

**Maa Shakumbhari University, Saharanpur**



**CURRICULUM & SYLLABUS**

**(As per the Guidelines of U.P. Government according to National Education Policy (NEP)-2020 w.e.f. Session 2023-24)**

**Graduation (B.A.) in History**  
**First Three Years of Under-graduate (U.G.) Program**

**For**

**School of Arts- History**  
**Maa Shakumbhari University, Saharanpur**

**&**

**Department of History, Affiliated Colleges**  
**Maa Shakumbhari University, Saharanpur**

## Members of Board of Studies in History

| <b>S.No</b> | <b>Name &amp; Designation</b>               | <b>Convenor/ Member</b> | <b>Institution</b>                   | <b>Signature</b> |
|-------------|---|-------------------------|--------------------------------------|------------------|
| <b>01</b>   | <b>Prof. Shashi Nautiyal</b>                | <b>Convener</b>         | <b>J.V. Jain College, Saharanpur</b> |                  |
| <b>02</b>   | <b>Dr Neha</b>                              | <b>Member</b>           | <b>J.V. Jain College, Saharanpur</b> |                  |
| <b>03</b>   | <b>Prof. Ajay Pal Singh</b>                 | <b>Member</b>           | <b>S.D. College, Muzaffarnagar</b>   |                  |
| <b>04</b>   | <b>Dr. Sachin Kumar</b>                     | <b>Member</b>           | <b>D.A.V. College, Muzaffarnagar</b> |                  |
| <b>05</b>   | <b>Prof. Aradhana</b>                       | <b>External Expert</b>  | <b>C.C.S. University, Meerut</b>     |                  |
| <b>06</b>   | <b>Prof. R.S. Agarwal (Retd. Professor)</b> | <b>External Expert</b>  | <b>C.C.S. University, Meerut</b>     |                  |

## **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 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 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.

## **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 facts and requirements of human belongs 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.

### **B.A. Second Year**

- 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.

### **B.A. Final Year**

- 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 discipline 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 benefited 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-wise Titles of the Papers in B.A. (History)

| Year    | Semester | Paper Code        | Paper Title   | Theory/<br>Practical | Credits |
|---------|----------|-------------------|---|----------------------|---------|
| I       | I        | 0110501           | History of Early India upto 1206 AD   | Theory               | 6       |
|         | II       | 0210501           | History of Medieval India<br>(1206 A.D. – 1707 A.D.)  | Theory               | 6       |
| II      | III      | 0310501           | History of Modern India<br>(1707 A.D. – 1947 A.D.)  | Theory               | 6       |
|         | IV       | 0410501           | History of Modern World<br>(1453 A.D. – 1815 A.D.)  | Theory               | 6       |
| III     | V        | 0510501           | Nationalism in India<br>(1857 A.D – 1920 A.D)   | Theory               | 5       |
|         | V        | 0510502           | <b>Optional Paper (Any One)</b><br>History of Modern World<br>(1815 A.D. – 1945 A.D.)             | Theory               | 5       |
|         |          | 0510503           | Basic Elements of Writing of Project  |                      |         |
|         | V        |                   | Research Project  | Project              | 3       |
|         | VI       | 0610501           | Nationalism in India (1920AD – 1950 AD)   | Theory               | 5       |
|         | VI       | 0610502           | <b>Optional Paper (Any One)</b><br>Socio Economic Cultural History of India<br>(1757AD – 1947 AD) | Theory               | 5       |
| 0610503 |          | Ethics in History |   |                      |         |
|         |          |                   | Research Project  | Project              | 3       |

### Open Minor Elective Paper for UG Programme (To be Opted in First/Third Odd Semester) Open to All (Other Faculty)

| Year | Semester | Paper Code          | Paper Title  | Theory/Practical | Credits |
|------|----------|---------------------|--|------------------|---------|
| I/II | I/III    | 0110550/<br>0310550 | Kuru Kingdom through the Ages<br>(History, Culture and<br>Archaeology)<br>(3000 B.C. -2000 A.D.) | Theory           | 4       |

### Skill/Vocational Paper for UG Program

| Paper Title                   | Theory/Practical | Credits |
|-------------------------------|------------------|---------|
| Tourism and Cultural Heritage | Theory           | 3       |

# DETAILED SYLLABUS

## For B.A. (HISTORY)

|  |   |                           |                 |
|--|---|---------------------------|-----------------|
| <b>Programme as per NEP</b>  | <b>Class</b>  | <b>Year</b>               | <b>Semester</b> |
| Certificate  | B.A.  | First                     | First           |
| Subject : History  |   |                           |                 |
| <b>Course Code: 0110501</b>  | <b>Course Title : History of Early India upto 1206 A.D.</b>   |                           | <b>(Theory)</b> |
| <b>Course Outcome</b> – This will provide important insight to the students regarding political social cultural development of the period.   |   |                           |                 |
| <b>Credits : 6</b>   |   | <b>Core Compulsory</b>    |                 |
| Max. Marks: 25+75 (25) Internal + External   |   | Min. Passing Marks : 40   |                 |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0   |   |                           |                 |
| <b>Unit</b>  | <b>Topic</b>  | <b>No. of Lectures=90</b> |                 |
| I  | Source – Literary, Archaeological   | 15                        |                 |
| II   | Characteristics of Pre-history and proto history – Harappa civilization.                              | 15                        |                 |
| III  | India during Vedic period, Mahajanpadas and Religious movements, Alexander's invasion and its impact. | 15                        |                 |
| IV   | The Mauryan Empire, The shungas, Kushans and Satvahanas.  | 15                        |                 |
| V  | The imperial Guptas, Harshvardhan of Thaneshwar and Kanauj.   | 15                        |                 |
| VI   | Rise of Rajputs and early turkish invasions – Gaznavi and Ghori.                                      | 15                        |                 |
| <b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.   |   |                           |                 |
| <b>Suggested Readings:</b>   |   |                           |                 |
| <ul style="list-style-type: none"> <li>• Bhartiya Vidya Bhawan Series – The History and culture of the Indian People Vol. I, II, III, IV.</li> <li>• R.S. Tripathi – History of Ancient India.</li> <li>• R.C. Majumdar – Ancient India.</li> <li>• Ramila Thapar – The Penguin History of Early India from Origin to A.D. 1300.</li> <li>• विमल चन्द्र पाण्डे – प्राचीन भारत का राजनैतिक एवं सांस्कृतिक इतिहास</li> <li>• जयनारायण पांडे – पुरातत्व विमर्श</li> </ul> |   |                           |                 |
| <b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b>   |   |                           |                 |
| <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>  |   |                           |                 |
| <b>Suggested equivalent online courses.</b>  |   |                           |                 |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.   |   |                           |                 |

| Programme as per NEP   | Class  | Year                    | Semester        |
|--|--|-------------------------|-----------------|
| Certificate  | B.A.   | First                   | Second          |
| Subject : History  |  |                         |                 |
| <b>Course Code: 0210501</b>  | <b>Course Title : History of Medieval India<br/>(1206 A.D. – 1707 A.D.)</b>  |                         | <b>(Theory)</b> |
| <b>Course Outcome</b> – The present paper aims at the providing glimpse of the important features of Muslim rule in India from 1206 to 1707 A.D. The course deals with the emergence of Delhi sultanate and will also acquaint the students regarding various stages of the Mughal Empire.   |  |                         |                 |
| <b>Credits : 6</b>   |  | <b>Core Compulsory</b>  |                 |
| Max. Marks: 25+75 (25) Internal + External   |  | Min. Passing Marks : 40 |                 |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0   |  |                         |                 |
| Unit   | Topic  | No. of Lectures=90      |                 |
| I  | Sources – Literary, archaeological   | 15                      |                 |
| II   | Establishment of Delhi sultanate Mamluqs / slave dynasty, Khiljis, Tuglaqs and Lodhis.   | 15                      |                 |
| III  | The Mughals – Babur and Humayun, Interlude of Shershah with special reference to administration.                                   | 15                      |                 |
| IV   | Akbar to Aurangzeb – Religious policy, Mansabdar system, Relation with Rajputs, deccan policy with special reference to Aurangzeb. | 15                      |                 |
| V  | Rise of Maratha Power under Shivaji, administration, Revenue Hindu Pad – Padshahi  | 15                      |                 |
| VI   | Bhakti movement and Sufism   | 15                      |                 |
| <b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.   |  |                         |                 |
| <b>Suggested Readings:</b>   |  |                         |                 |
| <ul style="list-style-type: none"> <li>• Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi, Oxford University Press.</li> <li>• Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi Munshiram Manoharlal,</li> <li>• Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press.</li> <li>• Roy, S.C.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan.</li> <li>• Singh, Dilbag: Structure of Rural Society in Medieval India.</li> <li>• Srivastav, A.L.: (2017) Delhi Sultanate (English or Hindi Version) India, Shivalal Agarwal &amp; Co.</li> <li>• Srivastava, A.L.: (2017), The Mughal Empire (English or Hindi Version) India, Shivalal Agarwal &amp; Co.</li> <li>• Tripathi, R.P.: (2012) Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications.</li> <li>• Yadav, B.N.S.: (2012) Society and Culture in North India in the 12th Century India, Ruka Prakashan.</li> <li>• Sarkar, J.N. Shivaji and his Times.</li> <li>• JhokLro] vk'khokZn yky % ^2017*] Hkkjro" kZ dk bfrgkl 1000 ls 1707] f'koyky vxzoky ,.M dEiuh] fnYyhA</li> <li>• ik.Ms;] vo/k fcgkjh ^1988*] iwoZ e;/dkyhu Hkkjr] bykgkckn lsUVy cq d fMiks</li> <li>• ik.Ms;] vo/k fcgkjh ^1988*] mRrj e;/ dkyhu Hkkjr] bykgkckn lsUVy cq d fMiks</li> <li>• ljnslkbZ] th0,l0 f'kokth</li> </ul> |  |                         |                 |
| <b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b>   |  |                         |                 |
| <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>  |  |                         |                 |
| <b>Suggested equivalent online courses.</b>  |  |                         |                 |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.   |  |                         |                 |

| Programme as per NEP   | Class  | Year                    | Semester |
|--|--|-------------------------|----------|
| Diploma  | B.A.   | Second                  | Third    |
| Subject : History  |  |                         |          |
| Course Code: 0310501   | Course Title : History of Modern India<br>(1707 A.D. – 1947 A.D.)  |                         | (Theory) |
| <b>Course Outcome</b> – The period between 1707 to 1947 is very crucial and significant. The advent of European through trading and later led to establishment of British rule. The paper will also high light organized efforts of Indians to get rid of shackles of British imperialism.   |  |                         |          |
| <b>Credits : 6</b>   |  | <b>Core Compulsory</b>  |          |
| Max. Marks: 25+75 (25) Internal + External   |  | Min. Passing Marks : 40 |          |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0   |  |                         |          |
| Unit   | Topic  | No. of Lectures=90      |          |
| I  | Advent of Europeans and development of colonial monopoly of trade, the portuguese, Dutch, British, the French, the English – French Rivolyary in caranatic, the rise of the British. | 15                      |          |
| II   | Colonial polices of Governor Generals of India 1757 – 1857 Lord clive, Warren Hasting, Lord cornwalis, Lord wellesley, Hastings, Lord Willam Bentick and Lord Dalhousie.             | 15                      |          |
| III  | The Revolt of 1857 the first phase of freedom struggle.  | 15                      |          |
| IV   | Emergence of organised nationalism, birth of indian National congress, Moderates, Extremist and revolutionaries  | 15                      |          |
| V  | Gandhi and the mass movement, Non Co-operation, Movement, Civil disobedience and Quit India movement.  | 15                      |          |
| VI   | Subhash Chandra Bose and I.N.A. Indian independence act of 1947, Brief History of socio religious reform movement of 19 <sup>th</sup> and 20 <sup>th</sup> century.                  | 15                      |          |
| <b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.   |  |                         |          |
| <b>Suggested Readings:</b>   |  |                         |          |
| <ul style="list-style-type: none"> <li>• Banerjee, A.C.: (1983) The New History of Modern India (1707-1947), Calcutta. K.P. Bagchi</li> <li>• Bayly. C.A: An Illustrated History of Modern India 1600-1947, London 1990</li> <li>• Chabra, G.S.: (1989), Advanced History of Modern India. Sterling Publication</li> <li>• Desai, A.R. (1948). Social Background of Indian Nationalism, Mumbai. Ranalas (Bhatakoi. Popular Publication)</li> <li>• Desai, A.R.: (1984), India's Path of Development. Mumbai. Popular Publication</li> <li>• Dodwell: (1925) A Sketch of the History of India. Longman's Green and Co.</li> <li>• Dutta, K.K.: (1975). Social History of Modern India. Delhi. Macmillan Publication</li> <li>• Freedenberg, R.E.: (1912) Land Control and Social Structure in India</li> <li>• Grover; B.L: A New look on Modern Indian History</li> <li>• Jain, M.S.: (1993) Aadhunik Bharat Varsh Kaltihas. New Age International Pvt. Ltd.</li> <li>• Lal Sunder: (2018) Bharat Mein Angreji Raj, Prahhat Publication</li> <li>• Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication</li> <li>• Metcalf, Berbara D and T.R. Metcalf: (1995) A Concise I listury of India. Cambridge. 2002</li> <li>• Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University</li> </ul> |  |                         |          |



- Mishra, B.13, (1972), Administrative History or Modern India, Oxford University Publication
- Mishra; J.P.: Aadhunik Bharat Kaltihas, Uttar Pradesh Granth Academic. Prahag
- Mittal, S.C.: Bharat Ka Saamajik aur Aarthik Itihas (1738-1947)
- 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, Rajkamal Prakashan
- Sarkar, Sumit:( 1983) Modern India , Macmillan
- Sen, Sunil, K.: (1979), Agrarian relations in India, 1793-1947, People's Publication House
- Shukla, R.L. (ed.): Adhunik 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.

**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.

| Programme as per NEP  | Class   | Year                    | Semester        |
|---|---|-------------------------|-----------------|
| Diploma   | B.A.  | Second                  | Fourth          |
| Subject : History   |   |                         |                 |
| <b>Course Code: 0410501</b>   | <b>Course Title : History of Modern World<br/>(1453 A.D. – 1815 A.D.)</b>   |                         | <b>(Theory)</b> |
| <b>Course Outcome</b> – The period is important to learn features of modern world. Renaissance is treated as significant entry to the modern age. This period also witnessed French revolution and its impact on Europe at large. The design of Napoleon Bonaparte disturbed the map of Europe, which was restructured in the congress of vienna.   |   |                         |                 |
| <b>Credits : 6</b>  |   | <b>Core Compulsory</b>  |                 |
| Max. Marks: 25+75 (25) Internal + External  |   | Min. Passing Marks : 40 |                 |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0  |   |                         |                 |
| Unit  | Topic   | No. of Lectures=90      |                 |
| I   | Renaissance – Meaning, Emergence, development and its impact.   | 20                      |                 |
| II  | Reformation – causes, impact counter Reformation, thirty years war.   | 15                      |                 |
| III   | Monarchy in England, glorious Revolution, its impact, beginning of parliamentary system.  | 15                      |                 |
| IV  | Trade and commercial rivalries, colonial Expansion, Industrial Revolution, American war of independence.  | 20                      |                 |
| V   | French Revolution of 1789, causes, development and impact. Napoleonic Era<br>Napoleon as consul, as emperor – conquests and downfall, Vienna Congress | 20                      |                 |
| <b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.  |   |                         |                 |
| <b>Suggested Readings:</b>  |   |                         |                 |
| <ul style="list-style-type: none"> <li>• Action : (1906), Lectures on Modern History London, Macmillan and Co. Limited.</li> <li>• Fisher, H.A.L. (1938), History of Europe (relevant portion only) London Eyre and Sponiswoode.</li> <li>• Hayes, C.J.H. (1936), A Cultural and Political History of Europe (Vol. I) (1500-1830) London Macmillan.</li> <li>• Hazen, C.D.: (1937) A History of Europe in Modern Times, Henry Holt and Company.</li> <li>• Phulkan, Meenaxi (2012) Risee of Modern West, Trinity Press Pvt. Ltd.</li> <li>• Schevil: (1898), History of Modern Europe (Hindi or English) Charles Scribners Sons</li> <li>• सिंह, हीरालाल एव रामवृद्ध सिंह '2011' आधुनिक यूरोप का इतिहास '1453–1789' इलाहाबाद, स्टूडेन्ट्स फ्रेण्ड्स</li> <li>• वर्मा, लालबहादुर '1998' यूरोप का इतिहास 'पुनर्जागरण से क्रान्ति तक', नई दिल्ली, प्रकाशन संस्थान</li> </ul> |   |                         |                 |
| <b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b>  |   |                         |                 |
| <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>   |   |                         |                 |
| <b>Suggested equivalent online courses.</b>   |   |                         |                 |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.  |   |                         |                 |

| Programme as per NEP   | Class   | Year                    | Semester |
|--|---|-------------------------|----------|
| Degree   | B.A.  | Third                   | Fifth    |
| Subject : History  |   |                         |          |
| Course Code: 0510501   | Course Title : Nationalism in India (1857 A.D. -1920 A.D.)  |                         | (Theory) |
| <p><b>Course Outcome</b> – 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 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.</p>   |   |                         |          |
| <b>Credits : 5</b>   |   | <b>Core Compulsory</b>  |          |
| Max. Marks: 25+75 (25) Internal + External   |   | Min. Passing Marks : 40 |          |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0   |   |                         |          |
| Unit   | Topic   | No. of Lectures=75      |          |
| I  | First War of Independence, Causes, Impact and Nature.   | 10                      |          |
| II   | Socio-religious reform movements in 19th century, social background of Indian Nationalism, Economic nationalism and Cultural Nationalism. | 15                      |          |
| III  | Emergence and growth of nationalism with focus on Gandhian Mass Nationalism.  | 5                       |          |
| IV   | Early Phase: the ideology, programme and policy of Moderates.   | 10                      |          |
| V  | Extremist phase : Rise and development of extremism in India.   | 10                      |          |
| VI   | Swadeshi movement and congress split at Surat   | 5                       |          |
| VII  | Rise of muslim league: demands and programme.   | 10                      |          |
| VIII   | National Awakening during first world: Lucknow pact and Home Rule movement.   | 10                      |          |
| <p><b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.</p>  |   |                         |          |
| <p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Agrow, D.: (1968) Moderates and Extremists in the Indian National Movement. Asia Publishing House.</li> <li>• Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press.</li> <li>• Chandra, Bipan and Others Freedom Struggle.</li> <li>• Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd.</li> <li>• Desai, A.R. (1984), India's Path of Development, Popular Prakashan.</li> <li>• Dutta, K.K. (1975), Social History of Modern India, Deli, Macmillan Publication.</li> <li>• Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication.</li> <li>• Jeffery, R. and J. Masscross: From Rebellion to the Republic.</li> <li>• Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint.</li> <li>• Majumdar, R.C.: Struggle for Freedom.</li> <li>• Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co.</li> <li>• Moon, Penderal (1998), Divide and Quit, USA Oxford University Press.</li> <li>• Patel, Vallab Bhai Correspondence, Writings and Speeches.</li> <li>• Prasad, Bisheswar, Bondage and Freedom, 2 Vols.</li> </ul> |   |                         |          |
| <p><b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b></p> <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>  |   |                         |          |
| <p><b>Suggested equivalent online courses.</b><br/>IGNOU &amp; Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.</p>  |   |                         |          |

| Programme as per NEP   | Class   | Year                    | Semester        |
|--|---|-------------------------|-----------------|
| Degree   | B.A.  | Third                   | Fifth           |
| Subject : History  |   |                         |                 |
| <b>Course Code: 0510502</b>  | <b>Course Title : History of Modern world (1815 A.D. – 1945 A.D.)</b>                         |                         | <b>(Theory)</b> |
| <p><b>Course Outcome</b> – 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>  |   |                         |                 |
| <b>Credits : 5</b>   |   | <b>Core Compulsory</b>  |                 |
| Max. Marks: 25+75 (25) Internal + External   |   | Min. Passing Marks : 40 |                 |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0   |   |                         |                 |
| Unit   | Topic   | No. of Lectures=75      |                 |
| I  | Unification of Italy and Germany  | 10                      |                 |
| II   | Causes of first world war, paris peace convention and treaty of Versailles, league of Nation. | 15                      |                 |
| III  | Rise of Japan Meji Restoration, Boleshivk Revolution in Russia                                | 10                      |                 |
| IV   | Rise of Mussolini and Hitler  | 15                      |                 |
| V  | United states in world affairs Economic depression and New Deal Policy.                       | 10                      |                 |
| VI   | Second World war and U.N.O.   | 15                      |                 |
| <p><b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.</p>  |   |                         |                 |
| <p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Stavrianos. A.J. : History of the Modern World Since 1500</li> <li>• Fisher. H.A.L : History of Europe</li> <li>• Palmer. R.R. : A History of Modern World</li> <li>• Macneill. W.H : History of the World</li> <li>• Panikkar. K.M : Asia and Western Dominance</li> <li>• Bailey. C.A. : The Birth of Modern World</li> <li>• Benns, F. Lee: Europe since 1914</li> <li>• Carr, E.H.: (1948), International. Relations between two world war (1919-1939), Delhi, Macmillan and Co.</li> <li>• Carsten, F.L. (1982), The Rise of Fascism University of California Press</li> <li>• Dhar, S.N.: (1967), International Relations and World Politics Since 1919, Bombay, Asia Publish House.</li> <li>• Langasm, W.C.: World Since 1919, Surjeet Publication</li> <li>• Marriot, M,: International Relations between the two world war</li> <li>• Parker, R.A.C.: (1969), Europe (1919-1945) London, Weidenfield and Nicolson</li> <li>• Vinacke Herald: (1959), A History of For East in Modern Times, East Asia, Appleton Century —Crofts</li> <li>• Grant &amp;Temperley : Europe in Nineteenth and Twentieth Centuries</li> <li>• Hayes, C.J.H.: A Political and Cultural History of Europe, 1830-1839</li> <li>• जैन एवं माथुर, आधुनिक विश्व का इतिहास 1500 से 2000 तक</li> <li>• लाल बहादुर वर्मा – यूरोप का इतिहास।</li> </ul> |   |                         |                 |

- डा० ए०के० मित्तल – यूरोप का इतिहास
- डा० दीनानाथ वर्मा – अंतर्राष्ट्रीय सम्बन्ध
- देवेश विजय, मीना भारद्वाज– आधुनिक यूरोप का इतिहास एवं दिशाएं
- सत्य केतु विद्यांजकार – यूरोप का आधुनिक इतिहास
- एस.चन्द – आधुनिक यूरोप का इतिहास

**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.

| Programme as per NEP   | Class  | Year                    | Semester        |
|--|--|-------------------------|-----------------|
| Degree   | B.A.   | Third                   | Fifth           |
| Subject : History  |  |                         |                 |
| <b>Course Code: 0510503</b>  | <b>Course Title : Basic Elements of Writing Project</b>  |                         | <b>(Theory)</b> |
| <b>Course Outcome –</b><br>Students will be able to understand <ul style="list-style-type: none"> <li>• In-depth knowledge of research project.</li> <li>• How to select topic and the project.</li> <li>• Collect sources and in depth knowledge about the great historians of India</li> </ul>   |  |                         |                 |
| <b>Credits : 5</b>   |  | <b>Optional</b>         |                 |
| Max. Marks: 25+75 (25) Internal + External   |  | Min. Passing Marks : 40 |                 |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0   |  |                         |                 |
| Unit   | Topic  | No. of Lectures=75      |                 |
| I  | What is History, uses of History   | 15                      |                 |
| II   | Relation of History, with other social sciences – History and Political Science, History and Economic, History and Sociology, History and Geography. | 15                      |                 |
| III  | Selection of Topic of Project and Matter Collection.   | 15                      |                 |
| IV   | Bibliography and References in Project   | 15                      |                 |
| V  | Some important Historians of India- R.C. Majumdar, Bipin Chandra, A.L. Shrivastav J.N. Sarkar, Prof. S.C. Mittal.                                    | 15                      |                 |
| <b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.   |  |                         |                 |
| <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Chitals, K.N. (2006) – Research Methodology in History, Atlantic Publication.</li> <li>• Sreedharan, E.: A Textbook of Historiography.</li> <li>• Kimerling, A. Jon, Map Use – Reading Analysis Interpretation, ESRI Press</li> <li>• Mishra, P.K. (2018) Tourism in India, New Century Publications.</li> <li>• Roday, Sunetra Arehana Biwal &amp; Vandana Joshi – Tourism: Operations and Management.</li> <li>• Alkinson RJC (1933) Field Archaeology, London, Mathew and Co.</li> <li>• Basker P. : (1982) Techniques of Archacological Excavation, London, Batsford.</li> <li>• Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur.</li> <li>• Raman K.V. (1976) Principles and Methods in Archaeology, Madras.</li> <li>• थपलियाल, हरिप्रसाद '1976' भारत की ऐतिहासिक मानचित्रावली, हिन्दी प्रचारक पब्लिकेशन, वाराणसी</li> <li>• कार, ई.एच. '1997' इतिहास क्या है, मैकमिलन प्रेस, नई दिल्ली,</li> <li>• कैनाडीन, डेविड '2002' हवाट इज हिस्टी नाऊ, गैकमिलन, लंदन</li> <li>• कौशिक, कुंवरबहादुर '1984' इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर।</li> <li>• श्रीधरन, ई. – इतिहासलेख</li> </ul> |  |                         |                 |
| <b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b> <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>   |  |                         |                 |
| <b>Suggested equivalent online courses.</b><br>IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.  |  |                         |                 |

| Programme as per NEP  | Class   | Year                    | Semester         |
|---|---|-------------------------|------------------|
| Degree  | B.A.  | Third                   | Fifth            |
| Subject : History   |   |                         |                  |
| <b>Course Code:</b>   | <b>Course Title : Project – 1</b>   |                         | <b>(Project)</b> |
| <b>Course Outcome –</b><br>Students will be able to understand <ul style="list-style-type: none"> <li>• In-depth knowledge of research methodology.</li> <li>• The variation among Historical locations.</li> <li>• Interaction of Historical area being visited.</li> <li>• Preparing Report of Research Project.</li> </ul>   |   |                         |                  |
| <b>Credits : 3</b>  |   | <b>Core Compulsory</b>  |                  |
| Max. Marks: 100   |   | Min. Passing Marks : 40 |                  |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 3-0-0  |   |                         |                  |
| Unit  | Topic   |                         | 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               |
| <b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.  |   |                         |                  |
| <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Chitals, K.N. (2006) – Research Methodology in History, Atlantic Publication.</li> <li>• Sreedharan, E.: A Textbook of Historiography.</li> <li>• Kimerling, A. Jon, Map Use – Reading Analysis Interpretation, ESRI Press</li> <li>• Mishra, P.K. (2018) Tourism in India, New Century Publications.</li> <li>• Roday, Sunetra Arehana Biwal &amp; Vandana Joshi – Tourism: Operations and Management.</li> <li>• Alkinson RJC (1933) Field Archaeology, London, Mathew and Co.</li> <li>• Basker P. : (1982) Techniques of Archacological Excavation, London, Batsford.</li> <li>• Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur.</li> <li>• Raman K.V. (1976) Principles and Methods in Archaeology, Madras.</li> <li>• थपलियाल, हरिप्रसाद '1976' भारत की ऐतिहासिक मानचित्रावली, हिन्दी प्रचारक पब्लिकेशन, वाराणसी</li> <li>• कार, ई.एच. '1997' इतिहास क्या है, मैकमिलन प्रेस, नई दिल्ली, छठौं</li> <li>• कैनाडीन, डेविड '2002' हवाट इज हिस्टी नाऊ, गैकमिलन, लंदन</li> <li>• कौशिक, कुंवरबहादुर '1984' इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर।</li> <li>• श्रीधरन, ई. – इतिहासलेख</li> </ul> |   |                         |                  |
| <b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b> <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>  |   |                         |                  |
| <b>Suggested equivalent online courses.</b><br>IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.   |   |                         |                  |

| Programme as per NEP   | Class  | Year                    | Semester        |
|--|--|-------------------------|-----------------|
| Degree   | B.A.   | Third                   | Sixth           |
| Subject : History  |  |                         |                 |
| <b>Course Code: 0610501</b>  | <b>Course Title : Nationalism in India (1920 A.D. -1950 A.D.)</b>  |                         | <b>(Theory)</b> |
| <b>Course Outcome</b> -The objective of the paper is to make students aware of freedom struggle, contribution of revolutionaries, factors leading to partition of country. It will highlight the contribution of freedom fighters and inculcate a spirit of patriotism in the minds of students and help them to become better citizens.   |  |                         |                 |
| <b>Credits : 5</b>   |  | <b>Core Compulsory</b>  |                 |
| Max. Marks: 25+75 (25) Internal + External   |  | Min. Passing Marks : 40 |                 |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0   |  |                         |                 |
| Unit   | Topic  | No. of Lectures=75      |                 |
| I  | Circumstances leading to rise and development of Non co-operation movement, civil disobedience movement. | 15                      |                 |
| II   | Special features of Act of 1935, Quit India movement.  | 15                      |                 |
| III  | Subhash Chandra Bose and INA, Contribution of Dr. B.R. Ambedkar  | 15                      |                 |
| IV   | Second World War, Act of Independence.   | 15                      |                 |
| V  | Integration of princely states and contribution of Sardar Vallabh Bhai Patel.                            | 15                      |                 |
| <b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.   |  |                         |                 |
| <b>Suggested Readings:</b>   |  |                         |                 |
| <ul style="list-style-type: none"> <li>➤ Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House</li> <li>➤ Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press</li> <li>➤ Chandra, Bipan and Others: Freedom Struggle</li> <li>➤ Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd.</li> <li>➤ Desai, A.R. (1984), India's Path of Development, Popular Prakashan</li> <li>➤ Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication</li> <li>➤ Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication</li> <li>➤ Jeffery, R. and J Masseless: From Rebellion to the Republic</li> <li>➤ Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint</li> <li>➤ Majumdar, R.C.: Struggle for Freedom</li> <li>➤ Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co.</li> <li>➤ Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press</li> <li>➤ Patel, Vallab Bhai: Correspondence, Writings and Speeches.</li> <li>➤ Prasad, Bisheswar,: Bandage and freedom, 2 Vols.</li> <li>➤ Rai, Satya M.(ed.): Bharat Mein Upniveshwad Aur Rashtrawad (Hindi)</li> <li>➤ Sarkar, Sumit: Adhunik Bharat (Hindi)</li> <li>➤ Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983</li> <li>➤ Sen, S.N.: (1957), Eighteen Fifty Seven Publication Division</li> <li>➤ Singh, Ayodhya: (2012), Bharat KaMuktiSangram, Neha Publishers and Distributors</li> <li>➤ Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull BooksPvt. Ltd.</li> <li>➤ Tara Chand: History of the Freedom Movement in India, Vols. I – IV, Division Publication</li> </ul> |  |                         |                 |
| <b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b>   |  |                         |                 |
| <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>  |  |                         |                 |
| <b>Suggested equivalent online courses.</b>  |  |                         |                 |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.   |  |                         |                 |



| Programme as per NEP   | Class   | Year                    | Semester        |
|--|---|-------------------------|-----------------|
| Degree   | B.A.  | Third                   | Sixth           |
| Subject : History  |   |                         |                 |
| <b>Course Code: 0610502</b>  | <b>Course Title : Socio Economic &amp; Cultural History of India (1757 A.D. - 1947 A.D.)</b>                                  |                         | <b>(Theory)</b> |
| <b>Course Outcome</b> -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. All these aspects have been discussed.   |   |                         |                 |
| <b>Credits : 5</b>   |   | <b>Core Compulsory</b>  |                 |
| Max. Marks: 25+75 (25) Internal + External   |   | Min. Passing Marks : 40 |                 |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0   |   |                         |                 |
| Unit   | Topic   | No. of Lectures=75      |                 |
| I  | Factors responsible for Socio and Religious Reform Movements, caste rigidity, untouchability, condition of depressed classes. | 15                      |                 |
| II   | Important Religious Reform movements – Arya Samaj, Brahma Samaj, Prathana Samaj, Aligarh Movement.                            | 15                      |                 |
| III  | Position of women – Measures for women emancipation   | 15                      |                 |
| IV   | Agrarian structure – Zamindari, Ryoytwari, Mahalwari system, Famines and irrigation system.                                   | 15                      |                 |
| V  | Trade and Industry, small scale, large scale industry and transport system.   | 15                      |                 |
| <b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.   |   |                         |                 |
| Suggested Readings:  |   |                         |                 |
| <ul style="list-style-type: none"> <li>➤ Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P. Bagchi</li> <li>➤ Bayly, C.A: An Illustrated History of Modern India 1600–1947, London 1990</li> <li>➤ Chabra, G.S.: (1989), Advanced History of Modern India, Stearling Publication</li> <li>➤ Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)</li> <li>➤ Desai, A.R.: (1984), India's Path of Development, Mumbai, Popular Publication</li> <li>➤ Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co.</li> <li>➤ Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication</li> <li>➤ Freedenberg, R.E.: (1912) Land Control and Social Structure in India</li> <li>➤ Grover, B.L: A New look on Modern Indian History</li> <li>➤ Jain, M.S.: (1993) Aadhunik Bharat VarshKaItihas, New Age International Pvt. Ltd.</li> <li>➤ Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication</li> <li>➤ Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication</li> <li>➤ Metcalf, Berbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002</li> <li>➤ Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University</li> <li>➤ Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication</li> <li>➤ Mishra, J.P.: Aadhunik Bharat KaItihas, Uttar Pradesh Granth Academic, Prabhag</li> <li>➤ Mittal, S.C.: Bharat Ka SaamajikaurAarthikItihas (1758–1947)</li> </ul> |   |                         |                 |

- 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 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

**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.

| Programme as per NEP   | Class  | Year                    | Semester        |
|--|--|-------------------------|-----------------|
| Degree   | B.A.   | Third                   | Sixth           |
| Subject : History  |  |                         |                 |
| <b>Course Code: 0610503</b>  | <b>Course Title : Ethics in History</b>  |                         | <b>(Theory)</b> |
| <b>Course Outcome</b> – History can prove excellent tool to inculcate moral values in students. Study of Ved and Geeta with Life stories of great saints, heroes and reformers, like Shankracharya, Mahatma Budha Rana Maharana Pratap, Guru Nanak Dev, Swami Dayanada, Swami Vivekanada, Mahatma Gandhi, Aurobindo and Radhakrishnan etc. encourage students to be truthful, courageous and ethical.  |  |                         |                 |
| <b>Credits : 5</b>   |  | <b>Core Compulsory</b>  |                 |
| Max. Marks: 25+75 (25) Internal + External   |  | Min. Passing Marks : 33 |                 |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0   |  |                         |                 |
| Unit   | Topic  | No. of Lectures=75      |                 |
| I  | Introduction of Ethics, History of Ethics and Values in ancient Indian tradition | 10                      |                 |
| II   | Determinants of Ethics, Normative and Applied Ethics.                            | 10                      |                 |
| III  | Different early Indian approaches to understand Ethics                           | 5                       |                 |
| IV   | The survey of early Indian Ethics, study of Vedas and Bhagvad Geeta.             | 10                      |                 |
| V  | Dharma and Rationality, Doctrine of Karma  | 10                      |                 |
| VI   | The Bhakti Movement  | 10                      |                 |
| VII  | Ideas and Ethical Philosophy of Aurobindo, Vivekanand.                           | 10                      |                 |
| VIII   | Ideas and Ethical Philosophy of Gandhi, Radhakrishnan and Acharya Rajnish.       | 10                      |                 |
| <b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.   |  |                         |                 |
| <b>Suggested Readings:</b>   |  |                         |                 |
| <ul style="list-style-type: none"> <li>• Chaudhary, K.P. (1975) Effective teaching of History in India. New Delhi, National Council of Education and Research and Training.</li> <li>• Ghate, V.D. (1953) Suggestions, for the Teaching of History, Bombay, Oxford University Press.</li> <li>• श्रीधरन, ई. – इतिहासलेख</li> <li>• सिंह, बद्रीनाथ, '1988' नीतिशास्त्र की रूपरेखा, आशा प्रकाशन वाराणसी</li> <li>• पाण्डेय, एस '1991' नीतिशास्त्र का सर्वेक्षण, सेन्टल पब्लिसिंग हाऊस, प्रयागराज</li> <li>• मिश्र, नित्यानंद '2005' नीतिशास्त्र, मोतीलाल बनारसीदास, वाराणसी</li> </ul> |  |                         |                 |
| <b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b>   |  |                         |                 |
| <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>  |  |                         |                 |
| <b>Suggested equivalent online courses.</b>  |  |                         |                 |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.   |  |                         |                 |

| Programme as per NEP  | Class   | Year                    | Semester         |
|---|---|-------------------------|------------------|
| Degree  | B.A.  | Third                   | Sixth            |
| Subject : History   |   |                         |                  |
| <b>Course Code:</b>   | <b>Course Title : Research Project – 1</b>  |                         | <b>(Project)</b> |
| <b>Course Outcome –</b><br>Students will be able to understand <ul style="list-style-type: none"> <li>• In-depth knowledge of research methodology.</li> <li>• The variation among Historical locations.</li> <li>• Interaction of Historical area being visited.</li> <li>• Preparing Report of Research Project.</li> </ul>   |   |                         |                  |
| <b>Credits : 3</b>  |   | <b>Core Compulsory</b>  |                  |
| Max. Marks: 100   |   | Min. Passing Marks : 40 |                  |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 3-0-0  |   |                         |                  |
| Unit  | Topic   |                         | 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               |
| <b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.  |   |                         |                  |
| <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Chitals, K.N. (2006) – Research Methodology in History, Atlantic Publication.</li> <li>• Sreedharan, E.: A Textbook of Historiography.</li> <li>• Kimerling, A. Jon, Map Use – Reading Analysis Interpretation, ESRI Press</li> <li>• Mishra, P.K. (2018) Tourism in India, New Century Publications.</li> <li>• Roday, Sunetra Arehana Biwal &amp; Vandana Joshi – Tourism: Operations and Management.</li> <li>• Alkinson RJC (1933) Field Archaeology, London, Mathew and Co.</li> <li>• Basker P. : (1982) Techniques of Archacological Excavation, London, Batsford.</li> <li>• Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur.</li> <li>• Raman K.V. (1976) Principles and Methods in Archaelogy, Madras.</li> <li>• थपलियाल, हरिप्रसाद '1976' भारत की ऐतिहासिक मानचित्रावली, हिन्दी प्रचारक पब्लिकेशन, वाराणसी</li> <li>• कार, ई.एच. '1997' इतिहास क्या है, मैकमिलन प्रेस, नई दिल्ली, छठौं</li> <li>• कैनाडीन, डेविड '2002' हवाट इज हिस्टी नाऊ गैकमिलन, लंदन</li> <li>• कौशिक, कुंवरबहादुर '1984' इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर।</li> <li>• श्रीधरन, ई. – इतिहासलेख</li> </ul> |   |                         |                  |
| <b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b> <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>  |   |                         |                  |
| <b>Suggested equivalent online courses.</b><br>IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.   |   |                         |                  |

| Programme as per NEP  | Class   | Year                    | Semester        |
|---|---|-------------------------|-----------------|
| Certificate   | B.A.  | First/Second            | I/II            |
| Subject : History   |   |                         |                 |
| <b>Course Code: 0110550</b>   | <b>Course Title: Kuru Kingdom through the Ages (History, Culture and Archaeology) (3000 BC – 2000 AD)</b>   |                         | <b>(Theory)</b> |
| <b>Course Outcome</b> – History is an overall study of past which according to oldest Indian wisdoms aims to make an individual perfect to achieve the Purushartha. This paper is designed keeping in mind the glorious past of ancient Indian people responsible to create Indus-Saraswati civilization, the Vedic culture, the great epic of Mahabharata. |   |                         |                 |
| <b>Credits : 5</b>  |   | <b>Core Compulsory</b>  |                 |
| Max. Marks: 25+75 (25) Internal + External  |   | Min. Passing Marks : 40 |                 |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0  |   |                         |                 |
| Unit  | Topic   | No. of Lectures=75      |                 |
| I   | Nomenclature and Geographical Identities of Kuru, Kurukshetra References of the Kurus, the Purus and the Bharat as in the Vedic texts Kuru Panchata, Hastinapur and Indraprastha. | 15                      |                 |
| II  | Indus – Valley Civilization Important sites – Kalibangan, Sinnauli, Alamgirpur.   | 15                      |                 |
| III   | Historicity of the Mahabharata war, Hastinapur and Indraprastha.  | 15                      |                 |
| IV  | First and Second War of Tarain  | 5                       |                 |
| V   | Three battles of Panipat, Maratha Movements Sindhia and Holkar in Meerut and Delhi Region.  | 10                      |                 |
| VI  | Indian Revolution of 1857 in the Kuru Region – outbreak and nature.   | 5                       |                 |
| VII   | Indo Pak wars of 1965, 1971, Indo-China war-1962, Kargil War.   | 10                      |                 |
| <b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.  |   |                         |                 |
| <b>Suggested Readings:</b>  |   |                         |                 |
| <ul style="list-style-type: none"> <li>• P.K. Balakrishnan – Battle Beyond Kurukshetra.</li> <li>• Amit Rai Jain and Anchal Jain – Harrappan Civilization.</li> <li>• Kartikeya Shukla – The Indus Valley Civilization.</li> <li>• Virendra Singh Rathor – Prithviraj Chauhan.</li> </ul>   |   |                         |                 |
| <b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b>  |   |                         |                 |
| <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>   |   |                         |                 |
| <b>Suggested equivalent online courses.</b>   |   |                         |                 |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.  |   |                         |                 |

| Programme as per NE   | Class   | Year                    | Semester        |
|---|---|-------------------------|-----------------|
| Certificate   | B.A.  |                         | I/III           |
| Subject : History   |   |                         |                 |
| <b>Course Code:</b>   | <b>Course Title: Tourism &amp; Cultural Heritage</b>  |                         | <b>(Theory)</b> |
| <b>Course Outcome</b> – India has rich cultural heritage. It taught people to live in peace and Harmony. This aims at to familiarize students with this rich cultural heritage of India. Study of important tourist places of India will help students to know about the diversify nature of India. |   |                         |                 |
| <b>Credits : 3</b>  |   | <b>Core Compulsory</b>  |                 |
| Max. Marks: 25+75 (25) Internal + External  |   | Min. Passing Marks : 40 |                 |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 3-0-0  |   |                         |                 |
| Unit  | Topic   | No. of Lectures=45      |                 |
| I   | (A) Tourism: Concept, Definition, Tourism Products<br>(B) Guide: Principles of guiding, Types of Guide<br>(C) Tourist: Definition, Types of Tourist<br>Culture: Concept, Definition, scope in relation to Heritage.<br>Heritage: Concept, Definition. | 10                      |                 |
| II  | (A) Indian Culture: Salient features, Traditions and Customs.<br>(B) Fairs: Concept, Definition, Bala Sundari fair, Gugal Fair, Kumbha.<br>(C) Festivals: Dusshera, Deepawali and Holi, Eid-ul-Fitar, Christmas.                                      | 10                      |                 |
| III   | Important Historical Places: Maa Shakumbari Devi Shakti Peeth, Deoband<br>Darul Ulum, Sinauli<br>Archaeological Importance: Hastinapur, Hullas, Lakha Mandal.   | 10                      |                 |
| IV  | Historical Importance: 1857 and Saharanpur Division.<br>Gandhian Movements and Historical Personalities of Meerut and Saharanpur division.  | 15                      |                 |
| <b>Teaching Learning Process</b> : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.  |   |                         |                 |
| <b>Suggested Readings:</b>  |   |                         |                 |
| <ul style="list-style-type: none"> <li>• Neeraj Aggarwal – Tourism and Cultural Heritage of India.</li> <li>• Madhukar Kumar Bhagat – Indian Heritage, Art and Culture.</li> <li>• Devdutt Pattnaik – Indian Culture Art and Heritage.</li> </ul>   |   |                         |                 |
| <b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b>  |   |                         |                 |
| <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>   |   |                         |                 |
| <b>Suggested equivalent online courses.</b>   |   |                         |                 |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.  |   |                         |                 |