

Guru Kashi University



Master of Arts in History

Session 2024-25

Department of History

Graduate Attributes:

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

Program Learning Outcomes:

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

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

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

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

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

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

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

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

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

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

Evaluation Criteria for Theory Courses

A. Continuous Assessment: [25 Marks]

- i. CA1 Surprise Test (Two best out of three) - (10 Marks)
 - ii. CA2 Assignment(s) (10 Marks)
 - iii. CA3 Term Paper/Quiz/Presentations (05 Marks)
 - iv. Attendance (5 marks)
- B. Attendance (5 Marks)**
- C. Mid Semester Test: [30Marks]**
- D. End-Semester Exam: [40 Marks]**

Semester-I**Course Title: History of Punjab (1469-1799)****Course Code: MHI101**

L	T	P	Cr.
4	0	0	4

Total Hours 60

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

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

Course Content**UNIT-I****15 Hours**

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

UNIT-II**15 Hours**

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

UNIT-III**15 Hours**

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

UNIT-IV**15 Hours**

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

Transaction Mode

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

Suggested Readings

- Arora A.C, *History of Punjab*, Sugamya Pustakalaya, 1860.

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

Websites:

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

Course Title: History of Ancient India from Earliest Times to Gupta Empire

Course Code: MHI102

L	T	P	Cr.
4	0	0	4

Total Hours: 60

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

1. Perceive various sources to study the history of ancient India.
2. Enhance the knowledge of the learner about Indus Valley Civilization.
3. Enhance the knowledge about Buddhism and Jainism with emphasis on changes in the recent past.
4. Analyze the glory of Indian history during the Mauryan Empire.

Course Content

UNIT-I

15 Hours

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

UNIT-II

15 Hours

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

UNIT-III

15 Hours

Jainism and Buddhism, the Mauryan Empire

UNIT-IV

15 Hours

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

Transaction Mode

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

Suggested Readings:

- Majumdar, R.C, *The Vedic Age*, Munshi Ram Manohar, 2010
- Goyal, S.R, *A History of Indian Buddhism*, Chicago, 1974.
- Singh, Upinder, *A History of Ancient and Early Medieval India*, 2008
- Thapar, Romila, *The Penguin History of Early India; From the Origin to A.D. 1300*, Penguin, London, 2002.
- Thapar, Romil, *Asoka and the decline of the Mauryas*, Oxford, Dehli, 2012
- PiggotStuar, *Prehistoric India*, Oxford Publishers, New Delhi, 1996
- Wheeler, M, *Indus Valley Civilization*, Gandhari Book Depot, Bikaner, 1999.

Websites:

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

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

Course Code: MHI114

L	T	P	Cr.
4	0	0	4

Total Hours: 60

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

1. Enhance the knowledge of the learner about the history of Delhi Sultanate.
2. Understand the market system and economic development during this period.
3. To know the policies of Feroz Shah Tughlaq, Invasion of Timur, Lodi dynasty and fall of Dehli Sultanate.
4. Learn about the administrative structure of Dehli Sultnate, Bahmani and Vijaynagar Kingdoms.

Course Content

UNIT-I

18 Hours

Sources of the History of the Sultanate period: with special reference to Alberuni's India, Barni's Tarikh-i-Ferozshahi and travels of Ibn Batuta; political condition of India in 1000 A.D; Invasions of Mahmud Ghazni and Muhammad Ghori. Consideration of the Turkish rule under the Slave Rulers with special reference to the measures taken by Iltutmish and Balban

UNIT-II

15 Hours

Rise of Khaljis; Jalaluddin Khalji, Economic and Military Reforms of Alauddin Khalji, Alauddin's Deccan Policy. Rise of Tughlaqs: Career, conquests and Administration of Ghyas-ud-din Tughlaq; Mohammad Tughlaq's experiments.

UNIT-III

12 Hours

Administrative policies of Feroz Tughlaq; Invasion of Timur and its effects; factors responsible for the downfall of Tughlaq dynasty. Rise of Lodis; Lodi Polity; Fall of Delhi Sultanate

UNIT-IV

15 Hours

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

Suggested Readings:

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

Websites:

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

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

Course Code: MHI115

L	T	P	Cr.
2	0	0	2

Total Hours: 30

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

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

Course Content

UNIT-I

8 Hours

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

UNIT-II

8 Hours

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

UNIT-III

7 Hours

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

UNIT-IV

7 Hours

Mathematics and Astronomy: Baudhayana, Aryabhatta, Brahmgupta, Bhaskaracharya, Varahamihira, Nagarjuna, yoga and Patanjali

Transaction Mode

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

Suggested Readings:

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

Websites

- <https://tamizhibooks.com/product/science-and-technology-in-the-development-of-india/>
- <https://www.exoticindiaart.com/book/details/science-and-technology-in-india-through-ages-nab788/>
- <https://tamizhibooks.com/product/science-and-technology-in-the-development-of-india/>

Course Title: Socio-Economy History of the Punjab from 16th to Early 19th Century
Course Code: MHI116

L	T	P	Cr.
3	0	0	3

Total Hours: 45

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

1. Evaluate the conditions of Punjab which support the emergence of Sikh Panth
2. Know the Concept of Martyrdom and learn their encounters with the Mughals
3. Know about some of the basic tenets of Sikhism, Village organisation and peasantry movements.
4. Know about some of the basic tenets of Sikhism, Village organisation and peasantry movements
5. To Analyze the economic condition of medieval Punjab

Course Content

Unit-I

15 Hours

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

Unit-II

10 Hours

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

Unit-III

10 Hours

State and the Sikh Society. Village Organization and Peasantry.

Unit-IV

10 Hours

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

Suggested Readings

- Baden Powell, *The Land System of British India*, Vol.-II, Original Publishers, Delhi, 1974.
- Bajwa, Fauja Singh, *The Military System of the Sikhs (1799-1849)*, Motilal Baharsidas, Delhi, 1964.
- Bajwa, Fauja Singh, *After Ranjit Singh*, Master Publishers, New Delhi 1982.

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

Websites:

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

Course Title: History of the World From Renaissance to Industrial World

Course Code: MHI119

L	T	P	Cr.
4	0	0	4

Total hours: 45

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

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

Course Content

UNIT-I

10 Hours

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

UNIT- II

10 Hours

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

UNIT-III

10 Hours

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

UNIT-IV

15 Hours

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

Transaction Mode

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

Suggested Readings

- John A Garraty, *A History of the World 1789-1957 Vol-III*, Harper and Row, London, 1972.
- Leo Gershoy, *French Revolution and Napoleon*, E-Artnow, 2019.
- Lucas Henry S, *The Renaissance and Reformation*, Oxford, 2012

- S A Pakeman, *The Modern World 1789-1957*, Jain and Mathur, Dehli, 2015
- Will Durant, *The Reformation*, Oxford, 1970.
- Wood Ward, *History of United States, Atlantic, Darya Ganj, New Delhi*, 2006.

Websites

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

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

Course Code: MHI105

L	T	P	Cr.
3	0	0	3

Total Hours: 45

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

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

Course Content

UNIT-I

10 Hours

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

UNIT-II

10 Hours

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

UNIT-III

10 Hours

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

UNIT-IV

15 Hours

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

Transaction Mode

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

Suggested Readings

- Goyal, S.R, *A History of Indian Buddhism*, Chicago,1974.
- Majumdar, R.C., *The Vedic Age*, Munshi Ram Manohar,2010

- Singh, Upinder , *A History of Ancient and Early Medieval India*, 2008
- Thapar, Romila, *The Penguin History of Early India; From the Origin to A.D. 1300*, Penguin, London, 2002.
- Thapar, Romila, *Asoka and the decline of the Mauryas*, Oxford, Delhi, 2012.

Website

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

Course Title: Historiography**Course Code: MHI117**

L	T	P	Cr.
3	0	0	3

Total Hours: 45

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

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

Course Content

UNIT-I

10 Hours

Definition and Nature of History Scope and Purpose of History

UNIT-II

10 Hours

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

UNIT-III

15 Hours

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

UNIT-IV

10 Hours

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

Transaction Mode

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

Suggested Readings

- SK Bajaj, *History: Its Philosophy, Theory and Methodology*, Lotus Press, Bombay, 2001.
- Sheikh Ali. B, *History: Its Theory and Method*, Castle Printers, Jaipur, 1998.

- WH Walsh, *The Philosophy of History*, Oxford Press, New Delhi, 2006.
- RG Collingwood, *Idea of History*, Curzon Press, Calcutta, 1996.
- Anderson, Darston, *Thesis and Assignment Writing & Poole*, Cambridge Press, Cambridge University, 2001.

Website

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

Course Title: Textual Sources of Indian History**Course Code: MHI118**

L	T	P	Cr.
3	0	0	3

Total Credit: 45

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

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

Course Content**UNIT-I****10 Hours**

Kautilya, Arthashastra Kalhana, Rajatarngini

UNIT-II**10 Hours**

Babar, Babarnama AbulFazal, Akbarnama

UNIT -III**10 Hours**

Guru Gobind Singh, Zafarnama Baghat Singh, Selected Works

UNIT -IV**15 Hours**

Gandhi, HindSwaraj Ambedkar, The Annihilation of Caste

Suggested Readings

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

Websites:

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

Semester 2nd**Course Title: History of Punjab from 19th to mid 20th Century****Course Code: MHI226**

L	T	P	Cr.
4	0	0	4

Total Hours: 60

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

1. Enhance the knowledge of the learner about the History of Punjab.
2. Learn about the knowledge of the learner about the history of Punjab.
3. Provide information regarding Political, economic, socio and religious movements during that time
4. Enhance the knowledge about Re-Organisation of the Punjab.

Course Content**UNIT-I****15 Hours**

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

UNIT-II**15 Hours**

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

UNIT-III**15 Hours**

Socio Religions reforms movement in the late 19th Century; Kuka movement, Singh Sabha Movement, Arya Samaj, Land marks in freedom struggle of the Punjab: Agrarian unrest 1907, Ghadar Movement, JallianWalaBagh, Gurdwara Reforms Movement, NaujawanSabha.

UNIT-IV**15 Hours**

Factor leading to the partition of Punjab & its impact, Circumstances leading to the Re-Organization of the Punjab in 1966.

Suggested Readings:

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

Websites:

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

Course Title: History of India from 16th to 17th Century
Course Code: MHI220

L	T	P	Cr.
4	0	0	4

Total Hours: 60

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

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

Course Content

UNIT-I

15 Hours

Sources of Mughal Indian History with special reference to Tuzk-i-Baburi, Akbarnama, Muntkwal-ul-Twarikh. Socio-Political condition of India on the eve of Babur's invasion

UNIT-II

15 Hours

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

UNIT-III

15 Hours

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

UNIT-IV

15 Hours

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

Transaction Mode

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

Suggested Readings

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

Websites:

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

Course Title: Oral History**Course Code: MHI221**

L	T	P	Cr.
2	0	0	2

Total Hours 30

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

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

Course Content

UNIT-I

10 Hours

Defining orality, oral history, and oral tradition, History and significance of oral history in historical research, Distinction between oral tradition and oral history

UNIT-II

10 Hours

Planning and conducting oral history interviews, Ethical and legal considerations, Documentation and archiving of oral histories

UNIT-III

15 Hours

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

UNIT-IV

10 Hours

Oral History and Preservation: Role of oral history in preserving historical information and its significance in historical research, Oral history and digital media.

Transaction Mode

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

Suggested Readings:

- Mahajan, Sucheta. (2011). "Beyond the Archives: Doing Oral History in Contemporary India". *Studies in History*, 27(2): 281–298. DOI: 10.1177/0257643012459422.
- Ror, Anjali Gera. (2020). *Memories and Postmemories of the Partition of India*. New York: Routledge.
- Chawla, Devika. (2014). *Home Uprooted: Oral Histories of India's Partition*. New York: Fordham University Press.
- Chowdhury, Indira. (2014). "Speaking of the Past: Perspectives on Oral History". *Economic & Political Weekly (EPW)*, XLIX No. 30.
- Baylor University's Institute for Oral History. (n.d.). *The Oral History Manual*. Retrieved from https://guides.lib.jmu.edu/oral_history/books.
- Perks, R., & Thomson, A. (1998). *The Oral History Reader*. Routledge.
- Perks, R., & Thomson, A. (2006). *The Oral History Reader*. Routledge.
- Ritchie, D. (2003). *Recording Oral History: A Guide for the Humanities and Social Sciences*. Sage Publications.
- Thompson, P. (1978). *The Voice of the Past: Oral History*. Oxford University Press.
- "Speaking of the Past: Conversations with Komal Kothari" by KamlaBhasin and RituMenon (1998).
- "The Trauma and the Triumph: Gender and Partition in the Eastern Region" by Dipti Bhadra (2004).
- Oral History and Partition Studies" by Kathryn Hansen (2001) Published in "India and Pakistan: Continuities and Discontinuities" edited by Gustafsson & Mishra.
- Anderson, Kathryn, and Dana C. Jack. "Learning to Listen: Interview Techniques and Analyses." Chap. 1 in *Women's Words: The Feminist Practice of Oral History*, edited by Sherna Berger Gluck and Daphne Patai, 11-26. New York: Routledge, 1991. (EB, at <https://gouchercollege.on.worldcat.org/oclc/826854704>).
- Boyd, Doug. "Designing an Oral History Project: Questions To Ask Yourself." Oral History in the Digital Age, at <http://ohda.matrix.msu.edu/2012/06/designing-an-oral-history-project>).
- Bozelli, Belinda. "Interviewing the Women of Phokeng." In *The Oral History Reader*, 3rd ed., edited by Robert Perks and Alistair Thomson, 212-222. London: Routledge, 2016. (EB at <https://www.taylorfrancis.com/goucher.idm.oclc.org/books/9781317371328/chapters/10.4324%2F9781315671833-22>).

- Bryan, Brooke. "A Closer Look at Community Partnerships." *Oral History Review* 40, no. 1 (Winter/Spring 2013): 75-82.
- Shopes, Linda. "Legal and Ethical Issues in Oral History." In *Handbook of Oral History*, edited by Thomas Charlton, Lois Myers, Rebecca Sharpless, 135 – 169. Walnut Creek, CA: AltaMira Press, 2006.
- Yow, Valerie. "Analysis and Interpretation." In *Recording Oral History: A Guide for the Humanities and Social Sciences*, 2nd ed., 282-310. Walnut Creek, CA: AltaMira, 2005.
https://goucher.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=246930&site=ehost-live&scope=site&ebv=EB&ppid=pp_282
- Yow, Valerie. "Oral Interviewing Techniques and Strategies." In *The Oral History Reader*, 3rd ed., edited by Robert Perks and Alistair Thomson, 153-178. London: Routledge, 2016.
<https://www.taylorfrancis.com/goucher.idm.oclc.org/books/9781317371328/chapters/10.4324%2F9781315671833-19>
- Yow, Valerie. "Oral History and Memory." In *Recording Oral History: A Guide for the Humanities and Social Sciences*, 2nd ed., 35-67. Walnut Creek, CA: AltaMira, 2005.

Course Title: History of India in 18th Century**Course Code: MHI222**

L	T	P	Cr.
3	0	0	3

Total Hours 45

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

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

Course Content**UNIT-II****15 Hours**

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

UNIT-II**15 Hours**

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

UNIT-III**10 Hours**

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

UNIT-IV**10 Hours**

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

Transaction Mode

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

Suggested Readings:

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

Websites:

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

Course Title: Peasant and Labour Movements in India**Course Code: MHI216**

L	T	P	Cr.
3	0	0	3

Total Hours: 45

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

- 1 To study the causes of Peasant Movements in India.
- 2 Examine the various Peasant revolts and agitation against the British government.
- 3 Evaluate the various SatyagrahAndolans which were part of Peasant Movement and Indian freedom movement.
4. Learn about the emergence and impact of various peasant movements in Colonial India

Course Content

UNIT-I

10 Hours

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

UNIT-II

15 Hours

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

UNIT-III

10 Hours

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

UNIT-IV

10 Hours

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

Suggested Readings

- Bose, Sujata, Peasant, *Labour and Colonial Capital: Rural Bengal*, B.R. Publishing House, New Delhi, 1994.
- Dale, S. *Islamic Society on the South Asian Frontier: The Mopillas of Malabar*

1498-1922, Oxford Press, New Delhi, 1989.

- Desai, A.R., *Peasant Struggle in India*, Bansi Lal Publications, Jalandhar, 1995.
- Jana Matson, *Women and Social Change in India*, Heritage Publishers, New Delhi, 1979
- 'Pardeshi, Pratima, *Dr. Ambedkar Ani Strimukti*, Savitra Bai Parkashan, Pune, 1998

Websites:

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

Course Title: History of World (1870-1956)**Course Code: MHI223**

L	T	P	Cr.
3	0	0	3

Total Hours: 45

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

1. To enhance the knowledge about Bismark's policies, Fascism and Nazism.
2. Understand the important revolutions from 1905 to 1949.
3. Evaluate the World Economic Depression and World War-II
4. Analyze the formation of UNO and development of South, East Asia.

Course Content

UNIT- I

7 Hours

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

UNIT-II

8 Hours

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

UNIT- III

20 Hours

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

UNIT-IV

10 Hours

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

Suggested Readings

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

Websites

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

Course Name: History of India in 17th Century**Course Code: MHI224**

L	T	P	Cr.
3	0	0	3

Total Hours: 45

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

1. Analyze the causes and effects of decline of Mughal Empire
2. Assess the background of the rise of Marathas & Sikh Empires
3. Describe the political relationship British Government with Marathas, Mughals & Sikhs
4. Discuss the various Acts and policies towards Indian States formed by the British Governors

Course Content

UNIT-I

10 Hours

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

UNIT-II

10 Hours

Sikh-Mughal and Sikh – Afghan Confrontation; Causes of Sikh Victory. Re-emergence and fall of Marathas, 1761-1818; Rise and Fall of Mysore; Hyder Ali and Tipu Sultan.

UNIT-III

10 Hours

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

UNIT-IV

15 Hours

Parliamentary legislations; the Regulating Act, 1773; Pitt's India Act, 1784; Charter Act, 1793; Charter Act, 1813 and the growth of opposition to company's monopoly of eastern trade.

Evolution of British policy towards Indian States with special reference to Cornwallis, Wellesley and Lord Hastings.

Suggested Readings:

- Misra, B.B., *Administration History of India*, 1824-1947, Kanha Publications, Meerut, 1990
- Swinson, Arthur, *North West Frontier*, Oxford Press, New Delhi, 1997.
- Majumdar, R.C., *The Sepoy Mutiny and Revolt of 1857*, Kasturi Lal publications, Jalandhar, 1999.
- Sen, S.N., *Eighteen Fifty Seven*, Mansi Prakshan, Raipur, 1993
- Gopal, S., *British Policy of India, 1853-1905*, MeenakshiPrakshan, Jaipur, 1990

Websites:

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

Course Name: Introduction to Archival Study**Course Code: MHI225**

L	T	P	Cr.
2	0	0	2

Total Hours-30

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

1. Understand the basic concepts of Archives.
2. Learn about the Significance of archives in the History and the nature of various archives
3. Enhance the knowledge of learners about the different kinds Archives.
4. To study about the ethics and Law of Archival Policies.

Course Content**UNIT I** **10 Hours**

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

UNIT I **5 Hours**

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

UNIT I **5 Hours**

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

UNIT I **10 Hours**

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

Suggested Readings:

- Sengupta, S. Experiencing History through Archives. Delhi: MunshiramManoharlal, 2004.
- Guha, Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in Colonial India, New York, 2004
- Houdhary, R.D. Museums of India and their maladies, Calcutta, 1988

Website link

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

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

Semester 3rd

Course Title: National Movement in Indian Constitutional Development (1858-1930)

Course Code: MHI318

L	T	P	Cr.
4	0	0	4

Total Hours 60

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

Analyse the Queen's Proclamation of 1858 and various Acts

1. Analyze the causes and effects of National movements
2. Justify the role of M.K. Gandhi in Indian Freedom Movement
3. Justify the role of M.K. Gandhi in Indian Freedom Movement
4. Know about the various agitation and movements which were support the Indian Freedom Movement.

Course Content**UNIT-I****15 Hours**

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

UNIT-II**15 Hours**

Rise of the Extremism: Estimate of their work and Surat Split: Muslim League, Minto- Morley Reforms 1909, Revolutionaries Movements in India; The Gadhar Movement, Home Rule Movement (1915-1918, Role of Tilak and Annie Besant

UNIT-III**10 Hours**

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

UNIT-IV**20 Hours**

Agitation against Rowlatt Bills; JallianwalaBagh Massacre and its impact; Khilafat Movement; Non Co-operation Movement, Simon Commission.

Suggested Readings

- B.R. Nanda ,*Making of a Nation :Independence* , Haper-Collins, New Delhi, 1998

- Bisheshwar Prasad *Bondage and Freedom*, Rajesh Pub. New Delhi, 1977.
- Kulke H. and D, *History of India Australia*, Kruk Helkms, 1986.
- Judith Browne, *Modern India* , Rise of an Asian Democracy, Delhi, 1984.
- BipanChandra *India Struggle for Independence Delhi*, Penguin, 1996).

Websites:

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

Course Name: Historical Sources**Course Code: MHI319**

L	T	P	Cr.
2	0	0	2

Total Hours:30

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

1. Examine the nature, concept and theories of History
2. Analyze the various research methods in history.
3. Learn about the research and art of writing history.
4. Know about the ethics of research and moral values of History

Course Content**UNIT-I****10 Hours**

Research meaning: Nature and Types Methods of Research; Historical Methods, Survey.

UNIT-II**5 Hours**

Types of Sources, Internal & External Criticism

UNIT-III**5 Hours**

Art of Historical writing and problems Assignment and thesis Writing.

UNIT-IV**10 Hours**

Hypothesis. Moral Judgment in History

Suggested Readings

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

Websites

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

Course Name: Research Methodology**Course Code: MHI315**

L	T	P	Cr.
2	0	0	2

Total Hours 30

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

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

Course Content

UNIT-I

10 Hours

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

UNIT-II

5 Hours

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

UNIT-III

5 Hours

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

UNIT-IV

10 Hours

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

Transaction Mode

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

Suggested Readings:

- Ahuja Ram, *Research Methods*, Rawat, Jaipur, 2007.
- Carr, E.H. *What is History?*, Pelican Paperback, London, 2001

- Clark G. Kitson, *The Critical Historian*, Heinemann, London, 1967
- Collingwood, R.G., *Idea of History*, Oxford Paperback, London, 1936
- Gardiner, Patrick, *The Nature of Historical Explanation*, Oxford University Press, Oxford, 1978
- Jaspal Singh, *Methodology and Techniques of Social Research*, Kanishka, New Delhi, 2000.
- Lemon, MC, *Philosophy of History: A Guide for Learner*, Taylor and Francis, New York, 2003

Websites

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

Course Title: Research Proposal**Course Code: MHI398**

L	T	P	Credits
0	0	8	4

Learning Outcomes

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

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

Course Content

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

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

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

Evaluation

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

Transaction Mode

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

Course Title: Ethics & Intellectual Property Right**Course Code: MHI317**

L	T	P	Credits
2	0	0	2

Total Hours 30**Course Content****UNIT-I****15 Hours**

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

UNIT-II**15 Hours**

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

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

L	T	P	Cr.
0	0	4	2

Learning Outcomes

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

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

Course Content

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

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

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

Evaluation Criteria

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

Activity Evaluation

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

Transaction Mode

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

Course Title: Computer Lab**Course Code: MHI313**

L	T	P	Credits
0	0	2	1

Total Hours 30**Course Content****UNIT-I****10 Hours**

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

UNIT- II**5 Hours**

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

Suggested Readings

- Leon & Leon, “Introduction to Computers”, Vikas Publishing House, NewDelhi
- Saxena S., “MS Office Xp for Everyone”, Vikas Publishing House, New Delhi,2007
- June Jamrich Parsons, “Computer Concepts”, Thomson Learning, 7th Edition, Bombay White, “Data Communications & Computer Network”, Thomson Learning, Bombay
- Comer, “Computer networks and Internet”, Pearson Education,4e

Course Title: PROFICENCY IN TEACHING**Course Code: MHI397**

L	T	P	Credits
2	0	0	2

Total Hours: 30**Learning Outcomes**

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

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

Course content**UNIT I****10 Hours**

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

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

UNIT II**6 Hours**

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

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

UNIT III**7 Hours**

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

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

UNIT IV**7 Hours**

The importance of reflective practice in teaching - Self-assessment and

evaluation of teaching effectiveness –Need for Professional development - Teaching in multicultural and international classrooms - Culturally responsive teaching practices

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

Transaction Mode

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

Suggested Readings

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

Course Title: Indian Art and Architecture**Course Code: MHI320**

L	T	P	Credits
2	0	0	2

Total Hours: 30

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

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

Course Content

UNIT-I

10 Hours

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

UNIT-II

5 Hours

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

UNIT-III

5 Hours

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

UNIT-IV

5 Hours

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

Suggested Readings

1. Munshiram Manoharlal. Puri, B. B., *Vedic Architecture and Art of Living*, Vastu Gyan Publication, 1995.
2. Fergusson, James and James Burgess (reprint). *The Cave Temples of India*, New Delhi, Munshiram Manoharlal, 2000.
3. Ghosh, A.: *Jaina, Art and Architecture (Vol 1-3)*, New Delhi: Bharatiya Jnanapith, 1974.

4. Hawkes, J. and Akira Shimada (ed.), *Buddhist Stupas in South Asia*, New Delhi, Oxford University, 2009.
5. Huntington, Susana. L. with John Huntington, *The Art and Architecture of India*, New York, Weatherhill, 1985
6. Goetz, Hermann, *India: five thousand years of Indian art*, Vol. 1. London: Methuen, 1964.
7. Craven, Roy C, *Indian Art: A Concise History*, Thames and Hudson, 2006.

Websites:

- https://www.academia.edu/31801972/History_of_Architecture
- <http://www.ancientgreece.com/s/Art/>
- https://buddiess.weebly.com/uploads/3/9/6/5/39652708/hindu_architecture__1_vedic__2_.pdf
- https://www.indianetzone.com/42/art_vedic_period.htm

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

L	T	P	Credits
2	0	0	2

Total Hours- 30

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

1. To know about the Independence, Partition and Rehabilitation and Republic Constitution
2. Examine the various concepts - Problem of Kashmir; Integration of the Princely States; Linguistic Reorganization of States
3. Categorize the causes and effects of Partition of India.
4. Analyse and become familiar with India's diplomatic agenda and current engagements with partner countries

Course Content

UNIT-I

10 Hours

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

UNIT-II

10 Hours

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

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

UNIT-III

5 Hours

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

UNIT-IV

5 Hours

Foreign Policy: India and the Non-Aligned Movement: Indo-Pak Relations; Sino-Indian Relations; India's Relations with the U.S.A. and the U.S.S.R.

Growth of the Parliamentary Democracy: National Political parties; Electoral Politics at the National Level; Centre-State Relations; Democratic Decentralization

Suggested Readings

- Balbushevik, A. & A. M. Dyakov *A Contemporary History of India*, Orient

Press, New Delhi, 1998.

- Basu, D.D., Shorter *Indian Constitution*, Oxford Press, New Delhi, 1993
- Bethlehem, Charles, *India Independent*, Cambridge Press, Colombia, 1997.
- Bose, Sumandra, *The Kashmir Problem*, Kasturi Lal Publications, Jalandhar, 1989.
- Brass, Paul R., *The Politics of India Since Independence*, MeenakshiPrakashan, Jaipur, 1995

Semester 4TH**Course Title: Dissertation****Course Code: MHI401**

L	T	P	Credits
0	0	0	20

Course Learning Outcomes

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

- Select a research area of their interest
- Identify the gaps in research area
- Analyze the significance of the area for research
- Write a thematic paper on any contemporary issue
- Write references and bibliography using a standard format

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

There will be two presentations on the theme selected.

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

- Content of the focus area
- Significance of the area
- Presentation Techniques
- Response to questions asked by examiners

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

Course Title: Seminar**Course Code: MHI402**

L	T	P	Credits
0	0	0	2

Total Hours: 15**Course Learning Outcomes**

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

1. Identify local problems.
2. Analyze and explore different solutions applicable at regional, national and global level.
3. Evaluate and apply solutions in the local area.
4. Design techniques for solutions of identified problems.

The students will be sent to nearby villages to identify community based problems during first two weeks of the semester.

They will submit their proposals for project by 3rd week.

Research Report will be presented through seminar during 10th week of the semester.

Final evaluation will be conducted during 14th week.

The criteria of evaluation will be:

- | | |
|--|----|
| i. Significance and feasibility of the problem | 10 |
| ii. Method and procedure for the Research | 10 |
| iii. Project Report | 10 |
| iv. VIVA | 20 |

Total Marks	50
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