

Department of History
School of Humanities and Social Sciences



Curriculum Framework
M.A. (Ist Semester- IVth Semester)
2025-2026 Onwards

Based on National Education Policy- 2020

Date of BoS: 20/02/2025

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About the Department

The **Department of History** was established in **1946**, since the inception of the University. In the initial stages, for four years, the department conducted only intermediate and B.A. Classes under the headship of Dr. H.L. Gupta, Senior Lecturer and Head of the Department. Prof. R.P. Tripathi, Vice Chancellor of Sagar University, was Honorary Professor of the Department. He took initiative to start P.G. Classes in the Department. Prof. B. N. Sharma of this Department was appointed the Vice Chancellor of Bhopal University. Three Professors of this Department Prof. H.L. Gupta, Prof. B.N. Sharma and Prof. B.B. Shrivastava served as the Dean of Social Science Faculty. Presently Prof. B.K. Shrivastava is the Head of the department. 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.

Curriculum Framework based on National Education Policy-2020

NEP-2020 has conceptualized the idea to develop well rounded competent individuals for making the nation a self-reliant and global leader. In the same spirit, we at Department of History have developed a curriculum framework to encompass the goals of NEP 2020. To this end, we have incorporated choice of subject/disciplines of study creating academic pathways having constructive combinations of disciplines for study with multiple entry and exit points as well as focus on experiential learning for students by introducing multidisciplinary and skill enhancement courses and actual Hands on training in the recent and trending aspects of the area concern.

Post Graduate Curriculum Framework for Master of arts in History

1. **Name of the Programme:** M.A.
2. **About the Programme:** The Programme is of 2 years divided into 4 Semesters
3. **Objectives of the Programme:**
 - To help formulate postgraduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of Master's degree
 - To enable the students to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a post-graduate would be capable of demonstrating on successful completion of MA
 - To maintain national standards and international comparability of standards to ensure global competitiveness, and facilitate doctoral mobility

4. Programme Learning Outcomes :

The programme learning outcomes are attained by learners through the essential learnings acquired on completion of selected courses of study within a programme. The outcomes and attributes described in qualification descriptors are attained by students through learning acquired on completion of a programme of study. After Completion of the programme the learner will be able to:

- a. Understand the various phases of History in the process of man's progress
- b. Understand the various aspects of History which would form a platform for research by developing the skills
- c. Develop those analytical skills which is expected from a post-graduate

5. Structure of the Programme

Post Graduate Curriculum Framework

Level/Y ear/Sem ester	Nature of the Course	Courses	Title	Cre dits	Entr y/ Exit
L 8 First Year Semeste r I	Discipline Specific Major	HIS- DSM-121	Historiography Concept, Methods and tools	06	Entr y
	Discipline Specific Major	HIS- DSM-122	Colonial Policies and its Reactions (CE 1757- 1857)	06	
	Multi-Disciplinary Major	HIS- MDM-121	World History (CE 1871-1945)	06	
	Skill Enhancement Course (SEC)	HIS-SEC- 121	Research Methodology	04	
				22	

Year/Semester	Nature of the Course	Courses	Name of the Paper	Credits	
Semester II	Discipline Specific Major	HIS-DSM-221	Gandhian Thoughts & Mass Movements	06	
	Discipline Specific Major	HIS-DSM-222	Indian Polity, Society and Frontier Policy (CE 1858-1947)	06	
	Multi-Disciplinary Major	HIS-MDM-221	Freedom Movement of Bundelkhand (CE 1842-1947)	06	
	Skill Enhancement Course (SEC)	HIS-SEC-221	Indian Nationalism: Concept and Representative Thinkers	04	
Exit with PG Diploma				44	Exit

Level/Year/Semester	Nature of the Course	Courses	Name of the Paper	Credits	Entry/Exit
L 9 Second Year Semester III	Discipline Specific Major	HIS-DSM-321	Contemporary India (CE 1947-2000)	06	
	Discipline Specific Major	HIS-DSM-322	Issues in contemporary world (CE 1945-2000)	06	
	Multi-Disciplinary Major	HIS-MDM-321	Oral Tradition in Indian History	06	
	Skill Enhancement Course (SEC)	HIS-SEC-321	Application of History in Tourism and its Management	04	
				66	

Year/Semester	Nature of the Course	Courses	Name of the Paper	Credits	
Semester IV	Discipline Specific Major -	HIS-DSM-421	History of Ideas	06	
	Discipline Specific Major -	HIS-DSM-422	Economic History of India (CE 1757-1947)	06	
	Multi-Disciplinary Major -	HIS-MDM-421	History of Science & Technology in India	06	
	Skill Enhancement Course (SEC)	HIS-SEC-421	Dissertation	04	
Exit with Master's Degree				88	Exit

6 Exit: Post Graduate (MA) in History

7 Teaching Learning Approach:

Mainly this programme will transact the under given pedagogic approach-

- Lecture/ Seminar format
- Demonstration
- Readings/written assignments and Field Projects
- Group discussions/tutorial
- Community visit
- Project work
- Field Visit/Survey/Dissertation

8 Assessment

The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations. To be eligible to appear in End semester examination a student must appear in mid semester examinations along with 75 per cent attendance in classroom processes.

HIS-DSM-121 Historiography Concept, Methods and Tools

Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem I	HIS-DSM-121	Historiography Concept, Methods and Tools	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Lecture - 90

Learning Objectives:

- This course will help the students to develop an understanding of the Meaning and Scope of History.
- This course will develop knowledge about the correlation of History with other subjects.
- This course will help in knowing about the Ancient and Medieval Traditions of Historiography and the Development of Historiography in Ancient and Medieval India.
- This course will help the students understand the Features and limitations of Medieval Indian Historiography. Students will be able to study the Modern trends of Historiography.
- This course will help the students to develop an understanding of the various approaches to History like Orientalist, Imperialist, Nationalist approach etc.
- This course will develop knowledge about the Major Theories of History like Cyclical Theory, and Comparative theory, etc.
- This course will help in knowing about the conditions for the Themes in Indian History like Economy, Labour & peasants, Religion, etc.
- This course will help the students to develop an understanding of some debates in History.

Course Learning Outcomes:

This course will help the students understand the features and limitations of Ancient & Medieval Indian Historiography. Students will be able to study the Modern trends of Historiography. This course will help the students understand the various approaches and major theories of History. Students will be able to study some debates in History.

Unit-wise Learning Outcomes:

UO 1. Will get in-depth knowledge about the meaning, scope of History and correlation of History with other subjects.

UO 2. Will get knowledge about the Ancient and Medieval Traditions of Historiography and the Development of Historiography in Ancient and Medieval India.

UO 3. Will get in-depth knowledge about the Modern trends of Historiography.

UO 4. Will get an understanding of the Major theories of History and themes of Indian History

UO 5. Will get an understanding of some debates in History. Will get in-depth knowledge about the Nature of the Revolt of 1857 A.D. and the balance debate etc.

Unit – I:**18 Hour**

Meaning and Scope of History, Collection and Selection of data, Evidence and its transmission, Causation in History, Bias in History. History and other disciplines- Geography, Anthropology, Political Science, Economics, and Literature.

Unit - II:**18 Hour**

Greco-Roman Tradition of Historiography, ,Ancient Indian Traditions of Historiography, Development of Historiography in Ancient India, Bana Bhatt, and Kalhan's Historiography.

Medieval Indian Historiography, Main features and , Problems of medieval Indian Historiography; Development of Medieval Indian Historiography, Historiography of Minhas-us-Shiraj, Amir Khusrau, Ziya-ud-Din Barni and Abul Fazal.

Unit - III:**18 Hour**

Modern trends of Historiography – Positivist and Annals. Approaches to History: Theological, Orientalist, Imperialist, Nationalist, Marxist, Subaltern, Postmodernist.

Unit - IV:**18 Hour**

Major Theories of History: Cyclical Theory, Historical Materialism. Comparative, Themes in Indian History: Economic, Labour& peasant, Religion and Culture,

Unit – V:**18 Hour**

Debates in History.

- (i) Position of women in Indian society
- (ii) Balance-Sheet Debate related to British Rule in India
- (iii) Is History a Science or Art or both?
- (iv) Nature of the Revolt of 1857 A.D.

Essential Readings:

1. Carr, E.H., What is History? , Penguin Books, Middlesex, reprint, 1975
- 2 Sen, S.P., (ed.), Historians and Historiography in Modern India, Calcutta, Institute of Historical Studies, 1973.
3. Thapar, Romila , Harbans Mukhia and Bipan Chandra, Communalism and the writing of Indian History, People's Publishing House, New Delhi, 1984.
- 4 थापर, रोमिला, इतिहास की पुर्नव्याख्या, राजकमल दिल्ली, 1996.
5. पाण्डेय, गोविन्दचंद्र, इतिहास : स्वरूप एवं सिद्धांत, जयपुर, 1999.
6. श्रीवास्तव, बी.के., इतिहासलेखन, अवधारणा विधायें एवं साधन आगरा, 2017
7. कार, ई. एच., इतिहास क्या है ? दिल्ली, 1993
8. सरकार, सुमित, सामाजिक इतिहासलेखन की चुनौती, ग्रन्थशिल्पी, नईदिल्ली

Suggested Readings:

1. Bajaj, Satish, K. Recent trends in Historiography, Anmol, New Delhi, 2001.
2. Buddha, Prakash, The Modern approach to History.
3. Butterfield, H., Whig interpretation of History.
4. Collingwood, R.G., the Idea of History, Oxford University Press, London, Reprint, 1973
5. David, Harvay, The condition of post modernity, An enquiry into the Origin of Cultural Change, Basil Blackwell, 1989.
6. Mukhia, Harbans, Historians and Historiography during the reign of Akbar, Delhi, 1976.
7. Marwick, Arthur, The Nature of History, Macmillan, Reprint, 1973.
8. Marc, Bloch, The Historian's Craft.
- 9- बुद्ध प्रकाश, इतिहासदर्शन, हिन्दी समिति, प्रयाग, 1962
10. राय, कौलेश्वर, इतिहासदर्शन, किताबमहल, इलाहाबाद, 1998
11. लालबहादुर, इतिहासलेखन के बारे में इलाहाबाद, 2000
- 12- शर्मा, रामविलास, इतिहासदर्शन, वाणी प्रकाशन, दिल्ली, 2000
- 13 सिंह, परमानंद, इतिहासदर्शन, 2000
14. सतीशचंद्र, मध्यकालीन भारत में इतिहासलेखन धर्म और राज्य का स्वरूप, ग्रन्थशिल्पी, नईदिल्ली, 1999
15. मारविक, आर्थर, इतिहास का स्वरूप, ग्रन्थशिल्पी, नईदिल्ली
16. चौबे, झारखण्ड इतिहासदर्शन, विश्वविद्यालय प्रकाशन, वाराणसी, 1999
17. हबीब, इरफान, भारतीय इतिहास का शिल्प, ग्रन्थशिल्पी, नईदिल्ली
18. मार्क ब्लाख, इतिहासकार का शिल्प, ग्रन्थशिल्पी, नईदिल्ली
20. अमीन शाहिद एवं पाण्डेय ज्ञानेन्द्र निम्नवर्गीय प्रसंग, भाग-1 एवं 2, राजकमल, नईदिल्ली

HIS-DSM-122 Colonial Policies and its Reaction (CE 1757 to 1857)								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem I	HIS-DSM-122	Colonial Policies and its Reaction (CE 1757 to 1857)	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures - 90

Learning Objectives:

To study and understand the expansionist policies and administration of British government in India and Indian reaction to it.

Course Learning Outcomes:

After studying the course students would be able to understand the policies of British rule to fulfil their ambitions and Indian Reaction to these policies

Unit wise Learning Outcomes:

UO 1. After studying the unit students would be able to understand the sources of Modern History

UO 2. After studying the unit students would be able to understand the expansionist policies of Britishers by means of wars

UO 3. After studying the unit students would be able to understand the British administrative policies of extension and birth of Indian social reform movements

UO 4. After studying the unit students would be able to understand British administrative policies for education of Indians and role of Press

UO 5. After studying the unit students would be able to understand Indian revolts against British Rule.

Unit – I: Sources of Modern Indian History: Archival records, private papers, Newspapers, Periodical, Diaries, Interviews and orality

Unit - II: India in the mid-eighteenth century, Establishment of British Supremacy in Bengal, Instrument of expansion by wars: Anglo-Maratha relations, Anglo- Mysore relations, and Anglo-Sikh relations

Unit -III: Expansion by diplomacy- Subsidiary Alliance system and Doctrine of Lapse, Social Policies of the British under William Bentinck, British contact and advent of Indian middle class, Raja Rammohan Roy and Brahma Samaj, Young Bengal Movement

Unit - IV: Education: Indigenous and Modern, Orientalist and Anglicist controversy, Development of education up to Charles Wood's Dispatch, History of Indian Press

Unit –V: Resistance to colonial rule: Nature and forms of resistance to colonial rule. Pre 1857 peasant, tribal and cultural resistance, Revolt of 1857 – Historiography, Causes, Programmes, Leadership at various levels, People's Participation, Failures of the Revolt and British suppression and response.

Essential Readings:

1. Bipan Chandra, Rise and Growth of Economic Nationalism in India, People Publishing House, Delhi.
2. शुक्ला, रामलखन, आधुनिक भारत का इतिहास, दिल्ली विश्वविद्यालय प्रकाशन, 1993.
3. बी. एल. ग्रोवर, यशपाल, अलका मेहता, आधुनिक भारत का इतिहास एक नवीन मूल्यांकन (1707 से वर्तमान समय तक) एस. चन्द एण्ड कम्पनी लिमिटेड, दिल्ली, 2004.

Suggested Readings:

1. Brown Judith, Modern India - The Origin of Asian democracy, Oxford University, Delhi.
2. Desai, A.R., social Background of Indian Nationalism, Popular Prakashan, 1986.
3. ठाकुर, के. शिवकुमार, भारत में अंग्रेजी राज के दो सौ वर्ष
4. राबर्ट्स, पी. ई, वेलेजली के अधीन भारत अनुवाद उमा दास, उत्तर प्रदेश हिन्दी अकादमी, लखनऊ
5. चटर्जी, नन्दलाल, मीर कासिम, इण्डियन प्रेस पब्लिकेशन, इलाहाबाद, 1962
6. शुक्ल, गिरिधर, प्लासी का युद्ध ,आदर्श हिन्दी पुस्तकालय, इलाहाबाद 1967
7. मित्तल, ए. के. भारत का राजनैतिक और सांस्कृतिक इतिहास, साहित्य भवन पब्लिकेशन आगरा. 1999
8. दिवाकर, प्रो. बी. एम, भारत में कम्पनी राज के राज के कारनामों 1613–1857, कालेज बुक डिपो, जयपुर
9. गोहित, राजीव कुमार, आधुनिक भारत का इतिहास (1757–1857), रजतप्रकाशन, नई दिल्ली 2010
10. चन्द्रा, सतीश, उत्तर मुगलकालीन भारत, हिन्दी माध्यम कार्यालय निदेशालय, दिल्ली विश्वविद्यालय, 1998

HIS-MDM-121 World History (CE 1871-1945)

Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem I	HIS-MDM-121	World History (CE 1871-1945)	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Lecture - 90

Learning Objectives:

To understand the Legacy of the nineteenth-century world. The paper familiarizes the students with the basic concepts of Capitalism, Imperialism, and Colonialism.

It provides the student with an opportunity to analyze capitalism and the global economy.

Get a fair idea of nationalism, imperialism, colonialism, and theories related to them.

Grasp knowledge of the Cultural Revolution that occurred in modern Asia.

Course Learning Outcomes:

The course will help in understanding different currents of world history from CE 1871 to 1945.

Unit wise Learning Outcome:

UO1:After studying the course students will be able to understand the patterns of history and how they inform present-day society, politics, and foreign relations.

UO2:After studying the course students will be able to understand the concepts and principles of capitalism.

UO3:After studying the course students will be able to analyze the concepts and features of nationalism, imperialism, colonialism, and theories related to them.

UO4:After studying the course students will be able to understand the changing aspects of culture and its course.

UO5:After studying the course students will be able to develop critical thinking skills through the study of diverse interpretations of historical events

UNIT 1

Unification of Germany and Italy, structural changes of European Economy, Imperialism, Capitalism, Neo-imperialism.

UNIT 2

First Balkan War and its impact, second Balkan War, First World War- Causes, Events and Impact, Paris peace settlement and treaties.

UNIT 3

Russian revolution, economic and social reconstruction, China revolution, League of Nation and its failure, The great Depression and it's Impact.

UNIT 4

Ideologies of Fascism and Nazism, rise of Hitler and Mussolini and their impact, Rise of militarism in Japan

UNIT 5

Second world war – Causes, events and its consequences, Emergence of United Nations.

Essential Readings:

1. Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
2. Mahajan, Sneh. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
3. Findley, Carter V. And John Rothey. (2011). Twentieth-Century World, USA: Wadsworth Publishing. E. J. Hobsbawm: The Age of Revolution.
4. Henig, R. (2005). The Origins of the Second World War 1933-1941. Lancaster Pamphlets Series. Second edition. London, New York: Routledge.
5. श्रीवास्तव, बी. के. विश्व इतिहास की प्रमुख धारारें (1871 ई. से 1945 ई. तक), एस बी. पी.डी. पब्लिसिंग हाउस, आगरा, 2018.
6. जैन एवं माथुर, विश्व इतिहास 1500 से 2000 तक, जैन प्रकाशन मंदिर, जयपुर, 2006.
7. वर्मा, दीनानाथ, एशिया का आधुनिक इतिहास, भारती भवन, पटना, 2002.
8. वर्मा, दीनानाथ, विश्व इतिहास का सर्वेक्षण, भारती भवन, पटना, 2000.

Suggested Readings:

1. विजय, देवेश एवं मीना भारद्वाज, आधुनिक यूरोप का इतिहास आयाम एवं दिशाएँ, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय, दिल्ली, 2013.
2. देशपाण्डे, अनिरुद्ध, विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय, दिल्ली, 2014.
3. उपाध्याय, विद्यानन्द, दक्षिण-पूर्व एशिया का राजनीतिक इतिहास, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 1987.
4. वर्मा, लालबहादुर, आधुनिक विश्व इतिहास की झलक, अभिव्यक्ति प्रकाशन, इलाहाबाद, 2006.
5. गुप्ता, पार्थसारथी, आधुनिक पश्चिम का उदय, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय, दिल्ली, 2015.
6. Thomson, D. (1990). Europe since Napoleon. London: Penguin.
7. Atkin, N. And M. Biddis. (2009). Themes in Modern European History, 1890-1945. London, New York: Routledge.
8. Wakeman, R. (Ed). (2003). Themes in Modern European History since 1945. London,
9. Lee, Stephen J. (1982). Aspects of European History 1789-1980. London, New York: Routledge
10. Lynn Hunt: Politics, Culture and Class in the French Revolution.
11. Andrew Porter, European Imperialism, 1876-1914(1994)
12. Carter V. Findley and John Rothey, Twentieth Century World, Boston: Houghton Mifflin, 5th Ed. 2000.

HIS-SEC-121 Research Methodology

Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem I	HIS-SEC-121	Research Methodology	4	0	0	4	IA(Mid)-40 EA(End Sem)- 60	

Lectures- 90

Course Objectives: This course will help the students to develop an understanding of the Meaning and Importance of Research. This course will help in knowing about the conditions for Interdisciplinary Research in Social Sciences. This course will help the students to develop an understanding of Primary & Secondary Sources, applications of computers in Historical Research

Learning Outcome: 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

Unit wise Learning Outcomes:

On completion of this course, the student will be able to:

UO 1. Will get in-depth knowledge about the Meaning and Importance of Research.

UO 2. 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.

UO 3. Will be able to describe the conditions for the Interdisciplinary Research in Social Sciences. Nature of Research in Social Sciences Historical Research Method.

UO 4. Will get an understanding of Primary & Secondary Sources, Applications of computers in Historical Research.

UO 5. Will get in-depth knowledge about the data collection and writing

Unit – I: Meaning and Importance of Research, Qualities of a good researcher as well as a supervisor, Selection of the topic of research/ research problem.

Unit – II: 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.

Unit - III: 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.

Unit - IV: Importance of Primary & Secondary Sources, Application of Computer in Historical Research- Data Collection through the internet; Limitations of E-resources.

Unit –V: 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

Essential Readings:

1. Singh, Pankaj, (Shodh Pravidhi) Research Methodology, Balaji World of Books, Delhi, 2020.
2. Sharma D.C., Art of Research Writing, Asian Trading Corporation, Bangalore, 2010.
3. Chackalackal , Saju, Research Methodology, Bangalore,2004
4. जैन,बी.एम.शोध प्रविधि एवं क्षेत्रिय तकनीक, जयपुर,1995

Suggested Readings:

5. Budha, Prakash, The Modern Approach to History.
6. Carr, E.H., What is History? Penguin Books, Macmillan, Reprint, 1975.
7. Morwick, Arthur, The Nature of History, Macmillan, Reprint, 1973.

HIS-DSM-221 Gandhian Thoughts and Era of Mass Movements

Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem II	HIS-DSM-221	Gandhian Thoughts and Era of Mass Movements	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures - 90

Learning Objectives:

- This course will help the students to develop an understanding of the theory of Satyagraha, Satya, Ahimsa, and Sarvodaya.
- This course will develop knowledge about the Gandhian Perspective on Skills as a Universal and Primary Requirement, Importance and dignity of Labour
- This course will help in knowing about Gandhi's idea of a 'Constructive Programme' for the economic-social uplift of India.
- By This course Students will be able to study Gandhi's view on machinery, and Gandhi's view on the Cottage industry.

Course Learning Outcomes :

This course will develop knowledge about the Gandhian vision for Swaraj – “Hind-Swaraj” and Gandhian Perspective on Skills as a Universal and Primary Requirement, Importance and dignity of Labour.

Unit-wise Learning Outcomes :

UO 1. Will get in-depth knowledge about the Gandhian vision for Swaraj.

UO 2. Will get knowledge about the Gandhian Perspective on Importance and dignity of Labour & the conditions for Gandhi's idea of a 'Constructive Programme' for the economic-social uplift of India.

UO 3. Will be able to describe the Gandhian education system: Basic education and Wardha system of education and Gandhi's view on machinery and big industries, and Gandhi's view on the Cottage industries.

UO 4. Will get an understanding of the Era of Gandhian Mass Movement

UO 5. Will get in-depth knowledge about Origin, objective, method, tools and impact of Mass Movements in India

Unit – I:

18

A Gandhian vision for Swaraj – “Hind-Swaraj”, Understanding Theory of Satyagraha, Satya, and Ahimsa (Non-Violence), Idea of Sarvodaya.

Unit – II:

18

Importance and dignity of Labour. Gandhi's idea of a 'Constructive Programme' for the economic-social uplift of India. Skill development in the production of khadi and other village industries, adequate skills and competence in agriculture. Gram Swarajya- A Step towards Self-Sufficient Village.

Unit - III:

18

Gandhian education system: Basic education(Nai Taleem) and Wardha system of education. Skill

Development in India – Gandhian Perspective, Crafts-centric Skillful Education. Gandhi's view on machinery and big industries, Gandhi's view on the Cottage industries.

Unit - IV:

18

Era of Gandhian Mass Movement : Arrival of Gandhi in India, Champaran Satyagraha (1917), Ahmedabad Mill Strike (1918), Kheda Satyagraha (1918), Satyagraha Against the Rowlatt Act (1919)

Unit- V

18

Origin, objective, method, tools and impact of Mass Movements in India, Non-Cooperation Movement (1921-22), Civil Disobedience Movement (1930-34), Quit India Movement (1942)

Essential Readings:

1. मोहनदास करमचंद गाँधी, हिन्द-स्वराज, नवजीवन, अहमदाबाद ।
2. मोहनदास करमचंद गाँधी, मेरे सपनों का भारत, नवजीवन, अहमदाबाद ।
3. M.S. Patel, The Educational Philosophy of Gandhi, Navjivan, Ahmedabad.
4. Sanjay Barolia, Gandhian Movements and Constructive Programmes in Madhya Pradesh, Pranjal Publication, Sagar.
5. बी.के. श्रीवास्तव, गाँधी युग और जन आन्दोलन, एस.बी.पी.डी. पब्लिशिंग हाऊस, आगरा, 2024 ।
6. बी. एल. ग्रोवर, यशपाल, अलका मेहता, आधुनिक भारत का इतिहास एक नवीन मूल्यांकन (1707 से वर्तमान समय तक) एस. चन्द एण्ड कम्पनी लिमिटेड, दिल्ली, 2004.

Suggested Readings:

1. Gopinath Dhawan, Political Philosophy of Gandhi, Navjivan, Ahmedabad.
2. गोपिनाथ धवन, सर्वोदय तत्त्वदर्शन जीवन मार्ग, अहिंसा की प्रतिष्ठा और अहिंसक राज्य-व्यवस्था की विवेचना, नवजीवन, अहमदाबाद ।
3. सिंह, पंकज(अतिथि संपादक गाँधी विशेषांक हेतु) सनातन गाँधी से संवाद, मध्यभारती, 77 वाँ अंक, जुलाई-दिसम्बर 2019 ।

HIS-DSM-222 Indian Polity, Society and Frontier Policy (CE 1858-1947)								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem II	HIS-DSM-222	Indian Polity, Society and Frontier Policy (CE 1858-1947)	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

Learning Objectives:

To study the role of Social reform movements in removing evils of Society and the birth of nationalism to regain independence

Course Learning Outcomes:

After studying the course students would be able to understand the efforts of Indian leaders and social reformers to generate awareness among the people

Unit-wise Learning Outcomes:

UO 1. After studying the unit students would be able to understand the foreign policy of British government

UO 2. After studying the unit students would be able to understand the colonial intervention towards social Reforms and Social reform movements

UO 3. After studying the unit students would be able to understand the birth of nationalism and role of moderates in politics

UO 4. After studying the unit students would be able to understand the role of Extremists, Revolutionaries and Indian opposition to British Acts

UO 5. After studying the unit students would be able to understand various movements launched by people to free themselves resulting in independence and partition of India

Unit -I: British Government and its control over Indian Administration: Change in the policy government of India, Principles and policies governing foreign relations: British policy towards Afghanistan, Tibet, Burma, and Persia.

Unit - II: Colonial intervention and social change: Development of modern education since 1858, Social reform movement: Prarthana Samaj, Arya Samaj, Ram Krishna Mission, Theosophical Society, Aligarh Movement, Anti-caste movements

Unit- III: Rise of Indian Nationalism: Role of Nationalist press in the evolution of political consciousness, Formation of nationalist organization, Establishment of Indian National Congress, Moderates in Indian politics

Unit - IV: Birth of extremists in Indian national movement, their ideologies Partition of Bengal and Swadeshi movement, Revolutionary Movements, Home Rule Movement, Khilafat Movement, Rowlett Movement, Jallianwallah Bagh Massacre

Unit –V: Non-Cooperation Movement, Civil Disobedience Movement, Round Table Conferences, Poona Pact, Govt. of India act 1935, Individual satyagraha, Cripps mission, Quit India Movement, Wavell plan, Cabinet Mission, Mountbatten plan and partition of India

Essential Readings:

1. Bipan Chandra, K.N. Pannikar, Mridula Mukherji, Sucheta Mahajan and Aditya Mukherjee, India's struggle for Independence, 1857-1947, Penguin, Delhi, 1996.
2. Bipan Chandra, Communalism in Modern India, Vikas publishing house Pvt. Ltd., Delhi, 1987.
3. बिपिन चंद्र, भारत का स्वतंत्रता संघर्ष, दिल्ली विश्वविद्यालय, हिन्दी प्रकाशन, 1998.
4. रामलखन शुक्ला, आधुनिक भारत का इतिहास, दिल्ली विश्वविद्यालय, 1998

Suggested Readings:

5. M.K. Gandhi, Autobiography or The Story of My Experiments with Truth, Navjivan, Ahmedabad, 1981.
6. Sanjay Barolia, Gandhi's Movements and Constructive Programmes in Madhya Pradesh, Pranjul, Sagar.
7. बिपिन चंद्र, आधुनिक भारत, अनामिका, दिल्ली, 2002.
8. बिपिन चंद्र, आज़ादी के बाद का भारत, ग्रंथशिल्पी, 1998
9. बी. एल. ग्रोवर, यशपाल, अल्का मेहता, आधुनिक भारत का इतिहास— एक नवीन मूल्यांकन, एस. चंद एण्ड कंपनी, दिल्ली, 2004

HIS-MDM-221 Freedom Movement of Bundelkhand (CE. 1842–1947)								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem II	HIS-MDM-221	Freedom Movement of Bundelkhand (CE. 1858–1961)	6	0	0	6	IA(Mid)-40 EA(End Sem)-60	

Learning Objectives:

- This course will help the students to develop an understanding of regional History
- This course will develop knowledge about the freedom struggle in Bundelkhand and participation of local leaders in it.

Course Learning Outcomes:

- Students will be able to study the Bundela rebellion and revolution of 1857 at a micro level and get to know the local leadership.
- Through this course, students will be able to understand the local elements of the national movement going on at the national level.
- By making the students acquainted with the spread of political consciousness in Bundelkhand, their knowledge can be increased by understanding the regional nature of the national movement.
- By understanding the ongoing efforts to establish democracy in the native princely states of Bundelkhand, students will be able to get acquainted with the local history and know about their freedom fighters and their contribution.

Unit-wise Learning Outcomes:

UO I

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. In this section, while telling the background of the 1857 revolution in Bundelkhand, it will be told about the spread of revolution from the Jhokan Bag massacre in Jhansi.

UO II

From this unit students will be able to know about the Ratan movement at the local level. This unit will help the students to understand what was the regional nature and expansion of the national movement.

UO III

From this unit students will be able to know about the Jhanda Satyagrah and Jungle Satyagraha while understanding the regional nature of the Civil Disobedience Movement.

UO IV

From this unit students will be able to understand the extent of the Individual Satyagraha started at the national level.

UO V

From this section students will be able to know the role of Bundeli folklores in developing cultural consciousness at the national level.

Unit – I

Bundela rebellion of 1842, Role of Parikshit, Madhukarshah and Hidershah in Bundela rebellion. Suppression of Bundela rebellion. Background of Revolution of 1857 in Bundelkhand, Beginning of Revolution at Jhansi, Jhokhan bag massacre, outbreak of Revolution at Sagar; role of Bhakhatwali and Mardan Singh in it. Suppression of revolution in Bundelkhand

Unit – II

Ratona Movement of 1920, Causes, Events and Consequences, Role of Bhai Abdul Gani and Pt. Makhanlal Chaturvedi in Ratona Movement,

Non Co-operation Movement in Sagar : Causes, Events, main freedom fighter who actively took part in Non-Co-operation movement in Sagar,

Unit - III

Jhanda Satyagrah of 1923; Jungle Satyagraha in Sagar, Charan Paduka Massacre at Chhatarpur of 1931, Establishment of Praja Mandel in Bundelkhand, Gandhiji's visit in Bundelkhand.

Unit - IV

Individual Satyagraha at Sagar, Quit India Movement of 1942 at Sagar, Orcha Sewa Sangh and its Movement, Bundelkhand Sewa Sangh

Unit - V

Role of Bundeli folklores in the National and cultural awaking in Bundelkhand, Establishment of responsible Government in the native states of Bundelkhand,

Essential Readings:

1. एग्नीस ठाकुर, महाकौशल में 1857 की क्रांति गॉडफादर प्रिंट सिस्टम, जबलपुर।
2. श्रीवास्तव, बी. के., बुंदेलखण्ड का स्वतंत्रता संघर्ष, डी. के. प्रिंटवर्ल्ड (प्रा.) लि. नई दिल्ली, 2020.
3. श्रीवास्तव, बी. के., बुंदेलखण्ड का इतिहास, डी. के. प्रिंटवर्ल्ड (प्रा.) लि. नई दिल्ली, 2019.
4. श्रीवास्तव, बी. के., बुंदेलखण्ड की संस्कृति, राधा पब्लिकेशन्स, नई दिल्ली, 2019.
5. भदौरिया, संतोष, बुन्देलखण्ड का स्वाधीनता आन्दोलन और पत्र-पत्रिकाएँ, स्वराज संस्थान संचालनालय, भोपाल, 2008.
6. सुरेश मिश्रा, मध्य प्रदेश के रनबंकुरे, स्वराज संस्थान, भोपाल।

Suggested Readings:

7. जय प्रकाश मिश्रा, बुंदेला विद्रोह, स्वराज संस्थान, भोपाल।
8. सुरेश मिश्रा, 1842 के विद्रोही हीरापुर के हिर्देशाह, स्वराज संस्थान, भोपाल।
9. भगवान दास गुप्ता, बुंदेलखण्ड केसरी महाराज क्षत्रसाल बुंदेला, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल।
10. बैसा, सुधा, जंग-ए-आजादी में बुन्देलखण्ड की देशी रियासतें, स्वराज संस्थान संचालनालय, भोपाल, 2008.

HIS-SEC-221 Indian Nationalism: Concept and Representative Thinkers								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem II	HIS-SEC-221	Indian Nationalism: Concept and Representative Thinkers	4	0	0	4	IA (Mid)-40 EA (End Sem)-60	

Learning Objectives: To explore the conceptual foundations of nationalism and analyze the contributions of representative thinkers to Indian nationalist thought.

Course Learning Outcomes: By the end of the course, students will be able to critically assess the historical development of nationalism, explain its key concepts, and evaluate the contributions of representative thinkers to Indian nationalist thought.

Unit-wise Learning Outcomes:

Unit-01- This unit examines the key concepts of nationalism and traces the rise of nationalism in India.

Unit-02- This unit analyzes the contributions of Dadabhai Naoroji, Sir Syed Ahmed Khan, and Rabindranath Tagore to Indian nationalist thought, highlighting their ideas on nationalism.

Unit-03- This unit looks into the contributions of Bal Gangadhar Tilak, Surendranath Banerjee, and Mohandas Karamchand Gandhi and analyzes their view on nationalism.

Unit-04- This unit examines the contributions of Jawaharlal Nehru, Bhimrao Ambedkar, Vinayak Damodar Savarkar to Indian nationalist ideology, emphasizing their views on nationalism.

Unit-05- This unit examines the contributions of Annie Besant, Sarojini Naidu, Aruna Asaf Ali to Indian nationalism.

Unit 1

Concept of Nation, Nationality and Nationalism, Rise of Nationalism in India: Causes and Development

Unit 2

Representative Thinkers: Dadabhai Naoroji, Sir Syed Ahmed Khan, Rabindranath Tagore

Unit 3

Representative Thinkers: Bal Gangadhar Tilak, Surendranath Banerjee, Mohandas Karamchand Gandhi

Unit 4

Representative Thinkers: Jawaharlal Nehru, Bhimrao Ambedkar, Vinayak Damodar Savarkar

Unit 5

Representative Thinkers: Annie Besant, Sarojini Naidu, Aruna Asaf Ali

Essential Readings

1. N. Jayapalan, Indian Political Thinkers: Modern Indian Political Thought, 2022
2. Jawaharlal Nehru, India Rediscovered, 1954
3. Jawaharlal Nehru, Discovery of India, 1946
4. Basant Kumar, Dr. Ambedkar and Nationalism, 2023
5. एम. के. गाँधी, हिन्द स्वराज, 1909.
6. डॉ. के. के. शर्मा, भारतीय राष्ट्रीय आन्दोलन एवं चिंतन 2023
7. एस. इरफ़ान हबीब, भारतीय राष्ट्रवाद : एक अनिवार्य पाठ, 2017
8. राधा कुमार, स्त्री संघर्ष का इतिहास 1800 – 1990, 2014
9. डॉ. सत्य एम. राय, भारत में उपनिवेशवाद और राष्ट्रवाद , 2013
10. बी.के. श्रीवास्तव, भारत में राष्ट्रवाद, एस.बी.पी.डी. पब्लिशिंग हाऊस, आगरा, 2022 ।

Suggested Readings

1. Dinyar Patel, Pioneer of Indian Nationalism, 2020
2. Annie Besant, The case for India, 1930
3. R.P. Masani, Builders of Modern India, 2016
4. Dadabhai Naoroji, Poverty and un-British rule in India, 1901
5. Dadabhai Naoroji, The Wants and Means of India, 1876
6. Rabindranath Tagore, Nationalism, 1917
7. V.D. Savarkar, The Indian war of Independence, 1909
8. डॉ. अयोध्या नाथ त्रिपाठी, मुस्लिम राजनीतिक विचारक सर सैयद अहमद खाँ, 2016

HIS-DSM-321 Contemporary India 1947-2000								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem III	HIS-DSM- 321	Contemporary India 1947-2000	6	0	0	6	IA(Mid)-40 EA(End Sem)-60	

Learning Objectives:

The objective of this course is to acquaint the students with the political, economic, social and cultural changes that took place in independent India.

Course Learning Outcomes:

1. Students will be able to understand the process of nation-building after independence.
2. Students will be able to understand the making of the Indian Constitution, its basic features, and its institutions.
3. Students will be able to know about the socio-economic changes in independent India.
4. Students will be able to learn about India's anti-caste politics.
5. Students will be able to learn about the Separatist tendencies post-independence.
6. Students will be able to learn about NAM
7. Students will learn about India's relationship with Pakistan.
8. Students will be able to know about the advancements in the field of science, and technology and its contribution to the development of India post-independence.

Unit wise Learning Outcomes:

- UO-I: This unit will discuss the political legacies of colonialism in India.
- After studying this Unit the students will be able to identify the important legacies in the form of political legacy of British Colonialism in India.
- UO-II: In this unit students will investigate the Economic and Social Legacy of Colonialism. After studying this lesson you will be able to : investigate the influence of British economy on agriculture, industries, trade and commerce.
- UO-III: In this unit students investigate the national movements; its significance, value and legacy. After completing this unit, you will be able to understand the value of national movements.
- UO-IV: In this unit we intended providing you an insight into the making of the Constitution and consolidation of a new nation. By the end of this chapter the learners would be able to study the Indian Constitution, its basic features and institutions
- UO-V: In this unit we intended providing you an insight into the initial years of Indian independence. By the end of this chapter the learners would be able to know the Process of National Consolidation and Integration of Indian States.

UNIT-I: Political Developments after Independence: Partition of India, Integration and Reorganization of States, Indian Constitution: Constituent Assembly, Basic Features of the constitution, Nehru Era: First General Election of 1952, Separatist Movement & Regional Politics (Naxal-Bodo-Naga),

UNIT-II: India on Move: India after Nehru: Economic Policy, Sampooran Kranti- J.P. Narayan, Proclamation of emergency, Policies of Repression, Punjab Crisis; Blue star operation, Mandal Commission,

UNIT-III: Social and Economic Transformation: Mixed Economy and Land Reforms, land Ceiling and the Bhoodan Movement, Five Year Plans, Agrarian and Industrial Development: Industrial Policy;, Nationalization of Banks, Era of Liberalization and Globalization

UNIT-IV: Development of Science and Technology: Science and Technology Policy since 1950, Department of Science and Technology, Research and Development Programme, Agriculture and Green Revolution, Atomic Energy and Nuclear Power Programme - Pokhran I & II.

UNIT-V: India and the World: Panchsheel and Non-Alignment Movement, NAM Conference at Delhi –The role of Lal Bahadur Shastri – Pak aggression – the treaty of Tashkent India and Its Neighbours, Emergence of Terrorism: Issues and Challenges, India's Role in the Contemporary World.

Essential Readings:

1. Bandhyopadhyay , J, The Making of the India's Foreign Policy, Allied Publishers, New Delhi, 1970.
2. Bipin Chandra, Contemporary History of India
3. Chandra Bipin, et.al., India after Independence, 1947-2000, Penguin Books, New Delhi, 1999.
4. Guha, Ramchandra, India after Gandhi: The History of the World's Largest Democracy, Picador, London, 2007.
5. K.P. Bagchi and Company, Calcutta, 1977. Shah Ganshyam (ed.), Caste and Democratic Politics in India, Permanent Black, Delhi. 2002.
6. चन्द्र, बिपिन, आजादी के बाद का भारत, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय, दिल्ली, 2002.
7. पणिकर, के. एन., औपनिवेशिक भारत में सांस्कृतिक और विचारात्मक संघर्ष, ग्रंथ शिल्पी, नई दिल्ली, 2003.
8. Menon, V.P., The Story of the Integration of the Indian States, Bombay, 1969.

Suggested Readings:

9. सिंह, अभय प्रसाद, समकालीन भारत में विकास की प्रक्रिया और सामाजिक आंदोलन, ओरियंट ब्लैक स्वॉन, नई दिल्ली, 2015.
10. यादव, रामगणेश, भारत में सामाजिक परिवर्तन एवं विकास, ओरियंट ब्लैक स्वॉन, नईदिल्ली, 2014.
11. बंधोपाध्याय, पलासी से विभाजन और उसके बाद, ओरियंट ब्लैक स्वॉन, नई दिल्ली, 2019.
12. ट्रेज, ज्यॉ, भारतीय नीतियों का सामाजिक पक्ष, वाणी प्रकाशन, नई दिल्ली, 2017.
13. सेन, अमर्त्य, भारतीय अर्थतंत्र इतिहास और संस्कृति, राजपाल, नई दिल्ली, 2017.
14. वोहरा, एन. एन. एवं भट्टाचार्य, सब्यसाची, भारत की बीसवीं सदी पीछे मुड़कर देखते हुए, राष्ट्रीय पुस्तक न्यास, भारत, नई दिल्ली, 2014.
15. सिन्हा, सच्चिदानंद, लोकतंत्र की चुनौतियाँ, वाणी प्रकाशन, नई दिल्ली, 2010.
16. Desai, A.R., Agrarian Struggle in Indian after Independence, OUP, Delhi, 1986.
17. Dhar, P.N, Emergency and Indira Gandhi's India, Delhi: Oxford University Press, 2003.
18. Dube, S.C. (ed), India Since Independence: A Social Report on India 1947-72, New Delhi, 1977.

HIS-DSM-322 Issues in Contemporary World (CE 1945-2000)								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem III	HIS-DSM- 322	Issues in Contemporary World (CE 1945-2000)	6	0	0	6	IA(Mid)-40 EA(End Sem)-60	

Lecture-90

Learning Objectives:

- To understand the Legacy of the nineteenth-century world. The paper familiarizes the students with the basic concepts of Capitalism, Imperialism, and Colonialism.
- It provides the student with an opportunity to analyse capitalism and the global economy.
- Get a fair idea of nationalism, imperialism, colonialism, and theories related to them.
- Grasp knowledge of the Cultural Revolution that occurred in modern Asia.

Course Learning Outcomes:

This course aims to acquaint the students with in-depth knowledge of terms like Capitalism, Nationalism, Imperialism, Colonialism, Socialism, etc, and also discuss the political, economic, social, and cultural changes that took place in the 20th century.

Unit-wise Learning Outcomes:

- After studying the unit students will be able to understand the patterns of history and how they inform present-day society, politics, and foreign relations.
- After studying the unit students will be able to understand the concepts and principles of capitalism.
- After studying the unit students will be able to analyse the concepts and features of nationalism, imperialism, colonialism, and theories related to them.
- After studying the unit students will be able to understand the changing aspects of culture and its course.
- After studying the unit students will be able to develop critical thinking skills through the study of diverse interpretations of historical events.

UNIT 1

Truman Doctrine, Marshall plan formation of Warsaw pact, NATO, SEATO, Consolidation and Expansion of European Community

UNIT 2

Cold war , salient features and its impact, Bipolarism in world politics, Treaties and Tensions, Cuba and USA role in Latin America, Non- Aligned Movement, Emergence of Third World.

UNIT 3

United Nation problems , NPT, Indo- Pak relations , Kashmir Issue, Bangladesh War , Shimla Agreement, Korean War and American Intervation, Vietnam War: causes and Impact.

UNIT 4

Middle East Legacy: Birth of Israel, the issues of Palestine, Oil diplomacy, Gulf war , Iranian revolution of 1979, Iraq- Kuwait conflict .

UNIT 5

Disintegration of Soviet bloc and end of cold war, Impact on society and politics, Emergence of Unipolar world, US aggression on Iraq, International Terrorism and its impact on world politics.

Essential Readings:

1. Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
2. Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
3. Findley, Carter V. And John Rothery. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
4. E. J. Hobsbawm: The Age of Revolution.
5. जैन एवं माथुर, विश्व इतिहास: 1500 से 2000 तक, जैन प्रकाशन मंदिर, जयपुर, 2006.
6. वर्मा, दीनानाथ, एशिया का आधुनिक इतिहास, भारती भवन, पटना, 2002.
7. वर्मा, दीनानाथ, विश्व इतिहास का सर्वेक्षण, भारती भवन, पटना, 2000.

Suggested Readings:

1. Calvocoressi, P. (2001). *World politics 1945-2000*. Pearson Education.
2. Fukuyama, F. (1992). *The end of history and the last man*. Free Press.
3. Hobsbawm, E. J. (1994). *Age of extremes: The short twentieth century, 1914-1991*. Pantheon Books.
4. Kaelble, H. (1997). *A social history of Europe, 1945-2000: Recovery and transformation after two world wars*. Cambridge, Mass.: Harvard University Press.
5. Westad, O. A. (2017). *The Cold War: A world history*. Basic Books.

HIS-MDM-321 Oral Tradition in Indian History								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem III	HIS-MDM-321	Oral Tradition in Indian History	6	0	0	6	IA(Mid)-40 EA(End Sem)-60	

Lectures-90

Learning Objectives:

To understand the oral practices and traditions prevalent in the course of history for better understanding and ideology of India.

Course Learning Outcomes:

This course aims to acquaint the students with in-depth knowledge of vedas, puran and folklore and folk songs in glorious history of India

Unit wise Learning Outcomes:

On completion of this course, the student will be able to:

UO 1. Will get in-depth knowledge about the concept of oral history and the historiography of orality.

UO 2. Will get knowledge of oral tradition in Vedic literature and Natya tradition.

UO 3. Will be able to describe the role of Ved Vyas, Raja Parikshit and Suta Goswami in oral tradition and Indian religious texts.

UO 4. Will get an understanding of folk traditions in different periods of history.

UO 5. Will get in-depth knowledge about the limitations of folk traditions.

Unit-1

Oral History : Definition, Concept, Importance and Scope.

History and Historiography of Orality.

Unit-2

Oral tradition in Vedas and Samvad Suktas, oral tradition in Upnishadas; Importance of Shruti in oral tradition, Guru- Shishya tradition in ancient time, Importance of Smriti in Guru- Shishya tradition,

Natya tradition: origin of Natya Shashtra, Importance of Vani and oral tradition in theatrical staging

Unit-3

Role of Maharshi Ved Vyas, Shukdeva, Raja Parikshit and Suta Goswami in oral tradition of Indian religious texts; oral tradition of Srimad Bhagvatam, oral tradition of Mahabharat & Gita, oral tradition of Ramayana

Development of Ayurveda in oral tradition : Role of Charak Samhita, Shushrut Samhita, Bagbhat & Komarbhartya Jivak in the development of Ayurveda in oral tradition

Unit-4

Importance of folk traditions- folk lores and folk songs in History writing; Environmental consciousness inherent in Folk songs, Condition of Women reflected in folk songs, Peasants and labor consciousness reflected in folk songs, Religious status mentioned in Folksongs, Moral values described in Folk songs, Different types of Bundeli Folk songs prevalent during the revolution of 1857 and the History, Culture and National consciousness inherent in them, Political and cultural awakening by Bundeli Folk songs during the freedom struggle

Unit-5

Elements of History and Culture inherent in Bundeli, Malwi, and Rajsthani folk lores and folk songs. Role of Harbole in spreading National consciousness through Folk songs
Limitations of use of oral traditions as a source of History writing.

Essential Readings :-

1. Dr. Pankaj Singh, Orality and Oral Tradition
2. उपाध्याय, डॉ० कृष्णदेवः भोजपुरी लोक साहित्य का अध्ययन, हिन्दी साहित्य सम्मेलन, प्रयाग.
3. गुप्त नर्मदाप्रसाद, आजादी के गायक हरबोले, स्वराज संस्थान, भोपाल
4. गुप्त नर्मदाप्रसाद, बुन्देलखण्ड की लोक संस्कृति का इतिहास, राजकमल प्रकाशन, नई दिल्ली, 1995
5. चन्द्र सतीश, मध्यकालीन भारत में इतिहास लेखन, धर्म और राज्य का स्वरूप, ग्रन्थ शिल्पी, दिल्ली, 1929
6. टाड कर्नल जेम्स, एनाल्स एण्ड एन्टीक्वटीज आफ राजस्थान अनुवाद बलदेव प्रसाद मिश्र, भाग 1 एवं 2
7. तिवारी बलभद्र, बुन्देली लोक काव्य भाग-1, 2 एवं 3, बुन्देली पीठ, सागर विश्वविद्यालय, 1977
8. दुबे सीताराम, समसामायिक इतिहास लेखन: प्रविधि एवं प्रवृत्तियाँ, प्रतिभा प्रकाशन, दिल्ली, 2001
9. द्विजकिशोर, हस्तलिखित, पारीछत कौ कटक
10. महात्मा गान्धी, गीता माता, सस्ता साहित्य मण्डल प्रकाशन, नई दिल्ली, 1998
11. माता प्रसाद, लोकगीतों में वेदना और विद्रोह के स्वर, सम्यक प्रकाशन, दिल्ली, 2007
12. रामायण माहात्म्य, रामचरितमानस (रामायण आठों काण्ड), तुलसीदास, रामायण प्रेस, मथुरा, सत्रहवाँ संस्करण, 2000

Suggested Readings:

1. वर्मा लालबहादुर, इतिहास के बारे में, इतिहास बोध प्रकाशन, इलाहाबाद, 2000
2. वर्मा भगवान सिंह, छत्तीसगढ़ का इतिहास, म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 1991
3. वाल्मीकि रामायण, वाल्मीकि, गीताप्रेस गोरखपुर, प्रथम खण्ड, संवत् 2069
4. स्वामी तपस्यानन्द, अध्यात्मरामायण, श्रीरामकृष्ण मठ, मद्रास, 1985
5. शंकराचार्य, भज-गोविन्दम्, सेन्ट्रल चिन्मय ट्रस्ट, मुम्बई
6. सिंह बी.एन., भारतीय दर्शन, स्टूडेंट्स फ्रेंड्स एण्ड कम्पनी, वाराणसी, 1986,
7. श्रीमद् भगवद् गीता
8. श्रीवास्तव बी.के., बुन्देलखण्ड की संस्कृति, राधा पब्लिकेशन, नई दिल्ली, 2019,
9. श्रीवास्तव बी.के. श्रीवास्तव, प्राचीन भारत का इतिहास, एस.बी.पी.डी. पब्लिकेशन, आगरा, 2017
10. हस्तलिखित पुस्तकों का संक्षिप्त विवरण, प्रथम खण्ड, काशी नागरी प्रचारणी सभा, सं. 2021

HIS-SEC-321 Application of History in Tourism and its Management								
Level & Semester	Course code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem III	HIS-SEC-321	Application of History in Tourism and its Management	4	0	0	4	IA(Mid)-40 EA(End Sem)-60	

Lectures- 60

1. Learning Objectives:

To conceptualize and understand the role of History in Tourism and Tourism skills

2. Course Learning Outcomes:

After studying the course students would be able to understand the skills of Tourism by incorporating historical knowledge and in its management

Unit wise Learning Outcomes:

UO 1. After studying the unit students would be able to understand the concept and History of Tourism

UO 2. After studying the unit students would be able to understand the means in History for Tourism promotion in India

UO 3. After studying the unit students would be able to understand the different types and impact of Tourism

UO 4. After studying the unit students would be able to understand different Organizations in the field of Tourism

UO 5. After studying the unit students would be able to understand different managing skills for Tourism and its importance for India

Unit – I: Tourism: Meaning, Nature & Concept, Tourist motivation, Purposes of Travel, History of Tourism: Ancient, Medieval and Modern Period, Impact of World wars on Tourism

Unit – II: Historical Monuments of India, Tourist Sites of India, Religions, Fairs and Festivals of India. Folk Culture of India, Cultural Heritage, Application of History in Tourism

Unit - III: Features of Tourism, Forms of Tourism, Types of Travel and Tourism, components and Elements, Development and Impact

Unit - IV: The Organization of Tourism: Need & Factors, International Organizations- PATA, IFTO, WTTC, IATA, World Tourism Organization- Aims, Objectives, Organs and Function, National Tourist Organization and functions,

Unit –V: Management of Tourism, Tourism Marketing: Concept, Process and Functions Growth of Modern Tourism in India, Problems and Challenges, Guiding skills and Tourist Guide.

Essential Readings:

1. Bhatia, A.K. Tourism Development: Principles & Practices Sterling, Publishers Private Limited, New Delhi, 2006.
2. Bhatna, A.K.: Tourism in India- History & Development, Sterling Publishers, Private Limited, New Delhi, 1991.
- 3- वारे एवं नागौरी: पर्यटन में इतिहास का अनुप्रयोग, मध्यप्रदेश हिन्दीग्रंथ अकादमी, भोपाल, 2005.

Suggested Readings:

4. Bhatna, A.K.: Tourism Management & Marketing, Sterling Publishers, Private Limited, New Delhi, 1997.
5. Bhatia, A.K.: International: Fundamental & Practices, Sterling Publishers, Private Limited, New Delhi, 1991.
6. Ram Acharya: Civil Aviation and Tourism Administration in India, National Publishing House, New Delhi 1978.
7. वीरेन्द्र सिंह: मध्य प्रदेश, अरिहंत पब्लिकेशन प्रा.लि., मेरठ, 2008.
8. श्रीवास्तव, बी. के., पर्यटन में इतिहास का अनुप्रयोग, रामप्रसाद एण्ड संन्स, भोपाल, 2021.
9. श्रीवास्तव, बी. के., मध्यप्रदेश में पर्यटन, रामप्रसाद एण्ड संन्स, भोपाल, 2021.
10. श्रीवास्तव, बी. के., पर्यटन का इतिहास विपणन एवं प्रबंधन, नम्यप्रेस, नईदिल्ली, 2021

HIS-DSM-421								
History of Ideas								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem IV	HIS-DSM- 421	History of Ideas	6	0	0	6	IA(Mid)-40 EA(End Sem)-60	

Lectures- 90

Learning Objectives:

1. To understand the ideas of polity in Ancient and medieval times
2. To understand the Status of Women in Ancient India and Medieval India
3. To understand the different ideas, waves, and thoughts of religion
4. To understand the new social, cultural, and economic ideas
5. To understand the changes in social structure and know about communalism and secularism

Course Learning Outcomes:

After studying the course students will be able to :

1. Get an in-depth knowledge of different ideas of polity in Ancient and medieval times.
2. Analyse the social condition of women in ancient, medieval, and modern India.
3. Learn about emerging ideas and philosophies of religion.
4. Learn about colonialism and the emergence of new political, social, and economic ideas.
5. Know about the thoughts of Ambedkar and Rahul Sankrityayan on social change. Students will also know about Gandhi's idea of caste.

Unit-wise Learning Outcomes:

This course aims to acquaint the students with in-depth knowledge of terms like capitalism, nationalism, imperialism, colonialism, socialism, etc, and also discuss the economic, social, religious, and cultural changes that took place in Ancient, Medieval, and Modern India.

UO 1. In this unit, students will understand different political ideas such as Monarchy, Oligarchy, and Republicanism. Students will also learn about Tribal assemblies, Sabha , Samiti, and Vidath. Students will get an idea of the Theory of Kingship by Balban and Yassa of Genghis Khan.

UO 2. In this unit, students will understand the status of women under different periods. Students will also learn about efforts carried out for the upliftment of the social status of women by reformers like Raja Ram Mohan Roy, Vidyasagar, Karve, etc.

UO 3. In this unit, students will learn about the religious ideas in Upanishad, Jainism, and Buddhism. Students will also learn about figures like Kabir, and Nanak and their contributions.

UO 4. In this unit, students will understand the concepts like Liberalism, Utilitarianism, Socialism, and their Impact on the Administrative Policy of Colonial Rule. Students will also learn about the Impact of Western Liberal Ideas on Indian Nationalism.

UO 5. In this unit, students will understand the terms like Communalism and Secularism. Students will also learn about the perspective of Bhimrao Ambedkar, Rahul Sankrityayan, and Gandhi on Social structure.

Unit I Ideas of polity in Ancient India: Monarchy, Oligarchy and republicanism. Tribal Assemblies, Sabha, Samiti and Vidath of Vedic age: Nature of polity during Sultanate period, Theory of kingship of Balban. Yassa of Genghis Khan and its impact on Mughal.

Contact Hours: 18

Unit II Status of women in ancient India and Medieval India. Emancipation of women in Modern India, Raja Rammohan Roy, Ishwar Chandra Vidyasagar and D.K. Karve's thoughts and efforts for the upliftment of women.

Contact Hours: 18

Unit III Religious Ideas in Upanishad, Jainism and Buddhism. Bhakti movement: Philosophy of Kabir and Nanak, Sufism and Sikhs Socio-religious thoughts of Ram Mohan Roy, Dayanand Saraswati, Annie Besant and Swami Vivekananda Anti caste movement during colonial Period, Satya Shodhak Samaj, Shree Narayan Movement, self respect movement

Contact Hours: 18

Unit IV Colonialism and the emergence of New Political Ideas, Liberalism, Impact of Western Liberal Ideas on Indian Nationalism, Utilitarianism and its impact on the administrative Policy of colonial rule. Socialism, Socialistic Ideas of Ram Manohar Lohia and Jawahar Lal Nehru.

Contact Hours: 18

Unit V. Communalism, Secularism, , Bhimrao Ambedkar and Rahul Sankrityayan's thoughts on social change. Mahatma Gandhiji's Views on caste, Varnashram, Dharma and Untouchability.

Contact Hours: 18

Essential Readings:

1. राम शरण शर्मा प्राचीन भारत में राजनीतिक विचार एवं संस्थान, मीनाक्षी प्रकाशन, राजकमल प्रकाशन नई दिल्ली।
2. ए.एल. बशाम, अद्भुत भारत, शिवलाल अग्रवाल एवं कंपनी, आगरा।
3. बी.के. श्रीवास्तव, विचारों का इतिहास, एस.बी.पी.डी. पब्लिशिंग हाऊस, आगरा, 2010।

Suggested Readings:

4. परमात्मा शरण, प्राचीन भारत में राजनीतिक विचार एवं संस्थान, मीनाक्षी प्रकाशन, नई दिल्ली।
5. राधेश्याम, मध्यकालीन भारत की सांस्कृतिक संरचना, मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल।
6. हरीश चंद्र वर्मा, मध्यकालीन भारत, खण्ड-1 एवं 2, दिल्ली विश्वविद्यालय.
7. रामधारी सिंह दिनकर, संस्कृति के चार अध्याय, राजपाल एण्ड संस, दिल्ली।

HIS-DSM-422								
Economic History of India (CE 1757-1947)								
Level& Semest er	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem IV	HIS- DSM- 422	Economic History of India (CE 1757-1947)		0	0	6	IA(Mid)-40 EA(End Sem)-60	

Lectures- 90

Course Objectives:

To understand the various economic currents under the British government to fulfil their colonial ambitions.

Unit wise Learning Outcomes:

On completion of this course, the student will be able to:

UO 1. Will be able to get in-depth knowledge about the economic conditions of India in the mid-eighteenth century.

UO 2. Will be aware of economic consequences of various policies of British government

UO 3. Will be able to get knowledge of different land revenue systems during British times in India.

UO 4. Will get an understanding of rural indebtedness and famines as a cause of Indian troubles

UO 5. Will be aware of development of Railways and Industry under colonial period.

Unit I: Economy in the mid-eighteenth century, Early Phase of Colonial Economy: The East India Company and its rule in Bengal

Unit II: Economic consequences of Battle of Plessey. Drain of wealth from Bengal and its mechanism, magnitude and effects, Decline of Cottage industries, Deindustrialization

Unit III: Revenue settlements: Permanent, Ryotwari and Mahalwari, Commercialization of agriculture, cause and impact on Indian economy

Unit IV: Rural Indebtedness: The need for credit and causes of rural indebtedness, Famines: Causes of Increased Frequency of Famines under British Rule

Unit V: Industry during crown period, Railways and Indian economy: causes of development, Phases of development, Impact on the Indian economy

Essential Readings:

1. A.K. Sen, Poverty Famines: An essay on entitlement and Deprivation, Oxford University Press, Delhi, 1982.
2. D.N. Panigrahi (ed.) Economy, Society and Politics in Modern India, Vikas Publishing House, New Delhi, 1985.
3. R.C. Dutt, The Economic History of India, Vol. I & II, Publication Division, Delhi, 1963.
4. सव्यसाची भट्टाचार्य, आधुनिक भारत का आर्थिक इतिहास, राजकमल प्रकाशन, नई दिल्ली, 1995.

Suggested Readings:

4. Bipan Chandra, The Rise and Growth of Economic Nationalism in India, People Publishing House, New Delhi, 1966.
5. B.R.Tomlinson, The New Cambridge History of India, Vol.III, Cambridge University Press, 1993.
6. Dharma Kumar (ed.), Cambridge Economic History, Orient Longman, New Delhi, 1984.
7. Girish Mishra, An Economic History of India, Pragati Publications, New Delhi, 1994.
8. गिरीश मिश्रा, आधुनिक भारत का इतिहास, ग्रंथशिल्पी, नई दिल्ली, 2003

HIS-MDM-421								
History of Science and Technology in India								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
Sem IV	HIS-MDM-421	History of Science and Technology in India	6	0	0	6	IA(Mid)-40 EA(End Sem)-60	

Lectures- 90

Course Objectives:

To understand the various economic currents under the British government to fulfil their colonial ambitions.

Unit wise Learning Outcomes:

On completion of this course, the student will be able to:

UO 1. Will be able to get in-depth knowledge about the meaning of science and technology along with the contribution of Charak, Sushruta, Jeevak and Nagarjuna.

UO 2. Will be aware of development and contribution of main scientists of Mathematics in ancient and medieval India.

UO 3. Will be able to get knowledge of different industries in medieval India along with the contribution of Sawai Jaisingh in the field of astronomy.

UO 4. Will get an understanding of science and technology just before colonial rule in India along with the contribution of Srinivas Ramanujan in the field of mathematics.

UO 5. Will be aware of British policy of apartheid towards Indian scientists and their contribution in freedom struggle.

Unit I Meaning, scope and importance of Science and Technology; Development of Aayurveda in India; Contribution of Charak, Sushruta, Jeevak & Nagarjuna.

Contact Hours: 18

Unit II Development of Mathematics, Medical Science in Ancient India. Main Scientists of Ancient India and their contribution: Aryabhatta, Varahmihir, Brahmgupta. Development of Mathematics in Medieval Period: Bhaskaracharya and his Contribution to the Field of Mathematics.

Contact Hours: 18

Unit III Development of Irrigation System, Cloth Industry, Architecture, Currency Making, in Medieval Period, Mughal Karkhanas. Contribution of Sawai Jaisingh in the field of Astronomy: Vedhasalas of Jaisingh

Contact Hours: 18

Unit IV Condition of Science and Technology just before the Colonial rule in India. Concept of colonial science, Science and British colonial imperialism, Srinivas Ramanujan and his achievements in the field of Mathematics, History of development of homeopathy in India.

Contact Hours: 18

Unit V British policy of apartheid towards Indian scientists, Reaction of Indian scientists: J.C. Bose, P.N. Bose and P.C. Ray against policy of apartheid, Science and Indian nationalism- role of Indian scientists in Freedom struggle, Indian response to new scientific knowledge.

Contact Hours: 18

Essential Readings:

1. Sen, S.N. Scientific and Technical Education in India. INSA, New Delhi
2. Bose, Sen & Subharayappa, A Concise History of Science in India INSA Delhi
3. ए.रहमान, भारत में विज्ञान और तकनीकी प्रगति, राजमहल, प्रकाशन नई दिल्ली।
4. पाण्डेय एवं निगम, वेदकालीन प्रौद्योगिकी नाम पब्लिशर्स दिल्ली।
5. इरफान हबीब, भारतीय इतिहास में मध्यकाल, गंधशिल्पी प्रकाशन, नई दिल्ली।
6. हरीशचंद्र वर्मा, मध्यकालीन भारत खण्ड 1 एवं 2, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली।

Suggested Readings:

7. मुले, गुणाकर, भारतीय इतिहास में विज्ञान, योगी प्रकाशन दिल्ली।
8. मुले, गुणाकर, प्राचीन भारत के महान वैज्ञानिक राजमहल प्रकाशन नई दिल्ली।
9. Kumar Anil, Medicine and the Raj, Sage, Delhi.
10. Gaisor, A.J., the Indian Response to European Technology and Culture.
11. Dharmapal, Indian Science and Technology in Eighteenth Century, Delhi.
12. गुणाकर मुले, भारतीय इतिहास में विज्ञान, यात्री प्रकाशन, अहमदाबाद

HIS-SEC-421								
Dissertation								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L-9, Sem IV	HIS-SEC-421	Dissertation	0	0	4	4	100	

Lectures-60

Course Objectives:

Through this course, students will be given the experience of research based study.

Through this experience, they will be helped in selecting a particular problem and practicality of research methods will be given in dealing with that problem.

Mode of Evaluation

The students will be given topics/for the **Dissertation**. It will be mandatory for each student to submit the typed **Dissertation** (Minimum 50 pages and Hard Binding) in 4 copies in the office of the Department before the beginning of End Semester Examination. The Evaluation Committee will be as follows

1. Head (Chairman of the Committee)
2. The Course Coordinator(s) of the Dissertation
3. One External member will be nominated by the Dean

Evaluation:

Evaluation will be based on End Semester as follows:

The total marks of Dissertation will be 100 marks, the distribution of the total marks is as follows

- | | | |
|-----|--|--------------------|
| (a) | First Periodic Internal Assessment | : 20 Marks |
| (b) | Second Periodic Internal Assessment | : 20 Marks |
| (c) | Evaluation of Dissertation and Viva-Voce | : 60 Marks (50+10) |

Course/Learning out comes: After Completion of the course student will be able to learn to make practical application of research based learning.