Department of History
Bachelor of Arts in History
NEP Course Structure under Choice-Based Credit System, 2024

Course Code	Course	Paper Title	Credit	Contact Hours	Total Marks
SEMESTER-I					
HIS MT -101	Disciplinary Core	The Idea of Bharat	4	60	100
HIS MI -102	Disciplinary Minor-1	Social Formations and Cultural Patterns of Ancient and Medieval World	4	60	100
HIS SEC -103	SECs	Conservation of Cultural Heritage	3	45	100
MDC-FSS-105	Multi-Disciplinary	Ancient India	3	45	100
AEC-GH	AECs (Common for All)	Hindi (prepared at university level)	2	30	50
VAC-IKS	Value Added -1	Indian Knowledge System (prepared at university level)	2	30	50
VAC-HYW	Value Added -2	Health, Yoga and Wellness (prepared at university level)	2	30	50
SEMESTER-II					
HIS MT - 201	Disciplinary Core	History of India from Earliest times to 12th century A.D.	4	60	100
HIS MI -202	Disciplinary Minor -1	History of Ancient Indian Literature	4	60	100
HIS SEC -203	SECs	Principles and Methods of Field Archaeology	3	45	100
MDC-FSS - 205	Multi-Disciplinary-	Medieval India	3	45	100
AEC-GE	AECs - Common for All	English (prepared at university level)	2	30	50
VAC-EEDM	Value Added -1	EVS, Education/Disaster Management (prepared at university level)	2	30	50
VAC-PA	Value Added -2	Human Values & Ethics/ performing art (prepared at university level)	2	30	50
SEMESTER-III					
HIS MT -301	Disciplinary Core	History of Medieval India 1206-1707 AD	4	60	100
HIS MT -302	Disciplinary Core	History of Medieval Europe 15th to 18th century	4	60	100
HIS MI -303	Disciplinary Minor -1	Elements of Ancient Indian Art and Architecture	4	60	100
HIS SEC -304	SECs	Archival Studies and Historical Reconstruction	3	45	100
MDC-FSS - 306	Multi-Disciplinary	Modern India	3	45	100
AEC-CS	AECs - (Common for All)	Communication Skills (prepared at university level)	2	30	50
SEMESTER-IV					
HIS MT - 401	Disciplinary Core	India in 18th Century	4	60	100
HIS MT - 402	Disciplinary Core	Making of Modern Europe-	4	60	100

		1789-1945			
HIS MT - 403	Disciplinary Core	History of Modern India: 1857-1947	4	60	100
HIS MT - 404	Disciplinary Core	Museum Studies	2	30	50
HIS MI – 405	Disciplinary Minor -1	Socio-Religious reform movement in colonial India	4	60	100
AEC-ICT	AECs - Common for All	ICT in Communication (prepared at university level)	2	30	50
SEMESTER-V					
HIS MT -501	Disciplinary Core	Indian Historiography	4	60	100
HIS MT -502	Disciplinary Core	Polity and Administration in Medieval India	4	60	100
HIS MT -503	Disciplinary Core	Colonial Economy in India	4	60	100
HIS MT -504	Disciplinary Core	History of Science and Technology in Ancient India	2	30	50
HIS MI - 505	Disciplinary Minor -1	History of Journalism in India	4	60	100
BHIS- 506	Internship		2	30	50
SEMESTER-VI					
HIS MT -601	Disciplinary Core	Pre and Protohistoric Cultures of Central India.	4	60	100
HIS MT -602	Disciplinary Core	History of Tribes in Central India	4	60	100
HIS MT -603	Disciplinary Core	Elements of Ancient Indian Epigraphy and Numismatics	4	60	100
HIS MT - 604	Disciplinary Core	History of Education in India	4	60	100
HIS MI -605	Disciplinary Minor -1	Cultural Tourism in India	4	60	100
SEMESTER-VII (B.A 4-Y Hon's)					
HIS MT -701	Disciplinary Core	Modern Indian Political Thoughts and Prominent Thinkers	4	60	100
HIS MT -702	Disciplinary Core	Tribal Resistance Movements in India	4	60	100
HIS MT -703	Disciplinary Core	History of Central India from Early Historic period to 13th Century	4	60	100
HIS MT - 704	Disciplinary Core	Ideologies of Nationalism	4	60	100
HIS MI - 705	Disciplinary Minor -1	Oral Tradition in Indian History	4	60	100
SEMESTER-VIII (B.A 4-Y Hon's)					
HIS MT -801	Disciplinary Core	Ancient Indian Religious Thoughts	4	60	100
HIS MT -802	Disciplinary Core	Economic History of Medieval India	4	60	100
HIS MT -803	Disciplinary Core	History of Central India from 14th Century to 1857	4	60	100
HIS MT - 804	Disciplinary Core	Imperialism and Capitalism	4	60	100
HIS MI - 805	Disciplinary Minor -1	History of Freedom Movement in Central India from 1858 to 1956	4	60	100
		Total	**160**		

B.A 4-Year Hon's with Research

SEMESTER-VII (Same as Hon's)					
HIS MT -701	Disciplinary Core	Modern Indian Political Thoughts and Prominent Thinkers	4	60	100
HIS MT -702	Disciplinary Core	Tribal Resistance Movements in India	4	60	100
HIS MT -703	Disciplinary Core	History of Central India from Early Historic period to 13th Century	4	60	100
HIS MT - 704	Disciplinary Core	Ideologies of Nationalism	4	60	100
HIS MI - 705	Disciplinary Minor -1	Oral Tradition in Indian History	4	60	100
SEMESTER-VIII					
HIS MT -801	Disciplinary Core	An Introduction to Historical Research Method	4	60	100
HIS MT -802	Disciplinary Core	Research and Publication Ethics	4	60	100
HIS MT -803	Disciplinary Major	Dissertation & Field Work	12	180	300
		Total	**160**		

DISCIPLINARY CORE: The Idea of Bharat

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
The Idea of Bharat **HIS MT- 101**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the major intellectual traditions of Bharat.
- Understand the historical development of philosophical and social ideas.
- Examine the interaction between religion, society, politics, and culture.
- Analyze the evolution of concepts such as Dharma, State, Justice, Equality, and Nationalism.
- Appreciate the plurality and continuity of Indian intellectual heritage.

Course Outcomes:

- Explain the origin and evolution of major ideas in Bharat.
- Analyze philosophical and religious traditions historically.
- Evaluate socio-political ideas in different historical periods.
- Understand the contribution of reformers and thinkers.
- Develop critical perspectives on Indian intellectual traditions.

Course Content:

UNIT- 1: Concept of Bharatvarsha

I. Understanding of Bharatvarsha

II. Indian concept of time and space

III. The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.

UNIT- 2: Indian Knowledge Tradition, Art and Culture

I. Evolution of language and Script: Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit etc

II. Salient features of Indian Art & Culture

III. Indian educational system

UNIT- 3: Dharma, Philosophy and Vasudhaiva Kutumbakam

I. Indian perception of Dharma and Darshan

II. Polity and governance

III. The concept of Janpada

UNIT- 4: Science, Environment and Medical science

I. Science and Technology in Ancient India

II. Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy

III. Ancient Indian Mathematics.

UNIT- 5: Indian economic traditions

I. Concept of land, forest and agriculture

II. Industry, inland trade commerce

III. Maritime Trade

Suggested Readings:

- *A.l Basham: The Wonder that was India, Rupa, Delhi 1994*
- A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
- *Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014*
- Dharampal: The Beautiful Tree, Other India press, Delhi 1995
- Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York,1996
- Govind Chandra Pandey: वैतदक संस्कृत, लोक भारती प्रकाशन,तदल्ली
- Kapil Dev Dwivedi: वेदो मे तवज्ञान, तवश्वाभारती अनुसंधान पररषद, 2014
- Narendra Mohan: भारतीय संसकृतत, प्रभात प्रकाशन, तदल्ली, 2011
- Omprakash Pandey: दृष्टव्या जगत कायताथथ, प्रभात प्रकाशन, तदल्ली 2005
- Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
- Rajbali Pandey: भारतीय पुरातलपी, लोक भारती प्रकाशन, इलाहबाद, 1998
- Shri Arvind: भारतीय संसकृतत के आधार, अतदतत कायाथलय,अरतवंद आश्रम, पोतिचेरी
- Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
- Vasudev Sharan Aggarwal: पातणनी कालीन भारतवषथ, पृथ्वी प्रकाशन वाराणसी
- Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
- Zekuthial Ginshurg: New light on our Numerals.
- R.K Mookherjee: The Fundamental Unity of India

DISCIPLINARY MINOR - 1: Social Formations and Cultural Patterns of Ancient and Medieval World

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Social Formations and Cultural Patterns of Ancient and Medieval World **HIS MI- 102**	**4**	**3**	**1**	**0**

Course Objectives:

- The objective of the course is to acquire knowledge about the evolution of humans and its transformation from societies to civilizations.
- This course aims to introduce the students to the significant developments in world history that have shaped course of history of the world during ancient and medieval period.
- It details the transition of world economy from the hunting gathering economy to the feudal economic structure.
- The paper is premised on the understanding that the pace and nature of change differed in different parts of the world.

Learning Outcomes:

- Students will acquire knowledge about the transformation of ancient civilizations like Mesopotamia, Egypt, Greece, Roman, etc.
- The students can acquire knowledge about the origin, features, nature and class composition of various societies.
- They can compare to each and other among the several societies of the world.
- They will get to know about the rise of religious, political, social and economic developments in Central Asia and Europe (8th to 14th centuries).

Course Content:

UNIT- 1:

Evolution of Mankind; Palaeolithic, Mesolithic and Neolithic Cultures.
Food Production: Beginnings of Agriculture and Animal husbandry.
The Beginnings of Civilization and Bronze Age Civilization: Mesopotamian Civilization- Sumerian, Assyrian and Babylonian Civilization.

UNIT- 2:

Bronze Age Civilization: Egyptian Civilization: Pyramid Age; Social, political, economic, religious life.
Bronze Age in China (Shang Civilization)
Bronze Age in Eastern Mediterranean (Minoan Civilization)

UNIT- 3:

From Bronze Age to Iron Age: 'Debate' on the advent of iron and its implications.
Anatolia and Greece, Archaic and Classical Greece.
Emergence of *Polis* in ancient Greece: Athens and Sparta, The Persian and Peloponnesian wars.
Slave society in ancient Greece, agrarian economy, religion, culture, urbanisation and trade.
Hellenistic Age.

UNIT- 4:

Ancient Rome: Rome under Republic, Principate and Empire; Rome- Carthage wars (Punic Wars); Expansion of the Roman empire- Julius Caesar; Augustan age.
Different aspects of the Roman civilization: Slave society in ancient Rome, Religion, culture, agrarian economy, urbanisation and trade.
Salient features and achievements of the Roman civilization.
Crisis and Decline of the Roman Empire.

UNIT- 5:

Rise of Islam and the making of political authority: The tribal background, Prophet and *Ummah.*
Caliphate and Sultanate: Ummayads and Abbasids.
Religious traditions: *Sunna, Shia,* Sufism, Adab literature.
Urbanisation and trade.
Feudalism in Medieval Europe: Feudal polity, society and economy (8th to 14th centuries); crisis of feudalism; towns and trade; technological developments.

Suggested Readings:

- A. Hauser, *A Social History of Art*, Vol I. Routledge, 1999.
- Amar Farooqui, *Early Social Formations*, Manak Publications, Delhi, 2001.
- B. Fagan, *People of the Earth. : an introduction to world prehistory*, New York, NY Harper Collins College Publishers 1977
- B. Trigger, *Ancient Egypt : A Social History*. Cambridge University Press, 1983
- Bai Shaoyi, *An Outline History of China*. Beijing : Foreign Languages Press, 1982.
- Baker, Simon, *Ancient Rome The Rise and Fall of an Empire*, Ebury Publishing, 2006.

- Bloch, Marc, *Feudal Society* (2 Vols), Aakar Books, Revised Edition, July, 2017.
- Bruce Trigger et al, *Ancient Egypt: A Social History*, Cambridge, 1983.
- Brundage (ed.), *The Crusades*, Marquette University Press, 1962.
- Burke, Edmund, III & Ira M. Lapidus, *Islam, Politics and Social Movements*, University of California Press, 1988.
- Burns and Ralph, *World Civilizations*, Goyal Publications, Delhi, 2021.
- C. Scarre and Brian M. Fagan, *Ancient Civilizations*, Routledge, New York, 2016.
- *Cambridge History of Africa*, Vol.I. Cambridge University Press ,1982
- Chris Wickham, *Medieval Europe*, Yale University, 2016
- Clark Grahame, *World Prehistory: In New Perspective*, Cambridge University Press, Cambridge, 1977.
- Cohen, Mark, *Under Crescent and Cross The Jews in the Middle Ages*, Princeton University Press, 2008.
- D. Dudley, *Roman Society*, Harmondsworth, 1970.
- Deansley, Margaret, *A History of Early Medieval Europe, 476 to 911*, Methuen, 1956.
- Maurice Dobb, *Studies in the Development of Capitalism*, Routledge, First Edition, March, 1965.
- Edward McNall Burns, *Western Civilizations: Their History and Their Culture*, Peter Owen, London, 1953.
- G. Clark, *World Prehistory: A New Perspective,* Cambridge University Press, 1977.
- Glyn Daniel, *First Civilisations*. New. York: Thomas Y. Crowell (Apollo. Editions), 1968
- J. Gates, *Babylon*, London, 1979.
- J. N. Postgate, *Early Mesopotamia*, London, 1992.
- J. D. Bernal, *Science in History*, Vol.I. Cambridge: The MIT Press, Massachusetts
- Jacquetta Hopkin Hawkes, *The First Great Civilizations: Life in Mesopotamia, the Indus Valley and Egypt,* Alfred a Knopf Inc., 1973.
- Leon Homo, *Roman Political Institutions: From City to State*, London, 1962.
- Lewis, Bernard, *The Arabs in History*, Oxford University Press, 6th Edition, May 2002.
- Lewis, Bernard, *The Jews of Islam*, 1984.
- M.I. Finley, *The Ancient Greeks*, Harmondsworth, 1963.
- M.I. Finley, *The World of Odysseus*, Harmondsworth, 1979 (several reprints).
- M.I.Finley, *The Ancient Economy*. University of California Press 1999.
- Man, John, *The Mongol Empire*, Penguin Random House, May 2015.
- Maurice Keen, *The Penguin History of Medieval Europe*, 1991
- Norman Davies, *Europe A History* , Oxford 1996
- O.K. Gurney, *The Hittites*, Harmondsworth, 1952.
- P. Garnsey and R. Saller, *The Roman Empire: Economy Society, and Culture*, Bristol Classic Press, London, 1987.
- P.A. Brunt, *Social Conflicts in the Roman Republic*, Chatto and Windus, London, 1971.
- Perry Anderson, *Passages from Antiquity to Feudalism*, Verso, London and New York, 1996.
- Pirenne, Heim, *Medieval Cities*, Princeton University Press, 1969.
- R.J.Wenke, *Patterns in Prehistory*, Oxford University Press, USA; 5th edition 2006
- Rakesh Kumar, *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, Sage, New Delhi, 2018.
- Salia Ikram, *Death & Burial in Ancient Egypt* (American University in Cairo Press, 2015)
- Smith, Leslie and Leyser, Conrad; *Motherhood, Women and Society in Medieval Europe (400-1400*), Ashgate Publishing Ltd, 2011.
- Stuard, Susan Mosher (Ed.), *Women in Medieval History and Historiography*, University of Pennsylvania Press; New edition, December, 1988.
- T.G.H. James, *An Introduction to Ancient Egypt*, London, 1979.
- *The history of human society*. New York: Knopf, 1973.
- UNESCO Series: *History of Mankind*, Vols. I –III/ or New ed. History of Humanity.1963
- V. Gordon Childe, *Social Evolution*, Watt & Co., London, 1951.
- V. Gordon Childe, *What Happened in History*, Harmondsworth, 1942 (several reprints).
- V.Gordon Childe, *Social Evolution*.
- V.Gordon Childe, *What happened in History*. Peregrine Books 1985
- W.W. Tarn, *The Hellenistic Civilization*, New York, 1952.
- Yuval Noah Harari , *Sapiens A Brief History of Humankind*, Vintage,2015
- अमर फ़ारूकी, *प्राचीन और मध्यकालीन सामजिक सरंचनाएं और संस्कृतियां*, ग्रंथ शिल्पी, नई दिल्ली, 2003.

SKILL ENHANCEMENT COURSE (SEC): Conservation of Cultural Heritage

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Conservation of Cultural Heritage **HIS SEC -103**	**3**	**2**	**1**	**0**

Course Objectives:

- Create much needed awareness about literary, religious and architectural heritage of India.
- Expose students to the culture of India, visuals arts and performing arts.
- Analyse and appreciate the historical value of literary and cultural heritage.
- Inculcate a sense of preservation and appreciation of rich repositories of knowledge and testimonies of literary and religious heritage of India.

Learning Outcomes:

- Students can gather knowledge about the tangible and intangible culture and heritage and its characteristics.
- This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries.
- They will acquire knowledge of changing socio-cultural scenarios of India.
- Students can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Course Content:

UNIT- 1

- Culture and Heritage: Meaning and concepts (tangible and intangible), general characteristics of culture, characteristics of Indian culture, aspects of Indian culture and significance of culture.
- Indian Sculpture and Pottery: Sculptures of Indus Valley Civilization, Mauryan sculpture, the Shungas, the Kushans, Mauryan school of sculpture, Gupta period sculpture, features of South Indian temple sculpture, Chola sculpture, Mughal sculpture, post-independence sculpture.

UNIT- 2

- Indian Art and Architecture: Harappan art and architecture, Mauryan art and architecture, post Mauryan art, Gupta age art and architecture, temple architecture, Pala and Sena school of architecture, architecture in Medieval India- Delhi Sultanate and Mughal empire, Modern architecture.
- Indian Painting Tradition: Pre-historic paintings, classification of Indian paintings- Mural and Miniature paintings, Medieval paintings- Delhi Sultanate and Mughals, Regional schools of paintings.

UNIT- 3

- Tribal Culture in India: Tribes in India, Tribal languages in India, Tribal music and dance, Tribal religion, Tribal art, preserving Tribal culture.
- Indian Languages and Literature: Classification of Indian Languages, official languages of India, status of Classical Languages, Ancient scripts of India, Literature in Ancient India, Literature in Pali and Prakrit, Jain texts, Sikh Literature, Dravidian Literature, Medieval Literature, Modern Literature.

UNIT- 4

- Fairs and Festivals: National Festivals, Religious Festivals (Hindu, Muslim, Christian, Sikh, Jain, Buddhist, Sindhi, Parsi or Zoroastrian), Fairs of India.
- Indian Dances: Indian Classical Dance Forms (*Bharatanatyam, Kuchipudi, Kathakali, Mohiniyattam, Odissi, Manipuri, Kathak, Sattriya*), Folk Dances of India.

UNIT- 5

- Conservation of Indian Cultural Heritage: Importance of Conservation, Institutional and Legal frameworks- Constitutional provisions, The Archaeological Survey of India (ASI), UNESCO, etc.
- Material Conservation and Preventive Measures, India Leveraging Technology to Safeguard Its Cultural Heritage, Challenges and Contemporary Issues.

Suggested Readings:

- *K.T Achaya, Indian food: A Historical Companion, oxford University Press, 1998.*
- *Banga, I. (ed).: The City in Indian History : Urban Demography, Society and Politics, Delhi, Manohar, 1991*
- *A.L Basham: The wonder that was India. Picador Publisher, Indian ed. 2014*
- *Sachin Shekhar Biswas: Protecting the Cultural Heritage (National Legislation and International Convention, Aryan Books International, 1999.*
- *N.K Bose : "Culture Zones of India" in culture and Society in India, Asia publishing House*
- *Ramdhari Singh Dinkar: Sanskriti ke chaar Adhyaya, Udyanchal Publishers*
- *Gokulsing, K. Moti : Popular Culture in a Globalized India, New Delhi, Routiledge, 2009*
- *Kathryn Hansen: Grounds for play, The Nautanki Theatre of north India, University of California*
- *Bhanu Shankar Mehta: Ramlila Varied Respective , B.R Publishing Corporation, 2011*
- *S.Narayan: Indian Classical Dances, Shubhi Publications, 2005*
- *Prakash, H.S :Shiva Traditional Theatres, Incredible India Series, New Delhi, 2007*

- *S. Radhakrishnan: "Culture of India" in the Annals of the American Academy of Political and Social Science, Vol 233, India Speaking (may 1944).pp 18-21*
- *A. Rangacharya: The Natya shastra, English translation with critical Notes, New Delhi, Munshiram Manoharlal Publishers Pvt ltd.*
- *K. Thapiyal , S. Shukla : Sindhu Sabhyataien, Luckhnow,2003*
- *The Director General Survey of India (ed.) Guide Books: World Heritage Series, New Delhi*
- *Shashi Tiwari, Origin of Environmental Science from Vedas. A Research paper presented at the National Seminar on" Science and Technology" in Ancient Indian Text, Special Centre for Sanskrit Studies. JNU, 9-10th, January, 2010*
- *Raman Varadara: Glimpses of Indian Heritage, Popular Prakashan Private Ltd., Bombay, 1989*
- *Varapande, M.L : History of Indian Folk Theatre (Lok Ranga Panorama of Indian Folk Theatre) Abhinav Publications,1992*
- *V. Vasudev : Fairs and Festivals, Incredible India series, 2007*

MULTI-DISCIPLINARY COURSE (MDC): Ancient India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Ancient India **MDC-FSS-105**	**3**	**2**	**1**	**0**

Course Objectives:

- Understand the historical evolution of Bharat from ancient to modern times.
- Explain the geographical and cultural foundations of Indian civilization.
- Examine the political and social institutions that shaped Bharat.
- Appreciate India's pluralistic traditions and tribal contributions.
- Understand the role of the freedom movement in nation-building.
- Analyse constitutional values and contemporary challenges.

Learning Outcome:

- Explain the concept and historical evolution of Bharat.
- Describe major cultural and political developments in Indian history.
- Assess the contribution of tribes, women, saints, reformers, and freedom fighters.
- Interpret historical sources related to Indian civilization.
- Develop analytical and critical thinking regarding nation-building.

Course Content:

UNIT- 1: Sources- Literary, Archaeological, Foreign, Accounts. Prehistoric cultures (Palaeolithic, Mesolithic and Neolithic Cultures), Harappan Civilization: Features (Use of Bronze, Seals, Town Planning, Religion, Art, Trade) and decline

UNIT- 2: Early & Later Vedic Age (polity, society and religion) Buddhism and Jainism (rise, teachings, contribution to Indian culture), Monarchical and Republic states during 6th century B.C. Rise of Magadha

UNIT- 3: Mauryan Empire, Chandragupta Maurya, Ashoka and their Dhamma, Mauryan Administration, The Kushans (Kanishka I and art) Sangam Age- Polity & Culture. The Guptas and their art,

UNIT- 4: Harshavardhana, Hiuen-Tsang's account, The Rajputas, The Chalukyas, The Rashtrakutas & The Cholas.

Suggested Readings:

- B.N. Mukherjee. Political History of Ancient India, Calcutta: Oxford University Press, 1996.
- Basham, A.L. Wonder That Was India, Calcutta: Rupa, 1992.
- Goyal, S.R. A History of Indian Buddhism, Meerut: Kasumanjli Prakashan, 1987.
- Pathak, Visuddhanand, Political History of North India (600-1200 AD), U.P. Hindi Granth Academy, Lucknow, 2003
- Raychaudhuri, H.C., Political History of Ancient India, Delhi, 2003
- Pandey, V.C. and Pandey, A.C. New History of Ancient India, Jallandhar: A.B.C., 1999.
- Sastri, K.A. Nilakanta. A History of South India, 2nd ed., Oxford University Press, 1958.
- Sastri, K.A. Nilakanta. History of South India, from pre-historic times to the fall of Vijaynagar, (4th ed.), Delhi:, Oxford University Press, 1995.

DISCIPLINARY CORE: History of India from Earliest times to 12th Century A.D.

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of India from Earliest times to 12th Century A.D. **HIS MT - 201**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the evolution of Indian civilization from prehistoric times to the end of the early medieval period.
- Familiarize students with archaeological, literary and epigraphic sources for ancient Indian history.
- Explain the political, economic, social, religious and cultural developments of ancient India.
- Understand the emergence of states, empires and regional kingdoms.
- Develop historical analysis through interpretation of archaeological and textual evidence.

Course Outcomes:

- Explain the major sources and approaches to ancient Indian history.
- Describe the development of prehistoric and protohistoric cultures.
- Analyze political and administrative institutions of ancient India.
- Evaluate socio-economic and religious transformations from the Vedic Age to the 12th century.
- Appreciate India's contributions in art, architecture, literature, science and culture.

Course Content:

UNIT- 1:

Sources- Literary, Archaeological (Coins, Inscriptions, Monuments and excavated remains), Foreign Accounts. Prehistoric cultures (Palaeolithic, Mesolithic and Neolithic Cultures)- features and sites, Harappan Civilization: Features (Use of Bronze, Seals, Town Planning, Religion, Art, Trade) and decline

UNIT- 2:

Early & Later Vedic Age (polity, society and religion) Buddhism and Jainism (rise, teachings, contribution to Indian culture) - decline, Monarchical and Republic states during 6th century B.C. Rise of Magadha

UNIT- 3:

Mauryan Empire, Chandragupta Maurya- career and conquests, Ashoka- Kalinga battle, Dhamma, Shungas- Art & Culture, Kushans- Kanishka I- conquest, religion and art, Sangam Age- Polity & Culture

UNIT- 4:

Gupta Empire, Chandra Gupta I, Achievements of Samundra Gupta & Chandra Gupta II, Harshavardhana career and conquest, Religion, Administration, Hiuen- Tsang's account

UNIT- 5:

The Rajputas, Arab and Turkey Invasions. Achievements of Pallavas, Chalukyas & Cholas.

Suggested Readings:

- B.N. Mukherjee. Political History of Ancient India, Calcutta: Oxford University Press, 1996.
- Basham, A.L. Wonder That Was India, Calcutta: Rupa, 1992.
- Goyal, S.R. A History of Indian Buddhism, Meerut: Kasumanjli Prakashan, 1987.
- Habib, Irfan & Vivekanand Jha. Mauryan India, Delhi: Tulika Books, 2004.
- Jha, D.N. Ancient Indian an Historical Outline, Delhi: Manohar (2nd Rev. ed.), 2005.
- Pandey, V.C. and Pandey, A.C. New History of Ancient India, Jallandhar: A.B.C., 1999.
- Sastri, K.A. Nilakanta. A History of South India, 2nd ed., Oxford University Press, 1958.
- Sastri, K.A. Nilakanta. History of South India, from pre-historic times to the fall of Vijaynagar, (4th ed.), Delhi: Oxford University Press, 1995.

DISCIPLINARY MINOR -1: History of Ancient Indian Literature

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Ancient Indian Literature **HIS MI- 202**	**4**	**3**	**1**	**0**

Course Objectives:

- Understand the scope and importance of field archaeology.
- Learn archaeological survey and excavation methods.
- Develop practical skills in recording archaeological data.
- Identify archaeological materials and their contexts.
- Understand ethical issues and heritage conservation.
- Gain field experience through practical training.

Learning Outcomes:

- Explain the principles of archaeological fieldwork.
- Conduct archaeological surveys using standard methods.
- Apply excavation techniques scientifically.
- Prepare field notes, plans, and excavation records.
- Identify common archaeological artefacts.
- Demonstrate knowledge of conservation and heritage management.

Course Content:

UNIT- 1:

Field Archaeology- Definition, Scope, Relation with Other Subjects

UNIT- 2:

History and development of field archaeology, Contributions of major archaeologists

UNIT- 3:

Archaeological exploration, Excavation & Chronology, Principles of stratigraphy

UNIT- 4:

Preservation and Conservation: Principles and Significance

UNIT- 5:

Pottery Culture- Indus Pottery, OCP, PGW, NBPW & Others.

Suggested Readings:

- Agrawal, D.P. and M. G. Yadav. 1995. Dating the Human Past, Pune: ISPQS Monograph Series1
- Andrews, Peter. 1990. Owls, Caves and Fossils. London: British Museum of Natural History
- Badam, G.L. 1979. Pleistocene Fauna of India, Pune: Deccan College
- Binford, L.R. 1983. Working at Archaeology. New York Academic Press
- Binford, L.R. 1989. Debating Archaeology. New York Academic Press
- Brothwell, D. and E. Higgs (eds.) 1969. Science in Archaeology, 2nd Edition. London: Thames and Hudson
- Brothwell, D.R. and A.M. Pollard. 2001. Handbook of Archaeological Science, New York: John Wiley and Sons Ltd.
- Jones, Andrew 2004. Archaeological Theory and Scientific Practice. Cambridge: Cambridge Press
- Kelley, J.H. and M.P. Hanen 1990. Archaeology and the Methodology of Science. Albuquerque: University of New Mexico Press

SKILL ENHANCEMENT COURSE (SEC): Principles and Methods of Field Archaeology

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Principles and Methods of Field Archaeology **HIS SEC -203**	**3**	**2**	**1**	**0**

Course Objectives:

- Introduce students to the development of ancient Indian literary traditions.
- Familiarize learners with the Vedic, Buddhist, Jain, and Classical Sanskrit literary corpus.
- Understand literature as an important historical source.
- Examine the social, political, economic, religious, and cultural history reflected in ancient texts.
- Develop skills for historical interpretation of literary sources.

Learning Outcomes:

- Explain the evolution of ancient Indian literary traditions.
- Identify different categories of ancient Indian texts.
- Analyze literary sources for reconstructing ancient Indian history.
- Evaluate religious, philosophical, and cultural developments through literature.
- Critically examine the historical value and limitations of literary sources.

Course Content:

UNIT- 1: Introduction

- Nature, aims and objectives of Literature
- Language and contents of Literature

UNIT- 2: Vedic Literature

- Nature and Classification
- Historical Value of Veda-Vedāngas

UNIT- 3: Epics and Purānas

- Epics (Rāmāyana and Mahābhārata)
- Purānas and Upapurānas (Matsya and Sāmba)

UNIT- 4: Buddhist Literature

- Tripitaka-Vinaya Pitaka, Sutta Pitaka and Abhidhamma Pitaka
- Non-Tripitaka- Milind Pañho and Dīpavamsa

UNIT- 5: Jain Literature and Charita Literature

- Āgama Literature
- Harshacharita

Suggested Readings:

- Dikshitar, V.R.R., *Studies in Tamil Literature and History*, London, 1930.
- Ghosal, U. N., *Studies in Indian History and Culture*, New Delhi, 1965.
- Jain, H. L., *Bhāratīya Samskrti Mem Jaina Dharma Kā Yogadāna* (Relevant Chapters), Bhopal, 1966.
- Majumdar, R. C. & Pusalker, A. D. (eds.), *The History and Culture of The Indian People*, Vols. I-V (Relevant Chapters), Bombay, 1951-1957.
- Pargiter, F. E., *Ancient Indian Historical Tradition,* Delhi, 1922.
- Upadhyay, Bharat Singh, *Pāli Sāhitya kā Itihāsa*, Allahabad, 1994.
- Winternitz, M., *History of Indian Literature,* 2 Vols., Calcutta, 1933.

MULTI-DISCIPLINARY COURSE (MDC): Medieval India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Medieval India **MDC-FSS-205**	**3**	**2**	**1**	**0**

Course Objectives:

- This paper examines the history of Bharat from the establishment of the Delhi Sultanate in 1206 to the establishment and consolidation of the British power in Bengal in 1757.
- Students will be able to identify the major political developments in the History of Bharat during the period between the thirteenth and the mid eighteenth century.
- Outline the changes and continuities in the field of culture, especially about art, architecture, the Bhakti movement and the Sufi movement.
- Delineate the development of trade and urban complexes during this period.

Learning Outcomes:

- Identify the major political developments in the History of India during the period between the twelfth and the seventeenth century.
- Delineate the development of economic institutions and trade and commerce during this period.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement.
- Understand the political and economic rivalries among the European powers and the rise of the British power in India.

Course Content:

UNIT- 1:

- Delhi Sultanate: Slave, Khaljis, Tughlaqs, Invasion of Timur and Lodi Sultans.
- Delhi Sultanate- Administration, Economy and Social life, Cultural Developments, Architecture, Religious condition, Literature and Fine Arts.
- Bahmani and Vijayanagar Empires- Polity, Society and Culture.

UNIT- 2:

- Establishment of the Mughal Empire: Babur and Humayun, Sher Shah Suri: Conquest and Administrative Reforms.

- Integration under Akbar: Kingship, Rajput policy, Religious ideas, Administrative System- *Zabt, Mansabdari* and *Jagirdari* System.
- Expansion of Mughal rule under Jahangir and Shahjahan; Reign of Jahangir: Conquest and Role of Nurjahan; Reign of Shahjahan: Central Asian Policy and War of Succession.

UNIT- 3:

- Aurangzeb: Territorial Expansion, Rajput Policy, Religious Policy.
- Rise of Marathas: Shivaji- Resistance and Conquests: Maratha Administration.
- Decline of the Mughal Empire.

UNIT- 4:

- Mughal Administration, Economic, Social and Religious Conditions.
- Architecture, Painting, Music, Language and Literature.
- Religious Beliefs and Ideas of Medieval India: Bhakti Movement and Sufi Movement.

UNIT- 5:

- Arrival of the European trading companies.
- Anglo-French struggle for supremacy and the Carnatak Wars.
- Establishment of the British Power in Bengal- Battle of Plassey.

Suggested Readings:

- A. L. Srivastava, *Delhi Sultanate* (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017.
- A. L. Srivastava, *The Mughal Empire* (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017.
- A. R. Khan, *Chieftains in the Mughal Empire During the reign of Akbar*, Simla, 1977.
- Aniruddha Ray, *The Sultanate of Delhi (1206-1526): Polity, Economy, Society and Culture*, Manohar, New Delhi, 2020.
- B. N. S Yadav, *Society and Culture in North India in the 12th century*, Raka Prakashan, Prayagraj, 2012.
- B. P. Majumdar, *Socio-Economic History of Northern India*, Firma K. L. Mukhopadhyay (1960)
- Babasaheb Purandare, *Raja Shivchattrapati*, Vol. I & II, Purandare Prakashan, 2020.
- G. H. Ojha, *Rajputane Ka Itihas*, Vaidik Yantralaya, Ajmer, 1927.
- G. N. Sharma, *Mewar and the Mughal Emperors*, Shiv Lal Agarwal, Agra, 1962.
- Harbans Mukhia, *Historians and Historiography During the Reign of Akbar*, Delhi, 1976.
- Herman Kulke, *The State in India (1000-1700)*, OUP, 1995.
- I. H. Qureshi, *The Administration of the Mughal Empire*, Low Price Publications, Delhi, 1979.
- Irfan Habib, Agrarian System of Mughal India,
- Irfan Habib, *Medieval India- Research in the History of India, 1200- 1750*, Delhi, 1992.
- Ishwari Prasad, *A Short History of Muslim Rule in India*, Surjeet Publications, 2018.
- Ishwari Prasad, *Medieval India* (English or Hindi version) 4th ed., Digitized 2006.
- J. F. Richards, *Mughal Empire*, Delhi, 1993.
- J. N. Sarkar, *Life and Times of Shivaji*, Orient Blackswan Pvt. Ltd., New Delhi, 2010.
- K. A. Nilkantha Shastri, *A History of South India*, Oxford, 1997.
- K. A. Nizami, *Akbar and Religion*, Delhi, 1990.
- K. N. Chitnis, *Socio- Economic History of Medieval India*, Atlantic Publishers, 2018.
- M. Athar Ali, *Mughal Nobility Under Aurangzeb*, OUP, Delhi, 2001.
- Majumdar, Raychaudhary & Dutta, *An Advanced History of India*, Laxmi Publications, 2016.

- Mohammad Habib and K.A. Nizami, *Comprehensive History of India, Vol. V, The Delhi Sultanate*, PPH, 1992.
- Muzaffar Alam and S. Subramaniyam, *The Mughal State*, OUP, Delhi, 2000.
- N. A. Siddiqui, *Land Revenue Administration Under the Mughals 1700- 1750*, Delhi, 1989.
- N. N. Acharya, *The History of Medieval Assam from 13th to 17th centuries*, Omsons Publications, 2003.
- R. C. Majumdar & others (ed.), *The History and Culture of the Indian People Vol. 6, The Delhi Sultanate*, Bhartiya Vidya Bhawan, 2006.
- R. C. Majumdar & others (ed.), *The History and Culture of the Indian People Vol. 7, The Mughal Empire*, Bhartiya Vidya Bhawan, 2006.
- R. K. Bhardwaj, *Hemu: Life and times of Hemchandra Vikramaditya*, Hope India Publications, Gurgaon, 2004.
- R. P. Tripathi, *Rise and fall of the Mughal Empire* (English or Hindi), Surjeet Publications, 2012.
- R. P. Tripathi, *Rise and Fall of the Mughal Empire*, Allahabad, 1963.
- Rekha Pande, *Religious Movements in Medieval India*, Gyan Publishing House, 2005.
- Richard M. Eaton, *India in the Persianate Age 1000-1765*, Penguin, New Delhi, 2020.
- S. A. A. Rizvi, *History of Sufism*, Delhi, 1983.
- S. P. Verma, *Mughal Painters and their Work: A Biographical Survey and Catalogue*, Delhi, 1994.
- S. R. Sharma, *The Crescent in India: A Study in Medieval History*, Bhartiya Kala Prakashan, 2005.
- Salma Ahmed Farooqui, *A Comprehensive History of Medieval India: From the Twelfth to the Mid-Eighteenth Century*, Pearson, 2011.
- Satish Chandra Mittal, *Muslim Shasak Tatha Bhartiya Jan Samaj*, Suruchi Prakashan, 2014.
- Satish Chandra, *Medieval India: From Sultanate to the Mughals*, Har Anand Publications Pvt. Ltd., New Delhi, 1996.
- Satish Chandra, *Uttar Mughal Kalin Bharat Ka Itihas*, Minakshi Prakaskan, 1974.
- Shireen Moosvi, *Economy of the Mughal Empire: A Statistical Study*, Aligarh, 1987.
- Simon Digby, *War Horses and Elephants in the Delhi Sultanate*, OUP, 1971.
- Stewart Gordon, *The Marathas 1600-1818*, Delhi, 1994.
- Sunil Kumar, *The Emergence of the Delhi Sultanate*, Permanent Black, Delhi, 2012.
- V. S Bhargava, *Marwar and the Mughal Emperors*, Munshiram Manoharlal, 1966.
- W. H. Moreland, *Agrarian System of Moslem India*, Delhi, 1968.

DISCIPLINARY CORE: History of Medieval India 1206-1707 AD

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Medieval India 1206-1707 AD **HIS MT- 301**	**4**	**3**	**1**	**0**

Course Objectives:

- Students will be able to identify the major political developments in the History of India during the period between the twelfth and the seventeenth century.
- Outline the changes and continuities in the field of culture, especially about art, architecture, the Bhakti movement and the Sufi movement.
- Delineate the development of trade and urban complexes during this period.

Learning Outcomes:

- Identify the major political developments in the History of India during the period between the twelfth and the seventeenth century.
- Delineate the development of economic institutions and trade and commerce during this period.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement.

Course Content:

UNIT- 1:

- Sources on Medieval Indian History
- Delhi Sultanate: Slave, Khaljis, Tughlaqs and Invasion of Timur.
- Struggle for Power in North India: Eastern India- Bengal, Assam and Orissa; Western India- Gujarat, Malwa and Mewar; North West and North India- The Sharqis, Saiyid, Lodi Sultans and Kashmir.
- Delhi Sultanate- Administration, Economy and Social life, Cultural Developments, Architecture, Religious Ideas- The Sufi and Bhakti Movement, Literature and Fine Arts.
- Bahmani and Vijayanagar Empires- Polity, Society and Culture.

UNIT- 2:

- Establishment of the Mughal Empire: Babur and Humayun.
- Sher Shah Suri: Conquest and Administrative Reforms.
- Integration under Akbar: Kingship, Rajput policy, Religious ideas, Administrative System- *Zabt, Mansabdari* and *Jagirdari* System.
- Resistance against Mughal Empire: Hemu Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi, etc.
- Expansion of Mughal rule under Jahangir and Shahjahan; Reign of Jahangir: Conquest and Role of Nurjahan; Reign of Shahjahan: Central Asian Policy and War of Succession.

UNIT- 3:

- Aurangzeb: Territorial Expansion, Rajput Policy, Religious Policy.
- Resistance of Mewar and Marwar.
- Rise of Marathas: Shivaji- Resistance and Conquests: Maratha Administration.
- Mughal Relation with Jats, Sikhs, Satnamis, Afghans, etc.
- Decline of the Mughal Empire.

UNIT- 4:

- Economic and Social Conditions: Rural Society, Towns and Towns life, Women, Servants and Slaves, Standard of living,
- The Ruling Classes- The Nobles and *Zamindars*.
- Artisans and Craftsmen, Middle Strata and Commercial Classes.
- Development of Trade and Commerce: Inland and Overseas Trade
- Foreign Trade and the European Traders.

UNIT- 5:

- Religious Beliefs and Ideas: Bhakti Movement, Sufi Movement and Sikhism.
- Architecture.
- Painting and Music.
- Language and Literature.
- Science and Technology.

Suggested Readings:

- A. L. Srivastava, *Delhi Sultanate* (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017.
- A. L. Srivastava, *The Mughal Empire* (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017.
- A. R. Khan, *Chieftains in the Mughal Empire During the reign of Akbar*, Simla, 1977.
- Aniruddha Ray, *The Sultanate of Delhi (1206-1526): Polity, Economy, Society and Culture*, Manohar, New Delhi, 2020.
- B. N. S Yadav, *Society and Culture in North India in the 12th century*, Raka Prakashan, Prayagraj, 2012.
- B. P. Majumdar, *Socio-Economic History of Northern India*, Firma K. L. Mukhopadhyay (1960)
- Babasaheb Purandare, *Raja Shivchattrapati*, Vol. I & II, Purandare Prakashan, 2020.
- G. H. Ojha, *Rajputane Ka Itihas*, Vaidik Yantralaya, Ajmer, 1927.
- G. N. Sharma, *Mewar and the Mughal Emperors*, Shiv Lal Agarwal, Agra, 1962.

- Harbans Mukhia, *Historians and Historiography During the Reign of Akbar*, Delhi, 1976.
- Herman Kulke, *The State in India (1000-1700)*, OUP, 1995.
- I. H. Qureshi, *The Administration of the Mughal Empire*, Low Price Publications, Delhi, 1979.
- Irfan Habib, Agrarian System of Mughal India,
- Irfan Habib, *Medieval India- Research in the History of India, 1200- 1750*, Delhi, 1992.
- Ishwari Prasad, *A Short History of Muslim Rule in India*, Surjeet Publications, 2018.
- Ishwari Prasad, *Medieval India* (English or Hindi version) 4th ed., Digitized 2006.
- J. F. Richards, *Mughal Empire*, Delhi, 1993.
- J. N. Sarkar, *Life and Times of Shivaji*, Orient Blackswan Pvt. Ltd., New Delhi, 2010.
- K. A. Nilkantha Shastri, *A History of South India*, Oxford, 1997.
- K. A. Nizami, *Akbar and Religion*, Delhi, 1990.
- K. N. Chitnis, *Socio- Economic History of Medieval India*, Atlantic Publishers, 2018.
- M. Athar Ali, *Mughal Nobility Under Aurangzeb*, OUP, Delhi, 2001.
- Majumdar, Raychaudhary & Dutta, *An Advanced History of India*, Laxmi Publications, 2016.
- Mohammad Habib and K.A. Nizami, *Comprehensive History of India, Vol. V, The Delhi Sultanate*, PPH, 1992.
- Muzaffar Alam and S. Subramaniyam, *The Mughal State*, OUP, Delhi, 2000.
- N. A. Siddiqui, *Land Revenue Administration Under the Mughals 1700- 1750*, Delhi, 1989.
- N. N. Acharya, *The History of Medieval Assam from 13th to 17th centuries*, Omsons Publications, 2003.
- R. C. Majumdar & others (ed.), *The History and Culture of the Indian People Vol. 6, The Delhi Sultanate*, Bhartiya Vidya Bhawan, 2006.
- R. C. Majumdar & others (ed.), *The History and Culture of the Indian People Vol. 7, The Mughal Empire*, Bhartiya Vidya Bhawan, 2006.
- R. K. Bhardwaj, *Hemu: Life and times of Hemchandra Vikramaditya*, Hope India Publications, Gurgaon, 2004.
- R. P. Tripathi, *Rise and fall of the Mughal Empire* (English or Hindi), Surjeet Publications, 2012.
- R. P. Tripathi, *Rise and Fall of the Mughal Empire*, Allahabad, 1963.
- Rekha Pande, *Religious Movements in Medieval India*, Gyan Publishing House, 2005.
- Richard M. Eaton, *India in the Persianate Age 1000-1765*, Penguin, New Delhi, 2020.
- S. A. A. Rizvi, *History of Sufism*, Delhi, 1983.
- S. P. Verma, *Mughal Painters and their Work: A Biographical Survey and Catalogue*, Delhi, 1994.
- S. R. Sharma, *The Crescent in India: A Study in Medieval History*, Bhartiya Kala Prakashan, 2005.
- Salma Ahmed Farooqui, *A Comprehensive History of Medieval India: From the Twelfth to the Mid-Eighteenth Century*, Pearson, 2011.
- Satish Chandra Mittal, *Muslim Shasak Tatha Bhartiya Jan Samaj*, Suruchi Prakashan, 2014.
- Satish Chandra, *Medieval India: From Sultanate to the Mughals*, Har Anand Publications Pvt. Ltd., New Delhi, 1996.
- Satish Chandra, *Uttar Mughal Kalin Bharat Ka Itihas*, Minakshi Prakaskan, 1974.
- Shireen Moosvi, *Economy of the Mughal Empire: A Statistical Study*, Aligarh, 1987.
- Simon Digby, *War Horses and Elephants in the Delhi Sultanate*, OUP, 1971.
- Stewart Gordon, *The Marathas 1600-1818*, Delhi, 1994.
- Sunil Kumar, *The Emergence of the Delhi Sultanate*, Permanent Black, Delhi, 2012.
- V. S Bhargava, *Marwar and the Mughal Emperors*, Munshiram Manoharlal, 1966.
- W. H. Moreland, *Agrarian System of Moslem India*, Delhi, 1968.

DISCIPLINARY CORE: History of Medieval Europe 15th to 18th century

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Medieval Europe 15th to 18th century **HIS MT- 302**	**4**	**3**	**1**	**0**

Course Objectives:

- This paper aims for a comprehensive historical analysis of economic, political, religious, social and cultural transformations in Europe during 15th to 18th centuries.
- This paper familiarizes the students with the shifting dynamics of economic and political power within Europe and with the world.
- Students will know about the processes by which Europe's economy thrived with colonial expansion.
- Students shall also be made to engage with emerging trends in state formation; new art forms, city life and patronage; and the social milieu in which new socio-religious practices and relations between the state and religious authority emerged.
- The development of modern political arrangements, new intellectual currents, and modern scientific views and theories shall be examined closely.
- The paper shall discuss the emergence of new socio-economic forces that propelled what is popularly known as the Industrial Revolution and the transformation to Capitalism.

Learning Outcomes:

- To develop the understanding of the transition of Europe from feudalism to capitalism.
- The students will get a comprehensive understanding of the different events and processes viz. Renaissance, Reformation, rise of Absolutist states, Commercial and Price revolution, Mercantilism, Industrial revolution, etc. and its impact on European Society, Economy, polity, religion and Culture.
- It highlights the process by which major transitions unfolded in Europe's economy, state forms, religious life, social structure and cultural life.
- Critically analyse the emergence of Europe as a colonial power and its linkages with the colonised world.
- Analyse the transformations in social, cultural, religious and economic trends and their relations with the changing dynamics of state formation.
- Discuss the socio-economic change and the emergence of capitalist industrialization.

Course Content:

UNIT- 1:

- Condition of Europe in the late fifteenth century
- Renaissance- Meaning, Social Roots, Humanism and Art.
- Explorations, discoveries and rise of colonial empires

UNIT- 2:

- Reformation- Origin, Course, Martin Luther and Protestant movement, Counter Reformation and impact of Reformation.
- Rise of Absolutist States- origins of absolutism, nature of Absolutist States, France, Spain, England and Eastern Europe.
- Economy of Europe in the Sixteenth Century- Rural and urban economy, Rise of Antwerp, England and Dutch.

UNIT- 3:

- Commercial Revolution and Price Revolution.
- Crisis of the 17 century-decline of the Mediterranean economy, Spain, and Italy, the thirty years war.
- The rise of modern science- its social context, formulation of scientific method, science and religion.

UNIT- 4:

- English Revolution- causes, socio-economic changes, constitutional developments, revolution of 1688 and consequences.
- Mercantilism- origin, ideas of Mercantilism and Mercantilism in European states and its rejection.
- Overseas expansion and the colonial rivalry between Britain and France.

UNIT- 5:

- Enlightenment and Enlightened Despotism- its chief ideas, the philosophes and relationship between Enlightenment and Enlightened Despotism, Enlightened Despotism in Prussia, Russia and Austria.
- The Industrial Revolution- socio-economic changes in the 18th century, causes and impact of Industrial revolution.
- Transition from Feudalism to Capitalism- features, debate and different models and explanations- inner-contradiction model, the market centric explanation, demographic explanation, and the class relations model.

Suggested Readings:

- Acton: *Lectures of Modern History.*
- Arvind Sinha, *Europe in Transition: From Feudalism to Industrialization*, Manohar, New Delhi, 2010.
- Arvind Sinha, *Sankrantikaleen Europe: Samantvad se Audyogik Kranti Tak*, Granth Shilpi India, New Delhi, 2009.
- B. H. Slicher von Bath, *The Agrarian History of Western Europe*. AD. 500 – 1850.
- C.J. H. Hayes: *Cultural and Political History of Europe* Vol. 1(1500-1830).

- Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.
- Carlo M. Clipolla, *Before the Industrial Revolution, European Society and Economy*, 1000–1700. 3rd ed. (1993).
- Charles A. Nauert, *Humanism and the Culture of the Renaissance* (1996).
- Christopher Hill, *A Century of Revolutions*.
- D. C. Coleman (ed.), *Revisions in Mercantilism Economy*. 1000-1700, (1993).
- D. H. Pennington, *Seventeenth Century Europe*.
- D.C. Coleman (ed.), *Revisions in Mercantilism*.
- E.M. Burns, Philip Ralph et al.: *World Civilisations*. Goyle Saab Publishers, 1991
- F. Rice, *The Foundations of Early Modern Europe.*
- Ferdinand Schevill: *A History of Modern Europe.*
- G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.
- G. Parker, *Europe in Crisis*. 1598 – 1648.
- G. R. Elton, *Reformation Europe*, 1517 – 1559.
- G.W. Southgate: *A Text Book of Modern European History* (1643-1781).
- H. Butterfield, *The Origins of Modern Science*.
- H. G. Koenigsbcrger and G. L. Mosse, *Europe in the Sixteenth Century*.
- H. L. Singh & R.B. Singh: *Aadhunik Europe ka Itihas 1453-1789*. Student's Friend, Allahabad, rev. 2011-12.
- H.A.L Fisher: *A History of Europe.*
- H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*.
- Harry Miskimin, *The Economy of Later Renaissance Europe*: 1460 – 1600.
- J. Lynch, *Spain under the Hapsuburgs*.
- J.H. Parry: *The Age of Reconnaissance*. Berkeley, 1981.
- J.R.Hale. *Renaissance Europe: The Individual and Society 1480-1520*. Fontana, London, 1971.
- James B. Collins, *The State in Early Modern France, New Approaches to European History*.
- Jan de Vries, *Economy of Europe in an Age of Crisis* 1600 – 1750.
- L. W. Owie, *Seventeenth Century Europe*.
- M. P. Gilmore, *The World of Humanism*. 1453 – 1517.
- M. S. Anderson, *Europe in the Eighteenth Century*.
- Maurice Dobb, *Studies in the Development of Capitalism*.
- Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe.*
- Minakshi Phukan: *Rise of Modern West*, Macmillan Publishers India Limited, 2000.
- Partha Sarthi Gupta (ed.): *Aadhunik Paschim ka Uday*. University of Delhi.
- Perry Anderson, *The Lineages of the Absolutist State*.
- Peter Kriedte, Peasants, *Landdords and Merchant Capitalists.*
- Peter Mathias, *First Industrial revolution*.
- R. Hall, *From Galileo to Newton*.
- Ralph Davis, *The Rise of the Atlantic Economies*.
- Rodney Hilton, *Transition from Fedualism to Capitalism*.
- Stephen J. Lee, *Aspects of European History*. 1494 -1789.
- Stuart Andrews, *Eighteenth Century Europe*.
- T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.
- *The Cambridge Economic History of Europe*. Vol. I – VI.
- *The New Cambridge Modern History of Europe*, Vols. I – VII, XIV.
- Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
- V. Poliselky, *War and Society in Europe*. 1618 – 48.
- V. Scammell, *The First Imperial Age: European Overseas Expansion*, 1400 – 1715.

DISCIPLINARY MINOR -1: Elements of Ancient Indian Art and Architecture

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Elements of Ancient Indian Art and Architecture **HIS MI- 303**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the evolution of Indian art and architecture from prehistoric times to the early medieval period.
- Familiarize students with the major architectural traditions, sculptures, paintings, and decorative arts of Ancient India.
- Develop an understanding of religious, political, and cultural influences on Indian artistic traditions.
- Enable students to identify various styles, schools, and monuments of Indian art.
- Promote appreciation for India's cultural heritage and conservation of historical monuments.

Learning Outcomes:

- Explain the origin and development of Ancient Indian art and architecture.
- Identify important architectural styles, monuments, sculptures, and paintings.
- Analyze the influence of religion and society on artistic developments.
- Distinguish between major schools of sculpture and architecture.
- Appreciate India's tangible cultural heritage and its preservation.

Course Content:

UNIT- 1:

Development of Temple Architecture in India: Concept and Development, Development of Temple Architecture in Pre Gupta Period

UNIT- 2:

Cave architecture: Pre History, Buddhist Caves, Jain Caves and Hindu caves

UNIT- 3:

Styles of Architecture: Nagara, Besar & Dravid, Regional Styles and Types of Shikaras

UNIT- 4:

Rock-cut architecture: Mandapa, Monolithic Rathas

UNIT- 5:

Impact on polity, society, religion & culture

Suggested Readings:

- A.K. Coomaraswamy; Michael W. Meister (1995). Essays in Architectural Theory. Indira Gandhi National
- Centre for the Arts
- Adam Hardy (1995), Indian Temple Architecture: Form and Transformation, Abhinav Publications
- Adam Hardy (2007). The Temple Architecture of India. Wiley
- Adam Hardy (2015). Theory and Practice of Temple Architecture in Medieval India. Indira Gandhi National
- Centre for the Arts
- Alice Boner (1990). Principles of Composition in Hindu Sculpture: Cave Temple Period. Motilal Banarsidass.
- Alice Boner (2005), Silpa Prakasa, Brill Academic (Reprinted by Motilal Banarsidass)
- Dehejia, V. (1997). Indian Art. Phaidon: London
- Prasanna Kumar Acharya (1996). Hindu Architecture in India and Abroad. Laurier
- Prasanna Kumar Acharya (2010), An encyclopaedia of Hindu architecture, Oxford University Press
- Vinayak Bharne; Krupali Krusche (2014), Rediscovering the Hindu Temple: The Sacred Architecture and Urbanism of India, Cambridge Scholars Publishing

SKILL ENHANCEMENT COURSE (SEC): Archival Studies and Historical Reconstruction

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Archival Studies and Historical Reconstruction **HIS SEC -304**	**3**	**2**	**1**	**0**

Course Objectives:

- Understand the definition, concept, nature, and scope of archives and archival science.
- Examine the history, development, and significance of archives in preserving cultural heritage and institutional memory.
- Identify the roles, responsibilities, and professional functions of archivists in different archival repositories.
- Understand the principles and practices of archival acquisition, appraisal, arrangement, description, preservation, and access.
- Explore the ethical, legal, and professional issues related to archival management and use.
- Recognize the changing nature of records and archives in the digital environment and the impact of emerging technologies.
- Develop an understanding of archival standards, policies, and best practices for managing records in various formats.
- Appreciate the importance of archival outreach, advocacy, and public engagement in promoting archival collections and services.

Learning Outcomes:

- Define archives and explain their purpose, characteristics, and importance in society.
- Differentiate between archives, records, libraries, and museums.
- Explain the core functions and responsibilities of archival institutions and professional archivists.
- Apply basic archival principles and procedures, including acquisition, appraisal, arrangement, description, preservation, and reference services.
- Evaluate ethical, legal, and professional issues associated with archival management and access to information.
- Assess the impact of digitization and information technology on archival theory and practice.
- Demonstrate an understanding of archival repositories and the management of archival materials in different physical and digital formats.
- Recommend appropriate strategies for preserving and promoting archival collections

through outreach, advocacy, and user engagement.
- Appreciate the value of archives in supporting research, governance, accountability, cultural heritage, and lifelong learning.

Course Content:

UNIT- 1: Concept of Archives:
Basic Definition and Basic Concepts of Archives; Types of Archives (Academic, Government, Business, Non-Profit and Special archives); andImportance of Archives; Sound and Digital Archives.

UNIT- 2: Functions of Archives:

Appraisal, Accessioning, Arrangement, Description, Preservation, Access, Outreach, and Advocacy.

UNIT- 3: Legal and Ethical Issues of Archives:

Core Ethics of Archivist- Professional Relationships, Judgment, Trust, Diversity, Social Responsibility, Sustainability, Advocacy, Authenticity and Integrity, Access, Privacy; and **Legal Issues-**Intellectual Property, Copy Right Law, Information Security, Data Protection and Access, County's Legislation and Governance.

UNIT- 4: Some Important Archives of India:

The National Archives of India National, Film Archive of India (NFAI), Archives of Research Centre for Ethnomusicology (ARCE), Madhya Pradesh State Archives, etc,.

UNIT- 5: Practical and Archival Outreach Programme:
Guidelines for Visit to the National Archives of India and Madhya Pradesh State Archives; Visiting IGNTU Library and Administrative Building- Records Management; Building a Digital Archives; Archiving your own work (Digital Mode)

Suggested Readings:

- A.R Singh, *Information Management in Archives and Libraries*, Aaakar Publication,Delhi, 2001.
- Caroline Williams, *Managing Archives: Foundations, Principles and Practice*,Chandos Publishing, 2006.
- David Lance (Ed), *Sound Archives: A Guide to Their Establishment and Development*, International Association of Sound Archives. 1983.
- Geoffrey Yeo, *Managing Records, a Handbook of Principles and Practice*, FacetPublishing, 2012.
- Helen Ford, *Preserving Archives*, Facet Publishing, 2007.
- Hisamitsu Arai and Idris Kamil, *The Intellectual Property-Conscious Nation:Mapping the Path from Developing to Developed*, WIPO Publication No. 988(E)
- Jackie Bettington (et al), *Keeping Archives,* Australian Society of Archivists 2008.

- Laura Millar, *Archives Principles and Practices*, Facet Publishing, 2010.
- Mackay Nancy, *Curating Oral Histories: from Interview to Archives*. Left CoastPress, California, 2007.
- O.P Agrawal, *Preservation of Art Objects and Library Materials*, National BookTrust, India, New Delhi, 1993.
- Sailen Ghosh, *Archives in India*. Firma K.L. Mukhopadhyay, Calcutta, 1963.

Websites:

- http://nationalarchives.nic.in/
- http://archaeology.mp.gov.in/contents.aspx?page=overview-7&number=5hgudbfiFJGr7uOF8WwN+A==
- http://nationalarchives.nic.in/content/regional-office-bhopal
- https://shsulibraryguides.org/c.php?g=86819&p=558330
- https://thecustomizewindows.com/2021/10/what-is-a-digital-archive/

MULTI-DISCIPLINARY COURSE (MDC): Modern India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Modern India **MDC-FSS-306**	**3**	**2**	**1**	**0**

Course Objectives:

- To examine the major political, economic, and social transformations in India from the Battle of Plassey (1757) to Independence (1947).
- To understand the process of British colonization and its impact on Indian society, economy, and culture.
- To analyse the development of Indian nationalism and the various phases of the freedom struggle.
- To familiarize students with key personalities, ideologies, and movements that shaped modern India.

Learning Outcomes:

- Describe the processes and consequences of the establishment of British colonial rule in India.
- Evaluate the economic, social, and cultural impacts of British policies on Indian society.
- Analyse the rise of Indian nationalism and the freedom movement in its various phases.
- Reflect on the legacy of colonialism and the partition of India in 1947.

Course Content:

UNIT- 1:

- Establishment of British Rule (1757–1857)
- Battle of Plassey and Buxar
- Expansion of British power: Subsidiary Alliance, Doctrine of Lapse
- Administrative and military structures
- Early resistance: Revolt of 1857 – causes, nature, and impact

UNIT- 2:

- Economic and Social Impact of Colonial Rule
- Drain of Wealth theory
- De-industrialization and commercialization of agriculture
- Social reforms and response: Raja Ram Mohan Roy, Vidyasagar, Jyotiba Phule
- Role of Western education

UNIT- 3:

- Rise of National Consciousness (1858–1919)
- Formation of Indian National Congress (INC)
- Moderates and Extremists: Ideology and differences
- Swadeshi Movement and Partition of Bengal (1905)
- Impact of World War I and the Montagu-Chelmsford Reforms

UNIT- 4:

- Mass Movements and National Struggle (1919–1939)
- Non-Cooperation Movement and Civil Disobedience Movement
- Simon Commission, Nehru Report, Round Table Conferences and Government of India Act, 1935

UNIT- 5:

- Towards Independence (1939–1947)
- Quit India Movement and INA
- Role of Subhas Chandra Bose and Azad Hind Fauj
- Mountbatten Plan and Indian Independence Act
- Partition of India – causes and consequences

Suggested Readings:

- Bipan Chandra et al. India's Struggle for Independence, Penguin Books, 1989.
- Sumit Sarkar, Modern India: 1885–1947, Macmillan India, 1983.
- R.C. Majumdar, History of the Freedom Movement in India, Vols. I–III, Firma KLM, 1962.
- Sekhar Bandyopadhyay, From Plassey to Partition and After: A History of Modern India, Orient BlackSwan, 2015.
- A.R. Desai, Social Background of Indian Nationalism, Popular Prakashan, 2005.
- Judith Brown, Gandhi's Rise to Power, Cambridge University Press, 1972

DISCIPLINARY CORE: India in 18th Century

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
India in 18th Century **HIS MT- 401**	**4**	**3**	**1**	**0**

Course Objectives:

- To examine the political, economic, social, and cultural developments in India during the eighteenth century.
- To understand the decline and transformation of the Mughal Empire and the emergence of regional powers.
- To analyze the political and economic expansion of the British East India Company.
- To study the major regional states and their administrative and economic structures.
- To examine the social, cultural, and economic changes that shaped the transition from the Mughal to the colonial order.

Learning Outcomes:

- Explain the major political developments in India during the eighteenth century.
- Analyze the factors responsible for the decline of Mughal political authority.
- Evaluate the emergence and nature of regional states such as Bengal, Awadh, Hyderabad, Mysore, and the Maratha Confederacy.
- Assess the expansion of European trading companies and the establishment of British political power.
- Examine eighteenth-century agrarian, commercial, and social structures.
- Critically assess different historiographical interpretations of eighteenth-century India.

Course Content:

UNIT- 1:

Interpretations on the decline of the Mughal Empire, Weak Successors and Mughal bureaucracy. Influence of Sayyed brothers. Invasion from central Asia; Nadir Shah, Ahmad Abdali and III battle of Panipat.

UNIT- 2:

Emergence of the regional powers -case studies of Bengal, Awadh, Mysore and Hyderabad. Bengal Nawabs and the rise of the English East India Company in Bengal. Battle of Plassey and Buxar, Consequences. Grant of Diwani. Awadh as buffer state. English diplomacy in Mysore. Administration of Tipu Sultan.

UNIT- 3:

Deccan in 18" Century. Geography and politics. Rise of Peshwas and era of consolidation of Marathas. Anglo-Maratha relations. Importance of Salbai treaty, Maratha bureaucracy and Revenue administration (Chauth and Sardeshmukhi).

UNIT- 4:

European Commercial Companies and ascendancy of East India Company as a super-ordinate power. Role of Clive and Cornwallis. The Anglo-French relations. Instruments of Company's control (the Regulating Act. Pitt's India Act).

UNIT- 5:

Agrarian Structure: The Permanent settlement, Ryotwari settlement, Mahalwari system. Consequences of periodic settlements. Commercialization of agriculture; organisation of cash crop cultivation and its impact on the small peasant economy. Indebtedness on the peasants.

Suggested Readings:

- Alavi, Seema. The Eighteenth Century in India. New Delhi: Oxford University Press, 2002.
- Asher and Talbot, India Before Europe, Cambridge University Press. 2006.
- Chabbra G.S. Advanced Study in the History of Modern India. Sharanjit Books. 1962.
- Fisher, Michael. Introduction to the Politics of the British annexation of India, 1757-1857.
- Marshall, P. J. British Expansion in India in the Eighteenth Century: A Historical Revision.

DISCIPLINARY CORE: Making of Modern Europe 1789-1945

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Making of Modern Europe 1789-1945 **HIS MT- 402**	**4**	**3**	**1**	**0**

Course Objectives:

- This paper examines the history of modern Europe from the beginning of the French Revolution to the end of the First World War.
- It analyses the changes brought in Europe by the French Revolution and the rise of Napoleon Bonaparte and the reorganisation of European political map.
- It also give emphasis on the changes made by Metternich and an overview of the revolution of 1830 and 1848.
- It provides an idea of the rise of a number of independent states in Europe viz. Italy and Germany. It also focus on the development in the Balkan region, Russian Revolution of 1917 and the outbreak of the World War I.

Learning outcomes:

- To analyse the historical developments in Europe between 1789-1945.
- Know the democratic and socialist foundations of modern Europe.
- Know about the rise of the new and independent states.
- To analyse the historical developments of socialist upsurge and the economic forces of the wars and other ideological shifts.

Course Content:

UNIT- 1:

- French Revolution, 1789
- Phases of the French Revolution
- Rise and Downfall of Napoleon Bonaparte.

UNIT- 2:

- Congress of Vienna 1815
- Metternich System
- July Revolution of 1830 and February Revolution of 1848.

UNIT- 3:

- Unification of Italy
- Unification of Germany
- Eastern Questions- Crimean War, Berlin Congress and Balkan Wars

UNIT- 4:

- Russian Revolution of 1917
- World War I, 1914-1919
- League of Nations

UNIT- 5:

- Rise of Fascism in Italy
- Rise of Nazism in Germany
- World War II, 1939-1945

Suggested Readings:

- *Aldrich, Robert, Greater France: A history of French Overseas Expansion*
- *Anderson, M.S, The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)*
- *Bartlett. C.J. Peace, War and the European Powers, 1814-1914 (1996) brief overview 216pp*
- *Blanning, T.C .W Ed. The Nineteenth Century: Europe 1789-1914 (Short Oxford History of Europe) (2000)*
- *Bridge, F.R & Roger Bullen, The Great Powers and the European States System 1814-1914, 2nd Ed. (2005)*
- *Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)*
- *Bury. J.P.T Ed., The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70 (1964)*
- *Cameron, Rondo, France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a wide –ranging economic and business History.*
- *Crawley, C.W Ed., The New Cambridge Modern History, Vol. 14: Altas (1972)*
- *Evans, Richard J., The Pursuit of power Europe 1815-1914 (2015)*
- *Gildea, Robert, Barricades and Boders: Europe 1800-1914 (3rd Ed. 2003)*
- *Gooch, G.P., History of modern Europe 1878-1919 (1923)*
- *Grab, Alexander, Napolean and the Transformation of Europe (2003)*
- *Grant & Temperley, Europe in the Ninteenth and Twentieth century's.*
- *Hayes C.J.H., A political and Cultural History of Europe, 1830-1839.*
- *Herring, George C, Years of Peril and Ambition U.S foreign Relations. 1776-1921(2017)*
- *Hinsley F.H Ed., The New Cambridge Modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)*
- *Kennedy, Paul, The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors*
- *Ketelbey, C.D.M., A History of Modern Times (English or Hindi)*
- *Langer, William, European Alliances and Alignments 1870-1890 (1950) Advanced History*
- *Langer, William, The Diplomacy of Imperialism 1890-1902 (1950) Advanced History*
- *Lipson, Europe in the Nineteenth and Twentieth centuries*
- *Mason, David S A., Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700*
- *Merriman, John and J.M Winter eds., Europe 1789-1914. Encyclopedia of the Age of Industry and Empire (5 vol. 2005)*
- *Mowat, RB., A History of European Diplomacy 1815-1914 (1922)*
- *New Cambridge Modern History (13 vol 1957-79), old but thorough coverage, mostly of Europe, strong on Diplomacy*
- *Osterhammel, Jurgen, The transformation of the world: A Global History of the Nineteenth Century (2015)*
- *Porter, Andrew Ed., The Oxford History of the British Empire Volume III: The Nineteenth century (2001)*
- *Saimi Hannu, 19th Century Europe A cultural History (2008)*
- *Sontag, Raymond, European Diplomatic History: 1871-1932 (1933) Basic Summary 425pp*
- *Steinberg, Jonathan, Bismarck A Life (2011)*

- *Taylor AJP, The Struggle for Mastery in Europe 1848-1918 (1954) 638 pp- advanced history and analysis of major diplomacy*
- *Wesseling, H.L., The European colonial Empire 1815-1919 (2015)*
- *Berger, S., ed. Companion to Nineteenth Century Europe 1789-1914. Oxford: Blackwell Publishing, 2006.*
- *Mc Phee, P. The French Revolution: 1789-1799. Oxford: Oxford University Press, 2002.*
- *Merriman, J. History of Modern Europe, From Renaissance to the Present in 2 volumes. New York: W.W. Norton, 2004.*
- Bhatnagar and Gupt, आधुनिक युरोप का इतिहास (भाग-2)
- Deenanath Verma, आधुनिक यूरोप का इतिहास.
- K.S Lal, आधुनिक युरोप का इतिहास (भाग-2)
- Lal Bahadur Verma, युरोप का इतिहास (भाग-2) नई दिल्ली, प्रकाश संस्थान (1998)
- Parthsarthi Gupta, आधुनिक पश्चिम का उदय, नई दिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय (1983)
- Parthsarthi Gupta, युरोप का इतिहास, नई दिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय (1983)
- James Jole, युरोप 1870 से, नई दिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय
- Parthsarthi Gupta, ब्रिटेन का इतिहास, नई दिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय
- Banarasi Prasad Saxena, अमरीका का इतिहास, नई दिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय
- Vijay, D, M. Bharadwaj and V. Chaudhari, eds. आधुनिक यूरोप का इतिहास.

DISCIPLINARY CORE: History of Modern India: 1857–1947

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Modern India: 1857–1947 **HIS MT- 403**	**4**	**3**	**1**	**0**

Course Objectives:

- To understand the causes and consequences of the Revolt of 1857.
- To examine the nature of British colonial rule and its impact on Indian society and economy.
- To study the growth of Indian nationalism and the freedom movement.
- To understand the role of Gandhi and other important leaders in the national movement.
- To analyse the major political developments leading to Independence and Partitio

Learning Outcomes:

- Explain the major developments of Indian history from 1857 to 1947.
- Analyse the impact of British colonial policies on India.
- Understand the growth and different phases of Indian nationalism.
- Evaluate the role of Gandhi and other leaders in the freedom struggle.
- Analyse the causes and consequences of Partition and Independence.

Course Content:

UNIT- 1:

Causes and nature of the Revolt of 1857, Major centres and leaders, Causes of failure and consequences, Government of India Act, 1858, Changes in British administrative and military policies

UNIT- 2:

British land revenue and economic policies, Drain of Wealth and de-industrialization, Agriculture, industries and famines, Education, social reform and emergence of the middle class, Growth of political associations and the press

UNIT- 3:

Formation of the Indian National Congress, Moderates and Extremists, Partition of Bengal and Swadeshi Movement, Muslim League and Home Rule Movement, Gandhian politics: Champaran, Kheda and Ahmedabad, Rowlatt Act and Jallianwala Bagh

UNIT- 4:

Non-Cooperation and Khilafat Movement, Civil Disobedience and Salt Satyagraha, Revolutionary movements and Subhas Chandra Bose, Peasant, tribal, worker and women's participation, Quit India Movement, 1942, Government of India Act, 1935

UNIT- 5:

Second World War and Indian politics, Cripps Mission and Cabinet Mission, Muslim League and demand for Pakistan, Mountbatten Plan and Indian Independence Act, 1947, Partition: causes and consequences, Independence and its legacy

Suggested Readings:

- Bipan Chandra, India's Struggle for Independence, 1857–1947, Penguin.
- Bipan Chandra, History of Modern India, Orient BlackSwan.
- Sumit Sarkar, Modern India 1885–1947, Macmillan.
- Sekhar Bandyopadhyay, From Plassey to Partition and After, Orient BlackSwan.
- R.C. Majumdar, History of the Freedom Movement in India, Bharatiya Vidya Bhavan.
- A.R. Desai, Social Background of Indian Nationalism, Popular Prakashan.

DISCIPLINARY CORE: Museum Studies

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Museum Studies **HIS MT- 404**	**2**	**2**	**0**	**0**

Course Objectives:

- Understand the meaning, evolution, and importance of museums.
- Learn museum collection, documentation, and preservation techniques.
- Understand exhibition planning and museum education.
- Develop awareness regarding tribal and local heritage museums.
- Gain practical knowledge through museum visits and object analysis.

Course Outcomes:

- After completing this course, students will be able to:
- Explain the concept and development of museums in India.
- Understand museum acquisition, documentation, and cataloguing.
- Describe preventive conservation and museum management practices.
- Evaluate the educational and cultural role of museums.
- Prepare simple museum documentation and exhibition reports.

Course Content:

UNIT- 1: History of Museum in India- Pre and Post Independence

UNIT- 2: Various types of museums- Archaeological, Ethnographic, Technological, etc. Kolkata and Bhopal museum

UNIT- 3: Mode of collection, documentation and preservation

UNIT- 4: Exhibition and display

UNIT- 5: Functions of museum

Suggested Readings:

- Adam, Thomas R: The Civic Value of Museums
- Aiyappan, A. and Satyamurti, S.T.: Hand book of Museum Technique
- Bala Krishna: Bibliography on Museology
- Basu, J.N: Indian Museums and Movement
- Baxi, S.J. & Dwivedi, V.P.: Modern Museums
- Bedekar, V.H.: The Organisation of Museums: Practical Advice, UNESCO
- Bhatnagar, Anupama: Museums, Museology and New Museology
- Ghosh, D.P: Studies in Museology
- Gilman, Benjamin: Museums Ideals of Purpose and Method
- Morkham, S.F. and Hargreaoves, H.: Museums of India
- Morley, Grace: Museums Today
- Nigam, M.L.: Fundamentals of Museology
- Nigam, M.L: Museums in India
- Thompson, John M.A. (ed): Manual of Curatorship, A Guide to Museum Practice

DISCIPLINARY MINOR -1: Socio-Religious Reform Movements in Colonial India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Socio-Religious Reform Movements in Colonial India **HIS MI- 405**	**4**	**3**	**1**	**0**

Course Objectives:

- To understand the social, religious, intellectual, and political conditions of colonial India that led to the emergence of reform movements.
- To examine the impact of Western education, Christian missionary activities, colonial policies, and modern ideas on Indian society.
- To analyse the contribution of reformers and social activists to the issues of caste, gender, education, and religious reform.
- To critically assess the relationship between socio-religious reform, nationalism, and the making of modern Indian society.
-

Learning Outcomes:

- Explain the major factors responsible for the emergence of socio-religious movements in colonial India.
- Evaluate the role of reform movements in women's education, caste reform, and social emancipation.
- Assess the relationship between social reform, religious identity, and Indian nationalism.
- Develop a critical understanding of the achievements and limitations of nineteenth- and twentieth-century reform movements.

UNIT- 1:

Indian society in the eighteenth and nineteenth centuries, Impact of British colonial rule and Western education, Christian missionaries and the printing press, Orientalism and the rediscovery of India's past

Social practices and debates: Sati, child marriage, widowhood, caste, and women's education, Raja Rammohun Roy and the emergence of modern reform, Brahmo Samaj and its major ideas

UNIT- 2:

Hindu Reform Movements

Young Bengal Movement and Henry Vivian Derozio, Prarthana Samaj and M. G. Ranade

Arya Samaj: Swami Dayanand Saraswati and the principle of Back to the Vedas,

Ramakrishna Mission and Swami Vivekananda, debate between tradition and modernity

UNIT- 3:

Muslim Socio-Religious Reform Movements, Muslim society under colonial rule: major challenges,

Aligarh Movement and Sir Syed Ahmad Khan, Deoband Movement and the Darul Uloom Deoband,

Ahmadiyya Movement

UNIT- 4:

Anti-Caste, Women's and Other Social Reform Movements

Jyotirao Phule and the Satyashodhak Samaj, Savitribai Phule and women's education

Narayana Guru and the movement against caste discrimination, B. R. Ambedkar and the struggle against untouchability

UNIT- 5:

Sikh Reform, Reform and Nationalism

Sikh society under colonial rule

Singh Sabha Movement: objectives and activities

Akali Movement and religious reform

Social reform and the emergence of marginalized voices

Suggested Readings:

- Jones, Kenneth W. Socio-Religious Reform Movements in British India. Cambridge: Cambridge University Press, 1989.
- Kopf, David. The Brahmo Samaj and the Shaping of the Modern Indian Mind. Princeton, NJ: Princeton University Press, 1979.
- Sen, Amiya P. Hindu Revivalism in Bengal: 1872–1905: Some Essays in Interpretation. New Delhi: Oxford University Press, 1993.
- Jordens, J. T. F. Dayananda Sarasvati: His Life and Ideas. New Delhi: Oxford University Press, 1978.
- Omvedt, Gail. Cultural Revolt in a Colonial Society: The Non-Brahman Movement in Western India, 1873 to 1930. Bombay: Scientific Socialist Education T

DISCIPLINARY CORE: Indian Historiography

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Indian Historiography **HIS MT- 501**	**4**	**3**	**1**	**0**

Course Objectives:

- To introduce students to the concept, nature, scope, and significance of historiography.
- To familiarize students with the major traditions and schools of Indian historiography.
- To examine the development of historical writing in India from ancient to modern times.
- To understand the contributions of major Indian historians and scholars.
- To acquaint students with different approaches to the study and interpretation of Indian history.
- To critically examine colonial, nationalist, Marxist, subaltern, and other perspectives of Indian historiography.
- To develop an understanding of the use of primary and secondary sources in historical research.
- To encourage critical and analytical thinking in the interpretation of historical events and processes.

Learning Outcomes:

- Define and explain the meaning, nature, and scope of Indian historiography.
- Describe the major stages in the development of historical writing in India.
- Identify the major schools, approaches, and traditions of Indian historiography.
- Explain the contributions of important Indian and foreign historians to Indian historical writing.
- Analyze different interpretations and perspectives of Indian history.
- Compare colonial, nationalist, Marxist, subaltern, and other historiographical approaches.
- Critically evaluate historical sources and their use in constructing the past.
- Develop analytical and critical skills for understanding historical interpretations.
- Demonstrate an informed understanding of debates and changing trends in Indian historiography.

UNIT- 1: What is History: Meaning, Scope, Definition & Subject matter, The role of Individual and society in Historical Development.

UNIT- 2: Ancient Indian Historiography: Historical Sense in Ancient India, Idea of Bharatvarsha in Indian Tradition, Itihasa-Purana Tradition in ancient India; , Traditional History from the Vedas, Epics and Puranas, Jain Historiography and Buddhist Historiography.

UNIT- 3: Medieval Indian Historiography: Historical Biography of Banabhatta and the Kashmir Chronicle of Kalhana, Arrival of Islam and its influence on Historical Tradition of India; Historiography of the Sultanate period; Historiography of Mughal Period.

UNIT- 4: Orientalist, Imperial and colonial ideology and Historian: William Jones and Orientalist writings on India; Colonial/Imperialist Approach to Indian History and Historiography: James Mill, Elphinstone, and Vincent Smith; Nationalist Approach and writings on Indian History: R.G. Bhandarkar, H.C. Raychoudhuri, and J.N. Sarkar

UNIT- 5: Marxist and Subaltern Approach to Indian History: Marxist Approach to Indian History: D.D. Kosambi, R.S. Sharma, Romila Thapar and Irfan Habib, Marxist writings on Modern India: Major assumptions, Subaltern Approach to Indian History-Ranajit Guha

Suggested Readings:

- Iqtidar Husain Siddiqui, 'The origin and growth of an Islamic Historigraphy in India', Journal of Objective Studies, Vol. 1, Nos. 1-2, July-October, 1989, Jamia Nagar, New Delhi.
- Hasan Barani, 'Ziauddin Barani', Islamic Culture, Hyderabad, Deccan, Vol. XII, No.1, Jan.1938.
- Norman Ahmad Siddiqui, 'Shaikh Abul Fazl' in Historians of Medieval India, ed. By Mohibul Hasan, Meerut, 1968.
- K.A. Nizami, 'Historical Literature of Akbar's Reign' in On History and Historians of Medieval India, Munshiram Manoharlal, New Delhi, 1983. 121
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- Golam Rosul, Md., The origin and development of Muslim historiography, Dhaka, 1948, page-62-63.
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- Encyclopedia of World Biography, Vol. 1, New York, McGraw-Hill Book Co., 1937, p. 578.
- The Encyclopedia of Islam, Vol. I, New Edi, Leiden, E.J.Brill, 1979, p.1236.
- Sir H.M. Elliot, The History of India as told by its own Historians – The Mohammedan Period, vol.II, Lahore, Islamic Book Service, 1976, p.3.
- H. Beveridge, An Unknown Work of Albiruni, Journal of Royal Asiatic Society, 1902, pp.333-335.
- Sir Henry Miers Elliot, The History of India, as told by its own historians: The Muhammadan period Volume IV, V, VI, VII, VIII Trubner and co., 1871.
- Abul Fazl Ibn Mubarak, The Akbarnama Volume I, II, III, tr. H. Beveridge, I.C.S, Asiatic Society of Bengal, 1897-1939.
- Gulbadan Bigam, The History of Humayun, the Royal Asiatic Society, 1902
- Jahangir, The Tuzuk-i-Jahangiri or Memoirs of Jahangir, Alexander Rogers and Henry Beveridge, London Royal Asiatic Society,1909.
- E. Sreedharan, A textbook of historiography, 500 B.C. to A.D., Orient Blackswan, 2000
- Tej Ram Sharma, Historiography: a history of historical writing, Concept Publishing Company, 2005
- Subaltern Studies, 11 volumes (1982-2000).
- David Ludden (ed.), Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalisation of South Asia (Delhi, Permanent Black, 2001).
- Vinayak Chaturvedi (ed.), Mapping Subaltern Studies and the Postcolonial (London and New York, Verso, 2000).
- Vinay Lal, 'Walking with the Subalterns, Riding with the Academy: The Curious Ascendancy of Indian History', Studies in History, 17, 1 (2001).
- Dipesh Chakrabarty, 'Postcoloniality and the Artifice of History', in Ranajit Guha (ed.), A Subaltern Studies Reader, 1986-1995 (Delhi, OUP, 1998).

- Dipesh Chakrabarty, ‘Subaltern Studies and Postcolonial Historiography’, Nepantla: Views from South, 1:1, 2000.
- Gyanendra Pandey, ‘In Defense of the Fragment’, in Ranajit Guha (ed.), A Subaltern Studies Reader, 1986-1995 (Delhi, OUP, 1998).
- Gyan Prakash, ‘Subaltern Studies as Postcolonial Criticism’, The American Historical Review, December, 1994 (99, 5).

DISCIPLINARY CORE: Polity and Administration in Medieval India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Polity and Administration in Medieval India **HIS MT- 502**	**4**	**3**	**1**	**0**

Course Objectives:

- Nature of polity and administration in medieval India are to be brought to the fore through this paper.
- Students would be able to gain an insight into the development of various political and legal institutions of medieval India.
- Develop a comprehensive understanding of the different political structure in the Indian subcontinent in the medieval period.

Learning Outcomes:

- They shall be able to gain an insight into state formations in medieval India.
- Develop an understanding of the political regime and its functioning.
- Learn about the process of continuity and change in the political structure in medieval Indian history.
- They will develop a comprehensive understanding of the changing political scenario of the medieval period.
- They will learn about the relations of different power factions of the polities.

Course Content:

UNIT- 1: Delhi Sultanate:

Preliminary nature of Turkish governance and contribution of Iltutmish; Balban's theory of kingship, administrative reforms of Balban; administrative reforms of Ala ud din Khilji, Ala ud din Khilji's theory of Divine rights of kingship; administrative reforms during the Tughlaqs; Khalifa and Delhi Sultanate; The Sultan, Central administration, *Iqta* system, army, judiciary, provincial and local administration; Nature of Delhi Sultanate; Decline of Delhi Sultanate.

UNIT- 2: Mughal Empire:

Akbar's concept of a secular national state; Central administration, provincial and local administration, *jagirdari* and *mansabdari* system, army, judiciary, and land revenue administration; Revival of the Islamic theory of kingship by Aurangzeb; Nature of Mughal empire; Decline of Mughal State.

UNIT- 3: Vijayanagar empire:

Rise of the Vijayanagar empire; The Sangamas, the Saluvas, the Tuluvas, the Aravidus; Krishna Deva Raya as a commander and administrator; Central administration, army, justice, provincial and land revenue; Disintegration of Vijayanagar; nature of Vijaynagar state.

UNIT- 4: Bahmani Kingdom:

Rise of Bahmani Kingdom; Bahmani state administration, army; Political and administrative contribution of Mahmud Gawan; Decline of Bahmani kingdom; Bahmani Successor states- Nizam Shahis of Ahmednagar, Imad Shahis of Berar, Adil Shahis of Bijapur, Qutb Shahis of Golconda and Barid Shahsis of Bidar.

UNIT- 5: Maratha State:

Chattrapati Shivaji and the rise of Maratha State; Central administration, *Asht Pradhan*, local administration, army, revenue system and judiciary, Maratha kingship- *mokasa*, *jagir* and *saranjam*; Rule of the Peshwas; Decline of the Marathas.

Suggested Readings:

- A. L. Srivastava, *Delhi Sultanate* (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017.
- A. L. Srivastava, *The Mughal Empire* (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017.
- A. R. Khan, *Chieftains in the Mughal Empire During the reign of Akbar*, Simla, 1977.
- Aniruddha Ray, *The Sultanate of Delhi (1206-1526): Polity, Economy, Society and Culture*, Manohar, New Delhi, 2020.
- B. N. S Yadav, *Society and Culture in North India in the 12th century*, Raka Prakashan, Prayagraj, 2012.
- B. P. Majumdar, *Socio-Economic History of Northern India*, Firma K. L. Mukhopadhyay (1960)
- Babasaheb Purandare, *Raja Shivchattrapati*, Vol. I & II, Purandare Prakashan, 2020.
- G. H. Ojha, *Rajputane Ka Itihas*, Vaidik Yantralaya, Ajmer, 1927.
- G. N. Sharma, *Mewar and the Mughal Emperors*, Shiv Lal Agarwal, Agra, 1962.
- Harbans Mukhia, *Historians and Historiography During the Reign of Akbar*, Delhi, 1976.
- Herman Kulke, *The State in India (1000-1700)*, OUP, 1995.
- I. H. Qureshi, *The Administration of the Mughal Empire*, Low Price Publications, Delhi, 1979.
- Irfan Habib, Agrarian System of Mughal India,
- Irfan Habib, *Medieval India- Research in the History of India, 1200- 1750*, Delhi, 1992.
- Ishwari Prasad, *A Short History of Muslim Rule in India*, Surjeet Publications, 2018.
- Ishwari Prasad, *Medieval India* (English or Hindi version) 4th ed., Digitized 2006.
- J. F. Richards, *Mughal Empire*, Delhi, 1993.
- J. N. Sarkar, *Life and Times of Shivaji*, Orient Blackswan Pvt. Ltd., New Delhi, 2010.
- K. A. Nilkantha Shastri, *A History of South India*, Oxford, 1997.
- K. A. Nizami, *Akbar and Religion*, Delhi, 1990.
- K. N. Chitnis, *Socio- Economic History of Medieval India*, Atlantic Publishers, 2018.

- M. Athar Ali, *Mughal Nobility Under Aurangzeb*, OUP, Delhi, 2001.
- Majumdar, Raychaudhary & Dutta, *An Advanced History of India*, Laxmi Publications, 2016.
- Mohammad Habib and K.A. Nizami, *Comprehensive History of India, Vol. V, The Delhi Sultanate*, PPH, 1992.
- Muzaffar Alam and S. Subramaniyam, *The Mughal State*, OUP, Delhi, 2000.
- N. A. Siddiqui, *Land Revenue Administration Under the Mughals 1700- 1750*, Delhi, 1989.
- N. N. Acharya, *The History of Medieval Assam from 13th to 17th centuries*, Omsons Publications, 2003.
- R. C. Majumdar & others (ed.), *The History and Culture of the Indian People Vol. 6, The Delhi Sultanate*, Bhartiya Vidya Bhawan, 2006.
- R. C. Majumdar & others (ed.), *The History and Culture of the Indian People Vol. 7, The Mughal Empire*, Bhartiya Vidya Bhawan, 2006.
- R. K. Bhardwaj, *Hemu: Life and times of Hemchandra Vikramaditya*, Hope India Publications, Gurgaon, 2004.
- R. P. Tripathi, *Rise and fall of the Mughal Empire* (English or Hindi), Surjeet Publications, 2012.
- R. P. Tripathi, *Rise and Fall of the Mughal Empire*, Allahabad, 1963.
- Rekha Pande, *Religious Movements in Medieval India*, Gyan Publishing House, 2005.
- Richard M. Eaton, *India in the Persianate Age 1000-1765*, Penguin, New Delhi, 2020.
- S. A. A. Rizvi, *History of Sufism*, Delhi, 1983.
- S. P. Verma, *Mughal Painters and their Work: A Biographical Survey and Catalogue*, Delhi, 1994.
- S. R. Sharma, *The Crescent in India: A Study in Medieval History*, Bhartiya Kala Prakashan, 2005.
- Salma Ahmed Farooqui, *A Comprehensive History of Medieval India: From the Twelfth to the Mid-Eighteenth Century*, Pearson, 2011.
- Satish Chandra Mittal, *Muslim Shasak Tatha Bhartiya Jan Samaj*, Suruchi Prakashan, 2014.
- Satish Chandra, *Medieval India: From Sultanate to the Mughals*, Har Anand Publications Pvt. Ltd., New Delhi, 1996.
- Satish Chandra, *Uttar Mughal Kalin Bharat Ka Itihas*, Minakshi Prakaskan, 1974.
- Shireen Moosvi, *Economy of the Mughal Empire: A Statistical Study*, Aligarh, 1987.
- Simon Digby, *War Horses and Elephants in the Delhi Sultanate*, OUP, 1971.
- Stewart Gordon, *The Marathas 1600-1818*, Delhi, 1994.
- Sunil Kumar, *The Emergence of the Delhi Sultanate*, Permanent Black, Delhi, 2012.
- V. S Bhargava, *Marwar and the Mughal Emperors*, Munshiram Manoharlal, 1966.
- W. H. Moreland, *Agrarian System of Moslem India*, Delhi, 1968.

DISCIPLINARY CORE: Colonial Economy in India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Colonial Economy in India **HIS MT- 503**	**4**	**3**	**1**	**0**

Course Objectives:

- To understand the economic motives behind colonialism.
- To explore the transformation of indigenous economies under colonial rule.
- To evaluate the policies and practices employed by colonial powers to extract resources.
- To examine the impact of colonialism on agriculture, industry, trade, and labor systems.

Course Outcomes:

- Explain the relationship between colonialism and economic exploitation.
- Understand the economic changes introduced during the colonial period.
- Analyse the role of colonial institutions in shaping modern economic systems.
- Evaluate historical evidence on colonial economic practices.

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Course Content:

UNIT- 1:

Economic transformation from pre-colonial to colonial regime exploitation and resultant tyranny affected the trend of population, national income, occupational structure, merchandise trade, emergence of state with the East India Company and nature of its rule.

UNIT- 2:

Agrarian Transformation: land revenue settlements in colonial period, commercialization of agriculture, changing cropping pattern, land market, rural credit and indebtedness. It further influenced agrarian relations that includes agricultural labour, regional variations, peasant commodity production and British monopoly on salt and opium.

UNIT- 3:

The de-industrialisation debate Role of infrastructure for merchandise trade, evolution of entrepreneurial and industrial structure; constraints on industrial growth; labour relations.

UNIT- 4:

drain of wealth; international trade and Balance of Payments, impact of British policy famine in India (Bengal, Orissa, Bombay) Evolution of state and its function for social welfare and relief under famine and starvation.

UNIT- 5:

Public Finance, Government revenue, expenditure and investment over the years; Emergence of Modern Banking in India and its role in economy, stagnation and decline with regional variations. Mercantilism and economic rationale for colonialism.

Suggested Reading:

- Banerjee, A. & Iyer, L. (2005). "History, Institutions, and Economic Performance." American Economic Review, 95(4), 1190–1213.
- Davis, M. (2001). Late Victorian Holocausts: El Niño Famines and the Making of the Third World. Verso.
- Tirthankar, R. (2010). The Economic History of India 1857–1947. Oxford University Press.
- Bagchi, A. K. (1976). Private Investment in India, 1900–1939. Cambridge University Press.
- Dutt, R. C. (1901). The Economic History of India in the Victorian Age. Kegan Paul, Trench, Trübner & Co
- Acemoglu, D., Johnson, S., & Robinson, J. A. (2001). "The Colonial Origins of Comparative Development." American Economic Review, 91(5), 1369–1401.
- Frank, A. G. (1967). Capitalism and Underdevelopment in Latin America. Monthly Review Press.

DISCIPLINARY CORE: History of Science and Technology in Ancient India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Science and Technology in Ancient India **HIS MT- 504**	**2**	**2**	**0**	**0**

Course Objectives:

- Introduce students to the development of scientific knowledge and technological innovations in ancient India.
- Examine the contributions of ancient Indian scholars in mathematics, astronomy, medicine, metallurgy, and engineering.
- Understand the relationship between science, technology, society, economy, and culture.
- Develop an appreciation of indigenous scientific traditions and their global significance.
- Encourage critical analysis of historical sources related to science and technology.

Learning Outcomes:

- Explain the evolution of science and technology in ancient India.
- Identify the contributions of major scientists and scholars.
- Analyse the technological achievements of ancient Indian civilizations.
- Evaluate the role of science in agriculture, medicine, architecture, and trade.
- Interpret archaeological and literary evidence related to scientific development.

Course Content:

UNIT- 1:

- Science and Technology: Meaning, Scope, Importance
- Interaction of Science, Technology and Society

UNIT- 2:

- Origin and Development of Science in pre-historic period
- Beginning of Agriculture and its impact on growth of Science and Technology

UNIT- 3:

- Science and Technology in Harappan age
- Science and Technology in Vedic and Later Vedic times

UNIT- 4:

- Developments in Astronomy in ancient India with special reference to Aryabhatta and Varahmihira.
- Development of Mathematics in Ancient India

UNIT- 5:

- History of Ayurveda- Charak Samhita and Susruta Samhita
- History of Metallurgy and Ceramics

Suggested Readings:

- Debiprasad Chattopadhyaya, *History of Science and Technology in Ancient India* (3 Vols.).
- L. Basham, *The Wonder That Was India*.
- D. P. Agrawal, *The Archaeology of India*.
- B. V. Subbarayappa, *Science in India: A Historical Perspective*.
- Om Prakash Jaggi, *History of Science and Technology in India*.
- Anil Kumar Biswas, *Science in India*.
- Romila Thapar, *Early India*.
- R. C. Majumdar (Ed.), *The History and Culture of the Indian People*.
- S. N. Sen, *Ancient Indian History and Civilization*.
- Kapil Raj, *Relocating Modern Science* (for historiographical perspective).
- Joseph Needham, *Science and Civilisation in China* (for comparative context).

DISCIPLINARY MINOR -1: History of Journalism in India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Journalism in India **HIS MI - 505**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the historical evolution of journalism in India.
- Examine the role of the press in social reform, nationalism, and democratic development.
- Familiarize students with major newspapers, journalists, and media institutions.
- Understand the impact of technological changes on journalism.
- Develop critical awareness of media ethics and contemporary journalism.

Learning Outcomes:

- Describe the historical development of journalism in India.
- Explain the contribution of journalism to social reform and the freedom movement.
- Identify major newspapers, editors, and journalists in Indian history.
- Analyse the changing role of journalism in democratic society.
- Evaluate contemporary challenges facing print, electronic, and digital media.

Course Content:

UNIT- 1: Origins of Journalism in India

- Meaning and Scope of Journalism
- Early Printing Press in India
- James Augustus Hicky and *Hicky's Bengal Gazette*
- Growth of Newspapers during the Colonial Period
- Vernacular Press and Public Opinion

UNIT- 2: Journalism and the Indian National Movement

- Role of the Press in Social and Religious Reform
- Nationalist Journalism and Political Awakening
- Press Laws and Colonial Censorship
- Contributions of Raja Rammohan Roy, Bal Gangadhar Tilak, Mahatma Gandhi, and Annie Besant
- Regional Language Newspapers

UNIT- 3: Journalism in Independent India

- Freedom of the Press and the Indian Constitution
- Growth of National and Regional Newspapers
- Radio and Television Journalism
- Emergency (1975–77) and Press Freedom
- News Agencies and Public Broadcasting

UNIT- 4: Digital Journalism and Media Transformation

- Rise of Electronic and Digital Media
- Online Journalism and Social Media
- Citizen Journalism
- Fake News and Misinformation
- Media Ethics and Responsible Journalism

UNIT- 5: Journalism, Society, and Democracy

- Journalism and Public Opinion
- Investigative Journalism
- Media and Elections
- Press Council of India and Media Regulation
- Future of Journalism in India

Suggested Readings:

- Arvind Rajagopal, *Politics after Television: Hindu Nationalism and the Reshaping of the Public in India* (Cambridge: Cambridge University Press, 2001).
- B. N. Ahuja, *History of Indian Press* (New Delhi: Surjeet Publications, 2001).
- Chandrika Kaul, ed., *Media and the Indian National Movement* (New Delhi: Oxford University Press, 2003).
- Government of India, *Report of the First Press Commission (1954)* (New Delhi: Government of India, 1954).
- Government of India, *Report of the Second Press Commission (1982)* (New Delhi: Government of India, 1982).
- J. Natarajan, *History of Indian Journalism*, 2nd ed. (New Delhi: Publications Division, Government of India, 1955).
- K. M. Shrivastava, *News Reporting and Editing* (New Delhi: Sterling Publishers, 2015).
- N. Bhaskara Rao, *Journalism in India* (New Delhi: Sterling Publishers, 1998).
- Nalini Rajan, ed., *Practising Journalism: Values, Constraints, Implications* (New Delhi: Sage Publications, 2005).
- Paranjoy Guha Thakurta, *Media Ethics: Truth, Fairness and Objectivity* (New Delhi: Oxford University Press, 2012).
- Press Council of India, *Norms of Journalistic Conduct*, latest ed. (New Delhi: Press Council of India).
- Rangaswami Parthasarathy, *Journalism in India: From the Earliest Times to the Present Day* (New Delhi: Sterling Publishers, 1989).
- Robin Jeffrey, *India's Newspaper Revolution: Capitalism, Politics and the Indian-Language Press, 1977–1999* (New Delhi: Oxford University Press, 2000).
- S. Natarajan, *A History of the Press in India* (Bombay: Asia Publishing House, 1962).
- Sevanti Ninan, *Headlines from the Heartland: Reinventing the Hindi Public Sphere* (New Delhi: Sage Publications, 2007).

INTERNSHIP

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Internship **BHIS- 506**	**2**	**0**	**0**	**2**

The student will carry out internship in a National/State level Museum, archives, library, translation cells, departments or organizations related to history and archaeology, etc. of 30 days duration. The students will prepare a report on the work done and experience gained through this Internship / Study Tour and also required to make presentation (PPT with photographs) during viva-voce. Preferably, summer vacations time may be utilized for this internship.

DISCIPLINARY CORE: Pre and Protohistoric Cultures of Central India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Pre and Protohistoric Cultures of Central India **HIS MT- 601**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the prehistoric and protohistoric cultural development of Central India.
- Explain the major archaeological sources, methods and techniques used in reconstructing the past.
- Examine the development of Palaeolithic, Mesolithic, Neolithic and Chalcolithic cultures.
- Familiarize students with important archaeological sites, cultural sequences and material remains of Central India.
- Develop an understanding of prehistoric technology, subsistence, settlement, art and social organization.
- Introduce students to rock art traditions and their significance for understanding prehistoric communities.
- Develop basic skills in archaeological observation, documentation and interpretation.

Learning Outcomes

- After completing the course, students will be able to:
- Explain the concepts, chronology and major characteristics of prehistoric and protohistoric cultures.
- Identify and classify major prehistoric stone tools and other archaeological materials.
- Describe the major Palaeolithic, Mesolithic, Neolithic and Chalcolithic cultures of Central India.
- Analyze the relationship between environment, technology, economy and settlement patterns.
- Explain the significance of the Narmada Valley, Vindhyan region and other important archaeological landscapes.
- Interpret prehistoric rock art and understand its importance as archaeological evidence.
- Demonstrate basic skills in archaeological observation, documentation and heritage conservation.

Course Content:

UNIT- 1: Introduction to Prehistory and Protohistory- Concept and definitions: Prehistory, Protohistory and History**,** Nature and scope of prehistoric archaeology**,** Geographical and ecological setting of Central India

UNIT- 2: Palaeolithic Cultures- Meaning and characteristics of the Palaeolithic**,** Lower, Middle and Upper Palaeolithic traditions**,** Stone-tool technology and manufacturing techniques**,** Pebble tools, choppers and chopping tools**,** Handaxes and cleavers**,** Blade and burin technology**,** Major Palaeolithic sites of Central India

UNIT- 3: Mesolithic Cultures and Rock Art- Meaning and characteristics of the Mesolithic**,** Microlithic technology**,** Settlement patterns and burial practices**,** Rock shelters and prehistoric habitation**,** Significance of rock art for reconstructing prehistoric society

UNIT- 4: Neolithic and Chalcolithic Cultures- Neolithic transition and the beginning of food production**,** Agriculture and pastoralism**,** tool techniques, Pottery, settlement patterns**,** metallurgy

UNIT- 5: Protohistoric Developments- Concept and characteristics of Protohistory**,** Early iron technology**,** material culture, Megalithic traditions and Chalcolithic sites

Suggested Readings:

- D.K. Chakrabarti, *India: An Archaeological History*.
- H.D. Sankalia, *Prehistory and Protohistory of India and Pakistan*.
- V.N. Prasad and others, works on the archaeology of Central India.
- V.S. Wakankar, studies on Bhimbetka and Central Indian rock art.
- M.C. Burkitt, *The Old Stone Age*.
- Bridget Allchin and Raymond Allchin, *The Rise of Civilization in India and Pakistan*.
- D.P. Agrawal, *The Archaeology of India*.
- A. Ghosh (ed.), *An Encyclopaedia of Indian Archaeology*.
- Archaeological Survey of India, reports and publications on Central Indian archaeology.
- Relevant reports and publications of state archaeological departments and universities.

DISCIPLINARY CORE: History of Tribes in Central India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Tribes in Central India **HIS MT- 602**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the concept, history and geographical distribution of tribes in Central India.
- Examine the sources and methods used for studying tribal history.
- Understand the social, economic, religious and cultural life of major tribal communities.
- Study tribal interaction with states, kingdoms and colonial authorities.
- Examine tribal resistance and participation in the freedom movement.
- Understand post-Independence tribal policies, constitutional safeguards and contemporary challenges.
- Develop awareness of tribal heritage, traditions and indigenous knowledge systems.

Course Outcomes:

- Explain the historical development and geographical distribution of tribes in Central India.
- Identify and critically use archaeological, literary, oral, ethnographic and colonial sources.
- Describe the social and cultural institutions of major tribal communities.
- Analyse tribal-state and tribal-colonial relationships.
- Explain major tribal uprisings and movements.
- Assess the impact of colonialism and modern development on tribal communities.
- Understand constitutional provisions and government policies relating to Scheduled Tribes.
- Appreciate tribal cultural heritage and indigenous knowledge traditions.

Course Content:

UNIT- 1:

Tribes of Central India: Sources, Concepts and Historical Background, Geographical Setting of Central India

UNIT- 2:

Major Tribal Communities of Central India- Gond, Bhil, Baiga, Korku, Kol, Oraon, Korwa, Sahariya, Bharia, Maria and Muria, Halba, Bhunjia and other communities

UNIT- 3:

Tribal Social Organisation, Economic Life, Religion and Belief Systems, Tribal Culture, Women in Tribal Society

UNIT- 4:

Tribal Communities and Early States of Ancient India, Tribes under Medieval States, The Gond Kingdoms, Rani Durgavati and Gond Resistance

UNIT- 4:

Colonialism and Tribal Society, Major Tribal Movements in Central India- Bhil resistance, Gond resistance, Kol uprising, Bastar rebellion, Tribal resistance in Chhattisgarh and Madhya Pradesh

Suggested Readings:

- Verrier Elwin, *The Baiga*.
- Verrier Elwin, *The Tribal World of Verrier Elwin*.
- G. S. Ghurye, *The Scheduled Tribes*.
- N. K. Bose, *Tribal Life in India*.
- S. C. Dube, *Indian Society*.
- L. P. Vidyarthi, *Tribal Culture of India*.
- K. S. Singh, *Tribal Movements in India*.
- K. S. Singh, *People of India* series.
- B. S. Guha, works on the tribes and peoples of India.
- Ramchandra Guha, works on forests, environment and Indian society.
- Hasnain, Nadeem, Janjatiya Bharat, Lucknow

DISCIPLINARY CORE: Elements of Ancient Indian Epigraphy and Numismatics

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Elements of Ancient Indian Epigraphy and Numismatics **HIS MT- 603**	**4**	**3**	**1**	**0**

Course Objectives:

- Understand the basic concepts, scope, and significance of epigraphy and numismatics.
- Explain the importance of inscriptions and coins as historical sources.
- Analyze the political, economic, social, religious, and cultural information derived from inscriptions and coins.
- Develop elementary skills in reading stumpages, identifying scripts, and studying ancient coins.

Learning Outcomes:

- Explain the nature and importance of epigraphy and numismatics in historical research.
- Interpret the historical significance of selected inscriptions.
- Classify ancient Indian coins and understand their evolution.
- Apply basic methods of epigraphic and numismatic analysis in historical studies.

Course Content:

UNIT- 1: Definition and Scope of Epigraphy

- Meaning and scope of Epigraphy
- Epigraphy as a source of history
- Dating and chronology of inscriptions

UNIT- 2: Historical and Cultural Study of Ashokan and Kushana Inscriptions

- Rummindei Pillar Inscription
- Besanagar Garuda Pillar Inscription
- Sarnath Bodhisattva Image Inscription of Kaniska I

UNIT- 3: Historical and Cultural Study of the Gupta and Post-Gupta Period

- Prayag Inscription of Samudragupta
- Mehrauli Iron Pillar Inscription of King Candra
- Aihole inscription of Pulakeśin II.

UNIT- 4: Antiquity and Scope of Numismatics

- Definition and scope of Numismatics
- Coins as a source of History
- Material and techniques of coin-making
- Barter system and antiquity of coins

UNIT- 5: Ancient Indian Coins

- Punch Marked Coins
- Kushana Coins
- Gupta Coins
- Post Gupta Coins

Suggested Readings:

- D.C. Sircar, *Indian Epigraphy*.
- Richard Salomon, *Indian Epigraphy*.
- A.K. Narain, *The Age of the Nandas and Mauryas* (selected chapters).
- Parmeshwari Lal Gupta, *Coins*.
- Upinder Singh, *A History of Ancient and Early Medieval India*.
- Romila Thapar, *Aśoka and the Decline of the Mauryas*.
- K.V. Ramesh, *Indian Epigraphy*.
- D.R. Bhandarkar, *Asoka*.
- A.S. Altekar, *The Coinage of the Gupta Empire*.
- Anant Sadashiv Altekar, *State and Government in Ancient India* (selected sections).

DISCIPLINARY CORE: History of Education in India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Education in India **HIS MT- 604**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the historical evolution of education in India.
- Examine the philosophical foundations and institutional development of education across different historical periods.
- Analyse the impact of religion, colonialism, nationalism, and social reform on educational development.
- Understand the evolution of educational policies in modern India.
- Develop the ability to critically examine historical sources and historiography relating to education.

Learning Outcomes:

- Explain the historical development of educational systems in India from ancient to contemporary times.
- Analyse the relationship between education and broader social, political, economic, and cultural transformations.
- Evaluate the contributions of major educational thinkers, reformers, and policy-makers.
- Critically assess colonial and postcolonial educational policies.
- Interpret educational developments using historical sources and historiographical perspectives.

Course Content:

UNIT- 1: Education in Ancient India

- Sources for the History of Education
- Vedic and Upanishadic Traditions
- Buddhist and Jain Educational Institutions
- Universities: Takshashila, Nalanda, Vikramashila, and Vallabhi
- Curriculum, Pedagogy, and Teacher–Student Relationship

UNIT- 2: Education in Medieval India

- Education under the Delhi Sultanate
- Maktabs, Madrasas, and Centres of Islamic Learning
- Education during the Mughal Period
- Bhakti and Sufi Traditions and Popular Education
- Indigenous Educational Institutions before Colonial Rule

UNIT- 3: Education under Colonial Rule

- Indigenous Education and Early Colonial Surveys
- Orientalist–Anglicist Debate
- Macaulay's Minute (1835) and Wood's Despatch (1854)
- Hunter Commission, Sadler Commission, and Hartog Committee
- National Education Movement and Educational Contributions of Social Reformers

UNIT- 4: Education in Independent India

- University Education Commission (1948–49)
- Secondary Education Commission (1952–53)
- Kothari Commission (1964–66)
- National Policy on Education (1968, 1986, 1992)
- Right to Education Act (2009) and National Education Policy (2020)

UNIT- 5: Contemporary Perspectives on the History of Education

- Education, Caste, and Social Justice
- Women's Education in Historical Perspective
- Tribal and Indigenous Education
- Higher Education and Knowledge Production
- History of Educational Thought and Contemporary Challenges

Suggested Readings:

- A. S. Altekar, *Education in Ancient India* (Varanasi: Nand Kishore & Bros., 1944).
- Amartya Sen, *The Argumentative Indian: Writings on Indian History, Culture and Identity* (London: Penguin Books, 2005).
- Anath Nath Basu, *Education in Modern India* (New Delhi: Orient Longman, 1992).
- Aparna Basu, *The Growth of Education and Political Development in India, 1898–1920* (Delhi: Oxford University Press, 1974).
- B. R. Ambedkar, *Annihilation of Caste* (New Delhi: Navayana, 2014).
- Bernard S. Cohn, *Colonialism and Its Forms of Knowledge: The British in India* (Princeton, NJ: Princeton University Press, 1996).
- Dharma Pal, *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century* (New Delhi: Biblia Impex, 1983).
- G. Aloysius, *Nationalism without a Nation in India* (New Delhi: Oxford University Press, 1997).
- Gail Minault, *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India* (Delhi: Oxford University Press, 1998).

- Gauri Viswanathan, *Masks of Conquest: Literary Study and British Rule in India* (New Delhi: Oxford University Press, 1989).
- Geraldine Forbes, *Women in Modern India* (Cambridge: Cambridge University Press, 1996).
- Government of India, *National Education Policy 2020* (New Delhi: Ministry of Education, 2020).
- Government of India, *National Policy on Education, 1986* (New Delhi: Ministry of Human Resource Development, 1986).
- Government of India, *Report of the Education Commission (1964–66): Education and National Development (Kothari Commission)* (New Delhi: Ministry of Education, 1966).
- J. Krishnamurti, *Education and the Significance of Life* (New York: Harper & Brothers, 1953).
- J. P. Naik, *The History of Education in India during the British Period* (New Delhi: Macmillan India, 1979).
- Jyotirao Phule, *Slavery (Gulamgiri)*, trans. P. G. Patil (New Delhi: Critical Quest, 2003).
- Krishna Kumar, *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas* (New Delhi: Sage Publications, 2005).
- Krishna Kumar, *What Is Worth Teaching?* (New Delhi: Orient BlackSwan, 2009).
- Mahatma Gandhi, *Basic Education (Nai Talim)* (Ahmedabad: Navajivan Publishing House, 1956).
- Meenakshi Jain, *The India They Saw: Foreign Accounts*, Vol. 1 (New Delhi: Ocean Books, 2011).
- Rabindranath Tagore, *Towards Universal Man* (Bombay: Asia Publishing House, 1961).
- Radhakumud Mookerji, *Ancient Indian Education: Brahmanical and Buddhist* (Delhi: Motilal Banarsidass, 1960).
- Ramachandra Guha, *Makers of Modern India* (New Delhi: Penguin Books, 2010).
- Romila Thapar, *The Past before Us: Historical Traditions of Early North India* (Cambridge, MA: Harvard University Press, 2013).
- S. Nurullah and J. P. Naik, *A History of Education in India (During the British Period)*, 6th ed. (New Delhi: Macmillan India, 2004).
- Savitribai Phule, *Selected Writings of Savitribai Phule*, ed. Shailaja Paik (New Delhi: Primus Books, 2022).
- Sri Aurobindo, *A System of National Education* (Pondicherry: Sri Aurobindo Ashram, 1972).
- Suresh Chandra Ghosh, *The History of Education in Modern India, 1757–2012*, 4th ed. (New Delhi: Orient BlackSwan, 2013).
- Uma Chakravarti, *Gendering Caste: Through a Feminist Lens* (Kolkata: Stree, 2003).

DISCIPLINARY MINOR -1: Cultural Tourism in India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Cultural Tourism in India **HIS MI - 605**	**4**	**3**	**1**	**0**

Course Objectives:

- To introduce students to the concept, scope, and significance of cultural tourism.
- To develop an understanding of cultural values and heritage as tourism resources.
- To familiarize students with the tangible and intangible heritage of India.
- To provide knowledge of the cultural heritage of Madhya Pradesh in particular.
- To understand the relationship between cultural heritage, tourism, and local communities.
- To examine the role of cultural tourism in local economic development and employment generation.
- To create awareness about the conservation, preservation, and sustainable management of cultural heritage.
- To develop respect, sensitivity, and responsible attitudes towards India's diverse cultures and traditions.

Learning Outcomes:

- Explain the concept, scope, and importance of cultural tourism.
- Identify and describe the tangible and intangible cultural heritage of India.
- Recognize and interpret the cultural heritage and tourism potential of Madhya Pradesh.
- Analyze the relationship between cultural tourism, local communities, and economic development.
- Assess the role of cultural tourism in employment generation and livelihood development.
- Examine issues related to heritage conservation, preservation, and sustainable tourism..
- Demonstrate cultural sensitivity, respect, and responsible attitudes towards India's cultural heritage.

Course Content:

UNIT- 1: The Concept of Cultural Tourism - Definitions of Culture, Tourism, Cultural Tourism, Heritage, Heritage Tourism, Different Approaches of Tourism and Heritage, The Cultural Value of Tourism, and Economic Value of Tourism

UNIT- 2: Tangible and Intangible Heritage of India- Classification of Tangible Heritage (Movable & Immovable Heritage) –Archeological Sites, Monuments, Historical Buildings & Paintings, Sculpture, Furniture, Historical Documents etc.; Classification of Intangible Heritage- Oral traditions, performing arts, social practices, rituals, ethnic festivals, performing arts, traditional crafts etc,.

UNIT- 3: Cultural Tourism and Heritage of Madhya Pradesh: Physical Artefacts (Museum), Monuments, Folklore, Local Places of Interest

UNIT- 4: Empowering Local Communities through Cultural Tourism: Economic Empowerments, Socio-Cultural Empowerments, Psychological Empowerments etc,.

UNIT- 5: Cultural Tourism Management: Community Participation, Sustainable Management of Cultural Tourism, Capacity Building Programmes, Training Programmes and related community innovations, Government Polices of Cultural Tourism, Globalization and Challenges etc,.

Suggested Readings:

- Acharya, Ram (2007), *Tourism and Cultural Heritage of India,* RBSA Publishers.
- Arup Barman , Ranjit Singh and Y Venkata Rao (), "Empowering Tribes through Cultural Tourism in India- A Dream Project on ICT Integration", *SSRN Journal*
- Ashworth, G.J., (2000),"Heritage Tourism and Places: A Review, Tourism Recreation Research", Vol(25)1, pp. 19-29.
- Crouch, D. and N., Lubbren (Eds) (2003) *Visual Culture and Tourism*, Oxford: Berg
- Dallen, J. Timothy (2011), Cultural Heritage and Tourism: An Introduction (Aspects of Tourism Texts), Channel View Publications.
- Du Cros, H & Mc Kercher (2014) *Cultural Tourism* (2nd ed.), Routledge.
- Forstner, K. (2004), "Community Ventures and Access to Markets: The Role of intermediaries in marketing rural tourism products", Development Policy Review, 22, 5, pp.497-514.
- Gupts, S.P & Lal Krishna (eds.), (2003,)Cultural Tourism in India: Museums Monuments and Arts, DK Print World
- Gupts, S.P (2005), Cultural Tourism in India, DK Print World
- Hjalager, A. (1997), "Innovation Patterns in Sustainable Tourism", in Tourism Management, 18, 1, pp. 35 – 41
- INTACH (2012), Heritage and Development: Recent Perspectives, Aryan Books International.
- Melanie, K. Smith, Issues in Cultural Tourism Studies, Psychology Press, 2003
- Narasaiah Lakshmi, M (2004), *Globalization and Sustainable Tourism Development,* Discovery Publishing House, New Delhi.
- Richards, G. (2006) *Cultural Tourism: Global and Local Perspectives*, London: Routledge.
- Saravanakumar, A.R (2019), Tourism and Cultural Heritage of India, Published by Alagappa University.
- Shackley, M. (2001) *Managing Sacred Sites: Service Provision and Visitor Experience, Continuum*
- Singh,V.K (2008), Historical and Cultural Tourism in India, Aadi Publications.
- Timothy, D. J., and Boyd, S. W. (2003) *Heritage Tourism*, Pearson.
- UNESCO (2003) Convention for the safeguarding of the intangible Cultural Heritage. Paris: UNESCO.
- UNESCO (1993), Guidelines for the Establishment of National "Living Human Treasures" Systems. Paris: UNESCO.

DISCIPLINARY CORE: Modern Indian Political Thoughts and Prominent Thinkers

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Modern Indian Political Thoughts and Prominent Thinkers **HIS MT- 701**	**4**	**3**	**1**	**0**

Course Objectives:

- To introduce students to the evolution of modern Indian political thought from the 19th century to post-independence India.
- To study the ideas of key political thinkers who shaped Indian nationalism, democracy, and social reform.
- To understand the ideological diversity within the Indian freedom struggle and nation-building.
- To critically examine the influence of Indian thinkers on contemporary political discourse.
- To explore the connection between political thought and socio-cultural realities in modern India.

Learning Outcomes:

- By the end of this course, students will be able to:
- Identify and explain the core ideas of major Indian political thinkers.
- Analyse how these thinkers responded to colonialism, social hierarchy, and national identity.
- Compare and contrast diverse ideological perspectives like liberalism, socialism, Marxism, and nationalism in Indian thought.
- Evaluate the relevance of these thinkers in contemporary political and social debates.
- Develop critical insights into the process of political modernization in India.

Course Content:

UNIT- 1:

- Introduction to political thought in colonial context,
- Impact of Western education and liberal ideas,
- Early nationalist thinkers: Dadabhai Naoroji, Gopal Krishna Gokhale, Moderate and Extremist ideological

UNIT- 2:

- Raja Ram Mohan Roy and liberal reformism
- Bal Gangadhar Tilak and assertive nationalism
- Swami Vivekananda: Spiritual nationalism
- Mahatma Gandhi: Satyagraha, Swaraj, and Trusteeship

UNIT- 3:

- B.R. Ambedkar: Annihilation of caste, democracy, and constitutionalism
- Jyotirao Phule: Anti-caste and educational reform
- E.V. Ramasamy (Periyar): Dravidian ideology and rationalism
- Bhagat Singh: Revolutionary socialism and nationalism

UNIT- 4:

- M.N. Roy: Radical Humanism and Marxism
- Jawaharlal Nehru: Democratic socialism and secularism
- Ram Manohar Lohia: Socialist democracy and caste
- Jayaprakash Narayan: Total revolution

UNIT- 4:

- Contemporary Reflections and Legacy:
- Relevance of Indian political thought in today's politics
- Identity, pluralism, and modern challenges
- Critiques and reinterpretations of classical thinkers
- Impact on constitutional, legal, and policy frameworks

Suggested Readings:

- Mehta, V.R. Foundations of Indian Political Thought. New Delhi: Manohar Publishers, 1992.
- Pantham, Thomas, and Kenneth L. Deutsch, eds. Political Thought in Modern India. New Delhi: Sage Publications, 1986.
- Chandra, Bipan. India's Struggle for Independence. New Delhi: Penguin Books, 1989.
- Rodrigues, Valerian. The Essential Writings of B.R. Ambedkar. New Delhi: Oxford University Press, 2002.
- Parekh, Bhikhu. Gandhi's Political Philosophy: A Critical Examination. New Delhi: Oxford University Press, 1991.

DISCIPLINARY CORE: Tribal Resistance Movements in India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Tribal Resistance Movements in India **HIS MT- 702**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the historical background of tribal societies in India.
- Explain the causes and nature of tribal resistance against colonial and post-colonial policies.
- Familiarize students with major tribal uprisings across different regions of India.
- Examine the contributions of tribal leaders in anti-colonial struggles.
- Understand contemporary issues relating to tribal rights, identity, and autonomy.

Learning Outcomes:

- Describe the socio-economic conditions that led to tribal resistance movements.
- Identify major tribal revolts and their historical significance.
- Explain the role of tribal communities in India's freedom struggle.
- Analyse the continuity of tribal movements from the colonial to the contemporary period.
- Appreciate the diversity of tribal experiences across different regions of India.

Course Content:

UNIT- 1: Tribal Communities and the Colonial Encounter

- Tribes in Pre-colonial India: Society, Economy, and Culture
- Colonial Expansion and Tribal Regions
- Land Alienation, Forest Policies, and Revenue Settlements
- Moneylenders, Traders, and Missionaries
- Historiography of Tribal Resistance

UNIT- 2: Tribal Resistance in Colonial India

- Paharia Resistance (1770s)
- Chuar Rebellion (1766–1809)
- Bhil Revolts
- Kol Uprising (1831–32)
- Khond Resistance
- Santhal Hul (1855–56)

UNIT- 3: Tribal Movements and the Freedom Struggle

- Birsa Munda and the Ulgulan (1899–1900)
- Bastar Rebellion (1910)
- Tana Bhagat Movement
- Rampa Rebellion and Alluri Sitarama Raju
- Tribal Participation in the National Movement

UNIT- 4: Tribal Resistance in Northeast and Other Regions

- Khasi Resistance under U Tirot Sing
- Khamti and Singpho Resistance
- Angami Naga Resistance
- Zeliangrong Movement and Rani Gaidinliu
- Mizo and Naga Political Movements (Brief Overview)

UNIT- 5: Tribal Movements in Independent India

- Constitutional Safeguards: Fifth and Sixth Schedules
- Jharkhand, Chhattisgarh, and Uttarakhand Movements
- Forest Rights Act (2006) and Tribal Rights
- Land, Mining, Displacement, and Environmental Movements
- Contemporary Issues: Identity, Autonomy, and Self-Governance

Suggested Readings:

- Ajay Skaria, *Hybrid Histories: Forests, Frontiers and Wildness in Western India* (New Delhi: Oxford University Press, 1999).
- B. K. Roy Burman, *Tribes in Perspective* (New Delhi: Mittal Publications, 1994).
- Bhangya Bhukya, *The Roots of the Periphery: A History of the Gonds of Deccan India* (New Delhi: Oxford University Press, 2017).
- Christoph von Fürer-Haimendorf, *Tribes of India: The Struggle for Survival* (Berkeley: University of California Press, 1982).
- David Hardiman, *The Coming of the Devi: Adivasi Assertion in Western India* (New Delhi: Oxford University Press, 1987).
- Felix Padel, *Sacrificing People: Invasions of a Tribal Landscape* (New Delhi: Orient BlackSwan, 2010).
- James C. Scott, *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia* (New Haven, CT: Yale University Press, 2009).
- K. S. Singh, *The Scheduled Tribes* (New Delhi: Oxford University Press, 1994).
- K. S. Singh, *The Tribal Situation in India* (Shimla: Indian Institute of Advanced Study, 1972).
- Nandini Sundar, *Subalterns and Sovereigns: An Anthropological History of Bastar, 1854–2006*, 2nd ed. (New Delhi: Oxford University Press, 2007).
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (Delhi: Oxford University Press, 1983).
- Sanjukta Das Gupta, *Adivasis and the Raj: Socio-Economic Transition of the Hos, 1820–1932* (Hyderabad: Orient Longman, 2009).
- Stephen Fuchs, *The Gond and Bhumia of Eastern Mandla* (Bombay: Asia Publishing House, 1960).
- Verrier Elwin, *The Baiga* (London: John Murray, 1939).
- Virginius Xaxa, ed., *Handbook of Tribal Politics in India* (New Delhi: Sage Publications, 2022).
- Virginius Xaxa, *State, Society, and Tribes: Issues in Post-Colonial India* (New Delhi: Pearson Education, 2008).
- Vulli Dhanaraju, *Debating Tribal Identity: Past and Present* (New Delhi: Dominant Publishers, 2015).
- Vulli Dhanaraju, Dharamsing Teron, and Elwin Teron, eds., *Sixth Schedule and Tribes Autonomy in Northeast India* (New Delhi: Manohar Publishers & Distributors, 2026).
- Walter Fernandes, *India's Indigenous Peoples: Fifty Years of Constitutional Safeguards and Marginalization* (Copenhagen: International Work Group for Indigenous Affairs, 2000).

DISCIPLINARY CORE: History of Central India from Early Historic period to 13th Century

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Central India from Early Historic period to 13th Century **HIS MT- 703**	**4**	**3**	**1**	**0**

Course Objectives:

- Understand the geographical and historical significance of Central India.
- Examine archaeological and literary sources for reconstructing regional history.
- Analyse the emergence and growth of states and dynasties in Central India.
- Evaluate the socio-economic and cultural developments of the region.
- Appreciate the artistic, architectural, and religious heritage of Central India.

Learning Outcomes:

- Upon successful completion of the course, students will be able to:
- Explain the geographical setting and historical sources of Central India.
- Describe prehistoric cultures and early historical developments.
- Analyse the political history of Central India under major dynasties.
- Assess socio-economic, religious, and cultural transformations.
- Evaluate the contribution of Central India to Indian civilization up to the 13th century CE.

Course Content:

UNIT- 1:

Concept and geographical extent of Central India, Sources and Interpretation- Archaeology, Literature, Writing of Foreigners.

UNIT- 2:

The Maurya, Sunga, Saka, Satvahanas period. Gupta and Post Gupta period.

UNIT- 3:

Panduvanshis; Early Somavashnis; Nala Dynasty; Sarabhapuriya; Kalachuri Naga period.

UNIT- 4:

Imperial Pratihar, Parmar period, Chandels.

UNIT- 5:

Social structure, Trade and Commerce, Religious developments, Art and Architecture.

Suggested Readings:

- Bajpai, K.D. *History and Culture of Madhya Pradesh*, Ahmedabad, 1984.
- Bhatia, Pratipal. *The Paramaras (C. 800-1305 A.D.)*, New Delhi, 1970.
- Bhattacharya, P.K. *Historical Geography of Madhya Pradesh from Early Records*, Delhi, 1977.
- Chakravarty, K.K. and Mishra. *Approaches to the Art & Archeaology of Madhya Pradesh*, Bhopal, 1994.
- Dixit, M.G. *Madhya Pradesh ke Puratattva ki Ruparekha*, Delhi, 1954.
- Ganguly, D.C. *History of Paramara Dynasty*, Dacca, 1953.
- Khare, M.D. *Malwa Through the Ages*, Bhopal, 1981.
- Majumdar, R.C. & Altekar, A.s. *The Vakataka Gupta Age,* Benaras, 1954.
- Mitra, Sisir Kumar. *The Early Rulers of Khajuraho*, Delhi. 1977.
- Sharma, R.K. *The Kalachuris and Their Times*, Delhi, 1980.
- Bose, N.K. *History of Chandel Dynasty*,
- Sharma, R.K. *Madhya Pradesh ke Puratattva ka Sandharbha Grantha,*
- Nema, S.R. *Pnduvanshis; Somvanchis*
- Jain, K.C. *Madhya Pradesh Through the Ages, (From the Earliets Times to 1305 A.D.),* Vol. II, Delhi, 1997.

DISCIPLINARY CORE: Ideologies of Nationalism

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Ideologies of Nationalism **HIS MT- 704**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the historical origins and conceptual foundations of Indian nationalism.
- Examine the major ideological currents and political thinkers associated with the Indian national movement.
- Analyse competing visions of the Indian nation, citizenship, secularism, social justice, and national identity.
- Explore the role of peasants, workers, women, Dalits, tribal communities, and other marginalised groups in nationalist politics.
- Develop critical and comparative skills for interpreting primary texts and contemporary debates on Indian nationalism.

Learning Outcomes:

- Explain the historical emergence and principal characteristics of Indian nationalism.
- Identify and compare the major ideological traditions within the Indian national movement.
- Critically analyse the writings and political contributions of leading nationalist thinkers.
- Assess the relationship between nationalism and questions of caste, class, religion, gender, and colonialism.
- Evaluate competing conceptions of Indian nationhood and their implications for constitutional democracy and contemporary Indian politics.

Course Content:

UNIT- 1: Emergence and Foundations of Indian Nationalism

- Meaning, nature, and theories of nationalism: liberal, anti-colonial, cultural, and civic perspectives...
- Formation of the Indian National Congress and the early nationalist movement.
- Moderate nationalism: constitutionalism, economic critique of colonialism, and political representation.
- Nationalism and the ideas of Dadabhai Naoroji, M. G. Ranade, and Gopal Krishna Gokhale.

UNIT- 2: Extremist, Revolutionary, and Gandhian Nationalism

- Assertive nationalism and the Swadeshi movement.
- Bal Gangadhar Tilak, Bipin Chandra Pal, and Lala Lajpat Rai: political mobilisation and national self-assertion.
- Gandhian nationalism: satyagraha, ahimsa, swaraj, and mass mobilisation.
- Non-Cooperation, Civil Disobedience, and Quit India movements.
- Gandhi's critique of modern civilisation and the relationship between means and ends in politics.

UNIT- 3: Socialist, Communist, and Left Nationalist Ideologies

- The emergence of socialist thought in the Indian national movement.
- Jawaharlal Nehru: democratic socialism, secularism, and economic planning.
- Subhas Chandra Bose: radical nationalism, anti-imperialism, and the Indian National Army.
- Communist ideology and the role of the Communist Party of India in anti-colonial politics.
- Congress Socialist Party and the contributions of Jayaprakash Narayan and Acharya Narendra Dev.

UNIT- 4: Religious, Cultural, and Alternative Visions of Indian Nationhood

- Cultural nationalism and the idea of national identity.
- Muslim political thought and nationalism: Sir Syed Ahmad Khan, Muhammad Iqbal, and Muhammad Ali Jinnah.
- The two-nation theory, communal politics, and the Partition of India.
- Rabindranath Tagore's critique of aggressive nationalism.

UNIT- 5: Dalit, Subaltern, and Constitutional Nationalism

- B. R. Ambedkar's critique of caste, social inequality, and dominant nationalist politics.
- Nationalism, social democracy, and constitutional morality.
- E. V. Ramasamy Periyar and the Self-Respect Movement: anti-caste politics and Dravidian identity.
- Subaltern perspectives: peasants, tribal communities, workers, and women in anti-colonial struggles.

Suggested Readings

- Chandra, Bipan. *The Rise and Growth of Economic Nationalism in India*. People's Publishing House, 1966.
- Chandra, Bipan, et al. *India's Struggle for Independence*. Penguin Books, 1988.
- Sarkar, Sumit. *Modern India, 1885–1947*. Macmillan, 1983.
- Naoroji, Dadabhai. *Poverty and Un-British Rule in India*. 1901.
- Gandhi, M. K. *Hind Swaraj or Indian Home Rule*. 1909.
- Brown, Judith M. *Gandhi's Rise to Power: Indian Politics 1915–1922*. Cambridge University Press, 1972.
- Ambedkar, B. R. *Pakistan or the Partition of India*. 1945.
- Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. Oxford University Press, 1983.

- Omvedt, Gail. *Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India*. Sage Publications, 1994.
- Chandra, Bipan. *Nationalism and Colonialism in Modern India*. Orient Longman, 1979.
- Desai, A. R. *Social Background of Indian Nationalism*. Popular Prakashan, 1948.
- Nanda, B. R. *Jawaharlal Nehru: Rebel and Statesman*. Oxford University Press, 1995.
- Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse?* Zed Books, 1986.
- Jalal, Ayesha. *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*. Cambridge University Press, 1985.

DISCIPLINARY MINOR -1: Oral Tradition in Indian History

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Oral Tradition in Indian History **HIS MI - 705**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to oral traditions as historical sources.
- Examine the relationship between memory, oral narratives, and historical knowledge.
- Understand diverse forms of oral traditions across India.
- Familiarize students with oral history research methods and ethical practices.
- Develop practical skills in documenting, interpreting, and preserving oral traditions.

Learning Outcomes:

- Explain the significance of oral traditions in reconstructing Indian history.
- Distinguish between oral tradition, oral history, folklore, myth, and collective memory.
- Critically analyse oral narratives alongside written historical sources.
- Apply oral history methods in field-based historical research.
- Document and interpret oral traditions while following ethical research practices.

Course Content:

UNIT- 1: Understanding Oral Tradition and Oral History

- Meaning and Scope of Oral Tradition
- Oral Tradition, Oral History, and Collective Memory
- History, Memory, Myth, and Folklore
- Sources for Oral History
- Historiography of Oral Traditions

UNIT- 2: Oral Traditions in Indian History

- Epics, Ballads, and Folk Narratives
- Genealogies, Legends, and Community Histories
- Oral Traditions among Tribal Communities
- Bhakti and Sufi Oral Traditions
- Women's Oral Traditions, Folk Songs, and Life Histories

UNIT- 3: Oral Tradition and Marginalized Histories

- Tribal Histories and Indigenous Knowledge
- Dalit Oral Traditions
- Peasant and Labour Memories
- Partition Memories and Oral Testimonies
- Oral Traditions in Environmental and Local Histories

UNIT- 4: Methods of Oral History Research

- Planning Oral History Research
- Interview Techniques and Questionnaire Design
- Audio-Visual Documentation
- Transcription, Translation, and Interpretation
- Ethics, Consent, and Archiving Oral Sources

UNIT- 5: Contemporary Perspectives and Digital Preservation

- Oral Traditions in Public History
- Museums, Archives, and Community Memory
- Digital Documentation of Oral Heritage
- UNESCO and Intangible Cultural Heritage
- Oral Tradition, Identity, and Cultural Preservation

Suggested Readings:

- A. K. Ramanujan, *Folktales from India: A Selection of Oral Tales from Twenty-Two Languages* (New Delhi: Penguin Books, 1991).
- Alessandro Portelli, *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History* (Albany: State University of New York Press, 1991).
- Dharamsing Teron and Vulli Dhanaraju, eds., *The Mythistory of Kajir Ronghangpi: The Making of Kaziranga National Park* (London: Routledge, 2026)
- Donald A. Ritchie, *Doing Oral History*, 3rd ed. (New York: Oxford University Press, 2015).
- G. N. Devy, *Painted Words: An Anthology of Tribal Literature* (New Delhi: Penguin Books, 2002).
- Jan Vansina, *Oral Tradition as History* (Madison: University of Wisconsin Press, 1985).
- Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples*, 3rd ed. (London: Zed Books, 2021).
- Lynn Abrams, *Oral History Theory*, 2nd ed. (London: Routledge, 2016).
- Maurice Halbwachs, *On Collective Memory*, ed. Lewis A. Coser (Chicago: University of Chicago Press, 1992).
- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995).
- Paul Thompson, *The Voice of the Past: Oral History*, 4th ed. (Oxford: Oxford University Press, 2017).
- Pierre Nora, *Realms of Memory: Rethinking the French Past*, Vol. 1 (New York: Columbia University Press, 1996).
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (Delhi: Oxford University Press, 1983).
- Romila Thapar, *Cultural Pasts: Essays in Early Indian History* (New Delhi: Oxford University Press, 2000).

- Romila Thapar, *The Past before Us: Historical Traditions of Early North India* (Cambridge, MA: Harvard University Press, 2013).
- Shahid Amin, *Event, Metaphor, Memory: Chauri Chaura, 1922–1992* (New Delhi: Oxford University Press, 1995).
- Stuart Blackburn, *Print, Folklore and Nationalism in Colonial South India* (New Delhi: Permanent Black, 2003).
- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (New Delhi: Penguin Books, 1998).
- Velcheru Narayana Rao, David Shulman, and Sanjay Subrahmanyam, *Textures of Time: Writing History in South India, 1600–1800* (New Delhi: Permanent Black, 2003).
- Verrier Elwin, *The Tribal World of Verrier Elwin: An Autobiography* (New Delhi: Oxford University Press, 1964).
- Vulli Dhanaraju, *Debating Tribal Identity: Past and Present* (New Delhi: Dominant Publishers, 2015).

DISCIPLINARY CORE: Ancient Indian Religious Thoughts

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Ancient Indian Religious Thoughts **HIS MT-801**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the origin and development of religious traditions in ancient India.
- Examine the religious beliefs, rituals, institutions and philosophical ideas of ancient Indian society.
- Understand the emergence and development of Brahmanical, Buddhist, Jain and other religious traditions.
- Study the interaction, assimilation and transformation of different religious traditions.
- Develop an understanding of religious pluralism and its contribution to Indian culture and society.
- Familiarize students with archaeological, literary and epigraphic sources for the study of ancient Indian religions.

Learning Outcomes:

- Explain the major religious traditions and beliefs of ancient India.
- Identify and analyse the major sources for reconstructing ancient Indian religious history.
- Explain the emergence and development of Brahmanism, Buddhism, Jainism and major sectarian traditions.
- Analyse the relationship between religion, society, politics, economy, art and culture.
- Understand the traditions of religious interaction, coexistence and pluralism in ancient India.
- Critically examine the contribution of ancient Indian religions to Indian civilization and their wider Asian influence.

Course Content:

UNIT- 1:

Religious Traditions- Religion in prehistoric India: archaeological evidence, Religious beliefs of the Indus/Harappan Civilization**,** Early Vedic religion: nature deities

UNIT- 2:

Brahmanical Traditions- Development of Brahmanical religious traditions**,** Vedic ritualism and its transformation**,** Concept of Dharma, Karma and Moksha**,**

UNIT- 3:

Development of Vaishnavism, Shaivism and Shaktism.

UNIT- 4:

Buddhism and Jainism- Religious and social background of the sixth century BCE**,** Life and teachings of Gautama Buddha, Life and teachings of Mahavira.

UNIT- 5:

Religious Developments in Various Dynasties- The Maurya, The Kushana, The Gupta and Post-Gupta Period

Suggested Readings:

- Basham, A. L. — *The Wonder That Was India*.
- R. S. Sharma — *India's Ancient Past*.
- Upinder Singh — *A History of Ancient and Early Medieval India*.
- Romila Thapar — *Early India: From the Origins to AD 1300*.
- R. C. Majumdar (ed.) — *The History and Culture of the Indian People*.
- S. R. Goyal — *A History of Indian Buddhism*.
- N. N. Bhattacharyya — *Ancient Indian Religions and Religious Cults*.
- P. V. Kane — *History of Dharmasastra*.
- A. L. Basham (ed.) — *A Cultural History of India*.
- D. N. Jha — *Ancient India: An Introductory Outline*.
- Hermann Jacobi — *Jainism*.
- T. W. Rhys Davids — *Buddhism: Its History, Religion and Development*.
- K. T. S. Sarao — *The Buddhist Monastic Life*.
- S. Radhakrishnan — *Indian Philosophy*, Vols. I–II.
- R. C. Zaehner — *Hinduism*.

DISCIPLINARY CORE: Economic History of Medieval India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Economic History of Medieval India **HIS MT-802**	**4**	**3**	**1**	**0**

Course Objectives:

- This course will teach student about the socio-economic history of the Indian subcontinent from the thirteenth to 1707 AD- Delhi Sultanate and Mughal empire.
- It highlights the nature of the agrarian economy, agrarian production, assessment and collection of land revenue, the system of land revenue collection and rural agrarian structure.
- The students will be acquainted with the agrarian system of medieval India.
- The major objective of this paper is to create awareness among the students to know how agriculture played an essential role in Indian society.
- The paper further explores important economic activities like internal and external trade, banking and currency, and craft production during the medieval period.
- This paper also familiarizes students with the nature of economy, history of trade, urbanization and urban economy in the early modern period.

Learning Outcomes:

- Know the basic features of socio-economic history in the Delhi Sultanate and Mughal periods.
- They would become familiar with economic and social changes in shaping the dynamics of power during medieval period.
- They would learn about the importance of medieval technology in agrarian society.
- They would have a comprehensive knowledge of medieval revenue administration, agrarian life, agrarian production and crop patterns.
- Students will be benefitted by studying the developments of society and economy during the medieval period.
- An in-depth study of economic history will equip the students with the knowledge of trade, revenue and the taxation system.

Course Content:

UNIT- 1: **State and the agrarian economy:**

Economy of India and Indian feudal system on the eve of Gauri's conquest in India; Economic Consequences of Turkish Conquest of India and the establishment of the Delhi Sultanate; Elements

of economic continuity and change from the pre-Sultanate to the Sultanate period; Agrarian economy of the Delhi Sultanate; Taxation: *Jaziya; Zakat; Khums*; Agrarian relations and taxation during the Sultanate period; Economic Reforms under the Sultans of the Sultanate. The nature of the pre-Mughal agrarian economy; Revenue System and Land Reforms during Mughal empire- Sher Shah Suri and Akbar.

UNIT- 2: **Structure of agrarian society:**
Delhi Sultanate and Mughal Empire: The agrarian community and the pastoral sector during the Sultanate; Social classes: Ulema, nobility, Zamindars, peasantry, artisans, agricultural labour and slaves; Functioning of the social institutions – family and marriage; Position of women; Slavery, life and conditions of the masses, standard of living; Caste structure and the development of caste system; The Village Organization- Peasants: *Khud Kashta, Pahi Kashta*, Agricultural labourers, Menials; The Village Headmen: *Khuts, Chaudharis, Muqaddams, Rais, Zamindars* and other intermediaries; Ownership in land during the Mughal period.

UNIT- 3: Land revenue system:
Delhi Sultanate and Mughal Empire: The machinery of land revenue administration, methods of revenue assessment and magnitude of revenue demand; Revenue resources, Resources of Agriculture and Irrigation; Agricultural production- Extent of cultivation, agricultural implements, agricultural technology and crop patterns; Arable and untilled lands, forests, arid zones; Methods of assessment and collection of land revenue under the Mughals; Surplus extraction- revenue assessment under the Delhi Sultanate; Mughal systems of revenue assessment with special reference to *zabt*; Surplus redistribution- *iqta, mansab* and *jagir.*

UNIT- 4: **Social relations and tensions:**
Delhi Sultanate and Mughal Empire: System of agrarian taxation and rural classes under the sultans; Demography, forms of labour, different types of slavery; Caste, class ideology and rural society; Population estimates of Mughal India; Land Grants- Temples/Mosques and Charity; Individuals, Military, Men of Letters; The origin and nature of the *zamindari* right, political role of the chieftains and *zamindar*s in the Mughal Empire; *Iqta, jagirdari, zamindari* and *Ijara* systems. Peasant uprisings in the Delhi Sultanate; Scarcity of Peasants- Migration and Mobility; Administrative Oppressions and Peasant Protests; Jat, Maratha, Satnami uprisings in Mughal India; Agrarian crisis/ *Jagirdari* Crisis Dialogue in Mughal India

UNIT- 5: **Trade and commerce:**
Delhi Sultanate and Mughal Empire: Rise of urban economy and trade and commerce during Delhi Sultanate; Organization and composition of commodity production- Agricultural and non-agricultural production; Crafts, Industry, and Factory; Internal trade and foreign trade during the Mughal period; Banking and monetary system; Merchants and brokers; Development of Trade and Industries; Trade, Markets, and Commercial Networks; Urbanisation and growth of urban towns- Sultanate and the Mughal period; Commercial relations with the Europeans; Potentialities of Capitalist Development in Medieval India.

Suggested Readings:

- Alam Muzaffar & Sanjay Subramanyam. (2000). *The Mughal State 1526-1750: Themes in Indian History:* University Press.
- Alam Muzaffar & Sanjay Subramanyam. (2000). *The Mughal State 1526-1750:* Delhi: Oxford University Press.
- Alam, Muzaffar. (1986). *The Crisis of Empire in Mughal North India: Awadh and the Punjab,* 1707-1748, New Delhi: Oxford University Press.
- Asher, Catherine B. and Cynthia Talbot. (2007). *India before Europe,* Cambridge University Press.
- Ashtor, E. (1976). *A Social and Economic History of the Near East in the Middle Ages*, Berkeley: University of California Press.
- Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign city in Mughal India 1639-1739*, Cambridge: Cambridge University Press, 1991.
- Bull, Marcus. (2005). *Thinking Medieval: An introduction to the study of Middle Ages,* New York: Palgrave Macmillan.
- Bull, Marcus. (2005). *Thinking Medieval: An introduction to the study of Middle Ages,* New York: Palgrave Macmillan.
- Chaudhary, Tapan and Irfan Habib. (Eds.) (1982). *Cambridge Economic History of India (1200-1750), vol. 1*. Cambridge: Cambridge University Press.
- Choudhary, Manisha. (2018). *Trade, Transport and Tanda: Shifting Identities of the Banjaras,* New Delhi: Manohar.
- Das Gupta, Ashin. (1979). *Indian Merchants and the Decline of Surat C 1700-1750*, Wiesbaden: Steiner.
- Das Gupta, Ashin. (2001). *The World of the Indian Ocean Merchants (Collected Essays),* New Delhi: Oxford University Press.
- Furber, Holden. (1976). *Rival Emopires of Trade in the Orient, 1600-1800,* Minneapolis: University Press.
- Furber, Holden. (1976). *Rival Empires of Trade in the Orient, 1600-1800,* Minneapolis: University Press.
- Gupta, Ashin Das *Indian merchants and the decline of Surat C. 1700-1750*, Manohar, 1994.
- Gupta, S. P. 'Methods of Revenue assessment and Realization in Eastern Rajasthan during the 17th and 18th Century' *Proceedings of Rajasthan History Congress.*
- Gupta, S. P. (1994). 'Reconstructing the Political and Economic Profile of Rajasthan, *Proceedings of Indian History Congress,* 55th session, pp. 159-72.
- Habib, Irfan. (1969). "Potentialities of Capitalistic Development in the Economy of Mughal India", *Journal of Economic History,* pp. 32-78.
- Habib, Irfan. (1978). "Economic History of the Delhi Sultanate -- an Essay in Interpretation", *Indian Historical Review* 4, pp. 287-303.
- Habib, Irfan. (1984). "The price regulations of 'Ala al-Din Khalaji--a defence of Zia Barani" *The Indian Economic & Social History Review*, vol. 21, pp. 393-414.
- Habib, Irfan. (1999). The *Agrarian System of Mughal India (1556-1707)*, New Delhi: Oxford University Press.
- Habib, Mohammad. (2015). *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and Its Times,* Delhi: Oxford University Press.
- Habib, Mohammad. (2015). *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and Its Times,* Delhi: Oxford University Press.
- Haider, Najaf. 'The Monetary Integration of India under the Mughal Empire', in Irfan Habib (Ed.), *Aligarh Historians Society,* pp. 129-143.
- Haider, Najaf. (1996). "Precious Metal Flows and Currency Circulation in the Mughal Empire", *Journal of the Economic and Social History of the Orient,* Vol. 39, No. 3, pp. 298-364.
- Hasan, Nurul S. (1964). The Position of the Zamindars in the Mughal Empire. *The Indian Economic & Social History Review*, *1*(4), pp. 107–119.
- Hasan, S. Nurul. (1991). 'The Morphology of a Medieval Indian City: A case study of Shahjahanabad', in *The City in Indian History*, (Ed.) Indu Banga, Delhi: Manohar, pp. 87-97.
- Jackson, Peter. (2003). *The Delhi Sultanate: A Political and Military History* Cambridge: Cambridge University Press.
- Jafri*,* S.Z.H. (1998). *Studies in the Anatomy of Transformation: Awadh from Mughal to Colonial Rule,* Delhi: Gyan Publication House.
- Marshall, P.J. (Ed.) (2003). *The Eighteenth Century in Indian History: Evolution or Revolution,* New Delhi: Oxford University Press.
- Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*, (New Delhi: Oxford University Press, 1987).
- Moreland, W.H . (1920). *India at the Death of Akbar*, London: Macmillan.
- Moreland,W.H. (2011). *The Agrarian System of Moslem India,*Cambridge University Press.

- Nadri, G.A. (2000). "Mughal Administration and the 'Zamindars' of Gujarat during late 16th And 17th Centuries", *Proceedings of Indian History Congress,* pp. 320-9.
- Prakash, Om. (1988). "On coinage in Mughal India", *The Indian Economic & Social History Review*.
- Prasad, Pushpa. (1990). *Sanskrit Inscriptions of Delhi Sultanate 1191-1526*, Delhi, Oxford University Press.
- Pushpa, Prasad. (1990) *Sanskrit Inscriptions of Delhi Sultanate 1191-1526*, Delhi: Oxford University Press.
- Richards, J. F. (1995). *The Mughal Empire.* Cambridge: Cambridge University Press.
- Richards, J. F. (Eds.). (1988). *The Imperial Monetary System of Mughal India,* Delhi: Oxfrd University Press.
- Seema Alvi (eds.) (2007). *The eighteenth century in India,* Oxford University Press.
- Sharma, R.S. (1965). *Indian Feudalism*, Delhi: Macmillan.
- Siddiqui, Iqtidar H. (1992). *Perso-Arabic Sources of Information on the Life and Conditions in the Sultanate of Delhi,* New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Subramanyam, Sanjay. (1992). "The Mughal state-structure or Process", *The Indian Economic & Social History Review,* pp. 291- 321.

DISCIPLINARY CORE: History of Central India from 14th Century to 1857

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Central India from 14th Century to 1857 **HIS MT-803**	**4**	**3**	**1**	**0**

Course Objectives:

- To understand the political, social, cultural, and economic history of Madhya Pradesh from 14th century to 1857.
- Understand the rise of the Muslim sultanate and Bundela. Students will also learn about the cultural achievements of Marathas.
- The Students will be able to understand the political history of Mughal dominance in Madhya Pradesh.
- Understand the expansion of Maratha's power.
- Students will also learn about the Bundela rebellion.
- Understand the Revolution of 1857 in Madhya Pradesh.

Learning Outcomes:

- The students will have a clear cut picture of the history of Madhya Pradesh from 14th century to 1857.
- They will be able to give a critical account of the various political powers and regions of Madhya Pradesh.
- They will be able to answer crucial questions related to Madhya Pradesh in the political, social as well as religious scenario.
- They will be able to give an impressive enumeration on the development of Madhya Pradesh.
- They will be able to throw light on the events of Bundela rebellion and revolt of 1857 in Madhya Pradesh.

Course Content:

UNIT- 1:

- Expansion of Delhi Sultanate
- Independent Sultanate in Malwa
- Farooqi Dynasty of Nimad

UNIT- 2:

- Gond rule in Gadha
- Gond state of Devgarh and Kherla state
- Rani Durgawati, Mughal dominance and relation with Mughals

UNIT- 3:

- Bundelkhand up to 1731,
- Bundelkhand from 1732 to 1818
- Baghelkhand from 13th century to 1809

UNIT- 4:

- Expansion of Maratha Power in Madhya Pradesh upto 1761
- Maratha rule in Madhya Pradesh- 1762 to 1818
- Bhopal kingdom- from origin till 1818

UNIT- 5:

- Sagar-Narmada Territory (1818-1861)
- Bundela rebellion (1842-43)- Causes, events and consequences
- The revolt of 1857 in Madhya Pradesh- Nature, Causes, events and consequences.

Suggested Readings:

- Bajpai, K. D., Geographical Encyclopaedia of Ancient and Medieval India, Varanas,1977.
- Bhattacharya, P.K., Historical Geography of Madhya Pradesh, Delhi., 1977
- Dey, U. N., Medieval Malwa: A Political and Cultural History
- Jain,K. C., Malwa through the Ages.
- Upadhyaya, J. C., Malwa under the Sultanate of Delhi
- गुप्ता, भगवानदास, मुग़लों के अंतर्गत बुंदेलखंड का सामाजिक, आर्थिक और सांस्कृतिक इतिहास
- तिवारी, सी. के., मध्यकालीन खिलजी वंश का इतिहास
- प्रसाद, काशी, बुंदेलखंड का बृहद इतिहास (राजतंत्र से जनतंत्र) समय प्रकाशन, नई दिल्ली, 2006
- बघेल, विक्रम सिंह, मध्य कालीन बघेलखंड
- मध्य प्रदेश का स्वतंत्रता संग्राम, भाषा संचालनालय संस्कृति विभाग, मध्य प्रदेश, भोपाल, 1987
- मिश्रा, जे पी, बुंदेला विद्रोह
- मिश्रा, सुरेश, मध्य प्रदेश के रण बाँकुरे: स्वतंत्रता समर 1857
- मिश्रा, सुरेश, मध्यप्रदेश का इतिहास, 3 खंड, मध्यप्रदेश हिंदी ग्रंथ अकादमी, भोपाल, 2015
- व्यास, हँसा, मध्य प्रदेश में स्वतंत्रता संग्राम (1857-1947)
- श्रीवास्तव, बी. के., 1857 की क्रांति
- श्रीवास्तव, बी. के., बुंदेलखंड का इतिहास (1531-1857)
- श्रीवास्तव, बी. के., बुंदेलखंड का स्वतंत्रता संघर्ष
- स्वर्णकार, संजय, बुंदेला शासकों की प्रशासनिक व्यवस्था
- स्वर्णकार, संजय, मध्य भारत में स्वतंत्रता आंदोलन

DISCIPLINARY CORE: Imperialism and Capitalism

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Imperialism and Capitalism **HIS MT-804**	**4**	**3**	**1**	**0**

Course Objectives:

- To understand the historical development and theoretical foundations of imperialism and capitalism.
- To explore the economic, political, and cultural relationship between imperial powers and their colonies.
- To analyse how capitalist systems expanded through imperial ventures and exploitation.
- To critically examine the legacy of imperialism in modern global capitalism.
- To foster interdisciplinary analysis linking economic theory, history, and postcolonial critique.

Learning Outcomes:

- Define and differentiate between imperialism and capitalism in historical and theoretical contexts.
- Analyse key imperial powers and their capitalist motives across different eras.
- Evaluate the economic and social impact of imperialism on colonized regions.
- Connect historical imperial-capitalist systems to present-day global inequalities.

Course Content:

UNIT- 1:

Theoretical Foundations; Classical and Marxist theories of capitalism and imperialism, Lenin's Imperialism: The Highest Stage of Capitalism, Hobson vs. Schumpeter: Economics vs. Political power, Dependency theory and world-systems theory

UNIT- 2:

Colonialism and Early Capital Accumulation; The role of colonization in the rise of European capitalism, Slave trade, plantation economies, and resource extraction, Mercantilism to industrial capitalism, Case studies: British India, the Congo under Belgium

UNIT- 3:

Industrial Capitalism and the New Imperialism (19th–early 20th century)
Scramble for Africa and Asia, Capitalist motivations behind global wars and treaties

Rise of monopoly capital, joint-stock companies, and finance capital
Global labor exploitation and migration systems

UNIT- 4:

Neo-Imperialism and Global Capital; Structural Adjustment Programs and economic neocolonialism, Multinational corporations and resource control, Cultural imperialism through media and consumer capitalism

UNIT- 5:

Resistance, Alternatives, and Legacies: Anti-imperialist and decolonial movements, Capitalism in postcolonial states, Rise of China and Global South in a capitalist world order, Future of capitalism: sustainability, inequality, and critiques

Suggested Readings:

- Lenin – Imperialism: The Highest Stage of Capitalism
- Eric Hobsbawm – The Age of Empire: 1875–1914
- David Harvey – The New Imperialism
- John Hobson – Imperialism: A Study
- Walter Rodney – How Europe Underdeveloped Africa
- Immanuel Wallerstein – The Modern World-System
- Edward Said – Culture and Imperialism
- Samir Amin – Unequal Development
- Niall Ferguson – Empire: How Britain Made the Modern World (critical reading)
- Kwame Nkrumah – Neo-Colonialism: The Last Stage of Imperialism

DISCIPLINARY MINOR -1: History of Freedom Movement in Central India from 1858 to 1956

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Freedom Movement in Central India from 1858 to 1956 **HIS MI-805**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the political and socio-economic background of Central India after 1857.
- Examine the growth of nationalism and the freedom movement in Central India.
- Study the regional participation in the Non-Cooperation, Civil Disobedience and Quit India Movements.
- Understand the role of tribal communities, women, peasants and Praja Mandals in the freedom struggle.
- Examine the contribution of important regional leaders and freedom fighters.
- Understand the political integration and reorganisation of Central India and the formation of Madhya Pradesh in 1956.

Course Outcomes:

- Explain the political and administrative changes in Central India after 1858.
- Describe the growth of nationalism and major phases of the freedom movement in the region.
- Analyse the participation of different regions, princely states and social groups in the national movement.
- Assess the contribution of tribal leaders, women and local freedom fighters.

Course Content:

UNIT- 1:

- Central India after the Revolt of 1857: Political and administrative changes
- Central Provinces, Berar and Central India Agencies
- British policies towards princely states
- Socio-economic conditions and growth of political consciousness
- Emergence of political associations and early nationalism
- Formation and growth of the Indian National Congress
- Swadeshi and Home Rule movements in Central India
- Focus Areas: Nagpur, Jabalpur, Sagar, Indore, Gwalior, Bhopal and Bundelkhand

UNIT- 2:

- Impact of Mahatma Gandhi and Gandhian ideas in Central India
- Non-Cooperation and Khilafat Movement
- Regional centres of Non-Cooperation Movement
- Constructive programmes: Khadi, Swadeshi and national education
- Civil Disobedience Movement in Central India
- Jungle Satyagraha and Flag Satyagraha
- Peasant and forest movements
- Role of students, workers and local organisations

UNIT- 3:

- Quit India Movement and Revolutionary Activities
- Background and significance of the Quit India Movement
- Quit India Movement in Central Provinces and Berar
- Underground activities and revolutionary nationalism
- Role of press and literature in the freedom movement
- Contribution of Makhanlal Chaturvedi
- Seth Govind Das, Ravi Shankar Shukla and Dwarka Prasad Mishra

UNIT- 4:

- Tribal participation in the freedom movement
- Tantia Bhil, Bhima Nayak and Khwaja Nayak
- Tribal resistance and forest movements
- Role of Rani Avantibai and other women like Subhadra kumari chouhan
- Participation of women in nationalist activities
- Praja Mandal movements in princely states
- Political movements in Gwalior, Indore, Bhopal and Rewa
- Integration of princely states with the Indian Union

UNIT- 5:

- Integration and Formation of Madhya Pradesh
- Central India during the final phase of British rule
- Independence and Partition: Regional impact
- Integration of princely states in Central India
- Formation of Madhya Bharat, Vindhya Pradesh and Bhopal State
- States Reorganisation Commission
- Reorganisation of Central India
- Formation of Madhya Pradesh, 1 November 1956

Suggested Readings:

- D. P. Mishra, The History of Freedom Movement in Madhya Pradesh, Government of Madhya Pradesh, 1956.
- Hansa Vyas, Madhya Pradesh Mein Swatantrata Sangram (1857–1947), Madhya Pradesh Hindi Granth Akademi, 2018.
- Shambhu Dayal Guru (ed.), Madhya Pradesh Mein Swadhinta Andolan 1857–1950, Madhya Pradesh Hindi Granth Academy, 2008.

- Sudhir Saxena, Madhya Pradesh Mein Azadi Ki Ladai Aur Adivasi.
- S. N. Sen, History of the Freedom Movement in India, 1857–1947, New Age International, 1997.
- Bipan Chandra et al., India's Struggle for Independence, 1857–1947, Penguin.

B.A 4-Year Hon's with Research

DISCIPLINARY CORE: Modern Indian Political Thoughts and Prominent Thinkers

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Modern Indian Political Thoughts and Prominent Thinkers **HIS MT- 701**	**4**	**3**	**1**	**0**

Course Objectives:

- To introduce students to the evolution of modern Indian political thought from the 19th century to post-independence India.
- To study the ideas of key political thinkers who shaped Indian nationalism, democracy, and social reform.
- To understand the ideological diversity within the Indian freedom struggle and nation-building.
- To critically examine the influence of Indian thinkers on contemporary political discourse.
- To explore the connection between political thought and socio-cultural realities in modern India.

Learning Outcomes:

- By the end of this course, students will be able to:
- Identify and explain the core ideas of major Indian political thinkers.
- Analyse how these thinkers responded to colonialism, social hierarchy, and national identity.
- Compare and contrast diverse ideological perspectives like liberalism, socialism, Marxism, and nationalism in Indian thought.
- Evaluate the relevance of these thinkers in contemporary political and social debates.
- Develop critical insights into the process of political modernization in India.

Course Content:

UNIT- 1:

- Introduction to political thought in colonial context,
- Impact of Western education and liberal ideas,
- Early nationalist thinkers: Dadabhai Naoroji, Gopal Krishna Gokhale, Moderate and Extremist ideological

UNIT- 2:

- Raja Ram Mohan Roy and liberal reformism
- Bal Gangadhar Tilak and assertive nationalism
- Swami Vivekananda: Spiritual nationalism
- Mahatma Gandhi: Satyagraha, Swaraj, and Trusteeship

UNIT- 3:

- B.R. Ambedkar: Annihilation of caste, democracy, and constitutionalism
- Jyotirao Phule: Anti-caste and educational reform
- E.V. Ramasamy (Periyar): Dravidian ideology and rationalism
- Bhagat Singh: Revolutionary socialism and nationalism

UNIT- 4:

- M.N. Roy: Radical Humanism and Marxism
- Jawaharlal Nehru: Democratic socialism and secularism
- Ram Manohar Lohia: Socialist democracy and caste
- Jayaprakash Narayan: Total revolution

UNIT- 4:

- Contemporary Reflections and Legacy:
- Relevance of Indian political thought in today's politics
- Identity, pluralism, and modern challenges
- Critiques and reinterpretations of classical thinkers
- Impact on constitutional, legal, and policy frameworks

Suggested Readings:

- Mehta, V.R. Foundations of Indian Political Thought. New Delhi: Manohar Publishers, 1992.
- Pantham, Thomas, and Kenneth L. Deutsch, eds. Political Thought in Modern India. New Delhi: Sage Publications, 1986.
- Chandra, Bipan. India's Struggle for Independence. New Delhi: Penguin Books, 1989.
- Rodrigues, Valerian. The Essential Writings of B.R. Ambedkar. New Delhi: Oxford University Press, 2002.
- Parekh, Bhikhu. Gandhi's Political Philosophy: A Critical Examination. New Delhi: Oxford University Press, 1991.

DISCIPLINARY CORE: Tribal Resistance Movements in India

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Tribal Resistance Movements in India **HIS MT- 702**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the historical background of tribal societies in India.
- Explain the causes and nature of tribal resistance against colonial and post-colonial policies.
- Familiarize students with major tribal uprisings across different regions of India.
- Examine the contributions of tribal leaders in anti-colonial struggles.
- Understand contemporary issues relating to tribal rights, identity, and autonomy.

Learning Outcomes:

- Describe the socio-economic conditions that led to tribal resistance movements.
- Identify major tribal revolts and their historical significance.
- Explain the role of tribal communities in India's freedom struggle.
- Analyse the continuity of tribal movements from the colonial to the contemporary period.
- Appreciate the diversity of tribal experiences across different regions of India.

Unit I: Tribal Communities and the Colonial Encounter

- Tribes in Pre-colonial India: Society, Economy, and Culture
- Colonial Expansion and Tribal Regions
- Land Alienation, Forest Policies, and Revenue Settlements
- Moneylenders, Traders, and Missionaries
- Historiography of Tribal Resistance

Unit II: Tribal Resistance in Colonial India

- Paharia Resistance (1770s)
- Chuar Rebellion (1766–1809)
- Bhil Revolts
- Kol Uprising (1831–32)
- Khond Resistance
- Santhal Hul (1855–56)

Unit III: Tribal Movements and the Freedom Struggle

- Birsa Munda and the Ulgulan (1899–1900)
- Bastar Rebellion (1910)

- Tana Bhagat Movement
- Rampa Rebellion and Alluri Sitarama Raju
- Tribal Participation in the National Movement

Unit IV: Tribal Resistance in Northeast and Other Regions

- Khasi Resistance under U Tirot Sing
- Khamti and Singpho Resistance
- Angami Naga Resistance
- Zeliangrong Movement and Rani Gaidinliu
- Mizo and Naga Political Movements (Brief Overview)

Unit V: Tribal Movements in Independent India

- Constitutional Safeguards: Fifth and Sixth Schedules
- Jharkhand, Chhattisgarh, and Uttarakhand Movements
- Forest Rights Act (2006) and Tribal Rights
- Land, Mining, Displacement, and Environmental Movements
- Contemporary Issues: Identity, Autonomy, and Self-Governance

Suggested Readings:

- Ajay Skaria, *Hybrid Histories: Forests, Frontiers and Wildness in Western India* (New Delhi: Oxford University Press, 1999).
- B. K. Roy Burman, *Tribes in Perspective* (New Delhi: Mittal Publications, 1994).
- Bhangya Bhukya, *The Roots of the Periphery: A History of the Gonds of Deccan India* (New Delhi: Oxford University Press, 2017).
- Christoph von Fürer-Haimendorf, *Tribes of India: The Struggle for Survival* (Berkeley: University of California Press, 1982).
- David Hardiman, *The Coming of the Devi: Adivasi Assertion in Western India* (New Delhi: Oxford University Press, 1987).
- Felix Padel, *Sacrificing People: Invasions of a Tribal Landscape* (New Delhi: Orient BlackSwan, 2010).
- James C. Scott, *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia* (New Haven, CT: Yale University Press, 2009).
- K. S. Singh, *The Scheduled Tribes* (New Delhi: Oxford University Press, 1994).
- K. S. Singh, *The Tribal Situation in India* (Shimla: Indian Institute of Advanced Study, 1972).
- Nandini Sundar, *Subalterns and Sovereigns: An Anthropological History of Bastar, 1854–2006*, 2nd ed. (New Delhi: Oxford University Press, 2007).
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (Delhi: Oxford University Press, 1983).
- Sanjukta Das Gupta, *Adivasis and the Raj: Socio-Economic Transition of the Hos, 1820–1932* (Hyderabad: Orient Longman, 2009).
- Stephen Fuchs, *The Gond and Bhumia of Eastern Mandla* (Bombay: Asia Publishing House, 1960).
- Verrier Elwin, *The Baiga* (London: John Murray, 1939).
- Virginius Xaxa, ed., *Handbook of Tribal Politics in India* (New Delhi: Sage Publications, 2022).
- Virginius Xaxa, *State, Society, and Tribes: Issues in Post-Colonial India* (New Delhi: Pearson Education, 2008).
- Vulli Dhanaraju, *Debating Tribal Identity: Past and Present* (New Delhi: Dominant Publishers, 2015).
- Vulli Dhanaraju, Dharamsing Teron, and Elwin Teron, eds., *Sixth Schedule and Tribes Autonomy in Northeast India* (New Delhi: Manohar Publishers & Distributors, 2026).
- Walter Fernandes, *India's Indigenous Peoples: Fifty Years of Constitutional Safeguards and Marginalization* (Copenhagen: International Work Group for Indigenous Affairs, 2000).

DISCIPLINARY CORE: History of Central India from Early Historic period to 13th Century

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
History of Central India from Early Historic period to 13th Century **HIS MT- 703**	**4**	**3**	**1**	**0**

Course Objectives:

- Understand the geographical and historical significance of Central India.
- Examine archaeological and literary sources for reconstructing regional history.
- Analyse the emergence and growth of states and dynasties in Central India.
- Evaluate the socio-economic and cultural developments of the region.
- Appreciate the artistic, architectural, and religious heritage of Central India.

Learning Outcomes:

- Upon successful completion of the course, students will be able to:
- Explain the geographical setting and historical sources of Central India.
- Describe prehistoric cultures and early historical developments.
- Analyse the political history of Central India under major dynasties.
- Assess socio-economic, religious, and cultural transformations.
- Evaluate the contribution of Central India to Indian civilization up to the 13th century CE.

Course Content:

UNIT- 1:

Concept and geographical extent of Central India, Sources and Interpretation- Archaeology, Literature, Writing of Foreigners.

UNIT- 2:

The Maurya, Sunga, Saka, Satvahanas period. Gupta and Post Gupta period.

UNIT- 3:

Panduvanshis; Early Somavashnis; Nala Dynasty; Sarabhapuriya; Kalachuri Naga period.

UNIT- 4:

Imperial Pratihar, Parmar period, Chandels.

UNIT- 5:

Social structure, Trade and Commerce, Religious developments, Art and Architecture.

Suggested Readings:

- Bajpai, K.D. *History and Culture of Madhya Pradesh*, Ahmedabad, 1984.
- Bhatia, Pratipal. *The Paramaras (C. 800-1305 A.D.)*, New Delhi, 1970.
- Bhattacharya, P.K. *Historical Geography of Madhya Pradesh from Early Records*, Delhi, 1977.
- Chakravarty, K.K. and Mishra. *Approaches to the Art & Archeaology of Madhya Pradesh*, Bhopal, 1994.
- Dixit, M.G. *Madhya Pradesh ke Puratattva ki Ruparekha*, Delhi, 1954.
- Ganguly, D.C. *History of Paramara Dynasty*, Dacca, 1953.
- Khare, M.D. *Malwa Through the Ages*, Bhopal, 1981.
- Majumdar, R.C. & Altekar, A.s. *The Vakataka Gupta Age,* Benaras, 1954.
- Mitra, Sisir Kumar. *The Early Rulers of Khajuraho*, Delhi. 1977.
- Sharma, R.K. *The Kalachuris and Their Times*, Delhi, 1980.
- Bose, N.K. *History of Chandel Dynasty*,
- Sharma, R.K. *Madhya Pradesh ke Puratattva ka Sandharbha Grantha,*
- Nema, S.R. *Pnduvanshis; Somvanchis*
- Jain, K.C. *Madhya Pradesh Through the Ages, (From the Earliets Times to 1305 A.D.),* Vol. II, Delhi, 1997.

DISCIPLINARY CORE: Ideologies of Nationalism

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Ideologies of Nationalism **HIS MT- 704**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the historical origins and conceptual foundations of Indian nationalism.
- Examine the major ideological currents and political thinkers associated with the Indian national movement.
- Analyse competing visions of the Indian nation, citizenship, secularism, social justice, and national identity.
- Explore the role of peasants, workers, women, Dalits, tribal communities, and other marginalised groups in nationalist politics.
- Develop critical and comparative skills for interpreting primary texts and contemporary debates on Indian nationalism.

Learning Outcomes:

- Explain the historical emergence and principal characteristics of Indian nationalism.
- Identify and compare the major ideological traditions within the Indian national movement.
- Critically analyse the writings and political contributions of leading nationalist thinkers.
- Assess the relationship between nationalism and questions of caste, class, religion, gender, and colonialism.
- Evaluate competing conceptions of Indian nationhood and their implications for constitutional democracy and contemporary Indian politics.

Course Content:

UNIT- 1: Emergence and Foundations of Indian Nationalism

- Meaning, nature, and theories of nationalism: liberal, anti-colonial, cultural, and civic perspectives...
- Formation of the Indian National Congress and the early nationalist movement.
- Moderate nationalism: constitutionalism, economic critique of colonialism, and political representation.
- Nationalism and the ideas of Dadabhai Naoroji, M. G. Ranade, and Gopal Krishna Gokhale.

UNIT- 2: Extremist, Revolutionary, and Gandhian Nationalism

- Assertive nationalism and the Swadeshi movement.
- Bal Gangadhar Tilak, Bipin Chandra Pal, and Lala Lajpat Rai: political mobilisation and national self-assertion.
- Gandhian nationalism: satyagraha, ahimsa, swaraj, and mass mobilisation.
- Non-Cooperation, Civil Disobedience, and Quit India movements.
- Gandhi's critique of modern civilisation and the relationship between means and ends in politics.

UNIT- 3: Socialist, Communist, and Left Nationalist Ideologies

- The emergence of socialist thought in the Indian national movement.
- Jawaharlal Nehru: democratic socialism, secularism, and economic planning.
- Subhas Chandra Bose: radical nationalism, anti-imperialism, and the Indian National Army.
- Communist ideology and the role of the Communist Party of India in anti-colonial politics.
- Congress Socialist Party and the contributions of Jayaprakash Narayan and Acharya Narendra Dev.

UNIT- 4: Religious, Cultural, and Alternative Visions of Indian Nationhood

- Cultural nationalism and the idea of national identity.
- Muslim political thought and nationalism: Sir Syed Ahmad Khan, Muhammad Iqbal, and Muhammad Ali Jinnah.
- The two-nation theory, communal politics, and the Partition of India.
- Rabindranath Tagore's critique of aggressive nationalism.

UNIT- 5: Dalit, Subaltern, and Constitutional Nationalism

- B. R. Ambedkar's critique of caste, social inequality, and dominant nationalist politics.
- Nationalism, social democracy, and constitutional morality.
- E. V. Ramasamy Periyar and the Self-Respect Movement: anti-caste politics and Dravidian identity.
- Subaltern perspectives: peasants, tribal communities, workers, and women in anti-colonial struggles.

Suggested Readings

- Chandra, Bipan. *The Rise and Growth of Economic Nationalism in India*. People's Publishing House, 1966.
- Chandra, Bipan, et al. *India's Struggle for Independence*. Penguin Books, 1988.
- Sarkar, Sumit. *Modern India, 1885–1947*. Macmillan, 1983.
- Naoroji, Dadabhai. *Poverty and Un-British Rule in India*. 1901.
- Gandhi, M. K. *Hind Swaraj or Indian Home Rule*. 1909.
- Brown, Judith M. *Gandhi's Rise to Power: Indian Politics 1915–1922*. Cambridge University Press, 1972.
- Ambedkar, B. R. *Pakistan or the Partition of India*. 1945.
- Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. Oxford University Press, 1983.

- Omvedt, Gail. *Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India*. Sage Publications, 1994.
- Chandra, Bipan. *Nationalism and Colonialism in Modern India*. Orient Longman, 1979.
- Desai, A. R. *Social Background of Indian Nationalism*. Popular Prakashan, 1948.
- Nanda, B. R. *Jawaharlal Nehru: Rebel and Statesman*. Oxford University Press, 1995.
- Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse?* Zed Books, 1986.
- Jalal, Ayesha. *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*. Cambridge University Press, 1985.

DISCIPLINARY MINOR -1: Oral Tradition in Indian History

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Oral Tradition in Indian History **HIS MI - 705**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to oral traditions as historical sources.
- Examine the relationship between memory, oral narratives, and historical knowledge.
- Understand diverse forms of oral traditions across India.
- Familiarize students with oral history research methods and ethical practices.
- Develop practical skills in documenting, interpreting, and preserving oral traditions.

Learning Outcomes:

- Explain the significance of oral traditions in reconstructing Indian history.
- Distinguish between oral tradition, oral history, folklore, myth, and collective memory.
- Critically analyse oral narratives alongside written historical sources.
- Apply oral history methods in field-based historical research.
- Document and interpret oral traditions while following ethical research practices.

Course Content:

UNIT- 1: Understanding Oral Tradition and Oral History

- Meaning and Scope of Oral Tradition
- Oral Tradition, Oral History, and Collective Memory
- History, Memory, Myth, and Folklore
- Sources for Oral History
- Historiography of Oral Traditions

UNIT- 2: Oral Traditions in Indian History

- Epics, Ballads, and Folk Narratives
- Genealogies, Legends, and Community Histories
- Oral Traditions among Tribal Communities
- Bhakti and Sufi Oral Traditions
- Women's Oral Traditions, Folk Songs, and Life Histories

UNIT- 3: Oral Tradition and Marginalized Histories

- Tribal Histories and Indigenous Knowledge
- Dalit Oral Traditions
- Peasant and Labour Memories
- Partition Memories and Oral Testimonies
- Oral Traditions in Environmental and Local Histories

UNIT- 4: Methods of Oral History Research

- Planning Oral History Research
- Interview Techniques and Questionnaire Design
- Audio-Visual Documentation
- Transcription, Translation, and Interpretation
- Ethics, Consent, and Archiving Oral Sources

UNIT- 5: Contemporary Perspectives and Digital Preservation

- Oral Traditions in Public History
- Museums, Archives, and Community Memory
- Digital Documentation of Oral Heritage
- UNESCO and Intangible Cultural Heritage
- Oral Tradition, Identity, and Cultural Preservation

Suggested Readings:

- A. K. Ramanujan, *Folktales from India: A Selection of Oral Tales from Twenty-Two Languages* (New Delhi: Penguin Books, 1991).
- Alessandro Portelli, *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History* (Albany: State University of New York Press, 1991).
- Dharamsing Teron and Vulli Dhanaraju, eds., *The Mythistory of Kajir Ronghangpi: The Making of Kaziranga National Park* (London: Routledge, 2026)
- Donald A. Ritchie, *Doing Oral History*, 3rd ed. (New York: Oxford University Press, 2015).
- G. N. Devy, *Painted Words: An Anthology of Tribal Literature* (New Delhi: Penguin Books, 2002).
- Jan Vansina, *Oral Tradition as History* (Madison: University of Wisconsin Press, 1985).
- Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples*, 3rd ed. (London: Zed Books, 2021).
- Lynn Abrams, *Oral History Theory*, 2nd ed. (London: Routledge, 2016).
- Maurice Halbwachs, *On Collective Memory*, ed. Lewis A. Coser (Chicago: University of Chicago Press, 1992).
- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995).
- Paul Thompson, *The Voice of the Past: Oral History*, 4th ed. (Oxford: Oxford University Press, 2017).
- Pierre Nora, *Realms of Memory: Rethinking the French Past*, Vol. 1 (New York: Columbia University Press, 1996).
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (Delhi: Oxford University Press, 1983).
- Romila Thapar, *Cultural Pasts: Essays in Early Indian History* (New Delhi: Oxford University Press, 2000).

- Romila Thapar, *The Past before Us: Historical Traditions of Early North India* (Cambridge, MA: Harvard University Press, 2013).
- Shahid Amin, *Event, Metaphor, Memory: Chauri Chaura, 1922–1992* (New Delhi: Oxford University Press, 1995).
- Stuart Blackburn, *Print, Folklore and Nationalism in Colonial South India* (New Delhi: Permanent Black, 2003).
- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (New Delhi: Penguin Books, 1998).
- Velcheru Narayana Rao, David Shulman, and Sanjay Subrahmanyam, *Textures of Time: Writing History in South India, 1600–1800* (New Delhi: Permanent Black, 2003).
- Verrier Elwin, *The Tribal World of Verrier Elwin: An Autobiography* (New Delhi: Oxford University Press, 1964).
- Vulli Dhanaraju, *Debating Tribal Identity: Past and Present* (New Delhi: Dominant Publishers, 2015).

DISCIPLINARY CORE: An Introduction to Historical Research Method

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
An Introduction to Historical Research Method **HIS MT- 801**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the fundamentals of research methods and report writing.
- Develop an understanding of different types of research.
- Explain the objectives and importance of conducting research.
- Familiarize students with the research process.
- Provide knowledge of various research designs and sampling techniques.
- Introduce the basics of qualitative research methods and techniques.
- Enable students to prepare and present research reports effectively.

Learning Outcomes:

- Understand the different types of research and their applications.
- Explain the objectives and significance of research.
- Describe the various stages of the research process.
- Identify and compare different research designs.
- Apply appropriate sampling techniques in research.
- Demonstrate basic knowledge of qualitative research methods and techniques.
- Develop the ability to prepare and present research reports effectively.

Course Content:

UNIT-1: History as a subject

- It's meaning and definition
- Nature and Scope
- Causation in History
- Its relations with Political Science, Sociology and Geography

UNIT- 2: Sources for the Study of History

- Archaeological sources
- Archival sources

- Oral and virtual sources
- Field studies

UNIT- 3: Interpretations of Sources

- Sources: Primary and Secondary
- Authenticity of Sources
- Interpretation of Facts
- Bias and Objectivity in History

UNIT- 4: Techniques of Research

- Selection of subject
- Hypothesis
- Synopsis
- Chapterisation
- Footnotes and Reference
- Appendices & Bibliography

UNIT- 5: Execution of Research

- Collection of material
- Presentation of Evidence
- Documentation and references
- Preliminary draft and final draft

Suggested Readings:

- Ali B. Sheikh: History: Its Theory and Method, Macmillan India Limited, New Delhi, 1978.
- Arthur Marwick, The Nature of History, London: Macmillan, 1989.
- Bajaj Satish K: Research Methodology in History, new Delhi, 2000
- E. Sreedharan, A Textbook of Historiography 500 BC to AD 2000, Orient Longman, 2004
- E.H Carr: What is History, Penguin,2008
- Hockett, H.C: The Critical Method in Historical Research and Writing, 1966
- Kothari, C.R. Research Methodology; Methods and Techniques, New Age International, 2004.
- Kumar Ranjit: Research Methodology: A step by step guide for beginners, Sage Publication, 2004.
- Postan, M.M: Fact and Relevance: Essay on Historical Method: Cambridge university, Press, 1971
- Thomson, D. Renier, G. J : The Aims of History (London: James and Hudson, 1969)

DISCIPLINARY CORE: Research and Publication Ethics

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Research and Publication Ethics **HIS MT- 802**	**4**	**3**	**1**	**0**

Course Objectives:

- Introduce students to the principles and importance of research and publication ethics.
- Develop an understanding of responsible conduct of research and academic integrity.
- Familiarize students with plagiarism, research misconduct, authorship, conflicts of interest, and ethical publication practices.
- Introduce major national and international standards and guidelines relating to research ethics and scholarly publication.
- Develop the ability to identify and avoid unethical practices in research and academic publishing.

Course Outcomes:

- Explain the fundamental principles of research ethics and academic integrity.
- Identify different forms of research misconduct and unethical publication practices.
- Apply appropriate ethical standards in data collection, analysis, authorship, and citation.
- Detect and avoid plagiarism and other forms of academic dishonesty.
- Understand ethical responsibilities of authors, reviewers, editors, and publishers.
- Demonstrate responsible and transparent practices in research and publication.

Course Content:

UNIT- 1: Foundations of Research Ethics

- Meaning, nature and scope of research ethics
- Importance of ethics in academic research
- Ethical principles in research
- Ethical responsibilities of researchers

UNIT- 2: Research Misconduct and Academic Integrity

- Meaning and forms of research misconduct
- Fabrication, falsification and manipulation of data
- Plagiarism: concept, types and consequences, Self-plagiarism and duplicate publication
- Salami slicing and redundant publication

UNIT- 3: Publication Ethics

- Meaning, principles and importance of publication ethics
- Authorship and Ethical responsibilities of authors
- Duplicate and overlapping publications
- Research Journals, Peer-review ethics and confidentiality

UNIT- 4: Referencing, Citation and Intellectual Property

- Importance of citation and referencing
- Citation ethics, Citation styles
- Academic documentation
- Bibliography and reference management

UNIT- 5: Digital Research and Practical Applications

- Plagiarism and tools
- Digital Research Ethics
- Artificial Intelligence and Historical Research
- Use of digital sources and online databases

Suggested Readings:

- Shamoo, A. E. & Resnik, D. B., *Responsible Conduct of Research*.
- Macrina, F. L., *Scientific Integrity: Text and Cases in Responsible Conduct of Research*.
- Resnik, D. B., *The Ethics of Science: An Introduction*.
- UGC, *Regulations and Guidelines on Academic Integrity and Prevention of Plagiarism*.
- Committee on Publication Ethics (COPE), *Core Practices and Guidelines*.
- World Medical Association, *Declaration of Helsinki*.
- National Academies, *On Being a Scientist: Responsible Conduct in Research*.
- Relevant institutional research ethics and academic integrity policies.

DISCIPLINARY MAJOR: Dissertation & Field Work

Course title & Code	Credits	Credit distribution of the Course		
		Lecture	Tutorial	Practical/ Practice
Dissertation & Field Work **HIS MT- 803**	**12**			

Course Objectives:

- Students will learn the elementary aspects of research and able to design the topic of research.
- To identify primary and secondary sources
- Able to analyse the collected data.
- To formulate arguments on the basis of their research questions and research gaps.
- To introduce the students to the field work and data collection.

Learning outcomes:

- Understand the value of academic writing.
- Develop the art of identifying the relevance of secondary sources.
- Identify, Access, and Interpret primary sources
- Identify the need to avoid pitfalls of plagiarism
- By the end of the Semester the students will be able to identify research problem, present a review of literature, formulation of research design.
- Commencement of fieldwork- exploring primary sources from Museum, historical sites, Archives etc.