

DOCTOR HARISINGH GOUR VISHWAVIDYALAYA, SAGAR (M.P.)  
(A Central University)

# Ph.D.



**Structure, Scheme of Examination and Syllabi**

**Department of History**  
**School of Humanities and Social Science**  
**2021-22**



## Department of History

The Department of History is one of the oldest Departments at Sagar University (Presently Dr. Harisingh Gour Vishwavidyalaya, Sagar). It existed since the University's first inception in 1946. Since its inception, the Department has catered to the needs of higher education to thousands of students who are now being employed in different universities and colleges in India and abroad. For postgraduate level programmes, the curriculum has been regularly improved in tune with the advancement in historical research around the world. Presently we are following the National Curriculum Framework based on CBCS System. Keeping in tune with the Learning Outcomes-Based Curriculum Framework (LOCF), the Postgraduate Programme Curriculum has been recently recast. The present curriculum is therefore based on the LOCF framework.

History as we know is understood as the study of the past in relation to the present and for the benefit of the future. It is one of the oldest academic disciplines in social sciences and has remained vibrant as distinct knowledge of education and research for centuries. Over the ages, history shifted its priorities from one area of research to another with the advancement of knowledge, approaches and methodologies. Over the centuries, historical research has touched upon almost every walk of life and society. As a mother of social sciences, it encompassed all sets of humanity in the past ranging from the political, economic, social, and cultural life of the people to their ecology, environment, health, diseases, etc., which influenced the life of humans and societal development. Hence, with its wide canvas in time and space, history has touched upon all sets of human society and its environment. Due to its vastness and all-encompassing approach to past happenings, historical research is one of the most versatile fields of knowledge with each period bringing something new to scholarship in terms of new facts, concepts, approaches and methodologies. With this, there is still an infinite scope for growth and development in historical research. With this ample scope for development, historical research and teaching continue to remain vibrant in all colleges and universities around the world.

With such wide-ranging research and knowledge dissemination, history has not only brought to life many of the past happenings but also shows the present the way to deal with issues present for the benefit of future generations. History often points out the cause and



consequences of things happening in the past and teaches us how one may avoid failure in the present and the future. Hence, its direct applicability is always felt in the present and this makes history one of the indispensable subjects to be engaged with seriously not only within policy-making circles but also in the overall societal engagement in growth and development.

With such broad universal objectives in mind, the Department of History is deeply engaged with teaching and research over the decades. Following the national and international patterns, the Department is engaged with three broad specializations in History – Ancient (which covers from prehistoric to early 1200 Common Era), Medieval (which covers up to thirteenth to eighteenth centuries of CE) and Modern (which covers up to the present). While teaching takes the broad canvas followed across the globe, research is largely focused on the regional history of Central India (especially the History of Madhya Pradesh & Bundelkhand), Economic History, Dalit History, Research Methodology, Twentieth Century World and Gandhian thoughts.

### **Aims of Ph.D. Degree Programme in History**

The overall aims of the course curriculum for the Ph.D. degree programme in the Department of History are to help formulate postgraduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a Doctoral degree;

- Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate/postgraduate should be capable of demonstrating on successful completion of Ph.D.;
- Maintain national standards and international comparability of standards to ensure global competitiveness, and facilitate postgraduate mobility; and
- Provide higher education institutions and their external examiners an important point of reference for setting and assessing standards.

### **Programme Learning Outcomes for Ph.D. in History**

The outcomes and attributes described in the national qualification descriptors of LOCF are attained by learners through learning acquired on completion of the postgraduate programme of study. The programme of study is fine-tuned to be able to define the learning outcomes by





specifying the intended outcomes from that programme of study which must be achieved for the award of a degree. Programme learning outcomes are quite broad and are designed to capture the knowledge, skills, attitudes and values that are acquired through the Programme of study. It includes disciplinary-area specific skills that the programme cultivates and generic skills, including transferable global skills and competencies, the achievement of which the students of the programme of study should be able to demonstrate on completion of the programme of study for the award of the postgraduate degree qualification. It also focuses on knowledge and skills that prepare students for further study, employment, and citizenship. It also outlines the minimum essential learning required to successfully complete the programme of study. It also helps ensure comparability of learning levels and academic standards and provides a broad picture of the level of competence of Graduates of the programme of study. The Ph.D. programme of study encourages an inter-disciplinary approach to knowledge gathering and dissemination.

Some examples of desirable learning outcomes (disciplinary-area specific skills and attributes) that a postgraduate student of History should be able to learn are to:

Demonstrate:

- A fundamental and systematic or coherent understanding of the academic field of History, its different branches and applications, and its linkages with related disciplinary areas/subjects;
  - Procedural knowledge that creates different types of professionals related to the disciplinary/subject area of History, including professionals engaged in research and development, teaching and government/public service;
  - Skills in areas related to one's specialization within the disciplinary/subject area of History and current and emerging developments in the field of History.
- Demonstrate the ability to use the knowledge of History in formulating and tackling Historical-related problems and identifying and applying appropriate historical principles and methodologies to solve a wide range of problems associated with History.
- Recognize the importance of qualitative as well as quantitative data and approaches/methods for fully comprehending human history and society.



- Plan and execute History-related researches or field investigations, analyse and interpret data/information collected from different historical sources using appropriate methods, including the use of appropriate software such as programming languages and purpose-written packages, and report accurately the findings while relating the conclusions/findings to relevant theories of Historical research.

Demonstrate relevant generic skills and global competencies such as

- Problem-solving skills that are required to solve different types of History related problems with well-defined solutions, and tackle open-ended problems that may cross disciplinary-area boundaries;
- Investigative skills, including skills of independent inquiry/investigation of Historical-related issues and problems;
- Communication skills involving the ability to listen carefully, read texts and research papers analytically and present complex information in a concise manner to different groups/audiences;
- Analytical skills involving paying attention to detail and the ability to construct logical arguments using correct technical language related to History;
- ICT skills;
- personal skills such as the ability to work both independently and in a group.

Demonstrate professional behaviour such as:

- Being objective, unbiased and truthful in all aspects of work and avoiding unethical behaviour such as fabricating, falsifying, or misrepresenting data or committing plagiarism;
- The ability to identify the potential ethical issues in work-related situations;
- Appreciation of the intellectual property, environmental and sustainability issues;
- And promoting safe learning and working environment.

### **Course-Level Learning Outcomes (Ph.D. Programme)**

The programme learning outcomes are attained by learners through the essential learning's acquired on completion of selected courses of study within the programme. The term course is used to mean the individual courses/papers of study that make up the scheme of study for a programme. Course learning outcomes are specific to the learning for a given course of



study related to the disciplinary or interdisciplinary area. Course-level learning outcomes are aligned to programme learning outcomes. They are specific to a course of study within a given programme of study. They are performance/outcome-oriented. The achievement by students of course-level learning outcomes leads to the attainment of the programme learning outcomes. Course Objective is also provided with each paper/course of the Ph.D. programme. A unit-wise Learning outcome is provided with each paper/course of Ph.D. programme.

### General information about the Program

1. Name of the Program: Ph.D.

2 . Duration of the Program:

(a) Minimum duration: One Semester

3. Structure of the Program:

(a) Number of Core Courses- 03

(b) Minimum No. of elective-01

4. Scheme of Examination:

(a) Mid Semester Examination: 20 Marks

(b) Internal Assessment : 20 Marks

(c) End Semester Examination: 60 Marks

Internal Assessment will be done based on any one methodology:

1 Assignment

2 Presentation

3 Quiz

The distribution of Marks for Internal Assessment shall be as follows:

(i) Evaluation of any one Methodology: 15 Marks

(ii) Attendance : 05 Marks

The marks for attendance shall be awarded as follows:

(i) 75% and below : 00 Marks

(ii) > 75% and upto 80% : 01 Mark

(iii) > 80 % and upto 85% : 02 Mark

(iv) > 85 % and upto 90% : 03 Mark

(v) > 90% and upto 95% : 04 Mark

(vi) > 95% : 05 Mark

In order to be eligible to appear in End Semester Examination a student must appear in Mid Semester Examination and Internal Assessment.



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## Ph.D. Course work Program

The Course work is of one Semester. There will be three papers of 4 credits in the semester and 4 credits through review of published research

Total credits in the Semester = 18

Name of Course	Name of School	Subject	Course Code	Name of Paper	Credit
Ph. D.	School of Humanities & Social Sciences ( HSS- 20 )	History 23	HIS-CC- 141	Research Methodology	4
			HIS-CC- 142	Medieval & Modern Indian Historiography	4
			HIS-CC-143	Research and Publication Ethics	2
			HIS-EC – 145	Cultural Heritage of India (C.E. 1200-1947)	4
			HIS-EC-146	Representative Thinkers of Modern India	4
			HIS-EC -147	History of Bundelkhand	4
Review of Literature (Credits through review of published research) HIS-CC-144					4

Note: HIS-CC-141, HIS-CC-142, HIS-CC-143 & HIS-CC-144 are Compulsory and the researcher can choose only one elective out of three electives i.e. HIS-EC-144, HIS-EC-145 & HIS-EC-146.

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## Ph.D. I<sup>st</sup> Semester Course Work

<b>HIS-CC-141</b>	<b>Research Methodology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Contact Hours: 60**

### Course Objectives:

This course will help the students to develop an understanding of the Meaning and Importance of Research. This course will develop knowledge about the meaning and importance of Review of Literature and Hypothesis, Preparation of Research Synopsis/Research design, and Tools of data collection in research. This course will help in knowing about Interdisciplinary Research in Social Sciences & Nature of Research in Social Sciences and Historical Research methods. This course will help the students to develop an understanding of Primary & Secondary Sources, Applications of computers in Historical Research. Students will be able to study Archival studies & Library Work. Writing of Dissertation, Research Paper. Format of the thesis; Technicalities of the format.

<b>Unit</b>	<b>Course Content</b>	<b>Course/Learning outcomes: After Completion of the Unit student will be able to</b>
<b>Unit I</b>	Meaning and Importance of Research, Qualities of a good researcher and a supervisor, Selection of the topic of research/ research problem.	Will get in-depth knowledge about the Meaning and Importance of Research.
<b>Unit II</b>	Meaning and importance of Review of Literature and Hypothesis, Preparation of Research Synopsis/Research design, Tools of data collection in research: Interview Method, Questionnaire and Observation Method.	Will get knowledge about the meaning and importance of Review of Literature and Hypothesis, Preparation of Research Synopsis/Research design, and Tools of data collection in research.
<b>Unit III</b>	Interdisciplinary Research in Social Sciences. Nature of Research in Social Sciences Historical Research Method: Analytical Method, Scientific Method, Comparative Method, Critical Method, Oral Tradition, Qualitative and Quantitative methods.	Will be able to describe the conditions for the Interdisciplinary Research in Social Sciences, Nature of Research in Social Sciences & Historical Research Method.
<b>Unit IV</b>	Importance of Primary & Secondary Sources, Application of Computer in	Will get an understanding of Primary & Secondary Sources, Applications of computers



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	Historical Research- Data Collection through the internet; Limitations of E-resources.	in Historical Research.
<b>Unit V</b>	Collection and Selection of Data, Archival Study & Library Work. Writing of Dissertation, Research Paper. Format of the thesis; Technicalities of the format; scientific details about thesis format: Contents, Preface, Introduction & Use of References, Preparation of Bibliography.	Will get in-depth knowledge about Archival Study & Library Work. Writing of Dissertation, Research Paper. Format of the thesis; Technicalities of the format.

## Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicizing various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to un-learning prevailing misconceptions about historical developments and periods and to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries, PowerPoint presentations, and an appropriate field visit will be used where necessary.

## Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for the final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

## Essential Readings:

1. Tracy, J. Sarah, Qualitative Research Methods John Wiley & Sons, Ltd, The Atrium, Southern Gate, Chichester, West Sussex, U.K., 2013.
2. Kumar, Ranjit, Research Methodology, SAGE Publications India Pvt Ltd, New Delhi, 2011.
3. Kothari, C.R., Research Methodology, New Age International (P) Limited, Publishers, New Delhi, 2004.
4. Singh, Yogesh Kumar, Fundamental of Research Methodology Statistics, New Age International (P) Limited, Publishers, New Delhi, 2006.
5. राय, पारसनाथ, शैक्षिक अनुसंधान, लक्ष्मी नारायण अग्रवाल, आगरा, 2016.

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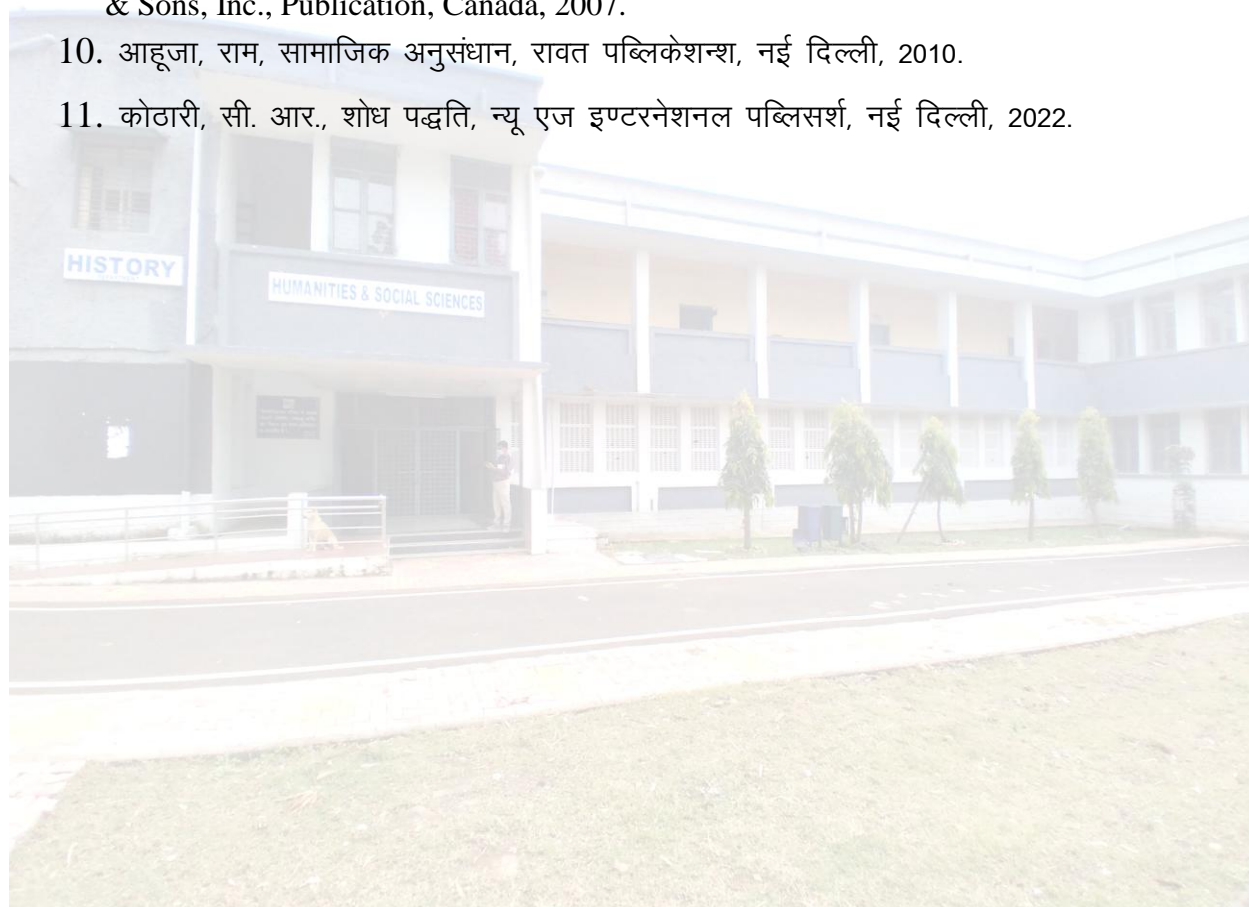
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6. सिन्हा, सावित्री और विजयेन्द्र स्नातक, अनुसंधान की प्रक्रिया, नेशनल पब्लिशिंग हाउस, दिल्ली, 1960.

## Suggested Readings:

7. Sharma D.C., Art of Research Writing, Asian Trading Corporation, Bangalore, 2010.
8. Singh, Pankaj, Shodh Pravidhi (Research Methodology), Balaji world of Books, New Delhi, 2020.
9. SARIS, WILLEM E. & IRMTRAUD N. GALLHOFER, D E S I G N , EVALUATION, AND ANALYSIS OF QUESTIONNAIRES FOR SURVEY RESEARCH, A John Wiley & Sons, Inc., Publication, Canada, 2007.
10. आहूजा, राम, सामाजिक अनुसंधान, रावत पब्लिकेशन्स, नई दिल्ली, 2010.
11. कोठारी, सी. आर., शोध पद्धति, न्यू एज इंटरनेशनल पब्लिसर्स, नई दिल्ली, 2022.



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## Ph.D. I<sup>st</sup> Semester Course Work

HIS-CC-142	Medieval and Modern Indian Historiography	L	T	P	C
		3	1	0	4

**Contact Hours: 60**

### Course Objectives:

This course will help the students to develop an understanding of the concept of Medieval Indian Historiography. This course will develop knowledge about the Historiography of the Sultanate and Mughal Period. This course will help in knowing about Orientalist, Imperialist, Nationalist, Marxist & Subaltern Historiography. This course will help the students to develop an understanding of the History Writing of W.H. Morland, Jadunath Sarkar, and Muhammad Habib. Students will be able to study the Historiography of K.P. Jayaswal, R.P.Tripathi & R.C. Majumdar.

Unit	Course Content	Course/Learning outcomes: After Completion of the Unit student will be able to
<b>Unit I</b>	Medieval Indian Historiography; Problems, Features & Progress of Medieval Indian Historiography.	Will get in-depth knowledge about Medieval Indian Historiography.
<b>Unit II</b>	Historiography of Sultanat and Mughal Period: Albaruni, Minhas- us-Siraj, Ziya-ud-Din Barni, Babar, Abdul Fazal, Gulbadan Begum and Badayuni.	Will get knowledge about the Historiography of the Sultanate and Mughal Period.
<b>Unit III</b>	Orientalist, Imperialist, Nationalist, Marxist & Subaltern Historiography.	Will be able to describe the conditions for the Orientalist, Imperialist, Nationalist, Marxist & Subaltern Historiography.
<b>Unit IV</b>	History Writing of W.H. Morland, Jadunath Sarkar, Muhammad Habib.	Will get an understanding of the History Writing of W.H. Morland, Jadunath Sarkar, and Muhammad Habib.
<b>Unit V</b>	Historiography of K.P. Jayaswal, R.P.Tripathi & R.C. Majumdar.	Will get in-depth knowledge about the Historiography of K.P. Jayaswal, R.P.Tripathi & R.C. Majumdar.

### Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is





broadly meant by the historical approach and the importance of historicizing various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to un-learning prevailing misconceptions about historical developments and periods and to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries, PowerPoint presentations, and an appropriate field visit will be used where necessary.

**Assessment Methods:**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for the final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

**Essential Readings:**

1. Hasan, Mohibbul& Muhammad Mujeeb, Historions of Medieval, India, Meenakshi Prakashan, Meerut, 1968.
2. Hasan, Mohibbul, Historians of Medieval India, Meenakshi Prakashan, Meerut,
3. Joshi, V. V., The Problem of History and Historiography, Kitabistan, Allahabad,
4. Majumdar, R. C., Historiography in Modern India, Asia Publishing House, Bombay, 1970.
5. Philips, C. H., Historians of India, Pakistan and Ceylon, Oxford University Press, New York,
6. Problems of Historical Writing in India, Proceeding of the Seminar Held at the Indian International Center, New Delhi, 1963.
7. Budha, Prakash, The Modern Approach to History.
8. Carr, E.H., What is History? Penguin Books, Macmillan, Reprint, 1975.
9. Mrwick, Arthur, The Nature of History, Macmillan, Reprint, 1973.
10. श्रीधरन, ई., इतिहास—लेख, ओरियंट ब्लैकस्वॉन, नई दिल्ली, 2016.
11. हबीब, इरफान, राष्ट्रीय आंदोलन विचारधारा और इतिहास, सहमत, नई दिल्ली, 2015.
12. थापर, रोमिला, इतिहास, काल और आदि कालीन भारत, ऑक्सफोर्ड युनिवर्सिटी प्रेस, नई दिल्ली, 2018.
13. थापर, रोमिला, सोमनाथ: इतिहास एक स्वर अनेक, ग्रंथ शिल्पी, नई दिल्ली, 2004.
14. हॉब्सबाम, इरिक, इतिहासकार की चिंता, ग्रंथ शिल्पी, नई दिल्ली, 2007.
15. शर्मा, तेजराम, इतिहासमें शोध विधि, कॉनसेप्ट पब्लिशिंग कम्पनी, नई दिल्ली, 2004.
16. गुप्त, हीरालाल, प्राचीन भारत के आधुनिक इतिहासकार, विश्वविद्यालय प्रकाशन, वाराणसी, 1990.
17. अग्रवाल, पी. के., इतिहास दर्शन, पृथ्वी प्रकाशन, वाराणसी, 1978.



18.वार्डर, ए. के., भारतीय इतिहास लेखन की भूमिका, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1987.

19.कार, ई. एच., इतिहास क्या है?

**Suggested Readings:**

20. Bajaj, Satish, K., Recent trends in Historiography, Anmol, New Delhi, 2001.

21. Collingwood, R.G., The Idea of History, Oxford University Press, London, Reprint, 1973.

22. Mishra, Ratneshwar, Region and Regional Historiography, in India: Some Reflections,

23. Mukhia, Harbans, Historians, and Historiography during the reign of Akbar, Delhi, 1976.

24. Sen, S.P., (ed.), Historians and Historiography in Modern India, Calcutta, Institute of Historical Studies, 1973.

25. Tikekar, S. R., On Historiography, Popular Prakashan, Bombay,

26. श्रीवास्तव बी.के. इतिहास लेखन, अवधारण, विधायें, एवं साधन, आगरा, 2005.

27. बुद्ध प्रकाश, इतिहास दर्शन, हिन्दी समिति, प्रायोग, 1962.

28. पाण्डेय, गोविन्दचन्द्र, इतिहास: स्वरूप एवं सिद्धांत, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2010.

29. चौबे, झारखण्डे, इतिहास—दर्शन, विश्वविद्यालय प्रकाशन, वाराणसी, 2014.

30. राधेशरण, इतिहास और इतिहास लेखन, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 2015.

31. सिंह, भगवान, प्राचीन भारत के इतिहासकार, सस्ता साहित्य मंडल प्रकाशन, नई दिल्ली, 2016.

32. सिंह, परमानन्द, इतिहास दर्शन, मोतीलाल बनारसीदास, नई दिल्ली, 2003.

33. वर्मा, लालबहादुर, इतिहास: क्यों—क्या—कैसे, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय, दिल्ली, 2010.

34. ईगलटन, टेरी, मार्क्सवाद और साहित्यालोचन, आधार प्रकाशन, पंचकूला, 2006.

35. ब्लाख, मार्क, इतिहासकार का शिल्प, ग्रंथ शिल्पी, नई दिल्ली, 2005.

36. मारविक, आर्थर, इतिहास का स्वरूप, ग्रंथ शिल्पी, नई दिल्ली, 2009.

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LOCF- Syllabus

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## Ph.D. I Semester

<b>HIS-CC-143</b>	<b>Research and Publication Ethics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>

**Contact Hours: 30**

### Course Objectives:

To understand the ethics of research and formalities to be followed for a good publication so that the research work could be meaningful.

<b>Unit</b>	<b>Course Content</b>	<b>Course/Learning outcomes: After Completion of the Unit student</b>
<b>Unit I</b>	<b>Philosophy and Ethics</b> <ol style="list-style-type: none"> <li>1. Introduction to philosophy: definition, nature and scope, concept, branches</li> <li>2. Ethics: definition, moral philosophy, nature of moral judgements and reactions</li> </ol>	Will get in-depth knowledge about the the concept of Philosophy and Ethics.
<b>Unit II</b>	<b>Scientific Conduct</b> <ol style="list-style-type: none"> <li>1. Ethics with respect to science and research</li> <li>2. Intellectual honesty and research integrity</li> <li>3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)</li> <li>4. Redundant publications: duplicate and overlapping publications, salami slicing</li> <li>5. Selective reporting and misrepresentation of data</li> </ol>	Will get knowledge about the scientific conduct of a researcher and the means to avoid Plagiarism
<b>Unit III</b>	<b>Publication Ethics</b> <ol style="list-style-type: none"> <li>1. Publication ethics: definition, introduction and importance</li> <li>2. Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.</li> <li>3. Conflicts of interest</li> <li>4. Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types</li> <li>5. Violation of publication ethics, authorship and contributorship</li> <li>6. Identification of publication misconduct,</li> </ol>	Will be aware of the ethical ways of publishing the research work



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	complaints and appeals 7. Predatory publishers and journals	
<b>Unit IV</b>	<b>Open Access Publishing</b> <ol style="list-style-type: none"> <li>1. Open access publications and initiatives</li> <li>2. SHERPA/RoMEO online resource to check publisher copyright &amp; self-archiving policies</li> <li>3. Software tool to identify predatory publications developed by SPPU</li> <li>4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggested, etc.</li> </ol>	Will get an understanding of open access publishing and how to use the software to so.
<b>Unit V</b>	<b>Publication Misconduct</b> <ol style="list-style-type: none"> <li><b>A. Group Discussions</b> <ol style="list-style-type: none"> <li>1. Subject specific ethical issues, FFP, authorship</li> <li>2. Conflicts of interest</li> <li>3. Complaints and appeals: examples and fraud from India and abroad</li> </ol> </li> <li><b>B. Software Tools</b> <ol style="list-style-type: none"> <li>1. Use of plagiarism software like Tumitin, Urkund and other open source software tools</li> </ol> </li> </ol>	Will be able to get knowledge about publication misconduct through group discussion and software tools.
<b>Unit VI</b>	<b>: Databases and Research Metrics</b> <ol style="list-style-type: none"> <li><b>A. Databases</b> <ol style="list-style-type: none"> <li>1. Indexing databases</li> <li>2. Citation databases: Web of Science, Scopus, etc.</li> </ol> </li> <li><b>B. Research Metrics</b> <ol style="list-style-type: none"> <li>1. Impact Factor of journal as per Journal Citation Report, SNIP, SIR, IPP, Cite Score</li> <li>2. Metrics: h-index, g index, i10 index, altmetrics</li> </ol> </li> </ol>	Will get knowledge about databases and different impact factors and research Metrics.

## Teaching Learning Process:

Classroom teaching will be supported by group discussions or group presentations on specific themes/readings. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions. Supporting audio-visual aids like documentaries, power point presentations will also be used where ever necessary.

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LOCF- Syllabus

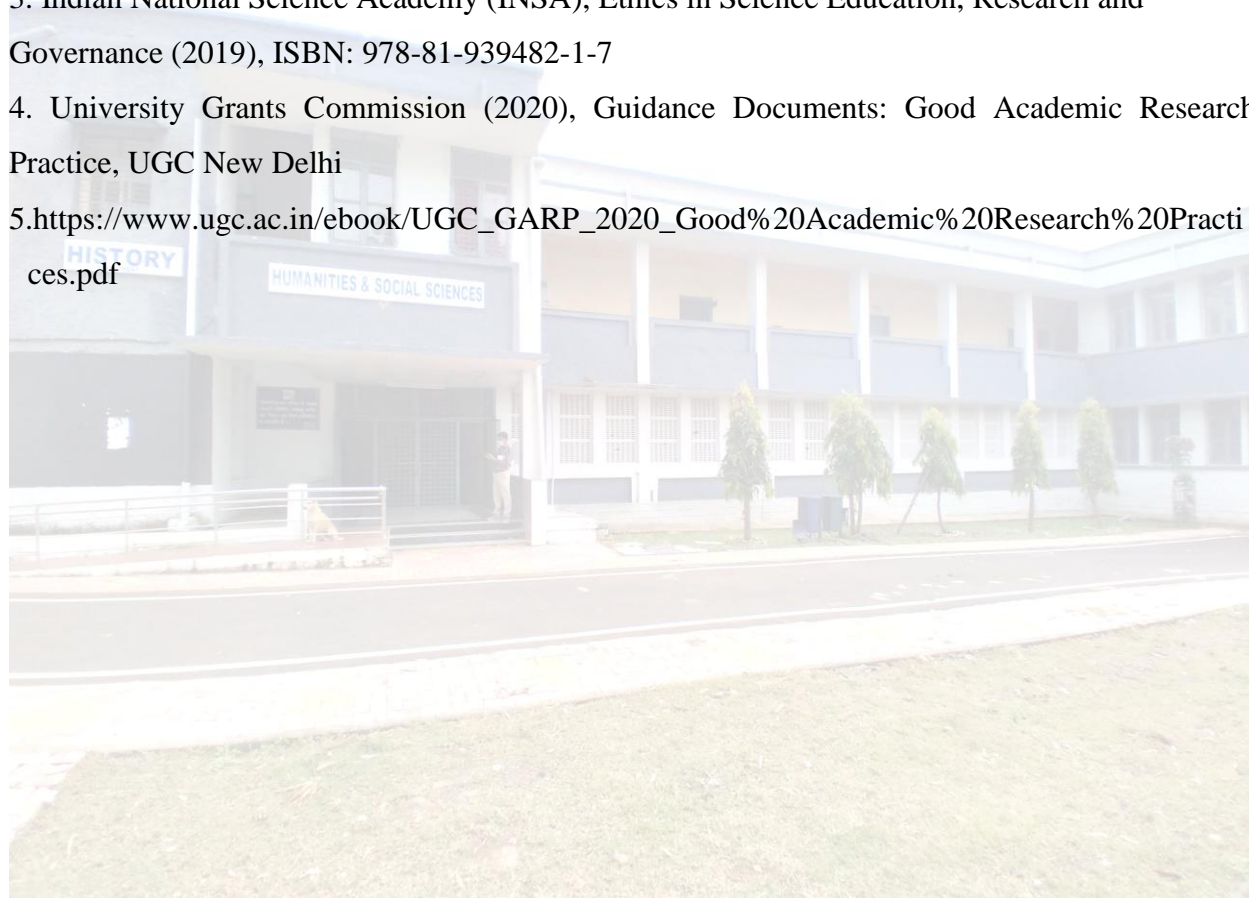
Department of History

## Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain the contents and their relevance in syllabi.

## Reference:

1. Bird A. (2006), Philosophy of Science, Routledge
2. MacIntyre. A (1967), A Short History of ethics, London
3. Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN: 978-81-939482-1-7
4. University Grants Commission (2020), Guidance Documents: Good Academic Research Practice, UGC New Delhi
5. [https://www.ugc.ac.in/ebook/UGC\\_GARP\\_2020\\_Good%20Academic%20Research%20Practices.pdf](https://www.ugc.ac.in/ebook/UGC_GARP_2020_Good%20Academic%20Research%20Practices.pdf)



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## Ph. D. Course Work

HIS-EC-145	Representative Thinkers of Modern India	L	T	P	C
		3	1	0	4

Contact Hours :60

### Course Objectives:

The Scholars of History must be aware of different ideological & Philosophical currents of modern India. Keeping in view this aspects, this course has been formulated.

Unit	Course Content	Course / Learning out comes : After Completion of the Unit student will be able to
Unit I	Raja Ram Mohan Roy & Vivekananda,	Will be able to understand the ideology&Philosophy of Raja Ram Mohan Roy & Vivekananda.
Unit II	Iswar Chand VidyaSagar & JyotibaPhule.	Will be able to get the knowledge about the ideology & Philosophy ofIswar Chand VidyaSagar&JyotibaPhule.
Unit III	Mahatma Gandhi & BhimraoAmbedkar	Will be able to understand ideology & Philosophy ofMahatma Gandhi &BhimraoAmbedkar
Unit IV	Jayprakash Narayan & Jawaharlal Nehru	Will be able to get information about the ideology & Philosophy ofJayprakash Narayan & Jawaharlal Nehru
Unit V	RammanoharLohiya & Rahul Sanskritayan.	Will be able to get knowledge about the ideology & Philosophyof RammanoharLohiya& Rahul Sanskritayan.

### Teaching Learning Process:

Classroom teaching will be supported by group discussions or group presentations on specific themes/readings. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions. Supporting audio-visual aids like documentaries, power point presentations will also be used where ever necessary.

### Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain the contents and



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their relevance in syllabi.

## **Suggested Readings:**

1. Rahul Sankrityayan, Darshan, Digdarshan, KitabMahal, Allahabad.
2. Mahatma Gandhi, My Experiments with Truth, Navjeevan, Ahemdabad.
3. Lohia, Rammanohar, Itihas Chakra, RajkamalPrakashan, New Delhi.
4. Sanjay Barolia, Ghandhian Movements and Constructive Programmes in Madhya Pradsh, Pranjal Publication, Sagar.
5. Nehru, Jawaharlal, Discovery of India, Penguin, Delhi.
6. बी.के. श्रीवास्तव, विचारों का इतिहास, एस.बी.पी.डी. पब्लिकेशन, आगरा।



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## Ph.D. I<sup>st</sup> Semester Course Work

HIS-CC-147	History of Bundelkhand	L	T	P	C
		3	1	0	4

**Contact Hours: 60**

### Course Objectives:

In recent times the study of regional History has become mandatory in different regions of the country. Since we are located in the heart of Bundelkhand, its glorious past must be studied by the students of History. Hence this course has been designed.

Unit	Course Content	Course/Learning out comes: After Completion of the Unit student will be able to
<b>Unit – I</b>	Bundelkhand: Geographical Limit Society, Economy & Culture of Bundelkhand,	<ul style="list-style-type: none"> <li>This unit will help the students to understand the historical development of Bundelkhand. Students are introduced to the Geographical Limit, society, culture and economy of Bundelkhand.</li> </ul>
<b>Unit - II</b>	Establishment of Bundela Kingdom by Chatarsal, Establishment of British Power in Sagar & Narmada Territory.	<ul style="list-style-type: none"> <li>The focus is on the relationship between Chhatrapati Shivaji and Chhatrasal, describing the establishment of the Bundela kingdom in Bundelkhand.</li> <li>In this unit, students will be able to understand about the spread of British rule in Bundelkhand and the establishment of Sagar-Narmada Territory.</li> </ul>
<b>Unit - III</b>	Bundela Rebellion of 1842, Bundelkhand of 1857 revolt in Bundelkhand. Begning of revolt at Jhansi and Jhokhan Bag Massacre	<ul style="list-style-type: none"> <li>This unit discusses the contribution of the major leaders who participated in the rebellion, while telling the students about the Bundela rebellion in the middle of the 19th century.</li> <li>In this section, while telling the background of the 1857 revolution in Bundelkhand, it will be told about the spread of revolution from the Jhonkan Bag massacre in Jhansi.</li> </ul>
<b>Unit - IV</b>	Outbreak of revolt at Sagar and role of Bhakhatwali and Maradan Singh in it, Suppresion of the revolt.	<ul style="list-style-type: none"> <li>While explaining the events of revolution in Sagar region, the role of folk songs in revolution will be told in national perspective.</li> </ul>
<b>Unit - V</b>	Ratona Movement of 1920, Causes, Events and Consequences, Non-Co-operation, Jhanda Sayagrah, Jungle Satyagrah, Quit India Movement,	<ul style="list-style-type: none"> <li>From this unit students will be able to know about the Ratona movement at the local level.</li> <li>This unit will help the students to understand</li> </ul>

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	Prajamandal and Orcha Seva Sangh.	<p>what was the regional nature and expansion of the national movement.</p> <ul style="list-style-type: none"><li>• Students will be able to understand the importance of Jhanda Satyagraha which took place in the Central Provinces.</li><li>• From this unit students will be able to know about the Jungle Satyagraha while understanding the regional nature of the Civil Disobedience Movement.</li><li>• The role of Praja Mandal will be clear among the students for the work being done to demand the establishment of a democratic system in the princely states.</li><li>• Also students will be able to know about the regional spread of Quit India Movement.</li><li>• Students will be able to understand the ongoing organizational efforts in the native states like the movement and works of Orchha Seva Sangh.</li></ul>
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## Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicizing various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

## Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

## Essential Readings:

1. Bhagwandas Gupta, Bundelkhand Kesri Maharaja, Chatrasal Bundela, Madhya Pradesh Hindi Granth Akadmi, Bhopal.
2. Aegnes Thakur, Mahakoshal Mei 1857 Ki Kranti, Godfather Print System, Jabalpur.





3. Jaiprakash Mishra, Bundela Vidroh, Swaraj Sansthan, Bhopal.
4. Suresh Mishra, 1842 Ke Vidrohi Hirapur Ke Hirdeshah, Swaraj Sansthan, Bhopal.
5. Suresh Mishra, Madhya Pradesh Ke Rann Bankure, Swaraj Sansthan, Bhopal.
6. भगवान दास गुप्ता, बुंदेलखण्ड केसरी महाराज क्षत्रसाल बुंदेला, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल ।
7. सुरेश मिश्रा, मध्य प्रदेश के रनबंकुरे, स्वराज संस्थान, भोपाल ।
8. जय प्रकाश मिश्रा, बुंदेला विद्रोह, स्वराज संस्थान, भोपाल ।

**Suggested Readings:**

1. अग्नीस ठाकुर, महाकौशल में 1857 की क्रांति गॉडफादर प्रिंट सिस्टम, जबलपुर ।
2. सुरेश मिश्रा, 1842 के विद्रोही हीरापुर के हिर्देशाह, स्वराज संस्थान, भोपाल ।
3. त्रिपाठी, काशीप्रसाद, बुंदेलखण्ड का सामाजिक-आर्थिक इतिहास, समय प्रकाशन, नई दिल्ली, 2006.
4. त्रिपाठी, काशी प्रसाद, बुंदेलखण्ड का बृहद इतिहास, समय प्रकाशन, नई दिल्ली, 2006.
5. श्रीवास्तव, बी. के., बुंदेलखण्ड का स्वतंत्रता संघर्ष, डी. के. प्रिंटवर्ल्ड (प्रा.) लि. नई दिल्ली, 2020.
6. श्रीवास्तव, बी. के., बुंदेलखण्ड का इतिहास, डी. के. प्रिंटवर्ल्ड (प्रा.) लि. नई दिल्ली, 2019.
7. श्रीवास्तव, बी. के., बुंदेलखण्ड की संस्कृति, राधा पब्लिकेशन्स, नई दिल्ली, 2019.
8. भदौरिया, संतोष, बुन्देलखण्ड का स्वाधीनता आन्दोलन और पत्र-पत्रिकाएँ, स्वराज संस्थान संचालनालय, भोपाल, 2008.
9. बैसा, सुधा, जंग-ए-आजादी में बुन्देलखण्ड की देशी रियासतें, स्वराज संस्थान संचालनालय, भोपाल, 2008.
10. सिंह, दीवान प्रतिपाल, बुंदेलखंड का इतिहास, भाग-1-12, कुँवर पृथ्वी सिंह, छतरपुर, 2009.