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Maa Shakumbhari University, Saharanpur



CURRICULUM & SYLLABUS

**(As per the Guidelines of U.P. Government according to
National Education Policy (NEP)-2020 w.e.f. Session 2024-25)**

**Graduation (B.A.) in History
Honours/Honours with Research
(Four Years Under Graduate Programme)**

For





**School of Arts- History
Maa Shakumbhari University, Saharanpur**

&

**Department of History, Affiliated Colleges
Maa Shakumbhari University, Saharanpur**

Members of Board of Studies in History

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| S.No | Name & Designation | Convener/ Member | Institution | Signature |
|------|--------------------------------------|------------------|-------------------------------|-------------------------------------------------------------------------------------|
| 01 | Prof. Shashi Nautiyal | Convener | J.V. Jain College, Saharanpur |  |
| 02 | Dr Neha | Member | J.V. Jain College, Saharanpur |  |
| 03 | Prof. Ajay Pal Singh | Member | S.D. College, Muzaffarnagar |  |
| 04 | Dr. Sachin Kumar | Member | D.A.V. College, Muzaffarnagar |  |
| 05 | Prof. Aradhana | External Expert | C.C.S. University, Meerut | online through google sheet |
| 06 | Prof. R.S. Agarwal (Retd. Professor) | External Expert | C.C.S. University, Meerut | Online |









Proposed Year wise Structure of FYUGP in History

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History is the analysis and interpretation of the human past enabling us to study continuity and changes that are taking place over time. It is an act of both investigation and imagination that seeks to explain how people have changed over time. Historians use all forms of evidence to examine, interpret, revisit, and reinterpret the past. These include not just written documents, but also oral communication and objects such as buildings, artifacts, photographs, and paintings. Historians are trained in the methods of discovering and evaluating these sources and the challenging task of making historical sense out of them. History is a means to understand the past and present. The different interpretations of the past us to see the present differently and therefore imagine and work towards - different futures. It is often said to be the "queen" or "mother" of the social sciences. It is also the basis of the study of philosophy, politics, economics and even art and religion. No wonder, it is considered an indispensable subject in the complete education of man.

Programme Outcomes (POs)

- This course provides the basic ideas and concepts of History and Historical development of Humanity.
- The Programme has been designed to develop historical outlook to resolve the day to day life struggles in the society and nation.
- Designed to enhance the capacity of students to understand universal and domain specific values in History.
- This course intends to orient the learner with the Approaches to the broader discipline of History.
- Develop the ability to address the complexities and interface among of self, societal, national and International priorities.
- Promote research, innovation and design (Map and Atlas) development favoring all the disciplines in History.
- This Programme develops scientific and practical approach among the students which helps in their day to day life.
- It will help in developing analytical and critical thinking based on the themes and issues of history.
- It will help in understanding of the basic concepts of History and an awareness of the emerging areas of the field.
- Acquisition of in-depth understanding of the applied aspects of History as well as interdisciplinary subjects in everyday life.
- The Programme orients students with traditional historical knowledge along with advance contemporary skills like role of remote sensing, Carbon dating and GIS in the field of history and archaeology.
- Improvement of critical thinking and skills facilitating.
- Inculcate generic and subject specific skills to succeed in the employment market and standards of life.

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Certificate in Fundamentals of History

B.A. First Year

Programme Specific Outcomes (PSOs)

At the end of Programme following outcomes are expected from students.

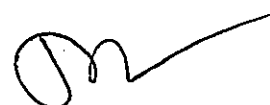
- Learn about the discipline of History as a holistic field of study covering multiple facts and requirements of human belongs in day to day living for example, achievement of appropriate milestones in personal development awareness need and use of historical resources, access to adequate knowledge system for wholesome development historical fundamentals.
- May have capabilities to start earning by enhancing their skills in the field of Historical and Traditional knowledge system, Tourism, Archives and Museums.

B.A. Second Year

- Develop historical outlook to resolve the day to day life struggles in the society and nations.
- Develop sensitivity, resourcefulness and competence to render service to enhance development of individuals families, communities, and the nation at large.
- Enhance abilities involved in acting as proactive agents of change in promoting the discipline of Social Sciences.
- Explore and decide upon viable avenues of self employment and entrepreneurship.
- Learn more about human and community & relationship.

B.A. Third Year

- Appreciate and benefit from the symbiotic relationship among the core disciplines of History Social History, Economic History, Political History, Cultural History of India and the World.
- Programme is designed to encourage Ethical and Environmental values for sustainable development in the society.
- Programme is designed to encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship, it also generate multi skilled leaders with a holistic perspective that cuts across disciplines.
- Promote research, innovation and design (map and atlas) development favoring all the discipline in History.
- Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of History.
- After this degree Programme, students can be benefited by getting jobs in various fields like government sector, working with NGOs, jobs as a journalist, Tourism, Manager, etc. and also they can feel the sense of entrepreneurship as well.



Programme Outcomes (POs):

The course provides important knowledge for integrating evidence into policies, social, cultural, economics and religion, region support tools and summaries that provide support for excellence in Historical understanding.

- Provide opportunities in higher education and development on the professional front. It also gives the opportunity for career advancement in teaching and research.
- Integration of interdisciplinary thinking and practice.
- To provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present.
- Construct the idea for historical change within society and culture, their transition, pattern of continuity and change in historical contexts.
- Formulate and comprehend historical discourse from secondary sources and developed the idea of critical interpretation of the past.
- Comprehend and analyse historical writings, understand the empirical evidence used to establish such claims.
- Articulate, synthesize and emulate the historical argument through research paper, presentation, communication and other verbal historical discussion.
- Understand tools of research writing such as Use proper citations and footnotes within formal written assignments, write appropriate academic papers with avoiding plagiarism.
- Listen, participate and learn to work collaboratively and engage with healthy discussion with thought provoking ideas.
- Engage ethically with social issues like sensitivity of gender and inequalities and inculcate the value of belief and practices to live in multi-cultural and diverse groups.
- Apply the above-mentioned attributes in various familiar and non-familiar contexts.

Programme Specific Outcomes (PSOs):

- The courses are designed with an aim to impart knowledge and skills in Ancient, Medieval and Modern Indian History, Archaeology, history of Uttar Pradesh, ancient world cultures and influences with emphasis on the study of political, social, economics, religious, cultural development and changes.
- Understand background of our religion, customs, institutions, administration and so on.
- Understand the present existing social, political, religious and economic conditions of the people.
- Analyse relationship between the past and the present is lively presented in the history.
- Develop practical skills helpful in the study and understanding of historical events.
 - (a) Draw historical maps, charts, diagrams etc.
 - (b) Prepare historical models, tools.
- Develop interests in the study of history and activities relating to history
 - (a) Collect ancient arts, old coins and other historical materials;
 - (b) Participate in historical drama and historical occasions;
 - (c) Visit places of historical interest, archaeological sites, museums and archives;
 - (d) Read historical documents, maps, charts etc.

- (e) Play active roles in activities of historical organisations and associations; and
(f) Write articles on historical topics.
- Understand the approach, methods and techniques of data collection, its verifications and interpretations, principles and theories and various schools of history writing.
 - Specific specialized courses of Ancient/Medieval/Modern history of India have been offered to acquire specific and detail knowledge, which will helpful to do research and writing work and teaching in his/her specialised group of history.
 - The studies of women in India, tourism in history, development of science and technologies are useful to develop professional skill and attitude among the students.
 - Develop the understanding towards Cast, Gender, Race, Faith and practices of different societies live in different spaces in logical approaches.
 - To enable the students to choose a career in academic writing, research and learning and teaching and other social work jobs.
 - Inspire to crack lectureship and fellowship exams approved by UGC like NET and SET, other competitive exams so that high quality academicians and researchers can be prepared.

Semester-wise Titles of the Papers in B.A. (History)
(Four Years Under Graduate Programme)

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| Year | Semester | Course Code | Paper Title | Theory/ Practical | Credits |
|------|----------|----------------------------------|-------------------------------------------------------------------------------------|----------------------|---------|
| I | I | A050101T/ 0110501 | Ancient and Early Medieval India (Till 1206 A.D.) | Theory | 6 |
| | II | A050201T/ 0210501 | History of Medieval India (1206 A.D. – 1757 A.D.) | Theory | 6 |
| II | III | A050301T/ 0310501 | History of Modern India (1757 A.D. – 1950 A.D.) | Theory | 6 |
| | IV | A050401T/ 0410501 | History of Modern World (1453 A.D. – 1950 A.D.) | Theory | 6 |
| | IV | A050401R/ 0410565 | Project | Project | 3 |
| | V | A050501T/ 0510501 | Nationalism in India | Theory | 5 |
| III | V | A050502T/ 0510502 Optional | Optional Paper (Any One) History of Modern World (1453 A.D. – 1815 A.D.) | Theory | 5 |
| | V | A050503T/ 0510503 Optional | Socio-Cultural and Economic History of Medieval India (1200 A.D. – 1700 A.D.) | Theory | 5 |
| | V | A050504T/ 0510504 Optional | Ethics in History | Theory | 5 |
| | VI | A050601T/ 0610501 | Era of Gandhi and Mass Movement | Theory | 5 |
| | | A050602T/ 0610502 Optional | Optional Paper (Any One) History of Modern World (1815 A.D. – 1945 A.D.) | Theory | 5 |
| | | A050603T/ 0610503 Optional | Socio-Cultural and Economic History of Medieval India (1700 A.D. – 1900 A.D.) | Theory | 5 |
| | VI | A050604T/ 0610504 Optional | History and its Professional Utility | Theory | 5 |

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B.A. in History (Honours) (Fourth Year)

| Year | Semester | Course Code | Course Title | Core/ Elective | Theory/ Practical / Project | Credits | Internal Marks | External Marks (Min. Marks) | Total Marks | Min. Marks (Int + Ext) | Teaching Hours (Theory+ Tutorial) |
|------------------------|------------------------------|-------------|-----------------------------------------------------------------------------|--------------------|-----------------------------------|---------|-------------------|--------------------------------------|----------------|---------------------------------|--------------------------------------------|
| Year-4 as per NEP-2020 | Semester VII as per NEP-2020 | 0710521 | Historiography Concept and Approaches | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0710522 | History of India from Earliest Times till Harrapan Civilization | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0710523 | History of Ancient India from Aryan Period to Mauryan Period | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0710524 | History of India: Post Mauryan to Rajput Period | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | | Any one of the following | Core Compulsory | | | | | | | |
| | | 0710525 | Art and Architecture in Early India till Gupta Empire | | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0710526 | Theories & Methods in Archaeology | | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |

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| Year | Semester | Course Code | Course Title | Core/ Elective | Theory/ Practical/ Project | Credits | Internal Marks | External Marks (Min. Marks) | Total Marks | Min. Marks (Int + Ext) | Teaching Hours (Theory+ Tutorial) |
|------------------------|----------|-------------|-----------------------------------------------------------------------|-----------------|----------------------------|---------|----------------|-----------------------------|-------------|------------------------|-----------------------------------|
| Year-4 as per NEP-2020 | | 0810521 | Socio-Economic and Cultural History of Ancient India (Till 1200 A.D.) | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0810522 | History of Modern Europe (1789-1919) | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0810523 | History of Modern World (1920-1960) | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0810524 | Tourism in India | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | | Any one of the following | Core Compulsory | | | | | | | |
| | | 0810525 | The Economic History of Modern India (1757-1950) | | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0810526 | Ancient Civilizations of the World | | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |

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B.A. in History (Honours with Research)
(Only for the students who secure 75% marks in First Six Semesters)

| Year | Semester | Course Code | Course Title | Core/ Elective | Theory/ Practical / Project | Credits | Internal Marks | External Marks (Min. Marks) | Total Marks | Min. Marks (Int + Ext) | Teaching Hours (Theory+ Tutorial) |
|------------------------|------------------------------|-------------|-----------------------------------------------------------------|-----------------|-----------------------------|---------|----------------|-----------------------------|-------------|------------------------|-----------------------------------|
| Year-4 as per NEP-2020 | Semester VII as per NEP-2020 | 0710521 | Historiography Concept and Approaches | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0710522 | History of India from Earliest Times till Harappan Civilization | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0710523 | History of Ancient India from Aryan Period to Mauryan Period | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0710524 | History of India: Post Mauryan to Rajput Period | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0710565 | Project | Core Compulsory | | 4 | | | 100 | 40 | |

| Year | Semester | Course Code | Course Title | Core/ Elective | Theory/ Practical/ Project | Credits | Internal Marks | External Marks (Min. Marks) | Total Marks | Min. Marks (Int + Ext) | Teaching Hours (Theory+ Tutorial) |
|------------------------|-------------------------------|-------------|-----------------------------------------------------------------------|-----------------|----------------------------|---------|----------------|-----------------------------|-------------|------------------------|-----------------------------------|
| Year-4 as per NEP-2020 | Semester VIII as per NEP-2020 | 0810521 | Socio-Economic and Cultural History of Ancient India (Till 1200 A.D.) | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0810522 | History of Modern Europe (1789-1919) | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0810523 | History of Modern World (1920-1960) | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0810524 | Tourism in India | Core Compulsory | Theory | 4 | 25 | 75 (25) | 100 | 40 | 4x15=60 |
| | | 0810565 | Project | Core Compulsory | | 4 | | | 100 | 40 | |

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DETAILED SYLLABUS

For

B.A. (HISTORY)

(Four Years Under Graduate Programme)

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| Programme as per NEP | | Class | Year | Semester |
| Certificate | | B.A. | First | I |
| Subject: History | | | | |
| Course Code: A050101T/ 0110501 | | Course Title: Ancient and Early Medieval India (Till 1206 A.D.) | | (Theory) |
| Course Outcome – This will provide important insight to the students regarding political social cultural development of the period. | | | | |
| Credits : 6 | | Core Compulsory | | |
| Max. Marks: 25+75 (25) Internal + External | | Min. Passing Marks: 33 | | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0 | | | | |
| Unit | Topic | | | No. of Lectures 15X6=90 |
| I | Source – Literary, Archaeological, Indian knowledge System | | | 10 |
| II | Characteristics of Pre-history and proto history – Harappa civilization. | | | 10 |
| III | India during Vedic period, Mahajanpadas and Religious movements, Alexander's invasion and its impact. | | | 10 |
| IV | The Mauryan Empire, The shungas, Kushans and Satvahanas. | | | 10 |
| V | The imperial Guptas – Golden Era of ancient India. | | | 15 |
| VI | Age of Harshvardhan and Rise of Rajputs. | | | 10 |
| VII | Rise of Feudalism in India. | | | 10 |
| VIII | Advent of Islam – Invasions of Mahmud Ghaznavi and Muhammad Ghori. | | | 15 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | | |
| Suggested Readings: | | | | |
| <ul style="list-style-type: none">Bhartiya Vidya Bhawan Series – The History and culture of the Indian People Vol. I, II, III, IV.R.S. Tripathi – History of Ancient India.R.C. Majumdar – Ancient India.Ramila Thapar – The Penguin History of Early India from Origin to A.D. 1300.विमल चन्द्र पाण्डे – प्राचीन भारत का राजनैतिक एवं सांस्कृतिक इतिहासजयनारायण पांडे – पुरातत्व विमर्श | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | | |
| <ul style="list-style-type: none">Seminar/Assignment on any topic of the above syllabus.Test with multiple choice questions/short and long answer questions.Research Orientation of the student.Quiz. | | | | |
| Suggested equivalent online courses. | | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | | |

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| Programme as per NEP | | Class | Year | 12 |
| Certificate | | B.A. | First | Semester II |
| Subject : History | | | | |
| Course Code: A050201T/ 0210501 | | Course Title : History of Medieval India (1206 A.D. – 1757 A.D.) | | (Theory) |
| Course Outcome – The present paper aims at the providing glimpse of the important features of Muslim rule in India from 1206 to 1757 A.D. The course deals with the emergence of Delhi sultanate and will also acquaint the students regarding various stages of the Mughal Empire. | | | | |
| Credits : 6 | | | | |
| Max. Marks: 25+75 (25) Internal + External | | | Core Compulsory | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0 | | | Min. Passing Marks: 33 | |
| Unit | Topic | | | No. of Lectures |
| I | Sources – Literary and Archaeological, Establishment of Delhi sultanate | | | 15X6=90 |
| II | Mamluqs/Slave dynasty, Khilji | | | 10 |
| III | Tuglaqs and Lodhis and downfall of Delhi sultanate. | | | 10 |
| IV | The Mughals, Babur, Humayun | | | 10 |
| V | Akbar to Shahjahan, Religious Policy, Relation with Rajputs, Mansabdari, Land Revenue | | | 15 |
| VI | Aurangzeb – Rajput Policy, Religious Policy and deccan policy, decline and disintegration of Mughals. | | | 15 |
| VII | Bhakti movement and sufism. | | | 10 |
| VIII | Architecture and Painting in Mughal Period. | | | 10 |
| | Rise of Maratha Power under Shivaji, administration, Revenue, Hindu Padpadshahi, Later Mughals. | | | 10 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | | |
| Suggested Readings: | | | | |
| <ul style="list-style-type: none">Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi, Oxford University Press.Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi Munshiram Manoharlal.Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press.Roy, S.C.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan.Singh, Dilbag: Structure of Rural Society in Medieval India.Srivastav, A.L.: (2017) Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co.Srivastava, A.L.: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal & Co.Tripathi, R.P.: (2012) Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications.Yadav, B.N.S.: (2012) Society and Culture in North India in the 12th Century India, Ruka Prakashan.Sarkar, J.N. Shivaji and his Times.JhokLro] vk'khokZn yky % ^2017*] Hkkjro"kZ dk bfrgkl 1000 ls 1707] f'koyky vxzoky ,.M dEiuh] fnYyhaik.Ms;] vo/k fcgkjh ^1988*] iwoZ e;/dkyhu Hkkjr] bykgkckn lsUVy cqd fMiksik.Ms;] vo/k fcgkjh ^1988*] mRrj e;/dkyhu Hkkjr] bykgkckn lsUVy cqd fMiksljnslkbZ] th0,l0 % f'kokth | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | | |
| <ul style="list-style-type: none">Seminar/Assignment on any topic of the above syllabus.Test with multiple choice questions/short and long answer questions.Research Orientation of the student.Quiz. | | | | |
| Suggested equivalent online courses. | | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | | |

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| Programme as per NEP | | Class | Year | Semester |
| Diploma | | B.A. | Second | III |
| Subject : History | | | | |
| Course Code: A050301T/ 0310501 | | Course Title: History of Modern India (1757 A.D. – 1950 A.D.) | | (Theory) |
| Course Outcome – The period between 1757 to 1950 is very crucial and significant. The advent of European through trading and later led to establishment of British rule. The paper will also high light organized efforts of Indians to get rid of shackles of British imperialism. | | | | |
| Credits : 6 | | | Core Compulsory | |
| Max. Marks: 25+75 (25) Internal + External | | | Min. Passing Marks : 33 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0 | | | | |
| Unit | Topic | | | No. of Lectures 15X6=90 |
| I | Advent of Europeans and development of colonial monopoly of trade, the portuguese, Dutch, British, the French, the English – French Rivalry in caranatic, the rise of the British. | | | 15 |
| II | Battle of Plassey, Buxar and its impact. | | | 10 |
| III | Colonial policies of East India Company from 1770 to 1856. Lord Conwalis, Lord Wellesely, Lord Hastings, Lord William Bentick and Lord Dalhousie. | | | 15 |
| IV | Rise of Punjab under Raja Ranjit Singh and Rise of Hyderabad and Mysore in 18 th Century. | | | 10 |
| V | Land Revenue System during British period – Permanent, Ryoytwari and Mahalwari System. | | | 10 |
| VI | Transfer of Power from Company to Crown, Lord Ripon, Lord Curzon and Parrrition of Bengal. | | | 10 |
| VII | Morley Minto Reforms, Govt of India Act – 1919, 1935 | | | 10 |
| VIII | Rise and development of communalism in India, Merger of Princely states after independence. | | | 10 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | | |
| Suggested Readings: | | | | |
| <ul style="list-style-type: none">Banerjee, A.C.: (1983) The New History of Modern India (1707-1947), Calcutta. K.P. BagchiBayly, C.A.: An Illustrated History of Modern India 1600-1947, London 1990Chabra, G.S.: (1989), Advanced History of Modern India. Sterling PublicationDesai, A.R. (1948). Social Background of Indian Nationalism, Mumbai. Ranalas (Bhatakoi. Popular Publication)Desai, A.R.: (1984), India's Path of Development. Mumbai. Popular PublicationDodwell: (1925) A Sketch of the History of India. Longman's Green and Co.Dutta, K.K.: (1975). Social History of Modern India. Delhi. Macmillan PublicationFreedenberg, R.E.: (1912) Land Control and Social Structure in IndiaGrover; B.L.: A New look on Modern Indian HistoryJain, M.S.: (1993) Aadhunik Bharat Varsh Kaltihas. New Age International Pvt. Ltd.Lal Sunder: (2018) Bharat Mein Angreji Raj, Prahhat PublicationMajumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan PublicationMetcalf, Berbara D and T.R. Metcalf: (1995) A Concise I listury of India. Cambridge. 2002Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge UniversityMishra, B.13, (1972), Administrative History or Modern India, Oxford University PublicationMishra; J.P.: Aadhunik Bharat Kaltihas, Uttar Pradesh Granth Academjc. Prahag | | | | |

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- Mittal, S.C.: Bharat Ka Saamajik aur Aarthik Itihas (1738-1947)
- Muir, Ramssay: (1969) The Making of British India, Oxford University Press
- Prasad, Ishwari & Subedar: (1951) History of Modern India (English or Hindi). Indian Press
- Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London. Oxford University Press
- Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, Rajkamal Prakashan
- Sarkar, Sumit: (1983) Modern India, Macmillan
- Sen, Sunil, K.: (1979), Agrarian relations in India, 1793-1947, People's Publication House
- Shukla, R.L. (ed.): Adhunik Bharat Kaitihas (Hindi), Delhi University Publication
- Singh, G.N. (1963), Constitutional Development in Modern India. Punjab, Atma Ram
- Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press.
- Thompson & Garret : (1934) Rise and Fulfillment of British Rule in India, Originally Published.

Suggested Continuous Internal Evaluation Methods (25 Marks)

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

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| Programme as per NEP | Class | Year | Semester |
| Diploma | B.A. | Second | IV |
| Subject: History | | | |
| Course Code: A050401T/ 0410501 | Course Title : History of Modern World (1453 A.D. – 1950 A.D.) | | (Theory) |

Course Outcome – This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation State system, Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation. State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern times in European context. This paper covers the Napoleon era in Europe also. This paper is designed to introduce the students regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with. This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history to world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal as Second World War was lesser imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.

Credits : 6

Max. Marks: 25+75 (25) Internal + External

Core Compulsory

Min. Passing Marks : 33

Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 6-0-0

| Unit | Topic | No. of Lectures 15X6=90 |
|------|------------------------------------------------------------------------------------------------------|----------------------------|
| I | Renaissance: Its Causes, Feature and Impact, Reformation Movement in Europe and Role of Marin Luther | 15 |
| II | Glorious Revolution, Industrial Revolution in 18 th Century. | 12 |
| III | American Revolution, French Revolution Causes, Significance and Impact on world. | 12 |
| IV | Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy | 13 |
| V | Unification of Germany and Italy. | 10 |
| VI | Causes leading to First world war, Paris Peace Convention and treaty of Versailles. | 10 |
| VII | The Bolshevik Revolution. | 6 |
| VIII | Factors leading to Second World War, U.N.O., Achievements and Failure. | 12 |

Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.

Suggested Readings:

- Stabstisnos, A.J. History of the Modern World Since 1500.
- Bronoski Jacob & Bruce Mazlish: Western Intellectual tradition.
- Robertz J.M.: History of the World.
- Fisher. H.A.L.: History of Europe.
- Palmer, R.R.: A History of Modern World System.
- Macneill. W.H.: History of the World.
- Panikar, K.M.; Asia and Western Dominance.
- Bailey C.A.: The Birth of Modern World.
- Benns, F. Lev: Europe since 1914.
- Carr, E.H. (1948), International Relations between two world war (1919-1939) Delhi Macmillan and Co.
- Carsten, F.L. (1982) The Rise of Fascism University of California Press.
- Dhar, S.N.: (1967), International Relations and World Politics Since 1919 Bombay Asia Publish House.
- Hardy, G.M.S. (1950), Short History of International Affairs 1920-1930 New York Oxford University Press.
- Langasm, W.C.: World Since 1919, Surject Publication.
- Lowe, Normon: (1982) Mastering Modern World History, Macmillan and Co.
- Marriot, M.: International Relations between the two world war.
- Parker, R.A.C. (1961), Origin of the second world war Simon and Schuster
- Verma, Dinanath: Aadhunik Vishwakaltihis (Hindi) Jnanada Publication.

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- Woodroff, C. (1998) Modern World, St. Martin's
- Grant & Temperley: Europe in Nineteenth and Twentieth Centuries
- Hayes, C.J.N.: A Political and Cultural History of Europe, 1830-1839.
- Ketelbey, C.D.M. A History of Modern Times (English or Hindi)
- Lipson Europe in the Nineteenth and Twentieth Centuries.
- भटनागर एवं गुप्ता : आधुनिक यूरोप का इतिहास (भाग एक व दो)
- लाल के.एस.: आधुनिक यूरोप का इतिहास (भाग एक व दो)
- वर्मा, लाल बहादुर: (1998) यूरोप का इतिहास (भाग एक व दो) नई दिल्ली प्रकाशन संस्थान

Suggested Continuous Internal Evaluation Methods (25 Marks)

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

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| Programme as per NEP | | Class | Year | 17 |
| Diploma | | B.A. | Second | Semester IV |
| Course Code: A050401R/ 0410565 | | Subject : History | | |
| | | Course Title : Project | | (Project) |
| Course Outcome – Students will be able to understand <ul style="list-style-type: none">• In-depth knowledge of research methodology.• The variation among Historical locations.• Preparing Report of Research Project. | | | | |
| Credits : 3 | | Core Compulsory | | |
| Max. Marks: 100 | | Min. Passing Marks : 40 | | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 3-0-0 | | | | |
| Unit | Topic | | | No. of Lectures 15X3=45 |
| I | Student has to prepare research report on any relevant topic of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report. Meaning types and significance of Research, Literature review and formulation of research design, research problem objectives, hypothesis, Research materials and methods, Sampling etc. Techniques of writing scientific reports. Preparing notes, references, bibliography, abstract and keywords etc. | | | |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | | |
| Suggested Readings: <ul style="list-style-type: none">• Chitnis, K.N. (2006) – Research Methodology in History, Atlantic Publication.• Sreedharan, E.: A Textbook of Historiography.• Kimerling, A. Jon, Map Use – Reading Analysis Interpretation, ESRI Press• Mishra, P.K. (2018) Tourism in India, New Century Publications.• Roday, Sunetra Arehana Biwal & Vandana Joshi – Tourism: Operations and Management.• Alkinson RJC (1933) Field Archaeology, London, Mathew and Co.• Basker P. : (1982) Techniques of Archaeological Excavation, London, Batsford.• Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur.• Raman K.V. (1976) Principles and Methods in Archaeology, Madras.• थपलियाल, हरिप्रसाद '1976' भारत की ऐतिहासिक मानचित्रावली, हिन्दी प्रचारक पब्लिकेशन, वाराणसी• कार, ई.एच. '1997' इतिहास क्या है, मैकमिलन प्रेस, नई दिल्ली, छठों• कैनाडीन, डेविड '2002' हवाट इज हिस्टी नाऊ, गैकमिलन, लंदन• कौशिक, कुंवरबहादुर '1984' इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर।• श्रीधरन, ई. – इतिहासलेख | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) <ul style="list-style-type: none">• Seminar/Assignment on any topic of the above syllabus.• Test with multiple choice questions/short and long answer questions.• Research Orientation of the student.• Quiz. | | | | |
| Suggested equivalent online courses. IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | | |

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| Programme as per NEP | | Class | Year | Semester |
| Degree | | B.A. | Third | V |
| Course Code: A050501T/ 0510501 | | Subject : History | | |
| | | Course Title : Nationalism in India | | (Theory) |
| Course Outcome – Acquaintance to Indian National Movement is indispensable for a student to make a sense of Indian Modern History and Nationalism. The course is designed to provide an overview of Indian Freedom Struggle and key concepts of the Indian Nationalism to the students, which would evolve them into in conscientious citizen. The paper covers the history of Freedom Movement in a manner that each section, which played a vital role in independence of the country is introduced to the student. | | | | |
| Credits : 5 | | | | |
| Max. Marks: 25+75 (25) Internal + External | | | Core Compulsory | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0 | | | Min. Passing Marks : 33 | |
| Unit | Topic | | | No. of Lectures=75 |
| I | First War of Independence, Causes, Impact and Nature. | | | |
| II | Socio-religious reform movements in 19th century, social background of Indian Nationalism, Economic nationalism and Cultural Nationalism. | | | 10 |
| III | Theories of Nationalism – Views of Gandhi and Tagore. | | | 15 |
| IV | Early Phase: the ideology, Programme and policy of Moderates. | | | 5 |
| V | Extremist phase : Rise and development of extremism in India. | | | 10 |
| VI | Swadeshi movement and Congress split at Surat | | | 10 |
| VII | Rise of Muslim League: demands and Programme. | | | 5 |
| VIII | National Awakening during first world war, Lucknow pact and Home Rule movement. | | | 10 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | | |
| Suggested Readings: <ul style="list-style-type: none"> Agrow, D.: (1968) Moderates and Extremists in the Indian National Movement. Asia Publishing House. Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press. Chandra, Bipan and Others Freedom Struggle. Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd. Desai, A.R. (1984), India's Path of Development, Popular Prakashan. Dutta, K.K. (1975), Social History of Modern India, Delhi, Macmillan Publication. Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication. Jeffery, R. and J. Masscloss: From Rebellion to the Republic. Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint. Majumdar, R.C.: Struggle for Freedom. Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co. Moon, Penderal (1998), Divide and Quit, USA Oxford University Press. Patel, Vallab Bhai Correspondence, Writings and Speeches. Prasad, Bisheswar, Bondage and Freedom, 2 Vols. | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) <ul style="list-style-type: none"> Seminar/Assignment on any topic of the above syllabus. Test with multiple choice questions/short and long answer questions. Research Orientation of the student. Quiz. | | | | |
| Suggested equivalent online courses. IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | | |

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| Programme as per NEP | Class | Year | Semester |
| Degree | B.A. | Third | V |
| Subject : History | | | |
| Course Code: A050502T/ 0510502 (Optional) | Course Title : History of Modern world (1453 A.D. – 1815 A.D.) | | (Theory) |
| Course Outcome – This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society. economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern times in European context. This paper covers the Napoleon era in Europe also. | | | |
| Credits : 5 | | Optional | |
| Max. Marks: 25+75 (25) Internal + External | | Min. Passing Marks : 33 | |
| Total No. of Lectures - Tutorial - Practical (in hours per week) L-T-P 5-0-0 | | | |
| Unit | Topic | No. of Lectures 15X5=75 | |
| I | Political and Religious structure of Europe in the early 15 th Century. | 10 | |
| II | Renaissance: Its Causes, Feature and Impact. | 10 | |
| III | Reformation Movement in Europe and Role of Martin Luther. | 5 | |
| IV | Religious warfare: The Thirty Years War. | 10 | |
| V | Glorious Revolution and Development of Cabinet system in England. | 10 | |
| VI | Industrial Revolution in 18 th Century, American Revolution | 10 | |
| VII | French Revolution: Causes, Significance and Impact on world. | 10 | |
| VII | Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy. | 10 | |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | |
| Suggested Readings: <ul style="list-style-type: none"> • Stavrianos. A.J. : History of the Modern World Since 1500 • Fisher. H.A.L : History of Europe • Palmer. R.R. : A History of Modern World • Macneill. W.H : History of the World • Panikkar. K.M : Asia and Western Dominance • Bailey. C.A. : The Birth of Modern World • Bennis, F. Lee: Europe since 1914 • Carr, E.H.: (1948), International. Relations between two world war (1919-1939), Delhi, Macmillan and Co. • Carsten, F.L. (1982), The Rise of Fascism University of California Press • Dhar, S.N.: (1967), International Relations and World Politics Since 1919, Bombay, Asia Publish House. • Langasm, W.C.: World Since 1919, Surjeet Publication • Marriot, M.: International Relations between the two world war • Parker, R.A.C.: (1969), Europe (1919-1945) London, Weidenfield and Nicolson • Vinacke Herald: (1959), A History of For East in Modern Times. East Asia, Appleton Century —Crofts • Grant &Temperley : Europe in Nineteenth and Twentieth Centuries • Hayes, C.J.H.: A Political and Cultural History of Europe, 1830-1839 • जैन एवं माथुर, आधुनिक विश्व का इतिहास 1500 से 2000 तक • लाल बहादुर वर्मा – यूरोप का इतिहास। • डा० ए०के० मित्तल – यूरोप का इतिहास • डा० दीनानाथ वर्मा – अंतर्राष्ट्रीय सम्बन्ध • देवेश विजय, मीना भारद्वाज- आधुनिक यूरोप का इतिहास एवं दिशाएं | | | |

- सत्यकेतु विद्यालंकार – यूरोप का आधुनिक इतिहास
- एस.चन्द – आधुनिक यूरोप का इतिहास

Suggested Continuous Internal Evaluation Methods (25 Marks)

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

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| Programme as per NEP | Class | Year | Semester |
| Degree | B.A. | Third | V |
| Subject : History | | | |
| Course Code: A050503T/ 0510503 (Optional) | Course Title : Socio-Cultural and Economic History of Medieval India (1200 A.D. – 1700 A.D.) | | (Theory) |
| Course Outcome – This paper comprises social, economic and cultural aspect Of medieval India. In this Paper a student will be introduced to the saints of medieval India who had shown the path of "Bhakti Movement and flourish the Indian culture and religion during Turk and Mughal attacks. It covers also the condition of women in medieval Indian history. In spite of Turk Timur. Mughal and Afghan attacks India Economy had a lion's share in all over world's economy this aspect will also be known to the scholar of history. | | | |
| Credits : 5 | | Optional | |
| Max. Marks: 25+75 (25) Internal + External | | Min. Passing Marks : 33 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0 | | | |
| Unit | Topic | No. of Lectures 15X5=75 | |
| I | Social condition during Sultanate Period. | 10 | |
| II | Market Control Policy and Revenue system of Allaudin Khilji. | 10 | |
| III | Sufism and Bhakti Movement in India. | 5 | |
| IV | Womens' Condition during Sultanate Period. | 10 | |
| V | Land Revenue System during Mughal Period. | 10 | |
| VI | Trade and Commerce during Mughal Period. | 10 | |
| VII | Development of Banking system during Mughal Period. | 10 | |
| VIII | Development of industry during Mughal Period. | 10 | |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | |
| Suggested Readings: <ul style="list-style-type: none"> Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press. Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi Munsiram Manoharlal. Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press. Roy, S.C.: (1935), Dynastic History of Northern India. Calcutta Calcutta University press. Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications. Sarkar, J.N., Shivaji and his Times. श्रीवास्तव, आशीर्वादीलाल: (1917) भारत वर्ष का इतिहास 1000 से 1907 शिवलाल अग्रवाल एण्ड कम्पनी दिल्ली। पाण्डेय, अवध बिहारी (1988), पूर्व मध्यकालीन भारत, इलाहाबाद सेन्ट्रल बुक डिपो पाण्डेय, अवध बिहारी (1988) उत्तरमध्यकालीन भारत, इलाहाबाद सेन्ट्रल बुक डिपो सरदेसाई जी०एस० – शिवाजी | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) <ul style="list-style-type: none"> Seminar/Assignment on any topic of the above syllabus. Test with multiple choice questions/short and long answer questions. Research Orientation of the student. Quiz. | | | |
| Suggested equivalent online courses. IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |

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| Programme as per NEP | Class | Year | Semester |
| Degree | B.A. | Third | V |
| Subject : History | | | |
| Course Code: A050504T/ 0510504 (Optional) | Course Title : Ethics in History | | (Theory) |
| Course Outcome – History is in an excellent position to inculcate moral values in students mind. Study of Ved and Geeta with Life stories of great saints. heroes and reformers, like Shankracharya. Buddha, Rama, Maharana Pratap, Guru Nanak, Swami Dayananda, Swami Vivekananda, Mahatma Gandhi Aurobindo and Radhakrishnan etc. encourage students to be truthful, courageous, just and selfless. | | | |
| Credits : 5 | | Optional | |
| Max. Marks: 25+75 (25) Internal + External | | Min. Passing Marks : 33 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0 | | | |
| Unit | Topic | | No. of Lectures 15X5=75 |
| I | Introduction of Ethics – History | | 10 |
| II | Determinants of Ethics, Normative and Applied Ethics. | | 10 |
| III | Different early Indian approach to understand Ethics. | | 5 |
| IV | The survey of early Indian Ethics – study of Ved and Geeta. | | 10 |
| V | Dharma and Rationality. | | 10 |
| VI | The Bhakti Movement | | 10 |
| VII | Ideas and Ethical Philosophy of Aurobindo. | | 10 |
| VIII | Ideas and Ethical Philosophy of Gandhi and Radhakrishnan. | | 10 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | |
| Suggested Readings: <ul style="list-style-type: none"> Sredharan, E.: A Text book of Historiography. Carr, E.H.: What is History. Ali Sheik, : History, Theory and Method. Chaudhary, K.OP. (1975) Effective teaching of History in India, New Delhi, National Council of Education and Research and Training. Collingwood, R.G. 1951), The Idea of History, London: Oxford University Press. Ghate, V.D. (1953) Suggestions for the Teaching of History, Bombay, Oxford University press. कार, ई एच. : (1997) इतिहास क्या है मैकगिलप्रेस, नई दिल्ली छाँ कैनाडीन, डेविड (2002) हवाट इजहिस्ट्रीनाऊ मैकमिलन, लंदन कौशिक, कुंवरबहादुर : (1984) इतिहासदर्शन एवं प्राचीन भारतीय इतिहासलेखन, गोरखपुर श्री धरन्, ई- इतिहासलेख सिंह, बद्रीनाथ (1998) नीतिशास्त्र की रूपरेखा, आशाप्रकाशन वाराणसी पाण्डेय, संगमलाल (1991) नीतिशास्त्र कासर्वेक्षण, सेन्द्रलपब्लिशिंग हाऊस, प्रयागराज | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) <ul style="list-style-type: none"> Seminar/Assignment on any topic of the above syllabus. Test with multiple choice questions/short and long answer questions. Research Orientation of the student. Quiz. | | | |
| Suggested equivalent online courses. IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |

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| Programme as per NEP | Class | Year | Semester |
| Degree | B.A. | Third | VI |
| Subject : History | | | |
| Course Code: A050601T/ 0610501 | Course Title : Era of Gandhi and Mass Movement | | (Theory) |
| Course Outcome-The objective of the paper is to make students aware of freedom struggle, contribution of revolutionaries, factors leading to partition of country. It will highlight the contribution of freedom fighters and inculcate a spirit of patriotism in the minds of students and help them to become better citizens. | | | |
| Credits : 5 | | Core Compulsory | |
| Max. Marks: 25+75 (25) Internal + External | | Min. Passing Marks : 33 | |
| Total No. of Lectures - Tutorial - Practical (in hours per week) L-T-P 5-0-0 | | | |
| Unit | Topic | | No. of Lectures |
| I | Circumstances leading to Non co-operation movement. | | 15X5=75 |
| II | Rise of Revolutionary movements in India with special reference to HRA,H.S.R.A. and trial of Bhagat Singh, Gadar Party. | | 10 |
| III | Simon Commission, Nehru Report. The Civil disobedience Movement | | 5 |
| IV | Special features of Govt. of India act of 1935, Quit India Movement. | | 10 |
| V | Subhash Chandra Bose and INA, Contribution of B.R. Ambedkar. | | 10 |
| VI | Constitutional Crisis - Cripps and Cabinet Mission. | | 10 |
| VII | Second World war, Mountbatten Plan, Partition and Independence. | | 10 |
| VIII | Integration of princely states and contribution of Sardar Vallabh Bhai Patel. | | 10 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | |
| Suggested Readings: | | | |
| <ul style="list-style-type: none">➤ Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House➤ Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press➤ Chandra, Bipan and Others: Freedom Struggle➤ Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd.➤ Desai, A.R. (1984), India's Path of Development, Popular Prakashan➤ Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication➤ Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication➤ Jeffery, R. and J Masseless: From Rebellion to the Republic➤ Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint➤ Majumdar, R.C.: Struggle for Freedom➤ Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co.➤ Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press➤ Patel, Vallab Bhai: Correspondence, Writings and Speeches.➤ Prasad, Bisheswar,: Bondage and freedom, 2 Vols.➤ Rai, Satya M.(ed.): Bharat Mein Upniveshwad Aur Rashtrawad (Hindi)➤ Sarkar, Sumit: Adhunik Bharat (Hindi)➤ Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983➤ Sen, S.N.: (1957), Eighteen Fifty Seven Publication Division➤ Singh, Ayodhya: (2012), Bharat Ka Mukti Sangram, Neha Publishers and Distributors➤ Tara Chand: History of the Freedom Movement in India, Vols. I - IV, Division Publication | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | |
| <ul style="list-style-type: none">• Seminar/Assignment on any topic of the above syllabus.• Test with multiple choice questions/short and long answer questions.• Research Orientation of the student.• Quiz. | | | |
| Suggested equivalent online courses. | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |

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| Programme as per NEP | | Class | Year | Semester |
| Degree | | B.A. | Third | VI |
| Subject : History | | | | |
| Course Code: A050602T\0610502 (Optional) | | Course Title : History of Modern World (1815 A.D. – 1945 A.D.) | | (Theory) |
| Course Outcome- This paper is designed to introduce the student regarding rapid changes in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with. This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history to world history. These times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal as Second World War was lesser Imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonialist and Imperialist structure crumbled. | | | | |
| Credits : 5 | | | Optional | |
| Max. Marks: 25+75 (25) Internal + External | | | Min. Passing Marks : 33 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0 | | | | |
| Unit | Topic | | | No. of Lectures 15X5=75 |
| I | Vienna Congress Unification of Germany and Italy. | | | 10 |
| II | Causes leading to First world war. | | | 10 |
| III | Paris Peace Convention and Treaty of Versailles. | | | 10 |
| IV | League of Nations: Organisation, Achievements and Failure. | | | 5 |
| V | Rise of Communism in Russia: The Bolshevik Revolution | | | 10 |
| VI | Rise of Dictatorship: Mussolini and Hitler. | | | 10 |
| VII | United States in world affairs: Economic Depression and New Deal policy of F.D. Roosevelt. | | | 10 |
| VIII | Factors leading to Second World War and U.N.O. | | | 10 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | | |
| Suggested Readings: ➤ Stavrianos A.J. : History of Modern World Since 1500 ➤ Bronski Jacob & Bruce Mazlish: Western Intellectual tradition. ➤ Robertz. J.M.: History of the World. ➤ Fisher, H.A.L.: History of Europe. ➤ Palmer, R.R.: A History of Modern World./ ➤ Wallerstine Immanuel: Modern World System ➤ Macneill W.H.: History of the World ➤ Panikkar, K.M.: Asia and Western Dominance ➤ Bailey. C.A.: The Birth of Modern World. ➤ Bensus, F. Lec, Europe since 1914. ➤ Car, E.H.: (1948) International, Relations between two world war (1919-1939) Delhi Macmillan and Co. ➤ Carsten, F.L. (1982) The Rise of Fascism University of California Press ➤ Dhar, S.N.: (1967) International Relations and World Politics Since 1919 Bombay.. Asia Publish House. ➤ Hardy, G.M.S.: (1950) Short History of International Affairs 1920-1939 New York, Oxford University Press. ➤ Langasm, W.C.: World Since 1919 Surjeet Publication. ➤ Lowe, Normon: (1982) Mastering Modern World History, Macmillan and Co. ➤ Marriot, M.: International Relations between the two world war. ➤ Parker, R.A.C.: (1969) Europe (1919-1945) London, Weidenfield and Nicolson. | | | | |

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- Taylor, A.J.P. (1961) Origin of the second world war Simon and Sehuster
 - Verma, Dinanath: Aadhunik Vishwakaltihas (Hindi) Jnanada Publication
 - Vinaeke Herad: (1959), A History of For East in Modern Times. East, asia Appleton Century Crofts
 - Woodroff, C.: (1998) Modern World, St. Martin's
 - Grant &. Temporally : Europe in Nineteenth and Twentieth Centuries.
 - Hayes, C.J.H.: A Political and Cultural History of Europe, 1830-1839.
 - Ketelbey, C.D.M.: A History of Modern Times (English or Hindi).
 - Lipson: Europe in the Nineteenth and Twentieth Centuries.
 - भटनागर एवं गुप्ता: आधुनिक यूरोप का इतिहास (भाग दो)
 - लाल, के.एस. : आधुनिक यूरोप का इतिहास (भाग दो)
 - वर्मा, लालबहादुर: (1998) यूरोप का इतिहास (भाग दो), नई दिल्ली प्रकाशन संस्थान

Suggested Continuous Internal Evaluation Methods (25 Marks)

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

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| Programme as per NEP | | Class | Year | Semester |
| Degree | | B.A. | Third | VI |
| Subject : History | | | | |
| Course Code: A050603T/ 0610503 (Optional) | | Course Title : Socio-Cultural and Economic History of Medieval India (1700 A.D. – 1900 A.D.) | | (Theory) |
| Course Outcome – This paper comprises social, economic and cultural aspect of modern India In this paper a student will be introduced to the social and religious reform movement in colonial India. Decline of Indian Handicraft, land revenue system and commercialization of agriculture are the salient feature of 18 th and 19 th Century India. Development of banking and Railway had played a vital role in the drain of Indian wealth to England. All these aspects have been covered under this paper title. | | | | |
| Credits : 5 | | | Optional | |
| Max. Marks: 25+75 (25) Internal + External | | | Min. Passing Marks : 33 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0 | | | | |
| Unit | Topic | | | No. of Lectures 15X5=75 |
| I | Socio and Religious Reform Movement. | | | |
| II | Reforms in Muslim Society. | | | 10 |
| III | Land Revenue System during colonial period: Permanent Settlement Raiyatwari and Mahalwari system. | | | 10 |
| IV | Decline of Indian Handicraft in British Period. | | | 5 |
| V | Commercialisation of Agriculture and its Impact on India. | | | 10 |
| VI | Theory of Drain of Wealth. | | | 10 |
| VII | Development of Railway and its Impact. | | | 10 |
| VIII | Development of Banking System in Colonial Period. | | | 10 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | | |
| Suggested Readings: | | | | |
| <ul style="list-style-type: none"> Banerjee, A.C.: (1983) The New History of Modern India (1707-1947). Calcutta, K.P. Bagchi. Bayly, C.A: An Illustrated History of Modern India 1600-1947. London 1990 Chabra, G.S.: (1939), Advanced History of Modern India, Stealing Publication Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication) Desai, A.R.: (1984), India's Path of Development. Mumbai, Popular Publication Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co. Dutta, K.K.: (1975). Social History or Modern India. Delhi. Macmillan Publication. Freedenberg, R.E.: (1912) Land Control and Social Structure in India. Grover, B.L.: A New look on Modern Indian History. Jain, M.S.: (1993) Aadhunik Bharat Varsh Kaltihas, New Age International Pvt. Ltd. Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication. Majumdar, Dutta and Ray Chawdhury (ed.) (1967) Advanced History of Idnia 3 Vols, Macmilan Publication. Metcalf, Berbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge. 2002. Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University. Mishra, B.B. (1972), Administrative Historyof Modern India Oxford University Publication. Mishra, J.P. : Aadhunik Bharat Kaltihas, Uttar Pradesh Granth Academic, Prabhag Mittal, S.C.: Bharat Ka Saamaji Kaur Aarthikltihas (1758-1957) Muir, Ramssay: (1969) The Making of British India, Oxford University Press. Prasad, Ishwari & Subedar: (1951) History of Modern India (English or Hindi), Indian Press. Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press. Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi Rajkamal Prakashan. Sarkar, Sumit: (1983) Modern India, Macmillan. Shukla, R.L. (cd.) Adhunik Bharat Kaltihas (Hindi), Delhi University Publication. Singh, G.N. (1963) Constitutional Development in Modern India, Punjab, Atma Ram Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press. | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | | |
| <ul style="list-style-type: none"> Seminar/Assignment on any topic of the above syllabus. Test with multiple choice questions/short and long answer questions. Research Orientation of the student. | | | | |

- Quiz.

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Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

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| Programme as per NEP | | Class | Year | Semester |
| Degree | | B.A. | Third | VI |
| Subject : History | | | | |
| Course Code: A050604T/ 0610504 (Optional) | | Course Title : History and its Professional Utility | | (Theory) |
| <p>Course Outcome – This paper is designed to introduce application of history among student of history. Different units are designed about use of Archives, Museums and Libraries, History and its professional utility is the central idea behind this paper. This paper covers environmental aspect of history as well as historical survey of development of science and technology in India.</p> | | | | |
| Credits : 5 | | | | |
| Max. Marks: 25+75 (25) Internal + External | | | Optional | |
| | | | Min. Passing Marks : 33 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 5-0-0 | | | | |
| Unit | Topic | | | No. of Lectures |
| I | Use of Archives and Museums. | | | 15X5=75 |
| II | Use of Map in History. | | | 10 |
| III | Importance of Libraries. | | | 10 |
| IV | Local Heritage, Temples and Shrines, | | | 5 |
| V | Tourism for Architectural Monuments. | | | 10 |
| VI | Preservation of Environment in History. | | | 10 |
| VII | A Historical Survey of development of Science and Technology in India. | | | 10 |
| VIII | Use of History in Journalism: Print and Electronic Media. | | | 10 |
| <p>Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.</p> | | | | |

Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.

Suggested Readings:

- Sreedharan, E.: A Textbook of Historiography.
- Carr. E.H.: What is History.
- Ali Sheik, : History, Theory and Method.
- Boticelli, Peter, Martha R. Mahard and Michele V. Cloonan (2019) Libraries, Archives and Museums Today, Rowan & Littlefield Publishers.
- Kimerling, A. Jon, Map Use Reading Analysis Interpretation, ESRI Press.
- Koopman, Harry Lyman- The Mastery of Books: Hints on Reading and The Use of Libraries American Book Company.
- Mishra, P.K. (2018) Tourism in India, New Century Publications
- Roday, Sunetra Archanna Biwal & Vandana Joshi – Tourism: Operations and Management
- Atkinson RJC : (1953) Field Archaeology, London, Mathew and Co.
- Basker P.: (1982) Techniques of Archaeological Excavation, London, Batsford.
- Chakrabarthi D.K.: (1989) Theoretical Perspectives in Indian Archaeology Munshiram Manoharlal.
- Rajan K.: (2002) Archaeology, Principles and Methods, Tanjavur.
- Raman K.V.: (1976) Principles and Methods in Archaeology, Madras.
- Agee, Ault & Emery, Introduction to Mass Communication.
- Asa Briggs, A Social History of Media from Guttenberg to the Internet.
- Gardiner Lambert, A History of Media.
- Kamath, M.V. Professional Journalism.
- Keval J. Kumar, Mass Communication in India.
- तिवारी, अर्जुन – (1997) हिन्दी पत्रकारिता का वृहद इतिहास वाणी प्रकाशन
- कोरा, आशारानी – (2001) स्वाधीनता सेनानी लेखक- पत्रकार, प्रतिभा प्रतिष्ठान
- सहाय, शिवस्वरूप – (1992) संग्रहालय की ओर, मोतीलाल बनारसीदास, वाराणसी
- कार ई.एय. इतिहास क्या है मैकमिलनप्रेस नई दिल्ली छातां (1997)
- कैनाडीन, डेविड : ह्वाटइजहिस्ट्रीनाऊ मैकमिलन, लंदन (2002)
- कौशिक, कुंवरवाहादुर : इतिहास दर्शन, एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर (1984)

Suggested Continuous Internal Evaluation Methods (25 Marks)

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.

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- Quiz.

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Suggested equivalent online courses.

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| Programme As Per NEP | Class | Year | Semester |
| B.A. Honours/ B.A. Honours with Research | B.A. | Fourth | VII |
| Subject : History | | | |
| Course Code: 0710521 | Course Title : Historiography Concept and Approaches | | (Theory) |
| Course Outcome :- The paper is designed to make students aware of concepts of Historiography, different approaches and schools of Historical writings. It will inculcate in the students analytical thinking and research skill. | | | |
| Credits : 4 | | Core Compulsory | |
| Max. Marks: 25+75 (25) Internal + External | | Min. Passing Marks : 40 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-4 -0-0 | | | |
| Unit | Topic | | No. of Lectures=60 |
| I | Meaning, scope and uses of History, History science or art, objectivity and subjectivity debate | | 12 |
| II | History and other disciplines:- History and Geography, Political Science, Sociology ,History and Science, History and Literature | | 12 |
| III | Traditions of Historical writings: Greco Roman Historiography, Ancient Indian Historiography | | 10 |
| IV | Major School of thought with special reference to Indian Historiography: Orientalist, imperialist, Nationalist. | | 13 |
| V | Marxist Historiography, History from below | | 13 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | |
| Suggested Readings: <ul style="list-style-type: none">E.H. Carr: what is History.R.G. Collingword: The idea of History.E. Sherdharan – A text book of Historiography.Laxmi Jain, Historical Method and Historiography.Harbans Mukhiya – Historians and Historiography during the reign of AkbarAshu J. Nair & Srotoswini Borah – History and Historiography.ई श्री धरन- इतिहास लेखडा० के. एल. खुराना - इतिहास लेखन, धारणाएं तथा पद्धतियांडा० झारखण्ड चौबे - इतिहास दर्शनलाल बहादुर वर्मा - इतिहास क्यों कब कैसेकुंवरबहादुर कौ शक - इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) <ul style="list-style-type: none">Seminar/Assignment on any topic of the above syllabus.Test with multiple choice questions/short and long answer questions.Research Orientation of the student.Quiz. | | | |
| Suggested equivalent online courses. IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |

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| Programme As Per NEP | | Class | Year | 31 |
| B.A. Honours/ B.A. Honours with Research | | B.A. | Fourth | Semester VII |
| Subject : History | | | | |
| Course Code: 0710522 | | Course Title : History of India from Earliest Times till Harrapan Civilization | | (Theory) |
| Course Outcome: – The paper covers the period from pre historic to proto historic period of India. It will enable students to have better understanding of Indian History from the beginning and will create firm basis of their knowledge. | | | | |
| Credits : 4 | | Core Compulsory | | |
| Max. Marks: 25+75 (25) Internal + External | | Min. Passing Marks : 40 | | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T- 4-0-0 | | | | |
| Unit | Topic | | | No. of Lectures=60 |
| I | Reconstructing Ancient Indian History (a) Early Indian notions of History (b) sources and tools of Historical Reconstruction Archaeological and literary C-14 dating. | | | 10 |
| II | Pre historic hunter gatherers (a) Palaeolithic cultures – technological developments. | | | 10 |
| III | Mesolithic cultures: new development in technology and Economy, Rock art. | | | 10 |
| IV | The Advent of food production: Understanding the regional and chronological distribution of neolithic and chalcolithic cultures. | | | 15 |
| V | Early Harappan settlements, Mature Harappan Phase:- their town planning, Religious beliefs, agrarian base, craft production and trade, different notions of decline of Harrapan Civilization. | | | 15 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | | |
| Suggested Readings: | | | | |
| <ul style="list-style-type: none">• कृष्ण चन्द्र श्रीवास्तव – प्राचीन भारत का इतिहास तथा संस्कृति• के.के. थपलियाल – सिन्धु सभ्यता• गार्डन चार्डल – What happened in History• Dr. S.P. Gupta – The Indus – Saraswati Civilization• K. Nilkant Shastri – History of South India.• Piggot : Prehistoric India• B.B.Lal – The Saraswati flows on• Upinder Singh – A history of Ancient and Early Medieval India.• K.C. Jain – Pre history and proto History of India. | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | | |
| <ul style="list-style-type: none">• Seminar/Assignment on any topic of the above syllabus.• Test with multiple choice questions/short and long answer questions.• Research Orientation of the student.• Quiz. | | | | |
| Suggested equivalent online courses. | | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | | |

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| Programme As Per NEP | Class | Year | Semester |
| B.A. Honours/ B.A. Honours with Research | B.A. | Fourth | VII |
| Subject : History | | | |
| Course Code: 0710523 | Course Title: History of Ancient India from Aryan period to Mauryan Period | | (Theory) |
| Course Outcome:- The paper is designed to develop the understanding of ancient Indian, history covering beginning of empire in India, state – monarchical and republican, students will be acquainted with rich cultural tradition, Jainism Buddhism and Concept of Ashoka's Dhamma | | | |
| Credits – 4 | | Core Compulsory | |
| Max. Marks : 25+75 (25) Internal + External | | Min. Passing Marks : 40 | |
| Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 4-0-0 | | | |
| Unit | Topic | | No. of Lectures=60 |
| I | Reconstructing the history through literary sources – Religious sources – Vedic, Budhist and Jain | | 12 |
| II | Archaeological sources – PGW, NBPW, Ashoka's Edicts | | 10 |
| III | Early Vedic Economy and Society, Religious beliefs, Sapt Sindhu region, Later Vedic Period: expansion of agriculture and economic growth, Social differentiation. | | 15 |
| IV | Second Urbanization – Maha Janpadas: Republic and Kingdoms, emergence of Hetrodox religions: Jainism and Buddhism | | 10 |
| V | History of Ancient India from Rise of Magadha: The achaemanian invasions of India, Formation of Mauryan empire: Chandragupta, Bindusara, Ashoka, Conquests and extent of empire, The Dhamma of Ashoka. | | 13 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | |
| Suggested Readings: <ul style="list-style-type: none"> • K.P. Jaiswal – Hindu Polity • RG Bhandarkar – A peep into the Early history of India. • K.A. Nilkanth Shastri – Nanda – Maurya Age. • R.S. Sharma – Advent of Aryan in India • Romila Thapar – Ashoka & the decline of the Mauryas • A.L. Basam – The wonder that was India • A.S. Altekar – The position of women in Hindu Civilization • राधा कुमुद मुखर्जी- अशोक • ए०एल० वाश्म अद्भुत भारत • कृष्ण चन्द्र श्रीवास्तव- प्राचीन भारत का इतिहास तथा संस्कृति | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) <ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions/short and long answer questions. • Research Orientation of the student. • Quiz. | | | |
| Suggested equivalent online courses. IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |

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| Programme As Per NEP | | Class | Year | Semester |
| B.A. Honours/ B.A. Honours with Research | | B.A. | Fourth | VII |
| Subject : History | | | | |
| Course Code: 0710524 | Course Title: History of India: Post Mauryan to Rajput Period | | | (Theory) |
| Course Outcome:- The paper is designed to give the thorough insight to students about the classical age of India, post Gupta developments, and rise of Rajputs Socio-cultural aspects is added in order to give broad understanding of the subject. | | | | |
| Credits – 4 | | | | |
| Max. Marks : 25+75 (25) Internal + External | | | Core compulsory | |
| | | | Min. Passing Marks : 40 | |
| Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 4-0-0 | | | | |
| Unit | Topic | | | No. of Lectures=60 |
| I | Post Mauryan polity with special reference to Shungas, Kushans, Satvahan, spread of Buddhism, art and architecture. | | | 10 |
| II | Gupta Empire: Sources – Coinage, inscriptions, Chandragupta Kacch, Samudargupta, the Historicity of Ramgupta, Chandragupta Vikramaditya | | | 15 |
| III | Kumargupta, Skandgupta, Classical age and cultural achievements, Society, Economy, Religion | | | 10 |
| IV | Harshvardhan, Gauda ruler Shashank, society, culture, Mahayan Buddhism, Accounts of Fahien | | | 10 |
| V | Tripartite struggle, Rise of Rajputs and nature of state, political structure, social values | | | 15 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | | |
| Suggested Readings: | | | | |
| <ul style="list-style-type: none">Shri Ram Goyal - The Gupta EmpireParmeshwari Lal Gupta - CoinsR.D. Benerjee – The Age of Imperial GuptaRomila Thapar - Clan to empireडा० के.ए. नीलकंठ शास्त्री- द क्षण भारत का इतिहासउ पन्दर सिंह- प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहासए.एल. वाशम- अद्भुत भारतरामशरण शर्मा- प्राचीन भारत का इतिहासवशुद्धानन्द पाठक- उत्तर भारत का राजनैतिक इतिहासडी.एन.झा- प्राचीन भारत का इतिहास- व वध आयामडा० परमेश्वरी लाल गुप्त- गुप्त साम्राज्यजय शंकर मश्र- प्राचीन भारत की संस्कृति | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | | |
| <ul style="list-style-type: none">Seminar/Assignment on any topic of the above syllabus.Test with multiple choice questions/short and long answer questions.Research Orientation of the student.Quiz. | | | | |
| Suggested equivalent online courses. | | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | | |

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| Programme As Per NEP | | Class | Year | Semester |
| B.A. Honours | | B.A. | Fourth | VII |
| Subject : History | | | | |
| Course Code: 0710525 | Course Title: Art and Architecture in Early India till Gupta Empire | | | Theory |
| Course Outcome: – The course will focus on understanding the early forms of art and architecture in India during different periods. Students will be able to understand the nomenclature of architectural forms and regional variations. | | | | |
| Credits – 4 | | Optional | | |
| Max. Marks : 25+75 (25) Internal + External | | Min. Passing Marks : 40 | | |
| Total No. of Lectures - Tutorial – Practical in hours per week : L-T-P - 4-0-0 | | | | |
| Unit | Topic | | | No. of Lectures=60 |
| I | Pre-historic art, art of Bhimbetka, paintings, content and forms, urban planning of Indus valley civilization and terracotta. | | | 12 |
| II | Stupas, Chaitya and Viharas : architectural features, Bharhut, Sanchi Amravati, Nagarjuna Konda. | | | 12 |
| III | Early temples, Important Gupta temples, forms and Iconography. | | | 12 |
| IV | Cave Temples – Ajanta, Elephanta, Images of Yaksha and Yakshi and Jain Images. | | | 12 |
| V | Painting: Content and development of Aesthetic element with special reference to Ajanta and Bagh. | | | 12 |
| Teaching Learning Process : Class discussions/demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | | |
| Suggested Readings: | | | | |
| <ul style="list-style-type: none">• Aggarwal, Vasudev Sharan: Indian art, A History of Indian art from the earliest times upto third century A.D• Mainpal, Y. - Prehistoric painting of Bhimbetika• Ghosh, A. - Ajanta Murals• Singh, Upendra - A History of Ancient and Early Medieval India• Vidhya Bhawan – History of Indian Culture of Indian People Vol. II, III• अग्रवाल वासुदेव शरण- भारतीय कला• वाशम, ए०एल०-अद्भुत भारत• आर०सी० मजूमदार- प्राचीन भारत• आर०एस० त्रिपाठी- प्राचीन भारत | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | | |
| <ul style="list-style-type: none">• Seminar/Assignment on any topic of the above syllabus.• Test with multiple choice questions/short and long answer questions.• Research Orientation of the student.• Quiz. | | | | |
| Suggested equivalent online courses. | | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | | |

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| Programme As Per NEP | Class | Year | Semester |
| B.A. Honours | B.A. | Fourth | VII |
| Subject : History | | | |
| Course Code: 0710526 | Course Title: Theories & Methods in Archaeology | | (Theory) |
| Course Objective – The present paper will enable students to understand the importance of archaeology not as source of History but as an independent subject. They will learn different excavation techniques and tools. | | | |
| Credits – 4 | | Optional | |
| Max. Marks : 25+75 (25) Internal + External | | Min. Passing Marks : 40 | |
| Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 4-0-0 | | | |
| Unit | Topic | No. of Lectures=60 | |
| I | Archaeology: meaning & scope and relation with other discipline Excavation, tools and techniques, C-14 dating, contribution of Alexander Cunningham, Archaeological Survey of India. | 15 | |
| II | Palaeography: Importance of inscriptions, inscriptions of Ashoka, Inscriptions of Guptas | 15 | |
| III | Coinage in ancient India, numismatics as source of Political History, coins of Gupta Empire. | 15 | |
| IV | Art and architecture of ancient India, forms of rock cut cave painting | 15 | |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | |
| Suggested Readings: | | | |
| <ul style="list-style-type: none"> • D.P. Aggarwal – The Archaeology of India • Dilip K. Chakrabarti – The Archaeology of Ancient Indian Cities • अक्षय श्रीवास्तव– भारतीय पुरातत्व • डा० गिरीश चन्द्र शुक्ल– प्राक् एवं प्रागैतिहासिक भारतीय पुरातत्व • डा० विमलेश कुमार पाण्डेय– भारतीय पुरातत्व • डा० निहारिका– प्राचीन भारतीय पुरातत्व अभिलेख एवं मुद्राएँ • मानव संसाधन विकास मंत्रालय भारत सरकार– पुरातत्व परिभाषा कोश • डा० रामकुमार अहिरवार– भारतीय लोक संस्कृति और पुरातत्व • ओम प्रकाश लाल श्रीवास्तव– इतिहास एवं पुरातत्व के नवीन आयाम | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | |
| <ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions/short and long answer questions. • Research Orientation of the student. • Quiz. | | | |
| Suggested equivalent online courses. | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |

(Only for the students who secure 75% marks in First Six Semesters)

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| Programme as per NEP | | Class | Year | Semester |
| B.A. Honours with Research | | B.A. | Fourth | VII |
| Course Code: 0710565 | | Subject : History | | |
| Course Outcome – | | Course Title : Project | | (Project) |
| Students will be able to understand | | | | |
| <ul style="list-style-type: none">• In-depth knowledge of research methodology.• The variation among Historical locations.• Preparing Report of Research Project. | | | | |
| Credits : 3 | | Core Compulsory | | |
| Max. Marks: 100 | | Min. Passing Marks : 40 | | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) L-T-P 3-0-0 | | | | |
| Unit | Topic | | | No. of Lectures |
| I | Student has to prepare research report on any relevant topic of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report. Meaning types and significance of Research, Literature review and formulation of research design, research problem objectives, hypothesis, Research materials and methods, Sampling etc. Techniques of writing scientific reports. Preparing notes, references, bibliography, abstract and keywords etc. | | | 15X3=45 |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | | |
| Suggested Readings: | | | | |
| <ul style="list-style-type: none">• Chitnis, K.N. (2006) – Research Methodology in History, Atlantic Publication.• Sreedharan, E.: A Textbook of Historiography.• Kimerling, A. Jon, Map Use – Reading Analysis Interpretation, ESRI Press• Mishra, P.K. (2018) Tourism in India, New Century Publications.• Roday, Sunetra Archana Biwal & Vandana Joshi – Tourism: Operations and Management.• Alkinson RJC (1933) Field Archaeology, London, Mathew and Co.• Basker P. : (1982) Techniques of Archaeological Excavation, London, Batsford.• Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur.• Raman K.V. (1976) Principles and Methods in Archaeology, Madras.• थपलियाल, हरिप्रसाद '1976' भारत की ऐतिहासिक मानचित्रावली, हिन्दी प्रचारक पब्लिकेशन, वाराणसी• कार, ई.एच. '1997' इतिहास क्या है, मैकमिलन प्रेस, नई दिल्ली, छठौं• कैनाडीन, डेविड '2002' हवाट इज हिस्टी नाऊ, गैकमिलन, लंदन• कौशिक, कुंवरबहादुर '1984' इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर।• श्रीधरन, ई. – इतिहासलेख | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | | |
| <ul style="list-style-type: none">• Seminar/Assignment on any topic of the above syllabus.• Test with multiple choice questions/short and long answer questions.• Research Orientation of the student.• Quiz. | | | | |
| Suggested equivalent online courses. | | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | | |

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| Programme As Per NEP | Class | Year | Semester |
| B.A. Honours/ B.A. Honours with Research | B.A. | Fourth | VIII |
| Subject : History | | | |
| Course Code : 0810521 | Course Title: Socio-Economic and Cultural History of Ancient India (Till 1200 A.D.) | | (Theory) |
| Course Outcome:– This paper is designed to develop the understanding of historical processes in India during the period under study. This paper covers the major aspects of Society, Education, Philosophy, Economy and Culture of Ancient India. It will enable students to learn the analytical skills to explore the development of India's cultural accomplishments in historical perspective. | | | |
| Credits : 4 | | Core Compulsory | |
| Max.Marks: 25+75 (Internal + External) | | Min. Passing Marks : 40 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 4-0-0 | | | |
| Unit | Topic | | No. of Lectures=60 |
| I | Structure of Society: Varna and Jati System, Position of Shudras and Slavery | | 10 |
| II | Ashram, Purusharth, Sanskar, Position of Women: Family, Marriage System, Property Rights | | 10 |
| III | Education: Aims, Ideas and Institutions | | 10 |
| IV | Agricultural Production, Techniques and Economy: The Role of Iron Technology, Ownership of Land, Patterns of Land holdings | | 15 |
| V | External Trade: Routes, Ports and Market Centres, Internal Trade: Routes, Urban Centres, Guild System. | | 15 |
| Teaching Learning Process: Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc. | | | |
| Suggested Readings: | | | |
| <ul style="list-style-type: none">• D.D. Kaushambi: The Culture and Civilization of Ancient India in Historical Outline• R.C. Majumdar: Ancient India• The History and Culture of the Indian People, Vol. 1 to Vol. V• U.N. Ghoshal: Agrarian System in Ancient India• A.S. Altekar : The Position of Women in Hindu Civilization: From Prehistoric Times to the Present Day• रामशरण शर्मा— प्राचीन भारत• ए०एल० बॉशम— अद्भुत भारत• रोमिला थापर— प्राचीन भारत का सामाजिक इतिहास• राजबली— पाण्डेय— प्राचीन भारत• ओम प्रकाश प्रसाद एवं प्रशान्त गौरव— प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास• श्रीमाली एवं झा— प्राचीन भारत• रामशरण शर्मा— शूद्रों का प्राचीन इतिहास | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | |
| <ul style="list-style-type: none">• Seminar/Assignment on any topic of the above syllabus.• Test with multiple choice questions/short and long answer questions.• Research Orientation of the student.• Quiz. | | | |
| Suggested equivalent online courses. | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |

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| Programme As Per NEP | Class | Year | Semester |
| B.A. Honours/ B.A. Honours with Research | B.A. | Fourth | VIII |
| Subject : History | | | |
| Course Code : 0810522 | Course Title: History of Modern Europe (1789-1919) | (Theory) | |
| Course Outcome:- This paper is designed to enable the students to compose an effective narration that analyses the history of Modern Europe. This paper starts with the topic of French Revolution which is supposed to be the last nail in the medieval coffins and first cradle of modern times in European context. This is an era of new ideologies leading to the First World War to which a student of history must be introduced with. This course will impart knowledge to the students regarding the political transformations of the modern Europe that took place from 18 th century till the end of First World War. | | | |
| Credits : 4 | | Core Compulsory | |
| Max.Marks: 25+75 (Internal + External) | | Min. Passing Marks : 40 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 4-0-0 | | | |
| Unit | Topic | | No. of Lectures=60 |
| I | Europe in 1789: Background, French Revolution of 1789 Causes, Events and Impact | | 12 |
| II | Emergence of Napoleon Bonaparte, Reforms as first consul, Expansion, consolidation and downfall. | | 13 |
| III | Vienna Congress and its impact on European politics, Revolutions of 1830 and 1848 in France, causes and impact. | | 10 |
| IV | Unification of Italy, Unification of Germany. | | 10 |
| V | System of Alliances: First world war – causes and consequences, treaty of Versailles | | 15 |
| Teaching Learning Process: Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc. | | | |
| Suggested Readings: | | | |
| <ul style="list-style-type: none">• Fisher, H.A.L., History of Europe.• Palmer, R.R, A History of Modern World• Grant & Temperley, Europe in Nineteenth and Twentieth Centuries• Hayes. C.J.H. A Political and Cultural History of Europe, 1830-1839.• Ketelbey, C.D.M., A History of Modern Times (English or Hindi)• A.J. Grant & Harold Temperley: Europe in the Nineteenth & Twentieth Centuries (1789-1950) (Revised)• J.A.R. Marriott: A History of Europe• David Thomson: Europe Since Napoleon• Leo Gershoy: French Revolution & Napoleon• दीनानाथ वर्मा व शिव कुमार सिंह– विश्व इतिहास का सर्वेक्षण• मालिक लाल गुप्त– विश्व का इतिहास सन् (1789–1945) | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | |
| <ul style="list-style-type: none">• Seminar/Assignment on any topic of the above syllabus.• Test with multiple choice questions/short and long answer questions.• Research Orientation of the student.• Quiz. | | | |
| Suggested equivalent online courses. | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad | | | |

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| Programme As Per NEP | Class | Year | Semester |
| B.A. Honours/ B.A. Honours with Research | B.A. | Fourth | VIII |
| Subject : History | | | |
| Course Code : 0810523 | Course Title: History of Modern World (1920-1960) | | (Theory) |
| Course Outcome: – This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history to world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal as Second World War was lesser imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of international Agencies and above all in the same period colonist and imperialist structure crumbled. This paper also throws a glance on India's foreign relations post independence era. | | | |
| Credits : 4 | | Core Compulsory | |
| Max. Marks: 25+75 (Internal + External) | | Min. Passing Marks : 40 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 4-0-0 | | | |
| Unit | Topic | | No. of Lectures=60 |
| I | League of Nations and Collective Security, Fascism in Italy and Nazism in Germany. | | 15 |
| II | Second World War and its impact, Great Depression and New Deal Policy in USA | | 12 |
| III | Oil Diplomacy, Arab Nationalism | | 10 |
| IV | United Nations Organization, its organs and contribution in world peace, cold war. | | 13 |
| V | India's Foreign Policy after Independence with special reference to Nehru Era, Non-Aligned Movement (NAM) | | 10 |
| Teaching Learning Process: Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc. | | | |
| Suggested Readings: <ul style="list-style-type: none">• Fisher, H.A.L.-History of Europe.• Palmer, R.R.- A History of Modern World• Grant & Temperley- Europe in Nineteenth and Twentieth Centuries• Hayes. C.J.H. A - Political and Cultural History of Europe, 1830-1839.• Ketelbey, C.D.M.- A History of Modern Times (English or Hindi)• Benns. F. Lee- Europe since 1914.• Carr, E.H.- International Relations between two world wars (1919-1939)• Dhar. S.N.- International Relations between the two world wars.• Parker, R.A.C.- Europe (1919-1945)• Taylor, A.J.P.- Origin of the second world wars.• दीनानाथ वर्मा व शिव कुमार सिंह- विश्व इतिहास का सर्वेक्षण• मालिक लाल गुप्त- विश्व का इतिहास सन् (1789-1945) | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) <ul style="list-style-type: none">• Seminar/Assignment on any topic of the above syllabus.• Test with multiple choice questions/short and long answer questions.• Research Orientation of the student.• Quiz. | | | |
| Suggested equivalent online courses. IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |

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| Programme As Per NEP | Class | Year | Semester |
| B.A. Honours/ B.A. Honours with Research | B.A. | Fourth | VIII |
| Subject : History | | | |
| Course Code : 0810524 | Course Title: Tourism in India | | (Theory) |
| Course Objective – This Programme is designed to encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship. It also generates multi skilled leaders with a holistic perspective that cuts across disciplines. This paper also throws light on India's rich heritage which enables the travellers to experience India's cultural diversity. | | | |
| Credits : 4 | | Core Compulsory | |
| Max. Marks: 25+75 (Internal + External) | | Min. Passing Marks : 40 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 4-0-0 | | | |
| Unit | Topic | | No. of Lectures=60 |
| I | Tourism: Concept, definition, development, Types of Tourism- In bound and out bound. | | 12 |
| II | Historical and Religious Tourism, Adventure and Cultural Tourism, Medical Tourism. | | 12 |
| III | Guide: Principles of Guiding, Types of Guide, Organisations of Travel Agencies. | | 12 |
| IV | Indian Culture: Salient Features, Traditions and Customs, Festivals in India: Dusshera, Diwali, Holi, Eid-ul-fitar, Christmas, Celebrations of Independence Day, Republic Day. Fairs in India: Nauchandi of Meerut, Ganga fair of Garhmukteshwar, Kumbh Mela. | | 12 |
| V | Shakubhari Devi, Ponta Sahib, Sardhana Church, Augharnath Temple, Hastinapur | | 12 |
| Teaching Learning Process: Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc. | | | |
| Suggested Readings: | | | |
| <ul style="list-style-type: none">Mishra, P.K. (2018) Tourism in India.Roday, Sunetra, Archana Biwal & Vandana Joshi – Tourism: Operations and Management.Mathur, Anurag Indian Tourism, Tourist Places of India.Jhingi, Abhoy Das – Tourism in India.A.K. Bhatla – Tourism in India.Jagmohan Negi – Travel and Tourism.Jagmohan Negi – Travel Agency and Tour OperationS.P. Gupta, Krishna Lal and Mahua Bhattacharyya – Cultural Tourism in IndiaZulfikar Mohammad – Introduction to Tourism and Hotel Industry.डॉ० शिवचन्द सिंह रावत एवं डॉ० मनोज कुमार उनियाल– ऐतिहासिक पर्यटन | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | |
| <ul style="list-style-type: none">Seminar/Assignment on any topic of the above syllabus.Test with multiple choice questions/short and long answer questions.Research Orientation of the student.Quiz. | | | |
| Suggested equivalent online courses. | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |

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| Programme As Per NEP | Class | Year | Semester |
| B.A. Honours | B.A. | Fourth | VIII |
| Subject : History | | | |
| Course Code:0810525 | Course Title: The Economic History of Modern India (1757-1950) | | (Theory) |
| Course Objective – This paper is framed to give detailed description of the Indian People, and of their economic condition under British administration. Tools and methods of British economy made India dependent on the British. Their land revenue experiments completely broke the traditional structure of the Indian rural economy. However, the British rule provided growth in the Indian economy as well. Establishment of modern Industries, development of railways and communication enhanced the economic and political stand point of India. | | | |
| Credits : 4 | | Optional | |
| Max.Marks: 25+75 (Internal + External) | | Min. Passing Marks : 40 | |
| Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 4-0-0 | | | |
| Unit | Topic | | No. of Lectures=60 |
| I | Pre British Indian Economy: Rural Economy, Urban Economy, Trade and Financial Institutions. | | 12 |
| II | Theory and Tools of British Economy: Stages of Mercantilism and Capitalism, Drain of Wealth | | 12 |
| III | Land Revenue System during British Period, Commercialization of Agriculture, Deindustrialisation and its impact on society, British Famine Policy | | 12 |
| IV | Rise of Urban Economic Centres during British Period, Important Industries – Textile, Iron and Steel. | | 12 |
| V | Development of Railways and its Impact, Development of Communication – Post and Telegraph. | | 12 |
| Teaching Learning Process: Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc. | | | |
| Suggested Readings: <ul style="list-style-type: none">Dutt, Romesh – The Economic History of IndiaSarkar, Jadunath – Economics of British IndiaHabib, Irfan – Indian Economy under Early British Rule (1757-1857)Roy, Tirthankar – Economic History of India (1857-947)Singh, V.B. – Economic History of India (1857 – 1956)Ahmad, Z.A. Some Economic & Financial Aspects of the British Rule in IndiaPuri, B.N. Chopra & Das – Social and Economic History of IndiaMajumdar, Rai Chaudhri & Dutta – Advanced History of India, Vol. IIICambridge Economic History Vol. I and Vol. IIभट्टाचार्य सत्यसाची- आधुनिक भारत का इतिहास | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) <ul style="list-style-type: none">Seminar/Assignment on any topic of the above syllabus.Test with multiple choice questions/short and long answer questions.Research Orientation of the student.Quiz. | | | |
| Suggested equivalent online courses. IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |

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| Programme As Per NEP | Class | Year | Semester |
| B.A. Honours | B.A. | Fourth | VIII |
| Subject: History | | | |
| Course Code : 0810526 | Course Title : Ancient Civilizations of the World | (Theory) | |
| Course Objective – The course intends to familiarize students with the ancient civilizations of world which will provide them better understanding of the world. It will make students aware of economic and political common features. It will give them insight to understand some important elements of current world. | | | |
| Credits – 4 | | Optional | |
| Max. Marks : 25+75 (25) Internal + External | | Min. Passing Marks : 40 | |
| Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 4-0-0 | | | |
| Unit | Topic | No. of Lectures = 60 | |
| I | Mesopotamian Civilization – Political condition, social life, economic features, Religious beliefs and practices, system of Education. | 12 | |
| II | Indian Civilizations: Harrappan and Vedic civilization- political condition social life, Religion, Economic feature, system of Education, Town planning in Harappan civilization. | 12 | |
| III | Egyptian civilization : Political condition social life, Religious beliefs and practices, Economic features, system of Education. | 12 | |
| IV | Chinese civilization – political condition, social life, Religious beliefs and practices, economic feature and scientific development. | 12 | |
| V | Greco – Roman Civilizations – Political condition, social life, Religious beliefs and practices, Economic features, system of education. | 12 | |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | |
| Suggested Readings: | | | |
| <ul style="list-style-type: none">Chris Scarre- Ancient CivilizationsSatpathy B.B. - Ancient CivilizationAlderete, Gregory S.A. - History of Ancient World: A Global PerspectiveTrigger, B - Understanding Early Civilizations.Fewerstein, Georg - In Search of the cradle of civilization : New insight on Ancient India.Bauer, Susan Wise - The History of the ancient World: from the earliest Accounts to the Fall of Rome.मेहता, शम्भू कुमार– विश्व की प्राचीन सभ्यताओं का इतिहासनागोरी, एस0एल0– विश्व की प्राचीन सभ्यतायेंगोयल, श्रीराम– विश्व की प्राचीन सभ्यतायें | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) | | | |
| <ul style="list-style-type: none">Seminar/Assignment on any topic of the above syllabus.Test with multiple choice questions/short and long answer questions.Research Orientation of the student.Quiz. | | | |
| Suggested equivalent online courses. | | | |
| IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |

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(Only for the students who will secure 75% marks in First Six Semesters)

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| Programme as per NEP | Class | Year | Semester |
| B.A. Honours with Research | B.A. | Fourth | VIII |
| Subject : History | | | |
| Course Code: 0810565 | Course Title : Project | | (Project) |
| Course Outcome – Students will be able to understand <ul style="list-style-type: none"> • In-depth knowledge of research methodology. • The variation among Historical locations. • Preparing Report of Research Project. | | | |
| Credits : 3 | Core Compulsory | | |
| Max. Marks: 100 | Min. Passing Marks : 40 | | |
| Total No. of Lectures - Tutorial - Practical (in hours per week) L-T-P 3-0-0 | | | |
| Unit | Topic | No. of Lectures 15X3=45 | |
| I | Student has to prepare research report on any relevant topic of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report. Meaning types and significance of Research, Literature review and formulation of research design, research problem objectives, hypothesis, Research materials and methods, Sampling etc. Techniques of writing scientific reports. Preparing notes, references, bibliography, abstract and keywords etc. | | |
| Teaching Learning Process : Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc. | | | |
| Suggested Readings: <ul style="list-style-type: none"> • Chitnis, K.N. (2006) – Research Methodology in History, Atlantic Publication. • Sreedharan, E.: A Textbook of Historiography. • Kimerling, A. Jon, Map Use – Reading Analysis Interpretation, ESRI Press • Mishra, P.K. (2018) Tourism in India, New Century Publications. • Roday, Sunetra Archana Biwal & Vandana Joshi – Tourism: Operations and Management. • Alkinson RJC (1933) Field Archaeology, London, Mathew and Co. • Basker P. : (1982) Techniques of Archacological Excavation, London, Batsford. • Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur. • Raman K.V. (1976) Principles and Methods in Archaeology, Madras. • थपलियाल, हरिप्रसाद '1976' भारत की ऐतिहासिक मानचित्रावली, हिन्दी प्रचारक पब्लिकेशन, वाराणसी • कार, ई.एच. '1997' इतिहास क्या है, मैकमिलन प्रेस, नई दिल्ली, छठों • कैनाडीन, डेविड '2002' हवाट इज हिस्टी नाऊ, गैकमिलन, लंदन • कौशिक, कुंवरबहादुर '1984' इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर। • श्रीधरन, ई. – इतिहासलेख | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks) <ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions/short and long answer questions. • Research Orientation of the student. • Quiz. | | | |
| Suggested equivalent online courses. IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad. | | | |