B.A. Semester I

S No	Name of Course-B.A. (Hons.) with Research		Types of course	Credits	L-T-P	Marks division Internal	External	Total
1	Ancient Indian Civilization: Prehistoric Cultures to 600 BC	BAHIS(H) 101	MJC-1	6	6-0-0	30	70	100
2	Introduction of Archaeology	BAHIS(H) 102	MIC-1	3	3-0-0	30	70	100
3	As per offered by University		MDC-1	3	3-0-0	30	70	100
4	English Communication Skill		AEC-1	2	2-0-0	30	70	100
5	Fundamental computer Applications		SEC -1	3	1-0-4	30	70	100
6	Haritage and Museum studies		VAC-1	3	2-0-2	30	70	100
7	IKS/Rashtrabodh	Qualifying			1-0-0	20	30	50
			Total Credits	20		180	420	600

B.A. Semester II

S No	Name of Course-B.A. (Hons.) with Research		Types of course	Credits	L-T-P	Internal	External	Total
1	Ancient Indian History: From 600 BC to 606AD	BAHIS(H) 201	MJC-2	6	6-0-0	30	70	100
2	Ancient Indian Art and Architecture	BAHIS(H) 202	MIC-2	3	3-0-0	30	70	100
3	As per offered by University		MDC-2	3	3-0-0	30	70	100
4	Environment Science		AEC-2	2	2-0-0	30	70	100
5	Introduction of Museology		SEC -2	3	1-0-4	30	70	100
6	VAC-2		VAC-2	3	2-0-2	30	70	100
7	IKS/Rashtrabodh	Qualifying			1-0-0	20	30	50
			Total Credits	20		180	420	600

B.A.Semester III

S No	Name of Course-B.A. (Hons.) with Research		Types of course	Credits	L-T-P	Internal	External	Total
1	Political History of North India(600AD to 1206AD)	BAHIS(H) 301	MJC-3	5	5-0-0	30	70	100
2	Political History of South India(Sangam age to Later Chola)	BAHIS(H) 302	MJC-4	4	4-0-0	30	70	100
3	Socio Cultural and Economic History of Ancient India (600B.C.-1206AD)	BAHIS(H) 303	MIC-3	3	3-0-0	30	70	100
4	Physical Education & Yoga		MDC-3	3	3-0-0	30	70	100
5	Disaster management		AEC-3	2	2-0-0	30	70	100
6	Tourism in India		SEC-3	3	3-0-0	30	70	100
			Total Credits	20		180	420	600

B.A. Semester IV

S No	Name of Course-B.A. (Hons.) with Research		Types of course	Credits	L-T-P	Internal	External	Total
1	History of Medieval India(1206AD-1526AD)	BAHIS(H) 401	MJC-5	5	5-0-0	30	70	100
2	History of Medieval India(1526AD-1757AD)	BAHIS(H) 402	MJC-6	5	5-0-0	30	70	100
3	Socio-Economic History of Medieval India (1206AD-1757 AD)	BAHIS(H) 403	MJC-7	5	5-0-0	30	70	100
4	Art and Architecture of Medieval India(1206AD-1757AD)	BAHIS(H) 404	MIC-4	3	3-0-0	30	70	100
5	Course on NSS/NCC/NGO'S/SCOUT GUIDE/SPORTS)		AEC-4	2	2-0-0	30	70	100
			Total Credits	20		150	350	500

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B.A.Semester V

S NO	Name of Course-B.A. (Hons.) with Research		Types of course	Credits	L-T-P	Internal	External	Total
1	History of Modern India (1757AD-1857AD)	BAHIS(H) 501	MJC-8	5	5-0-0	30	70	100
2	History of Modern world(1453AD-1815AD)	BAHIS(H) 502	MJC-9	5	5-0-0	30	70	100
3	Ancient World Civilizations	BAHIS(H) 503	MIC-5	3	3-0-0	30	70	100
4	Cultural Heritage of Meerut	BAHIS(H) 504	MIC-6	3	3-0-0	30	70	100
5	INTERNSHIP	BAHIS(H) 505	INT-1	4	0-0-4	30	70	100
			Total Credits	20	-	150	350	500

B.A.Semester VI

S No	Name of Course-B.A. (Hons.) with Research		Types of course	Credits	L-T-P	Internal	External	Total
1	Mass Uprising in British India1757AD to 1857AD	BAHIS(H) 601	MJC-10	4	4-0-0	30	70	100
2	History of Indian National Movements	BAHIS(H) 602	MJC-11	5	5-0-0	30	70	100
3	History of Modern World (1815 AD-1870AD)	BAHIS(H) 603	MJC-12	4	4-0-0	30	70	100
4	Socio and cultural History of Modern India (1757AD-1947AD)	BAHIS(H) 604	MIC-7	3	3-0-0	30	70	100
5	Research Methodology	BAHIS(H) 605	MIC-8	4	3-0-0	30	70	100
			Total Credits	20	-	150	350	500

B.A. Semester VII

S No	Name of Course-B.A. (Hons.) with Research		Types of course	Credits	L-T-P	Internal	External	Total
1	Historiography: Concepts, Methods & Tools.	BAHIS(H) 701	MJC-13	5	5-0-0	30	70	100
2	History of Modern India (1858AD-1915AD)	BAHIS(H) 702	MJC-14	5	5-0-0	30	70	100
3	History of Modern world (1870AD to 1950AD	BAHIS(H) 703	MJC-15	6	6-0-0	30	70	100
4	Mass Uprising in British India(1858AD-1947AD)	BAHIS(H) 704	MIC-9	4	4-0-0	30	70	100
			Total Credits	20	-	120	280	400

B.A. Semester VIII

S No	Name of Course-B.A. (Hons.) with Research		Types of course	Credits	L-T-P	Internal	External	Total
1	History of Modern India (1916AD-1947AD)	BAHIS(H) 801	MJC-16	4	4-0-0	30	70	100
2	Economic History of Colonial India (1757AD-1947AD)	BAHIS(H) 802	MIC-10	4	4-0-0	30	70	100
3	Research Project/Dissertation	BAHIS(H) 803	RP	12	0-0-12	30	70	100
			Total Credits	20	-	90	210	300

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SWAMI VIVEKANAND SUBHARTI UNIVERSITY

(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)

National Education Policy-2020

Curriculum

Four-Year Undergraduate Program **B.A. (Hons.) with Research in History**

Session: 2025–2026

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INTRODUCTIONTO B.A.(HONS.) WITH RESEARCH INHISTORY

The Department of History is committed to producing leaders for the 21st century B.A. (Hons.)with research in History is a Research undergraduate program designed to provide students with a comprehensive understanding of the past-its people, societies, cultures, events, and ideas-across both Indian and world contexts. The program enables students to critically explore the political, economic, social, and cultural processes that have shaped human civilization over time.History is not just the study of dates and events, but an analytical discipline that helps us understand change, continuity, and transformation in human society. Through this program, students develop strong analytical, interpretative, and research skills. They learn to examine historical evidence, assess different perspectives, and construct informed arguments.

NATURE OFB.A.(HONS.) WITH RESEARCH INHISTORY

B.A. (Hons.)with research in Historyis a four-year undergrduate degree program that offers an in-depth exploration of historical events, ideas, cultures, and processes, along with a strong foundation in research and analytical skills. The program is designed to equip students with a comprehensive understanding of history as an academic discipline that interprets and analyzes the past rather than merely memorizing facts.The nature of the course emphasizes the development of critical thinking, independent inquiry, and analytical reasoning. Students are encouraged to question historical narratives, examine multiple perspectives, and engage deeply with primary and secondary sources.It is not only about gaining factual knowledge but also about understanding how societies evolve over time. The program promotes academic and personal growth, helping students become informed citizens capable of analyzing contemporary issues through a historical lens.

LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK INB.A.(HONS.) WITH RESEARCH INHISTORY

The **Learning Outcome-Based Curriculum Framework (LOCF)** for the B.A.(HONS.) WITH RESEARCH INHISTORYprogram is designed to ensure that the curriculum is student-centric, outcome-oriented, and

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evant to the academic, personal, and professional development of learners. It aims to provide students with a clear understanding of what they are expected to learn and achieve by the end of the program.

This framework focuses on equipping students with essential **knowledge, skills, values, and attitudes** necessary to understand the historical developments that have shaped human civilizations. It also encourages learners to connect past events with present-day issues and challenges, fostering critical thinking and responsible citizenship.

Key Objectives of LOCF in History:

- To provide a holistic understanding of Indian and World History from ancient to modern times, emphasizing political, economic, social, cultural, and intellectual developments.
- To develop critical and analytical skills that help students evaluate historical evidence, construct arguments, and engage in informed debate.
- To encourage independent research and the use of diverse historical sources, including texts, artifacts, oral histories, and archival material.
- To promote ethical reasoning and sensitivity to different cultures, communities, and perspectives.
- To prepare students for diverse career paths, including teaching, civil services, research, heritage management, journalism, and public policy.

Learning Outcomes for Students:

Upon completion of the program, students will be able to:

1. Demonstrate comprehensive knowledge of historical events, themes, and processes across regions and time periods.
2. Critically analyze historical sources and interpretations to build their own reasoned understanding of the past.
3. Conduct historical research using appropriate tools, methods, and methodologies.
4. Communicate historical understanding effectively in both oral and written forms.
5. Engage in lifelong learning and contribute meaningfully to society with an informed and reflective perspective.
6. Apply historical thinking to contemporary issues and policy-making.
7. Respect and appreciate diversity, promoting inclusive and democratic values in civic life.

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GRADUATEATTRIBUTESOFB.A.(HONS.) WITH RESEARCH INHISTORYPROGRAMME

Graduate Attributes refer to the core qualities, skills, knowledge, and attitudes that students are expected to acquire upon successful completion of the B.A. (Hons.)with researchin History program. These attributes prepare graduates not only for academic and professional excellence but also for responsible citizenship and lifelong learning.

Key Graduate Attributes:

1. **Interdisciplinary Perspective:** Graduates will understand how history intersects with disciplines such as political science, economics, sociology, and anthropology, enabling them to approach issues from multiple perspectives.
2. **Communication Skills:** Graduates will be able to clearly and effectively articulate historical arguments, ideas, and interpretations in both oral and written forms.
3. **Critical Thinking:** Graduates will be capable of evaluating historical theories, events, and sources critically, enabling them to form well-reasoned conclusions.
4. **Analytical Thinking:** Graduates will develop the ability to assess historical data and events analytically and construct meaningful interpretations.
5. **Research-Related Skills:** Graduates will be able to identify research problems, formulate hypotheses, conduct historical research using appropriate methods, and draw valid conclusions.
6. **Teamwork:** Graduates will demonstrate the ability to work collaboratively in teams, showing responsibility, cooperation, and leadership when required.
7. **Problem-Solving:** Graduates will be equipped to apply historical understanding to real-life problems and contribute to resolving contemporary social and cultural challenges.
8. **Digital Literacy:** Graduates will be proficient in using ICT tools and digital resources for learning, research, and presentation of historical knowledge.
9. **Lifelong Learning:**Graduates will adopt a self-directed and continuous learning approach, acquiring new skills and knowledge throughout their lives to stay relevant in a changing world.
10. **Moral and Ethical Values:** Graduates will embrace ethical principles, respect diversity, and act with integrity in personal, academic, and professional environments.

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QUALIFICATION DESCRIPTORSFOR B.A.(HONS.) WITH RESEARCH IN HISTORY

A graduate of the B.A. (Hons.)with research in Historyprogram is expected to have acquired a comprehensive understanding of historical developments across various periods, including ancient, medieval, modern, and contemporary history, both in the Indian and global context. The student should demonstrate a solid grasp of key historical concepts, themes, and timelines, along with an awareness of different historiographical interpretations and debates.

- Through systematic study and training, the graduate will be able to critically engage with a variety of historical sources-textual, visual, material, and oral and use them to construct well-reasoned, evidence-based arguments. They will be proficient in applying historical methods and analytical tools to interpret events and processes, recognizing the complexities and multiple perspectives within historical narratives.
- Effective communication of historical knowledge is a core competency, and the graduate will be able to articulate their ideas clearly in both written and oral formats, following academic conventions and ethical citation practices. Independent research ability is another key outcome, enabling students to formulate relevant research questions, identify appropriate sources, and conduct structured inquiries or projects with scholarly integrity.
- The graduate is also expected to understand the broader relevance of history in shaping contemporary society, fostering civic responsibility, cultural awareness, and sensitivity to social diversity. This includes recognizing the role of history in public discourse and understanding its impact on present-day issues, identities, and conflicts.
- Overall, the B.A.(Hons.) History graduate will be equipped with transferable skills such as critical thinking, research, communication, and analytical reasoning, preparing them for diverse career paths in education, civil services, journalism, heritage and museum sectors, or for pursuing advanced academic studies.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

The **Programme Educational Objectives (PEOs)** of the B.A. (Hons.) with research in History programmeare designed to provide students with a strong academic foundation in history while preparing them for professional success, civic responsibility, and lifelong learning. These objectives reflect the broad goals that the programme seeks to achieve in the long term.

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Key Educational Objectives:

PEO 1: Develop Historically Informed Thinkers

To prepare students to understand and interpret historical processes, events, and transformations at regional, national, and global levels through a critical and analytical lens.

PEO 2: Promote Research and Analytical Skills

To equip students with the ability to conduct independent research using historical methods, critically evaluate sources, and construct evidence-based arguments.

PEO 3: Encourage Interdisciplinary Learning

To foster an appreciation for the interdisciplinary nature of history and its connection to other fields like politics, economics, literature, culture, and philosophy.

PEO 4: Prepare for Professional Careers and Higher Education

To develop competencies that enable students to pursue diverse career paths such as teaching, civil services, journalism, heritage management, and further academic study (M.A.& Ph.D. etc).

PEO 5: Instill Ethical, Social, and Civic Responsibility

To nurture socially responsible and ethically aware graduates who can contribute to inclusive growth, national development, and the preservation of cultural heritage.

PEO 6: Encourage Lifelong Learning and Adaptability

To inspire students to continue learning and upgrading their skills throughout life in a rapidly changing global environment.

PROGRAMMEOUT-COMES(POs)

The **Programme Outcomes (POs)** describe the broad competencies and learning achievements that students are expected to demonstrate upon successful completion of the B.A. (Hons.) with research Historyprogramme. These outcomes focus on developing a well-rounded understanding of history along with essential academic and professional skills.

Key Programme Outcomes:

PO 1: Core Competency-Students will acquire a strong foundational knowledge of historical periods, themes, events, and historiographical debates at local, national, and global levels.

PO 2: Subject Matter Expertise-Graduates will demonstrate deep understanding of historical concepts, sources, and narratives, enabling them to analyze and interpret historical developments effectively.

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PO 3: Disciplinary Knowledge and Skill-Students will be able to apply theoretical and methodological tools of historical analysis in diverse fields such as politics, culture, economics, gender studies, and social movements.

PO 4: Technological Proficiency-Graduates will be able to use digital tools and online archives for historical research, presentations, and data interpretation.

PO 5: Global Perspective-Students will develop an awareness of global historical processes and their impact, understanding interconnectedness among nations, cultures, and societies.

PO 6: Policy Analysis and Recommendations-Graduates will be capable of critically analyzing historical and contemporary policies and offering well-informed suggestions based on historical insight.

PO 7: Community Engagement-Students will understand their role as active and responsible citizens, using historical knowledge to address societal issues and promote public understanding of the past.

PO 8: Critical Thinking-Graduates will be able to evaluate sources, arguments, and historical interpretations critically, identifying bias, assumptions, and context.

PO 9: Lifelong Learning-Students will cultivate an ongoing desire to learn, adapt, and grow intellectually throughout their lives, staying relevant in changing academic and professional landscapes.

PO 10: Independent Research-Graduates will be capable of conducting independent historical research, including framing questions, collecting data, analyzing sources, and presenting original findings.

PROGRAMMESPECIFICOUT-COMES (PSO)

The **Programme Specific Outcomes (PSOs)** describe what students will be specifically able to do, understand, and apply after successfully completing the B.A. (Hons.) with researchin History. These outcomes are tailored to the nature of the discipline and reflect the core strengths of the subject.

PSO 1: Comprehensive Understanding of Historical Concepts Students will gain a strong foundation in the basic concepts, principles and theories of history, including political, economic, cultural, and social dimensions.

PSO 2: Understanding Historical Evolution Students will develop insight into the historical development of societies and civilizations, both in India and globally, across ancient, medieval, and modern periods.

PSO 3: Critical Analysis of Events and Trends Students will be able to analyze historical events and trends in a comparative context, and understand cause-effect relationships within historical processes.

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PSO 4: Application of Historical Knowledge Students will learn to apply historical reasoning and methods to evaluate government policies, social movements, and global phenomena.

PSO 5: Everyday Application of Historical Thinking Students will be able to connect historical knowledge with current affairs and daily life, fostering an informed and analytical perspective.

PSO 6: Development and Evaluation of Historical Models Students will acquire the skills to create, interpret, and critique historical models, narratives, and theories for better understanding and research.

PROGRAMME DURATION

Name of the Programme	Duration
B.A. HONS.With Research (HISTORY)	4 YEARS

EXIT OPTIONS

Exit Option	Certificate/Diploma/Degree/Honors
1st Year	Certificate in History after complete in one year in a discipline or field.
2nd Year	Diploma in History after completing two years of study in a discipline or field.
3rd Year	Bachelor's degree in History after completing a three-year program.
4thYear	B.A. History (Honourswith research)after completing four- year program

CAREERAVENUES

Graduates ofB.A. (Hons.) with researchin Historyhave diverse career opportunities in various fields. Their analytical, research, and communication skills prepare them for roles in education, research, public service and more.

Some promising career options include:

- Historian
- Archivist

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- Museum Curator
- Researcher
- Lecturer / Teacher
- Content Writer / Editor
- Archaeologist
- Cultural Resource Manager
- Policy Analyst
- Documentary Filmmaker
- Heritage Consultant
- Tourism Expert
- Government Services (Civil Services, etc.)

CLASS TIMINGS

The class will be held from Monday to Friday from 9:00 A.M. To 4.00 P.M. Saturday will be activity based classes Mentor Mentee Meetings etc.

TEACHING-LEARNING PROCESS

The teaching and pedagogy in the Department of Liberal Arts and Humanities focus on fostering critical thinking, analytical skills, and a deep understanding of human culture, history, and society and historical developments. The faculty creates a creative and inclusive learning environment committed to academic excellence and holistic student development.

Key aspects include:

- **Student-Centric Methods**: Encouraging experiential learning, participative learning, problem-solving, and use of ICT tools.
- **Collaborative Learning:** Group projects, presentations, and peer feedback promote teamwork and diverse perspectives.
- **Classroom Discussions:** Use of the Socratic method-questioning and dialogue to stimulate critical reasoning and examination of assumptions.
- **Research-Oriented Approach:** Emphasis on developing research skills through assignments, projects, and thesis work.

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- **Research-Oriented Approach:** Emphasis on developing research skills through assignments, projects, and thesis work.
- **Use of Technology:** Integration of digital archives, multimedia, and online resources to enrich historical understanding.

BA (History) Honors With Research

Semester-wise Paper NameofB.A. (Hons.) with research in History

Year	Sem.	Name of the Course	Paper Name	L-T-P	Theory / Practical	Credits	Marks
B.A.1st year	Sem.1st	MJC-1	Ancient Indian Civilization: Prehistoric Cultures to 600 BC	6-0-0	Theory	6	100
		MIC-1	Introduction of Archaeology	4-0-0	Theory	3	100
		MDC-1	As per offered by University	4-0-0	Theory	3	100
		AEC-1	English Communication Skill	2-0-0	Theory	2	100
		SEC-1	Fundamental computer Applications	1-0-4	Theory	3	100
		VAC-1	Haritage and Museum studies	2-0-2		3	100
		IKS/Rashtrabodh	As per offered by University	1-0-0	Qualifying		
	Sem. 2nd	MJC-2	Ancient Indian History: From 600 BC to 606AD	6-0-0	Theory	6	100
		MIC-2	Ancient Indian Art and Architecture	3-0-0	Theory	3	100
		MDC-2	As per offered by University	3-0-0	Theory	3	100
		AEC-2	Environment Science	2-0-0	Theory	2	100
		SEC -2	Introduction of Museology	1-0-4	Theory	3	100
		VAC-2	As per offered by University	2-0-2		3	100
		Rashtra bodh /IKS		1-0-0	Qualifying		
B.A.2nd year	Sem. 3rd	MJC-3	Political History of North India(600AD to 1206AD)	5-0-0	Theory	5	100
		MJC-4	Political History of South India(Sangam age to Later Chola)	4-0-0	Theory	4	100

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		MIC-3	Socio-Cultural and Economic History of Ancient India 600B.C. - 1200A.D.	3-0-0	Theory	3	100
		MDC-3	Physical Education & Yoga	3-0-0	Theory	3	100
		AEC-3	Disaster management	2-0-0	Theory	2	100
		SEC-3	Tourism in India	1-0-4	Theory	3	100
	Sem. 4th	MJC-5	History of Medieval India(1206AD-1526AD)	5-0-0	Theory	5	100
		MJC-6	History of Medieval India(1526AD-1757AD)	5-0-0	Theory	5	100
		MJC-7	Socio-Economic History of Medieval India (1206AD-1757 AD)	5-0-0	Theory	5	100
		MIC-4	Art and Architecture of Medieval India(1206AD-1757AD)	3-0-0	Theory	3	100
		AEC-4	Course on NSS/NCC/NGO'S/SCOUT GUIDE/SPORTS)	2-0-0		2	100
B.A.3rd year	Sem. 5th	MJC-8	History of Modern India (1757AD-1857AD)	5-0-0	Theory	5	100
		MJC-9	History of Modern world(1453AD-1815AD)	5-0-0	Theory	5	100
		MIC-5	Ancient World Civilizations	3-0-0	Theory	3	100
		MIC-6	Cultural Heritage of Meerut	3-0-0	Theory	3	100
		INT-1	INTERNSHIP	0-0-4	Project	4	100
	Sem. 6th	MJC-10	Mass Uprising in British India1757AD to 1857AD	4-0-0	Theory	4	100
		MJC-11	History of Indian National Movements	5-0-0	Theory	5	100
		MJC-12	History of Modern World (1815 AD-1870AD)	4-0-0	Theory	5	100
		MIC-7	Socio and cultural History of Modern India (1757AD-1947AD)	3-0-0	Theory	3	100
		MIC-8	Research Methodology	3-0-0	Theory	3	100
B.A.4th/ M.A.1st	Sem. 7th/ M.A.Ist Sem	MJC-13	Historiography: Concepts, Methods & Tools.	5-0-0	Theory	5	100

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Year							
		MJC-14	History of Modern India (1858AD-1915AD)	5-0-0	Theory	5	100
		MJC-15	History of Modern world (1870AD to 1950AD	6-0-0	Theory	6	100
		MIC-9	Mass Uprising in British India(1858AD-1947AD)	4-0-0	Theory	4	100
	Sem .8th/ M.A.IInd Sem	MJC-16	History of Modern India (1916AD-1947AD)	4-0-0	Theory	4	100
		MIC-10	Economic History of Colonial India (1757AD-1947AD)	4-0-0	Theory	4	100
		RP	Research Project/Dissertation	0-0-12	Research	12	100

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SCHEME OF STUDIES FOR B.A.(HONS.)WITH RESEARCH IN HISTORY

Semester-I

Semester I	B.A (HONS .)with Research				Marks division		
S No	Name of Course	Types of course	Credits	L-T-P	Internal	External	Total
1	Ancient Indian Civilization: Prehistoric Cultures to 600 BC	MJC-1	6	6-0-0	30	70	100
2	Introduction of Archaeology	MIC-1	3	3-0-0	30	70	100
3	As per offered by University	MDC-1	3	3-0-0	30	70	100
4	English Communication skill	AEC-1	2	2-0-0	30	70	100
5	Fundamental computer Applications	SEC -1	3	1-0-4	30	70	100
6	Haritage and Museum studies	VAC-1	3	2-0-2	30	70	100
	IKS/Rashtrabodh	--------		1-0-0			
		Total Credits	20		180	420	600

Semester II

Semester II	B.A (HONS.)with Research				Marks division		
S No	Name of Course	Types of course	Credits	L-T-P	Internal	External	Total
1	Ancient Indian History: From 600 BC to 606AD	MJC-2	6	6-0-0	30	70	100
2	Ancient Indian Art and Architecture	MIC-2	3	3-0-0	30	70	100
3	As per offered by University	MDC-2	3	3-0-0	30	70	100
4	Environment Studies	AEC-2	2	2-0-0	30	70	100
5	Introduction of Museology	SEC -2	3	1-0-4	30	70	100
6	As per offered by University	VAC-2	3	2-0-2	30	70	100
7	IKS/Rashtrabodh	--------		1-0-0			
		Total Credits	20		180	420	600

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Semester III

Semester III	B.A (HONS.)with Research				Marks division		
S No	Name of Course	Types of course	Credits	L-T-P	Internal	External	Total
1	Political History of North India(600AD to 1206AD)	MJC-3	5	5-0-0	30	70	100
2	Political History of South India	MJC-4	4	4-0-0	30	70	100
3	Socio-Cultural and Economic History of Ancient India(600 B.C. - 1200A.D.)	MIC-3	3	3-0-0	30	70	100
4	Physical Education & Yoga	MDC-3	3	3-0-0	30	70	100
5	Disaster management	AEC-3	2	2-0-0	30	70	100
6	Tourism in India	SEC-3	3	1-0-4	30	70	100
		Total Credits	20		180	420	600

Semester IV

Semester IV	B.A (HONS.)with Research				Marks division		
S No	Name of Course	Types of course	Credits	L-T-P	Internal	External	Total
1	History of Medieval India(1206AD-1526AD)	MJC-5	5	5-0-0	30	70	100
2	History of Medieval India(1526AD-1757AD)	MJC-6	5	5-0-0	30	70	100
3	Social and Economic history of Medieval India(1206AD-1757AD)	MJC-7	5	5-0-0	30	70	100
4	Art and Architecture Medieval India (1200AD-1757AD)	MIC-4	3	3-0-0	30	70	100
5	(NSS/NCC/NGO'S/SCOUT GUIDE/SPORTS)	AEC-4	2	2-0-1	30	70	100
		Total Credits	20		150	350	500

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Semester-V

Semester V	B.A (HONS.)with Research				Marks division		
S No	Name of Course	Types of course	Credits	L-T-P	Internal	External	Total
1	History of Modern India (1757AD-1857AD)	MJC-8	5	5-0-0	30	70	100
2	History of Modern world(1453AD-1815AD) viyna	MJC-9	5	5-0-0	30	70	100
3	Ancient World Civilizations.	MIC-5	3	3-0-0	30	70	100
4	Cultural Haritage of Meerut	MIC-6	3	3-0-0	30	70	100
5	INTERNSHIP	INT-1	4	0-0-4	30	70	100
		Total Credits	20	-	150	350	500

Semester-VI

Semester VI	B.A (HONS.)with Research				Marks division		
S No	Name of Course	Types of course	Credits	L-T-P	Internal	External	Total
1	Mass Uprising in British India(1757Ad-1857AD)	MJC-10	4	4-0-0	30	70	100
2	History of Indian National Movements.	MJC-11	5	5-0-0	30	70	100
3	History of Modern World (1815 AD-1870AD)	MJC-12	4	4-0-0	30	70	100
4	Socio and Culture History of Modern India(1757AD-1947AD)	MIC-7	3	3-0-0	30	70	100
5	Research Methodology	MIC-8	4	3-0-0	30	70	100
		Total Credits	20	-	150	350	500

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Semester-VII

Semester VII	B.A (HONS.)with Research/M.A. IstSem				Marks division		
S No	Name of Course	Types of course	Credits	L-T-P	Internal	External	Total
1	Historiography: Concepts, Methods & Tools.	MJC-13	5	5-0-0	30	70	100
2	History of Modern India (1858AD-1915AD)	MJC-14	5	5-0-0	30	70	100
3	History of Modern world (1870AD to 1950AD)	MJC-15	6	6-0-0	30	70	100
4	Mass Uprising In British India (1858AD-1947AD)	MIC-9	4	4-0-0	30	70	100
		Total Credits	20	-	120	280	400

Semester-VIII

Semester VIII	B.A (HONS.)with Research/M.A. IIstSem				Marks Division		
S No	Name of Course	Types of course	Credits	L-T-P	Internal	External	Total
1	History of Modern India (1916AD-1947AD)	MJC-16	4	4-0-0	30	70	100
2	Economic History of Colonial India (1757AD-1947AD)	MIC-10	4	4-0-0	30	70	100
3	Research Project/Dissertation	RP	12	0-0-12	30	70	100
		Total Credits	20	-	90	210	300

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PROGRAMME STRUCTURE

The summary table of credit allocation for B.A.(Hons.)with Research in History

Types of Courses	Name of Courses	Credits
MJC	Major Course	80
MIC	Minor Course	32
MDC	Multidisciplinary Course	09
AEC	Ability Enhancement course	08
SEC	Skill Enhancement Course	09
VAC	Value added Course	06
INT	Internship	04
RP	Research Projects/Dissertation	12
Total	**8 Course**	**160**

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STRUCTURE OF CURRICULUM

Format for Developing Syllabus for a course/paper

Programme/Class B.A (HONS.) with Research	**Certificate**	**Course Code** Major (MJC-1)	**Subject-History**	**Year -B.A.I**	**Semester-I**
Paper Name -	**Ancient Indian Civilization: Prehistoric Cultures to 600 BC**				

Course Objectives (COs)

CO-1: Introduces students to the sources of ancient Indian history, including literary, archaeological, foreign accounts, geographical factors, and cultural development.

CO-2: Enables students to understand the characteristics, phases, tools, sites, and cultural patterns of the Palaeolithic, Mesolithic, Neolithic, and Chalcolithic periods.

CO-3: Develops comprehensive understanding of the Indus Valley Civilization—origin, major cities, urban planning, economy, religion, script, decline, and legacy.

CO-4: Examines the transformation of Harappan culture into regional cultural traditions such as Late Harappan, OCP, Copper Hoard, and Painted Grey Ware cultures.

CO-5: Provides knowledge of Early and Later Vedic society, polity, economy, religion, and the emergence of janapadas and the varna system.

CO-6: Analyzes the rise of Mahajanapadas, iron technology, second urbanization, monetization, and the development of Buddhism and Jainism.

Credits–6	**Max.Marks**:100 (70+30)	**Min.PassingMarks**:40 (28+12)

Total No.of Lectures- Tutorials –Practical (inhoursperweek): 6-0-0

Unit	**Topic**	**No. of Lectures**
Unit- I	Introduction & Sources: Literary, Archaeological, and foriengn Account, Geography and cultural development.	16
Unit- II	Palaeolithic: phases, tools, sites,Mesolithic: microliths, domestication, sites Rock art and symbolism, Neolithic: agriculture, pottery, sites.Chalcolithic: Ahar,Kaytha,Banas, Malwa, Jorwe	16
Unit-III	Indus Valley Civilization:Origin,major cities, Urban planning, economy, society, religion, script,Decline and legacy	14
Unit- IV	Transformation of Harappan culture into regional traditions like Late Harappan, OCP, Copper Hoard, and Painted Grey Ware.	16
Unit-V	Early Vedic: polity, economy, society, religion (Rigveda), Later Vedic: changes, janapadas, varna system, rituals,	16
Unit- VI	Formation of States– Rise of sixteen Mahajanapadas, iron technology, second urbanization, monetization, and growth of Buddhism and Jainism.	12

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		Total	90

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to identify and evaluate literary, archaeological, and foreign sources for reconstructing ancient Indian history.

CLO-2: Students will describe the cultural evolution across Palaeolithic, Mesolithic, Neolithic, and Chalcolithic phases with reference to tools, sites, and subsistence patterns.

CLO-3: Students will explain the major features of the Indus Valley Civilization, including its planned urban centers, socio-economic structures, and belief systems.

CLO-4: Students will critically analyze post-Harappan regional developments such as OCP, PGW, Copper Hoard, and Late Harappan traditions.

CLO-5: Students will discuss the changes from Early to Later Vedic phases in terms of polity, society, economy, religion, and settlement patterns.

CLO-6: Students will evaluate the formation of Mahajanapadas, technological transformations, urban growth, monetization, and the philosophical rise of Buddhism and Jainism.

Suggested Readings:

- Basham, A.L. , The Wonder that was India
- Thapar,Romila , History of India,
- Majumdar,R.C. – History and Culture of Indian People
- Raychoudhury, H.C., *Political History of Ancient India,* Calcutta, 1931.
- Raychoudhury, H.C., *Prachin Bharat ka rajnitik itihas*(Hindi), Allahabad, 1980.
- Narain, A.K., *The Indo-Greeks,* New Delhi, 1996.
- Puri, B.N., *India Under the Kusanas, Bombay, 1965.*
- Shastri, K.A.N., *The Age of Nandas and Mauryas,* Varanasi, 1967.
- Tripathi, R.S., *Ancient India,* Delhi, 1960.
- Thapar, Romila (ed.), *Recent Perspective of Early Indian History*, New Delhi, 1998..
- Ray, H.C., *Dynastic History of North India,* Delhi, 1960
- Tripathi, R.S., *Ancient India* (English and Hindi), Delhi, 1960.
- Pandey,J.N.,Puratatva Vimarsh. Allahabad.20

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Programme/Class B.A.(Hons.) with Research	Certificate	CourseCode-MIC-01	Subject-History	Year -B.A.I	Semester-I
Paper Name-	Introduction of Archaeology				

Course Objectives (COs) —

CO-1: Introduces students to the definition, nature, and scope of archaeology and its relationship with history, anthropology, and science, along with the historical development of archaeological studies in India.

CO-2: Enables students to understand the classification of archaeological remains such as artefacts, features, ecofacts, and the study of tools, pottery, coins, inscriptions, and monuments, emphasizing the importance of context in interpretation.

CO-3: Provides knowledge of site survey and identification methods, excavation techniques (vertical and horizontal), and tools and recording methods used in fieldwork.

CO-4: Develops understanding of relative dating methods including stratigraphy and typology, as well as challenges related to dating and preservation.

CO-5: Examines the role of the Archaeological Survey of India (ASI), major archaeological sites such as Harappa, Mohenjodaro, Sanchi, Nalanda, and Arikamedu, and highlights the importance of ethics and heritage conservation in archaeology.

Credits–3	**Max.Marks**:100 (70+30)	**Min.Passing Marks**:40 (28+12)

TotalNo.of Lectures- Tutorials –Practical (in hours per week): 3-0-0

Unit	Topic	No. of Lectures
Unit- I	Definition, nature, and scope of archaeology.Relationship of archaeology with history, anthropology, and science,History of archaeological studies in India	8
Unit- II	Clasification of archaeological remains: Artefacts, features, ecofacts, Study of tools, pottery, coins, inscriptions, and monuments, Importance of context in archaeological interpretation	10
Unit-III	Site survey and identification methods,Techniques of excavation: vertical and horizontal,Tools and recording methods used in the field	10
Unit- IV	Relative dating: Stratigraphy, typology, Challenges in dating and preservation	8
Unit-V	Role of the Archaeological Survey of India (ASI),Major archaeological sites: Harappa, Mohenjodaro, Sanchi, Nalanda, Arikamedu, Ethics in archaeology and need for heritage conservation,	9
	Total	45

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Course Learning Outcomes (CLOs)

CLO-1: Students identify and explain the nature, scope, and interdisciplinary relations of archaeology with history, anthropology, and science.

CLO-2: Students classify archaeological remains and analyze artefacts, features, ecofacts, tools, pottery, coins, inscriptions, and monuments using contextual interpretation.

CLO-3: Students apply methods of site survey, identification, and excavation, and use appropriate field tools and recording techniques.

CLO-4: Students interpret relative dating methods such as stratigraphy and typology and evaluate challenges in archaeological dating and preservation.

CLO-5: Students assess the role of ASI, study major archaeological sites, and demonstrate understanding of ethics and heritage conservation practices.

Suggested Readings:

- Rajan, K. (2002). Archaeology: Principles and Methods. Manoo Pathippakam.
- Chakrabarti, D. K. (2006). India: An Archaeological History. Oxford University Press.
- Wheeler, M. (1959). Early India and Pakistan.Thames and Hudson.
- Renfrew, C., & Bahn, P. (2012). Archaeology: Theories, Methods and Practice. Thames and Hudson.
- Possehl, G. L. (2002). The Indus Civilization: A Contemporary Perspective. Rowman Altamira.
- Agrawal, D. P. (2007). The Archaeology of India. Select Book Service Syndicate.
- Singh, U. (2009). A History of Ancient and Early Medieval India.Pearson Education.
- Ghosh, A. (Ed.). (1989). An Encyclopaedia of Indian Archaeology (Vols. I & II).BRILL.
- Sankalia, H. D. (1974). Prehistory and Protohistory of India and Pakistan.Deccan College.
- Allchin, B., & Allchin, F. R. (1982). The Rise of Civilization in India and Pakistan.Cambridge University Press.
- Banerjee, N. R. (1965). The Iron Age in India. Munshiram Manoharlal.
- Dhavalikar, M. K. (1995). Cultural Imperialism: Indus Civilization in Western India. Books & Books.
- Singh, B. P. (2004). Theory and Practice of Archaeology.Aryan Books International.
- Misra, V. N. (1992). The Palaeolithic Age.Indian Council of Historical Research.
- Thapar, B. K. (1985). Recent Archaeological Discoveries in India. UNESCO
- Pandey,J.N.,Puratatva Vimarsh. Allahabad,2000

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Programme/Class B.A.(Hons.)with Research	Certificate	Course Code Major- MJC-2	Subject- History	Year -B.A.I	Semester-II
Paper Name-	Ancient Indian History: From 600 BC to 606AD				

Course Objectives (COs) —

CO-1: Introduces students to the transition from the Late Vedic period to early state formation, the rise of Magadha to the Nanda dynasty, and major political, economic, and social developments before the Mauryan period.

CO-2: Provides understanding of the Mauryan Empire from Chandragupta to Ashoka, including administration, economy, art, foreign relations, and the causes of Mauryan decline.

CO-3: Examines post-Mauryan political formations such as the Shungas, Kanvas, Indo-Greeks, Shakas, Parthians, Kushanas, and Satavahanas, focusing on political, economic, and cultural developments.

CO-4: Explores the rise of regional powers like the Vakatakas, Nagas, and Western Kshatrapas, emphasizing administrative systems, economic activities, and trade networks.

CO-5: Develops understanding of the rise and consolidation of the Gupta Empire under Chandragupta I, Samudragupta, and Chandragupta II with focus on political expansion, administration, and military achievements.

CO-6: Analyzes the Gupta "Golden Age," covering economy, trade, urbanization, art, architecture, literature, science, religion, causes of decline, and the rise of feudal tendencies.

Credits–6	**Max.Marks:100 (70+30)**	**Min.PassingMarks:40 (28+12)**

TotalNo.of Lectures- Tutorials –Practical(in hours per week): 6-0-0

Unit	Topic	No. of Lectures
Unit- I	Pre-Mauryan India – Transition from Late Vedic period to state formation, Rise of magadh to Nanda dynasty, political consolidation, economy, and social changes before the Mauryas.	16
Unit- II	Mauryan Empire – Chandragupta to Ashoka, administration, economy, art, foreign contacts, and Mauryan decline	16
Unit-III	Post-Mauryan States – Shungas, Kanvas, Indo-Greeks, Shakas, Parthians, Kushanas, and Satavahanas with political, economic, and cultural developments	14
Unit- IV	focusing on regional powers such as the Vakatakas, Nagas, Western Kshatrapas in the north, their administrative structures, economic activities, trade networks	16
Unit-V	Rise and Consolidation of the Gupta Empire –Chandragupta I, Samudragupta, and Chandragupta II, focusing on political expansion, administration, military campaigns, and consolidation of northern India.	16

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Unit-VI	Golden Age of the Guptas–Examines economy, trade, urbanization,art, architecture, literature, science, religion, and factors contributing to the empire's decline.Rise of Fuedalism.	12
	Total	90

Course Learning Outcomes (CLOs)

CLO-1: Students explain the transition from the Late Vedic period to state formation and identify major political, economic, and social developments before the Mauryas.

CLO-2: Students describe the Mauryan Empire's political structure, administration, economy, art, foreign contacts, and the factors that led to its decline.

CLO-3: Students analyze the political and cultural contributions of Shungas, Kanvas, Indo-Greeks, Shakas, Parthians, Kushanas, and Satavahanas in post-Mauryan India.

CLO-4: Students evaluate the role of regional powers such as the Vakatakas, Nagas, and Western Kshatrapas, with emphasis on administration, economy, and trade networks.

CLO-5: Students assess the political expansion, administration, and military achievements of the Gupta rulers and understand the consolidation of northern India.

CLO-6: Students interpret the economic, cultural, scientific, religious, and artistic developments of the Gupta Golden Age and discuss reasons behind the Gupta decline and emergence of feudalism.

RECOMMENDED BOOKS:

- Smith, V. A. (1920). The early history of India. Oxford: Clarendon Press.
- Verma, S. R. (1991). Political history of ancient India (600 BCE – 606 CE). Allahabad: Shiva Lal Agarwala.
- Majumdar, R. C. (1951). History of ancient India (Vols. 1–11). Delhi: Motilal Banarsidass.,
- Avari, B. (2016). India: The ancient past. London: Routledge.
- Singh, U. (2008). A history of ancient and early medieval India. Delhi: Pearson.
- Majumdar, R. C. (2003). Ancient India. Delhi: Motilal Banarsidass.
- Shrivastava, B. K., & Kumar, S. (2010). Political history of ancient India (600 BCE–647 CE). Delhi: Vishal Publishers.

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- Pande, G. C. (1990). The dawn of Indian civilization up to 600 BC. Delhi: Motilal Banarsidass.
- Mookerji, R. K. (1959). History of India: Ancient times to 600 AD. New Delhi: Orient Longman
- Ghoshal, U. N., Studies in Indian History and Culture, Bombay, 1965.
- Jha, D. N. Feudal Social formation in Early India, Delhi, 1987.
- Jha, D. N., Ancient India: An Introductory Outline, New Delhi, 1977, 1998.
- Jha, S. K., Beginning of Urbanization in Early Historic India, Patna, 1998.
- Koshambi, D. D., An Introduction to the study of Indian History, Bombay, 1956.

Programme/ClassB.A. (Hons.)with Research	Certificae	Course Code Minor-MIC-2	Subject-History	Year -B.A.Ist	Semester-II
Paper Name-	**Ancient Indian Art and Architecture**				

Course Outcomes (COs)

CO-1: Explains the characteristic features of Ancient Indian Art and its cultural–historical background.

CO-2: Describes the nature, themes, and techniques of Prehistoric Art and the art and architecture of the Harappan Civilization.

CO-3: Examines Mauryan, Shunga, and Kushana art, including Ashokan pillars, capital figures, stupas, chaityas, viharas, and rock-cut caves, along with the features of Mathura and Gandhara schools.

CO-4: Evaluates the essential features of Gupta Art—early temple architecture (Bhitargaon, Deogarh), Ajanta–Ellora paintings, sculpture, and temple architectural styles such as Nagara, Dravida, and Vesara.

CO-5: Identifies and analyzes the regional artistic traditions of Rajput-period art and architecture under the Chalukyas (Aihole), the Chandelas (Khajuraho–Kandariya Mahadeva Temple), and the Orissan tradition (Lingaraja Temple).

CO-6: Assesses the artistic and architectural achievements of the Rashtrakutas (Kailasa Temple at Ellora), the Pallavas, and the Cholas (Brihadishwara Temple, Thanjavur).

Credits–3	**Max.Marks:100 (70+30)**	**Min.Passing Marks:40 (28+12)**

TotalNo.of Lectures- Tutorials -Practical(in hours per week): 3-0-0

Unit	Topic	No. of Lectures
Unit- I	Characteristic Features of Ancient Indian Art,Pre-historic Art, Harappan Art &	8

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	Architecture.	
Unit- II	Mauryan, Shunga and Kushana Art:AshokanPillars, Capital Figures,Stupa,chaitya,Vihar, Rock-cut Cave Architecture. Kushana Art: Mathura and Gandhara Style.	10
Unit-III	Gupta Art - Essential Features: Beginning of temple Architecture - Bhitargaontemple,Deogarh temple. Ajanta and Ellora Paintings Art of Sculpture andTemple architectural styles: Nagara, Dravid, Besara	10
Unit- IV	Rajputa Art & Architecture under :Chalukyas :Aihole Chandela Khajuraho Temple (Kandariya Mahadeva temple) Orissan Temple: Lingaraja	8
Unit-V	Rashtrakutas : Kailash Temple of Elora Pallavas : Art and Architecture. Cholas: Brihadishwara Temple of Tanjavur	9
	Total	45

Course Learning Outcomes (CLOs)

CLO-1: Describes the fundamental concepts, traditions, and evolution of Ancient Indian Art.

CLO-2: Compares the artistic and architectural features of different periods—Prehistoric, Harappan, Mauryan, Shunga, Kushana, Gupta, and Rajput.

CLO-3: Analyzes iconic structures such as Ashokan pillars, Mathura–Gandhara sculptures, stupas, chaityas, viharas, rock-cut caves, and early temples with technical and stylistic clarity.

CLO-4: Identifies and explains the major components of Nagara, Dravida, and Vesara temple styles with appropriate examples.

CLO-5: Critically examines regional artistic developments in Chalukya, Chandela, Orissan, Rashtrakuta, Pallava, and Chola traditions.

CLO-6: Interprets the aesthetic, cultural, religious, and historical significance of diverse forms of Ancient Indian Art.

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Suggested Readings:

- Agrawala, P.K., PrācīnaBhāratīya Kalā evamVāstu(Hindi), Varanasi, 2002.
- Agrawala, V.S., Bhāratīya Kalā (Hindi), Varanasi, 1994.
- Bajpai, K.D., BhāratīyaVāstukalākāltihāsa(Hindi), Lucknow, 1972.
- Brown, P., Indian Architecture (Buddhist and Hindu Periods), Vol. I, Bombay, 1971.
- Coomarswamy, A.K., History of Indian and Indonesian Art, London, 1927.
- Gupta, P.L., BhāratīyaSthāpatya(Hindi), Varanasi, 1970.
- Majumdar, R.C. and A.D. Pusalker (eds.), The History and Culture of the Indian People, Vols. II and III (relevant chapters.), Bombay, 1951-57.
- Roy, N.C., The Rise and Fall of Pataliputra, Kolkata, 2003.
- Agrawala, P.K., GuptakālīnaKalā evamVāstu(Hindi), Varanasi, 1994.
- Bajpai, K.D., BhāratīyaVāstukalākāltihāsa(Hindi), Lucknow, 1972.
- Brown, P., Indian Architecture (Buddhist and Hindu Periods) (relevant portions), Bombay, 1971.
- Coomaraswamy, A.K., History of Indian and Indonesian Art, London, 1927.
- Gupta, P.L., Bhāratīya Sthāpatya (Hindi), Varanasi, 1970.
- Krishna Dev, Temples of North India, New Delhi, 1969.

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Unit-II

Unit- IV

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Programme/ClassB.A. (Hons.)with Research	Diploma	Course Code AEC-02	Subject-History	Year -B.A.I	Semester-II
Paper Name-	Environment Studies				

Course Outcomes (COs)

CO-1: Explains the definition, scope, and importance of Environmental Studies along with the major components of the environment and the human–environment relationship.

CO-2: Describes the structure and functioning of ecosystems, including biotic–abiotic components, food chains, food webs, and major terrestrial and aquatic ecosystems.

CO-3: Identifies major types of natural resources, evaluates issues such as deforestation and overuse of water, and analyzes case studies like the Narmada Dam, Chipko Movement, and Silent Valley.

CO-4: Analyzes levels of biodiversity, major hotspots such as the Western Ghats and Sundarbans Delta, and key threats including habitat loss, poaching, invasive species, and climate change.

Credits-2	**Max.Marks**:100 (70+30)	**Min.Passing Marks**:40 (28+12)

TotalNo.of Lectures- Tutorials –Practical (in hours per week): 2-0-0

Unit	Topic	No. of Lectures
Unit- I	Definition, scope, and importance of Environmental Studies, Components of the environment: atmosphere, lithosphere, hydrosphere, biosphere, Human-environment relationship, Need for public awareness about environmental issues.	8
Unit- II	Ecosystems Structure and function of ecosystems:Biotic and abiotic components, Food chains, food webs, Types of ecosystems:Terrestrial: forest, grassland, desert , Aquatic: pond, lake, river, ocean,	8
Unit-III	Natural ResourcesTypes: Renewable and non-renewable resources, Forest resources: uses, overexploitation, deforestation,Water resources: overuse, water conflicts, Case studies: Narmada Dam, Chipko Movement, Silent Valley	8
Unit- IV	Biodiversity and ConservationLevels of biodiversity: genetic, species, ecosystem,Hotspots of biodiversity (Western Ghats,Sundarbans delta), Threats to biodiversity: habitat loss, poaching, invasive species, climate change	6
	Total	30

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Course Learning Outcomes (CLOs)

CLO-1: Defines major concepts of Environmental Studies and explains the components of the environment.

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CLO-2: Demonstrates understanding of ecosystem structure, functioning, and types.

CLO-3: Identifies natural resource categories and assesses environmental issues supported by significant case studies.

CLO-4: Explains biodiversity levels, recognizes key Indian hotspots, and evaluates major threats to biodiversity and conservation needs.

Suggested Readings:

- Rajagopalan, R. (2016). Environmental Studies: From Crisis to Cure (Latest ed.). Oxford University Press.
- Joseph, B. (2017). Environmental Studies. Tata McGraw Hill Education.
- Cunningham, W. P., & Cunningham, M. A. (2017). Principles of Environmental Science (15th ed.). McGraw Hill Education.
- Bharucha, E. (2013). Textbook of Environmental Studies (2nd ed.). Universities Press.
- Khandpur, R. S. (2015). Fundamentals of Environmental Studies. S. Chand Publishing.
- Chiras, D. D. (2016). Environmental Science (11th ed.). Jones & Bartlett Learning.
- Cunningham, W. P. (2014). Environmental Science: A Global Concern. McGraw-Hill Education.
- Miller, G. T., & Spoolman, S. (2016). Environmental Science: Principles and Practices (15th ed.). Cengage Learning
- Kaushik, A., & Kaushik, C. P. (2018). Introduction to Environmental Studies (4th ed.). New Age International Publishers.
- Sharma, P. D. (2015). Environmental Biology (10th ed.). Rastogi Publications.
- Henry Jr., J. G., & Heinke, G. W. (2016). Environmental Science and Engineering (3rd ed.). Pearson Education.
- Sharma, R. K. (2015). Environmental Studies for Undergraduate Courses. Atlantic Publishers.
- Modh, S. (2018). Environmental Studies: An Introduction. Wiley India.
- Rajesh, R. (2016). Environmental Studies and Disaster Management. Manglam Publications.
- Friedland, A., & Relyea, R. (2017). Essentials of Environmental Science (5th ed.). W. H. Freeman.

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Programme/Class B.A.(Hons.)with Research	Certificate	Course Code-SEC-02	Subject-History	Year -B.A.I	Semester-II
Paper Name-	Introduction of Museology				

Course Outcomes (COs)

CO-1: Explains the meaning and importance of museology and describes different types of museums including art, science, history, and culture, and their role in society.

CO-2: Traces the development of museums from British rule in India to post-independence, including support from international organizations like ICOM and UNESCO.

CO-3: Analyzes museum management processes, including the roles of curator, guide, and conservator, as well as planning, organizing, and financial management.

CO-4: Examines collection and documentation practices, including acquisition, registration, cataloging, labeling, digital records, and understanding object history.

CO-5: Explores museum education and exhibition design, including planning exhibitions, educational programs for diverse audiences, and the use of technology in learning.

Credits–3	**Max.Marks**:100 (70+30)	**Min.Passing Marks**: 40 (28+12)

Total No.of Lectures- Tutorials –Practical (in hours per week): 3-0-0

Unit	Topic	No. of Lectures
Unit- I	Introduction to Museology:Meaning of museology,Importance of museums,Types of museums: art, science, history, culture,Role of museums in society.	8
Unit- II	Development of Museums: Growth of museums in modern times,,Museums during British rule in India,Museums after independence,Support by ICOM and UNESCO.	10
Unit-III	Museum Management: curator, guide, conservator,Planning and organizing museum work,Financial planning and reports,Government and private partnership	8
Unit- IV	Collection and Documentation:Collection of objects and registration,Entry in museum records,Cataloging and labeling,Use of digital records,Object history and importance.	10
Unit-V	Museum Education and Exhibition:Museum as a centre for learning,Designing exhibitions: planning, ,Educational programmes for different audiences,Use of technology in exhibitions.	9

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		Total 45

Course Learning Outcomes (CLOs)

CLO-1: Defines museology, explains the importance of museums, and classifies different types of museums.

CLO-2: Describes the historical development of museums in India and globally, and recognizes the role of ICOM and UNESCO.

CLO-3: Identifies key roles in museum management and applies knowledge of planning, organizing, and financial reporting.

CLO-4: Demonstrates understanding of collection, documentation, cataloging, labeling, and digital record-keeping of museum objects.

CLO-5: Designs educational programs and exhibitions, integrates technology, and uses museums as centers for learning.

Suggested Readings:

- Agrawal, O. P. (1993). Essentials of conservation and museology. Sundeep Prakashan.
- Kapoor, V. (2001). Museology: A systematic study. Kanak Publications.
- Sethi, M. (2009). Museums and museology: New horizons. Dominant Publishers.
- Dwivedi, V. P. (1980). Museums and museology: New horizons. Agam Kala Prakashan.
- Pathy, D. (1986). Traditional painting of Orissa. Orissa Lalit Kala Akademi.
- Sharma, R. K. (1996). Museum and museology.Commonwealth Publishers.
- Choudhary, K. (1994). Introduction to museology.Anmol Publications.
- Agrawal, U. C. (1992). The care and preservation of museum objects.National Research Laboratory for Conservation.
- Ray, A. (2005). Museums and cultural heritage in India.Kanishka Publishers.
- Bhattacharya, A. K. (2000). Museology in modern India.Classical Publishing.
- Singh, S. (2003). Museum technology and management.Shree Publishers.
- Varma, K. K. (2007). Museum and community: Development, interpretation, and engagement. Rawat Publications.

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Programme/Class B.A.(Hons.)with Research	Doploma	Course Code Major- MJC-3	Subject- History	Year -B.A.II	Semester-III
Paper Name-MJC-3	Political History of North India (600AD to 1206AD)				

Course Outcomes (COs)

CO-1: Explains the rise of Harsha and the Vardhana dynasty, early state formation in northern India, and the role of regional powers like the Maitrakas and Pushyabhutis.

CO-2: Analyzes Rajput dynasties including Pratiharas, Palas, and Rashtrakutas, their polity, administration, social structures, and the Tripartite struggle for Kannauj.

CO-3: Examines Karkota, Utpala, and Lohara dynasties, focusing on administrative reforms, cultural patronage, and their impact on trade and economy.

CO-4: Explores the expansion of Rajput and regional kingdoms (10th–11th century) such as Chahamanas, Gahadavalas, Paramaras, and Chandellas, including administration, military organization, and political influence.

CO-5: Evaluates early Muslim invasions in India, including Mahmud of Ghazni and Muhammad Ghori, the Battles of Tarain (1191 & 1192 A.D.), and the influence of Islam on Indian culture.

Credits–5	Max.Marks:100(70+30)	Min.PassingMarks:40(28+12)

Total No.of Lectures- Tutorials –Practical (in hours per week): 5-0-0

Unit	Topic	No. of Lectures
Unit- I	Rise of Harsha and the Vardhanas, regional powers like Maitrakas, Pushyabhutis, and early state formation in northern India .	12
Unit- II	Rajput Dynasties and State Formation -Pratiharas, Palas & Rashtrakutas, their polity, administration, social structure, Tripartite struggle for Kannauj etc.	17
Unit-III	Karkota Dynasty,Utpala Dynasty & Lohara Dynasty- Administrative reforms and cultural patronage and the impact on trade, economy,	18
Unit- IV	Expansion of Rajput and Regional Kingdoms (10th–11th Century)-Chahamanas, Gahadavalas, Paramaras, and Chandellas, including their administration, military organization, and political influence	14
Unit- V	Early Muslim Invasions and the Political Transition, Invasions of Mahmud of Ghazni-motives and impact, Muhammad Ghori's campaigns and the Battles of	14

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	Tarain 1191A.D. &1192A.D. Impact of Islam on Indian culture.	
	Total	75

Course Learning Outcomes (CLOs)

CLO-1: Students understand the rise of Harsha, the Vardhana dynasty, and the early formation of states in northern India.

CLO-2: Students explain the politics, administration, and social structure of Rajput dynasties and the Tripartite Struggle for Kannauj.

CLO-3: Students analyze the administrative reforms, cultural contributions, and economic impact of the Karkota, Utpala, and Lohara dynasties.

CLO-4: Students identify the political, administrative, and military features of Rajput and regional kingdoms of the 10th–11th centuries.

CLO-5: Students evaluate the motives, campaigns, and cultural impact of early Muslim invasions, including Mahmud of Ghazni and Muhammad Ghori.

Suggested Readings:

- Chattopadhyaya, B. D. (1994). The making of early medieval India. Oxford University Press.
- Sharma, R. S. (2001). Early medieval Indian society: A study in feudalisation. Orient Blackswan.
- Thapar, R. (2002). Early India: From the origins to AD 1300. University of California Press.
- Habib, I. (2002). Essays in Indian history: Towards a Marxist perception. Tulika Books.
- Majumdar, R. C. (1977). Ancient India. Motilal Banarsidass.
- Upinder, S. (2008). A history of ancient and early medieval India. Pearson Education.
- Kulke, H., & Rothermund, D. (2004). A history of India. Routledge.
- Pandey, A. B. (1990). Early medieval India. Central Book Depot.
- Puri, B. N. (1968). India in the time of Patanjali. Motilal Banarsidass.
- Basham, A. L. (1954). The wonder that was India (Vol. 1). Sidgwick & Jackson.
- Chandra, S. (2007). Medieval India: From Sultanat to the Mughals (1206–1526) (Vol. 1). Har-Anand Publications.
- Singh, U. (2004). The discovery of ancient India: Early archaeologists and the beginnings of archaeology. Permanent Black.
- Goyal, S. R. (1987). Harsha and his times. Kusumanjali Prakashan.

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- Tripathi, R. (1967). History of ancient India. Motilal Banarsidass.
- Raychaudhuri, H. C. (1953). Political history of ancient India. University of Calcutta.
- Altekar, A. S. (1965). State and government in ancient India. Motilal Banarsidass.
- Sharma, T. R. (1974). Early Chauhān dynasties. Motilal Banarsidass.
- Pande, G. C. (1999). Foundations of Indian culture. Motilal Banarsidass.
- Yazdani, G. (1960). The early history of the Deccan. Oxford University Press.
- Sircar, D. C. (1971). Studies in the geography of ancient and medieval India. Motilal Banarsidass.

Programme/Class B.A.(Hons.)with Research	Doploma	Course Code Major- MJC-4	Subject- History	Year -B.A.II	Semester-III
Paper Name-	Political History of South India (Sangam age to later Chola)				

Course Outcomes (COs)

CO-1: Explains archaeological, epigraphic, and literary sources for reconstructing South Indian history, including Sangam age polities and the Chera, Chola, and Pandya kingdoms, their political organization and warfare.

CO-2: Analyzes the Chalukyas of Badami (Vatapi), especially Pulakesin II, his conquests, and the Western Chalukyas of Kalyani.

CO-3: Examines the Pallavas of Kanchi, focusing on political structure, local administration, and land grant systems.

CO-4: Explores the Rashtrakutas dynasty, their rise to power, expansion under Govinda III and Amoghavarsha, and contributions of their successors.

CO-5: Studies the Imperial Cholas from Vijayalaya to Rajendra Chola, including overseas expeditions, administration, naval power, trade, and later dynasties such as the Hoysalas of Dwarasamudra and Kakatiyas of Warangal.

Credits–4	**Max.Marks:100 (70+30)**	**Min. Passing Marks:40 (28+12)**

Total No.of Lectures- Tutorials –Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures

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Unit-I	Archaeological, epigraphic, and literary sources; Sangam age polities; Chera, Chola, and Pandya kingdoms; political organization and warfare.	12
Unit-II	The Chalukyas of Badami (Vatapi) Pulakesin II and his conquests Western Chalukya of kalyani. The Pallavas of Kanchi-Political structure,local administration and land grants.	14
Unit-III	The Rashtrakutas dynasty– Rashtrakutas and their Successors,Rise to power; expansion under Govinda III and Amoghavarsha;	12
Unit-IV	Imperial Cholas-Vijayalaya to Rajendra Chola; overseas expeditions; administration, navy, and trade	12
Unit-V	later dynasties of chola- Political History of the Hoysalas of Dwarasamudra and the Kakatiyas of Warangal	10
	Total	60

Course Learning Outcomes (CLOs)

CLO-1: Students identify and analyze archaeological, epigraphic, and literary sources to understand Sangam age polities and the Chera, Chola, and Pandya kingdoms.

CLO-2: Students describe the political organization, conquests, and administration of the Chalukyas of Badami and Western Chalukyas.

CLO-3: Students explain the political structure, local administration, and land grant system of the Pallavas of Kanchi.

CLO-4: Students evaluate the rise, expansion, and contributions of the Rashtrakutas and their successors.

CLO-5: Students assess the administration, naval power, overseas expeditions, trade, and regional influence of the Imperial Cholas, Hoysalas, and Kakatiyas.

Suggested Readings

- Majumdar, R.C. and A.D. Pusalker (eds.), The History and Culture of the Indian People, Vols. III and IV (relevant chapters), Bombay, 1988 and 1980.
- Yazdani, G. (ed.), The Early History of the Deccan, 2 vols., London, 1960.
- Rao, S. R. (1992). *The Cholas*. Cambridge University Press.
- Ramaswamy, V. (1997). *The world of the Tamil merchant: Pioneers of international trade*. Oxford University Press.
- Chakravarti, A. (2015). *The Chola temple: A study of its architecture and art*. University of Madras.
- Sastri, K. A. N. (2000). *History of South India: From prehistoric times to the fall of Vijayanagar*. Oxford University Press.

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- **Veluthat, K.** (1993). *The early medieval state in South India*. Oxford University Press.
- **Chandran, M. G. S.** (2003). *The Tamil country under Vijayanagar*. Oxford University Press.
- **Subrahmanyam, S.** (1990). *The political economy of commerce: Southern India 1500–1650*. Cambridge University Press.
- **Rao, S. R.** (1992). *The Cholas*. Cambridge University Press.
- **Ramaswamy, V.** (1997). *The world of the Tamil merchant: Pioneers of international trade*. Oxford University Press.
- **Chakravarti, A.** (2015). *The Chola temple: A study of its architecture and art*. University of Madras.
- **Nilakanta Sastri, K. A.** (1955). *A history of South India: From prehistoric times to the fall of Vijayanagar*. Oxford University Press.
- **Kanisetti, A.** (2022). *Lords of the Deccan: Southern India from the Chalukyas to the Cholas*. Juggernaut Books.

Programme/ClassB. A.(Hons.)with Research	Doploma	Course Code Minor- MIC-3	Subject- History	Year -B.A.II	Semester-III
Paper Name-	Socio-Cultural and Economic History of Ancient India 600 BC. - 1200AD				

Course Objectives (COs)

CO1: To analyze the socio-cultural and economic features of the Second Urbanization in early historic India.

CO2: To examine cultural unity and economic development during the Mauryan and Post-Mauryan periods.

CO3: To evaluate social and economic changes in the Gupta and Vakataka periods with reference to early feudalism.

CO4: To assess cultural and socio-political transformations under regional kingdoms and the rise of Rajputs in early medieval India.

CO5: To understand the economic and social impact of Turkish invasions on Indian society between 1000–1200 CE.

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Credits–3	Max.Marks:100 (70+30)	Min.PassingMarks:40 (28+12)
TotalNo.of Lectures- Tutorials –Practical(in hours per week): 3-0-0		

Unit	Topic	No. of Lectures
Unit- I	Socio-Cultural & Economic condition during Second Urbanization	8
Unit- II	Cultural unity and Economic Development in Mauryan and Post Mauryan Period	10
Unit-III	Social & Economic life of the Gupta and Vakataka period & Early Feudalism.	10
Unit- IV	Cultural Transformations of the Regional Kingdoms (Cholas, Palas, Pratiharas), Rajputs & Early Medieval India	8
Unit-V	Economic and Social Transformations on the Turkish Invasion (1000–1200 CE)	9
	Total	45

Course Learning Outcomes (CLOs) –

CLO1: Explain the socio-cultural and economic features of the Second Urbanization in early historic India.

CLO2: Analyze cultural unity and economic development in the Mauryan and Post-Mauryan periods.

CLO3: Evaluate the social and economic life of the Gupta and Vakataka periods with reference to early feudalism.

CLO4: Assess cultural and socio-political transformations under regional kingdoms, Rajputs, and early medieval India.

CLO5: Examine the economic and social impact of Turkish invasions on Indian society (1000–1200 CE).

Suggested Readings-

- Romila Thapar – *Early India: From the Origins to AD 1300*, Penguin, 2002
- R.S. Sharma – *Material Culture and Economic Life in Ancient India*, Macmillan, 1983
- R.K. Mookerji – *The Mauryas*, Motilal Banarsidass, 1966
- D.N. Jha – *Ancient India in Historical Outline*, Manohar, 1998
- K.A. Nilakanta Sastri – *A History of South India*, Oxford, 1955
- I.K. Sharma – *Aspects of Economic Life in Kushana India*, Motilal Banarsidass, 1972

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- R.S. Sharma – *Indian Feudalism*, Macmillan, 2005
- D.C. Sircar – *Studies in the History of the Gupta Era*, Motilal Banarsidass, 1965
- R.K. Mookerji – *The Gupta Empire*, Motilal Banarsidass, 1981
- Irfan Habib – *The Agrarian System of the Guptas*, Oxford, 2012
- Burton Stein – *Peasant State & Society in Medieval South India*, Oxford, 1980
- Upinder Singh – *A History of Ancient and Early Medieval India*, Penguin, 2016
- Andre Wink – *Al-Hind: The Making of the Indo-Islamic World*, Brill, 1991
- R.K. Mookerji – *Chalukyas and Palas*, Motilal Banarsidass, 1966
- D.C. Sircar – *Indian Epigraphy*, Motilal Banarsidass, 1965

Programme/ClassB. A.(Hons.)with Research	**Diploma**	**CourseCode-SEC-03**	**Subject-History**	**Year -B.A.II**	**Semester-III**
Paper Name-	**Tourism in India**				

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Course Objectives (COs)

CO-1: Explains the meaning, scope, and importance of tourism, along with its types including cultural, heritage, eco, adventure, and religious tourism.

CO-2: Identifies major tourism resources in India, including historical monuments, religious sites, natural landscapes, cultural festivals, and UNESCO World Heritage Sites.

CO-3: Examines tourism planning and development, including infrastructure such as accommodation, transport, facilities, and the role of central and state tourism boards and policies.

CO-4: Analyzes the contribution of tourism to the economy, including GDP, employment generation, local community involvement, and the role of private and foreign sectors.

CO-5: Explores tourism management and promotion, including marketing strategies, media and technology use, sustainable practices, challenges, and future prospects in India.

Credits–3	**Max.Marks:100 (70+30)**	**Min.Passing Marks:40 (28+12)**

TotalNo.of Lectures- Tutorials –Practical (in hours per week): 3-0-0

Unit	**Topic**	**No. of Lectures**
Unit- I	Introduction to Tourism-Meaning, scope, and importance of tourism; types of tourism – cultural, heritage, eco, adventure, and religious; growth of tourism in India .	10
Unit- II	Tourism Resources in India-Major tourist attractions: historical monuments, religious sites, natural landscapes, and cultural festivals; UNESCO World Heritage Sites in India.	8
Unit-III	Tourism Planning and Development-Tourism infrastructure – accommodation, transport, and facilities; role of central and state tourism boards; tourism policy in India.	8
Unit- IV	Tourism and Economy- Contribution of tourism to GDP; employment generation; local community involvement; role of private sector and foreign tourists.	9
Unit-V	Tourism Management and Promotion-Marketing strategies, role of media and technology in promotion; sustainable tourism practices; challenges and future of tourism in India.	10
	Total	45

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Course Learning Outcomes (CLOs) –

CLO-1: Students explain the meaning, types, and significance of tourism and understand its scope in India.

CLO-2: Students identify and describe major tourism resources and UNESCO World Heritage Sites in India.

CLO-3: Students analyze tourism planning and development, including infrastructure, policies, and the role of tourism boards.

CLO-4: Students evaluate the economic impact of tourism, including employment, community participation, and the contribution of domestic and foreign tourists.

CLO-5: Students apply knowledge of tourism management and promotion, including marketing strategies, sustainable practices, and the use of technology.

Suggested Readings:

- Bhatia, A. K. (2001). International tourism: Fundamentals and practices. Sterling Publishers.
- Kaul, R. N. (1985). Dynamics of tourism. Sterling Publishers.
- Negi, J. M. S. (1990). Tourism development and resource conservation. Metropolitan Book Co.
- Singh, S. (2008). Domestic tourism in India. Kanishka Publishers.
- Seth, P. N. (2011). Successful tourism management (Vol. 1). Sterling Publishers.
- Goeldner, C. R., & Ritchie, J. R. B. (2012). Tourism: Principles, practices, philosophies. John Wiley & Sons.
- Hall, C. M., & Page, S. J. (2014). The geography of tourism and recreation: Environment, place and space. Routledge.
- Dixit, M., & Sheela, C. (2011). Tourism products. New Royal Book Company.
- Sharma, J. K. (2004). Tourism and development. Kanishka Publishers.
- Cooper, C., Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. (2008). Tourism: Principles and practice. Pearson Education

Programme/Class B.A.(Hons.)with Research	Doploma	Course Code Major MJC-5	Subject- History	Year -B.A.II	Semester-IV
Paper Name-	History of Medieval India (1206AD-1526AD)				

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Course Objectives (COs)

CO-1: Explains the main sources for studying Medieval Indian history and their significance in reconstructing historical events.

CO-2: Examines the foundation, expansion, and consolidation of the Delhi Sultanate under early rulers including Qutb-ud-din Aibak, Iltutmish, Razia, and Balban.

CO-3: Analyzes the causes behind the success of the Turks, and the political, administrative, and economic reforms of Alauddin Khalji.

CO-4: Studies the Tughlaq dynasty, focusing on Mohammad-bin-Tughlaq's experiments, Feroz Shah Tughlaq's reforms and administration, and the impact of Timur's invasion.

CO-5: Evaluates the Saiyyid and Lodhi dynasties, the political instability during their rule, and the causes and consequences of the disintegration of the Delhi Sultanate on Indian society and polity.

Credits–5	**Max.Marks:100 (70+30)**	**Min.PassingMarks:40 (28+12)**
Total No.of Lectures- Tutorials -Practical(in hours per week): 5-0-0		

Unit	Topic	**No. of Lectures**
Unit- I	Main Sources for Medieval Indian History.	12
Unit- II	Foundation, Expansion & consolidation of the Delhi Sultanate. Causes of the success of the Turks: Foundation and consolidation of the Delhi Sultanate: Aibek, Iltutmish, Razia, And Balban	17
Unit-III	Allauddin Khalji- conquests, economic administrative and economic reforms. Tughlaq dynasty: Mohammad-bin-Tughlaq's Experiments; Feroz Shah Tughlaqs reforms and administration, Timur's invasion	18
Unit- IV	The Saiyyid and Lodhi Dynasties: Political Instability and Transition.	14
Unit-V	Disintegration of Delhi Sultanate: Causes and its Effects on Indian Society &Polity.	14
	Total	75

Course Learning Outcomes (CLOs) –

CLO-1: Students identify and analyze the main sources for Medieval Indian history and their reliability.

CLO-2: Students describe the foundation, expansion, and consolidation of the Delhi Sultanate under early rulers.

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CLO-3: Students explain the reasons behind the success of the Turks and the administrative and economic reforms of Alauddin Khalji.

CLO-4: Students assess the Tughlaq dynasty, including Mohammad-bin-Tughlaq's experiments, Feroz Shah Tughlaq's administration, and the effects of Timur's invasion.

CLO-5: Students evaluate the political instability during the Saiyyid and Lodhi periods and analyze the causes and consequences of the disintegration of the Delhi Sultanate.

Suggested Readings:

- Chandra, Satish., Essays on Medieval Indian History, Oxford university, New Delhi. 2003
- Chattopadhaya, B.D., The making of early Medieval India. Oxford University press, New Delhi. 2003
- Chopra, P.N., Purl, B.N., Das, M.N.A social, cultural and economic history of India vol. II.
- H. Siddiqui: Some Aspects of Afghan Despotism
- Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8Volumes,
- Irfan Habib: The Agrarian System of Mughal India 1556-1707,
- KesvanVeluthat: Political Structure of Early Medieval South India Page 14 of 44
- S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
- Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan
- Singh, Dilbag: Structure of Rural Society in Medieval India
- Srivastava, A.L: (2017), The Delhi Sultanate (English or Hindli Version) India, Shivlal Agarwal & Co
- Tara Chanda., Influence of Islam on Indian Culture.
- Yaday, B.N.S.: (2012), Society and Culture in North India in the 12" Century. India. Radha Prakashan
- B. Chattopadhyay : the making of Early Mediaeval India, Oxford University Press

Programme / Class B.A.(Hons.) with Research	**Doploma**	**Course Code** **Major MJC-6**	**Subject- History**	**Year -B.A.II**	**Semester-IV**
Paper Name-	**History of Medieval India (1526 AD to 1757AD)**				

Course Objectives (COs)

CO-1: Explains the emergence and consolidation of the Mughal state, including Babur's conquest and Humayun's challenges and failures.

CO-2: Analyzes Sher Shah Suri's administration with special reference to his land revenue system.

CO-3: Examines the Mughal rulers from Akbar to Shah Jahan, focusing on administrative structure.

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mansabdari system, relations with Rajputs, and religious policies, including the development of Sikhism.

CO-4: Studies Aurangzeb's administrative structure, mansabs and jagirs, religious policies, and relations with Rajputs, Sikhs, and the Deccan region.

CO-5: Evaluates the disintegration of the Mughal empire under later rulers, including the invasions of Nadir Shah, the 3rd Battle of Panipat, and the rise of the Marathas under Shivaji with his policies and administration.

Credits–5	**Max.Marks**:100 (70+30)	**Min.Passing Marks**:40 (28+12)

Total No.of Lectures- Tutorials –Practical (in hours per week): 5-0-0

Unit	Topic	**No. of Lectures**
Unit- I	Emergence and consolidation of Mughal State, Babur's conquest, Humayaun: difficulties and failure.	14
Unit- II	Shershah Suri with special reference to Administration and Land revenue system	14
Unit-III	Akbar to Shahjahan: administrative structure, Mansabdari, Relation with Rajput (Aamer, Mewar) Religious Policy. Sikhism; Development and Evolution.	16
Unit- IV	Aurangzeb:Administrativestructure,Mansabs& Jagirs; Aurangzeb religious policy,Rajput and sikh, and Deccan policy.	14
Unit-V	Later Mughals:Disintegration of the empire; invasion of Nadir Shah; 3rd Battle of Panipat. Rise of Marathas: Shivaji and his Policy and Administration,	17
	Total	75

Course Learning Outcomes (CLOs) –

CLO-1: Students describe the emergence and consolidation of the Mughal state, including Babur's conquest and Humayun's difficulties.

CLO-2: Students explain Sher Shah Suri's administrative and land revenue reforms.

CLO-3: Students analyze the administration, mansabdari system, Rajput relations, and religious policies from Akbar to Shah Jahan, along with the development of Sikhism.

CLO-4: Students assess Aurangzeb's administration, mansabs and jagirs, religious policies, and his approach towards Rajputs, Sikhs, and the Deccan.

CLO-5: Students evaluate the disintegration of the Mughal empire, including Nadir Shah's invasion, the 3rd Battle of Panipat, and the rise and administration of Shivaji and the Marathas.

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Suggested Readings:

- Chandra, Satish., Essays on Medieval Indian History, Oxford university, New Delhi. 2003

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- Chattopadhaya, B.D., The making of early Medieval India. Oxford University press, New Delhi. 2003
- Chopra, P.N., Purl, B.N., Das, M.N., A social, cultural and economic history of India vol. II.
- Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8Volumes,
- Kulke, Herman (cd.) (1995), The State in India (1000-1700), New York and Delhi. Oxford University Press.
- M. Athar Ali: Mughal Nobility under Aurangzeb
- Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press
- R.P. Tripathi: The Rise and Fall of the Mughal Empire, 2 vol
- Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calculla University Press
- S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
- Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan
- Shireen Moosvi: The Economy of the Mughal Empire
- Singh, Dilbag: Structure of Rural Society in Medieval India
- Stewart Gordon, : The Marathas 1600-1818
- Tara Chanda., Influence of Islamon Indian Culture.
- Yaday, B.N.S.: (2012), Society and Culture in North India in the 12" Century. India. RakaPrakashan
- Sugadh Bose &AyshaJalal :Modern South Asia history culture and political economy.

Programme/Class B.A.(Hons.) with Research	Degree	Course Code Major-MJC-7	Subject- History	Year -B.A.II	Semester-IV
Paper Name-	Social and Economic History of Medieval India (1206AD–1757AD)				

Course Objectives (COs)

CO-1: Explains the sources of medieval social and economic history, including chronicles (Barani, Abul Fazl), revenue records, travelers' accounts, and archaeological and literary sources.

CO-2: Analyzes the religious and cultural movements, including Sufism (Chishti, Suhrawardi, Qadriya, Naqshbandi) and the Bhakti movement in India.

CO-3: Examines agrarian structure, land ownership, peasantry, revenue systems, the Iqta system, and

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market regulations under Alauddin Khalji, along with trade, commerce, currency, and monetization.

CO-4: Studies the stratification of Mughal society, including nobility, zamindars, peasants, artisans, social practices, women's position, and education under the Mughals.

CO-5: Evaluates land revenue systems (Zabt, Ain-i-Dahsala, Jagirdari), growth of agriculture, irrigation, proto-industrialization, and economic factors in the decline of the Mughal Empire.

Credits–5

Max.Marks:100 (70+30)

Min.Passing Marks:40 (28+12)

Total No.of Lectures- Tutorials -Practical(in hours per week): 5-0-0

Unit	Topic	**No. of Lectures**
Unit- I	Introduction and Sources of social and economic Medieval history. Chronicles- Barani, Abul Fazl, revenue records, travelers accounts, archaeological and literary sources.	14
Unit- II	Sufism(Chishti, Suhrawardi, Qadriya, and Naqshbandi) and Bhakti Movement in India .	14
Unit-III	Agrarian structure: Land ownership, peasantry, Revenue systems, Iqta system and its evolution. Market regulations under Alauddin Khalji, Trade and commerce: market centers, Currency and monetization.	16
Unit- IV	Stratification of Mughal society: Nobility, Zamindars, Peasants, Artisans, Social practices: Marriage, festivals.Women's position under the Mughals Phase: Royal women, , social status Education and learning: Madrasas, pathshalas, patronage of scholars	14
Unit-V	Land revenue systems: Zabt, Ain-i-Dahsala, Jagirdari .Growth of agriculture, irrigation,.Proto-Industrialization Economic factors in the decline of the Mughal Empire.	17
	Total	75

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Course Learning Outcomes (CLOs) –

CLO-1: Students identify and analyze primary and secondary sources for studying social and economic aspects of medieval India.

CLO-2: Students explain the role and impact of Sufism and the Bhakti movement on Indian society and culture.

CLO-3: Students describe the agrarian structure, revenue systems, Iqta system, trade, market regulations, and monetization under medieval rulers.

CLO-4: Students assess the social stratification, roles of nobility, zamindars, peasants, artisans, women, and education systems during the Mughal period.

CLO-5: Students evaluate revenue systems, agricultural development, proto-industrialization, and economic factors contributing to the decline of the Mughal Empire.

Suggested Readings:

- Nizami, K.A. – Some Aspects of Religion and Politics in India during the 13th Century
- Raychaudhuri, Tapan&Habib, Irfan (Eds.) – The Cambridge Economic History of India, Vol. I
- Alam, Muzaffar – The Crisis of Empire in Mughal North India
- Chaudhuri, K.N. – Trade and Civilisation in the Indian Ocean
- Moreland, W.H. – India at the Death of Akbar
- Moreland, W.H. – From Akbar to Aurangzeb: A Study in Indian Economic History
- Subrahmanyam, Sanjay – The Political Economy of Commerce: Southern India, 1500–1650
- Ali, M. Athar – The Mughal Nobility under Aurangzeb
- Eaton, Richard M. – Social History of the Deccan, 1300–1761: Eight Indian Lives
- Chopra, P.N.; Puri, B.N.; Das, M.N. – A Social, Cultural and Economic History of India (Vol. 2)
- Rizvi, S.A.A. – The Wonder That Was India (Vol. II)
- Tripathi, R.P. – Rise and Fall of the Mug*hal Empire*
- Habib, I. (1999). The Economic History of Medieval India, 1200–1500. Oxford University Press.
- Sharma, R. S. (2003). Early Medieval Indian Society: A Study in Feudalisation. Orient Longman.
- Sharma, R. S. (2003). Perspectives in Social and Economic History of Ancient India. MunshiramManoharlal.
- Sharma, R. S. (2005). Urban Decay in India c. 300–c. 1000. MunshiramManoharlal.
- Sharma, R. S. (2005). Indian Feudalism. Macmillan Publishers India Ltd.
- Kosambi, D. D. (1956). An Introduction to the Study of Indian History. Popular Prakashan.
- Chattopadhyaya, D. (1994). The Making of Early Medieval India. Oxford University Press.

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Programme/Class B.A.(Hons.)with Research	Doploma	CourseCode Minor MIC-4	Subject- History	Year -B.A.II	Semester-IV
Paper Name-	Art and Architecture of Medieval India (1206AD–1757AD)				

Course Objectives (COs)

CO-1: Explains the sources for studying medieval Indian art and architecture, including texts, inscriptions, monuments, and travelers' accounts.

CO-2: Analyzes early Indo-Islamic architecture during the Slave, Khalji, Tughlaq, Sayyid, and Lodi periods, focusing on arches, domes, minarets, and ornamentation.

CO-3: Examines Mughal architecture from Babur to Aurangzeb, including gardens, the Charbagh concept, and Mughal painting traditions.

CO-4: Studies techniques in painting (miniature, fresco, manuscript illustration), sculpture, decorative arts, and the use of materials such as stone, marble, terracotta, and metals.

CO-5: Explores Vijayanagara temple architecture, including carving techniques, pillars, friezes, and characteristics of the Vijayanagara painting style.

Credits–3	**Max.Marks**:100 (70+30)	**Min.Passing Marks**:40 (28+12)

Total No.of Lectures- Tutorials –Practical (in hours per week): 3-0-0

Unit	Topic	No. of Lectures
Unit- I	Sources for studying medieval art and architecture - texts, inscriptions, monuments,traveler accounts.	8
Unit- II	Early Indo-Islamic architecture:Slave,Khalji,Tughlaq,Sayyid and Lodis;Features of Arches, domes,minarets and ornamentation	10
Unit-III	Mughal architecture;From Babur to Aurangzeb,Gardens and Charbagh concept,Mughal painting.	10
Unit- IV	Techniques in painting (miniature, fresco, manuscript illustration),Sculpture and decorative arts ,Use of materials: stone, marble,terracotta,metals.	8
Unit-V	Vijayanagara temple architecture, Techniques and stylistic features: Carvings, pillars, friezes, Characteristics of Vijaya nagara painting style,	9
	Total	45

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Course Learning Outcomes (CLOs) –

CLO-1: Students identify and evaluate sources for studying medieval Indian art and architecture.

CLO-2: Students describe the features, styles, and ornamentation of early Indo-Islamic architecture.

CLO-3: Students analyze Mughal architecture, gardens, and painting techniques, including the Charbagh concept.

CLO-4: Students demonstrate understanding of painting, sculpture, decorative arts, and material usage in medieval India.

CLO-5: Students assess Vijayanagara temple architecture and painting style, including techniques, stylistic features, and artistic significance.

Suggested Readings:

- Percy Brown – Indian Architecture (Islamic Period), Taraporevala Publications
- Catherine B. Asher – Architecture of Mughal India, Cambridge University Press
- Satish Grover – Islamic Architecture in India, CBS Publishers and Distributors
- Ebba Koch – Mughal Architecture, Oxford University Press
- R. Nath – Art and Architecture of Indian Sultanates, Abhinav Publications
- Milo C. Beach – Mughal and Rajput Painting, Oxford University Press
- B.N. Goswamy – Indian Painting: The Scene, Themes, and Legends, National Book Trust, India
- Edith Tomory – A History of Fine Arts in India and the West, Orient Blackswan
- Vidya Dehejia – Indian Art, Phaidon Press / National Book Trust
- James L. Wescoat – Mughal Gardens, Rawat Publications
- C. Sivaramamurti – Vijayanagara Art, Archaeological Survey of India
- Anila Verghese – The Art of Vijayanagara, Oxford University Press
- George Michell – Hampi: Vijayanagara, Niyogi Books
- George Michell – The Hindu Temple: An Introduction to Its Meaning and Forms, Vakils, Feffer and Simons Pvt. Ltd
- Adam Hardy – Temple Architecture of South India, Niyogi Books
- Krishna Deva – Terracotta Art of India, Publications Division, Government of India
- George Michell – The Islamic Heritage of South Asia, Marg Publications
- ICHR – Travels in India (Ibn Battuta, Bernier, Abdur Razzaq), Indian Council of Historical Research
- L. Srivastava – Monuments of India (Volume 2: Islamic Period), Aryan Books International
- K.A.C. Creswell – Early Muslim Architecture, Reprinted by Motilal Banarsidass Publishers

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Course Learning Outcomes (CLOs) –

CLO-1: Students identify and evaluate sources for studying medieval Indian art and architecture.

CLO-2: Students describe the features, styles, and ornamentation of early Indo-Islamic architecture.

CLO-3: Students analyze Mughal architecture, gardens, and painting techniques, including the Charbagh concept.

CLO-4: Students demonstrate understanding of painting, sculpture, decorative arts, and material usage in medieval India.

CLO-5: Students assess Vijayanagara temple architecture and painting style, including techniques, stylistic features, and artistic significance.

Suggested Readings:

- Percy Brown – Indian Architecture (Islamic Period), Taraporevala Publications
- Catherine B. Asher – Architecture of Mughal India, Cambridge University Press
- Satish Grover – Islamic Architecture in India, CBS Publishers and Distributors
- Ebba Koch – Mughal Architecture, Oxford University Press
- R. Nath – Art and Architecture of Indian Sultanates, Abhinav Publications
- Milo C. Beach – Mughal and Rajput Painting, Oxford University Press
- B.N. Goswamy – Indian Painting: The Scene, Themes, and Legends, National Book Trust, India
- Edith Tomory – A History of Fine Arts in India and the West, Orient Blackswan
- Vidya Dehejia – Indian Art, Phaidon Press / National Book Trust
- James L. Wescoat – Mughal Gardens, Rawat Publications
- C. Sivaramamurti – Vijayanagara Art, Archaeological Survey of India
- Anila Verghese – The Art of Vijayanagara, Oxford University Press
- George Michell – Hampi: Vijayanagara, Niyogi Books
- George Michell – The Hindu Temple: An Introduction to Its Meaning and Forms, Vakils, Feffer and Simons Pvt. Ltd
- Adam Hardy – Temple Architecture of South India, Niyogi Books
- Krishna Deva – Terracotta Art of India, Publications Division, Government of India
- George Michell – The Islamic Heritage of South Asia, Marg Publications
- ICHR – Travels in India (Ibn Battuta, Bernier, Abdur Razzaq), Indian Council of Historical Research
- L. Srivastava – Monuments of India (Volume 2: Islamic Period), Aryan Books International
- K.A.C. Creswell – Early Muslim Architecture, Reprinted by Motilal Banarsidass Publishers

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- Pramod Chandra – Studies in Indian Temple Architecture. American Institute of Indian Studies / IGNCA
- S.K. Bhowmik – Decorative Arts of India. Publications Division. India
- Stella Kramrisch – Indian Sculpture. Indira Gandhi National Centre for the Arts (IGNCA)
- Susan Stronge – Paintings of the Akbar Nama. Mapin Publishing
- L. Basham (Editor) – Aspects of Indian Art and Architecture. Bharatiya Vidya Bhavan

Programme/Class B.A.(Hons.)with Research	Degree	Course Code Major MJC-8	Subject- History	Year -B.A.III	Semester-V
Paper Name-	History of Modern India (1757AD – 1857AD)				

Course Objectives (COs)

CO-1: Explains the establishment of British power in India, including the Battles of Plassey (1757) and Buxar (1764), the Treaty of Allahabad, and the expansion of British political control.

CO-2: Analyzes the rise and administration of regional powers such as the Peshwas, Hyderabad, Karnataka, and Mysore.

CO-3: Examines the rise of Punjab under Ranjit Singh, including his conquests and administrative policies.

CO-4: Studies British foreign policies towards Nepal, Burma, and Afghanistan and their impact on Indian politics.

CO-5: Evaluates the administrative structure of the East India Company, including the roles of Governor-Generals like Warren Hastings, Cornwallis, and Wellesley, and judicial, police, army, and civil service reforms.

CO-6: Assesses Lord Dalhousie's administration, including reforms, the Doctrine of Lapse, and the annexation of Indian states such as Awadh, Marathas, and Punjab.

Credits–5	Max.Marks:100 (70+30)	Min.Passing Marks:40 (28+12)

Total No.of Lectures- Tutorials –Practical (in hours per week): 5-0-0

Unit	Topic	No. of Lectures
Unit- I	Establishment of British Power in IndiaBattle of Plassey (1757) and Battle of Buxar (1764) ,Treatry of Allahabad. Expansion of British political control.	14
Unit- II	Rise of Peshwa, Hyderabad, karnataka and Mysore.	

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Unit-III	Rise of Punjab under Ranjeet singh :Conquests and Administration	10
Unit- IV	British Policies: Nepal, Burma and Afgan.	13
Unit-V	Administrative structure of the East India Company, Role of Governor-Generals; Warren Hastings, Cornwallis, Wellesley Judicial reforms and codification of laws Police, Army and Civil services under British rule.	14
Unit- VI	Lord Dalhousie : His Administration Refoms and Doctrine of Lapse policy, Annexation of Indian states (Awadh, Marathas, Punjab, etc.)	14
	Total	75

Course Learning Outcomes (CLOs) –

CLO-1: Students describe the establishment and consolidation of British power in India, including key battles and treaties.

CLO-2: Students explain the rise, administration, and policies of regional powers such as the Peshwas, Hyderabad, Karnataka, and Mysore.

CLO-3: Students analyze the conquests and administrative strategies of Ranjit Singh in Punjab.

CLO-4: Students assess British foreign policies towards Nepal, Burma, and Afghanistan and their influence on Indian politics.

CLO-5: Students evaluate the administrative structure and reforms of the East India Company, including judicial, police, army, and civil service measures.

CLO-6: Students examine Lord Dalhousie's policies, the Doctrine of Lapse, and the annexation of Indian states.

Suggested Readings:

- A.R. Desai, Peasant Struggles in India.
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggles for Independence.
- Bipan Chandra, Rise and Growth of Economic Nationalism in India.
- C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
- Dadabhai Naroji, Poverty and Un-British Rule in India.
- J.Krishnamurti, Women in Colonial India.
- J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India

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- M.J. Fisher, ed., Politics of Annexation (Oxford in India Readings).
- P.C. Joshi, Rebellion 1857: A Symposium.
- P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
- R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy andIndian.

Programme/Class B.A.(Hons.)with Research	Degree	CourseCode Major MJC-9	Subject- History	Year -B.A.III	Semester-V
Paper Name-	History of Modern World (1453AD-1815AD)				

Course Objectives (COs)

CO-1: Explains the causes, features, and impact of the Renaissance in Europe.

CO-2: Analyzes the Reformation movement, including the roles of Martin Luther, John Hus, Erasmus, and other reformers.

CO-3: Examines the Thirty Years' War (1618–1648), the French Wars of Religion, and religious conflicts in Europe.

CO-4: Studies the Glorious Revolution (1688) and the Industrial Revolution in the 18th century, including socio-economic transformations.

CO-5: Evaluates the causes, significance, and global impact of the American and French Revolutions.

CO-6: Assesses the rise of Napoleon Bonaparte, his reforms, foreign policy, Continental System, and the outcomes of the Congress of Vienna.

Credits–5	Max.Marks:100 (70+30)	Min.Passing Marks:40 (28+12)

Total No.of Lectures- Tutorials -Practical(in hours per week): 5-0-0

Unit	Topic	No. of Lectures
Unit- I	Renaissance: Causes,feature and Impact.	
Unit- II	Reformation Movement in Europe and Role of Martin,Luther,John Hus and Eramus etc.	

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Unit-III	Thirty Years' War (1618AD-1648AD), The French Wars of Religion; Conflict.	14
Unit- IV	The Glorious Revolution (1688) and The Industrial Revolution in 18th Century.	12
Unit-V	American Revolution ,French Revolution: Causes, Significance and Impacton world.	15
Unit-VI	Rise of Napoleon Bonaparte;Reform,Continental system and His foreign policy. Viyna congress.	12
	Total	75

Course Learning Outcomes (CLOs)

CLO-1: Students describe the causes, features, and historical impact of the Renaissance.

CLO-2: Students explain the Reformation movement and analyze the contributions of key reformers such as Martin Luther, John Hus, and Erasmus.

CLO-3: Students assess the causes, course, and consequences of the Thirty Years' War and the French Wars of Religion.

CLO-4: Students analyze the Glorious Revolution and the Industrial Revolution, including their social, political, and economic effects.

CLO-5: Students evaluate the American and French Revolutions, understanding their causes, significance, and global impact.

CLO-6: Students examine the rise of Napoleon Bonaparte, his policies, military campaigns, and the outcomes of the Congress of Vienna.

Suggested Readings:

- Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi)
- Bailey C.A.: The Birth of Modern World
- Basil Davidson, Modern Africa: A Social and Political History,3d ed. London /New Jersey: Addison ñ Wesley, 1995
- Benns, F. Lee: Europe since 1914
- Bronoski Jacob & Buce Mazlish : Western Intellectual tradition
- Car, E.H. (1948), International Relations between two world war (1919-1939). Delhi. MaehinamandCo.
- Christopher Hill, From Reformation to Industrial Revolution
- Chaurasia, R. S. (2002). History of Europe: Vol. 1 (1453–1648), Vol. 2 (1649–1789), Vol. 3 (1789–1870), Vol. 4 (1870–1945). Atlantic Publishers & Distributors.
- Khurana, K. L. (n.d.). Modern Europe (1453–1789 A.D.). LNA Books.

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Khurana, K. L. (n.d.). World History (1453–1789 A.D.). LNA Books.

Mittal, A. K. (n.d.). History of Modern World (1453–1950 A.D.)(Hindi & English). Sahitya Bhawan Publications.

Bose, A. (Ed.). (2019). The Revolution and the French Establishments in India (1790–1793). Setu Prakashani.

Guha, R. (2010). Makers of Modern India. Penguin India.

Guha, R. (2007). India After Gandhi: The History of the World's Largest Democracy. HarperCollins.

Chaurasia, R. S. (n.d.). History of Modern India. Atlantic Publishers & Distributors.

Majumdar, R. C., Raychaudhuri, H. C., & Datta, K. (1950)*An Advanced History of India* (2nd ed.)Macmillan & Co.

Khurana, K. L. (n.d.). World History (1453–1789 A.D.) (Hindi). LNA Books

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Programme/Class B.A.(Hons.)with Research	Degree	Course Code Minor MIC-5	Subject- History	Year -B.A.III	Semester-V
Paper Name-MIC-5	**Ancient World Civilizations.**				

Course Objectives (COs)

CO-1: Explains the political development of Egyptian civilization under the Pharaohs, along with Egyptian religion and art.

CO-2: Analyzes the salient features of Mesopotamian civilizations, including social, political, and economic structures.

CO-3: Examines Greek civilization, focusing on the Homeric Age, Periclean Age, contributions of Pericles, and salient features of Hellenistic civilizations.

CO-4: Studies Roman civilization, including the roles of Julius Caesar and Augustus, and the development of Christianity in the Roman Empire.

CO-5: Explores Roman culture, art, and legacy, including its influence on later societies.

Credits–3	**Max.Marks**:**100 (70+30)**	**Min.Passing Marks**:**40 (28+12)**

Total No.of Lectures- Tutorials –Practical (in hours per week): 3-0-0

Unit	Topic	No. of Lectures
Unit- I	Egyptian Civilization: Political development under the Pharaohs; Egyptian Religion & Art.	8
Unit- II	Mesopotamian Civilizations : Salient features	10
Unit-III	Greek Civilization: Homeric Age PericleanAge : Contribution of Pericles Salient features of Hellenistic Civilizations	10
Unit- IV	Roman Civilization: Julius Caesar and Augustus, Development of Christianity in Roman Empire.	8
Unit-V	Roman Culture: Art and Roman Legacy.	9
	Total	45

Course Learning Outcomes (CLOs) –

CLO-1: Students describe the political development, religion, and artistic achievements of Egyptian civilization.

CLO-2: Students identify and explain the key features of Mesopotamian civilizations.

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CLO-3: Students analyze Greek civilization, including the Homeric Age, Periclean contributions, and Hellenistic features.

CLO-4: Students evaluate Roman political history, including the roles of Julius Caesar and Augustus, and the spread of Christianity.

CLO-5: Students assess Roman culture, art, and legacy, and understand its influence on subsequent civilizations.

Suggested Readings:

- Fagan, Brian M. – People of the Earth – A global look at prehistoric and early civilizations.
- Hornung, Erik – The Secret Lore of Egypt – Explores Egyptian religion and mythology.
- Grimal, Nicolas – A History of Ancient Egypt – Authoritative narrative of ancient Egyptian history.
- Freeman, Charles – Egypt, Greece, and Rome – Comparative study of ancient Mediterranean civilizations.
- Boardman, John – *The Greeks Overseas* – Greek colonization and cultural exchange.
- Kitto, H.D.F. – *The Greeks* – Classic introduction to ancient Greek society.
- Grant, Michael – *The Rise of the Greeks* – Traces Greek civilization from early roots.
- Beard, Mary – *SPQR: A History of Ancient Rome* – Engaging modern history of Rome.
- Cary, M. – *A History of Rome* – In-depth academic history of Roman expansion.
- Lewis, Michael – *The Rise of China and the Demise of the Western World* – Focus on early China.
- Loewe, Michael & Shaughnessy, Edward L. – *The Cambridge History of Ancient China* – Scholarly survey of Chinese dynasties.
- Keay, John – *India: A History* – Sweeping history including ancient India.
- Thapar, Romila – *Early India* – Respected account of ancient Indian civilization.
- Coe, Michael D. – *The Maya* – Definitive introduction to the Maya civilization

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Programme/Class B.A.(Hons.)with Research	Degree	Course Code Minor MIC-6	Subject-History	Year -B.A.III	Semester-V
Paper Name-	Cultural Heritage of Meerut				

Course Objectives (COs)

CO-1: Explains Meerut`s cultural landscape and historical overview from ancient to modern times, including the Indus Valley Civilization sites like Alamgirpur, Sanauli, Mandi, Sakatpur, Badagaon, and Hulas.

CO-2: Analyzes architectural heritage and religious structures such as St. John`s Church (1819), Augharnath Temple, Mansa Devi Temple, Chandi Devi Temple, and other significant temples.

CO-3: Examines cultural practices and festivals, including the historical and contemporary significance of the Nauchandi Fair, traditional crafts, leather goods, brassware, scissors, sports industry, and other local crafts.

CO-4: Studies historical events and their cultural impact, with special focus on the First War of Indian Independence (1857) and Meerut`s role as the epicenter.

CO-5: Evaluates preservation and promotion of cultural heritage, including archaeological efforts like excavations at Vidura-ka-tila and other medieval to colonial sites.

Credits–3	**Max.Marks:100 (70+30)**	**Min.Passing Marks:40 (28+12)**

Total No.of Lectures- Tutorials –Practical (in hours per week): 3-0-0

Unit	Topic	No. of Lectures
Unit- I	Introduction to Meerut`s Cultural Landscape.Historical Overview: From ancient modern age. Major Civilizational-Indus Valley Civilization (Alamgirpur, . Sanauli, Mandi, Sakatpur,Badagaon,and Hulas)	8
Unit- II	Architectural Heritage Religious Structures:St. John's Church (1819),Augharnath Temple–Site of 1857 Revolt planning,Mansa Devi Temple, Chandi Devi Temple, and other significant temples	10
Unit-III	Cultural Practices and Festivals,Nauchandi Fair: Historical significance and contemporary celebrations, Traditional Crafts and Cuisine:,Leather goods, brassware,Scissors, Sports industry and Other crafts	10
Unit- IV	Historical Events and their Cultural Impact,First War of Indian Independence	

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	(1857):Meerut's role as the epicenter.Cultural and social repercussions	
Unit-V	Preservation and Promotion of Cultural Heritage.Archaeological Efforts: Excavations at Vidura-ka-tila and other sites Medieval era to Colonial period	9
	Total	45

Course Learning Outcomes (CLOs) –

CLO-1: Students describe Meerut's historical and cultural landscape, including major Indus Valley Civilization sites.

CLO-2: Students identify and analyze architectural heritage and significant religious structures of Meerut.

CLO-3: Students explain cultural practices, festivals, and traditional crafts, and understand their historical and contemporary significance.

CLO-4: Students assess the impact of historical events, including the 1857 Revolt, on Meerut's society and culture.

CLO-5: Students evaluate preservation efforts and promotion of Meerut's cultural heritage through archaeological and conservation initiatives.

Suggested Readings:

- Agarwal, Ashish, *Meerut Unveiled*, New Delhi, 2025.
- Pathak, Amit, *Archaeological Investigations in the Ganga Plain (2005–2017)*, New Delhi, 2020.
- Gulati, G.D., *Mewat: Folklore, Memory, History*, New Delhi, 2013.
- Pathak, Amit, *Excavations at Saunphari and Explorations in Ganga Plain*, New Delhi, 2018.
- Sharma, Krishna Kant, *Meerut Janpad Ke Itihasik Sthal*, Meerut, 2019.
- Sharma, Krishna Kant, *Meerut Janpad Ki Sanskritik Virasat*, Meerut, 2020.
- Sharma, Krishna Kant, *Meerut Janpad Mein Hindu Mahasabha Ki Bhumika*, Meerut, 2021
- Agarwal, A. (2025). *Meerut Unveiled: From Harappan Roots to Modern Metropolis*. [Publisher details not available].
- Bhargava, R. (2016). *Birds of Meerut*. [Publisher details not available].
- Mittal, A. (2016). *1857: Living History*. Government Freedom Struggle Museum.

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Programme/Class B.A.(Hons.)with Research	Degree	Course Code Major - MJC 10	Subject History	Year -B.A.III	Semester-VI
Paper Name-	Mass Uprising in British India (1757AD–1857AD)				

Course Objectives (COs) –

CO-1: Explains early resistance and uprisings like Sanyasi-Fakir rebellion and Polygar wars.

CO-2: Analyzes peasant and tribal movements, including Santhal, Kol, Bhil, and Munda uprisings.

CO-3: Examines military and civil rebellions, including Vellore Mutiny and Barrackpore incidents.

CO-4: Studies regional uprisings and political movements, including Kittur Rani Chennamma and Bundela revolts.

CO-5: Evaluates the prelude to 1857, including economic exploitation, Doctrine of Lapse, and cultural-religious interference.

Credits–4	**Max.Marks:100 (70+30)**	**Min.Passing Marks: 40 (28+12)**

Total No.of Lectures- Tutorials –Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Early Resistance (1757–1799)– Political impact of Plassey and Buxar; economic exploitation; uprisings like Sanyasi-Fakir rebellion in Bengal, Polygar wars in South India,	12
Unit- II	Peasant & Tribal Movements– Agrarian distress under British land policies; Santhal rebellion (1855–56), Kol uprising (1831–32), Bhil revolts (1818–31), and Munda resistance against cultural intrusion.	12
Unit-III	Military & Civil Rebellions– Vellore Mutiny (1806) and religious causes, Barrackpore incidents, sepoy grievances over pay and promotion; civil unrest led by leaders like Velu Thampi in Travancore .	14
Unit-IV	Regional Uprisings & Political Movements– resistance of Kittur Rani Chennamma, Bundela revolts, and Wahabi movement's political-religious mobilisation	10
Unit-V	Prelude to 1857 – Combined effects of economic exploitation, Doctrine of Lapse,	12

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	cultural-religious interference (Enfield rifle controversy), and the uniting of discontent that led to the First War of Independence.	
	Total	60

Course Learning Outcomes (CLOs) –

CLO-1: Students describe early resistance against British rule and the political and economic effects of the Battles of Plassey and Buxar.

CLO-2: Students explain peasant and tribal uprisings, including the causes, events, and impact of rebellions like Santhal, Kol, Bhil, and Munda movements.

CLO-3: Students analyze military and civil rebellions, including sepoy grievances, the Vellore Mutiny, and leadership in civil unrest.

CLO-4: Students assess regional uprisings and political movements, including Kittur Rani Chennamma, Bundela revolts, and the Wahabi movement.

CLO-5: Students evaluate the combined economic, political, and cultural factors that led to the First War of Independence in 1857.

Suggested Readings:

- Bandopadhyay, S. (2014). From Plassey to Partition and After: A History of Modern India. Orient BlackSwan.
- Bayly, C. A. (2017). Indian Society and the Making of the British Empire. Cambridge University Press.
- Brown, J. M. (1994). Modern India: The Origins of an Asian Democracy. Oxford University Press.
- Chandra, B. (2016). History of Modern India,Orient BlackSwan.
- Chandra, B., Mukherjee, M., Mukherjee, A., & Panikkar, K. N. (1989). India's Struggle for Independence. Penguin Books.
- Chaudhuri, S. B. (1957). Civil Disturbances During the British Rule in India (1765–1857). The World Press.
- Datta, K. K. (1973). Studies in the Rebellion of 1857. Bharati Bhawan.
- Desai, A. R. (2010). Social Background of Indian Nationalism. Popular Prakashan.
- Guha, R. (1999). Elementary Aspects of Peasant Insurgency in Colonial India. Duke University Press.
- Hunter, W. W. (1893). The Annals of Rural Bengal. Smith, Elder & Co.
- Majumdar, R. C. (Ed.). (1957). The Sepoy Mutiny and the Revolt of 1857. Firma K. L. Mukhopadhyay.
- Majumdar, R. C., Raychaudhuri, H. C., & Datta, K. (1967). An Advanced History of India. Macmillan.
- Metcalf, T. R., & Metcalf, B. D. (2012). A Concise History of Modern India. Cambridge University Press.

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- Mukherjee, R. (1957). The Rise and Fall of the East India Company. Popular Book Depot.
- Nair, J. (2011). The Promise of the Metropolis: Bangalore's Twentieth Century*. Oxford University Press.
- Pandey, S. (2010). Peasant Revolts and Democratic Struggles in India. Sage Publications.
- Sarkar, S. (1983). Modern India: 1885–1947. Macmillan.
- 18. Sen, S. N. (1995). 1857. Publications Division, Government of India.

Programme/Class B.A.(Hons.) with Research	Degree	Course Code Major- MJC-11	Subject-History	Year -B.A.III	Semester-VI
Paper Name-	**History of Indian National Movement.**				

Course Objectives (COs)

CO-1: Explains the unique features of Indian nationalism and its social, political, and cultural impact.

CO-2: Analyzes tribal and peasant movements, including the Santhal, Munda, and Deccan Riots.

CO-3: Examines the extremist phase (1905–1919), assertive nationalism, the role of leaders like Tilak, Bipin Chandra Pal, and Lala Lajpat Rai, and movements like the Partition of Bengal and Swadeshi Movement.

CO-4: Studies national awakening during the First World War, including the Lucknow Pact and Home Rule Movement.

CO-5: Evaluates the emergence of revolutionary nationalism through Anushilan Samiti, Ghadar Party, HRA, and HSRA.

CO-6: Assesses constitutional and political developments, including the Simon Commission, Nehru Report (1928), Round Table Conferences (1930–32), Poona Pact, and the Quit India Movement (1942).

Credits–5	**Max.Marks:100 (70+30)**	**Min.PassingMarks:40 (28+12)**

Total No.of Lectures- Tutorials –Practical (in hours per week): 5-0-0

Unit	Topic	No. of Lectures
Unit- I	Unique Features of Indian Nationalism and its impact.	10
Unit- II	Tribal and peasant movements Santhal, Munda, Deccan Riots etc.	13
Unit-III	Extremist phase (1905–1919): assertive nationalism, Tilak, Bipin Chandra Pal, Lala Lajpat Rai Partition of Bengal and Swadeshi Movement Role of revolutionary movements in India and abroad	14

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Unit- IV	National Awakening During First World War: Lucknow Pact & Home rule Movement	13
Unit-V	Emergence of revolutionary nationalism (AnushilanSamiti , Ghadar Party, HRA&HSRA)	10
Unit - VI	Simon Commission – works & effects (e) Nehru Report 1928, Round table conferences (1930-32) (f) Poona pact, National movement during second world war – Quit India movement, 1942	15
	Total	75

Course Learning Outcomes (CLOs) –

CLO-1: Students describe the features and impact of Indian nationalism on society and politics.

CLO-2: Students explain tribal and peasant uprisings, including Santhal, Munda, and Deccan Riots.

CLO-3: Students analyze the extremist phase, assertive nationalism, and the contributions of key leaders and movements like the Swadeshi Movement.

CLO-4: Students assess the national awakening during World War I, including the Lucknow Pact and Home Rule Movement.

CLO-5: Students evaluate revolutionary nationalism and the activities of organizations like Anushilan Samiti, Ghadar Party, HRA, and HSRA.

CLO-6: Students examine constitutional reforms, Simon Commission, Nehru Report, Round Table Conferences, Poona Pact, and the Quit India Movement.

Suggested Readings:

- Chandra, B. (2009). India's Struggle for Independence. Penguin Books India.
- Guha, R. (2007). India After Gandhi: The History of the World's Largest Democracy. HarperCollins.
- Nehru, J. (1946). The Discovery of India. Signet Press.
- Azad, M. A. K. (1959). India Wins Freedom. Orient BlackSwan.
- Savarkar, V. D. (1909). The Indian War of Independence 1857. Sethani Kampani.
- Bose, S. C. (1935). The Indian Struggle 1920–1942. Lawrence & Wishart.
- Chatterjee, P. (1993). The Nation and Its Fragments: Colonial and Postcolonial Histories. Princeton University Press.
- Tharoor, S. (1989). The Great Indian Novel. Viking Press.

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- Khilnani, S. (2016). Incarnations: India in Fifty Lives. Penguin Books India.
- Chandra, B. (2000). Modern India 1885–1947. Orient Longman.
- Rai, L. (2001). The Indian National Congress and the Struggle for Freedom. National Book Trust.
- Chatterjee, P. (1986). Nationalist Thought and the Colonial World: A Derivative Discourse?. Zed Books.
- Sarkar, S. (1983). Modern India 1885–1947. Macmillan India.
- Sarkar, S. (1993). The Swadeshi Movement in Bengal 1905–1908. People's Publishing House.
- Sarkar, J. (1989). The History of Bengal. Firma KLM.
- Rao, S. R. (1972). The Archaeology of the Deccan and the South. MunshiramManoharlal Publishers.
- Kumar, R. (1993). The Cambridge Economic History of India. Cambridge University Press.
- Bhattacharya, B. (2003). The Cultural Heritage of India. Ramakrishna Mission Institute of Culture.
- Dutt, R. C. (1906). The Economic History of India in the Victorian Age. Longmans, Green and Co.

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Programme/Class B.A.(Hons.)with Research	Degree	Course Code Major MJC-12	Subject- History	Year -B.A.III	Semester-VI
Paper Name-	**History of Modern World (1815AD-1870AD)**				

Course Objectives (COs)

CO-1: Explains the emerging ideas of nationalism and early nationalist movements in Europe.

CO-2: Analyzes the Revolutions of 1820 in Spain, Italy, and Greece, and the Revolutions of 1830 in Belgium and Poland.

CO-3: Examines the Revolutions of 1830 and 1848 in Europe and the role of Metternich in suppressing revolutionary movements.

CO-4: Studies the processes of Italian and German unification and the political developments associated with them.

CO-5: Evaluates the American Civil War, including its causes, conflict, and consequences.

Credits–4	**Max.Marks**:100 (70+30)	**Min.Passing Marks**:40 (28+12)

Total No.of Lectures- Tutorials –Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Nationalism: Emerging Ideas and Early Movements,	12
Unit- II	Revolutions of 1820: Spain, Italy, and Greece.Revolutions of 1830 in Belgium and Poland	12
Unit-III	Revolutions of 1830 and 1848 in Europe and Role of Metternich	12
Unit- IV	Unification of Italy and Germany.	10
Unit-V	The American Civil War: Conflict, Causes, and Consequences.	14
	Total	60

Course Learning Outcomes (CLOs) –

CLO-1: Students describe the emergence of nationalism and its influence on early European movements.

CLO-2: Students explain the key events and outcomes of the Revolutions of 1820 and 1830 in Europe.

CLO-3: Students analyze the Revolutions of 1830 and 1848 and assess Metternich's role in European politics.

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CLO-4: Students assess the unification of Italy and Germany, including political strategies and outcomes.

CLO-5: Students evaluate the causes, course, and consequences of the American Civil War.

Suggested Readings:

- Khurana, K. L. (n.d.). World History (1815–1966 A.D.). LNA Books.
- Mahajan, V. D. (2007). A History of Modern Europe Since 1789 (Revised ed.). S. Chand & Company.
- Verma, S. R., & Kumar, S. (n.d.). ItihasAdhunik Vishwa Ka Itihas (1815 AD To 1945 AD). SBPD Publishing House.
- Guha, R. (2010). Makers of Modern India. Penguin India.
- Nehru, J. (1934). Glimpses of World History. Penguin Books India.
- Kosambi, D. D. (1956). An Introduction to the Study of Indian History. Popular Prakashan.
- Tharoor, S. (2017). Inglorious Empire: What the British Did to India. Aleph Book Company.
- Dalrymple, W. (2006). The Last Mughal: The Fall of a Dynasty, Delhi 1857. Bloomsbury Publishing.
- Sarkar, J. (1919). Studies in Mughal India. Firma KLM.
- Sarkar, J. (1920). Mughal Administration. Firma KLM.
- Kissinger, H. (1994). Diplomacy. Simon & Schuster.
- Hobsbawm, E. J. (1995). The Age of Revolution: Europe 1789–1848. Vintage.
- Merriman, J. M. (1996). A History of Modern Europe: From the Renaissance to the Present. W.W. Norton & Company.
- Blanning, T. C. W. (2000). The Pursuit of Glory: Europe 1648–1815. Penguin Books.
- Taylor, A. J. P. (1961). The Struggle for Mastery in Europe, 1848–1918. Oxford University Press.
- Black, J. (2004). Europe and the World, 1650–1830. Routledge.
- Cannadine, D. (2001). Victorious Century: The United Kingdom, 1800–1906. Penguin Books.
- Sked, A. (2011). The Decline and Fall of the Habsburg Empire, 1815–1918. Longman.
- Okey, R. A. (2001). The Habsburg Monarchy: From Enlightenment to Eclipse. Macmillan.
- Steinberg, J. W. (2012). Why Switzerland? Cambridge University Press.

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Programme/Class B.A.(Hons.)with Research	Degree	Course Code Minor MIC-07	Subject-History	Year -B.A.III	Semester-VI
Paper Name-	Social and cultural history of Modern India (1757–1947)				

Course Objectives (COs)

CO-1: Explains Indian society in the 18th century, including rural and urban structures, caste and community organization, religion, and the position of women.

CO-2: Analyzes social changes under colonial impact (1757–1857), including Western education, Christian missionary activity, and effects on social hierarchy.

CO-3: Examines reform movements and religious revival, including Brahmo Samaj, Arya Samaj, Aligarh Movement, and Theosophical Society.

CO-4: Studies nationalist social reform, including the role of Indian National Congress in women's education, widow remarriage, untouchability abolition, and tribal welfare.

CO-5: Evaluates social transformation and cultural nationalism (1919–1947), including Gandhi's constructive programme, Harijan uplift, and promotion of communal harmony.

Credits–3	**Max.Marks:100 (70+30)**	**Min.Passing Marks:40 (28+12)**

Total No.of Lectures- Tutorials –Practical(in hours per week): 3-0-0

Unit	Topic	No. of Lectures
Unit- I	Indian Society in the 18th Century: Structure of rural and urban society, caste and community organization, role of religion, women's position.	10
Unit- II	Social Changes under Colonial Impact (1757–1857):Western education, Christian missionaries, impact on social hierarchy, early reform initiatives.	8
Unit-III	Reform Movements and Religious Revival :Brahmo Samaj, Arya Samaj, Aligarh Movement, Theosophical Society.	9
Unit- IV	Nationalist Social Reform:Role of Indian National Congress in social issues, campaigns for women's education,widow remarrige reform, abolition of untouchability, tribal welfare.	8
Unit-V	Social Transformation and Cultural Nationalism (1919–1947)Role of Gandhi in social reform, constructive programme, Harijan uplift, promotion of communal	10

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	harmony.	
	Total	45

Course Learning Outcomes (CLOs) –

CLO-1: Students describe the structure and characteristics of Indian society in the 18th century.

CLO-2: Students explain social changes under colonial influence and the impact of Western education and missionary activity.

CLO-3: Students analyze reform movements and religious revival, including key organizations and their contributions.

CLO-4: Students assess nationalist social reform initiatives addressing women's education, untouchability, widow remarriage, and tribal welfare.

CLO-5: Students evaluate social transformation and cultural nationalism, including Gandhi's role in constructive programmes and communal harmony.

Suggested Readings:-

- Bayly, C. A. (2001). *Society and the making of the British Empire in India*. Cambridge University Press.
- Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (1989). India's struggle for independence, 1857–1947. Penguin.
- Datta, V. N. (1995). Social reform movements in India. Firma KLM.
- Kumar, R. (1993). Social history of India: From 1750 to 1947. Orient Longman.
- Ludden, D. (1999). India and South Asia: A short history. Oneworld Publications.
- Majumdar, R. C., & Srivastava, A. N. (1970). History of modern India, 1700–1947. Bharatiya Vidya Bhavan.
- Metcalf, T. R., & Metcalf, B. D. (2006). A concise history of modern India,Cambridge University Press.
- Moore, R. J. (1975). Social origins of colonial India. Oxford University Press.
- Omvedt, G. (1994). Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India. Sage Publications.
- Panikkar, K. N. (1963). Culture, ideology, and colonialism in India. Asia Publishing House.
- Pruthi, R. K. (2004). Social reform movements in colonial India. Anmol Publications.

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- Sarkar, S. (1973). Modern India: 1885–1947. Macmillan.
- Singh, K. S. (1992). People of India: Social, cultural, and economic aspects. Anthropological Survey of India.
- Stokes, E. (1970). The English Utilitarians and India. Oxford University Press.

Programme/Class B.A.(Hons.)with Research	Degree	CourseCode Minor MIC-8	Subject-History	Year -B.A.III	Semester-VI
Paper Name-	**Research Methodology,**				

Course Objectives (COs)

CO-1: Explains the meaning, types, and significance of research, including formulation of research problem, objectives, hypothesis, and research design.

CO-2: Analyzes research materials and methods, including literature review and collection of relevant data.

CO-3: Studies techniques of writing scientific and academic reports, including preparing notes, references, bibliography, abstracts, and keywords.

CO-4: Guides students in preparing tour reports, including steps, methods, and documentation techniques.

Credits–3	**Max.Marks**:100 (70+30)	**Min.Passing Marks**: 40 (28+12)

Total No.of Lectures- Tutorials –Practical (in hours per week): 3-0-0

Unit	Topic	No. of Lectures
Unit- I	Student has to prepare research report on any relevant topic of his/her interest in consultation with Supervisor.Supervisor will teach following to their students for enabling students to prepare research report;	12
Unit- II	Meaning, types and significance of Research, Literature review and formulation of research design, research problem, objectives, hypothesis, Research materials and methods,	13
Unit-III	Techniques of writing scientific reports: Preparing notes, references, bibliography, abstract and keywords etc.	10
Unit- IV	Tour in-charge will also explain all the steps and methods for preparing Tour report.	10

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		Total	45

Course Learning Outcomes (CLOs) –

CLO-1: Students understand the meaning, types, and significance of research and develop a research problem with objectives and hypothesis.

CLO-2: Students apply research methods and gather relevant materials for their study.

CLO-3: Students demonstrate skills in writing scientific reports, including proper use of notes, references, abstracts, and keywords.

CLO-4: Students prepare comprehensive tour reports following systematic steps and documentation methods.

Suggested Readings:

- Kothari, C. R., & Garg, G.(2019). Research methodology: Methods and techniques (4th ed.). New Age International Publishers.
- Phanse, S. S. (2016). Research methodology: Logic, methods, and cases. Oxford University Press.
- Khatua, P. K., & Majhi, P. R. (2018). Research methodology. Himalaya Publishing House.
- Ramamurthy, G. C., & KLSI. (2011). Research methodology. Dreamtech Press.
- Trivedi, S. (2021). Research methodology. Himanshu Publications.
- Singh, A., Wadhwa, G. C., Jain, K. P., Shaikh, S. F., & Patil, V. R. (n.d.). Research methodology (PG Dip and MSc). Himalaya Publishing House.
- Rao, T. B.(2017). Research methodology. Paras Medical Publisher.
- Yelikar, K.(2009). Essentials of research methodology & dissertation writing. Jaypee Brothers Medical Publishers.
- Pandey, H. K., & Singh, M. R. (2017). Fundamentals of research methodology. Horizon Books.
- Singh, R. L. (2003). Element of practical geography. Kalyani Publishers.
- Raghunath, R. (2006). Cartography: Thematic map design. Kalyani Publishers.
- Ghosh, S. (2005). Fundamentals of practical geography. Orient Longman.
- Siddhartha, S. (2004). Advanced practical geography. Kalyani Publishers.

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Programme/Class B.A.(Hons.)with Research	B.A.Honours	Course Code Major MJC-13	Subject- History	Year -B.A.IV	Semester-VII
Paper Name-	Historiography: Concepts, Methods & Tools.				

Course Objectives (COs)

CO-1: Explains the meaning, nature, and scope of historiography and the difference between history and historiography.

CO-2: Analyzes sources and methods in history, including primary and secondary sources, written records, monuments, coins, and tools, and historical methods like collection, verification, and interpretation.

CO-3: Studies major approaches in historiography, including ancient and classical traditions, colonial, nationalist, Marxist, and Subaltern perspectives, with reference to key texts.

CO-4: Examines themes in historiography, including political, social, economic, and cultural history, and issues of caste, class, gender, agriculture, trade, religion, art, and language.

CO-5: Evaluates contemporary trends in historical writing and interdisciplinary approaches linking history with sociology, literature, and other disciplines.

Credits–5	**Max.Marks**:100 (70+30)	**Min.PassingMarks**:40 (28+12)

Total No.of Lectures- Tutorials –Practical (in hours per week): 5-0-0

Unit	Topic	No. of Lectures
Unit- I	Introduction to Historiography-What is historiography? Why do we study historiography?Difference between history and historiography.	13
Unit- II	Sources and Methods in History-Types of sources: Primary and secondary,Written sources: Inscriptions, texts, documents,Material sources: Monuments, coins, tools, Historical methods: Collection, verification, interpretation.	16
Unit-III	Major Approaches in Historiography-Ancient and classical traditions (Greek, Roman).Explore colonial, nationalist, Marxist, and Subaltern historiography through global lenses with key texts by E.H. Carr and Romila Thapar.	16

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Unit- IV	Themes in Historiography-Political and Social history: Caste, class, gender, Economic history: Agriculture, trade,Religion, art, language.	16
Unit-V	Contemporary Trends in Historical Writing,historiography, Interdisciplinary approaches(history with sociology, literature etc.)	14
	Total	75

Course Learning Outcomes (CLOs) –

CLO-1: Students describe the meaning, nature, and scope of historiography and distinguish it from history.

CLO-2: Students identify and evaluate primary and secondary sources and apply historical methods in research.

CLO-3: Students analyze major historiographical approaches, including classical, colonial, nationalist, Marxist, and Subaltern perspectives.

CLO-4: Students assess key themes in historiography, including political, social, economic, and cultural aspects.

CLO-5: Students evaluate contemporary trends in historiography and understand interdisciplinary approaches in historical writing.

Suggested Readings:-

- Khurana, K. L.(2017). Concepts and Methods of Historiography. LNA Books.
- Sreedharan, E.(2004). A Textbook of Historiography: 500 BC to AD 2000. Orient BlackSwan.
- Srivastava, B. K.(2020). Historiography: Concepts, Methods and Tools. SBPD Publications.
- Mukhopadhyay, S. K.(2009). Evolution of Historiography in Modern India, 1900–1960: A Study of the Writing of Indian History by Her Own Historians. Progressive Publishers.
- Phadke, H. A.(2005). Essays on Indian Historiography. Rawat Publications.
- Bhattacharya, S.(Ed.). (2011). Approaches to History: Essays in Indian Historiography. Primus Books.
- Singh, G. P.(2017). Ancient Indian Historiography: Sources and Interpretations (2nd ed.). D.K. Printworld.
- Kumar, R. (1993). The Cambridge Economic History of India. Cambridge University Press.
- Sharma, R. S. (2005). Aspects of Political Ideas and Institutions in Ancient India. Motilal Banarsidass.
- Sastri, K. A. N. (2002). Historical Method in Relation to Problems of South Indian History. University of Madras.
- Sastri, K. A. N. (2002). South Indian Influences in the Far East. University of Madras.

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- Kumar, R. (2005). India's Ancient Past. Oxford University Press.
- Carr, E. H. (1961). What is history? London: Macmillan.
- Thapar, R. (1966). A history of India: Volume 1. London: Penguin Books.
- Thapar, R. (2002). Early India: From the origins to AD 1300. New Delhi: Penguin Books.
- Bose, S. C. (1935). The Indian Struggle 1920–1942. Lawrence & Wishart.
- Guha, R. (2007). India After Gandhi: The History of the World's Largest Democracy. HarperCollins.
- .Guha, R. (2010). Makers of Modern India. Penguin India

Programme/Class B.A.(Hons.)with Research	B.A.Honours	Course Code Major MJC-14	Subject- History	Year -B.A.IV	Semester-VII
Paper Name-	**History of Modern India (1858AD–1915AD)**				

Course Objectives (COs)

CO-1: Explains the Crown's Rule and administrative reorganization (1858–1876), including the Government of India Act 1858, Queen's Proclamation, and restructuring of army, civil services, and judiciary.

CO-2: Analyzes early political associations (1858–1885) such as British Indian Association, Indian Association, and Poona Sarvajanik Sabha, including their petitions and activities.

CO-3: Studiès the formation and moderate phase of the Indian National Congress (1885–1905), including leadership of Dadabhai Naoroji, Gokhale, and Pherozeshah Mehta, and use of constitutional methods.

CO-4: Examines the extremist phase, including Partition and annulment of Bengal, leadership of Tilak, Bipin Chandra Pal, Lala Lajpat Rai, and the Swadeshi and Boycott movements.

CO-5: Evaluates key events from 1911–1916, including the Komagata Maru incident, Home Rule Leagues of Tilak and Annie Besant, Delhi Durbar 1911, and Lucknow Pact 1916.

Credits–5	**Max.Marks:100 (70+30)**	**Min.Passing Marks:40 (28+12)**

Total No.of Lectures- Tutorials –Practical (in hours per week): 5-0-0

Unit	Topic	No. of Lectures
Unit- I	Crown's Rule and Administrative Reorganization (1858–1876)Government of India Act 1858, Queen's Proclamation, restructuring of army, civil services, and judiciary.	13

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Unit- II	Early Political Associations (1858–1885)British Indian Association, Indian Association, Poona Sarvajanik Sabha, political petitions and activities.	16
Unit-III	Formation and Moderate Phase of the Congress (1885–1905)Establishment of INC, leadership of Dadabhai Naoroji, Gokhale, Pherozeshah Mehta, constitutional methods.	16
Unit- IV	Partition and annulment of Bengal, leadership of Tilak, Bipin Chandra Pal, Lala Lajpat Rai, Swadeshi and Boycott movements.	14
Unit-V	Komagata maru incident, Home Rule and Congress–League Cooperation (1911–1916)Delhi Durbar 1911, Home Rule Leagues of Tilak and Annie Besant, Lucknow Pact 1916.	16
	Total	75

Course Learning Outcomes (CLOs) –

CLO-1: Students describe the administrative reorganization under Crown's Rule and its impact on governance in India.

CLO-2: Students explain early political associations and their role in raising political awareness.

CLO-3: Students analyze the formation and moderate phase of the Indian National Congress and the use of constitutional methods.

CLO-4: Students assess the extremist phase, including the Swadeshi and Boycott movements and leadership of key nationalist leaders.

CLO-5: Students evaluate events from 1911–1916, including Home Rule, the Komagata Maru incident, and Congress-League cooperation through the Lucknow Pact.

Suggested Readings:

- Bandyopadhyay, S. (2004). From Plassey to Partition: A history of modern India. Orient Longman.
- Chandra, B. (2016). History of modern India. Orient BlackSwan.
- Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (1989). India's struggle for independence. Penguin Books.
- Grover, B. L., & Mehta, A. (2010). A new look at modern Indian history. S. Chand & Company.
- Sarkar, S. (1983). Modern India 1885–1947. Macmillan.
- Majumdar, R. C., Ray, H. C., & Datta, K. K. (1960). An advanced history of India. Macmillan.
- Mehrotra, S. R. (1971). The emergence of the Indian National Congress. Vikas Publishing House.

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- Metcalf, T. R. (1995). Ideologies of the Raj. Cambridge University Press.
- Metcalf, B. D., & Metcalf, T. R. (2012). A concise history of modern India. Cambridge University Press.
- Wolpert, S. (2009). A new history of India. Oxford University Press.
- Seal, A. (1971). The emergence of Indian nationalism. Cambridge University Press.
- Chatterjee, P. (1993). The nation and its fragments: Colonial and postcolonial histories. Princeton University Press.
- Guha, R. (1982). Elementary aspects of peasant insurgency in colonial India. Oxford University Press.
- Desai, A. R. (1959). Social background of Indian nationalism. Popular Prakashan.
- Sen, S. N. (1997). Modern India 1765–1950. New Age International.

Programme/Class B.A.(Hons.)with Research	**B.A.Honours**	**Course Code Major MJC-15**	**Subject-History**	**Year -B.A.IV**	**Semester-VII**
Paper Name-	**History of Modern world (1870AD to 1950AD)**				

Course Objectives (COs) –

CO-1: Explains the German Empire (1871–1914), its power politics, and impact on Europe.

CO-2: Analyzes causes and consequences of the First World War and the Treaty of Versailles (1919).

CO-3: Examines the Russian Revolution (1917) and the rise of Lenin, global economic depression, and totalitarian movements in Europe.

CO-4: Evaluates the Second World War (1939–1945), including its causes, impact, and consequences.

CO-5: Assesses the formation, achievements, and limitations of the United Nations Organisation (UNO).

Credits–6	**Max.Marks:100 (70+30)**	**Min. Passing Marks:40 (28+12)**

Total No.of Lectures- Tutorials –Practical (in hours per week): 6-0-0

Unit	Topic	No. of Lectures
Unit- I	The German Empire (1871–1914):Power politics and Impact.	

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Unit- II	Causes and Consequences of the First World War (1914–1918),Paris peace Convention and Treaty of Versailles (1919)	18
Unit-III	Russian Revolution (1917) : Causes and Role of Lenin, League of Nations.	18
Unit- IV	Global Depression. Rise of Fascism in Italy and Nazism in Germany	18
Unit-V	Second World War (1939–1945): Causes, Impact and Consequences , UNO :Organisation, Achievement and Failure	18
	Total	90

Course Learning Outcomes (CLOs) –

CLO-1: Students describe the political structure and impact of the German Empire.

CLO-2: Students explain the causes, course, and consequences of the First World War and Treaty of Versailles.

CLO-3: Students analyze the Russian Revolution, Lenin's role, global depression, and rise of Fascism and Nazism.

CLO-4: Students evaluate the causes, course, and consequences of the Second World War.

CLO-5: Students examine the UNO's formation, achievements, and limitations in global peace.

Suggested Readings:

- Chandra, B.(1989). *India's Struggle for Independence*. Penguin Books India.
- Chandra, B.(1996). *Nationalism and Colonialism in Modern India*. Orient Longman.
- Chand, T.(1965–1973). *History of the Freedom Movement in India* (Vols. I–IV). Publication Division.
- Desai, A. R.(1981). *Social Background of Indian Nationalism*. Popular Prakashan.
- Grover, B. L.(1995). *Modern Indian History*. S. Chand & Co.
- Habib, I.(2013). *Indian Economy 1757–1857: A People's History of India* (Vol. 25). Tulika Books.
- Habib, I.(2006). *Indian Economy 1858–1914: A People's History of India* (Vol. 28). Tulika Books.
- Majumdar, R. C., Datta, K. K., & Ray Chaudhuri, H.(1961). *Advanced History of India*. Macmillan.
- Metcalf, B. D., & Metcalf, T. R.(2002). *A Concise History of India*. Cambridge University Press.
- Metcalf, T. (2001). *Ideology of the Raj*. Cambridge University Press.
- Pande, G. S. (1985). *Centenary History of the Indian National Congress (1885–1985)*. Vikas Publishing House.

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- Omvedt, G.(1994). *Dalits and Democratic Revolution*. Sage Publications.
- Sarkar, S.(1983). *Modern India 1885–1947*. Macmillan India.
- Shukla, R. L.(1998). *Adhunik Bharat ka Itihas*. Hindi Directorate.
- Sen, S. N.(2010). *An Advanced History of Modern India*. Macmillan India.
- Sen, S. N. (2003). *History of Freedom Movement in India (1857–1947)*. New Age International Publishers.
- Sekhon, J. (2000). *Modern India*. McGraw-Hill.
- Singh, B. (2023). *Comprehensive Modern Indian History: From 1707 to the Modern Times (UPSC CSE Edition)*. S. Chand Publishing.
- Chaurasia, R. S. (2002). *History of Modern India 1707 A.D. to 2000 A.D.*. Atlantic Publishers & Distributors.

Programme/Class B.A.(Hons.)with Research	**B.A.Honours**	**Course Code Minor-MIC-9**	**Subject-History**	**Year -B.A. IV**	**Semester-VII**
Paper Name-	**Mass Uprising in British India(1858AD-1947AD)**				

Course Objectives (COs)

CO-1: Explains early resistance and peasant movements, including colonial exploitation, Indigo Revolt, Pabna Uprising, and Deccan Riots, and their implications for nationalist response.

CO-2: Analyzes tribal and rural uprisings, including Santhal Rebellion, Munda Uprising, Bhil and Kol revolts, and the impact of forest laws.

CO-3: Studies the growth of working-class and urban movements, including industrialization, labor organizations, strikes, trade unions, and urban middle-class protests.

CO-4: Examines revolutionary and regional uprisings, including youth-led secret organizations, regional revolts, and their contribution to India's independence.

Credits–4	**Max.Marks:100 (70+30)**	**Min.Passing Marks:40 (28+12)**

Total No.of Lectures- Tutorials –Practical (in hours per week): 4-0-0

Unit	**Topic**	**No. of Lectures**

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Unit- I	Early Resistance and Peasant Movements-Nature of colonial exploitation after 1857, Indigo Revolt (1859–60) and Pabna Agrarian Uprisings ,Deccan Riots (1875) and their implications ,Peasant unrest and early nationalist response	14
Unit- II	Tribal and Rural Uprisings-Causes and characteristics of tribal movements,Santhal Rebellion, Munda Uprising, Bhil and Kol revolts, Forest laws and tribal resistance, Relationship between tribal and nationalist movements	12
Unit-III	Growth of Working-Class and Urban Movements - Industrialization and emergence of the working class,Early labour organizations and strikes,Role of trade unions in freedom struggle,Urban protests and participation of middle classes	10
Unit- IV	Revolutionary and Regional Uprisings - Revolutionary movements: Bengal, Punjab, Maharashtra,Role of youth and secret organizations,Regional uprisings: Telangana, Tebhaga, and others,Legacy of mass uprisings and their contribution to Independence	12
	Total	60

Course Learning Outcomes (CLOs) –

CLO-1: Students describe early peasant resistance and assess its impact on colonial policies and nationalist movements.

CLO-2: Students explain causes, characteristics, and outcomes of tribal uprisings and their relationship with the nationalist struggle.

CLO-3: Students analyze the emergence of working-class and urban movements, including labor organizations and urban protests.

CLO-4: Students evaluate revolutionary and regional uprisings, including youth participation and their legacy in India's freedom movement.

Suggested Readings:

- Desai, A. R. (1948). *Social Background of Indian Nationalism.* Bombay: Popular Prakashan.
- Chandra, B. (1989). *India's Struggle for Independence.* New Delhi: Penguin Books.
- Sarkar, S. (1983). *Modern India: 1885–1947.* New Delhi: Macmillan.
- Sen, S. N. (1997). *History of Freedom Movement in India.* New Delhi: New Age International.
- Pandey, B. N. (1988). *The Break-up of British India.* London: Macmillan.
- Mukherjee, R. (1957). *Peasant Revolts and Indian Nationalism.* Calcutta: K.P. Bagchi.
- Dutt, R. C. (1902). *Economic History of India under Early British Rule.* London: Kegan Paul.
- Hardiman, D. (1987). *The Coming of the Devi: Adivasi Resistance in Western India.* Delhi: Oxford University Press.

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- Guha, R. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India.* Delhi: Oxford University Press.
- Chandra, S. (2000). *Colonialism and Nationalism in India.* New Delhi: Har-Anand Publications.
- Bose, S. & Jalal, A. (1998). *Modern South Asia: History, Culture, Political Economy.* Delhi: Oxford University Press.
- Ray, R. K. (1992). *Social Conflict and Political Unrest in Bengal.* Delhi: Oxford University Press.
- Sen, A. (1982). *Poverty and Famines: An Essay on Entitlement and Deprivation.* Oxford: Clarendon Press.
- Seal, A. (1971). *The Emergence of Indian Nationalism.* Cambridge: Cambridge University Press.
- Brown, J. M. (1994). *Modern India: The Origins of an Asian Democracy.* Delhi: Oxford University Press.

Programme/Class B.A.(Hons.)with Research	B.A.Honours	Course Code Minor-MJC-16	Subject-History	Year -B.A. IV	Semester-VIII
Paper Name-	Political History of Modern India (1916AD–1947AD)				

Course Objectives (COs)

CO-1: Explains Montagu–Chelmsford Reforms, Government of India Act 1919, Rowlatt Act, Jallianwala Bagh massacre, and early Gandhian politics.

CO-2: Analyzes the Non-Cooperation and Khilafat Movements (1919–1922), including Gandhi's leadership and the Chauri Chaura incident.

CO-3: Studies the formation of Swaraj Party, response to Simon Commission, Nehru Report, and the Lahore Congress demand for complete independence.

CO-4: Examines the Civil Disobedience Movement (1930–1934), Salt Satyagraha, Gandhi-Irwin Pact, Round Table Conferences, and the Government of India Act 1935.

CO-5: Evaluates nationalism during World War II, Quit India Movement, INA trials, Cabinet Mission, Mountbatten Plan, and India's independence and partition.

Credits–4	**Max.Marks:100 (70+30)**	**Min.Passing Marks:40 (28+12)**

Total No.of Lectures- Tutorials –Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures

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Unit- I	Montagu–Chelmsford Reforms and Early Gandhian Politics (1917–1919)Montagu Declaration, Government of India Act 1919, Rowlatt Act, Jallianwala Bagh massacre, Non-Cooperation and the Khilafat Movement (1919–1922)-Gandhi`s leadership after Jallianwala Bagh, Khilafat agitation, nationwide Non-Cooperation campaign, Chauri Chaura incident.	14
Unit- II	Swarajists, Simon Commission, and Nehru Report (1923–1929)-Formation of Swaraj Party, response to Simon Commission, Nehru Report, and Lahore Congress demand for complete independence	12
Unit-III	Civil Disobedience Movement (1930–1934)Salt Satyagraha, Gandhi-Irwin Pact, Round Table Conferences, withdrawal of movement.Government of India Act 1935, provincial elections of 1937, Congress ministries and political challenges	10
Unit- IV	Nationalism During World War II (1939–1942):- Congress resignation from ministries, August Offer, individual satyagraha, Cripps Mission.	12
Unit-V	Quit India Movement and Path to Independence (1942–1947): Quit India uprising, Subash Chandra Bose & INA trials, Cabinet Mission, Mountbatten Plan, partition and independence	12
	Total	60

Course Learning Outcomes (CLOs) –

CLO-1: Students describe Montagu–Chelmsford Reforms, early Gandhian politics, and key events like the Jallianwala Bagh massacre.

CLO-2: Students explain the Non-Cooperation and Khilafat Movements, including Gandhi's leadership and the Chauri Chaura incident.

CLO-3: Students analyze the formation of the Swaraj Party, responses to Simon Commission, Nehru Report, and Congress demands.

CLO-4: Students assess the Civil Disobedience Movement, Salt Satyagraha, Gandhi-Irwin Pact, Round Table Conferences, and the Government of India Act 1935.

CLO-5: Students evaluate the Quit India Movement, World War II political developments, INA trials, and the processes leading to independence and partition.

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Suggested Readings:

- Bandyopadhyay, S. (2004). From Plassey to Partition: A History of Modern India. Orient Longman.
- Brown, J. M. (1994). Modern India: The Origins of an Asian Democracy. Oxford University Press.
- Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (1989). India's Struggle for Independence, 1857–1947. Penguin.
- Guha, R. (2007). India After Gandhi: The History of the World's Largest Democracy. HarperCollins.
- Metcalf, T. R., & Metcalf, B. D. (2006). A Concise History of Modern India. Cambridge University Press.
- Majumdar, R. C., & Srivastava, A. N. (1970). *History of Modern India, 1707–1947. Bharatiya Vidya Bhavan.
- Sarkar, S. (1983). Modern India 1885–1947. Macmillan.
- Seal, A. (1971). The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century. Cambridge University Press.
- .Noorani, A. G. (2010). The Trial of Bhagat Singh: Politics of Justice. Oxford University Press.
- Sarkar, R. (1983). Swadeshi Movement in Bengal 1903–1908Firma KLM.
- Basu, P. (1994). Towards Freedom: Documents on the Movement for Independence in India, 1939–1947. Oxford University Press.
- Chandra, B. (1989). Mahatma Gandhi and the Nationalist Movement. Penguin.
- Panikkar, K. N. (1963). India and the World: Essays on Foreign Policy. Asia Publishing House.
- Brown, J. M. (1972). Gandhi's Rise to Power: Indian Politics 1915–1922. Cambridge University Press.
- Judd, D. (1979). India and the British Empire, 1757–1947. Longman.

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Programme/Class B.A.(Hons.)with Research	B.A.Honours	CourseCode Minor-MIC-10	Subject-History	Year -B.A. IV	Semester-VIII
Paper Name-	Economic History of Colonial India (1757AD-1947AD)				

Course Objectives (COs)

CO-1: Explains the early phase of colonial economy and the East India Company's rule in Bengal.

CO-2: Analyzes the economic consequences of the Battle of Plassey, including the drain of wealth, decline of cottage industries, and deindustrialization.

CO-3: Studies land revenue systems and agrarian economy, including Permanent Settlement, Ryotwari, and Mahalwari systems, and their effects on peasants and landlords.

CO-4: Examines rural indebtedness, causes of credit needs, and the frequency and impact of famines under British rule.

CO-5: Evaluates industrial development during the Crown period, including railways, phases of development, and impact on the Indian economy.

Credits–4	**Max.Marks:100 (70+30)**	**Min.Passing Marks:40 (28+12)**

Total No.of Lectures- Tutorials –Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Eighteenth century, Early Phase of Colonial Economy: The East India Company and its rule in Bengal.	10
Unit- II	Economic consequences of Battle of Plessey. Drain of wealth from Bengal and its mechanism, magnitude and effects, Decline of Cottage industries, Deindustrialization.	12
Unit-III	Land Revenue Systems and Agrarian Economy-Permanent Settlement (1793) in Bengal,Ryotwari system in Madras and Bombay,Mahalwari system in North-Western India,Effects on peasants, landlords, and agricultural productivity	14

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Unit- IV	Rural Indebtedness: The need for credit and causes of rural indebtedness. Famines: Causes of Increased Frequency of Famines under British Rule	12
Unit-V	Industry during crown period. railways and Indian economy: causes of development, phases of development. impact on the Indian economy.	12
	Total	60

Course Learning Outcomes (CLOs) –

CLO-1: Students describe the early colonial economy and East India Company's administration in Bengal.

CLO-2: Students explain the economic consequences of Plassey, including wealth drain, deindustrialization, and decline of cottage industries.

CLO-3: Students analyze land revenue systems and their impact on agrarian society and agricultural productivity.

CLO-4: Students assess causes and effects of rural indebtedness and famines under colonial rule.

CLO-5: Students evaluate industrial development, railway expansion, and their overall impact on the Indian economy.

Suggested Readings:

- Chaudhuri, K. N. (1985). The economic development of India under the East India Company 1814-1858. Cambridge: Cambridge University Press.
- Mukherjee, R. K. (1975). The British colonial policy and the Indian economy. Calcutta: Firma KLM.
- Srinivasachari, C. S. (1930). The revenue administration of the Madras Presidency. Madras: Government Press.
- Roy, T. (2000). The economic history of India 1857-1947 (2nd ed.). Delhi: Oxford University Press.
- Bhatia, B. M. (1977). Economic history of India, 1857-1956. Allahabad: Chaitanya Publishing House.
- Habib, I. (1972). The agrarian system of Mughal India 1556-1707. Delhi: Oxford University Press.

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- Chandra, B. (1989). *The rise and growth of economic nationalism in India: Economic policies of Indian National Leadership 1880-1905*. New Delhi: People's Publishing House.
- Thorner, D. (1962). *An approach to the study of Indian economic history*. Bombay: Asia Publishing House.
- Raychaudhuri, T. (1983). *Entrepreneurship and industry in India 1900-1950*. Delhi: Oxford University Press.
- Guha, R. (1997). *Elementary aspects of peasant insurgency in colonial India*. Delhi: Oxford University Press.
- Ghosh, A. (1996). *Colonialism and the Indian economy*. Kolkata: K.P. Bagchi & Co.
- Nayar, B. R. (1989). *Economic history of India: 1857-1956*. New Delhi: S. Chand & Company.
- Datta, K. K. (1958). *The economic history of India under early British rule*. Calcutta: Calcutta University Press.
- Bipan, C. (1982). *The making of modern India*. New Delhi: National Book Trust.
- Ray, S. K. (1979). *Industrialization in India: A historical perspective*. New Delhi: Concept Publishing Company.
- Desai, A. R. (1979). *Social background of Indian nationalism*. Bombay: Popular Prakashan.

B.A. Syllabus Developed by:

Sr.N.	Name	Designation	Department	College/ University
1.	Dr. Sudhir Tyagi	Professor& (Dean)	Faculty of Arts and Social Sciences	Swami Vivekanand Subharti University
2.	Dr. Krishnakant Sharma	Professor &(HOD) External Expert	Department of History	Chaudhary Charan Singh University
3.	Dr. Manoj Kumar Tripathi	Associate Professor & (HOD)	Faculty of Arts and Social Sciences	Swami Vivekanand Subharti University
4.	Dr.Durvesh Kumar	Assistant Professor (Internal Eepert)	Faculty of Arts and Social Sciences	Swami Vivekanand Subharti University
5.	Dr. Ajay Kumar Verma	Assistant Professor (Internal Eepert)	Faculty of Arts and Social Sciences	Swami Vivekanand Subharti University
6.	Mr. Kapil Kumar	Assistant Professor (Internal Eepert)	Faculty of Arts and Social Sciences	Swami Vivekanand Subharti University

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