



**Centre for Distance and Online Education  
Central University of Himachal Pradesh  
Dharamshala (H.P.)- INDIA**



## **Programme Structure and Detailed Syllabus**

### **MASTER OF ARTS IN HISTORY TWO YEAR ONLINE PROGRAMME**



**Centre for Distance and Online Education (CDOE)  
Central University of Himachal Pradesh  
Dharamshala, Distt. Kangra (HP) – INDIA**

## Programme Structure of Two Year Online MA (History) Programme

<b>Name of Online Programme: Master of Arts (History) - I Semester</b> <b>Name of Programme Coordinator: Dr. Jagdish Parshad</b>			
<b>Course Code</b>	<b>Name of the Course</b>	<b>Credits</b>	<b>Name of Course Coordinator</b>
HIS451	Political and Economic History of India up to 8 <sup>th</sup> c. CE	4	Dr. Rajeev Kumar
HIS452	Political and Economic History of India – 8 <sup>th</sup> c. CE to 16 <sup>th</sup> c. CE	4	Dr. Rajeev Kumar
HIS453	Society, Culture and Dharma in India up to Early Medieval Period	4	Dr. Thuktan Negi
HIS456	Outline of Historical Tourism	4	Prof. Kanwar Chanderdeep Singh
HIS457	Bhartiya Knowledge System (IKS)	2	Prof. B.C. Chauhan
HIS469	Foundation of Indian Culture (IDC)	2	Dr. Pravat Ranjan Sethi
<b>Name of Online Programme: Master of Arts (History) - II Semester</b> <b>Name of Programme Coordinator: Dr. Jagdish Parshad</b>			
<b>Course Code</b>	<b>Name of the Course</b>	<b>Credits</b>	<b>Name of Course Coordinator</b>
HIS461	Political and Economic History of India during 16 <sup>th</sup> – 17 <sup>th</sup> Centuries	4	Dr. Raghvendra Yadav
HIS462	National Movement of India – I: 1757 to 1857	4	Dr. Raghvendra Yadav
HIS463	National Movement of India – II: 1858 to 1947	4	Prof. Kanwar Chanderdeep Singh
HIS467	Understanding Archaeology	2	Dr. Jagdish Parshad

HIS468	Science and Technology in Ancient India (IKS)	2	Prof. B.C. Chauhan
HIS473	Cultural Heritage of Bharat (IDC)	2	Dr. Pravat Ranjan Sethi
HIS475	Society, Culture and Dharma in India during the Medieval Times	2	Dr. Thuktan Negi
<b>Name of Online Programme: Master of Arts (History) - III Semester</b>			
<b>Name of Programme Coordinator: Dr. Jagdish Parshad</b>			
<b>Course Code</b>	<b>Name of the Course</b>	<b>Credits</b>	<b>Name of Course Coordinator</b>
HIS 596	Numismatics and Epigraphy	4	Dr. Jagdish Parshad
HIS585	Research Methodology in History	4	Dr. Jagdish Parshad
HIS586	Software Based Data Analysis	4	Dr. Pravat Ranjan Sethi
HIS594	Review of Literature	4	Dr. Rajeev Kumar
HIS595	Research Proposal	4	Dr. Rajeev Kumar
<b>Name of Online Programme: Master of Arts (History) - IV Semester</b>			
<b>Name of Programme Coordinator: Dr. Jagdish Parshad</b>			
<b>Course Code</b>	<b>Name of the Course</b>	<b>Credits</b>	<b>Name of Course Coordinator</b>
HIS597	Selected Themes in Modern World History: 1789-1945	4	Prof. Kanwar Chanderdeep Singh
HIS591	Academic Writing Paper Publication/Seminar- Conference Presentation at National Level	4	Dr. Raghvendra Yadav
HIS592	Subject Based Data Analysis	4	Dr. Pravat Ranjan Sethi

HIS593	Dissertation Presentation and Viva-Voce (Practical)	8 (4+4)	Dr. Thuktan Negi
--------	---	---------	------------------

The course-wise detailed syllabus is provided as follows:

# **SEMESTER I**

**Detailed Syllabi of the Courses for All Four Semester of Two Year**  
**Online MA(History) Programme**

**MA Semester: I**

**Course Name: Political and Economic History of India up to 8<sup>th</sup> century CE**

**Course Code: HIS451**

**Credits: 04**

**Credits Equivalent:** 4 Credits is equivalent to 120 hours of total study (based on 30 hours per credit).

**Course Objectives:** This course aims to introduce the student to the political and economic aspects of Indian history from the earliest times to the beginnings of the early medieval period. It also aims to make the students aware of the glorious traditions of India's ancient past.

**Course Outcomes:**

- ❖ The learner will be acquainted with the political aspects of the history of India from the earliest times to the 8<sup>th</sup> century.
- ❖ The Vedic and pre-Vedic history of India will be understood by the learners.
- ❖ The economic processes unleashed during the period will be understood.
- ❖ The broader contexts of politico-economic transactions will be made known.
- ❖ The students will understand the process of state formation since early times.
- ❖ Different dynastic rules under which the political concepts are concretized will be apprised to the learners.
- ❖ The learners will bring home the important facets of polity and economy of south India
- ❖ A major learning outcome will be that the learners will be made more conscious towards the glorious heritage of India

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

**Unit-I: Prehistoric to Early Historic India**

**Module/Chapter 1:** Polity and Economy in Prehistoric India: Hunting Gathering Society, From Nomadic Groups to Settled Life, Neolithic Revolution, Craft Production and Trade

**Module/Chapter 2:** Harappan Polity and Economy: Governance and City Administration, Public Works and Town Planning, Economic Activities, Contemporaneous Communities

**Module/Chapter 3:** Polity and Economy during the Vedic Period: Early Vedic Polity and Economy, Later Vedic Polity and Economy, Rise of Territorial States

**Unit-II: From Janapada to Empire**

**Module/Chapter 4:** Rise of Mahajanapadas and State Formation: Republics and Monarchies, Rise of Magadha, Economic Expansion: Trade and Crafts

**Module/Chapter 5:** The Mauryan Empire: Political Expansion, State and Administration, Economic Developments

**Unit-III: Post-Mauryan Developments (200 BCE – 300 CE)**

**Module/Chapter 6:** Political Fragmentation and Regional Kingdoms: Emergence of Regional Kingdoms, Sungas and Satavahanas, Foreign Influences: Indo-Greeks and Kushanas

**Module/Chapter 7:** Economic Growth and Trade: Commercial Expansion and Indo-Roman Trade, Urban Economy & Guilds, Coinage and Monetary Economy

**Module/Chapter 8:** The Sangam Age: Sangam Literature, Polity of Tamilakam, Economy of Tamilakam

<b>Unit-IV:</b>	<b>Gupta and Post-Gupta Period</b>
<b>Module/Chapter 9:</b>	Political Developments: Rise of the Gupta Empire, Administrative Structure, Local Governance
<b>Module/Chapter 10:</b>	Economic Trends: Agrarian Economy, Growth of Trade and Urbanization, Crafts and Coinage
<b>Module/Chapter 11:</b>	Political Fragmentation: Administrative and Political Changes, Rise of Regional Kingdoms, Emergence of Rajput States

<b>Unit-V:</b>	<b>Towards the Early Medieval Period</b>
<b>Module/Chapter 12:</b>	Regional Kingdoms: Northern India, Western India, Eastern and Central India, South India
<b>Module/Chapter 13:</b>	The Chola State: Chola Polity, Chola Economy
<b>Module/Chapter 14:</b>	Overland and Maritime Trade: Major Overland Trade Routes, Goods and Commodities in Overland Trade, Trading Routes and Communities in Maritime Trade

### **Suggested Readings**

- A.L. Basham, *The Wonder That Was India*, New Delhi, 1967.
- Jeannine Auboyer, *Daily Life in Ancient India*, New Delhi, Munshiram Manoharlal, 1994.
- Ranabir Chakravarti, *Exploring Early India upto c. AD 1300*, New Delhi, 2010.
- R.C. Majumdar et al, *History and Culture of the Indian People*, Bombay.
- Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*, New Delhi, 2013.
- R.S. Tripathi, *History of Ancient India*, reprint, Allahabad, 1977 (also available in Hindi)
- Noboru Karashima (ed.), *A Concise History of South India*, New Delhi, 2014.
- H.C. Raychaudhuri, *Political History of Ancient India*, New Delhi, 1966.
- K.A.N. Sastri, *A History of South India*, Delhi, 2000.



- B.D. Chattopadhyaya, *The Making of Early Medieval India*, New Delhi, 1994. Kesavan Veluthat, *The Political Structure of Early Medieval South India*, Delhi, 1993
- Romila Thapar, *Ancient Indian Social History: Some Interpretations*, New Delhi, Orient Longman, 2003.

**MA Semester: I**

**Course Name: Political and Economic History of India-8th c.CE to 16th c. CE**

**Course Code: HIS452**

**Credits: 04**

**Credits Equivalent:** 4 Credits is equivalent to 120 hours of total study (based on 30 hours per credit).

**Course Objectives:** This course aims to introduce the student to the political and economic aspects of Indian history from the early medieval period up to the end of the Sultanate and the beginning of the Mughal period.

**Course Outcomes:**

- ❖ The learner will be acquainted with the political aspects of the history of India from the earliest times to the 8th c. CE to 16th c. CE
- ❖ The course outcome will be that the student will develop deeper familiarity with the political and economic aspects of Indian history from the early medieval period up to the end of the Sultanate and the beginning of the Mughal period.
- ❖ The broader contexts of politico-economic transactions will be made known.
- ❖ The students will understand the process of state formation in medieval and pre-medieval times.
- ❖ Different dynastic rules under which the political concepts are concretized will be apprised to the learners.
- ❖ The learners will bring home the conceptual knowledge of the polity and economy of medieval India in its northern and southern regions.
- ❖ The development of major political and economic institutions will be learned.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

<b>Unit-I:</b>	<b>Early Medieval India (8<sup>th</sup> – 12<sup>th</sup> c. CE)</b>
<b>Module/Chapter 1:</b>	Political Developments: Tripartite Struggle, North-western India and Sindh, Regional Developments, Political and Administrative Decentralization
<b>Module/Chapter 2:</b>	Arab and Turkish Invasions: Arab Invasions, Turkish Invasions, Resistances.
<b>Module/Chapter 3:</b>	Economic Trends: Agrarian Expansion, Role of temples in economy, Trade and Commerce
<b>Unit-II:</b>	<b>Delhi Sultanate: Foundation to Decline</b>
<b>Module/Chapter 4:</b>	Political Developments: Foundation of the Delhi Sultanate, Expansion and Consolidation, Invasion of Taimur, Decline of Delhi Sultanate and Rise of Regional Kingdoms
<b>Module/Chapter 5:</b>	Administrative Structure: Central administration, Provincial administration, Local administration, Military administration
<b>Module/Chapter 6:</b>	Economic Developments: Agrarian Expansion and Land Revenue System, Market Reforms and Economic Policies, Currency and Monetary System, Trade and Commerce
<b>Unit-III:</b>	<b>Economy of Medieval India</b>
<b>Module/Chapter 7:</b>	Agrarian Economy: Agricultural Production and Techniques, Rural Economy and Peasantry, Agricultural Markets
<b>Module/Chapter 8:</b>	Urbanization and Economic Growth: Growth of Urban Centres, Non-agricultural Production, Monetization and Banking, Role of Temples in Economic Growth
<b>Unit-IV:</b>	<b>Trade and Revenue in Medieval India</b>
<b>Module/Chapter 9:</b>	Land Grants and Revenue System: System of Land Grants, Revenue System, Structure of Revenue Collection

<b>Module/Chapter 10:</b>	Trade and Commerce: Internal Trade, External Trade, Trading Communities
<b>Module/Chapter 11:</b>	Monetary System and Taxation: Currency System and Money, Taxation Policies and Economic Administration
<b>Unit-V:</b>	<b>Regional Kingdoms: Vijayanagara and Bahmani</b>
<b>Module/Chapter 12:</b>	Political Developments: Vijayanagara Empire - Administration and Military, Achievements of Krishnadeva Raya, Bahmani Sultanate – Administration and Military, Disintegration of Bahmani Sultanate
<b>Module/Chapter 13:</b>	Economic Growth and Transformation: Agrarian Expansion and Irrigation Systems, Trade and Commerce, Revenue and Monetary System

### **Suggested Readings**

- Chakrabarti, Ranabir. *Trade and Traders in Early India*. Manohar, Delhi, 2002.
- Champakalakshmi, R. *Trade, Ideology and Urbanization*. Oxford University Press, Delhi, 1996.
- Chattopadhyaya, B.D. *Aspects of Rural Settlements and Rural Society in Early Medieval India*. Oxford University Press, Delhi, 2005.
- Chattopadhyaya, B.D. *The Making of Early Medieval India*. Oxford University Press, Delhi, 1994.
- Kulke, Hermann. *The State in India, 1000-1700*. Oxford University Press, Delhi, 1995.
- Sinopoli, Carla M. *The Political Economy of Craft Production: Crafting Empire in South India, ca. 1350- 1650*. Cambridge: Cambridge University Press, 2003.
- Stein, Burton. *Peasant State and Society in Medieval South India*. Oxford: Oxford University Press, 1985.
- Karashima, Noboru. Ed. *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press, 2014.
- R. Sewell. *Forgotten Empire*, New Delhi, 1980.
- Peter Jackson. *The Delhi Sultanate: A Political and Military History*. Cambridge, 2003.
- Sunil Kumar. *The Emergence of the Delhi Sultanate*. Delhi, 2007.

**MA Semester: I**

**Course Name: Society, Culture and Dharma in India up to Early Medieval Period**

**Course Code: HIS453**

**Credits: 04**

**Credits Equivalent:** 4 Credits is equivalent to 120 hours of total study (based on 30 hours per credit).

**Course Objectives:** This course aims to introduce the student to the society, culture and dharma and other related aspects of Indian history from the earliest times up to the early medieval period. It also aims to make the students aware of the glorious cultural traditions of India's ancient past.

**Course Outcomes:**

- ❖ The course will make the student learn about the society, culture and dharma and other related aspects of Indian history.
- ❖ The social and cultural dynamics from the earliest times up to the early medieval period will be understood.
- ❖ The evolution of society from pastoralism to the advanced economic stage will be known.
- ❖ How Vedas and allied literature shaped the cultural and religious life of India will be learned.
- ❖ The learners will learn the concept of Dharma and how it is different from religion.
- ❖ The development of culture and society in the Deccan and deep South will be understood.
- ❖ Knowledge will be acquired about the growth of art and literature during the period.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

<b>Unit-I:</b>	<b>Prehistoric and Neolithic Cultures</b>
<b>Module/Chapter 1:</b>	<b>Earliest Stone Tools Neolithic Cultures in India</b> Sequences and Materials in the Northwest, Central, Eastern, and Peninsular India, Northwest, Central, Eastern, Peninsular India; Characteristics of stone tools and their evolution-Stone Tools, Evolutions
<b>Module/Chapter 2:</b>	<b>Prehistoric Belief Systems</b> Introduction to Neolithic cultures- Neolithic, Culture; Early agriculture and domestication practices in different regions-Early agriculture, Domestication Practices
<b>Module/Chapter 3:</b>	<b>Transition to Proto-Historic Belief Systems</b> Development of rituals and their link to later cultural practices-Development of ritual, lateral cultural Practices; Role of proto-historic belief systems in societal structures-Proto-historic, Belief System
<b>Unit-II:</b>	<b>Sindhu-Saraswati Culture and Iron Age Cultures</b>
<b>Module/Chapter 4:</b>	<b>Overview of Sindhu-Saraswati Culture</b> Distribution, extent, and regional variations-Distribution, Extent, Regional Variations; Town planning, architecture, and settlement patterns-Town planning, Architecture, Settlement pattern
<b>Module/Chapter 5:</b>	<b>Socio-Political and Religious Culture</b> Social hierarchy and governance-Social hierarchy, Governance; Religious practices and funerary customs-Religious practices, Funerary customs
<b>Module/Chapter 6:</b>	<b>Transition from Regional Iron Age Cultures and its Variation</b> Technological and cultural changes during the Iron Age-Technological Era, Cultural Changes; Key sites and their significance-Key Sites, Significance
<b>Unit-III:</b>	<b>Vedic Society and Contemporary Cultures</b>
<b>Module/Chapter 7:</b>	<b>Rig-Vedic and Later Vedic Society</b>

	<p>Social and cultural aspects as reflected in Vedic literature-  Social aspect in Vedic literature, Cultural aspects in Vedic literature; Religious ideas, philosophy, and practices</p>
<b>Module/Chapter 8:</b>	<p><b>Evolution and Social Structures of Vedic Traditions</b>  Shruti and Smriti: Texts and traditions-Shruti : Texts and Traditions, Smriti: Texts and Traditions; Evolution of the pantheon of gods and goddesses-Pantheon of Gods, Pantheon of Goddesses</p>
<b>Unit-IV:</b>	<b>Religion and Philosophy in Early India</b>
<b>Module/Chapter 9:</b>	<p><b>Bharitya Concept of Dharma</b>  Meaning and interpretation of the word "Dharma"-  Meaning, Interpretation; Evolution of the Indian religious framework-Indian Religious Framework</p>
<b>Module/Chapter 10:</b>	<p><b>Jain, Buddhism and Emergence of Mahayana and Tantric Traditions</b>  Origins, teachings, and philosophy of Jainism and Buddhism-Jainism, Buddhism; Ashokan Edicts and the concept of Dhamma-Ashokan Edicts, Dhamma policy and concept</p>
<b>Module/Chapter 11:</b>	<p><b>Sangam Age and Pauranic Traditions</b>  Mahayana Buddhism: Key features and developments, Society, culture, and religion during the Sangam Age-  Mahayana Buddhism, Society, Culture and Religion; Vaishnava, Shaiva, Shakta traditions, and Ajivikas Tantric traditions and their societal impact, Vaishnava Tradition, Shaiva Tradition, Ajivikas Tantric traditions</p>
<b>Unit-V:</b>	<b>Society, Religion, and Culture in Early Historic India</b>
<b>Module/Chapter 12:</b>	<p><b>Society, Religion, and Art during the Guptas</b>  Social structure, religious practices, and cultural achievements-Social structure, Religious practices, Cultural achievements; Literature, art and architectural contributions, Literature, Art, Architectural</p>

**Module/Chapter 13: Society and Culture in Pallavas, Chalukyas, Rajput States and Rashtrakutas**

Key features of societal organization and religious practices-Societal organization, Religious practices; Contributions to art and literature-Art, Literature

**Module/Chapter 14: Harsha and Chola Periods**

Harsha's administration, society and religion-Harsha's administration, Society and Religion; Society, culture, and temple architecture under the Cholas, Cholas, Society and culture, Temple architecture

**Suggested Readings**

- Allchin, F.R.A and B. Allchin. *The Origins of a civilization*. Delhi: Viking, 1995.
- Singh, Upinder. *A History of Ancient and early medieval India from the Stone Age to the 12th Century*, Pearson Longman, Delhi, 2009.
- Lal, B. B. 2000. *The Saraswati Flows on*. New Delhi: Aryan Books.
- Wagle, Narendra. *Society at the Time of the Buddha*. Popular Prakashan, Bombay, 1995.
- Sahu, B.P. *Iron and Social Change in Early India*. New Delhi: Oxford University Press, 2006.
- Bhattacharya, N.N. *Indian Religious Historiography. Vol. I*. New Delhi: Munshiram Manoharlal Publishers, 1996.
- Bhattacharya, N.N. *Ancient Indian Rituals and their Social Contents*. Manohar, New Delhi, 2005.
- Ghurye, G.S. *Gods and Men*, Bombay: India Popular Book Depot, 1962.
- Parmar Narendra 2014. Origin, Development and Decline of the First Urbanization in the Upper Saraswati Basin. *Heritage: Journal of Multidisciplinary Studies in Archaeology*, 2: 862- 882
- Yamazaki, Gen'ichi. *The Structure of Ancient Indian Society: Theory and Reality of the Varna System*. Tokyo, Toyo Bunko, 2005.
- Olivelle, Patrick, ed., *Dharma: Studies in its Semantics, Cultural and Religious History*, First enlarged Indian edition, Motilal Banarsidas, Delhi, 2009.
- U.N. Ghoshal. *Studies in Indian History and Culture*, 1975, Bombay.



- Haas, Simon, The Book of Dharma: Making Enlightened Choices, Veda Wisdom Books, 2013
- Central Hindu College, Sanatana Dharma: An Elementary Text Book of Hindu Religion and Ethics, 2022
- Banerjee, Jitendra Nath, Development of Hindu Iconography, Munshiram Manoharlal Publishers, 1956.
- जय शंकर मिश्र, प्राचीन भारत का सामाजिक इतिहास.
- ओम प्रकाश, प्राचीन भारत का सामाजिक और आर्थिक इतिहास.
- Thapar, Romila. *Ashoka and the Decline of the Mauryas*. 3<sup>rd</sup> Ed. Edition, Oxford, 2012.

**MA Semester: I**

**Course Name: Outline of Historical Tourism**

**Credits: 04**

**Course Code: HIS456**

**Paper: Skill/Vocational**

**Credits Equivalent:** 4 Credits is equivalent to 120 hours of total study (based on 30 hours per credit).

**Course Objectives:** To introduce the concept of Historical tourism, its, growth and development, motivations for historical understanding, it helps build image to preserve the cultural and historical heritage; with culture as an instrument, it facilitates harmony and understanding among students.

**Course Outcomes:**

- ❖ The course will delve into the concept of historical tourism, its growth and development and motivations for historical understanding.
- ❖ It will make learners help build an image to preserve the cultural and historical heritage of the country.
- ❖ How history and culture are an important part of realizing the tourism potential will be discovered.
- ❖ The course will develop an interdisciplinary acumen in the learners.
- ❖ The importance of world heritage sites in India will be learned.
- ❖ The course would prompt the students to visit the historical places and sites which are also great tourist destinations.
- ❖ The learner will be acquainted with different forms of tourism including tribal tourism.
- ❖ Understanding the role of historical places in generating income from touring will be an outcome.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

<b>Unit-I:</b>	<b>Understanding Tourism</b>
<b>Module/Chapter 1:</b>	<b>What is Tourism?</b> Meaning of Tourism - Definitions, Concept and Scope of Tourism, Travel vs Tourism; History of Tourism - Early History, Middle Ages and Modern Era
<b>Module/Chapter 2:</b>	<b>Types and Forms of Tourism</b> Types of Tourism - International Tourism, Domestic Tourism, Inbound Tourism and Outbound Tourism; Forms of Tourism - Adventure Tourism, Cultural Tourism, Ecological Tourism, Medical Tourism and Religious Tourism
<b>Module/Chapter 3:</b>	<b>Components of Tourism</b> Components of Tourism - Attraction, Activities, Accessibility, Accommodation and Amenities; Relationship between History and Tourism
<b>Unit-II:</b>	<b>Built Heritage</b>
<b>Module/Chapter 4:</b>	<b>Understanding Built Heritage</b> Concept of Built Heritage-Definition, Difference between Built Heritage and Natural Heritage; Types of Built Heritage – Historical Heritage, Religious Heritage, Industrial Heritage and Urban Heritage; Importance of Built Heritage- Cultural and Historical Significance, Contribution to National Identity, Role in Tourism.
<b>Module/Chapter 5:</b>	<b>Temple Architecture as Built Heritage and Tourist Attraction</b> Major Temple Attractions- Kandariya Mahadev Temple, Sun Temple, Konark, Kailashnath Temple, Great Living Chola Temples, Kakatiya Rudreshwar Temple; Temple Tourism - Establishing Connection between Religion, Culture and Tourism, Role in Economic Development and Employment Generation, Sustainability in Temple Tourism
<b>Module/Chapter 6:</b>	<b>Bauddh, Jain and Fort Architecture</b>

Buddh Architecture - Stupa, Chaitya, Monasteries, Significance for Tourism; Jain Architecture - Shikharbandhi Temples, Ghar Jain Temples, Cave Temples and Rock-Cut Architecture, Significance for Tourism; Fort Architecture- Introduction to Fort Architecture, Key Features of Fort Architecture, Forts as Tourist Attraction, Preservation

### **Unit-III:**

### **Foreign and Regional Architectural Styles**

#### **Module/Chapter 7:**

#### **Indo-Persian Architecture**

History, Nature and Features – History, Nature of Indo-Persian Architecture, Salient Features; Major Monuments: Taj Mahal, Red Fort and Humayun's Tomb; Significance for Tourism

#### **Module/Chapter 8:**

#### **Regional Architectural Styles**

Eastern Bharat - Kalinga Architecture, Bengal Architecture; Western Bharat – Gujarat Architecture, Rajasthan Architecture, Maratha Architecture; Deccan – Vijayanagar Style, Bhamani Sultane Style; Tourism Potential of Regional Architectural Heritage

#### **Module/Chapter 9:**

#### **Colonial Architectural Styles**

British Architecture - Salient Features, Major Examples; French Architecture - Salient Features, Major Examples; Portuguese Architecture - Salient Features, Major Examples

### **Unit-IV:**

### **Intangible Heritage**

#### **Module/Chapter 10:**

#### **Social and Cultural Heritage**

Intangible Heritage – Meaning and Significance; Social Heritage - Traditional Social Structures, Rituals and Customs; Cultural Heritage – Literary Traditions, Oral Traditions, Performing Arts (Music, Dance and Theatre)

#### **Module/Chapter 11:**

#### **Paintings and Sculptures**

Hindu Themes- Sculptures and Paintings; Baudhha Themes - Sculptures and Paintings; Jain Themes - Sculptures and Paintings.

**Module/Chapter 12: Indian Handicrafts and Textiles**

Indian Handicrafts - Definition and Significance; Types of Handicrafts - Glassware, Cloth Handicrafts, Ivory Carvings, Leather Crafts, Wooden Works and Stoneware; Indian Textiles - Brief History, Types of Heritage Textiles, Textiles as Artifacts; Challenges of Preservation of Indian Handicrafts and Textiles

**Unit-V: Tribal Tourism and Hill Stations**

**Module/Chapter 13: Tribal Tourism**

Overview of Tribal Tourism in India- Definition, Nature and Scope of Tribal Tourism; Major Tribal Tourism Destinations in India - Northeast India, Central India, Western India, Southern India; Significance of Tribal Tourism - Cultural Exchange and Economic Benefits; Challenges and Ethical Concerns in Tribal Tourism

**Module/Chapter 14: Hill Stations:**

Concept of Hill Stations - History, Evolution of Hill Stations, British Role in Developing Hill Stations; Major Hill Stations as Tourist Destinations – Himalayan Region, Eastern Ghats, Western Ghats and Central India; Environmental Concerns

**Suggested Readings**

- Brown, Percy, *Indian Architecture*, Bombay, 1940.
- Ghosh, B., *Tourism and Travel Management*, New Delhi, 1998.
- Harle, J., *The Art and Architecture of the Indian Subcontinent*, London, 1994.
- Layton, R., P. Stone and J. Thomas (eds.), *Destruction and Conservation of Cultural Property*, London, 2001.
- Biswas, S.S., *Protecting the Cultural Heritage*, New Delhi, INTACH, 1999.
- Thakur, Laxman S., *Buddhism in the Western Himalaya: A Study of the Tabo Monastery*, Delhi, 2001

**MA Semester: I**

**Course Name: Bhartiya Knowledge System**

**Credits: 02**

**Course Code: HIS457**

**Paper: IKS**

**Credits Equivalent:** 2 Credits is equivalent to 60 hours of total study (based on 30 hours per credit).

**Course Objectives:** To introduce the students to the Bhartiya knowledge system which encapsulates the ancient/traditional education system and various schools of philosophy and to acquaint them with various technological and scientific endeavours in the Bhartiya *parampara*.

**Course Outcomes:**

- ❖ The course will delve into the antiquity of the Bhartiya civilization.
- ❖ It will make learners help build a deeper appreciation of knowledge attainments of India since earliest times.
- ❖ How the Bhartiya Knowledge System encompassed varied dimensions of human life will be learned.
- ❖ The course will develop an interdisciplinary acumen in the learners as it will deal with Bhartiya sciences, art and architecture.
- ❖ The course will develop the feeling of pride vis a vis the nation as the knowledge provider of the world.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

**Unit-I: Development of Indian Knowledge Systems**

**Module/Chapter 1: History and Foundation of IKS**

Definition, Concept, and Scope of IKS, Genesis of the land, Discovery of the Saraswatī River, Rakhigarhi Site

**Module/Chapter 2: Learning Centers and Knowledge Proliferation**

Ancient Education Institutes e.g. Takṣaśilā, Nālandā, Vikramśilā, and Vallabhi, Alumni, Trade Routes and Networks for Knowledge Export from Bhārata.

**Unit-II: Creation of Art and Literature**

**Module/Chapter 3: Art Forms and Literature**

Forms of Arts, Naṭarāja– A Masterpiece of Bhāratīya Art, the Vedas, Up-Vedas, Vedangas, Schools of Philosophy, Vedanta

**Module/Chapter 4: Scholars and Their Works**

Works of Vālmīki, Yājñavalkya-Gārgī Debate, Bodhāyana, Kaṇāda, Patañjali, Āryabhaṭa, Brahmgupta, Bhāskarācārya, and Neelkantha.

**Unit-III: Matter and Astronomy**

**Module/Chapter 5: Nature of Matter**

Kanada Theory of Matter and Concept Gravity, Sage Agastya's Model of Battery, Types of Motion

**Module/Chapter 6: Mathematics and Astronomy**

Decimal System, Vedic Mathematics, Kerala School for Mathematics and Astronomy, History and Culture of Astronomy, Archaeoastronomy, and Calendars.

**Unit-IV: Materials and Technology**

**Module/Chapter 7: Materials and Products**

Juices, Dyes, and Paints, Glass and Pottery, references from the Vedic Age and Post-Vedic Records

**Module/Chapter 8: Stone and Metal Marvels**

Classical Stone Marvels, Metallurgy, Marine Technology, Water Reservoirs.

**Unit-V: Plants, Health and Natural Healing**

**Module/Chapter 9: Plants and Environment**

Life Science in Plants, Agriculture-Archaeological Evidences and Vedic Period, Practices of Ecology and Environment

**Module/Chapter 10: Health and Healing**

Āyurveda, Types of Surgery, and Ashtanga Yoga

### **Suggested Readings**

- D.M. Bose, S.N. Sen and B.V. Subbarayappa (Eds.) 1971. *A Concise History of Science in India*. Indian National Science Academy: New Delhi.
- Debiprasad Chattopadhyaya (Ed.) 1982. *Studies in the History of Science in India (2 Vols.)*. Editorial Enterprises: New Delhi.
- D. Frawley. 1994. "Planets in the Vedic literature", *Indian Journal of History of Science*. 29, 495-506.
- D.P. Agrawal. 2000. *Ancient Metal Technology and Archaeology of South Asia (A Pan-Asian Perspective)*, Aryan Books International: New Delhi.
- H.C. Bhardwaj. 1979. *Aspects of Ancient Indian Technology*, Munshiram Manoharlal: New Delhi.
- Kumar Biswas. 1996. *Minerals and Metals in Ancient India*, D.K. Printworld: New Delhi.
- R. Shrivastava. 2006. *Mining and Metallurgy in Ancient India*, Munshiram Manoharlal: New Delhi.
- O.P. Jaggi. 1977. *Science and Technology in Medieval India*. Atma Ram & Sons: Delhi.
- A.Y. Al-Hasan. 2001. *Science & Technology in Islam*. UNESCO.
- Ranabir Chakravarti. 2008. "Agricultural Technology in Medieval India", *The Medieval History Journal*, Vol. 11, No. 2, July-December.
- D. Kumar. "Patterns of colonial science in India". *Indian Journal of History of Science*, 15 (1), 105-113.
- Deepak Kumar. 1995. *Science & the Raj*, OUP: Delhi.
- S.B. Dikshit. 1931. *Bharatiya Jyotish Shastra*, Poona.
- A.F.R. Hoernle. 1907. *Studies in Medicine of Ancient India*, Oxford.
- Ian Inkstem. 1991. *Science & Technology in History*, London.
- V.V. Krishna and S.S. Bhatnagar. 1993. *Science, Technology and Development*, Delhi.
- A.K. Biswas and K.L. Mukhopadhyaya. 1969. *Science in India*, Kolkata.
- Dhruv Raina. 2003. *Image and Context: Historiography of Science in India*, OUP: Delhi.
- B. C. Chauhan. 2023. *IKS: The Knowledge System of Bharat*, Garuda Prakashan, New Delhi



**MA Semester: I**

**Course Name: Foundation of Indian Culture**

**Credits: 02**

**Course Code: HIS469**

**Paper: Major (IDC)**

**Credits Equivalent:** 2 Credits is equivalent to 60 hours of total study ((based on 30 hours per credit).

**Course Objectives:** This course aims to introduce the student to the foundations of Indian culture and traditions, viz. Hindu dharma, *varna* system, epics and art.

**Course Outcomes:**

- ❖ This course introduces the student to the various facets of the history of Indian culture from the earliest times to the present.
- ❖ It will acquaint the students with the vast plethora of texts related to Bhartiya religions and philosophy.
- ❖ The course out would also include the gaining of knowledge about the various strands of socio-religious reform movements.
- ❖ The course will generate curiosity among the learners about the great reformers who had made landmark contributions to the Indian culture.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

**Unit-I: Understanding of Heritage**

**Module/Chapter 1: Main Features of Indian Culture and Dharma Systems**

Introduction; Types of Heritage: Traditional festivals and celebrations-Diwali, Holi, Pongal, Eid, Christmas, Rituals and ceremonies; Social Institutions: Family and kinship structures in Indian society, Role of religion and philosophy in shaping Indian Heritage

**Module/Chapter 2: Understanding of Bharatiya Culture**

Introduction, Rock-cut Architecture-Ajanta, Ellora caves;  
Temple Architecture- Nagara, Dravidian, Vesara styles;  
Indo-Islamic Architecture- Qutub Minar, Humayun's Tomb,  
Taj Mahal; Forts and Palaces-Rajasthan Forts, Red Fort,  
Golconda Fort; Importance of Rivers in Indian Civilization-  
Ganga, Yamuna, Godavari, Krishna

**Module/Chapter 3:**

**Rituals, Language and Literature**

Introduction; Rituals Associated with Rivers-Ganga Aarti,  
Kumbh Mela; Classical Languages- Sanskrit, Tamil, Pali,  
Prakrit; Regional Languages and Literary Traditions-Hindi,  
Bengali, Marathi, Telugu, Urdu

**Unit-II:**

**Heritage in Bharatiya Context**

**Module/Chapter 4:**

**Historical Heritage**

Introduction; Ancient Monuments-Temples, Forts,  
Palaces, Stupas, Caves; Archaeological Sites-Indus  
Valley Civilization Site, Vedic Sites; Historical Documents  
& Manuscripts-Vedas, Epics, Inscriptions, Freedom  
Struggle Memorials; Art & Architecture-South Indian, Indo-  
Islamic, Colonial; Performing Arts; Classical & Folk  
Dance, Music; Traditions & Festivals-Diwali, Holi, Pongal,  
Bihu; Languages & Literature-Sanskrit, Tamil, Persian,  
Bhakti Sufi Literature; Religion & Philosophy-Hinduism,  
Buddhism, Jainism, Sikhism, Sufism; Natural Heritage:  
Biodiversity-Western Ghats, Himalayas, Sundarbans,  
Wildlife Sanctuaries & National Parks, Kaziranga, Gir, Jim  
Corbett; Sacred Rivers & Landscapes- Ganga, Yamuna,  
Brahmaputra, Geological Sites, Lonar Lake, Fossil Parks

**Module/Chapter 5:**

**World Heritage Sites in Bharat**

Introduction; Cultural Heritage Sites-Taj Mahal (Agra);  
Hampi Monuments (Karnataka); Sun Temple (Konark),  
Jaipur City (Rajasthan); Natural Heritage Sites- Great  
Himalayan National Park (Himachal Pradesh), Western  
Ghats, Kaziranga National Park (Assam), Sundarbans  
National Park (West Bengal); Mixed Heritage Sites (Both

Cultural & Natural)- Khangchendzonga National Park (Sikkim), Covers glaciers, valleys, and forests in the Eastern Himalayas, Ajanta & Ellora Caves (Maharashtra)

**Unit-III:**

**Historical and Cultural Transcendence**

**Module/Chapter 6:**

**Spread of Religion & Philosophy**

Introduction; Hindu Influence in Southeast Asia –Angkor Wat (Cambodia), Prambanan Temple (Indonesia); Buddhism in East & Central Asia – China (Shaolin Monastery); Japan (Zen Buddhism), Tibet (Dalai Lama’s Teachings); Indian Influence in Ancient Persia & Greece – Philosophical exchanges with Zoroastrians and Hellenistic India; Yoga & Vedanta in the West – Swami Vivekananda’s speech in Chicago (1893), Modern-day Global Adoption of Yoga

**Module/Chapter 7:**

**Indian Trade & Scientific Contributions to the World- I**

Introduction; Indian Ocean Trade Network –Silk Route, Spice Trade with the Middle East, China, and Europe; Ayurveda & Medical Influence – Sushruta & Charaka’s impact on Greek and Arab medicine; Mathematics & Astronomy – The concept of zero (Brahmagupta), Decimal system influencing Arab and European scholars; Major Challenges to Bharat’s Heritage-Economic Challenges: Lack of Funding for Preservation, Commercialization & Over-Tourism Illegal Trade of Artifacts, Smuggling of ancient sculptures and manuscripts to foreign markets; Social Challenges- Neglect of Regional & Tribal Heritage, Loss of Traditional Knowledge, Urbanization & Displacement; Political Challenges-Conflicts over Heritage Ownership – Disputes over religious sites like Ayodhya, Kashi, and Mathura, International Disputes on Stolen Artifacts – Efforts to reclaim artifacts like Kohinoor Diamond and Amaravati Sculptures, Heritage Destruction in Wars & Conflicts –

Impact of colonial rule and modern conflicts on temples, forts, and manuscripts.

**Module/Chapter 8: Indian Trade & Scientific Contributions to the World- II**  
Commercialization & Over-Tourism Illegal Trade of Artifacts, Smuggling of ancient sculptures and manuscripts to foreign markets; Social Challenges- Neglect of Regional & Tribal Heritage, Loss of Traditional Knowledge, Urbanization & Displacement; Political Challenges-Conflicts over Heritage Ownership – Disputes over religious sites like Ayodhya, Kashi, and Mathura, International Disputes on Stolen Artifacts – Efforts to reclaim artifacts like Kohinoor Diamond and Amaravati Sculptures, Heritage Destruction in Wars & Conflicts – Impact of colonial rule and modern conflicts on temples, forts, and manuscripts

### **Suggested Readings**

R.C. Majumdar and Pusalker, *The History and Culture of Indian the Indian People*, Vol. I, II, III, IV, IX, pt. I & II (Chapter on Art, Religion and Literature only).

B.N. Luniya, *Evolution of Indian Culture*.

A.K. Coomaraswamy, *Indian Architecture*, Vol. I & II.

Percy Brown, *Indian Paintings*.

A.S. Altekar, *Education in Ancient India*.

R.K. Mookerjee, *Cultural Heritage of India*, Vol. IV.

A.L. Basham, *The Wonder That was India*.

S. Jaiswal, *History of Vaishnavism*.

Sushmita Pande, *Medieval Bhakti Movement*.

परमेश्वरी लाल गुप्ता, *भारतीय वास्तुकला*.

आर. जी. भण्डारकर, *वैष्णव, शैव और अन्य धार्मिक मत*.

कमलेश भारद्वाज, *भारतीय संस्कृति*.

शिव कुमार गुप्त, *भारतीय संस्कृति के मूलाधार*.

# **SEMESTER II**

**MA Semester: II**

**Course Name: Political and Economic History of India during 16<sup>th</sup>-17<sup>th</sup> Centuries**

**Course Code: HIS461**

**Credits: 04**

**Paper: Major**

**Credits Equivalent:** 4 Credits is equivalent to 120 hours of total study (based on 30 hours per credit).

**Course Objectives:** This course aims to introduce the student to the political and economic aspects of Indian history during the medieval period, particularly from the beginning of the Mughal period up till the rule of Aurangzeb.

**Course Outcomes:**

- ❖ The learner will be acquainted with the political aspects of the history of India during 16<sup>th</sup>-17<sup>th</sup> Centuries.
- ❖ The learners will understand the theory of kingship as practiced by the Mughals and the Rajputs.
- ❖ The economic processes unleashed during the period will be understood.
- ❖ The broader contexts of politico-economic transactions will be made known to the learners.
- ❖ The students will understand the process of state formation during the 16<sup>th</sup> and 17<sup>th</sup> centuries.
- ❖ Different dynasties under which the political concepts concretized will be apprised to the learners.
- ❖ The learners will bring home the important facets of the economy of the larger part of India as prevalent during these times.
- ❖ A major learning outcome will be that the learners will understand the dynamics behind the rise of Maratha power under Shivaji as well about the entry of European merchant companies into India.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

**Unit-I: The Mughal Empire and Its Foundations****Module/Chapter 1: India on the Eve of Babur's Invasions.**

Political Landscape: Delhi Sultanate and Regional Kingdoms - Socio-Economic Conditions, Religious and Cultural Developments, Military Structure and Warfare Techniques, Weaknesses in Indian Polities

**Module/Chapter 2: Babur and Humayun: Careers and Achievements.**

Babur's Early Life and Ancestry-First Battle of Panipat (1526) and Establishment of Mughal Rule, Babur's Military Tactics and Administrative Policies; Humayun's Challenges and Exile-Battle of Chausa and Battle of Kannauj, Restoration of Mughal Rule by Humayun

**Module/Chapter 3: Sher Shah Suri and His Reforms; Akbar and the Consolidation of the Mughal Empire.**

Sher Shah Suri's Administration and Reforms - Land Revenue System, Roads and Trade Policies, Akbar's Expansion and Military Conquests, Religious Policies: Sulh-i-Kul and Din-i-Ilahi, Mansabdari and Jagirdari Systems, Rajput Policy and Diplomacy, Economic and Cultural Developments under Akbar

**Unit-II: The Mughal Empire: Expansion, Policies, and Decline.****Module/Chapter 4: The Reigns of Jahangir and Shah Jahan.**

Jahangir's Administration and Political Challenges - Role of Nur Jahan in Mughal Politics, Shah Jahan's Expansionist Policies and Military Campaigns, Architectural Developments under Shah Jahan, Cultural Advancements in Art and Literature

**Module/Chapter 5: Aurangzeb and His Policies.**

Religious Policies and Relationship with Non-Muslims; Deccan Campaigns and Conflict with the Marathas; Revolts and Resistance (Sikhs, Rajputs, Jats, Satnamis); Economic Policies and Decline of Mughal Power.

**Module/Chapter 6: The Later Mughals and the fall of the Empire.**

Weak Successors and Court Intrigues-Invasions of Nadir Shah and Ahmad Shah Abdali; Rise of Regional Powers (Marathas, Sikhs, Bengal, Awadh, Hyderabad), Economic Decline and Breakdown of Administration; Role of European Powers in the Mughal Decline.

**Unit-III: Administration and Economy under the Mughals.**

**Module/Chapter 7: Administrative Structure of the Mughal Empire.**

Central Administration (Emperor, Wazir, Diwan, Mir Bakshi); Provincial and Local Administration; Mansabdari System and its Impact; Judicial and Revenue Administration

**Module/Chapter 8: Economic Systems and Policies.**

Agrarian Economy and Land Revenue System; Trade and Commerce within the Empire; Taxation and Currency System; Role of Jagirdars and Zamindars

**Module/Chapter 9: Trade, Commerce, and Non- Agricultural Production.**

Internal and External Trade Routes; Growth of Cities and Urban Economy; Handicrafts and Cottage Industries; Role of Indian Merchants and Middlemen

**Unit-IV: Mughal Foreign Relations and the Advent of European Powers.**

**Module/Chapter 10: Mughal Diplomatic and Foreign Policies.**

Relations with the Safavids (Persia) and Ottomans; Mughal Relations with Central Asia and Deccan Sultanates; Rajput and Maratha Diplomacy

**Module/Chapter 11: Advent of European Mercantile Companies.**



Portuguese and Their Early Settlements; Arrival of the Dutch, English, and French Traders; Impact of European Trade on the Mughal Economy

**Unit-V: The Rise and Administration of the Marathas.**

**Module/Chapter 12: The Emergence of the Marathas.**

Early Maratha History and Shivaji's Rise-Military Organization and Guerrilla Warfare, Conflict with the Mughals and the Treaty of Purandar, Administrative and Revenue Policies of Shivaji.

**Module/Chapter 13: The Later Marathas (up to 1707 AD).**

Expansion under Sambhaji and Successors; Role of Peshwas in Maratha Administration; Battles with the Mughals and Deccan Sultanates

**Module/Chapter 14: Administration under the Marathas.**

Maratha Confederacy and Governance Structure; Revenue and Taxation Policies (Chauth and Sardeshmukhi); Military Organization and Role of Cavalry; Relations with European Powers.

### **Suggested Readings**

- Irfan Habib, *Agrarian System of Mughal India (1556-1707)*, 11th revised edition, New Delhi: OUP, 1999.
- Alam, Muzaffar and Sanjay Subrahmanyam (Eds.) *The Mughal State, 1526-1750*. New Delhi: Oxford University Press, 2002.
- Shireen Moosvi, *The Economy of the Mughal Empire*, New Delhi: OUP, 1987.
- Mukhia, Harbans. *The Mughals of India*. Malden: Blackwell Publishing, 2004.
- John F. Richards (ed.), *Monetary System in Mughal India*.
- Moreland, W.H. *Akbar to Aurangzeb - A Study of Indian Economic History*; London, 1923.
- Dasgupta, Ashin and M.N. Pearson. *India and the Indian ocean, 1500-1800*. New Delhi: Oxford University Press, 1999.
- Sarkar, J.N. *Shivaji and his times*, New Delhi, 1973.
- Sardesai, G.S. *New History of Marathas, Vol. I*, Bombay, 1971.
- Moreland. *From Akbar to Aurangzeb*, New Delhi, (Reprint) 1992.

**MA Semester: II**

**Course Name: National Movement of India – I: 1757 to 1857**

**Credits: 04**

**Course Code: HIS462**

**Paper: Major**

**Credits Equivalent:** 4 Credits is equivalent to 120 hours of total study (based on 30 hours per credit).

**Course Objectives:** This paper aims to bring forth to the students the broad as well as nuanced trends in the early phases of the British rule from its formal emergence and its subsequent spread. It also aims to acquaint the seekers with the nature and forms of imperialist tools of expansion, Indian responses, ultimately factoring in the culmination of first major push for Independence. Historiographical treatments of a century's phenomenon will also be delved upon.

**Course Outcomes:**

- ❖ The learner will be acquainted with the dynamics of the history of India in the 18<sup>th</sup> century.
- ❖ The learners will understand the broad as well as nuanced trends in the early phases of British rule from its formal emergence and its subsequent spread.
- ❖ The course will acquaint the seekers with the nature and forms of imperialist tools of expansion.
- ❖ Indian responses, ultimately factoring in the culmination of the first major push for Independence will be learned.
- ❖ The economic processes of exploitation unleashed during the period will be understood.
- ❖ The broader contexts of politico-economic transactions will be made known to the learners.
- ❖ The students will understand the Historiographical treatments of a century's phenomenon of colonial domination.
- ❖ New areas of scholarly research will be opened for learners who wish to pursue in that direction.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

**Unit-I: Historiography of Bharatiya Nationalism and Early British Expansion.**

**Module/Chapter 1: Historiography of Bhartiya Nationalism.**

Overview of different schools of thought- Imperialist School, Nationalist School, Marxist School and Subaltern School, Comparison and critique of these historiographical approaches.

**Module/Chapter 2: Transition of East India Company and Peninsular Bharat Conflicts.**

Transformation of the East India Company from a trading entity to a political power; Karnataka Wars, Anglo-Mysore British expansion, Role of diplomacy, military superiority, and internal rivalries in British expansion.

**Module/Chapter 3: Colonial Expansion- I- Bengal and Awadh.**

British Conquest of Bengal Siraj-ud-daula, Mir Jafar, Mir Kasim – The establishment of British control in Bengal; Economic exploitation and administrative policies in Bengal and Awadh. Encroachments, The Treaty of 1801.

**Unit-II: British Rivalry and the Establishment of British Paramountcy.**

**Module/Chapter 4: Colonial Expansion- II- Maratha-British Rivalry and Mysore**

Anglo-Maratha Wars (1775-1818) and decline of the Marathas; Anglo-Mysore Wars (1767-1799) and Tipu Sultan's resistance; Role of military alliances, espionage, and economic strategies.

**Module/Chapter 5: Establishment of British Paramountcy.**

Doctrine of Lapse and the annexation of princely states; Expansion through diplomatic policies (Subsidiary

Alliance, Permanent Settlement); British control over princely states and local resistance.

**Module/Chapter 6: Resistances to British Expansion-(Sikhs, Burmese, and Afghans).**

The Mode of Conquest of Punjab (Anglo-Sikh Wars-1845-1849) and the fall of the Sikh Empire; British Expansion in Burma (Anglo-Burmese Wars-1824-1885) and British expansion in Burma; Anglo-Afghan War-1839-1842 and the limits of British imperial reach, Impact of the War and British Policies.

**Unit-III: Consolidation of British Power in India.**

**Module/Chapter 7: Land Revenue Policies and Industrial Policies.**

Introduction of Land Revenue Systems, Zamindari, Ryotwari, and Mahalwari systems – their impact on peasants; Deindustrialization and the decline of Indian handicrafts; Role of railways and plantations in economic transformation.

**Module/Chapter 8: Apparatus of the Colonial State.**

Bureaucracy and civil services – formation of the ICS (Indian Civil Service); Role of the police, judiciary, and army in maintaining colonial rule; British legal framework and codification of laws.

**Module/Chapter 9: Socio-economic Impact of Colonial Policies.**

Displacement of traditional industries and rise of the modern capitalist economy; Changes in caste, class, and gender dynamics under colonial rule; Growth of nationalist economic critiques (Drain Theory, Swadeshi Movement).

**Unit-IV: Evolution of Administrative Structure and Colonial Ideology.**

**Module/Chapter 10: British Administrative Evolution - Warren Hastings to Dalhousie.**

Warren Hastings' judicial reforms and administrative centralization; Lord Cornwallis' Permanent Settlement and civil service reforms; Dalhousie's expansionist policies and introduction of railways, telegraph, Postal reforms, and modern education.

**Module/Chapter 11: Constitutional Progression and Colonial Ideology.**  
Justifications for British rule – White Man's Burden, Oriental Despotism; Constitutional Developments- (Charter act 1813, 1833, 1853) Utilitarianism and its influence on British governance; Divide and Rule policy and its socio-political consequences.

**Module/Chapter 12: Colonial Education, and Press.**  
Macaulay's Minute (1835) and the introduction of English education; Growth of vernacular press and its role in spreading nationalist ideas; Role of missionaries and indigenous responses to colonial education.

**Unit-V: The Revolution of 1857**

**Module/Chapter 13: Nature and Causes.**  
Debates on its Nature-Sepoy Mutiny, Hindu-Muslim Conspiracy, Feudal Uprising, War of Independence; Politico-Administrative Factors, Religious and Social Discontent, Military Causes.

**Module/Chapter 14: Regional Dimensions and Popular Participation.**  
Role of peasants, soldiers, and zamindars in the uprising; Regional centers of resistance: Northern India (Delhi, Kanpur, Lucknow), Central and Western India (Jhansi, Gwalior, Satara), Eastern and Southern India (Bihar, Bengal, Madras Presidency).

**Module/Chapter 15: Aftermath and Legacy.**  
British Suppression- Military response and reprisals; End of East India Company Rule and establishment of Crown's Rule; Long-term Consequences: Administrative changes, racial divisions, and seeds of nationalism.

### **Suggested Readings**

- Alavi, Seema (ed.), *The Eighteenth Century in India*, New Delhi: Oxford University Press, Reprint 2007.
- Bagchi, Amiya Kumar, *Colonialism and Indian Economy*, OUP, New Delhi, 2010.
- Bayly, C.A., *Indian Society and the Making of the British Empire*, Cambridge, Cambridge University Press, Reprint, 2014.
- Chandra, Bipan, *Essays on Colonialism*, Orient Longman, New Delhi, 2006.
- *Nationalism and Colonialism in Modern India*, Orient Longman, Delhi, 2006.
- चन्द्र ,बिपन .*आधुनिक भारत का इतिहास* , नई दिल्ली.2009 ,ब्लैकस्वान ओरिएंट :
- Cohn, Bernard S., *Colonialism and its Forms of Knowledge: The British in India*, Princeton University, Princeton, 1996.
- Lawson P., *The East India Company: A History*, London: Longman, 1993.
- Barnett, R., *Rethinking Early Modern India*, New Delhi: Manohar, 2002.
- Bayly, C.A., *Imperial Meridian: The British Empire and the World 1780-1830*, London: Longman, 1989.
- Kennedy, P., *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*, New York: Vintage Books, 1987.
- Ward, J. M., *Colonial Self-Government: The British Experience 1759-1856*, Toronto: University of Toronto Press, 1976.
- Peers, D., *India under Colonial Rule 1700-1885*, Harlow and London: Pearson Longmans, 2006.
- Malcolm, J., *Political History of British India from 1784 to 1823*, New Delhi: Associated Pub. House, 1970
- Metcalf, T.R., *Ideologies of the Raj: The New Cambridge History of India, III*. Cambridge: Cambridge University Press, 1995.
- सावरकर, वी.डी. *१८५७ का स्वातंत्र्य समर*, नई दिल्ली: प्रभात प्रकाशन, 2020.
- Malleson, G.B., *The Indian Mutiny of 1857*, New Delhi: Rupa, 2016.
- Dalrymple, W. *The Anarchy: The East India Company, Corporate Violence, and the Pillage of an Empire*, New Delhi: Bloomsbury, 2019.

- वर्मा, दीनानाथ. *आधुनिक भारत*, नई दिल्ली: ज्ञानदा प्रकाशन, 2018.
- बंदोपाध्याय, सेखर. *प्लासी से विभाजन तक और उसके बाद*, नई दिल्ली: ओरिएंट ब्लैकस्वान, 2015.
- Majumdar, R.C., *The History and Culture of Indian people: British Paramountcy and Indian Renaissance Part I*, New Delhi: Bhartiya Vidya Bhawan, 2002.
- Majumdar, R.C., H.C. Raychaudhary, K. Datta, *An advanced History of India*, New Delhi: Laxmi Publications, 2006.
- Mukherjee, Rudrangshu, *The Year of Blood: Essays on the Revolt of 1857*, New Delhi: Social Science Press, 201

**MA Semester: II**

**Course Name: National Movement of India – II: 1858 to 1947**

**Credits: 04**

**Course Code: HIS463**

**Paper: Major**

**Credits Equivalent:** 4 Credits is equivalent to 120 hours of total study (based on 30 hours per credit).

**Course Objectives:** The Indian national movement took a different course after the events of 1857 with several outward changes came in appearance and character of the British rule and simultaneous growth of Indian political consciousness. Indian nationalism became more organized and vehement with intra-national and international interplay of factors. The Indian National Congress, the revolutionaries, Gandhi were the major players on the road towards independence and partition which had been marred by divisive communalism. Through this course it is intended that the learners would discern and comprehend diverse historical phenomenon and changes unleashing during the period of study.

**Course Outcomes:**

- ❖ The learner will be acquainted with the dynamics of the history of India in the latter half of the 19<sup>th</sup> century and the first half of the 20<sup>th</sup> century.
- ❖ The learners will understand the broad as well as nuanced trends in the matured phases of British rule from its concretization.
- ❖ The Indian national movement took a different course after the events of 1857 with several outward changes came in the appearance and character of the British rule will be discovered.
- ❖ How the growth of Indian political consciousness led to the different forms of resistance against the colonial rule will be learned.
- ❖ The course will acquaint the seekers with the nature and forms of imperialist tools of suppression and domination.
- ❖ Indian responses, ultimately factoring in the culmination of major pushes for swaraj will be learned.



- ❖ The Indian National Congress, the revolutionaries, and Gandhi were the major players on the road towards independence and partition which had been marred by divisive communalism. These dynamics will be understood.
- ❖ Through this course, it is intended that the learners would discern and comprehend diverse historical phenomena and changes unleashed during the period of study.
- ❖ New areas of scholarly research will be opened for learners who wish to pursue in that direction.

#### **Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

#### **Unit-I: Indian Polity after 1858**

##### **Module/Chapter 1: Political Associations before 1885**

Bengal-Landholders' Society, Bengal British India Society, British Indian Association, Bengal Association, Indian League, Indian National Association; Bombay- Bombay Association (Bombay Native Association), Poona Sarvajanik Sabha and Bombay Presidency Association, Madras: Madras Native Association and Madras Mahajan Sabha

##### **Module/Chapter 2: Administrative Changes and National Reawakening**

Administrative Changes-Queen Victoria's Proclamation, Abolition of East India Company's Rule, Secretary of State for India, Viceroy-Governor General, Military Reorganisation; Factors Responsible for National Reawakening - Politico-Administrative, Economic, Socio-Cultural, and Global Influences; Indian Response

##### **Module/Chapter 3: Indian National Congress**

Theories for Establishment of the Indian National Congress- Safety Valve Theory, Conspiracy Theory, Nationalist Theory, Lightning Conductor Theory, Leninist Theory; Era of Loyalist Politics and Moderation – Ideas

and Philosophy, Policies and Programmes, Evaluation of Moderates; Imperial Attitudes-Initial Encouragement, Cautious Tolerance, Distrust and Suppression

**Unit-II:**

**Challenging the Empire**

**Module/Chapter 4:**

**Assertive Nationalism**

Factors for its Rise- Recognition of the True Nature of the British Rule, Economic Deterioration of India, Inadequacies of Loyalist or Moderate Politics, Cultural Consciousness, Response to Westernization, Rise of Economic Nationalism, Impact of International Events, Curzon's Repressive Policies and Emergence of Assertive Leadership; Ideas and Philosophy- Mass Mobilization, Swaraj (Self-Rule), Swadeshi, Cultural Nationalism; Evaluation of Assertive Nationalists-Positive Shift from Moderation to Assertion, Promotion of the Ideals of Swaraj and Swadeshi, Revival of National Pride, Inspiration to Revolutionary Nationalism, Fragmentation within the Indian National Congress, Massification of the National Movement, Paved the Way for Gandhian Politics

**Module/Chapter 5:**

**Partition of Bengal**

Background and Reasons for the Partition of Bengal- Administrative Justification, Political and Nationalist Suppression, Communal Strategy to Divide and Rule, Economic and Military Reasons; Political and Economic Ferment-Swadeshi and Boycott Movements, Position of the Indian National Congress, People's Participation and Modes of Resistance, Intensification of Revolutionary Nationalism; Colonial Reaction-Justification and Defense of the Partition, Colonial Repression of Indian Nationalism, Colonial Communal Policies, Indian Councils Act of 1909; Annulment of Partition of Bengal-Assessment of Partition, Reversal and Annulment of Partition in 1911

**Module/Chapter 6:**

**Politics of the First World War**

India's Entry into the War-Political Context and British Decision, Indian Contribution to the War Effort; Political Implications-Impact on Indian National Movement, Post-War Discontent, Reignition of Revolutionary Nationalism; Economic Impact-Impact on Agriculture, Impact on Industry and Problem of Inflation; Nationalist Response and Efforts for Home Rule- Reasons for the Home Rule Movement, Role of BG Tilak and Annie Besant, Programme of Home Rule Movement, Achievements and Assessment of the Home Rule Movement

### **Unit-III:**

### **Gandhian and Communal Politics**

#### **Module/Chapter 7:**

#### **Emergence of Gandhi**

Political Activism in South Africa- Early Experiences, Racial Discrimination and Legal Challenges, Struggles Against Anti-Indian Legislation, Satyagraha Against Asiatic Registration Act (1906-1907), Second Phase of Satyagraha and Mass Resistance (1908-1913), Agreement with General Smuts and Departure from South Africa (1914-15); Ideas and Philosophy-Swaraj, Swadeshi, Satyagrah and Ahimsa; Gandhian Non-Political Movements- Champaran Satyagrah, Kheda Satyagrah Ahmedabad Mill Strike

#### **Module/Chapter 8:**

#### **Gandhian Politics**

Non-Cooperation Movement-Background, Association with Khilafat Agitation, Programmes of Non Cooperation Movement, Course of the Movement, British Reaction, End of the Movement, Evaluation; Civil Disobedience Movement- Background, Declaration of Poorna Swaraj (26 January 1930), Salt Satyagrah and Dandi March, Spread of the Movement, British Reaction, Gandhi-Irwin Pact, Round Table Conferences, End of the Movement, Evaluation; Quit India Movement-Background, Quit India

Resolution, People's Participation, British Repression, Evaluation

**Module/Chapter 9: Communal Politics**

Emergence of Communal Politics and Sectarianism- Causes, Features of Communalism; Foundation of Muslim League-Ideology and Manifestation; Hindu Consolidation- Hindu Mahasabha; Regional Reactions-Akali Dal and Justice Party; Consequences of Communalism

**Unit-IV: Alternative Road to Independence**

**Module/Chapter 10: Revolutionary Nationalism**

First Phase- Circumstances for the Emergence of Revolutionary Thought, Philosophical Ideas and Influences; Methods and Actions; Ideologues- BG Tilak, VD Savarkar and Aurobindo Ghosh

**Module/Chapter 11: Diasporic Revolutionary Currents**

Transnational Networks in Asia, Europe and USA; Hindu-German Conspiracy; Ghadar Movement- Genesis, Ideology, Modes of Action and Results

**Module/Chapter 12: Inter-War Revolutionary Movement**

Revolutionary Revival in the Second Phase- Factors, Arena of Revolutionary Action, Ideological Motivations, Major Actions, British Repression; Significance and Evaluation-Significance of Revolutionary Nationalism, Evaluation of their Contribution to the National Movement.

**Unit-V: National Movement: Concluding Years**

**Module/Chapter 13: Between 1935 and 1939**

Government of India Act of 1935-Major Provisions, Indian Response, Evaluation of the Act; Elections of 1937- Performance of Indian National Congress, Muslim League and Others, Evaluation of the Works of Provincial Governments,; India and the Second World War-Indian

Response, Resignation of Provincial Governments, Aftermath

**Module/Chapter 14: Indian National Army and Its Legacy**

Indian National Army – Background of its Formation, Operations, Trials; Legacy of Indian National Army- Revolt of Naval Ratings, Inspiration for the Post War Nationalist Movement, Role in British Withdrawal, Historical Narratives around Indian National Army; Evaluation of the Role of Subhash Chandra Bose

**Module/Chapter 15: Political Bargains, Partition and Independence**

Political Scenario and Bargains Post 1939 - August Offer, Cripps Mission, Cabinet Mission and Wavell Plan; Communal Build Up- Muslim League's Lahore Resolution, Rajgopalachari Formula, Desai-Liaquat Pact, Direct Action; Partition and Independence- Atlee's Declaration, Reaction of Indian Leadership, Mountbatten Plan, Indian Independence Act 1947, Partition Plan, Inevitability of Partition! ; Integration of Princely States-Challenges of Integration, Integrating Jammu and Kashmir, Junagarh and Hyderabad, Evaluation of Integration of States

**Suggested Readings**

- Ambedkar, B.R., *Pakistan or the Partition of India*, New Delhi: Kalpz Publication, 2017.
- बंदोपाध्याय, सेखर. *प्लासी से विभाजन तक और उसके बाद*, नई दिल्ली: ओरिएंट ब्लैकस्वान, 2015.
- Brown, Judith, *Gandhi's Rise to Power*, Cambridge: Cambridge University Press, 1971.
- Chandra, Bipan *et al.*, *India's Struggle for Independence, 1857-1947*, Delhi: Viking/Penguin Books, Reprint 2016.
- Dube, Ishita Banerjee, *A History of Modern India*, Cambridge University Press, New Delhi, 2015.

- Hardy, Peter, *The Muslims of British India*, London: Cambridge University Press, 1972.
- Low, D. A., (ed.), *Congress and the Raj*, New Delhi: Oxford University Press, 2004.
- Majumdar, R.C., H.C. Raychaudhary, K. Datta, *An advanced History of India*, New Delhi: Laxmi Publications, 2006.
- Majumdar, R.C., *The History and Culture of Indian people: British Paramountcy and Indian Renaissance Part I*, New Delhi: Bhartiya Vidya Bhawan, 2002.
- Menon, V.P. *Transfer of Power in India*, New Delhi: Orient Blackswan, 1957.
- Nanda, B.R., *Making of a nation: India's Road to Independence*, Delhi: Harper-Collins, 1998.
- Pandey, Gyanendra (ed.), *The Indian Nation in 1942*, Calcutta: CSSS, K. P. Bagchi and Company, 1988.
- Ray, Rajat. *Social Conflict and Political Unrest in Bengal, 1875-1927*, New Delhi: Oxford University Press, 1984.
- सरकार ,सुमित .*आधुनिक भारत ,नई दिल्ली :राजकमल प्रकाशन.2019* ,
- Sarkar, Sumit, *The Swadeshi Movement in Bengal*, New Delhi: Permanent Black, 1973.
- Seal, Anil, *The Emergence of Indian Nationalism*, London: Cambridge University Press, 1971.
- Singh, Dharamjit, *Lord Linlithgow in India: 1936-1943*, Jalandhar: ABS Publications, 2005.
- Spinner- Barney, White, *Partition: The Story of Indian Independence and the Creation of Pakistan*, New York: Simon and Schuster, 2018.
- Bandyopadhyay, Sekhar(ed.) *National Movement in India: A Reader*, New Delhi, Oxford University Press, 2009.

**MA Semester: II**

**Course Name: Understanding Archaeology**

**Credits: 02**

**Course Code: HIS467**

**Paper: Skill/Vocational**

**Credits Equivalent:** 2 Credits is equivalent to 60 hours of total study (based on 30 hours per credit).

**Course Objectives:** Archaeology, a sub-discipline of anthropology, is the study of human, biological, and material remains for the purpose of reconstructing past cultures and societies. The course introduces students to the study and practice of archaeology as well as explores its diverse relationships with allied disciplines and fields. We will explore the early history and background of archaeology, as well as discuss advances in methods of excavation, analysis and interpretation through contemporary times.

**Course Outcomes:**

- ❖ The course will develop the students' basic as well as advanced understanding of archaeology.
- ❖ The learners will understand the relationship of archaeology with other social sciences.
- ❖ This will acquaint the students with the evolution of the discipline of archaeology in India.
- ❖ The students will learn about advances in methods of excavation, analysis and interpretation through contemporary times.
- ❖ The learners will know the contribution of prominent archaeologists.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

**Unit-I: Introduction of Archaeology**

**Module/Chapter 1: Definition, Scope and Significance of Archaeology**

	Introduction, Definition, Scope of Archaeology & Significance of Archaeology.
<b>Module/Chapter 2:</b>	<b>Relation of History, Anthropology &amp; Geology with Archaeology</b> Relation of History, Anthropology & Geology with Archaeology.
<b>Module/Chapter 3:</b>	<b>Introduction to Antiquarian Laws</b> The Indian Treasure Trove Act, 1878; The Ancient Monuments Preservation Act, 1904; Ancient Monuments and Archaeological Sites and Remains Rules 1958; Antiquities and Art Treasures Act, 1972; The Ancient Monuments and Archaeological Sites and Remains (Amendment and Validation) Act, 2010.
<b>Unit-II:</b>	<b>Development of Archaeology in Bharat</b>
<b>Module/Chapter 4:</b>	<b>Archaeological Developments in Bharat</b> The Beginnings of Archaeology; The Alexander Cunningham Era; The James Burgess Era; The Curzon and Marshall Era; Post Marshall Era; The Mortimer Wheeler Era; Post Independence Era.
<b>Module/Chapter 5:</b>	<b>Contribution of Archaeological Survey of India</b> Conservation; Excavation; Exploration; Epigraphy; Monuments. Museums; World Heritage Site; Antiquity, and Publication.
<b>Module/Chapter 6:</b>	<b>Determining-Stratification, Chronology &amp; Methods of Dating:</b> Relative Dating: Stratification, Typology, Cross-dating, Fluorine Test, Geomorphological Method, Paleontology, Palynology; Absolute Dating: Verve Analysis, Dendrochronology, C-14 Dating, Potassium Argon Method, and Thermoluminescence Dating.
<b>Unit-III:</b>	<b>Exploration &amp; Excavation in Archaeology</b>



**Module/Chapter 7: Exploration & Excavation: Tools, Techniques and Methods:**

Exploration: Traditional Methods - Accidental Discovery, Surface Sign, Literary Descriptions; Scientific Methods – Ground Test, Electronic Method, Soil Analysis, Marine Survey, Tools; Excavation: Configuration, Measurements, Methods – Vertical Excavation; Horizontal Excavation.

**Module/Chapter 8: Recent Archaeological Findings in Bharat & its Documentation:**

Harappa, Mohanjo-daro, Rakhigarhi, Kalibanga, Dholavira, Lothal, Sanauli, Hastinapur, Kaushambi, Takshashila; Documentation.

**Suggested Readings**

- Aitken, M.J. (1990). *Science based Dating in Archaeology*, London: Longmans.
- Atkinson, R.J.C. (1953). *Field Archaeology*, London: Methuen and Co.
- Barker, P. (1982). *Techniques of Archaeological Excavation*, London: Batsford.
- Bintliff, John (2004). *A Companion to Archaeology*, U.K.: Blackwell.
- Chakrabarti, D.K. (1988). *A History of Indian Archaeology: From the Beginning to 1947*, New Delhi: Munsiram Manoharlal.
- Crawford, O.G.S. (1953). *Archaeology in the Field*, London: Phoenix.
- Daniel, Glyn, E. (1975). *A Hundred and Fifty Years of Archaeology*. London: Duckworth.
- Fagan, B. (1988). *In the beginning: An Introduction to Archaeology*. Glenview: Scott, Foresman and Company.
- Harris, E.C. (1979). *Principles of Archaeological Stratigraphy*, London: Academic Press.
- Hodder, Ian. (1992). *Theory and Practice in Archaeology*. London: Routledge.
- Hodder, I. (1995). *Interpreting Archaeology: Finding Meaning in the Past*. New York: Routledge.
- Hurcombe Linda (2007). *Archaeological arts facts as material culture*. New York: Routledge.
- Raman, K. V., *Principle and Methods of Archaeology*.

- Hendricks, Rhoda A., *Archaeology made Simple*.
- White, Anne terry, *All about Archaeology*.
- Matthew Johnson, *Archaeological Theory- An Introduction*
- Hodder Ian, *Reading the Past- Current Approaches to Interpretation in Archaeology*.
- Whitley, D.S., *Reader in Archaeology Theory: Post- Procession & Cognitive Approaches*.
- Renfrew, C. and Bahn Paul, *Archaeology: Theories Methods and Practice*.
- Banning. E.B., *Archaeological Survey*.
- Rajan, K., *Archaeology: Principles & Methods*.
- Daniel, G.A., *A Short History of Archaeology*.
- Fagan Brian, *In the Biggning: An Introduction to Archaeology*.
- Kathleen Kenyon, *New Perspectives of Archaeology*.

**MA Semester: II**

**Course Name: Science and Technology in Ancient India**

**Credits: 02**

**Course Code: HIS468**

**Paper: IKS**

**Credits Equivalent:** 2 Credits is equivalent to 60 hours of total study (based on 30 hours per credit).

**Course Objectives:** This course aims to introduce the student to the various facets of science and technology in Indian history from the earliest times to the modern period, viz. development in agriculture, metallurgy, mathematics, astronomy, medicine, etc.

**Course Outcomes:**

- ❖ The course will make the student learn about broad trends in the evolution of science and technology in Indian history from the earliest times to the modern period.
- ❖ The learners will understand particularly the advances in development in agriculture, metallurgy, mathematics, astronomy, medicine, etc.
- ❖ The learners will become acquainted with the important scientists of ancient India.
- ❖ Various forms of discoveries and inventions will be made known to the learners.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

**Unit-I: Sources of History on Science and Technology**

**Module/Chapter 1:** Literary Sources: Vedic and Post-Vedic Texts; Classical Scientific Texts; Economic and Political Treatises; Religious and Philosophical Texts

**Module/Chapter 2:** Archaeological and Epigraphic Sources: Archaeological Findings; Structural and Engineering Sources; Inscriptions and Copper Plates

**Module/Chapter 3:** Foreign Accounts: Greek and Roman Sources; Chinese Accounts; Arab and Persian Accounts

**Unit-II: Different Branches of Science and Technology**

**Module/Chapter 4:** Mathematics and Astronomy: Vedic Mathematics and Sulvasutras; Arithmetic and Number System; Algebra and Geometry; Early Vedic Astronomy; Astronomical Texts and Instruments

**Module/Chapter 5:** Medicine and Surgery: Ayurveda (Medicine) and Charaka Samhita; Surgery (Shalya) and Sushruta Samhita; Veterinary Science

**Module/Chapter 6:** Metallurgy, Engineering and Architecture: Metallurgy; Chemistry and Alchemy; Civil Engineering and Urban Planning, Mechanical and Hydraulic Engineering; Shipbuilding

**Unit-III: Ancient Indian Scientists and Contributions**

**Module/Chapter 7:** Mathematicians and Astronomers: Aryabhatta- Aryabhatiya; Brahmagupta- Brahmasphutasiddhanta; Bhaskara I and Bhaskara II; Varahmihira; Lagadha

**Module/Chapter 8:** Physicians, Surgeons, Metallurgists and Chemists: Charaka and Sushruta; Vagbhatta; Patanjali; Nagarjuna; Rishi Kashyapa

**Suggested Readings**

- D.M. Bose, S.N. Sen and B.V. Subbarayappa (Eds.) 1971. *A Concise History of Science in India*. Indian National Science Academy: New Delhi.
- Debiprasad Chattopadhyaya (Ed.) 1982. *Studies in the History of Science in India (2 Vols.)*. Editorial Enterprises: New Delhi.
- D. Frawley. 1994. "Planets in the Vedic literature", *Indian Journal of History of Science*. 29, 495-506.

- D.P. Agrawal. 2000. *Ancient Metal Technology and Archaeology of South Asia (A Pan-Asian Perspective)*, Aryan Books International: New Delhi.
- H.C. Bhardwaj. 1979. *Aspects of Ancient Indian Technology*, Munshiram Manoharlal: New Delhi.
- Kumar Biswas. 1996. *Minerals and Metals in Ancient India*, D.K. Printworld: New Delhi.
- R. Shrivastava. 2006. *Mining and Metallurgy in Ancient India*, Munshiram Manoharlal: New Delhi.
- O.P. Jaggi. 1977. *Science and Technology in Medieval India*. Atma Ram & Sons: Delhi.
- A.Y. Al-Hasan. 2001. *Science & Technology in Islam*. UNESCO.
- Ranabir Chakravarti. 2008. "Agricultural Technology in Medieval India", *The Medieval History Journal*, Vol. 11, No. 2, July-December.
- D. Kumar. "Patterns of colonial science in India". *Indian Journal of History of Science*, 15 (1), 105-113.
- Deepak Kumar. 1995. *Science & the Raj*, OUP: Delhi.
- S.B. Dikshit. 1931. *Bharatiya Jyotish Shastra*, Poona.
- A.F.R. Hoernle. 1907. *Studies in Medicine of Ancient India*, Oxford.
- Ian Inkstem. 1991. *Science & Technology in History*, London.
- V.V. Krishna and S.S. Bhatnagar. 1993. *Science, Technology and Development*, Delhi.
- A.K. Biswas and K.L. Mukhopadhyaya. 1969. *Science in India*, Kolkata.
- Dhruv Raina. 2003. *Image and Context: Historiography of Science in India*, OUP: Delhi.
- B. C. Chauhan. 2023. *IKS: The Knowledge System of Bharat*, Garuda Prakashan, New Delhi

**MA Semester: II**

**Course Name: Cultural Heritage of Bharat**

**Credits: 02**

**Course Code: HIS473**

**Paper: IDC**

**Credits Equivalent:** 2 Credits is equivalent to 60 hours of total study (based on 30 hours per credit).

**Course Objectives:** This course aims to introduce the student to the historical and cultural heritage of Bharat and its various types and components.

**Course Outcomes:** After the completion of the course, the student will be able to:

- ❖ Understand the historical and cultural significance of various traditions of the land.
- ❖ Know the regional and global extent of the rich cultural heritage of the land.
- ❖ Know about the components and types of Bhartiya cultural heritage and the need for their conservation.
- ❖ Analyze and demonstrate the ability to construct, analyze and evaluate the trends concerning the traditional heritage of the land.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

**Unit-I: Main Features of Indian Culture and Dharma Systems**

**Module/Chapter 1: Main Features of Indian Culture and Dharma Systems**  
Introduction, Characteristics of Indian Culture-Unity in Diversity, Spirituality, Tolerance, Adaptability; Overview of Major Religious Traditions; Religious Traditions-Hindu Dharma: Dharma, Karma & Moksha, Jaina Dharma: Ahimsa & Satya, Bauddha Dharma: Four Noble

Truth & Eight-Fold Path; Vedic and Puranic Dharama-Rituals & Hymns, Vedas Sacred texts: Rigveda, Yajurveda, Samaveda, and Atharvaveda.

**Module/Chapter 2:**

**Main Features of Dharma Systems**

Introduction; Vedic and Puranic tradition-Mythology (epic), Moral Brahmanical authority; Varna and Ashram System, Social order and Jati, Individual spiritual growth and responsibilities

**Unit-II:**

**The Role of Tradition in Learning**

**Module/Chapter 3:**

**Samskaras and Education in Ancient India**

Introduction; Samskaras and Purusharthas-The life-cycle rituals in Hindu tradition, Overview of 16 Samskaras (sacraments) and their educational significance, Purusharthas: Dharma, Artha, Kama, and Moksha – their role in shaping Education; Centres of Ancient Indian Education, Overview of ancient learning centers - Nalanda: Structure, Subjects taught, Takshashila: Curriculum and notable scholars, Vikramshila, Vallabhi, and other educational institutions

**Module/Chapter 4:**

**Religious Scriptures and Sant Parampara- I**

Introduction; Introduction to Ramayana – Author (Valmiki), Historical Context, Importance- Key Characters – Rama, Sita, Lakshmana, Hanuman, Ravana, etc, Moral & Ethical Lessons – Dharma, righteousness, devotion Comparative Studies: Valmiki Ramayana vs. Tulsidas' Ramcharitmanas. Regional versions (Kamba Ramayanam, Krittivasi Ramayan), Philosophical Themes: Dharma, Bhakti, Karma. Role of women, kingship, and justice

**Module/ Chapter 5:**

**Religious Scriptures and Sant Parampara- II**

Introduction to Mahabharata – Sage Vyasa, historical importance; Key Characters – Pandavas, Kauravas, Krishna, Bhishma, Draupadi, Historical & Cultural

Perspectives: Influence on Indian society, politics, and traditions; Literary Analysis: Poetic style, metaphors, symbolism; Religious and Ethical Studies: How the epics define Hindu beliefs; Contributions of Kalidasa: Shakuntala, Meghaduta, and their impact; Works of Bhasa, Bharavi, and other literary figures; Tulsidas and his contributions to spiritual education; The Sant Parampara: Teachings of Kabir, Mirabai, and their influence on education.

### **Unit-III:**

### **Indian Culture**

#### **Module/Chapter 6:**

#### **Mauryan, Gandhara, and Gupta Art**

Introduction; Mauryan Art- Pillars – Ashokan pillars with inscriptions and animal capitals (e.g., Lion Capital of Sarnath), Stupas – Early Buddhist Stupas like Sanchi and Bharhut, Sculptures – Yaksha-Yakshi figures, stone carvings, and royal representations; Gandhara and Mathura Schools of Art- Gandhara School – Greco-Buddhist influence, depiction of Buddha with wavy hair and drapery, Mathura School – Indigenous style, red sandstone sculptures, life-size Buddha images; Gupta Period's Contribution to Art and Sculpture- Temple Architecture – Development of Nagara style, famous temples (e.g., Dashavatara Temple, Deogarh), Sculptural Excellence – Graceful Buddha images, refined deity sculptures (e.g., Sarnath Buddha). Medieval Architecture

#### **Module/Chapter 7:**

#### **South Indian Architecture and Bhakti Movement**

Introduction; Chola Style: Temple Structures – Brihadeshwara Temple, Gangaikonda Cholapuram., Bronze Sculptures – Nataraja, Shiva-Parvati images, Pallava Style: Rock-Cut Temples – Mahabalipuram (Shore Temple, Rathas). Structural Temples – Kailasanatha Temple at Kanchipuram, Vijayanagara Style : Dravidian Influence – Tall gopurams (Virupaksha



Temple); Monolithic Sculptures – Ugra Narasimha, Ganesha statues in Hampi; Bhakti Movement-Key Saints and Their Contributions: Alvars and Nayanars – Tamil Vaishnavite and Shaivite saints, North Indian Bhakti Saints – Kabir, Tulsidas, Mirabai, Guru Nanak, Cultural and Artistic Impact of the Movement: Temple Construction and Art – Bhakti-inspired temple murals, devotional sculptures, Literature and Music – Bhajans, kirtans, and literary works like Ramcharitmanas.

**Module/Chapter 8: Introduction to Socio-Religious Reform Movements**

Introduction -Causes of socio-religious reforms, Role of education and modern ideas in reform movements, Brahmo Samaj, Ideals: Monotheism, social reforms, rejection of idol worship, Arya Samaj, Vedic revivalism and opposition to idol worship, Social reforms: Education, widow remarriage, women's rights, Shuddhi Movement (reconversion to Hinduism); Swami Vivekananda and Key ideas: Practical Vedanta, Universal Religion, Spiritual Nationalism-Role in Indian nationalism and youth empowerment, Establishment of Ramakrishna Mission and its impact, Abindranath Tagore and His Vision, Views on nationalism and humanism, Literary and artistic contributions, Influence on Indian culture and society Sri Aurobindo – The Mystic Revolutionary, Spiritual philosophy and Integral Yoga, Concept of Divine Life and Supermind, Contributions to education and social transformation

### **Suggested Readings**

1. Basham, A.L. *The Wonder That Was India*. Picador Indian Edition, 2004.
2. Singhanian, Nitin. *Indian Art and Culture*. Tata Mc Graw Hill: New Delhi, 2017.
3. [www.heritageintach.org](http://www.heritageintach.org)
4. Biswas, S.S. *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.

5. Lahiri, N. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012, (Chapters 4 and 5).
6. Mathur, Anurag. *Indian Culture and Heritage*. Vol. I. Create Space Independent Publishers, 2017.
7. Vatsayayan, Kapila. *The Cultural Heritage of India*. Vedanta Publishers, 2006
8. [www.asi.nic.in](http://www.asi.nic.in)
9. [www.unesco.org](http://www.unesco.org)

**MA Semester: II**

**Course Name: Society, Culture and Dharma in India during the Medieval Times**

**Course Code: HIS475**

**Credits: 02**

**Paper: Minor**

**Credits Equivalent:** 2 Credits is equivalent to 60 hours of total study (based on 30 hours per credit).

**Course Objectives:** This course aims to introduce the student to the society, culture, religion and other related aspects of Indian history from medieval period onwards. It also aims to make the students aware of the glorious religious and cultural traditions of India's recent past.

**Course Outcomes:**

- ❖ The course will make the student learn about the society, culture and dharma and other related aspects of Indian history from medieval to modern times.
- ❖ The social and cultural dynamics from the medieval to modern period will be understood.
- ❖ The evolution of medieval socio-religious concepts will be understood.
- ❖ How the Bhakti movement changed the trajectory of religion and society will be learned.
- ❖ The learners will learn the concept of Dharma and how it is different from religion.
- ❖ Various forms of religious and secular literature will be made familiar to the learners.
- ❖ Knowledge will be acquired about the socio-religious reform movements in modern India.
- ❖ Movements for the depressed classes will be understood.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

**Unit-I: Medieval India Society and Culture**

**Module/Chapter 1: New Elements in the Medieval Society**

Introduction to Nobility and Ulemas in Medieval India- Nobility, Ulemas; Role and significance of these groups in society and administration-Nobility in society and administration, Ulemas in society and administration

**Module/Chapter 2:**

**Cultural Aspects and Position of Women**

Evolution of sub-cultures: Food, dress, festivals, sports, and fairs-Sub-Culture aspect: Food, Dress and Festival, Sub-Culture aspect: Sports, and Fairs; Position of women, life in the harem, and the role of transgenders in medieval society- Position of women, life in the harem, Transgender

**Module/Chapter 3:**

**Changes in Caste and Social Hierarchies**

Impact of Islamic Rule on Varna System-Shift in the Nature of Nobility; Caste Mobility and Social Fluidity-Role of Economic Prosperity in Social Status, Rise of Non-Kshatriya Rulers

**Unit-II:**

**Religious Phenomenology and Policies**

**Module/Chapter 4:**

**Major Religious Cults and Vedanta Tradition**

Overview of Nathpanthis, Jagannath Cult, and Vira Shaivism-Nathpanthis, Jagannath Cult, Vira Shaivism; Evolution of Vedanta: Contributions of Sankara, Ramanuja, and Madhava-Evolution of Vedanta, Sankara, Ramanuja, Madhava

**Module/Chapter 5:**

**Religious Policies under Turko-Mongol Rule**

Religious policies, their impact, and deviations like *Din-i Ilahi*-Religious policies, their impact, and deviations; Interaction of religion and politics during the Turko-Mongol rule, Religion, Politics

**Module/Chapter 6:**

**Decline of Din-i Ilahi and Later Religious Policies**

Reassertion of Islamic Orthodoxy-Criticism of Din-i Ilahi and advocacy for Sharia-based governance; Legacy of Religious Tolerance; Jahangir's and Shah Jahan's Policies; Aurangzeb's Reversal of Policies; Influence on Later Rulers and impact of British Policies

**Unit-III:**

**Bhakti Philosophy, Islam, and Sufism**

<b>Module/Chapter 7:</b>	<b>Philosophy of Bhakti and Syncretic Traditions</b> Saguna and Nirguna, Saakar and Nirakaar traditions of Bhakti-Saguna and Nirguna, Saakar, Nirakaar; Contributions of Ramanand, Kabir, Nanak, Chaitanya, Meera, and Tulsidas-Ramanand, Kabir, Nanak, Chaitanya, Meera, Tulsidas
<b>Module/Chapter 8:</b>	<b>Bhakti Literature and Its Impact</b> Literary contributions of Bhakti saints in different languages-Contributions of Bhakti saints, Literary contribution in different languages; Social and cultural impact of Bhakti literature - Social, Cultural
<b>Module/Chapter 9:</b>	<b>Impact of Islam and Contribution of Sufism</b> Influence of Islam on Indian society and culture-Indian Society and Culture; Role of Sufis in spreading Islam and promoting syncretism; Sufism in Islam

### **Suggested Readings**

- एच.सी. वर्मा .मध्यकालीन भारत) भाग .(2 & 1 हिंदी माध्यम कार्यान्वय निदेशालय . दिल्ली विश्वविद्यालय .2003 .
- A.R. Desai. *Social Background of Indian Nationalism*. Bombay, 1959.
- Ishita-Banerjee Dube (Ed.). *Caste in History*. New Delhi, 2008.
- Kenneth Jones. *Socio-Religious Reform Movement in Modern India*. Cambridge, 1995.
- Bhattacharya, N.N. *Indian Religious Historiography*. New Delhi: Munshiram Manoharlal Publishers, 1996.
- Hamid Hussain, *Sufism and Bhakti Movement: Eternal Relevance*, Manak, 2007.
- P.N. Chopra, *Some Aspects of Social Life during Mughal age*, 1963.
- K.A. Nizami, *Studies in Medieval Indian Society and Culture*, Kitab Mahal, 1966.
- Rashid Ali, *Society and Culture in Medieval India*, Calcutta, 1969.
- Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: Cambridge University Press, 1999.
- M.N. Srinivas, *Social Change in Modern India*, Orient Longman, New Delhi, 2000.

# **SEMESTER III**

**MA Semester: III**

**Course Name: Numismatics and Epigraphy**

**Credits: 04**

**Course Code: HIS - 596**

**Paper: Major (Elective)**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/ teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** Numismatics & Epigraphy, a sub-discipline of history, is the study of origin and development of scripts and coinage in Bharat. It deals with various scripts and evolution of coinage from the Mauryan to the early medieval period. The paper discusses elaborately on ancient scripts such as Brahmi, Kharosthi, Tamil-Brahmi, etc. and the development of writings on inscriptions as well as coins issued by various dynasties and their historical importance as a primary source for understanding the ancient past.

**Course Outcomes:**

- ❖ The course will develop the students' basic as well as advanced understanding of Numismatics and Epigraphy.
- ❖ The learners will understand the development of various scripts from the Mauryan to the early medieval period.
- ❖ This will acquaint the students with the evolution of the discipline of Numismatics and Epigraphy in India.
- ❖ The students will learn about the coinage system and different types of coins viz. Punch Marked and other types issued by Guptas, Kushanas, Indo-Greeks, Yaudheyas and Satavahanas.
- ❖ The learners will know the important inscriptions issued by different rulers.
- ❖ Students will be able to identify and decipher the coins.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

<b>Unit-I:</b>	<b>Origin of Epigraphy in Bharat</b>
<b>Module/Chapter 1:</b>	<b>Epigraphy and Historical Reconstruction</b> Definition and Scope
<b>Module/Chapter 2:</b>	<b>Scripts: Origin and Development of Brahmi &amp; Kharoshthi</b> Origin and Development of Brahmi & Kharoshthi Script
<b>Module/Chapter 3:</b>	<b>Mauryan Inscriptions</b> Analysis and Transliteration, Asokan Rock Edict II (Girnar), Rock Edict XII (Girnar), Rock Edict XIII (Shahbazgarhi), Rummindei Pillar Inscription of Asoka, Pillar Edict VII and Sarnath; Transliteration from Asokan Brahmi to Devnagari.
<b>Unit-II:</b>	<b>Political and Religious Inscriptions of Ancient Bharat</b>
<b>Module/Chapter 4:</b>	<b>Post-Mauryan Inscriptions</b> Kharavela of Hathigumpha, Sarnath Buddhist Inscription of Kanishka I, Besnagar Garuda Inscription of Haliodorus, Junagarh Rock Inscription of Rudradamana
<b>Module/Chapter 5:</b>	<b>Gupta Inscriptions</b> Allahabad Pillar Inscription of Samudragupta, Mehrauli Iron Pillar Inscription of Chandra
<b>Module/Chapter 6:</b>	<b>Post-Gupta Inscriptions</b> Aihole Inscription of Pulakesin II, and Gwalior Inscription of Mihirbhoja.
<b>Unit-III:</b>	<b>Development of Numismatics in Ancient Bharat</b>
<b>Module/Chapter 7:</b>	<b>The Origins and Evolution of Coinage in Bharat</b> Punch Marked Coins



<b>Module/Chapter 8:</b>	<b>Tribal Coinage in Ancient Bharat</b> Yaudheyas, Agras and Kunindas
<b>Module/Chapter 9:</b>	<b>Indo-Greek Coins and Their Influence</b> Distribution, Salient Features and Types
<b>Unit-IV:</b>	<b>Evolution of Coinage in the Kushana, Gupta, and Huna Periods</b>
<b>Module/Chapter 10:</b>	<b>Kushana Coins</b> Coins Type of Kujula Kadphises, Wima Kadphises and Kanishka
<b>Module/Chapter 11:</b>	<b>Gupta Coins</b> Features of Gold Coins, Metrology, Foreign Influence, Distribution and Symbols
<b>Module/Chapter 12:</b>	<b>Huna Coins</b> Distribution, Symbols, Salient Features
<b>Unit-V:</b>	<b>Regional Coinage and its Historical Significance</b>
<b>Module/Chapter 13:</b>	<b>Indo-Sassanian (Gadhaiya) Coins</b> Distribution, Symbols, Salient Features
<b>Module/Chapter 14:</b>	<b>Coins of the Satavahanas and Western Kshatrapas</b> Salient Features
<b>Module/Chapter 15:</b>	<b>Rajput Coins</b> Tomara, Pratihara, Parmar and Chahmana

### **Suggested Readings**

#### **Epigraphy:**

- Dani, Ahmad Hasan, *Indian Palaeography*.
- Sircar, D. C., *Select Inscriptions bearing on Indian History and Civilization*.
- Bhandarkar, D. R., *Inscription of the early Gupta Kings*.
- Fleet, J. F., *Corpus Inscriptionum Indicarum*.
- Shastri, H. C., *South Indian Inscription*.
- Solleman, Richard, *Indian Epigraphy*
- Pandey, R. B., *Historical and Literary Inscriptions of Ancient India*
- Pandey, R. B., *Indian Palaeography*

- Hultzsch, E., *Corpus Inscriptionum Indicarum*, vol. I
- Verma, T.P., *Puraabhilekh Chayanika*
- Mirashi, V. V., *History and inscription of Satvahanas and western Khstrapas*
- Shashikant, *Hathigumpha inscription of Kharvela and Bhabra edict of Ashoka*
- Relevant Volumes of *Epigraphia Indica*, Vol I to XLII.
- □□□□□□, □□. □□., □□□□□□, □□□□□, □□□□□□□□ □□□□□□ □□□□□□□□
- □□□□□, □□. □□., □□□□□□□ □□□□ □□ □□□□□□ □□□□□□, (□□□□-1, 2)□
- □□□□□□□□, □□□□□□□, □□□□□□□ □□□□□□□□□□
- □□□□□□□□□□, □□□□□□□□□, □□□□□□ □□□□□□□□
- □□□□□□□□□□, □□□□□□□□□, □□□□□□□□ □□□□□□□ □□□□□□□□ □□ □□□□□□□□
- □□□□, □□.□□.□□., □□□□□□□ □□□□□□□□ □□□ □□□□□□□□
- □□□□, □□□□□ □□□□□ □□□□□ □□□□□, □□□□□□□□ □□□□□□□ □□□□□□□□□□
- □□□□□□, □□.□□.□□., □□□□□□□ □□□□□□□□□ □□□□□□□ (□□□□.)□
- □□□□□, □□□□□□□□□, □□□□□□□□□□□□ □□□□□□□□

### Numismatics:

- Thaplyal, K. K. and P. Srivastava, *Coins of Ancient India*.
- Gardner, P., *Catalogue of the Indian Coins in the British Museum*.
- Chatterjee, C. D., *Numismatics Data in Pali Literature*.
- Singh, A. K., *Coins of the great Kushana*.
- Sahni, Birbal, *Technique of casting coins in India*.
- Prasad, Durga, *Classification and significance of symbol of Punch - mark coins*.
- Rapson, E.J.A., *Catalogue of the Indian coins in the British Museum-coins of the Andhra, Western Kshatrapas dynasty*.
- Allan, J., *Indian Coins (Ancient India)*
- Dutta, Mala, *A Study of the Satavahana Coinage*.
- Lahiri, A. N., *Corpus of Indo-Greek coins*.
- Whitehead, R. B., *Notes on Indo-Greek Numismatics Indo-Greek coins, Punjab Museum Catalogue*, vol. I

- Smith, V.A., *Coins of Ancient India. Catalogue of the coins in the Indian Museum Calcutta* vol. I,
- Sharma, I. K., *Coinage of the Satavahana Empire.*
- Dev, K. K., *The Indo - Greek coin types.*
- Narayan, A. K. & Gopal, L., (eds.), *The Chronology of Punch marked coins.*
- Brown, C. J., *The coins of India.*
- Bhardarkar, D. R., *Lecturers on Ancient Indian Numismatics.*
- Bajpai, D. R., *Lecturers on Ancient Indian Numismatics.*
- Handa, Devendra, *Tribal coins in Ancient India.*
- Rajgor, Dilip, *Coinage of Western Kshtrapas.*
- Altekar, A.S., *Gupta Gold coins of Bayana Hoard.*
- , , ,
- , , ,
- , . . ,
- , , ,
- , , ,
- , , ,
- , , ,
- , , ,
- , , ,
- , , ,
- , , ,

**MA Semester:** III  
**Course Name:** Research Methodology in History  
**Credits:** 04  
**Course Code:** HIS585  
**Paper:** Minor

**Credits Equivalent:** 4 Credits (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** This course aims to introduce the student to the discipline of History in social sciences and to acquaint students with the meanings and nature of history and historiography. It also aims to instill the required methodology for studying history and conducting historical research.

**Course Outcomes:**

- ❖ Its outcome will lead a learner towards developing an understanding of what entails research.
- ❖ How research is conducted in social sciences in general and history in particular will be made comprehensible.
- ❖ The learner will get to know about different types of researches in history and which one could be most appropriate to his research proposal.
- ❖ Various research concepts like causation, subjectivity, objectivity, ethics *etc.* will be understood by the learners.
- ❖ The course will enthuse discerning research ability in the learners.
- ❖ The student will learn about broad and subtle research tools for conducting historical research.
- ❖ This course introduces the student to challenges linkages of history with other social sciences.
- ❖ This course will equip the student with necessary training for pursuing PhD.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

<b>Unit-I:</b>	<b>Understanding History and Historical Research</b>
<b>Module/Chapter 1:</b>	<b>Nature, Scope, and Structure of History</b> Meaning of Research in History, History and Social Sciences
<b>Module/Chapter 2:</b>	<b>Methodology and Interpretation in History</b> Relationship between Facts and Interpretations; Objectivity and Bias
<b>Module/Chapter 3:</b>	<b>Approaches to Research in History</b> Qualitative-Descriptive, Analytical, Critical and Biographical; Deductive and Inductive Approaches
<b>Unit-II:</b>	<b>Theories and Methods in Historical Research</b>
<b>Module/Chapter 4:</b>	<b>Theory Building and Research Methods</b> Theorization in History, Historical Criticism- Internal and External Criticism, Deconstruction
<b>Module/Chapter 5:</b>	<b>Bharatiya Approach to History</b> Concept of Time ( <i>Kala</i> ), Concept of <i>Vaad</i> and <i>Pramana</i>
<b>Module/Chapter 6:</b>	<b>Concept of Causation</b> Causation in History
<b>Unit-III:</b>	<b>Research Methodology in History-I</b>
<b>Module/Chapter 7:</b>	<b>Selection of Research Topic and Sources</b> Criterion of Selection a Research Topic; Main Sources of Historical Research - Primary and Secondary; Hypothesis; Data Collection; Data Analysis
<b>Module/Chapter 8:</b>	<b>Generalization</b> Generalization and Synthesis of Facts
<b>Module/Chapter 9:</b>	<b>Formalization and Presentation of Research Work</b> Footnotes, Charts, Tables, Arrangement of References, Indexing, Appendices and Bibliography
<b>Unit-IV:</b>	<b>Research Methodology in History - II</b>

<b>Module/Chapter 10:</b>	<b>Presentation of Research</b> Research Paper, Dissertation, Thesis and Project Report
<b>Module/Chapter 11:</b>	<b>Internet and Artificial Intelligence (AI) in Historical Research</b> Use of Internet Sources, Reliability of Internet Sources, AI Tools and Historical Research
<b>Unit-V:</b>	<b>Research Ethics in History</b>
<b>Module/Chapter 12:</b>	<b>Scientific Conduct</b> Ethics with respect to historical research, Intellectual honesty and research integrity
<b>Module/Chapter 13:</b>	<b>Scientific Misconducts</b> Falsification, Fabrication, and Plagiarism (FFP)
<b>Module/Chapter 14:</b>	<b>Publication Ethics</b> Definition, Introduction and Importance

### **Suggested Readings**

- E. Sreedharan (2004): *A Textbook of Historiography 500 BC to AD 2000* (Orient Longman, Delhi, 2000) (in Hindi also).
- E.H. Carr (1961), *What is History?* (in Hindi also).
- B. Sheikh Ali, *History: Its Theory and Method*, Macmillan, 1978.
- Keith Jenkins, *Rethinking History*, London, 2002.
- Edward Said, *Orientalism*, Pantheon Books, 1978.
- Translated from French by Peter Putnam (in Hindi), Marc Bloch (2000): *समय और इतिहास*, *समय और इतिहास*, 1999.
- Sabyasachi Bhattacharya (Ed.), *Approaches to History: Essays in Indian Historiography*, ICHR, 2013.
- *Historiography*. MHI-03, IGNOU Study Material.
- G.P. Singh, *Ancient Indian Historiography: Sources and Interpretations*, D.K. Printworld, 2003.
- G.P. Singh, *The Evolution of Historiographical Tradition in Ancient and Medieval India*, D.K. Printworld, 2011.

**MA Semester: III**

**Course Name: Software Based Data Analysis**

**Credits: 04**

**Course Code: HIS586**

**Paper: Skill/ Vocational**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity/contact hours; 5 hours of laboratory work/practical/ field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/ dissertation/thesis; seminars, etc.)

**Course Objectives:** Digital History is an introduction to the issues involved in creating an educational history. The digital age is affecting all aspects of historical study, but much of the existing literature about history in the digital age can be alienating to the traditional historian who does not necessarily value or wish to embrace digital resources.

**Course Outcomes:**

- ❖ Its outcome will lead a learner towards developing an understanding of Digital History.
- ❖ It will be understood that the Digital History is an introduction to the issues involved in creating an educational history.
- ❖ How research is conducted in social sciences in general and history in particular by using the digital sources will be made comprehensible to the students.
- ❖ The learner will get to know about different types of digital resources.
- ❖ The student will learn about digital tools of doing research in history.
- ❖ This course will promote digital literacy among the learners of history.
- ❖ This will equip the student with necessary digital and online training for pursuing PhD and other researches.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

<b>Unit I:</b>	<b>Introduction to Digital Writing and Open Educational Resources (OER)</b>
<b>Module/Chapter 1:</b>	<b>Foundations of Digital Writing and OER Development</b> Understanding digital writing and Open Educational Resources (OER) such as syllabi, online courses, class assignments, open textbooks, and primary sources.
<b>Module/Chapter 2:</b>	<b>Digital History and Open Access Resources</b> Overview of digital history resources for research and teaching, digital collections, and exhibitions.
<b>Module/Chapter 3:</b>	<b>Public Engagement and Collaborative History</b> Engaging the public in historical work, collaborative historical efforts, and preservation of historical knowledge.
<b>Unit II:</b>	<b>Digital Tools for Historical Research</b>
<b>Module/Chapter 4:</b>	<b>Essential Digital Research Tools for Historians</b> Tools relevant to digital history including the DIRT (Digital Research Tools) Directory.
<b>Module/Chapter 5:</b>	<b>Data Management and Digital Exhibits</b> Using Programming Historian tutorials to explore data management, data manipulation, and the creation of digital exhibits.
<b>Module/Chapter 6:</b>	<b>Mapping and GIS in Historical Research</b> Advanced applications in mapping history, including the use of GIS (Geographic Information Systems).
<b>Unit III:</b>	<b>Visualization and Interactive Mapping</b>
<b>Module/Chapter 7:</b>	<b>Visualization Techniques in Digital History</b>



Techniques for visualizing historical data and events through charts, timelines, and graphs.

**Module/Chapter 8: Mapping History with Digital Tools**

Creating interactive historical maps using Google Maps, markers, and annotations.

**Module/Chapter 9: Spatial History and Story Maps**

Introduction to spatial history and tools like Story MapJS for combining narrative with geographic data.

**Unit IV: Digital Archives and Multimedia in History**

**Module/Chapter 10: Exploring Digital Archives**

Accessing and utilizing archives of historical photos, videos, and audio recordings.

**Module/Chapter 11: Curating Digital Exhibitions**

Designing and curating online exhibitions using historical resources and narratives.

**Module/Chapter 12: Metadata and Digital Preservation**

Understanding metadata, digital preservation techniques, and best practices in archiving.

**Unit V: Creating and Using Open Educational Content**

**Module/Chapter 13: Designing Open Educational Resources for History**

Planning and developing OERs specifically for history education.

**Module/Chapter 14: Building Online History Courses and Assignments**

Creating effective online syllabi, course content, and interactive assignments.

**Module/Chapter 15: Evaluating and Sharing OERs in History**

Methods for evaluating OER quality and platforms for sharing open content with wider audiences.

**Suggested Readings**

- Yuk Kuen Wong. Modern Software Review: Techniques and Technologies, 2006.
- Debbie Lafferty, Karl Eugene Wieggers. Peer Reviews in Software: A Practical Guide, 2002

- Karl E Wieggers, Practical Project Initiation: A Handbook with Tools, 2007.
- Daniel Cohen, Roy Rosenzweig, Digital History A Guide to Gathering, Preserving, and Presenting the Past on the Web, 2006.
- Toni Weller (ed.), History in the Digital Age, Routledge, 2013.
- Jonathan Blaney, Jane Winters, Sarah Milligan, Martin Steer, Doing Digital History A
- Beginner's Guide to Working with Text as Data, MUP, 2021.

**MA Semester: III**  
**Course Name: Review of Literature**  
**Credits: 04**  
**Course Code: HIS 594**  
**Paper: Major**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workloads such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/fieldwork; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The broader aim is to make a researcher acquaint with a basic understanding of the meaning and significance of the review of literature in history; to develop a sense of critical reading of texts; and to make aware of how to use literature, i.e. primary and secondary for enhancing research output.

**Course Outcomes:**

- ❖ Its outcome will lead a learner towards developing an understanding of what entails research and the importance of review of literature in history.
- ❖ How research is conducted in social sciences in general and history in particular will be made comprehensible.
- ❖ The learning of the skill of literature review will be an outcome of this course
- ❖ Various research concepts like generalization, Historical criticism, Structuralism and Post structuralism, Deconstruction, Modernism and Post Modernism, the learners will understand.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

**Unit I: Foundations of Literature Review in History**

**Module/Chapter 1: Survey and Selection of Historical Literature**

	Techniques for surveying and selecting relevant historical texts and sources.
<b>Module/Chapter 2:</b>	<b>Critical Reading and Identifying Research Gaps</b> Intensive reading practices to uncover gaps and unexplored areas in existing literature.
<b>Module/Chapter 3:</b>	<b>Purpose and Methods of Literature Review</b> Understanding the objectives of literature reviews and the use of academic search engines.
<b>Unit II:</b>	<b>Tools and Strategies for Literature Review</b>
<b>Module/Chapter 4:</b>	<b>Academic Search Engines and Databases</b> Exploring tools like JSTOR, Google Scholar, and institutional databases for literature collection.
<b>Module/Chapter 5:</b>	<b>Evaluating and Organizing Historical Sources</b> Assessing the credibility and relevance of sources; organizing sources thematically or chronologically.
<b>Module/Chapter 6:</b>	<b>Note-taking and Reference Management Tools</b> Effective strategies for note-taking and tools like Zotero, Mendeley, and End Note.
<b>Unit III:</b>	<b>Analysis and Synthesis of Literature</b>
<b>Module/Chapter 7:</b>	<b>Identifying Key Points and Terminologies</b> Techniques to extract essential ideas, keywords, and academic terminology from historical texts.
<b>Module/Chapter 8:</b>	<b>Synthesizing Ideas Across Sources</b> Comparing, contrasting, and combining information from various texts to form a cohesive narrative.
<b>Module/Chapter 9:</b>	<b>Annotated Bibliographies and Summaries</b> Writing annotations and concise summaries for future reference and integration.
<b>Unit IV:</b>	<b>Connecting Literature to Historical Research</b>
<b>Module/Chapter 10:</b>	<b>Structuring the Literature Review</b>

	Logical organization of literature reviews using thematic or chronological methods.
<b>Module/Chapter 11:</b>	<b>Linking Literature to Research Questions</b> Establishing the connection between reviewed literature and the central research problem.
<b>Module/Chapter 12:</b>	<b>Developing Theoretical and Conceptual Frameworks</b> Building a theoretical background informed by existing literature.
<b>Unit V:</b>	<b>Writing and Presenting the Literature Review</b>
<b>Module/Chapter 13:</b>	<b>Writing the Literature Review in History</b> Academic writing techniques and style guidelines for historical literature reviews.
<b>Module/Chapter 14:</b>	<b>Citation and Referencing Practices</b> Mastery of citation styles such as Chicago, MLA, APA, and proper referencing.
<b>Module/Chapter 15:</b>	<b>Peer Review and Revising the Literature Review</b> Engaging in peer feedback and revising the literature review for clarity and coherence

### **Suggested Readings**

- ❖ Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age Publication, 2004.
- ❖ Ali, B. Sheikh. *History: Its Theory and Method*, Macmillan Publication, 1978.
- ❖ Gardiner, P. *Theories of History*, Free Press Publication, 1959.
- ❖ Marwick, Arthur. *New Nature of History: Knowledge, Evidence, Language*, Palgrave Publication, 2001.
- ❖ Anderson et al., *Thesis and Assignment Writing*, John Willey & Sons, 2nd Edition, 1994.
- ❖ Elton G.R. *The Practice of History*, Fontana Books Publication, UK. 1970.
- ❖ Sorenson, Sharron. *How to Write Research Paper*, MacMillan Publication, 1995.
- ❖ Renier, G.J. *History: Its Purpose and Method*, Allen and Unwin Publication, 1961.

- ❖ Shafer, R.J. *A Guide to Historical Method*, Dorsey Press Publication, 1983.
- ❖ Lloyd, Christopher. *The Structures of History*, Blackwell Press Publication, 1996.
- ❖ Thompson, W. *Rethinking History*, Routledge Publication, London, 1991.
- ❖ Childe, V. Gordon. *What Happened in History*, Harmondsworth: Penguin, 1946.
- ❖ Webster, John C.B. *An Introduction to History*, Macmillan, Meerut, 1967.
- ❖ Low, D.A. (ed.) *Archives in South Asia*, CUP, Cambridge, 1969.
- ❖ Crump, C.G. *History and Historical Research*, London George Routledge & Soni, 1928.
- ❖ Vincent, John M. *Historical Research: An Outlines of Theory and Practice*

**MA Semester: III**  
**Course Name: Research Proposal**  
**Credits: 04**  
**Course Code: HIS 595**  
**Paper: Major**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/ organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workloads such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/fieldwork; writing of papers/projects/ dissertation/ thesis; seminars, etc.)

**Course Objectives:** The broader aim is to make a researcher acquaint with a basic understanding of framing a research proposal in history; to inculcate the idea of discipline-centric research; to develop a sense of critical thinking while making proposals for different research finding agencies; and to make the learners acquainted with communicating the research effectively.

**Course Outcomes:**

- ❖ The learner will get to know about different types of researches in history and which one could be most appropriate to his/her research proposal.
- ❖ Demonstrate an ability to justify the need for proposed study related to the research questions.
- ❖ The student will learn about the making of research proposals for different research avenues.
- ❖ Effectively communicate the research proposal in written and audio-visual forms.
- ❖ This will equip the student with necessary training for pursuing PhD.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

<b>Unit I:</b>	<b>Fundamentals of Research Proposal Writing</b>
<b>Module/Chapter 1:</b>	<b>Research Objectives and Subject Selection</b> Understanding research objectives, choosing a suitable subject, and preparing a synopsis.
<b>Module/Chapter 2:</b>	<b>Hypothesis and Research Questions</b> Formulating research hypotheses and questions; importance of a well-defined research problem.
<b>Module/Chapter 3:</b>	<b>Reviewing Literature for Research Proposals</b> Conducting literature reviews to establish context and relevance for the proposal.
<b>Unit II:</b>	<b>Structuring the Research Proposal</b>
<b>Module/Chapter 4:</b>	<b>Data Collection and Chapterization</b> Techniques for data collection, classification, and outlining research chapters.
<b>Module/Chapter 5:</b>	<b>Referencing and Bibliographic Documentation</b> Organizing references, citations, and creating a bibliography using appropriate formats.
<b>Module/Chapter 6:</b>	<b>Finalizing the Research Proposal</b> Identifying target audience, setting expected outcomes, and budgeting for research.
<b>Unit III:</b>	<b>Proposal Writing for Funding and Academic Applications</b>
<b>Module/Chapter 7:</b>	<b>Understanding Research Funding Agencies</b> Overview of funding bodies like UGC, ICHR, ICSSR, ICPR, IGNCA and their research priorities.
<b>Module/Chapter 8:</b>	<b>Writing Proposals for Funding vs. PhD Applications</b> Distinguishing between proposals for academic programs and research grants; analyzing samples.
<b>Module/Chapter 9:</b>	<b>Budgeting and Project Timelines</b> Preparing realistic budgets and timelines in proposals for effective planning and execution.



<b>Unit IV:</b>	<b>Technology and Digital Tools in Proposal Development</b>
<b>Module/Chapter 10:</b>	<b>Using Internet Resources and Academic Databases</b> Harnessing online databases, journals, and academic networks for proposal development.
<b>Module/Chapter 11:</b>	<b>Integrating AI Tools in Research Planning</b> Leveraging AI tools for data analysis, writing assistance, and project design.
<b>Module/Chapter 12:</b>	<b>Defending a Research Proposal</b> Techniques for oral and written defense of proposals before academic committees or funding bodies.
<b>Unit V:</b>	<b>Ethics, Impact, and Future Pathways in Research</b>
<b>Module/Chapter 13:</b>	<b>Ethical Considerations in Historical Research</b> Ethical research practices, plagiarism, and use of sensitive historical data.
<b>Module/Chapter 14:</b>	<b>Assessing Impact and Outcomes of Research</b> Understanding academic, social, and policy impact of historical research.
<b>Module/Chapter 15:</b>	<b>Career Pathways and Research Planning Ahead</b> Translating proposals into doctoral research, fellowships, and postdoctoral opportunities.

### **Suggested Readings**

- Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age Publication, 2004.
- Ali, B. Sheikh. *History: Its Theory and Method*, Macmillan Publication, 1978.
- Gardiner, P. *Theories of History*, Free Press Publication, 1959.
- Marwick, Arthur. *New Nature of History: Knowledge, Evidence, Language*, Palgrave Publication, 2001.
- Anderson et al., *Thesis and Assignment Writing*, John Willey & Sons, 2nd Edition, 1994.
- Elton G.R. *The Practice of History*, Fontana Books Publication, UK. 1970.

- Sorenson, Sharron. *How to Write Research Paper*, MacMillan Publication, 1995.
- Renier, G.J. *History: Its Purpose and Method*, Allen and Unwin Publication, 1961.
- Shafer, R.J. *A Guide to Historical Method*, Dorsey Press Publication, 1983.
- Lloyd, Christopher. *The Structures of History*, Blackwell Press Publication, 1996.
- Thompson, W. *Rethinking History*, Routledge Publication, London, 1991.
- Childe, V. Gordon. *What Happened in History*, Harmondsworth: Penguin, 1946.
- Webster, John C.B. *An Introduction to History*, Macmillan, Meerut, 1967.
- Low, D.A. (ed.) *Archives in South Asia*, CUP, Cambridge, 1969.
- Crump, C.G. *History and Historical Research*, London George Routledge & Soni, 1928.
- Vincent, John M. *Historical Research: An Outlines of Theory and Practice*.

# **SEMESTER IV**

**MA Semester: IV**

**Course Name: Selected Themes in Modern World History: 1789-1945**

**Credits: 04**

**Course Code: HIS 597**

**Paper: Major (Elective Specialization)**

**Credits Equivalent:** 4 Credits are equivalent to 120 hours of total study (based on 30 hours per credit).

**Course Objectives:** This course aims to introduce the student to the modern history of world events which were instrumental in shaping and reshaping of relations and world order. Major issues and trends would delve into the various aspects of modern world history.

**Course Outcomes:**

- ❖ Its outcome will lead a learner towards developing a detailed understanding of the modern history of world events, which were instrumental in shaping, and reshaping of relations and world order.
- ❖ How various political phenomenon unfolded in modern world will be understood by the learner.
- ❖ The course will bring a learner to the yester years where several landmark events like French revolution, American revolution and Russian Revolution took place.
- ❖ The course intends to develop the historical understanding of global political processes.
- ❖ This course introduces the student to challenges, changes and responses to emergent world order.
- ❖ The student will learn about the causations and impact of imperialism in modern world.

- ❖ The students will gain fundamental knowledge of world wars and the dynamics involved.
- ❖ The students will acquire knowledge regarding the establishment of UNO and the decolonization process.

### **Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Term Examination: 70%

<b>Unit-1:</b>	<b>The American and French Revolutions</b>
<b>Module/Chapter 1:</b>	<b>The American Revolution</b> Causes, Proclamation of Independence and Legacy of Revolution
<b>Module/Chapter 2:</b>	<b>The French Revolution 1789</b> Causes and Course of the Revolution
<b>Module/Chapter 3:</b>	<b>Legacy of the French Revolution</b> Social, Political and Historical
<b>Unit-II:</b>	<b>Conflict, Unification, and Emancipation</b>
<b>Module/Chapter 4:</b>	<b>American Civil War</b> Politics of Sectionalism, Lincoln, and the Emancipation Proclamation
<b>Module/Chapter 5:</b>	<b>Themes on African History</b> Imperialism and Colonization
<b>Module/Chapter 6:</b>	<b>Unification Project</b> Unification of Italy and Unification of Germany
<b>Unit-III:</b>	<b>Revolutions, Reforms, and Resistance:</b>
<b>Module/Chapter 7:</b>	<b>USSR</b> Revolutions of 1905 and 1917
<b>Module/Chapter 8:</b>	<b>Japan</b> Meiji Period and Modernization
<b>Module/Chapter 9:</b>	<b>China</b> Western Expansion in China, Mao and Cultural

	Revolution
<b>Unit-IV:</b>	<b>Imperialism, Global Conflict, and Economic Crisis: The Early 20th Century</b>
<b>Module/Chapter 10:</b>	<b>Colonialism and Imperialism</b> Factors and Impact
<b>Module/Chapter 11:</b>	<b>First World War</b> Causes, Course and Effects
<b>Module/Chapter 12:</b>	<b>League of Nations and the Great Depression</b> Collective Security and New Deal
<b>Unit-V:</b>	<b>The Rise of Totalitarianism, World War II, and the Postwar Order</b>
<b>Module/Chapter 13:</b>	<b>Fascism and Nazism</b> Fascism in Italy, Nazism in Germany and Militarism in Japan
<b>Module/Chapter 14:</b>	<b>The Second World War</b> Causes and Impact
<b>Module/Chapter 15:</b>	<b>New World Order</b> UNO and Decolonization

### **Suggesting Readings**

- Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*. New York, USA: Oxford University Press, 2001
- Kemp, T. *Theories of Imperialism*. London: Dobson Books, 1967.
- Kershaw, Ian. *The Nazi Dictatorship: Problems and Perspectives of Interpretation*. London: Hodder Arnold, 2000.
- Henig, Ruth. *The Origins of the First World War*. London: Routledge, 1989.
- Eley, G. *From Unification to Nazism: reinterpreting Germany's Past*. London: Allen and Unwin, 1986.
- Foner, E. *Politics and Ideology in the Age of the Civil War*. New York: Oxford University Press, 1981.
- Lowe, Norman. *Mastering Modern World History*. Palgrave Macmillan, 2018.
- Hobsbawm, Eric. *The Age of Extremes: 1914-1991*. Abacus, 1995

- Mitchell, Otis C and Langsam Walter Consuelo, The World Since 1919, Macmillian,1969.

**MA Semester: IV**

**Course Name: Academic Writing, Paper Presentation at National Level Seminar - Conference and Paper Publication**

**Course Code: HIS591**

**Paper: Minor**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The major aim of this paper is to train the students in art and skill of writing an academic research paper so as to make the student well versed in the relevant techniques.

**Course Outcomes:**

- ❖ The learning of the art and skill of writing an academic research paper is the major outcome of this course.
- ❖ Its outcome will lead a learner towards developing an understanding of what entails a research paper.
- ❖ How research is conducted in social sciences in general and history in particular will be made comprehensible.
- ❖ The learning of the skill of as how to make the student well versed in the relevant techniques of paper presentation.
- ❖ The learner will get to know about different types of researches in history and which one could be most appropriate to his research proposal.
- ❖ The student will learn about the making of research proposal for different research avenues.
- ❖ This will equip the student with necessary training for pursuing PhD.
- ❖ The student will learn about empirical and theoretical understanding of research.



## **Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

### **Unit I: Foundations of Academic Writing**

#### **Module/Chapter 1: Introduction to Academic Writing**

Understanding different types of academic writing and ways to improve writing style.

#### **Module/Chapter 2: Key Features of Academic Writing**

Distinctions between academic and non-academic writing, tone, structure, and evidence.

#### **Module/Chapter 3: Significance of Academic Integrity**

Importance of academic writing, avoiding plagiarism, and maintaining integrity.

### **Unit II: Reading Strategies and Research Approaches**

#### **Module/Chapter 4: Effective Reading Strategies for Research**

Techniques such as skimming, scanning, critical reading, and note-making.

#### **Module/Chapter 5: Introduction to Research Methods**

Overview and comparison of qualitative and quantitative research approaches.

#### **Module/Chapter 6: Matching Research Questions with Methods**

Choosing appropriate methods based on research objectives and questions.

### **Unit III: Writing for Research and Publication**

#### **Module/Chapter 7: Types of Academic Documents**

Writing research articles, proposals, reports, dissertations, theses, and books.

#### **Module/Chapter 8: Selecting Journals and Publishers**

Guidelines for choosing suitable journals, publishers, and understanding peer review.

#### **Module/Chapter 9: Formatting and Referencing in Academic Writing**

Academic formats and referencing styles such as APA, MLA, and Chicago.

**Unit IV: Research Ethics and Best Practices**

**Module/Chapter 10: Ethical Concerns in Research Writing**

Identifying and addressing ethical issues in writing and publication.

**Module/Chapter 11: Plagiarism and Academic Misconduct**

Understanding plagiarism, consequences, and tools to ensure originality.

**Module/Chapter 12: Responsible Authorship and Collaboration**

Ethics in co-authorship, acknowledgments, and research collaboration.

**Unit V: Advancing Academic Research Skills**

**Module/Chapter 13: Advanced Writing Techniques**

Refining arguments, clarity, cohesion, and incorporating feedback.

**Module/Chapter 14: Literature Review Writing**

Synthesizing sources, organizing reviews, and identifying gaps.

**Module/Chapter 15: Preparing for Academic Conferences and Presentations**

Writing abstracts, creating research posters, and presenting research findings.

**Suggested Readings**

- *Research Methodology* by C.R. Kothari
- *Understanding Research Methods: An Overview of the Essentials* by Mildred L. Patten & Michelle Newhart
- *Research Design: Qualitative, Quantitative, and Mixed Methods* by John W. Creswell and J. David Creswell

- *The Craft of Research* by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
- *Research Methodology: A Step-by-Step Guide for Beginners* by Dr. Ranjit Kumar
- *Essentials of Research Design and Methodology* by Geoffrey R. Marczyk

**MA Semester: IV**

**Course Name: Subject Based Data Analysis**

**Credits: 04**

**Course Code: HIS592**

**Paper: Skill/ Vocational**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** Historical analysis is a rapidly expanding field with broad applicability throughout the social sciences, and the humanities. The ability to use and analyze data effectively in historical research provides a highly desirable and broadly applicable skill set in academia, in government, and in the private sector.

**Course Outcomes:**

- ❖ The learning of the art and skill Historical analysis is a rapidly expanding field with broad applicability throughout the social sciences and the humanities.
- ❖ Its outcome will lead a learner towards developing an understanding of what entails a data analysis.
- ❖ How research is conducted in social sciences in general and history in particular will be made comprehensible.
- ❖ The learning of the skill of classifying different types of sources will be an outcome of this course.
- ❖ The learner will get to know about Historical analysis is a rapidly expanding field with broad applicability throughout the social sciences.
- ❖ The student will learn about the making of research proposal for different research avenues.
- ❖ This will equip the student with Researching in Oral History.
- ❖ The student will learn about empirical and theoretical understanding of research.

**Evaluation Criteria:**

1. Continuous Internal Assessment (CIA): 30%
2. External End Semester Examination (ESE): 70%

<b>Unit I:</b>	<b>Foundations of Historical Data and Research</b>
<b>Module/Chapter 1:</b>	<b>Types and Sources of Historical Data</b> Exploring primary, secondary, and tertiary sources used in historical research.
<b>Module/Chapter 2:</b>	<b>Methods of Data Collection and Representation</b> Techniques for collecting historical data and understanding the role of probability in historical studies.
<b>Module/Chapter 3:</b>	<b>Historical Thinking and Reconstruction</b> Historical comprehension, narratives, and use of comparative and ethnographic designs in reconstructing the past.
<b>Unit II:</b>	<b>Inquiry and Analysis in Historical Research</b>
<b>Module/Chapter 4:</b>	<b>Foundations of Historical Inquiry</b> Techniques for analyzing historical data and establishing chronological sequences.
<b>Module/Chapter 5:</b>	<b>Statistical and Analytical Methods in History</b> Applying basic statistical tools and analytical techniques to interpret historical data.
<b>Module/Chapter 6:</b>	<b>Developing Historical Arguments and Interpretations</b> Formulating arguments, identifying historical patterns, and understanding multiple interpretations.
<b>Unit III:</b>	<b>Theoretical Frameworks in Historical Interpretation</b>
<b>Module//Chapter 7:</b>	<b>Theoretical Perspectives in History</b> Examining critical theories, ideological influences, and intellectual traditions in historical analysis.
<b>Module/Chapter 8:</b>	<b>Counterfactual and Comparative Approaches</b>

	Using alternative scenarios, cross-cultural comparisons, and global perspectives in history.
<b>Module/Chapter 9:</b>	<b>Determinism and Historical Inevitability</b> Debates on historical determinism, inevitability, and the limits of interpretation.
<b>Unit IV:</b>	<b>Ethics and Integrity in Historical Research</b>
<b>Module/Chapter 10:</b>	<b>Research Ethics in Historical Analysis</b> Understanding ethical standards and responsibilities in historical writing and interpretation.
<b>Module/Chapter 11:</b>	<b>Objectivity and Bias in Historical Scholarship</b> Recognizing and mitigating researcher bias; maintaining scholarly integrity.
<b>Module/Chapter 12:</b>	<b>Ethical Use of Sources and Representation</b> Citing sources responsibly and representing marginalized voices in history.
<b>Unit V:</b>	<b>Applied Historical Methods and Contemporary Relevance</b>
<b>Module//Chapter 13:</b>	<b>Contemporary Applications of Historical Analysis</b> Applying historical thinking to current issues, policy, and public discourse.
<b>Module/Chapter 14:</b>	<b>Historical Narratives in Media and Education</b> Role of storytelling in history, use of history in public media and teaching.
<b>Module/Chapter 15:</b>	<b>Public History and Historiographical Engagement</b> Engaging with public history, museums, and collaborative history-making in modern contexts.

### **Suggested Readings**

- Douglas Bors, *Data Analysis for the Social Sciences Integrating Theory and Practice*, University of Toronto at Scarborough, 2018.
- Lewis-Beck, Michael S. *Data Analysis: An Introduction*, Sage Publications Inc, 1995.

- Richard Veryard, *Pragmatic Data Analysis*. Oxford: Blackwell Scientific Publications, 1984.
- Elton, G. R., *The Practice of History* (London, 1969).
- Fulbrook, M., *Historical Theory* (London, 2002).
- Hexter, J. H., *Reappraisals in History* (London, 1961).
- Appleby, J., et al., *Telling the Truth about History* (New York, 1994).

**MA Semester: IV**

**Course Name: Project/Dissertation and Viva-Voce**

**Course Code: HIS 593**

**Credits: 08 (04 for Dissertation & 04 for Viva-Voce)**

### **Course Objectives**

The Project/Dissertation aims to provide learners with a comprehensive understanding of academic research while enhancing their writing skills. It introduces the fundamental elements of research writing through independent research topics, including fieldwork.

### **Course Outcomes**

- ❖ Develop a broader understanding of academic research and improve writing skills.
- ❖ Gain hands-on experience in research methodology through independent topics and fieldwork.
- ❖ Understand research processes in social sciences, particularly in history.
- ❖ Learn to classify and analyze different types of historical sources.
- ❖ Acquire skills in historical analysis and its applicability across social sciences.
- ❖ Enhance abilities in research presentation for various academic avenues.
- ❖ Develop expertise in methodologies for conducting historical research.
- ❖ Become proficient in viva voce assessments.
- ❖ Attain empirical and theoretical knowledge of research.

### **Evaluation Criteria**

- **Project/Dissertation** – (04 Credits / 200 Marks)
- **Viva-Voce** – (04 Credits / 200 Marks)
- **Total Weightage** – 08 Credits (400 Marks)

### **Dissertation Guidelines**

- The project/dissertation will be based on themes from the programme syllabus/ discipline.



- The student will identify/select the topic in consultation/intimation with the concerned course coordinator.
- The concerned course coordinator will accord approval to the selected topic through email/online mode.
- The student will carry out the research work at his/her own level for completion of the Dissertation/Project work.
- The concerned student may seek the advice of the concerned course coordinator or of other faculty members on need basis.
- The project/dissertation must be completed within the department's specified timeline.
- The research work should involve primary, secondary, and tertiary sources of data.
- It should be thematic, interpretative, and of fundamental nature.
- No financial support will be provided by the department; students can seek external funding.
- An External Examiner will evaluate the dissertation on the basis of following parameters:
  - i. Topic Selection and Relevance
  - ii. Research Methodology
  - iii. Structure and Organization
  - iv. Analysis and Interpretation
  - v. Use of Sources and Citations
  - vi. Contribution to Knowledge
  - vii. Contribution to existing practices
- The standard format for writing the dissertation/ project may include the following segments. However, there may be variations in it depending on the nature of the research work embodied in the dissertation/project.
  - i. Title Page
  - ii. Undertaking by the Student
  - iii. Certificate from the Supervisor
  - iv. Acknowledgment
  - v. Abstract

- vi. Content/Index
- vii. List of Tables, Figures, Abbreviations
- viii. **Chapters 1 to 5:** Introduction, Review of Literature, Data Collection and Methodology, Results and Discussion, Summary and Conclusion
- ix. References
- x. Annexure (including the first three pages of the similarity report)

### **Viva-Voce Guidelines**

- The viva-voce will assess the student's understanding of the dissertation work.
- The student shall be able to explain their research process and findings clearly.
- The viva-voce examination will be conducted by an External Examiner.
- Key focus areas on the basis of which the viva-voce examination will be conducted shall include the following:
  - i. Understanding of the Topic
  - ii. Research Methodology
  - iii. Critical Analysis & Interpretation
  - iv. Communication & Presentation Skills
  - v. Practical Relevance of the Study

### **UGC Plagiarism Guidelines**

As per UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018, plagiarism is strictly prohibited.

### **Plagiarism Levels & Penalties**

<b>Similarity Percentage</b>	<b>Consequences</b>
Up to 10%	No penalty
10% – 40%	Revision required within a stipulated time
40% – 60%	Resubmission after a 6-month cooling period
Above 60%	Cancellation of dissertation and disciplinary action

## **Formatting Guidelines**

- **Font:** Times New Roman
- **Font Size:**
  - **Main Headings** – 16 pt, Bold
  - **Subheadings** – 14 pt, Bold
  - **Body Text** – 12 pt
- **Line Spacing:** 1.5
- **Alignment:** Justified
- **Headings:** Bold and Numbered (if required)
- **Citation Style:** MLA format should be used for all references, following the guidelines set by the Modern Language Association (MLA).
- **Footnotes:** Should follow proper citation format

## **Final Assessment**

The overall score will be based on the successful completion of both the dissertation and viva-voce while ensuring compliance with UGC plagiarism norms.