and Importance of Print Media in Modern Indian Society b) Leading Newspapers and Magazines of India : Hindi and English c) Importance of Newspapers	7

Very Short Q. --- 4 X 2 = 08

Short Answer Q. ----- 8 X 2 = 16

Detailed Answer Q.--- 16 X 1 = 16

Suggested Books:

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Ravindran R K – Media and Society, Common Wealth Publication New Delhi, 1999
Berger A A – Essentials of Mass Communication Theory, Sage Publication New
Delhi 1999

Singh J K – Media Culture and Communication Mangaldeep Publication Jaipur.
Kumar Kewal – Mass Communication in India, Jalco Publication Mumbai.

Madhavrao L.R. - Assessing the trends in Journalism, Sumit Enterprises New Delhi.
Uma - Communication Models, Atlantic Publication New Delhi.

Natrajan J – History of Indian Journalism, Publication Division Ministry of I B, Govt.
of India.

Raghavan GNS – Early Years of PTI, PTI Story: Origin and Growth of Indian Press,
Press Trust of India Mumbai.

Sudersan K N -Electronic Media, Indian Publisher's Distributions.

Vijay

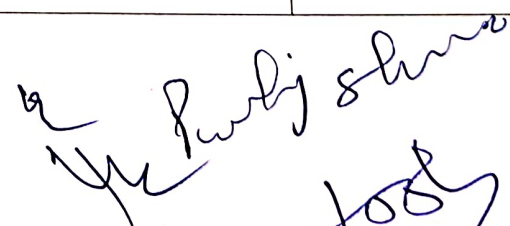
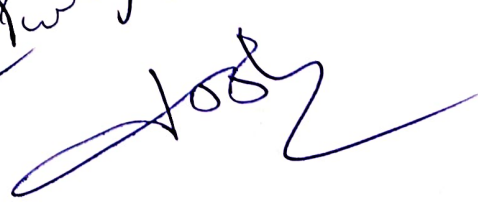
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Proramme/ class: B.A. Honours with research	Year: Second	Semester: IV
Subject: History		
VAC	Value Added Course :Ethics and Values in Ancient India	Theory/ Practical
Course Objective: The Learning Objectives of this course are as follows: To understand the rich cultural traditions relating to discourses on life and its purpose, instilling of values relating to ethical and moral propriety. To make students more engaged with the past traditions of the country. To introduce students to early epics: Puranic, Buddhist and other traditions.		
Course Outcome: The Learning Outcomes of this course are as follows:• Students will develop an overview of indigenous philosophies. • Understanding the richness of Indian heritage leading to greater sensitivity. Inspiration from history to deal with contemporary issues. • Appreciate the traditions of diversity, discussions, debates and knowledge transmission.		
Credit :2	Ethics and Values in Ancient Indian Traditions	M.M: 25+75 Min.M:36
Unit	Topics	No. of Lectures
I	a) The idea of India and BharatVarsh (b)'Jambudvipa'; 'Aryavrata'; 'Bharatvarsh and India (c)Early discourse on moral order- 'rta' in Vedic traditions (d) Debates in the Upanishads and the Sharmanic traditions	10
II	(a) Kingship and Society: (b) Dharma, Neeti and Danda (c) Rashtra meaning and characteristics (d) Sanskar and making of socio-cultural milieu	10

Programme/ Class : B A	Year : Third	Semester : Fifth
Honours - History		
MJDSCC-13	Contemporary History of India (1950-2000 AD)	Theory/Practical

Subject : History

Course Objectives: The Course will help students to understand and study various aspects of the history of contemporary India in depth. Students will get detailed information about how the geographical shape of modern India came into existence immediately after independence and the factors that helped in the journey to create a new democratic republic of India. Along with this information about how India successfully faced various challenges will also be available in this course.

Course Outcomes: To enable a comprehensive understanding of the political, economic and social trajectories of post-independent India during the period between 1947 and 2000 A.D.

To cultivate among the students a decadal approach towards the history of post-independent India

Credits : 6	Core Compulsory	MM : 75+25
		Min.M : 33
Unit	Topics	No of Lectures
I	a) Contemporary India - Meaning and Understanding b) Migrates: Issues and rehabilitation. c) Planning Commission	18
II	a) Vinoba Bhave and Bhudan Andolan b) Land Reforms in Post Independent India c) Green Revolution	18
III	a) Gova Movement b) Panchsheel and Indo-China War - 1962 c) Emergence of Bangladesh - Indo-Pak War-1971	18
IV	a) Nationalization of Banks and Its Impacts b) The Emergency in India : Causes, Nature and Consequences c) Globalization, Liberalization and Privatization in India	18
V	a) Brief story of Women Empowerment b) Science and Technology in Contemporary India c) Educational Development in Contemporary India	18

Very Short Q. --- 3 X 5 = 15

Short Answer Q. ----- 7.5 X 2 = 15

Detailed Answer Q.--- 15 X 3 = 45

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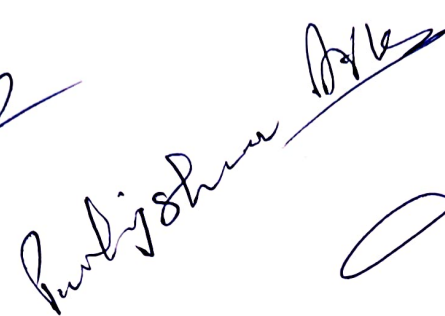
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Suggested Books :

- Chandra Vipin – India After Independence
Bhargava Rajeev and Vanalk Achin – Understanding Contemporary India
Guha Ramchandra - India after Gandhi : The History of World Largest Democracy
Karlekar Hiranmay – Independent India : The First Fifty Years
Tharoor Shashi – India from Midnight to Millennium
Brass Paul R. – The Politics of India since Independence
Frankel Francine R. – India's Political Economy : 1947-2004
Jaya Niraja Gopal – Democracy in India
Kothari Rajani – Politics in India



Programme/Class: B.A. Honors with research	Year: Third	Semester: fifth
	Subject: History	
MJDSCC- 14	Core course/ Major:Society, Economy and Cultural History of Ancient India (From Earliest Times to till 1200 AD)	Theory/ Practical
Course Objective: This paper aims at understanding various cultural and Economic aspects, tradition values of our ancient India and to preserve our entity in the present trend of changing cultural phenomenon.		
Course Outcome: The student will be able to: Learn about the concept of interdependence relationship of environment and human. Grasp significant aspects of culture in the Indian context. Derive differences in cultural types and cultural expressions on societies. Identify the themes and characters belonging to the various cultural forms.		
Credit :6	Core Course—Social, Economy and Cultural History of Ancient India (From Earliest Times to1200AD)	M.M: 25+75 Min.M:36
Unit	Topics	No. of Lectures
I	(a) Literary sources to know about social History (b) Indian Society and its importance (c) Structure of Society: Varna System (d) Slavery System in India	18
II	(a) Ashram System in Indian Society (b) Philosophy of life -Purushartha (c) Base of character/Personality –Sanskar (d) Marriage System	18
III	(a) material dimensions of Hindu life --Food habits, dresses, entertainment (b) Development of caste system (c) Education system and its development	18

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	(d) Indian Education centres	
IV	(a) Agrarian Economy in ancient India (b) 'Varta', Taxes (c) The Role of Iron (d) Development of Technology and Urbanization	18
V	(a) Internal Trade; famous trade Routes (b) Internal Trade pattern and Urban Centres (c) External Trade and trade Routes, (d) External trade Ports and Market Centres	18
Very Short Answer Questions $3 \times 5 = 15$ (75 words) Short Answer Questions $7.5 \times 2 = 15$ (200 words) Detailed Answer Questions $15 \times 3 = 45$ Total $= 75$ Marks		

Essential Readings---

1. Indu Banga ed., The City in Indian History: Urban Demography, Society and Polity, Delhi, Manohar, 1991.
2. Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1880-1990, Zubaan, 2007
- 4 Vasudev, V, Fairs and Festivals, Incredible India Series, 2007
5. Singh V. The Human Footprint on Environment. Issues in India, New Delhi, Macmillan, 2012
6. Parikh, B. Composite Culture in a Multicultural Society, Delhi, NBT, 2007
7. Mehta N. Introduction: Satellite Television, Identity and Globalization in Contemporary India.
8. Kadlabalu, Socio-Economic and Cultural History of Ancient India
9. Ramesh Kamble, M.S. Mujavar, Socio Economic and Cultural History of Ancient India,
10. Jaya Goswami, Cultural History of Ancient India (A Socio-Economy), Garuda Prakashan

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Programme/ class: B.A. Honours with research	Year: Third	Semester: Five
	Subject: History	
MJDSEC	Art Appreciation: An Introduction to Indian Art	Theory/ Practical

Course objective: The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

Learning Outcome: By the end of the course, students learn about most of the art aspects of Indian art. Will be exposed to seminal texts across various genres that deal with the past in different ways. • Will expand their understanding of the historical archive. • Will learn to read texts critically and closely. • Will learn to write academically through short submissions for each class.

Credit :4	Course: Art Appreciation: An Introduction to Indian Art	M.M: 25+75 Min.M:36
Unit	Topics	No. of Lectures
I	(a) Main features of Prehistoric and protohistoric art (b) Rock art; Bhimbetka (c) Eddakal, Gudahandi (d) Harappan arts and crafts	12
II	Indian art (c. 600 BCE – 600 CE): (a) Major developments in Buddhist art –stupas, Chaityas and cave (focus only on Art) (b) Early Indian sculpture: style and iconography Gandhar, Mathura Amravati (c) Early Numismatic art (d) terracotta, seals	12

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5. Dhar, Parul Pandya, ed., 2011, Indian Art History Changing Perspectives, New Delhi
6. D.K. Print world and National Museum Institute (Introduction).
7. Beach, M.C., The New Cambridge History of India I: 3, Mughal and Rajput Painting, Cambridge University Press, 1992.
8. Ray, Niharranjan, An Approach to Indian Art, Calcutta, 1970

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Programme/Class: B.A. Honors with research	Year: Third	Semester: fifth
	Subject: History	
MNGEC	Minor Generic Elective Course Environmental Issues in India	Theory/ Practical

The objective of this optional course is to explore human-induced changes in nature on the transnational and global scale. The paper covers general concepts in environmental history, and explores human, non-human actors (including climate and topography), and science and technology as agents in history. In more specialized ways it requires students to interrogate the changing relationship between humans and nature through more global categories of Columbian exchange, migration (including human, animals, plants and disease), colonialism, imperialism and warfare technologies. By exploring transformation of landscapes, rivers and forests, the objective is to make students understand the major turning points in environmental history. While doing so the course also examines the role of governments and states in shaping the modern environment around the world. The reading material for the course places environmental history in global perspective.

Learning Outcomes: After completing this course, students would be able to – • Know about the complexities of a 'general' history of environment on a transnational scale • Learn to engage with questions on the changing relationship between humans and nature • Understand how human-nature relations spans different times and spaces • Comprehend the role human and non-human actors play as agents in history • Locate the transformations of landscape, rivers and forests in various parts of the globe • Examine the role of governments and states in shaping the modern environment

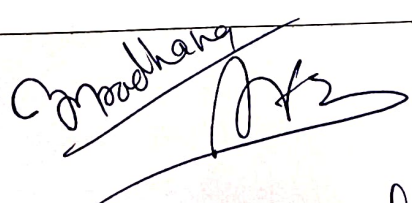
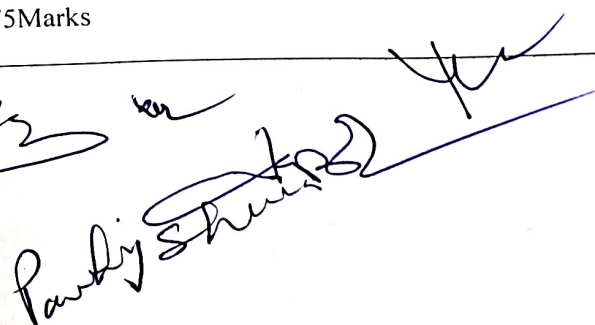
Credit :4	Environmental Issues in India	M.M: 25+75 Min.M:36
Unit	Topics	No. of Lectures
I	(a) Meaning and importance of Environment. (b) Emerging fields of Global Environmental History (c) New Environmental Ideas: renewable energy, solar power, waste reduction and Rain water harvesting	12

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4. Ecology and Equity, the use & abuse of nature in contemporary India, 1995
5. David Arnold & Ramchandran Guha, eds, Nature, Culture, Imperialism, Delhi, OUP, 1995
6. Salim Ali, The Fall of a Sparrow, 1985

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Programme/Class: B.A. (Honors)	Year: Three	Semester : VI
Subject: History		
MJDSCC- 15	Society, Economy and Culture in Medieval India (1200-1800 A.D.)	(Theory/Practical)
Course objective: This course aims to provide students with a comprehensive understanding of the economic, social, and cultural aspects of this period. Students will gain knowledge of: the socio-economic and cultural conditions, foreign invasions and their impact, the history of education and religious practices, and different historical approaches used to study this period.		
Course outcomes: The students will able to understand this period's socio-economic conditions, impact of foreign invasions, the nature of interactions between different regions, the interplay between religious and cultural traditions, as well as development of Arts.		
Credit :6	Core Compulsory	M.M: 25+75 Min.M:36
Unit	Topics	No. of lectures
I	a) Structure of Hindu Society b) Hindu Society after Arab and Turks Invasion c) Hindu Society after Mughal Invasion.	18
II	a) The Bhakti Movement, Origin, Features and Contribution. b) Saguna and Nirguna Cults c) Sufism: Origin, Features and Different Silsilas.	18
III	a) Hindu Art and Architecture. b) Islamic Art and Architecture c) Development of Painting	18
IV	a) Hindu Literature b) Islamic Literature c) Music, Foods and Festivals	18
V	a) Economic Development b) Internal and External trade routes and Ports, Currency System c) Urban and ports Centres	18
Very Short Answer Questions $3 \times 5 = 15$ (75 words) Short Answer Questions $7.5 \times 2 = 15$ (200 words) Detailed Answer Questions $15 \times 3 = 45$ Total =75Marks		

Suggested Readings:

1. M. Athar Ali, Mughal India: Studies in Polity, Ideas, Society and Culture, Delhi: OUP, 2006.
2. S.K. Saxena, Social, Cultural and Economics History of Medieval India.
3. K.N. Chitnis, Socio-economic History of Medieval India.
4. John Stratton Hawley, Three Bhakti Voices, Delhi: OUP, 2005.
5. David Gilmartin and Bruce B. Lawrence eds; Beyond Turk and Hindu; Religious.
6. Sheldon Pollock, ed., Literary Cultures in History: Reconstructions from South Asia, Delhi: OUP, 2003.
7. Mohammad Habib, Politics and Society During the early Medieval Period (Collected Works of Mohammad Habib, 2 Vols. K.A. Nizami, ed., 1974.
8. Percy Brown, Indian Architecture (Islamic Period), Mumbai.
9. Percy Brown, Indian Painting under the Mughals, London, 1924.
10. Tarachand, Influence of Islam on Indian Culture, Allahabad, 1976.
11. R.A. Nickelson, The Idea of Personality in Sufism Delhi, 1976.
12. E.V. Hewel, The Indian Architecture, London, 1927.
13. P.N. Chopra Society and Culture During Mughal Age, Agra, 1963.
14. डॉ० लईक अहमद, मध्यकालीन भारतीय संस्कृति, इलाहाबाद, 2006
15. रामचन्द्र शुक्ल, हिन्दी साहित्य का इतिहास, वाराणसी
16. आशीर्वादी लाल श्रीवास्तव, मध्यकालीन भारतीय संस्कृति, आगरा
17. डॉ० रामगोपाल शर्मा, हिन्दी साहित्य का समीक्षात्मक इतिहास, जयपुर, 1995

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Programme/ Class : B A Honours - History	Year: Thlrd	Semester: VI
MJDSCC-16	Society, Economy and Culture In Modern India (1800- 1947AD)	Theory/Practical
Course Objectives: This course has been designed for students to learn about various aspects of the history of Modern India. This course will provide complete knowledge about the culture, society and economic condition of Modern India. Students will be able to become well acquainted with it and increase their knowledge.		
Course Outcomes: Through this course, students will gain a comprehensive understanding of the social structure, economic changes, and cultural developments in modern India under British rule. They will analyze the impact of colonial policies on peasants, women, and Indian industries, as well as understand the theory of the drain of wealth. The course also explores the contributions of social and cultural reformers like Raja Ram Mohan Roy, Ambedkar, Vivekananda, and others, fostering critical insight into India's transformation during 1800–1947.		
Credits : 6	Core Compulsory	MM : 75+25 Min.M : 33
Unit	Topics	No of Lectures
I	a) Structure of Society b) Impact of British Rule on Indian Society of Indian Women and Peasants	18
II	a) Economic Policies Under Company Rule b) Land Revenue System in British India : Permanent settlement, Ryotwari and Mahalwari system c) Drain of Wealth Theory	18
III	a) Development of Industries in Modern India and Its Impact b) Commercialization of Agriculture c) Impact of British Economic Policies on Indian Society	18
IV	Social Reformers : a) Raja Ram Mohan Ray b) Ishewer Chand Vidhyasagar Dr. B.R. Ambedkar c) V. D. Sawarkar	18
V	Cultural Promoters : a) Dayanand Saraswati b) Swami Vivekanand c) Bal Gangadhar Tilak and Smt. Anni Besant	18

Very Short Q. --- 3 X 5 = 15

Short Answer Q. ----- 7.5 X 2 = 15

Detailed Answer Q.--- 15 X 3 = 45

Suggested Books:

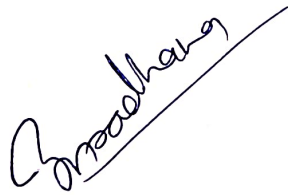
1. Aloysius G., Nationalism Without Nation in India, OUP, New Delhi, 1998

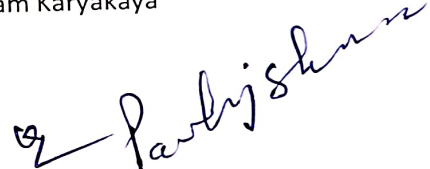
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2. Bandyopadhyay Sekhar, From Plassey to Partition, A History of Modern India, Orient Longman, New Delhi, 2004
3. Bhattachaterjee Arun, History of Modern India (1707 – 1947), Ashish Publishing House, New Delhi 1976.
4. Chakravarti Aroop, The History of India (1857 – 2000), Pearson, New Delhi 2012
5. Chandra Bipan et al., India's Struggle for Independence, Penguin, New Delhi
6. Chandra Bipan, A. Tripathi, Barun De, Freedom struggle, National Book Trust, India, 1972
7. Chandra Bipan, Rise and Growth of Economic Nationalism in India, Delhi, 1966. G.,
8. Nationalism without Nation in India, OUP, New Delhi, 1998.
9. Bandyopadhyay Sekhar, From Plassey to Partition, A History of Modern India, Orient Longman, New Delhi, 2004.
10. Bhattachaterjee Arun, History of Modern India (1707 – 1947), Ashish Publishing House, New Delhi 1976.
11. Chakravarti Aroop, The History of India (1857 – 2000), Pearson, New Delhi 2012.
12. Chandra Bipan et al., India's Struggle for Independence, Penguin, New Delhi,
13. Chandra Bipan, A. Tripathi, Barun De, Freedom struggle, National Book Trust, India, 1972
14. Chandra Bipan, Rise and Growth of Economic Nationalism in India, Delhi, 1966. Aloysius G., Nationalism Without Nation in India, OUP, New Delhi, 1998
15. Bhattachaterjee Arun, History of Mode.
16. Mehrotra S.R. – Emergence of Indian National Congress ,Vikas Publication Delhi 1971
17. Nanda S P – History of Modern India 1707- Present Time
18. Sarkar Sumit – Modern India 1885-1947 AD
19. Shukla Ramlakhan – Adhunik Bharat Kaltihas, Hindi Madhyam Karyakaya Nideshalaya Delhi.




Programme/ class: B.A. Honours with research	Year: Third	Semester: VI
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Subject: History		
MJDSEC	Architecture Appreciation: An Introduction to Indian Architecture	Theory/ Practical

Course Objective: The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

Course Outcome: Will be exposed to seminal texts across various genres that deal with the past in different ways. Will expand their understanding of the historical architecture. Will learn to understand the heritage critically and closely.

Credit :4	Architecture Appreciation: An Introduction to Indian Art	M.M: 25+75 Min.M:36
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Unit	Topics	No. of Lectures
I	(a)Prehistoric architecture (b)Protohistoric architecture: (Harappan town planning and other structures) (c) Developments of Urban Centres (before 6 th century)	12
II	Indian architecture (c. 600 BCE – 600 CE): (a) Major developments in Buddhist architecture -Stupas (Sanchi, Bharhut, Nagarjunikonda) (b) Chaityas, Bhaja, Karley (c) Caves (Barabar, Nagarjuna and others)	12

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2. Goswamy, B.N., Essence of Indian Art, Asian Art Museum of San Francisco, 1986
3. Huntington, Susan, The Art of Ancient India: Hindu, Buddhist, Jain, Weather hill, 1985 ---Guha-Thakurta, Tapati, The making of a new modern Indian art: Aesthetics and nationalism in Bengal, 1850-1920, Cambridge University Press, 1992
4. Mitter, Partha, Indian Art, Oxford History of Art series, Oxford University Press, 2001
5. Dhar, Parul Pandya, ed., 2011, Indian Art History Changing Perspectives, New Delhi
6. D.K. Print world and National Museum Institute (Introduction).
7. Beach, M.C., The New Cambridge History of India I: 3, Mughal and Rajput Painting, Cambridge University Press, 1992.
8. Ray, Nihar Ranjan, An Approach to Indian Art, Calcutta, 1970

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Programme/ class: B.A. Honours	Year: Third	Semester: VI
	Subject : History	
MNGEC	Gender in Indian History (C.1500-2000)	Theory/ Practical

Course Objective: The objective of the course is to teach students some of the broad debates and theoretical formulations around history, nationalism, and race, and their relationship to gender. Students are required to focus on some pioneering works, which have moulded the ways in which scholars examine these issues in historical contexts. The course will teach how gender enriches our understandings of history and its varied social themes, and will enable students to explore linkages that have hitherto been in relative darkness. While looking at broad historiographical trends in writing gendered histories, students will be required to contrast these trends in writing histories of gender in India. Finally, students will explore select case studies to highlight the connections between gender and history. The focus is merely on studying 'women's history'.

Course Outcome: At the end of the course, students would: • Understand historiographical interventions in the study of gender. • Appreciate the importance of studying gender as a key category of historical analysis, and how 'femininity' and 'masculinity' have been culturally constructed in relation to each other in different societies. • Realise how and why historically 'gender roles' have been socially conditioned. • Understand the intersections between global gendered histories and their meanings for writing history in India. • Through concrete contexts and case studies, understand how gender brings new dimensions to our understanding of history.

Credit :4	Minor Generic Elective Course-- Genders in Modern Indian History (C.1500-2000)	M.M: 25+75 Min.M:36
Unit	Topics	No. of Lectures
I	(a) Definition of Genders (b) Concept of Genders (b) Gender equity and Equality	12
II	(a) Women in Early Modern India: (1500 to 1750) (b) Rethinking Courtly and Domestic Spaces: Power, Household and Family Constructing (c) Gender Identities: Behaviour and Practices	12

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III	(a) Women, Colonial India and Modernity: 1750's to 1947) (b) Social Reform, Law and women Education (c) Social Differentiation --Femineity and masculinity	12
IV	(a) Women in Post independence (1947-2000) (b) Partition and Women: Refugee and Rehabilitation. (c) Women after Independence, Challenges and rights	12
V	(a) Role of women in different field (cinema, government and corporate sector) (b) Women and politics exercise of Power, with special reference to Ahilyabai Holkar, Begum Hazrat Mahal, Sarojini Naidu (c) Genders Representations in the World of Divinity and Art (Aishwarya Rai, Sushmita Sen, Sunita Williams, Kamla Haris)	12
Very Short Answer Questions 3 ×5 = 15 (75 words) Short Answer Questions 7.5 ×2 = 15 (200 words) Detailed Answer Questions 15×3 = 45 Total = 75 Marks		

Suggested Readings:

1. Joshi, Varsha, Polygamy and Purdah: Women and Society among Rajput. Jaipur: Rawat Publications, 1995.
- 2.Lal, Ruby, Domesticity and Power in the Early Mughal World. Cambridge: Cambridge Studies in Islamic Civilization, 2005, pp. 1-49, 212-226. 3.O'Hanlon, Rosalind, "Kingdom, Household and Body: History, Gender and Imperial Service under -Akbar", Modern Asian Studies, 2007, vol. 41/5, pp. 889-923.
4. Peirce, Leslie, Women and Sovereignty in the Ottoman Empire. New York: Oxford University of -Press, 1993. (Preface, Introduction, Chapter 1, pp vi-27 Conclusion, pp 267-285).4. -Sarkar, Nilanjan, "Forbidden Privileges and History-Writing in Medieval India". The Medieval History Journal, 2013, 16 (1), pp. 21-62.
- 5.Sreenivasan, Ramya, "Honouring the Family: Narratives and Politics of Kinship in Pre Colonial Rajasthan" in Indrani Chatterjee, ed., Unfamiliar Relations: Family and history in South Asia, Delhi Permanent Black, 2004
- 6.Tyagi, Jaya, (2015). 'The Dynamics of Early Indian Household: Domesticity, Patronage and Propriety in Textual Traditions', in Kumkum Roy, ed. Looking Within Looking Without: Exploring Households in Subcontinent Through Time.Delhi; Primus Books pp.137-172.7.

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7. Blackstone, R. K. (1998). Women in the Footsteps of Buddha: Struggle for Liberation in the Therigathas. Britain: Curzon Press. pp. 37-58.

8. Desai, Devangana. (1975). Erotic Sculpture of India: A Socio-Cultural Study. New Delhi: Tata McGraw Hill, pp. 40-70. Mahalaksmi, R. (2011). "Inscribing the Goddess: Female Deities in Early Medieval Inscriptions from Tamil Region", R., Mahalakshmi. The Making of the Goddess: Korravai-Durga in Tamil Traditions. New Delhi: Penguin Books India, pp. 1-39. 9. Roy, Kumkum. (2002). "Goddess in the Rgveda-An Investigation" in Nilima Chitgopekar (ed.). Invoking Goddess, Gender Politics in Indian Religion. Delhi: Shakti Books, pp.11-61.

10. Saxena, Monika. (2019). Women and the Puranic tradition in India. New York: Routledge, pp.96-157.

Parthiv Sharma
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Programme/ Class: B.A. Honours History	Year: First	Semester: First
MJDSCC-1	History of Ancient India (From Earliest Times to Post Harrappan Settlement)	Theory
Subject: History		

Course Objective:

Understand the evolution of early human societies in the Indian subcontinent through archaeological sources. Gain knowledge of key prehistoric cultures, including their tools, settlements, and economies. Explore the process of Neolithic and Chalcolithic transition from food-gathering to food-producing societies. Examine the origin, development, and characteristics of the Harappan (Indus Valley) Civilization. Analyze the economic, social, religious, and cultural life of early Indian communities and causes of change/decline. Appreciate the role of archaeological research in reconstructing ancient Indian history.

Course Learning Outcomes :

Define and differentiate between prehistory, protohistory, and history. Identify and explain major prehistoric and Chalcolithic archaeological sites in India. Describe technological and cultural developments from the Stone Age to the Chalcolithic Age. Critically analyze the urban features, economy, and social organization of the Harappan Civilization. Evaluate competing theories regarding the decline of the Harappan Civilization. Interpret archaeological data using dating methods and material evidence.

Credits: 4	Core Compulsory	MM: 75+25 Min. M: 36
Unit	Topics	No. of Lectures
I	Understanding Prehistoric India and Archaeological Sources a) Definitions: Prehistory, Protohistory, and History b) Sources of early Indian history: archaeological vs. literary c) Methods of dating: Radiocarbon, Thermo luminescence	12
II	Prehistoric India – Paleolithic to Neolithic Cultures a) Paleolithic phases: Lower, Middle, Upper – tools, habitation, subsistence b) Mesolithic culture: microliths, early domestication c) Neolithic revolution: agriculture, domestication, pottery, housing	12
III	Important Sites of Prehistoric and Chalcolithic Cultures a) Paleolithic and Mesolithic Sites: Bhimbetka ,Soan Valley,Bagor. b) Neolithic Sites: Mehrgarh ,Burzahom ,Koldihwa c) Chalcolithic Sites:Ahar , Malwa, , Kayatha, regional features, economy, burials	12
IV	Rise and Expansion of the Harappan Civilization (Early to Mature Phase) a) Early Harappan cultures: Kot Diji, Amri, Kalibangan –	12

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	features and transition b) Mature Harappan Civilization: Geographic spread, Urban planning: city layout, streets, drainage, citadel, Great Bath c) Major urban centers: Harappa, Mohenjo-daro, Dholavira, Kalibangan, Rakhigarhi, Sinauli	
V	Economy, Society, Religion, and Decline of the Harappan Civilization a) Agriculture, craft specialization (beads, metal, pottery) b) Internal and external trade: weights, seals, dockyard (Lothal), Mesopotamian contacts c) Religion and belief systems: mother goddess, animal worship, Burial customs and social organization d) Decline: environmental theories, river shifts, Aryan invasion debate	12

Suggested Readings:

General Overviews

1. R.S. Sharma – India's Ancient Past
2. Upinder Singh – A History of Ancient and Early Medieval India
3. Romila Thapar – Early India: From the Origins to AD 1300

Prehistory and Protohistory

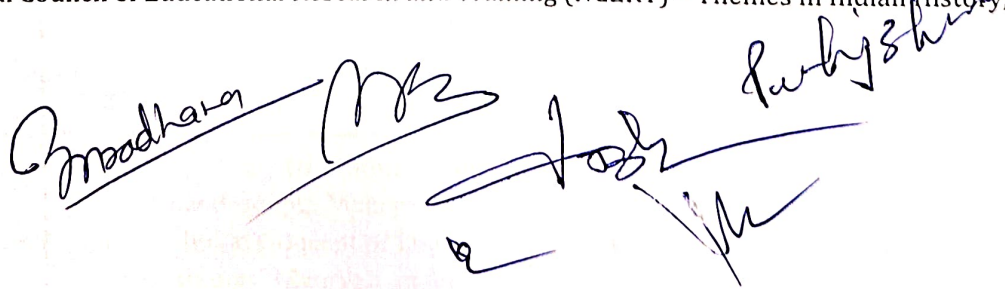
4. D.P. Agrawal – The Archaeology of India
5. D.K. Chakrabarti – India: An Archaeological History
6. V.N. Misra – Prehistoric Human Colonization of India (Articles and Papers)

Site-Specific Studies

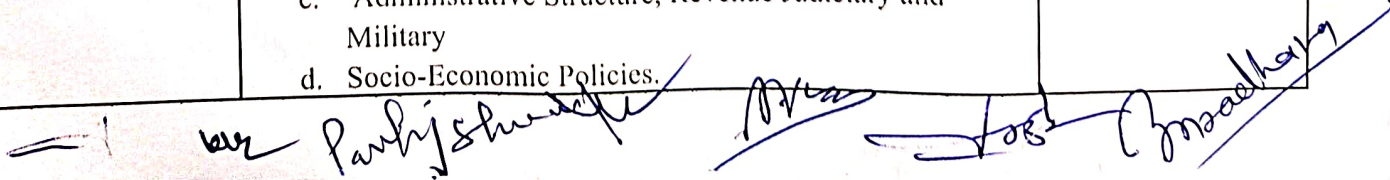
7. Bridget and Raymond Allchin – The Rise of Civilization in India and Pakistan
8. Shereen Ratnagar – Understanding Harappa: Civilization in the Greater Indus Valley Scientific Methods and Archaeology
9. M.J. Aitken – Science-Based Dating in Archaeology
10. R.E. Taylor & Ofer Bar-Yosef – Radiocarbon Dating: An Archaeological Perspective

Supplementary Resources (For Students)

11. IGNOU Study Material – B.A. History Courses (EHI-01, EHI-02)
12. National Council of Educational Research and Training (NCERT) – Themes in Indian History, Vol I



Programme/Class : B.A. Honours (with Research)	Year - First	Semester: First
Subject- History		
MJDSCC	History of Ancient India: Vedic Age to Mauryan Empire	Theory
Course Objectives: To introduce students to the political, social, and economic developments from the Vedic Age to the Mauryan period. To understand the transformation of early Aryan society to an imperial formation. To critically analyze sources, state formation, religion, and imperial strategies in early India.		
Course Outcomes: Students will gain foundational knowledge of ancient Indian history from the Vedic Age to the Mauryan Empire. They will be able to critically analyze political institutions, social structures, and religious movements, understand early state formation, evaluate historical sources, and assess the legacy and decline of the Mauryan Empire.		
Credits-4	Core Compulsory	Max. M. -75+25 Min.M.-36
Unit	Topics	No. of Lectures Total 60
Unit I	a. Early and Later Vedic Society, Economy and Religion. b. Political Institutions: Sabha, Samiti and Vidath. c. Vedic Literature as a Historical Source. d. Origin and Evolution of Varna and Ashrama Systems.	12
Unit II	a. Sixteen Mahajanapadas: Emergence and Significance. b. Rise and nature of Republics. c. Rise of Heterodox Sects: Jainism , Buddhism – causes, teachings, and impact. d. Charvak and Aajiwak.	12
Unit III	a. Rise of Magadha, Factors for Magadha's emergence as a dominant power. b. Important Rulers: Bimbisara, Ajatashatru, Mahapadma Nanda. c. Role of Economy, Military, and Geography in Magadhan Expansion. d. Impact on Political Unification of Northern India.	12
Unit IV	a. The Mauryan Empire, Foundation and Expansion under Chandragupta Maurya, Bindusara. b. Ashoka: Concept of Dhamma, Edicts, missionary activities, Mauryan art and architecture c. Administrative Structure, Revenue Judiciary and Military d. Socio-Economic Policies.	12



Unit V	a. Decline of the Mauryan Empire. b. Rise of Regional Powers: Shungas, Kanvas, and Satavahanas. c. Historiographical Debates on the decline. d. Legacy of the Mauryan Empire in Indian history.	12
Very Short Answer Questions 3 x 5 = 15 Short Answer Questions 7.5 x 2 = 15 Detailed Answer Questions 15 x 3 = 45		

Suggestive Readings:	
1. R. S. Sharma 2. Upinder Singh 3. Romila Thapar 4. D. N. Jha 5. A. L. Basham 6. S. N. Sen	India's Ancient Past A History of Ancient and Early Medieval India Ashoka and the Decline of the Mauryas Ancient India: An Introductory Outline The Wonder That Was India Ancient Indian History and Civilization

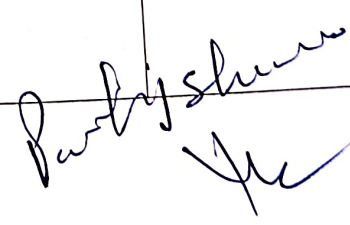
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Programme/ class: B.A. Honours with research	Year: First	Semester: second
Subject: History		
MJDSCC -- 5	Course: core course/ Major: An Introduction to Historiography: Concepts and Methods	Theory/ Practical
Course Objective: This course aims to provide an overview and an introduction of historiography, concepts and methods. Students will learn to apply historical methods to evaluate critically the recent of the past and how historians and others have interpreted it.		
Course Outcome: Research Skills: Students will acquire basic historical research skills, including the effective use of libraries, archives, and databases. Research Methods: Historiography-both as a critical way of writing history and as a reflection on the writing of history has involved the use of a range of methods, often in combination, which includes the of archived material and written historical accounts including research, autobiographies, memories, and oral histories.		
Credit :4	Core Course/Major	M.M: 25+75 Min.M:36
Unit	Topics	No. of Lectures
I	(a) What is History, Meaning and importance of History (b) Nature of History (c) Scope of History (d) kind of History	12
II	Relation of History with other Social Sciences (a) History its relation with Humanities (b) History its relation with Literature (c) History its relation with Art and Culture (d) history its relation with applied sciences	12
III	(a)History is Science (b)History is Art (c) Objectivity in History (d) subjectivity in History	12



IV	(a) Importance of imagination in History (b) Importance of Historical Evidence (c) Value judgment in History (d) Bias in History	12
V	(a) Main characteristics of Ancient Indian Historiography (b) Banbhatta (c) Kalhan (d) Villhad	12
Very Short Answer Questions $3 \times 5 = 15$ (75 words) Short Answer Questions $7.5 \times 2 = 15$ (200 words) Detailed Answer Questions $15 \times 3 = 45$ Total $= 75$ Marks		

Essential Readings---

1. E.H Carr, what is History, 1961, University of Cambridge & Penguin Books, U.K.
2. Arthur, Marurck, Nature of History, 1973.
3. Bufferfield, 1, History and Hanson Relations, London, 1951.
4. Bury, J.B., Idea of Progress: An Inquiry into its origin and Growth, 2017
5. Sabyasachi Bhattacharya, Approaches to History, Primus Books, Delhi
6. Croce, Benedetto, History: its Theory and Practice, New York 1960,
7. David Thomson, The Aims of History, 1972.
8. Elton, G.R., The Practice of History, London, 1967.
9. Hegel, Karl, The Origin and Goal of History.
10. Sheikh Ali, B., History: Its Theory and Practices, 1996
11. N. Jaiprakash, Historiography, Atlantic Publishers & Distributors (P) Ltd, August 25, 2023

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Programme/Class: B.A. Honors with research	Year: First	Semester II
Subject: History		
MJDSCC-6	History of Medieval India (1206-1526 A.D.)	(Theory/Practical)
Course objective: Understanding the sources of Sultanate period - Analyse the factors contributing to the rise of Turk and Arab invasion in mediaeval period - Evaluate the military and economic reforms including market control and expansionist policies of Khilji period - Understanding about Sayyid and Lodi dynasty - Investigate the social - political factors leading to the rise of Vijaynagar empire		
Course outcomes: - Students will learn the political, economic structure of the sultanate period - Will help students to know about sources of sultanate period - will learn about Timur's invasion		
By the end of the course, students will be familiar with the foundation of Delhi sultanate in India		
Credits:4	Core Compulsory	Max. marks: 25+75 Min.M: 36
Unit	Topics	No. of lectures
I	(A) Sources of Sultanate Period (B) Qutubuddin Aibak : Early Life and Achievements. (C) Iltutmish : Early life and his Achievements (D) Raziya Sultan : Early Life, struggle and Down fall (E) Bulban : Life, Theory of Kingship and Achievement	12
II	(A) Rise of Khiljis : Jalaluddin Khilji and his policies. (B) Alauddin Khilji : Theory of Kingship, North and Deccan Conquests (C) Military and Revenue Reforms (D) Market Control Policy and its impacts	12
III	(A) Mohammad-bin-Tughlaq : Policies, Reforms and his personality (B) Firoz Shah Tughlaq : Policies and Reforms (C) Invasion of Timur : Cause and Impacts (D) Emergence and development of Sayyid and Lodi dynasty	12
IV	(A) Vijay Nagar Empire : Rise, Expansion and key Rulers (B) Administration and Cultural achievements of Vijay Nagar Empire (C) Socio-Economic condition of Vijay Nagar Empire (D) Bahamani Empire : Rise and political conflict with Vijay Nagar	12
V	(A) causes and downfall of sultanat dynasty (B) Administration of Delhi Sultanate (C) Socio-Economic condition of Sultanate Period (D) Religious and Cultural Condition of Sultanate Period	12
Very Short Answer Questions 3 × 5 = 15 (75 words) Short Answer Questions 7.5 × 2 = 15 (200 words) Detailed Answer Questions 10 × 3 = 45		

Questions 3 $\times$ 5 = 15 (75 words)
Questions 7.5 $\times$ 2 = 15 (200 words)
Questions 15 $\times$ 3 = 45

Total

= 75 Marks

Suggested regarding:

1. A.C Banerjee- History of Khaljis.
2. ABM Habibullah - Foundation of Muslim rule in India.
3. Agha Mehdi Hussain - History of the Tughluqs.
4. Agha Mehdi Hussain - Mohammad bin Tughluq.
5. Harish Chandra Verma - Medieval India (Part-01).
6. Ishwari Prasad - A History of Qaraunah Turks in India.
7. Satish Chandra - Medieval India (Delhi Saltanat) 1206 -1526 (Part- 01)
7. Abhijeet Hiliyana - The fall of an Empire
8. S.R. Ramanujan - Vijaynagar

Parkijshree
Amadhany
108
62